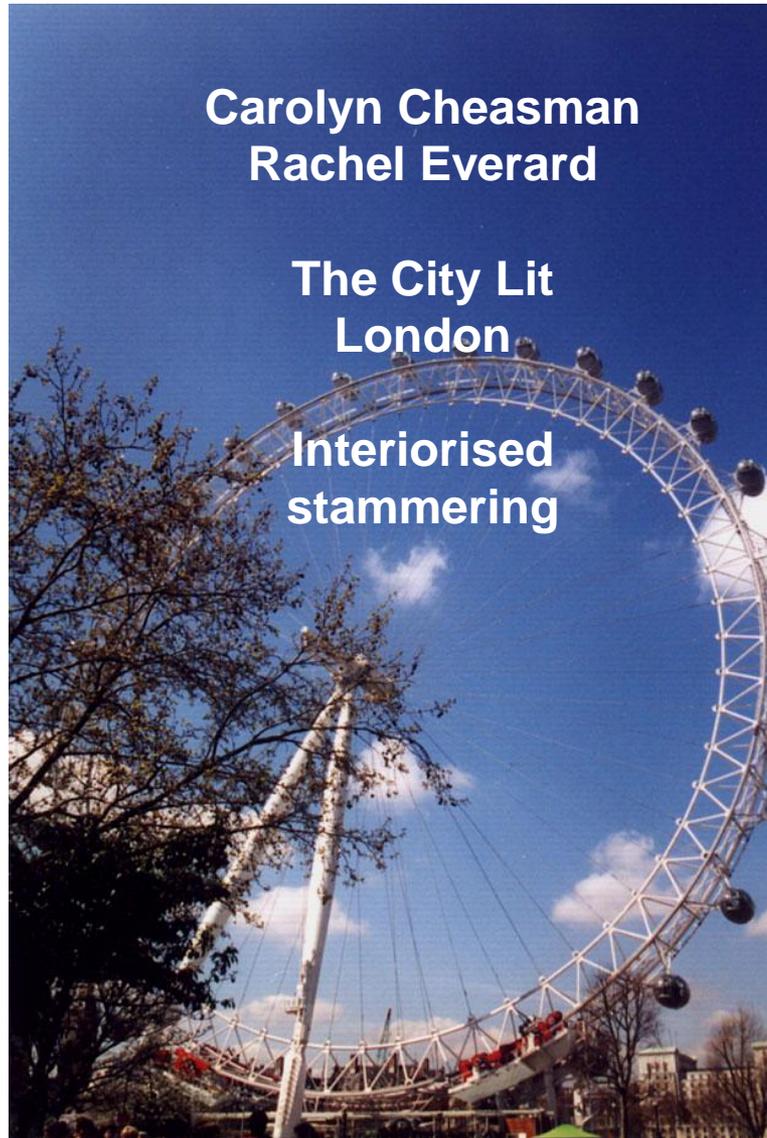


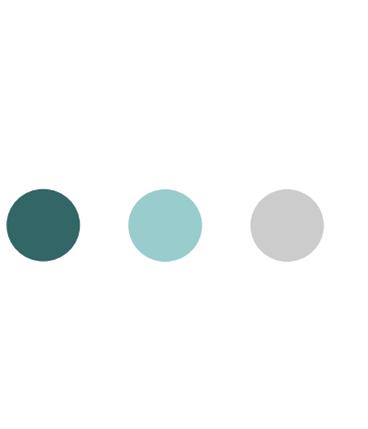


**Carolyn Cheasman
Rachel Everard**

**The City Lit
London**

**Interiorised
stammering**

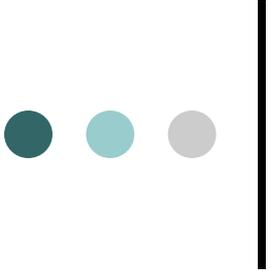




Rationale for presentation

- more people with interiorised stammering presenting for therapy
- interest of other SLT's
- unique provision?
- personal interest

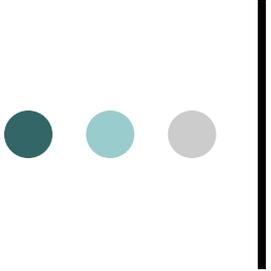




The City Lit

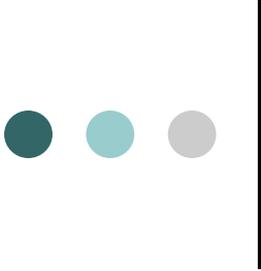
- adult education institute in central London
- national centre for work with adults who stammer
- extensive programme of intensive and non-intensive courses (23)
- approach – block modification, avoidance reduction and cognitive therapy work





Professional training courses

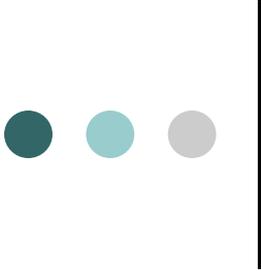
- Working with adults who stammer
- Vocal fold management
- Counselling skills
- Mindfulness meditation



Literature on interiorised stammering

- **Douglas and Quarrington, 1952**
study of 20 'masked stutterers'
- **Kroll, 1978**
study of 53 people who stutter
- **Levy, 1987**
description of group therapy approach
- **Hood and Roach, 2001**
dialogue



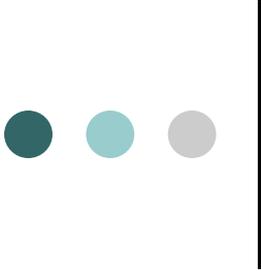


What is interiorised stammering?

- High levels of fluency
- High levels of avoidance
- High levels of negative emotion in relation to stammering

Term first used by Douglas and Quarrington, 1952

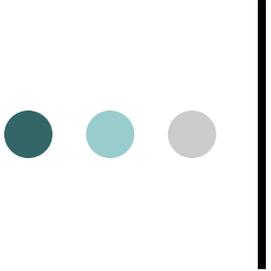




Benefits of non-intensive therapy

- avoidance reduction
- attitudes and feelings
- threat to identity with rapid change

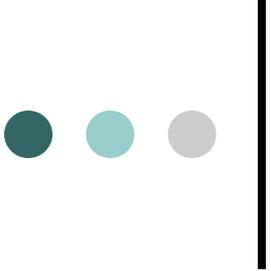




Value of the group

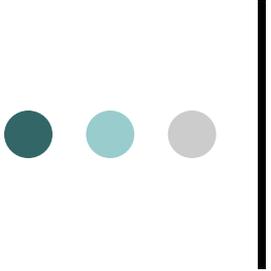
- Same reasons apply as for why groups are valuable for many people who stammer plus.....
- Specific identity issues for people with interiorised stammering





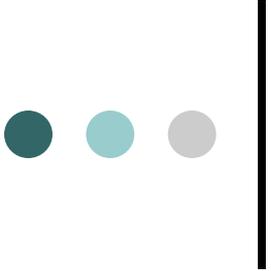
Group constitution

- Be on time
- Make an effort to attend consistently
- Mix
- Try not to dominate
- Allow honest feedback
- No swearing
- Have some social events



Group constitution (cont'd)

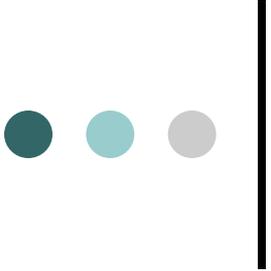
- Don't finish others' sentences
- Be friendly and welcoming
- Work on things between sessions
- What is said in the rooms remains here – confidentiality
- Don't speak over each other
- Respect other people



The course

- Sept 2009 – March 2010
- 25 two hour sessions
- group size – 10 (5 women and 5 men)



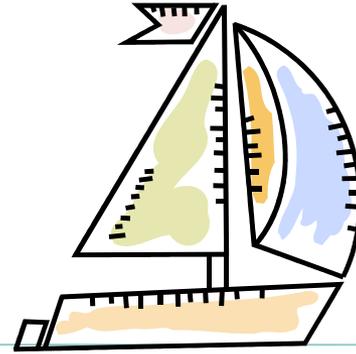


Identification

- ordering of covert and overt identification
- covert identification – emotions, thoughts, avoidances
- iceberg – feelings and avoidance
- cognitive therapy for thought identification

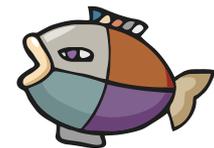


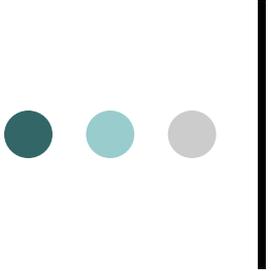
Iceberg



Fear
Anxiety
Angry
Embarrassed
Helpless – put on spot
Stupid
It's not fair
Carrying a burden
Depressed

Panic
Why me?
Frustration
Guilt
Tiring
Sad
Shame





Identification cont'd

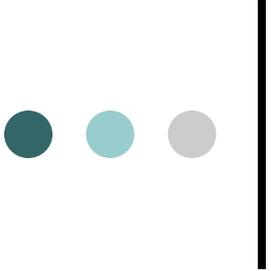
- avoidance aspects
- lifelines
- overt identification and use of video



Levels of avoidance (adapted from Sheehan, 1970)

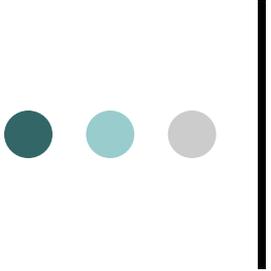
- sound
- word
- speech
- situation
- relationships
- feelings
- role





Overt identification

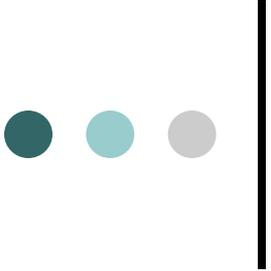
- Vocabulary (stammering, fluency and non-verbal communication)
- voice and speech production
- use of video
- feedback



Desensitisation

- explicit focus from session 8
- coming out
- avoidance reduction – setting aims
- avoidance – payoffs and prices
- SMART goals
- hierarchies
- voluntary stammering





Desensitisation cont'd

- self advertising
- survey
- working with negative thoughts – CBT
- mindfulness work (Kabat Zinn, 1996)
- ACT – Acceptance and Commitment Therapy (Hayes et al, 2003)

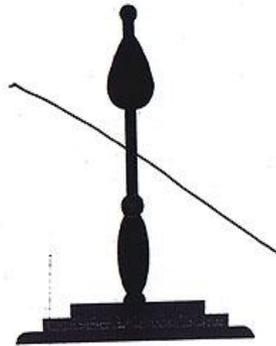
	<u>SOUND</u>	<u>WORD</u>	<u>SPEECH</u>	<u>FEELINGS</u>	<u>OTHER</u>
R	Reduce er'ing / humming Reduce backtracking	Change words less often	Speak more in the group		Keep more eye contact while stammering
P	Stop backtracking Keep regular breathing pattern - go for the difficult word without using extra breath	Say the word I want to say			
D	Go for the word. Go through with it.	Reduce word changing			Reduce loss of eye contact
M	Stop stammering Stop mms	Try to say the word stay with pause	Taking opportunities to speak here eg. reading lists	Try to be more open about my fear about public speaking	
C	Stop backtracking um's / er's and pauses		Read out loud if you have the opportunity		Pausing keeping eye contact especially when stammering
J	Go straight to the word rather than pausing.	Change words less often	Speak more		
S		Say the words rather than avoid them.	Allow myself to be recorded		Reduce distraction strategies eg. touching hair.



AVOIDANCE AS A WAY OF COPING - THE PAY OFFS AND THE PRICES

PAY-OFFS

Feeding the perception that you don't stammer
Less stress through not speaking up
Feeling I'm able to say something



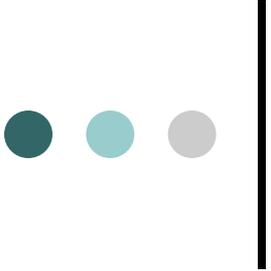
PRICES

Not saying the words you want to say
Increased stress through searching for words you can say

Continual fear of not being able to cover up
Not having your say / when you have a valid point to make

Continual denial about your stammer
Not facing up to it

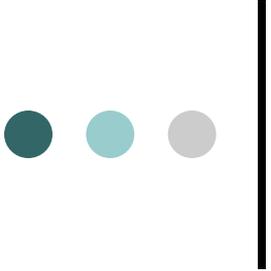




SMART goals

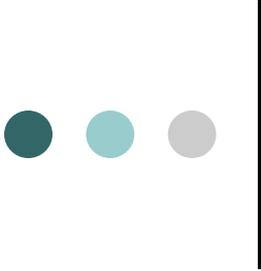
- Specific
- Measurable
- Achievable
- Relevant
- Time boundary





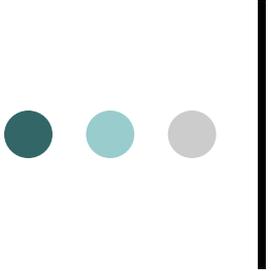
Voluntary stammering

- Relaxed deliberate repetitions or prolongations (slides)
- Use on non-feared words
- Way of being open about stammering
- Way of ‘coming out’
- Can ‘test’ listener reaction
- Challenging



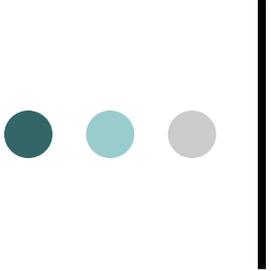
Working with negative thoughts

- Do I need to check out the evidence?
- Do I need to decide if this thought is helpful or unhelpful?
- Do I need to consider an alternative explanation?
- Do I need to notice thinking errors e.g. mind reading, catastrophising



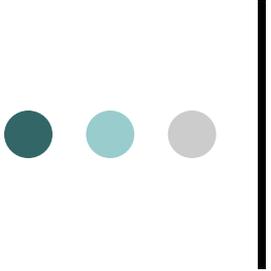
Mindfulness meditation (Kabat-Zinn, 1996)

- Increase non-judgemental present moment awareness
- Cultivate acceptance
- Stress management



Acceptance and commitment therapy (ACT) (Hayes et al, 2003)

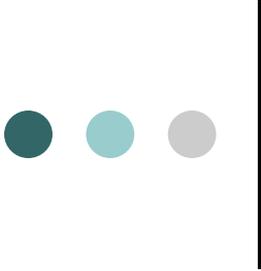
- Two major goals
- Acceptance of experience which is out of personal control
- Taking committed action towards living a valued life
- Work on valued directions e.g. being an effective manager – can support avoidance reduction therapy



Desensitisation review – week 16 – video clips

- What has started to change?
- What's helped these changes?

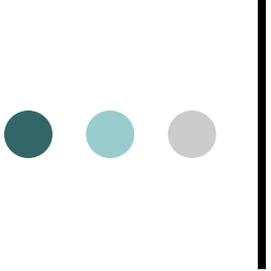




Modification

- work started session 17
- re-ordering of modification stages (Van Riper, 1971)
- modification issues
- risk of increasing avoidance





Evaluation

- Statements of learning
- S24 (Andrews and Cutler, 1974):
results significant between t1 and t2
- Wright and Ayre Stuttering Self-rating Profile (Wright and Ayre, 2000)



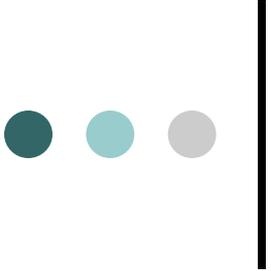


WASSP Summary Profile

None 1 2 3 4 5 6 7 Very severe

		1	2	3	4	5	6	7	
Behaviours	Frequency of stutters	1	[shaded]						
		2	[shaded]						
	Physical struggle during stutters	1	[shaded]						
		2	[shaded]						
	Duration of stutters	1	[shaded]						
		2	[shaded]						
	Uncontrollable stutters	1	[shaded]						
		2	[shaded]						
	Urgency/fast speech rate	1	[shaded]						
		2	[shaded]						
Associated facial/body movements	1	[shaded]							
	2	[shaded]							
General level of physical tension	1	[shaded]							
	2	[shaded]							
Loss of eye contact	1	[shaded]							
	2	[shaded]							
Other (describe)	1								
	2								
Thoughts	Negative thoughts before speaking	1	[shaded]						
		2	[shaded]						
	Negative thoughts during speaking	1	[shaded]						
		2	[shaded]						
	Negative thoughts after speaking	1	[shaded]						
		2	[shaded]						
Feelings	Frustration	1	[shaded]						
		2	[shaded]						
	Embarrassment	1	[shaded]						
		2	[shaded]						
	Fear	1	[shaded]						
		2	[shaded]						
	Anger	1	[shaded]						
	2	[shaded]							
Helplessness	1	[shaded]							
		2	[shaded]						
	Other (describe)	1							
	2								
Avoidance	Of words	1	[shaded]						
		2	[shaded]						
	Of situations	1	[shaded]						
		2	[shaded]						
	Of talking about stuttering with others	1	[shaded]						
	2	[shaded]							
Of admitting your problem to yourself	1	[shaded]							
	2	[shaded]							
Disadvantage	At home	1	[shaded]						
		2	[shaded]						
	Socially	1	[shaded]						
		2	[shaded]						
Educationally	1	[shaded]							
	2	[shaded]							
At work	1	[shaded]							
	2	[shaded]							

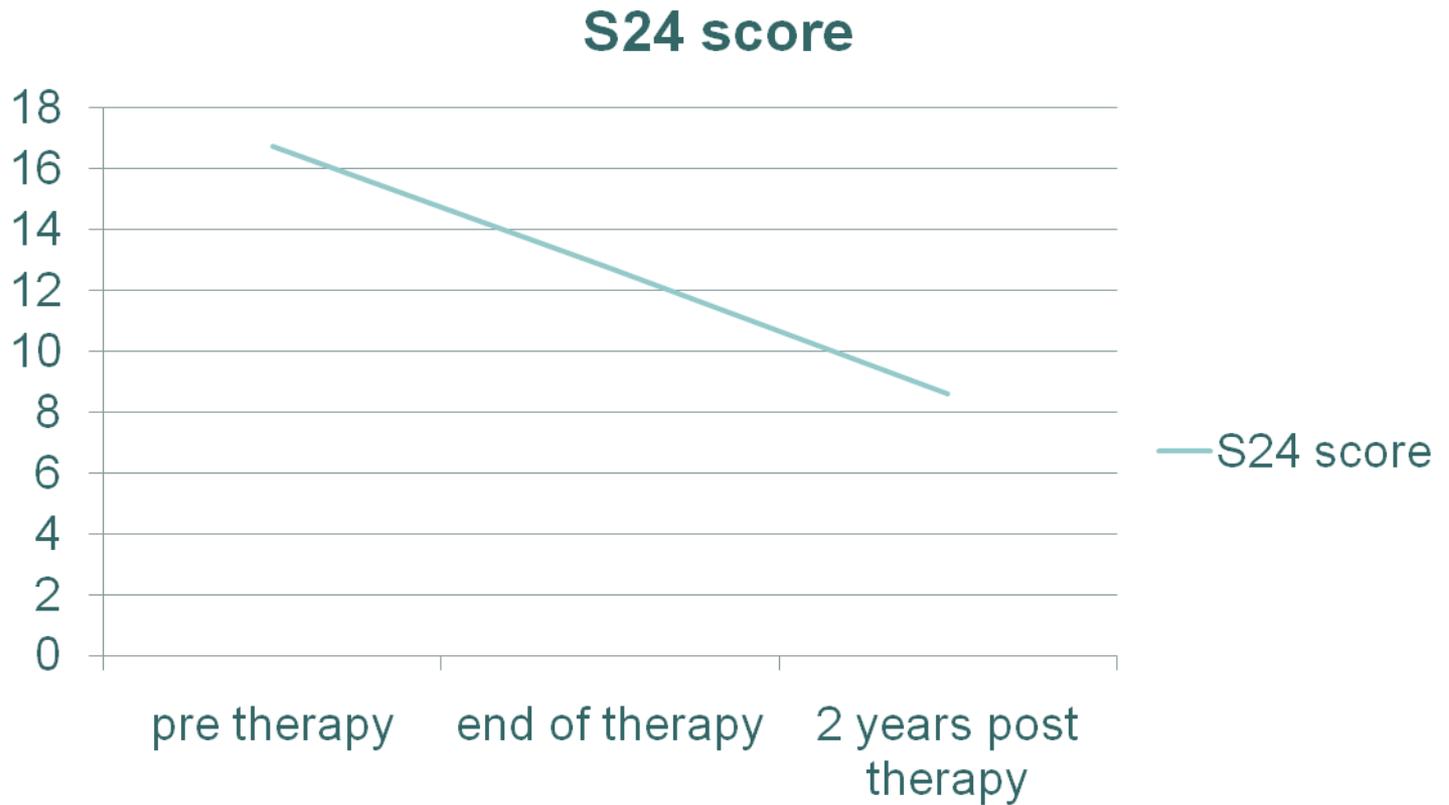


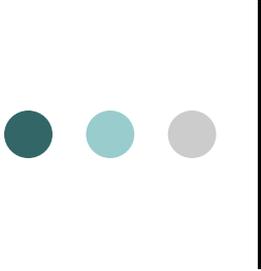


2 years on – where are they now?

- S24 (mean S24 score between t1 and t2 significant; not significant between t2 and t3 probably due to small number in t3 group)
- WASSP
- questionnaire
- 50% response rate

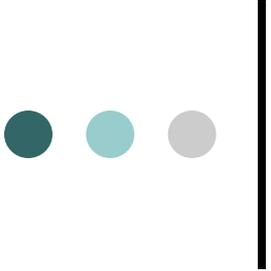
S24 results





Questionnaire results – common themes

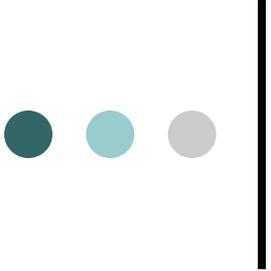
- Benefit of meeting other people with similar stammer
- Importance of desensitisation
- Preference for pre-block and in-block modification
- Less avoidance
- More acceptance



Challenges

- 1:1 work
- getting a group together
- hidden difference
- power of avoidance
- pace of change
- lack of overt stammering
- work on psychological issues

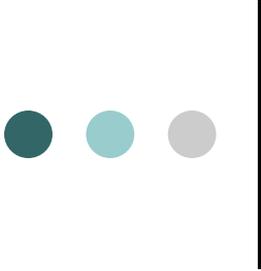




The good news

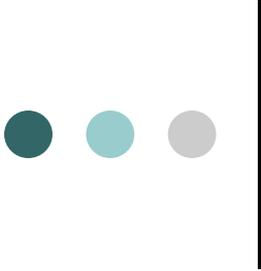
- therapy can be truly liberating
- less concentration on speech techniques
- changes once made can be enduring





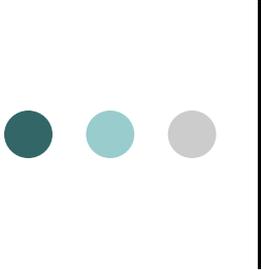
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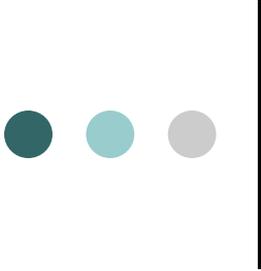
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- We would also like to thank City Lit for financial assistance which helped make it possible for us to present today.
- In addition, we would like to thank the following people for their help in preparing this presentation: Stephen Hood at the University of South Alabama and Steven Davis at University College London.