

Fluency Teacher Input for 3rd-5th Grade

Student: _____ **Grade/Homeroom:** _____

Your observations and responses concerning the above student are an integral part of the special education evaluation process and crucial to help determine if a fluency/stuttering disorder 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.)

SL.3.1/SL.4.1/SL.5.1 – Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas, and expressing their own clearly.

SL.3.4/SL.4.4/SL.5.4 – Report on a topic or text, tell a story or recount an experience...speaking clearly at an understandable pace.
RF.3.4/RF.4.4/RF.5.4 - Read with sufficient accuracy and fluency to support comprehension.

	Yes	No	Sometimes
Does the student avoid speaking in class because of his/her disfluency?			
Does this student appear frustrated or embarrassed because of his/her disfluency?			
Does the student's disfluency negatively affect verbal participation in the classroom?			
Does the student's disfluency negatively affect oral presentations in the classroom?			
Does the student's disfluency distract listeners from what s/he is saying?			
Does the student have an awareness of his/her disfluency?			
Does the student's disfluency negatively impact oral reading fluency?			
Do peers tease the student about the way s/he talks?			
Do you have difficulty understanding this student in class due to disfluencies?			
Do you notice any secondary behaviors when the student stutters? (i.e. hand flapping, head movements, eye blinks/reduced eye contact, change in breathing patterns, visible tension in their throat/jaw, etc)			
	Always	Never	Sometimes
The student stutters when s/he:			
speaks to the class			
shares ideas or tells a story			
answers questions			
talks with peers			
talks with adults			
reads out loud			
gets excited or upset			

How frequently does the student demonstrate disfluencies in speech?

occasionally often consistently

What rate of speech does the student use when talking?

slow average fast very fast

What environments does the student demonstrate disfluencies in?

classroom lunchroom playground specials (PE, etc) hallways

Do you have any other observations or provide any accommodations due to the student's disfluency?

It is my opinion that these behaviors:

- Do not** adversely affect social, emotional, vocational, and/or educational performance
- Do** adversely affect social, emotional, vocational, and/or educational performance

Teacher Signature: _____

Date: _____