

SCHOOL AGE STUTTERING THERAPY: MAKING SHIFTS THAT MATTER

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Disclosures

- **Financial**
- **Speaker's Package**
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(Volunteer & consulting for stuttering support organizations)



Let's Connect!



SETTING THINGS UP...



A Note about School- Age vs. Early Childhood Therapy

And some
general
housekeeping



Inquiry #1:



What are your expectations for
today?

Aligning Expectations

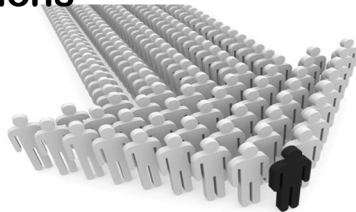


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What we can do

- *Create a safe space to explore this topic differently
- **Self-Reflect
- *Tolerate uncomfortable
- *Shift perspectives (swivel our chairs)
- *Step forward with resources that are available

What is not helpful...

- *Learn everything we need to know about stuttering therapy in 2 hours
- *Shame ourselves for past therapy
- *Let overwhelm freeze us from movement
- **"Throw out the baby with the bathwater"

"You can't have a better past."
-Wayne Dyer



And here's the news!

Bad News First...

No hacks,
no quick fixes,
no programs,
no scripting

Good News to Get us Started...

Full on *inside-out shifts*
make therapy outcomes
more efficient and effective

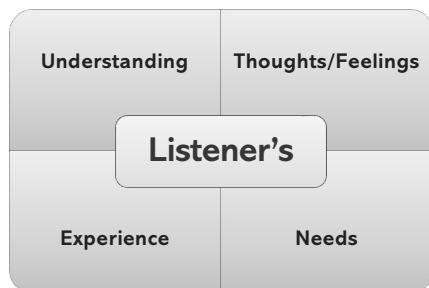
**IT's ALL
about
INTENT**

-Lee Reeves

- + It is **NOT** about changing everything you are doing in therapy...
- + **NOR** is it about changing eligibility or dismissal criteria...

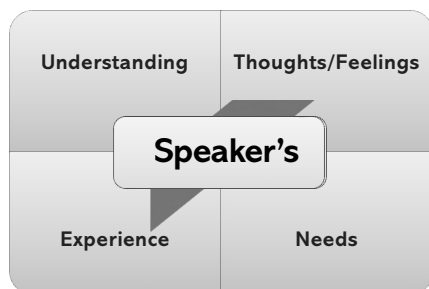
PERSPECTIVE MATTERS

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PERSPECTIVE MATTERS

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Inquiry #2:

What are you most

✓ afraid of

✓ confused about

✓ wanting to change

✓ willing to change



...when working with
students who stutter and

DEFINING CHANGE AND DECIDING TO SHIFT

✦ *Microaggressions*

“Brief, everyday exchanges that send
denigrating messages to certain individuals
because of their group membership.”

—Dr. Derald Wing Sue in Paludi, M.A., *Managing Diversity in Today's
Workplace*. Praeger Publishing, 2012

✦ *Stigma*

“A mark of shame or discredit” (Merriam Webster)

--Externalized/Internalized--

• **Ableism**
“Valuing certain types of abilities and bodies over others. It often includes discrimination and stereotyping.” (Kattari, 2020)

• **Neurodiversity**
Differences are not deficits (*coined by Singer, 1999*).

Clinical Focus

Ableism to Empowerment: Navigating School Structures When Working With Students Who Stutter

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ABSTRACT

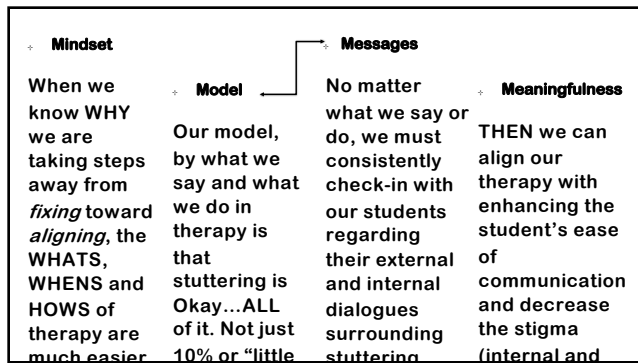
Purpose: School-based speech-language pathologists (SLPs) face uniquely complex guidelines and criteria that can undermine their ability to move from deficit-based to disability-affirming practices. The purpose of this clinical focus article is to provide a contrast between ableist and disability-affirming practices in school-based stuttering therapy while highlighting the critical perspectives of students who stutter. Practical examples of disability-affirming stuttering therapy in public school settings are provided.

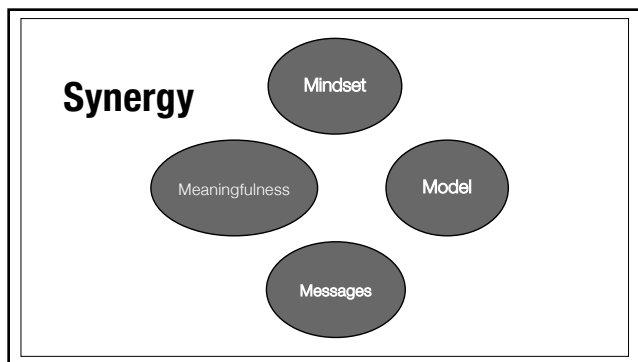
Conclusions: This clinical focus article outlines practical guidelines and specific examples of affirming collaboration, eligibility decisions, goal choice, and accommodations for students who stutter. These discussions demonstrate how SLPs can adopt updated assessment, therapy planning, and institutional practices to affirm students who stutter while informing school cultures and society about the dignity and value of stuttered voices.

Supplemental Material: <https://doi.org/10.23641/asha.21818028>

An entire JSHSS Forum on Ableism/Public Schools

SHIFTS THAT MATTER





1 CHANGING MINDSETS

What do you think (believe)...

- about stuttering?
- about children who stutter?
- about your role?

Taking this a bit further...

- * “Microaggressions are insidious, and their effects are toxic. ...The person, group, organization or the entire culture sending these messages does so unconsciously and is [can be] unaware of their effect.”

-Dr. Valerie Rein, (2019). Patriarchy Stress Disorder, Lioncrest Publishing, Austin, TX.

Stigmatizing messages masking as “help”

- | | | |
|---|--|---|
| ☐ You did so well! You didn't stutter once! | ☐ Don't worry, everybody stutters | ☐ Not calling on student in class |
| ☐ Try again and use your “tools” | ☐ You can be great in the chorus instead of taking that speaking part | ☐ Not having students involved in their own IEPs |
| ☐ I hardly notice you stutter; it's no big deal. | ☐ You just need a little confidence | ☐ Leaving “doesn't present in class” on IEP for WAY too long |
| ☐ No need to be nervous, just relax | ☐ Don't be scared, we worked on this in therapy | ☐ OTHERS YOU CAN THINK OF? |
| ☐ If you <i>just</i> ... | | |
| ☐ <i>It's OK</i> ...take your time and try again | | |

Top 8 things NOT to say to a person who stutters... That everyone says to people who stutter

- | | |
|----------------------|------------------------------------|
| *“Stop | *Think about what you want to say, |
| *Slow down, | *Just...Relax, |
| *Start over, | *Everybody stutters, |
| *Take a deep breath, | *Use your tools!” |

No matter how we got here...

“You can’t solve a problem with the ways of thinking that created it.” – Albert Einstein

➤ A SEA-CHANGE must occur because ...

“We can’t *script ourselves* out of ableist practices or microaggressions!”

Major Shifts of Focus

Communication

not

“SPEECH”

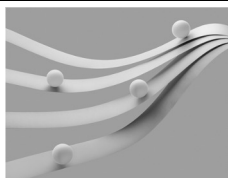
Major Shifts of Focus

Authenticity

over

Fluency

Fluency focus



- Those with a goal of being fluent demonstrate an increased adverse impact on quality of life.
-Tichenor & Yaruss, 2019
- Therapy focused too much on skills increases negative consequences
-Lowe et al., 2021

“ Stuttering is
~~Verbal~~
Imagine This...
Diversity

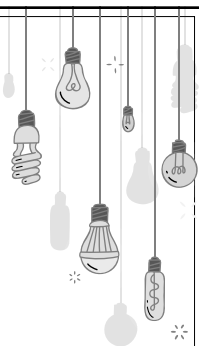


-Nina Reeves, 11/6/2020

2

CHANGING MODEL

What do you know and
How do interact with
stuttering?



**What can we do?
How can we shift?**

- *No more Fluency Focus!**
- *Enhance our own knowledge (updated)**
- *Help everyone understand the "big picture"**
- *Be Aware of Messages**
- Ours
 - Caregivers
 - Educators
 - Others (we just did a whole section on this!)
- *Meet students where they are**
- *Be an ally and create allies -- not FIXERS**
- *Discuss societal stigmas-as applicable-and work to handle them**

Just a FEW ideas...

No More Fluency Focus

Do you write "% of fluency" in your goals?

WHY?

Is this promoting masking?

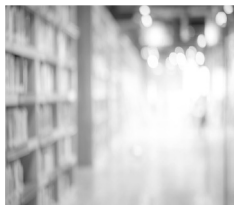
What is the % chosen?

WHY?

Who says?

How is the child "achieving" that %age?

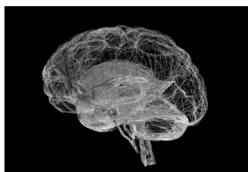
**What do we know about
stuttering?**



1. Broadening & Updating our own knowledge
2. Talking openly about stuttering
3. Demystifying Stuttering through SCIENCE and FACT

4 FACTS THAT NEVER FAIL

1. Neurology



- Complex interaction of a variety of factors related to child's development
- The origin of stuttering is genetic for some, and **NEUROLOGICAL** for ALL

2. Variability

- Finish this sentence -
- "The only consistent thing about stuttering is that it is..."



3. System



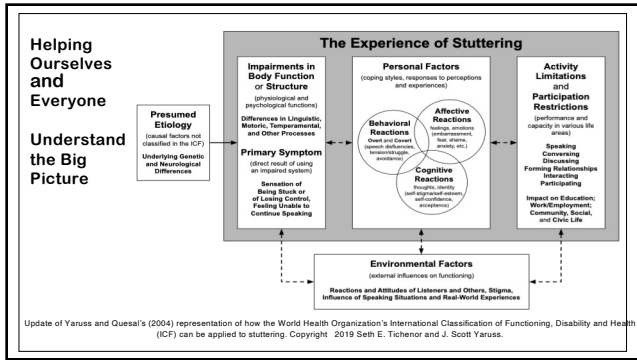
- Every part of our system impacts every other part...

4. Complexity

- No quick fixes
- Not too complex to provide therapy



A FRAMEWORK THAT
WORKS



So, for all aspects of assessment, therapy, and documentation:

Function: How “stuck” [physical tension] does the student feel when communicating

Reactions: [Personal Factors]

- * Behaviors as reactions to being a person who stutters [avoidance, struggle]
- * Thoughts about self and communication,
- * Feelings about self and stuttering

Environment: How others perceive/react to stuttering

Impact: Participation Restrictions & Activity Limitations

3 CHANGING MESSAGES

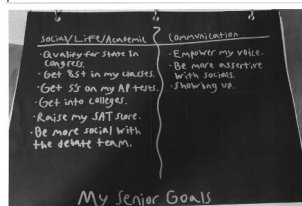
What do your students see and hear about stuttering during therapy (and beyond)?

Checking in with students

- We can THINK we are sending neurodiversity-affirming messages,
- and doing stutter-affirming therapy...
- BUT, we must consistently check-in with our students to discover what they are hearing from us and others, AND what they are telling themselves.

Ask your students what their **GOALS** are!

Meet your students where THEY ARE!



Therapeutic Alliance:
Therapy not
AT the child,
but
WITH the child



©Nina Reeves,
in press for STR

✦ Experiential Understanding

- ✓ What #stuttervoices are you following on SM?
- ✓ What podcasts of those who stutter are you listening to?
- ✓ When have you been to an NSA, SAY, FRIENDS, (or other) support organization event? [in person or virtual]
- ✓ What YouTubes (vetted) Ted Talks, or documentaries about the lived experiences of those who stutter have you watched?
"If you have met ONE person who stutters,

Integrating the culture of disability into our own understanding

Listen to podcasts such as stuttertalk.com, stutteringiscool.com, or istuttersowhat.com
Access the International Stuttering Awareness Day online conference, read presentations

Listen to several audio presentations by people who stutter on the Stuttering Homepage and compare perspectives about stuttering.

Read the writings of PWS, including books, newsletters, and blogs, to gain a wider perspective of what it means for people who stutter

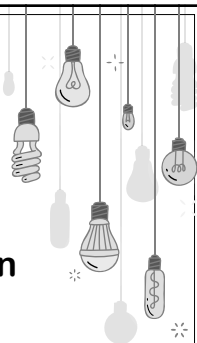
Attend conference sessions by stutters discussing their personal perspective and experiences with stuttering.

From: Boyle et al. Considering Disability Culture for Culturally Competent Interactions with Individuals who Stutter
<https://doi.org/10.1044/jcicd.43.5.11>

4

**CHANGING
MEANINGFULNESS**

What do you DO in therapy?



**HOLD ON –
MEANINGFUL THERAPY STARTS
WITH COMPREHENSIVE
ASSESSMENT**

What are you currently using
for assessments?

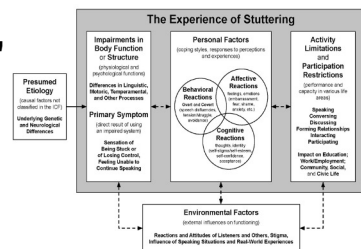
Referral/History

- Speech/Language Development
- Health History
- Academic Performance
- Social Interactions
- Previous Assessments/Therapy

Assessment Baselines

- Speech Sound
- Oral-Motor
- Expressive/Receptive Language
- Social communication/Pragmatic language skills
- And then...

ASSESSMENT:
Back to
the “WHO”



ADDED: Inquiry #4b



Eligibility

- What are your points of confusion/questions?
- How can you explain the appropriate guidance to others?



**Need therapy?
Ready for therapy?**

Is there likely benefit?	• Willingness, What are the student's goals?
What about eligibility?	• Negative Impact • academic, functional, social (IDEA 2004)
Timing is everything	• Ready for what goals?
When is a break the right thing?	• Consult/Monitor
Other than & in addition to therapy...	• Support organizations & Self-study

Inquiry #3: Take Stock

- What do you have... and-
- What do you need... for effective assessment and therapy with children who stutter and their families?
- How are you going to get it?



**Before we go on, remember:
what you already HAVE**

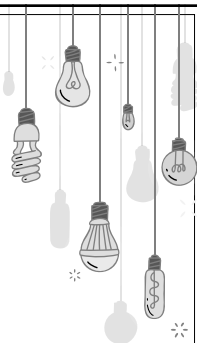
Skills for:

- Knowledge of child development
- Assessing communication
- Writing treatment goals
- Documenting progress
- Modeling for children and caregivers
- Managing variables
- Hierarchies of difficulty

...and

- Carryover & generalization
- Educating others
- Collaboration
- Advocacy
- Counseling those with communication disorders (and their families)
- Finding resources for further study

**BACK TO
MEANINGFUL THERAPY**



Inquiry #4

**Successful
Therapy**

Defining Progress

- Your thoughts?



- Society's thoughts?

- * Talking about stuttering in supportive, matter-of-fact ways does NOT “make things worse”
- * It’s NOT about “how it sounds!” It IS about “how it feels!”
- * The more one fights and tries to hide stuttering, the harder handling it becomes!

Let’s talk 😊

Communication

- ↑ Ease
- ↑ Acceptance
- ↑ Confidence
- ↑ Spontaneity
- ↑ Naturalness
- ↑ Authenticity
- ↑ Freedom

Fluency

- Apparent
- “Seems”
- Fluent-*sounding*
- Surface
- Managed
- False
- Spontaneous

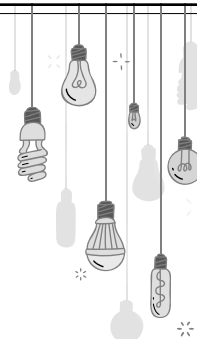
Stuttering

- “Stuckness”
- Natural
- Struggled
- Observable
- Covert
- Valid, expected & accepted
- Speaker’s experience

Everything we do is modified

- * Based upon the child’s
 - * Age
 - * Awareness
 - * Cognitive ability
 - * Level of impact
 - * Readiness
 - * and more...

THERRY PRO-TIPS



Become a "Stutter Detective"



The Bones: What I can't live without in therapy..

- * Setting up for success!
- * The Stutter Notebook!
- * Hierarchies
- * Systematic Desensitization
- * Manipulating Variables
- * Effect Circles

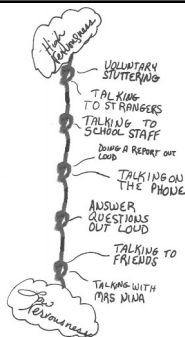


The Stutter Notebook



- A wonderful example of portfolio documentation!
- The good news is that this can be anything you and your student want it to be. NO RULES apply!

Example of a speaking hierarchy (coupled with) systematic desensitization...



A sample of discussions of "hierarchies" in the literature:
Campbell, 2003;
Guitar, 1998;
Heinz & Johnson, 1998; Hill, 2003;
Shapiro, 1999;
Sisskin, 2002;
Yaruss & Reardon, 2003

Manipulating Variables

- Working to systematically alter the experience of intervention to enhance "real world" growth in skills and concepts presented in therapy
- Examples: (not an exhaustive list)
 - length & complexity of utterances
 - degrees of language formulation,
 - clinician model,
 - reinforcement,
 - topic/propositionally,
 - location of sessions,
 - listeners
 - physical activity



Effect Circles and “The Biggies”



Ask yourself and your students-

WHY are we doing WHAT we are doing? -Van Riper and others

„We are guiding children with questions that help them understand the reasons behind everything they are asked to do during the process of therapy

„Let’s do some!

The BIGGIES of “Handling” Stuttering

- **Student wants to know: Why am I learning/doing this?**
- **All aspects of therapy affect any combination of the following communication factors:**

Physical tension
Frequency and significance of stuttering
HANDLE Time Pressure
Ease of skill use
Comfort Level
Decrease struggle
Increase ease of communication

Feeling of choice/Agency
Tolerance of communicative pressures
Confidence
Anxiety, fear, other negative feelings and emotions
Hiding/Avoiding Stuttering

Sample Effect Circle



**Counseling in Stuttering Therapy –
Coming to Terms with Stuttering**

- When in doubt, *refer out!*
 - SOME things are beyond our scope of practice
 - But feelings and experience related to communication differences are NOT beyond...they are OUR responsibility!
- Beware of “projection” by self or others
- What does “acceptance” mean?
- How can SLP help?
 - Desensitization
 - Cognitive restructuring (CBT)
 - Acceptance & Commitment Therapy (ACT)
 - Openness
 - Disclosure
 - Self-regulation/emotions

**DESTIGMATIZING THROUGH
COLLABORATION-
PARENTS, STUDENTS, OTHERS**

**“If you have met ONE caregiver of a child who
stutters, then you have met ONE caregiver of child
who stutters!”**

- Help caregivers identify their...

Perceptions

Knowledge levels

Belief systems

Expectations

Messages



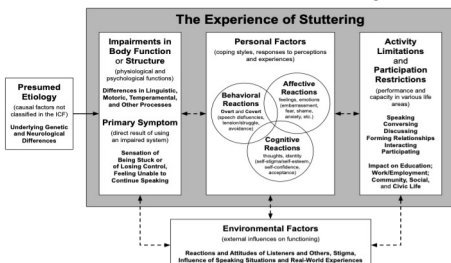
Supporting Caregivers & Students - Giving time for...

- Information must be absorbed over time
- Acknowledging painful feelings
- Wondering about future implications
- Denial as a crisis of confidence (Luterman)

Help everyone gain perspective....

- Society doesn't understand stuttering
- That doesn't give people a "pass"
Society's stigma does not need to become internalized for those who stutter
- Reactions can be:
Curious –
Trying to "help" –
Ignorance –
Bullying -

YES! Discuss THIS with everyone!



How to involve caregivers and others

Explore Stuttering

- Build knowledge
- Watch videos
- Hear stories of others who stutter
- Discuss "Iceberg" concept
 - *Have them create an iceberg of their own
 - *Review child's iceberg



- Discuss: thoughts and feelings drive behavior
No right or wrong, just "tune-in"
- Explore interaction of caregivers and child

For Caregivers AND Students

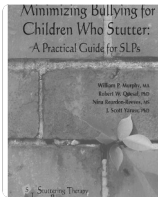
- "How are you feeling about that?"
- "How is that for you?"
- "How did that impact you?"
- Let's get curious about..."
- "That must have been rough..."
- "Do you have some notions about that for yourself?"
- "It seems as though you have been thinking about it..."
- "I've been hearing..."

For Caregivers AND Students

- "What's that going to look like for you?"
- "What's your measure of success?"
- "What is the criteria for 'doing well?'"
- "Do you think your measures will change over time?"

Peers and Siblings

- Increase knowledge & understanding
- 1-1 Child as own advocate
- Include in therapy
- Classroom presentations
- Resources: Stuttering support organizations
- Bullying & Teasing
 - It IS our role!
 - How to help



Specific to Teachers

- They oversee MUCH of the child’s day-to-day communication environment
- Find out what they know
- Find out what they are doing to “help”
- Check in about: timed oral reading tests, group work, participation, and presentations

Collaborating with Teachers

- Don’t assume they know more about stuttering than the average person on the street
- Have child be the “expert”
- Small communication environment changes make a big difference
- What about timed oral-reading tests?
- Making plans for classroom participation that don’t diminish the child’s abilities

WHAT DOES IT MEAN TO BE AN ALLY TO PEOPLE WHO STUTTER?

A stuttering ally is a fluent person who is in solidarity with their friends and family who stutter. Being in solidarity with people who stutter means not only valuing and respecting them as individuals, but also being willing to experience hardship and hurt with them. An ally to someone who gains abuse and beyond kindness, they are willing to stand with people who stutter even when it may be difficult.

THE GOLDEN RULE OF BEING AN ALLY

Let the people who stutter in your life know that you support them on their stuttering journey. Create an open and safe space for them to stutter and talk about stuttering. Remember, if you're unsure about something or how to help - the best thing to do is ask the person who stutters.

ALLIES:

- 1 DEMONSTRATE INTEREST & ASK OPEN-ENDED QUESTIONS ABOUT STUTTERING, LIKE:**
 - a) What can I do?
 - b) Where can I get resources?
 - c) How can I support you?
 - d) If I don't support again, is there anything I can do?
- 2 RESPECT THAT EACH PERSON WHO STUTTERS HAS UNIQUE PREFERENCES & PERSPECTIVES REGARDING THEIR STUTTERING.**
 - a) Allies don't assume that people who stutter want to speak fluently.
 - b) Allies recognize that people who stutter are the experts on their own experiences.
 - c) Allies understand that it is the individual's choice to seek, accept, or decline accommodations.
- 3 TAKE RESPONSIBILITY FOR PARTICIPATING IN THEIR OWN EDUCATION ABOUT STUTTERING.**
 - a) The best way to learn about stuttering is to talk with people who stutter.
 - b) Allies try to understand how people who stutter if they responsible for educating themselves.
 - c) Allies understand that it is not others' responsibility, but they do take some responsibility for learning more about stuttering.
- 4 MODEL HOW PEOPLE UNFAMILIAR WITH STUTTERING SHOULD RESPOND TO STUTTERING. !!!**
 - a) Allies understand what others should think of a stammerer with a stutter or a stutterer, an ally should model the correct type of the fluency, without judging the person who stutters.
- 5 ARE WILLING TO STEP INTO DISCOMFORT TO SUPPORT PEOPLE WHO STUTTER.**
 - a) Allies understand that they do not understand stuttering.
 - b) Allies reduce negative stereotypes by educating others.
 - c) Allies understand that it is not others' responsibility, but they do take some responsibility for learning more about stuttering.

Photo provided by the Stuttering by Community at the 2019 NSA Annual Conference, and copyright by Nina Reeves, Allie's Foundation, and Emily Kennedy.

Dear _____,

My name is _____ and I can't get my _____ done.

I am writing to help you know a little bit about me.

ABOUT ME

- I go to school to work on my stuttering.
- I like dogs.
- My favorite subject is Science.

ABOUT STUTTERING

- There is no cure for stuttering.
- Over 3 million Americans stutter (or about 1% of the population).
- There is no cure for stuttering (or this time).
- Stuttering affects a lot of people in every cultural background.
- Stuttering is a disability!

ABOUT	ABOUT
What helps my stuttering	What doesn't help my stuttering
1. Quiet times	1. People thinking my sentences
2. Telling me to "slow down"	2. Telling me to "slow down"
3. Quiet teachers	
4. Using speech tools	

What I want my teachers to know....

About me!! I love chips, have a lazy cat, my favorite color is purple.

About Stuttering! Facts about stuttering... what helps me... what doesn't help me... Use good eye contact, give advice, be a patient listener, don't rush me!

65 million people in the world stutter

For more information on stuttering, visit the website at www.stuttering.org

For further information, See Chmelia B. Reardon: The School Age Child who Stutters: Working Effectively with Attitudes and Emotions, Stuttering Foundation, 2001

Helping Students Prepare for Listener Reactions

Possible Curious Words

- Why do you repeat words?
- Why do you go "I-I-I" like that?
- Why do you go to speech class?
- What are you doing?
- Why do you talk that way?
- Why does she talk "weird"?

Possible "Bully" Words

- "Ha-Ha-Ha- You Stutter!"
- "She stutters! Was she born weird?"
- "You talk really weird."
- "You are not my friend because you stutter."

Listener Reactions

My experience of others' reactions to my stutters

- Confusion look
- Directing eye contact
- Thinking I'm weird
- Thinking I'm weird
- No change in response
- Walking away
- Interrupting

They can't take away MY OKAY

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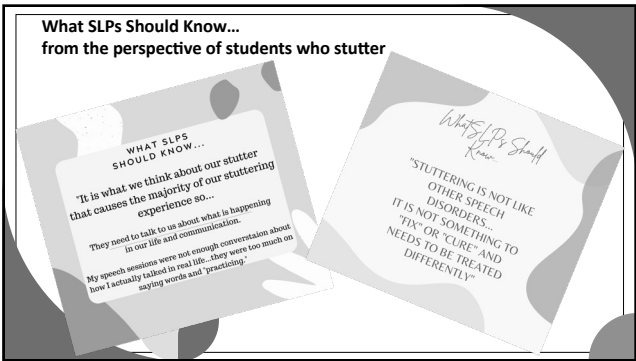
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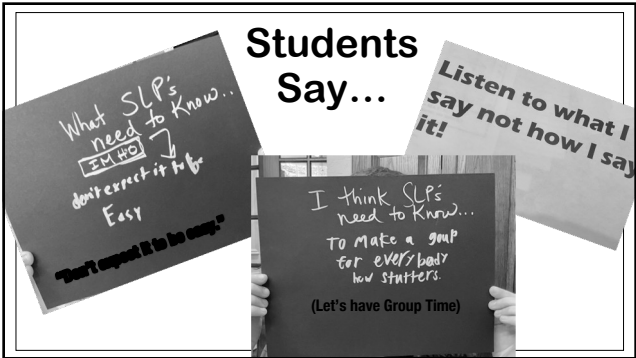
Voices of those who
stutter share...

Listening for the REAL needs

What SLPs Should Know...
from the perspective of students who stutter



Students
Say...



WHERE DO THE SKILLS [OLD TERM “TOOLS”] FIT IN?

Use the ICF to
remind us:
Skills for navigating stuttering are
only **ONE** aspect of stuttering
therapy

As we “get started” sometimes we can jump
too quickly into communication skills



- Before we ever touch a “communication skill,” we must help our students to build foundational knowledge and skills related to speaking AND stuttering!

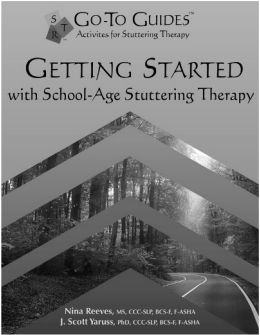
BEFORE we move into navigating communication...let’s review

- Foundational knowledge and skills at the appropriate level for the child’s:
 - Age
 - Awareness
 - Cognitive ability
 - Readiness
 - Level of Impact
- Learning about speech
- Learning about stuttering
- Exploring stuttering
- Teaching others about stuttering
- Remember: we are not here to MAKE children aware of their stuttering so we can FIX it!
- Skills: MAP Them OUT!
 - Balance not overwhelming them with seeing the “bigger picture”
- Understand: There CAN, should, and WILL be homework! 🤖

+

Let's check
the
Go-To Guide™

+



★

Focus on
Communication-
Not Fluency

★



*Skills can help **SOME** people who stutter
communicate in easier ways and with less
tension, avoidance, and struggle*

“Any skill introduced with the intent
to help children *not stutter [be
fluent]* will likely become an
avoidance, contribute to
concealment and masking, and lead
to increased negative impact on
communication and quality of life.”

Nina Reeves

PRO TIP: YOU WILL NEED TO Explore Some Stuttering!

- Sheehan (70) "The Achilles heel of most normal speaking therapists who try to work with stutterers is simply that they aren't willing to do what they ask their stutterers to do."
- Peck (78) "The cornerstone of any clinical relationship is the commitment on the part of the clinician who must be willing to join the struggle rather than sitting back and playing a professional role."



PRO TIP: YOU WILL NEED TO Explore Stuttering!



- | | |
|---|---|
| Repetitions | Blocks |
| <ul style="list-style-type: none"> • Word • Syllable • Sound | Play with stuttering: <ul style="list-style-type: none"> • Clusters • Secondary behaviors |
| Prolongations | |

Without a doubt, the MOST important thing you can do to improve your therapeutic alliance with a person who stutters, is to GET INTO STUTTERING!

Let's do a brief overview of skills

- ♦ It sometimes helps to categorize them into 3 areas that ALL overlap with each other in a synergistic way
 - General communication skills
 - Stuttering more confidently and more easily
 - Speaking more easily

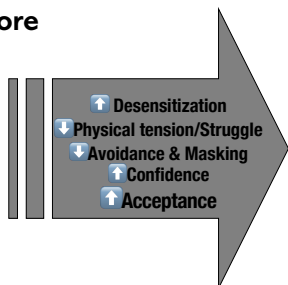
Let's Take a Moment

- * Where do you currently “stand” on exploring skills?



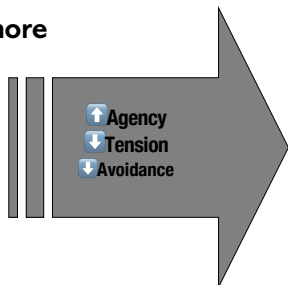
Skills for stuttering more confidently

- * Clean/Honest/Open Stuttering
- * Voluntary Stuttering



Skills for stuttering more easily

- * Cancellation
- * Pullout/Ease out
- * Preparatory Set



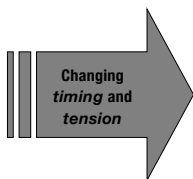
Let's Take a Moment



Here is where it gets a bit **STICKY!**

Skills for speaking more easily

- * Pausing/Phrasing
- * Easy start
 - * "not your gramma's easy start"



General Communication Skills

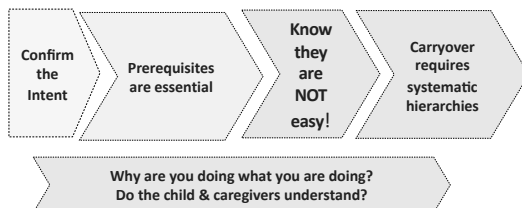
*Not every child will need help in this area. However, it is important to understand that enhancing communication skills such as eye contact, turn taking, initiating conversations, and handling time pressure can be helpful to children who stutter

**A note about
Communication Skills**



- Communication skills are an integral part of the therapy process for many children who stutter.
- Though we do not have time to go over this in an exhaustive manner, I would like to highlight the following concepts here:
 - Turn Taking
 - Handling Time Pressure
- For more information, these concepts are presented multiple times in the literature, including Chapter 9 of our book. (Reardon-Reeves & Yaruss, 2026).

Path to Success with Skills



Wrapping it up

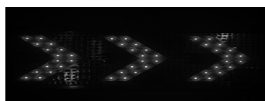


Documenting Progress

- If we are not judging progress by counting stutters...then WHAT?
 - We need to be creative!
 - Portfolio documentation combined with data collection and some standardized measures is best practice
 - Discussion point: What types of portfolio documentation are you already using for your workload?
 - Use your appropriate goals and objectives as guides.
- Be prepared to explain your process to others

Carryover/Maintenance

- Begin with the end in mind!
- Everything we do is a carryover activity
- Work along a hierarchy of difficulty
- Help children and others know WHY they are doing WHAT they are doing!
- Provide resources for further learning AND for looking back
- Connect those who stutter and their families to others in a variety of ways
- BTW: Motivation comes from many factors; some of which we can help with/others which we cannot



WAIT!!!

WHAT ABOUT WRITING GOALS?

AKA: GIVE US A GOAL BANK!

General thoughts on Goals

- Not every child needs every goal!
- Not all goals presented at the same time
- No "SET" order to goals
- Each "subset" of goals works together
 - ABCs
- NO "levels of fluency" are to be included... (pop quiz: "why?")
- Yes, the ICF will be your friend here, as well!

Know this:

- The book revision went to print a few days ago, and I am continuing to update slides in my presentations to include the nuances that we took 3 years to write!
- Truth: I will bring information on goals with me to the presentation because I want to get these slides finished so you can print them out and take notes while we learn together.
- I WILL bring some addendum pages for each of you regarding goals. It is 1:02 am on Friday morning right now, and I just can't revamp all my goals slides.... I've got you! Never fear ☺

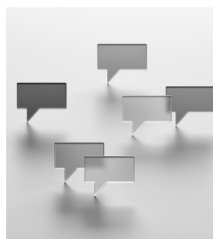
RESOURCES TO KEEP THE LEARNING GOING

Organizations/Resources

- American Board of Stuttering, Cluttering, & Fluency (ABSCF):
<https://www.stutteringspecialists.org>
- American Speech-Language-Hearing Association (ASHA):
<https://www.asha.org>
- Stamma: the British Stammering Association:
<https://www.Stamma.org>
- Canadian Stuttering Association:
<https://stutter.ca>
- Friends: the National Association of Young People who Stutter:
<https://www.FriendsWhoStutter.org>
- International Stuttering Association:
<https://www.ISAStutter.org>
- National Stuttering Association (NSA):
<https://www.WeStutter.org>
- SAY: The Stuttering Association for the Young:
<https://www.SAY.org>
- Spero Stuttering (Ally of Stuttering):
<https://www.SperoStuttering.org>
- Stuttering Foundation (SF):
<https://www.stutteringhelp.org>

For a link to more articles and references,

- Please email me directly and reference THIS presentation: CCISD
nina@ninareeves.com



Tanti Grazie!

- Any questions?
You can find me at:
- nina@ninareeves.com
- @StutteringTherapyResources



Let's Connect!



www.StutteringTherapyResources.com

@StutteringTherapyResources

You Tube

BONUS MATERIAL



Cultural Responsiveness

Differential Diagnosis	Considerations
✦ Semantics, vocabulary, pronunciation, inflection, and dialectical differences ✦ Not all disfluencies are stuttered ✦ Multi-lingual acquisition can impact "fluency" of communication and can be confusing ✦ Code switching ✦ Naturalized (dominant) languages vs. newer languages	✦ Check our own cultural views and mores and how they may impact our assessment and treatment ✦ Ask caregivers about cultural influences as they relate to perceptions of stuttering ✦ Steer away from stereotypes and/or biases and move toward family beliefs and values ✦ Carefully consider communication norms (such as eye contact, child turn-taking, etc.)

Coexisting Differences

- Students who are experiencing more than one experiential or neurodiverse challenge need our ability to:
 - Differentially diagnose
 - Understand each difference and how it may impact our assessment and treatment of stuttering
 - Utilize our knowledge to educate teachers, caregivers, and others on the potential for strength and challenges to impact progress and need for review of concepts presented in therapy
