Speech Therapy Dismissal

These are the questions that must be answered each time an SLP does an assessment. Below is an example of what would be considered a dismissal from Speech Therapy. This is just something that another SLP wrote for me as her explanation, however this does not mean that the wording cannot be tweaked. Let me know if you have any other questions.

As part of *****’s evaluation, a qualified professional considered evaluation data, information provided by the parents, and observations to determine the presence or absence of a communication disorder which may be contributing to **his/her** future educational need. According to the speech impairment eligibility criteria and the federal definition of speech-impairment, a student must meet the following:

1. Is there a communication disorder?
   NO/Yes, *****’s expressive and receptive language are below the average range for males his age. Informal data gathered also supports the evidence of a language disorder.

   **Receptive SS: 72    Expressive SS: 72    Total Communication SS: 70**

2. Is there an adverse effect on educational performance (academic achievement or functional performance) resulting from the communication disorder?
   NO/Yes, ***** is able to meet his academic goals and objectives along with general education TEKS with the support of his accommodations and modifications. His language skills are not creating an adverse effect in his functional performance as he/she is able to communicate his/her functional needs and wants in the educational setting.

3. Are specially designed services by the speech language pathologist / assistant needed in order for the student to benefit from the special education program?
   NO/Yes, Intervention is not necessary to meet deficits in his/her language skills as his/her communication needs are being met by his/her (life skills teacher/special education teacher/ in class support teacher) to give the support and intervention on a regular and more immediate basis in the educational setting as needed.

Based on language skills displayed throughout the evaluation and in the classroom, **** does not demonstrate a need for special education services of speech therapy. The ARD committee is encouraged to take the results of this report into consideration when deciding to make ***** not eligible for services as a student with a speech impairment.