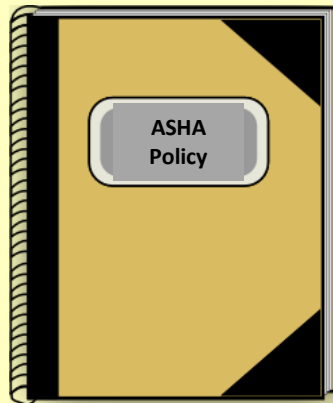


Roles and Responsibilities of Speech-Language Pathologists in Schools

Policy Documents

- Position Statement
- Professional Issues Statement



Available from www.asha.org/policy



Position Statement Professional Issues Statement

Replace *Guidelines for the Roles and Responsibilities of the School-Based Speech-Language Pathologist (2000)*



Ad Hoc Committee on the Roles and Responsibilities of the School-Based Speech-Language Pathologist

- **Barbara Ehren (chair)**
- **Frances Block**
- **Catherine Crowley**
- **Ellen Estomin**
- **Sue Ann Goldman**
- **Susan Karr (ex officio)**



- **Vice President for Professional Practices in Speech-Language Pathology Brian Shulman (2006–2008)**
Vice President for Speech-Language Pathology Practice Julie Noel (2009–2011) served as the ASHA monitoring vice presidents,
- **With contributions from ASHA staff member Deborah Adamczyk.**



The Development Process

- Held interactive sessions at ASHA Schools Conference and ASHA Convention to obtain feedback on the assumptions underlying the documents.
- Used this information to craft the documents.
- Held interaction sessions again at ASHA Schools Conference and ASHA Convention to further refine the content.
- Conducted typical peer review process.



Why Do We Need New Documents?

- **Existing ASHA Guidelines are 10 years old; changes have occurred in legislation, regulations, education reform movements, and scope of practice to warrant new documents**
- **SLPs throughout the country have been seeking information on how to best redefine their roles within a school setting.**



Importance of the Documents to the Profession



School-based speech-language pathology is at a crossroads where SLPs seek to contribute significantly to the well-being and success of children and adolescents in schools as ever-increasing demands are placed on them with an expanded scope of practice. It is essential that SLPs' roles and responsibilities be redefined in light of substantive changes that have taken place in schools, as well as in the discipline of speech-language pathology.



Why the Need for Change

- **Educational reform**
- **Legal mandates**
- **Evolving professional practices**



**Not one more
thing!**

Role Categories

Critical Roles

- **Working Across All Levels**
- **Serving a Range of Disorders**
- **Ensuring Educational Relevance**
- **Providing Unique Contributions to Curriculum**
- **Highlighting Language/Literacy**
- **Providing Culturally Competent Services**



Role Categories

**Range of
Responsibilities**

- **Prevention**
- **Assessment**
- **Intervention**
- **Program Design**
- **Data Collection and Analysis**
- **Compliance**



Role Categories



Collaboration

- **With Other School Professionals**
- **With Universities**
- **With the Community**
- **With Families**
- **With Students**



Role Categories



Leadership

- **Advocacy**
- **Supervision and Mentorship**
- **Professional Development**
- **Parent Training**
- **Research**



What Is Needed

Role and Responsibility
Realignment
Reasonable Workloads
Professional Preparation
Lifelong learning



Who should know about these documents?

- ✓ Other SLPs in your school district
- ✓ The special education director in your district
- ✓ Your supervisor
- ✓ Your principal(s)
- ✓ Reading specialists, school psychologists and other support personnel with whom you work
- ✓ RTI leaders in your district and building
- ✓ Leaders of local professional organizations or unions
- ✓ Teachers
- ✓ Parents



What can you do to spread the word?

- ✓ Provide a hard copy or link to the documents for key stakeholders.
- ✓ Excerpt relevant sections for specific people.
- ✓ Provide an overview at a district professional development activity.
- ✓ Provide an overview at a faculty meeting.
- ✓ Post a blurb with a link on your school web site.
- ✓ Engage in (or design) professional development to enhance implementation of these roles.
- ✓ Talk with your local university about how they prepare SLPs for these roles.

