

## 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):
- \_\_\_\_\_ Prolongs sounds.
  - \_\_\_\_\_ Blocks (cannot get words out).
  - \_\_\_\_\_ Repeats of 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) |                                    |

Describe how the above is/are affected by stuttering: \_\_\_\_\_

### 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.)

**SIGNATURE OF PERSON COMPLETING FORM:** \_\_\_\_\_

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