



RIT

National Technical
Institute for the Deaf

SLP Essentials for Non-SLPs, in partnership with RIT/National Technical Institute for the Deaf

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Kristen Starin is a speech-language pathologist (SLP) who has worked at RIT since 2010. She is a graduate of Elms College (A.A., B.A.,) and Nazareth College (M.S.,) and holds a Specialty Preparation for SLPs to Serve Deaf and Hard of Hearing Children with Cochlear Implants certification from NTID. Kristen provides communication services to d/Deaf and hard of hearing adults, supervises graduate interns, teaches communication related courses to RIT/NTID students, and conducts research related to communication and deafness.

Disclosures

- **Presenter Disclosure:** Financial: Kristen Starin is an employee of RIT/NTID. Non-financial: Kristen Starin has no relevant non-financial relationships to disclose.
- **Content Disclosure:** This learning event does not focus exclusively on any specific product or service.
- **Sponsor Disclosure:** This course is presented in partnership with the Rochester Institute of Technology/National Institute of the Deaf.

Limitations/Risks

- The applicability and accuracy of the course content may vary by the clinical, geographical, and cultural context; you should evaluate the course accordingly.
- As healthcare is rapidly evolving, new findings may change the validity of the information presented in this course. Providers should always consult the latest research and guidelines from professional associations.
- The interventions discussed in this course may be limited in generalizability, requiring practitioners to consider specific individual and population factors.
- The course may not cover all possible risk factors, diagnostic methods, or treatment options, and complex cases may require additional considerations.
- Healthcare providers should apply cultural competence and sensitivity to ensure effective and respectful care based on their patients' diverse needs.
- Providers should always evaluate the limitations of diagnostic and screening tools, considering their potential for false results as well as any ethical implications.
- It is the responsibility of course participants to critically evaluate the evidence from multiple sources to guide professional practice.

Learning Outcomes

After this course, participants will be able to:

- List the qualifications for becoming a Speech-Language Pathologist, including education, certification, and licensure.
- Describe the different areas of focus for Speech-Language Pathologists and their roles in both educational and healthcare settings.
- Define essential communication concepts, including speech, language, voice, fluency, and pragmatics, and the relationship to hearing healthcare.

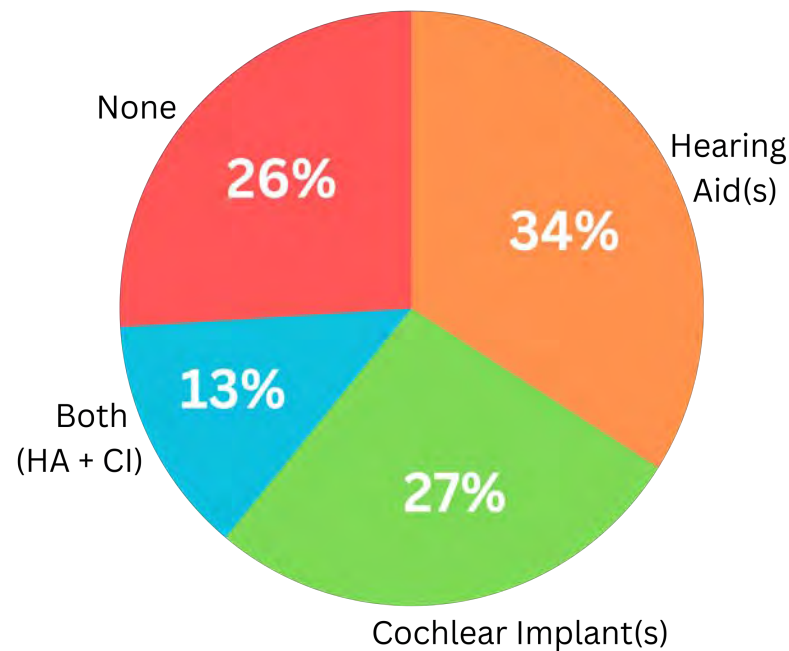
About NTID

The **National Technical Institute for the Deaf (NTID)** is one of the nine colleges of the **Rochester Institute of Technology (RIT)** in Rochester, New York.

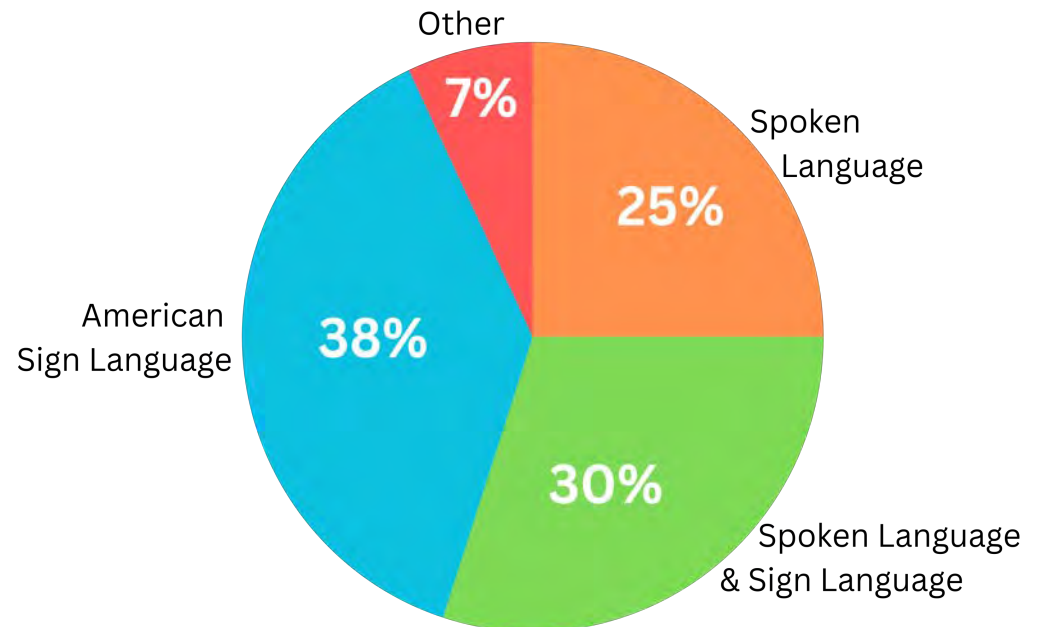
NTID was established by U.S. Congress in 1965 to provide higher education opportunities for deaf and hard-of-hearing students.

About NTID Students

Listening Technology Use



Communication Modes



About NTID Au.D.s & SLPs

ASHA-certified Audiologists and Speech Language Pathologists at NTID provide on-campus audiological and speech-language services to members of the RIT and NTID Community. Our primary mission to serve and support the diverse communication needs and communication skill development for our deaf and hard of hearing college students.

Our Au.D.s and SLPs are fluent in American Sign Language and prioritize matching each student and client's language and communication modalities.

<https://www.rit.edu/ntid/css/>

Our Services

- **Audiology Center**

- Hearing tests
- Consultations
- FM/Roger loans
- Speechreading and/or listening training
- Cochlear implant mapping
- Hearing aid and cochlear implant adjustments, troubleshooting, repairs, and upgrades

- **Speech & Language Center**

- Speech intelligibility
- Grammar and technical/professional vocabulary and practice
- Communication strategies for work-related interactions/job interviews
- Presentation skill development and practice
- Use of mobile applications as communication tools

Introduction

- This course is intended to be a crash course on speech-language pathology as a field for those unfamiliar with the field, or the scope of those working in the field.

Introduction & Goals

- By the end of this course, you will be able to:
 - List the qualifications for becoming a Speech-Language Pathologist, including education, certification, and licensure
 - Describe the different areas of focus for Speech-Language Pathologists and their roles in both educational and healthcare settings
 - Define essential communication concepts, including speech, language, voice, fluency, and pragmatics

Qualifications

Qualifications

- Speech-Language Pathologists (SLPs) must:
 - Earn a Master's or Doctorate degree from an accredited university.
 - Complete 400 hours of supervised clinical experience
 - Pass a national competency exam (PRAXIS)
 - Complete a 1-year supervised clinical fellowship after graduation
 - Maintain continuing education credits to stay current in the field

Qualifications

- Licensure
 - SLPs must hold a license for any state in which they practice (including telepractice)
 - Requirements for obtaining and maintaining state licensure are dictated by each state

Qualifications

- Certification
 - While SLPs are not *required* to hold a professional certification, most do, and many employers may require it
 - ASHA (American Speech-Language Hearing Association) grants the CCC-SLP – the Certificate of Clinical Competence
 - Maintaining this certification requires a minimum of 30 hours of continuing education every 3 years

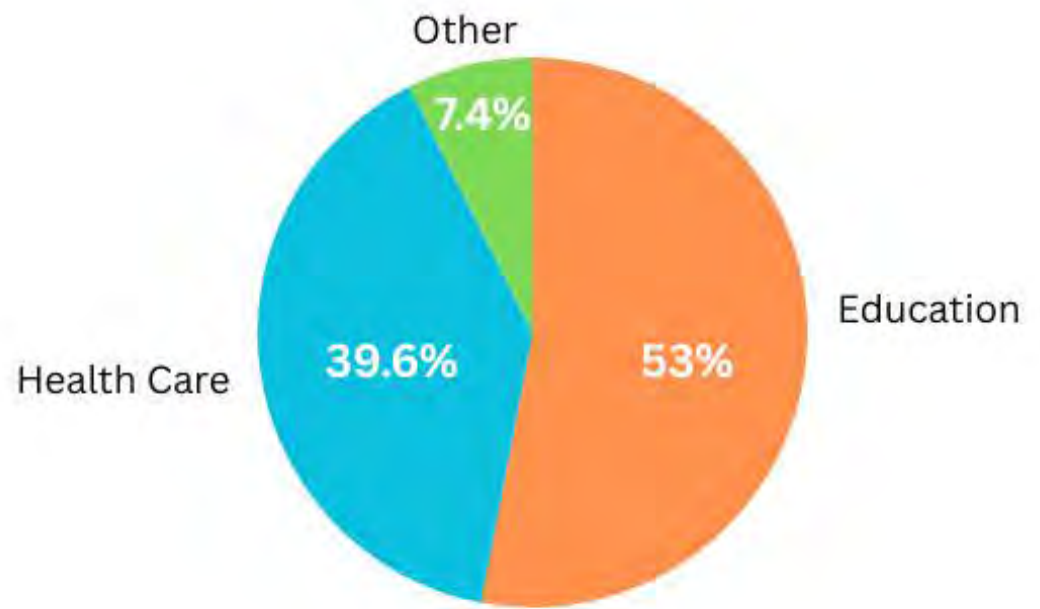
Roles and Settings

What's in a Name?

- You may hear or see many different terms
 - Speech therapist
 - Speech teacher
 - Speech pathologist
 - Speech-language pathologist
 - Speech instructor
 - SLP
 - SLPA

Where do SLPs work?

- **Education – 53%**
 - Early Intervention
 - Preschool
 - K-12 Schools
 - College/University
- **Health Care – 39.6%**
 - Hospital
 - Skilled Nursing Facility
 - Residential/Nonresidential facilities
 - Home Healthcare
 - Private Practice/Speech & Hearing Center
- **Other Employment – 7.4%**



Roles of an SLP

- What do SLPs do all day?
- SLPs work with the full range of human communication and swallowing disorders across all ages of the lifespan
- Scope of practice may fall into either professional practice, or service delivery
- Specific scope of practice will vary depending on where an SLP works

Professional vs. Service Delivery

- **Professional – 15.9%**
 - College/University Professor
 - Researcher
 - Administrator
 - Consultant
 - Other
- **Service – 84.1%**
 - Clinical service provider
 - Special education teacher

Professional Practice

- Professional Practice may include:
 - Advocacy and outreach
 - Supervision of undergraduate and graduate student clinicians
 - Education and teaching
 - Administration and leadership roles
 - Research and dissemination

Service Delivery

- Service Delivery may include:
 - Collaboration
 - Counseling
 - Prevention
 - Screening
 - Assessment
 - Treatment
 - Technology/Instrumentation

Service Delivery Areas

- Communication and swallowing disorders most commonly fall in these areas:
 - Speech production
 - Language
 - Fluency
 - Voice
 - Resonance
 - Cognition
 - Feeding and swallowing
 - Audition

Common Communication Disorders

Communication

- Communication is a broad term, and is separate from speech, language, and voice
- Communication refers to how we send and receive messages, and exchange information and ideas with others
- Sometimes we use speech, language, and voice to do this, but other times we do not

Communication Disorders

- SLPs support people across the lifespan who experience communication disorders
- ASHA defines this as, “An impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems.”

Communication Disorders

- Communication disorders are usually labeled according to their severity – mild, moderate, severe, profound
- Communication disorders may be:
 - developmental or acquired
 - permanent or temporary
 - co-occurring (more than one present)
 - a primary disability, or secondary to other disabilities
 - related to hearing, language, and/or speech

Common Communication Disorders

- Hearing
 - Deafness/deafness*
 - Hearing loss
- Language
 - Form of language
 - Content of language
 - Function of language
- Speech
 - Articulation disorder
 - Fluency disorder
 - Voice disorder



Difference vs Disorder

- There is significant diversity in the way humans communicate
- Regional, social, cultural, and ethnic influence on communication contributes to this diversity
- Difference in communication related to these factors is NOT considered a disorder and therefore does not warrant intervention
- SLPs should be culturally sensitive and knowledgeable about communication variations

Scope of Practice Areas of Focus

Speech Production

- This is the area most people think of associated with SLPs – SPEECH!
 - Speech production refers to how we use our body to produce speech sounds
 - Articulation
 - Phonology
 - Motor planning and execution
 - Accent modification*
- Education or Healthcare settings



Language

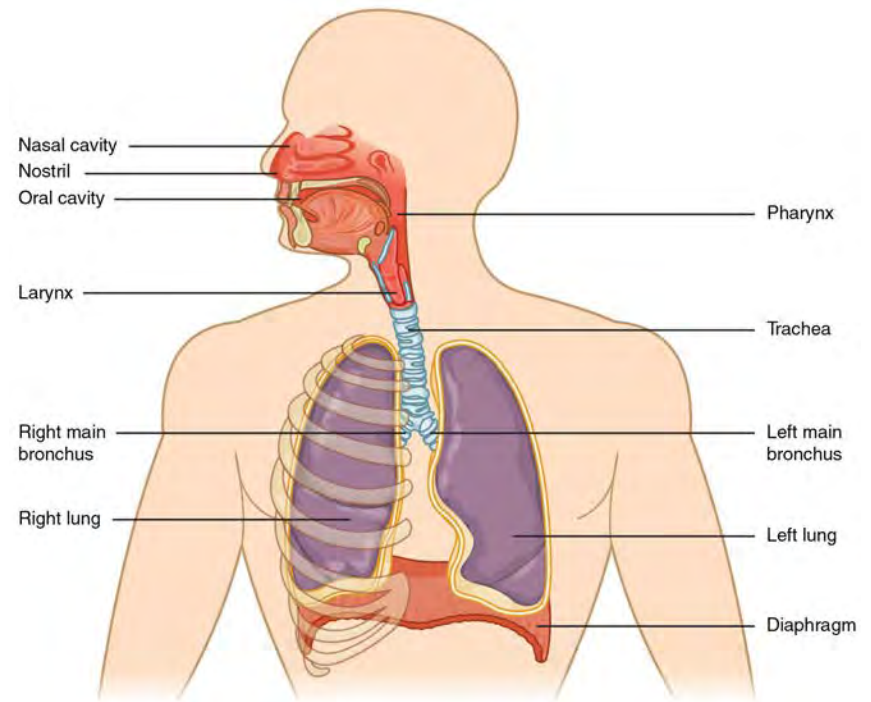
- The second half of the SLP title encompasses much of what SLPs do
 - Spoken and written language
 - Expressive and receptive
 - Rules of language
 - Phonology, morphology, syntax, semantics, pragmatics, prelinguistic and paralinguistic communication, literacy
 - Developmental language delays
 - Acquired language impairments
 - Pragmatics/Social use
- Education or Healthcare settings

Fluency

- Fluency in this field refers to smooth, effortless spoken communication
 - Stuttering
 - Repetitions
 - Prolongations
 - Blocks
 - Cluttering
 - Rapid speech
 - Irregular speech
- Education or Healthcare settings

Voice

- Voice is separate from speech – it includes how air moves from the lungs through the vocal tract, and the vibration from the vocal folds
 - Phonation quality
 - Pitch
 - Volume/loudness
 - Tension
 - Gender affirming voice
 - Physical issues
 - Cleft palate
 - Vocal fold paralysis
 - Head and neck cancer
 - Physical disabilities
 - Deafness
- Education or Healthcare settings



Resonance

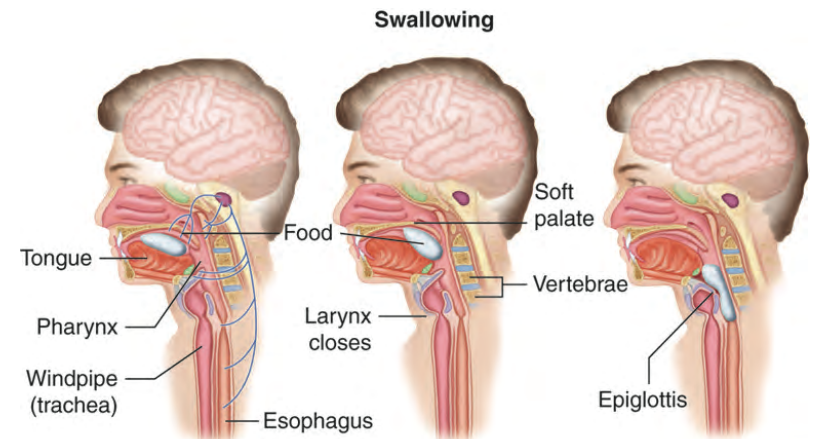
- Related to voice, resonance refers to how sound travels through our entire vocal mechanism
 - Hypernasality
 - Hyponasality
 - Cul-de-sac resonance*
 - Forward focus
 - Gender affirming resonance
 - Physical issues may also impact resonance
- Education or Healthcare settings

Cognition

- The involvement of the brain on speech, language, and communication
 - Attention
 - Memory
 - Problem solving and decision making
 - Executive function skills
 - Theory of mind
 - Acquired brain injuries
- Education or healthcare settings

Feeding and Swallowing

- Many people are surprised to learn this falls under the scope of an SLP
 - Phases of feeding and swallowing
 - Oral, Pharyngeal, Esophageal
 - Atypical eating
 - Selectivity, Refusal, Sensory, Oral Motor
 - Physical causes/issues
 - Cleft palate, brain injury, head and neck cancer, feeding tube
- Healthcare settings



Augmentative and Alternative Communication (AAC)

- Using spoken communication may not always be an option for individuals
- **Augmentative** communication adds to or supplements an individual's spoken communication
- **Alternative** communication replaces or is used instead of spoken communication
- AAC may be high or low tech, and may be used in a variety of ways

Auditory Habilitation/Rehabilitation

- Teaching the brain to associate meaning with sound input
- Habilitation vs. Rehabilitation
 - Habilitation – teaching a new skill
 - Rehabilitation – relearning a skill
- Deafness, hearing loss, auditory processing disorders
- Cultural awareness and sensitivity is critical
- Education or Healthcare settings



Summary

Summary

- Speech-Language Pathologists work in a variety of settings, primarily in educational and healthcare settings
- Communication disorders may impact individual's hearing, language, and/or speech, and may be developmental or acquired
- SLPs scope of practice includes a wide variety of communication related disorders, and varies depending on their workplace

Survey: Please provide feedback

A secondary mission of RIT/NTID is preparing professionals to work with the deaf/hard of hearing population. Your completion of this 5-question survey will help us monitor our impact and bring you the content you want and need!

Course Title: SLP Essentials

Survey Link:

https://rit.az1.qualtrics.com/jfe/form/SV_3jSsLz8ViyPZDsq



Congratulations!

- You've completed the course and can move on to the exam!
- From your account:
 - Go to pending Courses
 - Choose take exam