

CHILD DEVELOPMENT ASSISTANT

Code No: 940024
COMPETITIVE

DISTINGUISHING FEATURES OF THE CLASS: This position is primarily involved with assisting in the administration of criterion and norm referenced screening tests for students. The verification and interpretation of test results, preparation of evaluations and subsequent recommendations are performed by Psychologists and other certified staff. The Child Development Assistant collects data from student records and through interviews to determine if students require further evaluation. The employee reports directly to, and works under the general supervision of an administrative or certified staff member. Does related work as required.

TYPICAL WORK ACTIVITIES: (All need not be performed in a given position. Other related activities may be performed although not listed)

Uses stop watch to time student's performance on tests and grades student according to rating scale on time needed to complete task;

Administers vision and hearing screening tests to students;

Interviews student before test administration to gather background information and to establish rapport with the student;

Gives verbal instruction and demonstrations to the student;

Lays out test materials and performs other tasks necessary to ensure uniformity of test conditions essential for reliability of results;

Reviews student files to record data on student's medical and academic history;

Uses audiometric equipment to screen students for hearing problems;

Confers with and reports to certificated staff member regarding data collected from student records;

Uses various equipment to screen students for vision problems;

Administers state mandated gross and fine motor coordination screening tests;

Participates in training sessions and demonstrations;

Observes psychologist in order to properly assist in administering tests and recording results;

Interviews teachers and parents to collect additional background information on student;

Confers with teachers and other school staff on the need to refer students for further evaluations.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Working knowledge of the fundamental concepts of standardized testing and child development; ability to perform arithmetic calculations; ability to interpret tabular material in order to determine test results; ability to comprehend written instructions for test administration; ability to organize work, set schedules and complete work within mandated time lines; ability to motivate children to perform at optimal levels; ability establish and maintain effective professional relationships with students, administration and other professional staff; good judgment; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of an equivalency diploma plus EITHER:

(A) Graduation from a regionally accredited or New York State registered college or university with an Associate's degree in Human Services, Psychology, Sociology, or Education, plus one (1) year paid full-time or it's part-time equivalent experience working one-on-one with children* with special needs** in a public agency or school district, or administering screening tests such as hearing or visual testing; OR,

(B) Three (3) years paid full-time or it's part-time equivalent experience as stated in (A) above; OR

(C) An equivalent combination of education and experience as defined by the limits of (A), and (B) above.

*children for the purposes of these minimum qualifications, is defined as individuals from birth up to and including age twenty-one (21).

**special needs for the purposes of these minimum qualifications, is defined as a physical, emotional, or developmental/learning disability.

SPECIAL REQUIREMENT: If you are appointed, you will be required to have a valid license to operate a motor vehicle in New York State or otherwise demonstrate your capacity to meet the transportation needs of the job.

ADOPTED: September 4, 1980
REVISED: February 10, 1983
REVISED: May 16, 1991
REVISED: November 9, 2000
REVISED: January 8, 2009
REVISED: October 8, 2015