

*A Clinician's Toolbox for  
Working With School-Aged  
Children Who Stutter*

**Ellen M. Bennett, Ph.D.**

Speech Language Pathologist  
Board Recognized Fluency Specialist  
2006 ASHA Short Course  
Miami, Florida

# Learning Objectives

- Outline the therapy process for treating stuttering in the school-age population
- Identify the major components of building a foundation of knowledge necessary to modifying speech
- Provide the rationale for speech modification strategies
- List 10 activities which help clients modify their speech.

# The Development of Stuttering

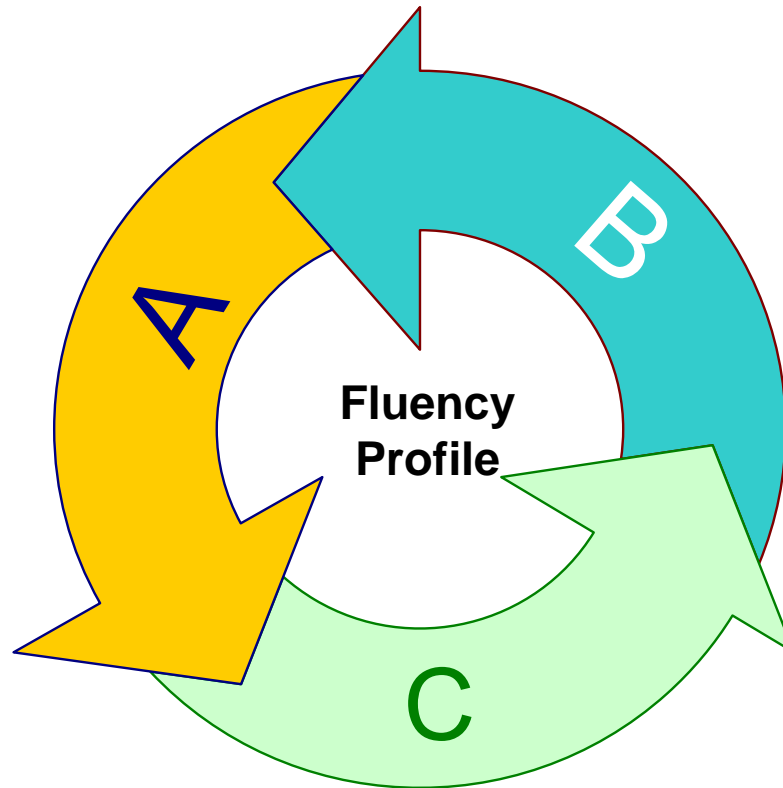
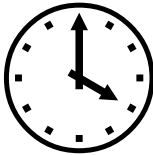



Figure 2.1. Determining the diagnostic profile of an individual who stutters includes the dimensions of affect (A), behavior (B), and cognition (C).

B  A  C

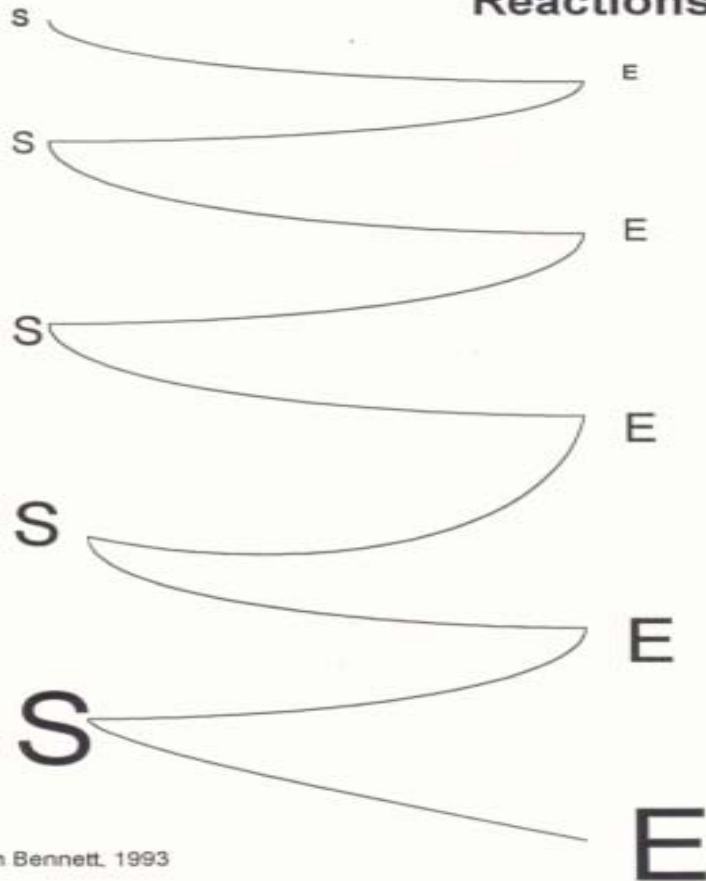
A  B  C

C  A  B

# THE STUTTERING CYCLE

Stuttering

Emotional  
Reactions



School-Age  
Children:

Understanding  
the  
Therapy  
Process



# A Cognitive-Behavioral Sequence of Instruction

- Step One: Teaching the Concepts
- Step Two: Experiencing the Concepts
- Step Three: Contrasting the Concepts

# Cognitive-Behavioral Therapy

- Symbols for Talking: Hard- Easy-Regular
- Identifying our Stutters
  - Symbols for Stuttering: Repetitions, Prolongations, and Blocks
  - Representing stuttering in a concrete way
- Catching our stutters: Baseball Analogy

# More Examples:

## Fast versus Slow:

- Race Car Analogy
- Balloon Bursts
- Color Race
- Musical Chairs
- Mixing-It Up

## Hard versus Easy

- Blowing Bubbles
- Candy Shop
- Nails and Pies
- Beat It
- Pop-up Toys

## Smooth versus Bumpy

- Color Slides
- Spaghetti Stretches
- Flower Petals and leaves
- Bouncing Balls
- Scavenger Hunt Bags

# The House that Jack Built

- Normal Speaking Process Education
- Normal Speaking Process Interference Education
- Hierarchy Analysis
- Development of Positive Speech Attitudes

# Laying the Foundation of Knowledge

- Establish a set of working terms;
- Demystify the disorder of stuttering;
- Dissolve the conspiracy of silence around stuttering; and
- Get stuttering out in the open.

# Process for Achieving these Goals:

- Learn about the normal speaking process;
- Learn about types of behaviors that interfere with the normal speaking process; and
- Learn about the disorder of stuttering

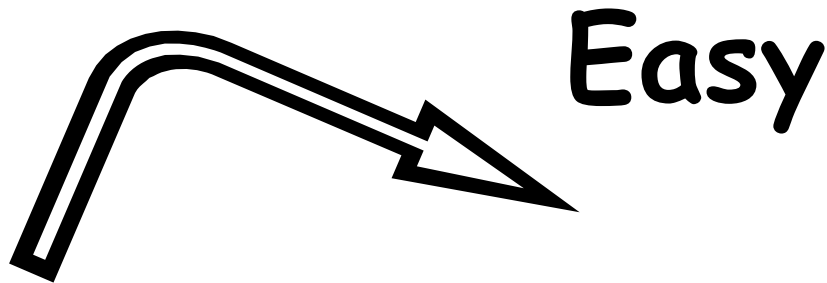
# The Speech Pizza

- Ingredients for making a pizza
- Sequence of steps for making a pizza
- Individual likes and dislikes
  
- Ingredients for making speech
- Sequence of steps for making speech
- Individual differences in speech

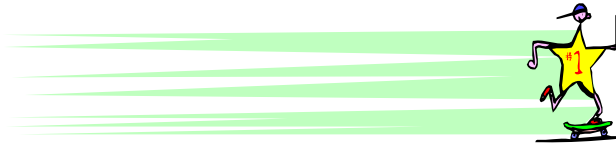
# Symbols for Talking



**Hard**

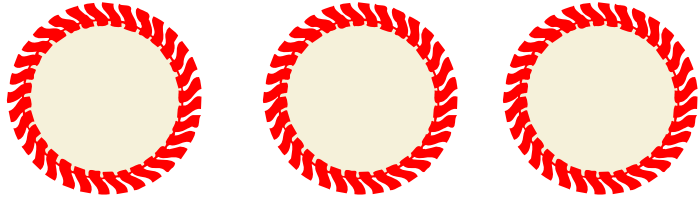


**Easy**



**Regular**

# Symbols for Stuttering



Repetitions



Prolongations



Blocks

# Installing the Plumbing

- Continue the desensitization process;
- Begin to identify and categorize moments of stuttering; &
- Establish the concept of “changing one’s speech.”

# Process for achieving these goals:

- Experiment and manipulate speech through pseudostuttering;
- Modify tension in the speech mechanism through negative practice drills and three-way contrast drills; and
- Produce speech in different ways: “Hard, Easy, and Regular” Speech Practice