

# THE SCHOOL SLP'S GUIDE TO STUTTERING



**ASHA CE**  
**APPROVED PROVIDER**

Pennsylvania  
Speech-Language-Hearing  
Association

Intermediate Level

.1 ASHA CEUs

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## **Learning Objectives:**

- Distinguish typical disfluency from stuttering and select appropriate school-based assessments.
- Match intervention approaches to student profiles while addressing avoidance, cognition, and self-advocacy
- Write measurable, school-relevant goals and accommodations that support participation across settings



## **Course Abstract**

This K–12 session equips school-based SLPs to evaluate, treat, and write functional goals for students who stutter.

We'll clarify typical disfluency vs. stuttering; review co-occurring conditions and school-relevant impact; and walk through practical assessment options (e.g., SSI, TOCS, OASES, and stakeholder input). Treatment emphasizes evidence-based approaches—Fluency Shaping, Stuttering Modification, Avoidance Reduction, and ACT—within a “verbal diversity” and educational-relevance lens. Participants will leave with fluency-friendly goal writing, IEP accommodation ideas, and carryover/advocacy plans tailored to elementary, middle, and high school learners

## **Speaker Bio**

Jaime Henry has been in the field of speech pathology for the past 15 years. She is experienced both the school and private practice settings. Jaime is currently pursuing a doctoral degree in Reading, Language, and Literacy.

## **Speaker Disclosures**

Jaime Henry has no relevant relationships to disclose.