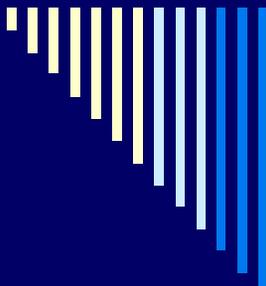


Speech-Language Pathology Assistants in Texas Schools

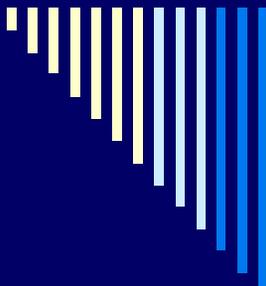
Sherry Sancibrian
Lynn Flahive





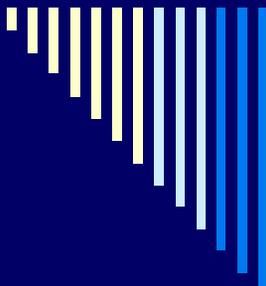
Pretest: Know your numbers!

- ❑ Supervisors must have ____ years of professional experience.
 - ❑ The maximum number of supervisees is ____.
 - ❑ Supervisors must provide ____ hours per week of supervision.
 - ❑ Supervisory logs must be maintained for ____ years.
 - ❑ The maximum caseload allowed for an SLP assistant is ____.
-



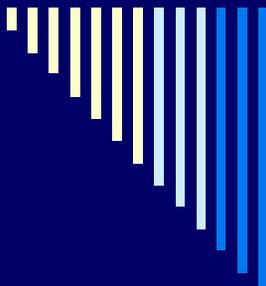
Who can supervise whom?

- **TEA certificate:** teacher aides
 - **Licensed SLP with CCC:** interns and assistants for *all* services, including SHARS
 - **Licensed SLP with Master's degree ("ASHA equivalent"):** interns and assistants for *all* services, including SHARS
 - **Licensed "grandfathered" SLP (bachelor's degree):** assistants, but not if billing SHARS
 - **Interns and assistants:** no one!
-



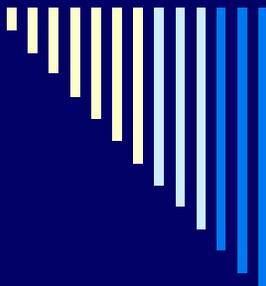
The SLP supervisor:

- Has a minimum of **THREE** years of professional experience (internship + two).
 - Submits the Supervisory Responsibility Statement (SRS) and receives approval from the board office before beginning supervision.
 - Supervises a maximum of **FOUR** individuals (any combination of interns and assistants).
-



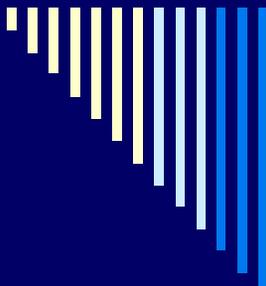
The SLP supervisor:

- Verifies that the SLP assistant has received a license from the board, and that the license is kept current.
 - Verifies that the SLP assistant has met the observation and practicum requirements (25 hours each)
OR has a clinical deficiency plan in place.
-



The SLP supervisor:

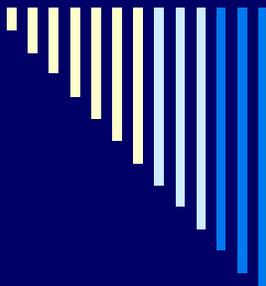
- ❑ Delegates tasks to the assistant, but retains responsibility for all services provided. The caseload “belongs” to the SLP, not the assistant.
 - ❑ Ensures that the assistant does not use any title that connotes that the assistant is an SLP.
 - ❑ Ensures that parents and school staff understand that the SLP assistant will *assist* in service provision
-



The SLP supervisor:

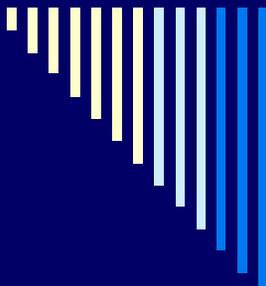
- Provides a ***minimum of 1 hour per week direct supervision*** (face-to-face contact) regardless of full-time or part-time status of SLP assistant. Provides additional direct supervision if needed, depending on assistant's skills, knowledge, and experience.





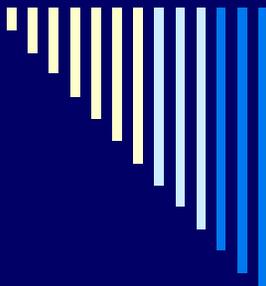
The SLP supervisor:

- Provides a ***minimum of 1 hour per week indirect supervision*** (review and monitoring activities) regardless of full-time or part-time status of SLP assistant. Additional indirect supervision may be required depending on the assistant's skills and experience.
-



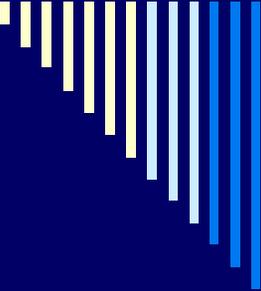
The SLP supervisor:

- ❑ Maintains supervisory records of direct and indirect supervision on a weekly basis. Reviews records maintained by SLP assistant.
 - ❑ Maintains job description and periodic performance evaluations of the SLP assistant. (examples available on TSHA website, www.txsha.org, under School Issues)
 - ❑ Retains all records for **THREE** years and provides them to the Board when requested.
-



The SLP supervisor:

- shall notify the board, in writing, if he/she ceases to supervise an assistant and shall inform the assistant to stop practicing immediately.
 - upon receipt of an audit notification, shall mail the requested records of supervision to the board office.
-



The SLP supervisor:

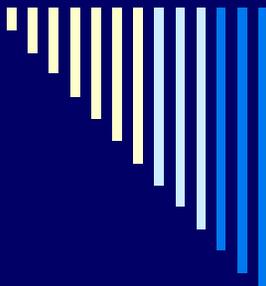
- Provides and documents adequate training for the SLP assistant to participate in speech, language and hearing screening and in the administration of routine tests.



The SLP supervisor:

- ❑ **Makes initial diagnostic contacts with all students.**
- ❑ **Administers all measures requiring graduate training or SLP expertise.**
- ❑ **Interprets and reports all assessment results.**

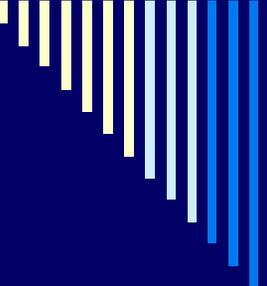




The SLP supervisor:

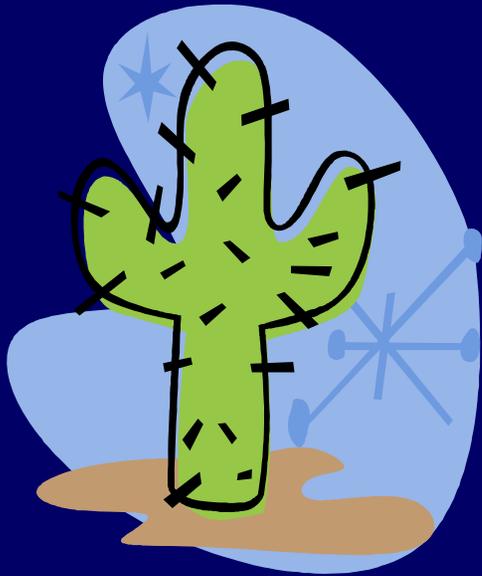
- **Determines case selection (including eligibility or dismissal of students.)**
- **Is responsible for developing a draft of objectives for the IEP or IFSP to be presented to the IEP/IFSP committee.**

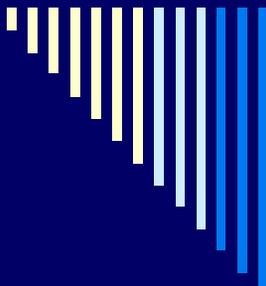




The SLP supervisor:

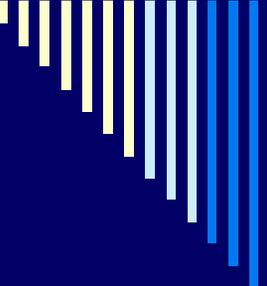
- Answers specific questions from other professionals or parents regarding therapy, treatment, delivery, evaluations and other clinical data.
- Makes referrals to other professionals or other agencies as needed.





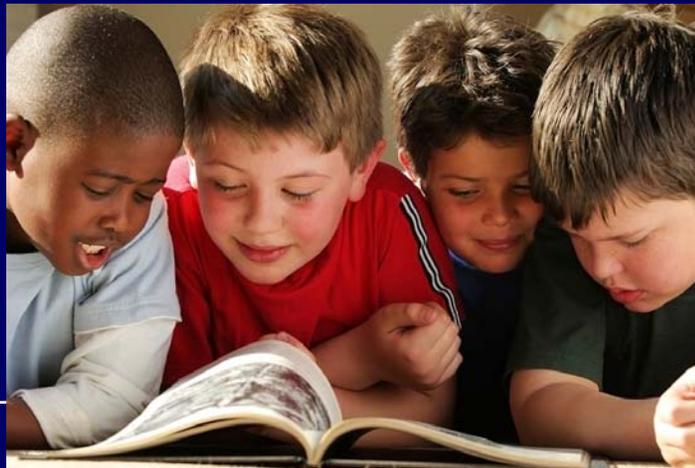
The SLP supervisor:

- ❑ **Directs preparation of materials and schedule of activities necessary for the delivery of speech-language pathology services.**
 - ❑ **Provides adequate training for the SLP assistant to implement the therapy plan developed by the SLP.**
 - ❑ **Supervises the collection of data.**
-



The SLP supervisor:

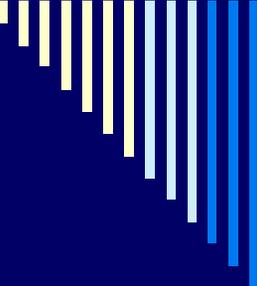
- **Plans and develops carryover activities to facilitate transfer and generalization of newly acquired communication abilities to other contexts and situations.**



The SLP supervisor:

- Represents the profession of speech-language pathology at ARD meetings when admission and dismissal will be determined. Board rules set forth specific procedures for allowing an SLP assistant to represent speech pathology at annual ARD meetings.

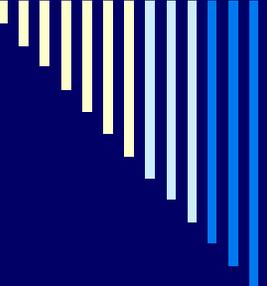




Assistants and IEP meetings

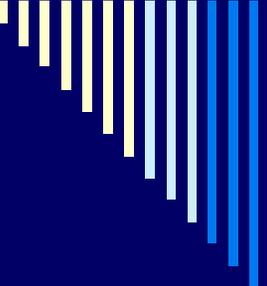
- The SLP assistant may represent speech-language pathology at a student's annual review ARD meeting if the assistant provides services to the student; the supervising SLP is not required to attend the meeting.

 - To represent speech-language pathology at annual ARD meetings, the SLP assistant shall
 - have written documentation of approval from the licensed, board approved SLP supervisor.
 - have **three years of experience** as a speech pathology assistant in the school setting.
-



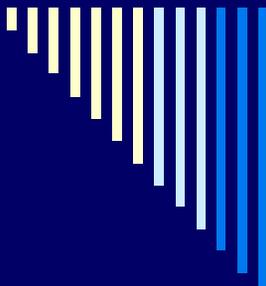
Assistants and IEP meetings

- **The SLP assistant shall present Individual Educational Plan (IEP) goals and objectives that have been drafted by the supervising SLP and reviewed with the parent by the supervising SLP.**
 - **The SLP assistant shall discontinue participation in the ARD meeting, and contact the supervising SLP, when substantive questions or changes arise regarding the IEP document.**
-



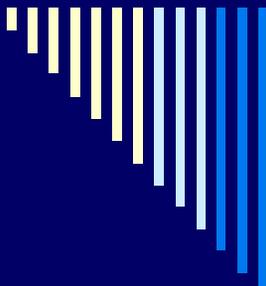
Assistants and IEP meetings

- The licensed, board approved supervising SLP shall:
 - notify parents of students that services will be provided by an SLP assistant and that the SLP assistant will represent speech-language pathology at the ARD;
 - draft new IEP goals and objectives and review them with the SLP assistant; and
 - maintain undiminished responsibility for the services provided and the actions of the assistant.
-



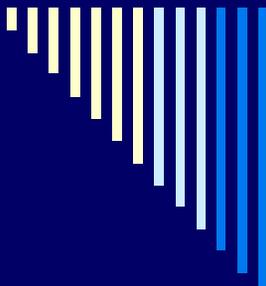
Topics to Discuss with Assistants

- ❑ Types of tasks the assistant will perform
- ❑ Performance expectations
- ❑ Frequency and nature of evaluation
- ❑ Strategies for communication
- ❑ Assistant's scope of practice (and staying within the scope)
- ❑ Support needed—what kind of training does the assistant need?



Topics to Discuss with Assistants

- Professional behavior – confidentiality, appearance, ethics, appropriate interaction
- Assistant's role as a valued partner in service delivery
- Chain of command
- Professional growth



Licensure Board Contact Information

512-834-6627 (phone)

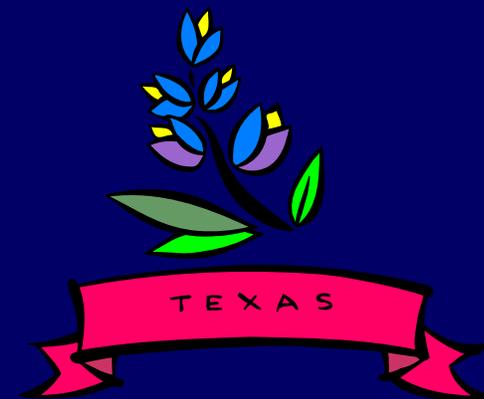
512-834-6677 (fax)

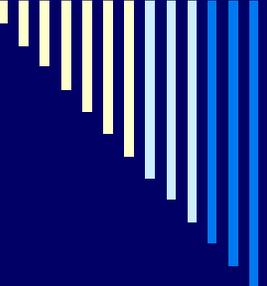
e-mail:

■ speech@dshs.state.tx.us

web site:

■ www.dshs.state.tx.us/speech/





ANSWERS:

Know your numbers!

- ❑ Supervisors must have **3** years of professional experience.
 - ❑ The maximum number of supervisees is **4**.
 - ❑ Supervisors must provide **2** hours per week of supervision (1 direct, 1 indirect).
 - ❑ Supervisory logs must be maintained for **3** years.
 - ❑ The maximum caseload allowed for an SLP assistant is **0**. (assistants don't have caseloads)
-