



*speech pathologist who offered additional suggestions for helping James to articulate words and, based on his degree of discrepancy and parent's prior activities, recommended that they proceed with the disability suspected process. [Because this is potentially an articulation problem, SLP would get involved quickly.]*

- how the child's performance is unique when compared to others in the same setting:

*In his preschool classroom of 19 children, only one other child is so difficult to understand that it impedes communication. Classroom peers' speech is 80%-90% intelligible for both known and unknown contexts. While their speech may contain developmental errors, the errors do not interfere with overall intelligibility.*

- other plausible explanations that may account for the child's lack of educational performance, (i.e., lack of appropriate instruction, language other than English, lack of prior knowledge, cultural expectations, attendance or mobility):

*Based on the fact that James' parents have used strategies to help him speak more clearly and that James' teacher has implemented strategies since he began in the preschool program a lack of instruction is not indicated. ELL issues are not involved as James speaks English. James has had access to preschool and other community opportunities to learn and use language, so attendance and mobility issues do not appear to have contributed to James' speech concerns.*

**Documentation of Decision:**

Participants involved in decision:

Name	Position	Name	Position
Mrs. Teacher	Teacher		

Is disability suspected?  Yes  No

Date: 9/27/09

**Note:**

- Written parental consent for a full and individual initial evaluation must be sought when disability is suspected.
- Prior Written Notice of a refusal to conduct an evaluation must be provided when parents have requested an evaluation and disability is not suspected.
- This form must be retained as a part of the student's records.