

Appendices

A1 Ethical Approval Trinity College, Dublin	3
A2 Ethical Approval HSE South.....	4
B Letter to Gatekeeper.....	6
B2 Letter to participants.....	7
B3 Consent Form.....	8
B4 Participant Information leaflet	10
C Excerpts from RT's transcripts.....	12
D Excerpts from Mac's transcripts.....	57
E Excerpts from Adam's transcripts.....	95
F Narrative Therapy letters/emails.....	138
G Narrative Maps photographs.....	157
H1 Map of themes with supporting quotes.....	159
H2 Overview Map of themes photograph.....	163
I Triangulation email to research participants.....	164
J Assumption of Normality Testing.....	166
K Wilcoxon Signed Ranks Tables.....	173
• Table 1 OASES total impact score Pre therapy FTS to Post therapy FTS...173	
• Table 2 OASES total impact score: Pre FTS and one year later ...175	
• Table 3 OASES total impact score: Pre therapy FTS and two/three years later...176	
• Table 4 S24 Results for pre FTS and post FTS.....177	
• Table 5 S24 Results for pre therapy and one year follow up....178	

- **Table 6 S24 results for pre therapy to two/three year follow up.....179**

L1 Response from participants to triangulation email

Kate....180

Pauline...182

Jack.....184

Jason.....186

Tracey....188

Maura....190

Colm...193

L2 Adam's handwritten response to triangulation email...195

L2 B Adam's handwritten response to triangulation email typed 197

M 'The River' Narrative Therapy session.....199



03/04/2012

Application Academic Year 2011/12

Applicant: HT15 Fiona Ryan

Title of Research: Outcome measures in therapy for stuttering: Examining narratives of people who stutter

Dear Fiona,

Your submission for ethics approval for the research project above was considered by the Research Ethics Committee, School of Linguistic, Speech and Communication Sciences, Trinity College Dublin, on Tuesday, 03 April 2012, and has been approved in full. We wish you the very best in your research activities.

Best wishes,

Dr Lorna Carson
Chair, Research Ethics Committee
School of Linguistic, Speech and Communication Sciences
Trinity College Dublin



An Léinn Léinn Teanga agus Cumarsáide,
Scoil na nEolaíochtaí Teangeolaíochta,
Líonabha agus Cumarsáide,
Coláiste na Tríonóide,
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Appendix A2 Ethical Approval HSE South



Féilthmeannacht na Seirbhíse Sláinte
Health Service Executive

HSE South,
Waterford Regional Hospital,
Dunmore Road,
Waterford,
Ireland.

Telephone 051 846200
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NAME: Ms Fiona Ryan
ADDRESS: Wilton
Bree
Enniscorthy
Co. Wexford
DATE: 1st October 2012

**RESEARCH ETHICS COMMITTEE,
HEALTH SERVICE EXECUTIVE, SOUTH EASTERN AREA**

Study Title

Outcome Measures in Therapy for Stuttering: Examining Narratives of People who Stutter (PWS)

Study Status: APPROVED

Dear Ms Ryan

The Research Ethics Committee, HSE, South East reviewed the above study at their meeting held on Monday 17th September 2012.

The following documents were received:

1. Research Proposal
2. Standard Application Form
3. Signed Declaration Page dated 13/8/2012
4. C.V. Ms Ryan
5. Participant Information Leaflet
6. Consent Form

Please notify the Research Ethics Committee Office, Old School of Nursing, Waterford Regional Hospital on completion of Research.

Version 2

13/10/10

CL

Yours sincerely,

PP: Caroline Lamb

Dr. Mark Doyle
Chairperson
Research Ethics Committee,
Health Service Executive South Eastern Area

The Research Ethics Committee, HSE, South East is a recognized Ethics Committee under Regulation 7 of the European Communities (Clinical Trials on Medicinal Products for Human use) Regulations 2004 and as such is authorized to undertake ethical review of clinical trials of all descriptions and classes for the Republic of Ireland.

The Research Ethics Committee, HSE South East issues ethical approval on the basis of information provided. It is the responsibility of the researcher to notify the Research Ethics Office of any changes to a study to ensure that the approval is still relevant.

Appendix B

Letter to Gatekeeper

Eleanor White

Speech and Language Therapy Manager

Health Centre

GXXXXXXXXX

WXXXXXXXXX

Dear Eleanor,

As you are aware I am undertaking research as part of my doctoral studies in Trinity College, Dublin.

The title of the research is Outcome Measures in Therapy for Stuttering: Examining Narratives of People who Stutter (PWS).

I aim to examine the outcomes from the programme Free to stutter Free to speak which we run as part of the HSE services for people who stutter.

As co-coordinator of the above programme I do not wish to influence the clients' participation in this research and therefore require a Gatekeeper.

The role of the Gatekeeper is to send the enclosed letter, information leaflet and consent form to all past participants of the programme and collate the received consent forms.

Thank you for agreeing to be my Gatekeeper.

Please find enclosed envelopes containing the participation information leaflet, consent form and letter to be sent to the course participants.

If you have any queries please do not hesitate to contact me

Yours sincerely

Fiona Ryan

Letter to participants

Eleanor White

Speech and Language Therapist Manager

Health Centre

GXXXXXXXXX

WXXXXXXXXX

Dear

I am writing to you as a previous participant of the *Free to StutterFree to Speak* Programme.

My colleague Fiona Ryan is undertaking research into the programme and has asked that I contact everyone who attended the programme between the years 2009 and 2012.

Attached is an information leaflet about the research and what it entails and consent form for you to sign if you wish your assessments to be included in the research.

A follow up meeting will be arranged which you will be invited to attend at your convenience.

It would be appreciated if you could sign and return the consent form to me in the stamped addressed envelope by the 30th of November.

If you have any queries please do not hesitate to contact Fiona or her supervisor Margaret Leahy at the numbers listed.

Yours Sincerely

Consent Form

SCHOOL OF LINGUISTIC SPEECH AND COMMUNICATION SCIENCES

Consent Form

Outcome measures in therapy for stuttering; examining narratives of PWS

Fiona Ryan; Clinical Specialist Speech and Language therapist

Doctoral student

School of Clinical Speech and Language studies, Trinity College Dublin

I am invited to participate in this research project which is being carried out by *Fiona Ryan*. My participation is voluntary. Even if I agree to participate now, I can withdraw at any time without any consequences of any kind. I am aware that my decision to participate will not in any way affect my attendance at FTS....FTS review days.

The study is designed to investigate *Narrative Outcomes in Stuttering Therapy*

If I agree to participate, this will involve the analysis of the results of assessments carried out before, during and after the *Free to Stutter....Free to Speak* programme; the analysis of the video tapes and written narrative work from the *Free to Stutter Free to Speak* programme.

A follow up group interview to discuss findings will be held at a time and location convenient to me to minimize any disruption.

This interview will offer me the opportunity to discuss my understanding of outcomes/results from therapy.

This research may benefit the field of stuttering therapy though it may not directly benefit me. It is hoped that there will be a clearer understanding of outcomes for people who stutter following therapy. It is also hoped that outcomes from narrative therapy will be identified.

Any information or data which is obtained from me during this research which can be identified with me will be treated confidentially. This will be done by using pseudonyms instead of names. No other identifying information will be kept on the data.

The data will be kept in a secure locked filing cabinet with no other able to access it.

Written transcriptions may be made for teaching purposes or for linguistic analysis.

Data from this research project may be published in future. The original recording and all copies will be available only to the present investigators. All data will be destroyed after five years.

Materials that are sensitive will be kept in a secure location in the School which will be locked when the researchers are not present.

If I have any questions about this research I can ask Fiona Ryan (ryanf8@tcd.ie).

I am also free, however, to contact any of the other people involved in the research to seek further clarification and information: Margaret Leahy, Associate Professor, Dept. of Clinical Speech and Language Studies (mleahy@tcd.ie).

Signature of research participant

I understand what is involved in this research and I agree to participate in the study. [*I have been given a copy of the Participant Information Leaflet and a copy of this consent form to keep.*]

Signature of participant

Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

Signature of researcher

Date

Participant information leaflet

TRINITY COLLEGE DUBLIN
SCHOOL OF LINGUISTIC SPEECH AND COMMUNICATION SCIENCES

Participant Information Leaflet

Outcome measures in therapy for stuttering: examining narratives of People Who Stutter

Fiona Ryan; Clinical Specialist Speech and Language Therapist

Doctoral student; Supervisor: Associate Prof. Margaret M. Leahy

This research is being carried out by Fiona Ryan, principal investigator. You have been asked to participate as you have attended the **Free to Stutter....Free to Speak** course. Your participation is voluntary. Even if you agree to participate now, you can withdraw at any time without any consequences of any kind. Choosing not to participate or to withdraw from participation will not adversely affect your attendance at **Free to Stutter....Free to Speak** review days

During that programme narrative therapy was a key component. The focus of the research is to evaluate the outcomes of narrative therapy.

The narrative sessions that were taped during that week and over the follow up sessions, will be analyzed to evaluate changes. Narrative letters exchanged during the course of the programme will also be analyzed.

The purpose of this analysis is to:

- Understand whether anything changed in the narratives over that time, and if so, what changed in the narratives.
- Compare these observations with the results of the standard assessments used before, during, and after the programme.

Following the analysis you will be offered an opportunity to meet and to discuss your understanding of what the outcome was for you from therapy, the key findings of my research up to that point and to talk to you about specific elements that cropped up during the analysis, in order to check my interpretation with you.

If I have any questions about this research you can ask Fiona Ryan (ryanf8@tcd.ie). You are also free, however, to contact any of the other people involved in the research to seek further clarification and information; Margaret Leahy; Associate Professor, Dept. of Clinical Speech and Language Studies (email address: mleahy@tcd.ie)

Thank you for the time you have taken to read this.

Fiona Ryan

Doctoral Student, Trinity College Dublin,

Specialist SLT, HSE, Enniscorthy

Appendix C Excerpts from RT's transcripts

<u>Underlined text</u> refers to exploratory	<u>Exploratory coding</u> <u>An overview</u>	TEXT Day 1	<u>Emerging themes</u>
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<p><u>coding in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>		RT reads	
Line 1	<i>Active voice is that of stutter 'I'</i>	I am RT's stutter.	Externalisation Conversation
Line 2	<u>Chronological: onset</u>	I have known RT since he was about 7.	
Line 3		Or thereabouts.	
Line 4		I arrived when he was at school.	
Line 6	<p>Importance of being self</p> <p>Stutter preventing him from being self</p>	Just as he was starting to be himself.	
Line 7	Is Character saint because he had to	His character	Stutter as irritant

	<p>live with stutter or was stutter response to being a saint?</p> <p>What is it to be a saint?</p>	was being a saint as I grew inside him.	<p>/insect</p> <p>Symbiotic</p>
Line 8	Relationships	As he got older I was present when he met girls and new people.	<p>Timeline</p> <p>Impact</p>
Line 9	Impact on education	He left school as I had taken control he couldn't concentrate.	impact
Line 10	Mind ; being the master	He used to think I will always be in control but now he is taking control and sees himself as master of his mind body and soul.	outsider
Line 11	<p><u>Disruption caused by stutter</u></p> <p><u>The effects of stutter</u></p>	I have stopped him from getting jobs he wanted, ended up working in jobs bad paid, working for people who treat him badly.	Impact on work and relationships

Line 12	<u>Escape from stutter</u>	He used to go take photographs just to escape from me.	
Line 13		SLT: well kind of a bit of a bugger your guy isn't he?	
Line 14	<u>Names the problem as a pest</u>	RT: a pest!}	
Line 15		SLT: From seven. }	
Line 16		A Pest!	Echoes
Line 17	SLT repeats	A good name a pest, sounds like we need a fly swat!	
Line 18	Establishing a timeline	From seven roughly, that's when you remember him from?	
Line 19		RT: yeh.	

Line 20		SLT: and you left school.	
Line 21		What age did you leave school at?	Questions to elicit description
Line 22	Age	RT: 15	
Line 23		SLT: at 15	
Line 24	<i>Passive voice</i>	RT: Yeh got kicked out. No good	Impact on education
Line 25		SLT: so tell me a bit about school	
Line 26	<u>Primary school ok</u>	RT: Dunno, well no it was good up till I was about 11.	
Line 27	<u>Change in school experience</u>	Then I moved into secondary	
Line 28		SLT: 11	
Line 29		RT: Then I ...	

Line 30		SLT: aah	
Line 31	<u>Moving country</u>	RT: moved over here to live when I was 13	
Line 32		SLT: you came over to Ireland when you were 13?	
Line 33	<u>Passive; moved to lower class</u> <u>Qualifies bullied</u>	RT: Yeh moved into a new school, was put down into the bottom class, because I thought it would be easier sort of got, was bullied.	
Line 34	<u>Dismissive tone?</u>	Stuff like that	
Line 35	Daydream : mind as escape	Then I learned how to daydream	Escape Mind
Line 36	SLT pauses to prompt response	SLT: daydream. How to...	
Line 37	<i>Short answers</i>	RT: yeh	

Line 38	SLT probing	SLT: so it really knocked your education, your schooling	Impact on schooling
Line 39	<i>Short answers</i>	RT: Yeh	
Line 40		SLT: Your stutter has really affected that	
Line 41		RT: Oh yeh definitely	
Line 42		SLT: did you have friends in school?	
Line 43	Friends with the bullies	RT: Yeh, made friends with the bullies	
Line 44	What it takes to survive :strategies Smiles and laughs	Yes cos then was always then was always was always kind of protected	Protected
Line 45		SLT: protected. ok	
Line 46	<i>Interesting choice of</i>	RT: Bodyguards	

	<i>word</i>		
Line 47		SLT: How do you make friends with bullies?	
Line 48	<p>Survival : strategies for then and for now</p> <p>Go along with the crowd</p> <p><u>Laughs</u></p>	RT: kind of like survival	Survival
Line 49		SLT: Like survival?	Repeats to clarify
Line 50		I am just wondering how do you do it?	
Line 51	<p><u>Step ahead</u></p> <p><u>Protection</u></p> <p><u>Friend</u></p> <p><u>School experience of stuttering</u></p> <p><i>Lots of gestures</i></p>	RT: Make friends with them?	
Line 52	<u>Identity ?</u>	Be like them.	<p>Bullies</p> <p>Friends</p> <p>Impact on social life</p> <p>Not being true to self</p>

Line 53		SLT: To protect yourself?	
Line 54		RT: Yeh	
Line 55	SLT prompting , curious questioning	SLT: And do you, I am just wondering the mechanics of it.	
Line 56		Do you do as they say? Do you, you know, sort of laugh at their jokes?	
Line 57		Keep up with them, just (pauses)	
Line 58	<i>'Stuck' two potential meanings: got on with it or trapped</i>	RT: Just kind of took, find out what they liked and kind of just get stuck in with what they did	
Line 59		SLT: yeh	

Line 60	<i>'Step'</i> <i>Moving metaphor</i>	RT: always one step	Thoughts mind vs body
Line 61		SLT: thinking ahead	
Line 62		RT: Oh yeh	
Line 63	<i>Almost two part chorus here</i>	SLT: Always thinking ahead	
Line 64		RT: pretty much yeh	
Line 65	<i>Importance of SLT reflecting words back to RT</i>	SLT: Even still that you have to think ahead	
Line 66		RT: maybe yeh	
Line 67	<i>SLT repeats again reflecting</i>	SLT: Yeh thinking ahead	
Line 68		SLT: Did you have genuine friendships at that time?	

Line 69		As well as those people that you didn't really tell everything to.	Sense of isolation and outsider
Line 70	<u>Friendship</u>	RT: Yeh there was a few friends	
Line 71		SLT: and they would have been genuine friends that you would have looked to for sort of protection	
Line 72	<u>Good friends</u>	RT: No, they were good	Friendship
Line 73		Still have them	Friendship ongoing /loyalty
Line 74	Direct questions re impact	SLT: And do you think your stutter was responsible for the friends, the bullying in school?	
Line 75		It had that kind of effect on you?	

Line 76	<u>Outsider</u> <u>Standing out</u>	RT: Had to... like...stood out	Standing out as negative thing contrast with Irish dancing story
Line 77		SLT: stood out	
Line 78		RT: That (laughs)	
Line 79		SLT: any event, is there any one event you remember in class	Importance of telling the stories of stuttering
Line 80	<u>School experiences</u>	RT: Remember, when the teacher when he was mad and asked me question	
Line 81		I didn't hear, cos like he rants aha ahah .	
Line 82	Direct questioning reported	'What? I said to him what did you say?	
Line 83	<i>Interesting choice of dumb: words that</i>	He said well he said like are you	Impact of events

	<i>cannot be said</i> <u>Teacher and then headmaster</u>	deaf as well as dumb?	Silence vs. talking
Line 84	<i>Past. Unable to find words to describe or finish sentence?</i>	That was, remember that.	
Line 85	<u>Past tense</u>	Remember too like the headmaster he asked me too was my stammer real.	Denial by others of impact of stuttering
Line 86		He thought it was a spoof, putting it on.	
Line 87		SLT: And what did you say?	
Line 88	Disbelief of RT	RT: Of course it is	Humour /anguish
Line 89	Disbelief of headmaster	No no no I think its there but I don't think your stammers as bad you make it out	
Line 90		SLT: It is interesting the	

		stutter had an effect on all your early years, your friends and it obviously affected your career choice as well.	
Line 91		RT: oh yeh (laughs) haven't got one	Humour
Line 92	SLT draws attention to exceptions	SLT: Well but you like photography	Exceptions and acknowledgement of impact
Line 93		RT: Yeh	
Line 94		SLT: photography, take pictures	
Line 95	<i>Past tense</i>	RT: used to	
Line 96		SLT: used to	
Line 97		RT: Started like doing it again	
Line 98	SLT probing for	SLT: Has there	

	further exceptions	been a time when it hasn't been such a colouses in your life?	
Line 99		RT: Probably like in my 20's.	
Line 100	<u>Impact of age on resistance to stutter's influence</u>	Because like there was always work out there , was younger, more flexible	Impact and resistance
Line 101	Humour	40, hangovers get really bad that stage	
Line 102	Humour shared	SLT: everything gets worse when you hit 40	
Line 103		RT: mimes eye bags Me eyes are starting to go down'. laughs	Humour
Line 104		SLT: Your stutter has nothing to do with that!	

Line 105		RT: No. No.	
Line 106	<u>Family history</u>	SLT: What about your family?	
Line 107		Is there a family history of stuttering?	
Line 108		RT: no, my uncle (waves hand), he blinks a lot. Kind of rambles, so maybe he has one , he's covert (waves hand)	
Line 109	SLT acknowledges RT's knowledge of stuttering	SLT: Yeh, maybe he is covert, yeh	
Line 110	<u>Openness and talking vs. silence</u>	SLT: do people talk about stuttering openly in your family?	
Line 111		Did they talk about it when you were young?	How it is handled by family
Line 112	<i>Short and emphatic</i> <u>Management of stutter by parents</u>	RT: No wouldn't talk about it.	Openness vs. closed in family

Line 113	<u>SLT seeks clarification</u>	SLT: Wouldn't talk about it, therefore your Mum or your Dad never really talked about it with you.	
Line 114	<u>Parents response to stuttering</u>	RT: No, they did, they'd always kind of correct...	
Line 115	<i>Clarifies word</i>	SLT: They'd always kind of sorry what?	
Line 116		RT: They'd always kind of correct	
Line 117		SLT: Correct?	
Line 118		RT: Telling me like to to 'slow down'	
Line 119		SLT: Standard advice: take a deep breath, slow down, ball in our pocket	

Line 120	<i>Short and emphatic</i>	RT: big time	
Line 121	<u>Impact on life of stuttering and stuttering on life</u>	SLT: ...The stammer has affected everything?	
Line 122		Is that too broad a statement?	
Line 123	<i>'healthy'</i> What it means to be healthy?	RT: I think part of it yeh. My lifestyle wasn't too healthy I think it was	Impact of stutter on quality of life, and impact of lifestyle on stutter, self awareness
Line 124	<u>Exceptions to influence of stuttering</u>	SLT: A time when it was less, smaller influence?	
Line 125		RT: I think last year	
Line 126		SLT: Last year	
Line 127	<u>Previous programmes</u> <i>Definite short emphatic</i>	RT: I did the PATMAR, that was last March , a while it was good	

Line 128		SLT: Did you do therapy; have therapy at all in your twenties.	
Line 129		Your stutter didn't take you to therapy	
Line 130	<u>MCGUIRE effort to attend that programme</u>	RT: I did the McGuire?	
Line 131		SLT: You did the McGuire?	
Line 132		RT: The infamous McGuire, so I did.	Another programme Searching for...
Line 133		SLT: How long did you?	
Line 134		RT: A week all together five days I think it was	
Line 135		SLT: What was your experience of the McGuire?	

Line 136	<i>Short emphatic hint of anger</i>	RT: Bootcamp	
Line 137	SLT repeats	SLT: Bootcamp?	
Line 138	<i>Definitive. Anger</i>	RT: Yeh Bootcamp	
Line 139	<u>SLT refers to RT's late arrival to FTS</u>	SLT: There would have been no five minutes late in Bootcamp I'd say	
Line 140	<u>RT brings it to location</u>	RT: I done it in Cork	
Line 141		SLT: oh right	
Line 142	<u>Suggests glutton for punishment</u>	RT: don't know why but I went back and did another one ,same thing	Don't know why? Went back for more sounds punishment like but hoping for cure? HOPE
Line 143	<u>SLT echoes , questioning</u>	SLT: punishment?	
Line 144		RT: went back for more	
Line 145	<u>Chorus</u>	SLT: went back	

	SLT appears uncertain	for more?	
Line 146		RT: went over to Birmingham	
Line 147		SLT: oh right yeh	
Line 148	<u>Effort</u>	RT: went over I got the , a lift off a friend who was driving over to Birmingham , next morning then I like got the bus down it took like ten hours	Importance of approach that fits the person Effort
Line 149	<i>Sneaking in</i>	And then eh got there next day for the course they said be there in the morning like at six o clock they spotted me sneaking in	Parent vs. child to do with power
Line 150	<u>Anger</u>	They said I'd got no eh got no interest in fluency I just lit up	Anger
Line 151	<u>Silence not saying anything</u>	I didn't say anything. After kind of driving	Abdication of responsibility for success

		over from the west of Ireland to Dublin, getting the boat over staying the night.	Connection or lack of to the programme leaders Silence
Line 152	<u>Exhausted physically and emotionally</u>	I was absolutely shattered	

<u>Underlined text refers to exploratory coding in terms of description and content</u> <i>Italic text refers to exploratory coding</i>	<u>Exploratory coding</u> <u>An overview</u>	TEXT Day 2	<u>Emerging themes</u>
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<p><i>focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>			
Line 1	<p><u>Community</u></p> <p>History , time</p>	<p><u>I was brought up in a strong Irish community in Birmingham.</u></p>	<p><u>Community</u></p>
Line 2	<p><i>thrust ‘ sense of being forced</i></p>	<p>Irish <u>culture</u> was thrust upon us at an early age</p>	<p><u>Culture : importance of context and belonging</u></p>
Line 3		<p>Irish dancing was a favourite among the Irish mothers and mine was no different</p>	<p>Irish</p>
Line 4	<p><i>Switches to I</i></p> <p><u>Feeling short emphatic sentence</u></p>	<p>I hated it.</p>	<p>Strong feelings</p>
Line 5	<p><u>Reluctance to talk</u></p>	<p>Growing tired of having to do it and telling my parents</p>	<p><u>Silence Let events dictate? Passivity</u></p>

Line 6	<p><i>'I' again</i></p> <p><i>Strangely formal in structure in comparison to rest of dialogue</i></p>	<p>One day at a FEIS, I danced my dance, waited for the bell to ring so I could make my exit.</p>	
Line 7	<p><i>Again formal</i></p> <p><i>Use of 'I'</i></p>	<p>I decided that my time had come to announce my retirement from the world of Irish dancing.</p>	<p><u>Power /powerlessness</u></p> <p><i>Formal 'retirement'</i></p>
Line 8	<p>Does he have freedom in written words that he doesn't in speech?</p> <p><i>Unable to tell. Told as an aside</i></p>	<p>Without using words of course.</p>	<p>Without words</p> <p>Powerless not having the words.</p>
Line 9	<p>Is this story about standing up for what he wanted regardless of the cost and it ultimately being the right thing for him? Did this inspire other efforts? IS it the exception or did it become the norm?</p>	<p>I raised my arms out in front of me and using my right leg I kick started the imaginary motorcycle I was about to leap on.</p>	<p>Sound versus silence</p>
Line 10	<p>Sound is important</p>	<p>With the loudest sound of a motorcycle I could roar I stood there going going nowhere but</p>	<p><i>I statements at odds with general conversation</i></p>

		sounding like a motorcycle being ridden at great speed	
Line 11	<u>Positive feedback for actions</u>	The audience loved it.	
Line 12		I turned left and exited the stage.	
Line 13	<u>Dancing teacher, anger</u>	My dancing teacher grabbed me in full voice and told me I would never dance for her again.	
Line 14	<i>Image of mother is strong</i>	I laughed but I remember my mother's face.	
Line 15	<u>Feelings (mother) embarrassed</u>	She was red.	
Line 16	<i>My –use of pronouns use dad vs. mother</i> Support of Dad for rebellion, how important was that for Thomas? Importance of family	My Dad decided he would take me to football matches every Saturday instead from the next Saturday onwards. Man Utd.	Dad decided Importance of family

		Liverpool, Aston Villa etc.etc.	
Line 17	Time line <i>Pronouns 'I'</i>	In the late 70's early 80's was a lot better and I and I I oh God, never wore a kilt since	
Line 18		SLT: Thank you very much that was a very interesting story?	
Line 19	<i>Clarifying question</i>	How old were you?	
Line 20		RT: probably 'bout 7 or 8.	
Line 21	<u>Story title</u>	SLT: what are you going to call that story?	
Line 22	<u>Story title</u> <u>Pre-thought out?</u>	RT: Lord of the Dance	
Line 23	<i><u>Repeats</u></i> <i><u>Affirms</u></i>	SLT: Lord of the dance, I like it.	
Line 24		That was a massive thing to do?	

Line 25	<u>Uncertainty or reluctance to identify?</u>	RT: I don't know.	
Line 26	<i>Ownership 'I' of action</i> <i>Plus motorbike noises</i>	<u>I</u> just (clicked fingers) happened, <u>I</u> just got the idea I was just like (demonstrates motorbike).	Actions speaking louder than words
Line 27	Huge audience	It was hundreds of people going 'what!'	
Line 28	<u>Values</u>	SLT: what's that about for you?	Values
Line 29		What does that tell me about Thomas? Values?	
Line 30	<i>'I' declares feeling</i> <u>Name what that was about</u>	RT: <u>I</u> just got sick of dancing that's all.	Expression of feelings
Line 31	Strong feelings	Hated it.	Feelings <i>Short and emphatic</i>
Line 32		I'm bad at dancing, even now like.	

Line 33	<i>Repetition to clarify position</i>	Not a dancer	Strength of feelings
Line 34	<i>SLT repeats to prompt</i>	SLT: ok, .You are not a dancer?	
Line 35	<u>Name what that was about</u>	You did something out there	
Line 36	VALUE	RT: <u>eccentric</u> kind of.	Value being different is this the same for stuttering is there a value in the stuttering being different
Line 37		SLT: eccentric ok.	
Line 38		RT: I don't if that's	
Line 39	<i>SLT emphasizes and repeats</i>	SLT: Well your word Eccentric your word	SLT's use of language
Line 40		SLT: Alright	
Line 41		RT: Maybe something interesting	

Line 42	<i>Confirming for himself</i>	Yeh	
Line 43	<i>SLT highlights using his own words</i>	SLT: you say it we write it. Values	
Line 44		RT: I suppose so yeh	<i>Less certain</i>
Line 45		SLT: are there others things you've done which show us what you value?	
Line 46	<i>'dunno' uncertainty almost childlike</i> <u>school</u>	RT: I dunno at school	school
Line 47	Clarifying question	SLT how old were you?	
Line 48		RT: I was about 14?	<i>Qualifying 'about'</i>
Line 49		SLT: ok about 14. What did you do?	Timeline in development of feelings towards stuttering
Line 50	<u>School rebellion</u>	RT: I put a condom on the	

		aerial of the principal's car.	
Line 51	Again 'dunno' uncertain?	I dunno why.	
Line 52	Valuing notions/ideas	I just got this notion	Ideas as value
Line 53	<i>Questioning as to values</i>	SLT: what does it tell us about you though?	
Line 54	Complicated not simple mind	RT: it is complicated kind of notions	Values
Line 55		SLT: ok eccentric	Eccentric
Line 56		Do you value that in yourself its sort of unpredictable?	
Line 57	<i>Use of short statements Contrast with 'dunno'</i>	RT: I do	<i>Use of short statements</i>
Line 58		SLT: you do you value that	
Line 59	Values the mind- self determination	RT: my mind the way I think Inside like, I'm laughing	No words but inside I am laughing

Line 60	Recognition that sometimes actions are futile?	SLT: inside you're laughing ...actions	
Line 61		JMC: I was just wondering if you were to name that action what would it be	
Line 62		Would it be an act of defiance?	
Line 63	Recognition that sometimes actions are futile?	RT: Stupidity.	<i>Again short and emphatic regret</i>
Line 64	Recognition of futility	It was you know no need for it	
Line 65		SLT: what were the consequences of that?	
Line 66	<u>School suspension</u>	RT: I got er suspended	
Line 67		I went home.	
Line 68	<u>School</u>	Told my dad I just got suspended.	
Line 69	<u>Cover story</u>	I put a balloon on the car.	

Line 70	<p><i>Gestures to back up speech</i></p> <p>Humour-self</p> <p>Is this a standing up for self that backfired?</p>	He thought that's a bit harsh so he (mimes phoning) phoned up the principal and came back to me.	
Line 71	<u>Father</u> humour	He laughed was like what have you done	Humour
Line 72		So in the bog for a week that was my punishment.	
Line 73	<u>SLT clarifying</u>	SLT: was that really a punishment or did you enjoy it?	
Line 74		RT: ah no it was...a punishment.	<u>Difficult experiences</u>
Line 75	<u>Strong feelings, short and emphatic</u>	I hate the bog	
Line 76	<u>SLT clarifies , stays with that timeline</u>	SLT: There is something about this you said yesterday about leaving school at 14/15 was that around the time	

		you left school?	
Line 77		RT: no that was afterwards	
Line 78		SLT: ok so what was that leaving about?	
Line 79	<i>Questioning to prompt response</i>	An act you said it was an act of---- when did you leave school -?	Education
Line 80	<i>Short response</i>	RT: 15	
Line 81		SLT: the following year	
Line 82		RT: Probably	
Line 83		SLT: did you go out in the same blaze of glory?	
Line 84	Regret	RT: no unfortunately.	
Line 85		Decided that education wasn't my thing just kind of leave like...	Education <i>Again less certain qualifying</i>

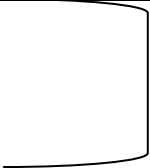
Line 86	<i>Passive, no pronoun</i>	Better if if going to a FAS course you know that like	
Line 87		SLT: who would have said...capable of these things?	
Line 88	<u>Family</u>	RT: my sister. She is the same age. She knows me	Support of family
Line 89	SLT seeks to embed story in family	SLT: what would she say about you what words would she use to describe you	
Line 90	<u>Reluctance</u>	RT: em dunno I can't think of any	<i>Uncertain</i>
Line 91		SLT: what does she see in you?	
Line 92	SLT pauses	She sees something in you that she thinks...	
Line 93	<i>Uncertain searching for words</i>	RT: it's a word that (gestures around head) eh (pause) can't think	Family as support? Sister then dad <i>She knows him but he struggles to find words to say what she would</i>

		of it what's the word em <u>kind of</u> like <u>clever</u> .	<i>say about him.</i>
Line 94		JMC: if sister witnessed you what would she say?	
Line 95		RT: phone her up!	
Line 96	<i>Pronoun</i>	She thinks I'm a good Dad. I'm good with kids.	Values being a good father 'I'
Line 97		SLT: A good Dad is that something you value?	
Line 98	Self awareness hard to express	RT: yeh because.	
Line 99	<i>I' statements short emphatic</i> <u>Father :being a father and a good dad</u> Sister supports him in not doing the obvious Placing value on being different Is speech part of being different?	She thinks I don't do the obvious the obvious like get a job	

Line 100	<i>Long pause</i> <u>Values not doing the obvious</u>	SLT: is that something you value, not doing the obvious?	
Line 101		RT: yeh	
Line 102		SLT: how would I know you don't do the obvious?	
Line 103	<i>Probing</i>	There's got to be examples of this?	
Line 104		Do you have more recent examples?	
Line 105		RT Back in 2000. I was working in England and I had a job.	He follows a timeline in telling story. Chronological by age, from childhood up to parenthood.
Line 106		Living with my sister.	
Line 107	<u>Left job</u> <i>'I' statements</i>	Put me up with work she had. one day I just left	<i>'I' left</i> Not doing the obvious

Line 108	<u>Definite: that was it</u> Not staying put at things is there something about moving on before being tied down e.g. school/job/dancing?	I just back to Ireland. I wanted to to take photographs .of Ireland I just wanted to, that was it.	<i>Repetition of 'I wanted'</i>
Line 109		SLT: just do it	
Line 110		RT: Oh yeh	
Line 111	<i>I should</i> <i>I said</i>	RT: Probably ...she said I should kind of stay, buy a house as an investment. I said no chance.	Walking away Moving on vs moving forward <i>'I said'</i>
Line 112		SLT: examples recap on what he has said and is written on map	
Line 113		remind re programme	
Line 114		RT: not do the obvious	Value
Line 115		SLT: think back did you have therapy what prompted you to do those?	

Line 116	<u>Attending courses</u>	RT: Did the Maguire programme other things.	Commitment to therapy? Is this an example of moving on when it doesn't fit with his needs?
Line 117		SLT:	
Line118		No I was working and they asked me did I want to do a programme	
Line 119		SLT: suggested by other people things you have done yourself?	
Line 120		RT: last year I did the PATMAR.	
Line 121	<i>'I/me'</i> Ownership/decision making of when ready to do a course/known who made decisions, does that matter to him in terms of results?	<u>That was me</u>	That was me? pride
Line 122		SLT: that was you	SLT reflects back to RT

Line 123		RT: yeh	
Line 124		SLT: that was you and actions you took...lead to what you value?	Difference as a value is difference how he accounts for his speech?
Line 125	<p style="text-align: center;"><u>Values</u></p> <p>Finally the nub of it. Short and emphatic</p> <p><i>Clarifies and explains short emphatic. 'my' for emphasis</i></p>	RT: <u>My</u> speech. <u>My</u> wellbeing. Happiness, <u>my</u> future.	
Line 126		SLT: You value?	
Line 127		RT: <u>my</u> mind because .Voice kind of me. VERY UNCLEAR	
Line 128		SLT: repeats and summarises	
Line 129		JMC: curious about good Dad	
Line 130	<p>Being there, is there recognition about being there and being present being in the moment?</p> <p><u>Describing good Dad</u></p>	RT: Listens, be there, to be there.	

Line 131		JMC: what important about being there?	
Line 132		RT: I suppose because listen, they tell you things.	
Line 133	<u>More certain in describing positive traits about self</u>	Be there you can see things.	
Line 134		If she has like she has worries em it is my job to help her through like or if she is or if she is scared?	<p><u>Personal growth</u></p> <p><u>Communal</u></p> <p>Value of listening</p> <p>Importance of talking and openness</p> <p>Family and interconnectedness , relationship between self as father to a daughter and self as</p>
Line 135	<p>Values</p> <p>Listening being there</p>	SLT: You value being there, they are important things.	<p>SLT reflects values</p> <p>Value of listening</p>
Line 136		Examples of action of being there or present?	Seeks to embed this story of Values
Line 137		RT: To my	

		daughter?	
Line 138		SLT: no outside of that	Embed in wider context
Line 139	<i>Pronoun 'I'</i>	RT: I like to help people.	Value
Line 140	<i>Qualifies pronoun</i>	If I can	Being present for other people
Line 141		SLT: Can you give me an example of that?	
Line 142		Sorry I am pushing you now	
Line 143		RT: Just eh if they needed help eh if they're going through like a bad time. Like it's...	Being present for other people Community Supporting others
Line 144		SLT: you value that for friends	SLT names it as value
Line 145		Unclear	
Line 146	Has he had bad times himself <i>Passive</i>	RT: It's happened like. Bad times, no one (unclear)	

Line 147		SLT: Recaps from map	Importance of recapping with own words from map
Line 148		JMC: Looking at this who values Dad yourself	
Line 149		What is possible?	
Line 150	Mind as a way out	RT: My mind.	
Line 151		I am always able to look at new things.	
Line 152	<i>Long pause</i>	I can (James clarifies) If I get stuck kind of one way I can see which step I do next. With speech.	<i>Action orientated I statements</i> <u>Integrative</u> <u>Intrinsic</u> Importance of the mind is this to do with self and self awareness? Identity
Line 153		SLT: Identify steps .	Moves to actions
Line 154	Is it important to know what step you are at before you take next one, before you do course for	Is this important to do that <u>for your self</u> ?	

	example?		
Line 155		To identify steps?	
Line 156	<p><u>What I can do re speech recognition of what is possible</u></p> <p>Is the course a step to something else?</p> <p><i>I' pronouns emphasis with speech'</i></p>	RT: I think so. I mean I'm doing a course	Self determination
Line 157		SLT: step for yourself	Acknowledges steps he is taking for himself
Line 158		RT: I've always next might need to kind of go back to counselling	<u>Agency</u>
Line 159	<u>Listening intently</u>	SLT: Summarizes and asks to name story	
Line 160	Gestures	RT: I dunno, 'life and times of'	
Line 161		SLT: something's stand out	
Line 162		RT: I think the	

		first one	
Line 163		'Lord of the Dance'	Title of Story
Line 164		JMC: One more question? What would you advise you to do?	
Line 165	Anger	RT: Because I got angry, kind of anger	Strong Feelings
Line 166	Frustration	frustration that's kind of doing something	
Line 167	<u>Moving</u> <i>'I' pronouns</i>	I'll just, could be just move.	Metaphor
Line 168	<i>Gestures to reinforce</i> What feelings do you have to have to be ready to work on this to bring yourself here?	But I would just say do it keep calm don't lose the head.	Going inside internalising not externalising Mind Is there a difference between feelings and the mind? Battling feelings and the mind
Line 169		JMC: step to take to do with calm	

		and frustration	
Line 170		RT: oh yeh it is there (identifying chest) I can have more patience with myself	Feelings have a location in the body Escape

Appendix D Excerpts from Mac's transcripts

<p><u>Underlined text</u> refers exploratory coding in terms of description and content</p> <p><i>Italic text</i> refers to exploratory coding focussing upon thinking about language use</p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p><u>Exploratory coding</u> <u>An overview</u></p>	<p>TEXT</p> <p>Mac: unique outcomes</p>	<p><u>Emerging themes</u></p>
Line 1	Novel experiences	It was one of the first few times I have gotten the <u>bus</u> down to Roscommon.	Difficult experiences
Line 2		As it was evening time dark and dreary, I was unsure about what exactly stop I was aiming to get off at.	
Line 3	<u>Being different</u> <u>awareness of</u> <u>sense of self</u>	At this time in <u>my life. I</u> <u>knew I was different</u> in a way, but couldn't put my finger on it	Outsider Different

	<u>outsider</u>		
Line 4	<i>Issues with speech</i>	Now I know I social anxiety issues with speech.	
Line 5	<u>Journey</u>	We were close to Strokestown but I thought the bus was already there.	
Line 6	Mistake <i>Nervous</i> <u>Avoidance</u>	Instead of simply asking the driver where we were I felt too nervous to, and just got off.	Difficult experiences
Line 7		After two minutes I realised I had made a <i>huge</i> mistake.	
Line 8		I rushed over to the petrol station to ask an employee how long it was to Strokestown.	
Line 9		He said ‘ah about 10 minutes down the road’.	
Line 10	<i>Of course</i>	He was referring to a car journey, not by foot, of course	
Line 11	<i>Mad people</i> <u>,identity as someone mad on the fringes</u>	Only mad people would walk there in the dark.	
Line 12	<i>Journey metaphor</i>	So I began on my travels.	Personal growth and awareness

Line 13	<u>Time passing</u>	Hours went by I had no battery on my phone and it was pouring rain.	
Line 14	<i>Light</i>	The only illumination of any kind was headlights from cars coming behind me.	
Line 15	Danger	It was extremely dangerous walking on a dark country road.	Difficult experiences in transformative narrative
Line 16	<u>Determination</u>	I was determined to get to my destination	Intrinsic
Line 17	<i>I never gave up</i> <u>Difficult experiences</u> <i>I pronoun ownership of action</i>	I never gave up.	determination
Line 18	<u>Importance of others</u> <i>trauma</i>	I kept thinking of my partner in Strokestown and how great it would be to get there; only saying to myself helped me get through the trauma.	
Line 19	<u>Journey's end</u>	So I arrived in town, about eight hours later, not a bother on me.	
Line 20	<u>Pride in own endeavour</u>	I was so overjoyed that I made it.	Pride
Line 21	<i>I pronoun</i>	<i>I didn't make a wrong turn.</i> Everyone had been	Pride

	Vindication	looking frantically for me around the town and my boyfriend had been so worried.	
Line 22	<u>pride</u> <u>courage/</u> <u>berating self</u>	I was really proud of myself. All of this adventure could have been avoided if I had had the courage to ask the driver where we were.	Pride Courage/lack of courage
Line 23	<u>Learns from</u> <u>experiences</u>	I never made that mistake again	
Line 24	<i>Candid</i> <i>(rehearsed</i> <i>word)</i>	Even though to be candid, I did enjoy my travels and my adventure.	
Line 25	Explanation	Therapist: I have two lines on the map, one is called line of action; the other one is called line of identity.	
Line 26	Summary <i>Wrong turns on</i> <i>the journey</i>	The first thing, I am just going to summarise this... To put my finger on it, you just talk about issues about speech and making wrong turns and trauma.	
Line 27		This is you got off the wrong stop so obviously this is the action and this is what we call the near past.	
Line 28	SLT starts to establish a	So this is a couple of years ago. So the near past okay.	

	timeline		
Line 29		Mac: five years ago.	
Line 30	<u>Values</u>	Therapist: right what it tells me, though, what you value in life, please if I haven't got this right, you tell me.	
Line 31	<u>Pride</u> SLT reflecting words back	Never giving up, I can hear that how you are really so proud	Takes her through story step by step
Line 32	SLT summarizes using Mac's words	You even actually said the word proud of never giving up.	Agentic
Line 33		You also value having courage.	
Line 34		You said it, you know, having courage.	
Line 35		To say this will never happen to you again.	
Line 36	Recaps story Mapping it out	So what happened to you in that story tells me that you value pride and courage, never giving up, that be	Important to embed story and give it it's due
Line 37		Mac: yeah	
Line 38		Therapist: all right.	
Line 39	SLT scaffolds	Can you give me another example is this the only	

	Using Mac's own words	time you displayed pride, courage and never giving up?	
Line 40		Mac: other situations?	
Line 41		Therapist: yeah	
Line 42		Mac: em (pauses)	
Line 43	SLT prompts Timeline	Therapist: in the more recent past.	
Line 44	<u>Social involvement and advocacy</u> <u>Reluctance to talk</u>	Mac: em probably em one thing I can think about is <i>campaigning</i> for the animal rights group there would be events that I'd feel uncomfortable at because I've have to, I'd feel I'd have to talk a lot em	Values
Line 45	SLT request clarification	Therapist: you tell me about those events, because I don't know.	Co authoring/co expert
Line 46		Mac: oh, just like ah sometimes there is animal information tables where people ask you just about animal rights issues.	
Line 47	<u>Importance of expressing views</u>	Topics I'd need to explain em other ones would be peaceful demonstrations on the streets just em speaking out in the public you would say your views about animal rights and that	

Line 48		Therapist: it is important to say your views.	
Line 49	<u>Not much point if can't speak</u> <u>Examples of determination (identity)</u>	Mac: yeah it is because sometimes I feel I'm not doing anything by just standing there em, with the poster or whatever, em sometimes I feel like there is not much point in being there if I can't speak about it.	Personal awareness Difficult experiences
Line 50		Therapist: unintelligible	
Line 51	<u>Determination</u>	Mac: talking in terms of being determined, sometimes the weather is bad.	
Line 52	<u>Judging self as 'bad'</u>	I'd still go sometimes a lot of people don't turn up and like a lack of human power or people power means just get washed out , <i>nobody really wants to listen</i> to you , even when I know I am <i>bad</i> and I might be... I do try to go.	Transformative trouble
Line 53	<i>Cadence of 'I do try'</i>	I do try, even though I might mess my words up a little.	
Line 54	SLT uses Mac's words reflects	Therapist: so it's really important to try and attend... It is very important for you to be there.	

Line 55		Okay and that is the whole reason for never giving up.	
Line 56		Is there another event in the past we have always said this about you, when you were younger, are there other times when you have shown pride, never giving up, having courage	SLT repeats key words
Line 57	<u>Doubting of self</u>	Mac: this might be a big eh situation but probably eh not really.	
Line 58		Therapist: tell me about it.	
Line 59		Mac: all right.	
Line 60		Therapist: I love hearing about it.	SLT demonstrates interest , genuine curiosity
Line 61	<i>Metaphor</i> <i>Light and fire</i> <u>School experiences</u>	Mac: this happened earlier as well. I just same word same primary, secondary, sometimes when a teacher would say, does anyone have a response to that or whatever I had a <i>burning urge</i> to say because I feel like it's a really good response.	Metaphor light/fire Impact on education
Line 62	Speaking out in spite of anxiety vs. silence	I'd like to share, and most of the time I would feel so anxious and so worried that I would stammer or you know people would	Speaking out

		be judging how I do a lot of...do a lot of pausing.	
Line 63		I notice that, on occasion, I have spoken out, even though it's difficult and I got through it and I might have stammered once and twice but it was over quick and it just shows	Like to share Judgment
Line 64	Leads to values	Therapist: and how does that fit with these, what does that tell us about you?	SLT questions requesting clarification
Line 65		Mac: that even though I did experience em hurt by actually speaking out and sharing my ideas whatever em I can build up the courage to do it and that I have learned, that I have a right to, I have a right, and that	Hurt by speaking but sharing ideas (need to belong) versus social isolation
Line 66	SLT reflects and names it as important	Therapist: it is important.	
Line 67		Mac: that would make me quite angry that I, I have a right just like anybody else.	Anger
Line 68	Seeks to embed story within group of significant others	Therapist: and ... Is there anybody who knows all of this about you?	
Line 69		Who would say I'm really not surprised about that.	

Line 70		She got off the bus early, but she walked all those hours get there and she knew she was capable of doing it, even though she was going to get lost.	
Line 71		She knew she'd get there in the end she is very determined.	
Line 72		Who would say I could have told you she'd do something like that.	
Line 73	Boyfriend sees the values	Mac: well, my friends might have said it just saying how <i>mad</i> I am, she'd definitely do something like that, but in terms of seeing me as determined and courageous , would definitely be my partner, Eoin.	Mad, outsider Support
Line 74		He knows the best.	
Line 75		Therapist: Eoin?	
Line 76		Mac: Eoin , Eee oh eye n Eoin	
Line 77		Therapist: So Eoin knows this about you.	
Line 78	SLT uses Mac's own words reflecting value of determination	Can you tell me what does Eoin see in you that let's him know you are a determined person?	

Line 79		Mac: Em. He knows I've been through a lot and I never complain that much Ah.	
Line 80	Suffering Difficult experiences	I don't have a desire to complain just try and get on with things as best I can even though I have days where I just feel so low or so fed up that things are very difficult.	Suffering <u>Depression?</u> Giving up Needs support for and from others
Line 81		Therapist: he knows that about you.	
Line 82		Mac: he said it to me.	

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Line 139	<u>SLT explains task</u>	Therapist: and fill it in as you do it.	
Line 140	<u>Setting scene</u>	So you're on the riverbank.	
Line 141	<u>Inviting reflection</u>	I want you to think about this.	
Line 142		This is about identity.	
Line 143		Mac: so I start here and work across.	
Line 144		Therapist: you start here, cross to the other banks.	
Line 145		Therapist: so you were on the riverbank, why am I to make the journey now?	

Line 146	Eliciting motivation	Why now?	
Line 147	Readiness for change Desire for change Goal is speech driven	Mac: because to be able to communicate well, I want to progress with the speech.	
Line 148	<u>SLT instructs to draw on map</u>	Therapist: put yourself on the riverbank.	
Line 149		What's holding you on this side?	
Line 150		Mac: positive attitude, to wanting to change things	
Line 151		Therapist: put that in beside you. What is it about this riverbank that does not sit right with you?	
Line 152		Mac: Em. It's a bit rocky.	
Line 153	SLT uses identified 'value'	Therapist: this is on your journey to be determined, is there anything you would miss about this bank that you are on?	
Line 154	Life is a challenge?	Mac: probably miss the <i>challenge</i> of it all, maybe eh.	Stutter as a challenge
Line 155		The challenge to myself. Em I don't give up easily.	not giving up

			easily
Line 156		Therapist: are there aspects of this bank you would like to recreate on the other side?	
Line 157		Is there something you would take with you?	
Line 158	Change is frightening	Mac: Em, not to be afraid of change.	Holding back: fear of change
Line 159	Instruction to draw on Map	Therapist: make a little backpack for yourself.	
Line 160		A handbag.	
Line 161		What is in that backpack?	
Line 162	Fear Positivity	Mac: no fear, things are going to be better	FEAR
Line 163		Therapist: the bank you are now, can you flesh it out for me?	
Line 164		I ask you, is the one thing you are leaving behind you?	
Line 165	Mac engages with map	Mac: I want eh a lot of grass strands	
Line 166		Therapist: unintelligible.	

Line 167	Strength	Mac: too strong.	
Line 168		Therapist: too strong?	
Line 169		What skills do you have that you can take on the journey?	
Line 170	Experience Past knowledges?	Mac: experience, for difficult times.	Experience of difficult times for future difficult times
Line 171		Therapist: unintelligible.	
Line 172	<u>Question re obstacles in path to change</u>	If you are actually crossing the river now, is there anything that might wash you backwards?	
Line 173		Mac: strong flow of water, maybe represented by (draws line).	
Line 174		Therapist: strong water in your life that washes you backwards?	
Line 175	Identifies the fear	Mac: fear. Fear... Backwards.	FEAR
Line 176	SLT offers other marker as Mac looks around	Therapist: do you want to red one?	

Line 177		Mac: yeah. (Fear and anxiety written in red)	Fear and anxiety
Line 178		Therapist: stop you from going forward.	
Line 179	Judgment of others	Mac: mainly would be fear of being judged, by people, listening hearing their reactions to speech.	Fear of being judged
Line 180	Anxiety and reactions	Reactions before and after would increase my levels of anxiety as well.	
Line 181		Therapist: unintelligible.	
Line 182		Mac: yeah.	
Line 183		Therapist: wash you back towards the bank, what can you learn from that?	
Line 184	Humour	Mac: be a stronger swimmer.	Humour
Line 185		Laugh (laugh).	
Line 186		Therapist: okay (laugh).	
Line 187		Okay, draw yourself in swimming around	

Line 188		Mac: do I?	
Line 189		Probably look like I am floating down the river.	
Line 190		Therapist: unintelligible.	
Line 191		Mac: unintelligible, I could do it artistic looking, just not in the water.	
Line 192		Laugh, look like arms	
Line 193		Therapist: when you have gone through the fear and anxiety to the other side, what did you learn?	
Line 194	persistence	Mac: that I can be quite persistent but at the same time weak, not being able to draw too much.	Persistence not giving up Versus weak
Line 195		Therapist: unintelligible.	
Line 196	<u>Impediments to change</u>	What is stopping you making the crossing?	
Line 197	Identifying self as factor in change , can hold back	Mac: myself.	Holding back

	<i>Brief statement contrasts with earlier</i>		
Line 198		Therapist: and how could your relationship with yourself change in the crossing?	
Line 199	Acceptance Hope	Mac: acceptance (4). And seeing myself as not necessarily a better person, but in my eyes being more comfortable, and a happier person.	Acceptance Hope for future
Line 200		Therapist: unintelligible. See yourself in your own eyes.	
Line 201	Conflicting soft/and persistent	Mac: soft. Persistent I guess.	
Line 202		Therapist: unintelligible	
Line 203	acceptance	Mac: (draws bridge). By accepting and working with challenges and seeing, noticing the changes, positive aspects	Working with challenges
Line 204		Therapist: stepping stones.	
Line 205	Path forward Journey	Mac: practising techniques with speech.	

Line 206		Em working to em and accept myself as I said before, em	
Line 207		Therapist: Draw the stepping stones.	
Line 208		Mac: actual steppingstones or whatever	
Line 209		Therapist: yeah unintelligible.	
Line 210		What do the steppingstones involve?	
Line 211	Courage To try not necessarily to succeed	Mac: having the courage to actually, take a stride to, going up the steps.	
Line 212		The therapist: do you have any life rafts.	
Line 213	Misunderstanding	Mac: rats	
Line 214	Spells and clarifies	Therapist: r a f t s	
Line 215		Mac: oh rafts, oh in the water.	
Line 216		Mac: oh rafts, oh in the water.	

Line 217	So many times?	Mac: yeah, there is only so many times.	
Line 218	SLT fails to pick up on this	Therapist: what are those life rafts?	
Line 219		Mac: being tactful, rings or boats?	
Line 220	<u>your river, your story</u> co-expert	Therapist: it is your river.	
Line 221		Who is in the lifeboats?	
Line 222	TRUST	Mac: someone I trust	Trust
Line 223	<u>Tell about the journey?</u>	Therapist: who do you trust to tell?	
Line 224	Family	Mac: my brothers and my cousin,	
Line 225		Therapist: tell me about your cousin.	
Line 226	Avoidance	Mac: my cousin she is a few months older than me and she would spend a lot of time with me so I kind of gone through a lot of experiences going out with her, avoiding my stammer.	

Line 227	Family support Or lack of	So something she wouldn't have noticed or realised, she wouldn't react very well.	Family support
Line 228		Therapist: when you said she wouldn't react very well what do you mean?	
Line 229		Can you explain that?	
Line 230		Mac: yeah, she's not the type of person, I told her before about my social anxiety and eh.	
Line 231	Lack of openness in family	She didn't know how to react. She just said, if you want to talk, but she would never ask me about it again after that.	Impact on family
Line 232		Therapist: unintelligible question.	
Line 233	SHY Wouldn't know what to say	Mac: yeah, em, she'd definitely wouldn't know what to say, she Em wouldn't have, she would thought I was just shy Em shy person, so. I don't feel like unintelligible.	Not talking about things
Line 234		Therapist: unintelligible.	

Line 235	Family Mum stutters?	Mac: the main one now would be my mom; I think she actually has a slight stammer herself.	
Line 236	Mac attempts to be open	I would have talked to her, and she would stammer a bit.	
Line 237		Therapist: would she talk to you about it?	
Line 238		Mac: not at all, no.	
Line 239	Impact on family	We are not really a <i>talking kind of family anyway</i>	
Line 240		She wouldn't really talk to me about anything.	<u>Silence in family; family history of stuttering</u>
Line 241		It's not really easy to bring up other anxiety issue, that's been going on a lot longer, then.	
Line 242		Yeah, I do think she does have a slight stammer	
Line 243		Therapist: unintelligible	
Line 244		Mac: she'll say, maybe I do unintelligible	
Line 245		Therapist: maybe she will	

		stand in the back of a life raft and you and cheer you on?	
Line 246	<i>Single word answer, contrasts with previous response</i>	Mac: no.	Separated from mother, no support from her Sense of Isolation
Line 247	Lonely?	I probably wouldn't tell I am on the river so she wouldn't even be there (gestures to far bank of river).	
Line 248	Removed from , at distance from family	Laughs. But if I did, she would she would be back somewhere (gestures away from riverbank).	Impact on relationships within family
Line 249		Therapist: are you bringing baggage across the river to help with the crossing.	
Line 250		Mac: you mean baggage, in terms of actual luggage.	
Line 251		Therapist: you can take what you want, it's your river!	
Line 252		And is there anything you should leave behind in left luggage?	

Line 253		That might be too hazardous to bring across.	
Line 254		Mac: but my cats would be swimming over with me anyway.	
Line 255	humour	Therapist: cats will take that kind of risk!	
Line 256	<i>Probably (qualifies)</i>	Mac: Em probably bring my partner.	Boyfriend as support
Line 257		Therapist: in the baggage?	
Line 258	Humour	Mac: laughs yeah. He will fit in!	humour
Line 259		Therapist: draw him in	
Line 260		Mac: where?	
Line 261	Humour	Therapist: he's in the baggage!	
Line 262		Mac: here, tiny.	
Line 263	<u>Eoin fills many roles?</u>	Therapist: he is also in charge of one of the life rafts	Eoin has many roles, baggage and life rafts

Line 264		Mac: yeah	
Line 265		Therapist: what baggage you going to leave behind because it's so hazardous to carry, from drowning	
Line 266	Fear of failing	Mac: I'd say I would be so concerned about drowning that I would try to bring as little as possible.	Bring as little as possible , leave it behind
Line 267		Therapist: unintelligible. Is there anything you would let go of, and let it wash downstream?	
Line 268	Need to keep inn touch with others	Mac: yeah, probably bring my phone in case anything happens, I would keep that.	Need for support and others
Line 269		Therapist: so you would keep that contact.	Contact
Line 270		Mac: yeah	
Line 271		Therapist: so your phone lets you keep contact.	
Line 272		Mac: yeah, Eoin.	

Line 273		Therapist: he is also in the baggage, multitasking man	
Line 274	Humour	Mac: yeah (laughter)	
Line 275		Therapist: unintelligible side of bank	
Line 276		Mac: the opposite side.	
Line 277		Therapist: unintelligible.	
Line 278		Mac: the line is here (drawing).	
Line 279	SLT turns it back to Mac	Therapist: you are asking me?	
Line 280		Is there anything else that should be on that bank?	
Line 281		Mac: the acceptor or reassure. Unintelligible.	
Line 282	<u>Experience</u>	Mac: like I said before, past experience of dealing with things.	Past experience Self -awareness
Line 283		Therapist: experience	

Line 284	<u>Acknowledges own resources</u>	Mac: dealing with things I have a fair idea what works and what doesn't.	
Line 285		Therapist: stay on that side.	
Line 286	Importance of 'mind' and being focused	Mac: my mind just keeps me focused.	Mind
Line 287		Therapist: draw the mind?	
Line 288		Mac: very pretty, I would learn skills to bring me.	
Line 289		Therapist: unintelligible.	
Line 290		Mac: unintelligible (draws in rocks)	
Line 291		Therapist: unintelligible.	
Line 292		Mac: do you mean the chance to get up again or actually while I'm there.	
Line 293		Therapist: unintelligible.	
Line 294		Mac: Em. I just try and to keep thinking of.	

Line 295	<u>SLT acknowledges uncertainty</u>	Therapist: it is your River; I don't know where you are?	
Line 296	<u>Strong minded Asking for help when needs it</u>	Mac: metaphorically speaking, downriver, me, myself, I've never, I have always been quite a strong person strong minded, I only really ask for help when I really need it so obviously I'm here for professional stuff, my partner, em	Strength Resources Reluctance to ask for help
Line 297		Therapist: unintelligible	
Line 298	<u>Importance of others</u>	Mac: and if I really need to my good friends unintelligible	
Line 299		Therapist: unintelligible. Ask for advice	
Line 300	<u>Trys to be open Friends</u>	Mac: yeah, like if I really had an issue, depends on the person as well, because I would try to be open, keep things themselves, feelings or whatever I had sense those. I have a really good friend, for years, if I need to, would talk to her.	Openness depends on others
Line 301		Therapist: and when that bank comes into sight, what thoughts come to mind?	

Line 302	<u>Is it more important to try than succeed?</u>	Mac: well, naturally, well I tried.	'I TRIED'
Line 303		Therapist: unintelligible.	
Line 304		Mac: what's the worst that could happen?	
Line 305		Therapist: unintelligible.	
Line 306		Mac: on occasions, yes	
Line 307	<u>Sabotage</u>	Therapist: are there any thoughts that would actually sabotage you?	
Line 308	Feelings Judgment	Mac: yeah, mainly fear and frustration, feeling low, stress (writes embarrassments, Judge).	<u>Judging self, fear (self awareness)</u>
Line 309		Therapist: unintelligible.	
Line 310	<u>Own skills</u>	Mac: just the skills to try and remind myself that I can do it.	
Line 311	Courage to not avoid	Courage, to be ready for it, and not to try and avoid	
Line 312		Therapist: carried downstream.	

Line 313		Mac: to be happy, just to get there.	
Line 314		Therapist: what is your priority to get that bank?	
Line 315	<u>Seeks to embed the story</u>	Who would you tell about the journey?	
Line 316		This is what I've done	
Line 317	<u>Limited support system</u> Lack of people	The little guy that backpack (Mac points to backpack)	'unpeopled life'
Line 318		Mac: and my friend.	
Line 319	<u>Brings to skills and values</u>	Therapist: and are there skills and knowledges from living on this bank that you want to remember on the far side?	
Line 320	<u>Bringing qualities with her</u>	Mac: the qualities that I had, that helped me get through	Recognises own values
Line 321	<u>SLT pushes to name qualities</u>	Therapist: and what qualities are those?	
Line 322	WANT	Mac: positive attitude, perseverance, determination,	Desire to change

		commitment, willingness to swim, and M. Just the want to.	
Line 323		Therapist: who will you make contact with the other side?	
Line 324		Are there contacts you need to make?	
Line 325		To help you on the other side	
Line 326	Ignore things or people?	Mac: I need to be myself and not ignore things (draws people).	Contacts importance of others IDENTITY :being myself
Line 327		Therapist: and contacts?	
Line 328	Need for new supports recognised	Mac: new friends	
Line 329		Therapist: and what are the practices do you want to develop?	

Line 330	Goal driven	Mac: in relation to speech, a lot of open stuttering.	
Line 331		Therapist: contacts?	
Line 332	Importance of others on the other side	Mac: other people who are experiencing	
Line 333		Therapist: any hopes and dreams for the other bank?	
Line 334	FEAR	Mac: that I won't be afraid again.	not to be afraid
Line 335	Hope	Therapist: how long have you had this hope inside?	
Line 336	<u>History of difficulties</u>	Mac: if you are talking from when I actually knew that I had all this difficulty, since I was 16, 17, five years.	
Line 337		Therapist: something how did you do that for five years?	
Line 338	Strength <i>Wouldn't be here today</i>	Mac: just I am a strong person, if I wasn't strong person; I wouldn't even be here today kind of a thing, I have to say so.	

Line 339	Hopes and aspirations Personal development	I did have these hopes and aspirations inside when I was a lot younger, <u>but I wouldn't really have developed as a person yet.</u>	Hope Identity
Line 340		Therapist: unintelligible.	
Line 341	<i>Journey</i>	Mac: absolutely (writes on the chart). The journey to being absolute.	

Underlined text refers to exploratory coding in terms of	Definitional Ceremony	TEXT	Exploratory Coding
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<p>description and content</p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>			
<p>Line 334</p>		<p>Therapist: so we are going to start the story we've heard so far.</p>	
<p>Line 345</p>	<p>Importance of documents in folders</p>	<p>Mac: okay. I'm going to look at my folders, if that is okay</p>	<p>Reminders to self of what she has said</p>
<p>Line 346</p>		<p>Therapist: oh, absolutely.</p>	
<p>Line 347</p>		<p>If you want to tell your significant story.</p>	
<p>Line 348</p>		<p>The significant story of why you're here</p>	

Line 349	FEAR Not to be afraid	Mac: I'm here to not be afraid really not be afraid of any judgements that I have perceived people may have or people do have.	Identifies the problem
Line 350	Avoidance	That would have been the principal reason why I avoided	
Line 351		Therapist: judgement.	<u>Judgment</u> , <u>avoidance</u>
Line 352		Mac: judgement yeah	
Line 353	<u>Mapping Effects of problem</u>	Therapist: and what has this judgement lead you to do?	
Line 354	<u>Effects of problem across domains of living</u>	Are there other effects in terms of your social life, your family life, your study life	
Line 355		Mac: Em, family life	
Line 356	<u>Lack of communication</u> Impact on family	I will start with that, when I'm having bad days, there is a complete lack of communication.	Family
Line 357	Silence	I don't speak some days, em I may give the impression I'm having a moody day or something because I have really short answers like, I just don't want to elaborate, em	<u>Communication (lack)</u> <i>Contrasts with short answers she gives at home</i>

Line 358		Therapist: and what are the effects in terms of your social life?	
Line 359	<u>Feeling inarticulate</u> Power of speaking and not speaking	Mac: Em one of the main things would be not feeling as articulate as everyone else.	
Line 360	Isolation Outside the group	Em, just when speaking not joining in much in conversations, even if they're talking about something that I've a huge interest in.	Social isolation
Line 361	<u>Judging her self on her speech</u>	Em if I feel like my speech will be bad.	
Line 362	<u>Confidence</u> Impact <i>Language quite formal</i>	I will completely refrain from taking part and it will have an awful effect on my self-confidence.	
Line 363		Therapist: it's a bit of a bugger isn't it?	
Line 364		Mac: that's the main one.	
Line 365	<u>Impact on work</u>	Therapist: unintelligible. What about work and stuff?	
Line 366	<u>Lack of Courage</u> versus <u>desire</u> <u>Frustration</u>	Mac: yeah when it comes to say when I was in college if it came to speaking out or being asked questions which I wouldn't be brave enough to answer	Not brave enough

Line 367	<i>Fire/ light and darkness</i> Fear /feeling stupid	Em I'd have a burning desire to answer I'd be so afraid of it, and people's reactions that I wouldn't answer and then I'd feel that I would give off the impression that I just didn't know the answer and feel kind of stupid or that the lecturer thought I didn't do my work or, very frustrating.	
Line 368		Therapist: how would you show	
Line 369	Lost is self Dark emotions <i>Fire/ light and darkness</i>	Mac: by just Em, the way I act like in my behaviour, more so or if, say, after a situation like that, I'd be interacting or talking to someone who I would know a lot better or feel more comfortable with Em I wouldn't, you could just tell by looking at me. I wouldn't pay much attention I be so lost in myself . So kind of dark emotions or whatever.	Lost is self Dark emotions <i>Light and dark</i>
Line 370	<u>SLT moving story forward (line of action)</u>	Therapist: from lost in yourself dark emotions where are you now?	
Line 371	<u>Supported by others</u> <u>Where I am now</u>	Mac: Em. I'm in a much more relaxed place Em, I've only actually after we went out with the speech and language therapy students, like out on the town that really helped me like voluntary stutter in a daunting place and I actually felt confident and happy after it.	Relaxed place Support of others

		Em, so that is where I am now	
Line 372	SLT introduces outsider witness to his role	Therapist: so I want to brief you now Martin okay?	
Line 373		Martin: okay	

Appendix E

Excerpts from Adam's transcripts

<p><u>Underlined text refers to exploratory coding in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon</i></p>	<p><u>Exploratory coding</u> <u>An overview</u></p>	<p>Text Externalisation conversation</p> <p>Day 1</p>	<p>Emerging themes</p>
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<p><i>thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>			
<p>Line 1</p>	<p>Externalisation conversation Friendship <i>Gift</i></p>	<p>I am stuts, Adam's stutter, tonight for the first time, Adam put his arm around me and greeted me he said wasn't sure that he could call me a gift yet more fundamentally, he said that we should be <u>friends</u></p>	
<p>Line 2</p>	<p><u>History</u> <u>Timeline</u></p>	<p>See, Adam and me go back years.</p>	<p>Time</p>
<p>Line 3</p>	<p><i>Hanging around</i></p>	<p>Adam first noticed me when he was about seven or eight and we've been more or less hanging around since then.</p>	
<p>Line 4</p>	<p>Impact on life <i>Colloquial language implying something about the nature of stuts ?</i></p>	<p>I'm usually around most of the time, but he don't (sic) let me meet his family or friends, but luckily I have made many appearances at important stages in his life.</p>	<p><i>Chooses grammar that is colloquial , relationship with stuts somehow outside normal parameters , gives stuts another voice</i></p>

Line 5	<u>Important events</u>	Like making speeches at graduation, college presentations, interviews and all the <u>big stuff</u> .	Impact
Line 6	<u>Adam is cool? About stuts</u>	I suppose he's cool that way and ... all that stuff.	
Line 7	Cool but stressed about Stuts	Though he is not pleased sometimes being stressed, I'm still there.	
Line 8	Acceptance	So tonight I had a chat about acceptance and he mentioned he would try and love me, or at least learn to love me and he gave me a big hug.	Acceptance
Line 9	Identity <i>Colloquial</i> Acceptance/confusion humour	I am a bit confused because I have been langer for years and now he's only going to accept me. Geez. Stuts.	Humour
Line 10	SLT pauses	Therapist: so stuts sees himself as...	
Line 11	Friend	Adam: yeah. A friend	
Line 12	<u>SLT repeats word, to</u>	Therapist: a friend.	

	<u>clarify or emphasis</u>		
Line 13	<i>Qualifies with adjective 'always'</i> Accepts/recognition	Adam: my new friend, he's always been my friend.	Acceptance
Line 14		Therapist: but you didn't know it.	
Line 15	<i>Short, pithy, weighted words</i>	Adam: no.	
Line 16	<u>Past</u>	Therapist: and before this, before you realised, how did you view him?	
Line 17	<i>Almost chorus like</i>	Adam: how did I view him?	
Line 18	SLT brings it back repeats his words to him	Therapist: did you see him as a friend.	
Line 19		How did you see stuts?	
Line 20	Embarrassment Avoidance	Adam: as an <u>embarrassment</u> , something to avoid.	Feelings
Line 21	SLT repeats key words	Therapist: M. Something to avoid, an embarrassment.	
Line 22	Control not embraced,	Adam: something to control something not to	

	hide?	be embraced.	
Line 23	<u>Impact on family</u>	Therapist: and how did that influence things in your family, your friends?	
Line 24	Shame yet positive gave him drive, conflict	Adam: I suppose, shamed me, more determined gave me drive	Conflict Shame
Line 25	SLT listens and uses his own words	Therapist: more determined.	
Line 26	recognises contradictions inherent in stuttering	Adam: yeah, yeah, I kind of think it gave me drive, probably goes against everything I said last night.	Drive , determination
Line 27	SLT addresses values	Therapist: so stuts, you've got a newfound, value for stuts?	
Line 28	Knows he has to find value for stuts, moving on, has to find it, find self?	Adam: em, I haven't found that value yet, but I know I have to find it.	Identity
Line 29	<i>Moving on, journey metaphor</i>	In order to progress and move on	
Line 30	<u>Effects</u>	Therapist: and you are aware of the effects that have been there up till	

		recently, which is the embarrassment.	
Line 31		Adam: yes	
Line 32	Therapist uses his words back to him	Therapist: to be avoided.	
Line 33	<i>Confirming with short responses</i>	Adam: yes	
Line 34	<u>Impact</u>	Therapist: if you were to say what kind of impact that has had on you and how you would see yourself... Unintelligible.	
Line 35		The embarrassment the shame	
Line 36	Impact on self, on identity	Adam: in particular, the impact on me as a person?	Identity and impact
Line 37	SLT repeats chorus like	Therapist: yeah, in how you see yourself or how you see yourself.	
Line 38	Pride coupled with low self esteem	Adam: Em would be some low self-esteem, but there is kind of other aspects of me that I would be proud of.	

Line 39	Positives and negatives Impact varies across work and social life	There is swings and roundabouts so ok with speaking, my presentation isn't as clear and sharp as it should be, but I've got a and fantastic bubbly personality or my whatever and in my professional life.	
Line 40	my work speak for itself	Sometimes I leave my work speak for itself You know	Silence: work speaks for self
Line 41	Speech has impact Clarifies question with SLT	Okay, so my speech is a certain aspect so, is that what you are asking.	
Line 42		Therapist: Actually what I hear, happening is that you're already beginning to change the story you know what I mean?	
Line 43	<u>SLT summarises process of Narrative Therapy</u> Co-expert	Today we are kind of focusing on excavating or getting out the problem story but you are a bit ahead.	
Line 44	<u>Problem story</u>	You started to see the whole problem story last night and change it.	
Line 45	<u>Externalisation conversation</u>	You have externalised it, you know, it's called	Naming the process of

		stuts.	externalisation
Line 46		The problem is stuts	
Line 47	<i>Play on the word problem</i>	Adam: no problem.	
Line 48		Therapist: that's what I mean you're already rewriting the story.	
Line 49	<u>Knowing the problem</u> <u>Identification</u> <u>Smiles, jokes</u>	Adam: Well I mean, all I've done is I have identified it	Humour
Line 50	Hard work and effort involved in addressing stuttering Self awareness, part of process	But now I have to put the hard work in.	
Line 51	Hard work in , becoming comfortable with stuts and with self	To become comfortable.	acceptance is not easy ,its challenging
Line 52	<u>SLT recaps, preparing to take to next steps</u>	Therapist: so when you have taken that first step you've taken, in terms of saying I have identified it is called stuts, beginning to change the way I see stuts, see him as a friend.	

Line 53		The determination in taking that step.	
Line 54	<u>Speaking out , taking steps, taking actions</u>	That's the step you took last night you spoke out.	Exception (unique outcome)
Line 55	<u>Results from action ?</u>	Taking that step, what has that, you took that step because, or what has happened because of taking that step	
Line 56		Adam: Yeah em	
Line 57		Therapist: what has that lead to so far?	
Line58	Realisation, acceptance	Adam: it has lead to realising that I cant, like James said, come to the realisation that I'm going to spend my life as a stutterer.	
Line 59	Acceptance	That's me.	That's me (acceptance) Acceptance and identity
Line 60	Mirror up to self <i>Repetition of 'I have to'</i> <i>Emphasis with</i>	Not being ruled by it, I suppose before I would let's not be ruled by it lets try and overcome it and become more fluent and whatever, but that's	<i>Metaphors</i>

	<p><i>pronoun use</i></p> <p><i>Use of 'it' has externalised</i></p> <p><i>'Ruled' as kingdom ruled by king?</i></p>	<p>not, that's not the way, it's probably since, the Mirror that I put up to myself, the sense I have to embrace it. I have to, I have to become its</p>	
Line 61	<p>SLT links overtly to identity</p>	<p>Therapist: that's a big shift in your identity as somebody who stutters, that is how you see yourself as somebody who stutters and that is how it is.</p>	
Line 62		<p>Whereas before it is somebody who stutters and I have to change it.</p>	
Line 63		<p>That is a big shift in how you see yourself.</p>	
Line 64	<p><i>Importance of term stutterer rather than pws</i> Survival by acceptance?</p> <p>Change with acceptance</p>	<p>Adam: well, I would rather see myself as a stutterer and continue to change it, but I will still be the stutterer</p>	<p>Acceptance</p>
Line 65		<p>Therapist: PWS person who stutters.</p>	
Line 66		<p>Adam: that's it.</p>	
Line 67	<p>SLT repeats and</p>	<p>Therapist: person who</p>	

	confirms	stutters.	
Line 68	Name chosen is ‘up to him’ Importance of naming it	Adam: yeah PWS, that’s just up to me then.	Pride Choice
Line 69	Using the stutter	Yeah. What way I use my stutter.	
Line 70	<u>SLT uses his words to lead to actions possible</u>	Therapist: can you think of any positive ways you can use your stutter? That it could have a positive effect on your life.	
Line 71	Identity Acceptance	Adam: Em. It’s not just me, it’s part of who I am.	Identity Acceptance
Line 72		Therapist: it’s part of your uniqueness.	
Line 73	Hatred as part of self <u>Previous therapy</u> <u>Seeing self and how others see you repulsed by it, by being seem as a stutterer</u> <i>Again use of term stammerer, language links to identity</i>	Adam: yeah, though I’ve always hated the whole idea, you know, I was often asked before in therapy, how do people view you and it always seen as a negative, well I always saw it as a negative, write down a list of how people would see me, see me as a stammerer, (makes face , gestures) .	

Line 74	Importance of others opinions	Its people see me as a stammerer.	People
Line 75		Therapist: you are changing that actually you are changing that.	
Line 76	<u>Have to</u> compulsion?	Adam: I am I have to change that.	
Line 77	SLT questions reason for change	Therapist: why, why do you have to change that?	
Line 78	Who I am: have to accept who I am	Adam: because it is me, it's who I am.	Acceptance
Line 79	<u>SLT as if thinking aloud names it as identity</u>	Therapist: so you... define sense of identity.	
Line 80	<u>Him? Stuts?</u>	What do you think that would mean to him.	
Line 81	<u>Actions</u>	What's the next step?	
Line 82	Steps: actions –that follow acceptance	Adam: the next step is to to work on some techniques like, avoidance eh , what was going to say, like voluntary stammering.	(WILL)

Line 83	Feelings Need for knowledge	Also, I'd like to know a little more the different things (unintelligible)... about the fear and the embarrassment.	
Line 84		They are kind of the ...voluntary stammering.	
Line 85	Openness Involving others Actions: hard work	To desensitise myself, to different situations everyday, talking to people just trying to bring it in.	
Line 86	<i>Make it more acceptable</i> Struggling with acceptance	Trying to make it more, more acceptable to me.	
Line 87	<i>New versus old</i> Importance of other people's reactions	For example to people outside they might expect me to come back next week with brand spanking new clear fluent Adam.	People in his life Others views of what might be-projection of what he would like
Line 88		But that's not going to be the way.	CONFLICT, need for others and support
Line 89	<i>Battles metaphor</i> <i>Conflict</i>	Maybe I will be exactly the same, but actually inside there will be all those inner battles (unintelligible).	

Line 90	<u>SLT brings to specific actions</u>	Therapist: so voluntary stammering and open stammering, would that be another step?	
Line 91	<u>Adam questions</u>	Adam: what's the open stammering?	
Line 92	No avoidance	Therapist: where you don't try to hide it.	
Line 93		If you stutter you stutter.	
Line 94	<i>Cautious 'interested in'</i>	Adam: yeah, I would be interested in exploring	
Line 95	SLT elicits actions while recapping Identity Acceptance Embracing it	Therapist: and those steps, then what is happening with your identity to take hold, that story, the story that you are developing about being friends with stuts, stuttering being part of what makes you, part of what has made you who you are.	Identity
Line 96		Adam: nods	
Line 97	<u>Actions important in embedding story</u>	Therapist: those steps help that story to take-hold.	
Line 98	Actions: have a clear plan	So You need the action as well as the inside. (Unintelligible)	

Line 99	Actions: have a clear plan	Adam: so you're saying I need a clear plan yeah.	
Line 100		Therapist: a practice.	
Line 101	<u>Agreement</u>	Adam: nods.	
Line 102		Therapist: so that's it, well done you have done most of the work, all by yourself.	
Line 103	<i>Facial expressions throughout, humour and irony</i>	Adam: rolls eyes	

<p><u>Underlined text refers to exploratory coding in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p><u>Exploratory coding</u> <u>An overview</u></p>	<p>TEXT Day 2</p>	<p>Emerging Themes</p>
<p>Line 104</p>	<p><u>Final presentation</u></p> <p>Preparation</p>	<p>Adam: I was preparing for our final presentation; this is showing our two years of work in drawing, models and photographs, etchings and paintings to the external examiner.</p>	
<p>Line 105</p>	<p>Interview</p> <p>Preparation</p>	<p>One part is based on an interview of approximately 20 minutes to 40 minutes, I had worked consistently through the course slavishly</p>	

Line 106	<i>Repetition of preparation, key word</i>	I had prepared for the interview.	
Line 107	SLT support, friends	A friend's girlfriend had been a speech and language therapist, I was confident going in, into the interview.	Importance of support from others
Line 108	Success	The interview went well. I received my results I was pleased.	Value in success
Line 109	Joy in success	It was one of the happiest days of my life.	Value success
Line 110	Happy Through work and art can convey a sense of self and identity not through words initially	So what. Through all of my books, drawings, I was able to convey all of my projects to someone I had not met, to discuss to chat about all of this with him.	No words
Line 111	<u>A pleasant positive communication experience</u>	It was one of the most pleasant chats I've had.	
Line 112	Communication with person	I was delighted to be able to communicate some of my ideas to a stranger.	Importance of ideas and expression Values Importance of connection with others
Line 113	SLT recaps and brings to actions	Therapist: so, on this day when you're able to have this chat that was so	SLT actions orientated linking

		enjoyable, what step did you take?	with his own words
Line 114		Adam: the step I made was preparation, preparing very well.	
Line 115	Preparation	Therapist: so, prepare well for the step, prepare very well.	
Line 116		Adam: yeah, preparing well unintelligible but also I had prepared, unintelligible, speaking about my projects	
Line 117	Steps	Therapist: so preparing well is the step and the reason you prepared well?	
Line 118	<u>Uncertain , hesitates</u>	Adam: Em	
Line 119	<u>SLT probing</u>	Therapist: you wanted what?	
Line 120	<u>SLT probes</u>	What is it based on?	
Line 121		Adam: it was the final exam of my course, the main exam stop.	
Line 122	<u>SLT pauses</u>	Therapist: and it was	

		important to you to...	
Line 123	Identifies values: <u>success</u> <i>Success as part of battle metaphor?</i>	Adam: to succeed.	
Line 124	SLT uses story of success as entry point to reauthoring	Therapist: so succeeding would be, in terms of identity, important?	
Line 125	<u>Confirms importance of value</u>	Adam: very important.	Important to identity
Line 126	Reward	Therapist: also, to get your reward, I heard you say you know you got your reward.	
Line 127	SLT attempts to embed story in past and present actions	Can you think of other times in your life, in your life, before then or since then, where you succeeded?	
Line 128		Adam: yeah	
Line 129		Therapist: tell me about any of them more recently?	
Line 130	<i>Irony humour, self denigrating</i>	Adam: unintelligible challenging example (rolls eyes to heaven)	<i>Obstacles in his path</i>

	<i>Overcoming hurdles</i>	overcome hurdles.	
Line 131	<i>Challenges</i>	Therapist: so you challenge yourself to overcome hurdles these kind of hurdles did you have?	
Line 132	<u>Interview</u>	Adam: there was em my final part three exam in UCD.	
Line 133	<i>Short statement</i>	It was an interview.	
Line 134	<i>Short emphatic.</i>	Went bad.	
Line 135	Preparation	But in terms of preparing as I should have unintelligible.	
Line 136	SLT redirects back to success	Therapist: so any other ways you have succeeded in your life since then?	
Line 137		Any other steps that you taken?	
Line 138		Adam: steps, lots of steps unintelligible.	
Line 139	<u>Becoming a parent</u>	Care, wife was working five days a week new role change that round,	

		become a parent.	
Line 140	Important choice in how he could parent <u>Home minding kids</u>	I didn't just want to mind them, turn on the TV half nine in the morning go away inside.	
Line 141		Therapist: so, it is important to succeed in that too.	
Line 142	Frustration initially then recognises as a gift	Adam: it is a balance in that, <i>frustrated</i> in being at home, frustrated that I spent so long in College that I chose this.	Frustration
Line 143	Flip sides; career loss vs. 'gift' of having time GIFT	It's a gift.	Gift
Line 144	Time is a gift. How he views it is a gift	Being able to spend so much time with them.	
Line 145		Therapist: So, it was a challenge.	
Line 146	SLT uses own words to press for value (line of identity)	So what does the fact that while you initially found it difficult to make a success of taking care of the children say about what is of most value to you.	

Line 147	Giving back	Adam: is important to give something back.	Values giving something back leads to rewards
Line 148		Therapist: so that is important to you to give something back.	
Line 149		Adam: unintelligible.	
Line 150	Values	Therapist: so, it is important to give something back that is of value to you, why is important to give something back?	
Line 151	<u>History from childhood</u>	Adam: because I got something back when I was growing up.	History of giving back
Line 152	<u>SLT eliciting valuing of giving back</u>	Therapist: why is important to you to give something back.	
Line 153	<u>family positive interaction</u>	Adam: because when you give something back you are rewarded.	
Line 154		Therapist: so being rewarded is important	

Line 155	<p>Importance of work to get what you want</p> <p>Work to get rewarded</p> <p><i>Metaphor of two way street</i></p>	Adam: it's a two-way street; you have to put in the work to be rewarded.	
Line 156	<p>Focus on action leads identity to action</p>	Therapist: what are the steps taken?	Action
Line 157	Embedding story from past to now	Right up to now, in the past, right up to now to the current steps.	
Line 158	<p>Recognises own capabilities</p> <p>Choice</p>	Adam: I suppose I made a step Sunday night seeing opportunities... <u>I am capable of more</u> if I want to take that on	Recognises own capabilities , strengths and resources
Line 159	<u>SLT asks to name the action</u>	Therapist: how would you name that step you took Sunday night?	
Line 160	<i>Irony /humour , self mocking/deprecation</i>	Adam: I don't know (smiles), the gift or whatever.	Humour
Line 161	<u>SLT acknowledges irony/humour , follows lead</u>	Therapist: what, I know you smiled, and that someone else's words, so I really want you to find out, in your own words, em, there was your response to the DVD, there was the actual	

		saying what your response was, there was the listening to other people.	
Line 162	SLT recaps story	Then there was the runaway DVD, then there was saying the next morning, so you are telling me by all of that, what was happening to you?	
Line 163	<u>Asks to name the step he took</u>	What step had you taken?	
Line 164	An awakening (open to possibilities)	Adam: mmm, is it too profound to call it an awakening?	
Line 165		Therapist: an awakening.	
Line 166		Adam: yeah.	
Line 167	SLT acknowledges	Therapist: yeah, I think, sometimes there are those moments.	
Line 168	<i>Epiphany</i> <u>Transformative moment following trouble and suspense</u>	Adam: I mean, in 10 years time, remember this day as being an epiphany... Unintelligible.	<u>Transformative moment</u>
Line 169		Therapist: so this step, an epiphany, let's put down an epiphany (to therapist	

		drawing map).	
Line 170	<u>DVD watching</u> Catalyst –many levels, sight/hearing/feelings/ strength of feeling Whole body awareness	Adam: there was kind of a catalyst or something like that, I heard something, I felt something I saw something on the DVD, I didn't agree with it. I thought, okay, let's just	
Line 171		Therapist: name that step.	
Line 172	Speaking out	Adam: I just, I spoke out.	I SPOKE OUT
Line 173		Therapist: you spoke out.	
Line 174	Speaking out even if disagree Expression of opinions	Adam: I expressed an opinion. Normally I would be a lot.	SPEAKING OUT VERSUS NOT-IMPORTANCE (sound vs. silence)
Line 175		Therapist: you... That was the step	
Line 176	<u>Speaking out is the step he took</u>	Adam: that was a step.	
Line 177	Openness to others and from others	It brought out into the open, and the others said it could be this could be that.	

Line 178	Took other opinions on board	They express their own opinions and I went away that evening, thought about it, put my own twist on it or whatever.	
Line 179		The next day I talked about it, had a chat about it.	
Line 180	<u>Big Step</u>	Therapist: so it was a big step to speak out, do you not normally speak out?	
Line 181	Normally doesn't speak out but has	Adam: Em. I was saying that in the journal, but then actually thinking about it.	
Line 182	When it is significant/important to self and identity	I do it to something that has to be spoken about, be it... Or whatever.	Speaking out leads to epiphany
Line 183	SLT using Adam's words to probe further	Therapist: so you speak out	
Line 184		Adam: yeah.	
Line 185	SLT using Adam's words to probe further	Therapist: so you spoke out, and that led to the epiphany.	
Line 186		A sudden awakening, a change for you to say something	

Line 187	Epiphany-push out Pushing out/pushing through as with battle	Adam: I actually only said that word, just wanted it to be a catalyst to push me to stand out, to want to embrace it.	<i>battle metaphor</i>
Line 188	Love isn't there at the moment wants to embrace it but finds it hard struggle challenges to identity	But the love isn't there at the moment	identity
Line 189	<u>SLT summarizes and identifies openness leading to values</u>	Therapist: so, speaking out, is important to, cos it led to this, pause, so the frame or the focus of your story is the stutter or stuts.	SLT clarifies
Line 190	<u>SLT seeks to link change and action with values</u>	What does the change that happened the other night, what does that say, why do you think, what does that change say about what is important to you?	
Line 191	<u>Openness to change</u>	The fact that you are open to changing one point of view to another aspect of it	
Line 192		Adam: what does it say about me?	
Line 193	<u>SLT clarifies and</u>	Therapist: sorry, what	

	<u>repeats</u>	does it say that is important to you?	
Line 194		That you value.	
Line 195		Why did you do it, why did it change	
Line 196	<u>Adam pauses</u>	Adam: why, em	
Line 197		Therapist: being able to change like that, that's kind of... Unintelligible.	
Line 198		Adam: like the	
Line 199		Therapist: staying at home wanting to be with the kids.	
Line 200	A new perspective Flexible open to change and to hope	Adam: I suppose it was just trying to get a perspective on it, what exactly, to stand back and focus instead of the micro, to focus on the macro level.	Standing back leads to focus and a new perspective (benefit of NT)
Line 201	<u>SLT responds , questions</u>	Therapist: and in order to do that, what did you do?	
Line 202	A new perspective	Adam: a new perspective.	

Line 203	<u>SLT playing with words around perspective</u>	Therapist: a new perspective, something in your perspective	
Line 204		Adam: (makes face). Well.	
Line 205		Therapist: well, to be able to	
Line 206	Flexible open to change and to hope	Adam: well, <u>to be flexible.</u>	
Line 207	SLT explores the word flexible, what it means to be flexible.	Therapist: well, a change of tactic, great to be able to change, just to be, flexible, that's the word coming to me.	
Line 208		To be flexible in yourself.	
Line 209		Adam: yeah.	
Line 210	<u>SLT seeks confirmation, co expert role</u>	Therapist: does that word fit for you, or is there a word that fits better?	
Line 211		Adam: that sounds (nods)	
Line 212		Therapist: so to be flexible, so then, things are not so black and white, they are not so set	

		in stone.	
Line 213		Adam: unintelligible bound.	
Line 214		Therapist: that's not set in stone and when you become open to what is, to flexible, frustration, to go with it, brought you what.	
Line 215		Adam: (nods) brought me trying to think of the word, satisfaction, no satisfaction is not the word	Satisfaction : openness leads to fulfilment
Line 216		Therapist: fulfilment?	
Line 217	Openness and Hope Hope leads to fulfilment	Adam: fulfilment.	Openness and Hope
Line 218	Staying with it (rewriting the story)	Therapist: so the step of staying with it, there is something about staying with it staying with the kids, when you were at home staying with it, you look after them, you stayed with it.	
Line 219		Adam: nods throughout.	

Line 220	<u>SLT attempts to develop a shared understanding with Adam of what it means to speak out and stay with it.</u>	Therapist: it was the same when you spoke out, you stayed with it, so there is something about staying with it.	
Line 221	Persistence nature, identity	Adam: I do have that, persistence nature.	identity
Line 222	Persistent nature	I will stay with something,	
Line 223		Therapist: so persistent is that the word?	
Line 224	No matter how hard, or how long	Adam: well, persistent in a job that has to be done, if it takes two days or two years	
Line 225	Staying with it (rewriting the story)	I just stay at it.	
Line 226	SLT questions how flexibility and persistence can link to action	Therapist: so how can your flexibility, and your liking, and your persistence, how can those steps, what steps can you take?	
Line 227	Actions Take on challenges (battle/knight) practice	Adam: take on board what I heard this week adapt what I need to do to take on the challenges to practice to see how it goes.	
Line 228		Therapist: to practice	

Line 229	<i>Repeating as if to confirm to himself</i>	Adam: to practice.	
Line 230	SLT pauses	Therapist: and...	
Line 231	Link in with others <i>Battle metaphor</i>	Adam: see how it goes, to change and to adapt and to take a new perspective from here, talk to other members here, or other members the self-help group in Cork, and just keep battling it. (Smiling).	Yet adaptable hopeful
Line 232		Therapist: so staying flexible and persistent, and practice, open to other perspectives.	
Line 233		What does all of that, do, taking those steps, right, why did you take those steps, why is it important for you to take the steps.	
Line 234	Challenges in life <i>Repeated use se of pronoun I</i>	Adam: it's important because I, I know there is more challenges out there for me.	Recognises challenges ahead Open to change and challenges and moving on
Line 235		Therapist: so more challenge, more to talk to	
Line 236		Adam: yeah	

Line 237	SLT responds by utilising 'challenge'	Therapist: so why is important to you to challenge yourself?	
Line 238		And to rise to the challenge	
Line 239		Adam: is important to keep moving on is important to keep, to focus on a goal.	
Line 240		Therapist: is important to have a goal, having a focus having a goal, what is your focus?	
Line 241	<i>Asking question as if of self</i>	Adam: what's my focus?	<i>Lines 241-245 read as chorus Almost like duet</i>
Line 242		Therapist: in your life	
Line 243		Adam: in my life?	
Line 244	Humour following serious conversation	To have as good a time as possible. (Laughs)	
Line 245		Therapist: to have as good a time as possible.	
Line 246		Adam: no. I was being flippant.	

Line 247		Therapist:	
Line 248	A life worth living is one to be enjoyed	Adam: to enjoy life.	
Lien 249	Contribution	To enjoy to try, potential and make a contribution, M.	Contributing to life and others
Line 250		Therapist: there is something about having potential	
Lien 251		Adam: yeah.	
Line 252	<i>SLT conscious of words</i> <u>SLT brings him back to potential</u>	Therapist: there is something about potential, that's my word now, does that fit?	
Line 253		So why is it important to have potential?	
Line 254	Work for it /effort	Adam: cos, how should I put it, I just, when I do something when I put in the work.	
Line 255	Reward is greater than enjoyment; result versus process ?is the reward fluent speech	I like getting something back in the end, a reward, it's not just the enjoyment	

Line 256	SLT brings back to the action line, brings to the now, the present	Therapist: you're potential is kind of your most core construct, now when you are moving towards the red line, you are going inside towards your core construct	
Line 257	Connecting value to action	So let's say the fulfilling of your potential is your bottom line, what's, what steps, what's important, what steps does that allow you to take?	
Line 258		Or what steps can you take to that value?	
Line 259	In the now	Adam: in regard to today	
Line 260		Therapist: right now. Yeah. Start now start within the present moment.	
Line 261	practice seeing self as PWS identity	Adam: fulfilling my potential today I'd like to start practising seeing myself as a stammerer to stammer, more openly, and em, that's my focus for today.	Transformative identity
Line 262		Therapist: unintelligible fulfil your potential as a person who stutters.	

Line 263		Adam: (nods)	
Line 264		Therapist: have a look at this now, you have a very unfair advantage.	
Line 265	<u>SLT explains map</u>	The arrows, I would say the arrows cos the arrows don't normally go up and down Okay?	SLT summarizes map lines of action and identity
Line 266		On a one-to-one, don't worry about the arrows.	
Line 267	Importance of document to record	Just look at the words, particularly any of the words that stand out.	
Line 268	<u>SLT acknowledges map as record</u>	It's hard to stay focused and talk.	
Line 269	<u>Importance of actions</u>	The idea is that if you are always working on astral level and identity and not taking steps, then.	
Line 270	<u>Adam finishes sentence</u>	Adam: then you don't go far	Adam's understanding
Line 271		Therapist: you don't actually do anything.	

Line 272	Values and actions connect	Adam: these are like your aims, (points to map). This is how you do it.	
Line 273		Therapist: they are like the values, the important things inside. And the steps are what we actually do to help us.	

<p><u>Underlined text refers to exploratory coding in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p>	<p><u>Exploratory coding</u> <u>An overview</u></p>	<p>Text <u>Remembering</u> Conversation</p>	<p>Emerging themes</p>
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Bold text refers to exploratory coding which addresses conceptual and interrogative coding			
Line 276		Therapist: so try this (draws line on map) unintelligible.	
Line 277		Adam: past or present?	
Line 278		Therapist: it doesn't matter who you choose.	
Line 279	<i>it has to be'</i>	Adam: it has to be my wife.	
Line 280		Therapist: what's her name?	
Line 281		Adam: Anne, yeah. (Nods at therapist's spelling of name)	
Line 282		Therapist: so how has Anne (draws on map) how has she contributed to your life?	
Line 283	Fulfilment <u>What Adam/Anne values</u>	Adam: she has given it a purpose, self fulfilment as a person, partnership.	

Line 284	<u>SLT echoes, scaffolds</u>	Therapist: self-fulfilment as a person partnership. How else has she contributed?	
Line 285	Humour	Adam: she has given me love, lots of things obviously just in case you misunderstand.	
Line 286		Therapist: laughs, lots of things I write this down, in some ways.	
Line 287		Okay, lots of other things.	
Line 288		Adam: yeah.	
Line 289		Therapist: unintelligible.	
Line 290		Adam: support	
Line 291		Therapist: and I want to do this one next. (Indicates map).	
Line 292		So (checks book), how does she see you? (Writes on map).	
Line 293	<u>Repeats question</u>	Therapist: what does she see in you?	

Line 294	Amazing	Adam: she sees, she thinks I'm amazing.	Value Anne sees in him
Line 295		Therapist: what else does she see in you? Unintelligible	
Line 296	<i>Bravery; battle driven vocabulary</i>	Adam: bravery.	
Line 297		Therapist: unintelligible.	
Line 298	Persistence	Adam: the ability to see it through.	
Line 299		Therapist: the ability to see it through and	
Line 300	<i>stickability</i>	Adam: the ability to see it through, stickability and persistence.	Persistent
Line 301		Therapist: writes on map (your contribution to Anne's life).	
Line 302	Importance of other's support and love	Adam: basically very fulfilled and purpose love, sharing	Recognising Support of others
Line 303		Therapist: this is your contribution to her life.	

Line 304	Team	Adam: sharing, good and bad.	TEAM
Line 305	family	She contributes to family unintelligible	support importance of people in life
Line 306		Therapist: (therapist writes this on map under Anne's contribution and under Adam's contribution to Anne's life).	
Line 307	SLT pauses enquiringly	Therapist: and what does this make possible for you?	
Line 308		What are the implications of this?	
Line 309	Successive questions build to create a picture of possibility	Of Anne's contribution, and your contribution to her life?	
Line 310	<i>obstacles to be overcome, like a knight going to battle</i>	Adam: makes mountains small I can overcome obstacles gives me support to fulfil my aims	<i>Knight errant</i>
Line 311	<u>SLT pauses</u>	Therapist: she gives support for you to fulfil your aims about...	

Line 312	Comes back to speech	Adam: about my stammer	
Line 313		Therapist: stammer and what else?	
Line 314		I know yesterday talked about this a little bit	
Line 315	<u>Anne has supported acceptance?</u>	But ultimately, we talk about your stammer and acceptance of it as a gift, what does that make possible?	
Line 316		It sounds like, Anne has contributed to that.	
Line 317		Adam :nods	
Line 318	SLT creates an opportunity for turn by pausing	Therapist: and	
Line 319	Contributes towards acceptance <i>Metaphor of door opening</i> Openness	Adam: it opens doors that were closed.	
Line 320	Recording documents/maps	Therapist: okay, so we will take a photograph of that for you to take home	

Appendix F Narrative Therapy letters and emails

<p><u>Underlined text</u> refers to <u>exploratory</u> <u>coding</u> <u>in terms of</u> <u>description and</u> <u>content</u></p> <p><i>Italic text refers to exploratory coding</i></p>	<p><u>Exploratory coding</u> <u>An overview</u></p>	<p>Letter</p>	<p>Emergent Themes</p>
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<i>focussing upon thinking about language use</i>			
Bold text refers to exploratory coding which addresses conceptual and interrogative coding			
Line 17		Hi Fiona, I hope to make it down on Saturday.	
Line 18	<u>Plans for action</u>	You asked me to write down my plans for the future and post it to you, I'm not sure it would get to you before the weekend so I wrote some and copied it below. There is more to write I feel.	
Line 19	Date	20-July-2011	
Line 20	Head/mind full Impact of other people Judge	I left the last meeting with my head full of what I had heard from the other members of the group had said, the most profound being someone was dealing with their inner judge, and the name of the judge. Not knowing what it was I looked it up briefly on the interweb	Mind People
Line 21	Jealous feelings	It wasnt (sic) difficult to find a name, jealous.	
Line 22	Action: research and deal with it	It was was (sic) helpful to have a label and I look forward to dealing with it in the future by way of book reading.	Actions

Line 23	Not focused on speech but on turning things around	Since the last meeting I wouldnt (sic) have done much work speech wise but have been working on turning things around in my life.	
Line 24	Crises is a challenge, stories of transformation , trouble and suspense are opportunities	A mid life crises to some, but theres (sic)no crises at all, in fact it's quite the opposite	
Line 25	Specific actions Involving work, education and people	Staying out of the peer group I thought was wonderfull (sic), returning to education, clearing a 1,200 euro debt with my jobseekers allowance, buying a camera to persue my hobby once again, going to my cousins in wedding in County Clare last week and not being freaked out at the cost.	Specific actions Involving work, education and people
Line 26	<u>Enjoying actions</u>	There is much to do, but I am enjoying it.	
Line 27	More plans for life and family	I intend to have a car, new computer and to go to New Mexico to see my daughter before the year is out.	
Line 28	Dream versus reality	A while ago it would have been an impossible dream.	
Line 29	Speech	Speech wise I have bad days mostly but I now the future is brighter.	Positive for future even with speech
Line 30	<u>Speech techniques</u> With family	I use soft contacts when I speak to the younger members of my family and try to remain calmer when talking to the elder members.	Family

Line 31		Outside of the family, anything goes.	
Line 32	No longer loses hope	If it goes bad, I don't lose hope like I would have done.	HOPE
Line 33	Build confidence will impact on speech	With me building the confidence within myself, I will be able to work more on my speech.	Reduce impact
Line 34	Learning, knowledge is key	Learning more about inner judge and the different labels I can put on feelings will work wonders.	Work on feelings key to transformation
Line 35	Being present rather than future focused (mindfulness)	Trying to stay in the now also helps rather than planning for the future in which nothing seems to work out as planned.	
Line 36	Belief in self	More self belief is needed too. And a lotto win:)	Identity Humour
Line 37		See ya soon	
Line 38		RT	

<p><u>Underlined text</u> refers to exploratory coding in terms of description and content</p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative</p>	<p><u>Exploratory coding</u> <u>An overview</u></p>	<p>Text Letter</p>	<p>Emergent Themes</p>
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coding			
Line 1		13 th December 2011	
Line 2		Hi RT,	
Line 3	<u>Review day follow up letter</u>	First of all happy Christmas to you, I am sure you are really busy at the moment but I feel I have to take a moment and say how good it was to see you at the review day, the effort you make to get there never ceases to amaze me and is an inspiration to all of us.	
Line 4	<u>SLT 'acknowledges opening up' and willingness to take action</u> Spark (mind)	You opened up to the experience of pseudo stammering with the courage and determination I am starting to see as characteristic of you and your 'spark'.	
	<u>Questions to draw further to action</u>	I think pseudo stammering <i>is</i> interesting but I wonder what it is that you find particularly interesting about it.	
Line 5	<u>Link to future action</u>	What does it make possible for you?	
Line 6	<u>SLT using direct quotes from previous conversation</u>	What does it make possible for you knowing that although you thought it would be impossible to do giving it a try fought of 'the tiredness' and the 'bad speech ' day?	
Line 7	<u>SLT seeks to embed story into past actions</u>	Are there other times you have fought off 'the tiredness' and the 'bad speech' to open up new possibilities, I would love to hear about them.	

Line 8	<u>Responding to conversation about a forum for people who stutter</u>	I think the online forum could open up lots of new possibilities and some better south west links for all of us.	Linking with others
Line 9		Have a peaceful Christmas and see you in the New Year	
Line 10		Fiona	

<u>Underlined text refers to exploratory coding in terms of description and content</u> <i>Italic text refers to exploratory coding focussing upon thinking about language use</i> Bold text refers to exploratory coding which addresses conceptual and interrogative coding	<u>Exploratory coding</u> <u>An overview</u>	Text Email	Emergent Themes
Line 1	Group email	From: RT Sent: 06 December 2011 13:56 To: Jxxxxxxxk; rxx max Subject: Tis an email from RT	Linking with others
Line 2		Hi y'all ..	

Line 3		Quick message to say thanks for the day in Cork on Saturday.	
Line 4	<u>Voluntary stuttering</u>	As usual I learned a lot, pseudo stammering was very interesting.	
Line 5		I am glad I gave it a try.	
Line 6	<u>Tired, bad day speech wise</u>	I thought it would be impossible to do, as I was very tired and having a bad day speech wise.	Speech
Line 7	Contacts	The idea of an online forum is good one... Chat soon, RT	Contact with others

<p><u>Underlined text</u> refers to <u>exploratory coding in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p><u>Exploratory coding</u> <u>An overview</u></p> <p>Health centre XXXXXXXXXXXX XXXXXXXXXXXX 25.11.11</p>	Text	Emergent Themes
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Line 1		Hi RT,	
Line 2	<u>Response to email.</u> <u>Questions to embed story and extend reauthoring conversation</u>	I know I replied briefly to your email last week about your study, but since then I have had a few thoughts and a few questions that I hoped you might consider before next Saturday.	
Line 3	Spark SLT recaps on conversation	At the last review day, you were at the centre of a definitional ceremony and one word really struck me; you spoke of having a ‘spark’.	Spark/mind
Line 4	<u>Others involved or aware of this ‘spark’</u>	I wondered if there was anyone in your life, past or present that identified that ‘spark’ in you?	Other people
Line 5	<u>Using others to embed actions</u>	What would they say if they knew about the steps you were taking in your life at the moment?	
Line 6	<u>Other examples of similar actions</u>	Are there other stories they could tell of RT and ‘the spark’?	
Line 7	<u>Preparation for next review day</u> <u>Extending the conversation beyond the session</u>	Just a few questions for you to think about, I hope the study is going well.	
Line 8		See you on Saturday	
Line 9		Fiona	

<p><u>Underlined text</u> refers to <u>exploratory</u> <u>coding</u> <u>in terms of</u> <u>description and</u> <u>content</u></p> <p><i>Italic text refers</i> <i>to exploratory</i> <i>coding</i> <i>focussing upon</i> <i>thinking about</i> <i>language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p><u>Exploratory</u> <u>coding</u> <u>An overview</u></p>	<p>Text</p> <p>DATE: 26.11.2011</p>	<p>Emergent Themes</p>
Line 1		Hi Fiona.. (sic)	
Line 2	<i>Spark/light</i>	The spark is me I have	

		realised.	
Line 3	<u>Spiritual guide</u> Tough times, difficult experiences	I thought it was a light or some kind of spiritual guide that helped me through the tough times.	Stories of trouble and suspense
Line 4	Inner belief/sense of self	It is actually my inner belief that I never knew I had, I thought I had none or that it was lost long ago.	Identity
Line 5	Connecting with self	I think as a result of going to Wexford that time 2 years ago, I reconnected with myself as a teenager.	Transformative identity
Line 6	Losing a sense of self and identity	My teenage years were when I lost a lot of belief in my self.	
Line 7	<i>Light metaphor</i> Body and mind	When I spoke of the spark, I may of (sic) my hand on my right side to describe because it felt like a light coming in, but in fact, I didn't know where I was getting the strength from.	<i>Metaphor</i>
Line 8	Mind and body Sense of identity	The idea that it was my own mind doing the work is a breakthrough.	Mind
Line 9	Hope Self belief Humour (you/my reference)	I hope I made sense when I doing the definitional ceremony, I didn't have anything planned at all only that it was something about inner strength and having belief in yourself(I mean myself!).	Hope Self belief Humour
Line 10	Meaning was important	I may have changed tempo when I was talking or direction slightly, but the (sic) what I	

		was saying was still the same.	
Line 11	Focus from the mind even if talking is hard	It is hard to talk for that long and keep focused.	
Line 12	Importance of others	I think a lot of people would be happy that I am changing things, but they lost patience with me.	People who believe in you
Line 13	Yet still keep things to self	So I keep my goals to my self now.	
Line 14	Actions: education	I aim to go on to further study after this year, social studies appeals to me.	Education
Line 15	<u>Considering further study in SLT</u>	Speech and Language Therapy enters my head often, although I doubt I would be capable of that level of study.	
Line 16	Importance of continuing conversation between sessions Importance of letters and emails	I will write more about people who could identify the spark again and if I come up with more stories, I'll put them down too.	Documents to support change, People who support change
Line 17	Working on self. Identity	So, the spark is just my confidence and the more I work on myself, the greater it becomes	
Line 18		RT	

<p><u>Underlined text</u> refers to exploratory coding <u>in terms of</u> <u>description and</u> <u>content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p><u>Exploratory coding</u> <u>An overview</u></p>	<p>TEXT</p> <p>Email</p> <p>13th December, 2012</p>	<p>Emergent Themes</p>
Line 1		Hi Kate	
Line 2	Humour	I have been thinking about you and your determination a lot lately, and how humour has a role to play in that.	
Line 3	<u>SLT questioning importance of</u>	I noticed on the review day how stuttering seems to be more playful for you now, am I right when I say this?	

	<u>humour</u>		
Line 4	<u>Fun</u>	I noticed that you engaged in every activity with a sense of fun.	
Line 5	<u>Humour leads to action?</u>	I wonder if that is allowing you to take the steps towards voluntary stuttering that you are doing.	
Line 6	Determination Does it link with humour? What does humour make possible?	Perhaps there are other ways in which you are using humour in the process of determination?	Humour
Line 7	<u>Co researching the actions of humour</u>	Any thoughts?	
Line 8		Fiona	

<p><u>Underlined text</u> refers to <u>exploratory</u> <u>coding</u> <u>in terms of</u> <u>description and</u> <u>content</u></p> <p><i>Italic text refers</i> <i>to exploratory</i> <i>coding</i> <i>focussing upon</i> <i>thinking about</i> <i>language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p><u>Exploratory</u> <u>coding</u> <u>An overview</u></p>	<p>TEXT</p> <p>Email</p> <p>26 November 2011 16:38</p> <p>Subject: RE: FTS review day</p>	<p>Emergent Themes</p>
<p>Line 1</p>		<p>Hi Fiona</p>	
<p>Line 2</p>		<p>Im well used to you been nosey at this stage lol, ah i don't mind least it gets me thinking about my speech and life in general.</p>	
<p>Line 3</p>	<p>Humour shared</p>	<p>Yes i think that guy was a little shocked with what you said but sure it was only a bit of fun and the two of us seen it that way which</p>	

		is what matters in my opinion.	
Line 4	Humour linked to acceptance Impact of stuttering has lead to depression	Ya i feel that seeing the funny side has helped me a lot to learn to accept "overcome" (I say overcome in a sense that i feel i have even though i am not fluent) my speech, as i spent many years been depressed basically and thinking i could do nothing because of my speech.	Impact Humour Acceptance
Line 5	Humour <u>Example of joke</u>	I don't know if i told you about the joke i said to my classmates about the presentation i had to make saying i was going to stammer for the whole thing, i think that was good because it helped me show my fellow classmates that it wasn't something major in my life any more and i can joke about it	Humour
Line 6	Fun	Like i say if you cant have fun then what can you have. :)	
Line 7	Humour links to her determination Negative impact countered by humour and actions	I do feel that humor has a part to play in the determination factor of my journey as i don't wanna look backwards where there wasn't very much humor in my life and i hope in time humor can help me go forward and not look back at the negative stuff from when i was younger.	Humour, action, pride in achievement
Line 8	Education	College is going great busy with projects and exams coming up.	Actions Will
Line 9		Looking forward to the review day next week and seeing everyone.	

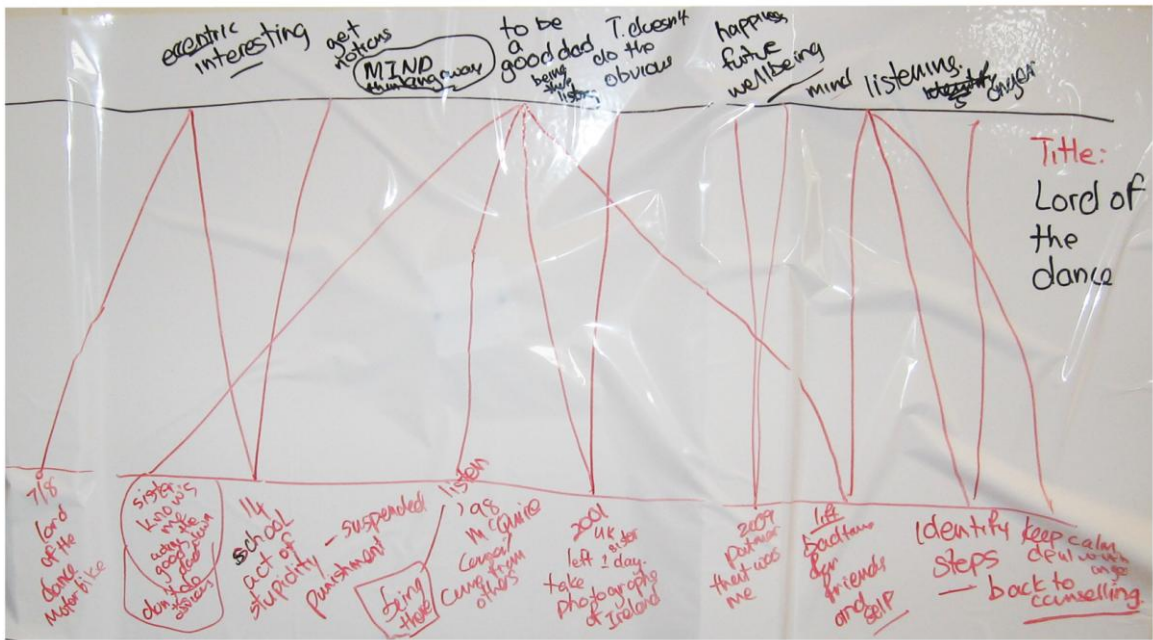
<p><u>Underlined text refers to exploratory coding in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p><u>Exploratory coding</u> <u>An overview</u></p>	<p>Letter from Mac</p>	<p>Emerging themes</p>
<p>Line 1</p>		<p>Hi.....</p>	
<p>Line 2</p>	<p>Surprise</p>	<p>I really appreciate the letter! You took time out of your busy life to write it so thanks a million.</p>	
<p>Line 3</p>	<p><i>Honesty</i></p>	<p>I'll try to explain through email-I'll be there on the 23rd but if my anxiety is bad I'll probably be more honest in the virtual world!</p>	
<p>Line 4</p>	<p>Recognition of self in others view</p>	<p>Yes, sometimes I'm able to accept that having a stutter and issues with anxiety make me who I am and sometimes I'm even <u>proud (bit of an overstatement maybe)</u>!</p>	<p>Acceptance not a fixed entity</p> <p>Pride</p> <p>Identity</p>

Line 5	<i>Capital I for self</i> <i>unique</i>	As it makes me more of an interesting person, unique and I like that.	Unique qualities
Line 6	Hatred /depression <i>Externalising pronoun</i> <i>Despise</i> <u>Impact on social interaction</u>	When I'm really struggling with it, when It becomes something I hate-prevents me from being happy, interacting with other people without them thinking i'm a freak, ect. It gets me really depressed and I despise it..	Struggle Interacting with others Freak...Lower case letter for self
Line7	Recognises the contrast	So yes there is a great contrast there.	
Line 8	<u>Build up when doesn't stutter freely</u> <u>More people involved including mother?</u>	b) I'm trying to be comfortable with myself back in Dublin, I stammer openly (quietly maybe) with my boyfriend and my mother sometimes my brother and once or twice with a select friend or two but I don't let myself stutter completely freely which just builds up in my system (not healthy) and causes me stress.	Open stammering Comfortable with self More people involved
Line 9	<i>Mixed use of capitals</i> <u>Making phone calls</u>	I've been making more phone calls which i'd normaly (sic)avoid bcos (sic) of my anxiety but Hold back from open stutter most of the time	Phone calls as actions against influence of stuttering
Line 10		I try my best to avoid stuttering with people whom I see as being "intelligent" or "good communicators "	

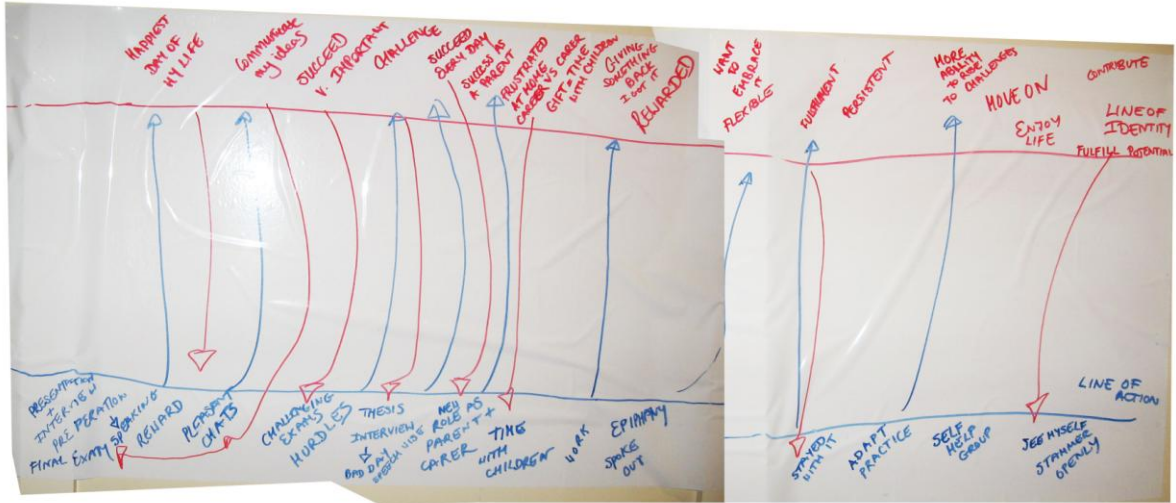
Line 11	Fear	Out of fear of being severely judged or rejected.	
Line 12	<u>Avoidance</u> <u>Conflict</u>	I find it v. difficult to act myself with ppl (sic) within the cat charity I volunteer with i simply say yes to everything I can't be assertive and avoid saying things I wish I could	Impact of stuttering
Line 13		c) Yes its almost like stuttering and anxiety has a powerful influence on my memory when I try to avoid stuttering or my anxiety is bad-My memory is awful!	
Line 14	Impact of stuttering <u>Reactions of others</u> nervous	I forget simple names of things like a sink for example and forget to do things and I'm not on any medication anymore. so I'm focusing so much on people's reactions to it and how stressed out or nervous I am that I loose my train of thought completely.. Its scary!	Judging
Line 15	<i>Use of capitals</i>	Thanks again for the kind and Detailed letter!	
Line 16		see (sic) you on the 23rd.	
Line 17		Kind regards Mac	

Appendix G

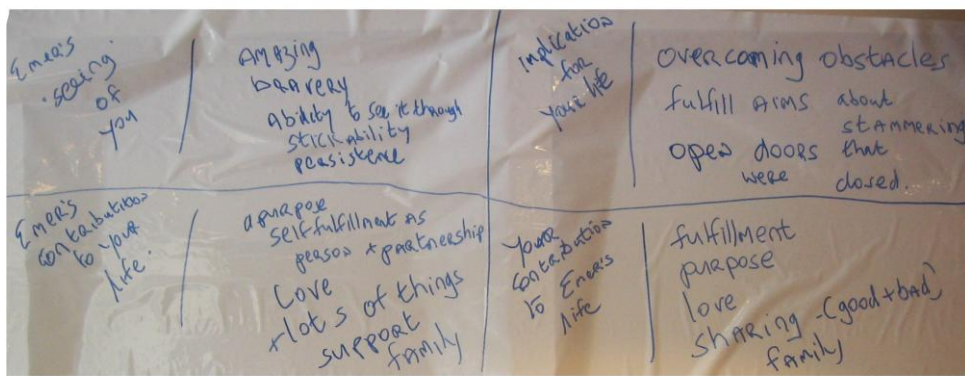
Narrative Map: RT externalisation conversation



Narrative Maps: Adam



Narrative Maps: Adam re-remembering conversation



Appendix H1 Map of themes with supporting quotes

Themes 1	Codes	Narrative extracts
<p>Impact of stuttering</p> <p>A1 RT</p> <p>A2 Mac</p> <p>A3 Adam</p> <p>A4 Kate</p>	<p>Code 1</p> <p>Family</p> <p>Code 2</p> <ul style="list-style-type: none"> • Education • Work • Suffering <p>Code 3</p> <ul style="list-style-type: none"> • Suffering <p>Code 4</p> <p>Anger</p> <p>Fear</p> <p>Avoid/</p> <p>Embarrassment/</p> <p>Shame</p> 	<p>A1 p4:107-112</p> <p>A2 p22 100-101 p23 109 p34 14</p> <p>A3 p21 151 p1 4</p> <p>A1: p1: 8; p2: 32, 47. p3; 79-84</p> <p>A2 p5 61 p35 24</p> <p>A3 p1 5 p18 132</p> <p>A1: p1 ;10</p> <p>A2 p4 49</p> <p>A3 p1 5 p6 40</p> <p>A1 p2 32</p> <p>A2 p6 65 p7 79-80 p8 84 p35 18 p36 27 p49 140</p> <p>A3 p12 89</p> <p>A1: p6;150 p14 359 -362 373</p> <p>A2; p6 67</p> <p>A2 P15 20 p16 37 p17 41 p33 7</p> <p>A3 p11 83</p> <p>A3 p3 20</p> <p>A3 P10 73</p>

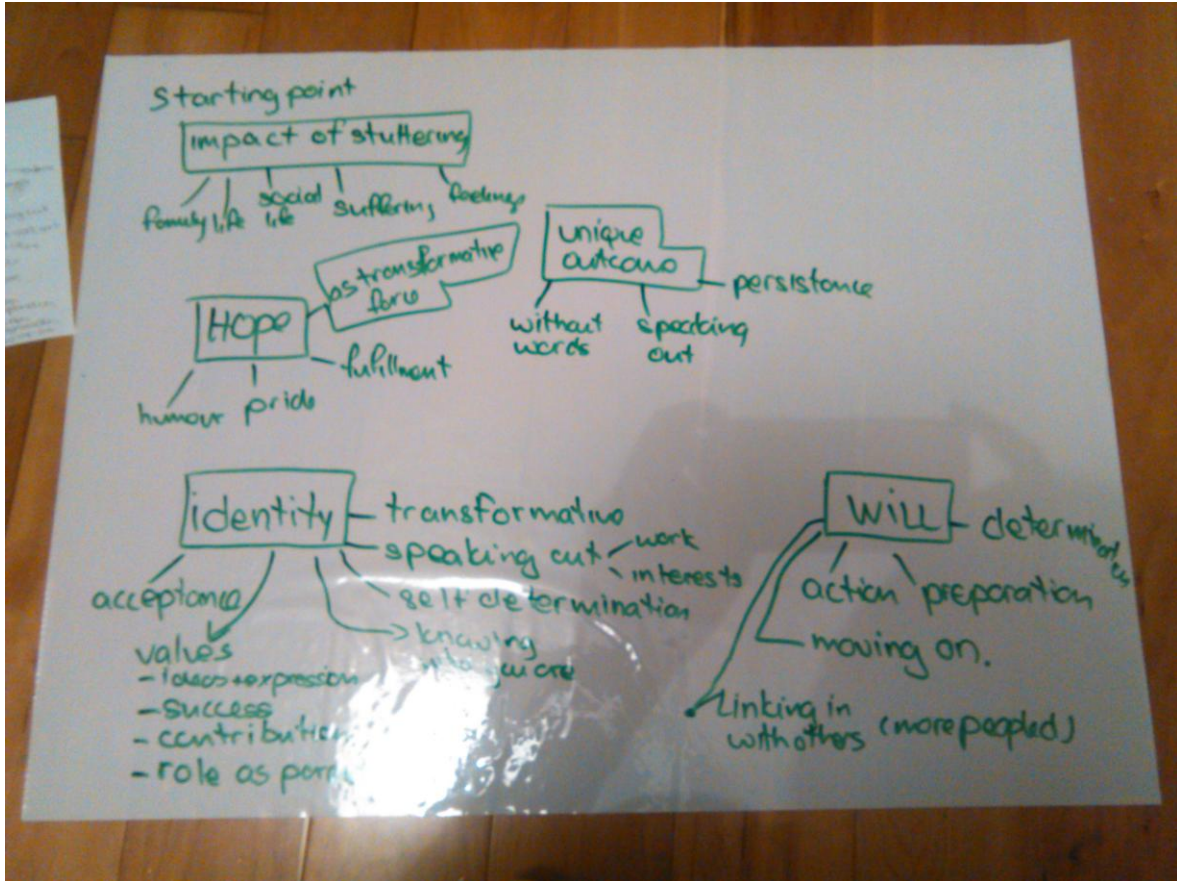
	Code 5 <ul style="list-style-type: none"> • power /powerless • Silence vs. speaking out 	A1 p1 9 A1 p4 112 p6 151 p8 202 A2 p4 49 p6 63-65 p5 61 A3 p16 110-111
Themes 2 Identity	Code 1 Sense of being other/outside Code 2 Values <ul style="list-style-type: none"> • Ideas and expression • Success • Contribution • Role as parent/in family Code 3 <ul style="list-style-type: none"> • Transformation • Speaking out • Self determination 	A1 p8 195-197 p11 293 p10 259-264 A2 p1 3, 11 p17 41 p7 73 A3 p8 58-59 A1 P9 line 230; p10 249-253 p12 319-321 A2 P4 line 47 A3 p16 110 ;P5 line 38-39 p26 148 A1 p12 line 299-302; P16 line 412 A2 p11 126; p6 65; P29 line 175 A3 p17 123 p8 60 p11 85 A1 P13 line 333-334 A2 p4 51; p6 61 A3 p20 147 A1 p11 290 p13 324-328; P line 281-287 A2 p P7 line 73-74 A3 p19 140 p20 144 p39 10 A1 P15 377-386 A2 p32 201 p36 29 A3 p23 164 p23 168 p27 202 A1 p8 200 A2 p6 63 A3 p24 172 A1 p15 379 correspondence P4 lines 2-5)

	<ul style="list-style-type: none"> • Acceptance 	<p>Correspondence P5 line 14-15)</p> <p>A2 p14 12 p30 184</p> <p>A3 P 30 line 221-222</p> <p>A1 p15 380</p> <p>A2 p9 105-106 p19 61 p43 93-94 p19 65</p> <p>A3 p1 1 p2 8, p8 59-60 p9 64</p> <p>P11 78 p42 46</p>
<p>Themes 3</p> <p>Hope as transformative force</p>	<p>Code 1</p> <p>Hope</p> <ul style="list-style-type: none"> • Humour • Pride • Fulfilment 	<p>A1p7;178; CP 3 18</p> <p>A2 p15 24 p31 197 p50 140</p> <p>A3 p31 227</p> <p>A1 P8:193 p16 405 ;c p3 22</p> <p>A2 p11 129; p10 117-121; p9 103-104</p> <p>A3 p2 9 p22 160 p33 244</p> <p>A4 CP 7 lines 5-6</p> <p>A1 p10 253; p12 315 p19 444</p> <p>A2 p2 21-22; p38 line 40-46</p> <p>A3 p9 68-69</p> <p>A1 p 14 371</p> <p>A2 p6 65</p> <p>A3 p20 142 p29 215-217 p34 254</p>
<p>Theme 4</p> <p>Unique outcomes</p>	<p>Code 1</p> <ul style="list-style-type: none"> • Without words 	<p>A1 p8 202</p> <p>A2 p4 49</p> <p>A3 p6 40</p>

	<ul style="list-style-type: none"> • Speaking/acting out 	<p>A1 p8 200-206</p> <p>A2 p6 61-63</p> <p>A3 p25 181-182</p>
	<ul style="list-style-type: none"> • Persistence 	<p>A1 p6148-151</p> <p>A2 p18 56 p4 51</p> <p>A3 p30 224-225</p>
<p>Theme 5</p> <p>Will</p>	<p>Code 1</p> <ul style="list-style-type: none"> • Identifying own resources • Determination • Preparation • Linking in with others (living a more peopled life) • Moving on • Action 	<p>A1 p13 345-346; p6 158</p> <p>A2 p26 148 p27 158 p29 172-173; p30 184</p> <p>A3 p9 69 p22 158 p4 24</p> <p>A1 p 6 148-151; p7 172; p15 389</p> <p>A2 p2 16 p14 9-12 p15 17 p30 184</p> <p>A3 p7 50 p21 155 p40 25</p> <p>A1 p15 387</p> <p>A3 p16 114 p19 135; p28 206</p> <p>A1 p13 333-337 p15 389 p16 396 p14 352</p> <p>A2 p21 86 p24 118 p28 162 p30 185- 194</p> <p>p43 98 p42-44</p> <p>A3 p12 87 p24 176 p31 231 p40 29 p41 37</p> <p>A1; p7 183; p17 413; p16 398</p> <p>A2 p14 9</p> <p>A3 P4 28 p32 239</p> <p>A1; p6 148-151. p7 170 p13 315 p15 377</p> <p>A2; p4 44 p19 67</p> <p>A3 p9 64, p11 82-85 p31 227 p35 261</p>

Appendix H2

Overview Map of themes photograph



Appendix I

Triangulation email to research participants

Appendix I

Follow up letter to the participants

Health Centre
XXXXX Road
EXXXXXX
Co. WXXXX
Ireland
ryanf8@tcd.ie
13 April 2015

Dear

I hope all is well with you. As promised I am writing to update you on the research into outcomes in stuttering. I am interested in your opinions on my findings so far.

I have gone through all the transcripts and identified a number of themes and would like to check these with you.

The first thing I noticed was the strong impact of stuttering in peoples lives; it appears to have impacted on family, work, and school. There were some very strong feelings, even suffering, linked with this. At times there was a sense of being powerless and also a sense of not speaking out.

'Being on the outside' or an outsider emerges at the beginning of therapy but as the sessions went on this is taken over by what people give value to (e.g., ideas and expression, success, contribution and their role with friends and family). This then moves on to themes of transformation, speaking out, self- determination and acceptance.

As the Narrative Therapy sessions went on I noticed that hope was present. People showed this hope through humour, pride in things they had accomplished and a sense of fulfilment in their lives.

The final sessions showed people identifying their own resources with determination, preparation, linking in with others, plans for action and moving

forward. The outcomes appear to be linked to making connections with people and taking practical steps towards openness about stuttering.

I would appreciate your input at this point. Have you any comments on the themes that emerged? Are my findings what you expected or surprising? I wonder are there other outcomes you identified from the programme.

What has been *your* outcome if any from the programme?

I understand you are busy and any feedback on or before the 11th of May by letter or emailed to the above address is appreciated.

Regards,

Fiona Ryan
Clinical Specialist Speech and Language Therapist

Appendix J

Assumption of Normality Testing

Total OASES testing for assumptions of normality

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PRE FTS	10	90.9%	1	9.1%	11	100.0%

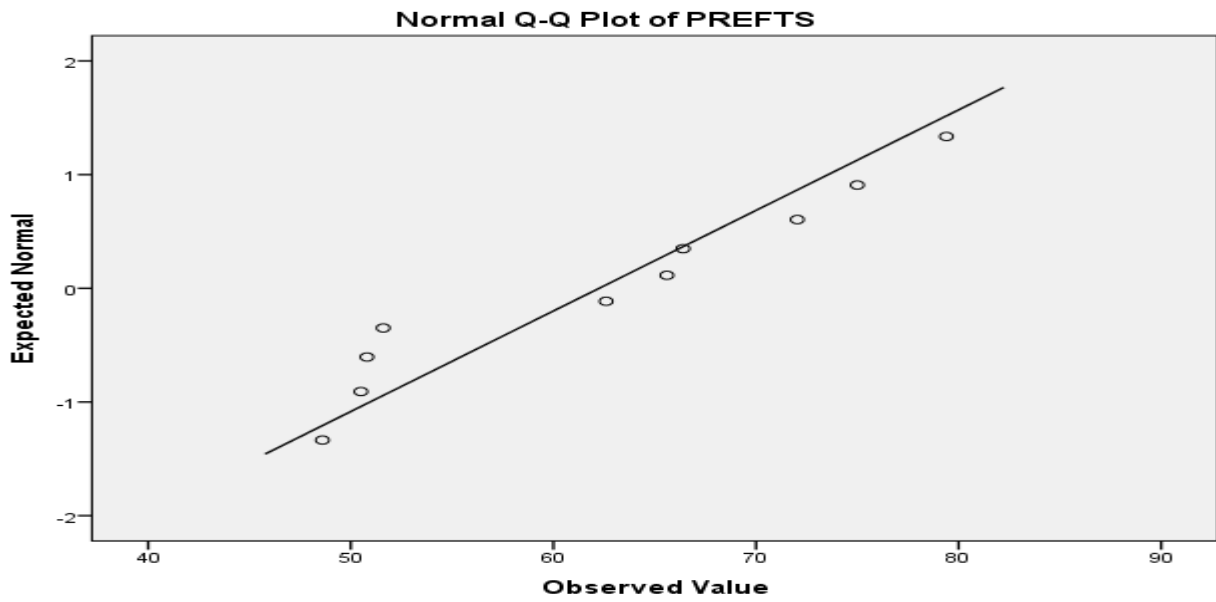
Descriptives

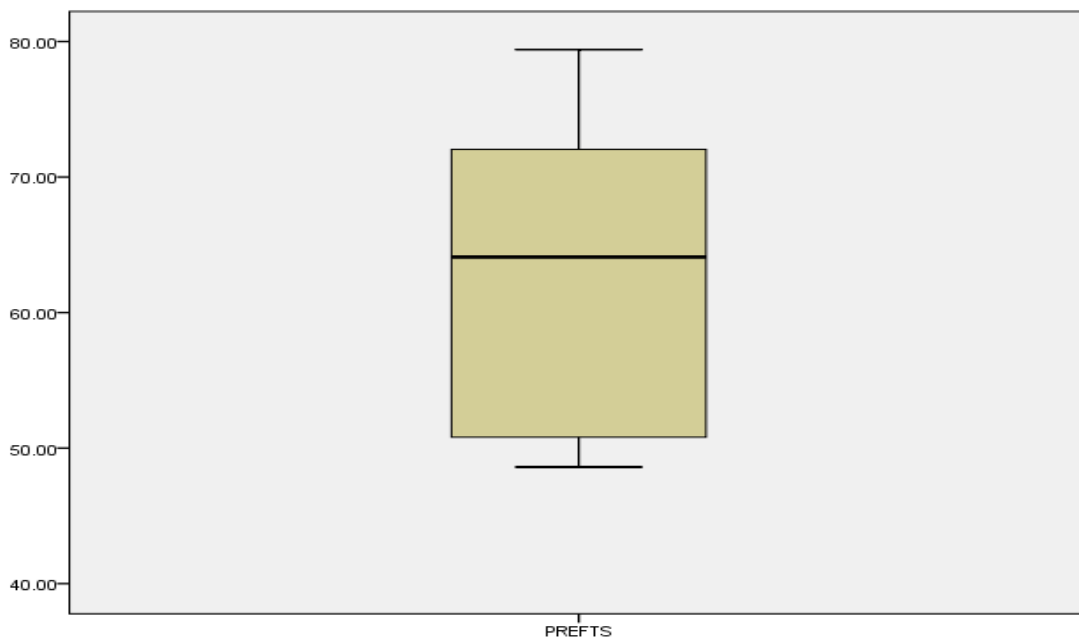
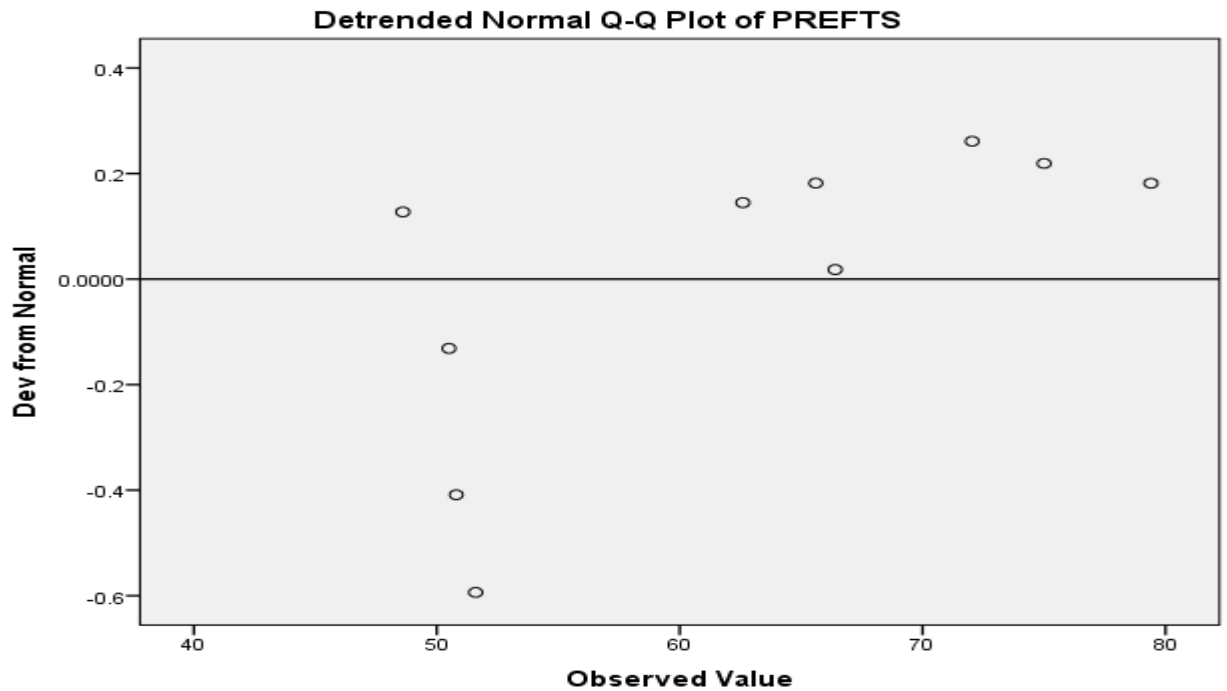
		Statistic	Std. Error
PREFTS	Mean	62.2540	3.57461
	95% Confidence Interval for Mean	Lower Bound 54.1677	
		Upper Bound 70.3403	
	5% Trimmed Mean	62.0600	
	Median	64.1000	
	Variance	127.778	
	Std. Deviation	11.30391	
	Minimum	48.60	
	Maximum	79.40	
	Range	30.80	
	Interquartile Range	22.06	
	Skewness	.123	.687
	Kurtosis	-1.581	1.334

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PREFTS	.227	10	.154	.903	10	.235

a. Lilliefors Significance Correction





The Detrended normal Q-Q plot is obtained by plotting the actual deviation of the scores from the straight line. There is no real clustering of points with most collecting around the zero line.

Finally the box plot demonstrates the distribution of the scores of the sample group. The rectangle represents 50 percent of the cases with the whiskers going out to the smallest and the largest values. No outliers were identified by SPSS. The line inside the rectangle reflects the median value.

S24 testing for assumptions of normality

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PRE FTS S24	11	100.0%	0	0.0%	11	100.0%

Descriptives

		Statistic	Std. Error
PREFTSS24	Mean	16.7273	1.05392
	95% Confidence Interval for Mean	Lower Bound 14.3790	
		Upper Bound 19.0755	
	5% Trimmed Mean	16.8081	
	Median	17.0000	
	Variance	12.218	
	Std. Deviation	3.49545	
	Minimum	10.00	
	Maximum	22.00	
	Range	12.00	
	Interquartile Range	5.00	
	Skewness	-.563	.661
	Kurtosis	.207	1.279

Extreme Values

			Case Number	Value
PREFTSS24	Highest	1	10	22.00
		2	3	20.00
		3	6	20.00
		4	4	18.00
		5	2	17.00 ^a
	Lowest	1	11	10.00
		2	7	12.00
		3	1	15.00
		4	8	16.00
		5	9	17.00 ^b

a. Only a partial list of cases with the value 17.00 are shown in the table of upper extremes.

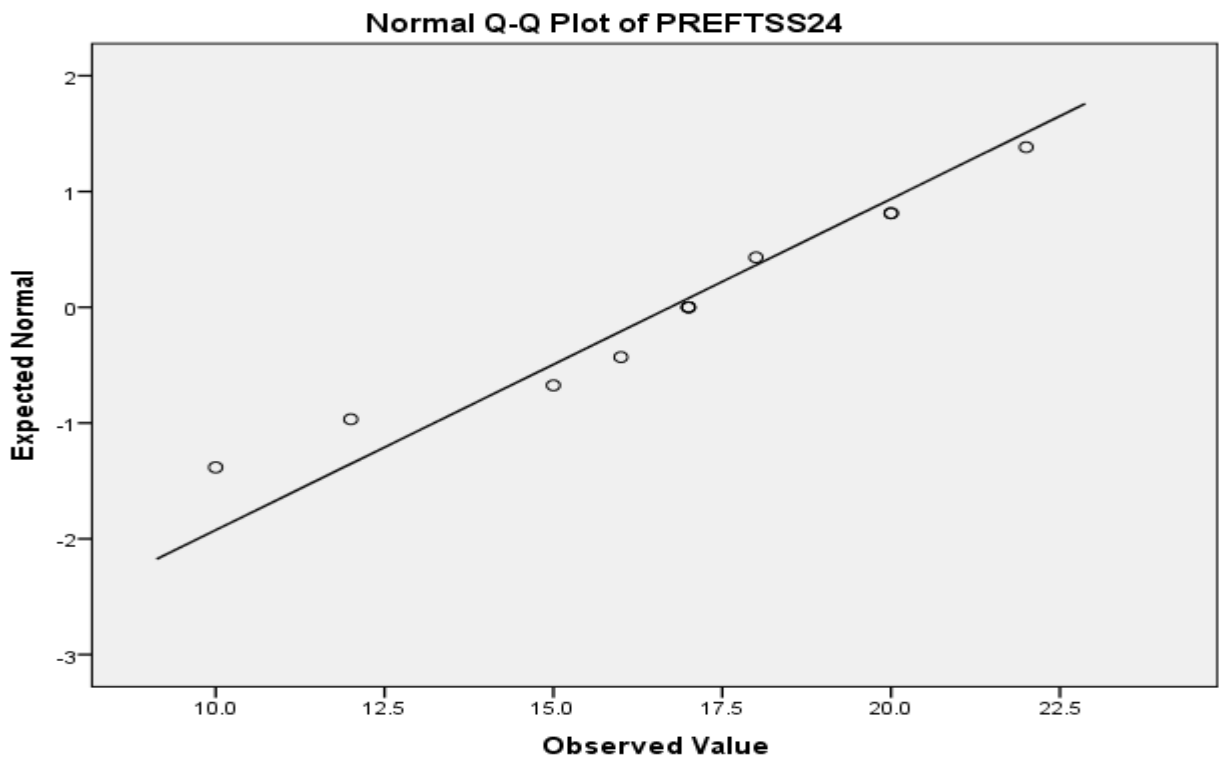
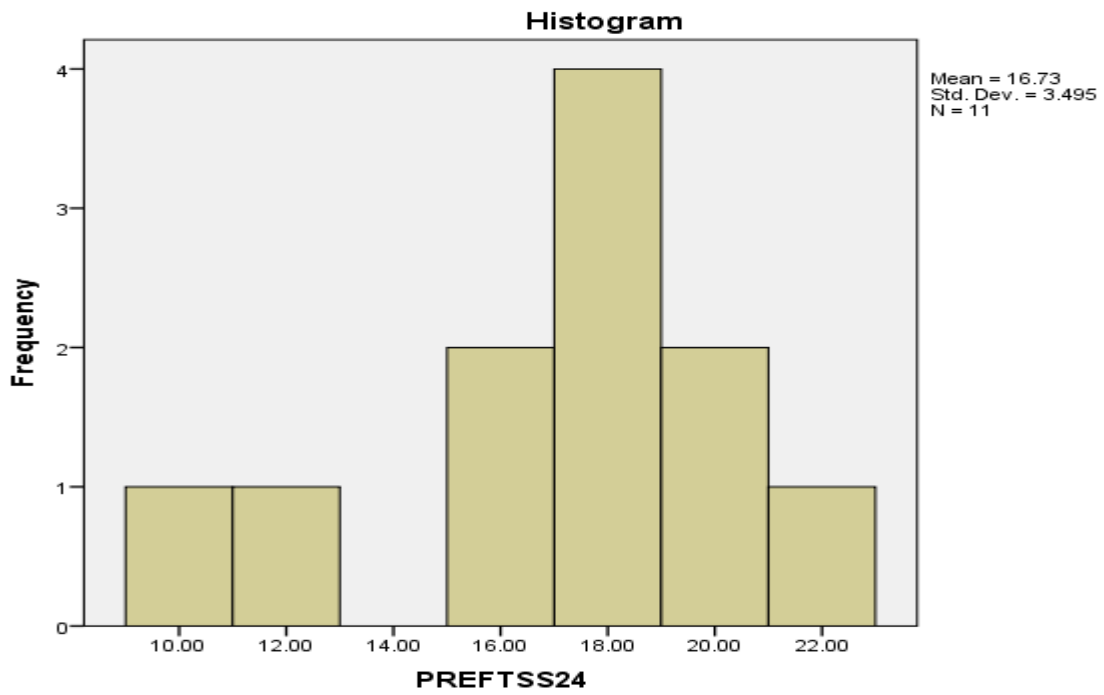
b. Only a partial list of cases with the value 17.00 are shown in the table of lower extremes.

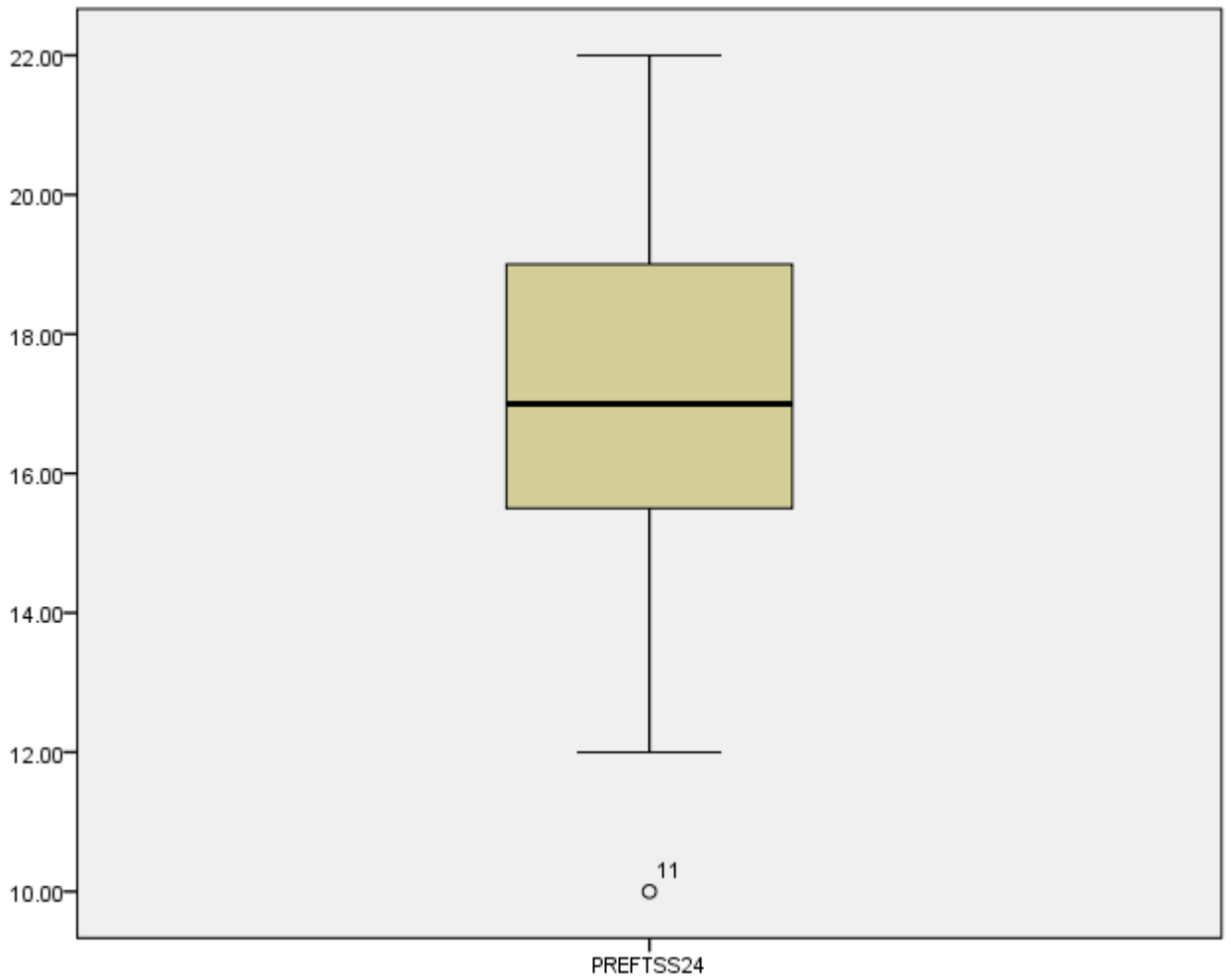
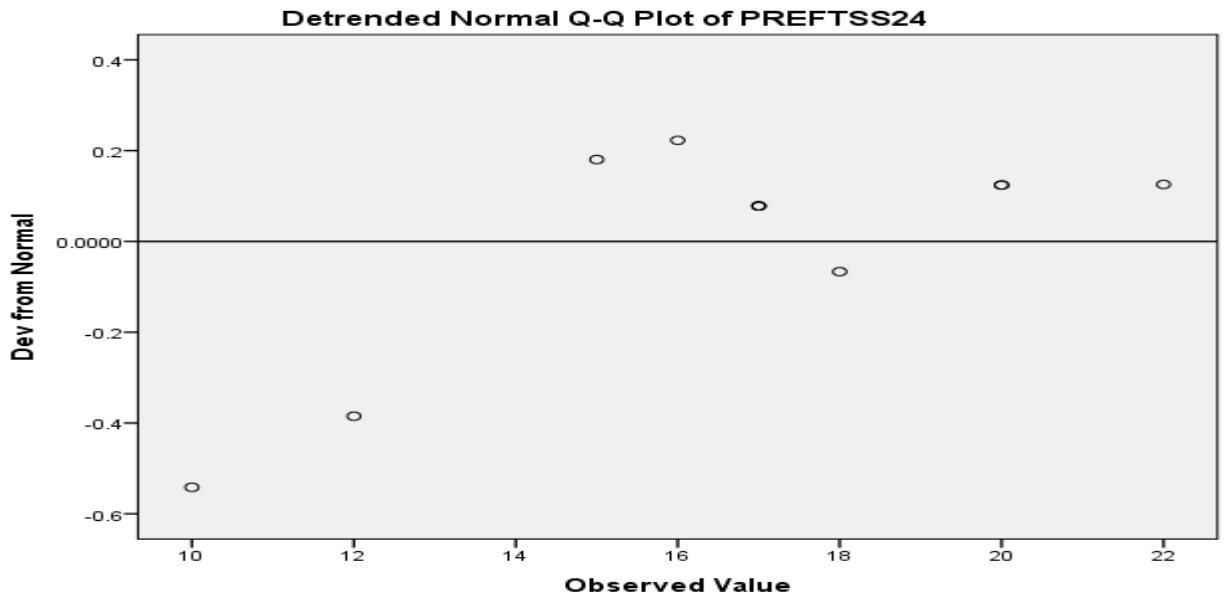
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PREFTSS24	.167	11	.200*	.953	11	.678

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction





Appendix K

Wilcoxon Signed Ranks

Table 1 OASES total impact score Pre therapy FTS to Post therapy FTS

Descriptive Statistics

	N	Percentiles		
		25th	50th (Median)	75th
PRE therapy FTS	10	50.7250	64.1000	72.7800
POST therapy FTS	11	41.2000	42.4000	51.4000

Ranks

		N	Mean Rank	Sum of Ranks
POSTFTS - PREFTS	Negative Ranks	10 ^a	5.50	55.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	10		

a. POSTFTS < PREFTS

b. POSTFTS > PREFTS

c. POSTFTS = PREFTS

Test Statistics^a

	POSTFTS - PREFTS
Z	-2.803 ^b
Asymp. Sig. (2-tailed)	.005

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 2 OASES total impact score: Pre FTS and one year later

Descriptive Statistics

	N	Percentiles		
		25th	50th (Median)	75th
PRE therapy FTS	10	50.7250	64.1000	72.7800
ONE YEAR follow up	11	35.4000	39.6000	54.8000

Ranks

		N	Mean Rank	Sum of Ranks
ONEYEAR – PRE therapy	Negative Ranks	10 ^a	5.50	55.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	10		

a. ONEYEAR < PRE therapy

b. ONEYEAR > PRE therapy

c. ONEYEAR = PRE therapy

Test Statistics^a

	ONEYEAR - PREFTS
Z	-2.803 ^b
Asymp. Sig. (2-tailed)	.005

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 3 OASES total impact score: Pre therapy FTS and two/three years later

Descriptive Statistics

	N	Percentiles		
		25th	50th (Median)	75th
PRE therapy	10	50.7250	64.1000	72.7800
TWO THREE YEAR follow up	8	29.2675	40.4000	57.2500

Ranks

	N	Mean Rank	Sum of Ranks
TWOTHREEYEARS – PRE therapy Negative Ranks	8 ^a	4.50	36.00
Positive Ranks	0 ^b	.00	.00
Ties	0 ^c		
Total	8		

a. TWOTHREEYEARS < PRE therapy

b. TWOTHREEYEARS > PRE therapy

c. TWOTHREEYEARS = PRE therapy

Test Statistics^a

	TWOTHREEYEARS – PRE therapy
Z	-2.521 ^b
Asymp. Sig. (2-tailed)	.012

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 4 S24 Results for pre FTS and post FTS

Descriptive Statistics

	N	Percentiles		
		25th	50th (Median)	75th
PRE therapy S24	11	15.0000	17.0000	20.0000
POST therapy S24	11	10.0000	11.0000	16.0000

Ranks

		N	Mean Rank	Sum of Ranks
POST Therapy S24 – PRE Therapy S24	Negative Ranks	9 ^a	5.94	53.50
	Positive Ranks	1 ^b	1.50	1.50
	Ties	1 ^c		
	Total	11		

a. POST Therapy S24 < PRE Therapy S24

b. POST Therapy S24 > PRE Therapy S24

c. POST Therapy S24 = PRE Therapy S24

Test Statistics^a

	POST Therapy S24 – PRE Therapy S24
Z	-2.655 ^b
Asymp. Sig. (2-tailed)	.008

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Table 5 S24 Results for pre therapy and one year follow up

Descriptive Statistics

	N	Percentiles		
		25th	50th (Median)	75th
PRE Therapy S24	11	15.0000	17.0000	20.0000
ONE YEAR follow up S24	11	9.0000	10.0000	14.0000

Ranks

	N	Mean Rank	Sum of Ranks
ONE YEAR follow up S24 – Negative Ranks	10 ^a	6.20	62.00
PRE therapy S24 Positive Ranks	1 ^b	4.00	4.00
Ties	0 ^c		
Total	11		

a. ONE YEAR follow up S24 < PRE therapy S24

b. ONE YEAR follow up S24 > PRE Therapy S24

c. ONE YEAR follow up S24 = PRE therapy S24

Test Statistics^a

	ONE YEAR follow up S24 – PRE Therapy S24
Z	-2.582 ^b
Asymp. Sig. (2-tailed)	.010

a. Wilcoxon Signed Ranks Test b. Based on positive ranks.

Table 6 S24 results for pre therapy to two/three year follow up

Descriptive Statistics

	N	Percentiles		
		25th	50th (Median)	75th
PRE therapy S24	11	15.0000	17.0000	20.0000
TWOTHREE YEAR follow up S24	8	7.7500	11.0000	13.2500

Ranks

		N	Mean Rank	Sum of Ranks
TWO THREE YEAR follow up PRE therapy S24	Negative Ranks	7 ^a	5.00	35.00
	Positive Ranks	1 ^b	1.00	1.00
	Ties	0 ^c		
	Total	8		

a. TWO THREE YEAR S24 < PRE therapy S24

b. TWO THREE YEAR S24 > PRE therapy S24

c. TWO THREE YEAR S24 = PRE therapy S24

Test Statistics^a

	TWOTHREE YEAR S24 – PRE therapy S24
Z	-2.383 ^b
Asymp. Sig. (2-tailed)	.017

Appendix L1

Response from participants to triangulation email

<p><u>Underlined text refers to exploratory coding in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p>TEXT</p> <p>9th May 2015</p>	<p><u>Exploratory coding</u> <u>An overview</u></p>
<p>Line 1</p>	<p>Hi Fiona</p>	
<p>Line 2</p>	<p>The outcomes in which you have come up with do not surprise me at all, they are what I would have also taught and felt over recent years.</p>	
<p>Line 3</p>	<p>Reading them especially the last one made me realize how far I have come from been at the week long intensive course all those years ago.</p>	<p>Progress self aware</p>
<p>Line 4</p>	<p>I would agree with everything you said and can relate in some form to each of them.</p>	<p>Agree and relate to</p>
<p>Line 5</p>	<p>The outcome for me has to tie in all the four points together, with going through and experiencing first hand the first three they</p>	<p>Identity</p>

	<p>have given me the resources and tools in which I have gained over the years which relates to point number four, which is the person I have become in recent years from been at the intensive course that started me on my journey to accept the demons I had towards my stammer and the negative impact it had on me while growing up and going to school.</p>	<p><i>All four link together lie chain</i></p> <p><i>Resources tools (will)</i></p> <p>Identity</p> <p>Impact of stuttering</p>
Line 6	<p>Overall the outcome for me has turned into me been a lot more outgoing, beginning to experience and enjoy life, not letting anything or anyone hold me back anymore with the determination I now feel I have to succeed at what ever I put my mind to.</p>	<p>Determination and driven</p> <p>Participation</p> <p>Occupational (will)</p> <p>Identity</p>
Line 7	<p>Hope this is what you were looking for if not please let me know.</p>	
Line 8	<p>Kate</p>	

<p><u>Underlined text</u> refers to <u>exploratory coding in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	TEXT	<p><u>Exploratory coding</u> <u>An overview</u></p>
Line 9	Hi Fiona,	
Line 10	Some of the themes that emerged from the narrative therapy have continued.	
Line 11	I have continued with my value of keeping going and getting things finished like the curtains	Keeping going /persistence
Line 12	I had another curtain project which was unfinished for a long time but I completed it over Easter :-)	
Line 13	On a more serious note I completed the 300 hours needed for the Teaching Council unpaid in a school, it took over a school year.	Persistent and determined
Line 14	It was disheartening at times as alot of the time students were absent but I kept going	Not giving up. Taking actions
Line 15	I thought the staff must feel sorry for me or think	Others opinions

	I am mad but I have been given more work there until the end of the school year.	work
Line 16	So the determination to complete the hours made a positive impression.	
Line 17	My thoughts and thinking patterns have changed alot (sic)	Change in thinking
Line 18	Up to now I have always linked negative response or indifference from people as being mainly due to my stutter.	
Line 19	Even though I still have negative thoughts like I mentioned above I question them, am more objective about them and now believe that most of the time that i need to accept the way people are and the way they react to me is not because of my speech, this is the way they are and if it is my speech that is their issue	Negative thoughts versus objectivity <i>Lowercase 'i'</i> Acceptance of others
Line 20	The mindfulness has been a great tool to use as it has given me the space to respond or just notice my experiences rather than reacting every time or having to have an answer.	Mindfulness again separate from problem
Line 21	If you need any further information, let me know.	
Line 23	Thanks for the review days, Fiona,	
Line 24	Pauline	

<u>Underlined text refers to exploratory coding in terms of description and content</u>	TEXT	<u>Exploratory coding</u> <u>An overview</u>
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<p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>		
Line 1	Hey fiona (sic)	
Line2	Sorry for the delay getting back to you.	
Line 3	I was on a weeks holiday in Mexico last week.	
Line 4	I agree with everything in your email.	Agree but...
Line 5	Ahh the outcome so far is that I've become much more mindfull (sic) of my stammer and still having good and bad days even good and bad hours if I'm honest.	Impairment of function <i>Good and bad judgement</i> Mindfulness
Line 6	I hope my very short email was helpful.	
Line 7	Hope your well and not working to hard but I'm sure you are.	
Line 8	Maybe we can skype soon!!!	

Line 9	Best wishes Jack	
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<u>Underlined text</u> refers to exploratory <u>coding</u>	TEXT	<u>Exploratory</u> <u>coding</u> <u>An overview</u>
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<p><u>in terms of description and content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>	<p>12th May 2015</p>	
<p>Line 1</p>	<p>Hi Fiona,</p>	
<p>Line 2</p>	<p>Thanks for your email.</p>	
<p>Line 3</p>	<p>I'm really sorry that I'm late replying to it, I know your deadline was yesterday.</p>	
<p>Line 4</p>	<p>Your findings are pretty much what I expected - a good account of what I experienced.</p>	<p>Agrees but...</p>
<p>Line 5</p>	<p>To be honest I don't have anything else to add.</p>	<p>Nothing to add</p>
<p>Line 6</p>	<p>I'm going on another FTS course in a few weeks actually - things were going great for a few years after my first course but unfortunately the stammer has gone downhill in the last year or so.</p>	<p><i>Stammer has gone downhill</i></p>
<p>Line 7</p>	<p>Hopefully the course will be of help again this time.</p>	<p>HOPE will get help</p>
<p>Line 8</p>	<p>Thanks very much for updating me on your research.</p>	

Line 9	Best wishes	
Line 10	Jason	

<u>Underlined text refers to exploratory coding in terms of description and</u>	TEXT 12 th May 2015	<u>Exploratory coding</u> <u>An overview</u>
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<p><u>content</u></p> <p><i>Italic text refers to exploratory coding focussing upon thinking about language use</i></p> <p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>		
Line 1	Hi Fiona,	
Line 2	Apologies for the delay in getting back to you, I hope this is not too late.	
Line 3	I agree with your findings, particularly in terms of the strong impact of stammering on family, work and school.	Impact of stuttering
Line 4	I can totally relate to the suffering associated with stammering along with a sense of powerlessness and not speaking out - familiar feelings throughout my life.	Suffering Not speaking out
Line 5	I believe that openness is crucial to coping with stammering.	<i>Openness is key</i>
Line 6	I found the programme very helpful in terms of dealing with the psychological aspects of stammering.	

Line 7	In my experience stammering is a life long condition that has impacted me to varying degrees throughout my life, coping with stammering is not a once off fix, rather it is a process and your programme certainly set me on the right road to dealing with it in a more positive way - stammering currently only has a limited impact in my life.	<i>Process</i> Now has limited impact
Line 8	If you need any more information/clarification please just get in touch	
Line 9	Tracey	

<u>Underlined text refers to exploratory coding in terms of description and content</u> <i>Italic text refers to exploratory coding focussing upon thinking about language use</i> Bold text refers to exploratory	TEXT 14 th May 2015	<u>Exploratory coding</u> <u>An overview</u>
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coding which addresses conceptual and interrogative coding		
Line 1	Hi Fiona,	
Line 2	I sincerely apologise for the delay in replying to you.	
Line 3	I know yesterday was your deadline so I just hope I am not too late.	HOPE
Line 4	I can appreciate the themes you have mentioned.	
Line 5	Powerlessness, helpless, embarrassment were all as a result of the impact stuttering had on my life	Impact/suffering and strong feelings
Line 6	As the week progressed, I remember getting a feeling of hope followed by a reluctant acceptance that I will never change and therefore, never 'cured'.	HOPE <i>Cure</i>
Line 7	However, I had to accept this if I was ever going to accept my stammer in time	Acceptance
Line 8	Since I have completed the course, I can wholeheartedly say it was the best thing I have ever done.	

Line 9	It was also the most challenging from a personal point.	<i>Challenge</i> To self and identity
Line 10	As a result, I have finally accepted I have a stammer and a I finally have a feeling of liberation.	Acceptance Freedom through acceptance
Line 11	Whether that comes with age also could be argued.	<i>Age/time</i>
Line 12	It would be interesting to know if I would have felt this way 15 years ago....but the outcomes for me are nothing but positive.	Positive outcomes but would have got there anyway?
Line 13	My biggest fear was public speaking amongst peers especially, and as recently as last week, I gave a 15 minute presentation to parents and peers.	Now giving presentation (WILL)
Line 14	I was told during the course, its not how you say it, its what you say and my feedback was both positive and encouraging afterwards	
Line 15	Hope this is ok Fiona.	
Line 16	Let me know if I can be of any more assistance.	
Line 17	Unfortunately I won't make the review date.	
Line 18	Mark got a job in Saudi, I am working full-time and got a moment of madness last September to do my Masters (August deadline) so all in all, I'm not sure when I'll ever have a free weekend again.....kids are well though so can't complain..	Study <i>Madness</i>

Line 19	Once again, sincere apologies for missing your deadline, Kind Regards, Maura	
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<p><u>Underlined text</u> refers to <u>exploratory</u> <u>coding</u> <u>in terms of</u> <u>description and</u> <u>content</u></p> <p><i>Italic text refers to</i> <i>exploratory</i> <i>coding</i> <i>focussing upon</i> <i>thinking about</i> <i>language use</i></p>	<p>TEXT</p> <p>From Colm</p>	<p><u>Exploratory</u> <u>coding</u> <u>An overview</u></p>
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<p>Bold text refers to exploratory coding which addresses conceptual and interrogative coding</p>		
<p>Line1</p>	<p>Hope life with you is good and life in the SLT world is well ... SLTing along nicely.</p>	
<p>Line 2</p>	<p>Life with me is good, my stammer has budged quite a bit over the years (with much thanks to your good self and Mary), personally learning to be mindful of how I freely administered tough judgement to my good self around my stammer, began a slow turning in attitude and I soon enough began to be a bit softer and loving towards myself.</p>	<p>Change in perspective accepting of who he is</p> <p>Attitude</p> <p>Stammer has budged</p>
<p>Line 3</p>	<p>That was a great change for me and one I can now appreciate</p>	<p>Change</p>
<p>Line 4</p>	<p>Please send my regards to Mary, I often wonder how the FTS courses are going, it was a very positive experience for me and even now I am compelled to say 'thank you' again.</p>	<p>Positive experience</p>
<p>Line 5</p>	<p>Kind Regards</p> <p>Colm</p>	

Appendix L2
Adam's handwritten letter

IMPRESSIONS ON FTS FTS Five years on.

It's a little hazy, but my actual journey to Enniscathy was by bus - gave me lots of time to reflect. Like my life now, I was in a maelstrom of activity, young kids, juggling work, home, children. So this was ideal - better than even travelling by car!

I was hopeful that something might happen. A trigger. The magic button! I don't know, it seemed you looked like you could do it.

There is an energy to a group when the goal is one of positive action. I can't break it down better - But, it must be that way - for within a short space of time most, if not all the group had opened themselves up. Definitely me anyway.

I was, still am, keen to tell my story. Maybe that's because of an early life of shutting myself up. First sessions we open up. Egg cracking. The narrative therapy takes a hold. I began wondering, what's this, when's the magic, how's this work? You stop looking for answers & you hear the stones, you hear your story. It's teased out & brought along paths that you may not have explored. But, the crucial element is you participate in everyone's journey to here (FTS) and you see people's courage & look again at yourself and re-examine yourself & your journey & how your courage & your stutter has shaped you.

The role of the therapist is for me a facilitator. I see you as someone nurturing & developing this. But fundamentally you become a motion-less conductor, you just have to prod & poke (wrong words) to get me to hold my stutter. Live with it accept it. And that for me is ~~own~~ my inner peace. I don't have to fight this. I don't have to struggle with this.

Each person's experience is lived & shared. Sometimes I can relate to it with similar experience, more times I can't. But, always there is empathy. We've all crossed that emotional bridge at the beginning when the ground rules are set. I felt open & vulnerable yet happy to reveal who I am & this was successfully done to my peers through NT.

Like other things in life it's not a case of it's over now & I'm done with that. I lived through a stage where I wanted to prove I could speak in public. I have good days & better days & I try and stutter more fluently but I'm more comfortable with myself as a stutterer & love the person I am because of my stutter. It has made me who I am.

L2 B Adam's handwritten response to triangulation email typed

Impressions of FTS Five years on

It is a little hazy, but my actual journey to Enniscorthy was by bus –gave me a lot of time to reflect. Like my life now I was in a maelstrom of activity, young kids, juggling work, home, children. So this was ideal, better than even travelling by car!

I was hopeful that something might happen. A Trigger, the magic Button!

I don't know, it seemed like you looked like you could do it.

There is energy to the group when the goal is one of positive action.

I can't break it down better-but it must be that way-for within a short space of time, most, if not all the group, had opened themselves up. Definitely me anyway.

I was, still am, keen to tell my story. Maybe that's because of an early life shutting myself up. First session we open up. Egg cracking. The narrative therapy takes a hold. I began wondering, what's this, what's the magic, how's this work? You stop looking for answers and you hear the stories, you hear your story. It's teased out and brought along paths you may not have explored. But the crucial element is you participate in everyone's journey to here (FTS) and you see people's courage & look again at yourself & your journey & how your courage & your stutter has shaped you.

The role of the therapist is for me a facilitator. I see you as someone nurturing and developing this. But fundamentally you become a motor bus conductor, (sic) you just have to prod & poke (wrong words) to get me to hold my stutter. Live with it. Accept it. And that for me is my inner peace. I don't have to fight this. I don't have to struggle with this.

Each person's experience is lived & shared. Sometimes I can relate to it with similar experience, more times I can't (sic). But always there is empathy.

We've all crossed that emotional bridge at the beginning when the ground rules are set I felt open & vulnerable yet happy to reveal who I am & this was successfully done to my peers through NT.

Like other things in life its (sic) not a case its over now & I'm done with that. I lived through a stage where I wanted to prove I could speak in public. I have good days & better days & I try and stutter more fluently but I'm more comfortable with myself as a stutterer & love the person I am because of my stutter. It has made me who I am.

Appendix M 'The River' Narrative Therapy Session

Crossing the River

A metaphor for migration of identity, developed by Therese Hegarty

On the river bank

Why am I choosing now to make this journey?

What has led up to this?

What is it about this riverbank that does not fit with the life I want to live?

What will I miss about the bank I am leaving?

Are there aspects of this bank that I would like to recreate when I reach the other bank?

The crossing

What might wash me backwards to this bank?

What could I learn from that?

Who needs to know that I am making this crossing?

How might my relationship with them be different as I make the crossing?

What might I need to put in place for them so I can leave?

Are there stepping-stones on the journey across?

What might they involve me doing?

What kind of life rafts might I need out there?

Who should I instruct about this?

How much "baggage" can I carry across the river?

Is there some "baggage" I should leave in "left luggage" as it would be too hazardous to carry and might leave me at risk of drowning?

What would I like to let go of so it could be washed down stream?

m.hommersley@nawaja.org
gregsmith1010@optusnet.com.au

What skills do I have for swimming when things get turbulent?

What can I bring to mind, which will help me stay afloat?

What would "hitting rock bottom" mean for me?

How would I negotiate that?

Who can I invite to support me at that point?

The other side

When the bank comes in sight, what thoughts could I bring to mind?

Are there thoughts or ideas or fears, which might sabotage my stepping ashore?

How can I prepare for this?

As I may be carried down stream, I cannot see the bank I will reach.

How will I know I have reached the bank?

What will be my priority when I reach that bank?

Who will I tell about my journey?

Are there skills and knowledges from living on this bank that I want to remember when I get there?

Who will I need to make contact with at that point?

Are there new practices I want to develop?

What are my hopes and dreams for living on the far bank?

Who shares those hopes and dreams with me?

How long have I held those hopes?

How have I kept those hopes alive?

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