Ensuring Equity: Unpacking Disproportionality in Speech-Language Services - Resources

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ASHA Resources

A Critical Analysis of State-Level Policies Impacting Racialized Emergent Bilinguals Suspected or Labeled as Dis/abled (LSHSS)

A Decade of Disproportionality: A State-Level Analysis of African American Students Enrolled in the Primary Disability Category of Speech or Language Impairment (LSHSS)

ASHA Multicultural Policies and Procedures

ASHA Schools Virtual Town Halls

Assessment and Evaluation of Speech-Language Disorders in Schools

Beyond Scores: Using Converging Evidence to Determine Speech and Language Services Eligibility for Dual Language Learners | American Journal of Speech-Language Pathology

Dynamic Assessment

Dynamic Changes Toward Reflective Practice: Documented Shifts in Speech-Language Pathologists' Evaluation Practices | American Journal of Speech-Language Pathology

Eligibility and Dismissal in Schools

Eligibility for Special Education in Elementary School: The Role of Diverse Language Experiences (LSHSS)

Evaluation and Eligibility for Speech-Language Services in Schools (Perspectives of the ASHA Special Interest Groups)

IDEA Part B: Culturally and Linguistically Diverse Students

Identifying Racial and Socioeconomic Biases in New Jersey Special Education Eligibility (LSHSS)

Implicit Bias and Multilingual Assessment in School-Based Speech-Language Pathologists (Perspectives of the ASHA Special Interest Groups)

Language Assessment With Children Who Speak Nonmainstream Dialects: Examining the Effects of Scoring Modifications in Norm-Referenced Assessment | Language, Speech, and Hearing Services in Schools

OSEP's Response Letter of Guidance and/or Clarification of the Final Part B Regulations Implementing IDEA [PDF]

Performance of Low-Income Dual Language Learners Attending English-Only Schools on the Clinical Evaluation of Language Fundamentals–Fourth Edition, Spanish | Language, Speech, and Hearing Services in Schools

Response to Intervention (RTI)

Significant Disproportionality in Special Education

Task Familiarity: Effects on the Test Performance of Puerto Rican and African American Children: Language, Speech, and Hearing Services in Schools: Vol 28, No 4

What are SDOH?

What Can School-Based SLPs Do To Address Significant Disproportionality?

Related Resources*

Civil Rights Data | U.S. Department of Education

IDEA Part B Regulations: Significant Disproportionality (Equity in IDEA) Essential Questions and Answers (ed.gov) [PDF]

OSEP Fast Facts: Race and Ethnicity of Children with Disabilities Served under IDEA Part B (IDEA)

Regulations vs. Best Practice (YouTube)

Significant Disproportionality (Idea Data Center)

State Performance Plans/Annual Performance Reports (SPP/APR) (IDEA)

School-age Language Assessment Measures. Language sample elicitation and Analysis available in over 20 languages with criterion-referenced quantification through the Guidelines for Analysis (SLAM) https://www.leadersproject.org/school-age-language-assessment-measures-slam/.

Pre-School Language Assessment Measures (Pre-SLAM). Dynamic assessment approach to assess preschool and early elementary language using Similarity of Function and Making Meaningful Predictions based on research including that of Patterson, Rodriguez & Dale (2013) and Peña and Quinn (1997). Available in English, Spanish, French and Haitian-Creole. https://www.leadersproject.org/pre-slam-pre-school-language-assessment-measures/

Free online courses on appropriate evaluation approaches, including skills building, to identify true language disorders for students needing language support leading to ASHA CEUs for those with the ASHA CEU Registry or Professional Development Hours. https://www.leadersproject.org/ceu-courses-2/

This list of resources is not exhaustive, and the inclusion of any specific resource does not imply endorsement from ASHA.