Cluttering, stuttering, reading and writing

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Cluttering

Cluttering is a fluency disorder characterized by a rate that is perceived to be abnormally rapid, irregular or both for the speaker (although measured syllable rates may not exceed normal limits). These rate abnormalities further are manifest in one or more of the following symptoms:
a) an excessive number of disfluencies, the majority of which are not typical of people who stutter

b) the frequent placement of pauses and use of prosodic patterns that do not conform to syntactic and semantic constraints; and

c) inappropriate (usually excessive) degrees of coarticulation among sounds, especially in multisyllabic words.

(St. Louis et al, 2007).
Cluttering

- Cluttering is a disorder of speech fluency, in which a person is not capable enough to adjust his/her speech rate to the syntactical or phonological demands of the moment. (Van Zaalen, 2009)
Main characteristics

A fast and or irregular articulatory rate combined with:

a. A higher than normal frequency of normal disfluencies and pausing errors (too short and on linguistical wrong places)

b. Errors in word structures (syllable sequencing errors, overcoarticulation).
Chair of Health Care & Technology for Quality of Life

Leveti, 1989 Language production

Articulatory rate
Cluttering and stuttering

8-15% Cluttering

33-55% Cluttering-stuttering

30% Stuttering
Levelt, 1989 language production
Video cluttering

Peter Kissagizlis †
• A sample of Peter’s handwriting, (phonological cluttering):

It is very difficult to be clear and not clutter. In the worst case, I can actually write really slow and intelligible but as the writing progresses, it just speeds up again and I have to rework the content all the damn way. It is very difficult to slow down completely when I have trouble writing at a steady or contains a decent level. I think it is very important.
A sample of Peter's "unguarded" typing, telling some of his personal story:

I have had problems for many years, which started when I was at school as far as I can remember, reading out in class was one of the problems, teachers would ridicule me for speaking funny, one would say to me "speak up boy don't mumble", fellow pupils would taunt me, no one understood me properly, I made friends but don't know how many.

I worked hard, I was quiet, and found it harder to talk to people about these things, and this has happened all my life and has held up my education and employment. Even when I started work people used to taunt me because I talked funny! I was bullied at school and at work, no one seemed to care. Life was so frustrating and intimidating, I had no idea that I had a problem like this. I know today, if I was aware of this and the teachers or my parents had addressed this, I could have been helped, hmmm, maybe not, no one knew about stuttering in those days, but it could have been found that I had a communication problem.

I have tried all my life to please people, I was told that I would never do any good in life and I tried to prove everybody wrong, I went into business in the 1970's and I struggled to hold run a business successfully, I was not hard enough to conduct a business properly, and after many years I had to admit defeat, I packed it all up and went back to working for someone else. At least I got paid on a Friday every week.

When working in the garages I was a motor vehicle technician and was good at my job, it would have been good for promotion, but each time I applied for promotion I was told that my speech was not suitable for speaking to customers and for the many applications I made in different companies they gave me the same story.

After years of feeling insecure, different, isolated and excluded, I know know the condition I have, which is stuttering, although it is not cured and never can be as far as I am aware, at least I am aware of the condition and people will learn from this, and people who suffer as I do will be able to understand what they have, the main thing is, people worldwide will be able to recognize the condition and maybe the professionals can implement a suitable training/teaching and eventually a treatment regime.

Ok, nuffs. enough! eh? the above sentences were typed as I type, I have made no attempt to deliberately slow down or edit the text, this sentence is deliberately typed slow (what a difficult job!) and also I have edited some of it, as even when typing slowly, I make mistakes.
Writing, syntactical cluttering

Man, 34 jr, MBO, 7:36 min
Writing, stuttering

- Man, 36 jr, MBO, 1:50 min

De week ben ik begonnen met mijn nieuwe werk. De eerste dagen vooral aangebracht met veel lezen. Dit waren vooral weinig stukken over allerlei soorten regelgevingen, veiligheidszaken. Het verkrijgen van een eigen bureau was waarschijnlijk nog de grootste opgave. Na 2 dagen struiken door allerlei verlaten opslagruimte had een stalen bureau gevonden. Dit bureau had in een antiekzaak niet misstaan.
Boy, 9;6 yrs, cluttering
Writing

- Handwriting
- Sentence structure

Speech rate
- Spontaneous
- Retelling
- Writing
Reading development

- Fonemic awareness
- Sound-letter-association
- Correct and fast reading
- Reading strategies
- Fluent reading
- Understanding reading
Monitoring

Did I read what I wanted to read?

necessary:

• AC
• Auditory skills
• Lexicon

....
Heightened audition

- Defstut / speech easy  DAF/FAF/AAF
- AC => speech
R., cluttering-stuttering

- Without auditory feedback:

- With auditory feedback (whisper phone):

  5 minutes later without therapy
Cluttering and reading

- Errors in or omission of small words
- Fast and/or irregular rate
- Prosodic errors
- Telescoping
- /b/ - /d/ substitutions
- Guessed reading
- Error rate reduces in slow speech
- HAF positive effect
Stuttering and reading

• Sound or word fear influences stuttering severity
• Outside time limitations
• Errors: type and number normal
• Benefit from whispered or coral reading
• Negative response to HAF
Broddelen
Van theorie naar therapie

First Online Cluttering Conference
April 14 - May 5, 2010