

SCHOOL DISTRICT NO. 62 (SOOKE)

TITLE: **Alternative-Augmentative Communication (AAC) and Adaptive Technology Assistant**

QUALIFICATIONS:

1. Formal and/or district training and experience using alternative-augmentative communication (AAC), including Visual Supports, Signed English, Picture Exchange Communication System (PECS), and Dynamic Display or Voice Output Devices (i.e., iPad with Touch Chat Suite, Nova Chat, GoTalk).
2. Minimum of three years of recent experience working with complex needs students using AAC devices, in which responsibilities include supporting the development of vocabulary sets, programming vocabulary, backing up vocabulary sets, up-dating system software.
3. Broad knowledge of computers and related educational software packages, tablets and applications related to communication, social stories, etc.
4. Extensive formal and/or district training and experience using assistive technology including Boardmaker, Pictello, single switch programs, Writing with Symbols, Clicker, Kurzweil and Co-Writer
5. Broad knowledge of cognitive and learning styles/abilities and how to support individual requirements for learning.
6. Broad knowledge of the role and use of Visual Supports in communication and behavior management.
7. Knowledge of the needs and behaviors of students who are non-speaking.
8. Broad knowledge of the support requirements for behavior management, social and life skill programs.
9. Broad knowledge of inclusion and integration principals.
10. Recognized CPI, or alternate Non-violent Crisis Prevention Certificate.
11. Recognized certificate in Autism, as well as additional professional development that has transferred into successful experience working with a variety of students with Autistic Spectrum Disorder from K-12.
12. Extensive formal and/or district training and experience in implementing programming using Applied Behavioural Analysis, Verbal Behaviour, Intensive Behaviour Interventions (IBI) and/or Discrete Trial Training.
13. A recognized teaching (educational) assistant certificate or equivalent.
14. Extensive formal and/or district training and experience with assessment and teaching tools used with a variety of learners, including Assessment of Basic Language and Learning Skills (ABLBS).
15. Extensive formal and/or district training and experience working with and implementing the recommendations of other agencies and partners (CAFCA, POPARD, SETBC, and Interventionist).
16. Strong work ethic and consistent attendance record.
17. Broad knowledge of the school system and willingness to gain an understanding of District Policies and procedures as they relate to the position.

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RESPONSIBLE TO: School Administrator

SUPERVISES: N/A

JOB GOAL: Alternative-Augmentative Communication and Adaptive Technology Assistant
To support the most complex students in the district as part of the school team (administration, classroom teacher, integration support teacher), district curriculum advisors and district team (therapists). Student population includes students who are physically dependent, require Alternative-Augmentative Communication, students with multiple disabilities, students with Autistic Spectrum Disorder, non-verbal or minimally verbal students and students with Behavioral difficulties.

PERFORMANCE RESPONSIBILITIES:

Under the direction of the district team (Principal of Student Support Services, speech-language pathologists, district curriculum advisors or other district team staff (therapists):

1. Demonstrate an understanding of Autistic Spectrum Disorders
2. Demonstrate an understanding of general developmental milestones as well as language development and how to expand students' speech and language skills.
3. Demonstrate an understanding of students who are non-verbal or minimally verbal and their unique communication needs.
4. Trains staff how to successfully implement the use of AAC systems in the school and community settings.
5. Have the ability to observe students in their environments and identify situations in which AAC could be used to enhance communication.
6. Trains staff to systematically increase the students' use of AAC devices to increase communicative intent and initiations over time.
7. Have the ability to problem solve and modify AAC systems during specific situations to better support the individual student(s).
8. Trains staff to on how to encourage the transfer and generalization of AAC systems across people and settings.
9. Trains staff on how to create and use visual supports (e.g., visual schedules, social stories, and communication and choice boards).
10. Works in collaboration with teachers, EAs and SLPs in the integration of visual supports and AAC systems.
11. In collaboration with the school speech-language pathologist or other student support services staff, provide formal training sessions to staff on the creation and use of visual supports, AAC systems and related computer/tablet programs/applications for Low Incidence Students.
12. Assists student support services staff in the compilation of data pertaining to the use of visual supports and AAC systems.
13. Assists with tracking equipment, updating student information and passwords related to AAC devices.
14. Facilitates and organizes the transition of Special Needs technology throughout the District as needed.
15. Performs other assigned comparable or transient duties, which are within the area of knowledge and skills required by this job description.
16. Training in Non-Violent Crisis Prevention Intervention (or equivalent)
17. Familiarity with alternatives to traditional behaviour management (e.g., Dr. Ross Greene's Collaborative Problem Solving)
18. Demonstrate and practice proactive behaviour strategies and be able to work effectively with students who demonstrate challenging behaviour.
19. Successfully implement functional behaviour assessments and positive behaviour support plans
20. Understand ways to modify and adapt curriculum and parallel activities.
21. Understand effective components of Life Skills programs.
22. Demonstrate understanding of social skills development, social interaction and peer relationships.
23. Knowledge and experience incorporating sensory activities into a student's daily routine
24. experience following District Staff and classroom teacher movement break program
25. Perform lifts and transfers.

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26. Be physically able to support students in a variety of learning environments (sitting on the floor, halls and stairways, table and chair, carpet time, etc.).
27. Facilitate students in attaining independent daily living skills (dressing, feeding, and toileting).
28. Implement daily exercise program under direction of a physiotherapist and occupational therapist.
29. Be physically able to participate in community resources (swimming, riding, music therapy or other community programs).
30. Understand and apply the concepts to assist students in achieving sensory regulation under the direction of the occupational therapists.
31. Familiar with Microsoft Office software and associated file types
32. Appreciate and understand how students from diverse cultures may have unique learning needs;
33. Demonstrate an understanding of how pre-exposure to alcohol/drugs may affect a student's performance;
34. Have the ability to build trusting and respectful relationships with staff and students;
35. Ability to work independently with minimal supervision
36. Effective oral and written communication skills
37. Ability to demonstrate technology to co-workers
38. Ability to provide advice, guidance and instruction to others
39. Ability to prioritize workload and manage time appropriately
40. Ability to document and summarize information/data in an accurate manner
41. Ability to pay close attention to detail.
42. Be able to deal with criticism or challenges;
43. consistent attendance record
44. Work collaboratively as a member of a team and use initiative to implement the student program as directed in the student's IEP (Individual Education Plan).
45. Demonstrate initiative and good judgment.
46. Facilitate development of students self-monitoring skills and building student independence.

TERMS OF EMPLOYMENT:

Maximum of seven (7) hours per day during the school year of September through June.

EVALUATION

DATE: September 15, 2017 JOB TITLE: Alternative – Augmentative Communication and Adaptive Technology Assistant

Factor	Degree	Points	Substantiating Data
1. Knowledge	5	75	High school Grade 12 graduation plus an additional program(s) of over one and up to two years or equivalent.
2. Experience	6	90	Three years and over.
3. Judgement	5	50	The job requires the development of procedures.
4. Concentration	3	30	Almost continuous periods of short duration; OR Frequent periods of intermediate duration; OR Occasional periods of long duration.
5. Physical Effort	3	18	Light activity of long duration; OR Medium activity of intermediate duration; OR Heavy activity of short duration.
6. Dexterity	4	24	Job requires tasks that demand coordination of coarse and fine movements, where speed is a major consideration; OR Coordination of fine movements, where speed is a moderate consideration.
7. Accountability	5	50	Actions could result in major loss of time or resources; OR cause severe embarrassment within the organization and have serious impact on its public image.
8. Safety of Others	4	32	High degree of care required to prevent injury or harm to others.
10. Interpersonal Skills	5	50	Tact and diplomacy are required when handling contacts of a difficult or specialized nature, for the discussion and resolution of problems by presenting or obtaining detailed information.
11. Disagreeable Conditions	4	40	Minor conditions of almost continuous exposure; OR Major conditions of frequent exposure.
TOTAL POINTS		459	

APPROVED

On behalf of C.U.P.E., Local 459

On behalf of School District No. 62 (Sooke)

Date Signed: _____

Date Signed: _____