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Research Article

A Decade of Collaboration Among International Representatives of the International Cluttering Association

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Purpose: This article presents a collaborative initiative of members of the Committee of the International Representatives of the International Cluttering Association (ICA) upon celebrating the 10th anniversary of the ICA. Such collaborative efforts are designed to improve communication skills, enlighten lives of people with cluttering, and serve as models for speech therapists and other health care professionals in countries around the globe.

Method: This initiative began with a seminar at the Inaugural Joint World Congress in Japan in 2018 and continues with an article on cluttering based on the contents of the papers presented at the Congress. Sixteen researchers and speech therapists from 15 countries in Africa, Asia, Europe (East and West), America (North and South), and the Middle East have explored the following themes related to cluttering: cluttering awareness, research,

professional preparation, intervention, and self-help groups.

Results: This article adds to the body of international literature on cluttering and illustrates that, for the past 10 years, hypothesis-testing research in cluttering continues to be conducted across language barriers and national boundaries, and interventions that are implemented in some locales are being tested and taught in other parts of the world; furthermore, new cluttering treatments are being disseminated for professional preparation and clinical practices.

Conclusions: This article demonstrates how global engagement of the ICA's international representatives has led to the exchange of ideas about awareness of cluttering and professional preparation and the best strategies for the treatment of this communication disorder in countries around the world.

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“Cluttering is one of the most important disorders, not only of speech, but of language and communication in general” (Weiss, 1964, p. xi). Cluttering has long been referred to as the *orphan* or *stepchild* among speech-language pathology disorders (Weiss, 1964). David Bazin, a Swiss physician, is reputedly one of the first physicians in history to identify cluttering in 1717 (Luchsinger, 1963). Cluttering became more widely recognized by the end of the 20th century. With the usage of the Internet and with enhanced globalization, a new sense of international linkage has united scholarly and clinical experts with consumers from many countries under the aegis of the International Cluttering Association (ICA; van Zaalen & Reichel, 2015).

To celebrate the 10th anniversary of the establishment of the ICA, an enthusiastic group of members of the Committee of International Representatives of the ICA followed up prior collaborations (e.g., Reichel & Bakker, 2009; Reichel, Bakker, & Myers, 2010; Reichel et al., 2014, 2013; Reichel & Draguns, 2011) with a new venture in sharing research, clinical experiences, and creative ideas in their efforts to understand the complex and intriguing disorder of cluttering. This latest joint venture was a presentation of a seminar entitled “International Cluttering Association Forum: 10 Years of Successful Collaboration” at the Inaugural Joint World Congress of the ICA, the International Fluency Association, and the International Stuttering Association in Hiroshima, Japan (Reichel et al., 2018). This article is based on the contents of this seminar at this Congress and represents a collaboration among 16 researchers and speech therapists (STs) from 15 countries in Africa, Asia, Europe (East and West), America (North and South), and the Middle East. The co-authors continue to explore various themes related to cluttering, such as research, awareness, professional preparation, intervention, and self-help groups. It should be noted that the positions taken by the authors do not necessarily represent those of every researcher and clinician in their respective countries. For additional information on cluttering definitions, symptoms, prevalence, cultural and bilingual considerations, diagnosis, and treatment, see Myers et al., 2018; Scaler Scott & Ward, 2013; St. Louis & Schulte, 2011; van Zaalen & Reichel, 2014, 2015, 2017; and Ward, 2019.

Promoting Awareness and Research on Cluttering

Hungary

Judit Bona

Languages of the world can be categorized into different groups based on their rhythm: stress-timed, syllable-timed, mora-timed, and mixed languages (Fletcher, 2010). Stress timing means that the intervals between two stressed syllables are quasisimilar. This regular occurrence of the stressed syllables gives the speech rhythm. In syllable-timed languages, the (quasisimilar) duration of the syllables gives the bases of speech rhythm. This means that, in these

languages, rhythm is quite independent of stress. The duration of the syllables determines the speech rhythm. In the mora-timed Japanese, the unit of speech rhythm is called *mora*, which determines syllable weight. Mora, depending on the length of the syllable (which is defined by the length of the sounds), can be similar to a syllable or shorter. English, for example, is a stress-timed language, whereas Hungarian is a syllable-timed language.

Acoustic phonetic research on speech rhythm in Hungarian has begun recently. In a pilot study, Bona and Kohári (2018) analyzed speech rhythm of four people with cluttering (PWC), producing speech in a natural and in a decelerated articulation rate (AR).

Results indicated that the AR was faster in PWC than in typical speakers, both in natural and decelerated speech. As to vowel durations and proportion (the ratio of vocalic interval duration in the total speaking time), there were differences between PWC and typical speakers independently of the articulatory rate. The variability of the durations of vowel intervals (a single vowel or adjacent vowels) was higher in PWC than in typical speakers. As to the variability of the duration of consonant intervals, independently of the articulatory rate, fewer different parameters appeared in cluttered speech than in the speech of typical speakers.

From the results of this study, we can conclude that rhythm disturbances are present independently of the articulatory rate (even in decelerated speech) in PWC.

Belgium

Cosyns Marjan

The mean articulatory rate (MAR) is an alternative approach to the AR calculation (van Zaalen, Wijnen, & De Jonckere, 2009). This study aimed to refine the MAR method and determined the extent to which the AR is influenced by (a) the number of selected phrases, (b) the length of selected phrases, (c) whether or not selected phrases are part of a longer sentence, and (d) whether or not selected phrases contain many polysyllabic words (Cosyns et al., 2018).

Participants were 40 normally fluent adults (20 males, 20 females) aged 20–60 years. All were native speakers of Flemish. None reported speech or reading difficulties. When decreasing the number of selected phrases from 30 to one in multiples of five, Mauchly's test of sphericity began to reach significance at the level of 10 selected phrases ($\alpha = .01$), indicating that the dispersion of data was stable when more than 10 phrases were selected. Regarding the length of selected phrases, three groups were distinguished: phrases shorter than 10 syllables, phrases ranging from 10 to 20 syllables, and phrases longer than 20 syllables. The MAR in phrases shorter than 10 syllables was lower than the MAR in phrases ranging from 10 to 20 syllables, and was significantly lower than the MAR in phrases longer than 20 syllables. ($p < 0.001$). The MAR of selected phrases that comprised a whole sentence was significantly lower than the MAR of selected phrases that were part of a longer sentence. The higher the percentage of polysyllabic words in phrases selected, the higher was the MAR.

In summary, results of the study showed that, in order to improve the MAR measurement procedure, the number of selected phrases should exceed 10. Considering that the AR tends to be higher in longer phrases, in phrases that are part of longer sentences, and in phrases containing more polysyllabic words, the suggestion was made to use standard phrases for calculating the MAR.

Taiwan

Shu-Lan Yang

Shu-Lan Yang described the highlights of some of the studies she authored or co-authored in Taiwan. The first to third studies focused on the opinions of significant others on Mandarin-speaking preschool- and school-age children with cluttering (PCC and SCC, respectively). First, the significant others found that PCC's speech differed from the speech of the noncluttering children (NCC) aged 3 or 4 years and the PCC spoke very fast. Except for one teacher, the significant others reported that PCC had articulation errors in narratives and their cluttering occurred primarily in specific speech situations. Second, based on the observations of SCC's teachers, the speech characteristics are similar for the SCC who speak either English or Mandarin. Third, the parents found that SCC's language development before the age of 3 years seemed normal, except for their cluttering features. The speech characteristics are similar for both English- and Mandarin-speaking SCC. They all speak too fast to be understood. Additionally, few pauses between syllables (Chinese characters) and many distorted sounds occurred in their speech. Unfortunately, all the parents felt that the SCC's personalities are negative.

The fourth study investigated the efficacy of a three-stage intervention for Mandarin-speaking SCC. Three of the seven SCC participated in a three-stage intervention offered by the researcher and were identified as the treated group. The other four lived far away from the research center, took the literacy lessons offered by the teachers in their schools during three semesters, and were identified as the teaching group. The treated group had better performances in speech rate, articulation, and language comprehension and expression than did the group with training in literacy. However, the group with training in literacy performed better as to disfluency frequency and on one of the expressive language inventories than the treated group did.

The fifth study compared the disfluencies between SCC and noncluttering Mandarin-speaking children (NCC). In this study, SCC showed more disfluencies than NCC, and SCC showed significantly more monosyllabic word repetitions and interjections in conversation than during picture storytelling and story retelling.

The sixth study dealt with epidemiology research regarding Mandarin-speaking SCC. Among 87 suspected SCC, 13 (14.94%) had articulation and language disorders, eight (9.20%) had stuttering or other speech and language disorders, and seven (8.05%) had cluttering and other speech and language disorders. The speech disorders included an

articulation disorder or stuttering or both; the language disorders were composed of a comprehension disorder or an expression disorder. All seven SCC were males.

India

Pallavi Kelkar

Although it is heartening to see interest in cluttering growing at a fast pace the world over, there is a lack of a proportionate increase in enthusiasm among speech-language pathologists (SLPs) in India. According to a survey conducted among 62 SLPs from the state of Maharashtra, 30.6% stated that they were "not very likely" while 4.8% were "not at all likely" to choose cluttering as a topic for a seminar or webinar. The lack of interest might also be due to an extremely small number of PWC reporting to speech clinics. This was reflected in the survey results where each of 18 out of 25 SLPs with over 20 years of clinical experience had seen fewer than 30 PWC for therapy.

Nonetheless, some progress has been made in the area of research. An Impact Scale for Assessment of Cluttering and Stuttering was created (Kelkar & Mukundan, 2015) for exploring the impact of stuttering and cluttering as perceived by people with fluency disorders and typical speakers. Results revealed that respondents believed that stuttering had a much higher impact than cluttering on their communication. In India, this can be accounted for by an inherently fast rate of speech in many Indian languages (Rathna & Bhardwaja, 1977) and the presence of numerous regional languages and dialects. Listeners do not consider cluttering to be a "speech disorder," though they do notice PWC's difficulty in language organization and intelligibility and therefore try to correct the speech of the PWC.

Japan

Shoko Miyamoto

In Japan, almost all elementary school children who stutter receive special instruction a few times a week from teachers in resource rooms for speech-language disorders. Infants, preschool children, adults, and some school-aged children are served by STs. A questionnaire was distributed to school teachers in resource rooms for students with speech and language disorders and for STs of 500 schools and institutions in Japan to examine their (a) knowledge of and experience with cluttering, (b) strategies for cluttering assessment and treatment, and (c) reasons for lack of experience in treating cluttering.

The response rate was 49.0%. Among 245 completed surveys, there were 161 valid responses from 130 teachers and 31 STs who had experience with the treatment of children who stutter. Of the respondents, 12 teachers and 14 STs (16.1%) had some experience in conducting treatment for cluttering. Only three of the respondents (1.9%) answered that they were confident in their treatment of cluttering.

The participants rated their level of knowledge of cluttering as follows: No one selected the level "very high."

Three participants (1.9%) answered “high,” 12 (7.5%) answered “average,” 44 (27.3%) answered “low,” and 101 (62.7%) answered “very low.” In terms of their professional preparation, 13 (8.1%) had been to a lecture on cluttering, while the others had not.

There were 34 clinicians (21.1%) who answered that they had been using an assessment tool for cluttering, and 17 (10.6%) had their own criteria for assessment. For the therapy goals and techniques of 26 clinicians, slowing down the speech rate was the most frequent answer (6/26). Multiple responses were allowed for the question regarding therapy techniques; 20 out of 26 clinicians used “rate control,” 11 used “language therapy,” eight used “play therapy,” and seven used “fluency shaping.” As to the reasons for lack of experience in treating cluttering, 77 clinicians (47.8%) stated “because PWC are not aware of their problem,” and 69 (42.9%) stated “cluttering is not a serious problem in public.” These results may be due to a lack of professional preparation and resources on cluttering, which should be more easily available in Japan.

Turkey

Sertan Ozdemir

The discipline of speech and language therapy has begun to flourish in Turkey. The first official speech and language therapy program was inaugurated in 2000. Currently, the country has seven undergraduate programs, four graduate, and four PhD programs. Approximately 400–500 licensed speech and language therapists (SLTs) serve a population of 80 million people in Turkey.

To ascertain professional awareness and attitudes toward cluttering therapy among SLTs working in Turkey, a 61-item questionnaire was presented to 82 SLTs. Preliminary results indicated that 50% of the SLTs felt that, during their education, they received adequate knowledge in cluttering, and 60% reported that they saw at least one client with cluttering during their internship. The following symptoms of cluttering were identified by the respondents based on their clinical experience and education: fast speech (88.2%), irregular speech rate (73.8%), omitting sounds and syllables (63.8%), inappropriate rhythm (62.5%), inappropriately stressed syllables (60%), errors in multisyllabic words (57.5%), abnormal pauses (51.3%), difficulties in organizing thoughts (48.8%), interjections (42.5%), and semantically disorganized language (42.5%). Most SLTs did not feel adequately prepared to work with PWC. About 73% of SLTs have not attended any continuing education activity in fluency disorders, including cluttering.

Professional Preparation for Cluttering Management

Jordan

Meisa Haj-Tas

As part of the requirements of the undergraduate course in fluency disorders offered during the 2017/2018

academic year, 67 third-year students in the Department of Hearing and Speech Sciences at the University of Jordan finished a project to increase awareness of cluttering. By the end of the semester, the students developed eight brochures, one newsletter, and two posters about stuttering, and four brochures and two educational videos about cluttering. Within a 3-week period, the students showcased their work during in-class presentations. Five groups also presented their work during the annual Scientific Day held by the School of Rehabilitation Sciences.

A number of positive outcomes emerged from this project. First, the students reported the following: (a) a better understanding of community needs and (b) an increased interest in speech fluency disorders. As part of this project, 237 school-age students were surveyed. They later attended brief talks about speech fluency disorders. After the talks, seven students (five who stutter and two who clutter) were identified and referred to speech therapy. (c) The material developed by the students is presently used at the University of Jordan Hearing and Speech Clinic to raise awareness and answer questions PWS and PWC and their family members may have about stuttering and cluttering. (d) As a result of the outreach efforts of the students during the project, interest in collaborative research projects has been intensified.

Presently, the project supervisor, in addition to three of the students who took that class are participating in two research projects that involve clinicians, PWS, and PWC from Jordan, Saudi Arabia, Kuwait, and Morocco. We urge educators to consider incorporating such projects in their courses due to the great gains reported by the students and persons from both the local and regional communities.

Argentina

Beatriz Biain de Touzet

The treatment of cluttering constitutes a real professional challenge given that cluttering is a multifactorial disorder in which multiple areas need attention. In the Speech and Language Pathology Department of the University of Argentina, we have begun to include the cluttering disorder in seminars on fluency disorders.

In order to train future clinicians, we trained students to role play as if they were clients with cluttering. With that objective, we prepared exercises that were included along with the theoretical contents, such as walk syllabically, mark pauses while reading text, speak slow/normal/fast, analyze errors in speech samples, and read with over-articulation, stretching the syllables or marking the rhythm and so forth. Bodywork is an essential component both for understanding and for performing cluttering treatment. The underlying framework for this approach is that body and speech should work in a complementary way. When students personally experience the difficulties in communication, they have a better understanding of the challenges in the treatment of cluttering and acquire a more empathic attitude toward their clients. The most important consideration in student training has been the teamwork that is manifested

by sharing mutual experiences and analyzing the performed treatment. When working in groups, we observe our difficulties and those of our students, by moving the body in rhythm with chants while reducing the number of speech errors in front of each other.

Body training is currently a fundamental part of our education in cluttering, not only as a facilitator of understanding the treatment but also as an approach to facilitate an adequate formulation of ideas and efficient monitoring of clients' speech for better communication. If the students demonstrate improved understanding of cluttering symptoms and treatment procedures, our goal will have been accomplished.

France

Véronique Aumont Baucand

In the 1970s, Dr. Francois Lehuche delivered lectures about cluttering and stuttering, but nobody at that time perceived cluttering to be a specific disorder. At the International Fluency Association congress in Rio de Janeiro in July 2009, Isabella Reichel invited Véronique Aumont Boucand to become a member of the Committee of International Representatives at the ICA. This was the start of the French cluttering awareness movement. In 2012, Yvonne van Zaalen trained 20 fluency disorder specialists (SLPs), and we translated the Fluency Assessment Battery (van Zaalen & Reichel, 2015) into French, as well as assessments on the ICA website. In 2012, Yvonne van Zaalen and Isabella Reichel wrote an article for a French journal on fluency disorders entitled *Rééducation Orthophonique*. In 2013, Delphine Grange created a Facebook page and blog for French PWC. In 2016, Florence Myers trained 40 SLPs in France. In 2017, the French Stuttering Association decided to include cluttering among the supported causes, and we began to specifically educate people about this disorder. We have also published another flyer.

In 2017, Véronique Aumont Boucand organized a conference in Strasbourg on cluttering for 1,000 SLPs and another conference at Louvain La Neuve (Belgium) on the same subject. In 2018, she convened a conference in Barcelona on the topic of "cluttering, covert stuttering and stuttering." We publish articles and we organize congresses with a focus on stuttering and a component on cluttering, including clutterers' testimonials. The word *cluttering* in French is translated as "bredouillement," which means "mumble." This term does not reflect the complexity of the disorder but just illustrates its external appearance. We would like to change it, and we propose the term for cluttering to *polyphémie*. Every year, we organize training for SLP on cluttering, and an increasing share of SLPs is expressing curiosity about this topic.

Russia

Yulia O. Filatova

Within the last 10 years (2009–2019), the work in the field of cluttering in Russia is ongoing in scientific,

educational, and nonprofessional domains. There is progress in the understanding of the disorder of cluttering in Russia, by means of articles and books, diagnostic tools, and a special course at the university level. In 2012, a Russian–English monograph was published, entitled "Theoretical Issues of Fluency Disorders" (Bellakova & Filatova, 2012), including chapters on understanding cluttering.

In the Moscow Pedagogical State University, a "Cluttering Course" has been offered, since 2005, as a component of the program of SLT preparation. Within the last 3 years, this course has been incorporated into a new "Fluency Disorders Course" offered separately at the bachelor's and master's levels.

A project "Talk About Cluttering" was conducted in 2016 with a 17-year-old PWC. A leaflet was distributed at that time with information about symptoms of cluttering, recommendations for parents, and resources. There is a minimal but growing public awareness about cluttering in Russia. However, to this day, cluttering is not considered a separate communication disorder. Instead, cluttering is considered to be a kind of tachylalia and appears under the terms *spotikaniye* or *poltern* (Volkova, 2008). There is a need for the development of new diagnostic tools and treatment programs for children, adolescents, and adults with cluttering.

Portugal

Jacqueline Carmona

As is unfortunately the case in many countries, the people of Portugal generally are not familiar with the cluttering disorder. Their knowledge of cluttering is limited to an awareness of a rapid rate of speech. There is a famous Portuguese football coach who has a lot of characteristics of phonological and syntactic cluttering. He is so famous that the day after he speaks on television, many people joke about his speech and try to produce words and sentences with similar errors. These people assume and comment that he did not study enough and that he should work with a Portuguese language teacher.

Since 2015, seven Portuguese SLTs have organized an annual symposium in different parts of the country to spread knowledge about fluency disorders, including cluttering. The goals of this group are to improve the knowledge of SLTs and to make the basic information accessible to the general public. In 2015, Jacqueline Carmona and Maria João Morgado presented their work at Fundação D. Pedro IV in Lisbon, "No one Speaks About Cluttering," and developed a flyer. In 2016, Maria João Morgado and Rita Valente presented at Escola Superior de Saúde do Alcoitão, in Alcoitão, on the definition of cluttering, its characteristics, and its subtypes. In 2017, Jacqueline Carmona and colleagues presented a poster on cluttering at the European Symposium on Fluency Disorders, in Antwerp. In 2018, Jacqueline Carmona and Maria João Morgado lectured at Escola Superior de Saúde do Porto about cluttering assessment tools.

Lebanon

Remman Reina

Lebanon is a small country; however, speech-language therapy is a fairly developed specialization in this country. This is partly due to the quality of the teaching provided in the various universities and also to the personal efforts of certain professionals who decide to complete their training through internships and courses abroad. Cluttering intervention is an area that has long received limited attention. This began to change upon the establishment of a partnership with the ICA in 2009. However, real collaboration began in 2012 when the translation and adaptation of Predictive Cluttering Inventory–Revised (PCI-r; van Zaalen & Reichel, 2015; van Zaalen et al., 2009) in literary Arabic started. This was followed by a pooling of ICA members representing Bahrain, Saudi Arabia, and Jordan in view of a wider use of this tool in the Arab world.

In 2014, cluttering had already begun to be emphasized in the courses offered on stuttering in the two pioneer universities in Beirut: the Higher Institute of Speech Therapy at St. Joseph University and the Lebanese University. The emphasis was placed especially on differential diagnosis between stuttering and cluttering, which appears to be very frequent in multilingual contexts in Lebanon. In 2015, a Lebanese version of the PCI-r started to be used with a very large number of patients in order to ensure its reliability. In 2017, a few therapists who specialized in dealing with children, teens, and adults with cluttering started organizing groups to spread awareness of cluttering among psychologists, parents, and tutors.

This collaboration with the ICA in the course of several years had a positive impact on spreading awareness and developing new diagnostic tools in Lebanese Arabic in order to help people who clutter. This partnership is expected to continue in the coming years. In addition to improving the diagnoses of cluttering and providing support to PWC, research in the area of cluttering should be initiated in Lebanon.

Treatment Approaches for Cluttering

Germany

Alexandra Schnell

Although PWC are not always aware of their speech disorder, they can encounter problems in their personal or work life due to their cluttering. In a 2016 survey by Schnell, German clinicians were asked about their preferred methods of cluttering therapy. At that time, 15% of them stated that they used “kinesthetically controlled speech” (*kinästhetisch-kontrolliertes Sprechen* [KKS] in German). KKS is based on the stuttering modification therapy of van Riper and was modified for the treatment of cluttering by Zückner (2016). Clients learn to enhance their tactile kinesthetic control of speech by improving their monitoring skills. Tactile awareness means the pressure, contact, or vibration of orofacial muscles, and kinesthetic awareness

means the position of body parts in space, orofacial muscle tension, and direction of movement.

Monitoring skills (e.g., tactile kinesthetic awareness) must be balanced with the pace of speech to reach sufficient speech fluency. Otherwise, the articulation system collapses and disfluencies occur. At the beginning of KKS, clients learn basic knowledge of anatomy and physiology of articulation and phonetics. Pantomimic speech is used to raise tactile and kinesthetic awareness, so that the client can also feel the orofacial contacts and movements while speaking. The exercises for KKS consist of the following steps: producing monosyllabic words, repeating and reading sentences, semispontaneous speech, in vivo training, and speaking with an increased rate of speech.

India

Maya Sanghi

An inability to monitor the rate using auditory or kinesthetic feedback can explain why PWC speak at a rapid or irregular speech rate. We will describe some techniques that this clinician uses with PWC with a fair amount of success.

Mirror reading. The rationale for this technique is to ensure automatic pause insertions, to provide the PWC with visual feedback of articulatory movements, and to ensure adequate jaw opening while speaking. The steps for this technique are as follows:

Explain the above rationale. The clinician demonstrates by reading a few words silently and then looking into the mirror and saying the same words loudly. This can be done three to five times. Each time the reader looks into the passage to continue his or her silent reading, he or she is taking a pause. The whole passage is read in this manner five pages per day. Gradually, the number of pages can be reduced to one per day. Taking a breath during silent reading and exhaling during reading ensures coordination of breathing with speech.

Enhancing auditory monitoring. In addition to providing visual feedback, the following techniques will ensure the auditory monitoring:

The first line of a passage will be read at an extremely fast rate and the next line at a very slow rate. A “line” is chosen over a sentence to ensure equal utterance length and avoid the additional cognitive load of looking for the end of the sentence. Record the passage, and make the PWC listen to it several times. The above technique is used across various prosodic parameters:

Reading alternate lines of a passage:

1. loudly and softly,
2. in a monotonous voice and a good intonation, and
3. in a high-pitched voice and a low-pitched voice.

The client will not be able to make these changes in alternate sentences unless he or she is monitoring his or her speech.

Stuttering and Cluttering Support Group

Nigeria

Grace Ademola-Sakoya

In Nigeria, stuttering and cluttering management was taken to the next level by launching the stuttering and cluttering support group. The idea to initiate a support group that will meet the needs of people with fluency disorders came to fruition in 2016. The first meeting was held at the National Orthopaedic Hospital, Igbobi, Nigeria. The objectives of the group included the following:

1. to provide a friendly atmosphere for PWS and PWC to share personal experiences,
2. to provide emotional support; and
3. to provide a convivial platform for PWS and PWC to talk openly and honestly about their feelings.

Lessons learned. We learned that not all PWS and PWC want to be identified with the group, and some do not have the financial means and time to participate in such a group.

Alternatives. The use of technology by creating a social media group and enrollment in public speaking courses may be a more realistic option for many participants.

Future. The phrase “catch them young” is being employed to establish support groups in junior and senior high schools.

Needs. Literature on stuttering and cluttering, branded souvenirs, and creating funds to assist children who cannot afford therapy are necessary for self-help groups to function.

Conclusion

As was predicted (Reichel & Draguns, 2011), this article illustrates that, for the past 10 years, focused, hypothesis-testing research in cluttering continues to be conducted across language barriers and national boundaries, and interventions that are implemented in some locales are being tested and taught in other parts of the world; furthermore, new findings in cluttering research are being disseminated for professional preparation and clinical practices. On behalf of the ICA's Committee of the International Representatives, the authors would like to congratulate the ICA community on its 10th anniversary as well as to thank the ICA's past and present chairs, Kathleen Scaler Scott, Yvonne van Zaalen, and Charley Adams, for their outstanding leadership, as well as the ICA's webmaster, Klaas Bakker, and the ICA's newsletter editor, Katarzyna Węsierska, for bringing the cluttering disorder to an international platform in the domains of research, education, awareness, and clinical practices. This article does not merely demonstrate differences among ICA's diverse representatives in the areas and methods of cluttering research, nor does it suffice with sharing various approaches to professional preparation and bringing awareness of the complexities of cluttering or the designing of treatments for this disorder. However,

it also highlights the universal commonalities of professionals in terms of knowledge, commitment, and passion to conquer one of the most misunderstood of communication disorders.

The collaboration among the international representatives of the ICA reinforces the powerful words proclaimed by the presenters from 17 countries in a multinational study at the Fourth World Congress on Fluency Disorders in Montreal, in 2003. These inspiring words are more meaningful in our divisive era than ever before: “By displaying mutual respect, we can set an example to other social and political groups as to how seemingly insoluble problems can be dealt with by constructive and positive communication, facilitating peace and harmony, in contrast to discord and destruction” (Shapiro et al., 2003).

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