

Iowa Speech-Language Services Entitlement & Exit Considerations Practice Guidelines

Technical Assistance Guide



Frank Forcucci
Program Consultant Speech and Language Programs
Iowa Department of Education
September 2004

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
50319-0146

State Board of Education

Gene E. Vincent, President, Carroll
Sally J. Frudden, Vice President, Charles City
Jim Billings, West Des Moines
Charles C. Edwards, Jr., Des Moines
Sister Jude Fitzpatrick, Davenport
Rosie Hussey, Mason City
Gregory D. McClain, Cedar Falls
Mary Jean Montgomery, Spencer
Megan Srinivas (Student Member), Fort Dodge
Wayne Kobberdahl, Council Bluffs

Administration

Judy A. Jeffrey, Interim Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Legal Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, 515/281-8661.

TABLE OF CONTENTS

Goals.....	1
Acknowledgement.....	2
Section I: Entitlement Considerations.....	3
Section II: Exit Considerations.....	31
Appendix Iowa Speech-Language Pathologists' Pre-Reintegration Strategies.....	47
Iowa Speech-Language Services Entitlement and Exit Considerations Practice Guidelines Form.....	51
Iowa Speech-Language Services Entitlement and Exit Considerations Practice Guidelines Short Form.....	58
Iowa Speech-Language Services Entitlement and Exit Considerations Practice Guidelines Power Point Presentation.....	60

● The **goals** of the Iowa Speech-Language Entitlement and Exit Considerations Practice Guidelines are to assist Iowa Public School Speech-Language Pathologists with entitlement/exit decision-making and to promote consistency across the state for meeting the speech-language needs of students.

Included with this training is a CD that contains electronic copies of this Manual, Forms and PowerPoint for trainers to use and add information specific to your AEA when training.

Acknowledgments

The Iowa Department of Education would like to thank the Speech-Language Pathologists across the state that invested additional time and efforts to contribute their expertise to help develop this document. A special thank you is extended to the Speech-Language Reintegration Workgroup for developing the exit considerations section of this guide.

*Frank Forcucci MS, CCC-SP
State Consultant, Speech-Language Services*

AEA 1	Wendy Aanonson
AEA 267	Kathy Buzynski, Connie Scherber, Kathy Baker
AEA 4	Amy Thompson
AEA 8	Janelle Swanson,
AEA 9	Paula Blinkinsop
AEA 10	Taresa Fetzer
AEA 11	Patty Schliesman
DMPS	Angie Forcucci
AEA 13	Cathy Farmer
AEA 14	Jennifer Adams-Potter
AEA 15	Jennifer Hammel, Dee Gerot
AEA 16	Ruth Lindeen

Section I
Iowa Speech-Language
Services
Entitlement
Considerations
Practice Guidelines

● What Do the Iowa Administrative Rules of Special Education and IDEA 97 Say?

281-41.5(3)

● Defines “Communication disability” as “a disorder such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects an individual’s educational performance.”

IDEA 97-300.7 (c) (11)

What Do the Iowa Administrative Rules of Special Education and IDEA 97 Say?

281-41.49(6)

“No single procedure is used as the sole criterion for determining whether the individual is an eligible individual and for determining an appropriate educational program for the individual.”

IDEA 97-300.532

Other IEP Team Considerations:

1. The IEP team should consider if the student demonstrates a communication concern that **negatively impacts his/her ability to benefit from the educational process.**

2. A student must demonstrate a **disability** by looking at the **rate of progress and discrepancy from peers or standard.**

Other IEP Team Considerations:

(continued)

3. In addition a student must demonstrate an educational need by assessing the environment, instruction and curriculum.

4. Multiple sources of data must converge to the same conclusion of entitlement.

What is Educational Relevance of the Communication Disorder?

1. Academic-ability to benefit from the curriculum.

Examples of academic impact:

- oral participation in class activities
- inability to complete language based activities vs. non-language based activities
- classroom listening

What is Educational Relevance of the Communication Disorder?

(continued)

2. Social-ability to interact with peers and adults.

Examples of social/emotional impact:

- peers tease student about communication problem
- student demonstrates embarrassment and/or frustration regarding communication problem
- student demonstrates difficulty interpreting communication intent

What is Educational Relevance of the Communication Disorder?

(continued)

1. Vocational-ability to participate in work/job related activities.

Examples of vocational impact include:

- inability of student to understand/follow oral directions
- inappropriate response to coworker/supervisor comments
- unable to answer/ask questions in a coherent/concise manner

● Three Major Areas of Consideration:

1. Rate of Progress
2. Discrepancy From Peers
3. Instructional Need

Disability



Asking Questions and Finding Answers

The Following Questions Will Assist the
IEP Team Focusing on Student's
Communication Concerns:

1. Does the result of the Intervention Plan indicate a need for speech-language entitlement?

- Data from instructional decision-making (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, or 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.
-

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

(continued)

- 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.

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

(continued)

-
- Communication concern is related to district/grade level standard.
 - Attendance is not a problem and is not affecting academic performance.

Discrepancy From Peers or Standard

● **3. Does the student's communication behavior differ significantly when compared with community, school 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.

3. Does the student's communication behavior differ significantly when compared with community, school and/or peer standards?

(continued)

- There is more than a single speech sound error.
- Intelligibility is significantly impaired.

3. Does the student's communication behavior differ significantly when compared with community, school and/or peer standards?
(continued)

- 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.

● **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.

4. Are the student's social interactions adversely affected by his/her communication skills? (continued)

- 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.

● **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.

Instructional Need

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

- The student corrects error in response to being given a cue or an appropriate model to imitate.
- The student does not correct communication error spontaneously
- Other variables (i.e., sensory or physical) that interfere with the attainment of communication skills are not present.

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

(continued)

- 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.

● **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.

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

(continued)

- The student is not receiving services from other school personnel where that provider can work on the communication concern with consultation from the speech-language pathologist.

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.

American Speech-Language-Hearing Association. (2004). Admission/discharge criteria in speech-language pathology. *ASHA Supplement 24*, in press.

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.

Iowa Administrative Rules of Special Education (2000).

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).

U.S. Congress. (1997) Individuals with Disabilities Education Act, Public Law 101-476.

Section II
Iowa Speech-Language
Services
Exit Considerations
Practice Guidelines

● What Do the Iowa Administrative Rules of Special Education and IDEA 97 Say?

● Reevaluation of a student is required by IDEA 97 (34CFR300.534) to determine that a child no longer has a disability. Reevaluation should include current performance data and IEP progress data. Exit decisions must be individualized, based on developmental norms, progress data collected, assessment information and the current best practices as determined by the IEP team.

● 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 instructional need of the student, rate of progress, discrepancy from peers/norms/standards and the IEP team.

● Remember that decision making is using data to answer a question and determine the next step.

**The IEP team may
choose one or more of
the following
considerations as reason
for discontinuation of
speech-language
services.**

Rate of Progress

Rate of Progress

- The student has met all speech-language goals and data indicate 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.

Rate of Progress

(continued)

- 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.

Rate of Progress

(continued)

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

**Discrepancy from
Peers/Norms/
Standards**

● **Discrepancy from Peers/Norms/ Standards**

- Data indicate that the speech-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.

Discrepancy from Peers/Norms/ Standards

(continued)

- Data indicate 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.

Instructional Need

● **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 and attempts to improve attendance and participation are described on the IEP.
- Parent/legal guardian of student requests that speech-language services be discontinued (consider free appropriate public education, FAPE).

Instructional Need

(continued)

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

American Speech-Language-Hearing Association. (2004). Admission/discharge criteria in speech-language pathology. *ASHA Supplement 24*, in press.

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 (2000).

U.S. Congress. (1997) Individuals with Disabilities Education Act, Public Law 101-476.

Appendix

Iowa Speech-Language Pathologists' Pre-Reintegration Strategies

The Speech-Language Pathologist (SLP) will utilize as many strategies as possible to provide the best services to students. **Caseload** means the total number of students with IEPs that the SLP treats directly or indirectly. **Workload** includes all activities required and performed by the school-based SLP. As best practice and the use of effective strategies are reviewed, remember that incorporating one new idea into your practice can make a difference in the time you have to manage your total workload.

The exit decision-making process consists of three major areas of service that include best practices before, during and after a student is exited from speech-language services. Thus, SLPs can use several strategies when providing services to students that will improve reintegration services and aid in the exit process. One of the initial steps is to adhere to the use of the **Iowa Speech-Language Services Entitlement and Exit Considerations Practice Guidelines 2004** when considering entitlement.

Review the effective instructional strategies listed below that could be used during therapy 1) to improve student achievement and 2) to aid in the generalization of new skills as soon as possible into the general education classroom.

INITIAL IEP MEETING

1. Inform parents at the initial IEP meeting that the SLP provides a service that will help the student perform in the general education classroom. Provide information regarding dismissal/reintegration and the level of skills the student would need in order to be considered for dismissal.
2. Stress how important the parents' role is in their child's progress. Show them the ASHA NOMS results that show an increase in the rate of progress when parents participate in their child's treatment.
3. At the initial IEP meeting, inform and discuss with parents and teachers the concept of plateau of performance—after a reasonable amount of time and when data points show no improvement in performance, dismissal may be warranted.
4. Explain to parents and teachers that “dismissal” does not mean the end of SLP's services for the student. Reassure parents and let them know that the SLP will monitor and follow-up as necessary

SERVICE DELIVERY OPTIONS

1. Use a variety of Service Delivery Options (Iowa SDOs). Provide services in the classroom through general education collaboration, integrated services, team-teaching, etc. to promote generalization of new skills and to enable teachers/associates to practice skills with the student everyday in the classroom.

(Service Delivery Options Continued)

2. Utilize Speech-Language Pathology Assistants and Associates or other school personnel to increase student achievement (e.g. teaching early childhood staff to cue and model language skills in the classroom).
3. Consider increasing duration and frequency of scheduled therapy sessions for more difficult cases. Flexible or block scheduling may increase progress and provide a period of intensive treatment. In addition, some students work best with shorter sessions 10 minutes twice a day versus 30 minutes one time a day.
4. Make sure the amount of service time meets the student's need versus making it a routine amount of time for a specific type of speech-language problem. Do not be afraid to increase or decrease student service time when needed. Combine use of service delivery options, and/or change the way services are delivered to a student, based on his/her need.

REINFORCEMENTS

1. Use reinforcements in therapy that help the student self monitor/regulate and that promote independence (e.g. "I like the way you moved your tongue up and said that sound in the word", "what did you do right there—you said that perfectly", "you used your words—great", say "good job and where was your tongue" instead of just saying, "good job").
2. Maximize responses for each student during sessions. Do this by providing something for the student to touch for each repetition such as a token or an item related to the season or activity such as snowflakes or pumpkins. This provides motivation and also helps the student stay focused and attend as he/she can see how many productions are left before that task is completed.

GENERALIZATION

1. If a student is served within a group, have each student rate the others on how well they did. When students go back to the classroom, they can remind their peer when they hear or notice a positive use of the new skills during the rest of the day. This communication partner will facilitate skill carryover in the general education classroom.
2. The SLP should work towards putting a system in place in the general education classroom that will help the student when the SLP is not there (i.e. train the teacher to cue targets during classroom instruction; the teacher provides opportunities for the student to use skills during classroom activities; or a small picture taped to the student's desk can help them remember sounds or to speak/read fluently).

(Generalization continued)

3. Enlist the help of parents through an ongoing home program. When possible decrease direct contact with the student and shift expectations to the home program.
4. Integrate carryover activities into treatment plans early in the speech-language program. Try to find out what is going on in the student's life outside of school such as scouts, music and other activities and see if someone could reinforce speech skills in other natural environments.
5. Incorporate the use of the student's curriculum based materials into therapy to facilitate carryover and generalization in the general education classroom. Encourage teachers to let you know when a student has a report, a part in a play, or other assignment that may involve speech-language skills so that therapy can focus on skills needed to participate in the general education environment.
6. Consider the Principles of Generalization (Sohlberg & Raskin, 1996)
 - Principle # 1: Actively plan for and program for generalization from the beginning.
 - Principle #2: Identify reinforcements in the natural environment.
 - Principle #3: Program stimuli common to both training environments and real world.
 - Principle #4: Use sufficient examples when conducting therapy.
7. Utilize coaching strategies to enhance the student's awareness of and self-responsibility toward generalization of the specific communication skill(s) he/she is working on. Allow the student to review a progress chart as well as feedback from teachers and parents on the generalization of the skill.
8. In situations where generalization beyond the SLP is not occurring, invite significant listeners to attend a session. Discuss the student's performance with the observer and student using positive reflective statements.
9. Use the 45-Day Trial Integration to build in a period of reduced service time and/or more general education interventions. When the student is successful during the trial period, the SLP can be more certain of success after the dismissal from services.
10. The SLP should actively involve parents from the beginning. The parents should be aware of the ways they can help at home to promote generalization. The SLP may need to train parents, as they would teachers, to provide opportunities for skill use at home in every day activities. Worksheets or planned activities could also be a part of this program, especially during the summer months.

(Generalization continued)

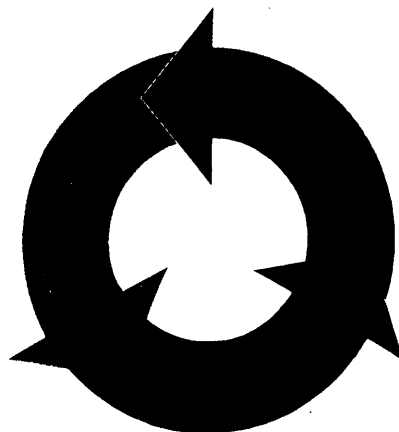
11. The SLP should consult with parents and teachers on a frequent basis. Through frequent contacts from the SLP, the parents and teachers are reminded to assist in the student's progress towards the goal.
12. Sometimes it helps the student to bring a friend to a therapy session. With the permission of parents, classroom friends that the speech student selects can take turns coming with the speech and language student. By practicing new skills with a friend, the skills are more easily generalized and the student may be more willing to try his/her new skill in the classroom.
13. If the student is not making expected progress, set up a conference. As a team, brainstorm new ways to motivate the student and new interventions/strategies. This makes the student's goal a team process and the parents/teachers/student may be more willing to help reinforce the goals in class and at home.

GOALS

1. Use database decision-making to determine instructional and communication needs of the student in order to keep progress moving forward toward meeting student IEP goals.
2. Vary your treatment/instructional approaches as needed based on student data to maximize student achievement.
3. Write clearly defined treatment goals so therapy can focus on specific, attainable targets.
4. Make sure the student knows the day-to-day treatment goals, amount of progress toward that goal and allow the student to help monitor progress toward goals. Leave time at the end of the session to count/tally data for the student to see. A visual is helpful for students to see growth and where he/she needs to move in the acquisition of skills.
5. Allow the student to monitor his or her own progress. The student can plot daily progress on his/her own graph. The student is more motivated to improve from session to session or level to level when student can see progress on a graph.

Iowa Speech-Language Services Entitlement and Exit Considerations Practice Guidelines

**--Rate of Progress--
--Discrepancy from Peers/Standard--
--Instructional Need--**



2004

Iowa Speech-Language Entitlement Consideration Questions 2004

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

281-41.5(3) Defines "Communication disability" as "a disorder such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects an individual's educational performance." 281-41.49(6) No single procedure is used as the sole criterion for determining whether the individual is an eligible individual and for determining an appropriate educational program for the individual. 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 entitlement.

	YES	NO	COMMENTS
<p>1. Does the result of the Intervention Plan indicate a need for speech-language entitlement?</p> <p><input type="checkbox"/> Student data from instructional decision making (I Plan) indicates persistent communication concern.</p> <p><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.</p> <p><input type="checkbox"/> Accommodations and modifications to general education have been implemented for this student.</p>			<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>

RATE OF PROGRESS

	YES	NO	COMMENTS
<p>2. Is the student's pre-academic/academic, and vocational performance adversely affected by his/her communication skills?</p> <p><input type="checkbox"/> Teacher/parents voice concern about the student's communication skill and its adverse effect on the child.</p> <p><input type="checkbox"/> Student avoids speaking in class, exhibits frustration or anxiety.</p> <p><input type="checkbox"/> Student demonstrates inability to complete language-based activities.</p> <p><input type="checkbox"/> Student demonstrates inability to understand/follow oral directions or questions.</p> <p><input type="checkbox"/> Student's reading, writing or spelling skills reflect communication errors.</p> <p><input type="checkbox"/> Poor grades in class due to communication concern.</p> <p><input type="checkbox"/> Communication concern is related to district/grade level standard.</p> <p><input type="checkbox"/> Attendance is not a problem and is not affecting academic performance.</p>			<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>

DISCREPANCY FROM PEERS/STANDARDS

YES NO

COMMENTS

<p>3. Does the student's communication behavior differ significantly when compared with community, school 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"/> There is more than a single speech sound error. <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>4. Are the student's social interactions adversely 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 developmentally appropriate/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

YES NO

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 does not correct 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>

OUTCOME

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Continue Intervention Plan <input type="checkbox"/> Speech-language services not recommended <input type="checkbox"/> Entitle for speech-language services | <ul style="list-style-type: none"> <input type="checkbox"/> Continue speech-language services <input type="checkbox"/> Change service delivery options <input type="checkbox"/> Exit from speech-language services |
|--|--|

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 (2000).

U.S. Congress. (1997) *Individuals with Disabilities Education Act, Public Law 101-476*.

Do not cite, quote, or distribute without written permission from State Consultant Speech-Language Services, Iowa Department of Education 2004

Iowa Speech-language Pathologists
Exit Considerations for Discontinuation of Speech-Language Services

Reevaluation of a student is required by IDEA 97 (34CFR300.534) to determine that a child no longer has a disability. Reevaluation should include current performance data and IEP progress data. Exit decisions must be individualized, based on developmental norms, progress data collected, assessment information 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:

Rate of Progress

- The student has met all speech-language goals and data indicate 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 indicate that the student does not demonstrate the potential for change as documented in IEP progress reports.

Discrepancy from Peers/Standards

- Data indicate 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 indicate 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 indicate 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 (2000).

U.S. Congress. (1997) Individuals with Disabilities Education Act, Public Law 101-476.

Do not cite, quote, or distribute without written permission from State Consultant Speech-Language Services, Iowa Department of Education 2004.

Iowa Speech-Language Entitlement and Exit Consideration Questions 2004

Student: _____

Birthdate: _____

Building: _____

Date: _____

<p>1. Does the result of the Intervention Plan indicate a need for speech-language entitlement?</p> <p><input type="checkbox"/> Student data from instructional decision making (I Plan) indicates persistent communication concern.</p> <p><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.</p> <p><input type="checkbox"/> Accommodations and modifications to general education have been implemented for this student.</p>			<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>RATE OF PROGRESS</p>		<p>YES NO</p>	<p>COMMENTS</p>
<p>2. Is the student's pre-academic/academic, and vocational performance adversely affected by his/her communication skills?</p> <p><input type="checkbox"/> Teacher/parents voice concern about the student's communication skill and its adverse effect on the child.</p> <p><input type="checkbox"/> Student avoids speaking in class, exhibits frustration or anxiety.</p> <p><input type="checkbox"/> Student demonstrates inability to complete language-based activities.</p> <p><input type="checkbox"/> Student demonstrates inability to understand/follow oral directions or questions.</p> <p><input type="checkbox"/> Student's reading, writing or spelling skills reflect communication errors.</p> <p><input type="checkbox"/> Poor grades in class due to communication concern.</p> <p><input type="checkbox"/> Communication concern is related to district/grade level standard.</p> <p><input type="checkbox"/> Attendance is not a problem and is not affecting academic performance.</p>			<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>DISCREPANCY FROM PEERS/STANDARDS</p>		<p>YES NO</p>	<p>COMMENTS</p>
<p>3. Does the student's communication behavior differ significantly when compared with community, school and/or peer standards?</p> <p><input type="checkbox"/> Observation of and comparison to other students indicate a significant difference in communication skills.</p> <p><input type="checkbox"/> There is a significant discrepancy from peers in the classroom, hall or playground.</p> <p><input type="checkbox"/> Parents and teachers report significant differences.</p> <p><input type="checkbox"/> There is more than a single speech sound error.</p> <p><input type="checkbox"/> Intelligibility is significantly impaired.</p> <p><input type="checkbox"/> Communication concern is readily evident even without having the teacher/parent bring it to your attention.</p> <p><input type="checkbox"/> The student has not received previous services for the same concern.</p>			<p>List significant determining factors:</p>
<p>4. Are the student's social interactions adversely affected by his/her communication skills?</p> <p><input type="checkbox"/> Student is aware of his/her communication concern.</p> <p><input type="checkbox"/> Student demonstrates embarrassment and/or frustration regarding communication concern.</p> <p><input type="checkbox"/> Peers tease student about communication concern during speaking situations.</p> <p><input type="checkbox"/> Student demonstrates difficulty interpreting communication intent.</p> <p><input type="checkbox"/> Input from other team members in other settings indicates a concern.</p> <p><input type="checkbox"/> The communication concern or behavior is not attention seeking.</p> <p><input type="checkbox"/> Parents voice communication concern and its adverse effect on the child and family.</p>			<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 developmentally appropriate/consistent with classroom, home, or community expectations to work on the targeted communication skill?</p> <p><input type="checkbox"/> Communication skill is not consistent with developmental norms.</p> <p><input type="checkbox"/> The communication concern is not present in the student's native language.</p> <p><input type="checkbox"/> The communication concern is not a result of dialectical differences or from learning English as a second language.</p>			<p>List communication concern that is not within developmental levels for this student:</p>

INSTRUCTIONAL NEED

YES NO

COMMENT

<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 does not 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>

OUTCOME

- Continue Intervention Plan
- Speech-language services not recommended
- Entitle for speech-language services
- Continue speech-language services
- Change service delivery options
- Exit from speech-language services

Exit Considerations for Discontinuation of Speech-Language Services

Rate of Progress

- The student has met all speech-language goals and data indicate 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 indicate that the student does not demonstrate the potential for change as documented in IEP progress reports.

Discrepancy from Peers/Standards

- Data indicate 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 indicate 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.

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 indicate that with modifications and/or alternative methods of responding to academic/social tasks the student performs satisfactorily within the general education environment.

***Iowa Speech-Language
Services***



***Entitlement & Exit Consideration
Practice Guidelines
Technical Assistance Guide***

**In Iowa 33,300
students
received speech-
language services
during the 2003-04
school year**

**At what ages
are most of the
S-L services
provided?**

The purpose of the Speech-Language Entitlement and Exit Guidelines is to assist SLPs with entitlement and exiting decision-making.....



....and to promote consistency across the state.

What Do the Iowa Administrative Rules of Special Education and IDEA 97 Say ?

Iowa Code
◆281-41.5(3) Defines "Communication disability" as "a disorder such as stuttering, impaired articulation, a language impairment, or voice impairment that adversely affects an individual's educational performance."

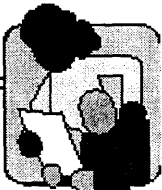
281-41.49(6)

No single procedure is used as the sole criterion for determining whether the individual is an eligible individual and for determining an appropriate educational program for the individual.

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 looking at 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 entitlement.

Educational Relevance of the Communication Disorder

- ◆ Academic-ability to benefit from the curriculum
- ◆ Social-ability to interact with peers and adults
- ◆ Vocational-ability to participate in work/job related activities



Educational Relevance of the Communication Disorder

◆ Examples of academic impact:

- below average grades
- inability to complete language-based activities vs. non-language based activities
- oral participation in class

- From A training and Resource Manual for the implementation of State Eligibility Criteria for the Speech and Language Impaired Florida Department of Education,

Educational Relevance of the Communication Disorder

◆ Examples of social/emotional impact:

- peers tease student about communication problem
- student demonstrates embarrassment and/or frustration regarding communication problem
- student demonstrates difficulty interpreting communication intent

- From A training and Resource Manual for the implementation of State Eligibility Criteria for the Speech and Language Impaired Florida Department of Education

Educational Relevance of the Communication Disorder

◆ Examples of vocational impact include:

- inability of student to understand/follow oral directions
- inappropriate response to coworker/supervisor comments
- unable to answer/ask questions in a coherent/concise manner

Answering
Yes
to the Following
Questions could
indicate a concern?

**1. Does the Result of the
Intervention Plan Indicate a Need
for Speech-language
Entitlement?**

Things to consider:

- Data from instructional decision making (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.

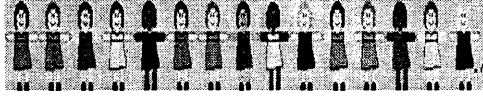
RATE OF PROGRESS



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.

Discrepancy from peers or standard



3. Does the student's communication behavior differ significantly when compared with community, school 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.
- There is more than a single speech sound error.
- 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.

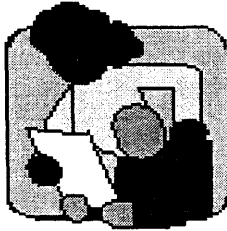
4. Are the student's social interactions adversely affected by his/her communication skills?

- 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.

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.

INSTRUCTIONAL NEED



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

- The student does not correct 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.

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 the speech-language pathologist.

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 (2000).
- U.S. Congress. (1997) Individuals with Disabilities Education Act, Public Law 101-476.

Iowa Speech-language Pathologists

*Exit
Considerations
For Discontinuation of
Speech-Language
Services*



IDEA 97

◆ **Reevaluation of a student is required by IDEA 97 (34CFR300.534) to determine that a child no longer has a disability. Reevaluation should include current performance data and IEP progress data. Exit decisions must be individualized, based on developmental norms, progress data collected, assessment information 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 instructional need of the student, rate of progress, discrepancy from peers/norms/standards and the IEP process.

It is important to remember that decision making is using data to answer a question and determine the next steps.

Rate of Progress

- The student has met all speech-language goals and data indicate 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 indicate that the student does not demonstrate the potential for change as documented in IEP progress reports

**Discrepancy from
Peers/Norms/Standards**

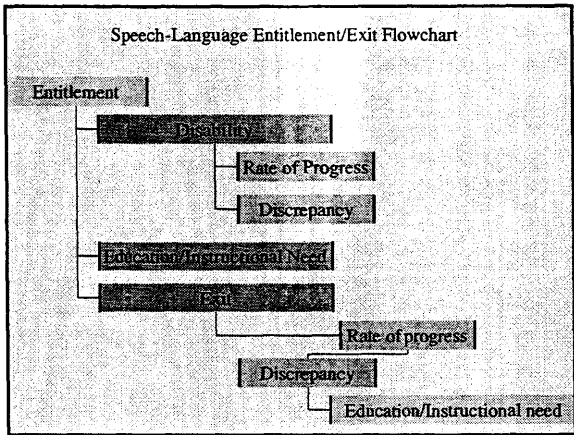
- Data indicate that the speech and/or language concern no longer exists as documented on the IEP.
- Speech-language concern no longer interferes with the student's educational performance including academic, vocational, and social functioning and is documented on the IEP.
- Data indicate the student 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.

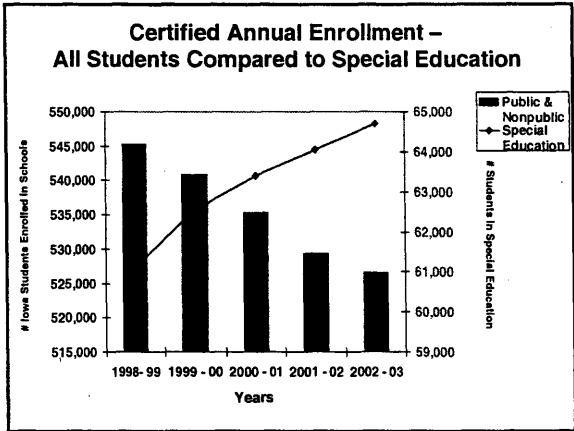
Instructional Need

- 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 and attempts to improve attendance and participation are described 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 indicate 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 (2000).
- U.S. Congress. (1997) Individuals with Disabilities Education Act, Public Law 101-476.





QUESTIONS ?
