

Speech Implementer

Pemiscot County Special School District

Job Title: Speech Implementer
Department: Instruction
Reports to: Principal then follow the Chain of Command
(Building Principal, Director of Special Education, Superintendent, Board of Education)
Classification: Exempt (*This is either exempt or non-exempt and is determined in accordance with the Fair Labor Standards Act. Remember, what the person does, not their title determines exempt status.*)

Job Summary:

Under the supervision of a licensed speech-language pathologist, will:

- treat identified students following a treatment plan developed by the speech-language pathologist,
- assist in directing student treatment activities,
- assist with the preparation and administration of treatment materials,
- do other related work as required for individuals with articulation, fluency, voice, language, communication, and/or related disorders,
- design interventions for students at risk for the above conditions as assigned.
- any other duties as assigned.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: *Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions. This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties under the supervision of their assigned speech-language pathologist:*

1. Screens students for speech/language concerns.
2. Designs a daily schedule for implementing the speech-language/hearing services within the assigned building(s) while adhering to district, state, and federal guidelines.
3. Provides direct and regularly scheduled speech-language/hearing therapy.
4. As part of the trans-disciplinary team, helps plan and implement the Individual Education Plan (IEP).
5. Consults with students, parents, and professionals relative to student's speech/language/hearing concerns.

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6. Maintains accurate files and paperwork for the individual students referred, screened, and/or receiving therapy or other school-provided services.
7. Attends and/or conducts annual reviews and IEP meetings.
8. Completes IEP paperwork and web-based attendant forms for students in a timely manner to comply with state and federal laws and regulations and district policies, including IEP-based quarterly progress reports.
9. Completes and submits weekly therapy plans to the supervising speech-language pathologist.
10. Duties as assigned by building administrator.

SUPERVISORY RESPONSIBILITIES:

1. Students and volunteers under the direction of the supervising speech-language pathologist.

QUALIFICATION REQUIREMENTS:

The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION:

1. Valid Missouri license to teach, preferably in an area of special education or elementary education, or hold a bachelor's degree in communication disorders.
2. If a bachelor's degree in communication disorders is held, must submit proof of 9 hours of college classes per year or proof of admittance into a graduate speech-language pathologist program.
3. Speech Implementer application must be submitted annually which requires a supervising speech-language pathologist who must hold either a valid Missouri license to teach as a speech-language pathologist or a valid license from the Missouri Board of Healing Arts.
4. The speech implementer position is granted based on the individuals designated to serve as the supervising speech-language pathologist and the implementer and on the inability to hire a qualified speech-language pathologist after significant effort to do so. This position is viewed as annual and could be filled within the present academic year if a qualified speech-language pathologist becomes available. The speech implementer is guaranteed continued employment for the academic year hired in some other capacity if a qualified speech language pathologist would become available.
5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS:

1. Ability to take direction and accept constructive criticism.
2. Ability to take training in systematic therapy techniques by the supervising speech-language pathologist.
3. Ability to effectively present information and respond to questions from administration, faculty, parents, students, and the school community with guidance from the building administrator and supervising speech-language pathologist.

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4. Ability to read, analyze, and enact technical procedures found in workbooks and materials presented by the supervising speech-language pathologist.
5. Ability to write annual goals, present level of performance, fill out forms, and daily charting under the direction of the supervising speech-language pathologist.

MATHEMATICAL SKILLS:

1. Ability to work with mathematical concepts such as probability and statistical inference under the direction of the supervising speech-language pathologist.
2. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations that are directly related to the duties of this position under the direction of the supervising speech-language pathologist.

REASONING ABILITY:

1. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists under the direction of the supervising speech-language pathologist.
2. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form under the direction of the building administrator and supervising speech-language pathologist.
3. Ability to generalize concepts, theories, and methods presented by the supervising speech-language pathologist to varied students.

OTHER SKILLS AND ABILITIES:

1. Promote a harassment-free environment.
2. Establish and maintain effective working relationships; demonstrates a commitment to teamwork.
3. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
4. Ability to learn and upgrade job skills in order to meet changing demands of the position.
5. Excellent computer and keyboarding skills.
6. Excellent grammatical, spelling, and punctuation skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.
11. Ability to prepare and maintain accurate files and records.
12. Ability to meet strict deadlines.
13. Ability to apply knowledge in the communication areas of language, articulation/phonology, voice, fluency, and feeding/swallowing presented by the supervising speech-language pathologist to functional treatment of students.
14. Ability to apply knowledge and competence in generating educationally relevant goals and objectives based on the communication needs of the individuals while adhering to district and state guidelines under the guidance of the supervising speech-language pathologist.

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15. Ability to perform documentation standards under the direction of the supervising speech-language pathologist.
16. Ability to establish and maintain effective relationships with student, peers, and parents.
17. Consistent punctuality and attendance is representative of concern for job responsibility.
18. Ability to demonstrate flexibility in a positive manner.
19. Ability to accept repeated direction, correction, and assimilate new information and techniques on a continual basis.
20. Maintain confidentiality, unquestionable integrity.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work is typically performed in and around a student learning environment; may be exposed to childhood diseases; may be required to balance and crouch, crawl, bend, or kneel; may be required to stand for prolonged periods; may be exposed to high noise levels; and may experience a multitude of demands and changing priorities with frequent interruptions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear and sometimes walk and sit.

While performing the duties of this job, the employee must occasionally push or lift up to 25 pounds.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is quiet to moderate. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is not an exhaustive list of the duties performed by this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.