**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.

<table>
<thead>
<tr>
<th>Academic Activities, Tests, and Measures</th>
<th>Data sources weighted towards the student's oral participation in academic and extracurricular settings</th>
<th>Description of Disfluency[^12]</th>
<th>Associated Non-vocal Behaviors</th>
<th>Feelings/Attitudes</th>
</tr>
</thead>
</table>
| **No Apparent Impact/Normal Disfluencies** | Participates similarly to peers in most settings. | - 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. | - No associated behaviors,  
- No visible tension when talking. | - 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. | - Transitory stuttering-like disfluencies** in some speaking situations typically between 2-3% of total syllables*.  
- Efficiency of communication is commensurate with peers. | - One associated behavior that may not be readily noticeable and is not distracting. - Minimal visible tension | - 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. |

[^12]: Please consider an array of factors other than % syllables with stuttering-like disfluency in determining impact.

<table>
<thead>
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<th>Impact</th>
<th>Description</th>
<th>Moderate impact</th>
<th>Substantial impact</th>
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</table>
| Moderate Impact  | 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). | -Frequent stuttering-like disfluencies** in many speaking situations typically around 3-5% of total syllables.*  
-Efficiency of communication is noticeably slower than peers. | -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. |
| Substantial Impact| 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). | -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. | -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. |

*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.

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