



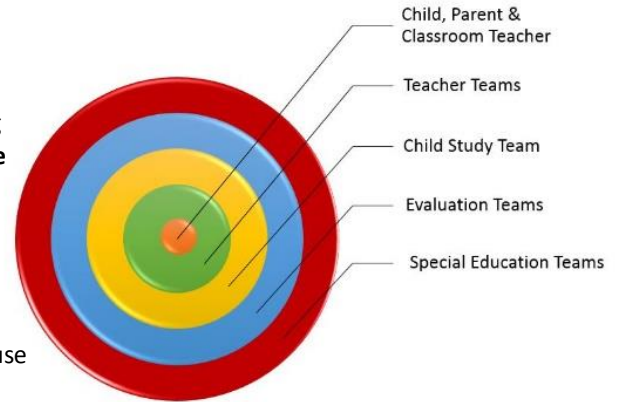
Speech & Language Concerns in the Child Study Process

West Linn-Wilsonville School District

Proactive Support for All

Our SLP team helps develop capacity for our community, including parents and teachers, to **understand the range of typical language and sound development.**

- SLP Team develops and distributes easily understandable guidance on speech & language development
- The building SLP will ensure that all K-2 teachers and the school counselor have this written guidance
- The building SLP will be present at kindergarten open house in the spring



Our SLP team provides **context in response to parent questions.**

- Provide factual information on the developmentally appropriate range of speech & language development
- Because school-based SLP services are always dependent on the educational impact, SLPs help direct parents back to the teacher “Thanks for sharing the concern, let’s connect back with the teacher to see if this concern is showing up in the classroom as well.”

Our SLP team provides **information and guidance to teacher questions.**

- Probe further to gather more information from teachers when they raise questions about language & sound development:
 - What are you hearing? Can you understand the student? Can others understand?
 - Are there some missing teeth or gaps?
 - Is it impacting writing? Is it impacting participation? Is it causing frustration?
- SLP may provide suggestions of ways the teacher may meet the child's needs in the classroom

Our SLP team uses strong **professional judgment** about when to initiate additional circles of support.

Screening

If providing proactive information about speech & language development and general suggestions of support are not sufficient, an SLP may conduct an **informal screening**. This can also happen if:

- Parent specifically requests a screening
- Teacher is unclear whether the student’s speech language should be a concern (even after receiving general info mentioned above)

A screening will consist of **informal listening** to a child's speech in conversation, and will **not include any formal or standardized tools**

- SLP keeps documentation of reason for and results of screening in working notes – not in ePEP
- Language is written professionally
 - SLP notes whether development is typical or not typical
 - But no specific scores or formal data are recorded
- If student is moving to another school when this level of concern has been identified, and team has not yet proceeded with formal Child Study process or evaluation, then SLP can write up on letterhead and add to cum file.



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Intervention (before or during the Child Study Process)

Intervention is not specifically required for any part of a Communication Disorder eligibility (the way it is for Specific Learning Disability). However, intervention may be beneficial for students in certain situations (for example, a child with a stimulative r). In other cases, it may be advisable to move forward to the next step in the process without interventions.

Interventions for speech and language concerns:

- Time-limited – usually not more than 6 weeks
- Clearly communicated with the building principal
- Parental permission recorded in working notes or in Child Study tab in ePEP (depending on level of intervention)
- No progress data taken, other than listening at the end of the intervention period
- Implementation of Intervention:
 - Option 1: Advise IA, parent volunteer or general ed teacher to work on practicing specific sounds embedded in classroom literacy routines (e.g. Readers Workshop)
 - Option 2: Show the parent how to work with the child on specific skills
 - Option 3: Include the child in an existing group (with parent permission)
 - no specific goals (incidental benefit – not SDI)

SLP should never create a new group or do 1:1 work with a student who is not yet eligible for Special Education

Child Study Process

When there is a concern that persists beyond the Screening & Intervention steps mentioned above, the SLP or classroom teacher should initiate the Child Study process (See the Child Study section of the School Counseling Handbook for more detailed procedural guidance).

- Contact the School Counselor to open the Child Study Tab in ePEP
- Document Parent Contact
- Educator Inputs (Gen ed teacher, SLP) – strengths, areas of inquiry
 - Only enter data in areas of inquiry that are generally a concern – not necessary to gather data on areas that the team is not concerned about
- SLP conducts Student Observation – could include more specific data gathering
- If an intervention is done, record in Child Study Action Plan
- Record information directly in the Child Study boxes in ePEP rather than as attachments
 - information from boxes will auto-populate into the Child Study Summary Form
 - attachments do not auto-populate
- When ready to decide if referral for SPED evaluation is needed, Child Study Team should meet to complete the Child Study Summary Form (could be by phone, could have parents and/or gen ed teachers input ahead of time)

If the Child Study Team determines that a SPED evaluation is needed, follow guidance in the Evaluation section of the Special Education Handbook.