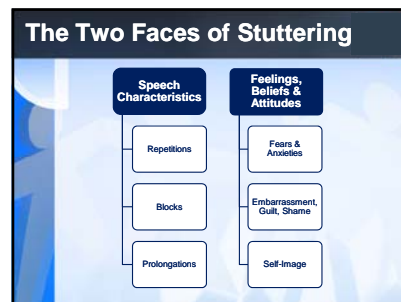


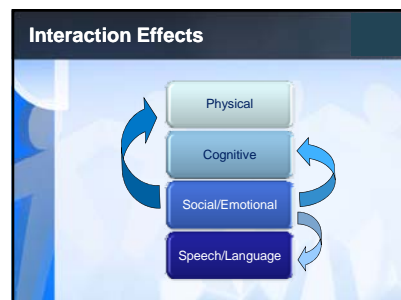
Stuttering Therapy: What They Don't Teach You in Grad School

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Part Three: Affective Treatment Approaches



- ### Introduction to Part Three
- The emotional basis of stuttering is arguably the bigger and more confounding part
 - Emotions drive disfluencies and interfere with therapy
 - Patient resistances in therapy stem from their feelings, beliefs, and fears



Interaction Effects on Anxiety

Physical Heart and respiration rates, perspiration, increase reflexes, dilate pupils, decrease digestion, metabolism
Cognitive Heighten awareness, vigilance, diminish thinking and flexibility
Speech/Language Decreased functions – vocabulary, facility, recall, others

Interaction Effects on Anxiety

These effects can be very disconcerting, particularly after an association has been made with stuttering.

"It's happening again!"

- ### Signs of Emotional Involvement
- Fear and it's physiologic affects
 - Rapid rate
 - Forceful articulation and voice onsets
 - Feared words; circumlocutions, substitutions
 - Secondary characteristics
 - Diminished cognition of speaking process
 - Difficulty managing/coordinating breathing
 - Hesitations or reluctance to speak
 - Resistances in therapy

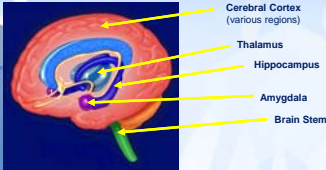
Signs of Emotional Involvement

- Feeling "out of control"; the victim
- Many are unaware of the specifics of what happens, which is also disconcerting
- Patterned behaviors result
- Patterns made stronger by emotional learning
- Reduced cognitive and physical functions make patterns harder to modify
- Patterned behaviors are very predictable which can form the basis of managing them

Cognitive Distortions

- Catastrophizing
- "Should" Statements
- Dichotomous Thinking
- Overgeneralizations
- Fluency vs. Successful Communication

Emotional Memory



A sagittal cross-section of the human brain with yellow arrows pointing to specific regions: Cerebral Cortex (various regions), Thalamus, Hippocampus, Amygdala, and Brain Stem.

Remembering Negative Experiences

How the Brain Stores Emotional Information

- **Factual Information** – "data" relating to the dry facts of the situation; relating to processed information
- **Emotional Information** – "data" about the feelings and emotions of the situation; relating to reflexive information
- Emotional Memory "punctuates" the information being stored
- This emotional memory plays a powerful role in children and adults who stutter

Consequences

- Specifics of stuttering
- Trigger behaviors & situations
- Pre-stuttering symptoms
- Feelings
- Behaviors and disfluencies
- Access to targets...
"I forgot to use my targets."

Treatment Philosophy

Emotions...


- heighten neuro-reactivity
- precipitate bodily changes
- diminish cognitive functions
- recall past negative experiences
- erode confidence
- degrade controlled performance

Treatment Philosophy

Better management of emotions will improve natural fluency and the ability to use targets.

Changing attitudes, feelings, and beliefs improves confidence and self-image as a communicator.

The Progression of Therapy



A line graph with 'Components' on the vertical axis and 'Progression of Therapy' on the horizontal axis. The graph shows two curves: a blue curve labeled 'Management of Stuttering' that starts high and decreases over time, and a brown curve labeled 'Feelings, Emotions & Beliefs' that starts low and increases over time. The area between the two curves is labeled 'Fluency-Embedded, Speaking Behaviors'.

Treatment Approaches

Goals

- Build objective awareness
- Change reactive behaviors
- Test out and modify beliefs
- Confront and take responsibility

Treatment Approaches

Approaches

- Desensitization
- Emotive Awareness
- Affective Mediation
- Mental Imagery
- Co-Active In-Vivo Experience

Desensitization

- Hierarchy
- Pseudo-Stuttering
- Modified Pseudo-Stuttering
- Disclosure/Advertising

Emotive Awareness

- Identify and Label Emotions
- Delineate Symptoms
- Relate Symptoms to Situations
- Prediction/Forecasting

Affective Mediation

- 'Responding' instead of 'Reacting'
- Predicting, Expecting, & Reassuring
- Lowering Anxiety & Arousal Thresholds
- Exploring the Meaning of Emotions

Mental Imagery

- Find what works – know the client
- Develop a plan
- Self-monitor
- Integrate targets
- Broaden target base
- Identify models
- Establish the mindset

Stress Inoculation

- *'I'm going to stutter severely.'*
- *'I'm going to get stuck and not be able to get out.'*
- *'I want to stutter severely.'*
- *'I want to get stuck and not be able to get out.'*

Co-Active In-Vivo Experience

- Hierarchy of feared situational experiences
- Joint participation in shared experiences to lower fear response
- Increase participation (primary acting agent) in shared experiences while learning to manage fear/anxiety

Treatment Goals and Outcomes

- Objectify emotions
- Detail behaviors
- Talk to others about stuttering
- Learn to manage state anxiety → tension
- Lower the arousal threshold for stuttering

Treatment Activities

- Journaling
- Develop a 'cause of my stuttering' script
- Map 'cause/effect' relationships
- Analyze self-talk; re-script
- Appreciate the perspective of others
- Advice for parents of a child who stutters
- Read writings of others who stutter
- Write a pamphlet about stuttering
- Discuss video clips of others who stutter
- Understand meaning of emotions

Testing Out Beliefs

- Reframing
- Challenge Beliefs
- Refocus on Realistic Goals

Managing Emotionally-Based Behaviors

- ✓ Educate
- ✓ Identify/Observe
- ✓ Modify
- ✓ Forecast
- ✓ Change internally

In the end....

...changing attitudes and beliefs work to help the client see themselves and their stuttering in a different light

Definition of Success

- Given the situation, what is it that you can reasonably dare to achieve?
- How would you rate your effort and performance to date?
- What do you need to change?
- What are your "absolute" limitations?
- What do you want for yourself 3, 5, and 10 years from now?

Assessing Barriers to Success

- What is the hardest thing to overcome?
- Can it be broken down into smaller, "doable" parts?
- Who can help?
- What risks am I willing/unwilling to take?
- Are they really as insurmountable as they seem?

No Matter Which Path You Take...

- Be Real and Authentic
- Be Objective
- Keep Your Sense of Humor
- Take Responsibility
- Change, Take Risks
- Don't Allow Yourself to be Helpless
- Negotiate
- Dedicate, Don't Procrastinate
- **NEVER, EVER** Give Up

Make a New Friends, Build New Perspectives



Building a Sense of Urgency

- Establish a vision
- Set goals
- Make a plan
- Break it down into small steps
- Take credit for your accomplishments
- Learn from mistakes
- Build your support team and keep them informed

Conclusions

- Emotions drive stuttering by heightening susceptibility, lowering elicitation threshold, underscoring negative memories, eliciting fear reactions
- Better managing emotions results in better outcomes in therapy.

Conclusions

- Knowledge & information
- Awareness of symptoms
- Understanding the pattern
- Responding, not reacting
- Smoothing modifications
- Sending new messages
- Preparation & predicting
- Build a plan

Emotions of Stuttering

"Every human being on the face of the earth has a steel plate in his head, but if you lie down now and then get as still as you can, it will slide open like elevator doors, letting out all the secret thoughts that have been standing around so patiently, pushing the button for a ride to the top. The real troubles in life happen when those hidden doors stay closed for too long."

(from *The Secret Life of Bees*, p.170 by Sue Monk Kidd)

