

CALMS Rating Scale for School-Age Children Who Stutter

This rating scale is designed to evaluate cognitive, affective, linguistic, motor, and social (CALMS) components that are related to stuttering. It is recommended that clinicians base their clinical judgment on deriving a score for each item using scores and/or data from scales, tests, as well as documented evidence about the child being evaluated. Take the scores for each rated item and divide by the total number of items scored within each component to obtain an average score for each component. The average component scores become the data points for plotting the CALMS profile.

COGNITIVE: (Rating scale: 1= Normal, No Concern, High Ability 2= Borderline, Slight Concern, Good Ability 3 = Mild Impairment, Some Concern, Variable Ability 4= Moderate Impairment, Significant Concern, Poor Ability 5 = Severe Impairment, Extreme Concern, Very Poor Ability)

Recommended items to be rated:

- | | | | | | |
|---|---|---|---|---|---|
| <p>1. <i>Child's ability to identify moments stuttering during reading</i>
 Measure: % of moments identified from a reading passage or material that is easy for the child to read</p> | 1 | 2 | 3 | 4 | 5 |
| <p>2. <i>Child's ability to identify moments of stuttering in spontaneous speech</i>
 Measure: % of moments identified in a short spontaneous speech sample</p> | 1 | 2 | 3 | 4 | 5 |
| <p>3. <i>Child's knowledge and understanding of stuttering</i>
 Measure: Rate child's ability to describe stuttering behaviors, knowledge of his/her stuttering behaviors, and general facts about stuttering (T/F test)</p> | 1 | 2 | 3 | 4 | 5 |
| <p>4. <i>Child's knowledge of previously learned fluency enhancing and/or stuttering modification techniques</i>
 Measure: Assess how well the child can describe, explain, and demonstrate any technique he/she has been taught to use in previous therapy.</p> | 1 | 2 | 3 | 4 | 5 |

Other subjective measures might include child's thoughts about being a person who stutters and reactions to how others view his/her stuttering^a

Average Cognitive Component Score: _____

^a When evaluating thoughts and perceptions, a rating of "1" refers to positive thoughts/ no concerns about being a person who stutters and positive perceptions of how others view stuttering. A rating of "5" reflects extremely negative thoughts, reactions or perceptions. Use ratings 2-4 to reflect varying degrees of positive/negative thoughts and reactions.

AFFECTIVE: (Rating scale: 1= Normal, No Concern, High Ability 2= Borderline, Slight Concern, Good Ability 3 = Mild Impairment, Some Concern, Variable Ability 4= Moderate Impairment, Significant Concern, Poor Ability 5 = Severe Impairment, Extreme Concern, Very Poor Ability)

Recommended items to be rated:

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|--|---|---|---|---|---|
| 1. <i>Child's attitudes and feelings about communication^a</i> | 1 | 2 | 3 | 4 | 5 |
| Measure: <u>Communication Attitudes Test</u> (CAT or CAT-R)...record score and compare to norms. | | | | | |
| | | | | | |
| 2. <i>Affective features of the child's stuttering^b</i> | | | | | |
| • Labels child uses for attitudes/feelings about stuttering | 1 | 2 | 3 | 4 | 5 |
| Measure: "Framing My Speech" (C & R workbook)...this form could be used to count the number and types of words used to describe stuttering | | | | | |
| • Child's feelings about stuttering | 1 | 2 | 3 | 4 | 5 |
| Measure: "What Pops" and/or "What's True For You?" (C & R workbook) "What Pops" could be used to determine the % of the 20 items that relate to negative comments about stuttering. "What's True...could rate this item based on child's scores on all questions. Hands Down!...allows child to list positive and negative attributes about him/herself | | | | | |
| • Child's feelings and reactions to teasing/bullying about stuttering | | | | | |
| Measure: Level of concern expressed by child | 1 | 2 | 3 | 4 | 5 |

Average Affective Component Score: _____

^a Use of the Communication Attitudes Test (CAT or CAT-R) and/ or A-19 scales requires comparison of child's score with normative data supplied with each measure. We recommend that if the child who stutters (CWS) has a score that equals the mean for CWS, then that score would be rated at least a "3" on the CALMS rating scale. [For CWS the CAT Mean=17.3, SD=7.7 and A-19 Mean=9.07, SD=2.44]. Scores between 1 & 2 standard deviations from the mean score for CWS would be rated a "4" and a score of more than 2 standard deviations would be rated a "5."

^b Several paper-pencil tasks suggested by Kristin Chmela and Nina Reardon (2001) *The School-Age Child Who Stutters: Working Effectively With Attitudes and Emotions...A Workbook* (pp. 22-86) can be used in this section. This workbook is published by the Stuttering Foundation (1-800-992-9392). Child Client Forms in *Crowe's Protocols* (T. Crowe, A, Di Lollo, & B. Crowe (2000) The Psychological Corporation) also can be used.

LINGUISTIC: (Rating scale: 1= Normal, No Concern, High Ability 2= Borderline, Slight Concern, Good Ability 3 = Mild Impairment, Some Concern, Variable Ability 4= Moderate Impairment, Significant Concern, Poor Ability 5 = Severe Impairment, Extreme Concern, Very Poor Ability)

Recommended items to be rated:

<p>1. <i>Overall relationship between stuttering and the length and complexity of utterances:</i> Measure: Assess level of fluency/stuttering during simple oral reading, naming, sentence repetition, picture description, and story retelling ^a</p>	1	2	3	4	5
<p>2. <i>Overall language ability</i> Measure: Informal or formal assessment)^b</p>	1	2	3	4	5
<p>3. <i>Articulation and/or Phonological ability</i> Measure: Informal or formal assessment)^c</p>	1	2	3	4	5

Average Linguistic Component Score: _____

^a See recommended list of speech tasks for measuring the impact of linguistic complexity on frequency of stuttering. Go to www.unl.edu/fluency/index.shtml for list of simple to complex, contextualized and decontextualized speech tasks. The rating for this item will depend on the level of linguistic length and complexity where fluency disruptions occur consistently (e.g., a rating of “1” would indicate that stuttering only occurs at the highest level of linguistic difficulty and a “5” would be a rating for stuttering consistently at simple linguistic levels or where the child needs considerable contextual support).

^b Select formal language tests for this section. Rate level of impairment.

^c Select a formal test for articulation/phonological process analysis. Rate level of impairment

MOTOR: (Rating scale: 1= Normal, No Concern, High Ability 2= Borderline, Slight Concern, Good Ability 3 = Mild Impairment, Some Concern, Variable Ability 4= Moderate Impairment, Significant Concern, Poor Ability 5 = Severe Impairment, Extreme Concern, Very Poor Ability)

Recommend Items to be rated:

1. *Characteristics of the child's stuttering*

Measure: Document number of units per repetition, duration of typical prolongation, etc. and rate level of impairment relative to the severity of stuttering	1	2	3	4	5
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Measure: Degree of struggle, effort, tension produced during stuttered moments	1	2	3	4	5
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2. *Frequency of stuttering with various communicative partners*

Measure: Sample with classroom teacher	1	2	3	4	5
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Measure: Sample with peers	1	2	3	4	5
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Measure: Sample with clinician	1	2	3	4	5
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3. *Determination of stuttering severity using the SSI-3^a*

1	2	3	4	5
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Measure: Stuttering frequency in oral reading and spontaneous speech, The duration of the three longest stuttered moments, and the presence of physical Concomitants (secondary coping behaviors)

Average Motor Component Score: _____

^a The SSI-3 (Stuttering Severity Instrument-3, Riley 1994- PRO-ED) should be used to record a rating that reflects the total SSI-3 score: (1= 0-5) (2= 6-10) (3=11-20) (4=21-27) (5= 28+).

SOCIAL: (Rating scale: 1= Normal, No Concern, High Ability 2= Borderline, Slight Concern, Good Ability 3 = Mild Impairment, Some Concern, Variable Ability 4= Moderate Impairment, Significant Concern, Poor Ability 5 = Severe Impairment, Extreme Concern, Very Poor Ability)

Recommended items to be rated:

1. *Reported avoidance of speaking situations*

Measure: Reports from child, parent, teachers about number and severity of avoidance of words, people, and speaking situations

1 2 3 4 5

2. *Level of stuttering related to various social speaking situations:*

Measure: Child's ability to express him/herself in a variety of speaking situations that occur at school, home, with sports teams, at clubs, etc.. For example, 1= child talks freely in most situations...5= child limits speaking to specific situations

1 2 3 4 5

3. *Impact of stuttering on peer relationships*

Measure: Report from child and parent about how much the child's stuttering is affecting the friendships or interaction with peers.

1 2 3 4 5

Average Social Component Score: _____

Quantification of 1-5 Value for the CALMS Rating Scale

1 = Normal: Function is considered within normal limits in terms of behavior, performance, ability, attitude or perception. There are no concerns about function or performance. Test data are well within normal limits.

2 = Borderline: Slight variation or some concern about behaviors, performances, abilities, attitudes or perceptions. Test data show standard score of .5 to 1.4 SD below normal level

3 = Mild Impairment: Clinical judgment suggests a “mild” degree of difficulty or deficit in certain functions. Also suggests that behaviors, performances, abilities, attitudes or perceptions are just below expected levels of function. Mild concern about function or performance. Test data show standard score of 1.5 - 1.9 SD below normal level.

4 = Moderate Impairment: Clinical judgment suggests a “moderate” degree of difficulty in certain functions. Also suggests that behaviors, performances, abilities, attitudes or perceptions are consistently below expected levels of function. Test data show standard score of 2.0 – 2.4 SD below normal level. Significant concern about function and performance.

5 = Severe Impairment: Clinical judgment suggests a “severe” degree of difficulty in certain functions. Also suggests that behaviors, performances, abilities, attitudes or perceptions are substantially below expected levels of function. Exceptional concern about function or performance. Test data show standard score of > 2.5 SD below normal level.

C.A.L.M.S. Profile

Client: Scores: Cognitive: _____

Age: Affective: _____

Date of Profile: Linguistic: _____

Motor: _____

Social: _____

