

## DEPARTMENT OF EDUCATION

### Colorado State Board of Education

## COLORADO EDUCATOR LICENSING ACT OF 1991

### 1 CCR 301-37

*[Editor's Notes follow the text of the rules at the end of this CCR Document.]*

#### 2260.5-R-1.00 Statement of Basis and Purpose.

House Bill 10-1034 amended the statutory requirements that individuals must meet to be authorized by the Colorado Department of Education as a School Speech-Language Pathology Assistant (SLPA). This legislation, found at 22-60.5-111(10)(c), C.R.S., requires the State Board to promulgate rules establishing a minimum number of credits of course work in speech, language, and hearing sciences that an individual with a bachelor's degree must complete in order to obtain authorization. The legislation also broadens the required educational background of a School SLP-A candidate to include a bachelor's degree in "any other field" if the candidate has completed the specified number of credits of course work as specified in these rules.

#### 1.19 Statement of Basis and Purpose of Amendments.

##### ADD STATEMENT OF BASIS AND PURPOSE

##### [EXISTING DEFINITIONS/RULES NOT INCLUDED]

#### 4.11 Authorization: School Speech-Language Pathology Assistant, for Ages Birth – 21.

4.11(1) The School Speech-Language Pathology Assistant (SLP-A) serves as a member of an educational team, and is authorized to perform tasks prescribed, directed, and supervised by a certified Speech-Language Pathologist (SLP), in implementing services for children/students with speech, language, cognitive, voice, oral-muscular, augmentative/alternative communication disorders, and hearing impairments. The candidate for authorization as an SLP-A, ages 0-21, shall meet the following requirements:

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|-------------------|--|
| <u>4.11(1)(a)</u> | hold a bachelor's degree in speech communication, speech-language pathology, <del>or communication disorders</del> /speech sciences, <u>or a Bachelor's degree in any other field with 24 credits in speech language hearing sciences</u> , from an accepted institution of higher education <del>with and approval by an official transcript review approval by the Department;</del> |
| <u>4.11(1)(b)</u> | have successfully completed a school speech-language pathology assistant program or equivalent <del>that, which</del> meets or exceeds recommended guidelines established by a national association of speech-language-hearing professionals;  |
| <u>4.11(1)(c)</u> | <del>have successfully completed a minimum of 100 clock--</del> hours of a school-based practicum, under the supervision of an <del>ASHA</del> <u>nationally</u> -certified SLP, <u>in accordance with the requirements of section 4.11(6) below;</u> and  |
| <u>4.11(1)(d)</u> | have demonstrated knowledge and skills in the competencies specified <u>in sections 4.11(2) and 4.11(3)</u> below.   |

4.11(~~24~~) The school speech-language pathology assistant is knowledgeable about communication processes and basic human communication, and is able to articulate:

4.11(~~24~~)(a) the anatomical/physiological, psychological, developmental, linguistic, and cultural bases of communication processes.

4.11(~~24~~)(b) communication disorders, including articulation, fluency, voice and resonance, receptive and expressive language, and language-based learning disabilities.

4.11(~~24~~)(c) hearing disorders and their impact on speech and language.

4.11(~~24~~)(d) cognitive and social aspects of communication disorders.

4.11(~~24~~)(e) communication modalities, including oral, written, manual, augmentative, and alternative communication techniques and assistive technologies.

4.11(~~24~~)(f) normal development of reading and writing in the context of the general education curriculum.

4.11(~~24~~)(g) characteristics of exceptional students including categorical disabilities, learning differences and developmental deficits.

4.11(~~32~~) The SLP-A is knowledgeable about service delivery, and is able to

4.11(~~32~~)(a) use appropriate verbal and written language in interactions with children/students, teachers and related professionals.

4.11(~~32~~)(b) follow oral and written directions, including those in intervention plans, and:

4.11(~~32~~)(b)(i) assist in the selection, preparation, and presentation of instructional and other related materials.

4.11(~~32~~)(b)(ii) maintain documentation, accurately and concisely, and in a timely manner.

4.11(~~32~~)(b)(iii) implement documented intervention plans, as developed by the supervising speech-language pathologist.

4.11(~~32~~)(b)(iv) assist with clerical duties, as assigned by the supervising speech-language pathologist, including, but not limited to scheduling, safety/maintenance of supplies and equipment, and record keeping.

4.11(~~32~~)(b)(v) collect data for quality improvement, including child/student performance data in classrooms or individual therapy settings.

4.11(~~32~~)(b)(vi) record children/students status, with regard to established objectives, as stated in the intervention plans, and report information to the supervising speech-language pathologist.

4.11(~~32~~)(c) use constructive feedback from the supervising speech-language pathologist to adapt or modify interaction and/or intervention with children/students.

4.11(~~32~~)(d) provide consistent, discriminating, and meaningful feedback and reinforcement to the children/students.

- 4.11(32)(e) implement designated intervention goals/objectives, in specified sequence.
- 4.11(43) The SPL-A is knowledgeable about screening and assessment, though s/he may not perform standardized or non-standardized diagnostic tests, including, but not limited to: feeding evaluations, or interpret test results or counsel parents; and is able to:
- 4.11(43)(a) assist the speech-language pathologist with speech-language and hearing screenings or assessments, without interpretation, and report results directly to the supervising speech-language pathologist.
- 4.11(43)(b) assist with informal documentation, as directed by the speech-language pathologist.
- 4.11(43)(c) provide descriptive behavioral observations that contribute to screening/assessment results, directly to the supervising speech-language pathologist.
- 4.11(43)(d) support the speech-language pathologist in research projects, in-service training, and public relations programs, including child find activities.
- 4.11(54) The SPL-A is knowledgeable about ethical practice, and maintaining appropriate relationships with children/students, families, teachers and related service professionals, and is able to:
- 4.11(54)(a) demonstrate respect for, and maintain the confidentiality of, information pertaining to students and their families.
- 4.11(54)(b) behave in accordance with educational facility guidelines.
- 4.11(54)(c) articulate an awareness of student needs and respect for cultural values.
- 4.11(54)(d) direct student, family and educational professionals to the speech-language supervisor, for information regarding testing, intervention and referral.
- 4.11(54)(e) request assistance from the speech-language supervisor, as needed.
- 4.11(54)(f) manage time effectively and productively.
- 4.11(54)(g) recognize own professional limitations, and perform within boundaries of training and job responsibilities.

4.11(65) Supervision of the School SLP-A

- 4.11(65)(a) direct supervision may be conducted electronically via a live internet broadcast of video conference by a nationally-certified SLP residing and working within the state of Colorado or within a reasonable commuting distance to Colorado.
- 4.11(65)(b) SLP-A students or SLP-As under an emergency authorization require fifty percent direct supervision
- 4.11(65)(c) authorized SLP-As require the following amount of supervision: first ninety days thirty percent total supervision with twenty percent being direct supervision and ten percent being indirect supervision; and, after ninety days twenty percent total supervision with ten percent being direct supervision and ten percent being indirect supervision.

4.11(65)(d) the maximum number of SLP-As under the supervision of one SLP should shall not exceed three.

4.14(11)(d) demonstrate an understanding of children's language acquisition and how language acquisition for deaf children compares/differs from that of children who are not deaf.

4.14(11)(e) monitor own sign language use, with regard to flexibility and adaptability necessary to match the student's preferred mode of communication, as designated on the IEP communication plan.

