



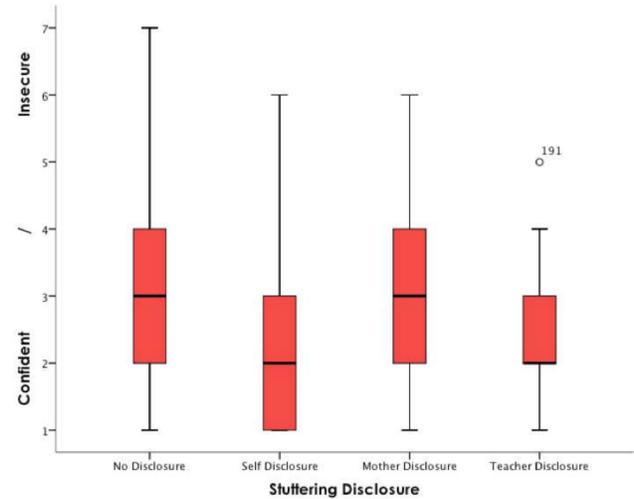
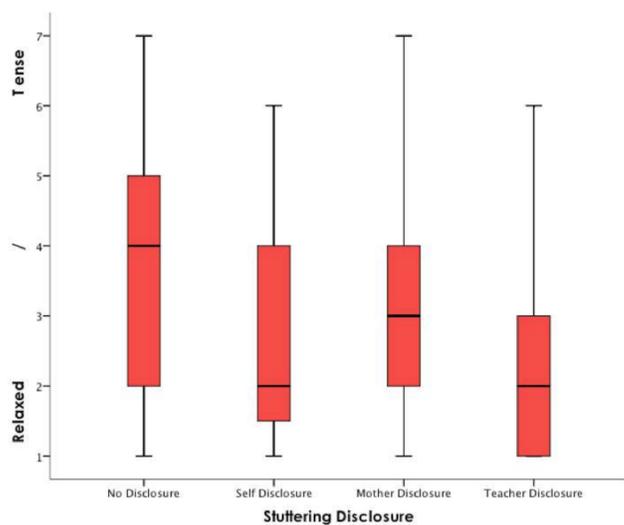
The source of stuttering disclosure, and its effects on attitudes toward pediatric stuttering



Greg Snyder & Molly Grace Williams, The University of Mississippi, USA

Abstract

- While research reveals benefits of stuttering disclosure, there is far less data documenting the effects of pediatric stuttering self-disclosure, or the effects of stuttering disclosure by a third-party advocate.
- The purpose of this study is to explore the effects of stuttering disclosure relative to the perceptions of a child who stutters, particularly when the source of stuttering disclosure is from the child or child advocates.
- This study measures the perception of speech skills and personality characteristics of a 12-year-old boy who stutters as a function of stuttering disclosure.
- Stuttering disclosure conditions included: non disclosure, child self-disclosure, “parent” disclosure, and “teacher” disclosure.
- Results support the documented benefits of stuttering disclosure when provided by the child who stutters, but also his “teacher”.
- Stuttering disclosure from the “mother” provided no substantial benefit relative to the perceived speech skills or personality characteristics of the 12-year-old boy who stutters.



Select Results

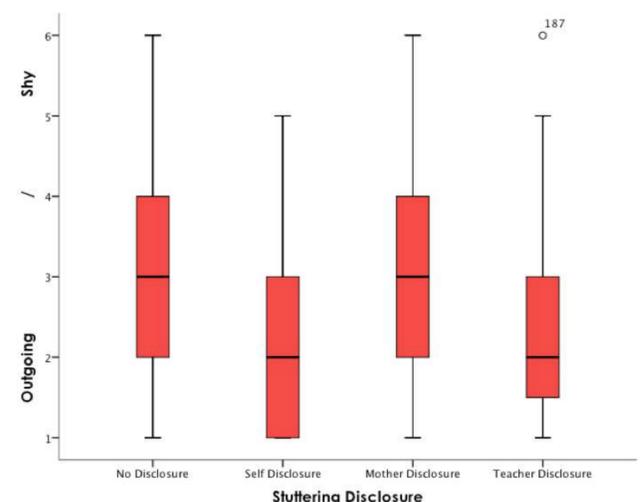
- No stuttering disclosure condition: attitudes relative to the speech skills and personality characteristics of a child who stutters were largely negative, as predicted by previous research.
- Self-disclosure condition: child was perceived as more calm, relaxed, confident, outgoing, and competent.
- Teacher disclosure condition: child was perceived as more calm, relaxed, competent, and approachable. Additionally, the child was perceived as having a better speech rate, a greater ease of listening, and less of a perceived handicap.
- Mother disclosure condition: had no positive impact on perceived personal characteristics, but associated with participants' improved perception of the child's speech rate and perceived handicap.

Literature Review & Purpose

- Research suggests that perceptions of stuttering produce a significant negative impact on the lives of adults and children who stutter due to social isolation and negative stereotypes.
 - (Allard & Williams, 2008; Allport, 1954; Broberg, 2010; Dorsey & Guenther, 2000; Hughes, Gabel, Irani, & Schlagheck, 2010; Spencer, Logel, & Davies, 2016; Williams & Dietrich, 1996; Williams & Dietrich, 2001).
- While the data document negative and relatively stable unfounded perceptions of those who stutter (Snyder, 2001), self-acknowledgement strategies have been suggested as meaningful clinical tools that may improve the social experiences and perceptions of individuals who stutter.
 - (Collins & Blood, 1990; Lee & Manning, 2010).
- Recent research suggests that self-disclosure has the ability to reduce negative perceptions of children who stutter, as well as reduce negative attitudes toward their speaking abilities.
 - (Byrd et al., 2016).
- However, there is paucity in data researching the effects of pediatric self-disclosure of stuttering, or stuttering disclosure by a child advocate (i.e., parents or teachers).
- Therefore, this study measures the effects of a stuttering disclosure statement, presented by the child who stutters, an adult playing the role of the mother, and the same adult playing the role of the teacher, on the perception of the child's speech skills and personal characteristics.

Method

- A fluent speaking mother, and her pre-teenage son who stutters, provided the video stimuli for all conditions used in this study.
- This study compared four stuttering disclosure conditions, including: (1) a no stuttering disclosure control condition, and (2) child self-disclosure, (3) “mother-disclosure”, and (4) “teacher-disclosure”.
- Immediately after viewing a stuttering disclosure condition, research participants viewed a stuttered speaking passage, provided by the child who stutters, which was used in all control and experimental conditions.
- Research participants would then complete a survey, adapted from previous peer reviewed research, to assess college students' perceptions of the speech skills and personality characteristics of a child who stutters.
 - (Farrell, Blanchet, & Tillery, 2016; Lake et al., 2009; Woods & Williams, 1976).
- Approximately 200 (gender balanced) college-aged adults completed this study.



Discussion

- Data from this study support previous research in suggesting that stuttering disclosure can significantly improve the perception of speech skills and personality characteristics of a person or child who stutters.
- However, these data also suggest that the role of a child advocate, such as a teacher or SLP, can have a significantly positive effect on perceived speech skills and personality characteristics of their clients.
- Mother disclosure yielded few significant perceptual changes in the speech skills, and no significant changes in the perception of personality characteristics of a child who stutters.
- Further research is warranted.

Department of Communication Sciences & Disorders
The University of Mississippi
University, MS 38677-1848
Office: 662.915.7652
csd.olemiss.edu