

The Howard County Public School System

Job Analysis

JOB TITLE: Academic Life Skills (ALS) Teacher, Middle School

DOT/O*NET Code: 094.224-014/094.227-022/25-2042.00

POSITION INFORMATION

Summary of Duties: The ALS Teacher at the middle school level (6-8) is responsible for planning and implementing activities, managing the classroom, monitoring students, and evaluating student outcomes. Physical assistance is sometimes required by the students, and may consist of assistance with ambulation, transfers, personal care, and use of therapeutic equipment. The ALS Teacher is responsible for attending Individualized Education Program (I.E.P.) meetings, and coordinating I.E.P. related activities with other members of the student evaluation team. He or she is responsible for communicating with all parties involved in the education of the student. The ALS Teacher records and maintains student information. This is a 10-month position.

Essential Job Functions:

- Prepare/set-up classroom prior to the first day of school.
- Provide an atmosphere and environment conducive to the cognitive, physical, social, and emotional development of the students.
- Attend I.E.P. meetings for each student; participate in the development of I.E.P. goals.
- Prepare and implement lessons plans based on the I.E.P's of the students in the classroom; provide for appropriate learning experiences for each student.
- Consult and coordinate with Behavioral Specialist, Occupational Therapist, Physical Therapist, Speech Therapist and other members of the evaluation team as needed and implement behavior and/or therapy plan.
- Prepare instructional materials.
- Select and order appropriate materials.
- Meet students at bus arrival, accompany students to the classroom, and accompany students to bus dismissal.
- Responsible for developing vocational activities, such as sorting, shredding, recycling, folding laundry, watering plants, or stuffing envelopes.
- Responsible for participating in the development of a transition plan for each student in his or her final year of middle school.
- Plan and implement activities community based activities on a regular (generally weekly) basis.
- Participate in grade-level field trips.
- Plan regular field trips following established procedures.
- Coordinate with Nursing Services.
- Provide direction to Special Education Para educators and Student Assistants.
- Provide direction to Student Peer Buddies.

- Modify students' classroom work, general education work, and homework.
- Perform recommended testing for student evaluations.
- Provide assistance to general education teachers.
- May have to restrain or carry a student, assistance available.
- May be asked to assist with special classes, such as Media, Art, Music, or Physical Education.
- Monitor and evaluate student outcomes.
- Maintain student records following established procedures and practices.
- Prepare interim progress reports and quarterly report cards.
- Prepare information sheets for participation in parent-teacher conferences.
- Communicate and interact with students, parents, staff, and the community.
- Attend ALS planning meetings, team meetings, and staff meetings.
- Attend in-service trainings and county workshops.
- Prepare lesson plans and materials for substitute teachers; include class lists, and any special instructions related to each student's special needs.
- Create emergency lesson plans as required.
- Maintain regular, on-time, attendance.
- Accommodate visitors to the classroom.
- Knowledge of emergency plans for the school, such as lockdown procedures.
- Participate in fire drills, as required.
- May participate in student teacher/intern program.

Machinery, Tools, Equipment, Work Aids Used:

- Mats
- Pillows
- Walkers, braces, splints, wheelchairs
- Stenders
- Sitting stools
- Communication aids
- Exercise balls
- Manipulatives; sensory stimulators
- Other therapeutic equipment or sensory aids
- Accommodation software (Dragon Naturally Speaking; Board Maker)
- Desktop and/or laptop computers
- Television; CD stereo/radio/cassette recorder, DVD
- LCD projectors
- Overhead projector
- Screen
- Headphones
- Carts
- Laminator
- Poster Maker
- Die Cut Machine
- Easel
- Chalkboard; chalk
- Bulletin Board

- Pointer
- Photocopier
- Telephone
- Timer
- Ladder or Stepping Stool
- Books; puzzles; games
- Paper; Writing implements
- Tape, adhesive, thumb tacks
- Stapler
- Art supplies
- Magnets
- Storage containers, cabinets, file cabinets
- Walkie-Talkies

Products/Materials Handled:

- Clothing, backpacks
- Diapers
- Towels, cloths, soap
- Personal care items
- Snacks, lunches, utensils
- Chairs or other classroom fixtures obstructing a student's path

EDUCATIONAL/VOCATIONAL PREPARATION

- Bachelor's Degree in a related field

REQUIRED CERTIFICATES/LICENSES

- Current Maryland Teaching Certification
- Fulfill requirements to maintain certification
- Crisis Prevention Intervention training is offered
- Blood Borne Pathogen training is offered

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of instructional methods and training techniques specific to special education, including curriculum design, learning theory, teaching techniques, and the development of I.E.P.'s and transition plans.
- Knowledge of techniques related to behavior modification and physical prompting.
- Understanding of differences in ability and differences in learning styles.
- Skill in conveying information effectively to different ability levels and learning styles.
- Skill in developing or selecting and using appropriate instructional methods and materials.
- Ability to remain calm while using appropriate response for student related behaviors.
- Ability to recognize when assistance in lifting or positioning of a student is required, and ability to request assistance from other staff members and provide assistance to other staff members.
- Ability to reinforce therapy and therapeutic positioning under the guidance of therapists.

- Ability to communicate effectively both orally and in writing, with students, parents, staff members, and the community.
- Ability to effectively manage the classroom.
- Ability to maintain a positive attitude and calm manner.
- Ability to remain flexible with changes in routine or plans.
- Knowledge of computers and software.

JOB SITE ENVIRONMENT

Work Site

- Inside: 90%
- Outside: 10%

Temperature Factors

- Exposed to weather conditions when outside of the school building.

Noise Factors

- Occasional noise from students, bells, or alarm systems.

Vibrations

- N/A

Air Quality Factors

- May be exposed to fumes from laminating machine.

Working Surface

- Flat, tile, or carpeted floors
- Mats
- Ground, cement and paved surfaces outside

PHYSICAL REQUIREMENTS – Academic Life Skills Teacher –Middle School

Non-Material Handling:							
Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%	
N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the shift</i>	
				X			Often needed to assist students working at desks, walking, motor skills training, transferring and other activities. Alternatives to bending may include sitting on a stool (with wheels), squatting, and kneeling.
Bend				X			Often needed to assist students working at desks, walking, motor skills training, transferring and other activities. Alternatives to bending may include sitting on a stool (with wheels), squatting, and kneeling.
Squat				X			Usually for 30 to 60 seconds at a time. Alternatives to squatting may include sitting on a stool, bending, and kneeling.
Kneel		X					May be needed to assist some students. Alternatives to kneeling may include sitting on a stool, bending and squatting.
Crawl		X					Needed to assist students on mats.
Balance					X		Required to walk around objects on the classroom floor or uneven surfaces during outings and recess. Students need to be assisted or followed and quick body movements are needed in response to a child's movements and activity.
Reach Above Shoulder			X				May be needed to retrieve supplies or equipment from shelves.
Sit			X				Needed often for planning and teaching students.
Stand					X		Usually combined with intermittent walking or position changes throughout the day. 80% of the usual workday is spent standing or walking.
Walk					X		Required intermittently, for brief and extended periods depending on program needs. 80% of the usual workday is spent standing or walking.
Running		X					Usually not required. May be needed for brief periods to supervise and retrieve some students.
Alternate Sit/Stand					X		Needed throughout the day, alternating with a variety of position changes.
Hand Dexterity					X		Needed with use of: teaching materials (paper, books, writing and drawing instruments), adaptive equipment setup and operation, files, and keyboard; and for handling a variety of small, medium and large size objects; and student toileting and changing.
Hand Controls Arm and Body				X			Needed for hand-over-hand guidance during instruction. May be needed to operate wheelchair or adaptive equipment controls for some students.
Foot Controls		X					May be needed to operate equipment with a student.
Stair Climb		X					May be needed during outings.
Ladder Climb		X					May be needed to climb a step ladder to set up classroom
Driving	X						Not usually required for outings. May be needed to attend meetings.

Material Handling:

'+' indicates the usually rare occurrence when the safety of students and staff requires the physical restraining of an out-of-control student.

Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%	
Repetitions per day		1-10	<25	<100	100-500	500+ per day	
N	R	I	O	F	C		
Lift							
Floor to Knuckle		50+	25	10	5	--	Needed to assist or support students for transfers, toileting, ambulation activities; due to physical impairment and/or aberrant behavior with un-responsiveness to instruction. Needs to participate with <u>team lifting</u> for a heavier or an agitated student, or lift a mat used for restraining a flailing student during a tantrum.
10 in. to Knuckle		50+	25	10	5	--	
Knuckle to Shoulder			25	10	5	--	
Shoulder to Overhead			10	--	--	--	May be needed to retrieve and store equipment or supplies.
Push		50+	20	15	10	5	As in Lifting above. Sustained effort may be needed for extremity bracing when working with students with high muscle tone or when holding a mat to restrain a flailing student.
Pull		50+	20	15	10	5	
Carry		50+	30	15	5	--	May be needed to carry a student a short distance. Needs to participate with a <u>team carry</u> for a heavy student or an agitated out-of-control student.

JOB ANALYSIS REVIEW

Printed Name

Signature

Title

Howard County Public School System

Date

JOB ANALYSIS PREPARATION

Nancy Forest, M.A. CRC, CCM, CDMS, CLCP
Printed Name

Signature

Senior Rehabilitation Case Manager
Title

First Rehabilitation Resources, Inc.
Company

Date

Michael Caruso, PT, OCS, FAAOMPT
Printed Name

Signature

Industrial Physical Therapist
Title

Occupational Rehabilitation Associates
Company

Date