

SPEECH LANGUAGE PATHOLOGIST (SLP) NATIONAL PROFESSIONAL PRACTICE STANDARDS

SPEECH-LANGUAGE PATHOLOGISTS PROFESSIONAL PRACTICES	
Standard 1 Professional Responsibilities	SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner
What SLPs Need to Demonstrate	National Association Standards ASHA, IPEC, NEPF, ESSA, HLP
Indicator 1 SLP demonstrates competence in oral and written communication skills.	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, H, J, L, M, O, P, Q; Principle of Ethics II: A; D Principle of Ethics III: A, C, E, F; Principle of Ethics IV: A, B, C, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Assessment, Treatment Population & Systems; Professional Practice: Advocacy & Outreach, Administration & Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 3, 4, 6, 7 ●ASHA <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Value/Ethics; Roles and Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF: Professional Responsibilities: Standard 1, 2, 3, 4 ●Every Student Succeeds Act (ESSA): 3, 4, 5,6 ●High Leverage Practices in Special Education (HLP): Collaboration, Assessment
Indicator 2 SLP collaborates with family members, classroom teachers and other professionals to serve the needs of students in both general and special education	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, H, J, K, L, M, O, Q; Principle of Ethics II: A, D, G, H; Principle of Ethics III: E; Principle of Ethics IV: A, B, C, D, E, K, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Screening, Assessment, Treatment, Modalities, Technology and Instrumentation, Population & Systems; Professional Practice: Advocacy & Outreach, Education, Administration & Leadership ●ASHA <i>R&R</i>: Critical Role; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 3, 6, 7, 8 ●ASHA <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics ; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF: Instructional Practice: Standard 1, 2, 3, 5; Professional Responsibilities: Standard 1, 2, 3, 4, 5 ●Every Student Succeeds Act (ESSA): 3, 4, 5 ●High Leverage Practices in Special Education (HLP): Collaboration, Assessment, Social/Emotional/Behavioral

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES

<p>Standard 1 Professional Responsibilities</p>	<p>SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner</p>
<p>What SLPs Need to Demonstrate</p>	<p align="center">National Association Standards ASHA, IPEC, NEPF, ESSA, HLP</p>
<p>Indicator 3 SLP manages caseload/ and workload to promote effective service delivery and school team support.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, H, J, K, L, M, O, P, Q; Principal of Ethics I: A, D, G, H; Principal of Ethics IV: A, B, L, R ●ASHA's <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Screening, Assessment, Treatment, Modalities, Technology & Instrumentation, Population and Systems; Professional Practice: Administration and Leadership ●ASHA's <i>R&R</i>: Critical Role, Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9 ●ASHA's <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Personal Reflection, Service Delivery ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF Instructional Practice: Standard 2, 5; Professional Responsibilities: Standard 1, 3, 4 ●Every Student Succeeds Act (ESSA): 3, 4, 5, 6 ●High Leverage Practices in Special Education (HLP): Collaboration, Assessment, Social/Emotional/Behavioral, Instruction
<p>Indicator 4 SLP demonstrates compliance with federal, state, district and site initiatives.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, H, J, K, L, M, N, O, P, Q; Principle of Ethics II: A, D, E, F, G, H; Principle of Ethics III: D, G; Principle of Ethics IV: B, E, R ●ASHA's <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Screening, Assessment, Modalities, Technology & Instrumentation; Treatment, Population & Systems; Professional Practice: Advocacy and Outreach, Research, Administration & Leadership ●ASHA's <i>R&R</i>: Critical Role, Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objectives 1, 2, 3, 5, 6, 7, 8, 9 ●ASHA's <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork ●ASHA <i>Cultural Competence Checklist</i>: Personal Reflection, Service Delivery ●NEPF Professional Responsibilities: Standard 1, 3, ●Every Student Succeeds Act (ESSA): 3, 4, 5, 6 ●High Leverage Practices in Special Education (HLP): Collaboration

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES	
Standard 1 Professional Responsibilities	SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner
What SLPs Need to Demonstrate	National Association Standards ASHA, IPEC, NEPF, ESSA, HLP
Indicator 5 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements.	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: C, M; Principle of Ethics II: A, D; Principle of Ethics III: E, F; Principle of Ethics IV: A, C, D, E, J, K, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Population & Systems; Professional Practice: Advocacy & Outreach, Supervision, Education, Research, Administration & Leadership ●ASHA <i>R&R</i>: Critical Role; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 7, 8, 9 ●ASHA <i>Workload Activity Cluster</i>: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics ; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF: Professional Responsibilities: Standard 1, 2, 3, 4 ●Every Student Succeeds Act (ESSA): 3, 4, 5, 6 ●High Leverage Practices in Special Education (HLP): Assessment, Collaboration

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES

Standard 2 Evaluation	SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders
What SLPs Need to Demonstrate	National Association Standards ASHA, IPEC, NEPF, ESSA, HLP
<p>Indicator 1 SLP uses formal and informal assessment tools and SLP expertise related to suspected disability, age level and cultural/linguistic background.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, H, J, K, L, M, N, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, C, D, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Screening, Assessment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Advocacy & Outreach, Administration & Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 3, 4, 6, 7 ●ASHA <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF: Instructional Practice: Standard 5; Professional Responsibilities: Standard 1, 2, 3, 4, 5 ●Every Student Succeeds Act (ESSA): 5, 6 ●High Leverage Practices (HLP): Assessment, Collaboration
<p>Indicator 2 SLP analyzes and interprets test results to make appropriate recommendations based on SLP expertise.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, H, K, L, M, O, P, Q; Principle of Ethics II: A, G; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, C, D, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Assessment, Population & Systems; Professional Practice: Administration & Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 3, 4 ●ASHA <i>Workload Activity Cluster</i>: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal State & Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery, Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF: Professional Responsibilities: Standard 3 ●Every Student Succeeds Act (ESSA): 5 ●High Leverage Practices for Special Education (HLP): Assessment, Collaboration

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES	
Standard 2 Evaluation	SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders
What SLPs Need to Demonstrate	National Association Standards ASHA, IPEC, NEPF, ESSA, HLP
Indicator 3 SLP creates, in collaboration with team members, schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/mandates.	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, H, J, O, P, Q; Principle of Ethics II: A, D; Principle of Ethics III: A, B, C, E; Principle of Ethics IV: A, B, C, D, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Screening, Assessment, Population & Systems; Professional Practice: Administration & Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 3, 4, 6, 7, 8 ●ASHA <i>Workload Activity Cluster</i>: Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF: Professional Responsibilities: Standard 1,3,4 ●Every Student Succeeds Act (ESSA): 5, 6 ●High Leverage Practices in Special Education (HLP): Collaboration, Assessment

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES

<p>Standard 3 IEP Development, Facilitation, Implementation</p>	<p>SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs</p>
<p>What SLPs Need to Demonstrate</p>	<p align="center">National Association Standards ASHA, IPEC, NEPF, ESSA, HLP</p>
<p>Indicator 1 SLP prepares adequately for MDT and IEP meetings, reviews all records and solicits input from parents, teachers and students. SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandate.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, H, J, M, O, P, Q; Principle of Ethics II: A; Principle III: A, E; Principle of Ethics IV: A, C, B, D, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Screening, Assessment, Population & Systems; Professional Practice: Administration and Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 3, 4, 5, 6, 7 ●ASHA <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF: Instructional Practice: Standard 5; Professional Responsibilities: Standard 1, 3, 4 ●Every Student Succeeds Act (ESSA): 5, 6 ●High Leverage Practices for Special Education (HLP): Collaboration, Assessment
<p>Indicator 2 SLP writes measurable goals and benchmarks that are achievable within a year and relate to the student’s present levels of performance and the curriculum.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, H, J, K, L, M, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics III: A, E, F; Principle of Ethics IV: A, B, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Screening, Assessment, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Administration & Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 3, 6, 7 ●ASHA <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics , Roles & Responsibilities, Interprofessional Communication, Teams & Teamwork ●NEPF: Instructional Practice: Standard 1, 2; Professional Responsibilities: Standard 1, 3 ●Every Student Succeeds Act (ESSA): 3, 4, 5, 6 ●High Leverage Practices in Special Education (HLP): Assessment, Collaboration, Instruction

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES

<p>Standard 3 IEP Development, Facilitation, Implementation</p>	<p>SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs</p>
<p>What SLPs Need to Demonstrate</p>	<p align="center">National Association Standards ASHA, IPEC, NEPF, ESSA, HLP</p>
<p>Indicator 3 SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, C, H, J, K, L, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: C, D; Principle of Ethics IV: C, D, E, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Assessment, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Advocacy & Outreach, Administration & Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 3, 5, 6, 7, 8, 9 ●ASHA <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery, Personal Reflection ● Interprofessional Education Collaborative (IPEC) Core Competencies: Values & Ethics, Roles & Responsibilities, Interprofessional Communication, Teams & Teamwork ●NEPF: Instructional Practice: Standard 5; Professional Responsibilities: Standard 1, 3, 4, 5 ●Every Student Succeeds Act (ESSA): 5, 6 ●High Leverage Practices for Special Education (HLP): Instruction, Collaboration
<p>Indicator 4 SLP engages in databased decision making for managing and providing services/support.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, J, K, L, M, N, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics III: A, C, D; Principle of Ethics IV: A, B, C, D, E, L, R ●ASHA <i>Scope of Practice</i>: Collaboration, Counseling, Prevention & Wellness, Assessment, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Administration/Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 3, 4, 5, 6, 7, 9 ●ASHA <i>Workload Activity Cluster</i>: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics, Roles & Responsibilities, Teams & Teamwork, Interprofessional Communication, ●NEPF: Instructional Practice: Standard 2, 5; Professional Responsibilities: Standard 1, 2, 3, 4, 5 ●Every Student Succeed Acts (ESSA): 3, 4, 5, 6 ●High Leverage Practices for Special Education (HLP): Instruction, Collaboration

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES

<p>Standard 4 Therapy</p>	<p>SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students and reflect evidence-based practices</p>
<p>What SLPs Need to Demonstrate</p>	<p align="center">National Association Standards ASHA, IPEC, NEPF, ESSA, HLP</p>
<p>Indicator 1 SLP demonstrates consistent behavior management skills that foster positive interactions with and between students.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, K, M, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics IV: A, B, C, D, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Counseling, Collaboration, Prevention & Wellness, Assessment, Treatment, Modalities, Technology and Instrumentation, Population & Systems; Professional Practice: Administration & Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 5, 6, 7 ●ASHA <i>Workload Activity Cluster</i>: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State & Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics, Roles & Responsibilities, Interprofessional Communication, Teams & Teamwork ●NEPF: Instructional Practice: Standard 2, 3, 4, 5; Professional Responsibilities: Standard 1, 3, 4, 5 ●Every Student Succeeds Act (ESSA): 3, 4, 5, 6 ●High Leverage Practices in Special Education (HLP): Assessment, Social/Emotional/Behavioral, Instruction, Collaboration
<p>Indicator 2 SLP develops and implements appropriate therapy plans for students by providing each student with the opportunity for an optimal number of responses while providing accurate and specific feedback to students.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, K, L, M, N, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics IV: A, B, C, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Assessment, Treatment, Modalities, Technology and Instrumentation, Population and Systems; Professional Practice: Administration and Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration: with school, with students, with families ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 5, 6, 7 ●ASHA <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Competencies (IPEC): Values/Ethics, Roles & Responsibilities, Interprofessional Communication; Teams & Teamwork ●NEPF: Instructional Practice: Standard 1,2,3, 4, 5; Professional Practice: Standard 1, 3, 4, 5 ●Every Student Succeeds Act (ESSA):3, 4, 5, 6 ●High Leverage Practices in Special Education (HLP): Assessment, Collaboration, Social/Emotional/Behavioral, Instruction

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES

<p>Standard 4 Therapy</p>	<p>SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students and reflect evidence-based practices</p>
<p>What SLPs Need to Demonstrate</p>	<p align="center">National Association Standards ASHA, IPEC, NEPF, ESSA, HLP</p>
<p>Indicator 3 SLP implements activities that promote progress on student’s specific IEP goals using a variety of instructional materials and strategies. SLP implements varied service deliver models based on individual student skills and needs.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, J, K, L, M, N, O, P, Q; Principle of Ethics II: A, D, G, H; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, D, E, L, R ●ASHA <i>Scope of Practice</i>: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Administration & Leadership ●ASHA <i>R&R</i>: Critical Role; Range of Responsibilities; Collaboration; Leadership ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 5, 6, 7 ●ASHA <i>Workload Activity Cluster</i>: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Teams & Teamwork ●NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5; Professional Responsibilities: Standard 1, 2, 3, 4, 5 ●Every Student Succeeds Act (ESSA): 3, 4, 5 ●High Leverage Practices in Special Education (HLP): Assessment, Instruction, Collaboration, Social/Emotional/Behavioral
<p>Indicator 4 SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, J, K, L, M, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics III: A, C; Principle of Ethics IV: A, D, E, L, R ●ASHA <i>Scope of Practice</i>: Collaboration, Counseling, Treatment, Modalities, Technology and Instrumentation, Population & Systems; Professional Practice: Administration/Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 5 ●ASHA <i>Workload Activity Cluster</i>: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics, Interprofessional Communication; Teams & Teamwork ●NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5; Professional Responsibilities: Standard 1, 3, 5 ●Every Student Succeeds Act (ESSA): 3, 4, 5 ●High Leverage Practices in Special Education (HLP): Social/Emotional/Behavioral, Instruction, Collaboration

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICES

<p>Standard 4 Therapy</p>	<p>SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students and reflect evidence-based practices</p>
<p>What SLPs Need to Demonstrate</p>	<p align="center">National Association Standards ASHA, IPEC, NEPF, ESSA, HLP</p>
<p>Indicator 5 SLP changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal. SLP collects formal and/or informal therapy data directly related to student's goals and benchmarks.</p>	<ul style="list-style-type: none"> ●ASHA <i>Code of Ethics</i>: Principle of Ethics I: A, B, C, J, K, M, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics IV: A, D, E, L, R ●ASHA <i>Scope of Practice</i>: Collaboration, Counseling, Treatment, Modalities, Technology and Instrumentation, Population & Systems; Professional Practice: Administration/Leadership ●ASHA <i>R&R</i>: Critical Roles; Range of Responsibilities; Collaboration ●ASHA <i>PACE Matrix</i>: Performance Objective 1, 2, 5, 6, 7 ●ASHA <i>Workload Activity Cluster</i>: Direct Services; Indirect Services; Indirect Activities; Activities that Support Federal, State and Local Mandates ●ASHA <i>Cultural Competence Checklist</i>: Service Delivery; Personal Reflection ●Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles and Responsibilities; Interprofessional Communication; Teams & Teamwork ●NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5; Professional Responsibilities: Standard 1, 3, 4, 5 ●Every Student Succeeds Act (ESSA): 3, 4, 5 ●High Leverage Practices in Special Education (HLP): Assessment, Social/Emotional/Behavioral, Instruction, Collaboration