



The Creekside School * 5629 Lean Ave., San Jose, CA 95123 * 408-448-2494

The Creekside School Speech-Language Pathologist Assistant Job Description

The Creekside School strives to create an engaging, challenging and rewarding work environment that allows all employees to flourish professionally and personally. We want every employee to be a happy and productive member of our team and have a long and successful association with the School. Our organization continues to grow and thrive through the dedication, input, creativity, perseverance and effort of our staff. The Creekside School is a learning organization, committed to excellence.

Position/Job Title	Speech-Language Pathologist Assistant (SLPA)
Classification	Program Exempt
Position Type	Full Time
Reporting Structure/Supervision	Reports to the Speech-Language Pathologist (SLP) Indirectly supervises Teaching Assistants
Job Description Reviews	

Overview
Under the supervision and guidance of the SLP, provide speech-language therapy services to students as directed by an individualized student program.

Job Objective/Purpose
<ul style="list-style-type: none"> ▪ Under the supervision and guidance of the SLP, provide high-quality speech-language therapy to students, using the least restrictive supports necessary for the student to make meaningful progress. ▪ As needed, assist in implementing an educational program that allows students to meet IEP goals and developmental milestones and facilitate the development of: self-regulation, the ability to sustain engagement, positive attitudes and a sense of self, healthy social relationships, increasing levels of independence, and emotional well-being. ▪ Under the supervision and guidance of the SLP, the SLPA represents advanced proficiency in speech-language therapy, receptive & expressive communication, alternative augmentative communication (AAC), social skills, voice/fluency/articulation and related domains. ▪ Be active in maintaining the efficacy and integrity of the organization within the goals/philosophy of the organization; strive to maintain the philosophy and mission of the program to the highest capacity.

Essential Duties & Responsibilities
With and under the supervision of the SLP, implement, and manage an exemplary speech-language therapy program for the students of TCS.

- Teach/support students learning necessary communication and social skills appropriate to their age and ability level that will provide a solid foundation for an active, positive, healthy, and independent adulthood.
- Teach and promote the development of functional communication, expressive/receptive skills, joint attention, life skills, and social skills to all students. With the SLP, develop individualized behavior therapy goals for each student as part of their overall educational program using a variety of treatment approaches as appropriate.
- Ensure all staff are consistently following through with the speech-language therapy portion of each students' program.
- Work with parents, family members, other care providers and the home support staff to promote speech-language therapy practices outside of school.

Implement Individual Education Plans (IEP) and Related Services plans

- Implement IEPs and BIPs with fidelity as designed by the BCBA, Teacher and Related Service providers. Train, coach, and support Teachers and Teaching Assistants to do the same.
- Fulfill all required direct therapy sessions and consultation hours per the student's IEP within required time frames or provide makeup services within 30 days of the original service date.
- Support students in off-site community education while maintaining a high level of responsibility and safety for all students and staff.
- Ensure files, documents and paperwork are updated as needed, are confidential, and comply with all regulations as set forth by the CDE.
- Take excellent and accurate data on all IEP goals and educational programs throughout the day and input all data and notes accurately and in a timely manner.
- Create individual student and classroom materials as needed.

Support the social-emotional development, health and well being of students at all times.

- Utilize developmentally based, research-supported techniques and therapies such as The Developmental, Individual Difference, Relationship-based (DIR®/Floortime™) Model and Naturalistic Developmental Behavioral Interventions (NDBI).
- Support students using least restrictive prompts and scaffolds so as to maximize independent skill development.
- Continually work to build a positive relationship and rapport with each assigned student by engaging in child led activities with the student, pairing with student preferred activities and items, and striving to establish a developmentally appropriate relationship where meaningful back and forth social interaction may occur.
- Utilize restrictive practices such as restraint, seclusion, escape extinction, and planned punishment only as a last resort or as part of an IEP team approved, data driven, and supervised intervention. Produce detailed documentation of any use of such practices.

Provide consultation and coaching to program staff on the implementation speech-language therapy programs and best practices

- Consult with program staff in a collaborative, respectful manner that supports the learning and professional growth of each staff member.
- Provide constructive and honest feedback. Encourage feedback and ideas from all staff.

- With the SLP, ensure that Teaching Assistants receive and complete all required training/onboarding and professional development as it relates to the speech-language therapy program. Lead retraining as needed.

Serve as an active member of a collaborative team environment to support the overall mission of TCS

- Contribute to the development of IEPs, BIPs and related services plans by collecting accurate data, giving detailed observation reports, and participating in student discussions.
- Participate in all staff meetings, trainings, and professional development days.
- Communicate effectively and respectfully with all parents, care providers, students, other staff members, administrative staff, the board of directors, colleagues, district officials, and community members.
- Work with administration, teachers, and classroom staff to facilitate a school program that allows students to meet IEP goals, developmental milestones, and personal fulfillment.
- When needed, present problems, issues or concerns to the SLP, Principal, Executive Director or colleagues in a respectful, proactive, and solutions-focused manner. Receive feedback and concerns in an equally respectful, proactive, and solutions-focused manner.
- On a multi-disciplinary team, under the supervision and guidance of the SLP, represent advanced proficiency in speech-language therapy, receptive & expressive communication, alternative augmentative communication (AAC), social skills, voice/fluency/articulation and related domains.

Cooperate with all employee protocols and school policies.

- Maintain the confidentiality of all students and families at all times.
- Work with the Principal, Executive Director, Teachers and Related Services to ensure the school program/classroom is adhering to all laws, regulations, and standards set forth by the California Department of Education.

Qualifications

License/Credential/Certification

- California Speech-Language Pathology Assistant (SLPA) license

Education

- Bachelor's Degree in Communication Disorders, Education, Psychology or related field

Experience

- 2 years experience working with those on the autism spectrum and/or working with students who are moderate to severely affected by a developmental disability in a professional setting
- 1 year working with those who are non verbal using AAC (voice output, high/low tech systems)

Skills and Competencies

Knowledge

- At least a preliminary understanding of typical and atypical development of children, a variety of behavioral strategies/theories, how to work with those severe sensory and

communicative challenges, and the unique and individual learning styles of those with developmental disabilities.

- Be familiar with augmentative and alternative communication systems and working with students with limited vocal speech.
- Be familiar working with students who have significant sensory processing/integration challenges.

Skills, and Abilities

- Proficient in Google Suite/Workspace.
- Excellent verbal and written communication skills.
- Exemplary organizational skills and efficiency in completing tasks as assigned.
- Experienced in collecting quantitative and qualitative data, describing progress in measurable terms, have the ability to review and analyze data, and make program adjustments based on available data.
- Coaching and training skills including demonstrating performance objectives, evaluating performance, providing feedback and direction.
- Have good judgment, tact, and ability to maintain the highest level of professionalism as a leader, a model to other staff members, and a representative of the organization.
- Strong problem-solving skills with a solutions-focused approach to any issues as they arise (with students, staff, parents, community members, etc.). The ability to anticipate and resolve problems while keeping the BCBA, Special Educator and other classroom staff informed about such decisions.

Additional

- Maintain calm and professional demeanor when dealing with difficult or emotional situations.
- Ability to work collaboratively with a team of professionals to best serve the needs of the students we serve.
- Be self-reflective and objective for the ultimate benefit of the students and school program, give and take feedback in a positive and supportive way.
- Must consistently demonstrate the ability to be a self-initiator, creative and flexible to meet the needs of the organization and the individual learning styles of the children.
- Good judgment, tact, and ability to maintain the highest level of professionalism as a representative of the organization.
- Be energetic and able to demonstrate appropriate and genuine affect when working with the students

Physical Requirements

If applicable, working and playing with students at The Creekside School requires a considerable amount of strength and physical movement.

Employees must be able to perform the following physical movement functions as needed:

Regularly

- Sitting - Resting position in which the body weight is supported primarily by the buttocks in contact with the ground or a horizontal object such as a chair seat.
- EXERT- up to 20 lbs. of force to move objects, equipment, and to work/play with students.

- **MOTOR SKILLS** - Picking, pinching, or otherwise working primarily with fingers as in handling, typing, or writing.

Physical Requirements, Continued

Frequently

- **STANDING** - Remaining upright on the feet, particularly for sustained periods of time.
- **WALKING/RUNNING** - Moving about on foot to accomplish tasks, particularly for long distances for community outings or moving from one classroom/office to another. Running is required for potential emergency situations.
- **REACHING** - extending hand(s) and arm(s) in any direction.
- **EXERT** - up to 40 lbs. of force to move objects, equipment, and to work/play with students.
- **HANDLING** - Seizing, holding, grasping, turning, or otherwise working with hand or hands.

Occasionally

- **LIFTING** - Up to 25 pounds. Raising objects from a lower to a higher position or moving objects horizontally from position to-position.
- **EXERT** - up to 80 lbs. of force to move objects, equipment, and to work/play with students.
- **CLIMBING** - Ascending or descending stairs, ramps, or hills using feet and legs
- **BALANCING** - Maintaining body equilibrium to prevent falling
- **STOOPING** - Bending body downward and forward.
- **KNEELING** - Bending legs at knees to come to rest on knee or knees.
- **CROUCHING** - Bending body downward and forward by bending legs and spine.
- **CRAWLING** - Moving about on hands and knees or hands and feet.
- **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.

Important: A Creekside School student may exhibit behaviors such as aggression (e.g. biting, kicking, hitting), property destruction, self-injurious behavior, screaming, etc. Due to the potential safety risk for staff and students associated with working with those who may engage in behaviors of concern, all staff are required to be certified by Safety-Care by QBS to handle potentially dangerous situations and work to prevent crisis situations and/or hazards associated with those who engage in behaviors that pose a safety risk. Staff will not be allowed to perform any type of physical management unless they have received the initial Safety-Care training/certification through The Creekside School.

In the event that a student requires physical management because he/she poses a serious, imminent safety risk to him/herself and/or others, Safety-Care will be used as a last resort. This involves the use of safe, non-harmful control and restraint positions to safely control an individual until he/she can regain control of his/her behavior.

Terms of Employment

Employment at The Creekside School is based on mutual consent, and both the employee and The Creekside School have the right to terminate employment "at-will", with or without cause or advance notice.

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

Reviewed _____

Employee Acknowledgement:

Employee Signature and Date

Supervisor Signature and Date