



Teacher Questionnaire **Nonacademic Adverse Effects of Speech ‘Impairment’ on Educational Performance** **For Students Who Stutter**

Student Name: _____

Grade: _____

Teacher Name: _____

Date: _____

Rate the extent to which each of the statements below describe the student.

Communication Effectiveness	Rarely	Some of the time	Usually	Most of the time
Is the student's speech intelligible (able to be understood)?				
If the student is required to give an oral presentation in class, does the stuttering negatively impact his/her delivery of the spoken material, where teachers and/or peers have difficulty understanding the content (message)?				
Are there unusual language patterns (i.e., word substitutions, circumlocutions) and/or pragmatics (i.e., frequent interrupting, frequent interjections) to avoid stuttering?				
Classroom Participation & Academic Engagement	Rarely	Some of the time	Usually	Most of the time
Is the student confident reading aloud in class or in small group settings? - If not confident, does it appear to be due to the stuttering? Yes No				
Does the student participate verbally in classroom activities and discussions?				
Is the student embarrassed, reticent, or afraid to participate in class (i.e., asking or answering questions, discussing, conversations, interacting with peers) due to the stuttering?				

Note: This form is intended to be used as a tool that guides conversations between the SLP and teacher.

(Some items adapted from <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/sl-asses-fluency-doc.pdf>)

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Social & Educational Impact	Rarely	Some of the time	Usually	Most of the time
Is there evidence of the student experiencing stigma in the lunchroom, at recess, or in specials (e.g., art, music, P.E.) because of stuttering, such as being teased, bullied, avoided, or shunned by peers?				
Is there evidence of the student withdrawing from social situations?				
Is the stuttering drawing negative and undue attention to the student?				
Does the student choose classes and/or extracurricular activities based on speaking demands rather than interests and aptitudes?				
Emotional & Behavioral Responses	Rarely	Some of the time	Usually	Most of the time
Does the student display or express frustration or anger about difficulty with speaking?				
Are there increased absences or health complaints (e.g., headaches, stomach aches) when oral demands in the classroom increase?				
Caregiver Perspective	Rarely	Some of the time	Usually	Most of the time
Do the student's caregivers express concern about his/her difficulty speaking and/or classroom participation?				

Please provide additional comments/explanations for any of the items above that warrant clarification.

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