STUTTERING THERAPY:
Empowering Students to Achieve the Impossible

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p. 18 Packet #2
You are invited into the World of STUTTERING!

Open the day to new insights and knowledge!!!

My Story~
Overcoming the Impossible
Speaking at NSA workshop in 2015

The Impossible vs. Possible

Impossible - “not possible: unable to exist, happen; unable to be done, performed.”

Impossible Challenges

- Going into Speech Pathology
- My Dad’s Eulogy on 8/8/13
- Commencement Speech on 6/19/15

WHAT DID I LEARN?
- Anything was possible; we hold ourselves back
- Stuttering didn’t hold me back but it was my FEAR
- It didn’t matter what “they” thought but what I thought was important
- I was stronger than I thought
- I could overcome difficult circumstances

STUTTERING


2. “The stuttering disorder involves more than just the production of speech disfluencies.” It involves “negative feelings and reactions, difficulty communicating and difficulty participating” (Yaruss, 2009, p. 6).

What are Secondary Behaviors?

(ASHA, 2015, p. 3-4)

• “Distracting sounds (e.g., throat clearing, insertion of unintended sound)”
• “Facial grimaces”
• “Head movements”
• “Movements of the extremities (e.g., leg tapping, fist clenching)”
• “Sound or word avoidances (e.g., word substitution, insertion of unnecessary words, circumlocution)”
• “Reduced verbal output due to speaking avoidance”
• “Avoidance of social situations”
• “Fillers to mask moments of stuttering”


COMPREHENSIVE ASSESSMENT

Standardized Tests

• Stuttering Severity Instrument- 4th edition (SSI-4)
• Stuttering Prediction Instrument for Young Children
• Stocker Probe for Fluency
• Test of Childhood Stuttering (TOCS)
• Overall Assessment of Speaker’s Experience of Stuttering (OASES)

Informal Measures

• Case History (HANDOUTS, p. 5-6)
• Language sample
• Observations (parent-child, naturalistic, classroom)
• Hierarchy of Feared Speaking Situations (HANDOUTS, p. 7)
• Survey Scales (A-19 Scale and Modified Erickson Scale of Communication Attitudes)
• Evaluate reaction of the client towards stuttering and openness in discussing the subject
• Art
A comprehensive assessment evaluates BOTH the PHYSICAL AND EMOTIONAL components of stuttering.

Calculating Data for an Evaluation

1. Identifying types of stuttering
2. Identifying types of secondary/avoidance behaviors
Treatment Techniques for Students

### Treatment Approaches

**Fluency Shaping**  “Teaches the person who stutters to produce fluent speech in a manner that prevents the fluency disruptions that trigger stuttering reactions. It’s goal is stutter-free speech”  
(Prins & Ingham, 2009, p. 254).

**Stuttering Modification**  “Teaches the person who stutters to react to fluency disruptions calmly, without unnecessary tension or struggle. Rather than stutter-free speech, its goal is speech that, although disfluent, is free of unnecessary effort”  

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Evidence for Both Approaches

Prins & Ingham (2009) in their review of evidence-based treatment and stuttering, said, “both are evidence-based – one of treatment process and outcome, the other on a behavioral model for the nature of the stuttering event” (p. 258).


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-Reeves, 2010, p. 4).

Reardon, N. (2003, October). School-age stuttering therapy: Just the tools, ma’am. Lecture presented at the annual Fall OSSPEAC Convention, Cincinnati, OH.

Reardon-Reeves, N. (2010, July). Real stories from real life clinicians (PDF document). Lecture presented at the annual conference of the National Stuttering Association, Cleveland, OH.

Specific Techniques

**Slow Rate**- Using easy and relaxed speech

1. Student will use easy and slow speech on the sentence level with 90% acc.

2. Student will use appropriate phrasing and pausing in a 2-3 minute conversation with 90% acc.

   Slow like a turtle...
**Easy Starts** - “Slightly slowing, softening and easing into a word allows a child/teen to initiate speech with less tension” (Games & Reardon, 2010).

Student will use easy starts at the beginning of the sentence with 90% acc.


**Freezing the Moment** - Staying in the moment

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

How to do it?
- Honey
- Crayons/paper
- Finger pointing

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

Student will freeze the moment of stuttering for 3 seconds with 90% acc.

**Pull-outs** - Changing tension during a stuttering moment. (Yaruss, 2014)

Student will decrease tension in the moment of stuttering through the use of a pull-out strategy with 90% acc.

Voluntary Stuttering: Stuttering on purpose
(HANDOUTS, p. 8)

I I I
ba-ba-ball
m......ore
I (tension & secondaries)

Voluntary Stuttering
• Purpose: Gives power back to the client
• Practice 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
• Stuttering awards ~ “longest stutter” “scariest stutter” “shortest stutter”

Client will use voluntary stuttering 3x during a conversation.

Loud Stutter

D-D-D-og
**Longest Stutter**

I bet there are times when stuttering is really scary. Can you show me how that would look? Wow!!! You are so brave.

“MLF Speech Therapy”
I panic and think I can’t do it so I insert an “um” to just get started, then I get stuck on “therapy.” When I get stuck, I panic more, increase tension and shake my head really hard. I immediately remember when I was a kid and feel bad.

**SCARIEST STUTTER**

“MLF Speech Therapy”
I panic and think I can’t do it so I insert an “um” to just get started, then I get stuck on “therapy.” When I get stuck, I panic more, increase tension and shake my head really hard. I immediately remember when I was a kid and feel bad.

**Reducing Avoidance Behaviors**

1. Identify the behavior
   Example: Avoiding words
   “I want you to keep track in a 5 minute conversation, how many times you avoid a word”

2. 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 identify and eliminate avoidance behaviors (avoiding words, abandoning his message, inserting um’s) occurring in a 5 minute conversational sample with 90% acc.
Example of Avoidance Behaviors:

“I want to go to the you know, to the, to the, (makes /l/ sound) place where you get books-library.”

“After school, we are going to go for “i”, you know, it’s, “i” (waits for the other person to say ice cream).

One thing to remember...

“If parents and SLP continually stress the necessity of speaking fluently in all situations – either through the use of techniques or other strategies designed to eliminate stuttering – this sends children the message that stuttering is unacceptable, and the only time they can feel good about their speech is when they are fluent.” (Yaruss, 2001)


Activity

Practicing Techniques
(HANDOUTS p. 9)
Impact of Negative Beliefs and Feelings

If stuttering becomes "chronic" the following factors become more important than the actual stutter:

- Negative thoughts and emotions surrounding stuttering
- Strong beliefs about LIMITED competence as a communicator

These factors contribute to the reactions related to stuttering and increase client’s fear of talking.

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How do we know there is an Emotional Component?

1. "Reports of feared words, sounds, or situations"
2. "Secondary characteristics" (head jerking, finger tapping, etc.)
3. "Loss of eye contact"
4. "Situational or word avoidances"
5. "Lacking confidence as a speaker"
6. "Hurriedness when speaking"
7. "Introversion; withdrawal in speaking situations"
8. "Pushing or forcing sounds when articulating"
9. "Inability to describe or lack of awareness of core features of stuttering"
10. "Difficulty articulating feelings/emotions about stuttering"
11. "Rapid respiration or poor breath stream management"
12. "Difficulty managing vocal intensity - speaking too loud or too softly"

(G. Rentschler, personal communication, July 29, 2015)

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Role of Counseling

What is counseling?

According to Dr. DiLollo (2008), counseling is when client and clinician come together to figure out solutions to the client’s problems.

According to Luterman (2008), "The goal of counseling is to help the person make good decisions for themselves. Counseling creates a safety net for expressing their feelings."
Active Listening

According to Dr. Riley (2002), active listening means “mentally working the entire time, not being distracted, but observing the nonverbal messages while hearing the verbal ones and putting all of the information together. During the process, the clinician is looking for ‘threads’ of connection, consistencies and contradictions” (p.10).


Building Therapeutic Relationships

Therapeutic Relationship - “Refers to those characteristics of the clinician-client liaison that promotes change” (Zebrowski, 2007, p.26).

According to Lambert and Barley (2001), “Common factors such as empathy, warmth and the therapeutic relationship have been shown to correlate more highly with client outcome than specialized treatment interventions” (p. 337).


Scope of Practice

“Counseling individuals, families, coworkers, educators, and other persons in the community regarding acceptance, adaptation, and decision making about communication and swallowing” (ASHA, 2007).

Working with Parents

According to Luterman (2014), it is important to do the following:

1. "Give permission to feel bad"
   Example: "It must be so hard to have a kid who stutters."
2. Have the parents talk about their own feelings because if they are just talking about the child, they are playing it safe.


Tips for Parent Counseling in Schools

1. Parent conferences
2. Special meetings
3. Journals
4. Give child homework assignments to do with parent
Determining Goals

1. Student will identify 5 negative beliefs about stuttering concerning a certain speaking situation and then reframe each one into a positive one with 90% acc.

   - I can’t give a presentation.
   - I will stutter every word.
   - They will make fun of me.
   - It will be awful.
   - I will never get through it.

2. Student will formulate 1-2 sentences about his/her feelings related to embarrassment after reading an article or seeing a video on stuttering with 90% acc.

   “Oh no, saying my name! If I stutter, he may laugh? Here it comes, my name. No, I stuttered! What is he going to do? I hope he doesn’t think badly of me?”

   Quote from a teen who stutters
3. Student will initiate 1-2 ideas for solutions to problems that he encounters related to stuttering with 90% acc.

Problem: Kids make fun of my speech

Solutions: 1) Tell the teacher
2) Tell them how it makes you feel

4. Student will complete 1 task on his/her hierarchy of feared situations each week. (HANDOUTS, p. 7)


Activities ~ Let’s have fun!

1. Writing (HANDOUTS, p. 12)
2. Art ~ Using drawings, Play-Doh or paint to express feelings
3. Puppet Shows (HANDOUTS, p. 13-14)
4. Mindfulness Exercises

Image courtesy of Pong at FreeDigitalPhotos.net
April 29, 1991

Dear Journal,

“Today is one of those days I feel lousy and I feel like I will never make anything of myself. Today my big fear is am I only asking for trouble by going to grad. school as a person who stutters? Who will accept me? Who will want me in the work world? I am so confused, I am so sick of feeling guilty for how I am. I feel like I am doing something wrong but what exactly is it? Is my dream to become a speech pathologist and work on my own speech and others dumb? Well today I definitely feel that way. Like I am wasting my time and being foolish. I often wonder what my purpose in this wonderful world is. I feel like I do not have the strength alone that I need to accomplish this task.”

Play-Doh Activity

Stutter Monsters

Mindfulness

- Clients pay close attention to the present moment without judgments (Boyle, 2012).
- Clients are asked to change their relationship to negative thoughts (Boyle, 2012).
- “You take a step back” which prevents you from “falling into same old reactions” (Boyle, 2012).
- Traditional therapy approaches show a client what to do but mindfulness practices provide a way for clients to implement these techniques effectively (Boyle, 2011).

Approaches in Mindfulness

1. Body Scan
   Focus attention on different parts of the body with an emphasis on larynx, articulators and neck (Boyle, 2012)

2. Breathing
   Focus on breathing and just notice any thoughts that come up (Boyle, 2011)


3. “Changing one’s relationship to thought”
   One strategy is seeing thoughts as “images flashing on a movie screen” (Boyle, 2011, p. 126).

4. “Imagine personal scenarios”
   Reviewing in your mind the negative scenario of that situation and then going through and seeing the way you would like it to go (Cochrane, 2015).


Why are students NOT excited about talking?

- They feel like they are not good at it
- They define being a successful communicator as being fluent
- They are afraid people won’t wait for them

How do we get our clients excited about communication?

- Brainstorm topics they want to talk about
- Allow them time to “just talk” without worrying about using techniques
- Verbally praise them for communicating
What's working in your speech?
---Can you talk?
-Do you have a voice?
-Can you put sentences together?
-Do you have trouble producing sounds clearly?

What's working in my speech?
(HANDOUTS, p. 15)
- Voice
- Good grammar
- Some fluency
- Humor
- Easy to talk to

ACKNOWLEDGING STUTTERING
“Sometimes when I talk, I stutter.”
“Hey, I stutter!”

Why acknowledge?
- Allows openness and honesty in talking about stuttering
- Reduces stress/anxiety of the listener

How to acknowledge stuttering?
- Identify hard moments in stuttering
- Discuss with family/friends
- Provide presentations about stuttering

Client will acknowledge stuttering by talking to an unfamiliar listener about stuttering 1x weekly.
Stuttering pops up!

When we hide stuttering, it is like holding a ball under water but finally we can’t hold it anymore and it pops!

ACKNOWLEDGING

ADVANTAGES
- Nothing to hide
- Feeling free to participate more
- More relaxed when communicating

DISADVANTAGES
- It’s scary
- It’s taking a risk
- They may ask you questions about stuttering

Eye Contact

Why is it scary to have eye contact in the moment of stuttering?
Fear and Embarrassment

How do I work on it? Small steps

How do you write a goal?
Student will hold eye contact in the moment of stuttering on the word level with 90% acc.
Resisting Time Pressure

- Children need to learn that they can talk at their own pace even if they feel others may be rushing them to talk faster (Reeves & Yaruss, 2013).
- Students must learn HOW to CARVE out their own communicative space.


Goals

1. Student will use “thinking time” strategy in order to formulate his/her thoughts before talking with 90% accuracy.
2. Student will pause before answering the phone with 90% accuracy.
3. Student will say “I need a minute,” “let me think about this,” “that is an interesting question” in order to have time to formulate his/her thoughts with 90% accuracy.
4. Student will use organizational strategies to formulate his/her thoughts (language map, bullet points, outlining and pictures) to manage time pressure with 90% accuracy.

Using Pictures to Tell a Story

Making donut holes....

#1  #2  #3
More steps in making donuts.....

#4  #5  #6

Language Map

Went swimming  Had a snack

Last Night

Read a story  Went to bed

Listening Skills
EXERCISE

1. Pick a partner
2. Assign roles ~ “listener” or “speaker”
   ➢ Listener listens without any verbal comments
   ➢ Speaker talks
3. Switch roles

Turn-taking

Why do individuals who stutter have challenges with turn-taking? Being impulsive; trying to get words out when they feel fluent

How do I work on it? Games for children; awareness exercises for adults

How do you write a goal?
Client will take turns appropriately in structured tasks by waiting until the speaker has finished talking before he or she speaks with 90% acc.

Talking Sticks
LISTENING SKILLS FOR OUR STUDENTS

1. Focus on the speaker’s message
2. Make a comment or ask questions based on what was said
3. Avoid texting while talking
4. Provide non-verbal gestures to show you are listening (head nods, facial expressions)
5. Allow the speaker to finish his thoughts

ART ACTIVITY

Draw a picture of how it feels to be a listener in the moment of stuttering (HANDOUTS, p.16)
Concrete Strategies for Listening to Individuals who Stutter

1. Focus on the MESSAGE and NOT how they say it
   “I know that was hard to say. I so appreciate you told me that very funny story. You are really great at telling stories.”

2. Allow yourself to feel uncomfortable

3. Refrain from fixing, asking questions or sharing your story (Goldstein, Ladeas & Sabourin, 2015) (Reeves, 2015).


Feared Speaking Situations

Physical Exercises to Manage Stress and Anxiety

- “Tighten and then relax your leg muscles” (Gregory, 2013, p. 27)
- “Push your arm or hand muscles against a hard object for a few moments, then release the pressure” (Gregory, 2013, p. 27)
- “Press the palms of your hands against each other in the same way: tension release...tension release” (Gregory, 2013, p. 27)


Experience Worst Case Scenario to Decrease Fear

When you think about this feared speaking situation, what could be the worst thing that can happen?

I will really stutter! They will think I am weird.

They will make fun of me.
Oral Presentations for Individuals who Stutter

- My Story
- Thinking differently
- Small steps to the big goal

Preparing for a Presentation

- Start early with the client
- Encourage the client to pick a topic he/she is passionate about
- Use bullet points rather than reading a script
- Use visual aids
- Arrange for practice in actual room of presentation

What to do the Day of the Presentation?

1. Acknowledge stuttering
2. Physical strategies (see previous slides)
3. Write down negative thoughts
Addressing Communication Skills

1. Eye Contact
2. Use of inflection in voice
   “Varying your pitch will help you demonstrate enthusiasm, excitement, concern, and dedication to the topic” (Ford, 2014, p. 212).

3. Volume
   “Aim for a volume that can vary and still be heard in the back of the row of the audience when you are at your softest-and not hurt you at your loudest” (Ford, 2014, p. 213).

4. Non-verbal communication such as facial expressions & gestures


Stuttering in “Real Life Settings”

Make the therapy room into a “real situation”

Creating a beach scene  Pretend drive-thru
More Examples....

- Cooking projects
- Small talk by standing up and pretending you are at a party
- Going to a classroom and practicing at the podium
- Interviews by having the client actually come in the room and sit down

Involve Others to Help Role-play Situations

- Friends
- Parents
- Other SLPs
- School personnel
- NSA members

Take Therapy to Outside Situations

- Giving a presentation at local NSA group or college
- Going to a store
- Ordering at a restaurant
- Going through a drive-thru
- In a school setting, going on a field trip or going to another school
Doing Therapy Outside...

Guidelines for Carryover to “real life”

- Begin carryover early
- Do it to do it!
- Introduce speech strategies after the feared situation has been done 1x
- Involve family in carryover
- Provide lots of encouragement
- Use strategies such as writing negative thoughts, mindfulness and worst case scenario exercises to help with fear and anxiety

OUTCOMES...
At the end of the day, what do we want for our clients?

- Students who know their message is important regardless of HOW it comes out
- Students who KNOW they are more than their stuttering
- Students who are independent communicators
- Students who go into speaking situations they so desire
- Students who have the problem solving skills to be able to navigate through tough speaking challenges
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Questions???????
“What we can or cannot do, what we consider possible or impossible is rarely a function of our true capability. It is more likely a function of our beliefs about who we are.”

~Anthony Robbins