

Activities & Ideas for Fluency Therapy in the School Aged Population

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SYNERGISTIC APPROACH

Multi-dimensional Treatment Mix

- Fluency Shaping Speech Targets/Modifying Moments of Stuttering – Integration of Strategies
- Attitudes & Emotions are an important component of treatment
- Environmental /Situational Hierarchies

Concept: Focus on the message not on the stuttering

- The child/student is reinforced for communicating regardless of the fluency levels. Fluency shaping tools are given as options for modifying the message.
- The various aspects of good communication are emphasized with focus on content rather than on the actual motor responses.
- The child/student evaluates his/her own message with respect to clarity of thought and content as well as fluency.

Ideas:

- Use a variety of play or action figures to simulate potential conversations: doll house, animals, superhero figures, etc. Engage in simulated interactions that explore feelings. Empower the CWS to “handle” these situations.
- Act out familiar plays using puppets. Encourage the child/student to assume various roles in these interactions. Evaluate feelings and build in gradual reinforcement for fluency levels.

Concept: Symbolize treatment goals with objects or visual activities

- Visual reminders of ideas help children transfer skills and remember concepts.
- Visualization often generates a mutual language for the clinician and the child/student to discuss ideas and events in the child's life.

IDEAS

- The House that Jack Built (Bennett & Westbrook)
- Fluency Cock Pit / Fluency Meter/ Charts to Measure progress
- The Fluency Tool Kit (younger children)
- Paint a Picture of your Stuttering/Draw your stuttering/Monster Balloons

Concept: Attitudes about communication need to be discussed in every session

- CWS often have poor self esteem with regard to a variety of speaking situations or with communication in general.
- Positive self-talk exercises provide the child with productive comments about the communication process.
- CWS need to know that they are not alone in dealing with this disorder.

Ideas

- Positive self talk cards.
- Internet resources.
- Establish meetings with other students who have stuttering problems.
- Educate those in the environment. Have the student/child practice a short speech about stuttering treatment. Deliver the speech to those in the child's environment.
- Journal writing – summarizing/evaluating interactions

Concept: Treatment goals & tasks need to be relevant to the cws

- Motivation for change often depends on feeling that treatment is relevant to needs.
- Goals should be written together; evaluation is an important part of the process.
- Hierarchies of difficult situations need to be established and problem solved as part of the treatment process.

Ideas:

- Use vocabulary of high interest – names; relevant vocabulary; expressions
- Practice organizational frameworks to facilitate difficult discourse tasks..explaining, story telling relating events.
- Simulate academic talking tasks