

Special Education – Speech Impaired

I. Knowing the Content

The professional education program provides evidence that Speech and Language Disabilities certification candidates complete a clearly articulated master's degree program in speech and language pathology or communication disorders. The program shall require candidates to demonstrate a knowledge of and competence in the fundamental concepts of speech and language necessary to teach at the preschool, elementary and secondary levels (N-12) including:

I.A. Philosophical, historical and legal foundations of education of students with disabilities including:

- federal entitlements that relate to the provision of specialized equipment and materials for learners who have speech and language disabilities,
- array of service options,
- educational definitions, identification criteria, labeling issues and current incidence and prevalence figures

I.B. Models and theories of typical/atypical growth and behavior across age groups, and philosophies that provide the foundation for research based special education practice including:

- cognitive,
- communicative,
- emotional/social,
- motor,
- adaptive,
- sensory

I.C. Basic human communication processes including:

- anatomical and physiological bases,
- the physical and psychophysical bases,
- linguistic and psycholinguistic aspects

I.D. Service delivery models including:

- collaboration,
- co-teaching,
- integration,
- pull out: individual and group

I.E. Therapeutic intervention strategies, materials and resources for disorders related to:

- language,
- articulation,
- fluency,
- voice,
- dysphasia, apraxia and dysarthria
- other speech/language pathologies that are syndrome related

I.F. Communicating and Collaborating with Partners including:

- strategies for assisting parents and other professionals in planning appropriate transitions,
- identifying resources, networks, organizations and services for the speech and language disabled,
- roles and responsibilities of professionals and paraprofessionals,
- transdisciplinary teaming practices

I.G. Normal speech and language development and the impact of cultural and linguistic diversity

I.H. Procedures for administration of assessment instruments and the interpretation of results

I.I. Caseload Management including data collection and record-keeping

I.J. Relationship between speech and language skills and the ability to function in an educational program including students from culturally and/or linguistically diverse backgrounds

I.K. Auditory screening and referral procedures and interpretation of audiological assessments, including immitance and pure tone audiometry

I.L. Implementing technology for management, assessment, and intervention, including augmentative and alternative communication

II. Performances

The professional education program provides evidence of the candidates participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Speech and Language certification program are assessed in coursework, field experiences and student teaching and the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the educational environment to maximize opportunities for communication including:

- creating a positive climate that promotes learning,
- establishing and maintaining rapport with students,
- communicating challenging learning expectations to each student,
- establishing and maintaining consistent standards of classroom behavior,
- making the physical environment safe and appropriate for students

II.B. Planning interventions based upon:

- underlying principles of communication science and disorders,
- students diverse learning needs,
- community needs and resources,
- Pennsylvania Academic Standards

II.C. Implementing precautions related to infection control in the delivery of speech and language services

II.D. Implementing service delivery models, strategies, curriculum resources, and technologies in collaboration with other educators in multidisciplinary teams

II.E. Selecting, administering and interpreting appropriate speech and language assessment instruments

II.F. Selecting, analyzing, and modifying instructional materials and communication modes in order to address the needs and instructional levels of a diverse population of students

II.G. Monitoring progress of interventions using a variety of data collection and record keeping techniques for program modification

II.H. Integrating speech and language skill development with the educational curriculum

II.I. Communicating and collaborating with partners including:

- developing an understanding of the impact of speech and language disabilities on the educational and life experiences of students, parents and other professionals,
- reporting results of evaluations and their implications to students, parents, and school personnel,
- coordinating the activities of participants in the instructional program including implementation of transdisciplinary teaming practices

III. Professionalism

The professional education program provides evidence that each Speech and Language certification candidate demonstrates knowledge of and competencies in fostering professionalism in school and community settings including:

III.A. National, state and local professional organizations related to speech and language

III.B. Integrity and ethical behavior, professional conduct as stated in *Pennsylvania's Code of Professional Practice and Conduct for Educators*; and local, state, and federal laws and regulations

III.C. Communicating effectively (orally and in writing) with students, colleagues, families, paraprofessionals, related service personnel, administrators, agencies and the community

III.D. Establishing and maintaining collaborative relationship with basic and higher education colleagues, families and the community agencies to meet the needs of diverse learners