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Training, Use, and Supervision of Support Personnel in Speech-Language Pathology

ASHA Task Force on Support Personnel

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**About This
Document**

This position statement is an official policy of the American Speech-Language-Hearing Association (ASHA). It was published originally by ASHA in 1995 and was developed by the ASHA Task Force on Support Personnel: Dennis J. Arnst, Kenneth D. Barker, Ann Olsen Bird, Sheila Bridges, Linda S. DeYoung, Katherine Formichella, Nena M. Germany, Gilbert C. Hanke, Ann M. Horton, DeAnne M. Owre, Sidney L. Ramsey, Cathy A. Runnels, Brenda Terrell, Gerry W. Werven, Denise West, Patricia A. Mercaitis (consultant), Lisa C. O'Connor (consultant), Frederick T. Spahr (coordinator), Diane R. Paul (associate coordinator), and Ann L. Carey (Executive Board liaison). This position statement was reviewed and updated in 2003 to be consistent with current ASHA policies on training and supervising support personnel in speech-language pathology.

Revised in accordance with LC 2-2003

**Training, Use, and
Supervision of
Support Personnel in
Speech-Language
Pathology**

It is the position of the American Speech-Language-Hearing Association (ASHA) that support personnel may be used to perform activities adjunct to the primary clinical efforts of speech-language pathologists. ASHA supports the establishment of categories of support personnel for the profession of speech-language pathology. Appropriate training and supervision must be provided by speech-language pathologists who hold ASHA's Certificate of Clinical Competence in Speech-Language Pathology. Activities may be assigned only at the discretion of the supervising speech-language pathologist and should be constrained by the job responsibilities for support personnel. The communication needs and protection of the consumer must be held paramount at all times.