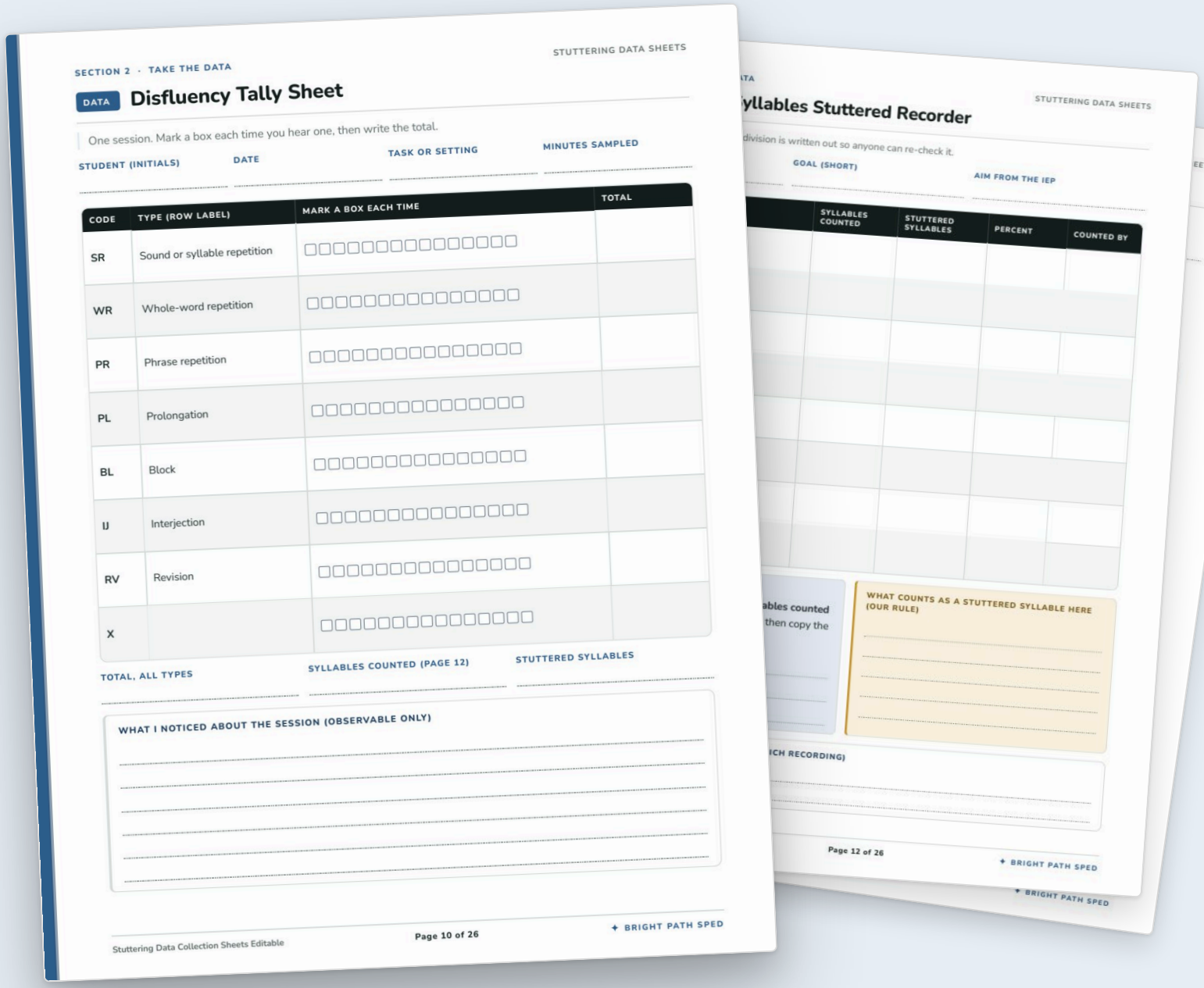
SPECIAL EDUCATION · SPEECH-LANGUAGE PATHOLOGY

EDITABLE

Stuttering Data Collection Sheets



26 PAGES | DISFLUENCY TALLY | % SYLLABLES STUTTERED | FILLABLE PDF

✦ BRIGHT PATH SPED

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A NOTE ON STUDENT INFORMATION

Pages you fill in will contain confidential student information. Keep completed pages secure, follow your district's FERPA and records policies, and consider using first names or initials on anything that leaves your classroom.

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PREVIEW

CONTENTS

What Is Inside, and Where

26 pages: three sections and a worked example. These sheets record what you hear and count. Every definition and every counting rule is a blank you fill in from your own training or your district.

Before you begin

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PREVIEW

01

Set Up the Caseload

One page where you write your own type definitions and counting rule, the caseload roster, and a binder cover, spine label and divider tabs so the whole file drops into your system.

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Caseload Roster 7

Binder Cover, Spine and Divider Tabs 8

PREVIEW

REFERENCE

Type Key and Counting Rule

> Row labels only. Write what each one means in your own words, and what your team counts, once. The sheets never decide it.

CODE	ROW LABEL	WHAT IT MEANS TO US (WRITE YOUR OWN DEFINITION)	COUNTED TOWARD % STUTTERED? (OUR RULE)
SR	Sound or syllable repetition		
WR	Whole-word repetition		
PR	Phrase repetition		
PL	Prolongation		
BL	Block		
IJ	Interjection		
RV	Revision		
X			

SPEAKING TASKS USED IN THIS FILE

TASK CODE	SPEAKING TASK	TYPICAL LENGTH WE SAMPLE (WRITE IT)
T1	Conversation	
T2	Reading aloud	
T3	Story retell	
T4	Picture description	
T5	Classroom talk	
T6	Other task	

OUR COUNTING RULE, IN OUR OWN WORDS (WRITE IT ONCE, APPLY IT EVERY TIME)

PREVIEW

02

Take the Data

A tally by type, a tally by task, the percent-syllables-stuttered recorder, a 100-syllable count grid, a group sheet, an everyday-talking log, and two pages the student fills in with faces.

PREVIEW

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My Talking Week 17

DATA

Disfluency Tally Sheet

One session. Mark a box each time you hear one, then write the total.

STUDENT (INITIALS) _____ DATE _____ TASK OR SETTING _____ MINUTES SAMPLED _____

CODE	TYPE (ROW LABEL)	MARK A BOX EACH TIME	TOTAL
SR	Sound or syllable repetition	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐	
WR	Whole-word repetition	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐	
PR	Phrase repetition	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐	
PL	Prolongation	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐	
BL	Block	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐	
IJ	Interjection	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐	
RV	Revision	☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐	
X		☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐	

TOTAL, ALL TYPES _____ SYLLABLES COUNTED (PAGE 12) _____ STUTTERED SYLLABLES _____

WHAT I NOTICED ABOUT THE SESSION (OBSERVABLE ONLY)

PREVIEW

DATA

Percent Syllables Stuttered Recorder

Eight samples a page. The division is written out so anyone can re-check it.

STUDENT (INITIALS) _____

GOAL (SHORT) _____

AIM FROM THE IEP _____

#	DATE	TASK	SYLLABLES COUNTED	STUTTERED SYLLABLES	PERCENT	COUNTED BY
1						
2						
3						
4						
5						
6						
7						
8						

PREVIEW

THE DIVISION, WRITTEN OUT

Percent = stuttered syllables ÷ syllables counted × 100. Write your own division here, then copy the answer into the Percent column:

_____

_____

_____

WHAT COUNTS AS A STUTTERED SYLLABLE HERE (OUR RULE)

_____

_____

_____

_____

_____

HOW I COUNTED (LIVE, RECORDING, WHICH RECORDING)

_____

_____

LOG

Speaking Situations Log

> Outside the therapy room: where, with whom, and what the student said about it.

STUDENT (INITIALS) _____ WEEK OF _____ REPORTED BY _____

#	DATE	WHERE (CLASS, LUNCH, HOME VISIT...)	TALKING WITH	MOMENTS NOTICED	STUDENT RATED (1-5)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

WHAT THE STUDENT SAID ABOUT IT, IN THEIR OWN WORDS

_____

_____

_____

_____

_____

PREVIEW

03

Track, Report and Share

The session log and graph, the caseload summary, a family update, a classroom-teacher check-in, a bank of observable-language starters, and a worked example whose every number can be re-counted.

IN THIS SECTION

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Family Update 22

Classroom Teacher Check-In 23

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A Session, a Log and a Summary, Filled In 25

PREVIEW

TRACKER

Session Log

Twelve sessions on one page. Copy each number over the same day.

STUDENT (INITIALS) _____

GOAL (SHORT) _____

AIM FROM THE IEP _____

#	DATE	TASK	SYLL. COUNTED	STUTTERED	PERCENT	MOMENTS (TALLY)	SELF-RATING
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

PREVIEW

REPORTING

Caseload Summary

Every student, first number and latest number, ready for the meeting.

#	STUDENT (INITIALS)	STARTING %	DATE	LATEST %	DATE	SESSIONS	SELF-RATING	TEAM NOTE
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

PREVIEW

DIFFERENCE, STARTING TO LATEST (COPY FROM THE LOG)

Latest minus starting, in percentage points. The team decides what the change means.

REVIEW DATE AND WHO ATTENDS

REFERENCE

Progress Note Phrase Bank

> Every line is a starter: fill the blank from the sheet in front of you, not from memory.

Starters for a session note or a progress report. Finish each one with what you counted or heard, never with a label for the student. Pair a starter with the sheet it came from.

DESCRIBING THE COUNTS

- Recorded ____ moments in ____ minutes during ____ (tally, page 10).
- Counted ____ syllables, ____ of them stuttered: ____ percent (page 12).
- The most frequent type this session was ____.
- Percent syllables stuttered went from ____ to ____ between ____ and ____ (graph, page 20).

DESCRIBING THE TASKS

- In conversation the count was ____; reading aloud it was ____ (page 11).
- The count was higher in ____ than in ____ on ____ (date).
- Collected the sample the same way as last time: ____ (task, length, setting).
- Sampled ____ minutes of ____ today.

DESCRIBING THE STUDENT'S VIEW

- The student rated talking ____ out of 5 today (page 16).
- The student said talking felt ____ when ____.
- Self-rating over the last ____ sessions: ____ to ____ (log, page 19).
- The student chose to ____ during ____.

DESCRIBING OTHER SETTINGS

- The classroom teacher noticed ____ moments over ____ days (page 23).
- Family reported talking felt ____ on ____ (page 22).
- Spoke aloud ____ times in ____ this week.
- In ____ (setting) the student said ____.

FOR THE NEXT SESSION OR THE REPORT

- Will take data the same way next session.
- The team will review this at ____ on ____ (date).
- Baseline: ____ percent on ____ (date, task). Most recent: ____ percent on ____.
- The team's note on what this means: ____.

WHAT A STARTER IS NOT

Not a label for the student and not a finding about the student. Every starter ends in a number, a count, a setting or the student's own words from a page in this file. What the number means is your team's call.

MY OWN STARTERS (WRITE THE ONES YOU USE EVERY WEEK)

PREVIEW