

Old Thinking/New Thinking: An Activity for Clinicians ---

Part of our work with children who stutter is to help them understand how their *thoughts* can affect their progress. Understanding the concept of cognitive restructuring is important in our work with children. It is also part of our own journeys as clinicians.

Sometimes, our own ways of thinking can limit our creativity and confidence in our ability to work with children who stutter. When we understand the role of cognitive restructuring, we can move from “old” ways of thinking to “new” ways of thinking about stuttering and stuttering therapy.

For each section below, select a topic (e.g., “My feelings about stuttering therapy,” “My skills as a therapist,” “What children who stutter can get out of therapy”). Next list your “old,” negative thoughts about the topic. Then describe how you would like those thoughts to change to “new,” positive thoughts.

Topic #1: _____

My Old Thought:

My New Thought:

Topic #2: _____

My Old Thought:

My New Thought:

CHECKING IN About Your Child's Stuttering _____

Personal Information

Child

Name _____ Check one: Male ____ Female ____
Date of Birth _____ Age _____ Grade _____
Home Address _____ Home Phone _____
City, State, Zip _____ Referred by _____

Parent(s)/Guardian(s)

Mother _____ Occupation _____ Day Phone _____
Father _____ Occupation _____ Day Phone _____

Other People in the Household

Name _____ Age _____ Relationship _____
Name _____ Age _____ Relationship _____
Name _____ Age _____ Relationship _____
Name _____ Age _____ Relationship _____

History of Speech/Language Problems

1. Please describe your child's speaking difficulty in your own words. _____

2. At what age was this problem first noticed? _____
3. Who first noticed the problem? _____
4. How has the problem changed since that time? _____

5. Do you have difficulty understanding your child? Yes No
6. Do other people have difficulty understanding your child? Yes No
7. Has your child previously been assessed for speech/language concerns? Yes No
If *yes*, please describe. _____

CHECKING IN About Your Child's Stuttering, continued _____

8. Has your child received any prior speech/language therapy? Yes No
If *yes*, where? _____ By whom? _____
For how long? _____ Focus of Treatment _____
Results of Treatment _____

9. Have any other family members had speech/language problems? Yes No
Please indicate the person's relationship to your child and the nature of the problem.

Medical History and Current Health Status

1. Was there anything remarkable about the mother's health during pregnancy or delivery? Yes No
If *yes*, please describe. _____

2. Was there anything remarkable about your child's condition at birth? Yes No
If *yes*, please describe. _____

3. Does your child have developmental concerns other than speech/language? Yes No
If *yes*, please describe. _____

4. At approximately what age did your child begin to:
walk _____ use words _____ combine words _____

5. Has your child experienced ear infections? Yes No
If *yes*, approximately how often? (Circle one.) Rarely Occasionally Frequently
Do you feel that your child hears normally? Yes No
If *no*, explain. _____

Has your child's hearing ever been tested? Yes No
Results _____ Date _____

6. Please indicate if your child has experienced the following medical problems.

Chicken Pox _____	Tonsillitis _____	Vision Problems _____
Pneumonia _____	Headaches _____	High Fever _____
Seizures _____	Allergies _____	Asthma _____

CHECKING IN About Your Child's Stuttering, continued _____

7. Describe any illnesses, accidents, injuries, or hospitalizations (include age and treatment).

8. How often do the following behaviors occur? (O = Often, S = Sometimes, N = Never)

- | | | | | | | | |
|--------------------|---|---|---|-----------------------|---|---|---|
| a. inattentiveness | O | S | N | g. frustration | O | S | N |
| b. hyperactivity | O | S | N | h. strong fears | O | S | N |
| c. nervousness | O | S | N | i. excessive neatness | O | S | N |
| d. sensitivity | O | S | N | j. excessive shyness | O | S | N |
| e. perfectionism | O | S | N | k. lack of confidence | O | S | N |
| f. excitability | O | S | N | l. competitiveness | O | S | N |

9. What is your child's current health? good _____ fair _____ poor _____

10. Is your child currently taking any medications? Yes No If *yes*, please list.

11. Does your child have any other medical diagnoses or concerns? _____

Speech Fluency and Stuttering

1. When did your child first start stuttering? (Please be as specific as possible.)

2. What did the stuttering sound like when it first began? _____

3. Describe how your child's speech sounds now. _____

4. What seems to help your child when he or she is stuttering? _____

5. Has your child ever demonstrated any:

- | | | | |
|----------------------------|-------|-------------------------------------|-------|
| awareness of stuttering | _____ | physical tension during stuttering | _____ |
| frustration about speaking | _____ | complaints that he/she "can't talk" | _____ |

Please describe. _____

CHECKING IN About Your Child's Stuttering, continued _____

6. Has your child ever been teased about stuttering? Yes No

If *yes*, please describe. _____

7. Has your child ever discussed his/her speaking difficulties with you? Yes No

If *yes*, please describe. _____

8. Does anyone in your child's immediate family stutter? Yes No

If *yes*, please name. _____

Anyone on child's mother's side? _____ Anyone on child's father's side? _____

Please describe the relative's stuttering. _____

9. Have you or your child ever known another person who stutters? Yes No

If *yes*, who? _____

10. How does your child's stuttering affect his/her:

academic performance? _____

participation in school activities? _____

interaction with other children? _____

interaction with family members? _____

willingness to talk and communicate? _____

self-esteem or attitude toward self? _____

11. What else do you think we should know about your child (e.g., hobbies, interests, social skills)?

CHECKING IN With Parents

This form is designed to gather information about your perceptions of your child's stuttering (and past therapy if applicable). It should be completed separately by each parent.

Child's Name _____ Age _____ Grade _____

Person Completing Form _____ Date _____

Relationship to child _____

I have heard that stuttering is caused by (List as many as are applicable.) _____

I think that stuttering is caused by _____

Some questions I have about stuttering are _____

My child shows awareness of his/her speech difficulties. Yes No

If *yes*, please describe what your child has said or done to make you think he/she is aware?

My child stutters most when (List situations or factors that seem to negatively affect your child's speech.) _____

When my child stutters, other people react by _____

I feel _____ when I watch my child struggling with speech, and I want _____

When my child stutters, I try to help by _____

I think the goal of stuttering therapy should be _____

CHECKING IN With Parents, continued _____

My child's teachers have knowledge about stuttering. Yes No I don't know

My child's teachers have tried to help by _____

The most important thing for someone to know about my child is _____

I think my child is ready to be in speech therapy. Yes No

If *no*, please explain. _____

My child's level of motivation for working on his/her speech right now is

High Medium Low I'm not sure because _____

I think I can best help my child by _____

My wish for my child in five years is _____

If I could do anything about this problem it would be _____

Please answer the following questions if your child has received therapy in the past.

The two most important things I learned from my child's other speech therapists were

In my child's past therapy, he/she worked on _____

The most helpful aspect of my child's past therapy seemed to be _____

The least helpful aspect of my child's past therapy seemed to be _____

I am satisfied with the level of effort my child has put into speech therapy. Yes No

I am satisfied with the level of involvement my child has had in past therapy. Yes No

because _____

CHECKING IN About Your Previous Therapy _____

If you have ever had speech therapy to help you with your stuttering, this form is for you! You get to tell about what you liked and didn't like, what you learned, and what you want to learn.

Name _____ Date _____

Age _____ Grade _____

The last time I went to speech therapy was _____

The main reason I went to speech therapy was _____

We worked on _____

The two most important things I learned from my other speech teacher(s) were _____

The two most important things *my parents* learned from my other speech teacher(s) were

Two things that were good about my past therapy were _____

Two things that were *not* good about my past therapy were _____

CHECKING IN About Your Previous Therapy, continued _____

My other speech teacher(s) gave me practice assignments to do at home. Yes No

When they gave me homework, I did it: (Circle one)

not at all a little some a lot

I believe that speech therapy can help my talking: (Circle one)

not at all a little some a lot

I do/do not (circle one) think therapy can help me because _____

I think I stutter because _____

Some questions I have about stuttering are _____

Some things I do now that help my speech are _____

Something I want from therapy now is _____

Speech Disfluency Count Sheet

(Directions for completing this chart can be found on page 61.)

Name _____ Age _____ Overall Disfl. Frequency/Severity Rating _____
 Birthdate _____ Eval. Date _____ Clinician _____ Stuttered Disfl. % / Types _____ Nonstutt. Disfl. % / Types _____

Situation: _____ Syllables/Words (circle one) _____

Type	#
I	_____
Rv	_____
Rp	_____
Rw	_____
Rs	_____
P	_____
B	_____
O	_____
%	_____

Situation: _____ Syllables/Words (circle one) _____

Type	#
I	_____
Rv	_____
Rp	_____
Rw	_____
Rs	_____
P	_____
B	_____
O	_____
%	_____

Notes _____

Nonstutt. Disfl.	Stuttered Disfl.
I Interjection	Rw Word rep.
Rv Revision	Rs Sound/syllable rep.
Rp Phrase Rep.	P Prolongation
O Other (specify)	B Block

CHECKING IN With Teachers

Some students stutter or hesitate when they speak. This may interfere with communication both in and out of the classroom. This type of speech problem warrants further evaluation. Please help me gain a better overall view of this student's speech skills by completing the following information and returning to me by _____.
Thank you!

Speech-Language Pathologist _____

Phone/Room _____

Student _____	Birthdate _____	Age _____	Grade _____
School _____	Teacher _____	Section _____	Date _____
Follow-up is important, so I would like to observe this child in several different situations. Please list when this student:			
Goes to lunch _____	Shares in the classroom _____		
Attends gym class _____	Interacts with peers _____		
Please let me know the best way to contact you:		Days/Times _____	
E-mail _____	Phone _____		

General Information

- Compared to his/her peers, this student: (Check all that apply.)
 - _____ doesn't mind talking in class
 - _____ tries to avoid speaking in class (does not speak if called upon; asks few questions)
 - _____ speaks with little or no outward signs of frustration or embarrassment
 - _____ sometimes uses gestures to avoid speaking
 - _____ is difficult to understand in class
 - _____ demonstrates frustration when speaking (Please describe.) _____
 - _____ exhibits academic performance at an average or above-average level
- This student is disfluent or stutters when he/she: (Check all that apply.)

_____ begins the first word of a sentence	_____ speaks to the class
_____ speaks during an entire sentence	_____ gets upset
_____ uses little words	_____ shares ideas or tells a story
_____ uses main words	_____ answers questions
_____ talks with peers	_____ carries on a conversation
_____ talks to adults	_____ reads aloud
_____ other _____	
- Check any of the following behaviors you have noticed in this child's speech:
 - _____ revisions (starting and stopping and starting over again)
 - _____ frequent interjections (*um, like, you know*)
 - _____ word repetitions (*we-we-we*)
 - _____ phrase repetitions (*and then, and then*)
 - _____ part-word repetitions (*ta-ta-take*)
 - _____ prolongations (*nnnnobody*)
 - _____ blocks (vocal tension/no speech comes out)
 - _____ unusual face or body movements (visible tension, head nods, eye movements)
 - _____ abnormal breathing patterns
 - _____ other _____

CHECKING IN With Teachers, *continued*

In the Classroom

1. I do/do not (circle one) have concerns about this child's speech because _____

2. I observe the most disfluency when _____
3. When this child has difficulty speaking, he/she reacts by _____

4. When this child has difficulty speaking, I respond by _____

Perceptions About Stuttering

1. I have had prior experience with a child who stutters. Yes No
2. I feel that stuttering is caused by _____
3. Some questions I have about stuttering are _____

4. Some questions I have about how to help this child communicate effectively in the classroom include _____

5. I think the goal of stuttering therapy should be _____
6. The amount of knowledge I currently have regarding the disorder of stuttering is:
 nothing ←————→ a lot
 1 2 3 4 5 6 7
7. My confidence level regarding dealing with stuttering in the classroom would be:
 not confident ←————→ very confident
 1 2 3 4 5 6 7
8. My confidence level in identifying stuttering in children who stutter is:
 not confident ←————→ very confident
 1 2 3 4 5 6 7
9. My confidence level in identifying avoidance behaviors in children who stutter is:
 not confident ←————→ very confident
 1 2 3 4 5 6 7
10. My comfort level when communicating with this child is:
 Uncomfortable ←————→ very comfortable
 1 2 3 4 5 6 7

Observations about this child

With Peers

1. How does this student relate with other students the same age? _____

2. Is this student teased or mimicked because of his/her speech? Yes No
If *yes*, please describe. _____
3. When this child has difficulty speaking, the other children react by _____

4. Following a comment or teasing by a peer, how does this child react? _____

In General

1. Have other students or this students' parent(s) ever mentioned his/her fluency problems? Yes No
If *yes*, what was discussed? _____

2. Has this student ever talked to you about his/her speech problem? Yes No
If *yes*, what was discussed? _____

3. What other information might be helpful in looking at this student's fluency skills? _____

4. Do you have any other concerns regarding this child's speech and language, academic, or social skills?

CHECKING IN About School _____

Name _____ Grade _____ Age _____ Date _____

Finish the sentences below.

When I am talking in class, the other kids usually _____

The hardest time for me to talk in school is _____

In school, it is easiest for me to talk to _____

In school, it is hardest for me to talk to _____

When someone is trying to help me with my speech, they usually say/do _____

When I have to talk in class, I usually _____

When I stutter in class, the teacher usually _____

When I stutter in school, my friends usually _____

When I have to read out loud or give a presentation in class, I usually _____

If I think I will stutter in the classroom, I usually _____

If I could tell my classmates one thing about my speech, it would be _____

Answer the following questions.

	Yes	No	Sometimes
I like reading out loud in class.	_____	_____	_____
I raise my hand when I know the answer.	_____	_____	_____
If I have something to say, I say it no matter what.	_____	_____	_____
If I think I might stutter, I may not say anything.	_____	_____	_____
The other children in my class are okay with my speech.	_____	_____	_____
I think my teacher knows a lot about stuttering.	_____	_____	_____
I get teased about my speech (now or in the past).	_____	_____	_____
I know a lot about stuttering.	_____	_____	_____

CHECKING IN About Your Stuttering _____

Name _____ Grade _____ Age _____ Date _____

The first time I remember stuttering was _____

I think stuttering is caused by _____

I think I stutter because _____

I believe there is a cure for stuttering. Yes No Not Sure

When I grow up, I will no longer stutter. Yes No Not Sure

Some things I definitely know about stuttering are _____

I can help my speech by _____

From speech therapy, I have learned _____

I think listeners should _____

It is okay / not okay (circle one) to stutter because _____

I don't like going to speech class because _____

I like going to speech class because _____

I am okay / not okay (circle one) with the way I talk now because _____

The most important thing I want people to know about me is _____

Overall Evaluation Summary _____

Child's Name _____ Age/Grade _____ Date of Evaluation _____

Relevant Speech/Language and Medical History		
Medical History	Other Communication Disorders	Prior Treatment History

Observable Characteristics of Stuttering *(based on observation of multiple speech samples)*

Disfluency Characteristics

Situation	Stutt.	Nonstutt.
	%	%
	%	%

Related Behaviors *(check all that apply, add others as necessary)*

eye blinks/poor eye contact voice tension/rising pitch
 facial tension or struggle body movements
 other (_____)

Physical Characteristics of Stuttering

Common Types _____
 Avg. Duration _____
 Overall Severity _____

Child's Reactions to Stuttering *(based on interview, standardized tests, and portfolio assessment)*

Beliefs About Stuttering

Feelings About Stuttering

Avoidance Reactions

refusing to speak/ not answering questions
 having others speak for him/her
 circumlocution/changing words/avoiding words
 using fillers or starter words and sounds
 other (_____)

Child's Speech/Language Development *(based on standardized tests, observation parent/teacher reports)*

Vocabulary/Word Retrieval **Articulation/Phonology**

Syntax **Oral-Motor Skills** **Voice**

Other People's Reactions to Stuttering

Parents	Teachers	Peers/Siblings/Others
Beliefs & Feelings	Beliefs & Feelings	Beliefs & Feelings
Level of Concern	Level of Concern	Reactions
Expectations & Goals	Expectations & Goals	

"I Can... Solve Problems" _____

Name _____ Grade _____ Date _____

Fill in the blanks with your best thinking and you can come up with your own problem-solving plan. Invite others who may be helpful to complete their own pages.

Name the Problem	
Brainstorm	Here are ALL the things I can think of to solve this problem.
Look Ahead	Plug in each idea from "Brainstorm" and think more about what might happen with each one. If I _____, then _____.

(Note: See pages 275-276 for a completed example of this form.)

Group 'em	<p>Decide which ideas are good for you and which may not be so helpful.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; width: 50%;">These could work!</td> <td style="text-align: center; width: 50%;">Oops, maybe not. . .</td> </tr> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </table>	These could work!	Oops, maybe not. . .		
These could work!	Oops, maybe not. . .				
Pick and Plan	<p>Pick an idea and make a plan to use it.</p>				
Rate It	<p>This idea did/did not help because:</p>				
Do-overs Allowed!	<p>Go back to the drawing board. Ask yourself:</p> <ul style="list-style-type: none"> • Is the problem listed <i>really</i> the problem, or could it be something else? • Do I need to brainstorm again? • Can others help me brainstorm? • Is there something else from my "These could work!" list that I could try? 				

slide Out / Easing Out / Pull Out

What is it?

Releasing tension in your speech *during* a moment of stuttering, then easing into the rest of the word or phrase

When can I use it?

During a moment of stuttering or whenever you feel tension in your speech



Walk me through it

When you “catch” a moment of stuttering,

- *Identify* where the tension is in your speech muscles
- *Reduce* the physical tension a little bit at a time
- *Continue* speaking to say the word and move on into the rest of the phrase

What’s in it for me?

Helps you reduce physical tension so you can speak more easily

Increases the feeling that *you* (and not your stuttering) are in control of your speech

Decreases avoidance of stuttering (no “hiding out”)

Gives you a choice about how you stutter (tense vs. easy)

Helps you change “involuntary stuttering” (not under your control) into “voluntary” (under your control) speaking

Keeps your speech moving forward

What else do I need to know?

You can practice this technique when you practice “catching” stuttering moments.

You can also practice this technique using pseudo-stuttering (fake stuttering) to help you gain a feeling of control over your speech. Then, as your feeling of control increases, you can try it in longer sentences or with higher levels of tension.

As you get better at monitoring your speech, it will get easier to catch moments of stuttering, figure out where the tension is, and reduce it so you can keep speaking.

Remember – your goal is to take control of the tension so you can keep speaking smoothly. You don’t want to just “push through” the moments of stuttering without changing the tension because pushing through makes more speech tension. Slide outs help you get more control as well as decreasing the tension in your speech muscles.

Cancellation

What is it?

Taking control of tension in your speech *after* you stutter

When can I use it?

After you feel tension in your speech muscles or after you stutter on a word



Walk me through it

After you stutter on a word,

- *Pause* long enough to figure out where the tension is
- *Release the tension* in your speech muscles
- *Start the word again* with an easy start or an easier stutter

You can start by practicing this in short conversations, then gradually move toward using cancellation in more challenging situations.

What's in it for me?

Helps you learn to recognize moments of stuttering more quickly so you can make changes in your speech

Gives you the opportunity to take control of your speech

Decreases avoidance of stuttering

Increases your confidence that you can manage the tension in your speech and make talking easier!

What else do I need to know?

Sometimes when you're stuck, just getting the word out feels good. The problem is that this can reinforce tension or "tricks" you might have used to get the word out. Cancellation helps minimize the likelihood that you'll use tricks by giving you time to change your tension in more helpful ways.

Practicing cancellation when you're talking with other people is very important.

Cancellation can help stay in charge of your speech so stuttering doesn't "win."

If, when practicing cancellations, your stuttering "turns real" during your second try, stay with it—you can always repeat the cancellation again until you can say the word with less physical tension.

Remember – your goal is not just that the word be produced fluently the second time; the goal is to decrease the tension in your speech.

Block-Out (A Variation of Cancellation)

What is it?

Stopping a moment of stuttering, relaxing the speech muscles, then saying the stuttered word again with less tension

When can I use it?

During a moment of stuttering, or whenever you feel tension in your speech

Walk me through it

When you “catch” a moment of stuttering:

- *Stop speaking*, right in the moment
- *Pause* long enough to *analyze* where the tension is
- *Release the tension* by relaxing speech muscles
- *Start the word again* with an easy start or an easier stutter

You can use block-outs as a variation of cancellation or even pull out or easing out.

What's in it for me?

Helps you learn to recognize moments of stuttering more quickly so you can make changes in your speech

Gives you the opportunity to reduce physical tension and decreases the feeling of being “out of control”

Reduces the tendency to “push through” a moment of stuttering

Decreases the avoidance of stuttering

Increases your confidence that you can manage the tension in your speech to make talking easier!

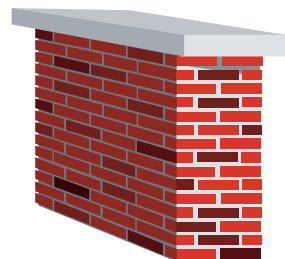
What else do I need to know?

Block-outs are not the same as “just stopping and starting over.” The most important thing is for you to reduce your tension on purpose and *take control* of your speech.

Block-out helps you *do something different* (by not pushing harder) with your speech machine during moments of stuttering.

If, when practicing block-outs, your stuttering “turns real” during the second attempt, stay with it – you can always repeat the block-out again until you can say the word with less physical tension

Remember – your goal is to reduce the tension in your speech, not just to say the word again fluently.



Voluntary Stuttering

What is it?

Producing fake moments of stuttering *on purpose* so they're under your control

When can I use it?

Whenever you feel like you want to reduce tension in your speech or when you want to let your stuttering out, when it's under *your* control



Walk me through it

Use a short, easy repetition (“bounce”) or stretch (“slide”) while you are talking.

You can try different types of voluntary stutters (longer/shorter, harder/easier) until you find the balance that's right for you.

What's in it for me?

Helps you decrease your discomfort with stuttering

Reduces the physical tension that occurs during “real” moments of stuttering

Helps to reduce the feeling that you want to avoid stuttering

Helps you make sure stuttering won't ever stand in the way of what you want to say

Helps you be more open about the fact that you stutter so you'll always be able to say what you want to say, regardless of whether or not you stutter

What else do I need to know?

Using voluntary stuttering may be hard at first, but the more you do it, the easier it will get.

To help yourself get better at voluntary stuttering, first start out in easy situations, then gradually move toward harder and harder situations as you get more comfortable with your speech and your stuttering.

Voluntary stuttering will help you gain more comfort with your speech and your stuttering, and this will help you say what you want to say without worrying about your speech!

Remember – you can use voluntary stuttering to help you reduce tension in your speech and to help you prevent the really big stutters from happening as often. It's not something you need to do all the time. Use it whenever it will help you!

Easy Starts (Easy Beginning, Easy Onset)

What is it?

Starting out speaking with less physical tension in your speech muscles so you can speak more easily

When can I use it?

Any time you want to reduce tension in your speech, you can start a phrase or sentence “a little easier”



Walk me through it

When using Easy Starts:

- *Slightly* reduce your rate of speech and reduce the physical tension in your speech muscles when you begin words or sentences
- *Gradually* move into the rest of the sentence using your regular speech

Note that you can use easy starts as often as you need as you manage your speech.

What's in it for me?

Decreases physical tension in your speech muscles

Increase your sense of control over speech tension when you are starting to speak

Helps you decrease the pace of your communication to help you speak more easily

What else do I need to know?

“Easy starts are just a start!” Don't forget that there are many tools for helping you speak more easily.

Easy starts can help you talk more easily, but you need to practice them if you want to be able to use them.

Sometimes, even when you try to use an easy start, it may not work. Stay with it, reduce tension (like “easing out”) and try to keep moving forward.

Of all the techniques you learn, easy starts may take the *most* practice. Be sure to practice your easy starts in lots of different situations.

Remember – easy starts won't make you “perfectly fluent;” they'll help you manage your speech so you can say what you want to say in an easier way.

Light Contact

What is it?

Touching parts of the speech machine together softly with less physical tension so you can keep your speech moving

When can I use it?

When you are easing into words, or whenever you want to reduce tension in your speech



Walk me through it

Light contact involves using softer or lighter touches between the parts of the mouth used for producing speech (the articulators).

- You can use it on any sound, and at any point when you are talking.
- As you're producing a sound, simply touch the parts of your speech machine together with less tension.
- For example, if you are producing a "t" as in "touch," move your tongue up to lightly tap the top of your mouth behind your teeth rather than pushing hard against the roof of your mouth.

You can begin to practice light contacts in single, words, phrases, and sentences. Later, you will be able to use it in conversational speech.

What's in it for me?

Helps you decrease tension in your speech muscles

Increases your awareness of the difference between hard or tense speech movements and light or easy speech movements

Increases your ability to "monitor" or keep track of tension in your speech muscles so you can more successfully manage your speech

What else do I need to know?

Playing around with the feeling of tensed and relaxed muscles helps you identify the tension more easily and quickly.

Light contact takes a lot of practice. Be sure to give yourself enough time to learn it.

Some sounds are easier to use light contacts on and other sounds are more challenging. Remember to practice light contact on different sounds and words.

Remember – light contacts may not help you speak fluently all the time, but they can help you reduce tension in your speech muscles.

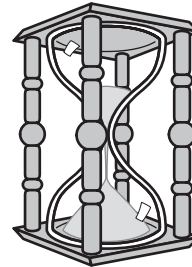
Pausing/Phrasing

What is it?

Allowing short pauses in your speech at natural points within the conversation (e.g., between phrases, between speakers)

When can I use it?

Whenever you want to reduce how fast the conversation is going so you have more time to think about what you want to say, or to prepare to use speech tools.



Walk me through it

Phrasing simply means saying words that group together naturally; *pausing* means leaving a little bit of time between those phrases. When using pausing and phrasing:

- Speak as you normally would (though you can combine this technique with easy starts or light contacts to reduce tension as well).
- When you come to the end of a phrase (a group of words that goes together), use a *short* pause — as long as you need, but not too long — then continue to the next phrase.

During your pause, you can prepare to use an easy start or light contact to help you reduce tension in your speech muscles before you continue speaking.

What's in it for me?

Helps to decrease the overall pace of the conversation

Helps you reduce time pressure you might be feeling to talk more quickly

Gives you control over the conversation

Gives you the chance to reduce tension in your speech muscles

What else do I need to know?

At first, the pause time may feel uncomfortable. Give yourself some time to become comfortable with it.

Start out by practicing in situations that have very little time pressure (e.g., during practice exercises). Then gradually practice in situations with more and more pressure.

The more time pressure there is in a conversation, the more useful pausing and phrasing will be for you.

Remember – pausing and phrasing can be used with other tools. Try combining the pause with easy starts or light contacts to help you speak with less tension.

Eye Contact

What is it?

Looking at your listener during a conversation

When can I use it?

All the time (but you don't want to stare)



Walk me through it

Using good eye contact simply means that you look at your listener when you are speaking, or that you look at speakers when they are talking.

You can't look at people *all the time*, but you want to make sure that you don't let fear about stuttering cause you to look away when you are talking.

Start out by using eye contact during times when you are speaking easily, then gradually move toward maintaining eye contact during moments of stuttering.

What's in it for me?

Shows that you are interested in your listener

Demonstrates your confidence in yourself and your comfort with your speech

Helps you to not avoid speaking

Helps listeners know when you are talking (even if you're in the middle of a stutter) and helps listeners know when you're done talking (so they won't interrupt you)

What else do I need to know?

Lots of people don't have great eye-contact skills. This is a skill that takes time and practice to develop, so don't rush yourself. As you get better at it, you will appear more confident as a speaker.

Start out in easy situations where you're comfortable with your listener. This will make it easier for you to maintain eye contact. Ultimately, as you gain confidence in your speech, you will find it easier to maintain good eye contact with any listener.

Remember – your good eye contact is part of good communication. It's not just for improving your speech, but for improving the way you communicate with different people and in different situations.

Turn Taking

What is it?

Giving everyone a chance to talk without interruptions

When can I use it?

Any time you're speaking! Good turn taking gives each person in a conversation the feeling that they have the time they need to think about what they want to say and to contribute their ideas to a discussion.



Walk me through it

When we have a conversation with somebody, we speak in “turns” — first one person has a turn to talk, then the other person has a turn to talk.

To use good turn-taking skills, simply wait your turn to talk. When somebody else is talking, give him the chance to finish what he wants to say.

Then, when it's your turn, know that you get to “hold the floor” until you're finished.

What's in it for me?

Reduces time pressures that can come from being interrupted — or from trying to interrupt other people

Makes it easier to use pausing and phrasing strategies

Gives you time to manage your speech by reducing tension or using other tools.

What else do I need to know?

Many people don't have great turn-taking skills. People interrupt each other all the time. You can't necessarily make other people wait their turn, but you can tell them that it helps you to communicate more easily when you get to take your own time for talking.

Sometimes, you'll need to use good turn-taking skills even if other people around you aren't. Stay with it, and it will help you reduce the time pressures you feel.

Remember — turn taking takes practice, especially when other people around you are “jumping in” and interrupting each other. You can let other people know that good turn taking makes it easier for you to communicate.

Handling Time Pressure

What is it?

Being in control of your time for talking by pausing before answering a question or making a comment

When can I use it?

Any time you feel time pressure to speak more quickly than you are ready to

Walk me through it

Remember that speakers talk in turns. When it is your turn to speak, you can handle the time pressures you might feel to start talking before you are ready by using a short pause at the beginning of your turn.

You can also handle time pressure during the middle of your turn by pausing or slowing your speaking rate whenever you need to.

You can also use the pauses to help you focus on managing your speech more easily or on just giving yourself the time you need to say what you want to say.

What's in it for me?

Reduces the overall pace of the conversation

Gives you more time to plan what you want to say

Makes it easier to use techniques to reduce tension in your speech muscles

Helps to reduce anxiety about speaking

What else do I need to know?

Handling time pressure is a technique that can be used in combination with all of your other techniques. Actually, handling time pressure gives you the “space” you need to use pausing and phrasing, easy starts, light contacts, or any other techniques you want to use.

At first, you may have trouble handling time pressure in tough situations so start out slowly with easy situations first. Gradually work your way up to harder and harder situations.

Remember – handling time pressure is a tool that helps you use all of your techniques more effectively. It takes time to learn how, but it will pay off!

Sample Reading Passage

(100 words)

Once upon a time, there was a dinosaur named Hubert. Hubert was a Tyrannosaurus Rex, the scariest kind of dinosaur in the forest. But, Hubert was different. He wasn't scary at all. Hubert liked to make friends and play games with all the other dinosaurs. One day, Hubert was walking through the forest (boom, boom, boom) when he met two little girls! Hubert was very surprised because he had never seen humans before. He thought to himself, "What kind of dinosaur is that?" He decided to go over and say hello, to see if he could make some new friends.

Sample Reading Passage Divided into Phrases

(100 words, 22 phrases)

(Note: Children may put the phrase breaks in different places. Knowing where to put phrase breaks is part of the skill of using Easy Starts and Pausing/Phrasing that comes with practice.)

Once upon a time // there was a dinosaur // named Hubert // Hubert was a Tyrannosaurus Rex, // the scariest kind of dinosaur // in the forest // But Hubert was different. // He wasn't scary at all. // Hubert liked to make friends // and play games // with all the other dinosaurs. // One day // Hubert was walking through the forest // (boom, boom, boom) // when he met two little girls! // Hubert was very surprised // because he had never seen humans before. // He thought to himself // "What kind of dinosaur is that?" // He decided to go over // and say hello // to see if he could make some new friends.

PLAN It, DO It, CHECK It!

Practicing helps you take more responsibility for managing your communication. Using this planning sheet will help you become your own speech manager.

Name _____ I will bring this back on _____

What I PLAN to practice (Complete this part at the beginning of the week.):

My Overall Goal is to _____ I plan to practice _____ times.

My "Big Weekly Challenge" is to _____

I plan to practice my (which techniques) _____

I plan to practice at: Home School Community Other _____

I plan to practice with: Parents Friends Teachers Other _____

What I DID practice (Complete this part as you do your practice. Fill in the *day, technique, who you practiced with, and where you practice.*)

On _____ I practiced _____ while talking with _____ at _____.

On _____ I practiced _____ while talking with _____ at _____.

On _____ I practiced _____ while talking with _____ at _____.

On _____ I practiced _____ while talking with _____ at _____.

On _____ I practiced _____ while talking with _____ at _____.

On _____ I practiced _____ while talking with _____ at _____.

How did I do? (Complete this part at the end of the week.)

Did I practice as often as I planned to? Yes No Did I practice where I planned to? Yes No

Did I meet my "Big Weekly Challenge"? Yes No Did I meet my overall goal? Yes No

I rate my practice this week (5 = great, 1 = needs work) _____ because _____.

Next week, I will PLAN to: _____.

CHECKING IN About Your Therapy _____

Name _____ Grade _____ Age _____ Date _____

Please complete the following questions with your ideas about what you have been learning and what you need.

Since we started therapy:

I have seen improvements in _____.

I haven't seen improvement in _____.

The best thing for me has been _____.

The hardest thing for me has been _____.

What I used to want from therapy was _____.

What I want now from therapy is _____.

_____.

Right now:

I am less worried about _____.

I am most concerned about _____.

I wonder most about _____.

What I think I need most is _____.

Add anything else you would like me to know in order to make our time together the best it can be. _____

CHECKING IN About Your Child's Therapy _____

Child's Name _____ Grade _____ Age _____ Date _____

Please complete this questionnaire with your most recent thoughts and observations about your child's speech therapy experience.

Since my child started therapy:

I have seen improvements in _____

I haven't seen improvements in _____

The best thing for me has been _____

The hardest thing for me has been _____

My expectations have changed in the following ways _____

Right now:

I am less worried about _____

I am most concerned about _____

I wonder most about _____

What I think my child needs most is _____

What I need most is _____

Add anything else you would like me to know in order to make our time together the best it can be. _____

CHECKING IN About Classroom Situations _____

Child's Name _____

Grade _____

Teacher _____

SLP _____

For Your Information (for SLP to complete)

In speech therapy, _____ and I are working on _____

You can help by _____

.....
For My Information (for teacher to complete)

Because we don't always have time to talk personally, please complete and return the following section about your interactions with this student, as necessary.

A recent situation that occurred regarding _____'s speech skills was _____

I responded by _____

A question I have regarding my role in this child's progress is _____

Please remember to contact me if you have any questions or concerns regarding this child's speech or language skills in the classroom.

Speech-Language Pathologist

CHECKING IN About Teasing and Bullying _____

Name _____ Grade _____ Date _____

Complete this page with YOUR ideas about teasing and bullying. Use your best thoughts and be honest in your answers.

I think that teasing and bullying are caused by _____

Everybody gets teased or bullied about something, sometimes. True False

People usually tease because _____

I have seen (or heard) kids get teased about _____

Teasers and bullies have a lot of friends. True False

People who tease or bully are _____

Bullies should have to _____

Getting teased can make someone feel _____

One time, I got teased about _____

It made me feel _____

When it happened, I (what did you do/say?) _____

Fighting usually solves problems. True False

One time I teased someone about _____

Some kids react to bullying by:

- | | |
|-------------------------------------|------------------------------|
| _____ walking away | _____ telling their parents |
| _____ fighting or pushing | _____ telling their teachers |
| _____ name calling | _____ saying "stop it" |
| _____ yelling | _____ crying |
| _____ ignoring the bully completely | |

Some things I have tried before are _____

I think some good ways to handle teasing and bullying are _____
