

Indiana Department of Education

Indiana Content Standards for Educators

COMMUNICATION DISORDERS

Speech-language pathologists are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

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Communication Disorders Educator Standards

Standard 1: Basic Human Communication and Swallowing Processes

Speech-language pathologists have a broad and comprehensive understanding of typical and atypical human development across the life span, including basic human communication and swallowing processes, and demonstrate the ability to apply this knowledge to effectively meet the needs of students with communication disorders.

Standard 2: Students with Communication Disorders

Speech-language pathologists have a broad and comprehensive understanding of the characteristics and needs of students with communication disorders as well as factors affecting the learning and development of students with communication disorders, and demonstrate the ability to apply this knowledge to effectively meet the needs of students with communication disorders.

Standard 3: Assessment

Speech-language pathologists have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education, specifically with students with communication disorders, and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with communication disorders.

Standard 4: Program Planning and Implementation

Speech-language pathologists have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs, and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with communication disorders.

Standard 5: Learning Environments

Speech-language pathologists have a broad and comprehensive understanding of a variety of learning environments for students with communication disorders, and demonstrate the ability to plan, manage, and modify learning environments for students with communication disorders.

Standard 6: Instructional Planning and Delivery

Speech-language pathologists have a broad and comprehensive understanding of effective, research-based instructional practices for students with communication disorders, and demonstrate the ability to apply such practices to promote students' success in the general education curriculum.

Standard 7: Communication Skills

Speech-language pathologists have a broad and comprehensive understanding of strategies for fostering students' receptive and expressive communication skills, and demonstrate the ability to apply such strategies to help students with communication disorders achieve their individual communication goals.

Standard 8: Social Skills and Behavioral Interventions

Speech-language pathologists have a broad and comprehensive understanding of effective strategies and interventions for fostering students' social skills and addressing individual and group behavior, and demonstrate the ability to apply such strategies and interventions when working with students with communication disorders.

Standard 9: Professional Roles and Responsibilities

Speech-language pathologists have a broad and comprehensive understanding of their professional roles and responsibilities, and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with communication disorders.

Communication Disorders Educator Standards

Standard 1: Basic Human Communication and Swallowing Processes

Speech-language pathologists have a broad and comprehensive understanding of typical and atypical human development across the life span, including basic human communication and swallowing processes, and demonstrate the ability to apply this knowledge to effectively meet the needs of students with communication disorders, including:

- 1.1** the ability to recognize typical and atypical human growth and development, including the cognitive, physical, sensory, linguistic, and social-emotional domains
- 1.2** the ability to apply knowledge of typical and atypical speech and language development, including development in the areas of phonology, morphology, syntax, semantics, and pragmatics
- 1.3** the ability to apply knowledge of the anatomical and physiological bases of speech, language, hearing, and oropharyngeal function
- 1.4** the ability to apply knowledge of the physical and psychophysical bases and processes of the production and perception of speech, language, and hearing
- 1.5** theories of speech and language development
- 1.6** the ability to apply knowledge of the cognitive aspects of communication, including attention, memory, and sequencing
- 1.7** the ability to apply prevention and intervention strategies, including Response to Instruction (RtI), for students who are at risk of developing a communication disorder

Standard 2: Students with Communication Disorders

Speech-language pathologists have a broad and comprehensive understanding of the characteristics and needs of students with communication disorders as well as factors affecting the learning and development of students with communication disorders, and demonstrate the ability to apply this knowledge to effectively meet the needs of students with communication disorders, including:

- 2.1** types of communication differences, disorders, and disabilities; etiologies; severities; and manifestations
- 2.2** the ability to recognize the effects of disabilities or conditions, including hearing loss, cerebral palsy, and intellectual disabilities, on speech and language development
- 2.3** the ability to apply knowledge of typical communication modalities used by students with communication disorders, including oral communication, manual communication, and communication through the use of augmentative devices and assistive technologies, hearing aids, and cochlear implants/other implantable auditory devices and auditory rehabilitation technologies
- 2.4** the ability to address the physical and health needs of students with swallowing disorders, including feeding needs

Communication Disorders Educator Standards

Standard 3: Assessment

Speech-language pathologists have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education, specifically with students with communication disorders, and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with communication disorders, including:

- 3.1** basic terminology used in assessment and specialized terminology used in the assessment of students with communication disorders
- 3.2** the characteristics, uses, and limitations of various formal and informal assessments
- 3.3** the ability to select, adapt, and modify assessments to accommodate students with communication disorders, including students who have limited or no speech or who are English Learners
- 3.4** the ability to apply knowledge of screening, prereferral, referral, and classification procedures
- 3.5** the ability to apply knowledge of strategies and procedures for administering assessments, including strategies for using technology, strategies for collaborating with families and other stakeholders in the assessment process, and procedures to avoid bias during the assessment process
- 3.6** the ability to interpret information from formal and informal assessments used with students with communication disorders
- 3.7** the ability to evaluate instruction, monitor progress, and make instructional changes to support student learning
- 3.8** the ability to effectively report and communicate assessment results to all stakeholders using paper-based and digital formats

Standard 4: Program Planning and Implementation

Speech-language pathologists have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs, and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with communication disorders, including:

- 4.1** the ability to use assessment information to make eligibility, program, and placement decisions for students with communication disorders, including students from culturally and/or linguistically diverse backgrounds
- 4.2** the ability to apply knowledge of the continuum of placement and services for students with communication disorders, and the types of supports needed to facilitate students' integration into various placements
- 4.3** components of individualized education programs (IEPs)
- 4.4** roles and responsibilities of team members in developing, implementing, monitoring, and amending individualized programs, including IEPs, transition plans, and behavioral intervention plans
- 4.5** the ability to involve students with communication disorders and their families in developing individualized programs, setting instructional goals, and monitoring progress
- 4.6** the ability to select, incorporate, and implement instructional and assistive technology into IEPs to facilitate student communication and learning
- 4.7** the ability to apply strategies for sequencing, implementing, and evaluating individualized learning objectives for students with communication disorders

Communication Disorders Educator Standards

Standard 5: Learning Environments

Speech-language pathologists have a broad and comprehensive understanding of a variety of learning environments for students with communication disorders, and demonstrate the ability to plan, manage, and modify learning environments for students with communication disorders, including:

- 5.1** the ability to apply strategies for developing and maintaining rapport with students with communication disorders
- 5.2** the ability to apply strategies for creating a safe, positive, equitable, and supportive therapeutic climate that fosters respect for diversity and positive interactions among all students
- 5.3** the ability to apply strategies for designing various learning environments to encourage students' active participation, and strategies for adapting the physical environment to meet individual needs
- 5.4** the ability to use performance data and information from all stakeholders to make or suggest modifications to learning environments
- 5.5** the ability to apply strategies for promoting the sustained use and maintenance of various assistive technologies, including hearing aids and cochlear implants/other implantable auditory devices and auditory rehabilitation technologies, to facilitate student communication and learning in various environments
- 5.6** recognition of the types and transmission routes of infectious diseases and the ability to use universal precautions in maintaining a safe and healthy environment

Standard 6: Instructional Planning and Delivery

Speech-language pathologists have a broad and comprehensive understanding of effective, research-based instructional practices for students with communication disorders, and demonstrate the ability to apply such practices to promote students' success in the general education curriculum, including:

- 6.1** the ability to prepare lesson plans, provide instructional accommodations and modifications, and make responsive adjustments to instruction according to ongoing observation and documentation
- 6.2** the ability to apply the principles of universal design for learning (UDL) in regard to instructional planning and delivery for students with communication disorders
- 6.3** the ability to apply strategies for developing and selecting instructional content and materials, resources, technologies, and strategies that respond to students' cultural, linguistic, and gender differences; types of communication disorders; learning strengths; and academic and social abilities, attitudes, interests, and values
- 6.4** sources of specialized materials, curricula, and technologies, and other resources for students with communication disorders
- 6.5** the ability to apply research-based strategies for selecting, adapting, and applying instructional strategies and materials according to the characteristics of students with communication disorders
- 6.6** the ability to identify the advantages and limitations of instructional strategies and practices for teaching students with communication disorders

Standard 7: Communication Skills

Speech-language pathologists have a broad and comprehensive understanding of strategies for fostering students' receptive and expressive communication skills, and demonstrate the ability to apply such strategies to help students with communication disorders achieve their individual communication goals, including:

- 7.1** the ability to apply knowledge of research-based methods, resources, and technologies to promote students' speech production related to articulation, phonology, voice, resonance, and fluency
- 7.2** the ability to apply knowledge of research-based methods, resources, and technologies to promote students' receptive and expressive language skills
- 7.3** the ability to apply knowledge of research-based methods, resources, and technologies to promote the communication skills of students with hearing loss
- 7.4** the ability to apply knowledge of research-based methods, resources, and technologies to promote the cognitive aspects of communication, including attention, memory, and sequencing

Standard 8: Social Skills and Behavioral Interventions

Speech-language pathologists have a broad and comprehensive understanding of effective strategies and interventions for fostering students' social skills and addressing individual and group behavior, and demonstrate the ability to apply such strategies and interventions when working with students with communication disorders, including:

- 8.1** the ability to apply knowledge of social skills that students need to succeed in educational and other environments, and the ability to apply knowledge of realistic expectations for students' personal and social behavior in educational and community settings
- 8.2** the ability to design, implement, and evaluate instructional programs that enhance students' social participation and promote their use of appropriate social skills across environments
- 8.3** the ability to apply strategies for increasing students' self-awareness, self-management, self-control, self-reliance, self-esteem, self-efficacy, and self-advocacy skills
- 8.4** the ability to apply knowledge of the types, characteristics, strengths, and limitations of various behavioral interventions and reinforcement techniques for students with communication disorders
- 8.5** the ability to apply the principles of positive behavioral interventions and supports for students with communication disorders
- 8.6** the ability to apply strategies and procedures for crisis prevention and intervention

Standard 9: Professional Roles and Responsibilities

Speech-language pathologists have a broad and comprehensive understanding of their professional roles and responsibilities, and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with communication disorders, including:

- 9.1** the ability to communicate and collaborate with students with communication disorders and their families to help students achieve desired outcomes, including students from diverse cultural, linguistic, and socioeconomic backgrounds
- 9.2** the ability to communicate, collaborate, and consult with general education and special education teachers, related services providers, other school staff members, representatives of community agencies, and other stakeholders to provide learning opportunities for students with communication disorders
- 9.3** the ability to supervise and work with paraeducators, volunteers, and tutors
- 9.4** engagement in professional development activities and professional organizations relevant to teaching students with communication disorders, and knowledge of professional resources, publications, and organizations for enhancing one's professional skills and for engaging in lifelong professional development
- 9.5** the ability to apply knowledge of how to practice within the ASHA Code of Ethics; federal and state laws, including Indiana's Article 7, Rules 32–47; and other standards of the profession

Selected Bibliography of Standards and Sources Related to Communication Disorders

State and National Standards and Curriculum Frameworks

1. American Speech-Language-Hearing Association. (2005). *2005 standards and implementation procedures for the certificate of clinical competence in speech-language pathology*. http://www.asha.org/certification/slp_standards.htm
2. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

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3. American Speech-Language-Hearing Association. (2007). *Scope of practice in speech-language pathology*. <http://www.asha.org/docs/html/SP2007-00283.html>
4. Guilford, A. M., Graham, S. V., & Scheuerle, J. (2006). *The speech-language pathologist: From novice to expert*. Upper Saddle River, NJ: Pearson Prentice Hall.
5. Nicolosi, L., Harryman, E., & Kresheck, J. (2003). *Terminology of communication disorders: Speech-language-hearing* (5th ed.). Baltimore: Lippincott Williams & Wilkins.

Sources on Student Learning and Pedagogical Methodology

6. Gillam, R. B., Marquardt, T. P., & Martin, F. N. (2010). *Communication sciences and disorders: From science to clinical practice* (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers.
7. McCormick, L., Loeb, D. F., & Schiefelbusch, R. L. (2002). *Supporting children with communication difficulties in inclusive settings: School-based language intervention* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
8. Paul, R. (2006). *Language disorders from infancy through adolescence: Assessment and intervention* (3rd ed.). Philadelphia: Mosby Elsevier.
9. Shipley, K. G., & McAfee, J. G. (2008). *Assessment in speech-language pathology: A resource manual* (4th ed.). Clifton Park, NY: Delmar Cengage Learning.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Communication Disorders	2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech- Language Pathology	ISTE National Educational Technology Standards
<u>Standard 1: Basic Human Communication and Swallowing Processes</u> Speech-language pathologists have a broad and comprehensive understanding of typical and atypical human development across the life span, including basic human communication and swallowing processes, and demonstrate the ability to apply this knowledge to effectively meet the needs of students with communication disorders.	III-B, III-C	
<u>Standard 2: Students with Communication Disorders</u> Speech-language pathologists have a broad and comprehensive understanding of the characteristics and needs of students with communication disorders as well as factors affecting the learning and development of students with communication disorders, and demonstrate the ability to apply this knowledge to effectively meet the needs of students with communication disorders.	III-B, III-C	
<u>Standard 3: Assessment</u> Speech-language pathologists have a broad and comprehensive understanding of various types of formal and informal assessments and assessment procedures used in the field of special education, specifically with students with communication disorders, and demonstrate the ability to select, adapt, modify, administer, and interpret the results of assessments used with students with communication disorders.	III-D, IV-B	2d, 3a–3d
<u>Standard 4: Program Planning and Implementation</u> Speech-language pathologists have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs, and demonstrate the ability to follow these procedures in planning and implementing individualized programs for students with communication disorders.	III-D, IV-B	2a, 2c

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Communication Disorders	2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech- Language Pathology	ISTE National Educational Technology Standards
<u>Standard 5: Learning Environments</u> Speech-language pathologists have a broad and comprehensive understanding of a variety of learning environments for students with communication disorders, and demonstrate the ability to plan, manage, and modify learning environments for students with communication disorders.	III-D	2a–2d, 3a–3b
<u>Standard 6: Instructional Planning and Delivery</u> Speech-language pathologists have a broad and comprehensive understanding of effective, research-based instructional practices for students with communication disorders, and demonstrate the ability to apply such practices to promote students' success in the general education curriculum.	III-D, III-F	1a–1d, 2a–2d
<u>Standard 7: Communication Skills</u> Speech-language pathologists have a broad and comprehensive understanding of strategies for fostering students' receptive and expressive communication skills, and demonstrate the ability to apply such strategies to help students with communication disorders achieve their individual communication goals.	III-D, III-F	2a, 2d
<u>Standard 8: Social Skills and Behavioral Interventions</u> Speech-language pathologists have a broad and comprehensive understanding of effective strategies and interventions for fostering students' social skills and addressing individual and group behavior, and demonstrate the ability to apply such strategies and interventions when working with students with communication disorders.	III-C, III-D, III-F	
<u>Standard 9: Professional Roles and Responsibilities</u> Speech-language pathologists have a broad and comprehensive understanding of their professional roles and responsibilities, and demonstrate the ability to apply this knowledge by acting professionally and responsibly with regard to the education of students with communication disorders.	III-E, III-G, III-H, IV-B	