

Department of Audiology and Speech Sciences Certification Form – ASHA Standards

Course Number: SLHS 544

Course Title: School Clinical Methods

Instructor: Mary Lou Poole

Semester: Summer

American Speech-Language-Hearing Association (ASHA) Certification Standards Addressed in This Course:

III – D – Must possess knowledge of the principles and methods of prevention, assessment, and intervention (disorder areas covered in this course are listed):

- 5. Hearing
- 8. Social aspects of communication

III – G - Demonstrate Knowledge of Contemporary Professional Issues

III – H - Demonstrate Knowledge about Certification, Specialty Recognition, Licensure, and other relevant professional credentials.

IV – B – Must possess skills in Oral and Written or other forms of communication sufficient for entry into professional practice.

Behaviorally Defined Objectives Related to the Standards and the Target Knowledge/Skills to be Acquired Upon Course Completion

Objectives related to III – D – Must possess knowledge of the principles and methods of prevention, assessment, and intervention (disorder areas covered in this course are listed):

- **Hearing:** Know the research based evidence material necessary to advocate for use of FM systems in classrooms, and to advocate for appropriate services for students who are deaf or hard of hearing.
- **Social Aspects of Communication:** Be familiar with disabilities that occur in the school-age population that are most likely to affect social aspects of communication (e.g., autism, Asperger’s Syndrome, emotional/behavioral disorders, language disabilities).

Objectives related to III-G: (Demonstrate Knowledge of Contemporary Professional Issues)

- A. Legislative history of special education laws that are considered to be civil rights protections and landmark education legislation that is the foundation for current federal mandates for public education and related services.
- B. Appropriate procedures to ensure due process in interactions with students (& parents of those students) that have disabilities.
- C. Know the disability categories identified in the most current reauthorization of the Individuals with Disabilities Education Act (IDEA).

- D. Be familiar with the issues impacting determination of eligibility for intervention.
- E. Know measures to take to prepare for mediation or due process hearings.
- F. Understand the role of the SLP in the school-based multidisciplinary team.

Objective related to III – H (Demonstrate Knowledge About Certification, Specialty Recognition, Licensure, and other relevant professional credentials):

- A. Understand how credentialing for personnel employed in schools varies by states.
- B. Have information regarding the process to meet educational licensing requirements in the state of Indiana.
- C. Be familiar with the mission of ASHA Specialty Interest Division 16: School Based Issues:
 - i. To provide leadership and advocacy through a forum for all speech-language pathologists and audiologists with interests in school-based issues, including clinicians and researchers from schools, universities, and all other settings.
 - ii. To promote the highest quality services within schools by addressing clinical, educational, administrative and legislative/regulatory concerns at local, state, and federal levels.

Objectives related to IV-B:

Written professional communication

- A. Students will demonstrate understanding of the term “benchmarks” and will describe the process for writing benchmarks related to school curricula (as necessary for SLP school programs).
 - i. Benchmarks may be based on a curriculum content area.
 - ii. Benchmarks may target functional skills required to meet expectations of the curriculum.
 - iii. By stating level(s) of performance (for any specific area within speech and/or language) to indicate the starting point for intervention and how the student’s disability affects classroom performance.
- B. Students will identify the components of Individual Educational Plans, including students’ present levels of functioning, impact of communication disorder on educational performance and appropriate benchmarks, long-term goals, and/or short term goals.
- C. Students will know special education terms (e.g., FAPE, LRE, SEA, IEP, IFSP) that are necessary for working in public education

Oral Professional Communication

- A. Students will demonstrate skills in oral presentation of information relevant to speech-language pathologists, audiologists, educators and other professional personnel who are likely to work in a public school setting.
- B. Students will modify use of terminology and style of speaking to effectively communicate in various settings related to delivery of S/L services in public schools.

Evidence for Evaluation of Achievement of Target Knowledge/Skills Competencies:

Completion of examination questions, written assignments, in-class projects and oral presentations with at least 80% accuracy.

Opportunities for Remediation:

If criteria for successful demonstration of the level of knowledge/skills expected upon the completion of this class are not achieved in the first assessment, the following remediation options are available:

Student will be given the opportunity to rewrite exam answer, section of assignment and/or written activity, which must be completed within 2 weeks after the original exam, assignment, or activity. If student fails to achieve any ASHA standard upon completion of the remediation opportunity, then the instructor will turn in an “Unsatisfactory” (“U”) rating for that particular standard and will notify the student’s advisor that this area should be addressed on the student’s comprehensive examinations.

Oral communication—no opportunity for remediation within the class; however, student will be required to meet with instructor to identify activities that they may do independently to improve their oral communication skills.