



Job Title: Speech/Language Pathologist

Reports to: Director of Student Support Services and Site Administrator

Definition:

Under the direct supervision of the Director of Student Support Services and the Site Administrator, the Speech/Language Pathologist identifies, assesses, and provides therapy to students with speech and language disorders.

Essential Functions:

- Screen, identify, assess, and develop recommendations in the areas of articulation, phonology, oral motor, semantics, syntax, pragmatics, voice fluency, and augmentative/alternative communication for students with communication disorders
- Utilize appropriate diagnostic assessment procedures, following professional guidelines, to thoroughly and accurately diagnose communicative disorders using both formal and informal assessment measures
- Collaborate and participate in Individual Education Plan (IEP) meetings, Student Study Team meetings and conferences as appropriate
- Notify teachers and administrators of identified language, speech, and hearing students, and develops an efficient schedule for working with such students
- Develop, implement and monitor Individualized Education Plans (IEP)
- Develop goals and objectives, provide collaboration, consultation, and direct service to meet individual needs as determined by the IEP team.
- Consult and collaborate with community agencies and services and general resources
- Research new information regarding intervention/treatment techniques, methods, assessment materials, available resources and regularly communicates to staff and parents via consultation, collaboration, and in-services
- Collaborate with other educational professionals in assessing and supporting students with suspected and/or identified special needs
- Monitor speech/language instructional assistants, student teachers, interns, and Clinical Fellows as needed; and maintain speech aide programs for students with communication disorders
- Provide individual and group stimulation of speech and language abilities, utilizing behavior modification, oral facilitation, phonemic vocalization, vocabulary development, and expressive language, social skills, semantics and pragmatics
- Promote and maintain pupil records, documentation, and confidentiality
- Perform a variety of non-instructional duties, therapy, and instructional development activities, student supervision, and advisory and/or consultative functions
- Provide appropriate and effective language and speech therapy experiences for students from a wide range of socio-economic and cultural backgrounds and with varying mental, social, and emotional abilities

Secondary Functions:

- This is a single position classification. All duties assigned are considered essential.

Experience and Education:

Certification, Licenses, and Other Requirements:

- Masters Degree in Speech-Language Pathology from a regionally-accredited college or university
- Valid California Clinical or Rehabilitative Services Credential or Speech-Language Pathology Services Credential and/or Valid Licenses issued by the Speech/Language Pathology and Audiology Board
- Valid California Driver's License



Knowledge of:

- Principals, theories, methods, techniques, and strategies pertaining to improving communication functions
- Modern principals, trends and practices of language disorders
- Child growth and development and behavior characteristics of children with language disorders
- Behavioral management and behavior shaping strategies, techniques and methods and conflict resolution procedures

Ability to:

- Plan, organize, develop, and conduct a comprehensive teaching and behavior management program for students with language disorders
- Provide effective learning experiences for pupils from a wide range of socio-economic and cultural backgrounds.
- Provide an attractive, inviting, and stimulating learning environment
- Perform research and development activities pertaining to curriculum and instruction programs, pilot projects, and innovative programs designed to enhance pupil educational opportunities and experiences for elementary pupils with language disorders

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position requires the ability to respond to pupils' severe physical and behavioral problems. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions.

Body Movements: Regular activities: conduct verbal conversation; hear normal range verbal conversation; sit, stand, stoop, kneel, bend and walk; sit for sustained periods of time; stand for sustained periods of time; climb slopes, stairs, steps, ramps and ladders; exhibit full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction elbow flexion and extension, shoulder extension and flexion, back lateral flexion, knee flexion; demonstrate the manual dexterity necessary to operate computer keyboard.

Lifting Requirements: Employees assigned to this classification lift, carry, and/or move objects weighing up to 50 lbs. Occasionally, they may lift, carry, and/or move objects weighing up to 50 lbs.

Vision Requirements: Ability to read handwritten or typed documents, and the display screen of various office equipment and machines; vision which allows accurate observation from a distance.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Position Environment

School site environment; subject to frequent interruptions, demanding timelines and contact with employees and the public

Exposures, Risks and Hazards

Normal risks and hazards associated with operating computers and computer related equipment.