

JOB DESCRIPTION

POSITION TITLE:	Speech-Language Pathology Assistant
DEPARTMENT & PROGRAM:	Early Childhood Education
WORK YEAR:	Instructional Calendar - Up to 185 Days
SALARY PLACEMENT:	Range 20/21*
SUPERVISED BY:	Speech and Language Pathologist and Program Coordinator
ASSOCIATION:	Classified
FLSA STATUS:	Non-Exempt

*Placement 21 is for bilingual positions

GENERAL DESCRIPTION OF THE POSITION:

The Speech-Language Pathology Assistant will deliver communication services to children birth to five with disabilities in collaboration with the supervising Speech and Language Pathologist (SLP). Communication services may include direct instruction, consultation, and material development under the direction of the SLP.

ESSENTIAL FUNCTIONS:

1. Under the oversight of the SLP, provides individualized or small group communication services to students whose Individualized Family Service Plans (IFSPs) identify communication as a direct or consultative service to support the child's individual services
2. Documents student progress, without interpretation of findings, toward meeting established goals and objectives as stated in students' IFSPs, and reports this information to the supervising SLP
3. Consults with others on the child's IFSP team as needed and required by the SLP as related to the students' needs and progress
4. Provides input to the SLP for planning students' programs
5. Determines and implements modifications and revisions to meet the ongoing needs of each student, consulting regularly with the SLP prior to making changes
6. Develops, produces, and prepares materials as requested by the SLP
7. Participates in program improvement with the SLP team and other members of the child's IFSP team
8. Performs administrative record keeping including documentation of services to be reviewed by the SLP
9. Assists with clerical duties as assigned
10. Manages students' behavior using teaching and behavioral procedures which conform to best practices and the individualized needs of each student
11. Performs checks and maintenance of equipment
12. Maintains confidentiality of information pertaining to students and their families
13. Follows procedures, under the supervision of the SLP, for compliance with ESD, state and federal regulations for special education services
14. Adheres to rules and procedures of the licensing agency for a Speech-Language Pathology Assistant license
15. Support service delivery including: speech groups, consultation and direct services as directed by the SLP.

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, supervising SLPs, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Supports an inclusive work and learning environment for children, colleagues, business partners, and community members, where applicable; and actively demonstrates a commitment to provide equitable services to all communities CESD serves.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Must be at least 18 years of age
2. Speech-Language Pathology Assistant license as set forth by the State of Oregon Board of Examiners for Speech-Language and Audiology
3. Recent successful experience and training working with children birth to five experiencing a disability on skills related to speech development
4. Demonstrated ability to work as a member of a collaborative multidisciplinary team
5. Demonstrated ability to develop and utilize complex scheduling and time management techniques in the daily implementation of therapy in a number of different settings throughout the community
6. Demonstrated ability to work independently and use initiative to accomplish complex assignments with general instruction and guidance
7. Demonstrated ability to work cooperatively with program staff, local districts, and community partner agency personnel
8. Ability to acquire and maintain a valid first aid card
9. Written and oral communication skills sufficient to perform essential functions
10. Physical and mental attributes sufficient to perform essential functions
11. Ability to acquire and maintain training/certification required by program (e.g. CPR)
12. Central Background Registry

PREFERRED QUALIFICATIONS:

1. Bilingual. Bilingual candidates must pass a language proficiency assessment at an intermediate high to advanced level per CESD guidelines to be eligible for bilingual salary placement

WORKING CONDITIONS:

1. Work environments vary by position and may include offices, schools, outdoors, community childcare/preschool settings, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program events
10. May occasionally assist with students' personal care needs i.e. toileting and diapering

EQUIPMENT USED:

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles

PHYSICAL JOB TASK REQUIREMENTS:

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

- **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that he or she can also do sedentary and light work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)						
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.						
01-30 lbs	Never	Rare	Occasionally	<input checked="" type="checkbox"/> Frequently	Continuously	
General school supplies, teaching materials, food items, and backpacks						
26-50 lbs	Never	Rare	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously	
Positioning of students in wheelchairs and assisting in the transfer of students.						
> 50 lbs	<input checked="" type="checkbox"/> Never	Rare	Occasionally	Frequently	Continuously	

Employee may need to: (X = REQUIRED)

Bend		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Climb	<input checked="" type="checkbox"/>	Never	Rare	Occasionally		Frequently	Continuously
Crawl		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Drive		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Kneel		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Reach (above shoulder)		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Reach (forward)		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Sit		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Squat		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Stand		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Twist		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Walk		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Run		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Stairs		Never	<input checked="" type="checkbox"/> Rare	Occasionally		Frequently	Continuously
Lying Down		Never	<input checked="" type="checkbox"/> Rare	Occasionally		Frequently	Continuously
Hands may be used for: (X = REQUIRED)							
Grasping		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Pinching		Never	<input checked="" type="checkbox"/> Rare	Occasionally		Frequently	Continuously
Finger Manipulation		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Wrists may be used for: (X = REQUIRED)							
Twisting/Turning		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
Pushing/Pulling: (X = REQUIRED)							
01-30 lbs		Never	Rare	Occasionally	<input checked="" type="checkbox"/>	Frequently	Continuously
31-50 lbs		Never	Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never	Rare	Occasionally		Frequently	Continuously

Carrying: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously	
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Description										
Environment Exposures (X = REQUIRED)										
Chemical Contact	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Moving Objects		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Noise		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Safety Equipment	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Wetness		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously

MENTAL JOB TASK REQUIREMENTS:

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

X = Requirement | = Not Required

REASONING ABILITY:

- Complete routine, repetitive tasks with simple instructions
- Follow detailed instructions that require few changes
- Follow detailed procedures with several potential variables
- Accurately interpret behaviors and nonverbal communication and act on decisions
- Demonstrate logical or deductive thinking
- Provide creative, innovative solutions to job problems

CALCULATIONS:

- Perform simple copying, addition, counting, subtraction
- Perform multiplication and division
- Understand the metric system and conversions
- Manipulate fractions, decimals, and percentages
- Understand and use statistics
- Understand and use charts and graphs
- Understand and use advanced mathematics
- Understand the theoretical application of statistics and complex math

LANGUAGE:

- Read and understand product labels, policies written at the 10th grade level
- Follow verbal or demonstrated instructions
- Explain simple directions, copy data from one form to another
- Complete form letters or answer routine correspondence
- Compose correspondence independently
- Read and interpret complex technical material
- Speak and understand a second language
- Prepare complex reports and documents
- Speak with individuals and small groups in an articulate manner
- Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below, I indicate 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 position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.