



Orange County Department of Education
Human Resources Department
Classified Class Specification

Class Code: 4034
Date Adopted: July 1, 2008
Date Revised: May 4, 2016

FLSA Status: Nonexempt
Union Representation: Represented

Assistive Technology Specialist

GENERAL PURPOSE

Under direction, conducts assessments of Special Education students to determine appropriate assistive technology needs and assists in developing IEP goals; recommends and assists in acquiring assistive technology (AT) and augmentative alternative communication devices (AAC) for students; serves as a technical resource on uses of assistive technology; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Assistive Technology Specialists provide a variety of technical and assistive services to ensure that non-verbal students and those with visual, physical, behavioral, and cognitive disabilities are served in accordance with requirements of their Individual Education Plans (IEPs). Incumbents make technical assessments and order appropriate adaptive equipment and software to meet specific student needs. Incumbents order and/or modify educational materials by simplifying language and providing alternative formats utilizing computers, software, and augmentative devices. Adaptive technology services are provided to OCDE students and teachers, as well as to students and teachers in other area school districts.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Performs informal and formal assessments of students with visual, physical, behavioral, and cognitive issues to determine the most appropriate assistive technologies to enhance student learning; works with student support teams to establish Individual Educational Plans (IEPs); recommends and assists in acquiring AT/AAC devices and software to meet IEP requirements; trains students, teachers, and aides in use of the assistive technology.
2. Orders and maintains an inventory of various augmentative communication devices, as well as adaptive equipment, computers, and software to meet the IEP requirements of students; installs and configures specialized software; researches and obtains price quotes on new adaptive technologies; checks equipment and materials out to students and/or schools; learns the uses and operations of new adaptive technologies and provides instruction to students and teachers; troubleshoots and resolves equipment and software problems and refers more complex problems to vendors for resolution; communicates student adaptive technology needs to administration as directed.
3. Provides one-on-one instructional assistance to severely disabled students in the classroom; suggests methods to teachers for providing appropriate assistance to students.

QUALIFICATIONS

Knowledge of:

1. Advanced uses and operations of personal computer and other adaptive technologies.
2. Federal, state, and local laws, regulations, and court decisions applicable to assigned areas of responsibility.
3. Modern office procedures, methods, and equipment.
4. Principles and practices of sound business communication; correct English usage, including spelling, grammar, and punctuation.

Ability to:

1. Install, operate, and maintain a variety of technical software, accessibility devices, adapted toys and appliances, and augmentative communication devices.
2. Train and provide technical assistance and support to students, faculty, and staff on uses, operations, and maintenance of applicable software, hardware, assistive technology devices, and augmentative communication devices.
3. Identify, analyze, evaluate, diagnose, and solve basic computer problems
4. Understand, apply, and reach sound decisions in accordance with District policies and procedures.
5. Communicate clearly and concisely, both orally and in writing.
6. Organize, set priorities, and exercise sound independent judgment within areas of responsibility.
7. Deal with sensitive and difficult situations.
8. Establish and maintain effective working relationships with District management, faculty, staff, students, the public, and others encountered in the course of work.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from high school or high school equivalency test, an Associate's Degree; and two years of progressively responsible experience working with assistive technologies, preferably in an educational setting; or an equivalent combination of training and experience.

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 sit, walk, and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel, or operate computers, adaptive technology, and standard office equipment; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 25 pounds from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision and the ability to distinguish basic colors and/or shade and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use oral communication skills; read and interpret data, information and documents; analyze and solve problems; learn and apply new information or skills; observe and interpret people and situations; perform work under changing, intensive deadlines on multiple concurrent tasks; work with constant interruptions, and interact with District management, faculty, staff, students, and others 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. Employees work under typical office or classroom conditions and the noise level varies from quiet to noisy.