

Job Description: Speech-Language Pathologist

Organizational Relationships

Reports to:	Director Team, Speech-Language Therapy Department Head
Supervision:	Volunteers
Coordinates with:	Speech-Language Staff, School Building Administrators, School Teachers
Populations:	Variety of children and adults with disabling conditions, resulting in impairments of receptive, expressive, and pragmatic language, articulation, non-verbal communication, fluency, oral motor/swallowing, and voice disorders

Job Summary

Assumes full responsibility for evaluating client's needs for speech therapy. Plans and executes individual treatment programs in accordance with the guidelines outlined by the professional Services Board of the American Speech and Hearing Association. Keeps treatment skills upgraded through continuing education, research and program development.

Job Functions

1. Assessment
 - a. Assessments are determined by clients' needs after a referral or the leveling process
 - b. Evaluation is comprehensive for the needs of the individual
 - c. Knowledge of testing materials is extensive to determine the need for and administer testing
 - d. Background information is complete with an adequate interview/pre-assessment checklist
 - e. Medical background is included to determine a differential diagnosis
 - f. Conclusion, diagnosis and recommendations reflect integration of all aspects of the evaluation
 - g. Assessment information is used to determine follow-up and clear objectives for therapy
 - h. Re-evaluates client status and effects of treatment. Revises treatment plan as necessary
 - i. Communication with other professionals or team to create a multi-disciplinary plan for intervention
 - j. Speech Language Pathologist attends necessary meetings to provide information. At meetings Pathologist is courteous to staff, respects parents and works as a member of the team
 - k. Speech Language Pathologist provides written/verbal notice of cancellation or changes in therapy to parents, school or agency, and CTC
2. Paperwork
 - a. Documents clients' status and progress
 - b. Assessment requests are completed (ERP, order for assessment)
 - c. Reports are written with reader-friendly terminology
 - d. Invitations to meetings are completed and verified with parent rights paperwork provided
 - e. IEP/PCP Paperwork is complete (all areas of PLEP is written correctly)
 - f. Goals and objectives reflect client needs, are according to curriculum/employment needs, and adhere to best practice standards
 - g. Paper work, including session notes, copies are filed/sent to parents, school or agency, CTC office
3. Therapeutic Intervention
 - a. Daily data collection: includes time, attendance, individual/group, subjective and objective data
 - b. Intervention matches objectives/goals
 - c. Intervention is age and disability appropriate
 - d. Intervention style provides clear expectations, feedback and reinforcement
 - e. Lesson plans reflect knowledge of a variety of therapy techniques
 - f. Plans are flexible to meet the client's needs for that day
4. In-service
 - a. Attends meetings and in-services as designated

- b. Education is provided to staff, teachers, and parents regarding speech, language, communication, social and oral motor development/impairment and the role of the Speech Language Pathologist
- c. Paper work/assessment/progress notes are explained and shared with parents, teachers, staff
- d. In-service for new, helpful information related to the client's disability is provided in a timely manner
- e. In-service is informative, client specific and provides hands on training
- 5. Programs
 - a. Provides services appropriate to program design
 - b. Assists Program Director with activity planning
 - c. Records and reports on data as appropriate
 - d. Supports compliance, fundraising, operations, and other efforts as required
- 6. Follows all compliance requirements and organizational policies and procedures.

Other Responsibilities

- 1. Administrative Responsibilities
 - a. Weekly phone contact with office to confirm schedule
 - b. Provide office with schedule for working period
 - c. Provide office with schedule of non-availability and notify school or other agency if unavailable to provide services at a scheduled day or time
 - d. Return phone calls or emails within 12 hours of receipt
 - e. Responding to requests for additional information within 24 hours of being notified
- 2. Timely completion of paperwork
- 3. Provide appropriate, professional therapy for all clients
 - a. Arrive on time, adequately prepared
 - b. Allow enough time at the completion of therapy to return the room to its original state
- 4. Attend staff meetings as required
- 5. Supports program operations as assigned
- 6. Follow CTC's Policies and Procedures
- 7. All other duties as assigned

Qualifications

- 1. Certificate of Clinical Competence, Teacher of the Speech and Language Impaired, or progression toward certification
- 2. Registration with the State of Michigan.
- 3. The physical ability to lift and position clients with physical impairments
- 4. Must be able to get to and from sites where services are provided

Core Competencies

- 1. Works independently with minimal supervision
- 2. Ability to relate to a wide variety of individuals including children and families
- 3. Organizes, plans and communicates effectively
- 4. Acts with professional integrity
- 5. Knowledge of field
- 6. Uses critical thinking
- 7. Enjoys working with children and models a positive attitude

Employee's Printed Name Signature Date__

Supervisor's Printed Name Signature Date