

Please note: This job description is one of several adopted by the State Board of Education between 1984 and 1987 and was designed to correspond with the evaluation instrument. Local school systems can and often do modify job descriptions. Always contact the school system in which you are interested for a finalized job description.

POSITION: Speech Language Pathologist

NATURE OF WORK:

Utilizing leadership, advocacy, and collaboration, school-based speech-language pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational goals.

Below are the major functions of the speech-language pathologist employed in educational environments. Each function is followed by related evidences. Because each work situation is different, it is not likely that all of the evidences will be demonstrated by all speech-language pathologists.

ILLUSTRATIVE EXAMPLES OF WORK:

A. Major Function: Planning and Oversight

- 1. Organizes a program that addresses local school speech-language goals.**
 - 1.1. Contributes to the development of program guidelines as appropriate.
 - 1.2. Cooperates with local education agency, community and/or state programs to affect comprehensive services.
- 2. Works cooperatively with school personnel to accomplish the goals and objectives of the local education agency.**
 - 2.1. Attends meetings, such as faculty meetings, special education meetings and parent-teacher conferences.
 - 2.2. Serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings.
 - 2.3. Schedules interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment.
 - 2.4. Applies a systematic workload model to facilitate the organization of the speech-language program within the school.
- 3. Coordinates speech-language services with student services provided by other school personnel.**
 - 3.1. Collaborates with school personnel, such as teachers and psychologists, to best meet the needs of all students.
 - 3.2. Meets with related school personnel to coordinate specific objectives for individualized educational programs.

4. Maintains records of the speech-language program and prepares periodic reports as required.

- 4.1. Keeps data for program planning and decision making for students.
- 4.2. Submits reports which meet local and state requirements.
- 4.3. Maintains current files for use by authorized school personnel.
- 4.4. Safeguards confidentiality of student records.
- 4.5. Completes records for third party reimbursement accurately and in a timely manner as appropriate.

5. Adheres to established rules, regulations, laws and appropriate ethical standards.

- 5.1. Provides services which hold the well-being of each student paramount.
- 5.2. Guards against conflicts of professional interest.
- 5.3. Demonstrates knowledge of federal, state and local rules, regulations and laws.
- 5.4. Complies with established lines of authority within the parameters of professional standards.

B. Major Function: Screening, Testing, Diagnosing and Advising

1. Conducts speech, language and hearing screenings.

- 1.1. Serves on student intervention team/Individualized Education Program (IEP) team as appropriate.
- 1.2. Works with other professionals to carry out the screening process.
- 1.3. Uses appropriate screening instruments.

2. Administers formal and informal (ongoing & curriculum-based) assessments.

- 2.1. Observes students in educational environments.
- 2.2. Selects appropriate assessments based on individual student needs.
- 2.3. Administers tests according to acceptable procedures.

3. Obtains additional diagnostic information from appropriate persons and available records for speech-language purposes.

- 3.1. Obtains pertinent case history.
- 3.2. Obtains data from other professionals and parents.

4. Analyzes and interprets information to make recommendations regarding the need for speech-language services.

- 4.1. Integrates data from a variety of assessment techniques and sources.
- 4.2. Determines the effects of the student's impairment in regard to accessing the general curriculum.
- 4.3. Presents and explains data to IEP Team.
- 4.4. Prepares evaluation summary.

5. Provides appropriate information on an informal or formal basis regarding speech, language and hearing programs.

- 5.1. Presents information to school personnel about language disorders as they relate to literacy and interactive communication skills.
- 5.2. Presents information to school personnel about speech disorders (articulation, voice, fluency) and their impact on communication and learning.
- 5.3. Provides information to parents and teachers about speech, language and hearing development.
- 5.4. Provides information to school personnel, parents and non-school agencies about current procedures and program guidelines.
- 5.5. Speaks to community organizations and allied professionals, conducts workshops and provides public information when appropriate.

6. Supervises undergraduate interns, paraprofessionals, volunteers and other professionals (as appropriate).

- 6.1. Evaluates effectiveness of personnel assigned to the speech-language pathologist.
- 6.2. Maintains records regarding personnel supervised.
- 6.3. Cooperates with college/university training programs.
- 6.4. Sponsors professionals during Clinical Fellowship Year.

C. Major Function: Managing and Conducting Therapy

1. Demonstrates knowledge and understanding of North Carolina Standard Course of Study in management of communicative disorders.

2. Collaborates/consults with classroom teachers in the management of speech-language disorders.

3. Plans evidence-based interventions appropriate for individual students and groups of students.

- 3.1. Implements the service delivery model most appropriate to the students' degree of severity.
- 3.2. Provides activities commensurate with students' interests and aptitudes.
- 3.3. Modifies therapeutic instructional approaches and other functions from data gathered during therapy.
- 3.4. Selects/implements evidence-based practices which support the goals and objectives of the speech, language and hearing program.

4. Uses evidence-based methods and techniques appropriate to stated objectives.

- 4.1. Designs, selects and/or modifies special curricula/therapy content.
- 4.2. Uses a variety of equipment, materials, devices and aids.
- 4.3. Uses systematic and evidence-based intervention strategies to foster communicative competence.
- 4.4. Provides feedback and reinforcement to students.

5. Manages the facilities, materials and equipment, including assistive technology, necessary to the delivery of services.

- 5.1. Requests adequate facilities, materials and equipment.
- 5.2. Uses and maintains facilities, materials and equipment in an optimal manner.
- 5.3. Arranges therapy environment to create optimum learning conditions.
- 5.4. Chooses therapy materials to meet the needs, age, cultural differences and interests of individual students.

6. Adjusts intervention strategies based upon student performance.

- 6.1. Uses systematic procedures for review of student progress.
- 6.2. Changes activities on basis of student progress.

7. Promotes effective interpersonal relations with students.

- 7.1. Uses language appropriate to the listener.
- 7.2. Maintains confidentiality of information received.
- 7.3. Promotes respect for cultural differences.
- 7.4. Encourages others to understand and respect those with disabilities.

D. Major Function: Adhering to Local, State, Federal Regulations and Ethical Practices

1. Completes procedural documentation appropriately.

2. Demonstrates knowledge and use of statewide testing procedures.

3. Abides by professional code of ethics.

4. Develops appropriate IEPs based on students' strengths & needs.

5. Demonstrates awareness of professional performance in due process matters and litigious environments.

6. Manages time efficiently.

- 6.1. Submits to the appropriate person(s) and maintains schedule for speech-language screening, hearing screening, diagnostic assessments, therapy/instructional services and other activities.
- 6.2. Provides and follows schedules for assigned schools and informs appropriate personnel of departures from schedule.
- 6.3. Keeps an updated schedule of each student's therapy.
- 6.4. Arranges travel time to maximize contact with students and to accomplish other duties.

7. Engages in continuing education and professional growth activities related to speech-language-hearing and education.

- 7.1. Participates in professional meetings, symposia and workshops directly related to the speech-language-hearing profession.

- 7.2. Reviews speech, language and hearing literature and makes use of new information during therapy and instructional procedures.
- 7.3. Applies knowledge gained from continuing education activities.
- 7.4. Explores and disseminates information about new and/or improved methods for serving students.

E. Major Function: Liaison

1. Provides consultation to parents, teacher and other appropriate school personnel.

- 1.1. Consults with parents and teachers relative to identified and non-identified students.
- 1.2. Consults with other personnel such as the principal, nurse, occupational therapist, physical therapist, psychologist, director of exceptional children, social worker, home-school coordinator, guidance counselor, other speech-language pathologists and special educators.

2. Seeks the assistance of teachers, parents and others to meet the communication needs of students.

- 2.1. Gives written information to teachers, parents and others on ways to foster speech-language growth.
- 2.2. Talks with teachers formally and informally about individual student's needs and progress.

3. Consults/communicates with non-school agencies to enhance services.

- 3.1. Requests specific information on individual student's receiving services from non-school agencies (e.g., clinics, hospitals, physicians, health departments, day care centers, etc.) with signed release of information.
- 3.2. Gathers general information about services offered by non-school agencies.
- 3.3. Coordinates students' therapeutic service with those provided by non-school agencies by telephone, written communication and/or formal meetings.

4. Makes recommendations and referrals for audiological/medical and related services.

- 4.1. Determines needs for referrals, collaborates and consults with audiologist regarding hearing services.
- 4.2. Performs hearing screenings in a timely manner.
- 4.3. Collaborates appropriately with other allied health professionals (e.g., physicians, therapists, etc.).