



Classification Summary

1. Train and monitor handicapped students in the development of marketable job skills to the best of their ability through testing, monitoring and evaluating current skill level and through training in specific vocational skills. Works with a variety of handicapped students such as brain damaged, orthopedically impaired, emotionally handicapped, blind, hearing impaired, mild and severely handicapped students in an age range of 13 to 21 years old.
2. Performs receptionist, public relations, secretarial and clerical office duties for the Vocational Work Skills Center.

Distinguishing Characteristics

Positions in this class train handicapped students in basic vocational habits and skills in a simulated work setting with paid work projects selected for their adaptation to this specialized work force. Incumbents are responsible for both the student development and completion of the work project for the employer.

Supervisory Relationships

Supervised by the vocational Evaluation Coordinator (a member of the certified teaching staff). Acts as supervisor of students in a simulated work setting.

Examples of Duties

1. Conduct base-line testing to assess student abilities such as color distinction, counting, name identification and writing, size differentiation and discrimination using VALPAR and JET system products; time and score test results.
2. Break down paid work projects into specific tasks; instruct students in each task to complete a job; assigns tasks to students; observe time each student is able to spend on a task and change activities as needed; ensure quality of work product.
3. Conduct job application drills and instruction for tasks such as writing phone number, address and signature.
4. Maintain appropriate work setting behavior and habits such as staying on task and reporting to work on time. Manage student behavior while in the Work Center.
5. Conduct word mastery drills with a wide range of reading abilities among students.
6. Record behavioral and skill data on each student using the 10.0 form; compile observation and base-line testing data into written report format for use by teachers, parents, and caseworkers for use in assessment of student progress in the program and their ability to work independently.
7. Perform personal and telephone receptionist duties for the Work Skills Center. Explain the Center's operation and work projects to visitors; respond to inquiries for information on the Center. Greet clients coming to the center to pick up their work.
8. Perform typing of student data and reports and correspondence; maintain student files.

Required Knowledge, Skills and Abilities

1. Ability to communicate effectively with a variety of handicapped students. Knowledge of the elements of instruction and the ability to deliver effective training and instruction.
2. Ability to conduct vocational skills testing and assess students level and progress and adjust instruction accordingly. Ability to record, compile and maintain accurate records and files.
3. Ability to manage difficult behavior problems and model appropriate behavior for a work setting.

Minimum Qualifications for Class Entry

Two years of previous work experience in direct care and instruction with handicapped students.

Work Environment

The Vocational Work Skills Center is an off-campus simulated work environment under the umbrella of Sheldon High School and located in a commercial setting. The program has a work shop and a bike shop, a head teacher, secretary and vocational training assistants. Students are bused to the Work Center on a regular daily schedule.