

Immediate goals: **Examples to get you started**

1. Start concentrating on the severity and tension associated with stuttering. Stop worrying about the frequency of stuttering.
 - a. Voluntary Stuttering: with audible-vocalized combinations of prolongations and repetitions.
 - b. Releases need to be voiced, gradual, unhurried, relaxed.
 - c. Tense, abrupt, quick, out-of-control escapes need to be canceled.
 2. Start doing more and more in the way of transfer activities so that you can extend your fluency and stuttering skills into the real world. Working on these skills in the clinic is an important early step, but your most important job is transferring these skills to realistic, every-day, situations.
- A. Start giving your self SPECIFIC Assignments. These assignments should be reportable and verifiable.

Chris – Examples

Each day Ask xyz questions, or make xyz comments in three of your classes at Murphy.

1. During these questions or comments, collect xyz number of easy releases, or easy onsets, etc. Collect xyz number of easy-voluntary stutterers.
2. Make xyz number of comments to friends, family members or teachers regarding stuttering.

Ray – Examples

In stead of talking in class at Murphy, select situations that are meaningful to you: e.g., during your MBA class, or some talking task at work (e.g., face-to-face, or on the phone).

Same as ‘1’ above for Chris.

Same as ‘2’ above for Chris.

- B. For these and other assignments, try to plan ahead, and then analyze for the following

- T WHO am I going to be walking with
- T WHAT are we going to be talking about
- T WHEN am I going to do it
- T WHERE am I going to do it
- T WHY am I doing this
- T How can I analyze the SPECIFIC parameters involved
 - Emotionally -----
 - Behaviorally -----