
When Disfluency Looks Different: Case Study and Clinical Outcomes

SIG 4

INTRODUCTION

This SIG 4 activity is ideal for graduate students, clinicians, or educators seeking to deepen their understanding of less common presentations of disfluency, including acquired stuttering post-concussion and the word-final stuttering sometimes observed in both neurotypical and neurodivergent speakers. The first article presents a case study of an 18-year-old male who presented with acute onset stuttering following a concussion. The authors discuss potential mechanisms of acquired stuttering and present clinical outcomes for a person-centered treatment approach. In the second article, the authors describe how word-final disfluency differs from developmental stuttering and present clinical data using the Structured Awareness Therapy for Word-Final Disfluency (SAT-WFD) protocol to address word-final disfluency in both neurotypical and neurodivergent children.

LEARNING OUTCOMES

You will be able to:

- explain the rationale for using person-centered care in stuttering intervention
- describe the characteristics of word-final disfluency, and differentiate it from developmental stuttering

Assessment Type

Self-assessment—Think about what you learned and report on the Completion Form how you will use your new knowledge.

CONTENTS

Acute-Onset Acquired Stuttering Secondary to Concussion: A Case Report by Kelsey Jo Wagner and Karen Hux

Word-Final Disfluency: Clinical Data From a Single Therapy Protocol by Vivian Sisskin and Samantha Wasilus

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: September 9, 2025

End date: September 9, 2030

To earn continuing education credit, you must complete the learning assessment on or before **September 9, 2030**.



This course is offered for 0.15 ASHA CEUs (Intermediate level, Professional area).