



Tolleson Union High School District #214
Speech Language Pathologist Assistant

Purpose

The job of the Speech-Language Pathologist Assistant (SLPA) is responsible for providing an appropriate program of therapy for children with communication disorders. The Speech-Language Pathologist Assistant will be responsible to the Director, the Principal, the Program Coordinator and to the assigned/supervising Speech Language Pathologist (SLP).

Qualifications

Required:

1. Current Speech and Language Pathology Assistant Certificate issued by the Department of Health Services.
2. High school diploma or General Educational Development diploma (GED).
3. Valid AZ Department of Public Safety (DPS) Identity Verified Print (IVP) Fingerprint Clearance Card.
4. Experience with high school aged populations.
5. Ability to communicate effectively with all team members.
6. Possesses content area knowledge and skills to appropriately implement therapy programs, including selecting appropriate strategies and materials.
7. Understands the impact of communication disorders on educational performance.
8. Has a working knowledge of disabilities such as learning disabilities, significant cognitive disabilities, autism, and motor disorders and how they may impact communication skills.
9. Ability to document student progress and responses effectively so as to enable the supervising speech-language pathologist to modify therapy goals, as needed.
10. Ability to write basic reports and general correspondence.
11. Ability to effectively present information and respond to questions.
12. Exhibits leadership skills and fosters good working relationships among the department.

Preferred:

13. Bachelor's Degree in Speech Pathology issued by an accredited institution of higher learning. Bilingual in English and Spanish.

Essential Functions

1. Conducts speech-language screenings without interpretation, using screening protocols specified by the supervising speech-language pathologist.
2. Provides direct therapy for students identified by the supervising speech-language pathologist by following written therapy plans and IEPs developed by the supervising speech-language pathologist.

3. Assists the supervising speech-language pathologist in establishing appropriate therapy goals.
4. Documents student progress toward goals and objectives without interpretation of the findings and reports this information to the supervising speech-language pathologist.
5. Assists the speech-language pathologist in the collecting and tallying of data for assessment purposes, without interpretation of the data.
6. Act as a second language interpreter during assessments, when appropriate.
7. Assists with clerical duties and departmental operations such as preparing materials and scheduling activities as directed by the supervising speech-language pathologist.
8. Schedules activities and prepares charts, records, graphs, or other displays of data.
9. Performs checks and maintenance of equipment.
10. Participates with the supervising speech-language pathologist in in-service trainings.
11. Signs and initials treatment/therapy notes for review and co-signature by the supervising speech-language pathologist.
12. Maintains coordination between general curriculum areas and therapy activities.
13. Maintains accurate and current student files.
14. Effectively utilizes district technologies appropriate to the position and assumes responsibility for attending district training needed to successfully perform designated responsibilities as directed by supervisor.
15. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: development and implementation of appropriate therapy programs, including selecting appropriate strategies and materials; assessment of the impact of communication disorders on educational performance in the general curriculum as well as functional communication needs.

KNOWLEDGE is required in medical/developmental/pediatric information and indications for speech-language therapy treatment; to understand and appropriately apply the latest research in cognition, brain function and language development relating to speech and language disorders to school age populations; to appropriately evaluate students' communication skills, grades pre-k-8, interpret test results and implications and to determine eligibility for services. Specific knowledge required to satisfactorily perform the functions of the job includes: working knowledge of disabilities such as learning disabilities, mental retardation, autism, and motor disorders and how they may impact communication skills; pertinent codes, policies, regulations and/or various position specific information learned on the job.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather, collate and/or classify data; and consider a wide variety of factors when using equipment. Ability is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of

standardized methods. Ability is also required to work with a wide diversity of individuals, and to establish and maintain effective working relationships with school and central office-based staff and parents by demonstrating excellent human relations skills and ability to communicate effectively, both orally and in writing work with specific, job-related data; and utilize a variety of job-related equipment and utilize computer special education records management software system. In working with others, independent problem solving is required to analyze issues and create action plans. Ability to collect data and generate reports is required. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific abilities required to satisfactorily perform the functions of the job include: adapting to changing work environment; working as part of a team; communicate with diverse groups; effectively present information and respond to questions; document student progress and responses effectively so as to demonstrate progress toward IEP goals; relate to pre-school and school-aged students; write comprehensive reports and general correspondence.

Responsibility

Responsibilities include: working under supervision of a speech Language Pathologist using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 70% sitting, 15% walking, and 15% standing. The job is performed under conditions with some exposure to risk of injury and/or illness. The employee will regularly work indoors in a controlled environment. The noise level in the work environment is moderate to loud. Travel between District campuses and to locations outside the District is required.

Reports to:	Director of Exceptional Student Services or Principal
Terms of Employment:	Nine-months, full time
Evaluation:	Evaluated annually as outlined in Governing Board Policy.
FLSA Status:	Non-Exempt
Salary:	Initial Placement Salary Schedule for Speech Language Pathologist Assistant
Board Approval:	May 28, 2024 (Revised)