



Practical Help for Stammering Children

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

Email: mpc.admin@islingtonpct.nhs.uk website: www.stammeringcentre.org

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 who stammer. It will be particularly suited to developing specialists 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, and a clinical resource pack will be emailed to each participant in advance.

(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: communication skills; confidence building and speech management;
- understand how to apply techniques from two psychological approaches in the management of stammering: Cognitive Behaviour Therapy (CBT) and Solution Focussed Brief Therapy (SFBT) with this age group;
- be familiar with assessment protocols for children 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 who stammer aged seven to twelve years old;
- be familiar with fluency shaping and block modification approaches to speech management; and
- be more confident about assessing and treating children who stammer.

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 Focussed Brief Therapy (SFBT) - pm

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

Day 2: Assessment

- 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.
- Developing an effective therapeutic relationship with children and their families.

Day 3: 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.
- Ways to support change by using Family Strategies will be discussed.

Day 4: Family Communication Skills (FCS) therapy

- A series of session-by-session activities will be presented which form the structure for the FCS approach.
- 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.

- Direct child strategies for children under seven will be discussed (Tortoise talking; Bus talking and Aeroplane talking).
- Discussion and practice of both fluency shaping and block modification approaches.
- Building confidence and managing feelings, fears and avoidance.
- Transfer and maintenance.
- Group skills- mini groups and intensives
- Liaison with schools – Working effectively with teachers.
- Discussion of Care Pathways and application of the course to local settings.
- Action planning.

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