

**Certification Examinations for Oklahoma Educators (CEOE)  
Framework Development Correlation Table**

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

**Matrix Showing Match between the American Speech-Language-Hearing Association Guidelines for Speech-Language Pathologist and CEOE Competencies**

American Speech-Language-Hearing Association Guidelines	CEOE Competencies
<p>1. Providing screening, identification, assessment, diagnosis, treatment, intervention (i.e., prevention, restoration, amelioration, compensation), and follow-up services for disorders of:</p>	<p>0005 Demonstrate knowledge of assessment procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with communication disorders.</p> <p>0006 Apply procedures for assessing students' speech (articulation, phonology, voice, resonance, and fluency).</p> <p>0007 Apply procedures for assessing students' language.</p> <p>0008 Apply procedures for assessing students' aural habilitation/rehabilitation needs.</p> <p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p>
<p>a. speech: articulation, fluency, voice (including respiration, phonation, and resonance).</p>	<p>0001 Demonstrate knowledge of typical speech (articulation, phonology, voice, resonance, and fluency) and language development, learning theory as it relates to speech and language development, and the effects of various disabilities on speech and language development.</p>

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	<p>0002 Demonstrate knowledge of communication disorders involving speech (articulation, phonology, voice, resonance, and fluency).</p> <p>0006 Apply procedures for assessing students' speech (articulation, phonology, voice, resonance, and fluency).</p> <p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p>
<p>b. language (involving the parameters of phonology, morphology, syntax, semantics, and pragmatics; and including disorders of receptive and expressive communication in oral, written, graphic, and manual modalities).</p>	<p>0003 Demonstrate knowledge of communication disorders involving language.</p> <p>0007 Apply procedures for assessing students' language.</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p>
<p>c. oral, pharyngeal, cervical esophageal, and related functions (e.g., dysphagia, including disorders of swallowing and oral function for feeding; orofacial myofunctional disorders).</p>	<p>0001 Demonstrate knowledge of typical speech (articulation, phonology, voice, resonance, and fluency) and language development, learning theory as it relates to speech and language development, and the effects of various disabilities on speech and language development.</p> <p>0005 Demonstrate knowledge of assessment procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with communication disorders.</p>
<p>d. cognitive aspects of communication (including communication disability and other functional disabilities associated with cognitive impairment).</p>	<p>0003 Demonstrate knowledge of communication disorders involving language.</p> <p>0005 Demonstrate knowledge of assessment</p>

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	<p>procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with communication disorders.</p> <p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p>
<p>e. social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities).</p>	<p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p> <p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
<p>2. Providing consultation and counseling, and making referrals when appropriate.</p>	<p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p> <p>0015 Demonstrate knowledge of ways to work with other members of the school and local communities to prevent communication disorders and to enhance opportunities for students with communication disorders.</p> <p>0016 Demonstrate knowledge of ways to promote strong school-home relationships.</p> <p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and ethical issues, and the history and philosophy of special education and</p>

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	speech-language pathology.
3. Training and supporting family members and other communication partners of individuals with speech, voice, language, communication, and swallowing disabilities.	0016 Demonstrate knowledge of ways to promote strong school-home relationships.
4. Developing and establishing effective augmentative and alternative communication techniques and strategies, including selecting, prescribing, and dispensing of aids and devices and training individuals, their families, and other communication partners in their use.	0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency). 0011 Demonstrate knowledge of ways to improve students' receptive and expressive language. 0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss. 0013 Demonstrate knowledge of ways to promote the academic achievement and independent learning of students with communication disorders. 0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders. 0016 Demonstrate knowledge of ways to promote strong school-home relationships.
5. Selecting, fitting, and establishing effective use of appropriate prosthetic/adaptive devices for speaking and swallowing (e.g., tracheoesophageal valves, electrolarynges, speaking valves).	N/A
6. Using instrumental technology to diagnose and treat disorders of communication and swallowing (e.g., videofluoroscopy, nasendoscopy,	N/A

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ultrasonography, stroboscopy).	
7. Providing aural rehabilitation and related counseling services to individuals with hearing loss and to their families.	N/A
8. Collaborating in the assessment of central auditory processing disorders in cases in which there is evidence of speech, language, and/or other cognitive-communication disorders; providing intervention for individuals with central auditory processing disorders.	<p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p> <p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p> <p>0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss.</p> <p>0013 Demonstrate knowledge of ways to promote the academic achievement and independent learning of students with communication disorders.</p> <p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
9. Conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with other communication disorders or possible middle ear pathology.	N/A

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<p>10. Enhancing speech and language proficiency and communication effectiveness, including but not limited to accent reduction, collaboration with teachers of English as a second language, and improvement of voice, performance, and singing.</p>	<p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p> <p>0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss.</p> <p>0013 Demonstrate knowledge of ways to promote the academic achievement and independent learning of students with communication disorders.</p> <p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
<p>11. Training and supervising support personnel.</p>	<p>0015 Demonstrate knowledge of ways to work with other members of the school and local communities to prevent communication disorders and to enhance opportunities for students with communication disorders.</p> <p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and ethical issues, and the history and philosophy of special education and speech-language pathology.</p>
<p>12. Developing and managing academic and clinical programs in communication sciences and disorders.</p>	<p>N/A</p>
<p>13. Conducting, dissemination, and applying research in communication sciences and disorders.</p>	<p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and ethical issues, and the history and philosophy of special education and speech-language pathology.</p>

<p style="text-align: center;"><b>American Speech-Language-Hearing Association Guidelines</b></p>	<p style="text-align: center;"><b>CEOE Competencies</b></p>
<p>14. Measuring outcomes of treatment and conducting continuous evaluation of the effectiveness of practices and programs to improve and maintain quality of services.</p>	<p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p> <p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and ethical issues, and the history and philosophy of special education and speech-language pathology.</p>