

# *Magnolia School District*

## **SPEECH/LANGUAGE PATHOLOGY ASSISTANT**

### **DEFINITION**

Under supervision of the Special Education Administration and Site Administrator, provides a variety of tasks as prescribed, directed, and supervised by a speech-language pathologist, such as providing therapeutic remediation in speech and language skills to students with special needs, including activities designed to develop pre-language and language skills, oral-motor control for speech production, vocalization, and to perform related duties as assigned.

### **EXAMPLES OF DUTIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Receives limited supervision within a framework of policies and procedures;
- Performs a variety of activities essential to the development of speech and language skills;
- Works with students who have severe speech and language disorders as well as physical, cognitive, and emotional disabilities;
- Conducts speech-language screenings;
- Follows documented therapy plans or protocols;
- Documents student progress;
- Assists with informal documentation;
- Prepares therapy materials and/or equipment for use in classroom and therapy activities;
- Adapts or modifies instructional materials and/or equipment as determined by student needs and abilities for teacher use in the classroom;
- Schedules activities, prepares charts, records, graphs, or otherwise display student performance data;
- Participates in in-service training and public relations programs; responds to emergency situations involving students and student behavior on a routine basis;
- Performs other related duties as assigned.

### **MINIMUM QUALIFICATIONS**

#### **Knowledge of:**

- Correct English usage, spelling, grammar, and punctuation;
- Effective record keeping practices and procedures;
- Phonetics;
- Human anatomy and physiology;
- Normal speech, language, and hearing development;
- Language disorders and rehabilitation;
- Articulation disorders and rehabilitation;
- Acquired disorders and rehabilitation;
- Clinical methods and procedures;
- Hearing disorders and aural rehabilitation.

#### **Ability to:**

- Deal effectively with attitudes and behaviors of student;
- Communicate effectively and tactfully in both oral and written forms;
- Interface effectively with supervisor;
- Manage and use time effectively;
- Demonstrate appropriate conduct;
- Maintain a facilitating environment for assigned tasks;
- Select, prepare, and present materials effectively;

- Maintain student performance documentation;
- Provide assistance to speech-language pathologist;
- Use a variety of screening tools and protocols;
- Administer and score screening tools;
- Manage screenings and documentation;
- Communicate screening results and all supplemental information to supervisor;
- Manage behavior and treatment program;
- Provide effective implementation of treatment objectives;
- Operate standard office equipment including computer, copier, fax machine, etc.;
- Accurately type at sufficient speed in order to perform functions of the job;
- Establish and maintain effective and harmonious working relations with school staff, fellow employees, supervisors and the public.

**Education/Certification:**

- High school diploma or equivalent.
- Equivalent to AA degree;
- Completion of four courses in special education communication and speech disorders or language development;
- State speech-language pathology assistant license.

**License:**

- Valid California Driver’s License.

**DESIRABLE QUALIFICATIONS**

- Experience in working successfully with children who have speech and language disabilities.

**WORKING ENVIRONMENT**

While performing the duties of this job, the employee works in a school and/or classroom as needed. The employee’s primary responsibility is working with students and staff during the school day. This position may involve frequent interruption and direct contact with staff, students and the public; a high volume of responsibilities that may require working without direct and/or constant supervision; and working in a school environment where the noise level is usually moderate.

**PHYSICAL AND MENTAL REQUIREMENTS**

The physical and mental requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service in this position classification will exert up to 50 pounds of force frequently to lift, carry, push, pull, or otherwise move objects.
- Depending on the work location, this assignment may involve sitting most of the time, but will involve walking or standing for brief periods.
- Perceiving the nature of sound, near and far visual acuity, depth perception, providing oral information, the manual dexterity to operate business related equipment and handle and work with various materials and objects are important aspects of this job.

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Range: 34

Revised: 04/22/03; 6/19/14; 5/18/16; 02/2017

Approved: 04/2017

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*EQUAL OPPORTUNITY EMPLOYER*

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