SPPA 4230/5230-101 Stuttering and Other Fluency Disorders

SPRING 2015
KATIE CORDING, M.S., CCC-SLP
TUESDAYS AND THURSDAYS 12:30-1:45PM; CRAMER HALL 038

CONTACT INFORMATION
Office: Cramer Hall, 230A
Office Hours: Wed 1-2 pm; Thurs 11am-12pm
Phone: (414) 288-4516
Email: Katherine.brueck@marquette.edu

I. Main Objectives of Course

A. To acquire fundamental abilities to listen to, identify, and describe stuttering-like and nonstuttering-like speech disfluencies and associated non-speech behaviors.
B. To build a knowledge base of the past and present research related to theories and models of stuttering.
C. To review historical through current empirical investigations of stuttering and how these studies have influenced/changed our understanding of stuttering over time.
D. To learn about the various assessment and treatment methodologies used with children, teenagers and adults who stutter.
E. To develop the capacity to assess, diagnose, and treat people who stutter across all age groups and backgrounds.
F. To recognize and question your own beliefs, prejudices, stereotypes, as well as those of others, regarding stuttering and individuals who stutter.
G. To inspire you to specialize in working with people who stutter.
H. To increase compassion and empathy in working with people who stutter and their families.

II. Required Text

**Please bring your textbook to class. You may need to refer to it during small group discussion.**
III. Assessment/Grading

In accordance with ASHA guidelines, student learning will be evaluated using both formative and summative forms of assessment.

**Formative Assessment**—ongoing measurement during educational preparation for the purpose of improving student learning. Formative assessment yields critical information for monitoring an individual’s acquisition of knowledge and skills. Such assessment must evaluate critical thinking, decision-making, and problem-solving skills. Measures should include oral and written components, as well as demonstrations of clinical proficiency.

**Summative Assessment**—comprehensive evaluation of learning outcomes at the culmination of educational preparation. Summative assessment yields critical information for determining an individual’s achievement of knowledge and skills.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Labs (2 x 10 pts each)</td>
<td>20 points</td>
</tr>
<tr>
<td>Article Critique</td>
<td>12 points</td>
</tr>
<tr>
<td>Therapy Presentations</td>
<td>50 points</td>
</tr>
<tr>
<td>Case Assignment/Class Participation</td>
<td>58 points</td>
</tr>
<tr>
<td>Exams (3 x 100 pts each)</td>
<td>300 points</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>100 points</td>
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</table>

**540 points total**

Assignments will be marked down 50% if received up to 24 hours after the due date, 75% if received up to 48 hours late, and thereafter will not be accepted.

Final letter grades are based on the percentage of points earned. A (93–100%), AB (88-92%), B (83-87%), BC (78-82%), C (73-77%), CD (68-72%), D (60–67%), F (59% and lower).

IV. Labs (Formative)

There will be a total of 2 labs. You will be required to complete a handout for each of these exercises. The associated handouts and instructions for the labs will be posted on D2L. These exercises will also help you to recognize and question your own beliefs, prejudices, stereotypes, as well as those of others, regarding stuttering. They are designed to help you develop fundamental abilities to listen to, identify, and describe stuttering-like and nonstuttering-like speech disfluencies. Please refer to the summaries and associated due dates for each lab below. Please complete the corresponding forms located on D2L. Each lab will be worth up to 10 points. You will submit your assignments to the correct dropbox on D2L by **9:30 a.m. on the due date.** Please do not email them to me. Late submissions will not be accepted.

**Lab 1: Stereotypes of stuttering**

People often disregard the impact of their portrayal of a particular population to the general public. The purpose of this assignment is to investigate how stuttering and people who stutter are portrayed in popular culture and the potential impact this portrayal has on the lives of persons
who stutter. For this assignment you will need to choose at least one film, TV show, cartoon and/or book that has a character who is a person who stutters. Please complete the corresponding lab form located on D2L after you complete your exploration of this particular piece of work. Be prepared to share your review in class. This assignment is due **Thursday Jan 22nd**.

**Lab 2: Voluntary Stuttering Experiment**

Most authorities in stuttering stress that one of the best ways to begin some understanding of what people who stutter are experiencing is to simulate stuttering yourself. Having the unique experience of stuttering in front of a stranger, without being able to reveal to them that you are not a person who stutters, will allow you to have a tiny glimpse into what life may be like for a person who stutters. Thus, the purpose of this experiment is to increase your ability to empathize with clients who stutter by helping you better understand potential feelings of your clients and his/her listeners before, during and after moments of stuttering. For this assignment, you will have to stutter on purpose (i.e., produce voluntary stuttering) on three isolated occasions separated by at least one day each. For each occasion, you will need to speak a minimum of 2 minutes. You will also need to make a concerted effort that your stuttering sounds as genuine as possible. Please complete the corresponding lab form located on D2L after you complete each experience. Be prepared to share your experiences in class. This assignment is due **Thursday Feb 5th**.

**Extra Credit Assignment: Lab 3: Insider Perspective**

NSA meeting

Another critical element of your training to be able to establish a good therapeutic relationship with your clients is to gain an insider’s perspective on different experiences with and attitudes about stuttering. For this extra credit assignment, you will attend and write about your observations at the National Stuttering Association local chapter meeting. Meetings are held the final Saturday of each month (1/31, 2/28, 3/28, 4/25). Meetings start at 10:00am and end at 11:30am. All meetings are held at UWM’s Enderis Hall in Room 110. Added details of the location on the UWM campus is found on the link [https://sites.google.com/site/nsamilwaukee/home/adult-group](https://sites.google.com/site/nsamilwaukee/home/adult-group).

Since there are 50 students in this class, I don’t want to overwhelm the NSA with too many students at any single meeting. As such, each meeting will be restricted to 7 students. Please RSVP to me for one of the four meetings above. Requests will be honored on a first come, first served basis. I will let you know if you are able to attend the meeting you requested.

Please see instructions on D2L. Submit your responses to the dropbox by 8:00pm the day following the meeting.

**V. Article Critiques** (Formative)

On the first day of class, all students will sign up in small groups to review an article. There will be 10 groups of 3, and 1 group of 4 for undergraduates. Graduates will work in pairs (2), creating a total of 7 groups. By the end of the first week of class, the instructor will assign each group/student one article. Students will have the opportunity to present your review of the article to the class on the associated due date as listed in the tentative schedule. The purpose of this
activity is to broaden your knowledge about the many facets of stuttering, become familiar with scholarly sources of information about fluency disorders, and practice thinking critically about the literature. Assignment of these articles will be discussed in class. Each review is worth a maximum of 15 points, and you will be graded as a team with each member earning the same point total. More detailed instructions for this assignment will be posted on D2L. Please plan for your presentations to extend 10-15 minutes. You may use additional time if available on the day you are presenting.

VI. a. Therapy Presentations (Formative & Summative)

You will sign up in small groups to complete this assignment. Number of members within groups will be determined closer to the end of the semester. I will provide your group a case. From the information provided, your group will be required to develop an appropriate diagnostic assessment and semester treatment plan using one therapy approach. You will illustrate, explain, and critically review a contemporary therapy approach and plan how to implement the approach with your client. You can find ideas in the textbook and by looking at the following website: [http://www.mnsu.edu/comdis/kuster/journal/journal.html](http://www.mnsu.edu/comdis/kuster/journal/journal.html) and look at volumes 4-7. Therapy approaches must be approved by the instructor so that there is no duplication.

You will first describe relevant client information and the therapy approach in detail. You will then list therapy goals and their rationale. I will post a copy of your presentation along with correlating therapy materials on D2L so they are available to each member of the class. Thus, by the end of all presentations, each student will have a variety of sample assessment reports, treatment descriptions, treatment plans, and therapy materials that can be used as reference for when you become practicing clinicians. Please prepare your in class presentation using Power Point and/or Microsoft Word as appropriate, and submit your presentation in full to the corresponding Dropbox on D2L. You will be graded as a team. This assignment is worth 50 points for each team member.

**Graduate Students:** Students enrolled in the course for graduate credit must fulfill an additional requirement. This requirement entails creating a detailed lesson plan for a specific session and presenting a live demonstration of using how you would implement your chosen therapy approach to the class.

b. Case Assignment/Class Participation (Formative and Summative)

To ensure adequate understanding and clinical application of the constructs presented, class attendance and participation is essential. In order to enable all students to equally participate in class discussions, unscheduled/unannounced in-class assignments will be presented throughout the course of the semester. Completion of these assignments will only be allowed during class time, with NO MAKE-UP assignments allowed. Each assignment will be worth 1-4 points, with full credit awarded to all students completing the in-class assignment. Absence from class, regardless of reason, will result in a loss of those points for that day, again with NO MAKE-UP’s allowed. These assignments will frequently revolve around a case assignment. Further explanation will be provided in class.

VII. Exams (Formative and Summative)

Each exam will be worth a maximum of 100 points. The exams will consist of true false, fill in the blank and multiple choice questions based on class lecture, the textbook, and class discussion.
Lectures are based not only on textbook material but also on numerous empirical investigations of stuttering. Therefore, class attendance is important for successful performance on exams.

There will be absolutely no make-ups allowed for the four exams during the semester.

There will also be one final cumulative exam (summative). A make-up exam will only be allowed in the case of a documented excused absence (see below). Questions on the make-up exam may differ from those on the class exam.

IX. Definition of Excused Absence from Exams

Acceptable anticipated absences:
- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:
- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

X. Policy on Academic Integrity

Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct:

http://bulletin.marquette.edu/undergrad/academicregulations/#academichonestypolicy

http://www.marquette.edu/provost/integrity-pledge.php

XI. Attendance Policy

Students are expected to attend all meetings of the course and to be on time. Class lectures and exams are based on several sources of information including not only your text but numerous additional sources. Any absence, regardless of the reason, will prevent the student from getting the full benefit of the course and render the student liable to University censure. It is assumed that no student will be absent from class without reason. Therefore, the instructor does not differentiate officially between "excused" and "unexcused" absences. Two (2) absences will result in a warning and Four (4) absences will result in being dropped from the course.

For additional information regarding the University’s attendance policy, please see the following: http://www.marquette.edu/mucentral/registrar/policy_attendanceinundergraduategclasses.shtml

Please make an appointment with me as soon as possible if you need course adaptations or
accommodations because of a disability.

XI. Web Restrictions:

All students are permitted to utilize a laptop/tablet in class if they so choose to assist with note taking and class assignments. Students are additionally permitted to have cell phones (including smart phones and those with internet access) in class provided that they are silenced and not utilized during class time. Use of these devices during class will be limited to class activities only, and may not extend to web surfing, e-mailing, texting or work on other materials as this is a distraction to the learning environment. Failure to adhere to this policy will result in a penalty of 75 points per violation, with no ability for appeal. You will be notified in class or via e-mail if you are found to be in violation of this policy.

XII. Tentative schedule (Please note that this schedule may be subject to change at the discretion of the instructor).

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<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Readings</th>
<th>Assignments/Exams</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to stuttering</td>
<td>1/13-1/15</td>
<td>Chp 1 1/13 Syllabus Review, Article/NSA/group presentation assignments &amp; Alan Rabinowitz address 1/15</td>
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<td>2</td>
<td>Stereotypes Constitutional Factors</td>
<td>1/20-1/22</td>
<td>Chp 2, 3, 4, 5 1/20 1/22 Lab 1 Due; Week 2 Article 2a: Carli Jarman, Ella Davis, Mahala Berry</td>
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<tr>
<td>3</td>
<td>Additional Factors</td>
<td>1/27-1/29</td>
<td>Chp 2, 3, 4, 5 1/27 1/29 Week 3 Articles 3a: Claudia Grabowski, Kelli Kennedy, Andrea Ohnemus 3b: Mary Holt, Aaron Park</td>
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<td>4</td>
<td>Theories about Stuttering</td>
<td>2/3-2/5</td>
<td>Chp 6 2/3 2/5 Lab 2 Due; Week 4 Articles 4a: Valerie Reilly, Aly Backhaus, Cecilia Luxem 4b: Christine Dancel, Elyssa Camerino, Julie Medenwald</td>
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<tr>
<td>5</td>
<td>Development of Stuttering</td>
<td>2/10-2/12</td>
<td>Chp 7 2/10 Exam 1 2/12</td>
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<td>6</td>
<td>Assessment Case studies</td>
<td>2/17-2/19</td>
<td>Chp 8, 9 2/17 2/19 Week 6 Articles 6a: Stephanie Sears, Brooke O’Brien 6b: Marilyn Garces, Katie Turek, Allison Talken</td>
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<td>Week</td>
<td>Topics</td>
<td>Assignments</td>
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<td>7</td>
<td><strong>Assessment</strong>&lt;br&gt;Case studies 2/24-2/26</td>
<td><strong>Chp 8, 9</strong>&lt;br&gt;2/24&lt;br&gt;2/26 Week 7 Articles&lt;br&gt;7a: Sorina Larson, Abby DeCook&lt;br&gt;7b: Stef Barbanente, Giuliana Kure, Hannah Kowatch</td>
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<td>8</td>
<td><strong>Preliminaries to Treatment</strong>&lt;br&gt;3/3 exam-3/5</td>
<td><strong>3/3 Exam 2 (midterm)</strong>&lt;br&gt;3/5&lt;br&gt;3/10 &amp; 3/12-No class spring break</td>
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<td>9</td>
<td><strong>Preliminaries to Treatment</strong>&lt;br&gt;Treatment-Preschool Borderline&lt;br&gt;3/17-3/19</td>
<td><strong>Chp 10</strong>&lt;br&gt;3/17&lt;br&gt;3/19 Week 9 Article&lt;br&gt;9a: Ala Bicz, Mikeita King, Allie Pagel</td>
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<td>10</td>
<td><strong>Treatment-Preschool Borderline</strong>&lt;br&gt;Older Preschool Beginning and&lt;br&gt;School Age Treatment; Adolescence-Adult&lt;br&gt;3/24-3/26</td>
<td><strong>Chp 11</strong>&lt;br&gt;3/24&lt;br&gt;3/26 Week 10 Article&lt;br&gt;10a: Hannah Kinney, Katie Herdmann</td>
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<td>11</td>
<td><strong>Older Preschool Beginning and School Age Treatment; Adolescence-Adult</strong>&lt;br&gt;3/31-4/2 Easter Break-No Classes</td>
<td><strong>Chp 12/13</strong>&lt;br&gt;3/31 Assign therapy presentations&lt;br&gt;Week 11 Article 11b: Nikki Demmers, Courtney Brasher&lt;br&gt;4/2 No Class-Easter Break</td>
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<td>12</td>
<td><strong>4/7-4/9 Guest Lecture/ Treatment Adolescence-Adult; Multicultural and Bilingual Issues</strong>&lt;br&gt;Related Fluency Disorders: Psychogenic/Neurogenic/ Cluttering</td>
<td><strong>Chp 14/15</strong>&lt;br&gt;4/7 Week 12 Articles: 12a: Lauren Donile, Elizabeth Molina&lt;br&gt;12b: Christina D’Astic&lt;br&gt;Jessie Ronayne, Judy Morris&lt;br&gt;4/9 Guest Speaker: Jonah Gauger-NSA Chapter Leader</td>
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<tr>
<td>13</td>
<td><strong>4/14 Test 3</strong>&lt;br&gt;4/16 Additional lecture/Article Presentations/Therapy Presentations</td>
<td><strong>4/14 Exam 3; Lab 3</strong>&lt;br&gt;4/16 Week 13 Article Presentations:&lt;br&gt;13a: Alex Lautmann, Olivia Palutsis, Hannah O’Connor, Marykate Billish&lt;br&gt;13b: Nora Heiderscheidt, Haley Johnson, Emily Runnoe&lt;br&gt;14a: Mary Scott, Alana Dust&lt;br&gt;14b: Mckenzie Kern, Casandra Suhling, Madie Bartot&lt;br&gt;*Therapy Presentations</td>
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XIII. Additional Lecture Material References

Unit I. Nature of Stuttering: Onset, Development, Measurements and Characteristics of Stuttering
  A. Basic facts about developmental stuttering
  B. Stuttering-like versus nonstuttering-like disfluencies
  C. Secondary behaviors
  D. Measurement of stuttering frequency, severity and chronicity
  E. Consistency, loci, adaptation and other variables that impact fluency
  F. Characteristics of the person who stutters

A-D. Basic facts about developmental stuttering, acquired versus developmental stuttering, stuttering-like versus nonstuttering-like disfluencies, secondary behaviors and measurements of stuttering frequency, severity and chronicity


E. Consistency, loci, adaptation and other variables that impact fluency


F. The person who stutters


**Theories of Stuttering** (for your reference, there are several others not included in the text)

A. Diagnosogenic Theory

B. Approach-Avoidance Theory

C. Motor Theory

D. Covert Repair Hypothesis

E. Demands Capacities Model

F. Theories related to stuttering in other languages

G. Additional Theories and Models

A. **Diagnosogenic Theory**


B. **Approach-Avoidance Theory**


C. **Motor Theory**


D. **Covert Repair Hypothesis**


E. **Holistic Processing Theory**


F. **Demands Capacities Model**


G. **Alternative Theories**


**Unit II. Assessment and Treatment of Stuttering**

A. Diagnostic considerations

B. Treatment considerations

C. Concluding thoughts

**A. Diagnostic Considerations**


**B. Treatment Considerations**


C. Concluding Thoughts


Knowledge And Skills Acquisition (KASA) Standards Met By This Course

*ASHA’s 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology*

**Standard IV-C.** The applicant must have demonstrated knowledge of the nature of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

**Fluency:** Etiologies, Characteristics, and Social Aspects of Communication (challenging behavior, ineffective social skills, lack of communication opportunities) Etiologies and Characteristics

**Standard IV-D.** The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

**Fluency:** Prevention, Assessment, Intervention, and Social Aspects of Communication (Intervention)

**Standard V-B.** The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation:
   a. conduct screening and prevention procedures (including prevention activities)
   b. collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
   c. select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures
   d. adapt evaluation procedures to meet client/patient needs
   e. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
   f. complete administrative and reporting functions necessary to support evaluation
   g. refer clients/patients for appropriate services

2. Intervention:
a. develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. Collaborate with clients/patients and relevant others in the planning process.
b. implement intervention plans (involve clients/patients and relevant others in the intervention process)
c. select or develop and use appropriate materials and instrumentation for prevention and intervention
d. measure and evaluate clients’/patients’ performance and progress
e. modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
f. complete administrative and reporting functions necessary to support intervention
g. identify and refer clients/patients for services as appropriate

3. Interaction and Personal Qualities:
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

**Fluency: Evaluation, Intervention, and Interaction and Personal Qualities**
The goals also reflect entry-level study competencies as noted by ASHA Special Interest Division 4

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**Wisconsin Department of Public Instruction (DPI) Standards Met By This Course**

<table>
<thead>
<tr>
<th>Content Standard 1</th>
<th>General instructional content and practice of speech and language to include:</th>
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<tbody>
<tr>
<td></td>
<td>1e. Typical and atypical speech, language, and hearing</td>
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<td>2b. Assessment techniques used in the identification of children with speech and language disabilities</td>
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<tr>
<th>Content Standard 2</th>
<th>Learning theory as it relates to:</th>
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<tr>
<td></td>
<td>b. Communicative development</td>
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The application of theory to:

a. Evaluation
d. The delivery of speech and language services

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<tr>
<th>Content Standard 3</th>
<th>Individual Differences in regard to:</th>
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<tbody>
<tr>
<td></td>
<td>a. Motivation</td>
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<td>b. Reinforcement</td>
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<td>c. Transfer of learning</td>
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<td>d. Different learning styles in children</td>
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<td>e. The ability to address individual differences in the delivery of speech and language services</td>
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<p>| Content Standard 4 | Meeting the individual educational needs of children with speech and language disabilities through the use of: |</p>
<table>
<thead>
<tr>
<th>Content Standard 5</th>
<th>Content Standard 6</th>
<th>Content Standard 8</th>
<th>Content Standard 9</th>
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<tr>
<td><strong>Conducting formal and informal evaluation to include:</strong></td>
<td><strong>Professional communication to include:</strong></td>
<td>Cultural diversity</td>
<td>The development of collaborative relationships using a variety of resources including, but not limited to:</td>
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<td>b. Authentic assessment</td>
<td>b. Problem solving</td>
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<td>b. Familial</td>
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<td>c. Interpretation of assessment results</td>
<td>c. Flexibility</td>
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<td>c. Societal</td>
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<td></td>
<td>e. Collaboration</td>
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<td>d. Medical</td>
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<td>f. Professional</td>
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<td>g. Community</td>
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All above assignments are designated for possible inclusion in the DPI Portfolio.