

Wakulla County Schools  
**COMMUNICATION WORKSHEET FOR CONSIDERATION OF DISMISSAL**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

**I. CHECK THE APPROPRIATE CRITERIA WITHIN AN AREA(S)**

Articulation:

- The student maintains a minimum of 75% acceptable production of error phonemes.
- The student has achieved appropriate compensatory behaviors

Language:

- The student's scores are less than one standard deviation below his/her expected language performance range on appropriate standardized tests AND/OR student has learned compensatory strategies to function successfully in the educational setting.
- The student's language skills are judged to be adequate in remediated areas(s) determined by informal measures.

Voice:

- The modal pitch is optimal, AND the laryngeal tone is clear, AND the intensity is appropriate AND nasality is within normal limits a minimum of 80% of the time under varying conditions of use.
- There is improved status of the laryngeal area such as reduced thickening or reddening, or the reduction or elimination of additive lesions such as nodules as reported by a physician.
- The student AND parent are satisfied with the voice changes. The student reports little or not irritation or discomfort in the laryngeal area.

Fluency

- The student demonstrates fluency that is within normal limits for age, sex, and speaking situation(s) or exhibits some transitory dysfluencies.
- The student is no more than 10% dysfluent on a severity rating scale.

**AND**

**II. CHECK ONE OR MORE OF THE FOLLOWING**

- Speech and language goals and objectives have been met.
- Speech and/or language problem is now rated as mild on a severity rating scale or standardized measure(s)
- Speech-language problem no longer interferes with the student/s educational performance including academic, and/or vocational functioning.
- Speech-language performance is within the student's expected performance range based on current medical, dental neurological, physical, cognitive, emotional, and/or developmental factors.
- The student has made minimal or no measurable progress over a period of two school years of consecutive management strategies. During this time, program modifications and varied approaches have been attempted unsuccessfully.
- Limited carryover has been documented due to the student's lack of physical, mental, or emotional ability to self-monitor or generalize in one or more environments.
- The student's communication needs are being met within another program.