



Teacher's Rating Scale FLUENCY EVALUATION

Student: _____ Teacher: _____

Date: _____ Grade: _____ Classification (if any): _____

Please complete this form based upon observation of your student's speech fluency over the past month and return it to the speech-language pathologist. Your observations will help to complete a comprehensive profile of the student's fluency behavior in school.

1. Classroom Participation Student initiates conversations, answers questions, responds verbally	Always	More often than not	Sometimes	Never*	Unable to Determine
2. Intelligibility Student is readily understood and does not need to repeat verbal responses frequently	Always	More often than not	Sometimes	Never*	Unable to Determine
3. Reaction to Speech Errors Peers are accepting of speech difficulties Teachers and/or other adults interact with and/or call on the student despite speech characteristics	Always	More often than not	Sometimes	Never*	Unable to Determine
4. Impact on Academic Functioning <u>Compared to students of the same age and gender:</u> a. Student reads orally with appropriate speed. b. Student reads orally with appropriate smoothness c. Student's fluency improves with repeated practice of the same passage.	Always	More often than not	Sometimes	Never*	Unable to Determine
5. Socialization Student's <u>communication skills</u> interfere with social interactions and peer relations Student expresses negative feelings/attitudes regarding speaking	Always*	More often than not	Sometimes	Never	Unable to Determine
Student expresses negative feelings/attitudes regarding speaking	Always*	More often than not	Sometimes	Never	Unable to Determine

****Please give specific examples or further explanation.***

Additional Comments: _____



Fluency Behavior Checklist

Yes	No	
		The student repeats sounds or words when speaking (“C-c-c-can I see it? Or “Can, can, can I see it?””) <u>Example:</u>
		The student appears to get stuck on words and can’t get them out (“Can I ... (long tense pause) ... see it?”) <u>Example:</u>
		The student draws out certain sounds in words (“Can I sssssssee it?”) <u>Example:</u>
		The stuttering characteristics are accompanied by other behaviors (tension in the upper trunk, head and neck; facial tics; body movements; noises) <u>Example:</u>
		Stuttering makes it difficult to understand the content of the student’s speech. <u>Example:</u>

What specific sounds or words does the student have the most difficulty with? _____

What specific situations cause the student’s stuttering to increase? _____

What specific situations cause the student’s stuttering to decrease? _____

Additional Comments: _____

Teacher Signature: _____