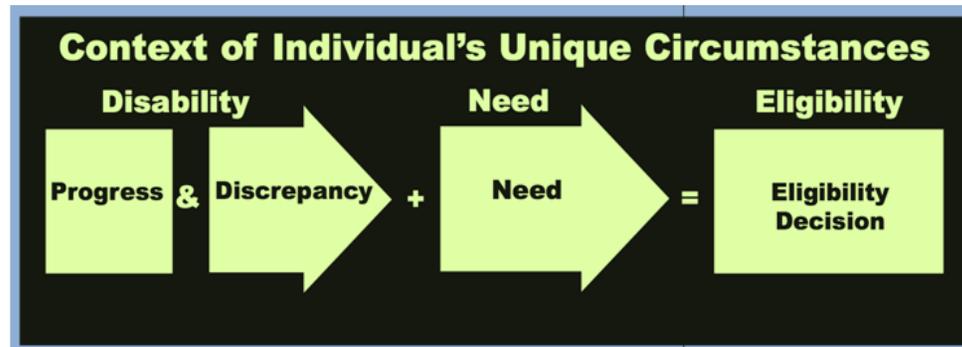


Iowa Speech-Language Pathology Support Services Eligibility and Exit Guidance Document



The IEP team should consider if the student demonstrates a communication concern that negatively impacts a student's ability to benefit from the educational process in all three areas: rate of progress, discrepancy from peers or standard and instructional need.

This is an optional form for SLPs to use to collect information for the mandatory EER form

2009

Iowa Speech-Language Pathology (SLP) Special Education Support Services Eligibility Questions

Student: _____ Birthdate: _____ Building: _____ Date: _____

281--41.50(11) Speech or language impairment. “Speech or language impairment” means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance. **281--41.304(2) b.** Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. The IEP team should consider if the student demonstrates a communication concern that negatively impacts his/her ability to benefit from the educational process. A student must demonstrate a disability by considering the rate of progress and discrepancy from peers or standard. In addition a student must demonstrate an educational need by assessing the environment, instruction and curriculum. Multiple sources of data must converge to the same conclusion of eligibility.

Check Boxes Supported by Data

Evidence/Comments

<p>1. Does the result of the <u>Full and Individual Evaluation</u> and/or <u>Intervention Plan</u> indicate a need for speech-language eligibility? (completed within 60 calendar days)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student data from instructional decision making (GEI, FIE and or I Plan) indicates persistent communication concern. <input type="checkbox"/> There are no additional interventions that need to be implemented in the student’s present educational program/setting to address the communication concern. <input type="checkbox"/> Accommodations and modifications to general education have been implemented for this student. 	<p>List student data from instructional decision making plan that indicates a disability and need for service in the areas of: rate of progress, discrepancy from peers or standard and instructional need.</p> <p>Progress Monitoring Data:</p> <p>Accommodations:</p> <p>Modifications:</p>
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RATE OF PROGRESS

COMMENTS

<p>2. Is the student’s <u>pre-academic/academic, and vocational performance</u> <u>adversely</u> affected by his/her communication skills?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher/parents voice concern about the student’s communication skill and its adverse effect on the child. <input type="checkbox"/> Student avoids speaking in class, exhibits frustration or anxiety. <input type="checkbox"/> Student demonstrates inability to complete language-based activities. <input type="checkbox"/> Student demonstrates inability to understand/follow oral directions or questions. <input type="checkbox"/> Student’s reading, writing or spelling skills reflect communication errors. <input type="checkbox"/> Poor grades in class due to communication concern. <input type="checkbox"/> Communication concern is related to district/grade level standard. <input type="checkbox"/> Attendance is not a problem and is not affecting academic performance. 	<p>List academic/vocational areas impacted by communication concern and how this hinders the student’s ability to benefit from the general education curriculum:</p> <p>Student performance or progress appear to be unusual when compared with peers or standard, reliable over time, and meaningful in terms of interference with educational progress and/or social adjustment, and cannot be attributed to lack of scientifically based instruction in reading, lack of instruction in math, limited English proficiency, or racial or ethnic diversity.</p>
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DISCREPANCY FROM PEERS/STANDARDS

COMMENTS

<p>3. Is the student's communication behavior <u>meaningful and reliably different</u> when compared with Iowa Core Curriculum "thresholds", developmental norms and/or peer standards?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of and comparison to other students indicate a significant difference in communication skills. <input type="checkbox"/> There is a significant discrepancy from peers in the classroom, hall or playground. <input type="checkbox"/> Parents and teachers report significant differences. <input type="checkbox"/> Two or more phonemic errors and/or phonological processes not expected at the child's age or developmental level. <input type="checkbox"/> Intelligibility is significantly impaired. <input type="checkbox"/> Communication concern is readily evident even without having the teacher/parent bring it to your attention. <input type="checkbox"/> The student has not received previous services for the same concern. 	<p>List significant determining factors:</p> <p><u>Method:</u> Record Reviews:</p> <p>Interviews:</p> <p>Observations:</p> <p>Test/Assessment Data:</p> <p><u>Data Source:</u> Learner</p> <p>Instruction</p> <p>Curriculum (Iowa Core Curriculum)</p> <p>Environment</p>
<p>4. Are the student's <u>social interactions adversely</u> affected by his/her communication skills?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is aware of his/her communication concern. <input type="checkbox"/> Student demonstrates embarrassment and/or frustration regarding communication concern. <input type="checkbox"/> Peers tease student about communication concern during speaking situations. <input type="checkbox"/> Student demonstrates difficulty interpreting communication intent. <input type="checkbox"/> Input from other team members in other settings indicates a concern. <input type="checkbox"/> The communication concern or behavior is not attention seeking. <input type="checkbox"/> Parents voice communication concern and its adverse effect on the child and family. 	<p>List social areas impacted by the communication concern and how this affects the student's ability to interact with peers and adults:</p>
<p>5. Is it <u>developmentally appropriate</u>/consistent with classroom, home, or community expectations to work on the targeted communication skill?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication skill is not consistent with developmental norms. <input type="checkbox"/> The communication concern is present in the student's native language. <input type="checkbox"/> The communication concern is not a result of dialectical differences or from learning English as a second language. 	<p>List communication concern that is not within developmental levels for this student:</p>

INSTRUCTIONAL NEED

COMMENTS

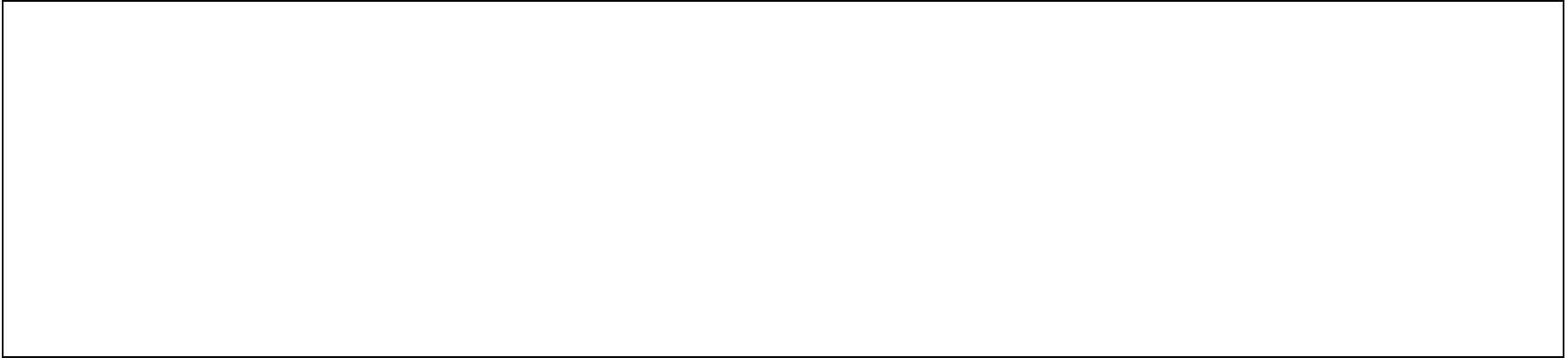
<p>6. Is there potential for change in the communication skill at this time?</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student corrects communication error spontaneously. <input type="checkbox"/> The student corrects error in response to being given a cue or an appropriate model to imitate. <input type="checkbox"/> Other variables (i.e., sensory or physical) which interfere with the attainment of communication skills are not present. <input type="checkbox"/> There is the likelihood that this student will not improve without speech-language services. <input type="checkbox"/> There is no evidence to suggest that the child will develop the communication skill at his/her own predictable rate without services. <input type="checkbox"/> The student is motivated to work on communication concern. 	<p>List the areas for potential change if service is provided:</p>
<p>7. Are speech-language services the only support available to meet the student's communication needs?</p> <ul style="list-style-type: none"> <input type="checkbox"/> The child's present educational placement does not provide the necessary instruction for the communication need. <input type="checkbox"/> Attempts to enlist the help of parents through an ongoing home program have been made. <input type="checkbox"/> The student is not receiving services from other school personnel where that provider can work on the communication concern with consultation from speech-language pathologist. 	<p>List other potential service supports for student's communication concern:</p>

***Accommodation:** A support or service provided to help a student access the general education curriculum to facilitate learning. A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. (How I teach.)

***Modification:** A change made to the content and performance expectations in what the student is expected to learn and/ or demonstrate.

This is an optional form for SLPs to use to collect information for the mandatory EER form.

ADDITIONAL INFORMATION



REFERENCES

American Speech-Language-Hearing Association. (1999). *IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21*. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). *Developing educationally relevant IEPs: A technical assistance document for speech-language pathologists*. Reston, VA: Author.

Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools (1997). *A Training and Resource Manual for the Implementation of State Eligibility Criteria for the Speech and Language Impaired*.

Kathleen A. Whitmire, Director of Schools Services, American Speech-Language-Hearing Association. *Provisions of Speech-Language Services in the Schools: Working With the Law* (2002).

Iowa Administrative Rules of Special Education (2007).

U.S. Congress (2004) Individuals with Disabilities Education Improvement Act, Public Law 108-446.

Iowa Speech-Language Pathology Support Services Exit Guidance

Reevaluation is required 281—41.303(256B, 34CFR300) to determine that a child no longer requires special education services. Reevaluation should include current student 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 pathology (SLP) 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 Boxes Supported by Data:

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 SLP services.
- The student no longer requires special education (speech services) because his or her needs can be met in the general/special education environments without speech support.
- 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 measured on the IEP Results, Section C, of the current 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 classroom or environment as documented on the IEP.

Exit Considerations Continued:

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 the general education environment.

REFERENCES

American Speech-Language-Hearing Association. (1999). *IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21*. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). *developing educationally relevant IEPs: A technical assistance document for speech-language pathologists*. Reston, VA: Author.

Iowa Administrative Rules of Special Education (2007)

Iowa Special Education Eligibility Document (2006)

U.S. Congress. (2004) Individuals with Disabilities Education Improvement Act, Public Law 108-446

Speech-Language Pathology Services, Iowa Department of Education 2009.