The Internet Lidcombe Program

Sabine Van Eerdenbrugh
Ann Packman
Sue O’Brien
Stacey Sheedy
Ross Menzies
Mark Onslow

The University of Sydney,
The Australian Stuttering Research Centre
This presentation

1. Lidcombe Program

2. Development and testing of Internet Lidcombe Program

3. Clinical implications
LIDCOMBE Program
Lidcombe Program key points

1. Parent-based treatment
2. Child’s everyday environment
3. Verbal contingencies (verbal feedback)
4. Stuttering severity rating
5. Speech-language therapist guides the parent
Lidcombe Program evidence base

- Odds ratio 7.5 for preschoolers \(^3\)

- Shown to be safe \(^4, 5\) and efficacious e.g. \(6, 7, 8\)

- Also in everyday practice \(^9\)

But ... not always accessible \(^10, 11\)
Lidcombe Program access

Australia and Europe area comparison

Australia’s area: 7.7 million sq km
Europe’s area (shown): 3.5 million sq km

Darwin to Perth 4396 km • Perth to Adelaide 2707 km 8 • Adelaide to Melbourne 726 km
Melbourne to Sydney 887 km • Sydney to Brisbane 872 km • Brisbane to Cairns 1748 km
Lidcombe Program access

- Distance (remote living) ¹⁰

- Workplace/time restrictions speech-language therapists ¹¹

Hence, Internet Lidcombe Program
Standalone, Internet-based intervention

In speech-language therapy:

- not standalone

- not for complete treatment
Standalone, Internet-based intervention

For preschool aged children with ASD: Wainer & Ingersoll, 2013

For adults who stutter, focused on treatment of social anxiety: Helgadottir et al., 2011

For adults who stutter, focused on treatment of stuttering: Erickson et al., 2012
Internet Lidcombe Program

Lidcombe Program
A Program for Young Children who Stutter
Developing the Internet Lidcombe Program

Step 1: Designing basic structure
Step 2: Conducting preparatory study
Step 3: Developing Part 1 (Parent Training)
Step 4: Testing Part 1
Step 5: Developing Part 2 (Treatment)
Step 6: Testing entire program (Parts 1 & 2)
Step 1 – Designing basic structure

Part 1: PARENT TRAINING
- Introduction
- 4 training modules

Part 2: TREATMENT
- Weekly consultations
- Regular consultations
Step 2 – Preparatory study

- Identify treatment problems

- Develop problem-solving approaches

- Results:
  
  to drive content
  
  to individualise problem-solving
Step 3 – Developing Part 1

Introduction – background information

Training modules:

1. Recognising stuttering
2. Rating stuttering severity
3. Organising treatment conversations
4. Giving verbal contingencies
Step 3 – Developing Part 1

Part 1: PARENT TRAINING

- Interactive Videos
- Feelings are acknowledged
Step 3 – Developing Part 1
Step 4 – Testing Part 1

6 parents completed Parent Training

Outcomes:
- Knowledge
- Skills
- Usage
- Experiences
Step 4 – Testing Part 1

*(Knowledge: method)*

- 17 multiple choice questions
  - Ten about stuttering and Lidcombe Program
  - Seven based on watching video
- One or more correct items per question
- Total N = 27
Step 4 – Testing Part 1

(Knowledge: results)

Correct items (N = 27)
Step 4 – Testing Part 1

(Skills: method)

• Conversation
  - Video recorded
  - Pressed light when stuttering
  - Rated stuttering severity

• Video watched by two stuttering specialists
• % correct identification / specialist counts
• Agreement between severity ratings
Step 4 – Testing Part 1
*(Skills: results)*

Identified stuttering behaviour (%)

- Participant 1
- Participant 2
- Participant 3
- Participant 4
- Participant 5
- Participant 6
Step 4 – Testing Part 1
(Skills: results)

Stuttering severity rating

Child 6
Child 5
Child 4
Child 3
Child 2
Child 1

Sp Lang Ther 2
Sp Lang Ther 1
Parent
Step 4 – Testing Part 1

(Usage: method)

• Automatic recording when logging-in

• Date, time of day and amount of time spent
Step 4 – Testing Part 1
(Usage: results)

Log-in time (hours)

- Participant 6
- Participant 5
- Participant 4
- Participant 3
- Participant 2
- Participant 1
Step 4 – Testing Part 1
(Experiences: method)

Questions about technological issues, content and experiences

- Yes/no questions, explanation possible

- Open questions
Step 4 – Testing Part 1

*(Experiences: results)*

- Parent Training user friendly and helpful
  
  “I definitely felt that I have fast-forwarded than to having to learn all of this from the lady of the clinic.”

- Streaming videos difficult for one parent

- Large number of videos was useful

- Own pace at home
Conclusion testing Part 1

- Parents gained better understanding

- Parents recognised most of child’s stuttering

- Green light for further development of the Internet Lidcombe Program
Step 5 – Developing Part 2

Part 2: TREATMENT

- Problem-solving tool
- Additional training
- Long-term follow-up
- Emotional support \(^{16, 17}\)
Step 6 – Testing entire program

- Efficacious?

- Increase access?

- Use by speech-language therapists?

- Possibility within a stepped care model?
Final thoughts

- increase access to the Lidcombe Program
- support speech-language therapists
- provide standardised training
Lidcombe Program

A Program for Young Children who Stutter
References


