

slptoolkit



Eliminate the
guesswork.

We know how overwhelming your job can be as a school based SLP. With the state of education today, it is more important than ever before to have quality data to back up your decisions. So how do we collect the data we need to write a truly individualized IEP?

Use a Present Level Assessment (PLA) in SLP Toolkit.

- ✓ Gather input from parents and teachers using a Google form so that you can paste the responses directly into the Present Level section of an IEP (link to Google forms on last page).

Collect a language sample directly in the PLA. Use the language sample section in the PLA to help guide what you should be listening for during the sample. Or you can try the Word count spreadsheet, which will help you quickly calculate a student's MLU (link on last page).

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Observe the student in the classroom. You may not need to do this for every student but it will help you gather data on how they are performing outside of the classroom. Use the Classroom Observation PLA in SLP Toolkit to gather the data.

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Use the meaningful IEP worksheet (included in this handout) to help you map out the student's strengths and needs to determine how the needs are going to be met. All needs need to be addressed by a goal, an accommodation or an explanation in the PLAAFP.

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Use the goal bank in SLP Toolkit to help you write specific, measurable goals.

Use the communication accommodations checklist (included in this handout) or the strategies bank in SLP Toolkit to select accommodations to support the student in the classroom.

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For any area of need that was identified that does not require a goal or accommodation write a statement for how that need is going to be supported, i.e. "Student has difficulty with cooperative play. This appears to be age appropriate and will be addressed through the Kindergarten curriculum."

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Meaningful IEP Worksheet

Communication Present Levels (SLP data: use of Present Level Assessments, speech or language sample, previous progress)	Impact in Classroom (teacher data: teacher input form, interview, information from work samples, grades)	Suggested Goals (for needs which require specially designed instruction from an SLP)	Service Time (needed to meet suggested goals)	Suggested Accommodations (for needs which can be supported in the classroom)
Expressive Language <i>Strengths:</i> Grammar, sentence length, uses wide variety of word types <i>Needs:</i> Functional use is poor as he misses the message. Related to needs listed below.	Michael talks a lot, but it doesn't always match the topic or make sense with what's being discussed in class.	N/A	N/A	N/A
Receptive Language <i>Strengths:</i> 2-step directions with actions, yes/no ?, word relationships (opposites, categorization, function) <i>Needs:</i> answering wh-?, story comprehension	Mrs. James notices that Michael does not seem to understand when participating in activities related to literature. He is not answering questions correctly in class.	1. Michael will answer basic wh-questions regarding general information when given no prompts/assistance scoring 80% accuracy as measured by a criterion-referenced test per grading period 2. Michael will retell a story with sequencing intact when given a picture story scene scoring 4 out of 5 opportunities as measured by SLP data on the last 5 opportunities of a grading period.	30 min	<ul style="list-style-type: none"> • use visuals • chunk information • use repetition • give some context before asking the question • check for understanding of question
Social Language <i>Strengths:</i> Classroom routines, sits during circle time, uses greetings, understands physical space/boundaries of others, has a sense of humor, asks for help, has friendships with peers, is interested in other people <i>Needs:</i> off topic responses, attention seeking behaviors, stating feelings, making comments in group discussions, cooperating when playing, attention span in general is poor	Michael's attention seeking behaviors are disruptive to the class. Mrs. James has tried verbal and visual prompts to remind Michael of classroom rules but they have been unsuccessful	1. Michael will use words (i.e.: "Ms. ____," "Excuse me"), gestures (raising hand) or physical interaction (tapping shoulder) to gain the attention of adults and peers before initiating communication scoring 4 out of 5 opportunities as measured by SLP data on the last 5 opportunities of a grading period.	15 min	<ul style="list-style-type: none"> • structured environment with clear rules • concrete expectations • gain attention before giving important information • repeating important information • encourages participation in group discussion using a question like "What do you think?"
Speech Articulation/Phonology/Voice/Fluency <i>Strengths:</i> 100% intelligible, no errors, no disfluencies, voice is WNL <i>Needs:</i> N/A	No teacher concerns	N/A	N/A	N/A
Total Time Proposed:		3 goals, 10 accommodations	45 min. per week with SLP	10 min. per month check in with teacher

Meaningful IEP Worksheet

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Expressive Language <i>Strengths:</i> <i>Needs:</i>				
Receptive Language <i>Strengths:</i> <i>Needs:</i>				
Social Language <i>Strengths:</i> <i>Needs:</i>				
Speech Articulation/Phonology/Voice/Fluency <i>Strengths:</i> <i>Needs:</i>				

COMMUNICATION ACCOMMODATIONS & MODIFICATIONS* CHECKLIST

Student: _____ Teacher/Subject: _____ Date: _____

QUANTITY

- increase opportunities for practice
- break vocabulary words up into cooperative learning groups to share responsibility in learning
- reduce the number of words/phrases/items on a homework, a classroom assignment or test
- shorten list of vocabulary words to learn
- if task requires two components (e.g. identify main idea and supporting details), require student to only complete one component
- increase number of visual and verbal cues and prompts

TIME

- allow more time to complete a classroom assignment
- present information in shorter time blocks over several sessions
- increase learning pace
- decrease learning pace
- follow a schedule
- frequent rest breaks
- untimed tests
- chunk out/pace long term assignments
- teach time management skills

PARTICIPATION

- practice in small groups
- use a tablet
- have the student manipulate pictures or technology within a group presentation vs. participating orally
- have the student draw a picture, then let peers describe it
- reduce oral pressure for students with fluency difficulties
- allow use of recordings of student at home for classroom presentations
- have student restate information
- preferential seating

LEVEL OF SUPPORT

- provide word banks specific to the lesson
- provide peer note taker or scribe
- pre-teach vocabulary words
- activate prior knowledge
- provide visual supports with word definitions
- pair/share for peer discussion
- pre-teach words within the context of high interest reading materials
- keep a running list of curriculum vocabulary to add to and review
- create written/oral discourse using vocabulary
- practice presenting in front of a small group prior to classroom presentations

- practice prosody/articulation prior to presentations with SLP
- read with a partner
- provide outline
- multisensory reading instruction

INPUT

- provide manipulatives/more concrete examples and hands on activities
- use visual cues/picture dictionary
- use graphic organizers or webs
- use pictures to illustrate the meaning of the sentence
- highlight important/key clues in the sentence
- highlight key directions
- identify known vocabulary prior to learning new vocabulary
- provide more than one sentence to increase the number of context clues needed to learn new vocabulary
- include pictures
- provide synonyms or antonyms to connect new information to previously known information
- relate information to personal experience
- play charades
- read aloud with inflection clues and gestures
- use different font to indicate main idea/details
- present same information in different modalities (e.g. auditorily and visually)

OUTPUT

- provide multiple choice examples
- allow use of dictionary, word list
- internet searching during writing tasks
- allow matching
- record presentations and use visual during actual presentation while the recording does the speaking for the student
- work within a group and present using technology like PowerPoint in lieu of speaking
- make a poster with information vs. presenting orally
- present using a microphone
- present in a small group setting vs. whole classroom
- allow use of index cards with key points to review facts and details when presenting
- present with a peer
- read report vs. free recall
- give 3 word choices with 1 word being a synonym for the targeted vocabulary word
- provide choice cues during responses
- use cloze procedure
- match details to different pictures
- provide personal EET strand for use in the classroom
- use "stick on" EET strands on student desks
- use a scribe
- verbally describe vs. writing
- have student repeat from a model
- use picture vocabulary bank to start ideas/sentences
- draw a picture to show what the story is about

- provide sentence starters
- use visual cueing system as a reminder to use sufficient volume/eye contact

DIFFICULTY

- present simplified vocabulary definitions
- simplify language in directions
- chunk directions into smaller, concrete steps
- adapt grade level story
- use shorter paragraphs/stories that require less detail

ALTERNATE GOALS*

- teach a core set of vocabulary words vs. grade level vocabulary
- present lower grade level story with same theme to work on main idea/details
- grades based on IEP goals rather than grade level expectations
- [Core Content Connectors](#)

SUBSTITUTE CURRICULUM*

- News-2-You
- Unique Learning System
- [Edge](#)
- MEville to WEville
- EQUALS Math

Communication Accommodations & Modifications*

Student:

Date:

QUANTITY

TIME

LEVEL OF SUPPORT

INPUT

PARTICIPATION

OUTPUT

DIFFICULTY

ALTERNATE GOALS*

SUBSTITUTE CURRICULUM*

HOW TO HAVE A SMOOTH IEP MEETING 101

1. Remember this is the parents' child. This process is intimidating and can be uncomfortable. Be kind and gentle and use parent friendly language.
2. Be prepared. Use the IEP Meeting cheat sheet to write down any highlights you want to make sure to touch on during the meeting or to jot down anything the team says that's not already included in the draft IEP. Bring the assessments you used to collect the data and your progress monitoring data/graphs. You may not always need to reference these but it will help you feel more confident if you have them.
3. Have all the forms that you need with the correct attendees listed (i.e. cover pages, draft copy of IEP, any other doc that requires a signature).
4. Always share the purpose of the meeting. What the purpose of an IEP/RED/MET meeting is and why we are meeting today.
5. Always start with the parents: "How do you feel your child's year is going?"
6. Always start with a student's strengths. And don't be generic (i.e. they are so cute, nice, have a great smile). What do they do well? Show that you really know their child.
7. When discussing the needs, engage the parents. (i.e. "Do you see this at home?" "What are your greatest concerns?")
8. Check for understanding throughout the meeting. Take regular pauses to allow for information processing.
9. After sharing ongoing programming recommendations ask the team if this covers everything or if there is anything else missing.
10. End by asking parents: "Are you happy with our meeting this afternoon?" Give your contact info (phone or email) so they can contact you after the meeting for clarification or questions if needed.

IEP MEETING CHEATSHEET

Student _____

1. Housekeeping: _____ Introductions
 _____ Parent Rights
 _____ Signatures
 _____ Purpose of Meeting
2. Medical (has anything changed, or anything we need to know about, i.e. diagnosis, glasses, medications, etc.):
3. Anecdotal (share funny/personal stories of their child):
4. Parent input:
5. Teacher input:
6. Communication Strengths:
7. Communication Needs:
8. Progress on current goals (attach graphs/data):
9. Recommended goals and why (attach PLA):
10. Accommodations:
11. Service delivery time/location:



Links to additional resources:

- www.slptoolkit.com
- Blog.slptoolkit.com
- [Common Core Standards Alignment](#)
- [TEKS \(Texas\) Standards Alignment](#)
- [Word Count for Language Sample spreadsheet](#)
- [Parent Input](#) Google Form*
- [Teacher Input](#) Google Form*

*To send the form to a parent or teacher, use the 'Send' button in the upper right corner of the form. To view responses on a Google Sheet, click 'Responses,' then click the 'Sheets' icon located above the 'Accepting Responses' text.

Relevant Blog Posts

[How is "appropriate progress" defined by the U.S. Supreme Court?](#)

[Descriptive Assessment in the Real World](#)

[I Know my Student's Needs - Now What?](#)

[Putting the "I" in IEP](#)

[Make it Work: Write Targeted Treatment Goals](#)

Please feel free to share these resources with your friends, colleagues and district. If you want to share the presentation have them access it here: [SLP Summit](#) or contact us at hello@slptoolkit.com.