



TOPPENISH SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: Speech/Language Pathologist

IMMEDIATE SUPERVISOR: Special Education Director

WORK DAYS: As assigned

HOURS PER DAY: As assigned

BARGAINING UNIT: TEA

DEFINITION OF POSITION:

The Speech/Language Pathologist coordinates and implements screenings, assessments, MDT's, IEP development and provisions of direct therapy and consultation services.

JOB DUTIES:

1. The Speech Language Pathologist Teacher coordinates and implements screenings, assessments, MDTs (Multi- Disciplinary Team), IEP (Individualized Education Programs) development and provisions of direct therapy and consultation services.
2. Develop or implement treatment plans for problems such as stuttering, delayed language, swallowing disorders, or inappropriate pitch or harsh voice problems, based on own assessments and recommendations of physicians, psychologists, or social workers.
3. Monitor students' progress and adjust treatments accordingly.
4. Write reports and maintain proper documentation of information, such as client Medicaid or billing records or caseload activities, including the initial evaluation, treatment, progress, and discharge of clients.
5. Participate in and write reports for meetings regarding patients' progress, such as individualized educational planning (IEP) meetings, in-service meetings, or intervention assistance team meetings.
6. Evaluate hearing or speech and language test results, barium swallow results, or medical or background information to diagnose and plan treatment for speech, language, fluency, voice, or swallowing disorders.
7. Complete administrative responsibilities, such as coordinating paperwork, scheduling case management activities, or writing lesson plans.
8. Develop individual or group activities or programs in schools to deal with behavior, speech, language, or swallowing problems. Instruct clients in techniques for more effective communication, such as sign language, lip reading, or voice improvement.
9. Administer hearing or speech and language evaluations, tests, or examinations to students to collect information on type and degree of impairments, using written or oral tests or special instruments.
10. Educate students and family members about various topics, such as communication techniques or strategies to cope with or avoid personal misunderstandings.
11. Teach students to control or strengthen tongue, jaw, face muscles, or breathing mechanisms.
12. Participate in conferences, training, continuing education courses, or publish research results to share knowledge of new hearing or speech disorder treatment methods or technologies.

13. Communicate with non-speaking students, using sign language or computer technology.
14. Consult with and advise educators or medical staff on speech or hearing topics, such as communication strategies or speech and language stimulation. Design, develop, or employ alternative diagnostic or communication devices or strategies.
15. Develop speech exercise programs to reduce disabilities. Conduct lessons or direct educational or therapeutic games to assist teachers dealing with speech problems.
16. Provide communication instruction to dialect speakers or students with limited English proficiency.
17. Conduct or direct research on speech or hearing topics and report findings for use in developing procedures, technologies, or treatments.

MINIMUM QUALIFICATIONS:

- Possession of a Washington State Educational Staff Associate Certificate – Speech and Language Pathologist required
- Master’s Degree in Speech and Language Pathology & 2 years of experience.
- Knowledge of current state and federal special education regulations and ability to apply the regulations to ensure compliance.
- Ability to assess students and develop speech and language programs for those students.
- Must be able to write IEP’s and evaluation reports.
- Ability to communicate and write effectively.
- Ability to work independently and meet program timelines and goals.
- Skills in collaborating with other educators to design and implement language development programs for large and small groups.
- Training in direct instruction language strategies and implementation of ACC and/or the willingness to learn and utilize such techniques.
- Ability to work effectively in a positive manner with students, staff, and parents from a diverse cultural, economic and social background.
- Bilingual in English and Spanish preferred.