

Dismissal Considerations for Stuttering and Fluency Service

Student:

Date:

School:

Speech-Language Pathologist:

Students who are dismissed from stuttering/fluency therapy, may be referred again at a later date. This could be related to the presence of a disability or adverse educational effect.

People who stutter will experience stuttering relapses throughout their life. Dependent upon the age of the student, this relapse may be handled through the early intervention process or formal speech therapy. The IEP Team will need to determine the level of service required to address the specific student's needs.

Although stuttering may present as a lifelong disability, the adverse affect of the disability may vary at different times in the student's education. This may result in times when the student may not need (or be eligible) for services. At a later date, eligibility and services could be re-examined.

Check the conditions that apply and have the parent initial the condition, following an explanation

Behavior

Comments

The student demonstrates the knowledge and skills to maintain a feeling of control over stuttering

Student can use appropriate vocabulary to describe the stuttering episode

Student can use appropriate vocabulary to describe stuttering shaping or stuttering modification techniques

Student can use appropriate skills to change stuttering behavior

The student demonstrates an ability to advocate for his/her own needs

Student can describe his stuttering and his abilities to others

Student uses effective interpersonal skills to handle discrimination, teasing, bullying

The student desires dismissal and expresses a degree of satisfaction with his/her current success in therapy

Student can relate speech goals in the context of other career and personal goals and desires

Student understands how to get additional professional assistance, if needed

The student generalizes an array of techniques to maintain appropriate fluency across multiple settings?

Comments: