

Facilitated Panel:

Hosted by Issaquah School District's Child Find Team

- › How to support students and families with complex needs.
 - › When might a Child Find Screening be appropriate?
 - › What is the continuum of services available to preschool aged students who are found eligible for Special Education services?
- › Additional time also be allocated for Questions regarding developmental norms, having supportive conversations with families and how to navigate community and school-based services.

When we consider typical patterns of language development for children ages 3-5 are there any key things we should consider and when should we be concerned?

- › Please see the Speech and Language Milestones page, for age range there are typical sounds, intelligibility rates, receptive & expressive language norms.
- › -Please see the attached Speech Sound Chart for articulation sounds by age.

Strategies and ideas for how to support the development of language skills within our preschool classrooms

Within your packet are strategies that can be helpful to support communication skills in the classroom and to share with parents as well. Please see the attached Strategies:

- +1 Routine
- 3:1 Rule
- Verbal Routines
- Self Talk
- Withholding
- Communication Temptation
- Repetitive Books and Songs

Are there any specific considerations we should be making for areas of language such as expressive language, receptive language, articulation or fluency?

-Expressive language, receptive language, articulation: consider presence of multiple languages spoken in the home, exposure/time the child has had with English, the opportunities the child has had to interact in a school setting and/or with peers of the same age, and any possible hearing loss/tubes, ear infections, personality (may need time to warm up), overall functional communication (ability to communicate needs, wants, & ideas with peers and adults and gain understanding from his/her surroundings/classroom)

-Fluency, very tricky at the preschool age, there is 'typical normal stuttering' at this age due to rapid language growth and stuttering that is at a high risk of becoming a true fluency disorder (it's very hard to tell the difference). Please never mention the stutter to the child, call attention to it, or even talk about it in front of the child, ignore the stutter so that the child does not notice it is happening, and refer the parent to a Speech Language Pathologist

**Resource for Preschool
Teachers regarding
Language and Dual
Language Learners in
Preschool:**

www.Colorincolorado.org



Watch Me!

A free training for early educators

[cdc.gov/WatchMeTraining](https://www.cdc.gov/WatchMeTraining)



<https://www.cdc.gov/ncbddd/watchmetraining/index.html>

This 1-hour, 4-module course focuses on:

Why monitoring children's development is important

Why you have a unique and important role in developmental monitoring

How to easily monitor each child's developmental milestones

How to talk with parents about their child's development

Learning objectives for the training include:

List three developmental concerns that early care and education providers should monitor.

Identify at least three developmental milestones for class's age group.

Describe how to use "Learn the Signs. Act Early." resources in early care and education work with children and parents.

Describe two communication strategies to use when talking with families about their child's development.

Resources:

<http://www.parentingcounts.org/information/timeline/>

This has an interactive timeline of child development with some videos how to encourage development.

<http://csefel.vanderbilt.edu/resources/strategies.html>

Website made possible from a grant from Head Start/US Dept of Health and Human Services. This is one of my favorite preschool social-emotional websites with actual materials teachers can use. There are scripted social stories, social-emotional book lists/FBA examples, strategies and example behavior plans. There are also some resources available in Spanish. Free videos/training modules are also available. Parent resources/training modules also available.

Resources:

<https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf>

DCYF Early Learning Guidelines

<https://thrivewa.org/>

Thrive WA (previously Thrive by Five)



Q & A