

DISABILITIES SERVICES ASSISTANT

General Statement of Duties

Reporting to the Health and Disabilities Services Program Manager the Disabilities Services Assistant is responsible for the day-to-day implementation of services that support the planning, administration and ongoing assessment of services and partnerships in the areas of disability services for children.

Distinguishing Features of the Class

The role of the Disabilities Assistant is to support disabilities activities with parents, other program content areas, service providers, and community agencies. The position also provides staff training and technical assistance including on-site consultation, coaching, and mentoring to other staff under the guidance and direction of the Health Manager. This support will align with the Social and Emotional Foundations of Early Learning Pyramid Model framework, Head Start Program Performance Standards and the North Carolina Foundations of Early Learning Standards that support continuous improvement in child outcomes in the domain of Social-Emotional Development and School Readiness.

Effectively understands the Pyramid Model and can utilize its tenets in discussions with parents, caregivers, teachers, children, mental health consultants, and other professionals.

An employee in this class facilitates the exchange of information between Head Start and community education and service agencies, tracks information and maintains records. Work includes attending meetings, sharing information, observing in classrooms to gather data, entering data into the tracking system, securing appropriate release forms, and making referrals for evaluation and services. Work involves coordinating services with community agencies, service providers and other program employees. Work requires an understanding of the Head Start Program Performance Standards and 1302 Subpart F Services to Children with Disabilities, teamwork and organizational skills, strong oral and written communication skills. Work is performed under the regular supervision of the Health & Disabilities Services Program Manager. Work is evaluated through observation, discussion, auditing and monitoring results, goal-achievement and Significant Incidents that demonstrate job quality, quantity, timeliness, and results. Work is formally reviewed, and future goals are set, during an annual performance appraisal.

Behavioral Indicators of Organizational Principles

An Employee in this class, routinely and regularly, behaves in a manner that is consistent with and promotes both the letter and the spirit of the Agency's organizational principles:

- Teamwork – participate responsibly, solve problems, accept and support decisions
- Communication – listen responsibly, exhibit a spirit of openness, share relevant information in a timely and accurate manner, meet the organization's needs
- Quality – be professional and accountable, exceed standards, provide excellent service, strive to satisfy customers
- Respect – recognize boundaries, value diversity, behave in a direct and nonjudgmental manner

Duties and Responsibilities

Essential Duties and Tasks

- Attends Individual Education Plan (IEP) meetings with Head Start staff and Local Education Agencies (LEAs) to provide and record information on children's needs, services, and progress.
- Makes referrals and schedules appointments with LEAs, doctors, speech and hearing professionals, etc. for screening, evaluations, and treatment.

- Assists parents with obtaining information and assistance in understanding their child's disability and the services available that best support their child's development.
- Supports parents in being their child's best advocate.
- Monitors enrolled children who are suspected of having and diagnosed with disabilities to assure program standards of participation, communicate their needs, and observes in classrooms to assess child and/or classroom to accommodate special needs.
- Documents the results of IEP and other staffing meetings in electronic and paper records, records services received, frequency, concerns of parents and teachers, referrals, etc.
- Acts as liaison among LEAs, therapists and Head Start Family Service Associate, teachers and other staff concerning proper placement and obtaining information
- Coordinating and monitoring services of other specialists external to the program who may be engaged to provide related services.
- Obtains, maintains and distributes confidential permission and release of information forms, to proper staff, agencies and service providers
- Maintains hard-copy and electronic records in industry-specific database, tracks activities, generates reports.
- Collaborate with parents, Head Start staff, and the LEA responsible for implementing an IEP to ensure steps are undertaken in a timely and appropriate manner to support the children and families who are transitioning out of Head Start and into kindergarten, as they transition into a new setting.
- (Revised HSPS)
- Assists the Program Manager in recruiting activities and annual screening and enrollment.

Additional Job Duties

- May provide transportation for parents or children to appointments when necessary
- Performs related duties as required

Recruitment and Selection Guidelines

Knowledge, Skills, and Abilities

- Knowledge of child development, disabilities and special education for preschool children and related terminology.
- Comprehensive knowledge of assessment and intervention services relating to disabilities in preschool children.
- Knowledge of the Social Emotional Foundations of Early Learning, Head Start Program Performance Standards and the North Carolina Foundations of Early Learning Standards
- Knowledge of Microsoft Office Suite applications and database operating a computer
- Ability to collaborate with individuals and as a responsible team member
- Ability to establish and maintain working relationships with other employees, community professionals and agency customers
- Ability to communicate effectively in orally and in writing
- Ability to organize and maintain up-to-date hardcopy and electronic records

Physical Requirements

- Must be able to physically perform the basic life operational functions of climbing, stooping, kneeling, crawling, reaching, walking, fingering, grasping, talking, hearing and repetitive motions.
- Must be able to perform light work exerting up to 20 pounds of force occasionally, and/or up-to 10 pounds of force frequently and/or a negligible amount of force frequently or constantly to move objects.
- Must possess the visual acuity to prepare data and statistics, work with accounting processes, operate a computer terminal and read extensively

The physical requirements described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the work

Special Requirements

- Must possess a valid North Carolina Driver License.
- Must pass a physical examination and TB Test
- Fluency in Spanish desired

Education and Experience

- Graduation from a two-year accredited technical school or community college with an Associate's degree in Social Work, Early Childhood or related field
- two years of experience working in a preschool program with children with disabilities
- An equivalent combination of education and experience may be considered

An employee in this classification is non-exempt under FLSA and is eligible for overtime pay.

COMMUNITY ACTION OPPORTUNITIES

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