

Student: _____ DOB: _____ C.A.: _____

SLP: _____ Grade/Program: _____ Date: _____

FLUENCY ASSESSMENT SUMMARY

1. BEHAVIORAL COMPONENTS

- a. Frequency of dysfluencies: _____/per 300 syllables produced in conversational context
- b. Type(s) of dysfluencies observed:
- Whole multisyllabic word repetitions
 - Whole monosyllabic word repetitions
 - Part-word syllable repetitions
 - Part-word speech sound repetitions
 - Silent or audible prolongations
 - Phonatory arrests or sustained articulatory postures (blocks)
If present, average duration of _____ seconds.
- c. Schwa replacement for intended vowel observed: No Yes
- d. Physical concomitants (secondary characteristics/struggle behaviors) observed:
- None perceived
 - Only noticeable to the trained observer
 - Noticeable to the casual observer
 - Distracting or obvious to the listener
- Description of behavior(s): _____
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2. AFFECTIVE COMPONENTS

- a. Student awareness and emotional reaction to dysfluencies:
- Not aware
 - Often aware
 - Occasionally aware
 - Always aware
- b. Student's emotional reaction to dysfluencies:
- Not concerned
 - Mildly frustrated
 - Negative emotions frequently observed/reported
 - Negative emotions often observed/reported

3. COGNITIVE COMPONENTS

- a. Verbal or situational avoidance behaviors:
- None observed or reported
 - Occasionally observed/reported
 - Frequently observed/reported
 - Consistently observed/reported
- b. Peer reactions to dysfluencies:
- Appear unaware
 - Some teasing noted/reported
 - Frequent teasing noted/reported
 - Considerable teasing requires strong adult intervention