

**S O S**  
**Successful Options for Supervision**  
**(Managing Support Personnel)**

**Introductory Training**



## Workshop Objectives

Participants will be able to:

1. Describe the history of the use of support personnel in speech-language pathology.
2. Discuss issues regarding tasks assigned to support personnel.
3. Identify training needs and implement a training plan.
4. Compare and contrast the supervisory process for students and support personnel.
5. Develop a schedule for service delivery and supervision.
6. Provide and document appropriate supervision.

Participant Goals:

# **History of Support Personnel in Speech-Language Pathology**

ASHA Policies

SLP Support Personnel

1981 Guidelines

1996 Guidelines

Associate's Program - <http://www.asha.org/associates/default/>

SLP Assistant Scope of Practice (2013)

History in Arkansas

## Support Personnel Guidelines & Regulations

|                             | <b>ASHA 1981</b>                                | <b>ASHA 1996</b>                 | <b>Arkansas<br/>Rules &amp; Regulations</b>   |
|-----------------------------|---|----------------------------------|---|
| Education and Training      | High School Diploma AND<br>On-the- job training | Associate's degree or equivalent | <b>Assistant:</b> Bachelor's in SLP or equivalent of Associate's degree<br>10 hrs training annually<br><br><b>Aide:</b> High School diploma<br>40 hrs training first year<br><br>On the Job Training  |
| Supervision Amount          | 100% first 10 hrs<br>1 in 10 sessions           | 30%-1st 90 workdays then<br>20%  | <b>Assistant: 1<sup>st</sup> 90 workdays</b><br>20% direct<br>10% indirect<br><b>Then</b><br>10% direct<br>10% indirect<br><br><b>Aide:</b> 100% first 10 hrs<br>30% direct<br><b>1<sup>st</sup> 90 workdays</b><br>20% indirect<br><b>Then</b><br>10% indirect |
| Supervisor Training         | none  | one course or CEU                | Intro Session<br>Review Session   |
| Supervisor experience       | 1 year post CF                                  | 2 years post CF                  | 2 years post CF or additional monitoring (ADE)  |
| Supervisor Accessibility    | not specified                                   | 100% accessible                  | 100% accessible   |
| Supervisor: Assistant Ratio | may vary  | 1:3                              | 1: equivalent of 2 FT (80 hrs)  |

## Guiding Principles

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

SLP & SLP-Assistant/Aide should read and discuss ASHA Code of Ethics (link to documents available on Reference list) – Training Plan

| ASHA Code of Ethics   | Use of Support Personnel   |
|---|--|
| <p><b>Principle I</b><br/>Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally</p>   | <p>Supervising SLP responsible for client and must intervene if assistant/aide puts client at risk or when services implemented inappropriately</p>                    |
| <p><b>Principle I, Rule A</b><br/>Individuals shall provide all services competently</p>  | <p>Supervisor must ensure all services, including those provided directly by support personnel, meet practice standards and are administered competently</p>           |
| <p><b>Principle I, Rule D</b><br/>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</p> | <p>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</p> |
| <p><b>Principle I, Rule E</b><br/>Individuals shall not delegate tasks that require the unique skills, knowledge and judgement that are within their profession to assistants . . . support personnel over whom they have supervisory responsibility</p>  | <p>Supervising SLP must monitor and limit role of assistant/aide as per guidelines</p>   |
| <p><b>Principle I, Rule F</b><br/>Individuals may delegate tasks related to provision of clinical services to assistants . support personnel only if those services are appropriately supervised</p>  | <p>Supervising SLP must provide appropriate supervision</p>  |

### **Principle II, Rule D**

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

- **Support personnel can be permitted to implement a variety of clinical tasks given that sufficient training, direction, and supervision are provided by the SLP responsible for those tasks**
- **Support personnel should receive training that is competency-based and specific to the job performance expectations held by the employer**
- **The supervising SLP should be trained in supervision of support personnel**
- **The supervision of support personnel must be periodic, comprehensive, and documented to ensure that the client receives the high quality service that he or she needs.**

### **ADE Proposal**

Guidelines for Preparation of Proposals for Use of SLP-Assistants & Aides in Public Agencies Providing Educational Services (link on Reference List)

- Must submit proposal and receive approval
- SLP & support personnel must attend introductory training session
- Documentation (new sites/new personnel submit 1<sup>st</sup> 2 months or more if concerns)
- Follow-up training – Review Session

### **Sites Registering with ABESPA**

- SLP-Assistant & Supervising SLP submit application
- Application must be approved before employment of SLP-Assistant can begin
- 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

## **Planning**

**How will I use an SLP-Assistant or Aide?**

**Can I bill Medicaid for use of Assistant? Aide?**

## **Exclusive Responsibilities of SLP**

**Inform:** Parents must receive written notice in his/her native language describing how the SLP Assistant/Aide will be used to provide speech-language therapy services.

Notice must contain...

- 1) name and qualifications of SLP and SLPA,
- 2) Description of how SLPA will be used,
- 3) when the SLP will be onsite, and
- 4) how to contact the SLP or Special Education Supervisor/Early Childhood Coordinator.

Also, teachers, administrators, and other personnel should receive information about the support personnel model.

**Parents must understand and agree in writing to the use of an SLP Assistant or Aide.**

**Evaluate:** SLP must administer and interpret diagnostic procedures to determine initial and continued eligibility.

**Design/Prepare/Plan:** Design and prepare treatment plans and make modifications prior to or during implementation.

- Write IEP/IFSP/Treatment plan
- Develop plan for each session
- Review each plan with aides weekly and with assistant weekly or every 5 sessions

**Train:** Identify training needs, develop a training plan, maintain plan for each SLPA, and on-the-job training

**Supervision/Compliance:** Provide and document both direct and indirect supervision

## **Scope of Responsibilities of SLP-Assistant/Aide**

### **Arkansas Department of Education Guidelines**

Scope of Responsibilities of Speech-Language Pathology Assistant – Pages 6-7

Scope of Responsibilities of Speech-Language Pathology Aide - Pages 9-10

**ABESPA Regulations** – Section 13, Pages 28-30

### **Direct contact with Students/Clients:**

- 1) Follow documented treatment plans developed by supervising SLP
  - Supervisor must ensure adequate training
  - SLP-Assistant/Aide must have written treatment/session plan prepared by SLP and have access to supervision
- 2) Document student progress and report information to SLP
  - SLP determines methods to document treatment progress
  - SLP must review and sign ALL documents
  - Any document signed by SLP-Assistant/Aide, must be signed by SLP



## **Speech-Language Pathology Assistant**

Provide routine maintenance and generalization tasks as prescribed by the supervising SLP. The SLP shall be solely responsible for performing all tasks associated with the assessment and diagnosis of communication and swallowing disorders, for design of all interventions plans, and for directly implementing such plans through the acquisition stage of intervention.

## **Speech-Language Pathology Aide**

Conduct routine activities for the purpose of reinforcement of previously learned material/skills, carried out under a plan of treatment developed and monitored by the supervising speech-language pathologist. The SLP shall be solely responsible for performing all tasks associated with the assessment and diagnosis of communication and swallowing disorders, for design of all intervention plans, and for directly implementing such plans through the acquisition stage of intervention.

**Assistant/Aide MAY NOT:** Communicate with the student, family or others regarding any aspect of the student status regarding diagnosis, prognosis, treatment, and progress.

**Who is responsible for writing treatment/session plans?**

**How will you do this?**

## **Training**

Supervising SLP, SLP-Assistant, and SLP-Aide must participate in introductory training.

### **Required Introductory Training**

- History of use of support personnel
- ASHA policies/Code of Ethics
- Registration procedures
- Roles and Responsibilities of SLP and Support Personnel
- Caseload and scheduling
- Supervision of Support Personnel
- Developing training plan
- Documenting supervision

### **Development of Training Plan**

Identify training needs for SLPAs and document on Training Plan each year.

- SLP-Assistant must participate in 10 hours of training annually
- SLP-Aide must participate in 40 hours of training during 1<sup>st</sup> year and 10 hours in subsequent years
- SLP-Assistants registered with ABESPA must meet continuing professional education requirements and submit CPE Report by June 30.
- Training plan may include paraprofessional training, workshops provided by district, continuing education in speech-language pathology and training provided by SLP.

### **Training by supervising Speech-Language Pathologist**

- Review of support personnel regulations/ASHA Code of Ethics
- Policies and procedures of School District/Co-op/Center
- IDEA due process procedures
- Charting, daily record keeping, progress notes, lesson plans
- How to use available therapy materials
- Other clerical tasks
- Confidentiality
- On-the-Job Training

### **Format for On-the-Job Training**

Review the **Speech-Language Pathology Assistant/Aide Competency Checklist** to discuss prior clinical experiences and to determine competencies that should be addressed during on-the-job training.

Steps for On-the-Job Training include:

### **Orientation**

- SLP shares information about each client

### **Observation**

- SLP provides services while SLPA observes

### **Participation**

- SLP and the SLPA work together during drill and practice sessions
- SLPA practices while SLP observes and coaches
- Reliability checks

### **Implementation**

- SLP supervises and provides feedback to SLPA
- Intervenes during session if needed
- Determines need for additional training

Each time the supervising SLP assigns new groups or individual students, changes a therapy approach or modifies therapy targets, this training format should be utilized. Training is ongoing and should emphasize competency-based skill acquisition.

### **Review Session – September & October**

Required training session for supervising SLPs and SLPAs who are in their **2<sup>nd</sup> year** of implementation of the support personnel model. This workshop will provide a brief review of the ADE guidelines/ABESPA regulations and an update on the status of this service delivery model. Participants will have the opportunity to share information about designing a schedule, developing lesson plans, and documenting supervision. This session will also provide a forum to discuss strategies to improve the implementation of this service delivery model.

## Training Plan

District/Cooperative/Setting:  
Supervising SLP:  
Speech-Language Assistant/Aide:  
School/Fiscal Year:

| Date | Topic/Training Activity | # of Minutes |
|------|-------------------------|--------------|
|      |                         |              |

# Supervision & Managing Services

## Supervisory Process for Student Clinicians

Evaluation-Feedback Stage → Transitional Stage → Self-Supervision Stage

(Anderson, 1988)

### Evaluation-Feedback Stage

- Supervisee: passive role
- Supervisor: dominant role
- Supervisor indicates what is “right” and “wrong” about the session
- Focus on *clinical process*
- Supervisor’s role: instructor or evaluator

### Transitional Stage

- Supervisee:
  - Participates in decision making
  - Learns to analyze clinical interactions
  - Plans subsequent intervention
  - Supervisor’s role: collaborator

### Self-Supervision Stage

- Supervisee:
  - Responsible for professional growth
  - Engages in self analysis
  - Problem solving/creative thinking encouraged
  - Supervisor’s role: consultant
  - Most Clinical Fellows are in this stage

## **Supervising Student Clinicians vs Supervising Support Personnel**

What are the goals of the supervisory process for student clinicians?

What are the goals of the supervisory process for support personnel?

Are there differences in how you train and supervise support personnel and student clinicians?

### **Training**

- Functional assessment of SLPA's skills
- Conduct On-the-Job Training

### **Managing Services**

- Provide Direct Supervision
- Monitor client's performance
- Intervene during session if needed- provide additional training

### **Caseload Issues**

**Will the caseload of the SLP increase with the use of an SLPA?**

**Should the amount of therapy students receive increase?**

**Who has primary responsibility for the caseload?**

**Which clients/students can the SLP Assistant/Aide serve?**

## Guidelines for Caseload Size in School Settings

| PERSONNEL   | CASELOAD SIZE  |
|---|--|
| FT SLP  | Maximum 45   |
| FT SLP & FT Assistant/Aide  | Recommended 60<br>Maximum 75                           |
| FT SLP with PT Assistant/Aide<br>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   |
| <b>REPORT CASELOAD IN PROPOSAL<br/>NOTIFY IF CASELOAD INCREASES 10%</b> |  |
| <b>SLP IS BEST DECISION MAKER REGARDING CASELOAD SIZE</b>               |  |

### Scheduling

**Most prevalent service delivery model is One SLP with One SLPA**

### Guidelines for Setting Schedules

- All students on caseload must have direct contact with SLP at least once every 2 weeks
- Direct contact means SLP provides treatment or SLP supervises assistant/aide while treatment is provided
- SLP must review data on EVERY student seen by assistant/aide weekly
- Reviewing progress notes and writing plans is an indirect supervisory activity and the SLP must schedule a time to do this record review each week

- Direct supervision must be provided WEEKLY
- Supervision days and time of day may (must) be alternated
- Best to provide some direct supervision every day
- Vary clients that you observe focusing on needs of clients
- Supervise early in the week
- Flexibility in scheduling is important

### **Examples:**

#### **One full time SLP with one full time Assistant/Aide**

##### **A. The SLP and SLPA are together in the same building**

Design a schedule so that all students on the caseload can be seen by the SLP if needed.

If serving a large caseload, the students will need to be seen in groups

- SLP could treat the group
- SLPA could treat the group
- SLP could teach a new skill for 15 min/then observe SLPA with the group for 15 min
- SLP could treat 2 of the students while SLPA treats 2 students
- SLP could treat student who is not producing target while SLPA treats other students in the group

OR if seen individually,

- 2 students could be scheduled for therapy at the same time with more severe students scheduled one at a time.
- SLP treats student A on Monday; student B on Wednesday
- SLP-Assistant/Aide treats Student B on Monday; student A on Wednesday
- SLP provide direct supervision of students scheduled one at a time

##### **B. SLP and SLP-Assistant/Aide are serving multiple buildings/sites**

Design schedule so the SLP and SLP-Assistant/Aide are together in buildings with the largest number of students. Design split schedule with one team member (SLP or SLP-Assistant/Aide) alternating going to building(s)/site with fewer students.



### **Two SLPs sharing one Assistant/Aide**

- Assistant/Aide works with one SLP Mon/Tues; other SLP Wed/Thurs
- All students on caseload will be seen at least one time per week by the SLP

### **Part time SLP with full time Assistant/Aide**

- SLP with SLPA on Monday/Tuesday with flexible day in case SLP/SLPA absent

## **Supervision Guidelines**

When providing supervision of support personnel, one must keep in mind that the SLP is not releasing the client/student to the assistant or aide. Rather, the SLP is releasing specific clinical tasks that will enhance the therapy being provided to the client by the SLP. It is imperative that the SLP make decisions on tasks to be released based on the SLP's knowledge of individual student needs and the training and ability of the support personnel.

Direct supervision

Indirect supervision

# Documentation

## Instructions for Completing Supervision Forms

|   |  |
|---|--|
| <b>Reliability Check</b>  | <p>Must be used while training assistant/aide and periodically once assistant/aide has been trained to record responses and document % reliability. The most common method for computing reliability is the percent of agreement, where the number of responses in which the SLP-Assistant or SLP-Aide and SLP agree is divided by number of times they agree plus the number of times they disagree (i.e. SLP &amp; SLA agree on 18 responses and disagree on 2 – <math>18/18 + 2 = 90\%</math>).</p> <p>When providing services, it is imperative that the SLP and the SLP-Assistant/Aide are recording behaviors consistently and similarly. Best practice would suggest that if the SLP is providing direct supervision of the SLP Assistant/Aide and there is a question about documenting responses or % agreement when documenting responses is low, the SLP should immediately intervene to reach agreement with SLP Assistant/Aide on how to count correct/incorrect responses. Additionally during record review (indirect supervision) if inconsistencies in the students'/clients' performance is noted, the SLP should intervene with the client to verify progress and appropriateness of treatment.</p> |
| <b>Progress Note<br/>Individual Session Plan<br/>Group Session Plan</b>                 | <p>Lesson plan and progress note forms <b>developed by SLP</b> to specify procedures, activities, and target behaviors to be utilized by the assistant/aide. SLP reviews session plans and indicates continue or writes new plan. Plan ahead, write plans for several sessions.</p>  |
| <b>Direct Supervision Form</b>  | <p>Completed by SLP to document direct supervision, evaluate performance of assistant/aide, and/or monitor performance of student/client.</p> <p><b>Must be completed for EVERY session that direct supervision is provided. If supervising a group list names of group members on one section of the form.</b></p>  |
| <b>Record of Service<br/>Delivery/Supervision<br/>(Use weekly or<br/>biweekly form)</b> | <p>List students/clients using initials one time on the form.<br/>Indicate number of minutes for each session.<br/>Put SLP's initials when session is conducted by SLP<br/>SLP-Assistant's/Aide's initials when session is completed by SLP-Assistant/Aide<br/>Both initials when <b>direct supervision</b> is provided.<br/>If part of session is conducted by SLP or SLP-A or supervision provided for part of session indicate number of minutes by initials. If students are seen in groups either list all initials on one line OR designate which students were seen in each group.<br/>Note: Total minutes SLP-A provided services includes time SLP-A conducted session and time that SLP observed SLP-A. Compute % supervision for each week.<br/><b>Check to be sure all students have direct contact with SLP at least once every 2 weeks.</b></p>  |
| <b>Indirect Supervision</b>   | <p>Document indirect supervisory activities completed each week. Must include weekly review of session plans and progress notes. Compute % using time of indirect activities divided by SLP-A student contact time for that week.</p>  |
| <b>Direct Supervision<br/>For Multiple Sites<br/>(optional form)</b>                    | <p>Record minutes from Record of Service Delivery/Supervision Form for each site and compute total supervision provided weekly.</p>  |

## REFERENCES & RESOURCES

### Arkansas Regulations

ABESPA Rules & Regulations (2015): Available at [www.abespa.com](http://www.abespa.com)

Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21 Part III: Program Guidelines – Guidelines for Registration, Training, Scope of Responsibilities, Supervision, and Review of Speech-Language Assistants and Aides (July 2010) Available at <https://arksped.k12.ar.us/PolicyAndRegulations/EligibilityCriteria.html>

Guidelines for Preparation of Proposals for Use of Speech-Language Pathology Assistants and Speech-Language Pathology Aides in Public Agencies Providing Educational Services  
<https://arksped.k12.ar.us/PolicyAndRegulations/EligibilityCriteria.html>

### ASHA Policies and Resources

American Speech-Language-Hearing Association (1970). Guidelines on the role, training, and supervision of the communicative aide. *Language, Speech, and Hearing Services in Schools*, 1, 48-53.

American Speech-Language-Hearing Association (1981). Guidelines for the employment and utilization of supportive personnel. *Asha*, 23, 165-169.

American Speech-Language-Hearing Association (1996). Guidelines for the training, credentialing, use, and supervision of speech-language pathology assistants. *Asha*, 38 (Suppl. 16) 21-34

American Speech-Language-Hearing Association (2000a). Council on Academic Accreditation in Audiology and Speech-Language Pathology: Criteria for approval of associate degree technical training programs for speech-language pathology assistants. Rockville, MD: Author.

American Speech-Language-Hearing Association (2000b). Council on Professional Standards in Speech-Language Pathology and Audiology: Background information and criteria for registration of speech-language pathology assistants. Rockville, MD: Author.

American Speech-Language-Hearing Association (2004). Guidelines for the training, use, and supervision of speech-language pathology assistants. Rockville, MD: Author.

American Speech-Language-Hearing Association (2013a) Speech-language pathology assistant scope of practice. [Scope of Practice]. Available at <http://www.asha.org/policy/SP2013-00337/>

American Speech-Language Hearing Association (2013a) Issues in ethics: Confidentiality. Available at <http://www.asha.org/Practice/ethics/Confidentiality/>

Associate Center <http://www.asha.org/associates/> Information related to ASHA's Associate program, regulatory information, resources for training

Liability Insurance – Mercer Consumer [www.Proliability.com](http://www.Proliability.com) website (under other healthcare professionals) or through ASHA Member Center.

## Ethical Practice

American Speech-Language-Hearing Association. (2016). *Code of ethics* [Ethics]. Available from [www.asha.org/policy/](http://www.asha.org/policy/). Effective March 1, 2016

American Speech-Language-Hearing Association (2014) Issues in ethics: Speech-language pathology assistants. [Issues in Ethics] Available at <http://www.asha.org/Practice/ethics/Speech-Language-Pathology-Assistants/>

American-Speech-Language-Hearing Association (2010) Issues in ethics: Representation of Services for insurance reimbursement, funding, or private payment. Available at <http://www.asha.org/Practice/ethics/Representation-of-Services/>

## Supervision

Anderson, J. (1988). *The supervisory process in speech-language pathology and audiology*. Boston: College-Hill.

Jimenez, B. & Iseyama, D. (1987). A model for training and using communication assistants. *Language, Speech, and Hearing Services in Schools*, 18, 168-171.

McCready, V. (2007). Supervision of speech-language pathology assistants: A reciprocal relationship. *Asha Leader* 12, 10-13.

Ostergren, J.A. (2014). *Speech-language pathology assistants: A resource manual*. San Diego, CA: Plural

Ross, S. & McNiece, E. (1996). Status report following the second year of a pilot project for use of speech-language assistants in Arkansas public schools. Conway, AR: University of Central Arkansas.