

Present-Levels Phrase Bank

100+ strength-based sentence starters for IEP present levels.

Group A — strengths. Group B — current performance. Group C — impact on education. Group D — service rationale. Copy, paste, swap in the student's name. Every phrase is written to read as professional, parent-friendly, and defensible.

A. Strength-Based Openers

- [Student] demonstrates a strong foundation in...
- [Student] uses functional communication to...
- [Student] independently produces...
- [Student] participates meaningfully in classroom routines that involve...
- [Student] self-advocates when...
- [Student] consistently uses repair strategies such as...
- [Student] generalizes targeted skills to...
- [Student] shows emerging skills in...
- Family reports that [student] enjoys and is motivated by...
- Classroom staff describe [student] as...
- [Student] benefits from visual supports, which she uses to...
- [Student] is most successful with communication when...
- [Student] has made measurable growth in...
- [Student]'s receptive language is an area of strength, evidenced by...
- [Student] uses a variety of grammatical structures including...
- [Student] consistently follows multi-step directions when...
- [Student] participates in peer interactions during...
- Within structured tasks, [student] is able to...
- [Student] uses age-appropriate vocabulary to...
- Across settings, [student] is observed to...
- [Student] demonstrates accurate production of /[sound]/ at the [level] level...
- [Student] applies learned strategies to monitor...
- [Student] is a willing and engaged participant during therapy...

- Parent input confirms generalization at home of...
- [Student] shows pride in her communication growth, often...

B. Current Performance & Data

- On the [assessment], [student] earned a standard score of [SS] ([percentile] percentile), placing her in the [range] range.
- Across 3 data collection sessions, [student] produced [sound] in single words with [n]% accuracy.
- [Student] produced [sound] at the conversation level with [n]% accuracy across [n] opportunities.
- Mean length of utterance (MLU-m) was calculated at [#] morphemes across a [#]-utterance sample.
- Type-token ratio in the language sample was [#], suggesting...
- [Student] followed [n] of [n] two-step related directions during structured tasks.
- [Student] answered [n]% of inferential wh-questions correctly after listening to a short narrative.
- Connected speech intelligibility was rated [n]% by an unfamiliar listener in a quiet setting.
- Disfluencies occurred on [n]% of syllables during a [#]-minute conversational sample.
- [Student] demonstrated [n] secondary behaviors during disfluent moments, including...
- Stimulability for [sound] was observed at the [syllable/word] level with verbal and visual cueing.
- [Student] used [n] different communicative functions during the observed sample.
- Pragmatic observation across [n] settings revealed...
- [Student] used age-appropriate turn-taking in [n] of [n] opportunities.
- Voice quality was perceptually rated using the CAPE-V as...
- Receptive vocabulary fell at the [range] range based on the [test].
- Expressive grammar errors observed included...
- [Student] required [verbal / visual / model] cueing for [n]% of trials.
- [Student] independently used the target structure in [n] of [n] opportunities.
- Curriculum-based probe results indicated...
- Teacher rating scales (e.g., CCC-2) indicated...
- Parent rating scales indicated concerns in the area of...
- Across home and school settings, [student] demonstrates...
- [Student] required maximum support to...
- [Student] required minimal support to...

C. Impact on Education

- These communication needs impact [student]'s ability to access the general curriculum because...
- Reduced intelligibility limits [student]'s participation in classroom discussion, oral reading, and peer interaction.

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- Receptive language difficulty affects [student]'s ability to follow multi-step classroom directions independently.
 - Expressive language difficulty affects [student]'s ability to retell, summarize, and respond to comprehension questions.
 - Pragmatic differences affect [student]'s ability to initiate, maintain, and repair peer conversations.
 - Disfluency affects [student]'s willingness to participate in oral classroom tasks, including [examples].
 - Voice concerns affect [student]'s ability to project during classroom presentations and to be heard during recess.
 - Without continued support, [student] is at risk for falling behind grade-level expectations in...
 - These needs are not the result of cultural or linguistic difference, vision, hearing, or lack of instruction.
 - [Student]'s communication needs adversely affect educational performance as defined by [state] eligibility criteria.
 - Classroom teacher reports that [student] [example of educational impact].
 - Compared to grade-level peers, [student]...
 - Educational impact is documented across...
 - Standardized scores fall [#] standard deviations below the mean, consistent with eligibility under...

D. Service Rationale & Recommendation

- Based on the above, the team recommends continued speech-language services at a frequency of [#] minutes / [#] sessions per [period].
- Service delivery will be provided in the [push-in / pull-out / consultative] model to support generalization.
- Goals will target [areas] in alignment with grade-level standards in [content areas].
- Progress will be monitored every [#] weeks using [data sources].
- The team will reconvene in [#] to review progress and consider next steps.
- Dismissal will be considered when [criteria].
- Accommodations recommended in the general education setting include...
- Parent and teacher consultation will occur a minimum of [#] times per year.