

Speech-Language Pathologist Position Description Gallatin Madison Special Education Cooperative

JOB TITLE: Speech-Language Pathologist
REPORTS TO: Special Education Director

SUMMARY:

The itinerant Speech-Language Pathologist, SLP, is responsible for providing services to assigned member Districts of the Gallatin-Madison Special Education Cooperative in alignment with the mission and values of the Cooperative and their scope of practice. Primary function is related to the identification of students with disabilities under the IDEA and Montana rules and regulations. Those services include working collaboratively and effectively with the Cooperative staff, general education and resource teachers, principals, and other administrators, community agency representatives, and parents.

PERFORMANCE STANDARDS:

- **Collaboration:** Collaboration requires joint communication and shared decision making among all members of the team, including the individual and family, to accomplish improved service delivery and functional outcomes for the student. Since SLPs provide services to support the instructional program at school, they contribute to and complement the perspectives and skills of other professionals that are primarily responsible for curriculum and instruction. Therefore, SLPs work closely with reading specialists, literacy coaches, special education teachers, O.T.s, P.T.s, School Psychologists, Audiologists, Counselors, therapists and other specialists (e.g. Interpreters). SLPs work closely with school administrators and the director of special education to support, design and implement programs.
- **Prevention and Early Detection:** SLPs are involved in prevention and wellness activities that are geared toward reducing the incidence of a new disorder or disease, identifying disorders at an early stage, and decreasing the severity or impact of a disability associated with an existing disorder or disease.
- **Screening and Assessment:** SLPs are experts at screening individuals for possible speech, language, hearing and communication disorders. They can design and implement pre-referral based interventions and/or make referrals from screening outcomes. SLPs have expertise in the differential diagnosis of disorders of communication. The assessment process can include, but is not limited to culturally and linguistically appropriate behavioral observation; standardized and/or criterion-referenced tools; review of records; case history; prior test results; and interview of the student, family and general educators to generate a comprehensive assessment report.
- **Ensuring Educational Relevance through Treatment:** SLP's work across all levels, providing Speech-Language services in all grades, preK-high school. As delineated in the ASHA Scope of Practice SLPs work with students exhibiting the full range of communication disorders, including language, articulation, fluency, voice/resonance and swallowing. In ensuring educational relevance, SLPs address personal social/emotional, academic and vocational needs that have an impact on the attainment of educational goals. Given their focused expertise in language they address the linguistic and metalinguistic foundations of curriculum learning for students with disabilities and have a significant contribution to the literacy achievement of students due to their knowledge of the interrelationship between language processes and listening, speaking and writing.

- **Advocacy and Outreach:** SLPs advocate for the discipline and for individuals through a variety of mechanisms, including community awareness, prevention activities, health literacy, academic literacy, education, political action, and training programs. Advocacy promotes and facilitates access to communication, including the reduction of societal, cultural, and linguistic barriers. SLP
- **Legal, Ethical and Professional Practice:** SLPs are responsible to meet federal and state mandates as well as local policies in performance of their duties. Activities may include Evaluations and report writing, Individualized Education Program (IEP) development, Medicaid billing, and treatment planning with data collection.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each performance standard, or essential duty, satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Educational Preparation and Licensure:

Master's of Science degree in Speech and Language Pathology/Communication Disorders

Certificates, Licenses, Registrations:

Holds American Speech Hearing Association, ASHA, Certificate of Clinical Competence.

Meets requirements for licensure in the state of Montana. Maintains continuing education requirements for ASHA and state licensure with the Department of Labor.

Communication Skills:

Ability to communicate clearly and concisely both in oral and written form. Communicate effectively orally. Interpersonal skills, which will foster positive relationships with students, parents, teachers, and administrators. Ability to read, analyze and interpret periodicals, professional journals, technical procedures, or governmental regulations. Ability to generate comprehensive professional reports that meet State and Federal compliance and Cooperative best practice expectations. Be able to explain the results and implications of a variety of assessments to parents, teachers, and administrators.

Reasoning Ability:

Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of technical instructions. Ability to apply knowledge of current research and theory in Communication Disorders. Attention to detail to meet compliance deadlines, and attention to prompt completion of assigned responsibilities. Plan work schedule to allow sufficient time for planning, report writing and record completion and travel.

Physical Demands: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to sit and occasionally walk or stand. Specific vision abilities required by this job include close vision, and the ability to adjust focus. The noise level in the work environment is usually quiet but varies when visiting member district buildings or participating in meetings and professional development. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, irregular or extended work hours and extensive travel.