

## James Scenario

---

### **Disability Suspected Information**

James is a 4-year-old boy who is experiencing speech difficulties. His parents first became concerned about a year ago when they noticed that he was harder to understand than other 4-year-olds, and even some 3-year-olds they know (e.g., nephews, nieces and friends' children). They contacted their pediatrician to ask for advice about whether to be concerned and to gain information about how to help James. Since that time, they have been modeling correct word pronunciation and prompting James to imitate them. In addition, one week into the school year, James' teacher contacted the AEA speech pathologist to seek advice about how to help James talk more clearly. The AEA speech pathologist offered suggestions (to provide immediate support) and then visited the classroom two weeks later to observe and interact with James. At that point, the teacher and speech pathologist, based on the SLP's professional expertise and experience with children with disabilities, agreed to talk with James' parents to recommend they begin the disability suspected process.

The parent met with the SLP and James' classroom teacher to discuss his progress and the concerns that led to the suspicion of a disability. Existing data suggested that James' performance in the Communication domain (specifically speech articulation and intelligibility of connected speech) was below standards or expectation, was unique compared to same aged peers, and could not be explained by other more plausible factors (i.e., lack of instruction or cultural factors).

---

### **Consent for FIE**

Because the team determined that a disability was suspected, the "Consent for/Notice of Full and Individual Initial Evaluation" form was completed. The Speech-Language Pathologist facilitated the consideration of each of the performance domains. James' classroom teacher expressed a desire to have his pre-academic skills assessed "just to be sure he is doing okay". Review of formative assessment and classroom performance data, interviews with parent and teacher, and observation by all suggested that James' academic performance was not behind that of his peers, and was not unique when compared to his peers, so this was determined to not be an area of concern at this time and no further evaluation is deemed necessary in this domain. James' behavioral and adaptive skills were also determined to be typical for his age and not unique so no further evaluation is warranted. His vision and hearing were both screened within the past year, and he appears to be unaffected by any health or physical conditions, therefore no further evaluation is warranted in this domain.

---