



Speech Language Pathology Assistant

GENERAL PURPOSE

Under general supervision, assists Speech Pathologists in screening and providing treatment, instruction and support to students with speech/language deficits; performs assigned administrative and clerical duties in support of Speech Pathologists; and performs related duties as assigned.

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 services, methods, techniques and terminology of and State and OCDE requirements related to the provision of speech/language therapy. This class requires a current, valid registration by the State of California.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. With Speech Pathologist direction and oversight and in conformity with student IEP goals and objectives, follows and implements treatment plans and protocols to improve student speech/language development, skills and abilities in classroom, group and/or individual sessions; attentively observes students and accurately documents and reports student progress toward meeting established objectives; maintains detailed, accurate notes/logs, charts, graphs and other documentation to clearly summarize students' session/lesson activities and results; as directed, prepares, assembles and/or adapts therapy materials to meet individual student needs/abilities for use in classroom activities or therapy sessions.
2. As directed by Speech Pathologists, conducts speech screenings, without interpretation; provides assistance and support to Speech Pathologist during assessments; assists Speech Pathologist 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; collects and compiles test data, as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

3. Utilizes and/or performs checks and routine preventive maintenance on various assistive communication devices and equipment, such as hearing aids, cochlear implants, TDD and/or closed captioning.
4. Performs a variety of clerical and administrative duties in the provision of speech services; updates student lists and schedules in computer databases; sorts, duplicates and files speech/language-related records and documents in student files; pulls files or documents upon request; retrieves, duplicates and distributes copies of records, documents and materials; schedules, confirms, cancels and re-schedules assigned appointments; records therapy time in State Register.
5. In compliance with established protocols and guidelines, monitors student behavior and takes appropriate action, including making referrals to appropriate OCDE staff, to address behavior issues; distributes speech passes and/or escorts student to and from speech classroom/sessions, as assigned.

OTHER DUTIES

1. Attends 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 assigned school/s organization, functions, rules, policies and procedures.
7. Record keeping and filing practices and procedures.

Ability 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 in 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.

Ability to (cont.):

5. Identify, document and reports student progress in appropriate detail in accordance with established methods and procedures.
6. Understand and follow written and oral instructions.
7. Organize and maintain specialized files/records.
8. Adapt therapy materials to meet individual students' abilities and needs.
9. Deal with sensitive and difficult situations.
10. Establish and maintain highly effective working relationships with students, parents, Speech Pathologists, OCDE staff, teachers, and others encountered in the course of work.
11. 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.

Dependent 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to sit, walk, and stand; talk or hear, both in person and by telephone, differentiate auditory equipment sounds; use hands repetitively to finger, handle, feel, or operate tools and materials used in speech/language instruction; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 30 pounds from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision and the ability to distinguish basic colors and/or shade and the ability to adjust focus.

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

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and translate information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with frequent interruptions and/or intensive deadlines; and interact with students, parents, Speech Pathologists, OCDE staff, teachers, and others encountered in the course of work.

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 the essential functions. Employees typically work in an office setting and the noise level is moderately quiet.