

## Assistive Technology Specialist

### DEFINITION:

Under the direction of the Assistant Director of Student Support Services, the Assistive Technology (AT) Specialist evaluates and identifies appropriate assistive technology needs for students receiving support through an Individualized Education Plan (IEP) or 504 Plan. This AT Specialist will work collaboratively with the IEP Team to review available options; procure and install devices, software and supplies; modify equipment as needed; design and present training for district personnel to promote student achievement.

This position will begin two weeks prior to the start of the instructional year and will work the Extended School Year (ESY), (summer school) for a total of ten and three quarter (10 ¾) months.

### QUALIFICATIONS:

#### **Education:**

- License in Speech-Language Pathology issued by a licensing agency within the Department of Consumer Affairs or
- Valid documentation issued by the California Commission on Teacher Credentialing, where the function of the assistive technology service is augmentative communication; or
- Credential that authorizes special education of physically impaired, orthopedically impaired, or severely impaired pupils.

#### **Experience:**

- Any combination of training, education and experience, which demonstrates ability to perform the duties described above.
- Experience working with students or groups of children.
- Experience with computer related assistive technologies.
- Experience with administering AT assessments, writing evaluation reports collaboratively with Team members in an educational environment.

#### **Required Testing:**

- FCUSD Lifting Test

#### **Certificates & Licenses:**

- Must possess a vehicle and a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess and maintain valid CPR Certification

### DISTINGUISHING CHARACTERISTICS:

The ability to:

- Knowledge of a variety of AT devices/services and the ability to integrate technology into educational programs.
- Knowledge in AT supports and strategies to address access, computer-based instruction, mobility, positioning, recreation/leisure/play, environmental control, and activities of daily living.
- Knowledge of funding, referral and purchasing sources.
- Knowledge of State and Federal laws/regulations regarding individual's rights to access AT and other forms of assistive technology.
- Knowledge of correct English usage, grammar, spelling, punctuation and vocabulary.
- Skills to create and maintain electronic records and reports.
- Skills to prepare and provide training and presentations to various audiences.
- Skills to serve as a liaison between parent/care-provider, home, agencies and school.
- Ability to independently execute assigned duties and maintain a work calendar/schedule noting progress toward completion of tasks.
- Ability to develop and maintain positive working relationships with students, parents and staff.

**TYPICAL DUTIES AND RESPONSIBILITIES:**

- Accepts and reviews AT concerns/referrals from staff in accordance with established AT program procedures.
- Determines AT needs as part of comprehensive assessment, which addresses all areas related to the student's disability and based on the student's strengths, tasks and expectations.
- Assists in the selection of appropriate AT systems and/or devices, software and supplies.
- Conducts trials with low- technical through high- technical tools and devices to determine which support is most appropriate for the student.
- Designs and/or adapts appropriate AT tools/devices to help students successfully access learning and make progress in the educational environment.
- Oversees funding approval for assistive technologies (e.g. low incidence or alternative funding sources).
- Catalogs, installs, maintains, and stores AT tools/devices/equipment.
- Consults with parents, teachers and others to provide information and support relative to the identification, access and use of AT, including modification to the curriculum and/or the classroom environment.
- Keeps accurate and up-to-date records: assessment, reports, progress reports, Individual Education Plan (IEP) due-dates, schedules, phone logs, and additional data that may be administratively required.
- Attends IEP and Student Study Team (SST) meetings, as needed.
- Provides and participates in staff development/training activities related to AT across the Special Education Local Plan Area (SELPA) and Region.
- Participates in professional growth activities such as conferences, classes, staff meetings and visitations.
- Complies with the rules and regulations set forth in Federal and State special education laws and regulations, including those specifically related to the use of technology and confidentiality.
- Implements procedures and policies of FCUSD-SELPA.

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer. Ability to lift 60 pounds as shown in the standard lift test.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors and outdoors in a educational environment and come in direct contact with district staff, students and the public.