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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*
INTRODUCTION

This issue of Perspectives on Fluency and Fluency Disorders integrates several current themes in stuttering therapy and research. First, a case vignette for a teenager who stutters highlights strategies for comprehensive assessment and treatment of stuttering. This multidimensional approach is reflected again in the presentation of a treatment case study for a young child who stutters, as well as in an article that encourages the application of multifactorial theories in clinical research. Next, authors present a survey of parents attending a support convention for their children who stutter. This is the first study of parents who attend stuttering support groups, and results indicated that parents were comfortable and knowledgeable about stuttering. Finally, the last theme of this issue highlights the benefits of case study research designs for tackling complex, real-world research problems. One article illustrates the process of case study research, and this process is further illustrated in a case study of a successful treatment protocol for a young child who stutters.

LEARNING OUTCOMES

You will be able to:

- identify elements of stuttering assessment and treatment that target the affective, behavioral, and cognitive domains of stuttering
- describe the attitudes and feelings of parents who attended a support group for children who stutter and their families
- describe the flow of information between theoretical models, empirical research, and clinical research
- describe the process involved in a qualitative case study research design, and determine how these processes were used in a pediatric fluency case

PROGRAM HISTORY

Start date: June 23, 2015
Available through: May 21, 2018

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before May 18, 2018.

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.

This course is offered for 0.25 ASHA CEUs (Intermediate level, Professional area).