Bath County School District

(District Name)

Fluency Assessment Summary

Date:							
Student's Full Name:			SSID:				
Date of Birth:			Grade:				
School:			Age:				
SLP:			Communication Assessment:				
1. BI	EHAVIORAL COMPONENTS:						
a.	Frequency of dysfluencies:/per 100 words produced in conversational context						
b.	Types of dysfluencies observed:						
	whole multi	isyllabic word repetitions	abnormal rhythm, continuity, rate or effort				
	whole monosyllabic word repetitions		interjections				
	part-word syllable repetitions		☐ broken words				
	part-word s	speech sound repetitions	☐ blocks/phonatory arrest				
	rephrasing or revision of sentences		silent or audible prolongations				
	pitch rise		pauses				
C.	Blocks/phonatory arrest/sustained articulatory posture observed:						
	no		yes: average duration of	f seconds			
d.	Speech sound prolongations observed:						
	no		yes: average duration of	f seconds			
e.	Schwa replacement for intended vowel observed:						
	no		☐ yes				
f.	Physical concomitants (secondary characteristics/struggle behaviors) observed:						
	none perce	ived	noticeable to casual obs	server			
	only noticea	able to trained observer	distracting or obvious to the listener				
Description of behavior(s):							



Student's Full Name:				SSID:			
2.	AFFECTIVE COMPONENTS						
	a.	a. Student awareness and emotional reaction to dysfluencies:					
		not aware		often aware	often aware		
		occasionall	y aware	always aware			
	b.	b. Student emotional reaction to dysfluencies:					
		not concern	ned	negative emotions are often observed/reported			
		mildly frustr	rated	negative emotions are frequently observed/reported			
3.	COGNITIVE COMPONENTS						
	a.	Verbal or situat	onal avoidance behaviors:				
		non observe	ed or reported	frequently observed	or reported		
		occasionall	y observed or reported	consistently observe situations	ed or reported in numerous		
	b.	Peer reactions	ctions to dysfluencies:				
		appear una	ware	frequent teasing not	red/reported		
		aware: som	ne teasing noted/reported	considerable teasin	g requires strong adult intervention		
4.	INFORMAL ASSESSMENT INFORMATION (information from observation, interview, etc.):						