



## **Evidence Based Practice in Disability Evaluations TCCU0019**

### **Learning Outcomes:**

1. Demonstrate knowledge of the evidence-based practice in disability evaluations
2. Describe the concepts and research needed to understand and implement evidence-based assessment
3. Describe the legal requirements for disability evaluations under IDEA 2004
4. Identify cultural and linguistic biases in the most widely used omnibus language tests
5. Identify two evidence-based ways to elicit language samples for disability evaluations
6. Identify two evidence-based ways to analyze language samples in disability evaluations

**Course Description:** This course focuses on whether current approaches to disability determinations are consistent with IDEA 2004 and evidence-based practice. This includes how often standardized language tests and language sample analysis continue to rely primarily on Brown's morphemes no matter what the child/student's linguistic background and why the gap exists between research and clinical practice. The focus then shifts to building an understanding of how to elicit and analyze language samples using evidence-based approaches. What follows are a number of videos of children/students using the evidence-based School-age Language Assessment Measures (SLAM), analyzing the language samples both in person and via telepractice.

**Course Description (400 characters limit for ASHA description):** This course identified gaps in current clinical approaches to disability evaluations and evidence-based practice and the federal law. It then focused on clinician skill-building of evidence-based approaches to elicit and analyze language samples through videos of children/students using the School-age Language Assessment Measures (SLAM), both in person and via telepractice.

**Course Outline:** This course, offered for ASHA CEUs, has no registration fee.

- Module 1: What Does the Federal Law and Research Tell Us About Identifying a Language Disorder (28:56)
- Module 2: Why is the Clinical "Real World" So Out of Sync with the Law and Research (13:59)
- Module 3: Language Sample Elicitation and Analysis (15:35)
- Module 4: Elicitation and Language Samples Using School-age Language Assessment Measures (25:42)
- Module 5: School-age Language Assessment Measures in Telepractice (43:09)

### **Dr. Catherine (Cate) Crowley, J.D., Ph.D., CCC-SLP**

Professor of Practice in Communication Sciences and Disorders at Teachers College Columbia University, founded and directs the bilingual/multicultural program focus and the Bilingual Extension Institute. An experienced attorney, Dr. Crowley works with school districts and state education departments to increase the accuracy of disability evaluations and to identify appropriate supports for students with academic difficulties. An ASHA fellow, Dr. Crowley received ASHA awards for "Contributions to Multicultural Affairs"; "International Achievement"; and "Outstanding contributions to SLP services in schools" and received Honors from the New York State Speech Language and Hearing Association. In addition, Dr. Crowley co-authored the 2010 ASHA practice policy documents on the roles and responsibilities of SLPs in schools and the 2011 ASHA Technical Report, "The Clinical Education of Students with Non-Native Accents".



### **Financial Disclosure**

Catherine Crowley, J.D., Ph.D., CCC-SLP has a financial relationship with Teachers College Columbia University in that she is a salaried faculty member and she receives no additional financial compensation from this course. Dr. Crowley has no other financial or nonfinancial relationships.

### **Content Disclosure**

This presentation elicits and analyzes language samples using the School-Age Language Assessment Measures (SLAM) materials that Dr. Crowley developed and that are available for free at [leadersproject.org](http://leadersproject.org).



**ASHA CE  
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**Teachers College, Columbia  
University**

Advanced Level  
.6 ASHA CEUs

**This course is offered for .6 ASHA CEUs (Advanced Level, Professional Area). Partial CEUs are not available so participants must attend the entire CEU course to acquire ASHA CEUs.**