

One Component of Stuttering Therapy

Teaching stuttering modification and fluency-enhancing techniques is an important component of school-age therapy. However, it is only *one* of a number of components. Indeed, teaching these skills is *one part* of what should be a multi-dimensional approach to therapy (Chmela & Reardon, 2001; Gregory, 2003; Guitar, 1998; Yaruss & Reardon, 2002).

Therapy must also address cognitive, affective, linguistic, and social aspects of a child's stuttering problem (Healey, 2004). When we understand the ways in which these different factors impact particular children, we are able to appropriately individualize our treatment. As we address these multiple dimensions, parents and teachers must be included in therapy. We need to help them facilitate the therapeutic process and create accepting and supportive environments for their children.

Given that *Speak Freely* only addresses the physical dimension of a child's stuttering, it is imperative that these materials be used in concert with additional therapy activities.

A wide variety of activities can be found in resources listed in Appendix A. These resources offer methods for helping students:

- learn about speech production and the nature of stuttering
- explore their own speaking and stuttering behavior
- establish healthy attitudes toward speaking and stuttering
- develop problem-solving skills for managing challenging speaking situations
- transfer learned skills and attitudes into their daily lives
- take ownership of the therapy process