



LEADERSPROJECT

TEACHERS COLLEGE ■ COLUMBIA UNIVERSITY

Evidence-Based Practice in Disability Evaluations: Language Sample Analysis

Course Description

The course focuses 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; LEADERSproject, 2015), both in person and via telepractice.

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

Satisfactory Completion

This free, online self-study course is designed for speech-language pathologists and includes 6 professional development hours (PDH) or 0.60 ASHA Continuing Education Units (CEU) of advanced level, professional content on Developmental Language Disorder (Subject Code: 3010). Participants must read the learning outcomes and course outline, view and study all video modules listed in the course outline, read all supplementary materials provided, and score a minimum of 80% on the [online course assessment](#). 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 the [modules](#) for this course:

- 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)

Course Participation Policies and Privacy Agreements

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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/>.

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

Crowley, C.J. (2021). *Evidence-based practice in disability evaluations: Language sample analysis*. LEADERSproject. <https://www.leadersproject.org/ceu-courses-2/evidence-based-practice-in-disability-evaluations-asha-0-6-ceu-self-study-course/>.

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



ASHA CE
APPROVED PROVIDER

**Teachers College, Columbia
University**

Advanced Level

0.60 ASHA CEUs