2. Index of Dear Sue and Just Explain That Again Topics from Lidcombe News 1998-2014

As the Lidcombe News covers 50 editions there have been some terminology changes over the sixteen years since it began in 1998. Please don't think that we took the children onto the internet when it says 'going online' in the earlier Dear Sues- what we meant was moving to unstructured treatment! I strongly recommend you read Ann Packman's article (you can find this in the Article index under 'clinical procedures') to see the reasoning behind the changes, but as a very short resumé see below:

Changes have taken place in three areas- the verbal contingencies, the context of parental treatment and the structure of the program. The three main vocabulary changes that may affect your understanding are as follows:

1. 'Sessional' treatment is now called structured treatment
2. 'Going online' is now called unstructured treatment
3. 'Maintenance' is now called Stage 2

Finally…there will be a compilation of all the Dear Sues and the JETA questions and answers as separate documents available on the new Lidcombe website to accompany this index.

NB The supplement to **Edition 43** contains a compilation of all the articles on Bilingual matters from Lidcombe News.

NB The Articles index is a separate document and is also available on the Lidcombe website

Index of Topics: Dear Sue (pages 1-3) and Just Explain That Again (pages 4-6)

Topic	Edition
What to do if the child is not in a stuttering phase: when to start treatment?	Edition 1
Stuck on 3s	Edition 2
What to do if the child can't "say it again"	Edition 3
Problems with Stage 2	Edition 4
Child doesn't seem to notice if he's stuttered. Self-evaluation; but is this a focus for treatment?	Edition 5
Situational difficulties. Prompting	Edition 6
Problems with stuttering if talking about 'abstract' things/ not the here and now	Edition 7
Nothing is happening… (Chére Charlotte)	Edition 8
"Starter mechanisms". What to do about these.	Edition 9
What to do while waiting for treatment/ or during the monitoring phase	Edition 10
What to do with a 'blocking' type stammer	Edition 11
Lidcombe and Down's Syndrome	Edition 12
Praise, and parents who have problems giving this	Edition 13
Age limits and Lidcombe	Edition 14
What to do with 'chatty kids'	Edition 15
Problems with feedback in unstructured situations	Edition 16
Problems getting Within Clinic samples. Do we need a %SS? (NB This was written before the %SS was a voluntary measure only)	Edition 17
Stuck on 2s	Edition 18
Involving outside agencies e.g. Learning Support Assistants	Edition 19

What if the child doesn't stutter in clinic?	Edition 20
A child who is sensitive to contingencies	Edition 21
A child who is making good progress but who occasionally has peaks particularly in 'competitive' situations e.g. with siblings	Edition 22
Working with a mother with a severe stutter herself. Some issues to consider	Edition 23
Working in groups. What are the possibilities for this with the Lidcombe Program?	Edition 24
Interjections or fillers e.g. ums. What to do with a) identifying this behaviour b) dealing with this behaviour c) measuring this behaviour	Edition 25
Child finding difficulties with concentration/awareness of the contingencies	Edition 26
Generalisation problems; how conscious does the child have to be?	Edition 27
Child starting to be unhappy about contingencies	Edition 28
Seeing a child every two weeks rather than every week. Feasibility of this?	Edition 29
Generalisation issues; therapy like a game	Edition 30
Treating twins: some options to consider	Edition 31
Child uncomfortable with contingencies- can we leave out the ones for bumpy speech?	Edition 32
Parent uncomfortable with behaviourist principles	Edition 33
How many contingencies should be given in unstructured treatment and could a child get 'hooked' on them?	Edition 34
Variability: generally good progress but very occasional high SRs within each day. What to do about these?	Edition 35
LP with a family where the child does not speak English though the mother does. Feasibility of this.	Edition 36
LP and children with co-existing conditions. In this case hearing loss.	Edition 37
A lack of stability with the SRs	Edition 38
Relapse sometime after the end of Stage 2. How to proceed	Edition 39

The role of language, and language delay, in timing of treatment and treatment itself	Edition 40
Parent finding it hard to give contingencies. Would the use of videoing be a solution?	Edition 41
Parent needs a break. How to organise this	Edition 42
Parent with a problem using SR charts/ measuring	Edition 43
When/how to move from structured to unstructured treatment	Edition 44
Sorting out those last residual little stutters- often predictable ones	Edition 45
Getting the right mix of structured and unstructured treatment	Edition 46
Child refusing to work with mother in clinic	Edition 47
Organisation of sessions when both parents want to work with the child	Edition 48
A child with listening and attention difficulties	Edition 49
Carrying out the LP with an anxious child	Edition 50

Index of the Just Explain That Again topics

NB The page number under each topic heading is only relevant if you are using the compilation document called '*JETA in index order*' to access these FAQs. No page numbers have been given for individual Lidcombe News editions.

Topic	Question and Edition
Bilingual (pages 1-2)	• Child stuttering at different SR in her two languages. How do we handle this? **Ed 11** • Does generalisation from one language to the other occur spontaneously in the LP, or do we treat the child in both? **Ed 12** • Using interpreters: issues to consider **Ed 33**
Verbal Contingencies (pages 3-12)	• Self- evaluation/self- monitoring: what do these terms mean in the context of the LP? **Ed 9** • Prompting-what is this, how does it function? **Ed 10** • Ratio 5:1 Prescription or safeguard? **Ed 21** • Why isn't self- evaluation of stuttering a response class? **Ed 41** • Rationale for *not* asking a child to self- evaluate their stuttering **Ed 44** • If a child doesn't like the words 'smooth and bumpy' is it ok to change them? **Ed 48** • Untrained parent wants to give contingencies. Beneficial? How to proceed? **Ed 29** • Can people other than the parent doing the treatment give contingencies? **Ed 50** • Child unaware of their stutter: is this a problem in the LP? **Ed 39** • Delivering contingencies as a 'dose': is it useful to use this framework? **Ed 46** • Only giving contingencies for stutter-free speech: when might this be useful/is there a downside? **Ed 46** • Contingencies in unstructured conversations: a child whose SR varies during the conversation **Ed 49** • Do we have to use *all* the contingencies with every child: if not, how to decide which ones to use? **Ed 49** • Should all contingencies have been withdrawn by the *end* of Stage 2? **Ed 49**
Context of treatment and the structure of the program: (structured/unstructured/Stage 2) (pages 12-16)	• How to structure LP sessions: methods outlined **Ed 45** • When should unstructured treatment be introduced? **Ed 48** • What is the Stage 2 schedule? **Ed 37** • Elevating Stage 2 criteria: is this ever useful? Things to consider **Ed 44** • Should all contingencies have been withdrawn by the *end* of Stage 2? **Ed 49**

Measurement (%SS = percent syllables stuttered) (SR = Severity Rating) (pages 17-30)	• Four questions about how to measure %SS **Ed 8** • %SS – how many syllables? **Ed 35** • How to make the SRs & %SS as valid as possible **Ed 37** • Intra and inter-judge reliability with %SS measurement: a reference (2003) and discussion **Ed 37** • %SS: if no longer necessary, how do we know when to go to Stage 2? **Ed 40** • %SS no longer necessary but do we record the SR on the chart now instead? Rationale behind no %SS **Ed 44** • If %SS has gone, do we still need to do within clinic SRs measurement with the parent/carer? **Ed 47** • SRs- a fixed notion or an individual rating? **Ed 19** • How to make the SR scores meaningful **Ed 19** • SRs: whole day or situations? **Ed 23** • SRs: how to measure variability **Ed 35** • Is avoidance to be included in the SR measurement? **Ed 41** • I'm not very good at doing the SRs! How can I be helped? **Ed 45** • How quickly can I expect change in a child's SRs? **ED 46** • SRs: if all day scores not appropriate, we can use a 'speaking task'. What exactly does this mean and for how long does the task last? **Ed 50** • 'Paperless' SRs- using Google Docs for measuring **Ed 42**
Miscellaneous (LPTC = Lidcombe Program Trainers Consortium) (pages 31-34)	• LP is 'atheoretical': any ideas about why it may work/ any references? **Ed 32** • Long term success with the LP: some comments and research references (2008) **Ed 32** • Can students train at a LPTC workshop? **Ed 40** • Involving students in the treatment process: how to proceed **Ed 36** • If students have had experience of the LP in a clinic do they need to attend a LPTC workshop? **Ed 47**
Program delivery (pages 34-47)	• Both parents working all day. Challenges discussed, is treatment viable? **Ed 22** • Untrained parent wants to give contingencies. Beneficial? How to proceed? **Ed 29** • How long should Stage 1 take? How long till SRs show a change? **Ed 30** • Any contraindications to offering the LP? **Ed 33** • Observing parent demonstration treatment. Is this always necessary, every week? **Ed 35** • LP with older children: things to consider **Ed 38** • Monitoring phase, pre-treatment: things to consider **Ed 39** • Self-help groups for parents: useful, positive? **Ed 42** • Using paper hand outs: some pros and cons **Ed 42**

Including: **Stuttering + co-existing conditions (pages 44-47)**	• Can we do telephone assessments during Stage 2 rather than face to face? Pros and cons **Ed 47** • Child unaware of their stutter: is this a problem in the LP? **Ed 39** • Should all contingencies have been withdrawn by the *end* of Stage 2? **Ed 49** • Stuttering + phonological difficulties: how do we proceed? **Ed 38** • Stuttering + language difficulties: how do we proceed? **Ed 38** • Stuttering + Down Syndrome. Developmental or chronological age in terms of timing of treatment? :things to consider **Ed 40** • Stuttering + cluttering: impacting factors on treatment **Ed 45**
Resources and tangible rewards (pages 47-48)	• Equipment ideas for structured and unstructured treatment **Ed 24** • Use and usefulness of tangible rewards: some thoughts **Ed 48**