

# Wisconsin Content Guidelines for Speech-Language Pathology (1820) Licensure

By the end of a preparation program leading to licensure in Speech and Language Pathology, a student will demonstrate proficiency in:

1. The philosophical, historical, and legal foundations of speech and language pathology in an educational scope of practice including:
  - Contributions of classic studies in the field.
  - Educational models, theories, and philosophies that provide the basis for educational practice.
  - Terminology, classification, identification criteria, current prevalence rates, and social factors relevant to individuals with communicative disorders.
  - State and federal legislation, regulations, policies and related issues including the individual education program (IEP) team process involving due process rights and responsibilities of teachers, parents, students, and others related to evaluation, eligibility determination, program planning, placement and service of students with communication disorders.
2. The understanding of etiologies, characteristics, anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates specific to 8 disorder areas which include:
  - Articulation.
  - Fluency.
  - Voice and resonance, including respiration and phonation.
  - Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities.
  - Hearing, including the impact on speech and language.
  - Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).
  - Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities).
  - Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).

3. The components of an adequate, comprehensive evaluation needed for identification, program planning, and placement decisions for students with communicative disorders within the eight disorder areas, including:
  - Conduct screening and prevention procedures.
  - Collect case history information and integrate information from students, family, caregivers, teachers, other professionals, and relevant others.
  - Select and administer formal and informal measures including standardized and non-standardized test administration, curriculum-based measures, observation, interviews, and anecdotal records.
  - Adapt and modify existing assessment tools to accommodate the unique abilities, cultural differences, and needs of students with communication disorders.
  - Interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention based on speech and language eligibility criteria and need for special education determinations.
  - Complete administrative and reporting functions necessary to support evaluation.
  - Refer students for appropriate services.
  - Make decisions about the participation of students with communication disorders in state, district and other general education assessments.
  
4. The instructional content and practice for students with communicative disorders within the eight disorder areas, including:
  - Critical analysis of current issues, trends, theories and practices in light of research evidence.
  - Identify and refer students for services as appropriate.
  - Develop educationally relevant IEPs and daily lesson plans with measurable and achievable goals to meet the needs of students with communicative disorders.
  - Implement student IEPs and daily lesson plans.
  - Use of ongoing assessment, data collection and progress monitoring techniques to monitor the effectiveness of instruction.
  - Understand and use learning style strategies in regard to motivation, reinforcement and transfer of learning.

- Implement various service delivery models including one to one and small group instruction, classroom based, community based, and consultation.
  - Implement methods to help students develop and use compensatory strategies including the selection and adaptation of technology.
  - Understand and implement methods for arranging, modifying, and designing learning environments and instruction that promote student generalization of skills and enhance access to the general curriculum for students with communication disorders.
  - Understand state academic content standards used in the general curriculum.
  - Understand other education service providers' role in meeting student communication needs and options they can provide to meet the needs of students with communicative disorders.
  - Modify IEPs, strategies, materials, or communication modalities as appropriate to meet the needs of students.
  - Complete administrative and reporting functions necessary to support intervention.
5. Managing student behavior and social interaction skills including:
- Various classroom management techniques and effective teaching practices that assist students with communication disorders to develop and maintain appropriate social behavior, social interaction and conflict resolution skills.
  - Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student.
  - Functional behavioral assessment and intervention planning using behavior analysis principles.
  - Behavioral principles including positive reinforcement, negative reinforcement, and ignoring, and how the application of these principles affects student behavior and motivation.
  - Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.
6. Communication and collaborative partnerships including:
- Strategies for collaborative problem-solving and conflict resolution techniques.

- Effective communication and collaborative relationships with the many representatives of the educational team including parents, general and special education teachers, students, related service providers, administrators, and support staff.
- Appropriate in-services for educational staff and parents to address the needs of students with communication disorders.
- Career/vocational programs and transitional supports which are effective for students with communicative disorders.
- Effective communication (written and oral) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing, and evaluating education services.
- Typical concerns of parents of students with communicative disorders and appropriate strategies to help parents and families deal with these concerns.

7. A commitment of professionalism and ethical practice including:

- Understand and demonstrate the standards for professional conduct.
- Maintain awareness and sensitivity to culture, religion, gender, sexual-orientation, and disability among students, family and colleagues.
- Communicate effectively, recognizing the needs, values, preferred mode of communication and cultural/linguistic background of the students, family, caregivers and relevant others.
- Collaborate with other professionals in case management.
- Provide counseling regarding communication disorders to students, family, caregivers, and relevant others.
- Handle staffing issues in a professional and legally prudent manner.
- Maintain a high level of professional knowledge, competence, and integrity in the practice of the profession.
- Demonstrate conduct that protects the confidentiality of students and their families.