

Fluency Development and Disorders SLPG-64700

Course Syllabus - Fall, 2009

Instructor: Dr. Douglas Cross
Office: 306 Smiddy Hall Phone: 274-3073
Office Hrs: To be announced
Web Site: <http://www.ithaca.edu/faculty/cross>
E-mail: cross@ithaca.edu

GENERAL INFORMATION

Readings: Students are responsible for all assigned readings by class time. Students should be prepared to discuss topics in class.

Texts:

- Shapiro, D.A, Stuttering Intervention: A Collaborative Journey to Fluency Freedom (1999)
- Cross, D.E., A Systems Approach to Treating Stuttering (revised, 2005)

Attendance: My attendance policy is consistent with Ithaca College as presented in the Student Handbook.

Participation: Topics covered in graduate level courses involve a combination of “factual” and “theoretical information. Often, there are no absolute correct or incorrect answers when dealing with communication disorders, especially stuttering. Students are expected to come to class prepared and be able to discuss information from the readings and topics covered in lecture and to support their opinions in a coherent and meaningful manner.

Students with Disabilities: In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case by case basis. Students must register with the Office of Academic Support Services and provide appropriate documentation to the college before any academic adjustment will be provided. If you have a documented disability that may interfere with your ability to perform in the course as described, report this to the professor no later than three class periods after the semester begins to arrange for reasonable accommodations.

Exams, Projects and Grading:

Exams: There will be three examinations totaling 80% of the final grade. Exams are weighted equally in calculating your final grade. The third exam is the final exam and is NOT comprehensive. Exams are sequenced to follow specific information in class rather than specific calendar dates. As the semester progresses refer to the syllabus to get an approximate idea of when exams will occur. There will be at least one weeks notice before each exam.

Exams can consist of multiple choice, short answer, and/or essay questions. Questions are structured to assess three areas of knowledge; (1) factual information, (2) conceptual understanding, and (3) application. Factual

information questions are designed to assess recall of specific facts or issues from texts, readings, lectures, and discussions. Conceptual questions are designed to assess the students understanding of the theoretical background and framework regarding topics in fluency. This includes the ability to "integrate" material from one or more sources into theoretical frameworks and models. Application questions assess ability to use both factual and conceptual information in hypothetical clinical situations.

Questions are structured along a continuum of difficulty. Some questions should be relatively easy for a majority of students while others will be more difficult for a majority of students.

Projects: Between two and four projects will be assigned during the semester. Projects are of equal weight and their grade average will constitute 20% of the final grade. Projects are designed to enhance understanding of the material covered in the course. Unless otherwise stated all work on projects must be independent (no collaboration with other students or faculty). Projects must be completed and submitted at the time indicated (or before). Late projects will not be accepted. Please keep this in mind as you budget your time.

COURSE OBJECTIVES AND STUDY GUIDES:

The following are the minimum behavioral objectives students should attain through independent readings, assignments, and class lectures. They are listed sequentially, following the topic areas on the syllabus. They are also broken down by objectives for each testing period. You can use these objectives as a study guide to organize and integrate information from readings and lectures.

Exam #1 : The Nature, Development, and Measurement of Fluency

The student should understand and be able to discuss in detail the following topics:

- Overview of fluency and fluency disorders
- Definition and measurement of speech fluency and speech fluidity
- Models and controversies associated with measuring and treating stuttering and other fluency disorders.
 - Segmental models of fluency
 - Measurement of a fluency index and disfluency classifications
 - Measurement of inclusive and exclusive speaking rates
 - "Core" versus "secondary" characteristics of disfluency and how they relate to normal from abnormal fluency development
 - Systems/ Dynamic models of communication fluidity
 - Description of 'systems'
 - The principle components of the human communication system
 - Description and measurement of speech fluidity
 - Phases of movement
 - Parameters of movement fluidity
 - Communication pace
 - Sources of disrupted movement and movement recovery
 - Development of Fluency in Children
 - Characteristics of fluency development in children.
 - Patterns of speech that characterize fluency development and patterns of typical and atypical disfluency.
 - Factors that either increase and decrease fluency and disfluency in children and adults.

Exam #2 : The Stuttering Response

The student should understand and be able to identify and/or discuss the following:

- Behaviors that characterize the speech and response patterns associated with developing and chronic stuttering. These include, but are not limited to, segmental and nonsegmental speech patterns most associated with stuttering, anticipatory/expectancy behaviors and the typical attitudes and perceptions associated with stuttering.
- Patterns and phases of stuttering development
- Relationship among thoughts, emotions, behavior, and memory as it relates to the development of the stuttering response.

- What is meant by "coping" strategies and how they relate to the stuttering problem.
- Relationship between "time" and the disruption and recovery from disfluent speech. This will include, but is not limited to, the concept called the "Window of Acceptability".
- Incidence and prevalence of stuttering as well as the patterns of spontaneous recovery. Identify who or what groups show the highest rate of incidence and prevalence of stuttering
- Factors and theories believed to influence either the onset or development of stuttering including cognitive ability, language ability, speech motor ability, the central nervous system, audition, the environment, personality, and intelligence.
- Factors that influence variability of stuttering. These include factors that tend to increase and decrease the occurrence and severity of stuttering behavior.- factors associated with constitutional predisposition of stuttering.

Exam #3: Evaluation and Treatment of Stuttering

The student should understand and be able to identify and discuss the following topics:

- Protocol for conducting a fluency evaluation for children and across the life span
- Rationale and treatment principles of the three most common models of stuttering treatment. Students should be able to compare and contrast how each model addresses (1) modification of speech, (2) attitudes, perceptions, and emotional arousal, (3) anticipation and avoidance behaviors, and (4) descriptions of treatment success.
 - Traditional (stutter fluently) Models
 - Behavioral (speak fluently) Models
 - Systems (speak naturally) Model
- The rationale and principle components of a "systems" model of stuttering and stuttering treatment and how this is applied to treatment of stuttering.
- The rationale, goals, and definitions of success of the five phases of treatment in the SAST program. criteria for terminating treatment and the factors that contribute to that decision.
- Criteria for terminating treatment and the factors that contribute to that decision.

TOPIC OUTLINE

SECTION I: OVERVIEW OF FLUENCY DISORDERS, DEVELOPMENT AND ASSESSMENT OF SPEECH FLUENCY AND FLUIDITY

<u>Topics</u>	<u>Shapiro</u>	<u>SAST</u>
Overview: Fluency and Fluency Disorders Course structure and overview of fluency and fluency disorders	Ch1	Intro., Ch 1
Conceptual Frameworks <ul style="list-style-type: none"> • Symptom based models of stuttering • A Systems model of stuttering 	Ch 3 (60-69)	Ch 1, 2
Measurement of Speech Fluency and Fluidity <ul style="list-style-type: none"> • Segmental analysis of fluency and speech rate • Dynamic/movement analysis of speech fluidity 	Ch 1	Ch 3
Development of Speech Fluency and Fluidity <ul style="list-style-type: none"> • Development of normal fluency in children • Variability of fluency 	Ch 1	Ch 3

EXAM #1

SECTION II: NATURE AND DEVELOPMENT OF THE STUTTERING RESPONSE

The Stuttering Response <ul style="list-style-type: none"> • Facts about stuttering • Development of an anticipatory response • Four Components of the stuttering response <ul style="list-style-type: none"> ○ Speech pattern component ○ Psychological/thought component ○ Arousal/emotion component ○ Adjustment component • Four phases of stuttering development 	Ch 2, 3, 4	Ch 4
---	------------	------

EXAM #2

SECTION III: EVALUATION AND TREATMENT OF STUTTERING

Evaluation of Fluency: The Basics <ul style="list-style-type: none"> • Goals of a fluency evaluation • Procedures for conducting a fluency evaluation • The interview • Organizing information: The Individual Fluency Profile 	Ch 8, 9, 10	Ch 12
Treatment of Developmental Stuttering <ul style="list-style-type: none"> • Traditional - Stuttering Fluency Models • Fluency Shaping - Stutter Free Models • Systems Approach to Treating Stuttering 	Ch 5, 6, 7	Ch 5-11

EXAM #3 (This is the final exam)