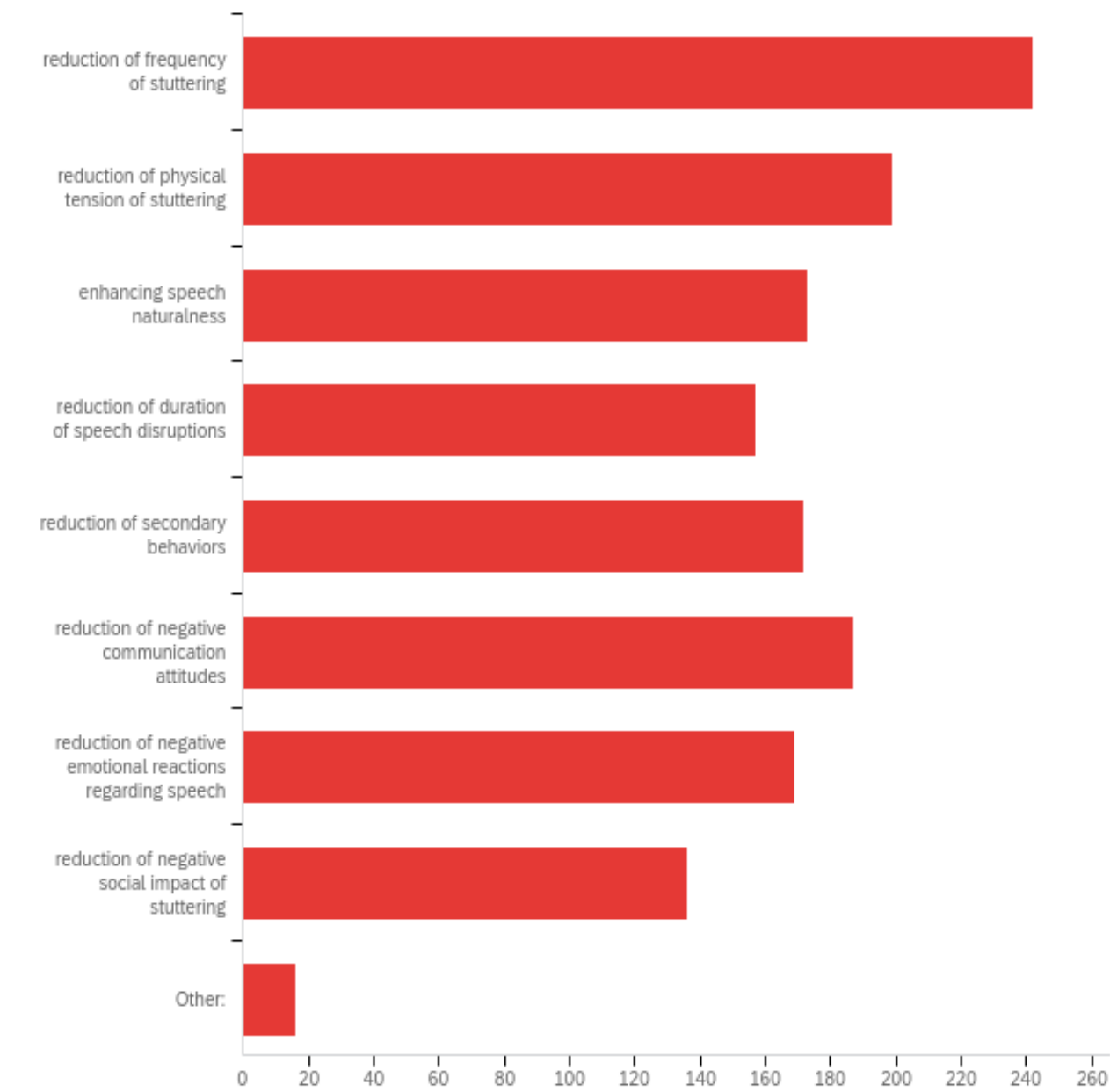


**Supplemental Material S1.**

Graph and table showing how success in stuttering therapy is documented by SLPs. The x-axis represents number of participants agreeing that they document success in a particular way. The y-axis shows the options presented for documenting success. Note that participants were allowed to select more than one answer and so percentages exceed 100%.



#	Answer	%	Count
1	reduction of frequency of stuttering	16.68%	242
2	reduction of physical tension of stuttering	13.71%	199

3	enhancing speech naturalness	11.92%	173
4	reduction of duration of speech disruptions	10.82%	157
5	reduction of secondary behaviors	11.85%	172
6	reduction of negative communication attitudes	12.89%	187
7	reduction of negative emotional reactions regarding speech	11.65%	169
8	reduction of negative social impact of stuttering	9.37%	136
9	Other:	1.10%	16
	Total	100%	1451

**Other ways in which SLPs documented success in therapy with children who stutter. (participants had the options to select "other" and to type in their response):**

Demonstration of fluency enhancing strategies and Identification of stuttering in self

How well the student is able to use compensatory strategies without prompting

Student naming and demonstrating several fluency strategy

I have not had a client that stuttered and needed therapy to address it

how they feel it is impeding them in the school and home environments

participation in desensitization activities

Completely depends on whether they are looking for stuttering modification or fluency shaping or acceptance. Depends on parents' input and children's preferences/comfort.

Didn't answer because I don't serve students who stutter

Increased confidence

Reduction on how it impacts them overall in the academic setting.

Teaching the student and family about fluency disorders through reading material, websites, and counseling. Teaching self-awareness and self-analysis.

Increase self awareness and advocacy for PWS

Providing them with tools to use outside of the speech room.

Increased participation in class or decrease of avoidance behaviors

Providing, teaching, and modeling tools and techniques so the student can identify, self-monitor, and implement their skills during a stuttering moment or an anticipated stuttering moment. Gain confidence in their speech, address the emotional aspect of stuttering and gain confidence in a variety of speaking situations and environments.

knowledge of stuttering and ability to explain/demonstrate tools and strategies