

Speech Sound Therapy: Dismissal Checklist

(Morehouse and Rowland, 2012)

Student _____ Age _____ Grade _____ Gender _____ School _____

Student Survey	Survey Question	Student Responses			Student Summary		
	I know what to do to make my sound(s)	Most of the time (3)	Sometimes (2)	Not really (1)	Possible Student Points: 18 Total Student Points: _____ • 14-18 points: Dismissal IS indicated • 13 points & below: Dismissal IS NOT indicated		
Teachers and other adults understand me	Most of the time (3)	Sometimes (2)	Hardly ever (1)				
My friends understand me	Most of the time (3)	Sometimes (2)	Hardly ever (1)				
Some people tease me about my speech	Hardly ever (3)	Sometimes (2)	A lot (1)				
I am OK with my progress in speech	Yes (3)	Mostly (2)	Not really (1)				
How I feel about working on my speech	I don't really want to (3)	I will if I have to (2)	I'm ready to work (1)				
School Staff Surveys <small>(e.g., teacher, para, specialist)</small>	Survey Question	School Staff Responses (Total for 3 staff / 3 = Average Staff Points)			School Staff Summary		
	Uses clear speech at school	Often (3) _____	Sometimes (2) _____	Rarely (1) _____	Possible Staff Points: 15 Average Staff Points: _____ • 12-15 points: Dismissal IS indicated • 11 points & below: Dismissal IS NOT indicated		
Speech is distracting to listeners	Rarely (3) _____	Sometimes (2) _____	Often (1) _____				
Must clarify messages due to speech errors	Rarely (3) _____	Sometimes (2) _____	Often (1) _____				
Others react negatively to student's speech	Rarely (3) _____	Sometimes (2) _____	Often (1) _____				
Embarrassed, frustrated, avoids talking	Rarely (3) _____	Sometimes (2) _____	Often (1) _____				
Family Survey <small>(e.g., parent/friend/grandparent)</small>	Survey Question	Family Responses			Family Summary		
	Uses clear speech outside of school	Often (3)	Sometimes (2)	Rarely (1)	Possible Family Points: 15 Total Family Points: _____ • 12-15 points: Dismissal IS indicated • 11 points & below: Dismissal IS NOT indicated		
Speech is distracting to listeners	Rarely (3)	Sometimes (2)	Often (1)				
Must clarify messages due to speech errors	Rarely (3)	Sometimes (2)	Often (1)				
Others react negatively to student's speech	Rarely (3)	Sometimes (2)	Often (1)				
Embarrassed, frustrated, avoids talking	Rarely (3)	Sometimes (2)	Often (1)				
SLP Observation	Survey Question	SLP Responses			SLP Summary		
	Uses clear speech at school	Often (3)	Sometimes (2)	Rarely (1)	Possible SLP Points: 15 Total SLP Points: _____ • 12-15 points: Dismissal IS indicated • 11 points & below: Dismissal IS NOT indicated		
Must clarify messages due to speech errors	Rarely (3)	Sometimes (2)	Often (1)				
Peers react negatively to student's speech	Rarely (3)	Sometimes (2)	Often (1)				
External support facilitates generalization	Rarely (3)	Sometimes (2)	Often (1)				
Embarrassed, frustrated, avoids talking	Rarely (3)	Sometimes (2)	Often (1)				
Attendance	Per Cent of Offered Sessions That Student Attended Therapy				Attendance Summary		
	Current semester (circle appropriate box)	75-100%	50-74%	Less than 49%	Dismissal IS indicated Dismissal IS NOT indicated		
Previous semester (circle appropriate box)	75-100%	50-74%	Less than 49%				
Length of time in therapy: _____ years _____ semesters							
Therapy Progress	Therapy Progress Summary						Therapy Progress Summary
	Achieved at least 80% accuracy for Target sound: _____	Isolation	Words	Sentences	Structured Contexts	Spontaneous Conversation	Dismissal IS indicated Dismissal IS NOT indicated
Achieved at least 80% accuracy for Target sound: _____							

This student currently has a verified articulation disorder
 This is an RTI student
 This student has a second language or dialect. Which language? _____
 Comments _____
 SLP Signature _____ Date _____

Total Points: _____ / 63 Possible
Dismissal IS indicated: 50 to 63 Points
Dismissal IS NOT indicated: 49 Points or Less

Speech Sound Therapy: Family Survey
(Morehouse and Rowland, 2012)

Student _____ Grade _____ School _____

Dear Parent:

Your student has been attending speech therapy to improve articulation, and I am interested in a family member's opinion regarding your student's progress. Would you or any adult member of your family who knows the student well (e.g., parent, guardian, grandparent, aunt, uncle, close family friend) please take a few moments to complete this survey and return it to the school speech-language pathologist by _____?

I appreciate your time, and thank you very much for your participation.

Speech-Language Pathologist Date

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Please circle the response that most closely matches your opinion for each of the survey questions.

Survey Question	Response		
	Often (3)	Sometimes (2)	Rarely (1)
Student uses clear speech outside of school	Often (3)	Sometimes (2)	Rarely (1)
Student's speech is distracting to listeners	Rarely (3)	Sometimes (2)	Often (1)
Student must clarify messages due to speech errors	Rarely (3)	Sometimes (2)	Often (1)
Others react negatively to student's speech	Rarely (3)	Sometimes (2)	Often (1)
Student is embarrassed, frustrated, avoids talking	Rarely (3)	Sometimes (2)	Often (1)

Name of the person completing the survey _____

Relationship to student _____

Date _____

Speech Sound Therapy: School Staff Survey
(Morehouse and Rowland, 2012)

Student _____ Grade _____ School _____

Dear School Staff Member:

This student has been attending speech therapy to improve articulation, and I am interested in the opinion of school staff members regarding the student's progress. Would you please take a few moments to complete this survey and return it to the school speech-language pathologist by _____?

I appreciate your time, and thank you very much for your participation.

Speech-Language Pathologist Date

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Please circle the response that most closely matches your opinion for each of the survey questions.

Survey Question	Response		
	Often (3)	Sometimes (2)	Rarely (1)
Student uses clear speech at school	Often (3)	Sometimes (2)	Rarely (1)
Student's speech is distracting to listeners	Rarely (3)	Sometimes (2)	Often (1)
Student must clarify messages due to speech errors	Rarely (3)	Sometimes (2)	Often (1)
Others react negatively to student's speech	Rarely (3)	Sometimes (2)	Often (1)
Student is embarrassed, frustrated, avoids talking	Rarely (3)	Sometimes (2)	Often (1)

Name of the person completing the survey _____

Relationship to student _____

Date _____