

TERMINATION/EXIT OF SPEECH AND LANGUAGE SERVICES

Student:	Birthdate:
School:	Grade:
IEP Date:	Effective Date of Termination:

Present Level of Academic Achievement and Functional Performance (PLAAPF):

Speech and Language Therapy is being terminated for the following reason:

- Per the IEP, speech and/or language goals have been met.
- Speech and/or language problem no longer exists.
- Speech and/or language problem is no longer a handicapping condition (i.e., does not meet severity criteria).
- Speech and/or language problem no longer interferes with the student's educational performance, including academic, and/or vocational functioning.
- Given current medical, neurological, physical, cognitive, emotional, and/or developmental factors, the student's speech/language performance is within his/her expected language performance range.
- The student has made minimal or no measureable progress over a period of one or two years of consecutive management strategies. During that time, program modifications and varied approaches have been attempted unsuccessfully. A second opinion may be obtained.
- Limited carryover has been documented due to the student's lack of physical, mental or emotional ability to self-monitor or generalize in one or more environments.
- Student's attendance is so low as to preclude progress through therapeutic intervention (_____ % attendance within the last year).
- Parent/guardian requests that speech/language services be discontinued.
- Student is graduating.

ARTICULATION	LANGUAGE	FLUENCY	VOICE
<input type="checkbox"/> The student maintains a minimum of 75% correct production of error phonemes in spontaneous speech. <input type="checkbox"/> The student has achieved appropriate compensatory behaviors.	<input type="checkbox"/> The student scores are 1 1/3 standard deviations or less than his/her expected language performance range on appropriate standardized tests which evaluate the specific areas of remediation. <input type="checkbox"/> The student's language skills are judged to be adequate in remediated area(s) of content, structure, and/or usage, determined by informal measures. <input type="checkbox"/> The student can effectively communicate through the use of an augmentative communication system.	<input type="checkbox"/> The student demonstrates fluency within normal limits for age, sex, and speaking situation(s) or exhibits some transitory dysfluencies. There is minimal or no adverse effect on educational performance and minimal or no listener/speaker reaction. <input type="checkbox"/> The student exhibits 0-3 stuttered words per minute. <input type="checkbox"/> The student speaks 110-150 words per minute. <input type="checkbox"/> The average duration of student's dysfluency is .5 seconds or less. <input type="checkbox"/> The student scores 0-4% on Riley's Stuttering Severity Instrument. (SSI)	<input type="checkbox"/> The modal pitch is optimal, and/or the laryngeal tone is clear, and/or the rate is at an optimal duration, and/or nasality is within normal limits a minimum of 80% of the time under varying conditions of use. <input type="checkbox"/> There is improved status of the laryngeal area, such as reduced thickening or reddening, or a reduction or elimination of additive lesions (such as nodules). <input type="checkbox"/> The student and/or parent is satisfied with the voice changes and/or the student reports little or no irritation or discomfort in the laryngeal area.

Comments: