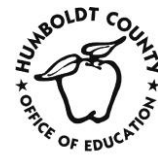


Humboldt County Office of Education
SPEECH AND LANGUAGE PATHOLOGY ASSISTANT (SLPA)



Garry T. Eagles, Ph.D.
Superintendent

POSITION SUMMARY:

Under the direction and supervision of a Speech and Language Pathologist, the Speech and Language Pathology Assistant (SLPA) assists in supplementing, enhancing, and extending speech/language therapy services by completing a variety of tasks such as, but not limited to, direct activities with students designed to develop pre-language and language skills, oral-motor control for speech production, vocalization, and use of assistive technology devices for communication. The SLPA serves students who have identified speech and language disorders and may have other disabilities as well. This is a 10 month position.

DUTIES AND RESPONSIBILITIES:

Conducts speech and language screenings, without interpretation, and using screening protocols developed by the supervising Speech and Language Pathologist (SLP); provides direct assistance for speech language voice fluency hearing to students under the supervision of the SLP; follows and implements documented IEP plans or protocols; documents student progress toward meeting established objectives, and reports the information to the SLP; assists the SLP during assessments, assisting with formal documentation, preparing materials, and performing clerical duties; prepares therapy materials and/or equipment for use in the classroom and therapy activities; adapts or modifies instructional materials and/or equipment as determined by student needs and abilities for teacher use in the classroom; assists in maintaining student records, tallying data, preparing charts, records, graphs, and reports; assists in organizing classroom activities such as displaying educational materials, arranging furniture to facilitate instructional requirements, and creates an orderly and clean learning environment; may implement behavior management programs for students as designed by certified staff, observes and reports significant student behavior, behavioral patterns, and/or other problems to the SLP.

Note: The Speech and Language Assistant is NOT able to conduct evaluations, interpret data, alter IEP plans, or perform any task without the express knowledge and approval of the supervising SLP.

EMPLOYMENT STANDARDS:

Education and Experience:

Associate degree in and/or graduation from a Speech-Language Pathology assistant certificate program, OR Bachelors degree in Speech-Language Pathology or Communication Disorders with a minimum of 70 hours field work/clinical experience from a Board-approved program

Licenses and Certificates:

Current registration as an SLA with the State of California Department of Consumer Affairs Board of Speech-Language Pathology and Audiology at the time of appointment and must maintain current registration throughout employment in this classification.

Knowledge of:

- Speech and language pathology equipment, materials, and procedures;
- Normal speech, language, and hearing development;
- Language disorders and rehabilitation;
- Articulation disorders and rehabilitation;
- Acquired disorders and rehabilitation;
- Learning patterns in children;
- Student behavior management techniques and strategies;
- Learning problems of children with special education needs;
- English usage, punctuation, spelling, grammar, and math;
- Routine recordkeeping.

Ability to:

- Assist speech and language therapist with implementation of IEP
- Deal effectively with attitudes and behaviors of students;
- Effectively and tactfully communicate in both oral and written forms;
- Manage and use time effectively;
- Demonstrate appropriate conduct;
- Select, prepare, and present materials effectively;
- Maintain student progress documentation;
- Use a variety of screening tools and protocols, manage screenings and documentation;
- Provide effective implementation of therapy objectives;
- Operate instructional and office equipment;
- Ability to do simple math in order to compile reports, and maintain records and status reports;
- Interact successfully with parents, students, supervisor, school staff, and community agency representatives;
- Modify or Differentiate lessons to meet students needs and progress with guidance from SLP;
- Consult with Supervisor when students progress is not consistent;
- Develop and monitor carry over activities with classroom teacher and home;
- Develop and provide creative, appropriate lessons/materials to ensure progress towards student IEP goals;
- Consult and support Regular Education Teacher with use of pre-teach, re-teach strategies to successful inclusion and IEP goals;
- Work with students individually and in small groups;
- Develop schedules for student services that meets current IEP services.

PHYSICAL REQUIREMENTS:

Essential duties require, but are not limited to, the following physical abilities:

- Sit at a desk, table, on low chairs, on the floor or on mats, or in classrooms of various configurations for extended periods of time.
- See, read and distinguish colors, a computer screen, educational materials, books and other printed matter, with or without vision aids.

- Manual dexterity to enter data into a computer, and to perform assigned classroom tasks using both hands.
- Hear and understand speech at normal classroom levels and outdoors, and to hear and understand speech on the telephone.
- Speak in audible tones so that others may understand clearly in normal classrooms, outdoors, and on the telephone.
- Move quickly on uneven terrain, play yards, and school grounds.
- Push wheelchairs or pull wagons with students.
- Physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.
- Mental acuity to perform the essential functions of this position in an accurate, neat, and timely fashion; to make good judgments and decisions; and to evaluate the results of decisions and judgments.

Range 48

Personnel Commission Approved: 5/13/2014