

Student Comments on Speaking Attitudes and Experiences
 By Kathy Swiney, CCC/SLP, BRS-FD www.stutteringhelptexas.com

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

	True	False
1. I consider my speech to be as good as my friends' speech.		
2. Most of my friends do not know I stutter.		
3. I like explaining my ideas in class.		
4. My teachers are concerned about my speech.		
5. My friends think my speech is OK.		
6. My parents are worried about my speech.		
7. I think my speech is OK.		
8. I prefer school activities that require action, rather than speech. (Athletics or band vs. drama or debate.)		
9. I prefer that no one knows I stutter.		
10. I would give a speech or oral report in class even if I knew I would stutter.		
11. I get other people to ask questions for me because I might stutter.		
12. I order all of my own food in a restaurant or fast food place.		
13. I could never run for student council because I might stutter.		
14. I have been teased about my speech.		
15. There is nothing I can do to change the way I speak.		
16. It is my fault that I stutter.		
17. When I stutter in a sentence I just keep trying until I finish what I want to say.		

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	True	False
18. I hate reading aloud in class.		
19. I don't want my friends to know that I stutter.		
20. It is hard for me to share my ideas in class.		
21. I am pretty good at hiding my stuttering.		
22. I like introducing myself to new people.		
23. My parents are OK with me stuttering.		
24. Talking is hard for me.		
25. I'm pretty outgoing, I'd be interested in running for a school office.		
26. It's OK people know that I stutter.		
27. People make comments about my speech like, "slow down" and "say that again".		
28. It is easy for me to ask my teacher a question in front of my classmates.		
29. I let my parents and friends order for me at a restaurant.		
30. I would consider trying out for a play.		
31. My speech doesn't stop me from doing anything I want to do.		
32. I believe I can make some changes in the way I speak.		
33. I would rather text my friends than call them.		
34. Even when I know the answer, if I think I might stutter I say "I don't know".		

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In one word, I would describe my speech as _____.

I have this to say about talking: _____

You forgot to ask me about _____.

I have the best speech when _____.

My biggest worry in life is _____.

The greatest thing in my life is/or would be _____

I would also like **you** to know _____

I would really like my **teacher** to know _____

I would really like my **parents** to know _____

I would really like my **friends** to know _____

What situations or practices help you speak more fluently? _____

What situations or practices make it harder to speak fluently? _____

Revaluations:

What speech strategies or techniques have you learned to help you speak more fluently?

How often do you use these strategies or techniques? _____

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Student Comments on Speaking: Clinician's Scoring Form

Student: _____ **Date:** _____ **Age:** _____

This form is designed to assist the clinician in uncovering negative speaking experiences or attitudes. The chart below lists those items generally considered to be positive or negative in relation to the child's experience with speaking. Use a ✓ to indicate the child's response to the items presented.

Concern vs. not a concern: Responses in the shaded boxes indicate positive speaking attitudes or experiences. These responses do not indicate an area of concern for the student.

Consistency of student responses: Those items with an asterisk (*) listed side by side on the chart pose the same question from two perspectives, (i.e., questions 2 and 19, 3 and 20, 6 and 23, etc). One item is written in a positive perspective (i.e., *Talking is easy for me*) and the other item is presented in negative perspective (i.e., *Talking is hard for me*). Comparing these paired responses provides an indication whether or not a student's answers are consistent. To be consistent, both responses on the paired items would be in the shaded boxes or both responses would be in the unshaded boxes. Areas in which the student responds inconsistently should be probed for further information.

Responses that indicate areas of concern for the student can drive the development of objectives targeting specific speaking attitudes and/or speaking situations. By totaling the number of responses in the shaded boxes, the improvement in the speaker's attitudes can be compared over time.

Item	True	False	Item	True	False	Comments
1			18			
2*			19*			Revealing stuttering
3*			20*			Speaking in class
4			21			
5			22			
6*			23*			Parental concern
7*			24*			Acceptance/Self
8			25			Extracurricular/clubs
9*			26*			Revealing stuttering
10			27			
11*			28*			Avoidance/Class
12*			29*			Avoidance/Community
13*			30*			
14			31			
15*			32*			Power to change
16			33			
17*			34*			Persistence
Attitudes: _____ # Positive of 34 _____ % Positive			Consistency: _____ # of 10 _____ % consistent			