

... A.E.R.O. SPECIAL EDUCATION COOPERATIVE ...

7600 S. Mason Avenue • Burbank, IL 60459

(708) 496-3330

JOB DESCRIPTION: *Speech/Language Pathologist*

QUALIFICATIONS:

- Hold a Masters Degree in Communication Disorders.
- Hold a registered, valid Illinois Professional Educator License, Type 73 Certificate in Speech and Language Disorders.

REPORTS TO:

- A.E.R.O. Program Supervisor, District Special Education Supervisor, and/or Building Principal.

The essential functions of this position include, but are not limited to, the responsibilities and functions specified herein.

GENERAL RESPONSIBILITIES:

1. Assume responsibility for continued professional growth to achieve and maintain high standards of professional competence.
2. Assume other duties and responsibilities as assigned by the program supervisor, district supervisor, and/or building principal.
3. Support and act in accordance with all A.E.R.O. Governing Board goals, objectives and policies, The School Code of Illinois, and other federal and state laws and professional standards of practice and ethics.
4. Communicate using current disability-related terminology and Illinois School Code mandated terms and definitions.
5. Provide supervision for speech paraprofessionals as needed and agreed upon with the program supervisor.
6. Assume appropriate role as consultant, therapist, and educator.
7. Obtain Illinois School Bus Driver Permit when requested by program supervisor/principal for purpose of transporting students to community-based activities.
8. Demonstrate knowledge of students' needs, including but not limited to: educational, medical, physical, sensory, speech/language, social/emotional, recreational, vocational, etc., as established by a multidisciplinary team and implement as needed.
9. Maintain strict confidentiality regarding all matters pertaining to students and personnel.

10. Demonstrate effective organizational skills, time management, and flexibility in order to meet students' and program needs.
11. Regular and prompt work attendance.

PERFORMANCE RESPONSIBILITIES

1. IEP/ELIGIBILITY MANAGEMENT

- A. Assume responsibility as a case manager for students as determined by the IEP/504 process.
- B. Develop and implement Individual Educational Programs for students with varying functional levels.
- C. Evaluate and assess student functioning and progress.
- D. Keep accurate and up to date records for each student's performance and attendance, including but not limited to, pre- and post-testing, data collection to determine goal progress, anecdotal records and developmental/ academic/behavioral scales.
- E. Prepare necessary written materials including goals, objectives, summaries / reports for all meetings pertaining to student performance.
- F. Recommend discontinuation of services when the student has achieved the goals or has become functional within the educational environment, per evaluative criteria as stated in the IEP.

2. SERVICE DELIVERY

- A. Implement a screening process to determine verbal and auditory skills, oral-motor structure and functioning, and diagnosis of students as directed.
- B. Administer and interpret evaluations for students suspected of having a speech/language disorder.
- C. Work directly with the classroom team to establish and maintain an integrated therapy program when needed.
- D. Provide therapeutic speech and language services to students as required through the development of Individual Educational Plans.
- E. Collaborate with community agencies and other professionals as needed.
- F. Participate in shared educational activities as part of a team; parent/teacher conferences, team meetings, etc.
- G. Serve as a resource to families in order to integrate ongoing therapy at home.
- H. Establish and maintain ongoing communication with each student's family through the use of parent conferences, telephone contacts, home visits, and progress reports as appropriate.
- I. Establish and maintain student behavior by utilizing behavior management strategies, including but not limited to restraining, using quiet rooms, and implementing token economy systems with consideration of individual program emphasis and student needs.
- J. Utilize a variety of therapy methods as needed to meet students' needs, i.e. individual, group, pull-out, integrated, etc.
- K. Utilize a variety of techniques and materials to develop and execute therapy in an appropriate and beneficial manner, including the use of computer technology, augmentative communication systems (including picture exchange strategies and the use of computer technology), knowledge of researched based software, knowledge of ABA and methodologies inclusive of verbal behavior, structured teaching strategies and sensory integration strategies..

- L. Direct instructional assistants and other adults participating in therapeutic and feeding procedures.
- M. Share in the responsibility of the physical needs of the students, including but not limited to:
 - 1. Positioning
 - 2. Feeding
 - 3. Toileting
 - 4. Lifting
 - 5. Transferring
 - 6. Providing miscellaneous school health services
 - 7. Physical management including restraining
 - 8. Use of different child restraint systems required for transportation

3. TEAM MEMBER:

- A. Establish and maintain regular communication/planning with all school personnel involved with each child. Work directly with all related service personnel as part of an integrated educational team.
- B. Participate in meetings when appropriate including but not limited to multidisciplinary conferences and annual reviews as a member of a special education team.
- C. Coordinate efforts with special education and regular education staff to implement mainstreaming activities as appropriate for students.
- D. Assist A.E.R.O./District personnel when transitioning students from one program to another.