

## EDUCATIONAL/DEVELOPMENTAL AIDE I

This is beginning level paraprofessional instructional work in educational/ developmental areas in-day care centers. Employees are assigned instructional as well as housekeeping tasks and responsibilities for supervising play and meal activities. Work may also involve transportation of clients (students, children).

### I. DIFFICULTY OF WORK:

Complexity - Employees perform routine, assignments in carrying out specific instructional activities on an individual and group basis. Employees spend approximately 25 to 35% of the time making instructional materials and assisting the teacher in planning and coordinating classroom activities. Employees choose specific tasks or games from specified lists to be used in carrying out the instructional activities according to clients' needs and progress. Work requires observation and verbal feedback to the teacher on the clients' progress and overall condition. Because of the nature of activities occurring in a day care program, the majority of the employee's time is spent supervising play, meal, toilet, and rest time activities; assisting with meal preparation; and performing light housekeeping duties.

Guidelines - Work is performed according to the daily schedule, lesson plans, curriculum guides, internal policies and procedures, and daily instructions by the teacher. Situations that are not covered by guidelines are referred to the teacher.

### II. RESPONSIBILITY:

Accountability - Employees work in the classroom with teachers and other aides; may have general and informal contact with parents in delivery and pick up of children or at occasional parent-teacher night meetings.

Consequence of Action - The individualized instruction aids clients in getting concentrated and comprehensive work in academic and/or developmental skills building.

Review - The teacher is either present in the classroom or immediately available to guide the activities and to handle any unusual situations.

### III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Depending on the specific day care program, employees work with clients whose functioning level may range from severely or profoundly mentally retarded, slow learner, to normal or gifted. This affects how easily they will comprehend the subject matter.

Purpose - During instructional time, employees demonstrate and explain material to the clients. During play, eating, or toileting activities, employees guide clients on such things as what activities to do, how to do them, and appropriate interaction skills. '

### IV. WORK ENVIRONMENT:

Nature of Working Conditions - Employees work primarily indoors in day care centers, which are usually designed with separate classrooms, although some work may occur outdoors in cold weather. Employees may be involved in toileting and feeding activities due to the ages of the clients.

Nature and Potential of Personal Hazards - Behavior problems such as aggression of clients and/or lifting could cause slight bodily injury.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Knowledge of basic reading, writing, and arithmetic. Interest and basic understanding of normal stages of child development. Ability to follow instructions. Ability to establish rapport with children and parents. Ability to communicate with peers, teachers, and social workers.

Minimum Education and Experience - Demonstrated possession of knowledge, skills, and abilities gained through at least one year of experience in working with children or educational coursework: or an equivalent combination of education and experience.

Minimum Education and Experience for Trainee Appointment - Possession of the knowledge of basic reading, writing, and arithmetic; or an equivalent combination of education and experience.