

**Name of Researcher & Co-Researcher(s):**  
**Department/College:**  
**Telephone #:**  
**Email Address:**  
**Title of Study:**  
**Faculty Advisor's Signature:** *(If possible)*

### **Outcome of the project**

Our study aimed at determining the following objectives: The definitions of bullying, strategies that could be used to reduce bullying, relationships between gender, and the perceptions regarding bullying and stuttering. When determining the definitions of bullying, our results indicated that out of the 31 CWS, 26 (86.7%) believed that being left out of activities was considered bullying; whereas 128 out of 164 NFC (78.5%) agreed. From the total, 66.7% (N=18) CWS believed that a strategy to reduce bullying related stuttering would be to receive speech therapy and 53.1 % (N=86) NFC agreed that if CWS received speech therapy their likelihood of being bullied would be reduced. Another strategy to lessen bullying would be for CWS to stutter less severely. Of the CWS, 63.0% (N=17) agreed they would be bullied less if they stuttered less; whereas 56.5% (N=91) NFC agreed. Teachers can discuss stuttering with their class to help eliminate stuttering related bullying. From the total, 37.0% (N=10) CWS believed that this strategy to relieve bullying would be effective, whereas 52.5% (N=84) NFC agreed.

When we analyzed the differences between our male and female participants, we found the following: 32.1 % (N=28) male CWS would vocalize to an adult if they were left out of activities because they stutter. Conversely, 0% (N=3) female CWS would tell an adult. Our final objective was to determine the perceptions that both CWS and NFC have towards stuttering related bullying. From the total, 70.0% (N=20) CWS agreed that they would fight back if

another child physically hurts them; whereas only 38.7% (N=63) NFC agreed. Lastly our results indicated that 80.6% (N=25) CWS and 80.3% (N=135) NFC agreed that CWS should ignore children who tease them because they stutter.

### **Contribution to field**

It was determined that Speech-Language Pathologists (SLPs) can use both scales, *Bullying Inventory for CWS* and *Peer Relationship Inventory of CWS*, administered in our study during their own therapy sessions. The scales can be beneficial in many aspects. SLPs can use the scales to enhance their treatment plans by trying to improve peer relationships of CWS. The *Bullying Inventory for CWS* can also be used to determine a client's perspective about the types of bullying that he or she experiences. Both scales can also be administered to examine the perceptions that CWS and NFC have towards stuttering related bullying. The *Peer Relationship Inventory of CWS* can be administered to identify peer suggestions to reduce bullying. The data collected from this study can be used to provide necessary information for developing intervention programs for CWS.

### **Contribution to learning**

Collecting the data for this study, constructing the presentation, and presenting at the 7<sup>th</sup> World Congress on Fluency Disorders has tremendously impacted my knowledge. The entire research process has enhanced my professional, intellectual, and creative skills. My confidence in professional writing and ability to execute presentations has improved significantly. I now know that, as a student, I can do anything if I am determined and put my mind to it. Thanks to Misericordia University, the Speech-Language Pathology Department, and Dr. Tellis, I was able to experience things I would have never thought was possible.

### **Presentation, publications, etc.**

I presented this study, along with one other, at the 7<sup>th</sup> World Congress on Fluency Disorders in Tours, France. This conference gave me the opportunity to converse with distinguished fluency intellectuals from many different countries. I was able to learn about the newest research, treatments, and cultural trends throughout the world.

### **Funds**

Student Research Grants Committee approved my application "*Do children who stutter (CWS) and normally fluent children (NFC) differ in their views about stuttering related bullying?*" and awarded me \$1,000.00.

<b>Funds expended to date</b>	
Roundtrip airfare to and from Paris, France (Charles de Gaulle airport)	\$871.20
Roundtrip train fare to and from Tours, France (7th World Congress on Fluency Disorders conference)	\$68.95
Shared hotel accommodations with another student for one night in Paris, France	\$52.63
<b>Total</b>	\$992.78

### **Additional Funding**

Not applicable.