

Essex Westford School District ("EWSD")

Job Description

JOB TITLE: Speech Language Pathologist

FLSA STATUS: Exempt

UPDATED: 3/24/2021

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

- Monitor students' progress and adjust treatments accordingly.
- Evaluate hearing and speech/language test results and medical or background information to diagnose and plan treatment for speech, language, fluency, voice, and swallowing disorders.
- Administer hearing or speech/language evaluations, tests, or examinations to students to collect information on type and degree of impairments, using written and oral tests and special instruments.
- Record information on the initial evaluation, treatment, progress, and discharge of clients.
- Develop and implement treatment plans for problems such as stuttering, delayed language, swallowing disorders, and inappropriate pitch or harsh voice problems, based on own assessments and recommendations of physicians, psychologists, and social workers.
- Develop individual or group programs in schools to deal with speech or language problems.
- Instruct clients in techniques for more effective communication, including sign language, lip reading, and voice improvement.
- Teach clients to control or strengthen tongue, jaw, face muscles, and breathing mechanisms.
- Develop speech exercise programs to reduce disabilities.
- Consult with and advise educators or medical staff on speech or hearing topics such as communication strategies and speech and language stimulation.
- Instruct students and family members in strategies to cope with or avoid communication-related misunderstandings.
- Design, develop, and employ alternative diagnostic or communication devices and strategies.
- Conduct lessons and direct educational or therapeutic games to assist teachers dealing with speech problems.
- Refer clients to additional medical or educational services if needed.
- Participate in conferences or training, or publish research results, to share knowledge of new hearing or speech disorder treatment methods or technologies.
- Communicate with non-speaking students, using sign language or computer technology.
- Provide communication instruction to dialect speakers or students with limited English proficiency.
- Use computer applications to identify and assist with communication disabilities.
- Conduct or direct research on speech or hearing topics, and report findings for use in developing procedures, technologies, or treatments.

JOB ACTIVITIES

- **Making Decisions and Solving Problems** -- Analyzing information and evaluating results to choose the best solution and solve problems.
- **Developing Objectives and Strategies** -- Establishing long-range objectives and specifying the strategies and actions to achieve them.
- **Getting Information** -- Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Organizing, Planning, and Prioritizing Work** -- Developing specific goals and plans to prioritize, organize, and accomplish your work.

- **Establishing and Maintaining Interpersonal Relationships** -- Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Communicating with Supervisors, Peers, or Subordinates** -- Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **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.
- **Analyzing Data or Information** -- Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- **Updating and Using Relevant Knowledge** -- Keeping up-to-date technically and applying new knowledge to your job.
- **Processing Information** -- Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- **Thinking Creatively** -- Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- **Documenting/Recording Information** -- Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Interpreting the Meaning of Information for Others** -- Translating or explaining what information means and how it can be used.
- **Identifying Objects, Actions, and Events** -- Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Interacting With Computers** -- Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- **Performing Administrative Activities** -- Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
- **Scheduling Work and Activities** -- Scheduling events, programs, and activities, as well as the work of others.
- **Assisting and Caring for Others** -- Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or students.
- **Monitor Processes, Materials, or Surroundings** -- Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- **Coaching and Developing Others** -- Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- **Training and Teaching Others** -- Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- **Performing for or Working Directly with the Public** -- Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- **Developing and Building Teams** -- Encouraging and building mutual trust, respect, and cooperation among team members.
- **Judging the Qualities of Things, Services, or People** -- Assessing the value, importance, or quality of things or people.
- **Provide Consultation and Advice to Others** -- Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- **Communicating with Persons Outside Organization** -- Communicating with people outside the organization, 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.
- **Coordinating the Work and Activities of Others** -- Getting members of a group to work together to accomplish tasks.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Instructing** -- Teaching others how to do something.
- **Speaking** -- Talking to others to convey information effectively.
- **Reading Comprehension** -- Understanding written sentences and paragraphs in work related documents.
- **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.
- **Time Management** -- Managing one's own time and the time of others.
- **Learning Strategies** -- Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- **Active Learning** -- Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Critical Thinking** -- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Writing** -- Communicating effectively in writing as appropriate for the needs of the audience.
- **Monitoring** -- Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Coordination** -- Adjusting actions in relation to others' actions.
- **Service Orientation** -- Actively looking for ways to help people.
- **Social Perceptiveness** -- Being aware of others' reactions and understanding why they react as they do.
- **Complex Problem Solving** -- Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Judgment and Decision Making** -- Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Persuasion** -- Persuading others to change their minds or behavior.
- **Negotiation** -- Bringing others together and trying to reconcile differences.
- **Equipment Selection** -- Determining the kind of tools and equipment needed to do a job.

Abilities Needed:

- **Speech Recognition** -- The ability to identify and understand the speech of another person.
- **Oral Expression** -- The ability to communicate information and ideas in speaking so others will understand.
- **Oral Comprehension** -- The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Problem Sensitivity** -- The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Hearing Sensitivity** -- The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- **Deductive Reasoning** -- The ability to apply general rules to specific problems to produce answers that make sense.
- **Inductive Reasoning** -- The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Speech Clarity** -- The ability to speak clearly so others can understand you.
- **Written Comprehension** -- The ability to read and understand information and ideas presented in writing.
- **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.
- **Written Expression** -- The ability to communicate information and ideas in writing so others will understand.
- **Selective Attention** -- The ability to concentrate on a task over a period of time without being distracted.
- **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.
- **Auditory Attention** -- The ability to focus on a single source of sound in the presence of other distracting sounds.

- **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).
- **Information Ordering** -- 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).
- **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.
- **Category Flexibility** -- The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Speed of Closure** -- The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- **Visualization** -- The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- **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).
- **Memorization** -- The ability to remember information such as words, numbers, pictures, and procedures.

Knowledge, Experience, Education Required:

- **English Language** -- Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **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.
- **Education and Training** -- Certificate of Clinical Competency-Speech-Language Pathology, and experience instructing and assessing children ages birth to grade 8 preferred. Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **Certifications and Licenses** -- Valid Vermont Professional Educator's License with a Speech Language Pathology endorsement required.
- **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.
- **Customer and Personal Service** -- Knowledge of principles and processes for providing customer and personal services. This includes student needs assessment, meeting quality standards for services, and evaluation of student satisfaction.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS.

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	Frequency Code		Essential	Not Essential
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SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	C		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	O			X
100+ lbs.	NA			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	NA			X
100+ lbs.	NA			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O		X	
TWISTING	O		X	
CLIMBING	O			X
BALANCING	NA			X
CROUCHING	O		X	
KNEELING	O		X	
CRAWLING	O			X
REACHING (i.e., overhead)	O		X	
HANDLING	F		X	
DRIVING	O		X	
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	F		X	
RESOLVING CONFLICTS	F		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS:

All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F

EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	O

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a workstation without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.