

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 1: PROFESSIONAL RESPONSIBILITIES	SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner.
What SLPs Need to Demonstrate	<p>National Association Standards and Competencies</p> <p>American Speech-Language-Hearing Association (ASHA), Interprofessional Education Collaborative (IPEC), Nevada Educator Performance Framework (NEPF), Every Student Succeeds Act (ESSA), High-Leverage Practices (HLP)</p>
<p>Indicator 1 SLP demonstrates competence in oral and written communication skills.</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, L, M, O, P, Q; Principle of Ethics II: A; D Principle of Ethics III: A, C, E, F; Principle of Ethics IV: A, B, C, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Assessment, Treatment Population & Systems; Professional Practice: Advocacy & Outreach, Administration & Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 3, 4, 6, 7 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Value/ Ethics; Roles and Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF: Professional Responsibilities: Standard 1, 2, 3, 4 • Every Student Succeeds Act (ESSA): 3, 4, 5,6 • High-Leverage Practices in Special Education (HLP): Collaboration, Assessment
<p>Indicator 2 SLP collaborates with family members, classroom teachers, and other professionals to serve the needs of students in both general and special education.</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, K, L, M, O, Q; Principle of Ethics II: A, D, G, H; Principle of Ethics III: E; Principle of Ethics IV: A, B, C, D, E, K, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Screening, Assessment, Treatment, Modalities, Technology and Instrumentation, Population & Systems; Professional Practice: Advocacy & Outreach, Education, Administration & Leadership • ASHA R & R: Critical Role; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 2, 3, 6, 7, 8 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF: Instructional Practice: Standard 1, 2, 3, 5; Professional Responsibilities: Standard 1, 2, 3, 4, 5 • Every Student Succeeds Act (ESSA): 3, 4, 5 • High-Leverage Practices in Special Education (HLP): Collaboration, Assessment, Social/ Emotional/ Behavioral

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 1: PROFESSIONAL RESPONSIBILITIES	SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner.
<p>Indicator 3 SLP manages caseload and workload to promote effective service delivery and school team support.</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, K, L, M, O, P, Q; Principle of Ethics II: A, D, G, H; Principle of Ethics IV: A, B, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Screening, Assessment, Treatment, Modalities, Technology & Instrumentation, Population and Systems; Professional Practice: Administration and Leadership • ASHA R & R: Critical Role, Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Personal Reflection, Service Delivery • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF Instructional Practice: Standard 2, 5; Professional Responsibilities: Standard 1, 3, 4 • Every Student Succeeds Act (ESSA): 3, 4, 5, 6 • High-Leverage Practices in Special Education (HLP): Collaboration, Assessment, Social/ Emotional/ Behavioral, Instruction
<p>Indicator 4 SLP demonstrates compliance with federal, state, district, and site initiatives.</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I; A, B, C, H, J, K, L, M, N, O, P, Q; Principle of Ethics II: A, D, E, F, G, H; Principle of Ethics III: D, G; Principle of Ethics IV: B, E, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Screening, Assessment, Modalities, Technology & Instrumentation; Treatment, Population & Systems; Professional Practice: Advocacy and Outreach, Research, Administration & Leadership • ASHA R & R: Critical Role, Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objectives 1, 2, 3, 5, 6, 7, 8, 9 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork • ASHA Cultural Competence Checklist: Personal Reflection, Service Delivery • NEPF Professional Responsibilities: Standard 1, 3, • Every Student Succeeds Act (ESSA): 3, 4, 5, 6 • High-Leverage Practices in Special Education (HLP): Collaboration

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 1: PROFESSIONAL RESPONSIBILITIES	SLP demonstrates knowledge and skills in speech-language pathology and related subject areas (e.g., literacy) and implements services in an ethical manner.
<p>Indicator 5 SLP earns continuing education or professional development units sufficient to meet ASHA and/or state certification and licensing requirements.</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: C, M; Principle of Ethics II: A, D; Principle of Ethics III: E, F; Principle of Ethics IV: A, C, D, E, J, K, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Population & Systems; Professional Practice: Advocacy & Outreach, Supervision, Education, Research, Administration & Leadership • ASHA R & R: Critical Role; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 7, 8, 9 • ASHA Workload Activity Cluster: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF: Professional Responsibilities: Standard 1, 2, 3, 4 • Every Student Succeeds Act (ESSA): 3, 4, 5, 6 • High-Leverage Practices in Special Education (HLP): Assessment, Collaboration

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 2: EVALUATION	SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders.
What SLPs Need to Demonstrate	<p style="text-align: center;">National Association Standards and Competencies American Speech-Language-Hearing Association (ASHA), Interprofessional Education Collaborative (IPEC), Nevada Educator Performance Framework (NEPF), Every Student Succeeds Act (ESSA), High-Leverage Practices (HLP)</p>
Indicator 1 SLP uses formal and informal assessment tools and SLP expertise related to suspected disability, age level, and cultural/ linguistic background.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, K, L, M, N, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, C, D, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Screening, Assessment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Advocacy & Outreach, Administration & Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 3, 4, 6, 7 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF: Instructional Practice: Standard 5; Professional Responsibilities: Standard 1, 2, 3, 4, 5 • Every Student Succeeds Act (ESSA): 5, 6 • High-Leverage Practices (HLP): Assessment, Collaboration
Indicator 2 SLP analyzes and interprets test results to make appropriate recommendations based on SLP expertise.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, K, L, M, O, P, Q; Principle of Ethics II: A, G; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, C, D, E, L, R • ASHA Scope of Practice: Service Delivery: Assessment, Population & Systems; Professional Practice: Administration & Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration • ASHA PACE Matrix: Performance Objective 1, 3, 4 • ASHA Workload Activity Cluster: Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF: Professional Responsibilities: Standard 3 • Every Student Succeeds Act (ESSA): 5 • High-Leverage Practices for Special Education (HLP): Assessment, Collaboration

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 2: EVALUATION	SLP demonstrates ability to conduct evaluations for students who may be experiencing a variety of communication disorders.
<p>Indicator 3 SLP creates, in collaboration with team members, schedules that reflect assessments to be conducted and completed at designated times in accordance with federal, state, and/or district regulations/ mandates.</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, O, P, Q; Principle of Ethics II: A, D; Principle of Ethics III: A, B, C, E; Principle of Ethics IV: A, B, C, D, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Screening, Assessment, Population & Systems; Professional Practice: Administration & Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 3, 4, 6, 7, 8 • ASHA Workload Activity Cluster: Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF: Professional Responsibilities: Standard 1, 3, 4 • Every Student Succeeds Act (ESSA): 5, 6 • High-Leverage Practices in Special Education (HLP): Collaboration, Assessment

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 3: IEP DEVELOPMENT, FACILITATION, IMPLEMENTATION	SLP, in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs.
What SLPs Need to Demonstrate	National Association Standards and Competencies American Speech-Language-Hearing Association (ASHA), Interprofessional Education Collaborative (IPEC), Nevada Educator Performance Framework (NEPF), Every Student Succeeds Act (ESSA), High-Leverage Practices (HLP)
Indicator 1 SLP prepares adequately for MDT and IEP meetings, reviews all records and solicits input from parents, teachers and students. SLP maintains adherence to IDEA, FERPA, HIPAA, local, state, and federal regulations/ mandate.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, H, J, M, O, P, Q; Principle of Ethics II: A; Principle III: A, E; Principle of Ethics IV: A, C, B, D, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Screening, Assessment, Population & Systems; Professional Practice: Administration and Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 2, 3, 4, 5, 6, 7 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics; Roles & Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF: Instructional Practice: Standard 5; Professional Responsibilities: Standard 1, 3, 4 • Every Student Succeeds Act (ESSA): 5, 6 • High-Leverage Practices for Special Education (HLP): Collaboration, Assessment
Indicator 2 SLP writes measurable goals and benchmarks that are achievable within a year and relate to the student's present levels of performance and the curriculum.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, H, J, K, L, M, O, P, Q; Principle of Ethics II: A, G, H • Principle of Ethics III: A, E, F; Principle of Ethics IV: A, B, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Screening, Assessment, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Administration & Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration • ASHA PACE Matrix: Performance Objective 1, 3, 6, 7 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics, Roles & Responsibilities, Interprofessional Communication, Teams & Teamwork • NEPF: Instructional Practice: Standard 1, 2; Professional Responsibilities: Standard 1, 3 • Every Student Succeeds Act (ESSA): 3, 4, 5, 6 • High-Leverage Practices in Special Education (HLP): Assessment, Collaboration, Instruction

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 3: IEP DEVELOPMENT, FACILITATION, IMPLEMENTATION	SLP, in partnership with the team, determines eligibility and recommends services that are compliant with state and federal regulations for students with IEPs.
<p>Indicator 3 SLP documents therapy sessions within the district identified timeline and adheres to all district, state and federal documentation and compliance guidelines.</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, C, H, J, K, L, M, O, P, Q; Principle of Ethics II: A; Principle of Ethics III: C, D; Principle of Ethics IV: C, D, E, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Assessment, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Advocacy & Outreach, Administration & Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 2, 3, 5, 6, 7, 8, 9 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery, Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values & Ethics, Roles & Responsibilities, Interprofessional Communication, Teams & Teamwork • NEPF: Instructional Practice: Standard 5; Professional Responsibilities: Standard 1, 3, 4, 5 • Every Student Succeeds Act (ESSA): 5, 6 • High-Leverage Practices for Special Education (HLP): Instruction, Collaboration
<p>Indicator 4 SLP engages in databased decision making for managing and providing services/ support.</p>	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, L, M, N, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics III: A, C, D; Principle of Ethics IV: A, B, C, D, E, L, R • ASHA Scope of Practice: Collaboration, Counseling, Prevention & Wellness, Assessment, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Administration/ Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 2, 3, 4, 5, 6, 7, 9 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics, Roles & Responsibilities, Teams & Teamwork, Interprofessional Communication • NEPF: Instructional Practice: Standard 2, 5; Professional Responsibilities: Standard 1, 2, 3, 4, 5 • Every Student Succeed Acts (ESSA): 3, 4, 5, 6 • High-Leverage Practices for Special Education (HLP): Instruction, Collaboration

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 4: THERAPY	SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students, and reflect evidence-based practices.
What SLPs Need to Demonstrate	National Association Standards and Competencies American Speech-Language-Hearing Association (ASHA), Interprofessional Education Collaborative (IPEC), Nevada Educator Performance Framework (NEPF), Every Student Succeeds Act (ESSA), High-Leverage Practices (HLP)
Indicator 1 SLP demonstrates consistent behavior management skills that foster positive interactions with and between students.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, K, M, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics IV: A, B, C, D, E, L, R • ASHA Scope of Practice: Service Delivery: Counseling, Collaboration, Prevention & Wellness, Assessment, Treatment, Modalities, Technology and Instrumentation, Population & Systems; Professional Practice: Administration & Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration • ASHA PACE Matrix: Performance Objective 1, 2, 5, 6, 7 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics, Roles & Responsibilities, Interprofessional Communication, Teams & Teamwork • NEPF: Instructional Practice: Standard 2, 3, 4, 5; Professional Responsibilities: Standard 1, 3, 4, 5 • Every Student Succeeds Act (ESSA): 3, 4, 5, 6 • High-Leverage Practices in Special Education (HLP): Assessment, Social/ Emotional/ Behavioral, Instruction, Collaboration
Indicator 2 SLP develops and implements appropriate therapy plans for students by providing each student with the opportunity for an optimal number of responses while providing accurate and specific feedback to students.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, K, L, M, N, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics IV: A, B, C, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention & Wellness, Assessment, Treatment, Modalities, Technology and Instrumentation, Population and Systems; Professional Practice: Administration and Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration: with School, with Students, with Families • ASHA PACE Matrix: Performance Objective 1, 2, 5, 6, 7 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Competencies (IPEC): Values/ Ethics, Roles & Responsibilities, Interprofessional Communication; Teams & Teamwork • NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5; Professional Practice: Standard 1, 3, 4, 5 • Every Student Succeeds Act (ESSA): 3, 4, 5, 6 • High-Leverage Practices in Special Education (HLP): Assessment, Collaboration, Social/ Emotional/ Behavioral, Instruction
Indicator 3 SLP implements activities that promote progress on student’s specific IEP goals using a variety of instructional materials and strategies and implements varied service deliver models based on individual student skills and needs.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, L, M, N, O, P, Q; Principle of Ethics II: A, D, G, H; Principle of Ethics III: A, B, C, D, E; Principle of Ethics IV: A, B, D, E, L, R • ASHA Scope of Practice: Service Delivery: Collaboration, Counseling, Prevention and Wellness, Treatment, Modalities, Technology & Instrumentation, Population & Systems; Professional Practice: Administration & Leadership • ASHA R & R: Critical Role; Range of Responsibilities; Collaboration; Leadership • ASHA PACE Matrix: Performance Objective 1, 2, 5, 6, 7 • ASHA Workload Activity Cluster: Direct Services, Indirect Services, Indirect Activities, Activities that Support Compliance with Federal, State, and Local Mandates

SPEECH-LANGUAGE PATHOLOGIST NEPF/ NATIONAL STANDARDS ALIGNMENT

STANDARD 4: THERAPY	SLP provides culturally and educationally appropriate services and/or specifically designed instruction that are effective, engage students, and reflect evidence-based practices.
	<ul style="list-style-type: none"> • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/Ethics; Roles & Responsibilities; Teams & Teamwork • NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5; Professional Responsibilities: Standard 1, 2, 3, 4, 5 • Every Student Succeeds Act (ESSA): 3, 4, 5 • High-Leverage Practices in Special Education (HLP): Assessment, Instruction, Collaboration, Social/ Emotional/ Behavioral
Indicator 4 SLP ensures each student understands the purpose of therapy/activity and can demonstrate understanding by various means.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, L, M, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics III: A, C; Principle of Ethics IV: A, D, E, L, R • ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology and Instrumentation, Population & Systems; Professional Practice: Administration/ Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration • ASHA PACE Matrix: Performance Objective 1, 2, 5 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Compliance with Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics, Interprofessional Communication; Teams & Teamwork • NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5; Professional Responsibilities: Standard 1, 3, 5 • Every Student Succeeds Act (ESSA): 3, 4, 5 • High-Leverage Practices in Special Education (HLP): Social/ Emotional/ Behavioral, Instruction, Collaboration
Indicator 5 SLP changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal and collects formal and/or informal therapy data directly related to student’s goals ad benchmarks.	<ul style="list-style-type: none"> • ASHA Code of Ethics: Principle of Ethics I: A, B, C, J, K, M, O, P, Q; Principle of Ethics II: A, G, H; Principle of Ethics IV: A, D, E, L, R • ASHA Scope of Practice: Collaboration, Counseling, Treatment, Modalities, Technology and Instrumentation, Population & Systems; Professional Practice: Administration/ Leadership • ASHA R & R: Critical Roles; Range of Responsibilities; Collaboration • ASHA PACE Matrix: Performance Objective 1, 2, 5, 6, 7 • ASHA Workload Activity Cluster: Direct Services; Indirect Services; Indirect Activities; Activities that Support Federal, State, and Local Mandates • ASHA Cultural Competence Checklist: Service Delivery; Personal Reflection • Interprofessional Education Collaborative (IPEC) Core Competencies: Values/ Ethics; Roles and Responsibilities; Interprofessional Communication; Teams & Teamwork • NEPF: Instructional Practice: Standard 1, 2, 3, 4, 5; Professional Responsibilities: Standard 1, 3, 4, 5 • Every Student Succeeds Act (ESSA): 3, 4, 5 • High-Leverage Practices in Special Education (HLP): Assessment, Social/ Emotional/ Behavioral, Instruction, Collaboration