Breaking Down Fluency Criteria when Identifying a Speech or Language Impairment

This checklist is a direct reproduction of the content from two sections of the Wisconsin DPI Speech or Language Impairment (SLI) criteria specific to fluency. It can be used to support speech-language pathologists in breaking down these sections and applying them to the evaluation of a particular student.

Profile 1 - Speech disfluencies associated with stuttering or atypical disfluency in excess of 2% total syllables, one second of duration, and 2 or more iterations in a repetition. One or more of the first four items are required to check this box on the SLI criteria form. The final two behaviors may be present but are not required to be present.[1][2]

Component of Criteria	Data or Evidence
☐ Repetitions of sounds or syllables: More likely to be stuttering-like disfluencies at the beginning of the word or phrase, especially if >2 iterations with tension and fast rate. Sound or syllable repetitions occur in the final position of a word (e.g., "lunch-ch-ch") in atypical disfluency.[3]	
☐ Repetition of words and phrases: May be normal disfluency if said without tension or for emphasis (e.g., "You you need to go."). More likely to be stuttering-like disfluencies if repetitions are fast and tense with >2 iterations.	
☐ Dysrhythmic phonations: prolongations of sounds (e.g., sssssssnake).	
☐ Dysrhythmic phonations: silent blockages of airflow.	
☐ (optional) Non-verbal physical movements: (e.g., eye blinking or head jerking when talking or stuttering).	

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[1] Manning, Walter H. and Anthony DiLollo. 2018. *Clinical Decision-Making in Fluency Disorders: 4th edition*. San Diego: Plural Publishing.
[2] Yairi, Ehud and Carol H. Seery. 2015. *Stuttering: Foundations and Clinical Applications: Second Edition.* 2015. USA: Pearson.
[3] Sisskin, Vivian and Samantha Wasilus. 2014. "Lost in the Literature but Not the Caseload: Working with Atypical Disfluency From Theory to Practice." *Seminars in Speech and Language* 35(2): 144-152. http://dx.doi.org/10.1055/s-0034-1371757

☐ (optional) Negative feelings about oral communication may be significant enough to result in avoidance behaviors (e.g., circumlocutions, unusual word choices indicative of word switching, reduced amount of verbal output).	

Profile 2 - Speech rate perceived to be rapid, irregular, or both that is significantly disruptive to efficient communication. The perception of rapid and/or irregular speech rate **must be documented** to check this box on the SLI criteria form. One or more of the following behaviors may accompany the fast and/or irregular speech rate.[4]

Component of Criteria	Data or Evidence
☐ (optional) Sound or syllable omissions in connected speech (e.g., "tevision" for "television" or "eeya" for "see you").	
☐ (optional) Sound Sequencing errors (e.g., "Masiden" for "Madison").	
☐ (optional) Non-stuttering speech disfluencies at higher frequency than normal: (e.g., interjections such as "um" or "like").	
☐ (optional) Non-stuttering speech disfluencies at a higher frequency than normal: (e.g., phrase or whole word repetitions).	
☐ (optional) Non-stuttering speech disfluencies: (e.g., revisions).	
☐ (optional) Negative feelings and attitudes about oral communication.	

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[4] Scaler Scott, Kathleen, and David Ward. 2013. *Managing Cluttering: A Comprehensive Guidebook of Activities.* City of Publication: Pro-Ed.