

EDUCATIONAL SPECIALIST (SPEECH PATHOLOGY)

DISTINGUISHING FEATURES OF THE CLASS: Under the general supervision of the Director of the Services for Children with Disabilities and the direct supervision of the Program Coordinator, incumbents of this class participate in the coordination of special education programs for children with disabilities under Article 25, Title IIA of the Public Health Law and/or Section 4410 of the Education Law, and educational institutions within the County. Incumbents represent the Department of Health at school district Committees of Preschool Special Education (CPSE) meetings and/or Individual Family Service Plan (IFSP) meetings. Frequent and extensive contact occurs with parents of children with disabilities, school superintendents and principals, the CPSE Chairperson and state and local agencies. Supervision may be exercised over support personnel.

EXAMPLES OF WORK: (Illustrative Only)

As part of the CPSE process, confers with teachers, school psychologists, psychiatrists, social workers, and other key people in the educational and medical communities to delineate the nature of existing problems; determines appropriate educational programs or services to meet the child's special education needs;

Reviews, documents and supports evaluation packages submitted to the school district CPSE by psychologists, psychiatrists, speech therapists, and other professionals involved in the evaluation process;

Advises school district personnel and other program participants on State Education Law, Regulations of the Commissioner and Early Intervention Law;

Provides technical guidance and assistance to parents on issues involving eligibility criteria and the evaluation process and informs them of programs and services available;

Assists parents in their navigation through the Early Intervention Process and the Committee on Preschool Education Process;

Reviews and approves documentation and evaluations for the placement of children in special education programs;

Coordinates, arranges and initiates mandated home/community services and related services as indicated in the child's IEP or IFSP;

Reviews and approves cost items in determining the appropriate reimbursement rates to approved providers of services;

Monitors infant/toddler and preschool processes, including reimbursement for services, programs and transportation needs;

Makes site visits to provider schools to assure compliance with state and county program requirements;

Represents the Health Department at meetings with various agencies and with legislative and administrative bodies;

EXAMPLES OF WORK: (Cont'd.)

Monitors service delivery of providers contracted to provide services to children under County Programs (i.e., The Special Education Itinerant Teacher Program) or County monitored programs (i.e., The EI Home and Community Service Program);

Represents the County and the Health Department at CPSE meetings;

Provides training, guidance and consultation in the field of special services/education for handicapped children including its impact on local educational programs;

Performs in-service and community workshops on special service needs of children birth to five years and the services available through the County or approving body;

Prepares and submits necessary reports and makes recommendation;

May be required to administer standardized tests to assess the special services and educational needs of children birth to age five in connection with the SCD evaluation unit;

May use computer applications or other automated systems such as spreadsheets, word processing, calendar, e-mail and database software in performing work assignments.

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: Thorough knowledge of the organization of the primary and secondary educational system, and particularly the approach to problems of Special Education; good knowledge of the principles, practices, and methods of speech-language pathology; good knowledge of the nature of developmental disorders and their common symptoms; good knowledge of community resources available for service to needs of developmentally disabled children; ability to use computer applications such as spreadsheets, word processing, e-mail and database software; ability to obtain cooperation from professionals in other disciplines and other organizations; ability to speak and write effectively; tact; sound professional judgment; ability to plan and supervise the work of others; initiative; resourcefulness; physical condition commensurate with the demands of the position.

MINIMUM ACCEPTABLE TRAINING AND EXPERIENCE: Either (a) possession of a valid license and current registration, issued by the New York State Education Department, in Speech/Language Pathology, and three years experience providing services to children from birth to grade six; or (b) certification in the area of Special Education as a Teacher of the Speech and Hearing Handicapped or as a Teacher of the Deaf and three years experience providing services to children from birth to grade six.

SPECIAL REQUIREMENT: Must possess a valid driver's license.