



# RIALTO UNIFIED SCHOOL DISTRICT

## SPEECH, LANGUAGE AND HEARING SPECIALIST Job Description

### DEFINITION

Provide services to students whom exhibit language, speech and hearing deficits according to State and Federal guidelines.

### ESSENTIAL DUTIES

- Evaluate the effect of a communicative handicap upon the student's education achievement and personal adjustment, in consultation with parents and other professional staff.
- For pupils with verbal communicative disorders:
  - a. Consult with individual teachers regarding communication difficulty noted in the classroom.
  - b. Observe students within the classroom setting.
  - c. Originate Child Study Team to determine if formal assessment is required.
  - d. Provide diagnostic testing of pupils referred through the Child Study Team. Determine appropriate testing of students using scales which report age, maturity, and extent of impairment.
  - e. Attend Individual Education Planning Team meetings for children meeting qualifications of the Communicatively Handicapped classification.
  - f. Provide therapy which addresses the IEP goals and objects.
- For pupils with hearing disorders:
  - a. Initiate and develop lip reading training, where appropriate to student's need.
  - b. Provide information to parents about evaluation of hearing losses as they relate to speech and language development.
- Develop an appropriate service schedule in coordination with the classroom teacher.
- Work with the classroom teacher on methods and materials which are associated with completing the IEP goals. Such assistance will provide carry-over and enrichment techniques related to therapy goals or whole-language concepts.
- Provide parents with materials and assistance associated with completion of the IEP goals outside of the school setting.
- As necessary initiate referrals to other District, County, and support personnel in an effort to provide the least restrictive environment for communicatively handicapped students.

### QUALIFICATIONS

**KNOWLEDGE AND ABILITIES:** Develop, guide and coordinate placement procedures and attend meetings for students presented to the County, other districts in the SELPA, and service agencies' Individualized Education Program Teams for the Aurally Handicapped/Aphasic or Severe Oral Language Handicapped/Multiple Handicapped programs.

### EXPERIENCE AND EDUCATION

- Possession of a valid California Clinical Rehabilitative LSH, (ie: Speech Language Pathology credential);
- Fingerprints on file as required by State law
- TB Skin Test as required by State law
- Meet NCLB "Highly Qualified" criteria

### PHYSICAL DEMANDS

#### Physical class:

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

#### Work area requirements:

Office area, regular classroom, on the playground, parking lot, bus stop areas and possibly field trips.

Ability to use common school hand tools, computer, telephone, fax, and photocopy machine.

Ability to transverse any part of a 10-50 acre campus which would include asphalt, sidewalks, grass on playgrounds, dirt, and/or bus areas.

Ability to smell: Constantly

Ability to touch: Constantly

Ability to hear: Constantly

Ability to see: Constantly

**Physical requirements:**

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours  
Frequently/Medium - 3 to 6 hours  
Constantly/High - 6 to 8 hours plus

Push/Pull: Occasionally  
Stooping: Occasionally  
Bending: Frequently  
Lifting: Frequently  
Reaching: Frequently  
Handling: Frequently  
Grasping: Frequently

Fingering: Frequently  
Carrying: Frequently  
Standing: Occasionally  
Kneeling: Occasionally  
Sitting: Occasionally  
\*Driving: Occasionally  
Walking: Frequently

**\*Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.**

**Frequent motion:**

Keyboarding: Occasionally  
Twisting: Frequently  
Wrist flexion: Frequently  
Elbow flexion/extension: Frequently  
Reaching to shoulder level: Occasionally  
Forward should/neck flexion: Frequently  
Reaching above should level: Occasionally  
Reaching below shoulder level: Frequently

**Sensory requirements:**

Ability to see: Constantly  
Ability to hear: Constantly  
Ability to talk: Constantly  
Ability to smell: Constantly  
Ability to touch: Constantly

**Must be able to deal with these environmental considerations:**

Heat:	Yes	Odor:	Yes
Noise:	Yes	Humidity:	Yes
Moisture:	Yes	Fluorescent lights:	Yes
Working inside:	75% of the day		
Working outside:	25% of the day		
Floor may be slippery at times:	Yes		
Working in close quarters with others:	Yes		

**This job requires:**

Alertness: Constantly  
Attention to detail: Constantly  
The use of two hands: Constantly  
Recall of names and dates: Yes  
Ability to work in temperatures down to 40 degrees and up to 110 degrees.

**Ability to deal with psychological factors:**

Team work: Yes  
Frustration: Medium  
Repetitive Tasks: Yes - High  
Level of responsibility: High  
Must keep up with schedule: High  
Flexible: Yes  
Able to work overtime as needed: Yes  
Dealing with angry teachers, students and parents: Daily  
Be able to keep the interest of the child: Yes

**Physiologic factors:**

Have a high level of consciousness:	Yes
Orientation to time, place or person:	Yes
Ability to read at 12 <sup>th</sup> grade level:	Yes
Ability to comprehend and follow directions:	Yes
Able to keep up a high activity level during the shift:	Yes