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.

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

- 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)
- 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)

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.

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.

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.