DEPARTMENT OF EDUCATION 47.356
STATE OF HAWAIʻI
SUPPORT SERVICES PERSONNEL (SSP)

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Class Specifications for the:

COMMUNICATION AIDE

Duties Summary:

Delivers independent speech and language remedial activities (such as reinforcement lessons and drills) to students with communication disorders in accordance with plans developed by a Speech-Language Pathologist (SLP) and performs other related duties as assigned.

Distinguishing Characteristics:

Positions in this class independently provide specialized remedial activities to students with speech and/or language disorders and/or problems. An SLP is responsible for diagnosing the student's speech and/or language disorders/problems, designing an educational/treatment plan to meet the individual student's needs, and monitoring and evaluating the student's progress. The Communication Aide carries out the direct instruction that supports individualized education/treatment plans established by an SLP.

Communication Aides may adapt and create instructional materials and activities to suit individual student needs, provided all remedial activities and materials are reviewed and approved by the SLP to align with the goals of the educational/treatment plans. Remedial activities involve reinforcement lessons and repetitive drills in speech and/or language correction which are designed to encourage correct pronunciation of vowel and consonant sounds; teach correct oral-motor control (usage of the mouth, jaw, lips, tongue, teeth, and diaphragm); correct students' misunderstanding of communication (i.e., production of sounds and language); teach students how to attend and react to verbal communication; and improve pragmatics (socially appropriate language in relation to time, place, situation, and persons involved).

A position in this class works under the general supervision of a District Educational Specialist and receives technical direction from an SLP. Communication Aides manage an assigned caseload, schedule and conduct independent site visits, and deliver one-to-one or group sessions that may be outside of the students' usual classroom setting. They are also responsible for keeping the supervising SLP apprised of all assigned cases through regular progress reports. Daily work requires ongoing contact with classroom teachers, school personnel, and parents to coordinate and schedule student services.

Examples of Duties: *(Positions may not be assigned all of the duties listed, nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning duties that are logical for the position. The classification of a position should not be based solely on the examples of duties performed.)*

1. Provides reinforcement lessons and repetitive drill activities based on educational plans and specific instructions developed by the SLP.
2. Assists students in improving speech and language skills, including proper mechanics (mouth, jaw, lips, tongue, teeth, diaphragm) and correct pronunciation of vowel and consonant sounds.
3. Corrects sound and language misunderstandings, reinforces verbal comprehension, and assists with socially appropriate language usage.
4. Records and scores student progress data, session responses, and significant behavioral observations as directed by guidelines and the SLP.
5. Makes arrangements for remediation sessions with school personnel and participates in conferences with parents and staff to provide input on student progress.
6. Adapts and devises individualized materials for SLP review and approval, and assists the SLP in developing intervention strategies.
7. Provides relevant follow-up activities and materials for home use.
8. Attends training sessions and workshops.
9. May provide clerical services for the SLP and diagnostic team on a nonsignificant basis.

Knowledge and Abilities Required:

Knowledge of: Proper English grammar, spelling, and word usage; basic child development as it relates to speech and language; basic methods of managing student behavior in an educational/therapeutic setting; common speech and language problems and disorders; basic goals and objectives of speech and language services; and basic instruction/remedial techniques used in learning activities and speech therapy.

Ability to: Understand and follow oral and written instructions; interact and communicate effectively with students; establish and maintain effective working relationships with others; implement remedial activities in accordance with a treatment plan developed by an SLP; adapt and devise materials and activities to meet individual student needs; write clear, simple narrative reports; gather information and data; and organize work, manage time, and schedule remedial sessions with school personnel.

Minimum Qualification Requirements:

Education Requirements:

Graduation from high school or equivalent and one of the following, as described by the Federal Government's No Child Left Behind Act of 2001:

1. Successful completion of an examination approved by the Hawai‘i State Department of Education (Department), such as the ParaPro or ParaPathways Assessment provided by the Education Testing Service (ETS).

2. At least 48 baccalaureate-level semester credits from an accredited institution recognized by the Department, which included 3 credits in mathematics and 3 credits in English.

3. An associate degree or higher from an accredited institution recognized by the Department.

Experience Requirements:

Except for the substitutions provided in this specification, applicants must have the kind, quality, and amount of progressively responsible experience described below:

NOTE: One (1) year of experience is defined as a school year, which is approximately 180 instructional days in Hawai‘i.

General Experience: One (1) year of paid or volunteer experience which involved direct interaction with people and demonstrated the ability to provide and elicit information, observe, evaluate and take action or report accurately on different situations. Examples include serving on school or community committees, advising youth groups, or participating in parent/teacher/student meetings and activities.

Specialized Experience: One (1) year of work experience providing direct academic, personal, social, vocational development, or behavioral services to children, students, and/or individuals with disabilities, preferably in an educational setting supporting professional staff.

Technical Experience: One (1) year of work experience under the direct and close supervision of an SLP implementing educational/treatment plans and providing remedial activities to individuals with speech and language disorders and/or problems. Such experience must have provided the applicant with knowledge of common speech and language problems and disorders; basic goals and objectives of speech and language services; basic child development related to speech and language; basic instruction and remedial techniques used in speech and language correction; and the ability to adapt and devise materials and activities to meet individual needs.

Special Requirement: Applicants must demonstrate the ability to hear and speak (i.e., articulate and enunciate sounds, words, phrases, and sentences clearly) the English language properly, in order to effectively perform the duties and responsibilities of the class.

Substitutions Allowed:

1. Possession of a Child Development Associate credential, or completion of a related program from an accredited institution recognized by the Department or an approved community organization may substitute for one-half (1/2) year of Specialized Experience.

2. Successful completion of 15 baccalaureate-level semester credits from an accredited institution recognized by the Department may substitute for one-half (1/2) year of General Experience up to a maximum of one (1) year.

3. Successful completion of 15 baccalaureate-level semester credits in Education or closely related field from an accredited institution recognized by the Department may substitute for one-half (1/2) year of Specialized Experience up to a maximum of two (2) years.

4. Possession of an associate degree from an accredited institution recognized by the Department may substitute for one (1) year of General Experience.

5. Possession of an associate degree in Education or closely related field from an accredited institution recognized by the Department may substitute for all General and Specialized Experience.

6. Possession of a bachelor's degree or higher from an accredited institution recognized by the Department may substitute for all General and Specialized Experience.

7. For high school graduates from a Department school, each of the following may substitute for one (1) year of Specialized Experience up to a maximum of two (2) years:

    A. Completion of the Level 4 course in either the Teaching As a Profession (TAP) or Learning Support Professionals (LSP) program.

    B. Possession of one (1) credit for relevant work-based learning (internship, fieldwork, etc.) through the TAP or LSP programs.

8. Possession of a bachelor's degree in speech pathology and/or audiology from an accredited institution recognized by the Department may substitute for all of the required experience.

9. Excess Specialized Experience may be substituted for the General Experience.

Quality of Experience:

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate the ability to perform the duties of the position.

License Requirement:

Applicants must possess a valid license to drive in the State of Hawai'i.

Selective Certification:

Specialized knowledge, skills, and abilities may be required to perform the duties of some positions. For such positions, Special Skills Requirement may be established, and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Organizations requesting Special Skills Requirement must show the connection between the kind of training and/or experience on which they wish to base special skills required and the duties of the position to be filled.

Tests:

Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirement:

Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

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This is an amendment to the class specifications and minimum qualifications for the COMMUNICATION AIDE class, which were approved on June 30, 2003, and June 6, 2013, respectively.

DATE SIGNED: JUL 31 2026

Sean Bacon
Assistant Superintendent
Office of Talent Management

EFFECTIVE DATE: 08/01/2026