

Stuttering Flowchart

	Normal Disfluencies	Possible Stuttering
How Often It Occurs:	Occasional/Brief: * less than 3 in 10 sentences * less than 1/2 second * repeated less than 3 times	Frequent: * 3 or more in 10 sentences * longer than 1/2 second * repeated 3 or more times
Additional Behaviors:	Occasional: * pauses * hesitations * fillers such as "uh," "er," or "um," usually noticed when the student is changing words or thoughts	Associated movements: * change in pitch or loudness * muscle tension around the mouth * additional body movements such as head jerking, stomping feet, arm movements and/or leg movements * eyelid closing, blinking, or looking away * extra sounds or words like "Well it's well it's I-I-I-I need a crayon."
When Most Apparent:	Comes and goes: * child is tired or excited * talking about complex or new topic * asking or answering questions * talking to unresponsive listener	More often present than absent: * occurs with all communication partners * occurs in most speaking situations
Student's Reaction:	None apparent * student does not seem to be bothered by his/her disfluencies * continues to participate in classroom oral activities	Shows concern, embarrassment, or frustration * reluctant to participate in class * withdraws from social activities * avoids speaking situations

Peer Reaction:	None apparent	Shows concern
	* peers do not seem to notice or react	* teases student about speech
	* peers engage appropriately with student	* peers call attention to student's disfluency
		* mimics disfluency of student
Parent Reaction:	None apparent	Shows concern
	* parent does not seem to notice or react and is not concerned	* parent expresses concern
		* family history of stuttering
Information obtained from the Stuttering Foundation of America		