

COURSE DESCRIPTION

The purpose of this course is to provide evidence for temperamental contributions to childhood stuttering and how this evidence may be applied to the assessment and treatment of stuttering in children. While the speech, language, and motoric contributions to stuttering in children have been long studied and clinically applied to childhood stuttering, relevant temperamental and emotional contributions have received far less empirical study and clinical application. Based on a multi-year program of empirical study and clinical application, Jones, Conture, and colleagues have developed an evidence-supported understanding of the association between temperament, emotion and childhood stuttering, with results of this program published in peer reviewed journals, book chapters and books. Based on this understanding, Jones and Conture will present and discuss this association and how it can be applied to and enhance the assessment and treatment of stuttering. The intent of such presentation and discussion is to augment and expand course participants approach to the understanding, assessment and treatment of childhood stuttering.

LEARNING OUTCOMES

After this workshop, participants will be able to:

Day ONE

- Define and describe temperamental characteristics as well as emotional processes and become more familiar with pertinent evidence-based literature
- Define emotional reactivity and regulation and become more familiar with pertinent evidence-based literature
- Identify and describe how to obtain, use and score both open access as well as copyright protected tests used to assess temperament in children and one test specifically designed for screening selective aspects of temperament in young children who stutter
- Describe and discuss temperamental characteristics that differentiate young children who do and do not stutter and potential clinical implications

Day TWO

- Describe and discuss emotional processes associated with stuttering in young children (between- and within-group considerations) and their potential clinical implications
- Given audio/video samples and case histories, attendees will identify and contrast subjects whose stuttering might or might not involve temperamental/emotional factors to consider in assessment and treatment.
- Name one evidence-based method for assessment of childhood stuttering, that considers how temperament and emotional processes may impact such assessment.
- Explain one evidence-based method for treatment of childhood stuttering, that considers how temperament and emotional processes may impact such treatment

ABOUT THE SPEAKERS

Edward G. Conture, Ph.D., CCC-SLP, BCS-F

Edward G. Conture is Professor Emeritus, Vanderbilt University, Nashville, TN. His recent research interests include temperament, emotional, speech and language contributions to childhood stuttering. Conture received his B.S. from Emerson College, his M.A. from Northwestern University and his Ph.D. from the University of Iowa. His research has been published in over 145 peer-reviewed articles, book chapters and videos, 4 books which he authored/edited and presented in over 350 regional, national and international professional/scholarly venues. Conture served as Editor of the Journal of Fluency Disorders, Member of an NIH/NIDCD Study Section as well as NIH/NIDCD Advisory Council, was made an ASHA Fellow in 1991 and received the 2005 Frank R. Kieffner Lifetime Clinical Career Award, the 2005 Honors of NSSLHA and 2007 Honors of the American Speech-Language-Hearing Association. His outside interests include cooking, herb gardening, hiking, reading, mechanical clocks, and travel. He lives in Asheville, NC with his wife Patricia and his dog Willie.

Disclosure:

Financial: Authored/Edited several published books and book chapters Research funded, in part, by NIH NIDCD R01 grants to Vanderbilt University

Travel costs for Conture are being reimbursed from the proceeds of this conference

Non-financial: Nothing to disclose

Robin M. Jones, Ph.D., CCC-SLP

Robin M. Jones, Ph.D., CCC-SLP, is an Assistant Professor, Department of Hearing and Speech Sciences, Vanderbilt University Medical Center. He received his B.S. from Miami University, his M.A. from The Ohio State University, and his PhD in 2012 from Vanderbilt University. Before returning to Vanderbilt in 2013, Dr. Jones was a Social and Behavioral Sciences Postdoctoral Fellow in the Department of Speech and Hearing Science at The Ohio State University. Robin Jones' research focuses on emotional and speech-language contributions to the pathogenesis of childhood stuttering. The short-term goal of this multi-method approach (e.g. caregiver report, dense behavioral observation, and psychophysiological measures) is to determine factors that may contribute to the onset of stuttering as well as valid and reliable markers that may indicate risk for persistence of stuttering. Further, Dr. Jones is currently working on the development of research projects that investigate possible mechanisms by which emotion and cognitive processes may disrupt speech-language planning and production and contribute to stuttering. The long-term goal of this program of research is to inform future diagnostic and treatment protocols for childhood stuttering.

Disclosure:

Financial: Research funded, in part, by NIH NIDCD grants to Vanderbilt University

Travel costs for Jones are being reimbursed from the proceeds of this conference

Non-financial: Nothing to disclose

The Center for Children Who Stutter

California State University, Fullerton

A Cooperative Offering with:



District #8

The 20th Annual Fullerton Fluency Conference

Friday and Saturday
October 19th and 20th, 2018

California State University, Fullerton
Titan Student Union

Edward G. Conture, Ph.D., CCC-SLP, BCS-F
Professor Emeritus, Vanderbilt University, Nashville, TN.

And

Robin M. Jones, Ph.D., CCC-SLP
Assistant Professor, Department of Hearing and Speech
Sciences, Vanderbilt University Medical Center,
Nashville, TN

ASHA CEUs (.3, .6 or .9 CEUs)
State Licensing CE's (3, 6 or 9 hours)



A benefit to offer a helping hand to
Children Who Stutter

Sponsored by NSSLHA

SCHEDULE OF EVENTS

Friday, October 19, 2018 Day ONE
Day One is offered 3 CE hours

11:30 - 12:15 Registration

12:15 - 12:45 Introductions / Conference Orientation and Speaker Introductions

12:45 - 2:15 What is temperament? Definitions, Descriptions, Theory and its relation to speech-language (Ed)

2:15 - 2:30 Break

2:30 - 4:00 Part 1: Empirical evidence on stuttering and Temperament with clinical implications (Robin)

Saturday, October 20, 2018 Day TWO
Day TWO is offered at 6 CE hours

8:00 - 8:30 Registration / Hospitality

8:30 - 10:00 Part 2: Empirical evidence on stuttering and emotion with clinical implications (Robin)

10:00 - 10:30 Break

10:30 - 12:00 Case studies on temperament, emotion and stuttering (Ed)

12:00 - 1:15 Lunch - On your own

1:15 - 2:45 Empirical assessment of childhood stuttering with a focus on temperament (Robin)

2:45 - 3:15 Break

3:15 - 4:45 Empirical treatment of childhood stuttering with a focus on temperament (Ed)

4:45 - 5:00 Closing Comments

Day ONE and Day Two are offered as a combined 9 CE hours

Directions and Parking

California State University Fullerton -
Titan Student Union – University Conference Center
<http://www.fullerton.edu/campusmap/>

Park in the State College Parking Structure (SCPS)
Parking permit required for Friday only. \$8.00 for day pass at parking ticket vending machines on floors 2,4,6.
Look for student volunteers at the parking structure entrance off of State College Blvd./ Gymnasium Drive

Cancellation Policy

Cancellation must be accompanied by a written notice and be received by October 4th. No refunds will be made after this date. A processing fee of \$10 will be deducted from the refund.



California State University,
Fullerton

A Cooperative Offering with:

District #8



Temperament and Stuttering:

Evidence, Assessment and Treatment

Continuing Education Credit

ASHA CEU Hours



speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

Day ONE is available for 0.3 CEUs (Intermediate Level, Professional Area)
Day TWO is available for 0.6 CEUs (Intermediate Level, Professional Area)

State License CE Hours

California Speech-Language Pathology and Audiology Board: This program meets the qualification for 3, 6, or 9 hours of continuing professional development credit for Speech-Language Pathologists and Audiologists as required by the California Speech-Language Pathology and Audiology Board. CSHA/PDP-#1

FULL DAY(S) ATTENDANCE IS REQUIRED FOR CEUs / CE

REGISTRATION FORM

Name _____

email _____

Address _____

City _____ State _____ Zip _____

Phone _____

Work Setting _____

Title _____

Sp License # _____ Exp. Date _____

Registration Fees: Pre Oct. 4 Post Oct 4

Friday Only (day ONE - 3 CE hrs)

CSHA Members / SLPA	\$50	\$60
Others	\$60	\$70

Saturday Only (day TWO - 6 CE hrs)

CSHA Members	\$150	\$170
Others	\$170	\$180
SLPA	\$75	\$85

Both Days (day ONE & TWO - 9 CE hrs)

CSHA Members	\$190	\$220
Others	\$220	\$230
Students	\$50	\$50
(CSUF Students' fees are complimentary)		
SLPA	\$85	\$110

(please circle & fill in the fee that applies)

Back this year - CEU Admin. Charges to be added:

<input type="checkbox"/> CA State / CSHA CE	\$5.00
<input type="checkbox"/> ASHA CEU	\$5.00

Back this year - Tax Deductible Donation to CCWS:

Donate \$50 or more and be included in the Sat. Speakers Luncheon at the Titan Student Center
Donation Amount _____

AMOUNT DUE _____

Make check to: **Auxiliary Service Corporation-ASC**
Purchase orders accepted (No Credit Cards)

Mail registration to:

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949-874-2282
gmontooth@cox.net