

Case 18
Group II A

Date of birth: 1/15/30

Age: 9

Grade: Three

Intelligence quotient: 94

Fluency rating at the beginning of the experimental period:
2.8

Fluency rating at the end of the experimental period: 2.8

Handedness test: At the beginning of the period and at
the end of the period.

	Beginning of Period	End of period
Dextrality Quotient (Angle Board)		
Kinesthetic	1.00	No learning
Visual	.72	ing. 1.00
Eyedness (positions)		
Up	R	R
Right	R	R
Left	R	L
Down	R	R
Convergence (trials)		
1	L	B
2	R	B
3	R	B
4	R	B
Dynamometer (average).		
Right Hand	14.8	12.5
Left Hand	13.8	12.3
Dextrality Quotient	.52	.50
Spool packing (average in ten sec.)		
Right Hand	5.5	6
Left Hand	5.5	6.3
Dextrality Quotient	.50	.49

Description of speech given by the judges at the beginning of the experimental period.

Judge A.

"Poor reading. Speech adequate."

Judge B.

"Hesitates frequently."

Judge C.

"Speech adequate."

Judge D.

"Some hesitations. Almost holds her breath at times."

Judge E.

"Speech contains a few repetitions. Many quick intakes of breath."

Description of speech given by the judges at the end of the experimental period.

Judge A.

"Very low verbal output. Extremely bashful."

"Not a stutterer."

Judge B.

"Hides her head and appears not to want to talk. Appeared shy. Hid head behind her book. She responded with answers to questions with some urging. Moved close to M. and talked some more, seeming to feel safer there."

"No stuttering."

Judge C.

"Holds hand over mouth. Shy but smiles a good deal. Practically refuses to talk, 'I don't know' and 'Miss Blank', only words spoken in first three or four minutes of questions. When given book held book over face and close to mouth. When book was taken away she held hand over face. Very, very fidgety. Slid all around on her chair. Very little time when no movement. Very unresponsive to questions and in describing pictures. Voice adequate most of the time. Held hand or arm over eyes most of the time. When she did speak she did not seem to stutter. She finally moved over very near M."

"Non-stutterer."

Dictaphone records: At the beginning and at the end of the experimental period.

	B	E
Number of words	322	337
Percent of syllable repetitions	1.24	.29
Percent of word repetitions	2.17	.89
Percent of phrase repetitions	2.17	1.78
Percent of interjections	.31	.89
Percent of pauses	2.17	8.01
Total percent of speech interruptions.	8.06	10.97

Case Number 12 was one of the six normal speakers whom the judges labelled a stutterer.

The first conference was held on January 19. I asked her if she knew anyone who stuttered. She replied that she did. While she was telling me a story she had a

repetition, I stopped her and told her that that was stuttering. The third time that I stopped her she gasped, put her hand over her mouth, and said, "Why do I always say that for. Oh there, I did it again."

She fidgeted constantly in her chair and I told her that all stutterers wiggled around like that. She said, "I'll sit still then. I'll lay down."

Then I told her that if she wanted to get over her stuttering she must do the following things:

1. Stop whenever you stutter and say the word over again.
2. Take a deep breath whenever you have trouble saying a word.
3. Sit quietly in your chair.

I asked her to tell me another story. She sat very still in her chair, just moving her feet around, folded her arms, and began to speak. She repeated the phrase "an then," stopped and said, "There, I said it again, and I don't want to."

During a ten minute interval at the end of this conference, she had twenty-five speech interruptions, consisting of repetitions and interjections.

On February 22, the following conversation took place:

"Is your stuttering any better?"

She shook her head.

"What have you been doing for it,"

"I've been trying not to say words over. Stop and take a breath. I sit still so I don't stutter."

"Has anyone been helping you?"

"No."

She began to tell me a story. She wiggled around and then said, "Oh, I must sit still."

Whenever she repeated a word she covered her face with the book. During a ten minute interval in this conference, she had ten speech interruptions.

On March 6, she merely nodded her head in answer to my first questions. She was very unwilling to talk. She spoke very slowly and choppy and when she repeated she sighed deeply and put her hand on her face. She sat most of the time with her mouth open. She wiggled constantly in her chair. She was very self-conscious and her responses were much slower than they had been formerly. She inserted the words "hey" or "ack" whenever she seemed to think she was having trouble.

Her teacher reported, "She stops when she repeats of her own accord now, and I supply the next word. Then she seems to be able to go right on."

In ten minutes during this conference she had ten speech interruptions.

On March 23, the following conversation took place.

"How is your stuttering?"

"I take a breath when I say words over. I jiggle too much."

Another boy was in the room and she was unwilling to talk. After he had gone she talked more freely.

She said, "When I tell stories I always say 'an then,' 'an then'. I take a breath, then I go on."

"Why didn't you want to talk when the boy was here.

She laughed and put her hands to her mouth. "Because he'll make fun of me-- the way I talk. I think it's gettin' worse, 'cause when I tell a story I always say words over and over again. I can't stop that stuttering."

I informed her that she must work much harder on her speech. She seemed to realize that she had a definite problem to cope with.

During ten minutes at this time, she had ten speech interruptions.

On April 10, her speech was very disconnected. She didn't want to speak and consequently she nodded her head whenever she could in response to a question. She continued to cover her face with her hands whenever she had any trouble.

Case Number 12 had ten speech interruptions in ten minutes during this interview.

On April 24, the following conversation took place,

"How is your stuttering?"

No response. She covered her face with her hands.

"Is it any better?"

She shrugged her shoulders.

"Have you been having trouble in school?"

She nodded her head.

"What kind of trouble?"

"I always stutter." She covered her face with her hands. "I forget to take a breath."

"What does your teacher do when you stutter?"

"Nothing."

"You're ashamed to stutter, aren't you?"

She nodded her head.

She was very conscious of her speech during this conference.

She had twenty speech interruptions during this fifty minute conference.

The interview on May 2, was very similar to the one on April 24. I asked her why she always covered her face with her hands, and she replied, "I don't want you to see me when I talk."

She stopped voluntarily on every interruption

she had, and she had twenty-five during the interview,

On May 10, she informed me that her stuttering was no better,

While she was speaking she frequently put her hands in her mouth. Her speech was very choppy, and it took a great deal of urging to get her to speak.

She had fifteen speech interruptions during this interview.

The following conversation took place on May 17.

"What have you been doing lately?"

"Working, working on my stuttering."

"How have you been doing it?"

"Taking a breath and stopping when I stutter?"

"Has anyone heard you stutter?"

"No they don't pay no attention to me."

"When do you stutter the worst?"

"I don't know."

"How do you feel when you stutter?"

"It makes me feel funny."

She seemed a little more willing to talk during this conference, and she had only ten speech interruptions.

While talking with her teacher and matron I told them that she showed definite symptoms of stuttering, such as repetitions, breathiness, excessive moving around

and speaking much too rapidly. I gave them the following instructions to use in helping Elizabeth improve her speech:

1. Have her do as much talking as possible.
2. Have her stop and say the word or phrase she repeats over.
3. Have her take a deep breath when she is having trouble with a word.
4. Frequently she inserts the word "hey" or "ach," when she is having difficulty. Stutterers often do this. Call her attention to these words and have her stop using them.
5. Make her conscious of her speech.

Her teacher informed me that she had gotten very restless in class and that whenever she recited her face became flushed.

Case 13
Group IIA

Date of Birth: 7/13/27

Age; 11

Grade; Six

Intelligence quotient: 99

Fluency rating at the beginning of the experimental period:
3

Fluency rating at the end of the experimental period: 3.6

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.72	.57
Visual	.63	.56
Eyedness (positions)		
Up	L	L
Right	L	L
Left	L	L
Down	L	L
Convergence (trials)		
1	L	B
2	L	B
3	L	B
4	L	B
Dynamometer (average)		
Right hand	20.3	19.5
Left hand	18.3	16.3
Dextrality quotient	.53	.55
Spool packing (average in 10 sec.)		
Right hand	6.3	6
Left hand	5.8	5.8
Dextrality quotient	.52	.51

Description of speech given by the judges at the beginning of the experimental period;

Judge A,

"Very occasional repetition."

Judge B,

"Normal speaker."

Judge C,

"Adequate speaker."

Judge D,

"Jerky speech."

Judge E,

"Normal speech."

Description of speech given by the judges at the end of the experimental period;

Judge A,

"Certain very insignificant pauses, that may be due to the social situation." "Not a stutterer."

Judge B,

"No apparent difficulty in speaking. Frequent questions to bring him out. Answered fairly readily. No stuttering."

Judge C,

"Tendency to mumble. Seemed to enjoy this situation. Non-stutterer."

Judge D,

"Both reading and spontaneous speech good. Not a stutterer."

Judge E.

"Hesitant,,unsure, Kept head down most of the time."

Dictaphone records: At the beginning and end of the experimental period,

	B	E
Number of words	507	536
Percent of syllable repetitions	.39	.56
Percent of word repetitions	1.38	.56
Percent of phrase repetitions	0	.37
Percent of interjections	.39	1.49
Percent of pauses	4.93	1.85
Total percent of speech interruptions	7.09	4.83

Case Number 13 was one of the six normal speakers who was labelled a stutterer by the five judges.

On January 19, the first interview was held. At this time I asked him if anyone had ever told him that he had trouble with his speech. He replied that no one ever had. The conversation continued as follows:

"Do you know anyone who stutters?"

"Yes, Neil Andrews."

"Did you ever catch yourself stuttering?"

"Yes, I think so..once in awhile."

"You have a difficult time speaking don't you?"

Nodded head.

"You see, when Neil Andrews began to stutter he probably did the same things that you are doing now."

I then asked him what he was studying in arithmetic.

He said fractions and prolonged the "f" sound. I stopped him and pointed out that that was a definite symptom

of stuttering and that all stutterers did that.

I explained to him that people could correct themselves by doing the following things:

1. When you stutter stop and say the word or words over again.

2. If you feel you are going to have trouble, take a breath before you say the word.

3. Don't speak unless you can speak correctly.

4. Watch your speech all of the time so that you can do something about it when you stutter.

5. Just remember if you do these things you probably won't stutter anymore...you won't stutter any worse than you are stuttering now.

During the interview he smiled and seemed rather embarrassed. He avoided looking at me.

In a ten minute interval he had 1.5 speech interruptions per minute. These consisted of repetitions, interjections and silent intervals.

On March 5, I met this boy again. I said:

"How is your stuttering?"

"I said words over. Kinda stuttered once."

"What did you do about it?"

"Oh. I forgot to take a breath."

"Did you do anything at all about it?"

"Try and not stutter."

"Has your teacher or matron tried to help you?"

"No. Matron going to have me read but always forgets about it."

He seemed shy and unwilling to speak. Although he needed more suggestion he seemed to be conscious of the problem he was facing.

On March 23, the following conversation took place:

"How is your speech?"

"Don't know."

"Do you know when you are going to have trouble?"

"Some of the time."

"How do you know?"

"Just have a feeling going to say something over so just take a breath. Works some of the time. If it doesn't work I just have to say it over."

He reported that neither his teacher or his matron had helped him. I had him read aloud and speak but he had no significant speech interruptions. The only noticeable phenomenon of stuttering which occurred was a breathiness in reading.

On April 10, he first showed definitely that he recognized the words he was having trouble with.

He prolonged initial sounds of words and exhaled a number of times before he said the word.

I explained to him that he must work harder on his speech if he expected to improve his stuttering. The following are things which I told him to do during the next week.

1. Close lips tightly when you feel you are going to stutter on a word.
2. Form the sounds on your lips before you say them.

3, Practice the other things such as taking a breath, stopping, and repeating stuttered words.

Throughout the conference period which approximately fifty minutes he had thirty speech interruptions. Thirteen of these were repetitions and the other seventeen were prolongations. Whenever he had an interruption I stopped him and had him "do something about it,"

During the interview on April 24, it was very obvious that he was watching his speech carefully for a number of times he stopped and told me he was going to have trouble on words before he said them. He also told me any word that he had trouble with after he had said it.

I asked him how he knew he was going to have trouble on a word.

He said, "Wouldn't come out. Feels like it's stuck in there."

He seemed hesitant even when reading simple material. During this interview he had thirty speech interruptions. These consisted of repetitions, prolongations interjections and phonations.

The following conversation took place on May 2:

"How is your stuttering today?"

"I don't know."

"When do you seem to have the most trouble?"

"When I'm playin."

"Tell me something about it."

"Well, most of the time I stutter."

"Do the other boys notice it?"

"Sometimes."

"Do they every say anything."

"No."

"How do you know they noticed it?"

"They kinda laughed."

"What did you do then?"

"Walked away."

"Does it bother you much?"

"Yes, feel pretty bad."

"What do you do about it?"

"Next time try to keep myself from doin' it."

"How do you do that?"

"Sometimes I take a breath."

"How does it feel when you speak?"

"Kinda strain my throat."

His speech had a breathy quality and he took a breath after every few words whether he needed it or not.

During this interview he had twenty-five speech interruptions. The stuttering phenomena added to the previous list were deep inhalation, excessive exhalation, and eyes closed.

The interview on May 10 was very similar to the one on May 2.

He reported that he still stuttered the most when he was playing and that he had gotten no help at

all from his teacher or his matron.

He also said that he always took a breath before he said "with."

I asked him, "How do you know you'll stutter on 'with'?"

He replied, "I don't know. Something just tells me I will."

During this interview he took a breath every word or two. Although he had very few interruptions, his speech was jerky because of this breath taking.

He had very little to report on May 17. He said he didn't like to talk and that he talked very little in school. I asked him if he ever liked to talk and he said, "Sometimes, when I get fun out of it."

He also said that lots of times he was afraid he would stutter before he did.

He had fifteen speech interruptions during this interview.

When I talked with his teacher she said she realized he had trouble with his speech. I explained to both his teacher and his matron that he showed definite symptoms of stuttering, for his speech contained prolongations and repetitions, and that it had a breathy quality. I also gave them the following instructions for helping him:

1. Make him conscious of his speech difficulty.
2. When he repeats, prolongs or inserts words have

3. Have him take a deep breath when he feels he is going to stutter or when he repeats.

Case 14
Group II A

Date of birth: 2/27/27

Age: 12

Grade: Four

Intelligence Quotient: 65

Fluency rating at the beginning of the experimental period:
2.5

Fluency rating at the end of the experimental period: 2.5

Handedness test: At the beginning of the period and at the
end of the period.

	Beginning of the Period	End of Period
Dextrality Quotient (Angle Board)		
Kinesthetic	.50	No learning
Visual	.50	.75
Eyedness (positions)		
Up	L	L
Right	L	R
Left	L	L
Down	L	R
Convergence (trials)		
1	R	B
2	R	B
3	R	B
4	R	B
Dynamometer (Average)		
Right Hand	17.3	16.8
Left Hand	16.3	16.8
Dextrality Quotient	.51	.50
Spool packing (Average in ten sec.)		
Right Hand	5.8	5
Left Hand	5.8	4.3
Dextrality Quotient	.50	.54

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Speech adequate."

Judge B.

"Frequent pauses or stops in speech. A few repetitions in speaking."

Judge C.

"Hesitant reader. Many sound substitutions. Word repetition in speaking."

Judge D.

"Some stops with "uh". A little repetition and confusion of words."

Judge E.

"Repetitions and interjections in speech."

Description of speech by the judges at the end of the experimental period:

Judge A.

"Browbeaten lad, Not a stutterer."

Judge B.

"Voice is harsh and articulation poor. Not a stutterer."

Judge C.

"Monotone at relatively high pitch but poor resonance..flat, a but metallic. Seemed to enjoy situation. Non-stutterer."

Judge D.

"Reading jerky, but no blocks. Speech, not very willing to talk. Not a stutterer."

Judge E,

"Responses short. Reading jerky. Speech hesitant.

Dictaphone records: At the beginning and end of the experimental period.

	B	E
Number of words	352	180
Percent of syllable repetitions	1.69	0
Percent of word repetitions	1.13	2.78
Percent of phrase repetitions	.59	1.11
Percent of interjections	.59	2.78
Percent of pauses	3.96	5.55
Total percent of speech interruptions	7.96	12.22

Case Number 14 was one of the subjects upon whom we attached the label "stuttering".

In our first conference on January 19, he talked in a low husky voice. I asked him if he had ever known anyone who stuttered. He replied, "Yes, talk in a low voice."

I corrected all of his interruptions and told him that he was beginning to stutter. I have him the following things to do to correct his stuttering:

1. Listen closely to everything you say.
2. When you feel you are going to have trouble, take a deep breath before you say the word.

During the last ten minute of this conference he had 25 speech interruptions which consisted of repetitions, prolongations and silent intervals.

I met with Case Number 14 again on March 6, The

following conversation took place:

"Have you been working to improve your stuttering?"

He shook his head,

"What were you to do about it?"

"Start over. Breathe and then do it."

He reported that he was having more trouble when he read,

During this interview he whispered most of the time. In one instance he was trying to say "he dribbles down the floor", but instead he said, "He dribbles down (took a breath) down (took another breath--he dribbles--then close to basket."

His speech was hesitant and when he got confused his face colored and he looked at his hands in his lap.

He said, "I get mixed up--I get started to say another word and can't say it."

In a ten minute interval at this time he had ten speech interruptions.

On March 23 the following conversation took place.

"How is your stuttering?"

"Don't know."

"What should you do when you stutter?"

"Breathe and then say it over again."

"Why did you take a breath just then?"

"Afraid I was going to have trouble."

He reported that no one had helped him with his speech and that he had forgotten to work on it himself. So we carefully discussed the things I had told him to do and

he promised that he would work much harder on his speech from then on.

At this time he had fifteen speech interruptions in ten minutes.

On April 10, he reported that he hadn't worked much on his speech, so I asked him if he wanted to stutter like Neil Andrews (a severe stutterer in the institution). He shook his head. I told him that his speech was worse and that he would have to work much harder. The following instructions were given to him:

1. Close your lips to keep from stuttering."
2. Form the sounds on your lips before you say them.

During this interview he spoke slowly and carefully and he looked down at his hands or the table most of the time.

Throughout the conference which was about fifty minutes in length, he had twenty speech interruptions.

On April 24, the following conversation took place:

"How is your stuttering?"

"All right."

"Has your teacher been helping you?"

"Yes."

"When,"

"This morning. Couldn't say before. Teacher said to say it over again and think it out."

"Do you think your stuttering is getting worse?"

"I don't know."

"Do you get mixed up more."

"Yes."

"What do you do when you get mixed up?"

"Figure it out,"

"How?"

"Start with first letter."

He then started to tell a story. When he had an interruption I stopped him and when he repeated the sentence he would make the same mistake. His speech was jerky for he said only one word at a time. He looked down at the table constantly.

During this fifty minute interview he had twenty-five speech interruptions.

On May 2, the following conversation took place."

"How is your speech?"

No response.

"How is your speech?"

"I don't know."

"Is it better or worse?"

He shrugged his shoulders.

"Has anyone been helping you?"

"No."

"Do you have much trouble?"

"Sometimes I do, Sometimes I don't."

"That is true of all stutterers."

"Have you been working on it?"

"Worked on it a little."

"What did you do?"

"Repeated it over. Held my breath."

"Do you watch yourself all of the time or do you

just think about it when I'm here?"

"Think about it when you're here."

In talking about different subjects, he would say one short sentence and then have to be urged to go on. It was very difficult to get any connected response at all from him.

During this fifty minute interview he had fifteen speech interruptions.

On May 10, he told me the story of a movie he had seen recently. While he was talking he kept his head bowed, played with his hands, and whispered part of the time. When I asked him a question he wouldn't answer unless he was persuaded to do so. His reading was very jerky and laboured.

Throughout this fifty minute conference he had twenty speech interruptions.

On May 17, the following conversation took place.

"How is your stuttering?"

No response.

"Is it worse?"

He whispered, "I don't know."

"When do you stutter the worst?"

"When I read. Stutter more in school than outside."

"Do you talk as much as you used to?"

He shook his head.

"Why don't you?"

No response.

I asked him a number of questions, but it was very difficult to get any response at all from him.

During this interview he had only five speech interruptions but this was probably due to the fact that the few responses I got were not more than three words long.

When I talked with his teacher and his matron I told them that he showed very definite symptoms of stuttering such as, repetitions, breathiness, and inhibited speech. The following instructions were given to them to use in helping him,

1. Stop him when he repeats and have him say the word or phrase over.

2. When he begins to get confused have him stop and take a deep breath and begin over.

3. Don't let him continue to speak unless he is speaking fluently.

4. He must be made conscious of his stuttering. Remind him that he does stutter.

At the end of the experimental period his teacher told me that he had gone down terribly in his school work and that in discussion she just couldn't force anything out of him.

Case 15Group IIA

Date of Birth: 10/30/26

Age: 12

Grade: Four

Intelligence quotient: 81

Fluency rating at the beginning of the experimental period:
3

Fluency rating at the end of the experimental period: 3.8

Handedness test:

	Beginning of Period	End of period
Dextrality quotient (Angle Board)		
Kinesthetic	1.00	1.00
Visual	1.00	1.00
Eyedness (positions)		
Up	L	L
Right	L	L
Left	L	L
Down	L	L
Convergence (trials)		
1	L	B
2	R	B
3	L	B
4	L	B
Dynameter (average)		
Right hand	24.8	18.8
Left hand	18	18.5
Dextrality quotient	.58	.50
Spool packing (average in 10 sec.)		
Right hand	6	5.3
Left hand	4.3	5
Dextrality quotient	.58	.51

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Fluent at times, Other times a type of repetition."

Judge B.

"Some repetition of words, usually as a whole."

Judge C.

"Phrase repetitions while thinking."

Judge D.

"Some repetitions."

Judge E.

"Repeats first sounds and sometimes words."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Influent during reading. Choppy rhythm. A brow-beaten creature, quite unwilling to talk or "give herself". Not a stutterer.

Judge B.

"Read fairly and without trouble while speaking. Seemed not too willing to talk. She talked rather rapidly answering all questions asked."

Judge C.

"Voice intensity adequate. Articulation fair to good. Seemed to enjoy situation and was quite responsive." Non-stutterer."

Judge D.

"Both reading and spontaneous speech were quite smooth. 'And' was repeated frequently in spontaneous speech. She was quite willing to speak in the situation. Not a stutterer."

Judge E.

"Speech shaky. This situation did not seem to bother her particularly except that she didn't want to talk about subjects that she usually talks about."

Dictaphone records: At the beginning and end of the experimental period:

	B	E
Number of words	651	627
Percent of syllable repetitions	1.23	1.75
Percent of word repetitions	1.69	1.43
Percent of phrase repetitions	1.08	.63
Percent of interjections	.77	2.55
Percent of pauses	1.38	2.55
Total percent of speech interruptions.	6.15	8.91

Case Number 15 was one of the six normal speakers who was labelled a stutterer by the judges.

Our first conference was on January 19. At this time I asked her if she had ever known anyone who stuttered and she said that she knew Dorothy Ossman (a severe stutterer in the institution).

She then told me a story. On the first speech interruption she had I stopped her and told her that she was beginning to stutter and that if she didn't work hard to improve it she would stutter as badly as Dorothy Ossman.

She reacted to the suggestion immediately and

her repetitions in speech were more frequent.

I gave her the following things to do to help herself:

1. Take a breath before you say the word if you think you're going to stutter on it.
2. If you do stutter, stop and begin over.
3. Don't speak unless you can speak correctly.
4. Watch your speech all of the time.
5. Do anything to keep from stuttering.

We practiced the various methods of therapy suggested above.

She was very easily influenced. She seemed to enjoy the fact that there was something different about her, for she craved attention and her speech was being noticed by people.

During a ten minute interval she had twenty-five speech interruptions which consisted of repetitions and interjections

On February 22, I found that she had forgotten all about the fact that she was beginning to stutter, so we reviewed the therapy and I told her that she must work harder on her speech, for if she didn't her stuttering would become much worse.

She did not notice her own interruptions, but when I called her attention to them she recognized them. Most of the period was spent reading and talking and I stopped her every time she had an interruption.

During a ten minute interval at this time she

had thirty speech interruptions.

On March 6 the following conversation took place.

"Are you having much trouble with your speech?"

"Once in a while."

"What do you do when you have trouble?"

"Stutter."

"What is stuttering?"

"Hold words."

We again discussed what she could do about her situation. During the conference she seemed quite responsive, but I have a feeling that she forgot it as soon as she left.

She reported that neither her teacher nor her matron paid any attention to her.

During a ten minute interval she had thirty speech interruptions.

On March 23, the following conversation took place.

"How is your stuttering?"

"Stuttering is stopping."

"How do you know it is?"

"Because I listen to myself talk."

"What do you hear?"

"Hear myself going a a saying words twice."

"Did you ever listen to yourself before?"

"No, teacher has been stopping me and having me say it over."

I suggested that she work harder on her speech.

During a ten minute interval in the conference Mary had thirty speech interruptions.

On April 10, she reported that she had been taking a breath every time she thought she was going to stutter and that it helped her.

I suggested that she try the following things during the next week:

1. Put your tongue in the top of your mouth if you think you're going to stutter.

2. Close your lips to keep from stuttering.

During this conference which lasted fifty minutes she read and told stories. I stopped her when ever she had an interruption and we practiced the therapy discussed before. She had twenty-five speech interruptions during this period.

On April 24, she was able to tell me whenever she had an interruption in speech. She remembered the therapy she had discussed before.

During this interview she had fifty-five speech interruptions. These consisted of repetitions and prolongations. She seemed willing to talk but she had many more speech interruptions than she had previously.

On May 2, the following conversation took place between her and me.

"How is your speech?"

"About the same."

"When do you stutter the worst?"

"When I talk to somebody I don't know."

"What have you been doing to improve it?"

"Taking a breath. Saying it over. Stop shutting my mouth. Put tongue in top of my mouth."

"Are you afraid you'll stutter?"

"Yes."

"What do you do about it?"

"I hardly ever talk around the cottage. Just talk once in a while to the girls when they ask me a question."

"Did you talk much before you knew you stuttered?"

"Yes."

"Did you have a 'Best' friend?"

"Go around with Dolly Harner."

"Does she know you stutter?"

"No."

"Why not?"

"I hardly ever talk to her."

While she was reading and talking in this conference I hardly ever had to stop her because she told me practically everytime she "stuttered", and frequently she told me before she had an interruption that she was going to stutter.

During this interview she had twenty-five speech interruptions.

The interview on May 10 was very similar to the one on May 2. She reported that she was having trouble

when she read in class. I had her read and talk and we discussed again the methods for her to use in improving her stuttering.

During this fifty minute conference, she had forty speech interruptions.

On May 17, nothing new had developed but she had a great many interruptions. Unlike the other children in this group she was never unwilling to speak, although her speech interruptions did increase consistently throughout the experimental period.

During this last conference she had sixty speech interruptions. She realized that she was having difficulty but seemed to enjoy the attention that I gave her concerning her speech.

I informed her teacher and matron that she showed definite symptoms of stuttering such as repetitions, reading difficulty, and too rapid speech. I gave them the following instructions in regard to her difficulty.

1. She should be made to realize that she had many rather serious symptoms of stuttering. She does a great deal of repeating, prolonging and she uses interjections such as 'ah', 'a', and 'well a'.

2. Stop her when she repeats and have her say the word or phrase over.

3. When she begins talking too rapidly and mixing up her words have her stop and take a deep breath and then begin over.

4. Don't let her continue to speak if she isn't

speaking fluently.

5. Remind her that she does stutter. She must be made conscious of her stuttering.

Case 16
Group IYA

Date of Birth: 5/27/23

Age: 15

Grade: Eight

Intelligence quotient: 75

Fluency rating at the beginning of the experimental period:
3.1

Fluency rating at the end of the experimental period: 2.8

Handedness test:

	Beginning of Period	End of Period
Dextrality quotient (Angle Board)		
Kinesthetic	.61	.62
Visual	.63	.58
Eyedness (positions)		
Up	L	R
Right	R	R
Left	L	L
Down	R	L
Convergence (trials)		
1	L	B
2	L	B
3	L	R
4	L	B
Dynamometer (average)		
Right hand	21.3	24.5
Left hand	16.5	21.3
Dextrality quotient	.57	.53
Spool packing (average in 10 sec.)		
Right hand	5.3	6.3
Left hand	5	5.8
Dextrality quotient	.51	.52

Description of speech given by the judges at the beginning of the experimental period:

Judge A.

"Adequate speech."

Judge B.

"Normal speech."

Judge C.

"'Uh' and 'n's' very frequent in speaking."

Judge D.

"In free speaking, paused often--apparently to find words."

Judge E.

"Interjections between a number of words."

Description of speech given by the judges at the end of the experimental period:

Judge A.

"Unwillingness to talk. Shyness. Not a stutterer."

Judge B.

"Answers to questions brief. Volunteered nothing except when questioned. Looked down while talking."

Judge C.

"A bit fidgety--smiles quite a lot--does not usually look listener in the eye. Voice usually adequate but sometimes low, Articulation fair to good, although occasional tendency to mumble. Responsive but with short answers. Non-stutterer."

Judge D.

"A little bit of repetition but no straining.
Not a stutterer."

Judge E.

"Seemed shy and embarrassed. Repetitions and
hesitations in speech. Situation seemed difficult for
her."

Diataphone records: At the beginning of the experimental
period and at the end.

	B	E
Number of words	705	657
Percent of syllable repetitions	.43	1.22
Percent of word repetitions	.99	1.37
Percent of phrase repetitions	1.13	1.97
Percent of interjections	1.81	3.04
Percent of pauses	2.26	4.87
Total percent of speech inter- ruptions	6.62	12.47

Case Number 16 was one of the six normal speak-
ers that the judges labelled a "stutterer."

On January 19, our first conference, she in-
formed me that she didn't like to speak before a group
of people but that she never had any trouble doing it.

I asked her if she knew anyone who stuttered
and she said, "Yes, I know. Dorothy Ossman."

I then asked her to talk for me. She repeated
and I called her attention to it and told her it was a
symptom of stuttering. I told her that stutterers also
prolonged sounds and hesitated before they said words.
She immediately picked up all of these interruptions in
her own speech.

I told her that Dorothy Ossman also did these same things when she began to stutter.

We then discussed what she could do to improve her stuttering and I told her to do the following things:"

1. Watch your speech carefully all of the time.
2. If you have an interruption stop and begin over.

3. If you feel you are going to have trouble on a word, take a deep breath.

4. Close your lips tightly if you think you are going to stutter.

5. Put your tongue in the top of your mouth to keep from repeating words.

We practiced all of these suggestions during the conference, and I asked her to keep a record of all the trouble she had and of the people she found it hard to talk with.

She reacted differently from the other subjects who were labelled stutterers, for she recognized her interruptions immediately, but she was very quiet about them. She hung her head while we were talking about them.

During an interval of ten minutes, she had ten speech interruptions.

The second interview took place on February 22. She entered the room, sat down in a chair, looked at her hands in her lap and said, "I feel so silly!"

Her voice had assumed a breathy quality, and whenever she repeated a word she stopped and said it over without my telling her to do so.

She said that it bothered her now to talk in front of people, because she knew people noticed her speech.

She said, "I was talking to Miss Flynn and the man there said I repeated a lot."

She looked down continually and reacted to any interruption in speech by laughing and blushing. She seemed to be embarrassed all of the time.

Her teacher said, "It never occurred to me that Hazel had an impediment, but I do notice that she never likes to recite before the class."

She was much more conscious of herself, and she talked less. She was not as free with me as she had been before.

During an interval of ten minutes she had ten speech interruptions.

The following conversation took place on March sixth:

"How is your stuttering?"

"Seems like I get worse all of the time. Whenever I go to say something I just can't say them. Takes me a long time to try and say them. Botheres me quite a

bit."

"When do you stutter the worse?"

"Same trouble all the time, but it makes me shiver to recite in class."

"What do you do when you stutter?"

"Take breath. Start sentence over. Sometimes I have to say it twice to make my sentence go."

"Does anyone help you?"

"No."

During an interval of ten minutes she had twenty speech interruptions.

On March 23, she talked much slower and her speech was jerky. Whenever she had an interruption she put her hand to her mouth, laughed and looked down at the floor.

I asked her, "What do you do when you get mixed up reciting in class,"

"Stop and say the sentence over."

"What does the class do?"

"Laughs."

"And then what do you do?"

"I laugh too."

"Do you ever take a breath when you're having trouble?"

"Yes."

"Does it help you?"

"Sometimes it does and sometimes it doesn't."

I told her that she must work harder on her speech.

During an interval of ten minutes she had fifteen speech interruptions.

On April 10, she said, "Whenever I noticed I stuttered I just laughed it over."

She had assumed a defiant attitude, but she was very careful of her speech.

During an interval of ten minutes she had fifteen speech interruptions.

On April 24, Case Number 16, entered the room and said, "I've been havin' a bad time. Did a lot of repeating in class."

"What have you been doing to improve your stuttering?"

"Start sentence over. Take breath."

"When do you stutter the worst?"

"When I talk to matrons."

I called her attention to the fact that she said "a" so much, and I asked her why she did it.

She said, "Because I'm afraid I can't say the next word."

She then snapped her fingers while she was speaking and I said, "Why did you snap your fingers?"

"Because I was afraid I was going to say 'a'."

"Did you ever snap your fingers before?"

"I do lots of times."

"Does it help you?"

"Sometimes it does. Sometimes it doesn't."

During this conference of fifty minutes she had twenty speech interruptions.

The conference on May 10 was very similar to the previous one.

She reported that she didn't snap her fingers much anymore because it didn't help her very much.

She was reading me a story about "Dodo." She kept repeating Do-Do-Do-Do and she said she was afraid she couldn't stop.

During this interview she had fifteen speech interruptions.

On May 17, she reported that her most difficult situation was at the cottage because when the girls noticed it they laughed at her.

She seemed very unsure when she read simple material and she spoke rather slowly, choosing her words carefully.

She also reported that she had been writing words twice in school lately. I told her that stutterers often did that.

During an interval of ten minutes she had

fifteen speech interruptions.

I told her teacher and matron that she showed very definite symptoms of stuttering, such as repetitions, hesitations, and prolongations in her speech. I gave them the following instructions to follow:

1. Make her conscious of her difficulties in speech.
2. Have her stop when she repeats a word or phrase.
3. Have her take a deep breath before she says a word with which she thinks she will have trouble.
4. Have her recite in class as frequently as possible.