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Factors Influencing the Frequency of Stuttering Reactions

Robert Larsen
State University of Iowa

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sate for each other's weaknesses, for one is strong where another is weak and visa versa. To establish the degree of differentiation of the tests used, when considered as a battery, the scores of the subjects were examined in various groupings or combinations of the tests. Fourteen such combinations or groupings were made. Each combination or battery discriminates more or less satisfactorily, right-handed from left-handed and from stutterers, left-handed from stutterers and from ambidextrous subjects, and tends to discriminate stutterers from right-handed and from ambidextrous subjects.

In conclusion, it can be said that the various batteries appear quite satisfactory for group discrimination, but quite unsatisfactory for individual diagnosis. A single test or a battery of tests, satisfactory in all respects, is yet to be devised.

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DEPARTMENT OF PSYCHOLOGY,
STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

FACTORS INFLUENCING THE FREQUENCY OF
STUTTERING REACTIONS

ROBERT LARSEN

The purpose of this investigation is to ascertain, in terms of frequency of stuttering reactions, the influence of stuttering experienced in certain troublesome situations upon the stutterer's speech in non-troublesome situations, when certain cues representative of the former are also present in the latter. It is further the purpose of this study to show the influence of certain cues

representative of troublesome words upon the stutterer's production of non-troublesome words, when the cues are associated with both kinds of words.

Ten adult stutterers participated as subjects in each of the three experiments.

In the first experiment, a cue sheet was prepared consisting of a one-hundred word oral reading passage with a one-inch colored border, the latter being the cue. The same passage without a colored border was used as a control sheet.

The stutterer was placed in three situations. In the first or pre-audience situation, the stutterer read to the experimenter alone, from the control and cue sheets respectively. In all the readings the experimenter recorded the stuttering reactions on a duplicate copy.

In the second or audience situation, the stutterer read only from the cue sheet to an audience of at least thirty people. This situation was considered as the troublesome situation.

In the third or post-audience situation, the stutterer read to the experimenter from the control and cue sheet, respectively, as in the pre-audience situation.

The computation of the increases in the number and in the per cent of stuttering reactions on the cue sheet in the post-audience situation as compared with the pre-audience situation represents such increase as is over and above that shown on the control sheet.

The cue sheet in the first experiment showed an average of 2.7 more stuttering reactions in the post-audience situation than in the pre-audience situation. This increase was significant inasmuch as it was more than three times the S.E., which was .85. The average increase was 50 per cent.

The procedure used in the second experiment was identical with that used in the first with one exception. The words in a one-hundred word reading passage were used as a cue in place of the colored border. Thus, the control sheet differed from the cue sheet only in content.

The results in this experiment showed an average of 3.2 more stuttering reactions on the cue sheet in the post-audience situation than in the pre-audience situation. This increase was also significant since it was almost four times the S.E., which was .84. The average per cent increase was 51.

In the third experiment the cue consisted of a mark drawn through a word. The marked word represented a troublesome word to the stutterer. In this approach, the attempt was made to

show quantitatively the influence of this cue upon non-troublesome words.

The stutterer read a one-hundred word passage to the experimenter two successive times. A cue sheet was then prepared on which all the troublesome words in the two previous trials were marked as were also five additional non-troublesome words. This cue sheet was given to the stutterer, who was told that all marked words represented his troublesome words in the two previous trials. The stutterer read the passage a third and fourth time successively.

Five non-troublesome unmarked words were used as control words. The cue words showed an average of 1.6 more stuttering reactions than the control words for the two final readings. This increase is significant since it is more than three times the S.E. which is .49. The average per cent increase of stuttering reactions on the cue words was 16.

The results so far justify two conclusions which are subject, of course, to any alterations which further research findings may dictate.

1. This study shows quantitatively that stuttering experienced in an audience situation tends to be followed by an increase of stuttering reactions in later non-troublesome situations, when the cues of color and content, representative of the former, are also present in the latter situations.

2. It shows quantitatively that stuttering experienced on troublesome words tends to be followed by an increase of stuttering reactions on certain non-troublesome words when a cue representative of the former is also associated with the latter words.

These findings are of importance to the clinician because they demonstrate experimentally that more stuttering will occur under situations which are associated with past stuttering.

DEPARTMENT OF PSYCHOLOGY,
STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

EYE MOVEMENT OF STUTTERERS DURING ORAL READING

H. C. WYLAND

This study is an attempt to evaluate the meaning of the eye movements of stutterers during oral reading.

The apparatus used was the eye-voice camera as developed by