

# FLUENCY EVALUATION

## Elicitation Form

**Instructions:** Tape record each task. Elicit at least 25 syllables for each task unless otherwise specified. Use the *Dysfluency Tally Sheet* to tally dysfluencies and record results on the *Fluency* portion of the *Data Sheet*. Additional instructions are provided for applicable tasks when needed.

### 1. AUTOMATIC/ROTE

- Count to 20.
- Name the Days of the Week.
- Name the Months of the Year.
- Say the Pledge of Allegiance.

### 2. IMITATION

- Repeat the following words...

Red	Watch	Listen	Marathon	Situation
Ant	Car	Goodbye	Happiness	Competition

- Repeat the following phrases...

Over there	Watch and learn	Read the book
On the table	Big red apple	

- Repeat the following sentences...

I will go.	I ran to the door and opened the window.
They read the books.	Yesterday, I saw a black dog chasing a cat near the street.
The cat jumped on the chair.	

### 3. LABELING

- Tell me the name of each picture you see. (*Appendix I*)
- Now use each picture in a sentence.

### 4. ANSWERING QUESTIONS

- What is your favorite color?
- Do you have any pets?
- How many brothers and sisters do you have?
- Where did you go for your last vacation?
- What do you like to do after school?

### 5. ASKING QUESTIONS

- Ask me some questions. (Prompt the student by giving examples, if necessary).

## 6. TIME PRESSURE

- a. Name as many fruits as you can in 10 seconds. Ready, Go! Hurry!
- b. Name the days of the week backwards as fast as you can. Ready, Go! Hurry!

## 7. INTERRUPTION

- a. Tell me what you did for your last birthday. (interrupt child at least 3 times)

## 8. READING (2<sup>nd</sup> Grade +)

Instructions: Have student read the appropriate reading passage. (*Appendix III*)

## 9. PEER INTERACTION

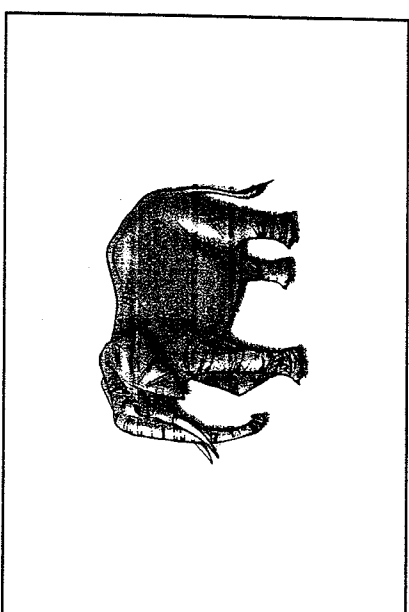
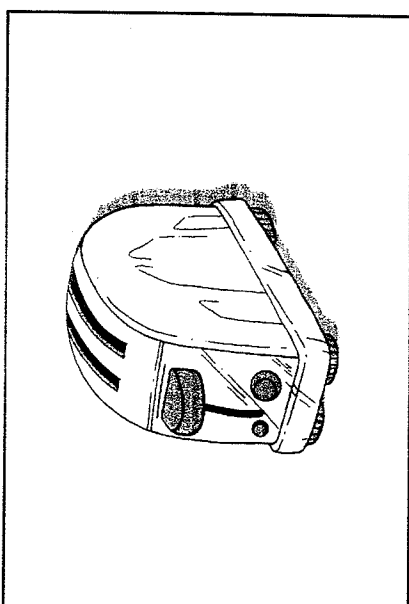
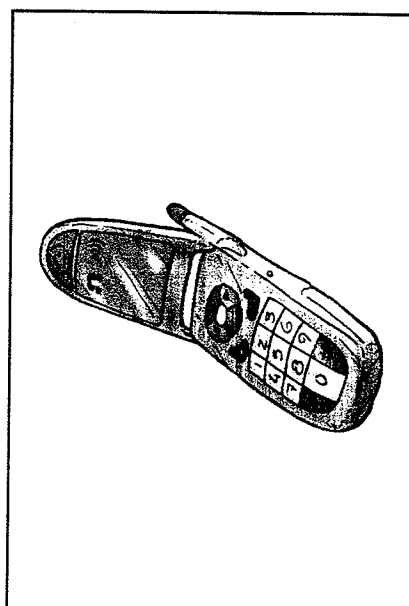
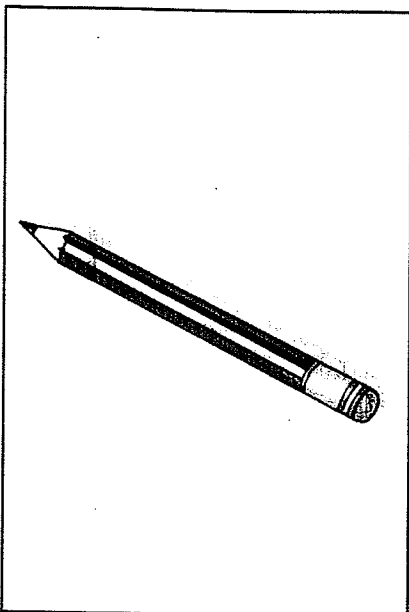
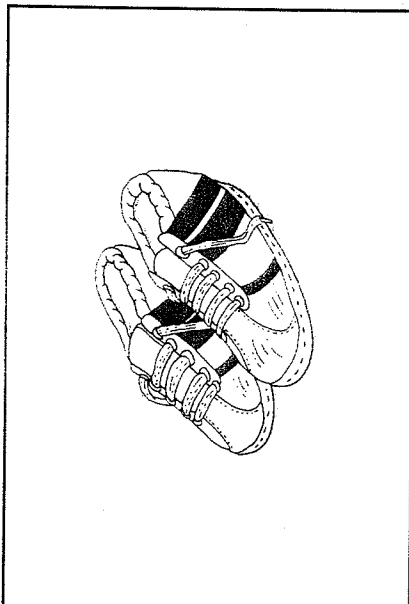
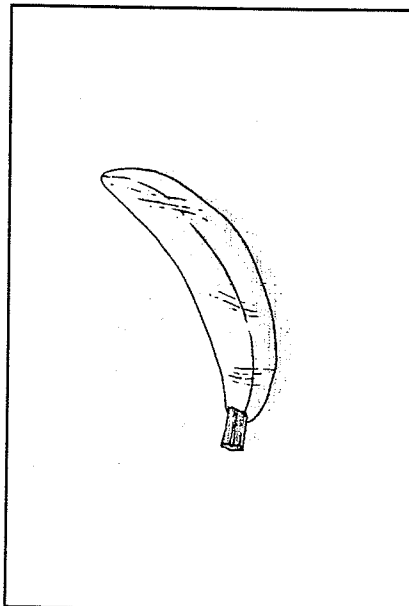
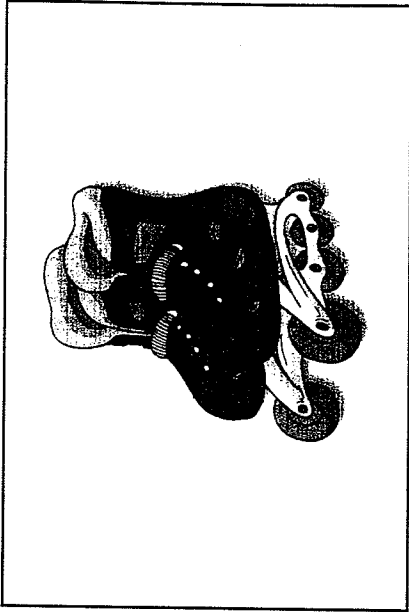
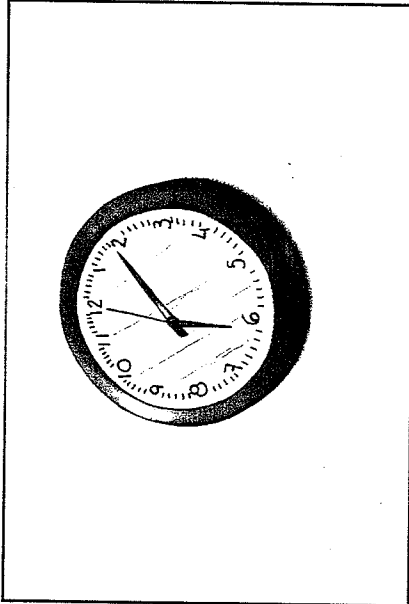
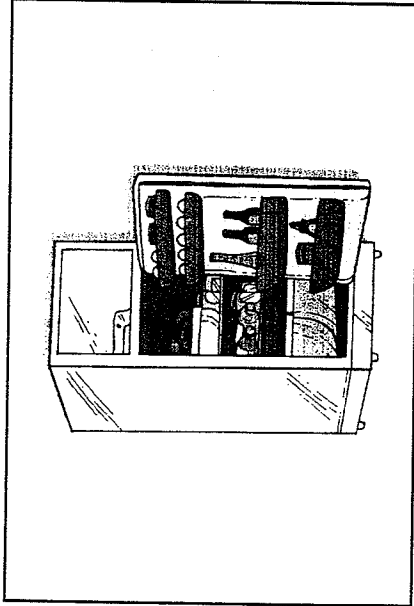
Instructions: Observe the student conversing with a peer for approximately 3 minutes.

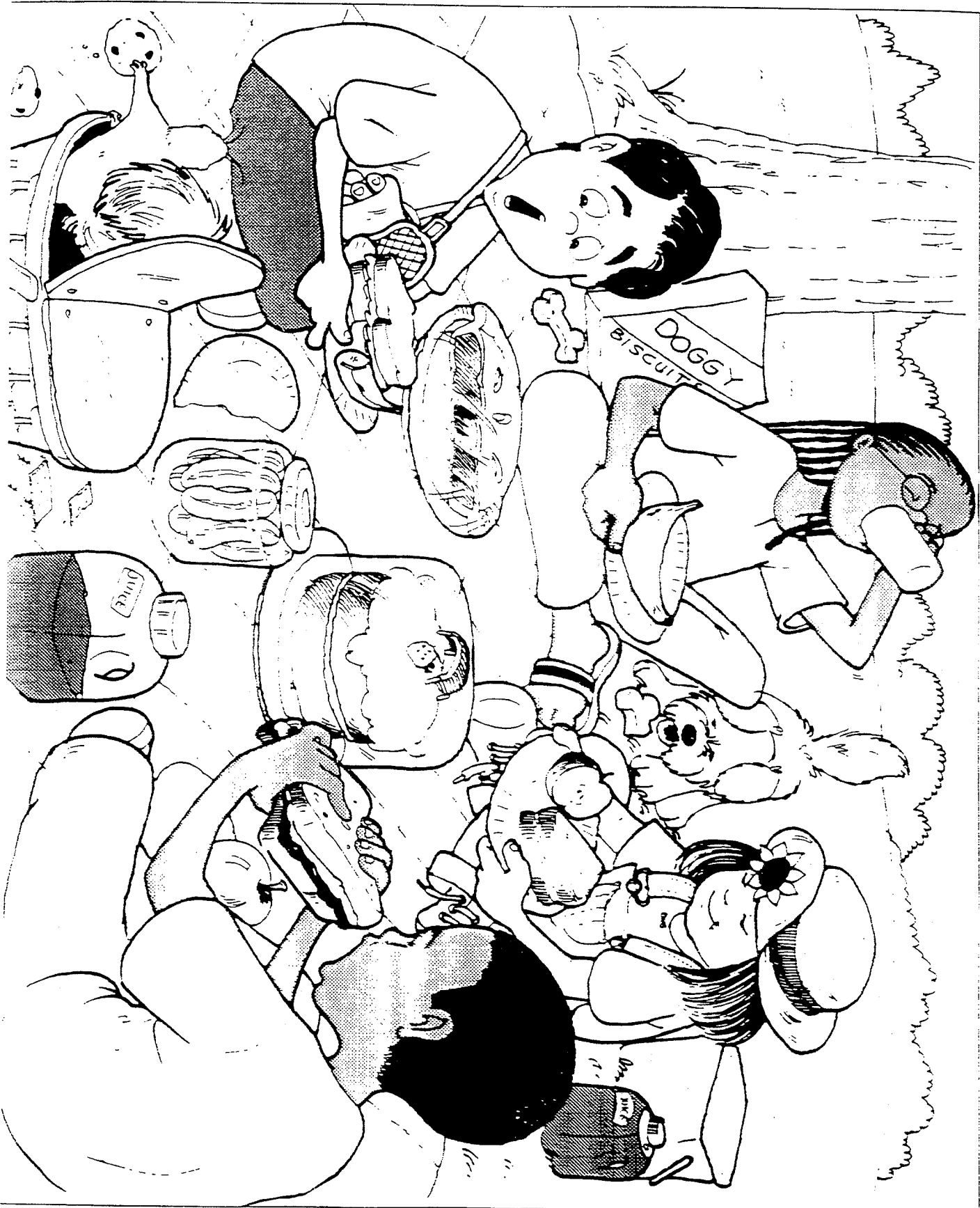
## 10. CONVERSATION

Instructions: Elicit spontaneous speech by using letters (a) and (b) below. Transcribe tape recorded sample of at least 200 syllables of connected speech on the *Fluency Speech Sample Transcription Sheet*. Circle all dysfluencies in red ink. Record the specific results on the *Spontaneous Speech Sample Data Portion* of the *Data Sheet*. Observe and record any overt secondary behaviors.

- a. Tell me what's happening in this picture. (*Appendix II*)
- b. Tell me about your favorite vacation/TV show/Movie, etc.

# Appendix I





Appendix II

# Appendix III

2<sup>nd</sup>-3<sup>rd</sup> Grade

## *How They Grow* by Judy Nayer

**H**ow does a butterfly grow? It starts out as a tiny egg. It becomes a caterpillar. It eats lots of leaves. It grows and grows. Then it goes inside a cocoon. At last, it comes out. It's a butterfly!

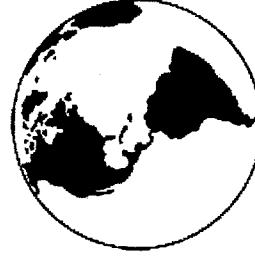
How does a frog grow? It starts out as a tiny egg in the water. The egg grows into a tadpole. It keeps changing. It eats tiny plants. It grows and grows. At last, it hops out of the pond. It's a frog!



4<sup>th</sup>-6<sup>th</sup> Grade

## *Outer Space* by Meish Goldfish

**F**rom far out in space, Earth looks like a blue ball. Since water covers three-fourths of the Earth's surface, blue is the color we see most. The continents look brown, like small islands floating in the huge, blue sea. White clouds wrap around the Earth like a light blanket. The Earth is shaped like a sphere, or a ball. It is 25,000 miles around! It would take more than a year to walk around the whole planet. A spaceship can fly around the widest part of the sphere in only 90 minutes.



# Appendix III (Cont')

7<sup>th</sup> Grade and above

## *Popular Sports Around the World* by Kathy Mormile

**F**or centuries, people have been playing kicking games with a ball. The game of soccer developed from some of these early games. The English probably gave soccer its name and its first set of rules. In European countries, soccer is called football or association football. Some people believe that the name "soccer" came from "assoc.," an abbreviation for the word association. Others believe that the name came from the high socks that the players wear.



# DATA SHEET

Student \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_

SLP \_\_\_\_\_ Date \_\_\_\_\_

## Task Data

Task	# Syllables	# Dysfluencies	Percent	Comments
1				Automatic/Rote
2				Imitation
3				Labeling
4				Answering Questions
5				Asking Questions
6				Time Pressure
7				Interruption
8				Reading
9				Peer Interaction
10				Conversation

## Spontaneous Speech Sample Data

<p><b>Total # of syllables</b> _____</p> <p><b>Total # of dysfluencies</b> _____</p> <p><b>% Dysfluent Speech</b> <input style="width: 50px;" type="text"/></p>	<p><b>Dysfluency Differentiation</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Type</u></th> <th style="text-align: center;"><u>#</u></th> <th style="text-align: center;"><u>% *</u></th> </tr> </thead> <tbody> <tr><td>Single Sound Repetition</td><td>_____</td><td>_____</td></tr> <tr><td>Syllable Repetition</td><td>_____</td><td>_____</td></tr> <tr><td>Whole Word Repetition</td><td>_____</td><td>_____</td></tr> <tr><td>Phrase Repetition</td><td>_____</td><td>_____</td></tr> <tr><td>Prolongation</td><td>_____</td><td>_____</td></tr> <tr><td>Audible Block</td><td>_____</td><td>_____</td></tr> <tr><td>Silent Block/Hesitation</td><td>_____</td><td>_____</td></tr> <tr><td>Fillers/Interjections</td><td>_____</td><td>_____</td></tr> <tr><td>Revision</td><td>_____</td><td>_____</td></tr> </tbody> </table>	<u>Type</u>	<u>#</u>	<u>% *</u>	Single Sound Repetition	_____	_____	Syllable Repetition	_____	_____	Whole Word Repetition	_____	_____	Phrase Repetition	_____	_____	Prolongation	_____	_____	Audible Block	_____	_____	Silent Block/Hesitation	_____	_____	Fillers/Interjections	_____	_____	Revision	_____	_____
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<p><b>Secondary Behaviors</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"></th> <th colspan="3" style="text-align: center;"><u>Frequency</u></th> </tr> <tr> <th style="text-align: left;"></th> <th style="text-align: center;">once</th> <th style="text-align: center;">occasionally</th> <th style="text-align: center;">often</th> </tr> </thead> <tbody> <tr><td>_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td></tr> <tr><td>_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td></tr> <tr><td>_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td></tr> <tr><td>_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td></tr> <tr><td>_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td><td style="text-align: center;">_____</td></tr> </tbody> </table>		<u>Frequency</u>				once	occasionally	often	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	<p>* % = # / total # of dysfluencies x100</p>		
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## TEACHER INPUT - Fluency Indirect Observation

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

*Your observation and responses concerning the above student will help determine if a fluency problem exists which adversely affects educational performance. (Note: Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic and vocational performance).*

Please return completed form to the speech-language pathologist by (date) \_\_\_\_\_

	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1. Does the student have characteristics associated with stuttering (e.g., part or whole word repetitions, silent blocks, sound or word prolongations)?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are the stuttering characteristics accompanied by other behaviors (e.g. tension in the upper trunk, head and head, facial tics, body movements)?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does stuttering make it difficult to understand the content of his/her speech?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student appear to talk less in the classroom because of the stuttering?	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the student avoid verbal participations during classroom activities?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the student avoid verbal participations in social situations?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you think the student is aware of his/her communication problems?	<input type="checkbox"/>	<input type="checkbox"/>
8. Have the student's parents talked to you about his/her fluency disorder?	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other observations relating to this student's communication skills?

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It is my opinion that these behaviors:

\_\_\_\_\_ Do not adversely affect educational performance  
 \_\_\_\_\_ Do adversely affect educational performance

\_\_\_\_\_ Classroom Teacher Signature      Date \_\_\_\_\_