SCHOOL AGE STUTTERING THERAPY:
Where Do We Start?

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Housekeeping

■ Handouts for all of today’s sessions are posted on
  www.ninareeves.com/resources
■ UNTIL March 31st only!
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  - I will contact you by social media if you win!

Just a reminder:

- Many slides contain student work and likenesses

- Therefore, due to HIPPA regulations, no photographs nor recordings can be made of the presentation slides.
I know that I cannot possibly present everything you want or need to know about how to start stuttering treatment for school age who stutter in the span of 3 total hours (Parts 1 and 2)

So, I will attempt to address the major points of foundational knowledge and skills

WHILE

Also providing you with resources for further education and learning activities

- **Financial**
  - I have received a presenter’s package for this presentation
  - *School Age Stuttering Therapy: A Practical Guide and, Early Childhood Stuttering Therapy: A Practical Guide* (among others) for Stuttering Therapy Resources, Inc. (Royalties & Ownership)

- **Non-financial**
  - Volunteer, National Stuttering Association
  - Past volunteer author, Stuttering Foundation
OF COURSE, WE REALLY START WITH...

A multidimensional assessment

And, I can’t do a presentation without the next two slides that remind us of the “BIGGER PICTURE” of stuttering assessment and intervention!

The WHO’s (World Health Organization) ICF (International Classification Framework) Applied to Stuttering

A Review of the WHO

- **Function:** Observable/surface speech behaviors
- **Reactions:**
  - child’s behaviors in reaction to stutters,
  - child’s thoughts about self and communication,
  - child’s feelings about self and stuttering
- **Environment:** How others’ perceive/react to stuttering
- **Impact:** Participation & Activity Limitations

Assessment-Environment

- Assessment of other people’s reactions to stuttering
- Environmental impact
  - *Adults: Parents & Teachers*
  - *Children: Peers & Siblings*
- Do they hold beliefs that impact progress in therapy?
Assessment-Reactions

■ Assessment of Child’s Reactions to Stuttering
  – Beliefs & Feelings about stuttering and self
  – Avoidance or tension/struggle behaviors

  – Affective (feelings)
  – Behavioral (tension, struggle, avoidance)
  – Cognitive (thoughts/beliefs, self-esteem, self-confidence)

Assessment-Reactions (cont.)

■ Talking together WITH the child
  – About the child, interests, talking & communication
■ Talking about Talking (Williams, 85) & stuttering

■ Normed-Referenced
  – Behavioral Assessment Battery (BAB) [Kiddy-Cat, CAT-R]
■ Portfolio-Based
  – Reflective writings/drawings
  – Journal entries
  – Questionnaires/checklists
  – Documentation of observations (SLP’s & others’)

  – Samples upcoming:

For further information, See Chmela & Reardon: The School Age Child who Stutters: Working Effectively with Attitudes and Emotions, Stuttering Foundation, 2001
Assessment- Impairment/Function

- Assessment of speech fluency
  - Observable characteristics
  - Speech disfluencies
    - Non-stuttered
      (unless produced with tension)
      - Phrase repetitions
      - Revisions
      - Interjections
    - (some) whole word repetitions
    - Stuttered
      - Repetitions of words/sounds/syllables
      - Prolongations
      - Blocks

- VIDEO VIDEO VIDEO

- Just curious...what do you use for assessment?

Assessment-Impact

- Assessment of adverse impact of stuttering on child’s life
  - Functional communication
  - Quality of life

  - OASES (Overall Assessment of a Speaker’s Experience of Stuttering) and others...
  - Interviews
  - Checklists
    - Self-Observation
  - Portfolio Documentation
As we “get started,” sometimes we can jump too quickly into speech handling techniques.

Before we ever touch a “speech tool,” we must help our students to build foundational knowledge and skills related to speaking AND stuttering!

All intervention is adjusted to...

- Age
- Awareness
- Cognitive Abilities
- Level of Impact
  - Interests
  - Readiness
- Family Dynamics
- Communication Needs

Adapted from: Chmela & Reardon, 2001
**What we need**

- A feeling of confidence
- A firm knowledge of stuttering
- Evidence based practice
- Natural language to describe what we are doing
- Creativity to make this stage fun!
- A keen eye and ear for ongoing assessment
- …to know WHY we are doing WHAT we are doing!

**What we don’t need**

- Inflexible programs of any kind
- ANY materials that we don’t know the theoretical basis of…
- Too many “special” stuttering materials
  - Most anything can be a stuttering therapy material
- To be afraid of making kids who stutter “worse” if we discuss speaking difficulties in appropriate and supportive ways!
Firm Knowledge of Stuttering

Can you discuss…????

- What is stuttering? /How do we look at it?
- What causes stuttering?
- What about the myths and facts?
- Therapy process
- Avoidance behaviors
- Prognosis (be careful)

Preparing the Environment

Educating & Supporting Others

- Caregivers & Others, in general...
  - Summary of findings & recommendations
  - Understanding of speech and stuttering
  - Understanding of the complexities of the disorder of stuttering
  - Understanding of the complexities of stuttering therapy (ownership)
  - Someone to listen to their story
  - A sounding board, not a fixer!
Some things to consider...

- There is NO ONE way of doing ANY of this!
- This is NOT a program!! It is a set of possibilities that you may chose to include in the initial stages of therapy, in any order or in any way you chose.
- Mantra: “Matter-of-fact” atmosphere of therapy

This is truly a blending...

- Of assessment and therapy
- Of knowledge and skill
- Of the science and the art of therapy
- Of moving from talking about and exploring talking to talking about and exploring stuttering
REFLECT: WHAT'S THE PRIMARY **GOAL** OF TREATMENT FOR SCHOOL AGE WHO STUTTER?

The Bones: What we can’t live without in therapy!

- Setting up for success!
- The speech notebook!
- Hierarchies
- Systematic Desensitization
- Manipulating Variables
- Effect Circles
A speech notebook

- A wonderful example of portfolio documentation!
- The good news is that this can be anything you and your student want it to be! NO RULES apply!
- How to design a Stutter Notebook Practical Tip: www.StutteringTherapyResources.com/Resources

Example of a speaking hierarchy AND systematic desensitization...

A sample of discussions of "hierarchies" in the literature:
Campbell, 2003; Guitar, 1998; Heinz & Johnson, 1998; Hill, 2003; Shapiro, 1999; Sisskin, 2002; Yaruss & Reardon, 2003
Manipulating Variables

- Working to systematically alter the experience of intervention in order to enhance “real world” growth in skills and concepts presented in therapy

- Examples:
  - length & complexity of utterances
  - degrees of language formulation,
  - clinician model,
  - reinforcement,
  - topic/propositionally,
  - location of sessions,
  - listeners
  - physical activity

See also:
- Gregory & Hill, 1980
- Campbell, The BIGGIES of “Handling” Stuttering

The BIGGIES of “Handling” Stuttering

Student wants to know: Why am I learning/doing this?

All aspects affect any combination of the following communication factors:

- Physical Tension
- Frequency and Severity of Stuttering
- HANDLE Time Pressure
- Ease of Tool Use
- Comfort Level
- Decrease struggle
- Increase ease of communication

- Feeling of Choice/Control
- Tolerance of Communicative Pressures
- Confidence
- Anxiety or Fear
- Hiding/Avoiding Stuttering
Effect Circles and “The Biggies”

- **Effect Circles**

Ask yourself and your students WHY are we doing WHAT we are doing? -Van Riper and others

We are guiding children with questions that help them understand the reasons behind everything they are asked to do during the process of therapy

Let’s do some!

OK...I’LL SEE YOU FOR PART 2

In 15 minutes!
Selected Resources

- Chmela & Reardon (2001). The School Age Child who Stutters: Working Effectively with Attitudes and Emotions, Stuttering Foundation: Memphis, TN.

Organizations/Resources

- **American Speech-Language-Hearing Association**
  Phone: 1-800-638-8255
  Website: [www.asha.org](http://www.asha.org)

- **SIG 4 (Fluency and Fluency Disorders)**
  Specialty Board of Fluency Disorders
  [www.stutteringspecialists.org](http://www.stutteringspecialists.org)

- **National Stuttering Association (NSA)**
  119 W. 40th Street
  14th Floor
  New York, NY 10018
  Email: nsastutter@aol.com
  Phone: 1-800-We Stutter
  Website: [www.westutter.org](http://www.westutter.org)
  **Stutter Talk**: [www.stuttertalk.com](http://www.stuttertalk.com)

- **International Fluency Association**: [www.ifa.org](http://www.ifa.org)

- **The Stuttering Home Page**
  [www.stutteringhomepage.com](http://www.stutteringhomepage.com)

- **Stuttering Foundation (SFA)**
  P.O. Box 11749
  3100 Walnut Grove Road #603
  Memphis, TN 38111
  Phone: 1-800-992-9392
  Website: [www.stutteringhelp.org](http://www.stutteringhelp.org)

- **Friends**
  8 South Oyster Bay Rd.
  Syosset, NY 11791
  Phone: 866-866-8335
  Website: [www.friendswhostutter.org](http://www.friendswhostutter.org)

- **SAY: Stuttering Association of the Young**
  Website: [www.say.org](http://www.say.org)

- **American Board for Fluency and Fluency Disorders**
  [www.stutteringspecialists.org](http://www.stutteringspecialists.org)