

BORNHAVA

SPECIALIZED EARLY CHILDHOOD CENTER OF W.N.Y. INC.

JOB DESCRIPTION

TITLE: Speech-Language Pathologist or Specialist
Status Exempt, 10+6 (35) or Part-Time
Reports To: Program Co-Directors
Last Revised: March 20, 2020

Main Function

Plans and implements program to facilitate speech/language development of preschool children.

Essential Functions - Duties and Responsibilities

1. Reviews medical reports, psychological reports, social history and other pertinent records of referred children.
2. Evaluates children including interviews with family, observation of student and administration of standardized and non-standardized procedures in order to identify performance levels.
3. Evaluates speech, language and communication skills including assessment of cognitive precursors for language, oral-motor function, articulation, phonation, and pragmatics.
4. Analyzes and synthesizes evaluation results to develop intervention goals and strategies.
5. Prepares, presents and coordinates annual goals and short term performance objectives of the therapy program as a part of the I.E.P. or I.F.S.P. and in conjunction with the interdisciplinary team program.
6. Determines need for and recommends appropriate augmentative communication devices needed by the child for communication and instructs the child, family and staff in its proper use.
7. Participates in meetings regarding students and programs.
8. Prepares and presents home programs for the family.
9. Prepares and coordinates classroom intervention program with teachers.
10. Maintains current, accurate records, files and charts regarding types of treatment; procedures utilized; child's response to intervention; progress made; equipment or devices recommended; and consultations with physician, family or staff.
11. Acts as a consultant to classroom teacher to develop an ongoing environment for language learning.
12. Prepares group and individual language lessons for use within the classroom.
13. Attends clinic or doctor visits with families as needed.
14. Maintains records which are dated and signed by the therapist, including an initial evaluation, annual and semi-annual evaluation, documentation of treatments provided, bimonthly review of progress and upon discharge, a summary of treatment results, reason for discharge and follow-up recommendations.
15. Coordinates with Occupational Therapy evaluations concerning ability to feed oneself including lip, tongue, throat and jaw coordination.
16. In coordination with the Occupational Therapist, develops therapeutic feeding programs and suggests assistive devices such as special cups, spoons and plates.

17. Discusses speech/language with school staff and parents via formal and informal conferences the therapy component of the total I.E.P. Program.
18. Provides and participates in inservice educational programs related to language intervention principles and concepts.
19. Keeps abreast of legal responsibilities, professional ethics, standards of practice, agency policies, rules and regulations.
20. Maintains current certification or licensure as required by state regulations.
21. Maintains speech/language department's materials, equipment and inventory.
22. Provides for own professional growth by attending seminars, conferences, courses and inservices.
23. Licensed speech pathologists provide supervision for speech therapists participating in their Clinical Fellowship Year for licensure and Certificate of Clinical Competency.

Non-Essential Functions

24. Orients and instructs assistants, aides, volunteers and interns.
25. Attends all required staff meetings and training programs.

Qualifications

Graduate of a masters degree program in Speech-Language Pathology, Teacher of Students with Speech and Language Disabilities (**TSSLD**) or equivalent, Certificate of Clinical Competence and N.Y.S. licensure.

Experience

Minimum of 2 years' experience working with infants, toddlers and /or preschool children with developmental disabilities.

PHYSICAL REQUIREMENTS

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.

- With reasonable accommodation
 - Have functional usage of sensory abilities (vision, hearing and tactile senses) to handle or move objects, education materials and school furniture.
 - Perform functional body movements (which may include extensive kneeling, lifting, pushing, pulling crouching, crawling on the floor, holding and rocking children) without restriction.
- Lift and move up to 50 lbs.

Physically assist children with many bodily and everyday functions.