

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

JOB DESCRIPTION

- TITLE:** Speech Language Specialist
- REPORTS TO:** Pupil Personnel Services Supervisors and School Principal
- QUALIFICATIONS:** Speech-Language Specialist Certification
Master's Degree in Communication Disorders
Required criminal background check and proof of US citizenship or legal resident alien status
- JOB GOAL:** To provide culturally and linguistically appropriate speech and language services to children based on referral, consultation, evaluation/assessment, diagnosis, and collaboration with other professionals. Intervention and support services are provided to treat communication disorders as defined and described in the NJ administrative code citations, and to monitor progress on an ongoing basis.

PERFORMANCE RESPONSIBILITIES:

1. Evaluation

Process of arriving at a diagnosis through administration of standardized and non-standardized testing measures, administration of informal probes, collection of language samples, evaluation of structural and functional integrity of the oral-facial mechanism, and informal observations of the child.

- a. Conducts a speech and language evaluation to ascertain whether current functioning is age appropriate or below age expectations.
 - b. Consults with members of the Child Study Team; reports findings to Team and to parents.
 - c. Conducts triennial evaluations as required by NJ code.
2. Diagnosis Based upon the results of the evaluation, a clinical decision is made regarding the presence/absence of a speech and/or language delay and/or disorder.
- a. Determine functioning of the following:
 1. Articulation - deficits in sound production
 2. Level of language development - expressive and receptive
 - phonology
 - morphology
 - syntax
 - pragmatics (language use, social aspects of communication)
 - semantics
 - prelinguistic communication joint attention, intentionality)
 3. Voice
 1. phonation quality
 2. pitch
 3. loudness
 4. appropriate intonation
 4. Fluency
 1. stuttering
 2. cluttering

5. Cognition
 1. attention
 2. sequencing
 3. memory
 4. executive functioning
 6. Feeding and Swallowing
Recommend to outside agency where appropriate in consultation with Child Study Team.
 1. oral, pharyngeal, laryngeal, esophageal
 2. orofacial. mycology (including tongue thrust)
 3. oral-motor functions
 7. Apraxia
 1. verbal - difficulty positioning and sequencing muscles involved in volitional production of sounds
 8. Oral Speech Mechanism Screening
 - appearance of lips, tongue, jaw at rest
 - function of articulators - strength, range of motion, alternating motion rates
- b. Results of evaluation are compiled into a comprehensive report of the child's communicative functions.
 - c. Refers to appropriate specialist and/or agencies.
3. Educational Planning On the basis of the evaluation and recommendation, develops a written Individualized Educational Plan (IEP) for those students identified as eligible for speech and language services.
 - a. Develop goals and objectives to meet the individual needs of the student's communication delay/disorder
 - b. Introduces activities to be used in the classroom by the teacher in order to supplement the child's therapy program, when appropriate.
 - c. Assigns necessary materials and activities to be implemented and used by the parents and/or caregivers for the continuation of therapy in the home setting.
 - d. Consults with appropriate staff members and/or outside agencies regarding the implementation of the Individualized Educational Plan.
 4. Assessment
 - a. Ongoing monitoring of progress in treatment to determine possible changes in the course of treatment. Develop and prepare annual progress reports for each child that document those goals and objectives that are still developing and/or have been partially or fully mastered.
 - b. Develop and prepare an annual report outlining present levels of educational performance in narrative form and update goals and objectives for the upcoming year (IEP).
 5. Consultation
 - a. Serves as a member of the Child Study Team and attends meetings when appropriate.
 - b. Holds conferences with staff, parents and /or outside agencies regarding students, when appropriate.
 - c. Attends continuing education seminars and workshops to keep current with evidence based practice in the field of communication sciences and disorders and related fields of study.

6. Instruction

Conducts individual and/or group therapy sessions for students with speech and/or language delays/disorders who are classified.

- a. Provides a schedule of individual and group instruction sessions for children with communication disorders.
 - b. Provides a schedule to of individual evaluations to determine eligibility for services.
 - c. Provides opportunities for inclusion across school settings where appropriate.
7. Other such duties as may be assigned.

Approved: 5/12/09

Revised: 9/24/09

JD/Special Services