Professional Scopes of Practice and Overlaps in Competencies

 Basic human communication and swallowing processes including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases

 Normal and abnormal human development across the lifespan

 Communication and swallowing disorders and differences including the appropriate etiologies, characteristics, and anatomical/physiological acoustic, psychological, developmental and linguistic, and cultural correlates in the following areas:

» Speech sound production to encompass articulation Mother planning an execution phonology and accent modification

» Fluency and fluency disorders

» Voice and resonance including respiration and phonation

» Hearing including the impact on speech and language

» Swallowing/feeding including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal and related functions across the lifespan

» Principles and methods of prevention assessment and intervention for persons with communications and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates

(Asha 2020 Val et al 2015)

 Fundamental elements of behavior change
Positive and negative reinforcement schedules of reinforcement

• Shaping, prompts and prompt training, chaining

Modeling and imitation training

Task analysis

SLP

 Analysis of communication language and verbal behaviors including echoic requesting/manding, labeling/tacting, conversation/intraverbals and listener training

 Structured/Discrete trials and Naturalistic/ free-operant arrangements

If/Then: Premack principle
Specific Behavior-Change Procedures

Use instructions and rules and contingency contracting i.e., behavioral contracts

Behavioral-Change system
Self-management strategies token economies

and other conditioned reinforcement systems

 Direct instruction functional communication training

Augmentative communication systems

Operant conditioning

Response generalization

(BACB 2012; Val et all 2015)

BCBA

Foundational Knowledge

Contingency shaped behavior (A-B-C) vs. rule-based behavior

 Respondent conditioning (CS-CR), operant conditioning and respondent operant interactions

Stimulus control, stimulus discrimination, and stimulus equivalence

 Conditioned and unconditioned motivating operations and the distinct between the discriminative stimulus and reinforcement effects

> Fundamental Elements of Behavior Change

Positive and negative reinforcement punishment and schedules
(time-based or non-contingent)

Combinations of reinforcement with punishment and extinction

Differential reinforcement (e.g. DRO,DRA,DRI,DRL,DRH)

Specific Behavior-Change Procedures

 Interventions based on manipulation of antecedents such as motivating operations and Discriminative stimuli and discrimination training procedures

· Independent interdependent and dependent group contingencies

Behavioral contrast effects matching law and recognize factors influencing choice

Behavioral momentum high probability request sequence

Pairing procedures

Errorless learning procedures

Matching-to-sample procedures

Behavior-Change Systems

 direct instruction precision teaching incidental teaching and personalized systems of instructions

Measurement Concepts

rate duration latency into response time

 continuous and discontinuous measurement procedures

(Val et al, 2015 BACB 2012)

Credit: Overlapping Scopes of Practice and Competences between Speech-Language-Pathologist and Board Certified Behavior Analyst

Aiza R. Oblepias, B.A., Anna Krajcin, M.S., CCC-SLP, BCBA and Shubha Kashinath, Ph.D., CCC-SLP Department of Speech, Language, and Hearing Sciences 2020