

Eligibility, Educational Impact, & Caseloads: State Education Agency Supports for School SLPs

1

Eligibility



View these online professional development resources to learn how educational identification of a speech-language impairment under the Individuals with Disabilities Education Act (IDEA) and the procedures used for a clinical determination of speech or language impairment differ. These resources also review federal rules and state differences.

- [Evaluation and Eligibility for Speech-Language Services in Schools \(SIG 16 Article\)](#)
- [Checklist of Requirements for Determination of SLP Services In Schools \(handout\)](#)
- [Making the Caseload List and Checking it Twice: Evaluation and Eligibility Decision Making in Schools \(PPT\)](#)

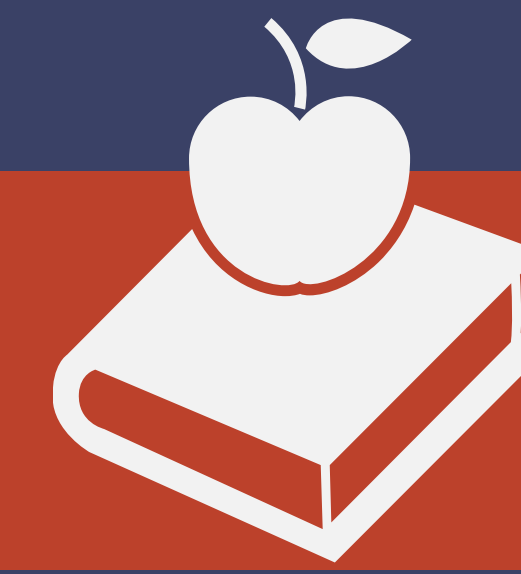
Comprehensive evaluation of students with cultural and linguistic differences is a critical topic for school SLPs who must address over-identification and bias in assessment.

- [Dynamic Assessment: Examining Learning Potential and Reducing Bias in Assessment \(PPT\)](#)
- [Talking EBP Newsletter \(Free subscription\)](#)



2

Educational Impact



Documenting the educational impact of a speech or language impairment is required by IDEA prior to determining services. Learn about ways for SLPs to gather data during the evaluation process, SLP, teacher and parent tools are provided by various states to help eligibility teams answer this question.

- [And the Award Goes To... School SLPs for Their Work on Assessing Educational Impact \(PPT\)](#)
- [Consider the Big Picture: Using Classroom Expectations to Guide Assessments and Develop Educationally Relevant Interventions \(PPT\)](#)

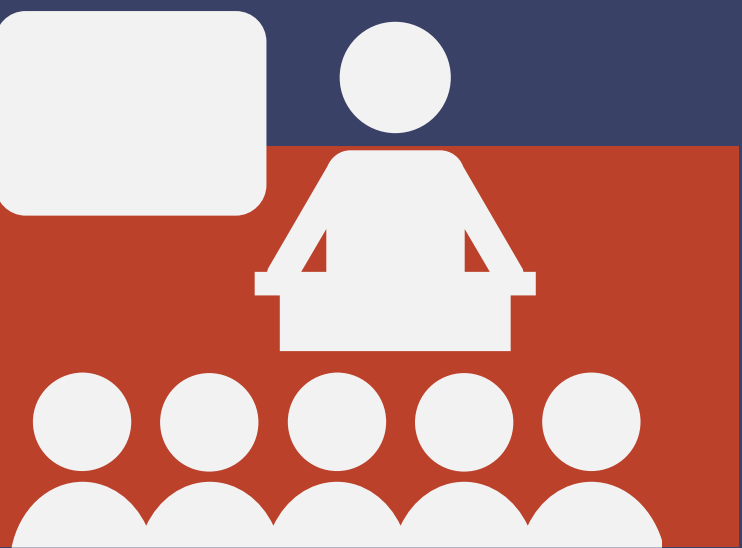
Many states offer guidelines that address these important topics. Here are some links to get you started:

- [Speech-Language Pathology Services in Schools: Guidelines for Best Practice \(Virginia\)](#)
- [Guidelines for Speech-Language Pathology Services in Schools \(North Carolina\)](#)
- [Speech Language Pathology Guidance \(West Virginia\)](#)
- [Speech-Language Services in Arizona's Schools: Guidelines for Best Practice \(Arizona\)](#)
- [OMNIE Online Modules \(Ohio\)](#)
- [Narrative Language and Speech Sound Disorder Modules \(Virginia\)](#)

Materials referenced were developed by SEACDC members. SEACDC members serve in leadership roles representing their state education agencies. For individual contact information, visit www.seacdc.org. Use the QR code to access this poster and other materials that support school-based practice.

3

Caseloads



Students eligible under IDEA with a disability identification are considered a child with a disability. Federal state and local funds are provided to support special education and related services for these children. SLPs should understand the basics of school funding so they can effectively advocate for change.

- [School Funding and Advocacy Information \(PPT\)](#)

A per student or headcount formula is usually used to provide special education funding to schools. This funding method may not align with a workload approach that accounts for duties, travel, and evaluations is preferred by many SLPs.

- [Workload Calculation and Service Provider Ratio \(OHIO\)](#)

Finding a child eligible who does not meet federal and state criteria is a violation of their civil rights. No child should be found eligible or added to a SLP caseload without data documenting an educational impact and need for specially designed instruction.

