Housekeeping

- Handouts for all of today’s sessions are posted on www.ninareeves.com/resources
- UNTIL March 31st!!
- Join my mailing list at ninareeves.com/SLPSignup for more resources
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.

- Financial
  - I have received a presenter’s package for this presentation

- Non-financial
  - Volunteer, National Stuttering Association
  - Past volunteer author, Stuttering Foundation
Onsite-special!

- Our entire catalog at Stuttering Therapy Resources is 10% off for attendees during this presentation only
  
  www.StutteringTherapyResources.com
  
  Use Discount Code ONSITE at checkout

- AND...enter a drawing for a free resource for educating teachers about stuttering
  - LIKE us on Facebook (@StutteringTherapyResources)
  - FOLLOW us on Twitter (@StutterResource)
  - POST a picture on Instagram (@stutteringtherapyresources)
  - Post a picture, quote, or idea from the workshop

- Remember to tag STR in your post. Every post earns you another entry in the drawing
  - I will contact you by social media if you win!

---

- 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
Foundational Knowledge/Skills (overview 1)

- Learning about **SPEECH**
  - Explore the “speech machine”
  - Tuning into speech/communication of self & others
  - Playing with speech (ways our voices work)
  - “Catch mes” (different voices)
  - Tight & loose big muscles
  - Relaxation: What it is and what it isn’t
The “Speech Man”  
(Ramig & Bennett, 97)

■ Why are we learning this?
  - *It is the*“underlying map”* for everything else we do*
  - *Discover the process of speech*
  - *Increase proprioceptive awareness of the “speech works”*

■ What are the steps?
  - *Develop visual “Speech Man” by playing with speech and having child make discoveries*
  - *Discuss each part of the speech mechanism and how it helps to create speech*

Exploration of Speech (con’t)

Talking about Talking  
(Dean Williams)

■ Speech Machine and how it works
  
(Ramig & Bennett and others)
■ “Ways our voice works” (playing with talking)
■ Tight vs loose muscles (play with speech)
■ “Catch me” games  
  (Dell and others)
  - *Including“Ways Our Voice Works”*
More Foundational Knowledge & Skills

- Learning about **STUTTERING - 101**
- **What is stuttering?**
  - Facts/Myths
  - Famous people who stutter
  - Types of stutters
  - Teaching others about stuttering

Let’s get to know stuttering!

- Have fun with this!
- Facts and myths
  - Dispel and learn
- Famous people who stutter
  - Using the terminology
    - The “S” word
    - Types of stutters
Even More Foundational Knowledge & Skills

- Learning about STUTTERING -202
- Self-Monitoring
  - Tight & Loose speech muscles
  - “Catch mes” (with stutters now)
  - “Speech Detective”
  - Stay in the moment
  - Freeze & release

Remember...

- The student is becoming an “expert” (Murphy) at knowing about talking, stuttering, and communication.
- Therefore, the student can and should be starting the process of becoming his/her own advocate
- This can be done by having the student teach others about talking and stuttering
Introducing Speech Handling Strategies (and why I no longer call them “tools”)

Guiding Principles – NO HARD AND FAST RULES
Use your knowledge of the child and your clinical judgment to make determinations!

“Techniques”: Consider the Following..

1. Start with foundational knowledge and skills that the student has not learned or does not remember!
Students need to understand how speech is made. They also need to know and understand the disorder of stuttering (to the extent they can given their age, level of awareness, cognitive abilities and readiness/impact).

2. Map out the array of speech handling techniques
Not every child needs every tool (or at least not all at once), but it is imperative that they understand the breadth of the possibilities for handling speech in the long term.

3. Always integrate “types” of tools, as needed.
This means stuttering modification, fluency enhancing, and communication skill techniques are ALL a part of the process.
“Strategies:” Consider the Following...(cont)

4. Integration takes clinical intuition and common sense

True integration includes not feeling the need to do “all stuttering modification,” and then moving to “all fluency enhancing tools.” It also means that we don’t need to wait until a child has mastery of a specific skill before “weaving in” another technique.

5. Techniques are learned and explored at word/phrase levels and then introduced and practiced at increasing levels of linguistic complexity; along with increasing levels of difficulty in the child’s created situational hierarchies.

Types of Techniques: These are INTEGRATED in the process of therapy

**Stuttering Modification**
* For children who “stutter enough” that they could (eventually) identify a moment of stuttering as it is occurring.
* For children who are sensitive to and/or avoid stuttering
* These techniques are practiced with “fake stuttering” at first, and then practiced in real instances of stuttering, as the child increases his ability to identify his own stuttering moments.

**Fluency Enhancing**
* For children who don’t avoid stuttering and are not overly sensitive to stuttered moments
* Also for children who exhibit only mild stuttering behaviors and little to no struggle and/or no avoidance behaviors

**Communication Skills**
* Not every child will need help in this area. However, it is important to understand that enhancing communication skills such as eye contact, turn taking, initiating conversations, and handling time pressure can be helpful to children who stutter
FOR THOSE OF YOU LEAVING US...

Otherwise, See you after lunch for Stuttering and Concomitant Issues Parts 1 and 2

Selected Resources

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Speech-Language-Hearing Association</td>
<td><a href="http://www.asha.org">www.asha.org</a></td>
</tr>
<tr>
<td>SIG 4 (Fluency and Fluency Disorders)</td>
<td><a href="http://www.stutteringspecialists.org">www.stutteringspecialists.org</a></td>
</tr>
<tr>
<td>National Stuttering Association (NSA)</td>
<td>119 W. 40th Street</td>
</tr>
<tr>
<td></td>
<td>14th Floor</td>
</tr>
<tr>
<td></td>
<td>New York, NY 10018</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:info@westutter.org">info@westutter.org</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 1-800-We-Stutter</td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://www.westutter.org">www.westutter.org</a></td>
</tr>
<tr>
<td></td>
<td>Stutter Talk: <a href="http://www.stuttertalk.com">www.stuttertalk.com</a></td>
</tr>
<tr>
<td></td>
<td>International Fluency Association: <a href="http://www.lfs.org">www.lfs.org</a></td>
</tr>
<tr>
<td>Stuttering Foundation (SFA)</td>
<td><a href="http://www.stutteringhomepage.com">www.stutteringhomepage.com</a></td>
</tr>
<tr>
<td>Friends</td>
<td><a href="http://www.friendswhostutter.org">www.friendswhostutter.org</a></td>
</tr>
<tr>
<td>SAY, Stuttering Association of the Young</td>
<td><a href="http://www.say.org">www.say.org</a></td>
</tr>
<tr>
<td>American Board for Fluency and Fluency Disorders</td>
<td><a href="http://www.stutteringspecialists.org">www.stutteringspecialists.org</a></td>
</tr>
</tbody>
</table>