

ComD 658, Fluency Disorders, Fall 2010

Professor: Ron Channell PhD

rwc5@byu.edu, 128 TLRB, 422-6457 (office), 225-1526 (home)

Office Hours: 3:00-4:30 T,Th, or drop by, or make appointment

Overview

This graduate course covers the nature, assessment, and treatment of stuttering and related fluency disorders.

Course Objectives [All work toward ASHA's KASA standards III-C and III-D in Fluency.]

Upon successful completion of this class, students will...

1. demonstrate knowledge of the nature of fluency disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. [III-C-Fluency.]
2. demonstrate knowledge regarding the principles and methods of the assessment of fluency disorders, using both formalized and non-formalized methods. [III-D-Fluency.]
 - a. Conduct screening procedures and prevention activities
 - b. Collect case history information and integrate information from clients, family, caregivers, teachers, relevant others, and from other professionals
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures
 - d. Adapt evaluation procedures in accordance with client characteristics
 - e. Interpret, integrate, and synthesize information to develop diagnoses and make appropriate recommendations for intervention
 - f. Complete necessary administrative and reporting
 - g. Refer clients for appropriate related services
3. demonstrate knowledge regarding the principles and methods of counseling and prevention of fluency disorders. [III-D-Fluency.]
 - a. Recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others.
 - b. Collaborate with other professionals in case management.
 - c. Provide counseling regarding fluency disorders to clients, family, caregivers, and relevant others.
 - d. Adhere to the ASHA Code of Ethics and behave professionally.
4. demonstrate knowledge regarding the principles and methods of fluency disorders intervention both from the Stuttering Modification and the Fluency Shaping perspectives. Demonstrate knowledge regarding assistive devices and relevant prescription drugs. [III-D-Fluency.]
 - a. Develop setting-appropriate intervention plans that meet clients' needs. Collaborate with clients and relevant others in the planning process
 - b. Implement intervention plans (involving clients 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' performance and progress
 - e. Modify intervention plans, strategies, materials, and any instrumentation to meet the needs of clients
 - f. Complete the administrative and reporting functions necessary
 - g. Identify and refer clients for other services as appropriate

Readings

Our main text will be: Bloodstein, O., & Ratner, N. B. (2008). A handbook on stuttering (6th ed.) Thomson Delmar Learning. ISBN-13: 978-1-4180-4203-5.

We'll read and discuss one journal article each day; a list of these is attached.

Exams

We'll have a midterm exam and a final exam. Exams will cover readings, lectures, and videos; will be closed book & note; and will consist mainly of short answer essay-type questions.

Class Participation

Complete the assigned reading and exercises before each class and be ready to discuss them.

There are some pragmatic details that probably hold true for most professors and most classes but, at the risk of being redundant or less-than-subtle, I'll mention them here. I expect attendance and class participation. If you can't attend or prepare for this class you should not be enrolled for it. Hire a babysitter for your children; don't bring them to class (though quiet babies are welcome). Borrowing notes is a nuisance to other students and is no substitute for your own encoding and discussion of class material. Eating and drinking in class is okay except for noisy or odiferous things such as Corn Nuts or Fritos. Missing class, sleeping in class, privately conversing in class, or focusing on your laptop instead of on class discussion lowers your class participation rating.

Semester Grading

Semester grades will be based about 80% on the exams and about 20% on class participation (which includes homework, attendance, class preparation, and involvement in class discussion). The grading scale used is 95-100% of the possible points for an A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, and below 70%, an E. Extra credit is not possible.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Schedule

	Have read Text	In-class Video	Other Reading
Aug 31 T		(none)	
Sept 2 Th	1-15	Stuttering 101 (71)	Curlee & Yairi (1997)
Sept 7 T	16-38	Healy: CALMS (73)	Packman & Onslow (1998)
Sept 9 Th	39-55	Basic skills A (65)	Bothe (2008)
Sept 14 T	56-77	Basic skills B (65)	Rousseau et al. (2008)
Sept 16 Th	78-93	VR 1 (28)	Prins & Ingham (2009)
Sept 21 T	94-113	VR 2 (47)	Kleinow & Smith (2000)
Sept 23 Th	114-136	VR 3 (49)	Onslow (2007)
Sept 28 T	137-153	VR 4 (43)	Ambrose & Yairi (2002)
Sept 30 Th	154-176	VR 5 (42)	Miller & Guitar (2009)
Oct 5 T	177-190	VR 6 (51)	Lewis et al. (2008)
Oct 7 Th	191-210	VR 7 (47)	Finn et al. (2005)
Oct 12 T	211-220	VR 8, 9 (30, 36)	Kalinowski et al. (2007)
Oct 14 Th	*Midterm		
Oct 19 T	221-244	Parris: Scoring (60)	Bothe et al. (2007)
Oct 21 Th	245-260	Misc: Counseling (50)	Blomgren et al. (2005)
Oct 26 T	261-282	Chmela: preschool (75)	Cuadrado & Weber-Fox (2003)
Oct 28 Th	283-297	Chmela: preschool (70)	Menzies et al. (2008)
Nov 2 T	298-304	Scott: IDEA (75)	Yaruss et al. (2006)
Nov 4 Th	305-318	Scott: IDEA (75)	Onslow & Yaruss (2007)
Nov 9 T	319-331	Cluttering (42)	St. Louis et al. (2003)
Nov 11 Th	332-336	Chmela: Attitudes (40)	TBA
Nov 16 T	337-352	Chmela: Attitudes (40)	TBA
Nov 18 Th	353-370	Zebrowski: Teens (90)	TBA
Nov 23 T	*Friday classes		
Nov 25 Th	*Thanksgiving		
Nov 30 T	371-390	Devices	TBA
Dec 2 Th		Drayna: Genetics (44)	TBA
Dec 7 T		Murphy: Shame/Guilt (45)	TBA
Dec 9 Th		Murphy: Shame/Guilt (45)	TBA
Dec * Final Exam			

Readings

- Curlee, R., & Yairi, E. (1997). Early intervention with early childhood stuttering: A critical examination of the data. *American Journal of Speech-Language Pathology*, 6(2), 8-18.
- Packman, A., & Onslow, M. (1998). What is the take-home message from Curlee and Yairi? *American Journal of Speech-Language Pathology*, 7 (3), 5-9.
- Bothe, A. K. (2008). Identification of children's stuttered and nonstuttered speech by highly experienced judges: Binary judgments and comparisons with disfluency-types definitions. *Journal of Speech, Language, and Hearing Research*, 51, 867-878. doi:10.1044/1092-4388(2008/063)
- Rousseau, I., Onslow, M., Packman, A., & Jones, M. (2008). Comparisons of audio and audiovisual measures of stuttering frequency and severity in preschool-age children. *American Journal of Speech-Language Pathology*, 17, 173-178. doi:10.1044/1058-0360(2008/014)
- Prins, D., & Ingham, R. J. (2009). Evidence-based treatment and stuttering: Historical perspective. *Journal of Speech, Language, and Hearing Research*, 52, 254-263. DOI: 10.1044/1092-4388(2008/07-0111)
- Kleinow, J., & Smith, A. (2000) Influences of length and syntactic complexity on the speech motor stability of the fluent speech of adults who stutter. *Journal of Speech, Language, and Hearing Research*, 43, 548-559.
- Onslow, M. (2007) . Oliver Bloodstein: Reflections on a career. *Journal of Fluency Disorders*, 32, 330–337.
- Ambrose, N. G., & Yairi, E. (2002). The Tudor study: Data and ethics. *American Journal of Speech-Language Pathology*, 11, 190-203. doi:10.1044/1058-0360(2002/018)
- Miller, B., & Guitar, B. (2009). Long-term outcome of the Lidcombe program for early stuttering intervention. *American Journal of Speech-Language Pathology*, 18, 42-49. doi:10.1044/1058-0360(2008/06-0069)
- Lewis, C., Packman, A., Onslow, M., Simpson, J. M., & Jones, M. (2008). A phase II trial of telehealth delivery of the Lidcombe program of early stuttering intervention. *American Journal of Speech-Language Pathology*, 17, 139-149. doi:10.1044/1058-0360(2008/014)
- Finn, P., Bothe, A. K., & Bramlett, R. E. (2005). Science and pseudoscience in communication disorders: Criteria and applications. *American Journal of Speech-Language Pathology*, 14, 172–186. doi:10.1044/1058-0360(2005/018)
- Kalinowski, J., Saltuklaroglu, T., Stuart, A., and Guntupalli, V. K. (2007). On the importance of scientific rhetoric in stuttering: A reply to Finn, Bothe, and Bramlett (2005). *American Journal of Speech-Language Pathology*, 16, 69-76. doi:10.1044/1058-0360(2007/009)
- Bothe, A. K., Finn, P., & Bramlett, R. E. (2007). Pseudoscience and the SpeechEasy: Reply to Kalinowski, Saltuklaroglu, Stuart, and Guntupalli (2007). *American Journal of Speech-Language Pathology*, 16, 77-83. doi:10.1044/1058-0360(2007/010)
- Blomgren, M., Roy, N., Callister, T., & Merrill, R. M. (2005). Intensive stuttering modification therapy: A multidimensional assessment of treatment outcomes. *Journal of Speech, Language, and Hearing Research*, 48, 509-523. doi:10.1044/1092-4388(2005/035)

- Cuadrado, E., & Weber-Fox, C. (2003). Atypical syntactic processing in individuals who stutter: Evidence from event-related brain potentials and behavioral measures. *Journal of Speech, Language, and Hearing Research, 46*, 960-976. doi:10.1044/1092-4388(2003/075)
- Menzies, R. G., O'Brian, S., Onslow, M., Packman, A., St Clare, T., & Block, S. (2008). An experimental clinical trial of a cognitive-behavior therapy package for chronic stuttering. *Journal of Speech, Language, and Hearing Research, 51*, 1451-1464. doi:10.1044/1092-4388/08/5106-1451
- Yaruss, J. S., Coleman, C., & Hammer, D. (2006). Treating preschool children who stutter: Description and preliminary evaluation of a family-focused treatment approach. *Language, Speech, and Hearing Services in Schools, 37*, 118-136. doi:10.1044/0161-1461(2006/014)
- Onslow, M., & Yaruss, J. S. (2007). Differing perspectives on what to do with a stuttering preschooler and why. *American Journal of Speech-Language Pathology, 16*, 65-68. doi:10.1044/1058-0360(2007/008)
- St. Louis, K. O., Raphael, L. J., Myers, F. L., & Bakker, K. (2003, Nov. 18). Cluttering updated. *ASHA Leader*, pp. 4-5, 20-22.