Student J exhibited comprehension of language through understanding of grade level content material, understanding jokes, and, following complex directions.

In the area of expressive language:
Student J demonstrated age-appropriate semantics (meanings of words and sentences), morphology (structure words and the construction of word forms), and syntax (order of words to form sentences). For example, Student J used language effectively for a variety of purposes, participates in small group discussion, gives accurate directions to others, organizes information for clarity, uses specific vocabulary/grammar, and 4 out of 5 words have a prefix or suffix.

In the area of pragmatics (social language):
Student J demonstrated age-appropriate communicative intentions, such as: shared attention to topic, initiating verbal exchanges, responding to the initiations of others, and using language for different purposes (i.e., to greet, to engage others, to inform, to ask and answer questions). Student J exhibited suitable verbal rules of conversation such as: introduce topics gradually, maintain a topic for several turns, interrupt politely, and grammar matching the listener and the setting (formal/informal, serious/joking). He showed appropriate nonverbal rules of conversation, such as: maintain eye contact, body language, posture, and facial expression that match the emotional content of message.

VOICE

Student J's voice skills were assessed through informal observation. His vocal pitch, quality, and intensity were appropriate for his age and gender.

FLUENCY

Student J's fluency skills were formally assessed using the *Stuttering Severity Instrument, Fourth Edition* (SSI-4) on January 14, 2020. The SSI-4 was administered to determine the frequency, duration, and severity of the stuttering as well as presence of any physical concomitants (e.g., secondary characteristics such as facial tension, body movements, eye blink, etc.). Two speech samples (reading and conversational speech with clinician) were analyzed and used to determine severity of stuttering. The following scores were obtained:

Total Score	Percentile	Severity
12	12-23	Mild

Percentile Ranks and Severity Equivalents for School-Age Children (N = 139)

Total Score	Percentile Rank	Severity Equivalent
6-8	1-4	Very mild
9-10	5-11	
11-15	12-23	Mild
16-20	24-40	
21-23	41-60	Moderate
24-27	61-77	
28-31	78-88	Severe
32-35	89-95	
36 and up	96-99	Very Severe

Stuttering Severity Instrument 4 Sample Report

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Stuttering Severity Instrument 4 Sample Report:

Decoding **Stuttering Severity Instrument 4 Sample Report**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Stuttering Severity Instrument 4 Sample Report**," a mesmerizing literary creation penned with a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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