

## SLI - STUTTERING CHECKLIST

**STUDENT:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**TEACHER:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_  
**PERSON COMPLETING FORM:** \_\_\_\_\_  
**RELATIONSHIP TO STUDENT:** \_\_\_\_\_

Place a check beside each characteristic observed in the speech of the above named student.

### STUTTERING BEHAVIORS

- \_\_\_\_\_ 1. Stuttering not observed in this student's speech at school.
- \_\_\_\_\_ 2. Stuttering is characterized by (check all that apply):
- \_\_\_\_\_ Prolonged sounds.
  - \_\_\_\_\_ Blocks (cannot get words out).
  - \_\_\_\_\_ Repeats syllables, words, or phrases.
  - \_\_\_\_\_ Extra vocal noises (audible grunts, throat-clearing, etc.).
  - \_\_\_\_\_ Revises/reformulates what he says to avoid stuttering.
  - \_\_\_\_\_ Adds excessive filler words such as "uh" or "you know."
- \_\_\_\_\_ 3. Secondary characteristics are/are not noted when speaking (check all that apply):
- \_\_\_\_\_ No secondary characteristics observed.
  - \_\_\_\_\_ Obvious tension in the face, neck, or body.
  - \_\_\_\_\_ Jerking or other unusual movements.
  - \_\_\_\_\_ Limited eye contact when speaking.
  - \_\_\_\_\_ Gasping or inappropriate use of air for speech.
- \_\_\_\_\_ 4. Student avoids speaking situations.

### ACADEMIC PERFORMANCE

- \_\_\_\_\_ 1. Stuttering does not adversely affect academic performance.
- \_\_\_\_\_ 2. Stuttering adversely affects academic performance in the general education setting as evidenced in:
- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| _____ Oral reading.               | _____ In structured speaking tasks. |
| _____ Asking questions.           | _____ Answering questions.          |
| _____ Other (attach explanation). |                                     |

DIBELS SCORES: \_\_\_\_\_ Date \_\_\_\_\_  
Stuttering adversely affects performance on DIBELS: Yes \_\_\_\_\_ No \_\_\_\_\_ N/A \_\_\_\_\_  
Other relevant test scores: \_\_\_\_\_ Date \_\_\_\_\_

### CLASSROOM PARTICIPATION

- \_\_\_\_\_ 1. Stuttering does not affect classroom participation.
- \_\_\_\_\_ 2. Stuttering affects classroom participation in the following ways:
- \_\_\_\_\_ Peers have difficulty understanding the student.
  - \_\_\_\_\_ Teacher has difficulty understanding the student.
  - \_\_\_\_\_ Student is reluctant/refuses to speak during/in front of class
  - \_\_\_\_\_ Other (Attach explanation).

**PLEASE RETURN FORM TO:** \_\_\_\_\_

ALSDE 7/19/07