

Multidimensional Characteristics of People Who Stutter (Across the Life Span)*

Dimension	Preschool Children	School-Age Children	Adolescents & Adults
Cognitive	Little awareness of stuttering, if any.	Awareness of, and beliefs about, stuttering gradually develop and become ingrained.	High awareness of stuttering. May have deeply rooted beliefs about stuttering (including causes and exacerbating factors).
Affective	Negative emotions regarding communication may not be present. If so, it likely involves frustration with talking.	Guilt and shame may be developing by age five and continue to grow thereafter. Susceptible to teasing. May develop negative emotions/reactions re: stuttering.	Negative emotions about stuttering and talking often firmly rooted. May have high anxiety about communication, maladaptive reactions to stuttering.
Linguistic	Stuttering occurs more on multi-syllable words, functor word (e.g. articles and prepositions), and in complex sentences. Fluency is highly affected by changes in linguistic content.	Initial patterns similar to preschool children. Then shift to stuttering on more content words (e.g. nouns and verbs) and words with high emotional content. Likely to stutter on utterances that communicate important information.	Stuttering occurs most often on content words. More disfluency on high information-load or emotional content words. (Stuttering is not as likely to be influenced by sentence complexity.)
Motor	Primarily mixture of phrase, whole-word, and part-word repetitions. (Prolongations and blocks can occur.) Type, frequency, and severity will vary. Frequency may be greater than 8-10%.	Primarily part-word repetitions, sound prolongations, and blocks. Type, frequency, and severity will vary. Secondary characteristics (e.g. word avoidance/substitution, struggle behaviors, body movement) may develop.	Similar characteristics as school-age children. Severity of stuttering and secondary characteristics may increase.
Social	Not likely to be socially affected. Poor turn-taking or interaction skills may be present.	Choices regarding social interaction/participation may be based on stuttering. May experience teasing, develop situational avoidance.	Social, academic, and professional choices may be impacted by stuttering problem. Situation avoidance continues.

* This chart was developed by Lisa Scott Troutman (1998). The CALMS Model (e.g. highlighting cognitive, affective, linguistic, motor, and social dimensions) was developed by Charles Healey and Lisa Scott Troutman (1998).