

Abstract 43

Deal with Dysfluency (Stammering): an Integrated Approach

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Dysfluency/Stammering/Stuttering is a communication disorder and mainly affects the fluency of the speech. British Stammering Association reports that stammering occurs in 5.0% of pre-school age children, 1.2% of school-age children and 1.0% of adults. Stammering affects an individual more than speech alone. Psycho-social impact experienced by children who continue to stammer through their adulthood is enormous. T.S, a female student aged 7 years suffered from Dysfluency. The main objective was to identify the effectiveness of integrated approach on the quality of life of a student with Dysfluency. The relevant data were collected through the case history information, interviews, assessment and via observations. Overt and covert features of her speech skills were identified according to the ice-berg model. Intervention focused on improving non – verbal and verbal behavior of the child’s communication skills. This included introducing speech tools such as “Easy-On-Set” and “Voluntary Stammering as a desensitisation method. Parents, teachers and peers were also included in the integrated approach. Therapy was provided directly and indirectly. The awareness about Dysfluency among teachers had been increased after they attended the workshop conducted for them. Today, T.S feels much more confident about her speech and she also has developed her confidence to talk about dysfluency with peers. T.S has accepted her dysfluency instead of rejecting it. The success story of T.S. reveals that the importance of integrating professional support to children who stammer along with creating awareness among school teachers and parents of affected children about dysfluency and how they could support them. As a result children who stammer would overcome their problem and integrate freely with the peers and finally improve the quality of their lives by being productive individuals of the society.

Key words: dysfluency, integrate, speech tools, stammering, therapy