

The Howard County Public School System

Job Analysis

JOB TITLE: Speech-Language Pathologist, Regional Early Childhood Center (RECC)

DOT/O*NET Code: 076.107-010/29-1127.00

POSITION INFORMATION

Summary of Duties:

The Speech-Language Pathologist, Middle and High School is responsible for screening, evaluating and providing appropriate services to children, ages three to five, who have been determined eligible to receive assistance with developing communication skills (articulation, fluency, voice, language, fluency) that affect educational performance. The Speech-Language Pathologist may also work with other staff members to develop augmentative communication systems or adaptations involving technology. The Speech-Language Pathologist develops and implements appropriate goals and objectives for each individual student. The Speech-Language Pathologist develops and implements appropriate goals and objectives for each individual student, and consults with teachers and parents/care givers, to include attending Individualized Education Plan (IEP) meetings. The Speech-Language Pathologist may be assigned to multiple schools. This is a 10-month position.

Essential Job Functions:

- Provide speech-language services to children, ages 3-5
- Administer speech and language screening procedures, primarily in a classroom setting, to evaluate the strengths and needs of students; conduct ongoing formal and informal re-assessments
- Integrate data to develop and implement measurable goals and objectives; implement IEPs for each student served and periodically evaluate the effectiveness of the plan
- Manage and conduct therapy, utilizing a variety of equipment, materials, devices and aids
- Collaborate with special and general education Teachers, as well a Physical and Occupational Therapists, to integrate speech-language and academic goals for each student's performance
- Communicate, interact and develop effective relationships with students to manage, conduct and monitor therapy progress
- Consult with teachers, parents/care givers and other team members regarding student progress and needs; adjust intervention strategies based upon student performance
- Participate in staff and professional development meetings, team conferences, and instructional review meetings
- Participate in 504 meetings
- Comply with all federal, state, and local documentation requirements
- May travel within County to observe, conduct evaluations or attend meetings in other school settings
- May act as team leader or supervise interns
- Maintain regular on-time attendance

Machinery, Tools, Equipment, Work Aids Used:

- Portable audiometer
- Board Maker and other educational software
- Smart boards
- PVC piping
- Cards with words and pictures
- Voice recorder
- Computer and mobile device technology (iPad, smart phone, etc.)
- Camera/Projector
- White board, chalk board
- Pens, pencils, markers
- Text books
- Filing systems, papers, folders, binders
- Printer
- Copier
- Laminating and binding machinery
- Scissors
- Calendar
- Flossers
- Non-latex gloves
- Oral motor facilitators
- Tongue depressors

Products/Materials Handled:

- All items listed above under Machinery, Tools, Equipment, Work Aids Used

EDUCATIONAL/VOCATIONAL PREPARATION

- Master's Degree in Speech-Language Pathology, Communication Disorders or similar program

REQUIRED CERTIFICATES/LICENSES

- Certificate of Clinical Competence (CCC), issued by the American Speech and Hearing Association (ASHA)
- Licensed by the State of Maryland Department of Health and Mental Hygiene
- Blood Borne Pathogen Training
- Fulfill requirements to maintain certification

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge and skills generally acquired from the completion of the educational requirements of the position
- Knowledge necessary to obtain and maintain required licenses
- Knowledge of federal, state, and local laws, regulations, and procedures related to school health services
- Knowledge of related resources in the community
- Ability to communicate effectively both orally and in writing, to student, parents/care givers and staff members

- Strong documentation/record keeping skills
- Ability to identify and develop resources needed to implement special education programs
- Ability to relate well to students, parents, staff, and community-based service providers
- Knowledge of computers and software

JOB SITE ENVIRONMENT

Work Site

- 95% inside
- 5% outside

Temperature Factors

- Exposed to weather conditions when outside of the school building

Noise Factors

- Occasional noise from large groups of students, bells, or alarm systems

Vibrations

- N/A

Air Quality Factors

- May be exposed to fumes from laminating machine or copier/printer

Working Surface

- Desk and table
- Carpet
- Tile floors
- Wooden gymnasium floor
- Stairs
- Blacktop and cement surfaces outside
- Natural ground and playground surfaces

PHYSICAL REQUIREMENTS –Speech-Language Therapist, RECC

Non-Material Handling:							
	Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
	N	R	I	O	F	C	Description of Requirements at one time and throughout the shift
Bend				X			Partial bending for 5 to 30 seconds at a time to work with students at table height (most common position). May store or retrieve files or materials in low file drawer or cabinet below counter height. Alternatives to bending may include sitting on a stool, squatting or kneeling.
Squat			X				Similar to bending. Alternatives to squatting include sitting, bending and kneeling.
Kneel		X					Similar to bending. Alternatives to kneeling may include sitting, bending and squatting.
Crawl	X						Not required.
Balance				X			Need to be able to negotiate around objects on the floor. Most surfaces are indoors, level and even.
Reach Above Shoulder			X				Needed to store or retrieve files or materials.
Sit				X			Sitting is usually limited to desk surface work, and duration/frequency may be modified.
Stand				X			Standing is limited to those periods of time required to complete activities where a chair is not available or where the demonstration of a task is best done from a standing position; duration/frequency may be modified.
Walk				X			Usually needed intermittently for brief walking throughout the day with infrequent longer walks.
Running	X						Not required.
Alternate Sit/Stand				X			Needed during instructional periods, as noted above in stand and walk categories.
Hand Dexterity						X	Needed constantly (examples include turning pages, using manipulative or assistive technology devices and fingering small and medium sized items).
Hand Controls			X				May be needed to operate and adjust equipment and devices.
Foot Controls	X						Not usually needed.
Stair Climb		X					May be needed in some locations to travel between floors. An elevator is usually available.
Ladder Climb		X					May be needed to use a step ladder.
Driving		X					May be needed to travel to other schools or various other locations for meetings.

Material Handling:							
	Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
	Repetitions per day						In pounds
	N	R	I	O	F	C	
Lift							
Floor to Knuckle	--	20	10	--	--	--	Needed to handle equipment, supplies and devices.
10 in. to Knuckle	--	--	20	10	5	3	Assistance/alternatives (dividing the load, using a hand cart, etc.) is available from other staff members for any heavier lifting.
Knuckle to Shoulder	--	--	15	5	1	--	Needed to assist in transfer and operate equipment and to store and retrieve toys, supplies, and equipment.
Shoulder to Overhead	--	15	7	5	1	--	May be needed to retrieve and shelf books and supplies; place posters or displays; and store supplies and equipment.
Push	--	--	15	7	--	--	Needed to open doors and to move therapeutic and adaptive equipment while working with students and training staff.
Pull	--	--	15	7	--	--	Needed to move therapeutic and adaptive equipment while working with students and training staff.
Carry	--	--	--	20	--	--	Needed to carry laptop, equipment and supplies. Carts may be available.

JOB ANALYSIS REVIEW

Printed Name

Signature

Title

The Howard County Public School System
Company

Date

JOB ANALYSIS PREPARATION

Nicole M. Crawford, MA, CRC, CEES
Printed Name



Signature

Senior Vocational Case Manager/
Certified Ergonomic Evaluation Specialist
Title

First Rehabilitation Resources, Inc.
Company

Date