

**Welcome to this
SpeechPathology.com
Live Expert e-Seminar!**

**Stuttering: Effective Treatment
Techniques for Children and Adults**

Presented By:
Marilee Fini, M.A., CCC-SLP

Moderated By:
Amy Hansen, M.A., CCC-SLP, Managing Editor, SpeechPathology.com

Please call technical support if you require assistance
1-800-242-5183

SpeechPathology.com

Live Expert eSeminar

ATTENTION! SOUND CHECK!
Unable to hear anyone speaking at this time?
 Please contact Speech Pathology for technical support at
800 242 5183

TECHNICAL SUPPORT
Need technical support during event?
 Please contact Speech Pathology for technical support at
800 242 5183
 Submit a question using the Chat Pod - please include your
 phone number.

SpeechPathology.com

Earning CEUs

EARNING CEUS

- Must be logged in for full time requirement
- Must pass short multiple-choice exam

Post-event email within 24 hours regarding the CEU exam (ceus@speechpathology.com)

- Click on the "Start e-Learning Here!" button on the SP home page and login.

•The test for the Live Event will be available after attendance records have been processed, approximately 3 hours after the event ends!

- Must pass exam within 7 days of today
- Two opportunities to pass the exam


SpeechPathology.com

Peer Review Process

Interested in Becoming a Peer Reviewer?


APPLY TODAY!

- 3+ years SLP Clinical experience Required
- Contact: Amy Natho at anatho@speechpathology.com



SpeechPathology.com

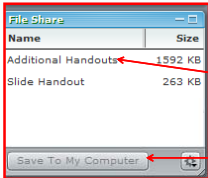
Sending Questions



Type question or comment
and click the send button

SpeechPathology.com

Download Handouts



Click to highlight handout

Click Save to My Computer

SpeechPathology.com

Stuttering:

Effective Treatment Techniques for Children & Adults

Marilee L. Fini, M.A. CCC/SLP



Contact Information

Marilee L. Fini, M.A. CCC/SLP
MLF Speech Therapy
E-Mail: mlf_speech@yahoo.com
Website: www.mlf-speech-therapy.com
Phone: (440) 684-1440

INTRODUCTION

- Background Information
- Preview of Workshop



There are 2 packets of handouts










National Stuttering Association

NSA




NSA All-Star Key Note Address 2010



Normal Dysfluencies

- Hesitations
- Interjections ~ "I take...uh...that"
- Revisions ~ "I need – I want that"
- Repetitions of phrases ~ "I need, I need"



Stuttering

- Repetition of sounds & syllables
- Prolongations
- Blocks
- Whole word repetitions (single syllable such as I-I-I-I)

Risks Factors for Stuttering

(Yaruss , 2009, p. 13)

- a. "Family history of stuttering"
- b. "Mismatch between the child's language/motor skills"
- c. "Highly reactive temperament/difficulty regulating emotional reactions"
- d. "Longer time since onset of stuttering"
- e. "Extreme concern by family and others"
- f. "High degree of pressure on the child"

Characteristics of Children who are Normally Dysfluent

(Guitar, 2006, p. 142-143)

1. "No more than 10 dysfluencies per 100 words"
2. 1 unit repetitions (ba-ball)
3. "Most common dysfluency types are interjections, revisions, and word repetitions."
4. Secondary behaviors are not present
5. Frustration and embarrassment is not present

Goals for Preschoolers

Overall goals

- a. Stabilize fluency
- b. Create healthy attitudes about talking



Indirect Therapy

Create a fluency enhancing environment

- a. Slow rate
- b. Delayed response
- c. Avoid interrupting
- d. Re-framing
- e. Modifying questions

Client will produce speech in a smooth manner when fluency enhancing strategies (reducing communicative stress, modifying questions, using of pauses in speech, reframing comments/questions) are used in the classroom environment with 80% acc. in 4 out 5 trials.

Direct Therapy

Working directly with the child and providing them specific strategies to make talking easier.

a. Rationale for a direct approach

- » Frequency of stuttering is increasing
- » Struggle/tension more evident
- » Increased frustration level with stuttering

b. Integrating both approaches

- » Using fluency enhancing strategies simultaneously while using direct therapy

Treatment Techniques for School-age Children and Adults

Determining Goals and Techniques

1. Overall goal:
EFFECTIVE COMMUNICATION
According to Reardon (2003), a child must, "say what they want, when they want, how they want, to whom they want."
2. "When we understand the student we are working with as an individual, we can be more effective in helping that child be successful in handling stuttering in the long-term."
(Reardon, 2010, p. 4)

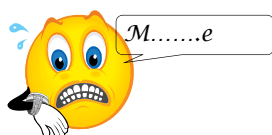
Specific Techniques

1. **Slow rate**-Using easy and relaxed speech
 - Client will use easy and slow speech with 90% acc.
2. **Easy Starts**- "Starting words in sentences with less physical tension and a slightly slowed rate of speech." (Reardon, 2003, p. 4)
 - Client will use an easy start at the beginning of the sentence with 90% acc.




3. **Pull-outs**- "During the moment of stuttering, staying in the tension and sliding out by breaking down the tension in the speech mechanism before continuing on with the production of the word." (Reardon, 2003, p. 4)

Client will use a pull out strategy in structured tasks with 90% acc.




Teaching a pull-out

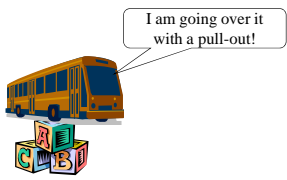
#1)




#2)



#3)



#4)






4. Freezing the Moment-Staying in the moment

Purposes: 1) More knowledge about stuttering
2) Take the emotionality out of stuttering

n.....o

n.....o

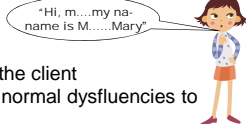
How to do it?

- Honey 
- Crayons/paper 
- finger pointing 

Goal:
Client will freeze the moment of stuttering for 3 seconds with 90% acc.

"I want you to 'freeze the moment of stuttering' when I point my finger."

5. Voluntary Stuttering



- Purpose: Gives power back to the client
- Preschool children ~ add some normal dysfluencies to your speech
- School-age children/adults ~ doing voluntary stuttering together
- Use written models
- Have client teach another person how to stutter
- Use "non-feared" words FIRST and then progress to "feared" words

Client will voluntarily stutter 3x during a conversation

Steps to a stutter

Cat

1. Hold my breath
2. Get in position for /k/ sound
3. Repeat /k/ sound 4x
4. Push out words with excessive tension



Working on Communication Skills

1. Increasing verbal interaction

Client will verbally express himself in structured situations with 90% acc.

2. Working on eye contact

Why is eye contact scary?

→ Fear

→ Embarrassment



How do we improve eye contact?

→ Talk about it

→ Work on it in small steps



Client will hold eye contact in the moment of stuttering on the word level with 90% acc.

3. Turn-taking Skills

a. Games

-spoon

-ball



Client will take turns appropriately in structured task with 90% acc.

4. Reducing Avoidance Behaviors

➤ Identify the behavior

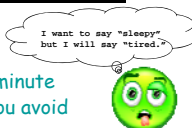
Example: Avoiding words

"I want you to keep track in a 5 minute conversation, how many times you avoid a word." | | | |

➤ Eliminate in structured situations and move to conversation

"Now I want you to say the word rather than avoiding. It is OK if you really stutter on it, I really want to hear what YOU want to say."

Client will express his/her opinions in conversation w/o avoiding words, phrases or ideas with 90%acc.



5. ACKNOWLEDGING STUTTERING

- Purposes:
 - Allows openness and honesty in talking about stuttering
 - Reduces stress/anxiety of listener
- How to acknowledge stuttering?
 - Identify hard moments in stuttering
 - Discuss with family/friends
 - Educate people about stuttering



Client will acknowledge stuttering by talking to an unfamiliar listener about stuttering 1x weekly.

“Ordinary people believe only in the possible, extraordinary people visualize not what is possible or probable, but rather what is IMPOSSIBLE. And by visualizing the IMPOSSIBLE, they begin to see it as POSSIBLE.”

- Cherie Carter-Scott





Questions?????



The End!
