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Proposal ID: 10934

Proposal Type: General Submission Form

Authors

Order	Author Information
1	<p><b>Dr. Shelley B. Brundage</b> (PRESENTING AUTHOR: Author who will be presenting) (Submitter)  <a href="mailto:brundage@gwu.edu">brundage@gwu.edu</a>  George Washington University  Washington, DC 20052 United States  ASHA Affiliation: ASHA Member Student: No  Certification: CCC-SLP  Author Biographical Sketch:  Shelley B. Brundage, Ph.D., CCC-SLP, , BCS-F, F-ASHA is a professor and chair of the Speech, Language, and Hearing Sciences at George Washington University. Her research aims to improve the lives of persons who stutter, either directly or by improving student learning of clinical skills. She is an expert in the use of virtual reality technologies in treatment, teaching, and learning.</p>
2	<p><b>Dr. Nan Bernstein Ratner</b> (PRESENTING AUTHOR: Author who will be presenting)  <a href="mailto:nratner@umd.edu">nratner@umd.edu</a>  University of MD  Bethesda, MD 20817 United States  ASHA Affiliation: ASHA Member Student: No  Certification: CCC-SLP  Author Biographical Sketch:  Nan Bernstein Ratner is Professor, University of Maryland. An ASHA Honors recipient and AAAS Fellow, she publishes and presents frequently in the areas of fluency and child language development/disorder.</p>
3	<p><b>Dr. Michael P. Boyle</b> (PRESENTING AUTHOR: Author who will be presenting)  <a href="mailto:mpboyle227@gmail.com">mpboyle227@gmail.com</a>  Montclair State University  Little Falls, NJ 07424 United States  ASHA Affiliation: ASHA Member Student: No  Certification: CCC-SLP  Author Biographical Sketch:  Michael P. Boyle, Ph.D., CCC-SLP, is an Associate Professor and Graduate Program Coordinator of the Speech-Language Pathology program in the Department of Communication Sciences and Disorders at Montclair State University. He teaches a variety of courses including fluency disorders, voice disorders, research methods, and counseling. His research is focused on psychosocial aspects of stuttering including stigma and well-being.</p>
4	<p><b>Dr. Kurt Eggers</b> (PRESENTING AUTHOR: Author who will be presenting)  <a href="mailto:kurt.eggers@thomasmore.be">kurt.eggers@thomasmore.be</a>  Ghent University &amp; Thomas More U  Tremelo Belgium  ASHA Affiliation: International Affiliate Student: No  Certification: None</p>

	<p>Author Biographical Sketch:</p> <p>Kurt Eggers (PhD) is a professor at Ghent University, Thomas More and Turku University. He is ECSF chair, IFA president, EFS secretary and associate editor for Journal of Fluency Disorders. Kurt has worked clinically for many years and his research focuses on the role of temperament and executive functioning in stuttering and speech disfluencies in different populations.</p>
5	<p>Rachel Everard (AUTHOR ONLY: Author, but will NOT be presenting)  <a href="mailto:raeverard@gmail.com">raeverard@gmail.com</a>  City Lit  London United Kingdom  ASHA Affiliation: International Affiliate Student: No  Certification: None  Author Biographical Sketch:  Rachel Everard is a UK specialist speech and language therapist whose decision to train as a therapist stemmed from the fact she stammers herself and from her life-changing experience of having therapy as an adult. After qualifying in 1996 she worked in a variety of settings before joining City Lit, a specialist stammering centre for adults who stammer in London. She strongly believes in empowering people who stammer and educating the general public about stammering.</p>
6	<p>Dr. Marie-Christine Franken (AUTHOR ONLY: Author, but will NOT be presenting)  <a href="mailto:m.franken@erasmusmc.nl">m.franken@erasmusmc.nl</a>  Erasmus University Medical Center  Rotterdam Netherlands  ASHA Affiliation: SLP/Audiologist but not an ASHA Member Student: No  Certification: None  Author Biographical Sketch:  Marie-Christine Franken graduated in Linguistics, certified as a Speech-Language Pathologist and as a Fluency Expert. She defended her dissertation entitled Evaluation of Stuttering Therapy at the Radboud University Medical Hospital, Nijmegen (1997). She has always worked as a clinical researcher in the field of speech disorders, focusing on stuttering.</p>
7	<p>Dr. Elaina Kefalianos (AUTHOR ONLY: Author, but will NOT be presenting)  <a href="mailto:ekefalianos@unimelb.edu.au">ekefalianos@unimelb.edu.au</a>  University of Melbourne  Parkville Australia  ASHA Affiliation: Neither SLP/Audiologist and not an ASHA Member Student:  No  Certification: None  Author Biographical Sketch:  Dr Elaina Kefalianos is a speech pathologist. She is Course Coordinator and Senior Lecturer for the Master of Speech Pathology at the University of Melbourne. She has 14 years of clinical-research experience. Elaina is Vice-President for SAY: Australia, a national not-for-profit organization that supports 7-18-year-olds who stutter.</p>
8	<p>Dr. Anne K. Marcotte (AUTHOR ONLY: Author, but will NOT be presenting)  <a href="mailto:abothe@uga.edu">abothe@uga.edu</a>  University of Georgia  Athens, GA 30602 United States  ASHA Affiliation: ASHA Member Student: No  Certification: CCC-SLP  Author Biographical Sketch:  Anne Bothe Marcotte, Ph.D., CCC-SLP, is a Professor and the CMSD Program Director in the</p>

	Department of Communication Sciences and Special Education at the University of Georgia. Her expertise encompasses stuttering measurement and treatment, evidence-based practice for speech-language pathology, cross-cultural practice and professionalism, and academic administration.
9	<p>Dr. Sharon Millard (AUTHOR ONLY: Author, but will NOT be presenting)  <a href="mailto:sharonmillard@nhs.net">sharonmillard@nhs.net</a>  Michael Palin Centre for Stammering Children  Benson, United Kingdom  ASHA Affiliation: International Affiliate Student: No  Certification: None  Author Biographical Sketch:  Sharon Millard is the Research Lead at the Michael Palin Centre for Stammering in London. Her research is clinically driven, focusing on the nature of stuttering in children, treatment efficacy and effectiveness, and outcome measurement. She is a European Fluency Specialist and the Co-Chair of the Oxford Dysfluency Conference.</p>
10	<p>Dr. Ann Packman (AUTHOR ONLY: Author, but will NOT be presenting)  <a href="mailto:Ann.Packman@uts.edu.au">Ann.Packman@uts.edu.au</a>  University of Technology Sydney  Lidcombe, NSW Australia  ASHA Affiliation: International Affiliate Student: No  Certification: None  Author Biographical Sketch:  (This will appear after the author completes their disclosure)</p>
11	<p>Dr. <b>Martine Vanryckeghem</b> (PRESENTING AUTHOR: Author who will be presenting)  <a href="mailto:martinev@ucf.edu">martinev@ucf.edu</a>  University of Central Florida  Orlando, FL 32816-2215 United States  ASHA Affiliation: ASHA Member Student: No  Certification: CCC-SLP  Author Biographical Sketch:  Martine Vanryckeghem received her Ph.D. from Southern Illinois University after having worked as a speech pathologist in Belgium. Dr. Vanryckeghem, is a Pegasus Professor at the University of Central Florida, ASHA fellow, Board-Certified Fluency Specialist and European Fluency Specialist. Prof. Vanryckeghem received ASHA's Certificate of Recognition for Outstanding Contribution in International Achievement. She served as managing editor of the Journal of Fluency Disorders and is on editorial and Scientific boards of internationally-based journals and organizations.</p>
12	<p>Dr. <b>J. Scott Yaruss</b> (PRESENTING AUTHOR: Author who will be presenting)  <a href="mailto:jsy@msu.edu">jsy@msu.edu</a>  Michigan State University  East Lansing, MI 48824 United States  ASHA Affiliation: ASHA Member Student: No  Certification: CCC-SLP  Author Biographical Sketch:  J. Scott Yaruss is a Professor of Communicative Sciences and Disorders at Michigan State University. A board-certified specialist in stuttering, Dr. Yaruss has provided more than 750 continuing education workshops for clinicians around the world, published more than 110 peer-reviewed papers, and more than 300 other books, booklets, article, and online posts about stuttering. He is the co-author of the OASES and practical treatment guidebooks from StutteringTherapyResources.com.</p>

**Requested Session Format:** Oral Seminar 1-Hour In-person (Live/Onsite)

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Some in-person sessions may be selected in advance by the Convention Program Committee to have the slides and audio broadcast to the virtual platform in real time (no recording). They will not be recorded or available on the platform after the in-person session concludes.

Do you agree to allow the slides and audio for this session to be broadcast if selected? Yes. I agree

Topic Area: Fluency

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#### Title of Proposal

Consensus Guidelines for Assessing Stuttering

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#### Review and Confirm Your Title

Yes Please confirm that your title has capital letters for principal words and has no quotation marks. Make sure your title is \*not\* in ALL CAPS.

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#### Instructional Level:

The content of the proposal is best suited for attendees at the following learner level.

Intermediate

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Abstract Type: Research

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#### Learner Outcomes

1. Describe six areas that should be considered when assessing stuttering clients
2. Explain the necessity of person-centered assessment and goal setting
3. Explain how results from the six areas potentially influence treatment

Yes Please confirm that your learner outcomes comply with the requirements outlined above. Failure to comply with the requirements will result in your submission not being accepted for presentation.

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#### Session Description

This project developed consensus guidelines for assessment procedures for people who stutter across the lifespan. Twelve expert clinicians and researchers provided descriptions of their assessment approaches during diagnostic evaluations with persons who stutter (PWS). Iterative content analysis identified six core areas of a comprehensive evaluation of stuttering and PWS; these were: (1) stuttering-related background information; (2) speech, language, and temperament development (especially for younger clients); (3) speech fluency and stuttering behaviors; (4) reactions to stuttering by the speaker; (5) reactions to stuttering by people in the speaker's environment, and (6) adverse impact caused by stuttering. These guidelines can help speech-language pathologists to design and perform appropriate stuttering assessments, and to do so with confidence. Example procedures will be discussed.

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#### Abstract/Summary

Many speech-language pathologists lack confidence in their ability to help people who stutter (e.g., Briley, 2018; Brisk et al., 1997; Byrd et al., 2020), which can adversely affect clinical services (Millard et al., 2010). Clear guidelines from trusted sources could help clinicians overcome this challenge. Similar

guidelines have been published for other communication and swallowing disorders (Cunningham et al., 2019; Espitalier et al., 2018; Kempster et al., 2009; Mei et al., 2018; Patel et al., 2018). The history of different opinions about stuttering make it difficult for clinicians to select assessment strategies and document the need for treatment and evaluate outcomes.

A diverse group of speech-language pathologists and researchers with expertise in stuttering were asked to identify a core set of recommendations for clinicians to consider in designing evaluations. Because procedures may differ across a client's lifespan, we examined assessment strategies for four distinct age groups: preschool children, school-age children, adolescents, and adults. The goal was to provide guidance to speech-language pathologists to improve their clinical skills and confidence in working with this population.

## METHOD

The first and last authors of this paper invited participants based on four criteria: a) documented expertise in stuttering treatment, b) expertise across the lifespan, c) representation of different philosophies on the nature of stuttering, as evidenced by their published work and lived experiences, and d) representation of different approaches to the treatment of stuttering. Ten experts joined the first and last author to form a group of 9 women and 3 men with an average of 28.8 (SD = 9.6) years of experience in the field. Five countries were represented (Australia, Belgium, the Netherlands, the United Kingdom, and the United States of America).

Respondents used blank templates to identify tasks and procedures used when assessing persons who stutter for each age group; and to specify what each tool assessed and the specific measures obtained. The first author anonymized the results and put them into a spreadsheet for sorting and categorization. We performed an iterative thematic analysis (Braun & Clarke, 2006; Chi, 1997; Hill et al., 1997; Syed & Nelson, 2015) to identify common themes. These were reviewed, revised again, and reviewed until a core set was agreed upon by all respondents. The specific processes used are discussed in detail by Brundage et al (2021) in an AJSLP article. The iterative nature of the review process provided respondents with multiple opportunities for input and revision and resulted in a consensus document for each age group.

## RESULTS

Six core areas of assessment were identified: stuttering-related background; speech, language, temperament; speech fluency and stuttering behavior; reactions to stuttering by the speaker; reactions to stuttering by people in the speaker's environment; and adverse impact associated with stuttering. Importantly, the procedures described by respondents included identifying or verifying the diagnosis of stuttering, determining the appropriateness for treatment, and exploring the direction that treatment might take. These areas are described briefly below.

Stuttering-related background information about the person who stutters includes their experiences related to stuttering, their major concerns, and their goals for treatment. Various aspects of speech, language, and temperament development should routinely be assessed in children who stutter but only as needed in older clients. Speech fluency and stuttering behavior should be assessed across tasks and settings to determine the nature and severity of observable stuttering behaviors. Next is the speaker's reactions to stuttering and how those reactions influence communication interaction and confidence. This includes exploration of awareness, anticipation, and avoidance; and discussion of successful and unsuccessful coping strategies. It is valuable to learn how the speaker's environment influences the behavior and experience of stuttering. Finally, adverse impacts that stuttering has on a speaker's communication, education, employment, and quality of life need to be assessed. Suggests tools, tasks, and procedures to use in each of these areas will be part of the convention presentation.

## DISCUSSION

The results of this project provide important insights into the assessment practices of clinicians and researchers with expertise in stuttering who represent a wide range of theoretical and empirical viewpoints. Regardless of those differences, it was clear that these respondents do share some commonalities in their approaches to assessment with persons who stutter. As reflected in the six core areas, all respondents consider background information; speech behavior; the reactions of the speaker and of other people; and the combined impact of these components on the life of the speaker who stutters to be appropriate for evaluating individuals who stutter.

The assessment tasks and procedures presented here are meant as a guide for clinicians working with persons who stutter and their families. It may not be practical to complete all of the tasks mentioned, so we recommend that clinicians to try to complete at least one measure from each core area of assessment that is relevant for a particular client to give a broader understanding the client's experience of stuttering, help clinicians identify areas for treatment, and allow documentation of treatment outcomes.

All the respondents repeatedly emphasized that assessment areas and procedures must be tailored to each client's or family's unique needs. Assessment plans must consider each client's experience with stuttering, and each component of the assessment and treatment must be guided by information provided by speakers and their families. Also emphasized was assessment should lead to mutually agreed-upon goals for treatment and a jointly determined definition of what will constitute a positive treatment outcome.

Finally, results from this study demonstrate clearly that a well-rounded assessment of individuals who stutter must consider more than just speech fluency or observable stuttering. This involves measuring the speaker's affective, behavioral, and cognitive reactions to stuttering, as well as the extent of the impact that stuttering has on the speaker's life and the role that the environment plays in the speaker's experiences of stuttering.

If accepted, may we publish this abstract in the online planner used by attendees? Yes

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Will this proposed session focus on one specific approach, product or product line, tool, technique, service or model (without mention of or information about other similar approaches, products, services, techniques, tools or models)? No  
If yes, describe:

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## References/Citations

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
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## Time-Ordered Agenda

### Time Ordered Agenda

5 mins: Introduction  
10 min: Statement of problem/need for guidelines  
10 min: Methodology  
15 min: Findings and examples  
5 min: Discussion  
15 min: Q&A

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## Keywords

Keyword 1: Stuttering  
Keyword 2: Assessment  
Keyword 3: Lifespan  
Keyword 4: Guidelines

## Keyword 5:

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Will this submission be of particular interest to any of the following audiences? Early Career Professionals (under 5 years)

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Are you presenting as an interprofessional team that includes non-CSD presenters? No

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I/We can present on any day (Thursday, Friday, and Saturday). Yes

I/We cannot present on the following day(s): N/A

Special Reason

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Is this a panel presentation/discussion with five (5) or more presenters? No

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Our 2022 theme, "Reframe Your Thinking: Resilience Reinvented," is a challenge to reexamine how we think of resilience. ASHA members embody resilience. We teach skills to help our patients, clients, colleagues, and students be resilient, but never have we needed to embrace and draw upon our own knowledge and skills more than over the past couple of years. Resilience is not just an ability to learn from challenges and rebound, but an opportunity to take stock of the foundational building blocks we all have that allow us to grow. The path to resilience is different for everyone and draws on our unique strengths, resources, and support systems. This year we are reframing, rethinking, and reinventing resilience by appreciating our skills, celebrating our discoveries, and taking pride in how we've grown, both professionally and personally.

Does your proposal reflect a policy, program or procedure that echoes the spirit of our Convention theme, "Reframe Your Thinking: Resilience Reinvented"? Yes

Describe how your proposal conforms to this theme:

By giving clinicians, particularly those new to the profession, a set of stuttering assessment guidelines, to increase their confidence in working with this population.

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Does any presenter listed in the proposal require a reasonable accommodation due to disability? This information is not used in any element of the review process or acceptance decision. It may be used for scheduling purposes, including timing and room set. No

Please add the name of the presenter(s) who will need assistance and describe their needs. The presenter will be contacted for additional information, if needed.

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