

CERRITOS COLLEGE

SPEECH LANGUAGE PATHOLOGY ASSISTANT TECHNICAL STANDARDS / ESSENTIAL FUNCTIONS

The following listing has been prepared to assist you in understanding the technical standards of the Speech Language Pathology Assistant program in order to affiliate in the clinical agencies and ultimately practice the profession. The technical standards as stated herewith are not conditions of admission to a program of study. Rather, they reflect performance abilities that are necessary for a student to successfully complete the requirements of the specified Health Occupations program.

The purpose of this document is to notify prospective Speech Language Pathology Assistant students of these technical standards to enable them to make an informed decision regarding enrollment in the Speech Language Pathology Assistant program at Cerritos College.

The delivery of safe, effective speech and language intervention requires that students be able to perform functions related to the technical standards outlined here. The inability of a student to perform these functions may result in the student being unable to meet course objectives and to progress in the Speech Language Pathology Assistant program. Additionally, if a student is unable to perform these required competencies, the student may pose a risk of harm to the client(s) for whom care is provided.

All applicants meeting the appropriate academic requirements shall be considered equally for admission to Cerritos College or any academic program regardless of race, color, religion, sex, marital status, beliefs, sexual orientation, national origin, age, or physical or mental disability.

TECHNICAL STANDARDS (ESSENTIAL FUNCTIONS)	DESCRIPTION	EXAMPLES OF ACTIVITIES (NOT ALL-INCLUSIVE)
Cognitive Ability	<ul style="list-style-type: none"> • Demonstrate ability to apply therapeutic principles and research/evidence-based therapy methods in therapeutic/educational setting. • Exhibit critical thinking skills to respond to unexpected events and to solve problems efficiently. • Exhibit awareness of, and the ability to work with, diverse learners. • Exhibit ability to reflect on his/her own practice and seek opportunities for professional growth. • Exhibit ability to analyze data to determine mastery of treatment objectives/goals. • Exhibit ability to function effectively under stress and time constraints. • Exhibit ability to organize time to allow for adequate 	<ul style="list-style-type: none"> • Plan therapy sessions that are based on children's developmental abilities and inspired by their interests. • Demonstrate ability to adjust to daily changes in client's abilities/behaviors. • Use probes to monitor treatment progress. • Analyze data to determine treatment progress. • Orchestrate the environment and routines to promote relationship and optimal learning activities. • Identify and embrace individual and cultural differences and exceptionalities. • Continue professional growth to maintain SLPA license and remain current in the field. • Follow behavioral plans to maintain safety of students. • Follow code of ethics as prescribed by the state licensing board

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	<p>preparation for client therapy sessions.</p> <ul style="list-style-type: none"> • Exhibit sound judgment and safety precautions. • Exhibit ability to identify ethical and unethical situations. • Demonstrate critical-thinking ability sufficient for collecting, analyzing, and integrating information and knowledge in order to make safe judgments and decisions that promote positive learning outcomes and professional behavior. • Exhibit ability to follow policies and procedures required by employers and academic settings. 	<p>and American Speech-Language Hearing Association.</p> <ul style="list-style-type: none"> • Demonstrate ability to assist accurately with all student care duties employer's procedures.
Communication Ability	<ul style="list-style-type: none"> • Demonstrate ability to read and comprehend professional language. • Demonstrate clear, concise, and professional writing. • Demonstrate ability to adjust verbal and nonverbal language appropriately to meet the needs of the multilingual and culturally diverse clientele and families. • Demonstrate ability to provide accurate verbal and nonverbal models of the English language. 	<ul style="list-style-type: none"> • Create therapeutic lesson plans based on treatment plans and client's goals. • Search for and review current research on an intervention method or disorder. • Follow the instructions correctly to administer speech and language screening tools. • Generate treatment progress updates both verbally and nonverbally. • Document treatment objectives and data accurately on log forms. • Consider cultural and linguistic background of child and family when planning therapeutic sessions, developing relevant therapeutic materials, and when interpreting (if bilingual). • Distinguish between the speech sounds of the English language and say them accurately as a model for the child in therapy. • Create example syllables, words and phrases using standard English structures, and phonological rules for therapy materials and activities.
Interpersonal/ Intrapersonal Skills and Behavior	<ul style="list-style-type: none"> • Demonstrate emotional stability to cultivate and maintain positive relationships with a variety of personalities. • Demonstrate emotional and psychological stability sufficient to function under stress and to adapt to ever-changing situations. 	<ul style="list-style-type: none"> • Defer to supervising SLP when approached to perform skills outside scope of practice. • Demonstrate empathy for patients and peers, exhibit sensitivity to the needs of others', and treat all with dignity and respect. • Maintain composure during unexpected and difficult situations inside and outside the classroom.

TECHNICAL STANDARDS (ESSENTIAL FUNCTIONS)	DESCRIPTION	EXAMPLES OF ACTIVITIES (NOT ALL-INCLUSIVE)
	<ul style="list-style-type: none"> • Demonstrate ability to behave in a professional manner and follow the ethical standards of the field. • Demonstrate ability to maintain client/patient confidentiality. • Demonstrate evidence of cross-cultural competence. 	<ul style="list-style-type: none"> • Follow any established behavior plans for client. • Respond positively to supervisor feedback. • Consider ethical standards to inform decisions and to guide professional behavior. • Demonstrate sensitivity to, interest in, and respect for, the individual differences of each child in the program. • Maintain confidentiality in compliance with local state, national and federal regulations (e.g., IDEA, HIPAA).
Visual Ability	<ul style="list-style-type: none"> • Demonstrate visual acuity sufficient for observation and assessment of safety, learning, and development of client. • Demonstrate ability to visually discriminate by color, shape, size, letters, and numbers. • Demonstrate ability to set-up environments that facilitate effective intervention. 	<ul style="list-style-type: none"> • Demonstrate awareness of all children in the environment by being able to observe each child even when paying attention or interacting with one or more children. • Set-up environment and furniture in a way that all children can be easily supervised. • Position self to ensure that s/he can easily observe all children.
Auditory Ability	<ul style="list-style-type: none"> • Demonstrate hearing acuity sufficient to perceive client's speech and language and interact with families and other professionals. • Demonstrate effective auditory discrimination skills of speech. • Demonstrate selective auditory attention. 	<ul style="list-style-type: none"> • Detect any noises or speech clients produce in treatment session. • Listen to a client's production of a speech sound or word/phrase/sentence and judge its accuracy. • Demonstrate ability to accurately discriminate between English language phonemes in isolation and in connected speech.
Tactile Ability	<ul style="list-style-type: none"> • Demonstrate tactile ability sufficient to interpret changes in temperature and muscle tension. • Demonstrate awareness of children and adults' bodily fluids. 	<ul style="list-style-type: none"> • Model therapy techniques such as laryngeal massage or physical prompts for proper placement of articulation • Monitor appropriate temperature of food.
Olfactory Ability	<ul style="list-style-type: none"> • Demonstrate olfactory ability sufficient to detect unusual odors/smells in the environment and on individual children. 	<ul style="list-style-type: none"> • Detect malodorous or unusual odors from bodily fluids and food. • Alert appropriate staff to manage child/adult's hygiene, urinary, or excretory needs. • Distinguish smells which adversely affect the environment (fire, noxious fumes, etc.).
Strength and Mobility	<ul style="list-style-type: none"> • Demonstrate strength and mobility sufficient to supervise and meet the needs of children and adults. Demonstrate energy and vitality sufficient to interact with people of all ages and to help them accomplish 	<ul style="list-style-type: none"> • Demonstrate strength to lift, move, and transfer children; including those in wheelchairs. Demonstrate ability to maneuver in small spaces (walk, stand, and bend over).

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	<ul style="list-style-type: none"> • their tasks. 	<ul style="list-style-type: none"> • Organize the environment utilizing the ability to rearrange pieces of furniture and lift boxes of materials. • Conduct and participate in active play and creative movement activities. • Demonstrate ability to effectively use appropriate ergonomic techniques (good body mechanics).
Motor Ability	<ul style="list-style-type: none"> • Demonstrate gross and fine motor abilities sufficient to perform safe and effective patient care, as well as providing safe environments and responding to unexpected situations in a timely manner. • Communicate with basic sign language proficiency. • Demonstrate fine motor abilities adequate for using current technology in the workplace. • Demonstrate physical ability sufficient to maneuver in small spaces (including standing, walking, bending, and range-of-motion of extremities). 	<ul style="list-style-type: none"> • Stand for sustained periods of time; including walking, running, and playing. • Demonstrate ability to bend, and sit on the floor and on child-sized furniture. • Demonstrate dexterity to write copious observations and records.
Physical Endurance	<ul style="list-style-type: none"> • Demonstrate sufficient physical endurance to complete assigned periods, the required shift, and assigned tasks. • Demonstrate ability to tolerate 1- to 2-hour periods of driving. 	<ul style="list-style-type: none"> • Drive between work sites and long commutes of 2 hours. • Work 8 hour shifts. • Recognize signs of stress and care for self and others in an effort to prevent burnout.
Environmental Tolerance	<ul style="list-style-type: none"> • Demonstrate ability to function safely in a typical and atypical classroom environment. • Demonstrate ability to tolerate prolonged periods of time amidst artificial lighting, air conditioning, dust and odors, residue from cleaning products, noise, congested workplace, and bodily fluids. • Demonstrate awareness that the health care environment may contain latex and other allergens, including but not limited to chemical and mundane; tolerance of such allergens in the work place must also be demonstrated. 	<ul style="list-style-type: none"> • Understand and accept high levels of noise as groups of children scream in excitement or cry in frustration. • Perform Universal Precautions to work safely in an environment that includes respiratory and blood borne pathogens. • Maintain a healthy and clean program environment (e.g. hand washing, washing dishes, tables, sanitizing toys, and keeping toxic chemicals and cleaning supplies away from children). • Demonstrate flexibility and adaptability during new or unusual situations.

Disability & Accommodations Services:

If you have a disability or acquire one, you may be entitled to receive support services and/or accommodations intended to assure you an equal opportunity to participate in, and benefit from, the program. Reasonable accommodations for students with disability related needs will be determined on an individual basis taking into consideration the standards and essential skills which must be performed to meet the program objectives. To receive more information or to apply for services, please contact the Disabled Student Programs and Services (DSPS) at (562) 860-2451 ext. 2335 or (866) 971-0948 (Voice Phone), or visit them in the Liberal Arts/DSPS Building. All prospective and current Speech Language Pathology Assistant students must be able to meet these standards with or without reasonable accommodations.

Cerritos College is committed to providing an educational environment that is free from discrimination and harassment. We do not discriminate on the basis of race, color, national origin, sex, disability, age, or any other characteristic protected by law in any of our programs or activities. For more information regarding our policies, please contact our Director, Compliance, Diversity, & Title IX Coordinator at <https://www.cerritos.edu/hr/>

All career technical education (CTE) opportunities will be offered regardless of race, color, national origin, sex, or disability. Compliance with Title IX and Section 504/Title II are the responsibility of the District's Director of Diversity, Compliance, & Title IX.

Human Resources
Cerritos College | 11110 Alondra Blvd. Norwalk, CA 90650
Office (562) 860-2451, ext. 2468 | dtix@cerritos.edu