

Graduate Fluency Disorders Course Assignment Creating a Treatment Plan

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Purpose

1. To practice interpreting comprehensive diagnostic information to create a treatment plan specific to the individual client
2. To practice designing service delivery that supports the intended therapy targets
3. To practice writing measurable goals in stuttering therapy

Assignment

You will work in the same pairs for this assignment. You will use the same client for both the Comprehensive Stuttering Evaluation Assignment and the Creating a Treatment Plan Assignment. You do not need to sign up again.

Together, review your Comprehensive Stuttering Evaluation Assignment and create your therapy plan.

Your treatment plan should include:

- Recommended service delivery (individual/group, frequency, and duration)
- At least two measurable goals (in SMART/MAG format; objectives are optional)
- At least two potential, reasonable accommodations for this client
 - For individuals in school/college, accommodations should be for the educational setting
 - For individuals in the workforce and/or community, accommodations should be for those settings
- Rationale for your recommendations, again using a combination of *internal* and *external* evidence

Documentation

Each pair of graduate students will submit *one* written treatment plan. Please make sure all group members' names are on the document. Treatment plans should be submitted via Canvas under the Assignments section as a Word Doc or PDF.

Note

In clinical practice, treatment planning is a collaborative process developed *with* the client, guided by their values, priorities, and preferences. Because the client is not available for ongoing collaboration in this assignment, you will rely on the evaluation data provided to make the most thoughtful, person-centered recommendations possible.

Scoring (15 points total)

Point Value	Description
3	Recommended service delivery is appropriate and specifies format (individual/group), frequency, and duration of each session
6	Two measurable goals specific to the client • Aligned to needs identified in the evaluation report • Written in SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) or MAG (Condition, Name, Behavior, Performance Criteria) format • Each goal should include a baseline (based on available assessment data)
2	Two reasonable accommodations specific to the client and their life stage/setting
4	Rationale for recommendations supported by Evidence-Based Practice (4 points total) 2 points - Internal Evidence • Integrates relevant internal evidence (e.g., specific findings from the evaluation report, OASES scores, client quotes) to support treatment planning and goal development 2 points - External Evidence • Integrates and cites at least one relevant external source (peer-reviewed literature related to stuttering treatment; APA 7th edition formatting required) to support treatment planning, goal development, and/or recommendations • External evidence is clearly connected to this specific client (not described in isolation) Both internal and external evidence should be used to justify clinical decisions (not just described). At least one source of external evidence is required to receive full credit.
Bonus	Additional points may be awarded at the instructor's discretion for excellent write-ups
15	Total

Some Resources for Writing Measurable Goals (not all inclusive)

- Gore, K., & Luckman, C. (n.d.). *Writing goals with the 3Es*. speech IRL. Retrieved December 30, 2025, from <https://www.speechirl.com/services/3es-goals>
- Gore, K., & Luckman Margulis, C. (2022). *3Es: An all-inclusive stuttering therapy tool. Perspectives of the ASHA Special Interest Groups*, 7(3), 716–727.
https://doi.org/10.1044/2022_PERSP-20-00300
- Mount, M. (2020, February 27). *Writing SMART goals*. SpeechPathology.com, Ask the Experts.
<https://www.speechpathology.com/ask-the-experts/writing-smart-goals-20344>
- Pennsylvania Training and Technical Assistance Network. (n.d.). *Measurable annual goals at a glance* (PDF). Retrieved December 30, 2025, from <https://www.pattan.net/assets/PaTTAN/89/89a7c2e1-17d9-4d18-998f-c9d846e3aa5d.pdf>
- Sisskin, V. (2018). Avoidance reduction therapy for stuttering (ARTS®). In B. J. Amster & E. R. Klein (Eds.), *More than fluency: The social, emotional, and cognitive dimensions of stuttering* (pp. 157–175). Plural Publishing.
- Sisskin, V., & Goldstein, B. (2022). Avoidance reduction therapy for school-age children who stutter. *Seminars in Speech and Language*, 43(2), 147–160.
<https://doi.org/10.1055/s-0042-1742695>