

Educational Service Unit 8

Speech Language Pathologist Job Description

It is the policy of Educational Service Unit 8 to not discriminate on the basis of sex, disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Administrator.

- A. Job Title:** Speech Language Pathologist
- B. Department:** Special Education
- C. Education Level and Certification:** Masters degree in Speech Language Pathology required. Must possess at all times during employment a Nebraska Teaching Certificate with a speech endorsement and such other endorsements as may be required by NDE Rules 10 and 24 or state licensure by the Nebraska Licensure Board.
- D. Reports To:** Special Education Director and Building Principals
- E. Performance Responsibilities**
1. Assess and treat students with speech, language, voice, and fluency disorders. May select alternative communication systems and teach their use. May perform research related to speech and language problems.
 2. Provide speech-language services to assigned students and perform related duties as set forth under Job Tasks.
 3. Provide for the reasonable care and safety of students under the Speech Language Pathologist's supervision.
 4. Supervise students in out-of-classroom activities as assigned.
 5. Provide care for students, including reporting suspected child abuse or neglect to supervisor and provide medication administration as assigned.
 6. Participate in team meetings for the identification of students with disabilities (MDTs) and the development of IEPs and 504 Plans and implement provisions of IEPs and 504 Plan accommodations for students.
 7. Participate in faculty committees and the sponsorship of activities as assigned.
 8. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
 9. Develop and maintain a positive rapport with students and parents.
 10. Develop and maintain a positive and professional working relationship with other staff and administration.
 11. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District rules.
 12. Provide for proper care, maintenance and reasonable security of all District property in the Speech Language Pathologist's custody.
 13. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, and other technology to perform assigned duties.
 14. Adhere to all district policies, rules, regulations, and supervisor directives.

15. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
16. Adhere to the code of ethics of the District and Nebraska Department of Education (NDE Rule 27). The Speech Language Pathologist must serve as a positive role model for staff and students.
17. Perform other tasks or duties as assigned by the Board, the Superintendent or the supervisor.

F. Job Tasks

1. Monitor students' progress and adjust treatments accordingly.
2. Evaluate hearing and speech/language test results and medical or background information to diagnose and plan services for speech, language, fluency, voice, and other speech language disorders.
3. Administer hearing or speech and language evaluations, tests, or examinations to students to collect information on type and degree of impairments, using written and oral tests and special instruments.
4. Record information on the initial evaluation, treatment, progress, and discharge of students.
5. Develop and implement treatment plans for problems such as stuttering, delayed language, inappropriate pitch or harsh voice problems, and other speech language disorders, based on own assessments and recommendations of physicians, psychologists, counselors and other professionals as outlined in Rule 51.
6. Develop individual and group programs in schools to deal with speech or language problems.
7. Instruct students in techniques for more effective communication, including sign language, lip reading, and voice improvement.
8. Teach students to control or strengthen tongue, jaw, face muscles, and breathing mechanisms.
9. Develop speech exercise programs to reduce disabilities.
10. Consult with and advise educators and other professionals on speech or hearing topics, such as communication strategies or speech and language stimulation.
11. Advise educators, students and parents in strategies to cope with or avoid communication-related misunderstandings.
12. Design, develop, and employ alternative diagnostic or communication devices and strategies.
13. Conduct lessons and direct educational or therapeutic games to assist teachers dealing with students with speech problems.
14. Refer the parents and the student as appropriate to additional educational or professional services if needed.
15. Utilize resources to effectively communicate with others with different communication abilities (e.g. non-English speaking, hearing impaired).

G. Required Knowledge

The Speech Language Pathologist is to possess and effectively utilize knowledge in the following areas:

1. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
2. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
3. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
4. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
5. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
6. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
7. Subject Matter—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of speech language disorders.

H. Required Skills and Abilities

The Speech Language Pathologist is to possess and effectively utilize the following skills and abilities:

1. Communication:
 - a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing.

2. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
3. Time Management—Managing one’s own time and the time of others.
4. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
5. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
6. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
7. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
8. Coordination—Adjusting actions in relation to others’ actions.
9. Service Orientation—Actively looking for ways to help people.
10. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
11. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
12. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
13. Persuasion—Persuading others to change their minds or behavior.
14. Negotiation—Bringing others together and trying to reconcile differences.
15. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
16. Hearing Sensitivity—The ability to detect or tell the differences between sounds that vary in pitch and loudness.
17. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong.
18. Reasoning—The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). The ability to apply general rules to specific problems to produce answers that make sense. The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
19. Flexibility of Closure—The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
20. Vision—The ability to see details at close range (within a few feet of the observer). The ability to see details at a distance.
21. Written Expression—The ability to communicate information and ideas in writing so others will understand.
22. Auditory Attention—The ability to focus on a single source of sound in the presence of other distracting sounds.
23. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
24. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
25. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

26. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
27. Perceptual Speed—The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
28. Speed of Closure—The ability to quickly make sense of, combine, and organize information into meaningful patterns.
29. Finger Dexterity—The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
30. Memorization—The ability to remember information such as words, numbers, pictures, and procedures.
31. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
32. Visualization—The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

I. Work Activities

The Speech Language Pathologist is to perform the following work activities:

1. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them.
2. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Make decisions.
3. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources. This includes: collecting clinical data and obtaining information from students, parents, staff and other persons.
4. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish your work.
5. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time.
6. Communicating with Supervisors, Peers or Subordinates and Students and Parents—Providing information by telephone, in written form, e-mail, or in person.
7. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
8. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes: analyzing medical data, student activity, and speech or hearing data.
9. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes using counseling techniques, interpersonal communication techniques, knowledge of medical terminology, medical diagnostic techniques, and research methodology procedures in health care.

10. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
11. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
12. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form.
13. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used.
14. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
15. Interacting With Computers—Using computers and computer systems (including hardware and software) to set up functions, enter data, or process information.
16. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. Prepare student speech language reports.
17. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.
18. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
19. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems. Observe student responses to speech-language services.
20. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
21. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
22. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
23. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
24. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people. This includes: conducting speech language assessments and identifying needs of communication-impaired students
25. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems, or process-related topics. Advise other staff on speech or hearing topics. Recommend treatments for speech or hearing problems. This includes: advising other staff on speech or hearing topics and recommending treatments for speech and language problems.
26. Communicating with Persons Outside Organization—Communicating with people outside the organization and representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating technical information and making presentations on health or medical issues.

27. Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.

J. Required Employee Characteristics

The Speech Language Pathologist is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connected with others on the job.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.

K. Working Conditions

1. Inside; some classrooms and areas are not air conditioned.
2. Outside for activities and student supervision.
3. In private homes, preschools, daycares, and other facilities, as needed or required to provide therapy services.

- L. FLSA Status:** Exempt. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

M. Essential Functions: The essential functions of the Speech Language Pathologist position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

**Physical Requirements
Speech Language Pathologist**

E = Essential
NE = Non-Essential

	Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
Stamina					
1. Sitting				X	
2. Walking				X	
3. Standing		X			
4. Sprinting/Running	X				
Flexibility					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward		X			
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job			X		
14. Typing non-stop		X			
Use of Arms and Hands					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?					
	X				
Pushing/Pulling					
23. 25 to 50 pounds		X			
24. 51 to 75 pounds		X			
25. 76 to 90 pounds	X				
26. Over 90 pounds	X				
Carrying					
27. 10 to 25 pounds		X			
28. 26 to 50 pounds		X			
29. 51 to 75 pounds	X				
30. 76 to 90 pounds	X				
31. Over 90 pounds	X				