

Speech-Language Pathologist Tompkins County

Department: Health Department

Classification: Competitive

Labor Grade: White Collar Grade 15

Approved: 11/2023

By: HB, Deputy Commissioner of Human Resources

MINIMUM QUALIFICATIONS:

1. Graduation from a regionally accredited or New York State approved College or University with a Master's degree in speech therapy AND one year of full-time paid (or the equivalent part-time) post-licensure experience specifically performing speech therapy with children ages birth to three years; OR
2. Any combination of training and experience equal to or greater than that specified in (a) above.

SPECIAL REQUIREMENTS:

At the time of application, the candidate must possess a full license (limited permit to practice is not acceptable) and current registration issued by the New York State Education Department, to practice as a Speech and Language Pathologist in New York State.

All applicants must possess CPR certification (American Red Cross or American Heart Association) at the time of appointment and maintain such certification for the duration of employment.

All applicants are required to possess a valid New York State Driver's License at the time of application and maintain such license for the duration of employment.

Approved individual providers who deliver early intervention services must demonstrate continued professional development related to their professional field of practice, and on state and municipal policies and procedures of the Early Intervention Program, including participation in NYSDOH sponsored training. Providers shall participate in a minimum of ten clock (10) hours of professional development activities per year. Such professional development activities are not restricted to NYSDOH sponsored training and may include other professional activities necessary for licensure and activities identified by the provider to increase the provider's professional skills and knowledge. Providers must maintain documentation as proof of participation and must share this documentation with agencies that they deliver EIP services for. This documentation must be available at the time of provider monitoring review. New York State sponsored training is available online and free to providers and parents.

DISTINGUISHING FEATURES OF THE CLASS:

This is a professional position involving responsibility for providing comprehensive evaluation, treatment, and education of a wide variety of services for individuals assigned to a speech therapy program. This work is performed under the written order of a physician and under the general supervision of the Division Director or supervisor. The Speech & Language Pathologist will work collaboratively with a diverse population of physicians, educators, children, their families/caregivers, and Whole Health staff as part of an interdisciplinary team to analyze the individual's needs and design a program that serves to improve the speech and/or feeding needs of the child. The employee exercises a high level of autonomy and independent judgment. Contact with children and their families is the primary function of the position. Duties and responsibilities focus on providing direct care to others. High interpersonal skills and understanding are needed to persuade, motivate, or influence others, to facilitate meetings involving important or difficult issues. Internal contacts are with employees in the immediate work unit and/or closely related units or support groups and are required to fulfill basic work objectives. External contacts are with professional associates, liaisons, community groups and involve the development and delivery of programs or services. The work requires moderate physical effort such as periods of sitting on the floor, walking, standing, bending, reaching or repetitive motion and lifting of moderately heavy

items (like small children, equipment, and supplies). Equipment used requires considerable precision, manual dexterity and/or operating knowledge and skill. Due to extensive computer usage, the job requires considerable visual effort. Psychological demands are considerable for this position, with tight deadlines, and frequent exposure to distressing human situations. The work environment has moderate exposure to disagreeable conditions. The work involves some risk of minimal injury or illness. Supervision of others is not normally a function of this position. The incumbent will perform all related duties as required.

TYPICAL WORK ACTIVITIES:

- Identification of children with communicative or oropharyngeal disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills;
- Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communicative or oropharyngeal disorders and delays in development of communication skills;
- Provision of services for the habilitation, rehabilitation, or prevention of communicative or oropharyngeal disorders and delays in development of communication skills;
- Develops evaluation and rehabilitation plans for children with speech and feeding delays/disorders/impairments;
- Uses a wide variety of modalities to provide treatment focusing on improving sound production, speech, language development, articulation, and feeding therapy;
- Evaluates child's cognitive and social aspects of speech delay, limitations and sensory integration with regards to challenging behavior and ineffective social skills;
- Performs and documents evaluation of child referred using evaluative techniques in order to diagnose speech delays/disorders/impairments;
- Administers standardized evaluation tests/assessments as primary or generalist evaluator within a team - with regards to five functional domains of growth and development – Communication (receptive and expressive), Physical (fine and gross motor), Cognitive (thinking and reasoning), Social Emotional and Adaptive (self-help skills);
- Establishes and implements long term and short-term therapy goals, treatment strategies and methods to aid in the treatment/remediation of the delays/disorders/ impairments;
- Collaborates with child's family and team to provide intervention to meet the developmental, educational, functional and medical speech therapy needs;
- Carries out plans to meet the needs of the child and family and routinely reviews the child's progress/delays with team members and supervisor;
- Consults with physicians and other health care and educational professionals and paraprofessionals as a member of a multidisciplinary team in developing and implementing appropriate therapeutic approaches;
- Develops and implements remediation programs on an individual and/or group basis based on evaluative data and behavioral objectives for each child;
- Provides therapy using various assistive technologies, augmentative communication devices, ASL, or adaptive feeding devices;
- Provides strength based therapeutic strategies/techniques to parents/guardians/family/daycare providers to increase their own capacity and confidence in their ability to help the child improve functional development relating to the delay/disorder/impairment;
- Observes and measures progress of child receiving service;
- Establishes and maintains professional contacts with relative outside agencies to further benefit the overall treatment of child's and families;
- Visits houses of child, parents/guardians, family, daycare providers and works to establish services according to child/family needs;
- Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, email and database software in performing work assignments;
- Prepares a variety of reports, including computer-based reports as required;
- Accesses protected educational and health information in accordance with departmental assignments and guidelines;
- Maintains a variety of case management related records;
- Reviews existing case records for available information for use in formulating need/plan of service in collaboration with other team members;
- Participates in Department emergency preparedness training, drills and events as required.

KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

- Thorough knowledge of modern principles, practices and methods of Pediatric Speech and Feeding Therapy;
- Thorough knowledge of assistive technology devices or systems including therapeutic equipment and specialized techniques used in treating speech and feeding delays/disorders/impairments;
- Good knowledge and awareness of various cultural values and lifestyles;
- Good knowledge of federal, state and local laws, regulations and guidelines regarding the Early Intervention Program;
- Skill in successfully applying the principles of speech and feeding therapy to children aged birth to three years;
- Ability to interview, establish and maintain successful relations with others under various challenging conditions;
- Ability to make decision and take action in interventions in a variety of physical locations and social/interpersonal situations;
- Ability to present ideas clearly and concisely both orally and in writing;
- Ability to prepare and maintain records, reports and correspondences;
 - Ability to monitor the child for health and safety concerns;
- Ability to operate a computer for the entry and retrieval of data and research needed (speed is not a factor);
- Good powers of observation and analysis;
- Empathy, good judgment, initiative, tact, courtesy, and sensitivity is required;
- The employee's mental and physical condition shall be commensurate with the demands of the position.

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