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**ILLINOIS LICENSURE TESTING SYSTEM**  
**FIELD 154: SPEECH-LANGUAGE PATHOLOGIST: NONTEACHING**  
**TEST FRAMEWORK**

**May 2002**

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# Illinois Licensure Testing System

## FIELD 154: SPEECH-LANGUAGE PATHOLOGIST: NONTEACHING TEST FRAMEWORK

May 2002

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# ILLINOIS LICENSURE TESTING SYSTEM

## FIELD 154: SPEECH-LANGUAGE PATHOLOGIST: NONTEACHING

### TEST FRAMEWORK

Foundations and Characteristics  
Understanding the Assessment of Students with Communication Disorders  
Maintaining Effective Communication, Collaboration, and Professionalism

#### SUBAREA I—FOUNDATIONS AND CHARACTERISTICS

##### **0001 Understand the nature of speech, language, hearing, and oropharyngeal function.**

For example:

- Apply knowledge of various types of communication disorders, their classifications, and their manifestations.
- Apply knowledge of anatomic and physiologic bases of speech, language, hearing, and oropharyngeal function.
- Apply knowledge of linguistic and psycholinguistic variables related to the normal development of speech, language, and hearing.
- Apply knowledge of physical and psychophysical bases and processes of the production and perception of speech, language, and hearing.
- Demonstrate knowledge of the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders.
- Demonstrate understanding of the relationship of knowledge within the discipline to education and life/career applications.

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**0002 Understand the cognitive, physical, emotional, social, and communication development of an individual.**

For example:

- Demonstrate knowledge of child and adolescent growth and development and the ranges of individual variation.
- Demonstrate understanding of the influences of students' physical, social, emotional, ethical, and cognitive development on their learning.
- Apply guidelines for considering student development factors when interpreting evaluative data and designing interventions.
- Apply guidelines for introducing concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles.

**0003 Understand individual differences among students with communication disorders.**

For example:

- Demonstrate understanding of differences in race, culture, religion, national origin, gender, sexual orientation, and disabling condition and strategies for the provision of services that demonstrate multicultural sensitivity to students and families.
- Demonstrate knowledge of areas of exceptionality in learning as defined in the federal and state statutes and regulations (i.e., Section 504 of the Rehabilitation Act, Individuals with Disabilities Education Act [IDEA], Americans with Disabilities Act [ADA], and the Illinois Administrative Code) and the impact these exceptionalities have on students, families, and school programs.
- Demonstrate knowledge of strategies for designing assessments and intervention strategies appropriate to students' gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs.
- Demonstrate knowledge of how individuals differ in their approaches to learning; how to create opportunities adapted to diverse learners; and methods for selecting and using instructional content, materials, resources, and strategies based upon students' differences.
- Apply knowledge of issues and considerations related to students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning intervention strategies to support student learning.

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**0004 Understand learning approaches and service delivery for students with communication disorders.**

For example:

- Demonstrate knowledge of how school systems are organized, how they operate in relation to general and special education, and the continuum of services and service delivery options available.
- Apply strategies for maximizing the use of therapeutic intervention time by creating an environment that is conducive to learning and achieving individual communication goals.
- Demonstrate knowledge of strategies that encourage students to assume responsibility, participate in decision making, work independently, and collaborate in learning activities.
- Demonstrate knowledge of strategies for assisting in determining the least restrictive environment to provide services based upon the needs of individual students.
- Apply strategies for monitoring and adjusting strategies in response to student feedback and ongoing performance data.
- Demonstrate knowledge of strategies for teaching students with special learning needs to use thinking, problem-solving, and other cognitive strategies to meet individual goals.

**SUBAREA II—UNDERSTANDING THE ASSESSMENT OF STUDENTS WITH  
COMMUNICATION DISORDERS**

**0005 Understand educational assessment processes.**

For example:

- Apply knowledge of procedures, techniques, and instrumentation used to evaluate communication disorders and familiarity with various formal and informal assessment and evaluation theories, techniques, and strategies.
- Demonstrate knowledge of a variety of appropriate formal and informal assessment tools and procedures and the use of nondiscriminatory evaluation procedures in order to obtain a valid understanding of the student's current levels of performance.
- Demonstrate understanding of methods for maintaining useful and accurate records and communicating information such as legal rights and evaluation results knowledgeably and responsibly to parents/guardians and others involved in meeting the needs of the student.

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**0006 Understand the nature of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders.**

For example:

- Demonstrate knowledge of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of speech, including articulation, fluency, and voice.
- Demonstrate knowledge of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of receptive and expressive oral and written language, including phonology, morphology, syntax, semantics, and pragmatics.
- Demonstrate knowledge of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of oral and pharyngeal functions, including disorders of swallowing and feeding.
- Demonstrate knowledge of the procedures of screening, identification, assessment, diagnosis, treatment, intervention, and follow-up services for disorders of cognitive and social aspects of communication.

**0007 Understand the appropriate uses of assessment results.**

For example:

- Apply strategies for using research results to determine effective diagnostic and treatment procedures.
- Demonstrate knowledge of strategies designed to prevent communication disorders and methods for planning activities to support those efforts.
- Demonstrate knowledge of principles and techniques of various interventions utilized in the management and treatment of communication disorders.
- Apply strategies for using and interpreting assessment data to make appropriate intervention decisions.
- Apply strategies for measuring outcomes of treatment and conducting continuing evaluation of the efficacy of practices and programs to maintain and improve the quality of services.
- Apply knowledge of evaluation and management procedures that do not pertain specifically to speech disorders or language disorders and are within the "Scope of Practice for Speech-Language Pathology" (e.g., feeding, swallowing).

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**0008 Understand methods for identifying appropriate interventions based on the assessment of students with communication disorders.**

For example:

- Apply knowledge of strategies for interpreting and using assessment data for the purpose of making appropriate modifications in the learning environment and planning effective interventions.
- Apply knowledge of strategies for making contributions to the development of a comprehensive individualized program for each student.
- Apply knowledge of strategies for creating goals and benchmarks or short-term objectives to enable students to meet expectations for learning.
- Apply knowledge of strategies for creating and adapting effective learning materials and learning experiences based on curriculum, students' prior knowledge, and students' needs.
- Apply knowledge of strategies for accessing and employing a range of information and technology to enhance student learning.

**SUBAREA III—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND  
PROFESSIONALISM**

**0009 Understand effective written, verbal, nonverbal, and visual communication techniques and collaborative relationships among professionals, parents/guardians, paraprofessionals, and students.**

For example:

- Demonstrate familiarity with the components and terminology of professional report writing.
- Demonstrate understanding of the importance of audience and purpose when selecting ways to communicate.
- Demonstrate knowledge of effective listening skills and strategies for providing students with constructive feedback.
- Demonstrate knowledge of the collaborative process and the benefits, barriers, and techniques involved in collaboration.
- Demonstrate knowledge of strategies for working with colleagues and parents/guardians to develop and maintain a positive learning environment.
- Demonstrate knowledge of skills for facilitating collaborative relationships between general and special education.

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**0010 Understand applicable laws, regulations, policies, procedures, codes of conduct, and practice guidelines.**

For example:

- Apply knowledge of professional associations' codes of conduct and ethical practice guidelines.
- Apply knowledge of federal and state laws and regulations as they pertain to professional practice.
- Demonstrate knowledge of the parameters of the profession's scope of practice and strategies for following them.
- Demonstrate knowledge of school policies and procedures and strategies for following them.
- Demonstrate knowledge of codes of professional conduct and ethical practice guidelines of the profession.
- Identify strategies for promoting and maintaining a high level of competence in the practice of the profession.

**0011 Understand how choices and actions of the special educator affect students, parents/guardians, and other professionals.**

For example:

- Demonstrate understanding of self-evaluation as an integral part of professional growth and improvement and the need to make ongoing adjustments to assessment and intervention techniques to improve services to students.
- Demonstrate understanding of the necessity of continuing education for professional development and familiarity with resources available for professional development.
- Demonstrate knowledge of strategies for identifying and engaging in appropriate continuing education opportunities to support personal development as a learner and educator.
- Recognize methods for actively seeking out, making use of, and sharing relevant instructional materials and ideas with colleagues.



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**0012 Understand the advocacy role of special educators and methods for helping individuals access educational resources and services.**

For example:

- Demonstrate knowledge of the educator's advocacy role and the programs and services available in the school environment.
- Apply knowledge of strategies for accessing and making appropriate referrals for services provided by district, community, and state resources.
- Apply knowledge of strategies for identifying areas of need and advocating for appropriate student services and supports.
- Apply knowledge of strategies for assisting parents/guardians and students in accessing community and school resources and services.
- Apply knowledge of strategies for providing consultation to parents/guardians, school staff, community agencies, and relevant others in understanding the scope of speech-language services in the school setting.