

006.67 Speech-Language Pathologist

006.67A Grade Levels: Birth ~~to age 21~~through grade 12.

006.67B Endorsement Type: Field Subject.

006.67C Persons with this teaching endorsement may provide speech language pathology services to and consultative services serve as a speech language pathologist and resource person for programs involving for individuals from birth to age 21 through grade 12 or completion of their Individualized Education Program.

006.67D Certification Endorsement Requirements: This endorsement requires a minimum of a Master's degree in Speech-Language Pathology which includes at least 36 graduate semester hours in speech-language pathology and course work in related areas. Applicants must complete a minimum of 400~~250~~ clock hours of clinical experiences and an internship, supervised by the standard institution, in school or and clinic settings.

006.67E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS
PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

~~Through the courses identified in its plan, the institution should prepare prospective speech-language pathologists to:~~

- ~~A. Conduct assessments and provide intervention for individuals with disorders of speech (e.g., phonology, fluency, voice) and language;~~
- ~~B. Conduct assessments, and provide intervention for individuals with cognitive-communication disorders;~~
- ~~C. Conduct assessment and intervention for individuals with disorders of oral-pharyngeal function (dysphagia) and related disorders;~~
- ~~D. Conduct assessments, select, and develop augmentative, alternative and assistive communication systems and provide training for their use;~~

- ~~E. Conduct aural habilitative and rehabilitative services and related counseling services;~~
- ~~F. Enhance speech-language proficiency and communication effectiveness (accent reduction);~~
- ~~G. Conduct pure tone and impedance audiometric screening;~~
- ~~H. Initiate educationally relevant medical referrals and follow-up procedures;~~
- ~~I. Assist with adaptations and accommodation of the learning environment including classroom acoustics;~~
- ~~J. Demonstrate an understanding of child development;~~
- ~~K. Provide written and verbal interpretation of speech-language assessment results and implications to appropriate individuals, such as parents, teachers, physicians and other professionals;~~
- ~~L. Participate in the development of the Individual Education Program (IEP) and Individual Family Service Plan (IFSP), including being able to:
 - ~~1. Interpret speech-language assessment results and their implications on communication, academic, cognitive and psychosocial development;~~
 - ~~2. Explain service delivery options, including appropriate intensity of services; and~~
 - ~~3. Assist parents in understanding their Parental Rights in accessing educational services for their children (under IDEA and state statute);~~~~
- ~~M. Consult and collaborate with classroom teachers and other professionals regarding the relationship of speech-language impairments to the development of communication, academic, cognitive and psychosocial skills, including the ability to recommend appropriate accommodations and modifications to the curriculum;~~
- ~~N. Provide speech-language interventions as determined by the IEP or IFSP team. The areas of interventions may include:
 - ~~1. Speech skills including phonological skills, voice, and fluency;~~
 - ~~2. Language skills (including receptive and expressive language, and auditory processing);~~
 - ~~3. Selection and use of appropriate instructional materials;~~
 - ~~4. Coordination of services with family, school and community;~~~~
- ~~O. Support and advise the IEP and/or IFSP team in the determination of the need for and selection of appropriate assistive technology;~~
- ~~P. Provide counsel for the family and individual who is speech-language impaired, including emotional support, information about the communication disorder and its implications, and interaction strategies to maximize communication and psychosocial development;~~
- ~~Q. Select and maintain diagnostic instruments;~~
- ~~R. Maintain records, including screening, referral, follow-up, assessment, IFSP/IEP planning and services;~~
- ~~S. Design and implement staff development and in-service training for school personnel;~~
- ~~T. Provide training and supervision, relative to communication interventions for parents, licensed or certified staff, and para-professionals;~~
- ~~U. Demonstrate an understanding of school systems, multidisciplinary teams, and community and professional resources; and~~
- ~~V. Employ effective interpersonal and communication skills.~~

Through the courses identified in its plan, the institution shall prepare prospective speech-language pathologists based on the Council for Clinical Certification (CFCC) of the American Speech-Language Hearing Association (ASHA) Standards (2008) to:

- A. Demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and social/behavioral sciences;
- B. Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases;
- C. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
 1. Specific knowledge must be demonstrated in the following areas:
 - a. speech sound disorders (articulation and phonology);
 - b. fluency;
 - c. voice and resonance, including respiration and phonation;
 - d. receptive and expressive language (prelinguistic, paralinguistic, phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities;
 - e. hearing, including the impact on speech and language;
 - f. swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction);
 - g. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
 - h. social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities); and
 - i. communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).
- D. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for students with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders;
- E. Complete a program of study that includes supervised school and clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):
 1. Evaluation

- a. Conduct screening and prevention procedures (including prevention activities);
 - b. Collect case history information and integrate information from students, families, caregivers, teachers, relevant others, and other professionals;
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures;
 - d. Adapt evaluation procedures to meet student needs;
 - e. Interpret, integrate, and synthesize all information to assist in the eligibility and make appropriate recommendations for intervention;
 - f. Complete administrative and reporting functions necessary to support evaluation; and
 - g. Refer students for appropriate services.
2. Intervention
- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet student needs by collaborating with students and relevant others in the planning process;
 - b. Implement intervention plans by involving students and relevant others in the intervention process;
 - c. Select or develop and use appropriate materials and instruments for prevention and intervention;
 - d. Measure and evaluate students' performance and progress;
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of students;
 - f. Complete administrative and reporting functions necessary to support intervention; and
 - g. Identify and refer students for services as appropriate.
3. Interaction and Personal Qualities
- a. Communicate effectively recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the student, family, caregivers, and relevant others;
 - b. Collaborate with other professionals in case management;
 - c. Provide counseling regarding communication and swallowing disorders to students, families, caregivers, and relevant others; and
 - d. Adhere to the ASHA Code of Ethics and behave professionally.
- F. Demonstrate knowledge of processes used in research and the integration of research principles into evidence-based practice;
- G. Demonstrate knowledge of contemporary professional issues and advocacy including the provision of services in educational and clinical settings;

- H. Demonstrate skill in oral, written, and other forms of communication sufficient for entry into professional practice;
- I. Demonstrate knowledge of and experience with individuals from culturally/linguistically diverse backgrounds; and
- J. Complete a minimum of 400 clock hours of supervised school and clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client contact, of which 325 clock hours occur during graduate study.

DRAFT #3

AD HOC MEMBERS (Based on Section 17.03 of the NCTE Organizational Policies)

SPEECH-LANGUAGE PATHOLOGIST

DATE: February 28, 2012

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS—455 South 11th Street, Lincoln, NE 68508

MEMBERSHIP CRITERIA	NOMINEES
17.03A Three practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area under consideration	1. Cindy Brunken, LPS Hawthorne Elem/LPS SLP Supervisor (D1) cbrunk@lps.org 2. Nancy Poppe, ESU 9 (D6) npoppe@esu9.org 3. Kami Jessop, Papillion-LaVista SLP Supervisor (D2) kjessop@paplv.org
17.03B At least two faculty members from a college or department of education who are teaching professional education courses at an approved professional training institution	1. Deanne Splattstoesser , UN-L (D1) dsplattstoesser2@unl.edu 2. Linda Crowe, UNK (D6) crowelk@unk.edu
17.03C Two specialists in the area which might include academic college professors, learned society officers, or persons drawn from related professions	1. Mary Friehe, UNO (D8) mfriehe@unomaha.edu 2. Carol McClain, NDE (D1) carol.mcclain@nebraska.gov
17.03D Two teachers currently employed and endorsed in approved or accredited public or private schools at the grade levels and/or subject matter under consideration	<i>(This category could be covered by appointees to 17.03A)</i>
17.03E Two school administrators currently employed in approved or accredited public or private schools at the grade levels under consideration. At least one of the administrators must represent District Classes 2 or 3	1. Lincoln or Omaha administrators Paula Hopkins, OPS (D4) paula.hopkins@ops.org 2. Classes 2 or 3 Kim Cooper, North Platte SPED Director (D7) kimcoop@nppsd.org Tim Heckenlively, Falls City Supt. (D5) theckenlively@fallscityps.org
17.03F One person representing the general public, e.g. PTA member or a school board member	Kevin Eairleywine, Fremont (D3) Kevin.Eairleywine@fpsmail.org
17.03G One member of the Undergraduate or Graduate Committee, whichever is applicable.	Donna Moss, Hastings Public, Director of Student Services (D5) dross@esu9.org
17.03H One representative of NDE	Annie Bird abird10@cox.net
17.03I Additional representatives if it is a field endorsement containing multiple subject endorsements	<i>N/A for this Ad Hoc</i>
17.03J Additional approved or accredited public or private school practitioners or higher education faculty members to equalize the representation between these two groups	<i>N/A for this Ad Hoc</i>

17.03K The NDE designee, who will be a non-voting member and serve as a consultant for the committee	Sharon Katt, NDE Marge Harouff, NDE Kevin Peters, NDE Pat Madsen, NDE Marlene Beiermann, NDE
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Ad Hoc Committee discussion included the following points related to the SLP endorsement:

- Nebraska has three institutions that prepare Speech-Language Pathologists—UNK, UN-L, and UNO.
- Approximately 300 candidates apply to masters programs each year in the state with approximately 60-70 total being accepted into the three programs. A small percentage of applicants not accepted reapply. (NE Universities have recently been charged to increase enrollments, but must be full-time students.)
- The Council for Clinical Certification (CFCC) will complete their standards revision this year. Nebraska programs want the clinical experiences clock hours to be designated in the Rule.

Grade Level: Although grade level appears as B-12, the intent is that this endorsement is inclusive of services through age 21. (Nebraska is a birth mandate state, and public school students with verified disabilities are able to receive services through the year that they turn 21 years of age, or until they no longer qualify for services.)

Endorsement Type: Changed to "Field" with the understanding that the entire Rule will be reviewed in the future for consistency (or elimination) of subject/field designation. The Ad Hoc Committee members felt the depth and breadth of communication disorders is equivalent to the variety of subjects within a traditional content field.

In the current endorsement, 'resource person' is used and creates confusion, since many use the term 'resource teacher' for individuals with a Special Education: Mild/Moderate endorsement. Language was revised to communicate that SLPs also provide consultation and support, in addition to direct services. There is a concern that maintaining the 'resource' language terminology as well as including it in the mild-moderate endorsement permits individuals with little or no training in communication disorders to work with students with language and learning disabilities. While the schools might see this as an administrative and resource availability issue, it does not put highly qualified persons in the jobs.

06.67D—Standard practicum is now 400 clock hours in school and clinical settings (change from 250 clock hours in current rule.)

Suggestion that a requirement to take/pass a content test (Praxis II) be added to the Rule. ASHA requires that institutions post pass rates and maintain a minimum 80% pass rate for continuing program accreditation (However, ASHA requirements are that institutions cannot require passing the test for program completion). For purpose of state licensure from Nebraska HHS and to obtain national certification, SLPs must take and pass the test. Institution representatives suggested that language should be added to require a national exam (Praxis II) for program completion. NDE staff indicated that there is currently no precedence for adding national examination requirements to program completion or certification. Although this requirement would be consistent with ASHA expectations for national program accreditation, the group consensus was that the requirements related to national exams would remain an institutional requirement. (Two NE programs require candidates to take the Praxis II test for program completion, one does not.)

The goal of the Ad Hoc Committee should be to identify requirements for NE IHE's as they prepare SLP's. These requirements should support the institution's desire to be in line with ASHA certification - however, ASHA requirements do not directly guide endorsement requirements.

Ad Hoc Committee members went through each guideline and made a few changes in wording (i.e. 'client' replaced with 'student', and a few others.)

Speech Language Technician—Special Services Endorsement

This endorsement was created pre-2000 in response to looking for alternatives to address the need for speech-language services in schools. At the time it was intended to be a short-term/interim solution, and an immediate way to provide services. Those involved in the pre-2000 discussion indicated that some of the intent of the SLT did not get reflected in the current Rule. Intent was that this endorsement would not be available for an extended period of time, but rather to allow individuals to be employed while waiting to get accepted into and complete a SLP program (possibly only three years.) However, it is difficult to complete a SLP masters program in three years, due to time needed to get accepted into a program and class availability. The difficulty increases for someone employed full-time, as needed classes are frequently not available online or during summer sessions.

Concern was expressed about eliminating the SLT endorsement since it allows individuals to be paid on a professional salary schedule as opposed to classified staff. The SLT is probably more desirable because it requires a basic foundational preparation - rather than using a paraprofessional with no training or expecting a SPED teacher with a different endorsement and minimal training for language resource assistance.

Supply of SLPs continues to be a concern. There are approximately 10-15 people who currently hold an SLT Special Services endorsement and do not have a SLP endorsement (as of 9/2011.) One possible solution is to develop language in Rule 21 which would allow individuals with expired certificates to renew their certificate with national certification and employment as an SLP in a non-school setting. Schools continue to have the option to hire non-teaching certified SLPs who hold Nebraska HHS licensure. These individuals will also qualify for SPED reimbursement.

Discussion was held regarding the NSLHA proposal discussed by NDE staff and Association representatives in 2011. The NSLHA proposal was brought to NDE to discuss alternatives to current NDE teacher certification renewal requirements that might assist with recruitment of SLPs to education. The result of the 2011 meetings was a suggestion that current national certification and successful employment experience be viewed as comparable/equivalent for certificate renewal. The NSLHA representatives indicated that this proposed strategy received support from their constituencies and the Ad Hoc committee also indicated support. This conversation will not impact Rule 24 endorsement revision; however, NDE will prepare language for the next Rule 21 revision.

Online programs are becoming more available which may impact current needs. (Note from Deanne S., 3.12.12: 10 of 289, or 3% of accredited university SLP programs across the country offer their entire program online according to ASHA CAA.) There is a need to get reliable information about shortage/supply (districts reluctant to report shortages/unfilled positions). It would also be good to know how many students need services, but are not getting them due to lack of qualified SLPs. Districts are hesitant to report anything, as they are concerned about how the information would be used.

Recommendation that SLT endorsement be revised to clearly communicate that this will only be available to individuals who:

- Have completed a communication disorders/speech-language pathology undergraduate program
- Are accepted into a SLP program during the 1st year of issuance of the 'provisional' certificate
- Are able to renew the 'provisional' certificate for an additional "X#" years IF a minimum of 6 hours specified in an institution-developed/approved Program Completion Plan are completed each year.
- Nonrenewable after X# of years - or if requirements are not met.

DRAFT #3