

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: LEAD AUGMENTATIVE COMMUNICATION PROGRAM PATHOLOGIST EXCEPTIONAL CHILDREN SERVICES CURRICULUM AND ORGANIZATIONAL DEVELOPMENT

GENERAL STATEMENT OF JOB

Under general supervision of the Program Administrator and Coordinator of Exceptional Children Programs, coordinates the augmentative/alternative communication portion of the assistive technology programs. Employee serves as a consultant to the Exceptional Children Department and schools on issues relating to the aforementioned area. Reports to Central Office Supervisor and Executive Director of Exceptional Children.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides services in the areas of augmentative communication and assistive technology in compliance with state and federal guidelines.

Facilitate the augmentative communication assessment process for students with disabilities

Conduct augmentative communication assessments for students with disabilities, including gathering information, composing comprehensive evaluation reports and recommendations, participating in IEP team meetings and collaborating on the development of appropriate IEP services and goals.

- . Identify, design, construct, and/or purchase appropriate augmentative communication devices or supplemental aids for referred students.
- . Provide augmentative communication services to students and/or school personnel.

ADDITIONAL JOB FUNCTIONS

- Maintain a data base of services
- Maintain specific records of consultations and student contacts
- Maintain an inventory system of augmentative communication devices and software, including licensing and purchasing information
- Develop and conduct staff development, in-services, workshops and meetings related to augmentative communication devices, services and strategies for local district personnel, community agencies, and parents
- Provide augmentative communication support to special education teachers, including those in resource classrooms, self-contained classrooms and itinerant specialists; technology facilitators; and speech therapists, including strategies for integration and

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inclusion using augmentative communication.

- Maintain, recommend and/or purchase materials or equipment for Augmentative Communication Assessment needs.
- Explore regular education and non-school system sources of funding for augmentative communication purchases
- Work collaboratively with the Assistive Technology Program Specialist to ensure that
 - system-wide procedures are followed and technical standards and specifications are met
 - IEP-directed assistive technology/augmentative communication reaches the student with disabilities in a timely manner
- Work with other system staff to develop and maintain an augmentative communication utilization plan for students with disabilities, including written policies and procedures
- Advise System administrators on needed augmentative communication acquisitions
 - Communicate with augmentative communication representatives and technical support representatives
 - Provide information concerning operational and/or mechanical problems as appropriate
 - Represent and maintain liaison and active participation with educational leaders in special education at the local, state, regional, and national level.

MINIMUM TRAINING AND EXPERIENCE

Certificate of Clinical Competence from the American Speech-Language and Hearing Association; Masters in Speech-Language Pathology; N.C. Board licensure; N.C. Department of Public Instruction certification in Speech-Language Pathology.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, various high and low tech augmentative communication devices, copiers, etc. Must be able to exert up to 25 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

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Language Ability: Requires the ability to read correspondence, reports, forms, statutes, regulations, procedures, etc. Requires the ability to prepare correspondence, reports, forms, presentations, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; to multiply and divide; utilize percentages and decimals; and to apply the theories of statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of augmentative communication systems, software, and strategies associated with work activities.

Awareness of new products, technologies, trends, and advances in the profession.

Considerable knowledge of federal and state statutes and regulations regarding provision of services to students with disabilities.

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Considerable knowledge of the County and School Board policies, procedures and standards regarding exceptional children education.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the North Carolina Standard Course of Study.

Skill in oral and written communication.

Skill in providing consultative services to school staff.

Ability to evaluate the effectiveness of existing programs and make recommendations for improvement.

Ability to work and communicate with diverse groups and organizations.

Ability to exercise independent judgment in determining eligibility, type of services to be provided, and placement of students with disabilities in the least restrictive environment.

Ability to develop and conduct presentations.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from the information.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.