

HEAD START DISABILITIES SPECIALIST

DEFINITION: Under general supervision, performs work of considerable difficulty in providing professional expertise in assisting the Head Start Disability Program in policy and procedure development, training, consultation, site monitoring and records maintenance; performs related work as assigned.

ESSENTIAL FUNCTIONS: This list is ILLUSTRATIVE ONLY and is not a comprehensive listing of all functions and tasks performed by incumbents of this class.

TASKS:

Develops, maintains and oversees policies and procedures for placement, securing of medical reports, psychological reports, etc., in accordance with Navajo Nation, state and federal regulations, generally accepted and professional criteria and techniques, implements, monitors and evaluates the disability program, facilities, curriculum, procedures, individual student's needs and achievements, and parent relationships to ensure conformity and compliance with Navajo Nation, state and federal regulations; provides and implements instructional programs to supplement regular classroom instruction for children with disabilities; supervises and coordinates disability classroom programs.

Facilitates, schedules and attends multidisciplinary team meetings; plans and coordinates with the Navajo Nation health services, local schools and state agencies to ensure children's needs are met in accordance with the individuals with Disabilities Education Act (IDEA); arranges transportation for children placed in special classes; develops and oversees records maintenance system for students with disabilities to ensure appropriate academic, health, supporting records and reports are maintained in accordance with applicable regulations; prepares required reports; develops and initiates surveys and enrollment projections for identification of children with disabilities and reports such findings to appropriate agency; advises on the impact that projections may have on program.

Advocates for early identification and intervention of child's specific needs; works with organizations, special interest groups and private sources; consults with parents to address concerns, questions or problems they might have; encourages and facilitates discussions among parents and staff regarding problem areas; interprets objectives and programs of the disability program to parents, administrators, staff and the public; supports staff concerning issues of classroom environment, behavioral managements, inclusion of children with special needs, and transitioning of children and their families; conducts site visits to centers to monitor the environments, curriculum, disabilities services, screening and assessments; coordinates program self assessment and the follow up reporting; designs and provides disabilities related training to parents and staff.

Develops program budget recommendations and provides expenditure control; responsible for the acquisition, evaluation and inventory of supplies, materials, adaptive and assistive devices, techniques and texts utilized by program; assists in developing plans for physical facilities and makes recommendations on design, furnishings and equipment as it relates to children with disabilities; keeps informed on state financial aid for special education; keeps abreast of current trends, content and status of current special education legislation and related areas; serves as consultant to curriculum development committees; assists in recruitment, selection, assignment, recommendation and evaluation of program personnel.

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KNOWLEDGE, SKILLS AND OTHER CHARACTERISTICS:

Knowledge of the principles and practices of child development and special education.
Knowledge of applicable local, state and federal laws, rules, regulations, policies and procedures pertaining to disabilities services.
Knowledge of disabilities resources available within the local, state and federal government.
Knowledge of behavior and effective methods of dealing with children with disabilities.
Knowledge of Navajo culture and its influence on the daily lives of the children and family.
Knowledge of adult education and presentation methods and practices.
Knowledge of record keeping and file maintenance methods and practices.
Skill in working with parents, grandparents and volunteers in providing and meeting children's needs.
Skill in maintaining accurate and current records and reports.
Skill in oral and written communications.
Skill in teaching and providing training.
Ability to utilize agency resources, technology and library to appropriately respond to questions and provide guidance to staff and parents.
Ability to work both independently and in a team environment.

PHYSICAL REQUIREMENTS AND WORK ENVIRONMENT: Work may require lifting up to 30 pounds; exposure to children and their diseases; and extensive traveling in all types of weather and road conditions.

MINIMUM QUALIFICATIONS: A Bachelor's degree in Special Education, Early Childhood Education/Development or a related field; and two (2) years of professional experience in social services environment; or an equivalent combination of education, training and experience which provides the capabilities to perform the described duties.

SPECIAL REQUIREMENTS: Must pass a criminal background check, fingerprinting and employee assessment prior to employment; and must possess a valid state driver's license. Within 90 days of employment must obtain a physical examination, a First Aide Certificate, a Cardiopulmonary Resuscitation (CPR) Certificate and a Navajo Nation Vehicle Operator's Permit.

Depending upon the needs of the Nation, some incumbents of the class may be required to demonstrate fluency in both the Navajo and English languages as a condition of employment.