

## **Guidelines for Preparation of Proposals for Use of Speech-Language Pathology Assistants and Speech-Language Pathology Aides In Public Agencies Providing Educational Services**

Written proposals should be developed collaboratively by the supervising speech-language pathologist and the administrator(s) who will be most directly involved with the program (i.e., LEA supervisor, EC Coordinator, superintendent or building principal). Districts/Cooperatives/DDS Programs may design a service delivery model which best meets the needs of the students and professionals involved. Proposals will likely vary because of the diversity among students needing services and the qualifications and training of the assistants/aides.

Speech-language pathology personnel from the University of Central Arkansas and the Arkansas Department of Education will provide consultation upon request to assist applicants in designing a model. Plans should maximize the potential to produce positive outcomes for students in an effective and efficient manner. All programs must be in compliance with the guidelines disseminated by the ADE. Proposals must include the following -

1. Identifying information -
  - a. District/Cooperative/DDS Program
  - b. LEA Supervisor/EC Coordinator/Center Director
  - c. Supervising Speech-Language Pathologist (include resume and documentation of master's degree and certification/licensure)
  - d. Contact person for program (phone#, fax#, address, e-mail)
2. Signed statement of Assurances/Agreements (copy attached)
3. Job description for SLP assistant/aide(s) (sample format attached). Include the specific tasks to be performed under the direction of the supervising SLP
4. Qualifications of the SLP assistant/aide(s) (resume, transcript)
5. Description of caseload to be served (include total caseload size, severity of students served, number of students served at each school/site)
6. Service delivery/supervision plan. Include the settings in which services will be provided, employment status (FTE) of personnel, anticipated schedule of service by supervising SLP and assistants/aides, description of how the supervising SLP will provide both direct and indirect supervision required.
7. Training plan - description of training aimed at assuring that the speech-language pathology assistant/aide possesses the competencies to conduct tasks described.

### **For ASSISTANCE in Proposal Development Contact:**

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## **REGISTRATION FOR USE OF SPEECH-LANGUAGE PATHOLOGY ASSISTANT/AIDE**

School District/Cooperative:

Address:

Phone:

Fax:

E-mail:

LEA Supervisor/EC Coordinator:

Contact Person (If other than the person listed above):

Supervising Speech-Language Pathologist(s):

Speech-Language Pathology Assistant(s):

Speech-Language Pathology Aide(s):

Description of caseload to be served (Use additional paper if needed):

Service delivery/supervision plan (Use additional paper if needed):

Training plan: (Use additional paper if needed)

### **Attachments:**

- Signed Assurances and Agreements
- Resume and documentation of licensure/certification of Supervising Speech-Language Pathologist
- Resume and college transcript of speech-language pathology assistant and/or
- Resume of speech-language pathology aide

## ASSURANCES AND AGREEMENTS

### Qualifications of Supervisor

The applicant assures that speech-language pathology assistants and/or aides will be supervised by a speech-language pathologist with a master's degree in speech-language pathology and a valid public school certificate/license issued by the Arkansas Department of Education (ADE) or a valid license issued by the Arkansas Board of Examiners in Speech-Language Pathology and Audiology (ABESPA).

### Code of Ethics

The applicant assures that individuals involved in the use of speech-language pathology assistants and/or aides will abide by the Code of Ethics established by the American Speech-Language-Hearing Association (ASHA).

### Program Proposal

The applicant assures that the program will be implemented as outlined in the program proposal for the use of speech-language pathology assistants and/or aides as approved by the ADE following the established guidelines.

### Required Training

The applicant assures that the supervising speech-language pathologist(s) and the speech-language pathology assistant(s) and/or aide(s) will participate in training as required by the Arkansas Department of Education guidelines.

### Records and Reports

The applicant agrees to compile data, submit reports, and keep such records as the ADE may require to ensure compliance with the guidelines.

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**Speech-Language Pathologist**

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**Superintendent/Co-op Program Director**

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**Speech-Language Assistant/Aide**

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**LEA Supervisor/ Early Childhood Coordinator**

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**Date**

## **Suggested Format for a Written Job Description**

### **JOB DESCRIPTION**

POSITION TITLE: Speech-Language Pathology Assistant or Aide

RESPONSIBLE TO:

QUALIFICATIONS:

PRIMARY RESPONSIBILITIES:

SPECIFIC DUTIES:

The speech-language pathology assistant may:

The speech-language pathology assistant may not:

TRAINING REQUIREMENTS:

TERMS OF EMPLOYMENT:

EVALUATION:

## **SUPERVISION AND EVALUATION**

### **SUPERVISION**

Proper supervision requires effective planning and communication among all individuals concerned. Supervision should be the joint responsibility of the supervising speech-language pathologist, school principal, and/or designated administrator and the supervisor for special education for the district. It is important that supervision be well organized and consistent. If the speech-language pathology assistant/aide works at a school when the supervising speech-language pathologist is not present, the individual school principal or a certified designee shall be responsible for the supervision of the assistant/aide.

If, at any time, a question or problem should arise relating to the supervision of the speech-language pathology assistant/aide, all concerned with the supervision of the assistant/aide should be available for consultation. If resolution of the problem or question cannot be informally attained, then any personnel involved in the matter should follow the established chain of command until a final resolution is reached. It is suggested that formal communication between the assistant/aide and speech-language pathologist and any other involved in supervision of the assistant/aide be documented in writing.

The chain of command should be clearly delineated to supervisors and assistants/aides. In the event that complaints, comments, suggestions or any other relevant input are necessary, all team members will know with whom to discuss these issues.

### **EVALUATION**

Evaluation of the on-the-job performance of the assistant/aide is an essential component of the program. While the supervising speech-language pathologist is a primary source of supervisory information as to the assistant's/aide's performance, the evaluation is the primary responsibility of each school principal or person so designated by the local school board to be in charge of education personnel evaluation.

The supervisory checklists completed by the supervising speech-language pathologist during observation activities will form the basis for job performance evaluation of assistants/aides. While the supervisory checklists will be reviewed, a formal evaluation should be scheduled and conducted according to the policy and procedures of the local school district.

The evaluation can be an excellent source of data related to appropriate topics for inservice training. Skills which may need to be expanded or updated can be identified. Duties or responsibilities which may not be well understood can be targeted for review. In addition, this is an opportunity for supervisors and assistants/aides to review the job description and discuss any changes which may assist in clarifying expectations, as well as limitations, of the position.

## TRAINING OVERVIEW

### I. Training should include the following:

#### A. Orientation

Introductory Training provided by UCA Technical Assistance Team

(required for supervising SLP, SLP-Assistant, SLP-Aide prior to implementation of the model)

- History of use of support personnel
- ASHA policies/Code of Ethics
- Registration procedures
- Roles and Responsibilities of SLP and Support Personnel
- Caseload and scheduling
- Supervision of Support Personnel
- Developing training plan
- Documenting supervision
- Training by supervising Speech-Language Pathologist
- Review of support personnel regulations/Code of Ethics
- Policies and procedures of school/Co-op
- Due process procedures
- Charting, daily record keeping, lesson plans
- How to use available therapy materials
- Other clerical tasks

### II. Format for Ongoing Training

Subsequent to the speech-language pathologist selecting students for individual or group drill and practice sessions directed by the assistant/aide, students' IEPs and lesson plans are reviewed and activities discussed.

#### A. Observation (SLP & Support Personnel on-site)

- SLP provides services and interacts/directs observations of the SLP-A
- Ensures understanding, models service delivery

#### B. Participation (SLP & Support Personnel on-site)

- SLP and assistant/aide work together during drill and practice sessions as the assistant/aide practices the following under the supervision of the SLP
  - Monitoring correct and incorrect productions
  - Recording responses
  - Appropriate methods to correct incorrect productions
  - Providing directions to students regarding activities
  - Behavior management for individual students and small groups of students
  - Techniques which can be used to elicit improved sound, word, phrase or sentence production
  - Methods of positive reinforcement
  - Reliability checks

#### C. Implementation (SLP-A provides therapy while SLP observes)

- SLP supervises and provides feedback to SLP-A
- Reliability checks completed frequently at first
- Periodic reliability checks completed

- Discusses issues relevant to directing successful drill and practice sessions
- SLP determines need for additional training

Each time the speech-language pathologist assigns new groups or individual students, changes therapy approach or modifies therapy targets, the above training format should be utilized. Training should emphasize competency-based skill acquisition. Speech-Language Pathology Assistant/Aide Competency Checklist can be used to facilitate training of tasks assigned to assistant/aide.

### **III. Development of Training Plan**

Speech-language pathology assistants must participate in 12 hours of training annually. Speech-language pathology aides must participate in 40 hours of training during the first year and 12 hours of training in subsequent years.

A Training Plan for the assistant/aide must be developed and completed each year. The speech-language pathologist and assistant/aide should determine training needs. Training may be provided through formal workshops (ArkSHA, other workshops provided by school/Co-op), observation of SLP during implementation of therapy, participation in therapy activities with the SLP.