

## **Augmentative Alternative Communication Specialist (AAC Specialist)**

### **DEFINITION:**

As part of an interdisciplinary team, the AAC Specialist will assess and assist in the development of intervention plans for students whose impairments preclude their use of natural speech and/or writing as a primary means of communication, as well as their communication partners and the various environments in which communication occurs. The AAC specialist will provide consultation, education and inservices, as needed, to the IEP Team to implement communication strategies to support the student's access to their educational curriculum. They will assist in the selection, ordering and trial of AAC devices.

### **QUALIFICATIONS:**

#### Education:

- A Masters degree in Speech and Language Pathology is required, including specialized training in Augmentative Alternative Communication.

#### Experience:

- Classroom and clinical experience as required for credential and minimum of two years working in a setting directly related to augmentative alternative communications and/or assistive technology

#### Certificates and Licenses:

- Must possess a valid California driver's license.
- Must possess a valid California Credential with an authorization to provide service in Speech/Language Pathology.
- Must possess a California State License as a Speech-Language Pathologist.

### **DISTINGUISHING CHARACTERISTICS:**

- Knowledge of the general purpose and applications of AAC systems.
- Knowledge about, and skills in, evaluating children's symbolic skills.
- Knowledge about switches and corresponding skills necessary for use of AAC devices.
- Knowledge about perceptual skills necessary to access AAC systems.
- Knowledge of how seating and positioning influences access to AAC.
- Knowledge of methods used to customize AAC systems.
- Skills to prepare and give training to various audiences.
- Skills with computers, including a broad range of assistive technology resources.
- Ability to function as a positive, contributing member of an educational team.

### **TYPICAL DUTIES AND RESPONSIBILITIES:**

- Accepts and reviews referrals in accordance with established AAC Program procedures.
- Determines AAC needs as part of a comprehensive assessment, which addresses all areas related to the student's disability and are based on the student's strengths, tasks and expectations.
- Reports and interprets findings in oral and written form.
- Conducts trials with tools/devices to determine most appropriate tools for the student.

- Designs and/or adapts appropriate augmentative communication systems or programs to help students successfully access learning and make progress in the educational environment.
- Provides direct support including training, direction and consultation regarding individual student's AAC needs for IEP Team.
- Catalogs, maintains and store equipment.
- Consults with parents, teacher and others to provide information and support relative to the identification, access and use of augmentative communications systems, including curriculum and classroom modifications.
- Keeps accurate and up-to-date records: assessments, reports, progress reports, IEPs, schedules, registers or logs, and others that may be administratively required.
- Attends IEP and Student Study Team meetings, as needed.
- Assists with trouble-shooting and problem solving relative to augmentative communication tools.
- Complies with the rules and regulations set forth in Federal and State special education laws and regulations and those 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.

**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 in a standard office environment and come in direct contact with district staff and the public.