

# Professional Learning Resources for School Based Professionals

## 1 Evaluation and Eligibility in Schools



It is critically important to understand the difference between 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. [\*Evaluation and Eligibility for Speech-Language Services in Schools\*](#) explains federal rules and state differences.

# 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 to help eligibility teams answer this question. The ASHA 2017 invited session [\*And the Award Goes To... School SLPs for Their Work on Assessing Educational Impact\*](#) addresses this area.

# 3

## SLP Caseloads



SLP caseloads are impacted by eligibility and IEP team decision making. Tools such as the [\*Checklist of Requirements for Determination of SLP Services In Schools\*](#) and training [\*Making the Caseload List and Checking it Twice: Evaluation and Eligibility Decision Making in Schools\*](#) provide information and resources to help SLPs ensure they are clearly communicating IDEA requirements and applying the rules from their state to all service decisions.

## 4 Regulations vs. Best Practice

# 4

SLPs who experience conflicts between state or local policy and best practice in our field should access [\*SEACDC Regulations vs. Best Practice\*](#). This pre-recorded webinar explains the differences between regulation, rule, policy and guidance. Topics including jurisdiction and advocacy to address concerns are also discussed.



## 5 Assessment of Diverse Students: Poverty, Dialect and English Language Learning



# 5

Comprehensive evaluation of students with cultural and linguistic differences is a critical topic for school SLPs. Access resources including: [\*Dynamic Assessment: Examining Learning Potential and Reducing Bias in Assessment\*](#), an ASHA Connect Presentation and [\*Talking EBP Newsletter\*](#).



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](http://www.seacdc.org). Use the QR code to access this poster and other materials that support school-based practice.