

Success with Stuttering: Holistic Therapy K-12


SCSHA 2024 Convention

TIM MACKESEY, CCC-SLP, BCS-F

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About Tim Mackesey, CCC-SLP, BCS-F

Tim Mackesey, a Georgia licensed and nationally certified SLP since 1992, specializes in the evaluation and treatment of stuttering and fluency disorders. He is an ASHA Board Certified Specialist in Fluency Disorders (BCS-F). Tim taught the graduate-level stuttering course at Georgia State University. He is a past president of GSHA. Tim has a number of published articles in peer-reviewed journals. He has served as an expert witness in litigation involving communication disorders. Having a severe stutter into his mid 20's helped Tim gain insights into the necessity of CBT integration into SLP.



With respect to CBT, Tim is a master practitioner in NLP and Neurosemantics. He is trained in Solution Focused Brief Therapy, Interactive Guided Imagery, and Mindfulness. He combines these modalities in his approach to CBT.

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Learner objectives

1. Identify three fluency enhancing techniques that help in oral reading and conversation
2. Identify four ways to increase disclosure and advocacy for cws
3. Identify four of the most common cognitive distortions that lead to anxiety and avoidance in cws

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Full immersion and trial by fire



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Differential Diagnosis for Early Stuttering

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What do you see and hear and what is your treatment plan?

Video Content

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Avoidance and compensation in young children

Video Content

As language demands increase, fillers emerge as an attempt to compensate for a stutter.

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Avoidance and compensation in young children

Video Content

Eye aversion and secondary symptoms can begin as early as preschool

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Indirect vs. Direct treatment

1. Indirect without child enrolled in treatment. Parent education and modeling.
2. Indirect with child in therapy. Moments of disfluency ignored.
3. Direct treatment. Child asked to correct stuttering after the utterance is complete (i.e., Lidcombe model)
4. F.A.S.T. Fluency. Chronic patterns of stuttering are solved and stress-tested. Moments of stuttering addressed with positive reinforcement and cueing. Children learn to independently self-correct. This counter-conditioning of the stuttering is the *difference that makes the difference*.

*ASHA handouts 2008-2013 ver. <http://www.mmsu.edu/canda/buettner/taeh/eng/parent/parenterhandouts.html>

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Get the right samples: Uninhibited dialogue and narrative (reading?)



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Differential Diagnosis with Video

<u>More Typical</u>	<u>Less Typical</u>
H- Hesitation	Rs - Sound Rep
I – Interjection	Rsy - Syllable Rep
Rv – Revision	P - Prolongation
Rp – Phrase Rep	B - Block
Uw – Unfinished Word	Rw - Word Rep
Rw – Word Rep	Other - _____

*Adapted from Campbell and SPP, *Stuttering: Pathways Analysis* (2004). See Stuttering: Evaluation of America video samples at <http://www.stuttering.org/default.asp?TID=1452>

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Beyond the % Stuttered Syllables

1. Percentage of stuttered syllables
2. Reading versus dialogue and narrative
3. Request home video and/or talk to teachers
4. Secondary symptoms
5. Avoidance habits (fillers, eye aversion, not participating).
6. Anticipation of stuttering
7. False positives
8. Ask specific questions when gathering info
9. Pragmatics (interrupt, negotiate, seek immediate)
10. Temperament (shy? sensitive?)

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Piaget's Preoperational Stage

- Piaget's Preoperational (PO) Stage of intellectual development extends from 2-7.
- Problem solving in the PO child is by trial and error, rather than by planned strategies. (This explains self-taught avoidance and need for intervention.)
- Nonverbal mental symbols, followed by language, give the child the ability to transcend time. (Hence, the sticker board)
- Symbolic play with toys of acting out roles and stories begins in the PO stage.
- Thinking tends to be concrete with explanations often based on past experiences, whether or not relevant.
- According to Piaget, four year-olds have little understanding of past and future. By age 5, there is a better understanding of yesterday and tomorrow, and an ability to carry over play activities from one day to the next.

Developmental levels of stuttering

Developmental/ Treatment Level	Core Behaviors	Secondary Behaviors	Feelings and Attitudes	Underlying Processes
Normal Disfluency	<10 disfluencies/100 words One unit repetitions. Mostly repetitions, interjections, and revisions	None	Not aware, no concern	Stresses of speech/language and psychosocial development
Borderline Stuttering	10-15 disfluencies/100 words >2 units of repetition Repetitions and prolongations > revisions and interjections	None	Generally not aware, may occasionally show momentary surprise or mild frustration	Stresses of speech/language and psychosocial development interacting with constitutional predisposition
Beginning Stuttering	Rapid, irregular, and tense repetitions may have fixed articulatory posture in blocks	Escape behaviors such as eye blocks, increases in pitch, or loudness as disfluency progresses	Aware of disfluency, may express frustration	Conditioned emotional reactions causing anxiety tension, instrumental conditioning resulting in escape behaviors
Intermediate Stuttering	Blocks in which sound and surface are shut off	Escape and avoidance behaviors	Fear, frustration, embarrassment, and shame	Above plus avoidance conditioning
Advanced Stuttering	Long, tense blocks, some with tone	Escape and avoidance behaviors	Fear, frustration, embarrassment, and shame, negative self-concept	Above processes, plus cognitive learning

Gunter, R. (2014). Stuttering: An Integrated Approach to Its Nature and Treatment (4th Ed., Ch. 2). Philadelphia: Lippincott Williams & Wilkins

When attempted solutions become the problem

1. Word change (i.e, me/I)
2. Whispering
3. Fillers (but, so, uh)
4. Motor movements
5. Change schwa vowel
6. Eye aversion
7. Shorten MLU
8. Ask parent to talk
9. Avoidance in public
10. Facial grimaces
11. Character voices

See: <http://stutteringspecialist.com/pdf/Solution.pdf>

When attempted solutions become the problem

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Tension and Struggle Metaphors

"Patience will achieve more than force."
-Edmund Burke

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Pre-K Transformation

Video Content


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Breathing, speech, and stuttering: Fact vs. fiction

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Breathing 101


- Do we need to inhale before producing speech?
- What is PEEP? Alveolar pressure and intra-pulmonary pressure
- Where do we breathe from?
- When do we breathe?
- What if you breath just before a stutter?
- What if you try a pull-out, inhale, and start word?
- What is a full-breath target?
- What happens to breathing during panic?
- SLPs- avoid "full breath target" strategy



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Logical Levels (Gregory Bateson, 2000)

- **Environment**- The "Where, When, and With Whom"
- **Behavior**- The "What"
- **Capabilities**- The "How"
- **Beliefs**- The "Why"
- **Identity**- The "Who"



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Integrating CBT and SLP for oral reading

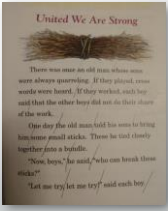
Video Content

A skilled clinician compares dialogue vs reading. The integration of CBT may be necessary - even in a young child.

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Stability with strategies in oral reading

Video Content



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School-age Stuttering

Look at the whole child:

- Developmental Level of Disfluency (see slide)
- Has stuttering moved into oral reading?
- Awareness of stuttering in environment? Teasing/Bullying/Questions from peers?
- General temperament: copying skills, resourcefulness, impulsivity, etc.
- ABC's of stuttering
 - Affective components
 - Behavioral components
 - Cognitive components

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Integrating CBT and SLP for oral reading

Video Content

Thinking about reading brings back negative memories on time/love
Anticipating stuttering on specific phonemes → more stuttering

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Anxiety and speech disorders

...trait anxiety is higher among people who stutter compared to fluent speakers, thus indicating that anxiety is a personality trait of people who stutter. State anxiety in social communication is higher among severe stutters as compared to mild stutters and fluent speakers. Thus state anxiety is related to stuttering severity. The results are discussed in the frame of the multidimensional model of anxiety.

*Ezrati-Vinacour, R., Levin I. Journal of Fluency Disorders. 2004; 29 (2) 135-148

Feeling anxious about one's stammer might be considered a reasonable reaction because of its potential to elicit listeners' mockery, embarrassment, frustration, or pity (Bloodstein, 1995; Menzies et al, 1999)

*Craig, A & Tran, Y. Advances in Psychiatric Treatment (2006) 12:63-68

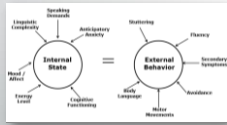
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A few references to anxiety in research

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- Stuttering as a Covert Repair Phenomenon (p. 188), by A. Kolk and H. Postma, 1997. In R. F. Curlee & G. Siegel (Eds.), *Nature and Treatment of Stuttering: New Directions*.
- Sheehan, J.G., & V.M. Sheehan (1984). Avoidance-reduction therapy: A response suppression hypothesis. In W.H. Perkins, *Stuttering Disorders*.

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Internal state= External behavior (IS=EB)



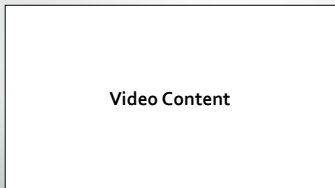
- **Internal State (IS)**-This refers to the thoughts, feelings, and cognitive-linguistic workings that translate into outer, observable behaviors.
- **External Behavior (EB)**- Clinicians and parents want to make observations regarding triggers to IS. Environmental adaptations, parenting style, and communication changes can help with IS. When external behaviors are significant there is most definitely an IS correlation. *Changing EB will improve IS.*

See article:
Mackesey, T. (2005) IS-EB: Stuttering Inside and Out. Available at <https://www.stuttering-specialist.com/post/is-eb-stuttering-inside-out>

No CBT leaves me hangin'



Oral reading with blocking and avoidance



Video Content

Anticipating stuttering → attempting to compensate

Reading transcript

"A lot of kids {B + Uw + filler} work their way out of {B +} stuttering by being good at {B+} sports," Fraser said. It gives you self-confidence. And the more you talk, the more you will get out of this problem. I think that sports analogies help kids who stutter. You've got to work on your speech. We tell kids, "don't think someone who can hit a baseball is an expert because they just do it five minutes a day."

Phrasing in oral reading

Oral reading progresses to picture description and then narrative. A number of phrases progresses to phrasing for a time increment.

Examples: 1) The turtle/ slid off the log/ into the lake.

2) My name is Jake/ and I like/ to swim/ at the pool

Severe CWS may need to start at a 1- sentence level reading before advancing to a paragraph.

1. Use highlighter as needed under text (i.e., feared sound)
2. Early readers often more fluent in reading than in dialogue
3. Teach continuous voicing within each phrase
4. Avoid deep breath target
5. May need to use choral reading in cases of severe blocking
6. Expensive DAF/FAF versus a \$5 Toobaloo
7. Phrasing appeared in *The King's Speech*
8. CBT often needed to reduce anticipatory anxiety

Cluttering and stuttering

Video Content

NLP Eye Patterns (Bandler & Grinder, 1979)

Visual Constructed

Visual Remembered

Auditory Constructed

Auditory Remembered

Kinesthetic

Auditory Digital

Graphic Created in Microsoft Publisher
Copyright Steve Bandler and John Grinder 1979

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Eye aversion versus eye accessing patterns

Video Content

Distinguish between eye aversion on specific phonemes and eye accessing patterns

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"New Olivia"- update

Video Content

Old Olivia vs New Olivia

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Stuttering Timeline: Trauma Leads to Anxiety

Past Event Event trauma Anxiety Anticipate Future

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Breathing and Targets: Separating fact from fiction

Video Content

Distraction, one-line → previous advice to take a deep breath

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Artful language patterns in therapy

- I. State all directives in the positive. Make a resolution to abandon "don't"
- II. Avoid "should" and "need."
- III. Validate your clients and teach others how to do it
- IV. Pacing and leading: "If I understand correctly, you ____"
- V. Avoid asking "why?" (i.e., "Why did you get embarrassed?")
- VI. Capitalize in key moments of therapy and ask, "Why is that important to you?"
- VII. Realizations: "Wow great. You volunteered in class! Now that you realize you can do that what is your next goal?"
- VIII. Use past tense purposely.
- IX. Avoid using a kinesthetic voice tone that amplifies emotions
- X. Avoid using identity labeling and "language of permanence"

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The Anatomy of Metaphors

- The left brain understands the content of the story and the right brain "applies to self."
- Example: In Exodus 4:10 Moses' brother, Aaron, used to speak for Moses (enabling). God gave Moses the assignment of meeting the Pharaoh and leading the people out of Egypt. God knew Moses was "more than stuttering." Moses was capable, he could talk, and he was competent.
- As we address the **identity** of the pws we may ask, "Who are you that is more than stuttering?"



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Metaphors for Rate Control, Precision, and Patience

1. A road with speed humps
2. A combination lock
3. Learning an instrument
4. Typing and texting
5. Revolving doors

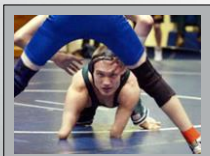


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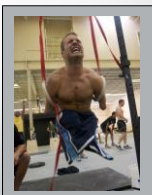
Kyle Maynard

Written permission from Kyle Maynard



"I've always believed that anyone can achieve their dreams, regardless. I've always had this attitude about no excuses. A belief that I can go on and do what I need to do. To go on, to succeed, regardless."

- Kyle Maynard

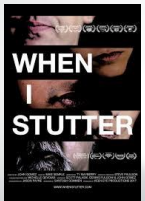


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When I Stutter

Written permission from movie director, John Gooch



*"...Even stuttering in life's labyrinth journey can sometimes prove a blessing in disguise."
-Benson Bobrick*

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The power in a quote

- "I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear." -Nelson Mandela
- "It always seems impossible until it's done." -Nelson Mandela
- "Patience is bitter but its fruit is sweet" - Jean-Jacques Rousseau
- "When the objective is clear enough there are no obstacles" -Earl Nightingale
- "There's no such thing as failure. There's only feedback" - NLP presupposition
- "Success is not final, failure is not fatal: It is the courage to continue that counts." -Winston Churchill
- "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I lived through this horror. I can take the next thing that comes along.'" -Eleanor Roosevelt
- "The journey begins within and ends within." -Sufi
- "Do or do not. There is no try." -Yoda

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The Meta Model

Recovering the deep structure: What's really going on?

1. What do/did you believe about stuttering?
2. What would/did it mean to you to stutter?
3. Would it be a problem for you to stutter?

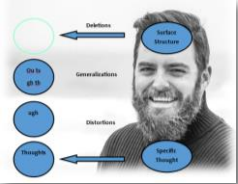


Image from jessie.com; graphic created in Microsoft Publisher

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Isomorphic Metaphor: Harry Potter*

- Voldemort, the villain, was referred to as "the whom should not be named." Later, Headmaster Dumbledore tells Harry Potter, "Call him Voldemort, Harry. Always use the proper name for things. **Fear of a name increases fear of the thing itself.**" This metaphor is parallel to pws not wanting to say "I stutter" and others not wanting to talk about it.
- The Devil's Snare plant tightens as you struggle to escape it. This is similar to secondary symptoms of stuttering and/or avoidance.
- Professor Quirrell fakes stuttering to appear aloof.

Full article: <https://www.stuttering-specialist.com/post/2017-01-01-stuttering-harry-potter-metaphor>
 Washington Post article: https://www.washingtonpost.com/outlook/2013/08/06/and-its-date-governor-maryland-stutters-so-does-my-young-daughter/?hpid=hp-front&hpid=hp_hp-top-table-main-stuttering%3Ahomepage%2Fstory&hpid=hp_hp-top-table-main-stuttering%3Ahomepage%2Fstory

*Rowling, J. K. (1997). *Harry Potter and the sorcerer's stone*. New York, NY: Scholastic Press.

Why disclose that we stutter?



Closing Remarks

“The effectiveness of your life is determined by the effectiveness of your communication.”

- Earl Nightingale

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