



POSITION OPPORTUNITY

INCLUSION SUPPORT FACILITATOR

Are you passionate about making a difference in the lives of children in Orange County, CA?

As a non-profit organization, Orange County Head Start, Inc., is dedicated to providing thousands of low-income children and their families with quality school readiness programs and comprehensive, integrated support services.

Under general supervision of the Inclusion Manager, the Inclusion Support Facilitator plans, evaluates, and implements appropriate educational strategies in classroom activities for children with developmental differences and behaviors that impede successful inclusion in the classroom. Coaches, models and provides feedback to teachers on appropriate strategies in behavioral and/or classroom management. Supports parents in the process of getting children assessed through the LEA or other appropriate services and ensures appropriate supports for successful inclusion are considered and provided in the Head Start classroom.

Requirements: Bachelor degree in Early Childhood Education, child development, psychology, special education or related field required. Bilingual Spanish/Vietnamese preferred. Minimum of 5 years experience working in an early childhood setting directly with children birth to 5 years. Training in Applied Behavior Analysis and/or experience with Autism preferred.

We offer a salary range of \$23.03 to \$24.59 per hour and excellent benefits in addition to the opportunity to serve families and children in Orange County.

Submit application or fax resume and cover letter by: **September 26, 2018 at 5:00 pm.**

Orange County Head Start, Inc.
2501 S Pullman Street, Suite 100
Santa Ana, CA 92705
For further information call (714) 241-8920.
Fax 949-596-8291
www.ochsinc.org
EOE

ORANGE COUNTY HEAD START, INC.

AN EQUAL OPPORTUNITY EMPLOYER

**JOB TITLE: *INCLUSION SUPPORT
FACILITATOR***

JOB DESCRIPTION

THIS JOB DESCRIPTION INDICATES THE MAJOR DUTIES REQUIRED, BUT DOES NOT INCLUDE ALL THE DUTIES AND QUALIFICATIONS REQUIRED OF AN EMPLOYEE

JOB CODE: _____ V _____

EXEMPTION STATUS: EXEMPT

JOB PURPOSE SUMMARY

Under general supervision, plans, evaluates, and implements appropriate educational strategies in classroom activities for children with developmental differences and behaviors that impede successful inclusion in the classroom. Coaches, models and provides feedback to teachers on appropriate strategies in behavioral and/or classroom management. Supports parents in the process of getting children assessed through the LEA or other appropriate services and ensures appropriate supports for successful inclusion are considered and provided in the Head Start classroom.

ESSENTIAL JOB DUTIES

Provide technical assistance for teaching staff on implementing preventative strategies consistent with the program philosophy and following programs plans and procedures for behavior management in classrooms.

Consult with teaching staff and parents to provide support for children exhibiting behavioral, cognitive, sensory, communicative or educational differences in the classroom including children with identified disabilities.

Assist teaching staff to become aware of and develop a broad repertoire of instructional strategies by identifying, describing and interpreting classroom behaviors and techniques to insure successful inclusion of children with difficulties in the classroom.

Work in classrooms with teaching staff by modeling how individual strategies for the child can be part of the classroom routine.

Work as part of the center team and with parent to create a Behavior Intervention Plan for children with challenging behaviors in the classroom

Prepare and coach teaching staff to implement the Behavior Intervention plan, and follow up with observations to determine success.

When necessary work individually with the child in the classroom to modify child's behavior that interferes with successful participation and model strategies for the teaching staff in the classroom.

Assess child's performance, identify needs and evaluate effectiveness of instruction to identify most appropriate learning experience for the child.

Observe, assess and identify Head Start and Early Head Start children to determine if disabilities are suspected; respond to center referrals for assessment and identification.

Support parents in understanding their rights under IDEA and in obtaining further assessments for children suspected of having a disability from the appropriate school district.

Maintain collaborative relationships with appropriate school district personnel for providing assessments and services for children suspected and identified as qualifying for and IEP.

Attend individual education plan (IEP/IFSP) meetings at school districts with parent(s) to provide support and input to ensure appropriate supports are being provided while child is participating in Head Start as well as to address specific needs.

Ensure IEP/IFSP goals are shared at accommodation/implementation meetings and are implemented in classroom activities.

In conjunction with center staff, other service area staff and school district representatives, provide holistic case management services to ensure the child and family receive integrated and tailored services appropriate for the child's special needs.

Coordinate with the Inclusion Support Team on work assignments and planning to maximize support for children and Center staff.

Complete required paperwork to ensure adherence to timelines. Manage paperwork and input into computerized tracking systems to provide accurate, timely information and ability to generate reports. Input information on services in center files.

Facilitate cross training with team members and other service areas.

Perform additional assignments and duties as assigned by the Disabilities Manager and keep him/her informed of assignment progress.

NON-ESSENTIAL JOB DUTIES

Perform similar and incidental duties as required.

JOB QUALIFICATIONS

Education: Bachelor degree in early childhood education, child development, psychology, special education or related field. Minimum of 5 years experience working in an early childhood setting directly with children birth to 5 years. Training in Applied Behavior Analysis and/or experience with Autism preferred.

Knowledge: Knowledge of early childhood development and social/emotional development milestones in children 0-5 years. Specific knowledge of developmental, physical and psychological challenges in preschool children.

Language Skills: Strong oral and written communication skills. Bilingual Spanish/Vietnamese preferred.

Math Skills: Basic math skills.

Other Skills: Behavior modeling, adult training, coaching and feedback skills. Basic computer skills including ability to use word processing and database software packages.

Reasoning Abilities: Able to effectively interpret behavior in children. Able to effectively involve teaching staff in solution generation and issue resolution.

Other Abilities: Able to work in both an independent and team environment.

Other Requirements: Must have a valid California Driver License and proof of insurance. Must be able to drive to and from different centers, meetings and/or training venues. Successfully comply with the provisions of Senate Bill 933 and OCHS requirements relative to fingerprinting and criminal background checks.

REPORTING RELATIONSHIPS

Reports to the Disabilities Manager.

MAJOR BUSINESS/PROFESSIONAL CONTACTS

Frequent contact with managers, supervisors, and employees; disabilities agency and service administrators and providers; professional organizations and parents.

WORKING AND ENVIRONMENTAL CONDITIONS

Majority of time is spent in centers and classrooms. Also functions in an office environment.

PHYSICAL DEMANDS

Requires walking, standing, stooping, crouching, bending, reaching, pulling and pushing.

Lifting minimum 50 pounds.

Print Name

Signature

Date