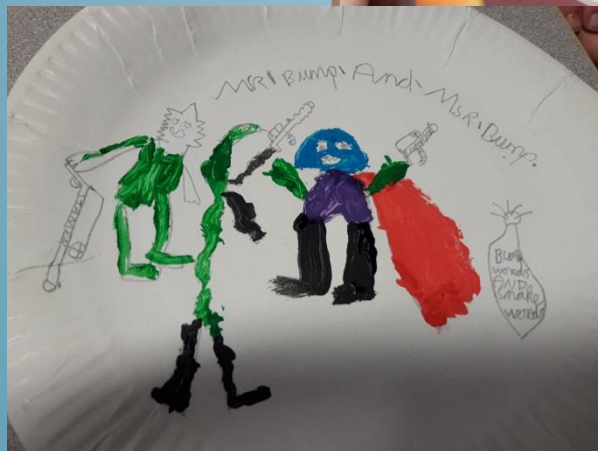


# STUTTERING

*Subverting definitions: Acts of Resistance*

*Dr Fiona Ryan Clinical Specialist Speech and Language  
Therapist*

# CHILDREN'S CREATIVE RESPONSES TO STUTTERING



# MODELS OF THERAPY

## *Medical Model*

- *Deficit driven*
- *Cure/fix*
- *What needs to change (generally a behaviour in this instance speech)*
- *Who needs to change : the person attending therapy*

## *Social model*

- *Impairment versus disability*
- *Promote/enhance /facilitate*
- *What needs to change?*
- *Who needs to change?*

# THE CHANGE PROCESS

- *Questions we need to ask*
  - WHO NEEDS TO CHANGE?
  - WHAT DO THEY/WE NEED TO CHANGE?



## WHO NEEDS TO CHANGE

- *Client who stutters*
- *What do they understand about stuttering?*
- *And their stuttering in particular?*



## **WHAT STAMMERING IS?**

- *Something you are born with and there is no cure*
- *Comes from a lot of different things and it could go and it could come back*

**WHAT IS  
STUTTERING?  
WHAT DOES IT  
LOOK LIKE?  
IDENTIFICATION**

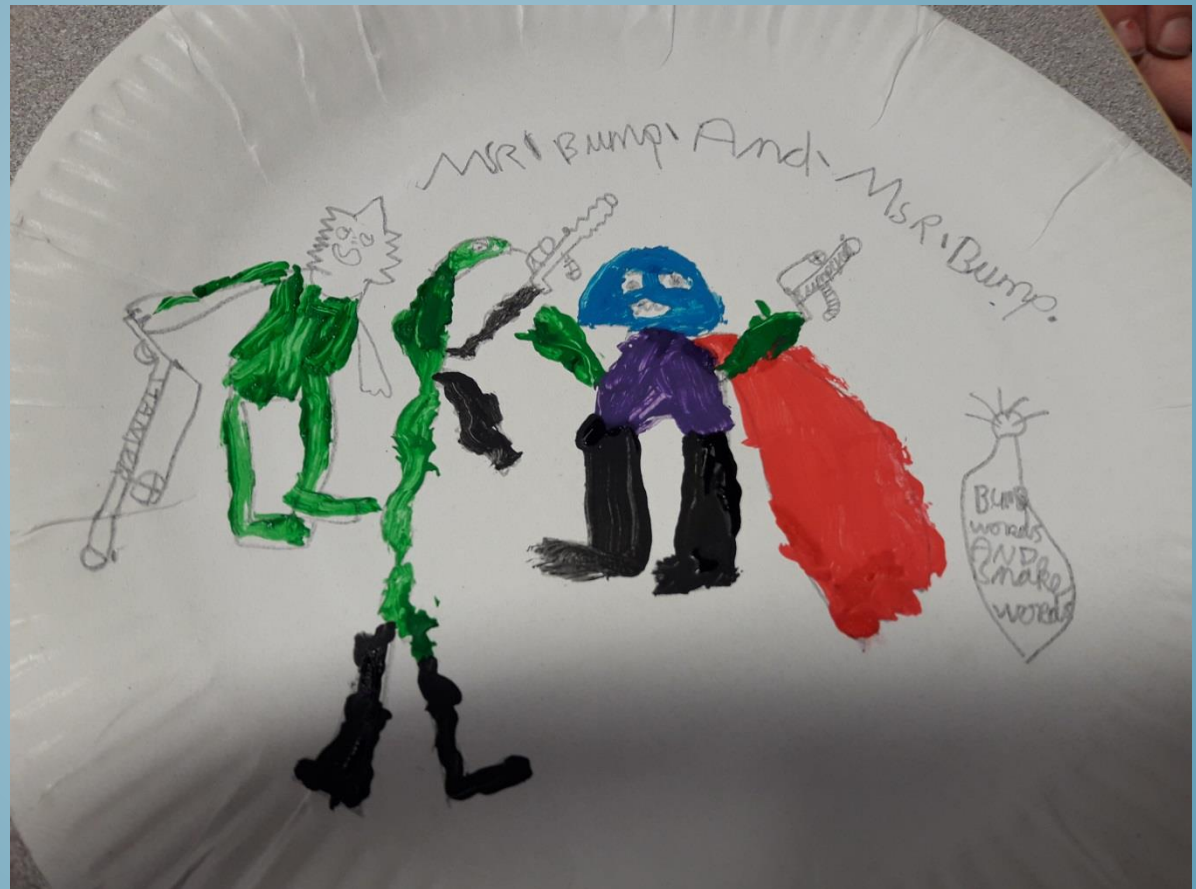
*If my stutter had eyes...*





## IDENTIFICATION

*Mr and Mrs Bump*



## IDENTIFICATION

*How stuttering has me feeling..*



## MR ANGRY





**WHAT DOES  
STUTTERING  
HAVE ME  
THINKING/  
DOING?**

*Effects of Mr. Angry in school*

- *Tries to make fun of me*
- *I know the answer but I don't want to say it*
- *I put in the wrong answer so I don't get stuck*
- *Sometimes act like I am thinking then when I am ready to say it I say it*
- *In the yard I don't do it all because I am not worried about him, just concentrating about what I am playing*

# WHO NEEDS TO CHANGE?

- *The SLT*
  - *What do we understand about stuttering?*
  - *Turn the tables on the process of normalising judgement*
  - *As therapists we need to enquire into what a person thinks of the judgement they have been assigned.*
  - *What if stuttering was the norm?*
  - *If stuttering was cool...*



# WHO NEEDS TO CHANGE?

## Client

*How they talk about change*



**WHAT DO WE  
LOSE WHEN WE  
(TRY) MAKE A  
CHILD WHO  
STAMMERS  
FLUENT? –  
PATRICK  
CAMPBELL**

***Patrick Campbell***

*We send a clear message of non acceptance (desire, ability, reasons and need)*

*We become part of a perfectionist society rather than the 'good enough' society*

*We create a dichotomy of success/failure*

**HAVE A PARTY  
TO  
CELEBRATE  
STUTTERING**

*Therapeutic practices must adapt to shifts  
in the conditions of people's lives  
(Winslow, 2013)*

‘It is no longer enough to give people a  
relationship in which they are free from  
being judged.

What they need is an opportunity to  
actively deconstruct the normalising  
judgements operating on them and to  
push back against the effects of these  
judgements’ (Winslow, 2013, p8)

# ACTION

COMMITTEE for BIG STUTTER PARTY:  
(Self disclosure /stereotype threat )

- Children can develop a “growth mindset” through learning that success takes effort, mistakes are opportunities to learn and grow, and that this mindset encourages children to seek out new challenges and fulfil their potential

# THE BIG STUTTER PARTY

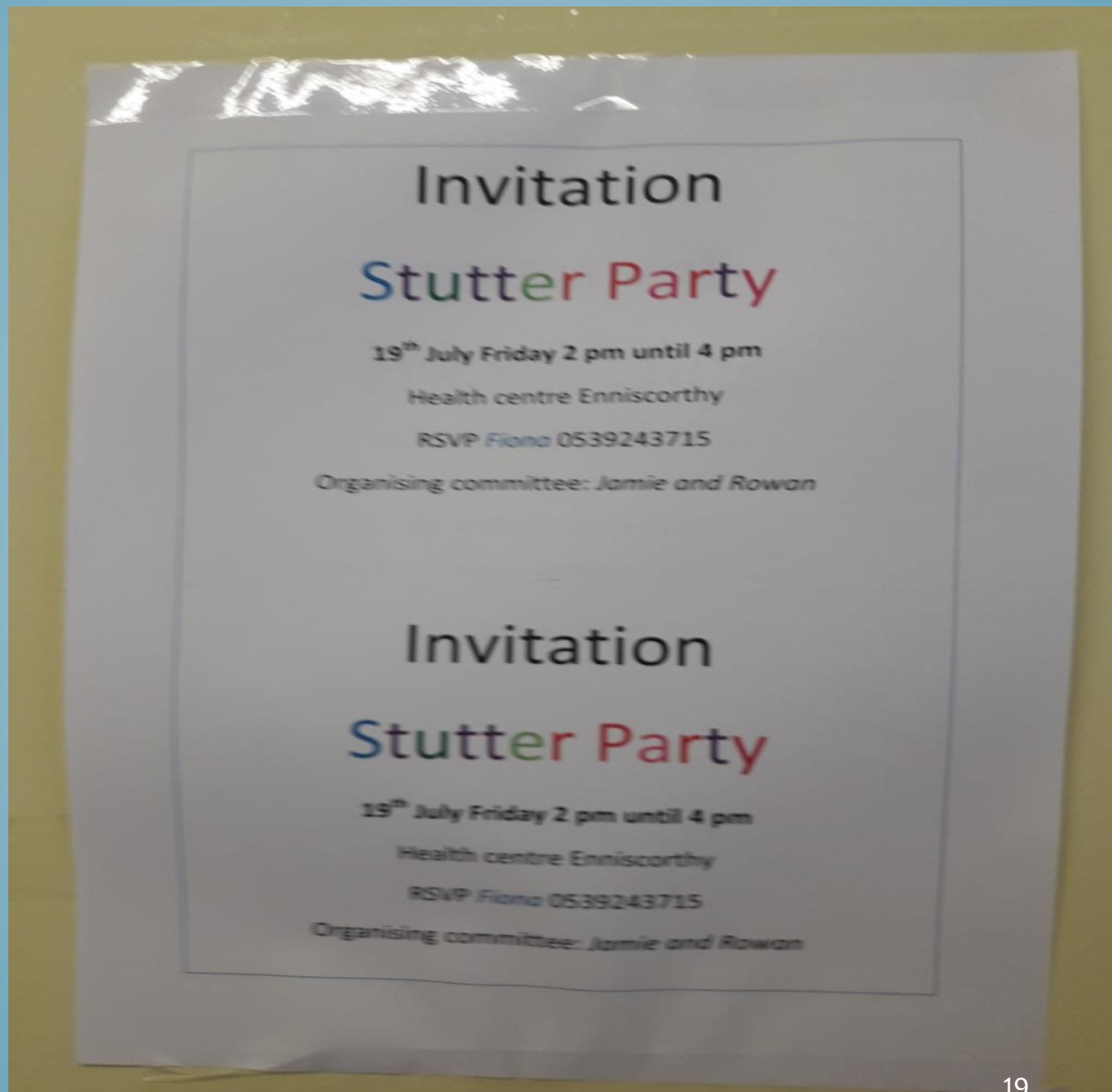
THE DESIGNER





# THE BIG STUTTER PARTY

THE SECRETARY



# THE BIG STUTTER PARTY

## THE GAMES ORGANISER

*How we see ourselves and how we  
are seen by others...*



**PRE-  
CONTEMPLATION  
FOR SLTs:  
WHO NEEDS TO  
CHANGE?**

- *Ourselves as SLTs*
- *Families*
- *Parents*
- *Teachers*
- *Employers*
- *School systems*
- *Health services*
- *Shop keepers*

*HOW DO WE DO THIS?*

*Is this our responsibility alone?*

# CONS

## *For the Client*

- *Exposure 'I STUTTER'*
- *Risk of failure*
- *Lack of acceptance by self and others*

## *For the Therapist*

- *Exposing beliefs contrary to the medical model*
- *Perceived risk of 'failure'*
- *Lack of acceptance by peers, clients and client's families*

## **HOW WE TALK ABOUT STUTTERING MATTERS**

*Mind your Ps and Qs is an English language expression meaning "mind your manners", "mind your language", "be on your best behaviour", "watch what you're doing"*

- *To our self*
- *To others*
- *How we talk about children who stutter*
- *How children who stutter hear us talk about stuttering generally*



**ACTION:  
HELPFUL SELF  
TALK TO  
COUNTER  
STEREOTYPES**

- *Gather evidence in real-life situations will lead to generating more balanced thoughts on the basis of their findings, people can identify helpful self-talk that will positively influence their emotional reaction and behaviour in a situation*
- *Helpful self-talk can also be generated by reflecting on previous experiences that have gone well and what the person was saying to himself or herself at the time.*

**RESILIENCE IS THE  
ORDINARY MAGIC THAT WE ALL POSSESS**

*(MASTEN, 2001)*

*Taking Actions to address marginalisation*

## **ACTION : STEREOTYPE THREAT**

### **HOW WE COULD TALK ABOUT STUTTERING 'WHEN THE BOYS PREPARED A SLIDE FOR ISA AGM'**

*Alex*

- *Mammy helps me by practicing reading*
- *I read aloud in church*
- *Mammy tells me not to be afraid to talk to people*
- *Mammy listens*
- *Mammy and Daddy stand up for me*

*Joey*

- *Mammy helps me with my reading*
- *Mammy stands up for me*
- *Mammy has had meeting with teacher about my frog words*

**CELEBRATING  
DIFFERENCE**

*Invitation to join a group*

*Dear Cookie girls,*

*You are invited to the next Bake off Competition.*

*Your bake will be scored out of 20.*

*Ten points for taste.*

*Five points for texture.*

*Five points for looks.*

*The first person to bake is .....*



*The first date is the .....*



AWARD  
4<sup>TH</sup> PLACE



FIONA

**A GROUP  
WITH A  
DIFFERENCE**

*I wanted to be different, I  
just didn't want the  
difference to be stuttering*

## **IS RESISTANCE FUTILE?**

- *More than two in five adolescents reported often keeping their stuttering secret and a further one in five said they sometimes kept it secret (Erickson & Block, 2013)*

**IF  
STUTTERING  
WAS THE  
NORM...**

- *It would make it more like you'd feel a bit more like 'I'm not weird 'cos they stutter too*
- *'It would be just weird, it's not normal'*

## **LETTERS OF DISCLOSURE**

- *Writing to the stuttering foundation of America for publication*



my name is [unclear]  
and i am 9  
I am a cupcake girls and i have  
frog words and we do wook  
about it and we eat and  
play game and i have fun. if you  
sturr it is ok a lot of people sturr  
I have fun haer...



# Letter to the Stuttering Foundation of America

Hi,

My name is Ben. I live in Ireland .I started stuttering when I was four.

I am working on easy repetitions and trying to make easier blocks.

Here is a tip: if you do more easy repetitions in the stuttering clinic it will be easier outside the clinic.

Happy days

From

Ben

# ICEBERG WITH EMOJIS A GIFT FOR OUR PARENTS

*Identification*



**IF  
STUTTERING  
WAS COOL**

- *I could raise my hand and do presentation*
- *Probably talk more openly and talk to more people*
- *Maybe probably talk a bit more, it would encourage other people to stammer more*

**SLT ACTIONS**  
**WHAT IS IN**  
**OUR WATER?**

- *Be aware of own thoughts, feelings and expectations around stuttering and our role as an SLT*

*Communication  
trumps fluency*



**ACTION:  
HELPFUL SELF  
TALK**

*HANDOUT FOR TEACHERS*

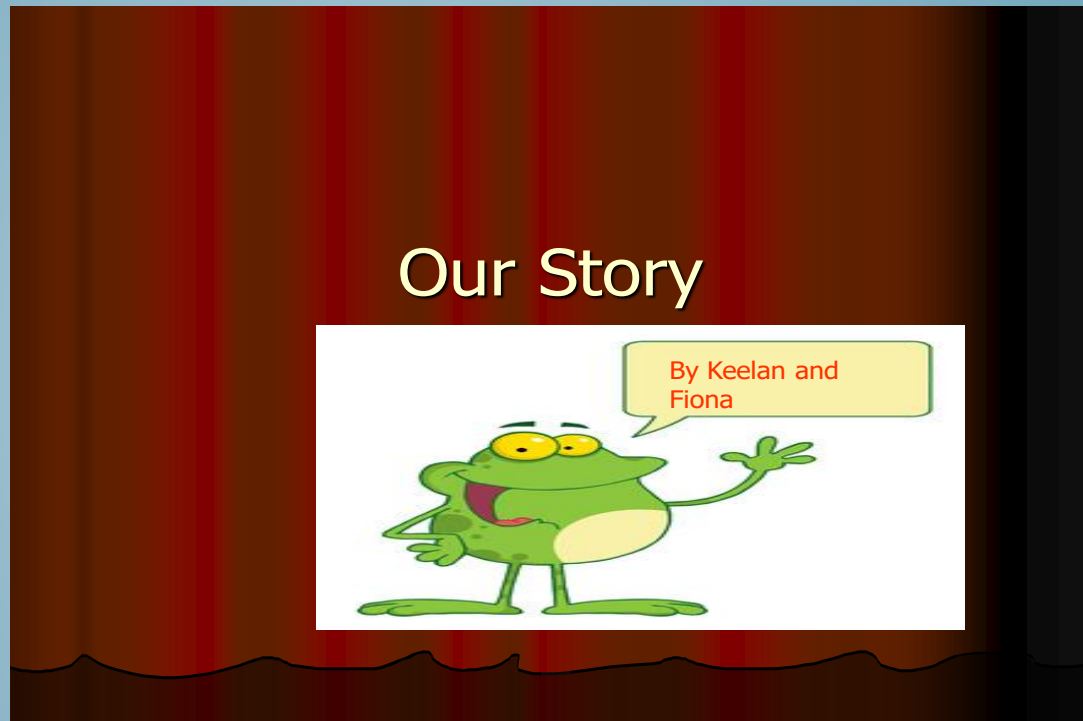
*POWERPOINT FOR SCHOOL PRESENTATION*

*ADVICE LEAFLET FOR PARENTS*

*(GENERATE DISCUSSION ABOUT WHAT  
WORKS IN THERAPY and HELPFUL versus  
UNHELPFUL ADVICE)*

**ACTION:  
COMMUNICATION  
COMPETENCY**

POWERPOINT PRESENTATION in  
school



## Some Things I Would Like My Teachers to Know.....

- I love to talk
- I love to answer questions even if I use frog words
- I like to read out loud even if it is a bit hard

# STUTTERING

## Stuttering

It happens more when

- It is night time
- I am sad
- In front of groups
- Doing a hard activity
- When I am reading aloud
- It happens when talking to my teacher

It happens less when

- I breathe
- I sing
- I am angry
- I am sad
- I am with my pets (Molly)
- Talking to my friends

## ALEX AND JOEY'S TIPS

### For teachers

*Don't interrupt people who have frog or snake words when they are talking*

*Don't ask a person who uses frog words to slow down and say it again*

*What I say is more important than how I say it*

*Practice frog words every day*

*It doesn't matter what you look like or what you sound like*

### For Kids who stutter

*You have to stutter more to stutter less*

*Having fun is very important to help stuttering*

*Important to have dreams*

*Like yourself, care for yourself and mind yourself*

*Make all your dreams come true*



**ACTIONS FOR  
PARENTS:  
BUILDING  
RESILIENCE  
WHAT IS IN  
THE WATER?**

- *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.”*
- *Praising strengths unrelated to talking as well such as athletic skills, being organized, independent, or careful.*

## **MAINTENANCE (OF THE COMPETENT, CONFIDENT COMMUNICATOR )**

*Free children from playing  
roles*

- *Look for opportunities to show the child a new picture of himself or herself*
- *Put children in situations where they can see themselves differently*
- *Let children overhear you say something positive about them*
- *Model the behaviour you'd like to see*
- *Be a storehouse for your child's special moments*
- *When the child acts according to the old label, state your feelings and/or your expectations*

## NEXT

- *We can also invite people to take up positions (exercise judgement) on the very systems of judgement at work in their lives, often producing or exacerbating problems they are struggling with (Winslade, 2013)*

## JIM THE VIRUS



# STATEMENT OF POSITIONS MAP 1

## *JIM THE VIRUS*

### *THE PROBLEM*

HOPES/VALUES  
WHY?

*I don't mind being this way for life  
But I think I could improve  
because it is really sad*

POSITION - WHERE DO  
YOU STAND ON THIS?

*it is not ok*

EFFECTS ACROSS  
DOMAINS OF LIVING

*can't get point across  
can't make new friends*

CHARACTERISATION OF  
PROBLEM/  
NAMING

*Jim the Virus*

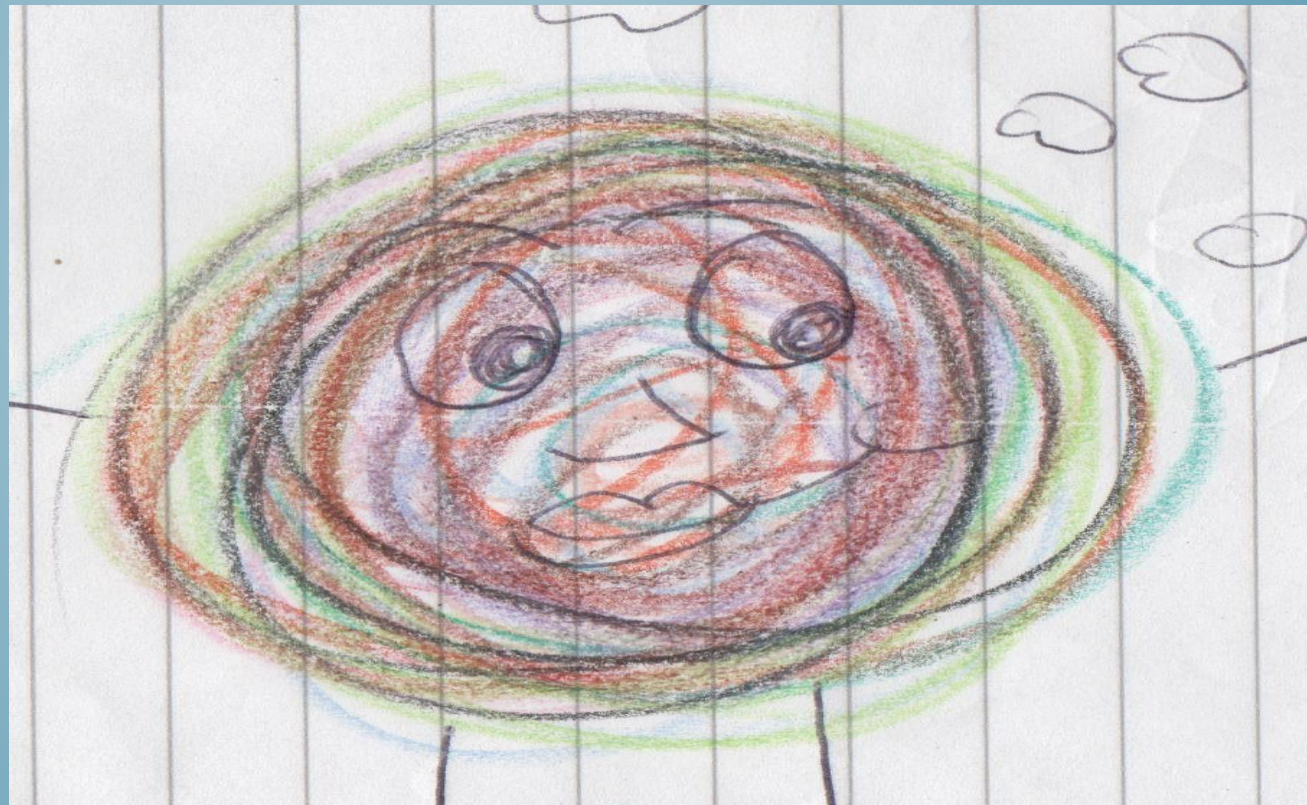
TIME



(Based on White 2007)



**THE VOICE IS  
A COLOURFUL  
THING**



## **Sean Og and Conor's acts of ....random kindness to the HULK**

### **Choices:**

**Run/Avoid/hide.....Say hello again**

**Stick tongue out/spoke quietly.....describe him/notice him but don't fight him**

**Practice him quietly because you are choosing to be the Boss**

Standing up to him ....not running scared



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