

## Brainstorm for SLPs on Goals & Positive Effects of Treatment for Stuttering

(in no particular order)

- Exploring **talking** and **exploring stuttering** as evidenced by...
  - ◆ Iceberg analogy
  - ◆ Increasing self-awareness and understanding of speech mechanism and speech production
  - ◆ Increasing self-awareness and understanding of stuttering pattern(s), without judgment
  - ◆ Exploring tension and location of tension in speech; desensitization to stuttering
  
- Increasing **self-acceptance, self-image, self-care** as evidenced by...
  - ◆ Cognitive-behavioral approaches to self-acceptance—healthy thoughts and feelings that lead to healthy/helpful actions
  - ◆ Mindset or perspective-building—not centering stuttering as the problem that must be “fixed”; generating alternative perspectives; reinterpreting difficult or negative experiences in more adaptive ways
  - ◆ Shifting focus from problems to solutions
  - ◆ Identifying and celebrating strengths in other areas; noticing the positives
  
- Increasing **social communication skills** such as eye contact, spontaneous and routine greetings, expressions of gratitude, verbal and non-verbal cues, small talk, the give and take of conversations, entering and exiting group discussions—all without prioritizing fluent communication (*taken from EWM blog*)
  
- Increasing **communication confidence, communication freedom, and participation** as evidenced by...
  - ◆ Body language that demonstrates interest, active listening, and confidence (e.g., upright posture, open body stance, eye contact as appropriate)
  - ◆ Identifying and working up to facing fears; targeting fear hierarchy (comfort/stretch/panic or peak zones); increasing risk-taking
  - ◆ Working up to engaging in social interactions that require verbal output (e.g., small talk, introductions, greetings, goodbyes, taking the floor, humor, telling jokes, storytelling)
  - ◆ Working up to engaging in classroom activities that require verbal participation (e.g., sharing during show and tell, circle time participation, asking or answering questions, telling or retelling a story, participating in a group discussion, reading aloud, oral presentation, speech)
  - ◆ Working up to trying new things or gradually taking risks, with or without stuttering (with a mindset that it helps us learn and grow); decision-making not tied to stuttering
  
- Increasing **talking, communication ease, and communication competence** as evidenced by...
  - ◆ Exchanging ideas, thoughts, opinions, knowledge—saying exactly what you want to say regardless of stuttering or WITH stuttering; openly stuttering with decreased reactivity

- ◆ Demonstrating the ability to use voluntary stuttering (e.g., easy prolongations, easy repetitions) or other stuttering modification strategies of the individual's choosing to decrease tension and ease struggle and effort, to facilitate forward movement of speech, or as Chris puts it, *to stutter efficiently and to help show stuttering, not hide it.*
- Increasing **self-advocacy** as evidenced by...
- ◆ Educating others about stuttering in self-chosen format
  - ◆ Learning to deal with teasing and bullying with support from others
  - ◆ Identifying circle/network of support for different situations or contexts and building positive relationships; connecting with others who stutter
  - ◆ Self-disclosure to give yourself permission to stutter, to opt in to difficult situations that were avoided in the past, and/or to alleviate thoughts of what others are thinking while you stutter (*taken from EWM blog*); removing "the elephant in the room"
- Facilitating a **healthy, communicative environment** in the home and classroom (for caregivers and teachers) as evidenced by...
- ◆ One-on-one special time together without the demand for fluency
  - ◆ Building confidence through praise of effort and progress (e.g., courage to speak up) rather than perfection or performance
  - ◆ Reducing rapid-fire questions and interruptions—making space and holding space for talking; turn-taking; reducing competition for talking time
  - ◆ Talking openly and non-judgmentally about stuttering
  - ◆ Talking openly and non-judgmentally about feelings and emotions associated with stuttering and/or difficult speaking situations - not minimizing/dismissing but rather listening and validating the individual's feelings
  - ◆ Learning about stuttering together (e.g., storybooks, visuals, analogies)
- Building **resilience** (the ability to adjust and cope with significant difficulties and to bounce back from negative experiences) as evidenced by...
- ◆ Reducing emotional reactivity to stuttering
  - ◆ Entering challenging speaking situations with support; expanding comfort zones and embracing challenges, while persisting or persevering through adversity
  - ◆ Learning to move from negative experiences more quickly
  - ◆ Building vocabulary to talk about feelings and emotions, exploring strength of emotions, and impact of emotions on the body
  - ◆ Fostering a growth mindset when facing adversity (i.e., "It's okay to make mistakes"; "I can do it" or "I can try" attitude/disposition or "I can't do it yet")
  - ◆ Viewing setbacks as opportunities to learn and grow (reframing "failure" as part of the learning process)