APPENDIX A

**Question and answer tasks (tasks 1 and 3) for participants after completing Part 1**

**Task 1: Knowledge**

Please answer the following 10 multiple choice questions. We ask you these questions to know if the Internet Lidcombe Program-training explains the Lidcombe Program procedures clearly enough. So it is not you being tested but the Internet Lidcombe program training.

**1. Match the dots of each type of stuttering with the examples from the list.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Prolongations | • |  | • | I-I-I-I like this |
| Additional stuttering behaviour | • |  | • | Can wwwwwwwe go now? |
| Repetitions | • |  | • | I [------*no speech*---] never want to go |
| Blocks | • |  | • | Excessive eye blinking when blocking on sounds |

**2. If your child did not stutter for an entire day, what severity score would you give?**

0 1 2 10 I don’t know

3. **How often should you score your child’s stuttering severity?**

Every hour Every day Every week

Every situation in which the stuttering severity is different

I don’t know

**4. How often should you have Smooth Talking Time with your child? At least …**

Every hour Every day Every second day Every week I don’t know

**5. What could you do if you notice that your child stutters a lot during Smooth Talking Times?** *More than one may apply.*

Ask questions that elicit longer answers

Ask questions that elicit short answers

Help your child by asking binary choice questions or start his/her answers

Think about whether the activity is appropriate and change it if it is not

I don’t know

**6. What are things that you could say to your child during Smooth Talking Time if s/he says something without stuttering?** *More than one may apply.*

Great talking! That was smooth. Good boy/girl.

Did you hear any bumps? I don’t know

**7. What would you do if you are unsure whether a particular word was a stutter or not?**

Give feedback for example: ‘That was good talking.’

Ignore and move on

Stop Smooth Talking Time

Change the activity

I don’t know

**8. According to program recommendations, how long would Smooth Talking Times typically last?**

About 5 minutes About 15 minutes About 30 minutes

Doesn’t matter I don’t know

**9. What type of activity is not suitable for Smooth Talking Time?**

Soccer Puzzle Felt activity

I spy game I don’t know

10. **What should you do if you and your child are not enjoying the Smooth Talking Times?**

Ask someone else to do it for you

Promise your child a prize if s/he co-operates well

Persevere

Contact a Speech Pathologist and ask for advice

I don’t know

**Video questions**

Please watch the following videos. You will see a parent and a child having a Smooth Talking Time together. The parent needed to adjust the conversation and/or activity to help her child become/stay smooth. Can you identify in any of the following videos what the parent did to help?

**Video 1. What did the parent do to help her child become more fluent?**

* The parent used strategies such as asking choice questions or starting the child’s answer because the child was stuttering even when giving very short answers
* The parent adjusted the type of questions she asked to elicit longer answers
* The parent adjusted the type of questions she asked to elicit short answers
* The parent changed the activity to a more familiar and simpler one
* I don’t know

**Video 2. What did the parent do to help her child stay fluent?**

* The parent used strategies such as asking choice questions or starting the child’s answer because the child was stuttering even when saying very short answers
* The parent adjusted the type of questions she asked to elicit longer answers
* The parent adjusted the type of questions she asked to elicit short answers
* The parent changed the activity to a more challenging one
* I don’t know

**Video 3. What did the parent do to help her child become fluent?**

* The parent used strategies such as asking choice questions or starting the child’s answer because the child was stuttering even when saying very short answers
* The parent adjusted the type of questions she asked to elicit longer answers
* The parent adjusted the type of questions she asked to elicit short answers
* The parent changed the activity to a more familiar and simpler one
* I don’t know

The next videos show a parent and a child having Smooth Talking Times together. The parent gave feedback for her child’s fluent speech. Can you identify if the parent gave the feedback correctly and appropriately? If the feedback was given incorrectly and/or inappropriately, can you explain why?

**Video 4. Did the parent give feedback for her child’s fluent speech correctly and appropriately?**

yes no

If you answered **no**, please indicate what the parent did not do correctly or appropriately:

* The parent did not give feedback for her child’s fluent speech
* The parent did not use enough variety in type or wording of feedback for her child’s fluent speech
* The parent gave feedback for her child’s fluent speech in an exaggerated way
* The parent incorrectly praised a stutter
* I don’t know

**Video 5. Did the parent give feedback for her child’s fluent speech correctly and appropriately?**

yes no

If you answered **no**, please indicate what the parent did not do correctly or appropriately:

* The parent did not give feedback for her child’s fluent speech
* The parent did not use enough variety in type or wording of feedback for her child’s fluent speech
* The parent gave feedback for her child’s fluent speech in an exaggerated way
* The parent incorrectly praised a stutter
* I don’t know

**Video 6. Did the parent give feedback for her child’s fluent speech correctly and appropriately?**

yes no

If you answered **no**, please indicate what the parent did not do correctly or appropriately:

* The parent did not give feedback for her child’s fluent speech
* The parent did not use enough variety in type or wording of feedback for her child’s fluent speech
* The parent gave feedback for her child’s fluent speech in an exaggerated way
* The parent incorrectly praised a stutter
* I don’t know

**Video 7. Did the parent give feedback for her child’s fluent speech correctly and appropriately?**

yes no

If you answered **no**, please indicate what the parent did not do correctly or appropriately:

* The parent did not give feedback for her child’s fluent speech
* The parent did not use enough variety in type or wording of feedback for her child’s fluent speech
* The parent gave feedback for her child’s fluent speech in an exaggerated way
* The parent incorrectly praised a stutter
* I don’t know

**Task 3: User experience**

Could you now share you experiences about the technical aspects, the content and your personal experiences of Part 1 of the program with us?

* The technical aspects of the program:

1. Did you find Part 1 of the Internet Lidcombe Program (Introduction and training modules) user-friendly?

Yes

No. Please explain why:

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1. Did you experience any difficulties watching the videos?

No

Yes. Please explain which difficulty/difficulties:

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1. Did you experience any other difficulty while doing Part 1 of the program?

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1. Have you any comments/suggestions to improve the technical aspects of Part 1 of the program?

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* The content of the Internet Lidcombe Program-training:

1. Was the ‘speech pathologist’ helpful in clarifying what you had to do (text boxes and audio)?

yes

no. Please explain why:

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1. Were the instructions for each task clear?

Yes

No. Please explain why:

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1. Were the aims of the Introduction and each of the training modules clear to you?

Yes

No. Please explain why: .......................................................................................................................................................

1. Do you know what you will be expected to do in Part 2 of the Internet Lidcombe Program?

Yes

No. Please explain why: .......................................................................................................................................................

1. Were the videos examples clear?

Yes

No. Please explain why:

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1. Was the information contained in the Print Packages helpful?

Yes

No. Please explain why:

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1. Have you any comments/suggestions to improve the content of Part 1 of the Internet Lidcombe Program?

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* Your ‘emotional’ experiences:

1. Have you enjoyed implementing Part 1 of the program?

Yes

No. Please explain why:

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1. Was Part 1 of the program helpful in ‘understanding’ your child’s stuttering better?

Yes. Please explain why:

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No. Please explain why:

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1. Was it difficult to make the decision to start the Internet Lidcombe Program, or to monitor your child’s speech for a while or to leave the program based on the information at the end of the Introduction?

No

Yes. Please explain why.

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1. In general, have you any comments/suggestions for us to improve Part 1 of the Internet Lidcombe Program?

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