

APPENDIX A:

CHECK-LIST OF POTENTIAL VISUAL SECONDARY BEHAVIOURS

CONCOMITANT / SECONDARY BEHAVIOURS

POSTURING BEHAVIOURS

- _____ Trunk Movements
- _____ Leg Movements
- _____ Foot Movements
- _____ Arm Movements
- _____ Hand and Finger Movements
- _____ Head Movements

RESPIRATORY BEHAVIOURS

- _____ Abnormally excessive inhalation for speech
- _____ Abnormally rapid inhalation
- _____ Abnormally shallow inhalation for speech
- _____ Initiates phonation on insufficient air supply
- _____ 'Thoracic' or 'clavicular' breathing apparent

FACIAL BEHAVIOURS

- _____ Wrinkling of forehead
- _____ Wrinkling of nose
- _____ Flaring of nostrils
- _____ Distracting absence of eye contact
- _____ Loss of eye contact during stuttering
- _____ Excessive eyelid movements
- _____ Abnormal eyebrow movements
- _____ Prolonged eyelid closure
- _____ Unusual eye movements during stuttering

VOCAL BEHAVIOURS

- _____ Abnormal pitch level (during fluent speech)
- _____ Abnormal pitch level (during stuttering movements)
- _____ Abnormal voice quality (during fluent speech)
- _____ Abnormal voice quality (during stuttering movements)
- _____ Abnormal intensity (during fluent speech)
- _____ Abnormal intensity (during stuttering movements)
- _____ Unusual rate of speech
- _____ Unusual prosodic pattern

(Cooper, 1987)

APPENDIX B:
PARENT INTERVIEW SCHEDULE

PARENT INTERVIEW SCHEDULE

SECTION A

Thank you for allowing me to come here today and ask you some questions about the Lidcombe Programme.

1. How old is _____? _____
2. What Grade is _____ in? _____
How is _____ coping at school?
3. How would you describe _____?
Is he outgoing, quiet? Does he/she like people or prefer his/her own company? _____

4. Is there any family history of stuttering? _____
Who in your family stutters/stuttered? _____

SECTION B

1. Can you recall at about what age _____ started stuttering? _____
2. Did _____ attend any speech therapy before starting on the Lidcombe Programme?

If yes, what kind of therapy? _____

For how long did _____ attend therapy? _____
3. Initially, when _____ began therapy how would you describe his/her speech?

Since you have stopped therapy, how would you describe _____ speech e.g.
Is s/he consistently fluent or does s/he have periods of dysfluency? Is s/he stuttering
more/less or the same as when s/he terminated therapy?

4. Since you terminated the Lidcombe Programme, have you noticed any of the following associated with your child's speech:
- Many repetitions of the first part of a word, or a number of words (for example "d-d-d-d-daddy" or "I want – I want – want – to play" or " can I – can I – can I – Can I – go to the shop"
 - Periods of silence or blocks when attempting to speak
 - Prolongations of sounds when attempting to speak for example "that's a ca-a-a-at
 - Blinking, facial twitching or grimacing when attempting to speak.
5. Has your child attended any other speech therapy since you terminated with the Lidcombe Programme? _____
If yes, what kind of therapy? _____
6. From the time you stopped therapy to the present time, have you used any of the techniques taught to you during the Lidcombe Programme e.g. praise stutter free speech? _____
If yes, what techniques and how often? _____

Were there any techniques that you did not use? If yes, why not?

Did you experience any difficulties implementing the programme since _____ has stopped attending therapy?

7. Has _____ experienced any relapses since s/he terminated therapy? _____
If so, how long did the relapse last and how did you handle the relapse?

8. At any time in the past year has anyone mentioned that your child is stuttering?

9. Has your child said anything to you about his/her stutter?

10. Overall, what is your feeling about the Lidcombe Programme? What do you think the strengths and weaknesses of this Programme are? _____

How easy or difficult was it to implement these techniques?

11. Additional comments, questions?

Thank you very much.

APPENDIX C:
PARTICIPANT INFORMATION SHEET

PARTICIPANT INFORMATION SHEET

Hello, my name is Dina Lilian. I am completing my Masters in Speech Pathology at the University of the Witwatersrand and am doing my research on the long-term outcome of the Lidcombe Programme. I wish to invite you to participate in this study by allowing me to interview you and allowing me to spend some time with your child in two different speaking situations.

What is the purpose of the study?

The purpose of this study is to establish long-term results and effectiveness of therapy with pre-school children using the Lidcombe Programme in South Africa. It is hoped that speech therapists will then use this information to enhance stuttering therapy for preschool children thus improving the maintenance of fluent speech thereby preventing stuttering from becoming a severe disorder in adulthood.

What does the study entail and how long does it take?

Initially, I would like to interview the parent/s of the child. The interview will take place in your home or any other setting which is convenient for you and should take no more than 10 – 20 minutes. I would then like to observe and record your child's speech in two different situations. The first situation would be observing and recording the child talking with his/her mother playing a descriptive game. The second situation would be when I interact with your child – talking about school and his/her hobbies and playing a descriptive game. If you consent, the interviews will be tape-recorded. With your permission, I would also like to ask your child's speech therapist for any records taken during the duration of his/her therapy.

Confidentiality

All information will be kept strictly confidential and reported anonymously in a research report. The only persons who will have access to your responses will be my supervisor and myself. Once the research has been completed, the tapes will be destroyed. Should you wish to know the results of the study, a summary of the findings will be made available.

What if you decide to withdraw from the study?

Participation in the study is voluntary. If you do not wish to participate in this study, it will not be held against you in anyway. You may also refuse to answer any questions and withdraw from the study at any time. If you decide to withdraw from the study at any time, all recordings that have been made will immediately be destroyed.

Queries

If you have any queries, please feel free to contact me at: 082 820 6225

Thank you for taking the time to consider participating in the study
Dina Lilian

APPENDIX D:
CONSENT FORM

PARENT CONSENT FORM

I hereby consent to participate in this study and have my child's speech recorded in two situations. Furthermore, I give the researcher, Dina Lilian, permission to use my responses in the write up of the study and in any further future publications or presentations however I am aware that no names or identifying details will be included. I also give Dina Lilian permission to access my child's records taken during the duration of his/her therapy.

I understand that I am free to refuse to participate or withdraw my consent and discontinue my participation in this study at any time without it being held against me in any way. In addition, I realise that I am entitled to refuse to answer any of the questions put to me.

I understand that privacy will be maintained and that any information I choose to divulge will remain strictly confidential. Also, I am aware that if I have any questions at any time, they will be answered.

Date: _____

Signature:_____

I have fully explained the procedure and their purposes. I have asked whether or not there are any questions regarding the procedures and have answered these questions to the best of my ability.

Date: _____

Signature:_____

AUDIO-TAPE CONSENT FORM

I hereby consent to have my child's speech audio-taped and I understand that if I choose to withdraw from the study prior to the completion of the study, all audio-tape recordings will immediately be destroyed. Furthermore, only the researcher, the original rater and the student's supervisor will have access to the audio-tape and after completion of the study the tape will be destroyed. .

Date: _____

Signature: _____

APPENDIX E:
VERBAL ASSENT

CHILD INFORMATION SHEET AND ASSENT FORM

(To be read to the child)

Hi. My name is Dina. I would like to spend some time talking to you because I am studying how to teach children. Do you mind talking to me? It will only take about five minutes. If you don't want to talk to me, then you don't have to and you won't get into trouble. Also, if you start talking to me and then you don't want to carry on talking to me, you don't have to and you won't get into trouble.

APPENDIX F:
ETHICS CLEARANCE CERTIFICATE

APPENDIX G:
QUESTIONS POSED TO THE PARTICIPANT

How's school?
What school do you go to?
What class are you in?
Who is your teacher?
Do you like your teacher at school?
What are your favourite and worst subjects?

What is your best movie?
What movie's have you seen that you like the most?
What is that about?
Do you watch any programmes on T.V?
If yes, which programmes?
Hobbies – what do you like doing when you have free time?
Do you like playing outside? TV games?

Have you got any pets?
What are their names?
How long have you had them for?
Who gave them to you?

Have you got cousins?
How many?
What are their names?
Are you close with them?
Are they older or younger than you?

Are there any questions you want to ask me?
What are you going to do when you've finished talking to me?

APPENDIX H:
EXAMPLE OF A SPEECH SAMPLE

SPEECH SAMPLE BETWEEN RESEARCHER AND PARTICIPANT

How's school?

Fine

What school do you go to?

Sacred Hearts

What class are you in?

Must I say the name of the teacher or just the class?

Whatever you want

Grade 2e

Who is your teacher?

Miss Ellis

Do you like your teacher at school?

Depends when, if she is in a bad mood no but if she is in a good mood yes

What are your favourite and worst subjects?

My favourite subject is maths and my worst subject is Afrikaans

What is your best movie?

That I have seen or that I want to see?

What have you seen that you like the most?

I like Harry Potter but my best movie is Eugio

What is Eugio about? I have never seen it

Cards – each card has a monster on with trucks and each card has a certain amount of life points and you have a field and when you put down a card a monster comes up inside the field and that's all about that

What other programmes do you like?

Dragon movie

What's that about?

People fighting but I can tell you about something I really like – Shrek. Have you seen it?

I have seen the first couple of minutes but have not seen the ending, can you tell me how it ends?

Have you seen when Donkey goes into the Princess's home and the Princess comes down into the room

No, so tell me from then

Oh, when the princess was little a spell was planted on her so every night at sunset she turns in an Ogre like Shrek. And then she was about to marry the prince and then shrek ran in and then shrek married her and she stayed an ogre and then it ended.

We have the video here if you would like to watch it

You lucky! Who gave you the video?

We only got it for thirty rand because my aunt makes them

Where does your aunt work?

I am not too sure

Have you got cousins?

Yes

How many?

four

What are their names?

Ashley, Jacquie, Tanya and Bramley

Are you close with them?

No

Are they older or younger than you?

I am the youngest, the one lives in Saudia Arabia and one lives on the highway not near here

Have you got any questions you want to ask me?

No

What are you going to do when you finished talking to me?

Finish with my home-work

What home-work?

All I have to do is my reading and my sight words

Do you like reading?

Sort of

SPEECH SAMPLE BETWEEN PARTICIPANT'S MOTHER AND
PARTICIPANT

Tell me what mistakes you see

The rabbit is not suppose to be on the hoptcoth

Do rabbits read books?

No and these two are swapped around because she is eating a carrot and the rabbit is reading a book

What else?

Look, here these ladies are drinking with their cup upside down

I can tell you another thing that is wrong - the teacher is not suppose to be in the pool

But maybe she is hot and cooling off

Bust she has clothes on

What is next to her?

A little monkey playing on the jungle gym

No, what is next to her not above her

Cats – cats don't like water

Yes, that's right cats don't like water..... This is a mistake –Why?

Monkeys don't play with children's things

No but if you let them they would, especially if you are at school- What else do you see?

That's wrong

What is wrong with that?

The sausage dog is way too long

Ok, what else do you see? I see lots of things

I see this one

What is that?

That's not suppose to be there anyway, fishes aren't suppose to be in the sand pit and he's not suppose to there

What else do you see? Look at the top of the page

Oh, here, he's not suppose to be sliding down there and she's not suppose to be climbing up where he is sliding down. He is sliding down the ladder and he is climbing up the slide – Ow! he might hurt his back

Ok

This looks wrong, this is not suppose to be there

What is wrong?

He has one long pants and one short pants

That's right, ok

And the last one I can find

Can you see it?

Yes, I can-Oh, the swing is broken

Where is it broken?

On the side

What about the little girl at the bottom?

I showed you that

But what is she doing?

She's busy blowing ice instead of water, bubbles sorry

There's no problem with this, that's okay

No, this thing is wrong – it has a spade holding up the see-saw

Do you see anything else?

Yes, I see a pot in the middle of a skipping field

Skipping field?

Hop-skotch field

Skipping field and hop-skotch field are differeing

There is no other thing. Do you see something else?

No, I don't see anything else

APPENDIX I:

**SCALE USED FOR RATING THE SEVERITY
OF STUTTERING**

(Darley and Spriesterbach, 1978)