



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

ASHA CONVENTION

November 20 - 22, 2008

Schools Packet





AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Schools 2009



The conference that's **all** about school-based practice

July 17-19, 2009
Kansas City, Missouri

Save the Date and Watch for Details!

Schools 2009 will give you

- In-depth clinical and management updates
- Useful reference materials
- Hot topic poster sessions and roundtable discussions
- New products and services to help you succeed

You will network with

- School-based members from across the country
- Leaders in school-related practice and research
- ASHA staff working on school practice issues

Plan now to submit a proposal for a poster session.
Check *The ASHA Leader*, or visit www.asha.org/about/events/schools,
for information regarding registration and poster submissions.

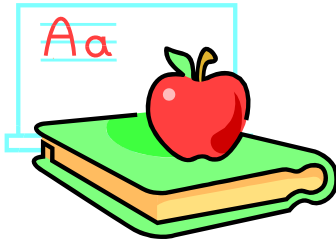


CONVENTION NOVEMBER 2008

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The 2008 ASHA Schools Survey



2556 members responded to the most recent Schools Survey. See how you compare with other members on factors such as...

- **Median Caseload (average = 50)**
- **Annual Salaries (median = \$65,000)**
- **Salary Supplements (31% received one)**
- **Greatest Challenges (paperwork, caseload size, and workspace)**
- **Vacancies (71.9% report more openings than applicants)**



For more information visit Schools Survey 2008:

www.asha.org/members/slp/schools/resources/2008SchoolsSurvey



ASHA’s SCHOOL SERVICES TEAM: CONTACT INFORMATION

ASHA • 2200 Research Blvd., Rockville, MD 20850 • 800-498-2071

Action Center

For Members, Consumers, Product Sales.....actioncenter@asha.org

Web site: www.asha.org

For professional consultation contact:

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For professional consultation or information on personnel issues, contact:

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Practices information

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Audiology information

For professional consultation or information on school policy issues, contact:

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Education and regulatory advocacy information

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Federal/education legislation and appropriations information

For State Advocacy & Policy Information contact:

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State association and salary supplement information

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State education requirements for school practice

State liaison northeast region

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Deborah Darcy.....ddarcy@asha.org
Grassroots advocacy information

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School survey

Sharon Moss.....smoss@asha.org
Incidence/prevalence data and funding opportunities

Tracy Schooling.....tschooling@asha.org
NOMS/(N-CEP) National Center for Evidence-Based Practices

**For professional consultation or information on ASHA's Schools Conference,
contact:**

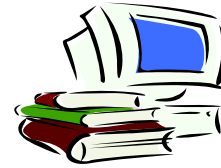
Deborah Adamczyk.....dadamczyk@asha.org

For information on school issues related to academic affairs, contact:

Loretta Nunez.....lnunez@asha.org

For information on ethical issues, contact:

David Denton.....ddenton@asha.org



CHECK OUT THESE WEB PAGES!!

Access Schools

www.asha.org/about/publications/access-schools

IDEA Action Center

www.asha.org/about/legislation-advocacy/federal/idea

Welcome to ASHA's Literacy Gateway

www.asha.org/about/publications/literacy

NCLB (No Child Left Behind)

www.asha.org/about/legislation-advocacy/federal/nclb

Schools Survey 2008

www.asha.org/members/slp/schools/resources/2008SchoolsSurvey

Caseload/Workload

www.asha.org/policy

Salary Supplements

www.asha.org/ObtainSupplement

Recruitment/Retention

www.asha.org/about/recruitment/schools/

Response to Intervention

www.asha.org/members/slp/schools/prof-consult/RtoI

State School Qualifications

www.asha.org/about/legislation-advocacy/state



ASHA'S SCHOOL SERVICES TEAM

Resources for School-Based Clinicians

- ◆ To review all of these resources online:
www.asha.org/members/slp/schools/resources
- ◆ To request free documents, contact ASHA's Action Center at Action center @asha.org or visit ASHA's Web site at www.asha.org
- ◆ To request for-sale products or obtain information on additional school related products, contact ASHA's Product Sales at 888-498-6699 or visit our online store at www.asha.org/shop

Division 16, School-Based Issues

The mission of this Special Interest Division is 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 and to promote the highest quality services within schools by addressing clinical, educational, administrative and legislative/ regulatory concerns at local, state, and federal levels.

Learn more about ASHA's Special Interest Divisions and how to become a member of Division 16 by going to www.asha.org/about/membership-certification/divs/join_div

Advocacy (Promoting the Profession)

Advocating for Higher Salaries and Extra Benefits from Your Local School District

(Schools FI 2004) is a web-based document for members who wish to advocate for higher salaries and additional benefits with their school unions and administrators. Developed by the ASHA State Education Action Team (SEAT) in partnership with members across the country, this user-friendly guide provides information on how to prepare and present a compelling case for change, identify and influence decision makers, and allows you to hear from other speech-language pathologists who have successfully negotiated changes with their administration. Members will be able to read and download information on salary and benefit options, sample proposals and contract language, and other resources. This web-based local advocacy guide can be found on the ASHA Web site at: www.asha.org/members/slp/schools/salaries

Advocacy in Action: A State Model for Change (Schools FI 2004). This resource outlines the State Education Action Team's (SEAT) approach for advocating for SLP and audiology issues at the state level and highlights the efforts of the ASHA/state partnerships under the Schools Focused Initiative. The guide, developed to assist state speech-language-hearing associations interested in engaging in state-level advocacy efforts create an effective state advocacy program, contains tips for analyzing a state's potential for successful advocacy, includes essential components for a successful state action plan, provides strategies for developing an effective grassroots and communication network, and outlines ideas for working with the media. A free copy will be available to ASHA members through the ASHA action center or on the ASHA Web site. This state advocacy guide can be found on the ASHA Web site at: www.asha.org/about/legislation-advocacy/state

Advocating for Special Education Working Conditions (NEA 2004). This guide, developed by the National Education Association, is a resource focused on the working conditions of general and special educators who work with students with disabilities. Free to ASHA members. Contact schools@asha.org

The State Advocacy Guidebook for the Salary Supplement Initiative (Revised 12/01). The State Advocacy Guidebook for the Salary Supplement Initiative contains a side-by-side comparison of ASHA and NBPTS certification, talking points, tough questions and answers on salary supplement funding by states, a copy of a letter from ASHA President John Bernthal describing a meeting with the National Board, documentation of the Minnesota Council for the Advancement of Accomplished Teaching (MCAAT) determination of the equivalency of NBPTS and ASHA certification, a copy of the Mississippi salary supplement law, and tips on working with the media. This useful resource is free to members and available by contacting mmannebach@asha.org

Working for Change: A Guide for Speech-Language Pathologists and Audiologists in Schools (ASHA, Priority 1, 2000). This self-study packet offers strategies on how to negotiate with school unions/associations and school administrators to advocate for identified individual and local needs. Free for members; \$14 for nonmembers. Item #0112604.

Caseload/Workload

A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools (2002). These documents—position statement, guidelines, and technical report—were developed to address member concerns regarding high caseload numbers in addition to other work-related activities. They are intended to serve as a template to determine SLP caseload size based on an analysis of total workload activities. Free for members and nonmembers. Item #0804257. This can be found on the ASHA Web site at: www.asha.org/policy

A Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools: Implementation Guide (2003). This companion piece to the policy documents includes step-by-step information for determining caseload size based on workload and for advocating for policy change. Worksheets and a CD-ROM are included. First copy free to members; additional copies and institutional bulk rate \$20.00, \$40.00 for nonmembers, Item #0112585.

IDEA-Related Resources

Response to Intervention (RTI) This new online resource was developed to define the response to intervention process and explain the role of the SLP. This can be found on the ASHA Web site at: www.asha.org/members/slp/schools/prof-consult/RtoI

Ethics and IDEA (Revised 2007.) This guide focuses on the challenges of ethical issues confronting SLPs and audiologists as they implement the Individuals With Disabilities Education Improvement Act (IDEA 2004) in their school districts. Through the use of fictitious vignettes, Ethics and IDEA walks you through the varied issues and experiences that could be encountered by related service professionals in any school or early childhood setting, and provides a process for addressing ethically compromising situations. Following each vignette, selected citations from IDEA regulations and selected relevant ASHA practice and ethics documents are provided as a framework for resolution. Includes definitions of basic terms associated with ethics and IDEA as well as helpful resource information.

Ethics and IDEA is designed primarily for SLPs and audiologists, but it is also a valuable resource for other related service personnel working in public schools. \$45.00 for members; \$55.00 for nonmembers. Item #0112573.

IDEA: Piecing Together the Puzzle of Federal, State, and Local Requirements

(Revised 2007.) This manual is designed to assist related services personnel who work with students with disabilities. These include SLPs, audiologists, counselors, nurses, occupational therapists, orientation and mobility specialists, physical therapists, psychologists, school social workers, transportation providers, and others. Through the use of this manual, related services personnel will be able to identify and analyze the source(s) and intentions of the Individuals With Disabilities Education Improvement Act (IDEA 2004) requirements, understand the responsibilities of states and localities, and identify vehicles for advocating for change. \$79.00 for members; \$99.00 for nonmembers Item # 0112458.

IDEA and Speech-Language Services in the Schools: A Guide for Parents and Guardians (Revised 2007). This brochure describes IDEA, eligibility requirements, early intervening services, and the types of assessments that can be used. It includes a description of how school teams develop intervention plans with special emphasis on the IEP. First copy is free. For multiple copies, call Products Sales. Item # 0210336.

Implementing IDEA 2004 Part I Conducting Educationally Relevant Evaluations: Technical Assistance for Speech-Language Pathologists (2007). This document is a template for use by state and local educational agencies developing their own eligibility (admission and discharge) criteria for speech and language services in the schools, drawing upon mandates in the Individual with Disabilities Education Improvement Act (IDEA 2004). \$33.00 for members; \$43.00 for nonmembers. Item #0112888.

Implementing IDEA 2004 Part II Developing Educationally Relevant IEPs: Technical Assistance for Speech-Language Pathologists (2007)

This resource provides information on the Individualized Education Program (IEP) process under the reauthorized Individuals With Disabilities Education Improvement Act (IDEA 2004). Included is a side-by-side analysis of current legislation and regulations on key issues and samples of material that support the development of educationally relevant IEPs. \$33.00 for members; \$43.00 for nonmembers. Item #0112328.

Note: Save 10% and purchase both (Implementing IDEA 2004 Part I Conducting Educationally Relevant Evaluations: Technical Assistance for Speech-Language Pathologists **and** Implementing IDEA 2004 Part II Developing Educationally Relevant IEPs: Technical Assistance for Speech-Language Pathologists.) \$59.00 for members; \$77.00 nonmembers. Item #0112931.

IDEA Web Sites

ASHA

www.asha.org

Enter "IDEA Action Center" in the search box and click "go", then click on IDEA Action Center. Overview & Summary of IDEA Law, Regulations, Background, Questions & Answers, ASHA's Activities Related to IDEA, Articles from The ASHA Leader and Issue Briefs. Topics include: Early Intervening Services, Identification of Specific Learning Disabilities, Medicaid and Other Third Party Reimbursement, Missed Sessions and more.

The IDEA Partnership

www.ideapartnership.org

Contains information related to the implementation of IDEA, NCLB and other legislation. The feature "your voice" allows users to state and share opinions and to view relevant electronic newsletters and journal articles from partner organizations.

U.S. Department of Education

<http://idea.ed.gov>

Contains updates, IDEA Law, Technical Assistance, Regulations, Training, Articles, Speeches, Federal Register Notices, Letters, and Memos.

No Child Left Behind (NCLB)

ASHA

www.asha.org/about/legislation-advocacy/federal/nclb

Overview of NCLB, fact sheets and ASHA's comments

Related Resource

IDEA and ESEA: Intersection of Access and Outcomes

www.nea.org/specialed/ideaeseaintersection.html

Clarifies the relationship of IDEA and NCLB and the impact on students with disabilities

U.S. Department of Education

www.ed.gov/nclb/landing.jhtml?src=pb

Features NCLB legislation, regulations, guidance and policy letters

Literacy

ASHA's Literacy Gateway—a Web page that's all about literacy: policy documents, *ASHA Leader* articles, continuing professional education, products and more. This can be found on the ASHA Web site at:

www.asha.org/about/publications/literacy

Getting Ready for Reading and Writing (2003). This brochure lists the milestones in children's development of early literacy from birth to 5 years. It includes what parents can do throughout the day and during planned time. First copy is free to ASHA members. For multiple copies, contact Product Sales. Item #0210342.

A PDF presentation can be found on the ASHA Web site at: www.asha.org/members/slp/schools/prof-consult/slp-reading-present.htm.

Literacy: Speech-Language Pathologists Play a Pivotal Role (2001). This briefing paper is available to use when advocating for literacy programs at the local, state, and federal level or as an informational piece for consumers and educators. Free for members and nonmembers. Item #0804181. This can be found on the ASHA Web site at: www.asha.org/members/slp/schools/literacy_brief

Literacy and Communication: Expectations From Kindergarten Through Fifth Grade (2002). This brochure highlights common developmental milestones and school grade expectations from kindergarten through fifth grade in the areas of literacy and communication, including listening, reading, speaking, and writing. First copy is free to ASHA members. For multiple copies, contact Product Sales, product Item #0210339. A PDF presentation can be found on the ASHA Web site at:

www.asha.org/members/slp/schools/prof-consult/Ltrcy-Prnts.htm

Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing (Position Statement, Guidelines, and Technical Report 2001, Knowledge and Skills, 2002). These documents support the role of SLPs in the development of literacy for children and adolescents with communication disorders and the contribution of SLPs to the literacy efforts of a school district or community on behalf of other children and adolescents. Free for members and nonmembers. This can be found on the ASHA Web site at: www.asha.org/policy. Item #0804061.

National Data/Surveys

National Outcomes Measurement System (NOMS). A description of the NOMS project including three fact sheets from schools K–6 that report what parents and teachers think about SLP services and their impact on school performance and how treatment time affects student progress. To request a copy, call 301-296-8741 or email tschooling@asha.org. This can be found on the ASHA Web site at: www.asha.org/members/research/NOMS/

Schools Survey 2008 - Free for members and nonmembers. Includes a [Survey Summary Report](#) (which contains survey results on workforce, employment and earnings, caseload, bilingual services, private practice, ethics demographics), and the following specialty reports: [Caseload Characteristics Report](#), [Salary Report](#), [Salary Trends Report 2004-2008](#), [Workforce and Work Conditions Report](#). These can be found on the ASHA Web site at: www.asha.org/about/membership-certification/member-data/2008SchoolsSurvey.htm

Other Clinical Resources

Ear Infections and Language Development (2000). This 12-page brochure informs parents and caregivers about how ear infections and middle ear fluid might affect a child's language development and what they can do to help. This brochure was written jointly by the National Center for Early Development and Learning and ASHA, with funding provided by the Office of Educational Research and Improvements, National Institute on Early Childhood Development and Education. First copy is free. For multiple copies, call Product Sales. Item #0112330.

The Noisy Classroom (2008) High levels of noise and reverberation can negatively impact educational achievement for children with normal hearing as well as those with hearing loss, auditory processing disorders, attention deficit and learning disabilities. This brochure provides helpful suggestions for improving the acoustics of noisy classrooms. First copy is free. For multiple copies, call Product Sales. Item # 0210338.

How Does Your Child Hear and Talk (English-2000; Spanish-2001; Chinese-2002). This brochure is available in English, Spanish, and Chinese and lists milestones for children's hearing/understanding and talking from birth to 5 years. The brochure unfolds and becomes a colorful chart that can be used as a poster for an office or bulletin board. First copy is free to ASHA members. For cost of multiple copies, contact Product Sales. English Item #0210106; Spanish Item #0210107; Chinese Item #0210108.

How Does Your Child Hear and Talk Wheel in English or Spanish (2006)

We've taken the popular How Does Your Child Hear and Talk Brochure and turned it into a fun slide wheel. Find the child's age, and read about typical language development. These can be found on the ASHA Web site at: www.asha.org/links/113.htm (English); www.asha.org/links/114.htm (Spanish)

Inclusive Practices for Children and Youths With Communication Disorders (Position Statement and Technical Report 1996). This technical report and accompanying position statement support the availability of an array of speech, language, and hearing services in educational settings to support children and youths with communication disorders. This can be found on the ASHA Web site at: www.asha.org/policy

Language, Speech, and Hearing Services in Schools (LSHSS). This quarterly clinical practice journal focuses on speech-language, and hearing services for children, particularly in school settings. For copies, contact Product Sales. This can be found on the ASHA Web site at: www.asha.org/members/deskref-journals/journals/journals-default

Speech, Language, and Hearing Milestones: Birth to Age Five (DVD). Covering children from birth to age five, this DVD is full of examples of typical speech, language, and hearing development and tips on when to seek treatment from speech-language pathologists and audiologists. Ideal for all practice settings and a great way to educate and inform parents, teacher, health care providers, and other professionals. Single copy is \$10 for ASHA members. Contact Product Sales for decreasing cost when purchasing in bulk. Nonmember copies are \$15 each. Item #0112825.

Other Professional Resources

Appropriate School Facilities for Students With Speech-Language-Hearing Disorders (2002). This technical report serves as a reference on minimum requirements for creating optimal learning and assessment environments for students. Free for members and nonmembers. This can be found on the ASHA Web site at: www.asha.org, put Appropriate School Facilities in the search box and click “go”, scroll down to the information with this same title.

Professional Performance Review Process for the School-Based Speech-Language Pathologist (2006). This document delineates the process of conducting performance appraisals. Free for members and non members. The document can be found at www.asha.org, put the title in the search box and click “go”.

Directory of SLP Assessments Instruments (2007). This is a comprehensive listing of information on assessments related to speech-language pathology. Free for members. This can be found on the ASHA Web site at: www.asha.org/members/slp/assessment-directory.

Guidelines for the Roles and Responsibilities of the School-Based Speech-Language Pathologist (1997). These guidelines were developed to clarify the SLP’s roles and responsibilities within the school setting. Item #0804022. Free for members. This can be found on the ASHA Web site at: www.asha.org/policy.
{Currently being reviewed and revised}

Medicaid Guidance for Speech-Language Pathology Services: Addressing the “Under the Direction of” Rule (Position Statement-2004, Technical Report-2004, Guidelines-2005, Knowledge and Skills-2005). These documents assist speech-language pathologists and school administrators in implementing special education Medicaid billing programs that ensure students are served in a safe and efficient manner in accordance with accepted standard of practice. Item #0804359. Free for members and nonmembers. This can be found on the ASHA Web site at: www.asha.org/policy.

Personnel Issues in Education: Recruitment and Retention of Qualified Speech-Language Pathologists in the Public Schools (2006). This new online resource was developed under ASHA’s 2006 Focused Initiative on Personnel Issues in Health Care and Education. This revised and updated technical assistance packet is dedicated to the issues surrounding recruitment and retention of qualified speech-language pathologists in the school setting. This can be found on the ASHA Web site at: www.asha.org/about/recruitment/schools/slp_recruitment.htm

Qualified Providers in Schools and Early Intervention (2006). This resource is designed to assist SLPs with decision making and practice issues around qualified provider issues. This can be found on the ASHA Web site at: www.asha.org/members/slp/qualifiedprovider.

Reward Yourself with a Career as a School-Based Speech-Language Pathologist (2005). This new brochure highlights the benefits of choosing a career as a school-based SLP and why schools are an attractive work setting. The brochure is a good tool to promote school practice at career awareness presentations and career fairs, to use when promoting the professions, or to use to recruit prospective employees. ASHA Members may request up to 25 free copies. Item #0804366. This can be found on the ASHA Web site at: www.asha.org/about/legislation-advocacy/leg-advoc-default; scroll down to Additional Resources then Schools Recruitment Brochure (PDF).

State Teacher Requirements for Audiology and Speech-Language Pathology (Revised 2005). This manual summarizes the requirements currently necessary to begin work as a speech-language pathologist or audiologist in each state's public schools. The 2005 revision includes new information on the use of support personnel and continuing education requirements for certified professionals and those who hold emergency certificates. Free for members and nonmembers. Item #0804171. This can be found on the ASHA Web site at: www.asha.org/about/legislation-advocacy/state.

The Speech-Language Pathologist in Your Child's School: An Important Resource (2001). This brochure describes the relationship between communication disorders and children's ability to succeed in school. It answers some of the typical questions parents and others might ask about services for children in schools, such as the kinds of disorders that SLPs work with, the roles and responsibilities of the SLP, how services are offered (models of service), how the SLP works with children (integrating IEP with curriculum goals), and the specialized training that SLPs have. First copy is free. For multiple copies, contact Product Sales. Item #0210337. A PDF presentation can be found on the ASHA Web site at: www.asha.org/members/slp/schools/; scroll down to Presentations for SLPs and select The Speech-Language Pathologist in Your Child's School: An Important Resource.

Working with Speech-Language Pathology Assistants in School Settings (ASHA, Priority 1, 1999). This product provides information and tools needed to supervise and work with speech-language pathology assistants in school-based settings. Included are ASHA policy documents, articles from ASHA publications, and tools and forms needed to work efficiently and effectively with speech-language pathology assistants. \$34.00 for members; \$46.00 for nonmembers. Item #0112291.

Access Schools

Subscribe now to Access Schools: ASHA's electronic newsletter designed for school-based SLPs. To read the latest issue and subscribe visit: www.asha.org/about/publications/access-schools. Topics include Salary Supplements, Childhood Apraxia of Speech, Services Delivery Models, and much more.

Questions?

ASHA's Interactive Forums for Speech-Language Pathologists are open to members online. You will be able to communicate with other ASHA members about clinical issues and practice questions. This can be found on the ASHA Web site at: www.asha.org/forums.

School Services Frequently Asked Questions (FAQs) (2002). This resource consists of answers to frequently asked questions concerning school services issues and provides contacts and references to obtain further information on the topics addressed. This can be found on the ASHA Web site at: www.asha.org/members/slp/faqs/school_serv_FAQ.

State Contacts

Language Speech and Hearing Contacts in State Education Agencies (State Consultants). This information includes a list by state including the name, address, phone number, and email address for associated state consultants. Also included are legislation and advocacy, state issues and agencies, and state associations as well as other important contacts. This can be found on the ASHA Web site at: www.asha.org/about/legislation-advocacy/state/education_agencies.

ASHA 2008 State Education Advocacy Leaders (SEALs). For information on state education issues or state advocacy efforts related to school services, contact your State Education Advocacy Leader (SEAL). This can be found on the ASHA Web site at: www.asha.org/about/legislation-advocacy/state/seals.

School Services Team Contacts

For further information on school services resources, contact: schools@asha.org

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ASHA's School Services Team: Policy Documents Relevant to Practice in the Schools

To access online, go to www.asha.org/policy

Cardinal Documents of the Association: Bylaws, Practice Scope & Patterns, Code of Ethics & Related Statements, Credential Standards & Criteria, Relevant Papers

Code of Ethics and Related Statements

- Clinical Fellowship Supervisor's Responsibilities (2004)
- Clinical Practice by Certificate Holders in the Profession in Which They Are Not Certified (2004)
- Code of Ethics (2003)
- Competition (2004)
- Confidentiality (2004)
- Conflicts of Professional Interest (2004)
- Cultural Competence (2004)
- Drawing Cases for Private Practice From Primary Place of Employment (2001)
- Ethical Practice Inquiries: ASHA Jurisdictions (2001)
- Responsibilities of Individuals Who Mentor Clinical Fellows (2007)
- Supervision of Student Clinicians (2004)
- Support Personnel (2004)

Credentialing Standards & Criteria

- Quality Indicators for Professional Service Programs in Audiology and Speech-Language Pathology (2005)

Practice Scope and Patterns

- Preferred Practice Patterns for the Profession of Speech-Language Pathology (2004)
- Scope of Practice in Speech-Language Pathology (2007)

Relevant Papers

- Code of Fair Testing Practices in Education (2005)
- Model Bill of Rights for People Receiving Audiology or Speech-Language Pathology Services (1993)

Audiology Position Statements, Technical Reports, Practice Guidelines, Knowledge and Skills Statements, Relevant Papers

Guidelines

- Audiology Service Provision in and for Schools (2002)
- Acoustics in Educational Settings (2004)
- Audiologic Assessment of Children from Birth to 5 Years of Age (2004)
- Fitting and Monitoring FM Systems (2002)
- Guidelines for Manual Pure-Tone Threshold Audiometry (2005)

Knowledge and Skills Statements

- Knowledge and Skills Needed by Audiologists Providing Clinical Services Via Telepractice (2005)
- Roles, Knowledge and Skills: Audiologists Providing Clinical Services to Infants and Young Children Birth to 5 Years of Age (2007)

Position Statements

- Acoustics in Educational Settings (2004)
- Audiologists Providing Clinical Services Via Telepractice (2005)
- (Central) Auditory Processing Disorders-The Role of the Audiologist (2005)
- Roles of Speech-Language Pathologists and Teachers of Children Who Are Deaf and Hard of Hearing in the Development of Communicative and Linguistic Competence (2004)

Technical Reports

- Acoustics in Educational Settings (2004)
- Audiologists Providing Clinical Services Via Telepractice (2005)
- (Central) Auditory Processing Disorders (2005)
- Cochlear Implants (2004)
- Roles of Speech-Language Pathologists and Teachers of Children Who Are Deaf and Hard of Hearing in the Development of Communicative and Linguistic Competence (2004)

Speech-Language Pathology Position Statements, Technical Reports, Practice Guidelines, Knowledge and Skills Statements, Relevant Papers

Guidelines

- Admission/Discharge Criteria in Speech-Language Pathology (2004)
- Guidelines for Practice in Stuttering Treatment (1994)
- Guidelines for Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span (2006)
- Guidelines for Speech-Language Pathologists Providing Swallowing and Feeding Services in Schools (2007)
- Guidelines for Speech-Language Pathologists Serving Persons With Language, Socio-Communication, and/or Cognitive-Communication Impairments (1990)
- Guidelines for Structure and Function of an Interdisciplinary Team for Persons With Brain Injury (1994)
- Guidelines for the Roles and Responsibilities of the School-Based Speech-Language Pathologist (1999)
- Guidelines for the Training, Use, and Supervision of Speech-Language Pathology Assistants (2004)
- Medicaid Guidance for School-Based Speech-Language Pathology Services: Addressing the "Under the Direction of" Rule (2005)
- Professional Performance Review Process for the School-Based Speech-Language Pathologist (2006)
- Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing for Children and Adolescents: (2000)
- Roles and Responsibilities of Speech-Language Pathologists Serving Persons With Mental Retardation/Developmental Disabilities (2005)
- Speech-Language Pathologists in Early Intervention: Guidelines (2008)
- Terminology Pertaining to Fluency and Fluency Disorders (1998)
- Workload Analysis Approach for Establishing Speech-Language Caseload Standards In the Schools (2002)

Knowledge and Skills Statements

- Augmentative and Alternative Communication: Knowledge and Skills for Service Delivery (2001)
- Core Knowledge and Skills in Early Intervention Speech-Language Pathology Practice (2008)
- Knowledge and Skills for Supervisors of Speech-Language Pathology Assistants (2001)
- Knowledge and Skills Needed by Speech-Language Pathologists for Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span (2006)
- Knowledge and Skills Needed by Speech-Language Pathologists Serving Persons With Mental Retardation/Developmental Disabilities (2005)
- Knowledge and Skills Needed by Speech-Language Pathologists Providing Clinical Services via Telepractice (2005)
- Knowledge and Skills Needed by Speech-Language Pathologists Providing Clinical Supervision (2008)
- Knowledge and Skills Needed by Speech-Language Pathologist Providing Services to Individuals With Cognitive-Communication Disorders (2005)
- Knowledge and Skills Needed by Speech-Language Pathologists Providing Services to Individuals with Swallowing and/or Feeding Disorders (2001)
- Knowledge and Skills Needed by Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents (2002)
- Medicaid Guidance for School-Based Speech-Language Pathology Services: Addressing the "Under the Direction of" Rule (2005)
- Orofacial and Myofunctional Disorders (1992)

Position Statements

- Childhood Apraxia of Speech (2007)
- Clinical Supervision in Speech-Language Pathology: Position Statement (2008)
- Identification of Children and Youths With Language Learning Disorders (1986)
- In-Service Programs in Learning Disabilities (1981)
- Instrumental Diagnostic Procedures for Swallowing (1991)
- Issues in the Delivery of Services to Individuals With Learning Disabilities (1982)
- Language Learning Disorders (1981)
- Learning Disabilities and the Preschool Child (1987)
- Learning Disabilities: Issues in the Preparation of Professional Personnel (1982)
- Medicaid Guidance for Speech-Language Pathology Services: Addressing the "Under the Direction of" Rule (2004)
- Providing Appropriate Education for Students With Learning Disabilities in Regular Education Classrooms (1990)
- Evidence Based Practice in Communication Disorders (2005)
- Provision of Instruction in English as a Second Language by Speech-Language Pathologists in School Settings (1997)
- Role of Speech-Language Pathologists in Identification, Diagnosis, Treatment of Individuals with Cognitive-Communication Disorders (2005)
- Role of the Speech-Language Pathologists in Assessment and Management of Oral Myofunctional Disorders (1990)
- Roles and Responsibilities of Speech-Language Pathologists for Reading and Writing in Children and Adolescents (2000)
- Roles and Responsibilities of Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span: Position Statement (2006)
- Roles and Responsibilities of Speech-Language Pathologists With Respect to Augmentative and Alternative Communication (2004)

- Roles of Speech-Language Pathologists in Service Delivery to Infants, Toddlers, and Their Families (1990)
- Roles of Speech-Language Pathologists in Swallowing and/or Feeding Disorders (2001)
- Social Dialects and Implications of the Position on Social Dialects (1983)
- Speech-Language Pathologists in Early Intervention: Position Statement (2008)
- Speech-Language Pathologists Providing Clinical Services via Telepractice (2004)
- Training, Use and Supervision of Support Personnel in Speech-Language Pathology (2004)
- Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the School (2002)

Relevant Papers

- A Model for Collaborative Service Delivery for Students With Language-Learning Disorders in the Public Schools (1990)
- Learning Disabilities: Use of Paraprofessionals (1998)

Technical Reports

- American English Dialects (2002)
- Appropriate School Facilities for Students With Speech-Language-Hearing Disorders (2003)
- Childhood Apraxia of Speech (2007)
- Clinical Supervision in Speech-Language Pathology: Position Statement (2008)
- Communication-Based Services for Infants, Toddlers, and Their Families (1989)
- Evaluating and Treating Communication and Cognitive Disorders: Approaches to Referral and Collaboration for Speech-Language Pathology and Clinical Neuropsychology (2002)
- Graduate Curriculum on Swallowing and Swallowing Disorders (Adult and Pediatric Dysphagia) (2007)
- Issues in Learning Disabilities: Assessment and Diagnosis (1994)
- Labial-Lingual Posturing Function (1989)
- Medicaid Guidance for Speech-Language Pathology Services: Addressing the "Under the Direction of" Rule (2004)
- Principles for Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span: Technical Report (2006)
- Principles for Speech-Language Pathologists Serving Persons With Mental Retardation/ Developmental Disabilities (2005)
- Provision of Instruction in English as a Second Language by Speech-Language Pathologist in School Settings (1997)
- Rehabilitation of Children and Adults With Cognitive-Communication Disorders After Brain Injury (2002)
- Roles and Responsibilities of Speech-Language Pathologists in Early Intervention: Technical Report (2008)
- Roles and Responsibilities of Speech-Language Pathologists in Respect to Reading and Writing in Children and Adolescents (2000)
- Roles and Responsibilities of Speech-Language Pathologists With Respect to Augmentative and Alternative Communication (2004)
- Speech-Language Pathologists Training and Supervising Other Professionals in the Delivery of Services to Individuals with Swallowing and Feeding Disorders (2004)
- Speech-Language Pathologists Providing Clinical Services via Telepractice (2004)
- The Use of Voice Therapy in the Treatment of Dysphonia (2005)
- Workload Analysis Approach for Establishing Speech-Language Caseload Standards in the Schools (2002)

Audiology & Speech-Language Pathology Position Statements, Technical Reports, Practice Guidelines, Knowledge and Skills Statements, Relevant Papers

Guidelines

- Audiologic Screening (1996)
- Roles of Speech-Language Pathologists and Teachers of Children Who Are Deaf and Hard of Hearing in the Development of Communicative and Linguistic Competence (2004)

Knowledge and Skills Statements

- Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services (2004)
- Knowledge and Skills Required for the Practice of Audiologic/Aural Rehabilitation (2001)

Position Statements

- Auditory Integration Training (2004)
- Clinical Management of Communicatively Handicapped Minority Language Populations (1984)
- Clinical Supervision in Speech-Language Pathology and Audiology (1984)
- Evidence Based Practice in Communication Disorders (2005)
- Inclusive Practices for Children and Youths With Communication Disorders (1996)
- Position Statement on Access to Communication Services and Supports: Concerns Regarding the Application of Restrictive "Eligibility" Policies (2002)
- Prevention of Communication Disorders (1987)
- Professional Performance Appraisal by Individuals Outside the Professions of Speech-Language Pathology and Audiology (1992)
- Roles of Audiologists and Speech-Language Pathologists Working With Persons With Attention Deficit Hyperactivity Disorder (1996)
- Roles of Speech-Language Pathologists and Teachers of Children Who Are Deaf and Hard of Hearing in the Development of Communicative and Linguistic Competence (2004)

Relevant Papers

- 1992 U.S. Department of Labor Definition of Speech-Language Pathologists and Audiologists (1992)
- Bilingual Speech-Language Pathologists and Audiologists: Definition (1988)
- Definition of and Competencies for Aural Rehabilitation (1983)
- Definitions of Communication Disorders and Variations (1992)
- Learning Disabilities: Issues on Definition (1989)
- Maximizing the Provision of Appropriate Technology Services and Devices for Students in Schools (1997)
- Utilization of Medicaid, Other Third-Party Funds for "Covered Services" in Schools (1994)

Technical Reports

- Access to Communication Services and Supports: Concerns Regarding the Application of Restrictive "Eligibility" Policies (2002)
- Appropriate School Facilities for Students with Speech-Language-Hearing Disorders (2002)
- Auditory Integration Training (2004)
- Central Auditory Processing: Current Status of Research and Implications for Clinical Practice (1995)
- Evidence-Based Practice in Communication Disorders: An Introduction (2004)

- Inclusive Practices for Children and Youths With Communication Disorders (1996)
- Instrument Evaluation: Considerations for Developing and Selecting Standardized Assessment and Intervention Materials (1987)
- Multiskilled Personnel (1996)
- Principals for Speech-Language Pathologists Serving Persons With Mental Retardation and Developmental Disabilities (2005)
- Roles of Audiologists and Speech-Language Pathologists Working With Persons With Attention Deficit Hyperactivity Disorder (1996)
- Roles of Speech-Language Pathologists and Teachers of Children Who Are Deaf and Hard of Hearing in the Development of Communicative and Linguistic Competence (2004)



School Services Professional Consultation Packets

The following professional consultation packets are a compilation of ASHA position statements, guidelines, technical reports, and other resources relevant to school-based practice. These links can be found on the ASHA Web site at: www.asha.org/members/slp/schools/prof-consult/. The resources listed in these packets are not all-inclusive or exhaustive. Inclusion of non-ASHA publications does not imply endorsement by ASHA.

1. [Augmentative and Alternative Communication \(AAC\) Information](#)
2. [Autism](#)
3. [Caseload/Workload](#)
4. [Childhood Apraxia of Speech](#)
5. [Classroom Acoustics](#)
6. [Cognitive Referencing](#)
7. [Developmental Norms for Speech and Language](#)
8. [Dysphagia Services in Schools](#)
9. [Eligibility and Dismissal Criteria including "Adverse Affect"](#)
10. [Ethics and Schools Practice](#)
11. [Evidence Based Practice in the Schools](#)
12. [Guidelines for the Roles and Responsibilities of the School-Based Speech-Language Pathologist](#)
13. [Infants, Toddlers, and Preschool Information](#)
14. [Medicaid Reimbursement in Schools](#)
15. [Programming for Adolescents](#)
16. [Personnel Issues in Education: Recruitment and Retention of Qualified SLPs in the Public Schools](#)
17. [Qualified Providers in Schools and Early Intervention](#)
18. [Responsiveness to Intervention](#)
19. [Salary Information](#)
20. [School-Based Service Delivery](#)
21. [School-Based Services for Students with Cochlear Implants](#)
22. [Working With Hearing Impaired Students in the School Setting](#)
23. [Working With Culturally and Linguistically Diverse Students in Schools](#)