

SPEECH AND LANGUAGE PATHOLOGIST

Purpose Statement

School-based Speech/Language Pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational goals and are provided utilizing leadership, advocacy, and collaboration.

This job reports to the designated School Principal and Special Education Administration.

Essential Functions

- Adheres to the standards of professional ethics as well as state and federal laws and regulations for the purpose of ensuring that treatment/intervention plans are appropriate and effective to help children meet their educational goals.
- Assesses students' communication skills (e.g., examining oral structures and oral motor functioning, articulation, fluency, voice, receptive and expressive language, pragmatic communication skills, etc.) for the purpose of identifying communication disorders and delays, determining eligibility for Special Education and developing recommendations for treatment and programming.
- Analyzes and interprets a variety of data from assessment techniques (formal and informal), and other sources, including classroom observations for the purpose of making recommendations regarding the need for speech and language interventions and/or services.
- Develops recommendations, interventions, plans (e.g., IEPs, 504 Plans, etc.), and/or educational materials using evidence based methods and techniques for the purpose of assisting students with their communication skills and minimizing the adverse impact of their difficulties on their educational development.
- Consults and collaborates with school personnel (e.g., teachers, administrators, psychologists, occupational therapists, tutors, etc.), other professionals (e.g., physicians, counselors, other speech-language pathologists, etc.) and families for the purpose of meeting the needs of students, schools, and the district as it pertains to the child's educational goals.
- Consults with professionals concerning needed assistive technology (low and high tech), for the purpose of minimizing the adverse educational impact of the disorder(s) and providing a means of communication for the student(s) as it pertains to the child's educational goals.
- Schedules interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration, as appropriate for the purpose of meeting students' educational needs in the least restrictive environment.
- Prepares and maintains a variety of written materials (e.g., screenings/assessments, educational plans, progress records, special education forms, Medicaid reimbursement, activity logs, correspondence and other forms of documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Interprets medical reports within the scope of speech/language pathologist's experience for the purpose of providing information and/or ensuring that IEPs/intervention plans are appropriate.

- Makes appropriate referrals to other professionals (e.g., ENT, audiologists, physicians, counselors, etc.) for the purpose of assisting in the determination of communication disorders and making appropriate recommendations regarding and services as it pertains to the child's educational goals.
- Organizes and maintains a speech and language program including scheduling and attending meetings, scheduling therapy, evaluating students, ordering testing and therapeutic materials, implementing IEPs, and maintaining records for the purpose of providing appropriate and effective speech and language remediation services.
- Instructs assigned support staff and general classroom teachers when necessary for the purpose of providing information on the communicative disorders, necessary classroom accommodations, modifications, interventions and assistive communication aids.
- Instructs eligible students, their families, and school personnel, in the use of appropriate communication technologies (e.g., hearing aids, FM systems, augmentative communication devices, etc.) and other forms of assistive communication (e.g., picture communication systems, sign language, etc.) for the purpose of minimizing the adverse social and educational impact of communication disorders as they pertain to the child's educational goals.
- Manages and maintains the facilities, materials and equipment, including assistive communication equipment, when needed and appropriate, for the purpose of ensuring delivery of services and the availability of the communication technology called for in IEPs as they pertain to the child's educational goals.
- Participates in a variety of meetings, workshops and seminars for the purpose of staying current with the speech/language field, maintaining licensure/certification, conveying information and providing appropriate programming to meet the needs of students.
- Researches resources, methods and materials for the purpose of determining the appropriate approach for addressing students' needs as they pertain to the child's educational goals.
- Performs other related duties, as deemed necessary and assigned, for the purpose of ensuring the efficient and effective functioning of services and the school.

Skills, Knowledge and Abilities

SKILLS: Specific skill-based competencies required to satisfactorily perform the functions of the job include: communicate effectively in written and oral form findings and recommendations to parents and school personnel; choose, administer and interpret assessment instruments; select and implement appropriate speech and language interventions; operate standard office equipment including pertinent computer software; and prepare and maintain accurate records in a timely fashion.

KNOWLEDGE: Specific knowledge-based competencies required to satisfactorily perform the functions of the job include, but are not limited to: the field of communication (anatomy and physiology of speech and hearing mechanisms and disorders, normal development of communication skills, principles and practices of speech and language therapy, etc.); and educational principles, policies, regulations and/or laws

ABILITY: Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities and environments; communicating with diverse groups; maintaining confidentiality; meeting deadlines, creating and maintaining schedules; working as part of a team; analyzing and working with detailed information/data; and maintaining effective working relationships.

Responsibility

Responsibilities include: working independently and/or under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating with others; and operating within a defined budget. Utilization of resources from other colleagues is sometimes required to perform the job's functions.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 60% sitting, 35% walking, and 5% standing. This job is performed in a generally clean and healthy environment.

Minimum Qualifications:

Experience: Job related experience within the field of communication disorders is preferred.

Education: Advanced degree as required by licensure (Masters or higher) and clinical experience.

Licensure: Must hold or be eligible to hold New Hampshire Speech/Language Pathologist's license.

FLSA Status Exempt

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William B. Gurney
Co-Superintendent