

Considering Discontinuation of IEP Services From a Speech-Language Pathologist

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Public Instruction
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Participant Objectives

Upon completion of this webinar, attendees will be able to:

1

Define discontinuation of services

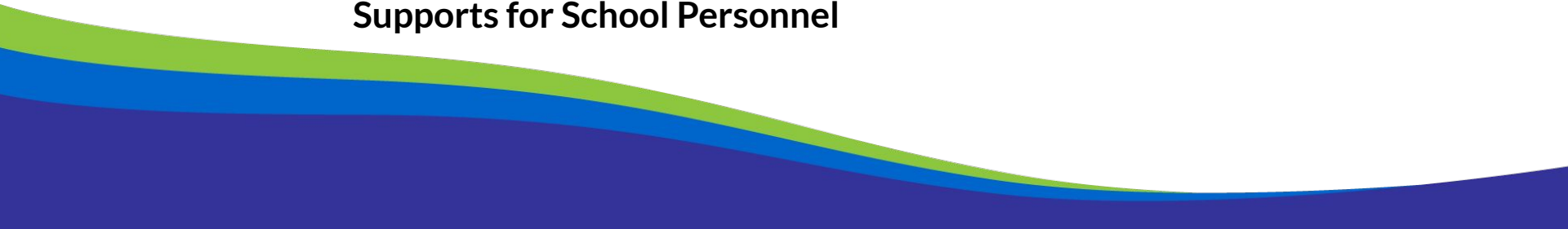
2

Guide teams in asking specific questions and scaffolding discontinuation discussions


3

Employ best practices surrounding discontinuation of services

Agenda

1. **Defining Discontinuation**
 2. **Creating a Long-Term Vision of Communication Skills**
 3. **Best Practice for Discontinuation of Services**
 4. **Scaffolding Discontinuation Discussions**
 5. **Indicators of Readiness for Discontinuation**
 6. **Guiding Questions for IEP Teams**
 7. **Lack of Interest and Student Disengagement**
 8. **Supplementary Aids & Services and Program Modifications or Supports for School Personnel**
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1. Defining Discontinuation



**What is
discontinuation
?**

Discontinuation means removing a service from the student's IEP because the service is no longer needed by the student.

ASHA Discontinuation Reminders

“The first step in the dismissal process should occur when a student is first determined to be eligible for special education services.”

Discontinuation Procedures

Special Education

- If identified as a child with a SLI along with another disability category (or receiving specially designed instruction from an SLP), speech and language can be discontinued at an IEP meeting without initiating a reevaluation of the child if the child will continue to receive other special education services.
- The IEP team must reevaluate the child in the area of speech and language at the next reevaluation when SLI is the reporting or other disability category.

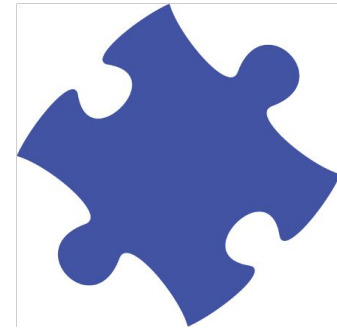
Related Service

- If a child with a disability in an area other than speech and language is receiving speech and language as a related service, the IEP team can discontinue speech and language services without conducting a reevaluation.

DPI Discontinuation Reminders

Discuss whether or not the student's disability continues to have an adverse **impact on educational performance** and demonstrates the **need for specially designed instruction**.

A student who does not need SDI would be considered for discontinuation of services.



[Speech or Language Impairment Criteria Q&A \(pg.21\)](#)

Section IX of the SLI Criteria Form

SECTION IX. DISABILITY CATEGORY CRITERIA DETERMINATION

Initial Evaluation

- Yes No The documentation of the criteria above demonstrates an impairment of speech or sound production, voice, fluency, or language that adversely affects educational performance or social, emotional, or vocational development. The student meets the disability category criteria under **Speech or Language Impairment**.

Reevaluation

- Yes No The student was previously found eligible as meeting the disability category criteria under Speech or Language Impairment and continues to have a disability that adversely affects the student's educational performance. A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to continue to be eligible for special education (document the need for specially designed instruction on the ER-1). *Explain or reference data or evidence:*

2. Creating a Long-Term Vision of Communication Skills

1

Discontinuation is a **POSITIVE** outcome!

2

Focus on skill development with accommodations and supports

3

Reject the idea of perfection, goal to reduce adverse educational impact

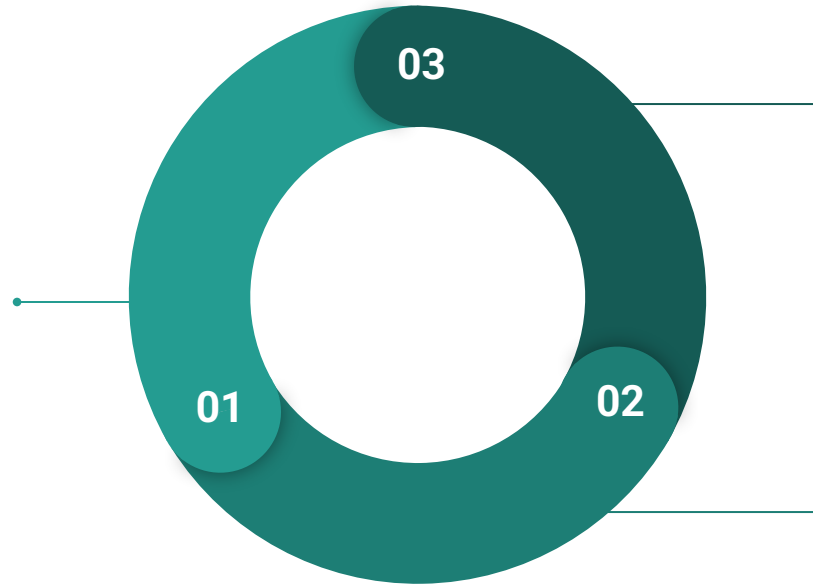
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Maximize inclusion (LRE)

3. Best Practice for Discontinuation of Services

Shared Understanding from the beginning!

Initial IEP meetings should include discussion to ensure that all IEP team participants have a shared understanding of the expected outcomes of the student's special education and related services.



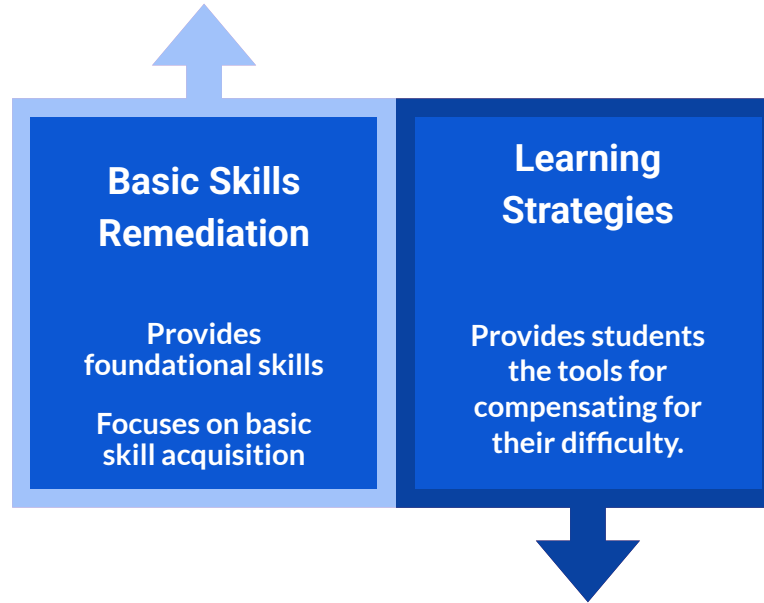
Desired Outcome Achieved

When a student has achieved the desired outcome of performing at the expected level, thus no longer requiring special education support from an SLP, IEP teams should discuss discontinuation of speech and language services.

Annual Discussion

Annual IEP review meetings (and interim meetings, as appropriate) should include a discussion of current progress in comparison to the expected end goal of services from a SLP.

4. Scaffolding Discontinuation Discussions



Basic Skills VS Learning Strategy

Basic Skills Approach



- Change the disorder
- Alleviate deficits
- Acquire basic skills
- Remediation

Learning Strategies

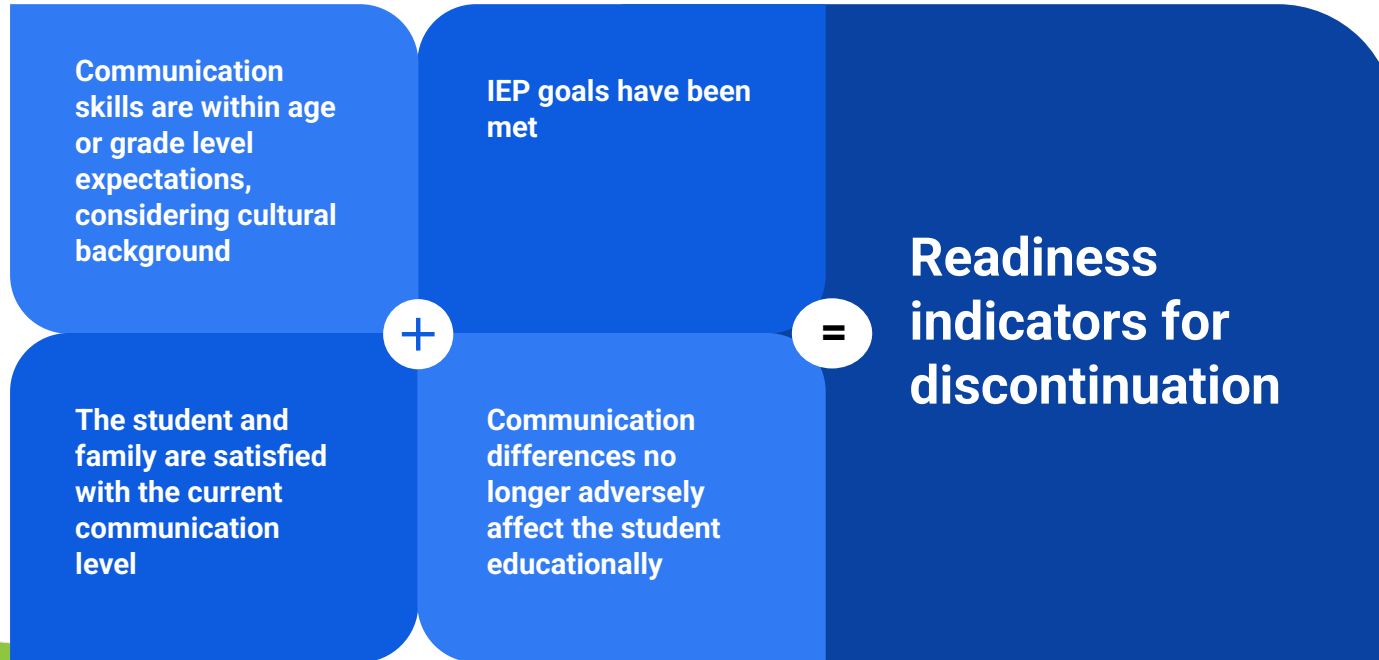


- Compensatory tools
- “Meta” approaches
- Move to independence
- Improve own abilities

ASHA Discontinuation Reminders

A team concludes that the communication disorder is **remediated** or when **compensatory strategies** are successfully established.

5. Indicators of Readiness for Discontinuation

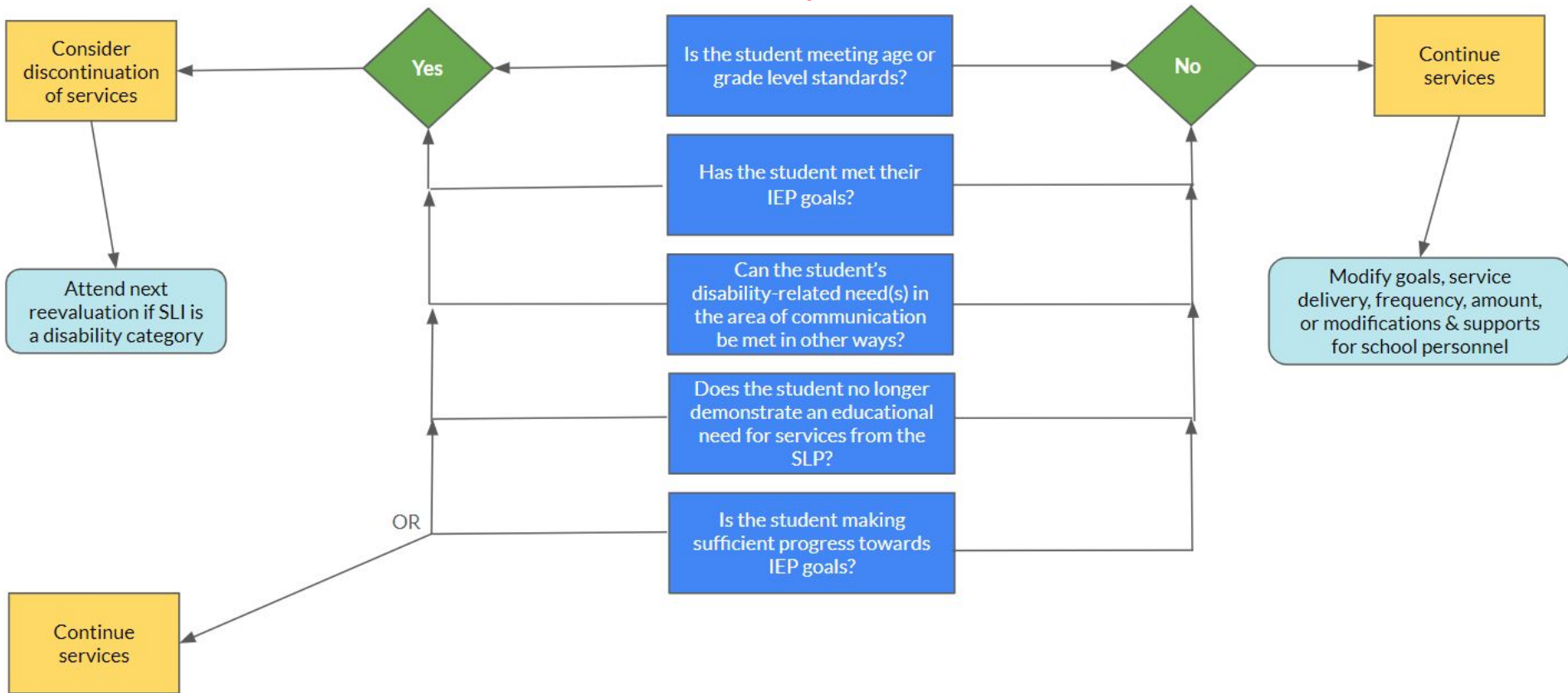


6. Guiding Questions for IEP Team Discussion

QUESTIONS



Example Decision Tree



Level of Communication

Is the student a functional and effective communicator?

- **use of communication skills or strategies at expected age or grade level**
- **neurodivergent considerations**
- **generalization support**

Meeting IEP Goals

Has the student met IEP goals and objectives?

- **other needs**
- **services functional and meaningful**

Consider Student and Family Perspective and Requests

What are the thoughts and emotions of the student and family regarding the communication skills and strategies?

- **impact of continuing or discontinuing services**
 - **goals and values of student or family**
- 


Educational Impact

Is there an adverse effect on the student's educational performance?



Specially Designed Instruction or Related Services Only an SLP Can Provide

**Are the unique skills of the SLP
required to meet the needs of the
student?**



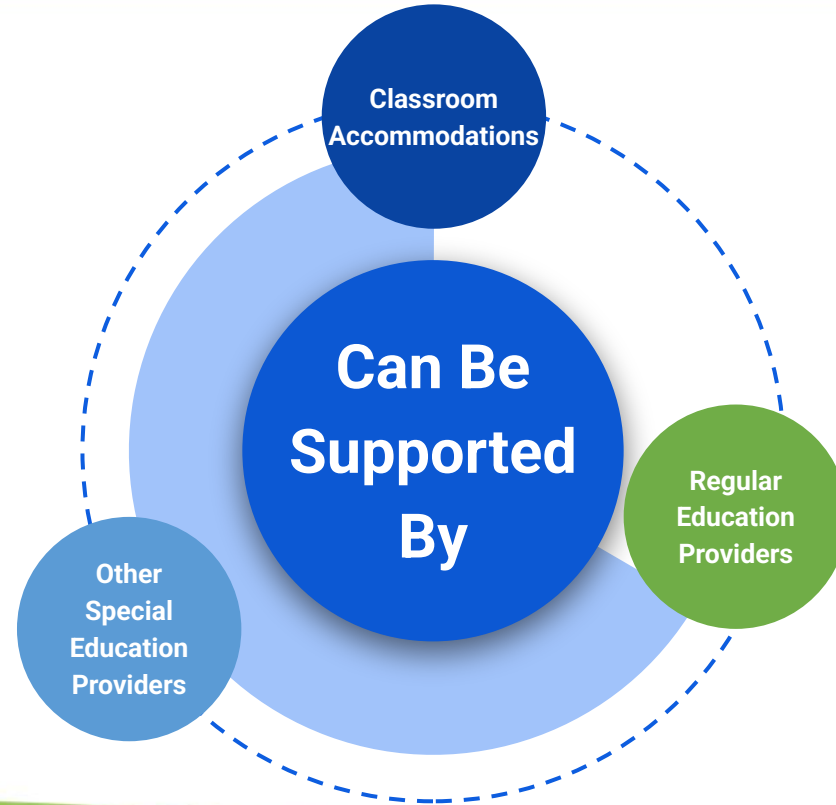
Considering Unique, Specialized Skill Set

What unique skills and training do SLPs have that may be needed to support students in the area of communication?

Note the following areas of specialized training and consider whether the SLP is needed:

- Language
- Speech Sound Production
- Voice
- Fluency
- Feeding and Swallowing
- Social Communication
- Language Components of Literacy
- Augmentative and Alternative Communication

Disability-Related Needs in the Area of Communication



Regression of Skills and Strategies

Is there evidence to suggest that the student will continue to develop communication skills without intervention or with support from others?

Is there a likelihood that the student will not make reasonable progress or could regress if the student does not receive services from an SLP?

No Longer Making Progress

When the student is not making progress, the team should reconvene to discuss why.

Are there additional instructional strategies or service delivery models that can be considered?


7. Lack of Interest and Student Disengagement

Address root cause of disinterest or lack of motivation




8. Supplementary Aids & Services and Program Modifications or Supports for School Personnel


“It is possible that a child’s language and communication needs may be met in the regular education classroom with appropriate accommodations or support from other school staff with knowledge and skill in areas including social communication.”



Speech Sound Production Articulation and Phonology Considerations

- **Review Section IX of the Speech or Language Impairment criteria**
 - **Consider accommodations or strategies to support academic and functional performance in speech sound production**
- 

Language Considerations

- **Review Section IX of the Speech or Language Impairment criteria**
 - **Consider accommodations or strategies to support academic and functional performance in language**
- 

Social Communication Considerations


Consider accommodations or strategies to support academic and functional performance in social communication




Augmentative and Alternative Communication (AAC) Considerations

- **Consider how the student is using their AAC to effectively communicate across settings and situations**
- **Consider accommodations or strategies to support academic and functional performance in communication utilizing AAC**

Fluency Considerations

- **Review Section IX of the Speech or Language Impairment criteria**
 - **Consider accommodations or strategies to support academic and functional performance in fluency**
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Voice Considerations

- **Review Section IX of the Speech or Language Impairment Criteria**
 - **Consider accommodations or strategies to support academic and functional performance in voice**
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Thank You!

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Certificate of Attendance



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