

DeKalb County School District Position Specification

Title: Speech and Language Pathologist

DIVISION	Curriculum & Instruction		
DEPARTMENT	Diverse Learner Services		
REPORTS TO	Coordinator, Exceptional Education		
CLASSIFICATION	Teacher	GRADE	Teacher
CALENDAR	10 Month	FLSA	Exempt
RETIREMENT	Teachers Retirement System	APPROVED (HR)	07/02/2012

General Statement of Job

Administers tests and evaluates speech and language skills of students; creates lesson plans and activities for students; provides speech and language therapy; collects data and monitors students' progress; facilitates meetings to review students' progress and/or recommend speech and language services.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Provides speech and language therapy to students.
- Evaluates students using appropriate diagnostic instruments; and interprets test results.
- Develops eligibility and evaluation reports.
- Develops Individualized Education Plans (IEP) according to local, state, and federal guidelines.
- Conducts IEP meetings and conveys results and recommendations for educational programming to parents/guardians.
- Confers with parents and teachers; reviews student folders, previous evaluations and related documents in order to develop and implement appropriate educational plans for students and facilitate carryover of learned skills.
- Submits computerized Medicaid billing for reimbursement.
- Performs other duties as assigned.

Education and/or Experience:

Bachelor's degree from a Professional Standards Commission approved accredited college or university in speech language pathology required. Master's degree from a Professional Standards Commission approved accredited college or university in speech language pathology preferred.

Certificates, Licenses, Permits:

Valid Professional Standards Commission approved certificate in speech and language pathology at level S-5 or above required.

Knowledge, Skills & Abilities:

May require:

Knowledge of normal and abnormal child development; educational principles and approaches pertinent to children with speech-language impairments, children with traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visually, hearing and orthopedically impaired children, and children with emotional and behavioral disorders; federal and state special education laws; and speech/language disorders.

Skill in oral, written and interpersonal communications, including communications for sight, hearing and speech impaired; diagnostic testing; establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs; educational approaches for planning and implementation of intervention programs for children and families; and conflict resolution.

Ability to understand and interpret a wide variety of assessment tests relative to speech-language disorders, intellectual, emotional and physical abilities and disabilities; provide individual and group instruction in students' homes, the classroom and specialized facilities; enhance student competence and incorporate formal and informal outside resources into educational processes; analyze test data and results; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously.

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.