Special Education Teacher

Essential Functions And Required Physical Demands

Job Information

Company: Houston Independent School District
Job Address: 2814 Quitman
Houston, Texas 77026, United States
Location: Special Education Classrooms
Department: Office of Special Education
Date Of Analysis: 05/21/2009
Job Analyst: Robert Lisson, OT, CDMS

Summary Of Essential Functions

Essential Function 1: Behavior Support Services - Teacher is responsible for understanding student disabilit(ies)Behavior Support Plan, and individual educational needs. The teacher is responsible for implementing behavioral management strategies which can include restraint techniques.

The Teacher's must be able to: bend/stoop; kneel; squat/crouch; and reach at all levels. Lift/force requirements will vary dependent on the size and ability of the student requiring restraint. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Essential Function 2: Multiple Impaired Services (MI) - Teacher is responsible for understanding the students disability(ies) and educational needs. The teacher is responsible for adapting the environment to promote function and active participation activities to improve the learning experience.

Students may require varying levels of assistance in communication, positioning, transfers, and self care. The teacher must be capable of assisting the student with dressing, feeding, diapering, toileting, and transferings. Teachers must be able to bend/stoop; kneel; squat/crouch; and reach at all levels. Lift/force requirements will vary dependent on the size and ability of the student to assist. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Essential Function 3: Pre-School Program for Children with Disabilities Services (PPCD) - Teacher is responsible for understanding the students disability(ies) Behavioral Support Plan and individual educational needs. The PPCD class serves students who are between the ages of three and five. The class is organized in both full and half day sessions.

Students may require varying levels of assistance in communicating, positioning, transfers, and self care. The teacher's must be capable of assisting in dressing, feeding, diapering, toileting, and transfers. The teacher must be able to bend/stoop; kneel; squat/crouch; and reach at all levels. Lift/force requirements will vary dependent on the size and ability of the student to assist. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Essential Function 4: Life skills Services - Teacher is responsible for understanding the student's disability(ies) Behavioroal Support Plan and individual educational needs. The teacher is responsible for providing instruction of functional academic and daily living skills in school and community-based environments.

Students may require varying levels of assistance in communicating, positioning, transfers, and self care. The Teacher must be capable of assisting in dressing, feeding, diapering, toileting, and transfers. The teacher must be able to bend/stoop; kneel; squat/crouch; and reach at all levels. Lift/force requirements will vary dependent on the size and ability of the student to assist. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Essential Function 5: Emergency Procedures - The teacher is responsible for following district policy and procedures for emergency drills including the evacuation and protection of students.

Essential Function 6: Structured Learning Class Services - Teacher is responsible for understanding the student's disability(ies), status of his/her Behavior Support Plan and educational needs . The teacher provides instruction on functional and/or grade level academic, daily living and social skills in school and community-based environments. Students may require varying levels of assistance in communication, social skills and self care. The teacher is also responsible for implementing behavioral management strategies which can include restraint techniques. The Teacher must be capable of assisting in dressing, feeding, diapering, and toileting. Teachers must demonstrate ability for most positional tolerances that include: bend/stooping; kneeling; squat/crouching; and reaching at all levels. Lift/force requirements will vary dependent on the size and ability of the student requiring restraint. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Essential Function 7: Resource Services - Teacher is responsible for understanding the student's disability(ies), Behavior Support Plan, and individual educational needs . The teacher provides instruction on core academics. Teacher may provide varying levels of assistance with communication, social skills and self care. The teacher is also responsible for implementing behavior management strategies which can include restraint techniques. The teacher must be able to bend/stoop; kneel; squat/crouch; and reach. Lift/force requirements will vary dependent on the size and ability of the student requiring restraint. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Job Description

The duties of the special education teacher are performed for students from birth to twenty-one in schools and community settings.

The teacher is responsible for designing the environment for instruction, preparing instructional materials, implementing appropriate reinforcement systems, monitoring student's progress, maintaining hygiene of students and cleanliness of the classroom, and assisting in self care needs of students. The teacher is at times required to wear latex gloves in the performance of duties. Teachers will be assigned to provide specialized instructional for students with disabilities. The majority of a teacher's work is performed indoors. Temperature and humidity levels are ambient in the climate controlled building. The work of a teacher may also be performed in the community where the climate cannot be controlled. The teacher must be able to endure any elemental conditions when transporting and instructing students.

Tools and equipment used by the Teacher include, but are not limited to the following: paperwork; audio-visual equipment; toilet apparatus; wheelchairs; standing tables; large therapy mats; adaptive positioning/feeding equipment; bibs/aprons; computers; and various office supplies.

Regular dependable attendance is an essential function of this position.

Job Parameters

Shift Duration: 7 Hour Shift

Tools/Equipment: Hoyer Lift, Mats, Standing Frame, Teaching Supplies, Utensils, Wheelchair

Physical Demands Analysis Summary

Occ = Occasional Freq = Frequent Cons = Constant

Strength	Frequency			Weight/ Force	Side	Parameters	
	Occ	Freq	Cons			Height From	Height To
Lifting - students - 40 lbs	X			40 lb	Two Hands	Floor	Elbow/Chest
Lifting - transfer	X			50 lb	Two Hands	Floor	Waist

	Occ	Freq	Cons	Weight	Side	Distance
Carrying - 40 lb student	X			40 lb	Two Hands	5 ft

	Occ	Freq	Cons	Force	Side	Height	Rotation	Grip Pattern	Hand Spread
Pushing - classroom door	X			9.6 lb	One Hand & Either	37 in	Pronated		
Pushing - wheelchair - 70 lb	X			10.5 lb	Two Hands	Waist	Neutral	Cylinder	
Pushing - hoyer - 155 lb	X			12.6 lb	Two Hands	Waist	Neutral	Cylinder	
Pushing - Std.Frame - 100 lbs	X			13.1 lb	Two Hands	Elbow/Chest	Neutral	Cylinder	
Pushing - Std.Frame - 155 lbs	X			26.3 lb	Two Hands	Elbow/Chest	Neutral	Cylinder	
Pulling - wheelchair - 70 lbs	X			9.3 lb	Two Hands	Waist	Neutral	Cylinder	
Pulling - std frame - 100 lbs	X			12.1 lb	Two Hands	Elbow/Chest	Neutral	Cylinder	
Pulling - classroom doors	X			13.5 lb	Two Hands	37 in	Pronated		
Pulling - wheelchair - 155 lbs	X			16.5 lb	Two Hands	Waist	Neutral	Cylinder	
Pulling - hoyer - 155 lbs	X			18.4 lb	Two Hands	Waist	Neutral	Cylinder	
Pulling - std frame - 155 lbs	X			18.9 lb	Two Hands	Elbow/Chest	Neutral	Cylinder	
Pulling - leg - 155 lb	X			23.1 lb	Two Hands	28 in			
Pulling - upper torso - 155 lb	X			33.5 lb	Two Hands	28 in			
Pulling - upper torso 155 lb	X			44.6 lb	Two Hands	36 in			
Pulling - lwer body 155 lb	X			60.4 lb	Two Hands	24 in			
Pulling - lwer body 100 lb	X			60.9 lb	Two Hands	24 in			
Pulling - upper torso 100 lb	X			63.9 lb	Two Hands	36 in			

Grip & Pinch	Frequency			Weight/ Force	Parameters		
	Occ	Freq	Cons		Side	Rotation	Grip Setting/Type
Hand Grip - pronated	X			30 lb	Left	Pronated	2
Hand Grip - pronated	X			30 lb	Right	Pronated	2

Upper Body	Frequency			Description
	Occ	Freq	Cons	
Reaching - Overhead	X			while kneel, squat/crouching and reaching overhead
Reaching - Overhead	X			filing and reaching for items in classroom
Reaching - Knee to Shoulder		X		reaching for assisting in self care, set up, teaching supplies
Reaching - Knee to Shoulder		X		reaching during transfers, push/pulling wheelchairs, lift students
Handling - Both	X			bilaterl firm grasp in various forearm rotations required in transfers, etc
Handling - Either		X		unilateral simple grasp of teaching equipment, aides, and feeding utensils
Fingering - Either	X			operating automatic lifts, operating controls on AV devices

Lower Body	Frequency			Description
	Occ	Freq	Cons	
Sitting - floor	X			sitting on the floor or mats
Sitting - chair		X		sitting in school chairs while instructing; feeding; communicating
Standing	X			standing during transfers, self care, feeding, donning assistive devices
Standing		X		standing during instruction, education of students
Walking	X			transporting students; community trips; evacuation
Climbing	X			stairs; bus steps; onto mats;
Balancing	X			assist in transfers; provide support for students with balance deficits
Stooping	X			dressing, feeding, toileting, diapering, transfers, positioning
Kneeling - One Knee	X			kneeling to assist with lower extremity dressing and transfers
Crouching/Squatting	X			transfering students, lifting from low levels
Crawling - Knees	X			crawling during student interactions on mat or floor

Other Physical Demands	Frequency			Type/Position/Description
	Occ	Freq	Cons	
Vision - corrected			X	Depth Perception / Near Acuity / Far Acuity / Accommodation / Field Vision
Talking			X	effective communication with students
Hearing			X	effective communication with students

Physical Demands Analysis Details

Occ = Occasional Freq = Frequent Cons = Constant

Strength	Frequency			Weight/ Force	Side	Parameters			
	Occ	Freq	Cons			Height From		Height To	
Lifting - students - 40 lbs	X			40 lb	Two Hands	Floor		Elbow/Chest	
Lifting - transfer	X			50 lb	Two Hands	Floor		Waist	
	Occ	Freq	Cons	Weight	Side	Distance			
Carrying - 40 lb student	X			40 lb	Two Hands	5 ft			
	Occ	Freq	Cons	Force	Side	Height	Rotation	Grip Pattern	Hand Spread
Pushing - classroom door	X			9.6 lb	One Hand & Either	37 in	Pronated		
Pushing - wheelchair - 70 lb	X			10.5 lb	Two Hands	Waist	Neutral	Cylinder	
Pushing - hoyer - 155 lb	X			12.6 lb	Two Hands	Waist	Neutral	Cylinder	
Pushing - Std.Frame - 100 lbs	X			13.1 lb	Two Hands	Elbow/Chest	Neutral	Cylinder	
Pushing - Std.Frame - 155 lbs	X			26.3 lb	Two Hands	Elbow/Chest	Neutral	Cylinder	
Pulling - wheelchair - 70 lbs	X			9.3 lb	Two Hands	Waist	Neutral	Cylinder	
Pulling - std frame - 100 lbs	X			12.1 lb	Two Hands	Elbow/Chest	Neutral	Cylinder	
Pulling - classroom doors	X			13.5 lb	Two Hands	37 in	Pronated		
Pulling - wheelchair - 155 lbs	X			16.5 lb	Two Hands	Waist	Neutral	Cylinder	
Pulling - hoyer - 155 lbs	X			18.4 lb	Two Hands	Waist	Neutral	Cylinder	
Pulling - std frame - 155 lbs	X			18.9 lb	Two Hands	Elbow/Chest	Neutral	Cylinder	
Pulling - leg - 155 lb	X			23.1 lb	Two Hands	28 in			
Pulling - upper torso - 155 lb	X			33.5 lb	Two Hands	28 in			
Pulling - upper torso 155 lb	X			44.6 lb	Two Hands	36 in			
Pulling - lwer body 155 lb	X			60.4 lb	Two Hands	24 in			
Pulling - lwer body 100 lb	X			60.9 lb	Two Hands	24 in			
Pulling - upper torso 100 lb	X			63.9 lb	Two Hands	36 in			

Details - Strength

- **Lifting - students - 40 lbs - Occasional - Weight 40 lb:**
  Workers are instructed to only lift/carry students up to 40 pounds independently. Typically the students would be lift/carried from floor up to counter height surfaces.
- **Lifting - transfer - Occasional - Weight 50 lb:**
  Lifting students of varying weights and disabilities workers may be required to lift up to 50 pounds requesting assistance with heavier students.
- **Carrying - 40 lb student - Occasional - Weight 40 lb:**
  Workers are instructed to only lift/carry students up to 40 pounds independently. Typically the students would be lift/carried from surfaces no greater than 5 feet away.
- **Pushing - classroom door - Occasional - Force 9.6 lb:**
  The push force required to overcome inertia when opening a typical classroom door is 9.6 pounds. This push occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pushed open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
- **Pushing - wheelchair - 70 lb - Occasional - Force 10.5 lb:**
  The push force required to overcome inertia when pushing a 70 pound student in a manual wheelchair on a carpeted surface is 10.5 pounds. This push occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
- **Pushing - hoyer - 155 lb - Occasional - Force 12.6 lb:**
  The push force required to overcome inertia when pushing a 155 pound student in a manual hoyer lift is 12.6 pounds. This push occurs at varying heights but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.

Details - Strength

- **Pushing - Std.Frame - 100 lbs - Occasional - Force 13.1 lb:**

  The push force required to overcome inertia when pushing a 100 pound student in a standing frame on a carpeted surface is 13.1 pounds. This push generally occurs at elbow/chest height with neutral forearm rotation and bilateral cylindrical grasp.

- **Pushing - Std.Frame - 155 lbs - Occasional - Force 26.3 lb:**

  The push force required to overcome inertia when pushing a 155 pound student in a standing frame on a carpeted surface is 26.3 pounds. This push generally occurs at elbow/chest height with neutral forearm rotation and bilateral cylindrical grasp.

- **Pulling - wheelchair - 70 lbs - Occasional - Force 9.3 lb:**

  The pull force required to overcome inertia when pulling a 70 pound student in a manual wheelchair on a carpeted surface is 9.3 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.

- **Pulling - std frame - 100 lbs - Occasional - Force 12.1 lb:**

  The pull force required to overcome inertia when pulling a 100 pound student in a standing frame on a carpeted surface is 12.1 pounds. This pull generally occurs at elbow/chest height with neutral forearm rotation and bilateral cylindrical grasp.

- **Pulling - classroom doors - Occasional - Force 13.5 lb:**

  The pull force required to overcome inertia when opening a typical classroom door is 13.5 pounds. This pull occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pulled open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.

- **Pulling - wheelchair - 155 lbs - Occasional - Force 16.5 lb:**

  The pull force required to overcome inertia when pulling a 155 pound student in a manual wheelchair on a carpeted surface is 16.5 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.

- **Pulling - hoyer - 155 lbs - Occasional - Force 18.4 lb:**

  The pull force required to overcome inertia when pulling a 155 pound student in a manual hoyer lift is 18.4 pounds. This push occurs at varying heights but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.

- **Pulling - std frame - 155 lbs - Occasional - Force 18.9 lb:**

  The pull force required to overcome inertia when pulling a 155 pound student in a standing frame on a carpeted surface is 18.9 pounds. This pull generally occurs at elbow/chest height with neutral forearm rotation and bilateral cylindrical grasp.

- **Pulling - leg - 155 lb - Occasional - Force 23.1 lb:**

  The required pull force to lift the legs of a 155 pound student while they lay supine on mat is 23.1 pounds of force. This pull occurs bilaterally with a 24 inch horizontal displacement requiring forward bending at the waist.

- **Pulling - upper torso - 155 lb - Occasional - Force 33.5 lb:**

  The required pull force to lift the torso of a 155 pound student while they lay supine on mat is 33.5 pounds of force. This pull occurs bilaterally with a 24 inch horizontal displacement requiring forward bending at the waist.

- **Pulling - upper torso 155 lb - Occasional - Force 44.6 lb:**

  Upper Torso - 100 lb student 3 person transfer or re-positioning in wheelchair; 2 persons lifting upper torso full force measure was 89.2 pounds

  The pull force required to overcome inertia when pulling up on a 155 pound student's torso during a 2 person lift/transfer and/or repositioning in his/her chair is 44.6 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.

- **Pulling - lwer body 155 lb - Occasional - Force 60.4 lb:**

  Lower Body - 155 lb student 2 person transfer or re-positioning in wheelchair

  The pull force required to overcome inertia when pulling up on a 155 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.4 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.

- **Pulling - lwer body 100 lb - Occasional - Force 60.9 lb:**

  Lower Body - 100 lb student 2 person transfer or re-positioning in wheelchair

  The pull force required to overcome inertia when pulling up on a 100 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.9 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.

Details - Strength

- **Pulling - upper torso 100 lb - Occasional - Force 63.9 lb:**
  Upper Torso - 100 lb student 2 person transfer or re-positioning in wheelchair

  The pull force required to overcome inertia when pulling up on a 100 pound student's torso during a lift/transfer and/or repositioning in his/her chair is 63.9 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.

Grip & Pinch	Frequency			Weight/ Force	Parameters		
	Occ	Freq	Cons		Side	Rotation	Grip Setting/Type
Hand Grip - pronated	X			30 lb	Left	Pronated	2
Hand Grip - pronated	X			30 lb	Right	Pronated	2

Details - Grip & Pinch

- **Hand Grip - pronated - Occasional:**
  Pronated grip of 30 pounds (minimum measure recorded) is required when restraining a student.
- **Hand Grip - pronated - Occasional:**
  Pronated grip of 30 pounds (minimum measure recorded) is required when restraining a student.

Upper Body	Frequency			Description
	Occ	Freq	Cons	
Reaching - Overhead	X			while kneel, squat/crouching and reaching overhead
Reaching - Overhead	X			filing and reaching for items in classroom
Reaching - Knee to Shoulder		X		reaching for assisting in self care, set up, teaching supplies
Reaching - Knee to Shoulder		X		reaching during transfers, push/pulling wheelchairs, lift students
Handling - Both	X			bilaterl firm grasp in various forearm rotations required in transfers, etc
Handling - Either		X		unilateral simple grasp of teaching equipment, aides, and feeding utensils
Fingering - Either	X			operating automatic lifts, operating controls on AV devices

Details - Upper Body

- **Reaching - Overhead - Occasional:**
  The worker may be assisting the student with a transfer and/or self care and be required to reach overhead.
- **Reaching - Overhead - Occasional:**
  The worker may be filing or reaching for items in overhead locations in the classroom.
- **Reaching - Knee to Shoulder - Frequent:**
  The worker is required to reach knee to shoulder for performing self care needs of the student, setting up classroom materials and supplies, writing on board, and operating AV equipment.
- **Reaching - Knee to Shoulder - Frequent:**
  The worker is required to reach knee to shoulder bilaterally during transfer and lifts, push/pull wheelchairs, positioning of students.
- **Handling - Both - Occasional:**
  Bilateral firm grasp required with performing safe student transfers, transporting wheelchairs, lifts, and positioning. The workers certified with CPI required maximum bilateral grip force during restraint of students.
- **Handling - Either - Frequent:**
  Unilateral simple grasp of materials and supplies used in teaching and self care of students. Mulitple forearm rotations selected by the worker in performing the duties.
- **Fingering - Either - Occasional:**
  Required to perform the functions associated with this job title.

Lower Body	Frequency			Description
	Occ	Freq	Cons	
Sitting - floor	X			sitting on the floor or mats
Sitting - chair		X		sitting in school chairs while instructing; feeding; communicating
Standing	X			standing during transfers, self care, feeding, donning assistive devices
Standing		X		standing during instruction, education of students
Walking	X			transporting students; community trips; evacuation
Climbing	X			stairs; bus steps; onto mats;
Balancing	X			assist in transfers; provide support for students with balance deficits
Stooping	X			dressing, feeding, toileting, diapering, transfers, positioning
Kneeling - One Knee	X			kneeling to assist with lower extremity dressing and transfers
Crouching/Squatting	X			transfering students, lifting from low levels
Crawling - Knees	X			crawling during student interactions on mat or floor

Details - Lower Body

- **Sitting - floor - Occasional:**
  Required to sit on floor or mats during active play and interaction with small children.
- **Sitting - chair - Frequent:**
  Required to perform the delivery of instructional lessons, feeding, and communicating with students.
- **Standing - Occasional:**
  Required to provide assistance with self care, feeding, toileting, etc..
- **Standing - Frequent:**
  Required to demonstrate and provide educational resources for students in the classroom.
- **Walking - Occasional:**
  Required to transport students within and between classrooms, during community integration trips in Lifeskills, and evacuating students.
- **Climbing - Occasional:**
  The worker is required to climb stairs within schools. Ramps and elevators may be available to reduce this requirement, however, there would be students who need assistance with climbing stairs and during an evacuation climbing stairs may be essential. The worker would have to climb the stairs in a bus and climb onto mats used for teaching and working with students with positioning needs.
- **Balancing - Occasional:**
  The worker must demonstrate balance when assisting with student transfers and providing support for students who may have deficits in balance and gait ability.
- **Stooping - Occasional:**
  The worker is required to bend/stoop during dressing, feeding, toileting, diapering, transfers, and positioning of stufents. The amount of stooping will be determined by the students functional needs.
- **Kneeling - One Knee - Occasional:**
  The worker may kneel to assist with lower extremity dressing and while assisting with a transfer from the floor.
- **Crouching/Squatting - Occasional:**
  The worker is required to squat/crouch while assisting in positioning & transfering students, dressing, and picking up items from low levels.
- **Crawling - Knees - Occasional:**
  The worker will crawl on mats to assist in the positioning of students and while interacting with small children interacting at floor level.

Other Physical Demands	Frequency			Type/Position/Description
	Occ	Freq	Cons	
Vision - corrected			X	Depth Perception / Near Acuity / Far Acuity / Accommodation / Field Vision
Talking			X	effective communication with students
Hearing			X	effective communication with students

Details - Other Physical Demands

- **Vision - corrected - Constant:**
  Required to perform the functions associated with this job title.
- **Talking - Constant:**
  Required to perform the functions associated with this job title.
- **Hearing - Constant:**
  Required to perform the functions associated with this job title.

Essential Functions Details

Essential Function 1: Behavior Support Services - Teacher is responsible for understanding student disabilit(ies)Behavior Support Plan, and individual educational needs. The teacher is responsible for implementing behavioral management strategies which can include restraint techniques.

The Teacher's must be able to: bend/stoop; kneel; squat/crouch; and reach at all levels. Lift/force requirements will vary dependent on the size and ability of the student requiring restraint. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Function Description: Students in the behavior classes are those whose behavior requires specialized support to manage their behavior. Duties of the Teacher may include:
- Performing instructional activities
- Preparing instructional materials
- Assisting with appropriate reinforcement and consequences positive behavior techniques
- Assisting in implementing Behavior Support Plans(BSP's)
- Monitoring Student Progress

Required Physical Demands	Details
Lifting - transfer	Lifting students of varying weights and disabilities workers may be required to lift up to 50 pounds requesting assistance with heavier students.
Pushing - classroom door	The push force required to overcome inertia when opening a typical classroom door is 9.6 pounds. This push occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pushed open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Handling - Both	Bilateral firm grasp required with performing safe student transfers, transporting wheelchairs, lifts, and positioning. The workers certified with CPI required maximum bilateral grip force during restraint of students.
Fingering - Either	Required to perform the functions associated with this job title.
Vision - corrected	Required to perform the functions associated with this job title.
Talking	Required to perform the functions associated with this job title.
Hearing	Required to perform the functions associated with this job title.
Pushing - wheelchair - 70 lb	The push force required to overcome inertia when pushing a 70 pound student in a manual wheelchair on a carpeted surface is 10.5 pounds. This push occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - classroom doors	The pull force required to overcome inertia when opening a typical classroom door is 13.5 pounds. This pull occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pulled open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Pulling - wheelchair - 70 lbs	The pull force required to overcome inertia when pulling a 70 pound student in a manual wheelchair on a carpeted surface is 9.3 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - upper torso 100 lb	Upper Torso - 100 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 100 pound student's torso during a lift/transfer and/or repositioning in his/her chair is 63.9 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - lwer body 100 lb	Lower Body - 100 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 100 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.9 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.

Required Physical Demands	Details
Pulling - upper torso 155 lb	Upper Torso - 100 lb student 3 person transfer or re-positioning in wheelchair; 2 persons lifting upper torso full force measure was 89.2 pounds The pull force required to overcome inertia when pulling up on a 155 pound student's torso during a 2 person lift/transfer and/or repositioning in his/her chair is 44.6 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - lwer body 155 lb	Lower Body - 155 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 155 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.4 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - wheelchair - 155 lbs	The pull force required to overcome inertia when pulling a 155 pound student in a manual wheelchair on a carpeted surface is 16.5 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Hand Grip - pronated	Pronated grip of 30 pounds (minimum measure recorded) is required when restraining a student.
Hand Grip - pronated	Pronated grip of 30 pounds (minimum measure recorded) is required when restraining a student.
Sitting - chair	Required to perform the delivery of instructional lessons, feeding, and communicating with students.
Standing	Required to demonstrate and provide educational resources for students in the classroom.
Standing	Required to provide assistance with self care, feeding, toileting, etc..
Walking	Required to transport students within and between classrooms, during community integration trips in Lifeskills, and evacuating students.
Climbing	The worker is required to climb stairs within schools. Ramps and elevators may be available to reduce this requirement, however, there would be students who need assistance with climbing stairs and during an evacuation climbing stairs may be essential. The worker would have to climb the stairs in a bus and climb onto mats used for teaching and working with students with positioning needs.
Balancing	The worker must demonstrate balance when assisting with student transfers and providing support for students who may have deficits in balance and gait ability.
Stooping	The worker is required to bend/stoop during dressing, feeding, toileting, diapering, transfers, and positioning of stufents. The amount of stooping will be determined by the students functional needs.
Kneeling - One Knee	The worker may kneel to assist with lower extremity dressing and while assisting with a transfer from the floor.
Crouching/Squatting	The worker is required to squat/crouch while assisting in positioning & transfering students, dressing, and picking up items from low levels.
Reaching - Overhead	The worker may be assisting the student with a transfer and/or self care and be required to reach overhead.
Reaching - Overhead	The worker may be filing or reaching for items in overhead locations in the classroom.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder for performing self care needs of the student, setting up classroom materials and supplies, writing on board, and operating AV equipment.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder bilaterally during transfer and lifts, push/pull wheelchairs, positioning of students.
Handling - Either	Unilateral simple grasp of materials and supplies used in teaching and self care of students. Mulitple forearm rotations selected by the worker in performing the duties.

Essential Function 2: Multiple Impaired Services (MI) - Teacher is responsible for understanding the students disability(ies) and educational needs. The teacher is responsible for adapting the environment to promote function and active participation activities to improve the learning experience.

Students may require varying levels of assistance in communication, positioning, transfers, and self care. The teacher must be capable of assisting the student with dressing, feeding, diapering, toileting, and transferings. Teachers must be able to bend/stoop; kneel; squat/crouch; and reach at all levels. Lift/force requirements will vary dependent on the size and ability of the student to assist. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Function Description: Students in the multiple impaired classes are those whose diagnosis and needs include communicative and functional impairments. Duties of the Teacher may include:
- Performing instructional activities
- Preparing instructional materials
- Assuming responsibility for the hygenic care of children and hygenic care of the classroom
- Assisting in the don and doffing of student's equipment including braces, splints, and other prosthetic aids
- Monitoring Student Progress

Required Physical Demands	Details
Lifting - transfer	Lifting students of varying weights and disabilities workers may be required to lift up to 50 pounds requesting assistance with heavier students.
Pushing - classroom door	The push force required to overcome inertia when opening a typical classroom door is 9.6 pounds. This push occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pushed open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Crawling - Knees	The worker will crawl on mats to assist in the positioning of students and while interacting with small children interacting at floor level.
Reaching - Overhead	The worker may be assisting the student with a transfer and/or self care and be required to reach overhead.
Reaching - Overhead	The worker may be filing or reaching for items in overhead locations in the classroom.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder for performing self care needs of the student, setting up classroom materials and supplies, writing on board, and operating AV equipment.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder bilaterally during transfer and lifts, push/pull wheelchairs, positioning of students.
Handling - Either	Unilateral simple grasp of materials and supplies used in teaching and self care of students. Mulitple forearm rotations selected by the worker in performing the duties.
Handling - Both	Bilateral firm grasp required with performing safe student transfers, transporting wheelchairs, lifts, and positioning. The workers certified with CPI required maximum bilateral grip force during restraint of students.
Fingering - Either	Required to perform the functions associated with this job title.
Vision - corrected	Required to perform the functions associated with this job title.
Talking	Required to perform the functions associated with this job title.
Hearing	Required to perform the functions associated with this job title.
Pushing - hoyer - 155 lb	The push force required to overcome inertia when pushing a 155 pound student in a manual hoyer lift is 12.6 pounds. This push occurs at varying heights but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pushing - wheelchair - 70 lb	The push force required to overcome inertia when pushing a 70 pound student in a manual wheelchair on a carpeted surface is 10.5 pounds. This push occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pushing - Std.Frame - 100 lbs	The push force required to overcome inertia when pushing a 100 pound student in a standing frame on a carpeted surface is 13.1 pounds. This push generally occurs at elbow/chest height with neutral forearm rotation and bilateral cylindrical grasp.
Pushing - Std.Frame - 155 lbs	The push force required to overcome inertia when pushing a 155 pound student in a standing frame on a carpeted surface is 26.3 pounds. This push generally occurs at elbow/chest height with neutral forearm rotation and bilateral cylindrical grasp.

Required Physical Demands	Details
Pulling - classroom doors	The pull force required to overcome inertia when opening a typical classroom door is 13.5 pounds. This pull occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pulled open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Pulling - wheelchair - 70 lbs	The pull force required to overcome inertia when pulling a 70 pound student in a manual wheelchair on a carpeted surface is 9.3 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - std frame - 100 lbs	The pull force required to overcome inertia when pulling a 100 pound student in a standing frame on a carpeted surface is 12.1 pounds. This pull generally occurs at elbow/chest height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - upper torso 100 lb	Upper Torso - 100 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 100 pound student's torso during a lift/transfer and/or repositioning in his/her chair is 63.9 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - lwer body 100 lb	Lower Body - 100 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 100 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.9 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - upper torso 155 lb	Upper Torso - 100 lb student 3 person transfer or re-positioning in wheelchair; 2 persons lifting upper torso full force measure was 89.2 pounds The pull force required to overcome inertia when pulling up on a 155 pound student's torso during a 2 person lift/transfer and/or repositioning in his/her chair is 44.6 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - lwer body 155 lb	Lower Body - 155 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 155 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.4 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - std frame - 155 lbs	The pull force required to overcome inertia when pulling a 155 pound student in a standing frame on a carpeted surface is 18.9 pounds. This pull generally occurs at elbow/chest height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - wheelchair - 155 lbs	The pull force required to overcome inertia when pulling a 155 pound student in a manual wheelchair on a carpeted surface is 16.5 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - leg - 155 lb	The required pull force to lift the legs of a 155 pound student while they lay supine on mat is 23.1 pounds of force. This pull occurs bilaterally with a 24 inch horizontal displacement requiring forward bending at the waist.
Pulling - upper torso - 155 lb	The required pull force to lift the torso of a 155 pound student while they lay supine on mat is 33.5 pounds of force. This pull occurs bilaterally with a 24 inch horizontal displacement requiring forward bending at the waist.
Pulling - hoyer - 155 lbs	The pull force required to overcome inertia when pulling a 155 pound student in a manual hoyer lift is 18.4 pounds. This push occurs at varying heights but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Sitting - chair	Required to perform the delivery of instructional lessons, feeding, and communicating with students.
Standing	Required to demonstrate and provide educational resources for students in the classroom.

Required Physical Demands	Details
Standing	Required to provide assistance with self care, feeding, toileting, etc..
Walking	Required to transport students within and between classrooms, during community integration trips in Lifeskills, and evacuating students.
Climbing	The worker is required to climb stairs within schools. Ramps and elevators may be available to reduce this requirement, however, there would be students who need assistance with climbing stairs and during an evacuation climbing stairs may be essential. The worker would have to climb the stairs in a bus and climb onto mats used for teaching and working with students with positioning needs.
Balancing	The worker must demonstrate balance when assisting with student transfers and providing support for students who may have deficits in balance and gait ability.
Stooping	The worker is required to bend/stoop during dressing, feeding, toileting, diapering, transfers, and positioning of stufents. The amount of stooping will be determined by the students functional needs.
Kneeling - One Knee	The worker may kneel to assist with lower extremity dressing and while assisting with a transfer from the floor.
Crouching/Squatting	The worker is required to squat/crouch while assisting in positioning & transfering students, dressing, and picking up items from low levels.

Essential Function 3: Pre-School Program for Children with Disabilities Services (PPCD) - Teacher is responsible for understanding the students disability(ies) Behavioral Support Plan and individual educational needs. The PPCD class serves students who are between the ages of three and five. The class is organized in both full and half day sessions.

Students may require varying levels of assistance in communicating, positioning, transfers, and self care. The teacher's must be capable of assisting in dressing, feeding, diapering, toileting, and transfers. The teacher must be able to bend/stoop; kneel; squat/crouch; and reach at all levels. Lift/force requirements will vary dependent on the size and ability of the student to assist. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Function Description: Depending on the children's age and needs the Teacher may be responsible for the following:
- Assist in duties such as feeding, toileting, diapering, lifting and positioning students
- Workers are instructed not to independently lift students weighing greater than 40 pounds
- Assisting students with assisted communication and other devices
- Assisting in appropriate behavior management strategies for young children
- Performing instructional activities under the direction of the teacher
- Preparing instructional materials

Required Physical Demands	Details
Lifting - students - 40 lbs	Workers are instructed to only lift/carry students up to 40 pounds independently. Typically the students would be lift/carried from floor up to counter height surfaces.
Lifting - transfer	Lifting students of varying weights and disabilities workers may be required to lift up to 50 pounds requesting assistance with heavier students.
Hearing	Required to perform the functions associated with this job title.
Carrying - 40 lb student	Workers are instructed to only lift/carry students up to 40 pounds independently. Typically the students would be lift/carried from surfaces no greater than 5 feet away.
Pushing - classroom door	The push force required to overcome inertia when opening a typical classroom door is 9.6 pounds. This push occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pushed open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Pushing - wheelchair - 70 lb	The push force required to overcome inertia when pushing a 70 pound student in a manual wheelchair on a carpeted surface is 10.5 pounds. This push occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - classroom doors	The pull force required to overcome inertia when opening a typical classroom door is 13.5 pounds. This pull occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pulled open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Pulling - wheelchair - 70 lbs	The pull force required to overcome inertia when pulling a 70 pound student in a manual wheelchair on a carpeted surface is 9.3 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Sitting - floor	Required to sit on floor or mats during active play and interaction with small children.
Standing	Required to demonstrate and provide educational resources for students in the classroom.
Standing	Required to provide assistance with self care, feeding, toileting, etc..
Walking	Required to transport students within and between classrooms, during community integration trips in Lifeskills, and evacuating students.
Climbing	The worker is required to climb stairs within schools. Ramps and elevators may be available to reduce this requirement, however, there would be students who need assistance with climbing stairs and during an evacuation climbing stairs may be essential. The worker would have to climb the stairs in a bus and climb onto mats used for teaching and working with students with positioning needs.
Balancing	The worker must demonstrate balance when assisting with student transfers and providing support for students who may have deficits in balance and gait ability.
Stooping	The worker is required to bend/stoop during dressing, feeding, toileting, diapering, transfers, and positioning of stufents. The amount of stooping will be determined by the students functional needs.

Required Physical Demands	Details
Kneeling - One Knee	The worker may kneel to assist with lower extremity dressing and while assisting with a transfer from the floor.
Crouching/Squatting	The worker is required to squat/crouch while assisting in positioning & transfering students, dressing, and picking up items from low levels.
Crawling - Knees	The worker will crawl on mats to assist in the positioning of students and while interacting with small children interacting at floor level.
Reaching - Overhead	The worker may be assisting the student with a transfer and/or self care and be required to reach overhead.
Reaching - Overhead	The worker may be filing or reaching for items in overhead locations in the classroom.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder for performing self care needs of the student, setting up classroom materials and supplies, writing on board, and operating AV equipment.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder bilaterally during transfer and lifts, push/pull wheelchairs, positioning of students.
Handling - Either	Unilateral simple grasp of materials and supplies used in teaching and self care of students. Mulitple forearm rotations selected by the worker in performing the duties.
Handling - Both	Bilateral firm grasp required with performing safe student transfers, transporting wheelchairs, lifts, and positioning. The workers certified with CPI required maximum bilateral grip force during restraint of students.
Fingering - Either	Required to perform the functions associated with this job title.
Vision - corrected	Required to perform the functions associated with this job title.
Talking	Required to perform the functions associated with this job title.

Essential Function 4: Life skills Services - Teacher is responsible for understanding the student's disability(ies) Behavioroal Support Plan and individual educational needs. The teacher is responsible for providing instruction of functional academic and daily living skills in school and community-based environments.

Students may require varying levels of assistance in communicating, positioning, transfers, and self care. The Teacher must be capable of assisting in dressing, feeding, diapering, toileting, and transfers. The teacher must be able to bend/stoop; kneel; squat/crouch; and reach at all levels. Lift/force requirements will vary dependent on the size and ability of the student to assist. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Function Description: Duties of the Teacher may include:
- Performing instructional activities
- Preparing instructional materials
- Assisting with student interaction in classroom settings
- Assisting with student interaction in community settings
- Monitoring Student Progress

Required Physical Demands	Details
Lifting - transfer	Lifting students of varying weights and disabilities workers may be required to lift up to 50 pounds requesting assistance with heavier students.
Pushing - classroom door	The push force required to overcome inertia when opening a typical classroom door is 9.6 pounds. This push occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pushed open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Vision - corrected	Required to perform the functions associated with this job title.
Talking	Required to perform the functions associated with this job title.
Hearing	Required to perform the functions associated with this job title.
Pushing - wheelchair - 70 lb	The push force required to overcome inertia when pushing a 70 pound student in a manual wheelchair on a carpeted surface is 10.5 pounds. This push occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - classroom doors	The pull force required to overcome inertia when opening a typical classroom door is 13.5 pounds. This pull occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pulled open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Pulling - wheelchair - 70 lbs	The pull force required to overcome inertia when pulling a 70 pound student in a manual wheelchair on a carpeted surface is 9.3 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - upper torso 100 lb	Upper Torso - 100 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 100 pound student's torso during a lift/transfer and/or repositioning in his/her chair is 63.9 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - lwer body 100 lb	Lower Body - 100 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 100 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.9 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - upper torso 155 lb	Upper Torso - 100 lb student 3 person transfer or re-positioning in wheelchair; 2 persons lifting upper torso full force measure was 89.2 pounds The pull force required to overcome inertia when pulling up on a 155 pound student's torso during a 2 person lift/transfer and/or repositioning in his/her chair is 44.6 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.

Required Physical Demands	Details
Pulling - lwer body 155 lb	Lower Body - 155 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 155 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.4 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - wheelchair - 155 lbs	The pull force required to overcome inertia when pulling a 155 pound student in a manual wheelchair on a carpeted surface is 16.5 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Sitting - chair	Required to perform the delivery of instructional lessons, feeding, and communicating with students.
Standing	Required to demonstrate and provide educational resources for students in the classroom.
Standing	Required to provide assistance with self care, feeding, toileting, etc..
Walking	Required to transport students within and between classrooms, during community integration trips in Lifeskills, and evacuating students.
Climbing	The worker is required to climb stairs within schools. Ramps and elevators may be available to reduce this requirement, however, there would be students who need assistance with climbing stairs and during an evacuation climbing stairs may be essential. The worker would have to climb the stairs in a bus and climb onto mats used for teaching and working with students with positioning needs.
Balancing	The worker must demonstrate balance when assisting with student transfers and providing support for students who may have deficits in balance and gait ability.
Stooping	The worker is required to bend/stoop during dressing, feeding, toileting, diapering, transfers, and positioning of stufents. The amount of stooping will be determined by the students functional needs.
Kneeling - One Knee	The worker may kneel to assist with lower extremity dressing and while assisting with a transfer from the floor.
Crouching/Squatting	The worker is required to squat/crouch while assisting in positioning & transfering students, dressing, and picking up items from low levels.
Reaching - Overhead	The worker may be assisting the student with a transfer and/or self care and be required to reach overhead.
Reaching - Overhead	The worker may be filing or reaching for items in overhead locations in the classroom.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder for performing self care needs of the student, setting up classroom materials and supplies, writing on board, and operating AV equipment.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder bilaterally during transfer and lifts, push/pull wheelchairs, positioning of students.
Handling - Either	Unilateral simple grasp of materials and supplies used in teaching and self care of students. Mulitple forearm rotations selected by the worker in performing the duties.
Handling - Both	Bilateral firm grasp required with performing safe student transfers, transporting wheelchairs, lifts, and positioning. The workers certified with CPI required maximum bilateral grip force during restraint of students.
Fingering - Either	Required to perform the functions associated with this job title.

Essential Function 5: Emergency Procedures - The teacher is responsible for following district policy and procedures for emergency drills including the evacuation and protection of students.

Required Physical Demands	Details
Lifting - transfer	Lifting students of varying weights and disabilities workers may be required to lift up to 50 pounds requesting assistance with heavier students.
Carrying - 40 lb student	Workers are instructed to only lift/carry students up to 40 pounds independently. Typically the students would be lift/carried from surfaces no greater than 5 feet away.
Talking	Required to perform the functions associated with this job title.
Hearing	Required to perform the functions associated with this job title.
Pushing - classroom door	The push force required to overcome inertia when opening a typical classroom door is 9.6 pounds. This push occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pushed open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Pushing - wheelchair - 70 lb	The push force required to overcome inertia when pushing a 70 pound student in a manual wheelchair on a carpeted surface is 10.5 pounds. This push occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pushing - hoyer - 155 lb	The push force required to overcome inertia when pushing a 155 pound student in a manual hoyer lift is 12.6 pounds. This push occurs at varying heights but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - classroom doors	The pull force required to overcome inertia when opening a typical classroom door is 13.5 pounds. This pull occurs at a height of 37 inches unilaterally with a pronated forearm rotation. The doors are pulled open from the inside of the classroom and pulled open from the hallway up to 40 times per day, because of fire codes the doors remain closed.
Pulling - wheelchair - 70 lbs	The pull force required to overcome inertia when pulling a 70 pound student in a manual wheelchair on a carpeted surface is 9.3 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - upper torso 100 lb	Upper Torso - 100 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 100 pound student's torso during a lift/transfer and/or repositioning in his/her chair is 63.9 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - lwer body 100 lb	Lower Body - 100 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 100 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.9 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - upper torso 155 lb	Upper Torso - 100 lb student 3 person transfer or re-positioning in wheelchair; 2 persons lifting upper torso full force measure was 89.2 pounds The pull force required to overcome inertia when pulling up on a 155 pound student's torso during a 2 person lift/transfer and/or repositioning in his/her chair is 44.6 pounds. This pull generally occurs at a 36 inch height with a 16 inch horizontal displacement and with bilateral upper extremity placement under the arms of the student.
Pulling - lwer body 155 lb	Lower Body - 155 lb student 2 person transfer or re-positioning in wheelchair The pull force required to overcome inertia when pulling up on a 155 pound student's lower body during a lift/transfer and/or repositioning in his/her chair is 60.4 pounds. This pull generally occurs at a 24 inch height with a 18 inch lateral displacement and with bilateral upper extremity placement under the arms of the student.

Required Physical Demands	Details
Pulling - wheelchair - 155 lbs	The pull force required to overcome inertia when pulling a 155 pound student in a manual wheelchair on a carpeted surface is 16.5 pounds. This pull occurs at varying heights dependent on the make, style of the chair but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Pulling - hoyer - 155 lbs	The pull force required to overcome inertia when pulling a 155 pound student in a manual hoyer lift is 18.4 pounds. This push occurs at varying heights but generally occurs at waist height with neutral forearm rotation and bilateral cylindrical grasp.
Hand Grip - pronated	Pronated grip of 30 pounds (minimum measure recorded) is required when restraining a student.
Hand Grip - pronated	Pronated grip of 30 pounds (minimum measure recorded) is required when restraining a student.
Walking	Required to transport students within and between classrooms, during community integration trips in Lifeskills, and evacuating students.
Climbing	The worker is required to climb stairs within schools. Ramps and elevators may be available to reduce this requirement, however, there would be students who need assistance with climbing stairs and during an evacuation climbing stairs may be essential. The worker would have to climb the stairs in a bus and climb onto mats used for teaching and working with students with positioning needs.
Balancing	The worker must demonstrate balance when assisting with student transfers and providing support for students who may have deficits in balance and gait ability.
Stooping	The worker is required to bend/stoop during dressing, feeding, toileting, diapering, transfers, and positioning of stufents. The amount of stooping will be determined by the students functional needs.
Kneeling - One Knee	The worker may kneel to assist with lower extremity dressing and while assisting with a transfer from the floor.
Crouching/Squatting	The worker is required to squat/crouch while assisting in positioning & transfering students, dressing, and picking up items from low levels.
Reaching - Overhead	The worker may be assisting the student with a transfer and/or self care and be required to reach overhead.
Reaching - Knee to Shoulder	The worker is required to reach knee to shoulder bilaterally during transfer and lifts, push/pull wheelchairs, positioning of students.
Handling - Both	Bilateral firm grasp required with performing safe student transfers, transporting wheelchairs, lifts, and positioning. The workers certified with CPI required maximum bilateral grip force during restraint of students.
Fingering - Either	Required to perform the functions associated with this job title.
Vision - corrected	Required to perform the functions associated with this job title.

Essential Function 6: Structured Learning Class Services - Teacher is responsible for understanding the student's disability(ies), status of his/her Behavior Support Plan and educational needs . The teacher provides instruction on functional and/or grade level academic, daily living and social skills in school and community-based environments. Students may require varying levels of assistance in communication, social skills and self care. The teacher is also responsible for implementing behavioral management strategies which can include restraint techniques. The Teacher must be capable of assisting in dressing, feeding, diapering, and toileting. Teachers must demonstrate ability for most positional tolerances that include: bend/stooping; kneeling; squat/crouching; and reaching at all levels. Lift/force requirements will vary dependent on the size and ability of the student requiring restraint. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.

Essential Function 7: Resource Services - Teacher is responsible for understanding the student's disability(ies), Behavior Support Plan, and individual educational needs . The teacher provides instruction on core academics. Teacher may provide varying levels of assistance with communication, social skills and self care. The teacher is also responsible for implementing behavior management strategies which can include restraint techniques. The teacher must be able to bend/stoop; kneel; squat/crouch; and reach. Lift/force requirements will vary dependent on the size and ability of the student requiring restraint. Proper use of body mechanics in lifts and transfers is essential in performance of any student handling.