Fluency Disorders
Communicative Disorders CSD 723
Spring Semester 2020

Instructor: Charlie Osborne
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E-Mail: cosborne@uwsp.edu

Class Times: Friday, 9:00-10:40AM
Classroom: Online (Synchronous)

Required Texts:

P. Reitzes and D. Reitzes (Ed.s), (2012). Stuttering: Inspiring stories and professional wisdom (StutterTalk Publication #1). Chapel Hill, NC: StutterTalk, INC.
This is an e-book and cost $5.99. Go to this site for purchasing information: http://stuttertalk.com/stutterbook

Required/Supplemental Readings: These are posted in Canvas. If you have problems obtaining readings, let me know.

Purpose of Textbooks & Other Readings: To provide the student with a solid foundation of information regarding fluency and fluency disorders and to provide the student with information regarding advanced studies in the area of fluency.

Course Objectives: Students will increase their knowledge and understanding of fluency; the nature of disfluency and stuttering; the relationship of disfluency and stuttering to cognitive and linguistic development; the various disorders of fluency; the influence of one’s culture on coping with a stuttering problem; and the problems that may occur when a person has a fluency disorder. Fluency disorders and their impact on individuals, across the lifespan, from early childhood to late adulthood, will be examined.

Primary goals and their corresponding ASHA standards for fluency include:
1. Students will demonstrate knowledge of the definitions associated with stuttering and the other fluency disorders. (III C)
2. Students will demonstrate knowledge about people who stutter and about family members of people who stutter. (IIIC, IV-G1, IV-G2)
3. Students will demonstrate familiarity with the theories associated with the disorders of fluency. (IIIC, IIID)
4. Students will demonstrate the ability to assess and differentially diagnose fluency disorders in children and adults. (IIIC, IIID, IV-G1, IV-G2)
5. Students will demonstrate knowledge of the wide variety of therapy techniques that may be used when working with individuals with a fluency disorder. (III-D, IV-G2)
6. Students will demonstrate the ability to treat fluency disorders in adults and children. (IV-G2)

Enduring Understandings (Concepts I hope you remember as a result of having participated in this course)
Students will understand that:
• The primary agent of change when working with a PWS and his family is the clinician, and the therapeutic alliance between her and her client (and client’s family).
• The problem of stuttering includes affective, behavioral, and cognitive components that affect the PWS and his family.
• Effective intervention begins with effective assessment (diagnosis).
• Effective intervention and goals are tailored to the individual who stutters, rather than making the individual fit into a specific intervention model (person-centered therapy).
Essential Questions to be explored include:

- What are the desired clinical characteristics that make for an effective therapeutic relationship?
- How might a stuttering problem limit a PWS ability to function in activities of daily living?
- What elements must be considered when assessing PWS, from preschool through adulthood?
- What are the tools available to the clinician when treating a PWS? When is each applicable?

It is hoped that because of participation in this course the student will meet the following competencies:
http://www.mnsu.edu/comdis/kuster/teaching/cliniciancompetencies.pdf

Course Format:
This course is an online, synchronous class, meaning we will meet each week at the assigned times. All classes will be recorded and upload into Canvas in case you are unable to attend a class. You are expected to attend each class. The methods of presenting information will include lecture, audio and video analysis, group discussion, small group practice and application, therapy demonstration, case study presentation & discussion, and independent study. My hope is that it will promote deeper learning and be an enjoyable process.

Readings for each week are included following the course agenda. There are required readings and supplemental readings. Source articles and chapters are available in Canvas. Most classes will have breakout sessions where y'all can engage in discussion.

PowerPoints from the authors for each chapter are included to enhance comprehension of materials. Instructor PowerPoints will be available prior to each week.

Accommodations:
UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Assessment – (The point assignments for each task):

You will be assessed on your performance in the following tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Pseudostuttering in Public</td>
<td>50</td>
</tr>
<tr>
<td>Stuttering Assessment</td>
<td>100</td>
</tr>
<tr>
<td>ISAD</td>
<td>50</td>
</tr>
<tr>
<td>Techniques to stutter easier or stutter less</td>
<td>50</td>
</tr>
<tr>
<td>Poster Presentation and Discussion</td>
<td>50</td>
</tr>
<tr>
<td>Self-Introduction / Course Feedback</td>
<td>10</td>
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<tr>
<td>Total Points</td>
<td>310</td>
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</tbody>
</table>

Grading:
The final course grade will be determined by a percentage of total possible points:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100%</td>
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<tr>
<td>A-</td>
<td>91-95%</td>
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<tr>
<td>B+</td>
<td>88-90%</td>
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<tr>
<td>B</td>
<td>84-88%</td>
</tr>
<tr>
<td>B-</td>
<td>81-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-80%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
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</table>
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Dates</th>
<th>Readings</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2: Etiology and development</td>
<td>2/19 (Week 4)</td>
<td>Ch. 3: 1. Smith &amp; Weber;</td>
<td></td>
</tr>
<tr>
<td>Topic 3: Diagnosis</td>
<td>2/26, 3/5, &amp; 3/12 (Week 5, 6, 7)</td>
<td>Ch. 4 &amp; 5: 1. Logan; 2. Clark, Tumanova &amp; Choi; 3. Walsh, et al.; 4. Jackson et. al.</td>
<td>ISAD Project (Due around 3/12)</td>
</tr>
<tr>
<td>Topic 4: Change, Counseling, and the therapeutic process</td>
<td>3/19 &amp; 4/2 (Week 8 &amp; 9)</td>
<td>Manning Ch. 6, 7, 8</td>
<td>Assessment Project (Due around 4/9)</td>
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<tr>
<td>Spring Break</td>
<td>3/22 – 3/29</td>
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<tr>
<td>Topics 7 Atypical Fluency Disorders &amp; Successful Change</td>
<td>5/14 (Week 15)</td>
<td>Manning Ch. 11,12 &amp; 13</td>
<td>Techniques Project (Due in the neighborhood of 4/30)</td>
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<tr>
<td>Final</td>
<td>TBA</td>
<td></td>
<td>Poster Presentation (Due during final)</td>
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Readings:

Week 1 & 2 Introduction: Clinician attributes

3. https://www.youtube.com/watch?v=stCCXC4KYpc

Supplemental Readings:
3. An interesting Website http://thisisnotthat.com/

Breakout Group Discussion Questions for Week One:
Please use your discussion as an opportunity to practice pseudostuttering.
1. Why is your professor going on about the concepts found in general semantics?
2. What does general semantics have to do with therapy, much less, stuttering therapy?
3. Discuss Manning & DiLollo’s take on humor in therapy.
4. Discuss the challenges of moving from “technician” to “professional.”

Week 1 & 2 Introduction: A bit about stuttering therapy


Breakout Group Discussion Questions for Week Two: (Remember to practice pseudostuttering)

Discussion starters:
1. How has the Osborne, et. al. article changed your concept of stuttering therapy (if it did)?
2. After reading the Pelczarski & Yaruss article discuss the roles of clinician and client. How do they evolve in the therapy process?
3. If you are a clinician who does not stutter, how can you be effective working with stuttering?
4. What does Osborne mean when he describes language as a tool?

Week 3 Topic One: What is fluent/disfluent speech?


Breakout Group Discussion Questions for Week Three:
1. Determine a working definition of stuttering.
2. How does the revised WHO model proposed by Tichenor & Yaruss impact the definition of stuttering?
3. Why is a clear definition of stuttering necessary?
4. Why is a clear definition of fluency necessary?
5. Discuss the differences between listener and speaker regarding stuttering.
6. How have the readings influenced or changed your understanding of stuttering?
Week 4 Topic Two: Etiology and Development


Supplemental Readings:


Breakout Group Discussion Questions for Week Four:

1. Discuss the influence of having so many diverse explanations for stuttering on your ability to discuss the cause of stuttering with parents and/or clients.
2. Provide an explanation of the cause of stuttering to a parent of a child who stutters.
3. Why is it important to have an understanding of historical context regarding the cause of stuttering?
4. Discuss loss of control, provide a personal example if you have one. How does a feeling of loss of control affect the impact of stuttering?

Week 5, 6, & 7 Topic Three: Diagnosis

Preschool & School Age


Adolescents and Adults


Supplemental Readings

Breakout Group Discussion Questions for Week Five:
1. Transcription practice.

Breakout Group Discussion Questions for Week Six:
1. Transcription practice.

Breakout Group Discussion Questions for Week Seven:
1. Case Study(ies)

   **Weeks 8 & 9 Topic Four: Change, Counseling, and the therapeutic process**

Supplemental Reading:

Breakout Group Discussion Questions:
1. Why is change difficult even if it is something the individual wants to change?
2. Discuss Prochaska’s change model. Explain some possible mismatches between stages and processes of therapeutic change (and how they would create problems for a client).
3. Discuss the role of the SLP a counseling. When is counseling within our scope of practice? When is it not (and how do you determine if it isn’t)?
4. Describe the key components of the Constructivist-Narrative framework.
5. Compare and contrast the medical model and the Common Factors model of therapeutic change.
6. Discuss the three goals of therapy. Which carries the most weight? Why?

**Week 10 Topic Five: Goals**

Supplemental Reading:

Breakout Group Discussion Questions:
1. Discuss acceptance and the diverse viewpoints of the authors.
2. Discuss the possible pitfalls of defining “success” only by the frequency of stuttering.
3. Compare and contrast Nippold’s and Yaruss, et. al.’s suggestions for Ben’s intervention.
4. Discuss the difference of opinion related to the SLP counseling a child who stutters?
5. In her reply to Yaruss, et. al., Nippold states, “when a school-age child comes to the SLP for treatment of stuttering, I believe the primary goal should be to assist the child to speak more fluently in a variety of social and academic contexts.” What is your response to this statement?
Weeks 11, 12, 13 & 14 Topic Six: Treatment


Adolescents and Adults
3. Chapter 10 in Manning & DiLollo, *Successful management of stuttering for adolescents and adults.*

Supplemental Readings:

Breakout Group Discussion Questions for Weeks 11, 12, 13, 14:  
1. Case Studies

Week 15 Topic Seven: Successful Change
1. Manning & DiLollo Chapters 11, Assessment and management for atypical fluency disorders, 12, Indicators of successful change during treatment, and 13, Indicators of successful change after treatment.

Breakout Group Discussion Questions:
1. What do you consider to be the primary principles of therapeutic change with an adult who stutters?
2. Describe factors that facilitate or detract from the possibility of therapeutic success.
3. How would you document attitudinal, behavioral, and cognitive indicators of successful therapeutic change in children and adults who stutter?
4. What are some possible reasons for relapse following successful therapy?
5. How can you prepare a person who stutters for relapse?
6. What types of behaviors are conducive to the maintenance of success following stuttering treatment?

Writing Rubric
Assessment of your written assignments and the online discussions will be based on completion of the assignment and evaluated based on the following rubric. This rubric is intended to demonstrate different levels of achievement as well as to spotlight the criteria used for evaluation. The rubric is not directly convertible to points; however, the more a student’s work falls in the exemplary column, the higher the grade will be; and the converse is also true.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Undeveloped</th>
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<tbody>
<tr>
<td>Insightfulness</td>
<td>Posting demonstrates thorough understanding of the topic, incorporates knowledge from readings and lectures</td>
<td>Posting shows some understanding of topic though perhaps imperfect or superficial at times</td>
<td>Posting demonstrates lack of understanding or predominate superficiality</td>
</tr>
<tr>
<td>Organization</td>
<td>Posting contains a logical progression of ideas with good transitions between points</td>
<td>Posting contains logical progression of ideas; may have some rough transitions</td>
<td>Posting jumps from idea to idea without clear purpose or direction</td>
</tr>
<tr>
<td>Clarity of Communication</td>
<td>Posting reflects consistently thoughtful word choices with clearly worded sentences and paragraphs</td>
<td>Posting may have infrequent lapses in word choice or clarity of meaning</td>
<td>Numerous poorly-chosen words or improper use of terms that obscure meaning</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>Grammar and punctuation uniformly conform to standards of scholarly writing</td>
<td>Occasional grammar and/or punctuation errors</td>
<td>Numerous grammar and/or punctuation errors</td>
</tr>
</tbody>
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Additional Information:

Communicate with your Instructor
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Course Structure
This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.
*Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students’ academic achievements may be adapted. The results of such evaluation must demonstrate the student’s achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

**Religious Beliefs Accommodation**

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

· There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and

· You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.

· Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.

· Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

· You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office

*Opportunity is missed by most people because it is dressed in overalls and looks like work.*

*Thomas A. Edison*