

APPENDIX A – Developmental Stuttering Screening Instrument (DSSI)

DEVELOPMENTAL STUTTERING SCREENING INSTRUMENT (DSSI)

*This instrument must be administered to parents/guardians by trained health and education professionals that work with children aged **2 years to 5 years and 11 months***

IDENTIFICATION

CHILD'S DATA

Name: _____

Age: _____ years and _____ months Sex: () M () F

Date of birth: ____/____/____

Date of interview: ____/____/____

INSTRUMENT ADMINISTRATOR'S DATA

Name: _____

Occupation: _____

RESPONDENT'S DATA

Name: _____

Relationship to the child: () Mother/Father () Grandmother/Grandfather
 () Aunt/Uncle () Sister/Brother
 () Other: _____

Complaint: _____

I. GENERAL AND COMMUNICATION DEVELOPMENT

		YES	NO	NKA
1	Does the child have anyone in the family who stutters or has stuttered before? (<i>Heredity</i>)			
2	Was the child born prematurely and had to be hospitalized for any disease/accident in their 3 first 3 months of life? (<i>Peri- and postnatal complications</i>)			
3	Was the child delayed in speaking their first words? (<i>Language delay</i>)			
4	Does the child have any allergy? (<i>Allergies</i>) Example: <i>rhinosinusitis, asthma, atopic dermatitis, food allergy</i>			
5	Does the child have any sleep problem? (<i>Sleep</i>) Example: <i>insomnia, snoring, gnashing of teeth, restlessness</i>			
TOTAL =				

Instruction: "YES"=2; "NKA"=1; "NO"=0;

Legend: NKA – Did not know how to answer

- o Read the following questions and check the number that best indicates the child's current speech fluency expression.
- o Follow the model of the instruction below. Number 1 indicates absence (never). Number 5 indicates constant presence (always). Numbers 2, 3, and 4 are the range of your frequency perception ("rarely", "sometimes", and "frequently", respectively).

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

II. LINGUISTIC ASPECTS

6	Does the child repeat an initial sound of the word? <i>Example: "f-f-f-frog" (Stuttering-like disfluencies - sound repetition)</i>	1	2	3	4	5
7	Does the child repeat the syllables of the words? <i>Example: "I li-li-li-listen to music." (Stuttering-like disfluencies - word part repetition)</i>	1	2	3	4	5
8	Does the child repeat short words? <i>Example: "I-I-I jump rope." (Stuttering-like disfluencies - monosyllabic word repetition)</i>	1	2	3	4	5
9	Does the child repeat longer words? <i>Example: "I jump-jump rope." (Other disfluencies - non-monosyllabic word repetition)</i>	1	2	3	4	5
10	Does the child prolong a sound of the word?*	1	2	3	4	5
11	Does the child block when speaking to the point of no sound coming out for some seconds? (<i>Stuttering-like disfluencies - block</i>)	1	2	3	4	5
12	Is it difficult for you to understand what the child says? (<i>Intelligibility</i>)	1	2	3	4	5
13	Is it difficult for people to understand what the child says? (<i>Intelligibility</i>)	1	2	3	4	5

TOTAL =

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

III. MOTOR ASPECTS OF SPEECH

14	Is the child's speech faltered, broken? <i>Example: split words "peo....ple", "mom...my" (Incoordination)</i>	1	2	3	4	5
15	Does the child make effort to speak? (<i>Tension</i>) <i>Example: the veins on the neck are visible, the throat aches...</i>	1	2	3	4	5

16	When speaking, does the child make body or face movements? (<i>Physical concomitants</i>) Example: grimace, closing/blinking the eyes, shaking the head, clapping/holding the hands together, stamping the feet, putting the tongue out of the mouth...	1	2	3	4	5
17	When speaking, does the child seem to be short of air? (<i>Breathing</i>) Example: mouth breathing, speaking until they are out of air	1	2	3	4	5
18	Does the child usually speak fast or too slow? (<i>Speed</i>)	1	2	3	4	5
TOTAL =						

1	2	3	4	5
Never	Rarely	Sometimes	Frequently	Always

IV. PSYCHOSOCIAL ASPECTS

19	Does the child seem anxious when speaking? (<i>Child's response</i>)	1	2	3	4	5
20	Does the child seem to realize they stutter? (<i>Perception</i>)	1	2	3	4	5
21	Does the child avoid speaking? Example: points at things, replaces some word, or gives up speaking halfway through the sentence (<i>Awareness</i>)	1	2	3	4	5
22	Does the child look away from their interlocutor when speaking? (<i>Child's attitude</i>)	1	2	3	4	5
23	Does the child's stuttering draw people's attention? (<i>Social reaction</i>)	1	2	3	4	5
24	Do people try to help the child to speak? Example: asking them to speak right, speak more slowly, complete what they were saying, stop and breathe... (<i>Communicative pressure</i>)	1	2	3	4	5
TOTAL =						

SCORE OF THE CATEGORIES
I ____ + II ____ + III ____ + IV ____

Observations:

The DSSI instrument **does not substitute the speech-language-hearing assessment**. The speech-language-hearing therapist is the legally qualified professional to diagnose and treat children with speech fluency changes. Therefore, children identified at risk of developmental stuttering must be referred for assessment and diagnosis with a speech-language-hearing therapist specialized in fluency.