

The University of Washington
SPEECH AND HEARING CLINIC

Stuttering Program

PRESCHOOL QUESTIONNAIRE

Please complete the following questions as carefully and as accurately as possible. All information will be held confidential.

Person completing questionnaire _____ Date _____

FAMILY BACKGROUND:

Parent(s) Name(s) _____ Child's Name _____

_____ Birthdate _____

Address _____

Education, check highest level completed:

Father: High School ____; College (# of years) ____.

Mother: High School ____; College (# of years) ____.

Please list other children in the family and their birth dates:

Brother(s) _____

Sister(s) _____

Do any of the following family members currently stutter?

(Indicate by check mark and explain as needed. Please explain if family members used to stutter, but no longer consider it a problem.)

Father__ Mother__ Grandfather__ Grandmother__ Brother__

Sister__ Uncle__ Aunt__ Cousin__.

Explain as appropriate _____

How concerned are you about your child's speech?

Father: Very___; Moderately ___; Mildly___.

Mother: Very___; Moderately ___; Mildly___.

HISTORY OF CHILD'S PROBLEM:

How old was your child (in months) when you first noticed s/he had a speech fluency problem? _____.

Can you describe the situation in which you noticed the problem for the first time?

Did the problem begin during a time of other major family events? For example: Birth of a sibling____; Moving to a new home____; other____. Please explain:

When you first noticed that your child was disfluent, was s/he (check all that apply):

Repeating whole words (e.g., and-and-and) _____.

How many times did s/he usually repeat a word? _____.

Repeating syllables (e.g., ma-ma-ma-mommy) _____.

How many times did s/he usually repeat a syllable? _____.

Prolonging sounds (e.g., whaaaaaat or yooooooou) _____.

How long did these prolongations usually last? _____.

Inserting sounds (e.g., uh-uh-uh) _____.

Silent, and seemingly unable to utter a sound _____.

Did what you have described above:

Occur mainly on the first word of a sentence _____.

Occur on several words scattered throughout a sentence _____.

As a percentage of your child's utterances, how often did the disfluencies you have described usually occur at the time when you first noticed them:

Almost every utterance or sentence _____.

About 50% of utterances or sentences _____.

Perhaps 25% of utterances or sentences _____.

Less than 10% of utterances or sentences _____.

The frequency of occurrence was highly variable (please explain):

At the time the disfluencies you have described first occurred, did you also observe that your child was using excessive force or effort in order to say words?

No _____; Sometimes _____.

Specifically, what did you observe? _____

When your child was first noticed to be disfluent, did s/he ever become upset? If so, what did she do? _____

When your child was disfluent, how often did you or another member of the family try to help in one of the following ways?

Ask him/her to slow down:

Quite frequently, many times a day _____.

Once in a while _____.

Not at all _____.

Ask him/her to stop and try again:

Quite frequently, many times a day _____.

Once in a while _____.

Not at all _____.

Provide the difficult word for him/her:

Quite frequently, many times a day _____.

Once in a while _____.

Not at all _____.

Other means of assistance (please explain):

How did your child usually react to this assistance if it was provided?

Overall, what has been the course of the problem since you first noticed it?

Staying about the same _____; Becoming gradually worse _____; Becoming rapidly worse _____; Fluctuating from-day-to-day or week-to-week with no definite pattern _____.

After you first noticed your child had a disfluency problem, was there ever a time when you felt the problem completely disappeared (please explain)?

Has your child had any other difficulty with speech development (for example, late in beginning to talk, difficulty saying sounds clearly, etc.)?

THE SPEECH PROBLEM NOW:

Which of the following describe your child's speech disfluencies currently (check all that apply):

Repeats whole words (e.g., and-and-and) _____.

If yes, how many times does s/he usually repeat a word _____.

Repeats syllables (e.g., ma-ma-ma-mommy) _____.

If yes, how many times does s/he usually repeat a syllable _____.

Prolongs sounds (e.g., whaaaaaat or yooooooooou) _____.

If yes, how long do these prolongations usually last _____.

Inserts sounds (e.g., uh-uh-uh) _____.

Is silent; seems completely blocked from going forward _____.

As a percentage of your child's utterances how often does what you have described currently occur on a day-to-day basis:

Almost every utterance or sentence _____.

About 50% of utterances or sentences _____.

Perhaps 25% of utterances or sentences _____.

Less than 10% of utterances or sentences _____.

The frequency of occurrence is highly variable (please explain):

When disfluencies occur now, does your child use excessive force or effort in order to say words? No _____; Sometimes _____.

Specifically, what does s/he do?

When your child is disfluent, does s/he ever become upset? If so, what does s/he do?

Currently, when your child is disfluent, do you or another member of the family try to help in one of the following ways?

Ask him/her to slow down:

Quite frequently, many times a day _____.

Once in a while _____.

Not at all _____.

Ask him/her to stop and try again:

Quite frequently, many times a day _____.

Once in a while _____.

Not at all _____.

Provide the difficult word for him/her:

Quite frequently, many times a day _____.

Once in a while _____.

Not at all _____.

Other types of assistance (please explain):

How does your child usually react to this assistance?

Is your child more disfluent in some situations than others (please explain)?

OTHER OBSERVATIONS OF MY CHILD'S BEHAVIOR:

Check which of the following you believe best describes your child.

Amount of talking:

Much more than average _____.

More than average _____.

About average _____.

Less than average _____.

Wants to be in "control":

Much more than average _____.

More than average _____.

About average _____.

Less than average _____.

Amount of energy:

Much more than average _____.

More than average _____.

About average _____.

Less than average _____.

Becomes frustrated or tense:

Much more than average _____.

More than average _____.

About average _____.

Less than average _____.

Hard to discipline:

Much more than average _____.

More than average _____.

About average _____.

Less than average _____.

Has temper tantrums:

Much more than average _____.

More than average _____.

About average _____.

Less than average _____.

Shows defiance:

Much more than average _____.

More than average _____.

About average _____.

Less than average _____.

Is fearful:

Much more than average _____.

More than average _____.

About average _____.

Less than average _____.

Likes to play alone:

- Much more than average ____.
- More than average ____.
- About average ____.
- Less than average ____.

Needs rest or sleep:

- Much more than average ____.
- More than average ____.
- About average ____.
- Less than average ____.

Enjoys playing with other children:

- Much more than average ____.
- More than average ____.
- About average ____.
- Less than average ____.

Likes physical play:

- Much more than average ____.
- More than average ____.
- About average ____.
- Less than average ____.

Enjoys new situations:

- Much more than average ____.
- More than average ____.
- About average ____.
- Less than average ____.

**In addition to speech disfluency, do you have other concerns about your child's behavior?
(please explain):**

Other comments that you believe might be helpful:
