Individual Support Plan

Detailed Template

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.

|  |  |
| --- | --- |
| Name: ­­ | Year: |
| Class: |  |

***How to respond when I stutter***

Allow time for me to talk

Don’t interrupt me when I am stuttering

Concentrate on what I am saying, not how I am saying it

Don’t finish my sentences

If I am stuck, help me by guessing my words and/or finishing my sentence

Avoid advice giving (e.g. telling me to slow down, take a breath, focus on what I am

saying)

Other: ­­­­­­­­

No adaptations needed

***Answering the roll***

I can answer the roll by giving a thumbs up

I can answer the roll by raising my hand

I can answer the roll using another visual sign I am comfortable with

I can answer the roll by saying yes/ae or another word I may prefer

Other:

No adaptations needed

***Reading aloud in class***

I can give a visual sign that I would like to read aloud in class (e.g. thumbs up/thumbs down)

Ask me if I feel comfortable reading aloud on the day

I would like to read shorter paragraphs

Other:

No adaptations needed

***Answering questions in class***

If I put my hand up, this means I want to answer a question

If I don’t put my hand up, this means I don’t want to answer a question

I want to answer questions first (before other students)

Accept short answers from me rather than long answers

Other:

No adaptations needed

***Classroom discussion and oral presentations***

I will give oral presentations a go (even if I may find it challenging)

I can present in front of a small group

I can present in front of the teacher

I can have a friend in my group for group discussions

I can have discussions in small groups rather than large groups

Other:

No adaptations needed

***Online classes (if applicable)***

I can have the option to use the online chat instead of talking

I can have the option to turn the front-facing camera off

At the end, you can check-in with me to see if I have any questions

Other:

No adaptations needed

***Dealing with teasing and bullying***

I would like the teacher to talk to the class about teasing and bullying (not stuttering-specific)

I can role-play scenarios (e.g. with a teacher, parent or friend) to practice how to deal with bullying (e.g. someone being the bully, person being bullied and a bystander)

I can ignore the bully

I can talk to friends in the class about teasing and bullying

I can tell my parents about teasing and bullying OR You can tell my parents about teasing and bullying

I can tell the teacher when it’s happening and come up with a solution together

Other:

No adaptations needed

***Meetings between my school, whānau, and speech-language therapist***

I would like to have my wh**ā**nau present

I would like to have my speech-language therapist present

I would like to have meetings between just myself and the teacher

Other:

No adaptations needed

**Additional details:**

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: