

THE MICHAEL PALIN CENTRE FOR STAMMERING CHILDREN
13-15 PINE STREET, LONDON, EC1R 0JG
Tel: 0203 316 8100

Email: mpc.admin@nhs.net website: www.stammeringcentre.org

**PRIMARY SCHOOL-AGED CHILDREN WHO STAMMER:
REALISING THEIR POTENTIAL**

Course Aims

This three day workshop will aim to increase speech and language therapists' knowledge and skills in assessing and treating primary school-aged children. The course will also aim to develop participants' confidence in the management of this age group. It will be supported by video, discussion, skills practice and clinical resources that will be emailed to participants in advance of the course. This course is appropriate for therapists working with children from 7 to 14 years old.

The transferable skills taught in this course include engaging parents in the assessment and therapy process; communicating complex and/or sensitive information to parents; using video feedback to develop parents' confidence and skills; and addressing wider child management issues with parents, e.g. emotional, behavioural issues. These skills are applicable with a wide range of clinical contexts and caseloads.

Learning Outcomes

At the end of this course participants will:

- Be familiar with assessment protocols for primary school-aged children and their families
- Be familiar with the principles and practice of Family Communication Skills Therapy (FCS), including use of Solution Focused Brief Therapy (SFBT) scaling
- Be familiar with fluency shaping and block modification approaches to speech management
- Be more confident about assessing and treating primary school-aged children
- Be familiar with the development of care pathways for primary school-aged children who stammer

Course Content

Day 1: Theoretical issues and assessment:

- A multifactorial model of stammering and relevant research
- Assessing primary school-aged children: case history, child interview, fluency assessment and how to develop a formulation of the individual child's needs
- Developing an effective therapeutic relationship with children and their families, drawing on SFBT and Cognitive Behavioural Therapy (CBT)
- Principles and components of a treatment package using video interaction as a basis for change

Day 2: Working collaboratively with families:

- FCS therapy: use of video to facilitate change (drawing on Palin PCI principles)
- An introduction to using SFBT to identify children's and parents' strengths, best hopes and signs of change
- Discussion about specific communication skills including observation, listening, turn-taking, praise and reinforcement, problem-solving and negotiation skills in the family
- A series of session-by-session activities will be presented which form the structure for this communication skills approach

Day 3: Working with speech: fluency shaping, block modification, fear and avoidance. Putting it into practice in the clinic and beyond.

- Discussion and practice of both fluency shaping and block modification approaches
- Building confidence and managing feelings, fears and avoidance
- Transfer and maintenance
- Group skills – weekly groups and children's intensive course
- Teasing and bullying and liaison with schools – working effectively with teachers
- Discussion of Care Pathways; application of the course to team settings; action planning

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