Determining the Impact a Pseudostuttering Assignment has on Students by Examining Student Reflections

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Introduction

- Pseudostuttering is used to promote empathy for people who stutter (PWS; Mayo 2006; Rami, Kalinowski, Stuart and Rastatter, 2003).
- Disability simulation is used in other clinical settings in CSD as well as areas outside the profession (e.g., sensory impairments, communication board).
- Students report potential violations of personal ethics and concern for people with disabilities, questioning the use of disability simulation (Hughes, 2019; Flower, Burns & Bottsford-Miller, 2007).
- The purpose of this portion of the study was to compare student reactions from both the avoidance task (word or sound avoidance) and the pseudostuttering task.

Methods

- Two classes of CSD 352, Fluency Disorders, occurred in the spring semester of 2019: 29 students in class 1 and 38 students in class 2.
- Both classes were required to participate in changing speech tasks.
  - **Class 1: Pseudostuttering**
  - **Class 2: Word or Sound Avoidance**
- Students completed the survey at the beginning of the class and after completing the changing speech project.
- Students responded to a prompt after interactions.
- Prompts were coded and put into major themes and subthemes.
- The major theme of “Student Reactions” was analyzed for this poster.

Results and Discussion

**PositiveteFeelings**

**Pseudostuttering Assignment**
- Students expressed feelings of relief consistent with previous data collected.
- There was also an increase of confidence when surrounded by familiar communication partners.

**Avoidance Assignment**
- Some students described feeling more comfortable during the second or third conversation.
- Other students generally described their internal thoughts related to the assignment and in one case, described how one situation was easier because they structured the conversation so that they were not observed by their conversation partner.

**NeutralFeelings**

**Pseudostuttering Assignment**
- Students expected a certain reaction from their communication partner.
- Most responses were varying however, some students experienced reactions smaller than they expected.

**Avoidance Assignment**
- Students described an increase in awareness of their own speech and their partners’ reaction.

**Physiological**

**Pseudostuttering Assignment**
- Few students made any statements regarding physiological reactions.
- Those that were made were similar to avoidance behaviors observed by people who stutter.

**Avoidance Assignment**
- Students experienced their autonomic nervous system reacting in expected ways.
- Similarly, they responded to this assignment in many ways that people who stutter respond to conversations.
- Students also responded to the mental effort of making changes in their speech.

**NegativeFeelings**

**Pseudostuttering Assignment**
- Students felt similar feelings of judgement and anxiety when producing a stutter.
- There were some students, however, that were also concerned that they would be found as a fake person who stutters.

**Avoidance Assignment**
- Generally speaking, students had negative feelings in response to their partner that are consistent with a lot of the feelings reported by people who stutter.
- They reported negative self-evaluations.
- They also reported feeling unsettled during the conversation.

Response to Partners

**Pseudostuttering Assignment**
- Some students expressed insecurities and an increase in awareness of their speech based on their partners’ reaction.
- There were two students that described comfortability based on their partners’ reaction.

**Avoidance Assignment**
- Students described various ways in how they reacted to their communication partners.
- One student described their change in speech.
- Others described how they felt after these reactions.

Positive Feelings

**Pseudostuttering Assignment**
- Students expressed feelings of relief consistent with previous data collected.

**Avoidance Assignment**
- Some students described feeling more comfortable during the second or third conversation.

Neutral Feelings

**Pseudostuttering Assignment**
- Students expected a certain reaction from their communication partner.

**Avoidance Assignment**
- Students described an increase in awareness of their own speech and their partners’ reaction.

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