

47.347
47.348
47.349
47.350

DEPARTMENT OF EDUCATION
STATE OF HAWAII
BOARD OF EDUCATION SUPPORT SERVICES PERSONNEL
.....

Specifications for the:

SPEECH-LANGUAGE PATHOLOGIST SERIES

Series Definition:

This series includes positions whose duties are to administer, direct, supervise, and perform professional work in speech-language pathology.

Speech-language pathology involves the science that deals with identification, evaluation, treatment, remediation, and prevention of speech, language, and communication disorders. Speech-language pathologists (SLP) have a range of responsibilities which involve providing, improving, evaluating, administering, and coordinating services for the identification, study, evaluation, and treatment of students with speech, language, and/or communication disabilities. These responsibilities are accomplished through the use of evidence-based practices that include screenings, observations, assessments, consultation, and collaboration with other school personnel and direct treatment.

As a member of a multi-disciplinary educational team, the SLP works with students with disabilities under the following eligible categories: autism spectrum disorder, deaf, deaf-blindness, developmental delay, emotional disability, hard of hearing, intellectual disability, multiple disabilities, orthopedic disability, other health disability, specific learning disability, speech or language disability, traumatic brain injury, or visual disability including blindness.

This series of classes encompass direct service, consultant, and supervisory positions performing work in speech-language pathology. The levels within the series are distinguished on the basis of nature and extent of supervision received and/or the scope and variety of operations supervised as indicated by type and intensity of services offered.

Policies and procedures of the department, texts, scientific journals, and other periodicals are common references for the SLP. Relying on research, the SLP implements evidence-based practices to guide interventions and services.

Contacts are maintained with students, parents, teachers, student service coordinators, and other specialized service personnel, such as other SLPs, occupational therapists, physical therapists, school psychologists, behavioral health specialists and clinical psychologists.

Examples of duties are provided at each level within the series; however, positions may not be assigned all of the duties listed nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are a logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.

SPEECH-LANGUAGE PATHOLOGIST II

47.347

Duties Summary:

Under immediate supervision of the SLP V and administratively supervised by the District Educational Specialist (DES), provides educationally-relevant speech-language services in a school setting and performs other related duties as assigned.

Distinguishing Characteristics:

This is the entry level in the SLP series and may be called Clinical Fellows. Positions in this class receive immediate technical supervision from a higher-level SLP V and are responsible for providing educationally-relevant speech-language services to individual students and/or groups of students. Services include preventive activities, assessments, and interventions that focus on addressing the student's patterned areas of strengths and needs in speech (articulation, voice, and fluency), form, function, use of language (phonology, syntax, morphology, semantics, and pragmatics), and the connection between speech-language and literacy development.

Incumbents in this class gain experience as an independent professional while under the guidance of a higher-level SLP V. A wide variety of professional skills and judgment are required when assessing and providing educationally-relevant interventions. Recommendations pertaining to assessments and interventions are discussed with a higher-level SLP V and decisions pertaining to routine aspects of workload, service delivery, and documentation are made after consultation. As experience is gained, such decisions are made more independently.

Examples of Duties:

Under immediate supervision, selects specific methods or strategies to assess student communicative performance; conducts activity and environmental analysis to determine barriers that limit communicative performance in the natural environment; analyzes, interprets, documents, and communicates findings; collaborates with team members to determine programming within specified time frames; provides speech-language services to address the unique needs of students, updates team members on progress, and recommends changes or rescission of services when needed; collaborates and consults with parents and school personnel to assist with the

generalization of skills and instruct students in the use of strategies to gain communicative independence; attends student-focused problem-solving meetings, school staff meetings, evaluation and eligibility meetings, individualized education program meetings, and complex or district staff meetings as needed.

Knowledge and Abilities Required:

Knowledge of: Principles and theoretical foundation of speech, hearing, language, and communication development; typical speech, causes and treatment of speech, hearing, language, communication, and swallowing disorders; anatomy, physiology, basic sciences of communication disorders, psychology and related sciences; analytical and problem-solving processes to apply current research to guide evidence-based practices in assessment and intervention; school-based speech-language pathology practices and services, and assistive technology with respect to communication.

Ability to: Apply the principles, methods, and techniques of speech-language pathology in an educational setting; select and use assessment procedures; analyze and integrate information; write reports effectively; prepare and implement interventions; document progress; communicate effectively with students, school personnel, and parents; recognize when adaptive devices are needed and refer to available resources within the community.

SPEECH-LANGUAGE PATHOLOGIST III

47.348

Duties Summary:

As the first-level independent worker under general supervision of a higher-level SLP V and administratively supervised by the DES, provides an array of speech-language services so students may benefit from their education and performs other related duties as assigned.

Distinguishing Characteristics:

This class reflects the first-level independent worker that provides an array of professional speech-language services in a school setting with individual students and/or groups of students. This class performs assessments and implements interventions which address the student's strengths and needs in the school environment with a focus on speech (articulation, voice, and fluency), form, function, use of language (phonology, syntax, morphology, semantics, and pragmatics) and the connection between speech- language development and curriculum. Incumbents are required to consult and collaborate closely with classroom teachers and school personnel on the connections between language and the student's educational progress to address the underlying speech, language, and/or communication issues preventing a

student from advancing academically; plan and organize workloads to meet the needs of assigned students and other professional responsibilities; and assess student performance to plan and provide appropriate interventions.

Incumbents in this class receive general supervision from a higher-level SLP V and administrative supervision from the DES or other technically qualified professionals through consultation in the form of conferences and review of written reports. Decisions on routine aspects of assessments and treatment services, scheduling of services, and service delivery are made as part of the regular assignment. Recommendations and decisions pertaining to assessments and interventions of complex cases are made upon consultation with the SLP V or DES in accordance with federal and state regulations and departmental policies. Positions function as responsible, disciplined representatives and members of multi-disciplinary teams.

Examples of Duties:

In addition to the duties specified in the lower level, this class observes student performance in the natural environment and integrates findings to determine barriers that limit student participation in the educational setting; collaborates with other school team members to plan educational goals and interventions within specified time frames; develops efficient schedules and workload; attends conferences and assists with in-service training of other educational personnel; confers with student families and outside agencies; provides data on services to students, workload, student progress, equipment and material needs, and any other required information.

Knowledge and Abilities Required:

Knowledge of: In addition to that specified in the lower level, educational standards for school-age and preschool-age students.

Ability to: In addition to that specified in the lower level, connect information obtained from assessments with curricular standards of speech-language pathology; write clear and concise reports to communicate effectively with school personnel and parents; document interventions that assist educational progress.

SPEECH-LANGUAGE PATHOLOGIST IV

47.349

Duties Summary:

As a highly-independent and competent worker, integrates scientifically-based evidence into decision-making practices to provide an array of speech-language services that impacts progress and participation in the educational environment. In consultation and collaboration with school personnel, completes assessments, analyzes evidence, draws conclusions, and implements interventions; monitors student response

to interventions and modifies as needed; focuses on student outcomes and performance in connection with educational standards, policies, and procedures; develops efficient schedules and workload; attends staff meetings and conferences; provides training to educational team members which may be child specific or generalized to support all students in accessing the curriculum; provides mentorship to lower-level speech pathologists; may provide technical supervision to paraprofessionals and communication aides; may provide supervision of externship experiences for graduate-level communication sciences and disorders students; may provide observation opportunities for potential students interested in the field of speech-language pathology; and performs other related duties as assigned.

Distinguishing Characteristics:

Positions in this class reflect highly-competent and experienced workers who are under the non-technical administrative supervision of the DES and whose assignments involve a high degree of independence in their performance and decision making. Positions are fully responsible to select, administer, interpret, and integrate test results to assess student strengths and needs in terms of academic, functional, or developmental expectations. Positions also work collaboratively with educational team members to determine the impact of underlying speech-language or communication disorders on educational progress; plan and determine educationally-relevant goals and objectives; prepare evidence-based interventions by providing specially designed interventions to attain goals in an appropriate time frame; utilize an array of services and personnel to assist in helping students meet educational needs; monitor student progress and work with school teams to determine the need for services; may be required to provide technical supervision to communication aides, paraprofessionals, graduate-extern students and lower-level SLPs.

Examples of Duties:

In addition to the duties specified in the lower level, this class also analyzes performance in the natural environment to determine barriers between school/classroom expectations and student performance; provides appropriate services to address the distinctive educational needs of individual and/or groups of students; assists with in-service training of other educational personnel; collects information from a variety of sources and provides data specific to the professional area.

Knowledge and Abilities Required:

Knowledge of: In addition to that specified in the lower levels, federal and state rules and regulations and Board of Education policies and procedures as related to the provision of services.

Ability to: In addition to that specified in the lower levels, interpret and implement federal and state regulations and operating policies and procedures as related to the provision of services.

SPEECH-LANGUAGE PATHOLOGIST V

47.350

Duties Summary:

Plans, organizes, coordinates, and provides technical assistance to school and district personnel, SLPs, and communication aides; serves as a subject matter expert (SME) in the field of speech-language pathology and the role of speech-language services in the educational environment. At the district level, prepares program plans, develops, evaluates, and communicates state and federal policies, regulations, procedures, standards, and guidelines to the field; evaluates effectiveness of the program; monitors student outcomes; supervises Clinical Fellows, coaches and mentors lower-level SLPs; and performs other related duties as assigned.

Distinguishing Characteristics:

Incumbents in this class receive general supervision from the DES and consult with other technically qualified professionals. The primary purpose of this class is to provide support and guidance to the DES in the coordination of personnel and serve as an SME on issues relating to the implementation of educationally-relevant speech-language services within the district. Communication is maintained at the administrative level with the Office of Student Support Services (OSSS) for the purposes of district staffing and training. Positions also provide supervision to Clinical Fellows and mentorship to lower-level SLPs.

Examples of Duties:

Collects and analyzes caseload data to support the DES with and ensure equitable workload distribution; coordinates and assigns personnel to complex areas or complexes within the district; monitors staff shortages and adjusts personnel assignments during the regular and extended school year; communicates with the state level in OSSS on district needs both in number of personnel and skills and knowledge required when dealing with staffing shortages; provides technical supervision to communication aides and coaches or mentors lower-level SLPs; assists the DES with subject matter expertise; conducts on-site observations; reviews reports and IEPs, attends school-level meetings; coordinates assignments for university graduate school externship placements; organizes and conducts professional development for SLP IV's on supervising externs; conducts professional development activities for district and school staff on issues related to the provision of educationally-relevant speech-language services.

Knowledge and Abilities Required:

Knowledge of: In addition to that specified in the lower levels, workload analysis, caseload management, scheduling an array of service delivery options, national professional standards, and requirements for the implementation of speech-language services and clinical supervision.

Ability to: In addition to that specified in the lower levels, conduct professional development activities, advise and mentor staff on the appropriate provision and documentation of educationally-relevant speech-language services, and explain array of services and service delivery models offered to students in the context of education and the natural environment.

Minimum Qualification Requirements:

Basic Education Requirements:

Applicants for all levels must possess a master's degree from an accredited college or university in a speech-language pathology or communication sciences and disorders program approved by the Council on Academic Accreditation of the American Speech-Language Hearing Association (ASHA).

Experience Requirement:

Applicants must have progressively responsible work experience of the kind, quality, and quantity described below:

Class Title	Specialized Experience (years)	Supervisory Experience (years)	Total Experience (years)
Speech-Language Pathologist II	0*	0	0
Speech-Language Pathologist III	0*	0	0
Speech-Language Pathologist IV	1	**	1
Speech-Language Pathologist V	2	2	4

*Level II, III: Although no experience is required, applicants must have met all the academic and clinical practicum requirements necessary for eligibility in the clinical fellowship program of the ASHA as specified in the Rules of the Board of Speech Pathology and Audiology in the State of Hawaii.

** Level IV: Supervisory aptitude rather than actual supervisory experience may be accepted.

For level IV and above, at least one (1) year of experience must have been comparable to the next lower level in this series.

Specialized Experience: Professional experience as an SLP must have equipped the applicant with a full professional understanding of the theories, research and evidence-based practices of speech-language pathology and the proper application of practices which are appropriate to the student's educational, developmental, and social needs.

For some SLP IV positions, supervisory aptitude may be required.

Supervisory aptitude is the demonstration of aptitude or potential for the performance of supervisory duties through successful completion of regular or special assignments which involve some supervisory responsibilities or aspects; serving as a group or team leader, or in similar work in which opportunities for demonstrating supervisory capabilities exist; completion of training courses in supervision accompanied by application of supervisory skill in work assignment; or favorable appraisals by a supervisor indicating the possession of supervisory potential.

Supervisory Experience: Supervisory work experience includes: 1) planning, organizing, scheduling, and directing the work of others; 2) assigning and reviewing their work; 3) advising them on difficult work problems; and/or 4) training and developing subordinates.

Quality of Experience:

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate the ability to perform the duties of the position for which applicant is being considered.

Certification and License Requirement:

Level III and above must possess the Certificate of Clinical Competence and be licensed with the State of Hawaii as a Speech Pathologist at the time of appointment.

Selective Certification:

Specialized knowledge, skills and abilities may be required to perform the duties of some positions. For such positions, selective certification requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Organizations requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

Tests:

Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirements:

Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

This is a class title change and amendment to the class specifications and minimum qualification specification for the classes, SPEECH PATHOLOGIST II, III, IV and V that were approved on June 30, 2003.

SIGNED DATE: DEC 26 2018

EFFECTIVE DATE: JAN - 1 2019



Cynthia A. Covell
Assistant Superintendent
Office of Talent Management