

Speech-Language Pathologist

STANDARD ONE

The speech-language pathologist understands the central concepts, tools of inquiry, and the fundamentals of communication he or she teaches, can create learning experiences that make these aspects of communication meaningful for students and can apply learned skills to all communication environments.

KNOWLEDGE

The speech-language pathologist knows how to apply major concepts, theories of speech and language acquisition and intervention, and assessment strategies that are central to the fundamentals of communication development.

The speech-language pathologist has a multicultural perspective of the fundamentals of communication.

The speech-language pathologist knows how to relate fundamentals of communication to other subject areas.

The speech-language pathologist understands how students' communication skills and their communication deficits can influence their learning and ability to be effective communicators.

Evidences

The speech-language pathologist has knowledge of the historical, philosophical, and legal basis of services for young children both with and without special needs.

The speech-language pathologist has knowledge of various theories of speech and language development.

The speech-language pathologist has knowledge of a variety of assessment instruments and strategies.

The speech-language pathologist has knowledge of a variety of intervention techniques.

The speech-language pathologist understands the difference between a communication disorder, a communication delay, and a communication difference/dialectal variation.

DISPOSITIONS

The speech-language pathologist has respect for the fundamentals of communication he/she teaches and helps connect them to everyday life.

The speech-language pathologist realizes that communication is not static, but is a complex and ever-evolving skill.

The speech-language pathologist accepts multiple perspectives.

The speech-language pathologist values interdisciplinary teaching and learning.

Evidences

The speech-language pathologist believes that communication skills are essential to everyday life.

The speech-language pathologist believes that language is the basis for all learning and that communication demands change with the environment and context.

The speech-language pathologist believes that all individuals who work with children can provide strategies for communication development.

PERFORMANCE

The speech-language pathologist keeps abreast of new ideas and concepts in communicative disorders.

The speech-language pathologist approaches communicative disorders critically and evaluates new claims and interpretations in the field.

The speech-language pathologist effectively uses multiple representations and explanations of various communication strategies and links them to students' prior understanding.

The speech-language pathologist represents and uses a variety of communication strategies, theories, methods of inquiry, and assessment methodologies used in the field of communicative disorders.

The speech-language pathologist engages students in communication interactions and challenges the students to apply skills in a variety of situations.

The speech-language pathologist includes multicultural perspectives in his/her lessons and conveys to students how knowledge is developed from the vantage point of the culture.

The speech-language pathologist creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and communication strategies.

The speech-language pathologist ensures that what is taught and what is learned is accurate.

The speech-language pathologist communicates effectively through speaking, listening, reading, and writing and assists students in doing the same.

Evidences

The speech-language pathologist keeps up with current trends and issues in general education and special education.

The speech-language pathologist stays current on trends and issues in the field of communication disorders.

The speech-language pathologist demonstrates relevant communication strategies and provides students opportunities for practice.

The speech-language pathologist uses a variety of assessment and intervention strategies to assist students in developing communication skills.

June 17, 1998

The speech-language pathologist provides opportunities for students to use communication strategies appropriate to various cultures and home environment(s).

The speech-language pathologist exhibits a high standard of oral and written communication skills and assists students in attaining the same.

The speech-language pathologist actively listens to students and assists them in developing good listening skills.

STANDARD TWO

The speech-language pathologist plans therapy appropriate to the students, to the Individual Educational Plan (IEP), or the Individual Family Service Plan (IFSP) goals and objectives, and to the students' disability.

KNOWLEDGE

The speech-language pathologist understands principles of individualized education plan/family service plan/transition plan development and knows how to plan lessons, units, and the course of therapeutic intervention.

The speech-language pathologist knows how to apply interdisciplinary approaches to therapeutic intervention.

The speech-language pathologist recognizes the continuum of learning and knows how to apply early intervention service plans in communication skills to the K-12 curriculum.

The speech-language pathologist knows how to teach students to communicate effectively through speaking, listening, reading, and writing.

The speech-language pathologist knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The speech-language pathologist knows how to use various instructional technologies to address individual and group needs.

The speech-language pathologist knows how to administer and appropriately use a variety of measures, such as norm-referenced, standardized tests of communication abilities, observation, and specific tests to determine communicative strengths and weaknesses.

Evidences

The speech-language pathologist knows how to vary therapeutic intervention for all types of communicative disabilities.

The speech-language pathologist knows how to adapt oral and written communication to the needs of the student.

The speech-language pathologist knows how to use effective strategies for collaboration with other professionals and how to participate with families, students and others in the development of individualized education plans/family service plans/transition plans for students.

The speech-language pathologist knows how to plan for and link current speech and language experiences to those of the next educational setting.

The speech-language pathologist knows how to use task analysis and error pattern analysis to determine how to revise intervention strategies.

The speech-language pathologist knows how to use assessment information to establish goals and objectives that are appropriate for an individual student.

The speech-language pathologist knows how to collect, document, and analyze performance information through systematic observation and recording of student learning, behavior patterns, and responses in the areas of communication, social, developmental, and/or vocational behaviors.

The speech-language pathologist knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment, developmental-based assessment).

The speech-language pathologist knows how to analyze students' individual interests, abilities, modes of communication, and learning styles.

DISPOSITIONS

The speech-language pathologist is willing to respond with different approaches until students succeed.

The speech-language pathologist is disposed to be a learner about organization, presentation, and assessment of skill acquisition.

The speech-language pathologist is inclined to use a variety of resources.

The speech-language pathologist is open to and appreciates multiple perspectives of the disciplines and of the students.

The speech-language pathologist is willing to explore and use technology as an instructional tool in the therapy setting.

The speech-language pathologist is committed to improving practice based on a variety of assessments, both formal and informal.

The speech-language pathologist is committed to lifelong learning.

Evidences

The speech-language pathologist is willing to use different therapy approaches to ensure student success.

The speech-language pathologist believes in the importance of organization, preparation, and measurement of acquired skills.

The speech-language pathologist is willing to use a variety of resources, instructional tools, and assistive technology.

The speech-language pathologist is willing to participate in continuing education activities to enhance professional growth.

PERFORMANCE

The speech-language pathologist plans lessons, units, and courses of study that are appropriate to the students' communication needs.

The speech-language pathologist adapts intervention strategies to accommodate individual student abilities and needs.

The speech-language pathologist evaluates and uses teaching resources and therapy materials for comprehensiveness, accuracy, and usefulness.

The speech-language pathologist develops and uses intervention strategies that encourage students to see, question, and interpret ideas from diverse perspectives.

The speech-language pathologist effectively integrates communication skills into all therapy settings.

The speech-language pathologist asks questions to stimulate discussion as well as creative and critical thinking.

and The speech-language pathologist uses technology, as appropriate, to improve learning instruction.

The speech-language pathologist constructs and uses a variety of assessment techniques to assess student growth and development.

The speech-language pathologist uses feedback and assessment to improve practice.

The speech-language pathologist provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The speech-language pathologist uses assessment information to establish goals and objectives that are appropriate for an individual student. The speech-language pathologist communicates assessment results and integrates assessment data from others when preparing individualized plans for students with disabilities.

The speech-language pathologist plans and implements developmentally and individually appropriate goals and objectives and instructional practices based on knowledge of individual students, the family, the community, and communication needs.

The speech-language pathologist identifies educational, developmental, functional, vocational, and social outcomes for pupils with diverse cognitive, motor, communication, and/or social/behavioral needs at various ages.

The speech-language pathologist cooperatively develops and evaluates individualized education programs/individualized family service plans/individualized transition plans.

The speech-language pathologist develops lesson plans and adapts intervention strategies,, materials, and methods for average and diverse pupils [e.g., drugs, poverty, guns].

The speech-language pathologist encourages the student with a hearing impairment to use his/her preferred mode of communication in the therapy setting.

The speech-language pathologist selects media and technology appropriate to instructional goals and objectives and uses assistive technology needed by students with vision, hearing, motor, or other disabilities.

The speech-language pathologist involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress.

The speech-language pathologist selects tests to accommodate students with disabilities.

The speech-language pathologist modifies the physical environment to ensure maximum performance on tests by students with disabilities.

The speech-language pathologist collects, documents, and analyzes performance information through systematic observation and recording of student learning, behavior patterns, and responses in the areas of communication, social, developmental, and/or vocational behaviors.

The speech-language pathologist selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The speech-language pathologist involves families as active participants in the assessment process (especially for early childhood speech-language pathologists).

The speech-language pathologist modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The speech-language pathologist develops and uses ongoing program evaluation to assure students receive comprehensive and quality services.

The speech-language pathologist teaches for generalization of communication skills and transfer of this knowledge by students and assists them in developing independent communication skills.

STANDARD THREE

The speech-language pathologist plans therapeutic intervention based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The speech-language pathologist knows concepts of human growth and development.

The speech-language pathologist can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The speech-language pathologist knows how to evaluate and use a variety of materials to support different instructional strategies.

The speech-language pathologist understands how students' physical, social, emotional, communicative, and cognitive development influence learning, and applies these factors when making instructional decisions.

The speech-language pathologist is aware of expected developmental progressions, the sequence of normal language and speech development and ranges of individual variation within each domain (physical, social, emotional, communicative and cognitive); the speech-language pathologist can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The speech-language pathologist understands the importance of peer interaction to communicative development.

The speech-language pathologist knows how to find information and services to support students.

Evidences

The speech-language pathologist knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health, the development of communication, and the importance of supportive relationships.

The speech-language pathologist knows of ethical considerations inherent in behavior management techniques.

The speech-language pathologist knows how to implement techniques for crisis prevention.

The speech-language pathologist knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of intervention.

The speech-language pathologist knows how to use resources, aids, assistive technology and materials for working with children with special needs.

The speech-language pathologist knows how to differentiate speech and/or language delay, disorder, or difference with regard to various cultural backgrounds and exceptional learning needs.

The speech-language pathologist knows and understands how exceptionalities and medications may affect behavior and educational, vocational, social, communicative, and psychological status.

The speech-language pathologist knows and understands how exceptionalities and medications may affect behavior and educational outcomes at various age levels.

The speech-language pathologist knows how to facilitate peer interaction skills.

The speech-language pathologist understands and knows indicators of exceptionalities, intervention strategies, learning styles, and special counseling needs of students with exceptionalities.

The speech-language pathologist knows how to use community resources and allied health professionals which may be accessed by students and families. The speech-language pathologist knows how to make referrals to, and collaborate with, community program personnel.

DISPOSITIONS

The speech-language pathologist is willing to provide and maintain a positive therapy environment.

The speech-language pathologist believes that all children can learn and persists in helping all children achieve success.

The speech-language pathologist accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The speech-language pathologist appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The speech-language pathologist is willing to find and use different teaching materials, teaching techniques, assistive technology, and strategies to meet the learning and communicative needs of students.

The speech-language pathologist recognizes that all students are capable of sharing knowledge.

Evidences

The speech-language pathologist is willing to identify personal attitudes and behaviors that may affect student behavior and the therapy environment.

The speech-language pathologist believes that all children can learn at high levels and persists in helping all children achieve success, including students with exceptionalities.

The speech-language pathologist is committed to allowing students with exceptionalities to participate in all therapy activities.

The speech-language pathologist is willing to use assistive technology.

PERFORMANCE

The speech-language pathologist applies concepts of human growth and development to speech and/or language instruction.

The speech-language pathologist varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The speech-language pathologist selects, procures, and maintains appropriate materials to support different therapy strategies.

The speech-language pathologist stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The speech-language pathologist provides students with opportunities for communicative interaction and for developing strategies for improving their communication skills.

The speech-language pathologist provides opportunities for both individual and group learning.

The speech-language pathologist finds and uses information and services to support students.

The speech-language pathologist flexibly applies appropriate therapy strategies and techniques for individual students.

The speech-language pathologist creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The speech-language pathologist applies concepts of human growth and development to concepts of normal speech and/or language development to therapy instruction in learning situations in the context of the family and the community.

The speech-language pathologist uses or adapts therapy techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of skill acquisition, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The speech-language pathologist selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The speech-language pathologist assists students in developing independent communication behaviors.

The speech-language pathologist helps students work and cooperatively interact with their peers using play, environmental routines, and parent-mediated activities for reinforcement of skills.

The speech-language pathologist makes appropriate referrals to community health and social services.

The speech-language pathologist plans appropriate physical arrangements and activities.

The speech-language pathologist implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The speech-language pathologist exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The speech-language pathologist is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The speech-language pathologist understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The speech-language pathologist understands the importance of treating others with respect and dignity.

The speech-language pathologist knows how to communicate effectively with multiple audiences.

Evidences

The speech-language pathologist has knowledge of the dynamics, roles, and relationships within families and communities.

The speech-language pathologist knows how to facilitate the integration of students with communication disorders into the regular classroom.

The speech-language pathologist knows how to use interdisciplinary interaction and has the ability to deliver and interpret treatment plan information.

DISPOSITIONS

The speech-language pathologist respects, accepts, and supports ALL students.

The speech-language pathologist appreciates the importance of effective communication.

The speech-language pathologist is committed to the expression of democratic values in the therapy setting and in the school.

Evidences

The speech-language pathologist promotes the acceptance and support of all students by demonstrating respect for individual differences.

The speech-language pathologist believes that communication skills are the basis of most teaching, learning, and social relationships and proficiency in communication facilitates successful classroom participation.

The speech-language pathologist believes that students should be given the opportunity to make choices and realize the consequences of those choices.

PERFORMANCE

The speech-language pathologist promotes positive interpersonal relationships among student/parents/guardians, and the community.

The speech-language pathologist expresses empathy and warmth in interpersonal relationships.

The speech-language pathologist treats all others with the same respect and dignity with which he/she expects to be treated.

The speech-language pathologist communicates effectively with diverse populations of students, parents/guardians, peers, and community.

The speech-language pathologist creates an environment which nurtures self-confidence, self-respect, and competence.

The speech-language pathologist considers the development of character and human potential in making instructional decisions.

Evidences

The speech-language pathologist models affective, positive behavior appropriate to specific circumstances.

The speech-language pathologist demonstrates conflict resolution skills.

The speech-language pathologist creates a nurturing environment to increase student self-awareness, self-control, self-reliance, and self-esteem.

The speech-language pathologist interprets speech-language therapy programs of students with communication disorders to school personnel, school patrons, and community members.

The speech-language pathologist models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The speech-language pathologist teaches the students to be their own advocates.

STANDARD FIVE

The speech-language pathologist works collaboratively with school colleagues, parents/guardians, and the community to support students' learning, well being, and communication skills.

KNOWLEDGE

The speech-language pathologist understands the importance of reflecting on practice to improve instruction.

The speech-language pathologist knows how to translate, evaluate, and apply current education research.

The speech-language pathologist understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The speech-language pathologist understands the process of change.

The speech-language pathologist understands schools as organization within the larger community context.

Evidences

The speech-language pathologist knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The speech-language pathologist knows how to use stress management skills.

The speech-language pathologist knows how to use interagency collaboration in planning behavior interventions.

The speech-language pathologist knows the purpose of community services, agencies, and professionals who support students with diverse cognitive, motor, communicative, and/or social/behavioral needs.

The speech-language pathologist knows how to involve parents in the therapy process by providing information and recommendations for positive speech and language development and home intervention strategies.

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The speech-language pathologist knows how to involve parents and students in the establishment of behavioral programs, self-recording, and self-management techniques.

The speech-language pathologist knows how to encourage and assist families to become active participants in the educational team.

The speech-language pathologist knows how to respect parents' choices and goals for children and communicates effectively with parents about therapy goals and children's progress.

DISPOSITIONS

The speech-language pathologist is committed to research, self-evaluation, assessment, and learning as an ongoing process.

The speech-language pathologist appreciates the need for change in a dynamic organization.

The speech-language pathologist believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The speech-language pathologist is willing to collaborate in school improvement activities.

Evidences

The speech-language pathologist maintains an ongoing professional growth plan.

The speech-language pathologist is willing to monitor and adjust intervention strategies to accommodate changes in the school and community environment.

The speech-language pathologist participates in school-wide initiatives that will benefit the communication skills of students.

PERFORMANCE

The speech-language pathologist reviews his/her therapy performance to improve instruction.

The speech-language pathologist uses research to improve instruction.

The speech-language pathologist assumes responsibility for his/her own professional development.

The speech-language pathologist fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The speech-language pathologist works collaboratively for student and school improvement.

The speech-language pathologist seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The speech-language pathologist is an advocate for student learning and school improvement.

The speech-language pathologist develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The speech-language pathologist reads and critically applies research and recommended practices for effective development of communication skills.

The speech-language pathologist participates in professional organizations and actively pursues continuing education opportunities.

The speech-language pathologist adheres to the profession's code of ethical conduct.

The speech-language pathologist demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for students.

The speech-language pathologist develops a plan to collaborate in developing methods for implementing school-based intervention programs for children.

The speech-language pathologist participates appropriately as a member of a multidisciplinary team in activities related to individualized instructional and related programs for a student.

The speech-language pathologist communicates program and service options available to students and families at each level of transition.

The speech-language pathologist assists families in identifying their resources, priorities and concerns in relation to their child's development.

The speech-language pathologist involves families in intervention planning for children exhibiting speech and/or language impairments.

The speech-language pathologist implements a range of family-oriented services based on the family's identified resources, priorities, and concerns (especially for early childhood speech-language pathologists).

The speech-language pathologist uses state, local, regional, and national resources to aid in the delivery of services for students.

The speech-language pathologist matches home, school, and community resources with students needs.

The speech-language pathologist demonstrates knowledge of the roles and use of paraprofessionals and volunteers in an instructional program.

The speech-language pathologist demonstrates the ability to work with and supervise paraprofessionals in an instructional program.

The speech-language pathologist employs adult learning principles in supervising and training other adults.

The speech-language pathologist facilitates the identification of staff development needs and strategies for professional growth.

The speech-language pathologist communicates program needs, processes, and outcomes.

The speech-language pathologist advocates on behalf of young children and their families.