

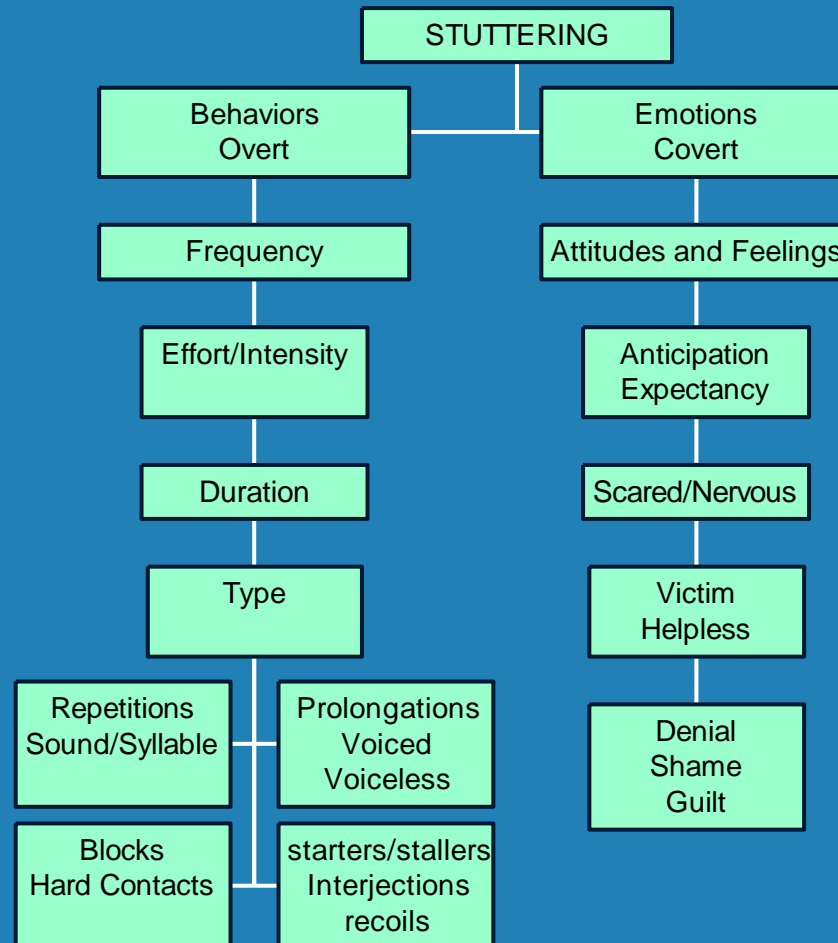
# Beyond the Visible: Helping Students to Look Beyond the Disfluency

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# Behavioral and Emotional Dimensions



# Time Sequencing of Events

## Pre-Disruption

Emotional	Behavioral
Anticipation	Avoidance
Expectancy	Postponement
Fear	Word Substitution
Worry	Disguise
Apprehension	Antiexpectancy
Anxiety	Timers
Dread	Starters
Worry	Pauses
Negative- Emotion	Circumlocutions
Abulia	Body Movements
(etc.)	Refusal
	(etc.)

## Fluency Disruption

Behavioral
Disfluency
Fluency Failure
Stuttering
Audible-Vocalized
Part-Word Repetitions
Word Repetitions
Phrase Repetitions
Sound Prolongations
Audible-Nonvocalized
Part-Word Repetitions
Sound Prolongations
Dysrhythmic Phonations
Inaudible-Nonvocalized
hard contacts
tense pauses
silent blocks
Struggle-Escape
Recoil
Interrupters
Effort/tremor/struggle
(etc.)

## Post Disruption

Emotional
Embarrassment
Humiliation
Guilt
Relief
Shame
Withdrawal
Anxiety
Hostility
Frustration
Penalty
Denial

>> ---rate changes----->>  
>> -----speeding and tensing----->>  
>> -----holding back----->>



# Project 1: Speech Rate, Articulation Rate and Normal Fluency

1. Students are divided into groups of two or three. The assignment is to tape record a 200 word monologue or lecture of a faculty or staff member and to perform analysis of speech rate, articulation rate and “normal nonfluency.”
2. Each group submits the audio tape, and a descriptive summary of the results.



## Project 2. Perform Rate & Disfluency Analyses

1. Students tape record themselves in 200 word monologue where they realistically demonstrate “moderately severe” pseudo-stuttering.
2. Each student performs an analysis of his/her speech and articulation rates, and completes an analysis of both molar moments, and molecular types, of disfluency.
3. Each student submits the audio tape, analyses and narrative summary.



# Project 3: Learning to Stutter

1. Stop three people on the street. Maintain eye contact, and ask directions on how to get somewhere. For each different person demonstrate moderate tension/struggle along with:
  - Sound and syllable repetitions
  - Sound prolongations
  - Tense pauses/hard contacts & silent blocks.
2. Submit written report to summarize your experience. What did you do? How did you feel?

# Andrea and Jeanne ----Pseudo-Stuttering with the Easter Bunny: Spring, 2001

Say ch-ch-cheese!





# Project 4: Cancellations

1. Along with partner, complete various practice activities.
2. Perform Cancellations
  - Select 3 common words, Cancel each of them at least 5 times per day for 3 days.
  - Perform predetermined quota of cancellations during phone calls.
  - Perform three cancellations in each of three different, realistic, speaking situations.
3. Submit a report to summarize your experiences.





# Project 5: Pull-Outs

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1. Various practice activities to learn how to stutter, “freeze,” and release slowly, deliberately, and with voicing.
2. In realistic situations, collect 25 instances of moderately severe stuttering where you briefly “freeze” and then release with a pull-out that is slow, gradual, deliberate and vocalized.
3. Submit a report to summarize your experiences.



# Project 6: Proprioceptive Monitoring

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This assignment is not easily summarized in limited space. Basically, the students are required to speak in realistic situations where they engage in various degrees, and amounts, of “continuous phonation.” Their task is to concentrate on feeling the proprioceptive movement of the speech mechanism. Each student submits a written summary of the experience.

# Final Exam Question: Spring, 2001

- Students came to my office, individually, to make phone calls where they :
  - stuttered on approximately 20 % of words spoken
  - with moderate amount of effort/tension/struggle.
- Their task was to:
  - stutter and cancel three times. (finish the word, stop and pause 2 seconds, then repeat the word with slow and deliberate co-articulated transition)
  - stutter, “freeze,” and then pull-out of three moments of stuttering. Pull-outs had to be gradual, voiced.



# Project 7: Modeling Turtle Talk

1. Each student engages in a ten minute play situation with a normally developing child between ages three and seven. Each student tape records and analyzes his/her speech and articulation rates, disfluencies, turn-taking, pausing and prosody.
2. Each student submits the audio tape, and a report summarizing the experience.



# Project 8: Internet Assignments

1. This project requires that each student visits Judy Kuster's "STUTTERINGHOMEPAGE."

<http://stutteringhomepage.com>

2. Each student is to select three papers, stories, or other items of interest: one must pertain to a child, one to a teen and one to an adult. Students must submit a copy of the article, along with a one page abstract of it.

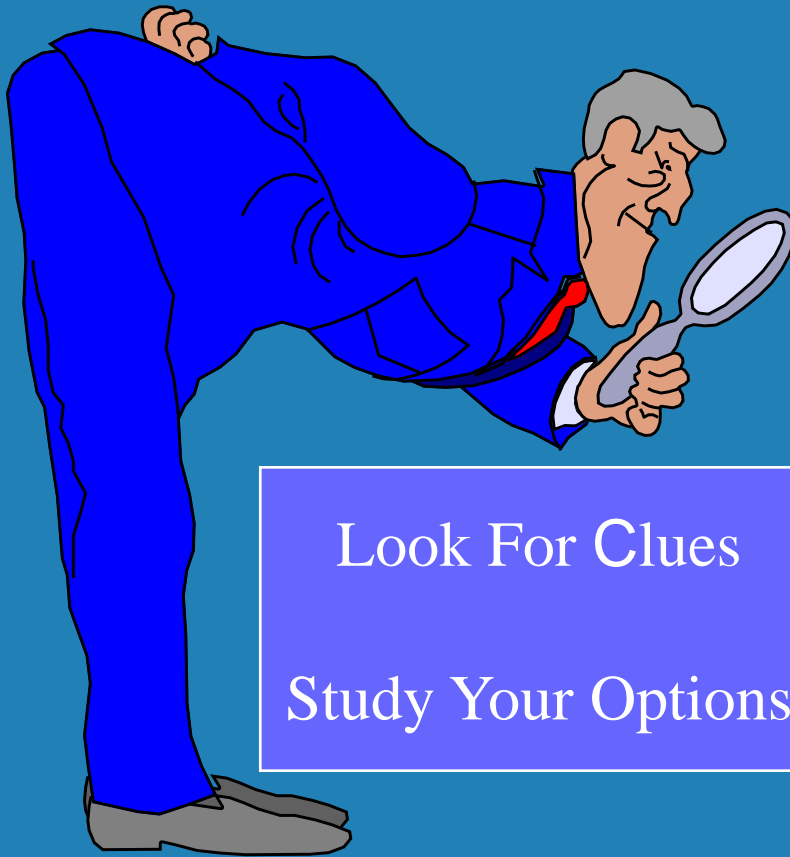


# Additional (Optional) Opportunities

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1. Visit the Home Page of the Stuttering Foundation of America: <http://www.stuttersfa.org>
2. Visit the Home Page of the National Stuttering Association: <http://www.nsastutter.org>
3. Join one of the ListServes that deals with stuttering: STUTT-L, STUT-HLP, STUTT-X

# Explore your Options



Look For Clues  
Study Your Options

- Components
  - Feelings
  - Attitudes
  - Behaviors
    - Avoidance
    - Stuttering
    - Escape
- Goals/Objectives
  - spontaneous fluency
  - controlled fluency
  - fluent stuttering
  - manageable stuttering
- Effective Communication





I expose students to things above and beyond the textbook and journals.

- ❑ Students learn about Self-Help and Support Groups: NSA, CAPS, Friends, Speak-Easy
- ❑ Members of the Mobile NSA Chapter visit class and share their experiences
- ❑ Students watch video tapes from SFA, NSA, and other sources.
- ❑ Students learn about SID-4 and Specialty Certification.





I expose students to things above and beyond the textbook and journals.

- Students learn about National Stuttering Awareness Week, and International Stuttering Awareness day.
- Students find they can learn more about stuttering from reading essays and autobiographies from PWS's.
  - Fred Murray -- The Stutterer's Story
  - Marty Jeser -- Stuttering: A Life Bound Up in Words
  - Ken St. Louis - Living With Stuttering: Stories, Basics, Resources and Hope.
  - NSA -- To Say What Is Ours
  - SFA -- Advice to Those Who Stutter



We need to help students understand that: ----

- PWS's are better motivated if they view their clinical journey more as a challenge and less as a threat.
- Accepting challenges requires giving up avoidance-motivated safety, and accepting reasonable short-term risks.
- It is difficult to maintain improvement when clients attempt to superimpose fluency shaping and stuttering modification techniques on top of fear, expectancy and avoidance.



# We need to help students understand that: ----

- Fluency is more than the absence of stuttering.
- The conspiracy of silence heightens guilt, shame and denial, and increases attempts to hide, conceal and interiorize the stuttering.
- Clients should be helped to get to the point where stuttering is not part of the decision making process. They can make personal decisions independent of the possibility of stuttering.




# We need to help students understand that: ----

- ❑ We need to help clients make stuttering less mysterious, less awful and less terrible.... As Bill Murphy would say, we need to de-mystify, de-awfulize and de-terribleize the stuttering.
- ❑ Clients need help understanding that stuttering is something they do, not something that happens to them.
- ❑ The Client is paying to talk, and the clinician is being paid to listen.

## Realistic Outcomes:

for adults for whom stuttering has become chronic and severe


- ❑ To be able to talk any time, any place and to any body --
- ❑ And to be able to communicate effectively and efficiently --
- ❑ And to be able to do so with little more than a normal amount of negative emotion.



# Ideas from the Internet Along with other Sources

- ❑ I no longer need to chase the “Fluency God.”
- ❑ I can live without constant fear.
- ❑ I can speak well without scanning ahead for difficult words.
- ❑ I can speak for myself, rather than rely on others.
- ❑ I can explore and follow career opportunities that require talking.
- ❑ I can make decisions in spite of stuttering, not because of it.
- ❑ I am not suffering or handicapped because of my stuttering.
- ❑ I accept myself.
- ❑ I don't feel guilty when I stutter, and I am not ashamed of myself.  
for when I do sometimes stutter.
- ❑ I have choices I can make that help me talk easily.
- ❑ I communicate effectively, and feel comfortable doing so.
- ❑ “I'm really an o-k person” -- and I like being me.





# Crucial Experiences: (Adapted from Van Riper and Czuchna)

- ▶ Stuttering can be deliberately endured, touched, maintained and studied.
- ▶ Avoidance only increases fear, and must be reduced.
- ▶ Struggled, hurried escapes and recoils from stuttering make it worse than it needs to be.
- ▶ It is possible to build barriers to destructive listener reactions.
- ▶ Society in general rewards the person who obviously confronts and attempts to deal positively and constructively with stuttering.
- ▶ Every effort must be made to build up your ego-strength, self-confidence and self-respect.
- ▶ When the moment of stuttering occurs it can be studied, and its evil effects erased as much as possible.
- ▶ It is personally more rewarding to stutter easily and stutter fluently than to stutter severely, and it is fun to be able to talk anywhere, even though you do stutter.

# Ways to Talk Easily -- (Which Implies helpful prerequisite attitudes)

## Post-It Notes

AVM	Air-Voice-Movement
KYMR	Keep Your (voice) Motor Running
RTSE	Remember To Start Easily
NNTH	No Need To Hurry

## Speech Rate -vs- Articulation Rate

“Slow it down -- to speed it up”

“Gearing down and gearing up”

Speeding Tickets (car) -vs- Talking Tickets (mouth)

Dealing With Time Pressure





# Ways to Talk Easily -- (Which Implies helpful prerequisite attitudes)

- ❑ Easy Onset / Gentle Onset.
- ❑ Light Articulatory Contact.
- ❑ Cancellations (If you are brave enough)
- ❑ Pull-Out.
- ❑ Releases from stuttering moments must be easy, gradual and voiced.
- ❑ Preparatory Sets
- ❑ Proprioceptive Monitoring



# Ways to Talk Easily -- (which implies helpful prerequisite attitudes)

Self Talk and the Use of Language: action oriented verbs

“What Happened” -vs- “What am I doing”

“Having a block” and “Getting Stuck”

“Little men are fighting in my throat”

Nowness

Superstitious Behaviors

Safety Margins


Adjustment to easy talking and fluency. No more secondary gains

Openness: Advertising, Voluntary Stuttering, Pseudo-Stuttering



# Hood's Hopefully Helpful Hints

- Although you may not have a choice as to WHETHER you stutter, you have a choice as to how you stutter.
- Attempting to hide, repress, conceal, avoid stuttering makes it worse than it needs to be.
- Stuttering is something you do, not something that happens to you.
- The things that may have originally caused stuttering are not the same as the things that influenced its development -- and are not the same as the things that are now serving to maintain the problem.
- Fluency is more than the absence of stuttering.
- It is important to understand the process of talking.
- The process of desensitization is two fold: both emotional AND behavioral.
- It is better to do more and more things to talk easily, than more and more things to try not to stutter.



# Preferred Client Outcomes

## ASHA -- SID-4: Draft

1. I am satisfied with my therapy and its outcome.
2. I have increased my ability to communicate effectively.
3. I feel comfortable as a speaker.
4. I like the way I sound.
5. I feel I have an increased sense of control over my speech, including stuttering.
6. My speaking skills have become more automatic.
7. I have an increased ability to cope with variability of stuttering, including relapse.
8. I am better able to reach social/education/vocational potential and goals.
9. My knowledge of self-help/support groups has increased.

# Final Outcomes from Therapy: Goals, Options and Choices

