School-Age and Adolescent Stuttering: Assessment and Treatment

INTRODUCTION

This webinar discusses assessment and treatment for school-age and adolescent children who stutter. The particular focus is on how to write measurable treatment goals and design activities to help children who stutter improve their overall communication, decrease their own negative reactions to their stuttering, decrease physical tension and secondary behaviors, and improve speech fluency. Participants will leave with an understanding of how to assess and treat the affective, cognitive, and behavioral components of stuttering.

LEARNING OUTCOMES

You will be able to:

• evaluate affective, cognitive, and behavioral components of stuttering
• develop treatment plans that target functional outcomes for school-age and adolescent children who stutter

CONTENTS

What is Stuttering?.......................................................... 2
Assessment ........................................................................... 8
Treatment .......................................................... 11
Writing Goals .......................................................... 14
Stuttering and Counseling ............................................. 22
Case Examples .................................................................. 30
Resources .......................................................................... 38
References .......................................................................... 39

PROGRAM HISTORY and IMPORTANT INFORMATION

Live webinar date: May 10, 2016
Peer reviewed: April 2, 2017
End date: April 2, 2020

To earn continuing education credit, you must complete and submit the learning assessment on or before April 2, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006