

SPEECH & LANGUAGE SPECIALIST II GR-6

BASIC FUNCTION

To provide a wide range of technical support to the Speech & Language Program, principally in the form of increased frequency and intensity of services for students served by the program.

CHARACTERISTIC DUTIES & RESPONSIBILITIES

- Confer regularly with supervising Speech/Language Pathologist regarding lesson scheduling, planning, and preparation, playing a key advisory role in planning the structure of materials for individual sessions.
- Perform a variety of scheduling tasks for the program.
- Prepare and organize various materials for lessons, under the guidance of the SLP.
- Provide direct services to students, in one-on-one or group therapy sessions, conducting a variety of tests, exercises and so forth.
- Record data on student progress and problems during sessions. Notify SLP of changes in student performance.
- Play a key role in preparing student evaluations and progress reports.
- Conduct hearing aid checks when appropriate.
- Conduct TALK program activities in kindergartens, first and second grades when needed: prepare materials, plan lessons, and teach classes.
- Conduct pre-kindergarten screening tests of language, cognitive, and fine and gross motor skills and readiness. Screen/test new students.
- Assist in testing/retesting current caseload students.
- Perform a variety of general record keeping tasks and related office work associated with the Speech/Language Program.
- Supervise the Speech Room when SLP is absent, including performing some of the regular functions of the SLP.
- Participate in a variety of school staff and committee meetings, special activities, and the like. Confer with classroom teachers and parents as appropriate to discuss individual student cases.
- Keep up-to-date on relevant speech/language teaching methods and theories.
- Other related duties as assigned.

SUPERVISION RECEIVED

Moderate supervision is received from a Speech/Language Pathologist.

QUALIFICATIONS

Bachelor's degree in an appropriate discipline, or minimum of two years of higher education plus four years of directly related experience, or a combination of education and experience from which comparable knowledge and skills are acquired.

- One year of directly relevant experience in the District desirable and possibly required.
- Strong technical skills in speech/language testing and training.
- Good working knowledge of speech and language disabilities; teaching/testing methods and theories; and relevant physiology and auditory processes.
- Experience working with children/adolescents.
- Ability to show patience, respect and compassion in working with students.

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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.

