

Standards of Practice for Speech-Language Pathologists

A Master's degree in speech-language pathology (or equivalent) is the current requirement to practice in all jurisdictions in Canada. All speech-language pathologists practicing in Newfoundland and Labrador are required to be registered with the Newfoundland and Labrador Council of Health Professionals (NLCHP) as per the Health Professions Act.

Standard 1.0 Competencies

The speech-language pathologist, as a licensed professional, has the specialized knowledge and clinical hours necessary to provide speech and language services.

Knowledge:

The speech-language pathologist knows and understands:

- 1.1 typical and atypical development, differences and disorders of human communication, including knowledge in each of the following areas: speech, communication modalities, cognitive and social aspects of communication, fluency, language, literacy, resonance and voice.
- 1.2 hearing, hearing loss and disorders of the auditory system, relevant to practice as a speech-language pathologist in the school system.

Application:

The speech-language pathologist :

- 1.1 applies knowledge of human communication to daily practice.
- 1.2 uses problem-solving and clinical judgment in all aspects of practice.

Standard 2.0 Education System

The speech-language pathologist has knowledge of the education system and implements appropriate guidelines and policies as it pertains to students with speech and language disorders and student support services.

Knowledge:

The speech-language pathologist knows and understands:

- 2.1 the guidelines and policies of their school district.
- 2.2 the guidelines and policies of the Department of Education (e.g., *Service Delivery Model for Students with Exceptionalities*)
- 2.3 the educational supports and resources available for students.

Application:

The speech-language pathologist:

- 2.1 implements the guidelines and policies of their school district to support students with speech and language disorders.
- 2.2 implements the guidelines and policies of the Department of Education to support students with speech and language disorders.

Standard 3.0 Assessment

The speech-language pathologist understands the educational assessment process and utilizes various assessment strategies to support students with speech and language disorders.

Knowledge:

The speech-language pathologist knows and understands:

The process of screening, assessment, identification and diagnosis of:

- 3.1 speech delays and disorders including articulation, phonology, motor speech.
- 3.2 language delays and disorders including expression and comprehension in oral or non-verbal modalities.
- 3.3 fluency disorders including stuttering and cluttering.
- 3.4 voice and resonance disorders.
- 3.5 cognitive-communicative disorders including social communication skills, reasoning, problem solving, and executive functions.
- 3.6 preliteracy and literacy skills.
- 3.7 communication disorders in the context of other diagnoses or impairments including but not limited to hearing impairments, traumatic brain injury, developmental, intellectual or genetic disorders, and neurological impairments.

Application:

The speech-language pathologist:

- 3.1 adheres to the *Guidelines for Comprehensive Assessment* established by the Department of Education.
- 3.2 diagnoses speech and/or language disorders.
- 3.3 interprets assessment results to inform program planning team decisions.
- 3.4 accurately selects assessment instruments based on the referral question, reliability and validity.
- 3.5 scores and interprets assessment results with an understanding of diversity and its implications.
- 3.6 selects augmentative and alternative communication systems and devices for individuals who are limited in their ability to communicate verbally.
- 3.7 applies the process for collecting and managing data on assessment referrals (RTS).
- 3.8 consults with parents, educators and others throughout the assessment process.
- 3.9 in the assessment report, provides conclusions that will inform program planning team decisions.
- 3.10 explains the results to the parents/guardians, educators and the student (if appropriate).
- 3.11 identifies when an additional referral is required.

<p>Standard 4.0 Intervention and Programming</p> <p>The speech-language pathologist uses an understanding of assessment to create intervention plan for students with a speech and language exceptionality.</p>	
<p>Knowledge:</p> <p>The speech-language pathologist knows and understands:</p> <p>4.1 the resources available for direct and indirect service delivery.</p> <p>4.2 the value of a realistic and measurable student intervention plan.</p> <p>4.3 the value of monitoring and adapting the intervention plan as required.</p> <p>4.4 the importance of dismissal from intervention, when appropriate.</p>	<p>Application:</p> <p>The speech-language pathologist:</p> <p>4.1 determines resources available for direct and indirect service delivery.</p> <p>4.2 develops and implements a realistic and measurable intervention plan.</p> <p>4.3 monitors, adapts or redesigns the intervention plan as required.</p> <p>4.4 initiates dismissal from intervention, when appropriate</p>

<p>Standard 5.0 Collaboration and Consultation</p> <p>The speech-language pathologist collaborates and consults with parents/guardians, school and district staff, and professionals outside of education.</p>	
<p>Knowledge:</p> <p>The speech-language pathologist knows and understands:</p> <ul style="list-style-type: none"> 5.1 the value in building relationships with students, parents/guardians, school and district staff. 5.2 factors and structures that support purposeful collaboration and consultation (i.e. service delivery teams). 5.3 their role in the collaborative and consultative process with administrators, educators, service delivery teams, program planning team, parents/guardians and professionals outside of education. 	<p>Application:</p> <p>The speech-language pathologist:</p> <ul style="list-style-type: none"> 5.1 builds and maintains relationships with students, parents/guardians, and school and district staff. 5.2 participates on various school and district teams and communicates effectively with team members. 5.3 collaborates and consults with administrators, educators, service delivery teams, program planning teams, parents/guardians and professionals outside of education, as appropriate.

<p>Standard 6.0 Ethics</p> <p>The speech-language pathologist understands and applies appropriate codes of ethics when providing speech and language services in the education system.</p>	
<p>Knowledge:</p> <p>The speech-language pathologist knows and understands:</p> <ul style="list-style-type: none"> 6.1 the fundamental values and standards essential to the responsible practice of speech-language pathology. 6.2 the covenants of his/her respective associations 	<p>Application:</p> <p>The speech-language pathologist:</p> <ul style="list-style-type: none"> 6.1 abides by the covenants of his/her respective associations. 6.2 maintains registration as outlined by the NLCHP. 6.3 must adhere to the NLCHP and Newfoundland and Labrador Teacher Association (NLTA) Codes of Ethics.

Standard 7.0 Continuous Learning	
The speech-language pathologist actively seeks opportunities to grow professionally.	
<p>Knowledge:</p> <p>The speech-language pathologist knows and understands:</p> <p>7.1 the importance of keeping current with research in the field to enhance professional competence.</p> <p>7.2 the importance of critiquing research and using evidence-based practices.</p> <p>7.3 the value of sharing knowledge of speech-language pathology and related areas with educators.</p>	<p>Application:</p> <p>The speech-language pathologist:</p> <p>7.1 conducts regular assessment of his/her personal learning needs.</p> <p>7.2 maintains a current professional growth plan and participates in professional learning activities.</p> <p>7.3 integrates new evidence-based learning into practice.</p> <p>7.4 provides educators with professional learning opportunities in the area of speech-language pathology and related areas, when appropriate.</p>