

The Howard County Public School System

Job Analysis

JOB TITLE: Speech-Language Pathologist, Infant and Toddler

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

POSITION INFORMATION

Summary of Duties:

The Speech-Language Pathologist, Infant and Toddler is responsible for screening, evaluating and providing appropriate services to children, ages birth to three (3) years, who may require assistance with developing communication skills (articulation, fluency, voice, language, fluency) to be successful in an educational setting. Referrals are received from parents/caregivers, pediatricians, and other health providers. The Speech-Language Pathologist provides services in a variety of settings, including home, daycare center, or community. The Speech-Language Pathologist administers assessment measures and determines eligibility of infant/toddlers recommended for services. The Speech-Language Pathologist collaborates with members of the interdisciplinary team to develop and implement an Individualized Family Service Plan (IFSP), outlining goals and objectives. This is an 11month position.

Essential Job Functions:

- Provide speech-language services to infants and toddlers, ages birth to three (3) years
- Administer speech and language screening procedures, primarily in a home or community-based settings, to evaluate the strengths and needs of the infant/toddler; conduct ongoing formal and informal re-assessments
- Integrate data to develop and implement measurable goals and objectives; implement IFSP for each child/family and continuously evaluate the effectiveness of the plan
- Manage and conduct therapy, utilizing a variety of equipment, materials, devices and aids
- Demonstrate strategies and techniques for parents/caregivers to work with infant/toddler between sessions; advise parents/caregivers of other therapies that may be needed
- Accurately record and maintain progress notes
- Consult with other therapists, and conduct visits with other therapists as determined appropriate
- With parental permission, communicate with other medical providers and specialists and involved in the care of the infant/toddler
- Suggest identified equipment needs to parents/caregivers, or additional services needed to support the infant/toddler, as appropriate
- Assist and train parents and caregivers to enable the infant/toddler's successful transition to an educational setting, when appropriate; attend meetings and coordinate services with the infant/toddler's respective school
- Attend staff development meetings, Infant and Toddler team meetings, speech-language meetings, Office of Early Intervention Services meetings, and any additional meetings, as requested
- 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:

- Cause and effect toys
- Books
- Chewy toys
- Vibrators
- Stenders/walkers
- Silverware
- Tunnels
- Sliding board
- Portable audiometer
- Board Maker and other educational software
- Smart boards
- PVC piping
- Cards with words and pictures
- Oral motor facilitators
- Computer and mobile device technology (iPad, smart phone, etc.)
- 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

- 85% inside
- 15% outside

Temperature Factors

- Exposed to weather conditions when outside

Noise Factors

- Exposed to intermittent noise in the hallways between classes, and from bells and alarm systems
- Exposed to noise in home and community visits
- Exposed to road noise while driving

Vibrations

- N/A

Air Quality Factors

- May be exposed to smoke in home visits

Working Surface

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

PHYSICAL REQUIREMENTS –Speech-Language Therapist, Infant and Toddler

| Non-Material Handling: | | | | | | | |
|-------------------------------|---|---|---|---|---|---|--|
| | N | R | I | O | F | C | |
| | <u>Not Required</u> <u>Rarely</u> <u>Infrequently</u> <u>Occasionally</u> <u>Frequently</u> <u>Constantly</u> <small><1% <8% <33% <66% >67%</small> | | | | | | |
| | | | | | | | <i>Description of Requirements at one time and throughout the shift</i> |
| Bend | | | | X | | | Partial bending for 5 to 30 seconds at a time to work with students at table or floor 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 done when working with children or conducting parent/team meetings; 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/devices. |
| Foot Controls | | X | | | X | | Only needed when operating vehicle during driving duties. |
| Stair Climb | | X | | | | | May be needed in some locations to travel between floors. An elevator is usually available. |
| Ladder Climb | X | | | | | | Not required. |
| Driving | | | | | X | | Needed to travel to home, school or community-based settings for meetings. |

| Material Handling: | | | | | | | |
|---------------------------|---|----|----|----|----|----|--|
| | N | R | I | O | F | C | |
| | <u>Not Required</u> <u>Rarely</u> <u>Infrequently</u> <u>Occasionally</u> <u>Frequently</u> <u>Constantly</u> <small><1% <8% <25 <33% <66% >67%</small> | | | | | | |
| | <small>Repetitions per day 1-10 <25 <100 100-500 500+ per day</small> | | | | | | |
| | | | | | | | <i>In pounds</i> |
| Lift | | | | | | | |
| Floor to Knuckle | -- | 20 | 10 | -- | -- | -- | Needed to handle equipment, supplies and devices. Assistance/alternatives (dividing the load, using a hand cart, etc.) is available. |
| 10 in. to Knuckle | -- | -- | 20 | 10 | 5 | 3 | |
| 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 shelve 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. |
| Pull | -- | -- | 15 | 7 | -- | -- | Needed to move therapeutic and adaptive equipment. |
| 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