



Stuttering Assessment and Treatment for Children

**The University of Central Florida
Chapter of the
National Student Speech-Language
and Hearing Association**

**The Student Government
Association**

**The University of Central Florida
Department of Communication
Sciences and Disorders**

proudly presents

**The 6th Annual
Gene J. Brutten
Symposium on Fluency**

Friday, February 29, 2008

**University of Central Florida,
Orlando, Florida
Student Union, Room 316
Cape Florida Ballroom**

University of Central Florida
College of Health & Public Affairs
Communication Sciences & Disorders
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Course Faculty Nancy Ribbler Inaugural Cadre

Nancy Ribbler is a member of the Inaugural Cadre of ASHA Board Recognized Fluency Specialists. She is a full-time school-based SLP in Broward County School District in South Florida. She has worked in speech pathology and fluency disorders for over twenty-two years. Nancy served on the ASHA Division 4 Steering Committee for Fluency Disorders and was a Liaison for the Schools Task Force on Fluency. She was Coordinator and Trainer for Broward County School District's Fluency Effectiveness Outcomes Project from 1999-2002. She is developer and trainer for the On-Line Fluency Assessment Course in Broward County School District. She has published articles for Divisions 4 and 16 including "Stuttering: Its Multidimensional Impact on School Performance", "When a Student Stutters: Identifying the Adverse Educational Impact" (2006), and "Fluency Effectiveness Outcomes Project" (2001). She continues to mentor and train Broward County SLP'S to become more effective in the assessment and treatment of school-age children who stutter.

Stuttering Assessment and Treatment for Children

The purpose of this workshop is to provide participants with practical information and systematic methods to feel more confident evaluating and working with children who stutter. A multidimensional approach to stuttering, incorporating cognitive, attitudinal, social and motor components will be discussed. A variety of fluency tools will be

presented including parent and teacher checklists, attitude scales, and an educational impact fluency rating scale to differentially diagnose normal disfluency from borderline, beginning, intermediate and advanced stuttering. Techniques to more efficiently identify and code stuttering and coping behaviors when transcribing a fluency sample will be presented. Attention will be given to learning how to write meaningful, measurable and curriculum relevant IEP goals and to select appropriate treatment strategies to help students communicate more effectively in the classroom setting. Data collection techniques will be presented to document therapy progress.

LEARNER OUTCOMES

Use a multidimensional assessment approach to evaluate stuttering in the school settings, incorporating cognitive, social, attitudinal, motor and educational impact factors.

Utilize parent and teacher checklists and functional stuttering rating scales to determine the adverse educational impact and eligibility criteria.

Develop measurable, achievable and curriculum relevant fluency goals.

Design a therapy program to address cognitive/attitudinal, social and motor components of stuttering.

Use data collection and transcription techniques to determine stuttering severity and document progress in therapy.

Utilize individual and group therapy activities to promote transfer of skills to the classroom.

COURSE CREDITS

The University of Florida, Department of Communication Sciences and Disorders is approved by the Continuing Education Board of the American Speech-Language Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for 0.6 CEUs (intermediate level: professional area). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

Gene J. Brutten, Ph.D.

Gene Brutten's contributions to the understanding of fluency disorders, and its treatment has been recognized nationally and internationally. He has lectured at universities in three continents and has been a visiting professor at the University of Gent in Belgium, the University of Nijmegen in the Netherlands and the University of Witwatersrand in South Africa. In 1971, and again in 1978, he received a Fulbright-Hays award to conduct clinically-based research at the University of Utrecht in the Netherlands. Dr. Brutten, who is dually certified, is a fellow of ASHA. He has also been awarded its certificate of recognition and certificate of appreciation. Dr. Brutten is a founding member of the International Fluency Association and served as the editor-in-chief of its Journal of Fluency Disorders from 1989 to 2000. He has published more than 70 journal articles and 20 book chapters on stuttering and has given over 200 professional presentations. He was the co-author of the seminal book, *The Modification of Stuttering*, in which it was proposed that, for assessment and therapeutic purposes, the dysfluencies of stutterers need to be differentiated from the escape and avoidance responses that they use to cope with stuttering and its anticipation. In this regard, he has developed a Two Factor approach to therapy and the *Behavior Assessment Battery*. The battery's procedures have been translated for use by clinicians and researchers in countries such as Belgium, Croatia, Israel, Japan, Pakistan, the Netherlands, Spain and Sweden. In 2002, Dr. Brutten received the ASHA Honors in recognition of his lifetime accomplishments in the field of communication disorders and sciences.



Symposium Overview

The UCF Chapter of NSSLHA and the UCF Department of Communication Sciences and Disorders sponsors the Gene J. Brutten Symposium on Fluency. This clinical symposium is intended for clinicians, students, researchers, and interested individuals who wish to learn more about the diagnosis and treatment of stuttering in children and adults. The symposium provides access for clinicians to gain continuing education credits in the area of fluency. The main goal of the symposium is to broaden the knowledge of clinicians who work or will work with dysfluent children and adults in order to facilitate valid, reliable, and effective diagnosis and treatment.

Symposium Schedule

- 7:30 Registration
- 8:15 Introduction of the Speaker
- 8:30 Assessment
- 10:00 Break
- 10:15 Putting the Pieces Together:
Impact of Stuttering
- 12:00 Lunch (on your own)
- 1:00 Treatment:
 - *Overview of therapy approaches.
 - *Using multi-dimensional SAMI model.
 - *Writing measurable, achievable & relevant fluency goals.
 - *Practice Activity-Design multi-dimensional treatment plan.
- 2:30 Break
- 2:45 Therapy Activities
S-Social **A**-Attitude **M**-Motor **I**-Impact
- 4:00 Adjournment

Registration

Make checks payable to: **UCF NSSLHA**

Please return this form with your payment

Name: _____

Address: _____

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Email: _____

Affiliation: _____

(Check One)

- _____ Clinician
- _____ Researcher/Professor
- _____ Student
- _____ NSSLHA member
- _____ UCF NSSLHA Member

For Student Certification

Name of University or College: _____

Bring student ID

Parking Information - \$5.00 per day

C & D parking garages closest to event

www.parking.ucf.edu

Dining Services

www.studentunion.ucf.edu/services

Registration Postmarked Prior to February 1, 2008:

\$100.00 Clinicians and Researchers
Add \$20.00 for CEU's (Total \$120.00)
\$25.00 Students

Free to UCF students with completed registration form.

On-site Registration:

\$125.00 Clinicians and Researchers
Add \$20.00 for CEU's (Total \$145.00)
\$30.00 Students

All Funds in US Dollars Payable to UCF NSSLHA

Amount enclosed _____

Send to:

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Refund Policy: The University reserves the right to cancel any program with full refund. Cancellation requests received from registrants in writing by the Department of Communication Sciences & Disorders, prior to the symposium date, will be subject to an administrative fee of \$25.00. THERE WILL BE NO REFUND AFTER THIS DATE. If a cancellation request is not received prior to the symposium, the registrant is liable for the entire fee.