

Easy Stuttering

Easy Stuttering is another method that children can use to modify their stuttering. This strategy involves purposefully producing relatively relaxed, controlled repetitions of sounds, syllables, or words (Reardon-Reeves & Yaruss, 2004; Van Riper, 1982; Williams & Dugan, 2002). It can be used in three different ways:

First, it can be used *in anticipation of a moment of stuttering*.

That is, when students anticipate stuttering on an upcoming word,



they can purposefully and preemptively stutter on that word in an easy relaxed way.

Second, it can be used *during a moment of stuttering*.

That is, children can use Easy Stuttering to help themselves release tension and work through a disfluency.

Finally, even *when real stuttering is not anticipated or occurring*, students can intersperse Easy Stuttering throughout their speech. This creates more openness about their stuttering (i.e., they are disclosing that they sometimes stutter) and reduces any tendency to try and present themselves as normally fluent speakers.

Easy Stuttering reduces tension, counter-conditions struggle behaviors, and promotes greater acceptance of stuttering (Dell, 1993; Gregory, 2003; Murphy, 1999; Ramig & Bennet, 1997). Many people find that, not only does it require less effort and vigilance than fluency-enhancing techniques, but it is also easier to employ during challenging speech situations.

Easy Stuttering can be taught in the following way:

1. Explain the rationale (described above and on pages 14–16 of the Student Workbook).
2. Model the technique by producing slow, easy relaxed repetitions (whole word, syllable, or sound) as you

read the practice words listed on page 16 of the Student Workbook. Highlight the fact that your repetitions are largely free of tension.

3. Have students produce Easy Stuttering on the same words. Encourage them to pay attention to how it feels to purposefully stutter in this relaxed way.
4. Tell students to make their own list of words and practice saying them with Easy Stuttering.
5. Next, model Easy Stuttering as you read the Smooth Movement Paragraphs on page 59 of the Student Workbook. Stutter easily on one to two words per sentence.
 - » Remind students that we can use Easy Stuttering *preemptively* on words that we anticipate stuttering on or during actual moments of disfluency.
6. Ask students to read the same passage while using Easy Stuttering with words they *think* they might have trouble on, or with words they actually stutter on.
 - » If they do not stutter or anticipate stuttering, have students use this technique on random words of their choice. Tell them to use Easy Stuttering on one to two words per sentence.
 - » If students demonstrate genuine disfluency, remind them that this is a good thing. That is, it is another opportunity to work with real stuttering.
 - » When real stuttering occurs, have students use Easy Stuttering to gently ease out of the disfluency.
7. Model, and have students practice Easy Stuttering in the three ways noted above (i.e., on anticipated words, stuttered words, and random words) while reading additional passages and at the conversational level during structured activities.