

Your child will receive speech services — Now what?

- *Services begin after consent for initial placement is obtained for a student who is enrolled in one of our 7 school districts.*
- *The ARD committee determined services will be provided in a variety of locations in the school setting.*
- *Progress reports will be sent home with your child's classroom report card each grading period.*
- *Annual ARD meetings will be held every year to discuss progress and to develop a new individualized education plan.*
- *A re-evaluation will be performed at least every 3 years (sooner if recommended by ARD committee).*
- *If you have questions at any time, please contact the campus Speech Pathologist.*



## **Falls Education Co-Op**

3162 Hwy. 6

Marlin, Texas 76661

(254) 883-2634

**Teri Rinewalt, Director**

### **FEC Provides Services in the following ISDs:**

**Chilton ISD**

**Hallsburg ISD**

**Marlin ISD**

**Mart ISD**

**Riesel ISD**

**Rosebud-Lott ISD**

**Westphalia ISD**



## **FALLS EDUCATION COOP**

### **Parent Guide to Speech Therapy**

*Your child may receive speech services in one or more of these areas:*

- **Articulation:** sound production. To be considered a disorder, performance at the 7th percentile or below on standardized assessment.
- **Language:** understanding and use of spoken language. To be considered a disorder, performance at 77 or below on standardized assessment.
- **Voice:** the quality and pitch of your voice. To be considered a disorder, noticeable change in quality of voice with an ENT diagnosis.
- **Fluency:** disruption in the flow of speech. To be considered a disorder, severity rating of moderate or higher.

\*Informal assessment which includes parent and teacher information is included for all eligibility decisions

## Eligibility guidelines: A three-part process

1. Is there a communication disorder/disability? Are communication deficits “out of proportion” with the severity of the intellectual disability?
2. Does the communication disability have an adverse effect on academic achievement or functional performance?
3. If so, are specially designed instruction and/or related services and supports needed from the SLP in order to benefit from the special education program?



## What is the educational model of speech therapy?

- School-based speech therapy services are different from private therapy. In the school setting, we provide services to help your child be successful and access the curriculum to the best of his/ her ability.
- Our goal is to help your child be a successful communicator as appropriate for their cognitive functioning, both academically and functionally within the educational setting.

## Dismissal from Speech Therapy: How does it work?

Your child’s progress is closely monitored in order to determine the need for continued services.

Here are some examples of when your child will be considered for dismissal from speech therapy services:

- The student has mastered all goals/objectives in the IEP, and formal and/or informal testing data indicates that a disorder no longer exists.
- The student’s deficits are more appropriately served through other services provided.
- The student’s speech-language disorder no longer interferes with progress in the educational process/curriculum and there is no longer an educational need for therapy.
- When documentation from speech therapy sessions shows that your child demonstrates a consistent lack of progress and a variety of evidence-based practices have been attempted with little or no progress made.

The ARD committee will discuss and explore all options for a continuum of support services and determine if dismissal from speech therapy services is appropriate.

