



# **Building on a Tradition of ASHA Reform: “What We Can Learn from the Past**

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**We learn from history that we do  
not learn anything from history**

George Bernard Shaw



**History repeats itself, has to,  
nobody listens**

Steve Turner



**If you don't know where you are  
going, any road will get you there!**

Lewis Carroll

**History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.**

Robert Penn Warren

# History

- 1967 ASHA EB created the Committee on Supportive Personnel
- 1969 the LC approve the “Guidelines on the role, training and supervision of the communicative aide”
- 1975 PL 94-142 Public consciousness concerning a number of areas and the role that communication aides would play in the delivery of services

# History Continues

- 1976 the LC provided and additional charge to the CSP relative to definition, training and employment of
- In June 1979 the Ethical Practice Board issued and Issues in Ethics statement on this subject
- 1981 the committee developed “Guidelines for the employment and utilization of supportive personnel
- 1985 a National Colloquium on Underserved Populations was held

# History Continues

- A recommendation was that existing guidelines should be reviewed for addressing the needs of underserved populations
- 1988 the CSP prepared a report on the “Utilization and employment of SLP Supportive personnel with underserved populations”



# History Continues

- 1990 Committee on Supportive Personnel was sunset
- 1991 (LC-46-91) created the Task force on Support Personnel
- 1992 Technical Report Support Personnel: Issues and Impact on the Professions of Speech-Language Pathology and Audiology
- 1994 Position statement supporting support personnel was passed
- 1994 (LC 15A-94) supported establishing and credentialing support personnel in SLP
- 1995 guidelines for support personnel were approved (LC 1-95)
- 1996 a consensus panel to develop the strategic plan as formed

# History Continues

- The consensus panel consisted of a number key stake holders from ASHA and Allied and Related Professional Organizations
- 1996 (October) the Strategic Plan for Credentialing Speech-Language Assistants was drafted
- 1997 a subcommittee of the Council on Professional standards was appointed
- 1997 a subcommittee of the Council on Academic Accreditation was appointed

# History Continues

- 1998 Presentation to the LC by APTA to talk about their experiences with assistants
- 1998 Presentation to LC on behalf of the Standards Council
- 1999 Job Analysis conducted by ETS
- 2000 Criteria and curriculum content developed (Peer Reviewed)
- 2002 Approval Process for SLPA Programs
- 2003 Registration process for SLPAs

# History Continues

- 2003 (spring) LC 2003 Discontinued the program
- 2003 (fall) LC urged EB to explore accreditation through the Commission on Accreditation of Allied Health Education Programs
- 2004 Defeated a resolution to develop a program proposal to recognize SLPA training programs

## Position statement of 2004 Training, Use, and Supervision of Support Personnel in Speech-Language Pathology

- **ASHA Task Force on Support Personnel**
- **It is the position of the American Speech-Language-Hearing Association (ASHA) that support personnel may be used to perform activities adjunct to the primary clinical efforts of speech-language pathologists. ASHA supports the establishment of categories of support personnel for the profession of speech-language pathology. Appropriate training and supervision must be provided by speech-language pathologists who hold ASHA's Certificate of Clinical Competence in Speech-Language Pathology. Activities may be assigned only at the discretion of the supervising speech-language pathologist and should be constrained by the job responsibilities for support personnel. The communication needs and protection of the consumer must be held paramount at all times**

## From 2007 Summit: Suggestions to enhance and improve the summit

- Credentialing and the continuum—SLPAs—where's the quality assurance piece? Where are the ethics constraints/regulations?
- Models for educating SLPs including supervisory competencies and the differences in supervising SLPAs and bachelor level individuals (graduate clinicians, CFs, colleagues who've changed populations i.e. pediatrics to adult and vice versa)
- Outcomes of bachelor level programs e.g. clinical training, prep to work or prep for graduate school only



**So what lessons have we learned?**

**That's reason they're called lessons,  
because they lesson from day to day.**

Lewis Carroll





**Other people may be there to help us, teach us, guide us along our path, but the lesson to be learned is always ours.**

Unknown



# Lessons Learned

1. **We can not ignore issues**
  - This is not to say that we have ignored SLPA
  - Issues do not go away
  - But can some times awaken and you have missed the boat
  - Sometimes you awaken to policies that govern you on the issues

# Lessons Learned

2. **When the train has left the station, sometimes it is hard to get on board.**
  - Many states were doing their own thing
  - Stake holders were confused
  - Hard to give guidance from the national level when there are so many differences

## Lessons Learned

3. **Sometimes it is best to get back off the train and start over.**
  - This gives time for a “time out” to re-think
  - In 2007 we started over with an ad hoc committee
  - In 2009 a formal affiliation with ASHA established
  - Because of a time out, we are here today

# Lessons Learned

4. **Working together collectively brings with it many benefits.**
  - All stake holders are involved
  - All sides are heard
  - Communication is broadened

## Lessons Learned

### **5. Thinking differently is a great way to start “change.”**

- New ideas are brought to the table
- Create new wine in old bottles
- Bottle old wine in a new bottle to give it a new look

# Lessons Learned

## **6. This is an ongoing learning and developing process**

- The BOD is still developing policy regarding this issue
- NO is developing procedures
- We have convened this meeting to bring the stake holders together and your input is valuable

# Greatest Lesson

Eleanor Roosevelt

He had to think out the fundamentals of living  
and learn the greatest of all lessons – infinite  
patience and never-ending persistence



# ASHA's Greatest Lesson



Partnership and Leadership give us Beacons of Inspiration...taking us from Innovation to action