

# The Stammerer Trust

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NEWSLETTER



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## EDITOR'S NOTE



Welcome to our Autumn newsletter.

I hope you are all well. While I was starting to think about preparing the Spring newsletter, the country went into lockdown, so unfortunately it had to be cancelled. I am pleased to be able to publish a bumper Autumn edition.

While many people have taken to Zoom for business meetings and family entertainment, I have quietly managed to avoid any form of video conferencing. It is now the norm for people in news broadcasts and digital newspapers to prominently push their noses at our screens accompanied with a tinny rasping sound. I for one will not miss this new form of communication. This may in part be due to being conscious of any facial contortions my stammer may bring but despite this I have engaged more in telephone calls conversing with family, friends, colleagues, and business contacts. Even speaking to people, I have not spoken to for a long time. However, my reticence seems short lived as the Stammer Trust are preparing to conduct this year's AGM online!

*[I will follow Andy's advice, see page 13, and join everyone for the AGM]*

In this edition we hear from Catherine Woolley after last year's performance of Unspoken, some more Grants Award reports and an article on 'breathing', which I thought was very apt for these strange times, as well as a useful reminder to a stammerer.

If you have any comments, contributions or articles you would like to see published please send them to me by email to [newsletter@stammertrust.co.uk](mailto:newsletter@stammertrust.co.uk) before 5th March 2021.

Happy reading.

**Andrew Barnes**

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Find us on Facebook: [www.facebook.com/StammerTrust](http://www.facebook.com/StammerTrust)

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## FOREWORD FROM THE CHAIR



**T**his time last year I was writing the forward for the Autumn newsletter. I had been attending some of the rehearsals for the play “Unspoken”, which went on for a very successful one week run. I was working in Oxfordshire and Sussex. Plenty of interaction with others, plans for my 60th birthday ‘event’ last November and family gatherings over Christmas and New Year.

Life changed for us all in the New Year. We all started to get very cautious being near others, watched the BBC News rather more than usual, then lockdown was announced from March. For our household, the unexpected return of two university students, the opportunity of going on a daily walk, and more home cooked meals. Essential travel only, no family gatherings, new work routines for some, furlough for others. No regular events, meetings, sport or social clubs. The urgency to sort out essentials followed by time to reflect and then to learn and adapt to new ways of communicating with others. The delight of quietness, less traffic noise and the return of wildlife.

Children are now going back to school, students to university, some people are working from home, others are working in a rather different environment. Some may fear for their jobs. We are now living in what they call the “new normal” and will all be feeling different pressures of life. This will go on for some time. Take care of your health and your speech. Surprise yourselves by contacting people by phone, letter or internet. They will probably be very pleased someone wants to communicate with them.

The Stammer Trust has been less visibly active since March, however the therapists have been developing new skills, and are available to talk to people by phone, email or internet.

We will be holding our Annual General Meeting on Saturday 14th November. This will be an internet call starting at 12 noon. The meeting will comprise a time to catch up, some short reports, and a guest speaker. Get yourself a drink and some snacks then join us. All are welcome to participate (listen in or actually speak!). Details to follow.

***Andy McCabe***

# **THERAPISTS REPORT**

## **Delivering fluency therapy during Covid-19: a view from the (virtual) Apple House**

One of the greatest pleasures of working at the Apple House (and there are many) is in leading the Intensive Fluency courses for school-aged children who stammer. It has been my privilege to do this now for over ten years, during which time I have welcomed dozens of children and their families, students and colleagues to the Apple House for long days of fun, games and fluency, not to mention the football. Come rain or shine, the children's courses have run three times each year without fail, until, that is, this year, and Covid-19.

It was hugely disappointing to have to cancel the groups this year, together with all face-to-face appointments at the Apple House. It was also hugely daunting to embrace the technology and to start seeing children and families digitally via Microsoft Teams, Face Time and Zoom. How would children who stammer react to having therapy over a screen? What added pressures might this format bring to someone who stammers? How would we model fluency strategies and Lidcombe Programme Talk Times via a computer? What would be the impact of temporarily losing the remarkably safe and unique space that is the Apple House?

Of course, we just got on with it. Delivering Lidcombe Programme digitally worked well with those families who had already started on the Programme. There were even some advantages: children were relaxed in their own homes and we were able to take a step back and really observe the parent interacting with their child. It was less obtrusive taking measurements of the child's stammering: the family could not see me tapping away on my calculator to work out the percentage of syllables stammered. Being remote, I was less tempted, and less able, to 'step in', which meant that parents led this (parent-based) programme more effectively. Working digitally, we were able to deliver therapy without wearing PPE which might have been particularly off-putting for young children. Families who in the past had struggled to access the Apple House were able to receive therapy without leaving home.

There were difficulties of course. For those families just starting with Lidcombe, it was harder to demonstrate a Talk Time (the active therapy) with a child as we would normally do in the clinic. For families – and clinicians, myself included – less familiar with technology the teletherapy was a challenge and a steep learning curve; where once I would have spontaneously whipped out a board game or some Duplo to play with a child, now therapy materials were Power Point presentations, prepared in advance and dependent on a good internet connection to play (the children loved them though)!

We took the decision to offer some groups over the summer holidays. To help shape what



these might look like, we sent out a Survey Monkey to children and young people on the Dysfluency caseloads to gauge interest. The majority of those who were sent the Survey Monkey responded positively to the idea of a virtual fluency group; however, despite a fairly long list of potential attendees (including all those who were invited to attend the groups at the Apple House that had to be cancelled), final numbers were small. We ran two digital groups: one for children aged 9–11, and one for teens, aged 13-16. Three children attended the first group, and two teens attended the second. The groups ran for three mornings during one week in August. Each session was an hour long.

Three colleagues and I planned and ran the sessions. It was a fantastic learning and teamwork experience. Pre-group assessment questionnaires were emailed to families, together with new consent forms to include teletherapy. I found myself having very different kinds of conversations with parents to explain that other families would be able to see into their living space and that an adult would need to remain in the room during the group sessions.

So, what was different? What did we gain from doing the fluency groups digitally, and what did we lose? The format of the groups was like our traditional face-to-face sessions: we had icebreakers and games to gel the groups, we recapped fluency strategies and played talking games to practise these. We did some Solution Focussed Therapy work. We worked through the Iceberg model of stammering (Sheehan, 1953). We thought about next steps. We had a very tight plan, with Power Point presentations shared on the screen to support the work. We also introduced some new elements, for example sharing videos of young people who stammer, and of a secondary school teacher who stammers, talking about their experiences. We used the videos as a starting point for discussions and they added a fresh dimension to our work. The videos worked well and are something we will incorporate into future groups, be they digital or face-to-face.

The digital groups were smaller than our traditional groups, and much shorter, one hour each day rather than five. Inevitably, we lost some – though not all – of the social interaction, the invaluable experience of ‘being with others who stammer’ that comes with spending whole days together. We had less time to practise the techniques and it was harder to be spontaneous, to go off-piste with the plan. We could not do transfer activities. We gained spontaneity in other ways, however. As part of the groups I always ask the children to bring in an object from home to talk about on the final morning, such as a picture or a toy or a sports trophy. Delightfully, during our virtual groups, two children disappeared from camera briefly and came back with a dog! Each gave wonderful short talks about their pet. One child said that his dog helped him to feel good about himself and not to worry about his stammering.

We received some very positive feedback from our virtual groups. One parent wrote: *‘We were ‘half’ listening in and were really pleased how relaxed the sessions were. X was*

*apprehensive at the thought of these sessions as it was video and speaking but he seemed happy to join in and his stammer didn't stop him from sharing.'*

Another parent wrote:

*'A big thank you to and your team for the excellent course. X genuinely enjoyed it and was really keen to share his cartoons today. It will be valuable for him to have the techniques fresh in his mind as he begins secondary school in a couple of weeks.'*

I am delighted that we were able to offer group therapy during the Covid-19 pandemic, and to have such positive feedback from this new venture. I am enormously grateful to my more technical colleagues for their support with planning and running them with me. As I write, Speech and Language Therapists are beginning to go back into schools and settings and to resume some face-to-face appointments. The Warneford Estates Department is checking the Apple House to ensure that it is made Covid-secure; hopefully before not too long, we will be seeing children and families there again.

I am sure that we will run virtual groups again in the future; we will certainly incorporate digital sessions into our offer for Lidcombe and other 1:1 appointments. What I really missed though, in running the virtual groups, was the 'Apple House effect'. I was reminded that group therapy at the Apple House is so much more than the sum of the parts, more than just teaching and practising fluency techniques. It is also the setting, the peer support, the building of relationships and the time we can give to therapy and to building confidence in talking. It is even the football.

### **Rachel Kennell**

*Highly Specialist Speech and Language Therapist and Clinical Lead for Dysfluency  
Oxford Health NHS Foundation Trust*

*Sept 2020*

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## **TERENCE BARRY GRANT AWARD SCHEME**

*At our AGM last November applications were reviewed and discussed for the Terence Barry Grant Award Scheme after being advertised in the RCSCT 'Bulletin' and the BSA website. Seven applications were awarded up to the maximum of £250. The successful applicants were:-*

**Roz Coe** a Speech and Language Therapist from Edinburgh - to attend a training course 'Working With Adults Who Stammer'

**Mahmoud ElSherif** a Psychology researcher studying at the University of Birmingham - to continue the study looking into links between stammering and dyslexia.

**Saraphir Qaa-Rishi** a stammer since childhood and movement teacher looking to attend a mental wellbeing course to promote a positive outlook / wellbeing for stammerers.

**Heather Roberts** a newly qualified Speech and Language Therapist in Birmingham - to

*attend a Michael Palin training course 'Using Acceptance and Commitment Therapy with Children'.*

**Lucy Elliott-Lyall** a Speech and Language Therapist (Bucks) - to attend a 3-day training course at the Michael Palin centre.

**Emily Yagmur** a Speech and Language Therapist in Peterhead - to attend 'Working with Adults who Stammer' in Derby.

**Max Gattie** a PhD research student undertaking "The role of misidentification of own speech in persistent developmental stuttering"

In this issue we have reports from **Saraphir Qaa-Rishi** and **Max Gattie** highlighting how the grant award has benefited them.

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## **Report by Saraphir Qaa-Rishi**

I am very grateful to The Stammer Trust for awarding me a grant last year towards the cost of a Diploma in Coaching and Mentoring I had just started. The course was a part-time distance learning course, which took place over a year. At the end I was awarded an SCQF level 8, which was accredited by the University of West Scotland. I finished the course this summer, sending in my last big assignment at the end of July and passing all assignments.

I have had a stammer since childhood and while I still lived in Denmark I was very involved in the stammering community there, editing and typesetting the Association Newsletter amongst other things. I moved to Britain in 2001 and have started getting involved in the



stammering communities here in the last couple of years. I have also given several talks and written articles to promote awareness of stammering.

I wanted to do the course for several reasons. First of all, the course would give me more tools to help others, both individually and in groups, especially in the stammering community. When I got the grant I was already informally mentoring a young man who stammers, who is studying the same movement art I studied, and was struggling with how to deal with his stammer. I am also now taking a lead in starting a self-help group for women who stammer in Scotland for the Scottish Stammering Network (SSN), and the skills and models I learned in the course will be a great help in being a part of organising this and facilitating specific sessions. The tools I have learned can also help

me in my work as a Eurythmy Movement teacher, where I work with mindful, balancing and social movement exercises to help people achieve greater wellbeing and awareness of themselves and others. I have led several sessions in the SSN self-help groups in Edinburgh and Glasgow in the last year and I hope to be able to offer further sessions both there and in other places in the future and that others will get as much benefit from the exercises as I have.



Many thanks again for the support, it was as important morally as financially!

**Saraphir Qaa-Rishi**

[www.movingpresence.co.uk](http://www.movingpresence.co.uk)

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## *Report by Max Gattie*

### **Production and Perception in Stammering**

Stammering is often seen as a speech production difficulty par excellence. Whilst this is indisputable in terms of behavioral symptom, the distinction between speech perception and production is not as clear cut as it first appears.

So, although stammering only occurs when speaking, it is also only possible to hear oneself speaking when one is speaking. Try this out for yourself – if you don't speak, you don't hear yourself! It follows that stammering could logically be a problem with hearing speech, just as much as it is a problem with producing speech. Albeit with one proviso: people who stammer will generally have no trouble hearing the speech of others. So, anything unusual about their hearing must be limited to hearing their own speech.



This consideration led me to apply for a UK Research Council PhD studentship, to investigate own speech identification in people who stammer. Not much is known about how the general population identify their own speech, so I have had to develop hypotheses about how own speech identification works in general. A major consideration in own speech

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identification is that about half of the sound heard while talking travels through the neck, whilst the other half travels around the head. This is why recordings of your own speech sound different to the speech you hear while you are talking – the microphone captures the sound travelling through the air around your head, but not the sound travelling through your neck.

I am in the second year of my PhD, and have been examining the role of vestibular receptors in the ear. These receptors are usually thought of as being used for balance, but they can detect sound as well. I think they can detect the sounds we produce while we are talking. If they do detect the sounds we produce while we are talking, it is exciting, because vestibular receptors could identify own speech. The reason for this is that vestibular receptors will not detect the speech of other people – they can detect loud sounds only. So, vestibular receptors would uniquely identify own speech by responding to own speech stimuli, but not to the speech of others.

So far in my PhD, I have collected information about the vestibular periphery and vestibular nuclei. I collect information by attaching sensors to the necks of participants, and recording their electrophysiological response when I play sounds to them. By comparing people who do and do not stammer, I can test my ideas about own speech identification in stammering.

The Terence Barry Grant has been very useful for my research. My PhD funders do not give me very much money to pay research participants, but I need a lot of participants for my research to be accurate. I can recruit participants who do not stammer from the student population in exchange for course credit, but it is difficult to recruit very many students who stammer, so I have asked for participants from stammering support groups. These participants visit in their own time, and the Terence Barry Grant enables me to compensate them for doing so. One of the nice things about using the grant money in this way is that all of it has gone to people who stammer.

I expect to have results from my initial study soon, and will send an update to the Stammer Trust when I do. This study will be the first appraisal of the vestibular system in people who stammer. In the next study for my PhD, I will look at cortical responses to own speech.

**Max Gattie**



# Can theatre have an impact on people's perceptions of stammering?

by Catherine Woolley

## Background

Two years ago I began a Masters at UCL studying whether people's perceptions of stammering can be influenced by watching a theatrical piece about stammering. With the support of BMH Productions, *Unspoken* opened in Oxford on 2019's International Stammering Awareness Day. The play investigates the life of Alex on the night he wants to propose to his girlfriend. We explored how relationships across his life have been affected by his stammer, from parents to teachers and more. Throughout the play Alex is stalked by the shadowy and menacing presence of the Wrestler; the stammer ready at any point to render him silent. As he delves through his memories, we found that Alex's story is less about fighting against his stammer but his journey to accept it as part of his identity.

Research has identified that the general public generally hold negative views about stammering, such as that they are shy or more anxious than other people. This may be influenced by portrayals on television and film that show people who stammer as weaker or that they cannot cope in a crisis (see *Pan's Labyrinth* or *Pearl Harbour* for examples). Even in *Harry Potter and the Philosopher's Stone* Professor Quirrell uses this assumption to avoid suspicion much like Aaron Stampler in *Primal Fear*. Thankfully, this is changing, and films such as *The King's Speech* have presented a more realistic and balanced portrayal of stammering. Research has found that watching clips of these more negative or stereotypical portrayals of stammering can worsen someone's perceptions of PWS, while more positive clips can have the opposite effect.

## Study

Before watching the performance of *Unspoken*, audience members were asked to complete a short questionnaire about their thoughts and attitudes towards stammering. Afterwards, they filled in another survey and could choose to complete a third one three months later. Following the show there was a Q&A session with members of the cast and crew so that people could ask questions and learn more about the show they had seen. In general, people wanted to learn more about stammering, such as potential causes and ways in which they could help someone in the future. 197 people completed these initial questionnaires, with 84 of them also completing the follow up survey.

## Results

43% of people rated their attitude towards people who stammer higher than before the show, and 39% of people who completed the follow-up survey reported the same.

People praised the quality of the performance, reporting that it was powerful and exceeded their expectations. They particularly commented on the quality of the acting as well as the way that the stammerer was physically represented by the wrestler. Several people who stammered attended and reported that the stammering sounded realistic and believable, which is a testament to the hard work that our actors and experts put in to practicing the nuances found in stammered speech.

Audience members also reported increased empathy with people who stammer and their experiences, identifying how stammering can impact on your relationships and friendships with others. Interestingly, this continued to increase between the post-show and follow-up questionnaires, suggesting that this may carry on developing over time. People also identified a greater understanding of stammering such as the discrimination that can be faced by PWS. Thankfully, they also could identify strategies that could support a PWS such as being more patient and not completing their sentences for them. Audience members who had met a PWS since the play were able to report different techniques that they had used as well as a reduced discomfort in listening to stammered speech.

## Conclusions

While research about the use of theatre to support stammering is still in its infancy, this project has provided some preliminary evidence that theatre can be a positive way to challenge and change people's attitudes for the better. Hopefully, the increase in plays that show a nuanced and balanced portrayal such as *The King's Speech* (based on the film) are the start of a new era of representation for PWS. Watch this space!

## Further Reading

If you would like to learn more about stammering and its representation in theatre and film, articles I recommend include:

- Kuster, J. (2011, 2 1). At Long Last, A Positive Portrayal of Stuttering. *ASHA Leader*, 16(2), 13.
- Linklater, J., Stewart, T. & Railton, P. (2018). Acting in *Unspoken*: changing actors' attitudes to stammering. European Symposium on Fluency Disorders, Antwerp.
- Miller, T. (2015). Stuttering in the Movies: Effects on Adolescents' Perceptions of People who Stutter (Master's thesis, Western Washington University Graduate School Collection, USA). Retrieved from: <https://cedar.wwu.edu/wwuet/409>
- Stewart, T., Linklater, J. & Railton, P. (2017). Beyond Understanding: the use of theatre to change public attitudes to stammering. ISAD online conference.
- Stewart, T. (in press). *Unspoken*: a social experiment in changing theatre audiences' attitudes to stammering. In *Fluency Disorders*, Vol. 2. Eds., K. Wesierska & M. Witkowski.

## **OXFORD COVERED MARKET**

Richard Downes, a former Apple House user, won the 'highly commended' category in the Oxford City Poetry Competition which invited people of all ages to share their experiences and stories on visiting Oxford's Covered Market. Richard is a socially engaged activist poet who stammers, he spent 25 years supporting the disabled people's movement as an advocate, activist, disability equality trainer and engagement worker. The focus on the ability to perform and speak is why modern-day speech therapy is so focussed on group work and transfer sessions outside of the Apple House. Gerda pioneered this approach.

### **Speak**

**Covered market  
Hubbub and Acoustics  
Make the space  
To hear my speech  
I am come from out of Warneford  
From the house that apples store  
I have questions  
Cannot speak them  
Let me take this time of yours  
Do not shun me with indifference  
Hear my voice  
Hear me implore  
Speak of rights  
And talk of choice  
An improved life  
I'm wanting more  
Than to once be heard  
Then to never, ever be ignored**



## *The Hazards and Delights of Internet Conferencing*

There are lots of internet conferencing applications including Skype, Cisco Webex, FaceTime, Microsoft Teams, GoToWebinar, LoopUp, Zoom, Google Hangouts .... They all work slightly differently. Some are free, some require a monthly fee. Some cut you off after 40 minutes and ask if you want to pay to upgrade....

However they all involve (a) the organiser - someone who sets up a meeting and lets everyone else know the time and the internet code for the meeting, and (b) the participants - a variety of enthusiastic, daunted or dubious people who have received the invitation, turned on their computer and entered the internet code for the meeting (following simple, or perhaps not quite so simple, instructions). There is a pause of indefinite length while the various participants join the meeting, fail to join the meeting, or join the meeting without one or other of sound or webcam picture. It can be quite a challenge on your first few internet conference meetings. Don't worry, everyone is apprehensive, whether they are good communicators or not. Then each call settles down into chat, awkward pauses, useful chat, an organised meeting or a disorganised array of contradicting comments.

I take part in internet calls. Recently a lot more. Some are social, some are chat, sometimes people make funny faces and laugh. Some can be a good chance to offload concerns and support each other. Others are work related. Some involve participants from overseas in different time zones. Some have a definite agenda and definite actions are assigned to the participants. Others don't really have much of a conclusive outcome. Some finish with a sense of "pleased I participated" or "that was worthwhile", others with slightly less positive feelings, and a few where you wish you hadn't wasted your time.

So what effect does hesitation, repetition or blocking in your speech have on your participation. My answer is, as little or as much as you let it. If you have something worth contributing, whether informative, questioning, supportive or humorous, people will listen – and a good organiser will want contributions from everyone participating. Make sure you are comfortable and have a drink. Check your background – other people will see you and that picture, bookcase or washing-up behind you. Learn to listen. Respect others. Think what you might want to say. Remember to breath. If you are about cough, mute your microphone. Then see the gaps in conversation and add those comments no-one else thought of.

Some people talk a lot, but what they say is quickly forgotten. I aim at saying less, but getting a positive response from the other participants. I also add a bit of sarcasm to spice up the meeting. People remember I took part. You might, of course, develop different tactics. But remember it is essentially a communication game where participants can hide behind a screen in their own home, and not always think as clearly as if they are in the same room as you. People with a speech challenge are definitely not the worst communicators. They are often the most thoughtful.

***Andy***

# HOW TO TAKE THE PERFECT BREATH

## ***How to take the perfect breath: why learning to breathe properly could change your life***

***by Emine Saner***

It is claimed that 'breathwork' can help improve our sleep, digestion, immune and respiratory functions, while reducing our blood pressure and anxiety. All of which, in the midst of a pandemic, sounds more appealing than ever.

Aimee Hartley, a trained yoga teacher, thought she knew how to breathe – she had, after all, been doing it all her life. But then she took a lesson with a breathing coach, who told her where she was going wrong. I then became fascinated by how we breathe."

There has been a huge rise in interest in "breathwork" in the last few years, in the western wellness world (Buddhism and Hinduism have long known about its benefits). Hartley is a Transformational Breath coach, the method created by Judith Kravitz in the 70s, has published a book, *Breathe Well*.



There are exercises that promise to help us become better breathers, which, it is claimed by practitioners, can transform our physical and mental health by improving immune function, sleep, digestion and respiratory conditions, and reducing blood pressure and anxiety.

There is little research to back up many of these claims, although the NHS recommends it for stress relief. Studies have shown that controlled breathing reduces levels of the stress hormone cortisol and that it can affect levels of another stress hormone, noradrenaline, which could keep brains healthier for longer. There has also been a rise in the use of breathing exercises to help people with asthma.

Coronavirus may have accelerated the breath-training trend. "I think people are becoming more aware of how they breathe and how that affects them," says Hartley, who has been teaching clients over Zoom since lockdown began. "I've had clients that are now in recovery from Covid and they've said they have never become so aware of their breathing."

Breathwork has become fashionable, she thinks, “because it works”. The increased profile of mindfulness, with its focus on breathing, has been another reason, but even while we sit, eyes closed, following the guidance of an app, few of us know how to breathe well, she says.

The first step to improving your breathing is to become aware of it, says Hartley. You may notice you are holding your breath more than you realise or taking shallow breaths. “Find out how you breathe first – place one hand on the lower belly, one hand on the upper chest, take a few breaths and notice which part of the body rises more.”



There are many exercises in Hartley’s book but as an easy one to try, she recommends extending the exhalation to feel more relaxed. “Breathe in through the nose for four, hold the breath for two, and then breathe out for six, and then repeat a few times.”

Of all the wellness trends, one benefit appears to be that breathing. It is free, it can be done anywhere, and the effects are instant.

*Edited content published by Emine Saner 26 Aug 2020 - Courtesy of Guardian News & Media Ltd*

*Like many, I take breathing for granted but do value its importance for my wellbeing, reducing stress and anxiety but as a stammerer to improve my fluency. At the Apple House I learned diaphragmatic breathing (also known as ‘Coastal Breathing’ used by The McGuire Programme and The Starfish Project) which has stood the test of time to help control my speech.*

*There are many different breathing techniques such as: Rhythmic breathing, Pursed lip breathing, 4-7-8 technique, Lion’s breath, Alternate nostril breathing and Resonant breathing, all of which aim to improve and focus on our breathing to promote relaxation, reduce anxiety and help us sleep better.*

*Perhaps we should all take the time to experiment with different types of breathing techniques, find one we feel comfortable with and dedicate some time to practise the exercises. In these times, we can all benefit from [re]learning to breathe properly. – Andrew, Editor*

**SAVE THE DATE...**

**The Stammer Trust**

**Annual General Meeting**

**Saturday  
14th November 2020**

**12 noon**

**via MS Teams**

**You are invited to join us 'virtually' on your  
phone, tablet or computer**

**For an invitation send an email to:  
[chair@stammertrust.co.uk](mailto:chair@stammertrust.co.uk)**

**You will receive a 'Sign In' message  
on the day, just click 'join meeting'  
*(no software download required)***