

SCHOOL DISTRICT OF ESCAMBIA COUNTY

JOB DESCRIPTION

DIAGNOSTICIAN – SPEECH LANGUAGE

QUALIFICATIONS:

- (1) Master's Degree or higher from an accredited educational institution with an accredited Speech Language Pathology curriculum.
- (2) Certificate of Clinical Competence preferred.
- (3) Possess a Florida License or Florida Teaching Certificate to practice Speech Language Pathology.
- (4) A minimum of 7 years experience in school based speech language pathology service including a variety of experiences with different handicapping conditions or its equivalent.
- (5) Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine it necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

KNOWLEDGE, SKILLS AND ABILITIES:

Professional knowledge of the theories, terminology, principles and techniques of Speech Language Pathology practices in pediatric, adolescent and young adult growth and development, neurological disabilities, psychiatric disabilities, behavior management and psycho-social aspects of students with mental and physical disabilities. Knowledge of evaluation systems, techniques and instruments to allow for appropriate interpretation and application. Ability to conduct action plan meetings with parents, educators, and agency personnel to resolve communication and educational problems for ESE students. Ability to use technology for office correspondence, educational use, and assistive technology uses. Ability to consult and communicate effectively, both orally and in writing, with parents, students, physicians, psychologists and colleagues. Must have the ability to plan and deliver professional workshops for SLP's and other professionals to present new therapies, diagnostic tools, alternative communication techniques, and augmentative communication techniques.

REPORTS TO:

Subject Area Specialist/ESE-Speech Language Impaired
Director I - Special Education

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JOB GOAL

To provide comprehensive diagnostic and treatment recommendations/services to all referred students from birth to age 22. The ultimate goal is to facilitate students becoming more independent communicators in all environments – home, school and work – to ensure a free appropriate public education to those students who are eligible for Speech Language Impaired services.

SUPERVISES:

- (1) Interns
- (2) Bachelor and Master level Speech Language Pathologists (SLPs)
- (3) Speech Language Pathologists seeking certificate of clinical competence (CCC)

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Assist in developing Individual Education Plans including measurable goals and objectives for each student's needs when applicable.
- * (2) Develop a Plan of Care for Medicaid eligible students .
- * (3) Develop a Service Plan for private school students.
- * (4) Provide evaluation and reevaluation services to private schools, alternative educational placements, and adjudicated facilities.
- * (5) Identify/select appropriate materials and equipment for the SLP program.
- * (6) Adhere to the 45-day time line from referral to placement for child find cases.
- * (7) Annually revise, publish and train the use of the Speech Language Impaired Guide for all SLP's in the district.

Administrative / Management

- * (8) Serve as ESE Director/Designee (Staffing Specialist) for the Speech/Language Impaired program.
- * (9) Serve as ESE Facilitator for assigned schools to assist in curriculum policies, procedures, and ESE paperwork.
- * (10) Perform tasks assigned by the ESE Director and/or Speech Language Impaired Subject Area Specialist.

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- * (11) Serve as an expert witness for Speech/Language in due process and court proceedings.
- * (12) Bill Medicaid for evaluation and augmentative assessments.
- * (13) Serve as chairperson or as a member of assigned committees within the ESE department to develop new methods, materials and procedures to facilitate ESE placement and instruction.
- * (14) Manage time efficiently to complete evaluations in a timely manner.
- * (15) Implement technology resources effectively.
- * (16) Establish and maintain effective and efficient record keeping procedures for students referred through child find and/or by school based clinicians.

Assessment / Evaluation

- * (17) Provide evaluation and reevaluation for students exhibiting complex communication disorders for all school Speech Pathologists, specialists in School Psychology, general educators, ESE personnel, parents, physicians, and other agency personnel.
- * (18) Provide comprehensive augmentative communication evaluations.
- * (19) Evaluate Pre-K children with on site participation and dissemination of information regarding the child's communication.
- * (20) Serve on the district assistive technology team and as a LATS (local assistive technology) member for the state of Florida.
- * (21) Interpret test scores and explain application to the curriculum for ESE and regular education teachers, parents and staff.
- * (22) Research medical reports and case histories in order to plan, schedule, evaluate, and report results to a staffing committee.
- * (23) Collaborate with colleagues in order to obtain the latest medical reports.
- * (24) Provide extensive evaluations and reports.

Intervention / Direct Services

- * (25) Provide consultative services to adjudicated facilities, charter schools, transition students (ages 19 to 22), Pre-K students, and home schooled children.
- * (26) Research, implement trials, select, order and train current diagnostic instruments and therapy techniques for use by school SLPs.
- * (27) Provide a therapy program with specific instructions / goals to students, parents, teacher and other professionals on the interdisciplinary team.
- * (28) Provide recommendations for therapeutic equipment specific for each child's handicapping condition.
- * (29) Provide in-service workshops for treatment of specific types speech/language impairments.
- * (30) Disseminate the latest published educational / therapeutic information to (SLPs).

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- * (31) Recognize overt indicators of student distress and/or abuse and take appropriate intervention, referral and reporting action.

Collaborations

- * (32) Collaborate with school SLPs to provide diagnosis, therapeutic strategies, and goals and objectives for students with multiple disabilities speech/language impairments.
- * (33) Evaluate concurrently with Specialists in School Psychology, OTs and PTs for Child Find referrals- students are generally from 0-5 years of age, but can be any age with no school experience.
- * (34) Attend weekly Child Find staffings and other student-related conferences.
- * (35) Provide families, employees, and other professional with consultation and instruction in therapy techniques to establish carry-over into daily activities. To assist the child's ability to interact and progress effectively in the general education curriculum.

Professional Growth and Improvement

- * (36) Participate in local, state and national inservice training sessions, conferences, and workshops to keep abreast of current practices, programs, and legal issues while maintaining professional certification and/or licensure.
- * (37) Promote and support the professional growth of self and others.
- * (38) Remain current regarding trends and best practices in the diagnosis and remediation of speech-language disorders.
- * (39) Maintain a network of peer contacts through professional organization (i.e. ASHA; National Boards, ECCAT, FLASHA, SHAA, etc.).
- * (40) Maintain membership in the American Speech Hearing Association (ASHA).

Professional Responsibilities

- * (41) Model professional and ethical conduct at all times.
- * (42) Perform all professional responsibilities in a timely manner.
- * (43) Prepare required evaluation reports and maintain all appropriate records in a timely manner.
- * (44) Maintain confidentiality of student and other professional information.
- * (45) Comply with policies, procedures and programs.
- * (46) Support individual schools with district goals and priorities.
- * (47) Perform other incidental tasks consistent with the goals and objectives of this position.
- * (48) Serve as an advocate for all communicatively handicapped students.

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Student Growth and Achievement

- * (49) Ensure evaluations are age appropriate, thus showing student growth/achievement is continuous and appropriate for age groups and student program classification.
- * (50) Establish and maintain a positive collaborative relationship with students' teachers and families to increase student achievement.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the district.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

***Essential Performance Responsibilities**

Professional Salary Schedule – Pay Grade 5

Date of Board Approval: October 22, 2002