



international fluency association

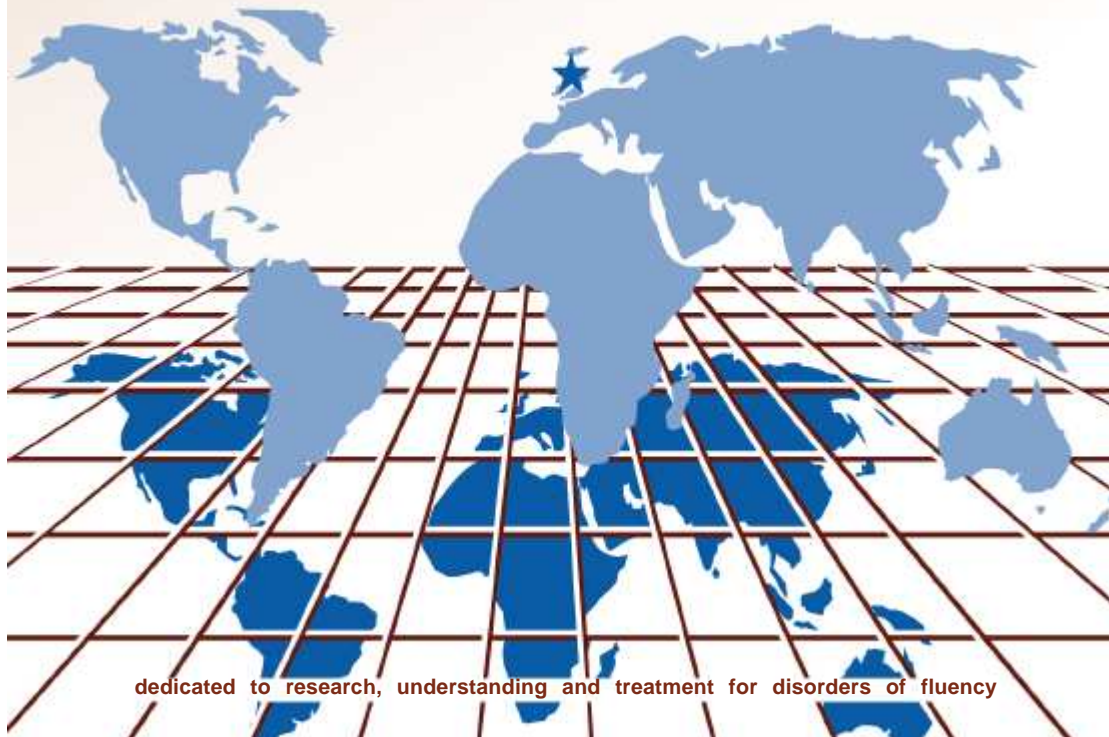
# 5<sup>th</sup> World Congress on Fluency Disorders

25-28th July 2006

Dublin, Ireland

## Programme and Abstracts

Organised by a British and Irish Planning Committee



dedicated to research, understanding and treatment for disorders of fluency

## Sponsors and Exhibitors:



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The BRACKEN Court Hotel



**The Pavilion Bar, Trinity College Dublin**  
**Pronsious de Rossa, MEP**

On behalf of the IFA Board, and the Congress Organizing Committee we wish you *Céad Míle Fáilte* - a hundred thousand welcomes to the 5<sup>th</sup> World Congress on Fluency Disorders, in the splendid historical setting of Trinity College Dublin. The joint British-Irish Organization Committee present an outstanding and broad-based Congress programme that is guaranteed to further stimulate your interest in fluency and fluency disorders, and to provide you with opportunities to make contact with friends, old and new.

Each Congress of the IFA reflects its mission: to bring together people from all around the world who are interested in understanding stuttering and fluency; to work toward improving the quality of life of people with fluency problems; and to recognize the mutual contribution of the expertise, of those who study fluency from a wide range of perspectives and of those who stutter. The 5<sup>th</sup> World Congress provides you with opportunities to engage in every aspect of the IFA's mission.

This is a special congress as we celebrate 30 years of the *Journal of Fluency Disorders* with *Elsevier*. As the official journal of the IFA, the JFD provides comprehensive coverage of clinical, experimental, and theoretical aspects of stuttering, as well as the latest remediation techniques. The rise in the JFD's stature over the years has been the result of the careful stewardship of the publishers, Elsevier, and the scholarly direction of its Editors, including the current editor Ed Conture and his dedicated group of editorial staff and consultants. Under Ed's watchful eye the JFD's impact factor has now risen to 5<sup>th</sup> from the top of similar journals. Congratulations to all concerned.

Hosting the 5<sup>th</sup> World Congress is the result of able and committed teamwork. Each member of the team has contributed, and will continue to do this over the coming days... feel free to make contact, and to open discussion regarding any aspect of the Congress. The cooperation between British and Irish colleagues involved in the Organizing Committee has been a great experience for all concerned.

Be assured that the quality of organization, matched with the warmth and friendliness of the IFA promises a memorable professional and social experience. Enjoy the Congress and your time in Ireland.

## Our Time

Our Time Theatre Company is a non-profit organization based in New York City. Our Time is dedicated to providing an artistic home for young people who stutter. Our Time is proud to be making its international debut at the IFA's World Congress. Our Time will perform two original plays with music: *These Plays Rock*, written and performed by the Our Time Pre-Teens (ages 8-12) and *Wake Up and Start Dreaming*, written and performed by the Our Time Teens (ages 13-18). The plays explore the themes of family, loss, friendship, aspirations, love, and resolutions. These plays give great insight into the hearts and minds of a group of 8-18 year-olds.

The plays will be followed by a short question and answer session to provide the audience with more insight into the lives and experiences of the company members of Our Time.

## SFA

The Stuttering Foundation provides resources, services and support to those who stutter and their families as well as support for research into the causes of stuttering. Provides training and information to professionals and is a valuable resource for therapists working with all ages.

## **In keeping with previous World Congresses on Fluency Disorders**

the aim of the Fifth Congress is to bring together clinicians, researchers, people who stutter, and other interested parties to discuss theoretical, empirical, clinical, and cultural approaches to fluency disorders. The programme will consist of sessions devoted to special themes, mini-seminars, research sessions, clinical sessions, short courses and poster sessions.

### **Congress Organizing Committee**

**Margaret M. Leahy & Noreen Murphy**, Co-Chairs, Congress Planning Committee  
**Trudy Stewart & Jackie Turnbull** Co-Chairs Programme Committee  
**Duana Quigley**, Chair Registration Committee  
**Dave Rowley**, Treasurer  
**Rosalee Shenker**, Chair IFA Standing Committee Meetings and Conferences  
**Carolyn Cheasman**  
**Rachel Everard**  
**Jan Logan**  
**Norbert Lieckfeldt**

### **Programme Committee**

**Trudy Stewart & Jackie Turnbull**, Co-Chairs  
**James Au-Yeung**  
**Willie Botterill**  
**Frances Cook**  
**Rosemarie Hayhow**  
**Jonathon Linklater**

### **Congress Organizers**

**Conference Partners Ltd,**  
ICSM, 2<sup>nd</sup> Floor, Heritage House, Dundrum Office Park, Dublin 14, Ireland  
Tel: +353 1 296 8688 Fax: +353 1 296 8678  
<http://www.conferencepartners.ie>

### **Congress Website**

<http://www.theifa.org/fifthifa.html>

## **GENERAL INFORMATION**

### **DUBLIN**

Dublin, the capital of the Republic of Ireland, is increasingly the venue for a variety of international conferences. Today, it is a city of fine Georgian Buildings, excellent stores and shops, pubs and restaurants, museums and antique shops, all combining to make it one of the most enjoyable cities in Europe.

During the course of the conference you will have the opportunity to visit one of the most historic buildings in the city. The State Apartments of Dublin Castle will host the State Reception.

### **VENUE – TRINITY COLLEGE DUBLIN**

Trinity College Dublin, founded in 1592, is situated right in the heart of Dublin city, the city campus occupies some 47 acres (including the Trinity College Enterprise Centre). This 16<sup>th</sup> century campus, surrounded by attractive gardens, is an ideal location for conferences with well-equipped lecture theatres, accommodation, banking, travel agency, shopping and tourist attractions. The main conference building is the Arts Building. All conference hotels are within walking distance of Trinity Conference Centre, situated in the Arts Block.

### **REGISTRATION DESK**

#### **Opening times:**

Tuesday, 25 <sup>th</sup> July	14.00hrs – 18.00hrs
Wednesday, 26 <sup>th</sup> July	08.00hrs – 18.00hrs
Thursday, 27 <sup>th</sup> July	08:00hrs – 14:00hrs
Friday, 28 <sup>th</sup> July	08.00hrs – 16:30hrs
Contact Number: 01-608 1648	

#### **Enquiries for the following should be made at the registration desk:**

- General information regarding the conference
- Social events
- Daily excursions
- Accompanying persons programme
- Accommodation changes
- Book a taxi
- Internet access

## SERVICES IN THE ARTS BUILDING

The following services are available in the Arts Building:

- Internet Facilities - a password to gain access to the TCD network is available at the registration desk. The passwords are €10.00. One password is valid for the full week of the conference.
- Public Telephone (telephone cards are sold in machines beside telephone)
- Coffee Shop
- Photocopying (photocopying ticket is required)
- Cloakroom (for luggage on Friday)

## LUNCH

Lunch will be served in the Dining Hall on Wednesday ONLY (please see location 3 on Map). There is a list of suggested restaurant for lunch and dinner in your conference bag.

## SPEAKER PREVIEW ROOM

The speaker preview room is located in Room 2026 on the Upper Concourse of the Arts Building. All presentations must be handed in 24hrs advance.

## POSTER PRESENTATIONS

Poster boards are located in the Lower Concourse of the Arts Building.

## BADGES

Your badge must be worn at all time as it is your ticket to all sessions, tea/coffee, lunch on Wednesday and the State Reception. Loss of your badge will incur a replacement charge of €10.00.

<b>White Badge</b>	<b>Full Delegate</b>
<b>White Badge with Blue Ribbon</b>	<b>Exhibitor</b>
<b>White Badge with Red Ribbon</b>	<b>Local Organising Committee</b>
<b>White Badge with Light Turquoise Ribbon</b>	<b>Chair</b>

## LIST OF DELEGATES

A list of delegates will be available at the registration desk on request.

## MESSAGES

Urgent messages may be left on the message board at the registration desk.

## **BANK**

There is a bank outside the University for foreign exchange on Monday to Friday only. There are automatic teller machines on site, which can be accessed 24 hours a day.

## **SHOPPING**

Dublin has a busy city centre shopping area around Grafton street and across the river. There is a huge range of products to bring home; from traditional Irish handmade crafts to international designer labels. Things to buy; woollen knits, tweeds, crystal, Claddagh rings, pottery, silver and music. Shopping hours are from 9.00am to 6.00pm, Monday to Saturday, with shops open until 8.00pm on Thursdays, and most shops open from 12.00 noon to 6.00pm on Sundays.

## **EATING OUT**

Dublin has wonderful restaurants in the city centre. A list of restaurants will be available at the registration desk.

## **TIPPING**

Tipping is at your discretion, in some hotels and restaurants a service charge of 10-15% is added to your bill. A small tip is appreciated for good service. Tipping is not unusual in pubs and bars. Tip cabs 10% and porters 65cent per bag.

## **SMOKING POLICY**

Smoking is not permitted in any building in Trinity College. Since 29<sup>th</sup> March 2004 the Irish Government has implemented a smoking ban in the workplace in Ireland. This means smoking is forbidden in enclosed places of work in Ireland, This includes office blocks, various buildings, public houses/bars, restaurants and company vehicles (cars and vans).

## **LOST AND FOUND**

Articles found should be taken to the Registration Desk in the Arts Building.

## **INSURANCE**

The Conference Organising Committee or its agents, will not be responsible for any medical expenses, loss or accidents incurred during the conference. Delegates are strongly advised to arrange their own personal insurance to cover medical and other expenses including accident or loss. Where a delegate has to cancel for medical reasons, the normal cancellation fee will apply. It is recommended that citizens from EU countries bring with them a current EHIC card.

## **TRANSPORT TO EVENING EVENTS**

A conference coach service will be provided for Wednesday 26<sup>th</sup> July– Irish Night at Taylor’s Three Rock (Optional ticket required)

Taxis – In Dublin taxis are available at designated taxi ranks and can also be hailed down. Alternatively you can book a taxi with the registration desk. Please see listed below recommended contact taxi companies for outside office hours:

Taxi 2000 - 6775555  
Satellite Taxi – 836 5555

## **CONFERENCE HOTELS:**

Davenport Hotel	Tel: 00-353-1-6073500
Alexander Hotel	Tel: 00-353-1-6073700
Academy Hotel	Tel: 00-353-1-8784141
Buswells Hotel	Tel: 00-353-1-6146500
Templebar Hotel	Tel: 00-353-1-6773333
Trinity Capital Hotel	Tel: 00-353-1-6481000
Quality Hotel	Tel: 00-353-1-6439500

## **Medical Emergency Contact Number:**

**Doctors on Duty: 00353 1 453 9333**

## **SOCIAL PROGRAMME**

### **Welcome Reception, hosted by the Department of Health and Children**

Date: Tuesday, 25<sup>th</sup> July  
Venue: Dublin Castle, Dame Street  
Time: 18:30-20:00 hours

**Dress: Smart Casual**

A Minister will host a reception in the historic State Apartments of Dublin Castle. Delegates must make their own way there (6 minutes walking distance from Trinity College).

*Cost included in Registration Fee*

### **Irish Night (Optional Night - Ticket Required)**

Date: Wednesday, 26<sup>th</sup> July  
Venue: Taylor's Three Rock  
Coach: 19:15 (Nassau Street)  
Time: 20:00-23:00 hours

**Dress: Casual**

Coach departure at 19.15hrs from Nassau Street. This relaxed evening includes Irish music and "craic" and also contemporary "Riverdance" style dancing, paired with a delicious meal. Return transport will be available at the end of the evening to Nassau Street.

**Tickets available from the registration desk**

**Cost: €79.00 p.p. (includes return transport, dinner and entertainment)**

### **SIG Quiz**

Date: Wednesday, 26<sup>th</sup> July  
Venue: Pavillion Bar, Trinity College  
Time: 20:30-23:00 hours

### **Gala Dinner (Optional Night - Ticket Required)**

Date: Thursday, 27<sup>th</sup> July  
Venue: Trinity Dining Hall  
Time: 19:30 pre dinner drinks in the Atrium  
20:00 dinner in the Dining Hall

**Dress: Smart**

The evening begins with drinks on arrival, followed by dinner and entertainment. Delegates are to make their own way to the Dining Hall marked location 5 on the map.

**Tickets available from the registration desk**

**Cost: €95.00 p.p.**

## **OPTIONAL TOURS**

**Ticket for any of the following tours can be purchased at the Social/Excursion section at the conference registration desk in the Upper Concourse of Trinity College.**

### **Dublin City Tour (Hop On, Hop Off)**

This fully guided tour gives you an overall flavour of our historic and ancient city. You will see examples of Dublin's superb architecture in the Georgian Streets and Squares. This hop-on-hop-off tour will allow you to visit St. Patrick's Cathedral and Christchurch Cathedral, the Guinness Storehouse and the Old Jameson Distillery.

*Tour duration is approximately 90 minutes*

*Details: This tour runs daily, with the first tour departing at 09.30hrs.*

*Cost: €15.00 per person*

*Tour departs from: Stop 1, Outside Dublin Tourism, 14 Upper O'Connell St.*

### **Newgrange (Half Day Tour)**

In the heart of the Boyne Valley, Co. Meath. You will visit the Bru na Boinne Visitor Centre, which will interpret the archaeological heritage of the Boyne Valley, which includes the megalithic passage tombs of Newgrange & Knowth. You will be taken on a guided tour in the tombs the oldest and largest Neolithic burial chamber in Europe (3000BC), which predates the Egyptian Pyramids. Lunch is not included, although a lunch venue will be available on the day.

*Details: This tour runs on Tuesday 25<sup>th</sup> July and Thursday 27<sup>th</sup> July.*

*Times: Tour departs at 10.00hrs and returns to Dublin at 15.45hrs approx.*

*Cost: €32.00 per person.*

*Tour departs from: Gray line desk 1, Dublin Tourism Office, Suffolk St, Dublin 2*

*Please be at the meeting point 20 minutes before the tours departure.*

### **The Dublin Bay & Castle Tour**

After a brief introduction to Dublin City, you will visit the pretty coastal village of Malahide and the 14<sup>th</sup> century Malahide Castle, where you will enjoy a guided tour and have time to wander in the craft shops and gardens. The tour then trails past the pretty fishing village of Howth towards Howth Summit where there will be a 10 minute stop to enjoy the breathtaking views of Dublin Bay. The tour then continues back into Dublin via the northern coastline.

*Details: This tour runs daily.*

*Times: Tour departs at 14.15hrs and returns to Dublin at 17.30hrs approx.*

*Cost: €22.00 per person*

*Tour departs from: Stop 1, Outside Dublin Tourism, 14 Upper O'Connell Street.*

*Please be at the meeting point 20 minutes before the tours departure.*

***Please note that you must make your own way to all departure destinations***

**Private Tour available to IFA delegates Powerscourt Tour (Half Day Tour)**

One of the world's greatest gardens, Powerscourt is situated south of Dublin in the foothills of the Wicklow Mountains. It is a sublime blend of formal gardens, sweeping terraces, and ornamental lakes together with secret hollows, rambling walks, walled gardens and over 200 varieties of trees and shrubs. The beautifully restored house includes an audiovisual tour, a selection of shops and a terrace café.

Details: This tour is on Thursday 27<sup>th</sup> July only and minimum numbers apply.

Cost: €35.00 per person includes private coach, English speaking guide and entrance into Powerscourt House.

Time: Tour departs from Nassau Street outside Trinity Co



1. Main Entrance from College Green
2. Arts Building, Conference Centre
3. Dining Hall, (venue for luncheon Wednesday)
4. Accommodation Office
5. Dining Hall (venue for Gala Dinner on Thursday)
6. Coach Departures and Drop-off point

## MAP OF TRINITY COLLEGE DUBLIN

# Congress Schedule

## Tuesday, 25th July, 2006

2:00 p.m.– 6:00 p.m. Registration  
6:30 p.m.– 8:00 p.m. Opening ceremony and welcome reception in Dublin Castle, Dame Street

## Wednesday, 26th July, 2006

9:00 a.m.– 10:00 a.m. Keynote Speaker  
10:00 a.m.– 11:00 a.m. Simultaneous Sessions  
11:00 a.m.– 11:30 a.m. Coffee break  
11:30 a.m.– 1:00 p.m. Simultaneous Sessions  
1:00 p.m.– 2:00 p.m. Lunch  
2:00 p.m.– 3:00 p.m. Keynote Speaker  
3:00 p.m.– 4:00 p.m. Simultaneous Sessions  
4:00 p.m.– 4:30 p.m. Coffee break  
4:30 p.m.– 6:30 p.m. Simultaneous Sessions  
7:15 p.m. Optional Irish Night at Taylor's Three Rock  
8:30 p.m. Quiz (Led by joint Irish and British SIGs)

## Thursday, 27th July, 2006

9:00 a.m.– 10:00 a.m. Keynote Speaker  
10:00 a.m.– 11:30 a.m. Simultaneous Sessions  
11:30 a.m.– 12:00 p.m. Coffee break  
12:00 p.m. – 1:00 p.m. IFA General Meeting & Awards Ceremony  
1:00 p.m.– 2:00 p.m. Lunch  
2:00 p.m. Afternoon Tours: *Powerscourt Tours* or other options  
4:30 p.m. *Our Time Theatre Company* (New York)  
7:30 p.m. Drinks reception in the Dining Hall, Trinity College  
8:00 p.m. Gala Dinner in the Dining Hall

## Friday, 28th July, 2006

9:00 a.m.– 10:00 a.m. Keynote Speaker  
10:00 a.m.– 11:00 a.m. Simultaneous Sessions  
11:00 a.m.– 11:30 a.m. Coffee break  
11:30 a.m.– 12:30 p.m. Keynote Speaker  
12:30 p.m.– 1:00 p.m. Simultaneous Sessions  
1:00 p.m.– 2:00 p.m. Lunch  
2:00 p.m.– 4:00 p.m. Simultaneous Sessions  
4:00 p.m. – 4:30 p.m. Closing Ceremony

**PLEASE CHECK THE NOTICE BOARD IN THE MAIN CONCOURSE DAILY FOR CHANGES TO THE PROGRAMME**

Wednesday 26th July

## Programme

Wednesday, 26th July, 2006

<b>9:00 – 10:00 am</b>	<b>Keynote Address</b>
(Edmund Burke Theatre)	<b>A Qualitative Study of the Lidcombe Program: Grappling with Detail</b> ■ Rosemarie Hayhow, UK
<b>10:00 – 11:00 am</b>	<b>Simultaneous Sessions</b>
<b>Parallel 1</b>	(Edmund Burke Theatre)
<b>10:00-10:30</b>	<b>Phonological Processing of Young Children who Stutter: Preliminary Behavioural/ERP Findings</b> ■ Hayley S. Arnold, Kia N. Hartfield, Edward G. Conture, Courtney T. Byrd, Alexandra Key, Sarah E. Mathiesen and Christine E. Coulter
<b>10:30-11:00</b>	<b>Semantic Processing Abilities of Preschoolers who Stutter: Preliminary Findings</b> ■ Kia Hartfield and Edward Conture
<b>Parallel 2</b>	(Walton Theatre)
<b>10:00-10:30</b>	<b>Using Metaphors: Reflecting Change in Student Speech and Language Therapist's Construing of a Clinical Experience</b> ■ Trudy Stewart and Alison McLaughlin
<b>10:30-11:00</b>	<b>Ensuring the Effectiveness of Academic and Clinical Preparation for Stuttering Treatment</b> ■ Robert Kroll and Thomas Klassen
<b>Parallel 3</b>	(Emmet Theatre)
<b>10:00-10:30</b>	<b>Using Delayed Auditory Feedback in the Treatment of Stuttering: Evidence to Consider</b> ■ John Van Borsel and Monica Medeiros de Britto Pereira
<b>10:30-11:00</b>	<b>Auditory ERP Measures and Response to Altered Auditory Feedback</b> ■ Lawrence Molt
<b>Parallel 4</b>	(Room 3074)
<b>10:00-11:00</b>	<b>A New Framework for Understanding Stuttering: The Dual Premotor Model</b> ■ Per A. Alm
<b>Parallel 5</b>	(Swift Theatre)
<b>10:00-11:00</b>	<b>A Whole Person Approach to the Treatment of Stuttering (Part 1)</b> ■ Sandi Bojm

## Wednesday 26th July

### Parallel 6 (Ui Chadain Theatre)

- 10:00-10:30 **Speech Dysfluencies in People with Down's Syndrome**  
■ Kurt Eggers and Chris De Bal
- 10:30-11:00 **Language and Dysfluency in Two Young Children with Down Syndrome** ■ Monica Bray

### Parallel 7 (Room 3126)

- 10:00-10:30 **Rhythmic Ability Improvement and its Role in Stuttering Therapy** ■ Elena Kazbanova
- 10:30-11:00 **Gesture Production during Speech among People Who Stutter** ■ Debora Freud, Ruth Ezrati-Vinacour and Uri Hadar

11:00 – 11:30 am

Coffee Break

11:30 – 1:00 pm

Simultaneous Sessions

### Parallel 1 (Edmund Burke Theatre)

- 11:30-12:30 **Complexity and Diversity in Early Childhood Stuttering**  
■ Hans Månsson
- 12:30 - 1:00 **The Effects of Play Situations in Childhood Dysfluency**  
■ Isobel Mary Pickering and Fiona L. Hamilton

### Parallel 2 (Walton Theatre)

- 11:30-12:30 **How Should we Use the Internet to Help Researchers and do Meta-analysis?** ■ Tom Weidig
- 12:30 - 1:00 **Systematic Review and Meta-Analysis of Behavioral Stuttering Treatment** ■ Carl Herder, Courtney Howard, Chad Nye, Martine Vanryckeghem, Herbert Turner and Jamie Schwartz

### Parallel 3 (Emmet Theatre)

- 11:30-12:30 **Neurogenic Stuttering: A Review with Implications for Theory and Intervention** ■ Luc De Nil
- 12:30 - 1:00 **Electroencephalogram (EEG) Investigation in Children who Stutter** ■ Sheena Reilly, Vicki Anderson, Mark MacKay, Susan Block, Bronwyn Parry-Fielder, Libby Smith, Kerry Ttofari, Carly Veness and Susan Watson

### Parallel 4 (Room 3074)

- 11:30 - 1:00 **From Client to Co-author — Developing Outsider-Witness Practices with Adults who Stammer** ■ Jan Logan

## Wednesday 26th July

### Parallel 5 (Swift Theatre)

11:30-12:30 **A Whole Person Approach to the Treatment of Stuttering (Part 2)** ■ Sandi Bojrn

12:30 - 1:00 **Intensive Therapy Course for Adult Stutterers** ■ Ann Marie Simon and the AM06 Team

### Parallel 6 (Ui Chadain Theatre)

11:30-12:00 **An Evaluation of a National Teaching Programme** ■ Willie Botterill, Frances Cook and Ali Biggart

12:00- 1:00 **POSTER SESSION 1 (Beckett Room 1 & 2)**

### Parallel 7 (Room 3126)

11:30-12:00 **Young Children's (3-5 year olds) Perceptions of a Dysfluent Speaker** ■ Margaret M. Leahy and Maria Griffen

12:00-12:30 **Perceptions of Primary School Children (6-13 years) of a Person who Stutters** ■ Margaret M. Leahy and Elaine Hartford

12:30 - 1:00 **Adolescents' Perceptions of their Peers who Stutter** ■ Dixon Kirsch and Marilyn Nippold

1:00 – 2:00 pm

Lunch

2:00 – 3:00 pm

Keynote Address

(Edmund Burke Theatre)

**Foxes, Scorpions, and Stuttering Research: How a Constructivist Perspective Might Help us Avoid Getting Stung** ■ Tony DiLollo, USA

3:00 – 4:00 pm

Simultaneous Sessions

### Parallel 1 (Edmund Burke Theatre)

3:00 - 3:30 **Stories of Origin and Transition in the Lives of Persons who Stutter** ■ Amy Weiss and Dana Kovarsky

3:30 - 4:00 **The Challenge of Change: Therapists' Dilemmas** ■ Carolyn Cheasman and Rachel Everard

### Parallel 2 (Walton Theatre)

3:00 - 4:00 **Temperamental Structure of Children who Stutter** ■ Kurt Eggers, Luc De Nil and Bea Van den Bergh

### Parallel 3 (Emmet Theatre)

3:00 - 3:30 **Factors that Affect Naming in Adults and Children who Stutter** ■ Rochelle Newman and Nan Bernstein Ratner

3:30 - 4:00 **Text Type and Stuttering Severity: Influence on Listener Recall and Comprehension** ■ James Panico and E. Charles Healey

## Wednesday 26th July

### Parallel 4 (Room 3074)

3:00 - 3:30 **Investigating the Relationship Between Stuttering and the Voluntary Control of Breathing** ■ Ann Packman, Mark Halaki, Justine Goozee, Hans-Georg Bosshardt, Nicholas O'Dwyer, Bruce Murdoch and Mark Onslow

3:30 - 4:00 **WASSP: A Review of its Clinical Application Internationally** ■ Anne Ayre, Per Knudsen and Louise Wright

### Parallel 5 (Swift Theatre)

3:00 - 4:00 **The PATMAR Programme for Adults who Stammer** ■ Patrick Kelly and Maria T. McDonnell

### Parallel 6 (Ui Chadain Theatre)

3:00 - 3:30 **Visualization of Laryngeal Events during Stuttered, Fluent Speech and Speech Modeling Tasks: The Utility of Multimedia Recordings** ■ Marie-Claude Monfrais-Pfauwadel

3:30 - 4:00 **The Use of Movie and Spot Dubbing in Stuttering Treatment** ■ Donatella Tomaiuoli, Francesca Del Gado, Maria Grazia Spinetti, Emanuela Lucchini and Eleonora Pasqua

### Parallel 7 (Room 3126)

3:00 - 3:30 **Stammering and Counselling: Exploring the Relationship** ■ Jackie Turnbull

3:30 - 4:00 **The Role of Perfectionism in Stuttering: A Follow-up Study** ■ Barbara Amster and Evelyn Klein

4:00 – 4:30 pm

Coffee Break

4:30 – 6:30 pm

Simultaneous Sessions

### Parallel 1 (Edmund Burke Theatre)

4:30 - 5:00 **Long-Term Outcome of the Lidcombe Program in Bilingual Children** ■ Patricia M. Roberts and Rosalee Shenker

5:00 - 5:30 **Do Stuttering Preschool Children Curtail Language in the Lidcombe Program?** ■ Isabelle Rousseau, Ann Packman, Mark Onslow and Erin McKay

5:30 - 6:00 **Parents Experiences of the Lidcombe Program: The Norway-Australia Connection** ■ Ann Packman, Eli Johanne Hansen and Monika Herland

**Wednesday 26th July**

**Parallel 2 (Walton Theatre)**

- 4:30 - 5:00** Ameliorating Negative Stereotyping of Stuttering in a Fluency Disorders Class ■ Isabella Reichel and Kenneth St Louis
- 5:00 - 6:30** Desensitization Strategies toward Client Empowerment ■ Catherine S. Montgomery

**Parallel 3 (Emmet Theatre)**

- 4:30 - 5:00** A Preliminary Investigation: Creative Theater and Fluency Therapy with Children ■ Debra Kottage-Perrotto, Charleen Bloom and Donna Cooperman
- 5:00 - 5:30** Dublin Adult Stuttering: Intensive Residential Courses for Adults who Stammer ■ Jonathon P. Linklater, Noreen Murphy and Duana J. Quigley
- 5:30 - 6:30** Efficacy Research in Stuttering Therapy: A Longitudinal Observation of the Effects of Three Treatment Programs ■ Wendy J. Huinck and Herman F.M. Peters

**Parallel 4 (Room 3074)**

- 4:30 - 5:00** What can Choral Speech Teach us about Stuttering Reduction? ■ Michael Kiefe and Joy Armson
- 5:00 - 5:30** Influence of Situation, Communicative Partner and Tasks on Stuttering ■ Kia Hartfield, Edward Conture, Jan Karrass and Corrin Graham
- 5:30 - 6:30** The Vicious Cycle: Linguistic Encoding, Self Monitoring and Stuttering ■ Nan Bernstein Ratner and Frank Wijnen

**Parallel 5 (Swift Theatre)**

- 4:30 - 5:30** Recent Developments in Sensory-Motor Modelling: Implications for Stuttering ■ Megan Neilson and Peter Neilson
- 5:30 - 6:00** Characterising Verbal Stuttering Behaviours Using an Acoustic Analysis Program ■ Charn Ying Nang, Kim Kirsner and Kathryn Hird
- 6:00 - 6:30** An fMRI Study on Recovery from Stuttering ■ Katrin Neumann, Christian Kell, Harald A. Euler, Alexander Wolff von Gudenberg, Claudia Posenske and Anne-Lise Giraud

**Wednesday 26th July**

**Parallel 6** (Ui Chadain Theatre)

**4:30 - 6:30** **Behavior Assessment Battery: Evidence-based Approach to the Treatment of CWS** ■ Martine Vanryckeghem

**Parallel 7** (Room 3126)

**4:30 - 5:30** **FORUM: Stuttering: Disability or Not?** ■ Mark Irwin, Anita Blom and Michael Sugarman

**7:15 pm** **Optional Irish Night at Taylor's Three Rock**

**8:30 pm** **Quiz (Led by joint Irish & British SIGs)**

Thursday 27th July

## Programme

Thursday, 27th July, 2006

9:00 – 10:00 am

Keynote Address

(Edmund Burke  
Theatre)

Physiological Indices of Speech and Language  
Processes: New Windows on the Onset of Stuttering in  
Young Children ■ Anne Smith, USA

10:00 – 11:30 am

Simultaneous Sessions

Parallel 1

(Edmund Burke Theatre)

10:00-11:00 The Role of Parents in Stuttering Treatment from a  
Cognitive Therapy Perspective ■ Ali Biggart, Frances  
Cook and Jane Fry

11:00-11:30 Pragmatical Skills in Young Children who Stutter: A  
Preliminary Study ■ Mariëtte Embrechts, Eefke van  
Gaal, Hester de Wilde and Marie-Christine Franken

Parallel 2

(Walton Theatre)

10:00-10:30 The Erasmus Models for the Diagnosis and Treatment  
of Stuttering ■ Jan Bouwen

10:30-11:00 Stuttering/Fluency Belief Inventory (SBI) ■ K. Dale  
Gronhovd and Phillip L. Rice

11:00-11:30 Ego-States and Measures of Fluency: Unraveling  
Connections to Treatment Outcome ■ William S.  
Rosenthal, Shannon N. Austermann and Liz Rud

Parallel 3

(Emmet Theatre)

10:00-10:30 Cluttering: Characteristics Identified as  
Diagnostically Significant by Fluency Experts ■ David  
A. Daly and Robert P. Cantrell

10:30-11:00 Asperger Syndrome and Attention Deficit Disorder:  
Clinical Disfluency Analysis ■ John Tetnowski, Kathy  
Scaler Scott, Heather Grossman, Kathleen Abendroth  
and Jack S. Damico

## Thursday 27th July

### Parallel 4 (Room 3074)

- 10:00-10:30 **Stuttering: A Qualitative Point of View and Therapy** ■  
Isis Meira
- 10:30-11:00 **The Use of Art during Diagnosis and Treatment of Stuttering** ■ Peter Lajos
- 11:00-11:30 **The Vanishing Point: Artistic Perspectives on Stammering Therapy** ■ Trudy Stewart

### Parallel 5 (Swift Theatre)

- 10:00-11:00 **Pharmacologic Strategies in the Treatment of Stuttering** ■ Gerald Maguire, Glyndon Riley and David Franklin
- 11:00-11:30 **Clinically Significant Changes Following Stuttering Treatment** ■ Glyndon Riley, Gerald Maguire and Jeanna Riley

### Parallel 6 (Ui Chadain Theatre)

- 10:00-11:00 **Risk Profiling Young Children who Stammer to Give a Client Centred Clinically Effectual Service** ■ Daniel Hunter
- 11:00-11:30 **Long Term Effect of a Social Cognitive Behaviour Therapy for Stuttering Children and Adults** ■ Ronny Boey

### Parallel 7 (Room 3126)

- 10:00-11:30 **Fluency Assessment from a Multi-Dimensional Perspective** ■ Donna Cooperman and Charleen Bloom

11:30 – 12:00 pm	Coffee Break
12:00 – 1:00 pm	IFA General Meeting & Awards Ceremony
1:00 – 2:00 pm	Lunch
2:00 pm	Afternoon Tours
7:30 pm	Gala Dinner

Friday 28th July

## Programme

Friday, 28th July, 2006

<b>9:00 – 10:00 am</b>	<b>Keynote Address</b>
(Edmund Burke Theatre)	<b>A World that Understands Stuttering: A Roadmap</b> ■ Michael Sugarman, USA
<b>10:00 – 11:00 am</b>	<b>Simultaneous Sessions</b>
<b>Parallel 1</b>	(Edmund Burke Theatre)
10:00-10:30	<b>'Made to Measure': Does Client's Experience 'Make' our Therapy?</b> ■ Durdana Putker-de Bruijn
10:30-11:00	<b>Stuttering in the Work Place: An Empirical Study of Issues and Challenges</b> ■ Marshall Rice and Robert Kroll
<b>Parallel 2</b>	(Walton Theatre)
10:00-11:00	<b>International Speech Project and Outreach Efforts in Africa and China</b> ■ Mark Irwin, Stefan Hoffman and Joseph Lukong
<b>Parallel 3</b>	(Emmet Theatre)
10:00-10:30	<b>Temperament, Parenting Styles and Childhood Stuttering</b> ■ Julie D. Anderson and John E. Bates
10:30-11:00	<b>Middle School Students' Perceptions of Stuttering</b> ■ David L. Evans, Norimune Kawai and E. Charles Healey
<b>Parallel 4</b>	(Room 3074)
10:00-10:30	<b>Word Retrieval Function and Compensation in Stuttering</b> ■ Charn Ying Nang, Neville Hennessey and Janet Beilby
10:30-11:00	<b>Does Parent-Child Interaction Therapy Impact on Children's Language?</b> ■ Sharon Millard, Alison Nicholas, Frances Cook, Victoria Hamilton and James Au-Yeung
<b>Parallel 5</b>	(Swift Theatre)
10:00-10:30	<b>Influence of Altered Auditory Feedback Device Usage on Stuttering's Impact</b> ■ Lawrence Molt and J. Scott Yaruss
10:30-11:00	<b>Delayed Auditory Feedback and Stuttering Severity</b> ■ Monica Medeiros De Britto Pereira, Carla Ferrante, Claudia Regina Furquim de Andrade and John Van Borsel

## Friday 28th July

**Parallel 6** (Ui Chadain Theatre)

**10:00-10:30** Fluency Disorders in Genetic Syndromes ■ John Van Borsel

**10:30-11:00** Lies, damn lies, and random control trials in stuttering? ■ Tom Weidig

**Parallel 7** (Beckett Room 1 & 2)

**10:00-11:00** POSTER SESSION 2

<b>11:00 – 11:30 am</b>	<b>Coffee Break</b>
<b>11:30 – 12:30 pm</b>	<b>Keynote Address</b>

(Edmund Burke Theatre) Stuttering and Bilingualism: Questions, Answers and Evidence ■ John Van Borsel, Belgium

**12:30 – 1:00 pm** Simultaneous Sessions

**Parallel 1** (Edmund Burke Theatre)

Therapy for Persons Who Stutter: Eastern Europe and Latin America ■ Steen Fibiger, Herman Peters and Katrin Neumann

**Parallel 2** (Walton Theatre)

Bilingual Stuttering: Transfer of Self-Identification of Disfluencies across Languages ■ Brian Humphrey and Amy Gross

**Parallel 3** (Emmet Theatre)

An Investigation of the Relationship between Stuttering and Temperament ■ Alison Nicholas, Ehud Yairi, Steve Davis and Sarah Manglesdorf

**Parallel 4** (Room 3074)

Six Month Outcome Measures for a SpeechEasy™ AAF Clinical Trial ■ Lawrence Molt

**Parallel 5** (Swift Theatre)

Conflict Talk: Conversations between Expert PWS and Novice PWS ■ Hiroaki Kobayashi and Charlie Watanabe

**Parallel 6** (Ui Chadain Theatre)

Making Stuttering Manageable: The Use of Narrative Therapy ■ Margaret M. Leahy and Alex Warren

**Parallel 7** (Beckett Room 1 & 2)

POSTER SESSION 2

**Friday 28th July**

**1:00 – 2:00 pm**

**Lunch**

**2:00 – 4:00 pm**

**Simultaneous Sessions**

**Parallel 1** (Edmund Burke Theatre)

**2:00 - 4:00** Linguistic, Cultural, and Geographic Influences on Public Attitudes Toward Stuttering: Cameroon, Canada, USA ■ Ken St Louis, Patricia Roberts, Joseph Lukong and Megan Freese

**Parallel 2** (Walton Theatre)

**2:00 - 3:00** A Survey of the Self-Help Needs of Women who Stutter ■ Peter Dhu, Charn Nang and Lakdini Geevaratne

**3:00 - 3:30** STUTTERISM™ A Term Coined to Promote Long-Term Fluency ■ Richard Borys

**3:30 - 4:00** Love Stuttering as your Good Friend! ■ Peter Tonev

**Parallel 3** (Emmet Theatre)

**2:00 - 3:00** Lexical and Fluency Changes in Young Children who Stutter ■ Stacy Wagovich and Nancy Hall

**3:00 - 3:30** A Developmental Study of Normal Fluency and Language ■ Nancy Hall, Kristen Higgins, Stacy Wagovich, Laurie Farkas, Elise Cote, Laura Russell and Jillian Ward

**3:30 - 4:00** A Telehealth Research Program in Australia: Early Stuttering and Beyond ■ Linda Wilson, Mark Onslow, Michelle Lincoln and Lindy McAllister

**Parallel 4** (Room 3074)

**2:00 - 4:00** Preparing Clinicians to Treat Stuttering Effectively: An Interactive Panel Discussion ■ Robert Kroll, Frances Cook, Luc De Nil and Nan Bernstein Ratner

**Parallel 5** (Swift Theatre)

**2:00 - 3:00** Transcending Stuttering — The Inside Story ■ Phil Schneider

**3:00 - 4:00** Future of the IFA  
Executive session led by L Molt

## Friday 28th July

### Parallel 6

- 2:00 - 3:00 **Validating Virtual Reality Environments for Use in Stuttering Assessment** ■ Shelley B. Brundage, Ken Graap, Adrienne Hancock, Kristen Kiselewich, Jeremy Brooks and Mirtha Ferrer
- 3:00 - 3:30 **Experienced and Inexperienced Listener's Perceptions of Fluency in Nonstuttered Speech** ■ Leslie Plonsker and Charlie Osborne
- 3:30 - 4:00 **Contrasts in Listeners' Perceptions of Fluency and Disfluency Continuums** ■ Michael Susca and Alexandra Eng

### Parallel 7

- 2:00 - 3:00 **Where did the Iceberg Go?** ■ Carolyn Allen and James Cowan
- 3:00 - 4:00 **Overcoming Patient Resistances in Stuttering Therapy** ■ Gary J. Rentschler and John Tetnowski

4:00 – 4:30 pm

Closing Ceremony

## **KEYNOTE ADDRESSES**

### **Stuttering and Bilingualism: Questions, Answers and Evidence**

**John Van Borsel**

(Fri. 28th July, 11:30-12:30 pm)

Nowadays bilingualism appears to be the rule rather than the exception in many countries worldwide. As a consequence most clinicians have a fair chance of being confronted one day with bilingual individuals who stutter. Providing services to bilingual individuals who stutter entails some unique problems and questions, however, and research in this area is still scanty. This presentation will discuss and illustrate some of the major issues in stuttering and bilingualism. Answers and evidence will be reviewed with respect to such questions as: Is stuttering more prevalent in bilinguals than in monolinguals? Does stuttering always manifest in both languages? Can one make reliable and valid judgements about the presence and severity of stuttering in a language that is not one's own? Is closeness to the mother tongue a determining factor in judgements of stuttering in an unfamiliar language? Is it advisable to remove a second language in order to reduce dysfluency? Should treatment be given in both languages, or in one language? Research needs will be pointed out as well as some methodological problems. In addition a few suggestions for joint studies will be launched.

### **Foxes, Scorpions, and Stuttering Research: How a Constructivist Perspective Might Help us Avoid Getting Stung**

**Anthony DiLollo**

(Wed. 26th July, 2:00-3:00 pm)

An old Native American folk tale tells of the interaction between a fox and a scorpion that ends poorly because the fox didn't understand enough about the nature of his adversary. In the world of stuttering research, there is a danger that we might end up like the fox – knowing a lot about what stuttering looks and sounds like, but too little about the complex nature of the problem and how it affects the individuals who live with it on a daily basis. The implication of this story is that there may be a need for an increase in the qualitative exploration of stuttering to provide knowledge that complements the wealth of quantitative knowledge that exists and continues to be produced. In this presentation, a constructivist perspective on stuttering will be offered as one useful framework around which qualitative exploration of stuttering might be organized.

### **A Qualitative Study of the Lidcombe Program: Grappling with Detail**

**Rosemarie Hayhow**

(Wed. 26th July, 9:00-10:00 am)

This study aimed to find out more about the day-to-day experiences of parents and

## **Keynote Address**

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therapists who are using the Lidcombe Program and to explore the variability in children's responsiveness to treatment. Subjects were recruited from five clinics and assessment and therapy data collected on 22 children. Parents of some of these children were interviewed and invited to talk about their experiences of using the treatment with their child. Interviews were also conducted with the recruiting therapists. The experiences of the parents will be discussed in relation to the different components of the program. The questions raised by these interviews and by the child studies will be considered with reference to the literature and some tentative hypotheses formulated that might help explain individual differences. Qualitative research can help to fill in some of the details that must necessarily be left out in large-scale quantitative studies.

### **Physiological Indices of Speech and Language Processes: New Windows on the Onset of Stuttering in Young Children**

**Anne Smith**

(Thur. 27th July, 9:00-10:00 am)

All individuals who stutter experience breakdowns in the motor processes that are necessary for fluent speech production. Like most current theoretical views of stuttering, our model posits that these disruptions in motor control for speech arise from multiple etiological factors, including genetic substrates, language factors, emotional responses, cognitive load, and motor processes. Studies of adults who have been stuttering for many years reveal atypical findings at many different levels, ranging from differences in motor processes during speech to differences in evoked responses of the brain to linguistic stimuli, even in the absence of any requirement to speak. From a review of the impressive experimental findings in adults who stutter, one immediately begins to wonder when these differences in brain organization and function appear. Are they precursors to stuttering that are already evident in 2 and 3-year-olds who will become persistent developmental stutterers? Can physiological measures be used to develop better predictors about the likelihood of a chronic problem in youngster who begins to stutter? This presentation will explore these topics and present new findings from our research project on the physiological aspects of young children's speech production and language processing.

### **A World that Understands Stuttering: A Roadmap**

**Michael Sugarman**

(Fri. 28th July, 9:00-10:00 am)

This keynote will address issues that link together the stuttering community – people living with stuttering, families, speech clinicians and researchers. The talk will trace how we got to where we are today including examining “change theories” in the client and clinician relationship, the spread of national and international groups focusing on stuttering, and the use of technology for outreach and education. Finally, the talk will raise questions about the direction of the stuttering community in the future, such as the pros and cons of being part of the “disability community” and the power of International Fluency Association and International Stuttering Association joining forces.

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## SEMINARS

### **Where did the Iceberg Go?** **Carolyn Allen and James Cowan**

(Fri. 28th July, 2:00-3:00 pm)

It is the author's belief that stammering cannot be considered as a speech-only disorder. Rather, therapy that acknowledges the impact and lived experience of stammering is thought to have greater and more relevant outcomes for each client. This seminar draws on the available literature to argue for therapy methods that consider the whole 'stammering iceberg'. Autobiographical evidence presented by a client who stammers further supports a holistic, client-centred approach and adds weight to the principle of practice-based evidence.

### **A New Framework for Understanding Stuttering: The Dual Premotor Model**

**Per A. Alm**

(Wed. 26th July, 10:00-11:00 am)

An explanatory model is proposed: *the dual premotor systems theory of stuttering*. A core premise is that the timing of speech motor segments may be cued by either of two parallel premotor systems, the *lateral* and the *medial*. Stuttering is suggested to be related to impaired "go-signals" from the medial system (including the *basal ganglia*). Recent findings suggest the possibility that impaired input from the motor cortex to the basal ganglia might be an important factor, leaving the basal ganglia out of control and subject to disproportionate strong emotional influence from the limbic system. Most fluency inducing conditions are proposed to shift speech timing from the medial to the lateral system.

### **The Vicious Cycle: Linguistic Encoding, Self Monitoring and Stuttering**

**Nan Bernstein Ratner and Frank Wijnen**

(Wed. 26th July, 5:30-6:30 pm)

This session will present two independently developed but compatible models of stuttering that propose aberrant self-monitoring as a critical feature in the precipitation of stuttered events. We will begin with comparisons between normal and stuttered disfluency and features of stuttering that are not well accommodated within most current models of the disorder. We will then present two complementary, testable models that link language, fluency and self-monitoring abilities in CWS and AWS, data to support these models, and suggestions for future research.

## **The Role of Parents in Stuttering Treatment from a Cognitive Therapy Perspective**

**Ali Biggart, Frances Cook and Jane Fry**

(Thur. 27th July, 10:00-11:00 am)

This seminar will present relevant theory about the role of parents in therapy with children who stutter from a Cognitive Therapy perspective (Beck, 1976). It is proposed that there is a relationship between children's and their parents' thoughts, feelings and behavioural responses to stuttering. Clinical examples will be used to demonstrate this inter-relationship. The process of developing a shared understanding of these dynamics with families, and of negotiating changes in the management of stuttering will be explored.

## **A Whole Person Approach to the Treatment of Stuttering**

**Sandi Bojrn**

(Wed. 26th July, 10:00-11:00 am & 11:30-12:30 pm)

Traditional stuttering therapy often focuses on behavioral skills without considering individual differences or the broader context of the problem. For some clients, these approaches are only minimally effective; for others, there is relapse. This seminar presents a systems-based approach that considers the whole person. Three contexts are examined: the overall speech-language system, emotional/psychological framework and the even broader perspective of family, community and culture. The importance of this approach will be discussed, with implications for differential diagnosis, therapy, maintenance and preschool stuttering.

## **Validating Virtual Reality Environments for Use in Stuttering Assessment**

**Shelley B. Brundage, Ken Graap, Adrienne Hancock, Kristen Kiselewich, Jeremy Brooks and Mirtha Ferrer**

(Fri. 28th July, 2:00-3:00 pm)

Virtual Reality Job Interviews (VRJI) and Virtual Reality Audiences (VRA) were tested to see if the speech patterns of persons who stutter (PWS) would react in ways similar to those seen in the real world. Subjects were assigned to challenging and facilitative VRJI's. In mild-to-moderately severe PWS, the challenging VRJI environments led to more stuttering. To date, similar effects on frequency of stuttering have been observed during speeches to challenging and facilitative virtual audiences. Data from several studies will be presented that suggested VR offered a safe, reliable, repeatable and confidential alternative to obtaining speech samples in the real world.

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## **Fluency Assessment from a Multi-Dimensional Perspective** **Donna Cooperman and Charleen Bloom**

(Thur. 27th July, 10:00-11:30 am)

Many speech-language pathologists assess people who stutter by counting dysfluencies and determining severity solely on the basis of the frequency of these dysfluencies. It is our contention that assessment of individuals who stutter must include physiological, attitudinal and environmental elements in order to plan a holistic treatment program. This presentation will include a description of the evidence-based, multi-dimensional battery of formal and informal assessment techniques and tools that we use for children and adults. Participants will be provided with an explanation of a variety of protocols to expand their repertoire when assessing individuals who stutter.

## **Neurogenic Stuttering: A Review with Implications for Theory and Intervention**

**Luc De Nil**

(Wed. 26th July, 11:30-12:30 pm)

Neurogenic stuttering has long been recognized as a clinical disorder following acquired or degenerative lesions of the brain. Many clinical case reports and a few studies involving larger patient populations have been reported in the literature. Despite this interest, little is known about its prevalence and incidence and only a few planned experimental studies have been published aimed at addressing the underlying etiology, behavioural characteristics or clinical intervention strategies for this disorder. The intent of the presentation is to provide a comprehensive overview of the literature and clinical guidelines useful in intervention. Future research needs will be outlined as well.

## **A Survey of Self-Help Needs of Women who Stutter** **Peter Dhu, Charn Nang and Lakdini Geevaratne**

(Fri. 28th July, 2:00-3:00 pm)

The Speak Easy Association of Western Australia undertook 3 workshops engaging women who stutter to establish the needs of women who stutter seeking self help. A questionnaire was designed to elicit information on their needs, including:

- \*Are there sufficient support services and resources available
- \*Is there a difference in the needs of men and women, who stutter
- \*Do self-help groups currently meet the needs of women who stutter

The results indicate that the current resources available are not well publicized and not well known, stuttering affects women much the same as men and most women are happy to attend a mixed sexes support group.

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**Temperamental Structure of Children who Stutter**  
**Kurt Eggers, Luc De Nil and Bea Van den Bergh**

(Wed. 26th July, 3:00-4:00 pm)

The purpose of this study is to determine if there are differences in temperamental characteristics of children who stutter (CWS), children who do not stutter (CWNS) and children with vocal nodules (CWVN). The temperament structure is assessed by using the Flemish version of the Children's Behaviour Questionnaire, a caregiver report measure. Participants consist of 69 CWS, 146 CWNS and 41 CWVN with ages ranging from 3;0 to 8;11 years. The results will be interpreted within existing frameworks of temperament development in young children, as well as previous studies of temperament in CWS.

**Efficacy Research in Stuttering Therapy: A Longitudinal  
Observation of the Effects of Three Treatment Programs**  
**Wendy J. Huinck and Herman F.M. Peters**

(Wed. 26th July, 5:30-6:30 pm)

In this study we evaluated the effect of three speech therapy programs on the speech of adult stuttering persons (N=65). Speech characteristics were assessed pre-therapy, post-therapy, and at one and two years follow-up on three levels of dysfluency: a) speech quality (e.g. perceptual evaluation of speech fragments; percentages stuttered syllables); b) speech physiological processes; c) emotions and cognitions that are related to stuttering (self-evaluation questionnaires). We found substantial progress immediately after therapy but also some relapse at the long term. Based on these results participants were classified into groups. Short- and long-term differences between these groups are discussed.

**Risk Profiling Young Children who Stammer to Give a Client  
Centred Clinically Effectual Service**  
**Daniel Hunter**

(Thur. 27th July, 10:00-11:00 am)

One of the key clinical judgements that need to be made in the treatment of young children who stammer is that of persistence or transience. In other words, which children are likely 'to grow out of it' and which ones are likely not too. The presentation will describe the authors attempt to risk profile young children who stammer within a busy speech and language therapy department. Children are divided into low, medium and high risk in an attempt to provide a highly client centred, clinically effective service, that is also cost and time efficient.

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**International Speech Project and Outreach Efforts in Africa and China**  
**Mark Irwin, Stefan Hoffman and Joseph Lukong**

(Fri. 28th July, 10:00-11:00 am)

The International Stuttering Association, the umbrella group for national and international stuttering associations, has been particularly active in recent times in its outreach efforts in Africa and China. It has also combined with several speech pathologists to set up and develop International Speech Project - a project aimed at bringing speech pathology services to countries of the developing world. Achievements to date and plans for the future will be discussed. Speech pathologists interested in donating time to serve in the developing world are encouraged to attend.

**The PATMAR Programme for Adults who Stammer**  
**Patrick Kelly and Maria T. McDonnell**

(Wed. 26th July, 3:00-4:00 pm)

This eight-day intensive residential group course (and three-day follow-up) offers a new departure in adult stammering therapy. Continuously evolving since its inception in 1998, PATMAR holds that only through reducing sensitivity to and gaining acceptance of the stammer, can control of the stammer be maintained in the long-term. Tenets from Sheehan (1972) and Van Riper (1973) form underlying principles. The complex interplay of personality, life experience and family dynamics for each individual is a key consideration within the group. Family involvement is central in this therapy process, as individuals learn coping strategies for long-term acceptance and control of their stammers.

**Preparing Clinicians to Treat Stuttering Effectively: An**  
**Interactive Panel Dhe devs 114 scn q 10 0 0 10 0 0 cm BT507 i33 12 i 10 03**

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## **From Client to Co-author — Developing Outsider-Witness Practices with Adults who Stammer**

**Jan Logan**

(Wed. 26th July, 11:30-1:00 pm)

Narrative therapy prioritises personal experience by drawing on ‘insider-knowledge’. This paper will demonstrate how narrative ideas and practices can be helpfully transferred to adult stammering therapy. The rationale will be given and the process of developing ‘outsider-witness’ practices (M. White, 1995) described. Involving clients in the process of co-authoring new and preferred identities as people who stammer will be illustrated and the issues discussed. The experience of involvement in this project will be shared from the perspective of client and therapist. Videos will be used.

## **Pharmacologic Strategies in the Treatment of Stuttering**

**Gerald Maguire, Glyndon Riley and David Franklin**

(Thur. 27th July, 10:00-11:00 am)

Stuttering is classified in the psychiatric nomenclature of DSM-IV. In spite of such, relatively little research has been conducted into possible psychopharmacologic treatments. Clinical trials utilizing double-blind, placebo-controlled designs have found that novel dopamine blocking agents are effective in reducing the severity of stuttering but are associated with significant side-effects. The most comprehensive pharmacologic trial to date in stuttering has recently been completed and evaluated the efficacy and safety of pagoclone, a novel nonbenzodiazepine GABA partial agonist with a unique mechanism and the potential to provide a favorable safety profile. Data from this multi-center, double-blind, placebo-controlled trial will be presented.

## **Complexity and Diversity in Early Childhood Stuttering**

**Hans Månsson**

(Wed. 26th July, 11:30-12:30 pm)

Few representative longitudinal studies have been conducted based directly on the stuttering of small children and on the child’s immediate surroundings. The most well-known and comprehensive of these studies is Andrews and Harris’ study, *The Syndrome of Stuttering*, published in 1964. On the Danish island of Bornholm, a multifactorial longitudinal study of stuttering in small children have been conducted that includes all children born in 1995 and 1996 - i.e. roughly 1000 children in all. Data were collected in the years 1998-2004. In 2005 the data material was analysed that includes knowledge on factors like incidence, prevalence, the early development of stuttering, linearity, recovery, heredity, cognition, linguistics, phonology, and environmental factors. Selected results and conclusions will be presented at the seminar.

**Desensitization Strategies toward Client Empowerment****Catherine S. Montgomery**

(Wed. 26th July, 5:00-6:30 pm)

When asked why they want to speak more fluently, a universal theme I hear from my clients is that they want to gain a sense of freedom: to no longer have the stuttering rule their lives, feel helpless, victimized or ashamed. Many of us were taught that the client's acquisition of good speech management tools was the means to that end. Now we know that working through the emotional layers along with the physical skills is the means toward true empowerment. This session will focus on practical strategies that help us help our clients toward that emotional freedom.

**Recent Developments in Sensory-Motor Modelling:  
Implications for Stuttering****Megan Neilson and Peter Neilson**

(Wed. 26th July, 4:30-5:30 pm)

We have long proposed adaptive sensory-motor modelling as a basis for understanding human movement control and its disorders, in particular stuttering. Several computational theories of movement now take this approach. To be viable, any account of motor behaviour, speech production included, must address three well-known problems: redundancy, limited central resources, and nonlinear interactions. Using state-of-the-art neural adaptive filters we have developed an integrated solution to these difficulties. We discuss this with respect to speech, pointing to how neural models of the interrelationships between efference copy signals and auditory and kinaesthetic feedback signals may pertain to processes of fluency and disfluency.

**Overcoming Patient Resistances in Stuttering Therapy****Gary J. Rentschler and John Tetnowski**

(Fri. 28th July, 3:00-4:00 pm)

Patient resistances can present a significant obstacle to the efficacy of stuttering therapy and a confounding variable in evidence-based practice. Viewed as defense mechanisms, mapping resistances helps the clinician to understand the patient's belief system and provides essential guideposts in designing an effective treatment program. Understanding the patient's unconscious motivations enables the clinician to educate the client and help shape his or her attitudes and behaviors. This paper discusses resistances using case examples and proposes approaches toward minimizing or overcoming the impact of the patient's defense mechanisms in stuttering therapy.

**Transcending Stuttering — The Inside Story****Phil Schneider**

(Fri. 28th July, 2:00-3:00 pm)

This film is an intimate journey into the lives of seven people who stutter, as they travel from the darkness of fear and isolation to the light of courage and freedom of speech. The inspiring message sent by the brave individuals featured in this film is that it is never too late to triumph over our own personal challenges. This movie serves as an innovative therapy tool which opens dialogue about the often unspoken aspects of the stuttering syndrome. It is also a teaching resource for educating PWS, students, professionals, loved ones and the general public.

**Linguistic, Cultural, and Geographic Influences on Public Attitudes Toward Stuttering: Cameroon, Canada, USA**  
**Ken St Louis, Patricia Roberts, Joseph Lukong and Megan Freese**

(Fri. 28th July, 2:00-4:00 pm)

English and French speaking adults from Canada and Cameroon completed experimental versions of the *Public Opinion Survey of Human Attributes (POSHA-E)* in English or French. Results were compared across the two languages and two countries and, further, to a control group of monolingual English speakers from the USA. Preliminary results suggest that there were similarities across all five groups, but important differences between Cameroonian participants and those from Canada and the USA. Country of origin appears more important than native language in explaining stuttering attitudes.

**Behavior Assessment Battery: Evidence-based Approach to the Treatment of CWS****Martine Vanryckeghem**

(Wed. 26th July, 4:30-6:30 pm)

The self-report measures that make up the Behavior Assessment Battery (BAB) for children have been internationally investigated and shown to be reliable and valid test procedures. The cross-cultural data relative to emotional reaction to and speech disruption in speech situations (Speech Situation Checklist), coping behaviors used (Behavior Checklist) and speech-associated attitude (Communication Attitude Test and KiddyCAT) are in overwhelming agreement. They indicate higher scores for CWS than CWNS on each of the BAB test procedures. The BAB tests are useful as an aid in differential diagnostic decision making and allow for identification of treatment targets.

**Lexical and Fluency Changes in Young Children who Stutter**  
**Stacy Wagovich and Nancy Hall**

(Fri. 28th July, 2:00-3:00 pm)

The purpose of this longitudinal study is to examine the relationship between changes in stuttering and changes in lexical diversity/rarity over time in young children who stutter. Eleven children, ages 2;1 to 4;11, participated in the study. All children performed within the average range on standardized language testing. For each child, two conversational samples, 10 months apart, were analyzed for percent change in stuttering and percent change in measures of lexical diversity and lexical rarity. Results are interpreted within the context of each child's age, vocabulary knowledge at the beginning of the study, and the change in disfluency over time.

**How Should we Use the Internet to Help Researchers and do  
Meta-analysis?**

**Tom Weidig**

(Wed. 26th July, 11:30-12:30 pm)

The purpose of the workshop is to discuss how the Internet could best be used to help researchers and to do meta-analysis of research. The author will briefly review the different tools available or possible, and discuss potential issues: like PubMedline abstract archive, on-line conference, on-line material, email, discussion forum, blogs, backtracks, mailing lists and more. Then all participants are invited to contribute to a discussion.

**RESEARCH PAPERS**

**The Role of Perfectionism in Stuttering: A Follow-up Study**  
**Barbara Amster and Evelyn Klein**

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## **WASSP: A Review of its Clinical Application Internationally** **Anne Ayre, Per Knudsen and Louise Wright**

(Wed. 26th July, 3:30-4:00 pm)

The Wright and Ayre Stuttering Self-Rating Profile (WASSP, 2000) has been used internationally for assessment, planning therapy and outcome measurement. A review of WASSP was carried out to consider revision and recommendations. Staff from the Stuttering Information Center of Denmark obtained permission to translate WASSP for use in Denmark. They adopted a systematic process in relation to the translation and followed the same method of reliability testing as the authors of WASSP. This paper will reflect on issues, in relation to validity and reliability, which arise when using a clinical tool in a different cultural context, language or age group.

## **Long Term Effect of a Social Cognitive Behaviour Therapy for Stuttering Children and Adults**

**Ronny Boey**

(Thur. 27th July, 11:00-11:30 am)

Out of a clinical population of 2000 Dutch speaking stammering children and adults two groups are constructed to study the long term effects of a social cognitive behaviour therapy for stuttering: an experimental group (“with therapy”) and a matched control group (“without therapy”). A stratified research design is set up to measure the post therapy results on stuttering, speech attitude, personality traits, quality of life (outcome). The effect is observed in relation to the pre therapy results and principal variables such as gender, subtype of stuttering, age category (1-6, 7-12, 13-18 and > 18 years) and initial severity of stuttering.

## **STUTTERISM™ A Term Coined to Promote Long-Term Fluency**

**Richard Borys**

(Fri. 28th July, 3:00-3:30 pm)

To stimulate discussion and debate, I’ll explain for 10-15 minutes:

- \*12 step programs, stemming from Alcoholics Anonymous (“AA”) over 70 years ago.
- \*AA ideas being appropriated to help others with physical addictions (e.g., overeating) and non-physical (e.g., compulsive shopping).
- \*A logical comparison between stutterers, capable of attaining desired treatment results, who resist maintaining such results; and, addicts, who show similar resistances.
- \*STUTTERISM™ as a term of convenience.
- \*How the 12 step “practice”, using the term STUTTERISM™, can be used, primarily by stutterers for stutterers; to counter patterns inimical to attaining/maintaining fluency results.

Discussion will follow in the remaining time.

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## **An Evaluation of a National Teaching Programme**

### **Willie Botterill, Frances Cook and Ali Biggart**

(Wed. 26th July, 11:30-12:00 pm)

This presentation will outline the background to the development of a national teaching programme for generalist and specialist therapists in the management of children who stutter. It will discuss the delivery of two three-day teaching packages for working with under sevens and seven to fourteen year olds who stutter. We will evaluate participants' feedback forms both quantitatively and qualitatively. In conclusion we will present the results of a questionnaire designed to identify changes in practice over the medium to long term. We will reflect on the impact this training has had on local service delivery.

## **The Erasmus Models for the Diagnosis and Treatment of Stuttering**

### **Jan Bouwen**

(Thur. 27th July, 10:00-10:30 am)

The two models for the diagnosis and treatment of stuttering, used by the department of Otorhinolaryngology-Phoniatrics of the Erasmus MC, University Medical Center Rotterdam, the Netherlands, will be presented and explained. The first model is a multi-factorial circular model for the diagnosis of stuttering of adolescents and adults. The basic structure is formed by four components: the verbal motor-, cognitive-, emotional-, and social component. The second model, based on this multi-factorial model, reflects the therapy process for the advanced stutters. The treatment offers adolescents and adults several individual options and combinations of therapy goals.

## **Language and Dysfluency in Two Young Children with Down Syndrome**

### **Monica Bray**

(Wed. 26th July, 10:30-11:00 pm)

Information about the onset and development of dysfluency in Down syndrome is severely limited. We know that a high percentage of adults with the syndrome are dysfluent (45%), but we have no knowledge of the links between childhood dysfluency and its persistence into adulthood. In-depth case studies of two young children who have been recently identified as stuttering by their parents will be presented. Linguistic and phonetic analysis of the children's speech and language from samples collected over a 9 month period, as well as the family histories and coping styles will be discussed. The findings will be linked to current linguistic and neurobiological ideas about stuttering.

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## **The Challenge of Change: Therapists' Dilemmas** **Carolyn Cheasman and Rachel Everard**

(Wed. 26th July, 3:30-4:00 pm)

This paper will describe the process of change underlying the introduction of an integrated approach to adult stammering therapy into a programme which had hitherto been exclusively 'stammer more fluently' based. The rationale for the change will be given and some preliminary findings presented. We shall refer back to the history of adult stammering therapy in the UK and aim to share some of the dilemmas we faced when making such a significant change. (The presenters are highly experienced therapists working in the field of stammering and both stammer themselves.)

## **Cluttering: Characteristics Identified as Diagnostically Significant by Fluency Experts** **David A. Daly and Robert P. Cantrell**

(Thur. 27th July, 10:00-10:30 am)

Sixty fluency experts rated how accurately fifty statements from the literature described characteristics of cluttering. Fifteen items were rated characteristic of cluttering 66% or more of the time. "Repetition of multi-syllabic words" and "Rapid rate with intact articulation" were not included among the top 15 items. Experts also rank-ordered the characteristics' importance for clinical diagnosis. Interestingly, not all items rated within the 15 items appeared in the top ten rankings. Implications of the experts' top and bottom rankings and ratings will be discussed. The feasibility of using these data to develop a meaningful diagnostic inventory will be presented.

## **Delayed Auditory Feedback and Stuttering Severity** **Monica Medeiros De Britto Pereira, Carla Ferrante, Claudia Regina Furquim de Andrade and John Van Borsel**

(Fri. 28th July, 10:30-11:00 am)

The results will be reported of an ongoing study that investigates stuttering severity as a possible variable to take into account when considering the use of Delayed Auditory Feedback (DAF) in an individual client. Analyses completed thus far in five male participants (age 13 to 48 years) with developmental stuttering of different degrees of severity suggest that the amount of reduction of stuttered disfluencies is not necessarily larger when stuttering is more severe and that just like normals also stuttering individuals may demonstrate an increase of disfluencies as the result of DAF.

as high as 77% for stuttering and/or cluttering are reported. The literature is somewhat ambiguous in labelling these dysfluencies: stuttering, cluttering, or as some authors suggest, an increased amount of normal dysfluencies. In this study the speech of 150 people with Down's syndrome, within 3 different age categories (<12;11, 13y.-21;11,  $\geq 22$ ) will be assessed. A qualitative and quantitative analysis of the dysfluencies will be performed. We will report on our preliminary findings of a possible link between language level, motor aspects and speech dysfluencies.

### **Pragmatical Skills in Young Children who Stutter: A Preliminary Study**

**Mariëtte Embrechts, Eefke van Gaal, Hester de Wilde and Marie-Christine Franken**

(Thur. 27th July, 11:00-11:30 am)

Asynchronies in developmental linguistic domains may be linked to speech disfluencies. So far, relatively little attention has been given to the pragmatical skills of young stuttering children. To investigate whether young stuttering children show deviant or slow developing pragmatical skills (communicative functions, conversation skills and narrative skills) 20 stuttering children (4-7 years old) were tested with the *Nijmeegse Pragmatiek Test* (Embrechts, Mugge & Van Bon, 2005), and compared to the results for 20 matched controls. Additional data on the pragmatical skills of the child were obtained by means of questionnaires for the teacher and parents of the child.

### **Middle School Students' Perceptions of Stuttering**

**David L. Evans, Norimune Kawai and E. Charles Healey**

(Fri. 28th July, 10:30-11:00 am)

This study examined the influence of stuttering frequency on middle school students' perceptions of a peer who stutters. Participants viewed a video of a peer telling a joke at one of four stuttering frequencies and responded to Likert statements. Preliminary findings indicate that regardless of stuttering frequency, peers felt comfortable communicating with a peer who stutters and having a peer who stutters as a friend. Participants who viewed 5% and greater stuttering perceived the peer would endure teasing and would be less communicatively competent. Results are discussed relative to affective, behavioral, and cognitive-social perceptions of the peer who stutters.

### **Therapy for Persons Who Stutter: Eastern Europe and Latin America**

**Steen Fibiger, Herman Peters and Katrin Neumann**

(Fri. 28th July, 12:30-1:00 pm)

The Fluency Committee of the International Association of Logopedics and Phoniatrics recently carried out a survey in Eastern Europe and Latin America. The aim of the survey was to get a status of fluency therapy and service opportunities. Information was collected on prevalence and incidence rates, involvement of government-affiliated

agencies, prices, insurances, social support, financing, information and education about stuttering and stuttering therapy, training of speech-language pathologists, specialization in stuttering therapy, and cooperation with other specialists. Information has been collected for the following 5 age groups: infants and preschool children, primary school children, secondary school children, adolescents and for adults. Results of this survey will be discussed.

### **Gesture Production during Speech among People Who Stutter** **Debora Freud, Ruth Ezrati-Vinacour and Uri Hadar**

(Wed. 26th July, 10:30-11:00 am)

Viewing stuttering as a communicational disorder, led us to investigate gesture production by People Who Stutter (PWS). Adult PWS (8) and fluent speakers (7) were video-recorded during a storytelling task and filled out questionnaires regarding social and communicational attitudes. Contrary to previous research, no differences were found between groups as to gesture production. PWS produced one kind of gesture proportionally more during fluency than during stuttering. Correlations were found between some kinds of gestures and the speaker's emotional status. Findings support cognitive approaches, relating gestures to speech production, and demonstrate a link between emotions and gestures, supporting communicative approaches.

### **Stuttering/Fluency Belief Inventory (SBI)** **K. Dale Gronhøvd and Phillip L. Rice**

(Thur. 27th July, 10:30-11:00 am)

A 130 item belief checklist about stuttering, fluent speech, stutterers, and fluent speakers has been developed and used to investigate:

- 1) Stutterers' belief systems.
- 2) Cognitive change during successful therapy.
- 3) The relationship of beliefs to speech-related anxiety.

These studies were used to identify the most useful items and trim the size of the checklist to 81 items. It has been renamed the Stuttering/Fluency Belief Inventory (SBI). The SBI will be presented and distributed and its clinical and research potential will be discussed.

### **A Developmental Study of Normal Fluency and Language** **Nancy Hall, Kristen Higgins, Stacy Wagovich, Laurie Farkas,** **Elise Cote, Laura Russell and Jillian Ward**

(Fri. 28th July, 3:00-3:30 pm)

The present study examines the interactions of language and fluency in the spontaneous language of 30 typical children in Brown's MLU stages Late I to Post V. The presence of speech disruptions is analyzed relative to a variety of linguistic variables, including syntactic, lexical, and phonologic. Results are discussed in terms of children's mastery of fluency in the context of developing language.

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## **Semantic Processing Abilities of Preschoolers who Stutter: Preliminary Findings**

**Kia Hartfield and Edward Conture**

(Wed. 26th July, 10:30-11:00 am)

The purpose of this study was to assess semantic processing of 13 preschool children who do (CWS) and 13 who do not stutter (CWNS). Participants' speech reaction times (SRTs) and errors associated with picture naming were assessed during four semantic priming conditions: (1) Neutral, (2) Physical, (3) Functional and (4) Categorical. Findings indicated that CWS exhibited significantly slower SRTs and greater semantic priming effects than CWNS. Results suggest that the semantic processing of CWS operates at less than their maximal potential thus they benefit more from semantic priming than CWNS who operate closer to their maximum abilities.

## **Influence of Situation, Communicative Partner and Tasks on Stuttering**

**Kia Hartfield, Edward Conture, Jan Karrass and Corrin Graham**

(Wed. 26th July, 5:00-5:30 pm)

The purpose of this study was to assess mean length of utterance (MLU) and (non)stuttered disfluencies associated with changes in listener (parent-clinician), communicative (conversation-narrative), and situational (home-clinic) variables with preschool children who do (CWS; n=8) and do not stutter (CWNS; n=7). Findings indicated an influence of listener, situation and communicative variables on MLU; however, the ratio of Stuttering-Like Disfluencies/Total Disfluencies (SLD/TD) consistently differentiated both talker groups, regardless of changes in variables. Findings suggest that although stuttering varies across different contexts, the SLD/TD ratio can be used to differentiate between CWS/CWNS regardless of the context where stuttering is measured.

## **Systematic Review and Meta-Analysis of Behavioral Stuttering Treatment**

**Carl Herder, Courtney Howard, Chad Nye, Martine  
Vanryckeghem, Herbert Turner and Jamie Schwartz**

(Wed. 26th July, 12:30-1:00 pm)

A systematic review and meta-analysis was conducted for studies using randomized experimental designs to study the effects of treatment for people who stutter. A total of 375 citations were identified for potential inclusion using hand and electronic search strategies. Of the 12 included studies, six studies reported outcomes for treated vs. non-treated participants yielding a significant Hedges g effect size of 0.91. Seven studies compared two different treatments and yielded a non-significant Hedges g effect size of 0.21. Additional data will be presented for participant, treatment, and design characteristics.

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**Bilingual Stuttering: Transfer of Self-Identification of  
Disfluencies across Languages**  
**Brian Humphrey and Amy Gross**

(Fri. 28th July, 12:30-1:00 pm)

An English/Spanish bilingual client enrolled for treatment by a monolingual English-speaking clinician was trained to identify her own disfluencies in English; she successfully transferred that training to self-identification of disfluencies in Spanish, offering the possibility of using client judgments to monitor the client's fluency in Spanish. As a potential treatment procedure, further investigation of transfer of fluency identification training across languages is warranted.

**Rhythmic Ability Improvement and its Role in Stuttering  
Therapy**  
**Elena Kazbanova**

(Wed. 26th July, 10:00-10:30 am)

The purpose of this study was to investigate the influence of rhythmic ability of people who stutter (PWS) on their successful results in speech fluency in stuttering therapy. It turned out that the higher the initial level of rhythmic ability of the participants was, the better they mastered the fluent speech technique they were taught. Having determined this correlation we developed a special communicative method for both non-speech and speech rate and rhythm improvement. The systematic use of the method as a part of the stuttering therapy encouraged more efficacious fluent speech technique mastering of PWS.

**What can Choral Speech Teach us about Stuttering Reduction?**  
**Michael Kieft and Joy Armson**

(Wed. 26th July, 4:30-5:00 pm)

Properties of choral speech underlying its stuttering reduction effect can be examined by manipulating features of the accompanist. In this seminar, results of two studies are discussed. In one, choral speech conditions were designed to approximate altered auditory feedback (AAF). Stuttering was significantly less in the manipulated choral speech conditions than in the AAF condition. A second experiment compared stuttering reduction for presentation of the accompanist's auditory speech signal with visual images of the accompanist's mouth/jaw movements. Findings from both studies are interpreted as indicating that pacing may be important to the stuttering reduction effect of choral speech.

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**Adolescents' Perceptions of their Peers who Stutter**  
**Dixon Kirsch and Marilyn Nippold**

(Wed. 26th July, 12:30-1:00 pm)

The current study provides needed information related to adolescents' perceptions of their peers who stutter. Eighth and eleventh grade students (n = 251) were randomly assigned to view a videotaped interview of either a peer who stuttered or a peer who demonstrated normal speech patterns, but not both. After viewing the videotape, the participants were asked to rate the speaker on seven personality traits using 5-point semantic differential scales. Results of the study indicate that the individual who stuttered was rated less positively than the individual who demonstrated fluent speech on six of the seven personality traits.

**Conflict Talk: Conversations between Expert PWS and Novice PWS**

**Hiroaki Kobayashi and Charlie Watanabe**

(Fri. 28th July, 12:30-1:00 pm)

Self-help groups for PWS are a rich and insightful resource for understanding how PWS experience life. Discourse data from these groups suggest that "expert" PWS and "novice" PWS experience "life with stuttering" in different ways. In this study, intergenerational discourse among PWS was analyzed drawing on the sociolinguistic research of discourse analysis and conflict talk. Results show that each group struggles to manage conversational order while negotiating their stuttering identities through demonstrating their beliefs about "life with stuttering" and their experiences. Multiple ways of understanding stuttering identity are offered for effective PWS self-help group discussions.

**A Preliminary Investigation: Creative Theater and Fluency Therapy with Children**

**Debra Kottage-Perrotto, Charleen Bloom and Donna Cooperman**

(Wed. 26th July, 4:30-5:00 pm)

The purpose of the present study was to evaluate the influence of creative theater on the stuttering severity and communication attitudes of children who stutter. The program introduced creative theater as a supplement to Synergistic Fluency Therapy (Bloom & Cooperman, 1999) and examined changes in: frequency of dysfluencies; secondary behaviors; and measures of self-esteem, locus of control, assertiveness, communication apprehension/attitude, and perception of communicative competence. Results indicated that implementation of the program corresponded to a decrease in stuttering severity in three of four subjects. Each subject also evidenced improvement in at least one measure of communication attitudes and feelings.

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## **Ensuring the Effectiveness of Academic and Clinical Preparation for Stuttering Treatment**

**Robert Kroll and Thomas Klassen**

(Wed. 26th July, 10:30-11:00 am)

Longitudinal surveys of Canadian speech-language pathologists regarding their academic and clinical preparation for working with individuals who stutter show consistently low ratings of academic and clinical experience with stuttering over a fifteen year period. A survey of university educators of speech-language pathology programs revealed a shortage of clinical placement sites and a low percentage of classroom time allocated to fluency disorders, as well as considerable variation in student preparation across programs. The findings have implications for the effectiveness of both academic and clinical preparation, as well as practice.

## **The Use of Art during Diagnosis and Treatment of Stuttering**

**Peter Lajos**

(Thur. 27th July, 10:30-11:00 am)

Clinicians may find it useful to use drawings during diagnosis and treatment of stuttering. I use pictures in both group and individual therapy. In individual therapy, I ask the children to draw their family, a fantasy family or their stutter. I also use the picture to discuss what happens during stuttering, including the possibility that fear actually sometimes causes the stutter. Artwork can help children to share their feelings about stuttering. I will present a case study of a 11 years old boy. He was a talented artist who stuttered severely. He resisted speech therapy, but was willing to share his emotions about stuttering when he painted.

## **Young Children's (3-5 year olds) Perceptions of a Dysfluent Speaker**

**Margaret M. Leahy and Maria Griffen**

(Wed. 26th July, 11:30-12:00 pm)

Negative perceptions of stuttering exist in many groups of people, e.g., teachers and school-age children, but no study has yet considered young children's perceptions of dysfluent speakers. This study involved 3-5 year old children using a non-experimental survey method, explanatory in nature. 18 children viewed two video-clips of a puppet telling a story, one a fluent speaker, the other dysfluent. Children's perceptions and possible influencing factors (age, gender and prior exposure to stuttering) on perceptions were examined. Qualitative analysis of responses suggested that negative evaluation of the dysfluent speaker increases with age and is more pronounced in males than females.

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## **Perceptions of Primary School Children (6-13 years) of a Person who Stutters**

**Margaret M. Leahy and Elaine Hartford**

(Wed. 26th July, 12:00-12:30 pm)

This study investigates the perceptions of Irish children (6-13 years) of a person who stutters (PWS). Having listened to a recording of a PWS and a fluent speaker reading a passage, 80 children completed a questionnaire assigning attributes to the speakers. They also completed an open-ended question with comments about the speakers. There was a significant difference between how the children rated the speakers, with PWS perceived more negatively than the fluent speaker, and increasing negativity found in the older children. There was no gender influence in the findings, and no significant difference found between numbers of children choosing to be friends with any one speaker.

## **Making Stuttering Manageable: The Use of Narrative Therapy**

**Margaret M. Leahy and Alex Warren**

(Fri. 28th July, 12:30-1:00 pm)

Narrative therapy focuses on increasing the meaningfulness of changes made in therapy, and ultimately, on the deconstruction of the undesirable elements of a person's dominant narrative. For people who stutter, the role of stuttering can take precedence over most other activities in life, demanding time and attention on a daily basis. In this paper jointly presented by a client and a therapist, the stages of narrative therapy, their implementation and effects will be discussed. Narrative therapy complements the traditional focus on the impairment, concentrating on individuals' sense of identity, their personal experiences of 'disorder', and their unique abilities to counter 'the speech problem' storyline.

## **Dublin Adult Stuttering: Intensive Residential Courses for Adults who Stammer**

**Jonathon P. Linklater, Noreen Murphy and Duana J. Quigley**

(Wed. 26th July, 5:00-5:30 pm)

Dublin Adult Stuttering (DAS) was established to provide an appropriate and accessible service for adults who stutter in the Eastern region of Ireland. DAS aims to provide a regular, residential, intensive group therapy setting for adults who stutter, reducing the impact of stuttering on the client's life. Follow-up and a structured network of support for clients are in place. DAS places strong emphasis on avoidance-reduction, acceptance, empowerment and peer support. Outcome measures show positive changes in overt and covert stuttering behaviours.

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## **Stuttering: A Qualitative Point of View and Therapy**

**Isis Meira**

(Thur. 27th July, 10:00-10:30 am)

This is a presentation of the Integrative-Existential Method, designed to be used in stuttering therapy. It engages the principles of human science, which incorporates the emerging scientific post-modern paradigm. This is a qualitative method which encompasses objectivity and subjectivity, emphasizing the dialectic view by integrating the polarities of world/human being, body/mind, physical/psychic, and stuttering/stutterer. This therapy employs two focal points: one directed to the stuttering itself which occurs through the systematic use of atypical muscular actions, either hypo- or hyper-tonus; the other is directed to the stutterer, dealing with his/her feelings and emotions related to stuttering.

## **Does Parent-Child Interaction Therapy Impact on Children's Language?**

**Sharon Millard, Alison Nicholas, Frances Cook, Victoria Hamilton and James Au-Yeung**

(Fri. 28th July, 10:30-11:00 am)

Parent-child interaction therapy aims to help parents develop strategies to facilitate a child's fluency, including modifying parent interaction variables. The aim of this paper is to explore whether there is evidence that this therapy has an impact on children's use of language. Data from twelve children who have participated in two single subject replication studies will be presented. During both studies, the children were video recorded playing with their parents at home before, during and after therapy. The videos were transcribed using Codes for the Human Analysis of Transcripts and the data analysed using Child Language Analysis programme (MacWhinney 2000).

## **Six Month Outcome Measures for a SpeechEasy™ AAF Clinical Trial**

**Lawrence Molt**

(Fri. 28th July, 12:30-1:00 pm)

Preliminary outcome measures at the six month mark of a clinical trial with the SpeechEasy altered auditory feedback (AAF) device are reported. Data are presented for a variety of speech fluency measures in three communication situations (monologue, oral reading, and telephone), speech naturalness ratings, and satisfaction ratings for 20 adult and adolescent stutterers. Results for pre-device baseline measures are contrasted with those obtained at one month, three month, and six month post-device delivery evaluations.

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## **Auditory ERP Measures and Response to Altered Auditory Feedback**

**Lawrence Molt**

(Wed. 26th July, 10:30-11:00 am)

This study examines the relationship between an individual's performance on auditory event-related potential (AERP) measures and the individual's response to an altered auditory feedback device (AAF). Auditory ERP measures were obtained in a oddball P300 paradigm using simple linguistic stimuli for 20 stutterers, 10 who demonstrated a positive response to AAF, and 10 who did not appear to benefit from AAF. Results are discussed in terms of the relationship between auditory AERP latency and amplitude distribution patterns and AAF response.

## **Influence of Altered Auditory Feedback Device Usage on Stuttering's Impact**

**Lawrence Molt and J. Scott Yaruss**

(Fri. 28th July, 10:00-10:30 am)

This study examines the influence of the use of an altered auditory feedback device (AAF) on the perceived impact of stuttering for 15 adult stutterers. The Overall Assessment of the Speaker's Experience with Stuttering (OASES) was administered during initial qualifying testing for AAF usage, and again at 1 month, 3 months, 6 months, and 12 months after participants received the AAF device. Results are discussed in terms of changes in reactions to stuttering, functional communication, and quality of life measures. Relationships between AAF device usage patterns, speech fluency, and OASES scores are examined.

## **Visualization of Laryngeal Events during Stuttered, Fluent Speech and Speech Modeling Tasks: The Utility of Multimedia Recordings**

**Marie-Claude Monfrais-Pfauwadel**

(Wed. 26th July, 3:00-3:30 pm)

The author presents via a multimedia analysis (nasovideo, fibroscopic, endoscopies, acoustic recordings, spectrographic analysis etc...) recordings made along the two past years on severe stutterers and the same subjects using speech modifications techniques as well as normally fluent speakers. Each patient had been recorded (synchronized numeric video and acoustic recordings) for at least two to four minutes. The data will be described and compared. Further comments will be made about implications and new perspectives for diagnosis, the role of the larynx during stuttering, and the effectiveness of speech modification techniques.

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**Characterising Verbal Stuttering Behaviours Using an Acoustic  
Analysis Program**

**Charn Ying Nang, Kim Kirsner and Kathryn Hird**

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**Factors that Affect Naming in Adults and Children who Stutter**  
**Rochelle Newman and Nan Bernstein Ratner**

(Wed. 26th July, 3:00-3:30 pm)

We investigated whether lexical access in adults and children who stutter differs from that seen in people who do not stutter. Specifically, we examined the role of three lexical factors on naming speed, accuracy and fluency: word frequency, neighborhood density and neighborhood frequency. If stuttering results from an impairment in lexical access, these factors were hypothesized to differentially affect naming performance in fluent and stuttering speakers. We report data from approximately 70 participants suggesting group differences in naming accuracy, but no differences in effects of lexical factors on performance. Ramifications for future research and models of stuttering will be provided.

**An Investigation of the Relationship between Stuttering and Temperament**

**Alison Nicholas, Ehud Yairi, Steve Davis and Sarah Manglesdorf**

(Fri. 28th July, 12:30-1:00 pm)

This paper will present preliminary findings from a study investigating the nature of temperament in school-aged children who stutter (CWS) compared to fluent peers (CWNS). Participants will be CWS and CWNS between the ages of 9 and 15 years. The CWS will be matched by age, gender and social background to the CWNS. Children's temperament will be determined using the Early Adolescent Temperament Questionnaire – Revised (EATQ-R) (Ellis & Rothbart, 2001) which includes both parent-and self-report of children's temperament. Comparisons will be made between the temperamental profiles of CWS and their fluent peers and between parent and child ratings of temperament.

**Investigating the Relationship Between Stuttering and the Voluntary Control of Breathing**

**Ann Packman, Mark Halaki, Justine Goozee, Hans-Georg Bosshardt, Nicholas O'Dwyer, Bruce Murdoch and Mark Onslow**

(Wed. 26th July, 3:00-3:30 pm)

It is clear, even to the casual observer, that stuttering is associated with aberrant speech breathing. Moments of stuttering may involve explosive release of air, complete cessation of airflow, and even speaking on inspiration. However, while many therapies and intervention programs require participants to alter their breathing patterns, it is not known whether aberrant breathing is a cause or a result of stuttering. A third possibility is that certain features of speech breathing, such as high lung volume, may trigger stuttering. This presentation will report preliminary findings of a large collaborative program of research that is investigating these hypotheses.

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## **Parents Experiences of the Lidcombe Program: The Norway-Australia Connection**

**Ann Packman, Eli Johanne Hansen and Monika Herland**

(Wed. 26th July, 5:30-6:00 pm)

This study reports the results of a survey of Australian parents who had recently participated in the Lidcombe Program of early stuttering intervention. The study was initiated by the second and third authors, who wanted to find out if parents thought the Lidcombe Program was an acceptable treatment for preschoolers and, thus, whether it would be an acceptable alternative to the more traditional indirect treatment used in Norway. Thirty-five parents responded to closed and open ended questions about their experiences with the program. The data were analysed qualitatively and quantitatively.

## **Text Type and Stuttering Severity: Influence on Listener Recall and Comprehension**

**James Panico and E. Charles Healey**

(Wed. 26th July, 3:30-4:00 pm)

The purpose of this study was to examine the influence of text type, topic familiarity, and stuttering severity on listener recall, comprehension, and perceived listening effort. A total of 60 participants were assigned to one of four stuttering severity levels. Each participant listened to two narrative and two expository texts. Results indicated that increasing stuttering severity and unfamiliar expository text speech samples decreased listener recall and comprehension. Perceived listener effort also increased as stuttering severity increased. Clinical implications suggest not only focusing on the management of the stuttering but on the linguistic complexity of the spoken information as well.

## **The Effects of Play Situations in Childhood Dysfluency**

**Isobel Mary Pickering and Fiona L. Hamilton**

(Wed. 26th July, 12:30-1:00 pm)

Parent child interaction incorporates play situations as an intrinsic part of the therapy process, whereas Lidcombe Therapy uses highly structured activities to facilitate fluency. This study aimed to investigate the impact of different types of play situations on children's fluency. The fluency of fifteen children under five was measured in both structured and unstructured play situations with a parent. The results indicated that children were significantly more fluent in structured play situations. A measure of the child's mean length of utterance revealed that this was significantly longer during unstructured play. The implications of this study will be discussed in relation to therapeutic input.

**Experienced and Inexperienced Listener's Perceptions of  
Fluency in Nonstuttered Speech**  
**Leslie Plonsker and Charlie Osborne**

(Fri. 28th July, 3:00-3:30 pm)

Wingate's 2002 Fluency Analysis was used by experienced and inexperienced clinicians to analyze speech samples of normal young adults. Results showed that this analysis has utility to clinicians. Results of analyses and fluency profiles will be presented along with implications for clinical training and treatment.

**'Made to Measure': Does Client's Experience 'Make' our  
Therapy?**

**Durdana Putker-de Bruijn**

(Fri. 28th July, 10:00-10:30 am)

A Dutch translation of the Overall Assessment of the Speaker's Experience of Stuttering (OASES; Yaruss & Quesal, in press) and Assessment of the Child's Experience of Stuttering (ACES; Yaruss, Coleman & Quesal, in preparation) questionnaires have been used in the Netherlands. Together with the refining of the Dutch versions, Dutch therapists are developing a way to use these questionnaires to evaluate therapy-outcomes and to help make therapy decisions. In this presentation the process of developing a correct translation and the results of trials for measuring therapy-outcome with these questionnaires will be discussed.

**Ameliorating Negative Stereotyping of Stuttering in a Fluency  
Disorders Class**

**Isabella Reichel and Kenneth St Louis**

(Wed. 26th July, 4:30-5:00 pm)

A curriculum, integrated into a graduate fluency disorders course with students from various cultural backgrounds, focused on negative stereotypes toward stuttering in multicultural and multinational contexts. Its purpose was to improve students' attitudes toward people who stutter and to enhance students' interest in treating stuttering. A qualitative questionnaire and an experimental edition of the *Public Opinion Survey of Human Attributes (POSHA-E)* (St. Louis, in press) were utilized to measure changes in students' opinions and attitudes. Highly positive responses on the qualitative questionnaire characterized students' evaluations of the curriculum, and mixed improvements were observed in attitudes on selected *POSHA-E* items.

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## **Electroencephalogram (EEG) Investigation in Children who Stutter**

**Sheena Reilly, Vicki Anderson, Mark MacKay, Susan Block, Bronwyn Parry-Fielder, Libby Smith, Kerry Ttofari, Carly Veness and Susan Watson**

(Wed. 26th July, 12:30-1:00 pm)

Increased EEG abnormalities have been reported in individuals who stutter, but these are not well described. We aimed to determine whether a group of children who stutter who have an epileptic tendency as demonstrated by an abnormal EEG. Using community-ascertained cases of children who stutter and matched fluent speaking controls, we undertook a battery of speech, language and fluency assessments and collected sleep and awake EEG data. Preliminary data suggests a higher rate of EEG abnormalities in the 16 cases compared to the 8 controls. We report a single case report of a trial of anticonvulsant medication with one participant who had an epileptiform EEG.

## **Stuttering in the Work Place: An Empirical Study of Issues and Challenges**

**Marshall Rice and Robert Kroll**

(Fri. 28th July, 10:30-11:00 am)

Several studies in recent years (Klein & Hood, 2004; Rice and Kroll, 1994) have shown that North Americans who stutter perceive that their speech disorder has a negative impact on their employability, job performance evaluations and career advancement. The present study attempts to extend our understanding of the impact of stuttering in the work place by surveying and comparing the perceptions of a larger, more international sample of people who stutter. This includes a statistically relevant sample of people who stutter in the United States, Canada, Australia and Britain. Results show that people who stutter in all countries face significant issues and challenges in the work place.

## **Clinically Significant Changes Following Stuttering Treatment**

**Glyndon Riley, Gerald Maguire and Jeanna Riley**

(Thur. 27th July, 11:00-11:30 am)

Traditionally reduction in stuttering following treatment has been expressed in terms of percent syllables stuttered (%SS) or scores on a severity scale. Even though it is necessary to limit the end measure to describe statistical significance, additional measures are needed to describe clinical significance. We propose using self-report measures such as the Subjective Screening of Stuttering Severity, Avoidance, and Locus of Control; the Perception of Stuttering Inventory, etc. to capture changes that may not be reflected in the %SS.

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## **Long-Term Outcome of the Lidcombe Program in Bilingual Children**

**Patricia M. Roberts and Rosalee Shenker**

(Wed. 26th July, 4:30-5:00 pm)

Studies on the Lidcombe Program (LP) present uniformly impressive results. Almost all children reach less than 1% syllables stuttered. However, we do not know whether children maintain these gains. This study compares the spontaneous speech of 20 children 2 to 7 years post- LP to the speech of age- and gender-matched, non-stuttering children. Dependent variables, measured in English and French, include: %SS, disfluencies per 100 syllables, MLU, and rate of speech. Most of the children have maintained the levels of fluency attained in the maintenance phase of the LP. Implications for therapy with preschool children and for bilingual stuttering children will be discussed.

## **Ego-States and Measures of Fluency: Unraveling Connections to Treatment Outcome**

**William S. Rosenthal, Shannon N. Austermann and Liz Rud**

(Thur. 27th July, 11:00-11:30 am)

In previous work computational analysis showed that changes in ego-states occur during stuttering therapy, and that these changes are related to treatment outcome. This study extends that investigation by examining the relationship of changes in ego-states, as defined by transactional analysis theory, to changes in fluency rate, types of dysfluencies, concomitant behaviors, and ratings of the success achieved by participants. Regression analysis shows that treatment outcome is significantly related ( $R=.79$ ) to both ego-state change and change in objective speech measures. A complete understanding of the treatment process cannot be derived solely from objective measures, but must also include psychodynamic constructs.

## **Do Stuttering Preschool Children Curtail Language in the Lidcombe Program?**

**Isabelle Rousseau, Ann Packman, Mark Onslow and Erin McKay**

(Wed. 26th July, 5:00-5:30 pm)

The Lidcombe Program is a behavioural treatment for preschool children who stutter which is supported by Phases I, II and III clinical trial evidence. In this treatment, parents deliver verbal contingencies for stuttering and stutter-free speech during conversational exchanges with their children. The mechanism underlying the effectiveness of the program is currently unknown, although it has been suggested that children achieve fluency by curtailing their language use. This hypothesis is investigated in this project by measuring utterance length and complexity in a group of preschool children before and after treatment.

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## **Intensive Therapy Course for Adult Stutterers**

**Ann Marie Simon and the AM06 Team**

(Wed. 26th July, 12:30-1:00 pm)

Speech therapy courses for adult stutterers have been held in Charente, France. This presentation focuses on the importance of the group as a therapeutic tool and describes: (1) Rationale and value of group-settings and group-dynamics, (2) Counsellor of therapists, (3) Participant selection, course implementation and group setting-up, (4) Content of speech, language and communication activities (especially social skills and identity re-appropriation), (5) Experiences sharing, exploring attitudes, feelings and reactions, (6) Patient benefits derived from the setting, the difficulties encountered and how we cope, (7) The assessment results from the stutterer's standpoint (N=80) after the course demonstrate long term changes.

## **Using Metaphors: Reflecting Change in Student Speech and Language Therapist's Construing of a Clinical Experience**

**Trudy Stewart and Alison McLaughlin**

(Wed. 26th July, 10:00-10:30 am)

This paper will describe events in a speech and language therapy student's clinical training. The student's initial construing of stammering was explored using elicitation of a metaphor for stammering and this process was repeated at the end of the placement. This process will be outlined and full details of both (pre and post) metaphors will be given. A qualitative analysis involving both the therapist and the student was carried out and specific themes emerged. The significance of these themes for both the therapist and the student will be discussed. Finally, the authors will consider what bearing their results have on clinical training for speech and language therapists.

## **The Vanishing Point: Artistic Perspectives on Stammering Therapy**

**Trudy Stewart**

(Thur. 27th July, 11:00-11:30 am)

This paper is a further consideration of art in relation to stammering, rather than the application of science. In this presentation the particular artistic technique involved in creating perspective will be described; the vanishing point. Parallels will be drawn with human experience. There appear to be important experiences in people's lives, defining moments which influence and shape construing. Meanings that individuals give to events can continue to resonate into the future and back into their recall of the past. New constructions of self generated within a therapeutic situation can allow individuals to view their stories from alternative standpoints. Thus individuals' perspectives on themselves can be redefined. The metaphor of the vanishing point in relation to therapy for people who stammer will be the main focus of the paper.

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## **Contrasts in Listeners' Perceptions of Fluency and Disfluency Continuums**

**Michael Susca and Alexandra Eng**

(Fri. 28th July, 3:30-4:00 pm)

This paper will contrast two studies of listeners' perceptual ratings of eight speech and 14 speaker variables in fluent and disfluent videotaped presentations of a short passage. Fluent forms included normal, fast, single word productions, and continuous phonation. Disfluent forms included excessive pauses, stretched initial syllables, explosive tense starts, easy stuttering forms, and "um" interjections. Multivariate analysis revealed continuums of fluency and disfluency in each study, statistically significant differences within continuums across speech and speaker variables in each study, and a reversal of speech versus speaker rating patterns across the two studies.

## **Asperger Syndrome and Attention Deficit Disorder: Clinical Disfluency Analysis**

**John Tetnowski, Kathy Scaler Scott, Heather Grossman,  
Kathleen Abendroth and Jack S. Damico**

(Thur. 27th July, 10:30-11:00 am)

There are many conditions that produce disfluent speech. Although stuttering is the most common, other types of fluency disruptions and breakdowns occur that are associated with various conditions. This report describes the different types of nonfluencies that occur with three different participants. Each of the participants has been noted to have a "fluency disorder" by family members and a speech-language pathologist. In addition, each of the clients carries a diagnosis of Asperger Syndrome and/or ADD. Results reveal three distinctly different disfluency profiles. Two of these profiles show behaviors that are not typically present in "typical" stuttering clients.

## **The Use of Movie and Spot Dubbing in Stuttering Treatment** **Donatella Tomaioli, Francesca Del Gado, Maria Grazia Spinetti, Emanuela Lucchini and Eleonora Pasqua**

(Wed. 26th July, 3:30-4:00 pm)

We propose a novel use of movie and spot dubbing in the rehabilitation path of the stuttering patient. In particular, in dubbing the patient faces relevant technical difficulties such as the control of the verbal fluency and the time pressure caused by the sharp timing in pronouncing the lines. This provides a fundamental training instrument. Here we identify, describe and analyse an effective methodology to use this tool, consisting of different levels of gradually increasing difficulty for the patients. Moreover, we present the results of an empirical study of the use and the efficacy of this methodology.

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## **Love Stuttering as your Good Friend!**

**Peter Tonev**

(Fri. 28th July, 3:30-4:00 pm)

In this paper we discuss factors that reflect the author's experience in everyday work and investigation over the past few years in a specific form of attitudinal therapy – to accept stuttering positively not with abstract words or phrases but as a real face. We seek to change the negative feelings and attitudes of teens and adults who stutter and parents of CWS about the real nature of stuttering. We encourage them to live and communicate with Stuttering as their Friend during our therapy as well as after.

## **Stammering and Counselling: Exploring the Relationship**

**Jackie Turnbull**

(Wed. 26th July, 3:00-3:30 pm)

This paper traces the history of psychological approaches to stammering treatment. It examines the current place of counselling in speech and language therapy with people who stammer. The question of whether boundaries do and /or should exist between the two disciplines is addressed and consideration is given to where any such boundaries should be drawn. Case material is used to illustrate and reflect on specific issues which may arise and how dilemmas can be managed. Stroebe & Schut's dual process model of loss (1995) is adapted to describe how counselling can be integrated in speech and language therapy.

## **Fluency Disorders in Genetic Syndromes**

**John Van Borsel**

(Fri. 28th July, 10:00-10:30 am)

Genetic syndromes are often associated with mental retardation and the prevalence of stuttering in the mentally retarded is generally assumed to be high. Yet, detailed accounts on the occurrence and nature of fluency disorders in individuals with genetic syndromes are scarce. This presentation reviews the available literature on fluency disorders in a number of syndromes. Included are Down Syndrome, Fragile X Syndrome, Prader-Willi Syndrome, Tourette Syndrome, neurofibromatosis type I, and Turner Syndrome.

**Using Delayed Auditory Feedback in the Treatment of  
Stuttering: Evidence to Consider**  
**John Van Borsel and Monica Medeiros de Britto Pereira**

(Wed. 26th July, 10:00-10:30 am)

Starting from a literature review, the present seminar discusses and illustrates factors to take into account when considering the use of delayed auditory feedback (DAF) in an individual client. Three types of factors are distinguished: factors inherent to the client, factors outside the client, and possible side-effects. The review shows that most likely multiple factors play a role, but with the currently available data it is very hard to predict whether an individual will or will not benefit from the use of DAF. Overall, the evidence for the influence of the different factors is still meager.

**Lies, damn lies, and random control trials in stuttering?**  
**Tom Weidig**

(Fri. 28th July, 10:30-11:00 am)

**Stories of Origin and Transition in the Lives of Persons who  
Stutter**

**Amy Weiss and Dana Kovarsky**

(Wed. 26th July, 3:00-3:30 pm)

This presentation will investigate regularities and differences in the personal experiences of persons who stutter (PWS) as they relate their recollections of first self-identification of themselves as PWS, or stories of origin, and their moments of decision to make changes in their speech, or stories of transition. Analysis of how these two important passages in the lives of PWS unfold may yield useful information for therapists designing comprehensive programs for carryover of stuttering management strategies into their clients' activities of daily living.

**A Telehealth Research Program in Australia: Early Stuttering  
and Beyond**

**Linda Wilson, Mark Onslow, Michelle Lincoln and Lindy  
McAllister**

(Fri. 28th July, 3:30-4:00 pm)

This presentation will outline a program of research investigating the need for telehealth adaptations of speech pathology interventions. In addition, the outcomes of two low-tech telehealth trials of the Lidcombe Program will be presented and compared to benchmarks established by the Lidcombe team (Jones, Onslow, Harrison, & Packman, 2000) and others (Kingston, Huber, Onslow, Jones, & Packman, 2003) for standard delivery of the program. The presentation will also outline research, either completed, underway or planned, addressing the availability of telehealth technologies in rural Australia, the acceptability of telehealth, and the efficacy of telehealth interventions.

**Poster Session 1**

(Wed. 26th July, 12:00-1:00 pm)

**P300 Event-Related Potentials in Stutterers Pre- and Post-Treatment****Claudia Andrade, Fernanda Chiarion Sassi, Carla Gentile Matas, Ivone Ferreira Neves and Vanessa de Oliveira Martins**

(P1)

This study investigated the relationship between stuttering amelioration and cerebral activity. P300 event-related potentials were obtained pre and post-treatment in order to verify changes in signal amplitude and in the latency between waves. Three adult males, all stutterers, aged 20 to 31 years, volunteered to participate in the present study. Results indicate a significant positive correlation between the reduction in the percentage of stuttered syllables and the improvement in wave amplitude for the right ear, i.e. stutterers can exhibit different patterns of interhemispheric activity with a tonal P300 task after undergoing a fluency-enhancing program.

**Emotional Reactivity and Regulation in Young Children who Stutter: Preliminary Behavioral and Brain Activity Data****Hayley S. Arnold, Jan Karrass, Edward G. Conture, Tedra A. Walden, Susan M. Williams, and Alexandra F. Key**

(P2)

This study assessed relations between children's emotional reactivity, emotion regulation and stuttering using psychophysiological (EEG) and behavioral measures. Participants were preschool children who stutter (CWS) and who do not stutter (CWNS) who listened to three background conversations with happy, neutral, and angry emotional valence. Results indicated that regulatory behavior duration for CWS significantly increased during emotionally arousing conditions and that EEGs of CWS differed from CWNS in right hemisphere alpha activity during the happy condition and in left hemisphere temporal and parietal beta rhythm during the angry condition. Findings suggest greater reactivity and regulation in CWS during emotionally arousing situations.

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**The Substantiation of the Use of the Dance-Moving Therapy in Stuttering (the Psychophysical Aspect)**

**Olga Beglova and Elena Rau**

(P3)

In this article we present the results of an experiment studying the speech and non-speech (physical, psychical) appearances of stuttering teenagers and adults. Our data confirmed the necessity of the use of a non-traditional method, the dance-moving therapy, which indirectly influences the psycho and the speech appearances of the stuttering persons through the work with their own body. It also supports, activates and transforms the communicative activities of the participants.

**Analysis of Speech Dysfluencies in Preschool Children with Different Clinical Forms of Stuttering**

**Yulia Filatova**

(P4)

In Russian speech and language therapy practice, 0 clinical differentiation of persons who stutter is adopted. The purpose of this investigation was to quantitatively and qualitatively characterize speech dysfluencies exhibited by children with different forms of stuttering. The subjects were 11 children between five and six and a half years of age. We used Rustin Dysfluency Evaluation Instrument (1997). The results show that the increase in the number of speech dysfluencies at preschool children depends on complication of speech form. We will discuss the essential differences in characteristics of speech dysfluencies at children with neurotic and neurosis-like forms of stuttering.

**Social Anxiety, Public Self-Consciousness, and Social Self-Efficacy among School-Age Stutterers and Non-Stutterers**

**Shinobu Murase Hiroshima**

(P5)

The purpose of this study was to compare the levels of social anxiety, public self-consciousness and social self-efficacy among school-age stutterers to those among non-stuttering controls. The results revealed that the level of social self-efficacy from school-age stutterers was significantly lower than that from non-stuttering controls, although the levels of social anxiety and public self-consciousness from the two groups were not significantly different. Results indicated that school-age stutterers seem to have low self-efficacy regarding their social skills. Clinical indications from the results will be discussed.

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**Emotional Reactivity and Regulation in Preschool Children who Stutter**

**Jan Karrass, Tedra A. Walden, Edward G. Conture, Corrin G. Graham, Hayley S. Arnold, Kia N. Hartfield and Krista A. Schwenk**

(P6)

This study assessed relations between children's emotional reactivity, emotion regulation and stuttering using multiple measures. Participants were 36 preschool children who stutter (CWS) and 32 preschool children who do not stutter (CWNS). Parents reported on their children's emotional reactivity and regulation via standardized questionnaires. CWS, when compared to CWNS, displayed more reactivity (i.e., higher negative affect) and were less able to effectively regulate their emotions (i.e., less inhibitory control and instrumental coping, and less effective control over emotions). Findings suggest that CWS's relatively greater emotional reactivity and less effective emotion regulation may exacerbate/maintain difficulties these children have establishing fluent speech.

**Results of Internal Examinations of Stutterers**

**Iлона Kejklíková, Pavel Florian, Hana Kubešová and Eva Neubauerová**

(P7)

To set the best individual therapy, each client is submitted to a complex medical examination. We monitored the occurrence of heart defects in 62 stutterers (58M and 4F; aged 15 – 25). They were examined at the beginning of therapy. Systolic murmur was diagnosed in 16 clients. During laboratory examination, 61% were found to have decreased cholesterol level. They had low blood pressure and a tendency towards reduced blood pressure reactivity (*handgrip* examination). Higher muscle work should be taken into account when they strive for communication. Their muscle work is constant and continuous throughout their waking hours.

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**A Qualitative Study of Temperament of Preschool Children who Stutter and the Mothers**

**Eun-Ju Lee and Hyun Sub Sim**

(P8)

The purpose of this study was to investigate CWS's temperament and their mothers' temperament and to suggest an effective intervention for preschool children who stutter. Interviews of 13 mothers of the CWS and 5 SLPs were conducted in order to collect their opinions on child's temperament and mother's temperament. Three themes and eleven sub-themes emerged from the constant comparative analysis: (1) the temperament characteristics of CWS and their effects, (2) the temperament characteristics of the mothers of CWS and their effects, (3) the directions of effective stuttering intervention. Implications for research and intervention for children who stutter and their families are discussed.

**North Dublin Teenage Stuttering: Intensive Courses for Teenagers who Stammer**

**Jonathon P. Linklater and Duana J. Quigley**

(P9)

North Dublin Teenage Stuttering (NDTS) was established to provide an appropriate and accessible service for teenagers who stutter in North Dublin. NDTS aims to provide intensive group therapy for teenagers who stutter, reducing the impact of stuttering on the client's life, in conjunction with parental involvement. A follow-up therapy session and a structured monthly support group for clients are provided. NDTS places strong emphasis on avoidance-reduction, acceptance, empowerment and peer support. Outcome measures show positive changes in overt and covert stuttering behaviours.

**Focus and Prosody in the Oral Productions of Stutterers**  
**Massimiliano Marchiori, Claudio Zmarich, Cinzia Avesani and Simona Bernardini**

(P10)

The realization of the informative and contrastive focus in a small group of Italian adult stutterers pronouncing sentences with a SV and a VS word order is analyzed. The dysfluent productions showed a significant statistical association of stuttering episodes with the initial syllable of the noun (against the verb). The investigation of the prosodic characteristics of the stutterers' fluent speech revealed that, contrary to expectations, the word in narrow focus does not necessarily bear the major prominence of the utterance, and the associated pitch accent showed an earlier alignment, compared to nonstutterers', of the F0 peak within the stressed vowel.

**Intensive Stuttering Therapy Program for School-Age Children  
and their Parents**

**Kenneth Melnick, Maura Paton and Nicole Bourassa**

(P11)

This study describes the integration of fluency shaping (i.e. slower speech, light articulatory contact, and continuous phonation), stuttering modification (i.e. pullouts), parent and child counseling and parent involvement during an intensive six week summer program for school-age children who stutter. Results demonstrated increased awareness and knowledge of stuttering and use of fluency enhancing strategies for both children and their parents. Finesults demTf 1 bportm fevinatiescriintegat 1 ggest flategareseQ /R120 CS 1 SCN /R120 cs 1 s

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**Motor and Pre-motor Aspects in Treatment of Adult Stutter**

**Beatriz Biain de Touzet**

(P14)

The knowledge of the speech motor system function in stuttering, as a whole with the study of the linguistic construction and the cognitive consequences, allows increasing effectiveness in treatments. Based on Hans Bosshardt's criteria, we certainly know that we must consider, not only motor factors in stuttering, but also adequate timing on the speech planning that works together with speech production. I will present practical reflections based on wide clinical experiences, joining motor and pre-motor aspects, taking into account the Planning - Execution of speech and the modification of an adult's interaction with his stuttering.

**Acoustic Features of Palilalia: A Case Study**

**John Van Borsel, Charlotte Bontinck, Marleen Corijn, Frank Paemeleire and Pieter Vandemaele**

(P15)

While a number of authors have suggested that patients with palilalia typically show a tendency to repeat words or phrases with an increasing rate, others maintain that an accelerating speech rate is not essential and that in some patients the rate of delivery remains constant throughout the palilalia. The present paper reports the results of an instrumental analysis of the durational variability in the reiterations of a 60-year-old man with palilalia. The variations in the reiterations suggest that novel or varying motor processes are deployed to produce the elements in a sequence rather than an invariant motor program.

**The Influences of Linguistic Complexity on Fluency for  
Developmental Stuttering: With a Focus on Native Japanese**

**Children  
Hara Yuki**

(P16)

The purposes of this study are to assess the influence of linguistic complexity on fluency for young Japanese children who stutter, and to obtain useful data for planning treatment programs. The subjects were Japanese children with developmental stuttering (n=15). Speech samples were collected from responses given to several tasks and spontaneous speech in some situations (talking about a nearby situation and talking about the child's personal experiences). In various tasks and situations, the frequency of stuttering was lower when the linguistic complexity was simpler and the utterance length was shorter.

**Poster Session 2**

(Fri. 28th July, 10:00-11:00am &amp; 12:30-1:00pm )

**Bilingualism: Comparison of Speech Rate between Portuguese and English****Claudia Andrade and Maria Regina Terralavoro**

(P1)

This study compares the speech rate in bilinguals – Brazilian Portuguese and English. Participants were 10 adolescents, regularly enrolled in an English school in the city of São Paulo. Results indicate that males, speaking English, presented a statistically significant higher speech rate in words per minute. Females, speaking English, presented a statistically significant higher speech rate in syllables per minute. There was also a statistically significant difference between languages: regarding words per minute, the English language presented higher results; as for syllables per minute, the English language presented lower results. Results are discussed in light of previous findings.

**Influence of Speech Disruption Position in Brazilian Children****Claudia Andrade and Fabiola Juste**

(P2)

Purpose: to verify the influence of speech disruption position in children. Method: 35 stuttering children (GI) and 35 fluent children (GII). Speech samples were gathered and speech disruptions were analyzed according to their type, position within words and syllables. Results: regarding the position within the word – for both groups there was a prevalence of speech disruptions at the first syllable of the words; regarding the position within the syllable – for both groups there was a prevalence of speech disruptions at the nucleus position. Conclusion: the groups demonstrated a similar behavior regarding the positional aspects of speech disruptions.

**The Behavior Checklist © : Normative Study of Italian CWS and CWNS****Simona Bernardini, Claudio Zmarich and Luisella Cocco**

(P3)

The aim of this study was to obtain local norms on the Italian version of the Behavior Checklist (BCL) for children. The BCL (Brutten) investigates the number and type of coping behaviors used by children. This self-report test was administered to 60 stuttering children (12 girls and 48 boys) and 83 nonstuttering children (40 girls and 43 boys) between age 6 and 14. The results of this investigation confirm earlier findings that CWS use statistically significantly more speech aids compared to their nonstuttering peers.

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### **Speech Rate of Non-Stuttering Spanish-Speaking Adults**

**Edna J. Carlo-Mirabal**

(P4)

This study presents normative data on speech rate of Spanish-speaking Puerto Rican adults without fluency disorders during three different speaking conditions: reading, conversation and monologue. Sixty, male and female, young adults, ages 21-30, participated in the study. Rate is described in SPM, WPM, SPS and WPS for both gender groups and according to speaking conditions. A comparison is presented of current speech rate measures and their applicability for use with Spanish speakers. Current results are compared with those reported for English speakers and other languages. Implications of these results for clinical intervention with people who stutter will be discussed.

### **Chociced Issues of Realisation of Speech Units in Stuttering**

**Mieczyslaw Checiek**

(P5)

This paper addresses the relationship between disfluent speech and disordered symptoms occurring beyond the language (speech rate, logophobia/anxiety, muscle co-movements) and age of people who stutter. Both quantitative and qualitative differences between three age groups (7-11; 12-16; 17+) are discussed (n=250). The findings suggest that frequencies of occurrence of disfluent speech are similar among the three groups. Blocks are most commonly occurred in initial sound and that stop-explosive consonants and vowels were most frequently blocked. Significant differences have been observed between groups in case of logophobia/anxiety level.

### **Successful Stuttering Management Program (SSMP): Evaluation of Efficacy**

**Yulia Filatova and Roberta A. Jackson**

(P6)

SSMP is a comprehensive stuttering-modification approach designed for older adolescents and adults. The purpose of this pilot study was to evaluate feeling and attitude changes of persons who stutter before and after this program. The subjects were 6 persons between sixteen and forty three years old. We used before and after the treatment the following assessment instruments: Overall Assessment of The Speaker's Experience of Stuttering, Communication Attitude Scale, Self-Rating of Reactions to Speech Situations, Perceptions of Stuttering Inventory. We will give an overview of SSMP and will discuss our findings.

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### **The Difficulties and Challenges Associated with Dysfluency and Academic Life: Personal Perspective of an Academic with a Mild Stutter**

**Rob Grieve**

(P7)

As a senior lecturer, excellent communication and fluency are taken for granted. However in the case of an academic with a dysfluency (covert stutterer), how one teaches (presentation) can be more of a challenge to what is taught (content). This is not based on the author's own quantitative or qualitative research findings, although current relevant research evidence will be cited. The main aim is to present a personal perspective, on the difficulties and challenges associated with dysfluency and academic life. The conclusions from this personal perspective, may extend to adults with a mild stutter and will inform a future quantitative survey of undergraduate students.

### **Articulation Rate in Children and Adolescents: Hebrew Speakers**

**Doreen Grinfeld and Ofer Amir**

(P8)

Articulation rate is a common measure used in the evaluation of speech and fluency. The purpose of this study was to examine differences in articulation rate in children and adolescents. One-hundred and forty Hebrew-speaking children, age 3 to 17, were examined in two speaking tasks: conversation and picture-description. Measurements were performed using three metrics: word-per-minute (WPM), syllable-per-second (SPS) and phone-per-second (PPS). In addition, diadochokinetic (DDK) rate was evaluated. Results indicated that articulation- and DDK-rates increased with age, but not linearly. Articulation rate was faster during conversation than during picture-description, with no significant gender differences. Rate measurements among the Hebrew speakers were typically higher than those reported among English speakers.

### **Terminology — Can Better Description Lead to Better Diagnosis and Therapy**

**Mark Irwin**

(P9)

It is acknowledged chronic stuttering involves more than just the occurrence of dysfluent speech. A large component of the condition involves the behaviours of avoidance, word substitution and circumlocution; associated feelings of fear, frustration, shame, embarrassment; and as well attitudes of helplessness and denial. Ideas will be presented AND SOUGHT to address development and dissemination of terminology used to describe stuttering and its diagnosis. The aim of this process would be to make descriptions of stuttering more relevant to both PWS and therapists as well as providing a focus for more effective therapy and a format for improving the general understanding of the stuttering condition. All ideas are welcome.

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**Perceptions of Korean Speech Clinicians and Laypeople toward  
Adults and Children with Stuttering**

**Yu-Jung Kim, Son-A Chang and Mun-Ja Shin**

(P10)

Listeners' perception toward stuttering has been considered an important factor to the diagnosis and treatment of stuttering. This study intended to examine perceptual differences between speech clinicians and laypeople toward children and adults with stuttering. A total of 102 subjects were surveyed. Clinicians' perception was more stereotypical than that of laypeople. Laypeople perceived adults and children with no significant differences but, clinicians viewed adults more stereotypically. Clinicians were not influenced by experiences with stuttering, but experienced laypeople perceived children more negatively although people who have stuttering family members showed a less stereotypical perception. Item analysis revealed that both groups showed different perspectives between adults and children with stuttering.

**International Stuttering Awareness Day: Consumers and  
Professionals Working Together**

**Judith Kuster and Michael Sugarman**

(P11)

International Stuttering Awareness Day (ISAD), a consumer and professional alliance since 1998, has been an impetus in establishing important connections between people who stutter, their families, clinicians and researchers. This poster session will highlight several of the successful ISAD events that have taken place throughout the world, including important advances in supporting people who stutter in many countries where there had previously been no therapy or appropriate information about stuttering. It will also highlight information about a unique ISAD event, the International Stuttering Awareness Day Online Conference.

**A Case Study of Stuttering after a Car Accident**

**Hyeran Lee and Hyun Sub Sim**

(P12)

This study reports the onset of stuttering after a car accident and discusses the nature of acquired stuttering. A 34 year-old man showed depression and moderate stuttering after a car accident but with no other neurological or cognitive problems. Six months later, he manifested little stuttering in his speech but with unnatural prosody. Another five months later, his speech became fluent again and was relatively natural with a certain Korean provincial accent. The case indicates that stuttering after car accidents may result from a psychological problem rather than a neurological problem.

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### **The Relevance of Cognitive Psychotherapy (CPT) in Stuttering Therapy**

**Margareta Lundskog and Ulrika Nettelblatt**

(P13)

Cognitive Psychotherapy (CPT) will be presented as a potential therapeutic tool in stuttering therapy. In CPT the therapist helps the client to transform his/her symptoms into problem areas. The ultimate goal is that the client will be able to cope with his/her problems in a more adequate and functional way. Written materials from therapeutic sessions with a large number of clients suffering from stuttering problems were analysed in order to disclose important themes and aspects of the therapeutic process. These findings suggest the potential usefulness of CPT in the treatment of emotional and behavioural problems as an effect of stuttering.

### **An Examination of the Checklist for Possible Cluttering in Japan**

**Shoko Miyamoto, Hayasaka Kikuko and David Shapiro**

(P14)

This study examines the prevalence of cluttering in Japan and analyzes items in a checklist for cluttering, which is being used at present. We translated Daly's Checklist for Possible Cluttering (1993) into Japanese, and distributed it to teachers who work in special classes for speech and language disorders in elementary schools, in order to assess students who stutter. The results were: first, out of 208 elementary school students, 33 students (15.9%) were given Possible Cluttering scores; second, factor analysis suggested the existence of three factors. These factors were related to Learning Disability, Attention Deficit Hyperactive Disorder, and apraxia.

### **Lexical Retrieval Abilities of Adults who Do and Do Not Stutter**

**Mark W. Pellowski**

(P15)

Researchers have suggested that difficulties with word retrieval may be associated with disfluent speech (e.g., Wingate, 1988). This study assessed the word finding abilities of 20 adults who do (AWS) and do not stutter (AWNS), by administering the Test of Adult Word Finding (TAWF) and a computerized picture naming task (CPNT). Results indicated that AWS scored significantly lower than AWNS on the TAWF and also exhibited significantly slower picture naming latencies on the CPNT. Findings suggest that difficulties with retrieving the appropriate word during speech language production may be related to increases in speech disfluencies for AWS.

**Clinicians' Knowledge of Speaking Rate and Stuttering:  
Preliminary Findings**

**Mark W. Pellowski and Erin S. Jedlanek**

(P16)

Speech rate has long been considered to be an important variable in the diagnosis and treatment of individuals who stutter (Conture, 2001; Gregory, 2003; Guitar, 1998; Zebrowski & Kelly, 2002). A 45-item questionnaire was developed and administered to approximately 50 speech-language pathologists to assess their knowledge of various aspects of speech rate, and how they relate to the assessment and treatment of people who stutter. Findings from this investigation will broaden our understanding of speech language pathologists' knowledge of speech rate and stuttering, and hopefully aid in developing new and more effective training procedures for clinicians.

**The Effects of Self-help Group Participation on Stuttering  
Therapy**

**Mitchell Trichon, John A. Tetnowski and Gary J. Rentschler**

(P17)

Clinicians and clients have claimed that attending self-help groups for people who stutter can play a major role in stuttering therapy. This study takes a retrospective view of the effectiveness of self-help group participation as a supplement to individual stuttering therapy. Comparisons were made from a mixed-methods research paradigm combining qualitative and quantitative methodologies.

**Cultural Attitudes toward Oral Expression, Stuttering and  
Speech Therapy**

**Ying-Chiao Tsao**

(P18)

Attitude is an important cultural factor guiding individuals to perceive the world and act accordingly (Watson & Kayser, 1994). Attitude changing has its influential accountability for a successful treatment (Cole, 1989; McClure & Yaruss, 2003). Information regarding attitude toward stuttering has been exclusively derived from the mainstream society, whereas very little is known for the minority communities. This study surveyed the attitudes toward oral expression, stuttering and speech therapy among Chinese communities across nation in the United States. The study revealed several differences in cultural attitudes that deserve much attention when working with individuals from other cultural communities.

**The Prevalence of Stuttering in Patients with Type 1 Diabetes****John Van Borsel, Katia Wauters and Mimi Giri**

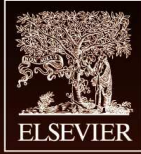
(P19)

West (1943) claimed that stuttering is absent among those with diabetes, referring to “a search of case histories of thousands of diabetics” Others, however, did report the existence of diabetic stutterers (Boldon, 1955; Van Riper, 1971). This paper reports a sample survey investigation of the prevalence of stuttering in individuals with Type 1 diabetes at the Ghent University. Results show that stuttering does occur in individuals with diabetes and also indicate that the prevalence of stuttering in the population with diabetes is not different from that of the general population.

**Influence of Multisyllabic Word Repetitions on Severity Measures of Monolingual Spanish-Speaking Children who Stutter****Jennifer B. Watson and Courtney T. Byrd**

(P20)

The purpose of this study was to examine the influence of multisyllabic word repetitions on severity measures of speech disfluencies exhibited by monolingual Spanish-speaking children who stutter. Specifically, Stuttering Severity Instrument-3 and weighted stuttering-like disfluencies scores were determined with and without multisyllabic word repetitions. Results are discussed in terms of the cross-linguistic use of metrics to describe stuttering.



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