



Ελληνική Δημοκρατία
Τεχνολογικό Εκπαιδευτικό
Ίδρυμα Ηπείρου

Αγγλική Ορολογία

Ενότητα 6: Η Αγγλική Ορολογία των Διαταραχών
Ροής.

Μελομένη (Μελίνα) Νησιώτη



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης





Τμήμα Λογοθεραπείας

Αγγλική Ορολογία

Ενότητα 6: Η Αγγλική Ορολογία των Διαταραχών Ροής.

Μελομένη (Μελίνα) Νησιώτη

M.Sc., Καθηγήτρια Εφαρμογών

Ιωάννινα, 2015



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

Άδειες Χρήσης

- Το παρόν εκπαιδευτικό υλικό υπόκειται σε άδειες χρήσης Creative Commons.
- Για εκπαιδευτικό υλικό, όπως εικόνες, που υπόκειται σε άλλου τύπου άδειας χρήσης, η άδεια χρήσης αναφέρεται ρητώς.





Χρηματοδότηση

- Το έργο υλοποιείται στο πλαίσιο του Επιχειρησιακού Προγράμματος «**Εκπαίδευση και Δια Βίου Μάθηση**» και συγχρηματοδοτείται από την Ευρωπαϊκή Ένωση (Ευρωπαϊκό Κοινωνικό Ταμείο) και από εθνικούς πόρους.
- Το έργο «**Ανοιχτά Ακαδημαϊκά Μαθήματα στο ΤΕΙ Ηπείρου**» έχει χρηματοδοτήσει μόνο τη αναδιαμόρφωση του εκπαιδευτικού υλικού.
- Το παρόν εκπαιδευτικό υλικό έχει αναπτυχθεί στα πλαίσια του εκπαιδευτικού έργου του διδάσκοντα.



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ



Σκοποί ενότητας

- Εισαγωγή στο βασικό λεξιλόγιο που αναφέρεται στις διαταραχές της ροής.
- Η ανάπτυξή του γίνεται μέσω ασκήσεων ακρόασης (listening), αναγνωστικής κατανόησης επιστημονικών κειμένων (reading comprehension), συγγραφής (writing) και μετάφρασης (translation).



Περιεχόμενα ενότητας

- Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)
- Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)
- Άσκηση Μετάφρασης (Translation)
- Άσκηση Ακρόασης (Listening)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (1 από 93)

- Please underline the terminology you can seek in the text, on the following templates.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (2 από 93)

Overview

- Fluency is the aspect of speech production that refers to continuity, smoothness, rate, and effort. Stuttering, the most common fluency disorder, is an interruption in the flow of speaking characterized by repetitions (sounds, syllables, words, phrases), sound prolongations, blocks, interjections, and revisions, which may affect the rate and rhythm of speech. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (3 από 93)

Overview

- **Fluency** is the aspect of speech production that refers to **continuity, smoothness, rate**, and effort. Stuttering, the most common **fluency disorder**, is an **interruption** in the **flow** of speaking characterized by repetitions (**sounds, syllables, words, phrases**), **sound prolongations, blocks, interjections, and revisions**, which may affect the **rate and rhythm of speech**. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (4 από 93)

Overview

- These disfluencies may be accompanied by physical tension, negative reactions, secondary behaviors, and avoidance of sounds, words, or speaking situations (ASHA, 1993; Yaruss, 1998; Yaruss, 2004). Cluttering, another fluency disorder, is characterized by a perceived rapid and/or irregular speech rate, which results in breakdowns in speech clarity and/or fluency (St. Louis & Schulte, 2011). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (5 από 93)

Overview

- These disfluencies may be accompanied by **physical tension, negative reactions, secondary behaviors, and avoidance** of sounds, words, or speaking situations (ASHA, 1993; Yaruss, 1998; Yaruss, 2004). **Cluttering**, another fluency disorder, is characterized by a **perceived rapid and/or irregular speech rate**, which results in breakdowns in speech clarity and/or fluency (St. Louis & Schulte, 2011). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (6 από 93)

- Stuttering typically has its origins in childhood. Most children who stutter, begin to do so around 2 ½ years of age (e.g., Mansson, 2007; Yairi & Ambrose, 2005; Yaruss, LaSalle, & Conture, 1998). Approximately 95% of children who stutter start to do so before the age of 5 years (Yairi & Ambrose, 2005). All speakers produce disfluencies, which may include hesitations, such as silent pauses, and interjections of word fillers (e.g., "The color is like red") and nonword fillers (e.g., "The color is uh red"). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (7 από 93)

- **Stuttering** typically has its origins in childhood. Most children who stutter, begin to do so around 2 ½ years of age (e.g., Mansson, 2007; Yairi & Ambrose, 2005; Yaruss, LaSalle, & Conture, 1998). Approximately 95% of children who **stutter** start to do so before the age of 5 years (Yairi & Ambrose, 2005). All speakers produce **disfluencies**, which may include **hesitations**, such as **silent pauses**, and **interjections** of **word fillers** (e.g., "The color is like red") and nonword fillers (e.g., "The color is uh red"). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (8 από 93)

- Other examples include whole-word repetitions (e.g., "But-but I don't want to go") and phrase repetitions or revisions (e.g., "This is a- this is a problem"). These are generally considered to be nonstuttered (typical) disfluencies (Ambrose & Yairi, 1999; Tumanova, Conture, Lambert, & Walden, 2014). When a child uses a high number of nonstuttered (typical) disfluencies, differential diagnosis is critical to distinguish between stuttering, avoidance, and a language disorder.[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (9 από 93)

- Other examples include **whole-word repetitions** (e.g., "But-but I don't want to go") and **phrase repetitions** or **revisions** (e.g., "This is a- this is a problem"). These are generally considered to be **nonstuttered** (typical) disfluencies (Ambrose & Yairi, 1999; Tumanova, Conture, Lambert, & Walden, 2014). When a child uses a high number of **nonstuttered** (typical) **disfluencies**, **differential diagnosis** is critical to distinguish between **stuttering**, avoidance, and a **language disorder**.[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (10 από 93)

- Less typical, stuttering-like disfluencies (Yairi, 2007) include part-word or sound/syllable repetitions (e.g., "Look at the b-b-baby"), prolongations (e.g., "Sssssssometimes we stay home"), and blocks (i.e., inaudible or silent fixations or inability to initiate sounds). In addition, compared with typical disfluencies, stuttering-like disfluencies are usually accompanied by greater than average duration, effort, tension, or struggle. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (11 από 93)

- Less typical, **stuttering-like disfluencies** (Yairi, 2007) include part-word or **sound/syllable repetitions** (e.g., "Look at the b-b-baby"), **prolongations** (e.g., "Sssssssometimes we stay home"), and **blocks** (i.e., inaudible or silent fixations or inability to initiate sounds). In addition, compared with typical disfluencies, **stuttering-like disfluencies** are usually **accompanied** by **greater** than average **duration**, **effort**, **tension**, or **struggle**. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (12 από 93)

- Aspects that factor into perception of severity include frequency and type of stuttering and the ability of the person who stutters to communicate effectively. Some young children go through a period of excessive disfluency, which does not persist for a large majority of these children. Estimates of remission vary from 6.3% (Reilly et al., 2013) to 47% (Fritzell, 1976) to 89% (Yairi & Ambrose, 1992, 1999; Yairi, Ambrose, Paden, & Throneburg, 1996). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (13 από 93)

- Aspects that factor into perception of severity include frequency and type of **stuttering** and the ability of the person who stutters to **communicate effectively**. Some young children go through a period of excessive **disfluency**, which does not persist for a large majority of these children. Estimates of **remission** vary from 6.3% (Reilly et al., 2013) to 47% (Fritzell, 1976) to 89% (Yairi & Ambrose, 1992, 1999; Yairi, Ambrose, Paden, & Throneburg, 1996). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (14 από 93)

- The large variability in recovery estimates may be due to factors such as the way the data were collected (e.g., individual, clinic, or community) and the age at which recovery was determined (Reilly et al., 2013). Stuttering can greatly interfere with school, work, or social interactions (Yaruss & Quesal, 2004). Children who stutter may report fear or anxiety about speaking and frustration or embarrassment with the time and effort required to speak (Ezrati-Vinacour, Platzky, & Yairi, 2001).[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (15 από 93)

- The large **variability** in **recovery estimates** may be due to factors such as the way the data were collected (e.g., **individual, clinic, or community**) and the age at which recovery was determined (Reilly et al., 2013). Stuttering can greatly interfere with school, work, or social **interactions** (Yaruss & Quesal, 2004). Children who stutter may **report fear** or **anxiety** about speaking and **frustration** or **embarrassment** with the time and effort required to speak (Ezrati-Vinacour, Platzky, & Yairi, 2001).[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (16 από 93)

- Children who stutter may also be at risk for experiencing bullying (Blood & Blood, 2004; Davis, Howell, & Cooke, 2002; Langevin, Bortnick, Hammer, & Wiebe, 1998. Stuttering can co-occur with other disorders, such as speech sound disorders (St. Louis & Hinzman, 1988; Wolk, Edwards, & Conture, 1993); intellectual disabilities (Healey, Reid, & Donaher, 2005); and language disorders (Ntourou, Conture, & Lipsey, 2011).[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (17 από 93)

- Children who stutter may also be at risk for experiencing **bullying** (Blood & Blood, 2004; Davis, Howell, & Cooke, 2002; Langevin, Bortnick, Hammer, & Wiebe, 1998. Stuttering can co-occur with other disorders, such as **speech sound disorders** (St. Louis & Hinzman, 1988; Wolk, Edwards, & Conture, 1993); **intellectual disabilities** (Healey, Reid, & Donaher, 2005); and **language disorders** (Ntourou, Conture, & Lipsey, 2011).[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (18 από 93)

- In cluttering, the breakdowns in clarity that accompany a perceived rapid and/or irregular speech rate are often characterized by deletion and/or collapsing of syllables (e.g., "I wanwatevision") and/or omission of word endings (e.g., "Turn the televisoff"). The breakdowns in fluency are often characterized by more typical disfluencies (e.g., revisions, interjections) and/or pauses in places in sentences not expected grammatically, such as "I will go to the/store and buy apples" (St. Louis & Schulte, 2011).[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (19 από 93)

- In cluttering, the **breakdowns** in clarity that **accompany** a perceived rapid and/or irregular speech rate are often **characterized** by **deletion** and/or **collapsing** of **syllables** (e.g., "I wanwatevision") and/or **omission** of **word endings** (e.g., "Turn the televisoff"). The breakdowns in fluency are often characterized by more typical **disfluencies** (e.g., **revisions**, **interjections**) and/or pauses in places in sentences not **expected grammatically**, such as "I will go to the/store and buy apples" (St. Louis & Schulte, 2011).[\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (20 από 93)

- Although the current criteria for cluttering include only symptoms of speech rate and fluency, other disorders may co-occur. These disorders (and their features) may occur in addition to a diagnosis of cluttering (or stuttering), and cluttering has been documented with none of these additional features or diagnoses. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (21 από 93)

- Although the current **criteria** for **cluttering** include only symptoms of speech rate and fluency, other disorders may co-occur. These disorders (and their features) may occur in **addition** to a **diagnosis** of **cluttering** (or stuttering), and cluttering has been documented with none of these **additional features** or diagnoses. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (22 από 93)

- For example, there is documentation of cluttered speech in children with learning disabilities (Wiig & Semel, 1984), auditory processing disorders (Molt, 1996), Tourette's syndrome (see Van Borsel, 2011, for review), autism (see Scaler Scott, 2011, for review), word finding/language organization issues (Myers, 1992) and attention deficit hyperactivity disorder (ADHD; Alm, 2011).



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (23 από 93)

- For example, there is documentation of **cluttered speech** in children with **learning disabilities** (Wiig & Semel, 1984), auditory processing disorders (Molt, 1996), **Tourette's syndrome** (see Van Borsel, 2011, for review), **autism** (see Scaler Scott, 2011, for review), word **finding/language organization** issues (Myers, 1992) and **attention deficit hyperactivity disorder** (ADHD; Alm, 2011).



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (24 από 93)

- It has been established that prevalence varies by gender and race/ethnicity. The CDC study found that prevalence was 18.4 per 1,000 (1 in 54) among males and 4.0 per 1,000 (1 in 252) in females. Prevalence among non-Hispanic white children (12.0 per 1,000) was significantly greater than among non-Hispanic black children (10.2 per 1,000) and Hispanic children (7.9 per 1,000). Insufficient data were available for children of Asian/Pacific Island descent. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (25 από 93)

- It has been established that prevalence varies by **gender** and **race/ethnicity**. The CDC study found that prevalence was 18.4 per 1,000 (1 in 54) among males and 4.0 per 1,000 (1 in 252) in females. Prevalence among non-Hispanic white children (12.0 per 1,000) was **significantly greater** than among non-Hispanic black children (10.2 per 1,000) and **Hispanic children** (7.9 per 1,000). Insufficient data were available for children of Asian/Pacific Island descent. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (26 από 93)

- The incidence of pediatric fluency disorder refers to the number of new cases identified in a specific time period. The prevalence refers to the number of individuals who are living with fluency disorders in a given time period. Estimates of incidence and prevalence vary due to a number of factors, including disparities in the sample populations (e.g., age), how stuttering was defined, and how it was identified (e.g., parent report, direct observation).[\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (27 από 93)

- The incidence of **pediatric fluency disorder** refers to the number of new cases identified in a specific time period. The **prevalence** refers to the number of **individuals** who are living with **fluency disorders** in a given time period. **Estimates** of incidence and prevalence vary due to a number of factors, including disparities in the **sample populations** (e.g., age), how **stuttering** was defined, and how it was identified (e.g., parent report, direct observation).[\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (28 από 93)

- Approximately 5% of people will stutter during some part of their lives (Mansson, 2000). However, in a review of recent research, Yairi and Ambrose (2013) concluded that the lifetime incidence of stuttering may be higher. They suggested that past underdiagnosis may be due to self-reporting and poor subject selection. An increased incidence of stuttering has been noted among those with a first degree relative (e.g., parent, sibling) who stutters and an even greater likelihood if that relative is an identical twin (Kraft & Yairi, 2011). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (29 από 93)

- Approximately 5% of people will stutter during some part of their lives (Mansson, 2000). However, in a review of recent research, Yairi and Ambrose (2013) **concluded** that the **lifetime incidence** of stuttering may be higher. They suggested that past **underdiagnosis** may be due to self-reporting and poor subject selection. An increased incidence of stuttering has been noted among those with a **first degree relative** (e.g., parent, sibling) who stutters and an even greater **likelihood** if that relative is an identical twin (Kraft & Yairi, 2011). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (30 από 93)

- The prevalence rate for stuttering across all age groups has been estimated to be 0.72% (Craig et al., 2002). Most reports indicate a higher prevalence in children, with estimates ranging from 0.9% to 5.6% (Craig et al., 2002; McLeod & Harrison, 2009), depending on the age of the children included. Data collected through the Centers for Disease Control and Prevention (CDC) indicate a prevalence rate of 1.6% for children between 3 and 17 years of age (Boyle et al., 2011). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (31 από 93)

- The **prevalence** rate for stuttering across all age groups has been **estimated** to be 0.72% (Craig et al., 2002). Most reports indicate a **higher prevalence** in children, with estimates ranging from 0.9% to 5.6% (Craig et al., 2002; McLeod & Harrison, 2009), depending on the age of the children included. **Data collected** through the Centers for Disease Control and Prevention (CDC) indicate a prevalence rate of 1.6% for children between 3 and 17 years of age (Boyle et al., 2011). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (32 από 93)

- Experts in the field of cluttering have consistently estimated that approximately one third of children and adults who stutter also present with at least some components of cluttering (Daly, 1986; Preus, 1981; Ward, 2006). It is important to note that there are more clinical anecdotes than data to support this statement; further research on the incidence and prevalence of cluttering is needed (Scaler Scott, 2013). [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (33 από 93)

- Experts in the field of **cluttering** have consistently estimated that approximately one third of children and adults who **stutter** also present with at least some components of cluttering (Daly, 1986; Preus, 1981; Ward, 2006). It is important to note that there are more clinical **anecdotes** than data to support this **statement**; further research on the incidence and **prevalence** of cluttering is needed (Scaler Scott, 2013).[\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (34 από 93)

According to DSM-5 (APA, 2013) Signs/symptoms of stuttering include primary behaviors, such as:

- monosyllabic whole-word repetitions (e.g., "Why-why-why did he go there?"),
- part-word or sound/syllable repetitions,
- prolongations of sounds,
- audible or silent blocking (filled or unfilled pauses in speech),
- words produced with an excess of physical tension or struggle. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (35 από 93)

According to DSM-5 (APA, 2013) Signs/symptoms of stuttering include **primary behaviors**, such as:

- **monosyllabic whole-word repetitions** (e.g., "Why-why-why did he go there?"),
- **part-word** or **sound/syllable repetitions**,
- **prolongations of sounds**,
- **audible** or **silent blocking** (filled or unfilled pauses in speech),
- **words produced** with an **excess** of **physical tension** or struggle. [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (36 από 93)

Secondary, avoidance, or accessory behaviors that may impact overall communication include

- distracting sounds (e.g., throat clearing, insertion of unintended sound);
- facial grimaces (e.g., eye blinking, jaw tightening);
- head movements (e.g., head nodding);
- movements of the extremities (e.g., leg tapping, fist clenching); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (37 από 93)

Secondary, avoidance, or accessory behaviors that may impact overall communication include

- **distracting sounds** (e.g., **throat clearing**, insertion of **unintended sound**);
- **facial grimaces** (e.g., **eye blinking**, **jaw tightening**);
- **head movements** (e.g., **head nodding**);
- movements of the **extremities** (e.g., **leg tapping**, **fist clenching**); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (38 από 93)

- sound or word avoidances (e.g., word substitution, insertion of unnecessary words, circumlocution);
- reduced verbal output due to speaking avoidance;
- avoidance of social situations;
- fillers to mask moments of stuttering.
- Concomitant speech and language behaviors may include
- articulation or phonological disorder (St. Louis & Hinzman, 1988; Wolk et al., 1993); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (39 από 93)

- **sound or word avoidances** (e.g., **word substitution**, **insertion of unnecessary words**, **circumlocution**);
- **reduced verbal output** due to **speaking avoidance**;
- **avoidance of social situations**;
- **fillers to mask moments** of stuttering.
- **Concomitant speech** and language behaviors may include
- **articulation or phonological disorder** (St. Louis & Hinzman, 1988; Wolk et al., 1993); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (40 από 93)

- Children who stutter, score within or above the average range on tests of language ability (Watkins, Yairi, & Ambrose, 1999). However, children who stutter tend to show lower performance (although still within the average range) on standardized tests of receptive and expressive language and other language measures when compared with children who do not stutter (Anderson, Pellowski, & Conture, 2005; Ntourou et al., 2011);
- use significantly fewer verbs overall and fewer different verbs than those used by children who do not stutter (Wagovich & Bernstein Ratner, 2007); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (41 από 93)

- Children who stutter, score within or **above** the **average range** on **tests of language ability** (Watkins, Yairi, & Ambrose, 1999). However, children who stutter tend to show **lower performance** (although still within the average range) on **standardized tests** of **receptive** and **expressive language** and other language measures when compared with children who do not stutter (Anderson, Pellowski, & Conture, 2005; Ntourou et al., 2011);
- use **significantly fewer verbs** overall and fewer different verbs than those used by children who do not stutter (Wagovich & Bernstein Ratner, 2007); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (42 από 93)

- have more frequent use of irregular past-tense forms and a tendency to double-mark (e.g., "ranned") these forms when compared with verb use of children who do not stutter (Bauman, et al., 2012);
- produce significantly more stutter-like disfluencies in narrative contexts than in conversational contexts (Byrd, Logan, & Gillam, 2012).
- may show expressive language problems because of a tendency to avoid speaking. Avoidance can lead to less talking and reduced linguistic complexity (Silverman & Bernstein Ratner, 2002). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (43 από 93)

- have more **frequent** use of **irregular past-tense forms** and a tendency to **double-mark** (e.g., "ranned") these forms when compared with verb use of children who do not stutter (Bauman, et al., 2012);
- produce significantly more **stutter-like disfluencies** in narrative contexts than in **conversational contexts** (Byrd, Logan, & Gillam, 2012).
- may show **expressive language problems** because of a tendency to avoid speaking. **Avoidance** can lead to less talking and **reduced linguistic complexity** (Silverman & Bernstein Ratner, 2002). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (44 από 93)

Signs and symptoms of cluttering include

- rapid and/or irregular speech rate;
- excessive coarticulation resulting in the collapsing and/or deletion of syllables and/or word endings;
- excessive disfluencies, which are usually of the more nonstuttering type (e.g., excessive revisions and/or use of filler words, such as "um");
- pauses in places typically not expected syntactically;[\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (45 από 93)

Signs and symptoms of cluttering include

- **rapid** and/or **irregular speech rate**;
- **excessive coarticulation** resulting in the **collapsing** and/or deletion of syllables and/or word endings;
- **excessive disfluencies**, which are usually of the more **nonstuttering** type (e.g., **excessive revisions** and/or use of filler words, such as "um");
- **pauses** in places typically not **expected syntactically**; [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (46 από 93)

- unusual prosody (often due to the atypical placement of pauses rather than a "pedantic" speaking style, as observed in many with ASD).
- The speaker's rate of speech is not always measured to be greater than average, but is perceived by the listener as rapid. This is thought to be because speakers with cluttering speak at a rate that is too fast for their systems to handle, resulting in breakdown of clarity of speech (Myers, 1992; St. Louis, et al., 2007; Ward, 2006). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (47 από 93)

- **unusual prosody** (often due to the **atypical placement of pauses** rather than a "pedantic" speaking style, as observed in many with ASD).
- The speaker's **rate of speech** is not always measured to be greater than average, but is **perceived** by the listener as rapid. This is thought to be because speakers with **cluttering speak** at a rate that is too fast for their systems to handle, **resulting in breakdown of clarity of speech** (Myers, 1992; St. Louis, et al., 2007; Ward, 2006). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (48 από 93)

Causes of Stuttering

- Causes of stuttering are multifactorial and include certain genetic and neurophysiological factors that are thought to contribute to its emergence.
- Despite popular beliefs, emotional problems and parenting style do not cause stuttering. However, coping with stuttering can result in significant emotional reactions and avoidance behavior. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (49 από 93)

Causes of Stuttering

- Causes of stuttering are **multifactorial** and include certain **genetic** and **neurophysiological factors** that are thought to contribute to its emergence.
- Despite popular beliefs, **emotional problems** and **parenting style** do not cause stuttering. However, coping with stuttering can result in significant **emotional reactions** and **avoidance behavior**. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (50 από 93)

- Specifically, emotional reactivity/regulation and behavioral disinhibition have been found to be associated with stuttering and may affect the child's ability to cope with disfluencies (Choi, Conture, Walden, Lambert, & Tumanova, 2013; Jones, Conture, & Walden, 2014; Ntourou, Conture, & Walden, 2013). Furthermore, although not considered a cause of stuttering, environmental factors may exacerbate disfluency.[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (51 από 93)

- Specifically, **emotional reactivity/regulation** and **behavioral disinhibition** have been found to be associated with stuttering and may affect the child's ability to cope with **disfluencies** (Choi, Conture, Walden, Lambert, & Tumanova, 2013; Jones, Conture, & Walden, 2014; Ntourou, Conture, & Walden, 2013). Furthermore, although not considered a cause of stuttering, **environmental factors** may **exacerbate disfluency**.[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (52 από 93)

- These factors can include family dynamics, fast-paced lifestyle, stress and anxiety, and the child's temperament (Anderson, Pellowski, Conture, & Kelly, 2003). Alm (2014) indicates that "children who develop stuttering (as a group) are not characterized by temperamental traits such as shyness, social anxiety, or general anxiety" (p. 18). For a review of temperament, emotion, and childhood stuttering, see Jones, Choi, Conture, and Walden, 2014. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (53 από 93)

- These factors can include **family dynamics**, **fast-paced lifestyle**, **stress** and **anxiety**, and the child's temperament (Anderson, Pellowski, Conture, & Kelly, 2003). Alm (2014) indicates that "children who develop stuttering (as a group) are not characterized by temperamental traits such as shyness, social anxiety, or general anxiety" (p. 18). For a review of **temperament**, **emotion**, and **childhood stuttering**, see Jones, Choi, Conture, and Walden, 2014. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (54 από 93)

Risk Factors For Cluttering

- There is not enough epidemiological research to state specific risk factors for cluttering. Unlike stuttering, there are no data regarding age since onset and long-term outcome of cluttering. Additionally, there is no documented recovery from cluttering; therefore, duration since onset does not seem to apply as a risk factor. Potential risk factors for cluttering including sex of child (Arnold, 1960; St. Louis & Hinzman, 1986; St. Louis & Rustin, 1996) and family history. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (55 από 93)

Risk Factors For Cluttering

- There is not enough **epidemiological research** to state specific risk factors for **cluttering**. Unlike **stuttering**, there are no data regarding age since onset and long-term **outcome of cluttering**. Additionally, there is no documented **recovery from cluttering**; therefore, duration since onset does not seem to apply as a **risk factor**. Potential risk factors for cluttering including **sex of child** (Arnold, 1960; St. Louis & Hinzman, 1986; St. Louis & Rustin, 1996) and **family history**. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (56 από 93)

- Given that cluttering may co-occur with other disorders-such as learning disabilities, ASD, and Tourette's syndrome, having any of these disorders may be a risk factor; however, not all individuals with these disorders also exhibit cluttering; presence of stuttering-an estimated one third of people who stutter also present with at least some components of cluttering (Daly, 1986; Preus, 1981; Ward, 2006).[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (57 από 93)

- Given that **cluttering** may co-occur with other disorders-such as **learning disabilities**, **ASD**, and **Tourette's syndrome**, having any of these disorders may be a risk factor; however, not all individuals with these disorders also exhibit cluttering; presence of stuttering-an **estimated** one third of people who stutter also present with at least some **components** of cluttering (Daly, 1986; Preus, 1981; Ward, 2006).[\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (58 από 93)

Roles and Responsibilities

- SLPs play a central role in the screening, assessment, diagnosis, and treatment of fluency disorders in children. The professional roles and activities in speech-language pathology include clinical/educational services (diagnosis, assessment, planning, and treatment), advocacy, education, administration, and research. See ASHA's Scope of Practice in Speech-Language Pathology (ASHA, 2007). [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (59 από 93)

Roles and Responsibilities

- SLPs play a central role in the screening, assessment, diagnosis, and treatment of **fluency disorders** in children. The professional roles and activities in speech-language pathology include **clinical/educational services (diagnosis, assessment, planning, and treatment), advocacy, education, administration, and research**. See ASHA's Scope of Practice in Speech-Language Pathology (ASHA, 2007). [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (60 από 93)

Appropriate roles for SLPs working with children with fluency disorders include:

- providing prevention information to individuals and groups known to be at risk for fluency disorders and to individuals working with those at risk;
- educating other professionals about the needs of children with fluency disorders and the role of SLPs in screening, assessing, diagnosing, and managing fluency disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (61 από 93)

Appropriate roles for SLPs working with children with fluency disorders include:

- **providing prevention** information to individuals and groups known to be at risk for **fluency disorders** and to individuals working with those at risk;
- **educating** other **professionals** about the needs of children with **fluency disorders** and the role of SLPs in **screening, assessing, diagnosing,** and **managing** fluency disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (62 από 93)

- screening of communication when a fluency disorder is suspected and as part of a comprehensive speech-language evaluation;
- understanding that awareness and concern about stuttering may vary across individuals and cultures and conducting a culturally and linguistically relevant comprehensive assessment of fluency and language;
- diagnosing fluency disorders;
- referring the patient/client to other professionals to rule out other conditions, determine etiology, and facilitate access to comprehensive services; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (63 από 93)

- **screening** of **communication** when a fluency disorder is suspected and as part of a **comprehensive speech-language** evaluation;
- understanding that **awareness** and concern about stuttering may vary across individuals and **cultures** and **conducting** a culturally and **linguistically relevant comprehensive** assessment of fluency and language;
- **diagnosing** fluency disorders;
- **referring** the patient/client to other professionals to rule out other conditions, determine etiology, and facilitate access to **comprehensive services**; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (64 από 93)

- developing culturally and linguistically relevant treatment and intervention plans focused on helping the child achieve fluent speech, providing treatment, documenting progress, and determining appropriate dismissal criteria;
- recommending related services when necessary for daily classroom management and treatment;
- counseling individuals with fluency disorders and their families and providing education aimed at preventing further complications related to fluency disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (65 από 93)

- developing **culturally** and **linguistically relevant treatment** and **intervention plans** focused on helping the child achieve fluent speech, **providing treatment**, **documenting progress**, and determining appropriate dismissal criteria;
- **recommending** related services when necessary for daily **classroom management** and treatment;
- **counseling individuals** with fluency disorders and their families and **providing education** aimed at **preventing** further **complications related** to fluency disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (66 από 93)

- consulting and collaborating with families, individuals with fluency disorders, other professionals, support personnel, peers, and other invested parties to identify priorities and build consensus on an intervention plan focused on functional outcomes;
- remaining informed of research in the area of fluency disorders and advancing the knowledge base of the nature of the disability, screening, diagnosis, prognostic indicators, assessment, treatment, and service delivery for individuals with fluency disorders;
- advocating for individuals with fluency disorders and their families at the local, state, and national levels. (ASHA, 2010), [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (67 από 93)

- **consulting** and **collaborating** with families, individuals with fluency disorders, other professionals, **support personnel**, **peers**, and other **invested parties** to identify priorities and build consensus on an **intervention plan** focused on functional outcomes;
- remaining informed of research in the area of fluency disorders and **advancing** the knowledge base of the nature of the **disability**, **screening**, **diagnosis**, **prognostic indicators**, **assessment**, **treatment**, and **service delivery** for individuals with fluency disorders;
- **advocating** for individuals with fluency disorders and their families at the **local**, **state**, and **national levels**. (ASHA, 2010), [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (68 από 93)

Assessment

- Individuals suspected of having a fluency disorder are referred to a speech-language pathologist (SLP) for a comprehensive assessment. A thorough assessment focuses on components known to accompany fluency disorders (e.g., affective, behavioral, cognitive, and others). Assessment is individualized and based on the person's communication environment. (Murphy, Quesal, & Gulker, 2007). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (69 από 93)

Assessment

- Individuals suspected of having a fluency disorder are referred to a speech-language pathologist (SLP) for a comprehensive assessment. A **thorough assessment** focuses on **components** known to **accompany fluency** disorders (e.g., **affective**, **behavioral**, **cognitive**, and others). Assessment is **individualized** and based on the person's **communication environment**. (Murphy, Quesal, & Gulker, 2007). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (70 από 93)

- Cluttering and stuttering do not need to occur in all situations or even a majority of the time to be diagnosable disorders. Furthermore, some children may use secondary behaviors, such as substituting or omitting words or circumlocution, as a way to hide stuttering symptoms (Murphy, Quesal, & Gulker, 2007). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (71 από 93)

- Cluttering and stuttering do not need to occur in all situations or even a majority of the time to be diagnosable disorders. Furthermore, some children may use secondary behaviors, such as substituting or omitting words or circumlocution, as a way to hide stuttering symptoms (Murphy, Quesal, & Gulker, 2007).

[\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (72 από 93)

- Symptoms and severity of stuttering and cluttering can vary across situations (Conture, 2001; St. Louis & Schulte, 2011). Therefore, it is important to collect samples of speech across various situations and tasks, both inside and outside the clinic, in order to have an accurate evaluation (Yaruss, 1997). For example, cluttering symptoms have been known to normalize during a formal evaluation of speech, due to increased self-monitoring. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (73 από 93)

- **Symptoms** and **severity** of stuttering and cluttering can vary **across situations** (Conture, 2001; St. Louis & Schulte, 2011). Therefore, it is important to **collect samples** of **speech** across various situations and tasks, both inside and outside the clinic, in order to have an **accurate evaluation** (Yaruss, 1997). For example, cluttering symptoms have been known to **normalize** during a **formal evaluation** of speech, due to **increased self-monitoring**.[\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (74 από 93)

- Symptoms of cluttering often are observed more frequently in situations where the individual is more comfortable and therefore less likely to monitor speech production.
- A speech and language assessment is indicated when one or more of the following are observed in conjunction with disfluencies. This is not an exhaustive list, and any factor may initiate a referral. Not all of the characteristics need to be present (e.g., Guitar, 2013; Yaruss, et al., 1998). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (75 από 93)

- Symptoms of **cluttering** often are observed more frequently in situations where the individual is more **comfortable** and therefore less likely to **monitor speech production**.
- A **speech and language assessment** is indicated when one or more of the following are **observed** in conjunction with **disfluencies**. This is not an **exhaustive list**, and any **factor** may initiate a **referral**. Not all of the characteristics need to be present (e.g., Guitar, 2013; Yaruss, et al., 1998). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (76 από 93)

- Assessment, intervention, and support for individuals receiving speech and language services are consistent with the World Health Organization's International Classification of Functioning, Disability, and Health (2001) framework. This framework considers impairments in body structures/functions, the individual's communication activities and participation, and contextual factors, including environmental barriers/facilitators and personal identity. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (77 από 93)

- **Assessment, intervention**, and support for individuals receiving speech and language services are consistent with the World Health Organization's International Classification of **Functioning, Disability**, and Health (2001) framework. This framework considers impairments in body structures/functions, the individual's **communication** activities and **participation**, and **contextual factors**, including environmental barriers/facilitators and personal identity. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (78 από 93)

Differential Diagnosis

- Differentiating between typical disfluencies and stuttering (i.e., ambiguous and unambiguous moments of stuttering) is a critical piece of assessment, particularly for preschool children. It is important to note that children may have fluency disorders as well as co-occurring conditions. (Shenker, 2013). Tellis and Tellis (2003) caution clinicians that they should not confuse word-finding problems in the second language with stuttering for ELL children. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (79 από 93)

Differential Diagnosis

- **Differentiating** between typical **disfluencies** and stuttering (i.e., **ambiguous** and **unambiguous** moments of stuttering) is a critical piece of assessment, particularly for preschool children. It is important to note that children may have **fluency disorders** as well as **co-occurring conditions**. (Shenker, 2013). Tellis and Tellis (2003) caution clinicians that they should not confuse **word-finding problems** in the second language with stuttering for ELL children. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (80 από 93)

Differential Diagnosis

- For school-age children, it is important to distinguish stuttering from other possible diagnoses (e.g., language formulation difficulties, cluttering, and reading disorders) and to distinguish cluttering from language-related difficulties and other disorders that have an impact on speech intelligibility. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (81 από 93)

Differential Diagnosis

- For school-age children, it is important to **distinguish stuttering** from other possible diagnoses (e.g., **language formulation difficulties**, **cluttering**, and **reading disorders**) and to distinguish cluttering from **language-related** difficulties and other disorders that have an impact on **speech intelligibility**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (82 από 93)

Stuttering/Cluttering

- Although cluttering and stuttering can co-occur, there are some important distinctions between the two (see Scaler Scott, 2010). Children who stutter are more likely to be self-aware about their disfluencies and communication, and they may exhibit more physical tension, secondary behaviors, and negative reactions to communication. Children who clutter may exhibit more errors related to reduced speech intelligibility secondary to rapid rate of speech. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (83 από 93)

Stuttering/Cluttering

- Although cluttering and stuttering can co-occur, there are some important **distinctions** between the two (see Scaler Scott, 2010). Children who stutter are more likely to be **self-aware** about their **disfluencies** and **communication**, and they may exhibit more physical tension, secondary **behaviors**, and **negative reactions** to **communication**. Children who clutter may exhibit more errors related to **reduced speech intelligibility** secondary to **rapid rate of speech**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (84 από 93)

- Treatment for fluency disorders is highly individualized and based on thorough assessment of speech fluency, language factors, emotional/attitudinal components, and life impact. In creating a treatment plan and setting goals for fluency, the SLP uses linguistically and culturally appropriate stimuli and is sensitive to the unique values and preferences of each individual/family.[\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (85 από 93)

- Treatment for fluency disorders is **highly individualized** and based on thorough assessment of **speech fluency, language factors, emotional/attitudinal components,** and life impact. In creating a treatment plan and setting goals for fluency, the SLP uses **linguistically** and **culturally appropriate stimuli** and is sensitive to the unique values and preferences of each **individual/family.**[\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (86 από 93)

- The clinician considers the degree to which the child's disfluent behaviors and overall communication are influenced by a co-existing disorder (e.g., other speech or language disorders, Down syndrome, ASD, ADHD) and determines how treatment might be adjusted accordingly. Most children with fluency disorders demonstrate both observable disfluency and negative life impact (Beilby, Byrnes, & Yaruss, 2012; Ribbler, 2006; Yaruss, Coleman, & Quesal, 2012). [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (87 από 93)

- The **clinician** considers the degree to which the child's **disfluent behaviors** and overall communication are influenced by a **co-existing disorder** (e.g., other speech or language disorders, **Down syndrome**, ASD, ADHD) and **determines** how treatment might be adjusted accordingly. Most children with fluency disorders demonstrate both observable **disfluency** and negative life impact (Beilby, Byrnes, & Yaruss, 2012; Ribbler, 2006; Yaruss, Coleman, & Quesal, 2012). [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (88 από 93)

- When developing treatment goals, the clinician considers the extent to which stuttering affects a child's life. For example, negative reactions (on the part of the speaker or the listener) and difficulties communicating in various speaking situations may impact a child's quality of life. Goals that focus on minimizing these difficulties may aid children in reducing the effort used to hide or avoid disfluencies and help them begin to communicate with more ease.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (89 από 93)

- When **developing treatment goals**, the clinician considers the extent to which **stuttering affects** a child's life. For example, **negative reactions** (on the part of the speaker or the listener) and difficulties **communicating** in various **speaking situations** may impact a child's quality of life. Goals that focus on minimizing these **difficulties** may aid children in **reducing** the effort used to hide or avoid **disfluencies** and help them begin to **communicate** with more ease. [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (90 από 93)

- Such goals may result in increased observable disfluent behaviors, because children may start communicating more freely. The individual profile is an important factor in the selection of treatment options. For a discussion of a process for selecting evidence-based approaches based on individual needs, see Yaruss and Pelczarski (2007). [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (91 από 93)

- Such goals may result in increased **observable disfluent behaviors**, because children may start communicating more freely. The individual profile is an important factor in the selection of **treatment options**. For a discussion of a process for selecting evidence-based approaches based on individual needs, see Yaruss and Pelczarski (2007). [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (92 από 93)

Counseling

Effective counseling involves the skills needed to help a client, family member, or caregiver move from a current scenario to a preferred scenario through an agreed-upon action plan (Egan, 2013). Potential roadblocks may be identified through an effective client-clinician relationship (Plexico, Manning, & DiLollo, 2010). A focus on the therapeutic relationship is common across different counseling models, as recognized by the common factors theory in counseling (Wampold, 2001). [\[7\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (93 από 93)

Counseling

Effective counseling involves the skills needed to help a **client, family member, or caregiver** move from a current **scenario** to a preferred scenario through an agreed-upon action plan (Egan, 2013). Potential **roadblocks** may be identified through an effective **client-clinician relationship** (Plexico, Manning, & DiLollo, 2010). A focus on the **therapeutic relationship** is common across different **counseling models**, as recognized by the **common factors theory** in counseling (Wampold, 2001). [\[7\]](#)



Ερωτήσεις (Students Questions)

1. What are the symptoms that must be treated during therapy?
2. What are the symptoms of this disorder?
3. What is the impact of the disorder to patient's life?
4. Is there a final cure to this disorder or we just cope with it for life time?
5. In text what are the to evaluation and diagnostic procedures?



ΤΕΙ ΗΠΕΙΡΟΥ



ανοικτά μαθήματα
opencourses

Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)



Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)

Please make a summary/abstract of the text given in templates No 89 till No 93.



Άσκηση Μετάφρασης (Translation)



Άσκηση Μετάφρασης (Translation)

Please translate templates No 2 till No 26.



Άσκηση Ακρόασης (Listening)



Άσκηση Ακρόασης (Listening) (1 από 3)

- For Your Health - Speech and Fluency Disorders

<https://www.youtube.com/watch?v=QuGcgBetAm8>



Άσκηση Ακρόασης (Listening) (2 από 3)

1. Please collect all the terminology you can here during this video.
2. What is the end point of this video?
3. What are the techniques that there used during therapy?
4. What are the symptoms of this disorder?
5. What is the impact of the disorder to client's life?
6. What are the causes of this disorder?



Άσκηση Ακρόασης (Listening) (3 από 3)

7. What are the clinical symptoms of this disorder?
8. Is there a final cure to this disorder or we just cope with it for life time?
9. In this video the speakers referred to evaluation and diagnostic procedures?
10. What are the benefits of speech and language therapy upon the disorder mentioned in these videos?



Αναφορές Κειμένων

1. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935336§ion=Overview>
2. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935336§ion=Incidence_and_Prevalence
3. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935336§ion=Signs_and_Symptoms
4. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935336§ion=Causes>
5. http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935336§ion=Roles_and_Responsibilities
6. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935336§ion=Assessment>
7. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935336§ion=Treatment>
8. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935336§ion=References>



Βιβλιογραφία (1 από 12)

- Alm, P. A. (2011). Cluttering: A neurological perspective. In D. Ward & K. Scaler Scott (Eds.), *Cluttering: Research, intervention and education* (pp. 3-28). East Sussex, UK: Psychology Press.
- Alm, P. A. (2014). Stuttering in relation to anxiety, temperament, and personality: Review and analysis with focus on causality. *Journal of Fluency Disorders*, 40, 5-21.
- Ambrose, N. G., & Yairi, E. (1999). Normative disfluency data for early childhood stuttering. *Journal of Speech, Language, and Hearing Research*, 42(4), 895-909.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- American Speech-Language-Hearing Association. (1993). *Definitions of communication disorders and variations [Relevant Paper]*. Retrieved from www.asha.org/policy
- American Speech-Language-Hearing Association. (2007). *Scope of practice in speech-language pathology [Scope of practice]*. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association. (2010). *Code of ethics [Ethics]*. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association. (2012). *2012 Schools survey. Survey summary report: Number and type of responses, SLPs*. Available from www.asha.org.



Βιβλιογραφία (2 από 12)

- American Speech-Language-Hearing Association. (2013). *ASHA SLP Health Care Survey 2013: Caseload characteristics*. Available from www.asha.org.
- American Speech-Language-Hearing Association. (2014, July). *Ad Hoc Committee on Reading Fluency For School-Age Children Who Stutter*. *The ASHA Leader*, 19, 44-48.
- Anderson, J. D., Pellowski, M. W., & Conture, E. G. (2005). Childhood stuttering and dissociations across linguistic domains. *Journal of Fluency Disorders*, 30(3), 219-253.
- Anderson, J. D., Pellowski, M. W., Conture, E. G., & Kelly, E. M. (2003). Temperamental characteristics of young children who stutter. *Journal of Speech, Language, and Hearing Research*, 46(5), 1221-1233.
- Arnold, G. (1960). Studies in tachyphemia: III. Signs and symptoms. *Logos*, 3, 82-95.
- Bauman, J., Hall, N. E., Wagovich, S. A., Weber-Fox, C. M., & Ratner, N. B. (2012). Past tense marking in the spontaneous speech of preschool children who do and do not stutter. *Journal of Fluency Disorders*, 37(4), 314-324.
- Beilby, J. M., Byrnes, M. L., & Yaruss, J. S. (2012). The impact of a stuttering disorder on Western Australian children and adolescents. *Perspectives on Fluency and Fluency Disorders*, 22, 51-62.
- Blood, G. W., & Blood, I. M. (2004). Bullying in adolescents who stutter: Communicative competence and self-esteem. *Contemporary Issues in Communication Science and Disorders*, 31, 69-79.



Βιβλιογραφία (3 από 12)

- Boyle, C., Boulet, S., Schieve, L., Cohen, R., Blumberg, S., Yeargin-Allsop, M., ... Kogan, M. (2011). Trends in the prevalence of developmental disabilities in U.S. children, 1997-2008. *Pediatrics*, *127*(6), 1034-1042.
- Byrd, C. T., Logan, K. J., & Gillam, R. B. (2012). Speech disfluency in school-age children's conversational and narrative discourse. *Language, Speech, and Hearing Services in Schools*, *43*(2), 153-163.
- Choi, D., Conture, E. G., Walden, T. A., Lambert, W. E., & Tumanova, V. (2013). Behavioral inhibition and childhood stuttering. *Journal of Fluency Disorders*, *38*(2), 171-183.
- Coleman, C., & Yaruss, J. S. (2014). A comprehensive view of stuttering: Implications for assessment and treatment. *SIG 16 Perspectives on School-Based Issues*, *15*(2), 75-80.
- Conture, E. G. (2001). *Stuttering: Its nature, diagnosis, and treatment*. New York, NY: Allyn & Bacon.
- Craig, A., Hancock, K., Tran, Y., Craig, M., & Peters, K. (2002). Epidemiology of stuttering in the community across the entire life span. *Journal of Speech, Language, and Hearing Research*, *45*, 1097-1105.
- Daly, D. A. (1986). The clutterer. In K. O. Lewis (Ed.), *The atypical stutterer: Principles and practices of rehabilitation* (pp. 155-192). Salt Lake City, UT: Academic Press.
- Davis, S., Howell, P., & Cooke, F. (2002). Sociodynamic relationships between children who stutter and their non-stuttering classmates. *Journal of Child Psychology and Psychiatry*, *43*(7), 939-947.
- Egan, G. (2013). *The skilled helper: A problem-management and opportunity-development approach to helping*. Stamford, CT: Cengage Learning.



Βιβλιογραφία (4 από 12)

- Ezrati-Vinacour, R., Platzky, R., & Yairi, E. (2001). The young child's awareness of stuttering-like disfluency. *Journal of Speech, Language, and Hearing Research, 44*(2), 368-380.
- Fritzell, B. (1976). The prognosis of stuttering in schoolchildren: A 10-year longitudinal study. In *Proceedings XVIth International Congress of Logopedics and Phoniatics*. Basel, Switzerland: Karger.
- Guitar, B. (1982). Fluency shaping with young stutterers. *Communication Disorders Quarterly, 6*(1), 50-59.
- Guitar, B. (2013). *Stuttering: An integrated approach to its nature and treatment*. Baltimore, MD: Lippincott Williams & Wilkins.
- Healey, E. C., Reid, R., & Donaher, J. (2005). Treatment of the child who stutters with co-existing learning, behavioral, and cognitive challenges. In R. Lees & C. Stark (Eds.), *The treatment of stuttering in the young school-aged child (pp. 178-196)*. London, England: Whurr Publishers.
- Ingham, R. J., & Onslow, M. (1985). Measurement and modification of speech naturalness during stuttering therapy. *Journal of Speech and Hearing Disorders, 50*(3), 261-281.
- Jones, R. M., Conture, E. G., & Walden, T. A. (2014). Emotional reactivity and regulation associated with fluent and stuttered utterances of preschool-age children who stutter. *Journal of Communication Disorders, 48*, 38-51.
- Jones, R., Choi, D., Conture, E., & Walden, T. (2014, May). Temperament, emotion, and childhood stuttering. *Seminars in Speech and Language, 35* (2), 114-131). Thieme.



Βιβλιογραφία (5 από 12)

- Jones, M., Onslow, M., Packman, A., Williams, S., Ormond, T., Schwarz, I., & Gebiski, V. (2005). Randomised controlled trial of the Lidcombe programme of early stuttering intervention. *British Medical Journal*, 331(7518), 659-661.
- Kraft, S. J., & Yairi, E. (2011). Genetic bases of stuttering: The state of the art, 2011. *Folia Phoniatrica et Logopaedica*, 64, 34-47.
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95, 3-21.
- Langevin, M., Bortnick, K., Hammer, T., & Wiebe, E. (1998). Teasing/bullying experienced by children who stutter: Toward development of a questionnaire. *Contemporary Issues in Communication Science and Disorders*, 25, 12-24.
- Luterman, D. M. (2006). *Counseling persons with communication disorders and their families*. Austin, TX: PRO-ED.
- Mansson, H. (2000). Childhood stuttering: Incidence and development. *Journal of Fluency Disorders*, 25, 47-57.
- Mansson H. (2007). Complexity and diversity in early childhood stuttering. In J. Au-Yeung & M. Leahy (Eds.), *Proceedings of the Fifth World Congress on Fluency Disorders* (pp. 98-101). Dublin, Ireland: *The International Fluency Association*.
- McLeod, S., & Harrison, L. (2009). Epidemiology of speech and language impairment in a nationally representative sample of 4- to 5-year-old children. *Journal of Speech, Language, and Hearing Research*, 52, 113-129.



Βιβλιογραφία (6 από 12)

- Molt, L. F. (1996). An examination of various aspects of auditory processing in clutterers. *Journal of Fluency Disorders*, 21(3), 215-225.
- Murphy, B., Quesal, R. W., & Gulker, H. (2007). Covert stuttering. *Perspectives on Fluency and Fluency Disorders*, 17(2), 4-9.
- Murphy, W. P., Yaruss, J. S., & Quesal, R. W. (2007). Enhancing treatment for school-age children who stutter: I. Reducing negative reactions through desensitization and cognitive restructuring. *Journal of Fluency Disorders*, 32(2), 121-138.
- Murphy, W. P., Yaruss, J. S., & Quesal, R.W. (2007b). Enhancing treatment for school-age children who stutter II: Reducing bullying through role-playing and self-disclosure. *Journal of Fluency Disorders*, 32, 139-162.
- Myers, F. L. (1992). *Cluttering: A synergistic framework*. In F. L. Myers & K. O. St. Louis (Eds.), *Cluttering: A clinical perspective* (pp. 71-84). Kibworth, Great Britain: Far Communications.
- Ntourou, K., Conture, E. G., & Lipsey, M. W. (2011). Language abilities of children who stutter: A meta-analytical review. *American Journal of Speech-Language Pathology*, 20(3), 163-179.
- Ntourou, K., Conture, E. G., & Walden, T. A. (2013). Emotional reactivity and regulation in preschool-age children who stutter. *Journal of Fluency Disorders*, 38(3), 260-274.
- Plexico, L. W., Manning, W. H., & DiLollo, A. (2010). Client perceptions of effective and ineffective therapeutic alliances during treatment for stuttering. *Journal of Fluency Disorders*, 35(4), 333-354.



Βιβλιογραφία (7 από 12)

- Preus, A. (1981). *Identifying subgroups of stutterers (No. 7)*. Oslo, Norway: Universitetsforlaget.
- Reilly, S., Onslow, M., Packman, A., Cini, E., Conway, L., Obioha, C., ... Wake, M. (2013). Natural history of stuttering to 4 years of age: A prospective community-based study. *Pediatrics*, *132*, 460-467.
- Reilly, S., Onslow, M., Packman, A., Wake, M., Bavin, E., Prior, M., ... Ukoumunne, O. C. (2009). Predicting stuttering onset by age 3: A prospective, community cohort study. *Pediatrics*, *123*, 270-277.
- Ribbler, N. (2006). When a student stutters: Identifying the adverse educational impact. *Perspectives on Fluency and Fluency Disorders*, *16*(1), 15-17.
- Roberts, P., & Shenker, R. (2007). Assessment and treatment of stuttering in bilingual speakers. In E. Conture & R. F. Curlee (Eds.), *Stuttering and related disorders of fluency* (pp. 297-325). New York, NY: Thieme.
- Rollin, W. J. (1987). *The psychology of communication disorders in individuals and their families*. Englewood Cliffs, NJ: Prentice-Hall.
- Scaler Scott, K. (2010). *Stuttering and reading fluency: Information for teachers [Brochure]*. New York, NY: National Stuttering Association.
- Scaler Scott, K. (2011). Cluttering and autism spectrum disorders. In D. Ward & K. Scaler Scott (Eds.), *Cluttering: Research, intervention and education* (pp. 115-134). East Sussex, UK: Psychology Press.
- Scaler Scott, K. (2013). Stuttering and cluttering. In L. Cummings (Ed.), *The Cambridge handbook of communication disorders* (pp. 341-358). New York, NY: Cambridge University Press.



Βιβλιογραφία (8 από 12)

- Scaler Scott, K., Kidron, M., & Lozier, J. (2013, October; in review). Cluttering symptoms and working memory in school-age children: A preliminary investigation. *Article submitted for publication in the Journal of Fluency Disorders: Special edition on cluttering*.
- Scaler Scott, K., & St. Louis, K. O. (2011). Self-help and support groups for people with cluttering. In D. Ward & K. Scaler Scott (Eds.), *Cluttering: Research, intervention and education (pp. 211-230)*. East Sussex, UK: Psychology Press.
- Scaler Scott, K., Tetnowski, J. A., Flaitz, J. R., & Yaruss, J. S. (2014). Preliminary study of disfluency in school-aged children with autism. *International Journal of Language and Communication Disorders, 49(1)*, 75-89.
- Scaler Scott, K., & Ward, D. (2013). *Managing cluttering: A comprehensive guidebook of activities*. Austin, TX: PRO-ED.
- Shenker, R. C. (2013). Bilingual myth-busters series. When young children who stutter are also bilingual: Some thoughts about assessment and treatment. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations, 20(1)*, 15-23.
- Silverman, S., & Bernstein Ratner, N. (2002). Measuring lexical diversity in children who stutter: Application of vocd. *Journal of Fluency Disorders, 27(4)*, 289-304.
- St. Louis, K. O., & Hinzman, A. R. (1986). Studies of cluttering: Perceptions of cluttering by speech-language pathologists and educators. *Journal of Fluency Disorders, 11(2)*, 131-149.



Βιβλιογραφία (9 από 12)

- St. Louis, K. O., & Hinzman, A. R. (1988). A descriptive study of speech, language, and hearing characteristics of school-aged stutterers. *Journal of Fluency Disorders*, *13*(5), 331-355.
- St. Louis, K., Myers, F., Bakker, K., & Raphael, L. (2007). Understanding and treating cluttering. In E. Conture & R. F. Curlee (Eds.), *Stuttering and related disorders of fluency* (pp. 297-325). New York, NY: Thieme.
- St. Louis, K. O., & Rustin, L. (1996). Professional awareness of cluttering. In F. L. Myers & K. O. St. Louis (Eds.), *Cluttering: A clinical perspective* (pp. 23-35). San Diego, CA: Singular.
- St. Louis, K. O., & Schulte, K. (2011). Defining cluttering: The lowest common denominator. In D. Ward & K. Scaler Scott (Eds.), *Cluttering: Research, intervention and education* (pp. 233-253). East Sussex, UK: Psychology Press.
- Tellis, G. M., & Tellis, C. M. (2003). Multicultural issues in school settings. *Seminars in Speech and Language*, *24*(1), 21-26.
- Tumanova, V., Conture, E. G., Lambert, E. W., & Walden, T. A. (2014). Speech disfluencies of preschool-age children who do and do not stutter. *Journal of communication disorders*, *49*, 25-41.
- Van Borsel, J. (2011). Cluttering and Down syndrome. In D. Ward & K. Scaler Scott (Eds.), *Cluttering: Research, intervention and education* (pp. 90-99)., East Sussex, UK: Psychology Press.
- Van Borsel, J., Maes, E., & Foulon, S. (2001). Stuttering and bilingualism-A review. *Journal of Fluency Disorders*, *26*, 179-206.



Βιβλιογραφία (10 από 12)

- Van Borsel, J., & Tetnowski, J. A. (2007). Stuttering in genetic syndromes. *Journal of Fluency Disorders*, 32(4), 279-296.
- Wagovich, S. A., & Bernstein Ratner, N. (2007). Frequency of verb use in young children who stutter. *Journal of Fluency Disorders*, 32(2), 79-94.
- Wampold, B. E. (2001). *The great psychotherapy debate: Models, methods, and findings*. Mahwah, NJ: Erlbaum.
- Ward, D. (2006). *Stuttering and cluttering: Frameworks for understanding and treatment*. New York, NY: Psychology Press.
- Watkins, K. E., Smith, S. M., Davis, S., & Howell, P. (2008). Structural and functional abnormalities of the motor system in developmental stuttering. *Brain*, 131(1), 50-59.
- Watkins, R. V., Yairi, E., & Ambrose, N. G. (1999). Early childhood stuttering: III. Initial status of expressive language abilities. *Journal of Speech, Language, and Hearing Research*, 42(5), 1125-1135.
- Wiig, E. H., & Semel, E. M. (1984). *Language assessment and intervention for the learning disabled*. Princeton, NC: Merrill.
- Wolk, L., Edwards, M. L., & Conture, E. G. (1993). Coexistence of stuttering and disordered phonology in young children. *Journal of Speech, Language, and Hearing Research*, 36(5), 906-917.
- Yairi, E. (2007). Subtyping stuttering I: A review. *Journal of Fluency Disorders*, 32(3), 165-196.



Βιβλιογραφία (11 από 12)

- Yairi, E., & Ambrose, N. (1992). A longitudinal study of stuttering in children: A preliminary report. *Journal of Speech and Hearing Research* 35,755-760.
- Yairi, E., & Ambrose, N. G. (1999). Early childhood stuttering I: Persistency and recovery rates. *Journal of Speech, Language, and Hearing Research*, 42(5), 1097-1112.
- Yairi, E., & Ambrose, N. (2005). *Early childhood stuttering for clinicians by clinicians*. Austin, TX: PRO-ED.
- Yairi, E., & Ambrose, N. (2013). Epidemiology of stuttering: 21st century advances. *Journal of Fluency Disorders*, 38(2), 66-87.
- Yairi, E., Ambrose, N. G., Paden, E. P., & Throneburg, R. N. (1996). Predictive factors of persistence and recovery: Pathways of childhood stuttering. *Journal of Communication Disorders*, 29, 51-77.
- Yaruss, J. S. (1997). Clinical implications of situational variability in preschool children who stutter. *Journal of Fluency Disorders*, 22, 187-203.
- Yaruss, J. S. (1998). Describing the consequences of disorders: Stuttering and the International Classification of Impairments, Disabilities, and Handicaps. *Journal of Speech, Language and Hearing Research*, 49, 249-257.
- Yaruss, J. S. (2004). Speech disfluency and stuttering in children. In R.D. Kent (Ed.), *The MIT encyclopedia of communication disorders* (pp.180-183).
- Yaruss, J. S. (2007). Application of the ICF in fluency disorders. *Seminars in Speech and Language*, 28(4), 312-322.



Βιβλιογραφία (12 από 12)

- Yaruss, J. S., Coleman, C., & Hammer, D. (2006). Treating preschool children who stutter: Description and preliminary evaluation of a family-focused treatment approach. *Language, Speech, and Hearing Services in Schools, 37*(2), 118-136.
- Yaruss, J. S., Coleman, C. E., & Quesal, R. W. (2012). Stuttering in school-age children: A comprehensive approach to treatment. *Language, Speech, and Hearing Services in Schools, 43*(4), 536-548.
- Yaruss, J. S., LaSalle, L. R., & Conture, E. G. (1998). Evaluating stuttering in young children: Diagnostic data. *American Journal of Speech-Language Pathology, 7*(4), 62-76.
- Yaruss, J. S., & Pelczarski, K. M. (2007). Evidence-based practice for school-age stuttering: Balancing existing research with clinical practice. *EBP Briefs, 2*(4), 1-8.
- Yaruss, J. S., & Quesal, R. W. (2004). Stuttering and the International Classification of Functioning, Disability, and Health (ICF): An update. *Journal of Communication Disorders, 37*(1), 35-52.
- Yaruss, J. S., & Quesal, R. W. (2006). Overall Assessment of the Speaker's Experience of Stuttering (OASES): Documenting multiple outcomes in stuttering treatment. *Journal of Fluency Disorders, 31*(2), 90-115.
- Yaruss, J. S., Quesal, R. W., & Reeves, L. (2007). Self-help and mutual aid groups. In E. G. Conture & R. F. Curlee (Eds.). *Stuttering and related disorders of fluency* (pp. 256-276), New York, NY: Thieme.



Σημείωμα Αναφοράς

Νησιώτη Μ. (2015). Αγγλική Ορολογία. ΤΕΙ Ηπείρου. Διαθέσιμο από :

<http://eclass.teiep.gr/courses/LOGO129/>

Σημείωμα Αδειοδότησης

Το παρόν υλικό διατίθεται με τους όρους της άδειας χρήσης Creative Commons Αναφορά Δημιουργού-Μη Εμπορική Χρήση-Όχι Παράγωγα Έργα 4.0 Διεθνές [1] ή μεταγενέστερη. Εξαιρούνται τα αυτοτελή έργα τρίτων π.χ. φωτογραφίες, Διαγράμματα κλπ., τα οποία εμπεριέχονται σε αυτό και τα οποία αναφέρονται μαζί με τους όρους χρήσης τους στο «Σημείωμα Χρήσης Έργων Τρίτων».



Ο δικαιούχος μπορεί να παρέχει στον αδειοδόχο ξεχωριστή άδεια να χρησιμοποιεί το έργο για εμπορική χρήση, εφόσον αυτό του ζητηθεί.

[1] <http://creativecommons.org/licenses/by-nc-nd/4.0/deed.el>



Τέλος Ενότητας

Επεξεργασία: Ταφιάδης Διονύσιος
Ιωάννινα, 2015



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ





Σημειώματα



Διατήρηση Σημειωμάτων

Οποιαδήποτε αναπαραγωγή ή διασκευή του υλικού θα πρέπει να συμπεριλαμβάνει:

- το Σημείωμα Αναφοράς
- το Σημείωμα Αδειοδότησης
- τη Δήλωση Διατήρησης Σημειωμάτων
- το Σημείωμα Χρήσης Έργων Τρίτων (εφόσον υπάρχει)

μαζί με τους συνοδευόμενους υπερσυνδέσμους.

Τέλος Ενότητας



Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης