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.
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(l)]

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.