

Evidence Based Treatment Of Stuttering Empirical Bases And Clinical Applications

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Evidence Based Treatment Of Stuttering Empirical Bases and Clinical Applications ~~Evidence-based Treatment: What Does It Mean?~~ Jonathan Sheller - Where is the Evidence for Evidence-Based Therapy? How Do I know Therapy Will Work? Understanding Evidence-Based Practices in Mental Health Treatment ~~MARSHA LINNHAN—The Ongoing Battle for Evidence-Based Treatment~~
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The practice of evidence-based treatment Step 1: Ask a clinically relevant question such as, what is the most effective treatment method for adults who display... Step 2: Track down the best evidence. This doesn't mean ask another SLP, get out your old (or even new) textbooks, or... Step 3: ...

~~Evidence-based treatment of stuttering: I. Definition and...~~
Abstract. Assertion-based treatments for stuttering have historically been more popular than evidence-based treatments. In this paper it is argued that the use of evidence-based treatments for stuttering is professionally empowering for clinicians, but that the use of assertion-based treatments is a circular process that inhibits professional development.

~~Evidence-based treatment of stuttering: IV. empowerment...~~
Abstract. At the heart of evidence-based practice in stuttering treatment are four issues: (1) the collection of data to inform treatment; (2) the long standing concern with maintenance of treatment gains; (3) the need to demonstrate accountability to clients, payers and our profession as service providers; and (4) the desire to advance theoretical knowledge.

~~Evidence-based treatment of stuttering: III. Evidence...~~
A Good Example of an Evidence-Based Stuttering Treatment Finally, check out this evidence-based stuttering treatmen t, that has been well researched and is now provided by the Power Stuttering Center. The MPI (Modifying Phonation Intervals) program for adults and teenagers who stutter takes two weeks in the clinic.

~~Evidence-Based Stuttering Treatment—Power Stuttering Therapy~~
Building on this premise, Ingham and Cordes (1997) proposed a three-factor model of stuttering treatment outcome evaluation based on speech performance, speaking situations, and time that incorporates clients' self-judged acceptability of treatment changes in combination with observer-based measures. Thus, self-measurement serves as the basis for determining the clinical significance of a treatment change from the client's perspective.

~~Evidence-based treatment of stuttering: II. Clinical...~~
This book is the result of a "State-of-the-Art-Conference" held at the University of Georgia dedicated to the evidence-based treatment of stuttering. An international group of prominent fluency researchers and clinicians were invited to present and discuss current data and issues related to the treatment of stuttering.

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~~Evidence-based treatment of stuttering: III. Evidence...~~
Method. A brief review of the history and development of FS and SM is provided. It illustrates that both can be justified as evidence-based treatments, each treatment seeking evidence of a different kind: FS seeks evidence concerning treatment outcome, and SM seeks evidence concerning the nature of the stutter event.

~~Evidence-Based Treatment and Stuttering: Historical...~~
Evidence-based practice also specifies a general approach, not a dependent variable or a particular treatment program; an evidence-based approach to the treatment of stuttering does not, in itself, require using percent syllables stuttered as a treatment outcome measure or require the use of behavioral or fluency-shaping treatments (see Ingham & Cordes, 1997, Ingham & Riley, 1998). As described above and in other sources, evidence-based practice actually involves all the complexities of ...

~~Evidence-based treatment of stuttering: V. The art of...~~
Evidence-based speech pathologists want to provide clients who stutter with good quality information about their treatment options, the risks and benefits of each treatment, and treatment recommendations that incorporate each client's values, needs, preferences and characteristics.

~~Stuttering treatments: what works for whom? An evidence...~~
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~~Evidence-Based Treatment of Stuttering: Empirical Bases...~~
Abstract To illustrate the way in which both fluency shaping (FS) and stuttering management (SM) treatments for developmental stuttering in adults are evidence based. A brief review of the history...

~~(PDF) Evidence-Based Treatment and Stuttering: Historical...~~
An evidence-based framework can be described as an empirically-driven, measurement-based, client-sensitive approach for selecting treatments. It is believed that using such a framework is more likely to result in a clinically significant outcome. For this paper, a clinically significant outcome was defined as a meaningful treatment change.

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This book is the result of a "State-of-the-Art-Conference" held at the University of Georgia dedicated to the evidence-based treatment of stuttering. An international group of prominent fluency researchers and clinicians were invited to present and discuss current data and issues related to the treatment of stuttering. The topic was defined to include evidence about stuttering, evidence about stuttering treatment, and discussions of how that evidence should guide the continuing research and practice. The explicit link between empirical evidence and suggestions for clinical practice is the goal of the book. The book begins by addressing the notion of "evidence-based practice" and considers its implications for stuttering treatment. Part II presents the intersection of the nature of stuttering; the theories of stuttering; and the implications of nature, theory, and other knowledge for stuttering treatment decisions. Part III provides two of the many measurement issues facing stuttering treatment followed by Part IV, which is devoted to the quality of treatment research evidence, for specific treatments and in terms of some more general methodological and professional issues. The final part summarizes the clinical recommendations made throughout the book and discusses evidence-based, outcomes-focused clinical decisions for stuttering. These chapters are intended to provide "state-of-the-art" information to researchers, clinicians, and students who are interested in developing, identifying, or using the best possible evidence-based treatments for stuttering.

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This state-of-the-art volume is a follow-up to the 1999 publication, Stuttering Research and Practice: Bridging the Gap, edited by Nan Ratner and E. Charles Healey. Like its predecessor, the current book is an edited collection of the presentations from the American Speech-Language-Hearing Association's Annual Leadership Conference in Fluency and Fluency Disorders. Among the topics covered are evidence-based practice, impact of the self-help and support groups, meta-analyses of selected assessment and intervention programs, current theories of stuttering, and the predicted path of stuttering intervention in the future. The authoritative representation of contributors offers the reader the most up to date presentation of fluency issues, with a special emphasis placed on the practical clinical implications of fluency assessment, treatment, and evolving theories of the disorder. The book is written for fluency specialists and graduate students in programs of fluency disorders. It will also be valuable for the clinicians who wish to upgrade their skills in treating fluency disorders.

Treatment of Stuttering: Established and Emerging Interventions is a comprehensive textbook and clinical reference for speech pathologists in all major intervention strategies for stuttering. The book emphasizes evidence-based practice and includes critical comparisons of treatments and their valid implementation by clinicians. Case studies bring concepts to life and enhance critical thinking skills. A companion website includes videos of treatment procedures.

The Science and Practice of Stuttering Treatment: A Symposium is a comprehensive resource for practitioners and researchers that spans the scientific basis and clinical management of stutters in people of all ages, from preschoolers to adults. Written by an international team of clinical and research leaders in the field of speech and language pathology, as well as scientists from the fields of epidemiology and neurology, the book offers a truly comprehensive coverage of contemporary stuttering management. Each chapter provides information on the 'Theoretical Basis of the Treatment', 'Outline of the Treatment', 'Scientific Evidence for the Treatment', 'Advantages and Disadvantages of the Treatment', 'Planned Future Empirical Development', and concludes with an in-depth critical review. This book is a must-have resource for speech and language pathologists, researchers and educators worldwide. FEATURES: Offers a rigorous critical review of each treatment Written by leading international experts in the field Completely up to date with the latest clinical and scientific research ¶ This book is the output from the Research Symposium held in Croatia in 2010. This text is unusual in that it not only reflects the content of the Symposium presentations, but also reports the discussion that the presentations generated. The discussions that ensued were recorded and transcribed! The consistent organisation of each paper in the collection allows thereafter to quickly access the critical information and to make direct comparisons across therapies! (and) provides thereafter with a comprehensive overview of a variety of speech restructuring programs... The advantages/disadvantages and the discussion sections in each chapter help the reader with appraisal of the material presented and to make some judgements about generality and value! The reader feels exposed to the atmosphere and dynamics of the Symposium in a way that is rarely captured outside the conference auditorium! - A review from Sharon Millard (PhD, MRCSLT), Research Lead and Expert Speech and Language Therapist, The Michael Palin Centre, Whittington Health, London, UK

This book describes a fluency management program which has been demonstrated to effectively treat fluency disorders in school-age children and adults who stutter. The purpose of the book is to describe treatment procedures speech-language clinicians can use with people who stutter to eliminate their stuttering behaviors and help them to maintain fluent speech following treatment. The procedures described utilize behavior shaping principals that have been designed specifically to replace stuttering with typical speech fluency. The book provides a) a discussion of the rationale for the treatment program; b) a brief history of the development of the program; c) a summary of eight evidence-based clinical studies supporting the effectiveness of the treatment procedures; and d) comprehensive, in-depth descriptions of the specific treatment procedures used. The evidence supports the fact that close to 100% of clients treated were able to attain normally fluent speech production by the end of treatment and that close to 75% remained fluent in follow-up evaluations for from one to five years following treatment.

This book is to help clinical psychologists, clinical social workers, psychiatrists and counselors achieve the maximum in service to their clients. Designed to bring ready answers from scientific data to real life practice, The guide is an accessible, authoritative reference for today's clinician. There are solid guidelines for what to rule out, what works, what doesn't work and what can be improved for a wide range of mental health problems. It is organized alphabetically for quick reference and distills vast amounts of proven knowledge and strategies into a user friendly, hands-on reference.

Now available in a fully revised and updated second edition, this practical manual is a detailed guide to the Palin Parent/Child Interaction Therapy programme (Palin PCI) developed at the Michael Palin Centre for Stammering (MPC). Palin PCI builds on the principle that parents play a critical role in effective therapy and that understanding and managing stammering is a collaborative journey between the child, parent and therapist. This book emphasises a need for open communication about stammering, offering a combination of indirect techniques such as video feedback, interaction strategies and confidence building, along with direct techniques to teach a child what they can do to help themselves. This second edition: Reflects the most up-to-date research in areas such as neurology, genetics, temperament and the impact of stammering on children and their families Offers photocopiable resources, such as assessment tools, information sheets and therapy handouts, to support the implementation of Palin PCI Focuses on empowerment through building communication confidence in children who stammer and developing knowledge and confidence in their parents Based on a strong theoretical framework, this book offers a comprehensive understanding of the Palin PCI approach in order to support generalist and specialist speech and language therapists as they develop their knowledge, skills and confidence in working with young children who stammer and their families. For more information about Alison and her work, please visit www.alisonnicholsslt.co.uk. To learn more about Elaine and her work, please visit www.michaelpalincentreforstammering.org.

Like all health professionals, speech and language therapists (SLTs) need to keep themselves up-to-date with the research evidence base that is relevant to their field of practice and be able to show how this contributes to their clinical decision-making. However, it is not always clear to practitioners how evidence-based practice (EBP) can be properly embedded in their day-to-day activities. In this valuable book, Hazel Roddam and Jemma Skeat present a wealth of instructive examples by SLT contributors from around the world, showing how clinicians, educators, and researchers have risen to the EBP challenge. Embedding evidence-based practice in speech and language therapy showcases the creative ways that SLTs are developing knowledge and skills for EBP, creating contexts that support the use of evidence in practice, and working towards making evidence easily accessible and usable. It includes real-life examples of how SLTs have encountered a clinical problem or situation and have accessed and used the evidence within their day-to-day practice. The contributors come from a wide range of work settings, from services situated within large organizations to those in independent practice, and represent a range of clinical areas, from paediatric to adult and across speech, language, voice, fluency, Augmentative and Alternative Communication (AAC), and dysphagia. This book is written for an audience of clinical practitioners, at any stage of their career, and is additionally a valuable resource for SLT students and lecturers.