

Rating Scales

Communication Rating Scales

The Communication Rating Scales are to be used as tools after an assessment of the student's communication abilities and after the SLP has interpreted assessment results. This tool is designed to enable SLPs to document assessment findings according to the intensity of those findings and to make a determination of eligibility for a speech or language impairment (SLI) based on those assessment results. The tool by itself is not a diagnostic instrument. The scales must be used with assessment data.

The following definitions are included to accompany the communication rating scale:

"A *language impairment* is impaired comprehension and/or use of spoken, written, and/or other symbol systems. The disorder may involve: (1) the form of language (phonology, morphology, syntax); (2) the content of language (semantics); and/or (3) the function of language in communication (pragmatics) in any combination" (ASHA, 1993, p. 40). A language impairment does not exist when: (1) language performance is appropriate to normal development; (2) language differences are primarily due to environmental, cultural or economic factors including non-standard English and regional dialect; and, (3) language performance does not interfere with educational performance. The three Language Scales are: Receptive Language Scale, Expressive Language Scale, Pragmatics Social Language Scale.

An *articulation impairment* is the "atypical production of speech sounds...that may interfere with intelligibility" (ASHA, 1993, p. 40). Errors in sound production are generally classified as motor-based or cognitive/linguistic-based (Bernthal and Bankson, 1988). Motor-based errors are generally called articulation impairments; cognitive/linguistic-based errors are referred to as impairments of phonological processes. While some practitioners classify phonological process errors as language impairments, for purposes of these guidelines they are included, along with articulation impairments under the category of phonology. An articulation impairment does not exist when: (1) sound errors are consistent with normal articulation development; (2) articulation differences are due primarily to unfamiliarity with the English language, dialectal differences, temporary physical disabilities or environmental, cultural or economic factors; and, (3) the errors do not interfere with educational performance.

A *stuttering impairment* is defined as "an interruption in the flow of speaking, characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms: (ASHA, 1993, p. 40). A stuttering impairment does not exist when (1) disfluencies are part of normal speech development and (2) disfluencies do not interfere with educational performance.

A *voice impairment* is the abnormal production and/or absence of vocal quality, pitch, loudness, resonance, and/or duration which is inappropriate for an individual's age and/or gender (ASHA, 1993, p. 40). A voice impairment does not exist when vocal characteristics: (1) are the result of temporary physical factors, such as allergies, colds, enlarged tonsils and/or adenoids, or short term vocal misuse or abuse; (2) are the result of regional, dialectic or cultural differences; and, (3) do not interfere with educational performance. The American Speech-Language-Hearing Association (ASHA) recommends that individuals receive a medical examination and medical clearance from contraindicating physical problems prior to participating in voice therapy. SLPs should consult with their local administration for policies and procedures regarding the evaluation and treatment of voice disorders.

Using the SLI Guidelines with Children Evaluated and Served under Part C

Based on S.B. 07-255 [Birth to Age Three Child Find Responsibilities](#)¹, AUs are responsible for determining significant delay for children under the age of three based on the definition within the [Early Intervention Colorado State Plan under Part C of the Individuals with Disabilities Education Act \(2010\)](#)². The determination of significant delay is based on either an equivalence of 25% or greater delay in one or more areas of development when compared with chronological age or the equivalence of 1.5 standard deviations or more below the mean in one or more areas of development. If a child meets those criteria with these scales, that performance would yield a rating of 3 which would indicate a significant delay. It is the responsibility of the local Community Centered Board personnel to determine a child's eligibility for Part C services based on the findings of the child find team's evaluation information.

¹ <http://www.cde.state.co.us/early/downloads/CHILDFIND/DHS-CDEJoinCFMemo.pdf>

² <http://www.eicolorado.org/Files/2010%20State%20Plan%20with%20Appendices.pdf?CFID=12063613&CFTOKEN=25474447>

Procedures for the use of the SLI Guidelines

1. Use the Communication Scales' matrices to rate the student's communication in all areas. Identify and circle the scores in each row of a scale. Since scores in each row contribute to the total score, it is necessary to determine a score for each individual subscale. For example, sound production, formal assessment, stimulability, intelligibility, oral motor structure and function, and adverse effect on educational performance/communication are all weighted in importance in the determination of a disability. Do not alter these weighted scores. For example, do not score intelligibility as a "7" or stimulability as a "2.5".

No zeros (0) are to be used on these scales. No 2-3 or 3-4 ratings shall be used.

2. The following scales would be used for students who are served under IDEA Part B (3-21 years):
 - a. Receptive Language Rating Scale
 - b. Expressive Language Rating Scale
 - c. Pragmatics Social Language Rating Scale
 - d. Articulation Rating Scale
 - e. Stuttering Rating Scale
 - f. Voice Rating Scale
3. The following scales would be used for students/children, birth – 3 years of age.
 - a. Birth-3 Communication Rating Scale: On this scale, rate the results of normative assessments (if administered); the observational data on language complexity, vocabulary and evidence of word finding issues (determined using language scales, developmental inventory checklists, language samples, or other observational means); the child's performance as per age-level developmental expectations; and, adverse effect on communication.
 - b. Articulation Rating Scale
 - c. Stuttering Rating Scale
 - d. Voice Rating Scale
4. All of the individual ratings of the subscales should be used to determine the final overall rating. For children who are being evaluated for Part C services, the ratings are based on the Part C State Plan's criteria for significant delay. The final rating will be based on the presence of one or more of the following ratings:

	Part B students	Part C children
Rating of 1 =	1 (Within Normal Limits)	1 (Within Normal Limits)
Rating of 2 =	2 (Mild)	2 (Mild Delay)
Ratings of 3 =	3 (Moderate)	3 (Significant Delay)
Ratings of 4 =	4 (Severe)	4 (Significant Delay)

5. The overall rating is used to determine eligibility for speech-language services.
Overall Rating of 1: Within Normal Limits
Overall Rating of 2: Mild Impairment for Part B students or Mild Delay for Part C children
Overall Ratings of 3 or 4: Impairment is present for Part B students or a Significant Delay is present for Part C children
6. Under Part B, students with overall ratings of 3 or 4 may be eligible for speech or language services. The model of service delivery should be based on the needs of the student, ensuring the least restrictive environment, access to the general education curriculum and/or appropriate age-related activities, and reasonable educational benefit from services. Under Part C, early intervention is indicated if a child is determined eligible by the Community Centered Board (CCB) based on the state's criteria for a significant developmental delay.
7. Individual Administrative Units (AUs) may have unique guidelines regarding eligibility for services for students.

Variance in Determining the Overall Rating

During the evaluation process the SLP determines the Overall Rating based on assessment results and the Rating Scales. At the eligibility meeting, the SLP, in collaboration with the Multidisciplinary Team, may use professional judgment to add or subtract **one** rating point from the Overall Rating. The Multidisciplinary Team may consider the following: student attendance, cognition, rate of progress, response to interventions, cultural and linguistic differences, or other environmental or neurological factors. The use of the variance should be considered only during the eligibility meeting so that all team members are able to discuss the factors involved. Multidisciplinary Team discussion and any changes in the Overall Rating must be documented within the IEP and in the Prior Written Notice.

RECEPTIVE LANGUAGE RATING SCALE
PART B STUDENTS

STUDENT: _____ **SLP:** _____ **DATE:** _____

<p>Normative Assessment: Comprehensive, standardized measure(s) and scores</p> <p>NORMATIVE ASSESSMENT MUST BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN.</p> <p>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!</p>	<p style="text-align: center;">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p> <p>If NORMATIVE ASSESSMENT IS NOT INDICATED, A RATIONALE MUST BE PROVIDED.</p>	<p style="text-align: center;">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Observational Assessment of Language Comprehension Measures:</p> <p>-Classroom observation -Curriculum based assessment/s -Informal probes -Other: _____</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p style="text-align: center;">1</p> <p style="text-align: center;">All of the following are age appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary / semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">2</p> <p style="text-align: center;">At least one of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">3</p> <p style="text-align: center;">At least two of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">4</p> <p style="text-align: center;">At least three of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness

RECEPTIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Auditory Processing and Auditory Perception:</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p>1</p> <p>Auditory Processing and Auditory Perception are judged to be Within Normal Limits.</p>	<p>2</p> <p>At least one of the following areas is deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory 	<p>3</p> <p>At least two of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory 	<p>4</p> <p>At least three of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory
<p>Academic Language Skills:</p> <p>Refer to <u>CDE Academic Standards-Reading, Writing, Communicating</u></p>	<p>1</p> <p>The student needs little or no assistance in understanding curricular information.</p>	<p>2</p> <p>The student needs occasional cues, models, explanations or assistance in understanding curricular information.</p>	<p>3</p> <p>The student needs frequent cues, models, explanations or assistance in understanding curricular information.</p>	<p>4</p> <p>The student needs consistent cues, models, explanations or assistance in understanding curricular information.</p>
<p>Adverse Effect on Educational Performance/ Academic Language:</p>	<p>1</p> <p>Receptive language skills are adequate for the student's participation in the general educational setting.</p>	<p>4</p> <p>Receptive language difficulties minimally impact educational performance and can be addressed in the general educational setting.</p>	<p>6</p> <p>Receptive language difficulties frequently impact educational performance and the student's ability to participate in the general educational setting.</p>	<p>8</p> <p>Receptive language difficulties significantly impact educational performance and the student's ability to participate in the general educational setting.</p>

RECEPTIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Instructions:

1. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE RECEPTIVE LANGUAGE ASSESSMENT RATING SCALE (ENTIRE MATRIX IS USED) OR THE OBSERVATIONAL ASSESSMENT ONLY SCALE (OBSERVATIONAL ASSESSMENT, AUDITORY PROCESSING AND AUDITORY PERCEPTION, ACADEMIC LANGUAGE SKILLS, AND ADVERSE EFFECT SECTIONS ARE USED)**. Circle score for the most appropriate description for each category: *Normative (Standardized), Observational (Descriptive), Auditory Processing and Auditory Perception, Academic Language, and Adverse Effect*.
2. Consider a student's regional or dialectal differences when scoring. Refer to test manual.
3. Compute the total score and record below.
4. Circle the total score on the bar/scale below to determine the Overall Rating.

TOTAL SCORE _____

COMPREHENSIVE RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Normative (Standardized), Observational Assessment, Auditory Processing and Auditory Perception, Academic Language Skills, and Adverse Effect</i>																							
5	/	6	7	8	9	10	11	12	/	13	14	15	16	17	18	/	19	20	21	22	23	24	
No Impairment					Mild					Moderate					Severe								
Rating = 1					Rating = 2					Rating = 3					Rating = 4								

OR

OBSERVATIONAL ASSESSMENT ONLY - RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Observational Assessment, Auditory Processing and Auditory Perception, Academic Language Skills, and Adverse Effect</i>																			
4	/	5	6	7	8	9	10	/	11	12	13	14	15	/	16	17	18	19	20
No Impairment				Mild				Moderate				Severe							
Rating = 1				Rating = 2				Rating = 3				Rating = 4							

Final determination of disability is made by the Multidisciplinary Team.

Use the Observational Rating Scale with a student who is culturally-linguistically diverse (CLD)

Do not report normative standard scores unless an assessment tool is administered in the student's native language and has been standardized with a normative sample that matches the demographic background of the student.

**EXPRESSIVE LANGUAGE RATING SCALE
PART B STUDENTS**

STUDENT: _____ **SLP:** _____ **DATE:** _____

<p>Normative Assessment: Comprehensive, standardized measure(s) and scores</p> <p>NORMATIVE ASSESSMENT MUST BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN.</p> <p>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!</p>	<p align="center">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p> <p>If NORMATIVE ASSESSMENT IS NOT INDICATED, A RATIONALE MUST BE PROVIDED.</p>	<p align="center">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p align="center">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p align="center">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Observational Assessment:</p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral and/or Written Language Sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other: _____ <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p align="center">1</p> <p>Expressive language skills are judged to be within normal limits as compared to same aged peers within cultural norms.</p>	<p align="center">2</p> <p align="center">At least one of the following areas is deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mean Length of Utterance/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding <input type="checkbox"/> Expresses thoughts in an organized manner 	<p align="center">3</p> <p align="center">At least two of the following areas are deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mean Length of Utterance/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding <input type="checkbox"/> Expresses thoughts in an organized manner 	<p align="center">4</p> <p align="center">At least three of the following areas are deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mean Length of Utterance/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding <input type="checkbox"/> Expresses thoughts in an organized manner

EXPRESSIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Academic Language Skills:</p> <p>Refer to <u>CDE Academic Standards-Reading, Writing, Communicating</u></p>	<p>1</p> <p>The student needs little or no assistance in expressing self and curricular information.</p>	<p>2</p> <p>The student needs occasional cues, models, explanations or assistance in expressing self and curricular information.</p>	<p>3</p> <p>The student needs frequent cues, models, explanations or assistance in expressing self and curricular information.</p>	<p>4</p> <p>The student needs consistent cues, models, explanations or assistance in expressing self and curricular information.</p>
<p>Adverse Effect On Educational Performance:</p>	<p>1</p> <p>Expressive language skills are adequate for the student's participation in educational setting.</p>	<p>4</p> <p>Expressive language difficulties minimally impact educational performance and can be addressed in the educational setting.</p>	<p>6</p> <p>Expressive language difficulties frequently impact the student's educational performance and ability to participate in the educational setting.</p>	<p>8</p> <p>Expressive language difficulties significantly impact the student's educational performance and ability to participate in the educational setting.</p>

EXPRESSIVE LANGUAGE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

5. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE EXPRESSIVE LANGUAGE ASSESSMENT RATING SCALE (ENTIRE MATRIX IS USED) OR THE OBSERVATIONAL ASSESSMENT ONLY SCALE (OBSERVATIONAL ASSESSMENT, ACADEMIC SKILLS, AND ADVERSE EFFECT SECTIONS ARE USED)**. Circle score for the most appropriate description for each category: *Normative (Standardized), Observational (Descriptive), Academic Language, and Adverse Effect*.
6. Consider a student's regional or dialectal differences when scoring. Refer to test manual.
7. Compute the total score and record below.
8. Circle the total score on the bar/scale below to determine the Overall Rating.

TOTAL SCORE _____

COMPREHENSIVE EXPRESSIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Normative (Standardized), Observational Assessment, Academic Skills, and Adverse Effect</i>																						
4					/	5 6 7 8 9					/	10 11 12 13 14 15					/	16 17 18 19 20				
No Impairment						Mild						Moderate						Severe				
Rating = 1						Rating = 2						Rating = 3						Rating = 4				

OR

OBSERVATIONAL ASSESSMENT ONLY - EXPRESSIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Observational Assessment, Academic Skills, and Adverse Effect</i>																		
3				/	4 5 6 7 8				/	9 10 11 12				/	13 14 15 16			
No Impairment					Mild					Moderate					Severe			
Rating = 1					Rating = 2					Rating = 3					Rating = 4			

Final determination of disability is made by the Multidisciplinary Team.

Use the Observational Rating Scale with a student who is culturally-linguistically diverse (CLD)

Do not report standard scores unless an assessment tool is administered in the student's native language and has been standardized with a normative sample that matches the demographic background of the student.

PRAGMATICS SOCIAL LANGUAGE RATING SCALE
PART B STUDENTS

STUDENT: _____ **SLP:** _____ **DATE:** _____

<p>Normative Assessment of Pragmatics Social Language: Comprehensive, standardized measure(s) and scores</p>	<p align="center">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p>	<p align="center">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p align="center">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p align="center">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Observational Assessment of Pragmatics Social Language:</p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pragmatics Social Language/Communication sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other _____ <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p align="center">1</p> <p>Pragmatics social language skills are judged as average relative to expectations when compared to same age peers.</p>	<p align="center">2</p> <p>At least one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance, Word structure, Effectiveness, Repair, Functional intent, Prosody, Protest, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc.) <input type="checkbox"/> Other _____ 	<p align="center">3</p> <p>At least two of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance, Word structure, Effectiveness, Repair, Functional intent, Prosody, Protest, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc.) <input type="checkbox"/> Other _____ 	<p align="center">4</p> <p>At least three of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance, Word structure, Effectiveness, Repair, Functional intent, Prosody, Protest, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc.) <input type="checkbox"/> Other _____

PRAGMATICS SOCIAL LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Adverse Effect on Educational Performance/Social Language:	1	4	6	8
	Pragmatics social language skills are adequate for the student's participation in educational settings. Educational Settings may include: playground, lunchroom, vocational, community, etc	Pragmatics social language skills are developing and can be addressed in the educational settings. Educational Settings may include: playground, lunchroom, vocational, community, etc	Pragmatics social language skills frequently affect the student's ability to participate in educational settings. Educational Settings may include: playground, lunchroom, vocational, community, etc	Pragmatics social language skills consistently affect the student's ability to participate in educational settings. Educational Settings may include: playground, lunchroom, vocational, community, etc

Instructions:

1. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE ASSESSMENT OR OBSERVATIONAL ASSESSMENT ONLY RATING SCALE**.
2. Circle the score for the most appropriate description for each category: *Normative (Standardized)*, and/or *Observational (Descriptive)*, *Pragmatics Social Language and Adverse Effects*.
3. Compute the total score.
4. Circle below to determine the Overall Rating.

COMPREHENSIVE PRAGMATICS SOCIAL LANGUAGE ASSESSMENT TOTAL SCORE:																		
<i>Normative (Standardized), Observational (Descriptive), Adverse Effect</i>																		
3				/	4 5 6 7 8				/	9 10 11 12				/	13 14 15 16			
No Impairment					Mild					Moderate					Severe			
Rating = 1					Rating = 2					Rating = 3					Rating = 4			

OR

OBSERVATIONAL ONLY - PRAGMATICS SOCIAL LANGUAGE ASSESSMENT TOTAL SCORE:														
<i>Observational Assessment (Descriptive), Adverse Effect</i>														
2			/	3 4 5 6			/	7 8 9			/	10 11 12		
No Impairment				Mild				Moderate				Severe		
Rating = 1				Rating = 2				Rating = 3				Rating = 4		

Final determination of disability is made by the Multidisciplinary Team.

BIRTH-3 COMMUNICATION RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

<p>Normative Assessment: Comprehensive, standardized measure(s) and scores</p> <p>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!</p>	<p style="text-align: center;">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p> <p>If NORMATIVE ASSESSMENT IS NOT INDICATED, A RATIONALE MUST BE PROVIDED.</p>	<p style="text-align: center;">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Observational Assessment:</p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral and/or Written Language Sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other: _____ <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p style="text-align: center;">1</p> <p>Expressive language skills are judged to be within normal limits as compared to same aged peers within cultural norms.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">At least one of the following areas is deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language complexity <input type="checkbox"/> Mean Length of Utterance in morphemes <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding 	<p style="text-align: center;">3</p> <p style="text-align: center;">At least two of the following areas are deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language complexity <input type="checkbox"/> Mean Length of Utterance in morphemes <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding 	<p style="text-align: center;">4</p> <p style="text-align: center;">At least three of the following areas are deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language complexity <input type="checkbox"/> Mean Length of Utterance in morphemes <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding

<p>6-9 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imitates vocalizing to another. <input type="checkbox"/> Enjoys reciprocal social games structured by adult (peek-a-boo, pat-a-cake) <input type="checkbox"/> Has different vocalizations for different states <input type="checkbox"/> Recognizes familiar people <input type="checkbox"/> Imitates familiar sounds and actions, attends to singing <input type="checkbox"/> Produces reduplicative babbling (“bababa”, “mamama”), vocal play with intonational patterns, lots of sounds that take on the sound of words, attends to music (e.g., babbling a true consonant with a vowel bababa) <input type="checkbox"/> Cries when parent leaves room (9 months) <input type="checkbox"/> Responds consistently to soft speech and environmental sounds <input type="checkbox"/> Reaches to request object <input type="checkbox"/> Object permanence emerging 		<p style="text-align: center;">3</p> <p style="text-align: center;">Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not appear to understand or enjoy the social rewards of interaction <input type="checkbox"/> Lack of connection with adult (lack of eye contact, reciprocal eye gaze, vocal turn-taking, reciprocal social games, imitation) <input type="checkbox"/> No babbling, or babbling with few or no consonants <input type="checkbox"/> Does not purposefully interact with familiar objects 	
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<p>9-12 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attracts attention (vocalizing, coughing). <input type="checkbox"/> Shakes head "no", pushes undesired objects away <input type="checkbox"/> Waves "bye" <input type="checkbox"/> Indicates requests clearly, directs others' behavior (shows objects, gives objects to adults, pats, pulls) <input type="checkbox"/> Coordinates actions between objects and adults (looks back and forth between adult and object of desire) <input type="checkbox"/> Imitates new sounds/actions <input type="checkbox"/> Shows consistent patterns of reduplicative babbling, produces vocalizations that sound like first words (mama, dada). <input type="checkbox"/> Looks at pictures in a book for short periods of time when named by an adult <input type="checkbox"/> Understands the meaning of "no" <input type="checkbox"/> Object permanence established <input type="checkbox"/> Attends to pictures named by adult 		<p style="text-align: center;">3</p> <p style="text-align: center;">Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is easily upset by sounds that would not be upsetting to others of the same age <input type="checkbox"/> Does not clearly indicate request for object while focusing on the object <input type="checkbox"/> Lack of consistent patterns of reduplicative babbling <input type="checkbox"/> Lack of comprehension of words or communicative gestures <input type="checkbox"/> Exclusive reliance on context for language understanding 	
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<p>12-18 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Single-word productions begin <input type="checkbox"/> Requests objects, points, vocalizes, may use word approximations <input type="checkbox"/> Gets attention: vocally, physically, maybe by using words (“mommy”) <input type="checkbox"/> Understands “agency”: knows that an adult can do things for him/her (such as activate a wind-up toy) <input type="checkbox"/> Uses ritual words (“bye”, “hi”, “thank you”, “please”) <input type="checkbox"/> Protests: says “no”, shakes head, moves away, pushes objects away <input type="checkbox"/> Comments: points to object, vocalizes or uses word approximations <input type="checkbox"/> Acknowledges: eye contact, vocal response, repetition of word <input type="checkbox"/> Responds to songs and rhymes by vocalizing or singing along (ASHA) <input type="checkbox"/> Expressive Vocabulary (Nicolosi, Harryman, & Kresheck, 2006⁴) – 12 months: 2-6 words other than mama and dada; 15 months: 10 words 18 months: 50 words 		<p style="text-align: center;">3</p> <p>Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of communicative gestures <input type="checkbox"/> Does not attempt to imitate or spontaneously produce single words to convey meaning <input type="checkbox"/> Does not persist in communication (e.g., hands object to adult for help, but then gives up if adult does not respond immediately) <input type="checkbox"/> Limited comprehension vocabulary (understands <50 words or phrases without gesture or context clues) <input type="checkbox"/> Limited production vocabulary (speaks <10 words) <input type="checkbox"/> Lack of growth in production vocabulary over 6 month period (from 12-18 months) 	

⁴ Nicolosi, L., Harryman, E., & Kresheck, J. (2006). *Terminology of communication disorders* (4th ed.). Baltimore: Williams & Wilkins.

<p>18-24 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a combination of words and gestures to communicate <input type="checkbox"/> Begins to use two-word combinations: first combinations are usually memorized forms and used in one or two contexts <input type="checkbox"/> Later combinations (by 24 months) code relational meanings (such as “more cookie”, “daddy shoe”), more flexible in use <input type="checkbox"/> Pats and points to pictures in a book when named by an adult, begins to name colorful pictures in a book (ASHA) <input type="checkbox"/> Shows interest in simple stories for brief periods of time (ASHA) <input type="checkbox"/> Listens to simple stories, songs, and rhymes (ASHA) <input type="checkbox"/> Follows simple commands and understands simple questions (“Roll the ball”, “Kiss the baby”, “Where’s your shoe?”) (ASHA) <input type="checkbox"/> Expressive Vocabulary (Nicolosi, Harryman, & Kresheck, 2006) – 18 months: 50 words 24 months: 200-300 words 		<p style="text-align: center;">3</p> <p>Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reliance on gestures without verbalization <input type="checkbox"/> Limited production vocabulary (speaks <50 words) <input type="checkbox"/> Does not use any two-word combinations <input type="checkbox"/> Compulsive labeling of objects in place of commenting or requesting <input type="checkbox"/> Regression in language development, stops talking or begins echoing phrases s/he hears, often inappropriately <input type="checkbox"/> Little or no interest in verbal interactions 	
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<p>24-36 months</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages in short dialogues <input type="checkbox"/> Expresses emotion <input type="checkbox"/> Begins using language in imaginative ways <input type="checkbox"/> Begins providing descriptive details to facilitate listener's comprehension <input type="checkbox"/> Narrative development is characterized by collections of unrelated ideas and story elements, loosely linked <input type="checkbox"/> Begins to include articles ("a", "the") and word endings (i.e., "ing" added to verbs; regular plural "s" [cats]; copular "is" [bike is red]; and, regular past tense "ed") <input type="checkbox"/> Knows the function and purpose of written language – understands words have meaning and purposes (ASHA) <input type="checkbox"/> Points to and names many common pictures in a book when named by an adult (ASHA) <input type="checkbox"/> Listens and enjoys being read to for longer periods of time (between 5-15 minutes) (ASHA) <input type="checkbox"/> Expressive Vocabulary (Nicolosi, Harryman, & Kresheck, 2006) – 24 months: 200-300 words 30 months: 450 words 36 months: 1000 words 		<p style="text-align: center;">3</p> <p style="text-align: center;">Any one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Words limited to single syllables with no final consonants <input type="checkbox"/> Few or no multi-word utterances <input type="checkbox"/> Does not demand a response from listeners <input type="checkbox"/> Does not ask questions <input type="checkbox"/> Echoing or "parroting of speech" without communicative intent 	
<p>Adverse Effect On Communication:</p>	<p style="text-align: center;">1</p> <p>Communication skills are adequate for the student's participation in appropriate age-related activities and settings.</p>	<p style="text-align: center;">4</p> <p>Communication difficulties minimally impact communicative performance and can be addressed in appropriate age-related activities and settings.</p>	<p style="text-align: center;">6</p> <p>Communication difficulties frequently impact the student's communicative performance and ability to participate in appropriate age-related activities and settings.</p>	<p style="text-align: center;">8</p> <p>Communication difficulties significantly impact the student's communicative performance and ability to participate in appropriate age-related activities and settings.</p>

BIRTH-3 COMMUNICATION RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

9. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE BIRTH-3 COMMUNICATION RATING SCALE (ENTIRE MATRIX IS USED) OR THE OBSERVATIONAL ASSESSMENT DATA ONLY SCALE (OBSERVATIONAL ASSESSMENT, OBSERVATIONAL ASSESSMENT OF DEVELOPMENTAL EXPECTATIONS, AND ADVERSE EFFECT SECTIONS ARE USED)**. Circle score for the most appropriate description for each category: *Normative (Standardized), Observational Assessment (Descriptive), Observational Assessment of Developmental Expectations, and Adverse Effect*.
10. Consider a student's regional or dialectal differences when scoring. Refer to test manual.
11. Compute the total score and record below.
12. Circle the total score on the bar/scale below to determine the Overall Rating.

TOTAL SCORE _____

(Normative assessment score ___ + Observational assessment score ___ + Developmental Expectations score ___ + Adverse Effect score ___)

COMPREHENSIVE BIRTH-3 COMMUNICATION ASSESSMENT TOTAL SCORE: <i>Normative (Standardized), Observational Assessment, Observational Assessment of Developmental Expectations, and Adverse Effect</i>																	
4				/ 5 6 7 8 9 10 / 11 12 13 14 15 /												16 17 18 19	
No Impairment				Mild Delay				Significant Delay				Significant Delay					
Rating = 1				Rating = 2				Rating = 3				Rating = 4					

OR

(Observational assessment score ___ + Developmental Expectations score ___ + Adverse Effect score ___)

OBSERVATIONAL ASSESSMENT ONLY - BIRTH-3 COMMUNICATION ASSESSMENT TOTAL SCORE: <i>Observational Assessment, Observational Assessment of Developmental Expectations, and Adverse Effect</i>																
3			/ 4 5 6 7 8 / 9 10 11 12 /												13 14 15	
No Impairment			Mild Delay				Significant Delay				Significant Delay					
Rating = 1			Rating = 2				Rating = 3				Rating = 4					

Final determination of disability is made by the Multidisciplinary Team.

Use the Observational Rating Scale with a student who is culturally-linguistically diverse (CLD). Do not report standard scores unless an assessment tool is administered in the student's native language and has been standardized with a normative sample that matches the demographic background of the student.

ARTICULATION/PHONOLOGY RATING SCALE⁵

STUDENT: _____ SLP: _____ DATE: _____

Normative Assessment of Articulation/Phonology: Comprehensive, standardized measure(s) and scores. PERCENTILE SCORES ARE NOT TO BE USED WITH THE GFTA-2.	SCORE = 1 1 standard deviation from the mean for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15	SCORE = 2 >1.0 - 1.5 standard deviations from the mean for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15	SCORE = 3 >1.5 – 2.0 standard deviations from the mean for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15	SCORE = 4 >2.0 standard deviations from the mean for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15
Observational Assessment of Articulation: <i>Check descriptive tool used:</i> ___ Speech sample ___ Checklist(s) ___ Observations ___ Other _____ <i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i>	1 Production of speech is Within Normal Limits in all educational settings. Errors are consistent with normal development.	2 Speech sound errors are present and occasionally interfere with communication.	3 Sound productions are noticeably in error and may include one or more of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Non-developmental or early appearing phonological patterns may be present. <input type="checkbox"/> Sound errors are not found in age-matched peers who are members of the same speech community <input type="checkbox"/> Substitutions <input type="checkbox"/> Distortions <input type="checkbox"/> May use compensatory or non-developmental speech patterns. 	4 Deviation may range from extensive substitutions and many omissions to extensive omissions. Extensive non-developmental errors include: <ul style="list-style-type: none"> <input type="checkbox"/> substitutions, <input type="checkbox"/> omissions, <input type="checkbox"/> distortions <input type="checkbox"/> phonological patterns

⁵ Please refer to the accompanying documents entitled, *Articulation and Phonological Development in Early Childhood* or *Articulation and Phonological Developmental Considerations*, contributed by Kathy Fahey, Ph.D., for information on age-level expectations of the emergence and mastery of speech sounds as well as for information on the expected ages of suppression of phonological processes.

ARTICULATION/PHONOLOGY RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Intelligibility: Based on percentage of consonants correct Part B Students	1	2	3	4																
Birth THROUGH 3	<p>For children ages 0 THROUGH 3, use the following norms to determine scale score.</p> <p>If the child's intelligibility fits within the expected range, score a 1 ; if the intelligibility is less than the range indicated in the chart, score a 3 for this factor.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 25%; text-align: center;">Familiar listeners</td> <td style="width: 25%; text-align: center;">Unfamiliar listeners</td> <td style="width: 35%;"></td> </tr> <tr> <td>2:0</td> <td style="text-align: center;">parents 87%</td> <td style="text-align: center;">strangers 50%</td> <td></td> </tr> <tr> <td>2:6</td> <td style="text-align: center;">51-70%</td> <td></td> <td></td> </tr> <tr> <td>3:0</td> <td style="text-align: center;">71-80%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">reliable transcription 95.7%</td> </tr> </table>					Familiar listeners	Unfamiliar listeners		2:0	parents 87%	strangers 50%		2:6	51-70%			3:0	71-80%	75%	reliable transcription 95.7%
	Familiar listeners	Unfamiliar listeners																		
2:0	parents 87%	strangers 50%																		
2:6	51-70%																			
3:0	71-80%	75%	reliable transcription 95.7%																	
Consistency, Stimulability and Self-correction: Judgments are based on the student's performance as compared to developmental expectations. NOTE: Ability to self-correct should NOT be considered for children ages 0 THROUGH 3.	1	2	3	4																
	Consistent sound patterns Stimulable for all sounds within the developmental norms.	Minor inconsistencies in sound production Stimulable for error sound/s in at least one context within the developmental norms. Frequent self-corrections noted.	Frequent inconsistencies in sound production Limited stimulability for error sound/s within the developmental norms. Ability to self-correct is inconsistent.	Consistent error patterns Not stimulable for error sound/s within the developmental norms. No self-corrections noted.																

Oral Motor Structure and Function:	<p style="text-align: center;">1</p> <p style="text-align: center;">Oral structures appear normal and adequate for speech production.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Minimal difficulties in oral motor and/or sequencing do not interfere with speech production.</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Frequent difficulties in timing, sequencing and/or coordination of speech sound/s are evident.</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Consistent difficulties in timing, sequencing and/or coordination of speech sound/s are evident. There may be additional neuromotor and/or structural deficits present.</p>
Adverse Effect on Educational Performance: (Part B Students)	<p style="text-align: center;">1</p> <p style="text-align: center;">Speech is adequate for the student's participation in educational settings.</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Speech sound/s are developing. Speech errors minimally impact the student's participation in educational settings.</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">Speech error/s frequently impact student's participation in educational settings.</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">Speech error/s consistently impact student's participation in educational settings.</p>
Adverse Effect on Communication: Birth through 3	<p style="text-align: center;">1</p> <p style="text-align: center;">Speech is adequate for the student's participation in appropriate age-related activities and settings.</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Speech sound/s are developing. Speech errors minimally impact the student's participation in appropriate age-related activities and settings.</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">Speech error/s frequently impact student's participation in appropriate age-related activities and settings.</p>	<p style="text-align: center;">8</p> <p style="text-align: center;">Speech error/s consistently impact student's participation in appropriate age-related activities and settings.</p>

ARTICULATION/PHONOLOGY RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Instructions:

1. Circle score for the most appropriate description for each category: *Normative (Standardized), Observational (Descriptive), Intelligibility, Oral Motor/Structure and Function, Stimulability/Self-Correction and Adverse Effects.*
2. Compute the total score.
3. Circle below to determine the Overall Rating.

TOTAL SCORE _____

COMPREHENSIVE ARTICULATION/PHONOLOGY ASSESSMENT TOTAL SCORE: *Normative (Standardized); Observational Assessment; Intelligibility, Stimulability and Self-Correction; Oral Motor Structure and Function; and Adverse Effect*

_____ 6 / 7 8 9 10 11 12 13 14 / 15 16 17 18 19 20 21 / 22 23 24 25 26 27 28
No Impairment / Mild (Mild Delay - Pt C) / Moderate (Sign. Delay - Pt C) / Severe (Significant Delay - Pt C)
Rating = 1 Rating = 2 Rating = 3 Rating = 4

OR

OBSERVATIONAL ASSESSMENT ONLY - ARTICULATION/PHONOLOGY ASSESSMENT TOTAL SCORE: *Observational Assessment; Intelligibility; Consistency, Stimulability and Self-Correction; Oral Motor Structure and Function; and Adverse Effect*

_____ 5 / 6 7 8 9 10 11 12 / 13 14 15 16 17 18 / 19 20 21 22 23 24
No Impairment / Mild (Mild Delay - Pt C) / Moderate (Sign. Delay - Pt C) / Severe (Significant Delay - Pt C)
Rating = 1 Rating = 2 Rating = 3 Rating = 4

Final determination of disability is made by the Multidisciplinary Team.

STUTTERING RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Normative Assessment of Stuttering: Comprehensive, standardized measure/s and scores	SCORE = 1 1 standard deviation from the mean for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15	SCORE = 2 >1.0 - 1.5 standard deviations from the mean for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15	SCORE = 3 >1.5 – 2.0 standard deviations from the mean for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15	SCORE = 4 >2.0 standard deviations from the mean for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15
Observational Assessment of Core Stuttering Characteristics: <i>Check descriptive tool used:</i> <input type="checkbox"/> Stuttering Speech sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other _____	1 Speech fluency and rate are Within Normal Limits.	2 Speech contains whole word or phrase repetitions; rate of speech does not interfere with intelligibility. Average duration of stuttering moment: 0.5 second or less (fleeting) Frequency of disfluency: Less than 5% of a speech sample of 100 words.	3 Speech contains sound, syllable, and/or word repetitions or prolongations, and/or silent blocks; rate may interfere with intelligibility. Average duration of stuttering moment: .6 - 9.0 seconds or less Frequency of disfluency: 5-11% of a speech sample of 100 words.	4 Speech contains a high frequency of sound, syllable, and/or word repetitions or prolongations, and/or silent blocks; rate interferes with intelligibility. Average duration of stuttering moment: 10.0 seconds or more Frequency of disfluency: 12% or greater of a speech sample of 100 words.

STUTTERING RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Observational Assessment of Secondary Stuttering Characteristics:</p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Stuttering Speech sample <input type="checkbox"/> Checklist/s <input type="checkbox"/> Observations over multiple days and settings <input type="checkbox"/> Other: _____ <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p>1</p> <p>Speech fluency is Within Normal Limits</p>	<p>2</p> <p>No secondary characteristics are observed</p>	<p>3</p> <p>One of the following areas is deficient</p> <p>Check areas of concern:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech flow <input type="checkbox"/> Intelligibility <input type="checkbox"/> Rate and/or Prosody of Speech <input type="checkbox"/> Tension, Tremor, Tics <input type="checkbox"/> Escape Behaviors and Avoidances <input type="checkbox"/> Circumlocutions <input type="checkbox"/> Pitch and loudness rises <input type="checkbox"/> Other _____ 	<p>4</p> <p>At least two of the following areas are deficient</p> <p>Check areas of concern:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech flow <input type="checkbox"/> Intelligibility <input type="checkbox"/> Rate and/or Prosody of Speech <input type="checkbox"/> Tension, Tremor, Tics <input type="checkbox"/> Escape Behaviors and Avoidances <input type="checkbox"/> Circumlocutions <input type="checkbox"/> Pitch and loudness rises <input type="checkbox"/> Other _____
<p>Adverse Effect of Stuttering on Educational Performance:</p>	<p>1</p> <p>Fluency skills are Within Normal Limits for the student's participation in educational settings.</p>	<p>4</p> <p>Disfluencies occasionally impact student's participation in educational settings.</p>	<p>6</p> <p>Disfluencies frequently impact student's participation in educational settings.</p>	<p>8</p> <p>Disfluencies consistently impact student's participation in educational settings.</p>
<p>Adverse Effect of Stuttering on Communication: Birth through 3</p>	<p>1</p> <p>Fluency skills are within normal limits for the student's participation in appropriate age-related activities and settings.</p>	<p>4</p> <p>Disfluencies occasionally impact the student's participation in appropriate age-related activities and settings.</p>	<p>6</p> <p>Disfluencies frequently impact the student's participation in appropriate age-related activities and settings.</p>	<p>8</p> <p>Disfluencies consistently impact the student's participation in appropriate age-related activities and settings.</p>

In addition to the information gathered above, also consider the following pertinent information when evaluating eligibility in the area of stuttering:

- Family History: Is there anyone else in the family who stutters?
- How aware and self-conscious is the student of his/her stuttering?
- Are the parents overly concerned?
- How long has the student been stuttering? (Stuttering for more than 6 months is of greater concern.)

Instructions:

1. The Speech-Language Pathologist will determine whether or not to use **a COMPREHENSIVE ASSESSMENT(S)** (*Normative (Standardized), Observational Core Characteristics (Descriptive), Observational Secondary Characteristics (Descriptive), Adverse Effect*) **or an OBSERVATIONAL ASSESSMENT** (*Observational Core Characteristics (Descriptive), Observational Secondary Characteristics (Descriptive), Adverse Effect*) **only.**
2. Circle appropriate score in each of the categories above.
3. Add all of the scores above.
4. Circle the Total number below to determine the Overall Rating.

COMPREHENSIVE STUTTERING ASSESSMENT TOTAL SCORE: <i>Normative (Standardized), Observational Core Characteristics (Descriptive), Observational Secondary Characteristics (Descriptive), Adverse Effect</i>																			
4	/	5	6	7	8	9	10	/	11	12	13	14	15	/	16	17	18	19	20
No Impairment					Mild (Mild Delay - Pt C)					Moderate (Sign. Delay - Pt C)					Severe (Significant Delay - Pt C)				
Rating = 1					Rating = 2					Rating = 3					Rating = 4				

OR

OBSERVATIONAL ASSESSMENT ONLY - STUTTERING ASSESSMENT TOTAL SCORE: <i>Observational Core Characteristics (Descriptive), Observational Secondary Characteristics (Descriptive), Adverse Effect</i>																
3	/	4	5	6	7	8	/	9	10	11	12	/	13	14	15	16
No Impairment				Mild (Mild Delay - Pt C)				Moderate (Sign. Delay - Pt C)				Severe (Significant Delay - Pt C)				
Rating = 1				Rating = 2				Rating = 3				Rating = 4				

Final determination of disability is made by the Multidisciplinary Team.

VOICE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Observational Assessment of Pitch: Too High Too Low Monotone Excessive Variation Pitch Breaks Disordered Intonation Patterns	Score = 1 Pitch is Within Normal Limits in all educational settings If Formal Testing is not indicated, a rationale must be provided.	Score = 2 Pitch deviations are present and occasionally interfere with communication.	Score = 3 Pitch deviations are present and frequently interfere with communication.	Score = 4 Pitch deviations are present and consistently interfere with communication.
Observational Assessment of Loudness: Too loud Too soft Limited Variation Excessive Variation Mono Loudness	1 Loudness is Within Normal Limits in all educational settings.	2 Deviations in loudness are present and occasionally interfere with communication.	3 Deviations in loudness are present and frequently interfere with communication.	4 Deviations in loudness are present and consistently interfere with communication.
Observational Assessment of Quality: Breathy Strident Harsh Hoarse Tremor Weak Voice Loss of Voice Glottal Fry Hard Glottal Attacks Reverse Phonation	1 Quality is Within Normal Limits in all educational settings.	2 Deviations in quality of voice are present and occasionally interfere with communication.	3 Deviations in quality of voice are present and frequently interfere with communication.	4 Deviations in quality of voice are present and consistently interfere with communication.

VOICE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Observational Assessment of Resonance:</p> <p>Hypernasal Hyponasal Nasal Emission Assimilation Nasality Mixed/Cul-de-Sac</p>	<p>1</p> <p>Resonance is Within Normal Limits in all educational settings.</p>	<p>2</p> <p>Deviations in resonance occasionally interfere with communication.</p>	<p>3</p> <p>Deviations in resonance are present and frequently interfere with communication.</p>	<p>4</p> <p>Deviations in resonance are present and consistently interfere with communication.</p>
<p>Adverse Effect on Educational Performance: Part B Students</p> <p>Difficulty being heard or communicating Limited participation in oral communication</p>	<p>1</p> <p>Within Normal Limits</p>	<p>4</p> <p>Voice deviations are present and occasionally impact the student's participation in educational settings and activities.</p>	<p>6</p> <p>Voice deviations are present and frequently impact the student's participation in educational settings and activities.</p>	<p>8</p> <p>Voice deviations are present and consistently impact the student's participation in educational settings and activities.</p>
<p>Adverse Effect on Communication: Birth through 3</p>	<p>1</p> <p>Voice characteristics are within normal limits for the student's participation in appropriate age-related activities and settings.</p>	<p>4</p> <p>Voice deviations are present and occasionally impact the student's participation in appropriate age-related activities and settings.</p>	<p>6</p> <p>Voice deviations are present and frequently impact student's participation in appropriate age-related activities and settings.</p>	<p>8</p> <p>Voice deviations are present and consistently impact the student's participation in appropriate age-related activities and settings.</p>

VOICE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

1. Circle score for the most appropriate description for each category: *Pitch, Loudness, Quality, Resonance, Adverse Effect.*
2. Add the scores from each category to determine the Total Score.
3. Circle below to determine the Overall Rating.

TOTAL SCORE: _____

VOICE ASSESSMENT TOTAL SCORE:																							
5	/	6	7	8	9	10	11	12	/	13	14	15	16	17	18	/	19	20	21	22			
No Impairment		/		Mild (Mild Delay - Pt C)				/				Moderate (Sign. Delay - Pt C)				/				Severe (Significant Delay - Pt C)			
RATING = 1		/		RATING = 2				/				RATING = 3				/				RATING = 4			

Final determination of disability is made by the Multidisciplinary Team.

Significant Communication Needs Profile

For students with significant cognitive or communication needs, it is the decision of the SLP whether to use the Rating Scales and/or this Profile to assist in determining eligibility for services. Individual AUs may have specific assessment measures that they recommend for this population. This Profile was created to assist the SLP in describing the student's unique communication strengths and needs. *This profile is not appropriate to be a sole determiner for services.* Determination of eligibility is made by the multidisciplinary team and the determination of services is made by the IEP team; both decisions must be made at the Eligibility/IEP meeting.

SIGNIFICANT COMMUNICATION NEEDS PROFILE

STUDENT: _____ **SLP:** _____ **DATE:** _____

EFFECTIVE COMMUNICATION SKILLS: (CIRCLE one of the following next to each skill)

	80-100%	50-79%	20-49%	<20%
REFUSALS:				
Expresses discomfort	Consistently	Usually	Sometimes	Rarely
Protests	Consistently	Usually	Sometimes	Rarely
Rejects	Consistently	Usually	Sometimes	Rarely
REQUESTS:				
Continuation of desired action	Consistently	Usually	Sometimes	Rarely
New objects, people, actions	Consistently	Usually	Sometimes	Rarely
Preference when offered choices	Consistently	Usually	Sometimes	Rarely
Object/s not present	Consistently	Usually	Sometimes	Rarely
Wants/needs	Consistently	Usually	Sometimes	Rarely
PROVIDES INFORMATION:				
Relays basic needs/wants	Consistently	Usually	Sometimes	Rarely
Answers questions	Consistently	Usually	Sometimes	Rarely
Labels objects, people, actions	Consistently	Usually	Sometimes	Rarely
Makes comments	Consistently	Usually	Sometimes	Rarely
SEEKS INFORMATION:				
Asks Yes/No questions	Consistently	Usually	Sometimes	Rarely
Asks Wh questions	Consistently	Usually	Sometimes	Rarely
Asks for help	Consistently	Usually	Sometimes	Rarely
ENGAGES IN SOCIAL INTERACTION:				
Displays interest in others	Consistently	Usually	Sometimes	Rarely
Seeks attention	Consistently	Usually	Sometimes	Rarely
Initiates interactions	Consistently	Usually	Sometimes	Rarely
Greets	Consistently	Usually	Sometimes	Rarely
Shares	Consistently	Usually	Sometimes	Rarely
Takes turns	Consistently	Usually	Sometimes	Rarely
UNDERSTANDS LANGUAGE				
Demonstrates cause and effect	Consistently	Usually	Sometimes	Rarely
Follows directions	Consistently	Usually	Sometimes	Rarely
Answers yes/no questions	Consistently	Usually	Sometimes	Rarely
TOTAL IN EACH COLUMN				

*The skills referenced in this checklist are adapted from **Communication Matrix** (Charity Rowland, 2004).*

MODE(S) of COMMUNICATION: _____

Articulation and Phonological Development in Early Childhood

The information is intended to provide speech-language pathologists and other professionals in early childhood developmental information about the sound system. Several factors should be taken into consideration when using developmental information to make decisions about the progress toddlers and preschoolers are making in language acquisition. Factors include chronological age, developmental age, motor development, opportunities in the child's environment for the development of spoken language, and the cultural and linguistic background. Factors also create variability among children and should be considered when comparing an individual child's performance to normative data. Overall maturity, overall linguistic development, medical history including middle ear infections, psychological makeup, environmental conditions, and the child's own pattern of development.

Recommended Acquisition (Mastery 90% of Population) of Sound Classes (ages 3 to 8)
(Based on Smit, Hand, Freilinger, Bernthal, & Bird, 1990; Sander, 1972; McLeod, van Doorm & Reid, 2001))

The following information is the ages at which 90% of children have productive use of the sounds in words. Each of these phonemes emerges* earlier than these reported ages.

Vowels

English vowels emerge very early and complete mastery is typical by age 3:0 including the central /r/-colored /ə/ and diphthongs.

Nasals

/m/	3:0 /n/ 3:6 female; 3:0 male	<i>Emergence*</i> before 2:0
/ŋ/	7:0-9:0	2:0

Stops

/p, b/	3:0	before 2:0
/t/	4:0 female; 3:6 male	2:0
/d/	3:0 female; 3:6 male	2:0
/k/	3:6	2:0
/g/	3:6 female; 4:0 male	2:0

Fricatives and Affricates

/h, w/	3:0	before 2:0
/f, f-/	3:6	2:5
/-f, v/	5:6	4:0
/θ/	6:0 female; 8:0 male	4:5
/ð/	4:6 female; 7:0 male	5:0
/s, z/	7:0-9:0* (*Distortions)	3:0, 3:5
/ʃ, tʃ, dʒ/	6:0 female; 7:0 male	3:5

Glides and Liquids

/j/	4:0 female; 5:0 male	4:0
/l, l-/	5:0 female; 6:0 male	3:0
/r, r-/	8:0	3:0

Clusters-Word Initial

/fw, bw, pw/	none ambient in English	2:0
/tw, kw/	4:0 female; 5:6 male	3:6
/pl, bl, kl, gl, fl/	5:6 female; 6:0 male	4:0-5-6
/sp, st, sk, sl/	7:0-9:0	4:0-5:0
/sm, sn, sw/	7:0-9:0	4:6-5:6
/skw, spl, spr, str, skr/	7:0-9:0	4:6-8:0
/θr/	9:0	7:0

Phonological Processes

The simplification strategies children use when producing words are known as phonological processes. There are normally occurring strategies. Children gradually decrease the use of phonological processes as they are able to use more consonant and consonant clusters correctly in words.

Phonological Processes from 2:0 to 5:0- years (Age of Suppression)

Initial Consonant Voicing	<3:0
Assimilations	<3:0
Reduplication	<3:0
Consonant Harmony	<3:0
Final consonant deletion	3:0
Stopping of fricatives and affricates	3:6
Fronting of velars	4:0
Fronting of affricates	5:0
Cluster reduction (without /s/)	4:0
Cluster reduction (/s/clusters)	5:0
Weak syllable deletion	5:0
Gliding	7:0

Intelligibility

An important factor in the acquisition of the speech sound system is the extent to which a child is understood by others. Intelligibility can be affected by articulatory, phonological, suprasegmental, and other linguistic features, thus it is important to take these aspects of linguistic development into consideration. Intelligibility is also affected by the child's relationship to the listener (Flipsen, 1995). Data from several research studies yielded the following information (Roulstone, Loader, Northsone, & Beveridge, 2002; Flipsen, 2006).

Age	Intelligibility		
2:0	parents 87%	strangers 50%	
2:6	51-70%		
3:0	71-80%	75%	reliable transcription 95.7%
4:0		100%	reliable transcription 96.8%
5:0			reliable transcription 98%

Several sources were used to develop this document:

- Creaghead, N.A., Newman, P.W., & Secord, W.A. (1989). Assessment and remediation of articulatory and phonological disorders, 2nd Edition. New York, NY: Macmillan Publishing Co.
- Dyson, A.T. (1988). Phonetic inventories of 2- and 3-year-old children. *Journal of Speech and Hearing Disorders*, 53, 89-93.
- Flipsen, P., Jr., (2006). Measuring the intelligibility of conversational speech in children. *Clinical Linguistics and Phonetics*, 20(4), 303-312.
- McLeod, S., van Doorn, J., Reed, V.A. (2001). Normal acquisition of consonant clusters. *American Journal of Speech-Language Pathology*, 10, 99-110.
- Preisser, D.A., Hodson, B.W., & Paden, E.P. (1988). Developmental phonology: 18-29 months. *Journal of Speech and Hearing Disorders*, 53, 125-130.
- Roulstone, S., Loader, S., Northstone, K., & Beveridge, M. (2002). The speech and language of children aged 25 months: Descriptive data from the Avon longitudinal study of parents and children. *Early Child Development and Care*, 172, 259-268.
- Smit, A.B. (2004). Articulation and phonology resource guide for school-age children and adults. Clifton Park, New Jersey: Thomson Delmar Learning.
- Stoel-Gammon, C. (1985). Phonetic inventories, 15-24 months: A longitudinal study. *Journal of Speech and Hearing Research*, 28, 505-512.

Articulation and Phonological Developmental Considerations

This information is intended to provide speech-language pathologists with developmental guidelines for articulation and phonology. Several factors should be taken into consideration when using developmental information to make decisions about the sound system of children, including chronological age, developmental age, motor development, opportunities to develop spoken language, and cultural and linguistic background.

Acquisition of English Consonants

Interpreting data about the ages when children acquire English consonants requires consideration of two important concepts. Most charts represent the *mastery* of phonemes when 90% of the subjects in developmental studies use the phonemes in two or three word positions. Thus ages of mastery are at the high end of the continuum of development of speech sounds. In contrast, information about the gradual attainment of speech sounds is also helpful as we assess toddlers and preschoolers. Development across time is important for our understanding of the *emergence* of the sound system during this period and to help us identify when the system is not emerging within typical time periods. Both mastery and emergence information are included here to assist SLPs in decisions about whether the sound system of English is developing in a typical fashion for children from the ages of 2 to 9 years.

Emergence of Phonemes (Based on Prather et. al, 1975; Sander, 1972; Stoel-Gammon, 1985)

Singletons:

Children develop phonemes gradually between 15 and 24 months of age. By 24 months, at least 50 percent of 34 subjects (Stoel-Gammon, 1985) used the following phonemes with 70% accuracy:

- /h, w, b, t, d, m, n, k, g, f, s/ initial position of words
- /p, t, k, n, r, s/ final position of words

Consonant clusters:

Consonant clusters emerge along with singleton phonemes. As early as 2 years children use a limited number of clusters in the final position.

Vowels:

English vowels emerge very early and complete mastery is typical by age 3:0 including the central /r/ - colored /ɚ/ and diphthongs.

Mastery of Phonemes (Summarized from Smit, Hand, Frelinger, Bernthal, and Bird, 1990)

Singletons:

Age	Phoneme
3:0	/m/, /n/, /h/, /p/, /b/, /d/, /w/ initial
3:6	/k/, /g/ /f/ initial, /t/
4:0	/j/
4:6	/θ/
5:0	/l/ initial
5:6	/f/ final, /v/,
6:0	/ð/, /ʃ/, /tʃ/, /dʒ/, /l/ final
7:0 – 9:0	/s/, /z/
8:0	/r/, /ɹ/

Note: A 6 to 12 month difference has been found in mastery of phonemes between male and female children for the following sounds:

- Females: /n/ 3:6; /t/ 4:0
- Males: /j/ 5:0; /d/ 3:6; /g/ 4:0; /θ/ 8:0; /ð/ 7:0; /ʃ, tʃ, dʒ, l final/ 7:0

Two and three segment consonant clusters are mastered between the ages of 5:6 and 9:0 with most initial clusters mastered between 7:0 and 9:0. Clusters mastered early than 7:0 include:

- /tw, kw/ 4:0 - 5:6
- /pl, bl, kl, gl, fl/ 5:6 – 6:0

Clusters mastered after 7:0 include:

- /s/ clusters /sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr/
- /r/ clusters /pr, br, dr, kr, gr, fr, θr/

Phonological Processes (Based on Bauman-Waengler, 2008; Smit, 2004)

Syllable structure processes are the result of the general tendency of children to simplify words to basic consonant-vowel (CV) structures. Children use these simplification strategies between the ages of 1:6 and 4:0. There is a wide range of suppression of some processes involving consonant clusters with three elements.

- Reduplication: Suppressed after the first 50 words
- Final Consonant Deletion: Suppressed prior to age 3:0
- Unstressed Syllable Deletion: Suppressed between 2:0 and 4:0
- Cluster Reduction/Substitution: Suppressed gradually between 3:0 and 9:0
- Epenthesis: Suppression between 2:6 and 8:0

Substitution Processes occur when children use one or more phonemes in place of other phonemes. These processes are suppressed depending on the phonemes involved and range from age 3:0 to age 5:0.

- Stopping of fricatives and affricates /f, v, s, z, ʃ, tʃ/ 3:0 to 3:6; /dʒ/ 4:0; /θ, ð/ 5:0
- Fronting: Suppressed by 3:6
- Gliding of /r/ and /l/ suppressed between 5:0 and 7:0 years

Assimilation Processes most often occur on velar and bilabial consonants. They are suppressed by 1:6 to 2:0 years.

References

- Bauman-Waengler, J. (2008). *Articulatory and phonological impairments: A clinical focus* (3rd Edition). Boston: Pearson Allyn & Bacon.
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- Smit, A.B., Hand, L., Freilinger, J., Bernthal, J., & Bird, A. (1990). The Iowa articulation norms project and its Nebraska replication. *Journal of Speech and Hearing Disorders*, 55, 779-798.
- Stoel-Gammon, 1985