

SCHOOL-AGE STUTTERING: ASSESSMENT AND TREATMENT FINAL EXAM

(3 CE HOURS)

1. Eye blinks, twitching or tapping body parts, stamping, facial grimaces, and the like are examples of _____.
 - a. Escape behaviors
 - b. Core stuttering behaviors
 - c. Avoidance behaviors
 - d. Fluency strategies
2. In 2010, researchers with the National Institutes of Health identified _____ genes as a source of stuttering in a large Pakistani family, and found the same _____ gene mutations in some people in the United States and England who also stuttered.
 - a. 2
 - b. 3
 - c. 4
 - d. 5
3. Under Healey, Trautman & Susca's CALMS model, "A," or "Affective," refers to _____.
 - a. The impact stuttering is having on a person in relation to other people
 - b. What a person knows about stuttering
 - c. How a person feels about their stuttering and communication
 - d. A person's innate speech and language abilities
4. In considering types of stuttering, elongating a sound ("I wwwwwwwant a hamburger. llllll want a hamburger. I want a hhhhhhamburger.") is called _____.
 - a. Interjection
 - b. Prolongation
 - c. Repetition
 - d. Block
5. Questions such as "Do you stutter?" or "Do your words ever get stuck when you talk?" are asked during _____ of a stuttering assessment.
 - a. Step Five: Informal and additional measures
 - b. Step Four: Standardized tests
 - c. Step Three: Background information
 - d. Step Two: Screening
6. Questions such as "Does anyone else in the family stutter?" and "Does this student avoid talking in your class?" are asked during _____ of a stuttering assessment.
 - a. Step Five: Informal and additional measures
 - b. Step Four: Standardized tests
 - c. Step Three: Background information
 - d. Step Two: Screening
7. "Strengths are that it focuses explicitly on the experience of stuttering – the feelings and social impact that stuttering may have on an individual. Weaknesses are that it is limited in scope, only looking at the feelings and attitudes, and not providing guidance on the motor patterns involved in stuttering." This statement evaluates which standardized measure of stuttering?
 - a. Overall Assessment of the Speaker's Experience of Stuttering (OASES)
 - b. Stuttering Severity Instrument, Fourth Edition (SSI-4)
 - c. CALMS assessment (CALMS)
 - d. Behavior Assessment Battery for School-Age Children Who Stutter (BAB)
8. When using the CALMS multifactorial model as a guideline for building a complete picture of the student's stuttering and the impact stuttering is having on the student, the _____ component encompasses what a student knows about stuttering in general (facts) as well as what they know about their own stuttering (identification, strategies).
 - a. Linguistic
 - b. Motor
 - c. Cognitive
 - d. Social
9. A fluency sample should be _____.
 - a. Exactly 250 syllables
 - b. A maximum of 50 words
 - c. At least 300 words
 - d. At least 100 words, or 200 syllables
10. A survey of studies on the efficacy of stuttering therapy found that the therapeutic relationship accounts for about _____ of the change observed during stuttering therapy (Zebrowski 2007).
 - a. 30%
 - b. 25%
 - c. 20%
 - d. 15%

11. Every fluency client should have specific goals identified for their therapy. When using the CALMS model, an example of a _____ area goal is “Student will use their favorite strategy while leaving a voicemail (for the SLP or family member).”
- Social
 - Motor
 - Affective
 - Linguistic
12. “_____” is a term often used to describe speech production to elementary age children, framing the different parts of your body as a machine that makes speech, and each of the different anatomical structures as a part of that machine.
- Buy-In
 - The Speech Machine
 - Individual Education Program
 - Stuttering Group
13. By treating stuttering matter-of-factly, accepting clients’ stuttering, and not being upset or uncomfortable about stuttering, the SLP is conveying _____.
- Basic knowledge about speech production
 - Fluency strategies
 - Self-exploration
 - Stuttering desensitization and acceptance
14. The myth: “Stuttering is just a habit that people can break if they want to.” A rebuttal: _____.
- A traumatic episode may trigger stuttering in a child who already is predisposed to it
 - The manner in which people stutter may develop in certain patterns, so the cause of stuttering itself is almost certainly due to a habit
 - Because stuttering is a neurological condition, many, if not most, people who stutter as older children or adults will continue to do so - in some fashion - even when they work very hard at changing their speech
 - Children and adults who stutter are shy by nature and often are hesitant to speak up
15. When introducing fluency strategies, role-play is important because _____.
- Without realistic practice, it is very unlikely that students will generalize a particular strategy into their everyday communication
 - Stuttering normally changes over time, and especially is likely to change as children get older
 - Talking about stuttering may cause a child’s stutter to intensify
 - Stress in a child’s environment causes stuttering
16. SLPs are the experts on stuttering, but because it is multifaceted, there are many situations where we need to collaborate with other people. Collaborators _____.
- Should only be professionals, such as other SLPs and family counselors
 - Are ineffective if bullying and teasing are occurring
 - Include the child’s family, teachers, and the child him/herself
 - Should disregard information provided by the child
17. Therapy with teenagers is very similar to therapy with adults in that _____.
- If you tell them they should be in therapy, they will probably put up with it
 - Nothing can be done to eliminate the barrier if they do not want therapy
 - It is enough for an SLP or another adult to think that they should be in therapy
 - The student needs to want to change their speech in order for therapy to be effective
18. “Older students have stronger literacy skills, as well as greater ability to self-analyze. As part of self-exploration, it can be very useful to have the student keep a stuttering log to help them learn about their stuttering.” This is an example of goal-setting in the _____ area.
- Linguistic
 - Cognitive
 - Motor
 - Social
19. Teenagers use more multisyllable words, more technical terms, and more complex grammar than elementary aged kids. This may trigger increased stuttering, if the stuttering is influenced by _____ complexity.
- Motor
 - Linguistic
 - Affective
 - Cognitive
20. Middle and high school students are increasingly independent in their interactions with their teachers. This means that they will need to learn skills for advocating for accommodations in class for themselves. Common accommodations include _____.
- Giving oral reports in a small group or 1:1 with the teacher
 - Requesting that the teacher not call on the student
 - Eliminating the need to answer oral questions
 - Making phone calls