

Parental IEP Plan: Speech or Language Impairment (SLI)
High 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)

High School (Speech/Language)

- **Will my child continue to receive speech services in high school, and what will be the focus? By high school, some students are dismissed from speech if intelligibility is okay. But if he still has language processing issues or social communication needs, I want to ensure those are addressed.**

The focus might shift to functional communication: for example, skills for job interviews, presentations needed for classes, and understanding nuanced language in literature. What does the team see as his remaining challenges, and how will therapy or support target those in these final school years?

- **How does his communication ability affect his postsecondary goals and what is the plan for that? If he's college-bound, does he need to work on advocating for accommodations (like if he struggles with writing due to language issues, he might need to seek writing center help or reduced course load)? If he's going to employment, perhaps practice interviewing or workplace communication.**

For instance, an IEP transition goal could be "When given a job application or interview scenario, will be able to communicate his strengths and ask clarifying questions despite any speech/language difficulties." Are we addressing these life communication skills? Maybe the SLP can spend time on things like how to have a professional conversation or how to clarify if he mishears or misunderstands something in an adult setting.

- **Are classroom accommodations still needed for communication in high school? It's a big environment and teachers might not be as forgiving. If he needs instructions in simpler language or visual supports, is that in place?**

Does he still get extra time for oral presentations or alternative options if standing and speaking is too challenging (though I'd like him to practice, maybe he can do them with supports)? Also, if he uses a communication device or aid (if he had one in younger years), is it still appropriate or do we need an upgrade as he faces more complex communication demands?

- **Is he involved in any programs or classes that can help his communication confidence? Sometimes doing drama, debate, or even joining a club can improve communication. Have we considered encouraging electives like theater or a speech class with appropriate support?**

If he's afraid, maybe start with something like being on yearbook (less speaking, more interviewing people one-on-one). I'm thinking outside the box: the IEP could note to support him

in such activities to generalize his skills. If he's willing, it could be hugely beneficial. What does the team think about integrating such Experiences?

- **What should we do to support him at this stage, especially as he prepares to graduate? If he still has noticeable speech or language issues, should we seek outside therapy to continue progress as school services might end at graduation? The school might provide a summary of performance; can we ensure it details his communication needs and successful strategies so he can share that with future college or employers?**

Also, at home we can work on practical things – maybe have him practice phone skills (like calling to order a pizza or make an appointment) since many teens only text and he might need explicit practice speaking on the phone if language is hard. Any such recommendations from the SLP or teachers would be appreciated so we can reinforce those life communication skills before he leaves high school.



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