



## **Job Description**

### **Speech and Language Pathologist**

**Position:** Speech and Language Pathologist

**Full/Part Time:** Full-time

**Location:** Phoenix

#### **Description:**

As part of a transdisciplinary team of professionals, the speech and language pathologist (SLP) will be responsible for the evaluation and treatment of communication disorders for children ages 18 months to 5 years, with and without autism. An SLP at YMCC is an expert in the areas of speech, language, social communication, cognitive-communication, and swallowing disorders, who provides specialized intervention to decrease impairment and enhance a child's overall functioning. Additionally, the SLP is an advocate for our mission, a model of professionalism, a source of support and partnership for families, a proactive and effective communicator, a willing collaborator, a fair and explicit coach, and an active part of our community.

#### **Why YMCC?**

We are creating something that needs to exist, and you have the unique opportunity to be a founding member. You will become part of a team of people who recognize that we can achieve more as a community than individuals; who are committed to pursuing goals and will persevere despite adversity; and who break down barriers, innovate new solutions, and choose courage over comfort.

#### **Your areas of strength:**

*Assessment:* Participate in the evaluation process and use results to guide individualized student goals and intervention; regularly monitor child progress and update or modify individual goals when required; document therapy sessions and maintain chart notes and an efficient organization system; actively and regularly engage in self-assessment to identify personal strengths and areas for growth.

*Individualized support:* Design treatment plans, implement evidence-based interventions, and propose educational materials for the purpose of minimizing the adverse impact of communication disorders; research resources and methods to tailor intervention to accommodate a variety of learning styles and disabilities; maintain an appropriate learning environment that reflects the culture, needs, and interests of the group; instruct students and applicable team members in the use of appropriate communication technologies.

*Collaboration:* Embrace a transdisciplinary approach and engage in regular collaboration, consultation, and communication with team members (classroom teachers, psychologists, occupational therapist, etc.) to provide a prime learning environment; collaborate as part of a team with behavior analysts and behavior instructors within the classroom setting to maximize optimal learning opportunities for all students; suggest ways to integrate program goals and objectives into daily classroom and home activities; be an active member of YMCC and nurture meaningful relationships.

*Family partnership:* Communicate clearly, accurately, professionally, and regularly with families via multiple modalities (newsletters, lesson plans, notes, emails, and face-to-face communication); develop partnerships with parents and caregivers; engage and encourage parent participation to support the progress of their child; demonstrate cultural competency and respect familial values and beliefs.

*Universal design:* Inclusively, and when appropriate, individually provide intervention to students with diverse abilities (both traditional learners and students with developmental delays); understand the implications of certain disabilities and if unsure, seek consultation; use data-based decision-making to develop and implement individually designed programs and goals; follow Behavior Intervention Plans created by BCBAs; provide appropriate adaptations and accommodations as needed for individual growth.

*Role model:* Bring to life our core values of community, commitment, and courage; establish and maintain a positive culture where all students and staff are treated with dignity, respect, and kindness; remain open to new ideas and respond to changes in a flexible manner; dare to be creative, contribute new ideas, and provide thoughtful suggestions to solve problems with confidence; point out the accomplishments of others and celebrate team success; adhere to best practices, ethical standards, and licensing requirements as set forth by ASHA.

*Coach:* Supervise and coach potential speech and language pathologist assistants (SLPAs); supervise and instruct university students, high school students, and volunteers; hold high, yet manageable, expectations related to their role in the classroom and throughout the center and provide pointed and constructive feedback to support their professional growth and development

**Minimum qualifications**

- Master's Degree in Speech and Communication Disorders
- Licensed Speech Language Pathologist - Arizona Department of Health Services
- ASHA Certification
- Certificate of Clinical Competence (*preferred*)
- AZ IVP Fingerprint Clearance Card

**Physical requirements**

- Frequently walks and uses hands to manipulate small objects, tools, or controls
- Often required to stand and sit; reach with hands and arms; and kneel, crouch, bend, squat, or crawl
- Ability to lift, carry, and maneuver at least 25 pounds on a daily basis; and at least 40 pounds in case of an emergency
- Vision abilities required for this job may include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus

In your cover letter, please include an explanation of why your experience is specifically relevant to this role at YMCC. We want to see your personal style – what makes you tick and why you think your next opportunity is here with us.