

Discussion of the Commission on Teacher Credentialing (CTC) and American Speech-Language-Hearing Association (ASHA) Program Standards Crosswalk Language

May 2020

Overview

This agenda item presents proposed revisions to the language of the CTC-ASHA Program Standards Crosswalk (November 2010) based on updates to the Preliminary Speech-Language Pathology (SLP) program standards.

Staff Recommendation

That the Committee approve the proposed revisions to the language of the CTC-ASHA Program Standards Crosswalk that are presented in this item.

Background

Due to recent staff review, several errors were discovered in the posted crosswalk available for Preliminary SLP programs. As the standards underwent minor changes, the crosswalk document was not updated to reflect the current standard language. These changes will bring the current standard language into alignment for programs utilizing the crosswalk for future Initial Program Review and Program Review submissions. The proposed edits to program standards 4-8 are provided in Appendix A of this item.

Next Steps

Staff will update the CTC-ASHA Program Standards Crosswalk in accordance with the current Preliminary SLP program standard language.

Appendix A

CTC-ASHA Alignment Matrix

Adopted by the Committee on Accreditation, November 5, 2010

An institution that is offering a Speech-Language Pathology Services preparation program which is accredited by the American Speech-Language-Hearing Association (ASHA) may elect to use ASHA's standards for California accreditation activities.

SLP Standards	Comments
<p>SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms</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 hearing.</p>	<p><i>Fully Addressed by the ASHA Standards</i></p> <p><i>No additional information needs to be submitted</i></p>
<p>SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition</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><i>Fully Addressed by the ASHA Standards</i></p> <p><i>No additional information needs to be submitted</i></p>

SLP Standards	Comments
<p>SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders</p> <p>Each candidate demonstrates understanding of speech, language, hearing, and swallowing 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><i>Fully Addressed by the ASHA Standards</i></p> <p><i>No additional information needs to be submitted</i></p>
<p>SLP Standard 4: Assessment of Speech and Language Disorders</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 <i>in-a-school-setting</i> 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 <i>in-a-school-setting</i> 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 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><i>See recommended changes.</i></p>

SLP Standards	Comments
<p>SLP Standard 5: Management of Speech and Language Disorders</p> <p>Each candidate exhibits comprehension of methods <u>in a school setting</u> 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 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 <u>in school settings.</u> 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><i>See recommended changes.</i></p>
<p>SLP Standard 6: School Field Experience</p> <p>Each candidate will complete <u>the equivalent of a semester/quarter of sufficient</u> 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 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><i>See recommended changes.</i></p>

SLP Standards	Comments
<p>SLP Standard 7: Consultation and Collaboration</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>See recommended changes.</p>
<p>SLP Standard 8: Assessment of Candidate Performance</p> <p>Prior to recommending each candidate for a SLP-services credential, one or more persons responsible for the program determine on the 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><i>See recommended changes.</i></p>

~~*Italics indicate the focus on the schools and students in school settings. This focus must be confirmed since the candidate will be earning a credential to provide services in California's*~~