Stammering resources

Research and evidence

Some key resources and pieces of research are highlighted on these pages but they are not exhaustive and you should always carry out your own searches relating to a specific topic area, to be assured that you are accessing the most up-to-date research and evidence.

Useful starting points include **SpeechBITE™**, **What Works** and **Evidence Maps** from the American Speech-Language-Hearing Association (ASHA). You can access over 1,600 titles via the **RCSLT journals collection.**

You need to use your own critical appraisal skills when considering the quality of any piece of research, whether found on these pages or elsewhere. This will include consideration of how relevant it is to your practice and the specific people you are working with.

Please see our **pages on evidence-based practice** for more support on finding and critically appraising research evidence.

Systematic reviews

We have highlighted systematic reviews here because, if well-conducted, they should take into account all the relevant evidence relating to a specific research question, then appraise and synthesize this in way which can help inform decision-making. However, you still need to use your own **critical appraisal** skills when considering the quality of a systematic review, as with any piece of research.

Cochrane reviews

Cochrane Reviews are systematic reviews of primary research in human health care and health policy, internationally recognised as the highest standard in evidence-based health care. **Search the Cochrane Database of Systematic Reviews**.

- Sjøstrand, Å. *et al.* (2021) **Non-pharmacological interventions for stuttering in children six years and younger**, *Cochrane Database of Systematic Reviews*, 2021(9).

doi:10.1002/14651858.cd013489.pub2.

Other systematic reviews

- Baxter, S., Johnson, M., Blank, L., Cantrell, A., Brumfitt, S., Enderby, P. & Goyder, E. (2015). **The state of the art in non pharmacological interventions for developmental stuttering. Part 1: a systematic review of effectiveness.** *International Journal of Language and Communication Disorders, 50 (5), 676-718.*
- Baxter, S., Johnson, M., Blank, L., Cantrell, A., Brumfitt, S., Enderby, P. & Goyder, E. (2016). **Non-pharmacological treatments for stuttering in children and adults: a systematic review and evaluation of clinical effectiveness, and exploration of barriers to successful outcomes.** *Health Technology Assessment, 20 (2), 1-302.*
- Bothe, A. K., Davidow, J. H., Bramlett, R. E., Franic, D. M., & Ingham, R. J. (2006).**Stuttering Treatment Research 1970–2005: II. Systematic Review Incorporating Trial Quality Assessment of Pharmacological Approaches**. *American Journal of Speech-Language Pathology, 15, 342-352.*
- Brignell, A., Krahe, M., Downes, M., Kefalianos, E., Reilly, S. and Morgan, A., 2021. **Interventions for children and adolescents who stutter: A systematic review, meta-analysis, and evidence map.** *Journal of Fluency Disorders*, *70*, p.105843.
- Gattie, M., Lieven, E. & Kluk, K. (2024) **Adult Stuttering Prevalence I: Systematic Review and Identification of Stuttering in Large Populations**,.*Journal of fluency disorders*, , pp. 106085.
- Johnson, G. *et al.* (2023) **Psychosocial features of stuttering for school Age Children: A systematic review**, *International Journal of Language &; Communication Disorders*, 58(5), pp. 1829–1845. doi:10.1111/1460-6984.12887.
- Laiho, A., Elovaara, H., Kaisamatti, K., Luhtalampi, K., Talaskivi, L., Pohja, S., Routamo-Jaatela, K. and Vuorio, E., 2022. **Stuttering interventions for children, adolescents, and adults: a systematic review as a part of clinical guidelines**. *Journal of communication disorders*, *99*, p.106242.
- McGill, M., Noureal, N. & Siegel, J. (2019) **Telepractice Treatment of Stuttering: A Systematic Review**, *Telemedicine journal and e-health*, vol. 25, no. 5, pp. 359-368.
- Norman, A. *et al.* (2023) **Cost of illness and health-related quality of life for stuttering: Two systematic reviews.**, *Journal of Speech, Language, and Hearing Research*, 66(11), pp. 4414–4431. doi:10.1044/2023_jslhr-23-00072.
- Nye, C., Vanryckeghem, M., Schwartz, J. B., Herder, C., Turner, H. M. & Howard, C. (2013). **Behavioral Stuttering Interventions for Children and Adolescents: A Systematic Review and Meta-Analysis.** *Journal of Speech, Language, and Hearing Research, 56, 921-932.*
- Sugathan, N. & Maruthy, A. (2020). **Predictive factors for persistence and recovery of stuttering in children: A systematic review**. *International Journal of Speech-Language Pathology.***https://www.sciencedirect.com/science/article/abs/pii/S0094730X2100022X**

- **https://pubmed.ncbi.nlm.nih.gov/35751980/**
- **Anxiety and Depression Symptoms in Children and Adolescents Who Stutter: A Systematic Review and Meta-Analysis – PubMed**

Other key research

Impact of stammering on quality of life

- Boyle, M.P. (2015) **Identifying correlates of self-stigma in adults who stutter: Further establishing the construct validity of the Self-Stigma of Stuttering Scale (4S).** *Journal of fluency disorders*, vol. 43, pp. 17-27.
- Coalson, G.A., Crawford, A., Treleaven, S.B., Byrd, C.T., Davis, L., Dang, L., Edgerly, J. & Turk, A. (2022) Microaggression **and the adult stuttering experience**. *Journal of communication disorders*, vol. 95, pp. 106180-106180.
- Constantino, C., Campbell, P., Simpson, S (2022) **Stuttering and the social model. Journal of Communication Disorders, 96, p. 106200** doi:10.1016/j.jcomdis.2022.106200.
- Constantino, C.D., Eichorn, N., Buder, E.H., Beck, J.G. & Manning, W.H. (2020) **The Speaker's Experience of Stuttering: Measuring Spontaneity**. *Journal of speech, language, and hearing research*, vol. 63, no. 4, pp. 983-1001.
- Daniels, D.E., Boyle, M.P. & Archer, B.E. (2023) **Stuttering, Intersectionality, and Identity: A Qualitative Analysis of the Experiences of Lesbian, Gay, and Bisexual Individuals Who Stutter.** *Language, speech & hearing services in schools*, vol. 54, no. 1, pp. 82-95.
- Pierre, J.S. (2019) An introduction to stuttering and disability theory: Misfits in meaning. In Campbell, P., Constantino, C. & Simpson, S, *Stammering Pride and Prejudice: Difference not Defect*. J&R Press, 3-18.

Therapy effectiveness

Palin Parent Child Interaction Therapy

- Millard, S.K., Edwards, S. & Cook, F.M. (2009) **Parent-child interaction therapy: Adding to the evidence.** *International journal of speech language pathology*, vol. 11, no. 1, pp. 61-76.
- Millard, S.K., Zebrowski, P. & Kelman, E. (2018) **Palin Parent-Child Interaction Therapy: The Bigger Picture.** *American journal of speech-language pathology*, vol. 27, no. 3S, pp. 1211-1223.

Lidcombe Program

- Hayhow, R. (2011) **Does it work? Why does it work? Reconciling difficult questions.** *International journal of language & communication disorders*, vol. 46, no. 2, pp. 155-168.
- Jones, M. *et al.* (2005) **Randomised controlled trial of the Lidcombe Programme of early stuttering intervention.** *BMJ*, 331(7518), p. 659. doi:10.1136/bmj.38520.451840.e0

Lidcombe Program and Palin PCI

- Onslow, M. & Millard, S. (2012) **Palin Parent Child Interaction and the Lidcombe Program: Clarifying some issues.** *Journal of fluency disorders*, vol. 37, no. 1, pp. 1-8.

Lidcombe Program and Demands and Capacities

- de Sonneville-Koedoot, C. et al, (2015). **Direct versus indirect treatment for preschool children who stutter: the RESTART randomized trial**. *Plos One*.

Camperdown Program

- O'Brian, S., Onslow, M., Cream, A. & Packman, A. (2003) **The Camperdown Program: Outcomes of a New Prolonged-Speech Treatment Model**. *Journal of speech, language, and hearing research*, vol. 46, no. 4, pp. 933-946.

Block Modification Therapy

- Everard, R.A. & Howell, P. (2018) We **Have a Voice: Exploring Participants' Experiences of Stuttering Modification Therapy.** *American journal of speech-language pathology*, vol. 27, no. 3S, pp. 1273-1286.

Models of disability

- Bailey, K., Harris, S.J. & Simpson, S. (2015) **Stammering and the Social Model of Disability: Challenge and Opportunity.** *Procedia, social and behavioral sciences*, vol. 193, pp. 13-24.
- Pierre, J. S. (2012) **The Construction of the Disabled Speaker: Locating Stuttering in Disability Studies**. *Canadian journal of disability studies*, vol. 1, no. 3, pp. 1.

Functional Neurological Disorder

- Baker, J., Barnett, C., Cavalli, L., Dietrich, M., Dixon, L., Duffy, J.R., Elias, A., Fraser, D.E., Freeburn, J.L., Gregory, C. and McKenzie, K., (2021) **Management of functional communication, swallowing, cough and related disorders: consensus recommendations for speech and language therapy**. *Journal of Neurology, Neurosurgery & Psychiatry*, *92*(10), pp.1112-1125.
- McKenzie K, Hilari K, Behn N. **An exploration of UK speech and language therapists' treatment and management of functional communication disorders: A mixed-methods online survey.** *Int J Lang Commun Disord. 2024 Nov-Dec;59*(6):2752-2765. doi: 10.1111/1460-6984.13113. Epub 2024 Sep 17. PMID: 39287357.

Key journals

- Journal of Fluency Disorders: **https://www.sciencedirect.com/journal/journal-of-fluency-disorders**
- Journal of Language and Communication Disorders: **https://onlinelibrary.wiley.com/journal/14606984**
- American Journal of Speech Language Pathology: **https://pubs.asha.org/journal/ajslp**
- International journal of speech language pathology: **https://www.tandfonline.com/toc/iasl20/current**
- Journal of speech, language, and hearing research: **https://pubs.asha.org/journal/jslhr**

For full reference list used to develop guidance page see: **Stammering and cluttering references**

Research priorities

Action for Stammering Children in partnership with the James Lind Alliance, worked with young people who stammer, parents of children who stammer, researchers and SLTs in collaboration with RCSLT, STAMMA, Woodroffe Benton Foundation. This partnership was able to determine the priorities for future research. Information about the process and the priorities can be found here:

- **ASC research priorities**

Guidelines

NICE guidelines

- Promoting Health and Wellbeing in Under 5's: **https://www.nice.org.uk/guidance/qs128**

Quality standards

- Northern Ireland: **https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/quality-standards-up-to-standard-leaflet.pdf**
- Getting it right for every child -Scotland: **https://www.gov.scot/policies/girfec/**

Other guidelines

- HCPC Standards of conduct, performance and ethics: **https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/**
- HCPC Standards of Proficiency: **https://www.hcpc-uk.org/standards/standards-of-proficiency/speech-and-language-therapists/**

Legislation and policy

UK-wide

- Equality Act (2010) : **https://www.legislation.gov.uk/ukpga/2010/15/contents**

England

- RCSLT England Policy: **https://www.rcslt.org/policy-and-influencing/england/**
- National Disability Strategy: **https://www.gov.uk/government/publications/national-disability-strategy**
- Children and Social Work Act (2017) **https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted**
- Children and Families Act (2014) **https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf**
- SEND Code of Practice 0-25 years (2014) **https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**
- Information Accessible Standard: **https://www.england.nhs.uk/about/equality/equality-hub/patient-equalities-programme/equality-frameworks-and-information-standards/accessibleinfo/**

Scotland

- RCSLT Scotland Policy: **https://www.rcslt.org/scotland/**
- NAIT Neurodevelopmental Pathways report (2023:) **https://www.gov.scot/publications/nait-adult-neurodevelopmental-pathways-report/**
- Equity for all: children's speech and language therapy services in Scotland: **https://www.bettercommunication.org.uk/downloads/2022%20Equity%20for%20All%20Final%20for%**
- Additional support for learning: Statutory guidance (2017): **https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/**
- Adult support and protection Act (2007): **https://www.legislation.gov.uk/asp/2007/10/contents**

- Education (Additional Support for Learning) Scotland Act (2004) **https://www.legislation.gov.uk/asp/2004/4/contents**
- Mental Health (Care and Treatment) Scotland Act (2003) **https://www.gov.scot/policies/girfec/**
- Getting it right for every child **Getting it right for every child (GIRFEC)**

Wales

- RCSLT Wales Policy: **https://www.rcslt.org/wales/**
- Additional Learning Needs and Education Tribunal (Wales) Act (2003) **https://www.legislation.gov.uk/anaw/2018/2/contents**
- Social Services and Wellbeing (Wales) Act (2014) **https://www.legislation.gov.uk/anaw/2014/4/contents**

Northern Ireland

- RCSLT Northern Ireland Policy: **https://www.rcslt.org/northern-ireland/**
- Special Educational Needs and Disability Act (Northern Ireland) (2016) **https://www.legislation.gov.uk/nia/2016/8/contents**

Learning resources

Books

- Berquez, A. & Jeffery, M. (2024), Solution Focused Brief Therapy with Children and Young People Who Stammer and Their Parents. A Practical Guide from the Michael Palin Centre. Routledge.
- Bull, C. Finer, A. Sowerbutts (2025) My Stammer and Me: Supporting Children and Young People who Stammer. Routledge
- Burns, K. & Northcott, S. (2023) Working with Solution-Focused Brief Therapy in Healthcare Settings. Routledge.
- Campbell, P., Constantino, C. and Simpson, S. (2019) Stammering Pride and Prejudice: Difference not defect. Albury: J & R Press Ltd
- Cheasman, C., Everard, R. and Simpson, S. (2013) Stammering therapy from the inside: New perspectives on working with young people and adults. Guilford: J & R Press.
- Kelman, E. and Nicholas, A. (2020) *P*alin parent child interaction therapy for early childhood stammering. Abingdon, Oxon; New York, NY: Routledge.
- O'Leary, I. (2025) Working with Children and Young People who Stammer. (3rd Edition) Routledge.
- Stewart, T. (2022) Navigating Adult Stammering: 100 Points for Speech and Language Therapists. Taylor & Francis.
- Stewart, T. (2016) Stammering. A resource book for teachers. Routledge.

Website resources

- The Lidcombe Program resources: **https://www.uts.edu.au/research/australian-stuttering-research-centre/resources/lidcombe-program**
- The Camperdown Program Resources: **https://www.uts.edu.au/research/australian-stuttering-research-centre/resources/camperdown-program**

Awareness raising dates

- International Stammering Awareness Day: 22 October **https://en.wikipedia.org/wiki/International_Stuttering_Awareness_Day**

Videos

Useful organisations

STAMMA: www.stamma.org

- This UK charity campaigns for social change and collaborates with organisations to help them work in ways that are more inclusive for their staff, customers and service users who stammer. They also offer a range of information and support for adults including support groups across the UK, parent workshops, Minecraft Club, and employment support, advocacy and helpline and webchat services.

Action for Stammering Children: www.actionforstammeringchildren.org

- This UK charity supports children and young people who stammer, their families, SLTs and schools by providing information and resources, championing research, and influencing policy and societal change.

50 Million Voices https://www.50millionvoices.org/

- This international network and UK charity has the goal of transforming the world of work for people who stammer.

Stammerers Through University Consultancy (STUC) https://www.stuc-uk.org/

- The world's only initiative which solely aims to support student and staff in higher education who stammer.

The Scottish Stammering network https://www.scottishstammeringnetwork.org/

- The dedicated Scottish charity supporting and empowering those who stammer.

The Stuttering Foundation https://www.stutteringhelp.org/

- The Stuttering Foundation provides free online resources, video training resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering.

Certified European Stuttering Specialists

https://certifiedeuropeanstutteringspecialists.eu/

- An international organisation to support therapists to develop and maintain their specialist skills in stuttering and cluttering therapy.

Specialist therapy organisations

The following organisations provide specialist therapy for people who stammer. They also offer professional training courses for SLTs.

- **The Michael Palin Centre for Stammering**
- **Stammer Adventure Trust**
- **City Lit**

Clinical Excellence Networks:

- **National Stammering CEN**

For other stammering CENs see **the RCSLT CEN directory.**

Related RCSLT resources

- **Position statement on Stammering** : We have created a position statement to help raise understanding of the role of speech and language therapy and SLTs in supporting people who stammer. It can be used to help make business cases or to pass to stakeholders and decision makers you are working with.

- **Stammering overview** : These pages provide guidance and information for non-clinicians about stammering. You can signpost service users and their friends and families to these pages so that they can learn more about the effects of stammering and how speech and language therapy interventions and knowledge can be used to support people who stammer in their everyday lives

The RCSLT develops guidance to promote good **clinical** and **professional** practice in line with HCPC standards. **Please read our statement on guidance** to understand how it is developed and how to use it.