



Job Description

Licensed Speech-Language Pathologist

Position: Full-time or part-time

Compensation: Salary or contract

Location: Phoenix

Description:

The Speech-Language Pathologist at the Young Mind Center (YMC) is an expert in the identification and treatment of pediatric communication and swallowing disorders. Additionally, the SLP is a collaborative member of our transdisciplinary team, an advocate for our mission, a model of professionalism, a source of support and partnership for families, a proactive and effective communicator, a fair and explicit coach, and an active part of our community.

The SLP at YMC is responsible for the assessment, diagnosis, and treatment of a variety of communication and swallowing needs in children with autism between the ages of 18 months and 7 years. Our transdisciplinary team provides clinical services to children with autism using the Early Start Denver Model (ESDM) within our inclusive preschool at the Young Mind Community Center (YMCC), in individual and group formats within the classroom and 1:1 setting. As a member of this team, the SLP is responsible for conducting assessments, developing treatment goals, identifying communication objectives using the ESDM Curriculum Checklist, participating in the development of Individualized Learning Plans (ILPs), and providing direct therapy. Additionally, the SLP will periodically participate in outside evaluations of young children who are suspected of having autism or related neurodevelopmental delays.

Areas of responsibility:

Assessment: Assess students' communication skills (e.g., articulation, fluency, voice, expressive, receptive and pragmatic language, etc.) 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 and feeding 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 (e.g., alternative/augmentative communication systems).

Collaboration: Embrace a transdisciplinary approach and engage in regular collaboration, consultation, and communication with team members (i.e., classroom teachers, psychologists, BCBA's, OT, COTA, behavior instructors, and parents) to provide a prime learning environment; collaborate as part of a team, act as lead on subjects related to communicative disorders, use of assistive devices, and/or implementing prescribed treatment plans; suggest ways to integrate program goals and objectives into daily classroom and home activities; participate in meetings, workshops, and seminars (e.g., trainings, IEPs, team meetings, etc.) for the purpose of conveying and/or gathering information; 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.

Coaching: Supervise and coach student clinicians and 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.

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.

Administration: Assist in the insurance credentialing process. Maintain files and/or records (e.g., progress reports, activity logs, billing information, treatment plans, required documentation, quarterly reports, screening results, etc.) for the purpose of ensuring availability of information as required for reference and/or compliance. Ensure ethical and effective billing practices.

Minimum qualifications

- Master's Degree in Speech and Communication Disorders
- Licensed Speech Language Pathologist – ADHS
- Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) – ASHA
- 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

To apply

Submit your CV and cover letter, including an explanation of why your experience is specifically relevant to this role at YMC-YMCC, to Center Director, Teya Forrette: tforrette@youngmindcenter.org.