

Educational Diagnostician Speech and Language Pathologist

Pemiscot County Special School District

Job Title: Educational Diagnostician Speech And Language Pathologist
Department: Diagnostic
Reports to: Director of Special Services
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:

Serves as Educational Diagnostician in Speech and Language Pathology on the District Diagnostic Assessment Team. Provide individual diagnostic evaluation and assessment services for students referred in learning deficiencies and speech/language. Coordinate services of speech department and, as needed, therapists' clinical fellowship years and speech implementer supervisors, when assigned. Provide additional support, training, and guidance to the speech therapy staff in the clinical area of speech/language pathology. Provide support and clinical expertise to building administrators in the area of speech/language disabilities.

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:

Area I – Test Administration

1. Displays competent knowledge of individual assessment approaches, procedures and instruments, and statistics.
2. Develops rapport and relates appropriately and effectively with children under evaluation. Demonstrates adequate knowledge of child and adolescent development.
3. Effectively selects and appropriately administers varied individual tests in a timely manner.
4. Effectively interprets special education disability criteria, individual psychological and educational test data, and diagnostic reports to principals, teachers, parents, support staff, and agency personnel, as appropriate.
5. Is sensitive to and knowledgeable of the challenges of accurate assessment considering the individual diversity of the child, including cultural/ethnic factors.
6. Evaluates and reevaluates referred students with possible and continuing speech/language disorders and/or other deficit areas of learning to assist in determining cause, nature, goals, eligibility, and recommendations as referred to the District Student Assessment Team.

Area II – Professional Responsibilities

1. Uses time effectively.
2. Attends professional growth activities, maintains current knowledge of trends, requirements, and special education legal and procedural developments. Attends workshops, seminars, or classes, as appropriate. Applies and uses knowledge gained to promote progress in special education area.

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3. Maintains current knowledge and compliance with district and state Special Education Compliance Plans and relevant federal laws and regulations. Assist staff with special education compliance.
4. Follows the policies and procedures of the school district.
5. Demonstrates professional responsibilities. Practices in a legal and ethical manner.
 - a. Respects confidentiality of client interviews and records.
 - b. Recognizes limitations. Makes referrals to the appropriate personnel when assessment needs are beyond expertise or boundaries prescribed by the Director of Special Services.
 - c. Abides by the APA's Ethical Standards of Psychologists policy.
6. Demonstrates interpersonal effectiveness in interactions with administrators, classroom teachers, parents, special education personnel, and speech therapists.
7. Stays current with Section 504 guidelines, as modified by the ADA.
8. Attends and/or conducts eligibility reviews and IEP meetings as requested by building.
9. Provides support and clinical expertise in the area of speech/language disabilities to building administrators.

Area III – Special Education Consultation and Speech-Language Coordination

1. Provides intervention and consultation assistance to parents, and professionals relative to student learning and speech/language/hearing concerns, in and out of IEP Team meeting settings. Is able to identify and prescribe appropriate intervention techniques for instruction and behavioral management.
2. Assists with coordinating district speech therapy program with input from district speech-language pathologists for implementing speech-language/hearing services in keeping with district, state, and federal guidelines, as assigned by supervisor.
3. Coordinates, assists, or provides Clinical Fellowship Years or Speech Implementer Supervision as needed dependent on population and staffing, to include proper paperwork required by American Speech-Language Hearing Association (ASHA) and DESE standards.
4. Plans and presents inservices, as assigned.

Area IV – Reports and Records

1. Maintains accurate files and paperwork for individual students referred, screened and evaluated, and other diagnostic team-provided data-based services.
2. Identifies the individual needs of the student and recommends appropriate techniques or strategies to assist with programming.
3. Analyzes assessment data carefully, writes descriptive diagnostic reports using district format, and submits finished reports to students' building special education coordinator or counselor in a timely manner.
4. Communicates effectively in writing. Utilizes jargon, abbreviations, and special terms only when necessary for effective communication.

SUPERVISORY RESPONSIBILITIES – SPEECH IMPLEMENTER PROGRAM, AS NEEDED

1. Coordination of district speech pathologists and/or speech implementers under the guidance of the Director of Special Services or designee.
2. Performs supervisory responsibilities for speech implementer(s) in accordance with DESE standards, when assigned. Such duties may be assigned dependent on needs of the assigned

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building needs. Duties include program supervision and training, evaluation activities, IEP development, and direct contact as established by the written description submitted to DESE by the district, as assigned by supervisor.

3. Performs supervisory responsibilities for Clinical Fellowship Year in accordance with ASHA standards, when needed. Such duties may be assigned dependent on the needs of assigned building. Duties include direct supervision of the first year speech pathologist(s) with program supervision and training of diagnostics, IEP development, and direct contact of students as established by the ASHA standards.

4. Students, as needed, during and after assessment process.

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 license from the Missouri State Board of Registration for the Healing Arts and/or valid Missouri Student Services Speech-Language Pathologist Certification from the State Board of Education.

2. The ASHA Certificate of Clinical Competence which is obtained with a Master's Degree in Communication Disorders, a supervised Clinical Fellowship (9 months), and a passing score on the national exam (Speech Praxis).

3. Minimum of 5-10 years experience in the field of Speech Pathology in varied clinical and educational settings with a broad background in speech/language diagnostics.

4. Prior supervisory experience for Clinical Fellowship Year and/or speech implementer.

5. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS:

1. Ability to effectively present information and respond to questions from administration, faculty, parents, students, and the school community.

2. Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations.

3. Ability to write reports, correspondence, and procedure manuals consistent with the duties of this position.

MATHEMATICAL SKILLS:

1. Ability to work with mathematical concepts such as probability and statistical inference.

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.

REASONING ABILITY:

1. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

2. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

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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, regulations, 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.
11. Ability to prepare and maintain accurate files and records.
12. Ability to meet strict deadlines.
13. Ability to apply knowledge and competence in the communication areas of language, articulation/phonology, voice, fluency, and feeding/swallowing.
14. Ability to apply knowledge and competence of the comprehensive speech and language evaluation process. Ability to administer and interpret standardized testing instruments.
15. Ability to apply knowledge and competence in generating educationally relevant goals and objectives based on the communication needs of the individuals in keeping with district and state guidelines.
16. Ability to perform documentation standards, maintain awareness of DESE updates in the area of Speech Pathology and notify Director of Special Services of such changes.
17. Maintain confidentiality, unquestionable integrity.
18. Ability to establish and maintain effective relationships with student, peers, parents, and administrators.
19. Consistent punctuality and attendance is representative of concern for job responsibility.
20. Ability to demonstrate flexibility in a positive manner.
21. Stays current with field through attendance at professional conferences.

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. Extensive travel from building to building in district requiring the ability to drive for diagnostic speech/language evaluations and/or consultation with building speech and language pathologists.

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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.

Employee experiences constant interruptions and inflexible deadline. The noise level in the work environment is quiet to moderate. Duties are performed indoors and occasionally outdoors. Extensive travel from building to building in district on a daily basis.

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.