

**Fluency Disorders  
Com Dis 723  
UW Stevens Point  
Fall Semester 2006**

**Instructor:** Charlie Osborne  
**Office:** 44A  
**Phone:** (715) 346-4960  
**E-Mail:** [cosborne@uwsp.edu](mailto:cosborne@uwsp.edu) (wk)  
[charlieosp@yahoo.com](mailto:charlieosp@yahoo.com) (hm)

**Class Times:** Monday – Wednesday, 10:30 – 11:45  
**Classroom:** CPS 108

**Required Text:**

Guitar, B. (2006). Stuttering: An integrated approach to its nature and treatment (3<sup>rd</sup> Ed.). Philadelphia, PA: Lippincott Williams & Wilkens.

**Required/Supplemental Readings:** These are posted on the library web under the electronic reserve or in the Content section on D2L. If you have problems obtaining readings, let me know.

**Purpose of Textbooks & Reserve 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; the relationship of disfluency 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, IVG-2)
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)

This course also satisfies the knowledge and/or skills corresponding to the Wisconsin Department of Public Instruction PI-34 Content Standards 1F, 2I, 3A, 5A-D, 6A-C&E, 9.

**Expectations**

**For the Instructor:**

- To be thoroughly prepared for class
- To be punctual
- To display respect and courtesy to students

- To provide timely and clear performance criteria for assignments and constructive feedback regarding student performance

**For the Student:**

- To be thoroughly prepared for class
- To attend class on a regular basis. If you are unable to attend class, please notify the instructor and arrange to get class notes and handouts from a fellow student
- To display respect and courtesy to other students and the instructor
- To adhere to the established deadlines for assignment due dates

**Course Format:**

This course is a hybrid course that combines the traditional classroom venue along with an electronic venue, Desire to Learn (D2L). If you are not familiar with interacting in an online format, you will be after this semester! 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.

Readings for each week are included following the course agenda. There are *required* readings, *supplemental* readings, and *group discussion* readings. **It is necessary to have read the required readings and those selected for group discussion prior to the scheduled class or scheduled group discussion.** Information from the listed suggested readings, which you are not required to read, are included in the lecture. Source articles and chapters are available on electronic reserve or in the D2L Content section.

**D2L Drop Box**

The majority of assignments and projects can be placed in the course drop box on D2L. This implies that most of your work will be completed in an electronic form. If you are intending to be DPI certified, you are encouraged to save assignments as PDF files or as web pages. This will enable you to use course assignments as artifacts for your DPI electronic portfolio.

**Accommodations:**

Reasonable accommodations are available for students who have a documented disability. Accommodations may include a variety of testing modifications, note taker, etc. Please notify me during the first week of class of any accommodations needed. All accommodations must be approved through the Office for Students with Disabilities in the Student Services Center.

**Tentative Course Agenda**

	<u>An Introduction</u>
Week One 09/06/06	Course overview An introduction to D2L Unit One: Exploring cultural backgrounds
Week Two 09/11&13/06	Disorders of fluency Stuttering defined Fluency defined Characteristics of the person who stutters <b>D2L Group Discussion:</b> <i>Let's talk culture; it's not what's in your yogurt!</i>
Week Three 09/18&20/06	The development of stuttering Description of stuttering behaviors

	<p>Group Practice: Stuttering  Unit Two: Stuttering in public  <b>Unit One Cultural Diversity reaction paper due on Friday, 9/22/06 (IN D2L Drop box)</b></p>
<p>Week Four  09/25&amp;27/06</p>	<p>Theories of stuttering</p>
<p>Week Five  10/02&amp;04/06</p>	<p>Description of the stuttering problem  Assessment and diagnosis  Group Practice: Transcription practice/data analysis  <b>Unit Two Stuttering in Public papers due on Friday, October 06, 2006 (In D2L Dropbox)</b></p>
<p>Week Six  10/09&amp;11/06</p>	<p>Assessment and diagnosis of fluency disorders: Children  Unit Three: Assessment Project</p>
<p>Week Seven  10/16&amp;18/06</p>	<p>Assessment and diagnosis of fluency disorders: Adolescents &amp; adults</p>
<p>Week Eight  10/23&amp;25/06</p>	<p>Stuttering modification/Fluency shaping therapies  Evidence-based practice  Measuring success in stuttering management  A primer in General Semantics  <b>D2L Group Discussion: <i>Applications of General Semantics to the practice of evaluation and management</i></b>  <b>Unit Four ISAD Online Conference Papers due on <u>Friday, October 27, 2006 (In D2L Dropbox)</u></b></p>
<p>Week Nine  10/30&amp;11/01/06</p>	<p>Management of the preschool child: Contemporary therapies  <b>Unit Three: Assessment Project due on <u>November 03, 2006 (In my mailbox)</u></b></p>
<p>Week Ten  11/06&amp;08/06</p>	<p>Management of the preschool child - MCLAMS-C</p>
<p>Week Eleven  11/13&amp;15/06</p>	<p>Management of the school age child  Wednesday - online class only, <b>Audio lecture</b>  <i>Clinical Decisions with Adolescents Who Stutter</i> (W. Manning)</p>
<p>Week Twelve  11/20&amp;22/06</p>	<p>Management of the school age child  Management of the adolescent and adult  <b>D2L Discussion: <i>Child case study</i></b></p>
<p>Week Thirteen  11/27&amp;29/06</p>	<p>Management of the adolescent and adult  <b>Unit Five: Multiple choice tests due on December 01, 2006</b></p>
<p>Week Fourteen  12/04&amp;06/06</p>	<p>Management of the adolescent and adult – MCLAMS-A  Group Therapy  <b>D2L Discussion: <i>Child case study</i></b></p>

Week Fifteen  
12/11&13/06

Other disorders of fluency and their management  
**D2L Discussion: A reflective review of CD 723**

Week Sixteen  
12/19/06

**Final Examination Period, Poster Presentations**  
Tuesday 10:15-12:15

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### Course Readings

#### **Week One**

##### **Required Readings** (in D2L Content section)

##### **Readings for Unit One**

American Speech-Language-Hearing Association (2005). Cultural competence. *ASHA Supplement 25*, in press.

Rodriguez, B. L. and Olswang, L.B. (2002). *Cultural diversity is more than group differences: An example from the Mexican American community*. Contemporary Issues in Communication Science and Disorders, Vol. 29, 154-164.

#### **Week Two**

##### **Required Readings**

Guitar text: Chapters One, *Introduction to stuttering* & Two, *Constitutional factors in stuttering*

##### **Supplemental Reading**

Culatta, R. & Goldberg, S.A. (1995). Stuttering therapy: An integrated approach to theory and practice. Needham Heights: Allyn & Bacon. Chapter Two, *Different types of disfluency*.

#### **Week Three**

##### **Required Readings**

Guitar text: Chapter Three, *Developmental, environmental, and learning factors*  
Oyler, M.E. (2005). *Treatment for children who stutter with heightened sensitivity and sensory integration dysfunction*. Wisconsin Speech-Language Pathology and Audiology Professional Association, The Communication Connection, 19, 1-7.

##### **Readings for Unit Two**

Jezer, M. (1997). Stuttering: A life bound up in words. Plymouth, VT: Five Corners Press. Chapter 2, *How I Stutter* & Chapter 3, *The "S" Word*.

Manning, W. (2004). "How can you understand? You don't stutter!"

Contemporary Issues in Communication Science and Disorders, Vol. 31, 58-68.

#### **Week Four**

##### **Required Readings**

Guitar text: Chapter Four: Theories about stuttering.

Yairi, E. & Ambrose, N.G. (2005). Early childhood stuttering. Austin, TX: Pro-Ed. Chapter 14, *Theoretical considerations and conclusions*.

##### **Supplemental Readings**

Packman, A. & Attanasio, J. (2004). Theoretical issues in stuttering. New York, NY: Psychology Press. Chapter 11, *Theories and treatment* and Chapter 12 *Final comments*.

Grinager Ambrose, N. (2004). Theoretical perspectives on the cause of stuttering. Contemporary Issues in Communication Science and Disorders, Vol. 31, 80-91.

#### **Week Five**

##### **Required Readings**

Guitar text: Chapter Five: *Normal disfluency and the development of stuttering*  
Handouts

### **Supplemental Reading**

Yaruss, J.S., & Quesal, R.W. (2004). *Stuttering and the International Classification of Functioning, Disability, and Health (ICF): An update*. Journal of Communication Disorders, 37 (1), 35-52.

### **International Stuttering Awareness Day 2006 Online Conference**

Don't Talk About Us ... Talk With Us

<http://www.mnsu.edu/comdis/kuster/stutter.html>

#### **Week Six**

#### **Required Reading**

Guitar text: Chapter Six, *Preliminaries to assessment*, and Chapter Seven, *Assessment and diagnosis*

Handouts

#### **Week Seven**

#### **Required Reading**

Handouts

Yaruss, J.S. and Quesal, R.W. (2006). *Overall assessment of the speaker's experience of stuttering (OASES): Documenting multiple outcomes in stuttering treatment*. Journal of Fluency Disorders, 31, 90-115.

#### **Week Eight**

#### **Required Readings**

Guitar text: Chapter Eight, *Preliminaries to treatment*

Johnson, W. and Moeller, D. (1972). Living with change: The semantics of coping. New York: Harper & Row. Chapters 4 & 8, *Keeping our bearings*, *Speaking the language of responsibility*.

Osborne, C. (2005). *The use of language as a therapy tool*. Wisconsin Speech-Language Pathology and Audiology Professional Association, The Communication Connection, 19, 10-13.

Shapiro, D. (1999). Stuttering intervention: A collaborative journey to fluency freedom. Austin, TX: Pro-Ed. Chapter 7, *Stuttering modification and fluency shaping: Psychotherapeutic considerations*.

#### **Suggested Readings**

Quesal, R.W. and Yaruss, J.S. (2000). *Historical perspectives on stuttering treatment: Dean Williams*. Contemporary issues in communication science and disorders, 27, 178-187.

Williams, D. *A perspective on approaches to stuttering therapy*, In Gregory, H. (1979). Controversies about stuttering therapy. Baltimore: University Park Press.

Williams, D. (1957). *A point of view about 'stuttering'*. JSHD, 22, 3, pp. 390-397.

#### **Week Nine**

#### **Required Readings**

Guitar text: Chapter Nine, *Treatment of borderline stuttering*, and Chapter Ten, *Treatment of beginning stuttering*

Yaruss, J.S., Coleman, C., and 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.

Gottwald, S. and Starkweather, W. (1995). *Fluency intervention for preschoolers and their families in the public schools*. LSHSS, 26, 2, 117-126.

#### **Week Ten and Week Eleven**

#### **Required Readings**

Guitar text: Chapter 11, *Treatment of intermediate stuttering*

Dell, C. (1993). *Treating school-age stutterers* in Stuttering and related disorders of fluency (Curlee, R., Ed.). New York: Thieme.

Healey, E. C. and Scott, L. (1995). *Strategies for treating elementary school-age children who stutter: An integrative approach*. LSHSS, 26, 2, 151-161.

**Suggested Reading**

Ingham, R. and Riley, G. (1998). Guidelines for the documentation of treatment efficacy for young children who stutter. JSLHR, 41, 4, 753-77

**Week Twelve**

**Required Reading**

Guitar text: Chapter 12, Treatment of advanced stuttering

**Week Thirteen**

**Required Reading**

Manning, W. (2001). Clinical decision making in fluency disorders (2<sup>nd</sup> Ed.). San Diego, CA: Singular. Chapter 8, *Treatment for adolescents and adults*

**Week Fourteen**

**Assigned readings**

Handouts

**Week Fifteen**

**Required Reading**

Guitar text: Chapter 13, *Related disorders of fluency*

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**Study Units**

You are required to complete the following study units. They are:

**1. Exploring your own culture.**

This unit requires several that several activities be completed. Please see the detailed explanation at the back of the syllabus.

**2. Stuttering in Public**

This unit requires several that several activities be completed. Please see the detailed explanation at the back of the syllabus.

**3. Stuttering Assessment Project**

This unit requires you to pair with another student. You will be asked to transcribe and analyze two speech samples: one of a child who stutters and the other an adult who stutters. Please see the detailed explanation at the back of the syllabus.

**4. ISAD Online Conference Participation**

This online conference is live October first through October 22<sup>nd</sup>, 2006. You are required to participate and write of your experiences. Please see the detailed explanation at the back of the syllabus.

## 5. Design a Multiple-Choice Test

This unit requires you to pair with another student. Instead of me giving you a test, in this unit you will be proving me with one! Please see the detailed explanation at the back of the syllabus.

## 6. Poster Session

This unit requires you to pair with another student. You will be developing and presenting a critical review of a contemporary therapy approach/program. Please see the detailed explanation at the back of the syllabus.

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### Online Group Discussion Assignments

You are expected to participate in five small group discussions on D2L throughout the semester. I have provided source articles for discussions and questions to address. Each student is expected to participate in each discussion a minimum of two times (with the exception of the final discussion). Discussions will include:

- I. *Let's talk culture: It's not what's in your yogurt!*
- II. *Applications of General Semantics to the practice of evaluation and management*
- III. *Case Study: A child with a stuttering problem*
- IV. *Case Study: An adult with a stuttering problem*
- V. *A reflective review of the course*

These discussions are set up to occur outside of the traditional classroom setting. You should have ample opportunities to participate throughout the week. Discussion topics and questions will be available in the D2L discussion section each week. It is required that you post your first comment by day's end on Wednesday and your final comment(s) by day's end on Friday of the week of the discussion. Late entries will be penalized 10%.

### 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.

Criterion	Exemplary	Acceptable	Undeveloped
Insightfulness	Posting demonstrates thorough understanding of the topic, incorporates knowledge from readings and lectures	Posting shows some understanding of topic though perhaps imperfect or superficial at times	Posting demonstrates lack of understanding or predominate superficiality
Organization	Posting contains a logical progression of ideas with good	Posting contains logical progression of ideas; may have	Posting jumps from idea to idea without clear purpose or

	transitions between points	some rough transitions	direction
Clarity of Communication	Posting reflects consistently thoughtful word choices with clearly worded sentences and paragraphs	Posting may have infrequent lapses in word choice or clarity of meaning	Numerous poorly-chosen words or improper use of terms that obscure meaning
Writing Mechanics	Grammar and punctuation uniformly conform to standards of scholarly writing	Occasional grammar and/or punctuation errors	Numerous grammar and/or punctuation errors

**Assessment – (The point assignments for each task):**

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

**Study Units:**

Exploring Your Own Culture	50 points
Stuttering in Public	50 points
Stuttering Assessment	100 points
ISAD Conference Participation	50 points
Multiple Choice Test	50 points
Poster Presentation	50 points
Online Group Discussion Participation	
Group participation (10 points ea. Discussion)	50 points

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<b>Total Points</b>	<b>400 points</b>
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**Grading:**

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

<b>Letter Grade</b>	<b>Percentage</b>
A	96-100%
A-	91-95%
B+	88-90%
B	84-88%
B-	81-83%
C+	78-80%
C	74-77%

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