



Disorder, Difference, or Gap: A School-Age Disability Evaluation

Course Description

This course focuses on differential diagnosis of speech and language disorders in school-age children. Participants will learn how to conduct and write disability evaluations using culturally and linguistically appropriate assessment materials. Topics include bilingualism, dialect, socioeconomic status, and parent/teacher interviews.

Learning Outcomes

1. Identify important factors to consider when making a differential diagnosis of speech and language impairments when assessing school-age children.
2. Identify a variety of assessment materials and that can assist in the differential diagnosis analysis of school-age children and examine how to appropriately use those materials with students from certain backgrounds.
3. Demonstrate knowledge of ASHA practice portals and evidence-based practice concerning school-age disability evaluations.
4. Demonstrate knowledge of ASHA practice portals and evidence-based practice concerning the assessment of students from culturally and linguistically diverse populations.

Satisfactory Completion

Participants must view and study all modules listed in the course outline, review all supplementary materials provided, and score a minimum of 80% on the online course assessment. This course takes 5.5 professional development hours (PDH) to complete. Partial credit is not available for this course. To receive a certificate of completion, participants must meet all course requirements and enter their contact information at the beginning of the online course assessment. We strongly recommend saving the certificate of completion for personal records.

Course Outline

Please visit the course [website](#) to access [modules](#) for this course:

- Module 1: Language Acquisitional History, Family History, and Educational Background
- Module 2: Academic Performance and Teacher Interview
- Module 3: Student-Evaluator Clinical Interaction
- Module 4: Analysis and Disability Determination: Disorder, Difference, or Gap?

Supplemental Materials

Please visit the course [website](#) to access the supplemental materials for this course:

- [Bilingual School-Age Disability Evaluation Written Report \(LEADERSproject, 2015\)](#)
- [American English Dialects \[Technical Report\] \(American Speech Language Hearing Association, 2003\)](#)
- [Burns, F.A., Villiers, P.A., Pearson, B.Z., & Champion, T.B. \(2012\). Dialect neutral indices of narrative cohesion and evaluation. *Language Speech and Hearing Services in Schools, 43*\(2\), 132-152.](#)
- [The Critical Questions \(LEADERSproject, 2015\)](#)
- [What's Wrong With Labeling a Child With a Disability When the Child Does Not Have One? \(LEADERSproject, 2013\)](#)
- [Grammar Fundamentals in a Pluralistic Society: Quick Grammar Reference Guide \(LEADERSproject, 2014\).](#)





Course Participation Policies and Privacy Agreements

This free, online self-study course is designed for speech-language pathologists and includes 5.5 professional development hours (PDH) or 0.55 ASHA Continuing Education Units (CEU) of intermediate level, professional content on Developmental Language Disorders (Subject Code: 3010). **Participant contact information is required for proof of satisfactory completion.**

ASHA CEU Policy & Privacy Agreement: Eligible participants who wish to receive ASHA CEUs for satisfactory completion of this course agree to share the following contact information with LEADERSproject: 8-digit ASHA ID number, first name, last name(s), full address, email address. This information is collected at the beginning of the online course assessment and used solely for the purpose of reporting satisfactory completion of the course to ASHA. *Participants with incorrect or missing contact information, such as participant's ASHA member number, will not be reported to ASHA.* LEADERSproject neither verifies eligibility for ASHA CEUs nor awards ASHA CEUs. Questions about ASHA CEU eligibility and awards should be directed to ASHA Continuing Education: <https://www.asha.org/form/contact-asha-ce/>.

Other PDH Policy & Privacy Agreement: Participants who need proof of satisfactory completion of this course for any other reason, including reporting PDH to another organization or for academic coursework requirement, agree to share the following contact information with LEADERSproject: first name, last name(s), full address, email address. This information is collected at the beginning of the online course assessment and used solely for the purpose of recording participation and generating the certificate of completion. *Contact information is required for proof of satisfactory completion. Participants who decline to share contact information will not receive a certificate of completion with their name and information.*

Disclosures

Catherine Crowley, J.D., Ph.D., CCC-SLP has a financial relationship with Teachers College, Columbia University as a salaried faculty member. She receives no additional financial compensation from this course and has no other financial or nonfinancial relationships to disclose. This course focuses on LEADERSproject treatment and assessment materials, which are available for free on <https://www.leadersproject.org>.

Dr. Catherine (Cate) Crowley, J.D., Ph.D., CCC-SLP Professor of Practice in Communication Sciences and Disorders at Teachers College Columbia University, founded 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. While on ASHA’s Multicultural Issues Board, Dr. Crowley co-authored the current ASHA practice policy documents on the roles and responsibilities of SLPs in schools.

LEADERSproject (Law and Evidence-based Approaches for Disability Evaluation and ReSources), founded and directed by Dr. Cate Crowley, develops free, online resources on disability research, policy, and clinical practice. The [LEADERSproject website](https://www.leadersproject.org) is a place where clinical speech-language pathologists, psychologists, educators, administrators, and people with disabilities and their families can find information on the law, research, and current clinical practices related to assessment, treatment, and prereferral intervention, both in the United States and internationally. To learn more, please visit <https://www.leadersproject.org>. For more LEADERSproject courses, please visit <https://www.leadersproject.org/ceu-courses-2/>.





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Accessibility and Accommodations Policy

This free, online course is delivered through asynchronous, self-paced multimedia modules with audio and visual content to provide maximal flexibility and accessibility to all participants who wish to take this course. If additional accommodations are needed, please contact leadersproject.org@gmail.com.

Suggested Citation

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Please contact leadersproject.org@gmail.com for questions or concerns about the course content, website, or certificate of completion.



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Intermediate Level
0.55 ASHA CEUs