

Dear SLP,

Thank you so much for agreeing to mentor an ATCC SLPA intern. We really appreciate it! This letter is a basic run-down of what to expect and a few bits of pertinent information.

We thought it may be helpful for you to know which classes our students have already completed. The table below details these, but if you have questions, please feel free to ask your SLPA what they are comfortable with.

Your SLP student is:

AAS - Fall Semester

Certificate - Fall Semester

AAS - Spring Semester

Certificate - Spring Semester

	AAS	Certificate
Fall Semester	<p>Completed: Phonology, Artic Disorders, Language Development, Language Disorders, Introduction to Anatomy and Physiology for Speech Production</p> <p>In progress: Clinical 1, Stuttering, and Communication Disorders for Adults</p>	<p>Completed: <i>These one-year Certificate students have a Bachelor's degree in Communication Science Disorders.</i></p> <p>In progress: Introduction to SLPA, Communication Disorders for Adults, and Clinical 1</p>
Spring Semester	<p>Completed: Phonology, Speech Sound Disorders, Language Development, Language Disorders, and Introduction to Anatomy and Physiology for Speech Production, Clinical 1, Communication Disorders for Adults, and Stuttering.</p> <p>In progress: Clinical 2, Clinical Documentation, Materials Management. Second year AAS – Speech Language Communication in Diverse Populations.</p>	<p>Completed: Clinical 1, Communication Disorders for Adults, and Introduction to SLPA. <i>Please note that these one-year Certificate students have a Bachelor's degree in Communication Science Disorders.</i></p> <p>In progress: Language Disorders, Speech Sound Disorders, and Clinical 2</p>

As an Assistant, the SLPA student can help you with the following tasks:

- search for a variety of therapy activities for you and create them, also update and create therapy folders/activities (they do have an artic binder with many ideas/games/activities etc.)
- copy and file sped paperwork (they will have to be shown how you keep your paperwork)
- update progress reports on students that they see
- help with assistive tech devices (they have had experience with Boardmaker)
- any other clerical duties that you are willing to have them do

The SLPA students will initially observe therapy sessions, and when you feel that they are ready, they can carry out some therapy sessions. This should be at your professional discretion. If your SLPA student is in their second semester with you, please continue at the appropriate level. We realize that you may have students on your caseload that are more involved and these students require more expertise than an SLPA student can offer. It is your professional call.

We will be teaching these students how to be an assistant to you, but we also stress that they should be prepared to work independently when necessary and hopefully be able to anticipate what you may need within your therapy day.

On a recent site visit, an SLP said to me that she felt bad or awkward giving the SLPA student “tasks” to complete for her, but please rest assured, SLPA students understand that this is part of their job. This is something we talk quite a bit about in class, so please keep that in mind as you organize your day or week. One idea is to set up a “basket” that for items the SLPA could address as time allows.

For future reference, if your school should hire an SLPA, they can screen, so exposure to this process would be very helpful at this point. SLPA screening will **always** be dependent on the SLP’s comfort level and the skill level of the SLPA. Once an SLPA is acclimated and the SLP feels that their skill level is proficient, the SLPA would be able to screen students and refer them for more in-depth screening/evaluation by the SLP. For example, you may want them to help with a second or third grade screening situation. SLPA students have also had some exposure to creating therapy schedules, IEPs, and evaluation reports, and could benefit from being involved in these processes if you determine they are ready to do so.

We want this internship to be a positive experience for both the supervising SLP and the SLPA. To ensure this, we will be contacting you within the first few weeks of the internship to review the following student competencies:

1. SLPA is consistently on time.
2. SLPA demonstrates that he or she is prepared to start the internship and has completed any preliminary paperwork or tasks, i.e has a badge to get into the school, etc.
3. SLPA dresses appropriately for the setting.
4. SLPA uses time wisely. For example, not texting, working on homework, making personal appointments, during internship time.
5. SLPA understands and correctly uses key terms in speech and language pathology.
6. SLPA is proactive rather than reactive in terms of participating in a therapy session. Student is starting to think ahead and anticipate the needs in the speech therapy room.
7. SLPA demonstrates excellent rapport with SLP, students, and staff.
8. SLPA demonstrates a basic understanding of scope and sequence of therapy.
9. SLPA is demonstrating the skills necessary to successfully contribute to and or conduct therapy sessions.
10. SLPA is able to efficiently and competently assist the SLP with clerical tasks.

Please feel free to contact us anytime with any questions or concerns. If the above listed competencies are not being met, or sufficiently demonstrated during the time period of the first 25-40% of the SLPA’s internship, the **internship may be terminated**.

Your SLPA student should be providing you with:

- Two rubrics that need to be filled out at the beginning and middle of the semester
- A Clinical Evaluation Form to be filled out at the end of the clinical experience
- Governing document that applies to SLPAs
- A W-9 and the SLPA Information Worksheet for reimbursement (see below)

The SLPA student will have access to clock hour documentation. You will see that he or she will need to complete approximately 125-150 hours this semester. These hours don't need to be in specific clinical areas. Regarding the hours/days, we take into account that there will be lunch breaks and occasional days off that will be factored in. This documentation will be filled out by the SLPA student and signed by you at the end of the session/semester.

You will be receiving a stipend of \$200 for this internship. We will need you to have your administrator send us a letter or email stating that the school recognizes that you had an SLPA this past semester. I will include this information in my letter to the administrators. Please fill out the W-9 form and the SLPA Information Worksheet and return them the SLPA student intern.

On a final note, we want you all to know that we do offer a supervisory course at ATCC. We are offering this because our Minnesota statute and the ASHA Scope of Practice states that an SLP should have at least 10 hours of training in order to supervise an SLPA. We hope that SLPs will take advantage of this informative coursework that is available **all online**. You can contact Customized Training at ATCC (320-762-4510) for more information. Some school districts have already provided this opportunity for their SLPs, we hope yours does too. This course does not need to be completed before your student starts. It is provided to SLPs each semester of the school year, and the SLP has the whole semester to complete the 10 hours. For more information visit alextech.edu/slp-ce

Thanks again for your time and expertise. If you have any questions, you can reach me at the email or phone number listed below.

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