



Rubric-Based Progress Monitoring for Stuttering

The rubric below (pg. 5) provides a framework for measuring meaningful progress in stuttering therapy beyond numerical counts or frequency tallies. The categories and descriptors listed are intended as options to consider (not exhaustive) and should be co-created with students as much as possible to align with their individual goals and therapy focus. Rather than selecting criteria solely based on clinical judgment, SLPs are encouraged to engage students in conversations about what progress means to them, what matters most in their communication experiences, and their readiness to work on specific tasks or parameters. This collaborative approach ensures the rubric reflects student priorities and promotes ownership of therapy goals. Not every domain will be relevant or appropriate for every student, and you may identify additional areas (together with your student) that better capture the growth you're targeting.

Exploring Talking

Name parts of body used for speech production

Describe function of parts of body for speech production

Understand and explain 3 facts about talking

Understand and explain 5 facts about talking

Identify traits in effective communication skills

Identify positive traits in own communication skills

Exploring Stuttering

Understand and explain 3 facts about stuttering

Understand and explain 5 facts about stuttering

Draw own stuttering iceberg

Identify different types of disfluencies (stuttered and non-stuttered disfluencies)

Identify two types of disfluencies in own speech

Identify more than 3 types of disfluencies in own speech



Explore tension and location of tension in own speech

Identify fear hierarchy for speaking situations (comfort/stretch/panic or peak zones)

Read book(s) on stuttering

Watch video(s) on stuttering

Draw a picture representing stuttering

Draw a comic strip about stuttering experience

Identify locations/situations/contexts where child feels need or pressure to conceal stuttering

Exploring Communication Strategies

Learn about communication strategy and intent behind it (i.e., ease, approach, clarity, release of tension, etc.)

Explain strategy and how/when to use it

Explain how strategy may help approach speaking situations with greater confidence and ease

Demonstrate ability to use chosen strategy in connected speech and reflect on practicing strategy

Describe 3 communication strategies

Describe 5 communication strategies

Identify/describe coping strategies for stressful communicative interactions

Exploring Feelings

List and describe 3 feelings related to communication

List and describe 5 feelings related to communication

Build vocabulary to talk about feelings and emotions

Explore strength of emotions and discuss impact of emotions on body

Education-Related Actions

Generate message to share and decide on person/audience



Write letter to principal and/or teacher(s)

Create educational poster, video, or story

Complete a National Stuttering Awareness Week (NSAW) project in May

Complete an International Stuttering Awareness Day (ISAD) project in October

Generate stuttering presentation to peers (e.g., brainstorm, outline topics/facts, choose images)

Advocacy-Related Actions

Write letter/note/email to teacher(s)

Communicate needs to teacher(s), parent/caregiver, other relevant adult(s)

Design activity appropriate for lower or upper level students

Give stuttering presentation to peers or class(es)

Wear stuttering-related shirt and share about stuttering conference (e.g., NSA, Friends, Camp)

Identify up to 3 challenging communication situations at home and/or school

Complete a problem-solving activity for up to 3 challenging communication situations

Talking Activities

Read to lower grade classroom (e.g., preschool, kindergarten, first grade)

Interview others about stuttering

Answer questions about stuttering

Give morning announcements

Engage in social interaction(s) requiring verbal output (e.g., small talk, introductions, greetings, goodbyes, taking the floor, humor, telling jokes, storytelling)

Engage in classroom activity(ies) requiring verbal participation (e.g., sharing during show and tell, circle time participation, asking or answering questions, telling or retelling a story, participating in small or large group discussion, reading aloud, oral presentation, giving speech)



Reflection Actions

Reflect on chosen action/activity via writing (story, comic strip, journaling)

Reflect on chosen action/activity via art (drawing, painting, sculpting, drama, digital creation)

Reflect on chosen action/activity via discussion

Reflect on chosen action/activity via music (writing song, singing song, composing on instrument, playing instrument)

Community-Building Actions

Participate in in-person event for youth who stutter

Participate in virtual event with other youth who stutter

Identify circle/network of support for different situations or contexts

Transition Planning for Postsecondary Education or Employment

Explore how stuttering impacts educational and career choices

Explore educational challenges and potential accommodations

Prepare for job interviews

Engage in mock interviews

Discuss and develop plan for educating employers and coworkers about stuttering

Learn and understand workplace rights and accommodations

Discuss and develop plan for co-creating accessible work environment

Discuss and prepare for independence in activities of daily living

Identify potential communities for engagement (leisure, religious, volunteer, support, etc.)



Progress-Monitoring Rubric		
Activities / Actions	Notes	Steps Completed / Date Achieved
Parameter		
1		
2		
3		
4		
5		
Parameter		
1		
2		
3		
4		
5		
Parameter		
1		
2		
3		
4		
5		
Parameter		
1		
2		
3		
4		
5		
Add/remove parameters and/or relevant activities/actions as appropriate		