Catching Our Stutters

Desensitization Strategies

- Hard versus Easy Contacts
- Hard-Easy-Regular
- Negative Practice
- Three-Way Contrast Drills (Triads)
- Reduction of Avoidance Behaviors
- My Pet Rock
- Drawing your Stutter
- Reducing the Repetitions
- Shortening the Prolongations

Building Rooms

- Identify strategies for implementation that meet individual student needs;
- Empower the child through choice making and active involvement in decisions; and
- Practice strategies through various activities to enhance transfer and maintenance.

Process for achieving these goals:

- Understand the change process and identify factors which influence the ability to change;
- Learn about teasing and the reaction cycle;
- Become involved in active problem solving;
- Develop openness and aggressive, nonavoidance behaviors;
- Utilize voluntary stuttering in everyday situations;
- Learn, practice, and implement the strategies of cancellations and pullouts;
- Learn to recognize and change negative self-talk and other cognitive behaviors that impact the achievement of therapy goals; and
- Learn to recognize, accept and change, when appropriate, the feelings experienced with stuttering.

Room Strategies

- Speech Assertiveness and Openness
- Voluntary Stuttering
- Cancellations
- Pullouts and Freezing
- Facilitate Awareness and Monitoring

Skill Building

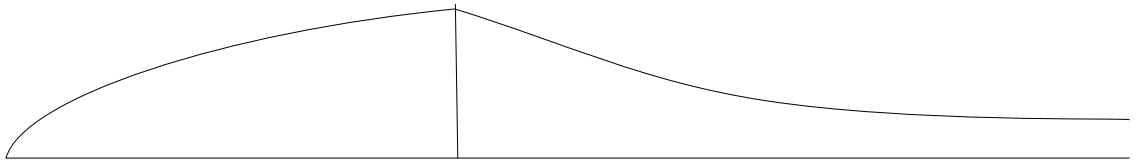
- Identify strategies for implementation that meet individual student needs;
- Empower the child through choice making and active involvement in decisions; and
- Practice strategies through various activities to enhance transfer and maintenance.

Skill Building Strategies

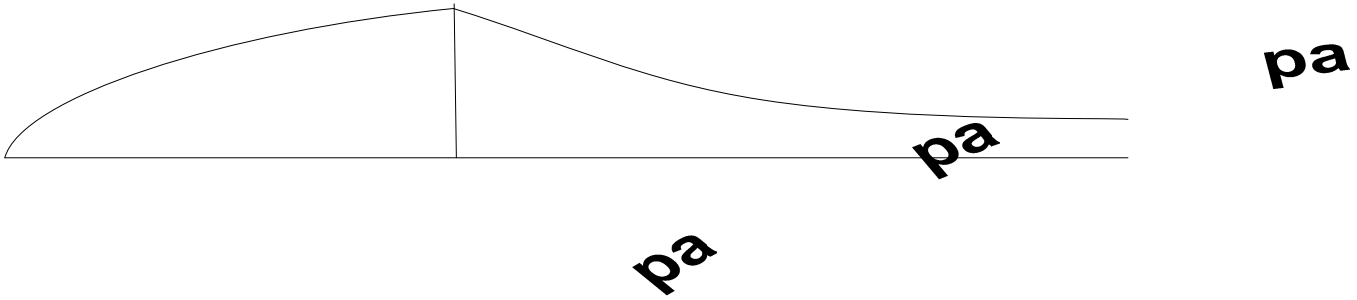
- Speech Assertiveness and Openness: Taking Risks
- Voluntary Stuttering
- Cancellations
- Pullouts and Freezing
- Facilitate Awareness and Monitoring (Triads)
- Easy Onsets and Phrasing

Voluntary Stuttering

Bounces

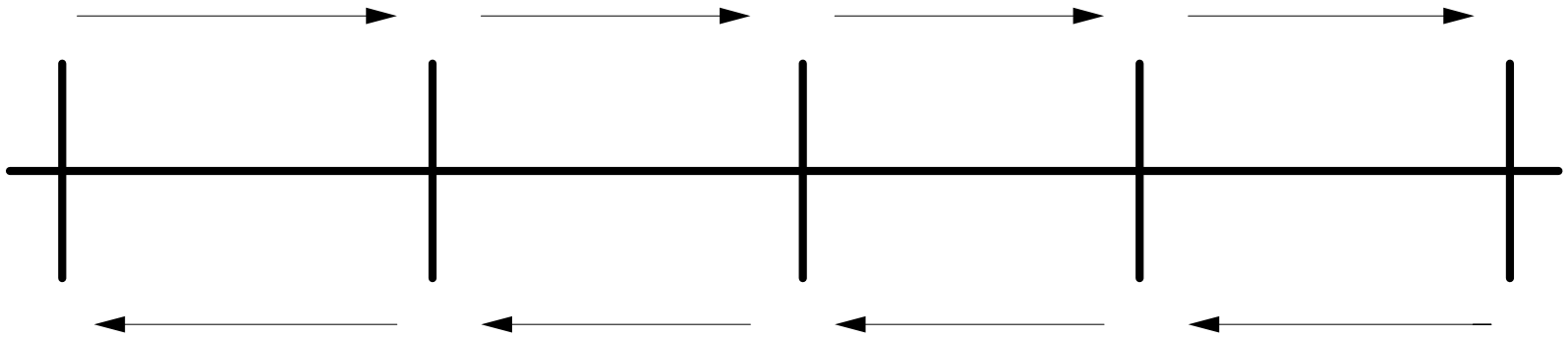


Slides



A.

Modification Road

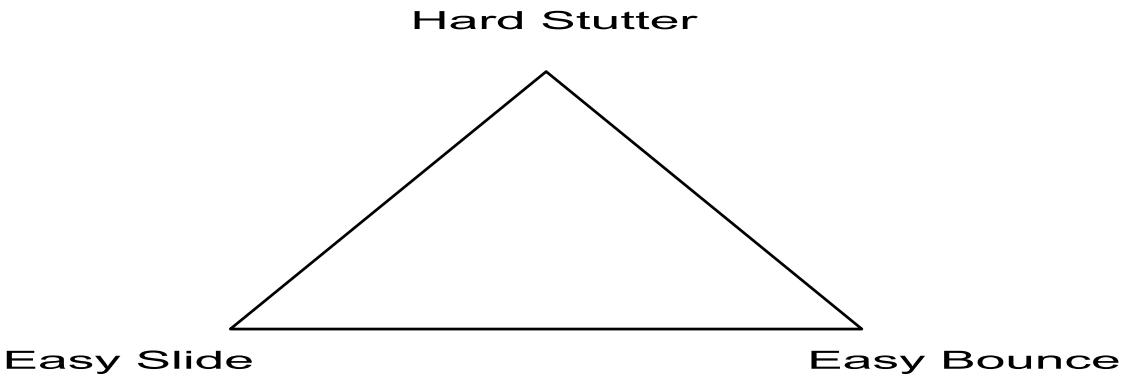


Steps taken in the learning phase of therapy

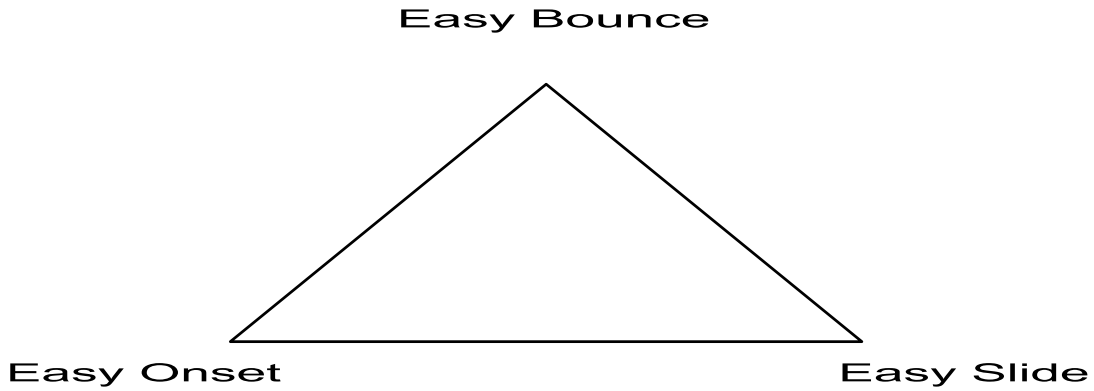
Identification **Desensitizati**

Modification Strategies

Triads: Phase I



Triads: Phase II



My Speech Gauge

I can use my speech strategies when I:

- Say words in isolation ____
- Say a phrase connecting my words ____
- Make up a short sentence about a picture ____
- Make up a long sentence using two or three chunks ____
- Name 5 items that go in a category ____
- Tell 5 characteristics of an item ____
- Tell how two things are the same ____
- Tell how two things are different ____
- Make up a story about this item ____

Games for Choice Making

- **Fluency Yahtzee: A Game of Choice**
  Instructions and visual aids can be obtained by accessing the 2006 ISAD (International Stuttering Awareness Day) Online Conference or send your request to ebennett@elp.rr.com.
- **Colorama**
- **Outburst Jr.**
- **Sequence**
- **20 Questions**

- Video Clips

My Speech Weeds, by L.W., age 16

I know that many do not usually associate weeds with stuttering, especially me. It's actually a very good, almost accurate, comparison if you give it some thought, as I did. You see, while I was in therapy I was "catching" quite a few of my larger stutterers. On the other hand, I was letting all of the little ones go. Ms. Bennett pointed this out to me and said how it was all good and well that I was catching the larger stutters, but how I also needed to catch the smaller ones too. Here is where we get back to the weeds.

One day, I went outside to pull all the weeds, and didn't pay much mind to the smaller, so-called, less-important ones. Boy, was I mistaken! The next week (you know, after all the rain), I went outside to once again marvel on what a wonderful job I did. I was horrified to find that those "little" weeds had dropped seeds as they had grown, and now there were literally hundreds of little, evil baby ones. And then I knew that I had to get down to business and pull all the little suckers, no matter what the size. Well, we stutterers know that there will always be weeds in our flower bed. We just need to learn how to use the proper management, eg. Weed killer.

The Roof of fluency: Maintaining Progress

- Establish a regular maintenance plan;
- Understand the concept of relapse and its role in the disorder of stuttering; and
- Developing a relapse prevention plan.

Process for achieving these goals:

- Provide choices;
- Develop homework routines; and
- Planned therapy activities that enhance automatization of skills.

Goal	Successes	Next Steps
My knowledge about stuttering		
My feelings about being a person who stutters		
My fear of talking in front of people		
Reducing struggle when I talk		
Reducing my own negative reactions to my stuttering		
Changing the way I stutter		
Improving my participation in conversation		

Progress Summary

Progress Report for MA

- Period of Treatment: January 2000-April 1, 2001
- Current Goals of Treatment:
  - Increase length and complexity of sentences produced in a smooth, easy manner;
  - Improve ability to utilize a variety of speech modification tools;
  - Eliminate word avoidances and substitutions; and
  - Increase number of openness tasks performed on a weekly basis.

- **Skill**

- **Proficiency** (5 point scale: 1=poor; 2=weak & inconsistent; 3=developing; 4=established skill; 5= good performance)

- **Comment**

Skill	Proficiency	Comments
Fluency:		
Initial vowels with easy onsets	5	Easy, gradual phonation, decreased breathiness
Transition from voiceless consonant to voiced vowel	5	Grasps the concept of turning on voice. Knows all voiced sounds
Use light articulatory contacts when inserting bounces	3	Continues to need practice on light contacts with plosives
Catch moments of stuttering during ?/answer period	1	Not able to do as of yet
Online modification of stuttering moments	1	Not able to do yet

1=poor; 2=weak & inconsistent; 3=developing; 4=established skill;5= good performance)

Skill	Proficiency (5 point scale: 1=poor; 2=weak & inconsistent; 3=developing; 4=established skill; 5= good performance)	Comment
Increase number of openness tasks performed on a weekly basis	3	Has talked to peers about stuttering; openly stuttered in restaurant; and passed out SFA Reaction flier
Eliminate avoidances and word substitutions	3.5	Stops when he is about to change a word and tallies it. Situational avoidances remain.
Improve ability to utilize a variety of speech modification tools	1.5	Still in the process of learning different strategies. Inconsistent in his ability to define and provide rationale for use

1=poor; 2=weak & inconsistent; 3=developing; 4=established skill;5= good performance)

Conclusion

- Understanding the process of therapy helps both students and clinicians make progress
- The House that Jack Built provides the major components necessary for modifying stuttering
- Students and clinicians must know the rationale for speech modification strategies to use them effectively and efficiently
- Having a variety of activities which engage clients in the change process makes therapy FUN!

For further information, please contact:

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