

Parental IEP Plan: Speech or Language Impairment (SLI)
Elementary School (Speech/Language)

The following document is a Parental IEP Plan.

I, _____, would like these questions answered and requests agreed to during the IEP meeting. I would also like this page added to my child's IEP document.

Date of IEP: _____

My questions:

(List any questions you may have regarding your child's educational progress, behavior, academic/behavioral supports, services, accommodations, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

My concerns are:

I am concerned that...

- 1.
- 2.
- 3.
- 4.
- 5.

My requests:

I would like my child to have...

- 1.
- 2.
- 3.
- 4.



Suggested Guiding Questions (Adjust to Fit Your Child)

Speech or Language Impairment (SLI)

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- **What specific speech or language skills are targeted in my child's IEP goals? I want to know exactly what we're working on. Is it articulation of certain sounds (like "r" or "s")? Is it language skills, such as using correct grammar or expanding vocabulary? Or social language, like taking turns in conversation?**

If I know the exact targets, I can better understand progress. For example, if he has trouble with articulation, maybe the goal is "produce the 'th' sound correctly in sentences with 80% accuracy." Let's review those goals in parent-friendly terms.

- **How often and in what setting does he receive speech therapy? Does the speech-language pathologist (SLP) see him in a small group or one-on-one, and how many times a week? Also, is any of the speech therapy happening in the classroom (integrated) or is it all pull-out?**

I'm curious if the SLP ever works with him during class activities to help him generalize skills in a real context, or if the teacher reinforces what he learns in speech. The coordination matters – I'd like to ensure the teacher and SLP communicate about his needs.

- **How is the SLP measuring progress and how will that be reported to us? Will we get updates each quarter with data (like which sounds he has mastered, or improvement in language test scores)? If he's not making progress, what is the plan?**

For instance, if a certain approach isn't yielding results, would the SLP try a different technique or maybe increase frequency? I just want to know how we'll all know if the therapy is effective and when to adjust.

- **What classroom accommodations support his communication? If he has trouble speaking clearly or formulating sentences, do teachers give him extra time to respond? Do they accept non-verbal responses (pointing, using a device) if he gets stuck verbally?**

For language comprehension issues, does the teacher check his understanding or simplify language for him? These accommodations should be in the IEP. For example, a student with a language impairment might need instructions given one step at a time and with visual cues. Let's confirm what strategies the classroom teachers will use.

- **How can we support his speech/language development at home? Homework from speech therapy or general tips would be great. Can the SLP provide us with exercises or a list of target words to practice in casual ways?**

For instance, if he's working on the "s" sound, maybe we can play a scavenger hunt at home for objects with "s" in their name. Or if he's working on storytelling (language organization), we can have him recount his day each evening. We're willing to help; we just need guidance on the techniques so we reinforce correctly and not inadvertently practice errors.



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