

## **JOB DESCRIPTION**

### **Clackamas ESD**

**POSITION TITLE:** Speech-Language Pathology Paraprofessional

**DEPARTMENT:** Special Education

**SCHEDULE PLACEMENT:** Range 17

**WORK YEAR:** 185 days

**SUPERVISED BY:** Speech and Language Pathologist and Coordinator

**EMPLOYEE ASSOCIATION:** Classified

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

The Speech-Language Pathology Paraprofessional will deliver communication services to students with disabilities in collaboration with the supervising Speech and Language Pathologist (SLP). Communication services may include direct instruction, consultation, and material development under the direction of the SLP.

#### **ESSENTIAL FUNCTIONS:**

1. Under the oversight of the SLP, provides individualized or small group communication services to students whose Individualized Education Plans (IEPs) identify communication as a direct or consultative service need
2. Documents student progress, without interpretation of findings, toward meeting established goals and objectives as stated in students' IEPs, and reports this information to the supervising SLP
3. Consults with special education staff related to the students' needs and progress
4. Provides input to the SLP for planning students' programs
5. Determines and implements modifications and revisions to meet the ongoing needs of each student, consulting regularly with the SLP prior to making changes
6. Participates as a member of the feeding team
7. Develops, produces, and prepares materials as requested by the SLP
8. Participates in program improvement with the SLP team and other related service staff
9. Performs administrative record keeping including documentation of services to be reviewed by the SLP
10. Assists with clerical duties as assigned
11. Manages students' behavior using teaching and behavioral procedures which conform to best practices and the individualized needs of each student
12. Performs checks and maintenance of equipment
13. Maintains confidentiality of information pertaining to students and their families
14. Follows procedures, under the supervision of the SLP, for compliance with ESD, state and federal regulations for special education services
15. Adheres to rules and procedures of the licensing agency for a Speech-Language Pathology Paraprofessional license

**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. Must be at least 18 years of age
2. Speech-Language Pathology Paraprofessional license as set forth by the State of Oregon Board of Examiners for Speech-Language and Audiology
3. Recent successful experience and training working with students with developmental disabilities
4. Demonstrated ability to work as a member of a collaborative multi-disciplinary team
5. Demonstrated ability to develop and utilize complex scheduling and time management techniques in the daily implementation of therapy in a number of different settings throughout the community
6. Demonstrated ability to work independently and use initiative to accomplish complex assignments with general instruction and guidance
7. Demonstrated ability to work cooperatively with program staff, local districts, and community partner agency personnel
8. Ability to acquire and maintain a valid first aid 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. Exposure to communicable diseases common in young children
2. Work environment varies frequently during the day and week including the ESD office, public schools, community preschools, outdoors, and family homes
3. Local travel required to deliver services in multiple sites during the day and week

**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 type="checkbox"/> Occasionally            | <input checked="" 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 checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All            |
| Kneel:           | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input 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 checked="" type="checkbox"/> Frequently | <input 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 type="checkbox"/> Frequently            | <input checked="" 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 checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|

## 4. Employee may use feet for repetitive movement as in operating foot controls:

- |                                       |  |                                       |                                     |
|---------------------------------------|--|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|---------------------------------------|--|---------------------------------------|-------------------------------------|

## 5. Lifting:

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

**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

Employee \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_