Dismissal Challenges

1. Parent/teacher reluctance to dismiss or believe dismissal is not appropriate
2. Dismissal process
   a. What are the paperwork requirements for dismissal?
      i. Is a report needed when dismissing from services?
      ii. Is an IEP needed to dismiss from services?
      iii. Do we need a MET to dismiss from articulation services? Does a REED suffice?
   b. What information is needed, for example, formal testing, in addition to data/information we already have?
   c. Finding time to complete the dismissal process. Cancel therapy?
3. Determining the need for specially designed instruction
   a. Differentiating when they "would benefit" from do they require SDI
   b. When the student is "still eligible" but is not benefitting from services
   c. When services are no longer helping or appropriate for the student to access curriculum, but student is significantly struggling, is there a more appropriate IEP eligibility?
   d. Making sure they have "carried over" the skill
   e. When to move from an IEP to a 504
   f. When cognitive scores are commensurate with language scores
   g. Follow up process is needed for coming years to ensure student demonstrates continued skills

When should dismissal be considered?

1. All the time, especially as the student meets goals and shows growth educationally.
2. At every IEP consider: 1) need? 2) has the student met goals?
3. Consider fading services at the IEP before the 3-year re-eval: decreasing services for 6 months, then moving to consult for 6 months.

What information is needed when considering dismissal?

1. What are the state guidelines required by law?
2. Goals have been met and there are no additional goals needed
3. Existing information
4. Is an evaluation sometimes needed and sometimes not needed (determined by speech only or speech as an additional service)?
5. Are lack of progress and lack of motivation relevant factors to consider?

Inadequate Communication Functioning Form

Challenge	Solution
Limited availability of academic data	Create a form for teachers/staff to provide input and ask them to provide any additional info i.e. classroom data, work samples, M-step (and the scores indicating average range), etc.
Not enough time to complete evaluation tasks /process with fidelity	Eliminate case management duties not related to speech and language needs Change the model of service delivery Provide subs so that evaluations can be completed without canceling therapy
At the beginning of the school year, limited data exists	Complete IEPs at the end of the school year to prevent IEPs in September/October when limited data exists
Choosing a language assessment criteria that aligns (standard score, percentile rank, standard deviation)	Choose a standard deviation criteria