

Key Behaviors Rating Scale

Broward County Schools, Ft. Lauderdale, Florida

S = Social

A= Attitudes

M=Motor

I= Impact

Score of 0 = within normal limits

_____ **S** speech does not call attention to itself and is not distracting

_____ **A** no concern about negative attitudes toward his/her speech

_____ **M** fluency is smooth and forward flowing with no evidence of stutter-like dysfluencies

_____ **I** speech does not have an adverse impact on student's participation in education speech-related activities

Score of 1 = borderline stuttering

_____ **S** parents, teachers may indicate occasional disfluencies in speech, but not considered distracting

_____ **A** student does not appear to be aware of disfluencies: attitude assessments do not reveal negative attitudes about speech

_____ **M** may demonstrate normal nonfluencies including multi-syllable whole word repetitions, phrase repetitions, interjections, occasionally evidencing repetition units over 3

_____ **I** speech does not appear to affect participation in educational/speech-related activities

Score of 2 = beginning stuttering

_____ **S** may observe poor turn-taking, interaction skills, especially in young children. Not likely to be socially affected per parent/teacher input

_____ **A** may not evidence negative attitudes about speech on attitude assessments: in so, likely to report frustration with talking.

_____ **M** mixture of word repetitions (multi-syllable and/or single syllable), and phrase repetitions with part word repetitions and sound prolongations. Frequency and severity vary, but is often greater than 8-10% on a 300 word sample

_____ **I** participation in speech-related educational activities is rarely reduced but occasionally limited in situations he/she perceives as "high stress"

Score of 3 = Intermediate Stuttering

- _____ **S** will begin to make social/participation choices on the basis on his/her stuttering. May experience teasing
- _____ **A** awareness and negative attitudes about stuttering gradually develop and become rooted. avoidance behaviors are beginning to develop
- _____ **M** primarily part-word repetitions and sound prolongations. Frequency and severity will vary often accompanied by secondary characteristics. Disruptions in forward flow of speech may interfere with intelligibility, especially in situations she/he perceives as "high stress"
- _____ **I** may experience difficulties in educational/speech-related tasks such as giving oral presentations, reading aloud, and participating in classroom discussions and cooperative learning projects due to stuttering

Score of 4 = Advanced Stuttering

- _____ **S** frequently makes social choices on the basis of his/her stuttering and will avoid certain situations. Listeners are consistently aware of stuttering; sensitive to teasing
- _____ **A** likely to report high anxiety about communication, extreme negative reactions to stuttering; significant frustration and avoidance behaviors
- _____ **M** similar characteristics as intermediate stuttering (primarily part word repetitions/prolongations accompanied by secondary behaviors). Communicative attempts can be labored with extended disruptions of the forward flow of speech.
- _____ **I** student shows significantly limited participations in classroom discussions, refrains from asking or answering questions in class due to stuttering; absenteeism from class may occur during oral activities due to his/her perceived anxiety about speaking in front of classmates and teacher.

The SAMI Scale was developed by Nancy Ribbler, CCC-SLP, BRS-FD for the Broward county School District, Ft. Lauderdale, Florida. She can be contacted for questions at nribbler@aol.com.