

# Addressing the New ASHA Standards: Flexibility, Multiple Indices, and Remediation



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### Background

The new ASHA standards are changing how universities track student development. We present procedures for evaluating and addressing each student's classroom and clinical development, with an emphasis on: a) flexibility for students to meet each standard, b) multiple indices of achievement, and c) remediation plans to assist students having difficulties.

The new ASHA certification standards require new approaches to student assessment, including the need for **formative** assessment.

- Ongoing assessment of student progress is needed, including **documentation**, **feedback to student**, **remediation procedures**, and **ongoing program evaluation**.

### ASHA Standards for Student Assessment: Program Responsibilities\*

- Examine current curriculum
- Identify learning goals (including defining level of success for each, and tying to program goals)
- Develop assessment mechanism
- Devise record-keeping system
- Determine how students will get ongoing feedback (including development of a plan for addressing any needs for remediation)
- Validate your indicators
- Use data for continuous program improvement

\*Source: American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology (April 1, 2002). Guidelines for Developing and Evaluating Plans for Assessing Student Achievement.

### Problem and Solutions

**Problem:** How does a program develop measurable objectives across the scope of training? The following issues must be addressed.

- Potential threat to academic freedom.
- Broad objectives are difficult to measure and provide feedback on.
- Task of outlining specific objectives for every piece of student knowledge too daunting. If objectives are too specific, it may also be difficult to change with changing practices.

**Solutions:**

- Use ASHA standards themselves to derive our objectives.
- Have each individual instructor responsible for determining which ASHA standards fit into a course or supervisory experience, and have goals placed on syllabus.
- For each ASHA standard, derive a data-based measure of achievement.

### Our System

Faculty list goals on syllabi. Faculty then report achievement on goals every semester. There are three possible levels of achievement

- Met:** student currently demonstrates entry-level skill or knowledge in the learning domain
- Emerging:** student demonstrates some, but not complete, entry-level skill or knowledge in the learning domain
- Remediate:** student did not demonstrate proficiency, and there is an immediate need for an action plan to address this deficiency in knowledge or skill.

**Key Features:**

- Measurable
- ASHA standards were used to derive language for standards, but our quantitative data used to determine appropriate numbers for each standard.
- Flexibility allows faculty freedom in course design
- Feedback provided to student
- Guidelines for need for remediation clear
- Ongoing program review built-in. Every semester, we can examine what students are being assessed on. We can use this information to identify gaps in the curriculum.

**Feedback to Student**

- Student meets with Graduate Coordinator every semester to review performance on goals.
- Remediation plans are developed for:
  - Any "Remediates"
  - More than 3 "Emerging" in a course or within one ASHA Standard
  - Students requesting opportunities to remediate any ratings of "Emerging"
- Instructor or supervisor who indicated need for remediation consult on the remediate plan.

### Case Example

Miss Asha Lee is an incoming graduate student. Before classes began, Asha Lee's instructors (including classroom teachers, clinical supervisors, and mentors) started the monitoring process by identifying the standards that will be addressed and assessed in each experience. This information is presented to the students at the beginning of the experience. The following is an example from one of her course syllabi.

Course Objectives	Assessment
<b>ASHA Standard</b>	
Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders.	
III-C-1a Etiology	Exams
III-C-1b Characteristics	Exams, assignments
III-C-1c Anatomy & Physiology	Exams, discussion
III-C-1f Developmental correlates	Exams, discussion
Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders	
III-D-1b Assessment	Discussion, Exams, Assignments
III-D-1c Intervention	Discussion, Exams, Assignments
Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.	Discussion, Exams, Papers, Presentations
Standard IV-G, 1 & 2: The applicant must complete a program of study that includes supervised clinical experiences...	Assignments, Papers, Exams

### Instructor Ratings

At the end of the experience (typically the end of the semester), each instructor finalizes the standards that were addressed and assessed. This information, along with the student's performances, is entered into the Instructor Record Form (top right). Three ratings are allowable: **met**, **emerging**, **remediate**. This abbreviated Instructor Record Form to the right shows the results from Dr. RanVivier's class on phonological intervention. All students have met all standards assessed except Asha Lee and P. Moody. Their ratings are listed separately.

### Individual Student Review

Within the first month of each semester (beginning with the student's second semester), the student meets individually with the graduate coordinator to discuss his/her progress towards the ASHA standards. The purposes of this meeting are to:

- show the standards that were evaluated in the prior semester and the ratings that were achieved.
- show the progress that has been made towards each of the standards across semesters.
- discuss any ratings of "emerging" or "remediate" and begin the formulation of a remediation plan (if necessary).
- plan for future opportunities to meet additional standards.
- provide students with an electronic copy of their ASHA Student Record Form (on CD) each semester.

To the right is a sample of Ms. Asha Lee's performance during her first semester. Asha Lee's performance on the Standards was not as strong as one would have liked. In both Dr. Phoneme's Phonological Intervention class and Ms. Soap's Clinical Practicum, Asha Lee had difficulty with assessment procedures. She also showed some weakness in her writing skills, as shown by ratings of emerging across courses. Because of these ratings, a remediation plan was developed.

### Remediation Plans

Remediation plans are designed to improve a student's knowledge and skills in a specific area (or areas) of weakness.

A remediation plan was developed to improve Asha Lee's abilities in the areas of speech assessment and writing.

Asha Lee met with the graduate coordinator, Dr. Phoneme, and Ms. Soap. They created the following measurable goals, to be achieved by the end of the following semester.

- Asha Lee will write a 5 to 6 page paper that discusses the comparative strengths and weakness of standardized and non-standardized phonological testing. The paper will be graded for content and writing style.
- Asha Lee will correctly administer, score, and analyze standardized phonological tests to two children with known phonological difficulties.
- Asha Lee will correctly administer and analyze 50-utterance spontaneous speech samples of two children with phonological difficulties.

At the start of the following semester, Asha Lee was enrolled in a 1-credit course (graded S/U) that was targeted towards meeting these goals. Asha Lee successfully completed her remediation plan by the end of her second semester. As a result, her Student Record Form was updated to change the ratings on the standards that were addressed within the remediation plan to Met. Had she not completely met the remediation plan, she would have received a "U" in the course and been placed on academic probation.

### Instructor Record Form

CL - Class #2 - Practicum #20 - Research  
US - Ungraded (except #0) - Independent

Course Objective	Type of Experience		CDD #10		CDD #11		CDD #12	
	Experiences Year	Experiences Term	Met	Emerging	Met	Emerging	Met	Emerging
Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders...	1	2						
Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention...	1	2						
Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.	1	2						
Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experience sufficient in breadth and depth to achieve the following skills outcomes...	1	2						

### Student Record Form

CL - Class #2 - Practicum #20 - Research  
US - Ungraded (except #0) - Independent

Course Objective	Type of Experience		CDD #10		CDD #11		CDD #12	
	Experiences Year	Experiences Term	Met	Emerging	Met	Emerging	Met	Emerging
Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders...	1	2						
Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention...	1	2						
Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.	1	2						
Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experience sufficient in breadth and depth to achieve the following skills outcomes...	1	2						