

Speech-Language Pathology Settings for Children and Adults with Communication Disorders (April 2022)

	PUBLIC SCHOOL	PRIVATE PRACTICE	MEDICAL/REHAB
Credentials	<ul style="list-style-type: none"> ➤ American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) ➤ TDLR Speech-Language Pathologists and Audiologists Advisory Board ➤ State Board of Educator Certification (limited to public school) 	<ul style="list-style-type: none"> ➤ ASHA Certificate of Clinical Competence (CCC) ➤ TDLR Speech-Language Pathologists and Audiologists Advisory Board 	<ul style="list-style-type: none"> ➤ ASHA Certificate of Clinical Competence (CCC) ➤ TDLR Speech-Language Pathologists and Audiologists Advisory Board
Service Providers	<ul style="list-style-type: none"> ➤ Licensed Speech-Language Pathologist (SLP), ASHA Certified CCC ➤ Licensed Speech-Language Pathologist, CF/Licensed Intern ➤ Licensed Speech-Language Pathology Assistant with supervision by a licensed SLP ➤ Speech Therapist (Texas Education Agency Certified) 	<ul style="list-style-type: none"> ➤ Licensed Speech-Language Pathologist, ASHA Certified CCC ➤ Licensed Speech-Language Pathologist, CF/Licensed Intern ➤ Licensed Speech-Language Pathology Assistant with supervision by a licensed SLP 	<ul style="list-style-type: none"> ➤ Licensed Speech-Language Pathologist, ASHA Certified CCC ➤ Licensed Speech-Language Pathologist, CF/Licensed Intern ➤ Licensed Speech-Language Pathology Assistant with supervision by a licensed SLP
Governing Agencies	<ul style="list-style-type: none"> ➤ TDLR Speech-Language Pathologists and Audiologists Advisory Board https://www.tdlr.texas.gov/slpa/slpa.htm Texas Education Agency (TEA): www.tea.state.tx.us ASHA Code of Ethics: www.asha.org Federal Laws: IDEA 2004 (Individuals with Disabilities Education Act, 2004) NCLB (No Child Left Behind) ESEA (Elementary Secondary Education Act) Code of Federal Regulations, Chapter 34 State Laws: Texas Education Code Texas Administrative Code TEA Commissioner's Rules 	<p>TDLR Speech-Language Pathologists and Audiologists Advisory Board: https://www.tdlr.texas.gov/slpa/slpa.htm</p> <p>ASHA Code of Ethics: www.asha.org</p> <p>Office of the Attorney General (OAG): https://www.oag.state.tx.us/</p> <p>Texas Department of Insurance: http://www.tdi.state.tx.us/</p>	<p>TDLR Speech-Language Pathologists and Audiologists Advisory Board https://www.tdlr.texas.gov/slpa/slpa.htm</p> <p>ASHA Code of Ethics: www.asha.org</p> <p>Joint Commission on Accreditation of Healthcare Organizations (JCAHO) Third-Party Payers (e.g., Health Insurance Providers, Medicaid): www.jointcommission.org</p>
Ages Served	Students ages 3-21	Lifespan	Lifespan

<p>Eligibility Determination</p>	<p>Admission, Review, Dismissal (ARD) Committee determines eligibility based on:</p> <ol style="list-style-type: none"> 1. District guidelines to determine disorder/disability condition following federal regulations based on: <ol style="list-style-type: none"> a. Parent Information b. Teacher Information c. Health History d. Sociological/Emotional/Behavioral Information e. Language Information: Standardized Tests, Informal Assessments, Professional Judgment f. Intellectual Status g. Academic Achievement h. Vocational Information i. Assistive Technology 2. Adverse effect of communication disorder on educational performance ** If a condition and educational need are established, then consider #3 below. 3. Need for Specially-Designed Instruction or Related Services provided by a speech-language pathologist 	<p>Eligibility based on:</p> <p>Parent/client information Health history Standardized test results Informal observations/assessments Professional judgment Physician referral information</p>	<p>Consultation requires a physician referral</p> <p>Eligibility for services is then determined on the basis of a thorough evaluation by a speech-language pathologist that may include the following:</p> <ul style="list-style-type: none"> • Medical chart review • Parent/caregiver/patient interview • Administration of standardized test(s) • Non-standardized or informal assessment procedures • Medical necessity
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<p>Service Delivery Models & Settings</p>	<p>School-based Speech-Language (S-L) Pathology services may be provided in a variety of service delivery models that include the following:</p> <ul style="list-style-type: none"> Pull-out Therapy – Direct (small-group or individual) Classroom-based Community-based Self-Contained Communication Skills Class Indirect Services Prevention through Multi-Tiered Systems of Support 	<p>Private practice S-L Pathology services may be provided in a variety of service-delivery models that include the following:</p> <ul style="list-style-type: none"> Direct – individual Direct – small group Indirect Services – consultation to family members or caregivers 	<p>Medical S-L Pathology services may be provided in a variety of settings that include the following:</p> <p>Examples of inpatient settings:</p> <ul style="list-style-type: none"> • Hospital (acute care, ICU): hospitalization for acute illness or injury (typically short-term); services are typically diagnostic in this setting Long-term acute care Inpatient rehabilitation <p>Examples of outpatient settings: Hospital clinic, Rehabilitation, Home health</p> <p>Service delivery models:</p> <p>Therapy services in the medical setting are typically direct (one-on-one) with the patient. Small-group therapy sessions may be conducted in a rehabilitation hospital or clinic.</p> <p>Direct (individual or small group)</p>
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