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*Test Bank*

*for*

# **Stuttering: Foundations and Clinical Applications**

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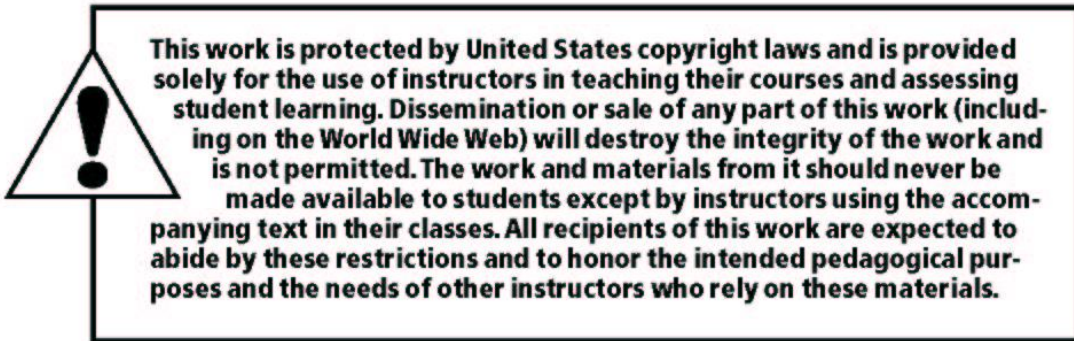
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## Examination Questions

### Note:

- \* The term “stuttering” as used in this examination, refers to developmental stuttering unless otherwise specified.
- \* For multiple choice questions mark only one answer on the answer form.
- \* For True-False questions, indicate T for true and F for false.





## Chapter 1. What is stuttering?

### **Multiple Choice Questions**

1. A clear, workable definition of stuttering is important for:
  - a. determining treatment outcome
  - b. differential diagnosis of stuttering
  - c. measuring the effect of experimental conditions
  - d. all of the above
  
2. Definitions of stuttering typically include some or all of the following **except**:
  - a. listeners' feelings about stuttering
  - b. psychological reactions of the person who stutters
  - c. disfluent speech characteristics
  - d. physical characteristics of persons who stutter.
  
3. In research, a definition of stuttering is **not** important in:
  - a. selecting measures of stuttering
  - b. selection measures of language skills
  - c. selecting subjects who stutter
  - d. selecting control subjects who do not stutter
  - e. two of the above
  
4. Stuttering-like-disfluencies (Yairi & Ambrose, 1999) do **not** include:
  - a. repetitions of single syllable words
  - b. repetitions of parts of words
  - c. repetitions of phrases
  - d. sound prolongations
  
5. The "tip of the iceberg"(Sheehan, 1958) refers to the:
  - a. overt features of stuttering
  - b. covert features of stuttering
  - c. fluent segments of speech
  - d. tip of the tongue
  
6. The term "disfluency" refers to:
  - a. normal interruptions in speech
  - b. abnormal interruptions in speech
  - c. associated non-speech behaviors
  - d. both a and b above
  
7. Disfluency types most typical of stuttering:
  - a. interjections, revisions, pauses
  - b. whole word, phrase and multisyllable repetitions
  - c. sound prolongations, sound and syllable repetitions
  - d. both b and c above
  
8. Van Riper suggested that stuttering is best defined as:
  - a. a defect in the structure and function of the speech mechanism
  - b. a word improperly patterned in time and the speaker's reaction to it

- c. a difficulty changing position of the tongue when moving from one sound to the next
  - d. a momentary disruption of ongoing speech
9. Stuttering has occurred when the speaker:
- a. holds out a speech sound while falling off a chair
  - b. repeats a phrase again because the listener failed to understand
  - c. repeats a word because a siren blared when it was said the first time
  - d. none of the above
10. An example of a covert aspect of stuttering:
- a. sound repetitions
  - b. sense of a loss of control over speech
  - c. disrhythmic phonations
  - d. eye blinks
11. Yaruss and & Quesal's (2006) model of stuttering:
- a. defines stuttering as primarily an organic speech impairment
  - b. defines stuttering as a psychologically- and environmentally-based disorder
  - c. defines stuttering as a personal handicap regardless of its etiology
  - d. does not define what stuttering is but represents what it involves
12. Which of the following aspects of speech and language is most impaired in the disorder of stuttering.
- a. vocabulary
  - b. pitch
  - c. rate
  - d. syntax

### **True - False Questions**

1. The definition and clinical diagnosis of stuttering are not the same. However, arriving at a clinical diagnosis often involves use of specifications of, e.g., the frequency, of the parameters found in the definition of the disorder.
2. One reason why definitions of stuttering differ is that some of them are based entirely, or partially, on hypotheses about the cause of the disorder instead of describing it.
3. The inner, affective reactions of the person who stutters that are associated with stuttering events are known as the "core behaviors."
4. Research has indicated that fluent speech of stutterers may also be different from fluent speech of normally speaking individuals.
5. Various surface interruptions that occur in ongoing speech are referred to as "disfluencies."

## Essay Questions

1. List three situations or conditions where a definition of stuttering is important and has practical implications. After listing a situation, briefly (5-7 lines) explain/discuss.
2. What is meant by “stuttering as an event”? What is meant by “stuttering as a disorder”?  
Give examples of the features that might characterize a stuttering event and the features that may broadly characterize a stuttering disorder.
3. Your textbook stated that not all speech disfluencies are stuttering. Explain what this means. What factors influence the distinction between just “speech disfluencies” and “stuttering”?
4. What are the reasons that there is such a wide variation in the definitions of the same term “stuttering”?
5. Explain what the term “covert” aspects of stuttering means, and give two examples of some more typical covert aspects.
6. In Yairi & Seery (2011, p. 11), it is explained that the fluent speech of adults who stutter may not be free of the stuttering disorder. What is one point of evidence characteristic of their *fluent* speech that may indicate that there is an underlying problem?

## Chapter 2. Who and how many stutter?

### **Multiple Choice Questions**

1. Which of the following appears to be most influential on changes that occur over time in the gender ratio in the stuttering population from 2:1 to approximately 4:1 male-to-female ratio:
  - a. the percent of natural recovery among girls is larger than for boys
  - b. boys are physically stronger than girls
  - c. gender differences in various physical-motor-health aspects
  - d. gender differences in phonology and language skills.
2. Data on the occurrence of stuttering across the lifespan indicate that:
  - a. whereas the incidence of stuttering increases with age, its prevalence remains constant
  - b. the incidence of the disorder is about 1% while its prevalence is about 5%
  - c. the prevalence of the disorder is about 1% while its incidence is about 5%
  - d. the prevalence and incidence are equal
3. Which is **not** true about the incidence of stuttering in various cultural groups?
  - a. it may be somewhat lower in cultures reported to have little concern about speaking abilities
  - b. it is higher than the average among some groups of mentally disabled persons
  - c. it is lower than the average in the hearing-impaired population
  - d. culture has no effect, whatsoever, on the incidence of stuttering
4. Data reported by the University of Illinois Stuttering Research Program (Proctor et.al., ) showed that
  - a. there was a greater incidence of stuttering among European American children than African American children.
  - b. there was a greater prevalence of stuttering among African American children than European American children.
  - c. there was a greater prevalence of stuttering among African American girls than African American boys
  - d. there was no difference in the prevalence of stuttering between African American children and European American children.
5. The gender ratio (males to females) in the stuttering population:
  - a. increases with age,
  - b. increases and then decreases with age
  - c. decreases and then increases with age
  - d. remains constant throughout the age range
6. The general prevalence of stuttering in the population is:
  - a. three to five percent
  - b. two percent
  - c. one percent
  - d. six to eight percent



7. Which is likely to have the most influence on stuttering prevalence data in a population of college students:
  - a. gender
  - b. cultural background
  - c. I.Q. scores
  - d. age.
  
8. The findings (Dalston, 1982) that stuttering incidence is higher in children with orofacial abnormalities than in the general population serve to prove that:
  - a. stuttering is an organically based disorder
  - b. stuttering is a disorder of speech production
  - c. stuttering is, in part, influenced by the acoustic (resonance) characteristics of speech
  - d. none of the above answers is true because the incidence of stuttering in this group is lower than that in the general population.
  
9. Research on the prevalence of stuttering in the hearing impaired school age population (Montgomery & Fitch, 1988), has shown that:
  - a. the prevalence is about 1/10 of one percent with most of the cases exhibiting stuttering in their manual communication,
  - b. the prevalence is about 1/10 of one percent with most of the cases exhibiting stuttering in their oral communication,
  - c. the prevalence is about 1/10 of one percent with most of the cases exhibiting stuttering in both their manual and oral communication,
  - d. the hearing impaired population does not exhibit stuttering.
  
10. Most of the available data, especially from recent research, suggest that stuttering:
  - a. is more prevalent among monolinguals than among bilingual speakers
  - b. is as prevalent among monolinguals than among bilingual speakers.
  - c. is more prevalent among bilinguals than among monolingual speakers
  - d. never occurs in bilingual speakers.

### **True - False Questions**

1. The incidence of stuttering among deaf persons appears to be considerably higher than the incidence in the general population because they have greater difficulties monitoring and controlling their speech.
2. In terms of exhibiting stuttering, dizygotic twins will be more similar than monozygotic twins.
3. Data concerning the distribution of stuttering in families of people who stutter would seem to suggest that stuttering runs in families due to genetic factors.
4. Stuttering can affect one or both languages in bilingual individuals.

5. A child identified as a persistent stutterer is likely to have other persistent stutterers in his/her family.

### **Essay Questions**

1. What is the significance and implications of data regarding incidence and prevalence of stuttering to clinical practice considerations? Explain and discuss.
2. What is the significance and implications of data regarding incidence and prevalence to research and theory of stuttering? Explain and discuss.
3. List two major approaches to the study of the prevalence of stuttering. Explain each one. What are the weaknesses involved?
4. What research methods can be used to study the life-time incidence of stuttering? What problems are involved?
5. For many years, China has had a policy of only one child per family. Considering cultural factors, in what ways may this policy influence the incidence and prevalence of stuttering?

## TEST BANK ANSWER KEY

### Chapter 1. What is stuttering?

#### Multiple Choice

3. d
4. d
5. b
6. c
7. a
8. d
9. c
10. b
11. d
12. b
13. d
14. c

#### True - False

1. T
2. T
3. F
4. T
5. T

#### Essay Questions

1. P. 3-4
2. P. 5; 9-16
3. P. 7-9
4. P. 12
5. P. 12-13
6. P. 11

### Chapter 2: Who and how many stutter?

#### Multiple Choice

1. a
2. c
3. d
4. d
5. a
6. c
7. a
8. d
11. a

12. c

True - False

1. F
2. F
3. T
4. T
5. T

Essay Questions

1. P. 22-24
2. P. 25-26
3. P. 27-28
4. P. 28-29
5. [No specific page reference. Question tests general understanding]