SPEECH LANGUAGE PATHOLOGY ASSISTANT

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE:  SPEECH-LANGUAGE PATHOLOGY ASSISTANT

GENERAL STATEMENT OF JOB

An employee in this position administers direct and indirect intervention for students to assist a speech-language pathologist in the provision of clinical-educational services for students with speech-language disorders. The work is guided by therapeutic protocols, a task by task plan written by the supervising speech-language pathologist. The assistant is expected to use individually designed interventions based upon the unique clinical-educational needs of each student. The assistant’s work with students is under direct supervision by the speech-language pathologist; however, the assistant is expected to recognize when changes in a student’s needs require assistance from the supervising speech-language pathologist. Errors in service could cause serious harm to students and potential liability for the supervising speech-language pathologist, the school system, and the assistant. The assistant works under the supervision of a speech-language pathologist licensed by the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists. The assistant requires limited supervision in indirect services.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Administers screening protocols.

Transports students to/from testing or therapy area.

Administers therapeutic treatment protocols written by the speech-language pathologist.

Communicates with students and other professionals to meet the emotional needs of students.

Obtains case histories and completes observation checklists.

Manages behavior using appropriately designed management techniques.

Summarizes and records target behaviors during therapy sessions.

ADDITIONAL JOB FUNCTIONS

Performs clerical and administrative functions.

Organizes and manages student data and records.
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Tabulates and scores tests.

Arranges the clinical-educational setting to maintain a safe and positive environment.

Manages, operates, programs, and/or monitors equipment and materials.

MINIMUM TRAINING AND EXPERIENCE

Completion of an Associate’s Degree in Speech-Language Pathology Assisting from an accredited institution of higher learning, community college, or equivalent program; or evidence of successful completion of a Bachelor’s Degree from an accredited institution as well as evidence of successful completion of courses developed by the North Carolina Department of Community Colleges. Assistants must achieve a passing score on a competency test approved by the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists.

SPECIAL REQUIREMENTS

Registration as an assistant with the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists by a supervising speech-language pathologist who is licensed by the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists, and subject to rules and regulations for speech-language pathology assistants adopted by the Board of Examiners.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, etc. Sedentary work involves sitting most of the time, but may involve walking or standing for periods of time.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

Language Ability: Requires the ability to read correspondence and reports. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.
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Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English. Include as necessary any professional language.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the theories of algebra/statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment or tools of the position.

Manual Dexterity: Requires the ability to handle a variety of items, office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of anatomy and physiology, normal communication development, phonetics, developmental psychology, various types of disabilities seen in schoolchildren, and various speech-language disorders and approaches to therapeutic educational intervention, and roles of supervising speech-language pathologists and assistants.

Working knowledge of behavioral management practices.

Working knowledge of the operation of schools.

Skills in obtaining case histories and completing observation checklists.

Skills in administering speech-language screening and therapeutic protocols.

Skills in managing, operating, programming, and/or monitoring clinical-educational equipment and materials, including assistive listening devices, augmentative communication devices, voice equipment, and computer-based equipment and software.

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Ability to communicate effectively with students, families and professionals.

Ability to prepare and maintain accurate records.

Ability to arrange the therapy setting to maintain a safe and positive environment.

DISCLAIMER
The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.