

ADAPTIVE TECHNOLOGY SPECIALIST

BASIC FUNCTION

Assists students with a variety of disabilities in the use of adapted computer technology and computer-assisted instructional programs in the high-tech center; provides training to students and faculty on adaptive technologies; assists in the evaluation and purchasing of new adaptive technologies.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from assigned area supervisor. May provide lead direction to temporary staff and/or student workers.

CLASS CHARACTERISTICS

This classification is responsible for independently performing specialized duties in support of the District's adaptive technologies student and programs support activities. Employees in this role exercise judgment and initiative in their assigned tasks, receive only occasional instruction or assistance as new or unusual situations arise, and are fully aware of the operating procedures and policies of the department.

EXAMPLES OF TYPICAL JOB FUNCTIONS

1. Evaluates students' functional limitations and recommends applicable assistive hardware and software.
2. Conducts outreach presentations to external agencies, including the Riverside County Office of Education and area high schools, about District technology services for students with disabilities.
3. Provides ongoing technical assistance to faculty, staff, and students and instructs students on the proper use of assistive technology.
4. Assists with adaptive software and hardware configurations and installations District-wide, ensuring equal access for all students with disabilities.
5. Assists with management of alternate media requests, such as e-text, braille, and other formats, using a database to track requests.
6. Recommends assistive hardware and software purchases for the District; assists with ordering e-text, formatting text, and scanning products and devices on a District-wide basis.
7. Coordinates work schedules/assignments for assigned support staff.
8. Attends ongoing professional training sessions at the State Chancellor's High Tech Centers Training Unit.
9. Coordinates activities including analysis, specification, testing, training, and documentation associated with system enhancements and development efforts.
10. Keeps current on new and emerging adaptive technologies.
11. Provides oversight, work direction, and guidance to student workers and interns.
12. Participates in District-provided in-service training programs.
13. Performs other related duties as assigned; specific duties not listed does not exclude them for this classification if the work is similar or related.

QUALIFICATIONS

Knowledge of:

1. Applications, machines, equipment, devices, software, and programs related to conversion of instructional documents to appropriate alternative media format and assistive technology.
2. Methods and techniques of eliciting information from students on their adaptive technology needs.
3. Methods and techniques of providing training and support to students and faculty on the use of adaptive technologies.
4. Applicable federal, state, and local laws, rules, regulations, ordinances, and organizational policies and procedures relevant to assigned area of responsibility.
5. Hardware evaluation processes.
6. Software evaluation, selection, installation, and testing processes.

Ability to:

1. Provide specialized support to the District's adaptive technology program.
2. Provide effective training to students and District staff on various adaptive technologies.
3. Understand, interpret, and apply mandated and District policies, rules, and regulations in assigned program areas.
4. Establish and maintain filing, record keeping, and tracking systems.
5. Maintain confidential student information.
6. Assist in the evaluation and procurement of adaptive technology hardware and software devices.
7. Conduct outreach to local educational organizations on the District's adaptive technology program offerings.
8. Independently organize work, set priorities, meet critical deadlines, and follow up on assignments.
9. Use tact, initiative, prudence, and independent judgment within general policy and procedural guidelines.
10. Exercise independent judgement within general policy and procedural guidelines.
11. Effectively use computer systems, software applications relevant to work performed, and business equipment to perform a variety of work tasks.
12. Communicate effectively in the course of performing work tasks.
13. Establish, maintain, and foster effective working relationships with those contacted in the course of work.
14. Demonstrate clear evidence of sensitivity and understanding of the diverse academic, socio-economic, disability, and ethnic backgrounds of students, staff, and the community.
15. Provide efficient, high-level customer service to the public, vendors, contractors, and District personnel.

Education and Experience:

An associate's degree and three (3) years of directly related experience working with disabled students and adaptive computer technology hardware and software; or an equivalent combination of education, training, and/or experience.

Licenses and Certifications:

None.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This classification primarily works in an office and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a

computer keyboard or calculator. Employees in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects averaging a weight of 25 pounds.

The essential functions of this classification must be performed by the incumbents with or without reasonable accommodations.

ENVIRONMENTAL CONDITIONS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, with no direct exposure to hazardous physical or chemical substances. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.