

Wednesday 13 August

09:00–10:30

Marquette

Thematic – Outcomes and Efficacy of Interventions

Chair: Elizabeth Haynes

(09:00–09:30)

Easy, ethical efficacy 2003

B. Ryan, California State Univ., USA

Ryan (2001a, 2001b) suggested that it was not only ethical but possible to evaluate treatment for stuttering using a 10-point rating scale for each of the three dimensions of: (a) pre-post testing of stuttering, (b) clear description of procedures, and (c) length of treatment in hours (30 total points). The revised scale will be shared and the audience asked to discuss and evaluate this scale. Then, the use of this scale will be taught to the audience as they rate a treatment, their own or that of another. The results will be compiled and reported.

(09:30–10:00)

The Swedish comprehensive stuttering program: Evaluation two years after treatment

H. Forne-Wastlund, Sweden

The Comprehensive Stuttering Program, was introduced to Sweden through a project in 1997–2000, including pilot study of 9 stutterers. Two years after therapy each participant was evaluated over the phone by a third person, analysing their spontaneous speech and oral reading; dysfluencies and overall impression of Stuttering Severity.

They were asked to evaluate their communication skills of today, rate of well-being and expectations through a 0–5 scale judgement of 8 positive statements concerning communication. This evaluation is continuous. In this section the outcome of the 2-year follow up of 42 clients will be presented.

(10:00–10:30)

Many types of data: Stuttering treatment outcomes beyond fluency

R. Quesal, J.S. Yaruss and L. Molt, Western Illinois Univ., Univ. of Pittsburgh, Auburn Univ., USA

It is critical that we document the outcomes of our treatments for stuttering. However, not all outcomes are easily measured. This has led to a situation in which treatments that address more easily measured outcomes (i.e., changes in surface fluency) can claim to be “better” than those which address more difficult-to-measure factors. This session will discuss other types of data that can be obtained before, during, and after stuttering treatment, the importance of those data, and the need to obtain multiple types of data to get a fuller picture of “success” in stuttering therapy.

Seminar / Course — Personality and Emotional Factors in Stuttering

Joliet

Chair: David Rowley

(09:00–10:30)

What lies beneath? Using psychodrama to explore the psychological and social impact of stammering

G. Smith, St. James' Hospital, UK

The psychological and social impact of stammering for some individuals can be enormous, and can permeate some of the most important areas of life (i.e., employment; education; relationships). In this experiential workshop, psychodrama will be introduced as a method for exploring and working through ‘real life’ problems that are a consequence of stammering. Psychodrama is a creative, action based method of psychotherapy which addresses a person’s perceived reality of life in the moment of the ‘here and now’. Do you want a creative and exciting way of working? Join me for this rare opportunity.

Double Seminar / Course – Intervention

St Maurice

Chair: Margaret Salisbury

(09:00–10:30)

Change: The key to success in stuttering therapy (Part I)

C.L. Dahm, B.L. Dahm, Communication Therapy Institute, Israel

Successful stuttering therapy requires well defined goals that will lead to the generation of fluent speech. The necessity for self-change is mandatory to achieve these goals. A combination of a speech processing model and a six-stage program of change shows how people who stutter can develop effective goals and take specific and appropriate steps to bring about the necessary change. A follow-up study will explore how realistic it is for people who stutter to make long-term change and whether the effort to make self-change is worthwhile.

Thematic – Language, Speech and Discourse

Hochelaga 3

Chair: JoAnne Wilding

(09:00–09:30)

Language development in stuttering children treated with the Lidcombe Program

C. Lattermann and R.C. Shenker, Montreal Fluency Centre, Canada

The present study traces the development of language and fluency in four preschool children who were treated for stuttering with the Lidcombe Program over a 12 week period. Standardized tests for Language and phonology were administered pre-treatment. Five spontaneous language samples were obtained prior to and every fourth week during treatment. The samples were analysed for Mean Length of Utterance (MLU), Number of Simple Sentences, Number of Complex Sentences, Type Token Ratio (TTR), Morpho-syntactic Accuracy for Bound Morphemes, Percentage of Stuttered Syllables, and Percentage of Mazes. The findings will be discussed in relationship to the existing literature.

(09:30–09:45)

The co-occurrence of word finding disorders in children who stutter

J. Batik, E. Bennett and J.S. Yaruss, Univ. of Pittsburgh, Univ. of Texas, USA

Reports have suggested that children who stutter (CWS) may exhibit word-retrieval difficulty, however it is difficult to distinguish the speech disruptions of stuttering from those experienced during word retrieval (Conture and Caruao, 1987). The purpose of this study was to determine if the speech disruptions exhibited by CWS are related to word-finding difficulties. Subjects were administered the Test of Word Finding (TWF) (German, 1989). Performance between the two groups and the relation between stuttering severity and word-finding performance was analyzed. Results revealed no significant differences in performance on the TWF between the groups and no correlation between stuttering severity and word-retrieval ability.

(09:45–10:00)

A temporal analysis of disfluencies in children who stutter close to onset and controls

P. Sandrieser, U. Natke, M. van Ark, R. Pietrowsky and K.T. Kalveram, Heinrich-Heine-Univ. Dusseldorf, Germany

The purpose of this study is to investigate the proportion of normal disfluencies in children who stutter and those who do not. The participants were 12 children who stuttered aged 2.1 to 4.11 years, and a control group matched regarding sex and age. The children who stuttered were recruited within 6 months of onset of stuttering. Audio and videotaped speech samples consisting of at least 1000 syllables were analysed concerning frequency and duration of stuttering-like disfluencies and other disfluencies (OD). Results are discussed addressing the question whether OD might be an important factor for predicting recovery or persistence of stuttering.

(10:00–10:30)

Analysis of recast outcomes in conversations between CWS and parents

A. Weiss, Univ. of Iowa, USA

This study followed up a preliminary investigation (Weiss, 2002) that substantiated the presence of recasts in the child-directed language repertoires of parents of school age CWS and CWNS. Further analyses demonstrated that parents varied in the types and frequencies of their recast productions.

As a group, children's utterances following their parents' recasts were not significantly more likely to contain disfluencies nor were they necessarily more likely to be longer and more complex than the children's average utterances. For individual parent-child dyads, however, the use of recasts by their parents yielded attempts at more complex syntactic structures and new lexical items.

Thematic – Self-Help Programs and Initiatives

Hochelaga 2

Chair: Ann Meltzer

(09:00–10:15)

Camp BCAPS: for children who stutter and their families

A. Intas and S. Bojm, British Columbia Association of People Who Stutter, Canada

This is a fully funded residential camp for children who stutter and their families, the “first of its kind” in North America, conducted by the British Columbia Association of People Who Stutter (BCAPS).

In addition to social and outdoor activity, the camp promotes self-esteem, knowledge about stuttering, advocacy and family support. Goals and objectives, administrative and logistical details, daily activity including information seminars, outcomes and clinical observations will be discussed by a camp organizer and on site Speech Language Pathologist.

(10:15–10:30)

Self-help movement!? What impedes real movement!?

P. Tonev and A. Fikret, Chairman of National Association for Self-help and Initiative on Stuttering (NASIS), Bulgaria

Self-Help Groups (SHGs) help all people who stutter to have success with different goals: fluency shaping skills, stuttering modification skills, acceptable stuttering or simply to live in harmony with stuttering.

In our investigation, in addition to the personality of the stutterer, many groups of people with whom he/she has contact influence the acceptance of SHGs: family members, friends and colleagues, and specialists in basic medical services.

10:30–11:00

**Hochelaga
4,5,6**

Refreshment break

11:00–12:30

Marquette

Seminar / Course – Intervention

Chair: Walter Manning

(11:00–12:30)

Interiorised stammering — a group therapy program — clients' and therapists' perspectives

C. Cheasman and R. Everard, The City Literary Institute, UK

This seminar will define our understanding of interiorised/covert stammering and describe a group therapy program for this client group. Both qualitative and quantitative evaluation material will be presented. The seminar will be led by two specialist speech and language therapists who have experienced interiorised stammering themselves. There are particular challenges to working with covert stammering, from both the clients' and therapists' perspectives and these will be explored. A powerful feature of the presentation will be the opportunity to hear the clients' voices throughout the therapy process, through video material. Time for discussion will be allowed.

Forum – Self Help Programs and Initiatives

Joliet

Chair: Tom Weidig and Scott Yaruss

(11:00–12:30)

How can consumer associations support stuttering research and researchers?

T. Weidig, J.S. Yaruss, H-G. Bosshardt, M. Dao, J. Eckardt, P. Knudsen, J. Pill, and M. Sugarman

The BSA and the NSA have both set up research committees to support stuttering research and researchers. We believe that it is important to bring together representatives from the different consumer associations to allow them to exchange ideas. The workshop starts with short introductions of the BSA and NSA research committees and gives other associations the opportunity to present their work and ideas on research. The second part of the workshop explores possible areas of collaborations like mailing list of all research representatives, sharing experiences on lobbying, establishment of a single information archive on stuttering research, etc.

Double Seminar / Course

St Maurice

Chair:

(11:00–12:30)

Change: The key to success in stuttering therapy (Part II)

B.L. Dahm

Thematic – Language, Speech and Discourse

Hochelaga 3

Chair: Margaret Leahy

(11:00–11:15)

Verbal behaviour of listeners interacting with a stuttrer

D. Freud, R. Sharir and R. Ezrati-Vinacour, Tel Aviv Univ., Israel

Adaptation of speakers' speech to their partners' needs has led authors to investigate (a) whether listeners talk faster to adult stutterers than to non-stutterers (b) whether listeners interrupt, reinforce and complete stutterers' speech more frequently than non-stutterers' speech (c) whether there is a relationship between listener's behaviour and speaker's fluency. Ten adult listeners spoke once with an adult stutterer and once with a non-stutterer. Analysis of speech samples demonstrated that listeners talked faster to the stutterer. No significant differences were found between listeners' interruptions, sentence completion and reinforcement to the two speakers. However, listeners exhibited more interruptions and sentence completions while the stutterer was stuttering than while speaking fluently.

(11:15–11:30)

Assessment of higher level language skills in persons who stutter

S. Stager, N. Carlo, O. Ali and A. Braun, Language Section, NIDCD, USA

The role of language disorders in the development and maintenance of stuttering behaviours is not known. Abnormalities in higher level language processing skills have been demonstrated in adult PWS. A role for the dopaminergic neurotransmitter system has also been suggested because of improved fluency using dopaminergic antagonists. This study compared adult PWS with a control group on language tests selected because PWS have already demonstrated impairment, or because patients with Parkinson's disease, another disorder of the dopaminergic neurotransmitter system, have demonstrated impairment.

(11:30–11:45)

Sociolinguistic investigation into stuttering identity

Y. Watanabe, P. Zebrowski, Nanzan Univ., Japan

A fair amount of attention has been paid to the identity aspect of stuttering. In this study, sociolinguistic discourse analysis has been attempted to bring into relief discursive practices of those who stutter and their spouses that tell us how each of them displays, suggests, and negotiates ideas related to stuttering. 11 couples where one member is a PWS were interviewed and taped and transcribed for later analysis. Discourse and narrative analyses revealed that uncertainty and ambiguity regarding stuttering such as fluctuations of stuttering frequency contributed to the delicate formation process of individual stuttering identities.

- (11:45–12:00) **Is stuttering on non-words similar to stuttering on real words?**
A. Packman, M. Onslow, F.S. Liew, Univ. of Sydney, Australia
 Stuttering behaviours in oral readings of an English passage and matched non-word passages were analysed for three adults who stutter. This was done using the Lidcombe Behavioural Data Language, which is taxonomy of stuttering developed recently by two of the authors and colleagues. This data language enables the description of stuttering in behavioural terms. Stuttering was found to be similar for each subject, across the two reading conditions, and the implications of the findings for theories of stuttering are discussed.
- (12:00–12:15) **Auditory and phoneme monitoring skills in persons who stutter**
J. Sasisekaran and L. F. De Nil, Univ. of Toronto, Canada
 In the present study auditory and phoneme monitoring skills of eight stuttering (PWS) and eight non-stuttering (NS) individuals in the age range of 18–48 years were tested. Participants monitored target phonemes across the consonant positions of bi-syllabic C1VC2C3VC4 words presented as black and white pictures, and a 1KHz tone across the four target positions of a four-sequence tone. Repeated measures analysis of preliminary data suggests that as compared to NS, PWS are significantly slower in monitoring target phonemes during silent picture naming. Relevance of the obtained results to basic monitoring skills and linguistic processing skills in persons to stutter will be discussed.
- (12:15–12:30) **Impact of stuttering on language: An exploration of interpersonal resources**
E. Spencer, A. Packman, M. Onslow and A. Ferguson, Univ. of Sydney, Univ. of Newcastle, Australia
 This paper explored the impact that stuttering has on how people use language. The data from a single case study are presented. The study investigated language use of an adult with moderately severe stuttering during a problem solving activity, before and after treatment. The discourse of both the participant and a conversation partner was analysed. The analyses used were of (1) modality to investigate how opinions and attitudes are expressed and (2) exchange structure analysis to investigate how knowledge is transferred in an interaction. The results of these analyses will be presented and discussed.

Thematic – Attitudes and Stuttering

Hochelaga 2

Chair: Bruce Ryan

- (11:00–11:30) **Public attitudes toward stuttering and other human attributes in Brazil**
K. St. Louis and C. Andrade, West Virginia Univ., USA, Sao Paulo Univ., Brazil
 As part of the International Project on Attitudes Toward Stuttering (IPATS), 189 questionnaires were analyzed from university students and other adults living in Brazil from the state and city of São Paulo and an adjacent state. The questionnaires were Brazilian Portuguese translations of a slightly modified version of the Experimental Edition of the Public Opinion Survey of Human Attributes (POSHA-E) (St. Louis, et al., 2001). The presentation will focus on attitudes toward stuttering in Brazil and compare them to reactions to stuttering and other conditions (e.g., mental illness, obesity, wheelchair use, left handedness, and intelligence) from comparable IPATS investigations.
- (11:30–12:00) **Effects of emotional intelligence training in graduate fluency disorders courses**
I. Reichel and K. St. Louis, Long Island Univ., West Virginia Univ., USA
 The success of many speech pathologists is limited because clinicians often have negative perceptions of people who stutter, which decreases their empathy, motivation, optimism, and tolerance for diversity. This study investigated the effectiveness of emotional intelligence (EI) training on attitudes of 35 graduate students at Long Island University, during two semesters. A comparison group was studied, at Lehman College, without training. The International Project on Attitudes Toward Stuttering (IPATS) and the 25 Bipolar Adjective Scale were utilized to compare students' attitudes toward people who stutter with these students' levels of emotional intelligence. A significant change in students' attitudes resulted.

(12:00–12:30)

Superordinate and subtype stutterer stereotypes

C. Delaney, Univ. of Wales Institute Cardiff, UK

A study was carried out to investigate differences between a superordinate stereotype (relating to a hypothesised “typical” stutterer) and subtype stereotypes elicited after exposure to 4 stuttering individuals viewed on videotape. 22 subjects rated the stutterers on a 6-item semantic differential scale, and these were compared to an “ideal” rating for each item. The results provided some support for the sub-typing model used to explain stereotype change resulting from exposure to labelled individuals. Additionally, the stereotypes measured were not always negative when compared to an ideal and stereotypes may be looser and more variable than has been considered previously.

12:30–13:00

Lunch on your own

Afternoon Congress Excursions

13:00–16:00

Lachine Rapids Jet Boating (box lunch provided on the bus)

or

14:00–17:30

Walking Tour of Old Montreal

Evening

18:30

Folk Quebec Evening