

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Speech-Language Pathology Assistant
<b>DEPARTMENT &amp; PROGRAM:</b>	Special Programs
<b>WORK YEAR:</b>	185 Days
<b>SALARY   PLACEMENT:</b>	Range 20/21*
<b>SUPERVISED BY:</b>	Special Programs Administrator
<b>ASSOCIATION:</b>	Classified
<b>FLSA STATUS:</b>	Non-exempt

\*Placement 21 is for bilingual positions

### GENERAL DESCRIPTION OF THE POSITION:

The Speech-Language Pathology Assistant will deliver communication services to students with disabilities in collaboration with the supervising Speech and Language Pathologist (SLP). Communication services may include direct instruction, consultation, and material development under the direction of the SLP.

### ESSENTIAL FUNCTIONS:

1. Under the oversight of the SLP, provides individualized or small group communication services to students whose Individualized Education Plans (IEPs) identify communication as a direct or consultative service need
2. Documents student progress, without interpretation of findings, toward meeting established goals and objectives as stated in students' IEPs, and reports this information to the supervising SLP
3. Consults with special program staff related to the students' needs and progress
4. Provides input to the SLP for planning students' programs
5. Determines and implements modifications and revisions to meet the ongoing needs of each student, consulting regularly with the SLP prior to making changes
6. Participates as a member of the feeding team
7. Develops, produces, and prepares materials as requested by the SLP
8. Participates in program improvement with the SLP team and other related service staff
9. Performs administrative record keeping including documentation of services to be reviewed by the SLP
10. Assists with clerical duties as assigned
11. Manages students' behavior using teaching and behavioral procedures which conform to best practices and the individualized needs of each student
12. Performs checks and maintenance of equipment
13. Maintains confidentiality of information pertaining to students and their families
14. Follows procedures, under the supervision of the SLP, for compliance with ESD, state and federal regulations for special education services
15. Adheres to rules and procedures of the licensing agency for a Speech-Language Pathology Assistant license

### ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

*The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.*

**ESSENTIAL COMPETENCIES:**

1. **CULTURAL RESPONSIVENESS:** Supports an inclusive work and learning environment for children, colleagues, business partners, and community members, where applicable; and actively demonstrates a commitment to provide equitable services to all communities CESD serves.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

**MINIMUM QUALIFICATIONS:**

1. Must be at least 18 years of age
2. Speech-Language Pathology Assistant license as set forth by the State of Oregon Board of Examiners for Speech-Language and Audiology
3. Recent successful experience and training working with students with developmental disabilities
4. Demonstrated ability to work as a member of a collaborative multi-disciplinary team
5. Demonstrated ability to develop and utilize complex scheduling and time management techniques in the daily implementation of therapy in a number of different settings throughout the community
6. Demonstrated ability to work independently and use initiative to accomplish complex assignments with general instruction and guidance
7. Demonstrated ability to work cooperatively with program staff, local districts, and community partner agency personnel
8. Ability to acquire and maintain a valid first aid card
9. Written and oral communication skills sufficient to perform essential functions
10. Physical and mental attributes sufficient to perform essential functions
11. Ability to acquire and maintain a behavioral intervention certification

**PREFERRED QUALIFICATIONS:**

1. Bilingual. Bilingual candidates must pass a language proficiency assessment at an intermediate high to advanced level per CESD guidelines to be eligible for bilingual salary placement

**WORKING CONDITIONS:**

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program events

**EQUIPMENT USED:**

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles

**PHYSICAL JOB TASK REQUIREMENTS:**

The physical requirements checked are essential to successfully performing the duties associated with this position.

- Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that he or she can also do sedentary and light work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)									
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.									
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
General school supplies, teaching materials, food items, and backpacks									
26-50 lbs		Never		Rare	<input checked="" type="checkbox"/> Occasionally		Frequently		Continuously
Positioning of students in wheelchairs and assisting in the transfer of students.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently	Continuously

Employee may need to: (X = REQUIRED)									
Bend		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
Climb	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently	Continuously
Crawl		Never		Rare	<input checked="" type="checkbox"/> Occasionally		Frequently		Continuously
Drive		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
Kneel		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
Reach (above shoulder)		Never		Rare	<input checked="" type="checkbox"/> Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	<input checked="" type="checkbox"/> Occasionally		Frequently		Continuously
Sit		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
Squat		Never		Rare	<input checked="" type="checkbox"/> Occasionally		Frequently		Continuously
Stand		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
Twist		Never		Rare	<input checked="" type="checkbox"/> Occasionally		Frequently		Continuously
Walk		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently		Continuously
Run		Never		Rare	<input checked="" type="checkbox"/> Occasionally		Frequently		Continuously

Stairs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Lying Down		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
<b>Hands may be used for: (X = REQUIRED)</b>										
Grasping		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
<b>Pushing/Pulling: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
<b>Carrying: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Description										

Environment Exposures (X = REQUIRED)										
Chemical Contact	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Moving Objects	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Noise	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Safety Equipment	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Wetness	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously

**MENTAL JOB TASK REQUIREMENTS:**

The mental functions checked are essential to successfully performing the duties associated with this position.

**X = Requirement |  = Not Required**

**REASONING ABILITY:**

- Complete routine, repetitive tasks with simple instructions
- Follow detailed instructions that require few changes
- Follow detailed procedures with several potential variables
- Accurately interpret behaviors and nonverbal communication and act on decisions
- Demonstrate logical or deductive thinking
- Provide creative, innovative solutions to job problems

**CALCULATIONS:**

- Perform simple copying, addition, counting, subtraction
- Perform multiplication and division
- Understand the metric system and conversions
- Manipulate fractions, decimals, and percentages
- Understand and use statistics
- Understand and use charts and graphs
- Understand and use advanced mathematics
- Understand the theoretical application of statistics and complex math

**LANGUAGE:**

- Read and understand product labels, policies written at the 10th grade level
- Follow verbal or demonstrated instructions
- Explain simple directions, copy data from one form to another
- Complete form letters or answer routine correspondence
- Compose correspondence independently
- Read and interpret complex technical material
- Speak and understand a second language
- Prepare complex reports and documents
- Speak with individuals and small groups in an articulate manner
- Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.*