

# Friday 15 August

08:30–09:15

Marquette/  
Jolliet

## Plenary Session

Chair: Herman Peters

**Keynote speaker:** Barry Guitar, University of Vermont, USA

**Evidence Based Practice: Searching, Appraising, and Integrating**

09:30–10:30

Marquette

## Double Seminar / Course – Intervention

Chair: Deborah Kully

(09:30–10:30)

### **A multinational investigation of stuttering intervention: Assumptions, practices, and lessons (Part I)**

*D.A. Shapiro, M. Abbink, M. Bortz, A.V. Bruna, F. Cook, P. Dhu, J. Einarsdottir, E. Haynes, S. Makoni, S. Miyamoto, L. Molt, N. Moses, I. Reichel, A-M. Simon, B.B. de Touzet, Y. Van Zaalen and M.M. Wahlhaus, Western Carolina Univ., USA, Multidisciplinary Clinic, South Africa, Michael Palin Centre, UK, Speak Easy Association of Western Australia, Australia, Institute for Stuttering Treatment and Research, Canada, Long Island Univ., USA, Auburn Univ., USA, Buenos Aires University, Argentina, Netherlands, Chile, Iceland, Japan, France*

The specific purposes of this research were to determine the assumptions, methods, and ultimate lessons learned and purposes served by clinicians who treat people who stutter in diverse nations across the world, and to make comparisons within and across countries and cultures. Seventeen clinician-researchers representing 14 countries across 6 continents each distributed a 10-item survey to 25 clinicians in their own country who treat people who stutter. The results, both quantitative and qualitative, reveal a commonality of purpose among multinational service providers, the importance of working together and communicating across international borders, and a window into the world as a global classroom.

## Thematic – Intervention

Jolliet

Chair: Rosalee Shenker

(09:30–09:45)

### **An exploration of parents' experience of the Lidcombe program**

*R. Hayhow, Frenchay Hospital, UK*

This presentation will report on the early findings from a study that aims to explore parents' experience of the Lidcombe Program (LP), a parent based treatment for early stuttering. This behavioural treatment teaches parents ways of responding to their child's stutter-free and then stuttered speech in structured and unstructured conversations within the home environment. A purposeful sample of the parents who take responsibility for the implementation of the program will be interviewed to gain insight into their personal experiences of working directly with their child. Preliminary results will be presented and issues that influenced the design and development of this study will be outlined.

(09:45–10:00)

### **Treating children who stutter in the public schools. What challenges does the school system bring?**

*S. Cochrane, Freedom of Speech, Inc., USA*

This study will present a survey collected from teachers and parents of children attending several public schools. The surveys seek to discover information about children who stutter in the schools and the treatment they receive. The acquired facts will serve as the start of a database that will help substantiate the need for systemic change within the public schools, creating a core upon which effective therapy may be delivered and ultimately leading to improved treatment for school-age children who stutter.

(10:00–10:15)

### **Clinician's slow speech rate model and children's fluency**

*L. LaSalle, Univ. of Wisconsin, USA*

In order to improve treatment efficacy with young children who stutter, we need to know who does and who does not respond more fluently to clinicians' slow speech rate models. The spontaneous fluency of 8 three- to six-year-old boys who stutter (Mdn age = 46 mos; Range = 37 to 72 mos) was measured in two counterbalanced conditions of the same clinician using a typically fast speech rate versus a significantly slower speech rate. Two boys showed no fluency facilitation in the slow model condition, and these were the only two boys of the eight who had a concomitant severe phonological disorder.

(10:15–10:30)

### **Some factors influencing early referral of dysfluent children**

*R. Lees and C. Stark, Univ. of Strathclyde, Highland NHS Board, UK*

Two studies are reported on the attitudes and knowledge of possible referrers of young dysfluent children to speech and language therapy. The first study looked at the referral rates and underlying assumptions held by primary care professionals viz. general practitioners (GPs) and health visitors. This study has shown that there are still many GPs and some health visitors who do not refer young dysfluent children. A second study is being carried out on pre-school educators' referral rates and understanding of dysfluency. The results of this study will be reported.

## **Thematic – Miscellaneous**

**St Maurice**

*Chair: Joe Attanasio*

(09:30–09:45)

### **Stuttering as a disability of linguistic functions**

*P. Lajos, J. Lorik and K. Alfaro, Eotvos Lorand Univ., Early Developmental Centre, Hungary*

Researchers exploring the reasons of stuttering onset have suggested that delayed speech and language onset, linguistic factors and heightened self-monitoring may all play a role in the development of stuttering. According to a possible model of early stuttering, it is possible that children who stutter have a delay in speech & language onset, are also linguistically delayed, and are more sensitive to their speech failures. In our study, we examined the eligibility of "a possible model of early stuttering." Subjects were 15 pre-school age children who stutter, and age and gender - matched fluent control subjects.

(09:45–10:15)

### **Temperamental contributions to childhood stuttering**

*J. Anderson, M. Pellowski and E. Conture, Indiana Univ., Towson Univ., Vanderbilt Univ., USA*

The purpose of this investigation was to assess the temperamental characteristics of children who do (CWS) and do not stutter (CWNS) using the Behavioral Style Questionnaire (BSQ) (McDevitt & Carey, 1978), a norm-referenced parent-report questionnaire. Participants included 50 CWS and 49 CWNS between the ages of 2 years, 7 months to 6 years, 1 month. Results indicated that, when compared to CWNS, CWS tend to exhibit temperamental profiles consistent with non-adaptability to change, low distractibility, low persistence, and more negative quality of mood. Findings were taken to suggest that these temperamental characteristics of CWS may contribute to the development, exacerbation, and/or maintenance of stuttering.

(10:15–10:30)

### **Kinematic changes following static perturbation in people who stutter**

*A.K. Namasivayam and P. Van Lieshout, Univ. of Toronto, Canada*

The purpose of this study was to determine whether or not persons who stutter (PWS) could adequately utilize sensory information to compensate and adapt to the presence of a static (bite block) perturbation. We hypothesize that if PWS have a limited ability in utilizing sensory information then they would be unable to adequately compensate and adapt to the perturbation. Results indicate that PWS and non-stuttering subjects compensate and adapt to the presence of a static perturbation, however there seem to be certain differences between the groups in terms of the use of motor control strategies during compensation and adaptation.

## Thematic – Definition, Measurement and Assessment

Hochelaga 3

Chair: Jane Fry

(09:30–10:00)

### Advanced digital capture technology in identification of stuttering disfluencies

G. Tellis, T. Meloy, M. Henning and D. Jarvie, Indiana Univ., USA

The use of video-capture technology is a powerful method of identifying stuttering disfluencies and secondary behaviours. In our clinic we use advanced video-capture technology during clinical sessions. Clinical sessions are saved in DVD format. Supervisors and clinicians include notes on the DVD for clients to review. Clients can use the cursor to freeze any frame and identify disfluencies and secondary behaviours. We have found identification of disfluencies and secondary behaviours with computerized video recordings of speech samples is more powerful than videotape only recordings. Procedures for assessment are discussed.

(10:00–10:30)

### A fluency assessment proposal for children

C. Andrade, São Paulo Univ., Brazil

The aim of this seminar is to present a fluency proposal assessment for children aged 2.0 to 11.11 years. The first part consists in the presentation of a research about the fluency profile of 200 children, male and female, with no stuttering complaints, constituting reference parameters. The second part consists in the presentation of a risk protocol for childhood stuttering. The third part consists in the presentation of two home environment and parent-child interaction protocols obtained in a research with children of this same age group.

## Seminar / Course – Intervention

Hochelaga 2

Chair: Alice Anne G. Farley

(09:30–10:30)

### Fluency losses and recoveries: A case for chronic optimism

P. Schneider, Queen's College, USA

This seminar/short course will enhance our sense of optimism by viewing fluency recovery within a developmental lifespan perspective. The majority of people who experience and suffer from fluency difficulties experience varying degrees of recovery, which may not seem possible during early stages of development. The video stories will present retrospective and longitudinal studies of individual recoveries. It becomes clear that recovery is highly individualized and includes cognitive, emotional, and behavioural components which do not all change in synchrony. The stories illustrate the infinite, often unpredictable, potential for change at any stage in life.

10:30–11:00

### Refreshment break

Hochelaga  
4, 5, 6

11:00–12:30

## Double Seminar / Course – Intervention

Marquette

Chair

(11:00–12:30)

### A multinational investigation of stuttering intervention: Assumptions, practices, and lessons (Part II)

D.A. Shapiro, M. Abbink, M. Bortz, A.V. Bruna, F. Cook, P. Dhu, J. Einarsdottir, E. Haynes, S. Makoni, S. Miyamoto, L. Molt, N. Moses, I. Reichel, A.-M. Simon, B.B. de Touzet, Y. Van Zaalen and M.M. Wahlhaus

## Forum – Professional Service and Research Issues

Jolliet

Chair: Luc De Nil

(11:00–12:30)

### **Moving forward a path to solving the crises in clinician practice and research**

*Luc De Nil, Vincent Gracco, Robert Kroll, Patricia Roberts, Scott Yaruss and Others, Univ. of Toronto, McGill Univ., Stuttering Foundation of Ontario and Univ. of Toronto, Univ. of Ottawa, Univ. of Pittsburgh*  
Since the beginning of scientific inquiry in speech pathology, researchers have been intrigued by the cause of stuttering. At the same time, many approaches to stuttering intervention have been promoted. This panel brings together international experts representing the research, clinical and consumer communities to discuss the state of the art in stuttering. Each will reflect on the progress made in understanding stuttering and its treatment, and identify short- and long-term challenges that need to be addressed to solve this “riddle, wrapped in a mystery, inside an enigma”. Active participation of the audience in the discussion will be encouraged.

## Seminar / Course - Outcomes and Measurement

St Maurice

Chair: Craig Coleman

(11:00–11:30)

### **Systematic review and meta-analysis of treatments for stuttering**

*C. Stark, R. Lees and N. Waugh, Highland and Islands Health Research Institute, Univ. of Strathclyde, Univ. of Aberdeen, Scotland*

The Cochrane collaboration is a well recognized initiative promoting systematic review of interventions affecting health. A description will be given of the methods used in a series of such reviews on the effectiveness of treatments for stuttering. The treatments encompass the following areas: cognitive behavioural interventions, altered auditory feedback, hypnosis and drug treatments. This will be the first review to be conducted using the quality assurance processes provided by the Cochrane Review Group. The method and results should be of interest to clinicians and researchers.

(11:30–12:30)

### **The content analysis of verbal behavior: Applications to stuttering research**

*A. DiLollo, W.H. Manning, L.W. Plexico and E. Lane, Wichita State Univ., Univ. of Memphis, USA*

Content analysis has been defined as a technique for making replicable and valid inferences from data to their context. It has been applied to the measurement of psychological states, and a number of useful, well defined scales have been developed for this purpose. In this session we will describe procedures for developing content analysis scales, the process of performing content analysis, and its advantages and disadvantages as a research tool. We shall also discuss several specific content analysis scales in detail and provide examples of their application to stuttering research by describing two studies that utilized this technique.

Hochelaga 3

## Seminar / Course – Intervention

Chair: Ann Meltzer

(11:00–12:30)

### **High tech and high touch: An adult stuttering management program**

*J. Harrison, McGill Univ., Canada*

Clinicians continue to expand the ways in which they treat the various aspects of the complex disorder of stuttering in adults. How the behavioural, cognitive, and affective components are addressed at the McGill University Health Centre will be presented. You will see the use of videoendoscopy to determine laryngeal activity during stuttered speech, as well as the use of a computer program to measure faulty breathing patterns and hard vs. gentle voice onsets. Video highlights from motivational workshops will also be shown. What constitutes “success” or recovery will be considered. Several handouts will be provided.

## Thematic – Miscellaneous

Hochelaga 2

(11:00–11:45)

Chair: Anthony Intas

### “The revenge of the stuttering child” (Film)

N. Nevo, Israel

I started to stutter when I was 7 years old.

My film presents a journey, a mission to accept myself with the stuttering at the age of 24.

I explore my stuttering at three different stages. First my past; including harassment by a guy in school, and stuttering and my first girl friend. Secondly in the present; including confronting my father with whom I stutter to this day and with Benny Ravid C.O. of I.S.A. who helped me throughout the movie. Thirdly exploring the future; how can I get out of my stuttering ?

(11:45–12:30)

### “Our Time Theatre” (Video)

T. Alexander, *Our Time Theatre, USA*

Our Time Theatre Company, an artistic home for people who stutter, presents “What We Have To Say”, a documentary film about their first season. The film will be followed by a question and answer session. Based in New York City, company members study acting, singing, playwriting, drumming, and dance with professional artists. You will follow the company on their journey through the rehearsal process, Opening Night in New York City, and their trip to California to perform at the National Stuttering Association’s annual convention. Founder and Artistic Director, Taro Alexander’s own experience as a person who stutters, combined with the transformative power of theatre compelled him to create Our Time.

12:30–14:00

## Lunch — Grand Salon

Grand Salon

14:00–15:30

## Seminar / Course – Professional and Service Issues

Marquette

Chair: Jaan Pill

(14:00–15:30)

### Building bridges with allied professionals

J. Wade, S. Yaruss, L. Reeves, G. Maguire and N. Reardon, *Univ. of Pittsburgh, National Stuttering Association, Univ. of California, LaSalle County (Illinois) Schools & Private Practice, USA*

Misinformation and misperceptions still exist about stuttering, both in the general public, and also among allied professions such as medicine, mental health, and teaching. This lack of knowledge about stuttering has negative consequences for those who stutter. This presentation will examine the benefits of establishing collaborative relationships between speech language pathologists interested in stuttering and other allied groups, most especially, 1) medicine, 2) mental health, 3) teaching, and 4) consumer based self-help groups. Practical suggestions about specific ways that collaborative relationships and opportunities to educate related professionals about stuttering can be developed will also be discussed.

## Seminar/Course – Neurological and Speech Motor Basis of Stuttering

Jolliet

Chair: Alison Nicholas

(14:00–15:30)

### Stuttering therapy and sensory integration

C. Nater-Berkeljon and A. Hagenbeek, *Netherlands*

Sensory Integration is the way in which different sensory input from our bodies and environment are registered, selected and processed. Knowledge about Sensory Integration can benefit stuttering therapy. From Sensory Integration principles we can work out ways to speak more fluently. The ideas from Sensory Integration can also be used in facilitating, achieving and automating therapy goals. In this workshop you will be introduced to Sensory Integration. After a short theoretical explanation, exercises will allow you to experience a Sensory Integration problem and you will be introduced to the possibilities of using Sensory Integration in stuttering therapy.

## Thematic – Self-help Programs and Initiatives

St Maurice

Chair: Marty Jezer

(14:00–15:30)

### Screening and discussion of the documentary film “Stutter Step”

*J. Shames and J. Skurnik, Ah, Westport Productions, USA*

“Stutter Step” is a one-hour personal video documentary in which Jeff Shames explores his journey as a person who stutters. Jeff pierces the conspiracy of silence that his family has kept about generations of stuttering, and contemplates the troubled legacy of his late father. Other aspects of this eclectic film include current theories about causes of and treatments for stuttering, interviews with well-known stutterers, and an examination of often-derogatory media portrayals of this frequently misunderstood disorder. With humor and compassion, “Stutter Step” depicts a stutterer’s journey from a childhood of shame and frustration to a life of self-acceptance and service.

## Thematic – Multi-cultural and Multi-lingual Aspects of Stuttering

Hochelaga 3

Chair: Elizabeth Haynes

(14:00–14:30)

### Linguistic characteristics of normal disfluencies of Puerto Rican Spanish-speaking preschoolers

*E.J. Carlo-Mirabal, R. Irene-López and A. Villanueva-Reyes, Univ. of Puerto Rico, Puerto Rico*

The purpose of this study was to identify the linguistic characteristics of disfluent words in the utterances of non-stuttering Spanish-speaking preschool children. The linguistic categories examined were: grammatical classification of words, initial word sounds and position in the utterance. Significant differences were observed for within word disfluencies (WWD) and between-word disfluencies (BWD) with disfluencies occurring more often in function than in content word, and occurring more often in the middle of the utterance. No significant differences were observed between disfluent words starting with vowel or consonant sounds. Findings are discussed in terms of preliminary guidelines for expected fluency patterns in young Spanish-speaking children.

(14:30–14:45)

### Stuttering patterns in Spanish: Some empirical data and possible clinical implications

*P. Howell, J. Au-Yeung, I. Vallejo-Gomez, A. Fernández-Zúñiga, R. Gutiérrez, A.H.Fernández, M.L. O’Brien, and M. Tarasco, Univ. College London, UK*

Samples of stuttered speech from Spanish speakers ranging in age from 6 to 68 years were analyzed to see whether the patterns correspond to the linguistic characteristics affecting stuttering in English. Generally speaking, the characteristics of stuttering observed in English also apply in Spanish. The main difference is that Spanish speakers are affected by phonological difficulty to a lesser extent than English due to the fact that there is less of a difference in phonological difficulty between function and content words in this language compared with English. The potential implications of these results for diagnosis and treatment of Spanish speakers who stutter are discussed.

(14:45–15:00)

### Cross-linguistic factors in the prediction of stuttering across age groups — the case of German

*K. Dworzynski, P. Howell and J. Au-Yeung, Univ. College London, UK*

Cross-linguistic research makes it possible to analyse whether stuttering patterns are universally associated with linguistic structures irrespective of their surface form; or whether difficult motor outputs lead to stuttering independent of the linguistic unit they occur in. Linguistic factors that are known to predict dysfluencies in English are investigated in German children and adults who stutter. Speech samples of children in three age groups were analysed (2–6 years, from 7–8 years and 9–12 year old children, plus an adult group.) A particular focus was on developmental changes in function/content word stuttering. Conclusions are drawn as to the effect of linguistic and motor influences on stuttering.

(15:00–15:30)

### **The influence of syntactic variables on the development of stuttering**

*D. Rommel, Univ. of Ulm, Germany*

In May 1992, the Ulm study group started a prospective longitudinal study about stuttering pre-school children. The aim of the study is to find valid indicators to estimate the chance of a prospective chronic or recovered career in stuttering. Therefore in any child about 300 variables were analysed which are relevant for onset, development and maintenance of stuttering. Physiological, psycholinguistic and psychosocial factors were assessed by using different kinds of data assessment procedures. This presentation mainly emphasises the relevance of syntactic variables assessed by complex syntactic analyses of the language used by the stuttering children in a mother-child playing situation.

## **Seminar/Course – Intervention**

Hochelaga 2

*Chair: Frances Cook*

(14:00–15:00)

### **Synergistic stuttering therapy: The counselling connection**

*D. Cooperman and C. Bloom, The College of Saint Rose, USA*

Speech-language pathologists often feel ill prepared to deal with the counselling issues that accompany fluency disorders. This presentation will provide an overview of a holistic approach to the treatment of fluency disorders with particular emphasis on the affective and environmental concerns of adults who stutter. Specific goals and activities that address attitudinal and social issues will be presented in the context of an integrated fluency shaping and stuttering modification philosophy. Videotaped segments of adult individual and group sessions will be used to demonstrate the effectiveness of this approach.

(15:00–15:30)

### **Two proposals for stuttering therapy: “Empty pause” and “IPS”**

*V. Urban, Germany*

The “Empty Pause” is a new method which consists in having the stutterer interrupt or postpone his attempt to say a “critical” word until he feels that he will succeed in speaking the word normally. In doing so he has to tolerate the growing fear of stuttering and has to resist an intense urge to start the speaking attempt right away. This procedure is somewhat similar to reaction inhibition which is used in behavioral therapy of compulsions. A possible variant is IPS (“Isolated Production of the first Sound”). This method combines prolongations and easy repetitions in a common behavioural and neuropsychological interpretation.

15:45–16:15

## **Closing Ceremony**

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Jolliet