

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) PROFESSIONAL PRACTICE NATIONAL STANDARDS

Standar	areas
What SLPs Need to Demonstrate	(e.g., literacy) and implements services in an ethical manner National Association Standards ASHA, IPEC, NEPF, ESSA
Indicator 1 SLP accesses support/information when needed to provide therapy services for the diverse needs of the student population	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: B, C, M; Principle of Ethics II: A, D; Principle of Ethics IV: A, L • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Populations & Systems; Professional Practice: Advocacy & Outreach, Education, Research, Administration & Leadership • ASHA R&R: Critical Role; Range of Responsibilities; Collaboration; Leadership: Professional Development, Parent Training, Research • ASHA PACE (Performance Assessment of Contributions and Effectiveness of Speech- Language Pathologists) Matrix: Performance Objective 1 • ASHA Workload Activity Cluster: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Teams & Teamwork; Values/Ethics • Interprofessional Education Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Teams & Teamwork; Values/Ethics • NEPF: Professional Responsibilities: Standard 1; 2 • ESSA
Indicator 2 SLP completes and/or provides in-service training or professional development related to profession or educational setting. (e.g., 1:1 in- service training, conversation with staff, PLC)	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics II: D; Principle of Ethics III: E; Principle of Ethics: IV: C, J, K • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Population & Systems, Prevention & Wellness; Professional Practice: Advocacy & Outreach, Education, Research, Administration & Leadership • ASHA R&R: Critical Roles, Collaboration, Leadership: Professional Development, Parent Training, Research • ASHA PACE Matrix: Performance Objective 1 • ASHA Workload Activity Cluster: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; • Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication; Teams & Teamwork • NEPF: Professional Responsibilities: Standard 1; 2;3 • ESSA
Indicator 3 SLP demonstrates	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics: I: A; Principle of Ethics II: D

Standard 1	SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner
competence in oral and written communication skills	<ul style="list-style-type: none"> • ASHA Scope of Practice: Service Delivery: Collaboration, Population and Systems; Professional Practice: Advocacy & Outreach • ASHA R&R: Critical Roles; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1 • ASHA Workload Activity Cluster: Indirect Activities, Indirect Services, Activities that Support Compliance with Federal, State & Local Mandates • ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication • NEPF: Professional Responsibilities: Standard 1;3 • ESSA
Indicator 4 SLP demonstrates consistent behavior management skills that foster positive interactions with and between students	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A; Principle of Ethics II: A; Principle of Ethics IV: D, R • ASHA Scope of Practice: Service Delivery: Counseling, Prevention & Wellness, Assessment, Treatment, Population & Systems; Professional Practice: Administration & Leadership • ASHA R&R: Critical Roles; Range of Responsibilities; Collaboration: with school professionals, with families, with students • ASHA PACE Matrix: Performance Objective 1 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State & Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics • NEPF: Professional Responsibilities: Standard 1;3; 5; Instructional Practices: Standard 3 • ESSA
Standard 2	SLP provides culturally and educationally appropriate services and/or specifically designed instruction, that are effective, engage students, and reflect evidence-based practices
What SLPs Need to Demonstrate	National Association Standards ASHA, IPEC, NEPF, ESSA
Indicator 1 SLP develops and executes appropriate therapy for students	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, K, L, M; Principle of Ethics II: A, G • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Assessment, Treatment, Modalities, Technology and Instrumentation, Population and Systems; Professional Practice: Administration and Leadership • ASHA R&R: Critical Roles; Range of Responsibilities; Collaboration: with school, with students, with families • ASHA PACE Matrix: Performance Objective 2 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection

Standard 2	SLP provides culturally and educationally appropriate services and/or specifically designed instruction, that are effective, engage students, and reflect evidence-based practices
	<ul style="list-style-type: none"> • Interprofessional Education Competencies: Values/Ethics • NEPF: Instructional Practice: Standard 1,2,3, 5; Professional Practice: Standard 1 3 • ESSA
Indicator 2 SLP uses a variety of instructional materials and strategies and implements activities that promote progress on student's specific IEP goals	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C; Principle of Ethics II: A, G, H • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Treatment, Modalities, Technology and Instrumentation; Professional Practice: Administration and Leadership • ASHA R&R: Critical Roles; Range of Responsibilities; Collaboration: with school, with students, with families; Leadership: parent training • ASHA PACE Matrix: Performance Objective 2 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection • Interprofessional Education Competencies: Values/Ethics • NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5 • ESSA
Indicator 3 SLP provides each student with an opportunity for an optimal number of responses while providing accurate and specific feedback to students	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, C, K, M; Principle of Ethics II: A, G • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Treatment, Modalities, Technology and Instrumentation; Professional Practice: Administration and Leadership • ASHA R&R: Critical Roles; Range of Responsibilities; Collaboration: with other school professionals, with students, with families • ASHA PACE Matrix: Performance Objective 2 • ASHA Workload Activity Cluster: Direct Service, Indirect Service, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics • NEPF: Instructional Practice: 1, 2, 3, 4, 5 • ESSA
Standard 3	SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs
What SLPs Need to Demonstrate	National Association Standards ASHA, IPEC, NEPF, ESSA
Indicator 1 SLP prepares adequately	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, H, J, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics IV: A, C, D, E,

Standard 3	SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs
<p>for MDT and IEP meetings by reviewing all records and reviewing all records, soliciting input from parents teachers and students</p> <p>SLP maintains adherence to IDEA, FERPA, HIPAA, local, state and federal regulations/mandates</p>	<p>L, R</p> <ul style="list-style-type: none"> • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Screening, Assessment, Population & Systems; Professional Practice: Administration and Leadership • ASHA R&R: Critical Roles; Range of Responsibilities; Collaboration: with school professionals, with families, with students • ASHA PACE Matrix: Performance Objective 3 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication • NEPF: Professional Responsibilities: Standard 1, 3, 5; Instructional Practices: Standard 5 • ESSA
<p>Indicator 2</p> <p>SLP explains IEP content clearly using language parents and other team members understand</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, L, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: A, B, E, F; Principle of Ethics IV: A, B, C, D, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Assessment, Population & Systems; Professional Practice: Advocacy & Outreach, Administration & Leadership • ASHA R&R: Critical Roles; Range of Responsibilities: Compliance; Collaboration: with other school professionals, with families, with students • ASHA PACE Matrix: Performance Objective 3 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Value/Ethics, Interprofessional Communication, Teams & Teamwork • NEPF: Professional Responsibilities: Standard 1, 3, 4 • ESSA
<p>Indicator 3</p> <p>SLP writes measureable goals and benchmarks that are achievable within a year and relate to the student's present educational levels and the curriculum</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: 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 Scope of Practice: Service Delivery: Collaboration, Counseling, Screening, Assessment, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Administration & Leadership • ASHA R&R: Critical Roles; Range of Responsibilities; Collaboration: with other school professionals, with community, with families, with students • ASHA PACE Matrix: Performance Objective 3 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates

Standard 3	SLP in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for children with IEPs
	<ul style="list-style-type: none"> • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Teams & Teamwork • NEPF: Professional Responsibilities: Standard 1; Instructional Practices: Standard 2 • ESSA
<p>Indicator 4 SLP documents therapy sessions within district identified timelines and adheres to all district, state and federal documentation and compliance guidelines</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, H, J, K, L, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: C, D, E; Principle of Ethics IV: C, D, E, R • ASHA Scope of Practice: Service Delivery: Collaboration, Treatment, Modalities, Technology and Instrumentation; Professional Practice: Administration & Leadership; Range of Responsibilities • ASHA PACE Matrix: Performance Objective 3 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values & Ethics • NEPF: Professional Responsibilities: Standard 3 • ESSA

Standard 4	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
<p>Indicator 1 SLP uses appropriate formal and/or informal assessment tools related to suspected disability, age level and cultural/linguistic background</p> <p>Conducts student observations in multiple settings</p> <p>Interviews team and family members familiar with student</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: 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 Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Screening, Assessment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Advocacy & Outreach, Administration & Leadership • ASHA R&R: Critical Roles; Range of Responsibilities; Collaboration: with school professional, with families with students, with community • ASHA PACE Matrix: Performance Objective 4 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State & Local Mandates • Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Teams & Teamwork; Values/Ethics; Interprofessional Communication • NEPF: Professional Responsibilities: Standard 1,3; Instructional Practices: Standard 5

Standard 4	SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders
<p>Indicator 2 SLP develops professionally written evaluation reports</p> <p>SLP analyzes and interprets test results with consideration of cultural/linguistic background to make recommendations</p>	<ul style="list-style-type: none"> • ESSA • ASHA Code of Ethics: 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 Scope of Practice: Service Delivery: Populations & Systems; Professional Practice: Administration & Leadership • ASHA R&R: Critical Roles; Range of Responsibilities: Assessment, Prevention, Program Design, Data Collection & Analysis, Compliance; Collaboration: with school professionals, with families, with students • ASHA PACE Matrix: Performance Objective 4 • ASHA Workload Activity Cluster: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal State & Local Mandates • ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Teams & Teamwork; Interprofessional Communication • NEPF: Professional Responsibilities: Standard 3 • ESSA
<p>Indicator 3 SLP collaborates with other team members to create schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/mandates</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: A, B, C, D; Principle of Ethics IV: A, B, C, D, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Screening, Assessment; Professional Practice: Administration & Leadership • ASHA R&R: Critical Roles; Range of Responsibilities: Program Design, Compliance; Collaboration: with other school professionals, with families, professionals, with families, with students • ASHA PACE Matrix: Performance Objective 4 • ASHA Workload Activity Cluster: Direct Services, Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Teams & Teamwork; Interprofessional Communication • NEPF: Professional Responsibilities: Standard 1,3 • ESSA
Standard 5	SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs
<p>What SLPs Need to Demonstrate</p>	<p style="text-align: center;">National Association Standards ASHA, IPEC, NEPF, ESSA</p>
<p>Indicator 1</p>	

Standard 5	SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs
<p>SLP develops activities that promote progress on student's specific IEP goals</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, L, M, N; Principle of Ethics II: A, G, H; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, D, E, R • ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology/Instrumentation, Populations/Systems; Professional Practice: Administration/Leadership • ASHA R&R: Critical Roles; Range of Responsibilities: Intervention, Program Design, Data Collection & Analysis; Collaboration: with other school professionals, with families, with students • ASHA PACE Matrix: Performance Objective 5 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Teams & Teamwork • NEPF: Professional Responsibilities: Standard 1, 3; Instructional Practices: Standard 1, 2, 3, 4, 5 • ESSA
<p>Indicator 2 SLP ensures each student understands the purpose of therapy/activity so that they can demonstrate comprehension by various means</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, M; Principle of Ethics II: A, G, H; Principle of Ethics III: A, C; Principle of Ethics IV: A, D, E, R • ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology/Instrumentation, Populations/Systems; Professional Practice: Administration/Leadership • ASHA R&R: Critical Roles; Range of Responsibilities: Intervention, Program Design, Data Collection & Analysis; Collaboration: with other school professional, with families, with students • ASHA PACE Matrix: Performance Objective 5 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication; Values/Ethics • NEPF: Professional Responsibilities: Standard 5; Instructional Practices: Standard 1, 2, 3, 4 • ESSA
<p>Indicator 3 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</p> <p>SLP collects formal or informal student data</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics IV: D, E, R • ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology/Instrumentation, Populations/Systems; Professional Practice: Administration/Leadership • ASHA R&R: Critical Roles; Range of Responsibilities: Assessment, Prevention, Intervention, Program Design, Data Collection & Analysis, Compliance; Collaboration: with other school professionals, with families, with students • ASHA PACE Matrix: Performance Objective 5 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Federal, State and Local Mandates

Standard 5	SLP uses appropriate and dynamic service delivery methods consistent with the wide variety of individual student skills and needs
directly related to student's goals and benchmarks	<ul style="list-style-type: none"> • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Interprofessional Communication • NEPF: Professional Responsibilities: Standard 5; Instructional Practices: Standard 1, 2, 3, 4, 5 • ESSA
<p>Indicator 4 SLP designs therapy delivery models based on individual student needs and skills</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, M, Q; Principle of Ethics II: A, G, H; Principle of Ethics IV: R • ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology/Instrumentation, Populations/Systems; Professional Practice: Administration/Leadership • ASHA R&R: Critical Roles; Range of Responsibilities: Prevention, Intervention, Program Design, Data Collection & Analysis, Compliance; Collaboration: with other school professionals, with families, with students • ASHA PACE Matrix: Performance Objective 5 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Teams & Teamwork • NEPF: Professional Responsibilities: Standard 1, 5; Instructional Practices: Standard 1, 2, 3, 4 • ESSA