

# FLUENCY AND CO-MORBID DISORDERS

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## Non-financial Disclosure statement


- I have no financial or non-financial relationships to disclose. I am not being compensated for or promoting any of the products used in the study.

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### Abstract

A majority of children who stutter have at least one co-occurring speech, language, or non-speech-language problem. Current literature primarily discusses fluency treatment in individuals diagnosed with either fluency singularly or with co-existing language or phonological disorders. There are, however, numerous school-aged students who present with a fluency disorder in addition to other co-morbid disorders such as ASD and ADHD. The purpose of the study was to determine if using SuperDuper®'s Focus on Fluency stuttering modification and fluency shaping cards which incorporate the use of two fluency enhancing strategies, including easy onset and natural pauses, would decrease atypical dysfluencies in participants with co-morbid disorders. This was a single-subject ABA research design with two male participants who presented with moderate-severe fluency disorders in addition to being either on the autism spectrum or with attention deficit-hyperactivity disorder. Both participants increased their fluent utterances in the post-intervention phases; however, neither participant reached the target behavior of 80% fluent utterances produced over three data collections. This indicates that the intervention was successful in increasing fluent utterances in these two participants with co-morbid disorders and extended beyond intervention.




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- 1) Literature Review
  - Background information
  - Statement of purpose/hypothesis
- 2) Methods
  - Participants
  - Stimuli
  - Procedures
- 3) Results
- 4) Discussion
  - Interpretation/implication(s)
  - Limitations
  - Recommendations
  - Conclusions

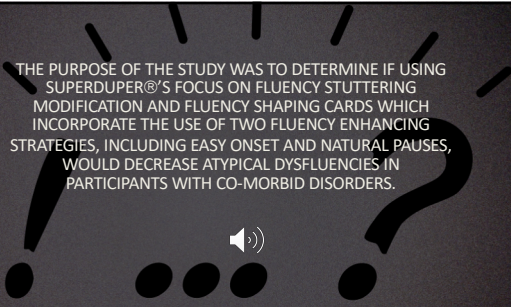
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There are numerous school-aged students who present with a fluency disorder in addition to other co-morbid disorders.



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THE PURPOSE OF THE STUDY WAS TO DETERMINE IF USING SUPERDUPER®'S FOCUS ON FLUENCY STUTTERING MODIFICATION AND FLUENCY SHAPING CARDS WHICH INCORPORATE THE USE OF TWO FLUENCY ENHANCING STRATEGIES, INCLUDING EASY ONSET AND NATURAL PAUSES, WOULD DECREASE ATYPICAL DYSFLUENCIES IN PARTICIPANTS WITH CO-MORBID DISORDERS.





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The study consisted of two male participants who presented with moderate-severe fluency disorders in addition to being either on the autism spectrum or with attention deficit-hyperactivity disorder.



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SuperDuper®'s Focus on Fluency stuttering modification and fluency shaping cards and LinguSystems® Improving Overall Intelligibility detailed picture scenes were utilized.

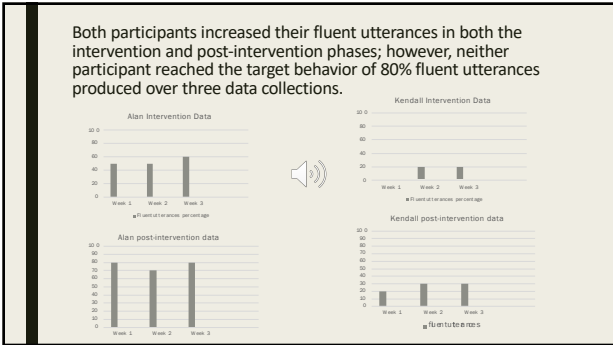
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A detailed procedure was implemented for baseline, intervention, and probing.

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THE RESULTS INDICATE THAT THE INTERVENTION WAS SUCCESSFUL IN INCREASING FLUENT UTTERANCES IN THESE TWO PARTICIPANTS WITH CO-MORBID DISORDERS AND EXTENDED BEYOND INTERVENTION.




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This was a single-subject ABA research design with two participants, which negatively affects overall generalization of the study.




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THE STUDY SHOULD BE REPLICATED WITH MULTIPLE STUDENTS WITH THE SAME DISORDERS TO DETERMINE IF SIMILAR RESULTS ARE OBTAINED.




Recommendations



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In conclusion, SuperDuper®'s Focus on Fluency stuttering modification and fluency shaping cards increased fluent utterances during and post-intervention in two students with ADHD and ASD.



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Appendix

**Short E**



1. E--lephants

2. E--lephants like to eat

3. E--lephants like to eat

ha--ndfuls of peanuts.

The image shows a worksheet titled 'Short E' with a yellow elephant illustration. Below the title are three numbered sentences with arrows pointing to the 'e' in 'elephants' and the 'e' in 'eat'. The third sentence is partially cut off and reads 'ha--ndfuls of peanuts.' There is a small illustration of a peanut in the third sentence.

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