

THE EFFECT OF A TEACHER'S INTERACTION STYLE ON STUDENT'S STUTTERING: A SINGLE CASE STUDY

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ABSTRACT

The purpose of this study is to determine if a teacher with no previous experience in working with stutterers is able to change her interaction style with a student that stutters in her classroom after she has been given the necessary guidelines and the effect of the change in teacher's interaction style on the students stuttering. This is a single case study involving one teacher and a student that stutters in her classroom. Three observation sessions were carried out in the classroom before and after the teacher was given guidelines. Speech samples were collected from the student during each session while he interacted with the teacher, and the samples were analysed using the Stuttering Severity Instrument (SSI-3) to determine if there were any changes in stuttering severity before and after the teacher received the guidelines. The research outcome showed an overall increase (69.6%) in usage of effective interaction styles with the student after having obtained the guidelines. Speech samples analysed using SSI-3 showed that the student's stuttering severity for each observation session carried out before the teacher was given guidelines fell within the severe range whereas after the teacher was given guidelines, it all fell within the moderate range. However, there was no significant difference ($p > 0.05$) in SSI-3 marks obtained by the student before and after guidelines were given to the teacher. Through this research, it is hoped that the importance of collaboration between the teacher and speech language pathologist can be emphasized so that the teacher will know how to help the stutterer in the classroom.

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