

Dismissal Considerations for Speech- Language Services

Student:

Date:

School:

Parent:

Speech/Language Pathologist:

Re-evaluation is required by IDEA 04(34 CFR 300.303(a)) to determine that a child no longer has a disability. Re-evaluation should include current performance data and IEP progress data. Exit decisions must be individualized based on developmental norms, progress data, assessment information, educational need and the current best practices as determined by the IEP team. The IEP team may choose one or more of the following conditions as reason for discontinuation of speech-language services. It is important that the IEP process drive decisions regarding speech-language services. These decisions must be made on a case-by-case basis determined by the rate of progress, discrepancy from peers/standards, instructional need of the student and the IEP process.

Check the conditions that apply and have the parent initial following an explanation:

Rate of Progress

The student has met all speech-language goals and data indicates no additional needs. The IEP team determines that the child can make progress in general education without the support of speech-language services.

Given current medical, dental, neurological, physical, emotional, and/or developmental factors, the student’s speech-language performance is within his/her expected performance range and maximum compensatory skills have been achieved and documented on the IEP.

The student has made minimal or no measurable progress and there has been a lengthy plateau. During this time, program modifications, varied

approaches, and/or colleague consultations have been attempted and documented. Lack of progress is specified and documented on the IEP.

Limited carry-over, self-monitoring or generalization has been documented in one or more environments. Limited progress is documented on the IEP.

Data indicates that the student does not demonstrate the potential for change as documented in IEP progress reports.

Discrepancy from Peers/Standards

Data indicates that the speech and/or language concern no longer exists as documented on the IEP.

Speech-language concern no longer interferes with the student's educational performance including academic, vocational, and social functioning and is documented on the IEP.

Data indicates the student is more independent and less discrepant from peers as indicated on the IEP and is ready for reintegration into the general education classroom.

The student's communication skills are functional and effective within the student's current educational setting (special education and/or general education.)

Instructional Need

The student is unwilling or unmotivated to participate in treatment, attendance has been limited and/or participation precludes progress through therapeutic intervention. Attendance record over a period of time with attempts to improve attendance and participation are documented on the IEP.

Parent/legal guardian of student requests that speech-language services be discontinued (consider free appropriate public education, FAPE.)

Carryover goals can be met through the efforts of teachers and other professionals as documented on the IEP.

Data indicates that with modifications and/or alternative methods of responding to academic/social tasks the student performs satisfactorily within their current educational setting (special education and/or general education.)

Comments:

Adapted from the following sources:

From "IDEA and your caseload: A template for eligibility and dismissal criteria for students ages 3 to 12, 1999, (ASHA), Technical Report. Rockville, MD. Reprinted with permission.

From "Developing educationally relevant IEP's: A technical assistance document for speech-language pathologists, 2000, Council for Exceptional Children. Reston, VA. Reprinted with permission.

From "Individuals with Disabilities Education Improvement Act, Public Law 108-446, 2004, U.S. Congress, Utah Utah State Board of Education Special Education Rules. Reprinted with permission.