**RCSLT Stammering 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.

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

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# 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 Systematic reviews

We have highlighted systematic reviews here because, if well-conducted, they should take into account all the relevant evidence relating to a specific research question, then appraise and synthesize this in way which can help inform decision-making. However, you still need to use your own [**critical appraisal**](https://www.rcslt.org/members/research/evidence-based-practice) skills when considering the quality of a systematic review, as with any piece of research.

### **Cochrane reviews**

Cochrane Reviews are systematic reviews of primary research in human health care and health policy, internationally recognised as the highest standard in evidence-based health care.[Search the Cochrane Database of Systematic Reviews](https://www.cochranelibrary.com/).

* Sjøstrand, Å. *et al.* (2021) **Non-pharmacological interventions for stuttering in children six years and younger**, *Cochrane Database of Systematic Reviews*, 2021(9). doi:10.1002/14651858.cd013489.pub2.

### **Other systematic reviews**

Baxter, S., Johnson, M., Blank, L., Cantrell, A., Brumfitt, S., Enderby, P. & Goyder, E. (2015). [**The state of the art in non‐pharmacological interventions for developmental stuttering. Part 1: a systematic review of effectiveness.**](https://www.ncbi.nlm.nih.gov/pubmed/26123259) *International Journal of Language and Communication Disorders, 50 (5), 676-718.*

Baxter, S., Johnson, M., Blank, L., Cantrell, A., Brumfitt, S., Enderby, P. & Goyder, E. (2016). [**Non-pharmacological treatments for stuttering in children and adults: a systematic review and evaluation of clinical effectiveness, and exploration of barriers to successful outcomes.**](https://www.journalslibrary.nihr.ac.uk/hta/hta20020/#/abstract) *Health Technology Assessment, 20 (2), 1-302.*

Bothe, A. K., Davidow, J. H., Bramlett, R. E., Franic, D. M., & Ingham, R. J. (2006).[**Stuttering Treatment Research 1970–2005: II. Systematic Review Incorporating Trial Quality Assessment of Pharmacological Approaches**](https://ajslp.pubs.asha.org/article.aspx?articleid=1757630). *American Journal of Speech-Language Pathology, 15, 342-352.*

Gattie, M., Lieven, E. & Kluk, K. (2024) **Adult Stuttering Prevalence I: Systematic Review and Identification of Stuttering in Large Populations**,.*Journal of fluency disorders,*, pp. 106085.

Johnson, G. *et al.* (2023) **Psychosocial features of stuttering for school‐Age Children: A systematic review**, *International Journal of Language &; Communication Disorders*, 58(5), pp. 1829–1845. doi:10.1111/1460-6984.12887.

McGill, M., Noureal, N. & Siegel, J. (2019) **Telepractice Treatment of Stuttering: A Systematic Review**, *Telemedicine journal and e-health,*vol. 25, no. 5, pp. 359-368.

Norman, A. *et al.* (2023) **Cost of illness and health-related quality of life for stuttering: Two systematic reviews.**, *Journal of Speech, Language, and Hearing Research*, 66(11), pp. 4414–4431. doi:10.1044/2023\_jslhr-23-00072.

Nye, C., Vanryckeghem, M., Schwartz, J. B., Herder, C., Turner, H. M. & Howard, C. (2013). **[Behavioral Stuttering Interventions for Children and Adolescents: A Systematic Review and Meta-Analysis.](https://jslhr.pubs.asha.org/article.aspx?articleid=1797035)** *Journal of Speech, Language, and Hearing Research, 56, 921-932.*

Sugathan, N. & Maruthy, A. (2020). [**Predictive factors for persistence and recovery of stuttering in children: A systematic review**](https://www.tandfonline.com/doi/abs/10.1080/17549507.2020.1812718?journalCode=iasl20). *International Journal of Speech-Language Pathology.*

## 1.2 Other key research

### Impact of stammering on quality of life

Boyle, M.P. (2015) **Identifying correlates of self-stigma in adults who stutter: Further establishing the construct validity of the Self-Stigma of Stuttering Scale (4S).** *Journal of fluency disorders,* vol. 43, pp. 17-27.

Coalson, G.A., Crawford, A., Treleaven, S.B., Byrd, C.T., Davis, L., Dang, L., Edgerly, J. & Turk, A. (2022) Microaggression **and the adult stuttering experience**. *Journal of communication disorders,* vol. 95, pp. 106180-106180.

Constantino, C.D., Eichorn, N., Buder, E.H., Beck, J.G. & Manning, W.H. (2020) **The Speaker's Experience of Stuttering: Measuring Spontaneity**. *Journal of speech, language, and hearing research,* vol. 63, no. 4, pp. 983-1001.

Daniels, D.E., Boyle, M.P. & Archer, B.E. (2023) **Stuttering, Intersectionality, and Identity: A Qualitative Analysis of the Experiences of Lesbian, Gay, and Bisexual Individuals Who Stutter.** *Language, speech & hearing services in schools,*vol. 54, no. 1, pp. 82-95.

### Therapy effectiveness

**Palin Parent Child Interaction Therapy**

Millard, S.K., Edwards, S. & Cook, F.M. (2009) **Parent-child interaction therapy: Adding to the evidence.** *International journal of speech language pathology,*vol. 11, no. 1, pp. 61-76.

Millard, S.K., Zebrowski, P. & Kelman, E. (2018) **Palin Parent-Child Interaction Therapy: The Bigger Picture.** *American journal of speech-language pathology,*vol. 27, no. 3S, pp. 1211-1223.

**Lidcombe Program**

Hayhow, R. (2011) **Does it work? Why does it work? Reconciling difficult questions.** *International journal of language & communication disorders,*vol. 46, no. 2, pp. 155-168.

Jones, M. *et al.* (2005) **Randomised controlled trial of the Lidcombe Programme of early stuttering intervention.** *BMJ*, 331(7518), p. 659. doi:10.1136/bmj.38520.451840.e0

**Lidcombe Program and Palin PCI**

Onslow, M. & Millard, S. (2012) **Palin Parent Child Interaction and the Lidcombe Program: Clarifying some issues.***Journal of fluency disorders,*vol. 37, no. 1, pp. 1-8.

**Lidcombe Program and Demands and Capacities**

de Sonneville-Koedoot, C. et al, (2015). **Direct versus indirect treatment for preschool children who stutter: the RESTART randomized trial**. *Plos One*.

**Camperdown Program**

O'Brian, S., Onslow, M., Cream, A. & Packman, A. (2003) **The Camperdown Program: Outcomes of a New Prolonged-Speech Treatment Model**. *Journal of speech, language, and hearing research,*vol. 46, no. 4, pp. 933-946.

**Block Modification Therapy**

Everard, R.A. & Howell, P. (2018) We **Have a Voice: Exploring Participants' Experiences of Stuttering Modification Therapy.** *American journal of speech-language pathology,*vol. 27, no. 3S, pp. 1273-1286.

### Models of disability

Bailey, K., Harris, S.J. & Simpson, S. (2015) **Stammering and the Social Model of Disability: Challenge and Opportunity.** *Procedia, social and behavioral sciences,* vol. 193, pp. 13-24.

St. Pierre, J. (2012) **The Construction of the Disabled Speaker: Locating Stuttering in Disability Studies**. *Canadian journal of disability studies,*vol. 1, no. 3, pp. 1.

## 1.3 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*](https://www.tandfonline.com/toc/iasl20/current)
* *Journal of speech, language, and hearing research*

For full reference list used to develop guidance page see: ADD LINK

## 1.4 Research priorities

Action for Stammering Children in partnership with the James Lind Alliance, worked with people who stammer, parents of children who stammer, researchers and SLTs in collaboration with RCSLT, STAMMA, Woodroffe Benton Foundation. This partnership was able to determine the priorities for future research. Information about the process and the priorities can be found here:

* [ASC research priorities](https://actionforstammeringchildren.org/wp-content/uploads/2024/09/ASC_Shaping_the_Future_of_Childhood_Stammering_Research.pdf)

# 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 (2003)

<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

**Solution Focused Brief Therapy with Children and Young People Who Stammer and Their Parents**

Berquez, A. & Jeffery, M. (2024) *Solution Focused Brief Therapy with Children and Young People Who Stammer and Their Parents. A Practical Guide from the Michael Palin Centre*. Routledge.

**Navigating Adult Stammering**

Stewart, T. (2022) *Navigating Adult Stammering: 100 Points for Speech and Language Therapists.* Taylor & Francis.

**Palin Parent-Child Interaction Therapy for Early Childhood Stammering**

Kelman, E. and Nicholas, A. (2020) *Palin parent child interaction therapy for early childhood stammering*. Abingdon, Oxon; New York, NY: Routledge.

**Stammering Pride and Prejudice: Difference not Defect**

Campbell, P., Constantino, C. and Simpson, S. (2019) *Stammering Pride and Prejudice: Difference not defect*. Albury: J & R Press Ltd.

**Fluency Plus**

Scaler Scott, K. (2018) *Fluency Plus: Managing Fluency Disorders in Individuals With Multiple Diagnoses.* Routledge.

**Stammering: A resource book for teachers**

Stewart, T. (2016) *Stammering. A resource book for teachers*. Routledge.

**Stammering Therapy from the Inside**

Cheasman, C., Everard, R. and Simpson, S. (2013) *Stammering therapy from the inside: New perspectives on working with young people and adults*. Guilford: J & R Press.

## 4.2 Website resources

The Lidcombe Program resources:

<https://www.uts.edu.au/research/australian-stuttering-research-centre/resources/lidcombe-program>

The Camperdown Program Resources:

<https://www.uts.edu.au/research/australian-stuttering-research-centre/resources/camperdown-program>

## 4.3 Awareness raising dates

* International Stammering Awareness Day – 22nd October

# Useful organisations

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

* This UK charity campaigns for social change and collaborates with organisations to help them work in ways that are more inclusive for their staff, customers and service users who stammer. They also offer a range of information and support for adults including support groups across the UK, parent workshops, Minecraft Club, and employment support, advocacy and helpline and webchat services.

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

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

**50 Million Voices** <https://www.50millionvoices.org/>

* This international network and UK charity has the goal of transforming the world of work for people who stammer.

**Stammerers Through University Consultancy (STUC)** <https://www.stuc-uk.org/>

* The world's only initiative which solely aims to support student and staff in higher education who stammer.

**The Scottish Stammering network** <https://www.scottishstammeringnetwork.org/>

* The dedicated Scottish charity supporting and empowering those who stammer

**The Stuttering Foundation** <https://www.stutteringhelp.org/>

* The Stuttering Foundation provides free online resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering.

**Certified European Stuttering** Specialists <https://certifiedeuropeanstutteringspecialists.eu/>

* An international organisation to support therapists to develop and maintain their specialist skills in stuttering and cluttering therapy.

The following organisations provide specialist therapy for people who stammer. 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 stammering CENs see:

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

# Related RCSLT guidance

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