

NOVEL INTERVENTIONS TO INCREASE THE SELF-EFFICACY OF GRADUATE STUDENTS PROVIDING TREATMENT FOR CHILDREN WHO STUTTER

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Speech pathologists report feeling under prepared to provide treatment to children who stutter (CWS). To increase graduate students' ability to design accurate and sophisticated treatment plans for CWS, a collaborative multi-assignment project was used. Students worked independently to identify unambiguous errors in treatment designs. Then discussed the errors and potential corrections in small groups. To measure changes in their treatment plan designs, students independently designed treatment plans for two profiles: both before and after the collaborative assignment. Identifying errors in treatment plans may benefit students' self-efficacy and confidence to provide treatment to CWS. Increased self-efficacy and confidence may also improve access to adequate treatment of stuttering to CWS across Wisconsin. Students completed a survey examining their self-efficacy and confidence as treatment providers and a brief knowledge assessment.

