

# Standards for the Speech-Language Pathologist

## [28.230]

### *STANDARD 1 - Content Knowledge*

**The competent speech-language pathologist understands the philosophical, historical, and legal foundations of speech-language pathology and is able to incorporate this knowledge within the context of the educational system. [28.230(a)]**

**Knowledge - *The competent speech-language pathologist understands:***

- 1A. various types of communication disorders, their classifications, and their manifestations.
- 1B. anatomic and physiologic bases of speech, language, hearing, and oropharyngeal function.
- 1C. linguistic and psycholinguistic variables related to the normal development of speech, language, and hearing.
- 1D. physical and psychophysical bases and processes of the production and perception of speech, language, and hearing.
- 1E. the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders.
- 1F. the relationship of knowledge within the discipline to education and life/career applications.

**Performance - *The competent speech-language pathologist:***

- 1G. provides screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of:
  - i) speech, including articulation, fluency and voice;
  - ii) language, including phonology, morphology, syntax, semantics, and pragmatics, and disorders of receptive and expressive communication in oral, written, graphic, and manual modalities;
  - iii) oral and pharyngeal functions, including disorders of swallowing and feeding;
  - iv) cognitive aspects of communication; and
  - v) social aspects of communication
- 1H. uses research results to determine effective diagnostic and treatment procedures.
- 1I. measures outcomes of treatment and conducts continuing evaluation of the efficacy of practices and programs to maintain and improve quality of services.

### *STANDARD 2 - Human Development and Learning*

**The competent speech-language pathologist understands the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the intellectual, social, and personal development of all students. [28.230(b)]**

**Knowledge - *The competent speech-language pathologist understands:***

- 2A. child and adolescent growth and development and the ranges of individual variation.
- 2B. that learning is influenced by students' physical, social, emotional, ethical, and cognitive development.

**Performance - *The competent speech-language pathologist:***

- 2C. considers student development factors when interpreting evaluative data and designing interventions.
- 2D. introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles.

**STANDARD 3 - Diversity**

**The competent speech-language pathologist understands and is tolerant of individual differences and provides services that demonstrate sensitivity to such differences. [28.230(c)]**

**Knowledge - *The competent speech-language pathologist understands:***

- 3A. differences in race, culture, religion, national origin, gender, sexual orientation, and disabling condition.
- 3B. the process of second language acquisition and strategies to support student learning.
- 3C. areas of exceptionality in learning as defined in the federal and state statutes and regulations (i.e., Section 504 of the Rehabilitation Act, Individuals with Disabilities Education Act [IDEA], Americans with Disabilities Act [ADA], and the Illinois Administrative Code) and the impact these have on students, families and school programs.

**Performance - *The competent speech-language pathologist:***

- 3D. provides services that demonstrate multicultural sensitivity to students and families.
- 3E. designs assessments and intervention strategies appropriate to students' gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs.
- 3F. considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning intervention.

**STANDARD 4 - Planning and Intervention**

**The competent speech-language pathologist uses an understanding of assessment and intervention to create plans for the prevention and habilitation of communication disorders. [28.230(d)]**

**Knowledge - *The competent speech-language pathologist understands:***

- 4A. strategies and activities designed to prevent communication disorders.
- 4B. principles and techniques of various interventions utilized in the management and treatment of communication disorders.
- 4C. evaluation and management procedures that do not pertain specifically to speech disorders or language disorders and are within the "Scope of Practice for Speech-Language Pathology" (1996) published by the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Maryland 20852. No later amendments to or editions of this document are incorporated by this rule.

**Performance - *The competent speech-language pathologist:***

- 4D. plans activities for the prevention of communication disorders.
- 4E. uses and interprets assessment data in making appropriate intervention decisions.

- 4F. contributes to the development of a comprehensive, longitudinal individualized program for each student.
- 4G. creates goals and benchmarks or short-term objectives to enable students to meet expectations for learning.
- 4H. creates and adapts effective learning materials and learning experiences based on curriculum, students' prior knowledge, and students' needs.
- 4I. interprets and uses assessment data for the purpose of making appropriate modifications in the learning environment and planning effective interventions.
- 4J. accesses and employs a wide range of information and technology to enhance student learning.

## *STANDARD 5 - Learning Environment*

**The competent speech-language pathologist uses an understanding of learning approaches to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.230(e)]**

**Knowledge** - *The competent speech-language pathologist understands:*

- 5A. how school systems are organized and how they operate in relation to general and special education.
- 5B. how individuals differ in their approaches to learning and how to create opportunities adapted to diverse learners.

**Performance** - *The competent speech-language pathologist:*

- 5C. maximizes the use of therapeutic intervention time by creating an environment that is conducive to learning and achieving individualized communication goals.
- 5D. uses strategies that encourage students to assume responsibility, participate in decision making, work independently, and collaborate in learning activities.

## *STANDARD 6 - Service Delivery*

**The competent speech-language pathologist understands a continuum of services and service delivery options and provides services based upon the needs of individual students. [28.230(f)]**

- 6A. **Knowledge** - The competent speech-language pathologist understands and is familiar with a continuum of services and service delivery options.

**Performance** - *The competent speech-language pathologist:*

- 6B. assists in determining the least restrictive environment to provide services based upon the needs of individual students.
- 6C. selects and uses instructional content, materials, resources, and strategies based upon age, ability, cultural, linguistic, and gender differences of the student.
- 6D. monitors and adjusts strategies in response to student feedback and ongoing performance data.
- 6E. teaches students with special learning needs to use thinking, problem-solving, and other cognitive strategies to meet individual needs.

## *STANDARD 7 – Communication*

**The competent speech-language pathologist uses knowledge of effective written, verbal, nonverbal, and visual communication technique to effectively communicate with his or her audience. [28.230(g)]**

**Knowledge** - *The competent speech-language pathologist understands:*

- 7A. and is familiar with the components and terminology of professional report writing.
- 7B. the importance of audience and purpose when selecting ways to communicate.

**Performance** - *The competent speech-language pathologist:*

- 7C. uses a variety of communication modes to effectively communicate with a diverse student population, parents, and other professionals.
- 7D. speaks and writes effectively using language appropriate to the situation and the audience.
- 7E. practices effective listening and provides students with constructive feedback.

## *STANDARD 8 - Assessment and Evaluation*

**The competent speech-language pathologist understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students. [28.230(h)]**

**Knowledge** - *The competent speech-language pathologist understands:*

- 8A. procedures, techniques and instrumentation used to evaluate communication disorders.
- 8B. various formal and informal assessment and evaluation theories, techniques, and strategies.
- 8C. evaluation procedures that do not pertain specifically to speech disorders or language disorders and are within the American Speech-Language-Hearing Association's Scope of Practice for Speech-Language Pathology.

**Performance** - *The competent speech-language pathologist:*

- 8D. uses a variety of appropriate formal and informal assessment tools and procedures.
- 8E. uses nondiscriminatory evaluation procedures in order to obtain a valid understanding of how a student is functioning and what the student is capable of accomplishing.
- 8F. maintains useful and accurate records and communicates information such as legal rights and evaluation results knowledgeably and responsibly to parents/guardians and others involved in meeting the needs of the student.

## *STANDARD 9 - Collaborative Relationships*

**The competent speech-language pathologist understands collaborative relationships and fosters collaboration and supportive interaction among professionals, parents, paraprofessionals, and students. [28.230(i)]**

**Knowledge** - *The competent speech-language pathologist understands:*

- 9A. the collaborative process.
- 9B. the benefits, barriers, and techniques involved in collaboration.

**Performance** - *The competent speech-language pathologist:*

- 9C. works with colleagues and parents to develop and maintain a positive learning environment.
- 9D. facilitates collaborative relationships between general and special education.

## *STANDARD 10 - Professional Growth and Self-Evaluation*

**The competent speech-language pathologist continually evaluates how choices and actions affect students, parents, and other professionals and actively seeks opportunities to grow professionally. [28.230(j)]**

**Knowledge** - *The competent speech-language pathologist understands:*

- 10A. that self-evaluation is an integral part of professional growth and improvement.
- 10B. the necessity of continuing education for professional development.
- 10C. and is familiar with resources available for professional development.

**Performance** - *The competent speech-language pathologist:*

- 10D. identifies and engages in appropriate continuing education opportunities to support personal development as a learner and educator.
- 10E. actively seeks out, participates in, and shares relevant instructional materials and ideas with colleagues.
- 10F. engages in self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students.

## *STANDARD 11 - Professional Conduct and Ethics*

**The competent speech-language pathologist understands and abides by applicable laws, regulations, policies, procedures, codes of conduct, and practice guidelines. [28.230(k)]**

**Knowledge** - *The competent speech-language pathologist understands:*

- 11A. professional associations' codes of conduct and ethical practice guidelines.
- 11B. federal and state laws and regulations as they pertain to professional practice.

- 11C. parameters of the profession's scope of practice.
- 11D. school policies and procedures.

**Performance** - *The competent speech-language pathologist:*

- 11E. follows codes of professional conduct and ethical practice guidelines of the profession.
- 11F. abides by federal and state laws and regulations as they pertain to professional practice.
- 11G. follows the profession's scope of practice.
- 11H. follows school policies and procedures.
- 11I. promotes and maintains a high level of competence in the practice of the profession.

## **STANDARD 12 - Facilitation and Advocacy**

**The competent speech-language pathologist understands his or her advocacy role and assists individuals in accessing educational resources and services. [28.230(I)]**

**Knowledge** - *The competent speech-language pathologist understands:*

- 12A. the educator's advocacy role.
- 12B. programs and services available in the school environment.
- 12C. how to access and make appropriate referrals for services provided by district, community, and state resources.

**Performance** - *The competent speech-language pathologist:*

- 12D. identifies areas of need and makes referrals as appropriate.
- 12E. assists parents/student in accessing community and school resources and services.
- 12F. provides consultation to parents/guardians, school staff, community agencies, and relevant others in understanding the scope of speech-language services in the school setting.
- 12G. advocates for appropriate student services and supports as needed.