

Speech and Language Concerns – Stuttering – Teacher Survey

Every person has speech that is partially disfluent. All individuals are disfluent at times, such as when we are nervous or speaking in public. What differentiates the person who stutters from someone with normal speech disfluencies is the 1) type and 2) amount (at least 3% of the time in all speaking situations).

Please circle yes or no depending on if you have seen or heard these behaviors:

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|---|-----|----|
| Interjections – um, like, uh, you know | Yes | No |
| Whole word repetitions – He said that <u>he-he</u> could go with us. | Yes | No |
| Phrase repetitions – <u>He was he was</u> supposed to be here. | Yes | No |
| Revisions – <u>I went- he went</u> in the big red car. | Yes | No |
| Syllable/Part word repetitions – <u>Sa-sa-sa-salt</u> and pepper please. | Yes | No |
| Audible sound prolongations – <u>Wwwwwhere</u> is she? | Yes | No |
| Inaudible sound prolongation – Tense stop in the flow of speech; child may open his/her mouth to speak but no sound comes out and/or there is a noticeable stoppage of airflow at some point in the upper airway. Ex. I don't want to <u>(g)----go</u> there. | Yes | No |
| Secondary behaviors: closing his/her eyes, excessive lip, neck and/or jaw tension, tapping of fingers and/or feet | Yes | No |
| Effortful speech, timing and or rhythm of the repetitions or words are jerky and irregular. | Yes | No |
| Negative emotional reactions to their speech – guilt, embarrassment, and/or frustration about their speaking ability. | Yes | No |

Speech and Language Concerns – Stuttering Strategies

1. Speak with your student in an unhurried way, pausing frequently. Wait a few seconds after your student finishes speaking before you begin to speak. Your own slow, relaxed speech will be far more effective than any criticism or advice such as “slow down” or “try it again slowly.”
2. Reduce the number of questions you ask your student. Students speak more freely if they are expressing their own ideas rather than answering an adult’s questions. Instead of asking questions, simply comment on what your student has said, thereby letting him know you heard him.
3. Use your facial expressions and other body language to convey to your student, when she stutters, that you are listening to the content of her message and not to how she’s talking.

Trying out strategies:

4. Set aside a few minutes at a regular time to have the student tell a story from a familiar book. When they produce a sentence that has repetitions, repeat the sentence and ask them to say it again.

Did they stutter less? YES NO

5. Ask the student to take a breath before producing a sentence.

Was the sentence clear? YES NO

6. Do other students in the class know that the student is stuttering?

YES NO

7. Does the child appear to be visually frustrated by her communication?

YES NO