



Department of Speech-Language Pathology
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Treatment Report

<i>Client:</i>	Samuel King	<i>Date of Report:</i>	12/15/00
<i>Address:</i>	520 Clink Street Pittsburgh, PA 15227	<i>DOB:</i>	10/14/76
<i>Period Covered:</i>	9/26/00-12/5/00	<i>Phone:</i>	412.262.8988
<i>Diagnosis:</i>	Stuttering	<i>Sessions:</i>	15 Individual
		<i>Diagnostic Code:</i>	307.0

Background History

Samuel King, a 24-year old male, was first seen at the Duquesne University Speech-Language-Hearing Clinic for a chronic stuttering problem in September 1999. Mr. King, originally from Kenya, has stuttered since childhood, but never received treatment. He has been in the United States for three years, and was referred to this clinic by Father Hogan.

At the beginning of this treatment, Mr. King's dysfluencies were primarily characterized by blocks and part-word repetitions. He also demonstrated secondary characteristics including hard articulatory contacts and occasional lip pressing during dysfluencies. The severity of Mr. King's stuttering was judged to be very mild as determined by the Stuttering Severity Instrument (SSI-3).

Mr. King is an unmarried student majoring in Finance at Duquesne University. He is serving an internship assignment at Mellon Bank. His position requires daily interactions with bank employees (authority figures). Mr. King is seeking to better manage his fluency to improve his speech in professional environments. Mr. King enrolled in individual therapy two times per week following his evaluation.

Long Term Goals

To speak with controlled fluency in all activities of daily living.

Short Term Goals

1. To increase awareness of emotional issues and understanding of the disorder of stuttering
2. To increase awareness and identification of the core and secondary behaviors which comprise his stuttering.
3. To use fluency-enhancing techniques of light articulatory contacts and slow rate into reading.
4. To implement light articulation and slow rate techniques in conversational speech.

Progress

1. The client developed confidence and the control of his stuttering necessary for continued success in maintaining controlled fluency.
2. Mr. King identified core and secondary behaviors and self-monitored his fluency and target use (slow rate and light articulation) inside and outside of the clinic.
3. The client consistently implemented slow rate and light articulation 100% of the time while reading to maintain fluency.
4. Mr. King implemented slow rate and light articulation at least 94% of the time during conversational speech to maintain fluency.

Comments

Mr. King attended 78% of individual sessions this semester, and his fluency improved noticeably. Initially, he could not recognize stuttering moments. As the semester progressed, he not only developed awareness of core and secondary behaviors, but also was able to appropriately implement his targets when experiencing dysfluencies (both inside and outside of the clinic). The Stuttering Severity Instrument (SSI-3) was administered to assess the stuttering severity as measured by the frequency of stuttering moments, duration of the longest stuttering moment, and any physical concomitants that accompany stuttering. A spontaneous speaking and a reading sample were analyzed to obtain this information. During the spontaneous speech task, he stuttered on 0% of words spoken. During the reading task, he stuttered on 0% of words read. The client received an overall score of 0 on the SSI-3, placing him in the 1-4 percentile range and categorizing his severity as very mild. The results suggest that he is able to maintain controlled fluency and use targets to minimize dysfluencies. However, this sample may not be fully representative of his fluency outside of the clinic.

Revised Short Term Goals

1. To continue to increase awareness and emotional aspects of stuttering to promote a better understanding of stuttering as it affects speaking style.
2. To further develop self-monitoring and self-awareness of fluency in all speaking situations.
3. To implement slow rate and light articulation on 90% of utterances during conversational speech containing more frequent interruptions.

Recommendations

Mr. King has improved in all goal areas this semester. However, it is recommended that he continue individual and group therapy one time per week. The therapy should focus on continuing to develop an appreciation of the emotional components of stuttering and awareness as their affects on his fluency. Self-monitoring skills and target practice should also continue.

Gary J. Rentschler, Ph.D. CCC-SLP
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