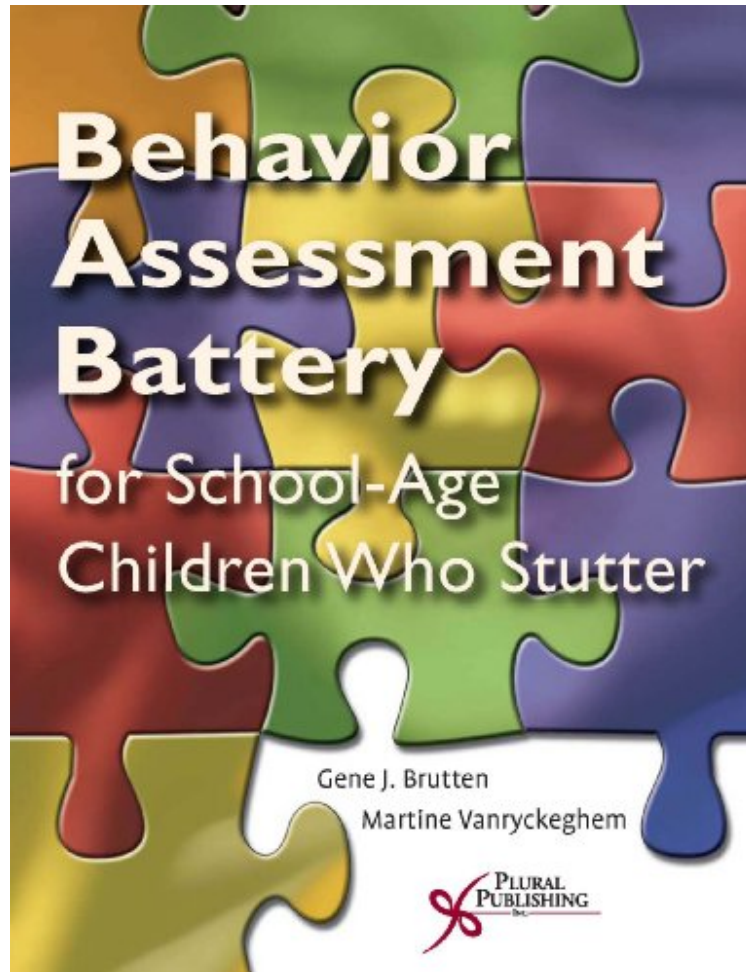


The Behavior Assessment Battery for School-Age Children Who Stutter

Gene J. Brutton, Martine Vanryckeghem
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#5637683 in Books 2006-08-01 Original language: English PDF # 1 11.76 x 3.03 x 8.88l, 5.04 #File Name: 1597561142200 pages | File size: 52.Mb

Gene J. Brutton, Martine Vanryckeghem : The Behavior Assessment Battery for School-Age Children Who Stutter before purchasing it in order to gage whether or not it would be worth my time, and all praised The Behavior Assessment Battery for School-Age Children Who Stutter:

The Behavior Assessment Battery (BAB) is a multi-dimensional set of inter-related, evidence-based, self-report tests that provide normative data for children between the ages of six and fifteen. The Battery has evolved and been refined over many years and has been used with an innumerable number of clients all over the world. The test procedures include: The Speech Situation Checklists (SSC-ER and SSC-SD) for evaluating a child's emotional reaction to, and

speech disruption in a range of speech situations The Behavior Checklist (BCL) reveals the particular coping responses that a child uses to deal with dysfluency The Communication Attitude Test (CAT) for measuring a child's attitude about his or her speech These self-report test procedures provide speech pathologists and their professional colleagues including teachers, psycho- and neurolinguists, clinical and educational psychologists, behavior therapists, and pediatricians with a multi-dimensional view of how a child is affected by how he or she feels, reacts to, and thinks about his or her speech.

"It manages to identify the most difficult situations stuttering children encounter. What an excellent tool!" --Joseph Agius, University of Malta "This is a must have manual for any clinician seeing children who stutter. It is the first assessment tool that combines information on "speech-associated negative emotion, voluntary behaviors designed to avoid, escape or hide stuttering and mal-attitude towards speech." It helps clinicians distinguish PWS from PWNS by means other than dysfluency counts. In addition, the findings "give direction to the strategies and tactics of therapy," as well as "highlight a child's needs and strengths and provide the clinician with a therapeutic road map." Furthermore, readministration can be completed "to see if therapy has had an effect on a particular dimension." --Jeanne McHugh, M.S., George Washington University, Doody's Service About the Author Gene J. Brutten, Ph.D., who received his Ph.D. from the University of Illinois, is clinically certified in speech pathology and audiology by the American Speech-Language-Hearing Association. He is a fellow of the association and has been awarded its certificate of recognition and certificate of appreciation. Professor Brutten is a founding member of the International Fluency Association and served as the editor-in-chief of its Journal of Fluency Disorders from 1989 to 2000. Martine Vanryckeghem, Ph.D. received her Master's Degree (1991) and Ph.D. (1994) from Southern Illinois University after having worked for 12 years as a speech therapist at a clinical center in Belgium. Dr. Vanryckeghem, who is a professor at the University of Central Florida, is clinically certified as a speech-language pathologist and is a member of ASHA's Inaugural Cadre of Board Recognized Fluency Specialists and Mentors. She has published widely in peer-reviewed journals and has given workshops, internationally, with respect to the evaluation of children and adults whose fluency is problematic.