RESOURCE PACKET

Assessment of Speech: Fluency
# FLUENCY SEVERITY RATING SCALE

**Determination of Speech Impairment: Fluency**

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Grade</th>
<th>Date of Rating</th>
<th>DOB</th>
<th>Age</th>
<th>SLT</th>
</tr>
</thead>
</table>

## Forma/Informal Assessment

<table>
<thead>
<tr>
<th>Frequency</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Frequency of dysfluency is within normal limits for age, sex and speaking situation and/or ≤ 2 stuttered words per minute and/or ≤ 4% stuttered words</td>
<td>- Transitory dysfluencies are observed in speaking situations and/or 3-4 stuttered words per minute and/or 5% to 11% stuttered words</td>
<td>- Frequent dysfluent behaviors are observed in many speaking situations and/or 5-9 stuttered words per minute and/or 12% to 22% stuttered words</td>
<td>- Habitual dysfluent behaviors are observed in majority of speaking situations and/or More than 9 stuttered words per minute and/or ≥23% stuttered words</td>
<td></td>
</tr>
</tbody>
</table>

## Descriptive Assessment

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Speech flow and time patterning are within normal limits. Developmental dysfluencies may be present</td>
<td>- Whole-word repetitions and/or Part-word repetitions and/or Prolongations are present with no secondary characteristics. Fluent speech periods predominate</td>
<td>- Whole-word repetitions and/or Part-word repetitions and/or Prolongations are present. Secondary symptoms, including blocking avoidance and physical concomitants may be observed.</td>
<td>- Whole-word repetitions and/or Part-word repetitions and/or Prolongations are present. Secondary symptoms predominant. Avoidance and frustration behaviors are observed.</td>
</tr>
</tbody>
</table>

## Speaking Rate

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Speaking rate not affected</td>
<td>- Speaking rate affected to mild degree. Rate difference rarely notable to observer, listener and/or 82-99 WSM 125-150 WSM</td>
<td>- Speaking rate affected to moderate degree. Rate difference distracting to observer, listener and/or 60-81 WSM 150-175 WSM</td>
<td>- Speaking rate affected to severe degree and distracting to listener/observer and/or &lt;59 WSM &gt; 175 WSM</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>2 3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WNL</td>
<td>Mild</td>
<td>Moderate</td>
<td>Severe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*This assessment provides documentation/supporting evidence of adverse effects of the Fluency Disability on educational performance.*  

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*This assessment provides documentation/supporting evidence of adverse effects of the Fluency Disability on educational performance.*  

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**Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.**
Assessment Guidelines for Speech-Fluency

FLUENCY ASSESSMENT CONSIDERATIONS

Fluency is a speech pattern, which flows in a rhythmic, smooth manner. Dysfluencies are disruptions or breaks in the smooth flow of speech. Even speakers who are normally fluent experience dysfluencies. A speaker is dysfluent when unintentionally repeating a word or phrase, forgetting a word mid-utterance or interjecting too many “uhs” or “OKs” during speech. It is the SLT’s responsibility to differentiate between normal dysfluencies and a fluency disorder (Shipley & McAfee, 1998).

CONDUCTING A SPEECH EVALUATION FOR FLUENCY

- Conduct hearing and vision screenings.
- Obtain relevant information from the parents: concerns about communication skills, developmental history, etc.
- Information must be gathered from two educators: the student’s classroom teacher as well as another professional. For preschoolers, obtain this information from child care providers or other adults who see the child outside of the family structure.
- Obtain from teachers information related to progress in the general curriculum, communication skills, behavior, and social interactions. General curriculum for preschoolers is developmentally appropriate activities.
- Review school records, e.g. grades, test scores, special education files, documentation of prereferral strategies/interventions, and discipline and attendance records.
- Complete an oral-peripheral examination.
- Measure fluency using formal/informal assessments for frequency, descriptive assessment, and speaking rate.
- Complete a naturalness rating scale.
- Complete the Fluency Severity Rating Scale using the data from the fluency assessment.
- Finalize and submit to the IEP team a Speech and Language Evaluation Report.

FLUENCY MEASUREMENT CONSIDERATIONS

The following describes procedures that may be used to analyze:

- frequency of stuttering,
- duration of stuttering,
- rate of speech,
- speech naturalness,
- coping mechanisms, and
- covert stuttering behaviors.
To analyze frequency of stuttering, use the following procedures to measure the types of dysfluencies.
Collect and transcribe a 200-syllable spontaneous communication sample in each of a variety of settings, using audio or videotape. Videotape is preferable for analyzing secondary characteristics and struggle behaviors. The 200 syllables should only represent the intended message. Do not count repetitions as syllables. Revisions are counted as part of the 200 syllable sample. The transcription should also include the instances of stuttering.

Count the number of occurrences of dysfluencies such as hesitations, interjections, revisions, prolongations, visible/audible tensions, etc. Count the number of instances of each type of stuttering and struggle behavior (audible/visible tension). Divide this number by the total number of syllables (200), and multiply by 100 to obtain the percentage of types of dysfluencies (Campbell and Hill, 1992). Subtract this number from 100 to obtain the percentage of fluent speech. A frequency analysis may also be accomplished by collecting and analyzing the number of stuttered words in a speech sample of 150 words (Riley, 1980). However, this method may penalize a speaker who uses multisyllabic words (Peters and Guitar, 1991).

To analyze duration of stuttering, use the following durational measurements.
Collect a 10- to 15-minute speech sample of the student’s conversational speech using video or audiotape. Videotape is preferable for analyzing secondary characteristics and struggle behaviors. Use a stopwatch to time 5 minutes (300 seconds) of the student’s talking time.

Review the sample and use a stopwatch to obtain the total number of seconds of dysfluencies. Divide the total number of seconds of dysfluencies by the total number of seconds in the speech sample and multiply by 100 to obtain the percentage of duration of dysfluent speech (Bacolini, P., Shames, G., and Powell, L. 1993). If using a video sample, watch the video once again, noting the types of dysfluencies and secondary characteristics.

Curlee and Perkins (1984) suggest the following other methods of analyzing duration within a speech sample:
1. Use a stopwatch to time the length of 10 different stuttering moments at random within the sample. These moments of stuttering should be representative of the sample. To obtain the average duration of stuttering, divide the sum of the 10 stuttering moments by 10.
2. Choose the three longest stuttering occurrences and time each with a stopwatch. Record the results.

Peters and Guitar (1991) prefer a 5-minute sample, rather than a 150-word sample suggested by Riley, to ensure a more complete sample for durational measures.
To analyze **rate of speech**, Curlee and Perkins (1994) use the following procedure.
Collect a 5-minute speech sample using speaking or oral reading. The examiner will need 10 minutes of taping to get the 5 minutes of the student’s talking/oral reading time. Count the number of syllables or words in the intended message. Then, divide the number of syllables or words by the total number of minutes of the student’s speaking/oral reading time in the sample to obtain a syllable per minute rating (SPM) or a word per minute rating (WPM).

To analyze **speech naturalness**, use the following procedure.
Collect a 5-minute speech sample. Use a 9-point naturalness scale to determine whether speech has a natural sounding quality. To analyze speech quality, judgments of naturalness may be made by SLTs or naive listeners (lay persons, graduate students). Review the sample (watch/listen), and at 15-second intervals make subjective judgments about the speech to determine whether it sounds highly natural or highly unnatural, despite the percentage of fluency. A total of at least 10 such judgments should be made. To calculate naturalness, add the number assigned at each rating and then divide that number by 10. The Mean naturalness rating for adolescents/adults is 2.12 to 2.39 on the 9-point naturalness scale (Martin et al., 1984; Ingham et al., 1985). The Mean naturalness rating for children is 3.0 (J. Ingham, 1998). For children, choose one of the following procedures, if appropriate. For adolescents, you must choose one.

To assess **coping mechanisms**, Culatta and Goldberg (1995) recommend using the following methods.
- observations, checklists, rating scales and self-rating protocols
- reports by the student of how s/he manipulates speech in order to cope with stuttering
- reports by the student of experiences of tension
- reports by the student of vigilance necessary to achieve and maintain fluent speech

To assess **covert stuttering behaviors**, Culatta and Goldberg (1995) recommend using a variety of interview and questionnaire protocols.

**Covert Stuttering Behaviors**
There are six major measurable types of covert stuttering behaviors: (1) emotional reactions, (2) avoidance, (3) expectation of stuttering, (4) expectation of fluency, (5) motivation, and (6) self-perception. All types are related to the stutterer’s belief system and none are observable. To quantify them, diagnosticians must rely on the stutterer’s self-assessment. This lack of verifiable data is viewed by some as introducing an unnecessary amount of subjectivity into the study of stuttering (Ingham, 1990). Others believe that even though measuring covert behaviors is not as easily accomplished or objective as overt behaviors, understanding the stutterer’s belief system is essential for understanding how to proceed in therapy (Perkins, I., 1990 & Cooper & Cooper, 1985).
**Emotional Reaction** - Each stutterer’s reaction to both fluent and dysfluent speech is unpredictable. The fear of fluency may be as great as the fear of stuttering. Students may become withdrawn, aggressive, passive, hostile or depressed by their manner of speech. SLTs need a window into these feelings to help construct an effective therapy plan.

**Avoidance** - Stutterers may not only tend to avoid production of feared sounds or words, but also situations and encounters with specific people. Regardless of the type of therapy in which the stutterer is involved, clinicians will almost always ask the stutterer to engage in feared situations. By having an understanding of what is currently being avoided, Speech-Language Therapists (SLTs) can design a program that can eventually confront these avoidances.

**Expectation of Stuttering** - To a large extent, we are a product of our past experiences. Stutterers who expect to stutter may be engaging in a self-defeating exercise regardless of the therapeutic techniques taught to them by their SLT. By understanding the extent to which a stutterer believes that control and normal communication are impossible, SLTs can begin addressing the problem.

**Expectation of Fluency** - It is important to determine if the stutterer believes that some form of control over speech is possible. The expectation that one can be fluent is an indication that the use of fluent speech is a possibility for that person.

**Motivation** - Changes in long-term behaviors can be difficult to accomplish, whether they involve behaviors such as smoking, procrastination or stuttering. Assessments of motivation are less likely to involve general questions of whether the individual would like to develop fluency and more likely to examine the extent of commitment and effort an individual is willing to make to affect behavioral change.

**Self-Perception** - How an individual sees himself/herself is important in the structuring of intervention goals and objectives. Consequently, different instructional protocols may be developed for two individuals who have similar covert behaviors but who differ dramatically on the degree of severity each perceives.

**Measurement Procedures**
The two most common ways to obtain information about how a stutterer’s beliefs can affect speech are the interview and use of the questionnaires. Questionnaires may require either forced-choice answers or rating scale evaluations. Examples of forced-choice questions are ones that can be answered with “yes” or “no”, or those that require the stutterer to choose between self-descriptive statements, such as “a mild stutterer” or “a severe stutterer”. A rating question asks the stutterer to describe his or her perceptions through the use of a scale with end points such as “calm” and “anxious”, “mild” and “severe”, or “strongly agree” and “strongly disagree”. It is important to realize that the answers derived from these test instruments do not necessarily provide a picture of reality, but rather describe how stutterers view themselves within their world.
Covert Assessment Protocols

Stutterer's Self-Ratings of Reactions to Speech Situations - This instrument has been in use since 1955 and is described in detail by Williams (1978). The stutterer is asked to list his/her reactions to 40 common speaking situations on four parameters: avoidance, reaction, stuttering, and frequency. Each reaction is scaled on a 1 to 5 continuum. Shumak (1955) found that these self-ratings and categories tended to interact in terms of the severity of the stuttering problem and the student’s perceptions of difficulty.

Perceptions of Stuttering Inventory (PSI) – Woolf (1967) devised this 60-item paper and pencil test battery that seeks to measure a student’s awareness of struggle, avoidance, and expectancy behaviors that comprise his/her stuttering. As the student checks whether statements are responses “characteristic of me”, a pattern will emerge as to how the student perceives his/her stuttering. Questions such as “I avoid talking to people in authority” or “I rearrange what I plan to say to avoid a hard word” reveal avoidance tendencies in daily communication, whereas selection of items such as “I make my voice softer or louder before stuttering” reveals expectancy levels. Selection of responses such as “I make sudden jerky or forceful movements with my head, arms, or body during speech” reveal an awareness or perception of struggling behaviors. These perceptions may exist throughout intervention. A profile will emerge by simply totaling the number of responses to the 20 questions in each area.

Stuttering Problem Profile - Designed by Silverman (1980), the Stuttering Problem Profile is designed to help the SLT define intervention goals important to the student. Eighty-six statements are evaluated by the student to help determine in which areas the stutterer is most motivated to improve. The author suggests that the value of this instrument is in designing intervention programs.¹

INTERPRETING AND REPORTING EVALUATION RESULTS
The child exhibits dysfluencies during connected speech in at least one of the following areas, with accompanying adverse effect on educational performance:

1. Frequency and/or Durational Measurements of Dysfluencies (based on a speech sample of 200 syllables, 200 words or 10 minutes) in 1 or more settings:
   a) more than 2% atypical dysfluencies, with or without the presence of struggle behaviors; or
   b) more than 5% atypical dysfluencies, with or without the presence of struggle behaviors, covert stuttering behaviors or coping mechanisms, or with the presence of one or more risk factors.
2. Rate of speech at least ± 1.5 standard deviations from the mean.
3. Speech naturalness outside the normal range of 3.0 for children and 2.12-2.39 for adolescents/adults on a 9-point naturalness rating scale.

USING THE FLUENCY SEVERITY RATING SCALE

The Fluency Severity Rating Scale is to be used as a tool after a complete assessment of the student's fluency performance. The scale is designed to assist the examiner with interpretation and documentation of the results of assessment findings in terms of severity or intensity. This scale is not a diagnostic instrument and should not be used in the absence of assessment data.

In order to be identified as a student with a speech impairment with fluency difficulties, dysfluencies must be determined to have an "adverse effect on educational performance". The rating scale serves three purposes:
1. to document the presence of dysfluent behaviors and their degree (Mild, Moderate, Severe),
2. to indicate the absence or presence of adverse effects on educational performance, and
3. to determine whether or not the student meets eligibility standards for a speech impairment in fluency.

“Educational performance” refers to the student’s ability to participate in the educational process and must include consideration of the student’s social, emotional, academic, and vocational performance. The presence of speech dysfluencies does not automatically indicate an adverse affect on the student’s ability to function within the educational setting. The dysfluencies must be shown to interfere with the student’s ability to perform in the educational setting before a disability is determined. The effect on educational performance is, therefore, best determined through classroom observation, consultation with classroom and special education teachers, and interviews with parents and the student. Teacher checklists are useful for determining specifically how the dysfluencies affect educational performance.
Parent Input – Fluency

Student’s Name ______________________________ Date of Birth ____________________
Form Completed By ______________________ Relationship to Student ____________________
Address __________________________________________ Phone _______________________

1. Give approximate or exact date when stuttering was first noticed. ______________________
   __________________________________________________________________________

2. Who noticed the stuttering first? ________________________________________________
   __________________________________________________________________________

3. In what situation was it first noticed or commented upon? Under what circumstances did it
   occur? ______________________________________________________________________
   __________________________________________________________________________

4. At the time when stuttering was first noticed, did the student seem to be aware of the fact
   that s/he was speaking in a different manner? ____________________________________
   __________________________________________________________________________

5. Did s/he ever show surprise or bewilderment after s/he had trouble on a word? If so, how did
   s/he show such reactions? ____________________________________________________
   __________________________________________________________________________

6. Was there an awareness of stuttering, by the student in any way at first? If so, amplify your
   answer. After having a lot of trouble on a word, were any of the following behaviors observed?

   Circle or Check those that apply. Provide additional explanation in spaces provided.

   a. Suddenly stopped trying: ________________________________________________

   b. Suddenly left the speaking situation: ______________________________________

   c. Shouted the word/ Cried/ Hit someone/ Smashed something/ Spit upon somebody/ Hid
      his/her face/ Laughed/ Did something else: ________________________________

   d. Seemed to be a little more careful with his/her speech in attempting words on which s/he
      had difficulty: □ YES □ NO
      How? By lowering voice/ By slowing down/ By ceasing other bodily activity for the
      moment/ By looking straight ahead of him/her for the moment/ By shifting his/her gaze
      away from the listener/ In any other way? ______________________________________
      ______________________________________________________________________
      ______________________________________________________________________
7. What attempts have been made to correct the stuttering? _____________________________
_____________________________________________________________________________

8. At the time when stuttering was first noticed, was there more trouble exhibited in some
   situations than in others? If so, what were they? ________________________________
_____________________________________________________________________________

9. Did stuttering occur more often when speaking with certain people? Who? _______________
_____________________________________________________________________________

10. Were there any topics of conversation with which s/he had more trouble? _______________
_____________________________________________________________________________

11. Did excitement seem to cause more stuttering? ________________________________
_____________________________________________________________________________

12. Did s/he talk to strangers with less trouble than to people s/he knew well? _______________
_____________________________________________________________________________

13. At the time when stuttering began, did fatigue, fear, illness, or pressing need for
    communication seem to cause more trouble? ________________________________
_____________________________________________________________________________

14. Since the stuttering first began, has there been any change in the stuttering symptoms?
_____________________________________________________________________________

15. Did you notice a gradual increase in stuttering? ________________________________
_____________________________________________________________________________

16. Were there any instances in which the number of troublesome words and number of
    repetitions suddenly increased? ________________________________
_____________________________________________________________________________
Teacher Input—Fluency

Student: ___________________________ Birthdate _____________ Age: ___________
Teacher: ___________________ School: ___________________ Grade ___________

Your observations of the above student’s speech fluency will help determine if the problem adversely affects educational performance. Check all items that have been observed. Please return the completed form to the Speech-Language Therapist.

1. Does the student have characteristics associated with stuttering (e.g., part or whole word repetitions, silent blocks, sound or word prolongations)?
   - Yes   - No

2. Are the stuttering characteristics accompanied by other behaviors (e.g., tension in the upper trunk, head and neck, facial tics, body movements)?
   - Yes   - No

3. Does stuttering make it difficult to understand the content of his/her speech?
   - Yes   - No

4. Does the student appear to talk less in the classroom because of stuttering?
   - Yes   - No

5. Does the student avoid verbal participation during classroom activities?
   - Yes   - No

6. Does the student avoid verbal participation in social situations?
   - Yes   - No

7. Do you think the student is aware of his/her communication problems?
   - Yes   - No

8. Have the student’s parents talked to you about his/her fluency disorder?
   - Yes   - No

☐ In my opinion these behaviors do not adversely affect educational performance.

☐ In my opinion these behaviors do adversely affect educational performance.

Do you have other observations relating to this student’s communication skills?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

☐ YES   ☐ NO  It is my opinion that these behaviors adversely affect the student’s educational performance.

If yes, provide explanation:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Teacher’s Signature: ___________________________ Date: __________

Adapted from Standards for the delivery of speech-language services in Michigan public schools, Michigan Speech-Language Hearing Association (1985)
Teacher Input – Fluency Checklist for Preschoolers

Student ___________________________ Birthdate ___________ Age: ______
Teacher ___________________ School __________________ Grade ____________

1. Does the student stutter more in certain situations? [ ] Yes [ ] No
   Describe ___________________________________________________________
   _________________________________________________________________

2. Does the student repeat whole words? [ ] Yes [ ] No
   Does the student repeat beginning sounds? [ ] Yes [ ] No

3. Does the student’s speech contain filler speech such as “um”, “oh”, etc.? [ ] Yes [ ] No

4. Does the student appear frustrated when s/he communicates? [ ] Yes [ ] No

5. Does the student exhibit excessive behaviors such as eye blinking, noticeable facial tension, or extraneous body movements? [ ] Yes [ ] No

6. Does the student have noticeable pitch variations? [ ] Yes [ ] No

☐ YES  ☐ NO It is my opinion that these behaviors adversely affect the student’s educational performance.
   If yes, provide explanation: _____________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

Teacher’s Signature ___________________________________________ Date ____________

Source: Michigan Department of Education
Continuum of Dysfluent Speech Behavior

More Usual

1) **Typical Dysfluencies**

Hesitations (silent pauses)

↓

Interjection of sounds, syllables or words

↓

Revisions of phrases or sentences

↓

Phrase repetitions

↓ _ __ _ __ _ __ (3) One syllable word repetitions
Two or less repetitions per instance
Even stress, no tension

Stuttering

2) **Atypical Dysfluencies**

One syllable word repetition
Three or more repetitions per instance or uneven stress

↓

Part-word syllable repetitions
Three or more repetitions per instance or uneven stress

↓ _ _ _ _ _

Sound repetitions

↓

Prolongations

↓

Blocks

↓

Increased tension noted; e.g., tremor of lips or jaw or vocal tension

More Unusual

# Types of Dysfluencies

**Observables Characteristics of Stuttering**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hesitation</td>
<td>Any nontense break in the forward flow of speech</td>
<td>I ___ am going home.</td>
</tr>
<tr>
<td>Broken words</td>
<td>With unacceptable within-word hesitations</td>
<td>Partially uttered words: I am g ___ going home.</td>
</tr>
<tr>
<td>Repetition</td>
<td>Repeated utterances of parts of words (PWR), words (WR), and phrases (PR)</td>
<td>I am g going (PWR) i am am going.(WR) lam lam am going (PR)</td>
</tr>
<tr>
<td>Interjections</td>
<td>Use of sounds, syllables, and words that are independent of context of utterance</td>
<td>I er er am uh going.</td>
</tr>
<tr>
<td>Prolonged sounds</td>
<td>Unacceptably prolonged sounds, usually at the start of a word</td>
<td>I am s-s-s-so late</td>
</tr>
<tr>
<td>Dysrhythmic phonation</td>
<td>Distortion of the prosodic elements within a word, with improper stress, timing, or accenting</td>
<td>I am going (rising inflection) home.</td>
</tr>
<tr>
<td>Tension</td>
<td>Audible manifestation of abnormal breathing or muscular tightening between words, parts of words, or interjections</td>
<td>I am (forced breathing) going home.</td>
</tr>
<tr>
<td>Revisions, modifications</td>
<td>Grammatical or content</td>
<td>I am, I was going.</td>
</tr>
<tr>
<td>Incomplete phrases</td>
<td>Failure to complete an initiated unit of speech</td>
<td>I am--but not today.</td>
</tr>
</tbody>
</table>


Stutterer’s Self-Ratings of Reactions to Speech Situations

Name ___________________________ Age ___________ Sex ________
Examiner ___________________________ Date __________________

After each item put a number from 1 to 5 in each of the four columns.

Start with right-hand column headed Frequency. Study the five possible answers to be made in responding to each item and write the number of the answer that best fits the situation for you in each case. Thus, if you habitually take your meals at home and seldom eat in a restaurant, certainly not as often as once a week; write the number 5 in the Frequency column opposite item No.1, “Ordering in a restaurant.” In like manner respond to each of the other 39 items by writing the most appropriate number in the Frequency column. When you have finished with this column fold it under so you cannot see the numbers you have written. This is done to keep you from being influenced unduly by the numbers you have written in the Frequency column when you write your responses to the 40 situations in the Stuttering column.

Now, write the number of the response that best indicates how much you stutter in each situation. For example, if in ordering meals in a restaurant you stutter mildly (for you), write the number 2 in the Stuttering column after item No. 1. In like manner respond to the other 39 items. Then fold under the Stuttering column so you will not be able to see the numbers you have written in it when you make your responses in the Reaction column.

Following the same procedure, write your responses in the Reaction column, fold it under. And, finally, write your responses in the Avoidance column.

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Numbers for each of the columns are to be interpreted as follows:

A. **Avoidance**
   1. I never try to avoid this situation and have no desire to avoid it.
   2. I don’t try to avoid this situation, but sometimes I would like to.
   3. More often than not I do not try to avoid this situation, but sometimes I do try to avoid it.
   4. More often than not I do try to avoid this situation.
   5. I avoid this situation every time I possibly can.

B. **Reaction**
   1. I definitely enjoy speaking in this situation.
   2. I would rather speak in this situation than not.
   3. It’s hard to say whether I’d rather speak in this situation or not.
   4. I would rather not speak in this situation.
   5. I very much dislike speaking in this situation.

C. **Stuttering**
   1. I don’t stutter at all (or only very rarely) in this situation.
   2. I stutter mildly (for me) in this situation.
   3. I stutter with average severity (for me) in this situation.
   4. I stutter more than average (for me) in this situation.
   5. I stutter severely (for me) in this situation.

D. **Frequency**
   1. This is a situation I meet very often, two or three times a day, or even more, on the average.
   2. I meet this situation at least once a day with rare exceptions (except Sunday, perhaps).
   3. I meet this situation from three to five times a week on the average.
   4. I meet this situation once a week, with few exceptions, and occasionally I meet it twice a week.
   5. I rarely meet this situation—certainly not as often as once a week.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Avoidance</th>
<th>Reaction</th>
<th>Stuttering</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ordering in a restaurant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Introducing myself (face to face)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Telephoning to ask price, train fare, etc.</td>
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<td></td>
</tr>
<tr>
<td>4. Buying plane, train or bus ticket</td>
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<tr>
<td>5. Short class recitation (ten words or less)</td>
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<tr>
<td>6. Telephoning for taxi</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Introducing one person to another</td>
<td></td>
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<tr>
<td>8. Buying something from store clerk</td>
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<tr>
<td>9. Conversation with good friend</td>
<td></td>
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<tr>
<td>10. Talking with an instructor after class or in his office</td>
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<tr>
<td>11. Long distance telephone call to someone I know</td>
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<tr>
<td>12. Conversation with my father</td>
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<tr>
<td>13. Asking girl for date (or talking to man who asks me for a date)</td>
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<tr>
<td>14. Making short speech (one or two minutes) in familiar class</td>
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<tr>
<td>15. Giving my name over the telephone</td>
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<tr>
<td>16. Conversation with my mother</td>
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<tr>
<td>17. Asking a secretary if I can see her employer</td>
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<tr>
<td>18. Going to house and asking for someone</td>
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<tr>
<td>19. Making a speech to unfamiliar audience</td>
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<tr>
<td>20. Participating in committee meeting</td>
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<tr>
<td>21. Asking instructor question in class</td>
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<tr>
<td>22. Saying hello to a friend going by</td>
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<tr>
<td>23. Asking for a job</td>
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<tr>
<td>24. Telling a person a message from someone else</td>
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<tr>
<td>25. Telling a funny story with one stranger in a crowd</td>
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<tr>
<td>26. Parlor games requiring speech</td>
<td></td>
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<tr>
<td>27. Reading aloud to friends</td>
<td></td>
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<tr>
<td>28. Participating in a bull session</td>
<td></td>
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<tr>
<td>29. Dinner conversation with strangers</td>
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<tr>
<td>30. Talking with my barber (or beauty operator)</td>
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<tr>
<td>31. Telephoning to make appointment or arrange meeting place with someone</td>
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<tr>
<td>32. Answering roll call in class</td>
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<tr>
<td>33. Asking at a desk for a book or card to be filled out</td>
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<tr>
<td>34. Talking with someone I don’t know well while waiting for bus or class, etc.</td>
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<tr>
<td>35. Talking with other players during a game</td>
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<tr>
<td>36. Taking leave of a hostess</td>
<td></td>
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<tr>
<td>37. Conversation with a friend walking along the street</td>
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<tr>
<td>38. Buying stamps at post office</td>
<td></td>
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<tr>
<td>39. Giving directions or information to strangers</td>
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<tr>
<td>40. Taking leave of a girl (boy) after a date</td>
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</tbody>
</table>

**TOTAL**

**Average**

Number of 1’s

Number of 2’s

Number of 3’s

Number of 4’s

Number of 5’s
Perceptions of Stuttering Inventory (PSI)¹

Name ___________________________ Age ______ S___ A___ E___
Examiner _________________________ Date ______________

Directions
Here are sixty statements about stuttering. Some of these may be characteristic of your stuttering. Read each item carefully and respond as in the example below.

Characteristic of me

_______ Repeating sounds.

Put a check mark (✓) under characteristic of me if “repeated sounds” is part of your stuttering; if it is not characteristic, leave the space blank.

Characteristic of me refers only to what you do now, not to what was true of your stuttering in the past and which you no longer do, and not what you think you should or should not be doing. Even if the behavior described occurs only occasionally or only in some speaking situations, if you regard it as characteristic of your stuttering, check the space under characteristic of me.

Characteristic of me

1. ______ Avoiding talking to people in authority (e.g., teacher, employer, or clergyman) (A)
2. ______ Feeling that interruptions in your speech (e.g., pauses, hesitations, or repetitions) will lead to stuttering. (E)
3. ______ Making the pitch of your voice higher or lower when you expect to get “stuck” on words. (E)
4. ______ Having extra and unnecessary facial movements (e.g., flaring your nostrils during speech attempts). (S)
5. ______ Using gestures as a substitute for speaking (e.g., nodding your head instead of saying “yes” or smiling to acknowledge a greeting). (A)
6. ______ Avoiding asking for information (e.g., asking for directions or inquiring about a train schedule). (A)
7. ______ Whispering words to yourself before saying them or practicing what you are planning to say long before you speak. (E)
8. ______ Choosing a job or a hobby because little speaking would be required. (A)
9. ______ Adding an extra and unnecessary sound, word or phrase to your speech (e.g., “uh,” “well”, or “let me see”) to help yourself get started (F)
10. ______ Replying briefly using the fewest words possible. (A)
11. ______ Making sudden jerky or forceful movements with your head, arms or body during speech attempts (e.g., clinching your fist or jerking your head to one side) (S)

12. ______ Repeating a sound or word with effort (S)
13. ______ Acting in a manner intended to keep you out of a conversation or discussion (e.g., being a good listener, pretending not to hear what was said, acting bored or pretending to be in deep thought) (A)
14. ______ Avoiding making a purchase (e.g., going into a store or buying stamps in the post office) (A)
15. ______ Breathing noisily or with great effort while trying to speak (S)
16. ______ Making your voice louder or softer when stuttering is expected (E)
17. ______ Prolonging a sound or word (e.g., m-rn-rn-m—my) while trying to push it out (S)
18. ______ Helping yourself to get started talking by laughing, coughing, clearing your throat, gesturing or some other body activity or movement (E)
19. ______ Having general body tension during speech attempts (e.g., shaking, trembling or feeling knotted up inside) (S)
20. ______ Paying particular attention to what you are going to say (e.g., the length of a word or the position of a word in a sentence) (E)
21. ______ Feeling your face getting warm and red (as if you are blushing) as you are straggling to speak (S)
22. ______ Saying words or phrases with force or effort (S)
23. ______ Repeating a word or phrase preceding the word on which stuttering is expected (E)
24. ______ Speaking so that no word or sound stands out (e.g., speaking in a singsong voice or in a monotone) (E)
25. ______ Avoiding making new acquaintances (e.g., not visiting with friends, not dating, or not joining social, civic, or church groups) (A)
26. ______ Making unusual noises with your teeth during speech attempts (e.g., grinding or clicking your teeth) (S)
27. ______ Avoiding introducing yourself, giving your name, or making introductions (A)
28. ______ Expecting that certain sounds, letters or words are going to be particularly “hard” to say (e.g., words beginning with the letter “p”) (E)
29. ______ Giving excuses to avoid talking (e.g., pretending to be tired or pretending lack of interest in a topic) (A)
30. ______ Running out of breath” while speaking (S)
31. ______ Forcing out sounds (S)
32. ______ Feeling that your fluent periods are unusual, that they cannot last, and that sooner or later you will stutter (E)
33. ______ Concentrating on relaxing or not being tense before speaking (E)
34. ______ Substituting a different word or phrase for the one you had intended to say (A)
35. ______ Prolonging or emphasizing the sound preceding the one on which stuttering is expected (E)
36. ______ Avoiding speaking before an audience (A)
37. ______ Straining to talk without being able to make a sound (S)
38. ______ Coordinating or timing your speech with a rhythmic movement (e.g., lapping your feet or swinging your arm)
39. ______ Rearranging what you had planned to say to avoid a “hard” sound or word (A)
40. ______ “Putting on an act” when speaking (e.g., adopting an attitude of confidence or pretending to be angry) (E)
41. ______ Avoiding the use of the telephone (A)
42. ______ Making forceful and strained movements with your lips, tongue, jaw or throat (e.g., moving your jaw in an uncoordinated manner) (S)
43. ______ Omitting a word, part of a word or a phrase which you had planned to say (e.g., words with certain sounds or letters) (A)
44. ______ Making “uncontrollable” sounds while struggling to say a word (S)
45. ______ Adopting a foreign accent, assuming a regional dialect, or imitating another person’s speech (E)
46. ______ Perspiring much more than usual while speaking (e.g., feeling the palms of your hands getting clammy) (S)
47. ______ Postponing speaking for a short time until certain you can be fluent (e.g., pausing before “hard” words) (E)
48. ______ Having extra and unnecessary eye movements while speaking (e.g., blinking your eyes or shutting your eyes tightly) (S)
49. ______ Breathing forcefully while struggling to speak (S)
50. ______ Avoiding talking to others of your own age group (your own or the opposite sex) (A)
51. ______ Giving up the speech attempt completely after getting “stuck” or if stuttering is anticipated (A)
52. ______ Straining the muscles of your chest or abdomen during speech attempts (S)
53. ______ Wondering whether you will stutter or how you will speak if you do stutter (E)
54. ______ Holding your lips, tongue, or jaw in a rigid position before speaking or when getting “stuck” on a word (S)
55. ______ Avoiding talking to one or both of your parents (A)
56. _______ Having another person speak for you in a difficult situation (e.g., having someone make a telephone call for you or order for you in a restaurant) (A)

57. _______ Holding your breath before speaking (S)

58. _______ Saying words slowly or rapidly preceding the word on which stuttering is expected (E)

59. _______ Concentrating on how you are going to speak (e.g., thinking about where to put your tongue or how to breathe) (E)

60. _______ Using your stuttering as the reason to avoid a speaking activity (A)

Stuttering Problem Profile (SPP)\(^1\)

NAME: _____________________ AGE: _________ DATE: __________
SCHOOL: ____________________________________________________________

Instructions\(^2\) On the following pages is a list of statements made by stutterers about their stuttering problem following a period of therapy. In order to help you and your Speech/Language Therapist to define goals for intervention, please circle the numbers of those statements that you would like to be able to make at the termination of therapy that you don't feel you can make now. If there are statements you would like to be able to make that aren't included in the list, write them on the last page.

1. I am usually willing to stutter openly.
2. I have learned to speak on exhalation rather than on inhalation.
3. I don’t usually have trouble with the first sounds of words.
4. I no longer have a great deal of difficulty speaking in school.
5. I am able to give myself assignments and carry them out to my own satisfaction.
6. I am usually willing to use the telephone.
7. I am as cheerful as most people.
8. I don’t usually experience a great amount of tension and feeling of panic before speaking engagements.
9. I repeat sounds, syllables and words infrequently.
10. I have a strong desire to do something about my stuttering problem.
11. I used to be quiet and shy. Now I tend to be outgoing.
12. My attitude toward my stuttering is no longer one of embarrassment.
13. I am not in a rush to respond when talking with people.
14. I don’t usually experience emotional depression after stuttering in front of other people.
15. I can usually control the level of tensing when involved in speaking situations.
16. I can read relatively fluently.
17. I have learned to live with my problem.
18. I have learned not to be afraid of people.
19. I no longer have the feeling that stuttering is a miserable abnormality.
20. I am putting more emphasis on communication than on words.
21. I have learned how to stutter in a way that is more acceptable to the listener.
22. I have gained a better overall understanding of the problem.
23. I am confident that if I work at it, I can do something about my stuttering.
24. I understand how fluent speakers react to stutterers and why.
25. I usually don’t hold myself back from talking when with a group of people.
26. I am not as ashamed as I used to be because of my stuttering.
27. I usually don’t stutter much when giving a formal report to a group of people.
28. I have gained increased courage to participate in conversations, answer phone calls and talk to strangers.
29. I am reasonably tolerant of nonfluency in general.
30. I usually don’t avoid feared words and situations.
31. I no longer have a feeling of hopelessness about my stuttering and the fact that I am a stutterer.
32. My mental attitude toward my stuttering has changed.
33. My present attitude is ‘true acceptance’ of the fact that I am a stutterer.
34. I talk as much as most people.
35. When around other people, I don’t usually hold back my feelings because of fear of stuttering.

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36. I usually am not preoccupied with myself.
37. I am usually willing to discuss my problem with other people.
38. I no longer object to my therapy program.
39. I have expanded my activities, both social and business.
40. I usually don’t have strong feelings of shame and embarrassment when I block.
41. I now feel I could change what I do when I stutter if I would wake up and do it.
42. I no longer anticipate stuttering on certain sounds.
43. I am convinced that I can talk without having to struggle.
44. I don’t usually become very anxious when I have to initiate a phone call.
45. My breathing while speaking usually isn’t irregular.
46. When I stutter, related movements such as hand jerks and eye blinkings rarely occur.
47. I no longer speak at an excessive rate.
48. I usually am not afraid of public reading.
49. I find it relatively easy to ask a clerk for something in a store.
50. I can purposely speak the way I want in the majority of situations.
51. I would be willing to become an officer in a club where I would have to give speeches.
52. I have learned that speaking can be an enjoyable experience.
53. I don’t usually worry about entering speaking situations.
54. I don’t usually become extremely depressed when in a period of “regression” in my speech.
55. I no longer consider myself an oddity because I stutter.
56. I usually am willing to say what I feel like saying.
57. I usually am not afraid to stutter in front of people.
58. My self-confidence has increased considerably.
59. It doesn’t bother me to hear other stutterers speak.
60. I try to avoid changing words I think I will stutter on.
61. Words that I used to use as ‘starters’ have all but completely disappeared.
62. I am getting involved in many speaking situations.
63. I believe I can overcome my problem to the extent I can live comfortably with it.
64. I look upon my stuttering as something that can be changed or modified.
65. I have as many friends as most people.
66. I have learned to modify some of the overt behavior (e.g., facial grimaces).
67. I am relatively relaxed in speaking situations.
68. I am sure I can completely conquer the problem.
69. I recognize the worth of experimenting and playing around with my stuttering.
70. I don’t usually experience feelings of failure when in a period of ‘regression’ in my speech.
71. I no longer try to avoid looking at the person with whom I am talking while I am stuttering.
72. I now rarely anticipate stuttering.
73. I feel that I have learned to accept the fact I stutter.
74. I have quit being a lone wolf.
75. I do not react violently to my nonfluencies.
76. I feel fairly confident I can do something about my stuttering.
77. I have finally accepted the fact I am a stutterer. Before I never felt like I was one and always tried to “hide” it.
78. I push myself to enter situations in which I know I will stutter instead of avoiding them.
79. I probably talk to as many people as most persons.
80. I am usually willing to modify my stuttering blocks outside the therapy situation in the manner recommended by my therapist.
81. I usually don’t worry very much about the reactions of others when I have a speech block.
82. I am paying more attention to my strengths than my weaknesses.
83. I tend to be relatively relaxed when giving a formal report to a group of people.
84. I usually am not afraid to approach people and talk to them.
85. I realize that improving my speech must be a day-to-day affair with specific goals and assignments set up.
86. I have accepted a certain amount of nontluency as normal speech behavior.
87. I recite in the classroom as much as most students.

Additional Statements (Please Make on Separate Page)
Naturalness Rating Scale – Instructions

School Age Children
Collect two speech samples (speaking and reading). A 5-minute sample is preferred, but a 3-minute sample is acceptable.

Stuttering may interfere with rate of speech during speaking and/or reading. Peters and Guitar (1991) measured the rates of speech in children during their conversations about hobbies, Christmas, school and home activities. They calculated normal pauses in the conversational speech samples, but excluded long pauses for thought that were more than 2 seconds. They provided the following ranges for speech rates:

<table>
<thead>
<tr>
<th>Age</th>
<th>Range</th>
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<tbody>
<tr>
<td>6 years</td>
<td>140 - 175 syllables per minute</td>
</tr>
<tr>
<td>8 years</td>
<td>150 - 180 syllables per minute</td>
</tr>
<tr>
<td>10 years</td>
<td>165 - 215 syllables per minute</td>
</tr>
<tr>
<td>12 years</td>
<td>165 - 220 syllables per minute</td>
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</table>

Adolescents and Adults


<table>
<thead>
<tr>
<th>Adolescent/Adult Speech Rates</th>
<th>(WPM) Words per Minute (Range)</th>
<th>(SPM) Syllables per Minute (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Rates</td>
<td>115 – 165</td>
<td>162 – 230*</td>
</tr>
<tr>
<td>Reading Rates</td>
<td>150 – 190</td>
<td>210 – 265</td>
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</tbody>
</table>

*Mean 196

Naturalness Rating Scale

Date of Sample

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Pre-Test / Post-Test</th>
<th>Ongoing</th>
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</thead>
<tbody>
<tr>
<td>Time in Sample</td>
<td>Highly Natural</td>
<td></td>
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</tbody>
</table>

:15 seconds 1 2 3 4 5 6 7 8 9
:30          1 2 3 4 5 6 7 8 9
:45          1 2 3 4 5 6 7 8 9
1:00         1 2 3 4 5 6 7 8 9
1:15         1 2 3 4 5 6 7 8 9
1:30         1 2 3 4 5 6 7 8 9
1:45         1 2 3 4 5 6 7 8 9
2:00         1 2 3 4 5 6 7 8 9
2:15         1 2 3 4 5 6 7 8 9
2:30         1 2 3 4 5 6 7 8 9
2:45         1 2 3 4 5 6 7 8 9
3:00         1 2 3 4 5 6 7 8 9
3:15         1 2 3 4 5 6 7 8 9
3:30         1 2 3 4 5 6 7 8 9
3:45         1 2 3 4 5 6 7 8 9
4:00         1 2 3 4 5 6 7 8 9
4:15         1 2 3 4 5 6 7 8 9
4:30         1 2 3 4 5 6 7 8 9
4:45         1 2 3 4 5 6 7 8 9
5:00         1 2 3 4 5 6 7 8 9

TOTAL:__________

Mean for adult non-stutterers* = 2.12 – 2.39** Setting: ________ Conversation: ________ Monologues: ________

Rater: ________________  (Check One) → Monologue____ Naïve Listener____ SLT____

*May be used for adolescents
**3.0 is the mean for children (in the experience of J. Ingham. 1998)