




Group Therapy for Children who Stutter!


- Diane C. Games, M.A. CCC-SLP
Board Recognized Fluency Specialist
Tri-County Speech Associates, Inc.
430 Ray Norrish Drive, Cincinnati, Ohio 45246
513-671-7446 (w) dgameslp@aol.com

Irving Wollman, M.A. CCC-SLP
Board Recognized Fluency Specialist
Cincinnati Children's Hospital Medical Center-Eastgate
796 Cincinnati-Batavia Pike, Cincinnati, Ohio 45245
513-636-6016 Irving.Wollman@cchmc.org






Multi-Dimensional TX Approach

- Educate Students about Communication!
 - Reinforce Concepts of Normalcy
 - Problem Solve Difficult Speaking Situations
 - Practice targets; pragmatic skills; longer pieces of discourse.
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Principals of Treatment

Client Centered Goals	Descriptive of Behavior	Active Listening Skills
Options for Treatment	Problem Solves Situations	Evaluation of Progress by client
Process of Change	Communication Product	Acceptance of all feelings





4 Dynamic Aspects of TX!

- Risk Taking
 - Self-Discovery
 - Responsibility
 - Challenges
-
- What are you doing to change your speech????
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The Goals of Group TX



- Transfer & Generalize Skills
- Develop a sense of Self Reliance
- Motivate
- Provide Emotional Support
- Promote Risk Taking



What can be done in groups?

- Interacting & dialoging with peers
 - Sharing points of view
 - Breaking down barriers
 - Recognizing talents or skills
 - Increasing listening and speaking opportunities in a safe environment
 - Supporting the importance of each person's input
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Transfer and Generalization

- Explore attitudes concerning communication
- Practice in a variety of situations both peer and adult related.
- Provide feedback and measurement of progress


- Offer the support of others in similar situations
- Address the emotions of bad speaking experiences
- Move the kids from their comfort zone
- Explore attitudes about communication

But How?





Types of groups

- Parent counseling groups
 - Pre-school fluency groups
 - School-age fluency groups
 - Adolescent fluency groups
 - Adult fluency groups
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Parent counseling groups: Goals




- Provide peer support
- Stimulate discussion
- Encourage problem-solving



Parent groups-subgoals

- Provide appropriate bibliotherapy materials
 - Develop an understanding of the multidimensional nature of stuttering and fluency
 - Discuss theories about stuttering and eventually obtain “consensus that parents are not the cause or at fault.”
 - Teach how to differentiate between stuttered speech and normal disfluency
 - Target improved observation skills
 - Learn to manage disruptive speaking conditions/environments through problem-solving and,
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- Learn additional skills to create a positive, fluency enhancing environment:
 - **Turn-taking/simultalk/interruptions**
 - **Slow, relaxed speaking models and turn-switch pauses**
 - **Focus on child's message and communicative intentions**
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Preschool groups

- Parent goals:
 - Learning data collection skills to chart/monitor stuttering/fluency
 - Training fluency enhancing strategies through observation of children in therapy
 - Train “talk-time” activities
 - Children goal:
 - Elimination/reduction of stuttering through either indirect/direct treatment approaches dependent upon parental level of concern, child’s level of awareness and, symptom severity
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Direct v Indirect

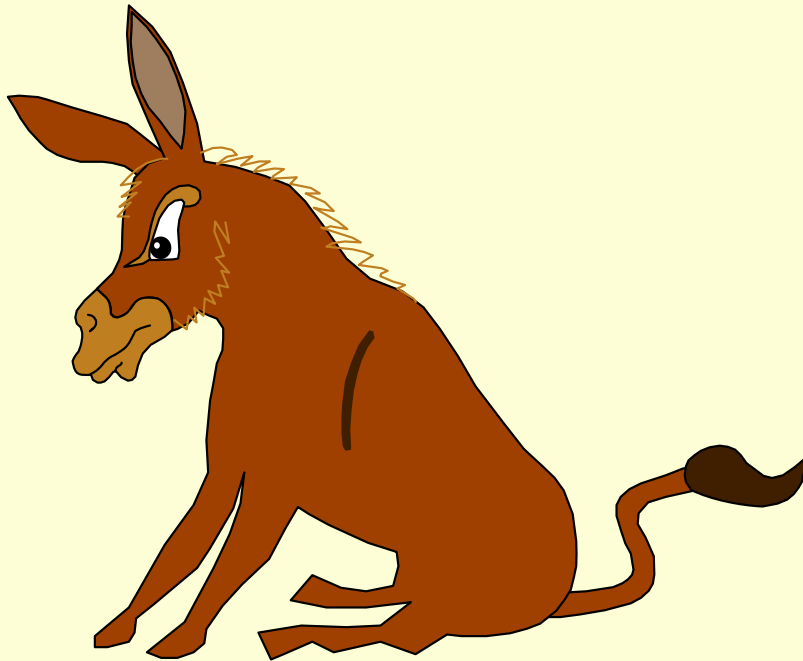
Indirect group program

- I. Parent counseling
- II. Parent observation
- III. Parent demonstration
- IV. Parent charting
- V. No direct attempt to manipulate mechanics of child's speech

Direct group program

- V. Actively work on speech modification and reinforce
 - VI. Linguistic hierarchies and cueing
 - VII. Desensitization to disruptors
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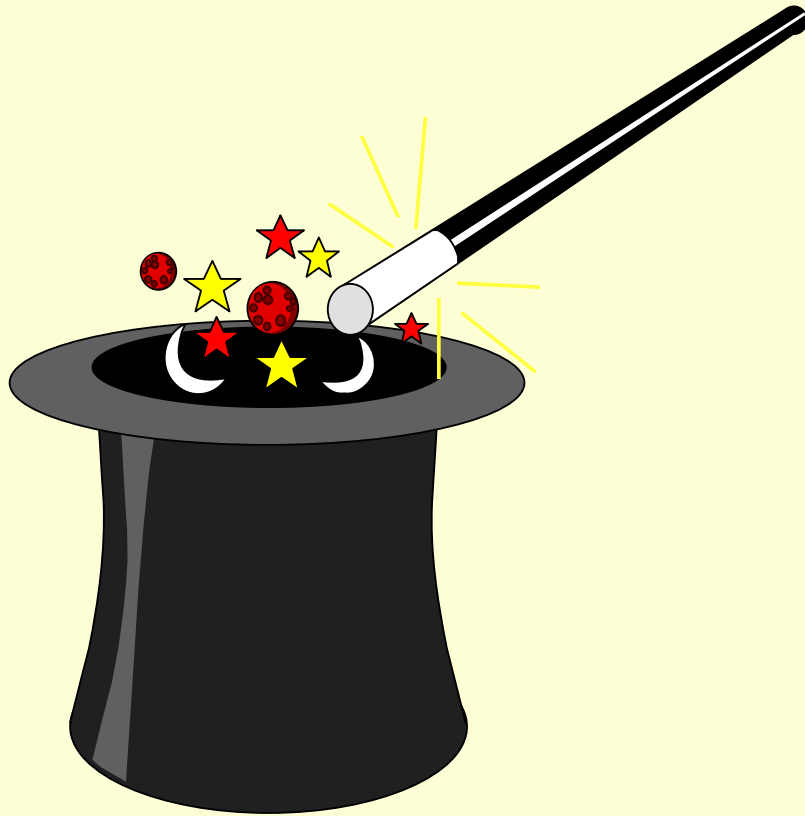
School-age groups



Goals:


- I. Establish for each individual child independent of the group
- II. Reframe stuttering in the broader context of “communication”

Adolescent groups



Goals:

- a. Similar to school-age goals I and II and,
- b. Understand that exploration of feelings/attitudes will likely play a larger role in the client's "stuttering experience"



Group focus - - - - A B Cs'

- Motor speech practice

changes in speech behavior

- Facilitating changes in attitudes

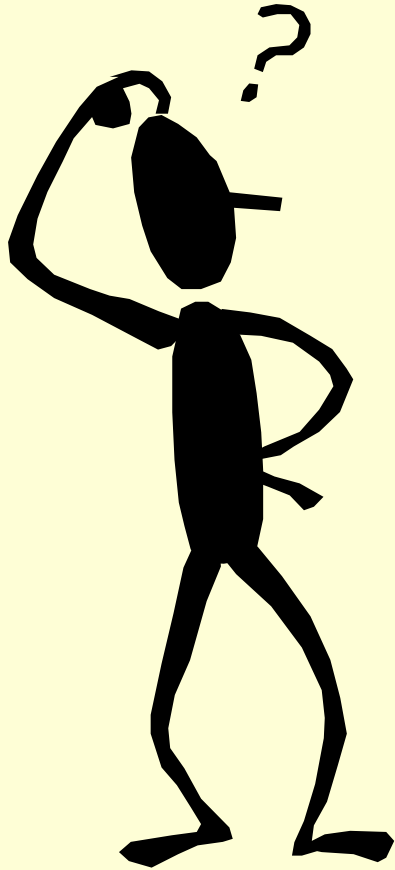
changes in thinking

- Facilitating changes in emotions related to stuttering


changes in feelings



Why develop a group?




- Individual v group tx
- What.....?
- Who.....?
- When.....?
- Where.....?

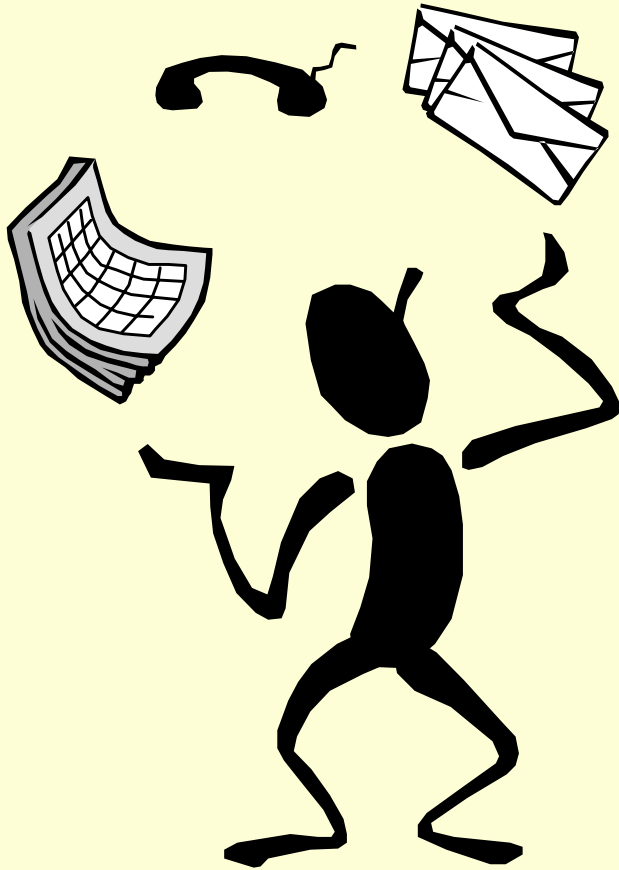


“Communication skills” approach

Rustin, L., et.al. 1995

- targets a variety of skills that involve changes in the affective and cognitive aspects of the disorder:
 - observation
 - problem-solving
 - ownership
 - listening
 - turn-taking
- 

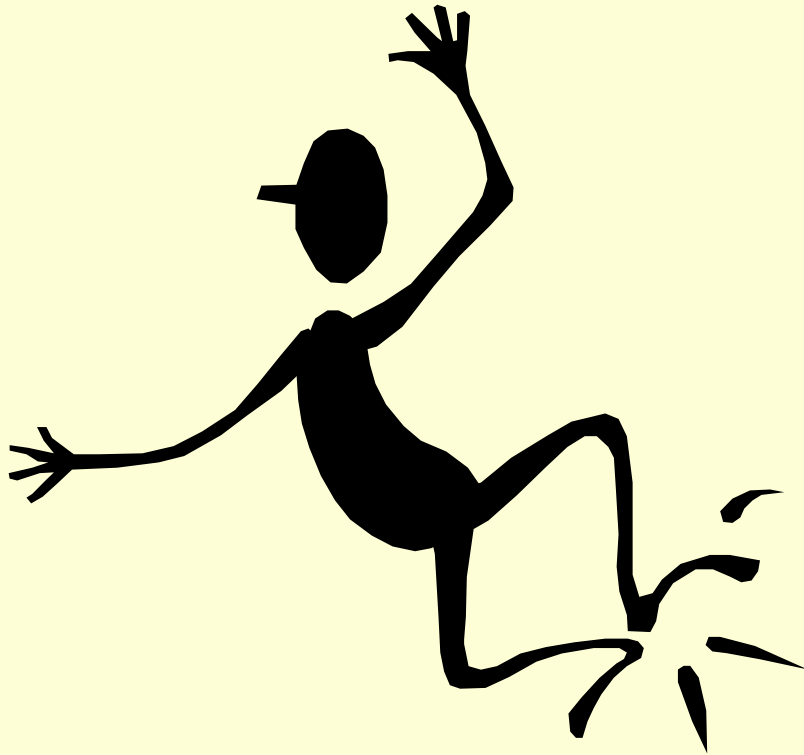
Considerations




- Mechanics v feelings/attitudes
- specific v general
- group composition:
age sex
similar levels of
therapy
background

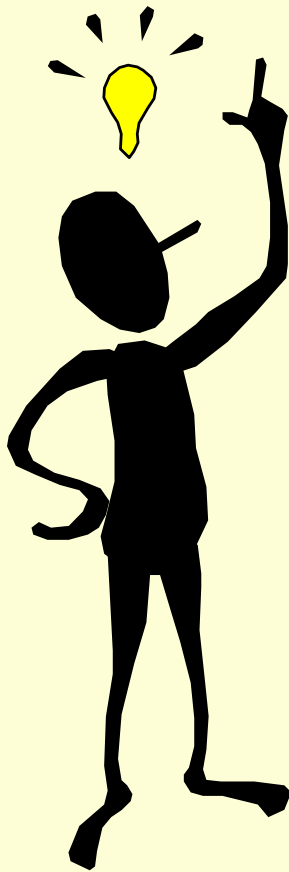


Advantages





- Promote acceptance
 - Teamwork
 - Practice environment
 - Desensitizing
 - Discussion opportunities
 - Enhance motivation
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Activities

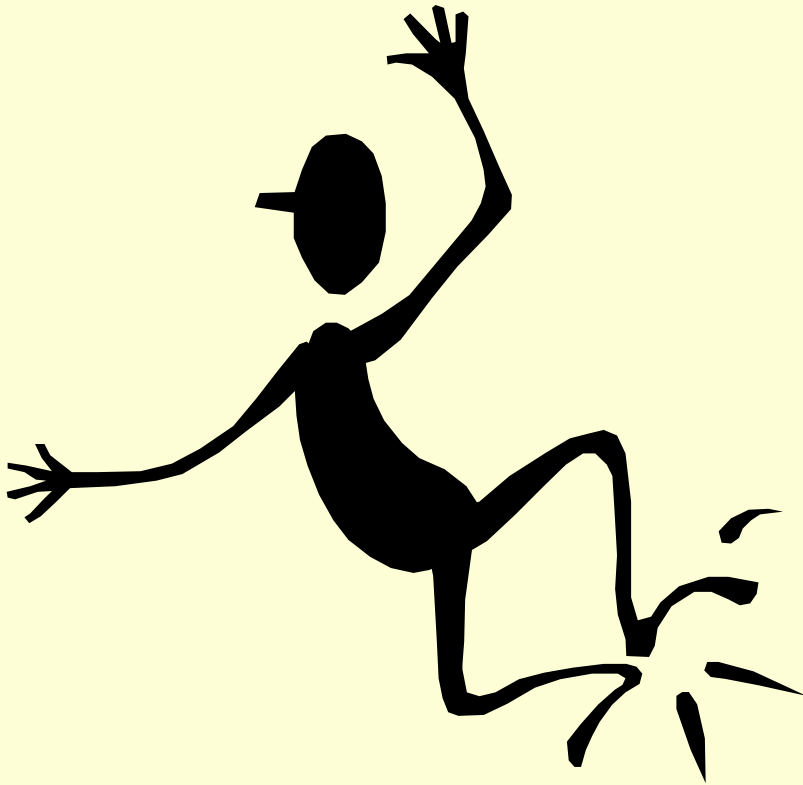


- Icebreaker
- Establish rules
- Targeting mechanics
- Targeting feelings/attitudes
- Practice skills in other settings

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- Sharing “helpful” suggestions
 - Discussion/brainstorming ways to handle specific situations
 - Role-playing
 - Discussion of “my own tools”
 - Develop and build your toolbox
 - “How I stutter”
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- Why I don't like to use my tools
 - Reasons I (don't) worry about my speech
 - Speech tricks- what are they?....and, Do they help?
 - Field trips
 - Telephone calls
 - Bring a friend to the group
 - Easyspeech baseball or POWERr game
-

Self-esteem



Where do we get it from?

Parents

Other people
(coaches, friends,
teachers)

You (your brain)



Fears and Worries

Fears may include:

- heights
- lightening
- sharks
- jellyfish

Worries may include:

- safety
 - getting what we want
 - playing good in a game (performance)
 - speech
-

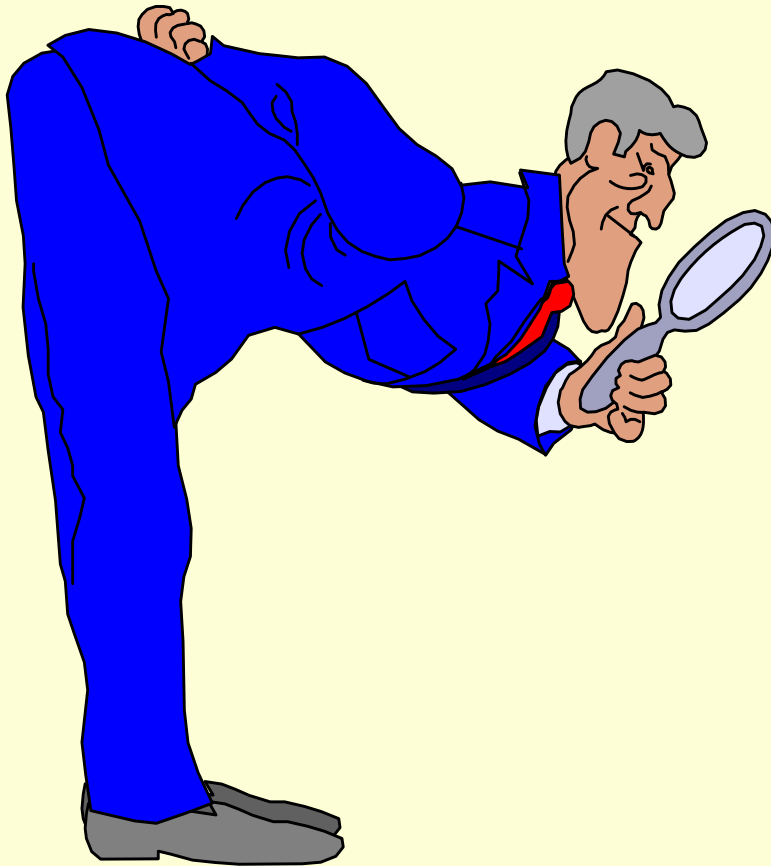
How we can get over fear



- Face it

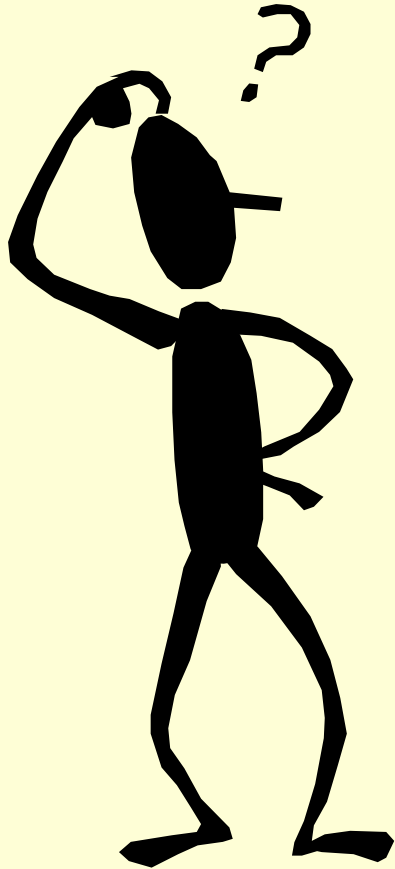
- Practice the thing that makes you nervous

Reasons why we don't like to monitor our speech



- Like to talk fast
- Easy, relaxed speech is too slow
- ERS is not fun, it's boring (even though it helps)
- Makes speech sound worse/different
- I forget

Speech tricks - the purpose is to hide your stuttering




- Changing a word/what you were going to say
- Say, “never mind”
- Say, “ I forgot,” or “come back to me later”
- Say, “I was just stretching”
- Say, “I was going to say what he/she said”
- Say, “ Oh yeah, what was that I was going to say (pretend you forgot

Perfection, perseverance and risk taking



“I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game winning shot and missed. I have failed over and over again in my life...and that’s precisely why I succeed.”

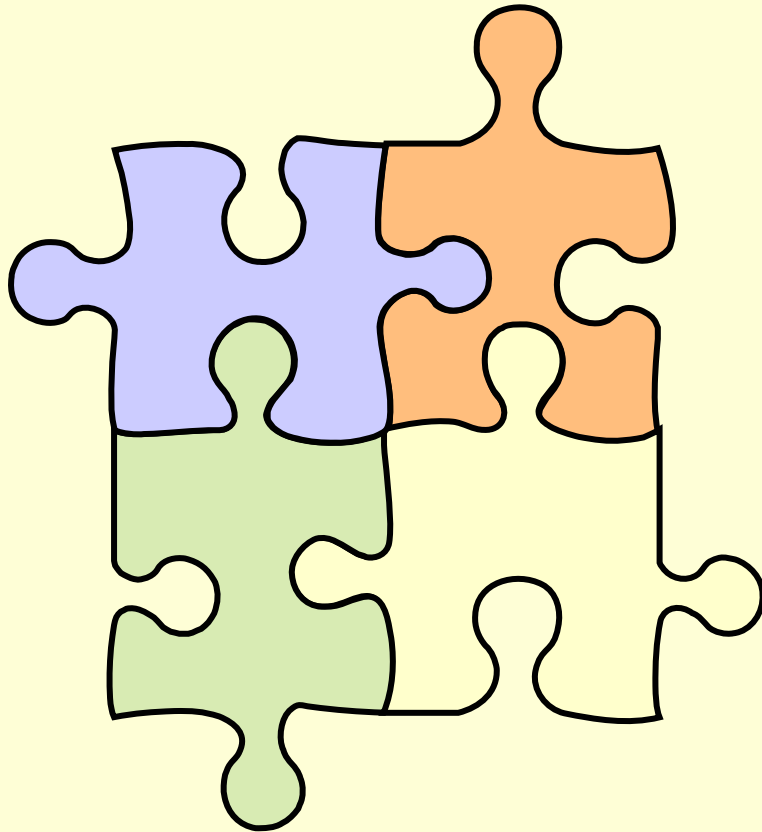
M. Jordan



Reasons I don't worry about my speech

- I don't care if people hear me stutter
 - All of my friends are nice about it - they understand
 - I don't stutter that much anymore
 - I only stutter in front of large groups/strangers
 - I have good self-esteem
 - Everybody stutters to a certain extent
 - I know I can make changes in my speech and ease out of tensing when I need to
 - If I worry about it - I get nervous and anxious - that leads to muscle tension - which leads to stuttering
-

Group TX Challenges



- Mixing different ages & disorders!
- Maintaining Focus on Individual Goals
- Measuring Outcomes
- Interacting as a Group Vs. Interacting as Individuals with the SLP



- *Mixing Different Ages & Disorders*

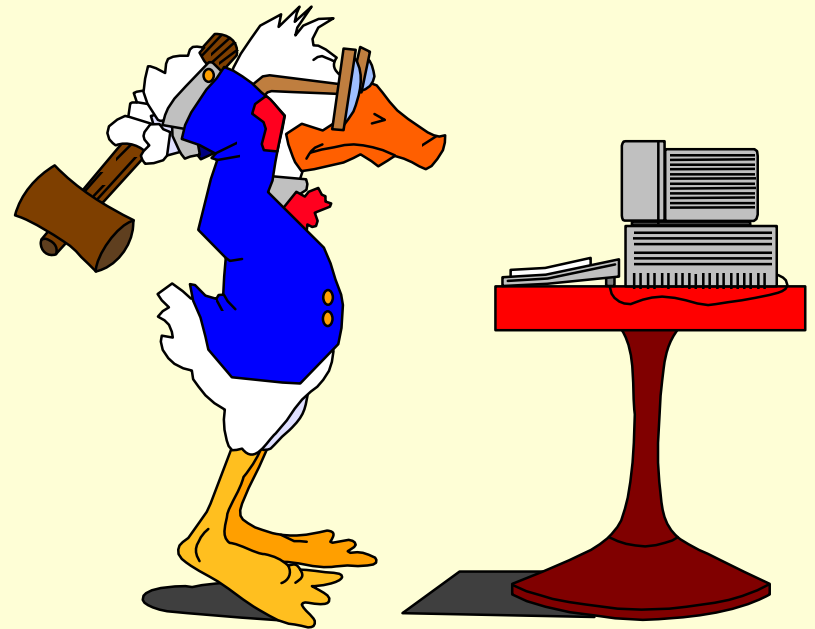
-  Everyone has a Story to Tell

- Part of the group experience is to share personal stories concerning communication experiences, problems and feelings. From these stories, the clinician can guide the students into activities that help the children explore and respond.



Paint a Picture

- This activity or experiment allows the children to draw or visualize their speech or speaking situations
- All children in group can draw and share experiences






Topics on the Table

- Topic Starters can be used including pictures, open ended questions, & special interests.
 - The speaker is responsible to use targets while presenting the topic and must engage others.
 - The listeners must question or comment to continue the topic discussion.
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Which One is a Lie?

- The students write down four things about themselves, three that are true and one that is a lie.
 - Each student takes the “hot seat” and others question the student to find out which statement is a lie.
 - The activity allows the students to reveal some interests.
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- Individualizing the Group Experience

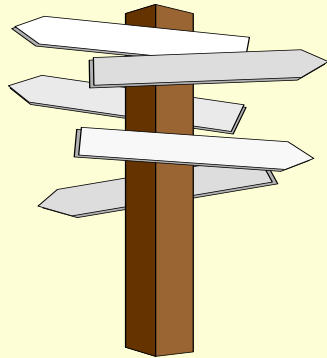
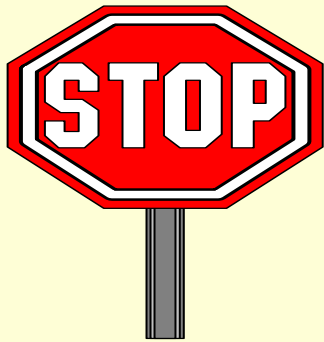
- Each member needs to understand his/hers goals in a particular session.

- Cards/goal sheets

- Stuttering Fingerprint: an opportunity to customize specific issues and goals for the student. (Communication Fingerprint!)



Stuck State Cycle



- Where am I Now?
- Choice Point
- Automatic Reaction or New Behavior
- Growth!



Individual Goals Vs Group

- Provide Opportunities for Each Member to shine with support!
 - Set Goals for each student in each session within the framework of the group activity
 - Establish Individual hierarchies and measure progress!
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Self Evaluation

- Identifying the presence or absence of certain behaviors
 - Journal writing with guidelines
 - Teaching others to do the behaviors...i.e. stuttering
 - Evaluation of video - focus on 1 or 2 things; good things/ needs improvement.
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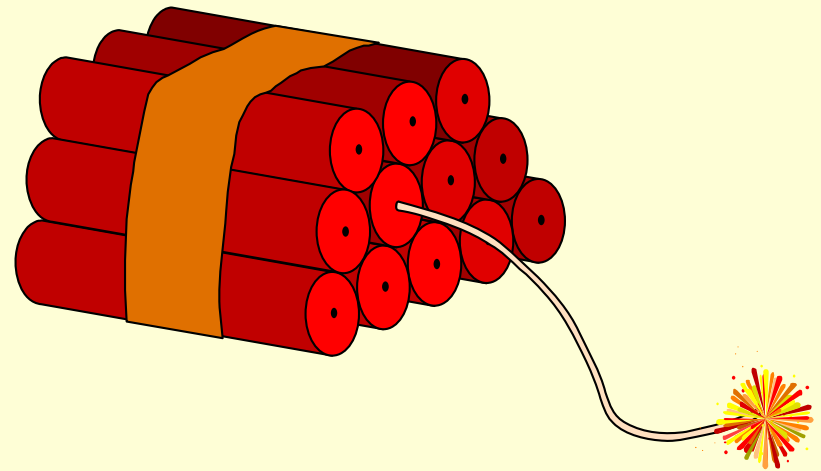
Interaction!



- Surveys
- Tasks Vs. time issues - puzzles, card sorting, etc.
- Role Playing - teasing
- Development of Webs

Group Killers!

- Monopolizing the Group
- Can you top that?
- Know-it-all
- Doesn't play the game





•Group Benefits

- The group can be viable if rules and relationships are established and tasks accomplished.
 - Active Listening: it is just as important to be the listener as well as the speaker!
 - The children have the freedom to “pass” if the situation is too difficult.
 - The atmosphere is open for all to express feelings.
 - Group activities focus on interactive tasks as well as individual goals.
- 