

# The Lidcombe Program

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# Background:

- Developed at University of Sydney
- Integrated approach
- Uses operant conditioning procedures
  - *Positive reinforcement (verbal contingences)*
- Parent focused therapy
  - *Techniques used at home during conversation*
- Delivered in 2 stages

# Components of Program:

- Parent verbal contingencies taught
- Parent conducts treatment in structured moving to unstructured conversations
- Measuring stuttering
  - *Parent and clinician agree on how to measure syllables stuttered (%SS) based on 10 minutes of speech*
  - *Parent trained to rate severity (1-10 scale) (SR)*

# Stage 1: Introduction

- Goal is for child to not stutter in everyday speaking situations
  - *Use of verbal contingencies*
- Move to Stage 2 when child stuttering reaches near zero-stuttering

## Stage 2: Program Maintenance

- Parent assumes responsibility for long-term treatment
- Program individualized based on:
  - *Age of child, Severity, Behavior, Personality/Preference of child/parent, Family circumstances*
- Parent adopts problem-solving approach
  - *Ensure program remains positive and rewarding for child*
- Clinic visits less frequent
- Gradual withdrawal of verbal contingencies

# Verbal Contingencies to Child's Response

*Adapted from: Manual for the Lidcombe Program of Early Stuttering Intervention, 2002*

## Stutter-free Speech

*Praise for stutter-free speech to stuttered speech should be about 5:1*

### Acknowledge

- "That was smooth"

### Praise

- "That was good talking"

### Request self-evaluation

- "Where any of those words bumpy?"

# Verbal Contingencies to Child's Response

*Adapted from: Manual for the Lidcombe Program of Early Stuttering Intervention, 2002*

## Stuttered Speech

```
graph TD; A[Stuttered Speech] --- B[Acknowledge  
• "That was a bit bumpy"]; A --- C[Request self-correction  
• "Can you try that again?"]
```

### Acknowledge

- "That was a bit bumpy"

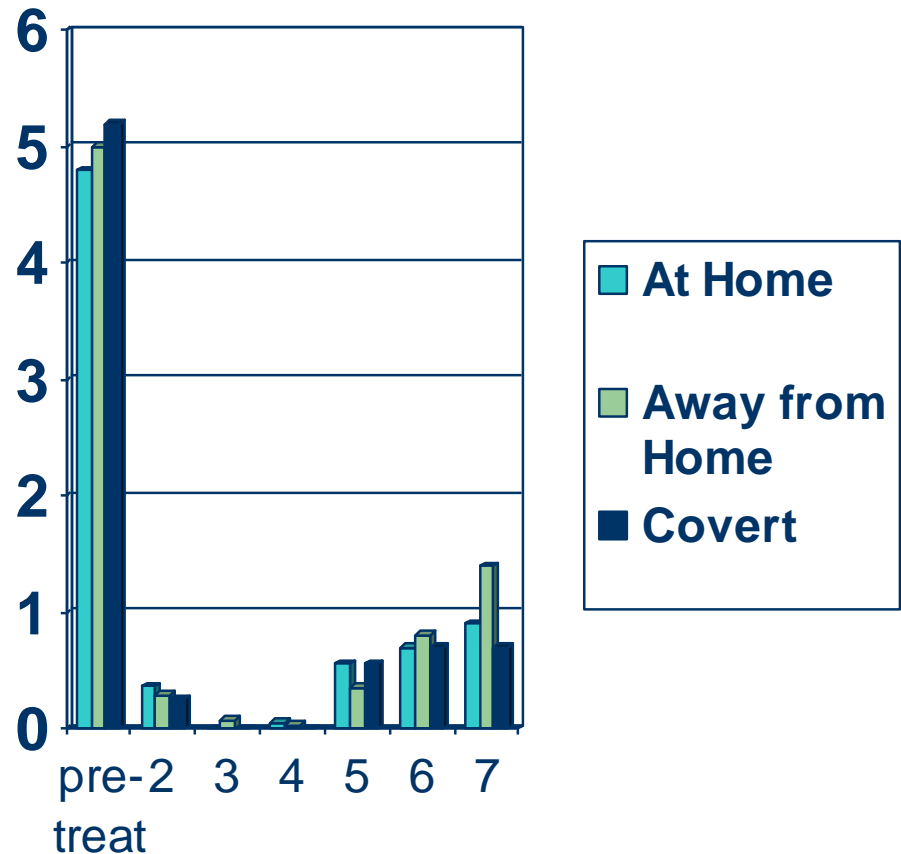
### Request self-correction

- "Can you try that again?"

# Supportive Data:

- Long-term results:  
Research shows speech remains stutter-free up to 7 years post-treatment  
(Onslow, M., et al, 2003)

*Percent of stuttered syllables reduced from approx. 5% to near 0% following treatment*





# Support:

- Facilitate generalization- therapy in natural setting (Stokes & Baer, 1977 cited in Lincoln and Onslow, 1997)
- Stage 1 completed after average of 11 visits (n= 250) (Jones, M., et al, 2000)
- Stage 2 completed (stuttered syllables decreased to near zero levels) after average of 20 visits (Jones, M., et al, 2000)

# Critiques:

- Program alone is insufficient with children older than 7 years old (Onslow, M., et al. 2003)
- Does not account for natural recovery (Jones, M., et al. 2000)
- No significant differences seen in outcome between Lidcombe Program and Demands/Capacity Model (Franken, M., et al., 2005)

# Recommending the Program:

- Based on research data, program is effective with reducing stuttering behavior in children 6 years and younger
- Beneficial to provide therapy in natural setting
- Operant conditioning beneficial for behavioral modification

# References

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