

## School-Aged Development: Indicators For Further Assessment

At Khan, we offer a full service of support a multidisciplinary care. Our care plans involve clinicians like:



### Speech-Language Pathologist (SLP)

An SLP evaluates communication delays and disorders. Refer to a speech language pathologist when someone cannot express their needs, has difficulty formulating their thoughts, is not able to participate in conversations or retell information, presents with a stutter, has a voice disorder, is nonverbal, does not have conversations easily, is difficult to understand, has difficulty pronouncing sounds, has difficulty with executive functioning, solving problems and socializing with others.



### Occupational Therapist (OT)

An OT evaluates the ability to participate in daily living skills. Consult with an OT when a person has difficulty coloring (outside the lines or not filling the whole space), using scissors (poor hand positioning), copying shapes or printing letters, has a need for constant movement, poor attention, limited food variety, bothered by certain textures of food or clothing, reactive to touch, lights, sounds taste, and smell. Also refer to an OT if a person has difficulty falling asleep or staying asleep and is easily upset by changes in routines.

## Parent / Teacher Checklist for School-Aged Developmental Indicators

If children have with the following areas of challenge, then further assessment would likely be needed.

### Literacy

- Difficulty with spelling
- Difficulty with learning letter names and/or letter sounds
- Reading slowly and/or below grade level
- Requires extra help with reading and/or spelling

### Social Communication

- Appears disinterested in play or in engaging with others
- Doesn't seem to hear when others talk to them
- Doesn't initiate play with others or demonstrate other age-appropriate skills (e.g., turn-taking)

### Language

- Frequently off-topic in conversation or difficulty expressing themselves in an organized way
- Difficulty following multiple step directions or comprehending material (read or spoken)
- Overusing non-specific vocabulary (e.g., it, that, thing) or difficulty recalling words
- Difficulty attending to auditory information/ difficulty answering q's
- Difficulty retaining information from one day to the next

**We support development through life.**