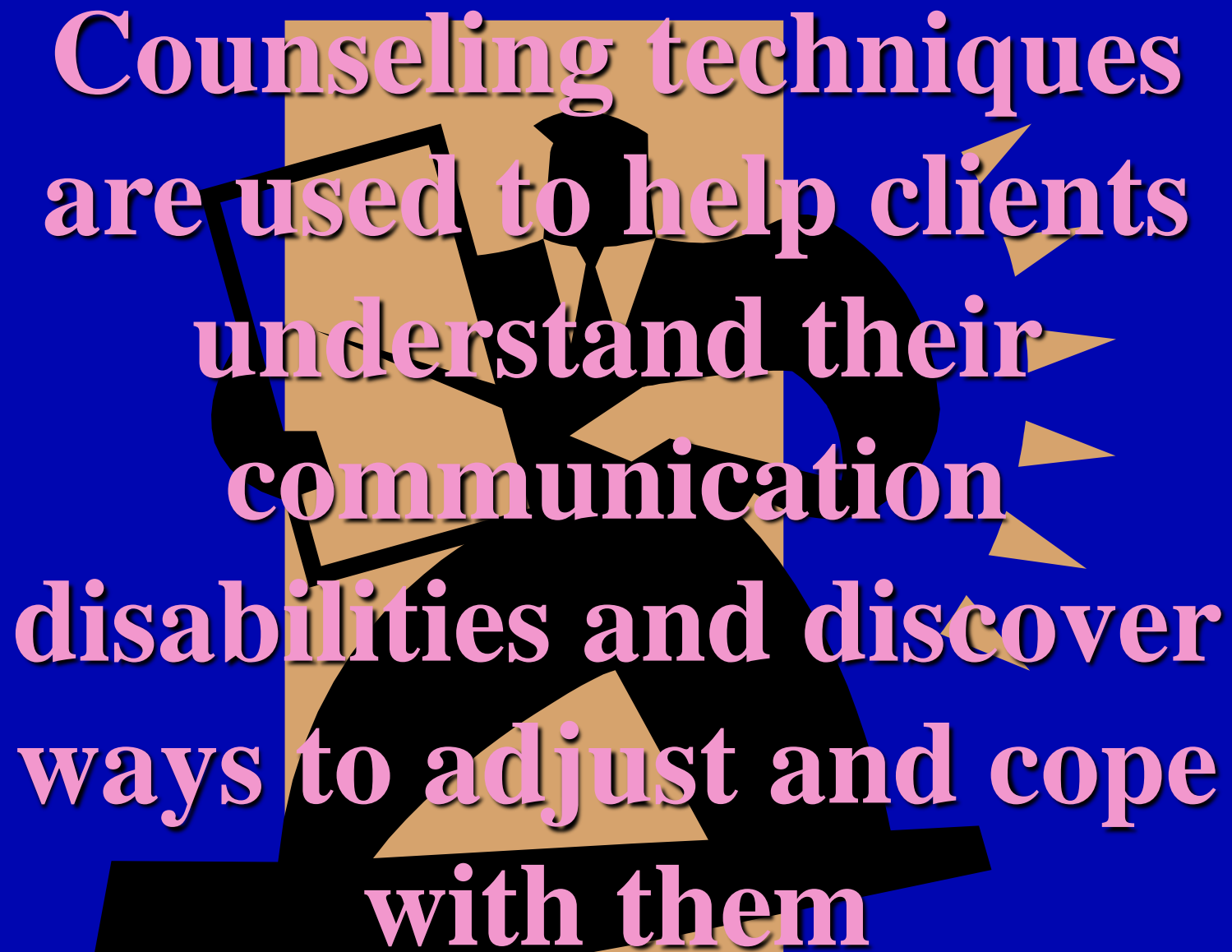




Counseling



**Counseling techniques
are used to help clients
understand their
communication
disabilities and discover
ways to adjust and cope
with them**

Blood, 1995

- A speech-language pathologist or audiologist may possess and practice impressive technical skills related to speech language pathology and audiology.



However, such technical skills are not sufficient in providing good service to a client.

- **“If a client cannot understand the nature of the problem, as delineated by the clinician, or if the client cannot act constructively upon the help which is offered by the clinician, than the impressive technical skills have gone for naught”**

Schum (1986)

- Counseling is the mutual exploration and exchange of ideas, attitudes, and feelings between a counselor and a client... specifically including
 - a client's misperceptions about the disorder
 - a client's misperceptions that create emotional overlays affecting self-concept, and
 - a disparity between a client's thoughts & feelings Cooper (1983)



Sheehan (1970)

- Create atmosphere of trust without censorship
 - client is never wrong on a feeling level
- Focus on person who stutters, not the elimination of stuttering
- Emphasize the future, not the past
- Help clients prepare for relapse and avoid therapy induced guilt
- Encourage clients to become own clinicians

Mowrer (1982)

- Made clear distinction between:
 - Guidance: to provide information
 - Counseling: to help solve problems & adjustment issues and
 - Psychotherapy: to change personality

Emerick (1988)

- Divided counseling approaches for stuttering therapy into 3 categories
 - approaches that focused on changing speech behavior, with the assumption that feelings and attitudes would improve as stuttering decreased
 - approaches that focused on changing speech behavior, negative emotions, and maladaptive attitudes
 - approaches that focused only on negative & maladaptive attitudes & ignored the behavior associated with speech

A FORMULA FOR SUCCESS

FLUENCY SKILLS

+

COUNSELING

+

TEACHING RESPONSIBILITY

=

EFFECTIVE THERAPY



The amount of time we
spend counseling our
clients typically increases
with the age of the client.





Rational vs. Irrational
Emotional Responses

Concern vs. Anxiety

- Concern: “I hope that this threat does not happen, but if it does, it would be unfortunate”
- Anxiety: “This threat must not happen and it would be awful if it did”

Regret vs. Guilt

- Regret: person feels badly about the act or deed but not about himself.
 - “I prefer not to act badly, but if I do, too bad!”
- Guilt: person feels badly both about the act and himself
 - “I must not act badly and if I do it’s awful and I am a rotten person”

Annoyance vs. Anger

- Annoyance: does not like what the other has done but does not damn him or her for doing it
- Anger: believes that the other absolutely must not break the rule and damns the other for doing so

Disappointment vs. Shame/Embarrassment

- Disappointment: feels disappointed about own action, but accepts self in process...does not demand that she act well
- Shame/Embarrassment: recognizes he/she acted “stupidly” and condemns self for acting in a way that he/she should not have

Suggested activities or “tools” to elicit these feelings in your client...

- Complete the sentences:
 - Most of all I want....
 - I’m afraid...
 - People shouldn’t....

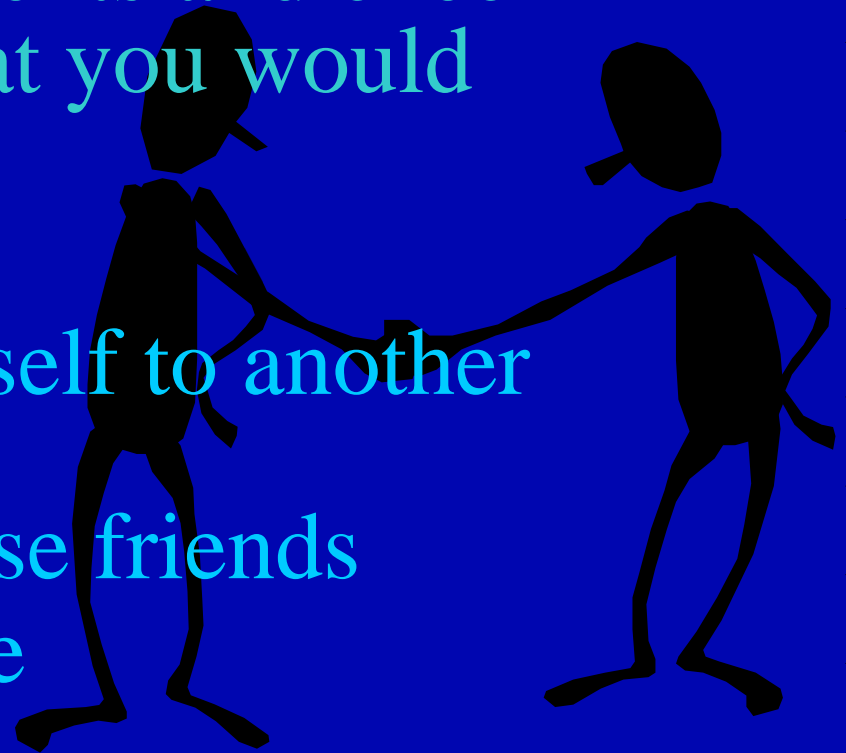


Suggested activities or “tools”...

- Have client create a word picture
 - write a series of words that describe yourself
 - you can include things you like as well as things you don't like

Suggested activities or “tools”...

- Count Me Out!!!!!!!
 - Read list of statements and check those situations that you would presently avoid
 - Examples
 - Introducing myself to another person
 - Talking with close friends
 - Asking for a date




Suggested activities or “tools”...

- Create a worry ladder
– hierarchy of worries



Strategies for building self-esteem

- Self talk
- become encouragers as clinicians
- validate child's feelings
- cognitive activities
 - self-rating scales
 - being open about stuttering
 - being a problem solver



Counseling in Adolescents & Adults who Stutter

It is possible to reduce a
client's stuttering by
modifying his or her attitude
toward stuttering.

(Silverman, 1996)



10 Fundamentals for Counseling

- Rarely be a problem solver; help guide the client to coming up with own solutions
- Trust your intuition
- Provide a sense of direction for the client

10 Fundamentals for Counseling

- Take care of your client; protect his/her feelings; help him/her move at own pace
- Have a sense of humor
- Incorporate self-disclosure as an important part of counseling; show that you are willing to share as well.

10 Fundamentals for Counseling

- Be open-minded
- Believe that clients are doing the best that they can
- mutual agreement on expectations for therapy between you and your client is essential
- Ask client for feedback

Blood (1995)

Attitudinal changes are likely to result in a reduced severity of stuttering

- Less avoidance
- acknowledgment of problem
- better self-concept as a speaker
- anticipation of fluency
(not stuttering)

A decorative border composed of a repeating pattern of small, colorful triangles in shades of blue, purple, teal, pink, and white, set against a dark blue background.


Attitudinal changes likely to result in a reduced severity of stuttering

- realistic expectations
- less embarrassment, guilt, shame
- acceptance of the problem
- sense of ownership & humor

POWERR:

Relapse management with adolescents who stutter Blood

- Training techniques in
 - a) problem solving
 - b) general communication skills
 - c) assertiveness
 - d) coping responses for stuttering episodes
 - e) realistic expectations for fluency & relapse



P = permission
O = ownership
W = well-being
E = esteem (of self)
R = resilience
R = Responsibility

Techniques from the POWERR GAME

- help client see thing from different perspective
- demystify stuttering
- Value-free listening
- Paraphrasing and summarizing

Techniques from the POWERR GAME

- Encouraging
- Comforting and showing empathy
- Clarifying
- Using silence



Peer Counseling and Self-Help Groups



Definition

- People who stutter helping each other by listening, sharing common experiences, exploring options and giving support.



Self Help Group Goals

- Teach each other about dynamics of stuttering and how it affects individuals
- Help members feel better about themselves
- Validate members' experiences
- Build self-confidence and self-esteem

Self Help Group Goals

- Teach stress management techniques
- Teach members how to have fun
- Create a safe place to talk about feelings
- Strengthen coping skills
- Community outreach regarding stuttering