

## **SPEECH AND HEARING THERAPIST**

### **GENERAL STATEMENT OF DUTIES**

To be responsible for the development of principles and procedures that can readily and effectively be used to identify students with speech, hearing and language impediments. Upon identification of such students, provides necessary therapeutic program in conjunction with the diagnostic team as may be necessary to overcome the handicap and allow the student to progress satisfactorily in the regular educational program. To increase the ability of the teaching teams to assist students with speech, hearing and language impediments through close assistance in planning, developing and offering of in-service courses and/or workshops. Speech and hearing therapists work as a member of the diagnostic team in each building.

### **SUPERVISION RECEIVED**

Works under the immediate supervision of the supervisor of special education and the principal, with a high degree of latitude for independent judgment.

### **SUPERVISION EXERCISED**

Generally none, except as directed by the supervisor of special education.

### **JOB GOAL**

To reduce or eliminate speech, hearing and language deficiencies that interfere with the individual student's ability to derive full benefit from the district's educational program.

### **EVALUATION**

Performance will be evaluated annually by the supervisor of special education and the principal in accordance with the provisions set forth in the school board's policy on evaluation. The effectiveness of service to teachers, students, parents and pupil planning team will be a major part of the evaluation.

### **ILLUSTRATIVE EXAMPLES OF WORK PERFORMED**

(List is not all inclusive)

1. Serves as a resource to school staff members in the development of a balanced program for oral communication and speech improvement.
2. Provides an appropriate Individualized Educational Program to meet individual student's needs and correct existing speech and language handicaps.
3. Assists and guides teachers in observing, describing and referring suspected and identified speech and language impairments.
4. Provides a thorough assessment and diagnosis of speech, voice, hearing and language impairments.

5. Consults frequently with teachers, principals, parents and planning and placement team as to the individual student's progress.

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6. Serves as a member of the appropriate building diagnostic team.
7. Provides information, support and counseling to parents and families when appropriate.
8. Provides in-service education and serves as a consultant to teachers, school staff members and planning and placement team on topics concerning speech improvement.
9. Keeps thorough, organized and properly fastened cumulative records for the individual student receiving therapy or other school provided speech services.
10. Maintains list of referred, screened and eligible students, as well as a directory of outside agencies, consultants, specialists and related services.
11. Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies for the program.
12. Prepares and administers the annual budget for speech therapy services
13. Participates in all planning and placement team meetings, as necessary for students being serviced.
14. Assumes such other tasks as may be assigned by the administration.

#### KNOWLEDGE, SKILLS, CAPACITIES

Possess a thorough working knowledge of the complexities and nature of speech, hearing, and language impediments.

#### EDUCATION, EXPERIENCE AND QUALIFICATIONS

1. Holds a valid certificate and license as required by the State of Connecticut.
2. Holds a masters' degree from an accredited institution with a Department of Speech, Hearing and Language training program. Course work to include at least ten (10) graduate courses in the psychology of learning; diagnosis and correction of speech, hearing and language impairments; and a clinical or laboratory practicum in providing a therapeutic program to meet individual needs of students with speech, hearing, and language impairments.

3. Preferably, completion of a sixth year of graduate work in the correction of speech, hearing and language impairments, curriculum development, applied research, child development, teacher training and student evaluation.
4. Such alternatives to the above qualifications as the school board may find appropriate and acceptable.

#### TERMS OF EMPLOYMENT

School year plus such additional time as the therapeutic program may dictate. Salary and other benefits as established and contractually agreed to by the Brookfield Board of Education and the Brookfield Education Association.