

# [First Last Name], [M.S., CCC-SLP]

[City, State] | [email@example.com] | [(123) 456-7890] | [LinkedIn URL]

## PROFESSIONAL SUMMARY

[Licensed and certified Speech-Language Pathologist with [X] years of experience delivering evidence-based assessment and intervention for pediatric and/or adult populations across [school/clinical/medical] settings. Skilled in evaluating and treating speech, language, fluency, voice, and swallowing disorders using standardized tools and individualized treatment plans. Adept at interdisciplinary collaboration, caregiver training, and progress monitoring to support functional communication outcomes. Committed to culturally responsive practice, data-driven decision making, and ongoing professional development in areas such as [AAC], [autism spectrum disorders], and [neurogenic communication disorders].]

## PROFESSIONAL EXPERIENCE

### [Speech-Language Pathologist] | [ABC Children's Hospital]

[City, State] | [Month Year] – Present

- [Conduct comprehensive speech, language, cognitive-communication, and swallowing evaluations for an average of [X] pediatric inpatients and outpatients per week using standardized assessments such as [CELF-5], [GFTA-3], and [PEDI-CAT], resulting in clearly defined, functional treatment goals aligned with family priorities.]
- [Develop and implement individualized treatment plans targeting articulation, expressive/receptive language, fluency, and feeding disorders, achieving measurable improvement for [X%] of caseload within [3–6] months as documented by progress monitoring and outcome measures.]
- [Collaborate with multidisciplinary teams (e.g., [OT, PT, developmental pediatrics, social work]) to coordinate care, participate in family conferences, and provide caregiver education and home programming that improves carryover and reduces hospital readmissions for communication-related concerns.]

### [School-Based Speech-Language Pathologist] | [XYZ Unified School District]

[City, State] | [Month Year] – [Month Year]

- [Managed a diverse caseload of approximately [X] students in grades [K–8] with speech sound disorders, language impairments, autism spectrum disorder, and social communication needs, providing both individual and group therapy aligned with IEP goals and state standards.]
- [Led the full IEP process, including screening, assessment, eligibility determination, and annual reviews; wrote clear, data-based IEPs and progress reports, contributing to [X%] on-time compliance and strong parent satisfaction ratings.]
- [Implemented evidence-based interventions such as [Cycles Approach], [Visual Supports], and [social skills groups], and collaborated with teachers to integrate communication strategies into the classroom, resulting in improved participation and generalization of skills as reflected in teacher feedback and classroom observations.]

## EDUCATION

### [Master of Science in Speech-Language Pathology] | [University Name]

[City, State] | [Month Year] – [Month Year]

- [Relevant Coursework: Neurogenic Communication Disorders, Pediatric Language Disorders, Dysphagia, Augmentative and Alternative Communication, Research Methods in Communication Sciences and Disorders.]
- [Clinical Practicums: Completed over [X] supervised clinical hours across [school], [outpatient], and [acute care] settings, serving pediatric and adult clients with a wide range of communication and swallowing disorders.]

### [Bachelor of Science in Communication Sciences and Disorders] | [University Name]

[City, State] | [Month Year] – [Month Year]

- [Graduated [Cum Laude/with Honors] with a focus on speech and language development, phonetics, and anatomy and physiology of the speech and hearing mechanisms.]

# SKILLS

---

## Clinical & Technical Skills

- [Speech & Language Assessment (e.g., CELF-5, PLS-5, GFTA-3, CASL-2) | Standardized and informal language sampling | Dynamic assessment techniques]
- [Intervention for Articulation/Phonology, Language, Fluency, Voice, Pragmatics, and Swallowing Disorders across pediatric and/or adult populations]
- [Augmentative & Alternative Communication (AAC) evaluation and implementation, including [low-tech] and [high-tech] systems such as [Proloquo2Go], [LAMP Words for Life], and [TouchChat]]
- [Electronic Health Records (EHR) and Documentation Systems (e.g., [Epic], [TheraPlatform], [Special Education IEP platforms]) with accurate, timely, and compliant documentation]
- [Telepractice service delivery using secure video platforms, digital materials, and remote progress monitoring tools when appropriate]

## Professional & Interpersonal Skills

- [Interdisciplinary collaboration with physicians, psychologists, OTs, PTs, educators, and caregivers to coordinate comprehensive care plans]
- [Culturally and linguistically responsive practice, including working with bilingual families and adapting assessment and intervention accordingly]
- [Strong written and verbal communication skills for explaining clinical findings, documenting progress, and presenting at team meetings and IEP conferences]
- [Time management and caseload organization, including scheduling, prioritizing evaluations, and balancing direct and indirect service activities]
- [Empathy, patience, and rapport-building with clients and families to support engagement, motivation, and long-term outcomes]

# PROJECTS & PROFESSIONAL ACTIVITIES

---

## [AAC Implementation Initiative for Students with Complex Communication Needs] | [XYZ Unified School District]

[Month Year] – [Month Year]

- [Led a small team to pilot classroom-based AAC supports for [X] students with limited verbal communication, including device trials, core vocabulary boards, and staff training modules.]
- [Developed visual supports, communication boards, and modeling schedules that increased student use of functional communication during academic and social activities as documented by weekly data collection.]

## [Dysphagia Screening Protocol Optimization] | [ABC Children's Hospital]

[Month Year] – [Month Year]

- [Collaborated with nursing and medical staff to refine bedside swallowing screening procedures, update documentation templates, and create quick-reference guidelines for early identification of feeding and swallowing concerns.]
- [Provided in-service training to [X] nurses and pediatric residents, improving referral accuracy and reducing delays in dysphagia evaluations for high-risk patients.]