


SPEECH- Speaking Fluency/Stuttering Interventions

TIERS II & III

Stuttering- Stuttering is a disruption in the forward flow of speech that may be accompanied by physical tension, secondary behaviors, negative reactions to speaking situations, and difficulty communicating. Disfluency (a component of stuttering) is merely a disruption in the forward flow of speech. While all speakers have disfluencies, about one percent of the population stutters. -*American Speech-Language Hearing Association- ASHA.org*

TIER II		
Purpose of Intervention	EBP/Suggested intervention	Support Materials
Student sounds like he/she is stuttering (repeating words, parts of words, etc).	Maintain consistent, appropriate eye contact with the student while he/she is speaking to show interest in what is said and not <i>how</i> it's said. Watch your body language. Children are cognizant of non-verbal reactions. Keep your face neutral, with an unchanged expression when the child stutters.	superduperhandout-fluency for teachers.pdf
	Do not use phrases such as “relax, slow down, try again, think about what you want to say before saying it...etc” as this adds pressure and anxiety to the student.	fluency- 8 tips for teachers.pdf
	When the student's hand is raised, try to call on them. This indicates they are comfortable speaking aloud and will encourage participation and lessen any anxiety about the stuttering.	
	Create a “Good Speaking Classroom” environment: ensure that no one interrupts and that everyone gets a chance to talk.	 Good Speaking Clas...
TIER III		
Purpose of Intervention	EBP/Suggested intervention	Support Materials
*See any Tier 2 Interventions not yet attempted.	Do not interrupt or finish sentences and provide adequate wait time when the child speaks. The child should	Teacher video -Stuttering

	not feel hurried to speak in the classroom.	
	Model a slower (not SLOW!) yet still appropriate rate of speech than you would normally to encourage that same rate in the student. Consult the SLP for a model of how this rate of speech should sound if needed.	Stuttering: Straight Talk for Teachers
	To improve teacher awareness of the child's stuttering behaviors, complete a Teacher Checklist. Consult with the SLP and review the checklist together. This will also assist in determining if it is true or developmental stuttering.	Fluency- teacher perceptions and checklist.docx
	Practice fluent speech during various reading activities in the classroom: <ul style="list-style-type: none"> a) Choral reading b) Ask student that stutters to be the first person to read (decreases anticipation and anxiety) c) Teacher continues to model a slower rate of reading in order to encourage fluent speech 	fluency- teacher ebook.pdf

***References/Materials:**

Dr. Sherri Dobbs Santos *A Collection of Interventions for the Regular Classroom Teacher*

American Speech-Language Hearing Association- [Asha.org](http://asha.org)

Intervention Central- www.interventioncentral.org

What Works- <https://ies.ed.gov/ncee/search/?q=speech>

Stuttering Foundation- www.stutteringhelp.org