

## **JOB DESCRIPTION**

### **Clackamas ESD**

**POSITION TITLE:** LEEP Speech and Language Pathologist

**DEPARTMENT:** Special Education

**WORK YEAR:** 190 days

**SUPERVISED BY:** LEEP Coordinator

**ASSOCIATION:** Licensed

#### **GENERAL DESCRIPTION OF THE POSITION:**

The Speech and Language Pathologist (SLP) designs and implements communication, and speech and language programs for students with intellectual disability existing concurrently with high intensity support needs. The therapist completes evaluations, plans therapy programs, and provides direct therapy to students. The SLP consults with the special education teacher and other related service staff to determine the needs of students and develop Individualized Education Plans.

#### **ESSENTIAL FUNCTIONS:**

1. Assesses and evaluates students' primary modes of communication, assistive technology needs, and speech and language development to determine the impact of the students' needs on their ability to benefit from special education
2. Elicits input from special education staff (Teacher, OT, PT, Nursing) and other outside consultants and works closely with parents in the communication program design
3. Identifies students' individual needs and therapy goals through participation in the development of Individual Education Plans (IEP)
4. Develops appropriate therapy plans to make progress toward achieving the students' goals and objectives identified in the IEP
5. Provides individualized or small group direct speech, language and augmentative/alternative communication instruction to students whose IEPs contain SLP services
6. Delegates therapy activities to other special education staff to implement
7. Provides training, regular observation and feedback regarding the delivery of the communication instruction
8. Consults regularly with special education staff regarding implementation of delegated therapy programs
9. Assists classroom staff to manage student behavior, as necessary, by utilizing intervention techniques designed by the teacher or classroom instructional team, following guidelines for use of the least intrusive intervention and best practices consistent with students' needs and disabilities
10. Develops and maintains systems to record, monitor and interpret student progress
11. Records service delivery information for the district to bill Medicaid
12. Maintains accurate and complete records as required by law, ESD policy and Oregon administrative regulations
13. Designs and produces instructional therapy materials for individual student or classroom use
14. Orders materials and equipment to implement therapy in the educational setting
15. Locates additional resources to obtain assistive and augmentative technology
16. Develops and utilizes scheduling and time management techniques to implement therapy in a number of different classrooms and school settings during the day and week

**ADDITIONAL FUNCTIONS:**

1. Follows and supports ESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

**MINIMUM QUALIFICATIONS:**

1. Current Oregon Board of Examiners Speech-Language Pathology License or Oregon Teaching License with Speech Impaired Endorsement
2. Recent successful experience and training in delivery of speech and language services in schools for low incidence disabilities such as intellectual disability and autism
3. Demonstrated ability to compose and produce concise professional documents
4. Skill at working with other related services staff and teachers as resources for planning and delivery of therapy
5. Ability to teach alternative communication modes (sign language, visual symbols) and use assistive technology communication strategies/devices frequently utilized with students who have significant mental and physical disabilities
6. Working knowledge of Individuals with Disabilities Education Act regulations and procedures
7. Ability to develop and utilize complex scheduling and time management techniques in the daily operation of the instructional program
8. Ability to acquire and maintain a valid first aid and CPR card
9. Written and oral communication skills sufficient to perform essential functions
10. Physical and mental attributes sufficient to perform essential functions
11. Ability to acquire and maintain OIS behavioral intervention certification

**WORKING CONDITIONS:**

1. Lifting and positioning students who have physical impairments and are unable to assist
2. Local travel required to deliver services in multiple sites during day and week
3. Work settings vary from school setting, community, and outdoors
4. Travel modes may include the use of public transportation

**PHYSICAL JOB TASK REQUIREMENTS:**

The physical requirements checked are essential to successfully performing the duties associated with this position.

## 1. Employee may need to:

Bend:	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Climb:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Crawl:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Drive:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Kneel:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Lift:	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Reach:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
(above shoulder)				
Sit:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Squat:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Stand:	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Twist:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Walk:	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All

## 2. Employee may use hands for:

Single Grasping	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Pushing & Pulling	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Fine Manipulation	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All

## 3. Employee may use wrists for:

Twisting/turning	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
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## 4. Employee may use feet for repetitive movement as in operating foot controls:

<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
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## 5. Lifting:

- ☒ Medium Work: Lifting 50 pounds maximum with frequent lifting and/or carrying of objects weighing up to 25 pounds.

Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.

**MENTAL JOB TASK REQUIREMENTS:**

The mental functions checked are essential to successfully performing the duties associated with this position.

**REASONING ABILITY:**

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

**CALCULATIONS:**

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

**LANGUAGE:**

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

I hereby indicate by my signature that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the positions, and
3. I can perform the essential functions of this position without an accommodation.

Employee \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_\_