

## **SPLH 824: Fluency Disorders**

Summer 2010, TR 6:00 – 7:50

Greg Turner, Ph.D. (Instructor)

Voice Mail: 660-909-2294

E-mail: turner611@gmail.com

### **Course Text**

Text: Guitar, B. (2006). Stuttering: An integrated approach to its nature and treatment. (3<sup>rd</sup> edition), Baltimore, MD: Lippincott, Williams & Wilkens.

### **Course Description**

This course focuses on the study of the nature, assessment and treatment of fluency disorders. Fluency disorders covered include developmental, neurogenic and psychogenic stuttering, and cluttering. The course will cover the facts known about fluency disorders (e.g., onset of stuttering, gender differences, anatomical and physiological differences in nervous system function for developmental stuttering) and how those facts need to be accounted for in a theory of stuttering. A model of assessment will be provided that is based on the stages of developmental stuttering. This same stage model will be adopted as the organizational framework for treatment. The majority of the class will target developmental stuttering; however, assessment and treatment for the other three fluency disorders will be discussed.

### **Course Objectives**

This course meets the requirements of ASHA Knowledge Standards III-B Normal Processes, III-C Communication Disorders, III-D Clinical Application & Professional Issues in the area of Fluency Disorders. Upon completion of this course, students will be able to demonstrate knowledge in the following areas.

- 1) developmental/lifespan issues associated with normal fluency.
- 2) etiologies (i.e., developmental, psychogenic, neurogenic, cluttering) leading to fluency disorders
- 3) characteristics of the fluency disorders associated with different etiologies.
- 4) principles of prevention of a developmental fluency disorder in preschool children
- 5) diagnosis and assessment of fluency disorders, including considerations of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates
- 6) intervention of fluency disorders, including considerations of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates
- 7) fluency specialist recognition

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### Course Requirements

1) Examinations: Two exams will be administered during the semester. Each exam will consist of true/false, multiple-choice, short answer, long answer and essay questions. Exams will be worth 100 points. The information for the last exam will be cumulative. Part of the grade (i.e., 5%) for the last examination will involve the completion of an assessment/treatment notebook. The intent of the notebook is to provide the student with a reference guide for providing service delivery to future clients with fluency disorders. Exams cannot be used in student portfolios.

2) Quizzes on Identifying Disfluency Types, Avoidance Behaviors and Escape Behaviors: If a speech-language pathologist is going to diagnose and treat fluency disorders, one skill a clinician needs to acquire is the ability to accurately and reliably identify disfluencies, and avoidance and escape behaviors. Through within class practice, each student will gain experience at identifying these three types of behaviors. This is especially important for a number of reasons. First, when making diagnoses, the presence of certain types of disfluencies is crucial to deciding if stuttering exists. Secondly, as the severity of stuttering advances, certain types of disfluencies become more prevalent. The same is true for avoidance and escape behaviors. Another reason for reliable identification of all three types of behaviors is the need to track these behaviors as possible outcome measures for documenting changes in treatment. Finally, the presence of certain types of behaviors, guide the direction of treatment. For instance, blocking or silent fixation of the articulators indicates the client is using too much muscular tension to overcome whatever the underlying disruption in speech might be. The presences of hesitations may suggest the client is avoiding the moment of stuttering or he/she might have word finding difficulties. Four in-class quizzes will be given to test the student's ability to identify and categorize each of these behaviors. Each quiz will be worth 10 points. These quizzes cannot be used in student portfolios.

3) Case Study: The student will review a case of a person referred for a fluency evaluation. The student will be provided with the findings on an evaluation. Based on these findings, the student will make a diagnosis, indicate the level of the fluency disorders based on a system provided by the authors of your text, develop treatment goals and describe a treatment program used to achieve the goals. This can be completed in groups of 2-3 students. The case study will be worth 50 points of the student's grade. The case can be used in student portfolios.

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### Grading

<u>Scoring:</u>		<u>Grading Scale:</u>	
Exam #1:	100	290-264	A
Exam #2:	100	263-235	B
Quiz #1: Simple Core Behaviors	10	234-206	C
Quiz #2: Complex Core Behaviors	10	205-177	D
Quiz #3: Avoidance Behaviors	10	176 and below	F
Quiz #4: Escape Behaviors	10		
Case Study	50		
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Total	290		

**Any late projects will drop half a grade for every day they are late. Final point totals are rounded. For values of .5 to .9, the total is rounded to the next whole number (e.g., 263.5 would be rounded to 264). For values below .5, “rounding up” does not occur.**

### Assignment and examination schedule

Quiz #1 (simple core behaviors)	6/17
Quiz #2 (complex core behaviors)	6/24
Quiz #3 (avoidance behaviors)	7/8
Quiz #4 (escape behaviors)	7/15
Exam #1	7/6
Case Study	7/27
Exam #2	7/29

**NOTE-** The dates for the exams/assignments are approximate in nature. They may vary by a few class periods based on the needs of the students.

Attainment of the ASHA Knowledge Standards will be demonstrated by a grade of B or higher on all assessment activities within this class.

## **Intellectual Property**

Course materials prepared by the instructor, together with the content of all lectures (PowerPoint slides) and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, class materials including recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

## **Academic Misconduct**

Students are expected to observe all University guidelines pertaining to academic misconduct. As stated in the University Senate Rules and Regulations (2.6.1):

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for treatment of human and animal subjects; or otherwise acting dishonestly in research.” Academic misconduct will not be tolerated and will be dealt with in accordance with all University rules and regulations.

## **Accommodations**

The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also notify the instructor in writing (e-mail is acceptable) within one week of receiving this syllabus so that appropriate accommodations for this course can be discussed.

If a scheduled requirement is in conflict with a mandated religious observance, you must notify the instructor in writing (e-mail is acceptable) within one week of receiving

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this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.

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### Course Topics

<u>Class</u>	<u>Topics</u>	<u>Readings</u> <sup>1</sup>
6/8	Nature of Stuttering: Overview	Chapter 1
6/10	Constitutional Factors	Chapter 2
6/15	Constitutional Factors; Developmental, Environmental & Learning Factors	Chapter 2
6/17	Developmental, Environmental & Learning Factors	Chapter 3
6/22	Theories of Stuttering	Chapter 4
6/24	Stages of Stuttering Assessment of Developmental	Chapter 5 Chapters 6-7
6/29	Assessment of Developmental Stuttering	Chapter 6-7
7/1	Other Fluency Disorders  Assessment of Other Fluency Disorders	Chapter 13 (435-437; 441; 444-445) Chapter 13 (437-439; 442-443; 445-448)
7/6	Exam #1 Treatment Overview	Chapter 8

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7/8	Treatment Overview	Chapter 8
7/13	Treatment Borderline	Chapter 9
7/15	Treatment Beginning	Chapter 10
7/20	Treatment Intermediate	Chapter 11
7/22	Treatment Advanced	Chapter 12
7/27	Treatment of Neurogenic Acquired Stuttering	Chapter 13 (439-441)
	Treatment of Psychogenic Stuttering	Chapter 13 (443-444)
	Treatment of Cluttering	Chapter 13 (448-450)
7/29	Comprehensive Exam	

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<sup>1</sup> Other readings will be assigned throughout the course.