

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

	Data sources weighted towards the student's oral participation in academic and extracurricular settings	Description of Disfluency¹²	Associated Non-vocal Behaviors	Feelings/ Attitudes
No Apparent Impact/Normal Disfluencies	Participates similarly to peers in most settings.	<ul style="list-style-type: none"> -Primarily whole word repetitions at a slower pace -Phrase repetitions -Interjections (um, like) -Phrase or sentence revisions -More normal than stuttering-like disfluencies. -Less than 1 second pauses OR fewer than 2 reiterations, -Fewer than 2% stutter-like disfluencies. 	<ul style="list-style-type: none"> -No associated behaviors, -no visible tension when talking. 	<ul style="list-style-type: none"> -No apparent concern on the part of the student or their family. -Student views self as able to communicate easily in almost all situations. -Does not avoid talking situations.
Minimal Impact	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"> -Transitory stuttering-like disfluencies** in some speaking situations typically between 2-3% of total syllables*. - Efficiency of communication is commensurate with peers. 	<ul style="list-style-type: none"> -One associated behavior that may not be readily noticeable and is not distracting. - Minimal visible tension 	<ul style="list-style-type: none"> -Some beginning concerns on the part of the student and/or family. -Student views self as able to communicate easily in most situations but may consider stuttering as an impediment in some specific situations.

*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.

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

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

<p>Moderate Impact</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>Substantial Impact</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>

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