POSITION GUIDE

Position Title:	Autistic Support Service Coordinator - Speech & Language	**Code:**	
Department:	Early Childhood Special Education Services	**Group:**	PROF
Reports to:	Preschool Early Intervention Supervisor	**Date:**	April 2026

PURPOSE OF POSITION:

To provide consultative speech-language pathology support within the Preschool Early Intervention Program, addressing communication and feeding needs through evaluation, coordination of services, and collaboration with families, educators, and service providers to support effective early intervention programming for young children.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high-quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high-quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***
- ***embody the IU13 Keys to the culture***

1. Provides consultative support to families, early childhood educators, and service providers to address communication and/or feeding needs for assigned students within the geographic region.
2. Completes all assigned student consultations and student observations within the assigned region, ensuring thorough and timely documentation, effective communication, and appropriate follow-up.
3. Submits requests to secure services and coordinate approved supports for all assigned students in the Service Coordinator's region, following established procedures and timelines.
4. Conducts required evaluations (e.g., feeding) and completes all resulting documentation in a timely manner and within required timelines.
5. Provides direct support to speech therapists serving classrooms, serving as the primary point of contact regarding programming, communication, and/or feeding needs.
6. Supports classroom teachers and speech therapists by guiding instructional programming for communication and the implementation of evidence-based practices aligned with early intervention principles.
7. Contributes to the effective team management of all problems, issues, and opportunities.
8. Adheres to the established work schedule through regular and consistent attendance.
9. Performs other related duties as assigned by the Program Supervisor.
10. Follows all federal, state, and local laws/requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes, and adheres to all LLIU policies and procedures

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MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education Required:	Master's degree preferred OR significant classroom experience in lieu of Master's degree
Certification Required:	PA Certification in one of the following areas: – Special Education - Speech and Language Impaired PK-12 – Specialist - School Speech and Language Pathologist PK-12
Experience Required:	Minimum of three years
Travel Required:	Regular travel to multiple locations using a personal vehicle is required

SUPERVISION OF PERSONNEL:

N/A

ESSENTIAL PHYSICAL REQUIREMENT

The strength and ability to lift and/or assist in lifting pupils of ages ranging from pre-school to the age of beginners and their assistive appliances. Considerable bending, stooping, and squatting must be tolerated, as well as the ability to possibly restrain students in emotional stress.

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities:	Sit: 50% Walk/stand: 50% Driving to other locations: As needed
Lifting:	Up to 20 lbs. - Lifting of light boxes and office material (unless otherwise noted below)
Vision:	Close concentration
Mental Demands:	Interpret, analyze and problem solve
Environment:	Varies

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