



Position Description

Speech and Language Therapist

Salary Level: Collective Bargaining Agreement

Contract/Benefits: Collective Bargaining Agreement

Department or Area: Special Education

Reports To: Director of Special Education

Qualifications:

1. Minimum of a Master's degree with a major in speech and communication, or a related field;
2. Hold a valid and current Pennsylvania Teaching Certificate (speech and language)
3. A valid CCC-SLP (Certificate of Clinical Competency) Speech/Language Pathology preferred, but not required.
4. Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151).
5. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
6. Such additional or alternatives to the above qualifications as the board or superintendents may determine appropriate and acceptable.

Summary

Under the supervision of the Director of Special Education, the speech and language (S/L) therapist will identify and treat communication problems related to language and speech. Working with students of all ages, school age to 21 years, S/L therapist seeks to improve communication skills through oral exercises and language therapies. The eligible student may have an articulation, language, fluency, or voice disorder, which prevents them from either being understood or understanding others. The S/L therapist will assist in the selection of appropriate alternative augmentative communication devices and systems when appropriate. The S/L therapist will work within a team structure to facilitate the school based access program (SBAP) billable services. The S/L therapist will provide both direct and indirect services as described below.

Essential Duties, Responsibilities and Competencies

1. The S/L therapist communicates and collaborates with staff, parents, community and advocates on issues pertaining to services for students with disabilities (e.g., LCTI, OVR, MH/MR, CLIU).
2. The S/L therapist provides guidance, support and direct services to address compliance issues related to the placement of newly identified and comparable program placement eligible students.
3. The S/L therapist works directly with a full spectrum of eligible students; mild to severe disorders. Eligibility includes: students with speech and language as a primary disability or students with autism, deaf-blindness, deafness or hard of hearing, emotional disturbance, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disabilities, traumatic brain injury and visual impairment including blindness as a related services.
4. The S/L therapist will employ pre-referral strategies to determine if the student may need further evaluation through the multi-disciplinary evaluation (MDE) process.

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5. The S/L therapist will consult with the general and special education teachers to foster collaborative support and transfer of skills and knowledge related to specific strategies to support the student.
 6. The S/L therapist will communicate with parents and provide them with required documentation and strategies to support their student and to extend their therapy intervention.
 7. The S/L therapist will provide data to the special education teachers for RR, IEP development, and progress monitoring.
 8. The S/L therapist will participate in scheduled IEP meetings unless a signed *waiver not to participate in the IEP meeting* has been approved and obtained from the parent.
 9. The S/L therapist will maintain progress monitoring information on all annual goals related to S/L and provide updated progress monitoring information at least on a quarterly basis to the parent.
 10. The S/L therapist will develop and revise as necessary an efficient therapy schedule which provides direct instruction as described on the IEP.
 11. The S/L therapist will participate in other required meetings if appropriate: e.g., parent conferences, extended school year determination, manifestation determination, assistive device planning, IEP, ER, RR or any other related meetings in which the S/L therapist would provide valuable input.
 12. When eligible, the S/L therapist will complete Medicaid billing – school based access program (SBAP) paperwork.
 13. The S/L therapist will participate in the transition assessment process for students transitioning from early intervention services.
 14. The S/L therapist will remain current in the field by participating in approved training.
 15. The S/L therapist will promote a Consultative Model and Team Approach by providing collegial support; specifically sharing knowledge and skills, with general and special education teachers, novice S/L therapists or emergency certified S/L therapists.
 16. The S/L therapist is knowledgeable of evaluation assessment procedures for diagnosis of speech and language disorders.
 17. The S/L therapist is knowledgeable of research-based strategies to support specific speech and language disorders.
 18. The S/L therapist is knowledgeable of exiting determination procedures.
 19. The S/L therapist will promote least restrictive environment (LRE) opportunities by offering therapy in an Integrative Model approach; e.g., support within the community-based instruction format, within special education classroom, or within general education settings when appropriate.
 20. The S/L therapist will develop, program, and/or maintain augmentative communication systems/materials and therapeutic strategies.
 21. The S/L therapist will collaborate with agencies (e.g., CLIU) to determine appropriate support and specialized needs for qualifying students.
 22. The S/L therapist will consult with colleague therapy team to review case study concerns and offer guidance.
 23. Performs such other tasks and assumes such other responsibilities as may be assigned or delegated by the Director of Special Education.

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to District's positive morale.

Leadership Skills

Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results; Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others; Synthesizes complex or diverse information; Collects and analyzes data; Uses research, experience and intuition to complement data; Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines; Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions; Works well in group problem-solving situations; Uses reason even when dealing with emotional topics.

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district/school's goals and values; Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals; Adapts strategy to changing conditions.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Sets daily/weekly goals and objectives; Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time; Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving instruction and related activities; Develops innovative approaches and ideas.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk and use hands to finger, handle, or feel. The employee is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the Collective Bargaining Agreement adopted by the Allentown School District.

Reviewed and read by: _____ Date: _____
Individual serving in this position