
ADAPTIVE TECHNOLOGY INSTRUCTIONAL ASSISTANT-VISUALLY IMPAIRED

Definition:

Under immediate direction of the Special Education Visual Impairment Department Staff, assists students with visual impairments to use assistive and adaptive technological equipment and software designed specifically for or developed for accommodation purposes. Provides support and training in adaptive technology to Teachers of the Visually Impaired, visually impaired students, IEP team members (as appropriate) and support staff. Provides support as an Instructional Assistant for visually impaired students on a substitute basis as deemed necessary by the Special Education Administrator. Prepare braille, large print, or adapted materials as needed.

Supervision Exercised and Received:

General direction is provided by the Special Education Administrator.

Examples of Duties and Responsibilities:

Duties and responsibilities may include, but are not limited to, the following:

- Assist teachers with the preparation of adapted materials.
- Diagnose and resolve general computer problems- hardware and/or software related to visual impairments.
- Evaluate individuals' technology needs, performance and capabilities with assistive technology.
- Integrate assistive/adaptive technology with other technology applications and programs, operating systems, and computer technologies in varied environments.
- Set up various adaptive technology equipment, hardware, software, and systems, such as embossers, printers, scanners, enlargers, etc., to meet students' needs.
- Train students on use of adaptive technologies appropriate to students' needs.
- Provide advice, instruction, and information about adaptive technology in response to questions from teachers and support staff.
- Perform a variety of clerical duties, which may include filing, typing, duplication of materials, correcting student work and/or recording of student grades.
- Operate a variety of instructional media, computers, office machines and equipment including copier, scanner, braille embosser, binder and laminating equipment.
- Maintain records of materials and equipment as directed.
- Participate in district in-services, workshops and/or seminars as directed.
- Perform related duties as assigned.

Employment Standards:

Knowledge of:

- Educational implications of students with visual impairment.
- Nature of vision impairment and its effects on the development of students.
- Adaptive equipment and programs to support instruction in braille.
- Various types of assistive/adaptive technology for visually impaired students
- English usage, punctuation, spelling, grammar and math.
- Routine record keeping.
- General purposes and goals of public education.

Ability to:

- Understand the process of education for visually impaired students.
- Assist visually impaired students in a flexible and understanding manner.
- Compose good descriptions of visual materials.
- Demonstrate competency in literary and nemeth braille.

- Have a good understanding of operating and configuring computers as well as software including MS Windows, MS Office, Apple OS, OCR and web browsers and other computer-based adaptive technologies.
- Demonstrate an understanding, patient, warm and receptive attitude toward children especially those with special needs.
- Remain calm under stressful conditions.
- Understand and carry out oral and written instructions.
- Maintain cooperative working relationships with students, staff, parents and the general public.
- Demonstrate proficiency in English both orally and in writing.
- Provide an empathetic and friendly attitude.
- Maintain and improve professional skills and knowledge.
- Be flexible and receptive to change.
- Learn basic first aid and CPR.

Desirable Qualifications:

- Knowledge of general needs and behaviors of students with special needs.
- Knowledge of behavior and anger management techniques.

Education and Experience:

Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- NCLB requirements for paraprofessionals working in Title I programs:
 - High school diploma or the equivalent, **and**
 - Two years of college (48 units), **or**
 - Associate degree (or higher), **or**
 - Pass a local assessment of knowledge and skills in assisting in instruction.
- Working towards certification of literary and nemeth braille through the Library of Congress.

Experience:

- At least two years of experience working with blind/visually impaired people, that includes the field of Adaptive/Assistive Technology.

Physical Demands (Level I):

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Note -Terms used in this section are defined as follows: Rarely: 1 to 10%; Occasionally: 11 to 33%; Frequently: 34 to 66%; and Continuously: 67 to 100% of the workday.

Sitting:	Rarely
Standing/Walking:	Frequently
Waist Bending:	Occasionally to Frequently
Neck Bending:	Occasionally to Frequently
Squatting:	Frequently
Climbing:	Rarely
Kneeling:	Frequently
Crawling:	Rarely
Neck Twisting:	Occasionally to Frequently
Waist Twisting:	Occasionally

Pushing/Pulling:	Frequently to Continuously – up to 100 to 150 lbs. at a time (such as pushing wheelchairs)
Running:	Occasionally
Reaching:	
Above Shoulder:	Occasionally
Below Shoulder:	Frequently
Lifting/Carrying:	
0-10 lbs:	Frequently - weights carried 50 to 100 feet at a time
11-25 lbs:	Occasionally- weights carried up to 100 feet at a time
26-50 lbs:	Occasionally - weights carried 10 to 100 feet at a time
51-75 lbs:	Frequently - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
76-150 lbs:	Occasionally - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
Hand Activities:	
Repetitive Hand Use:	Occasionally
Simple Grasping:	Frequently
Power Grasping:	Occasionally
Fine Manipulation:	Rarely
Hand and Arm Twisting/Turning:	Occasionally to Frequently
Computer Operation/Writing:	Rarely

- Dexterity of hands and fingers to operate braille transcription and standard office equipment.
- Hearing and speaking to exchange information in person and on the telephone.
- Visual acuity necessary to read and prepare braille copies of tests and study materials.
- Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance. For Preschool positions, this may include moving preschool equipment such as cots, tables, chairs; lifting infants and young children; perform twisting, bending, pushing, pulling, lifting, stooping, reaching motions during interaction with students and their children.
- Must be able to communicate and exchange information, effectively, discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.
- Must be able to detect visual and non-visual warning signs of developing physical and emotional situations that may require attention from certificated staff.
- Must be able to express self effectively, verbally and non-verbally in classroom with staff, student, and parents.
- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively assist in the management of an orderly and safe learning environment.
- Must have normal vision (20/20), corrected or uncorrected.

Work Environment:

The following conditions may be present:

- Walking on uneven ground when outdoors
- Exposure to student illnesses, injuries, infections, and bodily fluids
- May be exposed to chemicals contained in cleaning products

- May be required to maneuver into awkward positions

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.

Additional Information:

- When a position is designated as requiring a second language proficiency; signing proficiency; braille proficiency; or certification as a nursing assistant, the employee may be entitled to a five (5) percent premium based on demonstrated proficiency in the skill area required.
- An employee assigned to work three days or more per week without the teacher present in a community-based instruction program will also receive a five (5) percent premium.
- An employee who has education above the minimum required (e.g., BA or BS degree in a related field, or 24 units in Child Development) may apply for a five (5) percent premium.