

## **Considerations for Fluency Disorder with Elementary through High School Students**

This worksheet can be used by IEP teams in considering a fluency disorder as part of a speech or language impairment. For each item, circle the item that best represents the student's performance. Students must demonstrate the presence of a delay in communication skills that also has an educational impact in order to meet criteria for a speech or language impairment in Wisconsin. When a valid comparison to a normative sample cannot be made or a student has significant impairments, consider completion of the [Functional Communication Summary](#) worksheet.

### **Academic Activities, Tests, and Measures**

### **Speech-Language Pathology Probes, Tests, and Measures**

	<b>Data sources weighted towards the student's oral participation in academic and extracurricular settings</b>	<b>Description of Disfluency<sup>12</sup></b>	<b>Associated Non-vocal Behaviors</b>	<b>Feelings/ Attitudes</b>
<b>No Apparent Impact/Normal Disfluencies</b>	Participates similarly to peers in most settings.	<ul style="list-style-type: none"> <li>-Primarily whole word repetitions at a slower pace</li> <li>-Phrase repetitions</li> <li>-Interjections (um, like)</li> <li>-Phrase or sentence revisions</li> <li>-More normal than stuttering-like disfluencies.</li> <li>-Less than 1 second pauses OR fewer than 2 reiterations,</li> <li>-Fewer than 2% stutter-like disfluencies.</li> </ul>	<ul style="list-style-type: none"> <li>-No associated behaviors,</li> <li>-no visible tension when talking.</li> </ul>	<ul style="list-style-type: none"> <li>-No apparent concern on the part of the student or their family.</li> <li>-Student views self as able to communicate easily in almost all situations.</li> <li>-Does not avoid talking situations.</li> </ul>
<b>Minimal Impact</b>	Evidence of some reduced verbal participation in one or a few school settings. Overall, however, the student appears confident and persists when talking in familiar settings.	<ul style="list-style-type: none"> <li>-Transitory stuttering-like disfluencies** in some speaking situations typically between 2-3% of total syllables*.</li> <li>- Efficiency of communication is commensurate with peers.</li> </ul>	<ul style="list-style-type: none"> <li>-One associated behavior that may not be readily noticeable and is not distracting. - Minimal visible tension</li> </ul>	<ul style="list-style-type: none"> <li>-Some beginning concerns on the part of the student and/or family.</li> <li>-Student views self as able to communicate easily in most situations but may consider stuttering as an impediment in some specific situations.</li> </ul>

\*Please consider an array of factors other than % syllables with stuttering-like disfluency in determining impact

\*\*Stuttering-like disfluencies include repetitions, prolongations, blocks, hesitations, interjections and vocal tension.

<sup>1</sup> Yairi, Ehud and Carol H. Seery. 2015. *Stuttering: Foundations and Clinical Applications: Second Edition*. 2015. USA: Pearson.

<sup>2</sup> Yaruss, J. Scott and Robert W. Quesal. 2016. *OASES: Overall Assessment of the Speaker's Experience of Stuttering*. McKinney, TX: Stuttering Therapy Resources.

<p><b>Moderate Impact</b></p>	<p>Lower verbal participation in most settings compared to peers. The student may appear less assertive and confident in oral participation tasks compared to peers (body posture/eye contact as determined by cultural norms).</p>	<p>-Frequent stuttering-like disfluencies** in many speaking situations typically around 3-5% of total syllables. * -Efficiency of communication is noticeably slower than peers.</p>	<p>-One associated behavior that is noticeable and distracting - Moderate visible tension when stuttering.</p>	<p>-Student expresses some negative thinking about stuttering -Concerns are increasing about others' reactions to stuttering. -Student experiences some limitations in communicating in important situations. -Student takes stuttering into account when deciding to contribute to oral exchanges. -Avoidance of some words, sounds, environments and conversational partners.</p>
<p><b>Substantial Impact</b></p>	<p>Evidence of very limited participation in most school settings. The student is avoiding talking or minimizing talking turns. The student does not look confident when talking ( body posture/eye contact as determined by cultural norms).</p>	<p>-Habitual stuttering-like disfluencies** in a majority of speaking situations which typically exceeds 5% of total syllables. * -Efficiency of communication is severely impacted as the student needs considerable time to communicate basic information.</p>	<p>-Two or more associated behaviors that are noticeable and distracting -severe to very severe visible tension when talking</p>	<p>-Student views or reports self as unable to participate orally in most or nearly all situations. -Student is very concerned about the reactions of others to stuttering. -Poor perception of self as communicator. -Frequently avoids words, sounds, environments, and/or conversation partners.</p>

\*Please consider an array of factors other than % syllables with stuttering-like disfluency in determining impact

\*\*Stuttering-like disfluencies include repetitions, prolongations, blocks, hesitations, interjections and vocal tension.

November 2021