North Carolina Department of Public Instruction
Standards for Speech Language Pathologists

Standard 1: SLP demonstrates knowledge and understanding of normal speech, language and hearing processes.

Indicator 1: SLP demonstrates knowledge of normal language development including semantics, syntax, morphology, pragmatics and phonology.

Indicators 2: SLP demonstrates knowledge of normal speech development.

Indicators 3: SLP demonstrates knowledge of physiology, anatomy and neurology of speech and language development.

Indicators 4: SLP demonstrates knowledge of normal hearing processes.

Indicator 5: SLP demonstrates knowledge of social and cultural aspects including second language acquisition of speech and language development and development of play.

Indicator 6: SLP demonstrates the knowledge of the relationship between normal language development and the acquisition of literacy skills, including listening, speaking, reading and writing.

Standard 2: SLP demonstrates knowledge of speech and language disorders.

Indicator 1: SLP demonstrates knowledge of language disorders.

Indicator 2: SLP demonstrates knowledge of phonological and articulation disorders.

Indicator 3: SLP demonstrates knowledge of voice disorders.

Indicator 4: SLP demonstrates knowledge of motor speech disorders.

Indicator 5: SLP demonstrates knowledge of fluency disorders.

Indicator 6: SLP demonstrates knowledge of cognitive- communication disorders.

Indicator 7: SLP demonstrates knowledge of swallowing disorders.

Indicator 8: SLP demonstrates knowledge of language- based literacy disorders.

Indicator 9: SLP demonstrates knowledge of and skills in differentiating communication differences, dialects, deviations and disorders.

Standard 3: SLP will demonstrate ability to use standardized and non-standardized assessment tools in the identification of speech and language disorders.

Indicator 1: SLP demonstrates the ability to use assessment instruments in the identification of language disorders.
Indicator 2: SLP demonstrates the ability to use assessment in the identification of phonological and articulation disorders.

Indicator 3: SLP demonstrates the ability to use assessment in the identification of voice disorders.

Indicator 4: SLP demonstrates the ability to use assessment in the identification of motor speech disorders.

Indicator 5: SLP demonstrates the ability to use assessment in the identification of fluency disorders.

Indicator 6: SLP demonstrates the ability to use and interpret speech and language assessments as they relate to cognitive-communication disorders.

Indicator 7: SLP demonstrates ability to interpret cognitive assessments as they relate to communication disorders.

Indicator 8: SLP demonstrates knowledge of the assessments associated with swallowing disorders that impact speech-language functioning.

Indicator 9: SLP demonstrates the ability to use, and interpret assessments as they relate to language-based literacy disorders.

Indicator 10: SLP demonstrates the ability to conduct hearing screenings under the supervision of a licensed audiologist.

Indicator 11: SLP demonstrates knowledge of assessments to identify the impact of hearing impairments on communication and learning.

Indicator 12: SLP demonstrates knowledge of culturally and linguistically appropriate assessment procedures.

Indicator 13: SLP demonstrates the ability to use formal and informal assessment in the area of alternative and augmentative communication techniques, and assistive technology.

Indicator 14: SLP demonstrates the knowledge of how and when to refer students for appropriate services.

Indicator 15: SLP demonstrates knowledge of assessment procedures and associated issues for students with cognitive, behavioral or learning challenges as they relate to speech-language functioning.

Indicator 16: SLP demonstrates ability to conduct descriptive, prescriptive, performance and curriculum-based assessments.

Indicator 17: SLP demonstrates ability to describe students’ present level of performance in terms of needs, strengths, and interests and to prescribe a plan for intervention, including classroom modifications.

**Standard 4:** SLP demonstrates knowledge and use of evidence-based practices in program planning, management, and evaluation related to communicative disorders.
Indicator 1: SLP demonstrates ability to use the IEP process in a flexible, functional way for allowing the transfer of skills to classroom performance.

Indicator 2: SLP demonstrates use of instructional materials, devices including assistive technology, and other supplemental aids to address the needs of students with speech-language disorders.

Indicator 3: SLP demonstrates ability to prevent and manage behaviors that may interfere with the intervention process.

Indicator 4: SLP demonstrates ability to evaluate and modify intervention procedures based on data collection.

Indicator 5: SLP demonstrates ability to prepare data driven progress reports and to maintain accurate records for evaluating student progress and program accountability.

Indicator 6: SLP demonstrates knowledge and understanding of standard curriculum and classroom collaboration/consultation in the management of speech-language disorders.

Indicator 7: SLP demonstrates ability to assist classroom teachers in general areas of communication, such as interpersonal communication, listening and speaking skills.

Indicator 8: SLP demonstrates knowledge of and implements culturally appropriate intervention procedures.

Indicator 9: SLP demonstrates knowledge of efficacious exit practices including appropriate dismissal practices.

Indicator 10: SLP demonstrates understanding of their role in prevention/intervention of skills on the continuum of listening, speaking, reading and writing.

Indicator 11: SLP demonstrates ability to provide teachers with knowledge information and skill enhancement through consultation and collaboration.

Indicator 12: SLP demonstrates understanding of statewide assessment systems and the integration of test taking skills into intervention services.

Indicator 13: SLP demonstrates ability to use computer-assisted interventions.

Indicator 14: SLP demonstrates knowledge of various service delivery systems and skills in determining the least restrictive environment that maximizes speech-language learning growth.

Indicator 15: SLP demonstrates ability to develop learning goals and benchmarks and performance-based objectives based upon assessments of student performance.

**Standard 5: SLP demonstrates ability to interact in educational settings.**

Indicator 1: SLP demonstrates knowledge of federal and state laws and regulations relating to the delivery of services in educational settings.

Indicator 2: SLP demonstrates knowledge of educational and professional organizations relating to the profession of speech language pathology.
Indicator 3: SLP demonstrates knowledge of strategies and techniques for prevention of communication disorders.

Indicator 4: SLP demonstrates knowledge of professional development, continuing education and job-related expectations.

Indicator 5: SLP adheres to professional code of ethics.

Indicator 6: SLP implements effective leadership and interpersonal skills in developing relationships with administrators, other staff, parents and students and for program development and advocacy.

Indicator 7: SLP demonstrates skill in conflict resolution and alternative dispute management.

Indicator 8: SLP demonstrates knowledge of criteria for and skills in supervising paraprofessionals.

Indicator 9: SLP demonstrates awareness of and professional performance in due process matters and litigious environments.

Indicator 10: SLP demonstrates knowledge of and skills in identifying and assisting others who can foster meaningful change in speech-language performance, including parents teachers and other professionals and caregivers.