

**Pleasanton Unified School District
Job Description**

Assistive Technology Specialist

GENERAL DESCRIPTION

Assistive Technology (AT) Specialist provides support, services and consultation to address a student's defined AT needs as outlined in their Individualized Education Program (IEP). The AT Specialist provides support to IEP teams with consideration of student communication and assistive technology needs. The AT Specialist provides training, consultation and monitoring of staff in the use of equipment/devices as recommended per the IEP team.

ESSENTIAL DUTIES

Assistive Technology (AT) is a tool for access (e.g., school environment, core curriculum) and for independence (e.g., communication, mobility) and will, therefore, change as the student's needs change and as technology continues to change. The need for AT should, therefore, be an integral part of a comprehensive assessment for students with disabilities in all areas related to their disabilities, as appropriate, for each student and must be considered by the IEP team, based upon the student's assessed needs and strengths. Key duties include:

- Understand assistive technology including legal requirements, its purpose and functional application for the student's educational program.
- Evaluate the functional and educational needs of students regarding alternative augmentative communication and consideration of assistive technology.
- Demonstrate awareness of a variety of assistive technology devices/services and the ability to integrate technology into educational programs.
- Demonstrate knowledge in multiple assistive technology (e.g., access, alternative augmentative communication, computer-based instruction, mobility, positioning, assistive listening, and signaling devices, recreation/leisure/play, vision technology and environmental control, and activities of daily living).
- Demonstrate the ability to apply discipline-specific knowledge regarding assistive technology.
- Demonstrate the ability to use appropriate assistive technology in a variety of educational settings.
- Demonstrate the recognition of the need for ongoing individual professional development and maintaining knowledge of emerging technologies.
- Understand the multi-disciplinary nature of assistive technology application and contribution of a variety of disciplines to the service delivery process.
- Understand skills required to serve as a member of a multi-disciplinary team providing services for assistive technology (i.e. ability to include parents as team members, ability to listen and respond to input from other team members, etc.).
- Determine, in collaboration with other members of the assessment team, assistive technology needs as part of a comprehensive multi-disciplinary evaluation, which addresses all areas related to the disability and based on student's strengths, tasks, and expectations.

- Use appropriate data gathering procedures and strategies to conduct an assistive technology evaluation utilizing a team approach to assess the student in varied environments.
- Knowledge of tools of evaluation and low-high tech assistive technology.
- Ability to use the accepted tests and measurements to discern assistive technology appropriate for the student based on individualized needs.
- Ability to instruct and support student/teacher to access curriculum.
- Excellent organizational, communication, and interpersonal skills.
- Integrate and discuss, in collaboration with the multi-disciplinary team, all evaluation information including formulating recommendations and preparing a report.
- Identify and design appropriate assistive technology devices, services, and strategies in a collaborative plan as required to meet the students' needs.
- Identify, in collaboration with team members, assistive technology resources completing low incidence requests as needed.
- Serve as a resource for others by identifying staff development needs and opportunities, which address specific needs.
- Plan, organize and prioritize work to meet timelines and deadlines.
- Perform related duties as assigned within the scope of the job.

QUALIFICATIONS

Education and Experience:

- Degree from an accredited four-year college or university is required
- Must possess an Education Specialist Credential, Multiple Subject Credential, Single Subject Credential, or California Board of Occupational Therapy Certificate
- Two years or more of experience working with students with disabilities in an educational setting preferred
- Two (2) years of experience in Assistive Technology or an Assistive Technology Certificate preferred

Licenses and Other Requirements:

- Possession of a valid California Driver's License

MINIMUM REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position

Knowledge of:

- The district, state, and national standards, curriculum, and assessments
- Research-based assistive technology strategies and implementation
- Special Education mandates, timelines and requirements
- Child development including language and academic readiness
- Data analysis to plan instruction

Ability to:

- Work with a variety of instructional groups in a student-centered classroom
- Use data and assessment to plan and implement instruction
- Communicate clearly with staff, students and parents
- Work collaboratively with peers, students, and parents
- Develop effective implementation plans and strategies

WORKING CONDITIONS:

Classrooms and general school campus environment. Capable of safely driving a vehicle.

Physical Abilities:

Sitting or standing for extended periods of time, reaching overhead and horizontally; kneeling or crouching; hearing and speaking to exchange information; seeing to observe student symptoms and conditions; occasionally lifting moderately heavy students or objects; dexterity of hands and fingers to provide therapy services. May be required to lift up to 50 pounds without assistance and over 50 pounds with assistance.

EVALUATION: Supervision and evaluation as assigned by the Special Education Director

TERMS OF EMPLOYMENT:

185 days/Certificated Salary Schedule

Board Approved: May 21, 2019