



CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION
OFFICE OF WORKFORCE PLANNING
QUALIFICATIONS ASSESSMENT

LANGUAGE, SPEECH, AND HEARING SPECIALIST

This examination will provide you with an opportunity to demonstrate significant aspects of your qualifications for the **Language, Speech, and Hearing Specialist** classification with the California Department of Corrections and Rehabilitation (CDCR). The information you provide will be rated based on objective criteria created by Subject Matter Experts. The rating will be used to determine your final score in this examination. If successful, your name will be merged onto an eligible list. The list will be used by CDCR facilities statewide to fill vacant positions. A "Conditions of Employment" form is included in this examination which will allow you to select the type of appointment you are interested in working. It is **required** that you **personally complete** this examination accurately and without assistance.

You will be evaluated based on your ability to follow directions and read, interpret, and respond appropriately to the questions in this Qualifications Assessment. Candidates who fail to follow the instructions will be eliminated from this examination.

THIS AFFIRMATION MUST BE COMPLETED.

I hereby certify that the information provided on this Qualifications Assessment questionnaire is true and correct to the best of my knowledge and contains no willful misrepresentations or falsifications. I also understand that if it is later discovered that I have made any false representations, I may be removed from the examination and/or the eligible list resulting from this examination, have adverse action taken against me which could result in loss of state employment, and/or suffer loss of right to compete in any future state examinations.

Name (Printed): _____

Address: _____

City/State/Zip Code: _____

Home Telephone Number: _____

Work Telephone Number: _____

Signature: _____

Date: _____

YOUR COMPLETED QUALIFICATIONS ASSESSMENT AND EXAMINATION APPLICATION (STD. 678) MUST INCLUDE YOUR ORIGINAL SIGNATURE.

GENERAL INSTRUCTIONS

This process is the entire examination for the Language, Speech, and Hearing Specialist classification. Therefore, please be sure to review and follow all instructions carefully as missing or incomplete information may result in disqualification or a lower score.

The examination is intended to provide candidates the opportunity to demonstrate their knowledge and experience in a variety of areas. It is not expected that you will have experience in all areas.

The following areas comprise the complete examination for the Language, Speech, and Hearing Specialist classification. You must ensure that you have reviewed each of the following areas:

- Affirmation Statement (page 1)
- General Instructions (page 2)
- Montoya Act/Felony Conviction Disclosure (page 3)
- Prior State Employment Information (page 3)
- Conditions of Employment (page 4)
- Required Credential and License Information (page 5)
- Job Requirements (page 6)
- Knowledge and Work Experience – Language, Speech, and Hearing Specialist (pages 7 -17)
- Recruitment Questionnaire/Mailing Instructions (page 18)

YOUR RESPONSES ARE SUBJECT TO VERIFICATION

Please keep in mind that all information provided on this Qualifications Assessment will be subject to verification at any time during the examination process, hiring process, and even after gaining employment. Anyone who misrepresents his/her experience will be subject to adverse consequences, which could include the following action(s):

- Removal from the examination process
- Removal from the certification list
- Loss of State employment
- Loss of rights to compete in any future state examinations

MONTOYA ACT/FELONY CONVICTION DISCLOSURE

Pursuant to the Montoya School Safety Act of 1997, all persons offered employment with the CDCR's Division of Juvenile Justice, Education Services Branch, shall undergo a thorough background investigation prior to appointment. Pursuant to the Education Code Section 45122 and Penal Code Sections 677 and 1192, "**No person who has been convicted of a violent or serious felony shall be employed by a school district.**"

To review the Education Code Section 45122, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/edc/45100-45139.html>

To review the Penal Code Section 667.5, subsection (c) for a listing of violent felony offenses, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/pen/654-678.html>

To review the Penal Code Section 1192.7, subsection (c) for a listing of serious felony offenses, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/pen/1191-1210.5.html>

Have you ever been convicted of a violent or serious felony?

<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

PRIOR STATE EMPLOYMENT INFORMATION

Complete this next section ONLY if you have been previously dismissed from California State Civil Service employment by punitive action or as a result of disciplinary proceedings. IF THIS DOES NOT APPLY TO YOU, please skip this question.

State Personnel Board, Rule 211 provides that a dismissed state employee may only participate in State Civil Service examinations if he/she has obtained prior consent from the State Personnel Board.

Do you have written permission from the State Personnel Board Executive Officer to take this examination?

<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

CONDITIONS OF EMPLOYMENT FORM FOR LANGUAGE, SPEECH, AND HEARING SPECIALIST

PLEASE MARK THE APPROPRIATE BOX(ES) OF YOUR CHOICE.

If you are successful in this examination, your name will be placed on an active employment list and referred to fill vacancies according to the conditions you specify on this form.

TYPE OF APPOINTMENT YOU WILL ACCEPT

Please mark the appropriate box(es) - you may check "(A) Any" if you are willing to accept any type of employment.

(D) Permanent Full-Time (R) Permanent Part-Time (K) Limited-Term Full-Time (A) Any

If all are marked and you receive an appointment other than permanent full-time, your name will continue to be considered for permanent full-time positions.

LOCATION(S) YOU ARE WILLING TO WORK

7231 NORTHERN REGION – *If this box is marked, no further selection is necessary.*

YOUTH FACILITIES:

- 3908 O.H. Close Youth Correctional Facility
Stockton, San Joaquin County
- 3917 N.A. Chaderjian Youth Correctional Facility
Stockton, San Joaquin County

7233 SOUTHERN REGION – *If this box is marked, no further selection is necessary.*

YOUTH FACILITIES:

- 5610 Ventura Youth Correctional Facility
Camarillo, Ventura County
-

ADDRESS OR AVAILABILITY FOR EMPLOYMENT CHANGES

After list release, please notify CDCR promptly of any address changes or availability for employment at the following address:

California Department of Corrections and Rehabilitation
Division of Human Resources
Office of Workforce Planning
P.O. Box 942883
Sacramento, CA 94283-0001
Attn: Certification Unit

REQUIRED LICENSE AND CREDENTIAL INFORMATION

Please indicate if you possess the required license and credential(s) for Language, Speech, and Hearing Specialist. You must also indicate the license and credential number and expiration date.

Requirements:

- I possess the required license issued by the California Speech–Language Pathology and Audiology and Hearing Aid Dispensers Board to practice as a Speech Pathologist or Audiologist.

License Number: _____ Expiration Date: _____

And Either

Please mark the appropriate credential(s) you possess:

- Clinical/Rehabilitative Services Credential issued by the California Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

Or

- Specialists Credential in Special Education (Communication Handicapped) issued by the California Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

Or

- Credential of equivalent authorization issued by the California Commission on Teacher Credentialing

Credential Number: _____ Expiration Date: _____

- I do not currently possess the required license and/or credential(s).

JOB REQUIREMENTS

The following are job requirements. Please respond to each question by marking the appropriate box. If you are unwilling or unable to comply with any of the following job requirements, it may be grounds for elimination from the examination process.

1.	Are you willing to abide by and adhere to safety policies and provisions (e.g., wear personal alarm, carry whistle, wear protective clothing and apparatus, etc.) applicable to specific work assignments?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Are you willing to comply with annual Tuberculosis screening requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Are you willing to comply with departmental training requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	Are you willing to report dangerous situations/contraband to supervisors and/or custody staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	Are you willing to independently supervise youthful offenders?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Are you willing to work in a state correctional facility?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Are you willing to work with youthful offenders/parolees, including some who may be mentally ill, developmentally disabled, potentially dangerous, infected with contagious diseases such as Hepatitis C, HIV/AIDS, or Tuberculosis, and/or sex offenders?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.	Are you willing to work around peace officers armed with chemical agents and/or weapons?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.	Are you willing to report unethical and/or illegal behavior on the part of departmental staff?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.	Are you willing to treat youthful offenders in a professional, ethical, and tactful manner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.	Are you willing to participate in team meetings, committees, special projects, etc. as required and/or assigned by your supervisor/manager?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.	Are you willing to have and maintain sufficient strength, agility, and endurance to perform during stressful situations encountered on the job?	<input type="checkbox"/> Yes <input type="checkbox"/> No
13.	Are you willing to carry equipment and materials weighing a minimum of 25 pounds with or without reasonable accommodation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
14.	Are you willing to work overtime and on-call hours as required?	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.	Are you willing to participate in continuing education specific to your work assignment?	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.	Are you willing to maintain your professional license and credential (e.g., teaching credential, and speech pathologist license) in good standing and comply with the ethical standards of your profession (e.g., California Commission on Teacher Credentialing and California Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board) and laws related to the practice of your profession?	<input type="checkbox"/> Yes <input type="checkbox"/> No

INSTRUCTIONS:

Using the rating scale(s) below, you will self-rate your knowledge and experience performing specific job-related actions.

Respond to each of the following statements by indicating how the statement applies to you. You are required to respond to every statement by marking one option for each of the 2 scales provided.

In responding to each statement, you may refer to your FORMAL EDUCATION, FORMAL TRAINING COURSES, and/or WORK EXPERIENCE whether paid or not paid.

SCALE #1 - KNOWLEDGE RELATED TO PERFORMING THIS ACTION:

Extensive Knowledge

I possess an expert knowledge level to the extent that I have effectively performed tasks related to this knowledge in the most difficult and complex situations **and** I have instructed others on specific aspects of this knowledge.

Moderate Knowledge

I possess an advanced knowledge level to the extent that I could effectively perform this task under the majority of circumstances or situations encountered.

Basic Knowledge

I possess a sufficient knowledge level that would allow me to perform this task successfully in routine situations.

Limited Knowledge

I have some knowledge of how to perform this task, but I may require additional instruction to apply my knowledge effectively.

No Knowledge

I have no knowledge of how to perform this task or what it may entail.

SCALE #2 - EXPERIENCE RELATED TO PERFORMING THIS ACTION:

Extensive Experience

I have more than 4 years of experience in regularly performing this action **and** I have instructed others on this specific action.

Moderate Experience

I have more than 3 years, but less than 4 years of experience in this action **and** I can perform it independently.

Basic Experience

I have more than 2 years, but less than 3 years of experience in this action **and** I have performed it regularly with minimal or no assistance.

Limited Experience

I have less than 2 years of experience in performing this action **and** I may require assistance for successful performance.

No Experience

I have never performed this action.

1. Obtain necessary data of students to evaluate communicative competence.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

2. Assist in the development and evaluation of the Individual Education Program (IEP) for disabled students in order to provide recommendations in areas of disability.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

3. Work closely with teachers and school psychologists to maximize the learning of students in the development and modification of IEP.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

4. Develop, for individual students, special support services related to the student's specific disabilities.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

5. Act as an expert resource to the local site assessment team regarding communication deficits among students.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

6. Generate necessary reports for the IEP team to develop an education plan for students.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

7. Control all material and equipment in order to maintain a safe and secure work environment.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

8. Supervise the conduct of students on an ongoing basis in order to ensure that control and discipline are upheld.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

9. Plan programs, strategies and techniques for students with language, speech, and hearing disabilities in order to assist in the Special Education Program and rehabilitation process.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

10. Implement programs, strategies and techniques for students with language, speech, and hearing disabilities in order to assist in the Special Education Program and rehabilitation process.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

11. 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.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

12. 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.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

13. Coordinate and implement behavior management techniques for students to increase the effectiveness of therapeutic language, speech, and hearing interventions.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

14. Provide direct/indirect instructional services to stimulate and/or improve the communication behavior of students with communication disorders.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

15. 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.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

16. Respond to inquiries and provide information concerning program activities and student progress to students, parents, education and treatment staff, and Department of Juvenile Justice (DJJ) Review Committees.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

17. 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.).

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

18. Monitor students with language, speech, and hearing disabilities to evaluate and track student progress.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

19. Develop lesson plans consistent with established educational goals and objectives for students which address deficits of content, form, and function of language and speech.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

20. Prepare formal progress reports and other appropriate information for inclusion in the cumulative records of students.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

21. Plan and coordinating the work of paraprofessionals and volunteers to implement special education programs for students with language, speech, and hearing disorders.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

22. Prepare forms, records, and reports for planning, directing, conducting, and supervising habilitation and rehabilitation programs for students with language, speech, and hearing disorders.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

23. 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.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

24. Serve as a member of the IEP team to assess students' special education needs to provide the recommendation of programs and services.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

25. Consult with staff to provide information about sensitive/complex special education matters in order help resolve issues and, provide recommendations.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

26. Serve as a member on committees/focus groups and prepare written reports that document the school's endeavors and progress toward continued accreditation/re-accreditation with the Western Association of Schools and Colleges.

Knowledge related to performing this action

- Extensive Knowledge
- Moderate Knowledge
- Basic Knowledge
- Limited Knowledge
- No Knowledge

Experience related to performing this action

- Extensive Experience
- Moderate Experience
- Basic Experience
- Limited Experience
- No Experience

RECRUITMENT QUESTIONNAIRE

These questions are not part of the examination. Responses are voluntary and will be used for recruitment statistics.

HOW DID YOU HEAR ABOUT THIS EXAMINATION?

Check the appropriate box below.

- Newspaper/Magazine Advertisement
 - Internet
 - California Department of Corrections and Rehabilitation employee
 - Recruitment Mailing
 - College/School
 - Job Fair/Career Fair
 - Other: _____
-

THIS CONCLUDES THE QUALIFICATIONS ASSESSMENT FOR LANGUAGE, SPEECH, AND HEARING SPECIALIST

YOUR COMPLETED QUALIFICATIONS ASSESSMENT AND EXAMINATION APPLICATION (STD. 678) MUST INCLUDE YOUR ORIGINAL SIGNATURE. COMPLETED QUALIFICATIONS ASSESSMENTS AND EXAMINATION APPLICATIONS MUST BE MAILED OR DELIVERED TO THE FOLLOWING LOCATION:

Mail to:

Department of Corrections and Rehabilitation
Office of Workforce Planning
P.O. Box 942883
Sacramento, CA 94283-0001

or Deliver in Person to:

Department of Corrections and Rehabilitation
1515 S Street
Sacramento, CA 95811-7243
Attn: Office of Workforce Planning, Room 101N
(916) 322-2545

- Be sure your envelope has **adequate postage** if submitting via mail.
- Facsimiles (FAX) will **NOT** be accepted under any circumstances.
- Make and keep a photocopy of the completed examination application (STD. 678) and Qualifications Assessment for your records.