Issues in Fluency and Fluency Disorders
SIG 4

TABLE OF CONTENTS

Introduction and Learning Outcomes i

Faculty Disclosures ii

Perceptions of Stuttering of Different Age Groups
by Sergey M. Kondrashov and John A. Tetnowski

Leadership Opportunities for Clinicians Working With Stuttering and
Other Fluency Disorders by Timmie L. Robinson, Jr.

Word-Final Repetition in an Adult With Attention-Deficit/Hyperactivity
Disorder: A Case Report by David L. Evans and K. Leann Owens

Finding the Good in the Challenge: Benefit Finding Among Adults
Who Stutter by Michael P. Boyle, Carolina Beita-Ell,
and Kathryn M. Milewskia

Adolescent Students Who Stutter: A Qualitative Exploration of School
Experiences by Tiffany R. Cobb, Derek Eugene Daniels,
and James Panico

Oral Face-to-Face Versus Online Administration of the Public Opinion
Survey of Human Attributes–Stuttering/Child
by Kenneth O. St. Louis, Lauren E. Myers, Madison Flick Barnes,
Meredith A. Saunders, Becca M. Hall, and Mary E. Weidner
INTRODUCTION

These Perspectives (SIG 4) covered a diverse area of topics as they related to fluency and fluency disorders, including word-final disfluencies, social support, behavioral and affective comparisons of people who stutter, school participation by children who stutter, and leadership and childhood responses to a public attitudes about stuttering survey.

LEARNING OUTCOMES

You will be able to:

- explain the major qualitative findings of how middle and high school students describe their school experiences
- describe how to use at least one affective tool for stuttering and one behavioral tool for stuttering
- describe leadership opportunities for clinicians working in the areas of fluency and fluency disorders
- identify the nature of word-final repetitions in an adult with normal intelligence and attention-deficit/hyperactivity disorder
- summarize one particular benefit that a person who stutters may report related to his/her stuttering
- explain and compare advantages/disadvantages of face-to-face versus online administration of the public opinion survey of human attributes-stuttering/child

PROGRAM HISTORY

Start date: November 11, 2019
Available through: November 9, 2022

IMPORTANT INFORMATION

To earn continuing education credit, you must complete the test with a passing score on or before November 9, 2022.

This course is offered for 0.40 ASHA CEUs (Intermediate level, Professional area)