

SCHOOL DISTRICT OF OKEECHOBEE COUNTY
SPEECH LANGUAGE PATHOLOGY ASSISTANT
JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree in Speech Language Pathology, Communication Disorders, or a related field from an accredited institution.
- (2) Florida Certification in Speech Language Pathologist Assistant or a valid license issued by the Florida Department of Professional Regulation.
- (3) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to manage student behavior during therapy. Ability to prepare materials and create an effective learning environment for therapy. Knowledge of therapy strategies to provide speech and/or language services in an educational setting. Effective data-based problem-solving and team collaboration skills. Ability to communicate effectively with a variety of audiences, orally and in writing, including electronic media. Ability to organize, prioritize, manage and carry out duties efficiently and within established timeframes.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL

Responsible for assisting Speech Language Pathologist (SLP) in providing communication services to children in an instructional setting with primary emphasis on direct contact with students.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning Preparation

- (1) Recognizing the indicators of risk for language and socio-communicative impairments.
- (2) Documenting and communication assessment results and recommendations for intervention to clients/patients, family members, and involved professionals.
- (3) Utilize evidence based research materials to meet the needs of students with varying backgrounds, learning styles and special needs.
- (4) Follow documented treatment plans or protocols developed by the supervising SLP.
- (5) Communicate effectively with parents/caregivers about the programs and services, and any changes which may impact their children
- (6) Assist with clerical duties, such as preparing materials and scheduling activities, as directed by the SLP.

Administrative/Management

- (7) Enforce school rules, administrative regulations and Board policies.
- (8) Establish and maintain effective and efficient record keeping procedures.
- (9) Set high standards and expectations and promote professional growth for self and others.

- (10) Utilize appropriate strategies and problem-solving tools to make decisions regarding planning, delivery of services and evaluation of services provided.
- (11) Collaborate with supervisor, other departments and agencies, and contribute to the planning and operation of the district.
- (12) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
- (13) Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.
- (14) Follow attendance, punctuality and other qualities of an appropriate work ethic.
- (15) Ensure adherence to good safety measures.
- (16) Keep informed and disseminate information about current research, trends and best practices.

Assessment/Evaluation

- (17) Documenting student performance (e.g., tallying data for the SLP to use; preparing charts, records, and graphs) and report this information to the supervising SLP.

Intervention/Direct Services

- (18) Providing direct therapy to students following a plan of care and protocol developed by the supervising SLP.
- (19) Preparing therapy materials according to the plan of care.
- (20) Adhering to daily schedule developed by the SLP.
- (21) Assisting the SLP with speech, language, and hearing screenings without clinical interpretation.
- (22) Programing and provide instruction in the use of augmentative and alternative communication devices.
- (23) Documenting and communication assessment results and recommendations for intervention to clients/patients, family members, and involved professionals.
- (24) Integrating case history information and evaluation results with other available diagnostic information (e.g., developmental neuroradiologic, neuropsychological) to differently diagnose individuals' language, socio-communicative and cognitive-communicative impairments.
- (25) Analyzing and interpreting the results of standard and nonstandard measures with reference to functional impact and cultural-linguistic differences.
- (26) Implementing an intervention plan that is coordinated and integrated with other services the individual is receiving.
- (27) Providing consulting or monitoring services to other professionals regarding language, socio-communicative, and cognitive-communicative impairments and their management.
- (28) Facilitating the generalization and maintenance of intervention targets in functional settings.
- (29) Maintaining quantitative and qualitative documentation of intervention outcomes.
- (30) Familiarity with phonetic transcription.

Technology

- (31) Use technology to review student assessment data.
- (32) Use technology for daily tasks.
- (33) Use appropriate technology to enhance record keeping and quick retrieval of student information.

Collaboration

- (34) Communicating intervention outcomes and plans to clients/patients, family members, and other professionals.
- (35) Assist school based personnel in implementing appropriate procedures for exceptional education student records.
- (36) Communicate high expectations for all students.
- (37) Assist with scheduling articulation meetings for ESE students moving from one organizational level to another.
- (38) Interact with parents to enhance the understanding of procedural safeguards and other requirements for students with only a speech and language disability.

Staff Development

- (39) Keep informed of current trends in Speech Language services.
- (40) Participate in meetings, training sessions, and other activities for improvement of professional knowledge and skills.

Professional Responsibilities

- (41) Coordinating, monitoring, and ensuring the timely delivery of services.
- (42) Assist families in identifying community service providers and advocacy and/or support groups as indicated.
- (43) Educating and informing the public about language, socio-communicative, and cognitive-communicative impairments and available services.
- (44) Serve as an advocate for persons with language, socio-communicative, and cognitive-communicative impairments as appropriate.
- (45) Participate in continuing education activities that enhance one's ability to provide quality, state-of-the-art services.
- (46) Implement and monitor procedures throughout the evaluation process and during the eligibility and placement process for exceptional education students.
- (47) Maintain a network of peer contacts through professional organizations.
- (48) Keep informed and disseminate information about current research, trends and best practices in area of responsibility.
- (49) Maintain expertise in assigned areas to fulfill project goals and objectives.
- (50) Participate in state training programs and courses to increase the level of department services.
- (51) Maintain confidentiality of student and other professional information.
- (52) Assist in the development of policies and procedures for department services.

Student Growth and Achievement

- (53) Ensure that student growth and achievement are continuous and appropriate.
- (54) Establish and maintain a positive collaborate relationship with the students' families to increase student achievement.

Perform other tasks consistent with the goals and objectives of this position.

All Performance Responsibilities listed above are deemed to be essential.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the district's approved compensation plan.
Length of the work year and hours of employment shall be those established by the district.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board Approved: April 19, 2021