

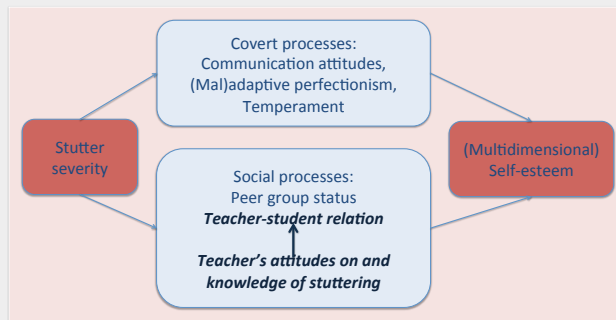
Do teachers' attitudes on stuttering contribute to teacher-student relationships?

Stefanie Adriaensens, Elke Struyf (promotor)

A supportive teacher-student relationship serves a protective function for students with special needs. An important factor contributing to teacher-student relationships are teachers' attitudes towards their students. Unfortunately, teachers often hold negative attitudes towards students with disabilities, including students who stutter. Because of the increased risk of experiencing emotional difficulties, it is important to explore the teacher-student relationship with students who stutter. To study the influence of teacher's attitudes towards stuttering on this relationship a mixed method design was set up, using a quantitative (questionnaire: 26 students and 51 secondary education teachers) and qualitative (10 interviews with teachers) approach.

Introduction

Part of a doctoral longitudinal study of the impact of stutter severity on self-esteem through mediating cognitive, emotional and social processes in adolescents who stutter (N=50, 11-21y)



Design

Study 1 survey (Dec 2013 – Jan 2014)

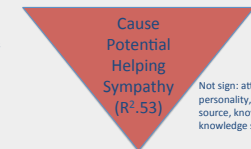
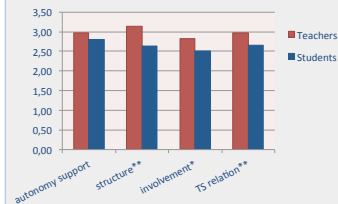
- Respondents: $N_{\text{students sec ed}}=26 / N_{\text{teachers}}=51 \Rightarrow 2$ per student
- Questionnaires:
 - Teacher-student relation (teachers & students): *Teacher As Social Context Questionnaire* (Belmont, Skinner, Wellborn, & Connell, 1988)
 - Attitudes stuttering (only teachers):
 - *Public Opinion Survey of Human Attributes—Stuttering* (St Louis, 2011) \Rightarrow 8 components of attitudes on stuttering
 - *Teacher Attitudes Toward Stuttering* (Crowe & Walton, 1981) \Rightarrow attitudes on how to react as a teacher

Study 2: interviews (March – April 2014)

- Respondents: $N_{\text{teachers}}=10$
- Instrument: structured interview (example question: How would you describe your relation with student X? To what extent his/her stuttering has a positive or negative impact on your relationship?)

Exploratory results survey

Teacher-student relation (TASCQ) Attitudes on stuttering (Posha-S & TATS)



Teacher-student relation and their attitudes on stuttering

Teacher-student relation	Significant predictors (Posha-S & TATS)	Beta (η_p^2)
T_Involvement	Personality	0,37 (.11)
St_Autonomy support	Knowledge sources	- 0,42 (.13)
St_Structure	Potential	0,46 (.15)
	Knowledge sources	- 0,39 (.14)
St_Involvement	Potential	0,46 (.17)
	Help source	0,30 (.13)

Theoretical frameworks

Teacher-student relation described in terms of 'Self-Determination Theory' (SDT) (Grolnick, Deci & Ryan, 1997; Deci & Ryan, 2000)

- Parents and teachers need to facilitate a child's natural tendency to internalize cultural values, attitudes and behaviour by supporting their basic needs
- SDT predicts that fluctuations in need satisfaction will directly predict fluctuations in well-being

Teacher-student relation and attitudes

- Teachers direct more negative behaviors towards students with disabilities, leading to lower levels of emotional support and praise and greater levels of criticism and ignoring (Montague & Rinaldi, 2001).
- Teachers hold negative stereotypes towards PWS: shy, nervous, anxious,... (eg. Lass et al., 1992)
- Experiences with a student that stutters allows teachers to be more accurate in their view on stuttering (Yeakle & Cooper, 1986)

Basic needs students	Teacher-student relation
Autonomy	Autonomy support (use of techniques that encourage choice, self-initiation and participation)
Competence	Structure (eg. Communicating expectations and behavioral guidelines)
Relatedness	Involvement (eg. Taking interest and spending time with the student)

Conclusions (considerations interviews)

- Teachers' attitudes towards the cause of stuttering, the potential of PWS and whom to go to for help, and their feelings/concerns regarding PWS predict their ideas on how they should react as a teacher to the stuttering of a student
- Do teachers acquire the correct information about stuttering (eg. TV, internet, magazines, books and teacher training) \Rightarrow referring to the negative impact on TS relation
- A teacher's idea about the potential of PWS is an important predictor of the involvement and structuring activities of the teacher, as experienced by a student who stutters

Please see handout for references

References

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