



The  
Michael Palin  
Centre  
for stammering

# Integrating Stammering Management Approaches @thepalincentre

## Feedback from previous participants

*“Love the presenter's style of presentation, she makes participants feel comfortable to contribute.”*

*“Delivered in an engaging way which keeps focus and interest.”*

*“An explosion of strategies and ideas!”*

*“Succinct and engaging.”*

## Introduction

This two-day course is designed for speech and language therapists (SLTs) who wish to develop their direct speech management skills in working with children and young people who stammer (CWS).

It is recommended that participants who attend this course have attended one of our core courses run by the Michael Palin Centre in the general management of stammering (i.e., a Palin PCI, or Working with 8-14s, or Working with 15-18s) in order to ensure that the direct approaches are set in the wider therapy context. If you only work with children under 7 it is possible to attend day one only if preferred (please state this on your application form).

Hand-outs will be sent to participants in advance. The course will be supported by video material and case discussion.

## Learning Outcomes

At the end of this course participants will:

- be able to set goals for therapy in collaboration with their clients;
- be able to discuss a rationale for clinical decision making about indirect and direct therapy;
- to be aware of some of the current thinking about stammering as difference within the social model of disability discourse;
- be familiar with direct speech strategies for CWS under 7 years old which are part of the direct component of Palin Parent Child Interaction therapy;
- be familiar with toolbox talking, fluency shaping, block modification and integrated approaches to speech management for older CWS; and
- be familiar with strategies to promote transfer of skills and to manage relapse.

## **Course Content**

### **DAY ONE**

#### **Setting the scene**

- Introduction, scene setting, context;
- Influencing factors in clinical decision making; and
- Advantages and disadvantages of direct and indirect approaches

#### **Principles for working directly with clients who stammer**

- Drawing on the client's skills and expertise;
- Involvement of parents;
- Keeping a balance (speech focus / confidence);
- Helping the client to become their own clinician; and
- How to structure and plan a session.

#### **Techniques across the ages (with video, practical demonstration and practice)**

- Under 7s: Tortoise talking and Bus talking

#### **Case discussion One (under 7)**

### **DAY TWO**

#### **Techniques across the ages (cont.)**

- 7 to 14s: Toolbox talking; and
- Speak more fluently, stutter more fluently and integrated approaches:
  - Identification: e.g. how speech is made, iceberg, tallying;
  - Desensitisation e.g. voluntary stammering, freezing;
  - Modification e.g. tick box sheets, soft contacts, continuous voice.

#### **Managing thoughts and feelings**

- Managing feelings, fears and avoidance; and
- Building confidence, coping and resilience.

#### **Transfer, generalisation and maintenance**

- Assignments, home practice;
- Behavioural experiments; and
- Speaking circles.

#### **Managing relapse**

#### **Client experience**

- What constitutes success?
- How do clients experience direct therapy?
- Strengths and limitations of different approaches.

#### **Case discussion Two (7 – 14)**

#### **Action planning**