

Community Based and/or Fee-for-Service Speech-Language Pathologist

GENERAL PURPOSE OF POSITION

Provide therapeutic services, as per the guidelines set forth by the American Speech Hearing Association, the New York State Department of Health and/or Department of Education to a diverse population of birth to 5 year olds with identified medical and/or developmental disabilities. Assess, plan, organize and participate in therapy programs that improve communication and cognitive development.

Provide evaluation services, as per the guidelines set forth by the New York State Department of Health and/or Department of Education to a diverse population of birth to 5 year olds with identified medical and/or suspected developmental disabilities. Participate in the planning, goal writing or creation of positive family outcomes that improve communication and cognitive development. Provide a comprehensive written evaluation report and communicate effectively with families and other professionals.

REPORTING RELATIONSHIP

Reports to the Community Services Supervisor

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Implement plans of care and activities for children in accordance with Early Intervention or New York State Education Law requirements, Cantalician practices and policies, and the principles and practices of speech therapy.
- Assure that Individual Family Service Plan (IFSP) outcomes or Individual Educational Plan (IEP) mandates are fulfilled.
- Document progress toward goals on the IEP and/or document progress towards IFSP outcomes at specified intervals.
- Within scope of practice, implement plans of care that are chronologically and developmentally appropriate; reflect differentiated instruction techniques; incorporate technology, and are creative.
- Establish an effective data collection and charting system to monitor child's progress.
- Make appropriate service recommendations (e.g., increase/decrease therapy) as a result of informal evaluation, clinical judgment and child's needs.
- Review clinical records and case histories.
- Evaluate effects of treatment at various stages and adjust treatment to achieve maximum benefit.
- Engage children in activities that are interesting, meaningful and individualized to reflect each child's communication ability and developmental level.
- Obtain family's informed consent to proposed interventions.
- Devise appropriate annual goals and short-term objectives (PreSchool), and/or assist families in creating Positive Outcomes (Early Intervention)
- Ensure that intervention strategies are evidence based.
- Attend Committee on Preschool Special Education (CPSE) meetings - or - 6-month/Annual Reviews for children on your caseload. *
- Develop and write required reports, according to specified formats, which may include collaborating with other treating professionals to determine child's current level of functioning.
- Organize and maintain required daily treatment notes and records for each child.
- Maintain required signature verification forms.
- Generate scripts for services or evaluations when deemed necessary.
- Foster child's independence ensuring that child achieves the greatest level of independence possible and appropriate for that particular child.
- Ensure that verbal and written communications including tone, demeanor, and content with child and parents are professional, appropriate and respectful.

- Model and demonstrate expected child behavior.
- Instruct family in treatment and procedures to be continued at home.
- Provide educational information about communication disorders and/or typical developmental milestones.
- Refer children and their families to community resources and services.
- Provide care and services to promote a safe environment for children and families.
- Demonstrate the ability to work independently as well as in conjunction with other staff members and members of the agency team.
- Consistently comply with all agency policies and procedures.
- Constantly maintain high professional standards at work with regard to personal behavior and interactions with other staff and families.

**It may also be requested that you attend CPSE or IFSP meetings for children not on your caseload or that you did not personally evaluate. Child's reports will be made available to you prior to such meeting for your review.*

SKILLS AND ABILITIES

- Demonstrate a high level of knowledge of speech therapy principles, especially those that apply to children with disabilities.
- Possess good time management skills.
- Show the ability and desire to work as part of an interdisciplinary team.
- Display a high level of written and oral communication skills.
- Display a high level of interpersonal skills.
- Demonstrate a high level of behavior management skills.
- Demonstrate knowledge of the information and techniques needed to treat and/or evaluate communication disorders. This includes a working knowledge of hearing impairment and assistive technology.
- Display knowledge of computer and ability to utilize word processing programs.
- Exhibit familiarity with applicable standardized/non-standardized tests and assessment tools.
- Demonstrate an ability to administer diagnostic tests with a high degree of efficiency and to accurately score tests.
- Exhibit the ability to interpret test results appropriately taking into account developmental norms, functional communication, children's progress or lack of progress and any other pertinent information helpful in determining service recommendations or changes.
- Display the ability to communicate children'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.

EDUCATION AND/OR TRAINING

- Minimal: Masters degree in Communication Disorders; NYS license
- Continuing education credits necessary to maintain NYS license and certification; proof of continuing education must be provided to the Human Resources.
- Must have a NYS drivers license, clean driving record and proof of insurance.

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		