

Educational Assistant – (D)Deaf/(HH)Hard of Hearing and/or (D)Deaf/(HH) Hard of Hearing/ (B) Blind Support

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OVERVIEW

The Educational Assistant – (D)Deaf/(HH)Hard of Hearing and/or (D)Deaf/(HH)Hard of Hearing/Blind Support (EADB), under the general direction of the classroom teacher(s), the teacher of the Deaf and Hard of Hearing, or the teacher of the Visually impaired, and the supervision of the Principal, provides assistance to students, monitors student behaviour and facilitates the inclusion of the student in the school setting. This is an itinerant position.

POSITION DESCRIPTION EDUCATIONAL ASSISTANT - GENERAL

EAG – 1

Facilitates the inclusion of students with diverse needs by encouraging and supporting them to become independent learners and members of the classroom, school and community.

EAG – 2

Observes and documents learner strengths, achievements, needs and behaviours through daily learning activities.

EAG – 3

Reviews and reinforces learning activities using lesson plans and learning strategies developed by the learning support team to help students to master concepts and skills.

EAG – 4

Gathers and shares relevant information about the performance and behaviour of individual learners to support IEP goals, transitions and program design through IEP and other consultative meetings with teachers, parents and therapists.

EAG – 5

Supports students in learning communication skills and social/emotional strategies as outlined in the IEP or as needed on a daily basis.

EAG - 6

Supports students' use of educational technology and/or various assistive communication modalities.

EAG – 7

In collaboration with the teacher, produces materials and implements strategies to accommodate individual learner needs /styles. At the request of the teacher, marks objective student work when not needed to support student learning.

EAG – 8

Reinforces classroom expectations during brief absences of the teacher and documents and reports significant incidents.

EAG - 9

In collaboration with the teacher or administrator, determines a plan when it is appropriate to ask the student(s) to leave the classroom to calm, redirect, refocus and then re-engage them in their learning.

EAG – 10

Supports learning and skill development through school activities, one-on-one or small groups, field trips, work experience programs, physical education activities and special events.

EAG – 11

Provides assistance to student(s) in the case of injury illness or chronic medical conditions; performs assigned duties during fire/earthquake/lockdown drills and other emergent situations.

EAG – 12

Assists students with feeding, hygiene, toileting and other personal care.

EAG – 13

Remains current in school, district and provincial policies and procedures e.g. Provincial Physical Restraint and Seclusion Guidelines.

**POSITION DESCRIPTION
EDUCATIONAL ASSISTANT –BLIND SUPPORT**

EAB – 1

Facilitates the inclusion of the partially sighted or blind student in the regular classroom and school environment.

EAB- 2

Implements programs and materials as designed specifically for the partially sighted or blind.

EAB – 3

Facilitates communication utilizing special equipment.

EAB – 4

Operates equipment such as Braille writer, , photocopiers, laminators, audio-visual equipment and classroom computers.

EAB – 5

Supports students in a wide variety of educational computer programs and equipment.

EAB – 6

Performs other assigned comparable or transient duties which are within the area of knowledge and skills required by this job description.

**POSITION DESCRIPTION
EDUCATIONAL ASSISTANT – DEAF/HARD OF HEARING**

EADHH-1

Provides language support and extensions for students who are deaf and/or hard of hearing to promote both receptive and expressive language skills and vocabulary reinforcement to support academic concepts.

EADHH-2

Provides communication opportunities and support in and out of the classroom, adjusting to the signed, educational and communicational levels required by the students; this may include scribing expressive and receptive ASL skills to written and spoken English and vice versa.

EADHH-3

Facilitates communication in educational situations such as classroom instructions, student-to-student dialogue, counselling sessions, tutorials, assemblies, parent/student meetings, field trips, and in any other situation as required.

EADHH-4

Prepares, in collaboration with the classroom teacher(s) and the teacher of the deaf and hard of hearing, as necessary for supporting the student by reviewing educational materials, vocabulary, concepts, sentence structure and plan for a variety of situations (e.g. non-closed-captioned videos, field trips, school assembly presentations).

EADHH-5

Addresses difference in auditory, perceptual, visual and memory abilities through augmentative communication by using a variety of communication and access tools. This may include using a computer and various applications, scanner, FM equipment and other augmentative communication devices as required by the student.

QUALIFICATIONS EDUCATIONAL ASSISTANT (D)Deaf/(HH)Hard of Hearing and/or (D)Deaf/(HH) Hard of Hearing/ (B) Blind Support

EDUCATION	TECHNICAL REQUIREMENTS
	<p>Grade 12 or equivalent, and</p> <p>One (1) year Community Support Worker or Educational Assistant Program certificate or equivalent combination of post-secondary courses in child/adolescent development, or behaviour management including non-violent crisis intervention techniques.</p> <p>Current First Aid and C.P.R. courses or equivalent, and,</p> <p>Certificate in ASL level one or equivalent and a willingness to learn Signed English or Signed Supported Speech and/or Cued Speech.</p> <p>Provincial Outreach Program Deaf Blind Course (or equivalent college courses)</p> <ul style="list-style-type: none">• Introduction to Deaf Blind• Introduction to Intervention

EXPERIENCE	<p><i>TECHNICAL REQUIREMENTS</i></p> <p>Two (2) years specific experience working with persons with deaf and/or deaf/blind/hard of hearing.</p>
KNOWLEDGE	<p><i>TECHNICAL REQUIREMENTS</i></p> <p>Knowledge of digital technology and related educational applications used to support students with diverse needs.</p> <p>Knowledge of learning styles and support requirements for learning in order to adapt materials for students.</p> <p>Knowledge of positive collaborative behaviour support and social/emotional strategies.</p> <p>Knowledge of non-violent conflict resolution methods in order to address various levels of student behaviours in the classroom or in the school/community.</p> <p>Knowledge of inclusion principles.</p> <p>Knowledge of school systems, District policies and procedures as they relate to the position.</p>
SKILLS AND ABILITIES	<p><i>JOB SPECIFIC REQUIREMENTS</i></p> <p>Support and implement IEP goals, adaptations or modifications.</p> <p>Apply positive behavioural support techniques to facilitate student engagement in the classroom.</p> <p>Support and implement augmented communication skills.</p> <p>Support and implement safety plans.</p> <p>Understand and work with core curriculum at the appropriate grade level(s) and language of instruction.</p> <p>Provide personal care such as feeding, toileting and dressing on occasion.</p>

	<p><i>INTERPERSONAL REQUIREMENTS</i></p> <p>Use tact and diplomacy to maintain confidentiality of sensitive information often in open and public settings and social media.</p> <p>Capture, in written and oral form, observations made in the classroom and summarize information in an accurate manner.</p> <p>Relate to staff, parents, professionals and other members of the public and request and convey information in a respectful and calm manner.</p> <p>Speak with and act toward students with respect and dignity, and deal judiciously with them, always mindful of their individual rights and sensibilities.</p> <p>Celebrate successes that may only come with repetition and patience.</p> <p>Work independently with minimal supervision.</p> <p>Observe and document behaviours of students over time.</p> <p><i>PROBLEM SOLVING REQUIREMENTS</i></p> <p>Use conflict resolution strategies to resolve disagreements and refer more demanding issues to teaching and administrative staff.</p> <p>Determine and select appropriate courses of action within established methods, procedures and policies.</p> <p>Adapt learning materials and available resources to the learning needs of the students.</p>
<p>WORKING CONDITIONS</p>	<p><i>OCCUPATIONAL REQUIREMENTS</i></p> <p>Sufficient vision and hearing to perform related job duties.</p> <p>Desk-top self-sufficiency in order to communicate through digital technology.</p>

	<p>Physically able to work with students at their level, (squatting, kneeling and sitting on the floor).</p> <p>Physically able to lift up to 22 kgs (50 lbs) and operate related equipment on an occasional basis.</p>
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