



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Program Specialist, Assistive Technology & Augmentative and Alternative Communication

Class Code: 1457

Work Days: 205

GENERAL PURPOSE

Plan, organize, and coordinate assistive technology programs for all grade levels for the Orange County Department of Education (OCDE) and/or the North Orange County SELPA (NOC SELPA) school districts; coordinate assistive technology (AT) and augmentative alternative communication (AAC) resources; conduct AT/AAC assessments of students; and assist in the development of IEP goals; and provide responsible and complex staff assistance as required.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff
2. May provide direct supervision over technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Coordinate, organize, and plan AT/AAC programs for OCDE and/or NOC SELPA school districts.
 3. Serve as a resource and liaison to IEP teams regarding AT/AAC devices for students; acquire AT/AAC devices and software to meet specific student needs and IEP requirements.
 4. Supervise the development of strategies for curriculum modifications.
 5. Provide evidenced based intervention strategies and services to enhance student learning.
 6. Develop and present training for students, teachers, paraeducators, and other school staff in use of assistive technology, augmentative and alternative communications systems, and related topics.
 7. Assess students with special needs to determine the most appropriate assistive technologies and augmentative and alternative communication systems to enhance student learning;
 8. Order and maintain an inventory of various augmentative communication devices, as well as adaptive equipment, computers and software; installs and configures specialized software.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

9. Participate in the development of Individualized Education Programs (IEP) which include annual goals and short-term objectives for exceptional students; assist special education staff in coordinating appropriate curricular resources to ensure IEP objectives are met in an organized and sequential manner.
10. Demonstrate attendance sufficient to complete the duties of the position as required.
11. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Basic operations, services, and activities of special education programs.
2. IEP planning process and continuum of program options.
3. Instructional methodologies and strategies used to teach students with special education needs.
4. Principles, practices, trends, fiscal, and legal aspects affecting assistive technology programs.
5. Advanced uses and operations of personal computer and other adaptive technologies.
6. A variety of technical software, accessibility devices, adapted toys and appliances, and augmentative communicative devices.
7. Principles of behavioral management and curriculum development appropriate for special education students.
8. Procedures, methods, and techniques of project and workflow management and organization.
9. Principles and procedures of program assessment and evaluation.
10. Procedures and requirements of the annual review process.
11. Pertinent federal, state, and local laws, codes, and safety regulations.
12. Recent developments, current literature, and sources of information related to special education services, planning, and administration.

Ability and Skill to:

1. Identify, analyze, evaluate, diagnose, and solve basic computer problems.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Establish and maintain effective working relationships with various constituencies.
5. Interpret and explain laws, codes, contracts, policies, and procedures.

Ability and Skill to (cont.):

6. Develop and present training materials.
7. Prepare clear and concise correspondence, reports, and other written materials.
8. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
9. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is Bachelor's degree from an accredited college or university with major course work in communicative disorders or education, three years of special education experience, and two years of experience with assistive technology and alternative augmentative communication in a school system.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing service as a speech and language pathologist, valid special education teaching credential, and/or a credential authorizing service as a clinician or specialist; a valid Assistive Technology Specialist Certificate and/or Alternative and Augmentative Communication Certificate.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to twenty pounds and lift up to fifty pounds. Safety guidelines must be followed for lifts over fifty pounds. Lifts over fifty pounds have been designed for two, three, or four persons. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with high pressure.

Revised 3/2017, 3/2022