

**Sir Alexander Ewing-Ithaca College Speech and Hearing Clinic  
Ithaca College, Ithaca, New York 14850**

**Treatment Plan**

NAME:

ADDRESS:

PHONE:

(home)

(work)

PARENTS:

DATE OF PLAN:

DATE OF BIRTH:

AGE:

Diagnosis:

Clinician:

Supervisor:

**STATEMENT OF THE PROBLEM**

One paragraph that includes

1. 1-2 sentences that provide the client's name, age, gender and educational status (if a student).
2. 1 sentence with providing the referral source and purpose.
3. 1-2 sentences that provide how long the client has been in treatment at this clinic and for what problem.
4. Refer to the original diagnostic report and date for more detailed information of the client's communication problem.
5. Any other relevant information you consider pertinent.

**PRE-THERAPY ANALYSIS**

**Segmental Analysis**

Provide a full segmental analysis (including speaking rate) for the following speech samples. Use the standard segmental analysis report format for each sample. Include summary statement as to whether the sample is representative of the client's "typical" speaking. If not, qualify.

1. Two minute oral reading sample
2. Three minute of spontaneous speech sample(s)

**Speech Fluidity Analysis**

Write a brief description of the client's typical speech pattern using the following categories. You can write this as a paragraph, integrating the five areas or write a separate description for each area, including the headings.

1. Overall communication pace:
2. Onset/offset transitions and continuity:
3. Pause location and durations:
4. Adjustments of stuttering:

**Speech Adjustment Strategies**

Include what the client does to volitionally modify his/her speech behavior. This can be both facilitating and inhibiting behaviors.

**Communication Attitudes and Perceptions**

## **THERAPY OBJECTIVES**

Begin this section with a paragraph that identifies how far the client has progressed in the treatment program. Then qualify as needed. Follow where in the program the client will start this semester.

### **I. Education and Orientation**

**Objective 1:** The client will understand speech and language processes as they relate to "fluid speech" and development of the stuttering response. Specifically the client will demonstrate understanding of the following as they relate to effective talking and communication.

- 1a. What is talking and how it relates to the concepts of fluent speech units versus "fluid speech movement.
- 1b. The type of difficulties associated with production of fluid speech (e.g. rhythm, disfluencies, etc.)
- 1c. Factors that facilitate and disrupt fluid speech
- 1d. The components of the stuttering response and how they develop into an integrated communication process
- 1e. Factors that perpetuate stuttering as well as effective and ineffective adjustment strategies

**Objective 2:** The client will demonstrate understanding of the rationale and objectives of the treatment program as presented below and outlined in the SAST (Cross, 2001) text.

### **II. Analysis**

**Objective 3:** The client and clinician will develop and record a "Personalized Fluency Profile". This profile outlines specific behaviors and response patterns associated with their individual stuttering problem. The profile will include analysis of the following.

- 3a. Characteristics of their fluid and stuttered speech
- 3b. Attitudes, perceptions, and beliefs associated with their stuttering problem that either facilitate or inhibit effective communication
- 3c. Behavioral and psychological adjustment strategies used to help communicate and/or cope with their stuttering problem

### **III. Speech Adjustments**

**Objective 4:** The client will develop the ability to produce natural sounding fluid speech in a hierarchy of clinically controlled speaking conditions. These conditions progress from isolated word utterances with single on/off transitions to connected speech with multiple on/off transitions. To accomplish this goal, the client will accomplish the following.

- 4a. Develop understanding of the characteristics and goals of natural sounding fluid speech. This includes the difference between "fluid talking" and "fluent speech" as well as the parameters that facilitate fluid speech movement.
- 4b. Develop the ability to identify and vary perceptual and movement pace in nonspeech and speech movement activities.
- 4c. Develop the ability to volitionally start and stop speech using gradual speech movement abruptness and transitions. This incorporates appropriate lung volumes and breathing transitions, open vocal folds, and effective movement pace.
- 4d. Develop the ability to identify and modify "conversational pace" while maintaining fluid speech. This includes 1) using natural and linguistically appropriate pause locations and 2) volitionally increasing and decreasing inter-speaker pause durations

**Objective 5:** The client will develop the ability to integrate fluid talking with effective adjustment of stuttered speech. Specifically, the client will accomplish the following:

5a. Understand the rationale and objectives for effectively adjusting stuttering episodes. This includes learning to enter stuttering episodes naturally and adjusting disrupted behavior slowly and gently back to forward, fluid speech. Emphasis is placed on decreasing attempts to postpone, avoid, hide, or rapidly end a stuttering episode. Specifically, the client will demonstrate the ability to do the following.

5b. Volitionally enter and tolerate time pressure associated with attempts avoid, hide, or rapidly end the stuttering episode.

5c. Volitionally attend to and decrease the pace of stuttered speech movement and the degree of force/pushing that accompanies stuttering episodes.

5d. Volitionally make slow, easy transitions back to continuous fluid speech at reduced communication pace.

#### **IV. Behavioral Integration**

**Objective 6:** The client will demonstrate the ability to proactively attend to, produce, and vary communication pace, fluid speech, and stuttering adjustments in a hierarchy of speaking situations that differ in emotional, social, and cognitive communication demand. Specifically, the client will accomplish the following:

6a. Develop and record in consultation with the clinician a hierarchy (from least to most difficult) speaking situations that vary in emotional, social, and cognitive demand.

6b. Demonstrate the ability to volitionally attend to and produce fluid speech and appropriate stuttering adjustments at each level of communication demand.

#### **V. Perceptual Adjustments**

During the course of working on Objectives 1-6 the client will also accomplish the following:

**Objective 7:** Identify attitudes, perceptions, and thoughts that inhibit a positive approach to talking and self-perception as a person who stutters.

**Objective 8:** Eliminate all forms of stuttering postponement and avoidance adjustment strategies

**Objective 9:** Volitionally seek out speaking situations to work on communication pace, fluid speech and stuttering adjustments.

**Objective 10:** Increase the self-perception of "feeling in charge" of talking in situations that vary in communication demand.

**Objective 11:** Increase and self-reinforce perceptions of accomplishment and the feeling of being in charge of talking.

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Graduate Student Clinician, B.S.

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Douglas E. Cross, Ph.D., CCC-SLP  
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