

Treating CWS who have other Communication Problems

Ideas for Stuttering
Treatment of Difficult
Cases!

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Children with Multiple Communication Problems

1. Do I treat the fluency or the other problem(s)?
2. How do I deal with all of the child's issues?

How many children who stutter also have other communication problems?

- Blood and Seider (1981): 68% of 1,060 children who stutter had at least one concomitant disorder. Articulation (16%); Language Disorders (10%); Learning Disabilities (7%) and Reading Disabilities (6%).

Other studies??

- Williams and Silverman (1968) 24% of CWS had a phonological disorder
- Riley and Riley(1979) approximately 33% of CWS had moderate to severe phonological problems.
- Daly(1981) studied 138 CWS and found 58% of them had a phonological disorder.

More Recently

- St. Louis, Murray and Ashworth (1991) randomly selected 24 CWS (diagnosed as moderate or severe). 96% of the CWS-severe had a mild-severe phonological disorder; 67% of the CWS-moderate had disordered phonology.

What is the bottom line?

- Each study used a variety of methodological approaches in defining stuttering and the concomitant disorder.
- Comparison of studies showed a lack of consistency and lack of a solid database.

Arndt & Healy (2001)

- Cross sectional survey of school based SLPs from 10 states(241).
- States were selected based on Entrance Criteria similarities – Dept. of Education guidelines.
- Specific information on CWS and on concomitant disorders
- Treatment approaches

Results of the Survey (Arndt & Healey 2001)

44% of CWS also
had dx concomitant
disorders

23% had suspected
disorders

Bernstein Ratner (1995)

Labeled four Tx Approaches for CWS + Concomitant disorder:

- Blended: Tx both disorders simultaneously within the therapy program
- Cyclic Approach: Tx both disorders for specific periods of time during the therapy program

Berstein Ratner (1995)

- Sequential Approach: Tx one disorder and then another.
- Concurrent Approach: Address both disorders for equal amounts of time within the context of the lowest phonological and linguistic demands- without direct attention to sound issues.

Arndt & Healy (2001)

■ CWS +
phonological issues

■ Blended: 45%

■ Cyclic: 14%

■ Concurrent: 21%

■ Sequential: 4%

■ Other: 17%

■ CWS + language
issues

■ Blended: 55%

■ Cyclic: 14%

■ Concurrent: 10%

■ Sequential: 1%

■ Other: 23%

Arndt & Healy (2001)

Other Approaches

- Focus on the most pronounced disorder
- Incorporate family counseling
- Increase the amount of time on fluency as the child matured
- Combine treatment for fluency & phonology in natural and structured speech contexts.
- Implement language intervention exclusively

Arndt & Healey (2001)

- Found that 61% of SLPs in the schools sampled felt moderately to highly confident in treating CWS
- Found that 70% of SLPs in the schools sampled felt moderately to highly confident in treating CWS with concomitant disorders.

Walt Manning

2 basic issues

- If the child is being treated for severe phonological or language problems, there is the possibility that disfluency may increase: Tx demands may exceed the child's capacity!
- "Trading" relationships (Ratner, 1995) between fluency, language & phonological capabilities; clinician should introduce fluency skills at carefully graded levels.

Ratner (1995)

Principals for Clinical Decisions!

- Realize that demands for phonological and grammatical processing compete with resources that permit fluent speech production.
- Organize treatment hierarchy; proceed from language and articulation activities that the child has stabilized to tasks that involve greater demands.

Ratner (1995)

- Structure intervention with minimum overt feedback even though it may slow progress in articulatory and linguistic growth.
- Every child is an individual: based on the child's capacities and responses to communicative demands, make a decision to treat multiple impairments concurrently, sequentially or cyclically.

Demands & Capacities

Starkweather (1997)

- Demands on Fluency
 - Motor Demands
 - Linguistic Demands
 - Socioeconomic Demands
 - Cognitive Demands
- Capacities for Fluency

Lena Rustin (1996)

- The Summary Chart
- Focuses on the balance of multiple issues in the development of the child and in the development of fluency.
- Treatment approach requires participation of significant persons in the child's life

Some Final Thoughts!

- Be willing to change based on the child's progress or regression!
- Trust your clinical instincts but evaluate speech and language!
- Modify your goals to allow for indirect treatment strategies!
- Treat the child as a whole person!

And more....

- Stuttering is a life long disorder with major impact on life decision making in adulthood.
- Most authorities agree that direct feedback on the accuracy of productions is not a positive method for enhancement of fluency.