

**THESE ARE A FEW OF MY FAVORITE THINGS .....**

**FLUENCY INFORMATION FROM THE TEACHER**

THIS FORM IS TO BE COMPLETED BY SCHOOL PERSONNEL BASED UPON OBSERVATIONS IN THE CLASSROOM. THIS FORM IS NOT TO BE COMPLETED BY PARENTS/GUARDIANS.

FLUENCY INFORMATION

Student's Name \_\_\_\_\_

B. D. \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Support Staff \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Your observations of this student's ORAL COMMUNICATION SKILLS will help determine if there is a fluency problem which adversely affects the student's ability to communicate effectively in school learning and/or social situations.

Fluency refers to the typical rate and rhythm of connected speech. When disruption occurs, this is known as disfluency and/or stuttering.

1. Check any of the following behaviors that you have noticed in this student's speech:

- Revisions (starting and stopping and starting over again). ( )
- Frequent interjections (um, like, you know). ( )
- Phrase repetitions (and then, and then). ( )
- Pauses or hesitate while speaking ("He ... went away.") ( )
- Word repetitions (we-we-we). ( )
- Part word repetitions (t-t-t-take; mo-mo-mom). ( )
- Prolongations (no\_\_\_body). ( )
- Blocks (noticeable tension/no speech comes out). ( )
- Unusual face or body movements (head nods, eye movement). ( )
- Abnormal breathing patterns. ( )

Other \_\_\_\_\_

\_\_\_\_\_

2. Answer the following questions with YES or NO.

- Do you listen to HOW the student is speaking rather than WHAT he/she is saying ?
- Does this student avoid speaking in the classroom ?
- Do classmates react to this student when he/she is stuttering ?
- If so, does this student have negative responses to the peers' reactions?  
(stops talking, more stuttering, withdraws, etc.)
- Do you feel uncomfortable when you try to communicate with this student?
- Do you think this student is aware of his/her fluency problem?

### 3. INFORMATION QUESTIONS

- How long have you observed the problem?
- How long have you been concerned about the disfluencies in this student's speech?
- Has the disfluency been consistent or intermittent?
- Can you recall any unusual event near the onset of the problem?  
(child, family, environment)
- Have the parent(s)/caregivers ever mentioned the student's fluency problems?  
If yes, what was discussed?
- Is there a history of stuttering in the biological family?
- Has the student ever talked to you about his/her speech problem?  
If yes, what was discussed?
- What other information might be helpful in looking at this student's fluency skills?
- Do you have any other concerns regarding this student's speech and language skills,  
academic functioning, or social appropriateness ?

**Thank you for taking time to share this helpful information. Please return this form to \_\_\_\_\_ SLP by \_\_\_\_\_ DATE.**

Source: SEDOL; Judith Eckardt, SLP, Board Recognized Fluency Specialist, USA, 8/03

