

That's Not My Job!

Collaboration and Connection within the Scope of Practice

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Today's Agenda

- ✓ Introductions
- ✓ Defining Job Description v Scope of Practice
 - ✓ Activity #1
 - ✓ Activity #2
- ✓ BREAK
- ✓ Scenario – Role Play
- ✓ Collaboration Refresher
 - ✓ Activity #3

Getting to know you...



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Do Remember –move around as you
need to

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Define:

Job Description:

- ✓ Job description is an informative documentation of the *scope, duties, tasks, responsibilities and working conditions* related to the job listing in the organization through the process of **job analysis**. Job Description also details the *skills and qualifications that an individual applying for the job needs to possess*.

<https://www.mbaskool.com/business-concepts/human-resources-hr-terms/1809-job-description.html>

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Define

Scope of Practice:

‘Scope of practice’ is a concept that several professions use in the context of professional regulation. The scope of practice sets out the *procedures, actions and processes* that the registered or licensed professional is **allowed to perform**. The individual practitioner’s scope of practice is determined by a range of factors that gives them the authority to perform a particular role or task.

<https://www.nmbi.ie/Standards-Guidance/Scope-of-Practice>

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Scope of Practice, cont.

Scope of practice can be easily identified by three categories. **If requirements for practicing a skill or profession satisfy all three requirements then it is within that persons scope of practice:**

1. **Education and training** — Has the person been educated academically or on-the-job and have documentation proving education to do the item in question?
2. **Governing body** — Does your state, district, province or federal government that oversees the skill or profession allow (or not explicitly disallow) the item in question?
3. **Institution** — Does the institution allow a person or their profession to do the item in question?

<https://www.youtube.com/watch?v=D-R94A-1PWc>

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So, what's the issue???

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Activity #1

DEFINE for yourself,
your scope of practice
for your current position

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Let's Compare

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A Look at Some Scopes of Practice

Teaching:

- Every State requires a teaching certificate;
 - <http://www.virtualeduc.com/US-state-teacher-certification-requirements.php>
- Teaching certificates validate your training;
- All States require Continuing Education for teachers
 - <http://www.teacherceutoolbox.com/state-requirements/>

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Scope of Practice - TOD

Is there a formal Scope of Practice for the TOD?

It is not called Scope of Practice, HOWEVER,

The Initial and Advanced Specialty Sets of Standards from the Council for Exceptional Children and the Council on Education of the Deaf list the explicit knowledge and skills that the TOD is expected to have and use in teaching.

Initial:

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20Deaf%20and%20Hard%20of%20Hearing.pdf>

Advanced:

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Advanced%20Specialty%20Set%20%20Special%20Education%20Deaf%20and%20Hard%20of%20Hearing%20Specialist.pdf>

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Scope of Practice - SLP

American Speech-Language-Hearing Association (ASHA) has an explicitly stated Scope of Practice Document

<https://www.asha.org/policy/SP2016-00343/>

Working with individuals who have any degree of hearing loss is included within the Scope of Practice, however, an ASHA/CED task force created a specific document that specifies the roles an SLP and TOD play in working with children with hearing loss

https://deafandblindoutreach.org/up_doc/Roles-of-Speech-Language-Pathologists-and-Teachers-of-Children-Who-Are-Deaf-and-Hard-of-Hearing-in-the-Development-of-Communicative-and-Linguistic-Competence.pdf

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Scope of Practice – Audiologist/ Educational Audiologist

(hold on to your hats!)

3 organizations provide guidelines/SoP documents:

ASHA:

The SoP is extensive and inclusive as it covers all forms of audiology

- Scope of Practice in Audiology:
- <https://www.asha.org/uploadedFiles/SP2018-00353.pdf>
- Guidelines for Service Provision in and for Schools:
- <https://www.asha.org/policy/GL2002-00005/>

American Academy of Audiology (AAA):

- Scope of Practice
- <https://www.audiology.org/publications-resources/document-library/scope-practice>

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Educational Audiologist 2

Educational Audiology Association:

- Shared and Suggested Roles of Educational Audiologists, Teachers of the Deaf and Hard of Hearing, and Speech-Language Pathologists
<http://www.edaud.org/position-stat/15-position-02-18.pdf>
- Recommended Professional Practices For Educational Audiology
<http://www.edaud.org/position-stat/6-position-05-09.pdf>
- Recommended Roles Of Educational Audiologists And Teachers Of The Deaf And Hard Of Hearing
<https://successforkidswithhearingloss.com/wp-content/uploads/2014/07/Roles-of-Ed-Auds-and-TODs-EAA-Position-Statement-2015.pdf>

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• School-Based Audiology Services:

<http://www.edaud.org/position-stat/8-position-06-12.pdf>

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Scope of Practice- Educational Interpreter

Code of Ethics and Standards of Practice

- <https://umtia.org/wp-content/uploads/2014/09/Code-of-Ethics-Standards-of-Practice-for-Educational-Interpreters-of-Spoken-Languages.pdf>

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Activity #2



1. Sort into groups according to your PAPER CLIP COLOR and move to the designated table
2. Each group has a set of SoP documents for reference
3. EACH of you has a Handout Matrix titled “Shared and Suggested Roles of Educational Audiologists, Teachers of the Deaf and Hard of Hearing, and Speech-Language Pathologists”
4. As a collaborative group, complete your matrix using the SoPs

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BREAK – 15 minutes



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Update

- ✓ ~~Introductions~~
- ✓ ~~Defining Job Description v Scope of Practice~~
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 - ✓ ~~Activity #2~~
- ✓ **BREAK**
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 - ✓ Activity #3

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Discussion



<https://www.kissclipart.com/focus-group-discussion-clipart-focus-group-meeting-qfeb26/download-clipart.html>

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Scenario – Role Play

Jared is a 3rd grade student who just arrived at the school this year. He attended a APS for deaf and hard of hearing children from preschool through the 2nd grade. He received bilateral cochlear implants a year ago and his parents felt he was ready to go to his regular neighborhood school. He is the only student in the school with a hearing loss.

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Role Play-2

You have been assigned to the school as the TOD and the Principal asks to meet with you.

During this meeting you are handed a list of expectations-that is, a list of what the Principal expects you to do while working with the student in the school.

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The List

Your Responsibilities While Working at I. B. Dimanding Elementary School

- In-servicing all of the teachers about student needs and expectations
- Adapting all instructional materials for the student
- Administering all mandated assessments
- Maintenance and repair of all hearing-related equipment
- Acquisition of any out of the ordinary instructional materials or equipment
- Case management and general liaison for all things having to do with the student's hearing loss
- Any other tasks deemed appropriate by the administrator

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Discuss

Let's Brainstorm a bit-

How would you respond to the Principal?

<https://philmckinney.com/brainstorming-for-fun-and-profit-5-tips-for-teams/>

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Collaboration Refresher – Problem Solving

- **Getting Started (Stage One)
Pre-Deliberation**
 - Initiate the process
 - Assess issues and stakeholders
 - Design a strategy
 - Set up a program
- **Searching for Agreement (Stage Two)
Deliberation**
 - Establish procedures
 - Educate each other and specify needed information
 - Define the problem
 - Generate options
 - Develop evaluation criteria
 - Evaluate and select options
 - Develop a plan
- **After the Agreement (Stage Three)
Post-Deliberation**
 - Ratify the agreement
 - Integrate agreement into formal processes
 - Implement the agreement
 - Keep avenues open for renegotiation

<http://www.gdrc.org/decision/problem-solving.html>

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Activity #3

- In your groups
 - Identify the 'out of scope' requests that have already been made of you
 - Discuss the responses that you made and the alternatives that might have been made
 - List the potential requests that you might anticipate
 - Brainstorm solutions

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A List of Strategies:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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Maintain the Conversation

The Radical Middle

- <http://radicalmiddledhh.org/>
- Teachers for the Deaf and Hard of Hearing
 - <https://www.facebook.com/groups/233972450075744/>
- Hearing Loss Community
 - <https://www.facebook.com/groups/1574574379500364/>

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Thank YOU for your excellent work!

Please feel free to get in touch with me if you have additional questions:

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