

Job Title: SPEECH AND LANGUAGE PATHOLOGIST– ASSISTIVE TECHNOLOGY

Definition:

Board Approved: _____

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Under the direct supervision of the Principal of Moderate-to-Severe Programs with oversight by the Director of Special Education, the Assistive Technology Specialist (AT) is a member of the special education instructional team. They work directly with students and staff to develop, implement and monitor Assistive Technology Services. The AT Specialist provides evaluation, modeling, and training to staff and parents on the full continuum of communication and technology supports. The AT specialist functions as a diagnostic team member and provides ongoing technical assistance to students, staff and parents.

Distinguishing Characteristics:

Assistive Technology works with students with designations making them eligible for special education services as indicated on their Individual Education Program (IEP) documents, usually on general education campuses or at a specialized campus for Moderate/Severe students, throughout the Lancaster School District.

Essential Job Duties

- Maintain necessary records of assessment, attendance, and progress to evaluate student learning and regularly report that information to parents, students, and supervisor as requested and required by state and federal laws
- Transition and/or monitor students in various activities (including special transportation) as needed
- Operate computer, duplicating, assistive technology, and other necessary learning equipment
- Attend required site and district meetings and events
- Perform other related duties as assigned

Minimum Knowledge, Skill and Ability:

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Collaborate with colleagues and parents to share information and expertise to plan and implement effective student programs for the purpose of developing and implementing assistive technology services.
2. Facilitate peer integration programming for the purpose of facilitating student communication in social settings across environments.
3. Foster the development of augmentative, language-rich environments through the use of low to high technology systems for the purpose of fostering communication across settings.
4. Interpret, integrate, and synthesize evaluative information to make recommendations for Assistive Technology interventions and services for the purpose of providing access for students.
5. Maintain accurate records (student performance data, clerical responsibilities, Medicare billing, etc) for the purpose of documenting accurate student information, reports, and Medicare reimbursement.

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6. Participate, as needed, as a member of a multidisciplinary team for the purpose of developing and evaluating and making recommendations based on individual student needs.
7. Participate, as needed, in Individualized Education Plans for students who qualify for AT services and support for the purpose of developing an appropriate IEP.
8. Participate in professional growth activities on a yearly basis including recertification for CPI, workshops, in-services, professional reading materials, and/or other available offerings for the purpose of increasing professional knowledge.
9. Proficiently use technology to communicate, compile reports, and collect data for the purpose of providing accurate records and communicating with team members, parents, administration, and district staff.
10. Provide diagnostic services for students referred through a systematic referral process for the purpose of assessing assistive technology needs.
11. Provide in-service training and consultation to staff and parents on augmentative communication and literacy development for students (reading & writing supports, communication skills for the non-verbal and minimally verbal students) for the purpose of facilitating student use of augmentative communication devices across settings.
12. Select, adapt, and conduct appropriate evaluations to assess communication across all domains for the purpose of making recommendations to augment student communication needs.
13. Utilize and make recommendations for technology and assistive technologies for the purpose of identifying appropriate assistive technologies.

Knowledge of:

- Specific skills related to the proficient use of technology systems, computers, and electronic communication devices.
- The ability to develop, implement and monitor speech, language, and communication programming and support for individuals and groups.
- The foundational understanding of implementation of augmentative communication and assistive technology devices
- The ability to independently problem-solve, schedule daily activities, model good communication and to communicate and work effectively with professional staff and parents.
- Federal and state laws regarding Special Education, including the IEP process
- Electronic communication and computer keyboarding
- Child abuse laws and procedures

Skill and Ability to:

- Relate effectively to and demonstrate receptive attitude toward children with severe disabilities, and toward students and parents of diverse cultural and socioeconomic backgrounds.
- Work amicably with and communicate effectively with all staff members, including administration, psychologists, health care professionals, designated service providers, general/special education teachers, and paraeducators.

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- Understand and follow both oral and written directions.
- Work within an established schedule, meeting necessary timelines.
- Analyze and use data to develop goals and plan instruction.
- Exercise good judgment in emergency situations.
- Ability to independently problem-solve, schedule daily activities, model good communication and to communicate and work effectively with professional staff and parents.
- Maintain flexibility, such as changes in staff or individual student programs. Maintain professional confidentiality.
- Ability to quickly adjust and adapt to different District specific processes and procedures.

Training and Experience:

Minimum requirements:

- Master’s Degree in Speech-Language Pathology
- American Speech-Language Hearing Association (ASHA) Certification
- California State Licensure from the Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board
- Assistive Technology Certification

Other requirements:

- Current CPR and First Aid certification, which may be provided by the school district
- CPI certification is required within 6-months of employment, and will be provided by the
- A minimum of 2-years experience working in an educational setting with students with special needs that includes the following:
 - IEP team participation
 - Well-versed on the written structure of IEP documents, to include IEP database management.
 - Foundational knowledge of the interpretation of assessment results and information
 - The ability to develop a legally defensible assessment report.

Physical Requirements and Working Conditions

- Requires vision (which may be corrected) to read small print
- Requires hearing within normal range (which may be aided) (approximately 60 db)
- Requires the mobility to stand, stoop, reach and bend.
- Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects
- Performs work which may require standing or walking for prolonged periods
- Is subject to environmental conditions indoors and outdoors (wind, dust, and extreme temperatures), including walking on uneven ground Is subject to excessive noise
- May be required to take and pass a physical examination
- Will be required to have Live Scan fingerprinting completed and cleared prior to beginning work
- Must have a valid CA drivers license and be insured
- Utilizes own vehicle for transportation as needed

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- Regular attendance to work, punctuality in meeting deadlines, attending required and suggested meetings and following schedules

Physical Demands: HPD = Hrs. Per Day			
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting			X
Standing			X
Walking			X
Bending (neck)		X	
Bending (waist)		X	
Kneeling			X
Reaching			X
Stooping			X
Crawling	X		
Twisting (back & neck)			X
Climbing	X		
Pushing/Pulling		X	

	Lifting			Carrying		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.			X			X
11 – 25 lbs.			X			X
26 – 50 lbs.		X			X	
51 – 75 lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data			X
Organize			X
Write			X
Plan			X
Multi-Task			X

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Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone		X	
Copier		X	
Computer			X
FAX Machine		X	

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