



Augmentative Communication and Adaptive Technology Assistant

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OVERVIEW

Under the direction of the district team (Administrator, Speech Language Pathologists, district team staff), the Augmentative Communication and Adaptive Technology Assistant provides support to the most complex students. Student population includes students who are physically dependent, require Alternative Augmentative Communication (AAC), students with multiple disabilities, students with visual impairment, deaf and hard of hearing student, students with Autism Spectrum Disorder, non-verbal or minimally verbal students and students with behavioral difficulties.

POSITION DESCRIPTION

Augmentative Communication and Adaptive Technology Assistant

ATA - 1

Creates resources and visual supports, such as social stories, communication boards and visual schedules, modified/adapted curriculum and parallel activities as required by the district and school based teams for students to achieve his/her individual learning goals within the curriculum.

ATA - 2

Works in collaboration with district team staff, teachers, Educational Assistants, Speech-Language Pathologists, Occupational Therapists and Physical Therapists in the integration of visual supports and Augmentative Communication systems.

ATA - 3

Adapts and installs a variety of related technology and adaptive devices to deploy to school staff to assist students.

ATA – 4

Supports District SLPs (speech-language pathologists) with staff training in the use of Augmentative Communication hardware/software and adaptive technology to ensure school-based support staff can train the students in its use.

ATA - 5

Provides on-going technical support of Augmentative Communication devices, specialized computer programs and access adaptations.

ATA - 6

Assists the SET-BC District Partner by collaborating on requesting and supporting various SET-BC services.

ATA – 7

In consultation with District itinerant staff, facilitates and organizes the transition of alternative and adaptive technology throughout the District, via the Loan Bank as needed.

ATA – 8

Maintains District and SET-BC equipment Loan Bank including updating the database, processing requests for equipment from district and school based teams, and maintaining equipment as needed.

ATA – 9

Liaises with the electronics technician, school technologist and/or SET-BC help desk staff when equipment is not functioning correctly.

ATA – 10

Performs other assigned comparable or transient duties, which are within the area of knowledge and skills required by this job description.

QUALIFICATIONS

Augmentative Communication and Adaptive Technology Assistant

EDUCATION	<p>TECHNICAL REQUIREMENTS</p> <p>Grade 12 or equivalent; and</p> <p>One (1) year Community Support Worker Program certificate or equivalent post secondary course work that includes augmentative communication skills</p>
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<p>EXPERIENCE</p>	<p>TECHNICAL REQUIREMENTS</p> <p>Two (2) years specific experience working with complex needs students</p> <p>JOB SPECIFIC REQUIREMENTS</p> <p>Experience with a variety of computer, chrome book, iPad and tablet operating systems including installation and software, apps, extensions and maintenance related to adaptive technology</p>
<p>KNOWLEDGE</p>	<p>TECHNICAL REQUIREMENTS</p> <p>Broad knowledge of technology (computers, chrome books, iPads, tablets and switch interfaces) and related educational software, apps/extensions</p> <p>Broad knowledge of Boardmaker and other communication and access software (such as ProLoquo2Go, Touch Chat, Pictello, Clicker, singles switch programs, etc.)</p> <p>Knowledge of communication technology (no tech, low tech and high tech supports) such as visual supports, PECS systems and voice output devices</p> <p>Broad knowledge of cognitive styles and abilities and how to support individual requirements for learning</p> <p>Knowledge of and demonstrates an understanding of how to expand students' speech and language and the role of visual supports in communication and behaviour management</p> <p>Knowledge of and demonstrates an understanding Autism Spectrum Disorder</p> <p>Knowledge of and demonstrates an understanding of students who are non-verbal or minimally verbal and their unique communication needs</p> <p>Broad knowledge and understanding of support requirements for behaviour management, social and life skills development, social interaction and peer relationships</p> <p>Knowledge and experience incorporating sensory activities into student's daily routine and needs</p>

	<p>Broad knowledge of conflict resolution methods</p> <p>Broad knowledge of a school system and willingness to gain an understanding of District policies and procedures as they relate to the position</p>
<p>SKILLS AND ABILITIES</p>	<p>TECHNICAL REQUIREMENTS</p> <p>Ability to support student(s) in the implementation of his/her IEP</p> <p>Supports District SLPs (speech-language pathologists) with staff training on how to create and use visual supports (visual schedules, social stories, communication and choice boards)</p> <p>Supports District SLPs (speech-language pathologists) with staff training on how to successfully increase the students' use of AAC to increase communication intent and initiations over time</p> <p>Ability to observe student in their environments and identify situation which ACC could be used to enhance communication</p> <p>Ability to problem solve and modify AAC systems to better support the individual student(s)</p> <p>Broad knowledge of cognitive systems and abilities and support requirements for learning</p> <p>Broad knowledge of inclusion and integration principles</p> <p>Broad knowledge of support requirements for physical challenges as they relate to student access to learning</p> <p>Ability to support augmentative communication in school and community settings</p> <p>Records management skills</p> <p>Ability to collaborate with district staff and outside agencies</p> <p>INTERPERSONAL REQUIREMENTS</p> <p>Ability to work independently with minimal supervision</p> <p>Effective oral and written communication skills</p> <p>Ability to demonstrate AAC and access technology to co-workers</p>

	<p>PROBLEM SOLVING REQUIREMENTS</p> <p>Ability to provide advice, guidance and instruction to others</p> <p>Ability to prioritize workload and manage time appropriately</p> <p>Ability to document and summarize information/data in an accurate manner</p> <p>Ability to pay close attention to detail</p> <p>Ability to be solution focused with strong problem solving skills</p>
<p>WORKING CONDITIONS</p>	<p>OCCUPATIONAL REQUIREMENTS</p> <p>Sufficient vision and hearing to perform related job duties</p> <p>Physically able to lift up to 22 kg (50 lbs) and operate related equipment on an occasional basis</p> <p>Able to perform related physical and mental activities</p> <p>Must have the means to travel to other worksites to conduct work</p>

Reviewed December 2020