SPEECH-LANGUAGE PATHOLOGY ASSISTANT

Definition: Under general direction of a Language, Speech and Hearing Specialist, assists in providing instruction specific to the area of speech and language communication to students identified as having special needs; monitors the use of augmentative communication devices and systems.

Typical Tasks: Essential Functions:
Provides direct speech and language therapy to children and follows documented treatment plans or protocols.
Documents student performance such as tallying data
Prepares charts, records, and graphs and reports information.
Assists the Language, Speech and Hearing Specialist during assessment of students.
Assists with documentation as directed.
Prepares therapy materials and/or equipment for use in classroom and therapy activities.
Adapts or modifies instructional materials and/or equipment as determined by student needs and abilities for teacher.
Assists instructional personnel in the implementation of Individual Educational Plans (IEPs).
Supports the Language, Speech and Hearing Specialist in research projects, inservice trainings.
Performs checks and maintenance of equipment.
Assists with departmental operations such as scheduling, record-keeping, safety/maintenance of supplies and equipment.
Collects data for quality improvement.
Exhibits compliance with state and federal regulations.
Non-Essential Functions:
Performs other related duties as assigned.

Minimum Qualifications:
Knowledge of: Speech-language pathology equipment, materials, and procedures; Language development in children; articulation development; learning problems of children with special educational needs; student behavior management techniques and strategies; correct English usage, spelling, grammar, and punctuation; basic arithmetical concepts; simple record keeping and record management; personal computers and software, including word processing, learning and educational software. Ability to: establish and maintain cooperative and collaborative working relationships with those contacted in the performance of required duties; understand and carry out oral and written directions, including intervention plans; utilize specialized communication systems and devices; assist in the educational program of assigned student(s); communicate effectively in oral and written form; learn and utilize current speech-language methods and procedures to be followed in an instructional setting; perform clerical tasks and operate office machines.
Working Conditions and Physical Abilities:

Office and school setting.

Must be able to hear and speak to exchange information; see to perform assigned duties; sit, stoop, kneel, and stand for extended periods of time; possess dexterity of hands and fingers to operate a computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files, equipment, and supplies; lift light objects; lift severely handicapped students, up to adult size, to perform such tasks as transferring students into and out of wheelchairs and other apparatuses.

Experience and Education:

Training and/or experience sufficient to demonstrate possession of the knowledge and abilities detailed above. Typical qualifying experience would include: one year of experience providing direct therapy to language/speech impaired individuals in a clinical or educational setting, possession of an associate’s degree in speech-language pathology, and graduation from a speech-language pathology assistant certificate program. Additional experience working with children (ages three to twenty-one) is desirable.

Certificates and Licenses:

Registration with the Speech-Language Pathology and Audiology Board as a Speech-Language Pathology Assistant is required at time of appointment.

Established: 03/03
Revised: 03/06; 09/06; 7/11

Approved by the Personnel Commission: March 4, 2003