

Disclosure

Dr. Harris receives no financial or non-financial benefit by discussing any products or programs during this workshop.

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Handouts

See **HANDOUT**:
• Title of Handout

1. Similarities and Differences Between Fluency Shaping & Stuttering
2. Order of Sounds for Easy Starts
3. GILCU Sequence
4. Fluency Shaping Strategies
5. Stuttering Modification Strategies
6. Writing Fluency Goals

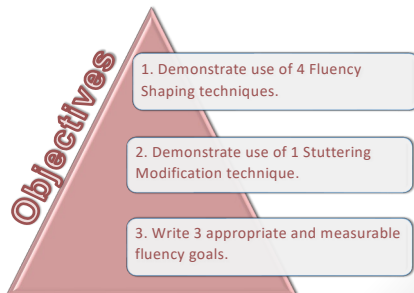
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Topics Covered



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Learner Outcomes



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Video Clips

Videos will not be presented in today's workshop for a few reasons.

- Legal requirements dictate signed permissions, which is usually difficult when dealing with a public school population.
- Kids typically do not perform naturally when they are being videoed. The resulting video is often not representative of how the child performs in a regular therapy session.

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Treatment: Fluency Shaping vs. Stuttering Modification

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Treatment Comparing the Two Approaches

Fluency Shaping

- Less attention to reduction of fear and avoidance.
- Therapy focuses on conditioning and programming principles
- More structured programs available, so less planning needed.

Stuttering Modification

- Considerable attention to reduction of fear & avoidance.
- Therapy focuses on teaching/ counseling interaction.
- Therapy is unstructured and less data collected for measuring progress.

5-page handout covering overview of *Fluency Shaping* and *Stuttering Modification*, as well as combining approaches and when to change approaches.



See **HANDOUT:**
• Similarities & Difference of FS and SM

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Similarities and Differences of Stuttering Modification & Fluency Shaping Therapies*

STUTTERING MODIFICATION THERAPY

- Therapy Goals**
- Considerable attention given to reduction of speech fears and avoidance behaviors.
 - Development of spontaneous fluency, controlled fluency, or acceptable stuttering.
 - Maintenance of fluency by maintaining reduction of fears and avoidance behaviors. Use of various techniques to modify stuttering.

- Clinical Procedures**
- Therapy structure is characterized by a learning/counseling interaction.
 - Data collection in terms of global impression of client's stuttering problem.

Pros and Cons

Client - PRO

- Does not require speaking or performing tasks.

Client - CON

- Needs to confront and perform fear-producing tasks.

Therapist - PRO

- Therapy tends to be more spontaneous and enjoyable.

Therapist - CON

- Therapy is nonstructured, and more difficult decisions need to be made.
- Less data collected for measuring progress.

FLUENCY SHAPING THERAPY

- Therapy Goals**
- Little attention given to reduction of speech fears and avoidance behaviors.
 - Development of spontaneous or controlled fluency. Client taught to alter speech in clinical and outside situations.
 - Maintenance of fluency by modifying the manner of speaking and, if necessary, the reinstatement of fluency by recasting through original program. Management of contingencies for stuttering and fluency.

- Clinical Procedures**
- Therapy structure is characterized by conditioning and programming principles.
 - Data collection in terms of objective data regarding client's speech.

Pros and Cons

Client - PRO

- Less need to confront and perform fear-producing tasks.

Client - CON

- May require speaking in abnormal pattern for a period of time.

Therapist - PRO

- More structured programs available, thus less planning needed.
- More data kept for measuring progress.

Therapist - CON

- Therapy can be boring.
- More charting of data needed.

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* Adapted from: Gussler, B. and Peters, T.J. (2013). *Stuttering: An Integration of Contemporary Therapies*. Memphis, TN: The Stuttering Foundation.

CHANGING APPROACHES

CHANGING FROM A STUTTERING MODIFICATION APPROACH

- The most common problem with clients in the stuttering modification therapy program is their resistance in confronting their speech fears. This is usually manifested by the PWS either quitting therapy or by only token involvement in the therapy process.
- It is important to explain to the PWS that this new approach will whittle away at his speech fears in little steps. In the long run, he will get to the same place, but will take a different route.
- At this point, therapy will change the focus to a slow prolonged speech program and work up through a hierarchy.

CHANGING FROM A FLUENCY SHAPING APPROACH

The most frequent problems with fluency shaping programs are that they fail in the later stages of generalization or in the maintenance of fluency. The problems seem to be of two types.

- The first is that the PWS still has considerable fear of certain speaking situations, despite the fact that they have already been approached through a graded hierarchy of successively more fearful situations. When he approaches these situations, his fear becomes too great and he is unable to maintain fluency.
- The second problem is that the PWS does not have any coping techniques to deal with anticipated or actual stuttering in everyday speaking situations. He can be either fluent or he will stutter. He has no way to deal with his moments of stuttering.

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Treatment: Fluency Shaping Strategies

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Fluency Shaping

Reduce the frequency of stuttered behaviors without increasing the use of other behaviors that are not part of normal speech production.

- Reduced speech rate (if rate is an issue)
- Easy onset of voicing ("easy speech")
- Light Articulatory Contact
- Continuous phonation
- Confidential voice
- Pausing/Phrasing/Chunking
- GILCU/ELU
- Eye contact

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Reduced Speech Rate

1. Purpose: To teach the speaker to be in **control of his speech**. [Compare to driving & skating]

167 [Fluent] vs. 123 [PWS] WPM (Darley, 1940)

2. Method:

- a. Speech should be slowed to about **1 syllable per second** (for older children) or **2-3 syllables per second** (for very young children).
- b. **Gradually** increase rate to the point where student is using a roughly normal speaking rate, but still maintaining fluent speech.

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Easy Onset of Voicing

1. Used to treat **phonatory arrests**.

2. Purpose: To start out speaking with less physical tension in the speech so the student can start a sentence a "little easier."

3. Method:

- a. Slightly reduce the **rate** of speech and reduce the physical tension in the speech muscles when beginning a sentence.
- b. Gradually move into the rest of the sentence using regular speech.
- c. Easy starts can be used as often as the student needs in order to manage his speech.

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Easy Onset of Voicing

Which speech sounds should be taught first when introducing Easy Starts?

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Easy Onset of Voicing

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
- First introduce *Easy Onset* with sounds that are easy to use with continuous airflow or movement.
 - Move to sounds that have some obstruction or stoppage of airflow.
 - Introduce ***LAST*** because they are often initiated with a glottal stop.

See **HANDOUT:**
• Order of Sounds for Easy Starts

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Light Articulatory Contact

1. Used to treat **sustained articulatory postures**.
2. **Purpose:** To touch parts of the “speech machine” together softly with less physical tension so the student can keep his speech moving. This helps child produce **plosives**.
3. **Method:**
 - a. Light contact involves using softer or lighter touches of the articulators.
 - b. As the student is producing a sound, he needs to be reminded to simply touch the articulators with **less tension** by lightly tapping the articulators together.
 - c. Try starting with placement only and then add voicing. Good to use with /m/, /t/, /f/ and other visible phonemes.

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Continuous Phonation

1. **Purpose:** To **reduce the likelihood that there will be a “block”** because the continuous airflow enhances smoother speech.
2. **Method:**
 - a. Speech should have continuous voicing except when a pause is necessary to **take a breath** or for **linguistic stress**.
 - b. Maintain normal **rate** and **prosody** while using continuous phonation.
 - c. Slightly **stretch** the first sound in the sentence.
 - d. When recording data in a therapy session, fluent speech that is not produced with continuous phonation is considered incorrect.

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Continuous Phonation

3. When to Use: Continuous phonation should be used in conjunction with most other fluency shaping techniques, but it should be the **primary** technique for the PWS who uses part-word repetitions.

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Confidential Voice

1. Purpose: To reduce the likelihood that there will be a "block" because the continuous airflow enhances smoother speech. [Same as Continuous Phonation]
2. Method:
 - a. Repeat the confidential voice model to be sure the student understands how to produce it (as if not wanting to wake a sleeping person nearby).
 - b. The temporary use of the confidential voice is explained. This is usually a few weeks, but should be used until the effortful voice is no longer used.
 - c. Establish times when the confidential voice can be practiced while reading.

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Confidential Voice

3. Additional Information:
 - a. This technique can be used anytime to help the student regain control of his speech.
 - b. A whisper should **NEVER** be used.
 - c. Research has found that **68%** of individuals who whisper demonstrate increased hyperfunction with whispered voice.

Rubin, AD, Praneetvatakul, V, Gherson, S, Moyer, CA, & Sataloff, RT. (2006) Laryngeal hyperfunction during whispering: reality or myth? *Journal of Voice*. 20(1), 121-127.

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Phrasing/Pausing

1. **Phrasing** simply means saying words that group together **naturally**.
2. **Pausing** means leaving a little bit of time between those phrases (as with continuous phonation). This also helps with rate.
3. **Purpose:** Allows short pauses in the speech at natural points within the conversation (e.g., between phrases or breaths). This should be used whenever student wants to reduce how **fast** the conversation is going so he has more time to think about what he wants to say or to prepare to use other techniques.

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Phrasing/Pausing

3. **Method:**
 - a. Student should speak as he would normally.
 - b. When he comes to the end of a phrase, he should use a short **pause** — as long as he needs, but not too long — and then continue to the next phrase.
 - c. During the pause, he can prepare to use an easy start or light contact to help reduce tension in the speech muscles before continuing to speak.

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GILCU/ELU

1. **GILCU** = Gradual Increase in Length and Complexity of Utterance. **ELU** = Extended Length of Utterance.
2. **Purpose:** To enhance fluency in a **highly structured** way from single words to conversation.
3. **When to Use:** GILCU is best used with for the PWS who uses **prolongations**.
4. **Method:**
 - a. Student **repeats** single words after you. Then move to 2 words, 3 words, 4 words, (5 words), (6 words).
 - b. Student **repeats single sentences**. Then 2 sentences, 3 sentences, (4 sentences).

See **HANDOUT:**
• GILCU Sequence in Fluency Therapy

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GILCU/ELU

4. Method (cont.):

- c. Student **reads** single sentence. Then 2 sentences, 3 sentences, (4 sentences).
- d. Student speaks with SLP in therapy room in short phrases and then progresses to longer utterance and conversation.

5. Additional Information:

- a. This approach allows the student to become very aware of his speech early on.
- b. This technique **MUST** be used with **Continuous Phonation**.

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Eye Contact

1. **Purpose:** To look at the listener during conversation, as part of normal interpersonal skills.

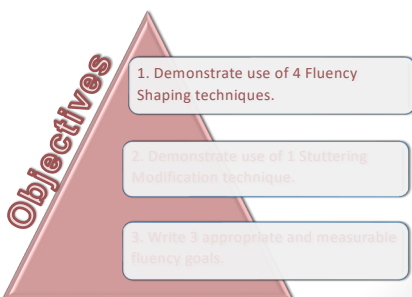
2. Method:

- a. Using good eye contact simply means that the student looks at the listener when he is speaking, or that he looks at speakers when they are talking to him.
- b. The student cannot look at people **all the time**, but he may want to make sure that he doesn't let fear about stuttering cause him to look away when speaking.
- c. He should start out by using eye contact during times when he is speaking easily and then gradually move toward maintaining eye contact during moments of stuttering.

See **HANDOUT:**
• Fluency Shaping Strategies

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Learner Outcomes



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Treatment: Stuttering Modification Strategies

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Stuttering Modification

Reduce the severity, duration, and abnormality of stuttering behaviors until they are (or resemble) normal speech discontinuities.

- Cancellation (post-event modification)
- Pull-out (within-event modification)
- Preparatory set (pre-event modification)

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Stuttering Modification

When Should Stuttering Modification be Implemented? → **When the following are observed or reported by PWS:**

1. **Struggle** and/or **tension**
2. **Anticipation** of stuttering events.
3. **Avoidance**, such as circumlocutions, situation avoidances, or simply not talking
4. **Fear** of talking
5. **Linguistic secondary behaviors** are observed, such as fillers (*um*), starters (*Well, you know*), postponements (delay in saying a word to delay stuttering)

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Cancellation

1. **Purpose:** Take control of tension **after** a moment of stuttering.
2. **Method:** After the stuttered word:
 - a. Pause long enough to figure out where the tension is.
 - b. Release the tension in the speech muscles.
 - c. Start the word *again* with an easy start or an easy stutter. Do **NOT** go back to the beginning of the utterance.
 - d. Student can start practicing this in short conversations, then gradually move toward using cancellations in more challenging situations.

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Pull-Out

1. Also called *slide-out* or *easing out*.
2. **Purpose:** To release tension **during** a moment of stuttering, then easing into the rest of the word or phrase.
3. **Method:**
 - a. **Identify** where the tension is in the speech muscles.
 - b. **Reduce** the physical tension a little bit at a time.
 - c. **Continue** speaking to say the word and move on to the rest of the phrase.

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Preparatory Set

1. **Purpose:** Used at the beginning of a word where the student **thinks he is likely to stutter.**
2. **Method:**
 - a. Speak normally (without modification) until he feels that he is coming to a word where he will experience tension... and most probably disfluent speech.
 - b. Begin the word with an **easy start** (to reduce physical tension) instead of tensing muscles. **Any combination** of techniques used for **Fluency Shaping** can be used here.

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Preparatory Set

4. Benefits:

- a. Helps reduce the tension and increase fluency **before** the moment of stuttering.
- b. Most appropriate for individuals who demonstrate **anticipation** of stuttered moments.

5. Additional Information:

- a. Easing in works together with other stuttering modification techniques (cancellations and pull-outs) to provide the student with three opportunities to change the tension in his speech muscles when he experiences a moment of stuttering. **Use in reverse order.**
- b. Use ANY strategy to maintain control of the speech as he anticipates a disfluency.

See **HANDOUT:**
• Stuttering Modification Strategies

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Learner Outcomes

Objectives

1. Demonstrate use of 4 Fluency Shaping techniques.

2. Demonstrate use of 1 Stuttering Modification technique.

3. Write 3 appropriate and measurable fluency goals.

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Writing Goals: General Information

Because of time limitations, we will not discuss the details of writing goals, but the handout will provide many examples.

The purpose here is to ensure that you do not fall into the trap of writing an inappropriate goal.

See **HANDOUT:**
• Writing Fluency Goals

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Writing Goals

Key Reminders

- Method of measurement is SLP observation, teacher observation, & student report.
- “What the child will be able to do” is not the same as “what the child will *always* do.”
- We should measure what we have actually taught the child to do (techniques), **not the by-product** that we hope will result (fluency).

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Writing Goals

Key Reminders

- “Measureable” does not always mean “percentages.” It is not appropriate to expect a child to achieve an arbitrary fluency criterion.
- You will notice in the upcoming examples that they are not framed in terms of percentages, such as “80% of the time.” Percentages are actually **not required by federal legislation.** [Olson, E. & Bohlman, P. (2002). IDEA '97 and children who stutter: Evaluation and intervention that lead to successful, productive lives. *Seminars in Speech and Language*, 23, 159-164].

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Writing Goals

Key Reminders

When we are writing goals, remember that the ultimate goal is to help persons who stutter say

what they want
when they want
to whom they want

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Writing Goals

Fluency Shaping or Stuttering Mod.

- Remember that the child does not actually have control over when he/she stutters and when he/she is fluent.
- Sometimes, children stutter even if they use a technique appropriately (they are doing what we taught them to do in therapy).
- At other times, they will not stutter even when they forgot to use techniques (**being lucky**).

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Writing Goals

Fluency Shaping or Stuttering Mod.

In reality, the only thing the child really has control over is whether he **attempts to use the techniques** taught in therapy.

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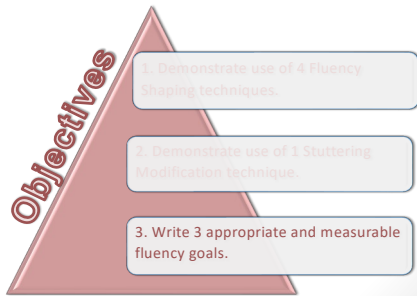
Writing Goals

Fluency Shaping or Stuttering Mod.

- For a child with articulation concerns, achieving 80% success is often viewed as a sign of success.
- A child who is 80% fluent is still **exhibiting stuttering on 20% of his words**, which is considered **very severe**.

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Learner Outcomes



1. Demonstrate use of 4 Fluency Shaping techniques.
2. Demonstrate use of 1 Stuttering Modification technique.
3. Write 3 appropriate and measurable fluency goals.

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Thank you!

