

SPEECH LANGUAGE PATHOLOGIST ASSISTANT

Classification: Instructional – School Based

Location: Assigned Department

Reports to: District Administrator

FLSA Status: Non-Exempt

Bargaining Unit: OSEA

This is a standard position description to be used for positions with similar duties, responsibilities, classification and compensation. Employees assigned to the position description may or may not perform all of the essential functions indicated in this position description.

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

Under the direction of a Speech/Language Pathologist (SLP), provides instruction to students, plans day to day activities, collects & documents therapy data to assist students in meeting his/her goals as established by the SLP.

Part II: Supervision and Controls over the Work:

Receives direction and guidance from a certified SLP and the supervision of the Special Education Administrator

Part III: Major Duties and Responsibilities (depending on specific assignment):

A speech-language pathology assistant may conduct the following tasks under supervision of the licensed Speech-Language Pathologist:

Student Services:

- a. Conduct speech and language screenings without interpretation, utilizing screening protocols specified by the supervising speech-language pathologist.
- b. Provide direct treatment assistance, excluding dysphagia. Provide feeding for nutritional purposes and provide direct treatment to medically fragile students/patients/clients, to meet communication needs in the areas of augmentative communication, cognitive rehabilitation, life skills, expressive and receptive communication, as deemed appropriate by the supervising speech-language pathologist.
- c. Act as second-language interpreters during assessments.

Support and Administrative Services:

- d. Document patient/client progress, without interpretation of findings, toward meeting established objectives as stated in the treatment plan, and report this information to the supervising speech-language pathologist.
- e. Assist the speech-language pathologist in collecting and tallying of data for assessment purposes, without interpretation.
- f. Assist the speech-language pathologist with informal documentation during an intervention session (collecting and tallying data as directed by the speech-language pathologist), prepare materials, and assist with other clerical duties as specified by the supervising speech-language pathologist.
- g. Schedule activities and prepare charts, records, graphs, or other displays of data.
- h. Perform checks and maintenance of equipment.
- i. Participate with the speech-language pathologist in research projects, in-service training, and public relations programs.
- j. Initial each clinical entry and sign each page of records.
- k. Provide treatment through telepractice as directed by the supervising speech-language pathologist.
- l. May be required to assist students in need of specialized physical help/care such as diapering, toileting needs, catheterization and/or tube feeding.

Part IV: Minimum Qualifications:

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- Oregon Board of Examiners for Speech -Language Pathology & Audiology Certification
- Successful completion and graduation from an accredited Associate's degree in Speech-Language Pathology Assistant program.
- Two (2) years of experience working as a Speech/Language Assistant or an equivalent amount of post high-school education and professional preparation in speech language assistance, special education, or a related field.
- At least one (1) successful year of experience working with special education students
- Experience with basic secretarial skills, filing and paperwork.
- Demonstrated ability to work in a positive manner with parents, students, faculty; ability to function as a team member in both special and general education situations.
- Ability to schedule numerous and varied responsibilities; ability to adjust to varied situations, demands and new instructional concepts; ability to organize own work and work independently; ability to travel to multiple sites; ability to work with multiple supervisors.

Part V: Desired Qualifications:

- Bilingual and bicultural skills and/or ASL Skill
- Bachelor's degree in Communications Sciences and disorders or related field.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.
- The employee must occasionally lift and/or move 25 to 50 pounds – most typically when working with students who require specialized physical help.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- It may be expected that the individual could be exposed to blood or other potentially infectious materials or disease during the course of their duties.
- The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.