

INTERPRETER/TUTOR (HEARING-IMPAIRED PROGRAM)

DEFINITION

Under general supervision, assists high school instructors and staff by interpreting in one or more sign languages for the hearing impaired; consults with instructors, staff, parents, and students; operates audio-visual and special audio equipment; tutors students in high school subjects; and performs related work as required.

EXAMPLES OF DUTIES

Positions in this class are established to interpret instruction of high school teachers in classes at varying sign language competency levels of students. *E*

Assesses students competency in sign language. *E*

Interprets student participation in class and school activities with specialists such as therapists, nurses, psychologists, other school personnel, and parents. *E*

Consults with instructors and determines special needs of students. *E*

Establishes rapport and maintains cooperation with instructors. *E*

Consults with parents regarding special needs of students. *E*

Provides special assistance such as visual aids and sound equipment; operates FONIX hearing aid calibrator and phonic ear amplifier. *E*

Maintains daily record of activities in each class interpreted. *E*

Takes notes in class for students, especially hearing/vision impaired. *E*

Tutors individual students or groups in high school subjects to meet objectives of instructor. *E*

Acts as liaison between teachers and hearing-impaired staff; advises teachers of nature and extent of student's handicaps. *E*

Assists students with language/social problems. *E*

Performs related work as required.

MINIMUM QUALIFICATIONS

Knowledge of:

1. Normal and abnormal language development of children;
2. Types of language, speech, and learning disorders;
3. Basic anatomy of speech and hearing mechanisms;
4. General needs of handicapped or exceptional students;
5. Motivational techniques and psychology;
6. District policies and procedures;
7. English usage, spelling, grammar, and punctuation;
8. Basic math;
9. Simple record keeping; and
10. General principles of supervision and training.

Ability to:

1. Simultaneously interpret into and from the language of signs and speak at a normal conversational rate, using Signing Exact English, Signed English, AMESLAN, or Conceptually Accurate Signed English at varying levels appropriate to students' competencies;
2. Assist instructors, parents, and others to determine special needs of hearing impaired students;
3. Operate FONIX hearing aid calibrator and phonic ear amplifier;
4. Establish and maintain simple records;
5. Tutor hearing-impaired students and small groups in a wide variety of high school subjects;
6. Understand and carry out oral and written instructions;
7. Establish and maintain effective relationships with those contacted in the course of work; and
8. Maintain work pace appropriate to given workload.

EDUCATION

Individuals possessing the knowledge, skills, and abilities listed above are considered to possess the necessary education. Post-secondary education is desirable.

EXPERIENCE

Previous experience in working with exceptional or handicapped students is desired.

WORKING CONDITIONS

Environment:

Indoor work environment; subject to constant interruptions.

Physical Abilities:

Dexterity of hands and fingers to operate specialized equipment; hearing and speaking to exchange information; carrying, pushing or pulling objects weighing up to 50 pounds; seeing to interpret signing.

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11/85