

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
Human Resources Department

SPEECH/LANGUAGE PATHOLOGIST

JOB SUMMARY

Under the direction of the Special Education Administrator, provides screening, diagnostic evaluation and therapy for students aged birth to 22 who are found to be deficient in any of the following areas of communication: articulation, phonology, syntax, semantics, pragmatics, voice quality, fluency. Supervises speech assistants or volunteers as appropriate. Performs other related duties as assigned.

QUALIFICATIONS

Required:

1. A valid California teaching credential authorizing services for speech and language impairments.
2. Ability to communicate effectively orally and in writing.
3. A valid California driver's license.

Desirable:

1. Speech/language therapy experience.
2. An established pattern of professional growth.
3. Familiarity with sign language.
4. Bilingual/Spanish.

KNOWLEDGE AND ABILITY

1. Knowledge of modern techniques for the screening, evaluation and therapy for students who may be deficient in communication abilities.
2. Ability to design and implement an individualized education program with goals and objectives designed to remediate identified deficiencies for each child enrolled.
3. Ability to assess previously identified children.
4. Ability to work cooperatively with students, staff, personnel from other agencies, parents and the public.
5. Ability to maintain a suitable learning environment.
6. Ability to communicate effectively verbally and in writing.
7. Ability to maintain confidentiality with complete security.
8. Ability to drive a car.

ESSENTIAL FUNCTIONS of this position, which may change or evolve in the future, are, but not limited to, the following:

1. Identify students through screening and referral.
2. Determine caseload based on established caseload selection criteria.
3. Design and implement an individualized education program with goals and objectives designed to remediate identified deficiencies for each child enrolled.
4. Determine if additional referral is necessary.
5. Assess previously identified children.
6. Attend required meetings, IEP meetings, staff development and training sessions and other meetings as assigned.
7. Remediate all areas of speech, language and hearing handicaps through scheduling of individual and/or group therapy sessions.
8. Confer with parents, teachers and others as needed.
9. Coordinate services.

10. Prepare appropriate materials.
11. Maintain suitable learning environment.
12. Maintain and control required records in a neat and orderly fashion.
13. Prepare and submit reports in a timely manner.
14. Maintain confidentiality with complete security.
15. Work cooperatively and effectively with students, parents, staff, personnel from other agencies and the public.
16. Drive a car.

For employees working in the Infant Development Program, serving students age birth – 3, the following Early Start Service Coordination Essential Functions also apply if designated as Service Coordinator on the IFSP:

1. Assist and enable an eligible child and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under California's early intervention program.
2. Coordinate all services across agency lines.
3. Serve as point of contact in helping parents obtain the services and assistance needed.
4. Assist parents of eligible children in gaining access to early intervention services and other services and identified in the Individual Family Service Plans.
5. Coordinate the provision of early intervention services and other services (e.g. non-diagnostic medical services) as needed.
6. Facilitate timely delivery of available services.
7. Continue to seek appropriate services necessary to benefit the development of the child being serviced.
8. Coordinate the performance of evaluations and assessments.
9. Facilitate and participate in the development, review, and evaluation of Individual Family Service Plans.
10. Assist families in identifying available service providers.
11. Coordinate and monitor the delivery of available services.
12. Inform families of the availability of advocacy services.
13. Coordinate with medical and health providers.
14. Facilitate the development of a transition plan to preschool services if appropriate.

PHYSICAL REQUIREMENTS of this position are, but not limited to, the following:

1. Facility to sit at a desk, conference table, on student chairs on the floor, or in meetings or classrooms of various configurations for extended periods of time.
2. Facility and stamina to sit and stand alternately for up to 7 ½ hours.
3. Facility to see and read, with or without vision aids, a computer screen and printed matter, and to distinguish colors.
4. Facility to hear and understand speech at normal room levels, and to hear and understand speech on the telephone.
5. Manual dexterity to operate a telephone and to utilize classroom equipment using both hands.
6. Facility to speak in audible tones so that others may clearly understand instructions, in presentations, explanations and directions in normal conversations, in training sessions, on the playground, in other meetings and on the telephone.
7. Physical agility to lift up to 25 pounds to shoulder height and up to 50 pounds to waist height; and to bend, to stoop, to climb stairs, to walk on uneven terrain and to reach overhead.
8. Facility to drive a car.

NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

Teacher Salary Schedule

Adopted:

Revised: 7/1/80; 5/83; 7/13/88; 7/16/90; 8/25/93; 6/30/99, 5/9/01, 7/1/02, 12/16/02, 02/14/07; 2/5/09; 3/23/18

Accountability of Time: SELPA/Special Ed. Administrator

Tasks assigned by: SELPA/Special Ed. Administrator

Evaluated by: SELPA/Special Ed. Administrator

Hiring Authority: SELPA/Special Ed. Administrator