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## Paraeducator – DHH Oral Program

### GENERAL PURPOSE

Under general supervision, provides instructional support to individual and small groups of deaf and hard of hearing students (DHH) in various subject-matter areas to reinforce classroom lessons in an OCDE/DHH oral program special day classroom (SDC) setting; accompanies assigned DHH oral program students to general education classes; observes, monitors, and records student performance and behavior in both settings; and performs related duties as assigned.

### DISTINGUISHING CHARACTERISTICS

Paraeducators -- DHH Oral Program are responsible for providing, under the guidance and direction of a SDC classroom teacher, instruction on various academic subjects to deaf/hard of hearing students in the OCDE/DHH oral program. Incumbents may also accompany and provide instructional assistance to assigned DHH oral program students in general education classes. Work assigned requires knowledge of subject areas applicable to the areas of assignment and the ability to provide effective instructional support to deaf and hard of hearing students in the DHH oral program.

Paraeducator – DHH Oral Program is distinguished from Paraeducator – DHH Total Communication in that incumbents in the latter class use sign language, finger spelling, and total communication skills in instruction and communication with DHH students and provide manual and oral interpretation/translation services in non-academic classes and extracurricular activities. Incumbents in the former class primarily use oral methods of communication and /instruction appropriate to the assigned DHH student population.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

*This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*

1. Provide instructional support to deaf and hard of hearing students in DHH oral program classrooms and/or general education classrooms; utilize specialized techniques and methods to provide instruction and assistance to DHH oral program students such as language modeling; work with and tutor individual and small groups of students in various academic subject matter areas to reinforce class lessons; improve skill levels; and assist students in completing academic projects/assignments.
2. Accompany assigned students to and observe their performance during academic and/or non-academic general education classes; monitor, carefully document, and record student performance, as required; and participate in assessment of student comprehension of classroom, small group, or

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one-on-one lessons, instruction, and activities, and corresponding instructional materials, as well as assessment of additional learning needs.

3. Adapt classroom lessons, materials, instructional techniques, and methods as appropriate to meet needs, with direction and guidance from teacher as required.
4. Confer with and provide and/or obtain information and insight about student progress and/or problems to/from SDC teachers, general education teachers, therapists, and others; seek input and guidance from teachers and others on programs and materials that will best meet student individual learning needs; and review and report observations of student performance and behavior progress and issues to teachers.
5. Participate in observing and controlling student behavior in classroom, on playground, and other assigned settings in accordance with established OCDE rules and procedures; assist with student discipline and conflict resolution and/or reinforce positive behavior; cover the classroom as needed; supervise students during playground activities; accompany classes on field trips to assist in supervising students; and assist students in entering and leaving school buses.
6. Prepare basic instructional materials for lesson use under teacher direction; prepare and modify instructional materials according to individual student needs and teacher-determined requirements; grade student tests and papers; record student grades; prepare and maintain a variety of student records and files; and duplicate or laminate materials.
7. Assist in maintaining a clean, orderly, and safe learning environment; check the classroom and outside play areas to ensure cleanliness and safety; assist in cleaning and straightening the classroom and playground; supervise children to prevent injuries; and provide basic first aid to students as needed.
8. Provide support during science lessons; teach or reteach math lessons to ensure students understand the material at hand; and assist students with writing activities to ensure they are using proper grammar and punctuation.

#### **OTHER DUTIES**

1. Attend a variety of meetings and training sessions as required.
2. Perform CPR and first aid as required.
3. Regularly check Frequency Modulated Systems (FMs) and home hearing aids for malfunctions.
4. May assist with student personal hygiene and grooming needs.

#### **QUALIFICATIONS**

##### **Knowledge of:**

1. Methods and practices of child guidance, especially as it relates to deaf and hard of hearing students.
2. Special challenges faced by and standard instructional methods and techniques specific to providing effective instructional support to DHH oral program students.
3. Basic subject matter areas taught in OCDE schools, including mathematics, grammar, spelling, language, and reading.
4. Use and operation of various assistive devices, including FMs and home hearing aids, used by students in the DHH oral program.

5. Procedures and practices for classroom and playground safety.
6. Conflict resolution methods and techniques.
7. Correct English usage, including spelling, grammar, punctuation, and pronunciation.
8. Administrative practices and procedures, including record-keeping and filing practices and procedures.

**Ability and Skill to:**

1. Provide instructional assistance to students in basic subject matter areas taught in OCDE schools, including mathematics, grammar, spelling, language, and reading
2. Recognize individual student learning needs and adapt instructional methods, materials, and assignments to facilitate learning.
3. Operate a computer and other standard office equipment.
4. Organize, set priorities, and exercise sound judgment within areas of responsibility.
5. Organize and maintain confidential student records and files.
6. Communicate clearly and effectively, both orally and in writing; understand and follow written and oral instructions.
7. Assist in disciplining students according to approved policies and procedures.
8. Deal with sensitive and difficult situations.
9. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
10. Must demonstrate attendance sufficient to complete the duties of the position as required.

**Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is one (1) year of experience working with deaf and hard of hearing children in an organized setting and one of the following; or an equivalent combination of training and experience:

- Completion of at least two years of study at a college or university; OR,
- An Associate of Arts degree; OR,
- Satisfactory completion of an approved paraeducator test; OR,
- Demonstration of a rigorous standard of quality through a state or local assessment, including knowledge of and the ability to assist in instruction in reading, writing, and mathematics.

**Licenses; Certificates; Special Requirements:**

OCDE in-service or other training and certification as required to meet the needs of assigned students.

Obtain valid CPR and first aid certifications within six months of employment.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

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### **Physical Demands**

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification often lift students and carry materials or equipment. They read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. This position includes the need to traverse uneven surfaces. May move items weighing up to 25 pounds.

### **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use basic math; learn and apply new information or skills; perform detailed work on multiple, concurrent tasks with frequent interruptions; work under deadlines and meet productivity requirements; and interact successfully with parent's or family members, children, teachers, therapists, OCDE staff, and others encountered in the course of work.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. The employee works in a classroom setting, and the noise level is occasionally moderately loud.