



# Educational Assistant - Brailist

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## OVERVIEW

The EA-Brailist, under the general direction of the teacher of students who are visually impaired (TSVI), classroom teacher, and the supervision of the Principal, directly supports the specific needs of students with visual impairments who use braille and are on a Dogwood path. These needs include providing adapted materials in an accessible format (braille/tactile), academic assistance related to access of classroom materials to the student, supporting specific goals related to the visual impairment, and facilitating the inclusion of the student in the school setting.

Students learning Braille, will have very different support needs depending on their age. A student in elementary school who is just learning to read and write braille will require more direct support from their EA-Brailists than a student in middle or secondary school who will require the EA-Brailists to be spending most of their time preparing and adapting learning materials. Given this guidelines for use of EA-Brailists' time are provided at the end of this document. This is an itinerant position.

## POSITION DESCRIPTION Educational Assistant - Brailist

### **EAB – 1**

Facilitates the learning strategies of the student with visual impairment in an individual, small group and classroom setting towards becoming an independent learner as well as a member of the school community.

### **EAB – 2**

Participates in Individual Education Plan (IEP) and consultative meeting with teachers, parents and other specialists as required.

### **EAB – 3**

Communicates information to teacher, TSVI and school-based team members (when appropriate) related to student success with pre-teaching, braille learning, goals specific with visual impairment, and adapted materials.

**EAB - 4**

Supports student with visual impairment in a wide variety of educational assistive technology programs and equipment in consultation with TSVI

**EAB - 5**

Maintains and organizes specific classroom items such as materials, supplies and equipment, including materials and equipment on loan, used by and for the student with visual impairment in consultation with classroom teacher and TSVI

**EAB - 6**

Supervises and supports student with visual impairment, when necessary, to foster independence during recess, noon-hour or during the temporary absence of the teacher.

**EAB - 7**

Prepares, supports and may supervise student on field trips, PE activities, work experience and other special events to ensure safety and foster independence and peer interactions.

**EAB - 8**

Provides assistance to student(s) in the case of injury or illness; performs assigned duties during fire/earthquake/lockdown drills and other emergent situations including supporting the safe travel and orientation of the student with a visual impairment.

**EAB - 9**

Transcribes printed material into formatted UEB Braille and/or alternative formats including, but not limited to, worksheets, tests and supplementary reading; prepares tactile graphics of maps, diagrams and graphs for use by students who are blind in accordance with Braille standards (BANA).

**EAB - 10**

Edits and proofreads all braille materials in accordance to braille standards (BANA) to ensure accuracy.

**EAB - 11**

Interlines (writes print above the braille) all braille materials used in classroom (i.e. student copy, teacher worksheets, student work that needs to be read/marked by the teacher) for use by sighted teachers, peers and other members of the school community.

**EAB - 12**

Produces tactile diagrams and maps through manual and/computerized means using CorelDRAW, OmniPage or specialized software that is age appropriate in accordance to braille standards (BANA).

**EAB - 13**

Duplicates, binds and labels copies of braille books or e-text as required, uses braille embossers, PIAF machine, tactile image enhancer.

**EAB - 14**

Reports and directly consults with TSVI regarding materials production and needs of student.

**EAB - 15**

Reinforces the reading and writing instruction from the TSVI in specialized skills such as using braille codes, braille writing equipment and tactile graphics.

**EAB - 16**

Reinforces the orientation and mobility instruction from the O&M instructor including skills such as sighted guide technique and white cane use.

**EAB - 17**

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

**QUALIFICATIONS**  
**Educational Assistant- Brailist**

<b>EDUCATION</b>	<p>Grade 12 or equivalent,</p> <p>and</p> <p>One(1) year Education Assistant and Community Support Worker certificate or equivalent combination of post-secondary courses in child/adolescent development, or behaviour management,</p> <p>and Successful completion of the Unified English Braille (UEB) Literary Braille Transcriber’s certification and the UEB Technical Extension certification by CNIB or equivalent or equivalent</p> <p>Current Level One First Aid</p>
<b>EXPERIENCE</b>	<p>One (1) year experience working with special needs persons Experience with students with visual impairments is preferred</p>

<p><b>KNOWLEDGE</b></p>	<p>Knowledge of Braille codes including Unified English Braille (UEB) Code including use of Duxbury (braille translation and braille embosser)</p> <p>Knowledge of production of Tactile Graphics and using braille standards (BANA) using PIAF, CorelDRAW, Omnipage, or specialized software</p> <p>Knowledge of braille proofreading</p> <p>Knowledge of digital technology, adaptive equipment and related educational applications, e.g. Duxbury, Corel Draw, JAWS, Magic, Zoomtext, Windows and iOS, etc.</p> <p>Knowledge of learning styles and support requirements for learning in order to adapt materials for students</p> <p>Knowledge of support requirements for behaviour management, social and life skills programs</p> <p>Knowledge of non-conflict resolution methods</p> <p>Knowledge of inclusion principles</p> <p>Knowledge of school systems, District policies and procedures, as they relate to the position</p>
<p><b>SKILLS AND ABILITIES</b></p>	<p><b>JOB SPECIFIC REQUIREMENTS</b></p> <p>Ability to work with students in the implementation of his/her IEP Ability to work with students with social, communication and behaviour challenges</p> <p>Ability to maintain the confidentiality of sensitive information</p> <p>Ability to understand and work with core curriculum at the appropriate grade level</p> <p>Ability to be flexible to meet the varying academic, social, emotional and behavioural needs of students</p>

	<p><b>INTERPERSONAL REQUIREMENTS</b></p> <p>Ability and willingness to learn new technology and maintain up to date professional development related to technology used by the student</p> <p>Effective written and oral communication skills including the ability to relate to students, staff, parents, professionals and other members of the public and to request and convey information in an appropriate manner</p> <p>Patience</p> <p>Ability to maintain an effective professional working relationship within a collaborative school team</p> <p>Ability to work independently with minimal supervision</p> <p><b>PROBLEM SOLVING REQUIREMENTS</b></p> <p>Ability to supervise students in instructional and non-instructional activities</p> <p>Ability to determine and select an appropriate course of action within established methods, procedures and policies</p> <p>Ability to provide guidance, instructions and directions to students</p> <p>Creative/Innovative</p> <p>Organization skills</p> <p>Ability to prioritize workload and manage time appropriately</p> <p>Ability to document and summarize information/data in an accurate manner</p> <p>Ability to pay close attention to detail</p>
<p><b>WORKING CONDITIONS</b></p>	<p><b>OCCUPATIONAL REQUIREMENTS</b></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> <p>Able to perform related physical and mental activities</p> <p>Able to work in a highly active physical environment</p>
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Reviewed: December 2020