

Frequently Asked Questions-Fluency

What should I do if the teacher and parent are concerned but the child does not stutter during the assessment?

This is not an uncommon scenario. Stuttering is episodic in nature. It comes and goes in different situations and, often, students are comfortable in one on one conversation and do not stutter. Sometimes, they just come across as shy or quiet to avoid talking enough to show stuttering. And, sometimes their skills in avoiding words, etc. make it possible for them to carry on entire conversations without stuttering. However, the emotional issues in these individuals are significant and their fear of stuttering prevents them from being successful in many situations. Chances are the attitude scales will capture this emotional component. The number of disfluencies is one issue to consider in qualifying for therapy, but the emotional components are also very important. See pages 26 and 27 in the manual. The teacher and parent data plus the attitude scale provides the support for recommending therapy for this student.

What happens if the teacher reports the student does not stutter in class and is a straight A student but he stutters in the assessment with you and the parent reports stuttering is a problem at home and at church. ? Does this mean there is not an educational need?

Sometimes students have “tricks” they use to avoid stuttering in class or in front of groups. The stress involved in avoiding talking in these situations is significant and impacts academic success and social adjustment. The educational need is present because speaking is a factor in all aspects of student life. The fear of stuttering is an obstacle to success in many aspects of performance that do not specifically relate to grades. See page 30 in the manual

What if stuttering gets worse after several weeks of therapy? Should he be dismissed from therapy because the therapy is not working?

The episodic nature of stuttering can explain this. Also, once the student is in therapy and is facing the stuttering, the numbers of disfluencies increase because he no longer avoids talking. This represents progress toward long term goals.

What should I do if the parent reports the student stutters and the teacher reports that the student stutters but his score on the SSI is within normal limits?

The SSI is only one very small part of the total assessment. Scores within normal limits are not uncommon in students who stutter because the speaking samples on the test are limited. See page 25 in the manual for a list of other assessment tools to use in a complete assessment.

Since normal non fluency is so common, when parents call on the phone concerned about stuttering in a preschooler should I recommend they wait to see if the child out grows it before having them assessed?

See page 26 of your manual for a list of characteristics that differentiate normal non-fluency from stuttering. Discuss them with the parents and determine together if an assessment is necessary at the current time.

How can I dismiss a student from therapy who is still stuttering but is unwilling to cooperate in therapy?

Collect data as explained on page 31 of the manual and go to the ARD ready to discuss the fact that the student is not able to benefit from therapy at the current time. The ARD team will discuss and decide.

What if a student has learned all of the strategies in therapy and can use the effectively but chooses not to use them most of the time? Should he be dismissed?

Collect your data and go to the ARD meeting ready to discuss the reasons you feel dismissal is appropriate or inappropriate. The ARD team will decide.

More questions? Contact staff@txsha.org