

#1	Question
1	<p>How does this program improve students' communication?</p> <p>The District's speech and language program supports students in developing functional communication skills that allow them to participate meaningfully in their educational curriculum. Services are designed to help students express their needs, ideas, and emotions in ways that help them access their educational environments.</p>
2	<p>How does the program ensure students are heard and understood?</p> <p>Communication supports are determined through the IEP process based on individual student needs. For students who are non-speaking or have complex communication needs, teams may consider alternative communication methods, such as AAC, and supports as appropriate.</p>
3	<p>How is staff trained to support communication?</p> <p>Answered live during meeting</p>
4	<p>How does this program guarantee communication access for ALL students, including nonverbal students?</p> <p>Answered live during meeting</p>
5	<p>How does this program align with SELPA to develop measurable communication skills?</p> <p>The LAUSD SELPA provides guidance and oversight to support compliance and effective implementation of communication-related services aligned with IEP goals.</p>
6	<p>What specific communication skills does the program develop?</p> <p>Skills may include expressive and receptive language, articulation, fluency, voice, and pragmatic/social communication, depending on individual student needs.</p>
7	<p>What evidence shows the program works?</p> <p>Evidence includes progress toward IEP goals, data collection, observations, and educational participation. Program effectiveness is evaluated at the individual student level.</p>
8	<p>Is communication support daily or limited?</p> <p>Service frequency and delivery are determined by the IEP team and documented in the IEP based on the student's needs.</p>
9	<p>What concrete evidence shows this program truly improves communication?</p> <p>Progress is measured through goal-specific data, progress reports, and review of student performance over time.</p>

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10	<p>How does SELPA ensure effective support for nonverbal students and those with complex communication needs? LM</p> <p>SELPA supports for nonverbal students and those with complex communication needs are supported by ensuring access to appropriate communication tools determined after individualized assessment of a student’s needs. Communication tools could include, for example, alternative augmentative communication “AAC” devices, picture exchange communication systems, and/or speech and language therapy. Trained specialists work closely with families, teachers, and service providers to build consistent communication strategies across school and home. Progress is regularly reviewed so supports can be adjusted as the student grows.</p>
11	<p>How is the program adapted for nonverbal or minimally verbal students?</p> <p>Adaptations may include alternative communication methods, visual supports, and individualized strategies as determined by the IEP team.</p>
12	<p>How is communication progress measured?</p> <p>Progress is measured through data collection, observations, and review of progress toward IEP goals.</p>
13	<p>How are families involved in this process?</p> <p>Families, specifically parents, are members of the IEP team and participate in decision-making, goal development, and progress reviews.</p>
14	<p>What happens when a student does not make progress in this program?</p> <p>The IEP team reviews data and considers adjustments to goals, strategies, or services as appropriate.</p>
15	<p>How is consistent communication skill development ensured across all schools?</p> <p>Consistency is supported through District and LAS Program procedures and professional standards, while still allowing for individualized IEP team decision-making.</p>
16	<p>When a student cannot express a basic need, what does the school do?</p> <p>The school team addresses the concern through immediate supports and, if needed, the IEP process to ensure appropriate communication strategies are in place.</p>

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17	<p>What happens if students do not show progress?</p> <p>Progress for students with disabilities is measured by their own individual and unique circumstances. If a student is not progressing as expected after individualized assessment of their unique circumstances, a lack of progress prompts IEP team review and consideration of changes to instruction, strategies, services, or supports.</p>
18	<p>What responsibility does the school take if communication is not effective?</p> <p>Schools monitor IEP implementation and communicate with families through the IEP process to address concerns and adjust supports as appropriate.</p>
19	<p>Who is responsible for ensuring communication supports are properly implemented at each school?</p> <p>Implementation occurs at the school level with oversight by administrators and support from the District.</p>
20	<p>How does SELPA verify that the program is actually developing communication skills, not just being implemented?</p> <p>The SELPA verifies progress by using ongoing data collection and regular progress monitoring. IEP teams review student outcomes and monitor service delivery. Through assessments, observations, and family input, we are able to adjust strategies when data shows limited growth.</p>
21	<p>What actual supports are used to help students communicate?</p> <p>Supports may include direct services, consultation, classroom strategies, collaboration with teachers and other support providers, visual supports, and assistive or alternative communication methods as appropriate.</p>
22	<p>Does the program include augmentative or alternative communication?</p> <p>AAC may be considered and provided when appropriate, based on individual student needs and IEP team decisions.</p>
23	<p>In simple terms, how is it ensured that students can express their needs?</p> <p>Students are provided with communication supports tailored to their unique abilities to help them express their wants, needs, and ideas in school.</p>
24	<p>In simple terms, how is the student's right to express themselves protected?</p> <p>Students' communication needs are addressed through the IEP process, which ensures access to appropriate supports.</p>

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25	<p>What concrete action does SELPA take when a student does not make communication progress?</p> <p>When a student is not making communication progress, the SELPA requires the IEP team to review data, reassess the student’s needs, and adjust goals, services, or supports.</p>
26	<p>Could you explain, with simple examples, what are the most common speech and language challenges you observe in students?</p> <p>Common challenges may include articulation difficulties, language delays, social communication challenges, and expressive or receptive language needs.</p>
27	<p>How do you differentiate between a language delay and a difference related to bilingualism?</p> <p>Answered live during meeting</p>
28	<p>What early signs should families and teachers observe?</p> <p>Signs may include difficulty understanding language, limited vocabulary, unclear speech, or challenges expressing ideas.</p>
29	<p>At what ages are these challenges most frequently detected?</p> <p>Challenges may be identified at various ages, often during early childhood or early elementary years.</p>
30	<p>How do these challenges impact learning and participation in the classroom?</p> <p>Communication challenges may affect comprehension, expression, social interaction, and academic participation.</p>
31	<p>How is it ensured that bilingual students are not over-identified or under-identified?</p> <p>Evaluations consider linguistic, cultural, and developmental factors and follow research-based guidelines.</p>
32	<p>Are evaluations conducted in the student’s dominant language?</p> <p>Evaluations are conducted in a linguistically appropriate manner, using interpreters or bilingual assessors when needed.</p>
33	<p>What training do SLPs receive on language development in students learning English?</p> <p>SLPs receive training on language development, bilingualism, and culturally responsive practices in their graduate studies as well as through LAUSD ongoing professional development.</p>

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34	<p>How is the difference between language acquisition and disability documented?</p> <p>Teams document multiple data sources and assessment results within the evaluation and IEP process.</p>
35	<p>What supports exist for families who speak languages other than English and Spanish?</p> <p>Interpretation and translation services are provided as needed.</p>
36	<p>What is the first step when a teacher or a family has a concern about language?</p> <p>Concerns should be shared with the classroom teacher or the school team to initiate discussion and, if appropriate, referral for a special education assessment..</p>
37	<p>What supports can students receive before a formal evaluation?</p> <p>Students may receive general education or school-based supports (e.g., MTSS) prior to formal evaluation.</p>
38	<p>How do families participate during the identification process?</p> <p>Families provide input, attend meetings, and receive information throughout the process.</p>
39	<p>How are families informed about results and next steps?</p> <p>Families are informed through meetings, written reports, and IEP documentation.</p>
40	<p>What can a family do if they feel their child needs additional support?</p> <p>Families may request an IEP meeting to discuss concerns.</p>
41	<p>How long does a student wait on average to begin services after being identified?</p> <p>Timelines follow state and federal requirements and vary based on individual circumstances.</p>
42	<p>What happens when there is not enough staff to cover services?</p> <p>The District uses multiple strategies to support service continuity.</p>
43	<p>How are services that were not provided compensated?</p> <p>Missed services are documented and addressed through the IEP process.</p>

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44	<p>How are families informed about delays in services?</p> <p>Families are informed through school communication and IEP meetings.</p>
45	<p>What temporary alternatives exist while formal services begin?</p> <p>Temporary supports may include consultation, classroom strategies, or interim supports as appropriate.</p>
46	<p>Could you explain the difference between the role of the SLP and the SLPA?</p> <p>SLPs are licensed providers responsible for assessment, eligibility, and treatment planning. SLPAs work under supervision to support service delivery.</p>
47	<p>How do the SLP and SLPA work together to support students?</p> <p>They collaborate and the SLPA works under the SLP's clinical supervision to support student goals.</p>
48	<p>How often do students receive speech and language services?</p> <p>Frequency is determined by the IEP team.</p>
49	<p>How is quality and consistency of services ensured?</p> <p>Quality is supported through training, supervision, and adherence to IEPs.</p>
50	<p>What can families expect from speech and language sessions?</p> <p>Sessions focus on student goals and may vary based on the service delivery model.</p>
51	<p>How often is student progress measured?</p> <p>Progress is monitored continuously and reported at regular intervals as indicated in the IEP.</p>
52	<p>How can families access this information?</p> <p>Through progress reports, IEP meetings, and speaking with the service provider.</p>
53	<p>What happens if the student does not show progress?</p> <p>The IEP team reviews and adjusts services and supports as needed.</p>
54	<p>Who decides when to adjust goals or strategies?</p> <p>The IEP Team.</p>

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55	<p>How is the real impact of the service documented?</p> <p>Through progress data and IEP documentation.</p>
56	<p>What simple strategies can families use at home to support language?</p> <p>Simple language-rich interactions, reading, and daily routines.</p>
57	<p>Do these strategies work in English and in the home language?</p> <p>Yes, supporting language in the home language is encouraged.</p>
58	<p>How much time per day do you recommend practicing these strategies?</p> <p>There is no set amount of time, but we recommend integrating strategies naturally into daily routines.</p>
59	<p>How can families know if the strategies are helping?</p> <p>By observing changes and discussing progress with the IEP team.</p>
60	<p>What should families do if they do not see progress?</p> <p>Contact the school and request an IEP meeting.</p>
61	<p>How do SLPs coordinate with general education teachers?</p> <p>Through collaboration, consultation, and alignment with classroom instruction.</p>
62	<p>Are language goals integrated into the classroom curriculum?</p> <p>When appropriate, speech and language goals are designed to support a student's access to and participation in the general education curriculum. Integration is determined by the IEP team and varies based on individual student needs and instructional settings.</p>
63	<p>What supports do teachers receive to reinforce language in class?</p> <p>Teachers may receive guidance, strategies, or consultation from speech-language staff to support communication skills within classroom instruction, as appropriate.</p>
64	<p>How is consistency ensured between therapy and classroom instruction?</p> <p>Consistency is supported through collaboration among service providers, teachers, and school staff, as well as alignment with the student's IEP goals.</p>

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65	<p>How are students supported in inclusive environments?</p> <p>Students in inclusive settings receive communication supports aligned with their IEP, which may include direct services, classroom-based strategies, or consultative support to promote participation alongside peers.</p>
66	<p>How is the student supported when changing schools or grades?</p> <p>Student support continues through the IEP, which follows the student and guides services across school or grade changes.</p>
67	<p>How are language services transferred during a transition?</p> <p>IEP documentation and service information are transferred to the receiving school to support continuity of services during transitions.</p>
68	<p>What happens during vacations or calendar changes?</p> <p>Speech and language services follow the school calendar. Any changes to service delivery are addressed through the IEP process.</p>
69	<p>How is the student prepared for higher academic levels?</p> <p>Communication goals and supports are adjusted over time to reflect changing academic demands and student needs, as determined by the IEP team.</p>
70	<p>How is continuity in support ensured?</p> <p>Continuity is supported through consistent documentation, collaboration among staff, and ongoing review of services through the IEP process.</p>
71	<p>What additional resources do you recommend for families?</p> <p>Reach out to school teams, the SLP, and check ASHA.org for information on specific communication challenges.</p>
72	<p>Where can families find this information after the presentation?</p> <p>Families can visit the Division of Special Education website to access a variety of resources available to them. In addition, families are encouraged to visit the department's webpage for helpful information and tools. The presentation also includes additional resources for families to explore. https://sped.lausd.org/</p>

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73	<p>Who can families contact if they have future questions?</p> <p>Their school IEP team and administrator.</p>
74	<p>What key message do you want families to remember from this presentation?</p> <p>Communication supports for students are individualized and developed collaboratively with IEP team members.</p>
75	<p>What would be the next step for a family concerned about their child's language?</p> <p>Contact the school site and classroom teacher to discuss concerns.</p>