

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

SPEECH – LANGUAGE PATHOLOGIST

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution.
- (2) Master's degree from an accredited educational institution preferred.
- (3) Valid Florida teacher certification in Speech-Language Impaired (Grades K-12) or Florida licensure in Speech Language Pathology.
- (4) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and implement an Individual Education Plan (IEP). Knowledge of child development and especially of characteristics of students with disabilities. Knowledge of current educational research relating to the education and training of children with disabilities. Basic understanding and knowledge of current technology. Skill in using varied teaching and communication methods to address student needs. Ability to communicate orally and in writing. Ability to plan and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others. Knowledge of the laws, policies and procedures relating to the education of students with handicapping conditions and of the adaptive devices, techniques, therapies, and medical procedures required. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

REPORTS TO:

Principal or Director of Exceptional Education

JOB GOAL

To identify and provide therapy services for students with language, articulation, voice and/or fluency disorders to facilitate academic success in the general education curriculum.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation

- *(1) Establish short- and long-range goals based on student needs.
- *(2) Select, develop, modify, and/or adapt materials and resources which are developmentally appropriate, support defined learning objectives, and accommodate students' handicapping conditions.
- *(3) Develop activities for parents to promote participation and involvement in classroom and at-home activities for their children.
- *(4) Plan and coordinate work of paraprofessionals, volunteers, and parents to obtain maximum benefit from their efforts.

SPEECH – LANGUAGE PATHOLOGIST (Continued)

Administrative/Management

- * (5) Maintain a positive, organized and safe learning environment.
- * (6) Schedule students for therapy based on type, severity and educational relevance of the disorder.
- * (7) Follow procedures for screening, evaluating, staffing, placement, reevaluation and dismissal as outlined by state requirements and the district exceptional student education plan.
- * (8) Use time effectively.
- * (9) Complete and submit Medicaid forms for eligible students.
- * (10) Store and maintain equipment efficiently and safely.
- * (11) Instruct and supervise the work of volunteers and paraprofessionals when assigned.
- * (12) Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.
- * (13) Use effective student behavior management techniques.
- * (14) Assist in enforcement of school rules, administrative regulations and Board policies.
- * (15) Use technology resources effectively.

Assessment/Evaluation

- * (16) Screen kindergarten students, students not previously enrolled in public school and students referred by Student Support Team, classroom teacher or parent.
- * (17) Assess each child and write an appropriate Individual Education Plan (IEP) annually for each child needing services.
- * (18) Develop effective assessment strategies to assist the continuous development of students.
- * (19) Interpret data for diagnosis, instructional planning and program evaluation.
- * (20) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.

Intervention/Direct Services

- * (21) Provide learning experiences based on each student's IEP goals and present materials at the appropriate level for each student.
- * (22) Provide individual and small group instruction to meet individual needs.
- * (23) Provide augmentative communication services as needed.
- * (24) Provide voice, articulation, fluency and language therapy services to facilitate academic success.
- * (25) Provide appropriate instructional modification for students with special needs.
- * (26) Provide inclusion experiences as appropriate in other classrooms.
- * (27) Develop and conduct training sessions for parents.
- * (28) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- * (29) Provide instruction on safety procedures and proper handling of materials and equipment.
- * (30) Use appropriate materials, technology and resources to help meet learning needs of all students.

Collaboration

- * (31) Work as a team member with classroom teachers, occupational and physical therapists to implement recommendations for therapies necessary for optimal student development.
- * (32) Participate as a member of the Student Support Team.
- * (33) Collaborate with teachers to develop a therapy schedule.

