ABSTRACT

The subject of the bachelor‘s thesis is awareness of stuttering among teachers in nursery school. The aim of this thesis was to find out using quantitative research if preschool teachers from schools in Prague know basic information about the diagnosis of stuttering and whether they know basic principles of communication with a child who stutters.

The theoretical part of this bachelor’s thesis is divided into three sections each with more subsections. The first chapter offers an introduction into the issue of stuttering, and introduces basic information about the diagnosis, its etiology, symptomatology and classification. Also, phases of stuttering are described in more detail here. The second chapter outlines the issue concerning transition from physiological disfluency to incipient stuttering, and it addresses diagnosis and therapy of stuttering. The chapter concludes with a characteristic of a preschool child who stutters and basic principles of communication with a child who stutters.

The third chapter is dedicated to a research investigation which aim was by questionnaire get information on whether and what knowledge do preschool teachers have about the issue of stuttering. Preschool teachers from mainstream schools in Prague were asked to participate. Connected to stuttering, the questionnaire was divided into three main sections which were dedicated to basic information about the diagnosis of stuttering, subsequent assessment of modal situations of a child who stutters and in the last part teachers who had met such a child could share their up-to-date experience.

Results of the questionnaire showed that preschool teachers in Prague know basic information about the diagnosis of stuttering but they are not informed enough about principles of communication with a child who stutters.