

SITUATIONAL VARIABILITY IN A CHILD WHO STUTTERS: A SINGLE CASE STUDY

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ABSTRACT

This is a single case study which examines the variability in stuttering severity and types of dysfluencies produced by a 10 year old child who stutters when speaking with 4 different speaking partners (parents, teacher, clinician and peers). There is no significant difference in the frequency of dysfluencies between these situations. However, the speech sample analysis using the SSI-3, showed some variability in the frequency of dysfluencies between situations. The parent-subject interaction elicited the highest stuttering severity with an SSI-3 score of 27 being moderate stuttering whereas the teacher-subject interaction elicited the least stuttering with a total of SSI-3 score of 17 being mild stuttering. As for the primary stuttering behaviour (which include repetitions, prolongations, pauses and blocks), a similar pattern of repetition being the highest type of dysfluency followed by prolongations was noted in 3 out of 4 situations. From the total overall types of dysfluency, repetition is the highest type of dysfluency (37%) produced by this child. In the presentation of secondary stuttering behaviours which includes eye blinks and head jerks, variability was noted across the situation. Results of this study highlight the importance of evaluating more than one speaking situation when diagnosing a child who stutters.

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