



Eagle Point School District 9

Job Description – Speech Language Pathology Assistant

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PURPOSE:

- To improve student achievement by performing speech and language services and appropriate intervention services to eligible students under the direction of a licensed speech-language pathologist.

REPORTS TO:

- Receives direction and general supervision from the assigned supervisor, and technical and functional supervision from school speech-language pathologists. All supervision of services provided by a speech-language pathology assistant must be performed by a licensed speech language pathologist.

QUALIFICATIONS:

- Possession of, or ability to obtain, a valid Oregon driver's license.
- Possession of, or ability to obtain, a first aid card preferred.

Experience and Training

- A combination of experience and training that would likely provide the required knowledge and abilities is appropriate. A representative way to obtain the knowledge and abilities would be:

Experience:

- Two or more years of experience in providing pediatric or school-based services.

Training:

- Equivalent to an Associate's degree from an approved speech-language pathology assistant program to include:
 - 45 quarter hours or 30 semester hours of speech-language pathology technical course work; and
 - 45 quarter hours or 30 semester hours of general education credit, and
 - 100 contact hours of clinical experience
- Hold or be eligible for State of Oregon speech-language pathology assistant certification granted by the Oregon Speech/Language Pathology & Audiology Board.

ESSENTIAL FUNCTIONS:

May include, but are not limited to, the following:

- Conducting speech and language screenings without interpretation, utilizing screening protocols specified by the supervising speech-language pathologist (SLP).
- Providing direct treatment assistance, excluding dysphasia (as opposed to feeding for nutritional purposes), to students identified by the supervising SLP by following written treatment plans or protocols developed by the supervising SLP.
- Documenting student progress, without interpretation of findings, toward meeting established objectives as stated in the treatment plan, and reporting this information to the supervising speech-language pathologist.
- Assisting the speech-language pathologist in collecting data for assessment purposes, without interpretation.



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- Acting as second-language interpreters during assessments when possible.
- Assisting the speech-language pathologist with informal documentation during an intervention session (collecting and tallying data as directed by the speech-language pathologist), preparing materials, and assisting with other clerical duties as specified by the supervising speech-language pathologist.
- Scheduling activities and preparing charts, records, graphs, or other displays of data.
- Performing checks and maintenance of speech/language equipment.
- Participating with the speech-language pathologist in research projects, in-service training, and public relations programs.
- Signing and initialing treatment notes for review and co-signature by the supervising speech-language pathologist.
- Maintaining regular and consistent attendance and punctuality.
- Performing related duties consistent with job description and assignment.

PHYSICAL REQUIREMENTS:

- Constant talking and hearing, frequent reaching and handling. Mobility to work in a typical classroom setting and use standard office equipment, stamina to walk, stand and remain seated and maintain concentration for an extended period. Hearing and speech to communicate in person or over the telephone. Vision: Frequent near acuity; occasional far acuity. Vision to read printed materials, computer screens and/or other monitoring devices.
- Strength: Sedentary to Medium-heavy – Exert force to 50-75 pounds of force occasionally and/or or 25 to 50 pounds of force frequently, and/or 10 to 20 pounds of force constantly to move objects.

Work Environment:

- Climate controlled classroom/office settings. May involve exposure to moderate noise intensity levels.
- Moderate level of contact with district personnel. Low level of contact with outside agencies/community

GENERAL RESPONSIBILITIES

Knowledge of:

- English word enunciation, pronunciation and speech anatomy
- Correct use of speech and language patterns and oral communications including basic linguistics
- Instructional strategies that address articulation, language and other communication disorders
- Various handicapping conditions



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- Procedures and protocols for screening communication disorders
- Individual Education implementation for students with communication disorders
- Differentiated instructional strategies for all students
- Basic concepts of child growth, development and behavior characteristics, particularly pertaining to the needs and limitations of students requiring speech therapy
- Positive discipline and behavior management techniques
- General classroom procedures, purposes, goals and methods of education
- Equipment used in screening and therapy for students with communication disorders
- Principles and practices of planning, organizing, problem-solving, and working with groups
- Work organization and research techniques sufficient to collect, analyze and interpret data
- English usage, spelling, grammar and punctuation
- Basic computer skills
- Record keeping principles and procedures

Ability to:

- Plan, organize, prioritize and complete work assignments in a timely and efficient manner
- Understand, carry out and communicate oral and written directives
- Respond appropriately in emergency/unforeseen situations
- Prepare accurate documents and reports and maintain accurate records and files
- Communicate clearly and concisely, both orally and in writing, with a wide range of people
- Analyze situations carefully and adopt effective courses of action
- Implement changes in methods and techniques when necessary
- Establish and maintain effective working relationships with those contacted in the course and scope of work
- Demonstrate flexibility when working within a team environment
- Operate a computer to enter, revise and retrieve information or to utilize word processing capabilities



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- Travel to multiple work locations as assigned
- Seek professional development to maintain a high level of knowledge and skills for school-based services and to fulfill continuing education requirements to maintain State of Oregon certification
- Maintain highest level of confidentiality in all matters relating to students

RATE OF PAY: According to Classified Salary Schedule row 21

This position description is intended to provide an overview of the requirements of the position. As such, it is not necessarily all inclusive and the position may require other essential and/or non-essential functions, tasks, duties, or responsibilities not listed herein.

Employee Signature: _____ Date _____

Board Adopted: