



LOW INCIDENCE DISABILITIES SPECIALIST

BASIC FUNCTION

Prepare and support students birth-to-21 with low incidence sensory, physical, and/or neuro-developmental disabilities by providing direct and indirect capacity-building services that emphasize access. Engage in team-based assessments that encompass consideration of the student, their environments, the tasks they need to perform, tools they need and language modality. Train and coach staff to select and implement adaptive tools and communication methods that help students overcome barriers to access. Organization, distribute, and train others to use materials necessary to provide students with low incidence disabilities access. Deliver professional development and technical assistance; collaborate with disability-specific professionals and other team members to meet individual student needs.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Work alongside disability-specific specialists (e.g., teachers of the visually impaired, teachers of the deaf and hard of hearing, autism specialists, AAC specialist, etc.) to plan and implement interventions and supports to increase/promote access.
- Collaborate with school-based and early childhood professionals to assess and problem-solve access barriers for students with low incidence disabilities, and plan and implement solutions.
- Model techniques and the use of tools to engage students with sensory, physical, and neurodevelopmental disabilities.
- Train and coach on concepts related to the presumption of competence and the “least dangerous assumption” to support students with complex communication and motor needs.
- Develop and disseminate resources related to best practices and research-supported methods for serving and supporting students with low incidence disabilities.
- Maintain and support materials and adaptive equipment specialized for use by students with low incidence disabilities.

- Coach families, students and staff in development of ASL skills and knowledge.
- Provide direct ASL consultation and coaching to support family engagement and development of appropriate ASL skills and knowledge including designing and implementing activities that support student and family needs using best practice bilingual strategies.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

Incumbents in the Low Incidence Disabilities classification have specific expertise in serving and training others to serve students with comparatively rare sensory, physical, and neurodevelopmental disabilities. Incumbents work alongside disability-specific specialists to provide the highly specialized instruction and support needed by students with low incidence disabilities.

EDUCATION AND EXPERIENCE

Two (2) years of credits from an accredited college or university, working toward a major in education, special education, communication disorder, or a related field and at least five (5) years of experience serving students with one or more low incidence disabilities are required. A Bachelor's is preferred.

OR

Oregon board licensure and/or certification as at least one of the following required: Certified Occupational Therapy Assistant (COTA), Licensed Physical Therapy Assistant (LPTA), Speech-Language Pathologist Assistant (SLP-A), Assistive Technology Practitioner (ATP), Braille Transcriber (Library of Congress), or Sign Language Interpreter (NIC certification).

PREFERRED QUALIFICATIONS

The skills and abilities to provide support using American Sign Language (ASL) and English bilingual/bicultural strategies; ASL/English Bilingual training; and native or native-like fluency in ASL.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Best practices, techniques, and equipment used among students with low incidence disabilities including.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication techniques.
- Report writing and record keeping methods.
- Office machines, computers and software technologies.

Ability to:

- American Sign Language (ASL) and English bilingual/bicultural strategies.
- Operate a variety of adaptive technologies designed for students with low incidence disabilities, general office machines, computers, technologies and software.
- Advocate, model, learn and implement Portland Public Schools Racial Equity initiative.
- Assure efficient and timely completion of office and program projects and activities.
- Work effectively with students with complex sensory, motor, and neurodevelopmental disabilities.
- Support the academic needs of culturally, linguistically, and/or socio-economically diverse students and families including those from a low-income background and with whom English is a second language.
- Demonstrate understanding and patience toward students with learning, emotional and/or physical impairment challenges.
- Administer first aid, CPR, and necessary physical assistance to students in accordance with District policy.
- Serve as an effective role model for students.
- Train students and staff in the use of adaptive technologies for students with low incidence disabilities.
- Demonstrate confidence, tact, confidentiality, professionalism, discretion and sound judgment.
- Demonstrate adaptability to changing circumstances and priorities within the learning environment.
- Demonstrate a willingness to work collaboratively as an educational team member.
- Maintain confidentiality of student information and records in accordance with local, state and Federal laws.
- Communicate effectively both orally and in writing.

Special Requirements

Some positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

Current American Red Cross standard first aid and cardiopulmonary resuscitation certifications are required no later than the completion of the probationary period and must be maintained throughout district employment.

Some positions in this classification may require the ability to communicate effectively, both orally and in writing, in sign language and/or a language other than English.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of

performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office, school classroom setting, preschools or homes. Hazards: Potential conflict situations. Physical Demands: Primary functions require sufficient physical ability and mobility to travel to and work in a business office and school campus; dexterity of hands and fingers to operate specialized braille transcription equipment, computer keyboard and other technologies and general office equipment; sitting for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying braille transcription equipment, books, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare, transcribe and assure the accuracy of a variety of materials and documents.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

Remote Work Eligibility: Direct student support.

FLSA: Non-Exempt

Updated Date: July 19, 2023

Bargaining Unit: PFSP

Salary Grade: N

Work Year(s): 225

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.