



## **SPEECH & LANGUAGE PATHOLOGIST ASSISTANT**

### **PRIMARY FUNCTIONS:**

Under the supervision of site administration and the direction of a Speech and Language Pathologist, the Speech and Language Pathology Assistant (SLPA) assists in supplementing, enhancing, and extending speech/language therapy services by completing a variety of tasks such as, but not limited to, direct activities with students designed to develop pre-language and language skills, oral-motor control for speech production, vocalization, and use of assistive technology devices for communication. The SLPA serves students who have identified speech and language disorders and may have other disabilities as well.

### **GENERAL DUTIES AND RESPONSIBILITIES:**

- Assist the Speech and Language Pathologist (SLP) with assessments conducted in English and/or Spanish
- Assist with the oral language development of students receiving speech/language services on an IEP and/or English Language Development
- Assist with identification procedures of those students who possibly qualify for speech/language services
- Assist the case manager in communicating with parents of identified students receiving speech and language services
- Assists students with their instructional speech/language goals in individual and small groups
- Follow documented treatment plans or protocols found on the students' IEP developed by the SLP
- Document student performance and report information to the SLP
- Assist with clerical duties, departmental operations (scheduling, recordkeeping, etc.)
- Support SLP with in-service training
- Perform checks and maintenance of equipment
- Enter services performed into MediCAL billing system.
- Service as an interpreter for students who do not speak English, as needed.
- Other duties and responsibilities consistent with the primary functions may be assigned.

### **REQUIRED QUALIFICATIONS:**

Education –

- Associate degree in and/or graduation from a Speech-Language Pathology assistant certificate program; or
- Bachelor's degree in Speech-Language Pathology or Communication Disorders with a minimum of 70 hours' field work/clinical experience from a Board-approved program

Licenses and Certificates –

- Current registration as an SLA with the State of California Department of Consumer Affairs Board of Speech-Language Pathology and Audiology at the time of appointment and must maintain current registration throughout employment in this classification.

Experience –

- Classroom experience (preferred)
- Experience working with children and/or college training

### **DESIRABLE QUALIFICATIONS:**

Knowledge of –

- Speech and language pathology equipment, materials, and procedures;
- Normal speech, language, and hearing development;
- Language, articulation and acquired disorders and rehabilitation;
- Learning patterns in children;
- Student behavior management techniques and strategies;
- Learning problems of children with special education needs;
- English usage, punctuation, spelling, grammar, and math;
- Routine recordkeeping.
- General needs and behavior of children
- General clerical methods and procedures
- Basic skills - reading, writing, oral language and mathematics.

Ability to –

- Assist speech and language therapist with implementation of IEP
- Deal effectively with attitudes and behaviors of students
- Effectively and tactfully communicate in both oral and written forms;
- Manage and use time effectively
- Demonstrate appropriate conduct
- Select, prepare, and present materials effectively
- Maintain student progress documentation
- Use a variety of screening tools and protocols, manage screenings and documentation;
- Provide effective implementation of therapy objectives
- Operate instructional and office equipment
- Ability to do simple math in order to compile reports, and maintain records and status reports
- Interact successfully with parents, students, supervisor, school staff, and community agency representatives
- Modify or Differentiate lessons to meet students' needs and progress with guidance from SLP
- Consult with Supervisor when students' progress is not consistent;
- Develop and monitor carry over activities with classroom teacher and home;

- Develop and provide creative, appropriate lessons/materials to ensure progress towards student IEP goals
- Consult and support Regular Education Teacher with use of pre-teach, re-teach strategies to successful inclusion and IEP goals
- Work with students individually and in small groups
- Develop schedules for student services that meets current IEP services
- Understand and carry out oral and written instructions in English
- Supervise a group of students or an individual student in various learning environments
- Maintain a sympathetic understanding of the problems and needs of children
- Perform a wide variety of duties which will enhance the instructional program
- Maintain confidentiality regarding students and school records
- Plan materials independently for reinforcing the learning of reading skills

### **PHYSICAL, MENTAL, AND SOCIAL REQUIREMENTS:**

Employees in this position must have the ability to:

- Stand and sit for extended periods of time
- See and read printed matter with or without vision aids
- Hear and understand speech at normal levels
- Speak English so that others may understand at normal levels
- Manual dexterity to enter data into a computer, and to perform assigned classroom tasks using both hands
- Hear and understand speech at normal classroom levels and outdoors, and to hear and understand speech on the telephone
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone.
- Move quickly on uneven terrain, play yards, and school grounds.
- Push wheelchairs or pull wagons with students.
- Stand, walk, stoop, twist bend over, grasp, reach overhead, push, pull, and move, left and/or carry up to 20 lbs. to waist height
- Mental acuity to perform the essential functions of this position in an accurate, neat, and timely fashion; to make good judgments and decisions; and to evaluate the results of decisions and judgments.
- Maintain regular attendance
- Maintain the privacy of confidential information
- Must be able to work in an office setting with the ability to perform tasks with other employees.

### **WORK ENVIRONMENT**

The primary work location is a classroom setting with constant rotation of students. Noise levels in this setting range from quiet to moderate.

***Board Approval: 7/13/20***

***Formal Review: 7/9/20***

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### EMPLOYEE CERTIFICATION OF JOB DESCRIPTION

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental, and social requirements of this job.

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*Employee Signature*

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*Date*

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*Name Printed*