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

<table>
<thead>
<tr>
<th>Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Progress Monitoring Data:</td>
</tr>
<tr>
<td>Accommodations:</td>
</tr>
<tr>
<td>Modifications:</td>
</tr>
</tbody>
</table>

**Check Boxes Supported by Data**

1. Does the result of the **Full and Individual Evaluation** and/or **Intervention Plan** indicate a need for speech-language eligibility? *(completed within 60 calendar days)*

- [ ] Student data from instructional decision making (GEI, FIE and or I Plan) indicates persistent communication concern.
- [ ] There are no additional interventions that need to be implemented in the student’s present educational program/setting to address the communication concern.
- [ ] Accommodations and modifications to general education have been implemented for this student.

**RATE OF PROGRESS**

2. Is the student’s **pre-academic/academic, and vocational performance adversely** affected by his/her communication skills?

- [ ] Teacher/parents voice concern about the student’s communication skill and its adverse effect on the child.
- [ ] Student avoids speaking in class, exhibits frustration or anxiety.
- [ ] Student demonstrates inability to complete language-based activities.
- [ ] Student demonstrates inability to understand/follow oral directions or questions.
- [ ] Student’s reading, writing or spelling skills reflect communication errors.
- [ ] Poor grades in class due to communication concern.
- [ ] Communication concern is related to district/grade level standard.
- [ ] Attendance is not a problem and is not affecting academic performance.

**COMMENTS**

List academic/vocational areas impacted by communication concern and how this hinders the student’s ability to benefit from the general education curriculum:

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.
### DISCREPANCY FROM PEERS/STANDARDS

3. Is the student’s communication behavior **meaningful and reliably different** when compared with Iowa Core Curriculum “thresholds”, developmental norms and/or peer standards?
   - Observation of and comparison to other students indicate a significant difference in communication skills.
   - There is a significant discrepancy from peers in the classroom, hall or playground.
   - Parents and teachers report significant differences.
   - Two or more phonemic errors and/or phonological processes not expected at the child’s age or developmental level.
   - Intelligibility is significantly impaired.
   - Communication concern is readily evident even without having the teacher/parent bring it to your attention.
   - The student has not received previous services for the same concern.

### COMMENTS

- List significant determining factors:
  - **Method:**
    - Record Reviews:
    - Interviews:
    - Observations:
    - Test/Assessment Data:
  - **Data Source:**
    - Learner
    - Instruction
    - Curriculum (Iowa Core Curriculum)
    - Environment

4. Are the student’s **social interactions adversely** affected by his/her communication skills?
   - Student is aware of his/her communication concern.
   - Student demonstrates embarrassment and/or frustration regarding communication concern.
   - Peers tease student about communication concern during speaking situations.
   - Student demonstrates difficulty interpreting communication intent.
   - Input from other team members in other settings indicates a concern.
   - The communication concern or behavior is not attention seeking.
   - Parents voice communication concern and its adverse effect on the child and family.

### COMMENTS

- List social areas impacted by the communication concern and how this affects the student’s ability to interact with peers and adults:

5. Is it **developmentally appropriate**/consistent with classroom, home, or community expectations to work on the targeted communication skill?
   - Communication skill is not consistent with developmental norms.
   - The communication concern is present in the student’s native language.
   - The communication concern is not a result of dialectical differences or from learning English as a second language.

### COMMENTS

- List communication concern that is not within developmental levels for this student:

---

Updated 2009 by SLP-IDEA Consultant, Iowa Department of Education
### INSTRUCTIONAL NEED

6. Is there potential for change in the communication skill at this time?

- The student corrects communication error spontaneously.
- The student corrects error in response to being given a cue or an appropriate model to imitate.
- Other variables (i.e., sensory or physical) which interfere with the attainment of communication skills are not present.
- There is the likelihood that this student will not improve without speech-language services.
- There is no evidence to suggest that the child will develop the communication skill at his/her own predictable rate without services.
- The student is motivated to work on communication concern.

List the areas for potential change if service is provided:

### COMMENTS

7. Are speech-language services the only support available to meet the student's communication needs?

- The child’s present educational placement does not provide the necessary instruction for the communication need.
- Attempts to enlist the help of parents through an ongoing home program have been made.
- 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.

List other potential service supports for student’s communication concern:

---

*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.*

Updated 2009 by SLP-IDEA Consultant, Iowa Department of Education
ADDITIONAL INFORMATION

REFERENCES


**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.

Updated 2009 by SLP-IDEA Consultant, Iowa Department of Education
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


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.