

The Use of Power Point in Stuttering Therapy!

Diane C. Games, M.A. CCC-SLP
Board Recognized Specialist – Fluency
Disorders

Tri-County Speech Associates, Inc.
Cincinnati, Ohio

Presented at the Ohio Speech Language
Hearing Association 2008



Our dilemma with Children/Teens who Stutter...

- Evidence based practice means determining which treatment approaches are researched & therefore viable. Many components of stuttering need further study.
- Stuttering is a multi-dimensional disorder: many research studies focus on one dimension.
- Researching, reading and developing treatment activities is time consuming.



As a result.....

- Many treatment approaches are focused on one issue or aspect of the disorder such as Stuttering Frequency, Speech Rate, Stutter Like Disfluencies or Speech naturalness.
- **However, documenting the impairment, disability and handicapping aspects of stuttering cannot focus on one dimension.**



Multidimensional Viewpoint...

- Clinicians began looking at the A-B-C aspects of stuttering around 1980 (Cooper).

Affective-Behavior and Cognitive Issues

- This type of approach evolved from seeing many clients who could not carryover fluency from the treatment room to other environments. This approach evolved into other models: The Communication-Social Model (Conture et. al.)

A working definition!



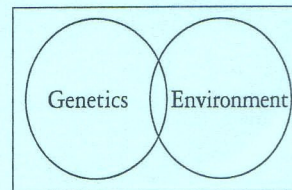
- Stuttering refers to the individualized and involuntary interruptions in the forward flow of speech and learned reactions thereto interacting with and generating associated thoughts and feelings about one's speech, oneself as a communicator, and in the communication world in which we live.
- Etiology, yet unknown is conceptualized to relate to the interaction of physiological, psychological, psycholinguistic and environmental factors.
- Stuttering occurs within the context of communication system, thus affecting and being affected by all persons who communicate with the person who stutters.
- Stuttering is a diagnostic label referring to a complex, multidimensional composite of behaviors, thoughts and feelings of people who stutter.



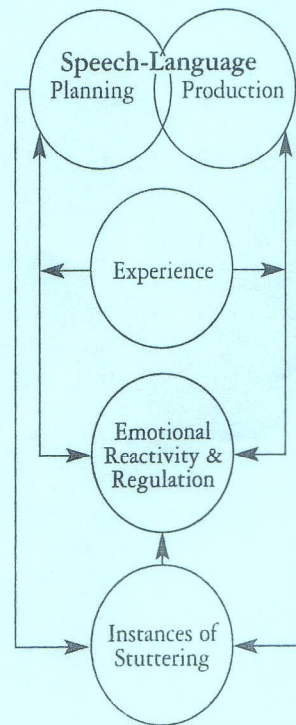
The Communication-Emotional (C-E) Model of Stuttering

- Developed by Edward Conture, et. al. Vanderbilt University (Ratner & Tetnowski, 2006)
- This conceptual framework provides a means to view empirical studies and understand the salient speech, language, learned behavior and emotional processes related to stuttering.

DISTAL CONTRIBUTORS



PROXIMAL CONTRIBUTORS

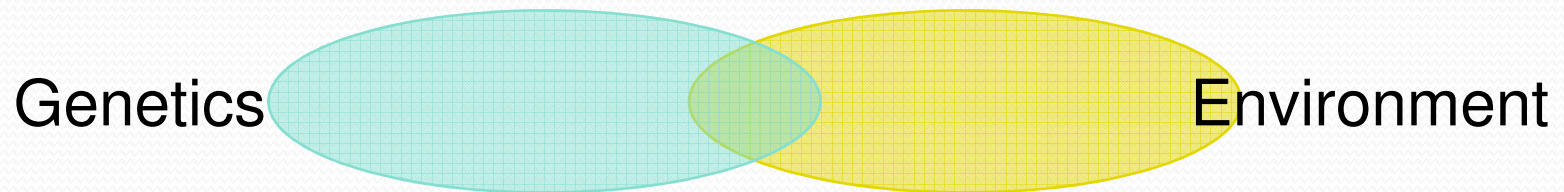


EXACERBATION

OVERT BEHAVIOR

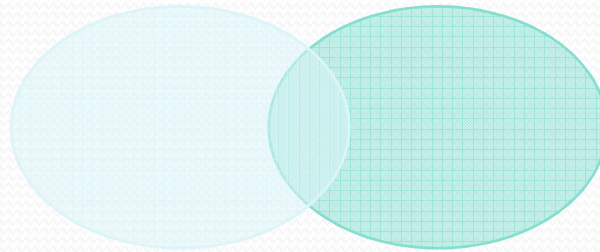
Distal Contributors

- Why do some people stutter and others do not?



Proximal Contributors

Speech
Language
Planning



Speech
Language
Production

How does this work?



- Assumptions: Thoughts are transformed into a code that informs the speech-motor system and ends in production of a word/sentence.
- Lexical -> Retrieval -> Phonological components.



EXACERBATION

- What causes differences in children with seemingly similar proximal characteristics? PWS may experience these differences longer than so called normal speakers.
- **Emotional Reactivity**: awareness of the mistake or difference
- **Regulation**: coping or concern resulting in variations in a child's ability to “maintain performance.”

Experience.....

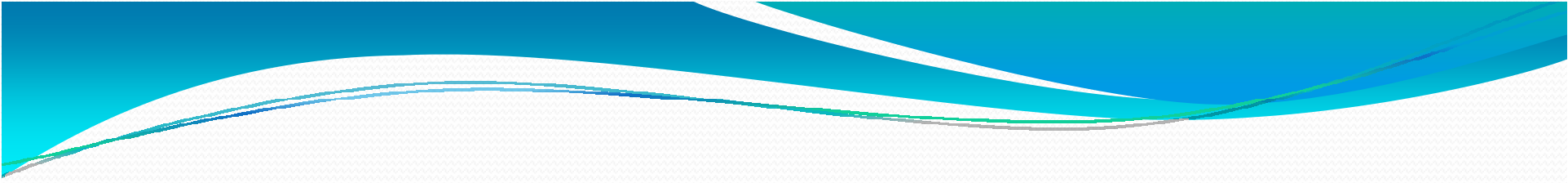


- Overlaps Proximal Contributors and Exacerbation.
- May include: health, sensitivity to communication, situational reactions, and/or temperament etc.



Communication-Social Model may explain.....

- **Coping Behaviors/Reactions to Stuttering:**
- **Avoidance of sounds/words/speaking**
- **Poor carryover of fluency enhancing strategies**
- **Denial of problem**
- **Need for perfection**
- **Unusual speech behaviors/overuse of fillers, etc.**



PowerPoint as a Motivating, Teaching Tool!

1. Stuttering Treatment needs to include activities to address Speech Behaviors, Coping Behaviors, and Reactions to Stuttering.
2. Materials to address feelings and the cognitive aspects of fluency disorders is needed.
3. Kids/teens are “computer savvy” and love to learn or engage in this type of presentation.



Development of the slides...

- These presentations have been designed using the clients' suggestions for wording, important points and graphics.
- Some of the presentations are concluded using slides specifically developed by CWS which are shared with other students on my caseload. This allows sharing of ideas and thoughts when a group is not possible.



Some Basic Concepts for TX

- Children/Teens need a vocabulary to talk about stuttering & to describe what is happening during a disfluent moment.
- They also need time to think about their stuttering. Thinking allows them to plan strategies for approaching difficult speaking situations.



Presentation....

- I will share several power point presentations and talk about various ideas that have been used successfully in treating children and teens who stutter. These power point presentations will also include materials developed for the Fluency Friday Plus project.
- These presentations are “working documents” that are revised periodically as children and teens re-visit them and update information and ideas.



Power Point allows cws to describe behaviors & feelings concerning stuttering....

- Children/teens create and describe feelings, behaviors and situations that increase anxiety/fear of stuttering.
- Stuttering often becomes the “it” factor...i.e. “It happens when I talk on the phone.”
- When a person can describe a behavior, then solutions or changes in behavior become manageable.



Power Points are developed..

- By picking a behavior, concept or problem that students talk about in treatment.
- Defining the behavior/ concept in the Child/teens words
- Explaining how the behavior impacts communication
- Describing personal experiences
- Providing suggestions for coping with this issue.



Power Point Presentations

- Materials seen in this presentation have been made available on www.fluencyfriday.org (Fluency Friday Plus)
- This web site is a product of an intensive treatment program for children/teens who stutter developed by local speech-language pathologists in the Cincinnati area to bring children/teens and their families together to learn more about stuttering. Please feel free to use the materials to help your students!



Power Point Advantages.....

- Allows for Communication between students who feel isolated.
- PP can incorporate a students ideas in a way that validates their feelings.
- PP can be fun and motivating for the child/teen who stutters.
- PP as a teaching tool is flexible, can be changed, can be updated and copies can be sent home for further discussion.
- PP presentations can also deal with specific issues such as teasing, speech helpers, etc.



Presentations today will several Power Point teaching tools including:

- What is a Stutter?
- Time Pressure in Communication Interactions
- Avoidance
- My Story
- Analogy to Star Wars
- Personal story about teasing.