

JOB DESCRIPTION

SPEECH/LANGUAGE PATHOLOGIST

POSITION TITLE Speech/Language Pathologist

REPORT TO RECIX Executive Director/Special Ed. Director of School District

**ESSENTIAL
FUNCTIONS**

1. Represents REC IX in a positive manner, interacting with public and colleagues
2. Demonstrates knowledge and compliance with all aspects of local, state and federal requirements (IDEA-B, FERPA, Head Start Performance Standards, Medicaid School-based Services, as appropriate)
3. Performs initial and on going evaluation and diagnosis of a wide variety of speech and language delays and disorders, including voice disorders, fluency disorders, articulation delays and disorders with a written evaluation report of diagnosis for each student
4. Must also be knowledgeable regarding speech and language delays/disorders associated with hearing loss, head trauma and a variety of genetic disorders
5. In collaboration with IEP/IFSP Committee, plans and manages a program of speech-language services designed to establish/maintain appropriate progress and responses for children with disabilities and their parents
6. Participates fully as an employee of REC IX with all assigned duties and responsibilities as assigned by supervisor
7. Obtains, integrates, and interprets information about child speech-language relating to learning for each individual child to IEP/IFSP teams, other professionals, students, parents/family members, as appropriate
8. Is responsible for appropriately referring children/families to agencies/resources that will enhance the health/well-being of the child (CMS, Medicaid, etc.)

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9. Communicates positively and effectively with parents, children, colleagues and other agency personnel, while maintaining confidentiality regarding all facets of the REC IX program in compliance with FERPA/HIPPA and other federal and state regulations
10. Responsible for involvement in program planning/review, in collaboration with appropriate staff and agencies, that results in improved and comprehensive services for children and the district
11. Documents progress, response, and planning according to professional board standards and in compliance with IEP/IFSP
12. Demonstrates knowledge and compliance with all professional standards of conduct and professional ethics
13. Collaborates with colleagues, other agencies, students and parents to determine successful positive intervention strategies and behavioral interventions that result in positive outcomes for children with disabilities and their families
14. Participates in ongoing professional development activities determined in collaboration with supervisor
15. Other responsibilities deemed necessary and appropriate by administration

QUALIFICATIONS Licensure by State of New Mexico Licensing and Regulation
Licensure by NM Public Education Department

PERFORMANCE RESPONSIBILITIES/

WORKER TRAITS Desirable worker traits include verbal ability in order to provide speech therapy, speak with parents, teachers and administrators. In the educational setting, speech/language services are a related service in which the therapist functions as a member of an interdisciplinary team whose purpose is to provide an appropriate educational program for students with disabilities or developmentally delayed students. A speech language pathologist utilizes professional expertise to evaluate and apply purposeful, goal directed, developmentally sequenced activities to enhance the student's potential for learning. The selection of purposeful activity used is based on its potential for facilitating improvement of the student's speech/language

development as well as behavioral, and/or social/emotional challenges. In the educational setting, the speech language pathologist will communicate clearly in giving and receiving oral/written instruction; will demonstrate adaptability in relations with co-workers; will exhibit an accepting and non-threatening attitude toward students and the ability to appropriately manage behavior and create an appropriate educational setting that will motivate all students, including students from diverse backgrounds and students with disabilities.

EQUIPMENT & MATERIALS

Various pieces of equipment and materials may be used in the remediation of speech/language disorders, including computers, tape recorders, language masters, switches and communication boards, as well as specialized equipment for students with hearing loss such as auditory trainers, hearing aids, etc.

PHYSICAL REQUIREMENTS

I. SITTING TASKS

- A. Sitting tasks are a continuous necessary requirement of the job
 - 1. 75% of the time
- B. Duties performed during sitting are:
 - 1. Evaluations
 - 2. Report writing
 - 3. Therapy sessions
 - 4. IEP meetings

II. WALKING TASKS

- A. Walking tasks are a continuous but essential requirement of the job
 - 1. 15% of the time
- C. Duties performed during walking:
 - 1. Getting children from classrooms for therapy
 - 2. Walking to classrooms for inclusion therapy

III. STANDING TASKS

- A. Standing is an occasional but essential requirement of the job
 - 1. 10% of the time
- B. Duties performed during standing are:

1. Classroom inclusion lessons
2. Therapy lesson

IV. SPRINTING/RUNNING

- A. Sprinting/running is an occasional but essential requirement of the job
 1. 10% of the time
- B. Duties performed during sprinting/running are:
 1. In case of emergency

V. FLEXIBILITY

- A. Bending or twisting at the neck is an occasional but essential requirement
- B. Bending or twisting of the trunk is a continuous requirement
- C. Squatting, stooping, and kneeling are continuous requirements
- D. Reaching forward is a continuous requirement
- E. Reaching above the head is an occasional but essential requirement

VI. ACTIVITIES

VII. USE OF ARMS AND HANDS

- A. Manual dexterity is a continuous but essential requirement of the job
- B. Use of arms is a continuous but essential requirement of the job

VIII. LIFTING 10 - 25 POUNDS

- A. Lifting items weighing between 10 - 25 pounds is an occasional but essential requirement of the job
- B. Items lifted from floor to waist, from waist to shoulder, and from shoulder to overhead and vice versa
- C. It is not necessary to lift more than 26 pounds

IX. PUSHING AND PULLING

- A. Pushing and pulling of items 25 - 50 pounds is an occasional but essential requirement of the job
- B. Pushing and pulling of items over 50 pounds is an occasional but essential requirement of the job

X. CARRYING TASKS

- A. Carrying of items 25 - 50 pounds is an occasional but essential requirement
Examples: Books, computer equipment, wheelchair

XI. WORKING CONDITIONS

- A. Working inside is a continuous requirement of the job
- B. Risk of getting a minor injury is an occasional hazard of the job
- C. Interacting with the public and other workers is a continuous but essential requirement
- D. Extended work hours is a continuous requirement of the job
- E. Multiple demands from several people is a continuous requirement
- F. A quiet, well lighted, well ventilated spacious room designated for speech therapy only is a continuous and essential requirement of the job

XII. PHYSICAL ABILITIES/ACTIVITIES

- A. Physical abilities and activities of the job are the physical abilities and sensory perceptions that are essential to the job
- B. Vision
 - 1. Adequate vision for reading and writing evaluations
 - 2. Adequate vision for reading and writing reports
- C. Hearing
 - 1. Normal acuity
- D. Speech/Communication
 - 1. Communicating appropriately (oral and written) is a continuous and essential requirement of the job

XIII. USE OF PROTECTIVE EQUIPMENT

- A. Personal protective equipment essential to the job:
 - 1. Gloves for oral peripheral exam