

Coder 1 Entry (RM)

Article ID

(this is the individual study-level ID)

Key links and information:

- need materials or PDFs? [CLICK HERE FOR THE SHARED GOOGLE FOLDER.](#)
 - need to reach me? email me at ryan.a.millager@vanderbilt.edu Thanks for your contribution to this project!
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Upload the article in PDF format.

Name the file using the short (in text) APA citation format with no punctuation, like "stark et al 2016.pdf" or "romanoff and barton 2012.pdf"

Coder 1 Initials

(two-letter initials of person extracting data from this study)

Date on which data was extracted from study

Article Info & Inclusion Criteria

Journal

- JFD (journal of fluency disorders)
 - JCD (journal of communication disorders)
 - AJSLP
 - JSLHR
 - LSHSS
 - Perspectives
 - other journal
-

What journal (not listed above) published this article?

Article author(s)

(please use APA 7 full citation formatting, e.g. "Stark, T., Banner, B., & Coulson, P.")

List all institutions given as author affiliations.

Separated by semi-colons, such as: "NYU; Michigan St. University; Children's Hospital of Philadelphia"

Article title

Year in which study was published and paginated

- 2018
- 2020
- 2022
- other year (study to be excluded)

Please confirm that the study does not violate the following exclusion criteria.

Select any that apply.

- the study meets all inclusion criteria
- no human participants
- people who stutter/clutter not specifically recruited
- not an empirical study (e.g., meta-analysis, review, tutorial, etc.)
- other exclusion (e.g., study is not peer-reviewed)

THIS STUDY DOES NOT MEET INCLUSION CRITERIA.

IF YOU ARE SURE THIS IS CORRECT, STOP YOUR DATA EXTRACTION HERE.

SKIP DOWN TO THE BOTTOM OF THIS SURVEY, SELECT "UNVERIFIED," AND FEEL FREE TO MOVE ON TO ANOTHER STUDY.

THANK YOU.

Participant Info & Demographics

What broad age groups are included in this study?

- preschool-age children (ages 0-5)
- school-age children (ages 5-13)
- adolescents (ages 13-18)
- adult (18+)

Was this study designed to limit participant inclusion in any way based on sex, gender, race, or ethnicity?

For example, did the study exclusively recruit individuals assigned female at birth, or exclusively recruit African American children, etc.?

- sex and/or gender
- race and/or ethnicity
- socioeconomic status
- none of the above

(select all that apply, or "none of the above")

What is the total number of participants who stutter/clutter?

Were participants people who stutter or clutter, or a combination?

Excluding participants who were typically developing comparison, i.e. people who do not stutter or clutter.

- all (non-control) participants were people who stutter
- all (non-control) participants were people who clutter
- study included a mix of cluttering and stuttering participants

Any additional notes about participants?

Other details about participant groups should be added here. Were any number of participants explicitly recruited as covert stutterers? Recovered stutterers? High-risk versus low-risk stutterers? Etc.

Select the country from which participants were recruited.

Note: select "multiple countries" (bottom of the list) if participants were recruited from more than one country.

Select "online or not clear" (bottom of list) if recruitment was conducted online with no further detail provided, or if recruitment country was otherwise unclear.

- Afghanistan
- Albania
- Algeria
- Andorra
- Angola
- Antigua and Barbuda
- Argentina
- Armenia
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Brazil
- Brunei
- Bulgaria
- Burkina Faso
- Burundi
- Côte d'Ivoire
- Cabo Verde
- Cambodia
- Cameroon
- Canada
- Central African Republic
- Chad
- Chile
- China
- Colombia
- Comoros
- Congo (Congo-Brazzaville)
- Costa Rica
- Croatia
- Cuba
- Cyprus
- Czechia (Czech Republic)
- Democratic Republic of the Congo
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Eswatini (fmr. "Swaziland")
- Ethiopia
- Fiji
- Finland
- France
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Greece
- Grenada
- Guatemala

- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Holy See
- Honduras
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Israel
- Italy
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libya
- Liechtenstein
- Lithuania
- Luxembourg
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Mauritania
- Mauritius
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Morocco
- Mozambique
- Myanmar (formerly Burma)
- Namibia
- Nauru
- Nepal
- Netherlands
- New Zealand
- Nicaragua
- Niger
- Nigeria
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan
- Palau
- Palestine State
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Poland

- Portugal
- Qatar
- Romania
- Russia
- Rwanda
- Saint Kitts and Nevis
- Saint Lucia
- Saint Vincent and the Grenadines
- Samoa
- San Marino
- Sao Tome and Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Sweden
- Switzerland
- Syria
- Tajikistan
- Tanzania
- Thailand
- Timor-Leste
- Togo
- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela
- Vietnam
- Yemen
- Zambia
- Zimbabwe
- multiple countries
- online or not clear

What specific detail (if any) is provided about geographic area(s) of recruitment?

Include any additional info regarding provinces, states, counties, or cities/towns with respect to participant recruitment.

Leave blank if there is no additional information provided.

Was any amount of recruitment conducted through large stuttering/cluttering self-help or support group networks?

- Yes
- No

Select 'yes' if recruitment was conducted via NSA or other widespread support group meetings, listservs, or word-of mouth.

What is the gender reported for participants who stutter/clutter?

Males/men/boys reported Females/women/girls reported Gender-neutral, non-conforming or non-binary reported
 Gender not disclosed or given Total
 # of participants _____

CAUTION: It looks like you may have some participants that were left out of a gender category somewhere. Note that all participants for whom no gender- or sex- classification is given should be counted under "Gender not disclosed or given."

- I've confirmed no error

Please list any alternative terms used to identify participants' gender that are not overtly masculine or feminine.

Does the article include language that explicitly frames gender (identity) as distinct from sex (biology) in description of participants?

- Yes, the article includes language that overtly signifies "gender" as distinct from "sex"
- No, language does not clearly and unambiguously signify "gender" as distinct from "sex"

Indicated with language such as:

- "sex assigned at birth"
- "trans-" or "transgender"
- "cis-" or "cisgender"
- "...identifies as [male/female/etc.]"
- nonbinary or nonconforming gender descriptives

Provide a brief summary of how language in the article clearly frames gender as distinct from sex.

Is race or ethnicity reported for participants?

- Yes
- No

Any indication of reporting racial categories here, whether or not combined with ethnicity, would qualify as a 'yes.'

Racial Category (~NIH framework) # of Participants Who Stutter/Clutter

American Indian or Alaska Native _____
 Asian _____
 Black or African American _____
 Hispanic or Latino(a)(x) _____
 Native Hawaiian or Other Pacific Islander _____
 White _____
 Other _____

More than one race _____
Participant declined to report _____

What other racial or ethnic categories are provided, and how many given for each category?

Use the form, "Middle Eastern = 4"

Note that if ethnicity and race are explicitly separated (as done in the United States), additional categories may need to be added here, e.g., "White Hispanic = 2", "Black Non-Hispanic = 1".

What measures of socioeconomic status (SES) are reported, if any?

- a composite index (e.g., Hollingshead Four-Factor Index of SES)
- income
- qualification for government aid or school lunch
- education (includes parental/maternal education)
- geography/postcode
- other
- SES was not reported in any way

What other measure(s) of SES were reported?

What language(s) were participants identified as speaking?

- English
- Spanish
- other language(s)
- multiple languages (unspecified)
- no information about spoken language given

What other language(s) were identified as spoken by participants?

List all that were given in addition to English and Spanish.

Other limitations or concerns regarding the participant sample in this study?

Analyses

Is sex or gender considered in the study's statistical and/or qualitative analyses?

- Yes
- No

(e.g., between-group differences by gender)

Is race or ethnicity considered in the study's statistical and/or qualitative analyses?

- Yes
- No

(e.g., between-group differences among racial groups)

Is SES considered in the study's statistical and/or qualitative analyses?

- Yes
- No

(e.g., between-group differences re: household income)

Discussion

Is sex or gender mentioned in the study's discussion section?

- Yes
 No

(can include implications of findings, limitations of study, suggestions for future study, etc.)

Is race or ethnicity mentioned in the study's discussion section?

- Yes
 No

(can include implications of findings, limitations of study, suggestions for future study, etc.)

Is SES mentioned in the study's discussion section?

- Yes
 No

(can include implications of findings, limitations of study, suggestions for future study, etc.)

Wrap-up

What elements of best describe this study?

(select all that apply based on primary outcome variables and main focus of the study)

- epidemiological or prevalence research
 treatment study (broad category, can include exploratory, efficacy, comparison, or RCT studies looking at differential outcomes)
 genetics / hereditary research
 neuro-imaging (MRI, other brain structure imaging, exclude EEG)
 speech-language interactions
 cognitive/emotional interactions (includes temperament, emotion, executive functions)
 social/emotional impact of stuttering (includes bullying, professional impact, attitudes, other QoL)
 persistence vs. recovery research
 multicultural and/or multilingual issues
 pharmacological research
 motor control features
 counseling techniques
 perception (includes auditory processing, self-monitoring, reaction time)
 other

What element(s) of design/focus is prominent in this study but not listed above?

Other comments about diversity and representation in this study?

Before marking this entry as "COMPLETE," please review to be sure you have completed each entry accurately and fully. After that final step, you're all done with this article!