

**Je KAN NCT**

surveying your stutter

**OVERZIEËN**

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<b>1. introduction</b>	<b>4</b>
<b>2. questioning your stutter</b>	<b>5</b>
<b>3. your stutter is an iceberg</b>	<b>6</b>
<b>4. arrears</b>	<b>7</b>
<b>5. learning early</b>	<b>8</b>
<b>6. taking steps</b>	<b>10</b>
<b>7. your body warns you</b>	<b>10</b>
<b>8. energy</b>	<b>11</b>
<b>9. motor skills</b>	<b>11</b>
<b>10. communicating</b>	<b>12</b>
<b>11. therapy</b>	<b>12</b>
<b>12. environment</b>	<b>13</b>
<b>13. learning by practising</b>	<b>14</b>
<b>14. evaluation</b>	<b>14</b>
<b>15. aftercare</b>	<b>15</b>
<b>16. finally; questions you can ask yourself</b>	<b>15</b>
<b>17. literature (among others)</b>	<b>16</b>

## 1. introduction

In communication a stutter is bothersome to say the least, and maybe you don't know what to do about it.

Many people want to get rid of their stutter quickly, without too much work and thinking and without anybody else noticing. They start therapy on the basis of little information. But change starts with the question, 'What do you know about your stutter?'

An example will show you the road of someone who knows little about his stutter:

'When I was seven years old, my teacher at primary school thought something had to be done about my stuttering. There was a speech therapist at our school.

For a year I spoke words and practised sentences. This worked during lessons but not in everyday conversations.

Influenced by the teacher, another speech therapist was contacted, this time someone from outside the school. The results were a little better. I practised more, in a small group as well as individually. After about a year the treatment stopped because I made little progress and no longer wished to continue.

Pressured by a teacher and my parents, after another two years I contacted a neurologist through my general practitioner. My doctor chose the neurologist. Meanwhile I went to high school. The neurologist's therapy was to prescribe valium. The results were less tension and a less cramped stutter but I became slow. That was not pleasant. If I stopped taking the pills my condition returned after a while.

After a year I asked how long this was to go on. The neurologist answered, 'One or two years.' I thought one year was enough and stopped taking the pills.

A few years later I was eighteen and went to Intermediate Technical School. I contacted a psychologist after consulting my parents and doctor. Once every three weeks for a year I talked with the psychologist. These talks were liberating. I understood that I needed a clarifying consultation. He was a nice man who appreciated me and wanted to understand my daily occupations. Because of this I felt calmer. Things went better for me but my stuttering was still not solved.

Then I watched a television programme called *Een groot uur U*. The interviewer, Koos Postema, spoke with Theo Schoenaker, speech and stutter therapist, now working in Züntersbach, Germany. During that programme a wonder happened. Someone who stutters was interviewed and ... she spoke without stuttering. I immediately concluded, 'This is what I want, here I will get rid of my stutter.' That was my only thought. It was the first time I made my own choice, without others pressuring me.

The question, 'How do I get rid of my stutter?' developed into, 'What do I have to do and what should I know in order not to stutter any more and to speak more easily?'

*Surveying your stutter* is written as a conversation to enable you to get closer to the questions you can ask yourself. Maybe these questions have preoccupied you for years and you have never spoken to anyone about them.

Others too, who want to understand more about stuttering will find these questions informative and useful to begin a conversation with someone who stutters.

In 1988 Annelies van Randwijk, M.Med., completed her investigation *St-st-stotteren en therapie*.

In her preface she says:

'After my exams I went to study in Amsterdam. My stutter really became a problem. I avoided all sorts of situations and for example didn't attend workgroups during my study for fear of having to speak. I preferred to do an exam as a substitute. People in my environment didn't understand. According to them my stutter wasn't all that inconvenient. Then I decided to do something about it but I was sure I didn't need more speech lessons and that the problem had to be tackled on a different level.

With this question I went to the student psychologist and to my doctor, both of whom knew no other answer than more speech therapy.' (A.C. van Randwijk, iii.)

The subject of the investigation was the occasion for the compiling of a brochure for general practitioners *Stuttering and primary health care*.

In *Surveying your stutter* a stutter problem is viewed as a **question**. How do you see your stutter and how do you handle it? What is really the problem? What do you expect of someone you ask for help and what do you expect of yourself?

Subsequently stuttering is viewed as an **arrears**. Is the stutter only an arrears in speech? How do you develop an arrears and how do you catch up?

Speaking well is learned. You learned to stutter, too. What happens during this **learning** process? What do you need to want to learn?

Body consciousness as a way out of stuttering. People who stutter don't feel what they do. They can express little about their experiences. The **body** as a means of getting to know your stutter.

What do you do about the fact that stuttering costs too much **energy**?

Speaking can be seen as a **motor skill**.

**Communicating** well is more than not stuttering or speaking well. What do you need for a good conversation?

A **therapy** can lead you and you can **practise** yourself.

You may think that the problem lies only with the person who stutters. What is the influence of the **environment**?

**Evaluation** and **aftercare** complete the therapy and form a step towards selfhelp.

Stuttering is more of a social problem than an individual problem.

## 2. questioning your stutter

It is confusing to notice that you are stuttering when you are talking with someone. You want to express what you mean and be understood. 'I feel dissatisfied because I can't express myself clearly. This dominates my life so much that I even think: only when I don't stutter any longer can I be happy.'

Many people have their own ideas about how to stop stuttering. First of all, the person who stutters himself. He actively thinks of tricks to avoid stuttering. What a disappointment when these tricks stop working. It makes you lose hope. Now you have sunk even further. You have even less grip on your stutter and feel more and more at its mercy.

But your stutter is telling you something. It will keep coming back to you until you investigate your stutter and get to know it. Tricks will hinder you in seeing what is getting in your way.

A problem can be seen as a question - a question that has not yet been answered. You can call your (stutter)problem 'difficult' but that won't solve anything either. You can view a problem as a challenge. The solution to a problem won't come to you but you find it by seeking and investigating. Whether difficulties are to become easier, depends on your continued effort and your confidence in a positive result.

Part of this is putting your question to an expert. The expert will be able to give you information about different aspects of the problem. After you have gained sufficient insight you will have to get to work yourself.

But who is an expert? The same question is: Who do you see as an expert? The idea is to acknowledge what your problem is and what your needs are in the short and the long term. Someone who can go into this with you is an expert for you. After that you can give your trust. If your questions change, you may have a different view of someone's expertise. There are different levels of expertise.

You can only find an expert if you do your best. Gaining information often means talking. But you want to reach your goal with the smallest number of words possible, even without speaking. If you don't want your decisions to depend on others, you will have to break through this vicious circle.

Stutter treatment is a part of speech therapy and costs are reimbursed by public and private insurance companies. A person becomes an expert in stutter therapy by specialising. Since the beginning of the sixties speech therapists and psychologists have specialised in stutter therapy. They are independent, work in teams or work in hospitals.

People who are or have been in therapy could be considered experts as well. You can inform yourself of their experiences. Such a conversation is only of value if you can exchange experiences. The experiences of others can change the direction of your view of stuttering.

### **3. your stutter is an iceberg**

Stuttering can be seen as an iceberg the top of which emerges above waterlevel ...

If you watch your stuttering speech in a mirror you can see the top of the iceberg.

We speak, and sing, by:

- moving the mouth, jaw and throat; then we see and hear the consonants, p .., b .., and vowels, aa .., oo .., with or without sound;
- allowing a breath of air in; we subsequently need to breathe out to be able to speak.

Besides our head and our neck we use the rest of our body in speaking and breathing, either directly or indirectly. We recognize fluent speech by ample and regular breathing, a gradual starting of the voice and a calm sound.

And stuttering? How do you do that?

By increasing the pressure and tension in the very same muscles. If you add mumbling and speaking monotonously the picture is complete.

Stuttering can be compared to an iceberg ...  
and the largest part of it is underwater (Sheehan, A.C. van Randwijk, 24.)

Everyone who stutters has his own theories about stuttering: because the weather is downcast; because I think faster than I speak; because I want to go too fast and fall over my words; because the 'k' is such a difficult letter.

You have probably noticed that you don't always stutter as much in different situations, that you obviously react differently in various situations.

Daily life consists of a stream of situations where it comes down to our ability to express ourselves, our independence, activity and creativeness. You express yourself more easily when you feel free. When you feel encumbered, this will be expressed in your speech. Although they often think so, people who stutter are not the only ones who don't dare talk at a party or meeting. What to think of someone who blushes or doesn't have much to say?

We feel uncomfortable with our floundering and stuttering and we pretend it doesn't exist. But by covering up we increase the pressure even more. Feelings and thoughts you keep inside and push away come out as stutters (Sheehan, A.C. van Randwijk, 10).

This restraint and covering up can be extreme:

' I want to give publicity to an annual event and enter a shop to ask if I can hang up a poster.

"Of course," the shopkeeper answers. "What's it about?"

"About stuttering."

"Wwwell, you cccan ppput ...," the shopkeeper says and so the conversation ends in a stutter.'

Even during your stuttering you try to hide it. You want to control it. By pushing it away you don't feel yourself anymore and you don't know what you are thinking during the conversation. Besides, you fail to do what you have to do in the conversation.

Thus, people who stutter avoid and retreat.

The question you can now ask is this: Do you only avoid under the pressure of speaking, because you have started thinking in terms of difficult and easy letters? Or also under the pressure of situations you regard as difficult but in which you blame the letters?

Is this the core of the problem ...?

Stuttering in order to be able to avoid, to retreat, to stand aside.

#### **4. arrears**

According to you there are difficult and easy letters. You can only stutter letters or words if you think previously the letter 'k' is such a difficult, bothersome letter. That someone else is annoyed with the letter 'l' makes one wonder.

If you appear to have a real reason for avoiding difficult situations because of your stutter, you feel relieved. You can even strengthen this reason by twisting the facts a little in such a way that you hardly notice it. You say that you think that meeting is worthless and that you don't want to go; that you don't think the meeting is that important and that they can

manage without you; that it is better to shop in a supermarket than in a small shop (with a shopkeeper).

But by using your stutter in these situations you discourage yourself. You probably don't realize that through the years you are missing practical experience. And then it turns out that your short term advantage is a long term disadvantage.

By avoiding difficult situations you fall into arrears without noticing.

In general, someone who stutters has insufficient experience in expressing his thoughts and feelings. You are much too busy with being able to say it.

Perkins says about this that people who stutter are not only afraid that they will stutter but also that they will not know what to say (A.C. van Randwijk, 39). 'When my stutter began to disappear, I still sat apart from people. I didn't dare join them ... but deep in my heart hoped they would invite me.'

People who want to work together are dependent on speech. Expression brings about a lot in ourselves and in others. We have learned our language ability, the ability to express ourselves in spoken and written word. In this we were dependent on our educators. When we compare families in their use of language, there turn out to be large differences. A child that is not used to talking to his parents about himself and other important issues, develops an arrear in his oral ability.

This arrear carries over into the school. The pupil is daunted by the prospect of speaking about his lessons with others and experiences difficulties in learning. As long as you don't answer the question what your arrears are and what you can do about them, you will need your stutter emotionally.

## 5. learning early

The period in which we clearly grow is our childhood. From pedagogy and psychology we know:

- what we learn in which period of our childhood, as a baby, toddler ...;
- that we only learn through our own experience;
- that we learn better through repetition;
- that we learn step by step;
- that natural growth occurs in its own time;
- that the attitude (guidance) of the educator influences development.

In order to get to know ourselves better, it is very important to know what our educators taught us in our childhood. Their ideas about education and upbringing mirror their ideals, their religious and cultural background.

We learn through everyday experience. We make choices and take decisions all the time, though often not consciously. Even a baby chooses and decides!

In the sitting room mother drinks coffee with other adults. Tim, eight months old, lies nearby on a plaid. He moves a little and rolls over. Suddenly he feels the tiles with his head, instead of the woolly plaid and he cries a little.

The question is: What does mother do? Does she think Tim is in danger? Does she then protect him or does she appeal to his independence?

If mother decides to pick Tim up, the next question is: What does Tim do? Does he like this or does he resist?

If mother gives in to protecting Tim when he is surprised and Tim accepts this, then Tim will count on protection in these situations.

Tim grows older. To make clear that he wants protection through crying or whining, becomes increasingly difficult for him.

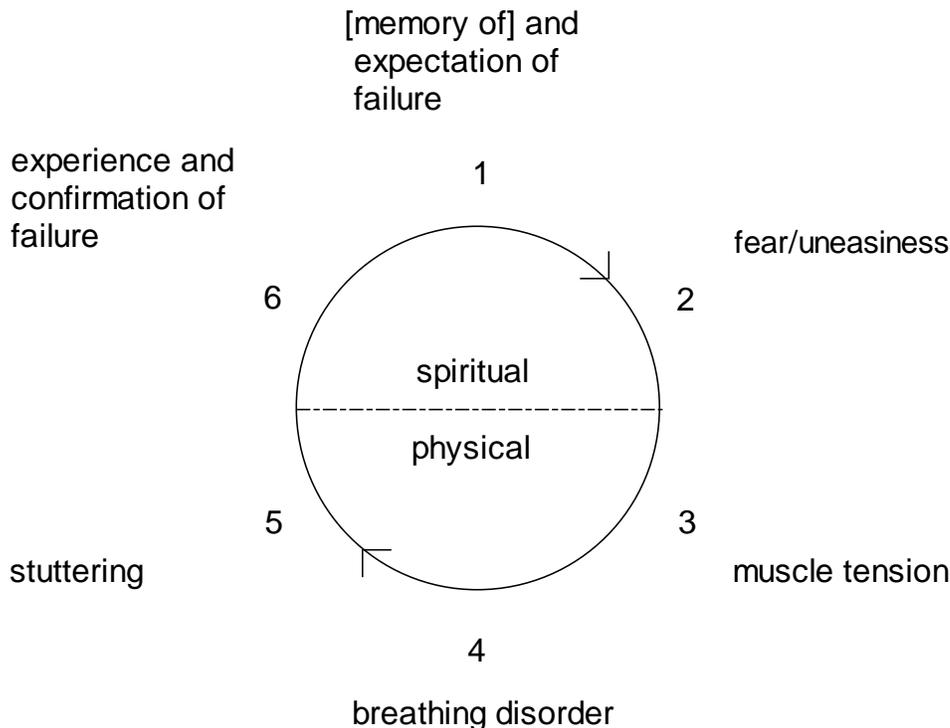
What to do?

Tim can reach his goal by stuttering, for example. Stuttering is not childish and you don't stay unnoticed.

In this example we see that Tim is discovering through movement. The educator, the mother in this case, structures this unordered, discovering behaviour. Through this interaction, in time, Tim develops a pattern. Through this pattern Tim perceives himself and the facts of life.

Alfred Adler (1870 - 1937) calls this pattern a pair of glasses that colours (= directs) our life. We take trouble to see life through these glasses. Tim, for example, learns to see the familiar as safe and pleasant. For someone else, it is the unknown that is attractive.

Every stutter is the result of a pattern: the circle of expectation, stuttering and discouragement.



(A.C. van Randwijk, 11/12 circle Fernau-Horn)

You could say: The idea, the negative expectation has become the point of departure. On this basis I gain this experience.

Thinking based on a negative image is sufficient to put myself under pressure. And that pressure can be felt in the muscles of the body.

## 6. taking steps

Everything in development moves.

A movement has an end or goal. You are in Haarlem and want to go to Amsterdam. Why do you want to go to Amsterdam and not stay in Haarlem? The question is what goal you want to reach with your journey to Amsterdam. Which need or wish is fulfilled?

When you are certain you want to be in Amsterdam, your direction is fixed and you start to move.

If you really reach Amsterdam depends on whether you hold on to your goal.

The road to development consists of steps. We take these steps consciously and subconsciously. Stuttering, for example, is the result of subconscious development. If we teach someone to consciously choose a new goal we change the direction of development.

## 7. your body warns you

Stuttering can be compared with an iceberg. The top is the signal voor the colossus underwater.

This is another way of seeing your stuttering. Stuttering, a signal in your body that something is wrong. Eczema, back pains, high blood pressure and stomach pains are other signals.

But how do you realize that you stutter and have too much tension in your body?

From experience I know that the stutters disappear when you lie on the ground, learn to feel your speaking and let your breathing become quieter and ampler.

The best way to practise body consciousness is on the ground, in a quiet environment.

You can also do this on a chair or standing. You learn to feel your level of tension.

Muscles can be strained but also relaxed; shortened but also lengthened. You can choose to fixate your jaws and restrain your breathing or you can allow natural movements. In the last case the muscles have the proper working position, the right level of tension. Once you have felt that you can express yourself more freely by letting go, you have proven that you can find your speech inside yourself.

Feeling tension and letting go becomes the direction.

Paul describes his practising:

'To practise body consciousness, I lie on the floor. I make contact with the floor and feel my body.

During the exercise I notice how difficult it is to just feel what is happening in my body and to say something about it. I notice how little I know my body and therefore myself.

I encounter hardness, resistance I only now can feel. In this lying position I learn that these hardnesses underly my stuttering.

I make an effort to say what I feel without resisting.'

Wonderful books have been written about moving your body and becoming more sensitive (see literature) and there are many methods. It comes down to being moved by the exercises and actively developing your body consciousness.

Your breathing and movements become easier, you feel better.

Expressing what you do and feel during an exercise is also an exercise in speaking.

What you learn in an exercise can also be applied in other situations:

'My shoulders are painful and I discover that I pull them up instead of just letting them hang free.'

What are the consequences of this position?

With drawn up shoulders, groups of muscles are actively keeping the shoulderblades up:

- these muscles shorten and require energy;
- your breath 'travels' upwards and your centre changes;
- blood vessels, lymphs and nerves in the shoulder and neck area have less room, with less circulation as a result.

The body is a precious instrument. Getting to know and experiencing the needs and possibilities of the body is of general importance.

### **8. energy**

In the position of your body you express the state of your energy system. Whether your body feels energetic, moves effectively, depends on its condition. When the balance of the body is disturbed, for example weakness of the back and tight, stiff legs, your energy potential is not available.

Ineke stutters. She says it doesn't trouble her. She is not held back by her stuttering. But it costs her a lot of energy. Sometimes she is totally burnt out.

Stuttering costs too much energy.

It is very important to tap and use your energy supply properly.

Health sciences, natural healing methods and homoeopathy can help you do this.

There are different views of the interaction between physical and mental/spiritual wellbeing. The holistic view, supported by Alfred Adler, states that the human being is a mental/spiritual and physical unity.

It is clear that your view of stuttering has implications for the compilation of your therapy.

### **9. motor skills**

The word 'motor' can make you think of movement, such as skipping, but also of writing and speaking.

The first is an example of large motor movements and the second of small motor movements.

The word 'skills' may remind you of experience. You can ask yourself: 'Do I have sufficient large and small movement experiences?'

In nature, development moves from coarse (large) to fine (small). This applies to human beings as well. Stated simply: You learn to jump first (large motor movement) and to write (small motor movement) afterwards. After you have gained enough experience with larger movements, you can learn smaller movements more easily. Lessons in physical education at primary school are not only fun, they are above all functional.

You can develop motor skills through a ball game. You learn to realize what is left and right of you, what is far off and what is close by. You need this foundation to be able to learn language rules, spelling and arithmetic. By his movements during play it is possible to see when a stuttering toddler feels frightened and uncertain. Besides other influences, properly compiled physical education lessons are necessary to break through this retreating behaviour in a playful manner.

If you have built up too few of these large movements and small movements, you become backward in them. These arrears carry over in all actions and in mixing with others. You can improve the foundation by improving your experiences with movement. There are experts who can help you with this.

## 10. communicating

When someone stutters during a conversation and thinks back on it, he especially sees what went wrong.

'For me a conversation is a situation in which I usually fail. Tasks are given to me which I don't want. I have to react to statements, which I cannot do. Besides this I want to come across as clever because people underestimate me due to my stutter. I prefer to solve problems on my own, without consultation.'

If you wonder whether you are doing well or just your neighbour, you shift the goal to the impression you make in the conversation. Other examples of this are:

- I think that he (my doctor) thinks that I don't know anything about it
- I think that he (my employer) thinks I am interfering with his business
- I think that he (my teacher) thinks that I haven't really done my best on my homework

When people move in this direction, they remove themselves from each other and that has its consequences.

But you can learn to communicate in a better feeling. It concerns your attitude and that of the other participants. The goal of the conversation is to understand the subject better and it is essential that the participants keep to this.

A good conversation is a consultative conversation and is called a consultation. The participants feel equal and involved and speak freely. This is possible because the statements stay where they are made, that is in the conversation.

This common level encourages new ideas. The order and justice exercised in the consultation influence the participants and increase the quality of the results.

A conversation can be a consultation in every situation.

## 11. therapy

The word *therapy* comes from the Greek *therapeie* = to serve, to care for. A therapy offers a road of development so that more order comes about. Developing from a lower to a higher level demands application, energy and guidance stemming from principles.

My experience is that stutter therapy only really works when people work together in an equal relationship.

Adler considered therapy to be a form of education, one that helps the person learn new attitudes and beliefs.

(Individual) Psychological principles apply equally in raising children, teaching pupils in schools and in the assistance of adults. Through this education, the individual learns to have new concepts about himself and other persons.

Instead of finding excuses or blaming outside factors, the individual learns to take note of how his actions bring about specific consequences.

By learning to recognize the consequences of his own actions and decisions, the person comes to believe that he has choices and alternatives. (E. Dreikurs Ferguson, 29/30).

Feeling at the mercy of stuttering is nothing but having avoided making decisions about your life from a certain point onwards and having left them to others. This may have seemed more advantageous for you than taking steps yourself.

This gave you the opportunity to adopt a waiting attitude. Going in therapy can then be a great leap for you. You may shrink from coming into contact with others who stutter.

Maybe you even think you will stutter more.

But other people who stutter will turn out to be conversation partners. They see another part of your stutter problem.

A therapy group can be compared to a family in some ways. The idea is to have an atmosphere of equality. Everybody learns to apply himself to gaining the common goal: solving stuttering.

Looking at the stuttering of others and comparing yourself with them will get you nowhere. The question is how actively you work at it and stimulate another.

Taking initiative and carrying responsibility are aspects of equality. All situations that give rise to speaking are therefore useful exercises.

That stuttering can be treated well in a group does not mean that everything must be done in the group. Individual therapy can be a beginning or ending or the only right way for you.

## 12. environment

Although we are not dependent on the people in our environment they still influence us. Dealing with stuttering is a question of learning for someone who doesn't stutter, as well. They can learn when they confirm your stuttering or, instead, your speaking. Correcting remarks or extra help at the wrong moment don't help.

Susan is fifteen years old and in the fourth form of high school, three months before her exams:

'At primary school I had speech lessons. I participated in a class for stuttering children and their parents and after that at high school I took speech lessons again. I still stutter. I heard about you from someone I know. Can I learn to speak like he does?'

Mother has come along. She thinks Susan often stutters and cannot understand why.

During the lesson mother joins in in Susans exercises. At home they practise together.

Mother discovers how tense she is herself and then understands why she sometimes gets migraine. And she really doesn't dare say anything during meetings of the Farmer's Wives either.

Mother sees that Susan is restless: Susan doesn't sleep well. Besides, she argues with her two older brothers whereas 'she, as a girl, should be more sensible'.

It becomes clear to mother and daughter that father is easily irritated. Mother now dares to tell that he has stomach pains. Mother and Susan start to realize under which circumstances Susan stutters and mother gets migraine. They can talk about it and give each other advice.

Mother goes to physiotherapy after consultation with the doctor and starts to get more exercise.

Susan becomes stronger during the therapy and her stuttering disappears. She passes her exams the second time and after that studies in order to learn how to begin her own business.

### 13. learning by practising

Two frogs fell into a bucket of milk. The edge was high and slippery. They kicked and jumped and tried to get onto the edge but kept slipping back in. Then the oldest frog said, 'We won't succeed, I'm giving up.' He became discouraged and drowned.

The youngest kept on kicking. He trod and trod ... Suddenly a large lump of butter floated in the milk. The frog jumped on it and regained his freedom.

In childhood learning is a game. We don't realize that we are practising. In this way we learn languages, sports and other hobbies. We learn a profession and learn about the meaning of life.

But we also learn more unpleasant things: to grumble, to complain and ... to stutter. With practise you can influence what you want to learn. To be able to play guitar you have to want to practise and learn.

In a short while you can influence those stutters.

Accepting the consequences of speaking takes longer.

The question you have to answer for yourself is whether you are suppressing your stuttering with your speech exercises or really solving it.

Practising your speaking involves a few simple things:

- that you (really) want it yourself;
- that you open yourself to the effects it has on yourself and another;
- that you take time to digest, that is that you verbalize the changes;
- that you do it in everyday life.

Children solve their stuttering much more easily (Andrews, A.C. van Randwijk, 40). We can understand this when we see how open children are. Their stuttering is not so complicated and fixed. The approach is therefore totally different.

Guidance of children is only successful in co-operation with the child's environment.

### 14. evaluation

When you have participated in something and you want to learn something from it, you have to think about what you have done and ask yourself: 'Has it done me any good? What was important to me? Do I want to participate again? How do I go on?'

In an evaluation you assimilate what you have done. You look back and put your experiences into words.

Thinking about your therapy by filling in a questionnaire compiled by the investigators, is the usual practice.

Extending the line of your own activity means that you learn to ask your own questions.

Through this you enrich your own experiences and develop your oral abilities at the same time.

If you answer them in communication with others in your group, you learn from each other's experiences. Others who got to know you during your activities, can supplement your view of your progress. You are emotionally involved with your stuttering. This subjective perception plays a part in your judgement.

Your doctor, teacher or employer and, naturally, the insurance company will be interested in the results of the therapy and what you have done with it.

In each case it is necessary to make clear to yourself what you have learnt and what has got you further. You learn to distinguish sense and nonsense, phantasy and reality.

### **15. aftercare**

Gregory and Schoenaker make the importance of aftercare clear (A.C. van Randwijk, 18/19).

You can only work at your speech among people.

You can't make use of an opportunity to speak often enough. Hold on to that which takes you further, let go of that which removes you from people.

Possibilities for therapy are becoming more restricted.

Your long term results depend on co-operation with others who share your ideas about therapy.

Aftercare and self help mean:

- to practice and co-operate;
- to assimilate and talk about experiences;
- to bring your experiences across to others.

This contributes to a better understanding of stuttering.

You do others a favour by bringing stuttering out of its isolation.

### **16. finally; questions you can ask yourself**

Finally a few questions to enable you to think about your stuttering independently and in a short period of time.

What is the occasion for you to do something about your stuttering now?

In which situations does your stuttering bother you? Is that at school, at work, at home, with your friends, in your spare time?

What do you think it has to do with?

What do you do in order not to be bothered by your stuttering? Do you avoid certain situations? Do you let important decisions be determined by your stutter?

Have you worked on your stutter before, in therapy? What did you learn there? What did you do with this? What didn't work?

How do you see the role of the therapist and yourself in solving your stutter problem? Are you prepared to practise regularly?

Is working on your stutter your first (or your last) priority?

Do your parents, your partner, stimulate you to work on your stutter? Is this important for you? Do you need support to make this clear to them?

Do you prefer individual or group therapy? Do you know why?

Do you prefer a strictly compiled programme or an approach that is tuned to you?

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The Vredeberg foundation supports and organizes annual activities for:

- people who want to be introduced to therapy; through exchange it becomes clear what sort of help someone wants, a long road of various therapies is shortened;
- people who want to enrich their experiences with therapy; not everyone translates his therapy experience into the practice of daily life;
- people who feel they need an extra stimulus every now and then after their therapy;
- people in the environment of someone who stutters.

In its activities, the foundation is lead by the question what someone needs to gradually acquire encouraging experiences that lead to new development.

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Marion Walraven-Raming

is a speech and stutter therapist and is specialised in stuttering since 1965. She has developed her own successful approach to stuttering and prevention, influenced by dynamic and optimistic views of humanity, in co-operation with people who stutter and with parents and teachers of stuttering children.

Her approach to stuttering is based on the opinion that permanent change can only be achieved on the basis of an equal relationship; someone who stutters is an independently thinking and decision making individual.

In *Surveying your stutter* Marion helps you get a grasp on stuttering.

Thinking about your stutter problem independently to be able to ask specific questions to the general practitioner, the speech or stutter therapist or ... someone who has experience with stuttering.

