

Matanuska-Susitna Borough School District
 Speech-Language Services
 Fluency Eligibility
 DRAFT – UNDER REVISION

Student _____ Date _____

FLUENCY DESCRIPTION

Normal fluency may be described as conversational speech that reflects well coordinated and integrated function of phonation, respiration and articulation.

Normal fluency may be considered:

1. Fewer than 5 disfluencies per 100 syllables uttered.
2. Few, if any, part-word repetitions or sound prolongations.
3. No abrupt stoppages of voice or air-flow through the vocal tract.
4. If part-word repetitions occur, there are no more than three reproductions of the “unit” being reproduced.
5. The “schwa” sound is not heard in place of the vowel that is naturally part of the syllable being repeated.
6. Listener reaction may vary. However, the speaker may demonstrate little or no concerns about nonfluent speech.

Stuttering may be defined as:

1. Core behaviors: single syllable repetitions, multiple part-word repetitions, whole word repetitions and/or sound prolongations. These are key behaviors to look for.
2. Accessory behaviors: eye blinks, secondary coping behaviors, head nods, body turns, etc.
3. Associated behaviors: all emotional feelings associated with the problem such as fear, denial, frustration, guilt.

| Fluency Assessment Checklist | Yes | No |
|---|-----|----|
| 1. Test Administered and interpreted. | | |
| 2. Statement of % of disfluencies, description of secondary behaviors, description of disfluent speech behaviors on report. | | |
| 3. Educational Impact Checklist (Fluency) completed. | | |
| Summary | | |
| 1. 5% disfluencies in student's speech averaged over 2 samples of at least 250 syllables per sample. | | |
| 2. Education Impact Shown. | | |
| Must be "Yes" to both summary items to qualify for Speech-Language services. | | |

| Fluency Test Used for Eligibility | |
|--|--|
| SSI-3 | |
| OASIS | |
| Other fluency checklist | |

Include a copy of protocols with report and file.

Matanuska-Susitna Borough School District
Speech-Language Services
Educational Impact: Fluency
DRAFT - UNDER REVISION

Student _____ Date _____
Reporter _____ Grade _____

1. Does the child speak more than one language? Y N
2. What is the child's primary language? _____
Language spoken at home? _____
3. Does this student have trouble getting words out? Y N
4. Does the student appear to avoid talking in class? Y N
5. Does this student's speech pattern make it difficult to understand the content of his/her speech? Y N
6. Has the student indicated that he/she is having problems or shown concerns about his/her fluency? Y N
7. Have the student's parents expressed concern about this student's speech? Y N
Please explain. _____
8. Do classmates make fun of this student because of his/her speech? Y N
9. Have you heard anyone call him/her a stutterer? Y N
10. Have you observed any distracting behaviors or physical mannerisms associated with the disfluencies? Y N

In my opinion, this student's fluency adversely affects his/her educational performance. Y N

Please provide examples _____

Reporter

Date