

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.