

## Assessment Skills Practice Assignment

### Objectives:

- 1) Identifying, coding and counting stuttering events
- 2) Practice using assessment tools such as the SSI-4, FBT analysis and the OASES. You may need to review the directions to complete the SSI-4 or the scoring directions on the first page of the OASES.
- 3) Briefly interpret the impact (core, secondary & attitude/emotional) stuttering has on this individual

To view the interview, go to [fluency.talkbank.org](http://fluency.talkbank.org)

Then click on: *Teaching with Fluency Bank* in bottom left corner

Then click on: *Voices of Adults Who Stutter- Browseable transcripts* in top left/Voices-AWS

Then click on: *Interview, Reading* for sample **24.fa** in the top left corner

Her OASES sample is attached to your Assignment

- 1) *Optional Synchronous Practice*-If you would like to practice as a group I will start the reading sample during my open Zoom office hours. All are welcome but not required. If attending, print out a copy of the 2 transcripts below, we will listen to the first few minutes in class to begin practicing stuttering measurements. For coding symbols, you can use the key in the Disfluency Count sheet that you used for your on-line practice.
- 2) Complete scoring the reading & interview transcripts and FBT analysis on your own. Complete OASES scoring & interpretation.
- 3) Complete the last Results page and upload it to Blackboard under Assessment Skills Assignments

I will post answer keys and annotated transcripts once assignment is graded, so that you can compare your annotations and scoring to a key after assignment is due.

**Interview 016: \*Code all Typical disfluencies (um, like) for this sample\***

um I mean it's definitely affected my entire life. Up until last year I was a covert stutterer. so I would never introduce myself to people. I wouldn't participate in class. um whenever a teacher asked me a question I would just say I don't know. because that was easier than asking or easier than answering the question. and I did not want my coworkers but um classmates to hear my stutter um and then I went to I got different therapy. last year and I'm still in it where it's like focused on um desensitization and trying to get past that like fear and shame of stuttering, so I'm working on that and now I'm getting a little better at introducing myself and letting my stutter show. but I'm still like at work very quiet . I start grad school in a couple months so it will be interesting to see if I participate more. or if I like fall back into my covert ways //

\_\_\_\_disfluencies/\_\_\_\_syllables=x100= %SS

#### SSI-4 Reading 016:

So here we are in Friuli, tucked away in a remote corner of the Alpine foothills in northeastern Italy, at a little restaurant. I have to admit that when I travel, history is not the first thing on my mind. Food and wine are. And that's what sold me on Friuli. It is famous as a source of some of Italy's best white wines. We went primarily in search of wines, unaware that we soon would make a culinary detour. Occupying the extreme northeast corner of Italy, Friuli's scenery ranges from rugged coastline along the eastern border to placid plains in the west and the majestic Alps in the north, where Italy butts up against Austria. Directly to the south is Venice, just a little more than an hour and a half away. Though off the beaten tourist track, Friuli is hard in the path of history. Standing at one of the major crossroads between Western Europe and the East, it was conquered by just about everyone who passed by. As a result, things look different here. Rather than the familiar cultural overlay of most of Italy, the central European influence is readily apparent in Friuli. The architecture tends more toward Austrian grandeur than Tuscan simplicity. Here you'll find gray stone castles rather than sun-drenched villas. The people look different, too, taller and blonder than southern Italians, and with plenty of German and Central European surnames.

Reading, Adult Level (369 Syllables)

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Name:

### 1) SS1-4 Results

Speaking Task Score \_\_\_% \_\_\_Score

Frequency Score \_\_\_\_

Reading Task Score \_\_\_% \_\_\_Score

Duration \_\_\_sec.

Duration Score \_\_\_\_

Physical Concomitants

Sounds \_\_\_Score

Facial Grimaces \_\_\_Score

Head \_\_\_Score

Extremities \_\_\_Score

Physical Concomitants Score \_\_\_\_

Freq/Duration/Phys Total Score \_\_\_\_

Percentile \_\_\_\_

Severity \_\_\_\_

### 2) Frequency-By-Type

	Speaking	Count Reading	% Sp %	R %
<b>P: Sound Prolongation</b>				
<b>Rs: Sound/Syllable Repetition</b>				
<b>Rw: Whole word rep</b>				
<b>B: Block</b>				
Rp: Phrase rep				
I: Interjection				
Rv: Revision				
O: Other (specify;filler, unfinished word, cluster)				
Total:			100%	100%

Make sure percentages = 100%

### 3) OASES Questionnaire Results

Section	Impact Score	Impact Rating
<b>Section 1</b>		
<b>Section 2</b>		
<b>Section 3</b>		
<b>Section 4</b>		
<b>Overall Impact</b>		

Brief comments on final results of OASES and how attitudes/feelings about stuttering impacts this PWS;

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