



**If your son or daughter is struggling in school, talk to the teacher and the counselor about the CHILD Process.**

**\*Remember that it may take time to see progress—perhaps several weeks at EACH level.**



**Strategies for supporting student success within GENERAL Education may include:**

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- ~ **Permitting extra time on tasks and class work**
- ~ **Preferential seating**
- ~ **Frequent checks for understanding**
- ~ **A learning buddy**
- ~ **Mentorship Program**
- ~ **Providing a copy of written notes**
- ~ **Quiet learning space**
- ~ **Use of learning tools**



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***The CHILD  
PROCESS***

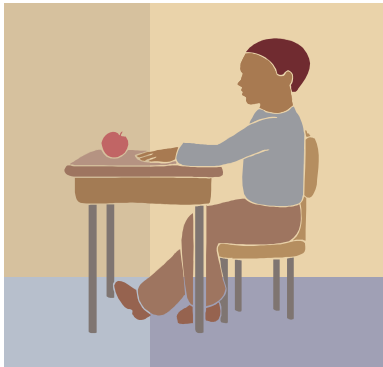
**Is your son or daughter struggling in school?**

**Are difficulties standing in the way of school success—Including:**

**Academic  
Behavioral  
Social  
Language  
Physical?**

## CHILD Process stands for:

- C- Consultative**
- H- Help for**
- I- Individual**
- L- Learning**
- D- Decisions**



## What is the CHILD Process?

It is a multi leveled process in which teachers, parents, and counselors identify obstacles to student learning and engage in problem solving to address these concerns.

## What are the Levels of CHILD Process?

**Level 1**—The Teacher notices a concern and addresses it through Effective Teaching Practices. The process remains at this level if the concern is resolved. Monitoring is ongoing at each level.

**Level 2**—The concern is not resolved; therefore, the teacher collaborates with other teachers for further strategies to help the student. The process remains at this level if the concern is resolved.

**Level 3**—If the concern persists, a meeting is scheduled to bring together the parent, teacher, counselor and any other professional who might be of service to discuss the student's needs and to upgrade the plan of action. The process remains at this level if the concern is resolved.

**Level 4**—If the concern remains unresolved, a referral is made to a community agency or for Special Education eligibility testing.

## Why do we engage in the CHILD Process?

It is important to acknowledge that A struggling student may not have a disability, rather may simply need additional support.

Therefore, it is important to explore and implement all of the resources of General Education and appropriate accommodations before assuming that a student has a disability.

