

Cantalician Center – Job Description

Speech-Language Pathologist

GENERAL PURPOSE OF POSITION

Provide intervention that is appropriate to the age and learning needs of each individual student that is selected through an evidence-based decision-making process as mandated by each student's IEP. Provide services to support the instructional program by working in partnership with others to meet students' needs. Speech Language Pathologists are expected to work with all age levels serving a full range of communication disorders. Maintains records of student progress and communicate effectively with families, staff, and other human service professionals.

REPORTING RELATIONSHIP

Reports to Speech Therapy Department Head

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Fosters others' awareness of communication disorders and their preventions.
- Promotes healthy lifestyles practices for the prevention of conditions that result in communication disorders.
- Conduct assessments to identify students' communication disorders.
- Reviews clinical records and case histories.
- Administer, score and analyze both standardized and non-standardized speech-language assessments as needed.
- Inform and instruct the team on intervention strategies, consistent with Evidence Based Practices.
- Attends CPSE-CSE meetings that may occur outside an employee's regularly scheduled work day.
- Create and develop required reports and treatment plans, according to specified guidelines.
- Generates speech language therapy prescriptions for needed services in accordance to New York state and county guidelines.
- Provide intervention/treatment that is appropriate to the age and learning needs of each individual student selected through an evidence-based decision-making process.
- Plan, develop and implement specific treatment programs and activities for individual students in accordance with New York State Education Law requirements and the practices and policies of this agency.
- Assures that IEP mandates are fulfilled and document progress toward goals on the IEP.
- Designs and implements plans that adhere to the performance standards of the state (such as; Common Core) that are chronologically and developmentally appropriate; reflect differentiated instruction techniques; incorporate technology, and are creative.
- Contributes to the IEP process by devises appropriate annual goals and short-term objectives that have an impact on attainment of educational goals
- Engages students in activities that are interesting, meaningful and individualized to reflect each student's developmental level.

- Ensures that assessments and intervention strategies are evidence based. Provides clear and succinct direction to students.
- Provides care and services to promote a safe environment for students and staff.
- Organizes and maintains required daily treatment notes and records for each student.
- Maintains all required attendance and billing records in accordance with the stated deadlines.
- Ensures that all pertinent data be found in students' medical records.
- Ensure that all students receive quality, culturally competent services using scientific, research-based practices.
- Help the student develop self-advocacy skills appropriate to age and ability level.
- Design service delivery models that meet the needs of the individuals in the least restrictive environment by conducting individual and group therapy sessions using both push-in and/or pull-out models.
- Establishes an effective data collection and charting system to monitor students' progress. Analysis and evaluates the data and the treatment plan at various stages to adjust treatment as needed to achieve maximum benefit.
- Consistently comply with federal and state mandates as well as local and agency policies in performance of their duties. Activities may include Individualized Education Program (IEP) development, Medicaid billing, report writing, and treatment plan/therapy log development.
- Follows therapy schedule established by Speech Department Head.
- Maintain a student treatment load of 50 billable sessions per week.
- Utilize Strategies for Crisis Intervention and Prevention (SCIP) procedures as applicable and necessary.
- Demonstrate the ability to work independently as well as in conjunction with other staff members and members of the instructional team.
- Maintain a current inventory of all Cantalician equipment and supplies in treatment rooms.
- Submit inventory annually upon request.
- Ensures that equipment and supplies are used appropriately and maintained in good condition. Submit maintenance requests when necessary to ensure the proper functioning of the room and its contents.
- Maintains continuing education requirements for licensure and certification as required by New York State Education Department.
- Constantly maintain high professional standards at work with regard to personal behavior and interactions with other staff and families.
- Perform other duties as requested by the Department Head, Principal, and/or Director of Education.
- Work in partnership with others to meet students' needs. Acts as a consult to educational team and school personnel on matters of speech-language therapy.
- Instructs student and family in treatment and procedures to be continued at home.
- Participates in staff training, in-services, committee and departmental team meetings.
- Refers students and their families to community resources and services when needed.
- Work with colleges and universities when assigned as directed by the Cantalician Center.

SKILLS AND ABILITIES

- A strong knowledge base in speech-language development and speech-language disorders, as well as a strong skill set in diagnosis and intervention. Adopt current changes in education and speech-language pathology as they apply and engage in continuing education experiences to update their knowledge base and hone their skills.
- High level of interpersonal skills.
- Ability to demonstrate knowledge of basic computer skills and to access district data bases for review and input.
- Ability to communicate student's current level of functioning or other pertinent information orally and in written reports.
- Demonstrate knowledge of current literature and trends relating to the profession.
- Balance their work to use their expertise most effectively and efficiently
- Demonstrate ability to manage workload
- Meet the performance standards of the state, counties and school districts.
- Must be fully prepared to meet the needs of our diverse student body
- Design a data-based system for decision making, including gathering and interpreting data with individual students

EDUCATION AND/OR TRAINING

- Minimal: Bachelors degree in Communication Disorders; NYS teaching certificate.
- Preferred: Masters degree in Communication Disorders; NYS license or CFY availability.
- Continuing education credits necessary to maintain NYS license and certification; proof of continuing education must be provided to the Human Resources and Speech Therapy Department Head.

PHYSICAL DEMANDS

On-the-job time is spent in the following physical activities
Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Stand			X	
Walk			X	
Sit			X	
Talk or hear				X
Use hands or fingers, handle or feel				X
Push/Pull			X	
Stoop, kneel, crouch or crawl			X	
Reach with hands and arms			X	
Stair climbing		X		

Ability to hear students/individual calls

This job requires that weight be lifted or force be exerted. Show
how much and how often by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Up to 10 lbs.			X	
Up to 25 lbs.			X	
Up to 50 lbs.			X	

This job has special vision requirements. Check all that apply.

Close Vision (clear vision at 20 inches or less)

Distant Vision (clear vision at 20 inches or more)

Color Vision (ability to identify and distinguish colors))

Peripheral Vision (ability to observe an area that can be
seen up and down or to the left and right while eyes

☒ Dept Perception (three dimensional vision; ability to judge
distances and spatial relationship.

☒ Ability to Adjust Focus (ability to adjust eye to bring an object
Into sharp focus)

No Special Vision Requirements

Specific demands not listed:

Ability to mask external environmental sounds. Ability to work
under pressure. Multi-task _____

WORK ENVIRONMENT

This job requires exposure to the following environmental conditions.
Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Outdoor weather conditions			X	

The typical noise level for the work environment is:
Check all that apply.

☐ Very Quiet

☐ Loud Noise

☒ Quiet

☐ Very Loud Noise

Moderate Noise

Hearing:

Ability to hear alarms on equipment

☒ Ability to hear instructions from department staff

REPETITIVE MOTION ACTIONS

Number of Hours

Repetitive use of hands 0 1-2 3-4 5-6 7+

Right only					
Left only					
Both			X		

Grasping: simple/light:

Right only					
Left only					
Both			X		

Grasping: Firm/heavy:

Right only					
Left only					
Both			X		

Fine Dexterity:

Right only					
Left only					
Both			X		