FIRST AID GUIDE FOR TEACHERS

3 STEPS SEMINAR
CHILDREN WHO STUTTER AT SCHOOL

Aaaaaa d.inosaur!
“Do YOU know how to help?”
NEED FOR AWARENESS

- First aid guide for teachers
- Online

A long lasting meeting
WHY OUR TEAM?

- BSV: BELGIAN (FLEMISH) STUTTERING ASSOCIATION:
  WWW.BELGISCHE-STOTTERVERENIGING.BE

- PERSONAL INTEREST
  ➔ NEED FOR AN EASY ACCESSIBLE BROCHURE
  ➔ 3 SEPARATED BROCHURES: AGE / EDUCATIONAL LEVEL
      PRESCHOOL, PRIMARY SCHOOL, SECONDARY SCHOOL

- COOPERATION POSSIBILITIES?
GOAL OF THE SEMINAR

• PARTICIPANTS
  • INCREASE AWARENESS IN THE USE OF BROCHURES
  • CREATING THE BEST CONDITIONS

• LECTURERS
  • “WORK IN PROGRESS”
3 QUESTIONS

1. DO TEACHERS READ A BROCHURE IF THEY GET ONE?

2. IS THE INFORMATION USEFUL AND APPLICABLE AT SCHOOL?

3. WILL TEACHERS APPLY THE INFORMATION/TIPS IN THEIR CLASSES?
STEP 1
FIRST AID GUIDE
PRESCHOOL

• TEACHER IS FIRST AID LINE
• SECONDARY PREVENTION / EARLY INTERVENTION
• WHAT DO THEY KNOW / WANT / NEED?
• HOW?
• EXPERIENCE
• QUESTIONNAIRE 2010
• BSV: INFORMATION AVAILABLE, WITH LOW THRESHOLD LEVEL
  • INFORMATION + VIDEO FRAGMENTS
PRIMARY SCHOOL TEACHERS

• TEACHER: AN IMPORTANT LINK IN THE CHAIN
  - As a model
  - As a source of information
  - To participate in approach

• LEARNING ABOUT STUTTERING, OVERT AND COVERT STUTTERING BEHAVIOUR, TRIGGERS OF STUTTERING

• GIVING A HELPFUL MODEL

• HELPFUL TIPS FOR COOPERATION, COMMUNICATION

• USING IMAGES AND METAPHORS
**ADOLESCENTS (SECONDARY EDUCATION)**

• **AWARENESS**
  - “If I do not answer immediately, my teacher chooses somebody else”
  - “My teacher told me I would never get points for talking fluently. ‘a person that is cripple also doesn’t run the 100m’.”
  - “I don’t think he knows I stutter”
  - “During my presentation on ‘the king’s speech’ she was so moved that I was so brave, she started crying!”

• **KEY POINTS**
  - **STUTTERING, MORE THAN WORDS**
  - **ADOLESCENCE + STUTTERING**
  - **OPENNESS**
    - Together looking for an appropriate approach
    - Feeling safe
    - Practical tips

• **2 PERSPECTIVES: STUDENTS’ AND TEACHERS’ EXPERIENCES**
STEP 2
QUESTIONNING OURSELVES
QUESTIONNING OURSELVES

• PILOT STUDY: SO
  ○ “More concise” ⇔ “the content is good”
  ○ “More practical” ⇔ “useful tips”
  ○ “I liked the use of diagrams” ⇔ “I liked the sentences, diagram was unnecessary”

• EXPERIMENTAL STUDY: 3 EDUCATIONAL LEVELS
  ○ Oct ’14
  ○ Part 1: evaluating the brochure (cf. 3 questions)
  ○ Part 2: do we see a change in attitudes towards stuttering?

• INCREASING AWARENESS (KNOWLEDGE)
  ○ ≠ change in attitudes
  ○ ≠ change in behaviour
STEP 3
QUESTIONNING YOU
3 QUESTIONS = 3 GROUPS

1. STEFANIE: DO TEACHERS READ A BROCHURE IF THEY GET ONE?

2. VEERLE: IS THE INFORMATION USEFUL AND APPLICABLE AT SCHOOL?

3. PETRA: WILL TEACHERS APPLY THE INFORMATION/TIPS IN THEIR CLASSES?
WHAT COMES TO YOUR MIND IF YOU THINK OF THE WORD INFORMATION BROCHURE
DO TEACHERS READ A BROCHURE IF THEY GET ONE?

- The situation of each teacher is unique
- Motivation of the teacher is an important factor
- The relation of the teacher with his class, pupils
- The atmosphere in the school and the school environment
IS THE INFORMATION USEFUL AND APPLICABLE AT SCHOOL?

- Concrete tips – clear structure
- Invitation to get in contact with the SLT
- Invitation and tips for ‘open’ communication about stuttering
- Video’s or audio to illustrate
- This is only the first step: counselling is needed
WILL TEACHERS APPLY THE INFORMATION/TIPS IN THEIR CLASSES?

- Open minded teachers will
- Knowledge is needed
- A poster or reminder will help
- To apply a larger context than a brochure is needed
- Brochure is 1st step, exercises or training is needed
THANK YOU FOR YOUR ATTENTION AND COOPERATION

www.belgische-stottervereniging.be