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**VSBPE**

**DATE:** December 11, 2019

**ITEM:** Will the VSBPE act to approve the updated Educational Speech Language Pathologist (ESLP) endorsement revised December 5, 2019?

**AGENCY RECOMMENDED ACTION:** The VSBPE act to not approve the newly revised Educational Speech Language Pathologist endorsement as proposed.

**BACKGROUND:** On December 5, 2019 eleven Educational Speech Language Pathologists and higher education faculty met in Barre, VT to revise the ESLP endorsement. A driving document in the group's work was the American Speech-Language-Hearing Association (ASHA) 2020 standards. The group updated the document to reflect the standards and the most current best practices. In addition to updating the endorsement to reflect recent national standards and best practices, the proposed draft aims to demonstrate that ASHA certification prepares candidates to work in all settings, including public schools. The proposed draft aims to do this by referencing AHSA standards and Core Teaching Standards to demonstrate where the endorsement overlaps with Core Teaching Standards and ASHA standards, according to the revision group.

**RATIONALE FOR RECOMMENDATION:** It has been the Board's practice to direct the Office so that endorsement language does not overlap with Core Teaching Standards. This keeps endorsements succinct, it has advantages in the licensing process, and draws a distinction between content and pedagogy. Therefore, it is the Agency's recommendation to remove mention of the Core Teaching Standards. It is the Agency's recommendation to remove mention of AHSA standards in the endorsement to elevate potential confusion between ASHA preparedness to work in all settings and competency in the Core Teaching Standards. It is the Agency's recommendation that language not change so that case management duties performed by ESLP's are done when speech and or language is the only area/s of identified disability because it is contrary to current federal guidance that the Agency aims to follow. Designation of case management is determined with a focus on the program, plan and needs of service/s rather than the category of disability.

**ADDITIONAL DOCUMENTATION:**

## 5440-84 Educational Speech Language Pathologist

(Revised 2019~~05~~)

The holder is authorized to ~~diagnose and treat~~ provide speech and language ~~delays and disorders services, in accordance with the American Speech-Language-Hearing Association (ASHA) Code of Ethics including case management and comprehensive evaluation services,~~ to individuals age 3 through 21. **(Requires the clinical SLP License from the Vermont Office of Professional Regulation)**

In order to qualify for this endorsement, the candidate shall demonstrate the following:

~~1. Qualification for the Vermont Speech Language Pathology License is a prerequisite for this endorsement. In addition, the candidate shall demonstrate the following knowledge and skills related to the practice of Speech Language Pathology in a public education setting:~~

~~12.~~ Knowledge Standards:

~~21.1~~ Current state and federal laws, regulations, and procedures governing the referral, identification, evaluation, eligibility determination, educational placement, and accommodation of individuals with communication delays and disorders

~~(Reference ASHA standard\* IV-B, IV-G and CTS\*\* 1, 9(o).)~~

~~21.2~~ The impact of receptive and/or expressive communication delays or disorders across the domains language delays or disorders (including hearing loss or auditory processing disorder) on the acquisition development of literacy and learning

~~(Reference ASHA standard\* IV-C, and CTS\*\* 4.)~~

~~21.3~~ The impact of receptive and/or expressive communication delays and disorders on development across the domains and on the results of other forms of assessment (e.g., psychosocial, cognitive, or vocational)

~~(Reference ASHA standards\* IV-B, IV-C, IV-D and CTS\*\* 2, 4, 6.)~~

~~21.4~~ Teaching strategies and accommodations which support the learning of individuals with communication delays and disorders, including instructional methodologies and augmentative or alternative communication systems that support language development and/or communication in all modalities

~~(Reference ASHA standards\* IV-B, IV-C, IV-D, V-B and CTS\*\* 1, 2, 3, 4, 5, 6, 7, 8.)~~

~~23.~~ Performance Standards:

~~23.1~~ ~~Identifies and A~~ppplies appropriate screening and assessment measures using technologies as needed to ~~identify-diagnose~~ individuals with communication delays and disorders to determine eligibility who are eligible for special services under federal and state regulations, ~~using appropriate technologies as needed~~

~~(Reference ASHA standard\* IV-D, V-B.1 and CTS\*\* 6.)~~

~~32.2~~ Works collaboratively with teachers, parents/caregivers, ~~and~~ other professional personnel and team members to design and implement, or supervise the implementation of, developmentally-appropriate educational plans for individuals with communication delays and disorders. ~~Including~~ directly teaching, or

supervising the teaching of speech language and literacy skills essential for learning and communication, ~~the communication skills essential to literacy development~~

(Reference ASHA standards\* V-B.2, V-B.3 and CTS\*\* 3, 7, 10.)

~~32.3~~ Evaluates individuals' communication skills status and/or progress in relation to ~~their~~ the goals in their educational plan ~~goals~~ and communicates information about their needs and progress clearly and effectively to parents and other school personnel, ~~both~~ orally and or in writing

(Reference AHSA standards\* IV-D, V-A, V-B.1, V-B.2, and CTS 6.)

~~23.4~~ Acts as a case manager as assigned to ensure coordinated services for individuals ~~with communication delays when speech and or language is their only areas(s) of identified disability and disorders who are eligible~~ for special services

(Reference ASHA standards\* IV-G and CTS\*\* 2, 3, 7, 10.)

~~32.5~~ ~~Assists-Collaborates with~~ classroom teachers and staff in accommodating individuals with communication delays and disorders within the ~~regular~~ classroom by identifying ~~or~~ developing and/or modifying educational materials or curricula, aspects of the classroom environment, teaching techniques, and/or classroom management techniques which support the educational and therapeutic needs of individuals with communication delays and disorders

(Reference ASHA standard\* V-B, CTS\*\* 1, 2, 3, 5, 6, 10.)

~~23.6~~ ~~Trains-Within the educational setting, educates~~ and supports family members and other communication partners of individuals with communication delays and disorders in techniques and/or strategies to enhance their communication ~~effectiveness skills~~

(Reference ASHA standard\* V-B and CTS\*\* 1, 3, 10.)

~~32.7~~ ~~Provides-Educates, collaborates and consults with~~ ~~training and consulting services to~~ teachers, administrators, and other school personnel regarding the implications of communication delays and disorders for learning, as well as modifications and/or accommodations to support the learning of these individuals

(Reference ASHA standard\* IV-F, V-A, V-B and CTS\*\* 1, 3, 10.)

~~32.8~~ Collaborates with audiologists in the assessment of ~~auditory processing~~ audiological disorders in cases in which there is evidence of speech, language and/or other cognitive-communication disorders; and provides or supervises the intervention for individuals with ~~auditory processing~~ audiological disorders

(Reference ASHA standards\* IV-B, IV-C, IV-D, V-B, and CTS\*\* 6, 7(o), 10.)

~~23.9~~ Collaborates in the identification of speech and language differences versus disorders ~~with teachers of English as a Second Language to enhance students' communication effectiveness as well as demonstrates responsiveness to cultural and linguistic diversity~~

(Reference ASHA standard\* IV-D, V-Ba, b, c, d, e, f, g, V-B.3a, V-F.3a and CTS\*\* 2.)

23.10 Trains and supervises support personnel according to American Speech Language Hearing Association (ASHA) guidelines for supervision

~~4. Clinical licensure as a Speech Language Pathologist in the state of Vermont A minimum of a practicum in an educational setting in the diagnosis and management of individuals with communication delays and disorders under the supervision of a licensed Educational Speech Language Pathologist or ASHA certified Speech Language Pathologist.~~

~~\*Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). *2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*. Retrieved from <https://www.asha.org/certification/2020-SLP-Certification-Standards>.~~

~~\*\* Vermont Agency of Education; Vermont Standards Board for Professional Educators. (2018). *A Vision for Teaching, Leading and Learning: Core Teaching and Leadership Standards for Vermont Educators*. Retrieved from <https://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-core-teaching-and-leadership-standards-for-vermont-educators.pdf>~~

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## (84) Educational Speech Language Pathologist Crosswalk

Purpose: To identify substantive changes to the newly revised (84) Educational Speech Language Pathologist endorsement

Change and Rationale	Previous wording	New wording
The “holder” statement changed specifying ASHA Code of Ethics. Also, addition of term, “diagnose” because it is within the scope of ESLP practice. Also, mention of OPR to provide clarity pertaining to the licensing process. Also, deletion of case management that does not specify speech or language as the identified disability.	<i>The holder is authorized to provide speech and language services, including case management and comprehensive evaluation services, to individuals age 3 through 21. (Requires the clinical SLP License)</i>	<i>The holder is authorized to diagnose and treat speech and language delays and disorders in accordance with the American Speech-Language-Hearing Association (ASHA) Code of Ethics to individuals age 3 through 21. (Requires the clinical SLP License from the Vermont Office of Professional Regulation)</i>
Deleted language to eliminate repetition of licensing requirement. Specification of a public education setting was deleted because ASHA certification prepares for all work settings – redundant.	1. Qualification for the Vermont Speech Language Pathology License is a prerequisite for this endorsement. In addition, the candidate shall demonstrate the following knowledge and skills related to the practice of Speech Language Pathology in a public education setting:	None
Updated language to reflect current best practices.	2.2. The impact of receptive or expressive language delays or disorders (including hearing loss or auditory processing disorder) on the acquisition of literacy	1.2. The impact of receptive or expressive communication delays or disorders across the domains on the development of literacy and learning
Updated language to reflect current best practices.	3.1. Applies appropriate screening and assessment measures to identify individuals with communication delays and disorders who are eligible for special services under	2.1. Identifies and applies appropriate screening and assessment measures using technologies as needed to diagnose individuals with communication delays and disorders to

### Contact Information:

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Change and Rationale	Previous wording	New wording
	federal and state regulations, using appropriate technologies as needed	determine eligibility for special services under federal and state regulations
Updated language to reflect current best practices.	3.2. Works collaboratively with teachers, parents/caregivers, and other professional personnel to design and implement, or supervise the implementation of, developmentally-appropriate educational plans for individuals with communication delays and disorders, including directly teaching, or supervising the teaching of, the communication skills essential to literacy development	2.2. Works collaboratively with teachers, parents/caregivers, other professional personnel and team members to design and implement, or supervise the implementation of, developmentally-appropriate educational plans for individuals with communication delays and disorders. Including directly teaching, or supervising the teaching of speech language and literacy skills essential for learning and communication
Language changed to ensure that the case management duties performed by ESLP's are done when speech and or language is the only area/s of identified disability.	3.4. Acts as a case manager to ensure coordinated services for individuals with communication delays and disorders who are eligible for special services	2.4 Acts as a case manager as assigned to ensure coordinated services for individuals when speech and or language is their only areas(s) of identified disability for special services
Language updated to specify work with family members occurs in an educational setting.	3.6. Trains and supports family members and other communication partners of individuals with communication delays and disorders in techniques and/or strategies to enhance their communication effectiveness	2.6. Within the educational setting, educates and supports family members and other communication partners of individuals with communication delays and disorders in techniques and/or strategies to enhance their communication skills

Change and Rationale	Previous wording	New wording
Updated language to reflect current best practices.	3.9. Collaborates with teachers of English as a Second Language to enhance students' communication effectiveness	2.9. Collaborates in the identification of speech and language differences versus disorders as well as demonstrates responsiveness to cultural and linguistic diversity
Mention of a clinical licensee was deleted to eliminate repetition. Language indicating a practicum was deleted. It was deemed redundant because ASHA certification requires more than the equivalent of a 60-hour practicum. Additionally, it was deleted with the intent of streamlining the licensing process.	4. Clinical licensure as a Speech Language Pathologist in the state of Vermont A minimum of a practicum in an educational setting in the diagnosis and management of individuals with communication delays and disorders under the supervision of a licensed Educational Speech Language Pathologist or ASHA certified Speech Language Pathologist.	<i>None</i>
Reference are included at the end of the endorsement and mentioned parenthetically throughout the document to inform the reader of sources used. Also, to demonstrate, being that ASHA prepares candidates to work in all settings, the redundancy and overlap of Core Teaching Standards and ASHA standards.		