



WORKSHOP *DEMANDS & CAPACITIES MODEL (RESTART) FOR TREATMENT OF PRE-SCHOOL CHILDREN WHO STUTTER* **2 or 3-DAYS**

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Introduction

De Sonnevle-Koedoot et al (2015) compared the effectiveness and costs of Demands and Capacities Model based treatment and the Lidcombe Program in preschool children during an 18 month follow-up. This study, known as the RESTART trial, showed that the two treatments for pre-school children who stutter have comparable outcomes. Both the Demands and Capacities Model based treatment (DCM) and the Lidcombe Program (LP) can be recommended. It is best practice to offer parents a choice between those two treatments.

This two-day workshop is designed for speech and language pathologists who want to be trained to practice the version of DCM treatment that was investigated in the RESTART trial. During a third day, which is optional, participants will practice applying the (Restart-)DCM approach in case studies; participants are invited to share their own cases (4 hours).

Learning Outcomes

Day 1: Participants will be able to describe the rationale of the DCM approach and DCM multifactorial assessment (2 hours); they will have practiced selecting relevant demands, conducting a parent-clinician conference cf. DCM approach (2 hours), and treatment skills regarding reducing motoric and linguistic Demands of the child and the environment (3 hours).

Day 2: Participants will have practiced treatment skills regarding reducing emotional and cognitive Demands of the child and the environment (2 hours), and increasing motoric, linguistic, emotional and cognitive Capacities (5 hours).

Day 3 optional: participants will practice applying the (Restart-)DCM approach in case studies; participants are invited to share their own cases (4 hours).

For an overview of the RESTART DCM treatment method, see our website www.restartdcm.org and, for a free download of the methods manual:

<https://restartdcm.nl/wp-content/uploads/2017/09/RESTART-DCM-Method-English.pdf>

Targetgroup: Speech and Language therapist with young stuttering children in their caseload
Language: English

Marie-Christine Franken

graduated as a linguist (University of Nijmegen, 1985), speech-language therapist (Hogeschool Nijmegen, 1989), and qualified as a Fluency Expert (1991). Her PhD (University of Nijmegen, 1997) addressed evaluation of stuttering therapy. She has worked for more than 25 years combining

clinical work, research and teaching. Currently, she is the principal pediatric speech-language researcher and clinical linguist – fluency expert at the Erasmus University Medical Centre, Rotterdam, The Netherlands and since 2015 a trainer of the RESTART DCM approach for clinicians.

Ellen Laroës

graduated as a speech-language therapist (Hogeschool Heerlen, 1985) and qualified as a Fluency Expert (1986). She is registered as a European Fluency Specialist. Ellen works in her private practice specialized in fluency disorders and teaches Fluency Disorders at Zuyd Hogeschool, University of Applied Sciences, Heerlen, the. She is head of the education committee of the Dutch Association for Stuttering Therapy (NVST) and mentor for the European Clinical Specialization in Fluency Disorders (ECSF). Since the eighties, she has been working with the Demands and Capacities Model based treatment and since 2000 with the Lidcombe Program as well. She was one of the participating therapists in the RESTART trial and since 2015 a trainer of the RESTART DCM approach for clinicians.

* de Sonnevile-Koedoot C, Stolk E, Rietveld T, Franken M-C (2015) Direct versus Indirect Treatment for Preschool Children who Stutter: The RESTART Randomized Trial. PLoS ONE 10(7): e0133758. doi:10.1371/journal.pone.0133758
<http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0133758>

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