

# Teacher Questionnaire

## Nonacademic Adverse Effect of Speech Impairment on Educational Performance

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

### For Students With Articulation Errors

1. Is the student intelligible (able to be understood)? Yes No

If yes, what percentage of the time? 25% 50% 75% 100%

2. Are the articulation errors drawing negative and undue attention to the student? Yes No

3. Does the student sound less mature because of the articulation errors? Yes No

4. Is there evidence of the student experiencing stigma in the lunchroom, at recess, or in specials (art, music, P.E.) because of the articulation errors, such as being teased, bullied, avoided or shunned by peers? Yes No

5. Does the student participate verbally in class? Yes No

If yes, how frequently? Rarely Sometimes Often

6. Is the student embarrassed or afraid to participate in class – answering questions, taking part in discussions, interacting with peers – due to his/her articulation errors? Yes No

7. Is the student confident reading aloud in class or in small group settings? Yes No

If not confident, does it appear to be due to the articulation errors? Yes No

8. If the student is required to give an oral presentation in class, do the articulation errors negatively impact his/her delivery of the spoken material? Yes No

9. Does the student express frustration about his/her difficulty speaking properly? Yes No

10. Do the student's parents express concern about his/her difficulty speaking? Yes No

Additional Comments: \_\_\_\_\_

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## Teacher Questionnaire

### Nonacademic Adverse Effect of Speech Impairment on Educational Performance

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### For Students Who Stutter

1. Is the student intelligible (able to be understood)? Yes No

If yes, what percentage of the time? 25% 50% 75% 100%

2. Is the stuttering drawing negative and undue attention to the student? Yes No

3. Does the student sound less mature because of the stuttering? Yes No

4. Is there evidence of the student experiencing stigma in the lunchroom, at recess, or in specials (art, music, P.E.) because of the stuttering, such as being teased, bullied, avoided or shunned by peers?  
Yes No

5. Does the student participate verbally in class? Yes No

If yes, how frequently? Rarely Sometimes Often

6. Is the student embarrassed or afraid to participate in class – answering questions, taking part in discussions, interacting with peers – due to the stuttering? Yes No

7. Is the student confident reading aloud in class or in small group settings? Yes No

If not confident, does it appear to be due to the stuttering? Yes No

8. If the student is required to give an oral presentation in class, does the stuttering negatively impact his/her delivery of the spoken material? Yes No

9. Does the student express frustration about his/her difficulty speaking properly? Yes No

10. Do the student's parents express concern about his/her difficulty speaking? Yes No

Additional Comments: \_\_\_\_\_

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