

## **ROLE AND RESPONSIBILITIES OF the SLP**

The public school SLP is responsible for providing speech/language services for eligible students ages 3 through 21 years.

The duties of a public school SLP may vary, dependent on district expectations and needs.

According to 23 Illinois Administrative Code Part 226 rules, speech and language services may be made available as:

- A. Special education related services,
- B. Special education resource programs,
- C. Special education instructional programs.

The scope of practice of the speech-language pathologist includes, but is not limited to:

1. Identifying and evaluating students with speech and language impairments;
2. Participating in the determination of eligibility for special education and related services in the area of speech and language impairment;
3. Identifying and providing speech intervention services;
4. Participating in teacher and parent conferences including multidisciplinary conferences, IEP meetings and annual reviews;
5. Developing and implementing IEPs for all students eligible for special education and related services in the area of speech and language Impairment;
6. Providing inservice programs to parents, teachers, students, administrators, and other professionals;
7. Completing required documentation and reports, including Tri-County forms;
8. Participating on child study and teacher assistance teams;
9. Facilitating curriculum and instructional modifications;
10. Supervising support personnel/CFYs;

11. Participating in continuing professional education (professional workshops; Tri-County sponsored professional development);
12. Completing progress reports for each student, to assess progress toward meeting IEP goals;
13. Providing parents with a written copy of the progress report;
14. Completing student enrollment forms, initiated by Tri-County;
15. Scheduling required components for evaluations, EDC/IEP meetings, annual reviews, re-evaluations, consultations;
16. Conducting annual reviews for all S/L students on an IEP;
17. Completing necessary paperwork at district request for medicaid billing and/or time study;
18. Consulting with appropriate agencies involved with a student, as needed (ENT, HILIA, dysphagia team, augmentative communication providers);
19. Programming/maintaining augmentative communication devices;
20. Ordering appropriate S/L materials and tests;
21. Participating in district workshops and meetings as district policy indicates;
22. Identifying and providing interventions for RtI;
23. Conducting language lessons for whole or partial classrooms;
24. Creating therapy materials, social stories, visual supports, to meet the individual needs of students.
25. Demonstrating/modeling use of AAC.