

East Lyme Public Schools

Position Description

Position Title: Speech Language Pathologist
Department: Student Services
Reports To: Director of Student Services and/ or Building Administrator
Prepared By: Director of Student Services

Approved By: Superintendent

Date: May 2018

SUMMARY:

Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.

- Speech disorders occur when a person has difficulty producing speech sounds correctly or fluently (e.g., stuttering is a form of disfluency) or has problems with his or her voice or resonance.
- Language disorders occur when a person has trouble understanding others (receptive language), or sharing thoughts, ideas, and feelings (expressive language). Language disorders may be spoken or written and may involve the form (phonology, morphology, syntax), content (semantics), and/or use (pragmatics) of language in functional and socially appropriate ways.
- Social communication disorders occur when a person has trouble with the social use of verbal and nonverbal communication. These disorders may include problems (a) communicating for social purposes (e.g., greeting, commenting, asking questions), (b) talking in different ways to suit the listener and setting, and (c) following rules for conversation and story-telling. All individuals with autism spectrum disorder have social communication problems. Social communication disorders are also found individuals with other conditions, such as traumatic brain injury.
- Cognitive-communication disorders include problems organizing thoughts, paying attention, remembering, planning, and/or problem-solving. These disorders usually happen as a result of a stroke, traumatic brain injury, or dementia, although they can be congenital.
- Swallowing disorders (dysphagia) are feeding and swallowing difficulties, which may follow an illness, surgery, stroke, or injury.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned

- Evaluate and diagnose speech, language, communication, and swallowing disorders.
- Treat speech, language, and communication disorders.
- Provide training and education to family/caregivers and other professionals.
- Work collaboratively with professionals from many other disciplines.
- Serves as a resource to school staff members and parents.
- Assists teachers in referring at risk students.
- Provides a thorough assessment of speech, voice, fluency and language

impairments.

- Provides screenings, as needed, to identify speech and/or language at risk students.
- Assists, as needed, in referral of students to agencies and specialists in the community.
- Provides appropriate individualized programs of therapy to meet students' needs.
- Collaborates with school staff members to implement modifications for students' daily academic activities.

SUPERVISORY RESPONSIBILITIES:

Supervise students during therapy sessions and transitions to and from sessions.

QUALIFICATION REQUIREMENTS:

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:

- Master's degree in speech and language pathology.
- Clinical Fellowship Year (CFY), if not completed prior to hire, must be implemented upon entering the school district

CERTIFICATES, LICENSES, REGISTRATIONS:

- Certification as Speech Pathologist from the State Department of Education.
- Connecticut State License from the CT State Department of Health.
- Certificate of Clinical Competency (CCC) from American Speech and Language Association (ASHA).

LANGUAGE SKILLS:

Ability to read and interpret: professional journals, technical manuals, professional reports, and state/federal guidelines. Ability to write reports, business correspondence, and measurable goals and objectives. Ability to effectively present information and respond to questions from parents and school district staff members.

MATHEMATICAL SKILLS:

Ability to analyze statistical information. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to be self-reflective.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory to instructional programs. Ability to plan and implement lessons based on school objective and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community. Ability to create a positive learning environment. To be self-directed. To organize time, space, and materials. Ability to speak clearly and concisely in written or oral communication. Ability to operate photocopying, fax machines and computers. Ability to assume responsibility for supervising students, understand and carry out oral and written instructions. Ability to perform duties with awareness of all district requirements and Board of Education policies.

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

While performing the duties of this job, the employee will be able to access all areas of the building. Specific vision abilities required by this job include close and far vision. Further, the employee will be able to hear conversation in a quiet and/or noisy setting and be able to discriminate sounds.

WORK ENVIRONMENT:

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

The noise level in the work environment is usually quiet to moderate. The employee is directly responsible for the safety of the students during contact time.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.