

INTERVIEW OUTLINE: CHILD FLUENCY EVALUATION

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CHILD'S AWARENESS OF TALKING AND PROBLEMS TALKING

Note: It is important to identify at this point how the child refers to their talking or talking problem, if it comes up. If the child indicates they “stutter” it is acceptable to use this term, asking the child to describe what they mean by “stuttering”. This leads into the next section of the interview. Remember that the interview should help the child put their problem into a meaningful context that they can understand. Thus, the orientation should be towards “talking”, “talking problems” or “talking mistakes”.

- Do you know why you are here? Explain.
- Do you know what talking is? Can you describe talking for me?
- Do you like to talk? Why or why not?
- Who do you know who you think is a good talker? What makes them a good talker?
- Do you think you are you a good talker? What do you do or not do that makes you think this?

DESCRIPTION OF TALKING PROBLEM (If child is aware of a problem)

Note: At this point the clinician can adopt the vocabulary the child uses to describe their problem. For example, if the child refers to their problem as “stuttering”, then the clinician can do likewise. It is often helpful to orient the child to thinking of their problem as a form of talking “mistake” or “bobble”.

- Are there any times when you have problems talking?
- Can you describe what you do when you have problems talking?
- What does it “feel” like when you have problems talking? What do you think is happening when you are having problems? Explain and demonstrate.
- Can you show me what your problem looks/sounds like (prompt child for demonstration of talking mistakes/stuttering). Based on the child’s reactions and demonstrations you can explore the following issues:
- Do you ever feel like you are “fighting” with your speech? Describe and demonstrate moments of stuttering/talking mistakes.
- Does this fighting make talking easier, or harder for you? Describe and demonstrate.
- Do you ever make these types of talking mistakes, but do not feel you are fighting with your speech? Describe and demonstrate.

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EVIDENCE OF ANTICIPATION OF STUTTERING

- Are you able to tell if you are going to have trouble talking? How can you tell?
- How often do you get the feeling that you will have a problem talking?
- Are there times when you think you will have a problem but do not?
- Are there times when you don't think you will have a problem, but do?
- Which happens more?
- Are there times when you think about your problem more than others? Explain.

VARIABILITY OF THE PROBLEM

- How often do you have problems talking (in a day, a week)?
- Are there times when you have more problems talking? What do you think makes these times harder for you?
- Are there times when talking is easier for you? What do you think makes these times easier for you?

DESCRIPTION OF VOLITIONAL OR INVOLUNTARY ADJUSTMENT STRATEGIES

- Do you do anything to help yourself talk when you are having difficulty?
- Do you ever do anything to keep your stuttering from happening? Describe. Do these things help?
- If you do stutter, are there anything you do to help yourself talk? Describe. Do these things help?
- Are there any other things you do to help yourself talk?
- Are there any times when you do not talk because of your problem? Describe. How does this make you feel?

ATTITUDES/PERCEPTIONS/REACTIONS TO AND ABOUT TALKING

Listener Awareness and Reactions

- Do you think people notice that you have difficulty talking at times? What do they do that makes you believe they notice your problem?
- Does anyone ever tease you about the way you talk?
- Who teases you and what do they do when they tease you?
- How do you feel when you are teased?
- What do you do when you are teased?

Parent (and significant others) Reaction to Stuttering

- Do your parents know or think that you are having trouble talking? Why do you think they know you are having problems?
- How do you think your parents feel about the way you talk? What makes you think this?
- What do your parents do when you have trouble talking? Are these things helpful or not helpful? Explain.
- Do you and your parents ever talk about your speech problem? Describe/explain.
- What would you like your parents to know about your speech problem?
- What would you like them to do when you are having problems talking?
- What do you think is the best way your parents can help you?

SEVERITY RATINGS:

The clinician can and should use different techniques to help the client self-rate the degree of severity of their problem from both their own point of view, and those of significant others (such as parents and other caregivers).

Self Rating of Perceived Severity

- Five-point severity scale
- Let's rate from one-to-five how good a talker you are. A "5" means you are a very good talker and a "1" means you are a very good talker.
- Let's rate from one-to-five how bad you think your stuttering problem is for you. A "five" means it is very bad and a "one" means it is not very bad.
- Would you describe for me how bad your talking problem is for you? "Not very bad", "bad", "very bad"

Parent (or other) Rating of Perceived Severity

- Five-point severity scale
- Let's rate from one-to-five how good a talker your parents think you are. A "5" means you are a very good talker and a "1" means you are a very good talker.
- Let's rate from one-to-five how bad your parents think your stuttering problem is for you. A "five" means it is very bad and a "one" means it is not very bad.
- Would you describe for me how bad your parents think talking problem is for you? "Not very bad", "bad", "very bad".

CHILD'S GOALS AND DESCRIPTION OF "SUCCESSFUL" TALKING

- Do you believe you have a problem talking at this time in your life?
- Would you like to have help with your problem?
- Is there anything you would you like to change about the way you talk?
- Is there anything you would you like to change about the way you feel when you talk?
- Do you believe you can be a "good talker" and still make some talking mistakes?
Explain