

EARLY INTERVENTION TRANSITION SPECIALIST:
EARLY START
(Special Assignment)

Primary Function:

The Transition Specialist facilitates and provides transition support services for children 2.6 years to 3 years of age by serving as the SCV SELPA liaison for each child's family with their service coordinator, service providers and each school district's special education preschool team.

Directly responsible to: Early Start Coordinator

Examples of Duties:

- Create a preschool transition file for each child's district of residence.
- Attend the TIFSP of all children between the ages of 2.6 and 2.9 years of age as the LEA representative in the SELPA.
- Provide families with their school district's options of preschool special education services including regional services as appropriate.
- Educate families regarding assessment and the IEP process.
- Follow up with each preschool IEP team regarding the determined eligibility and recommended services for each child.
- Develop and maintain a monthly database of transition students to be distributed to each district monthly.
- Attend the monthly SCV SELPA Early Start Staff Meeting. Prepare and present updated transition information at the staff meeting.
- Coordinate the Transition Workshop for parents held quarterly.
- Meet regularly with the four school districts' preschool assessment/IEP teams to discuss issues with transition of children from Early Start to preschool special education services.
- Attend the NLACRC Early Start Unit meetings, as needed, to discuss issues with transition of children from Early Start services to preschool special education services.

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QUALIFICATIONS GUIDE

Knowledge of:

- Early Childhood Special Education, IDEA Part C/Early Start Program Components and IDEA Part B/Preschool Special Education Program Components.
- Special education programs for preschool age children.

Credential Required:

- Early Childhood Special education Credential or authorization.

Experience

- Minimum of three (3) years of experience in public education as an Early Childhood Special Education teacher (infant/toddler and/or preschool).

Other Qualifications

- Establish and maintain cooperative working relationships.
- Effective oral and written communication skills.
- Maintain accurate records.

ESSENTIAL JOB FUNCTIONS:

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to kneel or squat for extended periods of time
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to lift up to 50 pounds
- Able to carry up to 50 pounds
- Able to push and pull objects weighing up to 100 pounds
- Able to sustain strenuous manual labor for a minimum of 3.75 hrs.
- Able to exhibit full range of motion for:
 - shoulder external rotation and internal rotation

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- shoulder abduction and adduction
- elbow flexion and extension
- shoulder extension and flexion
- back lateral flexion
- hip flexion and extension
- knee flexion
- Able to demonstrate manual dexterity necessary to operate a computer and other classroom equipment in a safe and efficient manner
- Able to work with cleaning solutions, disinfectants and sanitizes in a safe and effective manner without allergic reaction
- Able to demonstrate manual dexterity necessary to assist students with buttoning clothing and eating, operate a computer, or assist staff with toileting/diapering procedures

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.