

## **JOB ANALYSIS - Instructional Paraprofessional Specialized -Visually Impaired**

JOB ANALYST: Carrie Alcaraz, MA, CRC	DATE OF ANALYSIS: 11/17/2023
PHONE #: (925) 326-8203	DATE REVISED: NA
Conducted for: Chico Unified School District	Information Provided by: Education Department

### **General Description:**

Under general supervision of assigned management employee, assists certificated staff in providing specialized assistance to visually impaired and blind students who may also possess additional disabilities, by adapting instructional curricula into alternative formats such as Braille, large print, tactile graphics, and aural media. Promote a climate for student independence, teacher/student interaction, classroom socialization, and equal opportunities for full inclusion of classroom experience.

### **Essential Job Functions:**

- Assist in planning and implementing learning experiences for students.
- Provides instructional assistance and tutoring for visually impaired students in reading, writing, and Nemeth Math Code; assist students in note taking with the use of special equipment as required.
- Utilizes and assists in the use of specialized computers, software, and other Braille devices to transcribe instructional materials into Braille for use by visually impaired students. Adapts print materials specific to individual need.
- Adheres to techniques, standards, and guidelines established by the Braille Authority of North America.
- Assists students in the use of a variety of supplementary instructional materials, including large print, tactile illustrations, low vision, and aural media aids using specialized equipment.
- Provide physical and/or mobility assistance to special needs students, as needed.
- Prepares and creates reports, as directed.
- Perform related duties as directed by supervisor or classroom teacher.

### **Required Knowledge Skill and Abilities**

**Knowledge of:** Proper childcare techniques. Techniques and methods of child supervision. Cultural and physical differences and needs of children in assigned program. College-level English and math with the ability to translate into Braille code. Modern office methods, practices, procedures, and equipment.

**Skill/Ability to:** Learn growth and development principles of children. Patiently and effectively work with students of differing backgrounds. Learn basic first aid and safety requirements. Physically perform job tasks. Communicate clearly and concisely, both orally and in writing. Successfully complete the appropriate Braille Codes & Calculations certification course as designated by District. Establish and maintain effective working relationships with those contacted in the course of work. Participate as a contributing member of the educational team.

## Physical Demands:

The Physical Demands under the U.S. Department of Labor:

Strength Level	Rarely - < 1%	Infrequently 2-5%	Occasionally 6-33%	Frequently 34-66%	Constantly 67% +
Sedentary			0 – 10 lbs.		
Light			11 – 20 lbs.	0 – 10 lbs.	
Medium			21 – 50 lbs.	11 – 25 lbs.	1 – 10 lbs.
Heavy			51 – 100 lbs.	26 – 50 lbs.	11 – 20 lbs.
Very Heavy			100 + lbs.	50 + lbs.	20 + lbs.

**STANDING:** *Remaining on one's feet in an upright position at a workstation without moving about.*

**Occasionally to Frequently.** Standing occurs intermittently throughout the workday while in place during student instruction, while observing students, while assisting student in place, while preparing instructional materials, and other incidental activities.

**WALKING:** *Moving about on foot.*

**Occasionally to Frequently.** Walking occurs intermittently throughout the workday while walking to and from facilities, to and from classrooms, within the classroom, to assist students' mobility assistance such as guiding students on and off school bus and to classes, and other related activities.

**SITTING:** *Remaining in the normal seated position.*

**Occasionally to Frequently.** Sitting occurs intermittently throughout the day while driving to different school sites; while typing reports, preparing instructional materials, and handwriting; while instructing students at desks, and other related activities.

**LIFTING:** *Raising or lowering an object from one level to another (including upward pulling).*

	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Height
Under 10 lbs.					<b>X</b>		<b>Floor to Overhead</b>
10 – 20 lbs.				<b>X</b>			<b>Floor to Mid-torso</b>
21 – 35 lbs.	<b>X</b>						<b>Floor to Waist</b>
36 – 50 lbs.	<b>X</b>						<b>Floor to Waist</b>
51 - 75 lbs.	<b>X</b>						<b>Floor to Waist</b>
76 - 100 lbs.	<b>X</b>						<b>Floor to Waist</b>

Typical or representative items lifted (not a comprehensive list):

0 – 10 lbs.: Computers, laptops, iPad, books, educational materials, student supplies, desk items.

11 – 20 lbs.: Computers, laptops, iPad, books, educational materials, paper supplies, and backpacks

21 – 35 lbs.: Not required.

36 – 50 lbs.: Not required.

51 - 75 lbs.: Not required.

Items heavier than 20 lbs. are usually lifted using an assistive device, or with assistance from staff.

**CARRYING:** *Transporting an object usually holding it in the hands, arms or shoulders.*

	Never	Rarely	Infrequently	Occasionally	Frequently	Constantly	Distance
Under 10 lbs.					<b>X</b>		<b>Any distance walked</b>
10 – 20 lbs.				<b>X</b>			<b>Any distance walked</b>
21 – 35 lbs.	<b>X</b>						<b>Any distance walked</b>
36 – 50 lbs.	<b>X</b>						<b>Any distance walked</b>
51 – 75 lbs.	<b>X</b>						<b>Any distance walked</b>
76 – 100 lbs.	<b>X</b>						<b>Any distance walked</b>

Typical or representative items carried (not a comprehensive list):

0 – 10 lbs.: Computers, laptops, iPad, books, educational materials, student supplies, desk items.

11 – 20 lbs.: Computers, laptops, iPad, books, educational materials, paper supplies, and backpacks

21 – 35 lbs.: Not required.

36 – 50 lbs.: Not required.

51 - 75 lbs.: Not required.

Items heavier than 20 lbs. are usually carried using an assistive device, or with assistance from staff.

**PUSHING/PULLING:** *To exert force on or against an object in order to move it away, OR to draw towards oneself, in a particular direction or into a particular position.*

**0 - 20 lbs. - Occasionally.** Pushing or pulling force is used to move and maneuver objects, supplies, desk items, instructional equipment, printers, dollies, opening/closing doors, drawers, and sliding equipment in/out of position. Occurs routinely and intermittently for short durations. Force is applied with hands/arms unilaterally or bilaterally, and with the upper torso.

**CLIMBING:** *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.*

**Occasionally.** Climbing one to two flights of stairs or ramps depending on location. This occurs intermittently and for a short duration.

**BALANCING:** *Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces.*

**Rarely.** A general sense of balance is required for any incidental unlevel ground according to school site grounds. The surfaces may be slippery depending on weather and wet floors.

**STOOPING/BENDING:** *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



**20 Degrees- Occasionally.** Forward bending at or above waist level occurs routinely and intermittently during workday to access supplies, equipment, and when performing routine instructional tasks. Duration is commonly intermittent and in short duration.



**45 Degrees- Occasionally.** Forward bending below waist level occurs briefly and intermittently during the workday to access materials and equipment.



**90 Degrees- Infrequently.** Full forward bending below waist level is infrequent and will occur to access below waist level to floor level items and supplies.

**TWISTING/TURNING:** *Rotating the torso. This includes turning of upper and lower back, and hips.*

**Rarely to Frequently, 0-45 degrees.** A slight twist (0 - 20/30 degrees) will occur routinely when accessing various areas, material, equipment, during instruction, etc. Twisting will involve upper and/or lower body turning and pivoting in standing or seated positions.

**KNEELING:** *Bending legs at knees to come to rest on knee or knees.*

**Never.** Kneeling is not performed as part of essential tasks or duties.

**CROUCHING/SQUATTING:** *Bending body downward and forward by bending legs and spine.*

**Rarely.** Crouching or squatting rarely occurs when retrieving floor level items or materials as is a non-routine task.

**CRAWLING:** *Moving about on hands and knees or hands and feet.*

**Never.** Crawling is not performed as part of essential tasks or duties.

## NECK POSITIONS:

**Extension: 0 - 90 degrees: Rarely.** Looking upward to glance to inspect or view upper-level items and instructional materials.

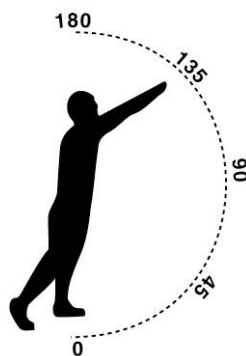
**Flexion: 0 - 90 degrees: Occasionally to Frequently.** Looking downward occurs to view immediate surroundings, perform routine work tasks, pick up and move items. Neck flexion will occur as a quick glance as well as a sustained position to perform daily tasks such as student instruction, writing, typing, and preparing instructional materials.

**Left/Right Lateral Rotation: 0 - 45+ degrees: Occasionally.** Glancing left and right will occur when driving or during routine work activities. Generally, left or right rotation will occur as brief glances.

**Left/Right Lateral Flexion: 0 - 45 degrees: Infrequently.** Tilting the head left or right will occur when viewing from behind an obstacle, or to gain a better view of object or task.

**REACHING:** *Extended hand(s) and arm (s) in any direction.*

**Forward:** Forward reaching occurs routinely to access items and perform routine tasks. Full forward and partial forward reaching occur bilaterally and unilaterally left or right to the frequencies indicated below:



**135 to 180 Degrees - Infrequently**

**90 to 135 Degrees - Rarely**

**45 to 90 Degrees - Frequently**

**Below 45 Degrees - Occasionally**

**Abduction (Side reaching 0 - 180 Degrees): Rarely.** Signaling to others when assisting others or moving equipment. This may require abduction with either right or left arm.

**Horizontal Abduction (0 -90 Degrees)/Horizontal Adduction (0 - 45 Degrees): Rarely.**

Horizontal abduction or adduction will be necessary when transferring materials in the course of performing regular duties, or to position materials or move equipment.

**HANDLING:** *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

**Frequently to Constantly.** Holding, gripping, turning with one or both hands is required to manipulate items such as instructional materials, equipment, to position items, and while driving vehicle to steer. Handling is intermittent and duration varies from seconds to minutes.

**FINGERING:** *Picking, pinching, touching, feeling, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling, and keystroking.*

**Frequently.** Fine finger tasks are performed while typing, writing, and for fine finger manipulation throughout the course of the workday; this includes using touch pads, keyboards or dials, switches, and other miscellaneous actions. Fingering will be repetitive and/or intermittent with whole hand functions.

**TALKING:** *Expressing or exchanging ideas by means of spoken words.*

**Frequently:** Speaking is required to effectively communicate with students, co-workers, supervisors, and school site personnel on a regular basis; and anyone with whom contact is made during work. Speaking is performed at a normal volume to be understood using communication devices is required.

**HEARING:** *Perceiving the nature of sounds by ear.*

**Frequently.** Normal, near normal, or corrected to-hearing is required to detect unusual sounds and noises; to listen to students, co-workers, supervisors, and school site personnel on a regular basis; and anyone with whom contact is made during work.

**SEEING:**

**Constantly:** Normal, near normal or corrected to-vision is required to perform all job tasks effectively and accurately. The ability for near acuity (< 20 inches), far acuity (> 20 feet), depth perception, field of vision, accommodation (adjusting focus), and color identification is required.

**ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)**

- ☒ Weather - Approximately 90 % inside 10 % outside Varies considerably on seasonal basis, as well as with location of instructional task.
- ☐ Extreme Cold
- ☐ Extreme Heat
- ☒ Noise intensity level - Varies low to average levels.
- ☐ Vibration
- ☒ Atmospheric Conditions - All ambient conditions, dust, odors, weather, etc.
- ☐ Electrical Shock
- ☐ Work in High Exposed Places - Performs work from ladders, scissor lift, on roof tops, etc.
- ☐ Radiation (i.e. X-ray)
- ☐ Explosives
- ☐ Toxic or Caustic Chemicals - Some glues, joint compounds, or soldering materials
- ☐ Proximity to Moving Mechanical Parts
- ☐ Other Environmental Conditions - Air and blood borne pathogens, biological spills.

**PSYCHOLOGICAL FACTORS:**

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions, and the ability to do work requiring set limits, tolerances, or standards.*

100% of job functions are dependent upon clear understanding of methods and procedures and the exact nature of the work assignment. Periods of concentration are required to complete tasks in a

timely and accurate manner and to achieve proper set limits, tolerances and/or standards due to the purpose and function of the position.

2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

Approximately 50% of tasks involve routine tasks that are performed over the course of the workday or are repetitive in nature. Scheduled instructional tasks may be repeated throughout the workday at one or more school sites. As tasks are performed at any one of the District's facilities, the location of these sites, where students are located, and who responsible parties are must be remembered, as well as the critical factor of remembering and applying routine work procedures. General information will be provided regarding procedures or policies to supervisors, co-workers, and site staff and will involve asking questions or requesting assistance.

3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform at a consistent pace.*

100% of job functions involve timelines to complete tasks and adherence to a designated schedule. Assignments are made based on priority to the District as they affect the general safety and educational team and the effectiveness of educational programs. Maintaining regular attendance and punctuality is important to minimize the effect on students, other workers, and the educational program. Work assignments may be based on a deadline for completion. Work tasks require mental and physical stamina to perform tasks at a regular and/or consistent pace to maintain student progress, educational standards, guidelines, and performance.

4. **ABILITY TO PERFORM COMPLEX AND VARIED TASKS:** *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances, and standards.*

Approximately 50% of job tasks involve coordination of activities, and/or the ability to analyze or troubleshoot more complex arrangements in the instructional assistance and tutoring of the visually impaired students for planning, implementing, and allowing an effective learning experience. Assessing potential needs for current or potential work requires analysis or synthesis of multiple factors related to critical nature of situation, time, materials, and the technical nature of the assignment.

5. **ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS:** *The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.*

100% of job functions involve the ability to relate to students, coworkers, personnel staff, supervisors, and others encountered in the course of work. Work is performed in or around public-school campuses or district offices where a variety of people will be encountered on a regular basis. Worker

must possess the ability to establish, foster and maintain effective working relationships with those contacted in the course of work.

6. **ABILITY TO INFLUENCE PEOPLE:** *The ability to convince or direct others; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*

50% of job functions involve patiently directing, or influencing others where interaction with students and persons is necessary. Proper behavior, language, and word usage is important, especially when dealing with students, or where students are present. At all times, the ability to interact appropriately and patiently with people is required.

7. **ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION:** *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*

100% of job functions involve the ability to recognize student and personnel safety and follow appropriate precautions, remember detailed instructions, and to use good judgment based on available and appropriate information.

8. **ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING:** *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct, or supervise people; and the ability to respond appropriately to changes in work conditions.*

The Instructional Paraprofessional Specialized -Visually Impaired must respond appropriately to changes in work conditions, including changes to a regular daily schedule due to a higher priority, re-routing, or re-organizing tasks in order to fill in at another work assignment, or to accept other related tasks based on the needs of the Education Department.

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