

**MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS WHO STUTTER: A
QUALITATIVE INVESTIGATION OF SCHOOL EXPERIENCES**

by

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DEDICATION

This research project is dedicated to the adolescents and their parents who graciously shared their school experiences with me. Without your story, I would not have a study.

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CHAPTER 1: INTRODUCTION

School has an important impact on the social development of children (Milsom, 2006). Learning is not done individually as classrooms are inherently social places. This suggests that students do not learn alone, but rather in the presence of many peers (Ryan & Patrick, 2001). The school environment, and even more, the classroom, affects student motivation and student engagement. Social interactions within school help students construct their identities, relationships, values and beliefs. When discussing relationships that students form, the term “Legitimate peripheral participation” (LPP), coined by Jean Lave and Etienne Wenger (1991), is seminal. LPP is a theoretical perspective that guides our understanding of learning through formed relationships. Lave & Wenger extensively explain how the relationships between individuals are formed and managed.

When students form and maintain positive relationships they are participating in the first steps in creating their own social identity. There are various factors that affect how a person interacts socially, and it is often based on the relationships that the student has with others and the social environment in which he or she participates daily. Within the classroom setting, the relationships that are formed typically consist of student-to-student and teacher-to-student dynamics. These relationships often determine the level of participation that a student has in the classroom. When a student has a good relationship with the teacher, the student is more inclined to participate in class activities. When a good relationship is formed with other students, participation in group activities is also more successful. These relationships create greater student commitment, engagement, and connection to school (Charniss & Extein, 2006).

Inside and outside of the classroom, some students face a great deal of difficulty as it relates to being accepted and fitting in (Ryan and Patrick, 2001). It is important that within the

classroom, the teacher promotes interaction, mutual respect, performance goals, and an interactive social environment, in order to allow the students the opportunity to build social relationships with each other. When done throughout grades K-12, the students are afforded a sense of security with the teacher and an overall positive school experience. This is an important factor for high motivation and engagement with students. Teacher support, which is considered as the amount that students believe teachers value and establish personal relationships with them, has been linked to a positive social environment and achievement motivation (Ryan & Patrick, 2001). The social environment of the classroom has been known to affect the way students interact with each other and with the teacher. It also affects the excitement that students bring into the classroom along with the amount of energy that they put into their work.

The social environment of the classroom is also known to foster the social relationships that develop between students and teachers. Students are influenced by what others say. They internalize and make it personal, which then begins to shape their identity (Southerland, Kittleson, Settlege & Lanier, 2005). It is important for the classroom to promote an interactive setting, which keeps the students working and engaging with each other. This allows strong students to help low-performing students, as well as allowing students of the same academic status to work together in a positive environment to achieve academic success. It has also been documented that the effectiveness of the circulation of information among peers suggests that engaging in practice may be a condition for the effectiveness of learning (Lave & Wenger, 2001 p. 93).

Another factor in maintaining a positive social environment of the classroom occurs when students bring their everyday knowledge to the classroom and use it to guide their thinking. All students have different experiences, therefore when working together, the various

experiences are used to solve problems and develop answers. When the social environment is positive, regardless of how much the teacher structures the activity to reach a particular outcome, the students bring their own knowledge, which can alter their thinking (Southerland, Kittleson, Settlege & Lanier, 2005). Scaffolding from the teacher allows the students the opportunity to use “out of the box” thinking, which promotes the use of their own experiences and allows them the opportunity to incorporate those experiences into the classroom. The classroom shapes students knowledge and understanding of who they are and who they are becoming. Events that occur within a community of practice influence how students make connections to their social identity, their cultural identity, and their historical identity that exists (DeBlase, 2003).

Based on the relationships that are formed and the positive (or negative) interactions that occur within the community of practice, individual social identities are created. Identity formation is a social construction, which is considered to be an ongoing struggle for selfhood and social position (Hemmings, 1998). Identities can be formed socio-historically (changing over decades and centuries), ontogenetically (developing over months and years), or within a mixture of the two changing and developing over weeks, months, and years (Wortham, 2003). Social identity is constructed through repeated interactions with family, peers, and teachers. In children, these social identities are developed in response to various representations that shape the development of the individual’s image and social status of themselves and the various youth groups in which they participate (Wortham, 2003).

When the social identity is formed in students, it is essential that the student understands where he fits in the world. Self-talk is essential in answering important questions about one’s self. In the classroom, social identities are sometimes formed by peer and teacher influence as well as curricular themes in which the student may associate. Curricular themes may also

contribute to the facilitation of identity development for students. Through curricular themes, the student may learn about various types of people and the social roles that they adopt (Wortham, 2003). Through forming positive relationships with teachers and peers, and being encouraged to participate within the given community of practice, the social identities of children is more likely to be formed in a way that supports and nurtures the student.

Students with disabilities face many challenging experiences in the school setting (Hearne, Packman, Onslow, Quine, 2008; Milsom, 2006). They are at greater risk for exhibiting social and behavioral difficulties than their same-age peers without disabilities (Nowicki, 2003). According to Milsom (2006), the school experiences of students with disabilities can be positively or negatively be influenced by the attitudes and behaviors of peers and school personnel. These students are often stigmatized, and encounter many attitudinal and physical barriers throughout their academic career. Because of this, it is essential that a student be able to express himself successfully in order to have a school experience that is meaningful.

There are various social and emotional factors that may determine the outcome of a student's school experience. These include the ability to be self-aware, self-manage, display responsible decision-making, be socially aware, and obtain positive relationships (Weissberg & O'Brien 2004). Research shows that social skills and emotional development (mainly in the area of cooperating with others) are essential in having a positive school experience. Parents of children with disabilities have reported struggling with social stigma expressed toward their children in daily conversations (Kasara & Turnbull, 2005; Kayama, 2010). There are also a large number of studies which report that children with disabilities are more likely to experience adjustment problems than their typically developing peers, which often causes a high level of peer rejection and loneliness (Al-Yagon & Mikulincer, 2004). When these skills are lacking,

students may feel that they have had overall negative experiences throughout their years in school.

Given that students with disabilities face difficulties in school, it is not surprising to speculate that students who stutter might also face similar challenges. Stuttering is a communication disorder in which the flow of speech is broken by repetitions, prolongations, or abnormal stoppages of sounds and syllables (Gregory, 2003). It is often a lifelong challenge for many people, and The Stuttering Foundation of America reports that this disorder affects 1% (over three million people) of the US population. Stuttering typically begins between the ages of two and four, with approximately 20 percent of all children going through a stage of development during which they encounter disfluencies (stuttering) severe enough to be a concern to their parents. Approximately five percent of all children go through a period of stuttering that lasts six months or more. Of these, 75% will recover by late childhood, leaving about 1% with a long-term problem (Gregory, 2003; Stuttering Foundation of America, 2010). For the 1% who experience stuttering, it is very likely that it can lead to bullying and teasing, and in later life, it can lead to speech-related social anxiety and phobia, failure to obtain occupational potential, and can severely compromise communication. Between 30% and 60% of typically fluent children are bullied at some time during a school semester or year, with between 6% and 15% of children being bullied chronically (Card & Hodges, 2008). Evidence suggests that children who stutter may be at greater risk of being bullied than their typically fluent peers (Blood & Blood, 2004).

Statement of the Problem

Communication, and more specifically verbal communication, is a major part of a child's everyday routine. Although in most cases it does, stuttering should not interfere with the child's ability to make friends, participate in the classroom, make good grades, form lasting

relationships, or achieve career goals (Crystal 1987, Payne and Ross, 2005). Many students who stutter have been taught to apply various fluency strategies and techniques in order to communicate more effectively. However, the inherent variability and unpredictability of a conversation is difficult, therefore, for some children, the actual transfer, generalization, and maintenance of fluency strategies becomes much more challenging under various levels of performance stress (Gregory, 2003). For this reason, it is imperative that a child who stutters possesses the necessary skills to communicate with others and in turn is confident in his abilities to do so. When a child possesses these skills, his academic and social development areas are supported and enriched (Weiss, 2004).

Stuttering has been known to elicit an especially negative personality stereotype maintained by various groups of people (Weisel & Spector, 1998). People who stutter have been perceived as being shy, withdrawn, tense, anxious, and self-conscious by teachers, speech clinicians, peers, relatives and parents.

Children who exhibit communication difficulties often have difficulty engaging in conversation, therefore having difficulty “fitting in”. This difficulty often causes the child to have difficulty requesting assistance from teachers and peers during classroom activities, which negatively impacts their ability to make and maintain friendships. In the end, the student is often excluded from various social interactions with peers throughout his educational career, therefore causing the perception of a negative school experience (Weiss, 2004).

Throughout a student’s academic career, it is normal for him to be faced with various positive and negative outcomes as it relates to his interactions with the individuals that he deals with on a daily basis (e.g., teachers, peers, administrators). MacLachlan & Chapman (1988) note that for children who stutter, the perception of negative school experiences may be due to

breakdowns in communication that occur throughout school as a result of the amount of planning that is required. It has also been documented that negative perceptions of people who stutter may have an adverse effect on the assessment, instruction, and educational progress of people who stutter in their classes (Lass et al, 1992).

Purpose and Research Questions

There are numerous studies that seek to explore ways in which teachers can interact with students who stutter, however the literature reveals limited research that addresses the adolescents' perception of their school experiences as it is occurring. This lack of research is noteworthy because prior research in other areas of stuttering suggests that individuals have negative memories of their school experiences (Daniels, Gabel, & Hughes, 2012). The purpose of this study is to explore and further understand the ways in which middle school and high school students who stutter perceive their school experiences. This study will be guided by the following research questions:

1. In what ways do middle school and high school students who stutter describe their school experiences?
2. What factors contribute to positive or negative school experiences?
3. What strategies do middle school and high school students who stutter use in school and classroom settings to manage difficult situations?

Significance of Study

For years, the study of stuttering has been an important speech area within communication disorders. This research is designed to gain knowledge on how adolescents who stutter view their school experience and to eventually be able to assist teachers and school personnel by providing them with ways to support students who stutter. Insight provided by this

study will be used to provide teachers and school officials with information that will guide them in making sure that students who stutter, and any student with a disability, is comfortable and successful within the school setting. This in turn will be the beginning of a paradigm shift, where the number of students experiencing negative school experiences decrease and eventually the number of students experiencing positive school experiences increases.

Overview of Dissertation

The chapters are organized as follows: First, this introduction explains the rationale for investigating the school experiences of students who stutter. Chapter 2 is a review of literature that focuses on the multifactorial nature of stuttering, successful communication, and previous research related to stuttering and school experiences. Chapter 3 describes in detail the methodology and research design used to conduct the study. Chapter 4 provides results and findings of the study. Chapter 5 discusses the findings in relation to previous literature, limitations of the study, and future directions.

CHAPTER 2: REVIEW OF LITERATURE

Stuttering through a multifactorial lens

Over the years, there has been growing agreement among many researchers and clinicians that stuttering is multifactorial (Smith, 1999). It was once believed that stuttering was a static entity (Smith & Kelly, 1997) and that it was a series of stutter events. As times have changed, so has the general consensus. Currently, stuttering is described as dynamic and multifactorial, and with the many processes that are related to stuttering, it can be observed at numerous levels (Smith, 1999). Under this description, it is said that there are many factors that contribute to one's stuttering.

To establish the foundation for a qualitative study in the area of stuttering as it relates to the school experiences of adolescents who stutter, the following literature review presents previous research that has addressed the perceptions of individuals who stutter. The first two sections in this review will provide research on constructivist views about school participation, students with disabilities, and students who stutter. This section is followed by socio-emotional aspects and identity formation of students. Next will be a review of the importance of successful communication, and how teacher and peer perceptions affect students. The literature review concludes with a review of selected research that has investigated factors thought to influence the perceptions and attitudes of adolescents toward individuals who stutter.

Constructivist views on school participation

One theory that explores how children learn and interact socially within the school environment is the constructivist theory. This theory does not explore stuttering specifically, however it is very explicit in its views regarding how students learn and are affected in the school setting. In the traditional sense, the constructivist theory says that teachers as well as

older or more experienced children play very important roles in learning. According to Lambert, et al., (2002), “constructivist learning derives from the field of epistemological psychology and describes how people construct their reality and make sense of their world” (p.24). When theorized by Vygotsky (1978), the constructivist approach has been reconstructed to include a social aspect, therefore converting it into social constructivist theory, which is acknowledged by numerous educators and has been implemented in many classrooms around the country (Santrock, 2007). Several theorists, specifically Vygotsky, have made significant contributions to the development of social constructivist learning theory. Vygotsky is a leader and theorist who assumes that students build meaning from individual values, viewpoints, and understandings. Other theorists of constructivism also emphasized the social aspect of learning, and the belief that knowledge is present within the learner (Lambert, et al., 2002).

Within the social constructivist learning theory, learners build their own understanding on the foundation of interaction with their surroundings. The control of learning is transferred from the teacher to the learner, however the teacher offers support and knowledge to the learner. The instructors must adapt to the role of facilitators and not teachers (Bauersfeld, 1995). Instead of a teacher giving a lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content. The learner contributes their previous knowledge constructions, beliefs, and attitudes and uses them in the knowledge construction process. This strategy gives prominence to increasing one’s thinking through the learners’ active creation of mental patterns as they maneuver objects and relationships.

A teacher who teaches through the eyes of social constructivism understands the importance of a student’s background as a context for learning. They utilize the prior knowledge that their student has to offer as the basis for learning and has no problem extending and

facilitating the students learning through their own active involvement. According to Alesandrini and Larson, (2002), learning is a community activity facilitated by shared inquiry. They continue by saying that unlike in the traditional setting, rather than requiring an understanding before applying their understanding to the construction of something, students in a social constructivist classroom learn concept while exploring their application, which allows them to learn through discovery and investigate various solutions. As a result, these students who are trained in this type of classroom are allowed the chance to relate prior knowledge to present learning, therefore likely having a more positive view of their school experience.

Students with disabilities and students who stutter

Disabilities in the school setting have become a popular area of research over the last decade (Fitch, 2003). Having a disability may be associated with the risk for negative life outcomes (Firth, Greaves, & Frydenberg, 2010), such as dropping out of school, juvenile delinquency, unemployment, and social isolation. Research conducted by Keefe, Moore, and Duff (2006) reveal that it is imperative to consider the voices of students with disabilities in order to explore the meaning that these students attach to their school experiences. With this being said, it is necessary to understand the experiences of adolescents with disabilities, and in particular students who stutter, in order to gain insight into the ways in which they cope with their daily school experiences.

In the school setting, it is crucial that a relaxed communicative environment that meets the needs of the students is created (Lass, et al, 1992). Perceptions and attitudes about stuttering are often formed by classroom teachers and school personnel, which can adversely affect how those individuals respond to their students (Yeakle & Cooper, 1986). For example, if the teacher perceives that stuttering is disruptive, then he or she may not select that student for certain

activities or call on that student to respond verbally. This then begins to create self-awareness to the student that they are different or that their stuttering is unacceptable.

Furthermore, an individual's attitude and response towards students with disabilities, specifically towards students who stutter, often affects how they behave towards that student, and in turn, affects how the student perceives school in general. When a child stutters, their academic performance and social life are usually affected (Nungesser & Watkins, 2005; Hearne, Packman, Onslow, & Quine, 2008). In many cases, the child may be hesitant or resistant to raise his hand in class, read aloud, or talk with other children. Teachers play an important part of a child's academic journey. Whether a disability is present or not, it is essential that the student feels respected and comfortable in the classroom setting. An individual's perception of a child's behavior, regardless of disability, and the approaches they use to intervene with these behaviors can impact a child's academic, social, and emotional future (Nungesser & Watkins, 2005). In fact, it is important for the growth and development of the child. When it comes to teachers and children with disabilities, teachers underestimate student's abilities, therefore treating the students differently and creating different behaviors in the classroom (Ebert, & Prelock, 1994).

As stated above, all children are capable of participating successfully in an inclusive environment as long as the environment has been adapted to accommodate the students. A child should learn from early on how to interact in various social situations, and the family of the child should feel confident in knowing that their child will succeed in that environment. Inclusive settings offer children with disabilities competent communication, social interaction, and opportunities for friendships (Buysse & Bailey, 1993; Odom, 2000; Fox, Dunlap & Cushing, 2002).

Socio-emotional factors

Social-emotional development refers to the young child's feelings about himself, the people in his life, and the environments in which he is involved in on a daily basis. Research shows that social skills and emotional development (reflected in the ability to pay attention, make transitions from one activity to another, and cooperate with others) are a very important part of the school experience. By teaching children to apply social and emotional learning (SEL) skills in everyday life, students are improving their behavior, performance and attitude about school (Zins, Weissberg, Wang, and Walberg, 2004).

Social and emotional learning (SEL) is a conceptual framework that targets the needs of children as well as the fragmentation that typically characterizes schools' responses to these needs (Weissberg & O'Brien 2004). Teaching approaches that are designed to promote academic engagement, health, character, service, and citizenship (Gottfredson & Gottfredson 2011 in Weissberg & O'Brien 2004) are known to improve a student's academic achievement and overall perception of school. In fact, many psychologists believe that if more schools teach youngsters to work well with others, regulate their emotions, and constructively solve problems, students will be better equipped to deal with many of life's challenges (American Psychological Association, 2010). Social and emotional learning programs have a goal of helping students achieve higher levels of student success while attempting to protect students from negative influences within their environment (Hawkins, Smith & Catalano 2004).

Self-awareness skills are demonstrated when one has a clear perception of their own personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self awareness allows an individual the ability to understand other people, how others perceive them, their attitude and their responses to others in the moment. According to the Collaborative

for Academic, Social, and Emotional Learning (CASEL, 2003), self-awareness happens when an individual knows what they are feeling and thinking.

Unlike self-awareness, social awareness is one's knowledge of what is going on in the world around them. Learning is a social activity that requires social awareness. In order to accomplish a task and maintain a comfortable social climate in the learning community or group or to be able to function effectively in both working and social activities, students need to constantly maintain a high degree of social awareness (Prasolova-Forland, 2002).

Students often achieve social awareness by collecting different cues from the environment. This can be done by looking at what the teacher and other students who are in the same room are doing, their conversational patterns, and their emotional states (Prasolova-Forland, 2002). When an individual is truly socially aware, they are able to understand what others are feeling and thinking and are able to appreciate and interact positively with diverse groups (CASEL, 2003).

Self and social awareness assist with a student's ability to have responsible decision making choices, which can facilitate learning and performance outcomes by promoting positive interactions with teachers and peers (Wentzel 1991). For students with disabilities, having responsible decision making skills is essential in that it assists in resolving conflict in creative and nonviolent ways.

As students become older and move into the late elementary and middle school years, they are faced with more difficulties amongst their peers. For many decades, a negative or positive school experience is often determined by the relationships that the student has with his teachers and peers. Positive relationship skills have been determined by ones good character and values such as honesty, respect, and friendship. Building and maintaining positive relationships

is essential in every school and classroom (Williams, Cross, Hong, Aultman, Osbun and Schultz, 2008).

The social and emotional learning competencies work together to create a positively social and emotional student. If there is no self awareness, social awareness, self management and responsible decision making skills, then there will be a negative impact on the relationships that the student will develop, therefore creating a negative school experience. All of these competencies work together in helping the student deal with daily emotions of failure, rejection, ability etc. Within the school and classroom, relationships with peers and teachers are formed. These relationships involve people, ideas, language, materials and processes such as engaging in class discussions and following classroom rules. They are created through providing students with opportunities for involvement with pro-social peers and adults (Hawkins et al, 2004).

Hawkins et al (2004), discusses the importance of having relationship skills as early as in the elementary years and expanding through high school. In the elementary years, Hawkins et al (2004) suggests that the classroom must offer students a lot of opportunities for developing relationships that eventually lead to a commitment to school and academic success. The early elementary years are essential because as students move into the late elementary and middle school years, they become exposed to peer pressure and other negative influences. During adolescence, students spend more time with friends than any other time in their lives (Parker, Creque, Barnhart, Harris, Majeski, Wood...Hogan, 2004). For children whose bonding to pro-social peers and adults is weak when they enter into middle school, they are more vulnerable to the negative influences (Hawkins et al, 2004). By the time students reach high school, they should already possess the skills necessary to form and maintain positive relationships.

Identity formation

Based on the relationships that are formed and the interactions that occur within the school and classroom, individual social identities are created. Identity formation is a social construction which is considered to be an ongoing struggle for selfhood and social position (Hemmings, 1998). Identities can be formed socio-historically (changing over decades and centuries), ontogenetically (developing over months and years), or within a mixture of the two changing and developing over weeks, months, and years (Wortham, 2003). Social identity is constructed through repeated interactions with family, peers, and teachers. In children, these social identities are developed in response to various representations which shape the development of the individual's image and social status of themselves and the various youth groups in which they participate (Wortham, 2003).

When the social identity is formed in students, it is essential that the student understands where he fits in the world. Self-talk is essential in answering important questions about one's self, such as "Who am I," "Am I happy (or sad) to be who I am", and "Am I comfortable with who I am?" These are important questions that a student may face when negotiating his place in society. Along with understanding self, it is important for students to know whether or not others understand who they are.

In the classroom, social identities are sometimes formed by peer and teacher influence as well as curricular themes in which the student may associate. Curricular themes may also contribute to the facilitation of identity development for students. Through curricular themes, the student may learn about various types of people and the social roles that they adopt (Wortham, 2003).

When analyzing the various factors that affect adolescents who stutter and their overall school experiences, a closer look at the varying levels of one's socio-emotional development and identity may reveal some valuable insight. Seeing that socio-emotional development is a prelude to the way student's interact with each other, the question of whether or not these factors are developed successfully and whether that has an impact on the way a child interprets their school experience is an interesting one.

Communicating effectively

Communicating with someone, especially through speaking, is a basic function of language (Jaen and Basanta, 2009). With that, expressing oneself effectively and appropriately in oral interactions is a very important factor when trying to accomplish successful conversational competence (Payne and Ross, 2005). In order to be successful in communication, it is essential to know not just grammar and text organization but also pragmatic aspects of the language (Bachman, 1990). Successful conversational competence includes not only speech acts, such as requesting or greeting, but also the ability to use language forms in a wide range of situations, such as, relationships between the speakers involved and the social and cultural context of the situation (Azarmi & Behnam, 2012). By definition, conversational competence is the ability to produce, understand, and interpret an increasingly elaborate set of speech acts and conversational meanings (Streeck, 1990). This is an important skill for anyone to have; however it is especially important for school age children and even more, school age children who stutter. Appropriate conversational competence is known to strengthen the child's ability to participate in critical dialogue. When a child demonstrates strong conversational competence skills, his academic, linguistic and social development areas are supported and enriched (Weiss, 2004).

Verbal communication is an important societal skill. When a student exhibits a disorder which disrupts this skill, fear and anxiety may be a natural result (Craig, Hancock, Tran & Craig, 2003). Although children who stutter are taught various strategies and techniques to enhance their ability to maintain fluent speech in communicative contexts (Weiss, 2004), it takes years for the strategies to become habit. In the meantime, the student who stutters forgets to utilize the strategies, therefore, presenting with disfluent speech when engaging in a conversation. A spiraling downward effect then begins, which leads to teasing, mocking and an overall negative school experience.

Conversations are particularly difficult for students who stutter because they have to be ready to adjust quickly to the many variables presented by the conversation partner. There is a lot involved when engaging in a conversation; therefore as previously stated, many children who stutter experience bullying and other negative reactions from others (Murphy, Yaruss & Quesal, 2007). Responding to questions during a conversation is one difficulty that children who stutter face. In addition to answering the question, the student must be proficient in taking turns in a conversation as well as engage in the conversation while maintaining the topic. In order to take a successful conversational turn when asked a question, the student must respond in a timely manner. Taking too much time to respond may endanger the status of the speaker as well as the success of the communication exchange (Weiss & Zebrowski, 1992), which is then likely to lead to an overall feeling of isolation and an overall negative perception of the school experience.

Teasing and bullying experiences

Children who are the victims of bullying can experience a range of negative consequences. A growing body of research has established a link between being bullied and having emotional, academic, and even physical difficulties (Murphy, Yaruss, & Quesal, 2007).

Bullied children may also see themselves as social failures and may have negative feelings about school, which may lead to academic problems, school failure and becoming a school dropout (Sharp, 1995; Kochenderfer & Ladd, 1996; Graham & Juvonen, 1998). These children also have difficulty “fitting in at school and to be the subject of negative peer attitudes” (Evans, Healey, Kawai, & Rowland, 2008; Langevin, & Prasad, 2012).

Teacher perceptions of stuttering

In a school setting, teachers may not realize that they play a very crucial and long-lasting role in creating a relaxed and effective communicative environment for students who stutter (Lass et. al., 1992). Perceptions and attitudes about stuttering that are formed by classroom teachers can adversely affect how that teacher responds to a student who stutters (Yeakle & Cooper, 1986). Consequently, this can affect how the student who stutters behaves in the classroom. For example, Crowe and Walton (1981) administered a survey to teachers and found a positive correlation between knowledge of stuttering and attitudes toward stuttering. Yeakle and Cooper (1986) conducted a study with teachers and found that those who had experience with students who stutter, or had a course on stuttering, held more realistic attitudes and expectations of the student. Lass et. al. (1992) administered a questionnaire that required teachers to list adjectives and personality traits of hypothetical people who stutter. Results suggested that teachers listed primarily negative traits of people who stutter. Finally, Irani and Gabel (2008) administered a semantic differential scale to measure teachers’ attitudes toward people who stutter and fluent speakers. Results indicated that teachers reported positive attitudes toward both groups. These previous studies on schoolteacher perceptions of stuttering utilized survey methods.

Peer perceptions of stuttering

There is limited research that has explored the perceptions of school-age children toward their peers who stutter. Most studies were conducted using quantitative methodologies. One study, conducted by Franck et al. (2003), revealed that when compared to fluent speakers, school-age children frequently demonstrated more negative perceptions of individuals who stutter. Franck et al. asked 75 school-age children (two fourth grade and two fifth grade classes) to observe a videotape of a 47-year-old male reading a poem presented. In the first segment, the speaker stuttered while he read. The second segment consisted of the same speaker reading the same poem, however he did so fluently. The classrooms were randomly chosen to either watch the fluent or the disfluent videotape. The video tapes were presented to each group of participants in their classrooms. After the presentation, each child's perceptions (consisting of six personality and six intelligence traits) were measured using seven-point bi-polar adjective pair scales.

Results indicated that the perceptions of children toward individuals who stutter are clearly different from those of speakers with fluent speech. All participants rated both the personality and intelligence traits of the speaker who stuttered significantly less positive than they rated the speaker with fluent speech. The results of the Franck et al. (2003) study are consistent with the research conducted using adult participants; however, there one limitation associated with the procedures is that the children of this age group do not possess the expressive language skills required to adequately describe their perceptions of the personality and intelligence traits of an individual.

A similar study conducted by Kirsh (2006) investigated adolescents' perceptions of their peers who stutter. Eighth and eleventh grade students in regular public education classrooms

were randomly assigned to groups and asked to view one of two videotaped of speakers who were interviewing for a retail sales position. The speakers included one adolescent girl who demonstrated fluent speech patterns and one girl of similar age who demonstrated mild to moderate stuttering. After viewing the stimulus videotape, each student was asked to rate the speaker on seven personality traits using bi-polar adjective pairs on 5-point semantic differential scales. For each of the seven scales, each participant was asked to provide a brief explanation of why the rating point was selected. For the students who were randomly assigned the videotape of the individual who stuttered, ten additional survey questions were added to explore adolescents' perceptions of social issues such as popularity in relation to stuttering.

Findings indicated that both grade levels rated the speaker who stuttered significantly more negatively than the speaker who did not stutter. There were no differences reported for grade level or gender. When analyzing the ten additional survey questions, the investigator found that both grade and gender groups perceived the individual who stuttered as having difficulty engaging in social situations.

Perception of self as a person who stutters

Klompas & Ross (2004) conducted a study investigating the life experiences of adults who stutter and the impact of stuttering on their quality of life. Interviews were conducted which explored the life domains of education, social life, speech therapy, family, identity, and emotional issues. The study found that the majority of participants perceived their stuttering to have impacted their academic performance at school, and relationships with teachers and classmates the most. The authors also found that although the stuttering was not perceived to adversely influence the participants' ability to establish friendships, the participants found that people generally reacted negatively to their stuttering. Lastly, the study found that the majority of

the participants viewed their speech therapy experiences as being negative, however more than half of the sample believed that speech therapy had, nevertheless, exerted a positive effect on their quality of life. The study concluded that the participants felt that stuttering had affected their self-esteem and self-image, and had evoked strong emotions within them.

Another study conducted by McAllister, Collier, & Shepstone (2012), examined the relationship between stuttering and educational and employment outcomes. The researchers aimed at taking into account relevant predictors of stuttering, and comparing results for people who stuttered at age 16 with those who did not. The authors used adolescents (age 16) who were reported by their parents to stutter. It was hypothesized that stuttering would have a negative impact on educational outcomes and that people who stutter in adolescence would be less likely than those who did not stutter to stay enrolled in school beyond the minimum leaving age. The results of the study failed to support the suggestion that students who stutter were at a disadvantage in terms of education. The researchers acknowledge that despite considerable evidence from previous studies implying an unhappy experience of school for many people who stutter, their findings did not suggest that those who stuttered at age 16 were significantly more likely than their non-stuttering peers to drop out of school at the earliest possible opportunity. Also, from a reliability standpoint, the authors recognize that the participants should have been documented as people who stutter by a speech and language pathologist and not that of a parent.

A third study which examined ways in which adults who stutter describe their previous K-12 school experience was conducted by Daniels, Gabel, & Hughes (2012). The investigators interviewed adults who stutter in order to gain an understanding of their K-12 school experiences. The authors took a qualitative, phenomenological approach. Participants were asked to speak about how they felt stuttering affected their school experiences. The following

themes emerged from the findings: student characteristics (i.e., emotions, coping strategies, and personality); school characteristics (i.e., relationships with teachers, relationships with peers); classroom interactions (i.e., oral presentations, volunteering information, introducing oneself); and interventions (i.e., speech therapy, parent-teacher conferences, or lack thereof); and post-educational consequences of stuttering. Participants also provided their personal reflections on what they believed to be the present school climate for people who stutter, the visible and less visible experiences of stuttering, the experience of having a disability in school, and suggestions for classroom teachers. The findings from this study suggested that the experience of stuttering in school was influenced by many factors.

Statement of purpose

School-age students with disabilities often report having negative school experiences related to their having a disability (Milsom, 2006). As children progress through school, their academic and social environments place greater emphasis on the ability to produce larger units of oral language (Garnett, 1986). This poses a problem particularly for students who stutter because oral expression may be a hindrance.

Although children who stutter are taught various strategies to enhance their ability to maintain fluent speech in communicative contexts (Weiss, 2004), negative experiences arise when the student is unable to successfully manage conversations with peers and school personnel. This often causes a student who stutters to internalize the negative attitudes that are being presented by others, which then negatively affects the behavior, social relationships, and education of these students (Milsom, 2006).

The difficulty of engaging in conversation fluently may be the root of a perceived negative school experience for a student who stutters. For many years, researchers have

examined the attitudes of professionals toward individuals with disabilities, as well as the adults perception of their past school experience, however there aren't many studies which explore an adolescents' perceptions of their school experience as it is occurring.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Qualitative research

The early qualitative literature on stuttering mainly consisted of personal descriptions and anecdotes and occasionally some of the main therapeutic approaches that were developed out of different individuals' experiences (e.g. Van Riper 1973; Sheehan 1975). However, since the 1990s, there have been a number of qualitative investigations about the experiences of people who stutter (Corcoran and Stewart, 1998; Crichton-Smith, 2002, Daniels, Gabel, and Hughes, 2012). There are various types of qualitative research designs that include ethnography, biography, phenomenology, case-history, and grounded theory research (Creswell, 2001). Within these designs, there are different sets of empirical data that can be collected and analyzed (Hayhow & Stewart, 2005).

A phenomenological qualitative research paradigm was be used to conduct this study. This research design is based on the philosophy of constructivism. According to constructivism, there are various truths that exist in the world and these truths are based on observations about how people view the world (Creswell, 2003; Kvale, 1996; Licoln & Guba, 1985). In addition, the researcher plays a key role in how data are collected and analyzed. The researcher constructs his or her own understanding and knowledge of the world through experiencing and reflecting on the events that have occurred. Researchers conducting qualitative research do not persuade or impose their beliefs on the participants, as one person's truth is not that of another.

As previously stated, qualitative research consists of studying events in a naturalistic setting. Phenomenona are studied as they appear, interpreting or making sense of what is happening in terms of the meanings people apply to them (Ward-Schofield, 1990). There are numerous studies in the area of stuttering that use questionnaires and rating scales to focus on

aspects of speech and language that can be measured, and in some instances compared with non-stuttering samples or populations. Although there are a large majority of qualitative studies on the experiences of people who stutter, few studies have explored the school experiences of middle school and high school students who stutter.

Subjectivity Statement

It is important for the principal investigator of this study to acknowledge that she is not a person who stutters. Although not a person who stutters, she has been a practicing speech-language pathologist since August of 2005, and has studied a large amount of information and gained much knowledge and experience in the area of stuttering. In addition to providing speech therapy services to children and adults since beginning her career in 2005, she has completed graduate level courses and continuing education workshops on stuttering.

When entering into the school setting in 2005, it was noticed that more and more her caseload was growing and there was an increased need in therapy to listen to the voices of children who stutter. She also noticed that depending on the age, the social identities that were being created had various aspects that needed to be explored (age of onset, grade of student, family history etc.). The conversations that the investigator would have with her students who stutter sparked an interest and inspired this investigator to look deeper at how students (specifically adolescents) who stutter feel about their school experience. This project is an attempt to gauge a way to support students who stutter more at the classroom and school level.

Participants

This study explored the school experiences of adolescent students who stutter. The methodology used in this study was a multiple/collective case study (Denzin & Lincoln, 2008).

In this study, 7 adolescents who stutter were interviewed. The students consisted of middle and high school students ranging from ages 12-18.

Participants were recruited from the following sites: Detroit Innovation Academy and The Wayne State University Communication Sciences and Disorders (CSD) Outpatient Clinic. Participants continued to be recruited until no new themes emerged from their stories (Guest, Bunce, & Johnson, 2006). This concept is defined as the principle of completeness, or data saturation (Rubin & Rubin, 1995). According to Rubin & Rubin, “you keep adding interviewees until you are satisfied that you understand the complex cultural arena or multistep process. When each additional interview adds little or nothing to what you have already learned, it is at that point that you stop adding interviewees” (p. 72). Creswell (1998) indicates that 7-10 participants are usually enough in phenomenological inquiry. In this study, saturation was reached after 7 participants.

The following table highlights demographic information about the participants, followed by descriptive comments of each participant:

Table 1

Participant Demographic Information

Participant	Age	Gender	Grade	School District	Type of School
“1”	17	Female	12	SE Michigan	Public
“2”	15	Female	9	SE Michigan	Private

Participant	Age	Gender	Grade	School District	Type of School
“3”	13	Male	7	SE Michigan	Public
“4”	14	Male	9	SE Michigan	Public
“5”	12	Male	7	SE Michigan	Public
“6”	14	Male	9	SE Michigan	Public
“7”	122	Female	7	SE Michigan	Public

Participant 1 is a seventeen-year old female. She is a senior in high school who reports that she began stuttering at age 4. Based on her memory, elementary school was “hard because she felt like she was not like the rest” of the students. She and her peers continued on to middle school and she feels as though her experience “got worse in 6th grade but then it just improved”. She also reveals that high school “changed” and that “everyone knows her now and are actually really nice”. She receives speech therapy for her stuttering and believes that it has helped with the use of “pullouts” (a speech therapy technique used to manage the moment of stuttering). She will be attending college in the fall and does not feel that her stuttering affects the way that she learns. She feels that her teachers have done a good job accommodating her in the classroom. Participant 1 has an immediate family member who stuttered as a child.

Participant 2 is a fifteen-year old female. She is a freshman in high school who reports that she began stuttering at age 4. Based on her memory, in elementary school she was “teased in 3rd grade” but did not report it because she “didn’t care”. In middle and high school, she reports that her teachers and peers “don’t treat me different than anyone else”. She does not like to do oral presentations but does them because she has to. She receives speech therapy for her stuttering and believes that it has helped with building her confidence. She does not feel that her stuttering affects the way that she learns. She feels that her teachers have done a good job accommodating her in the classroom. Participant 2 also has an immediate family member who stuttered as a child.

Participant 3 is a twelve-year old male who also has an additional diagnosis of ADHD. He is in the 7th grade and reports that “it’s (7th grade) alright, it’s just hard to get along with anyone in there (class)”. He reports that his classmates consider him annoying and “they just don’t want to be bothered” with him. He has two best friends who “kind of stick up for me”. He reports that “I feel like I am the only one in class”. He does not like to participate in oral presentations and feels that he is ignored and always partnered with students that he does not get along with. As far as his stuttering goes, he feels that “it’s just me and nobody can change me”. He receives speech therapy for his stuttering and believes that it has helped with teaching breathing strategies and speaking slower. He does not feel that his stuttering affects the way that he learns. He feels that his teachers have done a good job accommodating him in the classroom. Participant 3 also has an immediate family member who stuttered as a child.

Participant 4 is a fourteen-year old male. He is entering his freshman of high school and reports that he began stuttering in kindergarten. Based on his memory, he has never been teased or bullied and when in new situations classmates ask “do you stutter” and “why you stuttering”

but he responds with “I don’t know, I can’t really help it”. He participates in class discussions and has no problem doing oral presentations. He receives speech therapy for his stuttering and believes that it has kind of helped by supplying methods to use. He also reports that he does not use the methods often and that he does not feel that his stuttering affects the way that he learns. He feels that his teachers have done a good job accommodating him in the classroom. Participant 4 also has an immediate family member who stutters.

Participant 5 is a twelve-year old male. He is in the seventh grade and reports that he began stuttering in second or third grade. Based on his memory, he has never been bullied because of his stuttering but has been teased. He reports that stuttering “is not fun” and is “embarrassing”. He does not like to participate in class discussions and does not like doing oral presentations because his classmates laugh. He receives speech therapy for his stuttering and believes that it sometimes helps with supplying breathing techniques. He also reports that he does not feel that his stuttering affects the way that he learns. He feels that his teachers have done a good job accommodating him in the classroom. Participant 5 has an extended family member who stutters.

Participant 6 is a fourteen-year old male. He is a freshman in high school who reports that he began stuttering when he was 8 or 9 years old. Based on his memory, “I’ve never been bullied before”. He feels like he knows everyone in his school and that his teachers have done everything to support him in the classroom. He participates in class discussions and has no problem doing oral presentations. He receives speech therapy for his stuttering and believes that it has helped by teaching him how to slow down. He also reports that his teacher and peers “ask me to slow down” and that he does not feel that his stuttering affects the way that he learns. He

feels that his teachers have done a good job accommodating him in the classroom. Participant 6 also has an immediate family member who stutters.

Participant 7 is a twelve-year old female. She is in the seventh grade and reports that she began stuttering in kindergarten. Based on her memory, in elementary school “ I never really noticed it as much but as I got older it became more noticeable”. She recalls being teased when she was in the first or second grade, which annoyed her. She also reports that “it is usually tough for me to speak out loud especially if it’s with an audience that I’m not comfortable with” and “sometimes I try to avoid public speaking”. She receives speech therapy for her stuttering and believes that her therapist has helped her with “certain problems”. She does not feel that her stuttering affects the way that she learns. She feels that her teachers have done a good job accommodating her in the classroom. Participant 7 also has an immediate family member who stutters.

Development of Interview Questionnaire

The primary investigator reviewed the literature on the school experiences of adolescents who stutter, and students with disabilities (Flynt & Morton, 2004; Hearne, Packman, Onslow, Quine, 2008; Milsom 2006). This was done in order to develop a suitable set of interview questions for use during the interviews (see Appendix C). The primary investigator also consulted her advisor (who is a person who stutters) to review the questions. The questions were refined and used to interview the first participant (age 17). Feedback was elicited from the participant and it was acknowledged that the interview questions appeared relevant to the study. This procedure of pilot testing interview questions helps to establish credibility and clarity of interview questions (Glesne, 2006; Klompas & Ross, 2004; Maxwell, 2005).

Procedure of Interviews

The primary investigator engaged in phenomenological interviews with 7 participants. Each student who participated engaged in a 25-45 minute interview consisting primarily of open-ended questions. All interviews were held on the participant's school grounds or the Wayne State University Communication Sciences and Disorders (CSD) Outpatient Clinic in a quiet setting.

Before the interview, the primary investigator sat down with the parent and then the participant to complete the consent and assent for permission to conduct the interview. The primary investigator then engaged in dialogue with the participants about their school experiences. The meaning that the participants attached to their school experiences was a result of both interviewer and participant interaction. The definition of a qualitative interview as stated by Lincoln and Guba (1985) is as follows:

An interview is said to be a conversation with a purpose, but it would be a rare conversation that was entirely one-sided, no matter how dominant one member of the dyad might be or how submissive the other. In a very real sense, then, investigator and respondent together *create* the data of the research. Each influences the other, and the direction that the data gathering will take place in the next moment is acutely dependent upon what data have already been collected, and in what manner. There is in the investigator-respondent dyad a transitivity, a continuous unfolding, a series of iterations. Each shapes the other and is shaped by the other. (p. 100)

All of the interviews were audio-recorded.

Data Analysis

Data collection and analysis consisted of transcribing interviews and looking for any reoccurring themes within the responses of the participants (coding) (Strauss & Corbin, 1998). The process of coding and analyzing data is a critical part of analyzing qualitative research (Foss & Watters, 2003). By using these coding techniques, the primary investigator gained great insight

into the views and perceptions of the participants as it related to their stuttering and their current school experience.

Each interview was audio-recorded. Data were analyzed for common themes. The primary investigator used the following procedure to analyze the data:

1. Each interview was transcribed verbatim (McLellan, Macqueen, & Neidig, 2003).
2. Each transcript was read in full.
3. A summary code (a single word or phrase) was given to each line in the transcript (LaPelle, 2004). These codes were documented on the original transcript. Because the transcripts were reviewed through the viewpoint of school experiences, some statements were not coded. For example, if the participant provided information that was important yet off topic, such as stories about neighbors or outside factors that did not relate to questions about school, these statements were not coded.
4. After generating a list of codes from the narrative transcript, the primary investigator reviewed the complete code list and determined which codes were meaningful to the participant's experience. Themes were determined by observing the commonalities that existed across the participant's school experience, and grouping these into major and minor categories. The final coding list was thorough enough to capture all relevant statements about an adolescent who stutters' school experiences.

This process was completed for each participant. When independent analyses of all transcripts were complete, the primary investigator created a diagram that included codes and themes of all participants. Major themes for the group were determined by looking across the codes and individual themes for each participant.

Credibility

Credibility was addressed using a four-step process based on the procedures outlined by Lincoln and Guba (1985) and Plexico, Manning & DiLollo (2004). The four steps consisted of:

1. The primary investigator becoming aware of personal and professional biases toward the study.
2. Audio-recording the interviews and transcribing them verbatim.
3. Investigator triangulation, where an additional investigator (the faculty advisor) coded the data and compared findings to the primary investigator. A consensus was reached on the major and minor themes of the study.
4. The primary investigator met with 6 of the 7 participants a second time (member-checking) to ensure a valid interpretation of the transcripts..

Data Collection Timeline

The overall timeline for the collection of all data occurred during a 10-month period, between March 2016 and January 2017 (see Table 2).

Table 2.

Data Collection Timeline

Timeline	Focus
Month 1 (March 2016)	Interview participant #1 Transcribe interview verbatim
Month 2 (April 2016)	Follow up with participant #1 for member-checking Interview participant # 2 Transcribe interview verbatim Follow up with participant #2 for member-checking Interview participant # 3 Transcribe interview verbatim
Month 3 (May 2016)	Follow up with participant #3 for member-checking Begin looking for themes/codes across data
Month 4 (June 2016)	Interview participant # 4 Transcribe interview verbatim Follow up with participant #4 for member-checking Email schools approved for potential participants

Timeline	Focus
Months 5-6 (July-August 2016)	Continue to email schools approved for potential participants Review transcriptions with advisor Continue looking for themes/codes across data
Month 7 (September 2016)	Interview participant # 5 Transcribe interview verbatim Follow up with participant #5 for member checking
Month 8 (October 2016)	Continue looking for themes/codes across data
Month 9 (November 2016)	Interview participant # 6 Transcribe interview verbatim
Month 10 (December 2016)	Interview participant # 7 Transcribe interview verbatim Follow up with participant #6 for member checking
Month 11 (January 2017)	Finish looking for themes/codes across data for final write up

CHAPTER 4: RESULTS

This study aimed to investigate the school experiences of middle and high school students who stutter. The four questions that guided this research are: (1) In what ways do middle school and high school students who stutter describe their school experiences; (2) What factors contribute to positive or negative school experiences; and (3) What strategies do middle school and high school students who stutter use in school and classroom settings to manage difficult situations? The results of data collection (7 face-to-face interviews) are reported in this section. Data collection consisted of personal accounts from 7 adolescents who stutter taken from 11 months' of interviews (see Appendix C for the interview protocol and Appendix D for the seven full transcripts of interviews).

The results are organized around the voices of the participants. Data is presented using tables and direct participant quotes. The quotes used to support each theme were selected based on the specificity of information provided. The primary investigator made a careful attempt to include quotes from all participants as seemed fit.

Data analyses revealed three major themes. Each of these major themes contained subthemes. Table 3 displays both major themes and sub-themes from the participants' responses.

Table 3.

Major themes and sub-themes of the school experiences of middle school and high school students who stutter.

<i>Major themes and sub-themes</i>
<ol style="list-style-type: none"> 1. Social Aspects of Stuttering <ol style="list-style-type: none"> a. Family Relationships b. Peer Relationships c. Social Interactions 2. Student Characteristics <ol style="list-style-type: none"> a. Participant Background b. Feelings and misconceptions 3. Overall School Experience <ol style="list-style-type: none"> a. School Participation and Accommodations b. Anti-bullying Efforts

The following sections discuss these themes in more detail. In each section, quotes from participants are provided as a means to further highlight the given themes.

Themes Related to Social Aspects of Stuttering

This section highlights the ways in which participants within this study described their social experiences with stuttering.

Family relationships

All of participants revealed that they had a family member who also stutters or stuttered as a child. 5 of the 7 participants indicated that the family member was an immediate (parent or sibling) family member. This subtheme also includes family acceptance and the effects of stuttering. The following quotes from interviews support this subtheme (the primary investigator asked the question “do you have any family members who stutter?”). Each participant answered

the question based on the way that it was asked so for reporting purposes, quotation marks are used to give the reader a better understanding of the context that was used:

Participant 1: My dad “stuttered” when he was 12 and his stopped. It just went away. My dad’s side is um they aren’t as “patient”. I’ve “talked to them” but they just don’t listen.

Participant 2: My mom “stuttered” when she was younger. Sometimes when I was younger and stuttered really badly, my mom would tell me to slow down because I talked really fast.

Participant 3: Just my mom “stutters”

Participant 4: yes my nephew “stutters”. He is 4 or 5. He is in school but I don’t think he gets “speech therapy” yet

Participant 5: My little cousin “stutters”

Participant 6: My dad “stutters” just a little bit. I don’t think he ever “received therapy”

Participant 7: My little brother “stutters” but it’s not as severe as mine. Its only minor. It started last year. Yeah, he gets “therapy” at school

Peer Relationships

A number of participants communicated the relationships between themselves and their friends and classmates as it relates to their stuttering. The following quotes from the interviews support this subtheme:

Participant 1: “My friends are kind”. In the beginning they tried to interrupt me or finish my sentences. I am in 2 sports and those have helped me actually be more talkative and make friends.

Participant 2: Things are really good with my friends. All of my friends really don’t acknowledge that I stutter. “They are like yeah that’s XXX and that’s how she talks.

Participant 3: My friends kind of stick up for me whenever I am getting picked on by my classmates. I tried going to my one friend for some tips and it didn’t work out. It was working the first time but when someone pops off about me...

Participant 4: My friends remind me to speak slow. That really helps

Participant 5: Sometimes “my friends” don’t care and they be telling me to slow down. I try to do what my friends say. Take a deep breath, stop talking and talk slow. Sometimes they help me pronounce the word. Say if I was stuck on one word, they would try to get. “If it’s not the right word” I ask them to stop. That’s kind of helpful.

Participant 6: I’ve known my friends since the 4th grade and if I stutter we all just laugh about it. We just keep it going. I laugh with them. It’s nothing traumatizing.

Participant 7: If they are my close “friends” that know about stuttering then “it doesn’t affect how I talk”. But I do have some friends that still question it. They are really trying to understand it. It’s actually better “when they ask questions” so that I can be more comfortable about who I am talking to. Some of my friends they know that I stutter so they are surprised with me reading out loud.

Social Interactions

The participants communicated their thoughts on being an adolescent who stutters and how they are affected by teasing and other challenges in school. The following quotes from the interviews support this subtheme:

Participant 1: It was in 6th grade and that’s when it was hard. Um I got laughed at... I don’t know um... people would call me names and in 10h grade I had 2 teachers who were so rude and one called me something. I was like what? I thought you were the teacher? I thought you would be more understanding. And one “teacher” laughed. I was like alright.

Participant 2: yes I was teased when I was in the 3rd grade. I didn’t tell because I didn’t care. I haven’t faced any other challenges. Most times I have my mom order pizza because one time I called to order and I couldn’t get my words out and they were like hello and they hung up on me. So now I just have my mom order pizza because I’m afraid they will hang up on me. Like hello, did you just call? I don’t know about other people but “at school” I am not treated differently. Maybe it’s because I go to a private school or something.

Participant 3: My friends can understand me but nobody else. One of my teachers can understand what I am saying. We just greet each other in a different kind of way. We talk to each other like friends. Since I started here “this one kid” he just tell me to go somewhere. He needs to go somewhere. I been hearing a lot because he makes girls fight. There is no way possible to deal with him. He tries to lich his way out. My mom does not want to talk to him. I would try to talk to his mother but that would trigger him. She knows what he be doing. We try not to look at him. I am praying that I am never partners with him again. “He’s the only one”. As long as no one bothers me, I don’t bother them

Participant 4: At times “stuttering affects the way I speak to other people” I don’t “stutter” all the time but it eventually happens. I’ve never been teased or bullied. Won’t nobody ever tease me cause I don’t know they just haven’t. I used to didn’t want to do oral presentations but now I’m cool with it now. Talking slow and stuff “helped me get through that. “In elementary school” I kind of got teased about it. I would fight back so I didn’t care.

Participant 5: Sometimes when I talk to people I don’t stutter as much. I just stop talking and try to speak again. It was in 5th grade. We had this one project and when I did it, I was stuttering. It didn’t go good. They (kids) just laughed. Sometimes I just don’t talk at all so that I won’t stutter at all. When I get teased, I just try to ignore them and stuff. At my old school, the teacher didn’t really care. All the teacher would do is keep telling them to stop and sit in a corner

Participant 6: “I haven’t been teased or bullied”. Back in 6th grade. There was this one girl. She would come over and say did you just stutter? My friends said “she liked me”. Last year in 8th grade I had one those projects and I had to stand up there for 4 minutes. I read off all of the stuff and it was getting long so I was getting irritated so that kind of messed up my day.

Participant 7: That (being mean) used to happen when I was younger but that stopped happening when I was in 4th grade. It’s not really an issue though. Nobody had to get involved. Back in 1st or 2nd grade “I was teased” It wasn’t a major thing. I don’t remember the words but I still remember. I don’t like talking to people that I am not comfortable with or presenting or anything that deals with talking to a large crowd

Themes Related to Student Characteristics

This section highlights the various aspects that defined them as a student (age of onset, current age, grade, speech therapy etc.).

Participant background

All of participants revealed that they believe that their speech therapy has worked in their favor to some extent. Table 4 explains many of these characteristics followed by their descriptions of how they felt. All 7 participants indicated that they believe that stuttering has not affected the way they learn. Followed by Table 4 are the comments that the participants’ expressed, which explain the various emotions/ feelings that they have discovered within themselves throughout this process.

Table 4

Student Characteristics

Participant	Reported age of onset	Grade	Affected Learning	Has speech therapy worked
“1”	4	12	no	yes
“2”	4	9	no	yes
“3”	unsure	7	no	yes
“4”	5	9	no	“kind of”
“5”	8/9	7	no	sometimes
“6”	8/9	9	no	yes
“7”	5	7	no	yes

Feelings and misconceptions

Participant 1: I have no clue how it happens. It just happened. “Being a person who stutters” it was hard in elementary school because I was the only one and I just felt like I was not like the rest you know? At first it was hard to except that I was one out of 800 kids who had this but as years went, I had friends who had my back and people were more kind. Now I don’t really think “stuttering” has affected the way I speak to other people. It is what it is and it’s who I am. We aren’t dumb and we are who we are.

Participant 2: It slightly bothers me. You don't talk like everyone else but I can be whoever I want to be. Don't treat us differently than anyone else because they are the same person. Like that's judging them on how they talk and not what they talk about.

Participant 3: I just go with it. It's just me and nobody can change me. Help people out to the best of their abilities

Participant 4: It bothers me sometimes when they call "my stuttering" out. Like say why you stuttering and stuff. uh it's "now" cool in school cause everyone they know me and stuff so I'm not really embarrassed about it or nothing. I improved and "stuttering" does not come from being tickled.

Participant 5: To me it's not that fun. Every time I try to talk to a teacher sometimes I be stuttering and have to say the whole sentence again so that she can understand it. That's embarrassing. I just feel like I'm embarrassed every time I stutter. It makes me mad when sometimes I participate like every time we get into a partner team every time I stutter they laugh or tell me to stop talking fast. I tell them it's not funny. Sometimes they stop. Some kids would hide their face and keep laughing. It makes me sad. When I was in second or third grade the kids were mean. The teachers really didn't care. It didn't make me cry but it made me sad. I want to ask my old teachers why didn't you say anything why couldn't you stop them. Sometimes people laugh at you and it's not funny. People who stutter is not funny. They just have problems talking and we stutter.

Participant 6: I don't even think about it. My classmates even know I stutter and I think I might need to slow down. They will ask my teacher can you tell him to slow down. He's going kind of fast. It makes me know that I need to slow down. I might be like ok or I might ignore them. If you are a person who stutters, don't let other people opinion slow you down.

Participant 7: In first grade, it made me more annoyed than sad. Some people think that if you stutter then you don't do good in school which is wrong. People say that stuttering has an effect on your skills inside and outside of school which is also wrong. That's it.

Themes Related to the Overall School Experience

This section highlights the discussions had by the participants as it related to their academic experience. In particular, it breaks down speech services received, thoughts about receiving accommodations and classroom participation. Also mentioned are the anti-bully options that have been set in place in their classrooms and school wide.

School Participation and Accommodations

All of participants recounted their experiences through school up until their present grade.

Participant 1: I had friends in elementary school. It had its ups and down as I moved on to middle school. In middle school it got worse but then it just improved. In high school it changed. I just do what everyone does. It's hard but it's a milestone. My teachers help in any way. If I have a speaking exam I would have extra time and that's really it.

Participant 2: My teachers have always treated me the same as everyone else. I really don't talk to them. When it's a sub they just give you the homework and you do it. It doesn't really require much talking. Everyone treats me the same.

Participant 3: My teachers make me feel successful. It's just the annoying part of them explaining it. I get confused. It makes it tough. They go and tell me to take a deep breath. They shorten my work. They shorten my work so that I don't get stressed out. Sometimes my friends keep reminding me to take breaths and slow down when I go too fast.

Participant 4: Like if my teachers know that I know the answer they will call on me. I'm pretty good with oral presentations. I probably have to go slow and don't try to go too fast. They give me eye contact so that I know I am going to be called on.

Participant 5: My teachers tell me to stop talking fast. Sometimes they do a presentation of some sort of thing or tell me that I can have 2 minutes or like I can stop when I feel like stopping

Participant 6: As long as my teachers can hear me or understand what I am saying then they don't take off for my stuttering. They just sit and talk like me and you are doing and if I stutter then they just ignore it and keep going. They never call me out on it. If I was going too fast on a presentation, my math teacher would be like slow down you're going too fast.

Participant 7: I try to avoid public speaking. When I present, most of my teachers let me go after school when the students are not there. I don't do it all of the time because sometimes I have the courage to go up and do it. If I feel like I can do it, then I want to do it. When I am reading in class, my teacher lets me go up and read in private. My speech therapist at school when I had a presentation in my English class, she talked with my English teacher and said that if I could pick a couple of friends to come and listen to the presentation. Maybe not all of them but I do remember most of them being helpful towards anything.

Anti-bullying efforts

All of the participants recounted their knowledge of anti-bullying efforts put in place throughout their educational experience.

Participant 1: One time my mom had to talk to the principal and he talked with the teachers. They apologized. Another time, I had my teacher explain to the whole class. I think last year the school had a bullying rally.

Participant 2: Nothing has ever had to be done at the classroom level. For the school it is just kind of no tolerance

Participant 3: I get in trouble but not them. My teachers always have their eyes on me and not everyone else. Nothing has ever been done school wide. It never works.

Participant 4: I guess there were classroom talks because it happened in the middle of the school year. It wasn't about me though.

Participant 5: Nothing at the school level and to be honest that isn't something I would want to see. I don't think it would help. All the teachers do is tell people to stop laughing.

Participant 6: The school does a pretty good job with bullying. This boy used to bully this... not slow kid but a kid with a disability and once the kid told, he instantly got kicked out. He got suspended for like 2 weeks and then he stopped. I guess his parents got to him. Also, there was this guy who came to our high school and gave us a presentation about bullying. His son was bullied in the 80s or 90s so by the time he turned 14 he committed suicide. When he told us it was his son the whole class got quiet. If you are getting bullied by stuttering. Let somebody know or if you can handle it then ignore it but if not then just tell.

Participant 7: I never told so nothing was done in the classroom. At school, they bring an expert to talk about all sorts of bullying. Last year they talked about cyber bullying and there is mostly physical and cyber. A student can get detention or suspension. If it gets physical then they can cause to expel. In first grade she would punish them.

CHAPTER 5: DISCUSSION

The purpose of this study was to explore the ways in which middle school and high school students who stutter perceive their school experiences. The primary investigator used the qualitative methodology of phenomenology as a tool for gathering this knowledge. In answering the question, “In what ways do adolescents who stutter describe their school experiences” results revealed themes related to social aspects, student characteristics, and how it affects the overall school experience. Within the theme of social aspects were the subthemes of family history and acceptance, friendships, and stuttering in general as it relates to teasing, bullying, and challenges. The theme of student characteristics emerged the subthemes of age, grade, speech therapy effectiveness, learning ability along with feelings and misconceptions. The final theme is a connection between the first two themes, which brings together the overall school experience. Within this theme explores the subthemes of elementary, middle and high school, the use of accommodations and class participation. This theme also explores anti-bullying efforts, which include the classroom level as well as a larger school wide level. This chapter will discuss these themes in relation to prior research, discuss limitations and strengths of the study, and mention implications of the findings for speech-language pathologists and school staff.

Social Aspects

We know that social identity is constructed through repeated interactions with family, peers, and teachers (Wortham, 2003). In children, these social identities are developed in response to various representations, which shape the development of the individual’s image and social status of themselves and the various youth groups in which they participate. For all of the participants of this study, stuttering was a familial trait. Six of the seven participants had

immediate family members (mother, father, sibling, nephew) who stutter and one had a cousin who stutters. It is suggested that with stuttering being an entity within the family, that there would be a sense of comfort within the home. However, that was not so for all of the participants. Participant 1 for example expressed that her dad stuttered when he was 12. She goes on to explain that he is not patient with her and neither is his side of the family. She feels that the (extended family) does not listen to her. Participant 5 expresses similar conversations with his family. He recalls times when he has told his parents about students teasing him at school and their response is typically to “ignore it or to “not be around” those kids any more. With all of these accounts, all of the participants revealed that their parents have not had to make contact or involve themselves with the school regarding other students teasing or bullying.

When creating self-identities, family support is not the only entity involved. With family, comes friends and school. Prior research has shown us that having a disability is currently associated with the risk for negative life outcomes (Firth, Greaves, & Frydenberg, 2010) such as dropping out of school, juvenile delinquency, unemployment, and social isolation. Research conducted by Keefe, Moore, and Duff (2006) reveal that it is imperative to consider the voices of students with disabilities in order to explore the meaning that these students attach to their school experiences. We know that based on the relationships that are formed and the positive (or negative) interactions that occur within a home and school environment, individual social identities are created (Hemmings, 1998). For example, Petrunik and Shearing (1983) discussed three major strategies that individuals who stutter developed to manage their social interactions: concealment of stuttering; openness of stuttering; and disavowal, or not acknowledging stuttering. Daniels, Gabel, and Hughes (2012) conducted a qualitative study on recounting the experiences of adults who stutter. Findings of this study revealed themes of student

characteristics, school characteristics, post educational consequences and personal reflections/observations. Corcoran and Stewart (1998) also conducted a qualitative study on the lived experiences of people who stutter and findings of this study revealed themes of helplessness, fear, shame, and avoidance. Daniels and Gabel (2004) discussed the impact of stuttering on an individual's identity construction. Their literature review revealed themes of anger, guilt, and shame. Some of the same findings of these prior studies are supported in this study.

Because social environment of the classroom is also known to foster the social relationships that develop between students and teachers, research shows that students are influenced by what others say. They internalize and make it personal (Southerland, Kittleson, Settlege & Lanier, 2005). It is important for the classroom to promote an interactive setting, which keeps the students working and engaging with each other. It has also been documented that the effectiveness of the circulation of information among peers suggests, that engaging in practice may be a condition for the effectiveness of learning (Lave & Wenger, 2001). The participants in this study, for example expressed that their most difficult times were during the elementary years. It was at that time that all of the participants recalled the teasing and bullying and lack of adult support being given. This suggests that in the most prime years of a students life when they are most influenced by what other say and if fact internalize and make things personal (Southerland, Kittleson, Settlege & Lanier, 2005), students today are not receiving the positive social environment that they require early on. Many of the participants revealed that during these times, they too shared the feelings of embarrassment, sadness and anger which Daniels and Gabel (2004) reveals has a longing impact on an individual's identity construction.

Student Characteristics

Student characteristics consisted of participant background (age, grade, speech therapy effectiveness, and learning ability) as well as the feelings and misconceptions that the participants expressed. Research tells us that students with disabilities face many challenging experiences in the school setting and that they are at greater risk for exhibiting social and behavioral difficulties than their same-age peers without disabilities (Hearne, Packman, Onslow, and Quine, 2008; Milsom, 2006, Nowicki, 2003). According to Milsom (2006), the school experiences of students with disabilities can be positively or negatively be influenced by the attitudes and behaviors of peers and school personnel. These students are often stigmatized, and encounter many attitudinal and physical barriers throughout their academic career. Because of this, it is essential that a student be able to express himself successfully in order to have a school experience that is meaningful.

All of the participants indicated that during their early years of education (kindergarten through 4th grade) they experienced teasing at one point or another, however as they emerged to and through high school (those who are of age) expressed that they are in a place now where they are not affected by it anymore and that elementary school has not influenced them now as a high school student. Participant 6 for example explained that “for me it’s not that bad where it would destroy me. If I’m reading something, then I will stutter. People don’t look at me like “what did he say”, they just keep it going and I will stop and go from there”. He believes that his community of friends are so accepting now because “I’ve known my friends since the 4th grade and if I stutter, we all just laugh about it and keep it going”. He also recalls that “back in 5th grade some kids didn’t know what stuttering is so my teacher had to address them. I was reading and they started laughing and the teacher talked to them and they apologized”. Participant 4

also explains that now in high school “it’s cool in school cause everyone know me and stuff so I’m not really embarrassed about it or nothing”. He explained “I kind of got teased about it in elementary school. I would fight back so I didn’t care”. All 4 of the high school students indicated that the teachers as well as the students all accept them for who they are and accommodated for well. On the contrary however, the stories told by the middle school students were a little different, which supports the findings of Kirsh (2006). Two out of the three middle school students (grades 6-8; ages 12-13), revealed that they have been teased and continue to be teased. Kirsh (2006) also found that adolescents who stuttered were rated more negatively than those who don’t and would have a difficult time engaging in social situations. When thinking about the research question, “What strategies do adolescents who stutter use in the school and classroom setting?” the answers that developed was speech therapy. The middle school student who is not experiencing teasing reveals that she has had a great support system with her speech pathologist since kindergarten and that her therapist has advocated for her since the beginning. Using support systems effectively is a key factor that predicts success for students. All of the participants revealed that they received speech therapy and that for the most part, they believed that speech therapy worked. For all of the participants to believe that speech therapy is good to have, one question to be asked is “why none of the others utilized their speech therapist early on in school when teasing did occur. And for the middle school students who feel they are still getting teased, why not now? Conversations have to occur with students to build the sense of community which makes them feel comfortable enough to request assistance from adults and to feel secure in the adult to be able to handle the situation in a way that will force the teasing to stop. All 7 participants reported that even when situations occurred, they most often did not tell

either because they did not care or because they felt that the teacher wouldn't do anything about it.

School Experience

When analyzing the various factors which affect adolescents who stutter and the overall school experience, a closer look at the varying levels of one's socio-emotional development may reveal some valuable insight. The research question, "what creates a negative vs. positive school experience?" was asked and there were a combination of factors that were derived from this study. Student characteristics and social aspects are intertwined to create the overall school experience for a student. Within the school setting, the services, accommodations and school wide initiatives that are set in place for a student helps creates a safe zone for the child. Milsom, (2006) reminds us that school has an important impact on the development of a child. The school environment and even more, how the teacher treats the student affect student motivation as well as student engagement. Accommodations are known as the way to ensure that students with disabilities participate in national, state, and district assessments and classroom work. There was a time when lack of participation was the norm rather than the exception (Thurlow, 2014). The participants in this study all revealed that throughout the years, they felt that their teachers did everything possible to make them successful academically as it related to them and their stuttering. Participant # 5 for example explained "sometimes they do a presentation of some sort of thing or tell me that I can have 2 minutes or like I can stop when I feel like stopping. Sometimes I have to go back and finish it and sometimes I don't". Like participant 5, participants 3 and 7 also believe that when it comes to academics, their teachers do their part. Participant 5 states "they make me successful", while participant #7 reveals "I remember most of them being helpful towards anything".

Participating in oral presentations was another factor in which the participants revealed contributed to their overall school experience. There are many factors that affect how a person interacts socially, and it is often based on the relationships that the student has with others and the social environment in which they participate in daily. As we learned above, within every classroom setting, the relationships that are formed typically consist of student-to-student and teacher-to-student dynamics. These relationships often determine the level of participation that a student has in the classroom (Lave & Wenger, 1991). When a student has a good relationship with the teacher, the student is more inclined to participate in class activities. Participant 7 expressed that if her teacher asks a question “most times, yeah, I do raise my hand. This year I do because I work really hard on speaking out loud and becoming more comfortable. It’s only tough for me to speak out loud if it’s an audience that I’m not comfortable with. Not always but sometimes I try to avoid public speaking and this year I’ve started to participate, read aloud and present more often which is making me more confident.” Like her, participant 1 also explained that she has no difficulty with oral presentations: “I just do what everyone does. I just knock it out”. Although 2 of the 7 participants indicated that they do not like to do oral presentations, it is important to note that all 7 participants revealed that they do in fact do them. Participant 2 for example, indicated that she does not like reading out loud when it is in front of her class even though she talks normal when talking with her friends. Participant 4, also revealed that there was a time in his early stuttering years that he did not like to do oral presentations but “I’m cool with it now” because he has learned to “talk slow and stuff”.

Through conducting this study, it was hypothesized that the majority of adolescents interviewed would have reports depicting at least one negative encounter (teasing, bullying, mean demeanor) towards them as a result of their stuttering. This hypothesis was correct. All 7

participates indicated that at, at least one time in their childhood, they have been teased due to their stuttering. Secondly, it was hypothesized and expected that there would be a significant amount of participants who would indicate that the relationships with classmates negatively affected their overall school experience. This proved to be false. Out of the 7 participants interviewed, 2 participants revealed that they currently are in situations where teasing still occur, which results in feelings of anger, sadness and embarrassment. The other 5 participants, revealed that although, they have been teased in their life, they are currently not affected much by teasing, therefore creating a comfortable school setting. This contradicts the findings of Klompas & Ross (2004) who found in their study that the majority of participants perceived their stuttering to have impacted their academic performance at school, and relationship with teachers and classmates. It was also hypothesized and expected that the majority of adolescents would indicate and reveal that due to speech therapy has helped them in some capacity. This proved to be true. All 7 participants revealed that they believe that speech therapy has helped them in many ways, one of which including building confidence. This however, supports the findings in Klompas & Ross (2004) study, which suggests that although they did not like speech therapy, the participants believed that speech therapy had, nevertheless exerted a positive effect on their quality of life. The last hypothesis made was that there would not be a significant amount of participants who would indicate that the relationships with teachers negatively affected their overall school experience. It was expected that the majority of adolescents would not reveal that the behavior and attitude of the teacher made them perceive the school experience to be negative. This proved to be true. One participant revealed that early on, she had an experience with 2 substitute teachers who were rude, however once her mother reached out to the principal; the situation was taken care of. It is important to note, that although this isolated incident occurred,

all 7 participants believe that their teachers do everything in their power to make their educational experience successful.

Limitations and Strengths of Study

Qualitative research is designed to explore a target audience's range of behavior and the perceptions that drive it with reference to specific topics and experiences. With all research comes limitations. For this study, one limitation that has presented itself is that the sample size is small, although qualitative studies are generally much smaller than those used in quantitative studies. Qualitative samples must be large enough to assure that most or all of the perceptions that might be important are uncovered, and it is believed to have been accomplished with this study. A second limitation of this study is that for the high school population interviewed, it could be considered as retrospective. All of the participants were asked to reflect back on their school experiences and although fairly recent, it appeared to be difficult for them to think back and recall their elementary experiences. This limitation was confronted by recruiting participants of various adolescent age levels. A third limitation to this study is that the results cannot be generalized to all adolescents who stutter. Instead, the results can only describe participants who engaged in the study. Though results cannot be assumed to be the thoughts of all adolescents who stutter, the study's purpose was to discover themes and issues associated with the school experiences of adolescents who stutter.

Although all research has limitations, a strength of this study is that it offered the opportunity for a detailed examination of school experiences from the perspective of adolescents who stutter. Prior research has investigated this topic by having adults who stutter reflect on their K-12 experience (Daniels, & Hughes, 2012) and by using surveys and experimental paradigms with schoolteachers, school administrators, speech-language pathologists, and peers (Crowe &

Walton, 1981; Lass et al., 1992, 1994; Silverman & Marik, 1993; Yairi & Williams, 1970; Yeakle & Cooper, 1986). The literature reveals that there is limited research that addresses the adolescent's perception of their school experiences as it is occurring; therefore, there was a need for qualitative research in this area.

Future studies that are guided at exploring school experiences of individuals with disabilities would benefit from the findings of this study. Future research in this area may include: (1) qualitative methods that explore the school experiences of elementary and middle school students; and (2) developing principles and guidelines for classroom teachers when dealing with the emotions of adolescents who stutter.

Implications for Speech-Language Pathologists and Classroom Teachers

The participants in this study provided detailed information about their experiences as an adolescent student who stutters in school. The speech-language pathologist and the classroom teacher together can create a safe community within the classroom and school. Speech-language pathologists often have students who stutter on their caseload or may be asked to assess a student who potentially stutters. In many cases the speech–language pathologist is a student's biggest advocate in bridging the gap between the student and teacher. This information has important clinical implications for classroom teachers due to the importance of the student- teacher relationship. Classroom teachers spend at least 40 hours a week with students. The relationship that they have is pivotal to the academic success of the student.

Conclusion

Prior research studies on school and individuals who stutter have provided important information to educators and professionals who work with people who stutter (Daniels, Gabel, & Hughes, 2012; Lass et al., 1992, 1994; Yeakle & Cooper, 1986). With this information, it is

important to look beyond the known, and explore deeper into students experiences (Daniels, Gabel, & Hughes. 2012). By knowing the experiences that adolescents who stutter have in school, teachers, school staff and therapists can be more influential in their teaching practices, clinical interventions and anti-bullying efforts. With this paradigm shift, it allows the voices of these students to be heard and their stories to be recorded and documented, so that future generations of adolescents who stutter have access to their stories. The goal of this project was to seek and explore the ways in which adolescents who stutter have experienced school thus far in an attempt to validate their experiences through research. It is hoped that their voices will be used as the starting point for future studies that will expand our knowledge of the school life for adolescents who stutter.

APPENDIX A: NOTICE OF IRB APPROVAL

**WAYNE STATE
UNIVERSITY**

IRB Administration Office
87 East Canfield, Second Floor
Detroit, Michigan 48201
Phone: (313) 577-1628
FAX: (313) 999-7122
<https://irb.wayne.edu>

NOTICE OF EXPEDITED AMENDMENT APPROVAL

To: Tiffany Cobb
Communication Sciences and Disorders

From: Dr. Deborah Ellis or designee C. Zolonduk, PhD, JAM
Chairperson, Behavioral Institutional Review Board (B3)

Date: May 17, 2016

RE: IRB #: 115514B3E
Protocol Title: Middle School and High School Students Who Stutter: A Qualitative Investigation of School Experiences
Funding Source:
Protocol #: 1411013628

Expiration Date: January 11, 2017

Risk Level / Category: 45 CFR 46.404 - Research not involving greater than minimal risk/Research not involving greater than minimal risk

The above-referenced protocol amendment, as itemized below, was reviewed by the Chairperson/designee of the Wayne State University Institutional Review Board (B3) and is APPROVED effective immediately.

- Protocol - Change in Site - Addition of Central Michigan University Speech and Language Clinic and Summer Specialty Clinic.

Notify the IRB of any changes to the funding status of the above-referenced protocol.

APPENDIX B: PERMISSION TO CONDUCT RESEARCH**EQUITY**

Hi Tiffany,

I think this is a great idea and yes, please speak with the parents. You have my permission to conduct your research at Detroit Innovation Academy and Detroit Delta Preparatory Academy. How exciting that you are almost done!!

Rance Butgers
President Equity Education

APPENDIX C: INTERVIEW PROTOCOL

Hi, I'm Mrs. Cobb and I am talking to students who stutter about their experiences in school. Your parents gave me permission to talk with you. Everything that you discuss with me will be kept confidential and your name will not be used. Your views are very important to me and this project. I will also be taking notes to assist me. Let's begin.

Demographic Questions

1. How old are you?
 - a. What grade are you in
2. Do you remember what grade or how old you were when you first started stuttering?
3. Have you ever received speech therapy for stuttering?
 - a. How many years have you or did you receive speech therapy for stuttering?
 - b. Do you still receive speech therapy?
 - i. If yes, do you think it helped?
4. Do you have any family members who stutter?

Beliefs and Perceptions

5. In a general sense, tell me what it's like to stutter in school.
 - a. Does it bother you, or make you feel a certain way?
 - b. Tell me about participating in class
 - c. Tell me about oral presentations
 - d. Does it affect the way that you learn
6. Has stuttering affected how you speak to other people?
 - a. Your teachers
 - b. Friends
 - c. School staff
7. Have you been teased or bullied because you stutter?
 - a. Was anything done to correct the situation classroom wide?
 - b. School wide?
8. What other challenges have you faced throughout your school life as it relates to your stuttering?
 - a. How have you tried to overcome it?
9. How would these challenges be handled by the school?
 - a. What specifically did your teacher do?
 - b. What specifically was done school wide?
10. Do you believe that throughout the years, your teachers have done everything possible to make you successful academically as it relates to you and your stuttering (i.e. accommodations for presentations etc.)?
11. Have your parents ever had to make contact with the school because of these challenges?
 - a. If yes, did it affect the classroom or school dynamic as it related to you and the staff or you and the students?
12. What are your feelings about being accommodated for in the classroom?
 - a. What are the ways in which your teachers have made accommodations for you?
 - b. Peers?

13. Tell me about your experiences when dealing with school staff who were not specifically your teacher.

14. Are there any misconceptions about students who stutter that you would like to clarify?

Is there anything else that we didn't talk about that might help me understand how students feel as a student who stutters in the academic setting?

Thanks for participating!

APPENDIX D: PARTICIPANT TRANSCRIPTS

Participant 1

INTERVIEWER: In a general sense, tell me what it's like to stutter in school? Let's start as an elementary student?

INTERVIEWEE 1: Yes

INTERVIEWER: Ok how was that experience?

INTERVIEWEE 1: It was hard because I was the only one and I just felt like I was not like the rest. You know?

INTERVIEWER: So in elementary school, did you have friends?

INTERVIEWEE 1: yeah

INTERVIEWER: ok, ok

INTERVIEWER: Did you feel that way all throughout all of elementary? Did it get better as you got older? Towards middle school?

INTERVIEWEE 1: It had its ups and downs

INTERVIEWER: Was there anytime during your elementary time that you felt more isolated than others?

INTERVIEWEE 1: yeah

INTERVIEWER: ok. Now how was middle school? Did your middle school do 6th -8th

INTERVIEWEE 1: 6th through 8th

INTERVIEWER: and did your elementary friends follow you?

INTERVIEWEE 1: yes

INTERVIEWER: how was that experience for you?

INTERVIEWEE 1: it got worse but then it just improved

INTERVIEWER: so do you feel that improvement happened as you were transitioning into high school?

INTERVIEWEE 1: It was... um I don't know.. gosh it is hard to go back

INTERVIEWER: I know

INTERVIEWEE 1: It probably... in high school it helped... it changed if that makes sense

INTERVIEWER: cause you are in 10th now or 11th?

INTERVIEWEE 1: I'm a senior

INTERVIEWER: are you... wow.... Well congratulations to you! That is awesome

INTERVIEWEE 1: thank you

INTERVIEWER: Does it bother you, or make you feel a certain way? I know now you it's been occurring for a while so you kind of learned to cope or have some strategies in dealing with it but if you can remember through the process. Did it bother you, or does it still bother you or make you feel a certain way?

INTERVIEWEE 1: um it... at first, it was hard to except that um I was one out of 800 kids who had this but as years went I um I just I had friends who had my back and um people were more kind and they knew

INTERVIEWER: so over time as far as in class have you ever had or in therapy sessions been grouped with other students who stutter?

INTERVIEWEE 1: the only one

INTERVIEWER: Tell me about participating in class

INTERVIEWEE 1: It is hard but I am... I try to.... Hmm... how do I explain this?... It is hard but I deal with it

INTERVIEWER: have you and your teachers kind of come to some kind of agreement or do you guys... so for example for my students, I suggest... to the teacher well first of all let her know that you are going to call on her so...

INTERVIEWEE 1: right exactly

INTERVIEWER: so that she can be prepare and kind of know what she wants to say.

INTERVIEWEE 1: yeah yeah

INTERVIEWER: So do you have that kind of conversation?

INTERVIEWEE 1: yes

INTERVIEWER: So what about oral presentations? Do you come up with new circumstances or are there certain rules for you when it is oral presentation time?

INTERVIEWEE 1: I just um...I do what everyone does. I just

INTERVIEWER: knock it out

INTERVIEWEE 1: yes... its hard but it's a milestone

INTERVIEWER: Do you feel like the stuttering affect the way that you learn?

INTERVIEWEE 1: no

INTERVIEWER: How old are you? 17

INTERVIEWER: you are in the 12th grade?

INTERVIEWEE 1: mmm hmmm

INTERVIEWER: what are your plans for the fall?

INTERVIEWEE 1: I am going to [college] and I don't know what I um I want to do

INTERVIEWER: have you thought about speech pathology?

INTERVIEWEE 1: I have but I don't know?

INTERVIEWER: You have plenty of time

INTERVIEWER: Are you planning to continue your IEP there with accommodations and everything?

INTERVIEWEE 1: umm hum yes

INTERVIEWER: Do you remember what grade or how old you were when you first started stuttering?

INTERVIEWEE 1: I was 4

INTERVIEWER: and does it feel like you woke up and all of a sudden it was there?

INTERVIEWEE 1: I don't know... I have no clue how it happens. It just happened

INTERVIEWER: you receive speech therapy at school and here?

INTERVIEWEE 1: ummm hmm.

INTERVIEWER: How many years have you or did you receive speech therapy for stuttering?

INTERVIEWEE 1: it was second grade I think

INTERVIEWER: so it wasn't severe enough in kindergarten and first grade

INTERVIEWEE 1: I don't think it was. Now it just is

INTERVIEWER: do you think that the speech therapy helped?

INTERVIEWEE 1: oh yeah

INTERVIEWER: In therapy is it a lot of strategy and techniques or is it about feelings. Like do you do easy onset and tapping out.

INTERVIEWEE 1: its all in... yes.. its all mixed in one

INTERVIEWER: Is there a strategy or technique that you feel works better for you?

INTERVIEWEE 1: I would say pull outs

INTERVIEWER: How are your family and friends about waiting you out?

INTERVIEWEE 1: like wait?

INTERVIEWER: Right so do you find... I know probably early on did you find that people tried to interrupt you or finish your sentence and all of that?

INTERVIEWEE 1: mmm hmmm

INTERVIEWER: has it gotten better? Is it about the same? What is your experience with that?

INTERVIEWEE 1: well my dad's side is um they aren't as ...

INTERVIEWER: like patient? They aren't as patient?

INTERVIEWEE 1: yeah

INTERVIEWER: but at home, your peers, at school, and your teachers how are they

INTERVIEWEE 1: They are um ... kind and they are. They are just are um

INTERVIEWER: there

INTERVIEWER: Do you have a preference? Do you prefer for people to let you get it out and finish?

INTERVIEWEE 1: yeah

INTERVIEWER: Is that a conversation that you have had on your dad's side

INTERVIEWEE 1: um hmmm. But they just don't listen

INTERVIEWER: Do you have any family members who stutter?

INTERVIEWEE 1: my dad did when he was 12 and his stopped. It just went away

INTERVIEWER: how old was he when that happened

INTERVIEWEE 1: I think he was 12

INTERVIEWER: oh so it happened at 12 and stopped at 12? Yeah

INTERVIEWER: so does he seem, being a person who stutters, is he very compassionate towards it?

INTERVIEWEE 1: no

INTERVIEWER: he's on his dad side?

INTERVIEWEE 1: Yeah

INTERVIEWER: Dad's are a little different anyway.

INTERVIEWEE 1: It's a long story

INTERVIEWER: They aren't the patient sort at all.

INTERVIEWEE 1: It's a long story

INTERVIEWER: I know my husband when it comes to my kids... he just growls. So stern

INTERVIEWER: Has stuttering affected how you speak to other people?

INTERVIEWEE 1: I don't think it really has...It is what it is and its who I am

INTERVIEWER: absolutely

INTERVIEWER: Have you been teased or bullied because you stutter?

INTERVIEWEE 1: It was in 6th grade and that's when it was hard. Um I got laughed at... I don't know um... people would call me names and in 10th grade I had 2 teachers who were so rude.

INTERVIEWER: Really?

INTERVIEWEE 1: and one called me something. I was like "what? I thought you were the teacher? I thought you would be more understanding and one laughed. I was like alright

INTERVIEWER: you just take it in or did you tell

INTERVIEWEE 1: yeah

INTERVIEWER: you told

INTERVIEWEE 1: yeah

INTERVIEWER: Was anything done to correct the situation classroom wide?

INTERVIEWEE 1: My mom got um. She talked with the principal and he talked with the teachers

INTERVIEWER: did they apologize

INTERVIEWEE 1: yes

INTERVIEWER: how about back when we were talking about the kids. Was there anything done in the classroom to correct that situation when there were kids doing the teasing?

INTERVIEWEE 1: I had my teacher explain to the whole class

INTERVIEWER: Was there anything done School wide? Bully rallies

INTERVIEWEE 1: I think last year we had one

INTERVIEWER: What other challenges have you faced throughout your school life as it relates to your stuttering?

INTERVIEWEE 1: that's a hard question: how about do you do extracurricular things?

INTERVIEWEE 1: I am in 2 sports and those have helped me actually be more talkative and make friends

INTERVIEWER: what sports do you participate in?

INTERVIEWEE 1: softball and volleyball

INTERVIEWER: those must go together because those are the two sports that I played.

INTERVIEWEE 1: oh that's cool

INTERVIEWER: yep I was first base for softball, I tried pitching and I went to [names location] for pitching camp but it just wasn't my thing.

INTERVIEWEE 1: oh that's cool

INTERVIEWER: so first base was all me. But volleyball I sucked at it I was so bad. I played it my whole 4 years. My coach used to yell at me

INTERVIEWEE 1: oh trust me

INTERVIEWER: she used to take a tennis racket and take my arms. Yeah it was bad. I did it for the four years. Those must go together.

INTERVIEWER: when you joined the sport, were they all friends? Did you have any bullying or challenges with teammates?

INTERVIEWEE 1: no

INTERVIEWER: how about other teammates. I know teams hackle each other anyway

INTERVIEWEE 1: you mean other teams?

INTERVIEWER: yeah other teams, I'm sorry

INTERVIEWEE 1: no

INTERVIEWER: Do you believe that throughout the years, your teachers have done everything possible to make you successful academically as it relates to you and your stuttering (i.e. accommodations for presentations etc.)?

INTERVIEWEE 1: yeah I think they help in anyway

INTERVIEWER: do you feel like it has always been that way? Were they always so supportive? With the exception of 10th grade?

INTERVIEWEE 1: oh yeah

INTERVIEWER: for example: were there accommodations for presentations? That kind of thing?

INTERVIEWEE 1: yes

INTERVIEWER: Have your parents ever had to make contact with the school because of these challenges?

INTERVIEWEE 1: Like what challenges?

INTERVIEWER: anything so the one we talked about the teachers teasing so of course your mom had to step in for that

INTERVIEWEE 1: right?

INTERVIEWER: but has your mom ever had to contact the principal or even the teacher about anything going on in the classroom, the lunchroom, the school line?

INTERVIEWEE 1: I would think so but I don't know if she ever actually have

INTERVIEWER: you have never had to come home and complain and your mom has said "that's enough! I'm going to the school and we need to all sit down and have a pow wow"

INTERVIEWEE 1: nods no

INTERVIEWER: when she had to talk to the principal about those two teachers, did it change the classroom dynamic as it related to you and your teachers?

INTERVIEWEE 1: they were a lot more nicer

INTERVIEWER: so it worked

INTERVIEWEE 1: yes it worked

INTERVIEWER: What are your feelings about being accommodated for in the classroom?

INTERVIEWEE 1: It helps

INTERVIEWER: do you think that you would be able to make it without XXX

INTERVIEWEE 1: some times, sometimes maybe not

INTERVIEWER: how instrumental or not was your speech therapist in the process in making sure that you had a great or safe or happy classroom and school environment?

INTERVIEWEE 1: they always asked how is this and blablabla

INTERVIEWER: do you recall them ever having to step in?

INTERVIEWEE 1: no

INTERVIEWER: What are some of the accommodations that have been made?

INTERVIEWEE 1: if I have a speaking exam I would have extra time and that's it really

INTERVIEWER: when reading and singing are you more fluent then when in conversation

INTERVIEWEE 1: yeah

INTERVIEWER: its always amazing how that works

INTERVIEWEE 1: Yeah it's like whoa

INTERVIEWER: Peers?

INTERVIEWEE 1: no

INTERVIEWER: Tell me about your experiences when dealing with school staff who were not specifically your teacher.

INTERVIEWEE 1: well everyone knows me by now but they are actually nice

INTERVIEWER: even in elementary school?

INTERVIEWEE 1: I don't remember as much in elementary with staff and stuff like that

INTERVIEWER: are you just a popular gal and everyone knows you

INTERVIEWEE 1: I am popular

INTERVIEWER: they know you because you are a genuinely great person not because you are the girl who stutters? Maybe

INTERVIEWER: Are there any misconceptions about students who stutter that you would like to clarify?

INTERVIEWEE 1: We aren't dumb. We are who we are

INTERVIEWER: Is there anything else that we didn't talk about that might help me understand the student's experience?

INTERVIEWEE 1: I don't think so

INTERVIEWER: I would like to thank you once again for participating

INTERVIEWEE 1: you're welcome

INTERVIEWER: I am excited to be able to write this up and let you guys know how it came out. I am definitely an advocate. I have worked in many schools because I was a contract speech therapist for a while so I've been in many schools and I have had quite a few students who stutter who I felt like were not able to get their voice out so. This will be a way to allow them to do that so thank you again.

Participant 2

INTERVIEWER: How old are you?

INTERVIEWEE 2: 15

INTERVIEWER: 15

INTERVIEWER: What grade are you in?

INTERVIEWEE 2: I'm in 9th grade

INTERVIEWER: Do you remember what grade or how old you were when you first started stuttering?

INTERVIEWEE 2: 4

INTERVIEWER: DO you remember did something happen or did you just wake up and you were stuttering?

INTERVIEWEE 2: I don't remember

INTERVIEWER: Have you ever received speech therapy for stuttering?

INTERVIEWEE 2: Yes

INTERVIEWER: Currently?

INTERVIEWEE 2: yes

INTERVIEWER: How many years have you received speech therapy?

INTERVIEWEE 2: In total? About 4 or 5 years total

INTERVIEWER: Have you u? Do you only receive it outside of school or have you received it in school too?

INTERVIEWEE 2: Yes, in of school

INTERVIEWER: How about now?

INTERVIEWEE 2:No

INTERVIEWER: Only outside of school?

INTERVIEWEE 2:Yes

INTERVIEWER: Do you think speech therapy helped?

INTERVIEWEE 2:Yes

INTERVIEWER: in what way?

INTERVIEWEE 2:Confidence

INTERVIEWER: Do you have any family members who stutter?

INTERVIEWEE 2:My mom did when she was younger

INTERVIEWER: In a general sense, tell me what it's like to stutter in school.

INTERVIEWEE 2:Um you don't talk like everyone else does.

INTERVIEWER: and what does that do for you?

INTERVIEWEE 2:Um it kind of makes you feel different than everyone else

INTERVIEWER: Does it bother you, or make you feel a certain way?

INTERVIEWEE 2:It slightly bothers me

INTERVIEWER: Tell me about participating in class

INTERVIEWEE 2:I don't like reading out loud

INTERVIEWER: does it matter whether you are reading in front of friends or in front of people who you don't know so well or you don't like it regardless of who it is

INTERVIEWEE 2:I don't like talking in front of my class. I am normal talking to my friends

INTERVIEWER: How about oral presentations?

INTERVIEWEE 2: Yes

INTERVIEWER: it bothers you?

INTERVIEWEE 2: Yes

INTERVIEWER: do you do them?

INTERVIEWEE 2: Yes

INTERVIEWER: because you have too?

INTERVIEWEE 2: yes

INTERVIEWER: Are you given any kind of leeway or are you graded differently?

INTERVIEWEE 2: no

INTERVIEWER: Does it affect the way that you learn

INTERVIEWEE 2: no

INTERVIEWER: Has stuttering affected how you speak to other people?

INTERVIEWEE 2: Yes

INTERVIEWER: In what way?

INTERVIEWEE 2: Talking out loud in class

INTERVIEWER: so you don't do it?

INTERVIEWEE 2: I do

INTERVIEWER: Your teachers?

INTERVIEWEE 2: It hasn't really

INTERVIEWER: Friends?

INTERVIEWEE 2:no

INTERVIEWER: School staff?

INTERVIEWEE 2:no

INTERVIEWER: Have you been teased or bullied because you stutter?

INTERVIEWEE 2:Yes

INTERVIEWER: Do you remember what grade or how often?

INTERVIEWEE 2:3rd grade

INTERVIEWER: Were you at the same school?

INTERVIEWEE 2:no

INTERVIEWER: Was anything done to correct the situation classroom wide?

INTERVIEWEE 2: No

INTERVIEWER: did you tell?

INTERVIEWEE 2:No

INTERVIEWER: why do you think that you didn't tell?

INTERVIEWEE 2:I didn't care

INTERVIEWER: where do you think that comes from? Was it instilled at home?

INTERVIEWEE 2:I can be whoever I want to be

INTERVIEWER: School wide?

INTERVIEWEE 2: no

INTERVIEWER: did you and do you now does your school do any anti bullying rallies? Do you have school wide initiatives?

INTERVIEWEE 2:Its kind of just no tolerance

INTERVIEWER: If someone were to tell about bulling not necessarily this but bullying in general the school would handle it you think?

INTERVIEWEE 2:yes

INTERVIEWER: What other challenges have you faced throughout your school life as it relates to your stuttering?

INTERVIEWEE 2: I've already mentioned talking out loud in class.

INTERVIEWER: do you participate in any sports or music?

INTERVIEWEE 2:I play violin and volleyball

INTERVIEWER: Have you faced any challenges with peers?

INTERVIEWEE 2:no

INTERVIEWER: With your not liking to talk in front of the class... how have you tried to overcome it?

INTERVIEWEE 2: I haven't tried to do anything

INTERVIEWER: How would these challenges be handled by the school?

INTERVIEWEE 2:Like bullying?

INTERVIEWER: anything that would cause the school to get involved how do they generally handle not appropriate behavior

INTERVIEWEE 2:We have a guidance counselor

INTERVIEWER: what is his or her role?

INTERVIEWEE 2: she talks to you if you are in trouble and stuff

INTERVIEWER: has your stuttering ever caused any fights?

INTERVIEWEE 2: no

INTERVIEWER: What specifically did your teacher handle bullying or inappropriate behavior?

INTERVIEWEE 2: No one really does anything

INTERVIEWER: so you guys are a bunch of perfect angels?

INTERVIEWEE 2: Pretty much

INTERVIEWER: Do you believe that throughout the years, your teachers have done everything possible to make you successful academically as it relates to you and your stuttering (i.e. accommodations for presentations etc.)?

INTERVIEWEE 2:yes

INTERVIEWER: what kind of things have they done?

INTERVIEWEE 2:Don't treat me different than anyone else

INTERVIEWER: what about oral presentations, speaking in front of others or calling on you for an answer. Do they do anything to prepare you?

INTERVIEWEE 2:No they don't treat me any different

INTERVIEWER: Have your parents ever had to make contact with the school because of these challenges?

INTERVIEWEE 2: No

INTERVIEWER: Have you ever told your parents about anything going on? So now you are in a good situation cause you get along with everyone but prior to now back when you were in 3rd grade with the teasing and bullying, although you didn't tell, how did you get it to stop?

INTERVIEWEE 2: I just didn't talk to them. I just ignored them and they stopped

INTERVIEWER: What are your feelings about being accommodated for in the classroom?

INTERVIEWEE 2:what do you mean?

INTERVIEWER: We are going to go back to elementary. Because now you guys are like a well-oiled machine. Back when kids could be mean... did your teachers ever have to make any accommodations for you so... (Alright XXXX I am going to call on you in 10 minutes I want you to get your answer together or I am going to give you extra time or anything where you felt like it was special treatment or special accommodations)?

INTERVIEWEE 2:No

INTERVIEWER: never?

INTERVIEWEE 2: no

INTERVIEWER: so your teachers have always treated you the same as everyone else? Have they ever acknowledged the fact that you stutter?

INTERVIEWEE 2:Yes

INTERVIEWER: How?

INTERVIEWEE 2:They just know it but they don't treat me any differently from it

INTERVIEWER: so do they know it because they see it or because your mom had to say something?

INTERVIEWEE 2:They see it

INTERVIEWER: what about your friends? Have you ever have any friends take up for you? Make any accommodations for you?

INTERVIEWEE 2: no

INTERVIEWEE 2:Everyone treats me the same

INTERVIEWER: I know you have had an awesome experience

INTERVIEWER: ok lets go back to third grade again. When the teasing and bullying did occur, the ones who were your friends what did they do in that situation?

INTERVIEWEE 2: Nothing. I don't think they knew cause this one kid came up to me and said "why do you talk like that" and I just didn't respond to him.

INTERVIEWER: so that's the only experience that you have ever had?

INTERVIEWEE 2: Really yeah

INTERVIEWER: how about your family? How does your family respond to your stuttering?

INTERVIEWEE 2: Respond to it in what way?

INTERVIEWER: Anyway. Your parents, siblings, grandparents?

INTERVIEWEE 2: [Shakes head "no"]

INTERVIEWER: no one has ever said anything?

INTERVIEWEE 2: Sometimes when I was younger and stuttered really badly my mom would tell me to slow down because I talked really fast.

INTERVIEWER: did you find that helpful?

INTERVIEWEE 2: No

INTERVIEWER: I get that a lot

INTERVIEWEE 2: I'm like mom, it's not going to help anything

INTERVIEWER: what about finishing your sentences for you?

INTERVIEWEE 2: Um no

INTERVIEWER: no one ever tries to finish your sentences?

INTERVIEWEE 2: No, if anything, I try to finish other peoples sentences

INTERVIEWER: Tell me about your experiences when dealing with school staff who were not specifically your teacher.

INTERVIEWEE 2: Like a sub or something? I don't really like talk to them. When it's a sub they just give you the homework and you do it. It doesn't really require much talking

INTERVIEWER: Are there any misconceptions about students who stutter that you would like to clarify?

INTERVIEWEE 2: um no I don't think so

INTERVIEWER: how about a motto or an XXX quote of the day as it relates to students who stutter and how others should perceive them or not perceive them.

INTERVIEWEE 2: Don't treat us differently than anyone else because they are the same person. Like that's judging them on how they talk and not what they talk about.

INTERVIEWER: We finished super super fast. I'm going to go back and make sure I didn't miss anything

INTERVIEWER: when did you...at what point in your life did you get therapy at school.

INTERVIEWEE 2: in 4th grade. Im not sure if this would qualify. So in kindergarten my friend her mom was a speech therapist sp they would give us a room and she would give me speech therapy when I was like 4. I don't know if that would count at school. I would have to ask my mom.

INTERVIEWER: probably not...well were you at school at 4.

INTERVIEWEE 2: Yeah I was in kindergarten 4 or 5

INTERVIEWER: so you only did school therapy in 4th grade?

INTERVIEWEE 2: Yes

INTERVIEWER: did your mom just pull you out and brought you outside or she didn't like the therapy inside?

INTERVIEWEE 2: I just kind of quit it for a while. I don't know why. I don't remember.

INTERVIEWER: so summer came and it was over and when you got back to fifth grade it was done?

INTERVIEWEE 2: Yeah

INTERVIEWER: that happens. Did you change schools from 4th to 5th grade then?

INTERVIEWEE 2: Yeah

INTERVIEWER: oh that happens quite often then

INTERVIEWER: so then when did you pick it back up for outside therapy?

INTERVIEWEE 2: I want to say 5th grade. Like late in fifth grade into the summer between 5th and 6th

INTERVIEWER: What about... how do you handle, phone calls with family and friends and then phone calls with like ordering pizza or answering the phone when its people who don't know you?

INTERVIEWEE 2: Um, most times I have my mom do it because one time I called to order pizza and I couldn't get my words out and they were like "hello" and they hung up on me. So now I just have my mom order pizza for me or I will just order online. So I still don't like to order pizza because I'm afraid they will hang up on me. Like hello did you just call? Yeah

INTERVIEWER: so is that something you guys work on in therapy? Like cold calls or modeling

INTERVIEWEE 2: No

INTERVIEWER: so maybe that is something that you should bring up and just to get more accustomed to it. You never know... you might make that phone call and they will get used to it.

INTERVIEWER: do you ever feel like you are um... do you go to parties or hang out with your friends? And you got with them to their family function or gathering. How open are you to talk

INTERVIEWEE 2: Yes; I wont like not say something

INTERVIEWER: how about new kids in school? would you walk up to a person, would you initiate?

INTERVIEWEE 2: yeah

INTERVIEWER: Is there anything else that we didn't talk about that might help me understand an adolescent who stutters school experience?

INTERVIEWEE 2: I don't know about other people but I am not treated differently. Maybe it's because I go to a private school or something.

INTERVIEWER: you seem to have a pretty good outlook even outside of school

INTERVIEWEE 2: Yeah I am a pretty positive person

INTERVIEWEE 2: Oh you had a question about extra curricular? Does volunteering count?

INTERVIEWER: for sure

INTERVIEWEE 2: I volunteer with kids with special needs

INTERVIEWER: oh ok. How is that?

INTERVIEWEE 2: Really good. Most of them can't talk so I don't feel so bad about myself

INTERVIEWER: what kind of things do you guys do?

INTERVIEWEE 2: They have a big place and they have a gym and my kid likes to go run around the gym a whole lot. I also did an advanced cooking class with them. That's where I have a nonverbal buddy. I just help her slice and there is this one thing that we do. I will ask her if she wants green apples or red apples and she tap the hand.

INTERVIEWER: how often do you do that?

INTERVIEWEE 2: Twice a week

INTERVIEWER: Are you a Girl Scout?

INTERVIEWEE 2: Yes

INTERVIEWER: you seem like the perfect Girl Scout

INTERVIEWER: My daughter is a girl scout but she is only 6.

INTERVIEWEE 2: I have been a Girl Scout since I was a Daisy

INTERVIEWER: that's what she is. She is a Daisy

INTERVIEWER: so that brings up one more thing. How is it with your troop and when you do girl scout outings?

INTERVIEWEE 2: Really good. All of my friends really don't acknowledge that I stutter. They are like yeah that's XXX and that's how she talks. The hardest part about being a girl scout is selling cookies

INTERVIEWER: I'm so glad it's almost over

INTERVIEWEE 2:I used to go down to the court with my mom with my princess rolling backpack full of cookies

INTERVIEWER: that's the way to do it.

INTERVIEWEE 2:No. we let the younger troops do it and then we take all of their money

INTERVIEWER: I can't wait until we get to that point because selling cookies was no fun.

INTERVIEWEE 2:Ask my mom about it

INTERVIEWER: she wants to do it just the first day. After that she's done. I do all the work after that. So I am so glad that girl scout cookie time is almost over

INTERVIEWEE 2:She would be like call people. I would say" I don't know how to call people" I don't even have a phone" that was my excuse

INTERVIEWER: I made her corner people at Christmas. She went from person to person with her form.

INTERVIEWEE 2:One thing that is really smart is to buy a bunch of cookies like 100 or 150 and just go up to people and be like "hey do you want some cookies? ok. Thanks." Then you just take all of the money back. And then if you don't sell them all then you have extra cookies.

INTERVIEWER: Yeah and we are all gaining 20 lbs. in the end

INTERVIEWER: Thanks for all of your help and your support!

Participant 3

INTERVIEWER: How old are you?

INTERVIEWEE 3: 12 about to be 13

INTERVIEWER: What grade are you in?

INTERVIEWEE 3: 7th

INTERVIEWER: how do you like the 7th grade?

INTERVIEWEE 3: It's alright, its just hard to get along with anyone in there.

INTERVIEWER: It's hard? How?

INTERVIEWEE 3: Pretty much everyone just claims that I am annoying.

INTERVIEWER: how does that make you feel?

INTERVIEWEE 3: victimized

INTERVIEWER: what do you mean by that?

INTERVIEWEE 3: it's confusing. How can I be annoying when I don't do anything to yall?

INTERVIEWEE 3: they just don't want to be bothered. They just tell me to go talk to XXX.

INTERVIEWER: are those your friends?

INTERVIEWEE 3: yes. They kind of stick up for me.

INTERVIEWER: do you always go to them when you are having trouble with people?

INTERVIEWEE 3: not all of the time. It's just whenever I'm getting picked on by my classmates.

INTERVIEWER: Do you remember what grade or how old you were when you first started stuttering?

INTERVIEWEE 3: no

INTERVIEWER: Have you ever received speech therapy for stuttering?

INTERVIEWEE 3: Yes

INTERVIEWER: Currently?

INTERVIEWEE 3: yes

INTERVIEWER: How many years have you received speech therapy?

INTERVIEWEE 3: I don't know

INTERVIEWER: Do you think speech therapy helped?

INTERVIEWEE 3: Yes

INTERVIEWER: in what way?

INTERVIEWEE 3: taught me to breathe before talking and I talk too fast

INTERVIEWER: Do you have any family members who stutter?

INTERVIEWEE 3: just my mom

INTERVIEWER: In a general sense, tell me what it's like to stutter in school.

INTERVIEWEE 3: I just go with it. It's just me and nobody can change me

INTERVIEWER: Does it bother you, or make you feel a certain way?

INTERVIEWEE 3: no not really

INTERVIEWER: Tell me about participating in class

INTERVIEWEE 3: It's kind of difficult when you sit alone. You sit outside of the group. No one notices you

INTERVIEWER: do you participate in class?

INTERVIEWEE 3: I try. I raise my hand but I don't get noticed

INTERVIEWER: so do you feel like you are alone?

INTERVIEWEE 3: pretty much like the lone wolf in the class. I feel like I am the only one in the class

INTERVIEWER: How about oral presentations?

INTERVIEWEE 3: I don't do those pretty much. I usually get partnered with people that I don't get along with.

INTERVIEWER: do you participate?

INTERVIEWEE 3: I normally just keep my mouth shut because no one can understand a thing I'm saying. I want to say something but if I stutter, no one can understand. [K] tries to put me on blast

INTERVIEWER: Does it affect the way that you learn

INTERVIEWEE 3: no

INTERVIEWER: Has stuttering affected how you speak to other people?

INTERVIEWEE 3: my friends can understand me but nobody else

INTERVIEWER: Your teachers?

INTERVIEWEE 3: no

INTERVIEWER: Friends:

INTERVIEWEE 3: no

INTERVIEWER: School staff

INTERVIEWEE 3: Mr. [H]. He can understand what I am saying. We just greet each other in a different kind of way. We talk to each other like friends

INTERVIEWER: Have you been teased or bullied because you stutter?

INTERVIEWEE 3: you can't say that again cause (K) ... since I started he just tell me to go somewhere. He needs to go somewhere. I been hearing a lot because he makes girls fight

INTERVIEWER: Was anything done to correct the situation classroom wide?

INTERVIEWEE 3: There is no way possible to deal with him. He tries to lie his way out.

INTERVIEWER: did you tell your mom?

INTERVIEWEE 3: my mom does not want to talk to him. I would try to talk to his mother but that would trigger him. She knows what he be doing. We try not to look at him. I am praying that I am never partners with him again. Mrs. (J) told my teachers that I work best with (J) but they wouldn't switch me. It didn't go so well

INTERVIEWER: What other challenges have you faced throughout your school life as it relates to your stuttering?

INTERVIEWEE 3: pretty much like anybody else. As long as no one bothers me, I don't bother them

INTERVIEWER: have you tried to overcome it?

INTERVIEWEE 3: I tried to go to my friend (I) for some tips and it didn't work out. It was working the first time but when someone pops off about me...

INTERVIEWER: How would these challenges be handled by the school?

INTERVIEWEE 3: I try telling them but the bystander loses and the murderer wins.

INTERVIEWER: what does that mean?

INTERVIEWEE 3: I get in trouble but not them

INTERVIEWER: What specifically did your teacher handle bullying or inappropriate behavior?

INTERVIEWEE 3: Always have their eye on me and not everyone else

INTERVIEWER: What specifically was done school wide? Nothing. It never works

INTERVIEWER: Do you believe that throughout the years, your teachers have done everything possible to make you successful academically as it relates to you and your stuttering (i.e. accommodations for presentations etc.)?

INTERVIEWEE 3: they make me successful. It's just the annoying part of them explaining it. I get confused.

INTERVIEWER: do you ever ask them to explain it again? I try asking but they just put it back the way they said it.

INTERVIEWER: how does that help you?

INTERVIEWEE 3: it makes it tough

INTERVIEWER: Have your parents ever had to make contact with the school because of these challenges?

INTERVIEWEE 3: They never make contact. They just tell me that the challenges I face, I have to go with it. They only make contact when it's about homework

INTERVIEWER: did it affect the classroom or school dynamic as it related to you and the staff or you and the students?

INTERVIEWEE 3: It actually doesn't, they would just make a quick call to talk about homework

INTERVIEWER: What are your feelings about being accommodated for in the classroom?

INTERVIEWEE 3: they go and tell me to take a deep breath. They shorten my work

INTERVIEWER: what are the ways in which your teachers have made accommodations for you?

INTERVIEWEE 3: shortens my work so I don't get stressed out

INTERVIEWER: How about your peers?

INTERVIEWEE 3: sometimes they keep reminding me to take breaths and slow down when I go too fast

INTERVIEWER: Tell me about your experiences when dealing with school staff who were not specifically your teacher.

INTERVIEWEE 3: I don't see them a lot but Mr. (O) he is the art teacher. He is fun

INTERVIEWER: Are there any misconceptions about students who stutter that you would like to clarify?

INTERVIEWEE 3: no cause I don't like putting my business out there

INTERVIEWER: How about a motto or a quote of the day as it relates to students who stutter and how others should perceive them or not perceive them?

INTERVIEWEE 3: Help them out to best of their abilities

INTERVIEWER: Is there anything else that we didn't talk about that might help me understand how it feels to be an adolescent who stutters in school?

INTERVIEWEE 3: I know what people be thinking "oh no... here he comes"

Participant 4

INTERVIEWER: How ok so how old are you?

INTERVIEWEE 4:14

INTERVIEWER: 14

INTERVIEWER: What grade are you in?

INTERVIEWEE 4:9th

INTERVIEWER: your going to the ninth?

INTERVIEWEE 4:yes

INTERVIEWER: Do you remember how old you were or what grade you were in when you first started stuttering?

INTERVIEWEE 4:probably it was like when I was little.. like kindergarten and stuff

INTERVIEWER: Have you ever gotten speech therapy for stuttering?

INTERVIEWEE 4:Yes

INTERVIEWER: How many years have you received speech therapy?

INTERVIEWEE 4: about like 10

INTERVIEWER: do you still get speech therapy?

INTERVIEWEE 4: yeah

INTERVIEWER: Do you think speech therapy helped?

INTERVIEWEE 4:kind of

INTERVIEWER: what do you mean?

INTERVIEWEE 4:It just depends on the methods

INTERVIEWER: do you use the methods?

INTERVIEWEE 4: not really but sometimes

INTERVIEWER: Do you have any family members who stutter?

INTERVIEWEE 4: yes

INTERVIEWER: who?

INTERVIEWEE 4: him right there

INTERVIEWER: who is that right there?

INTERVIEWEE 4: [says name]

INTERVIEWER: relationship to you?

INTERVIEWEE 4: my nephew

INTERVIEWER: how old is he?

INTERVIEWEE 4: 5 or 4

INTERVIEWER: does he get speech therapy? Is he in school?

INTERVIEWEE 4: yeah he is in school but I don't think he gets it yet

INTERVIEWER: In a general sense, tell me what it's like to stutter in school.

INTERVIEWEE 4: uh its cool in school cause everyone they know me and stuff so I'm not really embarrassed about it or nothing.

INTERVIEWEE 4: but I really think I do it

INTERVIEWER: so what about when you are first entering in school, for example you are going to high school now or when you first got to your last school. how was it in the entrance of it all?

INTERVIEWEE 4: people ask me like do I stutter and I be like yeah but then I guess they got used to it and I got used to them so...

INTERVIEWER: does it bother you or make you feel a certain kind of way?

INTERVIEWEE 4:sometimes when they call it out

INTERVIEWER: what kind of things do they do when they call it out?

INTERVIEWEE 4:like say “why you stuttering” and stuff

INTERVIEWER: what is your response when they say stuff like that?

INTERVIEWEE 4:I say “I don’t know, I can’t really help it”

INTERVIEWER: so what about participating in class

INTERVIEWEE 4: like reading?

INTERVIEWER: like any class. How is it do you raise your hand to ask questions are you hesitant to ask questions

INTERVIEWEE 4:I raise my hand to ask questions

INTERVIEWER: How about do your teachers call on you or do they hold out on calling on you?

INTERVIEWEE 4: kind of either way

INTERVIEWER: like sometimes they will call on you?

INTERVIEWEE 4:like if they know I know it then they will call on me

INTERVIEWER: ok. what about oral presentations?

INTERVIEWEE 4:I am pretty good with those too

INTERVIEWER: Do you think that the stuttering affect the way that you learn

INTERVIEWEE 4:no I don’t think it does

INTERVIEWER: do you think you use any of those techniques to get you through those oral presentations? what helps you get through those?

INTERVIEWEE 4:just say it slow probably. Don't try to go to fast

INTERVIEWER: Has stuttering affected how you speak to other people?

INTERVIEWEE 4:at times

INTERVIEWER: what do you mean?

INTERVIEWEE 4:I don't do it all of the time but it eventually happens

INTERVIEWER: when you say "it" you mean stutter?

INTERVIEWEE 4:yes

INTERVIEWER: how about with your teachers? Does it stop you from talking to your teachers?

INTERVIEWEE 4:no

INTERVIEWER: how about friends?

INTERVIEWEE 4:no

INTERVIEWER: School staff like principal or others?

INTERVIEWEE 4:no

INTERVIEWER: Have you been teased or bullied because you stutter?

INTERVIEWEE 4:no

INTERVIEWER: never ever?

INTERVIEWEE 4:wont nobody ever tease me cause I don't know they just haven't

INTERVIEWER: have you been in any fights over it?

INTERVIEWEE 4:no

INTERVIEWER: What challenges if any have you faced throughout your school life as it relates to your stuttering?

INTERVIEWEE 4: I used to... like the oral presentations you were talking about

INTERVIEWER: uh huh

INTERVIEWEE 4:I used to didn't want to do them but now I'm cool with it now

INTERVIEWER: ok. What helped you get through those?

INTERVIEWEE 4:talking slow and stuff

INTERVIEWER: Ok. How would these challenges be handled by the school?

INTERVIEWEE 4:like the therapist?

INTERVIEWER: the therapist or what would the teacher do to help you out

INTERVIEWEE 4:my teacher in eighth grade, he used to stutter so he would tell me that he would just talk slow and think about what he was going to say before he said it. And that kind of helped him out.

INTERVIEWER: do you think it helped you?

INTERVIEWEE 4:um hum yeah

INTERVIEWER: did your therapist ever have to advocate for you?

INTERVIEWEE 4:yeah I probably see a therapist like 2 times a week

INTERVIEWER: Do you believe that throughout the years, your teachers have done everything possible to make you successful academically as it relates to you and your stuttering (i.e. accommodations for presentations etc.)?

INTERVIEWEE 4:I don't really know about that. It depends... they kind of have helped

INTERVIEWER: have there ever been any who haven't?

INTERVIEWEE 4:no

INTERVIEWER: so they all have been pretty supportive?

INTERVIEWEE 4:yeah

INTERVIEWER: Have your parents ever had to make contact with the school because of any challenges?

INTERVIEWEE 4:about the stuttering... signing me up with the speech therapist a couple of years ago

INTERVIEWER: what about to talk to your teachers? Have they ever had to reach out

INTERVIEWEE 4:no

INTERVIEWER: and then after that, you started going to therapy

INTERVIEWEE 4:yes

INTERVIEWER: What are your feelings about being accommodated for in the classroom? Or what are your feelings about your teachers making you successful in the class?

INTERVIEWEE 4:I don't really know

INTERVIEWER: are you accommodated for in the class? For example some teachers warn you before calling on you. So they might say..."ok D, in 20 minutes I am going to call on you for number 5. Do they do that?

INTERVIEWEE 4: yeah yeah

INTERVIEWER: Is there any others that they do?

INTERVIEWEE 4:They just give me eye contact probably so that I know I am going to be called on

INTERVIEWER: How about your friends? Have your friends ever had to stand up for you or make any accommodations for you when it came to you stuttering amongst the class?

INTERVIEWEE 4:yeah to speak slow. That really helps

INTERVIEWER: what about your experiences when dealing with school staff who were not specifically your teacher. For example the principal or behavior specialist or the gym teacher

INTERVIEWEE 4:I don't really talk to them so it wouldn't be no help

INTERVIEWER: Are there any misconceptions about students who stutter that you would like to clarify? Anything out there that you believe people believe about people who stutter that is not true

INTERVIEWEE 4:just that it comes from getting tickled and stuff I don't know

INTERVIEWER: oh that it came from getting tickled?

INTERVIEWEE 4: I don't think it did but that's what people say

INTERVIEWER: Is there anything else that we didn't talk about that might help me understand how it feels to be an adolescent who stutters in school?

INTERVIEWEE 4: no

INTERVIEWER: so even outside of middle school, what about elementary school? Did you ever have any trouble in elementary school either?

INTERVIEWEE 4:kind of get teased about it

INTERVIEWER: ok so you did

INTERVIEWEE 4:not in middle school

INTERVIEWER: so in elementary school?

INTERVIEWEE 4:Mm hum

INTERVIEWER: was it by kids?

INTERVIEWEE 4:yep. I would fight back so I didn't care

INTERVIEWER: you would fight you said?

INTERVIEWEE 4:

INTERVIEWER: so what would your teacher do in that case to prevent that? Would there be classroom talks about we don't tease

INTERVIEWEE 4: I guess that happened cause it happened in the middle school year. It wasn't about me though

INTERVIEWER: ok so you guys had a talk. but in elementary school the teachers just let it happen?

INTERVIEWEE 4: mm hum

INTERVIEWER: did the teachers know about it?

INTERVIEWEE 4: mm hum cause I used to fight back

INTERVIEWER: when you would come home after being in a fight at school, you wouldn't tell your mom what happened?

INTERVIEWEE 4: I would tell her

INTERVIEWER: so would she contact the school

INTERVIEWEE 4: I don't know

INTERVIEWER: would you get suspended for fighting?

INTERVIEWEE 4: I probably get expelled

INTERVIEWER: I never got suspended in elementary

INTERVIEWEE 4: my first suspension was in 7th grade

INTERVIEWER: for fighting?

INTERVIEWEE 4: just some crazy stuff

INTERVIEWER: Oh for not doing what you were supposed to be doing

INTERVIEWER: is there anything we missed?

INTERVIEWER: to sum up your whole experience elementary and middle kindergarten through 8th grade what are your thoughts about being a student who stutters?

INTERVIEWEE 4: I improved

INTERVIEWER: if you had to rate it 1-5... 1 being the worse, 5 being the best, 3 being it was ok, how would you rate your experience?

INTERVIEWEE 4: 4

INTERVIEWER: you felt like teachers, staff, everyone was supportive? Yes

INTERVIEWEE 4: yes

INTERVIEWER: how did it make you feel in elementary school when they did tease you?

INTERVIEWEE 4: I don't really know. A feeling?

INTERVIEWEE 4: it didn't make me sad

INTERVIEWER: Back then did they accommodate for you or make special arrangements for you

INTERVIEWEE 4: no

INTERVIEWER: so over all you feel like your school experience has been good?

INTERVIEWEE 4: yes

Participant 5

INTERVIEWER: how old are you?

INTERVIEWEE 5: I am 12

INTERVIEWER: do you remember what grade or how old you were when you first started stuttering?

INTERVIEWEE 5: I think it was second or third grade.

INTERVIEWER: How did it happen? How did it come?

INTERVIEWEE 5: [shrugs shoulders] that's the part I don't know

INTERVIEWER: you don't remember

INTERVIEWER: do you remember if you just woke up and it was there?

INTERVIEWEE 5: no

INTERVIEWER: Do you have any family members who stutter?

INTERVIEWEE 5: my little cousin _____

INTERVIEWER: he's younger than you?

INTERVIEWEE 5: yes

INTERVIEWER: Have you ever received speech therapy for stuttering?

INTERVIEWEE 5: Yes

INTERVIEWER: How many years have you received speech therapy?

INTERVIEWEE 5: um... since elementary. I started speech class in like 3rd grade in elementary or fourth. I don't know

INTERVIEWER: Do you think speech therapy helped?

INTERVIEWEE 5: some times

INTERVIEWER: what do you mean?

INTERVIEWEE 5:sometimes what makes it works is sometimes I like shake my hands sometimes or I just like walk around from side to side.

INTERVIEWER: are those some things that you learned from speech?

INTERVIEWEE 5:not I learned those from just trying it

INTERVIEWER: Do those work pretty good?

INTERVIEWEE 5:sometimes

INTERVIEWER: In a general sense, tell me what it's like to stutter in school.

INTERVIEWEE 5:uh its... to me its not that fun

INTERVIEWER: why not? what makes it not fun?

INTERVIEWEE 5:everytime I try to talk to a teacher sometimes I be stuttering and have to say the whole sentence again so that she can understand it

INTERVIEWER: how does that make you feel?

INTERVIEWEE 5: embarrassing

INTERVIEWER: does your teacher do something to make you feel embarrassed? Or is it just a feeling that you have?

INTERVIEWEE 5:just a feeling. I just feel like I'm embarrassed every time I stutter.

INTERVIEWER: so how do you get through that?

INTERVIEWEE 5:taking a deep breath and talk slow

INTERVIEWER: you know you don't have to feel ashamed or embarrassed. I understand that it's a natural feeling but no one is the same and everyone is different so that kind of makes up of who you are and makes you unique in your own right right?

INTERVIEWEE 5:5

INTERVIEWER: so what about participating in class not just talking to your teachers but actually participating

INTERVIEWEE 5:like just standing in front of the class and talking?

INTERVIEWER: yeah or raising your hand to answer a question

INTERVIEWEE 5:I try to talk slow

INTERVIEWER: So tell me about when you are participating in class and you stutter. How does that feel or what happens

INTERVIEWEE 5: Sometimes I participate like every time we get into a partner team every time I stutter they laugh or tell me to stop talking fast

INTERVIEWER: What's your response?

INTERVIEWEE 5:I tell them its not funny

INTERVIEWER: do they stop?

INTERVIEWEE 5:sometimes

INTERVIEWER: how does that make you feel when they don't

INTERVIEWEE 5:mad

INTERVIEWER: have you ever had the conversation with them about how friends should treat each other?

INTERVIEWEE 5:no

INTERVIEWER: you should. What about oral presentations? Do you ever do projects?

INTERVIEWEE 5:yes. It was in 5th grade. We had this one project. It was about my teacher told me to read this book and after I'm done present it. When I did it. I was stuttering

INTERVIEWER: how'd that go?

INTERVIEWEE 5:It didn't go good

INTERVIEWER: you felt like it didn't go good?

INTERVIEWEE 5:yes

INTERVIEWER: what made it not go good? Did people say something

INTERVIEWEE 5: no they just laughed ?

INTERVIEWER: your teacher let that happen?

INTERVIEWEE 5:the teacher told them to stop?

INTERVIEWER: did that work?

INTERVIEWEE 5:It worked but some kids would hid their face and keep laughing?

INTERVIEWER: how did that make you feel?

INTERVIEWEE 5:sad

INTERVIEWER: do you think that stuttering affect the way that you learn?

INTERVIEWEE 5:not really

INTERVIEWER: how are your grades?

INTERVIEWEE 5: last report card I had 1 A in advisory a B in _____

INTERVIEWER: Is the work hard?

INTERVIEWEE 5: sometimes and sometimes not. Some work be easy and some work I try and see if I can do it myself

INTERVIEWER: do you succeed at that?

INTERVIEWEE 5:no

INTERVIEWER: when you can't do it, what do you do?

INTERVIEWEE 5: sometimes I ask my table partners. The people at my table

INTERVIEWER: do you think that stuttering has affected how you speak to other people?

INTERVIEWEE 5: not really. Sometimes when I talk to people I don't stutter as much

INTERVIEWER: what stops you from stuttering then?

INTERVIEWEE 5: I just stop talking and try to speak again

INTERVIEWER: what about teachers? Do you think that stuttering affects the way that you speak to them?

INTERVIEWEE 5: yes

INTERVIEWER: in what way?

INTERVIEWEE 5: whenever I try to talk to them sometimes I be stuttering a lot. When I try to ask them "how do I do this?" I remember one time when I said "how do I do this?" and I kept stuttering on that one word

INTERVIEWER: how about friends. Does stuttering affect the way you talk to your friends?

INTERVIEWEE 5: sometimes they don't care and they be telling me to slow down

INTERVIEWER: what about the other people in your class who aren't friends? Does it stop you from talking to them?

INTERVIEWEE 5: to my friends?

INTERVIEWER: to like your other classmates. Is everybody your friend?

INTERVIEWEE 5: no

INTERVIEWER: right so like those who are not your friends but are your classmates. Does the stuttering change the way that you talk to them?

INTERVIEWEE 5: uh I think so

INTERVIEWER: do you do something different?

INTERVIEWEE 5:I try to do what my friends say. Take a deep breath, stop talking and talk slow

INTERVIEWER: what about [names person] or other school staff?

INTERVIEWEE 5:sometimes when I stutter, they tell me to take a deep breath

INTERVIEWER: have you been teased or bullied because of your stuttering?

INTERVIEWEE 5:I haven't been bullied because of my stuttering but I have been teased

INTERVIEWER: was there anything done to correct the situation inside the classroom? When the kids were teasing you did the teacher do anything to stop it?

INTERVIEWEE 5:yes. Sometimes they tell them to stop making fun of me. Or she will put them out. She will tell all of the class to not talk or just ignore it.

INTERVIEWER: she tells you to ignore it?

INTERVIEWEE 5:yes

INTERVIEWER: how about school wide? Has there been anything done at school to stop the teasing?

INTERVIEWER: has the principal ever put on a program or something that the whole school could see for people to stop teasing

INTERVIEWEE 5:no

INTERVIEWER: is that something that you would like to see?

INTERVIEWEE 5:to be honest... no

INTERVIEWER: you don't think something like that would help?

INTERVIEWEE 5:no

INTERVIEWER: What challenges if any have you faced throughout your school life as it relates to your stuttering?

INTERVIEWEE 5: sometimes I just don't talk at all

INTERVIEWER: what's your reasoning behind that?

INTERVIEWEE 5: so that I won't stutter at all

INTERVIEWER: How would these challenges be handled by the school? After school? Extra curricular?

INTERVIEWEE 5: no. I want to play baseball but sometimes if you get hit with the ball, the ball hurts

INTERVIEWER: Have you faced any challenges with your stuttering other than teasing

INTERVIEWEE 5: yes

INTERVIEWER: what

INTERVIEWEE 5: when I get teased I just try to ignore them and stuff

INTERVIEWER: Do you believe that throughout the years, your teachers have done everything possible to make you successful academically as it relates to you and your stuttering (i.e. accommodations for presentations etc.)?

INTERVIEWER: so do you feel that your teachers have done any and everything that they could do when it comes to you being a student who stutters in their class

INTERVIEWEE 5: when they try to help me?

INTERVIEWER: Do you think they have done everything to help you

INTERVIEWEE 5: yes

INTERVIEWER: When it comes to those oral presentations and projects, what have they done to help you out

INTERVIEWEE 5: they tell me to stop talking fast

INTERVIEWER: do they make any kind of accommodations for you? Do they say “ ok instead of doing a 5 minute presentations you can do a 2 minute?” Or do they say ok _____ I am going to call on you in 5 minutes. I want you to be ready to give me an answer. What do they do to make sure that you do well?

INTERVIEWEE 5:

INTERVIEWER: do they, have they done anything

INTERVIEWEE 5:sometimes they do a presentation of some sort of thing or tell me that I can have 2 minutes or like I can stop when I feel like stopping

INTERVIEWER: do you have to go back and finish it

INTERVIEWEE 5:sometimes I have to go back and finish it or sometimes I didn't.

INTERVIEWER: Have your parents ever had to make contact with the school because of your stuttering. Elementary or middle

INTERVIEWEE 5:no

INTERVIEWER: so do you ever tell your parents that fact that you get teased

INTERVIEWEE 5:yes.

INTERVIEWEE 5: sometimes they tell me to ignore it or sometimes they tell me not to be around them

INTERVIEWER: but they never called to talk to or have a parent meeting or anything

INTERVIEWEE 5:not really

INTERVIEWER: What are your feelings about being accommodated for in the classroom? Is that something you see a lot or would like to see more of?

INTERVIEWEE 5:I would like to see more

INTERVIEWER: what are the ways that your teachers have made accommodations for you in their class

INTERVIEWEE 5:I don't know.

INTERVIEWER: what about your friends. I've heard... people try to complete my sentences, people don't wait to let me get out what I want to say. What kind of things do people do to you?

INTERVIEWEE 5: Sometimes they try to help me pronounce the word. Say if I was stuck on one word, they would try to get it out.

INTERVIEWER: what happens if it wasn't the word you were trying to say?

INTERVIEWEE 5:I ask them can they stop

INTERVIEWER: so is that helpful?

INTERVIEWEE 5:Kind of

INTERVIEWER: so some times its helpful and sometimes its not

INTERVIEWEE 5:yes

INTERVIEWER: How about your experiences when dealing with school staff who were not specifically your teacher. For example the office teacher, the janitor. How does that go?

INTERVIEWEE 5:good

INTERVIEWER: have you ever had any issues with it? When you want to ask the lunch lady for something or anything. Has anybody ever said or done anything?

INTERVIEWEE 5:I don't know

INTERVIEWER: you know if someone has ever said something that you didn't like about your stuttering.

INTERVIEWEE 5:oh no

INTERVIEWER: Are there any misconceptions about students who stutter that you would like to clarify? Anything out there that you believe people believe about people who stutter that is not true. What are some things that people think about people who stutter

INTERVIEWEE 5:sometimes people laugh at you and its not funny

INTERVIEWER: what do you want to clarify? What do you want people to know

INTERVIEWEE 5: people who stutter is not funny. They just have problems talking and we stutter.

INTERVIEWER: Is there anything else that we didn't talk about that might help me understand how it feels to be an adolescent who stutters in school?

INTERVIEWEE 5: no.

INTERVIEWER: think back to elementary school when you were younger? Did you ever have any trouble in elementary school either?

INTERVIEWEE 5:I didn't come here for first grade

INTERVIEWER: It doesn't have to be for this school. I'm talking about your school experience period. Preschool, elementary and middle. You being a student who stutters and your experience

INTERVIEWER: do you remember first and second grade?

INTERVIEWEE 5:yes

INTERVIEWER: do you remember your teachers?

INTERVIEWEE 5:yes

INTERVIEWEE 5:do you remember how they were? Did you get teased back then?

INTERVIEWEE 5:no not really. Not that often

INTERVIEWER: so once you realized you started stuttering, is that when the teasing began? Or when can you remember the teasing beginning?

INTERVIEWEE 5:when I was in my old school. I was in like second or third grade

INTERVIEWER: how were the kids then

INTERVIEWEE 5: they were mean

INTERVIEWER: they were mean?

INTERVIEWEE 5: yes

INTERVIEWER: did it make you cry?

INTERVIEWEE 5: it didn't make me cry but it made me sad

INTERVIEWER: so those are times that I would think that you would go home and tell your mom so that she could call the school so the teacher could handle it

INTERVIEWEE 5: at my old school the teacher didn't really care

INTERVIEWER: didn't care about what?

INTERVIEWEE 5:

INTERVIEWEE 5: all the teacher would do is keep telling them to stop

INTERVIEWER: but they wouldn't do anything about it?

INTERVIEWEE 5: nope they would tell them at my old school to sit in the corner.

INTERVIEWEE 5: How did it make you feel then that you were getting teased and your teacher didn't do anything about it

INTERVIEWEE 5: it made me feel sad

INTERVIEWER: Any challenges that you faced? That would be the teasing right? And the teacher didn't do anything?

INTERVIEWER: were the teachers nice to you back then?

INTERVIEWEE 5: some was nice and some didn't really care

INTERVIEWER: what did they do to make you think they didn't care

INTERVIEWEE 5: every time I stutter, the kids would be laughing and all the teacher was doing was telling them to stop

INTERVIEWER: But they wouldn't get punished or anything?

INTERVIEWEE 5: nope she would just tell them to stop and get back to their work

INTERVIEWER: If you could say anything to those teachers today what would it be?

INTERVIEWEE 5: it would actually be "why didn't you say anything" " why couldn't you stop them"

Participant 6

INTERVIEWER: how old are you?

INTERVIEWEE 6: I'm 14

INTERVIEWER: what grade are you in?

INTERVIEWEE 6: 9th

INTERVIEWER: how are you liking it?

INTERVIEWEE 6: its cool, its fun.

INTERVIEWER: did all of your friends follow or did everyone split up?

INTERVIEWEE 6: I came from 3 different schools so kindergarten through 4th grade I went to a different school. I had a lot of friends there but I had to leave because we moved. 5th through 7th I went to an [names city] school which was pretty nice because that's where I had a lot of friends. After we moved from elementary to middle school, we still followed and from middle to high school we still there. But we left to [names city] now.

INTERVIEWER: oh so you are at [names city]. Do you like [names school]?

INTERVIEWEE 6: yeah it's cool

INTERVIEWER: I know a couple of people who graduated from there and they liked it too

INTERVIEWEE 6: yeah cause we went from [names city] middle in 8th grade and then we went to high school

INTERVIEWER: do you remember what grade or how old you were when you first started stuttering?

INTERVIEWEE 6: I think I was like 8 or 9

INTERVIEWER: so that puts you in like 3rd or 4th grade?

INTERVIEWEE 6: probably 4th grade

INTERVIEWER: Have you ever received speech therapy for stuttering?

INTERVIEWEE 6: this is my first time

INTERVIEWER: So in school, it was never as severe enough where you needed speech therapy

INTERVIEWEE 6: I've never been bullied before. I know everybody

INTERVIEWER: that's actually one of my questions. We haven't gotten to that yet

INTERVIEWER: you received speech therapy at the Wayne State Clinic right?

INTERVIEWEE 6: Then I came here

INTERVIEWER: oh that's right you went to Children's?

INTERVIEWER: Do you think speech therapy helped?

INTERVIEWEE 6: yes it does

INTERVIEWER: in what way?

INTERVIEWEE 6: Just a couple of weeks ago in my Social Studies project with some friends. We had to present it. If I was talking too fast then I would have to slow down and then pause and go

INTERVIEWER: oh ok

INTERVIEWEE 6: so then the audience could understand me better

INTERVIEWER: do you have any family members who stutter?

INTERVIEWEE 6: my dad just a little bit

INTERVIEWER: do you know if he ever received therapy

INTERVIEWEE 6: no I don't think he ever did

INTERVIEWER: In a general sense, tell me what it's like to stutter in school.

INTERVIEWEE 6:uh for me it's not like that bad where it would destroy me. If I'm reading something, then I will stutter people don't look at me like "what did he say". They will just keep it going and I will just stop and go from there

INTERVIEWER: so is that where you feel it occurs the most?

INTERVIEWEE 6: If I am doing projects or reading out loud with the class or if I get excited and me and my friends are having a big conversation then we all get excited. We had a football game and we destroyed them. It was like 38 to zip. It was crazy. It was fun.

INTERVIEWER: who did you guys play?

INTERVIEWEE 6:we went against XX

INTERVIEWER: does it bother you or make you feel a certain way when your stutter?

INTERVIEWEE 6:if I stutter it will be like in the back of my head: dang, let me start over"

INTERVIEWER: so what about participating in class. Does it bother you or stop you in any way

INTERVIEWEE 6:In English class if the teacher wants us to read out loud... she wants the whole class to read it. We are reading a book now called Black Boy

INTERVIEWER: by James Baldwin?

INTERVIEWEE 6:I think so. If people are tired and don't want to read that day then I will just keep on volunteering. But if I am stuttering then it might get irritating and I will ask someone else to read

INTERVIEWER: what about oral presentations?

INTERVIEWEE 6:presentations

INTERVIEWER: Like when you have to stand in front of the class and speak

INTERVIEWEE 6:for me they go fine because I always do good at them

INTERVIEWER: ok

INTERVIEWEE 6:if it is a long one then it might get irritating if I stutter but I just keep it going

INTERVIEWER: when you find out that you have to do one does it bother you

INTERVIEWEE 6: I might get nervous cause I might not want to do it but I guess I have to cause it costs a lot like 80% of my grade

INTERVIEWER: Oh you don't have a choice then. what about teachers? Do they give you a heads up, give you shortened assignments?

INTERVIEWEE 6: If I'm not there then they will say " X we have an assignment due on this day" and then I go home and get ready for it.

INTERVIEWEE 6: the day before the presentation I will have flashcards and go over with my mom to make sure its 4 min or 1 min

INTERVIEWER: to make sure your time is right

INTERVIEWER: do they ever take off for your stuttering

INTERVIEWEE 6: no they don't. as long as they can hear me or understand what I am saying then no

INTERVIEWEE 6: yes

INTERVIEWER: do you think that stuttering affects the way that you learn?

INTERVIEWEE 6: no I don't. I have AP classes

INTERVIEWER: awesome

INTERVIEWER: does your stuttering affect how you speak to other people?

INTERVIEWEE 6: not really. I've known my friends since the 4th grade and if I stutter we all just laugh about it. We just keep it going

INTERVIEWER: how does it make you feel when they laugh?

INTERVIEWEE 6: nothing because I laugh with them. It's nothing traumatizing

INTERVIEWER: how about teachers.

INTERVIEWEE 6:teachers? We just sit and talk like me and you are doing and if I stutter then they just ignore it and keep it going

INTERVIEWER: what about school staff outside of your classroom. Like the principal, janitor...

INTERVIEWEE 6: one of the janitors was a coach for I think XX. I did baseball, then swimming, then basketball, football, martial arts

INTERVIEWER: which one do you like the best ?

INTERVIEWEE 6: I used to say football, I did it for 3 or 3 years but my mom hates the injuries. My cousin plays for NFL and he got injured 4 times

INTERVIEWER: it's a traumatic sport for your body

INTERVIEWEE 6:I saw the movie concussion. I don't want that

INTERVIEWER: it's a tough sport... its hard on your body

INTERVIEWEE 6:so it would be martial arts and basketball

INTERVIEWER: you didn't like the swim much?

INTERVIEWEE 6:I like the swim but my grandma... if I am in the deep end like 14 feet cause that's the highest that I can go, she would literally be standing up like "are you ok". So swimming would be 3rd

INTERVIEWER: so are you going to pick one to go further to kind of hone in on so you can work on a scholarship

INTERVIEWEE 6:it would be basketball or football. Not football, martial arts. The one I do is wing chun. My uncle was in the army for a long time and he does martial arts

INTERVIEWEE 6:I think he was making half of the story up cause I guess they used to get bullied in high school and once they learned that, they beat up the whole football team

INTERVIEWER: have you been teased or bullied because of your stuttering?

INTERVIEWEE 6: back in 6th grade. There was this one girl N she would try to be one of those girls to fit in. she was just nosey. if I am talking to my friends she would come over and say “did you just stutter” and I would be like bro...

INTERVIEWER: maybe she liked you

INTERVIEWEE 6:yeah that’s what some of my friends kept telling me

INTERVIEWER: so there wasn’t anything that had to be attended to by the teacher or principal

INTERVIEWEE 6:no

INTERVIEWER: have you faced any challenges throughout your school life as it relates to your stuttering?

INTERVIEWEE 6:last year in 8th grade I had one of those projects and I had to stand up there for 4 minutes. I read off all of the stuff and it was getting long so I was getting irritated so that kind of messed up my day but then I got home and had some pizza rolls and I was all fine

INTERVIEWER: that’s all it took huh lol

INTERVIEWEE 6:I was all fine

INTERVIEWER: the way the grading is now. Tests and quizzes are worth 80% so if you get a D or an F on one quiz it can take your grade from an A to a D

INTERVIEWEE 6:homework will cost 15%

INTERVIEWER: How do you feel that your school handles bullying and teasing? Even though you have never been teased

INTERVIEWEE 6:they do pretty good because this boy used to bully this... not slow kid but a kid with a disability and once the kid told, he instantly got kicked out. He got suspended for like 2 weeks and then he stopped. I guess his parents got to him.

INTERVIEWER: That’s good that they take care of it

INTERVIEWEE 6:yeah its pretty cool, pretty cool

INTERVIEWER: Do you believe that throughout the years, your teachers have done everything possible to make you successful academically as it relates to you and your stuttering (i.e. accommodations for presentations etc.)?

INTERVIEWEE 6: yeah, they never really call me out on it. There was this one teacher. She was the worse teacher that I have ever had. Her name was Ms. W. She was a white lady. The class was over talking her and she called us the n word. We told our parents and they cut up on her. The principal goes to my church so she got handled.

INTERVIEWER: what about your current teachers? so do you feel that your teachers have done any and everything that they could do when it comes to you being a student who stutters in their class

INTERVIEWEE 6:yep. If I was going too fast on a presentation, my math teacher would be like slow down your going to fast

INTERVIEWER: Have your parents ever had to make contact with the school because of your stuttering.

INTERVIEWEE 6:no

INTERVIEWER: What are your feelings about being accommodated for in the classroom? Is that something you see a lot or would like to see more of?

INTERVIEWEE 6: there is this one boy in my second hour and all he do is sleep

INTERVIEWER: and my teacher would knock on his desk and say “sir are you going to participate today”

INTERVIEWER: How do you feel when your teachers in front of the class tell you to slow down?

INTERVIEWEE 6:I don't even think about it. My classmates know I stutter and I think I might need to slow down. They will ask my teacher “can you tell him to slow down he's going kind of fast”?

INTERVIEWER: does that make you feel any kind of way

INTERVIEWEE 6:that I need to slow down

INTERVIEWER: how does it make you feel when your friends tell you to slow down?

INTERVIEWEE 6: I be like ok or I might ignore them. If they just keep playing. I have one of those friends who say: you need to slow down and I be like bro im not even...

INTERVIEWER: are you ok with it?

INTERVIEWEE 6: yeah

INTERVIEWER: Are there any misconceptions about students who stutter that you would like to clarify?

INTERVIEWEE 6: if you are a person who stutter, don't let other people opinion slow you down

INTERVIEWER: Is there anything else that we didn't talk about that might help me understand how it feels to be an adolescent who stutters in school?

INTERVIEWEE 6: There was a guy who came to our high school and gave us a presentation about bullying. His son was bullied in the 80s or 90s so by the time he turned 14 he committed suicide. When he told us it was his son the whole class got quiet

INTERVIEWER: yeah that's tragic

INTERVIEWEE 6: if you are getting bullied by stuttering let somebody know or if you can handle it then ignore it but if not then just tell.

INTERVIEWER: it sounds like you have had an positive experience growing up and in the classroom

INTERVIEWEE 6: yeah

INTERVIEWER: I used to be in school with family...

INTERVIEWEE 6: it sounds like you have not had any negative experiences

INTERVIEWER: no

INTERVIEWER: When you started stuttering do you remember the kids reactions?

INTERVIEWER: so did you just wake up and stuttered

INTERVIEWEE 6: I think I was just talking fast and stumbled on words and it evolved from there. Back in 5th grade some kids didn't know what stuttering is so my teacher had to address them. I was reading and they started laughing and the teacher talked to them and they apologized.

Participant 7

INTERVIEWER: how old are you?

INTERVIEWEE 7:12

INTERVIEWER: what grade are you in?

INTERVIEWEE 7:7th

INTERVIEWER: how are you liking it?

INTERVIEWEE 7: its normal. Like all other years

INTERVIEWER: Like all of the other years ?

INTERVIEWER: when you went to middle school did you have the same people with you that were in kindergarten through 5th grade? Or are you in a new school new setting new people?

INTERVIEWEE 7: same school

INTERVIEWER: oh ok. So your school goes kindergarten through...

INTERVIEWEE 7: 12th

INTERVIEWER: oh, so you have been with the same people for a while?

INTERVIEWEE 7:yeah

INTERVIEWER: do you remember what grade or how old you were when you first started stuttering?

INTERVIEWEE 7:kindergarten

INTERVIEWER: so how was that?

INTERVIEWEE 7:when I was in kindergarten, I never really noticed it as much but as I started to get more older. It became more of a problem

INTERVIEWER: when you say problem, what do you mean?

INTERVIEWEE 7:more noticeable

INTERVIEWER: Do you get speech therapy at school?

INTERVIEWEE 7:oh yeah

INTERVIEWER: how many years have you gotten therapy?

INTERVIEWEE 7:for 7 years

INTERVIEWER: so you started therapy in kindergarten?

INTERVIEWEE 7:oh ok

INTERVIEWER: you do that at school, and you also receive therapy outside of school?

INTERVIEWEE 7:no I received this therapy I think last summer

INTERVIEWER: do you still get therapy at school?

INTERVIEWEE 7:mmm hmm

INTERVIEWER: how do you think it has helped?

INTERVIEWEE 7:I'm real close with my therapist as school so like she helps me with certain problems at school like presentations or like any homework or something that I need help with

INTERVIEWER: has she ever had to step in if there was ever a problem in the classroom

INTERVIEWEE 7:well if I'm doing a presentation she does come in sometimes and like observe me

INTERVIEWER: oh ok how does that make you feel?

INTERVIEWEE 7:well since we are kind of close, it doesn't make me nervous

INTERVIEWER: she's been the same therapist since kindergarten?

INTERVIEWEE 7:yeah

INTERVIEWER: oh that's good

INTERVIEWER: do you have any family members who stutter?

INTERVIEWEE 7: my little brother but it's not as severe as mine its only minor

INTERVIEWER: did he start in kindergarten too?

INTERVIEWEE 7: no he started last year

INTERVIEWER: which puts him at about what age?

INTERVIEWEE 7: he's 9

INTERVIEWER: so he started at about 8

INTERVIEWEE 7: yeah

INTERVIEWER: does he get therapy too?

INTERVIEWEE 7: yeah at school

INTERVIEWER: In a general sense, tell me what it's like to stutter in school.

INTERVIEWEE 7: its usually tough for me to speak out loud especially if it's with an audience that I'm not comfortable with. Not always but sometimes I try to avoid public speaking

INTERVIEWER: now does your teachers allow you to do that?

INTERVIEWEE 7: most of them cause when I present I usually go after school when the students are not there.

INTERVIEWER: oh that's nice that they allow you to do that

INTERVIEWER: so if these are students that you have been with for 7 years, what makes you uncomfortable speaking in front of them?

INTERVIEWEE 7:because some of them don't know what stuttering feels like or what stuttering is so they assume things and don't know what they are talking about and it makes me uncomfortable to know what they think

INTERVIEWER: so when you say they don't know what they are talking about, they are saying bad things or negative things or being mean to you?

INTERVIEWEE 7:That used to happen when I was younger but that stopped happening when I was in 4th grade

INTERVIEWER: did somebody do something to make it stop or did they just grow out of it?

INTERVIEWEE 7:yeah, its not really an issue though

INTERVIEWER: nobody had to get involved?

INTERVIEWEE 7:no

INTERVIEWER: what about participating in class. If your teacher asks a question, do you raise your hand, are you forthcoming with answers?

INTERVIEWEE 7:most times yeah I do raise my hand. this year I do because I work really hard actually speak out loud and becoming more comfortable

INTERVIEWER: we've talked about oral presentations? You've made arrangements with your teachers to do them after school?

INTERVIEWEE 7:yeah but not all of the time because sometimes I have the courage to go up and do the:

INTERVIEWER: Is that something that you came up with? How did you guys come up with that arrangement?

INTERVIEWEE 7:My speech therapist at school when I had a presentation in my English class, she talked with my English teacher and said that if I could pick a couple of friends to come and listen to the presentation

INTERVIEWER: ok and you agreed with that?

INTERVIEWEE 7:yeah

INTERVIEWER: do you think that stuttering affects the way that you learn?

INTERVIEWEE 7: not really, its just the participating part. I still listen in school, it's just the participating part.

INTERVIEWER: do you know of any other students in your school who stutter?

INTERVIEWEE 7: no

INTERVIEWER: not in the whole school?

INTERVIEWEE 7: no

INTERVIEWER: does your stuttering affect how you speak to other people?

INTERVIEWEE 7: for me yeah, cause I do try to avoid some conversations

INTERVIEWER: what about on the telephone?

INTERVIEWEE 7: If I'm talking to a family member or a close friend I will talk to them but if I'm ordering something, I try to avoid that.

INTERVIEWER: so you'll have your mom or someone do that?

INTERVIEWEE 7: yeah

INTERVIEWER: how about teachers? I know as the school year goes on you become a little bit more familiar with your teacher but what about first week of school. How do you and your teacher get to know each other and build that rapport

INTERVIEWEE 7: some teachers at my school like to do these assignments "all about me" and we get to go up and talk about each other. But that didn't happen this year. I think it is more of an elementary thing.

What about your friends? Does stuttering affect how you talk to your friends?

INTERVIEWEE 7: if they are my close ones that know about stuttering then no, but I do have some friends that still question it

INTERVIEWER: ok

INTERVIEWER: do they question it in a negative way or are they really trying to understand it?

INTERVIEWEE 7:they are really trying to understand it

INTERVIEWER: does that annoy you? How does it make your feel when they ask questions?

INTERVIEWEE 7:no its actually better so that I can be more comfortable about who I am talking to

INTERVIEWER: have you ever asked your speech therapist to come in and do a classroom presentation just explaining how we are all unique and we are all different. You know... some people some people have this so that the class as a whole can feel more comfortable

INTERVIEWEE 7:no I didn't really think of that and it really... it would be good but some people who wouldn't listen.

INTERVIEWER: ok cause are there other students in your class that gets pulled out for other things

INTERVIEWEE 7:um

INTERVIEWER: for example, I'm a speech pathologist and I work in the school and sometimes I have to pull students out who stutter but I also have to pull students out who have difficulty pronouncing sounds and I also have to pull students who have difficulty with language and the resource room teacher she has to pull students to help with reading and math. So because in one classroom there are multiple students being pulled out for different things we generally go into the classroom to have that conversation. Different people come out for different things. You might be great at math but the next person might not. So we have that kind of conversation to start the school year off kind of. So it might be something that you talk to your therapist about.

INTERVIEWEE 7:we kind of have assemblies regarding that. Its not just that topic its other stuff

INTERVIEWER: like teasing and bullying

INTERVIEWEE 7:yeah

INTERVIEWER: that leads us to our next question

INTERVIEWER: have you been teased or bullied because of your stuttering?

INTERVIEWEE 7: Um that happened like a long time ago. I think 1st or second grade. It wasn't a major thing. I don't remember the words but I still remember

INTERVIEWER: Do you remember how it made you feel?

INTERVIEWEE 7:it was more annoyed than sad

INTERVIEWER: that was first grade, has anything happened since then

INTERVIEWEE 7:I don't think so, not that I can remember

INTERVIEWER: was anything done to correct the situation classroom wide?

INTERVIEWEE 7:not really

INTERVIEWER: did your teacher know about it?

INTERVIEWEE 7:I don't think I told her

INTERVIEWER: how about school wide? You said they do some anti bully kind of things

INTERVIEWEE 7:yes

INTERVIEWER: what kind of things do they target

INTERVIEWEE 7:So they bring in an expert talk about all sorts of bullying. Last year they talked about cyber bullying and there is mostly physical and cyber

INTERVIEWER: Have you faced any challenges throughout your school life as it relates to your stuttering?

INTERVIEWEE 7:usually talking to people that I am not comfortable with or presenting or anything that deals with talking to a large crowd

INTERVIEWER: how have you tried to overcome it

INTERVIEWEE 7:this year I've started to participate more or read aloud or present more often

INTERVIEWER: how do you think its working

INTERVIEWEE 7:I have been participating more which is making me more confident

INTERVIEWER: oh ok

INTERVIEWER: how are the students reacting?

INTERVIEWEE 7:some of my friends they know that I stutter so they are surprised with me reading out loud

INTERVIEWER: what kind of things do they say?

INTERVIEWEE 7:I can just tell without them saying anything

INTERVIEWER: how would these challenges be handled by the school. We talked about you having difficulty speaking in front of others

INTERVIEWER: would your school have to get involved at all?

INTERVIEWEE 7:no matter what, my speech therapist cause she's the one that would

INTERVIEWER: how about your teachers? In the first grade case the teacher didn't really step up or do anything but now if classmates laugh or chuckle or say something that is not nice what would your teacher do?

INTERVIEWEE 7: she would like punish them

INTERVIEWER: ok

INTERVIEWER: how about the school? Do you know of any outcomes that the school has if a student bully or teases?

INTERVIEWEE 7: usually detention or suspension. If it gets physical then that can cause to expel

INTERVIEWER: do you feel like your school is doing all that they could to support students?

INTERVIEWEE 7: maybe not all but they support

INTERVIEWER: what kinds of things do you think they could do in addition to.

INTERVIEWEE 7: they do lots of things but its geared towards juniors and seniors

INTERVIEWER: so to involve the younger kids?

INTERVIEWEE 7:yes

INTERVIEWER: Do you believe that throughout the years, your teachers have done everything possible to make you successful academically as it relates to you and your stuttering (i.e. accommodations for presentations etc.)?

INTERVIEWEE 7: maybe not all of them but I do remember most of them being helpful towards anything

INTERVIEWER: Have your parents ever had to make contact with the school because of your stuttering.

INTERVIEWEE 7:I don't think so

INTERVIEWER: have you ever been in any fights?

INTERVIEWEE 7:no

INTERVIEWER: What are your feelings about being accommodated for in the classroom? Do you like it when your teachers make accommodations for you

INTERVIEWEE 7:sometimes yes and sometimes no. depends on how I am feeling. If I feel like I can do it then I want to do it.

INTERVIEWER: what are the ways in which your teacher has made accommodations for you. So we talked about how they let you stay after school. Any other things

INTERVIEWEE 7:when I am reading out loud in class, my teacher lets me go up and read in private.

INTERVIEWER: What about your classmates. Do you feel like they have accommodated you?

INTERVIEWEE 7:no

INTERVIEWER: would you like it if they were a little more supportive or accommodating?

INTERVIEWEE 7:yeah

INTERVIEWER: tell me about your experiences with school staff outside of your teacher or principal. Like the janitor or the lunch lady

INTERVIEWEE 7:since they are adults I feel more used to it. Its not really that much of a struggle

INTERVIEWER: do you avoid talking to them?

INTERVIEWEE 7: If it's a big thing then no but if its little than yeah

INTERVIEWER: Are there any misconceptions about students who stutter that you would like to clarify?

INTERVIEWEE 7:yeah, some people think that if you stutter then you don't do good in school which is wrong. People say that stuttering has an affect on your skills inside and outside of school which is also wrong. that's it

INTERVIEWEE 7:if you had to rate your school experiences on a scale from 1-5 what would you give it?

INTERVIEWEE 7:3

INTERVIEWER: Is there anything else that we didn't talk about that might help me understand how it feels to be an adolescent who stutters in school?

INTERVIEWEE 7: all students who stutter has different thoughts so there has to be more ways that each student with a stuttering problem can get so that they can feel like a student who doesn't stutter.

INTERVIEWER: tell me about your family who don't live with you. When it comes to grandparents or aunts Are they receptive to hearing you speak?

INTERVIEWEE 7:well they know me too so I'm not nervous around them

INTERVIEWER: and they are all supportive?

INTERVIEWEE 7:yes

INTERVIEWER: how do you respond when a new kid comes and has never heard you speak. Do you initiate?

INTERVIEWEE 7: only if it's necessary

INTERVIEWER: and what do you say if that kid does say "oh my goodness why do you speak that way". Do you explain?

INTERVIEWEE 7:if I'm not familiar with them then I will probably ignore them cause I don't know that person

INTERVIEWER: even if it's a new student? You might not know them now but you know they will be with you for the rest of the year.

INTERVIEWER: In kindergarten, tell me how you felt when you first started stuttering

INTERVIEWEE 7: I don't remember exactly but my speech therapist came into the room and I think that was when I was familiar with it.

INTERVIEWER: so someone noticed it happening before you noticed?

INTERVIEWEE 7: yeah

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ABSTRACT**MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS WHO STUTTER: A
QUALITATIVE INVESTIGATION OF SCHOOL EXPERIENCES**

by

TIFFANY COBB**May 2017****Advisor:** Dr. Derek Daniels**Major:** Communication Sciences and Disorders**Degree:** Doctor of Philosophy

Purpose: The purpose of this study was to explore and further understand the ways in which middle school and high school students who stutter perceive their school experiences. Past research on stuttering and school experiences suggest that the school environment can be problematic for children and adolescents who stutter. For example, adults who stutter have reported being teased or bullied by peers, and being fearful of talking in class. In addition, there are numerous studies that have explored the ways in which teachers interact with students who stutter. The literature, however, is limited on the ways in which adolescents who stutter perceive their school experiences. This study used a phenomenological, qualitative research design. Seven adolescent students who stutter (middle school and high school) were interviewed. The study explored their school experiences, including the effects of stuttering on academics, learning experiences, teacher relationships, peer relationships, speech therapy experiences, and self-image. Data collection and analysis consisted of transcribing interviews and looking for reoccurring themes within the responses of the participants. Findings revealed that there were different perceptions between middle school and high school students, with high school students reporting more favorable experiences than middle school students. Middle school participants

reflected on more recent occurrences of teasing, bullying, and feelings of embarrassment. High school participants revealed that at this point in their lives, teachers, staff and peers were all receptive and accepting of them and their stuttering. All participants reported that their speech therapy helped with strategies for the classroom. As a result of the varied experiences of adolescents who stutter, it is important to listen to and incorporate the voices of these students into school, classroom, and therapy decision-making practices.

AUTOBIOGRAPHICAL STATEMENT**TIFFANY COBB**

Tiffany Cobb is a school speech-language pathologist who works for Equity Education in Detroit, MI. She has had the pleasure of working in various charter schools throughout the metropolitan Detroit area for 12 years. Tiffany received her Bachelor of Science and her Master of Arts degrees from Central Michigan University in Mount Pleasant, MI. Her clinical and research interests are in the area of dysphagia and stuttering. Tiffany works with adults in various Skilled Nursing Facilities, Hospital and Home Care settings. She is also a co-author of the therapy tool “Categories Galore and More” and has presented at various American Speech, Language, and Hearing Association (ASHA) and Michigan Speech, Language, and Hearing Association (MSHA) conferences. Tiffany has been married for 9 years to Larry Cobb and is the proud mother of their daughters, Logan and Laithyn. She resides in Southfield, MI.