



Early Education Request for Assistance (RFA) Process for Speech Concerns:

When a concern about a student's speech arises:

1. Childcare/EC4T/Headstart Staff fills out RFA handout which is now online at http://www.ecasd.k12.wi.us/teachinglearning/coa_tl_ecrfa.cfm
 - If requester does not have computer access then a phone call is placed to Early Education office.
2. Once the RFA Form has been received,
 - Early Education office staff mails out:
 - Speech Sound RFA Process Handout
 - Speech Sound Profile Handout (mailed out to parent and Childcare provider)
 - Self-addressed stamped envelope
3. Once the Speech Sound Profile is returned to Early Education office.
 - a. Early Education staff emails SLP Early Education (EE) Evaluator and places questionnaire/profile and RFA handouts in the school mail for the SLP EE Evaluator
 - b. SLP EE Evaluator reviews the packet and follows up with the parents and teacher to discuss next steps. Possible outcomes include:
 - *Monitor*: if child has developmental errors that are only present in a few positions and words or only noted at the conversational level.
 - *Home Program*: if child has a developmental errors present in all words and positions or the Speech Sound Disorder RFA Decision Making Guide indicates the child has errors needing referral *but* these errors are stimulable.
 - *Referral*: if Speech Sound Disorder RFA Decision Making Guide indicates child has errors needing referral and these errors are NOT stimulable.

Note: A referral is always initiated if parent requests an evaluation.

Speech Sound Request for Assistance Meeting Process with Parents

Request for Assistance meetings scheduled for all Home Program/Referral students.

Meetings scheduled on Request for Assistance Days (30 to 45 minutes)

Materials given to Parents: Folder, ACT Brochure, Speech Sound Assistance Plan, Home Program Sheets

1st SLP meets with Parent

Request for Assistance Meeting Objective: Teach parents ways to create sound awareness, cue speech sounds and facilitate target sound practice.

1. Review reason for Request for Assistance with parents
2. Go over Child's Speech Sound Profile
 - a. Explain processes seen/errors noted on the profile
 - b. Write specific error examples on the speech assistance plan to inform parents
 - c. Handout: "Your child is receiving a home program because..." if a speech sound home program will be developed.
3. Briefly go over the ACT on Speech Sound Development brochure ~ Key information to highlight
 - a. Speech sounds take time to develop – Give parents a copy of the speech sound development chart with their child's errors highlighted.
 - b. Explain what ACT means and give specific examples of Awareness and Cueing



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Early Childhood Speech Sound
Request for Assistance Process
**Information for
Speech/Language Pathologists**

1st SLP meets with Parent (continued)

4. Home Program “direction” – run through of home program
 - a. Have the SLP who had been playing with the child join the meeting to discuss their observations and share speech sound cues that worked with the child.
 - b. Develop a ‘next step’ plan and document on Speech Sound Assistance Plan form
A home program will be sent home with the family even if the child is going straight to referral so awareness and cueing techniques may begin immediately.
 - c. Describe home program plan while demonstrating materials with child
 - d. Demonstrate feedback and cueing techniques that work with the child
 - e. Have parents role play listening list and target sound practice so they are able to practice before leaving the meeting.
 - f. Have family identify times/places the home program will fit into the family schedule.
 - g. Talk about challenges/problems that could arise (e.g., behavior, refusal)
 - h. Determine when the program will start, when follow up phone calls should occur and when speech sound probes should be returned
 - i. Explain Sound Probe

2nd SLP plays with Child to learn about Speech Sound Errors and Stimulability

Objective: To determine sounds/patterns for successful home programming.

We only send home sounds/patterns that the child is able to successfully produce with cues. For children with no successful sound patterns, awareness activities are sent home with the family.

1. The second SLP is playing with the child: determining errors and cues that work.
2. Interact with the child with the things they brought to share. Get an idea of speech intelligibility.
3. Note errors/processes
4. Check stimulability for these errors/processes
5. The second SLP joins the meeting to demonstrate to parents cueing that works or how you to get the child to make a particular sound/pattern