

TEENAGER WHO STUTTERS : A CASE STUDY BASED ON THE ICF MODEL

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OVERVIEW

1. Client profile
2. Assessment & conclusion
3. Treatment plan
4. Treatment (16 weeks)

1. Client profile

- Stuttering since age of 3
- Full family; two brothers (20, 11), loving parents
- No stuttering in family history
- Very intelligent and one of the best pupil at school
- Footballer
- Fast rate of speech
- Talker & fighter

- Previous
therapies

- Speech therapy in kindergarten (1 year, group therapy 3-6 children).
- Parents did not participate in therapy.
- Matti did not continue therapy at the beginning of primary school.
- In the 4th grade in primary school - therapy at a psychological and pedagogical counseling center.
- He stopped the therapy himself after a year. He did not like the therapist and her working methods (a lot of home fluency exercises).

2. Assessment

SSI-4 - Riley,
(2009)

OASES (13-17 age)
- Yaruss & Quesal,
(2004)

Palin Parent
Rating Scales -
Millard, online;
Edwards, Cook
(2009)

1. SSI-4 - the moderate severity of stuttering
2. OASES-The assessment of the effect of stuttering on life is moderate.
3. Palin Parent Rating Scales –
 - poor knowledge of stuttering and confidence in managing it
 - high level of the severity of stuttering and the impact of stuttering on the parent
 - high level of the impact of stuttering on the child

Client's perspective

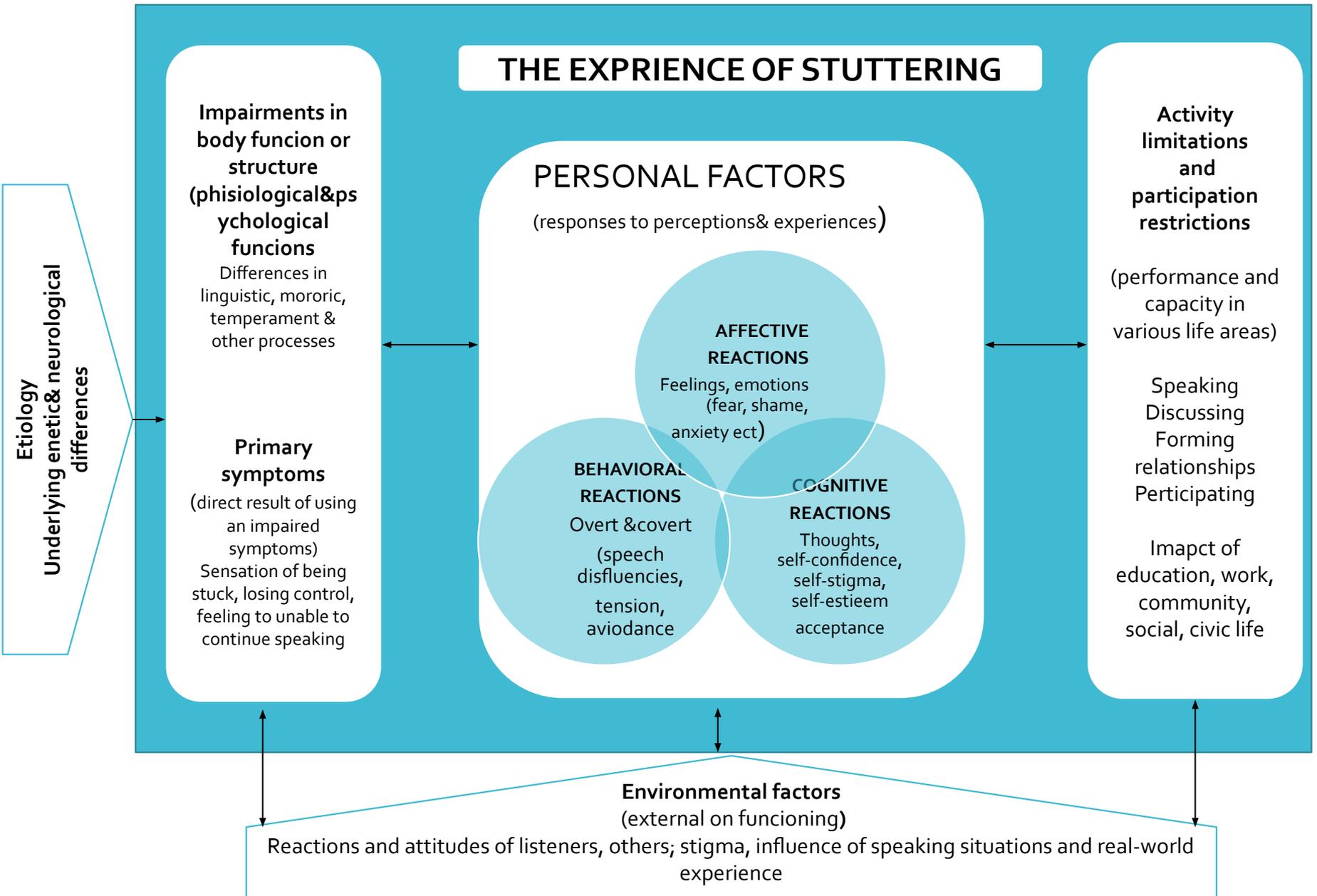
- he loves his parents very much and respects them for their professional success
- the parental acceptance
- respect – father for his knowledge and broad horizons, mother for her wisdom and tenderness
- **hates** comparing with his older brother
- sport is his passion - likes to be the best
- he stutters at school the most, he has the pressure to talk constantly, he is frustrated, hates school; he is one of the best pupils
- he would like to develop his passions, learn languages, history, travel to historical places
- **Stuttering** = disturb social contacts, fear of oral answers, physical & body tension

4. Assessment: interview, questionnaire

Parent's perspective –

- he is intelligent, ambitious, perfectionist, mentally strong, malicious, bad listener (interrupts, enters the word)
- attention to education, grades- v. high attitude
- there are professions not available to stutterers
- they expect an increase of fluency

ICF model applied to stuttering - Seth E.Tichenor, J. Scott Yaruss (2019)



Observable symptoms

PRIMARY SYMPTOM

- prolongations sounds and syllables at the beginning of a word
- longer prolongations especially vowels
- raised voice

SECONDARY SYMPTOMS:

- hand movement, excessive gestures
- increase the volume of speech
- blinking eyes
- head turn with right neck tension
- mouth tension
- losing eye contact

PERSONAL FACTORS

AFFECTIVE
BEHAVIORAL
COGNITIVE

- A:
 - Anger
 - Helplessness
 - Frustration
 - School fears
- B:
 - Avoiding words, communication situations,
 - Physical tension
 - Sense of constant struggle/ fight everywhere
 - School fatigue
- C:
 - „I'm worse“
 - "They will reject me because I stutter"

ACTIVITY LIMITATIONS

PARTICIPATIO N RESTRICTION S

- He doesn't speak to class although he knows the answer even he is prepared
- He won't come to a person he doesn't know although he wants
- He won't call a person he doesn't know well
- He finds it harder to talk to girls

ENVIRONMENTAL FACTORS:

- Compared with older brother
- Very high parental attitude; regarding learning outcomes (not verbalized directly);
- Father has a great impact on achieving a high social position through education; ridiculed several times of stt. in past
- Teachers - usually supportive, but (1) told his mother that Matti could afford more (than 5.0 - very good)
- School-friends - accepting, appreciating;
 - new ones who don't know him sometimes say : "stop stuttering" or "why do you speak so weirdly?"

3. Treatment plan (by ICF)

goals focussing on general attitude

goals focussing on communication & social behavior

goals focussing on covert stuttering behavior

client



client's

environment:

1. nearest goals:

- Learning about speech system, speech production, his body reactions; his stuttering, famous PWS

- Improving interpersonal skills

- A cognitive reconstruction – a fresh look

- Self-confidence, self-esteem, acceptance, perfectionism (?)

- 1. Learning about stuttering in family and at school

- 2. Talking in turn in the family, being a good speaker & listener

- 3. The factors supporting stuttering

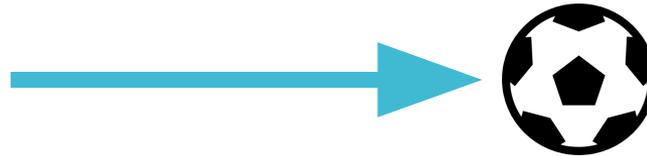
- 4. Educational attitude

- 5. Free time

Treatment plan

-
goals focusing on
overt stuttering
behavior

client



2. long-term goals

- Self-reflection, finding time during the day just for himself with elements of relaxation and calmness
- Revision of controlling and fighting attitude
- Ability to talk about stuttering in a positive way at school, in social situations
- Control of stuttering by desensitization
- Stuttering modification strategies (e.g.)
 - Catching the stutter
 - Slide
 - Easy stuttering
 - In-block corrections (pull-out)
 - Post-block corrections (cancellation)

4. Treatment - 16 weeks

**SMART
TREATMENT
GOALS**
(Schut & Stam,
1994)

**Specific
Measurable
Attainable /
Ambitious
Relevant
Time-bound**

Goals = **S.M.A.R.T.** method



- Knowledge = movies, articles, talks, talks, talks, talks
- Slowing down the rate of speech - recording
- Reduction of tension by yoga and mindfulness techniques
- Desensitization - voice games, jokes, acting roles
- Techniques and practice them in the client's environment (based on an interview and OASES questionnaire): soft start, in-block corrections (pull-out), post-block corrections (cancellation)

Summary of intervention - results

Client – 16 meetings

- He tries not to interrupt and be a good interlocutor
- He tries to speak more slowly, without tension
- He made oral statements in class several times
- He began talking to his brother in a different way
- He did shopping several times (6)
- He made an appointment with his friends to Mac Donalds
- The head and neck tension symptoms have disappeared
- He looks calmer
- He is not ready to speak openly about stuttering with his father
- Tried to talk about to mother about his profile of education & spending holiday

Parents – 4 meetings

- They know much more about sttutering, Matti speech and his ABC = personal factors
- They received information on how to care for relationships, confidence
- They received information about what their son hated and about his preferences

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5. Millard, Edwards, Cook, 2009 Palin Parent Rating Scale
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