

Guidelines and Expectations for Speech-Language Pathology Assistants (SLPA)

Work Hours

- SLPAs will continue to work a 6-hour workday, 8:00am – 2:30pm

Training and Professional Development

Ongoing professional development, beginning August 2020, and peer collaboration opportunities will be provided to SLPAs throughout the school year.

Communication with Supervising SLP and Professional Responsibilities

- SLPs and SLPAs should always be mindful of Activities, Duties, and Functions outside the scope of responsibilities of a Speech-Language Pathology Assistant (e.g., Only supervising SLP may report out student progress to the parent).
 - SLPA and supervising SLP are encouraged to engage in a discussion regarding the SLPA's scope of practice and consider the support and service options the SLPA may engage in.
 - As a reminder, SLPAs may not participate in parent conferences, case conferences, or inter-disciplinary team conferences without the supervising SLP being present.
- SLPA and supervising SLP(s) should connect to discuss the variety of virtual support options and determine how the SLPA may best support the supervising SLP with their caseload. **SLPA's may also utilize this time to discuss scheduling concerns with documenting work completed that day, case load discussions, concerns with parents, etc.**
- SLP(s) may provide additional training and support for a SLPA as feasible (or necessary) to ensure successful service delivery to students through the methods outlined below, in the 'Guidelines for Distance Learning' section. This may be done on an individual basis at the discretion of the supervising SLP(s) and SLPA.
 - To facilitate this, supervising SLPs may provide direct supervision using appropriate electronic means (e.g., videoconferencing) to train SLPAs on tasks they are not yet comfortable with. This is individualized between each SLPA and their supervising SLP.
- SLPA should establish one office hour session during their work week to support SLP (in separate 1-hr blocks).
 - SLPA may use this time to debrief with supervising SLP(s) on assignments and data collected during support sessions and collaborate with supervising SLP(s) on notes and observations. The intent is for the SLPA to have defined time(s) during the week where they are available to support the SLPs who supervise them and check in regarding student progress and updates.

Guidelines for Distance Learning

SLPAs will be providing services to the extent feasible. Services will be delivered synchronously (live video platform), unless mitigating circumstances apply (e.g., parent refused service, student has medical restrictions, etc.). SLPAs will provide synchronous and/or asynchronous services and supports at the direction of their supervising SLP.

After collaboration with and under the direction of the supervising SLP, SLPAs **will**:

- Contact parents for service delivery scheduling.
- Conduct live videoconferencing/synchronous services to students:
 - Implement supports and services to students in alignment with their IEP goals to the extent feasible through face-to-face support using Zoom or another videoconferencing platform.
 - Sessions should be held in groups of two or more students or may be held with one student if a caregiver is present. The intent is for no provider to ever be alone with a student during a virtual session.
 - SLPAs may not participate in parent conferences, case conferences, or inter-disciplinary team conferences without the supervising SLP being present.
 - SLPAs and supervising SLPs will need to be mindful of the SLPA scope of practice and should work together to ensure that supervision requirements are met. As always, the amount and type of supervision required should be consistent with the skills and experience of the SLPA.
- Demonstrate techniques and share resources with students, families, and staff as directed by the SLP.
- Curate student-specific electronic resources and packets containing handouts/activities/strategies to support students at home as necessary.
 - e.g., SLPA creates (or uses materials student is already familiar with) /s/ and /r/ sentence-level articulation resource packet and prepares individualized email for the student.

SLPAs **may also**:

- Support with Interpretation and Translation
 - Bilingual SLPAs may join the SLP during parent contacts (e.g., three-way call or videoconferencing) and virtual support sessions to support with interpretation.
 - If a bilingual SLPA has the written competence and comfort level to translate materials or emails for the SLP, they may do so.
- Pre-record a lesson for students (e.g., language, articulation, communication, fluency)
 - Must be vetted by supervising SLP, then Specialist prior to sending to the family.
 - The supervising SLP may offer guidance and training as feasible.

Documentation:

Within five days of completing a service, document the service that was completed in each student's Service Record and an Event with Notes on the Welligent system.

District Policy and Professional Responsibilities

When conducting online distance learning with students, SLPAs should maintain the same dress code as if they were physically at work having face-to-face contact with students. The District's Code of Conduct with Students should be observed in virtual settings in the same manner as is required in a physical setting. The District's Responsible Use Policy should be adhered to. Mandated child abuse reporting requirements remain in full effect.