CLINICAL AUDIT REPORT

SPEECH & LANGUAGE THERAPY SERVICE

STAMMERING INFORMATION PROGRAMME SURVEY 2012

Project Team:

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M Bramble     Clinical Audit Facilitator
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1 Background

During the academic year of 2010/2011, a number of schools in Shropshire and Telford and Wrekin took part in a Stammering Information Programme. This was run by Speech and Language Therapists and involved school staff attending a single after-school training session aimed at providing them with information and guidance to help them manage and support children in school who stammer. An evaluation of the sessions was subsequently undertaken by obtaining feedback from the school staff who took part. This report describes the results of that evaluation.

2 Aim

To obtain feedback from school staff about their experience of Stammering Information Programme sessions, in order to determine the value of the sessions.

3 Objectives

To identify how school staff evaluated:

- the Stammering Information Programme session
- the DVD resource used
- the written resources provided

To obtain feedback in relation to:

- key messages taken from the session by school staff
- the potential effect of the programme on working practices of school staff

4 Standards

Children who stammer make up between 1% and 5% of the population. Up to 80% of pre-school children who stammer will be fluent by adulthood, but some children will continue to stammer throughout childhood. This can lead to social, psychological, and educational disadvantages during childhood and adolescence.

As stammering can be a chronic condition, speech and language therapy professional guidelines include an emphasis on enabling children and the adults who care for them to manage the stammer and its consequences in various environments through the use of appropriate strategies. School is clearly a significant environment for children and young people, and liaison and training for school staff is identified in these guidelines.

The resources for the Stammering Information Programme were developed by a tertiary specialist speech and language therapy service (The Michael Palin Centre for Stammering Children) for the Department for Children, Schools and
Families. The key messages for teaching and other school staff included in the resources are evidence based, having been identified in a Delphi study (Berquez, Cook, Millard & Jarvis, 2011).

5 Sample

The sample for this audit came from a population of school staff who attended one of three Stammering Information Programme pilot sessions held during the 2010/2011 school year. One session was held each term during the academic year. The attendees were invited to the sessions on the recommendation of Speech and Language Therapists who had identified a child who stammered in their class or school.

6 Data Sources and Methodology

The local Speech and Language Therapy service were involved in providing data for the national audit of the Stammering Information Programme using a standard questionnaire. The same questionnaire was used in the local audit project, in order to minimise loss of clinical contact time and enable comparison with national results. Because of this, only relevant parts of the questionnaire were analysed in the current audit.

Attendees at the sessions were asked to complete the questionnaire at the end of the Stammering Information Programme session.

- Questionnaire to be included as Appendix 1.

7 Results

A total of 25 evaluation forms were returned.

7.1 Participants’ role and place of work

Table 1 below gives a breakdown of participants’ roles and Table 2, their place of work.

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Assistant</td>
<td>11</td>
<td>44.0%</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>8</td>
<td>32.0%</td>
</tr>
<tr>
<td>Other School Staff</td>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>SENCO</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Parent</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 1: participants’ roles
<table>
<thead>
<tr>
<th>Place of Work</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>St George’s Primary School</td>
<td>10</td>
<td>40.0%</td>
</tr>
<tr>
<td>John Fletcher Primary School</td>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>Shifnal Primary School</td>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>Shortwood Primary School</td>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>Sir Alexander Fleming Primary School</td>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>Teague’s Bridge Primary School</td>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>Bridgnorth Endowed Secondary School</td>
<td>2</td>
<td>8.0%</td>
</tr>
<tr>
<td>Longnor Primary School</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Oakmeadow CE Primary School</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>Woodlands Primary School</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 2: participants’ place of work

7.2 In the following questions, respondents were invited to rate their experience of the programme using a 5 level Likert-type scale.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate the ‘Stammering Information Programme’ session?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How would you rate the DVD overall?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How useful if the content of the film?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How useful are the written resources?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Participants’ experience of the programme

In the next three questions, participants were invited to give feedback about the DVD film and written resources provided. The responses given below are representative of several comments made or are deemed particularly important to the topic in question. A full, unedited list of comments can be found at Appendix 2.

7.3 What key messages have you taken from the film?

All 25 participants responded to this question (43 comments were made)

- To be patient and give the child time to answer (13)
- That there are a range of different forms and degrees of stammering (7)
- To allow the child to say how they feel or want to be dealt with (4)
- To react positively and give praise (3)
- To make eye contact (3)
• To build up the child’s confidence (2)
• To talk to the child about the stammer (2)

7.4 What key messages have you taken from the written resources?

This question was answered by 23 respondents (30 comments were made), 10 of whom said they had not yet read all the information provided. Two respondents did not answer the question.

• Model (slow speech, etc.) rather than suggest (5)
• The importance of understanding how the child feels (2)
• That there are different situation/triggers that can cause stammering (2)
• To be patient (1)
• How to deal with teasing and bullying (1)
• That there are different ways of helping a child (1)
• That the child can’t help their stammering (1)
• The importance of eye contact (1)
• The importance of praise/being positive (1)

7.5 How will what you have seen affect your working practice?

All 25 participants answered this question (31 comments were made).

• Will be able to share information with/train other staff members (4)
• Will be able to better support children who stammer (4)
• Will be more patient/give children time to talk (4)
• Will feel more confident in supporting children who stammer (3)
• Am better informed/aware/have greater insight (3)
• Will consider child’s feelings more/talk to them about how they feel (3)
• Am more aware of the different strategies/approaches available (2)
• Will be able to improve child’s confidence (1)
• Will increase eye contact (1)

7.6 Would you recommend the DVD/resources to a colleague?

All 25 respondents answered ‘Yes’ to this question.

7.7 In this final question, participants were asked whether they would like to make any further comments and/or to identify information that was not included but which would have been useful.

Eleven respondents answered this question, with many saying that they found the programme very useful, interesting and informative. The following suggestions were made in relation to the inclusion of additional information.

• Information about dealing with motor tics and stammering
• The opportunity to talk with colleagues about how they will deal with stammering in class.
8 Conclusions

- Respondents rated the Stammering Information Programme session, the DVD and its contents, and the written resources provided very highly, with a 100% satisfaction rate being expressed on every measure (“good” or “excellent”). This correlated well with the national audit, in which over 90% of respondents expressed similar levels of satisfaction (Berquez, Kelman & Jarvis, 2010).
- Respondents articulated a number of key messages taken from the film and the written resources provided and were able to identify important ways in which their own practice would be affected as a result.
- All respondents were positive about their experience of the programme and made a number of useful suggestions for additional information to be included in the future.

9 Recommendations and Action Plan

The session and resources were considered helpful by participants, and they identified key messages that corresponded well with the messages the speech and language therapist hoped to deliver. Hence these sessions appear to be valued and effective in the local setting as well as the national setting and it is recommended that Stammering Information Programme sessions continue to be offered by members of the team. In view of the prevalence of stammering in children and young people, consideration could also be given to inviting staff from neighbouring schools, who may not have a student who stammers in their class at the present time.

Attendance at these sessions was predominantly from primary schools. It is recommended that attention be paid to inviting more secondary school staff to future sessions.

Although some time was provided for questions at the end of the Stammering Information Programme session, the suggestions for additional information noted in section 7.7 above may indicate that more time for discussion and questions would be beneficial. It is recommended that the session plan be adjusted to allow for this.

<table>
<thead>
<tr>
<th>Key finding</th>
<th>Recommendation</th>
<th>Action Required</th>
<th>Person(s) Responsible</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10 Report circulation list

- Alison Parkinson, Speech and Language Therapy Head of Service
- Children’s Speech and Language Therapy team
- Children & Families Division Quality and Safety Group
Q5) What key messages have you taken from the film?

- Try and be a more patient listener
- Wide ranging variants in stammering
- Eye contact
- There are many different degrees of stammering
- Wide range of stammers
- To ask the children how they want to be dealt with
- Time - don't rush them
- Each child is different
- Give stammering children time to answer questions
- Need to ask the children how they feel
- Ask the stammer what's best for them
- So many different types of stammering
- Patience - talk to the child
- Be patient
- Be patient
- How to react positively to a child who is stammering
- Give the person more time
- The importance to give positive praise which gives child confidence and improves fluency
- Understanding that through honesty, dialogue and patience we can help children who have a stammer
- That there are various forms of stammering which greatly affect the child's confidence and self esteem
- Be patient
- To always allow time
- How severe a stammer or stutter can be
- Many different forms of stammering - affect different children in different ways
- Be patient
- Positive thinking
- Good to hear views of children
- That there are many different types of stammering
- Eye contact
- Each child has need for opportunities to express the help they want from us
- Keep eye contact
- Strategies - short sentences
- Try to be as natural as possible with us
- Messages about giving children the time
- Build up child's confidence
- How to deal with or approach this problem
- Talk to the child
• Letting people finish
• Questions with yes/no answers
• Build up confidence
• Talk about the stammer
• Don’t put child on spot
• Brief your class so they understand too

Q6) What key messages have you taken from the written resources?

• Patience
• Haven’t read yet
• Try to understand what child or adult is feeling
• Very useful strategies to use
• Different ways to help a child/response you give
• Situations that cause stammering
• Think about what triggers it
• Clear, concise and very informative
• Slow down your own speech – demonstrate
• Not read yet
• Haven’t read the written resource
• Stammering is to do with wiring in the brain - can’t help it
• Not read yet
• Understand the frustration a child feels
• Not read yet
• Haven’t read yet but the DVD was very useful and informative
• Good background information that are not over detailed so I feel well informed
• Haven’t read yet
• Not read yet
• Not read yet
• Not read yet
• Model (slow speech etc) rather than suggest
• Teasing and bullying - how to deal with it
• Eye contact
• modelling yourself
• Position on register, reading aloud, excitement
• Positive praise
• Slow down your own speech, don't ask child to
• Model answering questions slowly
• Let child volunteer to answer question

Q7) How will what you have seen affect your working practice?

• Will be able to inform other staff members
• To bring on his confidence
• To train other members of staff
• Use suggestions to help/support a child in my class
• Sharing what have learnt with other staff
• Will soon be working with a child moving up to KS2. Found information very helpful and sure it will be beneficial
• I will try and put better things in place for the child
• Help/support children who stammer more effectively
• Helping children to have time to talk
• Insight into how child feels
• More aware of different strategies to help the child in the class
• Deeper understanding of how to approach and help a child with a stammer
• Give children time
• Increase eye contact
• I will make sure I give him enough time to answer
• I shall look at my working practice and how I behave with the children in year 5 who stammer
• I will feel more confident when in contact with a child who stammers
• I will feel confident in supporting children who stammer and supporting teaching staff to do the same
• Better informed
• Will be in contact with a stammering child next year
• It will give me more confidence
• It will help me greatly when I work with children in my workplace
• Making sure I'm always patient
• Take listening to the child's feelings on board
• Share information with colleagues
• Ways in which to help give confidence and support
• Talk to them about what makes them comfortable
• use the strategies
• Increased awareness
• Take time to have a chat

Q8 Please give any further comments here. Please include any further information which would have been useful to you.

• Very informative and helpful session
• Pupil planning sheet - I will be taking this to my son's new teacher in secondary
• Would be interested to know techniques used by speech therapists
• Perhaps the opportunity to talk with colleagues about how they will deal with it in class. A few suggestions to try e.g. hand puppets, microphone, social stories
• Dealing with motor tics and stammering
• Very interesting thank you
• Full of information - well presented. So interesting
• Questions were clearly answered
• Very useful. Thanks
• Thank you so much
• Thank you very much