



Checklist of Requirements for Determination of SLP Services In Schools

Use this checklist to review your state and local regulations. Be sure to consider the topics below before working with your school based team to determine a student's eligibility under the category of speech-language impairment or the addition of SLP services as a related service. *Evaluation and Eligibility for Speech-Language Services in Schools* (Ireland & Conrad, 2016) provides in depth analysis of this topic for school based practitioners.

If you cannot locate specific requirements and guidance for your state, contact your Local Education Agency (LEA) school district or school division supervisor, state education agency office, or state association to ensure you are in compliance with specific requirements. In addition to regulations and policy, guidance and best practice information may also be available. Note the source of guidance and best practice documents and remember that unlike regulations, guidance and best practice are not mandatory but guide SLPs toward high quality professional practice. If regulations and guidance conflict, SLPs must follow regulations. Use the space provided to make notes about your state and local processes.

Services Under IDEA: State Regulations and Local Policy: Check for:

- State specific requirements for SLI disability identification under IDEA _____
- State and local requirements for determining the need for SLP as a related service _____
- State requirements for determining that a student is "No Longer Eligible" _____
- Local Education Agency (LEA) specific policy or requirements/criteria for SLP services _____

Regulation and Guidance on Evaluation: Check for:

- State evaluation requirements: _____
 - ✓ Review of existing data
 - ✓ Information from a variety of sources
 - ✓ State timelines
 - ✓ Types of evaluation data required (e.g., LSA, narrative analysis, dynamic assessment)
 - ✓ No sole/single assessment measurement
- Local evaluation requirements: _____
- State, local or professional association guidance on evaluation components:
 - ✓ Diagnostic accuracy of assessment instruments
 - ✓ Comprehensive assessment
 - ✓ Case history and interviews
 - ✓ Review of student work
 - ✓ Cultural bias
 - ✓ Dialect and non-standard varieties of English
 - ✓ Impact of poverty on language and learning
 - ✓ Narrative analysis and LSA
 - ✓ Dynamic assessment

Other Topics: Check for:

- Guidance on Educational vs medical/clinical diagnosis: _____
- State or local processes for Multi-Tiered System of Supports (MTSS): _____
- Guidance on cognitive referencing: _____
- Other topics covered in state or local guidance: _____

Additional information on many of these topics and links to state specific resources and contacts are provided on the State Education Agencies Communication Disabilities Council website www.seacdc.org/resources.