

## **SPEECH AND LANGUAGE PATHOLOGIST**

### **Purpose Statement**

The job of Speech and Language Pathologist was established for the purpose/s of identifying students with communication disabilities; developing and implementing appropriate Individual Education Programs (IEP) according to the IDEA; working collaboratively with school staff to meet the needs of students.

This job reports to Principal/Supervisor, Speech and Language Services

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### **Essential Functions**

- Assesses students' communication skills (e.g. articulation, fluency, voice expressive and receptive language, etc.) for the purpose of identifying communication disorders that adversely impacts the student, developing appropriate interventions and individual services.
- Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, physicians, administration, maintenance personnel, team members, other professionals, etc.) for the purpose of communicating information, resolving issues and providing services in compliance with established guidelines.
- Coordinates meetings and processes for eligible students (e.g. testing/screening, IEPs, parent conferences, problem solving, etc.) for the purpose of presenting and synthesizing evaluation results, developing programs, and/or providing training to parents/students/staff.
- Develops IEP's, interventions and/or educational materials for the purpose of addressing the adverse impact of communication disorders in compliance with regulatory requirements.
- Conducts Assistive Technology evaluations for the purpose of making equipment recommendations.
- Instructs eligible students in the use of appropriate communication technologies (e.g. hearing aids, FM systems, augmentative communication devices, etc.) for the purpose of addressing the adverse educational impact of communication disorders in accordance with established guidelines and legal requirements.
- Interprets medical reports within the scope of Speech/Language Pathologist's credentials, experience and goals for the purpose of providing information and/or ensuring that treatment/intervention programs are appropriate.
- Maintains files and/or records (e.g. progress reports, activity logs, billing information, treatment plans, required documentation, quarterly reports, screening results, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance.
- Participates in meetings, workshops, and seminars (e.g. training, IEPs, team meetings, etc.) for the purpose of conveying and/or gathering information.
- Performs site visits at multiple work sites including home visits for the purpose of providing therapy and assistance as required.
- Prepares a wide variety of written materials, (e.g. activity logs, correspondence, memos, IEPs, Medicaid billings, reports, required documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Provides speech and language-therapy to students for the purpose of addressing the adverse impact of speech and language disorders on student success.
- Researches resources and methods (e.g. intervention techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' needs.
- Responds to inquiries (e.g. parents, teachers, staff, students, etc.) for the purpose of providing information and/or referral as appropriate.
- Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating specialized equipment used in the treatment of communication disorders; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: anatomy and physiology of speech and hearing mechanisms and disorders; current principles and practices of speech and language therapy; and pertinent codes, policies, regulations and/or laws, best practice Assistive Technology use.

ABILITY is required to schedule activities, meetings and/or events; often gather, collate, and/or classify data; and use, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operates equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include; adapting to changing work priorities; communicating with diverse groups; utilizing specialized equipment in communication disorders; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; maintaining effective working relationships; and translating therapy data into meaningful educational activities.

### **Responsibility**

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

### **Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; and significant fine finger dexterity. Generally the job requires 40% sitting, 40% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Traveling teachers are required to provide their own transportation between locations.  
Ability to lift up to 50 pounds on occasion.

**Experience** Job related experience within specialized field is required.

**Education** Master's Degree

**Equivalency** Non Specified

### **Required Testing**

Pre-employment TB Test & Statement of Good Health  
as required by Illinois School Code

### **Continuing Education/Training**

Non Specified

### **FLSA Status**

Exempt

### **Certificates & Licenses**

Valid Illinois Professional Educator License (PEL) with appropriate endorsement for assignment and Highly Qualified Status for the assignment.

### **Clearances**

Criminal Justice Fingerprint/Background Clearance