
Assessments, Report Writing, and Student Engagement During Unexpected Times (SIG 16)

INTRODUCTION

This course explores considerations, recommendations, strategies, and resources to support school-based SLPs as they navigate the challenges of hybrid and remote instructional models, which many SLPs are now using due to the COVID-19 pandemic. Presenters will discuss practical strategies for conducting assessments in person and via telepractice, recommended language to use within reports and associated documentation, and ideas for increasing student engagement in virtual settings.

This course is part of the SIGnature Series, a collection of courses developed by volunteers from ASHA's Special Interest Groups, who share practical, evidence-based suggestions and solutions based on their in-depth knowledge, clinical experiences, and passion for their specialty areas. This course was developed by SIG 16: School-Based Issues.

LEARNING OUTCOMES

You will be able to:

- Describe the impact of emergencies and disasters on the assessment and reporting process
- Recommend language that could be included in speech-language pathology reports to address the impact of crises, such as COVID-19
- Identify three simple technology tools to increase student engagement, interaction, and learning

PROGRAM HISTORY and IMPORTANT INFORMATION

Original program recording: October 2020

End date: October 1, 2025

To earn continuing education credit, you must complete and submit the learning assessment on or before **October 1, 2025**.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.15 ASHA CEUs (Intermediate level, Professional area).