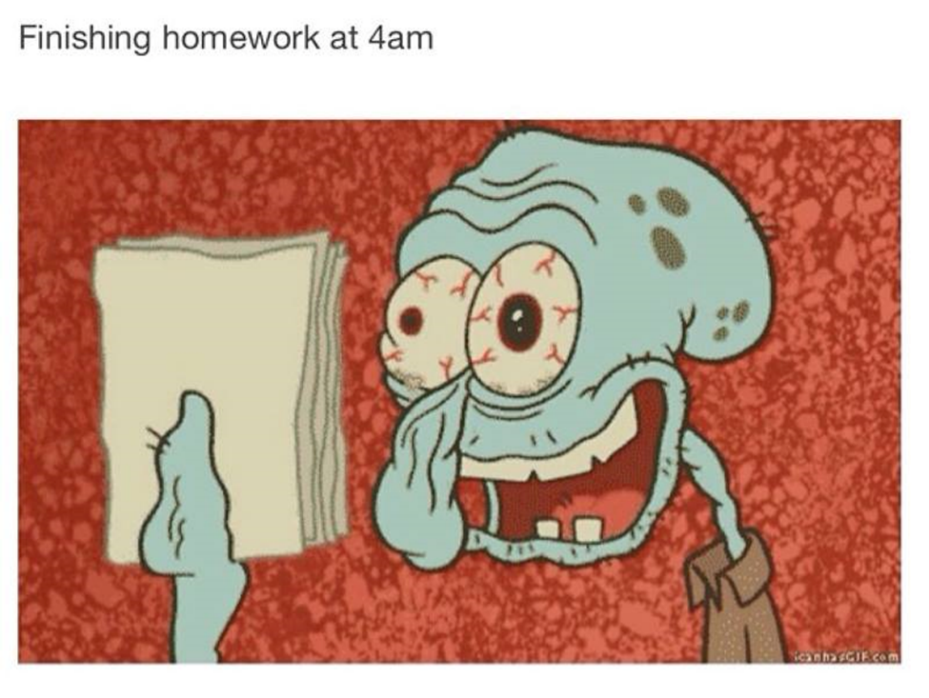
Study Guide Test 3 CSAD 101

****

1. What is the definition of *fluency*?
2. What are some signs of true stuttering? (e.g., prolongations of sounds and syllables)
3. What are some characteristics of individuals with Autism Spectrum Disorder (ASD)?
4. When speech-language pathologists work with children who stutter, how do they help these children become more fluent?
5. What are some suggestions about communicating successfully with people with intellectual disabilities?
6. List the characteristics of individuals with ADHD.
7. What are some suggestions about successful service delivery to children with sensory processing disorder?
8. You are working with a child who stutters, and their dad asks you for suggestions to promote fluent speech at home. What would you tell this dad?
9. You have a private practice which specializes in services for adolescents and adults who stutter. What are some things you emphasize in therapy?
10. What causes ADHD?
11. Sadly, individuals with disabilities are at higher risk for maltreatment. Why is this the case?
12. What is the fluency-shaping approach to therapy for persons who stutter?
13. Define the stuttering modification approach to therapy for persons who stutter.
14. Define the term *interoception*.
15. What is *proprioception*?
16. What are the characteristics of a child with sensory processing disorder who is *under-responsive*? How about a child who is *over-responsive*?
17. For children with ADHD, what is the difference between impulsivity and hyperactivity?
18. You are an SLP in an area with many children who stutter. You have developed a good reputation for your skills in primary prevention of stuttering. What does this primary prevention involve?
19. What components are important in the assessment of students with ADHD?
20. What is a major red flag of ASD?