

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Assistive Technology Specialist

Payband: H

Position Code/Number (if applicable): S00333

Scheduled No. of Hours: 35 per week

Appointment Type:  12 months     Less than 12 months (please specify # months:   10  )

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

Completed by: Tina Murray

Date: April 8, 2024

### 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 Manager of Accessible Education Services, the Assistive Technology Specialist provides a comprehensive range of support services to students with disabilities; including individualized learning and academic skills instruction, on-going support and recommendations in the use of assistive devices and technological supports.

The Assistive Technology Specialist develops and delivers appropriate customized programs of learning/educational strategies, based on thorough assessments, to give students with disabilities the awareness and tools they need to take charge of their learning to enhance their potential for academic success. The incumbent teaches specific learning skills and works with students to incorporate learning styles that are suitable to their unique needs, within their chosen program of study.

The Assistive Technology Specialist coordinates activities related to obtaining or 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. In collaboration with the Assistive Technologist, 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 Technology Specialist 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. Learning Skills Assessment and Development</b></p> <ul style="list-style-type: none"> <li>• Conducting intake appointments to assess the impact of each student’s disability on academic success, learning needs, and assistive technology needs or strategies through interview, questionnaire, and review of any available reports or documentation;</li> <li>• Develop and deliver appropriate customized programs of learning/technology strategies, based on the outcomes of the intake assessment, to give students with disabilities the awareness and tools they need to take charge of their learning to enhance their potential for academic success by incorporating learning styles that are unique to their needs.</li> <li>• The incumbent develops and delivers training (one-on-one and in groups) in areas such as time management/organization, note-taking, analytical thinking, comprehension, general study, test taking, self-advocacy and coping skills.</li> <li>• Researching new and valid strategies to assist students with disabilities with learning and self-monitoring;</li> <li>• Creating and delivering small group workshops for students with disabilities;</li> <li>• Employing best practices for reinforcing concepts using various exercises and examples, and follows a scaffolding approach to transition students from learning to application of skills;</li> <li>• Modify or alter the strategy depending on student needs (either during the appointment or between appointments), focusing on using a student’s strengths to mitigate or compensate for a student’s functional limitations.</li> </ul>	<p>40%</p>

<p><b>2. Assistive Technology Instruction and Support</b></p> <ul style="list-style-type: none"><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>• 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>	40%
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<p><b>3. 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 database of disability related assistive devices and campus location.</li> <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>• 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.</li> <li>• Liaise with IT, Financial Services and outside suppliers.</li> </ul>	<p>15%</p>
<p>Other related duties as assigned</p>	<p>5%</p>

\* 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, Social Work, Disability Studies, Psychology, or a related field.

**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

	<p>Experience in an educational setting providing direct support &amp; advice to students/adult learners with disabilities, using and adapting hardware, software and other technology applications.</p> <p>Strong background in disability accommodations and adult learner needs.</p> <p>Computer experience which includes using word processing, data bases, spreadsheet software, email, the web and a knowledge of operating systems, hardware and software</p> <p>Knowledge of Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act AODA.</p> <p>Experience in providing facilitation &amp; training regarding assistive technologies to individuals and groups.</p> <p>Experience implementing Counsellor recommendations for appropriate assistive technology and making alternative suggestions for Counsellor consideration where appropriate.</p> <p>Experience working independently within a team environment, establishing priorities, problem solving &amp; organizing own work to meet multiple deadlines</p> <p>Experience working with technology vendors and trouble-shooting software issues</p>

- 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:

	<b>#1 regular &amp; recurring</b>
Key issue or problem encountered.	Student experiences hardware/software issues with assistive devices (e.g. Reading Software won't read the document)
How is it identified?	Student brings laptop to the Assistive Technology Specialist because their software is not working properly
Is further investigation required to define the situation and/or problem? If so, describe.	Speak to the involved party to ascertain what is happening or not happening properly with the technology, to fully identify the issue.  Series of diagnostic steps undertaken to discover the nature of the problem and the most efficient solution.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	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.
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 and requires training or could benefit from other learning technologies to improve access to learning.

How is it identified?

Identified by counsellor during the student's 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. Further explore which technologies would be most beneficial to improve student's access, and the level of training that is required for the technology.

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.

If, through discussions with the student, the incumbent determines that technology accommodations would be beneficial for testing purposes or accessible textbooks, the student would be referred back to the Counsellor to explore assistive technology accommodation.

If assistive technology accommodations are not granted as an accommodation, the use of technology to aid learning and studying may still be explored.

The incumbent must determine which hardware and/or software would best suit a student's accommodations and/or learning profile based on factors such as ease-of-use, technology/equipment available to the student, cost, and hardware/software licensed for student use at the College.

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

- Past practice and experience
- Operation manuals
- AT List Serves
- Internet
- Consultation with Accessibility Counsellor.
- Student feedback and case history.
- Information and resources about assistive technology.
- Knowledge of College's available software.

**#3 regular & recurring**

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Key issue or problem encountered.

Student at risk of being academically unsuccessful and experiencing barriers to learning and in need of learning strategy and assistive technology integration skill development.

How is it identified?

Student is struggling or failing to perform in their courses or assessments and is referred by various College partners, including Counselling and Accessibility Services, Faculty members, self-referral etc.

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

Examine and monitor student's learning skill/strategy development and assistive technology integration needs; Investigate additional and relevant strategies, skills, or alternate assistive technology to be applied to the students individualized learning plan, particularly when the student isn't aware or can't articulate their own learning challenges.

Consultation with student's Accessibility Counsellor, Faculty, or referral source may also be required.

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

Examination and discussion of previous academic performance and strategies to determine future needs and areas for development.

Co-develop an individualized plan and support each students' skill development, critical thinking, and application of independent learning skills according to their plan.

Determine a reasonable approach and degree of strategy instruction dependent on the students' engagement and mastery of each skill throughout the scaffolded and student-centred learning strategy/skill development process.

Ongoing evaluation and re-evaluation of the students' progression, motivation, self-awareness, acquisition, development and independent application of recommended strategies, skills, and technology integration.

Applies practical experience, skills, and knowledge of accommodations and services to determine appropriate solutions and referrals.

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

Past experience  
 Training, theories and resources related to adult learning and disabilities, as well as the integration of assistive technology and learning skills/strategies.  
  
 Student feedback regarding challenges, frustrations and barriers to learning  
  
 Consultation with student's Counsellor, manager or colleagues as needed

### 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

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?

	<p>Ensure proper functioning of student disability computer lab</p>
	<ul style="list-style-type: none"> <li>• Identify when technology is not functioning properly and find a quick solution or replacement</li> <li>• Proficiency in the use of the internet for research</li> <li>• Ability to engage positively with students</li> <li>• Time management</li> </ul>



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 (e.g. 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.

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 and have knowledge of various types of disabilities
- Knowledge of technology resources
- Problem solving
- Solution focussed
- Knowledge of program/course curriculum
- Organization of resources
- Time management
- Prioritizing
- Planning and sequencing

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
- Resources may need to be designed and developed to meet a specific student's need
- D2L Strategy Resources and internal Learning Strategy resource folders
- Consultation with Learning Strategist, as needed
- Meetings with students
- Technology resources
- Consultation with AES and Counselling colleagues

How is/are deadline(s) determined?

Determined by incumbent in consultation with students.  
 Ongoing appointments are determined through mutual agreement between the incumbent and the student.  
 Incumbent manages appointment schedule and students can connect directly to book future 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.

Changes to assistive technology plans are determined by incumbent in consultation with student and uses professional judgement and assessment of student progress and readiness to determine the sequencing of strategy delivery and level of technology integration during AT sessions with the student.

#### 4. Planning/Coordinating

##### #1 occasional

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

Granting rights and coordinating department shared electronic file directory

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

Time management  
 Organization  
 Knowledge of College network structure

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

Access to College network  
 Knowledge of Directory Structures

How is/are deadline(s) determined?

By incumbent for own work

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.

Requests are made by Counselling and AES staff

##### #2 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**

Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.

**Example**

X	□	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 and demonstrates how to integrate associated learning strategies or skills with the technology</p> <p>Selecting the appropriate assistive technology for individual students and training students in the use of assistive technology</p>
X	□	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	□	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.
□	□	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)

<ul style="list-style-type: none"> <li>• Fleming policies and procedures are available as general organizational guidelines.</li> <li>• AES practices (not formally documented as procedures).</li> <li>• Ontario Human Rights legislation provides guidance on accommodation and undue hardship.</li> <li>• Copyright Law provides guidance regarding Alternate Text accommodations.</li> <li>• Accessibility for Ontarians with Disabilities Act (AODA)</li> <li>• Hardware and software manuals are referred to.</li> <li>• Provincial list serve for assistive technology and recommendations from College Committee on Disability Issues.</li> <li>• More and more info available on internet.</li> </ul>	
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<p>How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<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> <li>• Student complaints (very occasional)</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)
<ul style="list-style-type: none"><li>• 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.</li><li>• Independent research and assessment of new assistive technologies is required on an on-going basis.</li><li>• Ensure that appropriate technology (ex. reading software) and resources (ex. alternative text) are sourced to meet student needs</li><li>• Independent action occurs when revising content and delivery during one-on-one instruction and group facilitation.</li><li>• The incumbent independently guides the student during technology and strategy/skill development process and recommends a course of action. The incumbent independently creates individualized technology and learning integration plans for students and determines what skills will be developed in each session.</li></ul>	

## 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?		
Appointment scheduled for incumbent with student requesting assistive technology.	Based on Counsellor assessment, AT assessment (if applicable), and 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.	students	D
General computer lab monitoring and customer service	Ensure technology functioning properly Respond to student questions  Ensure behavioural issues addressed	Students	D

Request from staff or when programs are upgraded.	Install software and ensure program setting are accurate	Staff	I
Request to train other employees in the use of assistive technology & resources (Changes to Clockwork, new uses of new technology, etc.)	Training done in group or individual sessions. Develop content to communicate new /changed technology.	Counselors, Learning Strategist & Learning Strategy Advisors	I

\* 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
	Discuss issues that arise in sessions with students, or issues of concern.	Learning Strategist, Counsellor and/or Manager	W
	Keeping detailed written progress notes	AES counsellors	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	M
	Train students on the use of assistive technology and demonstrate the strategies to integrate appropriate academic strategies or skills related to a particular assistive technology	Students	D
		Students	D
Instructing or training	Formal workshops re assistive technology and strategy integration (ex: First at Fleming, Teaching & Learning Day)	Students Employees	I
Obtaining cooperation or consent	Students with barriers may lack motivation and require a level of persuasion to engage in the technology adoption and integration with strategies process	Students	W
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

Support Staff PDF

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	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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