

CONTINUUM OF DISFLUENT SPEECH BEHAVIOR

Student: _____ DOB: _____ Grade: _____

Observer: _____ Position: _____ Date: _____

More Usual Disfluencies

Typical disfluencies

- _____ Hesitations (silent pauses)
- _____ Interjections of sounds, syllables or words
- _____ Revisions of phrases or sentences
- _____ Phrase repetitions
- _____ Monosyllabic word repetitions. Two or less repetitions per instance, even stress, no tension
- _____ Part-word syllable repetitions. Two or less repetitions per instance, even stress.

Atypical Disfluencies

- _____ Monosyllabic word repetitions. Three or more repetitions per instance or uneven stress.
- _____ Part-word syllable repetitions. Three or more repetitions per instance or uneven stress.
- _____ Sound repetitions
- _____ Prolongations
- _____ Blocks
- _____ Increased tension noted, e.g., tremor of lips or jaw or vocal tension

More Unusual Disfluencies

Although most typical disfluencies are characterized by the fragmentation of a sentence or phrase unit, most children show some part-word syllable repetition. Crossover behaviors include more fragmentation of the word, and finally, atypical disfluencies include more fragmentation of the syllable (the core unit of speech) and increased tension. Experience indicates that increased tension is the principal factor leading to more serious disruption of speech.

From: Gregory, Hugo H. & Hill, D. (1993). Differential evaluation—differential therapy for stuttering children (Table 2.2). In R. F. Curlee (Ed.), *Stuttering and related disorders of fluency* (pp. 26-27). New York: Thieme.