

**Hernando County School District
Exceptional Student Support Services
Considerations for Educationally Relevant Speech/Language Therapy**

Student: _____ DOB: _____ ESE Program: _____

School: _____ Grade/Teacher: _____

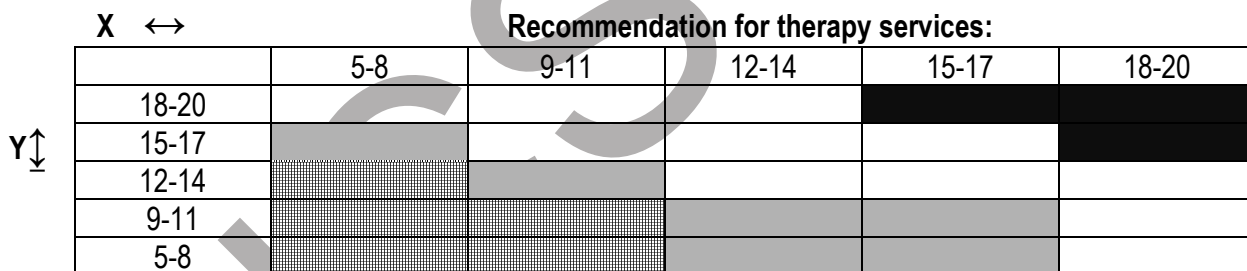
Date completed: _____ SLT/SLP: _____

Student Profile

	Points	Additional Information
Adverse academic effect		
Health concerns		
Attendance		
Participation		
Speech-language development		
Total = Plot this on the X axis		

Therapy Profile

	Points	Additional Information
Number of years student has received educationally relevant therapy		
Potential Response to Educationally Relevant Therapy		
Least restrictive environment		
Therapy services to be provided to the student		
Intervention strategies and goals		
Total = Plot this on the Y axis		



The point where the two axes intersect indicates the recommendation for therapy frequency:



Staff out



Consult



Reduce Services



Continue Direct Services

iReady/ FAIR- _____

FSA/FSAA- ELA: _____ Math: _____ Current Grades- ELA: ____ Math: ____ Science: ____ Social Studies: ____

The IEP team recommendation:

☐ speech-language therapy IS indicated

☐ speech-language therapy is NOT indicated

Speech/Language Therapist

Gen. Ed. Teacher

Parent

Other

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Student Profile

Adverse Academic Effect: Core Standards –MAFS strands and LAFS strands for literature/ informational texts, speaking and listening, language, and writing.			
1	2	3	4
Student's communication skills no longer affect his/her ability to access assigned curriculum and progress at a rate commensurate with peers.	Student's communication skills somewhat affect his/her ability to access assigned curriculum and progress at a rate commensurate with peers.	Student's communication skills moderately affect his/her ability to access assigned curriculum and progress at a rate commensurate with peers.	Student's communication skills significantly affect his/her ability to access assigned curriculum and progress at a rate commensurate with peers.
Health Concerns: (documentation provided by: _____)			
1	2	3	4
There are no health concerns that would affect progress in speech-language therapy.	Communication disorder is related to health concerns (physical, emotional, attention and/or behavior) which would limit success in speech-language therapy.	Health concerns are being monitored collaboratively, without significant changes in status or elimination of concern.	There is documentation of multiple health concerns (physical, emotional, attention and/or behavior) that require the need for continued direct services by a skilled service provider.
Attendance:			
1	2	3	4
Student has attended less than 50% of sessions.	Student has attended less than 50-75% of sessions.	Student has attended 75-90% of sessions.	Student has regularly attended speech-language therapy.
Participation:			
1	2	3	4
Lack of motivation/participation.	Limited motivation/participation.	Inconsistent motivation/participation.	Consistent motivation/participation.
Speech-language development:			
1	2	3	4
Student has demonstrated mastery of goals/achievement of appropriate speech-language development.	Student has demonstrated mastery of goals, but is not yet independently generalizing.	Steadily progressing towards appropriate speech-language skills.	Student has not yet achieved appropriate speech-language development.

Therapy Profile

Number of Years Student has Received Educationally Relevant Therapy:			
1	2	3	4
More than 6+ years of therapy	4-6 years of therapy	2-4 years of therapy	Less than 2 years of therapy
Potential Response to Educationally Relevant Therapy:			
1	2	3	4
Achievement of maximum improvement and/or compensatory skills. Continued instruction is not likely to improve skills.	Student demonstrates limited improvement in skills over time.	Student is expected to continue to make steady progress in therapy.	Measurable improvement is expected based on the current documented progress.
Least Restrictive Environment:			
1	2	3	4
Student no longer requires specifically designed instruction, services, or supports by an SLT/SLP to progress or access assigned curriculum.	Speech-language needs are being met through other instructional settings (i.e. resource classes).	Speech-language needs require direct/indirect services by a skilled service provider.	The benefit of speech-language therapy outweighs missed academic instructional time.
Therapy Services to be Provided to the Student:			
1	2	3	4
Student does not require instruction by a skilled service provider in order to progress or access general curriculum.	Student and/or school personnel require consultative support from skilled service provider.	Student requires regular, direct support/services from a skilled service provider.	Student requires ongoing direct support/services and school personnel require consultative support from a skilled service provider as educational needs change.
Intervention Strategies and Goals:			
1	2	3	4
No progress noted with a variety of goals and intervention approaches.	Limited progress noted with a variety of goals and intervention approaches.	Progressing with current goals, strategies and approach to intervention.	Progressing, but student would benefit from a change in goals and/or approach.