

# Supervision Requirements for SLP-Assistants – April 2022

## The SLP Supervisor:

- Has a minimum of two years' professional experience (internship + one).
- Submits the Supervisory Responsibility Statement (SRS) and receives approval from the Licensing Board office before beginning supervision.
- Supervises a maximum of 4 individuals (any combination of interns and SLP-Assistants).
- Verifies that the SLP-Assistant has received a license from the Board.
- Verifies that the SLP-Assistant has met the observation and practicum requirements (25 hours each) OR has a clinical deficiency plan in place.
- Delegates tasks to the SLP-Assistant but retains responsibility for all services provided. The caseload "belongs" to the SLP, NOT the SLP-Assistant.
- Ensures that the SLP-Assistant does not use any title that connotes that the Assistant is an SLP.
- Ensures that parents and school staff understand that the SLP-Assistant will assist in service provision.
- Provides a minimum of 4 hours per month direct supervision (face-to-face contact) regardless of full-time or part-time status of the SLP-Assistant. May provide more direct supervision if needed, depending on the SLP-Assistant's skills, knowledge, and experience.
- Provides a minimum of 4 hours per month indirect supervision (review and monitoring activities) regardless of full-time or part-time status of the SLP-Assistant. Additional indirect supervision may be required depending on the SLP-Assistant's skill and experience.
- (Telesupervision can be used for both direct and indirect supervision.)
- Retains all supervisory records, including job descriptions and performance records of the assistant, for 3 years and provides them to the Board when requested.
- Provides, in writing, a statement of the skills and assigned tasks the assistant is able to carry out
- Provides adequate training for the SLP-Assistant to conduct or participate in speech, language, and hearing screening.
- Provides and documents training and supervision of the SLP-Assistant in the administration of routine tests.
- Makes initial contacts with all students.
- Administers all measures requiring graduate training or SLP expertise.
- Interprets and reports all assessment results.
- Determines case selection (including eligibility or dismissal of students).
- Is responsible for developing a draft of objectives for the IEP or IFSP to be presented to the IEP/IFSP Committee.
- Answers specific questions from other professionals or parents regarding therapy, treatment, deliver, evaluations, and other clinical data.
- Makes referrals to other professionals or other agencies, as needed.

- Directs preparation of materials and schedule of activities necessary for the delivery of speech-language pathology services.
- Supervises the collection of data.
- Plans and develops carryover activities to facilitate transfer and generalization of newly acquired communication abilities to other contexts and situations.
- Represents the profession of speech pathology at ARD meetings when admission and dismissal will be determined.

## SLP-Assistants and IEP Meetings:

To represent speech pathology at annual ARD meetings, the SLP-Assistant shall:

- Have written documentation of approval from the licensed, Board approved SLP Supervisor
- Have 3 years of experience as a SLP-Assistant in the school setting

The SLP-Assistant may attend a student's annual review ARD meeting if the meeting involves a student for whom the assistant provides services and the supervising SLP is not required to attend the meeting.

- The SLP-Assistant shall present IEP goals and objectives that have been drafted by the supervising SLP and reviewed with the parent by the supervising SLP.
- The SLP-Assistant shall discontinue participation in the ARD meeting and contact the supervising SLP when substantive questions or changes arise regarding the IEP document.

The licensed, Board approved supervisor of the SLP-Assistant shall:

- notify the parents of student with speech impairments that services will be provided by an SLP-Assistant and that the SLP-Assistant will represent speech pathology at the ARD meeting;
- draft the student's new IEP goals and objectives and review them with the SLP-Assistant; and
- maintain undiminished responsibility for the services provided and the actions of the SLP-Assistant.

## **Licensure Board Contact Information:**

Texas Department of Licensing and Regulation  
Speech-Language Pathologists and Audiologists  
PO Box 12157  
Austin, TX 78711

<https://www.tdlr.texas.gov/slpa/slpa.htm>

(800) 803-9202 [in state only]

(512) 463-6599

Fax: (512) 463-9468

Relay Texas-TDD: (800) 735-2989