



Shelly Wier, MS, CCC-SLP
 Arch Ford Education Service Cooperative
 101 Bulldog Drive, Plumerville, AR 72127
 Office: 501-354-2269, ext. 1008
 Cell: 501-993-4437
 Email: shelly.wier@arkansas.gov
 Website: www.arcommunicationboard.com

Gretchen Hicks, MS, CCC-SLP

Office: 501-227-3770
 Cell: 501-351-4221
 Email: gretchenhicks@gmail.com

Kellie Bell, Director

AR Board of Examiners in SLP and Audiology
 101 East Capitol, Suite 103, Little Rock 72201
 Office: 501-682-9180
 Fax: 501-682-9181
 Email: kellie.bell@arkansas.gov
 Website: www.abespa.com

Session Materials

Workshop Handout



Slides



Training Manual



Examples



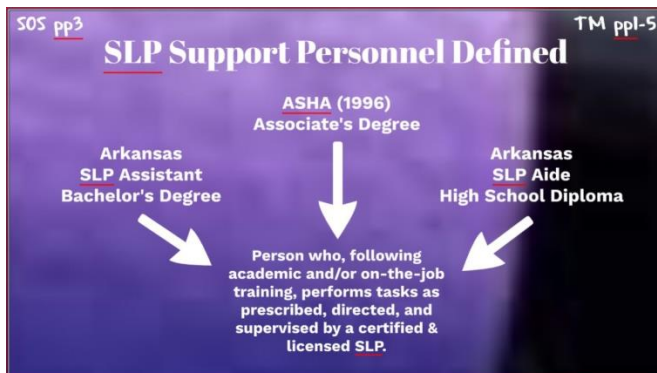


SOS pp2

Workshop Objectives

Participants will be able to:

1. Describe the history of the use of SLP Support Personnel in AR.
2. Discuss issues regarding tasks assigned to Support Personnel.
3. Identify training needs and implement a training plan.
4. Compare and contrast the supervisory process for students versus Support Personnel.
5. Develop a schedule for service delivery and supervision.
6. Provide and document appropriate supervision.



History of SLP Support Personnel (ASHA)

- Has been an issue for 50+ years
- Initial guidelines developed & approved in the 1960s
- Guidelines updated & expanded in the 1980s
- Guidelines revised & approved in 1996
- Guidelines updated in 2004, but rescinded in 2013



TM pp5-6

SLP Assistant Scope of Practice (2013)

Associate's Program (2011)



Application to Become an Associate of the
American Speech-Language-Hearing Association

Regulating SLP Support Personnel in Arkansas

TM pp7-12

1994 Shortage of SLPs in Arkansas Schools

Pilot Project

Change Licensure Law

1995-1996 Data Collected for Pilot Project

31 Pilot Sites

1700 Children

Guidelines Developed

Two-Tiered System for Public Agencies (B-21)

SOS pp

TM ppl3

Support Personnel Regulations

	ABESPA Rules & Regulations	ADE Guidelines
Education & Training Requirements	Assistants Only Bachelor's Degree in SLP or Equivalent of Associate's Degree	Assistant: Bachelor's Degree in SLP or Equivalent of Associate's Degree Aide: High School, 40 Hours Training in the 1 st Year, & On-The-Job Training
Amount of Supervision	1st 90 Workdays 20% Direct, 10% Indirect Then 10% Direct, 10% Indirect	Assistant: 1st 90 Workdays 20% Direct, 10% Indirect Then 10% Direct, 10% Indirect Aide: 1st 10 Hours 100% Direct 1st 90 Workdays 30 Direct, 20% Indirect Then 10% Indirect

SOS pp4

TM ppl3

Support Personnel Regulations

	All Personnel	All Personnel
Supervisor Training	Intro Session – New Teams Review Session – 2 nd Year	Intro Session – New Teams Review Session – 2 nd Year
Supervisor Experience	2 Years Post CFY (Clinical Fellowship Year)	2 Years Post CFY (Clinical Fellowship Year) or Add'l Monitoring (ADE only)
Supervisor Accessibility	100% Accessible	100% Accessible
Supervisor: Assistant Ratio	1 SLP to (the Equivalent of) 2 FT SLPAs (80 Hours)	1 SLP to (the Equivalent of) 2 FT SLPAs (80 hrs)

SOS ppl4-7

TM ppl4-16

Registration & Program Approval

- SLPs wishing to use support personnel **exclusively** in **public** agencies (school districts, education cooperatives) serving children birth to 21 will register with the **ADE**.
- SLPs wishing to use support personnel **exclusively** in DDS Centers and other **private** settings will register with **ABESPA**.
- SLPs wishing to use support personnel in **multiple settings** (both public & private) will first register with **ABESPA** then submit additional information to **ADE**.

SOS pp6-7

TM pp14-16

ADE Program Approval

Refer to: "Guidelines for Preparation of Proposals for Use of SLPAs in Public Agencies Providing Educational Services" for details about the registration & program approval process.

- All teams/sites must submit a proposal and receive approval BEFORE your SLPA can provide direct services.
- New teams (or team members) must attend the Introductory training BEFORE your proposal will be approved.
- Teams (or team members) beginning their second year of implementation must attend a Review session in the Fall.
- New teams/sites must submit their supervision documentation for the first two (2) months (or more if assistance is needed).
- 25% of all sites are randomly selected for audit annually (Spring).

SOS pp6-7

TM pp14-16

Proposals Should Describe & Define....

1. School District(s) or EC program to be served:

Name(s) of SD or EC program, physical address(es), main phone number(s), and signature of superintendent or co-op director on the Assurances and Agreements form.

2. Special Education Supervisor (LEA):

Name, email address, phone number, mailing address, and signature on the Assurances and Agreements form.

[NOTE: Private practice owners/supervisors please provide the same contact information; no signature is required.]

SOS pp6-7

TM pp14-16

Proposals Should Describe & Define....

3. Supervising Speech-Language Pathologist (SLP):

Name, e-mail address, phone number, mailing address, employment status (i.e. full-time, part-time w/# of days, employee, contract provider), and signature on the Assurances and Agreements form.

A resumé (veterans specify if already on file with the program) and proof of current AR Licensure are also required.

SOS pp6-7

TM pp14-16

Proposals Should Describe & Define....

4. SLP Support Personnel (SLPA):

Name, email address, phone number, mailing address, employment status (i.e. full-time, part-time w/# of days, employee, contract provider), and signature on the Assurances and Agreements form.

A resumé, a job description, and (for Assistants) a transcript conferring Bachelor's degree in Speech-Language Pathology or Communication Sciences, OR (for Aides) a copy of high school diploma, is also required; veterans specify if these are already on file with the program.

SOS pp6-7

TM pp14-16

Proposals Should Describe & Define....

5. Caseload:

Describe the caseload to be served in each SD or EC program, including anticipated total caseload size, number of students at each location, and the severity of students to be served. Total caseload will be reported on the list of approved programs that is provided to the ADE and updated throughout the year.

6. Service Delivery Plan:

Describe the settings in which services will be provided, amount of time at each location, and anticipated schedule of services and supervision by the SLP and SLPA.

SOS pp6-7

TM pp14-16

Proposals Should Describe & Define....

7. Training Plan:

Report the date(s) that the supervising SLP and SLPA completed the required Introductory training and 2nd Year Review session. If either team member has not yet attended the required trainings, report the date of the session for which you have registered or are planning to attend.

Include a list of topics and/or a schedule of anticipated trainings to be provided/prescribed by the SLP for the SLPA during the coming school year.

All Registered Teams/Sites ^{TM pp14-16}

Refer to: **ABESPA Rules and Regulations (Section 13)** and the "Application Instructions to Register an SLP Assistant" for details about ABESPA's registration & application process.

- Supervising SLP must notify ADE and/or ABESPA as appropriate **WITHIN TEN (10)** working days of any change in the approved supervisory arrangement.
- Changes to the SLPA's approved work settings must be reported in writing **WITHIN 21** days.
- **ADE** teams/sites maintain a training plan listing all of the SLPA's continuing education activities to be submitted upon request.
- **ABESPA** teams/sites maintain a training plan, but must also submit a continuing education report by the end of June each year.

ABESPA Regulations

A civil penalty of up to \$1000 per violation in addition to revocation or suspension may be imposed on a registrant and/or supervisor if:

- Registrant begins work as an SLP Assistant before they are technically approved for registration or continues to work after the registration has expired.
- Registrant practices outside the scope of responsibility as set forth in the section titled "Scope of Responsibility of the Speech-Language Pathology Assistant."

ABESPA Regulations

A civil penalty of up to \$1000 per violation in addition to revocation or suspension may be imposed on a registrant and/or supervisor if:

- Registrant practices without adequate supervision.
- Registrant and/or supervisor fails to notify ABESPA of change (supervisor, schedule, work setting, etc.).
- A penalty of \$200 per month to a maximum of \$1000 may be incurred by the supervising SLP for failure to submit supervision documents upon request by ABESPA.

Guiding Principles

ASHA Code of Ethics (2016)

Ethical Considerations: SLP Assistant
Scope of Practice (2013)

Issues in Ethics: SLP Assistants (2017)

SOS pp5

TM ppl7

Guiding Principle #1

*The legal, ethical, and moral
responsibility to the client for all services
provided cannot be delegated.*

All clients 'belong' to the SLP.

SOS pp5

TM ppl7-18

ASHA Code of Ethics (2016)

**Principle I: Individuals shall honor their
responsibility to hold paramount the welfare of
persons they serve professionally.**

Supervising SLP is responsible for client and
must intervene if the assistant/aide puts
the client at risk or when services are
implemented inappropriately.

SOS pp5

TM ppl7-18

ASHA Code of Ethics (2016)

Principle I, Rule A: Individuals shall provide all services competently.

Supervisor must ensure all services, including those provided directly by support personnel, meet practice standards and are administered competently.

SOS pp5

TM ppl7-18

ASHA Code of Ethics (2016)

Principle I, Rule D: Individuals shall not misrepresent the credentials of assistants,... support personnel and they shall inform those they serve professionally of the name and professional credentials of persons providing services.

Supervising SLP must inform client/family of the title and qualifications of support personnel; client/family must agree in writing to use of support personnel.

SOS pp5

TM ppl7-18

ASHA Code of Ethics (2016)

Principle I, Rule E: Individuals shall not delegate tasks that require the unique skills, knowledge and judgement that are within their profession to assistants... support personnel over whom they have supervisory responsibility.

Supervising SLP must monitor and limit role of assistant/aide as per guidelines.

SOS pp5

TM ppl7-18

ASHA Code of Ethics (2016)

Principle I, Rule F: Individuals may delegate tasks related to provision of clinical services to assistants... support personnel only if those services are appropriately supervised.

Supervising SLP must provide appropriate supervision.

SOS pp6

TM ppl7-18

ASHA Code of Ethics (2016)

Principle II, Rule D: Individuals shall not require or permit their professional staff to provide services that exceed the staff member's competence, level of education, training, and experience.

Supervising SLP must ensure assistant/aide is adequately trained to conduct clinical tasks.

SOS pp6

TM ppl8

Guiding Principle #2

Support personnel can be permitted to implement a variety of clinical tasks given that sufficient training, direction, and supervision are provided by the SLP responsible for those tasks.

SOS pp6

TM ppl8

Guiding Principle #3

Support personnel should receive training that is competency-based and specific to the job performance expectations held by the supervising SLP and/or employer.

SOS pp6

TM ppl9

Guiding Principle #4

The supervising SLP should be trained in supervision of support personnel.

SOS pp6

TM ppl9

Guiding Principle #5

The supervision of support personnel must be periodic, comprehensive, and documented to ensure that the client receives the high quality service that he/she needs.

SOS pp7

Supervisory Process for SLPAs



SOS pp7

TM pp28

Planning

- How will I use an SLP Assistant/Aide? DOs & DON'Ts
- Can I bill Medicaid for the use of an SLP Aide? NO
- Can I bill Medicaid for... an SLP Assistant? YES
 - When the SLP conducts session, it's billed at the SLP rate.
 - When the SLP Assistant conducts the session, it's billed at the SLPA rate (Code + Modifier).
 - When the SLP provides direct supervision, it's billed at the SLPA rate (Code + Modifier).

SOS pp7-8

TM pp19-23

Exclusive Responsibilities of SLP

#1 INFORM

- **Parents/Legal Guardians must receive written notice in his/her native language that...**
 - Provides names and qualifications of SLP & SLPA;
 - Describes how SLPA will be used "to assist SLP in providing speech-language therapy services;"
 - Explains that SLP will still be in charge of student's therapy;
 - Includes how to contact SLP/LEA if they have questions or concerns about therapy or use of SLPA.

SOS pp7-8

TM ppl9-23

#1 INFORM (cont'd)

- **Parents/Legal Guardians must provide informed consent.**
 - Must understand and agree in writing to the use of an SLP Assistant or Aide;
 - Must understand that the granting of consent is voluntary and may be revoked at any time;
 - Must be notified annually; must be re-notified if use of SLPA is discontinued then re-initiated.
- **School Personnel (teachers, administrators, other staff)**
 - Should receive information about the support personnel model and permissible duties/tasks.

SOS pp7-8

TM ppl9-23

#2 EVALUATE

- **SLP must administer and interpret diagnostic procedures to determine initial and continued eligibility.**

#3 DESIGN/PREPARE

- **SLP must design and prepare treatment plans and make modifications prior to or during implementation.**
 - Includes IEP/IFSP/Treatment Plan, as well as plans for each session, which must be reviewed w/Aides weekly, and w/Assistants weekly or every five (5) sessions.

SOS pp7-8

TM ppl9-23

#4 SUPERVISE

- **SLP must provide and document supervision of SLPA.**
 - **Direct Supervision** is defined as "on-site, in view observation and guidance by the SLP while support personnel engage in clinical activities."
 - **Indirect Supervision** is defined as "activities other than direct observation: reviewing & discussing progress notes and session plans, demonstrating therapy techniques."
 - Both reported as a percent of direct client contact **weekly**.
 - Documentation must be maintained for three (3) years and submitted within 30 days upon request.

SOS pp7-8

TM pp19-23

#5 TRAIN

- SLP must identify & document the SLPA's training needs and implement & maintain a training plan annually based on competencies and tasks to be assigned.
 - **Introductory Training & Review Session** (required)
 - May include paraprofessional training, district-provided workshops, live & online continuing professional education, and on-the-job training.
 - 40 hours of training are required during the first year for SLP Aides; 10 hours are required each year for SLP Assistants as well as SLP Aides in subsequent years.

SOS pp7-8

TM pp19-23

#6 COMMUNICATE

- SLP is solely responsible for communicating with others about the student's treatment program and progress.

#7 ENSURE COMPLIANCE

- SLP must, when delegating tasks, ensure that the services provided to each student on the caseload are appropriate and within the scope of responsibility of the SLPA.

SOS pp8-9

TM pp23-27

Responsibilities of SLP Asst/Aide

NO CONTACT WITH STUDENTS

- Perform checks and maintenance of equipment
- Assist SLP during assessment of students
- Assist with informal documentation, prepare materials, and assist with other clerical duties as directed by SLP

SOS pp8-9

TM pp23-27

Responsibilities of SLP Asst/Aide

DIRECT CONTACT WITH STUDENTS

- Conduct speech-language screenings without interpretation
- Perform pure-tone hearing screenings without interpretation
- Follow documented treatment plan developed by SLP
- Document student progress and report information to SLP

SOS pp8-9

TM pp23-27

Responsibilities of SLP Asst/Aide

- The supervising SLP selects target behaviors/skills and ensures that students will benefit from drill and practice to increase the frequency of occurrence.
- The SLP-Assistant provides routine maintenance and generalization tasks.
- The SLP-Aide conducts routine activities to reinforce previously learned material, carried out as part of the SLP's treatment plan.

SOS pp8-9

TM pp23-27

Support Personnel May NOT...

- Perform standardized or non-standardized diagnostic tests, formal or informal evaluation, or interpret tests.
- Select students for services, make referrals for additional services, or discharge students from services.
- Write, develop, or modify a students' IEPs in any way.
- Assist with students without following the IEP as prepared by the SLP or without access to supervision.

SOS pp8-9

TM pp23-27

Support Personnel MAY NOT...

- Perform intervention tasks associated with skill acquisition.
- Participate in conferences or meetings without an SLP, or sign any formal documents.
- Communicate with anyone about students' services or status.
- Provide student or family counseling or in any way present yourself as a speech-language pathologist.

The Supervising SLP is solely responsible for
 1) performing all tasks associated with the assessment and diagnosis of communication and swallowing disorders,
 2) for design of all intervention plans, and
 3) for directly implementing such plans through the acquisition stage of intervention.

SOS ppl0-12

TM pp29-32

Training

SLP must identify & document the SLPA's training needs and implement & maintain a training plan annually based on competencies and tasks to be assigned.

- **Introductory Training & Review Session** (required)
- May include paraprofessional training, district-provided workshops, live & online continuing professional education, and on-the-job training by the SLP.
- 40 hours of training are required during the first year for SLP Aides; 10 hours are required each year for SLP Assistants as well as SLP Aides in subsequent years.

SOS ppl0-12

TM pp29-32

Developing a Training Plan

- Support Personnel Program Guidelines & Regulations
- ASHA Code of Ethics & SLP Assistant Scope of Practice
- Local School, Coop, or Center Policies & Procedures
- IDEA & Due Process Requirements & Procedures
- Daily Record Keeping, Lesson Plans, Progress Notes, Charting
- Medicaid billing process
- How to make use of available therapy materials
- Confidentiality: Communications & Records

On-The-Job Training!!

SOS ppl0-12

TM pp29-32

On-The-Job Training

Orientation: What will you share about students?

Observation: How long should this stage last?

Participation: What will this look like?

Implementation: When should you release tasks?

SOS ppl3-14

TM 33-36

Supervisory Process for Student Clinicians

Evaluation-
Feedback
Stage

Transitional
Stage

Self-
Supervision
Stage

Anderson, 1988

SOS pp13-14

TM pp33-36

Evaluation-Feedback Stage

- Student Clinician = passive role
Supervisor = active, dominant role
- Supervisor indicates what is "right" and "wrong" about the session.
- Focus is on the *clinical process*.
- Supervisor's role is instructor and evaluator.

SOS pp13-14

TM pp33-36

Transitional Stage

- Student Clinician
 - Participates in decision-making
 - Learns to analyze clinical interactions
 - Plans subsequent intervention
- Supervisor's interaction style is collaborative

SOS pp13-14

TM pp33-36

Self-Supervision Stage

- Student Clinician
 - Responsible for professional growth
 - Engages in self-analysis
 - Problem-solving & creative thinking is encouraged
- Supervisor's role is consultant
- Most Clinical Fellows are in this stage

SOS pp13-14

TM pp33-36

Self-Supervision Stage

- Student Clinician
 - Responsible for professional growth
 - Engages in self-analysis
 - Problem-solving & creative thinking is encouraged
- Supervisor's role is consultant
- Most Clinical Fellows are in this stage

Supervisory Process for SLPAs

PLANNING



TRAINING



MANAGING

SOS pp15-18

TM pp34-36

Caseload Issues

1. Will the Supervising SLP's caseload increase?
2. Should amount of service to students increase?
3. Who has primary responsibility for the students on the caseload?
4. Which students can the SLPA directly serve?

SOS pp15-18

TM pp34-36

Guidelines for School Caseload Size

PERSONNEL	CASELOAD SIZE
FT SLP	Maximum: 45
FT SLP & FT SLPA	Recommended: 60 Maximum: 75
FT SLP with PT SLPA PT SLP with FT SLPA	Increase by 5 for each PT day (Ex: 2 days/week = 55)
FT SLP with Two (2) SLPAs	Maximum: 80
REPORT ANTICIPATED CASELOAD IN PROPOSAL NOTIFY IF CASELOAD INCREASES 10%	
SLP IS THE BEST DECISION-MAKER REGARDING CASELOAD SIZE	

SOS pp15-18

TM pp34-36

Service Delivery Configurations

- 67% 1 SLP with 1 SLP Assistant**
- 15% 1 SLP with 1 SLP Aide**
- 11% 1 SLP with 2 SLPAs**
- 5% 2 SLPs with 1 SLPA**

Program Data from 2014-2015

SOS pp15-18

TM pp36-40

Designing a Schedule

All students on the caseload must have direct contact with the SLP at least once every 2 weeks.

Direct Contact: SLP provides treatment or supervises SLPA providing treatment

SOS pp15-18

TM pp36-40

Designing a Schedule

SLP must review data on every student seen by the SLPA weekly as part of Indirect Supervision.

Indirect Supervision: Those activities other than direct observation.

SOS pp18

TM pp40-43

Indirect Supervision

Those activities OTHER THAN direct observation of and/or interaction with the SP while he/she provides services.

- *Weekly review of student records/progress*
- *Review of session plans and therapy w/SP*
- *Training/Demonstration of strategies, protocols, or therapy techniques*

SOS pp15-18

TM pp36-40

Designing a Schedule

SLP must provide Direct Supervision of the SP weekly.

Don't set a specific time. Alternate supervision times and days of the week. Flexibility in your schedule is important.

SOS ppl8

TM pp40-43

Direct Supervision

On-site, in-view observation & guidance by the SLP while an assigned activity is performed by SP.

SLP is NOT releasing students to the SP, but rather, specific clinical tasks that will enhance the SLP's treatment.

SOS ppl8

TM pp40-43

Minimum Direct Supervision

SLP Assistants

*1st 90 work days:
20% Direct & 10% Indirect*

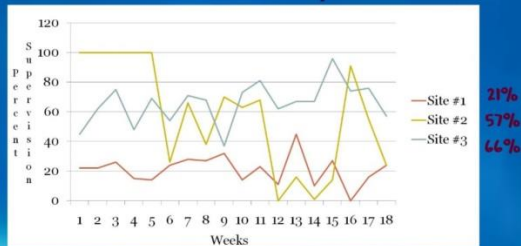
*Thereafter:
10% Direct & 10% Indirect*

SOS ppl8

TM pp40-43

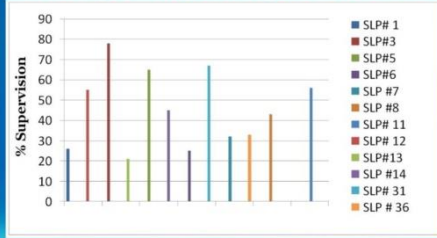
SLP Assistants

Variation in Direct Supervision



SOS ppl8

TM pp40-43

SLP Assistants**Average: 46% Range: 21%-78%**

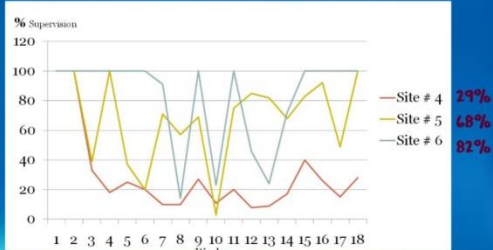
SOS ppl8

TM pp40-43

Minimum Direct Supervision**SLP Aides****1st 10 hours: 100% Direct Supervision****1st 90 work days: 30% Direct & 20% Indirect****Thereafter:****30% Direct & 10% Indirect**

SOS ppl8

TM pp40-43

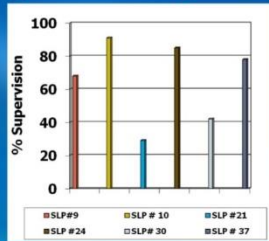
SLP Aides**Variation in Direct Supervision**

SOS ppl8

TM pp40-43

SLP Aides

Average: 66% Range: 29%-91%



Performance Evaluations

TM pp43

Each school district or education cooperative has policies and procedures for the evaluation of education personnel's overall performance.

The Supervising SLP should be a primary contributing source of information.

Documentation of Supervision

TM pp44-46

- Training Plan
- Indirect Supervision form
- Direct Supervision form*
- Direct Supervision for Multiple Sites
- Record of Service Delivery/Supervision forms (1 week, 2 weeks)

Direct Supervision form

TM pp44-46

Direct Supervision

Client(s) _____ Date _____ Length of Session _____ Comments: _____
 Target Behavior _____

RELIABILITY CHECK

--	--	--	--	--	--	--	--	--	--

_____ % reliability

- Complete 1 entry for every session supervised
- List entire group, but Target Behavior for only 1
- Length of Session WITH Amount of Supervision
- Reliability Check... Comments (for your use)

Record of Service Delivery/Supervision form

TM pp44-46

RECORD OF SERVICE DELIVERY/SUPERVISION

Date	SLP		ST		SA		ST/SA		ST/SA		ST/SA	
	Supervised	Unsupervised	Supervised	Unsupervised	Supervised	Unsupervised	Supervised	Unsupervised	Supervised	Unsupervised	Supervised	Unsupervised

SLP Name: _____ ST Name: _____ SA Name: _____

- List students by initials, individually or by group
- List minutes per SESSION, not minutes per week
- Abbreviate sessions consistently (next slide)
- Total SLPA minutes = supervised & unsupervised
- Check for SLP contact at least once every 2 weeks

Suggested Abbreviations

TM pp44-46

- Single initials = one person conducted session alone, e.g. ST or SA.
- Divided with a slash = part of session alone, e.g. ST20/SA10
- Both initials together = ST supervised SA for the whole session (column 2), e.g. STSA.
- Add number of minutes = ST supervised SA less than whole session, e.g. STSA8.
- Put minutes in parentheses = session length is different from column 2, e.g. STSA(15) or STSA8(15)

Supervising SLP _____ Speech Assistant/Aide _____

INDIRECT SUPERVISION		
DATE	SUPERVISORY DUTY	# OF MINUTES
Week of _____	Total Client Contact Time for SLP = _____	Total _____

Time for Indirect Activities x x 100 = % Indirect Supervision
SLP-A Client Contact Time

- TM pp44-46

- *New sites/teams (new personnel) must submit documentation for review for the first 2 months of implementation, possibly additional months if concerns are noted.*
- *Sites/Teams with SLPs with less than 2 years professional experience must submit documentation monthly.*
- *Annual audit of 25% of existing sites/teams is conducted in the Spring*

Website: www.arcommunicationboard.com