

# Student / Teacher / SLP Advocacy Guide



## Kids Who Stutter Support Teachers: **Branch Out**

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*“One of the hardest things in life is having words in your heart that you can’t utter.”*

–James Earl Jones

# Student / Teacher / SLP Advocacy Guide

## APPROACH

the student in private and talk about communicating in your class.

## INFORM\*

the class about the best ways to react to stuttering.

## SUPPORT

by implementing student-requested strategies from this Advocacy Guide.

The student selects preferred support strategies or creates their own requests from the options below. Check all boxes that apply.

- Please let me finish what I am trying to say.
- Please keep eye contact with me when I am talking.
- Call on me at random.
- Call on me only when I raise my hand.
- Give me a heads up prior to be called on to speak.
- I would like to sit in the  front  middle  back of the class.
- Come closer to me when you call on me and I am talking.
- During oral reading, please call on me at the  beginning  middle  towards the end.
- Please give class options for oral reading:
  - reading alone  reading chorally with a partner  or pass.
- I would like extended time when giving a speech.
- I would like to go  first  middle  or last for presentations.
- I would like to practice my presentations with you.
- Please help me create a substitute card including my picture and requests from me as a communicator.
- Please meet with me once a week to contribute to my oral participation grade until I am more comfortable talking in class.

\* Your classmates knowing what to do when stuttering occurs can be helpful.  
Would you prefer your teacher to do this:  with  without you in the room?

Check-ins between teacher and student recommended periodically throughout the school year.



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