## Appendix P: Fluency Assessment Summary

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| **School District:** *Enter District Name* **Date:** *Click to Select a Date* |
| **Student’s Name:** *First Name* *Middle Initial*. *Last Name* |
| **Student’s Date of Birth:** *Select Date of Birth* **Grade:** *Enter Grade in School* |
| **School:** *Enter School Name* **Student’s Age:** *Enter Age* |
| **Communication Assessment:** *Enter Communication Assessment* **SLP’s Name:** *Enter SLP’s Name* |

1. **BEHAVIORAL COMPONENTS:**

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| 1. **Frequency of dysfluencies** *Click to Enter Number***/per 100 words produced in conversational context**
 |
| 1. **Types of dysfluencies observed:**
 |
| [ ]  whole multisyllabic word repetitions | [ ]  abnormal rhythm, continuity, rate or effort |
| [ ]  whole monosyllabic word repetitions | [ ]  interjections |
| [ ]  part-word syllable repetitions | [ ]  broken words |
| [ ]  part-word speech sound repetitions | [ ]  blocks/phonatory arrest |
| [ ]  rephrasing or revision of sentences | [ ]  silent or audible prolongations |
| [ ]  pitch rise | [ ]  pauses |
| 1. **Blocks/phonatory arrest/sustained articulatory posture observed:**
 |
| [ ]  NO | [ ]  YES: average duration of *Click to Enter Number* seconds |
| 1. **Speech sound prolongations observed:**
 |
| [ ]  NO | [ ]  YES: average duration of *Click to Enter Number* seconds |
| 1. **Schwa replacement for intended vowel observed:**
 |
| [ ]  NO | [ ]  YES |
| 1. **Physical concomitants (secondary characteristics/struggle behaviors) observed:**
 |
| [ ]  none perceived | [ ]  noticeable to casual observer |

1. **AFFECTIVE COMPONENTS**

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| 1. **Student awareness and emotional reaction to dysfluencies:**
 |
| [ ]  not aware | [ ]  often aware |
| [ ]  occasionally aware | [ ]  always aware |
| 1. **Student emotional reaction to dysfluencies:**
 |
| [ ]  not concerned | [ ]  negative emotions are often observed/reported |
| [ ]  mildly frustrated | [ ]  negative emotions are frequently observed/reported |

1. **COGNITIVE COMPONENTS**

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| 1. **Verbal or situational avoidance behaviors:**
 |
| [ ]  not observed or reported | [ ]  frequently observed or reported |
| [ ]  occasionally observed or reported | [ ]  consistently observed or reported in numerous situations |
| 1. **Peer reactions to dysfluencies:**
 |
| [ ]  appear unaware | [ ]  frequent teasing noted/reported |
| [ ]  aware: some teasing noted/reported | [ ]  considerable teasing requires strong adult intervention |

1. **INFORMAL ASSESSMENT INFORMATION (information from observation, interview, etc.)**

*Click to Enter Informal Assessment Information*