Bilingual Fluency/Disfluency in Children and Why Adults Attend Self-Help Groups
SIG 4

INTRODUCTION

In these Perspectives (SIG 4) articles, two of the articles relate to patterns of disfluency in young bilingual children—one of these two articles adds the patterns of stuttering in young bilingual children that stutter. The third article uses a thematic analysis to help understand why adults who stutter attended self-help groups.

LEARNING OUTCOMES

You will be able to:

- list patterns of disfluency in young bilingual children that do not stutter
- list patterns of stuttering and disfluency in young bilingual children who stutter
- describe the motivations for adults to regularly attend stuttering support groups

CONTENTS


An Introductory Examination of Speech Disfluencies in Spanish–English Bilingual Children Who Do and Do Not Stutter During Narratives by Cristina Rincon Reeves, Kia Noelle Johnson, and Courtney Byrd (https://doi.org/10.1044/2019_PERSP-19-00040)


PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: September 23, 2020
End date: September 21, 2023

To earn continuing education credit, you must complete the learning assessment on or before Date.

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