

# Alignment of ASHA Standards to California's Adopted Program Standards

January 2010

## Overview of this Report

This agenda item reports on a proposed alignment comparing California's adopted program standards for the (Educational Specialist) Other Related Services: Speech-Language Pathology Services credential with the American Speech-Language-Hearing Association's (ASHA) adopted program standards. After the presentation of the draft alignment, staff will collect stakeholder feedback on the proposed alignment. The alignment will return to the Committee on Accreditation (COA) at a future meeting for consideration and possible adoption.

## Staff Recommendation

This is an information item.

## Background

The COA has the responsibility to review national program standards and determine the alignment between the national standards and California's adopted program standards (<http://www.ctc.ca.gov/educator-prep/accred-alignment.html>). If the alignment is quite close, the national program standards may be used in California's accreditation activities in lieu of the adopted program standards. If the national standards are aligned in some areas, but other areas of the California adopted program standards are not adequately addressed, the COA may determine that an approved program may utilize the national standards and address the identified portions of California's adopted program standards.

The Commission staff consultant with expertise in special education areas, Dr. Jan Jones Wadsworth, facilitated work with faculty from California institutions reviewing the recently adopted California program standards and the American Speech-Language-Hearing Association (ASHA) program standards.

One of the requirements for California's Speech-Language Pathology (SLP) programs is that the SLP program must also be ASHA accredited. An alignment matrix which identifies the concepts in California's SLP standards which are adequately addressed in the ASHA standards and which concepts are not adequately addressed by the ASHA standards would be very useful to all California SLP programs. An adopted alignment matrix would allow California's SLP programs to submit the institution's ASHA document with an addendum that addresses the concepts identified in California's SLP standards that are not adequately addressed by the ASHA standards.

The major discrepancy identified between the California standards and ASHA's standards is California's focus on the student and schools. ASHA's focus is much broader and includes a focus on health care as is demonstrated by this information from the ASHA web page:

Speech-language pathologists (SLPs) are essential professionals in every health care setting—acute care, rehabilitation, pediatric, and psychiatric hospitals; long term care; outpatient facilities; and home health. Their expertise provides invaluable benefit to patients and other staff in managing problems (swallowing, communication, and cognitive-linguistic disorders) that affect patients' overall health, well-being, and ability to benefit from other medical or rehabilitation interventions. The qualifications and expertise of SLPs in health care settings cannot be duplicated by members of other professions. (retrieved October 12, 2009 from <http://www.asha.org/careers/recruitment/healthcare/default.htm> )

The attached matrix (Appendix A) lists the concepts in California’s adopted SLP program standards and where that concept is addressed in the ASHA standards or in the Knowledge and Skills Acquisition (KASAs) Summary. The full text for the ASHA SLP standards can be found at the following web site: [http://www.asha.org/certification/slp\\_standards.htm](http://www.asha.org/certification/slp_standards.htm). The draft matrix also identifies concepts from the adopted California standards that might not be not adequately addressed when a program is responding to the ASHA standards.

**Summary of the Concepts in California’s Adopted SLP Program Standards that Were Not Identified in the Draft Matrix as Adequately Addressed in the ASHA Standards**

<b>California Standard</b>	<b>Language of the California Standard NOT Addressed by ASHA Standards and KASAs</b>
<b>Program Standards</b>	
1: Program Design, Rationale and Coordination	Evidence based practice and knowledge base relevant to the schools. No mention of service delivery options, general education of the knowledge and skills to meet the needs of students Multiple points of entry There is no mention of schools/ students/children. Logical sequence between the instructional components and field work.
2: Professional, Legal and Ethical Practices	Nothing in KASAs related to special education law, legal requirements for assessment, IFSP, IEP, instruction of STUDENTS with disabilities. No mention of safe educational environments.
3: Educating Diverse Learners	No knowledge of education based pedagogical theories, development of academic language The KASAs do not address .....strategies necessary in <b>teaching</b> and engaging students with disabilities No mention of gender identification
4: Effective Communication and Collaborative Partnerships	(2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

<b>California Standard</b>	<b>Language of the California Standard NOT Addressed by ASHA Standards and KASAs</b>
5: Assessment of Students	No mention of credential authorization, progress monitoring <b>in the schools</b> , regarding eligibility and services Assess <b>students</b> Assessments not for the purpose of making accommodations, modifications, instructional decision and ongoing program improvements. No knowledge of statewide assessment, local, state and federal accountability systems.
6: Using Educational and Assistive Technology	“in the instructional setting” “to facilitate curriculum access”
7: Transition and Transitional Planning	No statement related to transition or transition planning.
8: Participating in ISFP/IEPs and Post-Secondary Transition Planning	No mention of IFSP/IEPs or Transition Planning
<b>Speech Language Pathology Standard</b>	
1: Speech, Language, Hearing, and Swallowing Mechanisms	
2: Child Development and Speech, Language, and Hearing Acquisition	Development of literacy, understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.
3: Speech, Language, Hearing, and Swallowing Disorders	
4: Assessment of Speech and Language Disorders	Candidates exhibit proficiency in a school setting..... Each candidate exhibits in a school setting .... Candidates demonstrate proficiency in the effective us of interpreters/translators in the assessment of English language learners.
5: Management	No mention of the schools

<b>California Standard</b>	<b>Language of the California Standard NOT Addressed by ASHA Standards and KASAs</b>
of Speech and Language Disorders	No behavior intervention strategies related to schools
6: School Field Experience	No school field experience required
7: Consultation and Collaboration	Not addressed in KASAs –
8: Assessment of Candidate Performance	No mention of schools, students/children No mention of the selection process for the supervising master clinician – check to make sure the university supervisor has the credential if supervising – and if they participate in the schools

**Next Steps**

Stakeholder feedback will be collected on the draft alignment matrix. Staff will facilitate a review of all feedback to identify if any modifications need to be made to the draft matrix. Then the matrix will return to a future COA meeting for consideration and possible adoption.

**Appendix A**  
DRAFT CTC-ASHA Alignment Matrix

CTC Standard	ASHA Standards KASA	Commission Concepts Missing from ASHA
<b>Program Standards</b>		
<p><b>1: Program Design, Rationale and Coordination</b> Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.</p>	<p>III B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological acoustic, psychological, developmental, and linguistic and cultural bases.</p> <p>III C. The applicant must <u>demonstrate knowledge</u> of the nature of speech, language, hearing, and communication disorders and difference and swallowing disorders, including their etiologies, characteristics, anatomical/ physiological, developmental, and linguistic and cultural correlates. Specific knowledge (Etiologies and Characteristics) must be demonstrated in the following areas:</p> <p><b>Articulation</b></p> <p><b>Fluency</b></p> <p><b>Voice and resonance, including respiration and phonation</b></p> <p><b>Receptive and expressive language</b> (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities</p> <p><b>Hearing</b>, including the impact on speech and language</p> <p><b>Swallowing</b> (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)</p> <p><b>Cognitive aspects of communication</b> (attention, memory, sequencing, problem-solving executive functioning)</p>	<p>Evidence based practice and knowledge base relevant to the schools.</p> <p>No mention of service delivery options, general education of the knowledge and skills to meet the needs of students</p> <p>Multiple points of entry</p> <p>There is no mention of schools/ students/children.</p> <p>Logical sequence between the instructional components and field work.</p>

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	<p><b>Social aspects of communication</b> (challenging behavior, ineffective social skills, lack of communication opportunities)</p> <p><b>Communication modalities</b> (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)</p> <p>III-D. The applicant must possess knowledge of the principles and methods of <b>prevention, assessment, and intervention</b> for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.</p> <p><b>Articulation</b></p> <p><b>Fluency</b></p> <p><b>Voice and Resonance</b></p> <p><b>Receptive and Expressive Language</b></p> <p><b>Hearing</b></p> <p><b>Swallowing</b></p> <p><b>Cognitive aspects of communication</b></p> <p><b>Social Aspects of Communication</b></p> <p><b>Communication Modalities</b> (Prevention not applicable)</p> <p>IV-G. The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate</p>	

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	<p>alternative methods):</p> <ol style="list-style-type: none"> <li>1. <b>Evaluation</b> (must include all skill outcomes listed in a – g below for each of the 9 major areas except that prevention does not apply to communication modalities)               <ol style="list-style-type: none"> <li>a. Conduct screening and prevention procedures</li> <li>b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals</li> <li>c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures</li> <li>d. Adapt evaluation procedures to meet client/patient needs</li> <li>e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</li> <li>f. Complete administrative and reporting functions necessary to support evaluation</li> <li>g. Refer clients/patients for appropriate services</li> </ol> </li> <li>2. <b>Intervention</b> (must include all skill outcomes listed in a – g below for each of the 9 major areas)               <ol style="list-style-type: none"> <li>a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process</li> <li>b. Implement intervention plans (involve clients/patients</li> </ol> </li> </ol>	

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	<p>and Relevant others in the intervention process)</p> <p>c. Select or develop and use appropriate materials and instrumentation for prevention and intervention</p> <p>d. Measure and evaluate clients’/ patients’ performance and progress</p> <p>e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/ patients</p> <p>f. Complete administrative and reporting functions necessary to support intervention</p> <p>g. Identify and refer clients/ patients for services as appropriate</p> <p>3. Interaction and Personal Qualities</p> <p>a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</p> <p>b. Collaborate with other professionals in case management</p> <p>c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</p> <p>d. Adhere to the ASHA Code of Ethics and behave professionally.</p>	
<p><b>2: Professional, Legal and Ethical Practices</b> Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates,</p>	<p>IV G. 3 d. Adhere to ASHA Code of Ethics and professional behavior</p>	<p>Nothing in KASAs related to special education law, legal requirements for assessment, IFSP, IEP, instruction of STUDENTS with</p>



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<p>legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.</p>		<p>disabilities. No mention of safe educational environments.</p>

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<p><b>3: Educating Diverse Learners</b> The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.</p> <p>The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.</p>	<p>III B, C, D and IV G 3.a</p> <p>III-D. The applicant must possess knowledge of the principles and methods of <b>prevention, assessment, and intervention</b> for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.</p> <p>Addresses culture, cultural heritage, ethnicity, language, age, religion, social economic status, abilities and disabilities of individuals served.</p>	<p>No knowledge of EDUCATION based pedagogical theories, development of academic language</p> <p>The KASAs do not address .....strategies necessary in <b>teaching</b> and engaging students with disabilities</p> <p>No mention of gender identification</p>
<p><b>4: Effective Communication and Collaborative Partnerships</b> The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the</p>	<p>IV G 2 a</p>	<p>From (2) to the end is not specifically addressed. The phrase “Teachers or relevant others...” is used</p> <p>No mention related to any part of the final statement “The program informs candidates.....”</p>

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<p>candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.</p>		
<p><b>5: Assessment of Students</b> The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide</p>	<p>Assessment is related to clients/patients</p> <p>III D. Candidates do have knowledge and skills to assess <b>patients/clients</b> from diverse backgrounds and varying language, communication, and cognitive abilities.</p> <p>Use formal and informal assessments</p>	<p>No mention of credential authorization, progress monitoring <b>in the schools</b>, regarding eligibility and services</p> <p>Assess <b>students</b></p> <p>Assessments not for the purpose of making accommodations, modifications, instructional decision and ongoing program improvements.</p> <p>No knowledge of statewide assessment, local, state and federal accountability systems.</p>

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assessments and local, state and federal accountability systems.		
<p><b>6: Using Educational and Assistive Technology</b> The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.</p>	<p>III C.</p> <p>III-D. The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.</p> <p>IV G. a - f</p>	<p>“in the instructional setting”</p> <p>“to facilitate curriculum access”</p>
<p><b>7: Transition and Transitional Planning</b> The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.</p>		<p>No statement related to transition or transition planning.</p>

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<p><b>8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</b> The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</p>		<p>No mention of IFSP/IEPs or Transition Planning</p>
<b>Speech Language Pathology Services Credential Program Standards</b>		
<p><b>SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms</b></p> <p>Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and</p>	<p>III B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological acoustic, psychological, developmental, and linguistic and cultural bases.</p> <p>III C. The applicant must <u>demonstrate knowledge</u> of the nature of speech, language, hearing, and communication disorders and difference and swallowing disorders, including their etiologies, characteristics, anatomical/ physiological, developmental, and linguistic and cultural correlates. Specific knowledge (Etiologies and Characteristics) must be demonstrated in the following areas:</p>	

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hearing.		
<p><b>SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition</b></p> <p>Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.</p>	<p>III B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological acoustic, psychological, developmental, and linguistic and cultural bases.</p> <p>III C. The applicant must <u>demonstrate knowledge</u> of the nature of speech, language, hearing, and communication disorders and difference and swallowing disorders, including their etiologies, characteristics, anatomical/ physiological, developmental, and linguistic and cultural correlates. Specific knowledge (Etiologies and Characteristics) must be demonstrated in the following areas:</p>	<p>Development of literacy, understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.</p>
<p><b>SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders</b></p> <p>Each candidate demonstrates understanding of speech, language, hearing, and swallowing</p>	<p>III B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological acoustic, psychological, developmental, and linguistic and cultural bases.</p>	

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<p>disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.</p>	<p>III C. The applicant must <u>demonstrate knowledge</u> of the nature of speech, language, hearing, and communication disorders and difference and swallowing disorders, including their etiologies, characteristics, anatomical/ physiological, developmental, and linguistic and cultural correlates. Specific knowledge (Etiologies and Characteristics) must be demonstrated in the following areas:</p>	
<p><b>SLP Standard 4: Assessment of Speech and Language Disorders</b></p> <p>Each candidate demonstrates competency in the collection of relevant information regarding individuals’ past and present status and family and health history. Candidates exhibit proficiency in a school setting in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits in a school setting expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in</p>	<p>III-D. The applicant must possess knowledge of the principles and methods of <b>prevention, assessment, and intervention</b> for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.</p> <p>IV-G. The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):</p>	<p>Candidates exhibit proficiency in a school setting.....</p> <p>Each candidate exhibits in a school setting ....</p> <p>Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners.</p>

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<p>the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.</p>		
<p><b>SLP Standard 5: Management of Speech and Language Disorders</b></p> <p>Each candidate exhibits comprehension of methods in a school setting of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of school-based service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Candidates will have opportunities to use curriculum materials commonly used in a school’s core curriculum in the service delivery modes employed. Each candidate uses appropriate intervention strategies for individuals from</p>	<p>III-D. The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.</p> <p>IV G</p> <p>Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing and swallowing disorders.</p> <p>Each candidate uses appropriate intervention strategies for individuals from culturally....second language/dialect acquisition.</p>	<p>No mention of the schools</p> <p>No behavior intervention strategies related to schools.</p>



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<p>culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students in school settings. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.</p>		
<p><b>SLP Standard 6: School Field Experience</b></p> <p>Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services</p>		<p>No school field experience required</p> <p>The standards are not addressed because schools are not addressed</p>

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<p>for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).</p>		
<p><b>SLP Standard 7: Consultation and Collaboration</b></p> <p>Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel as part of a school field experience. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.</p>		<p>Not addressed in KASAs –</p>
<p><b>SLP Standard 8: Assessment of Candidate Performance</b></p> <p>Prior to recommending each candidate for a SLP services credential, one or more persons responsible for the program determine on the</p>	<p>Ongoing throughout for all of the KASA standards that deal with patients/clients.</p>	<p>No mention of schools, students/children</p> <p>No mention of the selection process for the supervising master clinician – check to</p>

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<p>basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.</p>		<p>make sure the university supervisor has the credential if supervising – and if they participate in the schools</p>

Programs in California must address **students, children, and schools** and the ASHA standards do not address these as clearly at the Commission’s adopted program standards for Speech-Language Pathology preparation programs.