

Abby Collier
October 8, 2018
ENGL 470
Dr. Guler

Persuasive Letter

Prompt: Denied Individualized Educational Plan

A child is denied speech and language services through Chesapeake Public Schools because the impairment does not affect the student academically. The student's parents are writing a letter to the principal of their child's school in order to persuade them that speech services are necessary.

Parents: James and Amy Shaw
Child: Nick Shaw who suffers from a stutter

See next page for letter.

Works Cited

- "Research Snapshot: Summarizing Findings and Their Implications ." *Center of Research Excellence* , 5 Apr. 2015,
www.mcri.edu.au/sites/default/files/media/documents/cres/150415_rs5_stuttering1_final.pdf.
- Zundel, Irene H. "Kids Who Stutter." *Kids Who Stutter* , Dec. 2003,
www.mnsu.edu/comdis/kuster/Infostuttering/zundel.htm.

Mr. and Mrs. James Shaw
1512 Land of Promise Road
Chesapeake, VA 23322

October 7, 2018

Dear Dr. Donna Weingand:

Subject: Review of a denied IEP for speech and language services

Speech and language disorders can effect a child academically, socially, mentally, physically and emotionally. Nearly 1 in 12 of children, ages 3-17, has had a disorder related to voice, speech, language, or swallowing. Many of these children are denied speech and language services through public schools because it does not affect him/her academically.

Stuttering is a communication difficulty characterized by interruptions to speech, including repetition of sounds and words, trouble making sounds, and non-verbal signs of tension. Over the years, data has suggested that individuals who stutter are more self-conscious and have decreased self-esteem, compared to their "normal" peers. The implications of a stutter can have life-long implications in communication and their self-image if the stutter is not treated shortly after its onset.

Bullying reports state that 35% of children have been bullied. These reports also state that 82% of children with a stutter are bullied. This is considerably higher than there "normal" peers. Bulling effects how children view their self and their confidence. We have noticed that our son, Nick, is considerably more closed off and quieter than he was in previous school years. We believe this is due to his stutter and inability to communicate effectively and fluently with his classmates and teachers. He is ashamed to ask questions, especially in a large classroom setting. In high stress situations, his stutter becomes increasingly worse and unmanageable.

We realize that the case load for the school's Speech Language Pathologist is already extremely high. Please consider how a speech and language impairment can and will impact a child more than just academically. The impacts this stutter has on our son emotionally, mentally, and socially is saddening and upsetting to watch as a parent. We can assure you that our son will be more than grateful for an opportunity to receive services for his stutter.

Please reconsider the school's decision on denying our son's Individualized Educational Plan (IEP). Even though a stutter does not affect my son academically, the implications it has on his socialization, with his peers and teachers, has large effects on his self-esteem, self-confidence, and overall self-image.

Thank you for your time and consideration. Please contact us at your earliest convenience.

Yours sincerely,

James Shaw
James Shaw

Amie Shaw
Amie Shaw