

SACRAMENTO COUNTY OFFICE OF EDUCATION
CLASSIFICATION TITLE: Program Specialist, Assistive Technology

DEFINITION

Under supervision, plans, organizes, and coordinates assistive technology programs for students pre-Kindergarten through adult served by the Sacramento County Office of Education; coordinate assistive technology resources; conducts student assessment and assists in the development of IEP goals; provides expertise and assistance to program staff in the selection, procurement, and implementation of assistive technology to support the instruction of individuals with exceptional needs. Performs related duties as assigned.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

SUPERVISION OVER

None; however, trains and assigns work to program staff and provides input into the performance evaluation process.

DUTIES AND RESPONSIBILITIES

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Individualized Education Program (IEP) Process

Attends and serves as a member of the IEP team to determine the eligibility of a student for special education services; assists in the development of IEP instructional goals and short-term objectives; serves as a resource and liaison to IEP teams regarding assistive technology (AT) and augmentative alternative communication (AAC) devices for students; acquires, programs, and maintains AT/AAC devices and software to meet specific student needs and IEP requirements; assists in identifying other related services for the student; assists in facilitating student placement into special education programs; assists special education staff in coordinating appropriate curricular resources to ensure IEP objectives are met.

Training/Consultation

Plans, organizes, and coordinates assistive technology programs with instructional staff members, coordinates curricular resources and facilitates the development of strategies for curriculum modifications; provides evidence-based intervention strategies and services to enhance student learning; develops and presents training for students, parents, teachers, and support staff in the use of assistive technology and related topics; assesses students with special needs to determine the most appropriate assistive technologies to enhance student learning; evaluates effectiveness of programs for individuals with exceptional needs, participates in staff development, program development, and innovation of special methods and approaches; provides coordination, consultation, and program development with all related services in special education; participates in staff development activities; orders and maintains an inventory of various augmentative communication devices, as well as adaptive equipment, computers and software; installs and configures specialized software.

Interpersonal Relations/Communications

Maintains cooperative working relationships with parents, staff, and other school personnel; serves as a resource/liaison with other agencies and community services and organizations; maintains effective and timely written and oral communications with parents, staff, other school personnel, and community agencies and organizations.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid California Education Specialist Instruction Credential authorizing instruction to students ages pre-Kindergarten to adult or the Clinical or Rehabilitative Services Credential; possession of a valid Assistive Technology Specialist Certificate or willingness to enroll in a program within first year and earn certification by the end of the second year; a minimum of three years of experience in special education programs, and two years of experience with assistive technology in a school system.

Knowledge of:

Principles and techniques of individualized instruction; instructional methodologies and strategies, principles of behavioral management, and curriculum development appropriate for students with exceptional needs; and behavioral management; IEP planning process and continuum of program options; principles, practices, trends, fiscal, and legal aspects affecting assistive technology programs; a variety of technical software, accessibility devices, adapted toys, appliances, and augmentative communicative devices; advanced uses and operations of personal computer and other adaptive technologies; procedures, methods, and techniques of project and workflow management and organization; principles and procedures of program assessment and evaluation; procedures and requirements of the annual review process; pertinent federal, state, and local laws, codes, and safety regulations; recent developments, current literature, and sources of information related to special education services, planning, and administration.

Skill and Ability to:

Establish and maintain a program of instruction and learning for individuals with exceptional needs; consider and analyze data and alternatives and take appropriate action; develop and maintain effective working relationships with individuals and groups; communicate clearly and concisely both orally and in writing, in English; develop training materials and present information effectively in front of both large and small groups; identify, analyze, evaluate, diagnose, and solve basic computer problems; effectively adapt and adjust program services to meet changing priorities and customer-specific needs; prepare clear and concise correspondence, reports, and other written materials; interpret and explain laws, codes, contracts, policies, and procedures.

Other Characteristics:

Possession of a valid California driver's license and/or be able to provide own transportation in conduct of work assignments (mileage reimbursed).

7/2021