## Appendix R: Communication Rating Scale – Fluency

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| **District Name:** *Enter District Name* **Date:** *Select Date* |
| **Student’s Name:** *First Name* *Middle Initial*. *Last Name* |
| **Student’s DOB:** *Select Date of Birth* **Grade:** *Enter Student’s Grade in School* |
| **School:** *Enter School Name* **SLP:** *Enter SLP’s Name* |

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| --- | --- | --- | --- | --- |
|  | **Non-Disabling** | **Mild** | **Moderate** | **Severe** |
| **Frequency of Dysfluencies** | [ ]  **0** | [ ]  **2** | [ ]  **3** | [ ]  **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. |
| **Type(s) of Dysfluencies** | [ ]  **0** | [ ]  **2** | [ ]  **4** | [ ]  **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** | [ ]  **0** | [ ]  **4** | [ ]  **6** | [ ]  **8** |
| None observed or less than 0.5 seconds in duration | 0.5 to 2.0 seconds in duration | 2.1 to 3.0 seconds in duration | 3.1 or more seconds in duration |
| **Non-Disabling** | **Mild** | **Moderate** | **Severe** |
| **Speech Sound Prolongations** | [ ]  **0** | [ ]  **4** | [ ]  **6** | [ ]  **8** |
| None observed or less than 1.5 seconds in 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** | [ ]  **0** | [ ]  **0** | [ ]  **0** | [ ]  **6** |
| Not perceived | Not perceived | Not perceived | Perceived |
| **Physical Concomitants** | [ ]  **0** | [ ]  **2** | [ ]  **4** | [ ]  **6** |
| None perceived | Only noticeable to trained observer. | Noticeable to casual observer. | Distracting or obvious to the listener. |
| **Awareness and Emotional Reactions** | [ ]  **0** | [ ]  **2** | [ ]  **4** | [ ]  **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 or reported. | Student is always aware of dysfluencies. Negative emotions are frequently observed or reported. |
| **Avoidance Behaviors and Peer Reactions** | [ ]  **0** | [ ]  **2** | [ ]  **4** | [ ]  **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 or 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. |

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|  | **Non-Disabling** | **Mild** | **Moderate** | **Severe** |
| **Adverse Impact on Educational, Social/Behavioral, and/or Vocational Performance** | [ ]  **0** | [ ]  **4** | [ ]  **6** | [ ]  **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** | [ ]  **Non-Disabling** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
| **Severity Rating** | [ ]  **0** | [ ]  **1** | [ ]  **2** | [ ]  **3** |

**Comments:**

*Click to Enter Text.*

**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.