

Assistive Technology (AT) and Augmentative Alternative Communication (AAC) Assistant

DEFINITION:

Under the direction of the Assistant Director of Student Support Services, the Assistive Technology (AT) and Augmentative Alternative Communication (AAC) Assistant assists in evaluating and identifying appropriate assistive technology and augmentative alternative communication needs for students receiving support through an Individualized Education Plan (IEP) or 504 Plan. This position will review available options, procure and install software, related devices and supplies, modify equipment as needed, and design and present training for district personnel to promote student achievement. This AT/AAC Assistant will also coordinate with E.T.I.S., as necessary, to ensure compatibility with District programs/systems as well as compliance with District rules and regulations.

This position will begin one week prior to the start of the instructional year and will work through the Extended School Year (ESY), (summer school) for a total of eleven (11) months.

QUALIFICATIONS:

Education:

- Assistive Technology Certificate of Completion
- AA Degree preferred

Required Testing:

- Successful completion of the District Instructional Assistant Proficiency Test.
- FCUSD lifting Test

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.

Certificates and 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 and/or knowledge of:

- A variety of AT/AAC devices/services and the ability to integrate technology into educational programs.
- AT/AAC supports and strategies to address access, computer-based instruction, mobility, positioning, recreation/leisure/play, environmental control, and activities of daily living.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Skills to create and maintain electronic records and reports.
- 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:

- Assists in the selection of appropriate AT/AAC systems and/or devices, software and supplies.
- Assists in trials with low-technical through high-technical tools and devices to determine which support is most appropriate for the student.
- Catalogs, installs, maintains, and stores AT/AAC tools/devices/equipment.
- Repairs or arranges for equipment repairs.
- Consults with staff and others to provide information and support relative to the identification, access, and use of AT/AAC, including modification to the curriculum and/or the 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.
- Participates in staff development/training activities related to AT/AAC across the Special Education Local Plan Area (SELPA) and Region.
- Participates in professional growth activities such as conferences, classes, staff meetings and visitations.
- Performs a variety of clerical support duties including typing, compiling information, preparing reports and maintaining file systems, record keeping and/or student services functions related to the assigned unit.
- 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.

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 an educational environment and come in direct contact with district staff, students and the public.