



Fluency Rubric

This is a general guideline for service delivery of school based speech and language services. **Professional judgment will be used and recommendations may vary based on the student's age, current district programming, eligibility, previous therapy, and progress.**

Medical History Input:

| | | |
|---|--------|---|
| Response to Intervention | Yes/No | attach any supporting documents |
| Teacher: <input type="checkbox"/> Interview <input type="checkbox"/> Observation | | |
| Parent: <input type="checkbox"/> Interview <input type="checkbox"/> Attach Forms | | Cultural and Linguistic Considerations (Use when necessary) |
| Student: <input type="checkbox"/> Interview <input type="checkbox"/> Attach Forms | | |
| Risk Factors: Family Hx, Gender, Student's response to dysfluency | | |

DEFINITION: Fluency Impairment: A fluency impairment is the abnormal flow of verbal expression characterized by impaired rate and rhythm that may be accompanied by behavior struggles. [Risk Factors](#)

| | Mild*** | Moderate | Severe |
|--|---|---|--|
| Description of Fluency ___ Prolongation ___ Repetition ___ Blocks ___ Secondary Characteristics ___ Cluttering * Stuttering Severity Instrument | *3 to 5% stuttered words of total words spoken with a speech sample of at least 100 words. *No secondary characteristics, frustration, and avoidance behaviors present. *Fluent speech predominates. *Transitory disfluencies are observed in specific situations. *The student may not be aware of dysfluent behavior. | *6-10% stuttered words of total words spoken with a speech sample of at least 100 words. *Secondary characteristics, frustration, and avoidance behaviors <i>may</i> be present. *Frequent disfluencies are observed in many situations. *The student may express awareness of dysfluent behavior. | *11% or more stuttered words of total words spoken with a speech sample of at least 100 words. *Secondary characteristics, frustration, and avoidance behaviors <i>are</i> present, typically noticeable and distracting. *Habitual disfluent behaviors are observed in a majority of situations. *The student usually expresses awareness of dysfluent behavior. *Avoidance of speaking situations is observed. |
| Informal Assessments Effect on Communication | *Minimal listener reaction. *Minimal impact on education. | *Some listener reaction and it interferes with educational functioning (socially). | *Seriously limits educational functioning. *Students may do poorly on reports, oral assignments, and reading. *Students may withdraw from group learning activities. *Student may be ridiculed, ignored, or excluded from play or group activities |
| Educational Impact Reading Impact Writing Impact | *Generally does not warrant specialized instruction, instead may warrant general education support and strategies. | *Generally warrants 4-6 sessions per month or equivalent. *actual number of sessions depending on student need. | *Generally warrants 6-8 sessions per month or equivalent. *actual number of sessions, depending on student need. |