

## KNOWLEDGE, SKILLS, AND COMPETENCIES FOR SCHOOL-BASED SPEECH-LANGUAGE PATHOLOGISTS SERVING CHILDREN WHO ARE DEAF/HH WHEN LISTENING AND SPOKEN LANGUAGE IS A/THE GOAL.

The level of education, experience, skill and proficiency in a specific discipline is one of several variables that serves to determine outcomes in children served by Speech-Language Pathologists. The *Scope of Practice in Speech-language Pathology* from the American Speech-Language-Hearing Association (ASHA) states, “a speech-language pathologist typically does not practice in all areas of the field.” Additionally, the ASHA *Code of Ethics* specifies, “individuals may practice only in areas in which they are competent based on their education, training, and experience.”

To appropriately serve children who are deaf/hard of hearing when listening and spoken language is a/the goal (same as above/I think it should be approach), school-based speech-language pathologists should demonstrate understanding of current research regarding outcomes of students with hearing loss and the following basic knowledge, skills and competencies:

- In depth working knowledge of speech acoustics
  - Interpret and apply information from audiograms including Desired Sensation Level – DSL (Cornelisse, Seewald and Jamieson, 1995).
  - Understand and apply information about formants for each student’s audiogram and describe the child’s potential to access speech and language targets through hearing alone.
  - Select and use appropriate teaching strategies and techniques based on detailed working knowledge of speech acoustics.
- In depth working knowledge of typical language and vocabulary development, and application of appropriate auditory strategies to facilitate development in children when listening and spoken language is a/the goal.
  - Identify present level of performance and teaching targets using a model of typical language development such as the Bloom & Lahey model or The Cottage Acquisition Scales of Listening, Language & Speech – CASLLS (Wilkes, 1999) and student information about hearing age/cochlear implant age/program age.
  - Write lesson plans for language and vocabulary targets with appropriate strategies
  - Describe and apply hierarchy of language and vocabulary learning (input, comprehension check, meaningful imitation, spontaneous use).
  - Implement diagnostic teaching in each encounter with students
- In depth working knowledge of typical speech development and application of appropriate auditory strategies to facilitate development in children when listening and spoken language is a/the goal.
  - Identify present level of performance at phonetic and phonologic levels and teaching targets using the typical sequence of development in combination with information about hearing age/cochlear implant age/program age

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- Write lesson plans for speech targets with appropriate strategies
- Apply typical auditory developmental milestones and appropriate auditory strategies to facilitate an appropriate rate of development in children where listening and spoken language is a/the goal.
  - Identify present level of performance and teaching targets using a model of typical auditory development such as the Auditory Learning Guide (Walker, 2010).
  - Write lesson plans for auditory targets with appropriate strategies.
- Implement specific auditory strategies proven effective for the development of listening and spoken language. Strategies include but are not limited to: acoustic highlighting, lowlighting, whispering, proper positioning, and development of the auditory feedback loop for prosody and automaticity.
- Maintain knowledge of hearing technologies (e.g. hearing aids, cochlear implants, FM systems) and how to troubleshoot.
- Plan for typical rates of progress for children following a developmental trajectory and how to plan for catch-up growth for children who are greater than one year behind their cognitive peers with typical hearing.
- Demonstrate ability to conduct parent participation sessions using techniques and strategies in a Listening and Spoken Language Approach as indicated on the student's IEP.
- Apply best practices, advances in hearing technology and current outcomes research in the education of children who are deaf and hard of hearing.

Due to the broad nature of the field of speech-language pathology, it is highly likely that every practitioner will not have the basic knowledge, skills, and competencies described above to effectively serve children who are deaf or hard of hearing when listening and spoken language is a/the goal. To appropriately serve these children, it is strongly recommended that Local Education Agencies designate speech-language pathologists who can provide expertise for this specific population.

#### References:

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