

COMMUNICATION RATING SCALE: FLUENCY

Student: _____ . D.O.B.: _____ Grade/Program _____

SLP: _____ Date: _____

	Non-Disabling	Mild	Moderate	Severe
Frequency of Dysfluencies	0 10 or fewer per 100 words in conversation	2 11 to 12 per 100 words in conversation	3 13 to 14 per 100 words in conversation	4 15 or more per 100 words in conversation
Type(s) of Dysfluencies	0 Mostly whole multisyllabic word repetitions. Occasional whole-word interjections and phrase/sentence revisions.	2 Mostly whole monosyllabic word repetitions. Repetitions are rapid, tense and irregularly paced. Pitch rise may be present.	4 Mostly part-word syllable repetitions. Occasional speech sound repetitions. Prolongations and broken words noted. Repetitions are rapid, tense and irregularly paced. Pitch rise may be present. Blocks in which sound and airflow are shut off.	6 Frequent part-word speech sound repetitions. Frequent prolongations and broken words. Repetitions are rapid, tense and irregularly paced. Pitch rise may be present. Long, tense blocks, some with noticeable tremors.
Phonatory Arrest/ Sustained Articulatory Posture	0 None observed or less than .5 seconds duration	4 0.5 to 2.0 seconds in duration	6 2.1 to 3.0 seconds in duration	8 3.1 or more seconds in duration
Speech Sound Prolongations	0 None observed or less than 1.5 seconds duration	4 1.6 to 3.0 seconds in duration	6 3.1 to 4.0 seconds in duration	8 4.1 or more seconds in duration
Schwa Replacement	0 Not perceived	0 Not perceived	0 Not perceived	6 Perceived
Physical Concomitants	0 None perceived	2 Only noticeable to trained observer	4 Noticeable to casual observer	6 Distracting or obvious to the listener
Awareness and Emotional Reactions	0 Student is neither aware of, nor concerned about, dysfluencies.	2 Student is occasionally aware and mildly frustrated by dysfluencies.	4 Student is often aware of dysfluencies. Negative emotions	6 Student is always aware of dysfluencies. Negative emotions

			often are observed/reported.	are frequently observed/reported.
Avoidance Behaviors and Peer Reactions	<p>0</p> <p>No verbal or situational avoidance observed or reported.</p> <p>Peers appear unaware of dysfluencies.</p>	<p>2</p> <p>Verbal or situational avoidance occasionally observed or reported.</p> <p>Peers are aware of dysfluencies; some teasing noted or reported.</p>	<p>4</p> <p>Verbal or situational avoidance frequently observed or reported.</p> <p>Frequent teasing noted or reported.</p>	<p>6</p> <p>Verbal or situational avoidance consistently observed or reported.</p> <p>Considerable teasing requiring strong adult intervention.</p>
Adverse Effect on Educational Performance	<p>0</p> <p>Fluency is adequate for the student's participation in the general curriculum and/or age-related activities.</p>	<p>4</p> <p>Fluency minimally impacts the student's participation in the general curriculum and /or age-related activities.</p>	<p>6</p> <p>Fluency frequently impacts the student's participation in the general curriculum and /or age-related activities.</p>	<p>8</p> <p>Fluency consistently impacts the student's participation in the general curriculum and/or age-related activities.</p>
Total Score	0 – 16	17 – 27	28 – 40	41 – 58
Rating Scale	Non-Disabling	Mild	Moderate	Severe
Severity Rating	0	1	2	3