

**004 Effectiveness of The Combined Approach of DCM and Fluency Shaping Therapy for A Preschool Child Who Stutters**

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This study shows the effectiveness of the combined approach of DCM and FST. The participant is a 3-year-old boy with developmental stuttering. To acquire fluent speech, he followed these two approaches with a speech therapist once a week. As a direct approach, he sometimes performed easy speech. Then, he exercised these skills at home as homework. In addition to the fluency shaping approach, we advised his mother to set up a situation in which the child found it easy to talk. As a result, his stuttering gradually improved. The combined approach may have had a particular impact on improving stuttering.

**009 The Card Game of Stuttering.**

Presenting Author: Tetsuya Hosoo

Authors: Tetsuya Hosoo; *Oosaka Yui Genyukai*

A dysphemia card game is the game settling worries of virtual dysphemia by everyone.

1 Everyone is writing worries of experienced dysphemia sometime, so it's in the point which can be shared by everyone.

2 It's a card game, so it's possible to know a dysphemia fact while playing.

3 Sentences are made with a short time, so it'll be also practice of the power of writing.

4 I need the flexibility, so a head becomes soft. The child made sentences immediately at Amagasaki.

5 Participation has a child (than schoolchild), too.

6 Even if it's consulted about by the thing which did this card game from other ways, it's possible to remember this game and consult.

7 There is a card game in the world, so everyone is made.

**020 A Consideration of Stuttering Based On Results of Health Examinations of 3-Year-Olds**

Presenting Author: Takaaki Takeyama; Toshihito Aoki; Miyuki Ito; Shinichiro Kasai; Jiro Udaka

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We studied 3- year-olds who stutter, basing our information on results from a screening during health examinations.

Twenty four (24) out of five hundred and thirty (530 ) children were diagnosed as having a probable stutter.

Repetitions, prolongations and blocks were considered as stuttering symptoms and were ranked in decreasing order.

The parents of a third of the children who stutter were not aware of the symptoms. 80% of the children who probably stuttered had other speech and language concerns. These findings suggest that standard Health Examinations of 3-

year-olds are an effective opportunity for early detection and treatment of stuttering as well as other developmental concerns.

### **021 Employment Support Activities of People Who Stutter: Cases of Support**

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Getting or doing a job is one of the most difficult things for people who stutter (PWS). We describe case reports of PWS and discuss the support we provide. Information was gathered from individuals attending our groups. Individuals need various kinds of support: how to disclose their stuttering to people around them; how to cope with the difficulties of talking on telephone; negative attitude towards the job; and how to prepare for a job interview. Support provided depends on an individual's needs. We suggest the importance of cooperation and information sharing among different professionals.

### **026 The Effect of Pitch-Accent On the Occurrence of Stuttering**

Presenting Author: Kentaro Shibata; Yuji Honda; Naoshi Maeara

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Japanese is known as a pitch-accent language. The purpose of this study was to compare the occurrence of stuttering in different accent positions in Japanese words. Twenty (20) adults who stutter were divided by severity into two groups, and the frequency of stuttering was compared by reading aloud two-syllable noun words with different accent positions (first-syllable or second-syllable). In the high severity group, stuttering frequency was significantly higher in the first-syllable. The result suggests that a pitch-accent affects the occurrence of stuttering for people with severe stutters.

### **028 The Relationship Between Developmental Disorders and Social Anxiety in Adults Seeking Treatment for Stuttering**

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Adults with developmental disorders show correlations with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Social Anxiety (SAD). We investigated the tendency for there to be a relationship between ASD, SAD, and ADHD for stuttering adults who seek treatment. The following questionnaire were used: *The Autism-Spectrum Quotient*, Japanese version, *Conner's Adult ADHD Rating Scales*, Japanese version, *Leibovitz Social*

*Anxiety Scale*, Japanese version. There were cases showing ASD, ADHD and SAD tendency. The ASD and ADHD tendency of adults who stutter who seek treatment may impact social anxiety.

### **031 What We Can Do to Help Children Understand More About Stuttering**

Presenting Author: Nobuko Ishigaki; Yuko Takeuchi

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Nobuko Ishigaki, a mother of a child who stutters, created a small book about stuttering. Stuttering is explained using simple words and illustrations in order to help people understand more about this condition. This book is available in various foreign languages besides English. How you can use the book and the feedback from the users will be also presented.

### **035 Anxiety and Stuttering: Differences in Speech Between Face-To-Face and Telephone Communication**

Presenting Author: Yoshimasa Makimoto; Takanobu Honma; Satoshi Imaizumi

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To verify whether anticipatory anxiety increases stuttering, speech, state anxiety and electro-dermal activity (EDA) were studied. Sixteen (16) adults who stutter and 15 adults who do not stutter were evaluated during face-to-face and telephone speaking tasks. Results showed that the state anxiety and stuttering frequency significantly increased during the telephone task as compared with the face-to-face task for the adults who stutter. EDA contained two independent components; one associated with a rise in stuttering frequency under the telephone task, and one correlated with a fall of it under the face-to-face task. These results suggest that anticipatory anxiety, which increases in a task-dependent manner, increases stuttering.

### **037 The Practice of Dealing with Stuttering Through Posture, And Establishment of a Community**

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This session focuses attention on posture and how to use and control the body with a simple coping method for stuttering. It seems that posture, and how to use the body, can be helpful in dealing with stuttering. I would like to listen to the opinions of physiotherapists and language hearing experts and provide support. I would like to create a community where I can freely consult and exchange opinions. I would like to make a place to advance self-understanding of stuttering.

### **045 International Stuttering Enlightenment Day in Japan**

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In 1998, the International Fluency Awareness Day was organized in Japan. We are planning to reintroduce the Japanese Awareness activities after a 20-year hiatus.

#### **046 Issues and Support Needs of PWS in Tohoku District: Analysis of Narratives of Adolescent People**

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PWS face various problems depending on their stage of development. We conducted an interview survey to investigate the subjective issues and support needs of PWS according to their developmental stage. Eight adolescent PWS who were members of the Miyagi Genyukai (the only self-help group for PWS and their family in the Tohoku district of Japan) were interviewed regarding their support needs based on their experience of stuttering. Contents of the interview were qualitatively analyzed by preparing a verbatim record with consent from the subjects. This research was supported by THE UNIVERS FOUNDATION.

#### **049 Treatment for A Student Who Wants to Give His Valedictory Speech Without Stuttering at His Graduation Ceremony**

Presenting Author: Masatoshi Umemura

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Male Asuka-kun (fictitious name) was a 6th grader who visited us 3 months before graduation and wanted to make "YOBIKAKE" with a graduation ceremony without stuttering. ① We provided systematic practice passages for reading-aloud "to resonate and synchronize," and ② provided guidance on reading aloud, to address "Word fear." And one week before the graduation ceremony, ③ the student practiced the words of the "YOBIKAKE." Although he came to only 10 sessions, he could speak more fluently by his graduation ceremony, despite his teachers' and parents' anxiety.

#### **050 Enjoy Japanese Classes: From The Viewpoint of Advocacy in The Self-Help Group**

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"Stutto Kyoto" is a self-help group of adults who stutter. Since 2010, in the group's monthly meetings, "Japanese" has been the theme. The instructor draws on experience teaching deaf students for many years, and uses a wide range of teaching materials such as literature and drama. In the past, participants couldn't enjoy classes due to their stuttering. In the self-help group, they enjoy it deeply and come to discuss among themselves. This broadens the range of their relationships and enriches language activities. It is also effective from the viewpoint of self-advocacy. We will analyze the transformation of participant consciousness through the classes.

## **056 Incidence of Stuttering and Related Factors at the Three-Year-Old Checkup in Japan**

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The purpose of this study was to determine the incidence and risk factors of early childhood stuttering, through a multi-centered cohort study in Japan. Of the 1,680 three-year-old children who were screened with a questionnaire for stuttering-like disfluencies at the 3-year-old health checkup, the positive responders were either interviewed directly or asked to fill in a detailed questionnaire for confirmation. The resulting incidence was 4.7 % with a 95%-CI of 3.7-5.6%. The cumulative incidence before the checkup was estimated at 8.2%. A logistic regression analysis identified family history and other developmental concerns as risk factors for stuttering.

## **059 A Case of Early Childhood Stuttering in Which the Lidcombe Program and Articulation Therapy Were Conducted in Parallel**

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We will present an early childhood case, with both stuttering and articulation disorder, who received the Lidcombe Program (LP) and articulation therapy in parallel. In this case, we believe each therapy was effective because the child's stuttering was improved and normal articulation was achieved. In each treatment session, we clearly divided the time of LP from that of articulation therapy. We believe this method enabled better understanding of the intention of each therapy, and allowed each therapy to proceed smoothly.