

Preface

The prime motivation for the preparation of this text was to relieve us of the repetitive task of providing basic information about the Lidcombe Program during clinical training. The Lidcombe Program of early stuttering intervention is a parent-conducted, behavioral treatment for stuttering, designed for children younger than 6 years of age. Not only does this book provide basic information about the program but it contains nearly all the detailed information about it that we can think of at present. As such, it is adequate to serve as a reference manual for clinicians who use the treatment.

We use the term *clinicians* throughout the book to refer to those qualified professionals whose job titles are speech pathologists, speech-language pathologists, speech-language therapists, and so on. It is for them, and students of this profession who are destined to join them, that we prepared this book. Nevertheless, this text is in no way intended to constitute a thorough clinical training. In our view, nothing can replace mentorship in the development of clinical competence with this treatment.

The compilation of this text is not meant to imply any finality in the development of the Lidcombe Program. However, at this time we believe that published outcome data are sufficiently compelling to justify some confidence in the procedure. We do not know who will complete the job of assembling an adequate evidence base for the Lidcombe Program, or when it will be completed. We certainly intend to participate in that endeavor, but we know that it will probably take more time than we have.

The writing of this book occurred shortly after the 10th anniversary of the first report of the treatment that was later to be called the Lidcombe Program. During the celebrations of that anniversary in 2000, in communicating with those who had been associated with the project, it became apparent to us how popular the treatment had become around the world. We are not sure why that is so. Perhaps the Lidcombe Program has tapped a vein of clinical common sense. We would like to think that its popularity also has something to do with its links to scientific principles, in both its origins and its continued development.

Some thanks are due. First, thank you to our chapter authors for their nearly always cheerful tolerance of our demands. If we have achieved nothing else, perhaps it is an entire work in the English language that does not have a single incorrect use of the apostrophe. Thanks also to Martin Wilson and Peggy Kipping at PRO-ED, who have been nothing but helpful and supportive throughout, and to Giri Hegde for his gentle corrections to our potential damage to the English language.

Final thanks go to Roger Ingham, whose influence in the development of the Lidcombe Program has been acknowledged in these pages. It was he who led us to take for granted the importance of scientific principles in any satisfactory treatment for stuttering and showed us how that could be achieved. Without that, we do not think the Lidcombe Program would have been possible. So, our final keystrokes dedicate this book to Roger John Ingham.

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