Essential Speech Skills for School-Age Children Who Stutter

Presented by:

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Overview of the Presentation

* Stuttering Modification and Fluency-Enhancing Strategies
  * Stuttering Modification Strategies
  * Fluency-Enhancing Strategies
  * Importance of Integrating both Approaches
  * One Component of Stuttering Therapy

* General Description of the Therapy Process

* Working with Stuttering: Rationales, Methods, and Practice

* Working with Fluency: Rationales, Methods, and Practice

Stuttering Modification and Fluency-Enhancing Strategies

* Stuttering Modification Strategies
  * Work directly with stuttering behavior
  * Increase awareness, explore and decrease tension
  * Reduce struggle behaviors
  * Stutter in a more relaxed way
  * Decrease sensitivity, increase feelings of control

*(See Dell, 1993; Prins, 1997; Williams & Dugan, 2002; Van Riper, 1973)*
Stuttering Modification and Fluency-Enhancing Strategies (cont.)

- Fluency-Enhancing Strategies
  - Change breath flow, speech rate, voice production, and articulation
  - Increased confidence can lead to greater fluency

(See Cooper & Cooper, 2003; Runyan & Runyan, 1999; Shames & Florence, 1986; Webster, 1986)

Stuttering Modification and Fluency-Enhancing Strategies (cont.)

- Importance of Integrating both Strategies

- One Component of Stuttering Therapy
  - These motor skills are one part of a multi-dimensional approach
  - Therapy must also address cognitive, affective, linguistic, and social factors
  - Family, friends, teachers, and others must be involved

(See Chmela & Reardon, 2001; Gregory, 2003; Guitar, 1998; Yaruss & Reardon, 2002)
Other Essential Components to School-Age Stuttering Therapy

- Learning about Speech Production and Stuttering
- Exploring Their Own Stuttering & Speaking Behavior
- Developing Healthy Attitudes towards Speaking & Stuttering
- Developing Problem-Solving Skills
- Transferring Learned Skills and Attitudes into Daily Life
- Taking Ownership of the Therapy Process

General Description of the School-Age Therapy Process

- Early Sessions: Learning about Speech and Stuttering
  - Learn about speech system
  - Identify and analyze how speech sounds are produced
  - Learn about and demystify stuttering
  - Explore student feelings and beliefs
  - Identify cognitive, affective, linguistic, and social factors
  - Promote openness and acceptance of stuttering

- Jack’s Strong Feelings
- Dave Teaching Friends
General Description of the School-Age Therapy Process (cont.)

- Stuttering Modification Strategies
  - Catching the Stutter
  - Relaxing the Stutter
  - Slide
  - Easy Stuttering
  - Cancellation

General Description of the School-Age Therapy Process (cont.)

- Fluency-Enhancing Strategies
  - Relaxed Breath
  - Slow Stretched Speech
  - Smooth Movement, Easy Voice, Light Contact
  - Stretched Speech
  - Linked Relaxation Rhythm
  - Extra Intonation
  - Nearly Natural Speech
  - Natural Speech
General Description of the School-Age Therapy Process (cont.)

Final Sessions: Carry-Over and Appropriate Expectations

- Over-learn behaviors
- Develop resistance to fluency disrupters
- Systematic process of transfer
- Realistic expectations

Video Clip: Stefan’s Concern

Notes

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Working with Stuttering…

Description & Rationale

Teaching Method

Hands-On Practice

Working with Stuttering…

Catching the Stutter
Relaxing the Stutter
Slide
Easy Stuttering
Cancellation
## Catching the Stutter

### Description
Students identify moments of stuttering as they occur. They signal instances of stuttering by closing their hand, trying to match the tension level of the hand to the tension level of the disfluency.

### Rationale
- Increases awareness
- Provides opportunity to modify stuttering
- Develops self-monitoring skills
- Encourages openness and acceptance
- Begins process of desensitization

(See Dell, 1993; Murphy, 2002; Prins, 1997; Reardon-Reeves & Yaruss, 2004; Van Riper, 1973)

### Teaching Method:
**Demonstration & Hands-On Practice**
- Ari: Therapist Instruction
- Alex: Oral Reading
- Jack: Conversation

- Student Workbook
### Relaxing the Stutter

#### Description
Students purposefully stutter on a word with 100% tension, observe the disfluency, and then repeat the word with decreased tension.

(50% - 25% - 12% etc.)

#### Rationale
- Identify, analyze, and change stuttering
- Students see they can stutter more easily
- Reduces sensitivity
- Increases feelings of control
- Develops ability to work with stuttering

(See Gregory, 1989; Van Riper, 1973)

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### Teaching Method:
Demonstration & Hands-On Practice

- **Ari:** Therapist Instruction
- **Jack:** Game Activity
- **Alex:** Words from Novel

- Student Workbook
Working with Stuttering…

Slide

**Description**
Students catch themselves during a moment of stuttering, and then identify and stabilize the tension, slow down their articulation, and stretch out transitions between sounds.

**Rationale**
- Stabilizes and decreases tension
- Increases speech control
- Keeps speech moving forward
- Helps manage moments of stuttering

(See Murphy, 2002; Ramig & Dodge, 2005; Van Riper, 1973)

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Working with Stuttering…

Slide

**Teaching Method:**
Demonstration & Hands-On Practice

- Alex: Therapist Instruction
- Ari: Therapist Instruction
- Alex: Conversation

- Student Workbook
## Easy Stuttering

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<th>Description</th>
<th>Rationale</th>
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| Students intentionally produce relaxed, controlled repetitions of sounds, syllables, or words. This strategy can be used before a moment of stuttering, during a moment of stuttering, or at times when stuttering is not anticipated or occurring. | ✷ Reduces tension  
✷ Helps manage moments of stuttering  
✷ Counter conditions struggle behaviors  
✷ Facilitates self-disclosure  
✷ Promotes greater openness/acceptance |

(See Dell, 1993; Gregory, 2003; Murphy, 1999; Ramig & Bennet, 1997; Reardon-Reeves & Yaruss, 2004; Williams & Dugan, 2002; Van Riper, 1982)

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### Teaching Method:
Demonstration & Hands-On Practice

- Alex: Therapist Instruction
- Ari: Game Activity
- Pat: Conversation

- Student Workbook
Cancellation

Description
Students pause for a moment after a moment of stuttering (to acknowledge and analyze the disfluency), and then say the stuttered word again with less tension.

Rationale
- Increases feelings of control
- Desensitizes concerns about stuttering
- Reduces tension
- Helps to “center” the speaker

(See Guitar, 1998; Van Riper, 1973; Williams & Dugan, 2002)

Teaching Method:
Demonstration & Hands-On Practice

- Jack: Oral Reading
- Alex: Conversation

Student Workbook
**Working with Fluency…**

**Description & Rationale**

**Teaching Method**

**Hands-On Practice**

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**Working with Fluency…**

- Relaxed Breath
- Slow Stretched Speech
- Smooth Movement
- Easy Voice
- Light Contact
- Stretched Speech
Working with Fluency…

Additional Fluency-Enhancing Strategies

Linked Relaxation Rhythm
Extra Intonation
Nearly Natural Speech
Natural Speech

Notes

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### Relaxed Breath

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| Students use relaxed diaphragmatic breathing as they speak. | ✗ Promotes proper breathing patterns  
✗ Provides foundation for other fluency skills  
✗ Facilitates fluent speech production |

(See Adams, 1990; Bloodstein, 1995; Cooper & Cooper; 2003; Denny & Smith, 1997; Ramig & Bennet. 1997; Runyan & Runyan, 1999)

### Teaching Method:
Demonstration & Hands-On Practice

- Alex: Rationale
- Ari: Relaxed Breath with Voice

Student Workbook
**Working with Fluency…**

**Slow Stretched Speech**

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<th>Rationale</th>
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| Students prolong individual syllables to approximately 10 times their normal duration. | ✫ Increases coordination of speech system  
✫ Improves timing of articulation  
✫ Reduces force/acceleration of muscles  
✫ Increases control of muscle movements  
✫ “Grounds” speech production  
✫ Fosters improvements in speech fluency |

All vowels and certain consonants (m, n, l, r, w, y, v, TH [voiced], z and j) are stretched.

One syllable is spoken at a time.

*(See Kully & Boberg, 1991; Perkins, 1992; Ramig & Dodge, 2005; Runyan & Runyan, 1993; Wall & Meyers, 1995)*

**Teaching Method:**

Demonstration & Hands-On Practice

- Alex: Therapist Instruction
- Jack: Rationale Review
- Ari: Word Level

Student Workbook
### Smooth Movement

#### Description
Students produce gentle transitions between sounds by slowing, exaggerating, and blending transitional articulatory movements.

#### Rationale
- Abrupt movements may lead to stuttering
- Stutterers may have difficulty producing transitional movements between sounds
- Eases and relaxes articulation
- Helps students gain greater speech control

(See Bloodstein, 1995; Gregory, 1991; Wall & Meyers, 1995)

### Teaching Method:
Demonstration & Hands-On Practice
- Alex: Therapist Instruction
- Alex: Workbook Syllables
- Jack: Smooth Movement Chart
- Student Workbook
- Smooth Movement Chart
Easy Voice

**Description**

Students initiate phonation of vowel sounds in a relaxed and gentle manner.

**Rationale**

- Decreases tension in the phonatory system
- Facilitates initiation of voice production
- Reduces laryngeal blocks & glottal attacks

(See Cooper & Cooper, 2003; Healey & Scott, 1995; Guitar, 1998; Runyan & Runyan, 1999)

**Teaching Method:**

Demonstration & Hands-On Practice

- Alex: Rationale
- Jack: Therapist Instruction
- Peter: Workbook Words and Phrases

Student Workbook
- Easy Voice Words
Light Contact

**Description**
When producing stops (b, p, d, t, g, k) and voiceless fricatives and affricates (f, voiceless th, s, sh, h, ch), students touch their speech articulators together lightly to decrease articulatory pressure.

**Rationale**
- Certain consonants involve constriction
- Constriction naturally involves tension
- Tension may build and lead to stuttering
- Light Contact reduces articulatory tension

(See Conture, 2001; Healey & Scott, 1995; Peters & Guitar, 1991; Ramig & Dodge, 1995; Reardon-Reeves & Yaruss, 2004; Runyan & Runyan, 1999; Wall & Meyers, 1995)

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**Teaching Method:**
Demonstration & Hands-On Practice

- Asif: Therapist Instruction
- Stefan: Syllables
- Jack: Word Level
- Teaching an Unfamiliar Listener

- Student Workbook
- Light Contact Words
**Stretched Speech**

**Description**
Students stretch sounds and prolong syllables (as with Slow Stretched Speech) for approximately one second per syllable.

**Rationale**
- Initial step toward more natural rate
- Students must use skills more quickly
- Continues to help increase coordination
- Continues to “ground” speech production

(See Kully & Boberg, 1991; Perkins, 1992; Ramig & Dodge, 2005; Wall & Meyers, 1995)

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**Stretched Speech**

**Teaching Method:**
Demonstration & Hands-On Practice

- **Aldynne:** Therapist Instruction
- **Jack:** Rationale Review
- **Alex:** Light Contact Words

- **Student Workbook**
- **Smooth Movement Words**
Linked Relaxation Rhythm

**Description**

Students use a rhythmic speech pattern in which relaxed, continuous phonation is maintained as they oscillate the loudness of their voice on successive syllables and words.

**Rationale**

- Reduces tension and choppiness
- Prevents tension from building
- Facilitates fluid, relaxed speech
- Reduces number of vocal initiations
- Decreases chance of stuttering

(See Bloodstein, 1995; Manning, 2001; Starkweather & Givens-Ackerman, 1997)

**Teaching Method:**

Demonstration & Hands-On Practice

- Alex: Therapist Instruction
- Pat: Conversation
- Ari: Working with a Block

- Student Workbook
- Smooth Movement Sentences
### Extra Intonation

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| Students exaggerate rising and falling inflections and vary the duration of their stretches. | ♦ Shifts students out of monotone quality  
♦ Moves modification toward natural speech  
♦ Adds variation and range to speech  
♦ Creates non-periodic cycles of relaxation |

Extra Intonation enables students to speak in a more spontaneous and free-flowing manner, while integrating learned fluency skills.

(See Manning, 2001; Starkweather & Givens-Ackerman, 1997)

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### Extra Intonation

**Teaching Method:**
**Demonstration & Hands-On Practice**

- Alex: Therapist Instruction
- **Jack:** Phrase Level
- Ari: Oral Reading
- Pat: Conversation
- Alex: Teaching a Peer

- Student Workbook
- Easy Voice Phrases
Nearly Natural Speech

**Description**
Students increase speech rate, reduce the exaggerated quality of Extra Intonation, use more normal intonation, and shorten certain stretches.

**Rationale**
- Uses fluency skills with sophistication
- Approximates natural sounding speech
- Maintains kinesthetic / physical awareness
- Facilitates transfer of fluency skills

**Teaching Method:**
Demonstration & Hands-On Practice

- Jack: Therapist Instruction
- Ari: Conversation
- Pat: Telephone Call to Store
- Alex: Continuation Group
- Dave: Cards with Friends

- Student Workbook
- Smooth Movement Paragraphs
Working with Fluency…

**Natural Speech**

**Description**
Students increase speech rate further, decrease duration of stretches, and integrate skills with greater sophistication.

Natural Speech feels freer to the speaker and sounds normal to the listener.

While the speech rate is faster than Nearly Natural, an overall grounded feeling remains.

**Rationale**
- Incorporates all fluency-enhancing strategies with high level of sophistication
- Involves a natural sounding speech pattern
- Used in conjunction with stuttering modification strategies

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Working with Fluency…

**Natural Speech**

**Teaching Method:**
Demonstration & Hands-On Practice

- Jack: Therapist Instruction
- Ari: Oral Reading
- Pat: Conversation
- Aldynne: Conversation
- Jack: Conversation
- Alex: Teaching an Unfamiliar Listener
- Alex: Play Rehearsal & Performance

- Student Workbook

- Smooth Movement Paragraphs
Notes


Speak Freely: Essential Speech Skills for School-Age Children Who Stutter

Explore Speak Freely

To print out portions of the Therapist Handbook and Student Workbook, watch Instructional DVD videos, and listen to Audio CD tracks:

Go to www.cfst.com
Click “Publications”
Resources and References
Related to School-Age Stuttering Therapy

Selected Treatment Materials


Stuttering Foundation Videos and DVDs [www.stutteringhelp.org]

Assessment and Treatment of Childhood Stuttering (Conture)
Counseling Parents of Children Who Stutter (Zebrowski)
Counseling: Listening To and Talking with Parents (Zebrowski)
Dealing Effectively with Attitudes and Emotions (Chmela)
Dealing Effectively with Shame and Guilt (Murphy)
Multi-Dimensional Approach to Stuttering (Healey)
Sharpening Counseling Skills (Luterman)
The School Clinician: Ways to be More Effective (Ramig)
Stuttering: 101 (Guitar)
Stuttering: Advice from the Heart (Chmela)
Stuttering Intervention for Teens (Zebrowski)
Stuttering: Straight Talk for Teachers (Scott)
Stuttering: Straight Talk for Teens (Guitar)
Therapy in Action: The School-Age Child Who Stutters (Conture/ Fraser/Guitar/Campbell/Gregory/Ramig/ Zebrowski)

Additional Web Resources/ Organizations

Stuttering Foundation of America (SFA)
www.stutteringhelp.org

National Stuttering Association (NSA)
www.WeStutter.org

Friends: Association for Young People Who Stutter
www.friendswhostutter.org

The Stuttering Home Page
www.stutteringhomepage.com

Center for Stuttering Therapy & Speak Freely Publications
http://www.cfst.com/publications.htm

Chmela Fluency Center
http://chmelafluencycenter.com

The Stuttering Center of Western Pennsylvania
http://www.stutteringcenter.org/Resources.htm

Internet Resources for Speech-Language Pathologists Serving Young Children Who Stutter
http://www.mnsu.edu/comdis/kuster/schools/SID4page2.html
Articles, Reference Books, and Information


