



## Speech Language Pathology Assistant

### GENERAL PURPOSE

Under general supervision, assist Speech Pathologists in screening and providing treatment, instruction, and support to students with speech or language deficits; perform assigned administrative and clerical duties in support of Speech Pathologists; perform related duties as assigned. This position is responsible for individual speech therapy, group therapy, making materials, helping with programming speech devices, data collection, uploading data, and collaborating with staff.

### DISTINGUISHING CHARACTERISTICS

Speech-Language Pathology Assistant provides an array of screening, treatment, and clerical assistance to licensed Speech Pathologists in order that OCDE students with speech/language delays, deficits, phonological disorders, fluency, or other speech/language-related issues receive appropriate treatment, instruction, and services. Incumbents screen and provide treatment and instruction to students, as directed and overseen by a Speech Pathologist. Assigned duties require a working knowledge of language-speech disorders, delays, and other types of complications, as well as the services, methods, techniques, and terminology of the State and OCDE requirements related to the provision of speech/language therapy. This class requires a current, valid registration with the State of California.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

*This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*

1. With Speech Pathologist's direction and oversight and in conformity with student IEP goals and objectives, follow and implement treatment plans and protocols to improve student speech/language development, skills and abilities in classroom, and group and/or individual sessions; attentively observe students and accurately document and report student progress toward meeting established objectives.
2. Maintain detailed, accurate notes/logs, charts, graphs and other documentation to clearly summarize students' session/lesson activities and results; as directed, prepare, assemble and/or adapt therapy materials to meet individual student needs/abilities for use in classroom activities or therapy sessions.

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3. As directed by Speech Pathologists, conduct speech screenings without interpretation; provide assistance and support to Speech Pathologists during assessments; assist Speech Pathologists to ensure that designated tests are administered within required time frames; may administer, proctor, score, collect, and/or distribute assigned written tests, including CELDT tests; and collect and compile test data as assigned.
  4. Utilize and/or perform checks and routine preventive maintenance on various assistive communication devices and equipment, such as hearing aids, cochlear implants, TDD, and/or closed captioning.
  5. Perform a variety of clerical and administrative duties in the provision of speech services; update student lists and schedules in computer databases; sort, duplicate, and file speech/language-related records and documents in student files; pull files or documents upon request; retrieve, duplicate, and distribute copies of records, documents, and materials; schedule, confirm, cancel, and re-schedule assigned appointments; and record therapy time in State Register.
  6. In compliance with established protocols and guidelines, monitor student behavior and take appropriate action, including making referrals to appropriate OCDE staff, to address behavior issues; and distribute speech passes and/or escort students to and from speech classroom and sessions, as assigned.

#### **OTHER DUTIES**

1. Attend a variety of meetings and training sessions as assigned.

#### **QUALIFICATIONS**

##### **Knowledge of:**

1. Speech-language and articulation therapy principles, practices, methods, techniques, and terminology.
2. Speech-language screening instruments.
3. Speech-language disorders and methods and techniques of remediation.
4. Proper methods by which to identify, document, and report student progress.
5. Standard methods of manual communication for the deaf and hard of hearing, including traditional ASL.
6. OCDE and the assigned school's organization, functions, rules, policies and procedures.
7. Record-keeping and filing practices and procedures.

##### **Ability and Skill to:**

1. Implement speech-language screening and therapeutic protocols and plans under the direction of licensed Speech Pathologists.

2. Communicate clearly and effectively, orally and in writing, in English and/or American Sign Language, as assigned.
3. Organize, set priorities, and exercise sound judgment within areas of responsibility.
4. Interpret, apply, and reach sound decisions in accordance with OCDE program, and department policies and procedures.
5. Identify, document, and report student progress in appropriate detail in accordance with established methods and procedures; organize and maintain specialized files and records.
6. Understand and follow written and oral instructions.
7. Adapt therapy materials to meet individual students' abilities and needs.
8. Deal with sensitive and difficult situations.
9. Establish and maintain highly effective working relationships with students, parents, Speech Pathologists, OCDE staff, teachers, and others encountered in the course of work.
10. Must demonstrate attendance sufficient to complete the duties of the position as required.

**Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is graduation from an accredited college with an Associate's degree in a Speech-Language Pathology and Audiology Board–approved speech-language pathology assistant program; or an equivalent combination of training and experience.

**Licenses; Certificates; Special Requirements:**

Registration as a Speech-Language Pathology Assistant by the State of California Department of Consumer Affairs Speech-Language Pathology and Audiology Board.

Depending on assignment, may require the ability to communicate in American Sign Language (ASL).

Obtain valid CPR and First Aid certifications within six months of employment.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

**Physical Demands**

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification often lift students and carry materials or equipment. They read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. This position includes the need to traverse uneven surfaces. May move students weighing up to 50 pounds and lift up to 100 pounds with assistance. This position performs deskwork for extended periods.

Must pass a pre-employment physical examination related to job duties or assignments and in accordance with relevant codes and regulations.

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### **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use basic math; learn and apply new information or skills; perform detailed work on multiple, concurrent tasks with frequent interruptions; work under deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work including students, who may engage in potentially dangerous and/or abusive behavior.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. Employees typically work in an office setting, and the noise level is moderately quiet.