

## SH732 FLUENCY DISORDERS Boston University - Spring, 2012

**Diane Parris Constantino, MS CCC/SLP, BRS-FD**

**Office Hours:** Wednesdays; 1:00 – 2:00; Room 329.

**Teaching Assistant:** Carolyn Roy: [cmroy@bu.edu](mailto:cmroy@bu.edu).

### SYLLABUS

#### Course Description (2 credits)

This course presents the theory, diagnosis and treatment of fluency disorders in children, adolescents, and adults. As a teacher-clinician, my goal is to develop your understanding and practice knowledge about individuals with stuttering and related fluency disorders so that you can provide quality services to these clients. In this course, we will review the symptomatology of stuttering, survey theories of stuttering, and examine normal versus abnormal fluency development. Then we will focus on diagnosis of fluency disorders and differential diagnosis of stuttering and related disorders of fluency. A central focus will be placed on the design and application of appropriate treatment programs for young children, school-aged children and adults who stutter. This will include knowledge in related areas necessary to treat this multidimensional disorder holistically, i.e. motor skills re-training, family involvement, and counseling. Throughout the course, I will involve you in practical experiences to enhance your clinical understanding; this will include discussion of clinical cases, videos of clients and master clinicians, opportunity to meet with individuals who stutter, and classroom experiences as well as assignments.

#### Required Text and Readings

1. Manning, Walter (2010). *Clinical decision making in fluency disorders (3rd ed.)* New York: Delmar Cengage Learning.
2. Journal articles specified on Blackboard 8: Assignments. I have provided these to you for convenience; please do NOT send these articles or chapters on to other people without obtaining the authors' consent. These additional readings provide rationale, implementation detail and research evidence for some of the treatment approaches that we cover, and provide greater depth of coverage for some topics than we can provide in the limited class time available.

#### Other Recommended Resources

- Bennett, Ellen M. (2006) *Working with People Who Stutter*, Prentice Hall Publishers.
- Conture, E. & Curlee, R. (2007) *Stuttering and Related Disorders of Fluency*, 3<sup>rd</sup> Edition. New York, NY: Thieme Medical Publishers, Inc.
- Gregory, H. (2003) *Stuttering Therapy: Rationale and Procedures*, Boston: Pearson Education.
- Guitar, B. (2010) *Treatment of Stuttering: Established and Emerging Interventions* Baltimore, MD: Lippincott Williams & Wilkins.
- Guitar, B. (2006) *Stuttering An Integrated Approach to Its Nature and Treatment*, 3<sup>rd</sup> Edition. Baltimore, MD: Williams & Wilkins.
- Shapiro, D.A. (1999). *Stuttering intervention: A collaborative journey to fluency freedom*. Austin, TX: Pro-Ed.
- VanRiper, C. (1982). *The nature of stuttering*. Waveland Publishers.

#### Suggested on-line resources:

Journal of Fluency Disorders: <http://www.sciencedirect.com/science/journal/0094730X>

Judith Kuster's Website: <http://www.stutteringhomepage.com>

Stuttering Foundation of America: <http://www.stutteringhelp.org>

<b>Course Objectives</b>	<b>ASHA Standard (2009)</b>	<b>Assessment Method</b>
1. To describe in detail speech fluency and factors which interfere with it.	ASHA Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.	Reflection paper: Students will list ways in which own fluency fluctuates and factors influencing degree of fluency.
2. To describe specific behaviors associated with the disability known as stuttering.	Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.	Students will describe and demonstrate behavioral characteristics of stuttering in pseudostuttering exercise.
3. To conduct critical review various theoretical models concerning the etiology of stuttering and the development of the disorder as well as variables that contribute to its maintenance.	Standard III-C: Same as above.	Quiz 1
4. To develop assessment practices through examining interviewing methods, various diagnostic measures and instruments used in the assessment of those who stutter.	Standard IV-G-1 b & e: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes: 1. Evaluation  b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.  e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.	Diagnostic homework assignment: students will be able to code fluency behaviors in order to complete an SSI-4 severity rating accurately. In addition, students will participate in discussion of case studies including identifying behavioral observations and results of attitudinal surveys.  Final Project.
5. To list various therapeutic procedures and programs for the treatment of stuttering with consideration of age and cultural issues; to demonstrate motor speech modification strategies and counseling skills.	Standard III-D: Same as above.	Quiz 2; Classroom exercises and discussions; Reflection paper for speech change exercise; Final Project
6. To develop a clinical philosophy to the treatment of stuttering and the potential handicap it presents in individuals' lives, including for those clients with secondary issues such as concomitant phonology and/or language	Standard IV-G-2-a: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes: 2. Intervention: a. develop setting -appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with	Final project: Develop a Fluency handbook for future clinical practice that includes appropriate evidence-based assessment and integrated tx procedures to be used with preschoolers, school-age children, and adults. Include

impairments.	clients/patients and relevant others in the planning process.	literature search in one area of special interest.
--------------	---	--

### **Course Requirements**

Your course grade is based on completion the following assignments; **200** points are possible.

1. Two experiential assignments. **40 points (20 points each)**

- a. The first is a reflection on your own communication challenges, the events that lead to fluency breakdown as well as speech or formulation breakdowns, the context in which these breakdowns occur, the stressors that are operative, and your responses and reactions to these stressors and the dysfluencies.
- b. Participate in direct experiences of stuttering and what it takes to modify speech for prolonged periods of time. This is a valuable assignment for anyone planning to treat individuals who stutter and will entail writing up your reactions to 1) producing pseudo-stuttering in three distinct speaking situations, and 2) altering your speech, e.g., producing targets (motor speech skills that we train our clients to use) daily over the period of one week.

2. Diagnostics home assignment: scoring disfluencies. **20 points**

3. Two Classroom Quizzes – Quiz 1: Etiology; Quiz 2: Treatment of stuttering. **40 points (20 points each)**

4. Final Group Project: Compile a Clinical Handbook. **100 Points (50% of grade)**

In small groups (3 – 4 students) you will compile an electronic clinician handbook throughout the semester that will contain materials related to the assessment and treatment of stuttering for preschoolers, school age children, and adults who stutter. You will use “Google docs” to share documents and facilitate your collaboration in creating this guide for your future clinical practice. An outstanding “handbook” will:

- Be well organized and include diagnostic as well as treatment resources.
- A title page that summarizes the materials included and briefly explains the significance of artifacts you include in this notebook.
- Contain a literature review in one topic area of your choice – see Blackboard for ideas.
- Contain a wide variety of materials to assist you on the job, including those offered in class and discovered through independent research.
- Include a review of at least one therapy program for each of the three populations discussed in class: preschool, school age, and adolescent/adult.

### **Important Dates and B.U. Policies**

- Assignment due dates:
  - **January 25** – Reflection paper 1
  - **February 8** – Quiz 1: Etiology of Stuttering
  - **March 7** – Scoring Disfluencies assignment
  - **March 28** – Reflection paper 2
  - **May 2** – Quiz 2: Treatment of Stuttering
  - **May 9** – Final project due by 9:00 a.m.
- There will be no extensions on assignments without prior arrangements with the instructor. The last day to withdraw from the class without a ‘W’ on your transcript is Thursday February 21, 2012.
- Any student with a disability is encouraged to contact Disability Services to discuss any support services or accommodations they may need. The Office is located at 19 Deerfield Street, 2<sup>nd</sup> floor, 617/353-3658. Written notice is required from this office in order to have accommodations for assignments and/or exams.
- Please check **Blackboard 8** regularly between classes for announcements and reading assignments; Please uphold Boston University’s academic conduct code: <http://www.bu.edu/sargent/files/2009/09/Sargent-Academic-Conduct-Code.pdf>.

**Class Topics, Assignments, and Readings**

- January 18**    **Introduction to the course: purpose and goals, requirements  
Characteristics of stuttering; Clinician Characteristics**
- Reading:  
Manning Text: Chapters 1 and 2
- Jan 25**        **Guest Speakers – Individuals who stutter**  
Assignment: Reflection Paper 1 due. Experience of normal disfluency.
- Feb 1**         **Etiological Theories of Stuttering**
- Reading:  
Text: Chapter 3  
Conture article: Dual Diathesis-Stressor Model
- Feb 8, 15, 22**    **Clinical Assessment of Fluency Disorders**
- Quiz 1: Feb 8 Etiological Theories  
Assignment: Scoring Disfluencies
- Reading:  
Text: Chapters 4 & 5  
Scoring Disfluencies DVD  
Yaruss & Healy articles
- Mar 7**         **Principles of Therapy; Skills Training - Motor Speech Behaviors**  
This class is a lab class for those students who have not participated in the Joseph Germono Fluency Center at BU; those who have are exempt.
- Assignment: Scoring Disfluencies due.
- Reading:  
Text: Chapter 6  
Prins & Ingham article: "Evidence-based Treatment and Stuttering"
- March 14**      **No class – spring recess**
- Mar 21 &  
Mar 28**        **Treating Adolescents and Adults Who Stutter**
- Reading:  
Text: Chapters 7 and 8  
O'Brian on the Camperdown Program  
Daly on Working with Adolescents
- Assignment: Reflection Paper 2 due March 28.  
Pseudostuttering & Speech Modification

**Apr 4 & 11    Treating School-Aged Children Who Stutter**

Reading:

Text: Chapters 9

Ramig & Bennett article

Murphy articles (2) – Reducing Negative Emotions, Reducing Bullying

**April 18**        No class – substitute Monday class schedule due to holiday

**Apr 25 &        Treating Preschool Age Children Who Stutter / Counseling Parents  
May 2**

Reading:

Text: Chapter 10 - 12

Quiz 2: Treatment of Stuttering May 2

**May 9**         Final Project due on Wednesday May 9 by 12:00 p.m.