

## EDITED TASK LISTING

CLASSIFICATION: LANGUAGE, SPEECH AND HEARING SPECIALIST

**NOTE: Each position within this classification may perform some or all of these tasks.**

<b>Task Statements</b>	
1.	Obtain necessary data of students to evaluate communicative competence utilizing a variety of standardized testing instruments for the assessment and diagnosis in language, speech and hearing deficiencies, in accordance with the Individuals with Disabilities Education Act (IDEA), as required.
2.	Assist in the development and evaluation of the Individual Education Program (IEP) for disabled students to provide information, consultation and recommendations regarding possible areas of disability, impact to learning and educational interventions utilizing oral and written communication, professional training and organizational skills, in accordance with IDEA, as required.
3.	Work closely with teachers and school psychologists to maximize the learning of students in the development and modification of IEP for students with special needs related to language, speech and hearing deficits utilizing knowledge of classroom dynamics, group facilitation skills, program knowledge and professional standards, in accordance with IDEA, as required.
4.	Develop for individual students special support services related to their specific disabilities utilizing data from the assessment and evaluation of language, speech and hearing skills, to establish specific intervention plans based upon the analysis of overall performance levels across all communicative parameters, in accordance with IDEA, as required.
5.	Act as an expert resource to the local site assessment team regarding communication deficits among students utilizing oral, written and public speaking skills, knowledge of special education eligibility requirements and timelines to inform staff about the correctional education programs, policies and procedures, in accordance with IDEA, as required.
6.	Provide in-service training in specific areas related to language, speech and hearing disabilities to facilitate awareness of the impact of communicative deficits on students associated with educational and treatment progress utilizing oral, written and public speaking skills, under the direction of the supervisor, as required.
7.	Generate necessary reports for the IEP team to develop the education plan for students utilizing various software programs, in accordance with IDEA, as required.

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8.	Control all material and equipment which may be used as potential weapons to maintain the safety and security of the facility and the public utilizing oral and written communication to promptly notify correctional staff when a potential compromise to the facility's safety and security is recognized, in accordance with Department Operational Manual (DOM) and Title 15, as required.
9.	Supervise the conduct of students to prevent escapes and injury to themselves or others or to property by inspecting locks maintaining keys and communicating with correctional staff utilizing intercom systems, personal alarms, email, telephone etc., in accordance with DOM and Title 15, on an on-going basis.
10.	Inspect premises for contraband such as weapons or illegal drugs to maintain the security of working areas and work materials in Division of Juvenile Justice (DJJ) facilities utilizing visual inspection in accordance with DOM and Title 15, as required.
11.	<b>Plan programs, strategies and techniques for students with language, speech and hearing disabilities to assist in the Special Education Program and rehabilitation process utilizing resources (e.g., teaching methodologies, Common Core State Standards, Trade Advisory Committees, etc.) in accordance with IDEA and DOM, as necessary.</b>
12.	<b>Implement programs, strategies and techniques for students with language, speech and hearing disabilities to assist in the Special Education Program and rehabilitation process utilizing resources (e.g., teaching methodologies, Common Core State Standards, Trade Advisory Committees, etc.) in accordance with IDEA and DOM, as necessary.</b>
13.	<b>Design individualized programs based upon student assessments for the special needs of students to address deficits of content, form and function of language and speech utilizing therapy materials designed or developed to address aural rehabilitation, speech articulation, semantics, syntax, phonology, morphology and/or social pragmatics, in accordance with IDEA, as required.</b>
14.	<b>Administer language and speech tests, scales and language samples to students to determine communicative competence for the parameters of speech articulation, semantics, syntax, phonology, morphology and/or social pragmatics utilizing normative data based on chronological age or grade level, in accordance with IDEA, as required.</b>

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15.	Coordinate and implement behavior management techniques for students to increase the effectiveness of therapeutic language, speech and hearing interventions utilizing Integrated Behavior Treatment Model strategies and the Disciplinary Decision Making System, in accordance with DOM, as required.
16.	Provide direct/indirect instructional services to stimulate and/or improve the communication behavior of students with communication disorders utilizing therapy materials designed or developed to address aural rehabilitation, speech articulation, semantics, syntax, phonology, morphology and/or social pragmatics, in accordance with IDEA, as required.
17.	Identify the need for formal and comprehensive language, speech and hearing assessment for students based upon screening results in order to address deficits of content, form and function of language and speech utilizing formal/informal language and speech screening instruments and audiometers, in accordance with IDEA, as required.
18.	Respond to inquiries and provide information concerning program activities and student progress to students, parents, education and treatment staff, and DJJ Review Committees utilizing oral communication skills, postal mail, email or the Special Education Information System (SEIS), in accordance with IDEA and DOM, as required.
19.	Consult with faculty, administrators, and specialists concerning the language, speech and hearing needs of students in formal and informal meetings (e.g., case conferences, DJJ Review Committees, IEP meetings, etc.) utilizing oral and written communication, in accordance with IDEA and DOM, as required.
20.	Monitor students with language speech and hearing disabilities to evaluate and track student progress utilizing Subjective, Objective, Analysis and Plan (SOAP) notes, clinical note-taking, and/or charting, in accordance with California Business and Professions Code, Section 2530.2, as required.
21.	Develop lesson plans consistent with established educational goals and objectives for students to address deficits of content, form and function of language and speech utilizing clinical data and the SEIS, in accordance with IDEA, as required.
22.	Prepare formal progress reports and provide other appropriate information for inclusion in the cumulative records of students utilizing student interviews, clinical data and the SEIS, in accordance with IDEA, as required.

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23.	Plan and coordinate the work of paraprofessionals and volunteers to implement special education programs for students with language, speech and hearing disorders utilizing oral and written communication in accordance with the professional standards defined and delineated in the California Business and Professions Code Section 2530.2, on an on-going basis.
24.	Prepare forms, records and reports for planning, directing, conducting and supervising habilitation and rehabilitation programs for students with language, speech and hearing disorders utilizing research, analytical skills, organizational skills, etc. in accordance with IDEA, as required.
25.	Work cooperatively with principals, district administrators, and supervisors to implement special education programs for students with language, speech and hearing disorders utilizing interpersonal skills, professionalism, knowledge, personal expertise, etc., in accordance with IDEA and DOM, as needed.
26.	Collaborate with Language, Speech and Hearing Specialists and administrators in the development of curricular materials and procedures to promote uniformity in the practice of language, speech and hearing services utilizing formal and informal meetings, email, PowerPoint presentations, etc., in accordance with IDEA and DOM, as required.
27.	Represent the Education Services Branch (EBS), in formal or informal settings, regarding special education matters, to obtain information and/or represent the interest of EBS, utilizing interpersonal skills, professionalism, knowledge, personal expertise, etc., in accordance with IDEA and DOM, as needed.
28.	Serves as a member of the IEP team to assess students' special education needs to provide the recommendation of programs and services utilizing assessment results, educational records, input from students, parents, teachers and other available information, per departmental policy and procedures and IDEA, on an ongoing basis.
29.	Consult with staff to provide information about sensitive/complex special education matters in order help resolve issues and provide recommendations utilizing interpersonal skills, educational records, input from teachers, etc., in accordance with IDEA and DOM, as needed.

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30.	<b>Prepare and post therapy schedules for administrators and colleagues to facilitate the efficient and timely use of office space, personnel and other resources utilizing research, analytical, organizational and computer skills, in accordance with DOM, on an on-going basis.</b>
31.	<b>Serve as a member on committees/focus groups to prepare written reports that document the school's endeavors and progress toward continued accreditation/re-accreditation with the Western Association of Schools and Colleges utilizing PowerPoint, word-processing and graphics software, in accordance with Education Service Policy, as required.</b>