

## Stuttering Therapy: What They Don't Teach You in Grad School

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## Part 4: Activities for Stuttering Therapy

## What Makes an Activity "Good"?

**Components**

- ✓ Response Rate
- ✓ Learning
- ✓ Challenge (Load)
- ✓ Utility
- ✓ Documentation
- ✓ Engagement

## What Makes an Activity "Good"?

- **Layers** - many activities are multi-dimensional; you can work on progressively more complex levels
- **Themes** - clinicians should convey consistent messages throughout therapy
- **Integration** - the seemingly unconnected aspects of therapy should become unified and focused

## Maximizing Effectiveness

- Teaching Moments
- Feedback
- Flooding
- Motivation

## A Reflection of Your Beliefs

- What is stuttering?
- Rules by which it works
- Pathway to functional recovery
- Overall schema
- Client supports needed
- Obstacles and resistances


## Some Signs of Progress

- Awareness of core features and secondary behaviors
- Changes in behaviors and patterns
- Target mastery
- Management of stuttering

## More Signs of Progress

- Fear reduction/risk taking
- Target use in situational challenges
- Awareness and openness of feelings
- Mastery of fluency
- Effecting change
- Confidence as a communicator

*...first time's not always a charm!*



### Types/Purposes of Activities

- Provide opportunity to elicit desired responses
- Practice using speech targets (gradations by cognitive/emotional load)
- Entertain new perspectives on old problems
- Reach beyond comfort zone to make changes

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### Eight Simple Rules



Discussing the “rules” by which the client’s stuttering works

**Target:** Learning more about stuttering, making it predictable, and how to manage it proactively


### Interviews



Spend a few minutes learning about someone else who stutters by interviewing them

**Target:** Practicing talking about stuttering

### Operator’s Manual




- Describing the physical components of stuttering
- Writing a “fact sheet”
- Drawing pictures
- Discussing the environments which precipitate stuttering behaviors

**Target:** Building awareness of the process of speaking and the moment of stuttering

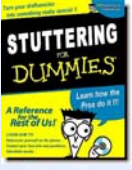
### Anatomy of a Stutter

Discuss what happens when you stutter



**Target:** Building awareness of physical aspects of stuttering and the impact of psychological stresses on the process of speaking

### A Book about Stuttering

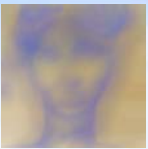


Organize a book about stuttering, including all necessary and pertinent information about the subject

**Target:** Organizing thoughts about stuttering and structuring information to talk to others about it

### Fluency Fantasy

What would your life be like if you no longer stuttered?



**Target:** Developing a vision of what life would be like without stuttering; motivational

### Trading Places

If you could trade your stuttering for someone else’s troubles, what would you consider to be “fair trade”?



**Target:** Putting stuttering in perspective; comparing it with other of life’s maladies


### The Greeter

**Client volunteers to greet worshippers as they enter their church**



**Target: Desensitization; watching anxiety & tension decrease through repeated practice**

### Survivor



**Target: Practicing conversational skills, extemporaneous speaking, and cooperative decision-making**

Given a disaster scenario, clients choose six survival items they will need to sustain themselves for an extended period of time

[www.pressanykey.com](http://www.pressanykey.com)

### Lost at Sea

You are adrift on a private yacht in the south pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear due to the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.

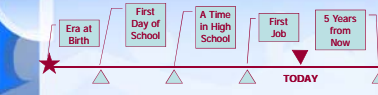
Below is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable rubber raft with oars large enough to carry yourself, the crew, and all the items listed below. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one dollar bills.

Your task is to select six items from the fifteen to take with you on the raft. The six items you select will determine your survival instincts and aptitude.

### Lost at Sea

- Sextant
- Shaving Mirror
- Five-gallon can of water
- Mosquito netting
- One case of U.S. Army C rations
- Maps of the Pacific Ocean
- Seat cushion (floatation device approved by the Coast Guard)
- Two-gallon can of oil-gas mixture
- Small transistor radio
- Shark Repellent
- Twenty square feet of opaque plastic
- One quart of 160-proof Puerto Rican rum
- Fifteen feet of nylon rope
- Two boxes of chocolate bars
- Fishing kit

### Life Line



**Target: Talking about stuttering in the past, present, and future**

Draw a life map with "landmarks" relating to the client's stuttering

### Cause of Stuttering


**Developing a script to provide listeners an explanation of their stuttering**



**Target: Developing a script to become "information provider" about stuttering**

### Stuttering Contest

**Clients compete for recognition of their stuttering abilities and feats**



**Target: Becoming desensitized to stuttering; finding humor**

### Picture Your Stutter

**Client expresses their perspectives on stuttering through their drawing**




**Target: Learning to communicate feelings about stuttering and speaking**

source: [www.keyframes.org](http://www.keyframes.org)

### Who am I ?

**Client asks 'yes/no' questions to determine his/her identity.**



**Target: Asking questions and synthesizing information from responses**


### Who am I ?

- Sarah Palin



### Reading Emotive Writings


Clients read the written work of others who stutter and discuss



**Target:** Discovering, sorting out and understanding feelings about stuttering

### Games

- 'Turns for targets'
- Games that entail speaking
- Games that incorporate time pressures



### Critic's Corner

A speaking performance is videotaped and reviewed with others



**Target:** Developing objectivity towards your stuttering

### Parallel Feelings

Clients describe and discuss how the character who stutters in a video feels



**Target:** Communicate feelings and emotions about stuttering

### Humor in Stuttering

Sharing funny stuttering experiences or reading those of others



**Target:** Becoming desensitized to stuttering

### Obituary

Give your own eulogy or write your obituary



**Target:** Taking stock and putting stuttering in perspective

### Embarrassing Stuttering Moments

Draw a picture depicting a "most embarrassing stuttering (or other) moment"




**Target:** Desensitization of stuttering; developing a sense of objectivity and humor

### Types/Purposes of Activities

- Provide opportunity to elicit desired responses
- Practice using speech targets (gradations by cognitive/emotional load)
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### Expectations


- Resistances
- Difficulties
- Failures
- Motivation



### Vocabulary Builder

- Client must work a specific word into his/her conversation each time they speak


**Target: Improving conversation skills and extemporaneous speaking**




### Liar's Club

- Clients are reputed to have accomplished the same achievement; each must answer questions to determine who is lying and who is telling the truth

**Target: Improving extemporaneous speaking while using speech targets**



### Giving Directions




- Client must provide detailed instructions to help someone get from 'Point A' to 'Point B' using a map or other source of information

**Target: Providing details while speaking extemporaneously**

### The Curse of the Phone

- The client "comparison shops" a material list of items at local stores
- Call a pet shop asking for advice about pets the fit your lifestyle
- Call a store and asking for gift suggestions

**Target: Overcoming fears on the telephone**



### Picture My Stutter

- Client expresses their perspectives on stuttering their drawing

**Target: Learning to communicate feelings about stuttering and speaking**



source: www.keyframes.org

### Talk Show Host

- Interview someone about what makes them "special" (real or scripted)



**Target: Target use while improving conversational skills and extemporaneous speaking**

### Hot Topics

- Topics are chosen and discussed for a prescribed period of time

**Target: Target use while improving extemporaneous speaking**



### Word for the Day


- Clients must use a new vocabulary word in conversation several times each day

**Target: Learning conversational skills and extemporaneous speaking**

**"Lugubrious"**

### Reading Famous Speeches

- Reading segments of famous speeches or acting 'in character'



**Target:** Improving confidence in speaking

### Don't say that word.. Taboo


- Clients are "forbidden" to say particular words in conversations



**Target:** Learning conversational skills and extemporaneous speaking

### My Time Capsule


- What would you put into a time capsule to help people understand what its like to live in 2004?



**Target:** Improving extemporaneous speaking skills while using targets

### Obituary

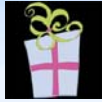
- Give your own eulogy or write your obituary



**Target:** Taking stock and putting stuttering in perspective

### The Gift of Stuttering

- What knowledge have you gained and how have you benefited from being a person who stutters?



**Target:** Developing more perspectives on stuttering

### Story Sharing


- Participants take turns continuing telling a story they spontaneously concoct



**Target:** Learning conversational skills and extemporaneous speaking

### Phone Machine Message

- Clients changes the message on the phone machine each day



**Target:** Overcoming the fears of speaking on the phone

### Making the Transition...

....from activity to reality  
 ....from once a week to everyday  
 .....from clinic room to real life



### Rituals

Building behaviors into the daily routine is a key to success...

- Always introducing yourself
- Always standing up
- Always answering the phone
- Purposefully engaging others in conversation
- Always do it right away



**Target:** Building routines; developing new rules; supporting confidence & responsibility

**Additional Resources**

**Stuttering Therapy**  
Gary J. Renischler, Ph.D.

Hot Spot

[www.stuttering.duq.edu](http://www.stuttering.duq.edu)

access these activities and other information about stuttering therapy on-line

◆ Activities, Therapy Techniques, Handouts, Slides

**The End**

