## 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:**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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*