

(District Name)

Communication Rating Scale: Fluency

Date: _____

Student's Full Name:		SSID:	
Date of Birth:		Grade:	
School:	SLP:		

	Non-Disabling	Mild	Moderate	Severe
Frequency of Dysfluencies	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
	10 or fewer per 100 words in conversation.	11 to 12 per 100 words in conversation.	13 to 14 per 100 words in conversation.	15 or more per 100 words in conversation.
Types(s) of Dysfluencies	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6
	Mostly whole multisyllabic word repetitions. Occasional whole-word interjections and phrase/sentence revisions.	Mostly whole monosyllabic word repetitions. Repetitions are rapid, tense and irregularly paced. Pitch rise may be present.	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.	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	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8
	None observed or less than .5 seconds duration	0.5 to 2.0 seconds in duration	2.1 to 3.0 seconds in duration	3.1 or more seconds in duration
Speech Sound Prolongations	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8
	None observed or less than 1.5 seconds duration	1.6 to 3.0 seconds in duration	3.1 to 4.0 seconds in duration	4.1 or more seconds in duration
Schwa Replacement	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 6
	Not Perceived	Not Perceived	Not Perceived	Perceived
Physical Concomitants	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6
	None Perceived.	Only noticeable to trained observer.	Noticeable to casual observer.	Distracting or obvious to the listener.
Awareness and Emotional Reactions	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6
	Student is neither aware of, nor concerned about, dysfluencies.	Student is occasionally aware and mildly frustrated by dysfluencies.	Student is often aware of dysfluencies. Negative emotions are often observed/reported.	Student is always aware of dysfluencies. Negative emotions are frequently observed/reported.

Student's Full Name:		SSID:	
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	Non-Disabling	Mild	Moderate	Severe
Avoidance Behaviors and Peer Reactions	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6
	No verbal or situational avoidance observed or reported. Peers appear unaware of dysfluencies.	Verbal or situational avoidance occasionally observed or reported. Peers are aware of dysfluencies; some teasing noted reported.	Verbal or situational avoidance frequently observed or reported. Frequent teasing noted or reported.	Verbal or situational avoidance consistently observed or reported. Considerable teasing requiring strong adult intervention.
Adverse Effect on Educational Performance	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8
	No interference with performance in the educational setting.	Minimally impacts performance in the educational setting.	Moderately interferes with performance in the educational setting.	Seriously limits performance in the educational setting.
Total Score	0-16	17-27	28-40	41-58
Rating Scale	<input type="checkbox"/> Non-disabling	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe
Severity Rating	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Comments:

NOTE: Not all standardized measures have a consistent correlation among standard deviations, standard scores, and percentiles. This section should only be marked after the standard score or percentile has been compared to the standard deviation according to the test manual for that specific test.