
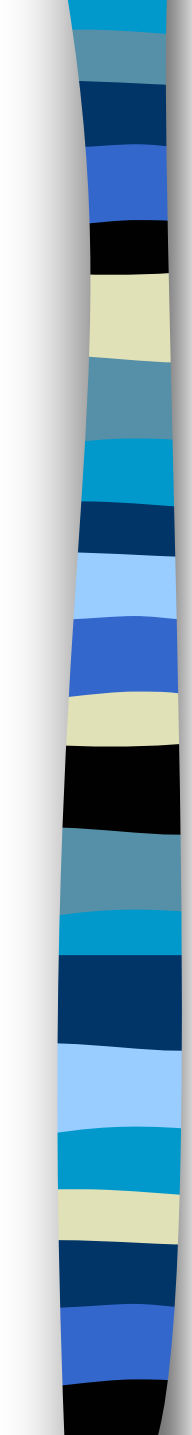


FLUENCY THERAPY: INTEGRATING TREATMENT INTO MULTIPLE SETTINGS!



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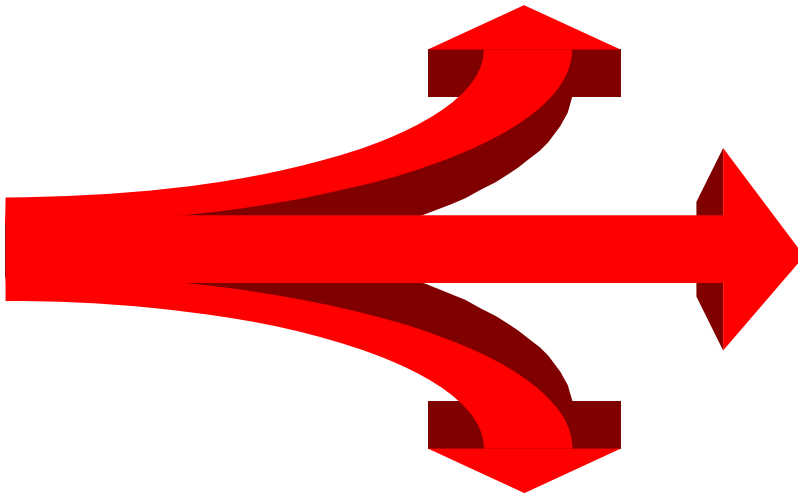
“The essence
of effective
therapy is
transfer.”

Gregory, H.H., 1995

“**Generalization and
transfer, not the
establishment of
fluency, is the
hardest and most
difficult task a
clinician faces.**”

Costello, J., 1980

Traditional models - skill set stages



- In-clinic treatment program (establishment)
- Transfer of skills beyond clinic
- Maintenance of skills over time

Soccer Analogy



- Practice conditions
- Game conditions
- Consistency of skills throughout the season, next year; making adaptations as necessary



Why does transfer of behavior often fail outside of the clinical setting?

- Need to answer the following questions:
when, what, how???
- *When should transfer begin?*
- *What are you going to transfer?*
- *How will you achieve transfer?*
- *How will you monitor and measure?*



Consider these:

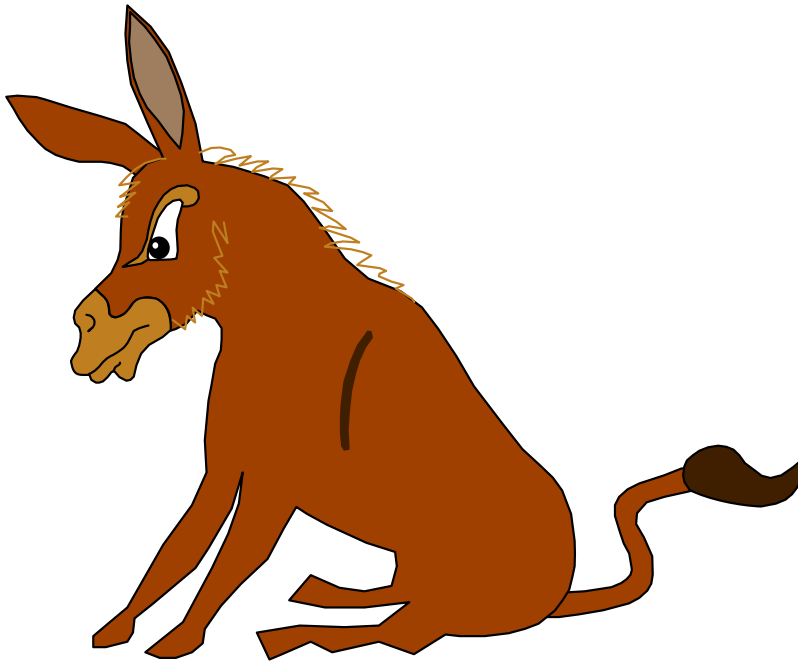
- Transfer should begin immediately in the earliest stages of the treatment process
- Must accurately determine the client's areas of need (A-B-C) and clearly define targets
- Determine who may be involved in the process to support the child's use of skills - family/friends/teachers
- Determine what methods you will use to measure changes - checklists/interviews/samples



Hey, who's in charge here?

- Child should be educated about the process itself
- Constantly check to determine level of motivation and desire for change
- Check for understanding of concepts/goals/reasons for specific tasks

Factors that may inhibit transfer



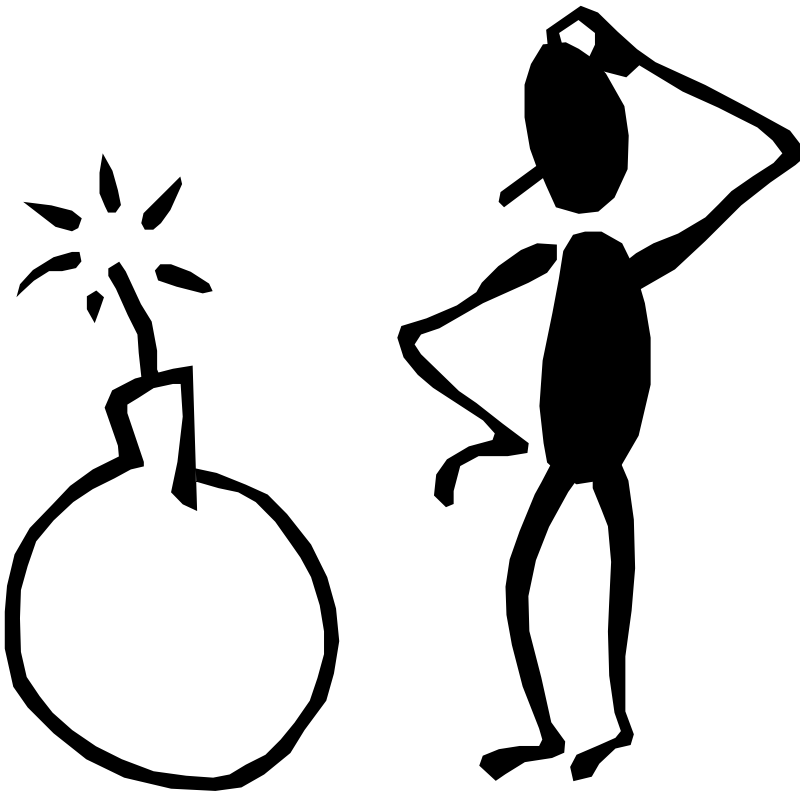
- Naturalness of speech
- Did not adequately prepare/plan and sufficiently replicate “real world” experiences
- Problems with self-monitoring and self-reinforcement
- Impact of attitudes and emotions not sufficiently dealt with or identified



Therefore, in order to accomplish successful transfer...

- We will need to consider that desensitization and mastery of skills (tools) is achieved and
- There is an understanding that stuttering behaviors are highly effected by the environment (*real-world*)

Impacts that effect transfer



Stress variables (Ham, R., 1989)

- Response stress
- Situation stress
- Message stress



Functional correlation

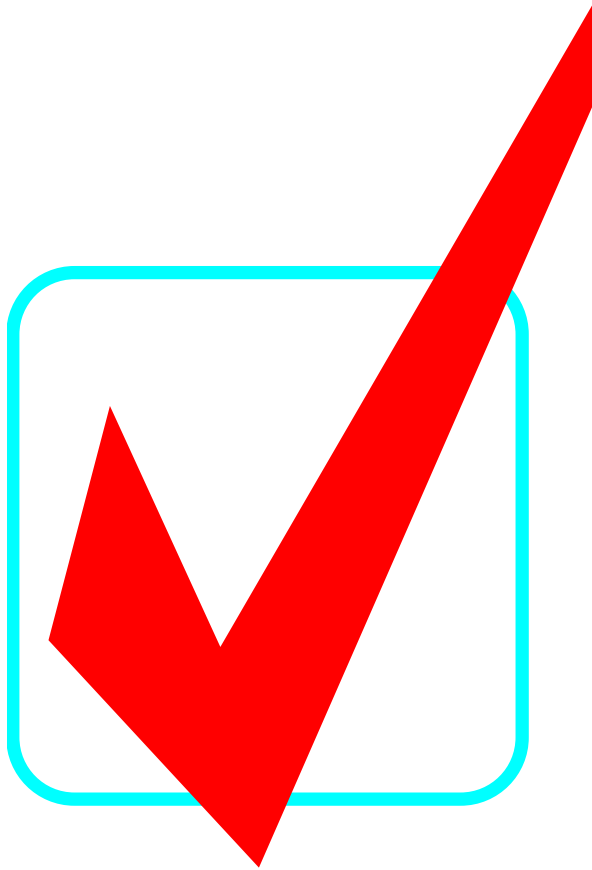
- Response stress
 - Listener behavior, environmental disruption, audience size, audience type
- Situation stress
 - Speaker behavior, setting shift, real-life interactions
- Message stress
 - High propositional topics

What are the tools necessary for transfer?



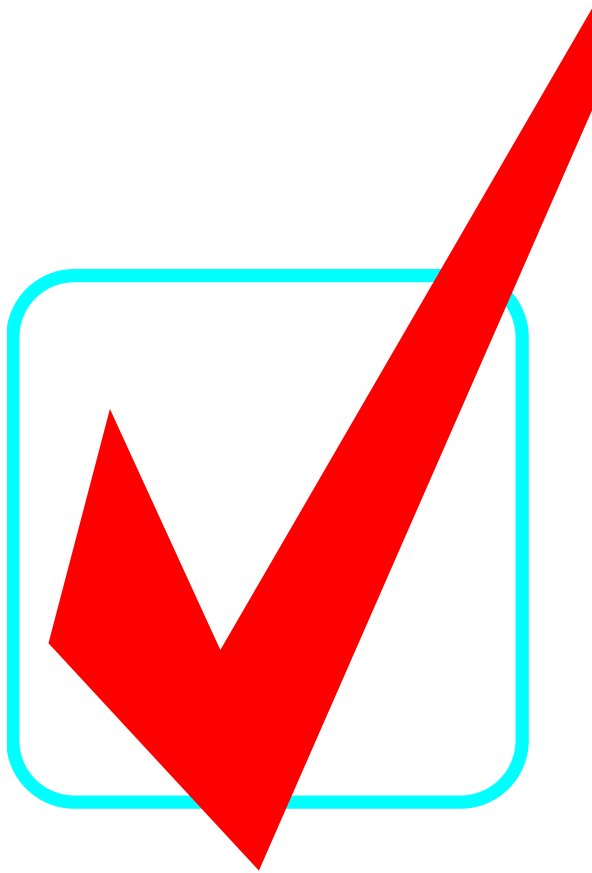
- Ability to accurately self-monitor
- Ability to self-reinforce
- Belief in mastery of skills and an understanding that stuttering and fluency are variable
- Have accurate expectations
- Have motivation for change

When practicing the use of tools..



- Activities should have a clearly defined rationale that is understood by the child
- Have pragmatic applications and be geared to the interests of the child

2 more.....



- Check to make sure that accurate self-monitoring is taking place
- Move from simple to complex, both in terms of motor speech performance and degree of stress



What next?

- Creation of **hierarchies** specific to each individual child

which will involve

- **Desensitization** through manipulation of stress variables

Transfer rubric

			1	2	3	4	5
Listener		Responsive Facilitating					Possibly threatening
Speaker		Non- disruptive					Disruptive
Speaker		word/ phrase					Discourse
Situation		Treatment room					Real-life
Situation		No distractions					distractions present
Message		Non- emotional content					High emotional content



Develop a “Team Approach” that will support the child/teen as they:

- Learn to take risks and problem-solve
- Begin to modify irrational belief systems
- Deal with a variety of stress variables



What is the Problem?

- Child “A” knows his targets and uses them in the tx room but as soon as he leaves.....
- Child “B” has doesn’t seem to be trying his new way of talking in many situations.
- Child “C” uses his strategies but critically rates his performance.



Transfer of Fluent Speech!

- *Transfer needs to be addressed in the treatment plan and begin asap!*
- *Transfer activities “program” real life conversations & interactions!*
- *Transfer tasks manipulate a number of variables; initially the tasks are in “safe” speaking environments.*
- *Transfer includes a “team” of people supporting the child/teen.*



Transfer Ultimately depends upon the Child or Teen!

- *Transfer involves risk taking & problem solving.*
- *Transfer involves modification of core beliefs from the client.*
- *Transfer involves dealing with stress*

As a result, the SLP will need to..

- Teach skills & model different ways of speaking
- Guide the child through risk taking & problem solving.
- Deal with the emotional/attitudinal aspects of speaking
- Counsel significant others in the child's environment

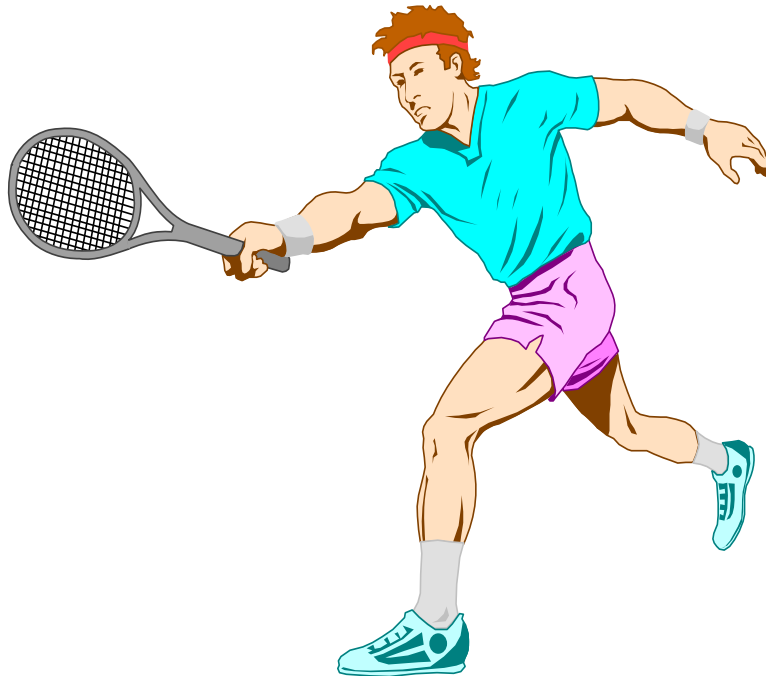




OK... What does this all mean??

- Measuring fluency (or counting disfluencies) is only one objective.
- Goals needs to include the emotional and cognitive beliefs of this disorder.
- Accepting that fluency is not just about working harder (although this is needed) but it is also about acceptance!

The Inner Game of



- The Inner Game of Tennis by W. Timothy Gallwey
- The Mental Side of Tennis: i.e. “playing out of your mind” vs “tanking the match”!



The Discovery of the Two Selves

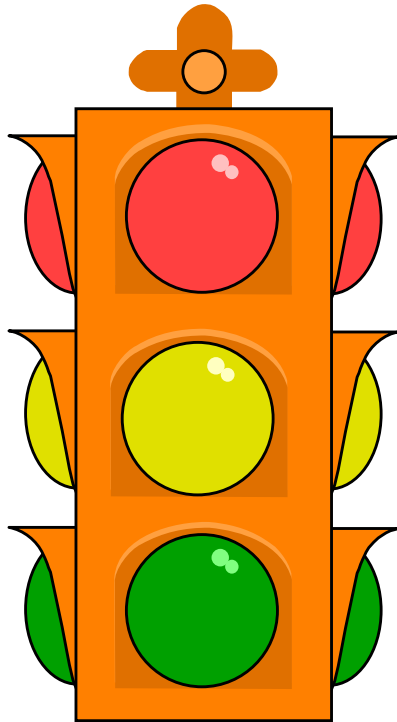
- Gallwey discusses the relationship between the two selves:
 - Conscious Self: I know what to do & how to do it!
 - Unconscious Self: I must be stupid to have goofed up so much!



Getting It Together & Letting It Happen by helping the client to..

- Program the inner computer with positive images
- Trust himself to “Let it Happen”
- Let go of judgments about mistakes
- Learn that change comes step by step

Getting the client to start.....



- Letting go of past behavior
- Rating and problem solving hard talking situations
- Comprehending the many variables of communication
- Educating others

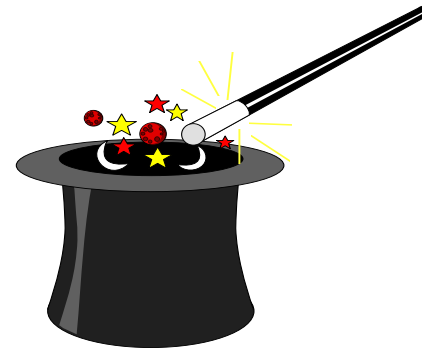
In the words of Andre Agassi..



Take care of the many little things
as you achieve, but your plan
should include a lot of little
victories every day!

Motor Restructuring

- Knowledge about stuttering
- Breaking down the talking process
- Establishing “Homebase Speech”
- Becoming an expert on stuttering
- Relaxation
- Modifying the moment of stuttering
- Modifying language of speaking





Some Ideas.....

- Teach me how you stutter....
- Empower your student to discover the behaviors you are trying to change
- Set up experiments to practice these goals
- The Stuttering Fingerprint
- Describe aspects of stuttering including avoidance/emotional reactions
- Replace these with other ways of talking

Treatment Continues....

- Building Hierarchies of difficult situations
- Problem Solving speaking problems
- Dealing with the emotions of speaking
- Understanding avoidance & speech habits





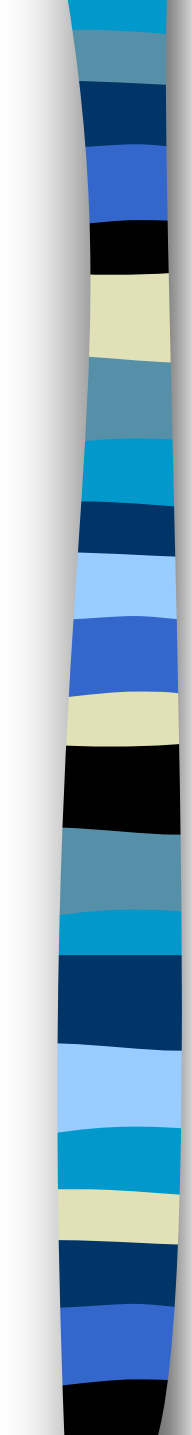
What do Parents think causes stuttering? (FFP-2003)

- Stress
- Don't know
- combination of genetic, behavior & environmental factors
- Being too fast paced
- something in the brain
- Learned speech behavior
- nerves
- genetic predisposition
- If I knew I would fix it.



When my Child has difficulty talking, I say/do.....(FFP-2003)

- Slow Down
- Relax
- In social situations, I struggle with what to do
- Use slow speech
- nothing
- listen
- Use your tools
- calmly wait
- ignore
- “let’s try that again”
- have him slow down
- ignore



When my child has difficulty speaking, I feel.... (FFP-2003)

- A need to help them
- bad, can see the frustration on their face
- empathy
- frustrated
- do I help or do I let him flounder
- sorry
- Helpless
- Helpless, concerned
- sad but remain patient and calm
- bad
- anxious
- have to make sure I am in a patient, attentive mode!

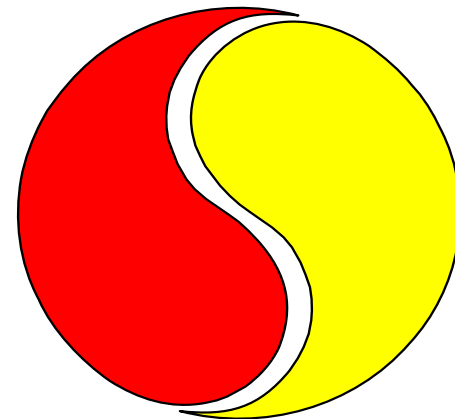
Getting the Parents & Others to accept the following:



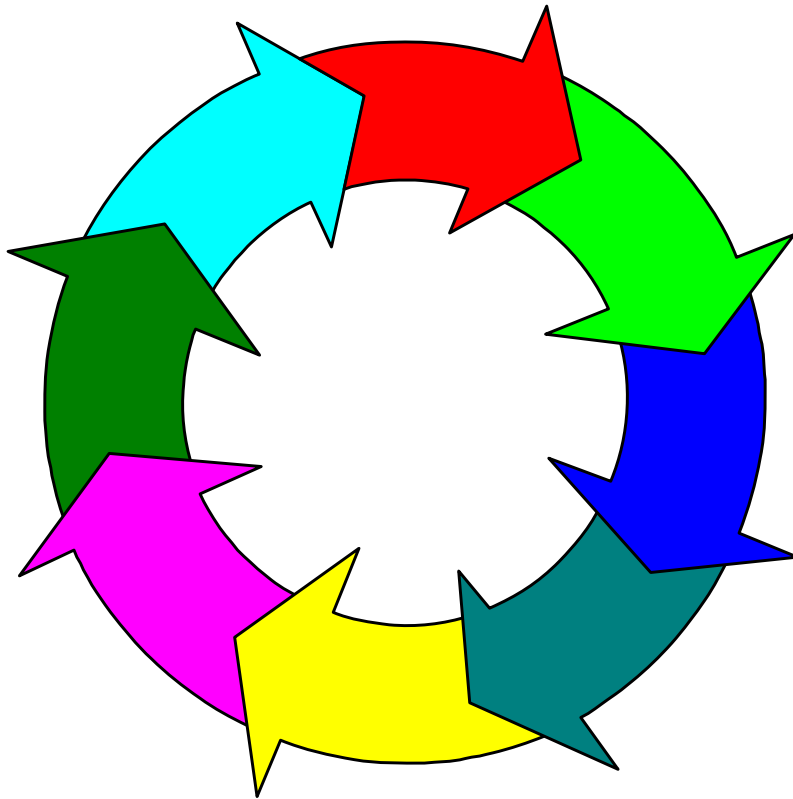
- This is not about trying harder.
- Emotions impact performance
- Strategies & tools are transferred as part of a process that takes time.

Cognitive Restructuring...

- Modifying Core Beliefs.....then attitudes & assumptions....then automatic thoughts...then emotions...then behavior
- Core Beliefs... I am smart, I am weak, I am a failure, I am different, I am a failure...

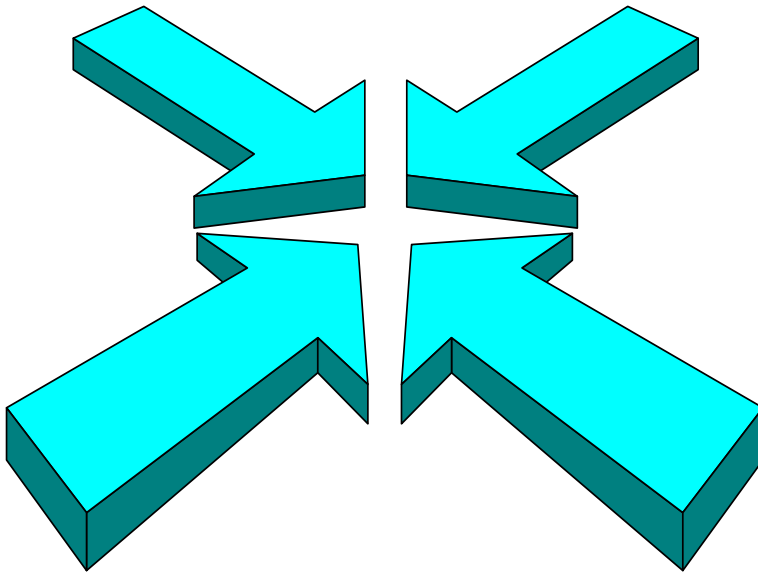


Causing Automatic Thoughts..



- Spontaneous and often not rational..
- I am stuck
- She'll think that I am stupid
- I can't say that.

Leading to Emotions...



- Panic
- Fear
- Embarrassment
- Guilt
- Shame
- Worry
- Tension



These beliefs lead to....

- Stuttering is the worst thing in the world.
- I am going to do everything I can not to stutter.
- If I work harder, then I won't stutter.
- Then, I will be happy.



Resulting in Behavior....

- Excessive muscle tension
- Pushing or pulling back
- Returning to old behaviors and resulting in judgments....I can never change..it doesn't work..



The Art of Possibility..Zander, etc.

- *Everyone makes on “A”*
- *I have a contribution to make...*
- *Generating a spark..*