

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: VACANT

Position Title: Learning Strategy Advisor, Assistive Technology and Tutoring      Payband: H

Position Code/Number (if applicable): S00435

Scheduled No. of Hours \_\_\_\_\_ 35 \_\_\_\_\_

Appointment Type:    ☒ 12 months    \_\_\_\_\_ less than 12 months

Supervisor's Name and Title: Tina Murray, Manager, Accessible Education

Completed by: John Red Keating

PDF Date: March 2007

**Last Revision: April 2013**

HR Con (JEC Leads) Review: May 2013

Last Revision August 15, 2018

### Signatures:

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

Date:

Supervisor:

Date:

Revised August 15, 2018

### 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 representative 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.

Provides a variety of educational support services for students with disabilities. The focus of the position is assisting students to reach their academic potential by helping them understand their unique learning styles/needs and by providing strategy instruction that will assist them to maximize and demonstrate their learning potential.

The incumbent will develop and maintain a currency in assistive technologies pertaining to Alternative Texts (AT) and Tutoring. Unlike other LSA positions, this role also provides AT support and Tutoring to both individuals and groups, primarily throughout the summer semester.

### **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*
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<p><b>Learning Strategy Advisor</b></p> <ol style="list-style-type: none"> <li>1. Based on the results of interviews with student's, observation of student work and discussions with counsellors, develops and implements personal learning strategy plans and research techniques to meet students' individualized learning needs and assists them to apply these strategies to course materials.</li> <li>2. Chooses and provides exercises and examples to reinforce concepts such as organizational skills, time management, note taking, study skills, self-advocacy skills, preparing for exams, organizing and formatting assignments, essay writing, dealing with procrastination, memory aids, goal setting, reading text books effectively, learning styles and monitors progress.</li> <li>3. Reinforces concepts taught in class and encourages students to request clarification of material required for immediate use.</li> <li>4. Assists students to develop the problem solving skills needed to apply their acquired knowledge to various problem situations.</li> <li>5. Assists students with research methods for assignments using educational software and other research techniques</li> <li>6. Assists students to maximize benefits of assistive technology</li> <li>7. Develops and implements learning strategies workshops in group format</li> <li>8. Helps assess students' status by observing progress and recording relevant data (may provide status reports for professors and counsellors)</li> <li>9. Keeps accurate confidential case notes on student involvement and progress</li> <li>10. Liaising with faculty, counsellors, assistive technologists, learning strategist, and other college personnel, as required</li> <li>11. Assisting with various special programming events related to disabilities</li> <li>12. Researching, developing and maintaining learning strategies resource materials in conjunction with the Learning Strategist, including hand-outs, inventories, videos, and workshops</li> <li>13. Facilitates appropriate recommendations of other available services to support student issues such as personal concerns, other academic concerns, career concerns, etc.</li> <li>14. Stays current in the fields of Learning Skills, education, and technology</li> </ol>	<p>60%</p>
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<b>1. Provides Support to Other Accessible Education Services Roles:</b>  Learning Strategist <ul style="list-style-type: none"> <li>• Collaborates with Learning Strategist to design, develop and deliver programming as required.</li> <li>• Lead on integrating new technologies into learning strategies</li> </ul> Adaptive Technologists <ul style="list-style-type: none"> <li>• Assists students with effectively utilizing assistive technology</li> <li>• Maintains an awareness of current and emerging assistive technologies and identifies opportunities to integrate them into learning strategy instruction for students within AES</li> </ul> <b>Tutoring</b> <ul style="list-style-type: none"> <li>• Provides individual or small group tutoring to LINC and/or Tutoring and Academic Skills as required</li> <li>• The incumbent is proficient in and is prepared to tutor a range of College level communications skills, speaking, writing, reading, listening, communication styles, communication structures, reading comprehension, grammar</li> </ul>	25 %
2. Assists with other divisional initiatives and special projects such as training/orientation of other LSAs, Fleming Transition Program, and Ace It.	10%
3. Other related duties as assigned	5%

\* To help you estimate approximate percentages:

½ hour a day is 7%	1 hour a day is 14%	1 hour a week is 3%
½ day a week is 10%	½ day a month is 2%	1 day a month is 4%
1 week a year is 2%		

## 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:

Education- education, social service or psychology related

- 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

## 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

Practical related experience assisting the learning development of a variety of adult clients (students) with a wide range of disabilities including learning disabilities, mental health issues and varied learning styles

Experience working in a post-secondary environment providing strategy instruction one on one and in groups

Experience working independently within a team environment, prioritizing and organizing own work.

Experience using computer technology and integrating digital technology with learning strategies.

Experience delivering creative and flexible learning strategies

Experience working with students in a tutoring situation using active listening, situation analysis, problem solving and reasoning

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- ☐ 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.	Student experiencing barriers to learning presents to incumbent in need of Learning Strategy development. Barriers may not be immediately evident and may require analysis to determine existence and limitations.
How is it identified?	<p>The initial need for learning strategy support is determined by the student through self-referral, or through Counselling Services and a referral for service is initiated</p> <p>Specific needs for individual students are determined through ongoing investigation and discussion with the student regarding their unique learning profiles.</p>
Is further investigation required to define the situation and/or problem? If so, describe.	<p>Each session is approached in a goal-directed manner whereby the incumbent assists the student in identifying their specific learning needs, a plan is clearly set for each session and learning objectives clearly laid out.</p> <p>If challenges arise and/or if further information about the student is needed in order to effectively support the student, the incumbent engages in a consultative process with the student's Counsellor and/or learning strategist and/or learning strategy advisor as part of a problem-solving process.</p>

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

- Determine the most crucial learning barrier currently holding a particular student back from achieving their potential
- Determine what skills the student has already mastered
- Determine what level of strategy the student is capable of mastering at this time (success in the mastery of strategies is important to ensure the continuation of the student with the program).
- A scaffolding process is developed so that the student becomes more independent in their learning over time as abilities in problem solving, metacognition and the use of learning strategies develop

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

- Student's grades
- Student's feedback regarding difficulties and frustrations
- Consultation with colleagues
- Past experience including training, professional judgement and reasoning

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered

Engaging and motivating students who present as unmotivated and academically discouraged.

How is it identified?

Student may present as frustrated, anxious, overwhelmed and/or disengaged in the learning strategy development process.

Student may not be following through with action pieces of the goal setting process

Student may begin to miss appointments and/or begin to disconnect from support

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

Further investigation is required in order for the student and incumbent to effectively continue with learning strategy instruction. Identification of where the challenges lie in the student learning process is essential.

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

Discuss cause of frustration with student and provide motivating reframe of the issue.

Once areas of challenge and motivational barriers are identified, the incumbent would determine the best approach to address the situation and modify learning goals as appropriate.

Exploring learning barriers collaboratively with student requires good communication, effective problem-solving skills and the ability to establish positive working relationships.

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

- Consultation with learning strategist and counsellors
- Consultation with faculty
- Past experience including training, professional judgement and reasoning;
- Student's grades and feedback regarding learning difficulties, frustrations, challenges and development
- Professional notes taken on sessions to date to assist in targeting problem areas while incorporating student strengths in problem solving process
- Informal evaluation of the effectiveness of strategy instruction with the student
- Consultation and problem-solving with team members
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### #3 regular & recurring

Key issue or problem encountered

Incumbent is required to adapt/adjust engagement style and content to meet the needs of a number of different learners with different academic needs within tutoring session

How is it identified?

- Students identify their issues and learning difficulties to the incumbent

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

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

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

- Repeated verification by the students in a number of modalities is needed to determine if the incumbent is on track and meeting the needs of the students

The incumbent must be familiar with different learning styles as well as abilities and be able to adjust her/his teaching style to these styles. This necessitates some creativity in order to use the examples and methods most suited to each student. When learning is facilitated for groups, the incumbent must be sensitive to the differences in learning styles/abilities of group members.

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- Past experience and familiarity with concepts
- Consultation with faculty and colleagues
- Relevant text books and notes

## Analysis and Problem Solving

**#1 occasional**

Key issue or problem encountered

How is it identified?

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

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

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

**#2 occasional**

Key issue or problem encountered

How is it identified?

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

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

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

#### 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.

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

Planning strategies and strategy sequencing for students

- Knowledge of various types of disabilities
- Knowledge of program/course curriculum
- Organization of resources
- Time management
- Prioritizing
- Planning and sequencing
- Clear, concise Note-taking

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

- Evidence-based learning strategy resources from a number of sources and reference materials
- D2L Strategy Resources and internal Learning Strategy resource folders
- Consultation with Learning Strategist ~~when~~
- Student's expressed goals and experience

How is/are deadline(s) determined?

Initial scheduling is done by Counsellors.

Ongoing appointments are determined through mutual agreement between the incumbent and the student.

Students use on line booking program to book follow-up appointments

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.

Incumbent, through use of professional judgement and assessment of student progress and readiness, has discretion over the sequencing of strategy delivery and material covered during learning strategy sessions with the student

#### 4. Planning/Coordinating

##### #2 regular & recurring

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

Based on students' requests for specific study skills, Incumbent prepares and delivers weekly Success Skills workshops

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

- Research skills
- Written communication
- Organizational and Time Management Skills
- Reading & Notetaking
- Group management skills
- Presentation and facilitation skills
- Marketing of workshops to students

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

- Internet and various texts covering learning skills and strategy development
- Consultation with colleagues including Learning Strategist and faculty members

How is/are deadline(s) determined?

Success skills workshops are offered weekly

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 incumbent, along with Learning Strategy team, determines the content of labs according to student demands. For example, in the weeks approaching midterm exams, the focus will be on study skills and test-taking skills. At the beginning of the term, focus may be given to organization and time management of course material.

### #3 regular & recurring

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

Working in various teams, the incumbent plans, coordinates and is involved in the delivery of a variety of academic and transitional support initiatives (e.g. ACE IT, First @ Fleming, ASD Group)

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

Organization  
Time management  
Ability to work independently  
Clear communication  
Knowledge of current trends in areas of learning, academic and transitional supports.  
Marketing

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

Internet, texts and existing resources  
Consultation with colleagues, faculty members and students

How is/are deadline(s) determined?

Mutually agreed upon within each working group

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.

Each working group is responsible for any changes or modifications required to the specific programming events.

## Planning/Coordinating

### #1 occasional

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

Preparing resources in Alternative Text format. Book must be disassembled (chopped), scanned page by page, then digital file manipulated to ensure files converted to appropriate format. Significant time involved in doing so.

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

Time management, organizational skills, attention to detail. Software skill to manipulate digital file

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

Access to scanner. Significant time. In-depth knowledge of appropriate software.

How is/are deadline(s) determined?

Always ASAP – Student with disability is waiting for the textbook

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.

Incumbent  
Issues impacting ability to provide this accommodation in a timely manner will involve Director, Counselling & AES

**#2-occasional**

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

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

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

How is/are deadline(s) determined?

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.


## 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.	
<input type="checkbox"/>	X	There is a need for the incumbent to demonstrate correct processes/procedures to others so that they can complete specific tasks.	Training/orientation of other departmental staff
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	

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.	Incumbent works with students individually and in groups to impart learning strategies and study skills. For students who attend the incumbent monitors progress and bases any follow-up sessions on that progress.  The incumbent tutors English as a Second Language learner's in communications skills, speaking, writing, reading, listening, communication styles, communication structures, reading comprehension, grammar.
<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)
General expectations for providing learning strategies, and study skills are established upon hire. The Incumbent receives some training, consultation and direction from the Learning Strategist.	

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

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Procedures, policies and practices have been established within AES for these services.  Ongoing guidance, training and mentorship are in place for this position	When tutoring, there are some basic guidelines but no guidelines prescribing how the remediation is to be done as this is a specialized role.
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How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
There is the opportunity for consultation with other team members. The Learning Strategist is in a mentoring role with the LSA however, she/he does not check the LSA's work with students. Inadequate performance would surface by exception as a result of complaints from students or problems with the LSA's interaction within the team	Tutoring work would be reviewed by exception if there was a complaint by a student. Otherwise student evaluations of service and student success rates are monitored and followed up with by the manager.

## 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)
Changes to a student's level of accommodation or additional hours of learning strategies would be made in consultation with Counsellor or Learning Strategist	

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)
<p>Normally, the supervisor would only become involved when issues like extreme behavioural problems with students occur. or a problem with the performance of the LSA.</p> <p>Day to day consultations happen with other team members</p>	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Incumbent is responsible for preparing study skills sessions for students.</p> <p>Develops learning plans for students and determines what learning strategies will be implemented in each session.</p>	

## 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?	How is it carried out?		
Students book their appointments with the LSA using an on-line booking system	Incumbent meets with students individually and in groups to deliver individual and group learning strategy instruction	Students	D
Training for other LSA's	Incumbent provides a portion of this training for new colleagues	employees	I
Request for Tutoring from the LINC program	The incumbent tutors English as a Second Language learner's in communications skills, speaking, writing, reading, listening, communication styles, communication structures, reading comprehension, grammar.	Students	I

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

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## 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	General communication with colleagues Building trust and rapport with students Update on student status Meetings students and personnel Providing verbal or written updates on student status as required	College Staff Students Director Learning Strategist Counsellors AES Staff	D
Explanation and interpretation of information or ideas	Discuss issues that arise in learning strategy sessions with Learning Strategist or Counsellor Discuss academic success strategies and plans for students Keeping detailed written progress notes Discussing alterations in student's accommodations	Learning Strategist  Counsellors Students	W  W
Imparting technical information and advice			

Instructing or training	Provides ongoing training (individual & group) to students for implementing appropriate learning strategies into their academic work.	Students	D
	Imparts knowledge regarding student success strategies. Provides tutoring for English as a Second Language learner's in communications skills, speaking, writing, reading, listening, communication styles, communication structures, reading comprehension, grammar.	Students	I
Obtaining cooperation or consent			
Negotiating			

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## 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

Lifts and carries books	I	X			X		
Sitting	D			X	X		
Reaching and bending	I	X			X		
Walking, climbing stairs	I	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)

TextBooks

## 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

Incumbent must maintain audio/visual concentration in sessions with students to determine what the learning issues are and how best to deal with them in terms of utilizing appropriate strategies.	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				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Tutoring students individually (determining specific issues within specific concepts, diagnostic in nature requiring audio visual concentration)	W		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				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Incumbent must maintain audio/visual concentration in case management meetings in order to pay attention to the details and participate mindfully to express issues/concerns and discuss solutions to those issues	W		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
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		(D, W, M, I)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Office 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 type="checkbox"/> travel		
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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