

**RESEARCH, TREATMENT, AND SELF-HELP
IN FLUENCY DISORDERS:
NEW HORIZONS**

Proceedings of the Fifth World Congress on Fluency Disorders
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Edited by

James Au-Yeung
Kingston-upon-Thames, UK

Margaret M. Leahy
Trinity College Dublin, Ireland

The International Fluency Association

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FOREWORD

The historical setting of Trinity College Dublin, founded in 1592 by Queen Elizabeth 1st of England, provided the IFA with a warm, wonderful setting for the Fifth World Congress of the International Fluency Association. The congress was organized by a committee whose members were drawn from Ireland and Britain. The successful, rewarding collaborative venture was enjoyed by all involved, who worked to provide a programme of immense scope.

Delegates from 35 countries participated in the congress where new friendships were built and old friendships renewed. Many collaborative partnerships were formed from previous congresses and new ones are also forming from the Dublin congress. The IFA generously provided bursaries to enable some participants to attend who otherwise could not. Efforts were also made by individuals to raise funds for others who need support to attend. This allowed many delegates from many developing countries to attend the congress for the very first time to share their experience of stuttering. They also took back knowledge, contacts and friendships to share with their peers in their homeland.

As in the past, IFA congress themes focused on research and development in fluency disorders, and in Dublin, we sought to include particular attention to *International and multicultural issues; Psychological issues in understanding stuttering and providing therapy; Theoretical, Scientific and Self-help studies; Assessment and therapy; Evidence based practice and Practice based evidence*. Keynote addresses were planned to cover qualitative as well as more traditional research perspectives, featuring distinguished European and US researchers, and a representative of leadership in the international self-help movement.

Editing the proceedings proved to be a major task, following the established preference for having manuscripts independently peer-reviewed before publication. To echo our predecessors, the peer-reviewing process provided a valuable experience for new researchers and clinicians who had not yet published in peer-reviewed journals. Reviewers provided constructive comments which helped develop the manuscripts as well as providing insight into further work. The editors sincerely thank the editorial consultants who shared their expertise willingly and in timely fashion.

The *Proceedings* provide a real flavor of the diversity and scope of the Congress, and we hope that readers will find the papers as stimulating, as refreshing, as questioning in attitude as attending delegates. Following extensive consultation and discussion, the decision to include a small number of descriptive papers was taken on the basis that some of our colleagues in developing countries who travelled to Dublin to present papers should also have their voice heard in the Proceedings.

For readers new to the field of fluency disorders, the terms *stuttering* and *stammering* are synonymous; the less widely-used term *stammering* remains the term of preference for many in Britain. Generally, when either term is used within articles in this text, it is used consistently for that article. To be inclusive and multicultural in writing, both US and UK spellings are retained as the authors' choice. The use of "I" and "we" are also permitted.

A distinctive flavor of these proceedings is the number of *constructivist* papers. Keynote speeches delivered by Tony DiLollo and by Rosemarie Hayhow at the congress gave excellent introduction to a *qualitative* approach to research for the delegates not familiar with this methodology. For readers who did not attend their sessions and those who wish to refresh memories, both their papers, complementing their speeches given at the congress, are in the proceedings. Section 10 is devoted to *constructing* or *deconstructing* stuttering, with clinicians and people who stutter sharing their experience of its application to therapy. There are other *constructivist* papers under other sections when they are related to other themes. They are concerned with training of therapists, temperament, perception of stuttered speech, and the usefulness of self-help groups. These papers give voice to those affected by and involved with stuttering instead of monopolized by those studying stuttering or treating stuttering. As noted by Tony DiLollo, *constructivism* and *positivism* can and should work hand in hand in order to advance our knowledge on dysfluency.

The many different themes reflected by the many sections focused on different areas of fluency disorders. Using terminology by Anne Smith in her keynote paper, no single factor can be the "whole story" of stuttering. Each theme, or rather each paper contributed uniquely to our understanding.

Anne's paper detailed her extensive program of research work on children who stutter which set the scene for scientific research on dysfluency which is complemented by papers in Section 3 on theory and prevalence of stuttering, and Section 6 on research of stuttering. John Van Borsel's keynote address presented an extensive overview of the relationship between bilingualism and stuttering which encompassed theoretical issues as well as clinical issues. John's paper is a fitting companion to those papers from Section 4 where a spectrum of factors on language and speech are presented. Michael Sugarman's keynote article on the other hand gives first hand accounts of people who stutter and how a model of stuttering is built from their point of view. This leads to discussion papers on various issues on the self-help movements in Section 5 and part of Section 2. One of the important aspects of self-help is other people's reaction to or perception of stuttering which is the theme of Section 7.

The main bulk of the papers centered on therapy or treatment. Rosemarie Hayhow's keynote paper whetted our appetite on this topic. Various approaches to treatment are discussed (Section 11 and 12); outcomes of therapies are reported (Section 13); and new methods and techniques are developed (Section 14). These sections are complemented by others, e.g., training programmes for clinicians (Section 9), and the issue of atypical stuttering (Section 8) which clinicians are likely to encounter in their professional lives.

In conclusion, our aspiration is that the *Proceedings* will remind readers of the warmth and friendliness – a signature of IFA Congresses – that were there in abundance at the Dublin Congress. We thank the Organizing Committee, Delegates, Editorial Consultants, Proof Readers; and of course, all of the Contributors to the Proceedings.

James Au-Yeung
Margaret M. Leahy
Editors

Editorial Consultants

Julie Anderson

Indiana University (US)

Willie Botterill

Michael Palin Centre for Stammering
Children (UK)

Monica Bray

Leeds Metropolitan University (UK)

Frances Cook

Michael Palin Centre for Stammering
Children (UK)

Luc De Nil

University of Toronto (Canada)

Rod Gabel

Bowling Green State University (US)

Rosemarie Hayhow

Frenchay Hospital (UK)

Judith Kuster

Minnesota State University (US)

Jan Logan

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David Ward

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