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POSTER PROGRAMME

Poster Session 1
Thursday, 7 January 2021 – 14:00-15:00

[P1.01] **Cultural difference in attitudes towards stuttering among British, Arab and Chinese university students**

M.S. Üstün-Yavuz*[1], M. Warmington[1], H. Gerlach[2], K.O St. Louis[3], [1]*The Univeristy of Sheffield, UK,*[2]*Western Michigan University, USA,*[3]*West Virginia University, USA*

[P1.02] **Perceptions of cluttering among communication sciences and disorders students**

P. Blanchet*[1], G. Snyder[2], [1]*Baylor University, USA,*[2]*University of Mississippi, USA*

[P1.03] **Preschool-age children who stutter with and without concomitant speech and language disorders: Similarities and differences.**

Katerina Ntourou*[1], George Fourlas[2], Dimitris Marousos[3], [1]*University of Oklahoma Health Sciences Center,*
USA,[2]*KEΘT - Stuttering Research & Therapy Centre, Greece,*[3]*Eu-Legein Centre, Greece*

[P1.04] **Nonword repetition task performance in preschoolers who stutter**

Alexis Novelli*, Bridget Walsh, *Michigan State University, USA*

[P1.05] **Weighted stuttering-like disfluency measure reliably identifies children who stutter with low stuttering frequency**

C. A. Johnson*[1], R. Masti[1], K. Russell[1], S. Rubsam[1], M. Sheppard[1], E. O. Garnett[2], S-E. Chang[2], [1]*Michigan State University, USA,*[2]*University of Michigan, USA*

[P1.06] **Stuttering-related differences in cognitive strategies for auditory processing in noise**

Tim Saltuklarogu*[1], Blake Rafferty[1], Ashley Harkrider[1], David Jenson[2], [1]*University of Tennessee Health Sciences Center, USA,*[2]*Washington State University, USA*

[P1.07] **Phonological working memory in adults who stutter across different input modalities**

Z. Gkalitsiou*, C. Byrd, *University of Texas at Austin, USA*

[P1.08] **Novel word learning in children who stutter**

E. Lescht*[1], C. Venker[2], J. R. McHaney[1], A. Hampton Wray[1], [1]*University of Pittsburgh, USA,*[2]*Michigan State University, USA*

[P1.09] ***Normative and psychometric investigation of the Behavior Assessment Battery for Polish school-age children who stutter***

K. Wesierska*[1], M. Vanryckeghem[2], A. Krawczyk[3], [1]*University of Silesia, Poland,*[2]*University of Central Florida,*
USA,[3]*Orange County Public Schools, USA*

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[P1.10] **Atypical disfluencies in a school-age child: a case study**

S Donnan*, N Eichorn, *University of Memphis, USA*

[P1.11] **The variability of stuttering: behaviors, reactions, and impact**

S.E. Tichenor*, J.S. Yaruss, *Michigan State University, USA*

[P1.12] **Adaptation and validation of the Speech Situation Checklist-Emotional Reaction (SSC-ER) for Kannada-speaking school-age children who do and do not stutter**

R.C. Veerabhadrappa*[1], M. Vanryckeghem[2], S. Maruthy[1], [1]*All India Institute of Speech and Hearing,*
India,[2]*University of Central Florida, USA*

[P1.13] **Quality of life and past school experiences of adults who clutter**

M.C. Ødegård[1], S. Klokk[2], K. Hoff*[3], A.H. Melle[3], [1]*PPT Stavanger kommune, Norway,*[2]*PPT Ålesund kommune, Norway,*[3]*Statped, Norway*

[P1.14] **Modulation of corticospinal excitability preceding movement execution in adults with persistent developmental stuttering: a TMS study**

G. Del Ben*[1], P. Manganotti[1], P.P. Battaglini[1], P. Busan[2], [1]*University of Trieste, Italy,*[2]*IRCCS Ospedale San Camillo s.r.l., Italy*

[P1.15] **Sentence assembly and disfluency: a preliminary treatment study in autism**

K. Scaler Scott*[1], T. Talbott[2], M. Floren[3], J. Reed[3], L. Giuffre[3], G. Clouse[3], K. Thorpe[3], [1]*Monmouth University,*
USA,[2]*Anova Center for Education, USA,*[3]*Misericordia University, USA*

[P1.16] **Does prior exposure to stuttering affect perceptions about eye contact while stuttering? Data from cortical, psychophysiological, and surveyed responses**

G.M. Tellis*[1], J.R. Scanlon[1], Q.E. Kelley[1], F.E. Foster[1], R.C. Mesquita[2,3], S.L. Novi[2], [1]*Misericordia University, USA,*[2]*Institute of Physics, University of Campinas, Brazil,*[3]*Brazilian Institute of Neuroscience and Neurotechnology, Brazil*

[P1.17] **Assessing speech language pathologists' (SLPs) level of knowledge, training, and experience with stuttering and cluttering**

D. Hudock*, K. Leucuta, R. Tivis, C. Yates, *Idaho State University, USA*

[P1.18] **Is there still a place for pseudo-stuttering assignments for Speech-Language Pathology students?**

Mellissa Bortz*[1], Ammaarah Carrington[2], [1]*St Johns University, USA,*[2]*St John's University, USA*

[P1.19] **The relationship between family history of stuttering and temperament in children who stutter**

L Ofoe*, J Anderson, *Indiana University, USA*

[P1.20] **Sensorimotor synchronization and white matter tracts in adults with developmental stuttering** Sivan Jossinger*[1], Anastasia Sares[2], Avital Zislis[1], Dana Sury-Barot[1], Michal Ben-Shachar[1], Vincent Gracco[3,4], [1]*Bar-Ilan University, Israel,*[2]*Concordia University, Canada,*[3]*McGill University, Canada,*[4]*Haskins Laboratories, USA*

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[P1.21] **Camp-based intervention for children who stutter and caregivers**

Pei-Tzu Tsai*[1], Francie Arboleda[2,1], Katie Costa[2,1], Caitlin Busby[2,1], [1]*San Jose State University, USA,*[2]*Communication Works, USA*

[P1.22] **Investigating the relationship between temperament and the impact of stuttering in children under 7**

S Delpeche*[1,2], S Millard[1,2], E Kelman[1], [1]*Michael Palin Centre, UK,*[2]*City University, UK*

[P1.23] **Investigating Psychometric Properties of Persian Version of Stuttering Generalization Self-Measure Questionnaire**

Ebtesam Hozeili[1], Hassan Khoramshahi*[1], Neda Tahmasebi[2], Maryam Dastoopour[3], [1]*Musculoskeletal Rehabilitation Research Center, Ahvaz Jundishapur University of Medical Sciences, Ahvaz, Iran, Iran,*[2]*University of Social Welfare and Rehabilitation Sciences, Iran,*[3]*Department of Biostatistics and Epidemiology, Menopause Andropause Research Center, Ahvaz Jundishapur University of Medical Sciences, Ahvaz, Iran., Iran*

[P1.24] **The Treatment of Developmental Stuttering Across the Lifespan: a Systematic Review**

Fiona Höbler*, Anna-Maria Mersov, *University of Toronto, Canada*

[P1.25] **Let me count the ways: How we measure nonword repetition in CWS matters**

E. Korman*, N. Bernstein Ratner, *University of Maryland, USA*

[P1.26] **Stuttering identity's contribution to well-being among adults who stutter**

C. Constantino*, *Florida State University, USA*

[P1.27] **Verbal recall and sympathetic nervous system responses in adults who stutter**

X. Lei*, J. Sasisekaran, *University of Minnesota - Twin Cities, USA*

[P1.28] **Phonological encoding is delayed in stuttering: An eye-tracking study of real words.**

Alexander Taikh[1], Kristin Pelczarski[2], Anna Tendera[3], Torrey Loucks*[1], [1]*University of Alberta, Canada,*[2]*Kansas State University, USA,*[3]*Holland Bloorview Hospital, Canada*

[P1.29] **The presence of stuttering influenced by race and residence**

P. Briley*, C. Ellis, *East Carolina University, USA*

[P1.30] **Mindfulness & online stuttering therapy: considerations for school-age children during a pandemic**

D. Morean*[1,2], K. Chmela[2], [1]*Elmhurst University, USA,*[2]*Chmela Fluency Center, Inc., USA*

[P1.31] **Relation between functional connectivity and rhythm discrimination in adults who do and do not stutter**

E. Garnett*[1], H. Chow[2], E. Wieland[3], J. McAuley[3], S. Chang[1], [1]*University of Michigan, USA,*[2]*University of Delaware, USA,*[3]*Michigan State University, USA*

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Poster Session 2
Friday, 8 January 2021 – 11:00-12:00

[P2.01] **Stuttering: what has love got to do with it?**

Mary O'Dwyer*[1], Margaret Leahy[2], [1]*Health Service Executive, Ireland,*[2]*Trinity College Dublin, Ireland*

[P2.02] **Impact of workplace conditions, co-occurring disorders, and communication attitudes on the quality of life of adults who stutter**

D. Iimura*[1,2], N. Sakai[3], S. Miyamoto[4], [1]*Faculty of Rehabilitation, Kawasaki University of Medical Welfare, Japan,*[2]*Graduate School of Comprehensive Human Sciences, University of Tsukuba, Japan,*[3]*Research Institute, National Rehabilitation Center for Persons with Disabilities, Japan,*[4]*Faculty of Human Sciences, University of Tsukuba, Japan*

[P2.03] **The modulatory effects of "*arousal*" on the motor preparation of speech in developmental stuttering**

P. Busan*[1], G. Del Ben[2], G. Arcara[1], L. Weis[1], S. Di Tomasso[1], S. Bernardini[3], F. Piccione[1], [1]*IRCCS Ospedale San Camillo, Venice, Italy, Italy,*[2]*University of Trieste, Italy,*[3]*ABC Balbuzie, Torino, Italy*

[P2.04] **The influence of developmental aspects and stuttering on co-occurring disorders among children who stutter**

S. Miyamoto*[1], D. Iimura[1,2], H. Kobayashi[3], M. Tsuge[1], [1]*University of Tsukuba, Japan,*[2]*Kawasaki University of Medical Welfare, Japan,*[3]*Kanazawa University, Japan*

[P2.05] **Stress, pitch and tones that trigger dysfluency**

A. Ujihira*, S. Tanaka, *Niigata University of Rehabilitation, Japan*

[P2.06] **Maximising innovation, quality and evidence centred care in speech and language therapy services for children who stammer - an example from UK NHS clinical practice using clinician competency frameworks**

Simon Henderson*, *Northumbria Healthcare NHS Foundation Trust, UK*

[P2.07] **Caregivers ratings of concern for stuttering in young children**

L.S. Guttormsen, M.V. Varpe, A. Sjøstrand*, *University of Oslo, Norway*

[P2.08] **Novel treatment for management of an adults confirmed developmental stammer by modifying saccadic eye movements: a descriptive case report**

H. McDonagh*, K. Monaghan, *Institute of Technology Sligo, Ireland*

[P2.09] **Vestibular response strength in adults who stutter**

M.C.D. Gattie*, E.V.M. Lieven, K. Kluk-de Kort, *University of Manchester, UK*

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[P2.10] **Low language abilities at age 30 months predict parental report of stuttering at age of five yrs**

A. Yli-Savola*[1], K. Eggers[1,2], D. Fellman[1,3], P. Rautakoski[1,4], L. Karlsson[1], H. Karlsson[1], E. Mainela-Arnold[1,5], [1]*University of Turku, Finland,*[2]*Thomas More University of Applied Sciences, Belgium,*[3]*Umeå University, Sweden,*[4]*Åbo Akademi, Finland,*[5]*University of Toronto, Canada*

[P2.11] **Palin Parent-Child Interaction Therapy with young Saudi children**

Mona Indargiri*, David Ward, *University of Reading, UK*

[P2.12] **Personal Appraisals of Support From the Perspective of American, Norwegian, Polish and Slovak Children Who Stutter and Their Parents**

Katarzyna Węsierska*[1], Hana Laciková[2], Mary Weidner[3], Hilda Sønsterud[4], Kenneth St. Louis[5], Signhild Skogdal[6], Kristin Åmodt[4], Kathleen Scaler-Scott[7], Craig Coleman[3], [1]*University of Silesia, Poland,*[2]*Inštitút detskej reči, Slovakia,*[3]*Edinboro University, USA,*[4]*Statped, Norway,*[5]*West Virginia University, USA,*[6]*The Arctic University of Norway, Norway,*[7]*Monmouth University, USA*

[P2.13] **Influence of Language Impairment on Communication Attitudes**

C. AUNIS-OUMGHAR*, M. Vanryckeghem, *University of Picardie Jules Verne, France*

[P2.14] **Categorical perception of the sounds with backward masking in adults who stutter**

M. Bakhtiar*[1], S. Jing[2], M.N. Cheung[1], C. Zhang[1], [1]*The Hong Kong Polytechnic University, Hong Kong,*[2]*Shanghai Jiao Tong University, China*

[P2.15] **Anxiety in young people (aged 2–25 years) who stutter: A systematic review and meta-analysis**

R. Bernard*[1], H. Hofslundsengen[2], C. Norbury[1], [1]*University College London (UCL), UK,*[2]*Western Norway University of Applied Sciences, Norway*

[P2.16] **Effects of syllable tapping on rate control for children with cluttering**

C.Y. Kuo*[1], S.L. Yang[2], [1]*National Kaohsiung Normal University, Taiwan,*[2]*National Pingtung University, Taiwan*

[P2.17] **Treating psychogenic stammering - what should we be doing?**

D. Mason*, *North Bristol NHS Trust, UK*

[P2.18] **Speaking the unspoken: does theatre impact on people's views on stammering?**

C. Woolley*, *UCL, UK*

[P2.19] **Service delivery: beyond the clinic room… explorations and reflections**

J.P. Linklater*, *Independent SLT, Ireland*

[P2.20] **The effect of gestures on the intelligibility of stuttering events**

B. Maessen*[1], E. Rombouts[1], B. Maes[1], I. Zink[1,2], [1]*KU Leuven, Belgium,*[2]*University Hospitals Leuven, Belgium*

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[P2.21] **Teletherapy for adults who stammer: an evaluation of clients' experiences of telehealth and therapy outcomes**
S. Burgess*, S. James, *Airedale NHS Foundation Trust, UK*

[P2.22] **Parental Perceptions towards Childhood Stuttering in Sri Lanka**
Dinusha Nonis*[1,2], Rachael Unicomb[1], Sally Hewat[1], [1]*Discipline of Speech Pathology, University of Newcastle, Australia,*[2]*Department of Disability Studies, Faculty of Medicine, University of Kelaniya, Sri Lanka*

[P2.23] **Severity of overt stuttering in females and males, self-assessed and assessed by speech-and language pathologists, in relation to associated symptoms**
I. Samson*[1], S. Lejon[1], E. Lindström[2], A. Sand[1], A. Herlitz[1], E. Schalling[1], [1]*Karolinska Institutet, Sweden,*[2]*Åbo Akademi, Finland*

[P2.24] **The BENEPHIDIRE program: Neurological Imagery, Phonetic Analysis, designed for Diagnosis and Rehabilitation**
M.C. Monfrais-Pfauwadel*[1], I. Didirkova[2], C. Dodane[1], G. Herbet[3], C. Fauth[4], R. Sock[4], F. Hirsch[1], B. Vaxelaire[4], Y. Laprie[5], S. Ouni[5], [1]*Université Paul Valéry Montpellier 3 & CNRS (UMR5267 Praxiling), France,*[2]*Université Paris 8 (EA1569 Transcrit), France,*[3]*Département de neurochirurgie, Hôpital Gui de Chauliac, CHU de Montpellier & Université de Montpellier, France,*[4]*Université de Strasbourg (EA1339 LiLPa), France,*[5]*Université de Lorraine & CNRS (UMR7503), France*

[P2.25] **Research on stuttering and medication**
H.-A. Bijleveld*, D. Devroey, *Neurolinguistique, Université Libre de Bruxelles, Belgium*

[P2.26] **Investigating the relationship between anxiety and the impact of stammering in school age children**
Georgie King*, Sharon Millard, Elaine Kelman, *Michael Palin Centre for Stammering, UK*

[P2.27] **An examination for self-disclosure of stuttering in Japan**
Masamutsu Kenjo*[1], Ayumi Oka[2], Takashi Nakamura[1], [1]*Faculty of Education, University of Teacher Education Fukuoka, Japan,*[2]*Graduate School of Teacher Education, University of Teacher Education Fukuoka,*
Japan

[P2.28] **Efficacy of prolonged speech and pause and talk techniques in school-aged children who stutter: a comparison**
R C Veerabhadrappa*, S Maruthy, *All India Institute of Speech and Hearing, India*

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Poster Session 3
Friday, 8 January 2021 – 15:00-16:00

[P3.01] **Adaptation of the Overall Assessment of the Speaker's Experience of Stuttering for people who clutter (OASES-C)**
K. Scaler-Scott[*1], J.S. Yaruss[2], [1]*Monmouth University, USA,*[2]*Michigan State university, USA*

[P3.02] **What Am I Missing? A Framework for Figuring Out What To Do In Stuttering Therapy**
K. Gore[*], C. Luckman, *speech IRL, USA*

[P3.03] **Self-disclosure of stuttering to various social referent groups and its relationships with psychological distress**
H. Gerlach[*], K. Rourke, *Western Michigan University, USA*

[P3.04] **Resting state and task-related neural oscillations in adults who stutter and typically fluent speakers implicate deficits in sensorimotor integration**
A. Bowers[*], D. Hudock, *University of Arkansas, USA*

[P3.05] ***InterACT - changing nonstuttering young children's stuttering attitudes: findings from POSHA/C studies in USA and Poland***
K. Wesierska[*1], M. Weidner[2], K.O. St. Louis[3], [1]*University of Silesia, Poland,*[2]*Edinboro University, USA,*[3]*West Virginia University, USA*

[P3.06] **Heightened links between phonological skills and white matter integrity in preschool age children who stutter**
Gregory J. Spray[*1,2], Ho Ming Chow[3], J. Scott Yaruss[2], Soo-Eun Chang[1,2], [1]*University of Michigan,*
USA,[2]*Michigan State University, USA,*[3]*University of Delaware, USA*

[P3.07] **Other health inventory for individuals who stutter**
E. LeRose[*], S. Kraft, *Wayne State University, USA*

[P3.08] **Investigating the effectiveness of the BeneTalk digital environment for people who stutter**
D. Ward, R. Miller[*], A. Nikolaev, *University of Reading, UK*

[P3.09] **Self-measurement of stuttering**
J.T. Einarsdóttir[*1], B. Bjarnadóttir[1,2], K.M. Crowe[1], [1]*University of Iceland, Iceland,*[2]*Reykjavík Speech Center,*
Iceland

[P3.10] **Are graduate students receiving adequate education and training in fluency disorders?**
N. Santus[*1], G. Tellis[2], F. Kong[3], [1]*The University of Georgia, USA,*[2]*Misericordia University, USA,*[3]*Wilkes University, USA*

[P3.11] **Microaggressive behaviors towards adults who stutter**
G. Coalson[*], A. Crawford, S. Treleaven, L. Davis, L. Dang, J. Edgerly, A. Turk, *Louisiana State University, USA*

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[P3.12] **Do early childhood professionals in Norway distinguish between stuttering and normal childhood dysfluencies?**

M. Kirmess[*1], H. Hofslundsengen[2], L.S. Guttormsen[1], E. Holm Hansen[3], K.A.B. Næss[1], [1]*University of Oslo, Norway,* [2]*Western Norway University of Applied Sciences, Norway,* [3]*University of South-Eastern Norway, Norway*

[P3.13] **The relationship between humour, stuttering severity, and life impact**

C. Constantino[*], C. Barbera, L. Sanfiel, *Florida State University, USA*

[P3.14] **Complexity of rhythmic tapping task and stuttering**

A. Slis[*], C. Savariaux, P. Perrier, M. Garnier, *GIPSA, France*

[P3.15] **Psycholinguistics of word-final repetitions**

J. Garbarino[*1], P. Dominguez[2], N. Bernstein Ratner[1], [1]*University of Maryland, USA,* [2]*University of South Carolina, USA*

[P3.16] **EEG mu rhythm investigations on the neurophysiology of stuttering**

A. Bowers[1], D. Jenson[2], A. Harkrider[3], T. Saltuklaroglu[*3], [1]*University of Arkansasa, USA,* [2]*Washington State University, USA,* [3]*University of Tennessee Health Sciences Center, USA*

[P3.17] **Perceptions and cognitions of Lebanese preschool children who stutter: pilot study with the KiddyCAT-R**

O. El Baba[*1], N. Abou Melhem[1], S. Saad Merouwe[1,2], M. Vanryckeghem[3], [1]*Saint-Joseph university of Beirut, Lebanon,* [2]*University of Turku, Finland,* [3]*University of Central Florida, USA*

[P3.18] **An updated checklist of clinical characteristics associated with stuttering persistence**

C. Singer[*1], E. Kelly[2], R. Jones[2], [1]*Grand Valley State University, USA,* [2]*Vanderbilt University Medical Center, USA*

[P3.20] **An assessment template for children who stutter: "T-PALS"**

Lesley Wolk[*1], Lisa LaSalle[2], [1]*Private practice, USA,* [2]*University of Redlands, USA*

[P3.21] **Exploring parental perspectives, expectations, and experiences with Lexipontix.**

G. Fourlas[*1], K. Ntourou[2], I. Spyridis[1], V. Batzifoti[1], [1]*ΚΕΘΤ - Stuttering Research & Therapy Centre, Greece,* [2]*University of Oklahoma Health Sciences Center, USA*

[P3.22] **The impact of cluttering and atypical disfluencies on the lives of adults, children, and family members**

Lisa Giuffre[*1], Kathleen Scaler Scott[2], Glen Tellis[1], Cari Tellis[1], Gerrica Clouse[1], [1]*Misericordia University, USA,* [2]*Monmouth University, USA*

[P3.23] **Exploring the therapeutic effect of a multifactorial assessment process for mothers and fathers of children who stammer.**

Daisy Hope[*], Kevin Fower, Elaine Kelman, *Michael Palin Centre for Stammering, UK*

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[P3.24] **Virtual reality and stuttering: A tool for experience-based learning**

H. Deman*, E. Rombouts, *KU Leuven, Belgium*

[P3.25] **Responses to auditory feedback perturbations in adults who stutter during syllable-timed speech**

S.A. Frankford*[1], S. Cai[2], F.H. Guenther[1], [1]*Boston University, USA,*[2]*Google, Inc., USA*

[P3.26] **International perspectives on principles and components of effective intervention for adults who stutter: Interviews with expert academics and clinicians**

A. Connery*[1,2], A. McCurtin[1], R. Galvin[1], [1]*University of Limerick, Ireland,*[2]*HSE Dublin South West, Ireland*

[P3.27] **Neural markers of inhibitory control in children who stutter during a visual go/no-go task**

D. S. Devaraju*, E. Lescht, A. Hampton Wray, *University of Pittsburgh, USA*

[P3.28] **Mental state verb use in play by preschool-age children who stutter and their mothers**

Stacy Wagovich*[1], Lauren Day[1], Lauren Tigner[1], Megan Harney[1], Katie Threlkeld[1], Julie Anderson[2], [1]*University of Missouri, USA,*[2]*Indiana University, USA*