

## Assessment and Treatment of Children who Stutter: A Workshop of Practical Strategies

### Speaker Bios:

Craig Coleman is an assistant professor at Marshall University and a Board-Recognized Specialist in Fluency Disorders. Prior to joining the Marshall faculty, Craig spent over twelve years serving as Clinical Coordinator and Co-Director of the Stuttering Center at Children's Hospital of Pittsburgh.

Craig is a two-term President of the Pennsylvania Speech-Language-Hearing Association. Craig is also a member of the Scientific and Professional Education Board of the American Speech-Language-Hearing Association and Associate Coordinator of ASHA Special Interest Group 4: Fluency and Fluency Disorders.

In 2011, Craig was awarded the Clinical Achievement Award of the Pennsylvania Speech-Language-Hearing Association. Craig is a co-founder of MC Speech Books, where he has co-authored three children's books on stuttering. Craig is also the founder of the Virtual Stuttering Center, a provider of tele-therapy for people who stutter. Craig collaborated on the child versions of the Overall Assessment of the Child's Experience of Stuttering (OASES), which assesses the affective and cognitive components of stuttering.

Craig received his bachelor's and master's degrees at the University of Pittsburgh.

Mary Weidner is a doctoral student in Communication Sciences & Disorders at West Virginia University. Her research focuses on childhood stuttering with emphasis on peer attitudes. Prior to returning for doctoral studies, Mary worked as a speech-language pathologist at Children's Hospital of Pittsburgh. While there, Mary was involved in the assessment and treatment of children who stutter.

Mary has served as Student Representative and Secretary of the Pennsylvania Speech-Language Hearing Association. She has also been involved in advocacy efforts for promoting the profession and is a member of ASHA Special Interest Group 4: Fluency and Fluency Disorders. Mary is co-founder of MC Speech Books and is involved in facilitating support groups for children and adults who stutter.

Mary received her bachelor's and master's degrees at Indiana University of Pennsylvania.

### Learning Objectives:

At the conclusion of this workshop, participants will be able to:

1. Discuss current theories, perspectives, and models of stuttering.
2. Describe the affective, behavioral, and cognitive components of stuttering.
3. Identify models of counseling that may be used in treatment for children who stutter and their families.

4. Describe components of a comprehensive assessment for preschool, school-age, and adolescent children who stutter.
5. Identify appropriate measurable goals for working with children who stutter.
6. Describe components of community-based intervention for children who stutter.
7. Identify types of bullying and intervention programs for children who stutter.
8. Describe appropriate intervention activities for children who stutter

#### Time-Ordered Agenda

Tuesday July 15, 2014

8:30 A.M. to 10:00 A.M. Overview of Fluency Disorders

10:00 A.M. to 10:30 A.M. Break / Video Session

10:30 A.M. to 12:00 P.M. Current Theories and Models of Stuttering

12:00 PM to 1:00 P.M. Lunch

1:00 P.M. to 2:30 P.M. Assessment of Preschool Children who Stutter

2:30 P.M. to 3:00 P.M. Break / Video Session

3:00 P.M. to 4:30 P.M. Treatment of Preschool Children who Stutter

Wednesday July 16, 2014

8:30 A.M. to 10:00 A.M. Assessment of School-Age and Adolescent Children who Stutter

10:00 A.M. to 10:30 A.M. Break / Video Session

10:30 A.M. to 12:00 P.M. Treatment of School-Age and Adolescent Children who Stutter

12:00 PM to 1:00 P.M. Lunch

1:00 P.M. to 2:30 P.M. Counseling Children who Stutter and Their Families

2:30 P.M. to 3:00 P.M. Break / Video Session

3:00 P.M. to 4:30 P.M. Bullying Prevention and Intervention for Children who Stutter

This two-day workshop will be eligible for 1.2 ASHA CEUs (12 hours).

Following the workshop, participants will have access to a discussion list for the participants, so that the cohort can continue their collaborative learning after the workshop has ended.