



Enhancing Academic-Esteem of Children with Speech Impairment through

Dog Aural Therapy

An undergraduate thesis

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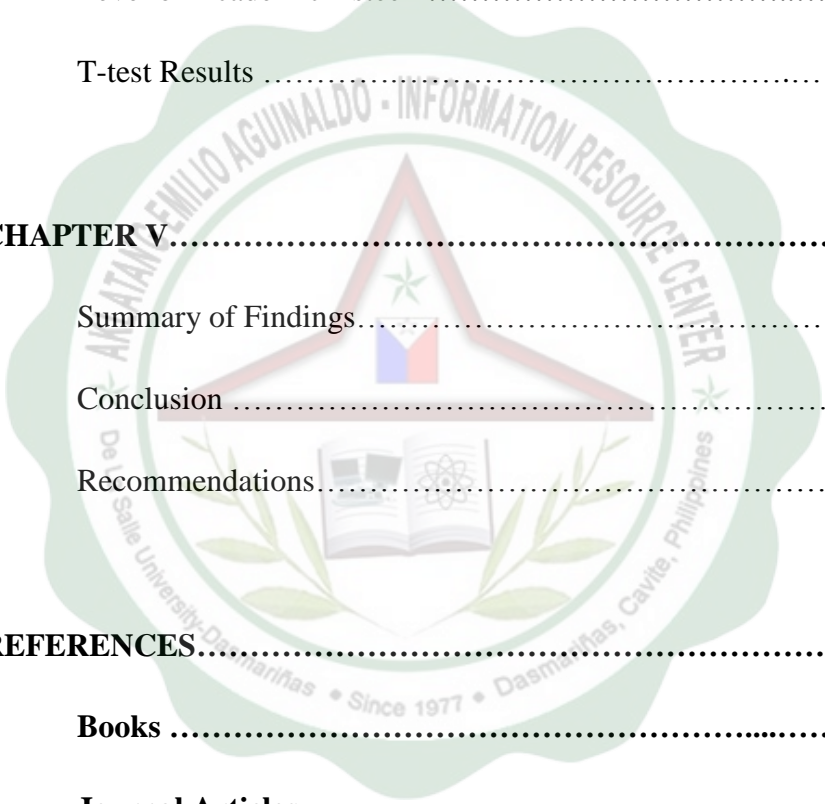
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ABSTRACT

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Title : Enhancing Academic-Esteem of Children with
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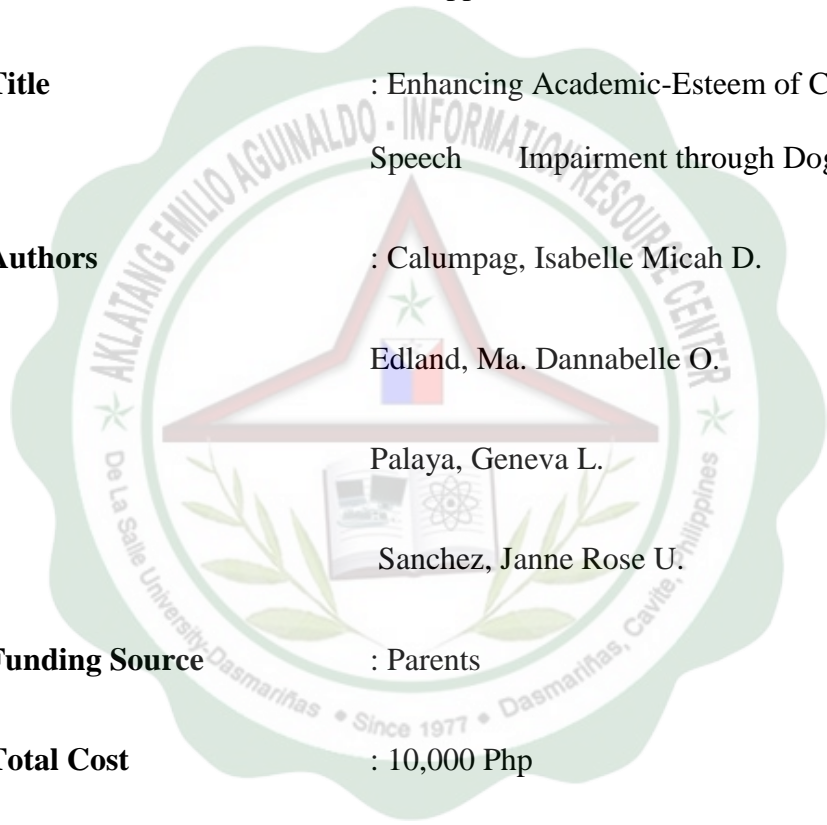
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Objectives:

A. General

1. To determine the improvement in the children’s academic-esteem after undergoing Dog Aural Therapy.

B. Specific

1. What is the level of academic-esteem of the participants?
2. What are the mean pre-test and post-test scores of the academic-esteem of children with speech impairment?
3. Is there a significant difference between the pre-test and post-test scores of the participants?

Scope and Limitation:

Twenty (25) students from Divine Glory School - San Pedro, Laguna were part of the study. These children are aged six to eight, are normal functioning individuals, and are not widely exposed to speech and language therapies. They were gathered through purposive sampling regardless of gender.

Since the study is made to be conducted on people, specifically children who are speech impaired, it required a special set of participants which are not that readily available. The researchers only managed to get 25 participants, getting the approval of certain schools to allow the researchers the privilege of having some of their students become participants of the study was a concern, also getting the consent of people concerned with them.



This study is limited to the effects of dog aural therapy to the academic-esteem of the children as well as the significant difference after the treatment. The dog breed to be used in this study is black Labrador retriever. The age and gender of the children are not variables in the study.

Research Methodology

In order to determine the effects of dog aural therapy on the academic-esteem of children with speech impairment, the researchers used a pre-experimental design, specifically a one group pretest - posttest design. It relates to a particular type of experiment in which it follows the basic experimental steps but do not include a control group. In this design a single group is measured or observed not only after being exposed to treatment but also before. This can at least state whether a change in the outcome or dependent variable has taken place.

The researchers used a pretest-posttest design to measure the changes in the academic-esteem of the children prior to and immediately after the treatment which is the dog aural therapy. The pretest-posttest design includes giving a pretest on a dependent measure before the treatment, followed by a posttest after the treatment.



Findings

There are only a few participants who had a high level of academic-esteem, half of the population had an average academic-esteem, and the remaining number of the participants had low level of self-worth in academic aspect. Wherein 20% of the participants had high level of academic-esteem, 72% had an average level of academic-esteem while the other 8% had low level of academic-esteem.

1. The mean score before the treatment is $\bar{x}_1 = 5.72$, $SD = 0.872697$.

Meanwhile, mean score of the participants after the exposure to dog aural therapy is $\bar{x}_2 = 7.04$, $SD = 0.66211$. This suggests that the performance of the children were enhance when they were exposed to the treatment, which is supported by Macauley (2006) who stated that the use of dogs in giving therapies for children with speech impairment increases motivation.

2. T-test revealed that there is a significant difference between the scores of the participants in pre-test ($\bar{x}_1 = 5.72$, $SD = 0.872697$) and post-test ($\bar{x}_2 = 7.04$, $SD = 0.66211$). Since the computed value of t is far greater than the critical value of t, where $t_{\text{obt}} = -8.821$, $t_{\text{crit}} = 2.06$. Furthermore, the null hypothesis is rejected and the alternative hypothesis is accepted.



Conclusions

Administration of the Dog Aural Therapy is indeed beneficial to speech impaired participants, more specifically children. Not only does it help boost morale of the subject, it also promotes companionship between man and animal. The said therapy offers an alternative means of dealing with these types of cases. It offers results which cannot be obtained by using traditional means. Certain key points were identified by the researchers and they are as follows:

1. The researchers conclude that children with special cases like speech impairment although might hinder their ability to interact normally, this does not automatically mean that they have low perception of self-worth in academic aspect. Some of them, if not all could also have an average to high level of academic-esteem. From the participants in this study, 16% from the total population obtained a high level of academic esteem, 52% of the participants had average level and 32% had low academic-esteem.
2. There is a positive effect in the performance of children with speech impairment when the participants undergo dog aural therapy, way ahead when they are in a normal classroom setting. The mean score of the participants before the treatment is lower than what they got when they had been exposed to dog aural therapy. Wherein pre-test has a mean of ($\bar{x}_1=5.72$, $SD=0.872697$). Meanwhile, mean score of the participants after the exposure to treatment is ($\bar{x}_2=7.04$, $SD=0.66211$.)



3. There is statistical significance in the academic-esteem score of the participants before and after the treatment. Children with speech impairment had better performance when they are accompanied by the dog while reading compared when they are with their classmates. They can express themselves freely when they are with the dog, which will lead to discovery of their own abilities regardless of their inescapable condition.

Recommendations

Certain guidelines and protocols were made as to make sure that the administration of the therapy would be safe and effective. It is best to keep in mind that these suggestions are aimed not only for the welfare of the participants but also for those who are involved as well. Listed are the recommendations of the researchers:

1. To Parents, that they may acknowledge the discovery of this unique therapy. However they should take certain precautions. They should seek the help of professionals and not do this inside their home and leave their children's lives at stake.
2. Special education schools who are interested in dog aural therapy as an intervention should make sure that they choose an experienced dog trainer or handler who can help evaluate a dog's potential as a therapy dog. They should also consider all the factors that will influence the success of the therapy.



3. Dog handlers and therapists should be well-trained and educated in order to recognize signs of stress or distress in dogs in order to minimize the risk between the dog and children.
4. Future researchers should gain more ideas to have a deeper understanding and thorough research about dog aural therapy that would help them in making more ideas and research about this study. That the future researcher(s) should have more participants and longer experimental period that could lead them to more significant results.

