

Programme

Friday, 28 May 2010

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| 8.30 – 9.15 | REGISTRATION AND REFRESHMENTS | |
| 9.15 – 10.15 | IDENTIFYING, DESCRIBING, AND MEASURING STUTTERING | Is it difficult to distinguish between normal disfluency and stuttering with preschoolers? (No). Possible dumb mistakes. A method to describe stuttering. How to measure stuttering clinically. |
| 10.15 – 10.30 | PRACTICAL: DESCRIBING STUTTERING | Using a simple clinical classification system: repeated movement, fixed postures, extraneous behaviors. More complicated options that you won't enjoy. |
| 10.30 – 10.45 | PRACTICAL: STUTTERING COUNTS AND SEVERITY RATINGS | Comparing stuttering counts and severity ratings for clinical measurement of stuttering. |
| 10.45 – 11.00 | MORNING COFFEE BREAK | |
| 11.00 – 12.00 | STUTTERING, SOCIAL ANXIETY, AND HOW TO MANAGE IT | What is social anxiety? Why do people who stutter have it? What does it do to you during life? When does it start? Why do you have to get rid of it if you stutter? How do you manage it? Can speech clinicians manage it? (Yes). |
| 12.00 – 12.15 | PRACTICAL: NORMAL FEAR EXPECTANCIES | We explore the range of fear expectancies within the group. |
| 12.15 – 13.15 | LUNCH | |
| 13.15 – 14.00 | EPIDEMIOLOGY OF STUTTERING | How many children begin to stutter? How many recover within the window of clinical opportunity? What are the clinical differences between early and advanced stuttering? The clinical panic zone. |
| 14.00 – 14.45 | TIMING OF EARLY INTERVENTION | When should treatment begin once you have identified early stuttering? At this point in the day we have covered much of what you need to know to make that decision. Now we will consider what else you need to know: treatment benchmarks for getting rid of early stuttering, detecting natural recovery, and the impact of early stuttering on the child. |
| 14.45 – 15.00 | AFTERNOON COFFEE BREAK | |
| 15.00 – 15.15 | BREAK-OUT: A CLINICAL SCENARIO | A clinical scenario for decision making about early intervention. |
| 15.15 – 16.15 | CLINICAL METHODS: BEST PRACTICE FOR STUTTERING CONTROL | How do you form a view about what is best practice for stuttering control? What is a clinical trial? An easy way to know when clinical trials are published. My view about best practice for stuttering control with preschoolers, school age children, adolescents and adults. Justification of my views. |

Programme

Saturday, 29 May 2010

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| 9.00 – 10.30 | STUTTERING CONTROL: THE LIDCOMBE PROGRAM | Overview of the Lidcombe Program. Who is it for? What are realistic goals? How to obtain clinical skills. |
| 10.30 – 10.45 | BREAK-OUT: A CLINICAL SCENARIO | Problem solving with the Lidcombe Program. |
| 10.45 – 11.00 | MORNING COFFEE BREAK | |
| 11.00 – 12.15 | STUTTERING CONTROL: THE CAMPERDOWN PROGRAM | Overview of the Camperdown Program. Who is it for? What are realistic goals? How to obtain clinical skills. |
| 12.15 – 12.30 | BREAK-OUT: A CLINICAL SCENARIO | Problem solving with the Camperdown Program. |
| 12.30 – 13.30 | LUNCH | |
| 13.30 – 14.15 | STUTTERING CONTROL: SCHOOL AGE CHILDREN | Overview of the problems posed by this age group. School age children have the most critical need for stuttering control. They are extremely vulnerable to development of social anxiety. But there is weak clinical trials evidence to guide us with stuttering control for them. |
| 14.15 – 14.45 | BREAK-OUT: A CLINICAL SCENARIO | Develop a clinical decision making procedure to decide on how to control the stuttering of school age children as best you can. |
| 14.45 – 15.00 | AFTERNOON COFFEE BREAK | |
| 15.00 – 16.00 | THE FUTURE: CURRENT TREATMENT DEVELOPMENTS | Clinical trials of new early interventions. Group treatment format for early intervention. An Internet-based stepped care model. Can it work? |