

# Self-Rating & Reflection Sheet

@martha\_speech

**Self-Rating and Reflection Sheet** Name: \_\_\_\_\_ Date: \_\_\_\_\_

This sheet is a space for you to share your experiences. Use the rating scales to share how big/small or often these feelings/thoughts/actions occur. After reflecting, choose something you would like to work on and identify a change (no matter how small!) you would like to make and any support you may need.

**Feel**  
Choose a face or describe the way you feel in the space.

**Do**  
Draw/write about what you are doing when talking.

**Think**  
Write down what you're thinking.

**Next Step**  
Circle the feeling you want to work on first. Write down what you would like to work on.

With a  
guide and  
student  
samples!



**Child-led, holistic data  
about student experience of stuttering**

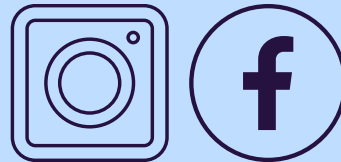


# Thank you!

***Hi! I'm Martha.***

I'm a speech-language pathologist and I love working with kids who stutter. I believe stuttering therapy should be holistic and child-led, focused on honoring each child's unique voice and journey.

***Be sure to follow along to learn more!***



***Clipart***



***@martha\_speech***

# ***For Speech-Language Pathologists:***

This self-rating and reflection worksheet helps you and your student explore their experiences with communication, tap into their strengths, celebrate what's already working, and identify ways to support them.

## **“What is Solution-Focused Brief Therapy (SFBT)?”**

SFBT is a hopeful and practical therapy approach that believes every student holds the keys to their own change. It identifies the skills the student already has and helps them make steps towards their self-identified solutions.

## **“When can I use this?”**

You can use it during an evaluation to explore their experiences with stuttering as a whole or you can use it to explore a specific communication moment. I like to begin each session with this worksheet to see what we can work on during the session. We may revisit an old worksheet, or begin anew.

## **“How do you use this?”**

This worksheet is extremely versatile! I typically like to scribe for the students while they focus on the experience, but they could also fill it out independently. I let the child lead which areas they want to work on, what ratings they select, and what to try for their plan. Sometimes, they choose areas I wouldn't have selected or plans to try, but it's important to give them space to explore their experiences.

## **“What if they choose to work on fluency?”**

It is important to honor their choices, but it's also crucial to explore their choice. What made them want to be fluent? Is it something we could approach from a different angle? As SLPs, we want to ensure we are providing children opportunities for autonomy and guiding them towards healthy outcomes.

## **References**

Ackerman, C. E., MA. (2023, October 13). What is Solution-Focused Therapy: 3 Essential Techniques. PositivePsychology.com. <https://positivepsychology.com/solution-focused-therapy/>

PsyD, J. C. (2023, November 16). What is Solution-Focused Brief Therapy? Verywell Mind. <https://www.verywellmind.com/what-is-solution-focused-brief-therapy-2337728>

Solution-Focused brief Therapy. (2011, July 26). Stuttering Foundation: A Nonprofit Organization Helping Those Who Stutter. <https://www.stutteringhelp.org/solution-focused-brief-therapy#:~:text=%20The%20process%20of%20therapy%20involves,the%20future%20and%20solution%20focus>d.

## **Resources**

**What Makes You-You: Developing a Child who Stutters' View of Self with Parents' Support** - Ali Berquez, BRIEF Cert. SF Practice, RegRCSLT, RegHCPC

0.1 ASHA CEUs

<https://www.stutteringhelp.org/training/what-makes-you-you-developing-child-who-stutters%E2%80%99-view-self-parents%E2%80%99-support>

**Working With Parents of Children Who Stutter: Supporting Change Using SFBT** - Ali Berquez, BRIEF Cert. SF Practice, RegRCSLT, RegHCPC

0.1 ASHA CEUs

<https://www.stutteringhelp.org/training/working-parents-children-who-stutter-supporting-change-using-sfbt>

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## Feel

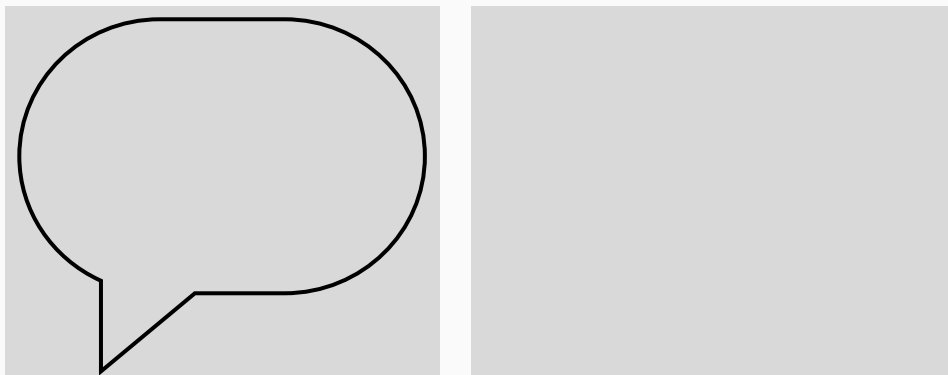
Choose a face or describe the way you feel in the space.



1 \_\_\_\_\_ 10

## Think

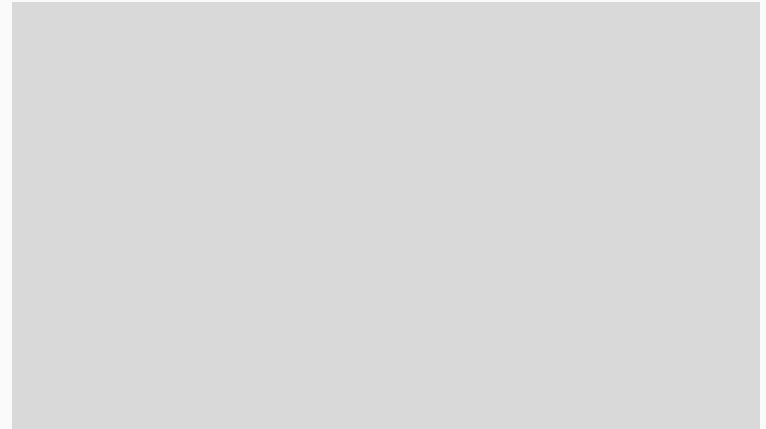
Write down what you're thinking.



1 \_\_\_\_\_ 10

## Do

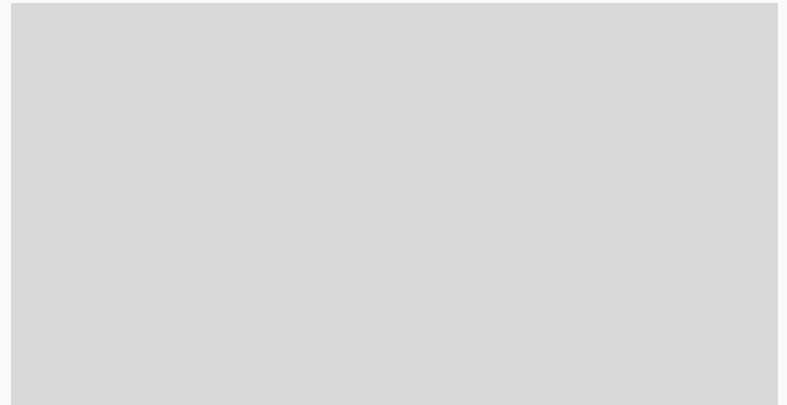
Draw/write about what you are doing when talking.



1 \_\_\_\_\_ 10

## Next Steps

Circle the feeling, thought, or action you want to work on first. Write down your plan.



# Self-Rating and Reflection Sheet

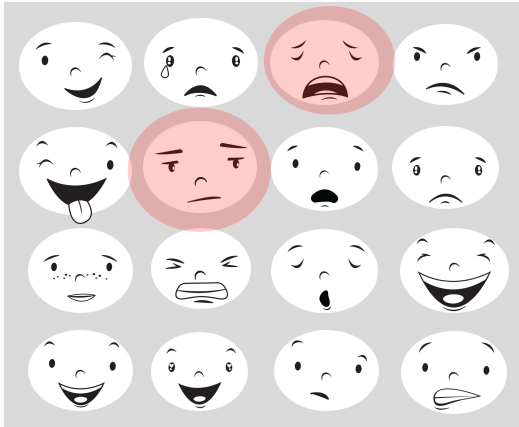
Name: Martha H.

Date: April 4, 2024

This sheet is a space for you to share your experiences. Use the rating scales to share how big/small or often these feelings/thoughts/actions occur. After reflecting, choose something you would like to work on and identify a change (no matter how small!) you would like to make and any support you may need.

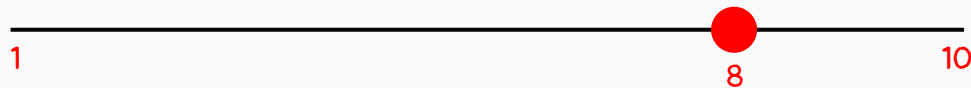
## Feel **Moment: Stuttering during reading today**

Choose a face or describe the way you feel in the space.



Annoyed

I can use a strategy but then I feel worried it might not work



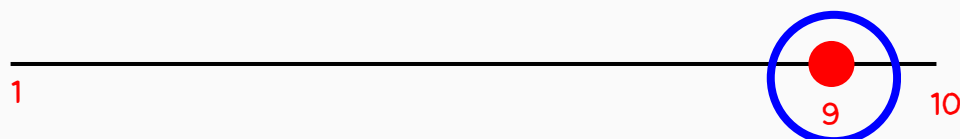
## Think

Write down what you're thinking.



This thought feels big - it's all I can think about

I'm going to give it a 9 because its a big thought



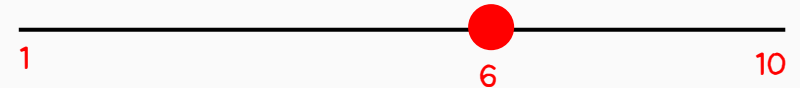
## Do

Draw/write about what you are doing when talking.

Trying not to get called on - don't look at the teacher

When I did get called on, I had some repetitions and it felt like I might block but I didn't

6 for repetitions - I did little more repetitions than usual, but not a lot



## Next Steps

Circle the feeling, thought, or action you want to work on first. Write down your plan.

9 is the biggest score - I want to focus on what I'm thinking

Goal: a 6

Plan: pick out something to say to myself instead, if I have time: try a breathing exercise before its my turn

# Evaluation

## Self-Rating and Reflection Sheet

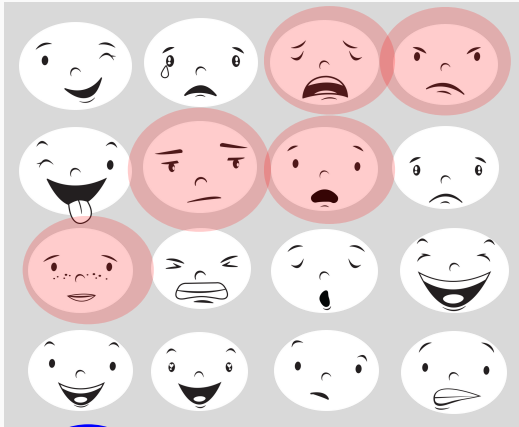
Name: John D.

Date: April 4, 2024

This sheet is a space for you to share your experiences. Use the rating scales to share how big/small or often these feelings/thoughts/actions occur. After reflecting, choose something you would like to work on and identify a change (no matter how small!) you would like to make and any support you may need.

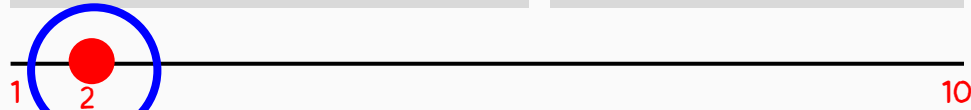
### Feel

Choose a face or describe the way you feel in the space.



Stuttering makes me feel upset, frustrated, worried, surprised, okay

I want to work on feeling more okay about stuttering



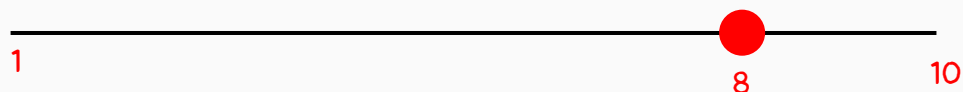
### Think

Write down what you're thinking.



I think this a lot - at school, when I'm talking with my friends, when I talk to my grandmother

I don't think it when I'm with my mom and dad



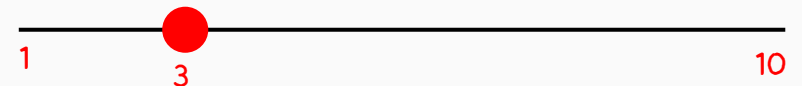
### Do

Draw/write about what you are doing when talking.

I get stuck on the first sound, sometimes no sounds come out



I get stuck sometimes - I don't think people notice, so I'd give it a 3



### Next Steps

Circle the feeling, thought, or action you want to work on first. Write down your plan.

I want to work on feeling more okay with stuttering

Goal: 5 - "What does 'okay' look like?"

This will look like talking more with my friends

Plan: experiment with talking more with my friends and see how I feel okay