

Stuttering intervention.

- Stuttering modification approach Van Riper
 - ↳ dedicated to adults with severe stult. / feelings and att advance stult
- Fluency shaping approach
 - ↳ mostly dedicated for children [13 years and below] intermediate and beginning.

boarderline stage → mostly indirect intervention

↳ ① family / parent consiling

↳ ② environmental adaptation

↳ make it fluency enhancement

we may use some tecnics from fluency shaping while in stult. modification treatment. → like slow and prolonged speech.

Stuttering modification

- the goal is not make them fluence speakers but make them less stutters
- we want to :-
 - ① reduce severity of stuttering
 - ② eliminate avoidance and covert beh. to reduce the fear.

we focus on

- | | |
|-----------------------------|--------------------------|
| ① modifying stult moments | ② avoidance / fear / att |
| ③ analysis of stult moments | ④ self monitoring. |

to stutter less $\rightarrow$ either in severity of stutt itself and the f

Severity $\rightarrow$ duration is longer $\rightarrow$ stuck in stutt. for longer.

$\rightarrow$ minimize the no. of repetitions, Duration time of blocks.

$\rightarrow$ physical conoms $\rightarrow$ excessive muscular tension and mandibular trismus

$\rightarrow f \rightarrow$ decrease f

4 major Phases

① Identification Phase

- analysis and interpretation of the stutt.

- the client must understand the ^{basic} concept of speech production.

- therapy strategies I use to make the client ~~build~~ the concept of speech production and identify his stutt $\Rightarrow$ by oral reading / discussion / modeling beh. / self observation

- self obs. $\Rightarrow$ he must observe himself while stutt either visually (mirror / video Rec) or orally (audio record)

② Desensitization

→ eliminate the sensitivity toward the stutt. behaviors he has, and the responses of the listeners.

- Stutt. moment: client is going to gain →
- Facing the stutt. internally and externally → listeners reaction consequences on your internally.

* Voluntary Stuttering:- (Pseudo Stuttering)

- make the child stutter on purpose
- to increase his overall control on the stutt. behaviors.
- increase the awareness of stutt.
- Confront → ↔

③ Modification

- to adapt the stuttering
- changing stuttering severity from severe to less severity
- remove advanced feelings and attitudes / avoidance

(A) Cancellation

- after he finished his stutt. moment (used in the therapy)

what is it? - we teach him to pause for a moment and then he must ~~stutter~~ ^{repeat} the word again. with less stutt. or without stutt. ~~less~~ repeat

- we are building a self monitoring ~~system~~ ^{skills}.

why we use it?

- ① learns to ~~cancel out~~ 'cancel out' or less stutt. → more controlled form of stutt. so we are building a self monitoring skills to make self correction.

- ② decrease avoidance.

- ③ reducing no. of repetition

② Pull out

- during the stutt. moment.

what to do? → the client must hold on the stutt. moment and to finish it with very less stutt. easy stutt.
↳ [duration / physical] must be reduced for easier stutt.

→ by moving to the upcoming word.

→ make stutt. voluntary

why we use it? - to be more relaxed stutt.

- releasing the tension

- keep the speech more flow

- desensitize the client

when to use it?

- high degree of emotionality / feels stuck

- start with "fake" stutt. (pseudo stutt)

(on purpose stutt) *intentional stutt.*

③ Preparatory sets

- before stutt. moment

- he knows he will stutt at this word so he tries to stutt. at it less

- we use some tech. from fluency shaping.
→ slow and prolonged speech

- slow, smooth, light sound rate production.

(fluency shap. mod. is) *fluency shaping modification*
Produce upcoming word as if client is *producing the word as if* modif.
(*fluency shap. mod.*) *fluency shaping modification*

[pleasure is reached in response to long-term goals]

④ Stabilization Phase

For the ^{Client} ~~child~~



- we have to stabilize the tech / strategies to practice it without external monitoring.

- Generalization :-

- the Client must Generalize the strategies to and use them in every context
- the Client is able to face his fear.
- he can deal with every stuff situation outside the Clinic

- Maintenance :-

- we must build a following up plan
- if behaviors reoccur after dismiss, we need to ~~re~~repeat the therapy depend on his ^{new} severity

- Disclosure

- Psychologists helps us at this stage.
- to expose my situation very clearly to the listeners.
- it is preferable to use disclosure in parallel with identification.

Fluency Shaping.

- mostly to children
- feelings and attitudes not fully developed. صفات
- to speak fluently.
- trade $\rightarrow$ باجد اصلي معيار اصرار

باخذ الحصى مقابل الحصى
 trade → naturalness
 مقابل الحصى
 FSH يرفع
 Slow and ~~speed~~ ^{prolonged}
 الارتفاع إلى بخار

speech naturalness $\Rightarrow$ to what extent my speech sound normal depend on the community we live in

9. ملی

- speech production is a motoric mov.
- the more the motoric mov. are tense → disfluency appear
- the more the relaxed motoric mov → fluency appear.
- if we have excessive tonicity we have disfluency of respiratory / phonatory / articulatory muscles.

Respiratory

- normal Breathing style is abdominal breathing.
- abnormal $\Rightarrow$ (i) chest breathing $\rightarrow$ rib cage rise (w/o diaphragm)

قل كَيْفَ هُوَا (2) clavical breathing →

- Full Breath Target:-

inhale through the nose → to exhale through the mouth

visual feedback and tactile feedback is important
↓ still very subtle

- Gentle onset

- ↳ target Phonatory system → Vocal folds
- instead of initiation the vocal folds in the adduction phase abruptly we taught them to bring them gently and slowly.

- بنكر صوة تحت انتاج الأصوات والساكن

- Easy starts / Easy speech

- ↳ articulators
- ↳ start speech slower with less tightness self-monitoring

- stretching → part of gentle

- ↳ prolongation of word - Phras - sent production

- light Contact → touch articulators together lightly and softly

- chunking → Production → صوة صارة، صارة صارة

Gentle onset / Easy start / light contact
صارة صارة صارة صارة صارة