

**Repeal Ed 508.05, eff 10-5-20 (Document #13102), and hold said section in reserve as follows:**

~~Ed 508.05 RESERVED. School Speech Language Specialist.~~

~~— (a) To be licensed as a speech language specialist, a candidate shall meet the following entry level requirements:~~

~~(1) The general education requirements specified in Ed 505.02, if applicable;~~

~~(2) The professional education requirements specified in Ed 505.03, if applicable; and~~

~~(3) Hold a master's degree in speech language pathology or communication sciences and disorders and meet the speech language specialist competencies.~~

~~— (b) A candidate for licensure as a speech language specialist shall have skills, competencies, and knowledge in the following areas:~~

~~(1) In the area of core competencies in communication:~~

~~a. A knowledge of professional conduct including how to understand and respect student and family confidentiality;~~

~~b. A knowledge of basic communication science, which for this field shall include:~~

~~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 of speech and language; and~~

~~7. Swallowing;~~

~~c. A 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, including the following:~~

~~1. Fluency disorders such as stuttering;~~

~~2. Organic pathologies such as cerebral palsy and traumatic brain injury;~~

~~3. Articulation and phonological disorders;~~

~~4. Language disorders, including expressive, receptive, and social pragmatic language disorders;~~

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~~5. Phonological awareness in relation to literacy disorders;~~

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~~6. Auditory perception, including central auditory processing disorders;~~

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~~7. Voice and resonance disorders;~~

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~~8. Augmentative and alternative communication (AAC) modalities such as sign language and speech generating devices; and~~

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~~9. Autism spectrum disorders;~~

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~~d. The ability to evaluate existing research, conduct and interpret applied research, and utilize evidence-based practices in assessment and intervention;~~

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~~e. The ability to administer and interpret the results of a variety of formal and informal screening tools and diagnostic instruments in the areas of:~~

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~~1. Phonology and articulation; including motor speech disorders;~~

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~~2. Early childhood and school age language;~~

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~~3. Oral language as it relates to expressive and receptive language;~~

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~~4. Dysphagia;~~

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~~5. Fluency;~~

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~~6. Hearing and auditory processing disorders;~~

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~~7. Voice and resonance; and~~

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~~8. Augmentative and alternative communication (AAC);~~

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~~f. A knowledge of diagnostics and evaluation to identify the presence of a communication disorder and identify an educational disability in the area of speech, language, or hearing impairment which shall include the ability to:~~

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~~1. Collect quantitative and qualitative data to assist in identifying:~~

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~~(i) Student learning strengths and needs;~~

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~~(ii) Learning styles; and~~

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~~(iii) Interpersonal skills; and~~

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~~2. 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~~

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~~g. A knowledge of and skills necessary to implement various evidence-based models of service delivery such as individual and group; direct, collaborative and consultative relative to specific communication disorders listed in Ed 508.05(b)(1)c. which shall include the ability to:~~

~~1. Coordinate the provision of services with other school personnel who provide non-speech and language services to students;~~

~~2. Apply evidence-based practices in developing and integrating therapeutic goals within the classroom, curriculum or both;~~

~~3. Demonstrate the ability to evaluate the attainment of treatment goals in relation to the curriculum using:~~

~~(i) Qualitative methods, including but not limited to educator reports, student reports, and observations; and~~

~~(ii) Quantitative methods, including but not limited to the use of standardized tests; and~~

~~4. Modify individual student programs based on on-going assessment; and~~

~~(2) Concerning school-based delivery systems:~~

~~a. A knowledge of educational systems including school operations and administrative organizations;~~

~~b. A knowledge of general and special education laws, including but not limited to federal statutes and regulations, state statutes and rules, and related case law;~~

~~c. The ability to participate in the development of individualized education programs and accommodation plans as outlined in Section 504 of the Rehabilitation Act of 1973;~~

~~d. The ability to analyze, evaluate, and employ curriculum and classroom-based teaching techniques and materials to support speech and language development;~~

~~e. The ability to understand the relationship between communication, language, and reading and writing in classroom-based instruction;~~

~~f. The ability to develop, evaluate, and modify curriculum and monitor student progress in academic areas as related to speech, language, and communication;~~

~~g. A knowledge of school, community, state and federal resources to support students and their families in the school setting;~~

~~h. A knowledge of methods and activities for integrating life skills into specific subject areas and related services to promote independent living, social and interpersonal skills;~~

~~j. The ability to supervise paraeducators, tutors, or speech language assistants in targeting and generalizing speech and language goals; and~~

~~k. The ability to utilize augmentative and alternative communication systems and technology to foster the participation, interaction, and inclusion of children for whom speech is not their primary mode of communication.~~

~~— (d) Any person who is licensed in the state of New Hampshire as a speech language pathologist by the governing board of speech language pathologists shall be considered to have met the requirements of Ed 508.05.~~

**Appendix I Rule**

<b>Rule</b>	<b>Specific State Statute the Rule Implements</b>
Ed 508.05 (repealed)	RSA 189:14-e, as repealed by 2022, 21:3