Advances in Stuttering Measurement and Treatment for Adults

INTRODUCTION

Stuttering is a challenging speech disorder that can have a significant impact on the life of the person who stutters. This journal self-study addresses issues that have been identified in the literature regarding how reliable stuttering measures actually are and how clinicians are trained to make these determinations. In addition, this course explores some newer treatment methods, using virtual reality and an approach that is different from the typical prolonged speech treatment often used. Clinicians will come away with a better understanding of the importance of measuring what they intend to measure, how training impacts measurement, and how new treatment options may assist clients who stutter.

LEARNING OUTCOMES

You will be able to:
- summarize the need for reliable measurement of stuttering events and severity
- describe the usefulness of two common stuttering measurement training programs and how training impacts diagnosis and treatment
- explain the benefits of using virtual reality environments for stuttering treatment
- compare and contrast two stuttering treatments that focus on intervals of phonation

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Absolute and Relative Reliability of Percentage of Syllables Stuttered and Severity Rating Scales, by Hamid Karimi, Sue O'Brian, Mark Onslow, and Mark Jones ................................................................. CE-1

The Efficacy of Stuttering Measurement Training: Evaluating Two Training Programs, by Lauren A. Bainbridge, Candace Stavros, Mineh Ebrahimian, Yuedong Wang, and Roger J. Ingham ................................................................. CE-13

Real Enough: Using Virtual Public Speaking Environments to Evoke Feelings and Behaviors Targeted in Stuttering Assessment and Treatment, by Shelley B. Brundage and Adrienne B. Hancock ................................................................. CE-22

Efficacy of the Modifying Phonation Intervals (MPI) Stuttering Treatment Program With Adults Who Stutter, by Roger J. Ingham, Janis C. Ingham, Anne K. Bothe, Yuedong Wang, and Martin Kilgo ................................................................. CE-33
PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA’s scholarly journals

**Original start date:** June 10, 2016

**Peer reviewed:** May 27, 2017

**End date:** May 27, 2020

To earn continuing education credit, you must complete the test with a passing score on or before **May 27, 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](http://www.asha.org/shop).

This course is offered for **0.35 ASHA CEUs** (Intermediate level, Professional area).

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*