

Individual Support Plan

The learner themselves knows the most about their stutter and what helps or doesn't help. In order to support them it is important to talk with them about their stuttering. This plan should help facilitate this discussion and give you some ideas of classroom situations they might find challenging. This sheet could be completed alongside the learner’s whānau and speech-language therapist if applicable.

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| How to respond when I stutter |
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| Answering the roll |
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| Reading Aloud in class |
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| Answering questions in class |
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| Classroom discussions and oral presentations |
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| Online classes (if relevant) |
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| Dealing with teasing and bullying |
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| Meetings between my school, whānau, and speech-language therapist |
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| Additional details |
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Agreed on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stuttering can vary over time and therefore the best ways to support the learner who stutters will change. Ask the learner when they think a reasonable review date may be.

Please circulate to:

This Individual Support Plan is adapted from *The Michael Palin Centre for Stammering Children* and *NHS Islington ‘Pupil Planning Sheet’*.