Koło Naukowe
Młodych Logopedów
Uniwersytetu Śląskiego

KSZTAŁTOWANIE WŁAŚCIWYCH POSTAW WOBEC DZIECI JĄKAJĄCYCH SIĘ W ŚRODOWISKU EDUKACYJNYM – WEBINAR DLA NAUCZYCIELI I LOGOPEDÓW

Forming appropriate attitudes toward children who stutter in educational settings: Online workshop for teachers and speech-language therapists

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INTRODUCTION:

Persistent stuttering affects approximately 1% of the population (older children, adolescents or adults) – if stuttering symptoms persist for more than three years, it is highly probable that the stuttering will not resolve on its own (Yairi & Seery, 2011). The goal of therapy, in this case, is to improve the quality of communication (which does not mean eliminating all the symptoms of stuttering) and to change the attitude towards speaking and stuttering (Blanchet et al., 2020). Stuttering may negatively impact school education and professional career, as well as quality of life (Craig, 2010). Therefore, the student may experience various difficulties at school and become a victim of bullying and mobbing (Węsierska et al., 2015). Both teachers and speech therapists report a lack of knowledge about stuttering and effective ways of helping children who stutter at school (St. Louis, 2015). Disseminating reliable knowledge about stuttering and strategies to support children who stutter in coping with bullying in the school setting can significantly increase their chances of educational success as well as having a beneficial impact on their mental health, school success and overall quality of life (Langevin, 2015; Sakwerda, 2019; Węsierska & Krawczyk, 2017; Yaruss, Reeves & Herring, 2018).

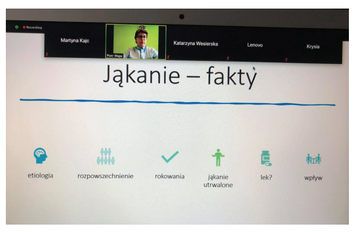
WEBINAR FOR TEACHERS AND SPEECH-LANGUAGE THERAPISTS: YOUR STUDENT STUTTERS: THIS IS A CHALLENGE, BUT YOU HAVE THE POTENTIAL TO SUPPORT THEM!

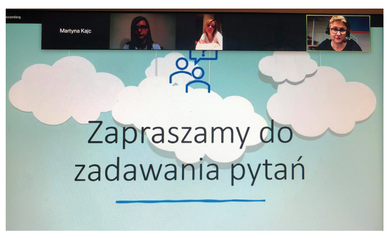
Objectives:

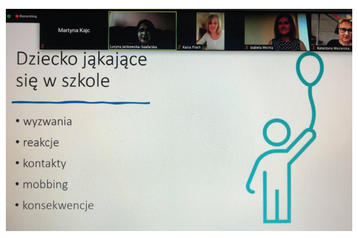
- to disseminate reliable knowledge about stuttering and the situation of a child who stutters (also concerning teasing and bullying at school)
- to enable teachers and SLTs to get to know the perspective of experts who themselves are people who stutter
- to discuss practical strategies to counteract school bullying and develop guidelines for school staff on how to support their stuttering students

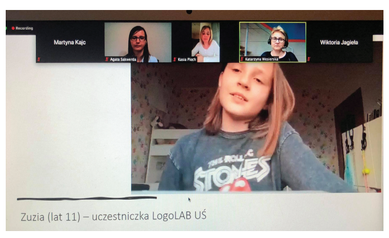
Materials:

- PowerPoint presentation with video recordings prepared by children participating in LOGOLab workshops
- handouts for workshop participants
- participation certificates
- to download: preventive poster (*Your student stutters: this is a challenge...*) and a leaflet (*Mobbing!*)









[online recording of the webinar]

Form:

- videoconference on the Zoom platform, conducted by SLT students in cooperation with their scientific tutor
- an interactive lecture combined with a discussion panel with the participation of *double experts* (specialists such as SLTs, psychologists and/or leaders of self-help groups who themselves have a personal experience of stuttering)

How the SLT students prepare for the workshop:

- study of literature on stuttering and school bullying
- a change of form, due to the pandemic: from an in-house workshop to a webinar with a panel discussion with the participation of *double experts*
- participation in LOGOLab workshops – including sessions for parents (to gather feedback and get to know some double experts) and in the University of Silesia self-help group for people who stutter
- inviting *double experts* to participate in the webinar
- developing an appropriate approach to conducting an online course for teachers
- promoting the event, rehearsing the webinar, conducting the webinar
- sending the certificate and materials to the participants
- preparation of a documentary movie based on the webinar and making it available in the open access system (available at: www.logolab.edu.pl & www.centrumlogopedyczne.com.pl)

The target group:

- teachers
- SLTs (including guests from Poland, the US, Germany and Slovakia) and speech SLT students

[online download poster]

The webinar program:

1. Greeting guests
2. An introduction of the *double experts*
3. Module I (theoretical introduction): Stuttering – facts
4. Discussion panel (Stage I) with the participation of *double experts*: discussing the most important facts and myths related to stuttering
5. Module II (theoretical introduction): A child who stutters at school
6. Discussion panel (Stage II): The situation of a child who stutters in the school setting based on both the personal and professional experiences of the *double experts*
7. Discussion panel (Stage III): How to support a student who stutters in the educational setting - practical tips
8. Collecting the discussed guidelines and supplementing them with the knowledge contained in the literature on the subject
9. A special bonus from the children who participated in the LOGOLab workshops - videos about what children expect from their teachers and what they want to convey to them
10. Recommendations - useful literature, documentaries and reliable websites

CONCLUSIONS AND SUMMARY:

- A student who stutters faces difficult challenges because of experiencing disruptions in fluent communication as well as negative social stereotypes about stuttering.
- The most important strategies to effectively support a student who stutters in the school setting are:
  - building a supportive environment - establishing cooperation between the SLT and teacher with the student, his/her parents and other specialists
  - education - disseminating reliable knowledge about stuttering
  - desensitizing to stuttering (with the active participation of the children who stutter themselves and their SLTs)
  - promoting the principles of good communication and an atmosphere of acceptance for differences in the classroom and at school
  - publicizing information on mobbing at school and how to deal with it - teaching the child who stutters to assertively react to teasing and promoting supportive attitudes among the child's peers
  - combating all forms of discrimination against students on the grounds of being different

FEEDBACK FROM WORKSHOP PARTICIPANTS:

Great, moving recordings of young people and very valuable workshops - thank you for a solid dose of knowledge and another handful of inspiration. Congratulations! I would like to attend such courses more often.

Ewa NANOWSKA, Therapy Center Logofala, Gdańsk

Amazing and very interesting course, it made me ready to work and take up challenges, thank you!

Gabriela MARZĘTA, Primary School in Stanowice

The knowledge shared during the webinar included facts about stuttering and the different ideas on how to practically support the student who stutters. I highly recommend this workshop for teachers and other people working with children.

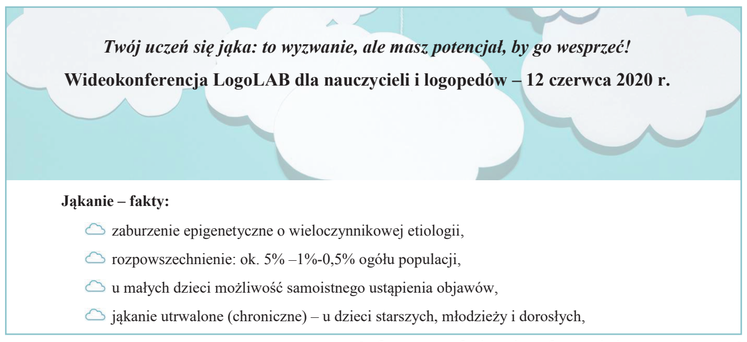
Aleksandra KRAWCZYK, Orange County Public Schools, USA

The huge benefit of the workshop was that the „Double Experts" were so eager to share their stories and experiences. It is extremely important that you learn specific ways to support your children; as well as facts and great videos.

Hana LACIKOVÁ, S CŠPP *Inštitút detskej reči*, Słowacja

We liked the fact that several experts took part in the discussion - they all shared their experiences [...]. As for the recordings made by the children - they were amazing! - especially the openness with which they spoke about their needs. We also liked the fact that you gave specific recommendations (presentations on stuttering, seeing the child as a good speaker, supporting the child's interests and strengths).

Michaela HRMOVÁ ADAMIKOVÁ, Kristína SCHWEIGHOFEROVÁ, S CŠPP *Inštitút detskej reči*, Słowacja



[a fragment of a handout for workshop participants]

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