**CHECKING IN With Teachers**

Some students stutter or hesitate when they speak. This may interfere with communication both in and out of the classroom. This type of speech problem warrants further evaluation. Please help me gain a better overall view of this student’s speech skills by completing the following information and returning to me by __________________________. Thank you!

Speech-Language Pathologist ___________________________________________ Phone/Room ___________________________

<table>
<thead>
<tr>
<th>Student</th>
<th>Birthday</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Teacher</td>
<td>Section</td>
<td>Date</td>
</tr>
</tbody>
</table>

Follow-up is important, so I would like to observe this child in several different situations. Please list when this student:

- Goes to lunch
- Shares in the classroom
- Attends gym class
- Interacts with peers

Please let me know the best way to contact you:

E-mail _____________________________________________________________

Phone ____________________________________________

**General Information**

1. Compared to his/her peers, this student: (Check all that apply.)
   - doesn’t mind talking in class
   - tries to avoid speaking in class (does not speak if called upon; asks few questions)
   - speaks with little or no outward signs of frustration or embarrassment
   - sometimes uses gestures to avoid speaking
   - is difficult to understand in class
   - demonstrates frustration when speaking (Please describe.) ____________________________
   - exhibits academic performance at an average or above-average level

2. This student is disfluent or stutters when he/she: (Check all that apply.)
   - begins the first word of a sentence
   - speaks during an entire sentence
   - uses little words
   - uses main words
   - talks with peers
   - talks to adults
   - talks to adults
   - other
   - speaks to the class
   - gets upset
   - shares ideas or tells a story
   - answers questions
   - carries on a conversation
   - reads aloud

3. Check any of the following behaviors you have noticed in this child’s speech:
   - revisions (starting and stopping and starting over again)
   - frequent interjections (um, like, you know)
   - word repetitions (we-we-we)
   - phrase repetitions (and then, and then)
   - part-word repetitions (ta-ta-take)
   - prolongations (nnnnobody)
   - blocks (vocal tension/no speech comes out)
   - unusual face or body movements (visible tension, head nods, eye movements)
   - abnormal breathing patterns
   - other
In the Classroom
1. I do/do not (circle one) have concerns about this child's speech because

2. I observe the most disfluency when

3. When this child has difficulty speaking, he/she reacts by

4. When this child has difficulty speaking, I respond by

Perceptions About Stuttering
1. I have had prior experience with a child who stutters. Yes No

2. I feel that stuttering is caused by

3. Some questions I have about stuttering are

4. Some questions I have about how to help this child communicate effectively in the classroom include

5. I think the goal of stuttering therapy should be

6. The amount of knowledge I currently have regarding the disorder of stuttering is:

   nothing ← 1 2 3 4 5 6 a lot

7. My confidence level regarding dealing with stuttering in the classroom would be:

   not confident ← 1 2 3 4 5 6 very confident

8. My confidence level in identifying stuttering in children who stutter is:

   not confident ← 1 2 3 4 5 6 very confident

9. My confidence level in identifying avoidance behaviors in children who stutter is:

   not confident ← 1 2 3 4 5 6 very confident

10. My comfort level when communicating with this child is:

    Uncomfortable ← 1 2 3 4 5 6 very comfortable
CHECKING IN WITH TEACHERS, continued

Observations about this child

With Peers
1. How does this student relate with other students the same age? ____________________________

2. Is this student teased or mimicked because of his/her speech? Yes No
   If yes, please describe. ________________________________________________________________

3. When this child has difficulty speaking, the other children react by ________________________

4. Following a comment or teasing by a peer, how does this child react? ______________________

In General
1. Have other students or this students' parent(s) ever mentioned his/her fluency problems? Yes No
   If yes, what was discussed? ____________________________________________________________

2. Has this student ever talked to you about his/her speech problem? Yes No
   If yes, what was discussed? ____________________________________________________________

3. What other information might be helpful in looking at this student's fluency skills? __________

4. Do you have any other concerns regarding this child's speech and language, academic, or social skills?

__________________________________________________________

Appendix 31, continued
The Source for Stuttering: Ages 7-18

104

Copyright © 2004 LinguiSystems, Inc.