

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Speech/Language Pathology Aide Department: Central Office

**Grade E
H.P.D. 7
D.P.Y. 196**

Job Description

Date Reviewed: August 2009

Reports To: Principal

Purpose of Job

The purpose of this job is to carry out Speech/Language objectives for eligible students and to discuss on-going programs with the Speech/Language Pathologist frequently to maintain a high level of direct Speech/Language services to the students of the Clarksville-Montgomery County School System.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Work under the supervision of and assist Speech Pathologist with instruction of learning goals and objectives as designed in student IEP's.

Consult with the Speech-Language Pathologist frequently to discuss progress, problems, ideas, etc., and to discuss ways of working on the IEP goals and objectives of assigned students.

Responsible for planning activities for each student for their therapy sessions. This may include, but is not limited to, organizing pictures, materials, and setting up computer software. Full access will be provided to materials in the Speech-Language Pathologist's office for use in therapy.

Responsible for recording all the appropriate notes and data on students' activities and progress.

Assist Speech-Language pathologist with compiling information on student progress prior to IEP meetings, for use in preparing progress reports and reviewing IEP objectives.

May be required to serve multiple schools.

Responsible for the constant awareness of and attention to the health and safety of students and is familiar with emergency procedures.

Has a working familiarity of student health concerns; i.e., seizures, diets, behavior programs, etc., and to adhere to written procedures on such concerns.

Responsible for compliance with regulations dealing with confidentiality of personally identifiable student information.

Maintains confidentiality of all information concerning students, staff, and parents. Chooses proper time, place, and supervisor to discuss problems.

Is familiar with and properly adheres to school policies and administrative regulations.

Uses positive verbal and non-verbal skills that enhance the learning environment.

Responds to supervisory directives and facilitates a cooperative working climate and setting. Other tasks may be performed as assigned by the Speech/Language Pathologist or Principal.

Has an interest in working with students.

Has the ability to show initiative without close supervision when appropriate.

Conduct Speech-Language screenings (without interpretation) following specified screening protocols developed by the supervising Speech-Language Pathologist.

Directs any questions about therapy services, and IEP goals to the Speech-Language Pathologist.

Is familiar with the proper technique of moving passengers who require lifting and/or physical assistance.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

Must meet the highly qualified standards for Paraprofessionals. High School Diploma (or GED) required, completion of two years of study (48 semester hours) at an institution of higher education; or obtained an associate's or higher degree; or passing score of 456 on the parapro (Praxis II).

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Medium work: Exerting up to 50 pounds of force occasionally, and /

or up to 20 pounds of force frequently, and/or up to 10 pounds of force to constantly to move objects. Must be physically able to operate a variety of office machines and equipment such as computers, printers, typewriters, facsimile machine, binding machine, television and VCR, tape recorders, photocopiers, opaque projectors, laminators, transparency machine, paper cutter, etc. Must be physically able to work, move or carry objects or materials. Essential physical requirements of the job include: **Climbing:** Ascending or descending ladders, stairs, ramps, and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion. **Balancing:** Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery surfaces. This factor is important if the amount and kind of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium. **Stooping:** Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles. **Kneeling:** Bending legs at knee to come to a rest on knee or knees. **Crouching:** Bending the body downward and forward by bending leg and spine. **Crawling:** Moving about on hands and knees or hands and feet. **Reaching:** Extending hand(s) and arm(s) in any direction. **Standing:** Remaining upright on the feet, particularly for sustained periods of time. **Walking:** Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another. **Pushing:** Using upper extremities to press against something with steady force in order to thrust forward, downward or outward. **Pulling:** Using upper extremities to exert force in order to draw, drag, haul, or tug objects in a sustained motion. **Lifting:** Raising objects from a lower to a higher position. This factor is important if it occurs to a considerable degree and requires the substantial use of the upper extremities and back muscles. **Fingering:** Picking, pinching, typing or otherwise working, primarily with fingers rather than with whole hand or arm as in handling. **Grasping:** Applying pressure to an object with the fingers and palm. **Feeling:** Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips. **Hearing:** Perceiving the nature of sounds at normal speaking levels with or without correction, and having the ability to receive detailed information through oral communication, and making fine discriminations in sound.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable functional, technical, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange administrative information. Includes giving assignments and/or directions to co-workers or assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to the job of Speech/Language Pathology Aide. Requires the ability to write reports with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand relatively basic principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to the job of Speech/Language Pathologist Aide.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually with equipment. Requires near and far visual acuity.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have average levels of eye/hand/foot coordination. Requires digital finger strength necessary to occasionally type on heavy setting. Requires finger, hand, and arm strength necessary to write on paper, chalkboard, overhead, etc. throughout the workday.

COLOR DISCRIMINATION: May require the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people (i.e. staff, supervisors, general public, and officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under minimal stress when confronted with an emergency related to the job of Speech/Language Pathologist Aide.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear). Requires the verbal stamina to articulate clearly and with appropriate volume throughout the workday. Requires the auditory discrimination sufficient to receive detailed information through normal speech at five feet and warning cries of alarms above normal classroom and playground noise.

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

KNOWLEDGE OF JOB

Has general knowledge of the policies, procedures, and activities of the School system and Special Education practices as they pertain to the performance of duties relating to the job of Speech/Language Pathology Aide. Has general knowledge of Special Education practices as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties of the department. Knows how to keep abreast of any changes in policy, methods, computer operations, equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear and effective manner. Has good organizational, human relations, and technical skills. Possesses good problem solving techniques, imagination, patience, reasoning, creativity, judgment, and analytical abilities. Possesses positive communication skills, both orally and written. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret, and apply regulations, procedures, and related information. Has the ability to follow and complete oral and written directions. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department. Has the mathematical ability to handle required calculations. Is knowledgeable and proficient with computers.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance

with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date