

# **Speech-Language Impaired K-12**

## **Section 42**

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## **1 Knowledge of basic communication processes**

1. Identify the anatomy of speech and hearing mechanisms, including neurological components.
2. Distinguish physiological components of the anatomical speech and hearing mechanisms, including the neurological aspects.
3. Identify terms related to articulation; fluency; voice; and oral and written language, including pragmatics, phonology, and auditory perception.
4. Identify the normal development and parameters of articulation; fluency; voice; and oral and written language, including pragmatics, phonology, and auditory perception.
5. Distinguish between communication disorders and communication differences.

## **2 Knowledge of the assessment process for students served in the school population**

1. Identify general terminology and principles of assessment.
2. Interpret data to determine strengths and weaknesses.
3. Select appropriate procedures to assess articulation; fluency; voice; and oral and written language, including pragmatics, phonology, auditory perception, and alternative and augmentative communication.
4. Select appropriate assessment procedures for culturally and linguistically diverse populations.
5. Select appropriate methods for communicating assessment information to families, professionals, related service personnel, and community agencies.

## **3 Knowledge of intervention techniques for students served in the school population**

1. Identify appropriate methodologies and strategies for use in the remediation of communication disorders in the following areas: oral and written language, pragmatics, articulation, phonology, fluency, voice, and auditory perception.
2. Identify appropriate accommodations and strategies that support students' communication in the educational environment.
3. Identify appropriate service delivery models for a variety of student needs and classroom settings.

4. Identify appropriate and effective collaboration strategies with families, professionals, related service personnel, and community agencies.
5. Select appropriate assistive technology and materials to support communication.
6. Identify methodologies and strategies that are appropriate for culturally and linguistically diverse populations.

#### **4 Knowledge of professional and legal issues**

1. Identify the major components of federal regulations related to students with disabilities.
2. Select educationally relevant individual educational plan (IEP) goals, objectives, and benchmarks for specific communication disorders.
3. Identify procedures for effective records management and data collection.
4. Identify strategies to ensure involvement of families, professionals, related service personnel, and community agencies in the management of students' communication and educational plans.
5. Identify ethical behaviors and practices for speech-language pathologists in the public school setting.
6. Identify the roles and responsibilities of speech-language pathologists in the public school setting.

#### **5 Knowledge of research and theory**

1. Identify criteria for evaluating sources of information for assessment and intervention strategies.
2. Identify leading theorists and researchers and their contributions to the field of speech-language pathology.