



# “Spring” into Speech– Language Pathology Assistant Supervision

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# Professional Tiers

- ▶ SLPs with Cs
  - ▶ SLPs with Master's Degree
  - ▶ SLTs
  - ▶ SLTAs
  - ▶ SLPAs
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# Scope of Responsibilities – SLPAs

- Assist the Speech–Language Pathologist with speech–language and hearing screenings.
  - Assist with informal documentation as directed by the Speech–Language Pathologist.
  - Follow documented treatment plans or protocols developed by the supervising Speech–Language Pathologist.
  - Document patient/client performance.
  - Assist the Speech–Language Pathologist with assessment of patient/clients.
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# Scope – Continued

- Assist with clerical duties.
  - Perform checks and maintenance of equipment.
  - Support the Speech–Language Pathologist in research projects, in service training, and public relations programs.
  - Collect data for monitoring quality improvement.
  - Exhibit compliance with regulations, reimbursement requirements and speech language pathology assistant's job responsibilities.
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# What SLPAs Can't Do

- May not perform diagnostic tests, formal or informal evaluations or interpret test results.
  - May not evaluate or diagnose patients/clients for feeding/swallowing disorders.
  - May not participate in parent conferences, case conferences, or any interdisciplinary team without the presence or prior approval of the supervising Speech–Language Pathologist.
  - May not write, develop, or modify a patients/client's individualized treatment plan in any way.
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# Can't Dos Continued

- May not assist with patients/clients without following the individualized treatment plan prepared by the Speech–Language Pathologist or without access to supervision.
  - May not sign any formal documents not drafted and/or approved by the Speech–Language Pathologist prior to dissemination of the document.
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# Tip of the Iceberg

- ▶ More to being a supervisor than being a good clinician
  - ▶ How many of you have had training in supervision? Any courses in your graduate training?
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# Supervision Styles

- ▶ Know your learning style and the SLPA's learning style
  - [www.vark-learn.com](http://www.vark-learn.com)
- ▶ Effective Supervisors
  - Knowledge Base
  - Skills in Interpersonal Communication


# Components of the Supervisory Process

- ▶ Planning
  - ▶ Observing/Monitoring
  - ▶ Reviewing/Analyzing
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# The Stages and Styles of Supervision

- ▶ Evaluation–Feedback
  - ▶ Transitional Stage
  - ▶ Self–Supervision
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# Paperwork and Progress

- ▶ SLP's responsibility to keep track of supervision requirements
  - ▶ Sample forms from ASHA CD
  - ▶ Develop your own system that works for you
  - ▶ Decide how/when you will review the SLPA's documentation and therapy skills
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# 3 Models of Interpersonal Communication

1. Action Model  
One person's behavior in an interaction
  2. Interaction Model  
Messages exchanged between two people  
Receiving, decoding, interpreting and acting upon messages
  3. Transactional Model  
Complexity of the relationship  
Meaning evolves from communication, not solely from the message
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# Communication Breakdowns

Shared between the SLP and SLPA


- ▶ Because communication occurs between individuals and is transactional in nature.

# Active Listening


- ▶ Empathy (listening as a receiver vs. a critic)

\*Behavioral skills comparison (see lists and examples)

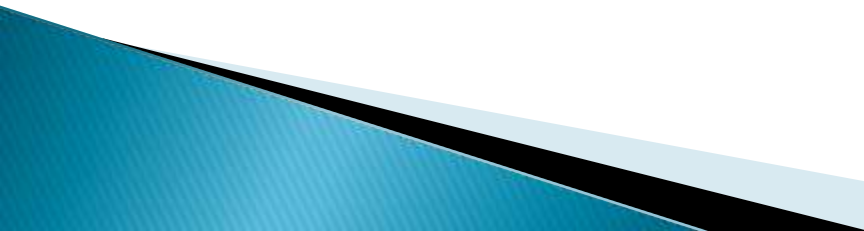
# Conflict Management

- ▶ Avoiding
  - ▶ Competing
  - ▶ Collaborating
  
  - ▶ Examples of language in each style
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# Tips to Managing Conflict

- ▶ Listen without interrupting the other person. Ask that person to try the same with you.
  - ▶ Instead of responding immediately, count to five silently, grow calm, listen to your inner self, and feel whatever you are feeling.
  - ▶ Beware of slipping into avoiding, attacking, or defending.
  - ▶ View conflict as a research project rather than a war. Research all aspects of the problem you'd like to resolve
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# Managing Conflict cont'd

- ▶ Let go of the need to be right and be willing to admit your mistakes.
  - ▶ Let go of any attachment to the outcome.
  - ▶ Separate facts from feelings and opinions.
  - ▶ Remember that you do not know what another person is feeling or thinking.
  - ▶ Remember that you have no control over the other person's response.
  - ▶ Use "I" statements versus questions or statements that blame.
  - ▶ Listen and let silence become your teacher
  - ▶ Work with the other person to find a solution.
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Questions???



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