**Stuttering and Fluency**

**Teacher Input Form**

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Birth Date/Age: \_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_ Language spoken at home/school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This student has been referred for or is receiving stuttering/fluency services. Please answer the following questions to help me gain a better overall view of this student’s skills.

**Please answer by circling N (Never), S (Sometimes), F (Frequently), A (Always)**

1. This student:

 seldom volunteers to participate in class. N S F A

 is difficult to understand in class. N S F A

 avoids speaking in class. N S F A

 demonstrates frustration when speaking. N S F A

1. This student stutters when he/she:

 speaks to the class. N S F A

 gets upset. N S F A

 shares ideas or tells a story. N S F A

 answers questions. N S F A

 talks with peers. N S F A

 carries on a conversation. N S F A

 reads aloud. N S F A

 talks to adults. N S F A

3. Check any of the following behaviors you have noticed in this child’s speech:

\_\_\_ sound repetitions (t-t-take) \_\_\_ prolongations (n-----------obody)

\_\_\_ revisions (starting and stopping then \_\_\_ block (noticeable tension/no speech

 starting over again) comes out)

\_\_\_ frequent interjections (um, like, you know) \_\_\_ unusual face or body movements

\_\_\_ word repetitions (we-we-we) (visible tension, head nods, eye movements)

\_\_\_ phrase repetitions (and then, and then) \_\_\_ abnormal breathing patterns

\_\_\_ part-word repetitions (ta-ta-take) \_\_\_ other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. When this child has difficulty speaking he/she reacts by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. When this child has difficulty speaking, I respond by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Has this student been teased or mimicked because of his/her speech? \_\_\_ Yes \_\_\_ No If yes, please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. How does the student’s stuttering affect classroom participation or educational performance?\_\_\_\_\_\_\_\_

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8. Some questions I have about stuttering or about helping this student be successful in the classroom would be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Comments (use back if needed):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Signature Date