

**NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT
JOB DESCRIPTION**

Position Title: SLP - AUGMENTATIVE AND ALTERNATIVE COMMUNICATION SPECIALIST

Department: Early Learning or Special Student Services

Location: As Assigned

Reports To: Program Administrator or Principal

FLSA Status: Non Exempt

Bargaining Unit: Licensed, NWEA

Compensation: Licensed Salary Schedule

Work Days: 192

Prepared Date: 4/2024

NW REGIONAL ESD'S MISSION STATEMENT

In partnership with the communities we serve, Northwest Regional ESD improves student learning by providing equitable access to high quality services and support.

GENERAL DESCRIPTION:

This position provides high-quality consultation and/or direct support in the areas of identification, evaluation and intervention for students with complex communication disorders who may benefit from augmentative and alternative communication support. The SLP-AAC Specialist works collaboratively with the student's education team to determine the appropriate communication systems in order for the student to access curriculum and to participate in the educational setting. The SLP-AAC Specialist also provides training for teams and SLPs, as needed.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Licensure through Oregon Board of Examiners for Speech Language Pathology
2. Master's degree in Speech/Language Pathology
3. Minimum of two years' experience working with children with communication needs, preferred
4. ASHA Certificate of Clinical Competence (CCC-Speech) preferred
5. Knowledge of Early Childhood Development, EI/ECSE services and/or Special Education, OAR (Oregon Administrative Rules), IDEA (Individuals with Disabilities Education Act) rules and regulations, and community resources, preferred
6. Bilingual (Spanish) preferred
7. Valid driver's license
8. Personal vehicle for travel throughout the geographic area of assignment.

KNOWLEDGE, SKILLS, and ABILITIES:

1. In-depth knowledge of AAC systems, including low-tech options (e.g., picture symbols, communication boards) and high-tech solutions (e.g., speech-generating devices, tablet apps)
2. Knowledge of universal design principles to ensure that AAC solutions are inclusive and accessible to all students
3. Knowledge of Early Childhood Development, EI/ECSE services, Special Education, OAR (Oregon Administrative Rules), IDEA (Individuals with Disabilities Education Act) rules and regulations, and community resources
4. Ability to work independently on complex tasks, using initiative and judgment in accomplishing tasks with general instruction and guidance
5. Proficient in the use of computer and internet based applications, including but not limited to email, internet software, Google Suites, and word processing (MS Word)
6. Possess organizational skills for effectively prioritizing and managing multiple tasks, demonstrating initiative and problem-solving skills
7. Strong working knowledge of spelling, punctuation, capitalization, word usage and sentence structure of the English language
8. Ability to work under pressure and tight timelines
9. Ability to maintain the integrity of confidential information and able to respond sensitively to questions about student, family and staff matters

ESSENTIAL FUNCTIONS: Include the following. Performs some or all of the following tasks. Other Duties may be assigned. The duties listed below are not inclusive, but characteristic of the type and level of work assigned for this position.

- A. Collaborate with District building-level SLPs and educational teams to design and implement AC systems for students that provide maximum opportunity for interaction between students, access to curriculum, and their environment.
- B. Collaborate with building SLPs and other educational team members to develop implementation plans for individual student use of augmentative communication systems in the educational setting.
- C. Assists education teams with accessing resources for augmentative communication systems; may also support funding initiatives, as appropriate.
- D. Collaborate with building SLPs and other team members to assist with student transitions to other environments.
- E. Provides technical assistance to SLPs in the assessment of student needs, selection of technology/systems, and implementation of assistive technology support.
- F. Ensure that all students receive high quality, culturally, and linguistically sensitive competent services.
- G. Demonstrate awareness, knowledge, and sensitivity in the area of language acquisition

with linguistically and/or culturally diverse populations.

- H. Provide intervention that is appropriate to the age and learning needs of individual students and is selected through an evidence-based decision-making process in accordance with the IEP/IFSP documentation.
- I. Design school-wide speech-language services that employ a continuum of service delivery models in the least restrictive environment for students with disabilities and implements a variety of service delivery models, including pull-out, in-class, and consultation.
- J. Provide direct coaching, training, and consultation regarding individual student's AAC needs for referring Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) team members and/or families, including coaching to small teams, and training large groups
- K. Address social, academic, and vocational needs that have an impact on attainment of educational goals.
- L. Consult and collaborate with teachers and parents to increase access to language in the curriculum in order to support development in the area of literacy across the language processes of listening, speaking, reading, and writing.
- M. Identify appropriate instructional strategies, modifications, and/or accommodations in collaboration with the educational team.
- N. Identify, implement, and support students with the use of augmentative communication devices.
- O. Maintain appropriate records and reports (if applicable, including Medicaid billing) - Screen and identify communication disorders in children with special needs.
- P. Act as a member of the multidisciplinary team during the assessment process and evaluate students/children in the area of articulation, voice, fluency, and language impairments.
- Q. Develop and maintain accurate information regarding IEP / IFSP records in accordance with special education and district guidelines, timeline, and processes in order to meet individual student needs.
- R. Prepare and complete documentation in a timely manner: speech and language evaluations, progress reports, transition reports, and student data collection system.
- S. Attend and participate in team, school, and district meetings as necessary.
- T. Access and attend professional development to increase knowledge and provide high quality services.
- U. Conduct hearing screenings, as necessary.
- V. Performs other duties as assigned.

WORKPLACE EXPECTATIONS

- Demonstrate support for NWRESD Mission and Values and Strategic Plan Goals

- Establish and maintain a positive and respectful learning environment and working relationships with students, staff, administration, parents/guardians and community members
- Work effectively with and respond to people from diverse cultural backgrounds
- Participate in various meetings to receive information or share information and expertise with students, colleagues and parents/guardians, and community partners
- Hold expectations for high performance of self
- Demonstrate computer literacy and operate software programs as related to job responsibilities
- Maintain accurate, complete and confidential records as required by law and District policy and regulations
- Maintain the integrity of confidential information relating to a student, family, colleague or NWRESA patron, and use or relay confidential information only in the course of performing assigned responsibilities
- Follow all laws, District policies, rules, regulations, memos, announcements and reasonable requests by proper authority
- Maintain regular attendance at work and work activities and punctuality regarding deadlines, meeting attendance and following schedules
- Work collaboratively with other departments

LANGUAGE SKILLS:

Ability to read, analyze and interpret documents such as software manuals/instructions and procedural manuals. Ability to write routine reports and correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients and other employees of the organization.

MATHEMATICAL SKILLS:

Ability to perform basic mathematical calculations with a high degree of accuracy.

REASONING ABILITY:

Ability to apply common sense to carry out oral and written instructions. Ability to solve practical problems and deal with a variety of concrete variables in situations where some standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

WORK ENVIRONMENT:

Work is generally performed in a standard office setting. Travel to various sites may be required.

Daily:

- Requires regular focus on a computer screen.
- May be required to sit, stand, keyboard, write, hear and speak for extended periods of time.
- Precise control of fingers and hand movements required.

- Work activities may include bending, stooping, kneeling.

Weekly:

- Ability to perform job and communicate in a noisy environment.
- Travel to various sites may be required.

Required Physical Demands of Essential Functions and Responsibilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job. Staff are expected to possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If accommodation(s) are required to perform any or all of the job functions, then the employee must notify Human Resources and agree to provide information to the District regarding the requested accommodation(s).

While performing the duties of this job, the employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and trunk while performing the duties of this job. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee continuously uses hand strength to grasp tools. The employee must occasionally lift and/or move up to 50 pounds.

Note: The description contained herein reflect general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods, or otherwise to balance the workload.

NWRESD believes that every individual makes a significant contribution to our success. The administration reserves the right to modify, add or remove duties as necessary that still reflect the essential functions of the department. It is our expectation that every employee will offer their services wherever and whenever necessary to ensure the success of the ESD's goals.

Equal Opportunity Employer

Northwest Regional Education Service District is an equal opportunity employer; committed to building an inclusive community and an environment free from discrimination, harassment, and retaliation. We are proud to be [an antiracist organization](#). We work to understand how racial ideology is manufactured and how it impacts the lives of our staff and those we serve.

Northwest Regional Education Service District is proud to be an antiracist, [Equal Employment Opportunity](#) and Affirmative Action employer. We are committed to ensuring diversity and inclusion in all aspects of recruitment, selection, and employment without regard to race,



disability, gender identity/expression, sexual orientation, national origin, ethnicity, religion, veteran or military status, or any other category protected under the law.

Northwest Regional Education Service District is committed to providing reasonable accommodations in our recruitment procedures for individuals experiencing a disability. If you need assistance or accommodation due to a disability, please contact us at hrhelp@nwresd.k12.or.us. Persons who are deaf, hard of hearing, or have limitations in their speech may contact the district for assistance through the Oregon Telecommunications Relay Service at 1-800-735-2900.