

Assessment Results

Client Name: Fiona

Examination Date: July 23rd, 2018

Mode: learning

Case History	73/100
Collaborators	77/100
Hypothesis	✓
Assessments	50/100
Diagnosis	100/100
Recommendations	100/100
Completion Time	38 Minutes
Your Competency Score	80%

Overall Competency Rating

Developing Competency

Clipboard Contents

Case History

Reflective (+): 16

Acceptable (0): 4

Rejected (-): 0

Identifying / Family Information

3 minutes 45 seconds

Your intake form indicates a family history of speech, language or hearing difficulties. Please tell me more.

My mom stuttered for ages 8 to about 10, and it just stopped on its own.

Areas of Concern

3 minutes 55 seconds

What brings you here today?

I start student teaching in January, so I want to help improve my fluency for that new adventure.

3 minutes 59 seconds

Tell me about your history of stuttering.

I've stuttered since I was four. So that's a full, I have to add, for that, that's a full 21 years of it. It's a long time to stutter like this.

4 minutes 6 seconds

Has your stuttering changed over time? If yes, please describe.

Yes, it's gotten worse over time. I would say it has.

4 minutes 11 seconds

Tell me more about how your stuttering has changed over time.

Strangely from fourteen to about twenty-two I was very fluent so it was incredibly strange how it was okay and then it just got way, way worse.

4 minutes 20 seconds

Have you had any therapy recently?

I had therapy on and off and sometimes it helped and then other times it was okay. I learned some breathing things all that stuff.

4 minutes 33 seconds

What would your goals be if you were to begin therapy again?

I would like to be more fluent in daily life is also a goal of mine.

4 minutes 47 seconds

Describe your previous experience with therapy when you were younger.

Yep, the whole time it was awful. I actually learned no strategies there at all. I helped her make copies or I did homework there and I just stayed and I just.

Speech, Fluency, and Voice

5 minutes 5 seconds

Describe your speech and your disfluencies.

Okay, I would say silent blocks are first and then there is hard consonant sound repetition blocks and then some facial tension I would guess that's what it's called.

5 minutes 15 seconds

When you are disfluent, do you notice that you have difficulty with specific sounds or words?

"I"s are hard, "l" sounds. "S" sounds are a little difficult for me. There's

also "K" sounds are sometimes hard, and "L" sounds sometimes as well.

5 minutes 20 seconds

Have you learned of any techniques to help you become more fluent?

If so, please describe.

Yes, I use some easy onset. I actually breathe more. I just, I just stop and breathe more and it helps a lot of times.

5 minutes 26 seconds

Your intake form indicates you acquired a DAF that you use intermittently. Tell me more about your DAF.

Yes, I got a DAF at one point that I've used it on and off but not all the time.

5 minutes 39 seconds

Does your stuttering change with different conversational partners? If yes, please describe.

Yes. Children always judge less. They are more curious than mean so in that way it is more easier around them.

Social / Behavioral

5 minutes 51 seconds

What were your social experiences as you grew up?

Oh boy; I have so many stories. I was bullied from age five to age eighteen. Over speech and weight and looks, just all of it. I had friends but I had more bullies than friends I would say. Yeah, it's harsh.

5 minutes 59 seconds

Describe your feelings about stuttering.

Oh boy, feelings. Stuttering is just frustrating. People always think I am dumb always or I am somehow cognitively challenged. Its hard knowing what I want to say but being trapped in your own head a lot of times.

6 minutes 7 seconds

Are there situations or words you avoid? If so, please describe.

There's a whole list of things I try and avoid. I avoid phone speaking, public speaking is hard as well sometimes, ordering food is hard as well, so I sort of avoid that as much as I can. That's about it.

Education / Vocation

6 minutes 18 seconds

Tell me about how your experiences have been in college thus far.

I've had fun. It's been hard sometimes, but I still enjoy it. I enjoy all of my friends in classes. I don't know; it's a lot of fun, I've really enjoyed it so far.

6 minutes 32 seconds

Have you done field any practicum work in any previous courses you have completed?

Uh huh, I have done over 150 hours of outside field work so far in my experience in college.

6 minutes 43 seconds

Do you feel you need support advocating for accommodations for your upcoming student teaching placement?

Yes. Everyone's been great and positive and helpful.

6 minutes 52 seconds

How did you select education as your career goal?

Well, I actually I started out in journalism and I switched to teaching about three years ago so I switched that up a little bit as I went.

Collaborators

Reflective (+): 10

Acceptable (0): 7

Rejected (-): 0

Educational

7 minutes 12 seconds

You contact the University Disability Office

Hello, I'm Mr. Thomas. I work in the university's services for students with disabilities. How can I help you?

7 minutes 20 seconds

What services do you provide for students?

We ensure the provision of equal access and reasonable accommodations to students with disabilities. We work closely with students and faculty, and provide services and academic assistance to students with documented disabilities. Specific accommodations are determined on a case-by-case basis, utilizing the required documentation and individual consultation with the student. If requested by the student, we will notify individual faculty members of the student's need for accommodations.

7 minutes 30 seconds

Describe Fiona's documented disability.

Fiona had a speech and language evaluation in the past and was diagnosed with a severe stuttering disorder, which negatively impacts her ability to communicate with others.

7 minutes 33 seconds

What information do you need from me as you are working with Fiona?

I would like more information about stuttering. What do I do when she is stuck and cannot communicate? Is there any way I can assist her? Are there accommodations that will help her communicate better in her courses? What types of supports should we be preparing for her teaching internship? What types of accommodations should we request for her oral teaching examination? How can we help her prepare for these experiences?

7 minutes 50 seconds

What academic accommodations does Fiona receive?

Fiona does not receive any accommodations to learn academic content; she is more than capable of learning on her own. We have set up accommodations for specific types of projects or assignments, such as oral presentations, group work, or simulations of teaching lessons. In these instances, we ask that course instructors allow Fiona to choose when she wants to present (first, in the middle of the group, last), we allow her to record at home and present video or audio instead of a live presentation if she chooses, and at times assignments can be modified so that she can provide written information as a supplement to her oral information.

7 minutes 55 seconds

How have her course instructors reacted?

Her course instructors have all signed the form indicating that they understand Fiona has a disability, and that she needs accommodations for oral participation and projects. Some have been wonderful and are comfortable with the situation, support Fiona, and make changes as necessary to make things work. Some of them, however, avoid having Fiona participate instead of trying out accommodations. Some seem uncomfortable, and appear to find it easier to avoid the situation rather than address it. Perhaps we could make some arrangements for some training for faculty regarding stuttering and fluency disorders.

8 minutes 6 seconds

You contact the Course Instructor

Hi, I'm Dr. Harper. Fiona is a student in my ED 437 Reading Methods II course this semester. Fiona gave me permission to speak to you about her performance in my course. How may I help you?

8 minutes 11 seconds

How is Fiona doing in your class?

She is receiving one of the highest grades in the course, 97%.

8 minutes 15 seconds

Tell me about the information you received from Disability Services?

How do you implement Fiona's requested accommodations?

The first day of class Fiona gave me a letter from the Disability Office. It said that she has a severe stuttering disorder, and described how she has difficulty communicating orally. The plan listed some suggestions that we could utilize to help her communicate. This is the first time I have had a student who stutters in one of my classes, at least as far as I know. I really take Fiona's lead with the accommodations. If she wants to try to present orally during class, I let her. If she prefers to prepare her presentation at home and utilize a recording, I let her do that. She seems to be able to communicate well on some days and not so well on others, so I think it is important to be flexible. I have to remind myself sometimes to slow down and not put pressure on her.

8 minutes 49 seconds

There are also group projects. How does Fiona work with the other students?

Fiona is getting a very high grade in class, and it is apparent to the other students that she knows the material. Due to that, they want her to work in their groups, because they know it will give them a chance for a high grade! Even though she has difficulty with the actual talking, Fiona is very social and friendly, and appears to be well-liked. She is also a responsible student and gets more than her share of the work done when assigned group projects. So Fiona and the other students always make it work. As I said before, it seems like some days are better than others, but I have never seen Fiona give up.

8 minutes 50 seconds

How often does she participate in class discussions?

I know I keep saying this, but it depends on the day. Some days a lot, some days hardly at all. Again, I follow her lead. If she raises her hand I call on her, but if she appears to be having a hard day and does not want to participate much, I don't force the issue. I am confident that she always has relevant, often insightful, information to add to class discussions, and any miscommunication is truly due to her stuttering, and not to any lack of knowledge of the information on her part.

8 minutes 59 seconds

You contact the University Internship Coordinator

Hi, I'm the Coordinator of placements for school internships. Fiona is scheduled to complete her internship in an upcoming semester and I am working to find a school and a mentor teacher that will be appropriate for her. As a part of her internship, she will be required to complete an oral teaching performance assessment on camera for review by the state Education Board. How can I help you?

9 minutes 36 seconds

What factors are you taking into consideration as you explore placements for Fiona?

First, we have to find a placement at her desired level, which is Early Childhood. Sometimes that is all I need to consider. For Fiona, however, I need to consider other factors as well. These include the pace and stress of the placement, and the particular mentor teacher. For example, I am trying to find an EC classroom that has a mix of typical and at-risk preschoolers, as opposed to preschoolers with severe disabilities. In addition, I would like to find a mentor teacher that is experienced in mentoring students and who has a calm demeanor.

9 minutes 44 seconds

Describe how the university can work with the school and cooperating teacher to make accommodations so that Fiona can be successful.

We have procedures that are set up for all students who participate in a school internship. This includes making a visit to the school and regular communication with the mentor teacher. This ensures that we are being proactive and can provide support to either the student or the mentor teacher if needed. In the case of a student with a documented disability, as is the case of Fiona, we encourage the student to share the information with his or her mentor teacher prior to beginning the internship. Once the student has legally disclosed his or her disability, then the information from the Disability Services about accommodations can be shared with the mentor teacher. In this way the student and mentor teacher can be open and honest, and develop a successful working relationship from the start of the internship. This is what I have strongly recommended to Fiona and she is in complete agreement.

9 minutes 49 seconds

From your experience with previous students who completed the school internship and the oral teaching performance assessment, what are your recommendations for my role in preparing Fiona?

I think that the strategies that Fiona will work on in therapy with you will be essential. She needs to be as confident as she can be, and be able to communicate verbally to the best of her ability. In addition, I am wondering if you can assist her with preparing and practicing for an advocacy statement to share with both the principal of the school she will be placed at and her mentor teacher. She needs to be able to explain her disability to them, assure them that, yes, at times she may have some difficulty communicating verbally, but that the students will be learning and they will be safe in an emergency. She needs to be able to assure them that she is highly competent, even though she may have some difficulty speaking at times.

10 minutes 4 seconds

You contact the Academic Advisor

This is Dr. Wall. I'm Fiona's academic advisor.

10 minutes 9 seconds

Describe her current academic status and where she is in the process for her internship placement.

Currently, Fiona has a cumulative GPA of 4.0. She has exhibited mastery of the content in the teacher ed learning standards, and is ready for application of the material through her school internship experience. She has completed all of the coursework in the major that is required before internship, and she has passed the basic skills test. She is on track for graduation.

Hypothesis

Hypothesis #1

14 minutes 4 seconds

Severe stutter.

Assess core and secondary behaviors in different contexts (i.e., conversation, reading). Assess impact on quality of life and Fiona's ability to be an effective communicator.

Assessments

Fluency

15 minutes 58 seconds

Stuttering Severity Instrument 4th Ed.

Results: Total raw score: 41 Percentile 96-99 Severity: Very Severe
Notes: Clinic Speaking Sample 1: $79/187=42\%$ SS Clinic Speaking Sample 2: $54/189=29\%$ SS Her average length of three longest stuttering events was 38.11 seconds. Physical concomitants: 2 for distracting sounds and 4 for facial grimaces.

17 minutes 34 seconds

Oral Reading

Results: Enter notes in the clipboard after viewing responses.

30 minutes 50 seconds

Overall Assessment of the Speaker's Experience of Stuttering Ages 18 and above (OASES-A)

Results: Total Impact Score: 2.33 Impact Rating: Moderate Notes:
Section 1: General Information: Impact Score 2.2, Impact Rating: Mild/Moderate. Section 2: Reactions to Stuttering: Impact Score: 2.7, Impact Rating: Moderate. Section 3: Communication in Daily

Situations: Impact Score: 2.65, Impact Rating: Moderate. Section 4:
Quality of Life: Impact Score: 1.33, Impact Rating: Mild/Moderate
34 minutes 0 seconds
Real-Time Analysis of Speech Fluency

Results: Enter notes in the clipboard after completing the Real -Time
Analysis.

Diagnosis

Fluency

35 minutes 46 seconds
Stuttering

Recommendations

Recommendations

36 minutes 59 seconds
Fiona presents with a severe stuttering disorder. Recommend speech
and language services to target fluency enhancing techniques.
Recommend modifications and accommodations in coursework and
internship experiences. Extend clinical focus to functional speaking
activities with familiar and unfamiliar individuals. Recommend
continued participation in fluency support group.
