



Welcome to
A Talk Story with Your
Hawai'i State Education
Advocacy Leaders (SEALs)

Melissa Friscia, M.S, CCC-SLP
Tanya Sasaoka-Tam, M.S., CCC-SLP

HSHA Annual Convention
April 23, 2022



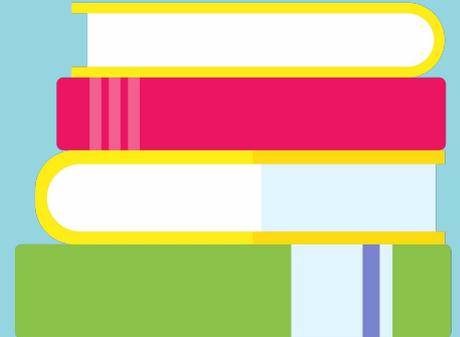
Disclosures

Financial disclosures: None.

Non-financial disclosures:

Melissa and Tanya represent Hawai'i in voluntary roles as the ASHA State Education Advocacy Leaders. Melissa is the Western Division SEAL Champion, and serves on the HSHA Educational Affairs Committee. Melissa and Tanya are employed by the Hawai'i Department of Education.

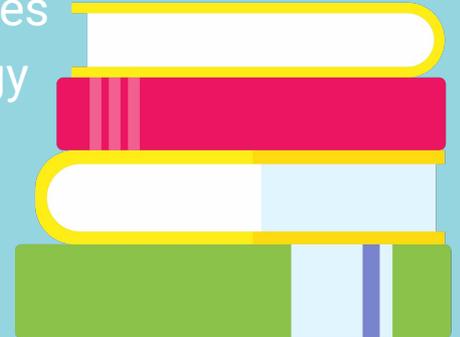
What Does a SEAL Do?



What Does a SEAL Do?

Some of our duties include:

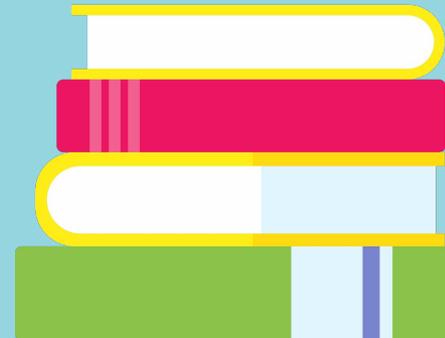
- Attending monthly meetings with ASHA staff, state SEALs, and state leaders
- Disseminating information to HSHA for distribution to members
- Presenting at HSHA and other local organization events/meetings
- Attending HSHA executive board meetings, as necessary
- Providing resources to ASHA members on school-based issues
- Advocating for ethical practices in speech-language pathology and audiology, as it relates to our local communities



What Does a SEAL Do?

Our main goal is to point you in the right direction to evidence-based resources, including updated state and federal policies, that are readily available for public consumption.

We are not acting as Department of Education employees, union liaisons, supervisors, etc. when we provide this information. If you have any concerns directly related to your job, we encourage you to share available information with your direct supervisor.

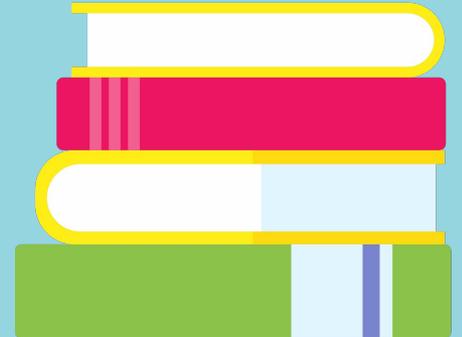


Hot Topics Poll

What are some of your current needs, issues, hot topics you are experiencing?

Click the link in the chat box and fill out the google form.

We will give you a few minutes to complete it.

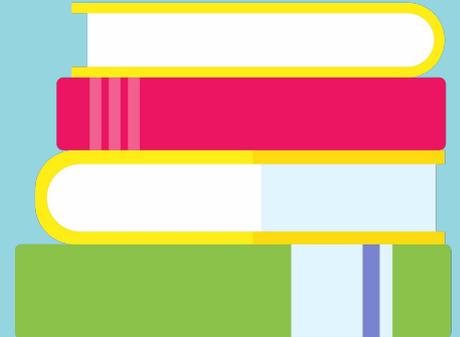




Let's Dive Into
Some Hot Topics!

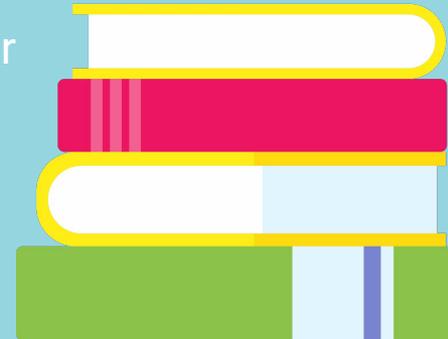
The Times Have Changed, But Our Scope and Code of Ethics Remains Intact

- ASHA Scope of Practice for SLPs and audiologists is available online:
<https://www.asha.org/policy/sp2016-00343/>
- ASHA Code of Ethics is available online, as well:
<https://www.asha.org/policy/et2016-00342/>
- **Update:** As of 1/1/20, you are now required to complete one course in ethics to maintain your ASHA CCCs (1 hour out of your 30 required hours per 3-year cycle)
- **Update:** If you are a graduate student supervisor or clinical fellow (CF) supervisor, you must complete a 2-hour course in supervision



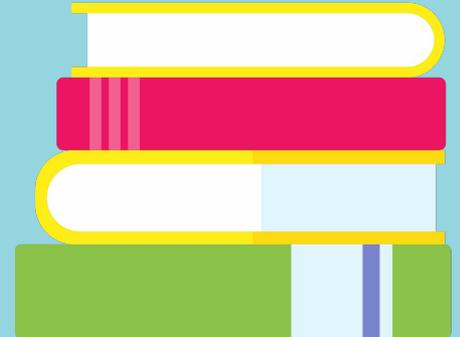
Provisional Licensing for Clinical Fellows

- **Update:** As of 1/1/22, all fellows are now required to obtain a provisional license through DCCA prior to practicing. Those CFs currently completing their CFs have a grace period to apply. They can continue to practice under their licensed SLP supervisor, and can count all hours completed prior to receiving provisional license towards SLP licensing requirements.
- Upon completion of your clinical fellowship, you must then apply for your SLP license.
- NOTE: HIDOE has not yet changed its roles and responsibilities or hiring requirements for current or future clinical fellows.



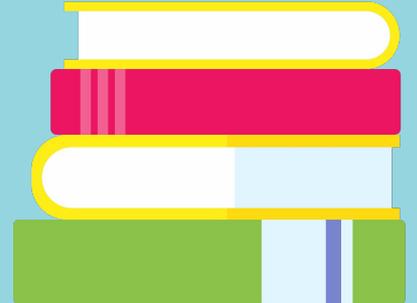
ASHA Telepractice Updates

- Public Health Extension - 4/15/22:
<https://www.asha.org/news/2022/federal-public-health-emergency-updates-for-2022/>
- ASHA's telepractice resources:
https://www.asha.org/practice-portal/professional-issues/telepractice/#collapse_1
- ASHA Evidence Map: [Telepractice](#)
- [Considerations for Assessments via Telepractice](#)
- [Assessment Techniques, Tools, and Data Sources](#)
- [Telepractice Checklist for School-Based Professionals](#)



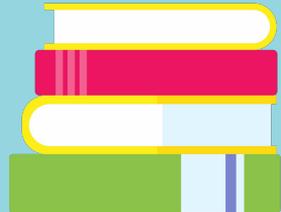
HIDOE Updated COVID-19 Policies (3/21/22)

- <https://health.hawaii.gov/coronavirusdisease2019/resources/school-guidance/>
- Individual case investigation, contact identification, and quarantine of in-school exposures is no longer recommended for K-12 schools when universal indoor masking is implemented.
- Schools that implement optional indoor masking policies after March 25, 2022 should continue individual case investigation, contact identification, and quarantine of all COVID-19 exposures.



HIDOE Updated COVID-19 Policies (3/21/22)

- Outdoor masking at public school campuses and HIDOE facilities is optional for students, faculty and staff. This took effect on March 9, 2022. When community risk levels are high, masks must be worn outdoors where crowding or sustained close contact with others may occur, regardless of vaccination status.
- Indoor masking continues to be required by all students, staff, visitors and contracted service providers at schools, HIDOE facilities and in HIDOE buses and vans until further notice.
- Notification to the entire school community when a case is reported is no longer required since all positive cases are reflected on HIDOE's online COVID-19 case count dashboard (<https://bit.ly/HIDOECOVID-19Updates>).
- Notification of potential exposure will be distributed to classes or groups if exposed to a positive case for greater than 15 minutes when indoors or during participation in a high-risk activity (e.g., sports or singing) at school or a school-sponsored event.



2022 Public Policy Agenda

Highlights

School Priorities

Advocate for: the establishment of dedicated Technical Assistance Centers in the U.S. Department of Education, new research and guidance from the U.S. Department of Education on topics impacting SLPs and Audiologist, increased Medicaid funding dedicated to school-based audiology and speech-language pathology services, audiologists and speech-language pathologists to serve as peer reviewers for the U.S. Department of Education, federal funding to support the assessment, treatment, and management of speech, language, cognitive, hearing, balance, voice, and feeding/swallowing disorders.

Healthcare Priorities

Professional Practice and Workforce Priorities

Patient, Client, and Student Priorities

Diversity, Equity, and Inclusion Priorities

[Learn more about the ASHA public policy agenda](#)

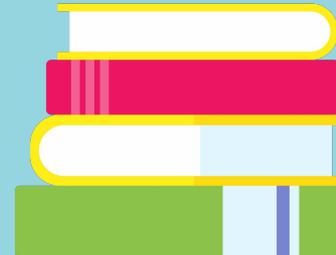
Equity Action Plan

- The Biden-Harris Administration released its inaugural US Department of Education equity action plan
- It's part of the administration's efforts to advance racial equity and support underserved communities

[Equity Action Plan](#)

ASHA Interstate Compact Updates

- The Audiology & Speech-Language Pathology Interstate Compact (ASLP-IC) allows audiologist and speech-language pathologist to practice in participating states under one license.
- The Compact reached a new milestone in January of 2022. The Commission held its inaugural meeting, bylaws were adopted, committees were formed, and a transition timeline was developed
- Privileges to practice are expected to begin in 2023
- 15 states have adopted the ASLP-IC and legislation is pending in 7 more states
- [Learn More About ASHAs Interstate Compact](#)
- [Latest Update to the ASLP_IC](#)



ASHA “I-Contribute” ToolKit

- Developed by the ASHA SEAL Champions, in collaboration with ASHA School Issues Advisory Board (2018)
- A [series of continually-updated resources](#) for school-based SLPs and audiologists to share with their school teams (administration, teachers, supervisors, support staff, caregivers, etc.)
- Provides tools, strategies, and resources for advocacy and leadership opportunities to increase knowledge and awareness about the profession
- Includes current and trending issues
- Great to explore and share during Better Speech and Hearing Month (May)

Section 1: Toolkit Components

- Roles and Responsibilities of SLPs in Schools document
- Roles and Responsibilities of SLPs in Schools poster
- Roles and Responsibilities Reflection Tool
- ASHA Roles and Responsibilities of SLPs in Schools: Do's and Don'ts
- ASHA Guidelines for Audiology Service Provision in and for Schools
- Roles and Responsibilities Reflection Tool Summary and Resources:
 - Roles and Responsibilities of SLPs in Schools Reflection Tool Summary
 - Roles and Responsibilities of SLPs in Schools Reflection Tool Resources
 - Roles and Responsibilities of Audiologists Providing Services in and for Schools: Reflection Tool Summary Overview Expanded
 - Roles and Responsibilities of Audiologists Providing Services in and for Schools: Reflection Tool Summary
 - Roles and Responsibilities of Audiologists Providing Services in and for Schools: Reflection Tool Resources
- Guiding Questions to Promote School-Based SLPs and Audiologists
- "I Contribute" Listening, Speaking, Reading, and Writing Worksheet
- SLPs in Schools Users Guide to ASHA Web Resources
 - Educationally Relevant Goals/Objectives/Services
 - Providing Unique Contributions to the Curriculum and Highlighting Language and Literacy

Section 2: Promoting the “I Contribute” Campaign and Challenge
Trending Issues for School-Based SLPs and Audiologists: Part I * Denotes Updated and
New Resources

- **Advocacy** (handout with links)
 - ASHA Advocacy Modules
 - Module Seven: Advocating for Our Profession
 - Module Eight: Advocacy and School Finance
 - School Advocacy Resources
 - ASHA Advocacy Resources – School
 - ASHA Advocacy Toolkit *
 - ASHA Grasstops Envoy *
 - ASHA Member Advocacy *
 - ASHA Performance Assessment of Contributions and Effectiveness
 - ASHA Salary Supplement
 - ASHA School Funding Advocacy
 - ASHA Special Interest Groups (SIGs) *
 - ASHA Take Action
- **Leadership** (handout with links)
 - ASHA Community
 - ASHA Information for School Based SLPs
 - ASHA Leadership Development Program (LDP) *
 - ASHA Resources for Educational Audiologists
 - ASHA Special Interest Groups (SIGs) *
 - ASHA State “Hot Topics”
 - ASHA Marketing
 - ASHA Mentoring *
 - Interprofessional Education/Interprofessional Practice
 - National Center and State Collaborative
 - IDEA Partnerships: Dialogue Guides

Trending Issues for School-Based SLPs and Audiologists: Part II * Denotes Updated and New Resources

- Resources for School-Based SLPs and Audiologists “Hot Topics” (handout with links)
 - Caseload/Workload *
 - Common Core State Standards *
 - Documentation *
 - Evaluation of School-Based SLPs
 - Ethics and School-Based Practices and Related Documents
 - Evidence Based Practice and Research Based Practices
 - Medicaid *
 - Response to Intervention - Multi-Tiered Systems of Support *
 - Roles and Responsibilities of SLPs in Schools *
 - Poster *
 - Roles and Responsibilities: Related Documents for Implementation
 - Dos and Don'ts
 - Reflection Tool
 - Service Delivery Models *

Additional ASHA Resources (handout with links) *Denotes Updated and New Resource

- ASHA Now replaces ASHA Access Schools *
- ASHA Dynamic Assessment
- ASHA School Funding and School Funding Advocacy Resources
- ASHA Practice Portal
- ASHA School Setting Resources for SLPs
- ASHA School Setting Resources for Educational Audiologists
- ASHA Information for Audiologists
- ASHA Wire
- Reflective Practices
- School Services FAQs

Questions? Thoughts? Experiences to Share?



If we are unable to answer your question today, we will work to find you the answer and/ or resource. Please email us so that we may be in touch:

Mfriscia808@gmail.com or Tanyaslp808@gmail.com

Go and explore Gather Town



Visit all the exhibits and student poster sessions.

If you visit all the exhibitors you will be entered to win the grand prize!