

- If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.
- This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

© 2019 continued® No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without such written permission is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.

Technical issues with the Recording?

- Clear browser cache using [these instructions](#)
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 800-242-5183 (M-F, 8 AM-8 PM ET)
- Email customerservice@SpeechPathology.com



ONLINE CONTINUING EDUCATION FOR THE LIFE OF YOUR CAREER

Young Children's Negative Attitudes toward Peers with Communication Disorders: What SLPs can do to help

Mary Weidner, PhD, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com



Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
- Use the Q&A pod

CONTINUED

How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of **80%** or higher
 - Within **7 days** for live webinar; within **30 days** of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

CONTINUED

Young Children's Negative Attitudes Toward Peers with Communication Disorders: What SLPs can do to help

Mary Weidner, CCC-SLP, Ph.D.
Marshall University

Webinar for speechpathology.com
February 28, 2019

CONTINUED

CONTINUED

Disclosures

- Financial
 - Author of the *InterACT* program, for which I receive royalties
 - Co-owner of the Stuttering Academy
- Non-financial
 - Co-director of Stuttering U.

5

CONTINUED

Learner Outcomes

- Describe the social-cognitive constructs related to the emergence of bias in young children.
- Explain the ramifications of negative peer attitudes toward children with communication disorders.
- Describe instructional approaches to improve young children's negative attitudes toward peers with communication disorders.

But first a warm-up...

6

CONTINUED

CONTINUED

What are your immediate
thoughts & feelings
toward...

7

CONTINUED



VS.



Images retrieved from www.pixabay.com

8

CONTINUED

CONTINUED

What are your immediate
thoughts & feelings
toward...

9

CONTINUED



VS.



Images retrieved from www.pixabay.com and www.pexels.com

10

CONTINUED

CONTINUED

What are your immediate
thoughts & feelings
toward...

11

CONTINUED



VS.



Images retrieved from www.pixabay.com

12

CONTINUED

CONTINUED

What are your immediate
thoughts & feelings
toward...

13

CONTINUED



VS.



Images retrieved from www.pixabay.com

14

CONTINUED

CONTINUED

Warm up

How would you classify your immediate thoughts and feelings? Positive? Negative? Neutral?

15

CONTINUED

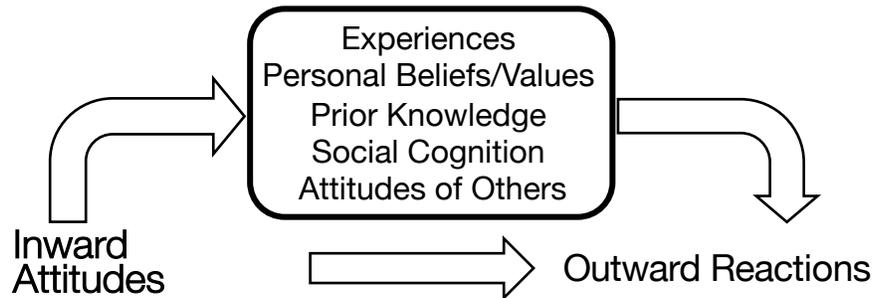


disappointment
nice
ADVOCATE
friendly
ATHLETE
women
supportive
LOVE
gay
MEN
disrespectful
HAPPY
COUPLES
HONOR
unacceptable
ADDICT
shame
uncomfortable
Leader
straight
FEAR
traditional
unapproachable
progressive
patriotic
religious
healthy
secretive
AMERICAN

16

CONTINUED

Warm-up



But how – and when – do attitudes develop?

17

CONTINUED

Learner Outcomes

- Describe the social-cognitive constructs related to the emergence of bias in young children.
- Explain the ramifications of negative peer attitudes toward children with communication disorders.
- Describe instructional approaches to improve young children's negative attitudes toward peers with communication disorders.

18

CONTINUED

Terminology

- An **attitude** is our general evaluation toward something or someone, which includes:
 - **Affective processes**: our feelings and emotions
 - **Cognitive processes**: our beliefs and knowledge
- We construct preferences – or **biases** – based on our attitudes, which can be favorable or unfavorable

19

CONTINUED

Emergence of Negative Attitudes

- For preschool-aged children, **affective processes** largely drive children's attitudes
 - Awareness of others' differences may lead to uncertainty, discomfort, fear, etc. This has been coined "**pre-prejudice**"
- "Pre-prejudice" has been documented among typically fluent children toward their peers who stutter
 - Perceived children who stutter as being "unable to talk well"
 - Held poor/uninformed knowledge about stuttering and how to respond to people who stutter
 - No effect of variables including SES, culture, gender on attitudes
- Preschool children have been shown to hold significantly *worse* attitudes than slightly older children and their parents

Derman-Sparks, 1989; Weidner, St. Louis, Burgess, & LeMasters, 2015; St. Louis, Weidner, Özdemir, & Nakisci, 2015

20

CONTINUED

Emergence of Negative Attitudes

- For slightly older children (7+), **cognitive process** also influence children's attitudes
 - Categorical skills become more nuanced and mature
 - More aware of others' beliefs
 - May have increasing desire to conform to prevailing cultural/familial beliefs
 - Possible that there is a "trickle down" effect of others' attitudes
- Upper school aged children have been shown to hold almost identical stuttering attitudes as their parents/prevailing social group in both the US and Turkey

Derman-Sparks, 1989; Glover, St. Louis, & Weidner, 2018; Sinclair, Dunn, & Lowery, 2005; St. Louis, et al., 2015

21

CONTINUED

Emergence of Negative Attitudes

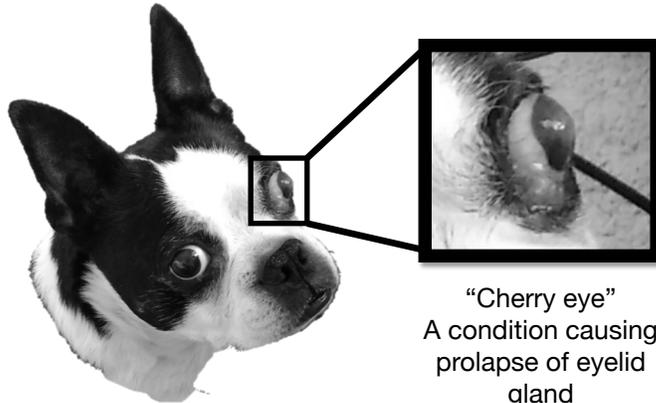
- Glover and colleagues (2018) asked typically fluent children "what is stuttering?" Percentage of appropriate responses included:
 - 0% of preschoolers (0/73)
 - 0% of kindergarteners (0/18)
 - 5% of 1st graders (1/19)
 - 14% of 3rd graders (3/21)
 - 30% of 3rd graders (7/23)
 - 38% of 4th graders (8/21)
 - 67% of 5th graders (16/24)
- *So why address negative attitudes if children don't even know what the disorder is?*

22

CONTINUED

Emergence of Negative Attitudes

- You can still be aware of and have an *attitude* toward a difference in something or someone, even if you don't have the *word* for it.



“Cherry eye”
A condition causing
prolapse of eyelid
gland

23

CONTINUED

Emergence of Negative Attitudes

- So what does this tell us?
- Awareness of differences and attitudes toward others who are “different” are related process
- Negative attitudes have been shown to develop as early as preschool
- Early development has been suggested to be an ideal time to help children learn about and be sensitive toward human differences

24

CONTINUED

CONTINUED

Learner Outcomes

- Describe the social-cognitive constructs related to the emergence of bias in young children.
- Explain the ramifications of negative peer attitudes toward children with communication disorders.
- Describe instructional approaches to improve young children's negative attitudes toward peers with communication disorders.

CONTINUED

Ramifications of Negative Peer Attitudes

- Who are we talking about?
 1. Communicatively typical peers' attitudes toward:
 2. Children who:
 - Have speech/language disorders
 - Stutter
 - Have social language impairment / ASD
 - Use AAC
 - Have hearing loss
 - Have a cleft lip/palate
 - Etc.

CONTINUED

Ramifications of Negative Peer Attitudes

Preschoolers with communication disorders might:

- Be labeled unfavorably
- Participate in more solitary play / experience social exclusion
- Have worse attitudes toward their own communication skills compared to their typical peers
- One study showed preschoolers who stutter may have difficulty with:
 - Taking leadership roles
 - Engaging in communicatively-rich activities (e.g., pretend play)
 - Verbally resolving conflicts

Ezrati-Vinacour, Platzky, & Yairi, 2001; Langevin, Packman, & Onslow, 2009; Vanryckeghem, Brutten, & Hernandez, 2005

27

CONTINUED

Ramifications of Negative Peer Attitudes

School-aged children with communication disorders are at risk for:

- Fear and anxiety (parents may also experience these)
- Teasing and bullying
- Low social status among peers
- Social isolation
- Academic issues (teachers may have lower expectations)
- One study showed children with reduced speech intelligibility secondary to cleft were perceived as being:
 - Less healthy
 - Not as good looking
 - Having few to no friends

e.g., Burgess, Bailey, Weidner, 2016; Lee, Gibbon, Spivey, 2017; Markham, van Laar, Gibbard, & Dean, 2018; McCormack, McCleod, McAllister, Harrison, 2009; Overby, Carrell, & Bernthal, 2007

28

CONTINUED

CONTINUED

Ramifications of Negative Peer Attitudes

Long-term, adults with communication disorders are at risk for:

- Difficulty with relationships and social life
- Difficulties in the workplace:
 - Discriminatory hiring
 - Job advancement
 - Harassment
- **Self-stigma** – Internalizing prevailing social attitudes

e.g., Blood & Blood, 2004; Boyle & Fearson, 2018, Davis, Howell, & Cook, 2002; Verissimo, van Borsel, & de Britto Pereira, 2012

29



30

CONTINUED

CONTINUED

Ramifications of Negative Peer Attitudes

How can we be helpful?

31

CONTINUED

Learner Outcomes

- Describe the social-cognitive constructs related to the emergence of bias in young children.
- Explain the ramifications of negative peer attitudes toward children with communication disorders.
- Describe instructional approaches to improve young children's negative attitudes toward peers with communication disorders.

CONTINUED

CONTINUED

Improving Children's Negative Communication Attitudes

What's our role?

SLPs are involved in prevention and wellness activities that are geared toward ...decreasing the severity or impact of a disability associated with an existing disorder or disease...

SLPs promote programs to increase public awareness, which are aimed at positively changing behaviors or attitudes.

Effective prevention programs are often community based and enable the SLP to help reduce the incidence of spoken and written communication and swallowing disorders as a public health and public education concern.

ASHA Scope of Practice, 2016

33

CONTINUED

Improving Children's Negative Communication Attitudes

Some general principles of intervention:

- *Children learn prejudice from prejudice – not from learning about diversity* (Derman Sparks & Edwards, 2010, p. 4)
- Be honest and matter-of-fact
- Talk! – Don't make the topic "taboo"
- Evaluate your own biases
- Consider a child's willingness/readiness to change
- Consult/collaborate with teachers, counselors, etc.

34

CONTINUED

CONTINUED

Improving Children's Negative Communication Attitudes

- Separating the various domains of attitudes has been shown to be effective:
 - Affective component (empathy)
 - Cognitive component (knowledge)
 - Behavioral component (reactions)

35

CONTINUED

Improving Children's Negative Communication Attitudes

Recommendation 1: *Clarify your goal*

- To improve attitudes of an individual, small group, or class?
- Prevention?
- To address current negative attitudes?
 - Is there an issue of having poor or misinformation about the disorder? (i.e., cognitive)
 - Is there an issue of having prevailing negative attitudes, such as fear? (i.e., affective)

36

CONTINUED

Improving Children's Negative Communication Attitudes

Recommendation 2: *Determine your approach*

- Who will be involved with the intervention?
 - SLP
 - Teacher
 - Counselor
 - Special Educator
 - A child with the disorder
- Where will it take place?
 - Classroom
 - Speech Room
 - Auditorium

37

CONTINUED

Improving Children's Negative Communication Attitudes

Recommendation 2: *Determine your approach*

- Presentation given by someone who has the disorder
- Video of people affected by the disorder
- Books featuring characters with the disorder
- Guided discussion on human differences, respect, disorders, etc.
- Role-plays
- Contact
- Hands-on activity (crafts, activity books, etc.)

38

CONTINUED

Improving Children's Negative Communication Attitudes

- *Attitude Change and Tolerance Program (InterACT)*
- Comprised of:
 - Two educational videos
 - A theme song by fellow SLP, Seana Hollingsworth, and her husband, Jim
 - Small group discussion
 - An activity book



Weidner, St. Louis, & Glover, 2018

InterACT program ©Weidner, 2015

39

CONTINUED

InterACT Program Introduction

40

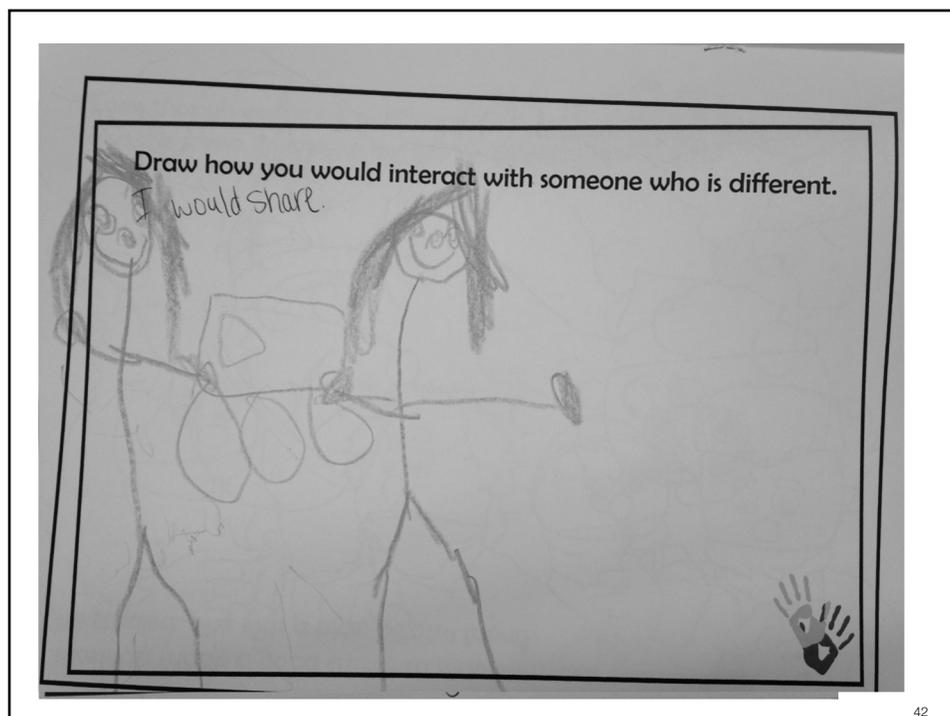
CONTINUED

Improving Children's Negative Communication Attitudes

Recommendation 3: *Address the affective domain*

- Start with what the children already know
- Expand their vocabulary
 - Nuanced feelings like "curious, uncomfortable"
 - Respect
 - Fair
- Approaches might involve teaching:
 - Perspective taking
 - Turn-taking
 - Empathy

41



42

CONTINUED

CONTINUED

Improving Children's Negative Communication Attitudes

Recommendation 4: *Address the cognitive domain*

- Start with what the children already know
- Identify gaps in their pre-existing knowledge
- Be intentional
- Demystify the disorder
 - Label the disorder
 - Causes of the disorder
 - Characteristics of the disorder
 - Facts about the disorder

43

CONTINUED



Card 3



Lesson 1: Same & Different

In this scene, Ben and Rosie learned about ways people can be different.

1. What's one way Rosie is different? (She is in a wheelchair). That's right. Rosie is different because she uses a wheelchair.
2. What's one way Ben is different? (He stutters). Yes, Ben is different because he stutters. Stuttering is what happens when his words or sounds get stuck I-I-I-like this.
3. Does Ben stutter because he is nervous or shy? (no). Does Ben stutter because he's sick? (no). Does Ben stutter because he learned to talk that way? (no). Does Ben stutter because he was born that way? (yes). That's right. Ben stutters because he was born that way. Ben do all the same things other children can do. Stuttering is just what makes him different.

Proceed to activity

44

CONTINUED

CONTINUED

Improving Children's Negative Communication Attitudes

Recommendation 5: *Address the behavioral responses*

- Start with what the children already know
- Show/describe helpful vs. unhelpful responses
- Role-play
- Provide positive actions they can do, versus actions to avoid
- This also involves understanding the preferences of the children with the communication disorder

45

CONTINUED

InterACT Program

Helpful vs. Unhelpful Listener Responses

46

CONTINUED



Card 2



Lesson 2: Interacting with Others

In this scene, we saw when Hannah was helpful and not helpful with Ben's stuttering.

1. What did Hannah do that was not helpful when Ben stuttered? (finished his words, was not patient, walked away).
2. What did Hannah do that was helpful when Ben stuttered? (gave him time to talk, listened, waited patiently).

Proceed to card 3

47

CONTINUED

Improving Children's Negative Communication Attitudes

Recommendation 6: *Improving contact and exposure*

- But, can contact in and of itself improve attitudes?
 - We must consider the quality of those interactions!
- "Facilitated Contact" – exposure to others, that are explained/ facilitated by an objective facilitator
 - Ideally, contact should be face-to-face, but other mediums may be effective (e.g., videos)
 - Language should be open, honest, and audience-appropriate

48

CONTINUED

CONTINUED

Improving Children's Negative Communication Attitudes

Recommendation 7: *Empower the child with the communication disorder*

- Teach the child how to respond to negative peer responses
- Make the child the expert about the condition
- Help improve the child's self talk/confidence

49

CONTINUED

Summary

- Children with communication disorders are at high risk for social punishment throughout the course of their lives
- Attitudes among communicatively typically peers can be improved in relation to
 - Knowledge and beliefs
 - Reactions
- It is hoped that through talking openly and honestly about various disorders, we can foster more informed and tolerant environments

50

CONTINUED

*It's you I like, every part of you.
Your skin, your eyes, your feelings
Whether old or new.
I hope that you'll remember
Even when you're feeling blue
That it's you I like, it's you yourself
It's you. It's you I like.*

Mr. Rogers, *It's You I Like* © 1971

CONTINUED

References

- American Speech-Language-Hearing Association (2016). *Scope of Practice*. Retrieved from: <https://www.asha.org/policy/sp2016-00343/>
- Aboud, F. E. (1988). *Children and prejudice*. London: Blackwell Publishers.
- Ambrose, N. G., & Yairi, E. (1994). The development of awareness of stuttering in preschool-children. *Journal of Fluency Disorders*, 19, 229-245.
- Blood, G. W., & Blood, I. M. (2004). Bullying in adolescents who stutter: Communicative competence and self-esteem. *Contemporary Issues in Communication Science and Disorders*, 31, 69-79.
- Boyle, M. P., & Fearon, A. N. (2018). Self-stigma and its associations with stress, physical health, and health care satisfaction in adults who stutter. *Journal of Fluency Disorders*, 56, 112-121. doi:10.1016/j.jfludis.2017.10.002
- Burgess, M., Bailey, C., & Weidner, M. E. (2016). Quality of life among children with cochlear implants. Unpublished manuscript, Department of Communication Disorders, Marshall University, Huntington, WV.
- Davis, S., Howell, P., & Cooke, F. (2002). Sociodynamic relationships between children who stutter and their non-stuttering classmates. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 43, 939-947.
- Derman-Sparks, L. (1989). *Anti-bias curriculum tools for empowering young children*. New York, NY: National Association for the Education of Young Children.
- Derman-Sparks, L., & Olsen Edwards, J. (2010). *Anti-bias Education for young children and ourselves*. Washington, DC: NAEYC
- Ezrati-Vinacour, R., Platzky, R., & Yairi, E. (2001). The young child's awareness of stuttering-like disfluency. *Journal of Speech, Language, and Hearing Research*, 44, 368-380.
- Glover, H. L., St Louis, K. O., & Weidner, M. E. (2018). Comparing stuttering attitudes of preschool through 5th grade children and their parents in a predominately rural appalachian sample. *Journal of Fluency Disorders*, doi:10.1016/j.jfludis.2018.11.001
- Killen, M., Rutland, A. (2011). *Children and social exclusion: Morality, prejudice, and group identity*. New York, NY: Wiley-Blackwell Publishers.
- Langevin, M., Packman, A., & Onslow, M. (2009). Peer responses to stuttering in the preschool setting. *American Journal of Speech-Language Pathology*, 18, 264-276.
- Lee, A., Gibbon, F. E., & Spivey, K. (2017). Children's attitudes toward peers with unintelligible speech associated with cleft lip and/or palate. *The Cleft Palate-Craniofacial Journal*, 54(3), 262-268. doi:10.1597/15-088

CONTINUED

continued^{ed} References

- Markham, C., van Laer, D., Gibbard, D., & Dean, T. (2009). Children with speech, language and communication needs: Their perceptions of their quality of life. *International Journal of Language & Communication Disorders, 44*(5), 748-768. doi:10.1080/13682820902359892
- Mavropoulou, S., & Sideridis, G. D. (2014). Knowledge of autism and attitudes of children towards their partially integrated peers with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 44*(8), 1867-1885. doi:10.1007/s10803-014-2059-0
- McCormack, J., McLeod, S., McAllister, L., & Harrison, L. J. (2009). A systematic review of the association between childhood speech impairment and participation across the lifespan. *International Journal of Speech-Language Pathology, 11*(2), 155-170. doi:10.1080/17549500802676859
- Overby, M., Carrell, T., & Bernthal, J. (2007). Teachers' perceptions of students with speech sound disorders: A quantitative and qualitative analysis. *Language, Speech, and Hearing Services in Schools, 38*, 327-341.
- Rogers, F. (1971). *It's You I Like*. Pittsburgh, PA.
- Sinclair, S., Dunn, E., & Lowery, B. S. (2005). The relationship between parental racial attitudes and children's implicit prejudice. *Journal of Experimental Social Psychology, 41*(3), 283.
- St. Louis, K. O., Weidner, M. E., Özdemir, S., & Nakisci, E. (2016). *Comparison of Preschoolers' Stuttering Attitudes in Turkey and the USA*. Proceedings of the International Fluency Association Conference. Lisbon, Portugal.
- Weidner, M. E., St. Louis, K. O., Nakisci, E., & Özdemir, S. (2017). A comparison of attitudes toward stuttering of nonstuttering preschoolers in the USA and Turkey. *South African Journal of Communication Disorders, 64*, 1-11.
- Vannyckeghem, M., Bruten, G. J., & Hernandez, L. M. (2005). A comparative investigation of the speech-associated attitude of preschool and kindergarten children who do and do not stutter. *Journal of Fluency Disorders, 30*, 307-318.
- Verissimo, A., van Borsel, J., & de Britto Pereira, M. (2012). Residual /s/ and /r/ distortions: The perspective of the speaker. *International Journal of Speech-Language Pathology, 14*(2), 183-186.
- Weidner, M. E. (2015). *Attitude Change and Tolerance Program*. Morgantown, WV: MC Speech Books.
- Weidner, M. E., St. Louis, K. O., Burgess, M. E., & LeMasters, S. (2015). Attitudes toward stuttering of nonstuttering preschool and kindergarten children: A comparison using a standard instrument prototype. *Journal of Fluency Disorders, 44*, 74-87.
- Weidner, M. E., St. Louis, K. O., & Glover, H. L. (2018). Changing nonstuttering preschool children's stuttering attitudes. *American Journal of Speech-Language Pathology, 27*(4), 1445-1457. doi:10.1044/2018_AJSLP-18-0019
- Weidner, M. E. & St. Louis, K. O. (2014). *The Public Opinion Survey of Human Attributes-- Stuttering/Child (POSHA-S/Child)*. Morgantown, WV: Populore.

53

continued^{ed}

Other Programs & Resources

- Teaching children to resist bias (Article; Derman-Sparks, Gutierrez, Phillips, 1999): <http://fcs.sites.mjc.edu/127teachingyoungchildren2resistbias.pdf>
- Procedures for class visits for children who stutter (Article; Murphy, 1998): <http://www.mnsu.edu/comdis/kuster/therapypics/murphy.html>
- The Teasing and Bullying Unacceptable Behaviour Program (Program; Langevin, 2000): <http://www.tab.ualberta.ca>
- Minimizing Bullying for Children who Stutter (Workbooks; Murphy, Quesal, Reardon-Reeves, & Yaruss, 2013): <https://www.stutteringtherapyresources.com>
- Count Me In (Program in Twin Cities area): <https://www.pacer.org>
- Kids on the Block (Program): <http://www.kidsontheblock.net>
- The InterACT program (Program; Weidner, 2015): www.stutteringacademy.com

54

Acknowledgements

- Special thanks to Craig Coleman and the stuttering research team at Marshall University and Ken St. Louis and the stuttering research team at West Virginia University
- The *InterACT* program was made possible through research grants from the National Stuttering Association and West Virginia University College of Education and Human services.

55

Questions? Comments?

Contact:

Mary Weidner: m.e.weidner@gmail.com