Addressing the Emotional Component of Stuttering Across the Lifespan

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Disclosures

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Outline

• Why address emotions when working with those who stutter?

• How to Evaluate the Temperament and/or Emotions of People Who Stutter Across the Lifespan

• How to Treat the Affective/Emotional Component of Stuttering Across the Lifespan
The “ABCs” of Stuttering

Affective

Cognitive  Behavioral
ABCs: The Role of Reactions
(Yaruss, 2005)

In stuttering, the link between impairment and the resulting negative consequences is largely mediated by the speaker’s reactions to stuttering:

- **Affective:** Feelings, attitudes, emotions
- **Behavioral:** Actions (Avoidance, tension, struggle)
- **Cognitive:** Thought-processes, self-evaluation
Approach-Avoidance Conflict
Sheehan (1953)

An ABC Quandary
The Iceberg of Stuttering

Impairment

Disability

Handicap

Sheehan (1970)
Awareness and Impact on ABCs

When I try to speak, I get scared because I’m going to stammer and I’m afraid what people will think.

(Michael Palin Centre for Stammering Children)
http://www.stammeringcentre.org/
Selected Research Evidence

Temperament and Emotions Of Children Who Stutter

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Temperament Defined

- *Stable* individual differences in personality that are *present from birth, consistent across situations,* and relatively *stable over time* (e.g., Kagan, 1997, 1998; Rothbart, 2011).

- Two important components are *reactivity* (arousal) and *self-regulation* (modulation or coping) (e.g., Kagan, 1994a; 1994b).

Adapted from Conture et al, 2013
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Emotion Defined

• “…a constant, vigilant process…which periodically reaches a level of detection for the person (i.e., a feeling) or an observer” (i.e., an observable behavior) (Cole et al., 2004, p. 319).

• *Feelings* can be *conscious*; tend to be *slower* (LeDoux, 1996).

• *Emotional behavior* can be *unconscious*; quicker (LeDoux, 1996; 2000).
Temperament/Emotion: Evidence from *Caregiver Reports*
• CWS show:
  • Less adaptability to change (Anderson et al., 2003)
  • Lower inhibitory control (Eggers et al., 2009; 2010; Embrechts et al., 2000; Felsenfeld et al., 2010)
  • Less ability to flexibly control attention/shift attention (Karass et al., 2006)
  • Higher emotional reactivity & lower attentional & emotional regulation (Karrass et al., 2006)
**Related? Emotional Reactivity (arousal) & Emotional Regulation (coping)**

<table>
<thead>
<tr>
<th></th>
<th>High Regulation</th>
<th>Low Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Reactivity</strong></td>
<td>Adequate Outcome</td>
<td><strong>Less-than-Adequate Outcome</strong></td>
</tr>
<tr>
<td><strong>Low Reactivity</strong></td>
<td><strong>Less-than-Adequate Outcome</strong></td>
<td>Adequate Outcome</td>
</tr>
</tbody>
</table>

From Conture et al., 2013
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Short Behavioral Inhibition Scale  
(TCS or SBIS; Ntourou, Oyler, & Conture, 2013)

- When compared to preschool-age CWNS, CWS score lower on the SBIS (i.e., are more behaviorally inhibited)

- CWS who are more behaviorally inhibited:
  - “Warm up” to talking more slowly (Kagan, 1994; Choi et al., 2013)
  - Are more likely to withdraw from social situations
  - Are less adaptable to change
  - Are more negative in mood
Temperament/Emotion: Evidence from Children’s Self-Reports
Children’s Self-Report Measures: Communication Attitudes and Perceptions

Kiddy-CAT: The Communication Attitude Test for Preschool and Kindergarten Children Who Stutter (KiddyCAT) (Vanryckeghem & Brutten, 2007)

(Many) preschool-age children reliably express their thoughts and feelings about their talking abilities and themselves as talkers (Clark et al., 2012; Vanryckeghem et al., 2005; Vanryckeghem & Brutten, 2007)

CWS notice stuttering more than CWNS; such awareness increases with age (e.g., Ambrose & Yairi, 1994)

CWS perceive that “speaking is difficult” and these perceptions are associated with experiences of stuttering (Clark et al., 2012)
Temperament/Emotion: Evidence from Coded Behavioral Observation
• CWS are more *reactive* to environmental stimuli and less likely to quickly habituate (*regulate*) to them (Schwenk et al., 2007).

• CWS exhibit more *negative emotion* than CWNS (Johnson et al., 2010; Ntourou et al., 2013).

• Preschool-age CWS exhibit more extreme high than extreme low *behavioral inhibition* (Choi et al., 2013).

• CWS with *high* *behavioral inhibition* stutter more (Choi et al., 2013).
Possible Relation between Emotional Reactivity, Emotional Regulation, and Stuttering in CWS
(Conture et al., 2013, based on Walden et al., 2012)
Temperament/Emotion: Evidence from Psychophysiological Measures

Adapted from Conture et al., 2013
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• CWS show lower *emotional regulation* (e.g., RSA) (i.e., reduced regulatory abilities).

• CWS show a significant positive relation between *emotional regulation* (e.g., RSA) and *emotional reactivity* (e.g., SCL) during speaking (indicating poorer ANS regulation).

• For CWS, greater *emotional reactivity* (e.g., SCL) during baseline is associated with more *stuttering* during subsequent speaking tasks.  

(Jones et al., 2013)
Effortful Control (EC): Explanation of the association between self-regulation and stuttering?

• **Definition:** The ability to inhibit a dominant response (inhibitory control) to perform a subdominant response (activation control) (Rothbart, 2011).

• **Benefits:** ... Allows us to approach situations we fear and inhibit actions we desire (Rothbart, 2011).

Adapted from Conture et al., 2013
Ellen M. Kelly October, 2014 TAASLP
How might Effortful Control Relate to Stuttering?

- Some CWS “talk a blue streak, i.e., “outgoing”
  - Dominant response = talking
  - Subdominant response = pausing; turn-taking; listening

- Other CWS take an extremely long time to even begin talking, i.e., “shy”
  - Dominant response = silence or holding back
  - Subdominant response = talking; sharing; communicating
What Have We Learned?

- **Emotional processes:**
  - CWS are less distractible, less adaptable to novelty and less rhythmic.
  - CWS are more emotionally reactive and less emotionally and attentionally regulated.

- **Emotions interact with speech-language planning and production:**
  - CWS are as likely to stutter during/after positive arousal as during/after negative arousal.

Adapted from Conture et al, 2013
Ellen M. Kelly October, 2014 TAASLP
What (Else) Have We Learned?

- In essence, the speech planning and production systems of CWS are:
  - Less well-developed,
  - Probably more vulnerable to emotional/cognitive interference (e.g., emotional reactivity); and,
  - Less well-regulated.
Evaluating the Temperament and/or Emotions of People Who Stutter

Selected Instruments and Techniques
Assessing Temperament/Affect in Preschoolers via Parent Report

- Short Behavioral Inhibition Scale (Ntoureu et al., 2013)
- Test of Childhood Stuttering Observational Rating Scales (TOCS; Gillam et al., 2009)
- Palin Parent-Child Interaction (PCI) Therapy Initial Screening Form (Kelman & Nichols, 2008)
- The Impact of Stuttering on Preschool Children and Parents (ISPP; Langevin et al., 2010)
- BSQ (Carey & McDevitt, 1978); CBQ (Rothbart et al., 2001) or CBCL (e.g., Achenbach, 2009)
Short Behavioral Inhibition Scale  

Name:______________________________________     Name of Parent:__________________________________
Date of Birth:______________ Age:______________     Sex M     F     
Date:_________________    Grade:____________
Mother      or      Father

Below is a list of personal traits or characteristics that describe children. Please circle the number that best describes your child from birth to 4 years of age compared to other children the same age. For each item, please circle one number from the 1 to 5 range.

Score 3 = average

1. Retreats immediately from unfamiliar people or objects
   - OR - Approaches people and objects:
     - 1/2 usually retreats
     - 3/4 approaches somewhat
     - 5/6 approaches easily

2. Stays close to the parent
   - OR - Easily separates from parent
     - 1/2 difficult to separate
     - 3/4 separates easily
     - 5/6 separates very easily

3. Takes a period of time to warm up to or to interact unfamiliar people
   - OR - Quickly warms up and interacts with unfamiliar people
     - 1/2 long time to warm up
     - 3/4 approaches fairly easily
     - 5/6 approaches and warms up very easily

4. Stops play and vocalizing when unfamiliar person approaches
   - OR - Continues to play and vocalizing when unfamiliar person approaches
     - 1/2 stops
     - 3/4 plays and notices
     - 5/6 plays and unaffected by one’s approach

5. Stays alone and away from other children or care giver/teacher when in group
   - OR - Engages and easily mixes with children or care giver/teacher in a group
     - 1/2 isolates
     - 3/4 mixes fairly easily
     - 5/6 mixes very easily

6. Heightened fears (for example-loud noises, being alone, bugs, separation, taking a bath, nursery school, etc.)
   - OR - No unusual fears
     - 1/2 fearful
     - 3/4 shows little fear
     - 5/6 no unusual fear

7. Highly reactive (very responsive to the environment or changes in the environment)
   - OR - Lack of reaction, almost passive
     - 1/2 much more reactive
     - 3/4 somewhat less reactive
     - 5/6 much less reactive

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Possible Score: Minimum = 5  
Maximum = 35
## TOCS Observational Rating Scales

### 2. Disfluency-Related Consequences Rating Scale

<table>
<thead>
<tr>
<th>Frequency</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Rarely</td>
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<tr>
<td>Sometimes</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the past 2 months, how often did the child:

- 0: Never
- 1: Rarely
- 2: Sometimes
- 3: Often

- **Seem to become tense when called on to speak.**
- **Seem to run out of breath while completing a sentence.**
- **Move his or her body inappropriately when speaking.** For example, the child taps a finger, foot, or leg in rhythm when starting a word; hits a fist on the table when starting a word; jerks his or her head or body when saying a word; or blinks and looks away when saying a word.
- **Seem to avoid saying words that he or she might not say smoothly or fluently.**
- **Seem to say as little as possible when it is his or her turn to talk.**
- **Become concerned about his or her ability to speak fluently.**
- **Become embarrassed about his or her ability to speak fluently.**
- **Become frustrated when he or she has trouble speaking fluently.**
- **Get rejected by other children because of his or her inability to speak fluently.**

\[
\text{Total Raw Score for Disfluency-Related Consequences Rating} = \text{(Sum of ratings)}
\]

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800/897-3202, Fax 800/397-7633, www.proedinc.com
Parent Child Interaction (PCI) Therapy Initial Screening Form
(Selected Questions)
(Kelman & Nichols, 2008)

- Do you think he is aware of it?
- Do you think he is worried about it?
- On a scale from 0 to 7, where 0 is not worried at all and 7 is extremely worried, where are you now?
The Impact of Stuttering on Preschool Children and Parents (ISPP): Selected Questions (Langevin et al., 2010)

- Has stuttering ever caused any changes in your child’s self-confidence?
- Has stuttering ever caused any changes in your child’s general mood?
- Has your child ever been frustrated while stuttering?
- Has stuttering ever caused your child to become withdrawn?
- Has your child ever been teased by other children because of stuttering?
The Impact of Stuttering on Preschool Children and Parents (ISPP): Selected Questions about *Impact on the Parent* (Langevin et al., 2010)

- Has your child’s stuttering ever affected you emotionally?
- Have you ever not known what to do when your child was stuttering?
- Has your child’s stuttering ever affected the relationship between you and your child in so far as it would be affected by a breakdown in communication?
Assessing Temperament/Affect: Preschoolers

- Self-Report Instruments
  - Communication Attitude Test for Preschool and Kindergarten Children Who Stutter (KiddyCAT; Vanryckeghem & Brutten, 2006)

- Child Interview (e.g., Zebrowski & Kelly, 2002)
KiddyCAT®
Communication Attitude Test for Preschool and Kindergarten Children Who Stutter
Martine Vanryckegehem and Gene J. Brutten

Name: ___________________________________________ Date of Birth: ____________
Gender: _______ Age: ______
Date: ____________________________

Please circle the response given by the child

1. Do words sometimes get stuck in your mouth? Yes No
2. Do you think that you talk right? Yes No
3. Do mom and dad like how you talk? Yes No
4. Do you think that people need to help you talk? Yes No
5. Is talking hard for you? Yes No
6. Do your words come out easily? Yes No
7. Do you talk well with everybody? Yes No
8. Do you think that talking is difficult? Yes No
9. Do you like to talk? Yes No
10. Do people like how you talk? Yes No
11. Are words hard for you to say? Yes No
12. Is it hard for you to say your name? Yes No

CWS 4.36 (2.78)
CWNS 1.79 (1.78)
Child Interview: Find out…
(adapted from: Zebrowski & Kelly, 2002)

- Why s/he thinks s/he came to see you
- What s/he believes stuttering is
- Any reason s/he has for talking this way
- What, if anything, s/he does to help
- Whether s/he is worried or bothered
- What s/he thinks you can do to help
- Whether s/he notices/reacts/responds when you model some easy stuttering
Assessing Affect: School-Age Children

- Children’s Attitudes About Talking-Revised (CAT-R)
- Worksheets (e.g., Chmela & Reardon, SFA, 2009)
  - How do I see my stuttering?
  - Worry Ladder
- OASES (7-12; 13-17) (Yaruss & Quesal, 2010)
  - e.g., Reactions
- Child Interview
  - CBT Cycle (Scott, 2010; Cook & Botterill, 2009)
  - SFBT: Best Hopes; Scaling (Botterill & Cook, 2009)
<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don't talk right.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I don't mind asking the teacher a question in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sometimes words will stick in my mouth when I talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>People worry about the way I talk.</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>It is harder for me to give a report in class than it is for most of the other kids.</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>My classmates don't think I talk funny.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I like the way I talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>People sometimes finish my words for me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My parents like the way I talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I find it easy to talk to most everyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I talk well most of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>It is hard for me to talk to people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I don’t talk like other kids.</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>I don’t worry about the way I talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I don’t find it easy to talk.</td>
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</tr>
<tr>
<td>16</td>
<td>My words come out easily.</td>
<td></td>
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<tr>
<td>17</td>
<td>It is hard for me to talk to strangers.</td>
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<tr>
<td>18</td>
<td>The other kids wish they could talk like me.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(De Nil & Brutten, 1991)
<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Some kids make fun of the way I talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Talking is easy for me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Telling someone my name is hard for me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Words are hard for me to say.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. I talk well with most everyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Sometimes I have trouble talking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. I would rather talk than write.</td>
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<td></td>
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<tr>
<td>26. I like to talk.</td>
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<td></td>
</tr>
<tr>
<td>27. I wish I could talk like other kids.</td>
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<td></td>
</tr>
<tr>
<td>28. I am afraid the words won’t come out when I talk.</td>
<td></td>
<td></td>
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<tr>
<td>29. I don’t worry about talking on the phone.</td>
<td></td>
<td></td>
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<tr>
<td>30. People don’t seem to like the way I talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. I let others talk for me.</td>
<td></td>
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</tr>
<tr>
<td>32. Reading out loud in class is easy for me.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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A-19 Scale

Name: ____________________ Date: ______________

1. Is it best to keep your mouth shut when you are in trouble? YES NO
2. When the teacher calls on you, do you get nervous? YES NO
3. Do you ask a lot of questions in class? YES NO
4. Do you like to talk on the phone? YES NO
5. If you did not know a person, would you tell them your name? YES NO
6. Is it hard to talk to your teacher? YES NO
7. Would you go up to a new boy or girl in your class? YES NO
8. Is it hard to keep control of your voice when talking? YES NO
9. Even when you know the right answer, are you afraid to say it? YES NO
10. Do you like to tell other children what to do? YES NO
11. Is it fun to talk to your dad? YES NO
12. Do you like to tell stories to your classmates? YES NO
13. Do you wish you could say things as clearly as the other kids do? YES NO
14. Would you rather look at a comic book than talk to a friend? YES NO
15. Are you upset when someone interrupts you? YES NO
16. When you want to say something, do you just say it? YES NO
17. Is talking to your friends more fun than playing by yourself? YES NO
18. Are you sometimes unhappy? YES NO
19. Are you a little afraid to talk on the phone? YES NO

(Andre & Guitar, 1996)
## Section II: Your Reactions to Stuttering

For each item in this section, please circle the number that applies to you. Please think about how you are currently feeling or speaking when answering each question.

### A. When you think about your stuttering, how often do you feel...

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- 16. helpless (like you can’t do anything about your speech)
- 17. angry, mad, or frustrated because you have trouble saying what you want to say
- 18. isolated or lonely (like nobody understands what you are dealing with because of your speech)
- 19. ashamed or embarrassed (like there is something wrong with you or like others are judging you because of your speech)
- 20. nervous or anxious that you might stutter
- 21. sad or upset because you stutter
- 22. guilty (like you did something wrong when you stuttered)

### B. How often do you...

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- 23. feel physical tension in your muscles when you stutter
- 24. feel physical tension in your muscles even when you are not stuttering (that is when you are speaking fluently)
- 25. blink your eyes, make a fist, move your head, or make other movements when you stutter
- 26. break eye contact/look away from people when you are talking (whether you are stuttering or not)
- 27. stop talking when you think you are about to stutter

### C. How much do you agree or disagree with the following statements...

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Don’t Disagree or Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. “I think about my stuttering nearly all the time.”</td>
<td></td>
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<tr>
<td>33. “Other people’s opinions about me are based primarily on how I speak.”</td>
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<tr>
<td>34. “My stuttering keeps me from doing the things I want to do in my life.”</td>
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<tr>
<td>35. “I do not want people to know that I stutter.”</td>
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<td></td>
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<tr>
<td>36. “When I am stuttering, there is nothing I can do about it.”</td>
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<td></td>
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<tr>
<td>37. “People should do everything they can to keep themselves from stuttering.”</td>
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<tr>
<td>38. “People who stutter should not take jobs that require a lot of speaking.”</td>
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<tr>
<td>39. “I do not speak as well as most other people.”</td>
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<tr>
<td>40. “I do not have confidence in my abilities as a speaker.”</td>
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</table>

(Adapted from Yaruss & Quesal, 2010)
How do I “see” my stuttering?

Draw a picture on the back of this paper that shows how you feel about your stuttering problem. Write down what your picture means.

Appropriate for ages 9 years and older
Worry Ladder

Write the things you worry about from the least to the most

most

least

Appropriate for ages 9 years and older

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www.stutteringhelp.org
The Cognitive Model

- Cognitions or Thoughts
- Affect or Feelings
- Physiological Responses
- Behavior
What I Think
Saying my name is tricky.
I always stutter when I say my name.
People will make fun of me
if I can’t say my name.

What I do
I hesitate when I say my name
and then I stutter and then
I block and I look down and
I use tricks. I say my last name
and then my first.

How I feel
I’m scared my easy speech
won’t work when I say my name,
and I’ll feel embarrassed.

What I feel in my body
My tummy is nervous.
My throat is tight.
I don’t have enough air.

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(Adapted from Cook & Botterill, 2009)
Solution-Focused Brief Therapy (SFBT): Interviewing

- Determine what is important to the client or family by asking for their “BEST HOPES”.

- For each “hope,” (aka “goal”), ask questions like:
  - WHAT ARE YOUR BEST HOPES FOR …?
  - WHAT ELSE?
  - WHAT DIFFERENCE WOULD THAT MAKE?
  - WHAT ELSE?
• What are your best hopes for therapy?
  • *I don’t want to stutter anymore.*

• What difference would that make?
  • *I would talk more.*

• When will you talk more?
  • *At home, in school, on the phone, pretty much whenever I want.*

Who will notice that you are talking more?
• *My parents, my friends, my teachers, my coaches.*

• What else will they notice about you when you talk more?
  • *That I’m more confident.*
Teacher Questionnaires
Source: Judith Kuster – The Stuttering Homepage
http://www.mnsu.edu/comdis/kuster/

- e.g., Las Cruces Teacher’s Rating Scale
  http://lcps.k12.nm.us/Departments/SPED/Spedform/static/PDF/SLPF_TeacherRatingScale_Fluency.pdf

- e.g., Teacher Checklist – Fluency
  http://www.mnsu.edu/comdis/kuster/TherapyWWW/checklist.html
Can be completed quickly. Provides scales for subsequent comparison. Covers the ABCs within the school setting from the teacher’s perspective. Can be used to help the child and to help the teacher help the child.

Ellen M. Kelly October, 2014 TAASLP
8. FEELINGS AND ATTITUDES
Has the student expressed negative feelings and attitudes regarding speaking?

<table>
<thead>
<tr>
<th>Severe Difficulty</th>
<th>Mod. Difficulty</th>
<th>Mild Difficulty</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

9. FLUENCY
- Does the student repeat sounds or words when speaking?

| 1 | 2 | 3 | 4 | 5 | N/A |

- Does the student appear to get stuck on words when speaking and can’t seem to get them out?

| 1 | 2 | 3 | 4 | 5 | N/A |

- Does the student draw out certain sounds in words when speaking?

| 1 | 2 | 3 | 4 | 5 | N/A |

COMMENTS: ____________________________________________________________

Teacher’s Signature ___________________________ Date ____________________
Teacher Checklist – Fluency:
Selected Items

(N. Reardon-Reeves)

- Informational Checklists
  - e.g., This student:
    - Doesn’t mind talking in class ____
    - Seems to avoid speaking in class ____
    - Speaks with little or no outward frustration ____
    - Demonstrates frustration when speaking ____
Teacher Checklist – Fluency: Selected Items

- **In The Classroom**
  - e.g., When this child has difficulty speaking, s/he reacts by:

- **Your Observations of:**
  - This child with PEERS: Teacher is asked to talk about peer interactions, teasing, reactions of other children, and the child’s responses to other children’s reactions.
Assessing Affect: Adults

- Modified Erickson Scale of Communication Attitudes (S-24) (Andrews & Cutler, 1974)
- Perceptions of Stuttering Inventory (PSI; Woolf, 1967)
- Unhelpful Thoughts and Beliefs About Stuttering (UTBAS; Iverach et al., 2011)
- Locus of Control of Behavior Scale (Craig et al., 1984)
Assessing Affect: Adults

- OASES-A (Yaruss & Quesal, 2010)
- Adult Interview:
  - CBT Cycle (Scott, 2010)
  - SFBT Best Hopes; Scaling (Botterill & Cook, 2009)
  - Acceptance and Commitment Therapy (ACT) (Harris, 2009)
**Modified Erickson Scale of Communication Attitudes (S-24)**


| Directions: Mark the “true” column with a check (✓) for each statement that is true or mostly true for you, and mark the “false” column with a check (✗) for each statement which is false or not usually true for you. |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I usually feel that I am making a favorable impression when I talk.</td>
<td>True</td>
</tr>
<tr>
<td>2. I find it easy to talk with almost anyone.</td>
<td></td>
</tr>
<tr>
<td>3. I find it very easy to look at my audience while speaking to a group.</td>
<td></td>
</tr>
<tr>
<td>4. A person who is my teacher or my boss is hard to talk to.</td>
<td></td>
</tr>
<tr>
<td>5. Even the idea of giving a talk in public makes me afraid.</td>
<td></td>
</tr>
<tr>
<td>6. Some words are harder than others for me to say.</td>
<td></td>
</tr>
<tr>
<td>7. I forget all about myself shortly after I begin a speech.</td>
<td></td>
</tr>
<tr>
<td>8. I am a good mixer.</td>
<td></td>
</tr>
<tr>
<td>9. People sometimes seem uncomfortable when I am talking to them.</td>
<td></td>
</tr>
<tr>
<td>10. I dislike introducing one person to another.</td>
<td></td>
</tr>
<tr>
<td>11. I often ask questions in group discussions.</td>
<td></td>
</tr>
<tr>
<td>12. I find it easy to keep control of my voice when speaking.</td>
<td></td>
</tr>
<tr>
<td>13. I do not mind speaking before a group.</td>
<td></td>
</tr>
<tr>
<td>14. I do not talk well enough to do the kind of work I’d really like to do.</td>
<td></td>
</tr>
<tr>
<td>15. My speaking voice is rather pleasant and easy to listen to.</td>
<td></td>
</tr>
<tr>
<td>16. I am sometimes embarrassed by the way I talk.</td>
<td></td>
</tr>
<tr>
<td>17. I face most speaking situations with complete confidence.</td>
<td></td>
</tr>
<tr>
<td>18. There are few people I can talk with easily.</td>
<td></td>
</tr>
<tr>
<td>19. I talk better than I write.</td>
<td></td>
</tr>
<tr>
<td>20. I often feel nervous while talking.</td>
<td></td>
</tr>
<tr>
<td>21. I find it hard to make small talk when I meet new people.</td>
<td></td>
</tr>
<tr>
<td>22. I feel pretty confident about my speaking ability.</td>
<td></td>
</tr>
<tr>
<td>23. I wish that I could say things as clearly as others do.</td>
<td></td>
</tr>
<tr>
<td>24. Even though I knew the right answer, I have often failed to give it because I was afraid to speak out.</td>
<td></td>
</tr>
</tbody>
</table>
Perceptions of Stuttering Inventory

Here are 60 statements about stuttering. Some of these may be characteristic of your stuttering. Read each item carefully and respond by placing a check mark in the square if the item describes you. Each characteristic of me refers only to what you do now, not to what was true of your stuttering in the past and which you no longer do; and not what you think you should or should not be doing. Even if the behavior described occurs only occasionally or only in some speaking situations, if you regard it as characteristic of your stuttering, place a check mark in the square.

A □ 1. Avoid talking to people in authority (e.g., a teacher, employer, or clergy member).

E □ 2. Feeling that interruptions in your speech (pauses, hesitations, or repetitions) will lead to stuttering.

E □ 3. Making the pitch of your voice higher or lower when you expect to get “stuck” on words.

S □ 4. Having extra and unnecessary facial movements (flaring your nostrils during speech attempts).

A □ 5. Using gestures as a substitute for speaking (nodding your head instead of saying “yes” or smiling to acknowledge greeting).

A □ 6. Avoiding asking for information (asking for directions or inquiring about a bus schedule).

E □ 7. Whispering words to yourself before saying them or practicing what you are planning to say before you speak.

A □ 8. Choosing a job or hobby because little speaking would be required.

E □ 9. Adding an extra and unnecessary sound, word, or phrase to your speech (“uh,” “well,” or “let me see”) to help get yourself started.

A □ 10. Replying briefly using the fewest words possible.

S □ 11. Making sudden jerky or forceful movements with your head, arms, or body during speech attempts (clenching your fist, jerking your head to one side).

S □ 12. Repeating a sound or word with effort.

A □ 13. Acting in a manner intended to keep you out of a conversation or discussion (being a good listener, pretending not to hear what was said, acting bored, or pretending to be in deep thought).

A □ 14. Avoiding making a purchase (going into a store or buying stamps in the post office).

S □ 15. Breathing noisily or with great effort while trying to speak.

E □ 16. Making your voice louder or softer when stuttering is expected.

S □ 17. Prolonging a sound or word (m-m-m-m-my) while trying to push it out.

E □ 18. Helping yourself to get started talking by laughing, coughing, clearing your throat, gesturing, or some other body activity or movement.

S □ 19. Having general body tension during speech attempts (shaking, trembling, or feeling “knotted up” inside).
## Unhelpful Thoughts and Beliefs About Stuttering Scales (UTBAS I, II, III)


Using the following scale, please read each item below and circle the number which most accurately describes you in terms of:
1. how frequently you have these thoughts,
2. how much you believe these thoughts,
3. how anxious these thoughts make you feel.

<table>
<thead>
<tr>
<th>Item</th>
<th>How FREQUENTLY I have these thoughts</th>
<th>How much I BELIEVE these thoughts</th>
<th>How ANXIOUS these thoughts make me feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People will doubt my ability because I stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. It’s impossible to be really successful in life if you stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I won’t be able to keep a job if I stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. It’s all my fault – I should be able to control my stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I’m a weak person because I stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. No one will like me if I stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. I might stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. People focus on every word I say</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. I am incompetent</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. No one could love a stutterer</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. I will stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12. Everyone in the room will hear me stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13. I’m stupid</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14. People will think I’m stupid if I stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. I’ll never be successful because of my stutter</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

(Iverach et al., 2011)
LCB SCALE

Directions: Below are a number of statements about how various topics affect your personal beliefs. There are no right or wrong answers. For every item there are a large number of people who agree and disagree. Could you please put in the blank the choice you believe to be the best? Please answer all the questions.

0 1 2 3 4 5
Strongly Generally Somewhat Somewhat Generally Strongly
Disagree Disagree Disagree Agree Agree Agree

1. I can anticipate difficulties and take action to avoid them _____
2. A great deal of what happens to me is probably just a matter of chance. ____
3. Everyone knows that luck or chance determines one’s future. ____
4. I can control my problem(s) only if I have outside support. ____
5. When I make plans, I am almost certain that I can make them work. ____
6. My problem(s) will dominate me all my life. ____
7. My mistakes and problems are my responsibility to deal with. ____
8. Becoming a success is a matter of hard work, luck has little or nothing to do with it. ____
9. My life is controlled by outside actions and events. ____
10. People are victims of circumstance beyond their control. ____
11. To continually manage my problems I need professional help. ____
12. When I am under stress, the tightness in my muscles is due to things outside my control. ____
13. I believe a person can really be the master of his/her fate. ____
14. It is impossible to control my irregular and fast breathing when I am having difficulties. ____
15. I understand why my problem(s) vary(ies) so much from one occasion to the next. ____
16. I am confident of being able to deal successfully with future problems. ____
17. In my case, maintaining control over my problem(s) is due mostly to luck. ____

(Craig, Franklin & Andrews, 1984)
OASES-A: IV. Quality of Life

Client: age 22
Total Score (IV) = 102
Items Completed = 25
Impact Score = 4.08
Impact Rating = Severe

(Yaruss & Quesal, 2010)
Acceptance and Commitment Therapy: Lundgren’s Bull’s Eye

To what extent are you communicating fully in these areas of your life?
Acceptance and Commitment Therapy: The Life Compass

How is communication important to you in each of these domains? (Write observations in each box.)

How important is communication in each domain? (0-10 in upper box)

How well are you communicating in each domain? (0-10 in lower box)

Adapted with permission by New Harbinger Publications, Inc. from Living Beyond Your Pain, J. Dahl & T. Lundgren, www.newharbinger.com
22-year-old AWS

Stuttering Severity Instrument-4

- Frequency:
  - Reading: 3-4% SS; score = 5
  - Speaking: 3% SS; score = 4
- Duration: score = 2 (fleeting; 0.5s or less)
- Physical Concomitants: score = 2 (facial grimaces and head movement judged “not noticeable unless looking for it”)
- Total Score: 13 (5-11 %ile)
- Severity: VERY MILD

Overall Assessment of the Speaker’s Experience of Stuttering - Adult

- General Information: 3.6 = Moderate/Severe Impact
- Your Reactions to Stuttering: 3.9 = Severe Impact
- Communication in Daily Situations: 4.08 = Severe Impact
- Quality of Life: 4.08 = Severe Impact
- Overall: 3.93 = SEVERE IMPACT

Ellen M. Kelly October, 2014 TAASLP
Treating the Affective/Emotional Component of Stuttering

"Animals were the only things I could talk to as a child. ...animals were like me, ...they had no voice, they were often misunderstood, and they wanted nothing more than to live their life as best they could apart from the world of people."

(Stuttering Foundation of America, www.stutteringhelp.org)
Addressing Emotions of Preschoolers Who Stutter in the Family Context
Palin PCI Family Strategies
(Kelman & Nichols, 2008)

- Addressing the Family Environment:
  - Normalizing stuttering ("openness")
  - Helping children manage emotions
  - Building confidence
  - Addressing perfectionism
  - Managing busy schedules
  - Giving positive and specific praise
  - Applying “normal” rules of discipline
‘Helping my child to deal with his feelings’ handout

<table>
<thead>
<tr>
<th>Feeling</th>
<th>What kinds of things make my child feel this way?</th>
<th>How does he show this feeling?</th>
<th>What do I normally do or say when he feels like this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td><img src="image.png" alt="Fear Icon" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anger</td>
<td><img src="image.png" alt="Anger Icon" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sadness</td>
<td><img src="image.png" alt="Sadness Icon" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worry</td>
<td><img src="image.png" alt="Worry Icon" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How we sometimes react

If you are very worried about something, and someone tells you:

‘Cheer up! Don’t worry! It might never happen,’

does that make you feel better?
Helping my child to deal with feelings 2 of 3

People often think that, instead of listening to how you feel and showing sympathy, they should tell you to stop feeling that way. But does that make the feeling go away? Sometimes it can make it worse.

It might be more helpful if they said:

“You poor thing. You are really worried about that, aren’t you?”

Parents may do the same with children:

<table>
<thead>
<tr>
<th>The child says</th>
<th>The parent says</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hate my brother.</td>
<td>No you don’t, you like him really.</td>
</tr>
<tr>
<td>I’m worried nobody will play with me at preschool.</td>
<td>Don’t worry. Of course they will.</td>
</tr>
<tr>
<td>I’m scared of the dark.</td>
<td>Don’t be silly. There’s nothing to be frightened of.</td>
</tr>
</tbody>
</table>

The parent is telling the child he does not feel like that.

But does that make the child feel better?

Is the child likely to keep telling his parents how he feels, or will he learn to keep his feelings to himself?

A different way of reacting

<table>
<thead>
<tr>
<th>The child says</th>
<th>The parent says</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hate my brother.</td>
<td>You sound pretty cross with him. He must have done something big to upset you this much.</td>
</tr>
<tr>
<td>I’m worried nobody will play with me at preschool.</td>
<td>I can see that you are really anxious about being on your own, aren’t you?</td>
</tr>
<tr>
<td>I’m scared of the dark.</td>
<td>You seem very frightened about having the light off.</td>
</tr>
</tbody>
</table>
This time the parent is listening to what the child says, and accepting that he feels that way. He is showing he has listened and he believes the child by describing the feelings back to him.

When a child can’t put it into words

Sometimes a child is unable to tell you how he feels, but you can see something is wrong. He may need your help putting it into words:

- ‘That's an unhappy face’
- ‘You look very cross to me’
- ‘You seem really worried’

Not only are you showing that you have noticed how he feels, you are giving him the words to describe the emotion.

Encouraging the child to show his feelings

Listening carefully and then describing the child's feelings will let him know it's OK to show how he feels.

You could also encourage him to vent his feelings more:

- ‘It's OK, have a good cry’
- ‘Why don't you hit that pillow as hard as you can to show me how cross you are?’
- ‘Shall we write down all the things you are worried about?’

Based on model suggested by Faber and Mazlish (1980)
‘Openness about stammering’ handout

Think

What do I do or say when I notice that my child is struggling to do something (e.g., do up his buttons, colour in a picture, use a skipping rope)?

What do I do or say when my child is struggling to talk?

People used to think that if you drew a child’s attention to his stammering, you would make it worse. There is no evidence for this. In fact, we now think the opposite:

*Children may find it helpful to have their difficulty brought out into the open.*

Some older children who stammer say they thought their stammer was something shameful that they had to hide from everybody. What gave them that idea?

*Being open about your child’s stammering may help him feel better about it, and this might stop him from feeling it is something he should try to hide from people.*

Some things that other parents say

‘Some words are really tricky to get out, aren’t they?’

‘That got a bit stuck, didn’t it?’

‘Well done, you got there in the end!’
Openness about stammering 2 of 2

Giving my child advice when he stammers

What do I sometimes say to my child when he stammers?

__________________________________________________________________________

__________________________________________________________________________

A natural reaction for parents is to give their child advice when he stammers, such as ‘Slow down’, ‘Take a breath’, etc. Such comments can be helpful to some children, but we typically advise parents to be careful about the amount of advice they give their child.

Why might giving advice not be very helpful for my child?

__________________________________________________________________________

__________________________________________________________________________

Is there something I could do with my own way of talking that might help him when he stammers?

__________________________________________________________________________

__________________________________________________________________________
Palin PCI: Building my child’s confidence

- Notice something good
- Describe what you have noticed
- Give the child a word or phrase to add to his list of “My strong points”
- Keep a Praise Log:

<table>
<thead>
<tr>
<th>What you praised</th>
<th>What you said</th>
<th>What your child did afterwards</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Putting his toys away</em></td>
<td>I noticed that you put all your toys in the toy box. That’s so helpful.</td>
<td>He smiled and said “I’m getting good at that now.”</td>
</tr>
</tbody>
</table>
7 tips for talking with your child

Experts agree that most children who stutter benefit from taking time to speak at a rate that promotes fluency. These guidelines represent a number of ways that adults can help.

1. Reduce the pace. Speak with your child in an unhurried way, pausing frequently. Wait a few seconds after your child finishes before you begin to speak. Your own easy relaxed speech will be far more effective than any advice such as "slow down" or "try it again slowly." For some children, it is also helpful to introduce a more relaxed pace of life for awhile.

2. Full listening. Try to increase those times that you give your child your undivided attention and are really listening. This does not mean dropping everything every time she speaks.

3. Asking questions. Asking questions is a normal part of life — but try to resist asking one after the other. Sometimes it is more helpful to comment on what your child has said and wait.

4. Turn taking. Help all members of the family take turns talking and listening. Children find it much easier to talk when there are fewer interruptions.

5. Building confidence. Use descriptive praise to build confidence. An example would be "I like the way you picked up your toys. You're so helpful," instead of "that's great." Praise strengths unrelated to talking as well such as athletic skills, being organized, independent, or careful.

6. Special times. Set aside a few minutes at a regular time each day when you can give your undivided attention to your child. This quiet calm time — no TV, iPad or phones — can be a confidence builder for young children. As little as five minutes a day can make a difference.

7. Normal rules apply. Discipline the child who stutters just as you do your other children and just as you would if he didn't stutter.

http://www.stutteringhelp.org/
Addressing Emotions with School-Age Children Who Stutter
Cognitive Behavior Therapy: Everyone’s Thinking………

Stuttering Foundation of America

Ellen M. Kelly October, 2014 TAASLP
## Two Sides of the Coin Can Be True

<table>
<thead>
<tr>
<th>My Thinking Side</th>
<th>My Feelings Side</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Diagram" /></td>
<td><img src="image2" alt="Diagram" /></td>
</tr>
</tbody>
</table>

---

**So what does my wise brain know?**

[Image of a human head with a brain and a thought bubble]

Ellen M. Kelly October, 2014 TAASLP
Negative Automatic Thoughts (NATs) About Myself

Expect the worst

Does this help me feel better?

NO!

Ellen M. Kelly October, 2014 TAASLP
Questioning Negative Automatic Thoughts

(Botherill & Cook, 2009)

1. Notice your *mood* and identify the “*hot*” negative automatic thought or NAT (the one that is really influencing *how you are feeling*).

2. Look for any evidence that *unquestionably* supports your NAT. Also notice anything that seems like evidence but which could actually be *interpreted in different ways*.
Questioning Negative Automatic Thoughts (Botterill & Cook, 2009)

3. Look for evidence that suggests things *may not be* as you first thought or assumed (e.g., someone *isn’t* acting as you thought, or someone is responding *positively* or *neutrally* towards you).

4. Decide whether you’re using any *unhelpful* thinking patterns and, if so, recognize this and *try to say something more helpful to yourself.*
Thought Record

<table>
<thead>
<tr>
<th>Situation</th>
<th>Emotions (0-100%)</th>
<th>Thoughts/Predictions (0-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

(Scott, 2010, SFA)
5. Decide whether you need to do any problem solving,

- i.e., if the evidence suggests there is a problem, decide what your options are.
My Experiment

I am trying to change ____________________. One thought/belief I have when I think about changing is that __________________________. If I ______________________, I predict that ______________________________. How strongly do I believe this will happen? (0-100%): __________

<table>
<thead>
<tr>
<th>BEFORE THE EXPERIMENT</th>
<th>DURING THE EXPERIMENT</th>
<th>AFTER THE EXPERIMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will I test out my prediction?</td>
<td>What actually happened?</td>
<td>What do I know now?</td>
</tr>
</tbody>
</table>

How strongly do I believe my prediction now? (0-100%): __________

(Scott, 2010, SFA)
Building Confidence: Introducing Myself to People

Introducing Myself to People

Goal: Become more confident introducing myself AND stuttering in front of new people.

Rough Script:

“Hi, my name is George. I’m walking around the building working on my speech today.

You might notice that sometimes I stutter.”

Determining success:

1. Just completing the activity.
2. It sounded natural.
3. A change in my confidence from before I did it to after I did it.

My confidence BEFORE doing this activity (1-10, 10 being very confident):

<table>
<thead>
<tr>
<th>Task</th>
<th>Observations</th>
<th>Rating My Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing myself to 1 person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introducing myself to 2 more people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introducing myself to 4 people in a row</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflections on the entire experience
(e.g., What turned out as I expected? What was different from what I expected? Did it get easier as I introduced myself to more people? What thoughts were going through my mind?)

My confidence after doing this activity (1-10, 10 being very confident): _______
In an interview, when asked how he copes with job pressures, Jim Boeheim said, “Worrying is like sitting in a rocking chair. You’re doing something, but you’re not going anywhere.”

(Scott, 2010, SFA)
BUILDING MOUNTAINS OF SELF-CONFIDENCE

Directions: For each of the following situations:
(a) think of something that bothers you,
(b) complete the sentence starter
"It bothers me when...",
(c) write how you feel, and
(d) decide which strategies you could
use to deal with the problem.

AT SCHOOL
It bothers me when:

______________________________

______________________________

I feel:

______________________________

______________________________

I can use the following strategies
to solve the problem:

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

WITH A FRIEND
It bothers me when:

______________________________

______________________________

I feel:

______________________________

______________________________

I can use the following strategies
to solve the problem:

______________________________

______________________________

______________________________

______________________________

______________________________

From: Langevin (2000)
Teasing and Bullying (TAB):
Unacceptable Behaviour
ISTAR
Tapping Resilience
When is communication stressful (i.e., fills my stress beaker)?

What do I do to lower my beaker level?

(Alvord, Zucker & Grados, 2011)
Stress Management

What stressors did you experience?

☐ Had trouble with homework.
☐ Worried about a test.
☐ Forgot to bring something to school.
☐ Concerned about schoolwork in general.
☐ Mom or Dad got upset with me.
☐ Someone expected too much from me.
☐ Other kids teased me or were mean.

☐ Mom or Dad was in a bad mood.
☐ I expected too much from myself.
☐ Sister/brother bothered me or tried to hurt me.
☐ People told me to do too many things at the same time.
☐ Forgot to have Mom or Dad sign something.

How did you respond to your stressors?

Identify the stressor and state your reaction.

1. __________________________
2. __________________________
3. __________________________

What is your plan for coping? How are you going to handle your stressors?

List your coping thoughts and coping actions here.

Coping thoughts:

Coping actions:

RESILIENCE BUILDER ASSIGNMENT 1.9
Optimistic Thinking

Name ___________________________ Date ___________________________

Describe a situation in which you were thinking in a negative way this week.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What negative self-talk were you able to “catch”?

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

How could you “change the channel” and replace each of these negative thoughts with positive and realistic thoughts?

Make sure the thoughts are:

- Temporary versus permanent (realize that it won’t last forever)
- Specific versus global (focus on just this specific issue)
- Realistic about who is to blame (is it my responsibility to change something?)

My optimistic thoughts would be:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

After you have realistically explained the cause of a problem, think optimistically, know that you have some control over what happens next, and act in a proactive way.

(Alvord, Zucker & Grados, 2011)
RESILIENCE BUILDER ASSIGNMENT 1.13
Empathy and Perspective Taking

Observe someone at home or in school who is expressing strong emotions. Think about how he or she might be feeling and how you might respond to show that you understand. Record the following information.

1. Whom did you observe? __________________________
2. What was the situation? __________________________
3. What facial expression did the person have? (Examples: smile, frown, wide-open eyes)
   __________________________
4. How did the person move his or her body? (Examples: clenched fists, moved away, fidgety)
   __________________________
5. What words did the person use? (Examples: “I quit,” “I’m not sure what to do,” “About to explode,” “Really excited,” “That’s stupid”)
   __________________________
6. What tone of voice did the person use? (Examples: Trembling, calm, hesitant)
   __________________________
7. What do you think the person was thinking?
   __________________________
8. How do you think the person felt?
   __________________________
9. What do you think someone could do or say to this person that may make him or her feel understood or feel better?
   __________________________
10. How would you know the person felt understood?
    __________________________

(Alvord, Zucker & Grados, 2011)
Solution-Focused Goal Setting

- **Best Hopes** yield long-term goals
- **Small Steps** yield short-term goals

**Scaling** allows:
- Specification of the *parameters* of the goal
- Identification of the *present level of functioning*
- Delineation of the *desired/target level of functioning*
Scaling Best Hopes:

0 = goal absent
10 = goal perfected

- Client marks where s/he is now and where s/he would like to be over the long- or short-term.
Long-term goals (Best Hopes):

- Mark will improve his fluency from a 2 to an 8 on a scale from 0 = no fluency to 10 = perfect fluency.
- Mark will increase the amount of talking he does across situations from a 4 to a 9 on a scale from 0 = no talking to 10 = talking all the time.
- Mark will increase his communication confidence from a 1 to an 8 on a scale from 0 = no confidence to 10 = perfect confidence.
Scaling Best Hopes: E.G., Long-Term Goal for Fluency

Present Level  Best Hope Achieved (Goal)
Short-term goals (Small Steps):

- Mark will raise his hand to ask/answer questions in the classroom as indicated by an increase from a 4 to a 6 on a scale from 0 = never raises his hand to 10 = always raises his hand.

- Mark will call his best friend rather than texting him as indicated by an increase from a 1 to a 7 on a scale from 0 = always texts/never calls to 10 = always calls/never texts.

- Mark will say what he wants to say when conversing with his older brother after school as indicated by an increase from a 3 to an 8 on a scale from 0 = never says/finishes what he wants to say to 10 = says exactly what he wants to say.
Scaling Small Steps:
E.G., Short-Term Goal for Using the Telephone

Present Level

Best Hope Achieved

(Goal)
SFBT: Personal Action Plan

- What did you do that made it helpful?
- What are the most important things to keep doing?
- How will you make sure you keep it going?
- What is your advice to yourself?
- What will you do to get “back on track” when things are not going well?
Context Matters

- **Home**
  - e.g., Michael Palin Parent Child Interaction Therapy
  - e.g., Parent Child Fluency Groups
  - e.g., VBWC Summer Day Camp for Children Who Stutter
    [http://www.vanderbilthealth.com/stutteringcamp](http://www.vanderbilthealth.com/stutteringcamp)

- **School**
  - e.g., Classroom Presentations

- **Community Involvement and Support**
  - e.g., FRIENDS
  - e.g., National Stuttering Association
  - e.g., Camp Our Time – now SAY
  - e.g., Stuttering Foundation of America
  - e.g., Toastmasters
Addressing Emotions with Adults Who Stutter
Lessening Affective and Cognitive Tension: Mindfulness and ACT

- Internal versus external locus of control
  - Self as incapable
  - Self as capable

- Some tools:
  - Mindfulness
  - Acceptance and Commitment Therapy

“Yesterday is history. Tomorrow is a mystery. Today is a gift. That is why it is called the present.”

(Master Oogway, Kung Fu Panda, 2008, Dream Works)
ACT - Selections from: The Problems and Values Worksheet
(Harris, 2009)

Struggle and Suffering

- Problematic Thoughts and Feelings
  - What thoughts do you get “caught up” in?
  - What emotions, feelings, urges or sensations do you struggle with?

- Problematic Actions
  - What are you doing that makes your life worse/keeps you stuck in the long run/leads you to “missing out” on life?

Rich and Meaningful Life

- Values
  - What personal qualities and strengths do you want to develop?
  - How would you like to develop through addressing your issue(s)?

- Goals and Actions
  - What are you currently doing that improves your life in the long run?
  - What do you want to start or do more of?
ACT: Overcoming Fear
(Harris, 2009; www.actmadesimple.com)

FEAR:

- **F**usion: stuff your mind tells you that gets in the way when you get caught up in it
- **E**xcessive goals: your goal is too big or you lack the resources to achieve it
- **A**voidance of discomfort: unwillingness to make room for the discomfort this challenge brings
- **R**emoteness from values: losing touch with or forgetting what is meaningful
ACT: Overcoming Fear
(Harris, 2009; www.actmadesimple.com)

DARE:

- **Defusion:** Holding the “stuff” your mind tells you “lightly”
- **Acceptance of Discomfort:** “Feel the fear” and “Do it anyway”
- **Realistic Goals:** “Small Steps” toward values
- **Embracing Values:** Keep the focus on what is important/meaningful to you
ACT: The Willingness & Action Plan
(Harris, 2009; www.actmadesimple.com)

- My goal is to (be specific):
- The values underlying my goal are:
- The actions I will take to achieve my goal are (be specific):
- I am willing to make room for the following:
  - Thoughts/memories
  - Feelings
  - Sensations
  - Urges
It will be useful to remind myself that:

If necessary, I can break this goal down into smaller steps, such as:

The smallest, easiest step I can begin with is:

The time, day and date that I will take that first step is:
SAY: Stuttering Association for the Young

www.say.org

SAY what’s in your heart.

SAY what’s on your mind.

SAY what you want to say.

SAY the story you want to tell.

SAY the things you want the world to know about you.

SAY the things you want the world to hear.

Because in the end what you have to SAY, not only says a lot about you, it says a lot about all of us.

We’re here to help you SAY the things that shouldn’t be said.

Ellen M. Kelly October, 2014 TAASLP