

Multidimensional Therapy Goals for Children Who Stutter (Elementary Grades)*

Dimension	K, 1 st , and 2 nd Grade	3 rd and 4 th Grade	5 th and 6 th Grade
Cognitive	Learn about speech anatomy and speech production. Identify aspects of their own stuttering. Therapist helps to normalize speech mistakes.	Learn about speech anatomy/production. Therapist provides general information about stuttering (e.g. “facts” about stuttering, famous people who stutter). Examine nature of their own stuttering.	Same as 3 rd and 4 th grade. Also, develop problem-solving skills. Therapist helps children to reframe beliefs about speaking and stuttering.
Affective	Work on general esteem issues. Engage in activities that empower the children in both speech and non-speech realms.	Deal with teasing, negative emotions, personal and parental expectations. Therapist helps child to share information on stuttering with parents, friends, and teachers.	Work on issues such as fear, shame, motivation, and appropriate levels of self-expectation. Children take responsibility for self and for communication.
Linguistic	Therapist matches linguistic level of stories and activities to appropriate developmental levels.	Develop narrative skills via story telling and plays. Begin to work with the language of social scripts.	Develop language of problem-solving, metaphors, analogies, and reframing. Use higher order verbal discourse.
Motor	Therapist primarily teaches fluency shaping techniques. Use stuttering modification if necessary.	Integrate fluency shaping and stuttering modification techniques. Manage stuttering rather than eliminate it.	Integrated fluency shaping and stuttering modification techniques. Manage stuttering rather than eliminate it.
Social	Work on politeness, listening, and turn-taking (e.g. Rules for Talking: “Wait your turn to talk.” “Don’t talk while others are talking.” “Listen when others are talking.”)	Manage teasing. Work on listening skills, social scripts (e.g. role play situations).	Develop higher level interaction skills appropriate to age and social situation.

* This chart is based upon a handout developed by Lisa Scott Troutman and Charles Healey (1998). The CALMS Model (e.g. highlighting cognitive, affective, linguistic, motor, and social dimensions) was developed by these two authors.