

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

Highlighted Students



🎥 Ari (age 9)
Evaluation Clip



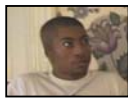
🎥 Jack (age 11)
Evaluation Clip



🎥 Alex (age 15)
Evaluation Clip



🎥 Pat (age 16)
Evaluation Clip



🎥 Aldynne (age 19)
Evaluation Clip






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, 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](#)



Working with Stuttering...

Description & Rationale

Teaching Method

Hands-On Practice



Working with Stuttering...

Catching the Stutter

Relaxing the Stutter

Slide

Easy Stuttering

Cancellation

Working with Stuttering...

Catching the Stutter

Description

Students identify moments of stuttering as they occur. Students signal instances of stuttering by closing their hand. They should try 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)

Working with Stuttering...

Catching the Stutter

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)



Relaxing the Stutter

Teaching Method:

Demonstration & Hands-On Practice

[Ari: Therapist Instruction](#)

[Jack: Game Activity](#)

[Alex: Words from Novel](#)

[Student Workbook](#)





Slide

Description

Students catch themselves during a moment of stuttering and then gradually "slide out" of the disfluency by identifying and stabilizing the tension, slowing down their articulation, and stretching 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)



Slide

Teaching Method:

Demonstration & Hands-On Practice

[Alex: Therapist Instruction](#)

[Ari: Therapist Instruction](#)

[Alex: Conversation](#)

[Student Workbook](#)





Easy Stuttering

Description

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.

Rationale

- ◆ 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 & Yanuss, 2004; Williams & Dugan, 2002; Van Riper, 1982)



Easy Stuttering

Teaching Method:

Demonstration & Hands-On Practice

[Alex: Therapist Instruction](#)

[Ari: Game Activity](#)

[Pat: Conversation](#)

[Student Workbook](#)



Working with Stuttering...



Cancellation

Description

Students pause for a couple of seconds 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)

Working with Stuttering...



Cancellation

Teaching Method:

Demonstration & Hands-On Practice

 [Jack: Oral Reading](#)

 [Alex: Conversation](#)

 [Student Workbook](#)



Working with Fluency...

Description & Rationale

Teaching Method

Hands-On Practice



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

Working with Fluency...



Relaxed Breath

<u>Description</u>	<u>Rationale</u>
<p>Students learn to use relaxed diaphragmatic breathing as they speak.</p>	<ul style="list-style-type: none"> ◆ Promotes proper breathing patterns ◆ Provides foundation for other fluency skills ◆ Facilitates fluent speech production <p><small>(See Adams, 1990; Bloodstein, 1995; Cooper & Cooper, 2003; Denny & Smith, 1997; Ramig & Bennet, 1997; Runyan & Runyan, 1999)</small></p>

Working with Fluency...

Relaxed Breath

Teaching Method:

Demonstration & Hands-On Practice

 [Alex: Rationale](#)

 [Ari: Relaxed Breath with Voice](#)

 [Student Workbook](#)



Working with Fluency...

Slow Stretched Speech

Description

Students prolong individual syllables to approximately ten times their normal duration. 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.

Rationale

- ◆ 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

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

Working with Fluency...

Slow Stretched Speech

Teaching Method:

Demonstration & Hands-On Practice

 [Alex: Therapist Instruction](#)

 [Jack: Rationale Review](#)

 [Ari: Word Level](#)

 [Student Workbook](#)



Working with Fluency...



Smooth Movement

Description

Smooth Movement helps students to produce gentle transitions between sounds. It is achieved 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)

Working with Fluency...



Smooth Movement

Teaching Method:

Demonstration & Hands-On Practice

 [Alex: Therapist Instruction](#)

 [Alex: Workbook Syllables](#)

 [Jack: Smooth Movement Chart](#)

 [Student Workbook](#)



Working with Fluency...



Easy Voice

Description

Students initiate phonation of vowel sounds in an extremely 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)

Working with Fluency...

Easy Voice

Teaching Method:

Demonstration & Hands-On Practice

 [Alex: Rationale](#)

 [Jack: Therapist Instruction](#)

 [Peter: Workbook Words and Phrases](#)

 [Student Workbook](#)



Working with Fluency...

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 in order 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)


Working with Fluency...

Light Contact

Teaching Method:

Demonstration & Hands-On Practice

 [Asif: Therapist Instruction](#)

 [Stefan: Syllables](#)

 [Jack: Word Level](#)

 [Teaching an Unfamiliar Listener](#)

 [Student Workbook](#)



Working with Fluency...



Stretched Speech

Description

Like Slow Stretched Speech, Stretched Speech involves prolonging syllables. However, Stretched Speech doubles the previous speed (e.g., increases the rate to 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)

Working with Fluency...



Stretched Speech

Teaching Method:

Demonstration & Hands-On Practice

[Aldynne: Therapist Instruction](#)

[Jack: Rationale Review](#)

[Alex: Light Contact Words](#)

[Student Workbook](#)



Working with Fluency...



Linked Relaxation Rhythm

Description

A rhythmic speech pattern in which relaxed, continuous phonation is maintained as students 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)

Working with Fluency...

Linked Relaxation Rhythm

Teaching Method:

Demonstration & Hands-On Practice

-  [Alex: Therapist Instruction](#)
-  [Pat: Conversation](#)
-  [Ari: Working with a Block](#)

 [Student Workbook](#)



Working with Fluency...

Extra Intonation

Description

Students exaggerate rising and falling inflections and vary the duration of their stretches. Extra Intonation enables students to speak in a more spontaneous and free-flowing manner, while integrating learned fluency skills.

Rationale

- ◆ Shifts students out of monotone quality
- ◆ Moves modification toward natural speech
- ◆ Adds variation and range to speech
- ◆ Creates non-periodic cycles of relaxation





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

Working with Fluency...

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](#)



Working with Fluency...

Nearly Natural Speech

Description

This modification involves increasing speech rate, reducing the exaggerated quality of Extra Intonation, using more normal intonation, and shortening certain stretches.

Rationale






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

Working with Fluency...

Nearly Natural Speech

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](#)



Working with Fluency...

Natural Speech

Description

Natural Speech feels freer to the speaker and sounds normal to the listener. While the speech rate is faster than Nearly Natural, an overall centered feeling remains. It is a consciously produced speech modification.

Rationale









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

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](#)



Questions & Comments