

## **Pioneer Programs Job Description**

**Job Title:** Speech Language Pathologist

**Department:** Therapy Services; Exempt

**Revised Date:** 4/2017

### **Summary**

Specializes in treatment of speech and language impairments for students with special needs by performing the following duties:

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

1. Plans and facilitates student therapy services: 1:1 and small group speech therapy sessions/consultation with additional school professionals. (Including social skills groups and group language activities)
2. Creates visuals per student speech needs and helps staff develop social scripts and stories for students and additional resources needed (including apps and paper based materials).
3. Administers speech assessments and writes corresponding reports (when needed)
4. Monitors and documents student progress, recommends service level for students and attends IEP meetings as necessary.
5. Collaborates with the IEP team to determine baselines, present levels and proposed goals
6. Teaches students and trains staff how to teach students and holds parent conferences to use their ipad/communication devices.
7. Sets up/maintains communication apps for student use (and parent)
8. Lays out materials for student's use and maintains speech supplies, equipment, and work area
9. Provides training and consultation to school staff to ensure that speech and language strategies and activities are implemented properly to support students in achieving goals outside of the speech and language therapy sessions.
10. Supervision of SLPAs per ASHA requirements
11. Tracks service hours and gives to appropriate school staff the last working day each month for billing purposes
12. Maintain the confidentiality of student records and information according to established guidelines.
13. Assure the health and safety of students by following health and safety practices and procedures.

14. Uphold good standing with state and national licensing (ASHA) in relation to CEUS, code of ethics, and best practice.

### **Supervisory Responsibilities**

May directly supervise a Speech Language Pathology Assistant (SLPA) and student internship programs, CFY requirements, and observation hours for shadowing opportunities.

The SLP carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include training, planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems, and reporting ethical concerns to ASHA.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Intellectual - Uses intuition and experience to complement data; assesses own strengths and weaknesses; seeks feedback to improve performance; strives to continuously build knowledge and skills; shares expertise with others; competent in required job skills and knowledge; exhibits ability to learn and apply new skills; requires minimal supervision; displays understanding of how job relates to others; uses resources effectively; adapts to new technologies; translates concepts and information into images; identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Interpersonal - Expresses ideas and thoughts verbally, visually and in written form; able to read and interpret written information; selects and uses appropriate communication methods; establishes and maintains effective relations; exhibits tact and consideration; offers assistance and support to co-workers; works cooperatively in group situations; works actively to resolve conflicts; listens and gets clarification; exhibits objectivity and openness to others' views; contributes to building a positive team spirit.

Leadership - Communicates changes effectively; exhibits confidence in self and others; makes self available to staff; inspires respect and trust; encourages open communications; confronts difficult situations; maintains objectivity; keeps emotions under control; promotes a harassment-free environment; keeps commitments; works with integrity and principles; follows policies and procedures; completes administrative tasks correctly and on time.

Self Management - Adapts to changes in the work environment; changes approach or method to best fit the situation; dresses appropriately for position; keeps self well groomed; is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time; takes responsibility for own actions; keeps commitments; asks for and offers help when needed; exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process; makes timely decisions; uses time efficiently; applies feedback to improve performance.

## **Qualifications**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience – Fifth-year college or university program certificate or equivalent program in order to be licensed as a SLP by the state of California and ASHA.

Language Skills - Ability to read, analyze, and interpret periodicals, professional journals, technical procedures, or governmental regulations that pertain to the Speech Therapy field. Ability to write reports and correspondences. Ability to effectively present information and respond to questions from educators, the IEP team, students, parents, school district personnel, and anyone else that has need of information about a student speech program or progress.

Mathematical Skills - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret various styles of graphs.

Reasoning Ability - Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills/AAC knowledge - Knowledge of internet, e-mail and Word. Experience and ongoing trainings completed including knowledge of: aided language stimulation, troubleshooting, programing, modeling, core vocabulary, LAMP, AAC programing and implementation and experience with TouchChat and Proloquo .

Certificates, Licenses, Registrations - Current SLP license in good standings issued by the state of California and ASHA.

## **Physical Demands**

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A Speech Pathologist (Speech Therapist) is considered a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupational Title, Fourth edition published by the US Department of Labor. - Speech Pathologist listing #076.107-010

1. A Speech Therapist must be able to frequently use his/her hands to handle, control, assemble, move, grasp or feel objects, tools, or controls; stand or sit for long periods of time and bend, twist, reach, stretch, kneel, squat, stoop, crawl, sit on the floor, etc.

2. It is important for the Speech Therapist to be able to speak clearly so listeners can understand; listen and understand the speech of another person; focus on one source of sound and ignore others; hear sounds and recognize the difference between them; be able to change

focus of vision between objects that are both near and far and between inside and outside lighting; to see differences between colors, shades, and brightness; determine the distance between objects

3. The Speech Therapist may be required to assist in Community Based Instruction from time to time. This can involve lifting up to 50 lbs., bending, squatting, kneeling, sitting, walking, running, twisting, swimming, jumping, riding bikes, etc. while assisting, engaging and monitoring students. This may also involve walking on even and uneven surfaces including dirt, sand, grass, concrete, asphalt and negotiating city sidewalk curbs.

4. A Speech Language Pathologist t will occasionally use computers (desktop or laptop), TV, DVD player, radio, ipad, etc. It may require up to 25 pounds of force to carry or move equipment. It is also necessary to have good finger and wrist dexterity, and be able to physically lean forward, bend, squat, kneel, etc. when working with equipment, plugging it in, etc.

5. The Speech Therapist occasionally moves furniture to change the layout of the room to influence the learning situation or bring supplies into the room for student instruction. It is occasionally necessary to lift and carry boxes weighing up to 35 pounds from various locations on the campus to the speech room.

6. The Speech Therapist must sit on an occasional basis when developing a student's therapy program, designing and making visuals, writing reports and correspondences, etc. This is usually done at a table or desk with a forward bending from the waist, leaning on forearms and looking down requiring neck flexion. It is necessary to grasp and manipulate pens, pencils, markers, scissors, staplers, etc. and have good finger and wrist dexterity in order to use a computer keyboard and mouse efficiently, occasionally or frequently, depending on the day.

### **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.

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The Speech Therapist will work in a variety of settings: in the speech room, a classroom, other rooms on campus, outside (both on and off campus) and in the community. The student sessions will either be direct services with only one student or a small group of students. The size of the student groups is to be determined by the Speech Therapist based on the similarity of the students' needs. The noise level in the work environment is usually moderate, but can become loud based on the setting and activity. The therapist will work with students during school hours, but may be required to meet with other staff members, parents or school district staff before or after school hours.

### **Hazards:**

Potential exposure to physical injury from aggressive student behavior.