

Fluency Severity Rating Scale

Student: _____ School: _____ Grade: _____ Date of Rating: _____ DOB: _____ Age: _____ SLP: _____

	0	1	2	3
Frequency	<input type="checkbox"/> Frequency of disfluency is within normal limits for age, sex, and speaking situation and/or <input type="checkbox"/> <2 stuttered words per minute and/or <input type="checkbox"/> <4% stuttered words	<input type="checkbox"/> Transitory disfluencies are observed in speaking situations and/or <input type="checkbox"/> 3-4 stuttered words per minute and/or <input type="checkbox"/> 5% to 11% stuttered words	<input type="checkbox"/> Frequent disfluent behaviors are observed in many speaking situations and/or <input type="checkbox"/> 5-9 stuttered words per minute and/or <input type="checkbox"/> 12% to 22% stuttered words	<input type="checkbox"/> Habitual disfluent behaviors are observed in majority of speaking situations and/or <input type="checkbox"/> More than 9 stuttered words per minute and/or <input type="checkbox"/> >23% stuttered words
Descriptive Assessment	<input type="checkbox"/> Speech flow and time patterning are within normal limits. Developmental disfluencies may be present.	<input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present with no secondary characteristics. Fluent speech periods predominate.	<input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present. Secondary symptoms, including blocking avoidance and physical concomitants may be observed.	<input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present. Secondary symptoms predominant. Avoidance and frustration behaviors are observed.
Speaking Rate	<input type="checkbox"/> Speaking rate not affected.	<input type="checkbox"/> Speaking rate affected to mild degree. Rate difference rarely notable to observer/ listener and/or <input type="checkbox"/> 82-99 WSM 125-150 WSM	<input type="checkbox"/> Speaking rate affected to moderate degree. Rate difference distracting to observer/ listener and/or <input type="checkbox"/> 60-81 WSM 150-175 WSM	<input type="checkbox"/> Speaking rate affected to severe degree and distracting to observer/ listener and/or <input type="checkbox"/> <60 WSM >175 WSM

Instructions: 1. Circle the score for the most appropriate description for each of these categories: *Frequency, Descriptive Assessment, Speaking Rate*.

2. Compute the total score and record below.

3. Circle the total score on the rating bar/scale below.

0 1 2 3 4 5 6 7 8 9 **TOTAL SCORE: _____**
No disability | Mild | Moderate | Severe

Based on compilation of the assessment data, this student scores in the *Mild, Moderate, or Severe* range for Fluency disorder.

Yes No

*This assessment provides documentation/supporting evidence of adverse effects of the Fluency Disability on educational performance. *Determination of eligibility as a student with a Speech/Language Impairment is made by the IEP team.*

Yes No