

Critical Review: The Effects of Education Regarding

important information and only focuses on the ranks

who stutters of similar age and status to the participants. This may encourage them to develop an emotional attachment with the person who stutters, and therefore, aid in altering the negative stereotype. In addition, more precise methods of data collection and factor analysis are expected to yield more useful information (Leahy, 1994).

Furthermore, critical analysis of several papers on the subject suggest that researchers in this area incorporate larger, randomized samples, blinding of participants, separate control groups, measurement tools that are reliable and validated, and use more experimental study designs yielding statistical analysis. In addition, if using videotapes, researchers are encouraged to ensure that the content in the video does not depict stuttering as negative. It would also be useful to provide important information regarding the inclusion and exclusion criteria for participants, recruitment procedures and additional detail on pre and post measures to promote a better understanding of the study. It is also recommended that researchers further examine the relationship between the length of exposure to stuttering and education about stuttering and the changes in attitudes towards individuals who stutter.

Conclusions

The negative stereotypes in the field of stuttering are very resistant to change and affect individuals who stutter in detrimental ways. For this reason, negative stereotypes need to be altered. The present literature suggests that exposure to education regarding stuttering and the effects of stuttering does not yield a positive change in the attitudes of individuals towards people who stutter. In fact, McGee, Kalinowsky, and Stuart (1996) found that following the exposure of a videotape documentary of a person who stutters, participants' attitudes towards stuttering became increasingly negative, suggesting that brief exposures may be even more detrimental for listeners. Based on these results, clinicians must be cautious when promoting public awareness of stuttering. Other studies found either a very limited change in attitudes or no change at all. However, the evidence is considered weak due to the major flaws found in the experimental design, subject selection, measurement tools, and statistical analysis of the studies. Additional research is required in order to develop a stronger conclusion regarding this important topic. One interesting finding based on the results of a study examining self-disclosure of stuttering reported that clinicians are encouraged to promote self-disclosure in their clients' communicative interactions as it appears to present significant advantages for the client.

References

- Bloodstein, O. (1978). *A handbook on stuttering*. Chicago, Illinois: The National Easter Seal Society.
- Cooper, E.B., & Cooper, C.S. (1995). Clinician attitudes towards stuttering: A decade of change (1983-1993). *Journal of Fluency Disorders, 10*, 1-33.
- Cooper, E.B., & Rustin, L. (1995). Clinician attitudes toward stuttering in the United States and Great Britain: A cross-cultural study. *Journal of Fluency Disorders, 10*, 1-11.
- Guitar, B. (2006). *Stuttering: An integrated approach to its nature and treatment, 3rd ed.* Philadelphia, PA: Lippincott Williams & Wilkins.
- Healey, E.C., Gabel, R.M., Daniels, D.E., & Kawai, N. (2000). The effects of self-disclosure and disclosure on attitudes towards individuals who stutter. *Journal of Fluency Disorders, 10*

toward stuttering. *Journal of Fluency Disorders*,
26, 14 -160.

Williams, D.F. (2006). *Stuttering recovery: Personal
and empirical perspectives*. New Jersey
Lawrence Erlbaum Associates, Publishers

Appendix A – A Summary of Articles