

Stuttering Questionnaire for Teachers

Student: _____ **Grade:** _____ **Date:** _____ **Teacher:** _____

What situations are most likely to trigger this student to stutter? Circle all that apply.

Asking questions

Answering questions

Talking with peers

Talking with teachers

Reading aloud

Oral reports

Other: _____

How often do you notice this student stuttering?

Weekly

Daily

Hourly

Other: _____

Do you do anything to help your student when they stutter? What helps?

Does this student appear to avoid talking in your class?

Do the other students notice that this student stutters? How do they react? Is the student aware of these reactions?

Does the fluency problem distract from what the student is trying to say?

My student is disfluent or stutters when s/he: (check all that apply)

feels upset

answers questions

feels excited

talks with friends

feels nervous

reads aloud

feels tired

talks with adults

talks with specific people: *(please list)*

Below are some examples of stuttering/disfluent speech: (check all that apply)

- has frequent interjections (um, like, you know, well-um, etc)
- repeats the beginnings of words (b-b--ball, p-p-puppy, da-da-daddy)
- repeats whole words (I-I-I, he-he-he, we-we-we)
- repeats phrases (I want to- I want to- I want to go, and then- and then- and then we went)
- prolongs sounds (Ssssssaturday, nnnnnnobody)
- blocks or gets stuck and is not able to get the sounds and words out. (tension is noticed)
- revises phrases – (starts to talk, then stops, then starts over again- sometimes changing the words)
- has unusual breathing patterns
- has unusual face or body movements (i.e., head nods, eye blinks/eye movements, facial grimaces)

Describe:

Overall academics:

	<i>below grade level</i>	<i>at grade level</i>	<i>above grade level</i>
reading			
writing			
math			

Comments about academics:

Please return this form to _____. Thank you!