

Eligibility Guidelines

Eligibility for placement in the classroom is based upon a screening and/or evaluation conducted by a licensed speech-language pathologist. Placement of individual children into either IU Preschool class will be dependent upon the current dynamics of each class, in order to ensure an optimal learning environment for each child and the graduate clinicians. Therefore, placement of children will not be solely based on date of application.

Children who initially entered the Preschool program with a speech-language disorder may, at some point, no longer require direct speech-language services based on documented progress. At this time, the preschool team will meet with you to discuss the most appropriate placement for your child. However, continuation in the preschool as a typical peer would be contingent on availability and current dynamics of each class. See diagram at end of handout.

Guidelines for placement for *children with a speech-language disorder* are:

1. a speech-language disorder is the primary concern (However, some children may be better served in a different setting, such as individual therapy or a more traditional preschool setting.)
2. evidence of beginning play skills
3. evidence of emerging intentional communication (e.g., directing a request or commenting to a communicative partner)
4. toilet training completed or in process (if not in process parent needs to be available to change soiled diapers)

Guidelines for placement for *children learning English as a second language*:

1. evidence of imaginative and interactive play skills
2. the ability to attend for 3-5 minutes in semi-structured group situations (e.g., circle time)
3. toilet training completed or in process (if not in process parent needs to be available to change soiled diapers)
4. typical overall development as reported by parents
5. primary language of both parents is not English
6. child is not English proficient as determined through standardized testing and/or parent interview
7. normal hearing
8. evidence of ability to be an appropriate behavioral/social model for children with a speech language disorder

Guidelines for placement for *children who are typical in their development*:

1. evidence of imaginative and interactive play skills
2. the ability to attend for 3-5 minutes in semi-structured group situations (e.g. circle time)
3. toilet training completed or in process (if not in process parent needs to be available to change soiled diapers),
4. typical overall development as reported by parents
5. scores within the average range on a standardized language test
6. age appropriate articulation skills
7. normal hearing

8. evidence of ability to be an appropriate behavioral/social model for children with a speech-language disorder

**After a trial enrollment period of three weeks, we will meet as a team if any concerns arise regarding your child's placement.

Parents

We believe that parents are the most important people in young children's lives, and they are the most powerful sources of communication development. Thus, parents are encouraged to be a part of the team, to observe classroom activities and to share information with classroom personnel that is pertinent to their child. If a child attends another preschool or daycare center, we maintain contact as needed and work cooperatively for the child's benefit.

For additional information about the Indiana University Language-Based Preschool Program and other speech and language services available at the Speech and Hearing Center please call 855-6251.

Progression of Services for Speech-Language Disordered Children



