

Assistive Technology Specialist - Speech Language Pathologist (SLP) Job Description



Job Title:	Assistive Technology Specialist - Speech Language Pathologist (SLP)	FLSA:	Exempt
Reports to:	Program Manager of SPED Related Services	Pay Grade:	Admin/Prof 5
Dept./School:	Special Education Department Assigned Campus	Calendar Days:	190
Contract:	Probationary/Term	Revised:	7.26.2024

Primary Purpose

The Assistive Technology Specialist - Speech Language Pathologist (SLP) provides assistive technology (AT) services to students with disabilities in order that they may access and benefit from their program of education. This role trains and supports teachers and staff in the evaluation and implementation of assistive technology.

Qualifications

Education/Certification:

- Master's Degree or higher from a recognized, accredited college or university
 - Valid Texas license as a speech-language pathologist granted by the State Board of Examiners for Speech-Language Pathology and Audiology
 - Valid Certificate of Clinical Competence in Speech-Language Pathology granted by the American Speech-Hearing Association (preferred)
- OR**
- Bachelor's degree from an accredited college or university and
 - Valid Texas Education Agency speech therapy certificate

Special Knowledge/Skills:

- Ability to use the accepted tests and measurements to discern assistive technology appropriate for the student
- Knowledge of tools of evaluation and low-high tech assistive technology
- Ability to instruct and support student/teacher to access curriculum
- Excellent organizational, communication, and interpersonal skills

Experience:

- Minimum three (3) years of successful experience as a Speech Pathologist with evidence of demonstrated leadership ability, strong interpersonal skills, and effective communication skills

Major Responsibilities and Duties

Assessment

1. Assess students with disabilities for the need of assistive technology to access curriculum
2. Assess/conduct trials for students with non-verbal or limited communication on various communication systems to determine the most appropriate mode of communication for that student
3. Adapt, construct, or recommend specialized equipment to facilitate student performance

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Consultation

4. Plan and provide direct and consultative services consistent with goals contained in students' Individual Education Plans (IEP)
5. Guide implementation and support campus personnel to improve campus capacity to use technology to support students with disabilities in the learning process
6. Guide the consideration, evaluation, and implementation process for AT
7. Effectively communicate with district personnel regarding the most current trends within the assistive technology field
8. Serve as a resource for campus administration concerning the interpretation of the assistive technology program and also addressing barriers limiting the participation of students with disabilities in campus based and classroom based activities

Student Management

9. Provide student specific assistive technology support
10. Create an environment conducive to learning and appropriate for the maturity level, interests, and needs of the student
11. Administer adaptive equipment/assistive technology loan program in accordance with district policies
12. Establish control and administer discipline according to the Student Code of Conduct and student handbook

Program Management

13. Participate in the Admission, Review, and Dismissal (ARD) Committee to assist with interpretations of assessment data, appropriate placement, and goal setting for students with disabilities according to district procedures
14. Support the development of district policies and procedures for assistive technology
15. Develop professional development for campus based personnel staff development and trainings
16. Develop and coordinate a continuing evaluation of the AT program and make changes based on the findings

Professional Growth and Development

17. Participate in staff development activities to improve job-related skills
18. Attend and participate in regularly scheduled related services meetings and serve on staff committees as required
19. Refine and develop professional skills related to assistive technology through in-service training, professional reading, and continuing education

Other

20. Perform other duties as assigned by the Program Manager of Related Services, Executive Director of Special Education, and the Superintendent of Schools

Supervisory Responsibilities

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None

Evaluation

The Assistive Technology Specialist's evaluation is a responsibility resting with the Lead Assistive Technology Specialist in collaboration with the Program Manager of Related Services. An evaluation shall be completed in writing at least once during the course of each school year.

Work Environment

Tools/Equipment Used: Special need adaptive equipment; standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing; occasional bending/stooping, pushing, /pulling, and twisting

Motion: Frequent walking, grasping/squeezing, wrist flexion/extension; repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching

Lifting: May require heavy lifting (45 pounds or more) and lift and move adaptive and other classroom equipment

Environment: Exposure to biological hazards, bacteria, and communicable diseases; may work prolonged or irregular hours; may require districtwide travel

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.