

USING THE ASHA SLPA SKILLS INVENTORY TO COMMUNICATE, COLLABORATE, AND CULTIVATE EXCELLENCE

Jennifer Schultz, MA, CCC-SLP



Disclosures

- Mitchell Technical College – Salary
- ASHA – Honorarium
- Dynamic Resources – Royalties
- MedBridge – Royalties
- Northern Speech Services – Royalties
- ASHA SLPA workgroups for SLPA certification and exam development
- SDSLHA member and past executive council member
- SD workgroup to update SLP and SLPA licensure statutes and rules

What will we accomplish?



Describe methods to observe and evaluate SLPA skills using the ASHA SLPA Skills Inventory

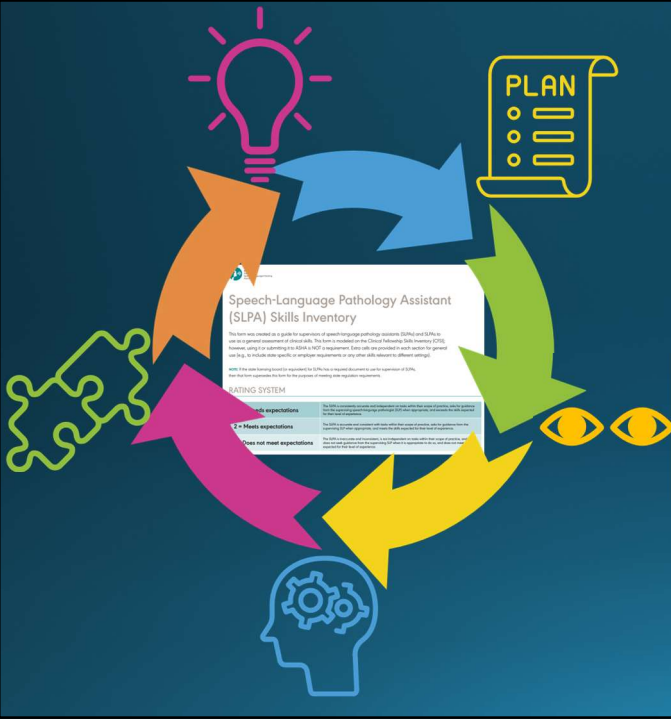


Utilize strategies to collaborate with SLPA supervisees to identify professional strengths and opportunities for growth



Design a plan with SLPA supervisees to develop their clinical skills based on observations





Components of Supervision

- I. Understanding
- II. Planning
- III. Observing
- IV. Analyzing
- V. Integrating

(Anderson, 1988)

Assessment is a continuous process.
Supervisee is an active participant.
Assessment form is a live document.

No surprises!



Goal of Clinical Supervision of Support Personnel

“Facilitate the acquisition of skills needed for the provision of efficient and effective services within the scope of practice under the supervision of a credentialed provider”

(ASHA, 2013, p. 9)

Competence is a Moving Target



- Absolute competence is not possible.
 - Caseload
 - Setting
 - Context
 - Advances in field
 - Personal factors
- Metacompetence
 - Ongoing self-assessment
 - Openness to feedback

Falender & Shafranske, 2017



Growth & Satisfaction

- Develop SLP/SLPA alliance
- Eliminate surprises
- Ensure client welfare
- Reduce workload and increase satisfaction
 - More shared work = Less stress for SLP
 - More variety in tasks performed = Increased job satisfaction for SLPA
- Provide useful feedback and encourage life-long learning

(Falender & Shafranske, 2017)



www.asha.org/siteassets/supervision/slpa-skills-inventory.pdf



Speech-Language Pathology Assistant (SLPA) Skills Inventory

This form was created as a guide for supervisors of speech-language pathology assistants (SLPAs) and SLPAs to use as a general assessment of clinical skills. This form is modeled on the Clinical Fellowship Skills Inventory (CFSI); however, using it or submitting it to ASHA is NOT a requirement. Extra cells are provided in each section for general use (e.g., to include state-specific or employer requirements or any other skills relevant to different settings).

NOTE: If the state licensing board (or equivalent) for SLPAs has a required document to use for supervision of SLPAs, then that form supersedes this form for the purposes of meeting state regulation requirements.

RATING SYSTEM

3 = Exceeds expectations	The SLPA is consistently accurate and independent on tasks within their scope of practice, asks for guidance from the supervising speech-language pathologist (SLP) when appropriate, and exceeds the skills expected for their level of experience.
2 = Meets expectations	The SLPA is accurate and consistent with tasks within their scope of practice, asks for guidance from the supervising SLP when appropriate, and meets the skills expected for their level of experience.
1 = Does not meet expectations	The SLPA is inaccurate and inconsistent, is not independent on tasks within their scope of practice, and/or does not seek guidance from the supervising SLP when it is appropriate to do so, and does not meet the skills expected for their level of experience.

Skill Categories

- Screening & Assessment
- Treatment
- Professional Practice
- Interpersonal
- Administrative

A. SCREENING and ASSESSMENT SKILLS

SKILL	DESCRIPTION	1 Does not meet expectations	2 Meets expectations	3 Exceeds expectations	N/A
1. SLPA implements screening procedures as directed by the SLP.	<p>SLPA informs client about screening procedures developed and directed by the SLP. Administers and scores speech, language, hearing screening instrument(s) without clinical interpretation.</p> <p>SLPA assists the SLP with bilingual translation during screening and assessment activities exclusive of interpretation, as appropriate; refer to Issues in Ethics: Cultural and Linguistic Competence (ASHA, 2017).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. SLPA assists with collecting comprehensive case history information for assessment.	<p>SLPA collects case history information without integration or interpretation.</p> <p>SLPA collects and obtains additional information from various sources and records without interpretation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SLPA assists with administration and scoring of assessments IF (a) the SLPA meets the examiner requirements specified in the examiner's manual and (b) the SLPA is allowed to assist with assessments according to state and employer regulations.	SLPA accurately administers and scores assessment without clinical interpretation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

SKILL	DESCRIPTION
1. SLPA selects and uses materials as directed by the SLP.	<p>SLPA selects and/or develops materials that are relevant to client/patient needs.</p> <p>SLPA uses materials and/or instrumentation effectively.</p>
2. SLPA implements treatment plan designed by supervisor.	<p>SLPA uses appropriate stimuli, cues, and prompts with the patient/client to elicit target behaviors as defined in the treatment protocol.</p> <p>SLPA maintains on-task behavior or redirects off-task behavior of patients/clients in individual or group treatment, consistent with the patient/client's developmental age, communication style, and disorder.</p> <p>SLPA demonstrates or shares information with patients, families, and staff regarding feeding strategies developed and directed by the SLP.</p> <p>SLPA serves as interpreter for patients/clients, students, and families, as appropriate.</p> <p>SLPA provides services under an SLP's supervision in another language, as appropriate.</p> <p>SLPA programs and provides instruction in the use of augmentative and alternative communication (AAC) devices, as appropriate.</p>

What's in a number?

1	2	3	
Does not meet expectations	Meets expectations	Exceeds expectations	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Exceeds expectations

- Consistently accurate and independent within scope of practice
- Asks for guidance when appropriate
- Exceeds skills for level of experience

2 Meets expectations

- Accurate and consistent within scope of practice
- Asks for guidance when appropriate
- Meets skills expected for level of experience

1 Does not meet expectations

- Inaccurate and inconsistent
- Not independent within scope of practice
- Does not seek guidance when appropriate
- Does not meet skills expected for level of experience

What's **your** number?

3 Exceeds expectations

- Displays exceptional skills
- Demonstrates innovative and effective strategies
- Adapts to challenges
- Fosters positive and supportive clinical environment

2 Meets expectations

- Completes tasks as directed
- Meets current needs of individuals served and adheres to facility requirements
- Asks for guidance and feedback when necessary

1 Does not meet expectations


- Desires to learn new skills within SLPA Scope of Practice
- Requires development of new skills due to changes in individuals served
- Displays inconsistency or reduced confidence in skills

SKILL	DESCRIPTION	met sions	actions	actions	
1.	SLPA assists with clerical skills and departmental operations (e.g., preparing materials, scheduling activities, keeping records).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	SLPA performs checks regarding safety/maintenance and calibration of equipment, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	SLPA collects data for quality improvement of programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	SLPA prepares and maintains patient/client charts, records, and graphs for displaying data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

- Clients and activities observed
- Objective statements supporting ratings
- Specific tools and skills deemed competent vs. needing development
- SLPA input re: strengths and needs
- Recommended training activities (observe SLP, attend/view CE course, readings, guided practice)





ASHA
American
Speech-Language-Hearing
Association

Optional Template for Tracking Supervisory Activities

SLPA Name: _____

SLPA Supervisor: _____

Supervisor's ASHA ID: _____

Location: _____

Start Date: _____

End Date: _____

DATE OF OBSERVATIONS	ACTIVITY OBSERVED	COMMENTS/FEEDBACK	HOURS OBSERVED	DIRECT OR INDIRECT?

Date of Feedback: _____

Total Number of Hours Observed: _____

This form was created as a **guide** for SLPA Supervisors and SLPAs to use while completing clinical hours. Using this form—**or** submitting it to ASHA at the completion of the clinical hours—is NOT required. **Do not submit this table or tracking form to ASHA.**

A. SCREENING and ASSESSMENT SKILLS		1	2	3	
SKILL		Does not meet expectations	Meets expectations	Exceeds expectations	N/A
1. SLPA implements screening procedures as directed by the SLP.	SLPA informs client about screening procedures developed and directed by the SLP. Administers and scores speech, language, hearing screening instrument(s) without clinical interpretation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	SLPA assists the SLP with bilingual translation during screening and assessment activities exclusive of interpretation, as appropriate; refer to Issues in Ethics: Cultural and Linguistic Competence (ASHA, 2017).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. SLPA assists with collecting comprehensive case history information for assessment.	SLPA collects case history information without integration or interpretation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SLPA collects and obtains additional information from various sources and records without interpretation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SLPA assists with administration and scoring of assessments IF (a) the SLPA meets the examiner requirements specified in the examiner's manual and (b) the SLPA is allowed to assist with assessments according to state and employer regulations.	SLPA accurately administers and scores assessment without clinical interpretation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:					
SLP Comments: Maddie explains screening tasks to students in child-friendly terms. She reviews new student files per SLP request. Maddie accurately administers the Speechease, SLS (TILLS screener), and KLST screenings. The CUBED-3 benchmark progress monitoring tool is a new tool for screening and monitoring that will be implemented this school year. Maddie needs to learn administration and scoring procedures for this tool. SLPA Comments: I am interested in obtaining experience in administration of non-standardized screening and assessment tools.					

B. TREATMENT SKILLS		1	2	3	N/A
SKILL	DESCRIPTION	Does not meet expectations	Meets expectations	Exceeds expectations	
1. SLPA selects and uses materials as directed by the SLP.	SLPA selects and/or develops materials that are relevant to client/patient needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	SLPA uses materials and/or instrumentation effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. SLPA implements treatment plan designed by supervisor.	SLPA uses appropriate stimuli, cues, and prompts with the patient/client to elicit target behaviors as defined in the treatment protocol.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	SLPA maintains on-task behavior or redirects off-task behavior of patients/clients in individual or group treatment, consistent with the patient/client's developmental age, communication style, and disorder.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SLPA demonstrates or shares information with patients, families, and staff regarding feeding strategies developed and directed by the SLP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SLPA serves as interpreter for patients/clients, students, and families, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SLPA provides services under an SLP's supervision in another language, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	SLPA programs and provides instruction in the use of augmentative and alternative communication (AAC) devices, as appropriate.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SLPA provides feedback to the supervising SLP about effectiveness of current treatment strategies.	SLPA recognizes successful treatment strategies—as well as strategies, procedures, materials, and/or instrumentation—that may need to be adapted to meet individual client needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SLPA provides culturally responsive treatment to clients/patients and students in collaboration with the supervising SLP.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. SLPA accurately collects data as directed by supervisor.	SLPA accurately identifies correct and incorrect responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	SLPA provides constructive, accurate feedback and redirection as needed to client responses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:					
SLP Comments: Maddie chooses appropriate materials to address client goals and manages behavior effectively in therapy. Maddie documents therapy accurately and provides excellent suggestions to the SLP for future treatment plans. She provides motivating positive feedback for students following correct responses. Maddie could increase student opportunities to practice skills following errors.					
SLPA Comments: I am open to changes in how I provide practice opportunities. I want help identifying <u>disfluencies</u> and recording fluency data.					

For the New SLPA



This Photo by Unknown Author is licensed under CC BY-ND

- Purpose
 - Establish competency levels and design supervision plan
 - Encourage communication and collaboration
 - Ensure psychological safety in the supervisory relationship
 - Identify the SLPA's goals for professional development
- Plan
 - Direct clinical services - variety of ages and disorders
 - Indirect services - planning, documentation, and collaboration tasks
 - What is most important today?




c. PROFESSIONAL PRACTICE SKILLS (cont'd)


SKILL	DESCRIPTION	Does not meet expectations	Meets expectations	Exceeds expectations	N/A
8. SLPA provides information regarding prevention of communication disorders and emergency response for individuals with communication disorders, as appropriate.	SLPA (a) presents primary prevention information to individuals and groups who are known to be at risk for communication disorders and other appropriate groups and (b) promotes early identification and early intervention activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SLPA advocates for individuals and families through community awareness, health literacy, education, and training programs to promote and facilitate access to full participation in communication, including the elimination of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It's OK to Say N/A

Communicates in a Culturally Responsive Manner




[www.asha.org/practice/
multicultural/self](http://www.asha.org/practice/multicultural/self)



ASHA
American Speech-Language-Hearing Association
Making effective communication,
a human right, accessible and achievable for all.


Cultural Competence Check-Ins

Cultural competence, cultural humility, and culturally responsive services all are vital components to each professional interaction. ASHA has developed resources to help you reflect on your current level of cultural competence to improve service...

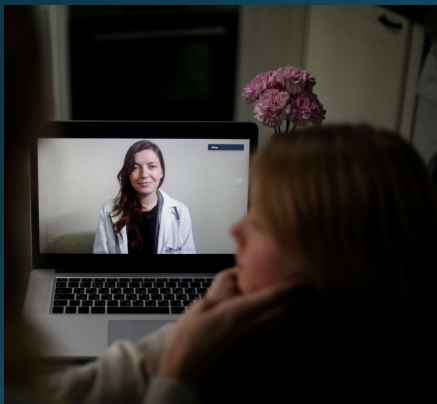
 American Speech-Language-Hearing Association

For the Experienced SLPA

- Purpose
 - Document SLPA's professional growth
 - Update professional needs as caseload demands change
 - Document SLPA's competence in duties new to Scope of Practice
 - Provide rationale to administration for continuing education opportunities and support for SLPA
- Plan
 - Direct clinical services - variety of ages and disorders
 - Indirect services - planning, documentation, and collaboration tasks
 - What will help the SLP/SLPA team grow?



For the SLPA in Telepractice



- Purpose
 - Similar to purposes for onsite SLPAs
 - Varies based on SLP/SLPA locations and roles (e.g., SLPA as telepractice provider vs. facilitator/ehelper, SLP telesupervision of onsite SLPA)
 - Increased focus on skills impacted by telepractice delivery mode
- Plan
 - Define SLPA's role and responsibilities
 - Schedule observations of direct and indirect services
 - Use HIPAA/FERPA compliant cloud storage to collaborate on and evaluate documentation

Telepractice Skills

Materials, stimuli, cueing, feedback, behavior management techniques, data collection, and other aspects require modification.

SLPA selects and/or develops materials that are relevant to client/patient needs.

SLPA uses materials and/or instrumentation effectively.

SLPA uses appropriate stimuli, cues, and prompts with the patient/client to elicit target behaviors as defined in the treatment protocol.

SLPA maintains on-task behavior or redirects off-task behavior of patients/clients in individual or group treatment, consistent with the patient/client's developmental age, communication style, and disorder.

Telepractice Skill Checklists



- Prepare and plan for service delivery: ASHA Telepractice Checklist for School-Based Professionals (ASHA, n.d.-b)
- Provide and document services: ASHA Telepractice Documentation Data Checklist for School-Based SLPs (ASHA, n.d.-c)
- Guide facilitators: ASHA Facilitator Checklist for Telepractice Services in Audiology and Speech-Language Pathology (ASHA, n.d.-a)



ASHA Practice Portal – Telepractice
www.asha.org/practice-portal/professional-issues/telepractice/

SLPA Telepractice Clinical Competencies

Lowman et al., 2024



Selected "highly essential" competencies most relevant to SLPAs (Lowman et al., 2024)

Clinical Competencies & Implementation Examples

Competency 1: Provider adapts visit plan in real-time to address patient's needs (e.g., uses different technology, incorporates support personnel, modifies task demands).

Examples of implementation:

- ☐ Substitutes environmental objects for clinic equipment and devices (e.g., home scales for clinic scales, can of food for weighted resistance, home swing for sensory swing)
- ☐ Uses a second camera to share documents, charts, and test stimuli
- ☐ Coaches caregiver through the execution of a clinical task
- ☐ Directs patient/caregiver to remain in line of sight for all necessary clinical tasks
- ☐ Verifies patient-reported metrics and responses

Competency 2: Provider adapts encounter per patient characteristics (e.g., age, cognitive, motor, sensory abilities, cultural/linguistic requests, and needs).

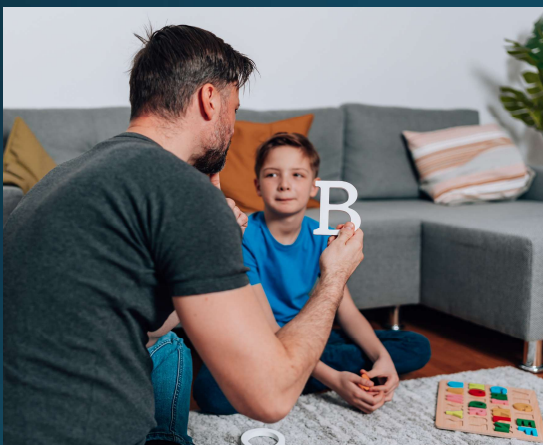
Examples of implementation:

- ☐ Uses videoconferencing platform's built-in accessibility features (e.g., closed captioning, screen mute)

SLPA Uses Materials and/or Instrumentation Effectively

- Checklist for School-Based Professionals (ASHA, n.d.-b)
 - Prepare materials in advance for each session
 - Keep material accessible and within reach.
 - Make sure they are usable when accessed via the telepractice technology.
- Documentation Data Checklist for School-Based SLPs (ASHA, n.d.-c)
 - Intervention and progress monitoring
 - Ensure that the intervention task and criterion for success align with the student's needs using telepractice service delivery.
- Facilitator Checklist for Telepractice Services in Audiology and Speech-Language Pathology (ASHA, n.d.-a)
 - Facilitators: Client and Environment
 - Help the client access web-based assessment and therapy tools (e.g., highlighter, pointer, text tools).

Conclusion



- SLPA Skills Inventory guides assessment
- Adapt the assessment to meet your needs
- Assessment is collaborative and continuous
- Focus on the clients' needs and SLPA's professional growth

References

- American Speech-Language-Hearing Association. (n.d.-a). *ASHA facilitator checklist for telepractice services in audiology and speech-language pathology*. <https://www.asha.org/siteassets/uploadedfiles/asha-facilitator-checklist-for-telepractice.pdf>
- American Speech-Language-Hearing Association. (n.d.-b). *ASHA telepractice checklist for school-based professionals*. <https://www.asha.org/siteassets/uploadedfiles/asha-telepractice-checklist-for-school-based-professionals.pdf>
- American Speech-Language-Hearing Association. (n.d.-c). *ASHA telepractice documentation data checklist for school-based SLPs*. <https://www.asha.org/siteassets/uploadedfiles/asha-telepractice-documentation-data-checklist-for-school-based-slps.pdf>
- American Speech-Language-Hearing Association. (n.d.-d). *Speech-language pathology assistants*. <https://www.asha.org/practice-portal/professional-issues/speech-language-pathology-assistants/>
- American Speech-Language-Hearing Association (n.d.-e) *Supervision*. <https://www.asha.org/practice/supervision/>

References (Continued)

- American Speech-Language-Hearing Association. (2013). Knowledge, skills and training consideration for individuals serving as supervisors [Final report, Ad Hoc Committee on Supervision]. Available from <https://www.asha.org/siteassets/uploadedFiles/Supervisors-Knowledge-Skills-Report.pdf>
- American Speech-Language-Hearing Association. (2022). *Speech-language pathology assistant scope of practice* [Scope of Practice]. Available from www.asha.org/policy
- American Speech-Language-Hearing Association. (2023). *Speech-Language Pathology Assistants (SLPA) Skills Inventory*. Available from <https://www.asha.org/siteassets/supervision/slpa-skills-inventory.pdf>
- American Speech-Language-Hearing Association. From A Plan for Developing Resources and Training Opportunities in Clinical Supervision [Final report of the ASHA Ad Hoc Committee on Supervision Training], May 2016. Retrieved from www.asha.org <https://www.asha.org/siteassets/uploadedfiles/self-assessment-of-competencies-in-supervision.pdf>
- Anderson, J. (1988). *The supervisory process in speech-language pathology and audiology*. College Hill Press.

References (Continued)

- Falender, C. A., & Shafranske, E. P. (2017). *Essentials for the Practice of Competency-Based Supervision*. American Psychological Association. <https://doi.org/10.1037/15962-001>
- Lowman, J., Sayre, A., Irving, S., Carper, R., Allen, M. B., & Woltenberg, L. (2024). Elevating Interprofessional Student Telehealth Competency: Development of the Telehealth Provider Evaluation Tool. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Seattle, WA. (Meritorious Award)