

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

Middle School (Speech/Language)

- How are the speech/language goals adjusted to reflect the increased academic and social demands of middle school? In elementary, it might have been about basic speech production or simple grammar. Now, is the focus shifting to more complex language skills? For example, understanding figurative language, learning vocabulary in science and history, or improving pragmatic language for social situations.

I'd like to see goals that reflect what he needs now – perhaps things like “will summarize a passage in his own words” (if language is an issue) or “will engage in a 3-exchange conversation appropriately” (if social language is the issue). What are the current priorities?

- Does he continue to receive speech therapy and at what frequency? Sometimes I hear that as kids get older, schools reduce therapy assuming the child has plateaued or to free up time for academics. I want to ensure that if he still needs help, he's getting it. Is it still twice a week, or has it gone down to once?

If reduced, what's the justification – is it because he met many goals or because scheduling is tight? And if he no longer gets formal therapy, is someone monitoring his communication in case issues resurface with harder coursework?

- How do his communication needs affect his success in classes, and what are teachers doing about it? If he has a language processing issue, classes like English and history, which involve a lot of reading and writing, might be tough. Are his teachers aware to check in with him, maybe give him outlines or allow him to demonstrate knowledge in different ways (like oral responses instead of written essays occasionally)?

Similarly, if he's shy to present in front of class due to speech issues, can we accommodate that (maybe smaller audience or allow a video submission)? I'd like to discuss specific class scenarios – for instance, how is he handling reading complex texts or doing group work where he has to communicate? The IEP should have strategies for these.

- Are we considering assistive technology for communication or language support? If writing is hard due to language issues, maybe speech-to-text software or a smartpen could help.

If he has trouble understanding lectures, could he record them or use an app that transcribes teacher's speech into text in real-time? Even for social language, sometimes there are apps that can help practice conversation. I'd like the team to consider if any tech tools could bolster his communication in class. IDEA mandates considering assistive technology if it can help.

- **What social communication support does he have? Middle school is a minefield socially. If he has pragmatic language difficulties (like taking things too literally, interrupting, not reading cues), does the SLP or counselor address that? Possibly a lunch bunch or social skills group where they role-play scenarios?**

If not, can we implement something like that? I am worried that beyond academics, he might struggle with friendships due to communication issues. Let's ensure the IEP covers pragmatic language if relevant – like understanding idioms, sarcasm, tone of voice, starting conversations, etc. This is as important as any academic goal for his overall success.



Hope4Families