

CDSC 243 Fluency Intervention

**Instructor:**

Dr. Linda House

Sturges 218

245 -5328

house@geneseo.edu

Course Description:

Stuttering is disorder of speech that disrupts the normal forward flow of speech. The cause is unknown and there is no cure for stuttering. Stuttering is cross-culturally universal and its origins can be traced back to the beginning of recorded history. This course will explore the physiological, genetic, and behavioral nature of the disorder.

Additionally, specific emphasis will be placed on the assessment of stuttering and various protocols designed for the treatment of stuttering.

Text:

There is no required text. If you are interested in a support text I recommend- Bennett, E. (2006) Working With People Who Stutter: A Lifespan Approach, Allyn and Bacon: Boston, MA.

Examinations and Papers:

There will be two exams (each worth 25%), one research paper (worth 20%), and one material assignment (worth 15%), class assignments (worth 10%) and participation (worth 5%).

Exams

There will be two exams given. The structure will vary with course content. Dates will be determined. Make-ups for the examinations will be given for extreme circumstances only and when appropriate documentation is received. Make-ups may be oral in format.

Research Paper

A 5 to 6 page paper double spaced research paper using a 12 font on a topic relating to fluency and approved by the instructor. References can be cited in any acceptable format. A bibliography with at least five books (other than the text) and at least five articles or internet articles must be included. Paper is due on the assigned date and will be penalized one letter grade for each class period it is late.

Materials Assignment

A manual for parents or teachers containing pertinent handouts, etc and containing no less than 30 entries.

Assignments:

There will be several assignments (totalling 10%) which will be completed both during and outside of class time. They will focus on preparing a brochure and therapy techniques. Further detail will be provided as needed. There may be no advance notice on these assignments and failure to complete the assignment will result in loss of all points. There are no make up options for assignments.

Participation:

Participation is highly encouraged.

Grades:

The following percentages will be used to determine grades. These percentages are FIRM!!! No exceptions.

| | |
|--------------|--------------|
| 95.0-100 A | 77.0-79.9 C+ |
| 90.0-94.9 A- | 74.0-76.9 C |
| 87.0-89.9 B+ | 70.0-73.9 C- |
| 84.0-86.9 B | 65.0-69.9 D |
| 80.0-83.9 B- | Below 65 E |

There are no options for extra credit.

Formative and Summative Experiences:

To enhance learning based on student input; this course contains both formative and summative experiences. Formative experiences shall include 1) designated question periods at the beginning of each class, and 2) the invitation to students to submit written questions prior to each exam for possible inclusion on examinations and quizzes. Summative experiences shall include all exams and projects.

Learning Outcomes:

At the conclusion of this course, students will be able to

1. Explain the differences between stuttered and normal disfluencies
2. Discuss the onset and development of stuttering
3. Describe the loci of stuttering
4. Discuss various theories of stuttering
5. Discuss various conceptual models of stuttering
6. Explain assessment protocols used with young children who stutter
7. Explain various treatment procedures used with young children who stutter
8. Describe assessment and treatment procedures used with adolescent children who stutter
9. Explain assessment protocols used with adults who stutter
10. Explain various treatment procedures used with adults who stutter

The above objectives comply with ASHA Standards III.B , III.C, and III.D

Course Outline :

Definitions and General Information

History

Stuttering's Onset and Development

Stuttering vs. Normal Disfluency

Early Childhood Stuttering (phonology and language issues)

Theories of Stuttering

Genetic Issues

Assessment

Treatment –All ages

Students Who Have Special Needs :

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or learning disabilities. Students should consult with the Director in the Office of Disability Services (Tabitha Buggie -Hunt, 105D Erwin, tbuggieh@geneseo.edu) and their individual faculty regarding any needed accommodations as early as possible in the semester.