

A STUDY OF THE SELF CONCEPTS OF
STUTTERERS AS MEASURED BY A
SEMANTIC DIFFERENTIAL TEST

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY

Roger P. Hansen

1964



3 1293 10013 4901

✓

A-081

R-077

W-150

X-118

~~18798~~ YD
294

K-117

~~OCT 20 1992~~

I 301

231

ABSTRACT

A STUDY OF THE SELF CONCEPTS OF STUTTERERS AS MEASURED BY A SEMANTIC DIFFERENTIAL TEST

by Roger P. Hansen

It is the purpose of this study to investigate the concepts Myself, Friends, My Happiest Self, Myself with a Speech Problem, Strangers, Myself in the Future, Myself and Failure and People of Authority to see if differences occur between stutterers and normal speakers when these concepts are compared. It is also the purpose of this study to investigate if people think of themselves and their friends in much the same way or differently.

One hundred subjects (50 stutterers and 50 normal speakers) were included in this study. Each of the subjects had completed high school or college or at the time were attending college. None had any defects or abnormalities other than the stutterers whose only defect was their speech. The subjects were asked to complete a semantic differential test which contained the concepts for study on separate pages. The test also included the necessary control information and directions for completing the test.

It was found that the stutterers and normal speakers did not differ significantly except for three dimensions.

Upon some occasions, however there is some room for doubt as to the accuracy of the stutterers reporting. It was also found that all subjects tended to rate themselves and their friends on equal dimensions much the same.

From the findings of the first part of this study it may be concluded that stutterers conceive of themselves as being more anxious and tense than normal speakers conceive of themselves. It may also be said that stutterers conceive of their Friends as being less sociable than normal speakers conceive of their Friends. It may be said further that stutterers conceive of themselves when their happiest to be more excitable than the normal speakers conceived of themselves. Finally, within the confines of the areas studied, it may be concluded that stutterers and normal speakers do not conceive of themselves differently on the concepts *Myself with a Speech Problem*, *Strangers*, *Myself in the Future*, *Myself and Failure* and *People of Authority*.

The findings from the second part of the study allows the conclusion that people tend to think of their friends much the same as they think of themselves.

A STUDY OF THE SELF CONCEPTS OF STUTTERERS
AS MEASURED BY A SEMANTIC
DIFFERENTIAL TEST

By

Roger P. Hansen

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Speech

1964

LIST OF TABLES

	Page
LIST OF TABLES	111
LIST OF FIGURES.	1v
CHAPTER	
I. STATEMENT OF THE PROBLEM.	1
Introduction	1
Statement of Problem and Purpose of Study	4
Questions Posed	4
Importance of Study.	5
Definition of Terms.	5
Organization of the Thesis	7
II. REVIEW OF THE LITERATURE.	8
Research on Stutterers' Concept of Self .	8
Opinions on Stutterers' Concept of Self .	12
III. SUBJECTS, TEST AND PROCEDURE	20
Subjects	20
Test.	21
Procedure	22
IV. RESULTS AND DISCUSSION	
Results.	24
Discussion.	31
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .	41
Summary	41
Conclusions	42
Recommendations	43
BIBLIOGRAPHY.	45
APPENDICES	50

LIST OF TABLES

Table		Page
1.	Probability Values from the Wilcoxon Matched-Pairs Signed-Ranks Test, When Stutterers and Normal Speakers are Compared on the Independent Dimensions Which are Unique for Each Concept.	27
2.	Probability Values from the Wilcoxon Matched-Pairs Signed-Ranks Test When Stutterers and Normal Speakers were Compared on the Three Universal Dimensions	28
3.	Probability Values from the Wilcoxon Matched-Pairs Signed-Ranks Test, When All Subject's Own Scores on the Three Universal Dimensions were Compared for the Concepts Myself and Friends	29

LIST OF GRAPHS

Graph		Page
I.	Number of Differences at Each Degree of Difference (d) When the Capability Dimension for Concepts I and II was Compared for the Same Subject	36
II.	Number of Differences at Each Degree of Difference when the Genuineness Dimension for Concepts I and II was Compared for the Same Subject	37
III.	Number of Differences at Each Degree of Difference When the Toughness Dimension for Concepts I and II was Compared for the Same Subject.	38

CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

The topics of self and self-concept are extremely important in understanding human behavior. One authority¹ claims that "the self is the most important structure in the psychological field, and it is likely, under normal conditions, to be one of the strongest structures." It is held that our basic purpose for communication is to affect others, which in turn has the purpose of gratifying self.² This would include the maintenance of self-esteem. Krech and Crutchfield³ also see this important need for self-esteem. They say that "some of the most potent of all needs and the most effective of all goals have to do with the defense of the self, i.e. with the adjustment of the field in such a way as to enhance feelings of self-esteem and self-regard." It is impossible to discuss the subject of the self-concept without thinking about its'

¹David Krech and Richard S. Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Co., Inc., 1948), p. 69.

²David Berlo, The Process of Communication (New York: Holt, Rinehart, and Winston, Inc., 1960), p. 11.

³Krech and Crutchfield, loc. cit.

relationship to other people, groups, and society in general.

There must be contact with other people before one can evaluate and compare himself with others to form his own self-concept. In fact, people are constantly influencing the self-concepts of others. When we talk with children and tell them that they are smart, naughty, or silly, we make our impression upon their self-concepts.¹ If they are told these things enough times, they will adapt them to their concept of self. We do, however, help to make our self-concepts ourselves. We judge our own accomplishments and compare them with those of others. The result of such a comparison is very instrumental in forming self-concepts.² Over the years our self-concepts also become influential in guiding our behavior. People often live up to their concepts of self.³

Many authorities on stuttering also seem to believe that self-concepts guide behavior, as evidenced by their theories, although not all of them put it in such definite terms. Johnson,⁴ in his introduction to Eisenson's book

¹Robert W. White, The Abnormal Personality (New York: Ronald Press Co., 1956), p. 158

²Ibid., p. 159.

³G. Murphy, Personality: A Biosocial Approach to Origins and Structure (New York: Harper & Bros., 1947), pp. 505-6.

⁴Wendell Johnson, Stuttering: A Symposium, editor Jon Eisenson (New York: Harper & Bros., 1958), pp. xv, xvi.

dwells at some length on the importance of referring to stuttering as something a person is doing and not as something a person is or has. Bloodstein¹ in the same book builds upon Johnson's belief and discusses the Diagnosogenic theory of stuttering. He quotes Johnson as saying "that stuttering as a disorder develops not before the diagnosis (that one is a stutterer) but after it and is caused to a large extent by the diagnosis and the attitudes and reactions with which it tends to be associated." Van Riper² believes that adults should react unemotionally to the child's stuttering blocks, because such reactions to abnormalities will help to determine the stutterer's own reactions.

The research devoted to the area of stutterers and their self-concepts has been very meager in proportion to the importance of the subject. The limited amount of research which has been completed is somewhat contradictory in its findings. It is hoped that this study will shed further light on this important subject of stutterers and their self-concepts.

¹Oliver Bloodstein, Stuttering: A Symposium, editor Jon Eisenson (New York: Harper & Bros., 1958), p. 8.

²Charles Van Riper, Speech Correction: Principles and Methods (3d ed.: Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958), p. 355.

Statement of Problem and Purpose of Study

The problem with which this study is concerned is that of determining if there is a difference in the self-concepts of stutterers when compared with normal speaking individuals. Also, it is concerned with determining if a prediction of one's self-concept can be made by one's concept of his friends. The purpose of this study is to determine if there are any differences between stutterers and normal speakers on predetermined concepts of self and related concepts. It is also the purpose of this study to determine if a similar concept of one's self and his friends exists.

Questions Posed

Questions posed at the outset of this study were:

1. Will stutterers' and normal speakers' scores for the concept "Myself" vary significantly?
2. Will stutterers' and normal speakers' scores for the concept "Friends" vary significantly?
3. Will stutterers' and normal speakers' scores for the concept "My Happiest Self" vary significantly?
4. Will stutterers' and normal speakers' scores for the concept "Myself with a Speech Problem" vary significantly?
5. Will stutterers' and normal speakers' scores for the concept "Strangers" vary significantly?

6. Will stutterers' and normal speakers' scores for the concept "Myself in the Future" vary significantly?

7. Will stutterers' and normal speakers' scores for the concept "Myself and Failure" vary significantly?

8. Will stutterers' and normal speakers' scores for the concept "People of Authority" vary significantly?

9. Will all speakers, stutterers and normal speakers, score themselves on Concept I, Myself and their friends on Concept II similarly to allow a prediction stating that people think of themselves in much the same way as they think of their friends?

Importance of Study

It is believed by some who come in contact therapeutically with stutterers that the self-concepts of these people are low. This study will attempt to shed more light on this subject. It is hoped that this study can aid in drawing more definite conclusions about stutterers' personalities and help toward a better understanding of the problem. The findings of this study should be of importance to speech therapists by providing helpful information to be used in structuring a therapy program.

Definition of Terms

Terms employed frequently in this study are defined as follows:

Self-Concept.--The self-concept shall be defined synonymously with Murphy and Fitzsimons'¹ definition of the self-process: "The self-process consists of consciously or unconsciously experienced feelings, thoughts, evaluations, and wishes which relate to the individual's present, past, or future concept of me or mine."

Stuttering.--Repetitions, hesitations, or prolongations in speech which call attention to themselves because of their frequency or severity.

Semantic Differential Test.--A measuring device of people's concepts which requires the subject to rate a given concept on a series of rating scales with words of opposite connotation, representing the extreme ends of the scales.

Normal Speaking Subjects.--Speakers who speak under normal conditions, without attention being drawn to their articulation patterns, voice patterns, or fluency of speech.

Factors and Dimensions.--Used interchangeably as referring to those arbitrarily labeled personality characteristics, composed of several scales, which have been proven through factor analysis to be independent in measuring the personality characteristic for a given concept.

¹Albert T. Murphy and Ruth M. Fitzsimons, Stuttering and Personality Dynamics (New York: Ronald Press Co., 1960), p. 115.

Scale.--Two bipolar adjectives with a seven point continuum between the adjectives for the purpose of rating a given concept.

Organization of the Thesis

Chapter I contains the statement of the problem which has led to this study, and the purpose of the study. It also includes an introduction, the questions being investigated, the importance of the study and definitions of the terms used.

Chapter II contains a review of the research and philosophies of others on the self-concepts of stutterers as reported in the literature.

Chapter III includes a discussion of the subjects, the test, and the testing procedures employed in this study.

Chapter IV consists of a discussion of the results of the test.

Chapter V contains a summary of the study, the conclusions which can be made from this study, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Research on Stutterers: Concept of Self

There has not been a great deal of research reported on the self-concepts of stutterers, but the research reported suggests the use of a wide assortment of techniques. Zelen, Sheehan, and Bugental¹ studied the scores of thirty stutterers compared to normal speakers on the W-A-Y (Who Are You) Technique. This technique requires the subject to write three answers to the question: Who are you? Five different dimensions were found: age, positive affect, sex, unit and group membership. The stutterers were found to describe themselves with significantly more positive feelings than did the normal speakers. The authors, however, felt that the stutterers tended "to over-compensate for their feelings of inferiority and so protect themselves with a halo of positive feelings." When stutterers for whom treatment was successful were compared with stutterers for whom treatment was not

¹Seymour L. Zelen, Joseph G. Sheehan, and James F. T. Bugental, "Self Perceptions in Stuttering," Journal of Clinical Psychology, X (1954) p. 71.

successful, it was found that the first group made fewer negative statements about themselves and mentioned incidents of social status more frequently than did the group for whom treatment had not been successful.

Wepman and Fiedler¹ investigated the self-concepts of ten stutterers by using the Q-Sort Technique. Seventy-six descriptive personality traits were written on individual cards. Each subject was then asked to sort the cards into eight piles so that there were piles of 1, 5, 12, 20, 20, 12, 5, and 1, with the first pile containing the best descriptive self-statement and the last pile the least descriptive. Thus, a forced normal distribution was made. When compared with six matched controls, there was no difference found between self-concepts of the two groups. The stutterers were also compared with a group of clinical psychologists and a group of mental hygiene clinic patients. It was found that the stutterers tended to rate themselves more like the psychologists than the patients. The authors offer two possible reasons for the lack of difference in self-concept: (1) The self-concept is formed before the onset of stuttering, or (2) that stuttering has less disruptive effects on personality than previously thought.

¹F. E. Fiedler, and J. M. Wepman, "An Explanatory Investigation of the Self-Concept of Stutterers," Journal of Speech and Hearing Disorders, XVI (1951), pp. 110-114.

Wallen¹ also used the Q-Sort Technique to investigate stutterers' self-concepts. He had thirty adolescent male stutterers sort 100 statements which belonged to one of six categories: self-acceptance, independence, self-rejection, dependence, lack of emotional control, and withdrawal. Each subject was asked to make three sorts. One sort for the actual self-concept, one for the ideal self-concept and one for the concept of "How I think others see me." It was found that adolescent male stutterers show significantly lower actual self-concepts and ideal self-concepts when compared to adolescent male non-stutterers.

Bender² has also shown considerable interest in stutterers self-concepts. He discusses the results of a test utilizing the Bernreuter Personality Inventory with 249 college male stutterers. One personality characteristic which he found was that stutterers are less confident in themselves than their controls, made up of 303 non-stuttering male college students. Elsewhere in the same book he discusses a survey study which includes the replies from 48 leading college speech clinicians about personality characteristics of stutterers.³ Of the 48

¹Vincent Wallen, "A Q-Technique Study of the Self-Concept of Adolescent Stutterers and Non-Stutterers" (unpublished Ph.D. dissertation, School of Education, Boston University, 1959), Dissertation Abstracts, XX p. 3392.

²James Bender, The Personality Structure of Stutterers (New York: Pitman Publishing Corp., 1939). p. 105.

³Ibid., p. 132.

leading college speech clinicians about personality characteristics of stutterers. Of the 48 replies, 36 "agreed to a greater or lesser degree that characteristic traits may be linked with stuttering in a causal, resultant or concomitant way." The largest single personality characteristic described by the clinicians was inferiority feelings which was reported by 13 individuals. The next largest trait was self-consciousness which has described 12 times. Next were neuroticisms with 9 and shyness and introversion both being described 8 times. It follows from this study that although the clinicians did not have a large area of common agreement, the area in which they did agree most can be described as related to the stutterer and his relationship to self.

Walnut¹ has studied 38 junior and senior high school stutterers and compared them with normal speakers with no handicaps and to normal speakers with cleft palates or with a crippling condition. The Minnesota Multiphasic Personality Inventory was used in the study. It was found that the stuterers, the crippled and the cleft palate individuals were within the normal range for test norms. It was found, however, that stutterers gave slight signs of paranoiac and depressive tendencies and that they gave

¹Frances Walnut, "A Personality Inventory Item Analysis of Individuals who Stutter and Individuals who have Other Handicaps," Journal of Speech and Hearing Disorders, XIX (1954), pp. 220-227.

indications of reacting abnormally to speech and speaking situations.

Finally, Johnson¹ used the Woodworth-House Mental Hygiene Inventory to investigate the personalities of 80 stutterers. In this test 100 statements of personality problems were given. The subjects were to respond by labeling each statement as being an extreme problem, a moderate problem or the problem does not exist. He found that stutterers are essentially normal psychologically. The problems of stutterers, however, did increase with age. Also, 10 of the 80 stutterers reported feelings of inferiority. It was felt that these feelings were the result and not the cause of the stuttering.

It can be seen from the foregoing research that no universal conclusions on stutterers and their self-concept can be made. Following is recorded the opinions of several men who have expressed their philosophy about stutterers' self-concepts, but these expressions were not backed by their originators with research.

Opinions on Stutterers' Concept of Self

Many writers have expressed in some way a belief that self-concepts are a problem to the stutterer. Some of the

¹Wendell Johnson, "Influence of Stuttering on Attitude and Adaptations," Journal of Social Psychology, V (1934), pp. 415-420.

authors do not expressly use the words self-concept, but they are unmistakably referring to the self-concept.

Several people have observed feelings of inferiority among stutterers. Fletcher¹ views stuttering as a morbid social response which includes fear, anxiety, and feelings of inferiority as elements. He suggests that all stutterers probably suffer from an inferiority complex and that if there is an actual inferiority, there is an increased liability to stutter.² It was further suggested that authority figures are very instrumental in triggering inferiority and its response, stuttering.³ This can be evidenced somewhat by the fact that it is easier for stutterers to introduce themselves to someone they perceive to be inferior to them, or to someone for whom they wish to do a favor, or over whom they have some control.⁴ Barbara⁵ also describes the same relationship

¹John M. Fletcher, The Problem of Stuttering (New York: Longmans, Green, 1938), p. 226.

²Ibid., p. 236.

³Ibid., p. 242.

⁴Ibid., p. 245.

⁵Dominick Barbara, "Communication in Stuttering," Diseases of the Nervous System, XIX (1958) p. 178-181.

between the stutterers' fluency or lack of fluency when speaking to others of superior or inferior social status. Adler¹ also sees stuttering in much the same way. He holds that stuttering bases its existence on an intensified feeling of inferiority. It is "an attempt to withdraw by means of passive resistance from the superiority of other."

Another writer² also sees stuttering as being caused by self-conceptual problems. He lists four causes which he feels are inclusive of almost all reasons for stuttering. Three of these reasons can be summed up as feelings of inadequacy in speaking, and a fourth as problems of adequacy feelings in social situations. Fletcher³ also places a lot of emphasis on feelings of inferiority as a cause in triggering stuttering and claims that

The social relations of inferiority, of subjection to authority, of scrutiny, and criticisms are precisely the ones which have been found to be the most potent excitants of the emotional and motor reactions of stuttering.

The foregoing men have expressed their views about inferiority as being typical self-feelings of stutterers.

¹Alfred Adler, The Practice and Theory of Individual Psychology (New York: Harcourt, Brace and Co., 1929), p. 139

²H. Heltman, "Psycho-Social Phenomena of Stuttering and Their Etiological and Therapeutic Implications," Journal of Social Psychology, IX (1938) p. 90.

³Fletcher, loc. cit., p. 241.

Some of these men have pointed out that these feelings tend to trigger the reaction of stuttering. Bryngleson, and Murphy and Fitzsimons also see unhealthy self-concepts among stutterers, but in their descriptions of such, they see an injured concept following the stuttering. Bryngleson¹ points out that the asocial and maladaptive behavior of stutterers "is sponsored by the stutterer's own concept of self as a stutterer, as a human being different from other individuals because he stutters." Murphy and Fitzsimons² say much the same thing, but in different words. They hold that a person's stuttering fosters painful reactions from the stutterers' environment, thus strengthening self-underestimation. They go on to explain further this feeling that "in one way, a stuttering person's self-concept may be thought of as his expectancy of what may happen to him in various situations." Murphy and Fitzsimons seem to be hinting here that although self-concepts are injured by stuttering, there appears to be to some degree an inter-relationship or cycle involving both stuttering and self-concept.

Several more authorities have discussed stutterers' concepts of themselves, although these are not directly

¹Eryng Bryngleson, "Psychological Problems in Stuttering," Mental Hygiene, XXI (1937), p. 643.

²Murphy and Fitzsimons, op. cit., p. 118.

related to feelings of inferiority. Barbara and Kinstler both describe stutterers as having feelings of being picked on and rejected. Barbara¹ feels that stutterers tend to impose restrictions on themselves by feeling abused, hurt, that others are not interested in them, and that they have been robbed of happiness. These self-imposed restrictions cause them to withdraw more and more, causing even more feelings of unhappiness. These feelings then aggravate the stuttering even more. Van Riper² claims that one of the fears of stuttering is developed by being rejected by associates and receiving social penalties. Kinstler³ has also described such feelings of rejection and also offers a possible cause for consideration. In a study of maternal feelings toward young male stutterers, he found that the mothers rejected their sons in covert ways more than overt ways. This he believes may explain why many stutterers feel rejection, although not being able to point the source of such feelings. One authority⁴ sees these needs for personal recognition, self-expression and regard as an individual of worth, as needs with the same

¹Dominick Barbara, Stuttering: Psycho-Dynamic Approach (New York: Julian Press, 1954), p. 222.

²Van Riper, op. cit., p. 374.

³Donald Butler Kinstler, "Covert and Overt Maternal Rejection in Stuttering," Journal of Speech and Hearing Disorders, XXVL (1961) p. 152.

⁴Louis P. Thorpe, "Psychological Mechanisms of Stuttering," Journal of General Psychology, XIX (1938) p. 98.

import as needs of thirst and hunger. Barbara¹ makes an about fact from some of the others at this point. He feels that a stutterer's speech can often lose communication as its main purpose and be used as a means of social combat and achieving personal superiority. These reasons are believed to be only superficial, however, and are used as a defense against facing the problem positively. It is indicated that the stutterer is not aware of this defense, although it is possible, if he seeks insight.

Some writings have also been found which deal with therapy and the stutterer's self-concept. Again we find that there is no agreement between authorities. Most of the writers feel that an important goal in therapy is to strengthen the stutterer's self-concept. Murphy and Fitzsimons² state that the major goal is to help the person to strengthen his self-process, to regard himself as a person of worth and abilities, to accept his limitations, but be aware of his capabilities. Self process is used here precisely as defined in Chapter I. Another source³ puts it this way: "A fundamental goal in the treatment of stuttering

¹Dominick A. Barbara, "Some Aspects of Stuttering in the Light of Adlerian Psychology," Journal of Individual Psychology, XIII (1957) p. 193.

²Murphy and Fitzsimons, op. cit., p. 126.

³Zelen, Sheehan, and Bugental, op. cit., p. 70.

is the alteration of the stutterer's attitudes and perceptions of himself." Heltman¹ lists four devices which he claims include all successful treatments of stuttering. Two of these four devices include increasing self-confidence in speaking situations and progressive awareness of social adequacy. Van Riper² does not agree with the authorities just quoted when treating secondary stutterers. He claims that we should avoid decreasing stuttering by influencing or suggesting attitudes of self-confidence. He explains that these factors are ". . . too unstable to be relied upon for permanent relief." His approach for treating primary stuttering seems to be that of preventing feelings of inadequacy and not that of increasing feelings of adequacy.³ Buchholz⁴ believes that all stutterers lack confidence in speech to some degree, but he also believes that all stutterers possess confidence in speech to some degree. He suggests⁵ that it is necessary to tap this natural confidence in speech to get underneath the feeling of inadequacy itself and entirely eliminate it. Another

¹Heltman, op. cit., p. 93.

²Van Riper, op. cit., p. 415.

³Ibid., pp. 135-139.

⁴Clarence A. Buchholz, "Indigenous Confidence for Stutterers," Quarterly Journal of Speech, XIX (1933) p. 60.

⁵Ibid., p. 62.

approach to building self-confidence indirectly is advocated by Sander.¹ He states that everything possible should be done to help the stuttering child experience emotionally satisfying accomplishments, for this breeds self-confidence.

¹Erick K. Sander, "Counseling Parents of Stuttering Children," Journal of Speech and Hearing Disorders, XXIV (1959) p. 269.

CHAPTER III

SUBJECTS, TEST AND PROCEDURE

Subjects

There were 100 subjects (50 control and 50 experimental) used in this study. Each of the experimental subjects was matched with a control subject according to age, sex, educational achievement, and race. None of the subjects possessed any physical abnormalities which were of concern to them. The subjects ranged in age from 17-29 years with a mean of 19.9 years and a median age of 20 years. There were 43 males and 7 females included in each group. It was required that all subjects to be at least high school graduates. It was believed that this standard would help eliminate the variable of the vocabulary in the test. The lowest level of educational achievement was high school graduate and the highest was college graduate. The mean level of education completed was the freshman year of college. There were no subjects possessing graduate degrees. All subjects were from the whiteskinned Caucasian race, commonly, found in the United States. Minority groups may possess concepts which could be altered by prejudice and discrimination of majority groups. These

concepts could falsely appear to be the results of a stuttering problem. In an effort to eliminate such a variable, only the Caucasian race was used. For similar reasons, no persons with physical disabilities or abnormalities were included in this study. Thus, personality peculiarities resulting from a physical deviation could not falsely represent any personality deviation resulting from stuttering.

Test

The measuring instrument employed in this study was a semantic differential test utilizing a seven point scale. A total of eight concepts were investigated: Myself, Friends, My Happiest Self, Myself with a Speech Problem, Strangers, Myself in the Future, Myself and Failure, and People of Authority. The same test items¹ were used in another study which was investigating the self-concepts of hard of hearing individuals. In that study the concept Myself with a Hearing Loss was used. The scales and factors from this concept were used, but the title Myself with a Speech Problem was substituted in place of the original title. This concept then should be considered with some reservations since the test was initially

¹E. J. Hardick, "Self-Concept of Hard-of-Hearing Adults as Measured by Semantic Differential Technique" (unpublished Ph.D. Thesis, Michigan State University, 1964)

constructed and all factors statistically based upon the concept of Myself with a Hearing Loss. It was believed, however, that with this reservation in mind, it would be interesting to view the test results of the revised title in this study.

The first two pages of the test were devoted to instructions for the test. The first page also included the control information for the experiment. The instructions and test may be found in the appendix.

Each concept contained six dimensions or factors. Three of these were universally used throughout the test. That is, each of these three dimensions were investigated in each of the eight concepts. These three factors were labeled capability, genuineness, and toughness. Each of the eight concepts also contained three more dimensions which were found to be categories highly significant in evaluating the particular concept. Each of the six dimensions investigated for each concept was composed of three scales. These scales were statistically selected through factor analysis as being significant in describing the dimension in which it was included.

Procedure

All directions necessary for taking the test were included in the first two pages of the test booklet. However, if the testee had questions about the test, his

questions were answered. The test was given both individually and in groups whenever the opportunity allowed. When group testing was done special instructions were given for the subjects not to look at their neighbors test. The first page of the booklet contained the information used for matching the control group with the experimental group. The second page contained the necessary information for filling in the scales included in the test. The directions for taking the test and filling in the scales may be found in the appendix. No time limit was set for taking the test, but the subjects were not allowed to go back and review previous test items already completed.

CHAPTER IV

RESULTS AND DISCUSSION

Results

The subject's scores for each scale were determined and recorded. The extreme end of the scale with the polar adjective having the positive connotation received a rating of one, and as progression was made to the other end of the scale, the scores went progressively higher until a rating of 7 was reached which indicated the extreme negative end of the scale where the adjective with the negative connotation was located. Next, the median of the three scales for each of the six dimensions for each concept was determined. Osgood,¹ the originator of the semantic differential technique recommends the median as the measure of central tendency when dealing with semantic data. The median, therefore was used for this study. The median scores assigned to each of the dimensions for both the control and experimental groups were compared and the differences (d's) found. A sign of + or - was affixed to the differences, depending upon which

¹Charles E. Osgood, George J. Suci and Percy H. Tannenbaum, The Measurement of Meaning (Urbana: University of Illinois Press, 1957), p. 87.

group scored closest on the scale to the positive polar adjective. If a normal speaking subject's score was closer to one, than the stutterer's score, the sign affixed to the difference score was positive (+). If the stutterer's score was closer to one than the control's, the sign affixed to the difference score was negative (-). In the process of statistical analysis, these signs have reversed their connotations, so that on tables one and two, the + sign favors the stutterers and the - sign favors the normal speakers.

Next the d scores were ranked, without respect to their signs, according to size. Then the ranks were assigned the same sign as the d it represented. The smaller of the sums of the like signed ranks were then found to determine T. N was then found representing the total number of d's having a sign. In cases where the compared medians of the control and experimental subjects were the same, a zero was assigned as the d and was dropped from further use in the test.¹ With the above information gathered, it was then possible to use the Wilcoxon Matched-Pairs Signed-Ranks Test to determine the z's for each dimension.

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw Hill Book Co., 1956), p. 81.

$$T = \frac{N(N + 1)}{4}$$

$$Z = \frac{\sqrt{\frac{N(N + 1)(2N + 1)}{24}}}{\quad}$$

Probability values (p) were determined, utilizing a two-tailed test since no predictions of the direction of the test were made before hand. The p's for the dimensions which are unique to the individual concepts are found in Table 1. These dimensions were found in the construction of the test to be important in evaluating responses to their respective concept irrespective of all other concepts. The p's for the dimensions which were universally used on all concepts are found in Table 2. These dimensions were found in the construction of the test to be important dimensions in evaluating all of the concepts found in the test.

It was decided before the analysis of the tests that significance would be at the .05 level. The foregoing procedures were required to determine the differences, if any, between stutterers and normal speakers when rating themselves on each of the eight concepts. The results can be found in Tables 1 and 2 and will be discussed later in this chapter.

The second part of the analysis was involved in determining if people think of themselves in much the same

Table 1.--Probability Values from the Wilcoxon Matched-Pairs Signed-Ranks Test, When Stutterers and Normal Speakers are Compared on the Independent Dimensions Which are Unique for Each Concept.

Concept	Dimension	-Signs Favor Normal Speakers	Associated Probability
I MYSELF	Popularity	-	.50
	Anxiety-Tension	-	*.04
	Severity	+	.60
II FRIENDS	Sociability	-	*.03
	Capability	-	.44
	Orientation	-	.22
III MY HAPPIEST SELF	Intelligence	+	.84
	Popularity	-	.18
	Excitability	-	*.02
IV MYSELF WITH A SPEECH PROBLEM	Capability	-	.80
	Genuineness	+	.88
	Toughness	-	.72
V STRANGERS	Alertness	+	.68
	Abnormality	-	.74
	Capability	+	.12
VI MYSELF IN THE FUTURE	Gravity	-	.34
	Comfortableness	+	.86
	Optimism	+	.98
VII MYSELF AND FAILURE	Assurance	-	.26
	Genuineness	+	.22
	Severity	-	.96
VIII PEOPLE OF AUTHORITY	Genuineness	+	.92
	Comfortableness	+	.86
	Severity	+	.82

*Scores at the .05 level of significance or better.

Table 2.--Probability Values From the Wilcoxon Matched-Pairs Signed-Ranks Test When Stutterers and Normal Speakers were Compared on the Three Universal Dimensions.

Concept Number	Concept Title	Capability	Genuineness	Toughness
I	MYSELF	-.34	+.52	-.70
II	FRIENDS	+.78	+.58	-.58
III	MY HAPPIEST SELF	-.88	-.50	-.20
IV	MYSELF WITH A SPEECH PROBLEM	-.60	+.50	+.72
V	STRANGERS	+.16	+.08	+.10
VI	MYSELF IN THE FUTURE	+.72	+.78	-.08
VII	MYSELF AND FAILURE	+.44	-.76	-.82
VIII	PEOPLE OR AUTHORITY	-.74	+.48	-.98
+ sign favors stutterers				

Table 3.--Probability Values from the Wilcoxon Matched-Pairs Signed-Ranks Test, When All Subject's Own Scores on the Three Universal Dimensions were Compared for the Concepts Myself and Friends.

Dimension	Scales Composing Dimension	-Signs Favor The Concept Friends	Associated Probability
CAPABILITY	Useful-Useless Success-Failure Valuable-Worthless	+	.61
GENUINENESS	True-False Moral-Immoral Sincere-Artificial	-	.06
TOUGHNESS	Tender-Tough Easy-Hard Lenient-Severe	+	.004

way as they think of their friends. For this part of the study the three universal dimensions were viewed in comparing the two concepts Myself and Friends. Table 3 shows the results which will also be discussed later in this chapter. In the analysis of test data it was found that stutterers and normal speakers were not significantly different from each other on the three universal dimensions. Both groups were then able to be included together in this analysis as one group irrespective of speech behavior. The same procedures described for the first analysis as one group irrespective of speech behavior. The same procedures described for the first analysis were followed, but here, the subjects' own scores for Myself and Friends were compared against each other. Thus each subject became his own control. The Wilcoxon Matched-Pairs Signed-Ranks Test was again used. In determining d's, the concept Myself received the + sign if it was closer to the positive end of the scale than the concept Friends. If the d's showed the concept Friends to be closest to one, the sign attached to the d's were -. The d's for the two concepts may be viewed for the three dimensions in Graphs 1, 2, and 3. Again the signs have been reversed in the statistical process, so that in Table 3 + favors Friends and - favors Myself.

It is strongly suggested that the reader study the scales which represent the various dimensions of the

concepts investigated in this study during the discussion which follows. These scales may be found in the appendix.

Discussion

Of the 48 dimensions tested for the comparisons between the normal speakers and stutterers, three were found to be different at the .05 level of significance. All three of these factors favored the normal speakers. That is, the normal speakers tended to rate themselves closer to the positive end of the scales, and were significantly different from stutterers on the three factors.

When Concept One, Myself, is considered, it is found that stutterers are more anxious and tense than normal speakers at the .04 level. The reasons for this anxiety, however, do not appear as a result of concern over popularity or capableness. Neither does this anxiety seem to be caused by a concern over displaying a personality that is false or not a genuine picture of themselves. All of these considerations compare favorably with the normal speakers on the test. The cause of this expressed anxiety is not suggested by any findings in this study.

The next concept under consideration, Friends, indicates from the findings that stutterers think of their friends as being less social than normal speakers consider their friends. This was found at the .03 level. Again

no hint is given as to why the stutterers think their friends are less sociable. There is no indication that the reason is because of the friends being less capable, less genuine, or less orientated than the normal speaker's friends. Neither is it because their friends are more tough or hard, because none of these have any comparable difference with how the normal speakers view their friends. It will be found later in this discussion that people have a tendency, at least for the universal dimensions studied in this study, to view themselves and their friends similarly. In the light of this finding, it would be interesting to note if stutterers would consider themselves to be less sociable than normal speakers and their friends more anxious and tense than normal speakers. This would result, of course, in reversing the two significantly different dimensions found in the first two concepts.

The third concept, My Happiest Self, is found to be somewhat complimentary to the findings in concept one, if it can be assumed that excitability and anxiety-tension are somewhat related. It would be dangerous to say, however, that there is a positive relationship. In concept III stutterers rate themselves to be significantly more "excitable," at the .02 level, than do normal speakers. This concept is very revealing of the stutterer's social and mental ability concepts of themselves. They think of themselves as being equally as intelligent and capabl

and also as being as popular, genuine, and tender as the normal speakers.

Concept IV does not compliment the theory that stutterers have unhealthy feelings about their speech. It is interesting to find that stutterers did not think of their speech problem as interfering with their "capableness." Nor did they think of themselves as being any more "artificial" than the normal speakers. Likewise, they neither thought of themselves as being "hard" or "tough." These and the preceding findings seem to indicate that the stutterers speech problem is not closely related, if at all, to a personality problem. One thing more must be considered here, however. We do not know how the normal speakers conceived of themselves. This concept is somewhat abstract to the normal speaker and he may have conceived of himself with deep concern and morbidity or with little concern. The only thing we know from this test is that the normal speakers and stutterers rated this concept about the same. This fact together with the reservation which must be made by changing the title from Myself with a Hearing Loss makes the rating of this concept difficult to interpret.

More surprising results are found under concept V, Strangers. Again the findings are against a common stereotype of stutterers. Stutterers are not found to possess feelings of fear and distrust toward strangers. The compared

scores here are not significantly different between the normal speakers and stutterers, but there is a tendency for the stutterers to rate strangers more favorable than the control group. The tendency was for the stutterers to rate strangers as being more capable, more genuine, more tender and lenient. This is hard to explain in light of many authorities observation that stutterers have a harder time speaking to strangers than with those with whom they are familiar.

Myself in the Future, Concept VI, at first glance again portrays the stutterers as being no different from the normal speakers. There is no differences in usefulness, fairness, or humorousness, or differences in comfortableness or amount of optimism. Neither is there differences in capability or genuineness concepts about the future. There is a tendency at the .08 level, although not meeting the significancy requirements for this study to think of themselves as being more tough, hard and severe in the future. This was not indicated on Concept I, however. This does not say much for the optimism of the stutterers for the future, which was just reported as being no different than the optimism of the normal speakers. There is the possibility that for this concept the subjects evaluated their future and not themselves in the future. It might be possible therefore that the tendency was for

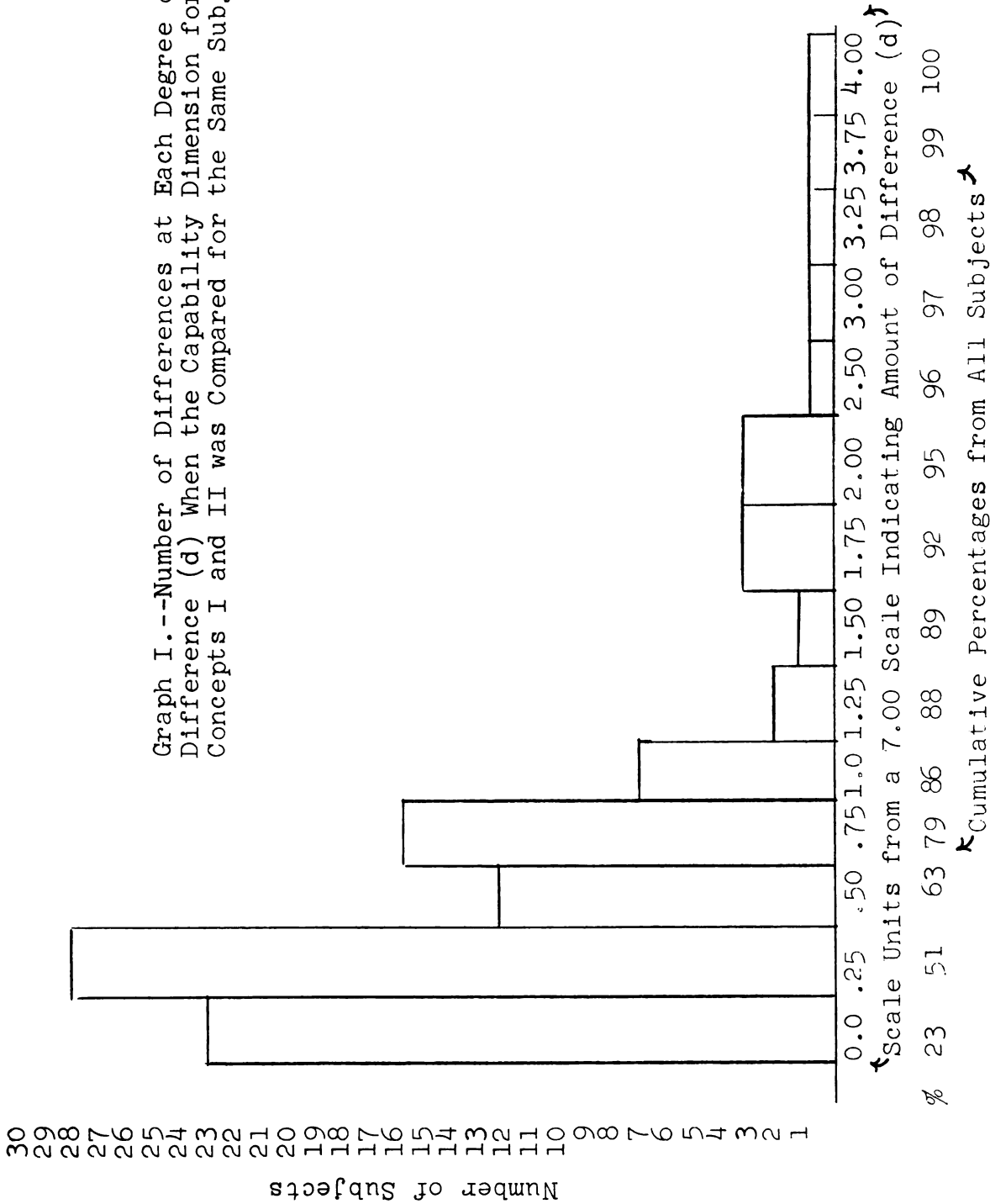
the stutterers to view their future as "tough" and not themselves as "tough" in the future.

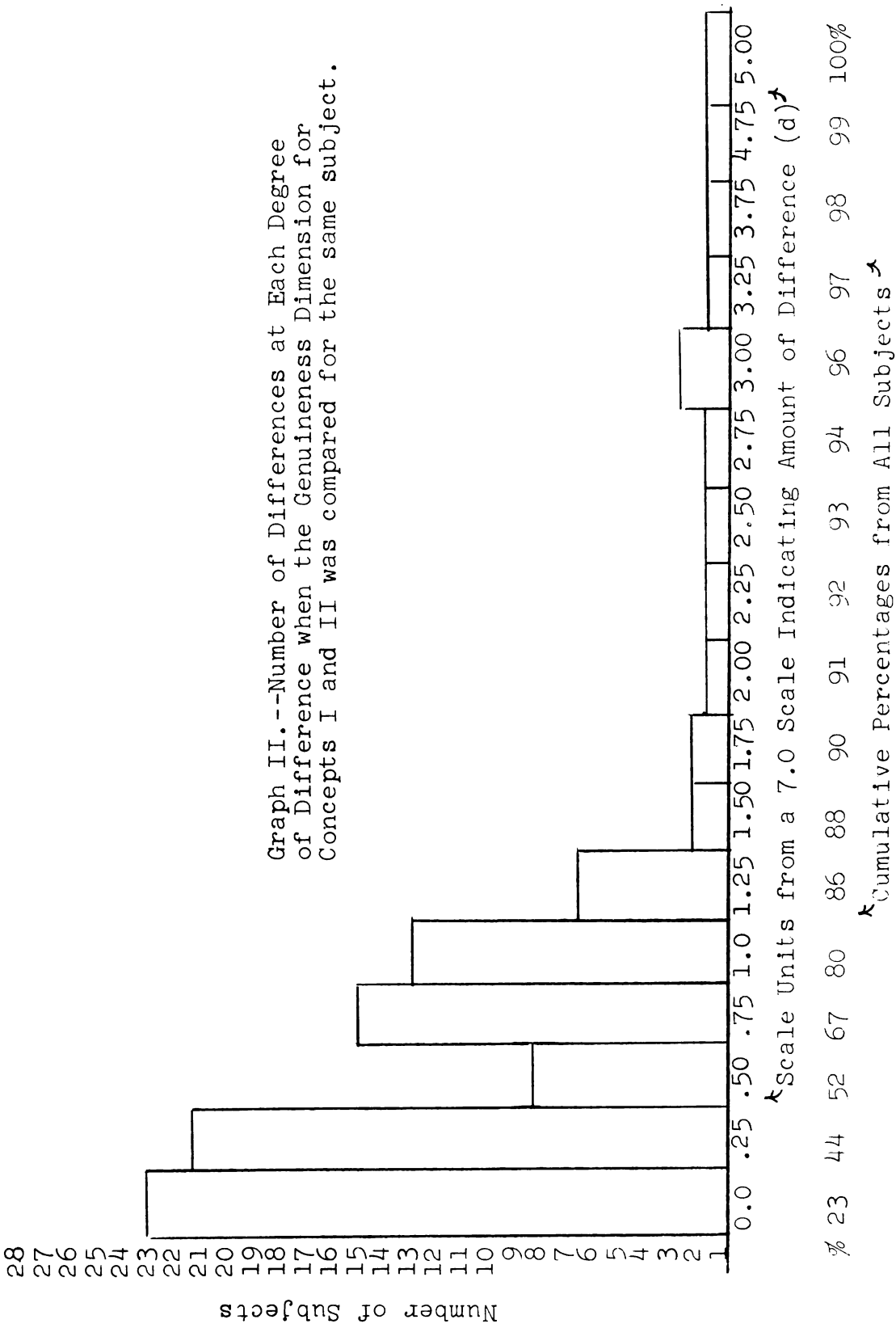
Both the experimental and control groups rated themselves similarly on Concept VII, Myself and Failure. They seemed to share similar amounts of assurance and optimism about themselves consistently throughout the concept.

Concept VIII, People of Authority, also pictures the two groups as having no differences. This is in disagreement with the thinking of many who see the stutterer's stuttering more severe when talking to authority figures. In Concept VIII, however, the stutterers have recorded themselves as conceiving people of authority as being equally as genuine, comfortable, lenient, capable, genuine and tender as do normal speakers.

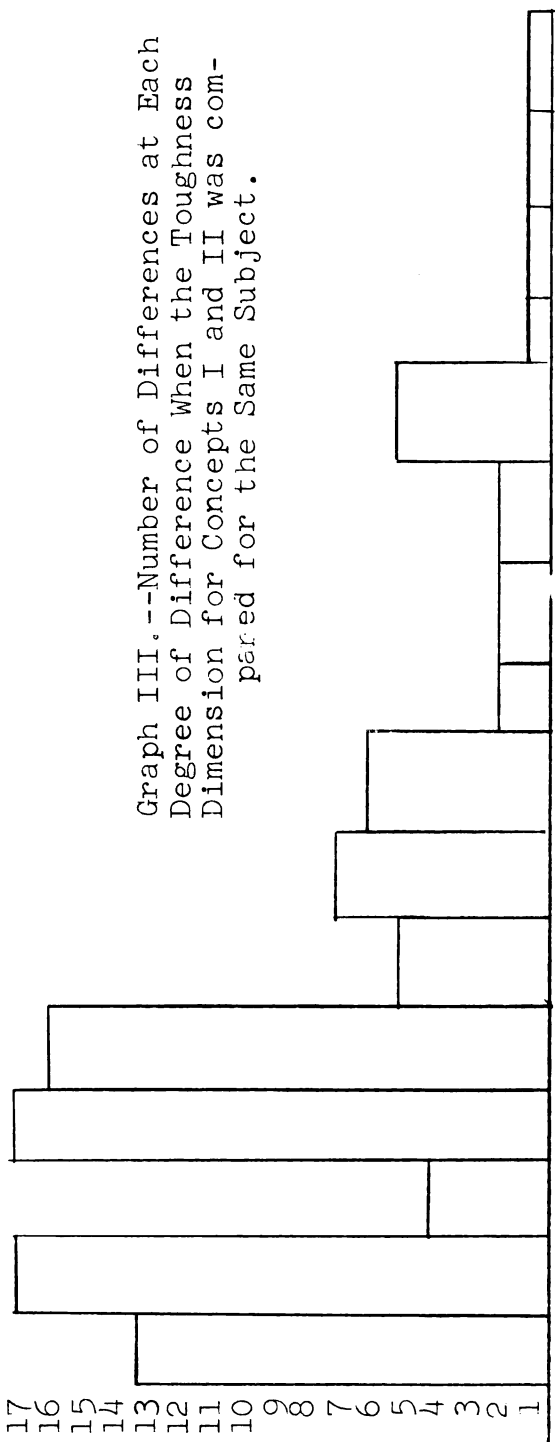
For the second part of the experiment which asked if people would rate Concept I, Myself, and Concept II, Friends, differently or the same some interesting results were found. Table 3 and Graphs 1, 2, and 3 show the results of the findings. Graphs 1, 2, and 3 are especially interesting because they show information which does not appear in Table 3, the findings of the statistical analysis. The graphs include all subjects where the results of the Wilcoxon Test in Table 3 does not. The graphs also show the distribution of differences along the seven point scale

Graph I.--Number of Differences at Each Degree of Difference (d) When the Capability Dimension for Concepts I and II was Compared for the Same Subject.





Number of Subjects



Graph III.--Number of Differences at Each Degree of Difference When the Toughness Dimension for Concepts I and II was compared for the Same Subject.

Scale Units From a 7.00 Scale Indicating Amount of Difference (d)

% 13 30 34 51 67 72 79 85 87 89 91 96 97 98 99 100

Cumulative Percentages From All Subjects

where the tables indicate only if there is a difference or not between the subjects' ratings of the two concepts.

Inspection of Table 3 would indicate that there is no difference between the way the subjects rated themselves and their friends in relation to capableness. In other words, the subjects see themselves and their friends as being about the same for this dimension. Inspection of Graph I sheds even more light on this finding. It shows that 23% of the subjects rated themselves and friends exactly the same, and that 86% rated themselves and friends exactly the same, or within only a difference of one scale point on the seven point scale.

Graph I is interesting because the 23 subjects with equal ratings for themselves and friends were not included in the Wilcoxon Test, because the test does not utilize equal rankings in its analysis. Table 3 also records the dimension Genuineness as not showing a significant difference between the two concepts. However, it is only .01 away from significance. But, when Graph 2 is observed, it can be noticed that again 23% of the subjects rated themselves and their friends exactly the same. If the fact that these 23 persons were not utilized in the analysis is considered, more weight is added to the indication that there is no difference between the way the subjects rated Concepts I and II for the dimension Genuineness.

When the third dimension, Toughness is observed, it can be noticed that there is a very distinct difference at the .004 level between how the subjects rated themselves and their friends. It shows that the subjects rated their friends as more "tender" than themselves. When Graph 3 is viewed and the 13 equally matched scores are considered, this difference does not seem so great. It can be seen that 67% of the subjects rated themselves and friends either exactly the same or within only one scale point of difference on the seven point scale. Eighty-seven per cent of the subjects rated themselves and friends within two scale points of being the same. These findings then indicate that for the items included in this study, subjects for the most part conceive no distinct differences between themselves and their friends. When differences are indicated, however, the subjects tended to think of their friends more positively than they did themselves.

It must be remembered that most of the stutterers in this test were college students. Thus, if a more typical sampling of the general population were made, different findings might be witnessed. It is suspected that if a difference were observed, it would prove more difference between the two groups. Also, the largest majority of the stutterers had received therapy or were receiving therapy at the time they took the test. This might also have some effect on the scores.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The self-concept has been described as an important element in understanding human behavior. The formation of one's self-concept can be influenced by society or by the individual himself. It is possible for a person's behavior to be altered by an alteration of his self-concept. Likewise, it is possible for the behavior of a person to alter his concept of self. Many people have been interested in how stuttering affects the self-concept and also in how self-concepts affect stuttering.

The purpose of this study has been to shed more light upon the disagreement men have about the relationship between self-concepts and stuttering. This has been accomplished through the means of a semantic differential test.

A review of research indicates that a few studies have been conducted to investigate the stutterer's self-concept. A variety of tests have been used and a variety of results have been reported. There seems to be no area of common agreement. A review of the literature not supported specifically by research has also disagreed.

The test for this study was administered in groups and individually. The directions were included as part of the test, but any questions which arose were answered. No time limit was set for completing the test. The tests were then scored and statistical evaluations made.

Conclusions

Within the confines of this study it can be concluded that:

1. Stutterers rate themselves as being significantly more anxious and tense than do normal speakers.

2. Stutterers feel their friends to be more unsociable, weak and unsure of themselves than normal speakers feel about their friends.

3. When at their happiest, stutterers are less calm and are significantly more excitable than normal speakers.

4. Stutterers think of themselves with a speech problem no differently than normal speakers conceive of themselves with a speech problem.

5. Stutterers do not view strangers any differently than normal speakers do.

6. Stutterers have as healthy concepts of themselves in the future as normal speakers.

7. Neither the stutterers nor the normal speakers show differences in their concepts of self while experiencing failure.

8. Contrary to an existing belief, stutterers do not view people of authority any differently than normal speakers do.

9. People do not think of their friends as being significantly more or less capable than they do themselves. Nor do people think of their friends as possessing characteristics of genuineness more or less than themselves. People do, however, show a tendency to view their friends as more tender and lenient than they view themselves.

Recommendations

Following are listed some recommendations for further study which would shed more light upon the result of this study.

1. An investigation of the self-concepts of stutterers during the time when they are first recognized as being stutterers, to determine if differences in self-concepts from normal speakers are a result of time-inflicted social punishments upon the stutterer or existant at the onset of stuttering.

2. A survey asking stutterers and normal speakers how they rate their self-concept: in the proper perspective--lower than it should be, higher than it should be, not a problem, a problem to social adjustment, a problem when speaking, etc.

3. An investigation of the self-concepts of stutterers from a representative sampling of the nation's population.

4. An investigation of the self-concepts of stutterers before and after receiving therapy.

5. A more involved investigation of the relationship between the self-concepts of people and their concepts of their friends.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Adler, Alfred. The Practice and Theory of Individual Psychology. New York: Harcourt, Brace Co., 1929.
- Barbara, Dominick. Stuttering: Psychodynamic Approach. New York: Julian Press, 1954.
- Bender, James F. The Personality Structure of Stutterers. New York: Pitman Publishing Corp., 1939.
- Berlo, David. The Process of Communication. New York: Holt, Rinehart, and Winston, Inc., 1960.
- Bloodstein, Oliver. Stuttering: A Symposium. Edited by Jon Eisenson. New York: Harper & Bros., 1958.
- Bluemel, Charles. Stuttering and Allied Disorders. New York: Macmillan, 1935.
- _____. The Riddle of Stuttering. Danville: Interstate Publishing Co., 1957.
- Boome, E. J. and Richardson, M. A. The Nature and Treatment of Stammering. New York: Dutton Co., 1932.
- Eisenson, Jon (ed.). Stuttering: A Symposium. New York: Harper Bros., 1958.
- Fletcher, John. The Problem of Stuttering. New York: Longmans, Green, 1938.
- Johnson, Wendell. Stuttering: A Symposium. Edited by Jon Eisenson. New York: Harper & Bros., 1958, pp. xv, xvi.
- Krech, David and Crutchfield, Richard S. Theory and Problems of Social Psychology. New York: McGraw-Hill Book Co., Inc., 1948.
- Murphy, Albert T. and Fitzsimons, Ruth M. Stuttering and Personality Dynamics. New York: Ronald Press Co., 1960.

Murphy G. Personality: A Biosocial Approach to Origins and Structure. New York: Harper & Bros., 1947.

Osgood, Charles E., Suci, George J., and Tannenbaum, Percy H. "The Measurement of Meaning," Urbana: University of Illinois Press, 1957.

Van Riper, Charles. Speech Correction: Principles and Methods. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958.

White, Robert W. The Abnormal Personality. New York: Ronald Press, 1956.

Articles and Periodicals

Abbott, J. A. "Repressed Hostility as a Factor in Adult Stuttering," Journal of Speech Disorders, XII, 1947, 428-430.

Barbara, Dominick. "Communication in Stuttering," Diseases of the Nervous System, XIX, 1958, 178-181.

———. "Some Aspects of Stuttering in the Light of Adlerian Psychology," Journal of Individual Psychology, XIII, 1957, 193.

Bender, James F. "The Stuttering Personality," American Journal of Orthopsychiatry, XII, 1942, 140-146.

———. "The Prophylaxis of Stuttering," Nervous Child, II, 1943, 181-198.

Bluemel, Charles. "Stuttering: A Psychiatric Viewpoint," Journal of Speech and Hearing Disorders, XXIII, 1958, 263-267.

Brown, Spencer F. "Theoretical Importance of Certain Factors Influencing the Incidence of Stuttering," Journal of Speech Disorders, III, December, 1938, 223-230.

Bryngleson, Bryng. "Psychological Problems in Stuttering," Mental Hygiene, XXI, 1937, 631-639.

- Bucholz, Clarence A. "Indigenous Confidence for Stutterers," Quarterly Journal of Speech, XIX, 1933.
- Fiedler, F. E. and Wepman, J. M. "An Explanatory Investigation of the Self-Concept of Stutterers," Journal of Speech and Hearing Disorders, XVI, 1951, 110-114.
- Froeschels, E. "The Care of Stuttering," Acta Otolaryngology, VL, 1955, 115-119.
- Heltman, H. "Psycho-Social Phenomena of Stuttering," Journal of Social Psychology, IX, 1938, 79-96.
- Johnson, Wendell, "Influence of Stuttering on Attitude and Adaptations," Journal of Social Psychology, V, 1934, 415-420.
- . "Stutterers Attitudes Toward Stuttering," Journal of Abnormal and Social Psychology, XIX, 1961, 32-44.
- Kenyon, E. L. "The Etiology of Stammering II," Journal of Speech Disorders, VII, June, 1942.
- Kinstler, Donald Butler. "Covert and Overt Maternal Rejection in Stuttering," Journal of Speech and Hearing Disorders, XXVI, 1961, 152.
- Madison, L. and Norman, R. D. "A Comparison of the Performance of Stutterers and Non-Stutterers in the Rosensweig Picture Frustration Test," Journal of Clinical Psychology, VIII, 1952, 179-183.
- Moncur, John Paul. "Environmental Factors Differentiating Stuttering Children from Non-Stuttering Children," Speech Monographs, XVIII, 1951, 312-325.
- Porter, H. von Kraiss. "Studies in the Psychology of Stutterers: XIV. Stuttering Phenomena in Relation to the Size and Personnel of Audience," Journal of Speech Disorders, IV, 1939, 312-333.
- Richardson, L. H. "A Personality Study of Stutterers and Non-Stutterers," Journal of Speech Disorders, IX, 1944, 152-160.
- Sander, Erick K. "Counseling Parents of Stuttering Children," Journal of Speech and Hearing Disorders, XXIV, 1959, 262-272.

- Sheehan, J. G. and Zussmen, C. "Rorschachs of Stutterers Compared with Clinical Control," American Psychologist, VI, 1951, 500.
- Solomon, M. "Stuttering as an Emotional and Personality Disorder," Journal of Speech Disorders, IV, 1939, 347-357.
- _____. "The Psychology of Stuttering," Journal of Speech Disorders, III, 1938, 59-61
- Sortini, Adam J. "Twenty Years of Stuttering Research," Journal of the Exceptional Child, XXI, 1955, 181-183.
- Spriesterbach, D. C. "An Objective Approach to the Investigation of Social Adjustment of Male Stutterers," Journal of Speech and Hearing Disorders, XVI, 1951, 250-247.
- Thorpe, Louis P. "Psychological Mechanisms of Stuttering," Journal of General Psychology, XIX, 1938, 97-109.
- Walnut, Frances. "A Personality Inventory Item Analysis of Individuals who Stutter and Individuals who have Other Handicaps," Journal of Speech and Hearing Disorders, XIX, 1954, 220-227.
- Will, Nell, "Six-Month Report on Personality Development of a Thirteen-year-old Stuttering Boy," Quarterly Journal of Speech, XXX, 1944, 88-95.
- Zelen, S., Sheehan, J. G., and Bugental, J., "Self-Perceptions in Stuttering," Journal of Clinical Psychology, X, 1954, 70-72.

Other Material

- Hardick, E. J. "Self-Concept of Hard-of Hearing Adults as measured by Semantic Differential Technique." unpublished Ph.D. thesis, Michigan State University 1954.
- Wallen, Vincent. "A-Q Technique Study of the Self-Concept of Adolescent Stutterers and Non-Stutterers." unpublished Ph.D. Dissertation, Boston University, 1959.

APPENDICES

APPENDIX A

APPENDIX A

INSTRUCTIONS

Do not write your name on this booklet. The information asked for on this page is only for the purpose of matching the two groups under investigation: "normal" speakers and stutterers. It is not important to know the identity of each individual.

Fill in the following blanks:

Age_____ Sex_____ Race_____

Check the highest level of education which you have completed:

High school____; College F____S____J____S____; Graduate_____.

Do you have any physical abnormalities which are of much concern to you? Yes_____ No_____.

There is much yet to be learned about stuttering that will be helpful in understanding the nature of the problem and in therapy. This study is investigating the feelings and attitudes which "normal" speaking individuals and stutterers have about themselves and others. In taking the test which follow, please respond to the questions on the basis of how you feel about the concept given at the top of each test page. Don't let yourself respond the way you think you should, if different from the way you feel, or in a way you think you are expected to answer by the experimenter. Remember, there is no correct answer. All answers will be confidential and the names unknown.

INSTRUCTIONS (cont.)

On every page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order. Here is how you are to use these scales:

If you feel that the concept at the top of the page is extremely related to one end of the scale, you should place your check-mark as follows:

fair X : ____ : ____ : ____ : ____ : ____ : ____ unfair

or

fair ____ : ____ : ____ : ____ : ____ : ____ : X unfair

If you feel that the concept is quite related to one or the other end of the scale (but not extremely), you should place your check mark as follows:

strong ____ : X : ____ : ____ : ____ : ____ : ____ weak

or

strong ____ : ____ : ____ : ____ : ____ : X : ____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ____ : ____ : X : ____ : ____ : ____ : ____ passive

or

active ____ : ____ : ____ : ____ : X : ____ : ____ passive

The direction toward which you check, or course, depends upon which of the two ends of the scale seem most characteristic of the concept you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, then you should place your check-mark in the middle space:

safe ____ : ____ : ____ : X : ____ : ____ : ____ dangerous

- IMPORTANT:
- (1) Place your check-mark in the middle of spaces, not on the boundaries.
 - (2) Be sure you check every scale for every concept--do not omit any.
 - (3) Never put more than one check-mark on a single scale.

INSTRUCTIONS (cont.)

Do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

MYSELF

superior___:___:___:___:___:___:___inferior
 interesting___:___:___:___:___:___:___boring
 disliked___:___:___:___:___:___:___liked
 severe___:___:___:___:___:___:___lenient
 false___:___:___:___:___:___:___true
 useless___:___:___:___:___:___:___useful
 immoral___:___:___:___:___:___:___moral
 artificial___:___:___:___:___:___:___sincere
 easy___:___:___:___:___:___:___hard
 worthless___:___:___:___:___:___:___valuable
 tough___:___:___:___:___:___:___tender
 success___:___:___:___:___:___:___failure
 tense___:___:___:___:___:___:___relaxed
 cruel___:___:___:___:___:___:___kind
 lighthearted___:___:___:___:___:___:___depressed
 happy___:___:___:___:___:___:___sad

FRIENDS

hard___:___:___:___:___:___:___easy
 interesting___:___:___:___:___:___:___boring
 weak___:___:___:___:___:___:___strong
 useful___:___:___:___:___:___:___useless
 clear___:___:___:___:___:___:___confused
 lenient___:___:___:___:___:___:___severe
 afraid___:___:___:___:___:___:___unafraid
 unsociable___:___:___:___:___:___:___sociable
 true___:___:___:___:___:___:___false
 immoral___:___:___:___:___:___:___moral
 undesirable___:___:___:___:___:___:___desirable
 unsure___:___:___:___:___:___:___confident
 failure___:___:___:___:___:___:___success
 valuable___:___:___:___:___:___:___worthless
 tender___:___:___:___:___:___:___tough
 sincere___:___:___:___:___:___:___artificial
 cruel___:___:___:___:___:___:___kind

MY HAPPIEST SELF

easy___:___:___:___:___:___:___hard
 moral___:___:___:___:___:___:___immoral
 tender___:___:___:___:___:___:___tough
 lenient___:___:___:___:___:___:___severe
 unpopular___:___:___:___:___:___:___popular
 mild___:___:___:___:___:___:___intense
 liked___:___:___:___:___:___:___disliked
 sociable___:___:___:___:___:___:___unsociable
 boring___:___:___:___:___:___:___interesting
 emotional___:___:___:___:___:___:___unemotional
 clever___:___:___:___:___:___:___stupid
 useless___:___:___:___:___:___:___useful
 calm___:___:___:___:___:___:___excitable
 true___:___:___:___:___:___:___false
 worthless___:___:___:___:___:___:___valuable
 success___:___:___:___:___:___:___failure
 sincere___:___:___:___:___:___:___artificial

MYSELF WITH A SPEECH PROBLEM

moral___:___:___:___:___:___:___immoral
 unfair___:___:___:___:___:___:___fair
 worthless___:___:___:___:___:___:___valuable
 bad___:___:___:___:___:___:___good
 useful___:___:___:___:___:___:___useless
 failure___:___:___:___:___:___:___success
 tough___:___:___:___:___:___:___tender
 true___:___:___:___:___:___:___false
 easy___:___:___:___:___:___:___hard
 artificial___:___:___:___:___:___:___sincere
 severe___:___:___:___:___:___:___lenient
 healthy___:___:___:___:___:___:___sick

STRANGERS

valuable___:___:___:___:___:___:___worthless
 tough___:___:___:___:___:___:___tender
 success___:___:___:___:___:___:___failure
 lenient___:___:___:___:___:___:___severe
 slow___:___:___:___:___:___:___quick
 true___:___:___:___:___:___:___false
 moral___:___:___:___:___:___:___immoral
 useful___:___:___:___:___:___:___useless
 strange___:___:___:___:___:___:___natural
 dull___:___:___:___:___:___:___sharp
 interesting___:___:___:___:___:___:___boring
 easy___:___:___:___:___:___:___hard
 sincere___:___:___:___:___:___:___artificial
 uncomfortable___:___:___:___:___:___:___comfortable
 weak___:___:___:___:___:___:___strong

MYSELF IN THE FUTURE

moral___:___:___:___:___:___:___immoral
 severe___:___:___:___:___:___:___lenient
 uncomfortable___:___:___:___:___:___:___comfortable
 failure___:___:___:___:___:___:___success
 sincere___:___:___:___:___:___:___artificial
 worthless___:___:___:___:___:___:___valuable
 useful___:___:___:___:___:___:___useless
 unfair___:___:___:___:___:___:___fair
 humorous___:___:___:___:___:___:___serious
 good___:___:___:___:___:___:___bad
 pessimistic___:___:___:___:___:___:___optimistic
 easy___:___:___:___:___:___:___hard
 tender___:___:___:___:___:___:___tough
 true___:___:___:___:___:___:___false
 superior___:___:___:___:___:___:___inferior

MYSELF AND FAILURE

small___:___:___:___:___:___:___large
 useless___:___:___:___:___:___:___useful
 hard___:___:___:___:___:___:___easy
 sincere___:___:___:___:___:___:___artificial
 valuable___:___:___:___:___:___:___worthless
 success___:___:___:___:___:___:___failure
 positive___:___:___:___:___:___:___negative
 immoral___:___:___:___:___:___:___moral
 tender___:___:___:___:___:___:___tough
 unsure___:___:___:___:___:___:___confident
 insecure___:___:___:___:___:___:___secure
 severe___:___:___:___:___:___:___lenient
 good___:___:___:___:___:___:___bad
 false___:___:___:___:___:___:___true
 tense___:___:___:___:___:___:___relaxed

PEOPLE OF AUTHORITY

failure___:___:___:___:___:___:___success
 relaxed___:___:___:___:___:___:___tense
 hard___:___:___:___:___:___:___easy
 artificial___:___:___:___:___:___:___sincere
 tender___:___:___:___:___:___:___tough
 disliked___:___:___:___:___:___:___liked
 pessimistic___:___:___:___:___:___:___optimistic
 follower___:___:___:___:___:___:___leader
 moral___:___:___:___:___:___:___immoral
 useless___:___:___:___:___:___:___useful
 lenient___:___:___:___:___:___:___severe
 true___:___:___:___:___:___:___false
 valuable___:___:___:___:___:___:___worthless
 undesirable___:___:___:___:___:___:___desirable

APPENDIX B

APPENDIX B

A BREAKDOWN OF THE SCALES WHICH REPRESENT THE UNIQUE DIMENSIONS FOR EACH CONCEPT.

(The first word in each scale represents the positive polar adjective and the second word represents the negative polar adjective. However, this is not necessarily how they appear on the test.)

CONCEPT I. MYSELF:

POPULARITY - superior-inferior
interesting-boring
liked-disliked

ANXIETY-TENSION - relaxed-tense
lighthearted-depressed
happy-sad

SEVERITY - easy-hard
tender-tough
kind-cruel

CONCEPT II. FRIENDS:

SOCIABILITY - strong-weak
sociable-unsociable
confident-unsure

CAPABILITY - interesting-boring
useful-useless
desirable-undesirable

ORIENTATION - clear-confused
unafraid-afraid
kind-cruel

CONCEPT III. MY HAPPIEST SELF:

INTELLIGENCE - interesting-boring
clever-stupid
useful-useless

POPULARITY - popular-unpopular
liked-disliked
sociable-unsociable

EXCITABILITY - mild-intense
 unemotional-emotional
 calm-excitabile

CONCEPT IV. MYSELF WITH A SPEECH PROBLEM:

CAPABILITY - valuable-worthless
 useful-useless
 healthy-sick

GENUINENESS - fair-unfair
 good-bad
 true-false

TOUGHNESS - tender-tough
 easy-hard
 lenient-severe

CONCEPT V. STRANGERS:

ALERTNESS - quick-slow
 sharp-dull
 strong-weak

ABNORMALITY - moral-immoral
 natural-strange
 comfortable-uncomfortable

CAPABILITY - valuable-worthless
 useful-useless
 interesting-boring

CONCEPT VI. MYSELF IN THE FUTURE:

GRAVITY - useful-useless
 fair-unfair
 humorous-serious

COMFORTABLENESS - comfortable-uncomfortable
 good-bad
 superior-inferior

OPTIMISM - valuable-worthless
 optimistic-pessimistic
 easy-hard

CONCEPT VII. MYSELF AND FAILURE:

ASSURANCE - confident-unsure
 secure-insecure
 relaxed-tense

GENUINENESS - large-small
 positive-negative
 good-bad

SEVERITY - easy-hard
 tender-tough
 lenient-severe

CONCEPT VIII. PEOPLE OF AUTHORITY:

GENUINENESS - true-false
 valuable-worthless
 desirable-undesirable

COMFORTABLENESS - relaxed-tense
 liked-disliked
 optimistic-pessimistic

SEVERITY - easy-hard
 leader-follower
 lenient-severe

APPENDIX C

APPENDIX C

A BREAK DOWN OF THE SCALES WHICH REPRESENT THE UNIVERSAL DIMENSIONS FOUND IN EACH CONCEPT

(The first word in each scale represents the positive polar adjective and the second word represents the negative polar adjective. However, this is not necessarily how they appear on the test.)

CAPABILITY: useful-useless
 success-failure
 valuable-worthless

GENUINENESS: true-false
 moral-immoral
 since-artificial

TOUGHNESS: tender-tough
 easy-hard
 lenient-severe

ROOM USE ONLY

~~ROOM USE ONLY~~

~~DEC 27 '65~~

~~DEC 15 '65~~

~~MAY 22 '66~~

JUN 27 1966

~~JUL 26 1966~~

~~NOV 17 1966~~

MICHIGAN STATE UNIV. LIBRARIES



31293100134901