



## FERN RIDGE SCHOOL DISTRICT 28J

### JOB DESCRIPTION

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**Job Title:** Speech Language Pathologist Assistant  
**Reports To:** District Administration/Speech Language Pathologist  
**Status:** Classified – Non-Exempt

#### JOB SUMMARY

The primary function for the Speech Language Pathologist Assistant is to provide direct and indirect speech therapy services to students with communication disorders under the direction and supervision of a qualified speech language pathologist.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

*Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Determines students' educational needs by assisting a speech and language pathologist or teacher with administering, scoring test results; maintains and updates student daily progress records; keeps records on test scores, grades, attendance, and other related data in compliance with special education law.
2. Assists in developing lesson plans for students, prepares instructional materials, provides instructional assistance to students, tutors students, reads and paraphrases tests, and provides assistance in problem solving skills.
3. Provides assistance in language, visual, gross and fine motor, and sensory skills using a variety of developmental learning materials; develops students' reading, math, spelling, handwriting, art, and music skills; performs math and reading timings, charts results in student folders, and updates computer database and other required record keeping.
4. Observes and participates in recording student progress and data collection, confers and consults regularly with teachers about problems encountered with students, and shares behavioral and academic observations of individual students with the instructor.
5. Translating materials, communicating with families, and assisting licensed speech language pathologists in meeting student IEP goals.
6. Provides direct therapy assistance to students by following written educational plans developed by and under the direction of the SLP.
7. Collects data and documents student progress toward meeting established objectives as stated in the education plan and as directed by the SLP.
8. Conducts speech, language and hearing screenings without interpretation, using screening protocols, written and provided, by the SLP.

9. Prepares instructional materials and completes clerical tasks as assigned by the SLP.
10. Ability to communicate verbally to students, parents and staff.
11. Knowledge of educational programs offered in all schools and of basic education techniques, as required by the position.
12. Knowledge of the basic developmental stages of a child's learning process.
13. Ability to schedule the workload and meet the needs of the program.
14. Ability to understand and follow oral and written instructions.
15. Ability to work with small groups and individual students in special programs.
16. Ability to prepare materials for lesson plans.
17. Ability to interact positively with children and adults, and observe individual student abilities.
18. Ability to work independently.
19. Ability to establish and maintain effective working relationships with teachers, students, administrators, parents, and co-workers.
20. Ability to learn safe lifting and proper physical positioning techniques, as required by the position.
21. Ability to operate standard office and audio-visual equipment safely and proficiently, as required by the position.
22. Instructional assistance is provided under the professional guidance of an SLP, who is responsible for discussing and preparing lesson plans, and approving instructional techniques. Administrative supervision is provided by the school principal or other administrative supervisor. Work is performed in accordance with appropriate state and federal instructional program guidelines. Work is supported by the SLP and evaluated by the principal or other administrative supervisor for the quality of instructional assistance provided, and overall results achieved.

### **BUILDING/DISTRICT WIDE RESPONSIBILITIES**

1. Actively participates in organized activities, staff meetings, staff development and school improvement activities.
2. Support K-12 programs, students and staff.
3. Completes paperwork in a timely, accurate manner
4. Reports issues to authorities as necessary.

### **SUPERVISORY RESPONSIBILITIES**

1. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

### **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each of the essential duties and responsibilities 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.

- **Education and/or Experience:** Associate's Degree in Speech Language Pathology Assisting or Bachelor's degree in Communication Sciences and Disorders and SLPA certification.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with young children with various disabilities.
- **Language Skills:** Ability to communicate fluently in English both verbally and in writing. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, IEPs, lesson plans, data, memos, e-mails, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.
- **Mathematical Skills:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute and apply rate, ratio and percent to practical situations. Ability to draw and interpret a variety of graphs.
- **Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- **Computer Skills:** General knowledge of computer usage and ability to use, e-mail, internet software, word processing software and computer programs used by the District. Ability to type accurately and proficiently.
- **Other Skills and Abilities:** Ability to appropriately communicate with students, teachers, parents and members of the community. Ability to exercise good judgment and work in a dynamic environment and appropriately react to a wide spectrum of behaviors of disabled students.
- **Certificates, Licenses, Registrations:** Certificates as determined by the District including meeting current highly qualified requirements under the reauthorized ESEA. Ability to obtain and maintain a valid First Aid Card. District to pay the cost of such training.

## **WORKING CONDITIONS & PHYSICAL REQUIREMENTS**

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel and reach with hands and arms. The employee occasionally required to stoop, kneel, or crouch. The employee must regularly lift and/or move up to 75 pounds and occasionally 100 pounds and perform other physical manipulations. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

### **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines a standard office setting including office equipment (fax, copier, phone, computer, etc.) with the standard classroom setting. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. The employee may be exposed to bodily fluids and/or bloodborne pathogens.

### **OTHER**

Note: This is not necessarily an exhaustive or all inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise of guarantee of any specific terms of conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

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

9/2020