Cluttering: An 'A-mazing' Labyrinth

Florence L. Myers, PhD
Fellow - American Speech-Language-Hearing Association
Recipient – Deso Weiss Award
Katowice, Poland

2

The content of this presentation is based on Florence Myers' clinical experience and writings in various peer-reviewed manuscripts and chapters (e.g., Ward and Scaler Scott, Eds, 2011). This presentation is a culmination of her works and thinking on cluttering for the past thirty years and she would appreciate this acknowledgement. Dr. Myers expresses gratitude to colleagues who have worked with her in the capacity of research partners, co-authors, editors and publishers. Most especially, Dr. Myers is indebted to some key individuals with fluency disorders who have facilitated her understanding of cluttering, from the inside out.

3

Historical Perspective

- Deso Weiss (1964): Central Language Imbalance
- Bill Perkins (1978): cluttering as a microcosm of various speech/language disorders
- Van Riper (1982):
  - Track II
  - 14% of cases
  - Cluttering is like fish in a feeding frenzy !!
- Cluttering…..Gaining Momentum

Constructs to understand the nature of cluttering

4

- **Construct #1**: Rate is faster than the person can handle
  - Consequences of 'fast' rate: dissynergy and dissynchrony
    - Nonphoneme-specific misarticulations
    - Erratic rate
    - Disjointed language, narratives and discourse
    - Linguistic maze behaviors (non-stuttering disfluencies)

Demands-Capacity Model

5

- Physical rate may not necessarily be faster than norms but faster than client's system can handle (analogy of beginner vs. the race car driver)
- Rate *perceived* as fast or erratic .....
  - Possible reasons for this perception

Think about the effort the listener has to expend to process cluttered speech!

Construct #3: Critical roles of awareness, monitoring, modulation

6

- Need to assess client's degree of awareness
- Some not aware of their clustering at all (S23)…
- Some have a generic sense because people always say 'What?' when they speak…
- Some may be aware but seemingly don't have the ability to manage their predicament: on overdrive, out of control
- Some may be aware but only for very short periods of time
  - Like fast driver who slows down only when passing police car!
- Some deny there is a problem
  - "I don't talk too fast. You just have to listen faster!"

7

Degree of awareness varies with

- - Individual client
- - Degree of structure of speaking task
- - Degree of emotionality and spontaneity
- Awareness requires understanding the nature of one's communication patterns
  - Cannot be aware of something you don't understand
  - Cannot understand something you are not aware of
  - Cannot monitor something you are not aware of…

8

Monitoring

- Do we monitor 'bad' habit (e.g., over eating, poor posture, procrastinating)?
  - Quite vigilant
  - Aware but not vigilant in monitoring
  - 'No clue' about the behavior
- Do we monitor our internal moods that lead to greater or lesser patience, or impulse buying when shopping?

9

Modulation or Changing Behavior

- Awareness + self-monitoring not sufficient
- Third step is modulation = change one's behavior
- Cluttering can severely influence intelligibility and comprehensibility of a message
- Thus need to change speech behavior to reduce and repair conversational breakdowns
- Very important to work with client on which behaviors to change first, as there are so many

Construct #4: Frequent co-occurrence with other disorders such as ADHD and Stuttering

- Theoretical underpinnings:
  - Distinctive disorders?
  - Related but not the same?
  - Coexisting disorders on a spectrum?
  - Motivated by a common macrofactor?
    - easily aroused nervous system
    - basal ganglia syndrome
    - genetic predisposition

Construct #5: Multidimensionality of Cluttering: A Systems Approach

- Systems approach: various speech and language anomalies may be interrelated
- For example, results of fast rate for:
  - *Mariucz:* poor *speech intelligibility*
  - *Ewa:* poor *thought/language organization*
  - *Katrina:* *interrupting* partner during conversation
- *The interrelationship among the dimensions may differ for each client*

Construct #6: Categorical vs. descriptive model? Or a hybrid?

- Categorical Model
  - assumption that clinician-designated diagnostic category is sufficient for a full understanding of a disorder
  - pro's and con's
- Descriptive Model
  - Reliance on behaviors observed with secondary emphasis on categorical delineation of the disorder
  - Focus on the observable rather than etiology
- Hybrid Model
  - Hybrid Model
    - From the top: 'venn diagram,' varying degrees of overlaps
    - From the side: common root, a family tree with some 'categories' that are more closely linked than others

## Hybrid Model

13

ADHD

ADHD

Cluttering

Cluttering

A *Working* Definition of Cluttering (St. Louis, et al)

14

- Cluttering is a fluency disorder characterized by rate that is perceived to be abnormally rapid, irregular, or both

- The rate abnormalities are further manifested in one or more of the following:
  - excessive number of (mostly typical) disfluencies;
  - inappropriate prosodic patterns such as pauses that do not conform to syntactic and semantic constraints;
  - excessive coarticulation

Challenges to Constructing a Working Definition

15

- Perceptual vs actual counts of behaviors
- LCD for research vs a more clinical conception of cluttering
- Narrowly focused vs. broadly-based approach
- Ward (Cluttering Spectrum Behaviour)
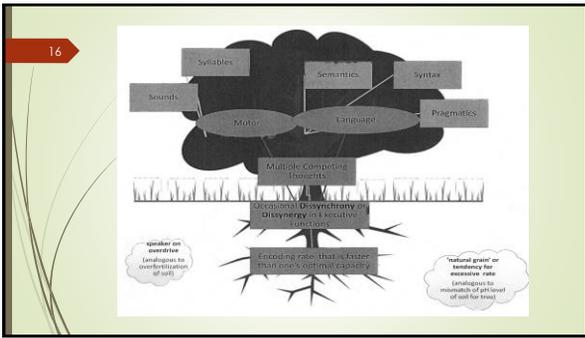
17

- Audience: relate to these quotes about self or family members who have fast tempo
- Not enough just to look at surface features
- Need to look at underlying reasons for the surface features
- Understanding of the underlying reasons will provide 'evidence based' treatment approaches
- Provides rationale for your therapy goals and activities

18

Faultlines in earthquake zone: an analogy

- Tremors or volatility leading to disruptions or earthquakes
- Faultlines reflect vulnerabilities for disintegration in presence of geological volatility
- Analogous to brain storms experienced by PWC
- Faultlines in the Communication System
- 'urge to surge' in PWC leads to burst of unharnessed energy when encoding thoughts → faultlines in the communication system
- ...like an earthquake

Severity of the faultlines:

19

- 'hairline fractures' (occasional deletion of sound or syllable with relatively minor disintegration)
- ......to severe compromise in intelligibility (major faultlines; almost sounds like another language; poor comprehensibility)
- Faultlines at one or more juncture leading to different subgroups of clutterers:
- At thought level
  - "Several thoughts come to me at one time...."
  - Disconnect between the thoughts and the speech
  - If thoughts are not well organized, leads to disruptions of language and speech

At levels of pragmatics, narratives, articulatory gestures

20

- Pragmatics are not 'fluent' (conversation does not flow)
- Narratives are disorganized (cohesion and coherence of story grammar)
- Flow of individual sentences disrupted
- Disfluencies symptomatic of above disorganization
- Indistinct or omission of sounds symptomatic of disintegration at motoric level

Implications for assessment and treatment:

21

- Different clients have different profiles
- Different hierarchy of treatment goals

22

ASSESSMENT

For fluency disorders in general :

- Need multiple samples: context matters
- Need both quantitative and qualitative measures: perception matters
- Need both microscopic and macroscopic analyses
- What does client think about his speech?
- What are his goals?
- Should not 'demand' complete improvement in all speaking situations

---

23

Multidimensionality of Cluttering

- A microcosm of various speech-language dimensions: systems approach
- Implications of this systems approach
  - The interrelationship may differ from client to client
    - John: Rate impacts articulatory precision
    - Joan: Rate impacts language formulation and fluency
  - The interrelationship between parts of the system may differ depending on nature of speech task
    - Structured task vs unstructured task
    - Degree of spontaneity and formality
    - Degree of cognitive and linguistic planning
  - Speaking context often dictates severity

24

Demands-Capacity Model

- Encoding faster than one can handle vs not being able to inhibit impulse to encode multiple thoughts simultaneously (think about the difference)
- Audience: What happens when you try to multitask too fast during the holidays or during the end of the semester?
- Audience: What is the difference between trying to make an appointment when you are short of time vs. when you feel *internally* on-edge because of too much coffee so you cannot inhibit a tendency to be agitated?

Interactions of Multiple Dimensions →Package Deal

25

- Speaking in a 'cluttered manner'
- Not 'moments of cluttering' (as in 'moments of stuttering')
- Rate as infrastructure that effects multiple dimensions
- Assessment very much depends on **perception…**

What is the best context to capture cluttering?

26

- Best to capture cluttering in naturalistic contexts
- Informal, extemporaneous, unguarded settings
- Some PWC 'normalize' when being recorded
- Perhaps analogous to habitually fast drivers! You slow down only when you see police car.

Influence of Temperament

27

- Tendency to rush
- Tendency toward "CIP" (as with some of us at one time or another)
  - Compulsive
  - Impulsive
  - Propulsive
- Are ADHD and cluttering related? Basal ganglia syndrome?

28 — Differential Diagnosis of Cluttering and Stuttering

- Audience: Which is the PWS and which is the PWC?
- "I would if I could"
- "I could if I would"
- Audience: What about everyday analogy of these two scenerios?
- Maze behaviors of PWC
- Clutterer has many things to say but difficulty organizing thoughts and words
- Stutterer knows what he wants to say but difficulty transitioning between sounds

---

29 — Unlike stuttering, pure cluttering is **not** (as _much_*) marked by:

- Anticipatory fear
- Accessory (secondary) behaviors
- Physiological struggle and phonatory breakages
- Feeling of "loss of control" of the speech production system (but may experience loss of control of rate)
- Scanning ahead to change or avoid a feared word (quite the opposite to cluttering!!!)

---

30 — Cluttering **is** marked by:

- Inefficiencies in linguistic processing possibly due to disorganization of thoughts
- Speaking faster than one's capacity
- Articulatory imprecisions
- Mostly non-stuttering disfluencies (if a pure clutterer)

31

- Difficulty in sustaining awareness
- Not 'owning up' to having a problem so sometimes does not seek help→ implications for prevalence and incidence
- In contrast to PWS who are often painfully aware; however, PWC can experience negative feelings because of reactions from others
- Possibility of internal being that is high energy or 'high-strung'

32

Cluttering is more gestalt

- cannot be identified so discretely
- more of a "manner of speaking"
- Clinically speaking, cluttering is largely a perceptual phenomenon (due to interaction of dimensions)

33

Review of Constructs
….then *onward* to treatment approaches!

- **Disorganization** due to reduced synergy and synchrony of the message output
  - **Synergy**: integration in the content
  - **Synchrony**: integration in the timing
- **Dissynergy** = lack of cohesion and focus in message
- *What kind of ice cream do you want?*
- Well, um, let let me see, vani- I mean um choco no straw I want strawberry ice cream.

- **Dissynchrony** = anomalies in the timing of different parts of the message
- **Twinkle twinkle little….star how I….wonder what you….are**

  - **Disynergy + Disynchrony** violates listener's **perceptual expectation** of the flow of the message

Protocol for Diagnosis of Cluttering

34

- Structured vs unstructured talk
- Shorter vs. longer stretches of talk
- Automated speech vs narratives
- Utterances with multisyllabic words
- Guarded vs unguarded talk
- Degree of awareness and ability to self-monitor
- Degree of control of one's fast-paced temperament

35

- May also need to assess phoneme-specific misarticulations
- Questionable role of highly structured standardized language tests
- Must collect naturalistic language and narrative samples
- Client's pragmatics
- Any family history of speech/language issues
- 'Executive functions'

May also need to assess writing (penmanship vs. composition) and word processing skills

36

- *(PWC) My writing is affected, I find it almost impossible to write neatly, and I find it almost impossible to read my own writing. I have difficulty typing, not for spelling as my spelling capabilities are not that bad, just pressing the correct key in the right order as I get confused with which letter I have pressed and which I need to press next, this is because I type fast, if I type slowly then I can get almost perfect composition.*

Eight CSI Dimensions
(rank order based on survey of cluttering specialists)

37

- **Overall intelligibility**:
  - how well can you understand and follow the message;
  - determined by all elements of the message
    - disintegration of speech elements
    - difficulty in following the content of message (e.g., numerous incomplete phrases and revisions)

Speech rate regularity

38

- degree to which the rate is perceived to be spurty, staccato
- flow of speech is neither synchronous nor synergistic with the linguistic context

---

Precision of articulation

39

- Nonphoneme-specific misarticulations
- Deletions of sounds, unstressed syllables, even words ("Jeet?")
- Cluster reductions ('poby' for 'probably')
- Weak syllable deletions ('tefone' for 'telephone')
- Vowel neutralizations (indistinct vowel formants; 'sutov' for 'sort of')
- End result: mumbling!

- Audience: come up with your own examples in Polish

Organization of language

40

- Degree to which story line flows
- Episodes: problem and its resolution
- Degree to which ideas are easily understood (coherent), and are well organized and logically linked (cohesive)
- Parent: *'He's all over the place when trying to tell a story!'*
- The pragmatic fluency of a conversation
  - Disruptions? Interruptions? Breakdowns? Repair of breakdowns?
 - Like the fluency of a good dance partner!

Prosody

41

- Intrinsically tied to the linguistic and pragmatic intent of the message
- Related to speech 'naturalness,' rhythm, rate
- Can be monotone, trailing off at end of message

Myers' Cognitive-Behavior Therapy for Cluttering : Building an A-Frame

42

- **Foundation**
  - Meta-Awareness (cognitive)
- **Central Beam**
  - Rate Control
- **Insulation**
  - Monitoring
  - Moderation
  - Modulation
- Motoric and linguistic aspects of cluttering
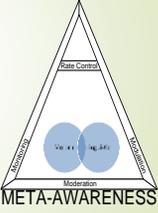
META-AWARENESS

43

The Foundation: Knowledge and Insight (through meta-awareness)

- Most PWC 'have no clue' what behaviors lead to cluttering
  - The nature of cluttering in general
  - The nature of one's own cluttering
- Need a set of user-friendly terms to talk about cluttering
  - Mumble jumble
  - Sloppy talk
  - Nice and crisp speech
  - News broadcasting speech (fast but clear)
  - 'yin' speech (as in Yin Yang)

44

Building Awareness by Listening to Speech Samples

- Taped anchors or reference points
  - Of client's good speech (insert RW's three segments)
  - Of the speech of effective speakers
  - Obama's speech

45

Building Meta-Awareness through Analogies

- Analogies for younger children
  - Auditory analogies of rate variations
    - Different types of music
      - Twinkle Twinkle Little Star

  - Impact of different types of music on listener
    - Movement/dance based on the different tempos of the music for children to realize that when one is 'slower and smoother' our talk is easier to follow

46 Visual Analogies of Rate for Younger Children

- Train that is going too fast and jumps the tracks
- Movement of animals
  - Fast and smooth movements (racehorse)
  - Fast but less smooth movements (squirrels)
  - Slow and smooth movements (turtle)
  - Slow and less smooth movements (duck)
  - Have child imitate those movements for sensory feedback

47 Analogy of the Juggler Going Too Fast

- Drops the balls
- False starts
- Movements are missequenced
- Appears erratic and disorganized
- "He's all over the place!"

48 Analogies for Older Children, Teens and Adults

- Driving habits: learning to monitor, moderate and modulate how fast you drive
- The driver who brakes erratically or too fast
- The skillful driver: knows how to modulate rate to take a curve on slippery road
- Audience: How are your driving habits? Do you monitor, moderate and modulate your speed?

Music

49

- Musical terms: presto vs. andante; legato vs. staccato; phrasing
- Different kinds of music
  - lullabies
  - Rock
  - tango
  - classical

Analogy from Sports

50

- The 'coarticulated' (i.e., well coordinated) limb movements of the Olympic runner or figure skater
  - Fluent
  - Efficient
  - Accurate
  - Graceful
- Movements in tai-chi (smooth, slow, and blended) vs. boxing (fast, erratic, intense)
  - Speech also a motor act that requires coordination (of the speech production system)
- Audience: How are your movements in tennis, ballroom dancing, skiing when you first began....and now? Tai chi, anyone?

Analogies from Everyday Life

51

- Is anyone's house cluttered?
- Is it easy to find something in a cluttered closet? (analogous to following the message in cluttered speech)
- What about a cluttered desk?
- Strategies to declutter house

52

Analogies of 'Urge-to-Surge' Temperament Expressed by Some PWC

- Yin/yang
- A long and harried day in the city vs. a carefree day in the country
- Feelings of being 'overwhelmed' (end of the semester, holiday times)
- Feelings after having too much coffee vs. a spa treatment
- Like a volcano ('blowing one's top')
- Audience's own examples of above

53

Analogies for Synergy

- Synergy: integration between different parts as in the communication chain (thought - language – speech)
  - Knitting (even tension, no dropped stitches as in dropped sounds and syllables)
  - Porsche engine vs. 'old clunker' from college days
  - Braids or rope whose strands are cohesively woven with good sequencing and proper tension
- Therapy is now built on a **firm foundation** to understand the nature of cluttering: the cognitive part of the Myers Cognitive-Behavioral Therapy Program

---

54

Now the **insulation** of the house!

Monitoring + Moderation + Modulation: therapy to change cluttering behaviors

- Self-Monitoring
- (PWC) When I was little cluttering did cause a lot of discussions between my mother and me. I would get really angry when she did not understand what I was saying, as I thought I was talking well...my teacher had tried to send me to speech therapy for many years but I had denied, thinking I did not have a problem.
- (PWC) My family always joked about my 'motor mouth', being the family chatterbox, and I frequently heard things like 'my ears are tired from listening that fast'. It never occurred to any of us that things weren't right with my speech; my mom chalked it up to my being an outgoing, bubbly personality.

55

Monitoring of others' speech: Using Drama and Rhetoric

- Analyze audios of gifted orators: vs. speaker who speaks nonstop
- Cluttered Speech
- Compare the 3 speakers
- Clinician simulates cluttering and client critiques the motoric and linguistic attributes
- Give client key words to use in critique: efficiency, effectiveness, clarity, coherency, cohesiveness

---

56

Self-monitoring: A Timeline

Anticipation of upcoming cluttering episode
- Unlike stuttering that has discrete 'countable' blocks, do not have # of clutters; **package deal**
- Perhaps stems from an "urge to surge"

During the cluttering episode
- Online

AFTER cluttering episode

- Select a sport activity client enjoys (tennis, running) and analyze sensory feedback of movements at different rates
- Focus on sensory feedback associated with fast vs slower talking

Audience: monitor your posture during next 5 minutes

57

- Negative practice
- Orthographic transcription of one's speech sample
  - Sample that has fluent, well-blended, clear speech
  - Sample that has disjointed, disfluent, unclear speech
  - I um want **want** **the** yel yellow well the I um **blue one**.
- 3-point rating scales

58

- Need to monitor your listener to realize that others do not fully understand you
- Client: I don't talk too fast, you just have to listen faster!
- Others' facial expressions
- Listener asking for clarification: the "What?" phenomenon
- Learning when and how to repair conversational breakdowns
- What?
  - Huh?
    - Say that again?!

59

Moderation: To Yin or Not to Yin

- Goal of slowing down speaking rate and general intensity of behaviors ("I walk fast, talk fast, do everything fast.")
- Not merely a matter of fast, but also spurty rate
- Pace maker for thinking and speaking
- Soothing…..

Nina

60

- Audience: Any speeders? Do you monitor, moderate and modulate?
- Anyone with tendencies for CIP (compulsive, impulsive, propulsive)?
- What prompts your sense of becoming impatient?
- What is your comfort zone for pacing your walk and talk?
- Do you tend to be faster or slower paced than your best friend or spouse?
- Meditation or mindfulness training?

Working on Rate

61

- What do clients and family members tell us?
- Quotes in this presentation are drawn from various sources: Cluttering Yahoo group, chapter by Scaler Scott and St. Louis (2011) "Self-Help and support groups for people with cluttering," in Cluttering: A Handbook of Research, Intervention and Education; also personal communication.
- 'If I do not pay attention I tend to eat my letters and speak very fast.'
- 'Excessively fast rate of speech, especially when excited, caught off-guard, or unsure of how to explain something...Condensing of syllables, e.g., 'therapy' might become 'terpy''
-
- The good news: other aspects of speech and language often improve greatly once rate is moderated
- Initially using non-speech motor acts (e.g., tapping to music with contrasting rate and rhythm)
- Speedometer and speeding tickets

62

- Power of pausing
- External aids to provide and guide rate:
  - Delayed Auditory Feedback
  - Pacing boards
  - Pacing machines do not integrate the linguistic aspects of a message—only humans do!
- Prolonging vowels
- **Have audience do these with Polish material provided by Kasia**
- 3-point rating scale
- Accentuating stressed syllables
- Negative practice

63

- Role playing speaking situations that require clarity, precision and efficiency of talk
- Participate in yoga classes
- Need to know that some situations increase cluttering severity (e.g., talking in informal situations about emotional or exciting topic)
- Desensitization to 'urge to surge' during these situations

Modulation: Changing Behaviors

64

- Skills in changing behaviors come only after
  - Meta-awareness phase (knowledge about the nature of cluttering)
  - Moderation phase (tempering or slowing down the system)
  - Monitoring phase (internal/external feedback)
- Modulation: ability to adjust, self-correct, and change based on
  - Internal and external feedback
  - Demands of the pragmatic context

- Client and Clinician Need to Develop a Hierarchy

Cluttering: a multi-dimensional entity

65

- Client and clinician can be overwhelmed and not know where to start in selection of behavior to change
- A-Frame House:
  - **Center beam of rate reduction (moderation) will help with all other dimensions**
- CSI profiles
  - Articulation: Speech Clarity
    - Wider excursions of the articulatory gestures
    - Crisper valving (plumbing) vs. mumbling
    - Make every syllable count!
- Greater attention to
  - Endings of words
  - Unstressed syllables
  - Multisyllabic words

Language Organization

66

- (parent) In lay terms, he has tough time communicating his thoughts. He has a lot to say since he loves to talk. Unfortunately, he has trouble coming up with words, so it takes him a considerable amount of time to get out what he is trying to say....Can't always come up with the words that he needs, which makes speech more disfluent and he gets way off from the point that he is trying to make.
- (PWC) [I have] disorganized thoughts...[I am/tend to be??] rambling [and] talkative. [I have] difficulty maintaining a topic....[I find myself] jumping back and forth between topics over the course of the conversation....[I have] difficulty 'getting to the point.'
- Audience: Does this ever happen to us? When? What do we do about it?

67

Peter Kissigizlis (2009)

The first thoughts are relevant but further thoughts may not be relevant to an [sic] given strategy in respect of [sic] the original thought. Whilst speaking, or even thinking my mind can and does wander off to other totally unrelated subjects. Although I try to stabilise my thoughts, words etc and to project them, they may not be projected in the same way that it was planed [sic] and the resulting [sentec [sic] can be out of context.

68

- Have client transcribe what he says to realize the inefficiency of his message
  - **I want** va- um vanilla well maybe um **strawberry ice cream**. (in Polish)
- Note: Typical (or nonstuttering-like) disfluencies often reflect language formulation issues.
  - "One idea at a time!"
- Send a telegram (i.e., focus on key words)
- Outlines (*excellent* activity to reduce maze behaviors and help with executive functions: sequencing, prioritizing)
- Role play real-life situations where efficient, coherent and cohesive talk is essential (e.g., call to ER, being a news broadcaster)

69

- Work on story grammar
- Facilitate presuppositional skills
- Widen semantic network (e.g. 'pretty')
- Work of focusing one's talk: get to the point
- Sunday sermons: make three points (only)
- Work on executive functions (sequencing, prioritizing, use outlining as activity)

- Prosody
- Symptoms include:
  - Excessive or erratic rate
  - Trailing off
  - Monotone
  - Reduced naturalness

70

Activities to develop prosody:

- Reading of plays
- Poetry
- Variations of stress patterns in an utterance to convey different pragmatic intents (e.g., sincerity, sarcasm, disbelief
- 'You have a great haircut!'

71

Fluency

- Symptoms: mostly 'typical' disfluencies unlike stuttering-like disfluencies of PWS (unless client is a stutterer/clutterer)
- Critique one's maze behaviors after transcribing own speech
- Maze behaviors often reflect language formulation problems (differential diagnosis from stuttering)
- Exercise conscious effort to reduce maze behaviors (Audience: Do you try to reduce your use of fillers?)
- Disfluencies often diminish as language processing becomes more focused: synergism

---

72

Discourse Management

- (PWC) Often impulsive with conversational turns....Difficulty interpreting cues that others are having a hard time following---what I often interpret as active listening is often the other person is overwhelmed at the rate or dysfluency.
- (PWC) Cluttering to me is every time I speak people ask me 'What?' It's as though people need subtitles.
- Symptoms: interruptions, going off on tangents, poor presuppositional skills
- Analogy: a conversation is like ballroom dancing (Audience: Have you ever danced with someone who does not coordinate with your movements? What happens?)

73

- Reduce the burden of processing what is said by the listener: cannot extract information from your talk; reduced predictability; always having to play 'catch-up'

- Realization that different pragmatic contexts dictate different uses of prosody and rate (Meryl Streep)
- Watch for listener feedback
- Develop social listening skills
- Counseling: feelings of listener when they cannot follow your talk; client's feelings. Emotions are a two-way street!
  - Frustration
  - Bewilderment
  - Anger
  - Feelings of loss of control

Transfer Activities

74

- Write and perform a play!

- Do a news broadcast!

- Poetry reading!

- Transfer learned behaviors to real life situations such as summer job interviews, oral presentations

- Cluttering support groups and websites! RW's

Maintenance of Therapy Gains

75

- Select high-priority situations rather than expect perfection all the time

- Resist 'temptation' to revert to previous 'CIP' (Compulsive, Impulsive, Propulsive tendencies) perhaps continue with yoga or meditation – easier said than done!

- Select several key techniques that have proven most successful and implement whenever one senses cluttering (e.g., pausing, say only a phrase at a time); 'My three commandments…'

76

- Self-help and peer-support groups
- Improving Academic Endeavors
- Use team approach for school-age children
  - Classroom teacher
  - LD specialist
  - School psychologist
  - Yoga

77

Merit of Group Therapy

- Monitoring of each others' speech
- Improving pragmatics
- Learning to read feedback from others
- Learning to repair conversational breakdowns

78

Quality of Life Issues
(World Health Organization)

- For the client
  - Work: promotions, ridicule, self-esteem, burn out
  - School: grad school, executive functions, peers
  - Own attitudes and feelings

For the parents and spouse

79

A Parent's Perspective

- We have been trying to identify J's speech issues since the age of 3…we have gone thru dozens of doctors and every possible type of testing from hearing, ADD, XY Chromosome, etc. ..It wasn't until he was 12 yrs old and in 5th grade when his school speech therapist pondered the idea of cluttering. This was after 3 years of working with him. We spent 10 years of worries due to the lack of info on cluttering in the medical world. Knowing is half the battle. I believe if we had known sooner, my son would be much better of today.

80

Client's Perspective

- My problem has affected my life in many ways, socially, in education and employment, and even in old age I have many problems, mainly talking to people I do not know…talking on the telephone, trying to order products on the telephone….I was often in a position whilst speaking to someone that they would suddenly lose interest and leave, sometimes without a word…some people used to say 'you are talking a load of rubbish.'

81

- Self-Help Groups
- Well established precedence of self-help and support groups for stuttering
- Groups meet with one or more goals
  - Give mutual support
  - Further gains from therapy
  - Advocacy
  - Learning more about the disorder
- yoga

Resources

82

- ICA website bibliography
- SFA website section on cluttering
- SFA DVD CLUTTERING (now translated into Polish)
- Stuttering Home Page: Cluttering
- ISAD online conference
- RW's website