**RCSLT Cluttering resources**

## DRAFT FOR CONSULTATION

April 2025

Information contained within this document is for consultation only and should not be shared outside of this.

**The information in this document is currently in development and has been shared as part of a consultation. If you are seeking guidance or information on this topic, please ensure you refer to final published content which can be found on rcslt.org.**

We appreciate any comments provided to us during the consultation, all of which will be reviewed by the working group within the context and scope of the project. We ask that, where possible and relevant, you accompany any counter arguments to statements made in the document with supporting evidence e.g. a research reference.

Members of the working group should not be contacted directly, and all feedback should be made through the assigned route e.g. via survey or project manager. Feedback made through unassigned routes or after the closing date will not be accepted or responded to.

Thank you for your support with this project.

Lorna Baxter, Senior Project Manager

lorna.baxter@rcslt.org

On this page, you will find useful resources relating to learning, research and policy in the field of cluttering.

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| **Please note:** the resources on this page are provided for informational purposes only. No endorsement is expressed or implied, unless otherwise stated. While we make every effort to ensure this page is up to date and relevant, we cannot take responsibility for pages maintained by external providers.Please [contact us](https://www.rcslt.org/help-and-support/contact-us) if you have any suggestions or feedback on these pages. |

#  Research and evidence

Some key resources and pieces of research are highlighted on these pages but they are not exhaustive and you should always carry out your own searches relating to a specific topic area, to be assured that you are accessing the most up-to-date research and evidence.

Useful starting points include **SpeechBITE™**, [**What Works**](https://www.thecommunicationtrust.org.uk/projects/what-works) and [**Evidence Maps**](https://www2.asha.org/evidence-maps/) from the American Speech-Language-Hearing Association (ASHA). You can access over 1,600 titles via the [**RCSLT journals collection.**](https://www.rcslt.org/members/research/journals/)

You need to use your own critical appraisal skills when considering the quality of any piece of research, whether found on these pages or elsewhere. This will include consideration of how relevant it is to your practice and the specific people you are working with.

Please see our [**pages on evidence-based practice**](https://www.rcslt.org/members/research/evidence-based-practice) for more support on finding and critically appraising research evidence.

## 1.1 Key research

Icht, M. *et al.* (2023a) **There is more to cluttering than meets the eye: The prevalence of cluttering and association with psychological well‐being indices in an undergraduate sample**, *International Journal of Language & Communication Disorders*, 58(6), pp. 2022–2032. doi:10.1111/1460-6984.12917.

Scaler Scott, K. (2022) **Cluttering in a School-Aged Child: Tackling the Challenges Step by Step**, *Seminars in speech and language,* vol. 17;43;, no. 2, pp. 130-146.

Sommer, M., Waltersbacher, A., Schlotmann, A., Schröder, H. & Strzelczyk, A.(2021), **Prevalence and Therapy Rates for Stuttering, Cluttering, and Developmental Disorders of Speech and Language: Evaluation of German Health Insurance Data**, *Frontiers in human neuroscience,* vol. 15, pp. 645292-645292

van Zaalen, Y. and Reichel, I.K. (2014) **Cluttering treatment: Theoretical considerations and Intervention Planning**. *Perspectives on Global Issues in Communication Sciences and Related Disorders*, 4(2), pp. 57–62. doi:10.1044/gics4.2.57.

Zukerman, G. *et al.* (2024) **Self-inefficacy’s impact on well-being indices in students self-identifying with cluttering characteristics.** *Journal of Communication Disorders*, 112, p. 106469. doi:10.1016/j.jcomdis.2024.106469**.**

## 1.2 Key journals

* Journal of Fluency Disorders
* Journal of Language and Communication Disorders

 <https://onlinelibrary.wiley.com/journal/14606984>

* American Journal of Speech Language Pathology
* International journal of speech language pathology <https://www.tandfonline.com/toc/iasl20/current>
* Journal of speech, language, and hearing research

#  Guidelines

## NICE guidelines

Promoting Health and Wellbeing in Under 5’s

<https://www.nice.org.uk/guidance/qs128>

## Quality standards

Northern Ireland:

<https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/quality-standards-up-to-standard-leaflet.pdf>

## Other guidelines

HCPC Standards of conduct, performance and ethics

<https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/>

HCPC Standards of Proficiency

<https://www.hcpc-uk.org/standards/standards-of-proficiency/speech-and-language-therapists/>

#  Legislation and policy

UK-wide

Equality Act (2010)

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

England

<https://www.rcslt.org/policy-and-influencing/england/>

National Disability Strategy

<https://www.gov.uk/government/publications/national-disability-strategy>

Children and Social Work Act (2017)

<https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

Children and Families Act (2014)

<https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf>

SEND Code of Practice 0-25 years (2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Information Accessible Standard

<https://www.england.nhs.uk/about/equality/equality-hub/patient-equalities-programme/equality-frameworks-and-information-standards/accessibleinfo/>

Scotland

<https://www.rcslt.org/scotland/>

NAIT Neurodevelopmental Pathways report (2023)

<https://www.gov.scot/publications/nait-adult-neurodevelopmental-pathways-report/>

Equity for all: children’s speech and language therapy services in Scotland:

<https://www.bettercommunication.org.uk/downloads/2022%20Equity%20for%20All%20Final%20for%20Publication.pdf>

Additional support for learning: Statutory guidance (2017)

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

Adult support and protection Act (2007)

<https://www.legislation.gov.uk/asp/2007/10/contents>

Education (Additional Support for Learning) Scotland Act (2004)

<https://www.legislation.gov.uk/asp/2004/4/contents>

Mental Health (Care and Treatment) Scotland Act (2003)

Wales

<https://www.rcslt.org/wales/>

Additional Learning Needs and Education Tribunal (Wales) Act (2018)

<https://www.legislation.gov.uk/anaw/2018/2/contents>

Social Services and Wellbeing (Wales) Act (2014)

<https://www.legislation.gov.uk/anaw/2014/4/contents>

Northern Ireland

<https://www.rcslt.org/northern-ireland/>

Special Educational Needs and Disability Act (Northern Ireland) (2016)

<https://www.legislation.gov.uk/nia/2016/8/contents>

#  Learning resources

## 4.1 Books

Van Zaalen, Y. and Reichel, I. (2024) *An Introduction to Cluttering: A Practical Guide for Speech-Language Pathology Students, Clinicians, and Researchers.* Routledge

Wilhelm, R. (2024). *Too Fast for Words (Light): How discovering that I don't stutter but clutter changed my life: book 2.*

Wilhelm, R. (2020). *Too Fast for Words: How discovering that I don't stutter but clutter changed my life: book 1.*

Ward, David, (2018), *Stuttering and cluttering: frameworks for understanding and treatment***,**Second edn, Routledge, Milton Park, Abingdon, Oxon; New York, NY.

Van Zaalen, Y. and Reichel, I. (2015) *Cluttering: Current views on its nature, diagnosis, and treatment*. Bloomington, IN: iUniverse Inc.

Scott, K.S. and Ward, D. (2013) *Managing cluttering: A comprehensive guidebook of activities*. Austin, Tex: Pro-ed

## 4.2 Website resources

**Too fast for words:**

<https://toofastforwords.com/>

# Useful organisations

**International Cluttering Association:** <https://sites.google.com/view/icacluttering>

* International organisation whose primary mission is to increase awareness and understanding of cluttering, and to improve treatment and quality of life for people who clutter.

**STAMMA:** [www.stamma.org](http://www.stamma.org)

* This UK organisation offers resources on stammering and cluttering therapy, self-help, and advocacy for children, young people and adults.

**Action for stammering children:** [www.actionforstammeringchildren.org](http://www.actionforstammeringchildren.org)

* This UK charity supports children and young people who stammer or clutter, their families, SLTs and schools by providing information and resources, championing research, and influencing policy and societal change.

The following organisations provide specialist therapy for people who clutter. They also offer professional training courses for SLTs:

* [The Michael Palin Centre for Stammering](https://michaelpalincentreforstammering.org/)
* [The Fluency Trust](https://thefluencytrust.org.uk/)
* [City Lit](https://www.citylit.ac.uk/)

**Clinical Excellence Networks:**

* [National Stammering CEN](https://www.nationalstammeringcen.co.uk/)

For other CENs see:

* <https://www.rcslt.org/members/get-involved/clinical-excellence-networks/cen-directory/>

#  Related RCSLT guidance

* [Clinical guidance A-Z](https://www.rcslt.org/members/clinical-guidance/)
* [Delivering quality services](https://www.rcslt.org/members/delivering-quality-services/)
* [Meeting the HCPC standards](https://www.rcslt.org/members/delivering-quality-services/meeting-the-hcpc-standards-guidance/)
* [Settings where SLTs work](https://www.rcslt.org/members/settings/)