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#quitbullyingme: Teachers' and Speech-Language Pathologists' Perceptions of the Academic, Social, and Emotional Impact of Cyberbullying on Individuals Who Stutter

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#QUITBULLYINGME: TEACHERS' AND SPEECH-LANGUAGE PATHOLOGISTS'
PERCEPTIONS OF THE ACADEMIC, SOCIAL, AND EMOTIONAL IMPACT OF
CYBERBULLYING ON INDIVIDUALS WHO STUTTER

by
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ABSTRACT

The purpose of this study was to examine Teachers' and Speech-Language Pathologists' perceptions on the academic, social, and emotional impact that cyberbullying has on individuals who stutter. This study also looked at Teachers' and Speech-Language Pathologists' management skills of cyberbullying when cyberbullying arose with their students or clients. The researcher created a survey which included Likert-type questions and open response questions to address these topics. As concluded from the results of this study, Teachers and Speech-Language Pathologists both believe that students and clients who stutter are impacted the most emotionally, directly associating with cyberbullying. In addition to this, the results showed that Teachers and Speech-Language Pathologists were not as comfortable with managing bullying and cyberbullying when it has occurred. One major implication of this study is that Teachers and Speech-Language Pathologists should be provided training programs and bullying prevention models that specifically address cyberbullying. By including cyberbullying into these prevention models, it would increase the feelings of preparedness that these professionals feel when addressing any acts of bullying and/or cyberbullying.

Keywords: bullying, cyberbullying, stutter, fluency disorders, Teacher, Speech-Language Pathologist

opportunities you presented me with growing up that have led me to where I am today and for

the continued support as I head off into the next part of my journey. Thank you to everyone

along the way, I could not have done this without you.

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CHAPTER I: INTRODUCTION

Social media plays a significant role in the lives of adolescents today. Rideout (2015) reported that adolescents spend approximately 9 hours a day on various social media sites (p. 13). Among these social media users are adolescents with fluency disorders such as adolescents who stutter. While some people who stutter (PWS) use social media primarily as an outlet to communicate their thoughts in a fluent manner, others use it to scroll through selfies, communicate with friends and family, and watch funny videos (Rosenberg & Kohn, 2016, p. 536). Across all the social media use, however, one may often stumble upon a form of cyberbullying including a video demonstrating an act of bullying, a written post discussing an act of bullying, or a mean comment directed towards another person. Intel Incorporation (2014) discovered that among social media users, 87% have observed a form of cyberbullying while online (para. 1).

Bullying and cyberbullying have been present around the world for many years, adversely affecting numerous lives, including those of PWS (StopBullying.gov, 2012). In a clip from CBS This Morning, former Vice President, Joe Biden, discussed his adolescent days as a person who stuttered. As he wrote a "Note to Self" on air, Mr. Biden stated "Dear Joe, You're only 12. Your stutter is debilitating. It embarrasses you and the bullies are vicious" (CBS News, 2016). The words used by Mr. Biden (i.e., debilitating, embarrassing, and vicious) encompass many of the feelings that other PWS describe to this day, specifically when discussing bullying and cyberbullying.

This foundational chapter will assist in understanding the current study being conducted. In this chapter, the researcher will address the purpose of this study, present scholarly and practical rationales for its completion, provide the reader with a brief background concerning

foundational topics related to the study, define several key terms, and briefly describe the method that was used to conduct this research.

Purpose Statement

The focus of this study was to explore cyberbullying among young adolescents, or middle-grade children who stutter, from two different perspectives: the point of view of Speech-Language Pathologists (SLPs) working with this population in the school setting and from Teachers who work with these students who stutter in their classrooms. This research focused on students in fifth through twelfth grade, who demonstrated developmental stuttering. The first purpose of this study was to evaluate how SLPs and Teachers, who work with these students who stutter, monitor and work to reduce cyberbullying among their students in order to create a safe atmosphere for everyone. The second purpose of this study was to understand the knowledge and perceptions that SLPs and Teachers have regarding the impact of cyberbullying on individuals in grades five through twelve who stutter. More specifically, the researcher looked at the academic, social, and emotional impact of cyberbullying on these students, as perceived by Teachers and SLPs.

Rationales

There are four main rationales supporting this study. The first is that there has been a plethora of research on traditional bullying and cyberbullying among adolescents, including the work of Wang, Iannotti, and Nansel (2009) and Ang and Goh (2010); but less attention has focused on cyberbullying of adolescents with communication disorders such as stuttering. Plexico, Plumb, and Beacham (2013) argued that stuttering, specifically, has been neglected in the field of cyberbullying research (p. 51). Researchers have shown that traditional bullying of

this population is frequent, leading to the assumption that such bullying is also occurring online. Such assumptions lead to the necessity for an expansion of the literature on cyberbullying of PWS (Plexico et al., 2013, p. 40).

Another important reason for conducting this study is that across the globe there has been a significant increase in technology use among adolescents, but the research on cyberbullying for all adolescents has not kept pace with these technological advances. Nixon (2014) reported that 95% of adolescents engage in internet activities such as browsing social media or researching a desired topic, and an estimated 20-40% of these teenagers have stated that they have been a victim of cyberbullying (p. 143). With those large numbers being reported, it is necessary to determine how many victims of cyberbullying are adolescents who stutter to better understand how to reduce cyberbullying in general. This study aims to bridge the gap in the literature by exploring cyberbullying of adolescents who stutter.

This study also seeks to uncover how Teachers and SLPs are monitoring and addressing cyberbullying in the schools. Blood and Blood (2004) cautioned that too few Teachers "take proactive roles in monitoring and/or reducing bullying behaviors" (p. 76). To address this issue, Blood and Blood (2007) advised future researchers to collect evaluations from Teachers in regards to their knowledge of bullying occurring to potentially decrease the time it takes for intervention between the student acting as a bully and the victim of the bullying (p. 1065). Plexico and colleagues (2013) found that as Teachers are constantly around the children throughout the students' time at school and take an active role in the students' "academic, social, and emotional development," it is therefore necessary to uncover Teachers' understanding of bullying (p. 41). Similarly, Plexico and colleagues (2013) also stated that "school teachers are often the people who would be most likely to make a difference with regard to bullying" (p. 40).

SLPs are seen as the "strongest advocates" for students with any communication disorder in the school setting (Hearne, Packman, Onslow, & Quine, 2008, p. 76). In a study conducted by Blood and Blood (2016), the researchers reported that "the majority of SLPs were unsure or uncertain about their role and responsibilities in dealing with cyberbullying, as well as, whether cyberbullying was within their scope of practice" (p. 1149). The current research aims to expand upon the current literature to determine how Teachers and SLPs monitor and attempt to reduce cyberbullying for this population.

Finally, adolescents who stutter may benefit from this study as its findings should provide a greater understanding of cyberbullying among this population and a better understanding of how this cyberbullying is being combatted in the schools. This research also has the potential to refine bullying campaigns, using the results from this study to create a more accurate and inclusive bullying-prevention model for the schools.

Background

To fully comprehend the scope of this study the concept of stuttering should be understood. Stuttering can be classified in four different ways: developmental, acquired, psychogenic, and neurogenic. As Yairi and Seery (2015) defined these terms, developmental stuttering, which is the most common, occurs when a child develops their stutter before adolescence, whereas acquired stuttering is when the stutter arises during the period of adolescence and into adulthood (p. 129). Along with developmental and acquired stuttering, there is psychogenic stuttering. Mahr and Leith (as cited in Seery, 2005) argued that "psychogenic stuttering is typically characterized by a sudden onset in adulthood and usually takes the form of a conversion disorder" (p. 286). Seery (2005) cited the American Psychiatric Association in explaining that individuals with conversion disorders experience symptoms

"affecting voluntary motor or sensory function (e.g., a paralysis, weakness, or physical dysfunction)"; however, no physiological explanation exists (p. 286). The final form of stuttering, called neurogenic stuttering, occurs as a result of neurological damage due to severe impact or illness (Owens, Farinella, & Metz, 2015, p. 188).

Owens and colleagues (2015) further examined the differences between developmental stuttering and neurogenic stuttering. These researchers stated that "disfluencies associated with developmental stuttering usually occur on content words (e.g., nouns, verbs), whereas disfluencies associated with neurogenic stuttering can occur on both function words (e.g., conjunctions and prepositions) and content words" (p. 188). Additionally, a common difference between these two types of people who stutter is that stutterers with developmental stuttering often display "secondary characteristics and anxiety about speaking," which do not typically appear in people with neurogenic stuttering (p. 188).

Although the exact causes of stuttering remain unknown, researchers have uncovered many theories that discuss potential etiologies. Tanner (2006) suggested that some of these theories include neurological abnormalities at birth or due to trauma, disruptions or damage to the auditory feedback mechanism of the speaker, and the appearance of a certain gene in the human body (pp. 52-53). A complete description on the etiology of stuttering is beyond the scope of this chapter. An interested reader could access more detailed information by reviewing Yairi and Seery (2015).

Definitions

To ensure a complete understanding of the study, three terms must be defined – adolescence, bullying, and cyberbullying. First, *Adolescence*, as defined by Hearne, Packman, Onslow, and Quine (2008), represents "the transition from childhood to adulthood" (p. 81). The

age range that encompasses adolescence varies upon the source of the definition. The World Health Organization and the National Center for Biotechnology Information (NCBI) (2003) defined adolescence as the span of time between the ages of 10 and 19 years. *Psychology Today* (n.d.) defined this term as the period between the ages of 13 and 19 years. Finally, the American Psychological Association (2002) defined adolescence as the time between the ages of 10 and 18 years. For the purpose of this study, adolescence will refer to people between the ages of 10 and 18 years or individuals who are enrolled in grades five through twelve.

Blood and Blood (2016) integrated content from three sources (Olweus, 1993; Mishna, 2012; & Smith, 2014) and defined *bullying* as "an intentional and harmful act of physical, verbal, relational, or cyber aggressions repeatedly perpetrated by an individual (the bully) with more power over a targeted victim" (p. 73). This definition relates to *cyberbullying* as the aggressions that occur repeatedly in traditional bullying are now taking place online. Berlatsky (2015) summed up *cyberbullying* as "online harassment" (p. 57).

Description of Method

This study utilized the quantitative research method of online survey research to collect data from Teachers and SLPs who have worked with individuals who stutter in grades five through twelve. One survey was created that combined Likert-scale questions and open-ended questions where the Teachers completed the first half of the survey and the SLPs completed the second half. There was some overlap in the questions to see if these professionals had similar thoughts and ideas regarding their management and knowledge of cyberbullying occurring to their students or clients who stutter.

The researcher posted recruitment messages and a link to the survey on two of the American Speech-Language-Hearing Association's Community Boards, as well as in two of

their Special Interest Groups – 4 (Fluency and Fluency Disorders) and 16 (School-Based Issues). The recruitment message was also posted on Facebook and SLPs were directly contacted from a referral list on the Stuttering Foundation of America website. More details regarding the methodology used to conduct this study can be found in Chapter Three.

Conclusion

With the rise of social media and the increased prevalence of cyberbullying among adolescents, it is important to investigate the effects of online bullying on vulnerable populations, such as adolescents who stutter, that have been subject to traditional bullying over the years (Intel Incorporation, 2014, para 1: Plexico et al., 2013, p. 51). This study has the potential to expand upon the current literature while providing adolescents, Teachers, and SLPs with a greater understanding on the effects of cyberbullying on adolescents with fluency impairments, specifically those who stutter. The next chapter will provide a review of past literature surrounding the purposes behind this study.

CHAPTER II: LITERATURE REVIEW

The topics of stuttering and bullying have been studied both separately and together by scholars for many years. Research has expanded on these topics, leading to an increase in the academic literature such as Turnbull (2006) who wrote to promote peer understanding of stuttering (p. 237) and Blood and Blood (2007) who discussed bullying of individuals who stutter in relation to their anxiety levels (p. 1061). In this chapter, the researcher will review the substantial amount of literature on stuttering, such as the various characteristics, therapy techniques, and counseling strategies involved. There will also be a focus on the literature regarding bullying and cyberbullying in general as well as several of the bullying prevention models which have been set in place for schools today. Additional topics to be addressed include challenges in the prevention of cyberbullying, Teachers' and Speech Language Pathologists' (SLPs) knowledge that cyberbullying is occurring among students who stutter, and assorted management techniques and prevention programs used by school personnel to decrease traditional bullying for these students.

Stuttering

Stuttering manifests itself in a variety of forms as it is a multidimensional disorder (Yairi & Seery, 2015, p. 12). These authors discussed the six major dimensions of stuttering: overt speech characteristics, physical concomitants, physiological activity, affective features, cognitive processes, and social dynamics (pp. 12-13). The first three can be categorized under the physical characteristics of stuttering while the last three fall under emotional characteristics. In each of the paragraphs that follow, the researcher will describe these dimensions in greater detail.

Physical Characteristics of Stuttering

Overt speech characteristics hinder the normal flow of speech (Yairi & Seery, 2015, p. 12). Such characteristics are found in a person who demonstrates a fluency disorder. Stuttering, as defined by Bloodstein and Ratner (2008), is "a disorder in which the 'rhythm' or fluency of speech is impaired by interruptions, or blockages" (p. 1). These disfluencies in an individual's speech are considered to be primary characteristics of stuttering.

Wingate (1976) cited Bluemel (1932) who described primary characteristics of stuttering as speech disfluencies with no physical attributes (p. 61). Clustered disfluencies, a common form of stuttering, occur when the individual exhibits two or more disfluent moments in one segment of speech, such as a repetition of sound followed by a sound prolongation: m-m-m-mmmommy (Yaruss, 1997, p. 280). This type of disfluency combines two characteristics -- repetition and sound prolongations -- to form a new primary characteristic, a clustered disfluency.

Disfluencies that break the normal flow of speech do not always occur individually as secondary characteristics, but may also arise during disfluent speech moments. Behaviors, often *physical*, that occur while a moment of disfluency is taking place are considered secondary characteristics of stuttering (Silverman, 2004, p. 27). As Owens, Farinella, and Metz (2015) explained, the actions associated with secondary characteristics are known as "accessory behaviors" and may include excessive blinking, facial tension and grimacing, and exaggerated movements of the arms, head, and shoulders, among others (p. 188). Secondary characteristics may be the result of attempting to reduce stuttering. Another form of secondary characteristics are interjections during a moment of stuttering (e.g., I met her in T-T-T-T, *that is to say*, I met her in Toronto) (p. 188).

When a person experiences a moment of stuttering, there are also *physiological* changes that can occur. As Bloodstein and Ratner (2008) reported, these characteristics are noticeable only through various technological machines, such as a "photographic procedure" for the identification of tremors, and cannot always be visually perceived. Such symptoms include "changes in blood flow, skin reactions, pupil responses, brainwave activities, and other physiological changes" (pp. 18-20).

Not every person who stutters will experience all of these characteristics. In fact, many people who stutter (PWS) will only experience a few of these characteristics. For further information regarding physical and physiological characteristics of stuttering, an interested reader should explore Bloodstein and Ratner (2008). Although physical characteristics make up what most people think stuttering is, there are also emotional attributes that one must consider as well.

Emotional Characteristics of Stuttering

Researchers have referred to stuttering as a "disabling condition" as it often can negatively influence these individuals' academic, social, and emotional lives (Owens et al., 2015, p. 191). An individual who lives with an impairment may encounter struggles that their fluent peers do not have to face every day (Blood, Blood, Maloney, Meyer, & Qualls, 2007, p. 453). Communication with peers and authority figures may be difficult for PWS as well (McAllister, Collier, & Shepstone, 2012, p. 106). As Yairi and Seery (2015) explained, the anticipation of disfluent speech may cause PWS to avoid many communication opportunities (p. 13). Bloodstein and Ratner (2008) found that PWS often use *affective features* such as "synonyms or circumlocutions" to avoid the words on which they are known to stutter (p. 23). The anxiety or fear surrounding a moment of disfluent speech motivates these individuals to avoid certain

sounds, words, and phrases while using different methods such as circumlocutions and word substitutions to avoid producing stuttered speech (Owens et al., 2015, p. 190).

As adolescents who stutter fear others' *cognitive reactions* to their moments of disfluencies, they, too, have their own opinions regarding their stutter. Blood, Blood, Tellis, and Gabel (2001) reported that adolescents who stutter often have poor communication competence and high levels of anxiety and apprehension when speaking (p. 163). Mulcahy, Hennessey, Beilby, and Byrnes (2008) investigated self-report of speaking fears in both adolescents who stutter and their peers who are fluent and found significantly higher levels of fear being reported for the former relative to the latter group (p. 313). In addition to fear of speaking, adolescents who stutter reported higher levels of anxiety than their peers who did not stutter (Blood & Blood, 2007, p. 453). As PWS plan and execute their speech in an effort to reduce their own negative thoughts regarding their fluency, PWS may focus too much on what they will say next, causing them to stumble even more frequently with what they are trying to say (Yairi & Seery, 2015, p. 13).

Researchers have developed various studies with typically developing peers evaluating the personalities of PWS to better understand the origins of much of the anxiety experienced by PWS. Kalinowski, Stuart, and Armson (1996) asked the general public to identify personality traits that they felt described their disfluent peers in speaking situations. Some of the terms used were "introverted, shy, anxious, nervous, quiet, tense, guarded, fearful, embarrassed, and frustrated" (p. 63). Boyle and Blood (2015) later extended this line of research by noting that these types of words are typically used to describe character traits of individuals themselves, but are not words that describe the symptoms of stuttering (p. 47).

Many PWS have expressed fear that their fluent peers paid more attention to their fluency differences than to *what* they were trying to say in conversation (p. 13). When asked, PWS reported that when their fluent peers gave more attention to the delivery than the content of their messages, the PWS became "more watchful of listeners" (p. 13). This type of conversation describes the sixth characteristic of the stuttering disorder--*social dynamics* (Yairi & Seery, 2015, p. 13).

Again, it is important that the reader understands the variability it the experiences of PWS in regards to all of these emotional characteristics. A combination of physical and emotional characteristics may be found in most people who stutter. For a more in depth understanding regarding the emotional characteristics of stuttering, an interested reader should explore Bloodstein and Ratner (2008) or Yairi and Seery (2015). Although there is a heightened sense of fear for PWS when engaging in conversations with their fluent peers, it is fortunate that various therapy techniques have been implemented to help navigate these difficulties.

Therapy for People Who Stutter

To address the physical and emotional characteristics of stuttering, some PWS participate in therapy provided by a professional. Forms of therapy that may be used for PWS often will include Systematic Desensitization Therapy, fluency-shaping techniques, and stuttering modification techniques. Additionally, various counseling therapy techniques attempt to help address the various physical and emotional constraints that stuttering has on PWS which will be covered more in depth in the proceeding section. Often, a combination of these strategies are used in therapy to help reduce stuttering in hopes to potentially decrease the amount of bullying directed towards their stutter, if appropriate.

Systematic Desensitization is one of three therapy strategies to be discussed in this chapter that can be used to aid individuals who stutter. Yairi and Seery (2015) defined desensitization as "the process of disassociating negative emotional responses, especially irrational fears (phobias) from the stimuli that evoke them" (p. 319). Moleski and Tosi (1976) described this form of therapy as one that pairs "imagined anxiety-producing stimuli…with deep muscular relaxation" to create a positive response to negative experiences (p. 309). Yairi and Seery (2015) simplified this definition by stating that the purpose of this therapy is to bring the PWS into a calm state of "being" via relaxation skills that are taught in order to "weaken anxiety-provoking stimuli" (p. 319). These researchers also noted that Systematic Desensitization Therapy is often not the only therapy that a person who stutters receives, as this therapy focuses mainly on the emotional aspects of the disorder, rather than the physical aspects of stuttering (p. 319).

SLPs may also incorporate *fluency-shaping techniques* and *stuttering modification techniques* along with Systematic Desensitization Therapy to encompass all aspects of the fluency impairment. Peters and Guitar (1991) explained that with fluency-shaping techniques, the SLP is working with PWS to modify their fluency in a way that allows them to engage in natural conversations, providing little emphasis on the emotional aspects such as fears and circumlocutions which one may demonstrate while conversing with others (p. 201). To implement fluency-shaping techniques, there must be some form of fluency present that represents the foundation that the PWS can build upon in their therapy sessions (Peters & Guitar, 1991, p. 201). Guitar (2014) also emphasized that the clinician, or person providing the therapy, must "provide a good model… and give feedback frequently" (p. 212). In contrast, stuttering

modification techniques attempt to teach the PWS how to overcome a moment of stuttering in a calm manner (Owens et al., 2015, p. 199).

Systematic Desensitization Therapy, fluency-shaping techniques, and stuttering modification techniques, singularly and together, attempt to address both the physical and emotional characteristics of stuttering. To address the emotional aspects of fluency impairments further, however, counseling may also be provided throughout the therapy process. In the following section, various counseling strategies for PWS will be discussed.

Counseling

To understand the various counseling strategies incorporated into therapy for a student who stutters, one must first understand the difference between psychotherapy and counseling. Psychotherapy, as Yairi and Seery (2015) explained, is "the intervention for a serious mental health problem" (p. 312). By contrast, counseling "implies assistance for coping with everyday problems or various difficulties" (p. 312). Although stuttering can lead to the need for psychotherapy, more general counseling is more commonly "prescribed" for PWS.

Sheehan (2006) discussed strategies for counseling PWS that are often used for patients in fluency therapy. These strategies included creating a safe and open environment where the client feels comfortable with his or her stutter; building a rapport with the client in order to provide comfort during the sessions; focusing on what the client needs and how their stuttering is manifested; aiding the client in uncovering the negative emotions that trigger their stutter to potentially help reduce it; and finally, continuing therapy for a while, even if the client becomes fluent, to prevent the recurrence of one's stutter. Many PWS become fluent for periods of time and then begin stuttering again (Peters & Guitar, 1991, p. 295). This is a common occurrence for PWS, but a reoccurrence may leave them with more negative feelings and emotions towards

their stutter than they had, prior to the fluent period (Peters & Guitar, 1991, p. 295). As the negative emotions manifest throughout the client's life regarding their stutter, more counseling may be necessary.

It is important to note that counseling may not only be for the client who stutters, but also for the parents and families of those who stutter (Anderson & Shames, 2011, p. 194). Providing counseling for both the person who stutters and family members may help provide a better understanding of the emotional aspects surrounding the impairment for all the family members involved (p. 194). By addressing the feelings and behaviors that each member demonstrates, a better understanding of the effects of the fluency impairment may be possible (p. 194).

Addressing the parents' questions and needs during counseling and therapy sessions is important as many families need to implement therapy in the home as well (p. 194). Peters and Guitar (1991) discussed using counseling sessions to help the parents understand their important role in addressing their child's stutter appropriately, as well as helping parents know that they can make a difference at home by implementing some of the therapy techniques in that setting (p. 294).

Although counseling is primarily provided or implemented by SLPs (and sometimes psychologists) for PWS, teachers may also utilize some similar forms of counseling within their classrooms to address the needs of these students in the academic setting. In order to do this, it is important to first understand teachers' knowledge of stuttering and their awareness of how stuttering affects the students in their classrooms.

Teachers' Knowledge of Stuttering

As children who stutter are routinely mainstreamed into the everyday classroom, many Teachers are likely to encounter a student who is disfluent. In the school setting, Teachers are

expected to set the tone of inclusivity within their classrooms. It is the Teacher's job to engage with each student and create positive relationships to promote a welcoming atmosphere for all types of learners. It is especially important for Teachers to understand the areas in which the students tend to struggle, whether it be during reading, math, and/or speech, or while engaging in other subjects. Although most SLPs in the school-based setting are arguably aware of the effects that stuttering can have on the students' social, emotional, and academic lives, classroom Teachers rarely have as much knowledge as the SLPs surrounding the topic.

In a study conducted in Sri Lanka by Kuruppu and Jayawardena (n.d.), the researchers found that Sri Lanken educators were aware of certain aspects of stuttering; however, they were not comprehensively informed about this particular speech disorder and held many different attitudes, mainly negative, towards stuttering (p. 212). These negative attitudes, in turn, could affect the student who stutters greatly as the professional may pose negative attitudes towards the student due to his/her differences. Although this study was not conducted in the United States, one has to question if teachers in the United States hold similar attitudes.

Yeakle and Cooper (1986) conducted a study in Tuscaloosa, Alabama reportedly to investigate teachers' perceptions of stuttering. During this study, Yeakle and Cooper noticed that teachers who participated in a course on Communication and Speech Disorders at some point in their academic careers were shown to consider the disorder as not being singularly psychological, but instead a mixture of multiple etiologies, while those without a background in speech sound disorders singularly argued that psychological etiologies were the reason behind the individual's fluency impairment (p. 353). In addition, these two researchers found that Teachers who had been exposed to PWS in the classroom were more accurate in their knowledge of stuttering as a whole (p. 354). This study suggested that Teachers with students who stutter in

their classrooms, ideally should be encouraged to take a course on speech disorders to further enhance their understanding and allow them to engage with the students in a more appropriate and beneficial manner (p. 356).

More recently, Hearne, Packman, Onslow, and Quine (2008) conducted a study to determine the perceptions of people who stutter from the viewpoint of many different individuals. These researchers found that most individuals who stuttered reported "low levels of awareness" by their Teachers regarding their stutter. In fact, many participants discussed the fact that Teachers noted that their stutter was a "nervous thing." Other times the participants reported that their Teachers were alerted by their stutter at the beginning of the year, but once they heard the stutter frequently, they seemed to ignore it (p. 88). Interestingly, many participants also requested that teachers attempt to understand stuttering more as to not "tiptoe around it" (p. 89). A similar study to the work of Hearne and colleagues was conducted by Silva, Martins-Reis, Maciel, Ribeiro, Souza, and Chaves (2016). These researchers determined that Teachers with greater knowledge about stuttering demonstrated more positive attitudes towards stuttering, especially after participating in a training program on stuttering (p. 266). By demonstrating positive attitudes towards stuttering, Teachers will be less likely to exclude and/or ignore these individuals in their classroom settings, but instead promote a more welcoming atmosphere in the classroom for all students. When an inclusive atmosphere is encouraged within the schools, there is the potential to decrease bullying of all kinds, including bullying directed towards a student who stutters.

Bullying

Bullying has been a term known for years and has been detailed as a "phenomenon" of intentional, negative acts or words directed towards another individual, repeatedly, usually with

the intent to harm (Merrell, Gueldner, Ross, & Isava, 2008, p. 26). Ferguson, Miguel, Kilburn Jr., and Sanchez (2007) described that bullying is "a social construct that disrupts social connections among students" (p. 48). In most instances, the target of such bullying is thought to have less social status as there is a feeling of an imbalance of power between the bully and the person who is getting bullied (Cantone, Piras, Vallante, Preti, Daníelsdóttir, D'Aloja, ... & Bhurga, 2015, p. 58). This imbalance of power can simply come from one's appearance as victims may be smaller or perceived as weaker than the perpetrator. In addition, the differences in social status and socio-economic status can play a role in the power struggle between individuals (Kowalski, Morgan, Drake-Lavelle, & Allison, 2016, p. 416; Merrell et al., 2008, p. 27).

Bullying, in general, has been known to affect the "physical, emotional, and social health" of individuals, leading to feelings of anxiety, fear, insecurity, depression, as well as reduced self-esteem (Merrell et al., 2008, p. 27). As Vreeman and Carroll (2007) emphasized, the impact of bullying to the "physical, emotional, and social health" of individuals is demonstrated to increase the number of sleep disruptions due to emotional thoughts, pains and headaches resulting from stress, and may also result in reduced exposure to other children due to the isolation that bullying has led them to establish (p. 78). The official *Rachel's Challenge* website, a site that discusses a specific bullying prevention model to be discussed in more depth later, claims that "160,000 students skip school every day for fear of being bullied" (Rachel's Challenge, n.d., para. 1). Even more heart-wrenching is that the impact of bullying may also lead to an increased likeliness for depression and suicidal thoughts (Vreeman & Carroll, 2007, p. 78).

When the bullying occurs in person and not online, it is known as "traditional bullying." Merrell and fellow researchers (2008) described that traditional bullying includes "physical aggression…relational aggression (i.e., social exclusion or injuring the reputation of another

person)… verbal harassment or intimidation (e.g., threats, psychological intimidations)" (p. 26).

With traditional bullying, there are three parties involved in the act of bullying: the bully, the

victim, and the bystanders (Polanin, Espelage, & Pigott, 2012, p. 47). The bully is the perpetrator

of the act while the victim is the one that receives the outcomes from acts performed by the

bully. The third-party, the bystander, is the person, or people, who can fall into three different

categories of engagement. The first is the bystander that "lacks participation" in the situation, but

watches "passively" (p. 49). This bystander may choose to not engage for fear of getting

involved or a similar other reason, however, this bystander is just simply there observing. The

next kind of bystander may "actively try to intervene to stop the bully" (p. 49). The last type of

bystander is one that may "encourage the bully to continue" (p. 49). These bystanders have the

potential to influence the way that the bullying occurs and evolves, whether that be by stopping it

completely or encouraging it to continue (Swearer, Espelage, Vaillancourt, & Hymel, 2010, p.

39).

Magid (2011) explained that bullying has always been a problem, notably for the

adolescent population (p. 84). Blood, Boyle, Blood, and Nalesnik (2010) similarly attested to this

by stating that there is an increased risk for bullying of individuals who have special needs or

those who present with a disability (p. 93). The section that follows will give an in depth review

of the scholarship about individuals with disabilities who face an increased amount of bullying

than that of their typically developing peers.

Bullying of Individuals with Disabilities

Bullying, as previously mentioned, occurs when there is a feeling of an imbalance of

power between individuals. Kowalski and Fedina (2011) found that individuals with "special

needs" are one of the greatest populations to become victimized by bullies (p. 1202). Kowalski

and colleagues (2016) added to this, stating that individuals with certain disabilities are more at risk for bullying than others (p. 417). Kowalski's more recent study along with his fellow researchers, specifically investigated both "traditional" bullying and cyberbullying of individuals with ADHD and/or Asperger's Syndrome to assess the effects of bullying on this specific population of individuals. Based on their study, these researchers found that participants who had ADHD and/or Asperger's Syndrome were reported to be highly victimized by traditional bullying. Actually, these researchers stated that "almost a fifth of the sample reported experiencing traditional bullying several times a week" (p. 1206).

Many studies have been conducted regarding bullying among students with various disabling conditions. Norwich and Kelly (2017) conducted a study in which they asked individuals with moderate learning disabilities in mainstream classrooms, as well as those in special education classrooms, to discuss their experiences with bullying. These researchers found that 83% of their sample discussed experiences of being a target of some sort of bullying (p. 56). Among the 83% that reported experiences of bullying, 68% reported a mixture of physical, verbal, and teasing "(similar to verbal but presented as fun and humorous)" while 24% described verbal bullying, 5% disclosed physical bullying, and 3% stated that they were teased (p. 56). Another study, one conducted in 2002 by Little, found similar results, reporting that 94% of participants with disabilities had experienced being a victim of bullying (p. 43). Much of this study discussed the victimization in terms of exclusion from events due to peer shunning (p. 52). A study conducted by Swearer and colleagues (2010) also indicated that there was a heightened exposure to verbal abuse, social exclusion, and physical aggression for this population, as compared to their peers without disabilities (p. 40). Further, Little (2002) found that individuals

with learning disabilities were chosen less often in group work and had notably "fewer social supports to turn to" than their peers (p. 54).

In addition to feeling left out, many individuals felt heightened emotions while being bullied. Norwich and Kelly (2017) found in their study that "56% reported some kind of mixed negative responses (upset, hurt, withdrawn) and neutral responses (ignoring it, not being bothered, keeping calm, or telling the teacher)" (p. 56). These same researchers questioned the participants about the location of bullying, whether it be in a mainstream classroom or in a special education classroom. A total of 52% of participants claimed that bullying occurred in their school in general, with the mainstream classroom being the location of heightened bullying (p. 57). Most often, individuals who demonstrate physical challenges with their disability are more at risk to fall victim to bullying. When an individual demonstrates a physical characteristic of a disability, it can be assumed that the reason they are being picked on is due to their physical differences that make them stand out from their peers (Kowalski & Fedina, 2011, p. 1202).

To narrow the research further, the present research looked at bullying in regards to a specific impairment -- stuttering. As this researcher's main focus was on individuals who stutter, it is important to explore past research regarding bullying of people with this specific fluency impairment. The following section discusses past literature on individuals who stutter and the experiences of bullying that they face. In addition to this, the following section will cover reasons why individuals who stutter have a tendency to be targeted in acts of bullying.

Bullying of Individuals who Stutter

As previously mentioned, bullies tend to target individuals who have less social status than the bullies feel they have themselves. Researchers in all areas who have studied bullying have noted that an increase of fear and anxiety in an individual makes them a more likely victim

to bullying. Blood and Blood (2007) took a closer look at why children who stutter are bullied more frequently than their fluent peers. These researchers stated that "children who stutter have been stereotyped and described as more withdrawn, insecure, introverted, tense, anxious, fearful, shy, nonassertive, and fearful of communication than children who do not stutter" (p. 1060). These specific descriptions, as noted by Blood and Blood, detailed the stigma which contributes to the perceived lower social status in being targeted for bullying; however, when added to the mix of fluency breaks and secondary behaviors of stuttering, these individuals have a higher chance of enduring acts of bullying and other forms of victimization.

The study conducted by Blood and Blood (2007) found that individuals who stuttered demonstrated higher scores in regards to anxiety and bullying, as well as feelings of social concerns than the scores demonstrated by their fluent peers (p. 1064). These individuals who stuttered stated that they felt "alone" even when they had others around and that they felt that "a lot of people" were "against" them (p. 1064). Blood and Blood noted that individuals who stuttered were more likely to report bullying events than their fluent peers. In addition, the population of individuals who stutter may be targeted more frequently due to the fact that they demonstrate a "fear of speaking" and "shame" in regards to their speech (pp. 1064-1065).

In another study, Blood and Blood (2004) found that individuals who stutter were "categorized as 'less popular' and were less likely to be named 'leaders'" around various social groups (p. 71). Such a difference in social status may be attributed to the difficulties individuals who stutter have with communication and their lack of "communication confidence" (p. 76). PWS may lack such confidence due to the "variability in their communication interactions" (p. 76). The combination of stuttering, low social status among peers, and potentially poor peer

relationships -- all affect the person being at an increased risk for bullying among this population (pp. 71-72).

Murphy, Yaruss, and Quesal (2007) suggested that in the school setting, where most of the traditional bullying of young persons who stutter is occurring, Teachers should educate the classmates of those who stutter on their fluency impairment (p. 149). Hearne, Packman, Onslow, and Quinne (2008) stated that the lack of knowledge about stuttering is a "barrier" for their peers and quite possibly one of the main reasons that this population is so often victimized when it comes to bullying (p. 94). Arguably, the more knowledge the peers have, the increased possibility that bullying will decrease and/or more individuals will stand up for the person who stutters as a bystander (p. 94).

In a study conducted by Plexico, Plumb, and Beacham (2007), Teachers were asked their perceptions of bullying towards students who stutter. Many Teachers in the study believed that bullying could lead to an increase in the fluency impairment with which the individual presented (pp. 49-59). As most Teachers found verbal bullying to be the most common form used, they encouraged the students who were bullied due to their stutter to simply "ignore the bully" and "talk to the school counselor" (p. 50). Of note is the fact that such responses have been commonly reported across schools for Teachers when addressing bullying, no matter the population that is being victimized.

Norwich and Kelly (2017) found that the bullying experienced by the participants in their research was "irrespective of gender and age" (p. 60). As most researchers have noted, bullying has not typically been demonstrated as a difference or power imbalance between genders. The bully can be of any gender in most cases, as well as any age. Bullying, however, is especially common in the adolescent population. Swearer and fellow researchers (2010) looked into why

this is the case and reported that adult supervision decreases as children progress from elementary school to middle school and high school, the locations where bullying activity is most common (p. 39). This lack of supervision, although it allows for an increase in independence for the students, also allows for an increase in bullying behaviors potentially occurring throughout the later school years.

As schools are the primary environment in which traditional bullying occurs, many schools across the nation have implemented various prevention models to attempt to lessen the prevalence of bullying in the school setting (Cantone et al., p. 58). In a guide created by Jones, Doces, Swearer, and Collier (2012), the researchers discussed the various ways to implement these prevention models into the schools. In addition, the researchers explained the important aspects to include in these types of programs to receive the most beneficial outcomes. Jones and fellow colleagues, suggested that these prevention models be implemented in a "structured curriculum" over multiple sessions with every student in the school (p. 2). During these sessions, it has been shown that providing "new skills" and allowing the children to "practice these new skills in active ways" have been the most effective aspects of the prevention programs (p. 2). To find the best bullying prevention program, the researchers suggested that schools look for "bullying specific education programs" that incorporate "social-emotional learning programs" to ensure that the specific needs of all students are met through these programs (p. 3). Jones and fellow researchers made it clear that these types of programs should include the social and emotional factors of bullying by teaching the children skills in "self-regulation… perspective taking… emotion management…problem-solving… communication skills" and "friendship skills" (p. 3). Such skills should not only be taught to the children, but to the Teachers, school staff, parents, and even coaches with the idea that every person involved will work together to

establish and enforce the policies while also working together to ensure every person is held accountable for their actions (p. 4). The following section will look more closely at specific bullying prevention models and the reported benefits of these prevention models, in general, to show how they can help to reduce bullying to all individuals, especially in the critical adolescent and middle-school age years.

Bullying Prevention Models

Bullying has manifested itself in school settings all across the globe, leading to the necessity for prevention and intervention initiatives being put into place. Although bullying can be found in the elementary schools, it is most commonly found in middle and high schools. Merrell and fellow researchers (2008) described schools as a prominent location for bullying because "schools are the only setting in which almost all children and adolescents participate" (p. 27). Along these lines, schools allow for an easy place to study bullies, victims, and bystanders and to ideally develop effective prevention and intervention programs to lessen the amount of bullying in these environments (p. 27).

There are many different types of bullying prevention programs used in schools, however, "whole-school" approaches have been suggested as most beneficial. Cantone and colleagues (2015) looked at various bullying prevention models, specifically focusing on whole-school interventions. These researchers found that the whole-school approach benefited more students than other models as each individual in the school reportedly knew the protocol and consequences for bullying actions (p. 73). Without consequences set in place for those who choose to bully, this type of action would become "a part of the daily routine and climate of the school" (Kevorkian & D'Antona, 2008, p. 80). These whole-school approaches have focused on

the entire population of the school in hopes to increase "awareness about bullying" while lessening the amount of bullying behaviors that occur (Swearer et al., 2010, p. 41).

Olweus, the first person to reportedly complete research regarding bullying interventions as noted by Merrell and fellow colleagues (2008), and Limber (2010) stated that "more than two decades of research has shown that bullying can be decreased substantially through school-wide efforts" (p. 131). Olweus and Limber also reported that among the schools in the United States, bullying prevention programs are required in some form; however, due to the "lack of resources," "knowledge," and "motivation," these programs are not routinely implemented as "research-based approaches," even though these research-based approaches have been proven to be the most beneficial (p. 132). Vreeman and Carroll (2007) added to the discussion regarding the various whole-school approaches by noting that they should involve all personnel of the school district, including students, teachers, and administrators (p. 86). By including these varied constituents, there was the expectation of better and more consistent positive follow-up for bullying behaviors.

Although whole-school approaches have been shown to provide the most effective results for the reduction of bullying, it is important to note that there are aspects of this approach that many researchers have found to be problematic. Merrell and colleagues (2008) described the whole-school approach as "an intervention designed to prevent bullying…implemented with small groups of targeted students, in individual classrooms, or in clusters of selected classrooms, rather than in the whole school" (p. 28). Although the intention is to take such an approach and make it school-wide, it is sometimes more commonly implemented in only some of the classrooms than in all of them due to the specific students that populate the individual rooms and their respective behaviors.

Classroom-level approaches have not been proven to be as beneficial as a whole-school model, as the classroom-level approach only intervenes at one level and does not address the multiple hierarchical levels of the school, such as the administration (Vreeman & Carroll, 2007, p. 86). In addition to this, many times, the students who are classified as the bullies pay little attention to the discussions regarding bullying while the victims listen intently (Polanin, Espelage, & Pigott, 2012, p. 411). Such prevention models, therefore, tend to be more for the victim than for the bully, altering the progress that could occur if all participants listened to and followed the programs (Polanin et al., 2012, p. 411).

Swearer, Espelage, Vaillancourt, and Hymel (2010) have suggested, however, that these bullying prevention programs do not discuss the idea that in some peer groups, bullying "may be the norm" (p. 40). Keeping that in mind, addressing all aspects of the potential bullying situations, including members involved and how it is manifested, whether it be frequent and common or spontaneous, is important when trying to plan an intervention model for the school. In addition, these bullying prevention models must include the bystander in their intervention processes as it is a critically important factor when discussing the reduction and elimination of bullying.

Polanin and colleagues (2012) found that it was important to note the fact that these intervention programs have been implemented while school violence was on the decline. They stated that, "although it is unclear that bullying behaviors have necessarily followed suit, it is possible that this is the case as well" (p. 411). It is important for schools to understand their own demographics before implementing programs into their schools in order to pick the best approach for their environment. A very important discussion from Merrell and colleagues stated that:

…although antibullying interventions appear to be useful in increasing awareness, knowledge, and self-perceived competency in dealing with bullying, it should not be expected that these interventions will dramatically influence the incidence of actual bullying and victimization behaviors, or that they will positively influence even a majority of the targeted outcomes. (p. 41)

Teachers and administrators must keep this in mind as they work towards a bully-free atmosphere in their schools. If administrators and Teachers emphasize the intervention programs set in place and make valiant efforts at staying consistent with their consequences, bullying is likely to decrease over time (Olweus & Limber, 2010, p. 131).

One bullying prevention model that has been used in over 1,200 school districts is known as *Rachel's Challenge* (Rachel's Challenge, n.d., para. 6). This model evolved following the horrific shootings in Columbine [Colorado] on April 20, 1999. A young female named Rachel Joy Scott was the first person to lose her life during the shooting. This specific prevention program is named in her memory. After Rachel's death, friends and classmates all shared stories regarding the kindness that Rachel showed each and every day to anyone she met and the impact these actions had on the classmates' everyday lives. It was reported that Rachel even prevented an individual from committing suicide from the kindness and compassion that she displayed. Based on the kindness that was demonstrated by Rachel and the legacy she left behind, Rachel's Challenge was formed with the mission of "making schools safer, more connected places where bullying and violence are replaced with kindness and respect; and where learning and teaching are awakened to their fullest" (Rachel's Challenge, n.d., para. 3).

This prevention model has been shown to decrease bullying and violence, while also increasing the kindness demonstrated towards peers and one's involvement in their own

community. A reported significant statistic that resulted from this specific bullying prevention model was that "over 150 suicides are averted" from the implementation of Rachel's Challenge into the various school districts (Rachel's Challenge, n.d., para. 5). With this prevention model being set in place, a more welcoming atmosphere is accessible for all types of learners in the schools as kindness may be the key to reducing bullying.

Another popular bullying prevention program is "Leader in Me." This program "teaches young students ways to interact successfully, show respect, develop a level of tolerance for differences, and treat each other fairly" (Leader in Me, n.d., para. 2). This program uniquely works with the staff of various schools first in order to assure that the professionals demonstrate care for their students and are good role models every day (Leader in Me, n.d., para. 3). This program is implemented into the academic curriculum to assure that "the skills become embedded in the culture of the school" (Leader in Me, n.d., para. 4). By working to positively improve the school's culture and atmosphere, the hope is that the reduction of bullying will be present as well (Leader in Me, n.d., para. 5).

As there has been an increased discussion about traditional bullying in the educational setting, many schools have begun to react immediately when a situation of bullying is brought to the school personnel's attention (Goldman, 2012, p. 93). Such proactive measures have reportedly decreased some of the traditional bullying occurring across the nation. With the rise of technology, however, bullying in another form, known as cyberbullying, has unfortunately surfaced (Cantone et al., 2015, p. 58).

Cyberbullying

Cyberbullying, or the act of online harassment, has surfaced as more and more individuals engage in social media platforms and gain access to the Internet (Phillips, 2013, p.

59). Both traditional bullying and cyberbullying can overlap, causing the target to feel as though they can never get away from the bullying (Sticca & Perren, 2013, p. 740). Although Bauman (2015) stated that cyberbullying is less common than traditional bullying (p. 77), Sticca and Perren (2013) have noted that cyberbullying has a much larger audience than that of traditional bullying (p. 740).

As technology use has increased in the past several years, researchers have been able to provide fascinating and alarming statistics surrounding its increase and how technology affects individuals in terms of bullying. Tokunaga (2010) cited ChildrenOnline 2008 in stating that Internet use among the child and teen population is proliferating "with now over 66% of fourth to ninth graders able to go online from the comfort of their bedrooms" (p. 277). Such massively large internet use can contribute to the bullying platforms switching from in school aggressions to more online aggressions. Kowalski and Fedina (2011) noted that due to this rapid growth of internet use, cyberbullying reflects the "most popular communication modality among youth at one particular time" (p. 1206). The most commonly used social media platform at the time will likely support the most cyberbullying among its users. More specifically, if Snapchat is the most popular social media site being used today, then cyberbullying will likely manifest itself greatly on this platform. In addition, cyberbullying has the potential to be anonymous. Kowalski and Fedina found that "just under 50% of victims of cyberbullying report not knowing the identity of the individual who perpetrated the behavior" (p. 1202). Such anonymity can regrettably allow for even more aggressive bullying than traditional face-to-face bullying.

Kevorkian and D'Antona (2008) described cyberbullying as "demoralizing" (p. 78), while Phillips (2013) used the words "anonymous and relentless" to describe such acts (p. 60). In addition to this, cyberbullying has been known to reflect both "direct or indirect" acts of

harassment as the harassment can be intentional or read in different perspectives (Kevorkian &

D'Antona, 2008, p. 82). Notably, since these acts of bullying occur online, they have been

known to occur 24 hours a day, 7 days a week, often unchecked by any adult as the bullying is

typically on social media platforms in the comments, on photos, or videos (p. 77).

Oftentimes, parents are reportedly uninformed of cyberbullying acts occurring as the

children and adolescents feel that the parental figures would not be able to help in such situations

(Parris, Varjas, Meyers, & Cutts, 2012, p. 301). This feeling arguably stems from the idea that

parents do not understand the various social media platforms enough to interject or intervene

when cyberbullying is occurring (p. 301). In addition, Parris and colleagues found that many

students frustratingly report that cyberbullying cannot be reduced (p. 301).

There are various ways in which cyberbullying can manifest itself online. Cantone and

colleagues described that flaming, harassment, cyberstalking, denigration, impersonation, outing

of secrets, trickery, and exclusion are some of the various forms of cyberbullying. To break this

down further, engaging in online fights using inappropriate and angry language constitutes

"flaming"; while "denigration" is known as spreading various rumors or gossip, specifically on

the internet in this case. In addition, "trickery" entails the bully encouraging the target to reveal

their secrets online (p. 58). Such ridicule can easily become daunting and leaves those being

bullied with feelings of negativity not only in the school setting, but at home too.

Similar to that of traditional bullying, age and gender have been discussed in the

literature to potentially help determine the occurrence of cyberbullying. In a study conducted by

Tokunaga (2010), the researcher reported that "the age at which most teens are susceptible to

victimization is 12-14 (i.e., when they are in junior high school)" (p. 283). This same study also

found that cyberbullying did not discriminate against the victim based on gender differences, much like that of traditional bullying (p. 283).

The following sections will look at previous literature on several models of cyberbullying prevention that have been implemented thus far, to attempt to reduce the amount of cyberbullying that is occurring across the nation. This chapter will then move to address cyberbullying of individuals with disabilities first and then focus specifically on cyberbullying of individuals who stutter.

Cyberbullying Prevention Models

Although cyberbullying occurs online, prevention is possible both within the school setting, as well as in the home setting. Therefore, cyberbullying prevention models must incorporate strategies that can be implemented in the home and at school. The current researcher finds that it is important to understand the various cyberbullying prevention models that have been implemented, before looking specifically at individuals with disabilities and how cyberbullying affects them, as many of these cyberbullying prevention models do not incorporate those individuals with exceptionalities.

Cyberbullying prevention programs, much like bullying prevention programs, are to be taught to all students. Tokunaga (2010) noted that cyberbullying prevention is all about teaching strategies and coping methods. Some of the coping methods include justification, acceptance, and simply talking in person rather than behind a screen (p. 297). The researcher further described justification as assuring the victim that it is not their fault for the interactions, and instead that it is likely a deep-seated emotional issue of the cyberbully that led to the act of bullying (p. 297). Acceptance, on the other hand, is needed by the victim to "recognize that cyberbullying is a part of life," especially in more recent years for school-aged children (p. 297).

By talking in person, there is an apparently lessened chance of misinterpreting what the other person is trying to say. Tokunaga further described that miscommunication can transpire due to the fact that "the inability to detect tone and sarcasm during electronic communication could create misunderstandings" (p. 297). These misunderstandings, in turn, could potentially lead to the act of cyberbullying. By incorporating these strategies -- cyberbullying may be able to be prevented before it even occurs.

One specific cyberbullying prevention model that this researcher will focus on is called *"Media Heroes."* Wölfer, Schultze-Krumbholz, Zagorscak, Jäkel, Göbel, and Scheithauer (2014) described Media Heroes as "a universal, manualized, and school-based cyberbullying prevention program which targets middle school students and is implemented by trained and supervised teachers within the existing curriculum" (p. 880). This model has been reported to be "embedded within the regular school course… ensuring students' attention" (p. 880). It is a program that works on "attitudes toward the target behavior" and improving the "overall class climate" of those receiving the prevention model (p. 880). These researchers detailed that this is the "first comprehensive, scientifically-based cyberbullying prevention program" that has been implemented (p. 885). Wölfer and colleagues found that individuals who had participated in this intervention program displayed a decrease in cyberbullying behavior than the peers who did not receive the Media Heroes intervention; however, no data were detailed on how much bullying behaviors decreased (p. 885). This study also found that 96% of cyberbullying occurred on an individual level, while 4% occurred on a "contextual level" (p. 884). These researchers encouraged more research and prevention programs to be developed to assist in the decline of cyberbullying behavior in individuals (Wölfer et al., 2014, p. 885).

It is apparent that more research needs to be completed surrounding targeting the clinical effectiveness of various prevention models for cyberbullying. As cyberbullying prevention models appear to be limited in the current literature in general, it is not surprising to learn that there has been little to no research on cyberbullying prevention models specific to individuals who present with various disabilities. Even so, it is important to discuss the effects of cyberbullying on individuals with disabilities to better understand cyberbullying specific to adolescents who stutter -- the main focus of this study.

Cyberbullying of Individuals with Disabilities

The study of cyberbullying of individuals who present with various disabilities has been the subject of limited research. Researchers have found, however, that cyberbullying is more common for individuals with disabilities than their typically developing peers. Fuse and Lanham (2016) cited Bowker and Tuffin's work from 2007 stating that "it has been shown that the time that is spent on social media usage of people with a wide range of disabilities…is used to gain independence, freedom, control, and autonomy that cannot otherwise be accessed due to their disability" (p. 67). Although cyberbullying of people with disabilities has not been commonly researched, a few studies have indicated that it does occur.

One study, specifically, investigated cyberbullying among individuals with disabilities and was conducted by Kowalski, Morgan, Drake-Lavelle, and Allison in 2016. These researchers looked at college students with disabilities and asked them about their experiences with cyberbullying. The researchers found that cyberbullying was present for college students with disabilities; however, cyberbullying was equally prevalent among middle school students with disabilities (p. 424). Due to certain cognitive differences present among some people with disabilities, this population is more at risk to engage in cyberbullying as a victim *and* as a

perpetrator or bully themselves. Kowalski and fellow researchers added that "students with more outwardly noticeable disabilities are more particularly at risk to become involved in cyberbullying," presumably as the victim (p. 424). Interestingly, individuals with disabilities may engage in bullying as the bully themselves, however, it has been more common that these individuals have been the victim (p. 424).

Although internet use for people with disabilities has the potential to increase cyberbullying, there are also ways that internet use has helped this population (Holmes & O'Loughlin, 2012, p. 7). By using the internet to communicate with peers, individuals with an impairment affecting their social skills, such as individuals with autism, may feel more comfortable engaging with others from behind a screen (Kowalski et al., 2016, p. 424). In addition, Holmes and O'Loughlin (2012) suggested that there are some social media websites and internet sites that have been created specifically for people with special needs to communicate without the fear of being cyberbullied (p. 5). These sites allow the individuals to converse with a close-knit audience instead of the larger audience than one would find on a more well-known platform such as Facebook (p. 5). Rather than sites housing bullying, interestingly there are some sites that have been used for individuals with disabilities to interact without the fear of bullying.

Kowalski and fellow researchers (2016) stated that the studies conducted in the past have shown that "youth with disabilities reported higher rates of cyber victimization and perpetration than youth without disabilities" (p. 417). In addition, these researchers found that "the negative outcomes associated with bullying are likely to be more pronounced for disabled students" (p. 425).

As stated in the bullying section of this chapter, bullies have been known to target those who demonstrate physical differences, increasing the bullying for these individuals. The same goes for cyberbullying. If there is a noticeable difference in an individual, such as a physical (overtly) visible disability or impairment, the chance of cyberbullying occurring has been reported to greatly increase (p. 425).

To focus the literature search even further, limited research regarding individuals who stutter and their experiences with cyberbullying has been specifically identified. Fuse and Lanham (2016) found that PWS tend to use social media more "to their advantage" (p. 60). This form of communication for PWS arguably provides them with more confidence and "alleviates the pressure" that they feel in face-to-face conversations (p. 60). When engaged in cyber conversations, a person who stutters would not feel that their symptoms were present and that they are able to engage with their peers in a fluent manner (p. 70). These researchers also reported that compared to their fluent peers, PWS use social media "more frequently on a daily basis" (p. 67). Even with Fuse and Lanham's specific research regarding PWS using social media, these researchers stated, however, that "what has not been researched is how social media affects a person's stutter" (p. 60). More specifically to bullying and cyberbullying, Blood and Blood (2004) noted that the effects of bullying in general can leave long lasting effects on PWS, much like that of people with other disabilities (p. 72). It may be possible that such an effect would translate to a PWS due to cyberbullying, as well.

The gap in the literature regarding PWS and *cyber*bullying is apparent when compared to the larger body of research regarding PWS and bullying. With that being said, it is imperative that researchers aim to close this gap and focus future research on such a topic that may be

affecting PWS more or less than we are even aware. The researcher of this study intends to do just that.

Conclusion

The past literature that has been reviewed in this chapter aimed to help the reader better understand the purpose and context behind the current study. Understanding what stuttering is and how it may be presented was included to help clarify the population of the current study. In addition, understanding Teachers' perceptions and knowledge regarding individuals who stutter, provides this study with baseline information, before surveying the Teachers on their awareness of cyberbullying occurring to this specific population and addressing how they will combat said bullying behaviors. Stuttering is a fluency impairment that affects over 70 million people in the world (Stuttering Foundation of America, 2017). With such a large population of individuals being affected by fluency challenges, it is imperative that researchers look at how we can help these individuals fight off the potential bullying and cyberbullying that we have seen in other populations of individuals with disabilities. Bullying and cyberbullying is a very prevalent problem in today's society that must be addressed in all sample populations.

In the following chapter a full review of the method of the current study will be addressed. This will include the specific method of conducting the study, the study participants, the instrument to be used to conduct the study, and the varied procedures to follow.

CHAPTER III: METHOD

The purpose of this study was to investigate Teachers' and Speech-Language Pathologists' perceptions of cyberbullying on their students or clients who stutter. This study was a quantitative research project with these two groups of professionals completing an online survey that addressed their beliefs and knowledge on cyberbullying occurring to this specific group of students. This chapter will include further information regarding the justification of the method used, the participants, the instrument used to collect the data, and a detailed summary of how data were collected.

Justification of Method

To complete this study, the researcher chose to use an electronic survey as it allowed the participants to take the survey when it was most convenient for them (see Appendix A). Ponto (2015) described this method as useful because "this type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation" (p. 168). Ponto further stated that survey research allows for the use of "quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods)" (p. 168). This type of methodology, therefore, allowed the researcher to use these various types of strategies to include questions that would ideally result in well-rounded and complete answers.

Participants

The participants in this study were Teachers and Speech-Language Pathologists who have worked with at least one student in the fifth grade through the twelfth grade who stutters. To be eligible to participate in this study, these specific inclusion criteria needed to be met. The

survey resulted in 96 total responses; however, among those responses, only 75 were deemed valid and provided viable data. Specifically, 49 of the usable surveys were from Speech-Language Pathologists and 36 of the valid responses were from Teachers, but these numbers dwindled as the inclusion criteria was met throughout.

Instrument

Using Qualtrics, an online survey generator, the researcher was able to conduct this study by initially creating the survey. The resulting survey utilized "skip logic" to allow for the researcher to make one compact survey with the Teachers completing the first half of the survey and the Speech-Language Pathologists completing the second half. Both sections of the survey overlapped in most questions asked, but contained language that was specific to each respective profession. The survey utilized multiple choice, "select all that apply," Likert-scale, and open-ended questions and, in total, contained 73 items. The Teachers had 43 items to address while the Speech-Language Pathologists had 36 items. The focus of the initial items were inclusion criteria questions to ensure that the participants were Teachers or Speech-Language Pathologists who have worked with a student or client who stuttered, along with demographic questions, and questions that probed their knowledge about cyberbullying in general, and specific knowledge of cyberbullying on individuals who stutter.

Each professional completed a series of questions at the beginning of the survey to ensure that they were eligible to be a participant in the study. If they were deemed ineligible, the participant was sent to a final item of the survey, thanking them for their participation and asking them to contact the researcher or the researcher's advisor should they have any questions. In addition, each professional also completed a series of personal questions that asked their sex, state in which they work, and questions pertaining to their own use of social media networks.

Both sets of professionals had similar questions addressing their knowledge of cyberbullying of their student(s) or client(s) who stutter, only differing slightly based on the differences in their professional fields.

Procedures

On November 5, 2017, the researcher emailed the Superintendent of a school district in Ohio to request his approval in sending the survey to Teachers and Speech-Language Pathologists within his school district (see Appendix C). The superintendent "conditionally approved" the proposal on November 11, 2017, and put the researcher in contact with a staff member of the Board of Education who would be able to officially approve the proposal after a meeting. On November 14, 2017 the researcher met with the staff member to further discuss the study. Official approval was granted via email later, on November 14, 2017, allowing the survey to be forwarded to Teachers and Speech-Language Pathologists in that Ohio school district. In addition, the researcher reached out to a school district in New York State to request approval to send the survey to their Teachers and Speech-Language Pathologists (see Appendix D). Approval was granted via an email dated November 27, 2017.

The researcher received approval to proceed with data collection on November 16, 2017 from the Human Subjects Research Committee (HSRC) at the College of Wooster (see Appendix B). Following HSRC approval and approval from both school districts, the researcher began sending recruitment letters and email requests with a link to the survey to various social media platforms, Speech-Language Pathology webpages, and to the superintendents of the two school districts via the respective staff members. The researcher was requested to allow the respective superintendents of the districts to forward the survey to their Teachers and Speech-Language Pathologists from their own email accounts. The New York district received the recruitment

message and a link to the survey on November 28, 2017 and the Ohio district received the survey on December 8, 2017. The American Speech-Language-Hearing Association (ASHA) received the recruitment message and survey link to be posted on their Research Community Board and on their SLPs in Schools Community Board on December 4, 2017 (see Appendix E). The survey was also posted on Special Interest Group 4 (Fluency and Fluency Disorders) and Special Interest Group 16 (School-Based Issues) on December 6, 2017 (See Appendix E). Additionally, the survey was posted in one social media group on Facebook called "Stuttering Community" on November 28, 2017 (see Appendix F). The researcher requested that the survey be posted on the "Stuttering Foundation" Facebook page, but after posting it on November 28, 2017, the owner of the site informed the researcher that it could not be posted due to the multiple requests received to post such requests. The Independent Study advisor and current researcher called the Stuttering Foundation of America (SFA) on November 29, 2017 and connected with a secretary who advised the researcher to email each of the SLPs listed by state on a "referral" listing on the SFA website. On December 3, 2017, the researcher emailed 313 SLPs from the Stuttering Foundation of America's webpage (see Appendix E). On December 1, 2017, the researcher also emailed the CEO of the Stuttering Foundation of America, Jane Fraser, to inquire if there was any other means of getting the survey posted. Once the survey was distributed, it was the researcher's additional hope that the participants of the survey would forward it to others who fit the criteria to obtain more participants.

On January 6, 2018, one additional post was sent out to the American Speech-Language-Hearing Association's two Community Boards and Special Interest Groups 4 and 16, in a final attempt to collect data. On January 15, 2018, the survey was closed and data were processed through SPSS software.

This chapter discussed the justification of method used, the participants in the sample, the survey instrument, and the procedures completed to obtain the data. The following chapter will analyze and discuss the data collected from the Teachers and Speech-Language Pathologists who participated in the survey.

CHAPTER IV: RESULTS AND DISCUSSION

The previous chapter described the methodology behind the current study. This chapter will provide the results from the data collected, as well as an analysis and discussion of the findings.

Results

Responses from this study included information regarding the demographics of the Teachers and Speech-Language Pathologists (SLPs) who participated in the survey. These findings also included the information regarding familiarity with and implementation of bullying and cyberbullying prevention models that these professionals used and the participants' perceptions of the impact that stuttering has on the academics, social situations, and emotions of their students/clients.

Demographics

A total of 96 individuals attempted to complete the survey. Of these participants, 49 (52.1%) were SLPs and 36 (38.3%) were Teachers prior to the completion of inclusion criteria. Additionally, 9 (9.6%) individuals reported that they participated in a profession that was not as an SLP or Teacher. Such a response resulted in this latter-type participant being sent to the end of the survey as they did not fit the occupation inclusion criterion. Another important factor required for completion of the survey was if the participant had taught or worked with a student or client who stutters in their time as a Teacher or Speech-Language Pathologist. Among the 35 Teachers who responded to the question asking if they had worked with a student who stutters in their time in the field of teaching, 28 (80%) said that they have had a student who stutters; while 7 (20%) stated that they had not taught a student who stutters and were therefore sent to the end

of the survey. Of the 50 SLPs who responded to this question, 49 (98%) of the participants stated

that they had worked with a client who stutters and one (2.0%) participant responded that they

had not had a client who stutters, resulting in this prospective subject being routed to the end of

the survey. Additional demographic information will be included in the summary statistics to

follow.

Gender. Participants were asked to disclose the gender with which they identify. As this

question was provided at the end of the survey to all participants, there was no differentiation as

to who were Teachers and who were SLPs. Of the 45 individuals who responded to this question,

40 (88.9%) were female; 3 (6.7%) were male; and 2 (4.4%) preferred not to disclose their

gender.

Certification. SLPs were asked if they were certified through the American Speech-

Language-Hearing Association's (ASHA) American Board of Fluency and Fluency Disorders. A

total of 44 SLPs responded, with 5 (11.4%) reporting that they *were* certified through the

American Board of Fluency and Fluency Disorders while 39 (88.6%) did not have this voluntary,

specialty certification.

Location of Employment. Both Teachers and SLPs were asked to share the location of

their place of work. Teachers were given the option to answer either New York, Ohio, or Other,

with state specificity requested when "Other" was chosen. As the survey was sent primarily to

Teachers in New York and Ohio, 9 (32.1%) of the Teachers were from New York, 17 (60.7%)

were from Ohio, and 2 (7.1%) were from someplace other than these two states. The Teachers

who were not from New York or Ohio, one reported being from Washington, D.C. and the other

was from Washington, D.C. *and* Austin, Texas. SLPs were asked to detail where they work and a

total of 42 responses were collected. Of these responses, a total of 24 of the 50 states were

accounted for. (see Appendix G for more details).

SLPs were also asked in what type of setting they worked. This question was

administered prior to the inclusion criteria questions which led to more participants answering

this question. Of the 53 SLPs who responded, 35 (66.0%) reported working in a public school

setting, 4 (7.5%) in a private practice, 3 (5.7%) in a private school setting, and 11 (20.8%) in

another setting not listed in the choices provided. Seven of the 11 "Other" responses referred to

working in a university setting, while other responses included "Public School & Private

School," "Hearing and Speech Clinic," and a "Contractor in schools and in medical setting."

Experience. Participants were asked to report the number of years they had been working

as a Teacher or SLP. Teachers were provided with five potential responses, while SLPs were

provided with four. A total of 28 Teachers and 43 SLPs provided responses (see Figure 1).
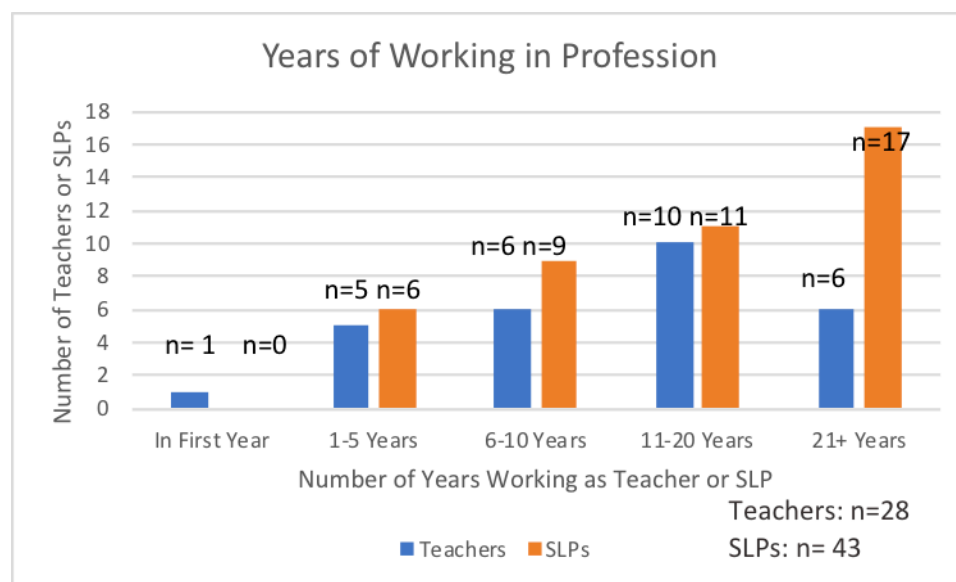
Figure 1. Years of working in profession. Teachers and SLPs reported how many years they have worked in their respective professions.

The Teachers and SLPs were also asked how many students or clients they have had in their classrooms and on their caseloads throughout their years working in the profession. Again, this question was administered prior to the final inclusion criteria question which led to more SLPs participating in this question than what is shown by the total number of SLP participants. There were 29 responses from Teachers and 52 responses from SLPs (see Table 2).
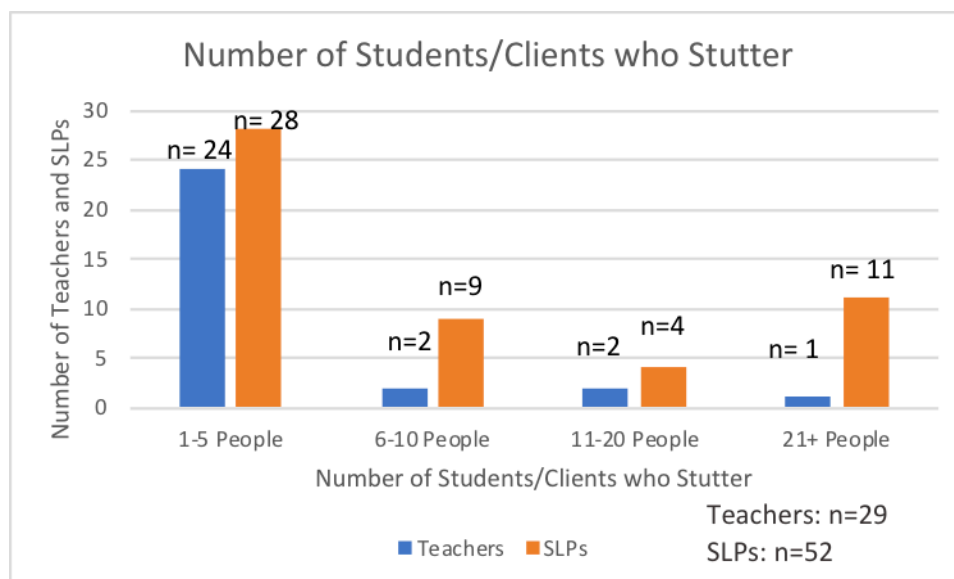
Figure 2. Number of students or clients who stutter. Teachers and SLPs reported the number of individuals they have worked with who stutter in their time as Teachers and SLPs.

Of the students and clients with whom these professionals had worked, participants were asked to further clarify the grade level of their students and clients who stuttered. Participants were allowed to provide more than one option when responding to this question. As the purpose of this study was to look at individuals who stutter between grades five through twelve, participants were allowed to choose from the following responses: 5th or 6th, 7th or 8th, 9th through 12th, and "Other." There were 39 responses from Teachers and 99 responses from SLPs. It is important to note that individuals who answered with "Other" were asked to further explain their

response. Of those who answered with "Other" (n= 5), participants stated that they had worked with "preschool-4th grade," "younger and older than above listed ages," and "Adult." These participants, however, also chose at least one answer from the categories that were a part of the current researcher's inclusion criteria, which allowed for them to remain as viable participants in the survey (even though they had also worked with younger and/or older age groups than the target grades). For the distribution of grades taught by Teachers and SLPs, see Figure 3.
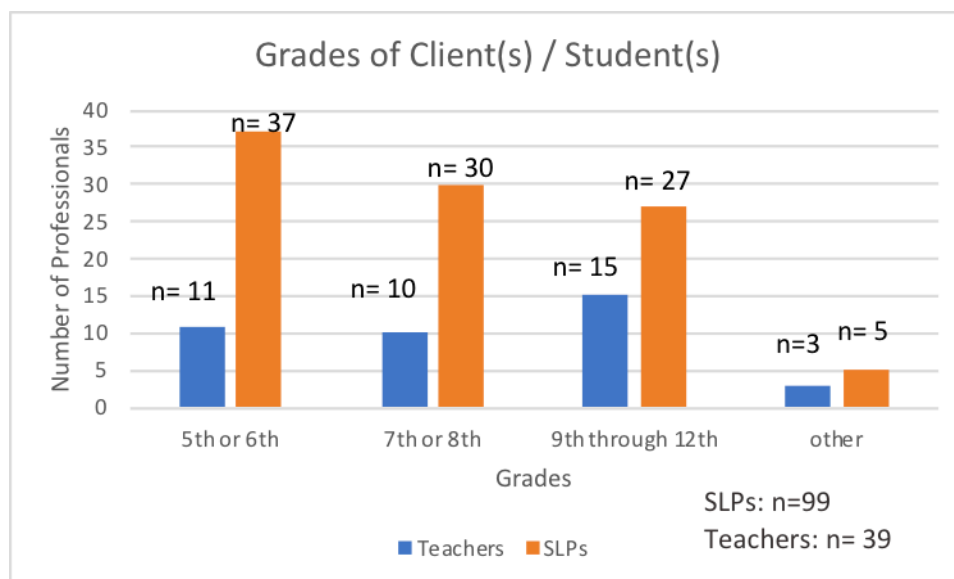
Figure 3. Grades of clients or students who stutter. Teachers and SLPs reported the grades in which their students and/or clients who stutter were in when they worked with them.

Training

Teachers and SLPs were asked to report their involvement in bullying and cyberbullying prevention programs and the training that they had received. In addition to this, the participants were asked about their familiarity with bullying and cyberbullying prevention programs. In this section, some questions pertain to both Teachers and SLPs, but some questions only pertain to Teachers. Specificity will be given prior to each section to be reported.

Teachers' and SLPs' Formal Training. Teachers and SLPs were asked if they had received any formal training on bullying or cyberbullying prevention. The participants were provided with four examples of some prevention programs to stimulate their responses, including *Rachel's Challenge*, *Leader in Me*, *Olweus*, or *Media Heroes*.

A total of 28 Teachers responded in total; 21 (75%) said they had received formal training; 7 (25%) said they had never received formal training. For the SLPs, 45 responded to this question -- 8 (17.8%) stated that they had had formal training and 37 (82.2%) reported that they had not.

To understand the types of formal training further, the researcher asked participants to specify the type of training(s) in which they had completed -- in college, in graduate school, via inservice -- voluntary, or required training by their employer. Participants were able to choose multiple types of training. A total of 53 Teacher responses and 14 SLP responses were collected and can be seen in Figure 4.
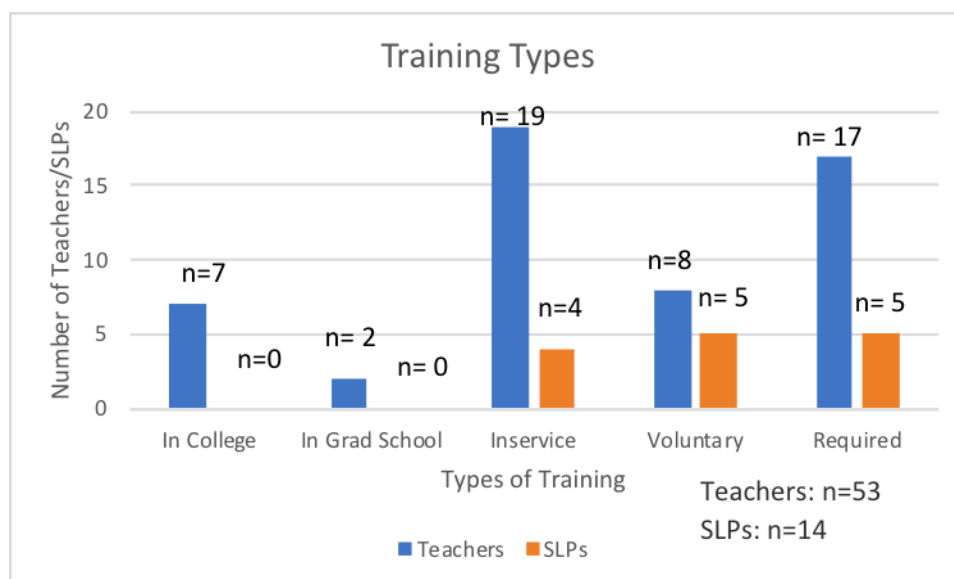
Figure 4. Types of formal training. Teachers and SLPs reported the formal training in which they have been a part of.

Teachers' Formal Training. Teachers were asked to follow up the previous question asking the type of formal training by requesting that they provide the title of any bullying or cyberbullying coursework in which they were enrolled. The most common response from Teachers was Rachel's Challenge (n=9), followed by Olweus (n=3). To see the full set of responses from this question, see Appendix H.

Bullying Prevention Models

Teachers and SLPs were asked questions to further understand their knowledge of bullying prevention models, in addition to the models that are potentially already set in place in their current work setting. As with the last section, this section included questions pertaining to both Teachers and SLPs as well as some questions only pertaining to Teachers. Specificity between the two professionals' data will be provided prior to each analysis to follow.

Teachers' Current Models. A total of 28 Teachers responded to the question "Does your school currently have a formalized bullying prevention model set in place?" with either "Yes" or "No." Of the total participants for this question, 19 (67.9%) Teachers said Yes, while 9 (32.1%) said that their school did not have any programs set in place. If Teachers noted that they did have a prevention model set in place, they were then asked to specify what the title of the model was and to explain it to the current researcher. Four responses of the 12 that were provided mentioned Rachel's Challenge, and informed the researcher that in their specific school district it is now called the "Wooster Way." In total, six participants mentioned the Wooster Way. A full set of the responses to this extended response question can be found in Appendix I.

To follow-up, Teachers were then asked to clarify if the programs set in place addressed cyberbullying specifically. A total of 16 Teachers in total completed this question with 11

(68.8%) stating that their program did address cyberbullying, while 5 (31.3%) stated that their program did not address cyberbullying.

Teachers' Familiarity with Programs. Teachers were provided with a set of questions regarding their familiarity with four specific bullying prevention programs -- Rachel's Challenge, Leader in Me, Olweus Bullying Prevention Program, and Media Heroes. Using Likert-scale options, Teachers were able to choose "Not Familiar At All (1)," "Slightly Familiar (2)," "Moderately Familiar (3)," "Very Familiar (4)," or "Extremely Familiar (5)." To see a further breakdown of these results, see Table 1.

Table 1

Teachers' Familiarity with Prevention Models

	Not Familiar At All (1)	Slightly Familiar (2)	Moderately Familiar (3)	Very Familiar (4)	Extremely Familiar (5)	n	*M*	*SD*
Rachel's Challenge	19.2% (n=5)	0% (n=0)	26.9% (n=7)	26.9% (n=7)	26.9% (n=7)	26	3.42	1.42
Leader in Me	34.6% (n=9)	11.5% (n=3)	23.1% (n=6)	15.4% (n=4)	15.4% (n=4)	26	2.65	1.50
Olweus	64.0% (n=16)	12.0% (n=3)	12.0% (n=3)	8.0% (n= 2)	4.0% (n=1)	25	1.76	1.20
Media Heroes	88.5% (n=23)	3.8% (n=1)	7.7% (n=2)	0% (n=0)	0% (n=0)	26	1.19	0.57

Teacher and SLP Preparedness. Participants were asked a series of questions regarding how prepared they felt to manage situations of bullying to individuals, and more specifically to

their students or clients who stutter. The first question asked of both Teachers and SLPs was a variation of "How prepared do you feel to manage cyberbullying of students [clients] who stutter within your classroom [on your caseload]?" This question was meant to focus specifically on cyberbullying and the students or clients who stutter. The second question asked was "How prepared do you feel to manage bullying *and* cyberbullying within your classroom [on your caseload]?" For both of these questions, participants used Likert-scale options on a 1-5 scale of "Not Prepared At All (1)" to "Extremely Prepared (5)" (see Table 2).

Table 2

How Prepared Professionals Feel to Manage and Address Cyberbullying

	Not Prepared at All (1)	Slightly Prepared (2)	Moderately Prepared (3)	Very Prepared (4)	Extremely Prepared (5)	n	*M*	*SD*
Prepared to Manage Cyberbullying to Stutterers								
Teachers	11.5% (n=3)	38.5% (n=10)	34.6% (n=9)	11.5% (n=3)	3.8% (n=1)	26	2.58	0.99
SLPs	6.8% (n=3)	34.1% (n=15)	40.9% (n=18)	15.9% (n=7)	2.3% (n=1)	44	2.73	0.90
Prepared to Manage Bullying and Cyberbullying to All								
Teachers	3.8% (n=1)	19.2% (n=5)	57.7% (n=15)	7.7% (n=2)	11.5% (n=3)	26	3.04	0.96
SLPs	6.8% (n=3)	38.6% (n=17)	43.2% (n=19)	11.4% (n=5)	0% (n=0)	44	2.59	0.79

How Teachers' and SLPs' Knowledge Helps Address Bullying

Additional questions addressed how participants felt regarding their knowledge of stuttering in helping to address bullying and cyberbullying. Several questions on the survey addressed this area. The first three questions can be found in Table 3, using the same Likert-scale options of 1-5 with the descriptor of "Not Knowledgeable At All (1)" to "Extremely Knowledgeable (5)" (see Table 3).

Table 3

How Knowledgeable Professionals are about Stuttering and Cyberbullying

	Not Knowledgeable At All (1)	Slightly Knowledgeable (2)	Moderately Knowledgeable (3)	Very Knowledgeable (4)	Extremely Knowledgeable (5)	n	*M*	*SD*
Knowledgeable Regarding Stuttering								
Teachers	7.7% (n=2)	38.5% (n=10)	30.8% (n=8)	23.1% (n=6)	0% (n=0)	26	2.69	0.93
SLPs	0% (n=0)	2.3% (n=1)	34.1% (n= 15)	31.8% (n=14)	31.8% (n=14)	44	3.93	0.87
Knowledgeable of Cyberbullying to Any Student								
Teachers	15.4% (n=4)	19.2% (n=5)	53.8% (n=14)	11.5% (n=3)	0% (n=0)	26	2.62	0.90
SLPs	14.0% (n=6)	16.3% (n=7)	34.9% (n=15)	27.9% (n=12)	7.0% (n=3)	43	2.98	1.14
Knowledgeable of Cyberbullying to Stutterer								
Teachers	23.1% (n=6)	42.3% (n=11)	34.6% (n=9)	0% (n=0)	0% (n=0)	26	2.12	0.77
SLPs	11.9% (n=5)	26.2% (n=11)	35.7% (n=15)	19.0% (n=8)	7.1% (n=3)	42	2.83	1.10

Another question in the survey was, "Do you treat an individual who stutters differently in class than you would with fluent peers? Please explain your answer." This question was asked of only the Teachers. Of the 22 Teachers who responded to this question, 9 reported that they did treat individuals who stutter differently and 13 reported that they did not. Of the 9 participants that said Yes to treating individuals who stutter differently, eight reported in the open ended response that various accommodations made for the individual who stutters such as, "Give more wait time when the student who stutters is responding verbally" and "We modify lessons that

involve speaking so the student is with someone they are comfortable with but other than that we do not treat students differently." Of the 13 participants that said No, nine reported in the open ended response that they believed that each student should be treated the same. One of the Teachers stated, "If they are treated differently, they are seen as different. If treating them the same and giving them opportunities to speak in class the same as anyone else is the normal, then students are less likely to even notice as time goes on." All of the verbatim responses to this question can be seen in Appendix J.

The next set of questions regarding bullying and cyberbullying were directed solely to the SLPs. Using Likert-scale options of 1-5; "Not At All (1)" to "A Great Deal (5)" -- SLPs were asked to answer the following questions: "Does your knowledge of stuttering affect your ability to intervene when **cyber**bullying is occurring to a client/student who stutters?" and "How much do you believe that your knowledge of stuttering affects your ability to deal with a client or student telling you that he/she is a victim of **cyber**bullying?" Results for both questions are provided in Table 4.

Table 4

SLPs' Knowledge Helps Intervention

	Not at All (1)	A little (2)	A Moderate Amount (3)	A lot (4)	A Great Deal (5)	n	*M*	*SD*
Does Knowledge of Stuttering Help Intervene?	31.7% (n=13)	24.4% (n=10)	17.1% (n=7)	12.2% (n=5)	14.6% (n=6)	41	2.54	1.43
Knowledge of Stuttering Help Address Bullying?	23.8% (n=10)	23.8% (n=10)	19.0% (n=8)	11.9% (n=5)	21.4% (n=9)	42	2.83	1.48

In addition, Teachers only were asked the question, "How frequently do you predict that your knowledge of stuttering affects your ability to intervene when bullying is occurring to a student who stutters?" Teachers were asked to respond on the same scale of "Not At All (1)" to "A Great Deal (5)." For the 25 Teachers who answered this question, a mean score of 2.52 was reported (*SD*= 1.26). Table 5 shows a full breakdown of these results.

Table 5

Teachers' Knowledge Helps Intervention

	Not At All (1)	A Little (2)	A Moderate Amount (3)	A Lot (4)	A Great Deal (5)	n	*M*	*SD*
Knowledge Helps Intervention	28.0% (n=7)	20.0% (n=5)	32.0% (n=8)	12.0% (n=3)	8.0% (n=2)	25	2.52	1.26

Cyberbullying of Students/Clients who Stutter

It was deemed important to understand how aware Teachers and SLPs were regarding the occurrence of cyberbullying to their students or clients who stutter. Teachers and SLPs were asked a series of questions regarding the frequency of the cyberbullying of their students or clients who stutter.

Teachers' and SLPs' Predictions of How Often Cyberbullying Occurs. Teachers were asked, "Approximately, how often do you predict that cyberbullying occurs to your student(s) who stutter?" while the SLPs were asked, "Approximately how often do you think that cyberbullying occurs to your client(s)/student(s) who stutter?" Both sets of participants were provided with the options of "Never," "Less frequently than one month," "Once a month,"

"Once a week," and "Everyday." There were 25 Teachers and 38 SLPs who responded to this question. Of the 38 SLPs who responded, 17 (44.7%) predicted that cyberbullying occurs less frequently than once a month, followed by 9 (23.7%) who predicted that cyberbullying never occurs. Of the 25 Teachers who responded, 10 (40.0%) predicted that cyberbullying occurs to their students who stutter once a week, followed by 6 (24%) who predicted it occurs less frequently than once a month. For complete information regarding the frequency of cyberbullying transpiring, see Figure 5.
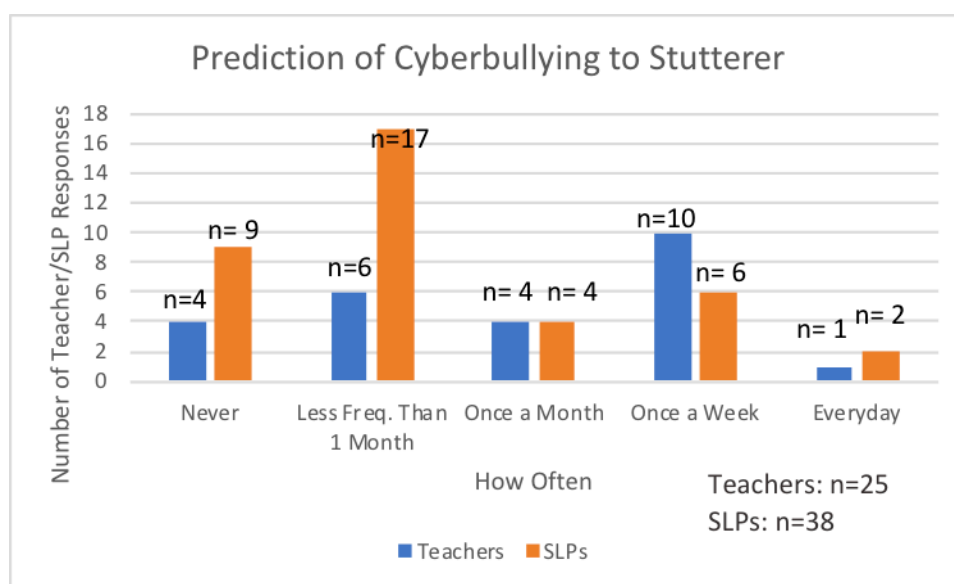
Figure 5. Predictions of how often cyberbullying is occurring to people who stutter. Teachers and SLPs predict how often cyberbullying occurs to their students/clients who stutter.

How Professionals Find Out About Cyberbullying. Teachers were asked, "Has it been brought to your attention of any cyberbullying occurring to any student(s) in your classroomm who stutter(s)?" A total of 23 Teachers responded to this question and all of these participants said that it was *not* brought to their attention. SLPs were not asked this question.

Another question was posed to address how Teachers and SLPs find out about cyberbullying of their students or clients. This particular question asked, "If applicable, how is the **cyber**bullying of the student(s) who stutter(s) brought to your attention?" Participants were allowed to check all that applied. The options provided to both Teachers and SLPs were "Self-report from student," "Peer-report from friend/classmate," "Rumors around school," "Other," and "Does Not Apply." Responses from both Teachers and SLPs are reported in Figure 6.
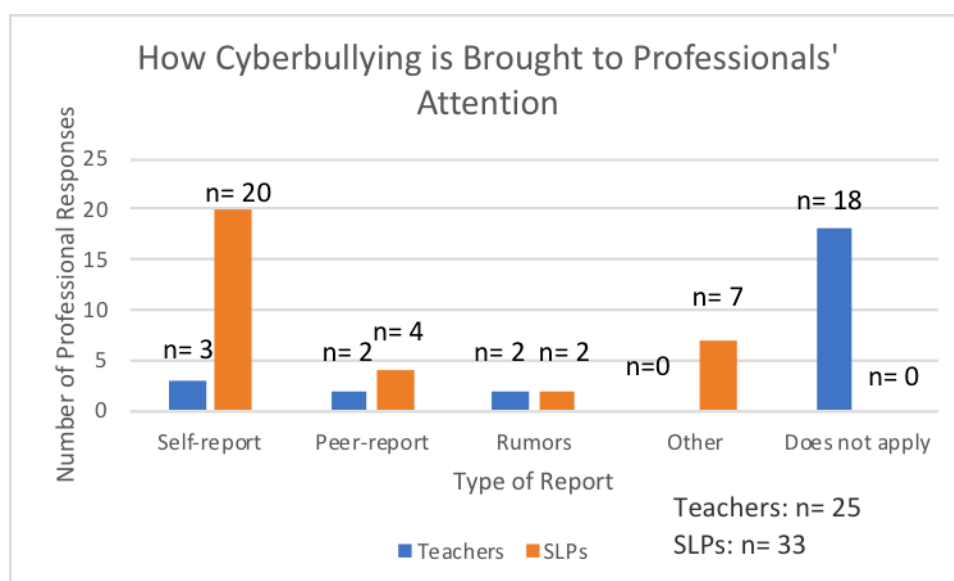
Figure 6. Ways that cyberbullying is brought to Teachers' and SLPs' attention.

Affects of Cyberbullying

As the primary purpose of this study was to understand Teachers and SLPs perceptions of the effects that cyberbullying has on their students and clients who stutter, several key questions addressed this area.

Ways That Cyberbullying Negatively Affects Individuals who Stutter in General. Teachers and SLPs were asked to answer a series of questions regarding their perceptions of the

negative affects that cyberbullying appears to present. To better understand Teachers and SLPs

perceptions as to who is more likely to be subject to cyberbullying, these professionals were

asked to respond to the following two statements, "I believe that cyberbullying negatively affects

all students" and "I believe that cyberbullying negatively affects students who stutter more than

for their fluent peers." Participants were provided with 1-5 Likert-scale options of "Not at all

(1)," "A little (2)," "Sometimes (3)," "A lot (4)," and "All the time (5)." Table 6 provides the

complete set of responses to these questions.

Table 6

How Cyberbullying Negatively Affects Students/Clients

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)	n	*M*	*SD*
All Students								
Teachers	0% (n=0)	0% (n=0)	13.0% (n=3)	39.1% (n=9)	47.8% (n=11)	23	4.35	0.71
SLPs	0% (n=0)	4.9% (n=2)	26.8% (n=11)	48.8% (n=20)	19.5% (n=8)	41	3.83	0.80
Stutterers More Than Fluent								
Teachers	0% (n=0)	0% (n=0)	21.7% (n=5)	47.8% (n=11)	30.4% (n=7)	23	4.09	0.73
SLPs	2.5% (n=1)	12.5% (n=5)	42.5% (n=17)	32.5% (n=13)	10.0% (n=4)	40	3.35	0.92

Peer Relations of Those Who Stutter. Teachers and SLPs were asked to respond to two

additional questions on a Likert-scale of 1-5, "Not at all (1)," "A little (2)," "Sometimes (3)," "A

lot (4)," and "All the time (5)." The first question was, "Do you believe that interacting with peers is harder for a student who stutters than their fluent peers?"; and the second question was, "Do you believe that the student(s) in your class who stutter(s) have/has less positive peer relations than those of their fluent peers?" These two questions were posed for both the Teachers and the SLPs. Table 7 reflects the responses of the Teachers and SLPs to these questions.

Table 7

Peer Relations of Those Who Stutter

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)	n	*M*	*SD*
Interacting Harder for Stutterers								
Teachers	0% (n=0)	4.3% (n=1)	34.8% (n=8)	47.8% (n=11)	13.0% (n=3)	23	3.70	0.77
SLPs	0% (n=0)	4.9% (n=2)	31.7% (n=13)	48.8% (n=20)	14.6% (n=6)	41	3.73	0.77
Stutterers Have Less Peer Relationships								
Teachers	4.3% (n=1)	30.4% (n=7)	43.5% (n=10)	17.4% (n=4)	4.3% (n=1)	23	2.87	0.92
SLPs	0% (n=0)	7.1% (n=3)	69.0% (n=29)	19.0% (n=8)	4.8% (n=2)	42	3.21	0.65

Ways that Cyberbullying Affects Individuals who Stutter Specifically. Teachers and SLPs were asked about the ways that their students or clients are affected by cyberbullying. Participants were provided with three Likert-scale questions, along with follow-up open-ended response questions to better understand these professionals' ratings on the academic, social, and

emotional impact(s) that cyberbullying was percieved as impatcing their students or clients who stutter.

Teachers and SLPs were first provided with the three statements: "I believe that **cyber**bullying of adolescents negatively affects individuals who stutter **academically**," "I believe that **cyber**bullying of adolescents negatively affects individuals who stutter **socially**," and "I believe that **cyber**bullying of adolescents negatively affects individuals who stutter **emotionally**." For these three statements, Teachers and SLPs were provided the Likert-scale options of "Not at all," "A little," "Sometimes," "A lot," and "All the time." Teachers' and SLPs' responses are displayed in Table 8.

Table 8

Perceptions of the Academic, Social, and Emotional Affects of Cyberbullying on those who Stutter

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)	n	*M*	*SD*
Academic								
Teachers	0% (n=0)	4.5% (n=1)	45.5% (n=9)	22.7% (n=5)	31.8% (n=7)	22	3.82	0.96
SLPs	0% (n=0)	7.1% (n=3)	38.1% (n=16)	45.2% (n=19)	9.5% (n=4)	42	3.57	0.77
Social								
Teachers	0% (n=0)	0% (n=0)	18.2% (n=4)	50.0% (n=11)	31.8% (n=7)	22	4.14	0.71
SLPs	0% (n=0)	5.1% (n=2)	12.8% (n= 5)	59.0% (n=23)	23.1% (n=9)	39	4	0.76
Emotional								
Teachers	0% (n=0)	0% (n=0)	9.1% (n=2)	50.0% (n=11)	40.9% (n=9)	22	4.32	0.65
SLPs	2.6% (n=1)	2.6% (n=1)	13.2% (n=5)	52.6% (n=20)	28.9% (n=11)	38	4.03	0.89

A total of three independent samples t-tests were then completed to compare the Teachers and SLPs results when answering these three questions regarding the social, emotional, and academic impacts that cyberbullying has on their students or clients who stutter. There was not a significant difference in the scores for **academic** impacts as percieved by Teachers (*M*= 3.82, *SD*= 0.96) and SLPs (*M*= 3.57, *SD*=0.77); t (61)= 1.14, p= .26. Similarly, there was not a significant difference in the scores for **social** impacts as percieved by Teachers (*M*= 4.14, *SD*= 0.71) and SLPs (*M*= 4.0, *SD*= 0.76); t (59)= 0.66, p= 0.51. The final independent samples t-test

showed that there was also not a significant difference in the scores for **emotional** impacts as percieved by Teachers (*M*= 4.32, *SD*= 0.65) and SLPs (*M*= 4.03, *SD*= 0.89); t (58)= 1.35, p= 0.97.

As these questions arguably addressed the "heart" of the study, the participants were asked to further clarify their thoughts on how their students and clients who stutter are affected by cyberbullying via open-ended items for additional information. The first open-ended question asked was "Please describe how **cyber**bullying **academically** affects (positively and/or negatively) students/clients who stutter?" A total of nine Teachers and 22 SLPs responded. One of the teacher participants stated, "It may drive them to work harder or drown themselves in academics, however, it is probably more likely to have a negative effect as they may dwell on the bullying and how it makes them feel about themselves, etc. which takes time away from studies and focus." Several of the Teachers reported that the students would be less likely to participate orally (n=3) and other Teachers noted that these students may feel self-concious and have lower self-confidence, self-esteem, and/or higher anxiety (n= 5). Of the 22 SLPs who responded to this item, 9 reported that their students might be disengaged in academics. Many SLPs reported that their clients were less likely to talk in group settings or whole-class settings when they were in the classroom. One SLP provided the response that, "Some students are less likely to do homework that requires a computer because they're afraid of what they might see (e.g., messages from classmates/friends). Also, I have had clients who are required to give 'public' speeches. One of their bullies recorded it with a camera phone and sent it to fellow classmates."

The second open-ended question in this section of the survey asked "Please describe how **cyber**bullying **socially** affects (positively and/or negatively) students/clients who stutter?" A total of nine Teachers and 23 SLPs responded to this question. Of the Teacher responses

collected, three discussed lowered self-confidence. One response from a Teacher addressed cyberbullying and bullying as a whole. This teacher stated, "Similar to academics. If students are being bullied they may have a lower self confidence and feel alone. I think having the ability to cyber bully [sic] allows students to bully more frequently and at all times. It's easier for other kids to start bullying too via Social media." Another teacher presented a different "spin" to bullying and cyberbullying by saying, "I think that bullying can drive students to work harder with their speech, but also to slow down their pattern, and work on saying what they want to convey. Because cyberbullying often has to do with written text, students who stutter may be given more time to respond or defend themselves, whereas in person, the words may not come out as clearly as they intend."

Of the SLPs who responded to this question, numerous reported that individuals who stutter and are being cyberbullied will withdraw from social situations and even avoid them as much as possible (n=15). Two SLPs specifically mentioned that cyberbullying negatively affected students or clients who stutter, socially. An important response from an SLP discussed the impact that such bullying can have on the students who stutter. They wrote, "At the high school level, peer relations can be difficult anyway. For students that stutter and are bullied, they tend to become very withdrawn and less interactive. They sit alone at lunch or stand by themselves when waiting on the bus." One SLP referenced certain clients that they have had by stating, "For my clients who stutter, engaging with other students in certain situations was difficult and at [sic] this can be exacerbated if the client is experiencing cyberbullying -- especially if the bullying is being done by students at the same school."

The third and final open-ended question in this section of the survey asked was "Please describe how **cyber**bullying **emotionally** affects (positively and/or negatively) students/clients

who stutter?" A total of seven Teachers and 23 SLPs provided responses to this question. A theme throughout all seven of the Teacher responses was the idea of lowering students' self-confidence, self-esteem, and increasing the risk of depression. One Teacher reported, "They may withdraw, become depressed, act out in anger. They may fixate and be unable to concentrate on anything else. It could make it difficult for them to emotionally connect to others and relate." Another Teacher stated, "Anyone feels self conscious, hurt and often betrayed by their own age group, friends, or people who should be helping them, when it comes to bullying. One of the reasons cyberbullying is worse than others is that it can be read over and over again. It can also reach more people through a text or post than seeing and talking to individuals. As far as stuttering goes, I'm not sure how it would directly effect [sic] a student. I do not currently have any students in my class, in this predicament."

For the SLPs, 21 reported a range of negative emotions that their clients or students might experience, including lower self-esteem, depression, feelings of helplessness, among other negative feelings. One SLP reported, "I have never experienced the bullying as a positive experience for the student. I have had students completely shut down, call themselves stupid, hate their lives, etc. because of peer treatment." One SLP directly stated how cyberbullying emotionally affects individuals who stutter by saying, "Cyberbullying has negatively affected a lot of client's [sic] that I work with. Everyday they attempt to hide their moments of disfluency. Cyberbullying is a method that 'exposes' those moments, and amplifies their feelings of negativity towards their speech. When this occurs, client's [sic] are less likely to engage in academic and social situations that require speech. One client was reluctant to do [sic] expand his utterance lengths because he was afraid someone would hear him stutter and catch it on some

type of recording device and post it on social media outlets. He had very low self esteem and often put himself down."

Overall, there was an overlap in similarity in the responses provided by both Teachers and SLPs. Self-esteem, self-confidence, and an increase in depression were some of the common themes throughout the three open-ended questions. All of the verbatim responses for these three open-ended question can be found in Appendix K.

Management of Cyberbullying

Another important purpose of this study, as previously mentioned, was to understand the ways that Teachers and SLPs manage and work to reduce cyberbullying for their students and clients who stutter. There were several questions that participants were asked to answer regarding their management of cyberbullying.

Ways That Professionals Address Cyberbullying of Individuals Who Stutter. Teachers and SLPs were asked "Based on your knowledge of cyberbullying and stuttering, how would you/do you address cyberbullying of clients/students who stutter in your classroom/on your caseload?" Of the eight Teachers that responded, five stated the need to report these transgressions to higher-ups. One of the Teachers reported, "Cyberbullying is so hard to know if it is going on. I've never heard students sit there and talk about someone getting made fun of on social media. I have glanced and seen a few incidents of cyberbullying, but not with someone that stutters. Those issues were addressed immediately. If I saw the cyberbullying, I would immediately ask for the electronic device of said student who I saw it on. Whether they comply or not I would immediately call administration and have them escort the student to the office so that they could not delete any of the evidence. I would immediately document the incident and send in a discipline referral to administration. Maybe have a good teachable moment with other

students in the classroom or surrounding areas." A total of four Teachers stated that they would

report it to administration or parents, two of which stated that they would do this as per DASA

[Dignity for All Students Act] regulations, which is a New York State regulation for all Teachers

(NYSED, 2018, para. 1).

SLPs reported similar responses with a total of 21 SLPs responding to this question. A

total of 12 SLPs responded that they would take the issue of cyberbullying to administration,

guidance counselors, or parents. Interestingly, two of the SLPs discussed developing

presentations for the students, however, in contrast, one SLP stated, "It needs to be personalized

for the students. I believe that assemblies are tuned out and the kids don't connect as much as if

the information isn't presented in a very personal way. We need to build empathy." One SLP

described what was done when cyberbullying occurred to a client who stutters. This SLP stated,

"I bring the child, who is bullying into a conversation with the child who stutters. We explain

about stuttering in detail. Then we play an interactive game. We end with plans to support the

child who stutters." Another SLP detailed the actions taken to address cyberbullying reporting

and stated "Normally I provide different strategies geared towards eliminating threats and

providing education. I will have the client give a presentation to their friends/classmates (if the

teacher will allow it) about stuttering. I encourage the client to keep a 'speech' journal where we

identify things they want to work on, possible social tips, things/activities they would like to

learn, listing one kind thing about themselves. I also encourage clients to discuss how they feel

with their parents. If they have friends they would like to invite to speech therapy, I encourage

them to bring them. There is a 'Zero Tolerance' Bullying agenda in the area I work in, so I

encourage teachers to review those policies with their students." The full set of the Teacher and

SLP responses to this question are available in Appendix L.

Rating of Management of Cyberbullying. In addition to understanding how Teachers

and SLPs address cyberbullying, survey participants were also asked questions regarding how

they felt that they manage cyberbullying. Teachers and SLPs were asked to report how they felt

that they managed cyberbullying towards individuals who stutter when such bullying has been

brought to their attention. Using Likert-scale options of 1-5, "Terrible (1)," "Poor (2)," "Average

(3)," "Good (4)," and "Excellent (5)," Teachers and SLPs were asked to rate their cyberbullying

management abilities (see Table 9).

Table 9

Management of Cyberbullying to Individuals who Stutter

	Terrible (1)	Poor (2)	Average (3)	Good (4)	Excellent (5)	n	*M*	*SD*
Teachers	0% (n=0)	0% (n=0)	25.0% (n=3)	58.3% (n=7)	16.7% (n=2)	12	3.92	0.67
SLPs	4.3% (n=1)	4.3% (n=1)	47.8% (n=11)	34.8% (n=8)	8.7% (n=2)	23	3.39	0.89

Teachers' and SLPs' Social Media Platforms Affect Cyberbullying Management

Skills. Teachers and SLPs were asked what social media platforms they use, followed by, "Do

you believe that your own social media use affects the way that you manage/monitor

cyberbullying?" These questions were provided at the end of the survey where there was no

differentiation between the two professions for these two questions.

Teachers and SLPs were first asked to choose what social media platforms they use. They

were provided with the options of "Facebook," "Instagram," "Snapchat," "Twitter," and "Other."

A total of 91 total responses were collected with Facebook notably the most used social media

platform (n= 37 or 40.7%). One participant who responded with "Other," stated that they did not use social media at all to clarify what he/she meant with their "Other" response (see Figure 7).
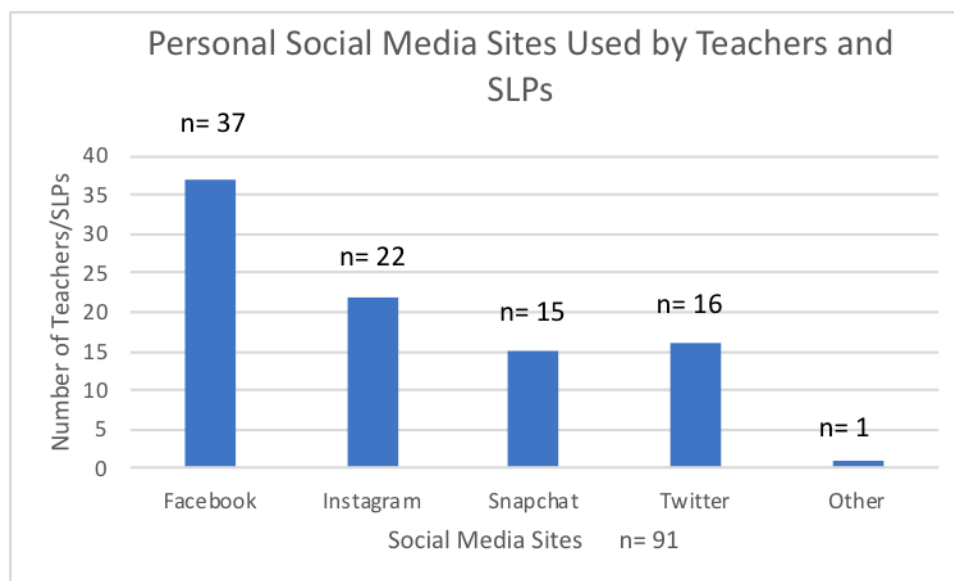
Figure 7. Social media sites used by Teachers and SLPs.

The Teachers and SLPs were then asked to report if they believed that their own social media use affected the way that they manage or monitor cyberbullying. This question was also asked at the end of the survey to both Teachers and SLPs without specifying between the two professions. A total of 42 responses were collected with 20 participants stating that they agreed that their social media use *did* affect their management of cyberbullying; and 11 participants reported that their social media use *did not* affect their management of cyberbullying. Additionally, 11 participants reported that social media use might or might not affect the management of cyberbullying (see Figure 8).
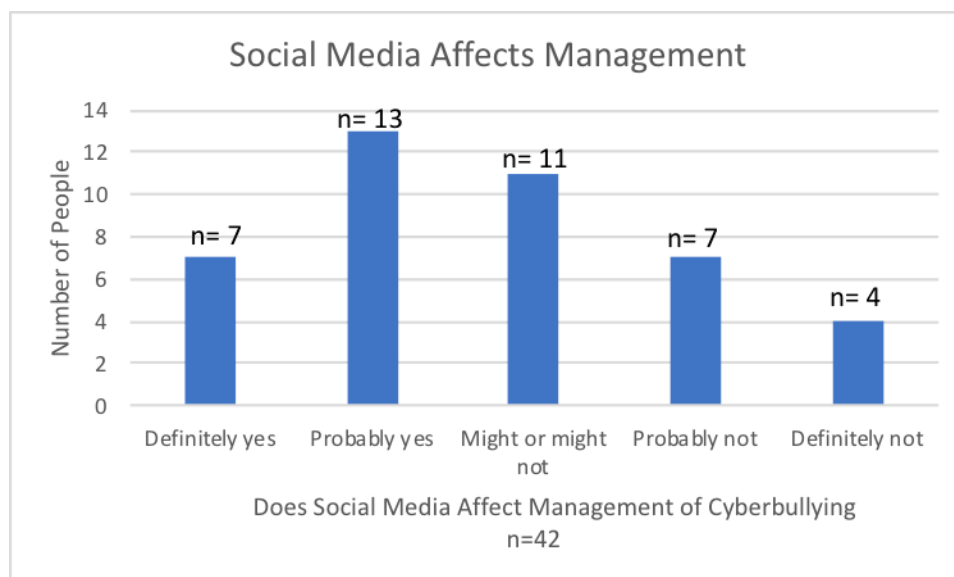
Figure 8. Belief that social media affects management of cyberbullying.

Additional Comments

All participants were then asked to share anything not previously mentioned in the survey. Nine responses were collected with four stating they had nothing more to share! One participant requested to clarify their position as an SLP; another participant described their clients who have demonstrated "resilience" to cyberbullying; one described what they would like to learn more about in training, such as, "How a stutter affects a student and their academic pursuits." Finally, a participant offered advice of utilizing counseling and speech services as they are seen as "extremely valuable" when someone has a student who stutters in their classroom. The verbatim responses to this final item are available in Appendix M.

Discussion

The remainder of this chapter will include a discussion of the results previously reported. This section will examine the results collected from both the Teachers and SLPs with specificity as to who is being discussed prior to each discussion section to follow.

Demographics

Information was collected with regards to the demographics of the participants. The gender, certification status of SLPs, location of employment, years of experience, number of clients or students, and ages of clients or students will be discussed.

Gender. More participants were female than male for both the Teachers and SLPs. Tašner, Mihelič, and Čeplak (2017) reported that, "Today, women still prevail in teaching professions" (p. 50). The results from the present study are reflective of the gender division in both the fields of education and Speech-Language Pathology.

Certification. SLPs were asked if they were certified through the American Speech-Language- Hearing Association's American Board of Fluency and Fluency Disorders to better understand if the SLP participants had earned specialty certification in fluency. Although the majority of the SLPs did not hold this voluntary specialization in stuttering, it is important to note that all of the SLPs who participated in the study had to be an ASHA-certified SLP.

Location of Employment. During the survey, Teachers were asked to choose whether they were from Ohio or New York State (or another state by checking other and then disclosing what state) while SLPs were asked to disclose where they work via an open-ended request. As the researcher sent the recruitment letter and link to the survey to two school districts, one from Ohio and one from New York State, the researcher felt that using these two states for Teachers to choose from seemed to be a viable and helpful option. SLPs, however, were being recruited from a variety of platforms across the U.S. which meant that an open-ended response would likely be source of information for the current researcher to collect. SLPs reported working in 24 of the 50

states in the United States while Teachers reported the two primary choices (Ohio and New York) with the addition of Washington, D.C. twice and Austin, Texas once.

       Experience. In this section, Teachers and SLPs were asked to disclose how many years they had been in the profession, how many students or clients they had that stutter, and the grades of their students or clients who stutter. The largest number of the SLPs reported that they had worked 21 plus years in their respective field (n= 17 of 43) and the largest number of Teachers reported that they had worked 11 to 20 years (n= 10 of 28) in the field of education. SLPs reported having more years of experience than Teachers, overall. In addition to this, most Teachers and SLPs similarly reported having 1-5 individuals who stutter in their classroom or on their caseload. A total of 24 of the 29 teachers reported that they worked with 1-5 students who stutter while a total of 28 of the 52 SLPs reported the same. The number of individuals who stutter on the SLPs' caseload and in the Teachers' classroom decreased from there, demonstrating the overall limited experience that many of the participants had with individuals who stutter. According to the Stuttering Foundation of America, about 1% of the population stutters which is approximately 70 million people in the world (The Stuttering Foundation of America, 2017, para. 4).

       When asked about what grades their students or clients who stutter were in when the Teachers and SLPs worked with them, SLPs reported to have worked with 5th and 6th grade clients the most and Teachers reported working with 9th through 12th grade students who stutter the most (37 of 99). SLPs showed a minor decline in working with individuals who stutter as they got older and increased their grade level. Two potential reasons for this decline are that SLPs are not as present in the schools in the high school level as they are in the elementary/middle school levels and/or individuals who stutter may not need therapy once they

hit the high-school age and have learned many of the proper techniques to "recover" from a stutter or "maintain" their fluency (The Stuttering Foundation of America, 2017). On the other hand, Teachers did not report a pattern like that of the SLPs. Teachers reported that the majority of their students who stutter were in 9th through 12th grade (15 of 39), followed by 5th or 6th grade, and then 7th or 8th grade. The Stuttering Foundation of America stated, "approximately 5 percent of all children go through a period of stuttering that lasts six months or more. Three-quarters of those will recover by late childhood, leaving about 1% with a long-term problem" (The Stuttering Foundation of America, 2018, para. 6).

Training

Teachers and SLPs reported various aspects regarding the training in which they had received throughout their years in the profession. Some questions were asked of only Teachers and others were asked to both Teachers and SLPs.

Teachers' and SLPs' Formal Training. With 75% of Teachers and 11.4% of SLPs reporting that they had had formal training, an important conclusion can be made. From this study specifically, the Teachers appeared to have vastly more training than SLPs and their training can be seen throughout all of their years of obtaining a career in teaching, from the college years to the training required in their profession. In comparison to this, the few SLP participants to these questions notably had less training in their preservice years and more training during their postservice work/careers. As Cantone and colleagues (2015) explained, schools are a location where bullying often occurs and the implementation of bullying prevention models and training for the professionals within the schools is vital to attempt to lessen the possibility of the many occurrences of bullying within the schools (p. 58).

Teachers' Formal Training. As stated in the analysis, Teachers reported that they have had Rachel's Challenge and Olweus as the most common formal training implemented within their school districts. It is important to note that the Ohio school district appeared to makes use of Rachel's Challenge and the school district in New York had implemented aspects of the Olweus Bullying Prevention Program.

Bullying Prevention Models

Teachers were asked to futher discuss the bullying prevention models with which they were familiar. The following section will include a discussion of these results.

Teachers' Current Models. As bullying prevention is on the rise in schools (such as Rachel's Challenge which reportedly has prevented over 150 suicides), it was the researcher's hypothesis that 100% of the Teachers would say that their school had a formalized bullying prevention plan (Rachel's Challenge, n.d., para. 3). After looking more closely at the results, it became apparent that this report was incorrect. A total of 67.9% reported that they had a bullying prevention program set in place in their schools. In addition to this, only 68.8% reported that their bullying prevention program addressed cyberbullying. With technology on the rise and cyberbullying paving it's way into the lives of early adolescents, it is imperitive that bullying *and* cyberbullying continues to be addressed in all schools (Blood & Blood, 2004, p. 76).

Teachers' Familiarity with Programs. Teachers were asked to report their familiarity with the Bullying Prevention Models called "Rachel's Challenge," "Leader in Me," "Olweus Bullying Prevention Program," and "Media Heroes." Of the participants who responded to these series of questions, Rachel's Challenge and Leader in Me were the prevention programs that were most familiar to the participants while Media Heroes was the least familiar. Interestingly,

Media Heroes is the Prevention Program that specifically addresses cyberbullying (Wölfer et al., 2014, p. 880). A total of 23 Teachers (88.5%) reported that they were "Not Familiar At All" with Media Heroes and no Teachers reported that they were either "Very" or "Extremely Familiar" with this program. It would be of interest to investigate whether the implementation of such a program in the schools would increase Teachers knowledge of cyberbullying occurring and teach them beneficial skills to manage bullying and cyberbullying.

Preparedness

Teachers and SLPs were asked to report how prepared they felt in managing bullying to individuals who stutter and/or to anyone at all. Overall, both Teachers and SLPs seemed essentially neutral in their feelings of preparedness towards managing bullying and cyberbullying.

From this data, it is apparent that both Teachers and SLPs felt slightly to moderately prepared to manage cyberbullying towards individuals who stutter; with SLPs feeling slightly more confident in their abilities. As for managing bullying and cyberbullying to anyone in the classroom, Teachers demonstrated a higher feeling of preparedness with a mean score of 3.04 (Moderately Prepared), whereas SLPs had a mean score of 2.59 (Slightly to Moderately Prepared).

A total of one SLP and one Teacher reported feelings of extreme preparedness when asked to report how prepared they felt to manage cyberbullying towards individuals who stutter. In addition to this, no SLP felt extremely prepared to manage bullying or cyberbullying for any student. One teacher also reported that they did not feel prepared at all to manage bullying or cyberbullying to any student.

Although Teachers and SLPs may have had training as noted earlier in the study, many of the participants reported not feeling confident in their preparedness to address such bullying. The responses from the Teachers and SLPs appeared suprising -- as Teachers and SLPs work in the location where bullying prevention programs and training are present and on the rise (Goldman, 2012, p. 93). By feeling more prepared, Teachers and SLPs may better prevent bullying and cyberbullying from occurring; which has reportedly been causing some students to skip school for fear of being bullied (Rachel's Challenge, n.d., para. 1). The more prepared the Teachers and SLPs feel, the more likely that they will presumably intervene and prevent such acts from proceeding or escalating.

Knowledge Helps Address Bullying

To better understand the Teachers' and SLPs' feelings towards their preparedness to address bullying and cyberbullying, the researcher asked the professionals to report how knowledgeable they felt in terms of stuttering, cyberbullying to any student, and cyberbullying to students who stutter.

The first question asked was "How knowledgeable are you regarding stuttering?" Interestingly, the results highlighted that SLPs were only slightly more knowledgeable than Teachers regarding stuttering. SLPs reported on average to be "Moderately Knowledgeable" to "Very Knowledgeable" (M= 3.93) and Teachers reported to be "Slightly Knowledgeable" to "Moderately Knowledgeable" (M=2.69). There were no Teacher participants who selected the category of "Extremely Knowledgeable" and conversely there were no SLP participants who fell in the category of "Not Knowledgeable At All." Not all SLPs reported that they were extremely knowledgeable regarding stuttering which could relate to the suggestion that few SLPs are

certified through the American Speech-Language-Hearing Association's American Board of Fluency and Fluency Disorders.

The second question in this section asked, "How knowledgeable are you about any bullying or cyberbullying occurring to any student within your classroom?" On average, SLPs were between "Moderately Knowledgeable" and "Very Knowledgeable" (M= 2.98) and Teachers, similarly, were also between these two choices (M= 2.62). SLPs reported to be slightly more knowledgeable than Teachers in terms of their knowledge of cyberbullying occurring to any student. This could potentially be due to the fact that SLPs sometimes work in a one-on-one setting with their clients, allowing for a more personal connection throughout each session, unlike Teachers working in whole class and more isolated one-on-one settings (America Speech-Language-Hearing Association R & R Workgroup, 2012). There were no teachers who reported to be "Extremely Knowledgeable" in this category.

The third question in this section asked was, "How knowledgeable are you about any bullying or cyberbullying occurring to any student(s) [clients] that you have taught or are currently teaching [have worked with]?" Again, SLPs reported to have slightly more knowledge within this area. SLPs reported being "Slightly Knowledgeable" to "Moderately Knowledgeable" (M= 2.83) and Teachers reported being "Slightly Knowledgeable" (M= 2.12). Teachers did not report any feelings of being "Very Knowledgeable" or Extremely Knowledgeable", but SLPs did.

Teachers, specifically, were then asked to report if they felt that they treated indiviuals who stutter differently than their fluent peers. A review of the responses in Appendix I, indicated that it is important to note that of the nine Teachers that stated that they did not treat individuals who stutter differently, six (66.7%) stated something along the lines of "besides accommodations I do

not treat them differently," however, accommodations are a tangible and definite way that Teachers do in fact treat individuals who stutter differently.

Following the section where Teachers were asked to report how they treat individuals who stutter, SLPs were then asked to report if how much they felt that their knowledge of stuttering helped them to intervene in situations of cyberbullying and how much they felt their knowledge of stuttering affected their ability to deal with a student or client who reported that they were a victim of cyberbullying. For both questions, SLPs reported that they felt that their knowledge of stuttering affected these scenarios "A Moderate Amount" to "A Lot" with a mean score of 2.54 to the first question and a mean score of 2.83 to the second question. It can be noted that both the responses from Teachers and the SLPs were scattered throughout all of the choices provided, with no majority choice. A total of 13 (31.7%) SLPs reported that they did not feel that their knowledge of stuttering helped their efforts when intervening with cyberbullying and 10 (23.8%) reported that they did not feel that their knowledge of stuttering helped to address cyberbullying when it was brought to their attention by a student or client at all.

Teachers were also asked a similar questions as SLPs in regards to how they feel that their knowledge of stuttering affects their ability to intervene when bullying or cyberbullying is occurring to a student who stutters. The average response for Teachers to this question was "A Little" to "A Moderate Amount" (*M*= 2.52). Interestingly, of the 25, a total of 7 Teachers reported that they felt that their knowledge of stuttering did not help at all when intervening in an act of bullying or cyberbullying. As Murphy, Yaruss, and Quesal (2007) mentioned, it is important that Teachers educate the classmates regarding the students' stutter in order to potentially decrease the amount of bullying and cyberbullying that may occur (p. 149).

These responses from both Teachers and SLPs regarding their knowledge of stuttering affecting their intervenement to moments of bullying and cyberbullying demonstrates the gap between training on bullying and cyberbullying from training on stuttering. The researcher feels that one may fully understand and be knowledgeable about stuttering, but without the knowledge on how to properly deal with bullying or cyberbullying, their knowledge of stuttering will likely not have any additive value.

Cyberbullying of Students/Clients who Stutter

Teachers and SLPs were asked to predict how often they believe that cyberbullying occurs to their students or clients who stutter and disclose how they become aware of the occurrance of cyberbullying. The following section will include a discussion of these previously mentioned results.

Predictions of How Often Cyberbullying Occurs. Teachers and SLPs were asked to report how often they predicted that cyberbullying occured to their students or clients who stutter. The most common answers (mode response) from the Teachers were "Once a Week" (n= 10), while the most common answers (mode response) from SLPs were "Less Frequently Than Once a Month" (n=17). Overall, a total of 68.4% of the SLP participants predicted that cyberbullying occured "Never" to "Less Frequently Than One Month." For all of the Teachers and SLPs that provided responses to this question, a total of 3 (4.8%) of these professionals predicted that cyberbullying occurs "Everyday." Many Teachers and SLPs were likely unaware of how often cyberbullying is truly occurring as it is completed behind the screen of a computer or technological device and not often in person or in the schools (Tokunaga, 2010, p. 277).

How Professionals Find Out About Cyberbullying. After Teachers and SLPs reported how often they predict that cyberbullying occurs to their students or clients that stutter, they were

asked to report how cyberbullying has been brought to their attention. More SLPs reported self-reports of cyberbullying from their clients (n= 20) and, perhaps oddly, the majority of the Teachers reported that this question did not apply to them (n= 18). SLPs reported some peer-reporting occurring as well. Two Teachers and two SLPs similarly reported rumors being the way in which they found out about cyberbullying occurring to their student(s) or client(s). Lastly, seven SLPs reported that there were other ways in which they were informed about these aggressions of cyberbullying. Of these seven "Other" responses, four further clarified that they had heard reports via parents. Interestingly, one SLP reported that "Teachers have never seemed aware!" With SLPs working in more of a one-on-one setting, clients may feel more comfortable self-reporting an act of cyberbullying. For Teachers, parents play an active role in children's education which is why parents are allegedly the top reporters for Teachers (Olmstead, 2013, p, 28).

Affects of Cyberbullying

The following section will include a discussion of the previously mentioned results in regards to Teachers' and SLPs' perceptions of the effects that cyberbullying has had on their students or clients who stutter.

Ways That Cyberbullying Negatively Affects Individuals who Stutter in General. Teachers and SLPs were asked to specify if they believed that cyberbullying negativey affects all students and then were to report if they believed that it negatively affects individuals who stutter more than their fluent peers. From the data collected, Teachers reported that they believed cyberbullying affects all students "A Lot" (M= 4.35) and that they believed cyberbullying does in fact affect individuals who stutter. SLPs reported that they believed cyberbullying affects all students somewhere between "Sometimes" and "A Lot" (M= 3.83) and that they reported that

cyberbullying affects people who stutter more than their fluent peers sometimes (*M*=3.35). In both questions, Teachers reportedly believed that cyberbullying affected the students or clients more than the SLPs reported this to be the case. In addition to this, not a single Teacher reported feelings in the "Not At All" or even "A Little" response categories for either question posited. All of the Teachers in this study reported that cyberullying does affect all students and that it does affect those who stutter more than their fluent peers. Some SLPs responded in the category of "Not at all" and "A little." These discrepencies in the data can reflect the amount of training that Teachers and SLPs have been provided. More Teachers reported training throughout all of their years leading up to and in the profession and may be more likely to spot bullying and cyberbullying; more than the SLPs who did not have as much training over the years as reported earlier in the study.

Peer Relations of Those Who Stutter. Teachers and SLPs were asked to report their thoughts on if interacting with peers was harder for individuals who stutter and if they believed that individuals who stutter had less positive peer relationships. As Blood and Blood (2007) had mentioned, individuals who stutter have already been stigmatized for their stutter and are more likely to be bullied for that reason (p.1060). Teachers and SLPs reported similar beliefs on average to the question of interacting being more difficult for those who stutter. Both professional groups believed that interacting is harder for individuals who stutter "Sometimes" to "A Lot" of the time with Teachers reporting a mean score of 3.70 and SLPs reporting a similar mean score of 3.73. As for the second question, with the SLPs reported slightly higher results than Teachers, with the SLPs reporting that they believed the individuals who stutter have less positive peer relations sometimes to a lot of the time (*M*= 3.21) and Teachers reported that they believed individuals who stutter have less positive peer relations "A Little" to "Sometimes" (*M*=

2.87). Only one teacher reported that individuals who stutter do not have less positive peer

relations, but no other Teachers or SLPs reported any beliefs in the category of "Not at all."

Stuttering causes many individuals to withdraw in social situations, thereby creating less positive

relationships with the classmates and peers around them. This has been referred to as affecting

the *social dynamics* aspect of the stuttering disorder (Yairi & Seery, 2015, p. 13).

Ways that Cyberbullying Affects Individuals who Stutter Specifically. At the heart of

the study, Teachers and SLPs were asked to report their beliefs on if there were academic, social,

and/or emotional affects of cyberbullying on individuals who stutter. Both the Teacher and SLP

participants from this study were in agreement that *emotionally* their students or clients who

stutter were affected more versus in the areas of *socially* and *academically*; however, this

discrepency was not by much. Teachers reported that cyberbullying affected their students

academically (M= 3.82), socially (M= 4.14), and emotionally (M= 4.32). SLPs reported that

cyberbullying affected their students academically (M= 3.57), socially (M=4.0), and emotionally

(M= 4.03). Both Teachers and SLPs reported that the emotional affects were the most prevalent

and that the academic affects were the least. Both SLPs and Teachers remained neutral in their

responses. With the majority of Teachers and SLPs understanding that individuals who stutter

are affected by cyberbullying in these ways, hopefully these professionals will be more likely to

watch out for the signs that cyberbullying is occurring, noticing the possible decline in students

social lives, academic work, and emotional state of being.

Management of Cyberbullying

By understanding Teachers' and SLPs' beliefs regarding the effects that cyberbullying

causes on individuals who stutter, it was then important to understand how Teachers and SLPs

go about managing such acts of potential aggression. The following section will include a continued discussion based on the open-ended responses to the survey.

Ways That Professionals Address Cyberbullying of Individuals Who Stutter. Of the many open-ended responses that Teachers and SLPs provided in Appendix K, not one person reported that they would leave cyberbullying unaddressed. Cyberbullying is a form of bullying that can overlap with traditional bullying causing the victim to feel as though they are constantly being torn down, in person, and online (Sticca & Perren, 2013, p. 740). It was felt that it is critically important to address any types of online aggression immediately in order to stop them from spreading and escalating. Social media was considered a primary source for spreading news and information at rapid speeds across the globe which means that instances of cyberbullying need to be stopped before they spread far and wide (Tierney, 2013, para. 3).

Rating of Management of Cyberbullying. The professionals in the study were asked to rate how they felt they managed cyberbullying directed towards individuals who stutter. As this was one of the final questions of the survey, it can be assumed that survey fatigue may have ensued, causing the significant decrease in the number of participants. From the participants that remained, 12 were Teachers and 23 were SLPs. Teachers reported to be slightly better at management than SLPs. Teachers had a mean score of 3.92, meaning that they felt they had "Average" to "Good" management of cyberbullying that was occurring to individuals who stutter. SLPs reported to have "Average" management skills with a mean score of 3.39. Only four of the total 35 participants to this question reported that they had "Excellent" management skills and in fact, one SLP reported having "Terrible" skills. By increasing training for SLPs and starting lessons on it earlier in their careers, maybe more SLPs would report improved management of cyberbullying skills in the future. With more training for Teachers, it would be

possible that they might exceed the "Average" feelings of management and feel "Good" or "Excellent" regarding how they handle situations of cyberbullying towards individuals who stutter.

Teachers' and SLPs' Social Media Platforms Affect Cyberbullying Management Skills. To complete the survey, Teachers and SLPs were asked what social media platform(s) they use and to report if they believed that their own or personal social media use affected their management of cyberbullying. A total of 20 (47.6%) reported that they do in fact feel that their social media use affects their management of cyberbullying while 11 (26.2%) reported that they did not and 11 (26.2%) remained neutral. For those individuals who felt that their management of cyberbullying was not affected by their social media use, this response may have been due to the fact that in many schools and professional settings, the professionals are told to refrain from adding students or clients as their "friends" (Fleming, 2014, para. 3). This may reduce the chance or the ability of Teachers and SLPs to monitor and reduce cyberbullying as they cannot see the postings first-hand.

Additional Comments

The last question on the survey was, "Is there anything else not previously asked that you would like to share?" One participant stated, "Counseling and speech services for a student who stutters can be extremely valuable." As mentioned earlier, individuals who stutter can have both physical and emotional characteristics of stuttering which result in the need to enroll in counseling and speech services (Yairi & Seery, 2015, p. 13). To recap, therapy can address the physical attributes of a stutter, while arguably counseling can provide the emotional support needed when an individual prevents with a stutter (p. 312).

CHAPTER V: CONCLUSION

The major conclusions, implications of research findings, limitations, recommendations for future research, and final thoughts of the researcher are presented in this chapter. The research focused on Teachers' and Speech-Language Pathologists' (SLP) perceptions of the social, emotional, and academic impact that cyberbullying causes for their students or clients who stutter. In addition, the research intended to assess the ways that Teachers and SLPs monitor and work to reduce cyberbullying among their students. The conclusions drawn from this study can be found in the sections that follow.

Major Conclusions

From this study, several conclusions can be drawn, however, the researcher has chosen to highlight the three major findings. The first major conclusion from this research regards the impact that cyberbullying has on individuals who stutter. It was demonstrated through the responses collected, that Teachers and SLPs *do* believe that cyberbullying affects individuals who stutter emotionally, socially, and academically; however, Teachers and SLPs similarly believed that individuals who stutter are affected more by cyberbullying emotionally than they are socially or academically. Similar responses from Teachers and SLPs indicated that these professionals believed that the emotional effects often lead to lowering self-esteem, which impacts their social and academic status, as well.

The second major conclusion from this study was that Teachers and SLPs most typically managed cyberbullying by reporting it to administrative personnel. Official "management" of the bullying seemed to be dealt with at a higher level than just within the classroom. Related to this, Teachers and SLPs felt that their management skills were only "average."

The third and final major conclusion from this study was that SLPs reportedly were not trained to the same levels in bullying prevention, as were the Teachers. In addition, based on the findings from this research, it was noted that in the bullying prevention models that both Teachers and SLPs have used, cyberbullying has been rarely addressed.

Implications of Research Findings

The major conclusions drawn from this research have added to, and expanded, the current literature on cyberbullying of people who stutter. The first major implication was that this study demonstrated the need to increase awareness to SLPs about bullying prevention training. With the current lack of training for SLPs, more bullying and cyberbullying could "slip under the rug" and go unnoticed.

In addition, this study found that **cyber**bullying needs to be addressed in bullying prevention programs for schools. With technology on the rise, it is imperative that the bullying prevention models that are set in place in our nation's school districts address cyberbullying. Cyberbullying is a form of bullying that can lead to horrific events as terrible as suicidal attempts which is just one of the many reasons that this topic needs to be addressed in schools today (Bauman, Toomey, & Walker, 2013, p. 346). These issues of cyberbullying must be addressed from grade school on up through high school in order to prevent such acts from occurring.

Finally, this study's findings suggest that Teachers and SLPs do not yet feel comfortable to manage cyberbullying. As the results of this study showed, a lot of the Teachers and SLPs explained that they often immediately report bullying and cyberbullying to administration to rapidly handle the situation.

Limitations

There were several limitations to this study. The first limitation was that of the small sample size. A total of 96 people attempted to complete the survey, but only 68 met the inclusion criteria. Of those 68 participants, 26 were Teachers and 42 were SLPs. Although the numbers are not especially low, ideally there could have been more participants to complete the survey. By having very specific inclusion criteria for this study, the researcher appeared to have reduced the possibility for a large amount of participation from Teachers and SLPs.

Another limitation was the method used to collect the data. Originally the researcher had planned to do a follow-up interview with any participants who were willing to meet, however, due to time constraints, the researcher chose to omit this portion of the study. These interviews might have added to the overall results of the study by allowing the researcher to ask more direct questions of the participants and obtain clearer, more thought-out responses than those that were written out in the extended response section of the survey. In addition to the interviews, the researcher could have attempted to reach out to more school districts for a greater degree of participation, especially in terms of the teachers. Similarly, the researcher could have emailed the 313 SLPs on the Stuttering Foundation of America referral list one final time to recruit more SLP participants who missed the first email that was forwarded to them.

There were two other limitations to this study that should be addressed. The first was that the researcher should have asked Teachers and SLPs more questions in regards to the management portion of the survey, especially more extended response questions. The researcher had many extended response questions in regards to Teachers and SLPs perceptions of the academic, social, and emotional impact that cyberbullying has on individuals who stutter, but minimal extended response questions were asked regarding Teachers and SLPs management of

cyberbullying for their students or clients. This resulted in a reduced understanding of the participants' management skills, which was one of the main purposes of the study to investigate. The final limitation from this study, based on the responses reviewed, was that Teachers and SLPs appeared to combine bullying and cyberbullying when responding to extended response questions, arguably, as they demonstrated more confidence in discussing traditional bullying. Without the distinction of bullying and cyberbullying from the participants, the researcher was unsure if the participants were addressing issues of cyberbullying or if they were discussing traditional bullying, instead.

Recommendations for Future Studies

The current study has led to several recommendations for future studies to be conducted. The first is that an increase or improvement in sample size could potentially lead to more generalizable results from Teachers and SLPs. As one of the limitations to this study was the removal of the interview portion, it would be interesting to see what this exact study would be like through interviews, rather than through an online survey. In addition, in order to obtain more Teacher participants, expanding geographically on the school districts that might be recruited should be considered.

Another study that could stem from this current research would be comparing the perceptions of Teachers and SLPs to the perceptions of individuals who stutter themselves. As this study looked at individuals who stutter in fifth grade through twelfth grade, it would be ideal to have a study compare the perceptions of individuals who stutter in fifth through twelfth grade to the Teacher and SLP perceptions found in this study.

This study indicated that many Teachers and SLPs reported bullying and cyberbullying to administration when it arose. For a future study, it would be interesting to replicate the same

study including Teachers' and SLPs' perceptions, but also include the perceptions of those in administration, such as principals and superintendents, to see if they believed that there is more cyberbullying occurring as they are known to be the ones who directly deal with bullying and cyberbullying.

Finally, there could be a study conducted that compares the effects of traditional bullying on individuals who stutter to the effects of **cyber**bullying on individuals who stutter. Such a comparison might help determine if individuals who stutter are experiencing both types of bullying, or if they are experiencing one more than the other.

Final Thoughts

This study brought together many aspects of my life and felt very important for me to conduct. I was born and raised in a family of Teachers which was one of the reasons that I decided that I wanted to go into the profession. Growing up, I went through a public-school education where we constantly talked about bullying and how the schools I was enrolled in would not tolerate any such verbal and physical abuse. Although I still saw bullying occurring as I grew up, I did notice that my schools had made an effort to reduce such behaviors overall.

During the summer between my sophomore and junior year of college, I was enrolled in a bullying prevention program for my job as a day camp summer counselor. We attended an Olweus training program and implemented it into every day of camp. With this training background, I began to notice more acts of bullying and became proactive in stopping them as soon as they arose, or at least I tried. It was through this training that I knew I wanted to study bullying more in depth. But how would I connect it to my Communication Sciences and Disorders major? By working with one of my clients in the College of Wooster's clinic, I discovered just where this connection would be. My client was in eighth grade and presented

with a mild to moderate fluency disorder. He demonstrated secondary characteristics of stuttering and most of our therapy sessions revolved around the social and emotional effects that his stutter had caused him, including some fears that led to social withdrawal. From my time at the Olweus Bullying Prevention training and my time working with this client, the idea behind my Independent Study emerged.

So here I am now. I have completed my Independent Study and I am ready to graduate from my undergraduate college. What is to come? How will my Independent Study affect me after I graduate? As I head to Graduate School this fall and then head into the profession of teaching early childhood education, I will be more proactive in my management of bullying and cyberbullying and will be more aware of bullying and cyberbullying occurring to all populations that I may have in my classroom or in my school building. I am currently student teaching in a school where there is a full implementation of the "Leader in Me" bullying prevention program and I can see the numerous benefits that this program has provided this school district. I hope to be able to bring this program and others to the future schools that I will be employed at.

The research that I have completed has opened my eyes to being more aware of minor and major acts of bullying that can result in a range of significant, negative effects on the individuals who are victimized. I feel that this process of writing and conducting my Independent Study has also helped me as a future teacher as I can be more aware of bullying and cyberbullying occurring to all of my students. I am thankful for this process and I know that I will be a better teacher and person because of this experience.

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APPENDIX A

SURVEY INSTRUMENT

Cyberbullying of Adolescents who Stutter

Start of Block: Default Question Block

Q1 Hello. My name is Claire Dunwoodie and I am a senior studying both Communication Sciences and Disorders and Education at the College of Wooster in Ohio. My thesis advisor, Donald M. Goldberg, Ph.D., CCC-SLP/A, and I are investigating Teachers' and Speech-Language Pathologists' perceptions of the social, emotional, and academic impact that cyberbullying has on individuals who stutter within grades 5-12. Additionally, we are looking to see if Teachers and Speech-Language Pathologists are aware of cyberbullying occurring to these individuals and investigating how they manage the cyberbullying that may be occurring. The College of Wooster's Human Subjects Research Committee (HSRC) or Institutional Review Board ("IRB") has approved this study. There are no direct risks or benefits to participating in this study. If you choose to complete this survey, your participation is completely voluntary and all of your responses will remain confidential. Please answer each question as honestly as possible and to the best of your ability. You may skip any question that you do not wish to answer. If at any point you wish to terminate your participation in this study, you may do so without any penalty or adverse consequences. This survey will take approximately 10 minutes to complete in full. If you have any questions regarding this study, please feel free to contact me at cdunwoodie18@wooster.edu, or Dr. Goldberg at dgoldberg@wooster.edu (or goldbed@ccf.org; 216-312-6804). Thank you for your hoped for participation!
If you are willing and able to, please consider passing on this survey to any Teacher or Speech-Language Pathologist you know that has worked with an individual who stuttered in grades 5-12.

Q2 By completing this survey, you are indicating that you have read and agree to the aforementioned information including the fact that you are at least 18 years of age and consent to allow the information in which you disclose to be reported in aggregate form and used for research purposes. Do you accept the above terms and conditions and willingly choose to participate in this study?

○ Yes (1)

○ No (2)

Skip To: End of Survey If By completing this survey, you are indicating that you have read and agree to the aforementioned... = No

Page Break

Q3 What is your profession?

   ○ Teacher (General Education or Special Education) (1)

   ○ Speech-Language Pathologist (2)

   ○ Other (3)

Skip To: End of Survey If What is your profession? = Other
Skip To: Q4 If What is your profession? = Teacher (General Education or Special Education)
Skip To: Q31 If What is your profession? = Speech-Language Pathologist

---

Q4 Have you ever taught or do you currently teach a student who stutters?

   ○ Yes (1)

   ○ No (2)

Skip To: Q5 If Have you ever taught or do you currently teach a student who stutters? = Yes
Skip To: End of Survey If Have you ever taught or do you currently teach a student who stutters? = No

---

Q5 In your entire teaching career, how many students have you taught that stutter in grades 5-12?

   ○ 0 (1)

   ○ 1-5 (2)

   ○ 6-10 (3)

   ○ 11-20 (4)

   ○ 21+ (5)

Skip To: End of Survey If In your entire teaching career, how many students have you taught that stutter in grades 5-12? = 0

Q6 In what grade(s) were the students who stutter in when you taught them? (Check ALL that apply)

☐ 5th or 6th grade (1)

☐ 7th or 8th grade (2)

☐ 9th-12th grade (3)

☐ Other. Please Specify: (4) _____

Page Break ───

Q7 Where is your school located?

○ Ohio (1)

○ New York (2)

○ Other: Please Specify (3) _____

Q8 How many years have you been teaching?

○ In first year (1)

○ 1-5 (2)

○ 6-10 (3)

○ 11-20 (4)

○ 21+ (5)

Page Break ——————————————————————————————————————

Q9 Have you ever had any formal training on bullying or cyberbullying prevention? (e.g., *Rachel's Challenge*, *Leader in Me*, *Olweus*, *Media Heroes*)

○ Yes (1)

○ No (2)

Q10 In what type of formal Prevention Program(s) have you participated? (Check ALL that apply)

☐ In College (1)

☐ In Graduate School (2)

☐ In-Service Training (3)

☐ Continuing Education Courses (4)

☐ Program(s) Required by School District (5)

☐ Other. Please Specify: (6) _____

Q11 What was the title of the bullying/cyberbullying coursework in which you were enrolled?

_____

Page Break

Q12 Does your school currently have a formalized bullying prevention model set in place?

◯ Yes (1)

◯ No (2)

Q13 Please name and explain the bullying prevention model that your school uses:

_____

_____

_____

_____

_____

Q14 Does your school's bullying prevention model specifically address **cyber**bullying?

◯ Yes (1)

◯ No (2)

Page Break

Q15 How familiar are you with the following bullying prevention models

	Not familiar at all (1)	Slightly familiar (2)	Moderately familiar (3)	Very familiar (4)	Extremely familiar (5)
Rachel's Challenge (1)	○	○	○	○	○
Leader in Me (2)	○	○	○	○	○
Olweus Bullying Prevention Model (3)	○	○	○	○	○
Media Heroes (4)	○	○	○	○	○

Q16 Please answer the following questions to the best of your abilities

	Not Prepared At All (1)	Slightly Prepared (2)	Moderately Prepared (3)	Very Prepared (4)	Extremely Prepared (5)
How prepared do you feel to manage **cyber**bullying of students who stutter within your classroom? (1)	○	○	○	○	○
How prepared do you feel to manage bullying *and* cyberbullying within your classroom? (2)	○	○	○	○	○

Q17 Click to write the question text

	Not knowledgeable at all (1)	Slightly knowledgeable (2)	Moderately knowledgeable (3)	Very knowledgeable (4)	Extremely knowledgeable (5)
How knowledgeable are you regarding stuttering? (1)	○	○	○	○	○
How knowledgeable are you about any bullying or cyberbullying occurring to any student within your classroom? (2)	○	○	○	○	○
How knowledgeable are you about any bullying or cyberbullying occurring to any student(s) who stutter(s) that you have taught or are currently teaching? (3)	○	○	○	○	○

Page Break

Q18 Approximately, how often do you predict that **cyber**bullying occurs to your student(s) who stutter?

○ Never (1)

○ Less frequently than once a month (2)

○ Once a month (3)

○ Once a week (4)

○ Everyday (5)

Q19 How frequently do you predict that your knowledge of stuttering affects your ability to intervene when bullying is occurring to a student who stutters?

○ Not at all (1)

○ A little (2)

○ A moderate amount (3)

○ A lot (4)

○ A great deal (5)

Page Break

Q20 Do you treat an individual who stutters differently in class than you would with their fluent peers? Please explain your answer.

○ Yes. Explain: (1) _____

○ No. Explain: (2) _____

Q21 Has it been brought to your attention of any **cyber**bullying occurring to any student(s) in your classroom who stutter(s)?

○ Yes (1)

○ No (2)

Q22 If applicable, how is the **cyber**bullying of the student(s) who stutter(s) brought to your attention? (Check ALL that apply)

☐ Self-report from student (1)

☐ Peer-report from friend/classmate (2)

☐ Rumors around school (3)

☐ Other. Please Explain: (4) _____

☐ Does not apply (5)

Page Break

Q23 I believe that **cyber**bullying of adolescents negatively affects individuals who stutter....

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)
academically (1)	○	○	○	○	○
socially (2)	○	○	○	○	○
emotionally (3)	○	○	○	○	○

Q24 I believe that **cyber**bullying negatively affects...

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)
all students (1)	○	○	○	○	○
students who stutter more than for their fluent peers (2)	○	○	○	○	○

Q25 Click to write the question text

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)
Do you believe that interacting with peers is harder for a student who stutters than their fluent peers? (1)	○	○	○	○	○
Do you believe that the student(s) in your class who stutter(s) have/has less positive peer relations than those of their fluent peers? (2)	○	○	○	○	○

Page Break

Q26 Please describe how **cyber**bullying **academically** affects (positively and/or negatively) students who stutter?

_____

_____

_____

_____

_____

Q27 Please describe how **cyber**bullying **socially** affects (positively and/or negatively) students who stutter?

_____

_____

_____

_____

_____

Q28 Please describe how **cyber**bullying **emotionally** affects (positively and/or negatively) students who stutter?

_____

_____

_____

_____

_____

Page Break

Q29 Based on your knowledge of **cyber**bullying and stuttering, how would you/do you address **cyber**bullying of students who stutter in your classroom?

_____

_____

_____

_____

_____

Q30 Personally, how would you rate your <u>management</u> of **cyber**bullying towards individuals who stutter when it is brought to your attention?

○ Terrible management (1)

○ Poor management (2)

○ Average management (3)

○ Good management (4)

○ Excellent management (5)

○ Not applicable (6)

Skip To: Q55 If Personally, how would you rate your management of cyberbullying towards individuals who stutter w... = Terrible management

Skip To: Q55 If Personally, how would you rate your management of cyberbullying towards individuals who stutter w... = Poor management

Skip To: Q55 If Personally, how would you rate your management of cyberbullying towards individuals who stutter w... = Average management

Skip To: Q55 If Personally, how would you rate your management of cyberbullying towards individuals who stutter w... = Good management

Skip To: Q55 If Personally, how would you rate your management of cyberbullying towards individuals who stutter w... = Excellent management

Skip To: Q55 If Personally, how would you rate your management of cyberbullying towards individuals who stutter w... = Not applicable

Q31 What type of setting do you work in?

○ Private School (1)

○ Public School (2)

○ Medical Facility (3)

○ Private Practice (4)

○ Other. Please Explain: (5) _____

Q32 Have you ever worked with or are you currently working with a client/student who stutters?

○ Yes (1)

○ No (2)

Skip To: End of Survey If Have you ever worked with or are you currently working with a client/student who stutters? = No

---

Q33 How many clients/students have you worked with who stutter in grades 5-12?

○ 0 (1)

○ 1-5 (2)

○ 6-10 (3)

○ 11-20 (4)

○ 21+ (5)

Skip To: End of Survey If How many clients/students have you worked with who stutter in grades 5-12? = 0

Q34 In what grade(s) were the client(s)/student(s) who stutter in when you had them on your caseload? (Check ALL that apply)

☐ 5th or 6th grade (1)

☐ 7th or 8th grade (2)

☐ 9th-12th grade (3)

☐ Other. Please Specify: (4) _____

Q35 How many years have you been a Speech-Language Pathologist for?

○ In first year (1)

○ 1-5 (2)

○ 6-10 (3)

○ 11-20 (4)

○ 21+ (5)

Q36 In what state are you licensed as a Speech-Language Pathologist?

_____

Q37 Have you ever had any formal training on bullying or **cyber**bullying prevention? (e.g., *Rachel's Challenge, Leader in Me, Olweus, Media Heroes*)

○ Yes (1)

○ No (2)

Skip To: Q38 If Have you ever had any formal training on bullying or cyberbullying prevention? (e.g., Rachel's Ch... = Yes

Q38 In what type of formal Prevention Program(s) have you participated? (Check ALL that apply)

☐ In College (1)

☐ In Graduate School (2)

☐ In-Service Training (3)

☐ Continuing Education Courses (4)

☐ Programs Required by Administration (5)

☐ Other. Please Specify: (6) _____

Q39 What was the title of the bullying/cyberbullying class/coursework in which you were enrolled?

_____

Q40 Are you certified through the American Board of Fluency and Fluency Disorders?

○ Yes (1)

○ No (2)

Page Break ───

Q41 Please answer the following questions to the best of your abilities

	Not Prepared At All (1)	Slightly Prepared (2)	Moderately Prepared (3)	Very Prepared (4)	Extremely Prepared (5)
How prepared do you feel to manage bullying and **cyber**bullying when a client/student brings it to your attention? (1)	○	○	○	○	○
How prepared do you feel to address an incident of **cyber**bullying? (2)	○	○	○	○	○

Q42 Click to write the question text

	Not Knowledgable at all (1)	Slightly Knowledgable (2)	Moderately Knowledgeable (3)	Very Knowledgeable (4)	Extremely Knowledgeable (5)
How knowledgeable are you regarding stuttering? (1)	○	○	○	○	○
How knowledgeable are you about any bullying or cyberbullying occurring to any client/student on your caseload? (2)	○	○	○	○	○
How knowledgable are you about any bullying or cyberbullying occurring to any client(s)/student(s) who stutter(s) that you have worked with? (3)	○	○	○	○	○

Page Break

Q43 Does your knowledge of stuttering affect your ability to intervene when **cyber**bullying is occurring to a client/student who stutters?

○ Not at all (1)

○ A little (2)

○ A moderate amount (3)

○ A lot (4)

○ A great deal (5)

Q44 How much do you believe that your knowledge of stuttering affects your ability to deal with a client/student telling you that he/she is a victim of **cyber**bullying?

○ Not at all (1)

○ A little (2)

○ A moderate amount (3)

○ A lot (4)

○ A great deal (5)

Page Break

Q45 Approximately how often do you think that **cyber**bullying occurs to your client(s)/student(s) who stutter?

○ Never (1)

○ Less frequently than once a month (2)

○ Once a month (3)

○ Once a week (4)

○ Everyday (5)

Q46 If applicable, how is **cyber**bullying of your client(s)/student(s) who stutter brought to your attention? (Check ALL that apply)

☐ Self-report from student (1)

☐ Peer-report from friend/classmate (2)

☐ Rumors around school (3)

☐ Other. Please Explain: (4) _____

☐ Not Applicable (5)

Page Break ————————————————————————————————————

Q47 I believe that **cyber**bullying of adolescents negatively affects individuals who stutter...

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)
academically (1)	○	○	○	○	○
socially (2)	○	○	○	○	○
emotionally (3)	○	○	○	○	○

Q48 I believe that **cyber**bullying negatively affects...

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)
all clients/students (1)	○	○	○	○	○
clients/students who stutter more than what their fluent peers experience (2)	○	○	○	○	○

Q49 Click to write the question text

	Not at all (1)	A little (2)	Sometimes (3)	A lot (4)	All the time (5)
Do you believe that interacting with peers is harder for a client/student who stutters than their fluent peers? (1)	○	○	○	○	○
Do you believe that the client(s)/student(s) who stutter(s) have/has less positive peer relations than those of their fluent peers? (2)	○	○	○	○	○

Page Break

Q50 Please describe how **cyber**bullying **academically** affects (positively and/or negatively) clients/students who stutter?

_____

_____

_____

_____

_____

Q51 Please describe how **cyber**bullying **socially** affects (positively and/or negatively) clients/students who stutter?

_____

_____

_____

_____

_____

Q52 Please describe how **cyber**bullying **emotionally** affects (positively and/or negatively) clients/students who stutter?

_____

_____

_____

_____

_____

Page Break

Q53 Based on your knowledge of **cyber**bullying and stuttering, how would you/do you address **cyber**bullying of clients/students who stutter on your caseload?

_____

_____

_____

_____

_____

Q54 Personally, how would you rate your <u>management</u> of **cyber**bullying towards individuals who stutter when it is brought to your attention?

○ Terrible management (1)

○ Poor management (2)

○ Average management (3)

○ Good management (4)

○ Excellent management (5)

○ Not applicable (6)

Q55 In which social media platforms do you partake? (Check ALL that apply)

☐ Facebook (1)

☐ Instagram (2)

☐ Snapchat (3)

☐ Twitter (4)

☐ Other. Please Specify: (5) _____

☐ Not applicable (6)

Q56 Do you believe that your own social media use affects the way that you manage/monitor **cyber**bullying?

○ Definitely yes (1)

○ Probably yes (2)

○ Might or might not (3)

○ Probably not (4)

○ Definitely not (5)

Q57 What is your gender?

○ Male (1)

○ Female (2)

○ Choose to not disclose (3)

Page Break

Q58 Is there anything else not previously asked on this survey that you would like to share to help this researcher better understand **cyber**bullying of individuals who stutter?

_____

_____

_____

_____

_____

Q59 Thank you for taking the time to participate in this study, The results of this survey will be available in Spring of 2018. If you would like to view the results, please contact the researcher using the email below. Again, all participants' names and data will remain confidential throughout the entire research process. Once again, your participation is greatly appreciated.
Researcher's Contact: cdunwoodie18@wooster.edu
Advisor's Contact: dgoldberg@wooster.edu OR goldbed@ccf.org OR (216) 312-6804

_____

End of Block: Default Question Block

APPENDIX B

HUMAN SUBJECTS REVIEW APPROVAL

College of Wooster IRB	*Protocol Exemption Notification*

To: Claire Dunwoodie
From: Joan Furey, HSRC Chair
Subject: Protocol #2017/11/7
Date: 11/16/2017

The protocol **2017/11/7. #QUITBULLYINGME: Teachers' and Speech-Language Pathologists' Perceptions of the Academic, Social, and Emotional Impact of Cyberbullying on Individuals Who Stutter.** has been verified by the College of Wooster HSRC as **Exempt** according to 45CFR46.101(b)(2): Anonymous Surveys - No Risk on 11/16/2017.

Please note that changes to your protocol may affect its exempt status. Please contact me directly to discuss any changes you may contemplate.

Thanks,

Joan Furey,
HSRC Chair
jfurey@wooster.edu

APPENDIX C

OHIO SCHOOL DISTRICT RECRUITMENT EMAIL

Dear ███████,

My name is Claire Dunwoodie and I am a senior at the College of Wooster. I have actually met you once in Professor ████ classroom when you came to the campus to discuss assessments. My major is in Communication Sciences and Disorders, with a minor in Early Childhood Education on the licensure track. After meeting with Dr. ████████████ in the Education Department, along with my I.S. advisor, Donald M. Goldberg, Ph.D., I was advised to compose this letter, modeled in part, after the "Requested Responses for I.S. Projects" form. I am writing to you today to discuss my Independent Study thesis with the plan to have a survey forwarded to educators in the Wooster City Schools.

This year, I am conducting an independent study titled, *#QUITBULLYINGME: Teachers' and Speech-Language Pathologists' Perceptions of the Academic, Social, and Emotional Impact of Cyberbullying on Individuals Who Stutter.* My Independent Study thesis will investigate if teachers and speech-language pathologists are aware of any cyberbullying directed towards individuals who stutter within grades 5 through 12. More specifically, I want to see if teachers and speech-language pathologists are aware of any cyberbullying taking place directed towards these individuals, and questioning professionals' perceptions regarding the academic, social, and emotional impact that cyberbullying may have on these specific students with disfluency challenges. To investigate such a topic, I am hoping to be able to send an email out to teachers and speech-language pathologists in the ████████ Schools linked to a voluntary survey to investigate the knowledge that your teachers and speech-language pathologists have on these issues regarding cyberbullying of their current or former students who stutter. Additionally, once

the survey is complete, I would like to set up selective interviews with approximately two teachers and two speech-language pathologists who currently work with a student in grades 5 through 12, who stutter, in order to further discuss their responses to my survey. The survey will take approximately 10 minutes to complete and both my survey and interview questions will be reviewed by the College of Wooster's Human Subjects Research Committee (HSRC) before being sent out to any individuals in your school system. In addition to the ▮▮▮▮▮▮ School system, I will be requesting permission to send out my survey to a school district back in my hometown, Buffalo, NY, where my mother has worked for over 30 years, to hopefully obtain additional participants in my study.

If you agree to allow me to conduct my survey and interviews in your district, I hope to send the electronic survey out the week of November 13th or 20th 2017 and close the response window in early December 2017. The teachers and speech-language pathologists will receive the initial email with the survey and then a follow up email when 48-hours remain prior to the survey's closure.

Thank you so much for taking the time to read this email requesting your acceptance of this proposal to send my survey out to the fifth through twelfth grade teachers and speech-language pathologists serving these grades. If you have any questions at all regarding this email or my study, please feel free to reach out and email me back at ▮▮▮▮▮▮▮▮▮▮▮▮ Thank you again for considering my request.

Sincerely,

Claire Dunwoodie

Advisor: dgoldberg@wooster.edu or (216) 312-6804

Requested Responses for I.S. Projects Form

- **Department:** Communication (Major: CSD)

- **Student's Name:** Claire Dunwoodie

- **Student's Email:** ███████████████████

- **Advisor's Name:** Donald M. Goldberg, Ph.D.

- **Advisor's Email:** dgoldberg@wooster.edu

- **Project Title:** *#QUITBULLYINGME: Teachers' and Speech-Language Pathologists' Perceptions of the Academic, Social, and Emotional Impact of Cyberbullying on Individuals Who Stutter.*

- **Project Abstract:** My Independent Study thesis will investigate if teachers and speech-language pathologists are aware of any cyberbullying occurring that is being directed towards individuals who stutter within grades 5 through 12. More specifically, I want to see if Teachers and Speech-Language Pathologists know that cyberbullying is occurring and being directed towards these individuals. Additionally, I am hoping to obtain these professionals' perceptions regarding the academic, social, and emotional impact that cyberbullying may have on these specific students. Through a voluntary survey sent out to both Teachers and Speech-Language Pathologists in the Wooster City Schools, I hope to do just that.

- **Grade Level or Target Age:** 5th through 12th Grade (Classroom Teachers and Speech-Language Pathologists)

- **Specific Content Area:** Academic, social, and emotional impact of cyberbullying on individuals who stutter.

- **Desired Number of Participants:** As many Teachers and Speech-Language Pathologists that are willing to take my survey who have worked with a student who stutters in grades 5-12 in the ███████████. In addition, approximately two Teachers and two Speech-Language Pathologists will be recruited to further participate in the study. Each survey will request participants to contact the Researcher should they be interested in participating in a brief follow-up interview in either the ██████ Public Library, the College's library, or their own school's library -- depending on their personal preference and convenience.

- **Expected Time of Participation per Participant:** The survey will take approximately 10 minutes to complete for each participant.

- **Desired Project Start Date:** November 13-20, 2017

- **Desired Project End Date:** Early December 2017

- **HSRC Approval:** As this project is pending approval in the ████████ Schools, the study will also be submitted for approval from the College of Wooster's Human Subject Research Committee (HSRC).

APPENDIX D

NEW YORK STATE SCHOOL DISTRICT RECRUITMENT EMAIL

Dear Dr. █████,

My name is Claire Dunwoodie and I am a senior at the College of Wooster in Wooster, OH, originally from West Seneca, NY. My mother has worked in your school district for 30 years as the, now retired, Physical Education teacher at ████████████, ████████████. At Wooster, I am currently studying Communication Sciences and Disorders, with a minor in Early Childhood Education on the licensure track. I am writing to you today to discuss my Independent Study thesis with the plan to have a survey forwarded to educators in the █████ █████ School District.

This year, I am conducting an independent study titled, *#QUITBULLYINGME: Teachers' and Speech-Language Pathologists' Perceptions of the Academic, Social, and Emotional Impact of Cyberbullying on Individuals Who Stutter.* My Independent Study thesis will investigate if teachers and speech-language pathologists are aware of any cyberbullying directed towards individuals who stutter within grades 5 through 12. More specifically, I want to see if teachers and speech-language pathologists are aware of any cyberbullying taking place directed towards these individuals, and questioning professionals' perceptions regarding the academic, social, and emotional impact that cyberbullying may have on these specific students with disfluency challenges. To investigate such a topic, I am hoping to be able to send an email out to teachers and speech-language pathologists in the ███████████ Schools linked to a voluntary survey to investigate the knowledge that your teachers and speech-language pathologists have on these issues regarding cyberbullying of their current or former students who stutter. The survey will take approximately 10 minutes to complete and the questions will be reviewed by the College of

Wooster's Human Subjects Research Committee (HSRC) before being sent out to any individuals in your school system. In addition to the ▮▮▮▮▮ School system, I have been granted permission to send out my survey to the ▮▮▮▮▮▮▮▮▮ District in ▮▮▮▮▮▮ .

If you agree to allow me to conduct my survey in your district, I hope to send the electronic survey out the week of November 27th, 2017 and close the response window in early December 2017. The teachers and speech-language pathologists will receive the initial email with the survey and then a follow up email when 48-hours remain prior to the survey's closure.

Thank you so much for taking the time to read this email requesting your acceptance of this proposal to send my survey out to the fifth through twelfth grade teachers and speech-language pathologists serving these grades. If you have any questions at all regarding this email or my study, please feel free to reach out and email me back at ▮▮▮▮▮▮▮▮▮▮▮ . Thank you again for considering my request.

Sincerely,

Claire Dunwoodie

Advisor: dgoldberg@wooster.edu or (216) 312-6804

APPENDIX E

RECRUITMENT MESSAGE FOR AMERICAN SPEECH-LANGUAGE-HEARING

ASSOCIATION COMMUNITY BOARDS, SPECIAL INTEREST GROUPS 4 AND 16, AND

STUTTERING FOUNDATION OF AMERICA REFERRAL LISTING

Hello! My name is Claire Dunwoodie and I am a senior studying both Communication Sciences

and Disorders and Education at the College of Wooster in Wooster, OH.

NEEDED: Speech-Language Pathologists and Teachers who have worked with or are

currently working with individuals who stutter in 5th grade to 12th grade.

https://wooster.co1.qualtrics.com/jfe/form/SV_6fiXVYrCMgNMsLP

This study has been approved by the College of Wooster's Human Subjects Research Committee

(HSRC) or IRB. It will take about 10 minutes to complete.

My undergraduate thesis hopes to investigate Teachers' and Speech-Language Pathologists'

perceptions of the social, emotional, and academic impact that cyberbullying has on individuals

who stutter within grades 5-12. Additionally, this study hopes to uncover if Teachers and

Speech-Language Pathologists are aware that cyberbullying is occurring to these individuals and

also investigates how these professionals manage the cyberbullying that may be occurring. If you

fit the criterion of being a Teacher or Speech-Language Pathologist who works with individuals

who stutter in grades 5-12, please consider taking my study. If you know of other people who fit

this criterion, your assistance in forwarding them this message would also be greatly appreciated.

This study has been approved by the College of Wooster's Human Subjects Research Committee

(HSRC) or IRB and the survey will take about 10 minutes to complete. See the link to my survey

above.

Thank you in advance for your consideration and help.

Claire Dunwoodie: The College of Wooster Class of 2018

Advisor: Donald M. Goldberg, Ph.D, CCC-SLP/A

APPENDIX F

RECRUITMENT MESSAGE ON THE "STUTTERING COMMUNITY" FACEBOOK PAGE

CALLING ALL TEACHERS AND SPEECH-LANGUAGE PATHOLOGISTS WHO WORK

OR HAVE WORKED WITH INDIVIDUALS WHO STUTTER IN GRADES 5-12!

My name is Claire Dunwoodie and I am a senior studying both Communication Sciences and

Disorders and Education at the College of Wooster in Wooster, OH. I am conducting a study for

my undergraduate thesis to investigate Teachers' and Speech-Language Pathologists'

perceptions of the social, emotional, and academic impact that cyberbullying has on individuals

who stutter within grades 5-12. Additionally, this study hopes to learn if Teachers and Speech-

Language Pathologists are aware that cyberbullying is occurring to these individuals and also

investigates how these professionals manage the cyberbullying that may be occurring. If you fit

the criteria of being a Teacher or Speech-Language Pathologist who works with individuals who

stutter in grades 5-12, please consider taking my study. If you know of other people who fit these

criteria, your assistance in forwarding them this message would also be greatly appreciated.

https://wooster.co1.qualtrics.com/jfe/form/SV_6fiXVYrCMgNMsLP

This study has been approved by the College of Wooster's Human Subjects Research Committee

(HSRC) or IRB and the survey will take about 10 minutes to complete. Thank you in advance for

your consideration and help.

Claire Dunwoodie: The College of Wooster Class of 2018

Advisor: Donald M. Goldberg, Ph.D, CCC-SLP/A

dgoldberg@wooster.edu OR goldbed@ccf.org OR (216) 312-6804

APPENDIX G

SPEECH-LANGUAGE PATHOLOGIST: STATE OF LICENSURE

In what state are you a licensed as a Speech-Language Pathologist?

- Arizona (n=2)
- California (n=2)
- CA
- CT
- DC, VA, MD
- Florida (n=2)
- Illinois (n=3)
- Iowa
- Louisiana (n=2)
- Maine
- MN
- Maryland
- Massachusetts
- Michigan
- Mississippi (n=2)
- Missouri
- NC, VA
- NJ and NY
- NJ, NY, FL, MD
- New Jersey
- New York (n=2)
- NY (n=3)
- Ohio (n=3)
- PA and NJ
- Texas (n=2)
- West Virginia
- Wisconsin (n=2)
- Not a Speech Therapist

APPENDIX H

TEACHERS: TITLE OF BULLYING/CYBERBULLYING COURSE

What was the title of the bullying/cyberbullying coursework in which you were enrolled in?
(n=12)

    Verbatim Responses:
- Rachel's Challenge (n=4)
- Rachel's Challenge, Olweus
- Rachel's Challenge, Cyberbullying online videos
- Rachel's Challenge, Turn key inservice training by school guidance counselors on bullying and cyberbullying
- Safe Schools, Rachel's Challenge
- Olweus, Rachel's Challenge, The Wooster Way
- Olveas (spelling?) [sic]
- Leader in me
- Bullying: Recognition and response; Online Safety: Cyberbullying; Online Safety: What every educator needs to know

APPENDIX I

TEACHERS: NAME AND EXPLAIN BULLYING PREVENTION MODEL USED

Please name and explain the bullying prevention model that your school uses (n=12)

- Rachel's Challenge
- Rachel's Challenge, Wooster Way as well as Board approved steps and definitions.
- Our school uses a model based on Rachel's Challenge. Lessons are taught to encourage students to accept [sic] those who are different and treat all with kindness.
- It began as Rachel's Challenge and is now the Wooster Way. Students are taught values based on grade level. In 8th grade where I work the focus is on understanding their own identities in order to respect and be comfortable with others' identities. A junior student comes into their homeroom once every two weeks.
- We use a school program called Wooster Way. It teaches kids that everyone is different and needs/deserves respect.
- Wooster Way student lead program to help with multiple issues that create and enable bullying such as self esteem, empathy, and kindness.
- Wooster way, social groups for kids, guidance lessons
- We have used Olwes [sic], Rachel's Challenge and The Wooster Way, which is a program geared to toward making good choices when dealing with diversity in one's self and in others.
- Olweaus [sic]
- We have a clear definition of bullying and have mediation/justice circles for students as soon as the incident occurs
- DASA [The Dignity for All Students Act]
- FOR CLUB

APPENDIX J

TEACHER: TREATMENT OF INDIVIDUAL WHO STUTTERS

Do you treat an individual who stutters differently in class than you would with their fluent peers? (n= 18)

Yes:
- They receive more accommodations.
- Give more wait time when the student who stutters is responding verbally.
- I allow more response time
- I try to keep things as fair and just for all students, but when some students need extra time to answer or in some cases, process what they are going to say, it is necessary to let them taken [sic] their time.
- Because I'm a foreign language teacher (formerly a special ed. teacher), when I had a student with a severe stutter in class, I allowed him extra time for oral assessments. We would do these after school when he felt less pressured to respond quickly. He was held to the same standard of evaluation, he just needed more time for the assessments.
- We modify lessons that involve speaking so the student is with someone they are comfortable with but other than that we do not treat students differently
- i [sic] have had students who stutter when under pressure and i [sic] give them opportunities that are not pressure situations
- I wouldn't call on them out of the blue for an answer or reading that would put them on the spot or make them nervous if that is a trigger for their stutter. I'd wait for them to volunteer or present on their own terms.
- Yes, but not because of the stuttering. The child has other behavior modifications set in place.

No:
- I believe in equitable for all
- They are treated exactly the same. Given extra time to respond to questions (think time) many kids need this
- If they are treated differently, they are seen as different. If treating them the same and giving them opportunities to speak in class the same as anyone else is the normal, then students are less likely to even notice as time goes on.
- Outside of asking to have statements repeated, they are treated the same as the other students in my classroom.
- We treat a student who stutters the same as any other student with a disability, anxiety, or other difference. We are aware of such things as the embarrassment he/she may feel when reading out loud or being called on in class. We call on these students only when they raise their hand and feel confident to give an answer verbally. We provide a supportive, cooperative learning environment.
- Other than encouraging patience with a smile when they speak, I do not treat them differently. I call on them when they desire and do not speak to them any slower, etc.
- Other than offering them the time they nerd to process language I'd say no.

- I only provide accommodations. For example, I prepare this student prior to when he needs to share his responses in class discussions or answers questions in small group instruction, he is not exempt from public speaking and discussions. I also do not let his reading fluency impact his reading level score if the comprehension piece is on or above level.
- I do not even know what stutter is. [sic]

APPENDIX K

ACADEMIC, SOCIAL, AND EMOTIONAL AFFECTS OF CYBERBULLYING

TEACHERS: **ACADEMIC** EFFECTS OF CYBERBULLYING

*Please describe how cyberbullying **academically** affects (positively and/or negatively) students who stutter?* (n= 9)

- It may drive them to work harder or drown themselves in academics, however, it is probably more likely to have a negative effect as they may dwell on the bullying and how it makes them feel about themselves, etc. which takes time away from studies and focus.
- they [sic] tend to not ask questions. i [sic] give them a note card to write questions they want answered on so they can ask at leisure when they can do so not in front of the class.
- Less likely to participate orally
- Cyberbullying negatively impacts students who stutter academically by lowering their self-confidence.
- I feel a student that stutters can be self conscious which can make them feel negative about themselves. The lack of confidence can translate into a lower self confidence in the academics.
- Sometimes it increases their anxiety and they can't focus. They need to be in a comfortable non judging setting.
- Academically, students who stutter may choose more written work instead of verbal presentations. I'm not sure how cyberbullying effects [sic] students academically, but I know that whatever happens socially directly bleeds into their academia as most of the cyberbullies are from their own age group.
- When self esteem is low or a student becomes depressed, grades are often impacted.
- I think any cyberbullying of anyone can negatively affect self-esteem and social/emotional/academic performance.

SPEECH-LANGUAGE PATHOLOGISTS: **ACADEMIC** EFFECTS OF CYBERBULLYING

*Please describe how cyberbullying **academically** affects (positively and/or negatively) clients/students who stutter?* (n= 22)

- Cyberbullying has the potential to negatively affect students who stutter by decreasing focus on academics; which detracts from the learning environment
- A student's attention can easily be diverted due to any bullying that is taking place. In these instances, it will impact their study habits, completion of homework, participation in class/therapy, and/or ability to retain information. In addition, increased stress levels are directly correlated to increases in stuttering events.

- Difficulty working in academic groups dwelling on slights rather than thinking about school work
- It makes them disengage in their studies.
- Increased anxiety which impacts focus
- Being upset or depressed related to cyberbullying is quite likely to have a negative impact on students, as they are less able to fully concentrate on their school work.
- Decreases students [sic] ability to focus on school activities; Negatively affects performance.
- Client may not participate in class/group discussions, class plays/presentations as often because he is afraid he will stutter. Thus, not showing his full academic potential. Bullying can be very distracting also.
- It affects verbal participation in class
- It may make the student less keen to be at school and less engaged in class overall. Being worried about what other classmates think may color how the student performs in class.
- It hinders their ability to want to speak in class and participate in academic activities. Also, decreases their want to self advocate when they are struggling academically.
- It might prevent them from wanting to speak up in class or give classroom presentations
- Cyberbullying can negatively impact academic attainment for clients who stutter, as they may become less likely to participate in class discussions or ask for help from classmates or teachers when needed.
- Some of my students have been very hesitant to read aloud in class or present oral projects/presentations. This can lower grades. I had one 9th grader tell me a couple of years back that he just took a zero on an assignment, rather than reading it aloud for fear of peers laughing at him. Naturally, I told him that he should have come to me with his concerns first and we could have worked out a better solution with the teacher.
- I should think it would cause them to second guess themselves and interrupt their ability to accurately and rapidly perform in class and on tests, etc.
- Stress of bullying weighs student's mind affecting concentration in class. Student may abstain from talking in class as a way to call attn to speech on hopes that bullying stops.
- I have had students who stutter who did not want to speak in class, not because they were bullied - that I know of - but because of embarrassment and/or fear of bullying. I do not know of any incidents of cyberbullying a student I have seen who stutters
- Some students are less likely to do homework that requires a computer because they're afraid of what they might see (e.g., messages from classmates/friends). Also, I have had clients who are required to give "public" speeches. One of their bullies recorded it with a camera phone and sent it to fellow classmates.
- I think the client would makes choices to hide themselves or their stuttering in fear of the bullying
- I just feel it could affect negatively but I don't have anything to back up my thoughts.
- I do not have direct experience with this scenario.
- I have not yet had a student who has indicated cyberbullying

TEACHERS: **SOCIAL** EFFECTS OF CYBERBULLYING

Please describe how cyberbullying socially affects (positively and/or negatively) students who stutter? (n= 9)

- Not as comfortable in social situations especially with larger group of people
- It makes them less confident in their ability to interact with others either face-to-face or electronically.
- Similar to academics. If students are being bullied they may have a lower self confidence and feel alone. I think having the ability to cyber bully allows students to bully more frequently and at all times. It's easier for other kids to start bullying too via Social media.
- Cyberbullying can make a person withdraw socially. They will isolate themselves.
- It may discourage the student from interacting with others
- It hurts their self esteem and creates trust issues.
- Students may be afraid to make new friends. They may begin avoidance of peers that they are afraid maybe saw the cyberbullying. This would harm them from forming healthy relationships that will follow them throughout adulthood.
- anything [sic] that kids perceive as different is difficult.
- I think that bullying can drive students to work harder with their speech, but also to slow down their pattern, and work on saying what they want to convey. Because cyberbullying often has to do with written text, students who stutter may be given more time to respond or defend themselves, whereas in person, the words may not come out as clearly as they intend.

SPEECH-LANGUAGE PATHOLOGISTS: **SOCIAL** EFFECTS OF CYBERBULLYING

Please describe how cyberbullying socially affects (positively and/or negatively) clients/students who stutter? (n= 23)

- I would think it would affect them negatively.
- Cyberbullying has the potential to negatively affect students who stutter by causing negative thoughts and ideas about his or herself and isolating them socially.
- Less likely to engage in social activities in and out of school, less likely to meet new people, less likely to trust peers and form bonds
- Concern about making and keeping friends hurt feelings.
- i [sic] don't believe the client would be as socially outgoing and willing to take risks with friends and making new friends
- Clients who experienced cyberbullying were less likely to have a large group of friends, and had "gaps" in appropriate social skills. Many times we used Mind Up to help address these difficulties.
- It affects social status and peer groups and relationships.
- It makes them unwilling to communicate with others.

- May avoid social situations due to speech and knowledge passed on through social media
- For my clients who stutter, engaging with other students in certain situations was difficult and at this can be exacerbated if the client is experiencing cyberbullying - especially if the bullying is being done by students at the same school.
- It certainly can have a significant impact on them socially, as they may reduce engaging with others as a result of bullying.
- It would be intimidating and cause one to avoid or withdraw from social situations.
- It may make the student less inclined to interact socially with others or wonder which other students are aware of the cyberbullying. They may assume mistakenly that everyone else knows about the cyberbullying.
- It hinders ability and want to interact with peers. Students may appear "odd" or "out of place."
- At the high school level, peer relations can be difficult anyway. For students that stutter and are bullied, they tend to become very withdrawn and less interactive. They sit alone at lunch or stand by themselves when waiting on the bus.
- Client may feel isolated from peers. Client may feel that he can't get away from the bullying due to receiving it on his personal device that is used frequently throughout the day. Client may not want to participate in activities in which he might be near the bullies - it's hard to know who to trust because the client doesn't always know who is sending the negative messages to him.
- Bullying can increase the stress level of any student. Again, increased stress levels are directly correlated to increases in stuttering events. An increase in events may cause a child who stutters to avoid interactions with peers, or teachers.
- Decreased interaction and less expressive output
- May make students withdraw from others, but also might be a forum for a student to defend themselves without their stuttering getting in the way.
- Sides are taken, drama ensues
- Decreases student's participation
- I feel it could negatively affect a student socially but have no real facts to support this thought.
- I do not have direct experience with this scenario.

TEACHERS: **EMOTIONAL** EFFECTS OF CYBERBULLYING

Please describe how cyberbullying emotionally affects (positively and/or negatively) students who stutter? (n= 7)

- They may withdraw, become depressed, act out in anger. They may fixate and be unable to concentrate on anything else. It could make it difficult for them to emotionally connect to others and relate.
- Emotionally depressed and withdrawn.
- Poor self-esteem
- It lowers their self-confidence.

- It could make them less confident
- Anyone feels self conscious, hurt and often betrayed by their own age group, friends, or people who should be helping them, when it comes to bullying. One of the reasons cyberbullying is worse than others is that it can be read over and over again. It can also reach more people through a text or post than seeing and talking to individuals. As far as stuttering goes, I'm not sure how it would directly effect [sic] a student. I do not currently have any students in my class, in this predicament.
- My 5th grade students are not on social media as far as I know. However, I know that my student who stutters feels self conscious when reading aloud or when speaking in front of larger groups based on my classroom observations.

SPEECH-LANGUAGE PATHOLOGISTS: **EMOTIONA**L EFFECTS OF CYBERBULLYING

Please describe how cyberbullying emotionally affects (positively and/or negatively) clients/students who stutter? (n= 23)

- Cyberbullying has the potential to negatively affect students who stutter by causing emotional distress; such as self-doubt, anxiety, depression.
- Poor self esteem, less confident
- It negatively impacts their self-esteem
- i [sic] think it could do damage to their self esteem and overall confidence
- Cyberbullying has negatively affected a lot of client's [sic] that I work with. Everyday they attempt to hide their moments of disfluency. Cyberbullying is a method that "exposes" those moments, and amplifies their feelings of negativity towards their speech. When this occurs, client's [sic] are less likely to engage in academic and social situations that require speech. One client was reluctant to do [sic] expand his utterance lengths because he was afraid someone would hear him stutter and catch it on some type of recording device and post it on social media outlets. He had very low self esteem and often put himself down.
- I believe it would have a negative effect on their self-esteem, cause anxiety. and might make them not want to come to school. This is how one of my middle school students responded to being bullied about a significant speech sound problem. It was a number of weeks before the student told anyone about the problem. The student who was responsible and the student's parents had a meeting with the principal in which they were firmly told that their child's behavior would not be tolerated and if there were any further incidents, their child would be suspended.
- It likely leads to depression and poor self-esteem.
- Leads to low self-esteem and negative self-image
- Any bullying to any student can cause increases in stress level. Prolonged exposure to stress can cause anxiety and depression.
- Increased anxiety and fear
- Cyber bullying takes a huge toll on emotional health. Students suffer from self esteem issues. Depression is common.
- Cyberbullying can result in low self esteem, depression, and/or increased anxiety about speaking in public.

- It crushes them and breaks their spirits resulting in anxiety and depression.
- Contributes to elevated anxiety; negatively effect self-esteem
- Cyberbullying of any kind is likely to negatively impact children who stutter significantly, given that it may lead to anxiety, depression, or other emotions. It may lead to greater feelings of shame, as well.
- Avoids, develops negative self-thoughts which may lead to negative emotions.
- Can lower self-esteem, client can feel lonely, depressed, and very confused about personal relationships.
- Loss of control leads to feeling of helplessness
- Feelings of frustration, sadness, anger, and helplessness may overcome the student.
- Feelings of shame, guilt, embarrassment, frustration etc. which affects their ability to communicate effectively and confidently
- I have never experienced the bullying as a positive experience for the student. I have had students completely shut down, call themselves stupid, hate their lives, etc. because of peer treatment.
- I feel it could emotionally affect a student but have no real instances to support my thoughts.
- I do not have direct experience with this scenario.

APPENDIX L

ADDRESSING CYBERBULLYING TOWARDS STUDENTS WHO STUTTER

Teachers:

Based on your knowledge of cyberbullying and stuttering, how would you/do you address cyberbullying of students who stutter in your classroom? (n= 8)

- Cyberbullying is so hard to know if it is going on. I've never heard students sit there and talk about someone getting made fun of on social media. I have glanced and seen a few incidents of cyberbullying, but not with someone that stutters. Those issues were addressed immediately. If I saw the cyberbullying, I would immediately ask for the electronic device of said student who I saw it on. Whether they comply or not I would immediately call administration and have them escort the student to the office so that they could not delete any of the evidence. I would immediately document the incident and send in a discipline referral to administration. Maybe have a good teachable moment with other students in the classroom or surrounding areas.
- Take it seriously, offer emotional support, notify administrators
- Discuss it with the attacked party and solidify all of the details of their account, including what was said, in what medium, where it came from, how it affected them. Then go to the offending party and do the same. Once all of the facts and proof is collected, I normally take things like this to the administration. Incidents are usually repeated affairs and as a classroom teacher, I don't really have the status to deal with this discipline.
- I would address the issue privately one on one at first and get both sides of the story and then talk to the students involved together. Depending on the situation parents would be involved.
- I would involve the students guidance counselor and the assistant principal as well. I would also complete a DASA [Dignity for All Students Act] report if and when necessary if I become aware of a particular incident of cyberbullying. I would provide a safe atmosphere in the classroom so students feel comfortable to come to me if they are experiencing any form of bullying.
- Report to administration, per DASA regulations
- Generally, my students do not use social media.
- I haven't seen cyber bullying for stutters.

Speech-Language Pathologists:

Based on your knowledge of cyberbullying and stuttering, how would you/do you address cyberbullying of clients/students who stutter on your caseload? (n= 21)

- Discuss the issue with the student, parent, and possibly the teacher and principal to create a plan for the student

- The same way I address face-to-face bullying, recommending they make their parents and teachers/school administrators aware of it; encourage them to problem solve ways to manage it (e.g., blocking or unfriending bullies on social media, speaking to them face-to-face, etc.)
- For school-aged students, I would work through the school administration (most school districts have programs in place nowadays to address cyberbullying); I would support the school-based programs with stuttering-related activities, content, and encouragement during treatment sessions.)
- I would collaborate with the other school staff who work with the student and his or her family to come up with a plan of how to address the issue. I would also look into what school-wide programs would be available to address the issue on a wider scale and to raise awareness about it.
- In some cases, being part of a presentation in which students learn more about stuttering in a given class may be beneficial. Often, learning more about the problem takes away the ignorance that fosters bullying.
- I would get all the details. I would find out who is doing the cyber bullying and speak with my administration and team. We would then talk to the student or harm they are causing and punish accordingly. I would keep updated to make sure it is not reoccurring.
- With my students that stutter, I feel as if most of our sessions are counseling sessions anyway, as feelings, attitudes, beliefs, etc are always discussed. When a student reports bullying (either cyber or verbal/face-to-face) I will talk to child, inform the child's teachers, and let the school counselor (and usually the principal) know.
- Discuss with student and guidance counselor
- Address directly with client to find out what is true and what is perception. Encourage and counsel. Referral to case manager or administrator and parent if client agrees.
- Open discussion. Encourage student to tell significant adults- parents, counselor. Same as other teasing events.
- I would request a problem-solving meeting with the homeroom teacher, school social worker, myself, and the administrator responsible for discipline. The group would discuss what the school's response should be which would be shared in a meeting led by a school administrator with the parents of the student responsible for the cyberbullying and the student. I think the response from the school would emphasize the seriousness of cyberbullying and the long-range negative consequences for the student responsible if the bullying were to continue.
- I bring the child, who is bullying into a conversation with the child who stutters. We explain about stuttering in detail. Then we play an interactive game. We end with plans to support the child who stutters.
- identifying [sic] what's going on. empowering them with what to do and how to react. reframing [sic] the impact it initially has. addressing [sic] the administration and supporting the parents to take action
- Normally I provide different strategies geared towards eliminating threats and providing education. I will have the client give a presentation to their friends/classmates (if the teacher will allow it) about stuttering. I encourage the client to keep a "speech" journal where we identify things they want to work on, possible social tips, things/activities they would like to learn, listing one kind thing about

themselves. I also encourage clients to discuss how they feel with their parents. If they have friends they would like to invite to speech therapy, I encourage them to bring them. There is a "Zero Tolerance" Bullying agenda in the area I work in, so I encourage teachers to review those policies with their students.

- Help the client learn how to deal with negative comments from others - through dialogue, role playing, education about bullying, listening to others' strategies for dealing with bullying, creating disclosure phrases and replies to the bullying.
- Use social thinking materials to teach how to respond. Collaborate with school counselor.
- All my students participate in lessons on how to identify and respond to all types of bullying
- It needs to be personalized for the students. I believe that assemblies are tuned out and the kids don't connect as much as if the information isn't presented in a very personal way. We need to build empathy.
- NA. For bullying we role play, seek out school support, work at identifying a key friends who may support child, educating key friends on stuttering (and perhaps educating beyond just close friends)
- We address bullying, but I have not had CYBERbullying brought to my attention. However, it is known to be extremely destructive. I would like more information on how to help the children/teens I work with. Thank you!
- At this time, I haven't directly been made aware of cyberbullying of a student who stutters. I have only been made aware of in-house bullying.

APPENDIX M

TEACHERS & SPEECH-LANGUAGE PATHOLOGISTS: ANYTHING ELSE TO SHARE?

Is there anything else not previously asked on this survey that you would like to share to help this researcher better understand cyberbullying of individuals who stutter? (n= 9)

- I wish more was covered on how a stutter affects a student and their academic pursuits. What I know came from the actually part of having students in class, not from training. It would have been nice to have a game plan on how to better assist these students.
- Not all children are affected the same way by Cyberbullying. I do have a small number of clients who are quite resilient and well adjusted. I think parent involvement is a protective factor that should be examined. Parents are a very powerful resource.
- Counseling and speech services for a student who stutters can be extremely valuable. They learn coping mechanisms and learn how to handle their disability. It is also important to be a good and patient listener for a student who stutters. As a teacher, you can educate the other students on stuttering and how to be a supportive peer.
- Just to clarify my position, I have been an SLP for 10 years in the medical setting. This school year, I took a position at a high school. I have 3 fluency students there and more in daycares. With my high school students, we have discussed their being teased, but none have specifically mentioned anything related social media. Most have indicated that bullying/teasing was more prevalent in in middle school. I am aware that cyberbullying is a real issue. I have a 15 year old, myself. I am happy that you have indicated trainings available. I will definitely look into these, and question my students more about their online activity.
- If it is occurring the student will not be the primary source of reveal. The student will rely on peer resources to deal with rather than to directly address the situation.
- No. (n=2)
- Not that I can think of- thank you for researching this topic!
- No. Good luck with your research - I'm sure the results will be