

CDS 510 - Fall, 2016
(3.0 semester credit hours)
Stuttering: Behavior Assessment and Therapy

Communication Disorders and Sciences
Southern Illinois University Carbondale • Rehabilitation Institute

Course Instructor: Maria Claudia Franca, Ph.D., CCC-SLP

Office: 318A Rehn Hall, Southern Illinois University at Carbondale

Phone: (618) 453-8292 or (618) 453-8292

E-mail: franca@siu.edu

Office Hours: Mondays and Wednesdays from 8:00-11:00 a.m.

Appointments are advised. Changes will be posted on office's door.

Class meeting days and times: Tuesdays and Thursdays from 8:00-9:15 a.m.
 Communications Building Room 1007.

Course Description: This course is a study of the etiology, evaluation, and management of stuttering in children and adults.

Course Objectives:

Upon successful completion of this course, students should know how to:

1. Analyze speech to determine fluency dimensions.
2. Differentiate normal disfluency from stuttering.
3. Identify the characteristics of stuttering.
4. Distinguish among current theories of stuttering etiology.
5. Select, administer, and interpret appropriate evaluation tests for adults and children who stutter.
6. Demonstrate appropriate intervention procedures for use with people who stutter.
7. Develop management plans for adults and children who stutter.

Course objectives fulfill the criteria for the following American Speech Language Hearing Association (ASHA) 2014 Standards: ASHA-2014 4.A-4.A2. Assignments meet ASHA accreditation requirements as follows:

- a. Etiologies. Students will correctly organize and/or check the etiologies associated with fluency disorders.
- b. Characteristics. Students will correctly describe characteristics of fluency disorders.
- c. Anatomical Correlates. Students will correctly differentiate, organize, and/or check the anatomical correlates associated with fluency disorders.
- d. Physiological Correlates. Students will correctly differentiate, organize, attribute, and/or check the physiological correlates associated with fluency disorders.
- e. Acoustic Correlates. Students will correctly determine and/or interpret all critical acoustic correlates observed in persons with fluency disorders.
- f. Psychological Correlates. Students will correctly differentiate the psychological correlates associated with persons with fluency disorders.

- g. Developmental Correlates: Students will correctly determine and/or interpret critical developmental correlates associated with persons with fluency disorders.
- h. Linguistic Correlates. Students will correctly differentiate, organize, attribute, check, and/or critique the linguistic correlates associated with persons with fluency disorders.
- i. Cultural Correlates. Students will correctly differentiate, organize, attribute, check, and/or critique the cultural correlates associated with persons with fluency disorders.
- j. Prevention Principles/Methods across the Life Span. Students will describe preventive methods associated with fluency disorders.
- k. Assessment Principles/Methods across the Life Span. Students will correctly plan, describe, and/or perform assessment methods associated with fluency disorders.
- l. Intervention Principles/Methods across the Life Span. Students will correctly describe intervention principles and methods associated with fluency disorders across the life span.

*The word *correlates* is defined as relationships, especially correlations or causal relationships.

Bibliography:

Required Text:

Guitar, B. (2013). *Stuttering-An integrated approach to its nature and treatment* (4rd ed.) Philadelphia, PA: Lippincott Williams and Wilkins ISBN/ISSN: 9781608310043

Supplementary Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Bloodstein, O. & Ratner, B. (2007). *A handbook on stuttering* (6th ed.) Clifton Park, NY: Cengage Learning.

Daly, D. A. (1996). *The source for stuttering and cluttering*. East Moline, IL: LinguSystems.

Guitar, B., & McCauley, R. (2009). *Treatment of stuttering: Established and emerging interventions*. Philadelphia, PA: Lippincott Williams and Wilkins.

Manning, W. H. (2010). *Clinical decision making in fluency disorders* (3rd ed.). Clifton Park, NY: Delmar.

Silverman, F. H. (2004). *Stuttering and other fluency disorders* (3rd ed.). Long Grove, IL: Waveland.

Websites:

<http://www.stuttersfa.org/>

The Stuttering Foundation

http://www.elsevier.com/wps/find/journaldescription.cws_home/505771/description#description

Journal of Fluency Disorders

<http://www.nsastutter.org/>

National Stuttering Association

<http://www.theifa.org/>

International Fluency Association

<http://www.mnsu.edu/comdis/kuster/stutter.html>

The Stuttering Homepage

Course Methodology:

1. The primary method of teaching will be lecture/discussion.
2. Students should bring textbook and syllabus to class each time.
3. Multimedia materials will be used in classroom.
4. Lectures will be supplemented by guest speakers and other valuable resources (e.g., articles, audiotapes, videotapes, DVDs, and internet sources).

5. Students will actively participate in their own learning by reading prior to class sessions, presenting on topics in class, engaging in interactive activities during class sessions.
6. There will be three examinations based on assigned readings and lecture materials. A variety of formats may be used for the examinations (e.g. multiple choice, short answer, essay, fill-in-the-blank, and matching).
7. There will be three in-class quizzes (either announced or unannounced ahead of time) that may cover the material in the current chapter being discussed, as well as material from class already presented. You are encouraged to keep up on readings and attend every class.
8. The instructor will rely on LiveText to distribute some projects and students will submit their projects through LiveText. Therefore, LiveText is required to be purchased and installed by students no later than the second class session.
9. Regarding writing assignments:
 - a. All written work submitted must be typed using a standard font, and double-spaced. Written work is graded for quality of content as well as written structure (spelling, grammar, syntax, punctuation, etc.).
 - b. As a professional you will often be expected to communicate in writing. Your ability to write reflects not only on you as a single professional but on your entire profession.
 - c. Do not use contractions in academic writing (unless you are quoting from someone who used them). Instead, write out both words that form a contraction.
 - d. Be sure to read your submissions before submitting them; do not just run a spelling checker. There are many words that may be spelled correctly but are not correct in the written context.
 - e. Check use of capitalizations. Some words that should not be capitalized that often are include: kindergarten, first grade, elementary, middle school, mom, dad, doctor, special education, speech and language pathologist, names of diseases or disorders not named after a person such as autism, mental retardation, syndrome (as in Down syndrome), spastic cerebral palsy, and traumatic brain injury. Note, however, that acronyms based on non-capitalized terms are capitalized; therefore, the term traumatic brain injury is abbreviated as TBI and speech and language pathologist is abbreviated as SLP. Some words that should be capitalized that often are not include: Internet, names of diseases or disorders when they are named after a person such as Down (in Down syndrome), names of computer programs, and names of companies (such as AbleNet).
 - f. When you write numbers use this guide: If the number begins a sentence always write it out in text form. However, if a number occurs within a sentence, then only write it out in text if the number is greater than ten.
 - g. Use language that is neutral with regard to the experience of clients, rather than using words that denote a negative experience. For example, we do not write that "Xema suffers from Down syndrome" but rather "Xema has Down syndrome." Likewise, we do not write that "Sidartha is bound to (or confined to) her wheelchair" but rather that "Sidartha uses a wheelchair."
 - h. Use 'person-first' language when describing persons with disabilities. This is the practice of stating the word "person" before identifying their disorder. Examples of person-first language include (a) "a person with a laryngectomy" rather than "the laryngectomy," (b) "a person with a disorder" rather than "a handicapped person," and "the woman with cerebral palsy," instead of "the cerebral palsied woman." It may seem frivolous and wordy to use person-first language, but it shows your sensitivity to the power of language (including the use of language by those with power to marginalize others) and our profession's desire to empower persons with disabilities rather than to marginalize them.

EVALUATION CRITERIA

Examination #1	100 points
Examination #2	100 points
Examination #3	100 points
Quiz # 1	10 points
Quiz # 2	10 points
Quiz # 3	10 points
Research Review	50 points
Assessment Tool	20 points
Case Study	100 points
Perfect Attendance	20 points
Total	520 points

Grades for the overall course will be based on the following schedule:

- .90-1.00 = A
- .80-.89 = B
- .70-.79 = C
- .60-.69 = D
- less than .60 = F

EVALUATION CRITERIA:**1. Examinations**

Examinations will cover all class materials (readings, lectures, discussion, handouts, guest speakers, etc.) received up in the given period. Lectures are supplementary to readings. Not all materials covered in the book may be repeated in class. Similarly, not all material presented in class may be included in the book. Therefore, students are responsible for material presented which may not be necessarily included in the readings, as well as information in the book which may not be covered in class.

2. Research Review

You are encouraged to work together in groups of 3-4 members of this class.

Complete review of recent (preferably within the last five years) journal articles related to fluency disorders. The article must be from professional journals, and must be submitted for pre-approval. The purpose of pre-approval is twofold: 1. to ensure that a selected article matches the topic criteria and 2. to ensure that each class member has selected a unique article. The purpose of the review assignment is also twofold: 1. To encourage you to begin to become acquainted with the professional literature in the field, and 2. to teach you a form of review that will simplify data retrieval for yourself in the future. The review will begin with the article's bibliographic reference in APA style (refer to the [Publication Manual of the American Psychological Association](#)). The review will include a statement of the purpose of the investigation, descriptions of the participants, materials and procedures used, a summary of the results, and a critique of the investigation. Do not use an article that has more than one investigation reported in it. Journals you may want to consider include:

Language, Speech, and Hearing Services in Schools	Medical Speech-Language Pathology
Contemporary Issues in Communication Science and Disorders	Journal of Fluency Disorders
American Journal of Speech-Language Pathology	Journal of Communication Disorders
Journal of Speech, Language and Hearing Research	Seminars in Speech and Language

Grading of research reviews will be based on inclusion of the elements outlined above, writing style and accuracy, and ability to recognize the significance of the research. Points will be assigned as follows:

a. Reference citation	10 points
b. Purpose of the study	10 points
c. Description of methodology	10 points
d. Summary of results	10 points
e. Critique	<u>10 points</u>
Total points	50 points

Critique: Write about how the investigation or the article could have been improved. Do not write anything positive about the investigation or the article.

Writing style. Rely on your writing style manual and the Publication Manual of the American Psychological Association (6th edition) (available at bookstores, the library, or see Dr. Franca). Pay particular attention to person-first language, and avoid idiomatic expressions.

3. Assessment Tool (Presentation/Class Discussion)

The purpose of this project is to assess the integration of academic and clinical concepts regarding assessment practices through examining evaluation procedures, diagnostic measures and instruments used in the assessment of those who stutter. The assessment tool must be submitted for pre-approval. The purpose of pre-approval is twofold: (1) to ensure that a selected instrument matches the topic criteria and (2) to ensure that each class member has selected a unique instrument. Grading of the assessment tool project will be based on inclusion of the elements outlined below, writing style and accuracy. Points will be assigned as follows:

a. Identifying information	5 points
b. Materials	5 points
c. Administration procedures	5 points
d. Reliability & validity	<u>5 points</u>
Total points	20 points

4. Case Study

The purpose of this project is to assess the integration of academic and clinical concepts regarding (a) social impact of stuttering, (b) identification of characteristics of stuttering, (c) administration and interpretation of evaluation tests for individuals who stutter, and (d) appropriate intervention goals and strategies for individuals who stutter. Grading of the case study project will be based on inclusion of the elements outlined below, writing style and accuracy. Points will be assigned as follows:

a. Background Information	10 points
b. Assessment tools	20 points
c. Assessment Procedures and Results	20 points
d. Prognosis	20 points
e. Long Term Goals	10 points
f. Objectives	10 points
g. References	<u>10 points</u>
Total points for case study	100 points

5. Perfect attendance: Students with no absences (excluded documented excused absences) will earn 20 points toward the final grade. The instructor will take attendance either using a sign in sheet or by calling each student's name once per day, at random times.

CDS 510 – Tentative Schedule

Date	Topic(s)
8/23 T	Introductions, Review of Syllabus, Overview of Course, Introduction to Text & Learning Materials. Please read Perspective in Introduction to Stuttering on chapter 1 of text book.
8/25 Th	<u>Introduction to Stuttering</u> – Ch.1: Overview of disorder, definitions, basic facts about stuttering.
8/30 T	<u>Constitutional Factors in Stuttering</u> – Ch.2: Biological background.
9/1 Th	<u>Guest speaker: Health Sciences Librarian – Morris Library</u> <u>Research Findings about Constitutional Factors in Stuttering</u> – Ch. 3: Performance, language, emotion.
9/6 T	<u>Developmental, Environmental, and Learning Factors</u> – Ch.4: Developmental factors.
9/8 Th	<u>Research Findings about Developmental, Environmental, and Learning Factors</u> – Ch.5: Developmental factors.
9/13 T	<u>Theories about stuttering</u> – Ch.6: Theoretical perspectives about constitutional, developmental, and environmental factors in stuttering.
9/15 Th	<u>Theories about stuttering</u> – Ch.6: An integration of perspectives on stuttering.
9/20 T	<u>Normal disfluency and the development of stuttering</u> – Ch. 7: overview, normal disfluency, and borderline stuttering. Research review project pre-approval due date.
9/22 Th	<u>Normal disfluency and the development of stuttering</u> – Ch. 7: beginning, intermediate, and advanced stuttering.
9/27 T	Quiz I Research review project due. Oral presentation (summary).Class discussion.
9/29 Th	EXAM I (Ch. 1-7).
10/4 T	Review Exam I <u>Preliminaries to assessment</u> – Ch. 8: needs, rights, cultural considerations, expertise, stuttering behavior, speech naturalness, speaking rate, feelings & attitudes, continuing assessment.
10/6 Th	<u>Preliminaries to assessment</u> – Ch. 8: needs, rights, cultural considerations, expertise, stuttering behavior, speech naturalness, speaking rate, feelings & attitudes, continuing assessment (cont.).
10/11 T	Fall Break - No Class
10/13 Th	Guest speaker: Stuttering Advocacy Assessment tool project pre-approval due date.
10/18 T	<u>Assessment and diagnosis</u> – Ch.9: preschool and school -age child. <u>Assessment and diagnosis</u> – Ch.9: adolescents and adults. Case study pre-approval due date.
10/20 Th	Quiz II Assessment tool project due. Oral presentation (summary).Class discussion.
10/25 T	Assessment tool project due. Oral presentation (summary).Class discussion.
10/27 Th	EXAM II (Ch. 8-9)
11/1 T	Review Exam II <u>Preliminaries to treatment</u> – Ch10: clinician’s attributes & beliefs. Treatment goals, therapy procedures.
11/3 Th	<u>Treatment of borderline stuttering</u> – Ch. 11: an integrated approach, other clinicians.

11/8 T	Treatment of beginning stuttering – Ch. 11: an integrated approach, other clinicians, treatment of concomitant speech and language problems.
11/10 Th	Treatment of stuttering in older preschool children: Beginning stuttering- Ch. 13.
11/15 T	Treatment of school age children: intermediate stuttering – Ch. 13: an integrated approach, other clinicians_ Treatment of stuttering in adolescents and adults: advanced stuttering– Ch. 14: neurogenic acquired stuttering, psychogenic acquired stuttering.
11/17 Th	ASHA – No class
11/22 T	Related Disorders of Fluency– Ch. 15: neurogenic acquired stuttering, psychogenic acquired stuttering (cont.).
11/24 Th	Thanksgiving Vacation - No Class
11/29 T	Quiz III Related Disorders of Fluency– Ch. 15: neurogenic acquired stuttering, psychogenic acquired stuttering; cluttering.
12/1 Th	Review Quiz III Case study due. CASE STUDIES DISCUSSION
12/6 T	CASE STUDIES DISCUSSION
12/8 Th	<i>Clinical Cases presentation/discussion – Meeting Room Clinical Center</i>
12/13	FINAL/EXAM III (Ch. 10-15) 8:00-10:00 a.m.

Notes:

- 1.The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Bulletin and Graduate Catalog. Students may wish to review specifically the information in the Bulletin on human subjects and the Student Conduct Code (especially Acts of Academic Dishonesty).
- 2.If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the professor or contact the Disability Support Service Office at Woody Hall B-150 (618-453-5738).
- 3.If you need assistance with writing skills you can contact the SIUC Writing Centers. Their email address is write@siu.edu, their website address is www.siu.edu/~write
- 4.Emergency Procedures. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study ad work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu(disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

As members of our University community, we commit ourselves to the ideals of SIUC and express our commitment through the following creed:

As a Saluki, I pledge to advance learning. I will practice personal and academic integrity. I will fulfill my responsibility as a citizen-scholar by striving to make this campus and community a better place.

Students are encouraged to examine the SIUC Student Conduct Code thoroughly at the following website: http://policies.siu.edu/_common/documents/StudentConductCode.pdf