



CoachMent - a stuttering modification program with coaching elements, moderated by the PWS.

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INTRODUCTION

The goal of the CoachMent program is to modify stuttering while using the method of coaching and mentoring.

Coaching is one of the forms of personal development. It is a process during which the client, supported by the coach, strives to achieve the intended goal. The coaching technique brings out the strengths of people, helps them to avoid personal barriers and limitations on the way to the goal (Dilts, 2003).

Various tools are used in the coaching process that help to arouse the client's internal motivation for achievements (Jastrzębowska-Jasińska, 2020).

The idea of using coaching in stuttering therapies is not innovative; currently, there are speech therapists in Poland, using coaching as one of the forms of cooperation with the client and a tool supporting the stuttering modification process (Jastrzębowska-Jasińska, 2020).

Mentoring is a learning process supported by a relationship between an experienced person who shares their knowledge, experience and wisdom with another person who is ready and willing to join.

As part of the program, participants will learn about the method of stuttering modification on basis of M. Fraser Self-therapy (Fraser, M. 2010). The approach is discussed during group sessions and deepened during individual sessions.

As part of the program, participants have access to the book of M. Fraser (amateur translation into Polish, collective work, available at www.demostenes.eu, with the permission of the publisher).

Program assumptions:

- Understanding of own stuttering patterns and supporting desensitization as the basis for stuttering modification
- Applying cognitive approach to identify and later influence thinking patterns, using thought identification techniques (Hayes, S.C., Smith, S. 2014)
- The use of techniques to reduce social anxiety (these include, among others, working with cognitive distortions, identifying and questioning automatic thoughts, assessing their credibility and creating alternative thoughts along with the observation and evaluation of emerging emotions (Burnes, D. 2008))
- Experimenting with stuttering: exposures, during which there is a confrontation with one's emotions, allowing for the identification and modification of behavior and thinking patterns
- Using elements of mindfulness, stoic philosophy as well parables and quotes to provoke reflection

The program developed by me has been supplemented with mentoring elements, resulting mainly from the individual experience of a stutterer.

STRUCTURE

- On-line, using communication platforms
- Graphic tools to support the session
- 5 modules (each consisting of 3 sessions, 2 group sessions of 90 min, 1 individual 60 min, duration of modules: 3 weeks)
- Possibility to communicate by e-mail, to a limited extent by phone
- Training material available

PARTICIPANTS

- 3 women (F), 1 man (M)
- Education: K1: during studies, K2, K3, M1: university degree
- Age: K1: <25, K2: 36-45, K3: >45, M1: >45
- Subjective evaluation of observable symptoms of stuttering: slightly or moderate, during session

People with previous experience in stuttering therapies

THESIS

A workshop conducted by an adult PWS who uses stutter modification techniques, experienced in self-help groups for PWS and in conducting workshops based on the Fraser program, with experience and qualifications of an ICF coach is an effective form of therapy for adult stutterers. The effectiveness of the program will be measured with

Indicators (pre/post):

- Unhelpful Thoughts and Beliefs About Stuttering (UTBAS)
- Liebowitz Social Anxiety Scale (LSAS)

Assessment of subjective participants - descriptive assessment

Individual session example

dystansowanie się do myśli:
- mniejsze emocje

Julia, w Twojej głowie przeskakać mi intensywniejsze kolory

fm diablo

postęp nie istnieje

brak sensu
zniechęcenie
bezsilność
frustracja

pomimo prób, nie się nie zmieniam

jękanie jest wrodzone

mechanizmy były utrwalane przez lat

jest zmiana, ale stopniowa
czasami jestem w punkcie wyjścia

rzeczy można zmieniać

zmiana może zająć dużo czasu

$N = f(s)$

postęp wymaga czasu i dużo pracy

nie jestem przegrana
na efekty czasami trzeba czekać
nadzieja, motywacja

Przeżywanie sukcesów i porażek

FW Diabło
zmieniony głosik
skutek: short vs. longterm
co by powiedział (przyjaciel...)
co ja bym powiedziała takie osobie
a jeśli nawet, i jeśli nie mogę tego zmienić
za 5 lat
jak o tym opowiem

Życie jest tym, co uczynią z nich nasze myśli

przeżycie się do jękania
jękanie świadomości

Przeżyczenie: reakcja - akceptacja

Przeżyczenie: reakcja - akceptacja, pozytywne odbicie
co o mnie: to jest kawałek prosty
raja do siebie sprządać: odpuść
sobie, jękam się i on o: tego, nie
jestem jękanem światła

Życzenie: jękanie nie bierze autorytetu
nie jestem mniej atrakcyjny

Opóźnienie i zastępowanie do
desza i serce jękania

Colony jękania:
- nie rusza to mnie,
- nie rusza to osób do których mówię
- widać to nie rusza

Moje jękanie jest czymś,
co mnie (ogranicza) wyróżnia
nad czym (muszę) chęć pracować
jest ciekawym wyzwaniem
jedną z moich wielu cech

Myśli → rzeczywistość

lubi ludzi | silniejszy | krytyczny do siebie

W/Ancypiel | człowiek

Tęgiemat | miękkocienka

wojownik | otwartość | perfekcjonista

Co | kładę | co się może nie udać, | jaki mam plan | mogę refleksje

1 2 3 4 5 6 7

FRASER'S CIRCLE



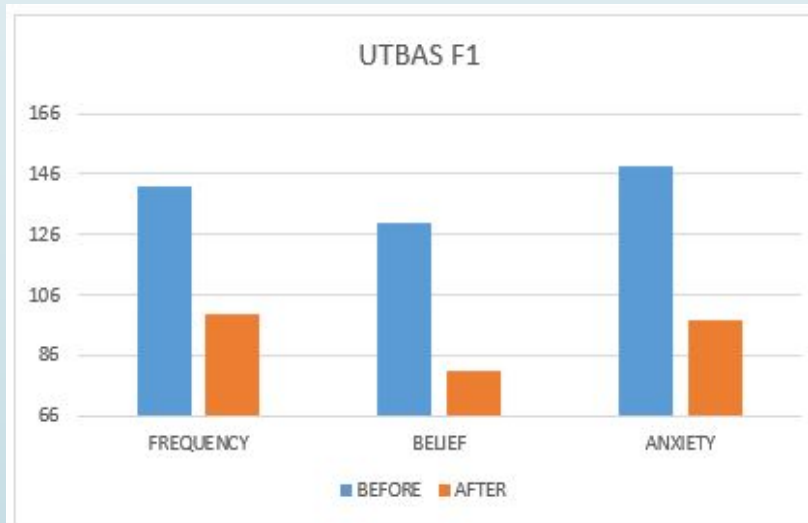
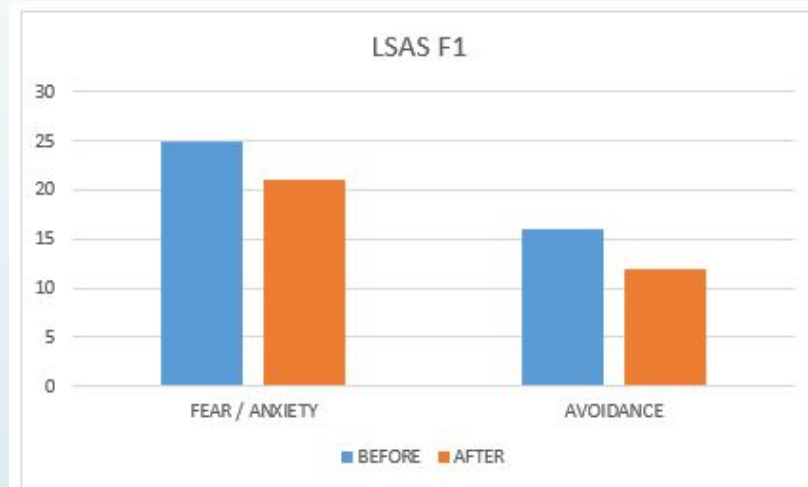
ASSESSMENT

The graphs show the results of two people (F1 and M1) showing a clear reduction in negative thoughts related to stuttering and a reduction in social anxiety.

Fragments of the descriptive assessment:

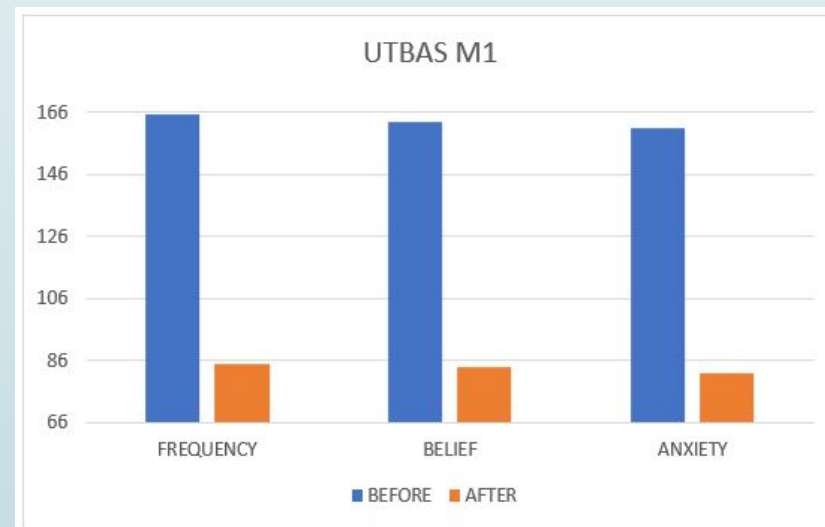
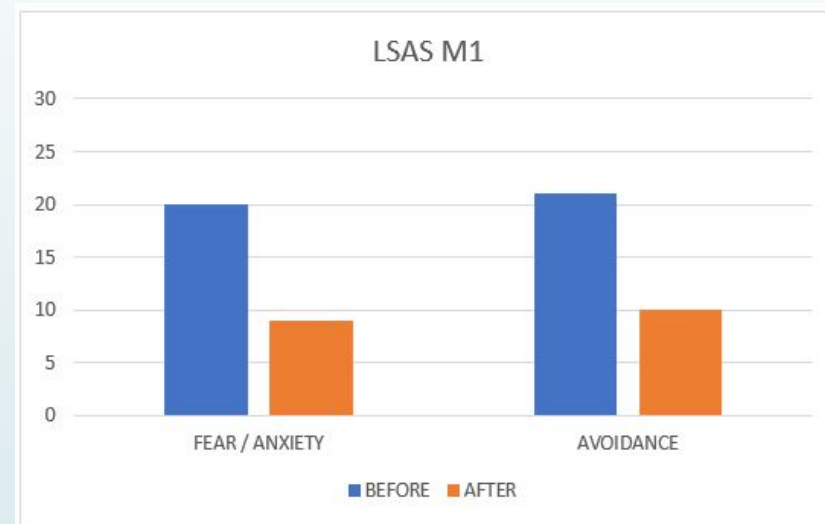
„Participation in the program allowed me to distance myself from stuttering. I learned strategies for dealing with negative emotions / thoughts, and we worked through many of those thoughts together quite well”

have experienced a great increase in awareness of what is going on in my head, what kind of and emotions thoughts arise, which turned out to be valuable not only in connection with stuttering.”



ASSESSMENT

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CONCLUSIONS AND SUMMARY

Participation in the program increases the acceptance of stuttering and reduces the negative emotions associated with it. Awareness of the mechanisms of stuttering, both in terms of the blocking process itself and the emotions involved, increases significantly; PHS becomes the expert of his stuttering.

This awareness is the basis for further independent work - in the form of self-therapy. Stuttering does not identify or define the person anymore but becomes one of the characteristics that can be modified to a certain extent.

The persistence of the changes has not been measured.

References:

1. Fraser, M. (2010). Self-therapy for the stutterer. Eleventh edition.: The Stuttering Foundation of America.
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3. Burnes, D. (2008). Feeling Good. The New Mood Therapy.
4. www.demostenes.eu
5. Jastrzębowska-Jasińska, A. (2020). Coaching kluczem do motywacji w terapii jąkania u osób dorosłych. W: K. Węsierska, M. Witkowski (red.), *Zaburzenia płynności mowy – teoria i praktyka* (t. 2, s. 275–284). Katowice: Wydawnictwo Uniwersytetu Śląskiego
6. Dilts, R. (2003). From Coach to Awakener. Capitola, CA: Meta Publications.