

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Assistive Technologist

Payband: H Position

Code/Number (if applicable): S00542

Scheduled No. of Hours: 35 per week

Appointment Type:  12 months     Less than 12 months (please specify # months: \_\_\_\_\_)

Supervisor's Name and Title: Julie Middleton, Interim Director of Counselling and Accessible Education Services

Completed by: John (Red) Keating

PDF Date: May 2019  
JEC Review: June 2017

### Signatures:

Incumbent:  
*(Indicates the incumbent has read and understood the PDF)*

Date:

Supervisor:

Date:

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

### Position Summary

Provide a concise description of the overall purpose of the position.

Working in Accessible Education Services and reporting to the Director of Counselling and Accessible Education Services, the Assistive Technologist provides a comprehensive range of support services to students with disabilities including individualized instruction, on-going support and recommendations in the use of assistive devices and technological supports.

The Assistive Technologist coordinates all activities related to converting print and electronic material into alternative formats. They are responsible for the acquisition and or loaning of adaptive equipment and assistive devices for students. They maintain the AES Technology lab while providing basic computer support for its users.

They act as technical information contact person regarding assistive technology for all campus locations assisting members of the College community in understanding the uses of technology in supporting students with disabilities. The Assistive Technologist will also participate in committees to advise and advocate on College accessibility issues.

The Assistive Technologist researches and recommends appropriate technologies for Accessible Education Services (AES) including hardware, specialized software and assistive devices used for students with disabilities. They also support the use of departmental technology platforms such as Clockwork and our College websites.

**Duties and Responsibilities**

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
<p><b>1. Direct Contact with Students &amp; College Employees (Assessment &amp; Consulting)</b></p> <ul style="list-style-type: none"> <li>• Based on Counsellor assessment and in consideration of available assistive technologies, provides individualized instruction, recommendations and on-going support to students with disabilities in the use of assistive devices and technological supports.</li> <li>• Acts as a liaison, advocate and resource by conferring with students, faculty, support staff, and counsellors regarding technical solutions to specific learning needs of students with disabilities. Develop Fact Sheets and Tip Sheets for use by faculty and students to ensure their understanding and appropriate use of assistive technology. Occasionally answers questions from individuals in the community about available technology and its uses.</li> <li>• Assists students, faculty and staff with problems encountered in assistive hardware and software programs, including testing situations.</li> <li>• Acts as a technical information contact person for all campus locations</li> <li>• Trains new staff and supports existing staff in the use of ClockWork</li> <li>• Participates in planning and delivery of transition program, First at Fleming, for students with disabilities</li> <li>• Develop, market and facilitate standard assistive technology workshops and information sessions relevant to students with disabilities.</li> <li>• Ensure that appropriate technology is sourced to meet requirements of bursary funds (Bursary for Students with Disabilities), and make additional recommendations where required.</li> <li>• Works with students and publishers to secure and prepare Alternative Text Formatted materials for students with disabilities. Ensures compliance with copyright laws and develops procedures to maintain compliance.</li> <li>• Responsible for sourcing, ordering, and purchasing assistive Technology for Accessible Education Services, the Bursary for Students with Disabilities and at times other College Departments.</li> </ul>	<p>50%</p>

<p><b>2. Technology Maintenance &amp; Tracking</b></p> <ul style="list-style-type: none"><li>• Sets up assistive devices and technological supports (hardware and software) for all disabilities College-wide. Incumbent is also responsible for the maintenance of such equipment. Creates and maintains a central inventory</li></ul>	45%
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<p>Database of disability related assistive devices and campus location.</p> <ul style="list-style-type: none"> <li>• Develops, follows and updates procedures established for the loaning of assistive technology.</li> <li>• In consultation with Information Technology, ensure department software is properly configured for annual imaging process.</li> <li>• Research, install and maintain assistive technology devices, hardware and software, in the Accessible Education Services computer labs.</li> <li>• Remains current on the developments and evaluates the usage of technology and software programs to determine whether suitable for use by students, faculty and staff.</li> <li>• Creates and maintains informational material and user and installation guides for all assistive technologies</li> <li>• Compiles and updates statistical information on service usage (e.g. access of service, frequency, scope).</li> <li>• Develop computer acquisition plans recommendations for AES and other College departments which require assistive technology and implement upon manager approval</li> <li>• Purchase and track budgeted expenditures for replacements and upgrades in AES. Liaise with IT, Financial Services and outside suppliers.</li> </ul> <p>Administration of the ClockWork Application</p> <ul style="list-style-type: none"> <li>• Working with vendor, trouble-shooting issues, and performing upgrades</li> <li>• Reporting - generates SQL-based reports from ClockWork and other College databases.</li> <li>• Set up and configuration of options in Clockwork</li> <li>• Maintain access and security profiles in ClockWork.</li> </ul> <p>Build and Maintain Tools for the Department</p> <ul style="list-style-type: none"> <li>• Create and maintain a database to track requests for Alt Text</li> <li>• Administrator of Departmental websites</li> <li>• Develop and maintain appropriate tracking systems and databases to ensure College and external reporting requirements are met.</li> </ul>	
<p>Other related duties as assigned</p>	<p>5%</p>

\* To help you estimate approximate percentages:

½ hour a day is 7%  
½ day a week is 10%  
1 week a year is 2%

1 hour a day is 14%  
½ day a month is 2%

1 hour a week is 3%  
1 day a month is 4%

## 1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- Up to High School
- 1 year certificate
- 2 year diploma
- Trade certification
- 3 year diploma / degree
- 4 year degree or 3 year diploma / degree plus professional certification
- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
- Doctoral degree

Field(s) of Study:

Computer Studies/Computer Related Field, Educational Technology, Disabilities Studies, Special Education, Occupational Therapy, or other related discipline

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements
- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total of more than 520 hours

The incumbent must have a Learning Disability Specialist Certificate or equivalent.

## 2 Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques,

methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years


Minimum of three (3) years

Experience in an educational setting providing direct support & advice to students/adult learners with disabilities, using and adapting hardware, software and other technology applications.

Strong background in disability accommodations and adult learner needs.

Computer experience which includes using word processing, data bases, spreadsheet software, email , the web and a knowledge of operating systems, hardware and software

Knowledge of Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act AODA.

Experience in providing facilitation & training regarding assistive technologies to individuals and groups.

Experience implementing Counsellor recommendations for appropriate assistive technology and making alternative suggestions for Counsellor consideration where appropriate.

Experience working independently within a team environment, establishing priorities, problem solving & organizing own work to meet multiple deadlines

Experience working with technology vendors and trouble-shooting software issues

Clockwork & website specialist: Experience creating & maintaining databases within ClockWork™ student data management system including: generating SQL-based reports; set up and configuration of options; maintenance of access and security profiles.

Experience with website administration

Minimum of five (5) years

Minimum of eight (8) years

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	<p>Student experiences hardware/software issues with assistive devices. (eg. Reading Software won't read the document)</p>
How is it identified?	<p>Student brings laptop to the Assistive Technologist because their software is not working properly.</p>
Is further investigation required to define the situation and/or problem? If so, describe.	<p>Speak to the involved party to ascertain what is happening or not happening properly with the technology. Series of diagnostic steps undertaken to discover the nature of the problem and the most efficient solution.</p>
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>Analysis differs from situation to situation based on the issue. Can be straight forward or complex. Start with what is thought might be the most obvious cause of the problem and work to rule out issues until you find the cause. Determine how this particular issue may be interconnected with other programs running on the laptop.</p>
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<ul style="list-style-type: none"> <li>• Past experience</li> <li>• Internet specifications and solutions to specific problems</li> <li>• Fleming I.T. colleagues</li> <li>• Inter-College Listserv</li> </ul>

3. Analysis and Problem Solving

**#2 regular & recurring**

Key issue or problem encountered

Student presents with need for assistive technology

How is it identified?

Identified by counsellor during the students accommodation appointment. Sometimes the recommendations are specific and other times they are more open-ended and require further exploration.

Is further investigation required to define the situation and/or problem? If so, describe.

Ascertain from the student what the recommended assistive technology was intended to address. Inquire about past assistive technology use. At times review student course content to determine the level of technology to implement. Ask what technology, hardware and software they have and are familiar with.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

From the students stated need, demonstrate the uses and benefits of the appropriate technology.  
If the student states an interest in using the recommended technology provide training and ongoing support, if required.

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Past Practise
- Operation manuals
- AT List Serves
- Internet

**#3 regular & recurring**

Key issue or problem encountered

- Change request for Clockwork forms. Example; the creation of new disability categories.

How is it identified?

- Counsellors or staff requests a change to a particular Clockwork form, or the creation of a whole new form

Is further investigation required to define the situation and/or problem? If so, describe.

- Consults with those requesting the change to assess and clarify the request.
- Consults with those who may be affected by the requested change

Explain the analysis used to determine a solution(s) for the situation and/or problem.

- Determine what information will be affected by this change in the actual ClockWork data base.
- Determine the migration of the existing data, i.e. the moving of existing data to the new controls so it does not get lost.
- Size of request and time available to fill request

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Past experience
- TechnoPro company (designers of Clockwork)

### 3. Analysis and Problem Solving

#### #1 occasional

Key issue or problem encountered

Imaging, updating and installing of assistive departmental software on the Fleming College system.

How is it identified?

Scheduled to occur in coordination with the College IT imaging, or when issues arise that need to be addressed.

Is further investigation required to define the situation and/or problem? If so, describe.

Determine what updates are required to departmental software.  
Inquire about updates to the network and software that will occur College-wide in the coming year

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Using the internet, research possible conflicts that the College-wide upgrade may have on the functionality of departmental software and vice versa.  
Beta test the upgrade to ensure there are no issues in the system before it is pushed out to the college as a whole

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

- Internet
- Software vendors

**#2 occasional**

Key issue or problem encountered	Disruption in Clockwork server
How is it identified?	Negative change in function to the ClockWork program. Can be self-identified or identified by other staff using ClockWork.
Is further investigation required to define the situation and/or problem? If so, describe.	Yes, further investigation is usually required. Speak to the involved party(s) to ascertain what is happening or not happening properly with the technology. Reproduce the problem on own system to properly identify and isolate the issue
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Need to determine if anything has changed in the system or network that could have caused the problem. Based on the above, start with what is thought might be the most obvious cause of the problem and work to rule out issues until you find the cause.
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<ul style="list-style-type: none"> <li>• TechnoPro</li> <li>• Fleming IT</li> </ul>

**4. Planning/Coordinating**

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

**#1 regular & recurring**

List the project and the role of the incumbent in this activity.

Ensure proper functioning of student disability computer lab

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- Identify when technology is not functioning properly and find a quick solution or replacement
- Proficiency in the use of the internet for research
- Ability to engage positively with students
- Time management

List the types of resources required to complete this task, project or activity.

- Knowledge of assistive technology used in lab
- Working knowledge of hardware and software options
- Access to internet sites
- College ITS personnel
- Colleague

How is/are deadline(s) determined?

As needed basis and as quickly as possible.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to services or lab determined by incumbent in consultation with colleague, manager and I.T. Services.

#### 4. Planning/Coordinating

##### #2 regular & recurring

List the project and the role of the incumbent in this activity.

Part of team planning transition program for students with learning disabilities (First @ Fleming).

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- Proficiency in Excel
- Budgeting
- Coordinating necessary details for program (Eg. meals, rooms, parking)
- Development of program activities
- Time Management
- Ability to work on a team
- Organizational skills
- Scheduling
- Multitasking

List the types of resources required to complete this task, project or activity.

- Computer – access spreadsheets
- Past experience
- Required technology
- Space in the College to deliver the program
- Knowledge of disability accommodations

How is/are deadline(s) determined?

Deadlines for each stage of the planning process are determined by incumbent in consultation with the First@Fleming team. Incumbent will identify deadlines by which information is required in order for their portion of the event planning to be completed.

Program runs the week prior to College September start date, planning is conducted throughout the Winter & Spring semesters..

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Individual and team decide changes together – some consultation with manager

**#3 regular & recurring**

List the project and the role of the incumbent in this activity.

Designing individual assistive technology plans for students with disabilities. Securing textbooks in an alternative format for students with disabilities

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- Listening and observing
- Ability to interact positively with students
- Knowledge of technology resources
- Problem solving
- Solution focused
- Ability to interact positively with students
- Knowledge of publishers and their processes for requesting alternative text materials
- Knowledge of technology resources
- Time management
- Organization
- Ability to multi-task

List the types of resources required to complete this task, project or activity.

- Meetings with students
- Technology resources
- Consultation with AES, Counselling colleagues and publishers

How is/are deadline(s) determined?

Determined by incumbent in consultation with students. The longer the process takes the longer the student goes without a text they can use effectively.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Changes to request and securing of alt text are determined by incumbent in consultation with student

#### 4. Planning/Coordinating

**#1 occasional**

List the project and the role of the incumbent in this activity.

Planning ClockWork database upgrading and scheduled updates.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

- Working knowledge of ClockWork
- Time Management Skills
- Scheduling
- Ability to work on a team

List the types of resources required to complete this task, project or activity.

- Meetings with co-workers
- Knowledge of Clockwork and College Server
- ClockWork Database Software staff (TechnoPro)

How is/are deadline(s) determined?

Determined by manager/director in consultation with staff.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Determined by manager/director.

**#2 occasional**

List the project and the role of the incumbent in this activity.

Runs statistical data inquiries for annual funding reports to the Ministry (AFSD/SAWD)

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Works with Coordinator of Disability Services and Student Services Operations Officer to provide required statistical data for the yearly report

List the types of resources required to complete this task, project or activity.

- Clockwork Data Management System
- Evolve Data Management System
- Staff and Colleagues

How is/are deadline(s) determined?

Deadlines are set by the Ministry  
 Incumbent initiates process by contacting the coordinator of disability Services  
 Internal deadlines are set by Coordinator of Disability Services (Counsellor) and Student Services Operations Officer and the Associate VP of Student Services

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The Ministry determines what it asks for in this report and when the report must be submitted.

The Coordinator of Disability Services, the Student Services Operations Manager, the Associate VP of Student Services and the Director of Counselling and AES all may have a role in determining the impact on others.

Example: The Ministry asks for new information to be included in the annual report. The Coordinator of Disability Services, the Student Services Operations Manager, the Associate VP of Student Services and the Director of Counselling and AES determine whether that information is attainable and if not explain to the Ministry why.

**#3 occasional**

List the project and the role of the incumbent in this activity.

Organizing and planning for the purchasing of department hardware, software and resource needs.  
 Research and assess new and upgraded technology.  
 Create list of needed resources  
 Secure quotes for products

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Organization skills  
 Time management skills

List the types of resources required to complete this task, project or activity.

Excel, past practice, understanding of hardware/software licence expiry dates

How is/are deadline(s) determined?

End of year budget process

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Director in consultation with staff.

## 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
X	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	<p>Demonstrates and trains students in the use of assistive technology.</p> <p>Selecting the appropriate assistive technology for individual students and training students in the use of assistive technology</p>

X	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	Student experiences barriers in using the technology. Incumbent assesses problem and recommends a course of action.
X	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	Some students require a significant amount of support. Following individualized training will require more extensive on-going support in the use of assistive devices and technological supports. This level of support is provided to students several times a week.
	<input type="checkbox"/>	<input type="checkbox"/> The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

### 6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> <li>General objectives are set annually between the incumbent and supervisor.</li> </ul>	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)

- Fleming policies and procedures are available as general organizational guidelines.
- AES practices (not formally documented as procedures).
- Ontario Human Rights legislation provides guidance on duty to accommodation and undue hardship.
- Accessibility for Ontarians with Disabilities Act (AODA)
- Copyright Law provides guidance regarding Alternate Text accommodations.
- Hardware and software manuals are referred to.
- Provincial list serve for assistive technology and recommendations from College Committee on Disability Issues.
- More and more info available on internet.

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> <li>• Majority of work is performed independently.</li> <li>• Annual performance reviews</li> <li>• Annual student survey</li> <li>• Discussions during monthly AES meetings &amp; ad-hoc meetings with manager</li> </ul>	<ul style="list-style-type: none"> <li>• Work is reviewed by manager by exception</li> </ul>

## 6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> <li>• Hardware and software decisions in consultation with colleagues</li> <li>• I.T. services regarding system updates, compatibility between Fleming &amp; AES technology, resolution of complex technology issues</li> <li>• Ensure that appropriate technology is sourced to meet requirements of bursary funds (Bursary for Students with Disabilities), and make additional recommendations where required.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology vendors</li> </ul>

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
<ul style="list-style-type: none"> <li>• Approval of purchases for AES equipment and other expenses</li> <li>• Significant changes in operational procedures or project direction</li> </ul>	<ul style="list-style-type: none"> <li>• Unresolved student complaints (students in crisis are referred to Counselling)</li> <li>• Changes to work schedule</li> </ul>

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)

<p>Based on Counsellor assessment, available assistive technologies, and discussion with student, assesses the technical needs of students with disabilities and implements hardware/software solutions. Make additional recommendations to Counsellors regarding technology/resources where required.</p> <p>Independent research and assessment of new assistive technologies is required on an on-going basis.</p> <p>Ensure that appropriate technology (ex. reading software) and resources (eg. alternative text) are sourced to meet student needs</p>	
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## 7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M. I)*
How is it received? (service delivered)	How is it carried out?		

Support Staff PDF

<p>Appointment scheduled for incumbent with student requesting assistive technology.</p>	<p>Based on Counsellor assessment, available assistive technologies, and discussion with student, assesses the technical needs of students with disabilities and implements hardware/software solutions. Make additional recommendations to Counsellors regarding technology/resources where required.</p>	<p>students</p>	<p>D</p>
<p>General computer lab monitoring and customer service</p>	<p>Ensure technology functioning properly Respond to student questions  Ensure behavioural issues addressed</p>	<p>Students</p>	<p>D</p>
<p>Request from staff or when programs are upgraded.</p>	<p>Install software and ensure program setting are accurate</p>	<p>Staff</p>	<p>I</p>
<p>Request to train other employees in the use of assistive technology &amp; resources (Changes to Clockwork, new uses of new technology, etc)</p>	<p>Training done in group or individual sessions. Develop content to communicate new /changed technology.</p>	<p>Counselors, Learning Strategist &amp; Learning Strategy Advisors</p>	<p>I</p>

\* D = Daily W = Weekly M = Monthly I = Infrequently

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Meeting, responding to inquiries,	Students Vendors Publishers Other College employees	D
Explanation and interpretation of information or ideas	Explaining ClockWork database functionality	Employees	M/I
	Explanation & demonstration of assistive technology	Students & employees	D
Imparting technical information and advice	Student with a disability asks about specifications for purchasing a laptop compatible with assistive technology.	Students	D
	Responding to more complex technology inquiries	Employees	I
	Train students on the use of assistive technology	Students	D
	Formal workshops re assistive technology (ex: First at Fleming, Teaching & Learning Day)	Students Employees	I I
Instructing or training			
Obtaining cooperation or consent			
Negotiating			

\* D = Daily    W = Weekly    M = Monthly    I = Infrequently

## 9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
1. Lifting and moving boxes and equipment (light)	D	X			X		
2. Lifting (medium)	M	X			X		
Bending or stretching	D	X			X		
Sitting or standing at a computer	D			X	X		

\* D = Daily W = Weekly M = Monthly I = Infrequently

If lifting is required, please indicate the weights below and provide examples.

Light (up to 5 kg or 11 lbs)

Medium (between 5 to 20 kg or 11 to 44 lbs)

Heavy (over 20 kg or 44 lbs)

Keyboards, assistive devices
Computers within lab CCTV equipment

### 10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (eg. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Using accommodation letter determine student needs. Demonstrate and train students on the use of assistive technology.	D		X per student	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Installing and troubleshooting software and hardware issues	W-D		x	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

\* D = Daily    W = Weekly    M = Monthly    I = Infrequently

## 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Generally working in an individual office and computer lab environment.	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	To other campuses 3-4 times/year To other campuses up to one day per week	I W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

\* D = Daily    M = Monthly    W = Weekly    I = Infrequently