

Colorado Rules for Authorization of SLPAs for Employment in Colorado Public Schools

4.11 AUTHORIZATION: SCHOOL SPEECH-LANGUAGE PATHOLOGY

ASSISTANT {in Colorado}, FOR AGES BIRTH - 21 THE 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 THE IMPLEMENTATION OF SERVICES FOR CHILDREN/STUDENTS WITH SPEECH, LANGUAGE, COGNITIVE, VOICE, ORAL MUSCULAR, AUGMENTATIVE/ALTERNATIVE COMMUNICATION DISORDERS, AND HEARING IMPAIRMENTS. THE CANDIDATE FOR AUTHORIZATION AS A SCHOOL SPEECH-LANGUAGE PATHOLOGY ASSISTANT (SLP-A), AGES 0-21, SHALL HOLD A BACHELOR'S DEGREE IN SPEECH COMMUNICATION, SPEECH-LANGUAGE PATHOLOGY, OR COMMUNICATION DISORDERS/SPEECH SCIENCES, GRANTED BY AN ACCREDITED INSTITUTION OF HIGHER EDUCATION; HAVE SUCCESSFULLY COMPLETED A SCHOOL SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM, FROM AN INSTITUTION WHOSE PROGRAM MEETS OR EXCEEDS RECOMMENDED GUIDELINES ESTABLISHED BY THE AMERICAN-SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA); HAVE SUCCESSFULLY COMPLETED A MINIMUM OF 100-CLOCK HOURS OF A SCHOOL-BASED PRACTICUM, UNDER THE SUPERVISION OF AN ASHA-CERTIFIED SPEECH-LANGUAGE PATHOLOGIST; HAVE DEMONSTRATED KNOWLEDGE AND SKILLS IN THE COMPETENCIES SPECIFIED BELOW.

- 4.11 (1) THE SCHOOL SPEECH-LANGUAGE PATHOLOGY ASSISTANT IS KNOWLEDGEABLE ABOUT COMMUNICATION PROCESSES, AND BASIC HUMAN COMMUNICATION, AND IS ABLE TO COMMUNICATE ABOUT:
 - 4.11 (1) (A) ANATOMICAL/PHYSIOLOGICAL, PSYCHOLOGICAL, DEVELOPMENTAL, LINGUISTIC, AND CULTURAL BASES.
 - 4.11 (1) (B) COMMUNICATION DISORDERS, INCLUDING ARTICULATION, FLUENCY, VOICE AND RESONANCE, RECEPTIVE AND EXPRESSIVE LANGUAGE, AND LANGUAGE-BASED LEARNING DISABILITIES.

- 4.11 (1) (C) HEARING DISORDERS AND THEIR IMPACT ON SPEECH AND LANGUAGE.
- 4.11 (1) (D) COGNITIVE AND SOCIAL ASPECTS OF COMMUNICATION DISORDERS.
- 4.11 (1) (E) COMMUNICATION MODALITIES, INCLUDING ORAL, WRITTEN, MANUAL, AUGMENTATIVE, AND ALTERNATIVE COMMUNICATION TECHNIQUES AND ASSISTIVE TECHNOLOGIES.
- 4.11 (1) (F) NORMAL DEVELOPMENT OF READING AND WRITING IN THE CONTEXT OF THE GENERAL EDUCATION CURRICULUM.
- 4.11 (1) (G) CHARACTERISTICS OF EXCEPTIONAL STUDENTS INCLUDING CATEGORICAL DISABILITIES, LEARNING DIFFERENCES AND DEVELOPMENTAL DEFICITS.
- 4.11 (2) THE SLP-A IS KNOWLEDGEABLE ABOUT SERVICE DELIVERY, AND IS ABLE TO
 - 4.11 (2) (A) USE APPROPRIATE VERBAL AND WRITTEN LANGUAGE IN INTERACTIONS WITH CHILDREN/STUDENTS, TEACHERS AND RELATED PROFESSIONALS.
 - 4.11 (2) (B) FOLLOW ORAL AND WRITTEN DIRECTIONS, INCLUDING THOSE IN INTERVENTION PLANS, AND:
 - 4.11 (2) (B) (I) ASSIST IN THE SELECTION, PREPARATION, AND PRESENTATION OF MATERIALS.
 - 4.11 (2) (B) (II) MAINTAIN DOCUMENTATION ACCURATELY AND CONCISELY, AND IN A TIMELY MANNER.
 - 4.11 (2) (B) (III) IMPLEMENT DOCUMENTED INTERVENTION PLANS DEVELOPED BY THE SUPERVISING SPEECH-LANGUAGE PATHOLOGIST.
 - 4.11 (2) (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 (2) (B) (V) COLLECT DATA FOR QUALITY IMPROVEMENT, INCLUDING CHILD/STUDENT PERFORMANCE DATA IN CLASSROOMS OR INDIVIDUAL THERAPY SETTINGS.
- 4.11 (2) (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 (2) (C) USE CONSTRUCTIVE FEEDBACK FROM SUPERVISING SPEECH-LANGUAGE PATHOLOGIST TO ADAPT OR MODIFY INTERACTIONS AND/OR INTERVENTION WITH CHILDREN/STUDENTS.
- 4.11 (2) (D) PROVIDE CONSISTENT, DISCRIMINATING AND MEANINGFUL FEEDBACK AND REINFORCEMENT TO THE CHILDREN/STUDENTS.
- 4.11 (2) (E) IMPLEMENT DESIGNATED INTERVENTION GOALS/OBJECTIVES IN SPECIFIED SEQUENCE.
- 4.11 (3) THE SPL-A IS KNOWLEDGEABLE ABOUT SCREENING AND ASSESSMENT, THOUGH S/HE MAY NOT PERFORM STANDARDIZED OR NON-STANDARDIZED DIAGNOSTIC TESTS, INCLUDING FEEDING OR SWALLOWING EVALUATIONS, OR INTERPRET TEST RESULTS OR COUNSEL PARENTS; AND IS ABLE TO:
 - 4.11 (3) (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 (3) (B) ASSIST WITH INFORMAL DOCUMENTATION AS DIRECTED BY THE SPEECH-LANGUAGE PATHOLOGIST.
 - 4.11 (3) (C) PROVIDE DESCRIPTIVE BEHAVIORAL OBSERVATIONS THAT CONTRIBUTE TO SCREENING/ASSESSMENT RESULTS DIRECTLY TO THE SUPERVISING SPEECH-LANGUAGE PATHOLOGIST.

- 4.11 (3) (D) SUPPORT THE SPEECH-LANGUAGE PATHOLOGIST IN RESEARCH PROJECTS, IN-SERVICE TRAINING, AND PUBLIC RELATIONS PROGRAMS, INCLUDING CHILD FIND ACTIVITIES.

- 4.11 (4) 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 (4) (A) SHOW RESPECT FOR, AND MAINTAIN THE CONFIDENTIALITY OF, INFORMATION PERTAINING TO STUDENTS AND THEIR FAMILIES.
 - 4.11 (4) (B) BEHAVE IN ACCORDANCE WITH EDUCATIONAL FACILITY GUIDELINES.
 - 4.11 (4) (C) COMMUNICATE AN AWARENESS OF STUDENT NEEDS AND RESPECT FOR CULTURAL VALUES.
 - 4.11 (4) (D) DIRECT STUDENT, FAMILY AND EDUCATIONAL PROFESSIONALS TO THE SPEECH-LANGUAGE SUPERVISOR, FOR INFORMATION REGARDING TESTING, INTERVENTION AND REFERRAL.
 - 4.11 (4) (E) REQUEST ASSISTANCE FROM THE SPEECH-LANGUAGE SUPERVISOR AS NEEDED.
 - 4.11 (4) (F) MANAGE TIME EFFECTIVELY AND PRODUCTIVELY.
 - 4.11 (4) (G) RECOGNIZE OWN PROFESSIONAL LIMITATIONS AND PERFORM WITHIN BOUNDARIES OF TRAINING AND JOB RESPONSIBILITIES.