Providing Culturally Responsive Services to Individuals Who Stutter (SIG 4)

INTRODUCTION

This course discusses clinical considerations for stuttering assessment and treatment when working with individuals from diverse cultural and linguistic backgrounds. Speakers focus on Black, Hispanic, Latino/a/x, and LGBTQIAP+ populations, though principles can be applied to other cultural groups. The course addresses cultural perspectives on stuttering, influence of dialect and bilingualism, family dynamics, stigma, standardized testing, language sampling, counseling, and treatment activities. Speakers explore the importance of clinicians considering the impact of their own implicit biases as well as ways to enhance and deliver culturally responsive services for clients who stutter.

This course is part of the SIGnature Series, a collection of courses developed by volunteers from ASHA’s Special Interest Groups, who share practical, evidence-based suggestions and solutions based on their in-depth knowledge, clinical experiences, and passion for their specialty areas. This course was developed by SIG 4: Fluency and Fluency Disorders.

LEARNING OUTCOMES

You will be able to:

- Identify clinical considerations for culturally and linguistically diverse children suspected or diagnosed with stuttering
- Describe aspects of diversity within Black, Hispanic, Latino/a/x, and LGBTQIAP+ populations
- Identify cultural and linguistic diversity considerations and culturally responsive practices for working with adults who stutter

PROGRAM HISTORY and IMPORTANT INFORMATION

Original program recording: October 2020
End date: October 1, 2025

To earn continuing education credit, you must complete and submit the learning assessment on or before October 1, 2025.

This course is offered for 0.2 ASHA CEUs (Intermediate level, Professional area).