**Section 28.230 Standards for the Speech-Language Pathologist**

By October 1, 2025, an individual who completes an approved program and elects to receive the speech-language pathologist's endorsement on a professional educator license endorsed for school support personnel (non-teaching) rather than for a teaching field shall be subject to the standards set forth in this Section but not to those set forth in Section 28.100 of this Part or to those set forth at 23 Ill. Adm. Code 24.130. By October 1, 2025, the examination required for issuance of either of these credentials (i.e., non-teaching or teaching speech-language pathologist) shall be based upon the standards identified in this Part. By October 1, 2025, candidates for an endorsement in Speech-Language Pathology will be required to complete a program aligned to the 2020 Standards for the Certificate of Clinical Competence in Speech Language Pathology, published by the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 200 Research Boulevard, Rockville MD 20850-3289, and available at https://www.asha.org/Certification/2020-SLP-Certification-Standards/. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2025 are as follows:

a) Content Knowledge – The competent speech-language pathologist understands the philosophical, historical, and legal foundations of speech-language pathology and is able to incorporate this knowledge within the context of the educational system.

1) Knowledge – The competent speech-language pathologist understands:

A) various types of communication disorders, their classifications, and their manifestations;

B) anatomic and physiologic bases of speech, language, hearing, and oropharyngeal function;

C) linguistic and psycholinguistic variables related to the normal development of speech, language, and hearing;

D) physical and psychophysical bases and processes of the production and perception of speech, language, and hearing;

E) the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders; and

F) the relationship of knowledge within the discipline to education and life/career applications.

2) Performance – The competent speech-language pathologist:

A) provides screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of:

i) speech, including articulation, fluency, and voice;

ii) language, including phonology, morphology, syntax, semantics, and pragmatics, and disorders of receptive and expressive communication in oral, written, graphic, and manual modalities;

iii) oral and pharyngeal functions, including disorders of swallowing and feeding;

iv) cognitive aspects of communication; and

v) social aspects of communication;

B) uses research results to determine effective diagnostic and treatment procedures; and

C) measures outcomes of treatment and conducts continuing evaluation of the efficacy of practices and programs to maintain and improve quality of services.

b) Human Development and Learning – The competent speech-language pathologist understands the cognitive, physical, emotional, social, and communication development of an individual and creates opportunities that support the intellectual, social, and personal development of all students.

1) Knowledge – The competent speech-language pathologist understands:

A) child and adolescent growth and development and the ranges of individual variation; and

B) that learning is influenced by students' physical, social, emotional, ethical, and cognitive development.

2) Performance – The competent speech-language pathologist:

A) considers student development factors when interpreting evaluative data and designing interventions; and

B) introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles.

c) Diversity – The competent speech-language pathologist understands and is tolerant of individual differences and provides services that demonstrate sensitivity to these differences.

1) Knowledge – The competent speech-language pathologist understands:

A) differences in race, culture, religion, national origin, gender, sexual orientation, and disabling condition;

B) the process of second language acquisition and strategies to support student learning; and

C) areas of exceptionality in learning as defined in the federal and State statutes and regulations (i.e., Section 504 of the Rehabilitation Act of 1973 (29 USC 794), Individuals with Disabilities Education Act (20 USC 1400), Americans with Disabilities Act of 1990 (42 USC 12101), the School Code [105 ILCS 5], and State rules governing Special Education (23 Ill. Adm. Code 226)) and the impact these have on students, families and school programs.

2) Performance – The competent speech-language pathologist:

A) provides services that demonstrate multicultural sensitivity to students and families;

B) designs assessments and intervention strategies appropriate to students' gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs; and

C) considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning intervention.

d) Planning and Intervention – The competent speech-language pathologist uses an understanding of assessment and intervention to create plans for the prevention and habilitation of communication disorders.

1) Knowledge – The competent speech-language pathologist understands:

A) strategies and activities designed to prevent communication disorders;

B) principles and techniques of various interventions utilized in the management and treatment of communication disorders; and

C) evaluation and management procedures that do not pertain specifically to speech disorders or language disorders and are within the "Scope of Practice in Speech-Language Pathology" (2007) published by the American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, Maryland 20850 and posted at http://www.asha.org/policy/SP2007-00283/. No later amendments to or editions of this document are incorporated by this rule.

2) Performance – The competent speech-language pathologist:

A) plans activities for the prevention of communication disorders;

B) uses and interprets assessment data in making appropriate intervention decisions;

C) contributes to the development of a comprehensive, longitudinal individualized program for each student;

D) creates goals and benchmarks or short-term objectives to enable students to meet expectations for learning;

E) creates and adapts effective learning materials and learning experiences based on curriculum, students' prior knowledge, and students' needs;

F) interprets and uses assessment data for the purpose of making appropriate modifications in the learning environment and planning effective interventions; and

G) accesses and employs a wide range of information and technology to enhance student learning.

e) Learning Environment – The competent speech-language pathologist uses an understanding of learning approaches to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1) Knowledge – The competent speech-language pathologist understands:

A) how school systems are organized and how they operate in relation to general and special education; and

B) how individuals differ in their approaches to learning and how to create opportunities adapted to diverse learners.

2) Performance – The competent speech-language pathologist:

A) maximizes the use of therapeutic intervention time by creating an environment that is conducive to learning and achieving individualized communication goals; and

B) uses strategies that encourage students to assume responsibility, participate in decision-making, work independently, and collaborate in learning activities.

f) Service Delivery – The competent speech-language pathologist understands a continuum of services and service delivery options and provides services based upon the needs of individual students.

1) Knowledge – The competent speech-language pathologist understands and is familiar with a continuum of services and service delivery options.

2) Performance – The competent speech-language pathologist:

A) assists in determining the least restrictive environment to provide services based upon the needs of individual students;

B) selects and uses instructional content, materials, resources, and strategies based upon age, ability, cultural, linguistic, and gender differences of the student;

C) monitors and adjusts strategies in response to student feedback and ongoing performance data; and

D) teaches students with special learning needs to use thinking, problem-solving, and other cognitive strategies to meet individual needs.

g) Communication – Competent speech-language pathologists use knowledge of effective written, verbal, nonverbal, and visual communication technique to effectively communicate with their audience.

1) Knowledge – The competent speech-language pathologist understands:

A) and is familiar with the components and terminology of professional report writing; and

B) the importance of audience and purpose when selecting ways to communicate.

2) Performance – The competent speech-language pathologist:

A) uses a variety of communication modes to effectively communicate with a diverse student population, parents, and other professionals;

B) speaks and writes effectively using language appropriate to the situation and the audience; and

C) practices effective listening and provides students with constructive feedback.

h) Assessment and Evaluation – The competent speech-language pathologist understands the educational assessment process and utilizes various assessment strategies to support the continuous development of all students.

1) Knowledge – The competent speech-language pathologist understands:

A) procedures, techniques and instrumentation used to evaluate communication disorders;

B) various formal and informal assessment and evaluation theories, techniques, and strategies; and

C) evaluation procedures that do not pertain specifically to speech disorders or language disorders and are within the American Speech-Language-Hearing Association's "Scope of Practice in Speech-Language Pathology".

2) Performance – The competent speech-language pathologist:

A) uses a variety of appropriate formal and informal assessment tools and procedures;

B) uses nondiscriminatory evaluation procedures in order to obtain a valid understanding of how a student is functioning and what the student is capable of accomplishing; and

C) maintains useful and accurate records and communicates information, such as legal rights and evaluation results, knowledgeably and responsibly to parents/guardians and others involved in meeting the needs of the student.

i) Collaborative Relationships – The competent speech-language pathologist understands collaborative relationships and fosters collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

1) Knowledge – The competent speech-language pathologist understands:

A) the collaborative process; and

B) the benefits, barriers, and techniques involved in collaboration.

2) Performance – The competent speech-language pathologist:

A) works with colleagues and parents to develop and maintain a positive learning environment; and

B) facilitates collaborative relationships between general and special education.

j) Professional Growth and Self-Evaluation – The competent speech-language pathologist continually evaluates how choices and actions affect students, parents, and other professionals and actively seeks opportunities to grow professionally.

1) Knowledge – The competent speech-language pathologist understands:

A) that self-evaluation is an integral part of professional growth and improvement;

B) the necessity of continuing education for professional development; and

C) is familiar with resources available for professional development.

2) Performance – The competent speech-language pathologist:

A) identifies and engages in appropriate continuing education opportunities to support personal development as a learner and educator;

B) actively seeks out, participates in, and shares relevant instructional materials and ideas with colleagues; and

C) engages in self-evaluation, making ongoing adjustments to assessment and intervention techniques as needed to improve services to students.

k) Professional Conduct and Ethics – The competent speech-language pathologist understands and abides by applicable laws, regulations, policies, procedures, codes of conduct, and practice guidelines.

1) Knowledge – The competent speech-language pathologist understands:

A) professional associations' codes of conduct and ethical practice guidelines;

B) federal and State laws and regulations as they pertain to professional practice;

C) parameters of the profession's scope of practice; and

D) school policies and procedures.

2) Performance – The competent speech-language pathologist:

A) follows codes of professional conduct and ethical practice guidelines of the profession;

B) abides by federal and State laws and regulations as they pertain to professional practice;

C) follows the profession's scope of practice;

D) follows school policies and procedures; and

E) promotes and maintains a high level of competence in the practice of the profession.

l) Facilitation and Advocacy – Competent speech-language pathologists understand their advocacy role and assist individuals in accessing educational resources and services.

1) Knowledge – The competent speech-language pathologist understands:

A) the educator's advocacy role;

B) programs and services available in the school environment; and

C) how to access and make appropriate referrals for services provided by district, community, and State resources.

2) Performance – The competent speech-language pathologist:

A) identifies areas of need and makes referrals as appropriate;

B) assists parents/students in accessing community and school resources and services;

C) provides consultation to parents/guardians, school staff, community agencies, and relevant others in understanding the scope of speech-language services in the school setting; and

D) advocates for appropriate student services and supports as needed.

(Source: Amended at 45 Ill. Reg. 14843, effective November 10, 2021)