

Minnesota State University Moorhead

SLHS 424: Childhood Stuttering and Related Disorders

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

This course requires the following prerequisite

SLHS 202 - Anatomy and Physiology of Normal Speech and Hearing

Corequisites: None

MnTC Goals: None

A study of the theories of disfluency, fluency development and stuttering in children. Assessment, prevention and treatment of childhood stuttering and cluttering is included. Special consideration will be given to children with Downs syndrome and Attention Deficit and Hyperactivity Disorder (ADHD).

B. COURSE EFFECTIVE DATES: 03/04/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Stuttering and Cluttering Defined
2. Characteristics of People Who Stutter
3. ABCs of Stuttering and Cluttering
4. School-Age Children Who Stutter
5. Environmental and Learning Factors
6. Theoretical Foundations
7. Assessment and Diagnosis
8. Intervention Paradigms
9. Development of Stuttering

D. LEARNING OUTCOMES (General)

1. Describe the onset and development of childhood stuttering
2. Describe and be able to support the factors that contribute cause or promote stuttering.
3. Correctly differentiate normal from abnormal disfluencies during a live conversational speech sample.
4. Instruct a set of interview questions to be used during the collection of a child's case history and anticipate the relevance of potential client answers.
5. Construct an evaluation outline/table for a child with a suspected fluency disorder. Include how each listed procedure may lead to a diagnosis of "normal", "stuttering-like" speech or other fluency disorders.
6. Measure both qualitatively and quantitatively normal and abnormal disfluencies contained in a conversational speech sample
7. Construct a treatment plan (outline) for a child who stutters. Include information appropriate to share with family members and other caregivers/teachers.
8. Demonstrate the following primary fluency facilitating techniques: easy, relaxed approach - slow movement (easy onsets, soft touches, smooth transitions and reduced rate) along with stutter more fluently techniques.
9. Propose an "at-home" or classroom supplemental therapy program to be used by parents, other care givers or teachers.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted