



2010 Special Interest Division 4 Leadership and Clinical Conference:

**Unique Challenges and Common Themes in Stuttering Assessment, Treatment, and Research**

*The Intercontinental Hotel – Tampa, FL*

Friday, January 29 to Sunday morning, January 31, 2010

**Timed Agenda**

<b>Friday, January 29</b>			
8:00 – 8:30	Registration and Continental breakfast		
8:30 – 8:45	Welcome, <i>Conference Co-Chairs</i>		
8:45 – 10:15	<b>Keynote:</b> Considering the meaning of clinically significant change for people who stutter <i>Walt Manning, The University of Memphis</i>		
10:15 – 10:30	Break		
10:30 – 12:00	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 1:</b> Treatment of the school-age child who stutters: Prevention of negative thoughts and emotions and altering stuttering behavior <i>William Murphy, Purdue University</i> </td> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 2:</b> Defining and measuring significant change during and after treatments for adult stuttering <i>Roger Ingham, University of California, Santa Barbara; Anne Bothe, University of Georgia; &amp; Janis Ingham, University of California, Santa Barbara</i> </td> </tr> </table>	<b>Parallel Session 1:</b> Treatment of the school-age child who stutters: Prevention of negative thoughts and emotions and altering stuttering behavior <i>William Murphy, Purdue University</i>	<b>Parallel Session 2:</b> Defining and measuring significant change during and after treatments for adult stuttering <i>Roger Ingham, University of California, Santa Barbara; Anne Bothe, University of Georgia; &amp; Janis Ingham, University of California, Santa Barbara</i>
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Noon – 1:30	Lunch on your own		
1:30 – 3:00	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 1:</b> Working with teens who stutter and their families <i>Patricia Zebrowski, University of Iowa</i> </td> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 2:</b> Behavioral and brain imaging studies of stuttering: Theoretical and clinical implication <i>Luc de Nil, University of Toronto</i> </td> </tr> </table>	<b>Parallel Session 1:</b> Working with teens who stutter and their families <i>Patricia Zebrowski, University of Iowa</i>	<b>Parallel Session 2:</b> Behavioral and brain imaging studies of stuttering: Theoretical and clinical implication <i>Luc de Nil, University of Toronto</i>
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3:00 – 3:15	Break		
3:15 – 4:45	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 1:</b> Writing creative and relevant IEPs for children and adolescents who stutter <i>Susan Short, Edwardsville Public School District, Illinois</i> </td> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 2:</b> Emotional and linguistic contributions to developmental stuttering <i>Edward Conture, Vanderbilt University</i> </td> </tr> </table>	<b>Parallel Session 1:</b> Writing creative and relevant IEPs for children and adolescents who stutter <i>Susan Short, Edwardsville Public School District, Illinois</i>	<b>Parallel Session 2:</b> Emotional and linguistic contributions to developmental stuttering <i>Edward Conture, Vanderbilt University</i>
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5:00 – 7:00	<b>Malcolm Fraser Award &amp; Reception</b> sponsored by the Stuttering Foundation of America		

<b>Saturday, January 30</b>			
8:00 – 8:30	Continental breakfast		
8:30 – 10:00	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 1:</b> Many challenges—and some successes—in advancing the understanding of cluttering <i>Ken St. Louis, West Virginia University</i> </td> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 2:</b> Atypical stuttering syndromes: Tourette’s, Asperger, and other conditions associated with fluency breakdowns <i>John Tetnowski, University of Louisiana, Lafayette</i> </td> </tr> </table>	<b>Parallel Session 1:</b> Many challenges—and some successes—in advancing the understanding of cluttering <i>Ken St. Louis, West Virginia University</i>	<b>Parallel Session 2:</b> Atypical stuttering syndromes: Tourette’s, Asperger, and other conditions associated with fluency breakdowns <i>John Tetnowski, University of Louisiana, Lafayette</i>
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10:00 – 10:15	Break		
10:15 – 11:45	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 1:</b> Beyond fluency: Considering language and phonology in understanding the nature and treatment of stuttering <i>Julie Anderson, Indiana University, Bloomington &amp; Nan Ratner, University of Maryland</i> </td> <td style="width: 50%; vertical-align: top;"> <b>Parallel Session 2:</b> Treating the young child at risk for stuttering <i>Adriana DiGrande, Private Practice (Lexington, MA) &amp; Boston University</i> </td> </tr> </table>	<b>Parallel Session 1:</b> Beyond fluency: Considering language and phonology in understanding the nature and treatment of stuttering <i>Julie Anderson, Indiana University, Bloomington &amp; Nan Ratner, University of Maryland</i>	<b>Parallel Session 2:</b> Treating the young child at risk for stuttering <i>Adriana DiGrande, Private Practice (Lexington, MA) &amp; Boston University</i>
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11:45 – 1:00	Lunch on your own	
1:00 – 1:15	<b>Roundtable Introduction:</b> <i>Susan Cochran &amp; Glen Tellis</i>	
1:15 – 2:00	<b>Roundtable Breakout Sessions (**seating is limited so preference must be indicated on registration form)</b>	
	<b>Parallel Session 1:</b> (1) Cluttering, <i>Ken St. Louis</i> , (2) Tourette's & concomitant language problems, <i>John Tetnowski</i>	<b>Parallel Session 2:</b> (1) <i>Adriana DiGrande</i> ; (2) <i>Julie Anderson &amp; Nan Ratner</i> ; and (3) <i>Susan Short</i>
2:00 – 2:15	Transition to Second Round Table Discussion Group	
2:15 – 3:00	<b>Roundtable Breakout Sessions (**seating is limited so preference must be indicated on registration form)</b>	
	<b>Parallel Session 1:</b> (1) Neurological measurement, <i>Luc de Nil</i> , (2) Measuring clinically significant change with adults, <i>Roger Ingham, Anne Bothe, &amp; Janis Ingham</i>	<b>Parallel Session 2:</b> Working with adolescents and adults with (1) <i>Bill Murphy</i> , (2) <i>Patricia Zebrowski</i> , (3) Dynamic stuttering theory/therapy, <i>Barbara Dahm, Communications Therapy Institute, Israel</i>
3:00 – 3:15	Break	
3:15 – 4:15	<b>Roundtable Wrap-up:</b> A summary of key points	
4:15 – 4:45	Division 4 Business Meeting	
4:45 – 6:00	<b>Reception</b> sponsored by the National Stuttering Association	

## Sunday, January 31

8:00 – 8:30	Continental breakfast	
8:30 – 9:30	We are not alone, Together we are one, <b>Matt Provenzano</b> , <i>NSA, Tampa</i>	
9:30 – 9:45	Break	
9:45 – 10:45	New researchers will present their research:	
	<b>Parallel Session 1:</b> (1) The effects of linguistic, memory, and social demands on the perceptually fluent speech of adults who stutter, <b>David Evans</b> , <i>University of South Alabama</i> (2) Stuttering and identity construction: The role of school experiences, <b>Derek Daniels</b> , <i>Wayne State University</i> (3) Examination of voluntary stuttering, <b>Heather Grossman</b> , <i>University of Louisiana, Lafayette</i> (4) How does emotion and attention regulation influence childhood stuttering?, <b>Kia Johnson</b> , <i>James Madison University</i>	<b>Parallel Session 2:</b> (1) Readiness potential preceding stuttered and nonstuttered speech, <b>Ryan Pollard</b> , <i>University of Colorado, Boulder</i> (2) Phonological processing skills in children who stutter, <b>Kristin Pelczarski</b> , <i>University of Pittsburgh</i> (3) Cortical correlates of emotions and linguistic processing in stuttering, <b>Hayley Arnold</b> , <i>Purdue University</i> (4) Exploring the mental lexicon of children who stutter: Naturalistic and experimental observations, <b>Courtney Byrd</b> , <i>University of Texas, Austin</i>
10:55 – noon	<b>Closing Keynote:</b> Research and clinical connections in stuttering: Busting barriers and building bridges <b>Jennifer Watson</b> , <i>Texas Christian University</i>	
Noon – 12:30	Concluding remarks, conference evaluation, CE forms	

This conference will be offered for up to 1.4 CEUs (various levels; professional area).



ASHA Special Interest Division 4 (Fluency & Fluency Disorders) is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.