

Speech-Language Specialists (Ed 614.09) Reviewer Assessment Worksheet

Ed 614.09 Speech-Language Specialists

Directions: This matrix worksheet should be completed by the reviewer while assessing the program standards' compliance through review of the matrix submitted by the institution and data gathering at the site visit.

Ed 614.09 SPEECH-LANGUAGE SPECIALISTS	Rating	Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement. Indicate the relationship to Ed 610.02 Professional Education standards (if any).
	4: Highly effective 3: Effective 2: Needs improvement 1: Ineffective	
(a) The speech-language specialist program shall provide the candidate with the ability to meet the entry level requirement for all speech-language specialists of a master's degree in speech-language pathology or communications sciences and disorders from a college or university approved under Ed 600 as required in RSA 189:14-e.		
(b) The graduate program shall provide the candidate with the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:		
(1) In the area of core competencies in communication, the program shall provide the candidate with the following knowledge and abilities:		
a. A knowledge of professional ethics and ethical conduct including how to understand and respect student and family confidentiality;		

<p>b. A knowledge of basic communication science, which for this field shall include:</p> <ol style="list-style-type: none"> 1. Normal language acquisition and implications for multi-cultural application; 2. Phonetics and phonology; 3. Speech and hearing science; 4. Basic audiology; 5. Anatomy and physiology of the speech and hearing mechanism; 6. Neurology for speech and language pathology; and 7. Swallowing; 		
<p>c. Knowledge of assessment and intervention techniques related to a broad range of disabilities students might exhibit, any one or combination of which might affect their academic performance and thus place them at risk in terms of their receiving a free and appropriate public education in the least restrictive environment. Disabilities include the following:</p>		
<ol style="list-style-type: none"> 1. Fluency disorders such as stuttering; 		
<ol style="list-style-type: none"> 2. Organic pathologies such as cerebral palsy and traumatic brain injury; 		
<ol style="list-style-type: none"> 3. Articulation disorders such as problems executing the various movements of speech; 		
<ol style="list-style-type: none"> 4. Phonological disorders such as children with underlying linguistic rules and patterns that affect their production of various classes of sounds; 		
<ol style="list-style-type: none"> 5. Language disorders; 		
<ol style="list-style-type: none"> 6. Literacy disorders in relation to reading and writing, including problems related to phonological awareness; 		

7. Auditory perception, including central auditory perception problems;		
8. Voice disorders; and		
9. Students who are unable to use speech as a primary method of communication and thus require augmentative and alternative communication (AAC) methods such as sign language and speech generating devices;		
d. Ability to evaluate existing research, conduct and interpret applied research, and utilize evidence-based practices in assessment and intervention;		
e. The ability to administer, analyze, and interpret the results of a variety of formal and informal screening tools and diagnostic instruments in the areas of: <ol style="list-style-type: none"> 1. Phonology and articulation; 2. Early childhood and school age language; 3. Oral language as it relates to reading, spelling and writing; 4. Dysarthria; 5. Apraxia; 6. Dysphagia; 7. Fluency; 8. Hearing; 9. Voice; and 10. Augmentative and alternative communication (AAC) systems; 		
f. A knowledge of diagnostics and evaluation which shall include the ability to:		
1. Administer, analyze, and interpret the results of standardized formal and informal assessment methods used to identify the presence of a communication disorder as identified in Ed 507.23(b)(1)e.;		

<p>2. Collect quantitative as well as qualitative data to assist in identifying: (i) Student learning strengths and needs; (ii) Learning styles; and (iii) Interpersonal skills;</p>		
<p>3. Demonstrate the ability to synthesize data and to develop individualized education programs and methods of assessing progress as described in Ed 1109 and 34 CFR 300.320; and</p>		
<p>g. A knowledge of and skills necessary to implement various models of service delivery such as individual and group; direct, collaborative, and consultative) relative to specific communication disorders listed in Ed 614.09(b)(1) which shall include the ability to:</p>		
<p>1. Coordinate the provision of services with other school personnel who provide non-speech and language services to students;</p>		
<p>2. Apply evidence-based practices in developing and integrating therapeutic goals within the classroom, curriculum, or both;</p>		

<p>3. Demonstrate the ability to evaluate the attainment of treatment objectives in relation to curriculum and broader IEP goals using:</p> <ul style="list-style-type: none"> (i) Subjective methods, including but not limited to teacher reports, student reports, and naturalistic observations, and; (ii) Objective methods, including but not limited to the use of standardized tests; and 		
<p>4. Modify individual student programs based on on-going assessment; and</p>		
<p>(2) In the area of school based-delivery systems, the program shall provide the candidate with the following knowledge and abilities:</p>		
<p>a. Knowledge of educational systems including school operations and administrative organizations;</p>		
<p>b. Knowledge of regular and special education laws, including but not limited to federal statutes and regulations, state statutes and rules, as well as related case law;</p>		
<p>c. Ability to participate in the development of individualized education programs and accommodation plans as required by 34 CFR 300.321(a)(6) and 34 CFR 104.35(c)(3);</p>		
<p>d. Ability to analyze, evaluate, and employ curriculum and classroom-based teaching techniques and materials;</p>		

<p>e. Ability to understand the relationship between communication, language, and reading and writing in classroom-based instruction, including the study skills essential for effective mastery of content at all grade levels;</p>		
<p>f. Ability to develop, evaluate, and modify curriculum and monitor student progress in academic areas;</p>		
<p>g. Ability to use a variety of speech and language-based behavioral management techniques in the school setting;</p>		
<p>h. Knowledge of resources including awareness of school, community, state and federal resources to aid students and their families in the school setting;</p>		
<p>i. Knowledge of methods and activities for integrating life skills into specific subject areas and related services to promote independent living, social and interpersonal skills and to assist students in transitions, including entry into school, school to school, school to career, and school to postsecondary education;</p>		
<p>j. Ability to oversee, supervise or direct paraeducators or tutors in targeting and generalizing speech and language objectives throughout the student's school day; and</p>		
<p>k. Ability to utilize augmentative and alternative communication systems to foster the participation, interaction, and inclusion of children for whom speech is not their primary mode of communication.</p>		

Source. #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96; ss by #7617, eff 12-20-01; ss by #9117, eff 3-27-08