Support Personnel

Eileen Crowe
Director, State Association Relations
ASHA
CSAP
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- Financial Relationship: ASHA employee
- Nonfinancial Relationship: None

June–CFCC presenting recommendations to ASHA’s Board.

ASHA History with SLPAs

Where are we today?

Definitions of SLPA Support Personnel

- ASHA defines speech–language pathology assistants (SLPAs) as individuals who, following academic coursework, clinical practicum, and credentialing can perform tasks prescribed, directed, and supervised by ASHA–certified SLPs.
- Definitions of SLPAs and other support personnel vary in states.
Qualifications of an SLPA

- The academic course of study must include or be equivalent to:
  - an associate’s degree in a SLPA program or
  - a bachelor’s degree in a speech-language pathology or communication disorders program and
- Successful completion of a minimum of one hundred (100) hours of supervised field work experience or its clinical experience equivalent and
- Demonstration of competency in the skills required of an SLPA.

Limitations on SLPA Scope

provide interpretative information to the student/patient/client, family, or others regarding the patient/client status or service;
write, develop, or modify a student’s, patient’s, or client’s treatment plan in any way;
assist with students, patients, or clients without following the individualized treatment plan prepared by the certified SLP and/or without access to supervision;
sign any formal documents (e.g., treatment plans, reimbursement forms, or reports; the SLPA should sign or initial informal treatment notes for review and co-sign with the supervising SLP as requested);
select students, patients, or clients for service;
discharge a student, patient, or client from services;
Supervision of SLPAs

- The amount and type of supervision required should be based on:
  - Skills and experience of the SLPA
  - The needs of the patient/client/student served
  - The service setting
  - The tasks assigned
  - Other factors

Currently, ASHA suggests 30% weekly (at least 20% direct) for the first 90 days
- Direct supervision is defined as on-site, in-view observation and guidance by a certified SLP while an assigned activity is performed by an SLPA

Supervising SLP

- Holds a CCC in SLP from ASHA and/or state licensure
- Have an active interest in the use of and desire to use support personnel
- Practiced SLP for at least 2 years following ASHA certification
- Have completed, or be currently enrolled in, at least one course or workshop in supervision for at least 1 CEU

Only two, full time SLPAs may be supervised

Key Issues:
- Education
- Supervision
- Ethical Obligations
- Reimbursement for Services
- State and Federal Regulations
- Affiliation with ASHA
- Frequently Asked Questions
- Definitions
- [www.asha.org/Practice-Portal/Professional-Issues/Speech-Language-Pathology-Assistants/](www.asha.org/Practice-Portal/Professional-Issues/Speech-Language-Pathology-Assistants/)

Key Issues
- Education and Training
- Supervision
- Ethical Obligations for Audiology Assistants and their supervisors
- Reimbursement for Services Provided by Audiology Assistants
- State and Federal Regulations
- Affiliation with ASHA
- Definitions
- [www.asha.org/Practice-Portal/Professional-Issues/Audiology-Assistants/](www.asha.org/Practice-Portal/Professional-Issues/Audiology-Assistants/)
Qualifications of Audiology Assistants

- Possess communication and interpersonal skills needed for the tasks assigned.
- Possess a basic understanding of the needs of the population being served.
- Have met training requirements and have competency-based skills necessary for the performance of specific assigned tasks.
- Possess any additional qualifications established by the supervising audiologist to meet the specific needs of the audiology program and the population being served.
- Additional requirements established by the facility of employment.

Supervision of Audiology Assistants

- The amount and type of supervision required should be based on:
  - Skills and experience of the Audiology Assistant
  - The needs of the patient/client/student served
  - The service setting
  - The tasks assigned
  - Other factors
- Supervisor must possess a valid state license
- CCC from ASHA is recommended

Medicare Reimbursement

- Medicare policy currently does not recognize SLPAs, regardless of the level of supervision and does not reimburse for SLPA services.
- Private insurers may cover licensed or registered SLPAs. One must query each payer to verify coverage.

Medicaid Reimbursement

- Medicaid reimbursement for SLPA services varies
  - 10 states allow it in their state plan
  - Some allow for SLPA billing in education settings
  - No pattern in the states

State-by-State Requirements

Kentucky State Information

Summary of State Requirements
- Licensing requirements for audiologists and speech-language pathologists
- Teacher requirements for audiologists and speech-language pathologists
- Licensing requirements for hearing aid dispensers
- Support personnel requirements
- Screening requirements for speech-language pathologists
- Hearing screening requirements for students and school-aged children

Contact Information
- State speech-language hearing association: Kentucky Speech-Language-Hearing Association
- State education agencies: Kentucky Department of Education
- State board of education representatives: Kentucky Board of Education
- State audiology leaders: Kentucky Audiology Association
- State administrators for reimbursement (STARR): Kentucky Department of Education
- State Advocates for Medicare Policy (STATE) network

State Officials & Legislative Information
- Find out about current legislation — visit the State of Kentucky website
- View ASHA State Policy resources

Support Personnel Trends

- School Support Personnel Trends Chart
  - www.asha.org/advocacy/state/StateLicensureTrends
Support Personnel Trends

- Support Personnel Trends Chart—Outside of School Settings
  www.asha.org/advocacy/state/StateLicensureTrends

Model Language for SLPAs and Audiology Assistants

- Education
- Supervision
- Continuing Education
- Title protection
- www.asha.org/advocacy/state/state-policy/

ASHA Resources

- Speech-Language Pathology Assistant Scope of Practice
  www.asha.org/policy/SP2013-00337/
- ASHA Associates Program: ASHA SLP Professional Summit Report
- Support Personnel State Trends
- Support Personnel Requirements State-by-State
  www.asha.org/advocacy/state/

2016 ASHA Schools Survey

- Assistants and Aides

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Note: n = 268.

ASHA Affiliates Program

“Associates” are speech-language pathology or audiology assistants who are eligible to join ASHA under an affiliation program.

ASHA Resources

- Technical Training Programs for SLPAs
  http://www.asha.org/associates/SLPA-Technical-Training-Programs/
- ASHA’s Associate’s Program
  www.asha.org/Members/Associate-Affiliation/
  associates@asha.org
- Results and recommendations from 2011 Summit
**SUPPORT PERSONNEL PANEL**

**ARIZONA**

FE MURRAY, EDD., CCC-SLP  
ARSHA (ARIZONA) PRESIDENT-ELECT

WITH ASSISTANCE FROM:  
AMY HILL, MA, CCC-SLP, JEFF MEEKS, EDD, CCC-SLP, AND JAY GRIFFIN, BSC (STATE LICENSING SURVEYOR, AZ DEPARTMENT OF HEALTH SERVICES)

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**EDUCATIONAL REQUIREMENTS FOR SLPAS IN ARIZONA**

Education must be from an approved training program for speech-language pathology assistants, or the equivalent from a nationally or regionally accredited college or university that consisted of a minimum of 60 semester credit hours of course work with the following curriculum content:

- 20 to 40 semester credit hours of general education.
- 20 to 40 semester credit hours of speech-language pathology technical course work.
- A minimum of 100 hours of clinical interaction (does not include observation) under the supervision of a licensed masters level speech-language pathologist.

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**SLP REQUIREMENTS FOR SUPERVISION OF SLPAS - R9-16-211**

1) At least 2 years full-time professional experience as a licensed SLP (Masters + CCC)

2) Provide direct or indirect supervision to no more than two full-time or three part-time SLPA's at one time

3) Ensure the amount and type of supervision (direct and indirect) is consistent with:
   - The SLPA's skills and experience,
   - The needs of the clients served,
   - The setting where the services are provided, and
   - The tasks assigned;

4) Inform a client when the services of an SLPA are being provided;

5) Document each occurrence of supervision provided to a SLPA, including:
   - SLPA's name and license number,
   - Name and address of business where services occurred, and
   - Date and type of supervision provided;

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**SLP REQUIREMENTS FOR SUPERVISION OF SLPAS - R9-16-211**

6) Ensure that the amount and type of supervision (direct and indirect) provided to a SLPA is:
   - Minimum of 20% direct and 10% indirect during the first 90 days of employment
   - Subsequent to the first 90 days of employment, a minimum of 10% direct and 10% indirect supervision;

7) If more than one licensed SLP provides supervision to an SLPA, designate one SLP as the primary SLP who is responsible for coordinating supervision provided by other SLPs.

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**Number of Arizona Licensed Speech-Language Communication Professionals, as of May 1, 2017**

Total Current Active SLP licenses = 2746  
Total Current Active SLPA licenses = 1,054  
Total Current Active TSLP licenses = 120 (temporary, CFs)  
Total Current Active SLP-L licenses = 240 (Limited)

(SLP-Ls are not ASHA certified, mostly undergrad degrees; grandfathered. They can renew but no new licenses given. Can only work in schools)
SLP REQUIREMENTS FOR SUPERVISION OF SLPAS - R9-16-211

8) Establish a record for each SLPA who receives supervision from the SLP that includes:
   a. The SLPA’s name, home address, telephone number and email;
   b. Plan indicating the types of skills and the number of hours allocated to the development of each skill that the SLPA is expected to complete;
   c. Documentation of each occurrence of supervision provided to the SLPA that includes:
      i. Business name/address where supervision occurred;
      ii. Times when supervision started and ended;
      iii. Types of clinical interactions provided; and
      iv. Notation of SLPA’s progress;
   d. Documentation of evaluations provided to the SLPA during the time supervision was provided; and
   e. Documentation of when supervision was terminated; and

9) Maintain a SLPA record:
   a. Throughout the period that the SLPA receives direct supervision clinical interactions from the supervisor; and
   b. For at least two years after the last date the SLPA received clinical interactions from the supervisor.

SUPERVISION

Supervising SLP is required to provide a portion of DIRECT and INDIRECT supervision to the SLPA

- DIRECT: On site, within sight and/or sound or via live videoconference while SLPA performs clinical interaction (treatment)
- INDIRECT: Activities other than direct supervision/observation: such as, lesson planning, consultation, record review, data review. May be done via email or phone if appropriate

How much supervision is needed?

- SLPA works a total of 8 hours per day (after first 90 days of employment)
- (8 hours per day) x (5 days per week) = 40 hours per week on average
- 40 hours per week x 4 weeks in a month = 160 hours per month on average
- Direct supervision = 16 hours per month (10%)
- Indirect supervision = 16 hours per month (10%)

WHAT CAN AN SLPA DO?

- Speech and language screenings without interpretation
- Direct treatment assistance by following individualized education programs (IEPs) developed by the supervising speech-language pathologist (SLP)
- Document student progress toward meeting established objectives as stated in the IEP without interpretation of the findings, and report this information to the supervising SLP
- Assist the SLP in the collecting and tallying of data for assessment purposes, without interpretation of the data
- Act as a second-language interpreter during assessments

(SCOPE OF PRACTICE)

- ASHA Code of Ethics
- ASHA SLPA Scope of Practice
- ARS 36-1940.04
- Arizona Department of Health Services
- Only licensed SLPs can work within scope of practice
  - Speech aides, instructional assistants, clerical support, and other types of support staff are restricted from doing the duties identified for this licensed professional
WHAT CAN AN SLPA DO?

- Assist with informal documentation during an intervention session by collecting and tallying data as directed by the SLP.
- Preparing materials and assisting with other clerical duties as specified by the supervising SLP.
- Schedule activities and prepare charts, records, graphs or other displays of data.
- Perform checks and maintenance of equipment.
- Participate with the SLP in in-service training.
- Sign and initial treatment notes for review and co-signature by the supervising SLP.

WHAT SLPA'S CANNOT DO

- Conduct swallowing screening, assessment and intervention protocols, including modified barium swallow studies.
- Administer standardized or non-standardized diagnostic tests, formal or informal evaluations or interpret test results.
- Write, develop or modify a student’s IEP in any way.
- Provide intervention for students without following the IEP prepared by the supervising speech-language pathologist.
- Sign any formal documents, including IEPs, reimbursement forms or reports.
- Select students for services.
- Discharge students from services.

WHAT SLPA'S CANNOT DO

- Unless required by law, disclose clinical or confidential information orally or in writing to anyone not designated by the SLP.
- Communicate with the student or with family or others regarding any aspect of the student status without the specific consent of the supervising SLP.
- Write a formal screening, diagnostic, progress or discharge note.
- Perform any task without the express knowledge and approval of the supervising SLP.

WHAT SLPA'S CANNOT DO

- Make a referral for any additional service.
- Claim to be a SLP.
- Participate in parent conferences, case conferences or any interdisciplinary team meeting without the presence of the supervising SLP, except for IEP if the licensed SLP has been excused by the individualized education program team.

CASELOAD/WORKLOAD

Total caseload responsibility resides with the SLP; which is why SLPA use is enhancing the services provided.

- Possible staffing ratio (for example only):
  - Caseload total: 80
    - SLP 5 days/wk
    - SLPA 2.5 days/wk
  - Caseload total: 50
    - SLP 2.5 days/wk
    - SLPA 5 days/wk

BENEFITS OF INCREASED SERVICE

- Research shows that when the number of sessions per week and/or time in session is increased (more intense) greater outcomes are achieved in a shorter period of time:
  - 17-20 hours for TAPS SSD data (2008)
  - 20 hours of phonological awareness for Gillon data (2005)
RESOURCES

- Issues in Ethics SLPAs: http://www.asha.org/Practice/ethics/Speech-Language-Pathology-Assistants/
- Arizona Administrative Code, Chapter 17: http://www.azleg.state.az.us/ArizonaRevisedStatutes.asp?Title=36

Janet Wagner, M.S. CCC-SLP
Regional Director
EBS Healthcare
May 2017

Learner Outcomes
1) Review of the historical perspective of the practice and use of speech-language pathologist assistants (SLPA)
2) Explain the effects of licensure and the outcome it has had on our profession, our professionals, and the clients we serve

History
- 1995: The first draft of a SLPA bill was submitted for consideration by the OSHA board.
- The board chose to put it on hold.
- Oct. 2000: Dr. John Tracy drafted a second SLPA licensing bill.
- Feb. 2001: Dr. John Tracy presented the draft licensing bill to the OSHA lobbyist, John McCulley. Together they worked on revising and reviewing the bill using the two documents from ASHA as supporting documentation.
- 2001: HB 3268 passed the legislature

History
- Subcommittee was created
- Discussions included:
  1. Years of experience
  2. Caseload caps
  3. Ability to bill
  4. Duties
  5. Credentials of the supervising SLP
  6. Grandfathering allowances
  7. Required coursework

History
- Jan. 2002: Subcommittee presented their findings to the board for consideration.
- Board agreed with the following items:
  1. Grandfathering
  2. Supervision
  3. Fees
  4. Guideline
  5. Scope of practice

History
- Jan. 2002: The board disagreed with the following items:
  1. Coursework
  2. Caseload formula
  3. Definition of the 45 credits
April 2002  The board created and reviewed informational material to be sent to the school administrators.

Sept. 2002  The board refined the OARs regarding:
1. Increase in caseload due to the use of a SLPA
2. Definition of technical coursework

Oct. 2002  The board approves more changes to the OARs.

2003  The rules for SLPAs were finalized by the board.

2003 to 2012  Lots of fine tuning of the regulations/rules as situations came up:
1. SLPAs for other states when their training did not meet the minimum requirements of Oregon requirements
2. Shortage of board licensed SLPAs to provide supervision
3. Grandfather clause ended

2012-2013  The new executive director, Sandy Leybold brought to the OSHA board members the reoccurring issue of qualified applicants who were short their 100 clinical hours.

Typically, the 100 clinical hours are acquired while attending the approved Chemeketa Community College program.

Applicants from out of state programs might not have completed the clinical hours.

Applicants who had completed their bachelors program might not have completed the clinical hours.

As the law stood, they could not complete the hours without being in the Chemeketa program.

June 2013-Nov. 2013  The Board debated how to allow qualified applicants to obtain the 100 clinical hours without going back to a college program.

The Board of Examiners and the OSHA board worked together to create a Provisional SLPA Certification which would allow qualified applicants to work for three months while completing the 100 clinical hours under the direct supervision of an SLP.

Certification Process
- 45 quarter hours or 30 semester hours from an approved program
- Completion of 100 hours of clinical fieldwork over the recommended 8-12 week period
- Completion of 8 hours of consultation and assessment over the recommended 8-12 week period
- Evidence of competency levels needed to practice as a SLPA

Qualifications to Supervise SLPAs
- Holds an active, valid license issued by the Board of Examiners or an active, valid teaching credential with an endorsement in speech-language impaired or an endorsement in communication disorders issued by the Teacher Standards and Practices Commission
- Two years of experience
- Supervising SLP must agree to supervise according to the Board requirements
Requirements for Supervision of SLPAs

- First 90 days, 30% direct supervision of clinical interaction (20% direct and 10% indirect) is required
- The supervising SLP must be able to be reached throughout the day 100% of the time
- The caseload of the SLP must allow for supervision, administration, evaluations, and meeting times - SLPAs cannot have their own caseload
- A limit of two SLPAs per supervising SLP – an exception can be requested based on a severe shortage
- SLP must sign co-sign all records
- Supervision of SLPAs must be documented

Scope of Duties for SLPAs

- Conduct speech and language screening
- Provide direct treatment assistance excluding dysphagia
- Document client progress
- Assist the SLP in collecting and tallying data for assessment purposes
- Act as an interpreter during assessments
- Assist the SLP with informal documentation during treatment sessions
- Schedule activities, prep charts, graph data
- Perform checks and maintenance of equipment
- Participate with the SLP in research projects

Outside the Scope of Practice for SLPAs

- Conduct swallowing screening, assessment, and intervention
- May not administer standardized or non-standardized diagnostic tests, formal or informal
- May not participate in parent conferences, IEP/IFSP meetings, IEP meetings, etc. without the supervising SLP present
- May not write, develop, or modify a client’s treatment plan
- May not provide intervention without a treatment plan written by the supervising SLP
- May not sign any formal documents

Outside the Scope of Practice for SLPAs

- May not write a formal screening, diagnostic, or discharge report
- May not select clients for service
- May not discharge clients
- May not share client information to others unless designated by the SLP
- May not make additional referrals
- May not communicate with the clients family or others without the consent of the SLP
- May not represent himself/herself as a SLP

Reminders:

- SLPAs cannot have/manage their own caseload
- It's the responsibility of the SLP to ensure a SLP is properly trained and licensed
- Licensees must always hold the welfare of the client paramount and recognize that not all clients can be treated the same way
- Direct supervision must be “on site, within sight or sound” or “live video-conference observation and guidance”
- The client or parent must be notified in advance that the services are going to be provided by a SLP
- All supervision documentation must be completed and calculated for each calendar month

Outcomes

- Historically, Eastern and Southern Oregon have struggled to fill SLP positions
- Historically, students have gone without services
- Currently, Eastern and Southern Oregon employ the most SLPs
- Currently, Eastern and Southern Oregon continue to have a shortage of SLPs but by using SLPAs they can serve more students and provide consistent services
- Currently, Eastern and Southern Oregon continue to recruit SLPs
**Outcome**

- Historically, Central Oregon has struggled to fill SLP openings and therefore used SLPAs.
- Currently, due to population shift, Central Oregon no longer has difficulty filling positions with SLPs.
- Very few SLPAs are used.
- Historically, and currently the Willamette Valley has not struggled to fill SLP openings.
- Historically and currently, few SLPAs are used.

**Outcomes**

- 2004 Eastern and Southern Oregon school districts created and financially supported “Grow Your Own” programs.
- Currently, the Department of Education now sponsors the local school districts “Grow Your Own” programs.
- This program has successfully increased the amount of trained SLPAs in rural areas.
- Overall outcome of use of SLPAs in the state of Oregon has provided stability of services for our students.
SLP Assistant Licensure

Status in the State of New Mexico

Sandra Nettleton
NMSHA President

History of SLPAs in New Mexico

- In October of 2012, the NMSHA membership came to a consensus that NMSHA would research licensure for SLP assistants.
- The topic was posed on the NMSHA list serv for members to respond. Over the course of several months, questions and comments were made regarding the SLPA licensure.
- At that time, approximately half of the membership was in favor and half opposed.
- In 2013-2015, periodic updates were provided to the Licensure Board on where SLPA’s were being employed in the state, including a survey of all schools in 2013 for locations. Several Licensure Board members continued to have issues with moving forward on licensure during this time.

Recent SLPA Developments

- In 2015, it came to the NMSHA Executive Board’s attention that SLP Assistants were working in the state without licensure.
- NMSHA distributed a survey to public school districts throughout the state and discovered that indeed SLP assistants were employed as Educational Assistants through the Public Education Department, predominately in rural areas.
- The issue was put forward to the NM Regulation and Licensing Board who decided to create a subcommittee on writing an initial draft for SLPA Licensure.
- The subcommittee was made up of 2 licensing board SLPs and 1 NMSHA board representative (also an SLP).

SLPA Licensure Draft

- The initial licensure draft was written in 2016 after a review of licensing rules and regulations from other states including Arizona, Texas, Colorado and California.
- The committee also reviewed the “ASHA’s Scope of Practice for SLPAs” and “ASHA Speech-Language Pathology Assistants: Overview, Key Issues, Resources, and References” documents.
- The initial SLPA licensure draft was completed in September of 2016 and posted on the NMSHA website for review by the membership (along with a notice on the list serv).

Push Back from the Membership

At this point, some members voiced opposition to SLPA licensure stating:
- Hiring SLPA assistants was a threat to their jobs.
- SLPs will become supervisors and not serve caseloads.
- Caseload numbers will increase and become unreasonable.
- There was too much potential for abuse and misuse with SLPA’s.
- Universities voiced concern about finding supervisors for practicum students given the competition with SLPA’s.
- School districts should not be hiring SLPA’s as Educational Assistants.
- Some felt that NM needed a SLPA training program in the state prior to licensure.

Discussion at the Annual Conference

- The SLPA draft was reviewed and discussed at a “Hot Topics” session during the October 2016 NMSHA conference. Representatives from the state licensing board and NMSHA were present to address concerns and make suggestions.
- Most participants at the session were in favor of the licensure but had suggestions regarding the draft.
- It was recommended that a school-based NMSHA board member be added to the licensure subcommittee.
- It was also recommended that the NMSHA board vote on an official position regarding SLPA licensure.
SLP Licensure Draft: Comments

- In general, the response to the first SLPA licensure draft was positive since it stipulated scope of practice and limited the number of SLPA's that could be supervised by one SLP.
- Universities and NMSHA members were concerned about the lack of specificity with SLPA training and supervision requirements.
- Concerns arose about caseload numbers, salary for SLPA's, and competition with placement of university students.

SLPA Licensure Draft #2.

- The committee added information on training requirements for SLPA's based on guidelines from ASHA and other states.
- Specifics regarding supervision based on ASHA guidelines were also added.
- It was decided that concerns such as caseload size and ethics would be addressed in a “Best Practice for SLPA's” document that will be written and circulated by NMSHA.
- The membership is given until June 15, 2017 to provide comment to the second draft.

Additional Developments:

- In December 2016, the NMSHA board voted unanimously to support SLPA licensure in the state predominately to protect consumers and supervising SLP's. The decision was reported to the NM licensure board later that month.
- A on-line video regarding SLP Assistant Scope of Practice, Training, and Supervision requirements was developed and offered to state SLP's via the NMSHA website.
- In January 2017, the licensure board sent out a letter to all SLP's in the state informing them that SLP assistants were not yet licensed and that supervision of SLPA's will be placing their own license at risk.

Next Steps:

- Consider feedback from membership on the second licensure draft.
- Write a “Best Practice for SLPA's” document to address concerns not included in the licensure bill.
- Submit a SLPA licensure bill to the 2018 legislative session.

Questions? Suggestions? Feedback?