

**THE MICHAEL PALIN CENTRE FOR STAMMERING CHILDREN,  
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## **DEVELOPING SKILLS IN WORKING WITH CHILDREN WHO STAMMER**

### **Course Aims**

This five day workshop is designed for speech and language therapists (SLTs) looking to develop their skills in working with children and young people who stammer up to the age of 14 years. It will be particularly suited to therapists who wish to increase knowledge and confidence in assessing and treating children who stammer from pre-school up to secondary age. It will be supported by video, discussion and skills practice. Clinical resources will be emailed in advance to each participant for their own use.

*(Please note participants need to purchase the manual Practical Intervention for Early Childhood Stammering: Palin PCI Approach by Elaine Kelman & Alison Nicholas (2008) prior to attending the course).*

### **Learner Outcomes**

At the end of this course participants will:

- understand the three central components of therapy: developing communication skills; confidence building and speech management;
- be familiar with introductory techniques from two psychological approaches in the management of stammering: Cognitive Behaviour Therapy (CBT) and Solution Focused Brief Therapy (SFBT) with this age group;
- be familiar with assessment protocols for children and young people who stammer and their families;
- be familiar with the principles and practice of Palin Parent-Child Interaction Therapy (Palin PCI) with children who stammer up to seven years old (Kelman & Nicholas, 2008);
- be familiar with the principles and practice of Family Communication Skills therapy (FCS) for children and young people who stammer aged seven to fourteen years old;
- be familiar with fluency shaping and block modification approaches to speech management;
- be more confident about assessing and treating children and young people who stammer; and
- be more confident about clinical decision making.

### **Course Content**

#### **Day 1: Introduction to psychological approaches**

Cognitive Behaviour Therapy (CBT) - am

- principles;
- the cognitive model: the interaction between thoughts, feelings, physical reactions and behaviours;
- cognitive aspects of stammering; and
- basic CBT techniques for thought testing and setting up behavioural experiments.

Solution Focused Brief Therapy (SFBT) - pm

- principles;
- scaling, goal setting, reviewing progress; and
- basic techniques of SFBT.

**Day 2: Theoretical overview and assessment of under 7s**

- a multifactorial model of stammering and relevant research will be reviewed;
- assessing children: including case history taking, child interviews, fluency assessment and how to develop a formulation of the individual family's needs; and
- developing an effective therapeutic relationship with children and their families.

**Day 3: Palin Parent-Child Interaction Therapy (Palin PCI)**

- principles and components of a treatment package using video interaction as a basis for change;
- Interaction Strategies will be explored using a case example; and
- ways to support change by using Family Strategies will be discussed.

**Day 4: Family Communication Skills (FCS) therapy**

- assessment for clients aged 7 to 14 years old;
- a series of session-by-session activities will be presented which form the structure for the FCS approach; and
- the use of observation, listening, turn-taking, praise and reinforcement, problem-solving and negotiation skills in the family will be discussed.

**Day 5: Working with speech: fluency shaping, block modification, fear and avoidance. Putting it into practice in the clinic and beyond**

- influencing factors in clinical decision-making;
- direct child strategies for children under seven (Tortoise talking; Bus talking and Aeroplane talking);
- discussion and practice of both fluency shaping and block modification approaches;
- building confidence, coping and resilience;
- managing feelings, fears and avoidance;
- transfer and maintenance;
- group skills – both weekly groups and intensives;
- liaison with schools – working effectively with teachers;
- discussion of care pathways and application to local settings; and
- action planning.

**This workshop will combine theory with video-observation, skills practice, discussion and problem-solving. The timing given is approximate.**