

Slide 1

**PARTICIPANT POLL**

<https://www.menti.com/af6qvbnoccha>

Welcome! Please scan the QR code and complete the survey.



Department of Children and Youth

1

---

---

---

---

---

---

---

---

Slide 2

**PRESCHOOL SPECIAL EDUCATION FOR CHILDREN WITH SPEECH AND LANGUAGE NEEDS.**

10/14/24

Sarah Coxson, Jennifer Barnes, Margie Spino, and Kathy Jillson



Department of Children and Youth

2

---

---

---

---

---

---

---

---

Slide 3

**AGENDA**

1. Preschool Foundational Principles
2. Comprehensive Evaluations
3. Practice with the IEP
4. Questions

Department of Children and Youth

3

---

---

---

---

---

---

---

---

Slide 4

### WHERE CHILDREN LEARN

How much time in the day are children learning language skills?  
How many opportunities do children have to practice?  
How many different adults are supporting children's language?



Department of Children and Youth

4

---

---

---

---

---

---

---

---

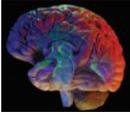
---

---

Slide 5

### HOW CHILDREN LEARN: PLAY BASED LEARNING

- Play builds critical cognitive and behavioral skills
- Developmentally appropriate practice promote each child's optimal development and learning.
- Developmentally appropriate practice does not mean children play without a planned learning environment.
- Open-ended play, adult guided play, and adult directed play engage children.
- Experiences that embed the promotion of literacy and numeracy in a rich environment of age-appropriate social interactions lead to children's success in school.



Department of Children and Youth

5

Resource: [Infographic\\_DAP\\_2.pdf \(naeyc.org\)](#)  
Resource: [Tip for Preschool Teachers and Other Early Childhood Education Program Providers \(PDF\)](#)

---

---

---

---

---

---

---

---

---

---

Slide 6

### WHAT CHILDREN DO EVERY DAY- FUNCTIONAL SKILLS

- Functional skills are those skills a young child uses to complete tasks and participate in meaningful activities in everyday life.
- Functional skills have intent and purpose in a context meaningful to the child.

Department of Children and Youth

6

---

---

---

---

---

---

---

---

---

---



Slide 10

**COLLABORATION-TEAM APPROACH**

"When the general education and special education teachers have the opportunity to share the same think tank, their two separate but equally important skill sets create an educational environment that is not only inclusive but also effective. When the collaboration of these two groups of educators are prioritized, expertise in understanding and addressing the unique needs of students with learning disabilities, standards-based instruction, curriculum content and classroom management are all present in the room."  
 (Simpson, Tamra. Bridging classrooms: Collaboration between general and special ed, April 8, 2024.)



Resource: [Recommended Practices | DEC \(dec-aped.org\)](#)  
 Resource: [ECTA Center: Practice Improvement Tools: Training and Collaboration](#)

10

---

---

---

---

---

---

---

---

---

---

---

---

Slide 11

**SETTING THE STAGE FOR EVALUATION**

- The ETR process begins with a referral from an adult's concerns with a child's development and their functional skills
- Functional skills are those skills a young child uses to complete tasks and participate in meaningful activities in everyday life. This description will be important to keep in mind throughout our presentation.
- **"Child with a disability"** This means a child has been evaluated in accordance with rule 3301-51-06 of the Administrative Code as having any of the disability categories and needs special education and related services.

11

---

---

---

---

---

---

---

---

---

---

---

---

Slide 12

**PLANNING AND EVALUATION WHEN SUSPECTING IN SLI**

ETR Evaluation Team Report



- A preschool comprehensive and compliant evaluation must assess in each developmental area listed on the planning form using the five data sources and each data source must be used at least once.
- Consider English Language Learners when determining communication needs: [Identifying English Learners](#)
- If disability suspected in SLI, the same evaluation requirements stand, SLI is treated no differently than any other disability category.

12

---

---

---

---

---

---

---

---

---

---

---

---

Slide 13

### PLANNING AND EVALUATION WHEN SUSPECTING IN SLI

- Where is the child developmentally? How will the team assess to obtain this data?
- What functional skills does the child use in contexts meaningful to the child?
- What data does the team need to gather to substantiate the suspected disability category of SLI?
- How can the team assess using the child's environment to collect relevant assessment data?
- [What is authentic assessment practice?](#)
- What types of assessments will the team complete?
- What are the identified needs? What are the *educational needs*?
- *There is no such thing as "speech only"*

Department of Children and Youth 13

---

---

---

---

---

---

---

---

---

---

Slide 14

### DETERMINING ELIGIBILITY

"... speech-language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance" (34 C.F.R. Section 300.8(c)(11)).

The basis for determining eligibility is 2 prong.

- The statement of eligibility must provide a justification for the eligibility determination decision describing **how** the student meets or does not meet the eligibility criteria.
- The justification statement includes **how** the disability affects the child's progress in the general education curriculum.

Department of Children and Youth Resource: Preschool Children and Speech or Language Impairment 14

---

---

---

---

---

---

---

---

---

---

Slide 15

### CONNECTING ETR DATA TO IEP

From ETR to IEP

- ETR: Summary of Assessment Results → IEP: Present Level of Performance (PLDP)
- ETR: Description of Educational Need(s) → IEP: Goals, Accommodations, Assistive Technology, etc., Modifications, Support for School Personnel
- ETR: Implications for Instruction → IEP: Section 7-Description of Specially Designed Services

Department of Children and Youth 15

---

---

---

---

---

---

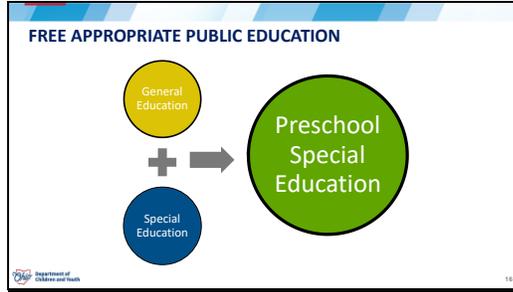
---

---

---

---

Slide 16




---

---

---

---

---

---

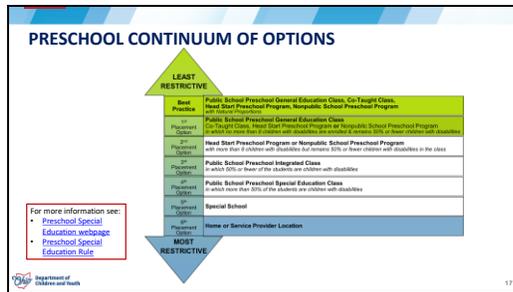
---

---

---

---

Slide 17




---

---

---

---

---

---

---

---

---

---

Slide 18




---

---

---

---

---

---

---

---

---

---

Slide 19

**IS THIS GOAL FUNCTIONAL?**

**Goal A**

Devon will suppress the phonological process of Final Consonant Deletion by including final consonants at the individual word level given a model in 4 out of 5 trials during 2 consecutive sessions.



19

---

---

---

---

---

---

---

---

Slide 20

**IS THIS GOAL FUNCTIONAL?**

**Goal B**

When asked a question by a peer or an adult and when given one verbal prompt by an adult, Sasha will say at least one word clearly (to be understood by adults) 8 out of 10 times over 4 consecutive days.



20

---

---

---

---

---

---

---

---

Slide 21

**IS THIS GOAL FUNCTIONAL?**

**Goal C**

Given a 2-step direction from an adult and shown a picture to remind her what to do, Aamina will independently complete both steps at least 2 times a day for 5 consecutive weeks.



21

---

---

---

---

---

---

---

---

Slide 22

**GOAL ACTIVITY DIRECTIONS**

Break into a small group.

Consider the goal and LRE setting described on the chart paper given to your group.

Think about how you, as the IEP team, would deliver services for this goal.

Will have 5 minutes to provide responses to questions on next slide.

For more information about classroom types see:  
• [Support for LRE Section of Preschool Rule 3301-51-11](#)

Department of Children and Youth

22

---

---

---

---

---

---

---

---

---

---

Slide 23

**GOAL ACTIVITY QUESTIONS**

Write group responses on the chart paper for each of the following:

1. List all adults who would be providing **direct instruction** to the child for this goal.
2. **How many days** each week will the child be provided **direct instruction** for this goal?
3. **How many learning opportunities** during the week will the child have for this goal?
4. **Yes or No**, will instruction be provided with peers? During routines/activities that reflect real-life situations?

Timer Started 5 minutes

5  
4  
3  
2  
1

Time's Up!

Department of Children and Youth

23

---

---

---

---

---

---

---

---

---

---

Slide 24

**GOAL ACTIVITY DISCUSSION**

Think

Talk

Department of Children and Youth

24

---

---

---

---

---

---

---

---

---

---







Slide 34



---

---

---

---

---

---

---

---

Slide 35



---

---

---

---

---

---

---

---

Slide 36

**CONTACT US**

**Ohio Department of Children and Youth:**

- Jennifer Barnes [Jennifer.Barnes@childrenandyouth.ohio.gov](mailto:Jennifer.Barnes@childrenandyouth.ohio.gov)
- Sarah Coxson [Sarah.Coxson@childrenandyouth.ohio.gov](mailto:Sarah.Coxson@childrenandyouth.ohio.gov)
- Margie Spino [Margie.Spino@childrenandyouth.ohio.gov](mailto:Margie.Spino@childrenandyouth.ohio.gov)

**State Support Team Region 3:**

- Kathy Jillson [Kathy.Jillson@escneo.org](mailto:Kathy.Jillson@escneo.org)

The Ohio Department of Children and Youth logo is visible in the bottom left corner of the slide.

---

---

---

---

---

---

---

---

Slide 37



---

---

---

---

---

---

---

---

Slide 38



---

---

---

---

---

---

---

---