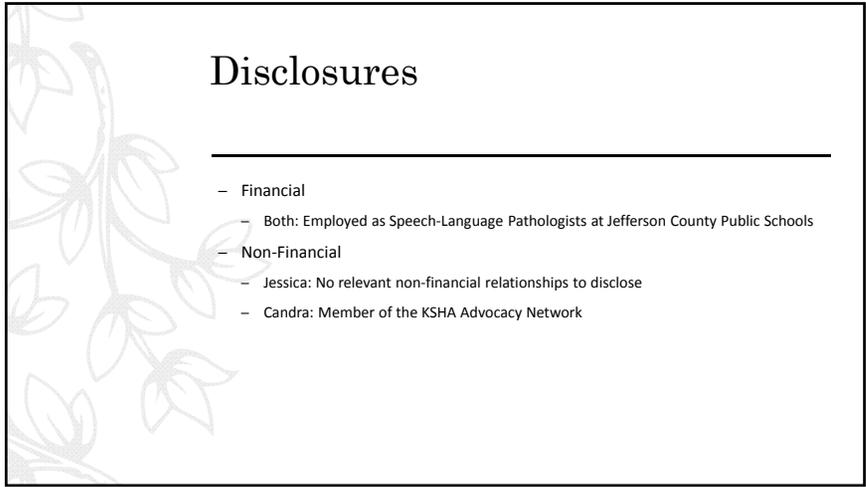


## ROLE RELEASE

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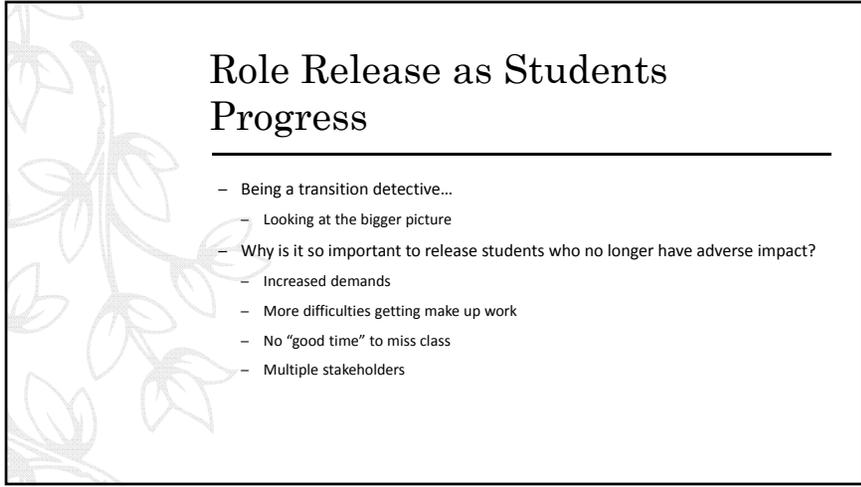
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## Disclosures

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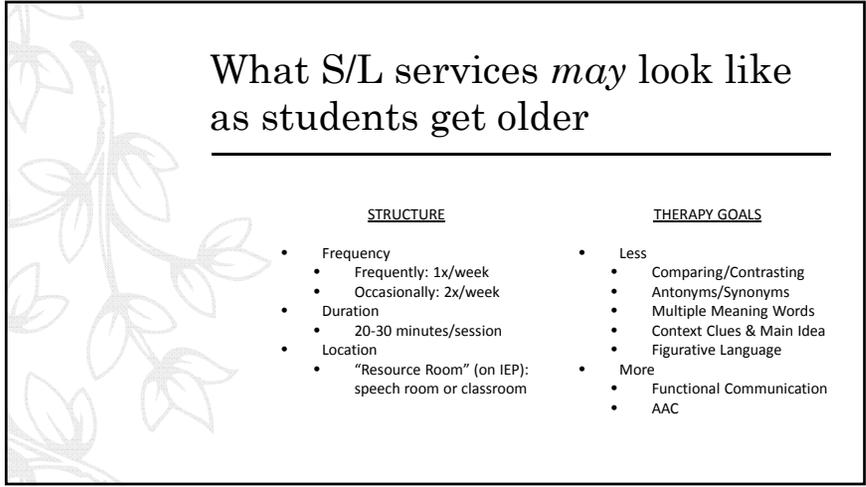
- Financial
  - Both: Employed as Speech-Language Pathologists at Jefferson County Public Schools
- Non-Financial
  - Jessica: No relevant non-financial relationships to disclose
  - Candra: Member of the KSHA Advocacy Network



## Role Release as Students Progress

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- Being a transition detective...
  - Looking at the bigger picture
- Why is it so important to release students who no longer have adverse impact?
  - Increased demands
  - More difficulties getting make up work
  - No "good time" to miss class
  - Multiple stakeholders



## What S/L services *may* look like as students get older

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STRUCTURE	THERAPY GOALS
<ul style="list-style-type: none"> <li>• Frequency               <ul style="list-style-type: none"> <li>• Frequently: 1x/week</li> <li>• Occasionally: 2x/week</li> </ul> </li> <li>• Duration               <ul style="list-style-type: none"> <li>• 20-30 minutes/session</li> </ul> </li> <li>• Location               <ul style="list-style-type: none"> <li>• "Resource Room" (on IEP): speech room or classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Less               <ul style="list-style-type: none"> <li>• Comparing/Contrasting</li> <li>• Antonyms/Synonyms</li> <li>• Multiple Meaning Words</li> <li>• Context Clues &amp; Main Idea</li> <li>• Figurative Language</li> </ul> </li> <li>• More               <ul style="list-style-type: none"> <li>• Functional Communication</li> <li>• AAC</li> </ul> </li> </ul>

## Role Release according to KDE

---

A student should be considered for release from speech-language services when one or more of the following occur:

- Met goals with no other concerns
- Parent request
- Specially Designed Instruction (SDI) no longer results in measurable benefits, despite documented use of a variety of appropriate approaches and/or strategies.
- Student has developed compensatory/functional skills that allow him/her to access the general curriculum and to participate within his/her educational program.
- Student's deficit areas can be managed through classroom accommodations and/or modifications.
- Student's deficit areas can be managed by another service provider (S/L is no longer needed as a related service).
- The student no longer needs speech-language therapy as a primary or related service in order to access and/or participate in the general curriculum.

(Of course this is all discussed and decided through the ARC meeting/committee)

-Adapted from KEG-R

## Met goals with no other concerns... or are there?

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- Case Study (8<sup>th</sup> grade):
  - Communication:
    - 5<sup>th</sup> grade: first eligible in area of language for a severe language impairment (standard score 57 on TOLD); also assessed in area of fluency but fluency impairment not found
    - 7<sup>th</sup> grade: SLP observes very occasional stuttering that is of no significant concern to SLP, student, or other stakeholders
    - 8<sup>th</sup> grade: SLP observes more frequent stuttering with concerns reported by parent, teachers, and student; overall steady progress on language goals since 5<sup>th</sup> grade with current IEP goals for language met; adverse academic impact reported by teachers in area of fluency only; fluency interventions completed with no significant progress; formal testing in fluency reveals mild fluency impairment; student is highly motivated to learn fluency strategies
  - Other areas of disability:
    - 5<sup>th</sup> grade: Autism considered but NOT ELIGIBLE
    - 5<sup>th</sup> grade: MMD considered but NOT ELIGIBLE
  - Relevant academic and/or social considerations:
    - 8<sup>th</sup> grade: interventions started in math
    - Typical interactions with peers although some teasing about stuttering reported by student

## Met goals with no other concerns... or are there?

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- Case study 2 (7<sup>th</sup> grade):
  - Communication:
    - Worked on language since early elementary. Fluency concerns noted during elementary but treated indirectly.
    - Student continues to exhibit fluency concerns and teachers express concerns in classroom. Language goals have been met and teachers are not worried about this area.
  - Other areas of disability:
    - Student is speech only
  - Relevant academic and/or social considerations:
    - Student has honor roll
    - Students scores on fluency based testing place in "non-disabled" range

## Specially Designed Instruction (SDI) no longer results in measurable benefits, despite documented use of a variety of appropriate approaches and/or strategies.

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- Case Study #1 (6<sup>th</sup> grade):
  - Communication:
    - Articulation: Student has been receiving services for articulation since preschool age. Per review of previous IEPs, R has been targeted formally at word level since 2012. In 2017, student's current progress at word level is: consonantal R (average 53%), vocalic R (average 37%), and R blends (average 62%). Limited motivation/not receptive to feedback related to R sound (e.g., "I did that"). Trials during some sessions are limited due to behavior/social skills weaknesses.
    - Language: Social communication goals added to IEP in 2015 (standard score on TOPL-2 86 with pragmatic concerns reported). In 2017, student has met or is closely approaching goals targeting social inferences/predictions.
    - Student seen in 1:1 setting for speech most often due to concerns when seen with a group
  - Other areas of disability:
    - Autism (eligible since 2014, previously DD)
  - Relevant academic and/or social considerations:
    - Social Communication Program

Specially Designed Instruction (SDI) no longer results in measurable benefits, despite documented use of a variety of appropriate approaches and/or strategies.

- Case Study #2 (8<sup>th</sup> grade):
  - Communication:
    - Student is non-verbal with multiple disabilities who was in therapy for a proximity switch. According to those who knew him in elementary, he had made significant progress with the switch.
    - 6<sup>th</sup> grade data showed accuracy consistently staying at 0% with no activation of the switch.
    - 7<sup>th</sup> grade, student was asleep or unable to activate the switch for the entirety of 7<sup>th</sup> grade.
    - Student seen in 1:1 setting for speech most often due to communication needs
  - Other areas of disability:
    - Multiple
  - Relevant academic and/or social considerations:
    - Has seizures and often seized due to stimulations from therapy
    - Consults and collaboration were utilized with no further progress made

Student has developed compensatory/functional skills that allow him/her to access the general curriculum and to participate within his/her educational program.

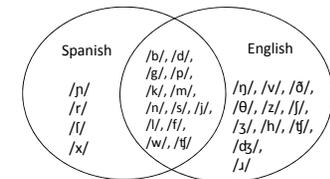
- Case Study #1 (6<sup>th</sup> grade)
  - Communication:
    - Articulation: Student has been receiving services for articulation since preschool age. Student has a history of cleft lip with surgeries to areas of the lip, nose, and septum. In 2017, student has met his goals to use compensatory strategies for a lateral lisp in connected speech. Most helpful strategy is reduced rate of speech. Student speaks quickly in the classroom at times but is often understood despite this and when he is not, is understood upon repetition.
  - Other areas of disability:
    - SLD (reading comprehension) and OHI (ADHD) (eligible since 2014)
  - Relevant academic and/or social considerations:
    - 3.0 GPA, all passing grades
    - Highly social

Student has developed compensatory/functional skills that allow him/her to access the general curriculum and to participate within his/her educational program.

- Case Study #2 (6<sup>th</sup> grade)
  - Communication:
    - Articulation: Student has been receiving services for articulation since preschool age. Student has a history of apraxia which was severe in early years and qualified for ESY, student has not met his goals for /r/ in conversation and at sentence level. He has consistently maintained 40 to 60% accuracy. In the speech room he is an active part of the group and enjoys casual conversation with speech peers. Overall speech skills were judged to be 75% intelligible to familiar listeners. Speech continues to be noticeably in error and at times difficult to understand without one or two repetitions.
  - Other areas of disability:
    - SLD (reading comprehension and written expression)
  - Relevant academic and/or social considerations:
    - 3.5 GPA, all passing grades
    - Social when appropriate, found to participate in class verbally
    - Exhibits Spanish dialect
    - Teachers reported that he was understood with a repetition

Student's deficit areas can be managed by another service provider (S/L is no longer needed as a related service).

- Speech vs ESL?
  - Dialect vs. disability
  - Articulation AND Language considerations.



- MSD/MMD teacher?
  - Social skills, reading/language skills... are they already working on it?
  - Duplication of services?
  - Ex: WH ?s/main idea/vocab in context/inferences for a student with reading services
  - Teachers' frustration- A similar story I've been told by various teachers.

## Questions to consider:

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- Who is truly the best service provider?
- This is a student who is in school and that is their main job—who would be best to provide that service?
- What are the teacher's concerns?
- Regardless of subtest or standardized scores—stay on the teacher concerns—what are the top 2 communication skills he/she are concerned about because we have to have that educational impact. Even if they have weak areas, if it **isn't a concern**—we shouldn't care.
- During an ARC meeting where you have a Speech+ student let the ECE teacher go first and then look at the goals to see if it is duplication of services —OR— Discuss with the teacher prior.

## Speech VS ESL case study

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- Case Study (6<sup>th</sup> grade)
- Communication:
  - Student seen for articulation and language. Articulation focuses on deletion of sounds and language focuses on verb tense. Student was probed for many areas but no other difficulties were found. She does exhibit difficulties with locating the correct word for specific things.
- Other areas of disability:
  - SLD (writing, reading, math)
- Relevant academic and/or social considerations:
  - GPA is always between 3.0 and 4.0
  - Student is very vocal but has an anxiety disorder per parent report
  - Student has been in school system since preschool and is fluent in English. However, student reports that she is banned from using English at home because her mother does not understand it. She also reports watching mostly Spanish speaking TV shows at home
  - Teachers love her and say she does well in class but the student worries a lot about missing school or class and doing poorly.
- <http://www.asha.org/uploadedFiles/practice/multicultural/SpanishPhonemicInventory.pdf>

## MSD/MMD case studies

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- Case Study # 1 (10<sup>th</sup> grade)
- Communication:
  - Articulation: Occasional distortion or substitution of R; intelligibility good with no formal IEP goal
  - Language: First year of eligibility unclear but suspected preschool or elementary. Verbal communicator able to understand a variety of basic concepts, follow routine directions, express needs/wants/thoughts/ideas and ask and answer questions. In 2017, student averages 50-65% on goals targeting defining vocabulary, multiple meaning words, and figurative language.
- Other areas of disability:
  - FMD (first eligible 2007/age 6), EBD (first eligible 2008), MD (first eligible 2008)
- Relevant academic and/or social considerations:
  - Per teacher, student is able to and does communicate with anyone at school appropriately

## MSD/MMD case studies

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- Case Study #2 (6<sup>th</sup> grade)
- Communication:
  - Language: Student has mainly goals for inferences and problem solving. Also has goals for pronoun use. Very vocal and participates readily. Teacher reports that he often adds very insightful information or makes inferences while working on News 2 You at a level above his peers. He struggles with behavior and attention.
- Other areas of disability:
  - FMD (has fetal alcohol diagnosis)
- Relevant academic and/or social considerations:
  - Student has difficulties with respecting personal space and attending to task

**END OF PART ONE**

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ANY QUESTIONS or COMMENTS?

## Role Release according to KDE

---

A student should be considered for release from speech-language services when one or more of the following occur:

- Met goals with no other concerns
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-Adapted from KEG-R

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---

- Speech vs ESL?
- Dialect vs. disability
- *Articulation AND Language considerations.*

- MSD/MMD teacher?
- Social skills, reading/language skills... are they already working on it?
- Duplication of services?
  - Ex: WH ?s/main idea/vocab in context/inferences for a student with reading services
  - Teachers' frustration- A similar story I've been told by various teachers.

## Duplication of services case study

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- Case Study (9<sup>th</sup> grade)
  - Communication:
    - *Most recent 2014 re-eval: expressive language standard score 80 (non-disabling range), receptive language standard score 77 (just 3 points below the non-disabling range)*
    - *Slow progress on goals targeting figurative language, defining curriculum level vocabulary, and answering comprehension questions from material read orally or individually*
  - Other areas of disability:
    - *Mild Mental Disability with the following reading goals:*
      - Determine the meaning of unfamiliar words (via context clues, known parts of words, and printed reference materials), answer literal and inferential questions, find support in text for answers on comprehension questions, distinguish between literal and figurative meaning of words and phrases
  - Relevant academic and/or social considerations:
    - *Term GPA anywhere from 1.3 to 1.8 (grades of U, D, C, B)*
    - *Highly social*

## Duplication of services

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- The importance of collaboration
  - Reading and language goals!
  - Talk to your teachers!

## Student's deficit areas can be managed through classroom accommodations and/or modifications.

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- Articulation:
  - Repetition, visual cues/reminders
- Fluency:
  - Reminders used in the classroom, small group assignments instead of whole class presentations, pausing to allow ample time for the student to speak
- Language:
  - Basic supports such as reminders for context, repetition of instructions, printed materials or visual aides, graphic organizers, highlighting

## Language accommodations case study

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- Case Study (6<sup>th</sup> grade)
  - Communication:
    - *Language goals for written sequencing of paragraphs presented orally.*
  - Other areas of disability:
    - *504 for OHI prior to IEP for Speech only services*
      - Difficulties with attention and organization, vast vocabulary of high level words, very verbal and expressive, could verbally sequence long paragraphs, needed specific graphic organizational strategies for written tasks
  - Relevant academic and/or social considerations:
    - *GPA- passing but difficulties with completing work and staying focused in class*

## The student no longer needs speech-language therapy as a primary or related service in order to access and/or participate in the general curriculum.

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- Grades (Does it *truly* effect participation? Are poor grades *truly* related to speech?)
  - Teacher and student input is subjective, if in doubt- ask more specific questions
    - *Teacher says Johnny's not participating in class because of his speech, but he has a 100% participation grade and an A. How is she/he accommodating/modifying to help him achieve this score? Can this be done by another teacher in middle school/high school?*
    - *Johnny says he feels bad about his speech and needs to stay in. His teachers say he participates when interested in the topic or has had his ADHD medication. His grades aren't great but reports say it's due to incomplete assignments and low test scores. He's very social and talks a ton to his speech mates and in lunch. He loves the speech room and always has a story to tell.*

## A look at AAC and functional communication

- Should we release these students?
  - Should they be "lifers"
- AAC- Choosing what works for the student
  - Is there a functional communication that is working?
- Are our goals functional?
  - What are our high school AAC users working on?

## TIPS for when you meet with resistance

- Resistance from Stakeholders
    - What were their top concerns?
    - Educate about our role and the model of school based therapy
    - Approach by asking what outcomes they hope for, expand on this
    - Always start with positives!
    - Let them know that you are still around for consult
  - What do you do when...
    - A student has no adverse impact but a stakeholder is against release?
    - You want to reduce minutes but a stakeholder is against it?
- \*\*\*Any personal experience you'd like to share or ask questions about?

## Articulation & Fluency resistance tips case study

- Case Study (two high school students)
  - Communication:
    - Student #1: Articulation goals for apraxia/dysarthria diagnoses; conversation level
    - Student #2: Fluency goals for fluency impairment; conversation level
    - Both: Closely approaching goals
  - Other areas of disability:
    - Student #1: SLD (written expression, basic reading skills, reading comprehension, mathematics calculation, mathematics reasoning) + OHI (ADHD)
    - Student #2: EBD + SLD (reading comprehension)
  - Relevant academic and/or social considerations:
    - Passing grades, highly social (Student #1: on school sports team; Both: part-time after school jobs)

## Articulation & Fluency resistance tips case study

- Changed location of services from speech room ("pull-out") to classroom ("push-in") to focus on generalization of strategies
- Developed handouts on right with students to be used for data collection and feedback purposes
- Independence, empower!

Speech Notes for \_\_\_\_\_ on \_\_\_\_\_

Reminder of Strategies:

- Reduced rate (slow down)
- Overarticulation (say sounds)
- Say it another way (don't repeat exactly)
- Plan your words before saying them
- Tap out multisyllabic words (tap out larger words)

Progress Toward Goals Today: Goal is 80%

- % Academic (use strategies to answer academic questions or comment on academic)
- % Personal (use strategies to answer personal questions or comment on personal situation)
- SLP did not take data today because:

Observations	
Things you did well:	Things you could work on:
Reduced rate	Reduced rate
Overarticulation	Overarticulation
Say it another way	Say it another way
Plan words before speaking	Plan words before speaking
Tap out larger words	Tap out larger words

Notes:

Speech Notes for \_\_\_\_\_ on \_\_\_\_\_

Reminder of Strategies:

- Stretchy speech (stretch sounds/syllables: "Spee-eh")
- Slow rate (speak slower than usual)
- Easy onset (Start airflow before speaking)
- Light contact (touch lips/teeth/tongue together lightly)
- Cancellations (finish bumpy word, take a breath, start all over)
- Pull outs (stop during bumpy speech and try bumpy word again)
- Chunking (group words together and pause between them)

Progress Toward Goals Today: Goal is 80%

- % use strategies during conversational speech:
- SLP did not take data today because:

Observations	
Things you did well:	Things you could work on:
Stretchy speech	Stretchy speech
Slow rate	Slow rate
Easy onset	Easy onset
Light contact	Light contact
Cancellations	Cancellations
Pull outs	Pull outs
Chunking	Chunking

Notes:

## Phrasing for paperwork paired with KDE Guidelines for Role Release

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- Specially Designed Instruction (SDI) no longer results in measurable benefits, despite documented use of a variety of appropriate approaches and/or strategies:
  - Articulation:
    - *In the area of articulation, review of records indicate that \_ has been receiving speech-language therapy since \_. The \_ sound has been targeted formally in speech-language therapy since \_ per review of previous IEPs. \*Comment on progress and/or intelligibility. Per teacher interview and SLP observations, although \_'s errors for the \_ sound are noticeable in connected speech, \*his/her communication skills are sufficient to support progress and participation within the classroom environment. Direct instruction in speech-language therapy for articulation is not recommended at this time.*

## Phrasing for paperwork paired with KDE Guidelines for Role Release

---

- Student has developed compensatory/functional skills that allow him/her to access the general curriculum and to participate within his/her educational program:
  - Articulation:
    - *\*Comment on progress and/or intelligibility. Teachers report no communication concerns related to academic performance in the classroom. This is also supported by \*his/her recent last term GPA of 3.0 with all passing grades. Overall, given consideration of IEP progress data, SLP observations, and teacher input, \_ no longer demonstrates an articulation impairment that has an adverse impact on \*his/her educational performance. Speech-language therapy is not recommended at this time.*

## Phrasing for paperwork paired with KDE Guidelines for Role Release

---

- Student's deficit areas can be managed by another service provider (S/L is no longer needed as a related service).
  - MSD/MMD
    - *\_ has been receiving speech-language therapy for a language impairment related to a diagnosis of \_. In addition to Speech Language Impairment, \_ also receives ECE services for \_. Strengths include speech sound production and use (articulation), voice and fluency. \_ has made the following progress on \*his/her goals in speech-language therapy: \_ Per SLP observations and teacher input, functional communication skills are a relative strength for \_. Despite language deficits in \*comment on weaknesses student has been receiving therapy for (e.g., higher-level language concepts), \_ is a verbal communicator able to understand a variety of basic concepts, follow routine directions, express \*his/her needs/wants/thoughts/ideas and ask and answer questions. In \*his/her current academic placement, \_ receives other ECE services as a student in an MSD classroom at \*name of school, a program addressing functional skills, including communication. \_'s communication skills are sufficient to support progress within \*his/her current classroom environment. Weaknesses in the above skills will continue to be supported within the educational goals in the classroom, giving \_ the opportunity to practice these skills within natural settings on a daily basis. Direct instruction in speech-language therapy is not recommended at this time.*

## Phrasing for paperwork paired with KDE Guidelines for Role Release

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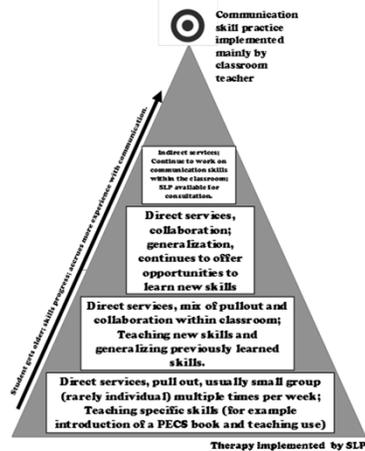
- Student's deficit areas can be managed by another service provider (S/L is no longer needed as a related service).
  - Duplication of services:
    - *\_ has been receiving speech-language services for a \*mild/moderate/severe language impairment. Strengths include speech sound production and use (articulation), voice and fluency. \_ has made the following progress on \*his/her goals in speech-language therapy: \_ Results of standardized assessment completed \_ reveal \_'s expressive language skills to be \_ and receptive language skills to be \_ (\*comment on whether non-disabling range, below average, etc. per standard score). Teacher interview, along with SLP observations, reveal that despite weaknesses in language as described above, \_'s communication skills are sufficient to support progress within the classroom environment. In \*his/her current academic placement, \*he/she is receiving accommodations to address weaknesses in \*comment on areas of duplicated services (e.g., vocabulary, comprehension, context clues, etc.). Weaknesses in these skills will continue to be supported within the educational goals in the classroom, giving \_ the opportunity to practice these skills within natural settings on a daily basis. Speech-language therapy is not recommended at this time.*

## What to look for when you're "on the fence" about a release

- Articulation: Look at the history of goals, compare writing to articulation errors
- Language: Look at the history of goals, compare goals to content and other services, consider other factors that may have an influence (socio-economic status, dialect, other disability)
- Fluency: Observe the student in the classroom setting, interview teachers, interview the student

## Reducing our role in a student's life...

- Think about learning to ride a bike....
  - Are you still riding with training wheels? (Do they even make them for adults?)
  - Big wheel
  - Tricycle
  - Training wheels
  - No training wheels but only in the grass and with someone holding the seat
  - No trainers, no holding on... but in the grass for safe measure
  - Freedom to ride wherever



## QUESTIONS????

Think of cases you had questions about...  
 Think of situations you were in that you felt unsure of...  
 Any general role release questions?

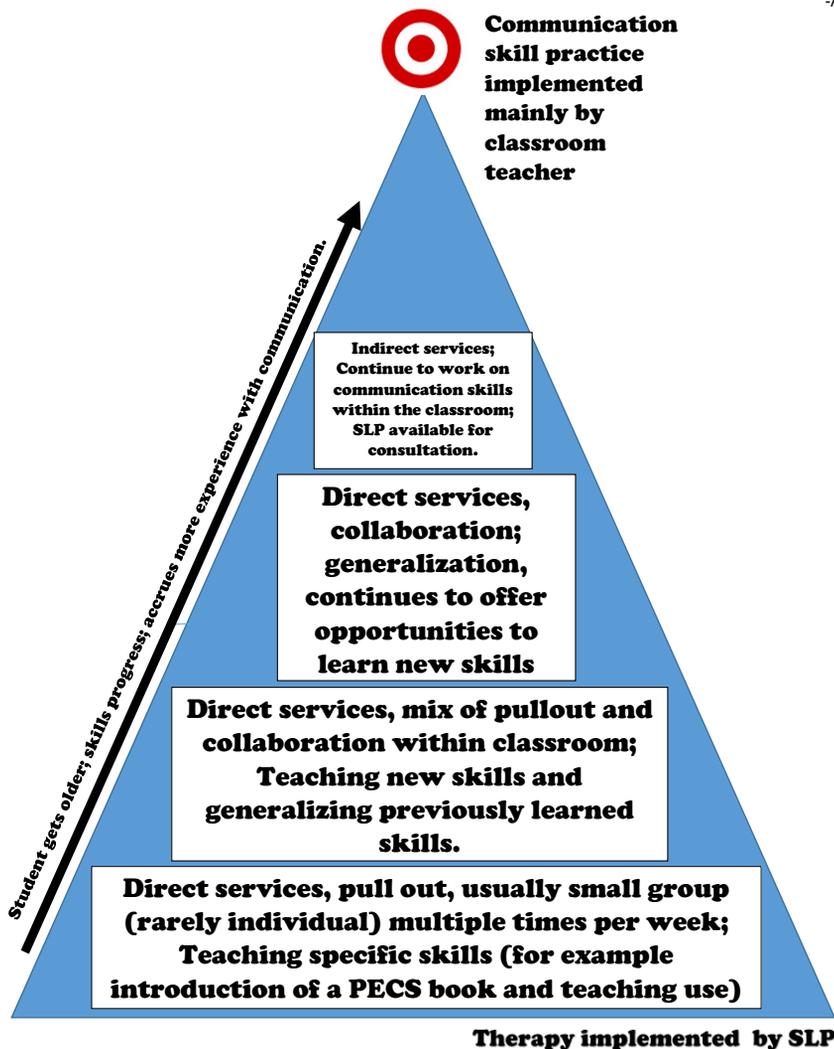
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-Adapted from KEG-R



# Paperwork phrases paired with KDE Guidelines for Role Release

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- Articulation:
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Student has developed compensatory/functional skills that allow him/her to access the general curriculum and to participate within his/her educational program:

- Articulation:
  - \*Comment on progress and/or intelligibility. Teachers report no communication concerns related to academic performance in the classroom. This is also supported by \*his/her recent last term GPA of 3.0 with all passing grades. Overall, given consideration of IEP progress data, SLP observations, and teacher input, \_ no longer demonstrates an articulation impairment that has an adverse impact on \*his/her educational performance. Speech-language therapy is not recommended at this time.

Student's deficit areas can be managed by another service provider (S/L is no longer needed as a related service):

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