

Communicationstrategies in therapy with stuttering children. Parent's experiences

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Communication strategies

- ▶ Speak with your child in an unhurried way, pausing frequently
- ▶ Help all members of the family learn to take turns talking and listening
- ▶ Set aside a few minutes at a regular time each day when you can give your undivided attention to your child
- ▶ Reduce the number of questions you ask your child

Guitar & Conture (2008) Flyer Stuttering Foundation,
<http://www.stutteringhelp.org/Default.aspx?tabid=632>

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Goals

1. To examine the success of the implementation of the communication instructions of the SLT in daily life from parental perspective.
2. To look where the SLT can optimize the counseling of the parents of stuttering children.

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Inclusion criterions

- School- or preschool children with the diagnosis **stuttering**
- The child is in **speech therapy** or the parents have been counseled by a SLT
- **Emotional, learn- or neurologic diseases have not been diagnosed**
- The parents understand and speak **German fluently**
- **Informed** consent of the SLT and of parent that cares for the child

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Collecting data

- ▶ Employing semi-structured interviews
- ▶ Guideline-based
- ▶ Nine parents of stuttering children were polled

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Guideline-based interview

- Please tell me what you can do at home to reduce the stuttering of your child.
- How did you deal with these communication strategies?
- How was the reaction of the family as you applied these communication strategies?
- Which strategie(s) did you find effective?
- Do you have recommendations for the SLT how the counseling concerning the communication strategies could be improved?

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Data analysis

- ▶ A code tree (MAXQDA)
- ▶ Typology
- ▶ 6 categories
- ▶ 4 prototypes

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Categories

- ▶ Attitude of parents towards the advice
- ▶ Cooperativeness
- ▶ Realization of the communication strategies
- ▶ Initiative to choose communication strategies
- ▶ Influence of the environment
- ▶ Risk estimation

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	Attitude of the parents towards advice			
	Insecure	Grateful	Skeptical	Resigned
COOPERATIVENESS				
High	Int. 2, 4	Int. 3, 2, 5		
Medium	Int. 1	Int. 3, 1		
Low			Int. 7, 8	
None				Int. 6
REALIZATION OF THE COMMUNICATION STRATEGIES				
Consequent		Int. 3, 1, 3, 2, 5		
Persevere	Int. 1, 2, 4			
Desultory			Int. 7, 8	
Unable				Int. 6
INITIATIVE TO CHOOSE COMMUNICATION STRATEGIES				
Parents	Int. 1, 2, 4			
SLT		Int. 3, 1, 3, 2, 5		Int. 6
Parents and SLT			Int. 7, 8	
INFLUENCE OF THE ENVIRONMENT				
Implicit inhibitory				Int. 6
Explicit inhibitory	Int. 1, 2		Int. 7, 8	
Implicit facilitative	Int. 4	Int. 3, 1		
Explicit facilitative		Int. 3, 2, 5		
RISK ESTIMATION				
High	Int. 1, 2, 4	Int. 3, 1, 5		
Low		Int. 3, 2	Int. 8	
Very low			Int. 7	Int. 6

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Typology

- ▶ **Results. After the data analysis, four different prototypes were identified:**

- “The responsible”: often insecure
- “The obedient”: glad about advice
- “The impersonal”: skeptical, desultory
- “The resigned”: resignation, refusing

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Anamnesis

- ▶ What is the attitude of the parent towards change of behavior?
- ▶ Find out the self-efficacy of the parents: Can and will the parent cooperate and participate actively?
- ▶ How does the parent estimate the risks of the speech problem?
- ▶ How does the parent describe the influence of the environment?

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What has to be done? Tips for the SLT

The responsible: often insecure

- Choose a client-orientated attitude, verbalize emotions
- Have a curious attitude: Ask questions
- Use a solutions-orientated approach
- Enable a change of perspective: Not only the recommended strategy is important, but also the experience of the other members of the family

Büttner & Quindel, Gesprächsführung und Beratung, 2005, Springer Verlag

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Tips for the SLT

- The obedient:** glad about advice
- Verbalize and paraphrase parental emotions
 - Appreciate the worries of the parents
 - Set positive goals in the present and future

- The impersonal:** skeptical, desultory
- Appreciate the worries of the parents
 - Have a curious attitude: Ask questions
 - Don't keep your own usual habits
 - Avoid pressure

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Tips for the SLT

- The resigned:** resignation, refusing

- Find possibilities to relief the parent
- Find the resources of the parent
- Take your time in therapy to discuss the worries of the parent

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Thank you all
for your
attention!

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