

## 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.

## STUTTERING RATING SCALE

**STUDENT:** \_\_\_\_\_ **SLP:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

<b>Normative Assessment of Stuttering:</b> Comprehensive, standardized measure/s and scores	<b>SCORE = 1</b>  1 standard deviation from the mean  for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15	<b>SCORE = 2</b>  >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	<b>SCORE = 3</b>  >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	<b>SCORE = 4</b>  >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
<b>Observational Assessment of Core Stuttering Characteristics:</b>  <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 _____	<b>1</b>  Speech fluency and rate are Within Normal Limits.	<b>2</b>  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.	<b>3</b>  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.	<b>4</b>  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><b>Observational Assessment of Secondary Stuttering Characteristics:</b></p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stuttering Speech sample</li> <li><input type="checkbox"/> Checklist/s</li> <li><input type="checkbox"/> Observations over multiple days and settings</li> <li><input type="checkbox"/> Other: _____</li> </ul> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p><b>1</b></p> <p>Speech fluency is Within Normal Limits</p>	<p><b>2</b></p> <p>No secondary characteristics are observed</p>	<p><b>3</b></p> <p>One of the following areas is deficient</p> <p>Check areas of concern:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech flow</li> <li><input type="checkbox"/> Intelligibility</li> <li><input type="checkbox"/> Rate and/or Prosody of Speech</li> <li><input type="checkbox"/> Tension, Tremor, Tics</li> <li><input type="checkbox"/> Escape Behaviors and Avoidances</li> <li><input type="checkbox"/> Circumlocutions</li> <li><input type="checkbox"/> Pitch and loudness rises</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p><b>4</b></p> <p>At least two of the following areas are deficient</p> <p>Check areas of concern:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech flow</li> <li><input type="checkbox"/> Intelligibility</li> <li><input type="checkbox"/> Rate and/or Prosody of Speech</li> <li><input type="checkbox"/> Tension, Tremor, Tics</li> <li><input type="checkbox"/> Escape Behaviors and Avoidances</li> <li><input type="checkbox"/> Circumlocutions</li> <li><input type="checkbox"/> Pitch and loudness rises</li> <li><input type="checkbox"/> Other _____</li> </ul>
<p><b>Adverse Effect of Stuttering on Educational Performance:</b></p>	<p><b>1</b></p> <p>Fluency skills are Within Normal Limits for the student's participation in educational settings.</p>	<p><b>4</b></p> <p>Disfluencies occasionally impact student's participation in educational settings.</p>	<p><b>6</b></p> <p>Disfluencies frequently impact student's participation in educational settings.</p>	<p><b>8</b></p> <p>Disfluencies consistently impact student's participation in educational settings.</p>
<p><b>Adverse Effect of Stuttering on Communication: Birth through 3</b></p>	<p><b>1</b></p> <p>Fluency skills are within normal limits for the student's participation in appropriate age-related activities and settings.</p>	<p><b>4</b></p> <p>Disfluencies occasionally impact the student's participation in appropriate age-related activities and settings.</p>	<p><b>6</b></p> <p>Disfluencies frequently impact the student's participation in appropriate age-related activities and settings.</p>	<p><b>8</b></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.

<b>COMPREHENSIVE STUTTERING ASSESSMENT TOTAL SCORE:</b> <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

<b>OBSERVATIONAL ASSESSMENT ONLY - STUTTERING ASSESSMENT TOTAL SCORE:</b> <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.**