Supervision for School-Based SLPs

INTRODUCTION

It’s not a matter of “if” but rather “when” the school-based SLP assumes the role of a supervisor. Supervision may include directing the activities of support personnel, helping graduate students connect academic knowledge and clinical procedures, or monitoring the activities of clinical fellows to achieve independence. This session—a recorded session from ASHA’s 2021 Schools Connect online conference—explains the key elements of the supervisory process and defines the roles and responsibilities of both the supervisor and the supervisee in the school setting. The speaker discusses relationship development, communication, and the role and influence of supervisory style on supervisee performance and decision-making.

LEARNING OUTCOMES
You will be able to:

- Define supervisor and supervisee roles and responsibilities appropriate to the school setting for support personnel, graduate students, and clinical fellows
- Develop a supportive and trusting relationship with a supervisee
- Adjust your supervisory style based on the level and needs of a supervisee

PROGRAM HISTORY and IMPORTANT INFORMATION

Recording length: 123 minutes
Online conference dates: July 14–26, 2021
End date: September 15, 2026

To earn continuing education credit, you must complete the learning assessment on or before September 15, 2026.

ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.2 ASHA CEUs (Intermediate level, Related area).