

# **ABSTRACT**

## **- THE STUDY PROBLEM:**

Stuttering is one of the early childhood problems. Some children suffer from it especially at the school age. The result is the lack in communication and the inability of easily self-expression. This hinders them to interact with the surroundings effectively.

There are some forms of stuttering: repetition, prolongation and block. Previous studies, which tackled the effectiveness of psychological techniques, have differed in its treatment. The present study is an attempt to examine the effectiveness of a counseling program in the treatment of the three forms of stuttering among a sample of primary stage pupils. The need for this study has been come up from the author's experience in the field.

## **- STUDY OBJECTIVE:**

The present study aimed at examining the effectiveness of a counseling program in the treatment of three stuttering forms among a sample of primary stage pupils through the counseling sessions.

## **- STUDY IMPORTANCE:**

The importance of the present study was crystallized in the following points:

- It explored the different theories that analyze stuttering and its treatment.

- It threw more light on the new techniques for the treatment of stuttering.
- It developed a counseling program for the treatment of stuttering.

### **- STUDY TERMINOLOGY:**

The following terms have been operationally defined: stuttering – repletion stuttering - prolongation stuttering - block stuttering – counseling program .

### **- STUDY HYPOTHESES:**

1. There is statistically significant difference between the scores means of the first experimental group (repetition stuttering children) and those of the control group after the post-application of the suggested counseling program on the stuttering intensity scale, in favour of the former.
2. There is statistically significant difference between the scores means of the first experimental group (repetition stuttering children) before and after the application of the suggested counseling program on the stuttering intensity scale, in favour of the post-application.
3. There is statistically significant difference between the scores means of the second experimental group (prolongation stuttering children) and those of the control group after the post-application of the suggested counseling program on the stuttering intensity scale, in favour of the former.
4. There is statistically significant difference between the scores means of the second experimental group (prolongation stuttering children) before and after the application of the suggested

counseling program on the stuttering intensity scale, in favour of the post-application.

5. There is statistically significant difference between the scores means of the third experimental group (block stuttering children) and those of the control group after the post-application of the suggested counseling program on the stuttering intensity scale, in favour of the former.
6. There is statistically significant difference between the scores means of the third experimental group (block stuttering children) before and after the application of the suggested counseling program on the stuttering intensity scale, in favour of the post-application.
7. There is no statistically significant difference between the scores means of the first experimental group (repetition stuttering children) after the post-application of the suggested counseling program and those of the same group after the follow-up period on the stuttering intensity scale.
8. There is no statistically significant difference between the scores means of the second experimental group (prolongation stuttering children) after the post-application of the suggested counseling program and those of the same group after the follow-up period on the stuttering intensity scale.
9. There is no statistically significant difference between the scores means of the third experimental group (block stuttering children) after the post-application of the suggested counseling program and those of the same group after the follow-up period on the stuttering intensity scale.
10. There is no statistically significant difference between the scores means of males and females in the experimental groups

after the post-application of the suggested counseling program on the stuttering intensity scale.

11. There is statistically significant difference between the scores means of the three experimental groups on the stuttering intensity scale.

### **- STUDY TOOLS:**

The present study used the following tools:

- Pectoral intelligence test, prepared by Ahmad Zaki Saleh (1978).
- Socio-Economic Standard Scale, by Abd El-Aziz El-Shakhs (1995).
- Stuttering intensity scale, developed by Nahla Abdul-Aziz Refaey (2001).
- The counseling program, developed by the present study author

### **- STUDY SAMPLE:**

The sample consisted 30 children (20 male and 10 female) at the age of 9-12 years. They were divided into two groups: experimental (n= 15) and control (n= 15). The first experimental group comprised 3 male and 2 female children (repetition stuttering). The second experimental group (3 male and 2 female children) suffered from prolongation stuttering. The third experimental group (3 male and 2 female children) suffered from block stuttering.

The control group was also divided into three sub-groups with the same number and stuttering forms mentioned above under the experimental group.