

SLP SUPPORT PERSONNEL: A REVIEW

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Coordinator, SLP Support Personnel Program

Participants will be able to...

- Review Support Personnel policies
- Describe roles and responsibilities of SLPs/assistants/aides
- Discuss process for developing training plans for SLP Assistants/Aides
- Design notice to inform parents about support personnel model
- Describe procedures and forms to plan/implement clinical sessions
- Discuss how to design a schedule and document supervision
- Apply the ASHA Code of Ethics to scenarios related to the use of support personnel

Current ASHA Policies

- [Associate's Degree Program](#) (2011)
- SLP Assistant Scope of Practice (2013)
- ASHA Code of Ethics (2016)

Registration Process

- SLPs wishing to use assistants exclusively in public agencies serving children birth-21 register with the Arkansas Department of Education (Shelly Wier)
- SLPs wishing to use assistants in DDS Centers and/or other private agencies register with ABESPA
- SLPs wishing to use assistants in multiple sites that include both public and private agencies register with ABESPA first, then submit a proposal (additional information) to ADE

Changes to ABESPA Rules & Regulations (2015)

- At no time may an SLP-Assistant work without both a current approved registration and approved supervisor.
- Based on information received, the Board may limit the number of practice sites or the number of supervisors.
- SLP must notify Board office **within 10** working days of any change in the supervisory arrangement.
- Work settings of the SLP-A must be kept current with changes reported in writing within 21 days.

Arkansas Department of Education Guidelines

- Support personnel can do clerical tasks and training but not provide therapy until approved.
- Description of service delivery plan is reviewed and discussed prior to approval.
- Approval letters states:
"Be advised that if the nature of your program delivery; size of caseload increases more than 10%; or support/supervisory personnel change, you must notify ADE (Shelly) of those changes in writing."

ABESPA Update

- **Changes to Rules & Regulations (2015) SLP & Assistant**
- If, after a hearing, the Board determines that the individual has committed any act which constitutes grounds for disciplinary action, the Board may:
 - a. Refuse to issue or renew a license
 - b. Revoke a license
 - c. Suspend a license
 - d. Administer a public reprimand
 - e. Impose a civil penalty not to exceed \$1000.00 per infraction
 - f. Require additional continuing education in a specified area
 - g. Require community service hours in a specified field
 - h. Impose sanctions pursuant to other applicable state laws
- **Regulations for Telepractice/Telesupervision**

ADE Guidelines & ABESPA Rules/Regs

- **Education**
 - Assistant – Bachelor's Degree in SLP/CSD
 - Aide – High School Diploma
 - Training Plan – 10 hours annually
- **Supervisor**
 - ABESPA license + 2 years experience post CF
 - In schools, additional monitoring if in area of shortage for SLP who has CCC but not 2 years experience
 - Must be 100% accessible

Supervision

Direct - On site, in view observation and guidance by the SLP while assigned activity is performed by support personnel

Indirect Supervision – Demonstration, record review, discussion of session plans and/or student progress

Weekly Supervision

SLP-Assistant

First 90 workdays

- 20% direct
- 10% indirect

Thereafter

- 10% direct
- 10% indirect

SLP-Aide

100% - first 10 hours

First 90 workdays

- 30% direct
- 20% indirect

Thereafter

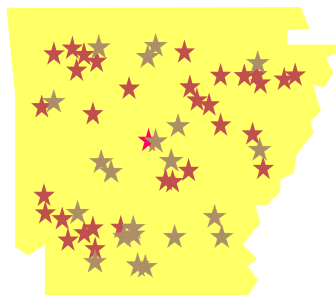
- 30% direct
- 10% indirect

SLP must have direct contact with all students at least once every 2 weeks (provide therapy or direct supervision)

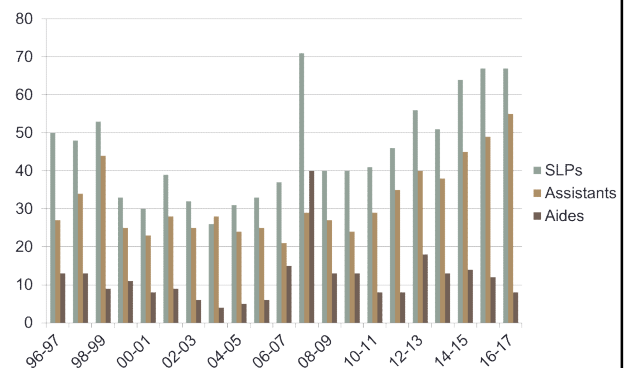
Issues in Ethics: Speech-Language Pathology Assistants (ASHA, 2014)

"The amount and type of supervision should meet the minimum requirements and be increased as appropriate based on the needs, competencies, skills, expectations, philosophies, and experience of the SLPA and the supervisor; the needs of students, patients, and clients served; the service setting; the tasks assigned; and other factors. More intense supervision, for example, would be required in the orientation of a new SLPA; initiation of a new program, equipment, or task; or a change in student, patient, or client status (e.g., medical complications). Functional assessment of SLPA skills in performing assigned tasks should be ongoing, regular, and an integral element of supervision."

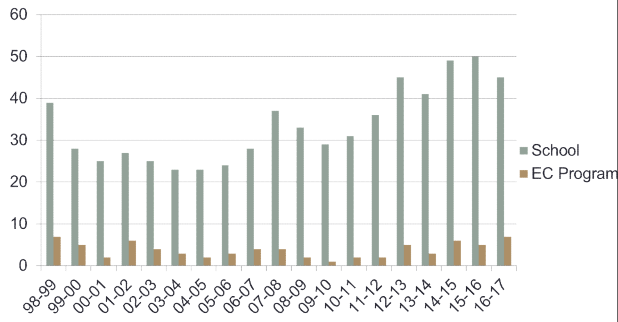
2014-2015 SPP SITES



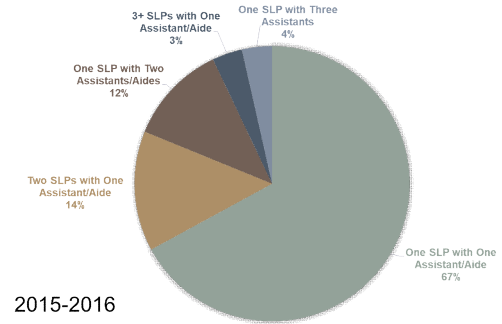
Personnel in Public Agencies



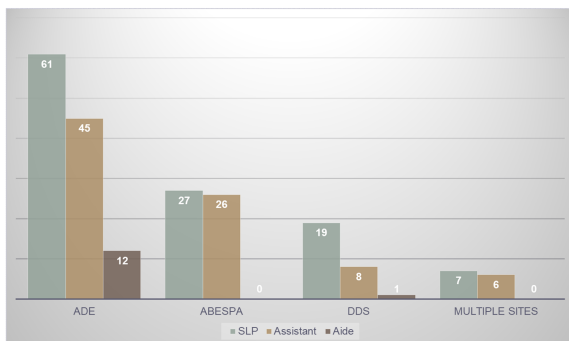
Sites Using Support Personnel



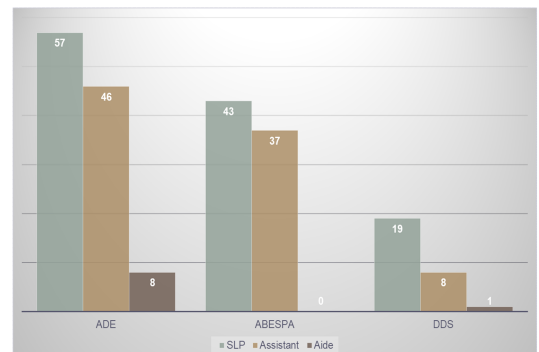
SP Service Delivery Models – All Settings



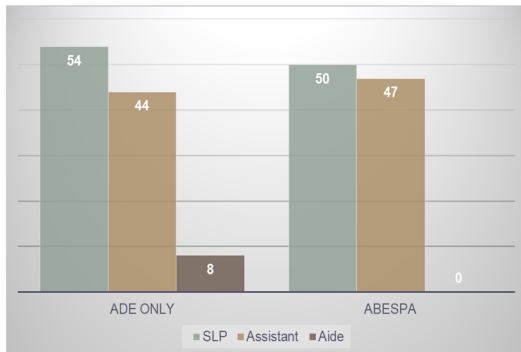
Personnel – All Settings (2015-16)



Personnel – All Settings (Nov 2016)



Personnel – All Settings (2017-18)



Guidelines for Caseload Size

| PERSONNEL | CASELOAD SIZE | |
|--|--|----|
| FT SLP & FT Assistant/Aide | Recommended | 60 |
| | Maximum | 75 |
| FT SLP with PT Assistant/Aide PT SLP with FT Assistant/Aide | Increase by 5 for each day PT employed (2 days = 55) | |
| FT SLP with Two Assistants/Aides | Maximum | 80 |

**REPORT ESTIMATED CASELOAD IN PROPOSAL
NOTIFY IF CASELOAD INCREASES BY 10%**

SLP IS BEST DECISION MAKER REGARDING CASELOAD SIZE

Scope of Responsibilities

Speech–Language Pathologist

- Conduct evaluations and communicate about diagnosis, prognosis, treatment, and progress
- Develop IEP, write plan for each session, and review each plan weekly
- Select target behaviors and ensure that the student will benefit from drill and practice conducted by the SLP-Assistant or SLP-Aide.
- Must have direct contact with each child on caseload at least every 2 weeks (**teach new skill or observe students with SLP-A**)

Speech–Language Assistant/Aide

- Assist with clerical duties, prepare materials, and assist with informal documentation
- Perform checks and maintenance of equipment
- Conduct speech-language screening without interpretation
- Follow documented treatment plans developed by SLP and document progress
- Provide routine drill and practice activities as directed by the supervising SLP

Resources for Supervisors

- American Speech-Language-Hearing Association (n.d.). Clinical Education and Supervision (Practice Portal). Retrieved September 12, 2017 from <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942113§ion=Overview>
- Medicaid Toolkit: Supervision. Retrieved September 12, 2017 from www.asha.org/Practice/reimbursement/Medicaid/Medicaid-Toolkit-Supervision/
- American Speech-Language-Hearing Association (2013). Knowledge, skills, and training consideration for individuals serving as supervisors. [Final report, Ad Hoc Committee on Supervision]. Available from <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589942113§ion=Resources>

Knowledge & Skills Specific to Supervisors of Support Personnel (ASHA, 2013)

The supervisor will...

- Model and develop appropriate relationships with the support personnel and within the organizational structure.
- Understand and communicate to others in the setting, respective roles and responsibilities, including state regulations.
- Analyze existing skills of support person; Match/develop skills with job (task) assignments.

Knowledge & Skills Specific to Supervisors of Support Personnel (ASHA, 2013)

- Delegate responsibilities effectively & focus on client-centered care.
- Demonstrate for and participate with the SLPA in the clinical process.
- Direct SLPA in...
 - following screening protocols
 - following treatment/session plans
- Establish system of accountability for documenting use and supervision of SLPA (progress notes, supervision documentation, reimbursement forms).

Knowledge & Skills Specific to Supervisors of Support Personnel (ASHA, 2013)

- Conduct ongoing and measurable competency assessment.
 - Share and clarify expectations
 - Provide feedback to SLPA regarding skills (during session, on direct supervision form, during meetings with SLPA)
 - Provide on-the-job training throughout the year
- Empower support personnel to work at top potential and to continue to develop relevant additional skills.

Develop Training Plan

- Identify training needs
- Develop a Training Plan **each year**; CPE report for SLP-Assistants registered with ABESPA

| | |
|------------------|-------------------|
| <u>ASSISTANT</u> | |
| | 10 hours annually |
- Paraprofessional training

| | |
|-------------|----------------------------------|
| <u>AIDE</u> | |
| | 40 hours in 1 st year |
| | 10 hours after that |
- District workshops
- Continuing education
- Training by SLP
- On-the-Job Training

On-the-Job Training

Speech-Language Pathology Assistant/Aide Competency Checklist?

- Orientation
- Observation
- Participation
- Implementation

Supervision & Managing Services

Training

- Start with functional assessment of the assistant's/aide's skills with assigned tasks
- Conduct On-the-Job training to ensure that assistant/aide can implement tasks correctly

Managing

- Provide direct supervision
- Monitor client's performance on assigned tasks
- Intervene, if needed, & provide additional training

Inform Parent/Guardian (Effective Jan. 2016)

- Parents must receive written notice in his/her native language describing how the speech-language pathology assistant/aide will be used to provide speech-language therapy services.
- Notice should include:
 - Names and qualifications of SLP & Support Personnel
 - Description of how Support Personnel will be used...
"to assist the SLP in providing speech therapy services and/or SLP will continue to be person in charge of your child's therapy plan"
- How to contact SLP, LEA, or ECC if they have questions about therapy or concerns about use of support personnel.

Parent/Guardian Must Consent

Parents must understand and agree
IN WRITING to the use of an SLP Assistant
or Aide.

Parent must understand that granting of
consent is voluntary and may be revoked
at any time.

Notify parents **ANNUALLY**.
Get a new consent signed if services stop and
then start again.

Lesson Plans & Data Collection

How are you doing this?

What is in the plan?

How do you inform Assistant/Aide of plan?

How does the Assistant/Aide record data?

Progress notes?

Developing a Schedule



Supervisory Documentation



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



ASHA Code of Ethics (2016)

Ethical Considerations – SLP Assistant Scope of Practice (2013)

Issues in Ethics: SLP Assistants (2014)

| ASHA Code of Ethics (2016) | Use of Support Personnel |
|--|--|
| Principle I Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally | Supervising SLP responsible for client and must intervene if assistant/aide puts client at risk or when services implemented inappropriately. |
| 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. |
| 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. |

| ASHA Code of Ethics (2016) | Use of Support Personnel |
|--|---|
| Principle I, Rule E Individuals may delegate tasks related to provision of clinical services to assistants ... support personnel only if those persons are adequately prepared and are appropriately supervised. | Supervising SLP must provide appropriate supervision. |
| Principle I, Rule F Individuals shall not delegate tasks that require the unique skills, knowledge and judgement that are within their profession to assistants ... support personnel over who they have supervisory responsibility. | Supervising SLP must monitor and limit role of assistant/aide as per guidelines. |
| Principle II, Rule E 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. |

Ethical Dilemmas



Benefits and Challenges

Benefits Using Support Personnel

- Therapy sessions continue while SLP conducts evaluations, attends student conferences, consults with teachers (n=11)
- Help with clerical tasks (n=10)
- More time with students (n=7)
- Ensures all eligible students are served (n=6)

Challenges Using Support Personnel

- Supervision paperwork; time for supervision (n=10)
- Scheduling (n=4)
- Time for training (n=4)
- No challenges (n=3)

TECHNICAL ASSISTANCE

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