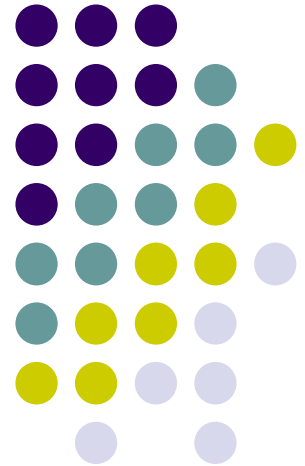# Cooper Personalized Fluency Control Therapy

By: Brooke Hermus

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Definition of Success

- Success is when the client experiences and maintains the feeling of control outside of the clinical setting, without the assistance of the clinician.

The STAR Therapy Process

- **S**tructuring
  - Identify behaviors that happen during disfluency
  - Identify behaviors that a person takes on because of the disfluency (secondary behaviors)
- **T**argeting
  - Focusing on the goals and objectives of therapy
  - Clinician asks client to begin modifying behaviors identified in the first stage
  - Clinician observes client behavior patterns, indicating the client's resistance to change
  - Goal is to develop clinician-client relationship

The STAR Therapy Process

- **A**djusting
  - Clinician reinforces client's expression of affect to promote self-evaluation
  - Clinician instructs the client in self-reinforcement procedures for maintenance and continued enhancement of the individual's fluency
- **R**egulating
  - Development of a feeling of fluency control across all environments
  - Regularly scheduled therapy can be discontinued when the client feels that regardless of the speaking situation, they can apply speaking controls

FIGs

- **F**luency **I**nitiating **G**estures
  - Assist in changing: the rate of speech, loudness of voice, and speech transitions

  - **FIGs** are taught when the clinician is confident the client is ready to use them outside of the clinical setting

Who may benefit?

- It has been shown that the Cooper Personalized Therapy Approach can be appropriate <u>for anyone</u> who stutters across all ages
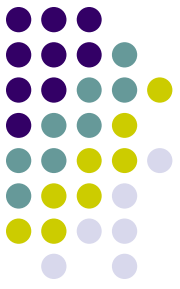
Program Strengths

- Encourages self-regulation of stuttering

- Teaches the use of speaking controls across all stages

- Outlines goals for each of the 4 stages and suggestions for teachers/parents

- IEP teacher/parent guide

- Large number of child-friendly worksheets that can be completed

- Provides information for counseling parents of young disfluent children

Program Weaknesses

- Dependent on the clinician's attitude toward stuttering and stutterers

- Not as effective for adults as it is for children

- Dependent on a high level of client self-motivation and self-awareness
  - May not generalize from therapy setting to natural environment

Evidence
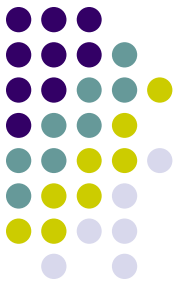
- **<u>Children</u>**
  - **4 out of 5 preschool children can be helped to achieve normal fluency by the time they complete eighth grade**

- **<u>Adults</u>**
  - **1 out of 5 have a chance for complete recovery**

  - **60% of <u>adult</u> stutterers who complete the STAR therapy program experience prolonged periods of fluency**

Evidence (cont.)

- **<u>Children</u>**
  - **Preschool stutterers have a better chance of complete recovery than adult stutterers (18+)**

- **<u>Adults</u>**
  - **20% of the clients continue to experience fluency without the use of FIGs (giving a lot of attention to the use of controls)**

  - **40%of the clients are able to maintain fluency through the use of FIGs**

References

- Cooper, C.S. & Cooper, E.B. (1985). <u>Cooper personalized fluency control therapy revised</u>. US: DLM Teaching Resources.