

Graduate Fluency Disorders Course Assignment Comprehensive Stuttering Evaluation

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Purpose

1. To give you experience evaluating and measuring observable aspects of stuttering (top of the iceberg)
 - To impress upon you how subjective our measurements of observable aspects of stuttering really are
2. To give you experience evaluating and measuring the stuttering experience (bottom of the iceberg, as well as effects of the environment)
3. To give you the opportunity to think beyond the stuttering and consider other aspects of communication that may or may not be affecting the client

Assignment

You will work in pairs for this assignment. You will use the same client for both the Comprehensive Stuttering Evaluation Assignment and the Creating a Treatment Plan Assignment. Both individuals should sign up for the same client on Canvas under the People section.

First, view a sample of your client reading out loud and their interview. Simply listen and observe.

Observable Aspects of Stuttering

Next, each member of your pair should *individually* review each recording again with the intention of measuring the observable aspects of stuttering. For *both reading and interview tasks*, measure:

- The frequency of observable disfluency (overall, stuttered, and non-stuttered)
- The types of observable disfluencies (stuttered and non-stuttered)
- Physical secondary characteristics, if present. The absence of physical secondary behaviors is a meaningful clinical finding and should be reported as such when applicable.

Second, meet with your partner and compare your findings. *You will almost certainly have different results.* That is okay and expected; and part of the purpose of this assignment. Discuss the moments of disagreement and, together with your partner, come to a consensus.

Stuttering Experience

Work together with your partner to score and interpret the OASES, with the intention of both identifying relative strengths and areas for improvement.

Also review the client's interview to gather additional information about their stuttering experience.

Documentation

Each graduate student pair will turn in *one* assignment together. Please be sure to include both of your names on the document. Summaries should be submitted via Canvas under the Assignments section as a Word Doc or PDF.

You will use the provided template to report your results, as if you were writing them in an evaluation report in a clinical or educational setting. *Adjust the template to your specific client/findings.*

Additionally, you will answer the following reflective questions:

1. How were your measurements of the observational aspects of stuttering similar and different? Include at least one example of a moment where you initially disagreed and explain how your discussion influenced your clinical judgment.
2. Name at least one specific additional assessment, rating scale, questionnaire, and/or interview strategy you would use if given the opportunity. This could include measures of other aspects of communication (e.g., receptive, expressive, and/or pragmatic language, word-finding skills, articulation skills, etc.). If using a rating scale, questionnaire, or interview strategy, it could be administered with the client directly or other relevant stakeholders (e.g., parent, teacher, partner, etc.). Your response should clearly explain why this measure is appropriate for this client, not just clients who stutter in general. Explain how that additional information would inform your recommendations.

Additional Note

Reasonable approximations are expected given the available speech samples; grading will prioritize clinical reasoning and justification over numerical precision.

Scoring (15 points total)

Point Value	Description
2	Accurately reported observable aspects of stuttering (must include a minimum of 200 syllables per speaking task to ensure that fluency counts are representative of the individual's speaking pattern at that time)
2	Accurately scored OASES and accurately reported measurements of the stuttering experience
3	Identified three relative strengths and two relevant needs specific to the client
4	Use of Evidence-Based Practice (4 points total) 2 points - Internal Evidence - Integrates relevant internal evidence (e.g., a quote from the client, a score on the OASES, a specific observation) 2 points - External Evidence - Integrates and cites at least one external source (peer-reviewed literature related to stuttering assessment or treatment; APA 7th edition formatting required) relevant to this specific client Both internal and external evidence should be used to justify assessment choices, interpretation of findings, and/or recommendations (not just described in isolation). At least one source of external evidence is required to receive full credit.
2	Reflective Question #1: How were your measurements of the observational aspects of stuttering similar and different? Include at least one example of a moment where you initially disagreed and explain how your discussion influenced your clinical judgment.
2	Reflective Question #2: Name at least one specific additional assessment, rating scale, questionnaire, and/or interview strategy you would use if given the opportunity. Your response should clearly explain why this measure is appropriate for this client, not just clients who stutter in general. Explain how that additional information would inform your recommendations.
Bonus	Additional points may be awarded at the instructor's discretion for excellent write-ups
15	Total