



Stuttering Center of Western Pennsylvania

J. Scott Yaruss, PhD CCC-SLP, BCS-FD, ASHA Fellow

Communication Science & Disorders, University of Pittsburgh
 Audiology & Speech-Language Pathology, Children's Hospital of Pittsburgh
 (412) 383-6538 – jsyaruss@pitt.edu

Referrals: (412) 692-5580

www.StutteringCenter.org

Home Charting Exercise

(Example)

With whom was the child speaking?	What was the child's message?	What types of disfluencies were observed?	Was the child aware of the disfluencies?	What was the listener's reaction?	What was the child's reaction?	Describe the speaking situation.
Mother	Trying to tell a story	Had difficulty starting. Repeated the same syllable	Not aware of disfluencies	Mother sat and waited for the story to continue	Became more fluent	She wanted to remember a story that was told to her months before
Father	Was telling father what movie was on the next day	Repeated the first 2 words 3 times before being able to continue with the story	Did not react as if she noticed	Father waited for the story to continue	Became more fluent	She wanted to get the story and info out since she was excited that the movie was going to be one
Mother and father at dinner	Was retelling the day's events	Repeated parts of words; Very excited	Broke eye contact and showed a bit of tension during one or two of the disfluencies	Both parents tried to follow the disfluencies by reflecting what she said when she was finished	Appeared confident that she was getting the point across and became more fluent	She had the parents' full attention since brother and sister were not present. She wanted to take advantage of the opportunity