

**JOB DESCRIPTION**  
Clackamas ESD

**POSITION TITLE:** Speech/Language Pathologist - Early Intervention/Early Childhood Special Education Services

**DEPARTMENT:** Early Childhood

**WORK YEAR:** 190 Days

**SUPERVISED BY:** Coordinator - Early Intervention/Early Childhood Special Education Services

**ASSOCIATION:** Licensed

**GENERAL DESCRIPTION OF THE POSITION:**

The Speech/Language Pathologist (SLP) provides direct, monitoring and consultation services for young children with disabilities birth to entry into kindergarten and their families which address receptive and expressive language, oral motor, feeding, early language development and augmentative communication, to achieve developmentally appropriate communication skills and preschool skills. The SLP works as a member of Transdisciplinary Services Team to complete eligibility evaluations, determine the developmental needs of children, develop Individualized Family Service Plans (IFSP) and deliver services integrated with those of other professionals into the learning environments of young children. The SLP provides direct instructional services to children and their families, consultation and support to community based early childhood service programs and service coordination with other community service providers when serving as the Case Manager. The SLP is responsible for supervision of assigned Licensed Speech/Language Services Paraprofessionals.

**ESSENTIAL FUNCTIONS:**

1. Provides Speech/Language Services and related services across developmental domains of typical child development, to minimize the characteristics of delayed development and the patterns of atypical development associated with disabilities (#1)
2. Participates as a member of the Transdisciplinary Services Team to select, administer and interpret information through the use of appropriate instruments for screening, eligibility, program planning, child progress and program evaluation (#2)
3. Completes standardized evaluations in all developmental areas affected by the suspected disability to determine eligibility for Early Intervention/Early Childhood Special Education under Oregon Administrative Rules as a member of a Transdisciplinary team (#2)
4. Integrates assessment results into required documents and formal reports related to the evaluation results and explains the results of the evaluation to families in a meaningful and usable way (#2)
5. Supports and teaches parents positive ways of facilitating skill development in receptive and expressive language, oral motor, feeding, early language development and augmentative communication at home and family settings (#3)
6. Elicits input from parents to determine needs and desires for the child to participate in developmental activities that are meaningful in their lives by considering: a) the child's communication abilities and limitations in the context of their developmental functioning in

- cognitive, social and motor domains; b) the communication features of the tasks the child and family wish to perform; and c) the characteristics of the environment in which communication occurs (#3)
7. Supports families through the development and delivery of specially designed instruction which incorporates the preferences and goals of the family for their child (#3)
  8. Cooperates with the IFSP team to develop Individualized Family Service Plan (#4)
  9. Cooperates in the design, implementation and evaluation of appropriate services for Early Intervention/Early Childhood Special Education children and their families in their local communities (#4)
  10. As a member of the IFSP team, determines placement of children according to the IFSP and develops a plan for the delivery of needed services (#4)
  11. Consults with other early childhood program providers to provide adaptive and/or augmentative communication devices, develop therapeutic activities and evaluate settings to provide for successful inclusion of children with communication disabilities in community settings as determined by the IFSP (#4)
  12. Leads the implementation of receptive and expressive language, oral motor, feeding, early language development and augmentative communication goals and objectives and supports all other parts of the IFSP through direct instruction with individual children, in child and parent groups, small and large group instruction, consultation to staff within early childhood settings and parent education (#4)
  13. Provides individualized or small group direct speech and language therapy within a variety of natural early childhood settings as in integrated service with professionals from other disciplines (#4)
  14. Obtains, produces and prepares appropriate instructional materials and implements developmentally appropriate curriculum following department guidelines (#4)
  15. Integrates speech/language services into learning environments in way that support learning and encourage autonomy in children (#4)
  16. Determines and implements systems to track, monitor and interpret developmental progress with the child's IFSP team and reports progress regularly to families following program requirements (#4)
  17. Manages children's behavior, individually and within groups, using instructional and behavioral procedures which conform with best practices for young children and the individualized needs of each child as well as program and agency procedures (#4)
  18. Assigns responsibilities, provides training and supervises Speech/Language Services Para-professional(s) and/or education assistants following department guidelines and licensing requirements for delegation of duties and frequency of supervision working in various early childhood settings (#5)
  19. Designs, fabricates, adapts and modifies adaptive equipment and materials for individual children or classroom use or directs these activities by paraprofessionals or assistants (#5)
  20. Maintains accurate and complete records in compliance with program requirements, ESD policy, state and federal regulations (#5)
  21. Records evaluation and service information for the district to bill Medicaid (#5)
  22. Selects therapeutic materials and equipment appropriate to home and early childhood environments and manages the district resources assigned (#5)
  23. Provides speech/language services as a member of the IFSP team in a manner that ensures that efforts of the family, the program and community services are complementary and unduplicated, and that they are in concert with identified needs and family preferences (#6)
  24. Consults and cooperates with other members of the child's IFSP team and/or community based service providers to deliver services which are coordinated and integrated into the daily activities of the child and family (#6)

25. Consults with other early childhood program providers to implement specialized instruction and provide for successful inclusion of children with disabilities in community settings as determined by the IFSP (#6)
26. Develops and implements individualized plans with families and local school districts for the child's transition from early childhood services to kindergarten (#6)
27. Provides service coordination for eligible children and their families to ensure positive collaboration with health, social and other community based service providers as required by Oregon Administrative Rules (#6)
28. Serves as Case Manager for children whose primary disability is related to speech and language delays, as assigned (#6)

**ADDITIONAL FUNCTIONS:**

1. Follows and supports ESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

**MINIMUM QUALIFICATIONS:**

1. Demonstrated awareness of typical development in receptive and expressive language, oral motor, feeding and early language development, the characteristics of delayed development and patterns of atypical development associated with disabilities (#1)
2. Training in pediatrics or recent successful experience in providing speech/language services to young children and their families (#1)
3. Demonstrated ability to acquire skills in selection, administration, scoring and interpretation of evaluation instruments used to determine eligibility for Early Intervention/Early Childhood Special Education services and curriculum based assessments (#2)
4. Demonstrated ability to work cooperatively with program staff, local districts and community agency personnel (#3)
5. Ability to integrate assessment results into a Transdisciplinary report and explain the results of the evaluation to families in a meaningful and usable way (#3)
6. Awareness of design and the provision of speech/language services appropriate for children with a variety of special needs ages 0-3 and 3-kindergarten age (#4)
7. Demonstrated ability to work as a member of a collaborative and self-guided Transdisciplinary team providing Early Intervention/Early Childhood Special Education services within a variety of settings (#4)
8. Ability to manage time, prioritize and schedule multiple activities across settings, and to coordinate these activities with others (#5)
9. Ability to design, develop, construct, or adapt equipment which supports learning and encourages autonomy in children (#5)
10. Ability to acquire and maintain a valid first aid and CPR card (#5)
11. Ability to train, supervise and provide support to adults whose roles and responsibilities vary depending on the early childhood setting, including speech/language services paraprofessionals and education assistants (#5)
12. Demonstrated skills in communication, collaboration and cooperation with other disciplines, community based professional teams and families as resources for planning and delivery of Speech/Language Services (#6)
13. Ability to apply current research and best practice within the field of speech/language services to service delivery (#7)

14. Ability to compose and produce concise professional documents (#8)
15. Ability to acquire computer skills for word processing and production of instructional materials (#8)
16. Physical and mental attributes sufficient to perform the essential functions (#8)
17. Written and oral communication skills sufficient to perform essential functions (#8)
18. Current Oregon license to practice as a speech/language pathologist(#8)
19. Ability to qualify for Oregon Teaching License or Early Childhood Specialist Authorization through Oregon Department of Education within 18 months of employment (#8)

**WORKING CONDITIONS:**

1. Physical care related to young children including diapering, feeding and physical handling/ positioning
2. Physical care procedures as designated in medical and emergency protocols prescribed for assigned children in the service area
3. Local travel required to deliver services in multiple sites throughout the county during the day and week
4. Exposure to communicable diseases common in young children
5. Uses various materials including wood, Tri-wall, fabric, foam, glue, paint, stain, latex or rubber gloves, soap, cleaning compounds
6. Transfers and transports adaptive equipment and instructional materials to various locations
7. Work environment varies frequently during the day and week including classrooms in public school, community preschools, private homes with varying conditions and the ESD offices
8. Participation in occasional evening functions

**PHYSICAL JOB TASK REQUIREMENTS:**

The physical requirements checked are essential to successfully performing the duties associated with this position.

## 1. Employee may need to:

- |                            |                                       |  |  |                                     |
|----------------------------|---------------------------------------|--|--|-------------------------------------|
| Bend:                      | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Climb:                     | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Crawl:                     | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Drive:                     | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Kneel:                     | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Lift:                      | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Reach:<br>(above shoulder) | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Sit:                       | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Squat:                     | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Stand:                     | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Twist:                     | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Walk:                      | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |

## 2. Employee may use hands for:

- |                   |                                       |  |  |                                     |
|-------------------|---------------------------------------|--|--|-------------------------------------|
| Single Grasping   | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |

## 3. Employee may use wrists for:

- |                  |                                       |  |                                       |                                     |
|------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|

## 4. Employee may use feet for repetitive movement as in operating foot controls:

- |                                       |                                     |  |                                     |
|---------------------------------------|-------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|---------------------------------------|-------------------------------------|--|-------------------------------------|

## 5. Lifting:

- Medium Work: Lifting 50 pounds maximum with frequent lifting and/or carrying of objects weighing up to 25 pounds

**MENTAL JOB TASK REQUIREMENTS:**

The mental functions checked are essential to successfully performing the duties associated with this position.

**REASONING ABILITY:**

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

**CALCULATIONS:**

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

**LANGUAGE:**

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

I hereby indicate by my signature that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the positions, and
3. I can perform the essential functions of this position without an accommodation.

Employee \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_