Contents

	* * =									
	List of figures List of tables Preface to the Second Edition Acknowledgements PART I The Aetiology of Stuttering and Cluttering Definitions and epidemiology 1.1 Introduction 3 1.1.1 Developmental stuttering 4 1.1.2 Acquired stuttering 5 1.1.3 Cluttering 5 1.2 Normal disfluency and stuttering 5 1.3 Primary and secondary stuttering 7 1.4 Definitions of stuttering 8 1.4.1 The stuttering elephant 8									
	Pre	ace to the Sec	cond Edition	XXI						
	Acknowledgements									
PA	RT I									
Γŀ	ie Aet	iology of Stu	ttering and Cluttering	1						
l	Defi	nitions and e	pidemiology	3						
		1.1.1 Develo	opmental stuttering 4							
		1.1.2 Acqui	red stuttering 5							
		1.1.3 Clutte	ering 5							
	1.2	Normal disflu	uency and stuttering 5							
	1.3	Primary and s	secondary stuttering 7							
	1.4	Definitions of	stuttering 8							
		1.4.1 The st	cuttering elephant 8							
		1.4.2 Psycho	ologically based definitions 9							
		1.4.3 Sympt	tom-led definitions 9							
		1.4.4 Winga	ate's definition 11							
	1.5	Prevalence an	nd incidence 12							
	1.6	Who is at risk	k of stuttering? 13							
		1.6.1 Age 1	.3							
			ic predisposition 13							
		1.6.3 Male-	-female ratio 13							
			ren with co-occurring speech and language blems 14							
		1.6.5 Learn	ing disorders 14							
		1.6.6 Childr	ren with poor motor control 14							
		1.6.7 Enviro	onmental factors 14							
	1.7	The developm	nent of stuttering 15							
	1.8	Fluency-enhan	ncing phenomena 15							

1.9	Causes of stuttering 16	
	Spontaneous recovery 17	
	Making sense of the data: stuttering as a balance between	
	capacity and demand 18	
1.12	Summary 23	
Key p	oints 23	
Sugge	estions for further reading 24	
Brain	function and stuttering	26
	Introduction 26	
	Cortical studies and cerebral dominance – some earlier studies 26	,
	2.2.1 Introduction 26	
	2.2.2 Stuttering and handedness 27	
	2.2.3 Laterality of auditory function 28	
	2.2.4 Anaesthesia studies 29	
	2.2.5 Electrophysiological studies 29	
2.3	Brain imaging studies 30	
2.5	2.3.1 Methods 30	
	2.3.2 Findings at the cortical level 31	
	2.3.3 The study of brain function in adults 35	
2.4	•	
	2.4.1 Stuttering as inhibited basal ganglia activation 40	
	2.4.2 DIVA/GODIVA model 41	
2.5		
	2.5.1 Extrapyramidal function and the role of dopamine 42	
2.6	Drugs and stuttering 45	
	Brain stimulation 46	
	2.7.1 Transcranial magnetic stimulation 46	
	2.7.2 Transcranial direct current stimulation – implications for	
	fluency therapy 47	
2.8	Summary 48	
Key p	oints 48	
	estions for further reading 49	
Stutte	ering and auditory processing	50
3.1	Introduction 50	
3.2	Stuttering and the hearing impaired 50	
3.3	Stuttering and altered auditory feedback 51	
	3.3.1 Choral and unison speech 51	
	3.3.2 Shadowed speech 52	
	3.3.3 Delayed auditory feedback 52	
	3.3.4 Masking 53	
	3.3.5 Frequency-altered feedback 55	
3.4	Auditory function and cerebral dominance 55	
	3.4.1 Dichotic listening 55	

	3.4.2 Time perception 57
3.5	Auditory processing and physiological factors 58
3.6	Stuttering as defective auditory processing 58
	3.6.1 DIVA/GODIVA revisited 60
3.7	Summary 61
Key	points 61
Sugg	gestions for further reading 62
Mot	or speech control and stuttering 63
	Introduction 63
	4.1.1 Motor speech and linguistics: a proviso 63
4.2	Respiratory control and stuttering 63
	4.2.1 Therapeutic relevance 64
4.3	Laryngeal control and stuttering 64
	4.3.1 Voice onset 64
	4.3.2 Voice initiation time 65
	4.3.3 Vowel duration 67
	4.3.4 Electromyographic evidence 69
4.4	Articulatory kinematics and neuromotor control 70
	4.4.1 Articulatory sequencing and single data-point studies 71
	4.4.2 The analysis of phrase length data 73
	Acoustics 74
4.6	1
	4.6.1 Motor control in non-speech tasks 75
	4.6.2 Motor control in non-speech oro-motor tasks 77
	4.6.3 Coordinating motor speech and non-motor speech systems 78
4.7	Motor speech control – assimilating the data 79
4.8	
Key	points 81
Sugg	gestions for further reading 82
Line	guistic aspects of stuttering 84
_	Introduction 84
	A linguistic basis for stuttering 84
	5.2.1 The loci of stuttering 84
	5.2.2 Word frequency/non word repetition 86
	5.2.3 Lexical retrieval and stuttering 86
	5.2.4 Lexical class and stuttering frequency 87
	5.2.5 The development of linguistic skill and stuttering 87
5.3	Phonology and stuttering 88
	5.3.1 Phonological encoding and stuttering 89
	5.3.2 Phonological working memory 89
	5.3.3 Phonological encoding and motor speech control 89

	\sim	
Y	(on	tents

		Rhyme judgement 90	
		Summary 90	
5.4	_	rualism 91	
		Prevalence 91	
	5.4.2	Distribution of stuttering across languages in multilinguage populations 91	al
5.5	Mode	els of language processing 93	
5.6		ric and linguistic models of stuttering 94	
	5.6.1	Covert Repair Hypothesis 94	
	5.6.2	Vicious Circle Hypothesis 96	
	5.6.3	The EXPLAN model of fluency failure 96	
5.7	Sumn	nary 98	
Key	points	99	
		s for further reading 100	
The	emerg	gence and development of stuttering:	
		-	01
		duction 101	
6.2	Spont	taneous recovery 101	
		Problems with research into spontaneous recovery 102	
	6.2.2	Implications for the treatment of stuttering 103	
	6.2.3	Predicting persistence of stuttering 105	
6.3	Subgr	ouping stuttering 106	
		Some early theories 106	
	6.3.2	Van Riper's four-track model of stuttering development 107	
	6.3.3	Starkweather's nine tracks of stuttering 111	
	6.3.4	_	
6.4		etic component to stuttering 115	
		Twin studies 115	
	6.4.2	Adoption studies 116	
		Family studies 117	
	6.4.4	Genetic predisposition versus environmental factors 118	
	6.4.5	Gene studies 119	
	6.4.6	Some concluding thoughts 122	
6.5	Sumn	nary 122	
Key	points	123	
Sug	gestions	s for further reading 124	
Som	ne psycl	hological perspectives on the development of	
stut	tering	1	25
7.1		duction 125	
7.2	Learn	ning theory and stuttering 126	
	7.2.1	Stuttering – a bad habit? 126	
	7.2.2	Negative practice 126	

		7.2.3	Two-factor theory of stuttering 127	
		7.2.4	Diagnosogenic theory of stuttering 127	
	7.3		ring as an operant behaviour 130	
		7.3.1	How does operant conditioning work? 131	
		7.3.2	Contingent punishment of stuttering 131	
		7.3.3	An operant perspective on the development of stuttering	133
			Stuttering as an operant disorder – concluding thought	
			on therapeutic implications 135	
	7.4	Stutte	ring and approach–avoidance conflict 135	
			Temperament 136	
		7.4.2	Stuttering and attention deficit 137	
		7.4.3	Emotional reactivity 137	
		7.4.4	The dual-diathesis model 138	
		7.4.5	Social anxiety 139	
	7.5	Stutte	ring as anticipatory struggle behaviour 140	
	7.6	Summ	nary 141	
	Key	points	141	
	Sugg	- gestions	for further reading 142	
8			e of cluttering	143
			luction 143	
	8.2		itions 143	
			Some background 143	
			Lowest common denominator 145	
			The cluttering spectrum 147	
	8.3		eatures of cluttering 148	
			Factors within the LCD 148	
		8.3.2	Features that have been associated with cluttering	
			but now fall outside the LCD 150	
	8.4		emographics of cluttering 152	
			Introduction 152	
			The development of cluttering 152	
	8.5		etiology of cluttering 153	
			Introduction 153	
			A motor speech perspective on cluttering 154	
			Non-motor speech control and cluttering 155	
			A genetic basis to cluttering? 155	
			A language component in cluttering 156	
			Neurological underpinnings 158	
			An auditory processing component 159	
	0.7	8.5.8		
	8.6		ering and comorbidity 161	
		8.6.1	Introduction 161	
		8.6.2	•	
		0.6	(ADHD) 162	
		8.6.	3 Specific learning disorders 162	

		8.6.5 8.6.6	Cluttering in Down's syndrome 162 Cluttering and autism spectrum disorder (ASD) 16 Cluttering and stuttering 163 Acquired cluttering 164	3
	8.7	Clutte	ering – assimilating the data 164 Point 1: definition 165	
			Point 2: a language component 165	
			Point 3: concomitants 165	
	8.8		nary 166	
		oints I		
	Sugge	estions	for further reading 169	
PAR	II T			
The	Treat	ment o	of Stuttering and Cluttering	171
9	Tool	s for th	ne assessment of stuttering and people	
		stutter		173
	9.1		luction 173	175
	9.2		neasurement of speech fluency and speech rate 174	
		9.2.1	The fluency count – how do you do it? 174	
			What to count and what not to count 176	
			Speech rate 180	
			Do frequency counts accurately reflect severity? 181	
			Reliability in calculating moments of stuttering an of speech 182	
		9.2.6	Interpretation of frequency counts 183	
			The Stuttering Severity Instrument (SSI) 186	
	9.3		sment of attitudes toward stuttering 187	
		9.3.1	Modified Erickson Scale of Communication Attitude (S-24) 190	de
			Perceptions of Stuttering Inventory (PSI) 192	
		9.3.3	1 1	
		0.0.4	Stuttering (OASES) 193	D) 40
		9.3.4	• • • • • • • • • • • • • • • • • • • •	?) 194
		9.3.3	Unhelpful Thoughts and Beliefs about Stuttering (UTBAS) 196	
		9.3.6	Sheehan's Iceberg model 196	
		9.3.7	Attitudinal assessment of preschool- and primary school-age stuttering 197	
	9.4		197 ary 197	
		oints I		
	Sugge	estions	for further reading 199	
10	The	200000	ment process	200
10			luction 200	200

10.2	Assessment of preschool stuttering 200	
	10.2.1 Goals of assessment 201	
10.3		
	10.3.1 Case history 207	
	10.3.2 Child interview 208	
10.4		
	10.4.1 Case history 210	
	10.4.2 Adolescent and parent interview 210	
	10.4.3 Client interview (adolescent) 211	
	10.4.4 Client interview (adult) 212	
	10.4.5 Fluency count 212	
	10.4.6 Attitudinal assessments 213	
	10.4.7 Summation 213	
10.5	Summary 215	
Key p	oints 215	
Sugge	estions for further reading 216	
Treat	ring early stuttering 2	17
11.1	Introduction 217	
11.2	The decision-making process for therapy 217	
11.3	Indirect approaches to therapy 218	
	11.3.1 Parent–child interaction approach 219	
	11.3.2 Palin PCI assessment 221	
	11.3.3 PCI therapy 224	
11.4	Direct approaches to therapy 228	
	11.4.1 The Lidcombe Program 228	
	11.4.2 Gradual Increase in Length and Complexity of	
	Utterance 234	
11.5	Integrated approaches to therapy 236	
	11.5.1 Van Riper's approach 236	
11.6	Summary 238	
	oints 239	
	estions for further reading 239	
00		
Treat	ment of stuttering in school-age children 2	41
	Introduction 241	
	12.1.1 Stuttering and bullying 241	
	12.1.2 Stuttering and teacher reactions 242	
12.2		
12.3		
12.3	12.3.1 Awareness of stuttering 245	
	12.3.1 Awareness of stuttering 243 12.3.2 Changing vocal tract dynamics – a modular approach	
	to treatment 246	
12.4		
12.4	Fluency-shaping approaches 246 12.4.1 Introduction 246	
	12.4.1 IIIIOUUCIIOII 240	

	12.4.2	Operant approaches to primary school-age stuttering	246
12.5		modification approaches 247	
	-	Introduction 247	
	12.5.2	Rationale 248	
		Speech modification 'fluency tools' 248	
		Structuring the introduction of stuttering	
		modification techniques 252	
	12.5.5	How are these techniques applied? 253	
12.6	An inte	egrated approach to primary school-age stuttering 254	
	12.6.1	Introduction 254	
	12.6.2	An example speech modification programme – the Apple House approach 254	
12.7	Treatm	nent of secondary school-age stuttering 259	
	12.7.1	Introduction 259	
	12.7.2	Stuttering and social anxiety 260	
		Stuttering modification approaches for teenagers 26	51
	12.7.4	The Apple House speech modification approach to	
		adolescent stuttering 262	
	12.7.5	© 1 11	for
		teenagers who stutter 263	
		The Fluency Trust Intensive group programmes 264	4
	12.7.7	7 1 6 11	
	12.7.8	adolescent stuttering 265	
12.8		Ryan's delayed auditory feedback approach 265	
12.0		approach better than another? 266 ary 267	
	oints 26	· ·	
		or further reading 268	
Sugge	isiions je	of further reducing 200	
Treat	tment o	f stuttering in adults	270
13.1		action 270	210
13.1	13.1.1		
	15.1.1	approaches 271	
13.2	Modify	ving stuttering 271	
		Van Riper's stuttering modification approach 271	
		Schedule 273	
	13.2.3	Therapy 273	
	13.2.4	Stabilization 278	
	13.2.5	The legacy of Van Riper's approach 279	
13.3	Modify	ving cognitive and affective responses to stuttering 279	
	13.3.1	Sheehan's approach-avoidance conflict therapy 279	
13.4	Modify	ving speech: fluency-shaping approaches 284	
	13.4.1	Prolonged speech 284	
	13.4.2	Main features of prolonged speech programmes 28	6
	13.4.3	The Camperdown Program 287	

		13.4.4	Fluency-shaping programmes and speech naturalnes some final comments 291	ss –
	13.5	Integra	ted approaches to the treatment of stuttering 294	
	13.5	_	The case for integration 294	
			Covert stuttering 297	
		13.5.2	An integrated approach to the treatment of covert	
		13.3.3	stuttering 297	
	13.6	Summa	<u> </u>	
		oints 30.	·	
			r further reading 301	
14	Cour	nselling	approaches	303
			ction 303	
			ve behavioural therapy 305	
		-	Concepts and overview 305	
			Evidence base 308	
	14.3		lness therapy 309	
			Concepts and overview 309	
			Evidence base 311	
	14.4		ance and Commitment Therapy (ACT) 311	
			Concepts and overview 311	
			Evidence base 312	
	14.5	Neuroli	nguistic programming 313	
			Concepts and overview 313	
			NLP as part of an integrated approach to stuttering	316
			Evidence base 316	
	14.6	Brief th	nerapy 316	
			pproaches 318	
			Personal Construct Therapy 318	
			Transactional analysis 319	
			Rational–emotive therapy 320	
	14.8	Summa		
		oints 32.		
			r further reading 322	
15	Alter	native a	pproaches to the treatment of stuttering	324
	15.1	Introdu	ction 324	
	15.2	Altered	feedback therapy 325	
		15.2.1	Introduction 325	
		15.2.2	Choral speech and shadowed speech 325	
		15.2.3	Delayed auditory feedback therapy 326	
		15.2.4	Frequency-altered feedback therapy and combined frequency and delayed feedback 328	
		15.2.5	Masked auditory feedback therapy 330	

	15.3	Compu	terized biofeedback devices 331			
		15.3.1	Computer Aided Fluency Establishment Trainer			
			(CAFET) and Dr. Fluency 331			
	15.4		herapy 332			
			Dopamine blocking drugs 332			
		15.4.2				
		15.4.3				
		15.4.4	1 0			
		15.4.5	e e e e e e e e e e e e e e e e e e e			
		15.4.6	,			
			and the treatment of stuttering 336			
	15.6		ed therapy 337			
		15.6.1	The McGuire Programme 337			
		15.6.2	Harrison's Hexagon 340			
		15.6.3	The Valsalva hypothesis 341			
		15.6.4				
	15.7	Summa	ry 343			
		oints 34				
	Sugge	estions fo	or further reading 345			
16	The efficacy of stuttering therapy 34					
			action 347			
	16.2	Problem	ns with demonstrating treatment efficacy 348			
		16.2.1				
	16.3	What c	onstitutes successful treatment? 349			
		16.3.1	The client as a consumer 349			
		16.3.2				
	16.4	D	considered 'successful'? 350			
	16.4		ch design: two approaches 352			
			Randomized controlled trials 352			
		16.4.2				
		16.4.3	Documenting clinical outcomes: a five-step process for clinicians 354			
	16.5		•			
		oints 35				
	Sugge	estions fo	or further reading 358			
17	Acqu	ired stu	uttering	360		
	17.1	Introdu	ection 360			
	17.2	Occult .	stuttering 360			
	17.3	Neurog	renic stuttering 361			
		17.3.1	Stuttering subsequent to stroke 361			
		17.3.2	Site of lesion 361			
		17.3.3	Characteristics of neurogenic stuttering 362			

17.4	Psycho	ogenic stuttering 363	
	17.4.1	~	
	17.4.2	Late onset stuttering in children 365	
	17.4.3	Stuttering as post-traumatic stress disorder? 367	
17.5	Treatn	nent of neurogenic stuttering 368	
		Assessment and diagnosis 368	
	17.5.2		
17.6	The tre	eatment of psychogenic stuttering 372	
	17.6.1		
	17.6.2	Psychogenic stuttering and experiencing pain 374	
		Anaesthesia treatment 375	
	17.6.4	Recovery period in the treatment of PS 377	
17.7	Summe	* *	
	oints 37	· ·	
		or further reading 378	
00		·	
Asse	ssment	and treatment of cluttering	379
		uction 379	
18.2	Assessi	ment of cluttering 380	
		Case history 380	
	18.2.2	Cluttering checklists 381	
		Predictive cluttering inventory – revised 381	
		Ward checklist – revised 381	
	18.2.5	Assessment procedures 384	
	18.2.6		
	18.2.7	· · · · · · · · · · · · · · · · · · ·	
	18.2.8		
	18.2.9	Data interpretation 390	
18.3	Treatn	nent of cluttering 391	
	18.3.1	Introduction 391	
	18.3.2	Recovery from cluttering and therapeutic goals 392	_
	18.3.3	Treating preschool-age children who clutter 393	
	18.3.4	Cluttering therapy for primary school-age children	394
	18.3.5	Therapy approaches for children and adults 396	
	18.3.6	Delayed auditory feedback 400	
	18.3.7	Hearing aids 401	
	18.3.8	Summary of treatment methods 401	
18.4	Treatn	nent of cluttering and stuttering 402	
	18.4.1	Introduction 402	
	18.4.2	Therapy approaches 402	
	18.4.3	Mindfulness 404	
18.5	Treatn	nent of cluttering and other concomitant disorders 405	
	18.5.1	Autism spectrum disorder 405	
	18.5.2	Cluttering and other concomitant disorders 406	
18.6	Mainte	enance of cluttering therapy 407	

xviii Contents

Subject index

0011	certis		
18.7		ce base for clinical research in cluttering: some ongoing lems 408	
	18.7.1	Objectively measurable criteria 409	
	18.7.2	Isolating 'pure' cluttering from possible contaminati of co-morbidities 409	on
	18.7.3	Group size/funding for studies 409	
18.8	Summa	ary 410	
Key p	oints 41	10	
Sugge	estions fo	or further reading 411	
Refer	ences		412
	or index	ç	472