The lived experiences and support needs

of a mainstream high school learner

with a speech-flow difficulty

by

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DECLARATION

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ABSTRACT

The aim of this study was to better understand the lived experiences of a learner in a mainstream high school, who is experiencing a speech-flow difficulty, in order to gain insight into how best to support such a learner within an inclusive classroom.

The theoretical framework on which this study was based is the bio-ecological model, inclusive education, positive psychology, resilience as well as developmental psychology, specifically the developmental phase of adolescence. The purpose of this was to view the learner holistically, taking into account all of the positive support structures in her life, especially, her levels of resilience, whilst taking cognisance of the fact that she is in the adolescent developmental phase, within a mainstream high school. Inclusive classrooms should ideally be structured in such a way that they accommodate a learner's specific individual learning needs.

The methodology employed in this study was based on a basic qualitative research approach, and viewed through an interpretive paradigmatic lens. Purposive sampling was used to select a learner who was experiencing a speech-flow difficulty. Various methods of data collection were employed, such as: a semi-structured interview with the learner and her mother, diary entries from the learner, a timeline of the learner's life drawn by the learner herself, the researcher's observations (both in the classroom and during a break time), as well as the researcher's own reflective notes. Documents were also made available to the researcher, and these were the learner's school reports, the learner's speech therapy workbook, as well as a report on the learner from her speech therapist. This data was analysed through a qualitative coding process.

The research findings indicated that the learner had various experiences, both positive and negative, within all spheres of her life. The majority of her experiences were positive, as the learner had strong support structures in her life, in the form of her mother, her friends, her sound academic capabilities, as well as her level of resilience. The learner is also currently receiving positive intervention in the form of speech therapy, where she is learning various strategies in order to assist her with her speech-flow difficulty. However, there are few factors that make the learner feel uncomfortable, especially in the classroom. The researcher has thus recommended

ways in which educators can better support learners who are experiencing speech-flow difficulties within their classroom.

Keywords: Speech-flow difficulty, lived experiences, positive support structures, resilience, support, stuttering

OPSOMMING

Die doel van hierdie studie was om die geleefde ervaringe van 'n leerder in 'n hoofstroomskool, en wat 'n spraakvloeiversteuring ervaar, te probeer verstaan. Die doel hiermee was om insig te verkry in hoe so 'n leerder ondersteun kan word binne 'n inklusiewe klaskamer.

Die teoretiese raamwerk waarop hierdie studie berus is die bio-ekologiese model, inklusiewe onderwys, positiewe sielkunde, veerkragtigheid, sowel as ontwikkelingsielkunde, spesifiek die adolessente ontwikkelingsfase. Die mikpunt was om die leerder holisties te beskou, deur al die positiewe ondersteuningstrukture in haar lewe in ag te neem veral haar vlakke van veerkragtigheid, terwyl die feit dat sy haar in die adolessente ontwikkelingsfase bevind, en in 'n hoofstroomskool is, verder lig op haar ervaringe kan werp. Inklusiewe klaskamers behoort dus in so 'n mate gestruktureer te wees dat individuele behoeftes van leerders in ag geneem word.

Die navorsingsmetodologie in hierdie studie het berus op 'n basiese kwalitatiewe benadering, en beskou deur 'n interpretatiewe paradigmatiese lens. 'n Doelgerigte steekproef is gebruik om 'n leerder te identifiseer wat 'n spraakvloeiversteuring ervaar. Verskeie metodes van data-insameling is gebruik, byvoorbeeld semi-gestruktureerde onderhoude met die leerder en haar moeder, dagboekinskrywings van die leerder, 'n tydlynoefening wat die leerder van haarself geteken het, die navorser se waarnemings (binne die klaskamer sowel as op die speelgrond), asook die navorser se reflektiewe notas gedurende die proses afgeneem. Dokumente is beskikbaar gestel aan die navorser, naamlik die leerder se skoolrapporte, haar werkboek wat sy gedurende spraakterapie sessies gebruik, sowel as 'n verslag deur die spraakterapeut wat die deelnemer tans konsulteer. Die data is geanaliseer met behulp van 'n kwalitatiewe koderingsproses.

Die navorsingsbevindinge dui 'n verskeidenheid van ervarings (positief sowel as negatief) aan wat die leerder binne al die areas van haar lewe ondervind. Die meerderheid van haar ervaringe is positief, aangesien sy sterk ondersteuningsstrukture in haar lewe het, veral haar moeder, haar vriende, haar sterk akademiese vermoëns sowel as haar veerkragtigheid. Die leerder ontvang ook tans 'n baie positiewe intervensie van 'n spraakterapeut, waar sy 'n verskeidenheid strategieë aanleer, wat haar help om die spraakvloeiversteuring mee

te hanteer. Daar is egter 'n paar faktore wat haar ongemaklik maak, veral in die klaskamer. Die navorser kan dus 'n verskeidenheid van riglyne aanbeveel waardeur leerders met spraakvloeiversteurings ondersteun kan word binne die klaskamer.

Sleutelwoorde: spraakvloeiversteuring, geleefde ervaringe, positiewe ondersteuningstrukture, veerkragtigheid, ondersteuning, hakkel

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1.1   BACKGROUND TO THE STUDY

In South Africa, the field of education has undergone many changes over the past two decades. Perhaps most significantly, has been the change from a separate, exclusive education system to that of a more inclusive system. Prior to the country's change in government in 1994, many learners were excluded from obtaining access to an education. According to the Department of Education (2001), the findings of a report presented to the Minister of Education in 1997 indicated that

> *(i) specialised education and support have predominantly been provided for a small percentage of learners with disabilities within 'special' schools and classes; (ii) where provided, specialised education and support were provided on a racial basis, with the best human, physical and material resources reserved for whites, (iii) most learners with disability have either fallen outside of the system or been 'mainstreamed by default'.*

Further findings indicated that the education system, as well as the curriculum, have "generally failed to respond to the diverse needs of the learner population", thus resulting in failures and drop-outs (Department of Education, 2001). However, as a result of striving towards equal human rights in the country, 1994 brought about a more equal education system, where all learners, regardless of their race, ethnicity, language, etc, were entitled to a fair and just education. Also, learners who experienced barriers to learning were given access to mainstream schools and the education system could be adapted in order to effectively accommodate them. The focus of this study was therefore to find out how a learner with a speech-flow difficulty is experiencing her education within a mainstream high school, whether she is being effectively accommodated and whether she is receiving the support that she is entitled to within an inclusive education environment.

In 2001, the Department of Education (2001) released a White Paper 6 document which focused on special needs education by aiming to build an inclusive education and training system. This document highlighted the idea of inclusive education, whereby all learners are given access to an equal education and are able to

participate actively in their education process, so that they could develop their potential and participate as equal members of society (*Ibid*).

The White Paper on Education and Training as well as the South African Constitution in 1996 played a large role in ensuring that everyone has the right to a basic education and should have equal access to educational institutions. This includes the education of learners with diverse educational needs. Also in 1996, the Education Department appointed the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) to "investigate and make recommendations on all aspects of diverse needs and support services in education and training in South Africa" (Engelbrecht & Jansen, 2009, p. 24). This work was combined into the *Quality Education for All* document.

At a national level, the report of the National Education Policy Investigation in 1992 initiated an education system that was comprised of five principles, namely: non-racial and non-sexist education; a democratic education system; participation from the various role players; a unitary education system and a policy of redress (Engelbrecht & Jansen, 2009, p. 23). In 1995, the South African Federal Council on Disability called for the development of a single inclusive education system for South Africa ensuring that learners with diverse educational needs were accommodated effectively (*Ibid*).

The concept of inclusive education is, however, challenging to define. According to Green and Engelbrecht (2007, p. 5), there is still some confusion about what inclusive education actually means. For instance, a definition that refers specifically to teaching of 'disabled' and 'non-disabled' children within the same area suggests an understanding that is still founded on the premise of medical deficits; however, a definition that focuses on the inclusion of all learners in a school, also refers to learners who are seen 'not to be able' due to their 'disability' (*Ibid*). Also, these definitions refer mainly to learners whom society has deemed to have 'special needs'. Therefore, Green and Engelbrecht (2007, p. 6) state that the way in which inclusive education is defined is a process linked with the context and perspective in which it is used. For the purposes of this research, inclusive education will refer to: a process in which educational professionals will attempt to effectively accommodate

all learners within their educational environment, paying attention to their individual needs and adapting the curriculum and assessment where necessary.

Within the framework of inclusive education, it became a necessity, as mentioned above, to adapt or alter, among many components of education, assessments for the learners, if one was to provide a fair and just education. The Department of Education (2012) released a document on Alternative and Adapted methods of assessment. In this document, it states that the "adaptations made during the instruction/teaching of learners with special educational needs (LSEN) are of little value if these are not acknowledged in the assessment/examination of such learners" (Department of Education, 2012).

This document states that when considering the examination of a learner with special educational needs, the aim should be to enable the learner to give a true account of his knowledge or skill; the standard of the examination should never be compromised and the learner should never be given an unfair advantage over his fellow learners (Department of Education, 2012). The main aim, therefore, is to provide a learner who experiences specific barriers to her learning, and thus presenting with specific educational needs, with a fair chance so that she can attempt to meet the requirements of the examination. Throughout this thesis, I will be making use of the female, "her" and "she" (as opposed to the male, "him" and "he"), in reference to an individual who is experiencing a speech-flow difficulty. This is due to the fact that the participant in this case study is a female and therefore it is convenient to make use of the feminine pronouns. However, the content of literature, understandings and meanings are applicable to both genders, unless specifically stated otherwise.

During the course of this research, I would also like to explore which alternative forms of assessment for learners who are experiencing speech-flow difficulties could be useful.

The curriculum itself has also undergone a few changes, from the Outcomes Based Education (OBE) of 2005 to the Curriculum and Assessment Policy Statement (CAPS) implemented in 2012. OBE was introduced in 1997 to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000 (Department of Education, 2011). This led to the first curriculum

revision, which was in the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* in 2002 (*Ibid*). Ongoing implementation challenges resulted in another review in 2009 and the Department of Education revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce the *Curriculum and Assessment Policy Document* (CAPS) of 2011 (*Ibid*).

From 2012, the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, were therefore combined into a single document and are simply known as the *National Curriculum Statement Grades R-12* (Department of Education, 2011)*.* The *National Curriculum Statement for Grades R-12* aims to build on the previous curriculum, but also to update it and to provide clearer specification of what is to be taught and learnt on a term-by-term basis (*Ibid*).

It is therefore important to consider the experiences and needs voiced by a learner within a mainstream high school who is experiencing a speech-flow difficulty, in order to best understand how to effectively support her and accommodate her individual needs, so that she may perform to her best ability.

1.2   MOTIVATION FOR THE STUDY

The new CAPS curriculum has set out the overview of the English Home Language Curriculum (Department of Education, 2011).This overview is displayed on the following page:

Table 1.1: Overview of the English home language curriculum

Listening and Speaking	Reading and Viewing
Listening **Listening process** • Pre-listening • During listening • Post-listening **Different kinds of listening** • Listening for specific information • Listening for critical analysis and evaluation • Listening for appreciation and interaction **Speaking** **The speaking process** • Planning, researching, and organising • Practising and presenting **Features and conventions of oral communication texts**	**Reading process** • Pre-reading • Reading • Post-reading **Interpretation of visual texts** **Vocabulary development and language use** **Sentence structures and the organisation of texts** **Features of literary texts** **Writing and Presenting** **Process writing** • Planning/Pre-writing • Drafting • Revising • Editing • Proofreading • Presenting **Language structures and conventions during the writing process** **Features of texts produced** **Language structures and conventions**

Adapted from: Department of Education (2011)

As an English language educator, I have experienced the difficulty of assessing a learner with a speech-flow difficulty when she had to complete an oral task. This difficulty came about because of the emphasis on the speaking component of literacy within the language curriculum.

An example of a rubric for Prepared Reading, a task contributing to the learner's continuous assessment mark, is as follows:

Table 1.2: Example of a prepared reading assessment

PREPARED READING	
<u>Excellent Reader:</u> Reads fluently and with exceptional expression. Excellent pronunciation, reader approaches unknown words with confidence. Reader understands the text well and can convey the meaning and the feeling of the text to the audience. Very confident presentation.	10 9 8
<u>Good Reader:</u> Reads fluently with minor hesitations. Meaning of the text comes across clearly. Fairly good pronunciation though there may be minor hesitations when confronted with new words. Reads with a fair amount of confidence. There is an attempt at reading with expression.	7
<u>Average Reader:</u> Reads fairly well but there are some errors, pauses and hesitations. An attempt at reading with expression but part of the message may be obscured by hesitations/lack of expression. Can pronounce most familiar words, but may stumble over difficult new words. Some readers may lack confidence and produce a mediocre attempt.	6 5
<u>Weak Reader:</u> Reads haltingly and has difficulty in pronouncing some words. Message of the text is being obscured by hesitations, lack of expression and confidence. Learner usually very nervous and shows little understanding of what is being read.	4 3
<u>Very Weak Reader:</u> Reads word by word with many hesitations. Pronunciation is so poor that the meaning of the text is lost. Reader lacks confidence and reads in a monotone with no regard to punctuation or tone. Reader displays no understanding of the text.	2 1

Taken from: The school involved in the study (*Doc Rep*)

This rubric was used in the school of the study in 2011 and 2012. As one can see, in order to do well (70% – 80%) in this task, it would entail the learner's reading to be "fluent", with "excellent pronunciation" or with "minor hesitations", which may not be

possible for a learner experiencing a speech-flow difficulty. Technically, according to the above rubric, a learner with a speech-flow difficulty should be obtaining a four out of ten as she would read "haltingly" and would have "difficulty pronouncing some words". This seemed to be very unfair to me, and urged me to research and look for ways to adapt this assessment task in order to fairly assess this specific learner. Such rigid assessment criteria can be very traumatic for a learner, knowing that this rubric depicts the learning outcomes for the task, which she cannot possibly achieve.

As a result of this experience, I have since come to be interested in the experiences of learners who are seemingly disadvantaged by the curriculum in such a way, and how they may or may not be coping within the current education system. Considering the fact that Inclusive Education and Alternative Assessment are both relatively new terms, few studies have focused on the needs of a learner with a speech-flow difficulty. I therefore wanted to find out what current support structures a learner experiencing a speech-flow difficulty may have, as well as highlight those support structures the learner does not have. In order to better understand the lived experiences of a learner who finds speaking fluently difficult, I explored her school experiences over an extended period.

In this research project, I proposed to attempt understanding the information gathered about the needs for, and absence and presence of, the above-mentioned support structures. In order to make sense of this information, I employed the theoretical framework of the bio-ecological developmental model as developed by Bronfenbrenner (2005, p. 148), using his emphasis on proximal processes and the interactive influences between and among the different system levels of which the learner forms part (Donald, Lazarus & Lolwana, 2010). Theory gained from Positive Psychology (Seligman, 2005), which focuses on resilience and coping (Van Niekerk & Hay, 2009), was used to better understand the learner's lived experiences, her needs for support, as well as the strengths which she employs in negotiating difficulties.

I therefore aimed to understand the learning experiences of a learner experiencing a speech-flow difficulty, in order to know what she finds difficult and what supports her within her learning processes.

1.3   PROBLEM STATEMENT

There has been some focus recently on effectively supporting learners who are experiencing a barrier/s to learning. This is evident in the Policy Document from the Department of Education (2011), on *Alternative and Adapted Methods of Examining/Assessing Learners with Special Education Needs*. This document states that it is important that, if necessary, alternative and/or adapted ways of examining learners with special educational needs are put into practise early in their school careers to give them the opportunity to realise their potential. The idea is that learners who are experiencing a barrier to learning will then be accustomed to the method of assessment/examination concerned before they write an external examination (*Ibid*).

Through the implementation of the White Paper 6 (Department of Education, 2001), the assumption is that many learners should now have more access to a good support system in primary school (teachers, learning support teacher, speech therapist, etc). However, this support system usually lessens when the learner reaches high school. For example, as a high school educator, I have come across many learners who had been receiving support from the learning support facilitator at their primary school for ADD (Attention Deficit Disorder). However, at high school, there was no learning support facilitator in place and therefore the learners who were experiencing ADD had trouble adapting to the new classroom environment. As a result, they did not receive adequate support and some thus continued to struggle academically.

Despite the fact that there are currently measures in place, such as the White Paper 6 (Department of Education, 2001) mentioned above, to effectively include learners with special educational needs in the classroom, there appears to have been little research on the experiences of high school learners, in particular, those learners experiencing a speech-flow difficulty.

Although the WCED has issued a document on Alternative Assessment (Department of Education, 2012), and it does indicate that a learner with a stutter (speech-flow difficulty) is classified as a learner who should qualify for alternative or adaptive assessment, there does not seem to be any indication of *how* this assessment

should be adapted, as well as how the individual needs of the learner are meant to be effectively taken into account.

1.3.1 The Aim of the Study

As mentioned previously, the aim of this study was to achieve a detailed understanding of the lived experiences of a high school learner who is experiencing speech-flow difficulties. In doing so, one will hopefully be able to better understand how to effectively support such a learner within a mainstream high school.

The purpose of this study was therefore to understand what the experiences are at home, school and on a social level in order to better support a learner with speech-flow difficulties with regard to all of the aspects of her life.

This knowledge can then be made available to educators so that they are able to better understand their learners; and, in particular, to language educators so that they are able to effectively adapt their teaching and especially, the oral assessments, in order to ensure that the best interests of the learner are considered. More importantly, though, this knowledge can be used to understand their learners better and to focus and build on their learner's strengths (Ferreira, 2004, p. 333).

On a macro-systemic level, (Woolfolk, 2010), this knowledge can also hopefully be made available for the formation of a policy describing *how,* among many support actions, to also effectively adapt the assessment for oral tasks for learners who are experiencing speech-flow difficulties within a mainstream high school.

1.3.2 Research Questions

This study therefore aimed to gain the aforementioned understandings throughout the research process, by gathering data, which could shed light on the following questions:

What are the experiences and support needs of a high school learner with a speech-flow difficulty?

Sub-questions:

- What are the lived experiences of a learner experiencing speech-flow difficulties?

- What are the learning support needs of a high school learner experiencing speech-flow difficulties?

- Which strengths or assets does this learner employ in order to learn and function optimally within a high school?

- How can high school educators, and especially language educators, effectively accommodate learners who experience speech-flow difficulties?

1.4   RESEARCH PARADIGM

According to Le Grange (2011, p. 2) paradigms are frameworks that serve as "maps or guides for scientific/research communities", which determine important problems and issues for their members to address as well as determining acceptable theories and methods to solve identified problems or issues. Terre Blanche and Durrheim (1999, p. 6) define paradigms as "all-encompassing systems of interrelated practice and thinking that define for researchers the nature of their enquiry along three dimensions: ontology, epistemology and methodology". Ontology would involve the nature of the reality that is to be studied, and what can be known about it; epistemology would involve the nature of the relationship between the researcher and what can be known; and lastly, methodology would involve how the researcher may go about studying whatever she believes can be known (Terre Blanche & Durrheim, 1999, p. 6; Denzin & Lincoln, 2011, p. 12). In order to better understand my research, it is necessary to explain how it fits into each of the above dimensions.

The nature of reality (ontology) is that of an internal reality of subjective experience. The nature of the relationship between myself and the knowledge to be obtained from the research participants (epistemology) is that of an empathetic nature with observer intersubjectivity; and, lastly, the research will be studied (methodology) in an interactional and qualitative way (Terre Blanche & Durrheim, 1999, p. 6; Denzin & Lincoln, 2011, p. 12).

Due to the fact that my research was of a qualitative nature and dealt with the understanding of people's feelings and opinions, my research paradigm was that of an interpretive nature (Le Grange, 2011, p. 3). The interpretive paradigm deals with an understanding of human action and has its historical roots in the tradition of hermeneutics – the interpretation of texts (Connole, 1990, p. 19). This understanding

of people's feelings, experiences and opinions is what I had hoped to achieve in my research. This will be discussed in more detail in Chapter 3.

1.5   RESEARCH METHODOLOGY

According to Neuman (2003, p. 16), qualitative research would involve constructing social reality and cultural meaning from interactive processes with others. It is implemented with a few participants and the researcher is involved in exploring the values, beliefs and meaning-making of individuals (*Ibid*). Qualitative research, therefore, focuses on more subjective knowledge than quantitative research and deals with thematic analysis, rather than statistical analysis (*Ibid*).

Connole (1990, p. 20), defines the task of the interpretive researcher to be one that becomes an understanding of what is going on. In order to achieve this, active involvement is necessary in the process of making meaning (*Ibid*). The interpretive researcher, therefore, places emphasis on the process of understanding in order to identify patterns of meaning which emerge and then to generalise from those patterns (*Ibid*).

Observation within the interpretative paradigm is conducted by using the social, linguistic and cognitive skills of the researcher (Connole, 1990, p. 22). One example of this could be interviewing participants. Here, the researcher will be able to discover and understand the meanings and beliefs underlying the actions of others as well as gain a deeper insight into their values and beliefs. However, interpretive research can be carried out in a number of ways, using different methods of gaining data. Examples of methods are interviews, observation, open questionnaires, or case studies.

According to Merriam (1998, p. 6), the key philosophical assumption upon which all types of qualitative research are based, is the view that reality itself is constructed by individuals interacting with their own social worlds.

> *Qualitative researchers are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world (Ibid).*

According to Denzin and Lincoln (2011, p. 8), the word *qualitative* implies an "emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity or frequency". Qualitative researchers therefore stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry (*Ibid*). Such researchers seek answers to questions that stress *how* social experience is created and given meaning (Denzin & Lincoln, 2011, p. 8).

This framework was thus the way in which this research was approached; the researcher attempted to understand the research participants (their opinions and perceptions) by making meaning of what the research participants had construed. This framework, as well as further characteristics of qualitative research will be discussed in Chapter 3.

1.6   THE RESEARCH PROCESS

This research was conducted through a qualitative, in-depth case study design. This enabled me, as the researcher, to better understand the experiences the learner is going through and also to assist in identifying the support structures she may be receiving at school and at home.

A diagram of the research process in general is depicted on the following page:
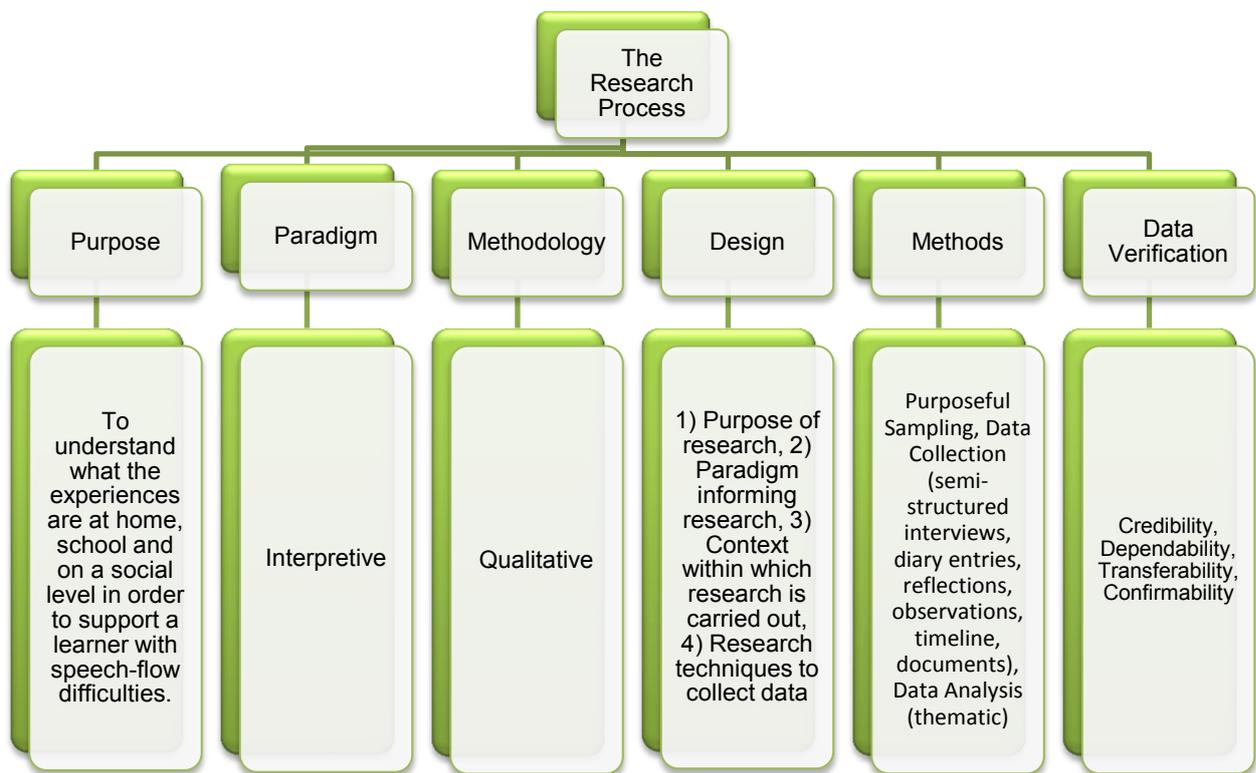
Figure 1.1: The research process

Adapted from: Durrheim (2006, p. 37)

A more detailed explanation of the research process will be discussed below.

1.6.1 Theoretical Framework

The theoretical framework was based on the bio-ecological model, inclusive education, learning support and positive psychology (Bronfenbrenner, 2005, p. 148; Ferreira, 2004, p. 333; Department of Education, 2001; Woolfolk, 2010, p. 67; Landsberg, 2005, p. 48)

Urie Bronfenbrenner (2005) believed in an eco-systemic approach, which enables the educator to view the child's surroundings and context in order to better understand that child. According to Urie Bronfenbrenner's approach to human development, there are four systems that together form the *Bio-ecological/ Ecological Model*. Bronfenbrenner believed that "every person develops within a *microsystem*, inside a *mesosystem*, embedded in an *exosystem*, all of which are a part of the *macrosystem* of the culture" (Woolfolk, 2010, p. 67). These four systems, as well as the *chrono-system*, all have an influence on the *development of the*

individual. The individual's personality, beliefs and values will also influence the way in which that individual perceives barriers to learning and how they are able to cope with them (Woolfolk, 2010, p. 67; Visser, 2007, p. 25).

Inclusive schooling, on the other hand, focuses on developing school communities that nurture and support *all* students from the onset and aims to recognise and respect the differences among all learners as well as build on their similarities (Department of Education, 2001, p. 17). Within the framework of inclusive education, lies the idea of supporting each learner in order to assist them to be more effectively included in the classroom environment (Landsberg, 2005, p. 48).

Theory on learning support acknowledges the…

> *potential of learners each to grow at his own pace towards his maximum level of independence in his learning, using strategies and practising learning styles of choice, and each receiving a level of achievement in accordance with his unique abilities (Ibid).*

In accordance with the learner's unique abilities as mentioned above (Landsberg, 2005, p. 48), the framework of positive psychology aims to make the best use out of the strengths of an individual (Compton, 2005, p. 3). According to Compton (2005, p. 3), positive psychology studies what "people do right and how they manage to do it", as well as helps people to develop those qualities that lead to greater fulfilments for themselves and for others.

As cited in Compton (2005, p. 4), Seligman and Csikszentmihalyi (2000) identify three dimensions of positive psychology. Firstly, at a subjective level, positive psychology looks at "*positive subjective states* or positive emotions such as happiness, joy, satisfaction with life, relaxation, love, intimacy, and contentment". Secondly, at an individual level, positive psychology focuses on a "study of *positive individual traits*, or the more enduring and persistent behaviour patterns seen in people over time". Lastly, at a group or societal level, positive psychology focuses on the development, creation, and maintenance of *positive intuitions*".

"Therefore, in many ways, the focus of positive psychology is the scientific study of positive human functioning and flourishing at a number of levels, such as the

biological, personal, relational, institutional, cultural and global" levels (Seligman & Csikszentmihalyi, 2000, as cited in Compton, 2005, p. 4).

Within positive psychology, lies the idea of an asset-based approach, emphasising existing assets, strengths, and abilities (Ferreira, 2004, p. 333). The aim is to mobilise these existing assets in order to enable learners to better overcome the challenges and difficulties they may be facing; whether in school, relationships, emotional lives, behaviour, or future decisions to be made (Ferreira, 2004, p. 333; Compton, 2005, p.4). In this way, the "solution to the problem is emphasised and the available resources to reach a solution are highlighted, instead of the problem at hand being over-emphasised" (Ferreira, 2004, p. 333).

A detailed explanation of the theoretical framework informing this study will be presented in Chapter 2.

1.6.2 Research Design

The research design focuses on the end product, such as what kind of study is being planned, what kind of results are being aimed at, as well as what kind of evidence is required to address the research question adequately (Babbie & Mouton, 2001, p. 75).

Durrheim (2006, p. 36), defines design as a strategic framework or a plan that guides research activity to ensure that sound conclusions are reached. According to Durrheim (2006, p. 35), designing a study involves "multiple decisions about the way in which the data will be collected and analysed in order to ensure that the final reports answers the initial research question".

With these frameworks in mind, this research was set out as follows: the end product was to understand (through an interpretative, qualitative framework) the experiences of a high school learner who is experiencing a speech-flow difficulty; the research question (as mentioned earlier) was to find out how a learner with a speech-flow difficulty is being supported; and the kind of evidence required to address this question adequately was gathered through a case study design, incorporating various other methods, which will be discussed below.

Stake, (2005, p. 443), defines a case study as a form of research that is defined by an interest in an individual case and is emphasised due to the fact that it draws attention to the question of what can be learned from the case. Stake (2005, p. 443) further states that case studies optimise understanding by "pursuing scholarly research questions" and that they gain credibility by "thoroughly triangulating the descriptions and interpretations". From a qualitative perspective, the case study will concentrate on the "experiential knowledge of the case" and pay close attention to "the influence of it's social, political, and other contexts." (*Ibid*) The case study will be discussed in more detail in Chapter 3.

1.6.3 Research Methods

The following research methods were selected due to the fact that they could be implemented by means of an interpretive, qualitative approach whereby the aim was to understand the needs of the learner.

According to Durrheim, (2006, p. 48), a research design should have a plan for action which should include the techniques used in executing the research. These techniques will be divided into three categories; namely: sampling, data collection and analysis (*Ibid*).

1.6.3.1   Selection of Participants

Durrheim (2006, p. 49), defines sampling as "the selection of research participants from an entire population, and involves decisions about which people, settings, events, behaviours, and/or social pressures to observe". Who, or what, the researcher aims to study is known as the unit of analysis (*Ibid*).

The unit of analysis chosen for this study was a learner in a mainstream high school who is experiencing a speech-flow difficulty. Durrheim (2006, p. 49) states that rather than insisting that samples should be representative, qualitative researchers should ensure that their findings are transferable. Babbie and Mouton, (2001, p. 85) state that researchers can note the characteristics of individual people, and then combine these descriptions to provide a composite picture of the group the individuals represent.

The researcher therefore made use of purposive sampling (for reasons of convenience), as the research participant I selected would represent a good example of the phenomenon in question (Durrheim, 2006, p. 50). I aimed to argue that the needs of such a particular learner are (mostly) probable in other learners of similar circumstances, and that therefore, understanding the needs of one learner, can better help the researcher to understand the needs of others.

Purposive sampling, along with the selection of the participant, will be further discussed in Chapter 3.

1.6.3.2   *Methods of collection and analysis*

Data Collection

According to Durrheim, (2006, p. 52) as well as Denzin and Lincoln, (2011, p. 3), qualitative methods of data collection include observation and interviewing, as these methods are favoured by researchers working within the interpretive paradigms as they provide insight into the meaning in the lives of the individual. Data was gathered by employing the following techniques: interviews, with the identified participant and her parent, of a semi-structured format, her diary entries, a timeline of the participant's life presented by her, notes of my observations of the learner in her school environment, as well as my own reflections in a research journal. The researcher was also allowed access to the following documents: the learner's school reports, the workbook that the learner makes use of in speech therapy, as well as a report from the learner's speech therapist.

The purpose of interviewing is to allow us to enter the other person's perspective and gain insight into their experiences, concerns, beliefs, values, knowledge and ways of seeing and thinking (Patton, 2002, p. 10; Chase, 2011, p. 424; Schostak, 2006, p. 10). In-depth interviewing, involves "asking open-ended questions, listening to and recording the answers, and then following up with additional relevant questions" (Patton, 1987, p. 10).

Mark Freeman (2006) as cited in Chase, 2011, p. 424 calls the material gathered from interviews "big stories". He argues that their particular value as data is that they "allow the narrator distance from and thus the opportunity to reflect on significant life events." Therefore, interviews contribute to a stronger understanding of those

environments and their impact on individual narratives (Chase, 2011, p. 424; Schostak, 2006, p. 10).

According to Chase (2011, p. 423), when narrative researchers gather data through in-depth interviews, they work at transforming the interviewee-interviewer relationship into one of narrator and listener. This requires a shift from the conventional practice of asking research participants to generalize about their experiences to inviting narrators' specific stories (*Ibid*).

The Interview Guide approach entails a list of questions or issues that are to be explored in the course of the interview; this is intended to ensure that the same general areas of information are collected from each interviewee; but still allows a degree of freedom and adaptability in getting the information from the interviewee (Patton, 2002, p. 10; Chase, 2011, p. 423). Therefore, the researcher was able to follow a set group of questions, whilst being able to deviate from them by following a new idea that arose during the interview process.

The diary entries and a timeline of the participant's life enabled the researcher to obtain a deeper understanding from the perspective of the participant herself. The aim of this research was to understand the needs of a learner, and therefore, her own personal reflections about her environments were useful. The researcher should avoid simply accepting everything at face value, but should instead consider the raw data (Berg, 2007, p. 179). In order to accomplish this, the researcher should make use of an "internal dialogue that repeatedly examines *what the researcher knows* and *how the researcher came to know this*" (*Ibid*). The researcher's own reflective notes were therefore useful in order to better enable the researcher to categorise her own thoughts and beliefs and help her to stay on the right track during the research process (*Ibid*).

The purpose of using observation as one of my methods is to try to understand what it feels like to actually *be* one of the participants in the study. According to Patton (1987, p. 73), there are several advantages to using observation. Firstly, the researcher is better able to understand the context within which activities occur. Secondly, this first-hand experience with a case "allows the evaluator to be inductive" in her approach. Thirdly, the researcher has the opportunity to see things that often escape conscious awareness among participants. A fourth factor is that

the observer can learn about things that the participants may be unwilling to talk about in an interview. Also, these observations permit the researcher to move beyond the perceptions of others that they choose to select. Lastly, the researcher is able to have first-hand experience to access personal knowledge in order to effectively understand the participants being observed. (Patton, 1987, p. 74; Silverman, 2000, p. 89).

According to Angrosino and Rosenberg (2011, p. 467), qualitative researchers are observers both of human activities and of the physical settings in which such activities take place. "…(O)bservations typically take place in settings that are the natural loci of activity". (*Ibid*)

Analysis of data

It is important to ensure that the type of data analysis used matches the relevant research paradigm and can answer the research question (Durrheim, 2006, p. 52). In this research (using the interpretative, qualitative paradigm), qualitative data analysis was the most suitable form of data analysis. Qualitative data analysis involves identifying themes in the data and the relationship between these themes (*Ibid*). The identification of the various themes can be determined through coding the data. The details of the coding process as well as qualitative data analysis will be discussed in Chapter 3.

1.6.4 Data Verification

The researcher attempted to ensure the credibility, dependability, transferability, and confirmability of the research (Merriam, 2009, p. 216).

Credibility involves the acceptance that the research is subjective and that there are many factors which influence it (Merriam, 2009, p. 213). The researcher must therefore be aware of the fact that her research will be influenced by her own values and beliefs. Dependability, on the other hand, involves the question of whether the study's findings are likely to be repeated in other, separate studies (*Ibid*). Transferability refers to whether it would be possible to generalise the research findings (Merriam, 2009, p. 224). Merriam (*ibid*) suggests that "we need to think of generalisability in ways appropriate to the philosophical underpinnings of qualitative research" so that findings can be transferred to similar contexts and situations.

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Lastly, confirmability involves ensuring that the research reflects the views and opinions of the participant, and not necessarily those views of the researcher (Merriam, 2009, p. 216). These terms will be further discussed in Chapter 3.

The strategies of assuring the quality of the research project, involve triangulation of data, an audit trail, peer examination, reflexivity and attempting to find rich descriptions of the participants' experiences by using different methods to elicit the telling thereof. These methods will also be further discussed in Chapter 3.

1.6.5 Ethical Considerations

Due to the fact that the researcher was working with a minor, there were a number of ethical concerns present. The learner has rights which the researcher has a responsibility to protect, such as; the right to privacy. Therefore, due to the sensitive nature of the research, the researcher must accept the fact that the learner may not have wanted to divulge certain information. The researcher therefore needed to ensure that the minor's feelings and needs were not damaged or hurt in the process of the study (Daniels, 2012). Should it have become visible that the participant(s) experienced distress during the interviews and the rest of the research process, the participant(s) would have been referred to an appropriate professional who would have been able to support and monitor the distress and intervene effectively. The researcher had ensured that there was a psychologist on stand-by who had agreed to be available if the need arose.

The above ethical concerns were addressed in the informed consent process and are indicated on the consent forms in Addendums A to F.

Allan (2009) identified five ethical principles, namely; beneficence and non-maleficence, fidelity and responsibility, integrity, justice, and respect for people's rights and dignity, which are important to keep in mind when planning and executing research. With these in mind, the researcher aimed to attempt to benefit the participant experiencing a speech-flow difficulty by undertaking to support her better in her school environment, and ensuring that she does not come to any harm in the research process (*Ibid*). The researcher aimed to achieve this by establishing a relationship of trust, honesty and mutual respect with the participants of the study, so

that if there was a feeling of uneasiness, this would be readily communicated to the researcher.

According to Hofman (2004, p. 652), informed consent forms are designed with objectives that include an assessment of a participant's capacity to consent to participation. By informing the participant of what the study entails, helps to ensure that they are able to make informed decisions when they do choose to participate (*Ibid*). The learner also has a right to be responsible for decisions directly and indirectly affecting them (Daniels, 2012).

According to Daniels (2012), the researcher is under obligation to ensure that she upholds a strict principle of confidentiality. It is thus important to ensure that the learner remains anonymous, unless it has been arranged prior to the study that the name is not to be kept anonymous. Pseudonyms have been used in place of all actual names.

Furthermore, no one, besides the researcher and her supervisor have been allowed access to the data and files. The participants have also been made aware of who had this access before the study began. Also, no correspondence has been examined without clear authorisation (Daniels, 2012).

Lastly, due to the fact that the study focuses on an emotional subject, (the feelings/needs/experiences of a learner), the participant needed to be comfortable to voice her opinions without fear that the researcher will discuss this with others. This principle of openness therefore needs to tie in with the confidentiality principle that researchers are required to uphold.

1.7   THE RESEARCHER'S OWN POSITION

Due to this being an interpretive study, in order to better understand the interpretations made in this study, it is firstly necessary to describe my worldview and which assumptions form the basis for my own 'meaning-making' of the data.

As stated in the motivation for the study, during my experience as an English language teacher, I was faced with the challenge of assessing a learner experiencing a speech-flow difficulty during an oral task. I found this assessment to be unfair on this learner and I was concerned that learners who are experiencing

speech-flow difficulties are not being assessed fairly, in line with the principles of inclusive education.

I therefore became interested in how a learner experiencing a speech-flow difficulty *feels* in a high school and I began to question whether a learner such as this would feel that she was receiving the necessary support from the structures around her. Our education system is meant to be of an inclusive nature, and I wanted to find out if learners who are experiencing speech-flow difficulties are being effectively accommodated within mainstream high schools. As a result, I wanted to understand the experiences (at school and at home) of a learner experiencing a speech-flow difficulty in order to (perhaps) be better able to effectively accommodate her within her educational environment.

1.8   A REVIEW OF THE KEY CONCEPTS

1.8.1 Needs

In this thesis, I shall use the term needs as follow: Needs would refer to learning and emotional supportive actions that would benefit the learner, and that she would require from her parents, friends, teachers and the school in general in order to maintain a state of optimal learning and general well-being.

1.8.2 Support

Support will refer to the necessary interventions that the learner's parents, friends, teachers and the school in general can perform in order to assist the learner so that she is able to maintain the above-mentioned state of well-being. According to Landsberg (2005, p. 48), learning support assumes a collaboration of role-players (e.g. family members), an adaptation of the curriculum, peer support and specialised intervention and counselling when and if necessary.

1.8.3 Speech-flow difficulty

A speech-flow difficulty is defined as a difficulty in speaking, whereby the learner's speech-flow is restricted due to a stutter. According to Ham (1990) as cited in Koc, (2010, p. 301), a speech disorder is classified as a type of speaking behaviour which noticeably hinders communication, negatively affects the speaker and the audience, and exhibits substantial abnormality from standard and acceptable speech patterns.

1.8.4 Assessment

Assessment is a way of evaluating the ability of a learner by means of some form of test, be it an informal or formal one. Continuous assessment involves an assessment of the learner's abilities over a certain period of time. The Department of Education (2012) has a policy in which they explain where assessment can be adapted or altered in order to best suit the needs of the individual learner.

1.9 STRUCTURE OF PRESENTATION

This research report has been set out as follows:

Chapter one focused on introducing the study and providing a background to the study, as well as the motivation for the study. It has also provided an outline of the research process undertaken along with ethical considerations.

Chapter two provided a detailed review of the literature researched. It focused on the theories of the bio-ecological model and positive psychology, whilst addressing concepts such as learning support, inclusive education, support needs, resiliency and adolescence.

Chapter three provided an explanation of the research process undertaken. Here, the research methodology, research design and research paradigm was discussed.

Chapter four provided the presentation of the research findings based on the data analysis, a discussion as well as the interpretation of these findings.

Chapter five provided a summary of the findings of the study, and how it resonates and responds to the research questions. A discussion of the strengths and limitations of the study and recommendations for further research was included.

1.10 CONCLUSION

The purpose of this chapter was to introduce the research process by providing the reader with a background to the study in order for the research to be contextualised. A motivation was provided to indicate the importance of the research, as well as an outline of the research process to be followed from within a particular theoretical framework.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

The basic purpose of a literature review is to give an overall, comprehensive review of previous works on the topics considered in the report, as well as to indicate where this research fits into the general body of scientific knowledge. (Berg, 2007, p. 350; Babbie, 2002, p. 430). To some extent, the literature review also foreshadows the researcher's own study, as the researcher aims to find 'gaps' in previous research in order to build on the existing knowledge by paying close attention to, and drawing on, the factors that have not been considered in much detail (Berg, 2007, p. 350; Babbie, 2002, p. 430).

According to Hartley (2008, p. 87), the general purposes of a literature review can be to: show the history of a field; review the work done in a specific time period; plot the development of a line of reasoning; integrate and synthesise work from different research areas; evaluate the current state of evidence for a particular viewpoint; and, lastly, reveal inadequacies in the literature and point to where further research needs to be done.

Therefore, this literature review focused on defining a speech-flow difficulty and understanding it, within the frameworks of inclusive education, a bio-ecological perspective, as well as positive psychology. Through these lenses, the researcher aimed to view the learner who is experiencing a speech-flow difficulty as an adolescent and attempted to identify her own individual support needs, as well as her resilience in dealing with her speech-flow difficulty. The purpose of this was to attempt to identify what the experiences are of an adolescent who is experiencing a speech-flow difficulty within a mainstream high school, and thereby attempt to find measures which will continue to support this learner throughout her life.

2.2   LANGUAGE IN LEARNING

In order to effectively understand what a speech-flow difficulty entails, it is useful to understand the purpose of communication and, therefore, language. Throughout this thesis, I will be referring to language in two ways: firstly; as a means of

communication itself, and, secondly; as a school subject, where one would study their 'home' or 'additional' language. Both uses of language are vital for human beings to be able to communicate with each other.

For the purposes of this thesis, the language in question will be English, as this is the home language of the researcher as well as of the participant learner who is experiencing a speech-flow difficulty. Although English is one of the eleven official languages, the majority of South Africans do not speak English as a home language (Crystal, 2003). According to Crystal (2003, p. 45), in 2002, English was spoken as a first language by about 3.7 million people out of a population of over 43.5 million.

According to the Department of Education (2011, p. 8), a 'Home Language' is the language first acquired by learners. However, many South African schools do not offer the home languages of some or all of the enrolled learners, but instead have one or two languages offered at Home Language level (*Ibid*). Therefore, the labels 'Home Language' and 'First Additional Language' refer to the proficiency levels at which the language is offered and not necessarily the native or acquired language (*Ibid*).

The Department of Education (2011, p. 8) defines the 'Home Language' level as a level of proficiency which reflects "the mastery of basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum." Emphasis is therefore placed on the teaching of the listening, speaking, reading and writing skills at this language level.

Language itself plays a large role in education. According to the Department of Education (2011, p.9), learning a language should enable learners to achieve the aims displayed in the table on the following page:

Table 2.1: The specific aims of learning languages:

The Specific Aims of Learning Languages are to:	
- acquire the language skills required for academic learning; - listen, speak, read/view and write/present the language with confidence and enjoyment; - use language appropriately, taking into account audience, purpose and context; - express and justify, (orally and in writing), their own ideas, views and emotions confidently in order to become independent and analytical thinkers; - use language and their imagination to find out more about themselves and the world around them;	- use language to access and manage information for learning across the curriculum and in a wide range of other contexts; - use language as a means for critical and creative thinking; for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research and critique.

Adapted from: Department of Education (2011, p. 9).

Language is thus a tool in the form of a multi-dimensional and open system in which humans communicate their thoughts to others who are familiar with the specific language system, in order to make better sense of the world they live in (Dednam, 2011, p. 126; Department of Education, 2011, p. 8). However, it would thus seem as though there is an intense focus on and expectation of learners' abilities to speak, as well as to be proficient, in the other functions of language.

According to the Department of Education (2011, p. 8), learning to use language should effectively enable learners to:

> *acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich,*

powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

However, when there is a difficulty in using language effectively, a difficulty in communicating with others may develop. The main functions of communication are displayed in the diagram below:

The main functions of communication

Informing	Expressing Feelings	Imagining	Ritualising	Controlling
is to give informative content to others by means of essays, lectures, reports, demonstrations, discussions, etc.	is communicating feelings, verbally or non-verbally, about oneself to others. These include feelings, such as love and appreciation.	includes creative communication activities like dramatisation, fantasy and story-telling.	covers ordinary speech acts like greeting, introducing and teaching.	takes place when one person tries to influence the thoughts and actions of another through threats, commands, arguements, etc.

Figure 2.1: The main functions of communication

Adapted from: Tchudi (1994, p. 55) as cited in Dednam (2011, p. 127)

One particular difficulty in using language effectively is represented by the phenomenon of *stuttering*. This form of a speech-flow difficulty affects about 5% of human beings, and therefore there are quite a few children, in particular, who are experiencing a speech-flow difficulty within the schooling system (Davis, Howell & Cooke 2002, p. 939). Due to the fact that the subjects learners take in high school use language as a medium of instruction, and are therefore based on assumed language proficiency, learners who are experiencing a stutter may struggle in *all* of their subjects, and not necessarily only in their language subject.

It is important to note, however, that difficulties in language are not necessarily associated with stuttering onset or persistence, and that stuttering has little or no impact on language development (Nippold, 2012, p.183). An alternative reason for stuttering provided by Nippold (2012, p. 183) is that individuals who stutter could have a "compromised motor control system that makes it difficult for them to move forward in speech" and, therefore, "the tie to language lies not in a deficient linguistic system but in difficulty expressing the intended meaning via a fully functional speech system."

The fact that stuttering is not related to language ability could be the possible reason for the fact that stuttering in school children, and, in particular, high school children, has not received much attention in the past. Nippold and Packman (2012, p. 338) have stated that, although progress has occurred in the management of stuttering in school-age children and adolescents, important questions remain unanswered concerning the most effective techniques and strategies to use in helping students who stutter to achieve more fluent and natural-sounding speech. Also, despite the fact that the treatment of stuttering in preschool children is frequently addressed in the research literature, the same cannot be said for school-age children and adolescents (Nippold & Packman, 2012, p. 340). As a result, this presents challenges to educators who do not always know how to effectively support and communicate with learners who stutter in their classrooms.

According to Davis et al. (2002, p. 939), stuttering is a widespread disorder that affects approximately 5% of the population at some time in their life. It is also reported that the disorder disproportionately affects children. The usual age of onset is between three and five years, and only small differences have been found between boys and girls, although, as adults, men are more likely to stutter than women (Davis et al., 2002, p. 939; Yairi & Ambrose, 2012, p. 74). Around 80% of young children who are diagnosed with a speech-flow difficulty recover to normal fluency during school years, either naturally or with some clinical interventions, and around one in a hundred of the adult population persist in their stuttering (*Ibid*). Yairi and Ambrose (2012, p. 75) conclude that, at present, there is a 0.72% life-span prevalence of stuttering.

Stuttering is not only prevalent in the first language of the individual (Van Borsel, Maes & Foulon, 2001, p. 179). Major findings are that "stuttering is probably more prevalent in bilinguals than monolinguals; that stuttering can affect one or both languages" and, that "the two languages may be equally or differently affected" (*Ibid*).

Although the number of individuals who are experiencing stuttering may be 'small' in comparison to the rest of the population, there is a large disparity between the paths of "recovery and persistency" (Yairi & Ambrose, 2012, p. 83). Some learners who are experiencing a speech-flow difficulty in our high schools may find that their stuttering decreases, however, there will be some learners whose stuttering persists; either way, all of these learners deserve the necessary support.

2.3   SPEECH-FLOW DIFFICULTIES

The literature review on a speech-flow difficulty will focus on the following different aspects, namely; what is meant by the term, the implications of speech-flow difficulties, the experiences of a person/child with a speech-flow difficulty, as well as the support required for a person who is experiencing a speech-flow difficulty.

A speech-flow difficulty is any difficulty, or 'disorder' that an individual may have in speaking; be it struggling to formulate words, struggling to string words together in a sentence, or, struggling with when to stress certain sounds. (These types of language formulation will be discussed below). The term, 'speech-flow difficulty', can be used to describe both *normal* disfluencies in speech (i.e. displayed by persons who do not stutter) and *abnormal* disfluencies in speech (i.e. displayed by persons with speech production disorders such as acquired neurogenic stuttering, cluttering and developmental stuttering) (D. Klop, personal communication, 30 January, 2014). According to Ham (1990) as cited in Koc, (2010, p. 301), a speech disorder is classified as:

> *any speaking behaviour which noticeably hinders communication, negatively affects the speaker and the audience, and exhibits substantial abnormality from standard and acceptable speech patterns.*

Speech disorders are generally observed in social environments and the most noticeable of this type of disorder is stuttering (Koc, 2010, p. 301).

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2.3.1 Terminology used

Many people speak of 'stammering' as opposed to 'stuttering'. According to Jonas (1979, p. 7), the terms 'stuttering' and 'stammering' are the same thing; the latter was more of an older usage, which was preferred in England. Bloodstein (1993, p. vii) also refers to stuttering as "sometimes (being) called" 'stammering'. However, Bogue (2009, p. 67), defines *stuttering* as something which manifests itself in loose or hurried (or in some cases, slow) repetitions of sounds, syllables or words, whereas with *stammering*, the manifestation takes the form of an inability to express a sound, or to begin a word or a sentence. For the purposes of this thesis, I will be making use of the term, *stuttering*, as encompassing all of the above-mentioned difficulties. The Oxford Dictionary (2013) defines a stutter as occurring when one talks with continued involuntary repetition of sounds, especially initial consonants.

According to Turkington & Harris (2006, p. 62), stuttering is a disorder of speech flow and can also be referred to as disfluency. Guitar (2013, p. 5), however, describes disfluency to denote interruptions of speech that may be either 'abnormal' or 'normal'. Therefore, it can apply to natural pauses, repetitions and other hesitations that occur in the speech of people with usually 'normal' speech, but, can *also* apply to moments of stuttering (*Ibid*). A speech-flow difficulty can therefore either include terms such as disfluency, and not 'just' a stutter, or, the term 'disfluency' can be used interchangeably with the term, 'stutter" (Guitar, 2013; Turkington & Harris, 2006).

However, the focus of this study is one in which the aim is to move away from the more medical model, (where attention would be drawn towards the individual's 'disability'), and instead draw more focus towards the individual themselves, (where attention would be drawn towards the individual's needs as well as strengths and assets). I will therefore be referring to a *speech-flow difficulty* throughout this thesis, but will make use of the term, 'stutter', when describing the specific actions of the individual.

2.3.2 The Implications of Speech-flow Difficulties

When a child is born, the language areas in the left temporal lobe of the brain are developed to the extent that the child is able to accommodate language use effectively (Dednam, 2011, p. 129). Children are not formally taught how to speak;

they learn language mainly through listening to others talking and using the language (O'Grady, 2005, p. 2; Dednam, 2011, p. 129; Hoff, 2012, p. 32).

According to O'Grady (2005, p. 2), children can make and hear contrasts among dozens of speech sounds. Most children use *echolalia*, which is a parrot-like repetition, to learn language, even though they may not necessarily know the meanings of words (Dednam, 2011, p. 129; O'Grady, 2005, p. 3). They copy the sounds and words they hear, and eventually begin to copy phrases and sentences that they hear people repeat around them, although they start using words and learning their meanings before they have actually mastered all of the language's sounds (*Ibid*).

According to Hoff (2012, p. 32), a human's language-learning capacity as well as their language-making capacity is dependent on the development of the brain. Therefore, in the same way that the brain is responsible for the development of language, it also has a role to play in the formulation of language itself, and we can thus assume that a child's language ability is linked to a their social and cognitive development (Hoff, 2012, p. 32; Brooks & Kempe, 2012, p. 3).

This language ability develops gradually while the child relates with others. As their knowledge increases, their speech motor skills and perceptions also develop at this stage and they are not only able to pick up words, but are also able to notice facial expressions and eye contact (Dednam, 2011, p. 129; Brooks & Kempe, 2012, p. 8). Therefore, language leaning in infancy depends crucially on the social interaction the child receives (Brooks & Kempe, 2012, p. 36; Topping, Dekhinet & Zeedyk, 2011, p. 414). It is at this stage, therefore, where the child should be able to develop moving the mouth and tongue correctly (Dednam, 2011, p. 129).

According to Deiner (2013, p. 275), it is challenging to be able to identify difficulties in speech, due to the developmental nature of communication. However, Dednam (2011, p. 129) identifies which level of language development children should be at according to their age. According to Dednam (2011, p. 129), Topping et al. (2011, p. 413), and Rose, Feldman and Jankowski (2009, p. 134), at the age of two to three years, children should start speaking by saying words, even though these words may not be correctly pronounced. At the age of four, their sentence structures should be used in the correct order and include prepositions (such as 'on', 'next to', 'over',

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'under', etcetera) and children should experience a rapid increase in their vocabulary and should be able to speak about a vast number of topics for longer periods of time (Dednam, 2011, p. 129; Fasold & Connor-Linton, 2006, p. 218). By the time the child is able to speak in a way which resembles the language used by adults; this quick development of spoken language will diminish (Dednam, 2011, p. 129).

According to Dednam, (2011, p. 128) and Fasold and Connor-Linton (2006, p. 214), there are three dimensions to a language, namely; form, content and function. Form is the "rule systems of all languages"; content refers to the meaning of words in sentences; and function is associated with the social and cultural aspects of language use, as well as the non-verbal behaviour of a person (*Ibid*).

These dimensions are displayed in the diagram on the following page:
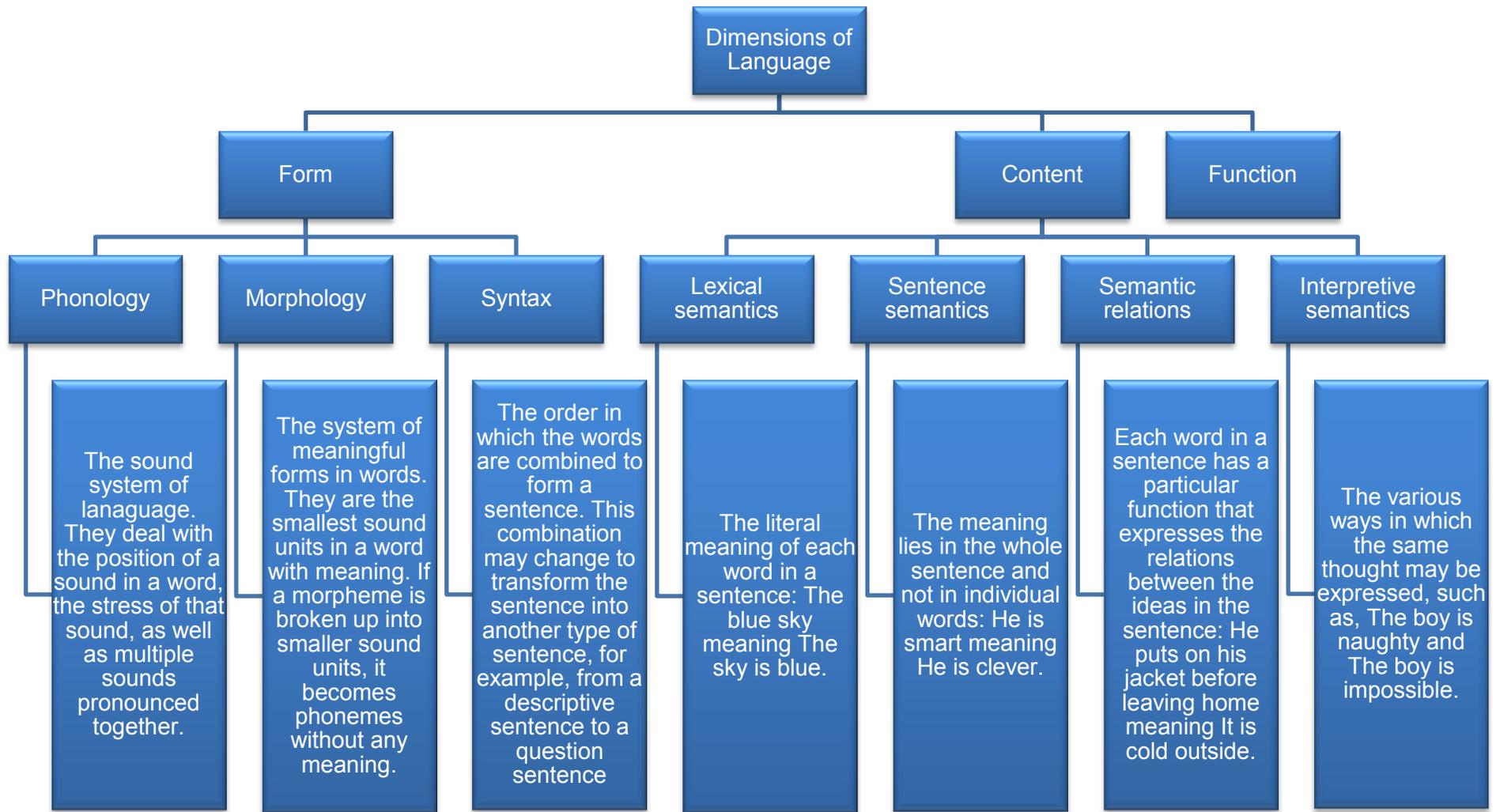
Figure 2.2: Dimensions of language

Adapted from: Dednam (2011, p. 128)

Based on the above diagram, it would thus seem as though some parts of the current school curriculum within language education might pose a challenge to children who experience a speech-flow difficulty. The content of language curricula will be discussed more thoroughly later on in this chapter.

Both Koc (2010, p. 301) and Guitar (2013, p. 7) state that stuttering occurs when some people cannot speak with continuous rhythm and fluency. It is characterised by an abnormally high frequency and/or duration of stoppages in the forward flow of speech. While speaking, they recoil, falter, repeat some sounds, prolong some sounds and block others (*Ibid*). A person who is experiencing a 'stutter' will therefore react "to his repetitions, prolongations, or blocks by trying to force words out, or by using extra sounds, words or movements in his efforts to become "unstuck" or to avoid getting stuck" (Guitar, 2013, p. 7). There are also secondary behaviours of stuttering, such as eye blinks, or word substitutions in order to 'escape' or 'avoid' the core behaviour of stuttering itself (Guitar, 2013, p. 19).

Koc (2010, p. 301) states that although familial disposition and inflammatory diseases have been found to cause stuttering, the disorder generally appears for psychological reasons. Guitar (2013, p. 5), on the other hand, states that the cause of stuttering is still a mystery; however, he proposes a few possible causes. Firstly, stuttering could be caused by genetics, whereby the child will inherit some condition which will make that child more likely to stutter; and secondly, most children who stutter begin stuttering between two and five years of age, which is round about the same time that many typical stresses of early childhood development are occurring (*Ibid*). The learner's experiences may also originate from the relationships and interactions regarding the stuttering, as one can see in the table on the following page.

There can be many other possible causes for stuttering; such as a traumatic childhood injury (Koc, 2010, p. 301; Guitar, 2013, p. 26) or even parental depression (Paulson, Keefe, & Leiferman, 2009, p. 254). Guitar (2013, p. 6), however, identifies four possible factors that could lead to the development of stuttering. These are displayed in the table on the following page:

Table 2.2: Possible factors leading to the development of stuttering

Possible Factors Leading to the Development of Stuttering
• Genetic and congenital influences predispose the child to stuttering.
• Speech and language acquisition and other developmental influences precipitate mild disfluencies.
• Environmental influences such as criticism of speech or stressful events cause disfluencies to become chronic stuttering.
• Repeated frustration and embarrassment with stuttering lead to negative feelings and attitudes about communication.

Adapted from: Guitar (2013, p. 6)

According to Bloodstein (1993, p. vii), most researchers have however come to the conclusion that stuttering probably comes about through an 'interaction' of hereditary as well as environmental factors.

2.3.2.1   Degrees of Stuttering

According to Lavid (2003, p. 5), there are various forms of stuttering. Stuttering itself can be named "developmental stuttering" in order to differentiate between "occasional" stuttering, which can affect everyone. Lavid (2003, p. 4) defines stuttering as an "observed disruption in the normal fluency and mannerisms of speech." Stuttering is therefore a 'disfluency' of 'normal' speech. The table on the following page displays the various types of stuttering according to Lavid (2003, p 4-5):

Table 2.3: Types of stuttering

Developmental Stuttering	
Disfluencies that occur within words	**Disfluencies that occur between words**
Sound and syllable repetitions "Wh-Wh-What time is it?"	*Interjections* "What ummmm time is it?"
Sound prolongations "Wh--------at time is it?"	*Audible and silent blocking* (the person attempts to speak, while little or no sound is emitted) "What (pause) time is it?"
Broken words "Wh (pause) at time is it?"	*Circumlocutions* (word substitutions to avoid problematic words or paraphrasing the intended sentence using different words) "Wh -------- Do you have the time?"
	Monosyllabic whole-word repetitions "I-I-I have the time."

Adapted from: Lavid (2003)

2.3.3 The Experiences of a Child/Person with a Speech-flow Difficulty

According to Bricker-Katz, Lincoln and McCabe, (2009, p. 1743), people who are experiencing a stutter report a range of feelings in response to their stuttering and in response to the real or imagined reactions of other people to their stuttered speech. Stuttering in younger adults may predispose people who stutter to anxiety which can manifest in social anxiety, fear of negative evaluation and consequent avoidance of speaking situations (Bricker-Katz et al., 2009, p. 1743). It can also lead to social, behavioural and emotional difficulties (Topping et al., 2011, p. 413).

Bricker-Katz et al. (2009, p. 1743) further state that although children may feel anxious when speaking, stuttering itself is *not* an anxiety-based disorder since it has been demonstrated that people who stutter are not inherently more anxious than people who do not stutter. However, the consequences of stuttering can induce an anxiety component.

Older people, according to Bricker-Katz et al. (2009, p. 1744), feel that stuttering does not limit their communication to the same degree as they reported it did when they were younger. In other words, as these people grew older their attitude towards speaking became less negative. They felt less constrained by their stuttering because they felt less pressure on them to be fluent and this appears to have lessened the experience of 'handicap' for them.

In younger people who stutter, however, research has shown that negative speaking experiences establish negative attitudes towards communication and that these attitudes play a role in aggravating the speech difficulty (Bricker-Katz et al., 2009, p. 1744). Also, with a negative attitude to communication, learners who are experiencing a speech-flow difficulty may simply stop trying to communicate in order to avoid the negative experience, or, may even develop a social phobia.

According to Iverach et al. (2010, p. 1179), social phobia is:

> *a debilitating anxiety disorder characterized by persistent and excessive fear of embarrassment and negative evaluation in social or performance-based situations, resulting in distress, avoidance, and significant impairment in daily functioning.*

According to Davis et al. (2002, p. 949), the reason for thinking that social acceptance might affect children who stutter is that they are often reluctant, or unable, to participate verbally in school activities (or social groups in general). In turn, this may lead them to be seen as shy or withdrawn and possibly, because of these perceived characteristics, to have difficulties in peer relationships, making them targets of bullying (Davis et al., 2002, p. 949).

Treatments, according to Prins and Ingham (2009, p. 256), used to be based on fluency enhancement procedures that measured success in terms of "the decreased number of spasms in the stutterer's speech". Such treatment, however, fails to target what accounts for "most of the abnormality" in stuttering, which is the learned and modifiable struggle or avoidance behaviour (Prins & Ingham, 2009, p. 256). However, an attempt to improve fluency may appear to be effective at the time, but this improvement will not necessarily be a permanent one due to the fact that the speech difficulty is inherent (Prins & Ingham, 2009, p. 256).

2.3.4 Support for Speech-Flow Difficulties

The best way to decrease stuttering is through modelling (Prins & Ingham, 2009, p. 258). Modelling is a "procedure for learning by observing another person's or one's own performance". It is assumed that individuals will acquire a desired behaviour without having to perform it. Prins and Ingham (2009, p. 259), state that through "self-observation, self-judgment, and self-reaction, people learn to exercise and maintain control over their behaviour". This may give them a feeling of confidence if they feel as though they have some form of control over their speech difficulty.

According to Nippold (2010, p. 137), despite the long-standing interest in adolescent language disorders and the fact that all students with language disorders should receive support, most speech therapists spend the majority of their time working with preschool or primary school children, leaving little or no time to work with adolescents in high school. Nippold (2010, p. 137) states that many school administrators believe that it is too late to help adolescents overcome their language disorders, and that a district's limited resources must be devoted to "helping younger students succeed, thereby preventing future social, academic, and vocational problems."

However, high school learners are able to receive support, provided the educators work in a collaborative manner with all of the people who have an influence in the child's life. For example, the parents need to develop a strong communication system with the teachers, and the teachers in turn need to develop a strong communication system with the management of the school. Also, all parties involved need to have a willingness to assist learners who have a speech-flow difficulty.

In a study conducted by Yaruss, Coleman and Hammer (2006, p. 118), the responses to a questionnaire indicated that treatment helped families learn about stuttering and about strategies that facilitate children's fluency. This treatment includes parent-focused components that help parents modify their communication style to support the child's development of fluent speech and reduce their concerns about their child's stuttering, as well as child-focused components that help children improve their fluency and reduce their own concerns about stuttering (Yaruss et al., 2006, p. 118).

According to a study conducted by Davis et al. (2002, p. 939), children who stutter were rejected significantly more often than their peers and were significantly less likely to be popular. When compared to children who do not stutter, the children who stutter were less likely to be nominated as 'leaders' and were more likely to be nominated for the 'bullied' and 'seeks help' categories (Davis et al., 2002, p. 939).

2.3.4.1   *Speech Therapeutic Interventions*

According to Prins and Ingham (2009, p. 254), the modern era for research and treatment of stuttering began around 1925 with the establishment at the University of Iowa of the first truly academic program for the study of speech disorders.

Since then, two basic behavioural management approaches for treating older children and adults who stutter have been practiced. According to Prins & Ingham (2009, p. 254), both focus on altering behaviour associated with the occurrence of stutter events, however, they focus in different ways. One has come to be identified as fluency shaping (FS). It seeks to reduce or eliminate the occurrence of stutter events. The other, usually identified as stuttering management (SM), seeks to normalize reactions to the occurrence of those events (Prins & Ingham, 2009, p. 254). In other words, FS teaches the person who stutters to produce fluent speech in a manner that prevents the fluency disruptions that trigger stuttering reactions. Its goal is therefore to obtain a stutter-free speech. SM, on the other hand, teaches the person who stutters to react to fluency disruptions calmly, without unnecessary tension or struggle. Rather than stutter-free speech, its goal is speech that, although 'disfluent', is free of unnecessary effort (Prins & Ingham, 2009, p. 254).

2.3.4.2   *Preventative Measures and Interventions*

An important preventative approach can be that of Prilleltensky and Peirson as cited in Nelson and Prilleltensky (2010). This approach is based on the ecological metaphor and prevention and promotion.

The ecological metaphor can be defined as the "relationship between individuals and the multiple social systems in which they are embedded" (Nelson & Prilleltensky, 2010, p. 77). This is important for educators as they usually tend to spend too much time focusing on the individual themselves and not enough time on understanding her surrounding factors.

Prevention involves the attempt to "reduce environmental stressors and to enhance host resistances to those stressors" (Nelson & Prilleltensky, 2010, p. 85). Primary prevention aims to reduce the incidence or onset of a disorder in a population and secondary prevention aims to detect problems early and intervene appropriately. According to Nelson and Prilleltensky (2010, p. 85) there are three defining features of prevention: First, with successful prevention, new cases of a problem do not occur. Second, prevention is not aimed at individuals, but at populations, as the goal is to ensure a decline in incidence and third, preventative interventions focus on preventing mental health problems as well as possible secondary results.

Health promotion is linked quite closely to prevention. Prevention focuses on reducing problems, whereas promotion focuses on the "enhancement of health and well-being in populations" (Nelson & Prilleltensky, 2010, p. 87). This also resonates with the positive psychological approach to understanding and promoting wellness, as previously discussed. Health promotion is important in the schooling system in order to prevent illnesses or emotional difficulties from occurring. However, it appears that there is little that can be done in order to prevent stuttering, as the exact cause(s) seems to be unclear.

According to Packman (2012, p. 226), there are many treatments currently available for stuttering. These range from direct interventions, which are intended to reduce the severity and/or frequency of the speech behaviours of stuttering, to those which are intended to alleviate anxiety and other mental health issues that may accompany the disorder (Packman, 2012, p. 226; Yaruss et al., 2006, p. 118).

Ramig and Dodge (2009, p. 38) state that there have been recent successes with early intervention and offering children contingent rewards for fluent speech. They also explain a type of treatment in the form of 'behaviour modification', whereby the brain's memory sources replace the conditioned stuttering trigger behaviours (such as tension and restricted movement) with movements that were previously formulated with fluent speech (*Ibid*). They combined this treatment with 'fluency-shaping', which is where a disfluent speaking behaviour will be replaced with a new or 'relearned' speaking behaviour which is devoid of the 'bad habits' that supposedly characterise stuttering (*Ibid*).

Yaruss et al. (2006, p. 119), on the other hand, describe a family-focused treatment approach that is designed to help young children who stutter (between the ages of 2 and 6) to improve their speech fluency whilst also ensuring the development of healthy communication attitudes and effective communication skills. This form of treatment involves several related components, including:

> *(a) parent-focused strategies designed to help parents modify their communication behaviors and reduce their concerns about stuttering and (b) child-focused strategies designed to help children modify their communication behaviours and develop healthy, appropriate communication attitudes.*

Therefore, the role of the parents is of utmost importance, and, in an approach such as this, the parents are typically addressed first, so that they are able to become better educated about the nature of stuttering in order to enable them to better provide support for their child throughout the duration of their treatment (Yaruss et al., 2006, p. 119; Ramig & Dodge, 2009, p. 12). Also, parents need to avoid putting too much pressure on their child to speak correctly, as this can lead to the child overcompensating by increasing their muscular tension in an attempt to try to force through the stuttering and thereby creating a vast array of avoidance strategies (Ramig & Dodge, 2009, p. 10).

Collaboration, therefore, between the speech therapist, the parents, as well as the child herself, plays a large role in the treatment, as well as support, for a child who is experiencing a speech-flow difficulty (Ramig & Dodge, 2009, p. 13). The child's family and friends also need to form part of the collaborative network in order to work together, and to exchange information and strategies of how to best approach the needs of the child, but also how to best utilise the child's strengths and abilities in order to optimise learning and wellness (*Ibid*).

Packman (2012) also states that currently, there is little consensus as to which form of treatment is best, possibly due to the fact that each individual is unique and may therefore have a different cause for stuttering. However, Venkatagiri (2005, p. 375) states that self-monitoring of speech can be used as a means of controlling stuttering. In such a program, these individuals are better able to gain control over their stuttering (*Ibid*).

Also, although some children do stop stuttering without any therapeutic input, such as speech-therapy, a significant number stop with therapy too, making speech therapy a necessary form of support for a learner who is experiencing a speech-flow difficulty (Ward, 2013; Guitar, 2013, p. 5; Ramig & Dodge, 2009, p. 3). According to Guitar (2013, p. 6), if treatment does not occur when the person is a child, then that person will be more likely to stutter as an adult. However, as mentioned above, treatment does not necessarily eliminate stuttering completely.

2.4. THEORETICAL PERSPECTIVES ON THE EXPERIENCES OF AN ADOLESCENT LEARNER WITH A SPEECH-FLOW DIFFICULTY

In order to examine the experiences of an adolescent with a speech-flow difficulty in the school environment, it is firstly necessary to examine the history of education in South Africa itself in order to understand how the school experiences of a learner who is experiencing a speech-flow difficulty can be viewed or understood.

2.4.1 Inclusive Education

Education in South Africa has undergone many changes, from the medical model to the social ecological model and then to inclusion, and is in fact still changing today. These models will be discussed briefly below.

According to Swart and Pettipher (2011, p. 4), inclusion is about "developing" an "inclusive community" and inclusive "education systems". In order to effectively understand inclusion, it is necessary to examine the history of the South African education system and how it has progressed towards a more inclusive community.

Before 1994, the educational policy of South Africa was that of an exclusive nature. The Apartheid policy that was in place previously developed an education system whereby schooling was separated into different categories based on race. As a result, many learners were disadvantaged by this system, and subsequently dropped out of school earlier than when they were expected to.

During the years preceding 1994 a world-wide awareness of education as a basic human right, evolved. This was formalised in the Salamanca Statement (UNESCO: World Conference on Special Needs Education, 1994), which declared a resolution consisting of five principles regarding the rights of learners with diverse educational

needs. These principles referred to education being a fundamental right of every child, that all children have unique abilities and needs, that educational systems need to take these differences into account, that regular schools should accommodate all children, and that inclusive schools are the most effective ways of ensuring social justice in education (Engelbrecht & Jansen, 2009). Therefore, since 1994, the aim here in South Africa has been to establish and maintain an education system of equality and equal access. According to the Department of Education (2001, p. 11), the government has an obligation to provide basic education to all learners and has a commitment to the central principles of the Constitution. These principles are also guided by the recognition that…

> *a new unified education and training system must be based on equity, on redressing past imbalances and on a progressive raising of the quality of education and training.*

In 1995, the South African Federal Council on Disability called for the development of a single inclusive education system for South Africa ensuring that the learners with diverse educational needs were accommodated effectively. A new act, the South African Schools Act of 1996, established these principles, and was followed up by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCSS) commissions reports in 1997 (Department of Education, 1997), as well as the White Paper 6 (Department of Education, 2001) which described the principles and guidelines towards achieving this single inclusive education system.

2.4.1.1 *Medical Model*

The traditional approach towards learners with diverse educational needs included paradigmatic thinking based on a *"medical model".* According to Engelbrecht and Jansen (2009, p. 16) and Engelbrecht and Green (2007, p. 3), the view was that emphasis was placed on learners' limitations and disabilities. Learners with 'limitations' and 'disabilities' were therefore acknowledged purely *by* their disabilities; for example, a learner with a physical disability would have been regarded as "physically disabled" or "slow". Learners with disabilities were then made to feel even more 'different' than they already were. They were separated from the so-called

'normal' learners and had to learn and be taught in a segregated education system in 'special' schools.

The traditional approach placed learners with disabilities or special needs in special schools as it was assumed that they would not cope in the mainstream schools. The argument was that "learners with disabilities would benefit from a separate environment that provided specialised education..." (Engelbrecht & Jansen , 2009, p. 16; Engelbrecht & Green, 2007, p. 3). When learners who were experiencing a disability did receive support, it was in the form of "remedial" education in order to "fix" their problem (Swart & Pettipher, 2011, p. 5).

According to Swart and Pettipher (2011, p. 6) and Engelbrecht and Green (2007, p. 5), key concepts related to the medical deficit model include, "special education needs", "handicap", "defect", "deficiency", etc. The 'problem' within the learner was seen as the result of a fault originating within the learner himself. Teachers were also trained separately. Those who wanted to teach 'ordinary' learners were trained to teach in 'normal' schools and those who wanted to teach 'special' learners were trained to teach in special schools (Swart & Pettipher, 2011, p. 5). These trained specialists were mostly responsible to 'fix' the learners with 'special needs'.

However, it became evident that this separation seemed to benefit mostly the white population as many of the learners in the other categories could not afford these "special" schools, but were also not always allowed to attend them due to the Apartheid system that was in place at the time. Also, the aim of 'assisting' learners with 'special' needs is debatable in itself, as the system was actually disadvantaging them by making them even *more* separate and not giving them the opportunity to perform to the best of their abilities as there was no standard put in place for them to strive towards.

According to Engelbrecht and Jansen (2009, p. 18), learners who were experiencing a disability therefore received less stimulation, support and co-operation. It was therefore decided that this approach was putting learners who were experiencing a disability at a disadvantage due to the social isolation they were forced into. It was also an 'unfair' education system as the learners in these special schools were deprived of valuable learning strategies, such as physical and material resources

(Department of Education, 2001, p. 5). As a result, they did not recognise their own potential, as learners and as people.

2.4.1.2   Historical Progression of Inclusive Education

At an international level, major changes began to occur in people's mindsets and ways of thinking with regard to the schooling of children with diverse educational needs. Human rights became more important just as an awareness of discriminatory practices seemed to become more prevalent.

According to Engelbrecht and Jansen (2009, p.22), the first international world conference was held in Jomtien in Thailand in 1990. This was arranged around a theme which was named "*Education for All: Meeting the basic learning needs*". Here, emphasis was placed on inclusive education.

The above conference was followed by one previously mentioned, which took place in Salamanca, in Spain in 1994 (UNESCO; World Conference on Special Needs Education). We read in Engelbrecht and Jansen (2009, p.22), that this conference resulted in a resolution known as the "*Salamanca Statement on Principles and Practice in Special Needs Education*". Here, five principles were drawn up, namely:

- Every child has a fundamental right to education
- Every child has unique characteristics, interests, abilities and learning needs
- Educational systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs
- Those with special educational needs must have access to regular schools who should accommodate them within a child-centred pedagogy
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all

At a national level, the report of the National Education Policy Investigation in 1992 initiated an education system that was comprised of five principles, namely: non racial and non-sexist education; a democratic education system; participation from the various role players; a unitary education system and a policy of redress (Engelbrecht and Jansen, 2009, p.23).

Since 1994, the South African Federal Council on Disability called for the development of a single inclusive education system for South Africa ensuring that the learners with diverse educational needs were accommodated effectively, and were not excluded, and also that all learners have the right to equal access to education, without discrimination (Republic of South Africa, 1996a; Republic of South Africa, 1996b). Therefore, according to Engelbrecht, Oswald and Forlin (2006, p. 121), no learner may be denied access to any school on any grounds, including disability, language or learning difficulty.

The White Paper on Education and Training as well as the South African Constitution in 1996 played a large role in ensuring that everyone has the right to a basic education and should have equal access to educational institutions. This includes the education of learners with diverse educational needs. Also in 1996, the Education Department appointed the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) to "investigate and make recommendations on all aspects of diverse needs and support services in education and training in South Africa" (Engelbrecht & Jansen, 2009, p.24; Engelbrecht et al., 2006, p. 121; Department of Education, 2001). This work was combined into the inclusive *Quality Education for All* document.

Parallel to the evolvement of an inclusive and just education system, the focus then shifted from the medical deficit model to the social ecological model, which shall be discussed below.

2.4.1.3   Social Ecological Model

According to Bradley, King-Sears and Tessier-Switlick, (1997, p. 3), the past two decades have contributed dramatic changes in legal, social and economic forces that have affected both general and special education. During this period, it was necessary to develop a system to include *all* children in an equal learning environment. Inclusive classrooms were therefore formed with the purpose of inclusivity, which is the "participation by all in a supportive general education environment that includes appropriate educational and social supports and services" (Bradley et al., 1997, p. 6).

Swart and Pettipher (2011, p. 7), note that a shift from the medical deficit model to the social ecological model became apparent when *normalisation* was introduced. Normalisation can be defined as the ideal that all people should enjoy a lifestyle that is similar to the mainstream of society (Swart & Pettipher, 2011, p. 7; Rieser, 2012, p. 38). This therefore implies that people with "handicaps" have the right to a "normal" daily routine. Normalisation, in turn, gave rise to the concepts of *mainstreaming* and *integration*.

The concept of mainstreaming is focused on fitting students who have previously been separated back into general educational environments. According to the Department of Education (2001, p.17), mainstreaming is about giving some learners extra support so that they are able to 'fit into' a particular kind of system or integrating them into the existing system.

Assessments of learners are conducted by specialists who then proceed with diagnoses and prescriptions of technical interventions. The view was therefore that learners who were experiencing barriers to learning must therefore be integrated into the 'normal' classroom routine and must make changes within themselves to successfully 'fit in' (Department of Education, 2001, p. 17). The focus is therefore specifically on the learner.

According to McConkey, (2001, p. 10), the main reason for promoting the attendance in 'ordinary schools' of children with disabilities or from deprived backgrounds is to increase their opportunities to learn through interaction with others and to promote their participation in the life of the community. Often these children are excluded from society nevertheless.

Mainstreaming, therefore, still puts the learners at a disadvantage. According to Swart and Pettipher (2011, p. 7), learners needed to prove their readiness to "fit into" the mainstream as they had limited special services. Once the learners were placed in the mainstream schooling system, it was expected that they "earn" their place in the classroom and that they had to "keep up" with the rest of the learners in the classroom (Swart & Pettipher, 2011, p. 7; Department of Education, 2001, p. 17; Rieser, 2012, p. 49).

Integration, on the other hand, involves ensuring that the learners with disabilities are assigned equal membership in the community and to lessen the differences between the "disabled" and the "non-disabled", but that learners have to be able to cope with the system in order to be integrated (Swart & Pettipher, 2011, p. 8; Department of Education, 2001, p. 17; Rieser, 2012, p. 49).

The above concepts differ from that of inclusive schooling, which focuses on developing school communities that nurture and support *all* students from the onset and aims to recognise and respect the differences among all learners, support diversity and build on learners' similarities (Department of Education, 2001, p. 17; Rieser, 2012, p. 47).

According to the Department of Education (2001, p. 17), inclusion involves supporting all learners, educators and the system as a whole so that the "full range" of learning needs can be met. Here, the emphasis is on the teaching and learning actors and the development of good teaching strategies that will be of benefit to all learners (Department of Education, 2001, p. 17). Therefore, inclusion focuses on overcoming the barriers in the system that prevents it from meeting the full range of learning needs. The focus is thus on the adaptation of and support systems available in the classroom (Department of Education, 2001, p. 17; Rieser, 2012, p. 47).

It is useful to understand mainstreaming and inclusion in terms of a puzzle. Mainstreaming would involve trying to fit many different sized puzzle pieces into a particular space. Inclusion would involve making space to put all of the puzzle pieces, even if it means re-designing the puzzle itself (Riesner, 2012, p. 45).

Remedial education, which is also based on a medical way of thinking about the different needs of learners, involved focusing on the 'problem' the child was faced with and attempting to target this 'problem' by dealing with it directly and exclusively. For example, a child with a learning disability would receive support for their disability alone, without the consideration of any external factors. Remedial education was therefore largely based on the medical model where the reasons for the barriers that learners experience in learning lay within the learner herself; an intrinsic deficit model (Le Roux & Perold, 2011, p. 1). Emphasis was placed on "testing and treating neurological symptoms by means of medication and instruction within a highly structured and sterile environment" (*Ibid*).

The child, as mentioned above, has therefore been labelled according to her disability. According to a bio-ecological approach, however, children may experience a variety of barriers that impede on optimal learning processes. Many of such barriers might originate in all the different systems that they are part of, and that may have either a direct or indirect impact on their functioning. So-called deficits may thus originate intrinsically but also extrinsically. As caring professionals, it has been a necessity to move away from the previously harsh approach and rather focus on the child as a whole in order for her to come to terms with whichever barrier to learning she faces, and find a way of successfully developing, regardless of it. This necessity, therefore, highlights the importance of the bio-ecological model, which deals with viewing a child through the various facets of her life. This theory will be discussed below.

2.4.2   A Bio-ecological Perspective

One of the major aspects of inclusive education involves the support of learning. Learning support (LS) involves the ability and willingness to understand the learner as a whole, in her uniqueness, as well as understanding the interactive nature of a learner's proximal relationships as well as of her learning. This enables the educator to identify the motivation for a learner's behaviour in the classroom and the factors that contribute to a learner's behaviour. This way of 'viewing' the learner differs from a 'remedial' approach, as discussed above, as the focus is more on gaining a thorough understanding of the learner within her context and therefore being able to support the learner and assist to build on her strengths, rather than focusing on her weaknesses.

Urie Bronfenbrenner (1977; 1979; 2005) theorised an eco-systemic or bio-ecological approach to child development, which better enables the educator to view the child's surroundings, in addition to the child herself, in order to better understand that child.

Bronfenbrenner's approach to human development (Bronfenbrenner, 1977; 1979) will be discussed below by taking cognisance of four systems that together form the *Bio-ecological/Ecological Model*. Bronfenbrenner believed that "every person develops within a *microsystem*, inside a *mesosystem*, embedded in an *exosystem*, all of which are a part of the *macrosystem* of the culture" (Woolfolk, 2010, p. 72). These four systems, as well as the *chrono-system*, all have an influence on the

individual. The individual's personality, beliefs and values will also influence the way in which that individual perceives barriers to learning and how they are able to cope with them.

The microsystem is defined as "any context of which the person in focus has immediate experience and personal interaction in a direct way" (Visser, 2007, p. 25; Bronfenbrenner, 1977; 1979; Donald et al., 2010; Woolfolk, 2010; Swart & Pettipher, 2011). For a child, this would typically be the interaction in the family, relationships with the educators and learners in a school and the child's personal friendship networks or sports teams. It therefore includes the learner's interpersonal relationships. If the child has parents who are going through a divorce, the child could be experiencing emotional difficulties and could therefore struggle to concentrate in the classroom.

According to Visser (2007, p. 25), Bronfenbrenner (1977; 1979), Donald et al. (2010), Swart and Pettipher (2011) and Woolfolk (2010), the mesosystem is defined as the "set of linkages between microsystems that the person enters". This involves the set of interactions and relationships among all the elements of the microsystem. For a child, this would typically be the interactions between the parent and the educator, or between the family members themselves. If the child's parents do not have a positive relationship with the child's educator, the child will not be as motivated to perform well as a child whose parents *do* have a positive relationship with the educator.

The exosystem is defined as the "…systems with which the person has no direct contact, but which may affect his or her experience or the functioning of these two systems" (Visser, 2007, p. 25; Bronfenbrenner, 1977; 1979; Donald et al., 2010; Woolfolk, 2010, Swart & Pettipher, 2011). For a child, this would be the impact on the child of the parents' jobs, the community resources for health access, the family's religious affiliation, the teacher's interaction with the school and the recreational activities of the community. All of the above may have an effect on the child, but do not directly involve the child. If a child's parent has lost his/her job, the family may be struggling financially and the child may not have access to good nutrition, decreasing the child's ability to work well in class as he/she will struggle to concentrate.

According to Visser (2007, p. 25), Bronfenbrenner (1977; 1979), Donald et al. (2010), Swart and Pettipher (2011) and Woolfolk (2010), the macrosystem is defined as the "wider system of ideology and organisation of social institutions common to a particular social class, ethnic group or culture to which a person belongs". For a child, this would involve the attitudes, values, laws, conventions and traditions of the larger society. It would include economic trends, gender roles as well as cultural values. In many homes, it is the cultural norm that the female child be responsible for many of the household chores. This can take away most of the time that the child should be spending on homework.

The learner can also be viewed through the chrono-system, which represents the child's development and experience over time. These interactions between the systems may have an influence on the child's individual development (Swart & Pettipher, 2011, p. 15). For example, if the child's parents get divorced, this will have an effect on the learner over time. In the beginning, she may feel angry, but over time the anger may dissipate into hurt and confusion.

The concept of proximal process is also of importance in the bio-ecological model (Bronfenbrenner & Evans, 2000; Bronfenbrenner, 1995; Bronfenbrenner & Ceci, 1994). According to Bronfenbrenner and Evans (2000, p. 118), a proximal process...

> *involves a transfer of energy between the developing human being and the persons, objects, and symbols in the immediate environment. The transfer may be in either direction or both; that is, from the developing person to features of the environment, from features of the environment to the developing person, or in both directions, separately or simultaneously.*

Proximal processes are distinguished in terms of two developmental outcomes: firstly, competence; the demonstrated acquisition and further development of knowledge, skill, or ability to conduct and direct one's own behaviour across situations and developmental domains, and, secondly, dysfunction; the recurrent manifestation of difficulties of maintaining control and integration of behaviour across situations and different domains of development (Bronfenbrenner & Evans, 2000, p. 118; Bronfenbrenner, 1995, p. 620; Bronfenbrenner & Ceci, 1994, p. 573).

The aim of viewing the learner from the perspectives of these systems is so that the educator is able to understand that the learner is more than just the sum of her parts/components (Visser, 2007). The context of the learner is regarded as necessary in order to effectively understand the learner. The experiences that the learner goes through therefore have an effect on all of the 'systems' that play a role in the child's life. The barriers to learning which a learner experiences are therefore no longer seen necessarily as a result of something inside of the learner herself, but rather as a result of an 'imbalance' in one of the learner's systems, and the effect that this imbalance may have on the learner's functioning in all of the other relevant systems.

It is therefore necessary to intervene at one level, in order to ensure that the other levels do not get affected. This will also enable the educators to identify the *risk* and *protective factors.* For example, if a child's father loses his job, this would be a risk factor for the learner as the child is at a possible risk of being upset by the situation and this could in turn have an impact on her schoolwork. However, if the child's mother *does* have a stable job and this job has enough of an income in order to ensure that the family will not have to move house, this would be a protective factor for the learner. If the family has a good communication system in place, this would also have a protective influence over the learner. On the other hand, if the learner does *not* have a good communication system in the home and is worried about her father, the educator might need to intervene in order to assist the child emotionally and make her feel safe. These levels of intervention will be discussed below under the heading of "Learning Support".

In view of the mentioned *protective factors*, it is deemed important to explain the positive psychology approach to support.

2.4.3 Positive Psychology

In 1998, Seligman made a plea for a shift in the focus of psychology (Baumgardner & Crothers, 2010, p. 3). Simply put, Seligman wanted the focus to shift from "studying and trying to undo the worst in human behaviour" to "studying and promoting the best in human behaviour" (*Ibid*). The aim was therefore to shift the attention on human weaknesses and reducing human misery, and rather focus on

the human strengths and promoting well-being and health (Seligman, 2005; Baumgardner & Crothers, 2010, p. 4; Hefferon & Boniwell, 2011, p. 2).

Positive psychology does not only just affect the individual, however, as Hefferon and Boniwell (2011, p. 3) believe that the well-being of one person can rub off on the well-being of another.

According to Baumgardner and Crothers (2010) and the influence of Seligman (2005), positive psychology is built on the study of

> *positive subjective experiences (such as joy, happiness, contentment, optimism and hope); positive individual characteristics (such as personal strengths and human virtues that promote mental health); and positive social institutions and communities that contribute to individual health and happiness*.

Positive psychology, therefore, is focused on increasing the individual's sense of well-being (and therefore attempts to increase that individual's resilience) by emphasising the positive, protective factors that the individual has available to her (Ferreria & Ebersöhn, 2012, p. 34). Positive traits would involve factors such as perseverance; positive emotions would involve emotions such as hope and pride; and, positive institutions would involve parents, caregivers, families, teachers, as well as faith-based organisations (Ferreira & Ebersöhn, 2012, p. 35).

As resilience is an important construct often referred to in positive psychology (Baumgardner & Crothers, 2010; Ferreira & Ebersöhn, 2012; Green & Humphrey, 2012), and due to the fact that it offers possibilities on understanding the experiences and support of an adolescent learner with a speech-flow difficulty, this construct will be discussed further in the section following.

2.4.3.1 Resilience

In Ferreira and Ebersöhn (2012, p. 31) resilience is defined as the

> *expression of positive adaptation in spite of momentous life adversity (Luthar, 2003); the process of conquering the negative effects of risk experience, coping effectively with traumatic experiences and avoiding the negative course habitually coupled with risk (Fergus & Zimmerman, 2005) ...*

More commonly, however, resilience is known as the "ability to bounce back from negative experiences and be flexible in adapting to the demands of stressful situations" (Tugade & Frederickson, 2002, as cited in Ferreira & Ebersöhn, 2012, p. 31; Baumgardner & Crothers, 2010; Green & Humphrey, 2012, p.12).

From within a positive psychology framework, one's strengths function as a 'buffer' against adversity and are therefore of great importance in becoming resilient (Baumgardner & Crothers, 2010; Ferreira & Ebersöhn, 2012, p. 33). Without resilience, people tend to respond to different situations by becoming stressed, which may in turn lead to various emotional, psychological and physical symptoms (Green & Humphrey, 2012, p. 5).

The theory of positive psychology has a role to play in this study, as this particular case study has many 'positive' factors in her life (such as a close relationship with her mother), and, perhaps, she is as resilient as she is, due to the positive influence these factors have on her.

The diagram on the following page depicts a positive psychology view of resilience (Ferreira & Ebersöhn, 2012, p. 35).
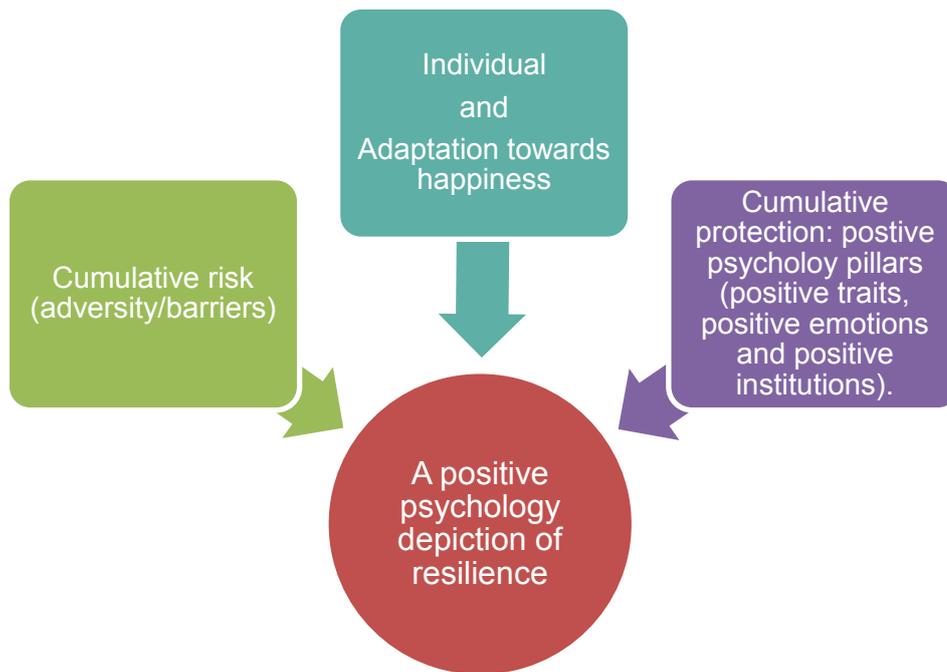
Figure 2.3: Positive psychology view of resilience

Adapted from: Ferreira and Ebersöhn, 2012, p. 35

The level of resilience within an individual will depend on that individual's adaptation towards happiness and her well-being as a result of her innate strengths when faced with varying degrees of adversity (Ferreira & Ebersöhn, 2012, p. 34; Green & Humphrey, 2012, p. 5). This level of resilience also stems from whether one is born with it, or whether she develops it through her relationships and experiences over time, or a bit of both (Green & Humphrey, 2012, p. 13).

Through the bio-ecological model mentioned previously (Bronfenbrenner & Evans, 1998), it is necessary to examine all of the institutions that have an impact on the individual's life. However, through an asset-based approach, it might be useful to also focus on how such institutions can also have positive impact on the individual's life, and how building on these institutions, it can become possible to enable the individual to obtain a good sense of well-being (Ferreira & Ebersöhn, 2012, p. 36). Therefore, the different systems can be examined from an asset-based perspective displayed on the following page:

55
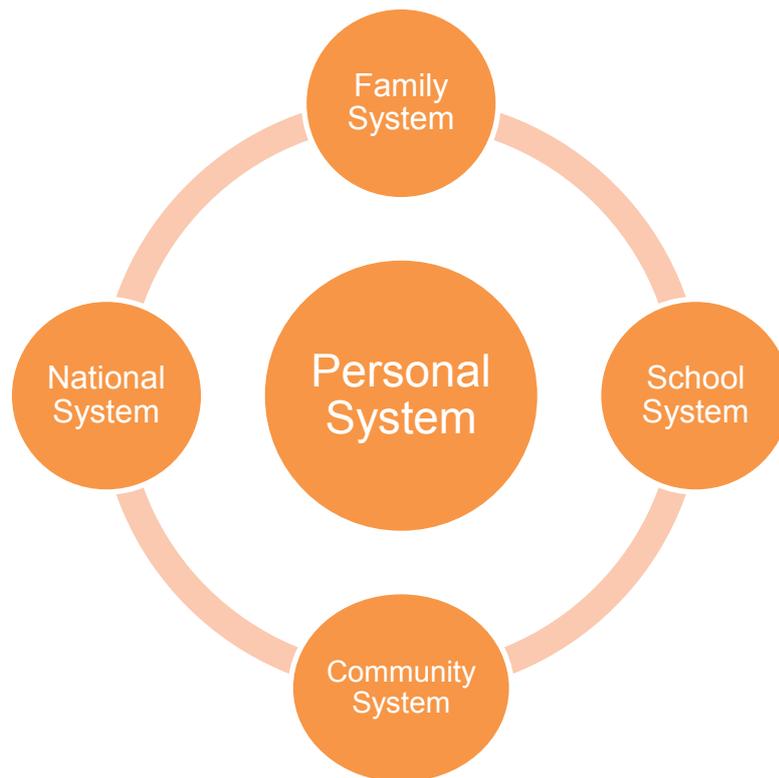
Figure 2.4: Different systems in an asset-based approach

Adapted from: Ferreira & Ebersöhn (2012, p. 38)

The personal system will relate to the assets/strengths and limitations specific to that individual; the family system will relate to the resources and restrictions related to parents, caregivers and extended family members; the school system will relate to the resources and scarcity related to classrooms, school buildings, teaching material, teachers, playground, governing body and leadership, and school policies and practices; the community system will relate to the resources and shortages related to community decision makers, infrastructure, enterprise, social issues and services, and lastly; the national system will relate to the strengths and limitations prevalent in society in terms of policy and practices related to economy and labour, social questions, health concerns as well as education (Ferreira & Ebersöhn, 2012, p. 36; Baumgardner & Crothers, 2010, p. 62).

As mentioned above, positive psychology, therefore, through an asset-based approach, draws on an individual's strengths (assets) in order to enable resilience. Adolescence, however, is a more challenging time-period in an individual's life, as biological development and accompanying physical changes may bring about specific social, intra- and interpersonal challenges, as well as energy, which may

influence an individual's life, school and family experiences (Ferreira & Ebersöhn, 2012, p. 36; Baumgardner & Crothers, 2010, p. 62). Adolescents may perhaps need guidance on how to achieve optimal states of well-being.

2.4.4 Adolescence

According to the whole life theory of Erikson (1950), the development of personality follows a predetermined order of stages (Abbott, 2001, p. 84). Erikson assumes that each individual goes through a series of eight developmental stages; each of which involves a specific crisis that they must negotiate and solve within an optimal time period (Abbott, 2001, p. 84). Of the eight stages, the fifth one is related to adolescence and involves the 'crisis' of identity (*Ibid*).

This stage of identity begins around puberty and continues until the individual is around eighteen to twenty years old and the main task for the individual is to "achieve a sense of their own identity and avoid role confusion" (Abbott, 2001, p. 85). According to Erikson, young people need to know who they are and what they want out of life before they can move on to the formation of a stable adult identity (Abbott, 2001, p. 86).

According to Abbot (2001, p. 85), the way that individuals negotiate and resolve each crisis has an effect on their future development that can be either positive or negative.

> *In order to achieve a positive outcome the person must attain a balance between the two opposing attitudes that form the crisis. If the person develops more towards one attitude than the other, for example they mistrust the world more than they trust it, then they risk developing maladjusted tendencies... (Ibid)*

During adolescence, teenagers may therefore find it more challenging than others to obtain a sense of mindfulness and well-being (Baumgardner & Crothers, 2010, p. 279), because of their developmental task of constantly weighing up different ways of thinking about themselves. Mindfulness involves a "present-centred attention focused on the 'here and now' of our experience", therefore, it involves seeing clearly what is going on in our lives, even when our perception is cluttered by wishes, desires and needs (*Ibid*).

According to Louw, Van Ede and Louw (1998), adolescents experience an intense need 'to belong' on a social level. Peer social relationships contribute to emotional well-being and may even buffer the adolescent against the demands of life that may be experienced as stressful. Friendships also play an important role in an adolescent's development of a self concept (Louw et al., 1998).

Adolescents will therefore require different levels of support, which may differ from, for example, the needs of younger children. The support that an adolescent experiencing a speech-flow difficulty may need in a high school, will now be discussed below.

2.5   LEARNING SUPPORT

The support for an adolescent experiencing a speech-flow difficulty will entail supporting them holistically, as mentioned previously, keeping in mind inclusive principles, the bio-ecological perspective, positive psychology, resilience and the adolescent developmental phase. All of these theories, amongst others, can be incorporated into the concept of *learning support*, which forms part of inclusive education and which I shall now discuss.

As an overview, learning support is based on several theories that endeavour to explain and bring meaning to our understandings of human development and learning. In order to support the learning process, it is important to take cognisance of the following theoretical approaches.

The first theory informing learning support (LS) is constructivist theory. Resnick (1989), as cited in Richardson (2003, p. 1623), defined the general sense of constructivism to be that it is a theory of learning or meaning making, that individuals create their own new understandings on the basis of an interaction between what they already know and believe, and new ideas and knowledge with which they come into contact (Donald et al., 2010). This is true in the case of how learners learn; they build on the knowledge they had acquired previously, compare it to the new information they are receiving, and lastly adapt their thinking in order to absorb the new information (Piaget's accommodation and assimilation in Donald et al., 2010). The various levels of the learner's development are therefore of importance in understanding how a learner learns.

In addition to the above-mentioned constructivist understanding of learning, Vygotsky's theory made the link between the understanding of human behaviour and the sociocultural explanation of human activity as he found a link between the sociocultural processes taking place in society and the mental process taking place in the individual (Del Rio & Alvarez, 2007; Gindis, 1999, p. 333; Donald et al., 2010; Woolfolk, 2010).

Vygotsky's principle of the zone of proximal development involves recognising the learner's strengths and current levels of functioning. According to Del Rio and Alvarez, (2007, p. 277), the zone of development represents the possibilities of the learner achieving just beyond her current level of independent problem solving and, therefore, the next level of development, where problem solving is successfully achieved under guidance or mediation of someone more capable than the learner. Therefore the presence of another person, the mediator, is of the utmost importance. Vygotsky postulated that learning is a social endeavour, and therefore occurs in interactive social environments (Del Rio & Alvarez, 2007; Gindis, 1999, p. 333; Donald et al., 2010; Woolfolk, 2010)

Currently, much of the thinking regarding learning support, however, is still more focused on the 'problem' that an individual is experiencing, rather than drawing on the strengths of this individual (Seligman, 2005; Baumgardner & Crothers, 2010, p. 4).

Based on the afore-going theoretical discussions, education inherently involves a process whereby learners are required to actively participate with their educator in order to ensure that effective learning takes place. Due to the fact that all learners are unique and therefore different to each other, it is important for the educator to have the knowledge of how to effectively adapt the curriculum and the teaching methods in order to ensure that all learners have equal access to an education that is accommodating towards them and their specific, individual needs as well as utilising their strengths.

When the educator is trained in learning support and can therefore adapt her teaching methods to suit the learner, that learner is more likely to become actively involved in her own education. The educator must therefore take into account a number of things, such as; the learner's pace in learning, the learner's ability with

regards to learning, the learner's personality, whether or not that learner is experiencing a barrier to learning and what kind of support the learner is receiving at home and in the community. The interaction between the learner and her environment also needs to be acknowledged in providing the necessary support. If the educator is able to, and does, take into account the above mentioned considerations, she is also more likely to be able to ensure that each learner is receiving an education that is fair, as well as suited, to the learner in the best way possible, which is the learner's right. Learning support therefore represents a process of which the aim is to enable fair and just opportunities for, as well as access to, education.

Learning support acknowledges the…

> *potential of learners each to grow at his own pace towards his maximum level of independence in his learning, using strategies and practising learning styles of choice, and each receiving a level of achievement in accordance with his unique abilities* (Landsberg, 2005, p. 48).

According to Landsberg (2005, p. 48), learning support assumes a collaboration of role-players (e.g. family members), an adaptation of the curriculum, peer support and specialised intervention and counselling when necessary. Positive collaboration would involve parents who are supportive of their child's learning as this would greatly benefit the child. On the other hand, if the child does not receive support from home, their attitude to learning is also affected, which lessens their opportunity to perform well.

Peer support is also essential in creating a positive attitude to learning within a child and this positive attitude should be greatly encouraged in the classroom. Due to the fact that social interaction is an important prerequisite for learning according to Vygotsky (Del Rio & Alvarez, 2007), the nature of the social interactions of the learner is important to consider. Specialised intervention and counselling would also be necessary for some children. Once a 'problem' has been identified, it is essential to assist the child in dealing with it in order for that child to be free to learn effectively.

In order for learning support to be effective, the educator must make provision for every learner to succeed. According to Landsberg, (2005, p. 77), in order to ensure

that every learner succeeds; educators need the support of their school-based support team as well as their district-based support team. It is also necessary for educators to form collaborative partnerships with parents in order to optimise the support from the parents, from the school and from the community.

Another necessity for effective learning support would be the requirement for educators to be innovative and energetic, as well as being able to and willing to experiment with new teaching strategies in order to successfully involve the learners (Landsberg, 2005, p. 77). For example, it is important to consider various learning styles, multiple 'intelligences', personality preferences and different thinking styles that different learners in a teacher's classroom might have (Woolfolk, 2010; Gardner, 2006; Chen, Moran & Gardner, 2009; Armstrong, 2009).

According to Gardner (2006, p. 6) and Armstrong (2009, p. 5), human cognitive competence is better described as a "set of abilities, talents, or mental skills", which can be called "intelligences", as opposed to the more former "IQ" score. Although each individual possesses each of these skills to some extent, individuals may differ in the degree of the skill as well as in the nature of their combination (Gardner, 2006, p. 6; Chen et al., 2009, p. 7; Armstrong, 2009, p. 6).

Gardner (2006) identified seven types of intelligence, namely: musical intelligence, bodily-kinesthetic intelligence, logical-mathematical intelligence, linguistic intelligence, spatial intelligence, interpersonal intelligence and intrapersonal intelligence. Each of these intelligences provides a broad outline of the abilities which human possess, and not all individuals will slot entirely into only one form of intelligence (Woolfolk, 2010; Gardner, 2006; Armstrong, 2009).

Therefore, some children may learn better through their own medium of intelligence. However, in my own experience as a high school English educator, it is often very challenging to incorporate this into the 45-50 minute lesson, although it *is* a way of better ensuring that all learners are able to understand the content in their own way, therefore perhaps retaining the information for a longer period of time, as well as performing better in assessments. Also, a teacher's own medium of intelligence will influence the way she teaches, and the way that the learners' work is assessed. It is necessary, therefore, to attempt to continuously adapt and alter teaching methods, in order to better accommodate the learners.

In conclusion, effective learning support therefore also might involve adapting the current curriculum in order to best suit the learner, as well as teaching (and therefore assessing) through diversity. A task that is above the level of the learner will be too challenging for that learner and the learner may not succeed in the task, however, a task that is below the level of the learner will be too easy for that learner and the learner will obtain a false sense of achievement. An optimal level would therefore be between the two (the learner's zone of proximal development): one in which is child is able to complete some of the task with ease, therefore establishing confidence, and some of the task should be challenging in order to encourage the learner to succeed as well as to build on their current knowledge.

As was discussed earlier in this chapter, a learner who is experiencing a speech-flow difficulty might struggle with phonology within the language curriculum. This difficulty in word formulation makes it a bigger challenge for a learner who is experiencing a speech-flow difficulty in the classroom, when it comes to completing oral tasks, in particular.

Although oral tasks in the English syllabus do not count out of many marks in relation to the rest of the subject, they are still of importance. They also occur every term and every year, so learners who are experiencing a speech-flow difficulty never have the opportunity of avoiding them. The CAPS Curriculum (Department of Education, 2011) suggests details for the oral tasks from Grade 10 to Grade 12 that are administered during the year. These are displayed on the following page:

Table 2.4: Oral tasks mark allocation in CAPS curriculum

Orals
Orals will be internally set, internally assessed and internally moderated.
• Reading (10)
• Speaking: Prepared speech / unprepared speech / conversation / interview / debate (10)
• Listening (10)
• Response to Literature: film study / short stories /folklore / essay / autobiography / biography / television drama / radio /drama (20)
50 out of 300 marks.

Adapted from: Department of Education (2011): National Curriculum Statement (CAPS)

Many learners struggle with spoken language difficulties in the classroom. The focus of this thesis is, however, on a specific communication difficulty, where the child struggles with articulation. Difficulties in articulation are due to "speech sounds" being uttered incorrectly or not fluently; for example, stuttering (Dednam, 2011, p. 130; Guitar, 2013; Denier, 2013, p. 276).

Supporting the learner who experiences a speech-flow difficulty, might therefore involve adapting the curriculum by providing alternative options for the oral components expected from the learner. It is also necessary for the educator to link 'new' work that will be done in the classroom with the 'old' work that has already been completed so that the learner is able to construct the knowledge by comparing the new and the old ideas.

Therefore, assessments should also be varied in the way they are constructed. For example, the various forms of informal as well as formal assessment should be used as some learners may perform better in some forms of assessment than others and therefore a variation is necessary in order to suit the needs of all learners. For example, there are various forms of 'intelligences' or learning styles, such as visual, auditory, musical, etc. The educator should aim to teach for all of these intelligences as much as possible in order to ensure that every learner is able to understand the work in the best way suited to that particular learner.

In order to effectively understand how to better support learners, one also needs to first understand the support the learner may require. Maslow's Hierarchy of Needs details various levels of needs that an individual would require (Prinsloo 2011, p. 36). Firstly; there is a need for self-actualisation, where one needs to realise one's own potential, secondly; there are esteem needs, where one requires respect, recognition, prestige, status, and self-esteem, thirdly; there are social needs, where one requires love, acceptance, care, interpersonal communication, a social life and belongingness, fourthly; there are safety needs for safety, environmental security, peace of mind and protection, and lastly; there are physical needs for oxygen, water, food, rest and shelter (*Ibid*). Understanding these needs, as well as the resources that might already exist in the learner's life, can contribute greatly to supporting the learner in a holistic way.

According to Dednam (2011, p. 135), previously, schools separated the various aspects of language and dealt with them differently. These different areas of language would be; essay, comprehension, grammar, reading, spelling and writing. However, now in the current curriculum, there is more of an emphasis on the holistic approach in which all of the aspects of language should be taught simultaneously and integrated together.

Previously, within the medical model, teachers used to support learners only in that aspect of the language in which they were struggling (Dednam, 2011, p. 135). Now, however, with an inclusive approach to education, the educator does still need to concentrate on the specific language difficulty, but should not neglect the other aspects of language. Within this holistic approach, the aim is also therefore to not only focus on the language difficulty within the language classroom itself, but to also address this difficulty in other subjects and classrooms (Bronfenbrenner, 1979; Visser, 2007).

Inclusive schooling focuses on developing school communities that nurture and support all students from the onset and aims to recognise and respect the differences among all learners and build on their similarities (Department of Education, 2001, p. 17). According to the Department of Education (2001, p. 17), inclusion involves supporting all learners, educators and the system as a whole so that the "full range" of learning needs can be met. Here, the emphasis is on the

teaching and learning actors and the development of good teaching strategies that will be of benefit to *all* learners (*Ibid*). Therefore, inclusion focuses on overcoming the barriers in the system that prevents it from meeting the full range of learning needs. The focus is thus on the adaptation of and the availability of support systems in the classroom (*Ibid*).

According to Dednam (2011, p. 136), it is very important not to criticize learners who are experiencing a language difficulty, or to make fun of their mistakes. This is due to the fact that if learners do make mistakes or mispronounce words, criticism could discourage them from trying again and from talking spontaneously.

Teachers should try as much as possible to ensure that a child who is experiencing a speech-flow difficulty, does not feel threatened or nervous when she is stuttering, as this may lead to more serious difficulties later in life and it may impede optimum learning and achieving. Also, as mentioned earlier, collaboration plays a very important role in the support of a child who is experiencing a speech-flow difficulty (Ramig & Dodge, 2009; p. 34; Engelbrecht et al., 2006, p. 127).

2.6   CONCLUSION

In conclusion, due to the challenges a learner who is experiencing a speech-flow difficulty may face, it is important to understand the experiences of such a learner in order to better understand the support she would require. Given the context of an inclusive, mainstream school environment in which this adolescent functions, it is useful to determine her experiences by looking through the lens of the bio-ecological approach, as well as positive psychology and resilience. Through these theoretical approaches, the importance of the positive support by all the people around such a learner is evident, as this better enables the learner to maintain an optimal state of well-being.

Chapter 3 will now focus on the research methodology and the process followed in studying the particular case.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

As mentioned in Chapter 1, the aim of this study was to understand the learning experiences of a learner experiencing a speech-flow difficulty, in order to know what she finds difficult and what supports her within her learning processes. In doing so, one would be able to better understand how to effectively support such a learner within a mainstream high school.

The purpose of this study was therefore to understand what the experiences are at home, school and on a social level in order to better support a learner with speech-flow difficulties with regard to all the aspects of her life, but specifically, her learning.

This chapter, therefore, will focus on the research process carried out in order to achieve the overall aim of the study. This chapter will also focus on the research design, as well as the way in which it was set out, in order to best answer the research questions from Chapter 1. Lastly, this chapter will also discuss the various ethical considerations as well as the data verification process.

In order for the discussion of the above to take place, it is necessary to return to the research questions of this study. The main research question was as follows:

What are the experiences and support needs of a high school learner with a speech-flow difficulty?

Along with this question, there are also various 'sub-questions', which are:

- What are the lived experiences of a learner experiencing speech-flow difficulties?
- What are the learning support needs of a high school learner experiencing speech-flow difficulties?
- Which strengths or assets does this learner employ in order to learn and function optimally within a high school?
- How can high school educators, and especially language educators, effectively accommodate learners who experience speech-flow difficulties?

3.2   RESEARCH PARADIGM

As was discussed in Chapter 1, Le Grange (2011, p. 2) defines paradigms as frameworks that serve as "maps or guides for scientific/research communities", which determine important problems and issues for their members to address as well as determining acceptable theories and methods to solve identified problems or issues. Guba and Lincoln (1994, p. 107), on the other hand define a paradigm as a "set of basic beliefs" that represent a 'worldview' which defines, for its holder, the nature of the world, the individual's place in it, and the range of possible relationships to the world and its parts. Through an interpretive paradigm, therefore, the researcher is able to explore and to enrich her understanding through the lens of the paradigm's various qualitative methods, as well as her own frame of reference.

According to Guba and Lincoln (1994, p. 108), inquiry paradigms, such as the interpretive paradigm, define for inquirers what it is they are all about, and what falls within and outside the limits of legitimate enquiry. It is therefore necessary to refer once more to the ontology, epistemology and methodology dimensions of an interpretative paradigm.

The ontological question would involve the form or nature of the reality that is to be studied, and what can be known about it; the epistemological question would involve the nature of the relationship between the researcher and what can be known; and lastly, the methodological question would involve how the researcher may go about studying whatever she believes can be known (Terre Blanche & Durrheim, 1999, p. 6; Denzin & Lincoln, 2011, p. 12; Guba & Lincoln, 1994, p. 108; Merriam, 2009, p. 8).

The interpretive paradigm is based on certain assumptions regarding the ontology, epistemology and methodology of the interpretive paradigm. The nature of reality (ontology) within this paradigm can be seen as dependent on the individual's own view of reality, which is socially constructed, and that there is not one view of reality itself. There can therefore be many interpretations of one event (Merriam, 2009, p. 8). The epistemological assumption emphasises the importance of asking questions in order for the researcher to understand the meanings people attribute to the various events in their lives (Maree, 2007, p. 55). Reality is therefore subjective and is best understood through the eyes of the people who experience it, as each person may come from a different context and may therefore experience events differently

(*Ibid*). Therefore, in order for the researcher to best understand the experiences of another, the methodology needs to be interactive so that the researcher is able to ask questions, and interpret those answers, in order to gain a better understanding of the individual (Terre Blanche & Durrheim, 1999, p. 6). The methods used will be discussed below.

Due to the fact that my research is of a qualitative nature and deals with the understanding of people's feelings and opinions, my research paradigm would therefore be that of an interpretive nature (Le Grange, 2011, p. 3; Terre Blanche & Durrheim, 1999, p. 6). The interpretive paradigm deals with an understanding of human action and has its historical roots in the tradition of hermeneutics – the interpretation of texts (Connole, 1990, p.19).

However, the researcher's interpretative outlook is based on the internal reality of her subjective experience, and thus the researcher's 'worldview' has an influence on the research she undertakes (Terre Blanche & Durrheim, 1999, p. 6; Merriam, 2009, p. 8). Merriam (2009, p. 8) also explains that there can be many realties or interpretations of a single event due to the fact that reality itself is socially constructed.

A researcher therefore needs to ensure as much as possible that her own worldview does not interfere with, and is acknowledged in her research. A way in which bias or interference can be avoided is for the researcher to attempt to better understand the worldviews of the participants in the research in order to interpret the research through *their* frame of reference (Maree, 2007, p. 55). Through the interpretative lens, the best way in which to better understand the participants in the research is to observe and to listen to what they have to say and try to understand their beliefs and opinions as this would be "interactional, interpretive and qualitative" in nature (Terre Blanche & Durrheim, 1999, p. 6). This can be done by way of interviews, observation and several other similar methods. Such methods therefore define this research as one of an interpretative and qualitative nature (Maree, 2007, p. 55; Terre Blanche & Durrheim, 1999, p. 6).

3.3   RESEARCH METHODOLOGY

According to Neuman (2003, p. 16), qualitative research would involve constructing social reality and cultural meaning through interactive processes with others. It is implemented with few participants and the researcher is involved in determining the values and beliefs of individuals within the context in which they occur (Neuman, 2003, p.16; Merriam, 2009, p. 5; Draper, 2004, p. 642). The methodology of this research has therefore been qualitative in nature, as the researcher aimed to gain insight and to better understand the unique experiences of a learner who is experiencing a speech-flow difficulty (Maree, 2007; Neuman, 2003; Draper, 2004, p. 642).

Qualitative research differs from quantitative research as it uncovers the *meaning* of a phenomenon for those involved, rather than merely determining cause and effect, predicting, or describing the distribution of some attribute among a population (Merriam 2009, p. 5; Connole, 1990, p. 20; Denzin & Lincoln, 2011, p. 8).

According to Merriam (2009, p. 22), the challenge researchers may face is trying to ascertain what kind of qualitative methodology to employ. The most often used methodology is that of a basic, qualitative study as it involves seeking to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved (*Ibid*). Qualitative research can also be carried out using various research methods, such as interviewing and observing, and may make use of a coding process for data analysis (Connole, 1990, p. 22; Silverman, 2000, p. 89; Draper, 2004, p. 643).

Thus, Merriam (2009, p. 23), believes that qualitative researchers would be interested in how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. The overall aim is to *understand* how people make sense of their lives and their experiences (Merriam, 2009, p. 23; Draper, 2004, p. 642).

This methodology has therefore been the way in which this research was approached; the researcher attempted to understand the research participants (their opinions and perceptions) by making meaning of what they have construed about their own experiences.

3.4   RESEARCH DESIGN

As discussed in Chapter 1, the research design focuses on the end product, such as what kind of study was being planned, what kind of findings were being aimed at, as well as what kind of evidence was required to address the research question adequately (Babbie & Mouton, 2001, p. 75)

Babbie and Mouton (2001, p. xxvi) make a distinction between "research design" and "research methodology". One the one hand, research design is a plan or structured framework of how you intend conducting the research process in order to solve the research problem, whereas on the other hand, research methodology refers to the methods, techniques, and procedures that are employed in the process of implementing the research design or research plan.

Durrheim (2006, p. 36) defines design as a strategic framework or a plan that guides research activity to ensure that sound conclusions are reached. According to Durrheim (2006, p. 35), designing a study involves "multiple decisions about the way in which the data will be collected and analysed in order to ensure that the final reports answers the initial research question". A research design, therefore, is a

> *plan for action that is developed by making decisions about four aspects of the research: the research paradigm, the purpose of the study, the techniques to be employed, and the situation within which observation will take place.* (Durrheim, 2006, p. 57)

With these frameworks in mind, this research was set out as follows: the end product was to understand (through an interpretative, qualitative framework) the experiences of a high school learner with a speech-flow difficulty; the research question (as mentioned earlier) is to find out how a learner with a speech-flow difficulty is being supported; and the kind of evidence required to address this question adequately was gathered using a case study design, incorporating various qualitative methods, which will be discussed below.

A case study is a form of research that is defined by an interest in an individual case and is emphasised due to the fact that it draws attention to the question of what can be learned from the case (Stake, 2005, p. 443). A case study is therefore an in-depth description and analysis of a bounded system (Merriam, 2009, p. 40). Case studies

can be defined in terms of the "process of conducting the inquiry (that is, as case study research), the bounded system or unit of analysis selected for study (that is, the case), or the product, the end report of a case investigation" (Merriam, 2009, p. 54).

According to Stake (2005, p.443) case studies optimise understanding by "pursuing scholarly research questions" and that they gain credibility by "thoroughly triangulating the descriptions and interpretations". From a qualitative perspective, the case study will concentrate on the "experiential knowledge of the case" and pay close attention to "the influence of it's social, political, and other contexts." (*Ibid*) The case I have selected for the purposes of this thesis was decided on because the participant was, and is currently experiencing a speech-flow difficulty and I became interested in trying to understand her experiences. The selection of the case study will be discussed in more detail under the "Selection of participants".

3.4.1 Context of the Research and the Researcher's Own View

Durrheim (2006, p. 56) states that the "decisions regarding the role of the researcher in the research situation are influenced by the paradigms and purposes of the study". The context, therefore, played a large role in decisions regarding the research, and vice verse.

In order to better understand how the researcher came upon the context of the research, it is necessary to discuss the researcher's own worldview as well as the assumptions which form the basis for my own 'meaning-making' of the data, as the most fundamental aspect of a human social setting is that of meanings (Henning, van Rensburg & Smit, 2004, p. 120). According to Henning et al. (2004), meanings are the cognitive categories that make up one's view of reality and with which actions are defined.

As stated in Chapter 1, I found myself interested in better understanding the experiences of learners who are experiencing speech-flow difficulties, after I was presented with the challenge of assessing a learner experiencing a speech-flow difficulty for an oral task within my own classroom. As an English teacher in a mainstream high school, I regretfully admit that I had little to no experience in dealing with learners who have speech-flow difficulties.

Below is an extract from my own notes about the incident:

The first time I had to assess this learner was very difficult, as it was also an emotional oral, about her father. She was shaking and red in the face and at one point, she began crying. Not only that, but she was 'brave' enough to do her oral in front of the whole class and not ask to do it at break, as many of the other learners do. I actually felt guilty that we, as educators, expect learners who stutter to go through something as emotional as this. Also, I found it very difficult to mark her. 'Reads fluently' was a category on the rubric, as well as, 'without hesitation', and these were the two areas where I was completely unsure of how to mark her. If I gave her above 50%, it would be unfair to the other learners, as she did not technically deserve these marks, however, if I gave her under 50%, I would be penalising her for something that she has no control over and is not her fault. So that is why I began to take an interest in learners who stutter, and also why I would like to suggest an alternative form of assessment.

I therefore became interested in how a learner experiencing a speech-flow difficulty *feels* in a high school and I began to question whether a learner such as this would feel that she was receiving the necessary support from the structures around her. As a result, I wanted to understand the experiences (at school and at home) of a learner experiencing a speech-flow difficulty in order to (perhaps) be better able to effectively accommodate her within her educational environment.

Although I am aware that there may be many other learners in many other mainstream (as well as special) high schools who are experiencing speech-flow difficulties, I wanted to focus on *this* particular learner to better understand *her* individual needs and experiences. Perhaps her experiences could be the same as other learners, or perhaps they may be slightly different. Either way, I feel that better understanding one learner, enables us to better understand other learners who may be in similar situations.

3.5   RESEARCH METHODS

The following research methods were selected due to the fact that they can be implemented by means of an interpretive, qualitative approach whereby the aim is to understand the needs of the learner.

According to Durrheim, (2006, p. 48), a research design should have a plan for action which should include the techniques used in executing the research. These techniques will be divided into three categories; namely: case selection, data collection and analysis (*Ibid*).

3.5.1   Selection of Participants

As mentioned in Chapter 1, Durrheim (2006, p. 49), defines sampling as "the selection of research participants from an entire population, and involves decisions about which people, settings, events, behaviours, and/or social pressures to observe". Bless and Higson-Smith (2000, p. 83), on the other hand, define sampling as a "technical device to rationalize the collection of information, to choose in an appropriate way the restricted set of objects, persons, events and so forth from which the actual information will be drawn". Who, or what, the researcher aims to study is known as the unit of analysis (Durrheim, 2006, p. 49; Bless & Higson-Smith, 2000, p. 84).

The unit of analysis decided on for this study was a learner in a mainstream high school who is experiencing a speech-flow difficulty. Rather than insisting that samples should be representative, qualitative researchers should ensure that their findings are transferable and that they are able to note the characteristics of individual people, and then combine these descriptions to provide a composite picture of the group the individuals represent (Durrheim, 2006, p. 49; Babbie & Mouton, 2001, p. 85; Bless & Higson-Smith, 2000, p. 84).

According to Bless and Higson-Smith (2000, p. 84) there are four main advantages of using sampling. These are displayed in the table on the following page:

Table 3.1: The advantages of sampling

Advantages of Sampling	
1) Gathering data on a sample is less time-consuming.	3) Sampling may be the only practical method of data collection.
2) Gathering data on a sample is less costly, since the costs of research are proportional to the number of hours spent on data collection.	4) Sampling is a practical way of collecting data when the population is infinite or extremely large.

Taken from: Bless and Higson-Smith (2000, p. 84)

I made use of purposive sampling (for reasons of convenience), as the research participant I selected would represent a good example of the phenomenon in question (Merriam, 2009, p. 83; Durrheim, 2006, p. 50; Bless & Higson-Smith, 2000, p. 92). I have therefore selected a participant on the basis of what I consider a 'typical unit' to be and from which the most can be learned (*Ibid*).

According to Merriam (2009, p. 77), in order to follow the method of purposeful sampling, the researcher needs to make use of certain criteria in order to select the participant. This would therefore involve selecting a unit of analysis which accurately fits into the purpose and aims of the research.

Therefore, I selected a learner from a mainstream high school, who is currently in Grade 11, and who is experiencing a speech-flow difficulty. As she has successfully reached Grade 11, I also wondered how she managed it, and what she depended on for support in her learning. I wanted to research how best I, as an English language teacher, as well as the school involved in the study, could support a learner who is experiencing a speech-flow difficulty. I also deemed her speech-flow difficulty to be a barrier to her learning, however, I wanted to ascertain if this was in fact the case, and how she experienced it.

I therefore aimed to argue that the needs of such a particular learner are (mostly) probable in other learners of similar circumstances, and that therefore, understanding the needs of one learner, can better help the researcher to understand the needs of others in the same situation. Due to the fact that I had selected this particular learner as the unit of analysis, I therefore also wished to

interview her mother, in order to better understand her experiences at home, as well as at school.

The biographical data of the two participants are therefore as follows:

Table 3.2: Biographical data of participants

Participant:	Jade* (Learner experiencing Speech-Flow Difficulty)	Mrs Smith* (Jade's mother)
Age:	16	42
Date of Birth:	22 August 1996	27 January 1971
Home Language:	English	English
Second Language:	Afrikaans	Afrikaans
Place of Birth:	*South Africa	Cape Town, South Africa
Size and Composition of Family:	Only child, lives with her mother	Two people
Gender:	Female	Female
Academic Average Percentage at School:	78%	N/A
Number of Schools Attended:	One primary school and one high school (both mainstream schools)	N/A

* Pseudonyms

* City not provided by participant

It is important to note that although Jade has a father, he is not mentioned in the data, except for her timeline, where she indicates that he has remarried. It can thus be assumed that Jade's parents are divorced.

3.5.2 Methods of Collection and Analysis

According to Silverman (2013, p. 125), there are no right or wrong methods when conducting research; the aim is to find methods that are appropriate to your research topic and the model in which you are working. Therefore, as I am interested in

researching the *experience* of a learner, an interview seemed appropriate (Silverman, 2013, p. 125; Patton, 1987, p.10).

According to Durrheim, (2006, p. 52) as well as Denzin and Lincoln, (2011, p. 3), qualitative methods of data collection include interviewing as well as observation, as these methods are favoured by researchers working within the interpretive paradigms as they provide insight to the meaning in the lives of the individual.

The data for this research will therefore be gathered by employing the following techniques: an interview of a semi-structured format, with the primary participant and her parent, the primary participant's diary entries, a timeline activity with the primary participant about her life as she depicted it, notes containing my observations of the learner in her school environment, my own reflections in a research journal, as well as consulting two documents, namely the primary participant's most recent school reports, and a report from the speech therapist with whom she consults at the moment. The specific methods of data collection and analysis will be discussed below as well as the procedures that were undertaken. The participant's academic record will be displayed in Chapter 4. A drawing she did for her speech therapist where she indicates the level of pain or comfort she feels in her body while she is experiencing stuttering will also be displayed in Chapter 4.

3.5.2.1 Procedures

The researcher undertook a number of procedures in order to ensure that the research could take place. This process will be presented below.

Firstly, permission to conduct a study in a Western Cape Education Department school was applied for. This permission was granted by the WCED Research Directorate and is attached as Addendum A. Then, permission to conduct a study in the school itself was applied for by requesting permission from the principal of the school. The principal gave his consent for the research to take place and this is attached as Addendum B.

After this, it was necessary to apply for ethical clearance from the University of Stellenbosch. Permission to conduct the study was granted by the Ethics Committee and this is attached as Addendum C.

Lastly, the researcher met with the participants of the study, and explained the process to them and what would be expected of them, as well as what would be expected of me, as the researcher. The consent forms were also discussed in depth. These consent forms can be found at Addenda D, E and F respectively. Arrangements were then made for the interview; the due dates or time periods were given for the learner's diary entries and her timeline of her life after these methods were explained to her; and, the time period was given in which the observations would be expected to take place.

3.5.2.2 *Data Collection*

During the process of collecting the data, the researcher aimed to be able to 'tell the story' of the participant by attempting to understand her experiences (Henning et al., 2004, p. 123.) The various forms of data collection will be discussed below.

Interviews

Patton (1987, p. 109; 2002, p. 341) defines the purpose of interviewing to be to allow us to enter the other person's perspective. It also allows us to gain insight into their experiences, concerns, beliefs, values, knowledge and ways of seeing and thinking (Patton, 2002, p. 341; Chase, 2011, p. 424; Schostak, 2006, p. 10; Seidman, 2006, p. 7; Rubin & Rubin, 2005, p. 3). It begins with the assumption that the perspective of others is "meaningful", "knowable", and therefore able to be explicit (Patton, 2002, p. 341). It involves direct personal contact with the participant who is asked to answer questions relating to the research problem, in order to find out what is on and in their mind, and also to gather their stories (Bless & Higson-Smith, 2000, p. 104; Patton, 2002, p. 341; Seidman, 2006, p. 9).

The semi-structured interview is very useful in qualitative research as it not only helps to clarify problems and concepts, but also allows for the researcher to probe the participant (Bless & Higson-Smith, 2000, p. 107; Chase, 2011, p. 423) in order to clarify and gain a deeper understanding. It entails a list of questions or issues, also known as an interview guide, that are to be explored in the course of the interview in order to ensure that the same general areas of information are collected from each interviewee; however, it still allows a degree of freedom and adaptability in getting the information from the interviewee (Chase, 2011, p. 423; Patton, 2002, p. 343).

According to Patton (2002, p. 343), the advantage of an interview guide is that it ensures that the interviewer has carefully decided how to make the best use of the time available.

The skill of the interviewer is therefore of utmost importance, as the quality of the information obtained during an interview is largely dependent on the interviewer (Patton, 2002, p. 341). According to Chase (2011, p. 423), when narrative researchers gather data through in-depth interviews, they work at transforming the interviewee-interviewer relationship into one of narrator and listener.

However, the researcher may need to make use of probing, which is used to deepen the response to a question and to give cues to the interviewee about the level of response which is desired (Berg, 2007, p. 101; Patton, 2002, p. 272; Neuman, 2003, p. 295). Simply put, probes are follow-up questions. The researcher therefore needs to not only listen attentively to the participant's responses, but to also 'think ahead' and perhaps probe for more information if necessary. Qualitative interviewers therefore "listen to hear the meaning of what interviewees are telling them", and, when they cannot figure out that meaning, they ask follow-up questions to "gain clarity and precision" (Rubin & Rubin, 2005, p. 14).

The disadvantage of interviewing is that it takes up a lot of time as the researcher has to "conceptualize the project, establish access and make contact with participants, interview them, transcribe the data, and then work with the material and share what he or she has learned" (Seidman, 2006, p. 12; Bless & Higson-Smith, 2000, p. 108). However, the advantages of interviewing far outway the amount of time it takes, as, if one's goal is to really understand the experiences of another, then an interactive interview is the one of the best ways to do so (Bless & Higson-Smith, 2000, p. 104; Patton, 2002, p. 341; Seidman, 2006, p. 9).

Semi-structured interviews were conducted with the primary participant as well as with her mother, with whom she lives. These interviews were conducted simultaneously for convenience sake, and in a neutral setting where both felt at ease.

Diary Entries and Timeline/River of Life

The diary entries of the participant and a timeline of her life may enable the researcher to obtain a deeper understanding of the participant's day to day experiences over time. The aim of this research was to understand the needs of a learner, and therefore, her own personal reflections about her environments were deemed to be useful. The participant was asked to keep a diary for a period of one month, in which she noted her daily experiences and reflected on these experiences.

Journal entries, or diary entries, can be rich sources of data, as they can detail how people make sense of their everyday lives (Silverman, 2013, p. 250). In diaries, individuals are free to express their feelings, opinions and understandings fully (Berg, 2007, p. 253). Courtright (1994) as cited in Berg (2007, p. 253), suggests several advantages to using diary entries as a form of data. These are displayed in the diagram below:

```
                    ┌─────────────────────────┐
                    │  The Advantages of a    │
                    │      Diary Entry        │
                    └─────────────────────────┘
        ┌────────────────────┼────────────────────┐
┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ Diaries are a    │ │ Diaries are able │ │ Diaries provide  │
│ defence against  │ │ to provide       │ │ an opportunity   │
│ memory decay,    │ │ information      │ │ for the subject  │
│                  │ │ about the writer │ │ to reflectively  │
│ as diaries are   │ │ as well as       │ │ recreate the     │
│ typically        │ │ others who       │ │ events.          │
│ written either   │ │ interact with    │ │                  │
│ as they happen,  │ │ him/her.         │ │                  │
│ or shortly       │ │                  │ │                  │
│ thereafter.      │ │                  │ │                  │
└──────────────────┘ └──────────────────┘ └──────────────────┘
```
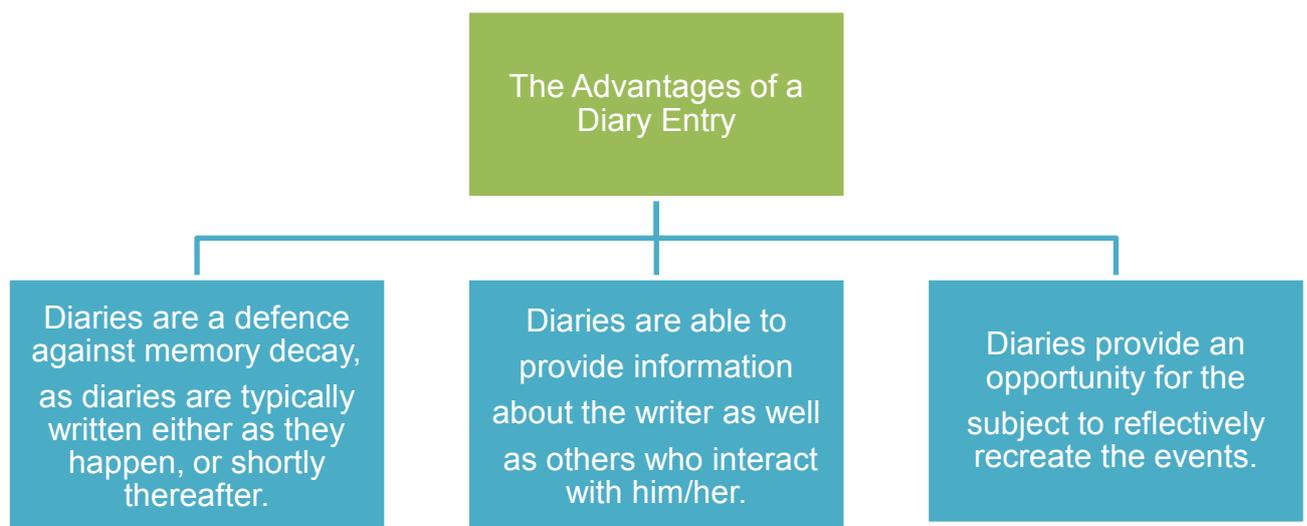
Figure 3.1: Advantages of a diary entry

Adapted from: Berg (2007, p. 253)

Staiger (2011), describes a timeline or a river of life to be a "visual narrative method that helps people to tell stories" of their lives. The researcher wanted to make use of this method due to the fact that the other methods were either written, or spoken (all involving words), whereas, with a timeline, the participant could merely draw, thereby giving the researcher a different perspective of who she is, and also enabling the

participant to be a bit more creative. A photograph of this timeline is displayed and discussed in Chapter 4.

Observations

According to Angrosino and Rosenberg (2011, p. 467), qualitative researchers are observers both of human activities and of the physical settings in which such activities take place. Observation involves using all the senses and becoming an instrument which absorbs all sources of information, paying attention, and watching carefully (Neuman, 2003, p. 381).

According to Patton (2002, p. 23), observation as a method of data collection allows the researcher to understand a programme or treatment to an extent that is not entirely possible using only the insights obtained through interviews. He states that there are limitations to what can be learned from what people say, and that, therefore, observation may help to understand fully the complexities of the situation (Patton, 2002, p. 21).

Observations are usually brief and typically take place in settings that are the natural loci of activity (Angrosino & Rosenberg, 2011, p. 467; Henning et al., 2004, p. 82). However, some qualitative researchers may argue that observation as a form of data is not very reliable, as different observers may observe different things (Silverman, 2013, p. 43). It is therefore in the best interests of the researcher to be as objective as possible, and this was attempted by trying to separate myself completely from the participant herself, and rather merely focus on her actions and the things she said.

The participant was observed from as neutral a position as possible, in different settings, namely in class as well as on the playground.

Documents

In order to obtain an in-depth understanding of Jade's lived experiences, I also deemed it important to consult two specific documents which might have shed light on her functioning within a school environment, as well as in other areas of her life, namely her most recent academic school reports, her speech therapy workbook and a report from the speech therapist whom she currently sees.

Babbie and Mouton (2001) argue that through personal documents a researcher can come to know her participant(s) thoroughly, as well as from different perspectives than just her own. Therefore the academic reports gave an indication of Jade's academic learning process from the perspectives of the teachers, whereas the speech therapist's report provided rich descriptions of the speech-flow difficulty that Jade experiences, as well as her physical coping mechanisms employed and encouraged by the therapist.

3.5.2.3   *Data Analysis*

As mentioned in Chapter 1, it is important to ensure that the type of data analysis used matches the relevant research paradigm and that it can answer the research question (Durrheim, 2006, p. 52). In this research (using the interpretative, qualitative paradigm), qualitative data analysis would be the most suitable form of data analysis.

Qualitative data analysis involves developing some classification or coding scheme by identifying themes in the data and the relationship between these themes (Durrheim, 2006, p. 52; Patton, 2002, p. 463). The identification of the various themes will be determined through coding the data. According to Miles and Huberman, (1994) as cited in Neuman (2003, p. 441), codes are "tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study".

Open coding represents the operations by which data are broken down, examined compared, conceptualized, and put back together in new ways by categorizing the data (Strauss & Corbin, 1990, p. 57; Neuman, 2003, p. 443; Patton, 2002, p. 463; Henning et al., 2004, p. 131). Open coding differs from coding in that coding is merely analysing the data, whereas open coding pertains specifically to the conceptualisation and categorisation of data (Strauss & Corbin, 1990, p. 61).

According to Strauss and Corbin, (1990, p. 62), the process of coding is as follows:

> *...the data are broken down into discrete parts, closely examined, compared for similarities and differences, and questions are asked about the phenomena as reflected in the data.*

The act of coding can be somewhat subjective at times, as it requires researchers to wear their own "analytic lens" (Saldana, 2013, p. 7). For example, how you perceive and interpret what is happening in the data would depend on your own 'filter', covering the lens (*Ibid*). The researcher therefore needs to be aware of how her own worldview may have an influence on the data.

The process in order to facilitate the coding was as follows:

Firstly, the researcher transcribed the interviews with the learner and her mother verbatim. The general interview guide can be found at Addendum F. The transcribed interview was then saved onto the researcher's computer, which is password protected. An excerpt of this transcribed interview can be found at Addendum H.

Next, the transcribed interview was coded using a process of open coding where various themes were found in the data. A portion of these themes are displayed in Addendum I.

Thereafter, the researcher also applied the process of open coding to the journal entries and timeline from the participant, as well as the researcher's own observation and reflective notes. The school reports, the speech therapist's report as well as Jade's workbook for speech therapy also contributed to the data considered in the analysis process.

The final analysis and categorisation of these themes in the data form the basis for the discussion which takes place in Chapter 4, where the findings are compared with and weighed up against information gathered during the literature review in Chapter 2.

3.6   DATA VERFICATION

The researcher will attempt to ensure the trustworthiness of the research by focusing on the credibility, dependability, transferability, and confirmability of the research (Merriam, 2009, p. 216).

3.6.1 Credibility

Credibility can be associated with internal validity in qualitative research, as it involves the acceptance that the research is subjective and that there are many

factors which influence it (Merriam, 2009, p. 213; Patton, 2002, p. 51; Miles & Huberman, 1994, p. 278). Silverman (2013, p. 472) defines validity as "the extent to which an account accurately represents the social phenomena to which it refers" and Van der Riet and Durrheim (2006, p. 90) refer to it as "the degree to which the research conclusions are sound". According to Patton (2002, p. 51), "no credible research strategy advocates biased distortion of data to serve the researcher's vested interests and prejudices". The researcher must therefore be aware of the fact that her research can and will be influenced by her own values and beliefs.

For this reason I kept personal reflective notes throughout the process, which shed light on my own position and thoughts throughout. My involvement with the participant spanned about six months, which provided a prolonged period of gathering data. Using different sources of data, I attempted to triangulate in order to form understandings based on different perspectives of Jade's experiences. Regular sessions with my supervisor provided opportunities for viewing interpretations critically. I also made use of member checking, as I presented the findings of the research to Jade, where she could make any changes if she so desired.

3.6.2 Dependability

Dependability, on the other hand, can be associated with reliability as it involves the question of whether the study's findings are likely to be repeated in other, separate studies (Merriam, 2009, p. 213). Silverman (2013, p. 471) defines reliability as the "degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions". Van der Riet and Durrheim (2006, p. 92) describe reliability as the degree to which results are repeatable. Miles and Huberman, (1994, p.278), ask the question of whether the process of the study is consistent, reasonably stable over time and across researchers and methods.

Babbie and Mouton (2001) argue that if the credibility of a research project can be ensured, it will follow that the dependability is also ensured. Therefore the same measures mentioned above were also aimed at dependability. I thus employed various methods of data collection in order to ensure that I could capture a wide range of Jade's experiences, making the study more dependable. I also tried to remain as objective as possible in my interpretation of the research findings.

3.6.3 Transferability

Transferability can be associated with external validity as it involves generalising the research findings (Merriam, 2009, p. 224; Miles & Huberman, 1994, p. 279). Merriam (*ibid*) suggests that "we need to think of generalisability in ways appropriate to the philosophical underpinnings of qualitative research" so that findings can be transferred to similar contexts and situations. Transferability is the extent to which it is possible to generalise from the data and context of the research study to broader populations and settings (Van der Riet & Durrheim, 2006, p. 91).

The question of whether the findings of this study can be applied in other context, determines the transferability (Babbie & Mouton, 2001). In order to ensure that the findings of this study may be applied to other contexts, I attempted a thick description of the findings in Chapter 4, and I also used purposive sampling, with clear criteria.

3.6.4 Confirmability

Confirmability involves ensuring that the research reflects the views and opinions of the participant, and not necessarily those views of the researcher (Merriam, 2009, p. 216). It centres around the question, "Do the conclusions depend on 'the subjects and conditions of the inquiry', rather than on the enquirer?" (Miles & Huberman, 1994, p. 278).

The purpose of keeping reflective notes during the process, as well as providing declarations about my own position in the topic, was to ensure an audit trail of my own awareness of the subjective nature of qualitative research and the possible influence this could have had on the findings of this study.

3.6.5 Data Verification Strategies

In order to improve the credibility, dependability, transferability, and confirmability of the research, it is useful to employ various data verification strategies. Merriam (2009, p.229) identifies several strategies which can be used to do so, including triangulation, an audit trail, peer examination and reflexivity. These will be discussed below.

3.6.5.1   Triangulation

According to Patton (2002, p. 247), triangulation strengthens a study by combining methods; either by using several kinds of methods or data, or by using both quantitative and qualitative methods. It usually combines multiple theories, methods and observations in order to produce a more accurate, comprehensive and objective representation of the study (Silverman, 2013, p. 369; Berg, 2007, p. 5; Henning et al., 2004, p. 103; Kelly, 1994, p. 287). The assumption is that, if the findings obtained with all these methods correspond and draw the same or similar conclusions, then the validity of those findings and conclusions has been established (Silverman, 2013, p. 369; Miles & Huberman, 1994, p. 267).

Triangulation was applied in this research by using multiple methods of data collection, namely: an interview, observations, diary entries, a timeline of the participant's life, as well as the researcher's own reflective notes. Data from all of these sources were then triangulated in order to look for common themes and categories.

3.6.5.2   Audit Trail

Another form of review involves using experts to assess the quality of analysis or to perform a 'process audit' (Patton, 2002, p. 562). Kelly (1994, p. 376) states that "unless the researcher leaves an audit trail and describes in detail what is done, the reader is left at the mercy of the researcher's ability to smooth over the cracks". Some audit trails may take the form of documents, whereby the researcher records every step of the data-gathering and analysis process, or, some may take the form of an 'analytic diary' which accounts for what is done and why it is done (*Ibid).*

For this study, the Chapters 3 and 4 could serve as an audit trial, as they describe the research process as well as the data analysis. Also, the researcher has attached addenda with extracts from the various forms of data as well as the coding process. This all serves to inform the reader of the process followed as well as how the researcher arrived at the findings.

3.6.5.3 *Peer Examination*

According to Wassenaar (1994), peer review goes hand in hand with an ethical review. Both should attempt to maximise the protection of the participants as well as enhance the quality of the research (*Ibid*). For the purposes of this research, the research process was overseen by the researcher's supervisor and this research will also be externally examined, enabling the researcher to receive feedback (Merriam, 2009, p. 220).

3.6.5.4 *Reflexivity*

According to Patton, (2002, p. 64), reflexivity is a way of emphasizing the importance of self-awareness, political/cultural consciousness, and ownership of one's perspective. Therefore, reflexivity "reminds the qualitative inquirer to be attentive to and conscious of the cultural, political, social, linguistic, and ideological origins of one's own perspective and voice as well as the perspectives and voices of those one interviews…". The researcher therefore needs to reflect on her own beliefs and assumptions and take these into account during the research process (Denzin & Lincoln, 2005, p. 22; Ratele, 1994, p. 553). These reflections can be found in the researcher's own reflective notes, but also throughout the thesis, where necessary.

3.7 ETHICAL CONSIDERATIONS

The Code of Ethics of the American Educational Research Association (AERA) have five principles which serve as a guide for researchers in the field of education in determining ethical courses of action in various contexts. These principles are as follows: professional competence; integrity; professional, scientific and scholarly responsibility; respect for people's rights, dignity and diversity, and social responsibility.

The essential purpose of research ethics is to protect the welfare of the research participants, as the research participants' dignity and welfare are more important than the research itself (Wassenaar, 1994, p. 61). According to Beauchamp and Childress (2001) as cited in Wassenaar, (1994, p, 67) although there are various approaches to ethics, there are four widely accepted philosophical principles that can be applied to determine whether research is ethical. These four principles are:

autonomy and respect for the dignity of persons, nonmaleficence, beneficence and justice.

Henning et al. (2004, p. 73) states that there are ethical activities which need to take place, namely: informed consent and anonymity.

Firstly, respondents need to give informed consent in order to participate (Henning et al., 2004, p. 73). This means that the research participant must be "fully informed about the research", including the fact that their privacy will be protected and what the researcher intends on doing with the data (*Ibid*). An informed consent needs to be signed by the participant, indicating their agreement to participate in the research upon gaining such information as mentioned above. (These forms are attached as Addenda D, E and F).

Secondly, respondents need to be guaranteed anonymity, if they so desire (Henning et al., 2004, p. 73). If the participant wishes to remain anonymous, a pseudonym may be used, which is the case in this research.

According to Daniels (2008, p. 120), ethics is a vital component of doing research right and is about being accountable to the people who participate in our research. It is important to remember that when participants grant access to themselves by participating in research, this does not mean that they relinquish control over the information that was obtained during that research (*Ibid*). Therefore, the researcher should give the participants an opportunity to read over the data, and agree with it (this is called member checking), before the researcher completes the research. It also serves as an opportunity to validate the findings.

3.8   CONCLUSION

The purpose of this chapter was to discuss, through the interpretive, qualitative lens, the research design and methodology, including the various research methods. The various data verification strategies were discussed and presented, as well as the ethical considerations and measures put in place. The findings of the research will now be presented and discussed in Chapter 4.

CHAPTER 4
RESEARCH FINDINGS AND DISCUSSION

4.1   INTRODUCTION

In this chapter the data found in the research will be presented. As explained in Chapter 3, a process of qualitative data analysis was used and various themes emerged from the data. These themes will first of all be presented, and thereafter, be interpreted and discussed in terms of the existing literature, in order to attempt to answer the research questions. Along with the themes found in the data, there are various categories within these themes. These themes and categories are displayed in the following table:

Table 4.1: Themes and Categories

Themes	Categories
1) Experiences at School	Relationship with teachers
	Teacher Characteristics
	Supportive strategies from teachers
	Assessments
	Experiences at School
2) Experiences with Friends	Relationships with friends/peers
3) Experiences at Home	Relationship with mother
	Supportive strategies from mother
	Contact with School
	Family Dynamics
4) Personality	Personal Characteristics
	Coping Skills
5) Experiences of Speech-flow Difficulty	Perception of Speech-flow difficulty
	Strategies with Speech-flow difficulty
	Speech Therapist's Contribution
	Experiences when stuttering
	New Social Experiences
6) Life Experiences	Life events/ Experiences
	Medication/ Health
7) Sense of Normality	Sense of normality and 'sameness'

As stated earlier, the purpose of this research was to determine the experiences of a learner who is experiencing a speech-flow difficulty. In collecting the data, I found that the timeline which the learner drew of her life (as well as its explanation) was particularly useful in formulating a better understanding of who she is. Although I will be discussing some of the explanations of her timeline in the discussion below, I thought it necessary to include the full timeline as part of the introduction, as it provides a summary of Jade* herself. This timeline (and explanation) is displayed on the following page:
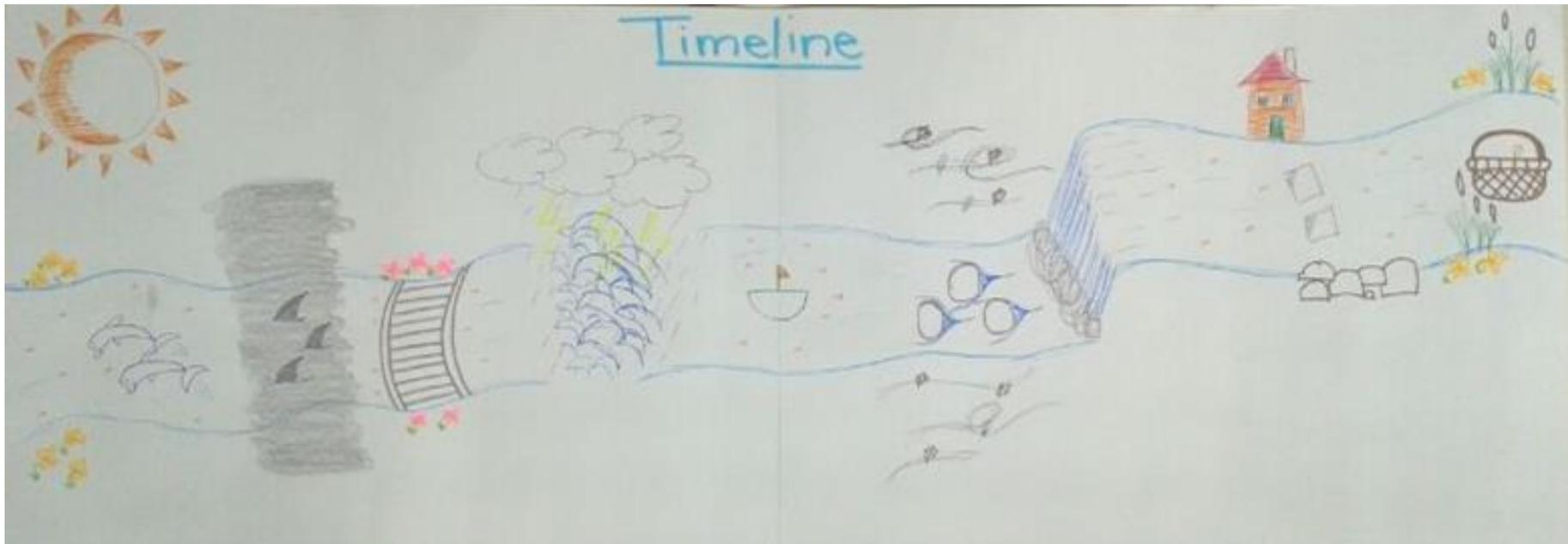
Figure 4.1: Timeline of Jade's Life:

Presented by Jade

Explanation of Timeline written by Jade:

The basket in the river on the far right represents me being born. The reeds and sun show that it is a good time in my life. The rocks represent a minor trauma when I got injured in my face with a golf ball. Immediately after there are stepping stones and a house. The stepping stones signify my recovery and the house, the security and comfort of my mother.

As the river flows on, it reaches a waterfall. This represents the overwhelming sorrow I felt when my dad got sick with cancer. The rapids are the battle he faced and the pain I felt. Soon after, there is a boat. This represents a happier time when my dad went into remission and got re-married.

The waves and stormy weather signify a rough time in my life when my mom got very ill. I was in a confused state and did not know what to do. The bridge shows the time when both me and my mother found our footing and grew closer together. Since then, we have overcome every obstacle we have faced.

The sharks represent my start at high school. It was fast-paced and demanding. The fog signifies my confusion and misguidance. I felt insecure and vulnerable. But the dolphins represent my friends that helped me and got me through the bad days.

After that, I only had good times and, though there are few rocks in my path, they do not influence or impact my life.

4.2   RESEARCH FINDINGS

The findings of the research will now be presented and discussed according to the various themes and categories which emerged during the qualitative data analysis. The themes reflect the lived experiences of a learner who is experiencing a speech-flow difficulty.

The data which will be discussed below was collected through various methods. These methods were the interview with the learner and her mother; the learner's timeline of her life (above), diary entries from the learner, observations by the researcher conducted in a classroom and at break time, the researcher's own reflective notes as well as the learner's school reports for 2013. A drawing completed by Jade for her speech therapist will also form part of the data, as well as a summary of a report from Jade's speech therapist.

The discussion below will include excerpts from all of the various forms of data as evidence for the respective categories and themes. For convenience purposes, I will be making use of a key in order to indicate where the data stems from. This key is displayed in the table below:

Table 4.2: Key to indicate source of data

Key	Source of Data
Int	Interview
Dia	Diary Entries
Obs	Observations
Ref	Researcher's reflective notes
Tim	Timeline of Jade's life
Doc Rep	Speech therapist's report
Doc w/book	Jade's speech therapy workbook
Doc Sch Rep	Jade's school reports

4.2.1   Experiences at School

Prior to beginning the discussion on Jade's experiences at school, it is important to take her context and position in the grade into account. Jade does very well academically; she is in the top class out of a grade of seven classes. In the June

examinations of 2013, she came ninth in her grade. A table of her results can be seen below:

Table 4.3: Jade's academic performance for 2013

Jade's Academic Performance – Grade 11 2013			
Subjects	**Term 1**	**Term 2**	**Term 3**
English Home Language	76%	81%	89%
Afrikaans Additional Language	74%	79%	76%
Mathematics FET	84%	78%	74%
Life Sciences	68%	81%	85%
Physical Sciences	60%	74%	51%
Computer Applications Technology	83%	86%	78%
Life Orientation	77%	73%	87%

Taken from: The learner's report from the school involved in the study (*Doc Sch Rep)*

It is necessary to indicate Jade's sound academic achievements as these have a large role to play in how she experiences her school life. As a teacher, I am aware that it is possible to teach in a different manner to a top academic class, as not as much attention has to be paid to individual learners, and the teachers are more able to experiment with new ideas and enrich their learners in more challenging manners. As a result, the way in which Jade experiences her school and her relationships with her teachers is perhaps more positive than a learner who is not in the top class, for example.

During the research, it was discovered that Jade had many experiences at school. These ranged from the relationships with her educators and the support she receives from them, to her experiences of school in general and the way in which she views her assessments. One thing that was evident in the research was the idea of

normality and that Jade and her mother perceive her life to be that of a 'normal' teenager. The respective categories from the first theme will now be discussed below.

4.2.1.1 *Relationship with Teachers*

The first experience that Jade identified was the fact that her relationship with her teachers could be described as normal, and not any different to a relationship that a learner who is *not* experiencing a speech-flow would have with their teacher. As mentioned earlier, the idea of being 'normal' was often present in the data and indicates the fact that this learner does not view her experiences and relationships to be that much different from any other teenager.

> *"...it's like a normal relationship as they would have with another s-s-s-student maybe without a stutter or speech-...flow difficulty. Um, ja, um, ja, I think it's, for me it seems normal." (Jade – Int)*

Jade indicated that she does not feel uncomfortable in the classroom, as she is surrounded by her friends.

Mrs Smith indicated that she did not inform the teachers of Jade's speech-flow difficulty as she was afraid that Jade may be singled out, and being singled out, is exactly what Jade does not want.

> *"...if I had let the school know about it, they may treat her differently, which I then didn't want to happen." (Mrs Smith – Int)*

> *"I don't wanna be singled out..." (Jade – Int)*

Although Jade would prefer to be assessed differently for oral tasks, which will be discussed below, she always tries to do her orals in front of the class, the same as the other learners. She is not the kind of learner who would refuse to do an oral, as some other learners, who are not experiencing a speech-flow difficulty do. Therefore, Jade's teachers display respect towards her for her 'courage' to speak in front of the class. As an educator myself, it is important to assess each learner fairly, not only for the sake of the particular learner being assessed, but also for the rest of the class, who trust that you will assess them fairly too.

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"If I gave her above 50%, it would be unfair to the other learners, as she did not technically deserve these marks, however, if I gave her under 50%, I would be penalising her for something that she has no control over and is not her fault." (Researcher – Ref)

However, Jade is not sure if all of her teachers are aware of the fact that she is experiencing a speech-flow difficulty. Other than in a language class, where a learner would typically speak more than usual, Jade is not sure how her other teachers view her speech-flow difficulty.

"Um, I don't really need to speak in any of my other, subjects, so..." (Jade - Int)

4.2.1.2   Teacher Characteristics

The relationships that teachers have with their learners seemed to be largely dependent on the teacher's personality, as well as the nature of the interaction between the teacher and the learner.

In observing Jade, it was evident that the specific teacher conducting that lesson had good class control and discipline due to his characteristics being strict, but still allowing the learners to have freedom to ask questions and add comments.

"Teacher has good class control and discipline and maintains the attention of the learners." (Researcher – Obs)
"...all involved – maintains interest." (Researcher – Obs)

The teacher did, however, 'pick on' Jade.

"...teacher did pick on Jade, even though I had asked him to make it as 'normal' as possible. (Researcher – Ref)

"The teacher picked on Jade again (perhaps because I am here) and he said, 'I'm picking on you today'." (Researcher – Obs)

The teacher does not criticize the learners' answers, offers praise and allows for an open communication as his lessons are run in an informal, conversational format.

> *"Teacher gives learners ample opportunity to respond/give an interpretation."* *(Researcher – Obs)*

> *"The teacher does not criticise the learners' answers; he rather adapts them if they are not quite correct." (Researcher – Obs)*

> *"...teacher said 'well done' to her." (Researcher – Obs)*
> *"Teacher referred back to Jade's 'good answer' to mention how it 'fits in'." (Researcher – Obs)*

> *"Lesson is in a conversational format..." (Researcher – Obs)*

Also, my motivation for the study is due to my own interest in understanding the experiences of learners who are experiencing speech-flow difficulties. It is therefore *because* of the guilt I felt that I am now trying to understand how to better support such a learner.

> *"I actually felt guilty that we, as educators, expect learners who stutter to go through something as emotional as this." (Researcher – Ref)*

4.2.1.3   Supportive Strategies from Teachers

Jade's teachers showed various means of attempting to support her, however, some of the teachers' "supportive" strategies are not that supportive, as although the teacher may believe they are being supportive, Jade sometimes views it as annoying. For example; a teacher would make the assumption that Jade is not ready to say the word/s, whereas, for Jade, this is not the case at all.

> *"Um, some of them would like ... ah, like say, you know, um, you know, it's fine, just ... say it when you're ready, and then, ja, so, ja ..." (Jade – Int)*

> *"Like, like I'm ready, it's just not coming out." (Jade – Int)*

Although Jade believes that she receives academic support from her teachers in terms of receiving support for her speeches, she does not think that she receives much emotional support from her teachers, but she indicates that she is not really upset by this and views it as the same as any other school. However, when she started high school, she felt confused and misguided at the time, and felt that she did not receive any support from the educators.

"'Cause, um, ... I don't know, just, never had anyone say, "No, it's ok." I just, but for me it's like, just any other school, like it's just, how they are, but, and I'm, I'm, I don't really feel affected by it..." (Jade – Int)

"The fog signifies my confusion and misguidance." (Jade – Tim)

Throughout her schooling, Jade's teachers have not supported her with her speech-flow difficulty specifically. She has, however, been receiving speech therapy, which will be discussed below.

Jade indicated to me that she would like teachers to wait until she finishes her sentence, instead of trying to complete it for her. Teachers therefore need to show as much patience and understanding as possible.

4.2.1.4   Assessments

As mentioned previously, it was very difficult to assess Jade as the rubric for oral tasks in language subjects does not accommodate learners who are experiencing a speech-flow difficulty. I therefore began to take in interest in alternative forms of assessment for learners who experience speech-flow difficulties, whereby the teacher would not have to penalise the learner for something that she cannot control.

"The first time I had to assess this learner was very difficult..." (Researcher – Ref)

"'Reads fluently' was a category on the rubric, as well as, 'without hesitation', and these were the two areas where I was completely unsure of how to mark her." (Researcher – Ref)

As mentioned above, Jade does feel that she is assessed fairly in written activities. However, she feels that she is only "sometimes" assessed fairly in oral activities. Below, Jade is explaining how she would be assessed for an oral out of ten marks.

"Mmm, ... sometimes, ja. Like, um, at first, like, if it's, like, with, if I'm like speaking for the first t-t-t-t-t-time with someone else and they don't know that I have a stutter, then, then it's a bit, like, rough, like I have like 4 or 5. Um, but then, if I know them, then I'll have like 7 out of ten. Like that." (Jade – Int)

Jade therefore thinks she will do better when the teacher is aware of her speech-flow difficulty; however, she also said that she is unsure of whether all of her teachers know that she is experiencing a speech-flow difficulty. Also, as mentioned above, although Jade would like to be assessed differently for her oral tasks, she does not want to be treated differently.

> *"Ah, in a way I do. But also, I would also like to be, like, I don't wanna be singled out, also." (Jade – Int)*

In terms of the oral assessments themselves, Jade explains that unprepared and prepared reading oral tasks are the same for her, in terms of difficulty and how much she will stutter. However, she much prefers unprepared orals to prepared orals, due to the fact that when it is unprepared, she can substitute words that she knows she will stutter on, whereas in prepared orals, she has to follow the words she has in front of her. Jade classifies an oral as something that aggravates her speech-flow difficulty as she cannot speak freely.

> *"Um, wh-, I think with unpr-pr-prepared orals, it's easier for me, um, than, when I have to say these words, like it's set, I have to say it like this, but, with, like, um, but if I have to like say it, like just think of it then it's fine bec-c-bec-c-because then like I have like s-synonyms for the words that I'm gonna stutter on, so it's fine..." (Jade – Int)*

The fact that Jade's speech-flow difficulty was causing her English oral marks to be affected was the reason why Jade began to see a new speech therapist this year.

> *"...the reason why we decided to, to start again was, um, because she's a high achiever and she's brilliant at English, but she wasn't getting the English marks that she deserved because of her speech..." (Mrs Smith – Int)*

4.2.1.5   Experiences at School

Jade's experiences at school in general seem to be quite positive and she claims to enjoy some of her lessons. She feels both physically and emotionally safe at school. She takes part in a sport, which is softball, and is also involved in the Interact cultural committee. Although she is very involved in the school, she does not judge other learners who choose not to partake.

"I like, I, I like softball, um, and I think sport is fun." (Jade – Int)

"Went on an Interact outing..." (Jade – Dia)

"...it's their decision if they want to or not..." (Jade – Int)

Jade prefers taking part in a sport over taking part in a cultural activity, as, with sport, she is able to feel like she is part of a team and a family and is surrounded by her teammates. Sport also creates a sense of emotional well-being for her.

"Um, I think sport is better, 'cause I mean, like you,...like, there's almost like, like, it's like a second family with sport, like you with them all the t-t, well not, they, you with them a lot, so you sort of like, like part of a family. Like, there's like love and hate and all of that stuff in a sports (takes breath) thing, so I think it makes you stronger, like, emotionally as well." (Jade – Int)

Jade does not approve of bullying at all; she finds it to be "unnecessary", "mean" and "wrong". Jade has never been bullied for her speech-flow difficulty at school, although she says that she has been teased for being short. She describes this experience as not being a negative one as she understands that it was not meant to harm her personally.

"Mmm, I've been made, like, not fun of, but it's, just like fun, for me as, well not fun, but, like, it's just like a laughing matter, like, um, for, like I'm short, like really short, so I've always been, "Ah, you so short", like, "How's the weather down there?" But like, that, it's not like negative." (Jade – Int)

"It's just fun, they just, I know they joking, so I laugh, I, I feel that as well, like, I'm not really negatively impacted by that, cause I mean, I know I'm short, so ..." (Jade – Int)

When it comes to asking questions in class, Jade only asks questions "sometimes" and only when she wants to. This is largely due to the fact that she tries to avoid stuttering as much as possible, and therefore tries to avoid asking questions where a long section of work is involved, thereby requiring a longer question.

"Um, um, if I know, that there's, like a section that I will stutter on, like I know that I'm going to, then I rather just leave it, ... then..." (Jade – Int)

When asked to rate her level of happiness at school on a scale from one to ten, Jade said she would "give it like a six or seven", but on some days, when she didn't feel like being at school, she would give it a five out of ten. Her mother, on the other hand, pointed out that Jade hardly ever misses school due to the fact that she has a good sense of responsibility to attend school.

> *"Although, um, there were, on occasions, when I said to her, "Ok, look, you don't look well, stay at home today", she vehemently won't. "No, I need to go to school" and "I don't want to miss out on work" and, and so on. So even though she's having a bad day, she won't, she'll never stay away from school." (Mrs Smith – Int)*

On the negative side, Jade dislikes some of the aspects related to speaking at school. She does not like reading aloud, or being 'picked on' as then she is expected to say an answer, which she may not want to say.

> *"Um, sometimes speaking aloud. Like when, like, if I have t-t-to like say an answer that I don't wanna say, then they say, "What's the answer?" Then you sort of have to answer." (Jade – Int)*

However, Jade does sometimes approach oral tasks in a positive manner, for example; she volunteered to be part of a group who performed a practice debate oral in class.

> *"We did a practise debate in English today. We were arguing that drugs should be legal. I was on the preposition (copied verbatim) with *Thandi, *Darren and *Emma. I think I did pretty good..." (Jade – Dia) (*Pseudonyms)*

The biggest differences that Jade finds between primary school and high school are: the content of the work; and the relationships with her friends, in particular, the fact that there are many more fights between friends at high school.

> *"The workload (laughs) is the biggest d-difference, I think, um and, also, um, in high school, there's a lot more fights..." (Jade – Int)*

Jade was quite wary of high school when she started. As mentioned earlier, she seemed uncertain of what to expect and unsure of herself, and she was also confronted with a curriculum that she found to be 'fast-paced'.

"The sharks represent my start at high school. It was fast-paced and demanding. The fog signifies my confusion..." (Jade – Tim)

4.2.2 Experiences with Friends

Jade also identified various experiences with her friends and described how she feels when meeting new people.

4.2.2.1   Relationships with Friends/Peers

As mentioned above, one of the reasons that Jade enjoys school, and is comfortable in the classroom, is due to the fact that she can be with her friends.

"I'm not really un-c-c-c-comfortable in that environment, be-ja-cause, like I'm with my f-f-f-friends and so, it's not really, like, weird for me." (Jade – Int)

Jade describes her friendships to be "normal" with the friends she has had for a long time and who know her well. She has maintained her friendships throughout her time in high school, and, due to the fact that they do know her well, they are patient with her when she stutters. However, making new friends or even just meeting new people can pose a bit of a challenge, as it can be a little awkward in the beginning, and some people do not know how to act. Jade thinks that others would view her speech-flow difficulty as 'weird'.

"At the start, it's like a little weird, cause I mean, they don't really... know anyone, I think, with a stutter, so they don't know how to react to it, but like, like with, my f-f-f-friends that I've had since I was like, small, they like, just like normal friends. Like, they just...they..., like, we, like joke and we laugh and like that kinda stuff, so it's, it's not really, like, like..., t-they don't act any, like, like act weird around me because like I have a stutter and now how do they act?..." (Jade – Int)

"But at the start, like, if I've known someone for like a week, then it's still like weird for them, like I can see that it is. But otherwise, it's all good." (Jade – Int)

"Um, I think they would think of it as, um, weird...like, ja, weird. But otherwise, I think they, they, th-th-th-they not understand it, but they not, like, judgemental about it." (Jade – Int)

Although she is quite sociable, Jade sometimes finds it difficult to make new friends. When she stutters, they do not always understand what is going on, and Jade feels embarrassed.

> *"Like, um, like sometimes I would struggle on, like, saying like, "Hi, I'm..." and then like say my name, and then they like, 'Why you speaking like that?" then it's, like, sorry." (Jade – Int)*

> *"I think they, like, they, they d-don't really understand it, I think, ja. Like, like why I stutter..." (Jade – Int)*

Despite this, Jade has not had any negative experiences of meeting new people, other than not quite knowing what to say to the person.

> *"Um, I've never really had a negative e-experience with meeting new p-people. Um, it's always just, like, speaking about stuff with new people, I think it's like, like what do you say now?" (Jade – Int)*

As mentioned above, Jade describes her relationships with her friends to be 'normal' and she enjoys spending time with them. They do 'normal' teenage activities together, like going to the movies, or socialising at a 'braai' together.

> *"Um, if anything, I am more busy driving them up and down and taking them to movies and picking them up, and so on. So I, generally ... for me, Jade's like any other child." (Mrs Smith – Int)*

> *"I also went to *Sarah's braai." (Jade – Dia) (*Pseudonym)*

> *"*Saskia also started (insert: body-boarding) today so it was nice to have a friend with." (Jade – Dia) (*Pseudonym)*

As mentioned above, Jade finds the relationships with her friends to be different from what they were like in primary school. She has found that there are more 'cliques' in high school made up of smaller groups of friends, whereas she was friends with many people in primary school. Also, her friends now are all the same age as her; she no longer socialises with learners younger than her.

> *"...also in high school you have the different, like, it's not sections, but like, everyone's with their like, f-f-f-f-friends, the b..um, but like, bef-fore high*

school, the, then this was like this whole big thing where everyone was just there, but now there's like little, ... like ja..." (Jade – Int)

"Everyone would j-just like hang out, just like, there would be like fifty of us and we'd just like hang out. Like obviously like in the fifty, there would be like indiv-vidual like, like things happening, but everyone was just there, like you just hang out with everyone." (Jade – Int)

In observing Jade in the classroom and at break time, it was evident that she enjoys being around her friends. In the classroom, she sits next to a friend and chats to her every now and then, and at break time, she is surrounded by quite a few friends, where she laughs with them. It was useful to observe her in order to see how she interacts with her friends in the different situations.

"She sits right in front next to a friend and in a group of three." (Researcher – Obs)

"She whispers to her friend next to her now and again." (Researcher – Obs)

"Jade sits on a bench with a large group of friends surrounding her." (Researcher – Obs)

"All of these friends seem to go to the same bench at break." (Researcher – Obs)

"Jade talks mostly to one female friend who is in her grade..." (Researcher – Obs)

"She seems to laugh a lot and her group of friends seem to make jokes." (Researcher – Obs)

Although Jade loves seeing her friends at school and enjoys socialising with them, she does not like to share too much with them, with regards to her feelings. The fact that she is quite a private person will be discussed below, under 'Personality Characteristics'. Having said that, Jade is not afraid to talk about other things around her friends.

"Like, when I'm with, like, my f-f-f-f-friends or like someone then it's just like, I don't need to be shy, so then I'm not, like that kinda thing..." (Jade – Int)

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Jade seems to experience friends, however, as a positive support structure in her life, as she thoroughly enjoys spending time with them, and they also act as a sounding board for any difficulties she may be facing.

"...the dolphins represent my friends that helped me and got me through the bad days." (Jade – Tim)

4.2.3 Experiences at Home

Jade described her relationship with her mother and also mentioned supportive strategies that her mother offers her. Contact between the mother and the school was also discussed.

4.2.3.1   *Relationship with Mother*

Jade's timeline indicates the pivotal role that her mother has played in her life; from feeling safe and secure with her, to being upset and confused by her illness, to forming a good, open, and communicative relationship with her.

"...and the house, the security and comfort of my mother." (Jade – Tim)

"The bridge shows the time when both me and my mother found our footing and grew closer together. Since then, we have overcome every obstacle we have faced." (Jade – Tim)

Both Jade and her mother were present during the interview, which was useful, as they could both contribute as they wished, and their interaction could be observed.

"I could see the interaction between the mother and the child. Also, the mother could add in information if she wanted to, and she did, so this enabled information to come out in the interview that perhaps would not have otherwise." (Researcher – Ref)

Jade has quite a close relationship with her mother, in the sense that they communicate well with one another. They have a good understanding of each other's needs and are open and honest with each other. They also spend much quality time with each other by watching movies together and Mrs Smith is happy with the open relationship her and her daughter have with each other.

"...if either one of us have had a bad day, or we just not in the mood to talk, or, we'll get home and say, "Look, I had a really bad day, I just can't talk for the next hour", then either; if it's Jade, she'd go to her room; if it's me, I'd go to my room..." (Mrs Smith – Int)

"...'cause we understand. And after we finished, we'll get together again and watch a movie..." (Mrs Smith – Int)

"Went to see 'Wolverine' with my mom. It was cool." (Jade – Dia)

"...So I think, that is, that's a great...thing to have, and, it's, it's open..." (Mrs Smith – Int)

Her mother does not treat her speech-flow difficulty as a disability and even seems to be a bit dismissive of it.

"...her speech is ... something in the background. Um, we've, um, just personally, I've, I've never dealt with it, um, as something that's wrong..." (Mrs Smith – Int)

"...I don't see it as an impediment..." (Mrs Smith – Int)

Mrs Smith also stuttered as a child. Her stuttering, however, ceased when she was in high school.

"...I can't say if it's hereditary, or not, but I stuttered..." (Mrs Smith – Int)

"Um, and mine went away when I was in high school as well." (Mrs Smith – Int)

The speech therapy Jade has been receiving has not only helped Jade's stuttering itself, but it has also helped Mrs Smith better understand her daughter and what she is going through when she experiences stuttering. Here, Mrs Smith is speaking about a drawing Jade did with her speech therapist, which indicates where about in her body she feels pain or discomfort when she stutters. (This drawing will be displayed below, under "Intervention and Support Strategies").

"...And how does your arms feel? What happens on your chest? Is it sore, is it just uncomfortable? And so on. And I think that was pretty brilliant, and, it

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made a lot of sense for me and I could then... identify with Jade when she stutters." (Mrs Smith – Int)

Jade describes feeling physically and emotionally safe with her mother at home, and prefers being at home to being at school. Jade stutters less at home than at school, perhaps as a result of feeling more comfortable there.

Mrs Smith takes care of her home in such a way that she attempts to get rid of any dust in the house in order to assist Jade, who has asthma.

"...I maintain, a, our home, a, in a way that is comfortable for her; for example, we don't have carpets, we've got, um, tiles even in her bedroom..." (Mrs Smith – Int)

"...like when I'm at home, then I don't stutter as often as if I speak at school for instance..." (Jade – Int)

However, Mrs Smith does get impatient with her daughter at times. There were times when she would be dismissive and tell Jade to go away, and come back when she is ready, and this used to upset Jade immensely. Although the mother says that their relationship is not always perfect, they do have a good enough communication style in order to pinpoint what it is that is causing the other one to be upset.

"From a home point of view also, the, it, it, it's not all roses. There are times when I become impatient with her, um, ... but mostly not..." (Mrs Smith – Int)

"But there are times when I say, "I just can't now. Please go away and come speak to me when you ready." (Mrs Smith – Int)

"...Until we spoke about it; we identified it." (Mrs Smith – Int)

"Um, so, it, it's not perfect all the time, ... um, at home either. But mostly it's perfect." (Mrs Smith – Int)

4.2.3.2 *Supportive Strategies from Mother*

As mentioned above, Jade's relationship with her mother is generally quite good, and her mother's supportive strategies are usually experienced as positive. Although Mrs Smith is 'tough' on her daughter in the sense that she expects her to make

phone calls to book appointments, she is also displaying love and care for her daughter, as she is encouraging her to be independent. The fact that Mrs Smith made her daughter phone to secure a job-shadowing position is 'tough', but it makes Jade better prepared for her future, when she would be expected to do such things. Mrs Smith is also aware of the fact that Jade stutters less the more relaxed she is, and therefore, the more often she is exposed to these social situations, the better. Jade feels that her mother handles her stuttering 'fine'.

> *"I, I don't finish a sentence, I don't try to correct her, um, because she has to be in the school environment and she won't have anyone to do that for her, um, and, just little things, if I want a telephone number from, um, a call centre, I'd give the phone to her and say, 'Just call them and ask them for...'. Um, or I'll say to her, just phone your orthodontist and confirm your appointment. So, I-I never take those experiences ...away from her." (Mrs Smith – Int)*

> *"...she called the hospital two weeks ago to do the job shadowing, um, I said to her, "That's all on you, you need to call." (Mrs Smith – Int)*

> *"...she stuttered, um, in the beginning, but as the conversation continued, she didn't stutter at all..." (Mrs Smith – Int)*

When arranging the time and place for our interview to take place, Mrs Smith was the one who requested a more 'informal' approach in order to make her daughter feel more comfortable.

> *"However, the mother suggested a coffee shop rather, as this would be 'less formal'." (Researcher – Ref)*

Mrs Smith has also tried to help her daughter by encouraging her to start going to speech therapy again, as she only has two years of high school left. She also encourages her daughter to make use of the strategies she learns in speech therapy and also to practice the relaxation exercises the speech therapist recommended. Mrs Smith has a positive feeling about the speech therapy as she feels that it takes consideration of the fact that there are a number of factors that have an influence on Jade and her stuttering.

"...we would do everything we possibly can to assist in her English marks." *(Mrs Smith – Int)*

"Um, I'm very very happy, ah, because, like I said, it's from a holistic point of view..." (Mrs Smith – Int)

Jade's mother is also caring in the sense that she does not want her daughter to take too much medication. She rather wants her daughter to apply the strategies she has learnt from the speech therapist, in order to decrease her stuttering, and, to do as much as she can around the house in order to decrease her chances of having asthma.

"We don't, um, have it as a regular medication, 'cause I didn't want her to." (Mrs Smith – Int)

"...she was diagnosed with asthma, um, but because I'm, I'm not really, a, comfortable with her taking as many medications as what they, um, thought she would, I maintain, a, our home, a, in a way that is comfortable for her..." (Mrs Smith – Int)

Mrs Smith seems to be very proud of her daughter. She states that her daughter is very bright and that she has a good self-esteem, and she is pleased by this, as her daughter could just as easily have withdrawn completely.

"...um, and for me, that's huge...um, because it could so very easily have affected her." (Mrs Smith – Int)

Jade's mother has various 'things' that she does to support her daughter when she is trying to speak to her, like stopping what she is doing to pay Jade attention. Although Mrs Smith indicated that she does get impatient and dismissive with Jade and does not want to listen to her, as mentioned above, they have discussed Jade's feelings about this, and Mrs Smith now has a better approach towards it, and tries to be more considerate and understanding.

"I do things like, when she speaks and, a, the radio's on, I'll switch it off, and I'll sit and I'll say, "Ok, I'm listening", even if it's something funny, or, if we watching a movie, I'll, I'll put the, the movie on mute and I'll pay attention. But

there are times when I say, "I just can't now. Please go away and come speak to me when you ready." (Mrs Smith – Int)

"And now even if I am impatient, then I'll, I'll, I'll say, "I, I can't do this right now". (Mrs Smith – Int)

4.2.3.3 Contact with School

Mrs Smith has not had much contact with the school at all, but this could be due to the fact that Jade is not a 'problem' child; she is respectful and does well academically, and the school therefore may not see the 'need' to contact the parent. However, despite the fact that Jade does well academically, the school does not contact Mrs Smith to inform her of this.

"Um, I've, I've not had to (insert: make contact with the school), at all ... since she's been at, at, at high school." (Mrs Smith – Int)

Mrs Smith chose not to inform the school about Jade's speech-flow difficulty due to the fact that she did not want Jade's teachers to treat her any differently. She also does not view Jade's speech-flow difficulty as anything that is 'wrong' with her; she says that it is just a part of who Jade is.

"Um, I think, that was a personal decision... um, like I said because I don't see it as an impediment..." (Mrs Smith – Int)

"...Um, it's just part of who she is..." (Mrs Smith – Int)

4.2.3.4 Family Dynamics

As mentioned above, Jade's mother also stuttered, but there are also two other family members who stutter. Although no one is clear on the cause of stuttering, Mrs Smith indicated that it could possibly be hereditary.

"um, and I had this cousin who stutters badly and her son..." (Mrs Smith – Int)

Jade's family members are supportive and understanding of her speech-flow difficulty. They allow her to finish saying what she wants to say, and they do not treat her any differently.

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"They very understanding, like, they, they would like, um, ... they will, like ... um, how can I say, like they'll just, um, they'll just allow me t-t-t-t-to speak. They, like, so, I think, they, they know." (Jade – Int)

The extended family is patient with Jade and they do not see her stutter as a 'big deal'.

"Ja, they are (patient). They will, they will say, like, um, ... ja, it, they don't really notice it that much any..., well, they didn't really used to notice it, but it's just like, a stutter, and that's, that's all." (Jade – Int)

Mrs Smith states that the reason for the family's positive treatment of Jade is also due to the fact that she does not withdraw and that *she* is sociable with *them*. As a result, there is a sense of normality again, as they do not see her as being any different to them.

"And I think if she was the kind of child who would withdraw, they would then either leave her out, or treat her differently..." (Mrs Smith – Int)

"...we don't see her as, as different..." (Mrs Smith – Int)

4.2.4 Personality

Jade's personality seems to play a large role in how she experiences her life. Her personal characteristics observed throughout the research process will be discussed below, as well as her coping skills.

4.2.4.1   Personal Characteristics

In Jade's timeline, she related her birth to the birth of Moses, from the Christian Bible. The story comes from the book of Exodus in the Bible, and it describes how Moses' mother placed him in a basket and let the basket drift down the Nile River in an attempt to prevent him from being harmed, as all new born babies were to be drowned at birth.

"The basket in the river on the far right represents me being born." (Jade – Tim)

Jade is generally a shy person, although she likes to talk a lot to those who are close to her. She sees herself as quite sociable and usually participates in social activities. However, when she knows no one, she usually just keeps to herself. Jade also doesn't make conversation unnecessarily.

> *"I like speaking, like, I generally speak a lot..." (Jade – Int)*

> *"...I'd just sort of like sit in my own bubble." (Jade – Int)*

> *"When I'm out, I've noticed that I'm more confident in my speaking. I'm not so shy with people I don't know." (Jade – Dia)*

> *"I do (participate in social activities). Like, um, I, I think of myself as social, like ... um, so, I'd...like, I will like speak about stuff, but then we'll...if I have like (takes a breath) n-nothing to s-say then I won't really say anything." (Jade – Int)*

Mrs Smith sees stuttering as something that is a part of who Jade is. She also describes Jade as someone who is calm and soft-spoken, although this is not due to her speech-flow difficulty. Mrs Smith also commented on the fact that people do not treat Jade as being different because of her personality, and the fact that she does not withdraw from people.

> *"Um, it's just part of who she is..." (Mrs Smith – Int)*

> *"I think just on that from my side, Jade's soft-spoken, just generally...not because of the way she speaks. She's generally very calm.*" (Mrs Smith – Int)

> *"I think though, that, um, it's a lot to do, with Jade, because she doesn't withdraw..." (Mrs Smith – Int)*

It has already been mentioned that Jade achieves well academically, and she also seems to be aware of her good academic abilities. She is responsible when it comes to her work, and makes an effort to catch up any work she may have missed. She pays attention to detail and puts a lot of effort into her work. She also tends to 'take things in her stride'. She does not really get flustered easily, but she does tend to get stressed when she is expected to read aloud in the classroom.

> *"...She's always been a high achiever." (Mrs Smith – Int)*

"I'm happy because I got better marks than the first term." (Jade – Dia)

"I missed a lot of work but catching up won't be hard because of the long weekend." (Jade – Dia)

"Jade had made such an effort with her timeline. She put a lot of detail into it and there were some pieces of information that were unexpected." (Researcher – Ref)

"I thought it (insert: her practice debate oral) was good. I spoke for 3 minutes and my side won, so I'm happy for that." (Jade – Dia)

"She takes things in her stride, um, and I think that's important, as well, because she, she never gets flustered because of her speaking, um, she does get stressed out though, at certain times when she has to read." (Mrs Smith – Int)

Jade describes herself as being hard-working and sociable as she enjoys spending time with her friends. Although she talks quite a bit to her friends, she does not usually share information that is too personal with them; like her feelings, for example. She is quite a private person in general and does not like it when people pry.

"I know that I'm hard working, because I mean..., ah, and ... describe myself (whispers)... Ja I just like, I like hanging out with others." (Jade – Int)

"I don't generally speak about my feelings, feelings, like I'll say, like, "I'm having a bad day" or "I'm miserable right now", but not like, feelings about things, like experiences, I'm not really, I don't really speak about it." (Jade – Int)

"I hate, well not I hate, I just, I don't really like ... like, if I'm having like, if I feel like sort of like just, "Leave me alone", then everyone's like, "What's wrong?" like, "It's nothing, just, it's fine", and then they like, they like, they like hold on like for the whole day, like, "What's wrong?", "Why you not talking?", "Why do you look like that?" And like, just ... (sighs)". (Jade – Int)

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Jade seems to have quite strong self-esteem and is aware of the fact that she has a right to say how she feels in assertive ways. She claims that she is not negatively affected by the lack of emotional support she receives in high school.

> *"...it's just, how they are, but, and I'm, I'm, I don't really feel affected by it but, I don't think I've had that." (Jade – Int)*

Jade does not describe herself as an anxious person in general, but she does, however, say that she is shy in most situations. Jade has a sense of responsibility when it comes to her academics and completing her homework. Although she is academically gifted, Jade also sometimes forgets about important things, such as her relaxation exercises from her speech therapist.

> *"No, I, don't really, I'm not really anxshus, anx, how do you?...anxshus... (Insert – Mrs Smith: Anxious)...anxious about stuff, like maybe, like I'll be a little like, "Ah, I have to do this" and "Have to do that", and, but not really anshus, anxious." (Jade – Int)*

> *"Oh ja, I had relaxation exercises but I forgot about them." (Jade – Int)*

At school, Jade enjoys taking part in sport. She also enjoys some of her school subjects (Biology, Physics and Mathematics), and, as mentioned earlier, being able to spend time with her friends. (Her more specific experiences at school will be discussed below). Jade also has a good sense of humour and likes to make jokes with her friends.

> *"...I think sport is fun." (Jade – Int)*

> *"Um, ... I enjoy some of my lessons, like bio, sometimes physics and I enjoy maths and also see-see-seeing everyone at school..." (Jade – Int)*

> *"Like I also make jokes and stuff." (Jade – Int)*

Mrs Smith claims that Jade was more sociable when she was in primary school and, now that she is older, she says that Jade keeps more to her own friends. (However, this may just be a 'teenage' thing, as most teenagers form 'cliques' with their own friends and do not generally socialise with other 'cliques').

> *"Mmm, she was more, um, sociable then as as far as going out into...we live in a complex, um, so she would then go out into the complex and play with children. Now, she's, um, a lot more aware of herself, and that she have these friends and so she doesn't socialise with some other group." (Mrs Smith – Int)*

At home, Jade likes to watch series on television. During her June holidays of 2013, she went job-shadowing at a local hospital, where she was able to 'shadow' a psysiotherapist. She would have preferred to shadow a surgeon, but she still found the experience interesting.

> *"I like watching stuff." (Jade – Int)*

> *"...I watched movies and series for the majority of the weekend." (Jade – Dia)*

> *"It was interesting, it w..., it isn't, um, the, um, I would of I-(breath)liked to shadow a surgeon more, but, they, they didn't allow, um, people to shadow surgeons, so it was either nursing or physiotherapy." (Jade – Int)*

Jade usually demonstrates quite an 'upbeat' personality as she is generally quite a positive person. However, getting braces put on her teeth this year was an unpleasant experience for her. She also struggled at the beginning of high school as she was quite unsure of herself.

> *"She seems to laugh a lot..." (Researcher – Obs)*

> *"I felt miserable after school because I was hungry and couldn't eat anything substantial..." (Jade – Dia)*

> *"I felt insecure and vulnerable." (Jade – Tim)*

Through the Interact cultural club that Jade belongs too, she is able to do many things that she enjoys, like visiting children's homes in order to play with the children. She does, however, become overwhelmed by large groups of children.

> *"Playing with the little kids was fun but a bit overwhelming because there were so many of them." (Jade – Dia)*

In observing Jade in the classroom, I noted that she sits right in front and listens attentively, which could indicate her willingness to learn. She handled being 'picked

on' by the teacher quite confidently and gave an appropriate response, and also spoke out of her own, displaying her confidence in the classroom.

> *"Teacher 'picked on' Jade – she answered him quite confidently saying the poem is 'quite straightforward'." (Researcher – Obs)*

> *"Jade also spoke out of her own (twice)..." (Researcher – Obs)*

> *"When the teacher asks the whole class a question, and they each shout out an answer, Jade does contribute." (Researcher – Obs)*

The teacher informed me that Jade had volunteered to be part of the group who does a practice debate the following Monday. He also indicated that he was the one who had placed her at the front of the class and that she spoke more than usual during the lesson that I was watching her. This could possibly be due to the fact that she was conscious of me watching her and she wanted to 'prove' that she is quite capable of asking questions in class and acting just the same as her fellow classmates.

When I first assessed Jade, she had to present an oral on a person who had values which she admired: she chose to do this oral on her father. I thought that she was very brave to perform such an oral.

> *"...it was also an emotional oral, about her father. She was shaking and red in the face and at one point, she began crying. Not only that, but she was 'brave' enough to do her oral in front of the whole class and not ask to do it at break..." (Researcher – Ref)*

Mrs Smith, as mentioned earlier, is very proud of her daughter. She views her as having a good self-esteem and being confident and determined.

> *"Um, I think though, just from my point of view, um, there is nothing wrong with her self-esteem..." (Mrs Smith – Int)*

> *"... she's very confident, um, she often says to me, "I'm not doing that because I can..." (Mrs Smith – Int)*

> *"Um, and even though they, um, identified that (her stutter), because of her confidence, they didn't <u>not</u> let her do the job shadowing..." (Mrs Smith – Int)*

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"She often, when she's finished with work, she'll say, "I'm so bright I can't believe it",...and things like that, so there's, um, it's, it's not impacted on her self-esteem, as a person..." (Mrs Smith – Int)

"Because that, there's an aura of "I can"... And "I will". (Mrs Smith – Int)

4.2.4.2   Coping Skills

As a family, Jade and her mother accept and deal with her speech-flow difficulty. Mrs Smith states that Jade does not complain about any social problems and she therefore assumed that she would be fine at school.

"...we deal with it, and because she's, she's not complained about any social problems..." (Mrs Smith – Int)

"... I thought that she would just be fine." (Mrs Smith – Int)

Jade and her mother also control her asthma. Mrs Smith mentions that due to the fact that she maintains her house in such a way as to ensure that it is as 'allergy-proof' as possible, Jade is not as asthmatic as she otherwise may have been.

"...um, and that helps, um, by us not having to give her medication as much as we would have to..." (Mrs Smith – Int)

As mentioned earlier, Mrs Smith is proud of the way her daughter has handled her speech-flow difficulty, and the fact that she does not withdraw from people and is still confident.

"Um, because it could so very easily have affected her." (Mrs Smith – Int)

4.2.5 Experiences with Speech-flow Difficulty

The way in which Jade experiences a speech-flow difficulty will be discussed below. Jade's experiences with stuttering as well as the strategies she uses to lessen her stuttering will also be discussed.

4.2.5.1   Perception of Speech-flow Difficulty

As mentioned above, when it comes to assessments in school and unprepared and prepared orals, the unprepared orals are easier, due to the fact that Jade can

choose which words she will say. However, in prepared orals, the predetermined words in front of her leave her no alternative possibilities. Jade also prefers situations which are more informal, as she can then relax and does not have to worry about what to say.

"...the biggest part of it is reading the words that are there as opposed to speaking her mind..." (Mrs Smith – Int)

"Cause this (insert: the interview) isn't really so formal, there's like nothing that I have to, there isn't the right thing that I have to say..." (Jade – Int)

Jade does not know why she stutters or what causes her to stutter. Both Jade and her mother have not met anyone else who experiences similar speech-flow difficulties, although they do have family members who experience a speech-flow difficulty.

"I don't know why myself..." (Jade – Int)

"I actually have no idea." (Jade – Int)

"I haven't ... met anyone, with speech-flow difficulty, so I don't, I don't really know." (Jade – Int)

"Mmm, no, I've also not come across anyone with, um, a speech-flow problem at all, besides Jade." (Mrs Smith – Int)

Jade is unsure of how others perceive her speech-flow difficulty, and she might often be worried about what they may be thinking when she stutters.

"Um, ... like, if it's someone like I haven't known for long then, like, I'm always thinking like, like, "What are they thinking about my stutter?"" (Jade – Int)

Mrs Smith, on the other hand, feels that although people hear the stutter, they do not treat Jade any differently, due to her self-confident personality.

"So, so I think because of her, um, self-confidence, people hear it, but they don't treat her differently..." (Mrs Smith – Int)

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Jade did not think that she stuttered a lot in the interview I had with her, although, according to the transcripts, she stuttered almost every time she spoke. She might not have been conscious of it, as the situation was informal and comfortable.

4.2.5.2   *Strategies/Interventions with Speech-flow Difficulty*

Jade did see a speech therapist in primary school, for a period of about six to eight months, when she was in Grades 5 and 6. She stopped going, however, when they felt that her stuttering had stopped a bit. This speech therapist seemed to focus mostly on the speech itself, and did not look at Jade holistically, as is the case with the newer speech therapist discussed below.

> *"Ja, five and six. And then I stopped going, 'cause, I mean I stopped stuttering a little." (Jade – Int)*

> *"Um, ... she mostly spoke on, on, um, on my s..., on my speech itself, it wasn't anything, like, about, like, the d-d-different situations and stuff, she was focused on, um, my speech and like that stuff that will help my speech..." (Jade – Int)*

Jade did not see the therapy she received from this speech therapist to be long-lasting. She prefers the new speech therapist, who also integrates her school-work with her speech therapy, by getting Jade to practise speaking about her English novels or plays.

> *"...I mean, it only lasted for about like a year and a half and then I started stuttering again, so I think it was like for the short, like, it wasn't, like, for long term." (Jade – Int)*

Jade began to see this new speech therapist earlier this year due to the fact that her stuttering was having a negative impact on her oral assessments in English, and she is going into Grade 12 next year, so her mother felt that speech therapy was now necessary.

> *"So we decided that because it's her last two, year next year, we would do everything we possibly can..." (Mrs Smith – Int)*

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Both Mrs Smith and Jade prefer the more recent speech therapist, as she looks at Jade through a holistic lens. Due to the fact that it is more holistic, they consider the therapy to be possibly more long-lasting than the previous speech therapist's therapy.

> *"Um, I think, um, um, wh-wh-wh (takes breath) -en I have to like say an oral or like a speech or something I think, um, I have like, like methods, sort of, that help with my stuttering from my speech therapist. So I think, ya, with like my speeches and orals and stuff I can make better." (Jade – Int)*

> *"Ja, I have like about six or seven (insert: strategies), um, things that, that I use." (Jade – Int)*

The first strategy involves changing the words in a sentence around in order to avoid certain words that will bring about stuttering by leaving them out completely.

> *"...because she can change her sentences...and take out the words or the letters that she stutters on." (Mrs Smith – Int)*

The next strategy involves finding a synonym for a word which Jade knows that she will stutter on. (This is why free speech is easier, as opposed to a set sentence that she has to say).

> *"So then, I have usually like a synonym for that word..." (Jade – Int)*

> *"I have like s-synonyms for the words that I'm gonna stutter on, so it's fine." (Jade – Int)*

> *"Um, um I have, um, um, like the synonym thingy..." (Jade – Int)*

Another strategy that Jade employs is to make use of phrases that she knows that she will not stutter on.

> *"Ja, I usually like, s..., um, like, "Sir what does this mean?" Or like I'll show, like a section and then like, "Will you exp-p-plain this?" Then, I know I'm not gonna like really stutter on that, so then they'll and then they'll like exp-p-plain it, but I won't say, "How does ... Osmosis work?"... I'll just say, "Will you exp-p-plain this?" (Jade – Int)*

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Another strategy involves saying the words softer, or making use of softer sounds, which in turn flow into a sentence.

"Ah, there's, there's different methods, like, the, um, like saying the sound softer, like sort of like just so you hear it, but, um, it's not really there, but you still hear it..." (Jade – Int)

"Um, and there's also one, um, a, where I'd have the softer sounds, a, that sort of like just like f-f-f-flow into the sentence or whatever..." (Jade – Int)

Another strategy involves visualising the correct sound.

"Um, and then I have, um, a, if I stutter on something and then I say it, like, um, like, I will s-s-s-say the same thing, so sort of like, um you think about it the second t-t-time you say it than the first time when I stuttered on it." (Jade – Int)

Another strategy involves making use of the words, "like" and "um".

"... Sometimes, when I say, like, "like", um, or like I'd say, "um", and then, say the word then it's not usually so bad as when I just say it. Then, that helps also." (Jade – Int)

Another strategy involves focusing on the second sound of a word.

"Um, e..., um, if there's like a, a sound, but, it's like, like has an, um, like an, an (breath) "L", then I focus on the second sound of the word and then it's not that bad." (Jade – Int)

The last strategy involves making use of 'natural stops' in order to make the sentence appear longer.

"...and there's one where I'd make like natural stops, like, well it's not natural because I'm making it happen but it sounds like a natural stop like and then my sentence would, like, um, it would sound longer but I wouldn't stutter as much on it, like I did there now." (Jade – Int)

Jade does not always remember to, or does not make use of, these strategies when she is stuttering quite a bit.

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"Other times, it's, when my stutter's bad, then, I don't really use it." (Jade – Int)

When it comes to strategies, the first speech therapist Jade went to, advised that the strategies should not develop too much, to the extent that they become a habit. She also advised them that it was better to not take deep breaths.

"I think another thing also, with her previous, a, speech therapist, when she was much younger, um, she said that, um, we would, we shouldn't use things like, "Take a deep breath before you say the word", because once your speech is then fluent, that becomes a habit as well, so as opposed to creating other habits to help with your speech, there should be other ways that wouldn't then be an obstacle at a later stage." (Mrs Smith – Int)

However, Jade feels that these strategies have helped her quite significantly, especially when it comes to experiencing less secondary behaviours (as shown in the drawing above). Jade indicates that she no longer feels as tense as she used to when stuttering, and experiences less body aches when her stuttering lessens. Her speech therapist also gave her some relaxation exercises to do, involving stretching and breathing, but Jade often forgets to use them.

"I saw (Speech therapist) today. We spoke about my different techniques and when I should use which one." (Jade – Dia)

"It's getting easier to read aloud." (Jade – Dia)

"It's getting easier to control my speech, though. I think speech therapy is really helping." (Jade – Dia)

"...but I stopped really (Insert: the secondary behaviours), 'cause like with the speech therapy like the, the stuff that I have to think about it, like sort of, lessens it. So I don't really have, like, it isn't sore here and like, that kind of thing." (Jade – Int)

"...if, I'm not really stuttering then, it sort of like, just, fades away." (Jade – Int)

"It's like this whole, like, like that (shows movement of lifting arms) and then...it's just like.. breathing and ja, like, that kinda stuff..." (Jade – Int)

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"...but I could hear her trying to practise her breathing skills." (Researcher – Obs)

Jade has not been to see an educational psychologist or a clinical psychologist before. However, she recalls also seeing a speech therapist when she was five years old.

"I remember my first speech therapist, when I was like five years old, with a, with a, with a b, think it was a bear and um, a alligator, and then the alli(breath)ga-tor stuttered, because you mustn't be like the alligator..." (Jade – Int)

"... And then the other one, like, spoke normal, like I remember that." (Jade – Int)

4.2.5.3   Speech Therapist's Contribution

Jade's speech therapist identified three 'core behaviours', which Jade struggles with in speaking. These are displayed in the table below:

Table 4.4: Jade's core stuttering behaviours

Jade's core stuttering behaviours according to the speech therapist
• Repetitions – repeating sounds, syllables, words, phrases
• Prolongations – excessively prolonging sounds or parts of words, mainly sounds
• Blocks – when the speaker struggles to utter the sound as if they are stuck, and sounds or words come out in bursts, or parts of words are incoherent due to having been blocked

Taken from: Speech therapist's report (*Doc Rep*)

According to Jade's speech therapist, Jade has all three of the above core behaviours, but experiences them at different times, and on different sounds.

"Jade experiences a different core behaviour with different types of sounds, so generally she would repeat on any sound, but have mainly prolongations on 'long' sounds (s, sh, f, v, etc) but block on shorter, harder sounds

especially bilabials (k, g, p, b, d, t, etc) and some sounds she wouldn't really stutter on." (Speech therapist – Doc Rep)

"Jade's core behaviours have lessened significantly, especially the blocks, or what she used to block on might now be a repetition which is less disruptive to the speech flow, because even though the sound is repeated, it is not lost. Also Jade experiences most of her tension when she blocks, and as a result of blocking less she experiences less tension when she stutters." (Speech therapist – Doc Rep)

Jade's speech therapist also indicated that Jade experiences various secondary behaviours as a result of her stuttering. These secondary behaviours are displayed in the table below:

"Her secondary behaviours - these are behaviours that a person with a stutter will use to 'hide' their stutter or just 'got to' behaviours to get them through the moment of the stutter. They're basically a 'crutch'. At times they do help but they can become distracting and form part of the stuttering behaviour." (Speech therapist – Doc Rep)

Table 4.5: Jade's secondary behaviours

Jade's secondary stuttering behaviours according to the speech therapist
• Breaks eye contact or avoids eye contact
• Visible tensing up – body raises on the chair slightly (which is not so much a secondary behaviour, but more just a physiological response to the anxiety she experienced in some situations)
• Short(ness) of breath
• Rub(s) the back of her neck
• Voice changes – unsteady voice
• Replaces words e.g. instead of saying a word she was stuttering on or a word she knew she word stutter on, she would rephrase her sentence to accommodate a different word or she would use a synonym.

Taken from: Speech therapist's report (*Doc Rep*)

Jade has many strategies that she makes use of in order to lessen her stuttering. These strategies were mainly taught by her current speech therapist and serve as intervention measures in order to better support Jade.

According to Jade's speech therapist, there are many theories as to which form of therapy should be used. She, however, makes use of a "combination approach, working on the stuttering itself, but also on the psychological aspects of stuttering." These forms of therapy are displayed in the table below:

Table 4.6: Forms of therapy

Therapy for core behaviours:	Therapy for secondary behaviours:
• Relaxation exercises • Breathing exercises – mainly for relaxation as well • Slow speech • Cancellations, easy onsets, pull outs, light contacts, pausing and chunking – these are specific techniques that require practice that are used for different sounds or for different core behaviours. They are used to lessen core behaviours. Jade was and is excellent at doing her homework. She practised all the techniques learnt in therapy. They all worked except for 'pull outs' which didn't work so well, but lead us to implementing another technique that worked better for her.	• Awareness – just making Jade aware of her secondary behaviours helped lessen them • Working on the core behaviours also lessened secondary behaviours

Taken from: Speech therapist's report *(Doc Rep)*

Jade's speech therapist makes use of a holistic approach to her speech-flow difficulty. In particular, she describes making use of a diagram of an onion in order to indicate the various facets of Jade. She also makes use of a scale which makes Jade more aware of her own speaking behaviours.

> *"Used a diagram of an 'onion' illustrating different aspects of one's being – psychological, emotional, social, and environmental and then looked at how the core behaviours and secondary behaviours influenced these states of being and vice versa." (Speech therapist – Doc Rep).*

> *"We are also (inset: trying to) alert(s) the person with the stutter to their own speaking behaviours..." (Speech therapist – Doc Rep)*

> *"Currently we are working getting Jade to talk more, and to talk more to people who are unfamiliar to her." (Speech therapist – Doc Rep).*

It would thus seem as though the current speech therapist contributes significantly to Jade's wellbeing, as she approaches her interventions in a holistic manner.

4.2.5.4   Experiences when Stuttering

As mentioned earlier, one of the techniques the speech therapist currently makes use of is to consider the whole body by getting the child to draw a body and then indicate on that drawing in which parts of her body she feels any pain or discomfort when she stutters. Jade's drawing is depicted on the following page:
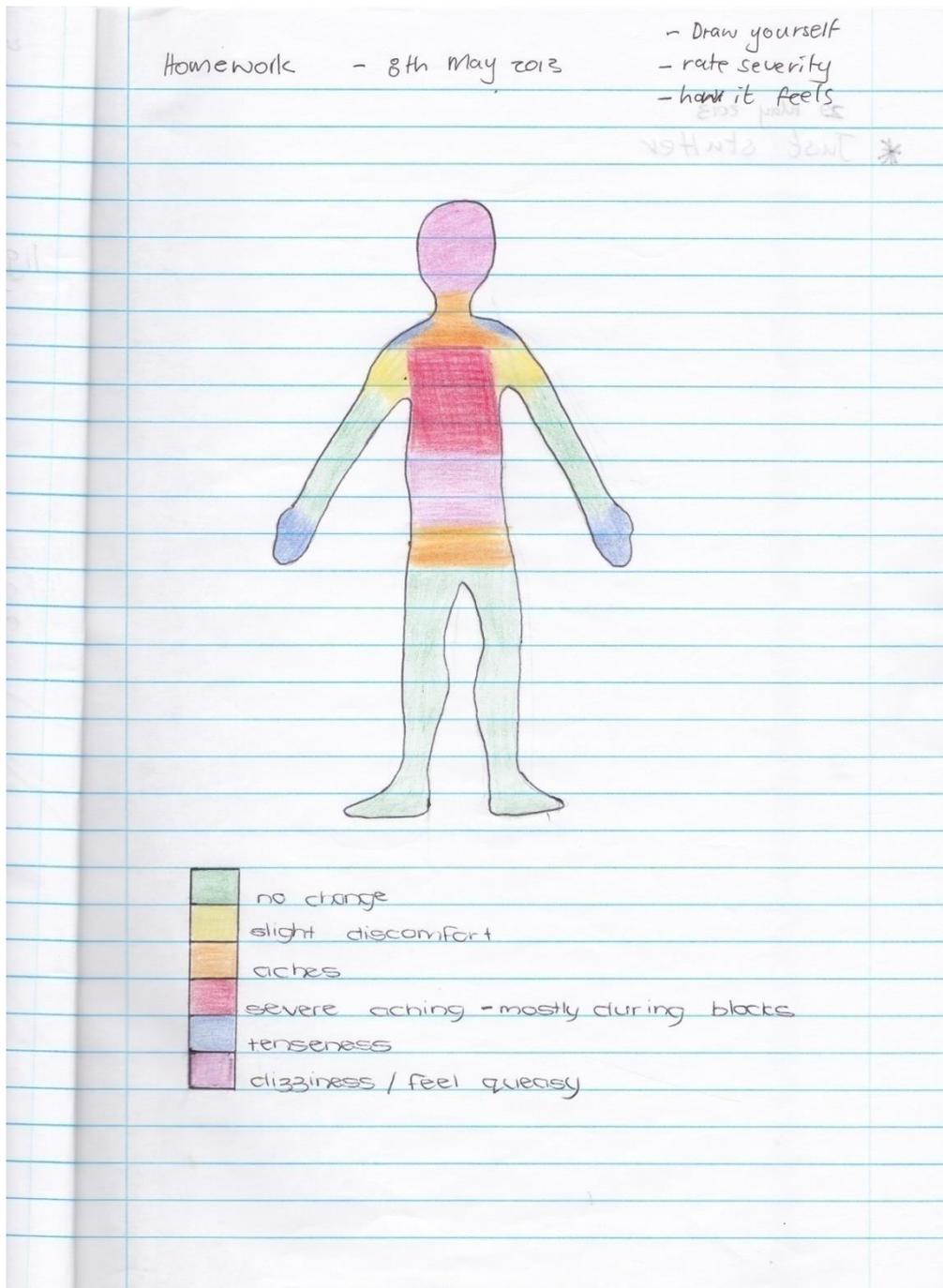
Figure 4.2: Jade's drawing of the effects of stuttering on her body

Taken from: Jade's speech therapy workbook (*Doc w/book*)

> *"And I think it's more from a holistic point of view, as opposed to only, um, concentrating on the stuttering. I'm sure when, a, Jade brings you her book, um, there are, there's one that I thought was very helpful, because I didn't notice it before, um, she had to draw a man-thingy and then say, When you stutter, how, how do your hands feel?..." (Mrs Smith – Int)*

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"...And how does your arms feel? What happens on your chest? Is it sore, is it just uncomfortable? And so on. And I think that was pretty brilliant..." (Mrs Smith – Int)

"...like I said, it's from a holistic point of view...and it's not just her speech, so I think, um, there are other things that affect the speech... as far as your body's concerned, um, and because it's from a holistic point of view, like Jade said, I, I think it would be, um, over long term once she speaks better." (Mrs Smith – Int)

As one can see from Jade's drawing, she feels the most pain in her chest where she experiences 'severe aching', mostly during her 'blocks' in speech. She experiences aches in her pelvic area and her throat; and slight discomfort on her upper arms. Jade experiences tenseness on her shoulders and her hands; and she experiences dizziness or 'queasiness' in her head. She feels no changes in physical sensations in her lower arms and legs when she stutters.

One of Jade's emotional experiences when stuttering is the fact that she is misunderstood, as people make the assumption that when she is struggling to get a word out, it must be because she is not ready, however, this is not the case at all.

"Like, like I'm ready, it's just not coming out." (Jade – Int)

Jade experiences some stress when she has to read, and this aggravates her speech-flow difficulty. The most stressful experience for Jade is to read aloud.

"...she does get stressed out though, at certain times when she has to read." (Mrs Smith – Int)

"Um, like with speeches and stuff, I think, and when I have to read aloud, then, I struggle the most with reading aloud." (Jade – Int)

Jade can predict when she will stutter. She describes this feeling as if the words 'get stuck' behind her tongue and she feels frustrated knowing that she will be unable to get the word out.

"Ah, it's like usually, like, it sounds weird but I like have a feeling, um, when I am, like, like, the word, the next word, um, I(takes breath)'ll say, um, I sort of know that I'll stutter on it." (Jade – Int)

"Um, like, it's sort of, like, gets like stuck, like just there behind my, my tongue, like just, like you know, and like it's like fust-frustrating-fustrating, um, to like have that feeling, 'cause I mean, I want to say it but I know I'm not gonna be able to." (Jade – Int)

Jade says that having a speech-flow difficulty makes her more anxious than she otherwise would be, and that she stutters more when she is anxious. She therefore experiences a cycle of anxiousness and stuttering, where the one influences the other, as she feels anxious that she will stutter, and then does stutter.

"Um, I think it's the anxiousness that makes me more, ... like makes me stutter more, like, I'm, I'm anxious that I will stutter, but then, and then, I do, so it's like that." (Jade – Int)

Jade does not feel that her mother requires any support to better cope with her and her speech-flow difficulty.

"I don't think so, 'cause I mean, ... f..., I mean, like when I'm at home, then I don't stutter as often as if I speak at school..." (Jade – Int)

Jade started stuttering at the age of two. Initially, her stuttering was intermittent and she would experience periods of fluent speech, where her stutter would go away.

"Um, it was every now and then, and she goes through phases, um, and we not sure why, where she would speak fluently for a week or two continuously, um, and then suddenly, she'd start stuttering again, and then it would go away for a while, and so it's, it's intermittently for some reason." (Mrs Smith – Int)

Jade stutters more when she is forced to speak and when she is nervous. In a relaxed state of mind, she usually stutters on about every seventh word. Jade describes feeling frustrated when she stutters on words that she did not previously stutter on, and happy when she can speak without stuttering.

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"Ja, um, like, when I'm, obviously when I have to like say something, and th-and, like, I have to say it, then it makes me like nervous and then I do stutter, but otherwise, if I'm just like having just like a normal c-c-c-c-conversation, then, not really. Then, there's not really a stutter, it's only like on every like seventh word, maybe." (Jade – Int)

"...but it's still not as fluent as I want it to be." (Jade – Dia)

"Um, a little frustrated, sometimes, be-c-be-c-c-cause like I'd stutter on the word 'dog' for instance and then, like, in a next sentence, then it's fine and then I'd stutter on it again, and like but I said it fine just now, so...and ya so, it's a little frustrating." (Jade – Int)

"The interview (with the lady physiotherapist) went well considering I stuttered less than I expected. Just a little upset that I struggled on "w" and "m" when I usually don't." (Jade – Dia)

"Um, I feel like, ... like it's, like nice? It's not a really good word, but, like happy, sort of." (Jade – Int)

In social situations, Jade is conscious of her stuttering and she feels 'surprised' when she does not stutter as much, and describes the situation as 'good'.

"I noticed that my speech was fluent for most of the night. I was surprised considering I met 2 new people and didn't stutter at all when introducing myself. It was a good night." (Jade – Dia)

"I only stuttered on a few words but it wasn't that noticeable." (Jade – Dia)

"My speech was good for the most part. I only stutted (copied verbatim) on "because" but otherwise it wasn't bad." (Jade – Dia)

"When I'm out, I've noticed that I'm more confident in my speaking." (Jade – Dia)

"I struggled the most with "c"..." (Jade – Dia)

In observing Jade in the classroom, she did not stutter that much, and, when, she did, the teacher as well as her classmates waited for her to finish what she was saying.

> *"...I was able to hear her speak quite a bit and this was quite useful."* *(Researcher – Ref)*

> *"...stuttered on one word. The class (and teacher) waited patiently for her to finish." (Researcher – Obs)*

> *"...she then answered it without stuttering." (Researcher – Obs)*

> *"She stuttered on one word only." (Researcher – Obs)*

In the interview with Jade and her mother, Jade indicated that she did not think she had stuttered that much, however, she did stutter during many of her answers.

> *"I thought that the learner did not stutter that much during the interview, and it was interesting that she felt the same way, however, when I started to transcribe the data, I noted that although I hadn't thought she had stuttered a lot, she had stuttered many of the times she had spoken." (Researcher – Ref)*

Jade also experiences 'secondary behaviours' when stuttering.

> *"But, it's, um, I'm, I had second-d-d-dary behaviours when I stutter, like, I'd like raise my shoulders and like sit up straight and I would like make fists..." (Jade – Int)*

> *"She was shaking and red in the face..." (Researcher – Ref)*

In particular, Jade usually stutters on the 'hard' sounds, and also on the letters that have a vowel following them. She can anticipate her stuttering.

> *"It's usually like the hard sounds, like the "g" and the..., like the hard sounds that I usually stutter on, but ... it, um, usually it's like any word that I, if I think that I will stutter on it, then I usually do stutter on it." (Jade – Int)*

> *"I'm still struggling on "p", "b", "t" and "d"." (Jade – Dia)*

"...the hard consonant sounds were the most disfluent. I had some 'blocks' when I was speaking and that made me upset a bit because they had lessened so much that they were just repetitions." (Jade – Dia)

Although the cause if stuttering is unclear, Jade does have other family members who stutter. On the other hand, Jade has not grown up hearing stuttering.

"Um, but around Jade, no one stutters..." (Mrs Smith – Int)

"'Cause we don't really see that part of the family." (Mrs Smith – Int)

In was interesting to me that Jade did not mention her speech-flow difficulty in some of the data.

"It was interesting that Jade did not mention stuttering in her timeline, but in her diary entries, she made quite a few references to it." (Researcher – Ref)

4.2.5.5   New Social Experiences

Due to the fact that Jade stutters more when she is anxious, she was surprised by the fact that she didn't stutter when introducing herself to strangers.

"...interview the physiotherapist I had (insert: job)-shadowed in the holidays. The interview went well considering I stuttered less than I expected." (Jade – Dia)

'I was surprised considering I met 2 new people and didn't stutter at all when introducing myself." (Jade – Dia)

4.2.6 Life Experiences

Amongst all of the experiences at home, at school and with her friends, Jade also has more general life experiences such as life events and the effect those experiences have had on her. These experiences will be discussed below, as well as Jade's current state of health.

4.2.6.1   Life Events/Experiences

Jade's timeline depicts an explanation of what she chose to present as the main events or experiences in her life. She describes the period just after her birth as a good time.

> *"The reeds and sun show that it is a good time in my life." (Jade – Tim)*

According to Jade, she had no traumatic life events or experiences when she was younger, other than when she was four years old, when she was hit in the face by a golf ball, and took some time to recover.

> *"I mean I got hit in my face with a ball once, but..." (Jade – Int)*

> *"I still got a scar." (Jade – Int)*

> *"Eleven stitches." (Jade – Int)*

> *"The stepping stones signify my recovery..." (Jade – Tim)*

Jade's parents are very important to her and are part of both good and bad periods in her life. She describes her life as being difficult and sad when her father had cancer and when her mother fell ill. She explains feeling confused and unsure of what to do.

> *"As the river flows on, it reaches a waterfall. This represents the overwhelming sorrow I felt when my dad got sick with cancer. The rapids are the battle he faced and the pain I felt." (Jade – Tim)*

> *"The waves and stormy weather signify a rough time in my life when my mom got very ill. I was in a confused state and did not know what to do." (Jade – Tim)*

On the other hand, her life reached happier periods when her father recovered and got re-married. Currently, she is in a 'good' period of her life.

> *"Soon after, there is a boat. This represents a happier time when my dad went into remission and got re-married." (Jade – Tim)*

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"After that, I only had good times and, though there are few rocks in my path, they do not influence or impact my life." (Jade – Tim)

4.2.6.2   Medication/Health

Jade does not take any regular medication; however, she has been diagnosed with asthma and takes that medication when necessary. As mentioned above, Mrs Smith is against Jade taking medication on a regular basis, and therefore did not allow her to take it every day. Jade's asthma was worse when she was younger, though, and she did take more medication then. Now, however, it is kept under control, and she does not need to make use of the medication when she plays sport.

"She's got some asthma medication, but she only takes it when it's necessary." (Mrs Smith – Int)

"We don't, um, have it as a regular medication, 'cause I didn't want her to." (Mrs Smith – Int)

"I used to when I was smaller though..." (Jade – Int)

"Um, she, she was diagnosed with asthma, um, but because I'm, I'm not really, a, comfortable with her taking as many medications as what they, um, thought she would..." (Mrs Smith – Int)

"...not having to give her medication as much as we <u>would</u> have to..." (Mrs Smith – Int)

"So I don't really use it (insert: the medication) for sports." (Jade – Int)

During the period of research, Jade had braces fitted onto her teeth. She was also sick, which is unusual for her, as she is hardly ever absent from school.

"I got braces today. My teeth hurt so I didn't say much during the day." (Jade – Dia)

"I stayed at home for the past 3 days because I had a throat infection. I didn't say much because it hurt to talk." (Jade – Dia)

The only serious injury Jade has had is the one mentioned above, where she was hit in the face with a golf ball at four years of age.

"The rocks represent a minor trauma when I got injured in my face with a golf ball." (Jade – Tim)

4.2.7 Sense of Normality

As mentioned previously, the idea of 'sameness' and 'normal' was evident in the data. Attention was drawn to the fact that Jade is not that much different from her peers.

4.2.7.1   Sense of normality and 'sameness'

Jade views her relationships with her teachers to be the same as they would be with a learner who is not experiencing a speech-flow difficulty. Jade's mother also views her to be no different to other adolescents and spends time taking her to movies with her friends, which is a 'normal' teenage activity.

"...for me, Jade's like any other child." (Mrs Smith – Int)

"I am more busy driving them up and down and taking them to movies and picking them up..." (Mrs Smith – Int)

Jade does not feel that she is treated any differently by her teachers. However, it is difficult for educators to assess her oral tasks *without* treating her any differently.

"I'm not like singled out ... from other students." (Jade – Int)

"I just, but for me it's like, just any other school..." (Jade – Int)

"The teacher 'picks on' many learners; not only the ones who normally respond..." (Researcher – Obs)

"If I gave her above 50%, it would be unfair to the other learners, as she did not technically deserve these marks..." (Researcher – Ref)

Jade is not treated any differently by her family members as her mother does not treat her speech-flow difficulty as something that is 'wrong' with Jade; she merely sees it as part of who Jade is. They follow a 'normal' routine at home and continue life as "normal", and, if they do have any disagreements, they sort it out, and things return back to 'normal'.

"Um, we've, um, just personally, I've, I've never dealt with it, um, as something that's wrong..." (Mrs Smith – Int)

"...but because we don't, we don't see her as, as different...she doesn't withdraw from a conversation..." (Mrs Smith – Int)

"So, so I think because of her, um, self-confidence, people hear it, but they don't treat her differently..." (Mrs Smith – Int)

"We, we just continue life as normal..." (Mrs Smith – Int)

"And after we finished, we'll get together again and watch a movie and everything's back to normal." (Mrs Smith – Int)

Mrs Smith tries to keep Jade's experiences as 'normal' as possible, by making her phone to book appointments, despite her speech-flow difficulty.

"...because it's just ... part of what we do." (Mrs Smith – Int)

Jade's relationships with her friends and family are also 'normal'. She goes to movies with her friends, just like any other 'normal' adolescent.

"...but like, like with, my f-f-f-friends that I've had since I was like, small, they like, just like normal friends..." (Jade – Int)

"For me, Jade's speech hasn't affected her social life at all..." (Mrs Smith – Int)

"I am more busy driving them up and down and taking them to movies and picking them up..." (Mrs Smith – Int)

Jade does, however, refer to being 'normal' as the 'other', when talking about her first speech therapist.

"...think it was a bear and um, a alligator, and then the alli(breath)ga-tor stuttered ... And then the other one, like, spoke normal, like I remember that."
(Jade – Int)

It would thus seem as though it is very important to Jade and her mother, that she is regarded as no different from any other child in the school or in general.

4.3 DISCUSSION OF RESEARCH FINDINGS

4.3.1 Introduction

This section will focus on discussing the findings of the research and comparing it with the literature and theoretical frameworks that were discussed in Chapter 2. It is therefore necessary to revisit the aim of the research as well as the research question.

The aim of the research was to understand what the experiences are at home, school and on a social level in order to better understand and support a learner with a speech-flow difficulty with regards to all the aspects of her life, but specifically, her learning. The main research question was:

What are the experiences and support needs of a high school learner with a speech-flow difficulty?

I shall discuss the different themes and the associated categories of findings in relation to the literature henceforth.

4.3.2 The Lived Experiences of a Mainstream High School Learner with a Speech-Flow Difficulty

Through the literature review various theoretical approaches were discussed through which one can better understand the experiences of others; such as inclusive education (Swart & Pettipher, 2011), the bio-ecological model by Bronfenbrenner (1977; 1979; 2005), fundamental assumptions from positive psychology, like resilience (Baumgardner & Crothers, 2010; Ferreira & Ebersöhn, 2012), and the adolescent developmental phase (Louw et al., 1998; Baumgardner & Crothers, 2010), were identified. The context in which the learner lives as well as the life events that she may have experienced may also have had an impact on the experiences that she had.

The various findings that emerged from Jade's case study, show a marked correspondence with the above theoretical approaches. Bronfenbrenner's bio-ecological framework, (Bronfenbrenner 1979, 2005; Visser, 2007; Woolfolk, 2010), for example, corresponds with the Jade's lived experiences in the following ways.

The findings of Jade's experiences at school refers to the micro-system of the school, of which Jade is part, and then experiences with friends corresponds with the micro-system of the peer group. Experiences at home represent her experience of the micro-system of the family, while the theme of personality, would refer to the intrinsic attributes of herself as a system. Jade's experiences of the actual speech-flow difficulty can be interpreted as representing meso-systemic occurrences, which refer to the interactive proximal processes between Jade and her environment as well as the biological perceptions that contribute to her understanding of the speech-flow difficulty. Life experiences refer to her memories of significant events over time (the chrono-system), whereas the strong sense of normality which was dispersed throughout the data, can be interpreted as personal experiences, but also as reflecting a more macro-systemic sense of values (Swart & Pettipher, 2011; Bronfenbrenner & Ceci, 1994).

Jade's personality and life experiences have a large impact on her experiences of her speech-flow difficulty. She is very hardworking, responsible and performs well academically, but she can also be very shy and kind-hearted. Due to her generally positive outlook, confidence, assertiveness and self-esteem, she does not have a negative experience of her speech-flow difficulty. Her family, as well as her mother, simply see it as part of who she is. She thus has many positive support structures, in the form of her close relationship with her mother, her level of academic ability, as well as her close relationships with her friends. Perhaps it is these positive support structures that enable Jade to be so resilient in addition to the fact that her strengths function as a 'buffer' against any possible adversity (Baumgardner & Crothers, 2010; Ferreira & Ebersöhn, 2012).

Throughout the data, as well as incorporated in a few of the themes, were references to her valuing social interaction with her friends, feeling safe with her friends, not feeling embarrassed when she is with her friends. This corresponds with the description of the adolescent developmental phase, during which young people become more aware of themselves and their identities, and also find social, interactive situations as the spaces where they develop self-esteem (Louw, et al., 1998). It therefore makes sense that Jade is able to think about herself in positive ways when her friends are around her in class, and that she finds situations less

threatening when they are with her. Perhaps that is why she finds the courage to face difficult assignments like oral tasks within the classroom.

Jade's positive experiences at school, as well as her relationship with her teachers, seems to confirm that inclusive education principles are adhered to at this particular school. The theme and the various categories of findings which referred to Jade's experiences at school seemed to record positive experiences and she spoke about many positive support structures, such as her mother, family and friends (Seligman, 1998; Baumgardner & Crothers, 2010; Hefferon & Boniwell, 2011). However, certain experiences of the interaction with teachers in the classroom, and especially during assessments, indicated that more efficient support of learners experiencing speech-flow difficulties within their inclusive settings (Department of Education, 2001; Rieser, 2012; Engelbrecht & Jansen, 2009) can and should be provided.

There are, therefore, important factors about Jade that educators should be aware of. (The researcher has provided a few 'tips' for educators in Chapter 5). Jade feels quite anxious when put on the spot or when she has to read aloud. She would prefer to speak to her educators after class, but, even then, she prefers to point to the section of work she is experiencing difficulty in, rather than directly asking. She finds unprepared assessments much easier than prepared ones as she is able to employ the strategies she has learnt to lessen her stuttering. She does not like it when her educators assume she is not ready to say the words, as this is not the case at all. Educators, therefore, should attempt to get to know their learners as much as possible in order to establish ways of better supporting them within inclusive classrooms.

Effective learning support within an inclusive education environment therefore is inevitable in ensuring the positive learning experiences of learners (Landsberg, 2005; Woolfolk, 2010). It is also important to note that the way in which a learner experiences her life, is related to the influence that those around her have on her. All of these systems in her life thereby influence who Jade is, and the way in which she experiences her life, and her experiences, in turn, have an influence on her various systems (Ferreira & Ebersöhn, 2012; Visser, 2007). The aim of viewing the learner from the perspectives of all the systems of which she is part, is to ensure that an educator is able to understand that the learner is more than just the sum of the

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components of her life (Woolfolk, 2010; Visser, 2007). Knowledge and insight into the context of the learner is therefore regarded as necessary in order to effectively understand and support the learner. Jade indicated that she was unsure if her educators were aware of the fact that she is experiencing a speech-flow difficulty. It is therefore important that educators attempt to get to know their learners as much as possible, within their own, unique contexts (Landsberg, 2005).

Collaboration is an important aspect in better ensuring that the needs of a learner experiencing a speech-flow difficulty are met (Ramig & Doge, 2009; Engelbrecht et al., 2006). In the literature, it is evident that collaboration should involve the people from all the different systems in Jade's life working together in order to better assist her and her learning (*Ibid*). Jade indicated that the school and her mother have not had much contact with each other, however, due to the fact that Jade performs well academically, contact between the two was not something that was necessary.

Also, according to inclusive education principles, learners are expected to be accommodated within the classroom effectively. This means that teachers should support Jade in the classroom by adapting and adjusting the learning and assessment practices. Teachers can thus make use of alternative forms of assessment in order to assess Jade's oral tasks. They must not, however, treat Jade any differently to the other learners by giving her any advantage over them, as this makes alternative assessment unfair, and therefore in contrast to its purpose (Department of Education, 2001).

During adolescence, however, teenagers may find it more challenging than others to obtain a sense of mindfulness and well-being (Baumgardner & Crothers, 2010, p. 279), due to the fact that they are constantly weighing up different ways of thinking about themselves. Jade, however, seems to have a good understanding of who she is. Although she did struggle to define herself, she acknowledged the fact that she is hard-working and sociable (although there are times when she is shy). She is also very aware of her speech-flow difficulty; how others see it, as well as her reactions to it. She is currently undergoing speech therapy in order to improve her speech.

Speech therapy seemed to be a positive form of intervention in Jade's life. It seems to not only be improving her speech-flow difficulty, but also lessening her secondary behaviours and instilling more confidence in Jade. The speech therapist has

supplied Jade with various strategies to assist her with her speech-flow difficulty; either in lessening the stutter itself, or, attempting to lessen the secondary behaviours she experiences when stuttering. These strategies range from breathing exercises, to providing synonyms for words that Jade is sure that she will stutter on. Jade also practices saying her sounds softer, as well as filling her sentences with natural stops. There are many treatments currently available for stuttering. These range from direct interventions, which are intended to reduce the severity and/or frequency of the speech behaviours of stuttering, to behaviour modification and modelling, to those which are intended to alleviate anxiety and other mental health issues that may accompany the disorder (Packman, 2012; Yaruss et al., 2006; Ramig & Dodge, 2009; Prins & Ingham, 2009). Jade's speech therapy seemed to involve mostly direct interventions as the aim is also to reduce her secondary behaviours, but the speech therapy also involved viewing Jade holistically, which therefore also aims to alleviate any other challenges that she may be facing (Nelson & Prilleltensky, 2010).

Jade's own experiences when stuttering mostly correspond with the literature, except that what she perceives as 'strategies' to deal with the stuttering could also be seen as secondary stuttering, or avoidance behaviour. She also identifies feeling anxious when she begins stuttering and her body tenses up. She clenches her fists and raises her shoulders when trying to force words out. These are also types of secondary behaviours which develop as a result of trying to force the words out. Speech therapy thus attempts to lessen these secondary behaviours. This form of treatment is evident in the literature, in the form of intervention which focuses on 'modifying the behaviour' ((Prins & Ingham, 2009; Ramig & Dodge, 2009).

However, the theory of positive psychology involves focusing the attention on an individual's strengths and thereby promoting their sense of well-being, rather than trying to 'fix' their weaknesses (Seligman, 2005; Baumgardner & Crothers, 2010, p. 4; Hefferon & Boniwell, 2011, p. 2). It therefore enables individuals to draw on their strengths and the positive supportive factors in their lives in order to be able to maintain a state of optimal well-being. In Jade's case, it seemed as though she perceived the so-called 'secondary stuttering behaviours' as strengths and as 'strategies' to deal successfully with the stuttering. It was therefore discussed through the meaning she had attached to it.

As mentioned above, Jade has a very good relationship with her mother in the sense that they communicate openly with one another and spend quality time together. She is patient with her daughter for the most part, and although she can be hard on her at times, her intentions are good, as she encourages her daughter to be independent and confident. Jade's extended family members are also supportive as they do not treat her any differently, and are patient and understanding with her.

Jade's friends, on the other hand, are also a supportive factor in her life. Although it is challenging meeting new people, especially those who are unsure of how best to react to a learner with a speech-flow difficulty, most of Jade's friends know her well. They are therefore accepting of her for who she is and understand when she is experiencing stuttering.

Although some educators do support Jade in a positive manner, Jade is not sure that all of them are even aware of her speech-flow difficulty. Those who are aware, do not always handle it appropriately as they may act on assumptions rather than ask her what is the case. However, Jade indicated that her relationships with her teacher are 'normal' and she feels safe and comfortable in their classrooms.

The theory of positive psychology is therefore evident in Jade's story of her life. This particular learner has many 'positive' factors in her life, and, perhaps, she is as resilient as she is, due to how these positive supportive influences help her to bounce back from some difficult situations, and show the courage to carry on regardless. The asset-based approach, draws on an individual's strengths (assets) in order to enable resilience (Ferreira & Ebersöhn, 2012; Baumgardner & Crothers, 2010). Jade has a good relationship with her mother, she has good friends, she performs well academically and generally has a positive outlook on her life. Even though she experienced some difficult life events, she was able to get through them due to the mentioned positive support by her mother and her friends.

Jade has shown resilient behaviour, as she seems to be able to "bounce back from negative experiences" and to "be flexible in adapting to the demands of stressful situations" (Tugade & Frederickson, 2002, in Ferreira & Ebersöhn, 2012, p. 31; Baumgardner & Crothers, 2010; Green & Humphrey, 2012, p.12). Despite the fact that Jade went through troubling times when both of her parents were sick, she was able to draw on her positive relationship with her mother in order to get through it.

Also, when Jade first entered high school, she felt overwhelmed and a bit unsure of herself. However, through the positive support of her friends, she was able to fit into the routine of high school, and has since performed well academically and has become involved in sport and cultural activities within the school.

4.4   CONCLUSION

Therefore, it is evident that a learner who is experiencing a speech-flow difficulty may have many different experiences, both positive and negative, in all the different facets of her life, and these experiences may differ from person to person.

The experiences of learners with speech-flow difficulties will therefore be dependent on each of their individual bio-ecological systems, their life events, the degree of support they receive, their capacity for resilience, as well as the ability to draw on their strengths in order to maintain an optimal state of well-being.

Within inclusive classrooms, it would seem that awareness of a learner's needs and empathic understanding of their experiences could support the learner's learning processes optimally.

The concluding remarks, the recommendations, as well as the strengths and limitations with regards to the study will be discussed in Chapter 5.

CHAPTER 5
CONCLUDING REMARKS, LIMITATIONS, STRENGTHS AND RECOMMENDATIONS

5.1   INTRODUCTION

This research study aimed to gain a better understanding of the lived experiences of a mainstream high school learner who is experiencing a speech-flow difficulty. The research questions were approached through the lens of an interpretive research paradigm, and conducted through a qualitative methodology. The use of qualitative data analysis enabled the researcher to gain insight into the feelings, opinions and beliefs of the learner, and thereby formulate a better understanding of her experiences. The research findings indicated that a learner experiencing a speech-flow difficulty has many experiences, both positive and negative, within all the systems of their life.

This chapter will offer concluding remarks on the research findings, as well as discuss the various limitations and strengths of the study. Lastly, the recommendations for the support of a learner who is experiencing a speech-flow difficulty will be discussed, as well as suggestions or possibilities for future research.

5.2   CONCLUDING REMARKS

As was discussed in Chapter 1 and 3, this research aimed at answering the following research question:

What are the experiences and support needs of a high school learner with a speech-flow difficulty?

Along with this question, there were also various 'sub-questions', which are:

- What are the lived experiences of a learner experiencing speech-flow difficulties?
- What are the learning support needs of a high school learner experiencing speech-flow difficulties?
- Which strengths or assets does this learner employ in order to learn and function optimally within a high school?

- How can high school educators, and especially language educators, effectively accommodate learners who experience speech-flow difficulties?

These questions will be answered briefly below.

Jade has various experiences, both positive and negative, within all spheres of her life. In general, her experiences, especially at home and with her friends, are positive. However, Jade identified a few negative experiences at school, such as being expected to answer questions in class or performing an oral in front of the class. Jade has good relationships with her family members and friends, and seems to have a strong self-esteem, making her resilient to some of the more trying times in her life, such as her parents' illnesses.

Jade identified a few learning support needs, which were mostly related to the level of support she receives from her teachers. Although some teachers treat Jade with patience and allow her to finish her sentences, there are some who do not. I have therefore identified some 'tips' for educators which will enable them to better support a learner who is experiencing a speech-flow difficulty in their classroom. These tips will be displayed below under "Recommendations". Jade also identified that she prefers the unprepared form of English language oral assessments, rather than the prepared form. Educators should thus attempt to alter or adapt the oral assessments in order to best accommodate Jade within the classroom.

As mentioned above, Jade has many positive support structures in her life, and she is able to draw on these strengths (or assets) in order to assist in maintaining an optimal sense of well-being. Within the classroom specifically, Jade performs well academically, and this gives her an advantage, as she is perhaps better able to cope with the demands of the curriculum. Jade also has generally good relationships with her educators, perhaps because of her sound academic achievements, and this also enables her to feel more comfortable in the classroom. The classroom is also perhaps not too much of a daunting place, as Jade is with her friends, and she feels comfortable in the presence of her friends. At home, Jade communicates well with her mother and feels safe with her. She is thus able to draw on the support she receives from her mother in order to deal with and tackle any difficulties she may face.

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The last question, of how educators (especially language educators), can better accommodate a learner who is experiencing a speech-flow difficulty within their classroom, will be discussed below under "Recommendations". In a nutshell, however, there are various strategies that educators can make use of in their classrooms in order to better accommodate Jade, such as adapting the oral assessments and allowing Jade to finish her sentences.

A mainstream high school learner who is experiencing a speech-flow difficulty therefore has many different lived experiences. These experiences are all affected by a number of factors; the learner's personality, the relationships the learner has with others like her family, friends and teachers, the level of support the learner receives as well as her own view and experience of her speech-flow difficulty with accompanying coping skills. The experiences of the learner involved in this study will be summarised below.

The fact that this learner does well academically enables her to perhaps have a more positive experience at school, as she does not have to experience stress about failing, and she is well-liked by many of her educators.

Also, the fact that she is resilient, in the sense that she has an 'upbeat' personality, and that she does not let bad events bring her down, is a big advantage in coping with her speech-flow difficulty. The learner also has a positive support system in her mother, as they have an open, honest communication system between them and confide in each other and spend a lot of time together.

The learner also has good friends, who accept her for who she is. They do not treat her any differently, and allow her time to finish her sentences. They do 'normal' teenage activities together, like going to the movies, and spend a lot of time laughing and making jokes with each other. This sense of belonging and acceptance among her friends plays a large role in the learner's self-esteem and well-being.

Another positive support structure is the fact that the learner receives regular speech-therapy. The current speech therapist takes into account that there are many factors that have an influence on her as well as her speech-flow difficulty, and therefore, the therapy is designed to treat the learner holistically. The strategies that the speech therapist has given to the learner seem to be helping in two ways; firstly,

the learner's speech-flow difficulty seems to be improving and her secondary behaviours are not as severe, and, secondly, the fact that her speech-flow difficulty is improving, or rather, that she is better able to control it, has an impact on her self-esteem and confidence.

However, it was alarming to note that the learner was not sure that all of her educators are aware of her speech-flow difficulty, and that some who are aware, would make incorrect assumptions about her stutter and what she is experiencing. This study therefore aims to highlight the fact that educators should firstly attempt to get to know all of their learners as much as possible, but also, to be more aware of the experiences of a learner with a speech-flow difficulty. I have therefore devised a few 'tips' for educators to better support a learner who may be experiencing a speech-flow difficulty in their classroom.

The mentioned tips are based on the findings which indicated that Jade would prefer teachers not to make assumptions about her 'readiness' to answer, that teachers according to her, are mostly unaware of learners' emotional experiences, that she prefers people to wait for her to complete sentences in her own time, that patience on the side of teachers would help and be experienced as respectful, that alternative forms of assessments in oral tasks be possible, that unprepared oral tasks are preferable, that reading aloud and being picked on present negative experiences to her, that honesty and a preparedness to listen improve her speaking, and that in informal and comfortable situations, speaking is much easier for her.

As mentioned in Chapter 1, although the WCED has issued a document on Alternative Assessment, and it does indicate that a learner with a stutter (speech-flow difficulty) is classified as a learner who should qualify for alternative or adaptive assessment, there does not seem to be any indication of *how* this assessment should be adapted, as well as how the individual needs of the learner are meant to be effectively taken into account (Department of Education, 2012). A few recommendations for alternative assessment will also be discussed below.

5.3   LIMITATIONS

This study aimed to better understand the lived experiences of a mainstream high school learner who is experiencing a speech-flow difficulty. However, learners who

are experiencing speech-flow difficulties in primary schools may also benefit from such research into their experiences. Also, the experiences of a high school learner with a speech-flow difficulty may be different if the learner is not in a mainstream school, but rather in a special school, perhaps with a full-time speech therapist. This, however, was unfortunately outside the scope of this specific study.

Secondly, although this research was qualitative and interpretive, and therefore made use of appropriate methods of data collection, more of these methods could have been employed in order to enhance the research findings. For example; a focus group interview with the learner's peers on their perception of speech-flow difficulties could have been valuable.

The researcher does not regard the fact that there was only one learner used in the case study as a limitation, as the purpose of the study was to find out what such a learner's experiences are within a mainstream high school. However, by making use of more than one case study, the findings of the data could perhaps have been more transferable.

If the participant's wish is to be as 'normal' as any other learner, she and her mother might have presented a more positive picture, and could possibly have kept quiet about more negative experiences, which a more experienced researcher might have uncovered. This is pure conjecture though, and might also not have been the case. As I have observed and studied the participant over a prolonged period of time, I attempted to prevent this very occurrence.

5.4   STRENGTHS

The purpose of this study was to find out what the experiences of a learner with a speech-flow difficulty are, and this was achieved. The insight gained into these experiences was valuable in three ways: firstly; the learner does not want to be treated differently, despite having a speech-flow difficulty, secondly; the learner identified the things that upset or frustrate her, thereby providing insight for educators who may teach learners who are experiencing speech-flow difficulties, and, lastly; the fact that this learner has such positive support factors in her life, as well as the fact that she has a positive view on life, makes her experiences largely

positive, which highlights the necessity of the positive support structures in a learner's life.

Furthermore, the fact that the learner indicated that she does not necessarily feel that she is assessed fairly in oral tasks, could provide valuable insight for future policy development by the Education Department into the adaptation of or alternative ways of assessing learners with speech-flow difficulties. Also, the role of educators in supporting a learner who is experiencing a speech-flow difficulty was highlighted.

Lastly, the fact that one of the theoretical viewpoints underpinning this study was the theory of positive psychology, the researcher was able to identify various positive role players within the learner's life. These positive supportive factors can be capitalised by the learner whenever she is feeling negative. These factors therefore aid in the learner's level of resilience.

5.5   RECOMMENDATIONS

5.5.1 Teachers' Supportive Strategies

As mentioned above, the research findings indicated that teachers were not always supportive of this learner in the classroom, perhaps due to the fact that speech-flow difficulties are not properly understood, and therefore the support such a learner would require is unclear. I have therefore devised several guidelines for educators in order to better support a learner who is experiencing a speech-flow difficulty. These guidelines are displayed in the table below:

Table 5.1: Guidelines for educators

Guidelines for educators in supporting learners who are experiencing speech-flow difficulties	
• *Allow the learner to finish what they are trying to say*. If you finish their sentence for them, you are giving them the impression that you do not have the time to listen to them, thereby negatively affecting your relationship	• *Do not look away or get impatient when the learner is stuttering*. When stuttering, the learner already feels anxious, and by you showing your awkwardness or

with that learner. The learner may therefore choose not communicate with you any longer, lessening their chance at a more positive support structure.

- *Do not assume that because the learner is stuttering, they are not ready to say the words, or do not know what to say*. They *do* know what to say, and they *are* ready to say the words; the words, however, get 'stuck' and do not flow easily.

- *Be aware of the fact that speaking may be a daunting experience for learners who are experiencing speech-flow difficulties*. When assessing such a learner, give them the opportunity to speak to you alone, and not in front of the whole class, if this will make them feel less anxious.

- *Maintain a positive environment in your classroom* where you do not allow learners to ridicule one another, but establish a rule of mutual respect and understanding.

- *Be the example to the other learners in the class* on the correct way to behave when a learner is stuttering.

- If the learner has strategies in place for when they begin stuttering, *encourage them to make use of these strategies* if you see any signs of discomfort.

impatience to the learner, you will only make them feel more anxious and further aggravate their stuttering.

- *Be aware of the fact that the learner may experience 'secondary behaviours' when stuttering*, such as clenched fists or raised shoulders. Try to relax the learner as much as possible, and do not draw too much attention to these behaviours. Once the stuttering lessens, these behaviours will lessen in turn.

- *Try to make the learner feel as comfortable as possible when speaking to you*. The less formal the situation is, the less anxiety the learner will feel, and therefore they are less likely to stutter. Therefore, try to establish a relationship with the learner where the learner is able to trust you and feel safe with you.

5.5.2 Assessment

One of the factors that have not been sufficiently addressed by many educators is the fact that assessment should be altered for the learners who are experiencing speech-flow difficulties. These learners should have some form of alternative assessment when completing oral tasks, as they cannot possibly be assessed in the 'normal' way. In Jade's case, for instance, she mentioned that doing unprepared orals are easier than prepared orals. She also mentioned her enjoyment of a debating exercise, in which she was passionately defending a view, and the competitive nature together with a team approach in this activity could have caused the speech-flow difficulty to move to the background in her experience.

Please note that I will be referring to 'alternative' assessment, but the terms, 'alternative' and 'adapted' assessment can be used interchangeably, as, to the researcher, they mean the same thing, as once one 'adapts' an assessment, it thus becomes an 'alternative' form of assessment.

According to the policy document on alternative assessment written by the Department of Education (2012), a learner with special educational needs refers to a learner who, for whatever reason, requires additional help and support in their learning. They state that a learner can be identified as a learner with special educational needs if that learner experiences one of the barriers to learning.

A "Speech disorder" is listed in the policy document as one of the barriers to learning, and a learner is classified as having a "speech disorder" when their speech is affected in such a way that speech is "incomprehensible or impossible". Although learners who are experiencing speech-flow difficulties do not have speech that is 'impossible', portions of their speech may be difficult to comprehend at times. This policy document suggests ways in which alternative assessment can be carried out, however, Jade's educators are not using alternative assessment methods in order to assess her oral tasks. This could be due to the fact that they are unaware that this policy document even exists, or that they do not know how to adapt the assessment appropriately, or even, in fact, that they might be unwilling to adapt the assessment as it takes up too much of their time.

According to the Department of Education (2012), the sole aim should be to give a learner with special educational needs (LSEN) a fair chance to prove that she can meet the requirements of the examination. It is important that, if necessary, alternative and/or adapted ways of examining LSEN are put into practise early in their school careers to give these learners the opportunity to realise their potential. They will then be accustomed to the method of assessment/examination concerned before they write an external examination (Department of Education, 2012).

Effective learning support therefore involves adapting the current curriculum in order to best suit the learner. As can be seen by Vygotsky's Zone of Proximal Development, which was mentioned earlier, a task that is above the level of the learner will be too challenging for that learner and the learner may not succeed in the task, however, a task that is below the level of the learner will be too easy for that learner and the learner will obtain a false sense of achievement. An optimal level would therefore be between the two: one in which a child is able to complete some of the task with ease, therefore establishing confidence and a sense of self-efficacy, and some of the task should be challenging in order to encourage the learner to succeed as well as to build on their current knowledge.

Assessments should also be varied in the way they are constructed. For example, the various forms of informal as well as formal assessment should be used as some learners may perform better in some forms of assessment than others and therefore a variation is necessary in order to suit the needs of all learners.

I recommend forms of alternative assessment for learners who are experiencing speech-flow difficulties. The type of assessment used would depend on the severity of the speech-flow difficulty, and this would be up to the teacher's discretion. I have therefore placed the suggestions for alternative assessment in an order where they would be appropriate for learners with mild speech-flow difficulties to more severe speech-flow difficulties. These assessments are displayed in the table on the following page:

Table 5.2: Suggestions for alternative forms of assessment

Suggestions for alternative forms of assessment for learners who are experiencing a speech-flow difficulty	
For learners with a *mild* speech flow difficulty	1) Enable the learner to complete their oral assessment with you alone at a break or after school 2) Enable the learner to complete their oral assessment in front of a small group of their own friends who they feel comfortable with
For learners with a speech-flow difficulty that is *in between mild and severe*	3) Allow more weighting for the sections of the oral rubric that do not refer specifically to pronunciation and fluency
For learners with a *severe* speech-flow difficulty	4) Exclude sections of the rubric that refer specifically to pronunciation and fluency, and thereby apply more weighting to the other sections accordingly

These types of alternative assessments are merely suggestions, and even though I have separated them into categories, they can be used interchangeably. For example; a learner who has a speech-flow difficulty which is in between mild and severe should also be given the opportunity to choose not to complete their oral in front of the class. As mentioned above, the decision of which form of alternative assessment to use should lie with the educator, as each learner is different and unique, and therefore a type of alternative assessment which may be appropriate for one learner may not necessarily be appropriate for another.

It is important to note that even if the learner's speech-flow difficulty is very severe, they do still need to complete some form of oral assessment. The aim of alternative assessment is not to make things 'easier' for learners who experience barriers to

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learning, but rather to adapt the focus of the assessment in order to allow individual learners different opportunities to demonstrate what they have learned.

5.5.3 Possibilities for Future Research

One of the biggest possibilities for future research lies in alternative assessment, as currently, there are no official alternative forms of assessment for learners who experience a speech-flow difficulty. Research into this field could perhaps gain insight into a standard form of alternative assessment that could perhaps be made use of in all mainstream schools in order to provide a better sense of uniformity.

Also, this study took place while the learner was in Grade 11, which was the first Grade 11 group to be educated under the new CAPS curriculum (Department of Education, 2011). The rubrics for oral assessments have been changed slightly, but still expect all learners to speak fluently and without hesitations. Future research, therefore, could focus on adapting these new rubrics for learners who experience speech-flow difficulties.

5.5.4 Suggestions for Schools

According to Swart and Pettipher (2011, p. 9), the goal for every school needs to be "the establishment of an inclusive school climate and culture that infiltrates every aspect of school life".

Sands, Kozleski and French, (2000), state that "creating and maintaining inclusive school communities requires an emphasis on belongingness and meaningful participation". It also involves the creation of alliances and the provision of mutual emotional and technical support among all community members. These requirements resonate strongly with findings from this study. According to Engelbrecht and Jansen (2009, p.36), such change in school communities entails more than merely changing classroom practices, but rather it implies that all role players and school systems should live an attitude of empathy, sensitivity and a commitment to fair inclusion of all learners.

An inclusive school therefore needs to attend to the following ten critical components for creating inclusive and effective schools, in general, but also for learners who experience speech-flow difficulties. These are:

> *…to develop a common philosophy and strategic plan; to provide strong leadership; to promote school-wide and classroom cultures that welcome, appreciate and accommodate diversity; to develop support networks; to use deliberate processes to ensure accountability; to develop organised and ongoing technical assistance; to maintain flexibility; to examine and adopt effective teaching approaches; to celebrate success and learn from challenges; and to be knowledgeable about the change process, but yet not allow it to prohibit you* (Schaefer & Buswell (1996, p. 49) as cited in Engelbrecht & Jansen (2009, p.38)).

One person with good leadership skills should co-ordinate the whole procedure. This should mean that someone who has an influence over the school, such as the principal, should drive this process. The principal should also have a clear vision for the school, which should be based on "democratic, egalitarian principles of inclusion, belonging and provision of quality education to all learners" (Swart & Pettipher, 2011, p. 21).

Collaboration among the staff members as well as between staff and families and all other professional support services can make a holistic support process possible. All role players therefore need to be encouraged to share and build on their existing knowledge in order to increase inclusivity in all aspects of the school.

Perhaps one of the most difficult factors of promoting such development within schools is to encourage the role players to change their mindsets regarding inclusive education. Lack of training and/or resources, misunderstandings and different paradigms could influence role players' attitudes towards inclusive practices. It would be the responsibility of an educational support practitioner to attempt to change these beliefs in order for successful change to take place.

Parents also have a large role to play in assisting with the development of inclusive practices in schools. We read in McKenzie and Loebenstein (2007, p. 187), as cited by Singh, Mbokodi and Msila (2004), that parental involvement includes parents' insight into their child's progress, parents' participation in decision making and parents being critical of information on education issues which can make a big contribution to the relationship between the teacher and the child by providing the teacher with important information about the child.

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By promoting parental recognition and involvement, "teachers and parents can build collaborative partnerships that will ultimately benefit the children for who they share responsibility" (McKenzie and Loebenstein, 2007, p. 200).

5.6   CONCLUSION

Although the experiences of learners who are experiencing a speech-flow difficulty will differ, a basic understanding of *this* learner's experiences enables a better understanding of the potential experiences of others.

Therefore, through the understanding of Jade's experiences, one should not treat learners with speech-flow difficulties any differently. Rather, we, as educators, should provide positive support and understanding, while taking cognisance of the fact that the learner's level of resilience, the support factors she has access to, as well as the various systems that have an impact on her life, will all have an influence on her as well as on her learning experiences.

It is thus necessary to attempt to get to know your learners in order to provide the best possible form of support to them, and to make their experiences at school as positive as possible.

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ADDENDUM A

Western Cape Government

Education

Directorate: Research

Audrey.wyngaard2@pgwc.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20130418-9747

ENQUIRIES: Dr A T Wyngaard

Ms Janet Philips
(Address) ....
....
....
....
....

Dear Ms Janet Philips

RESEARCH PROPOSAL: THE LIVED EXPERIENCES OF A HIGH SCHOOL LEARNER WITH A SPEECH-FLOW DIFFICULTY
Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:
1.   Principals, educators and learners are under no obligation to assist you in your investigation.
2.   Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3.   You make all the arrangements concerning your investigation.
4.   Approval for projects should be conveyed to the District Director of the schools where the project will be conducted.
5.   Educators' programmes are not to be interrupted.
6.   The Study is to be conducted from **16 April 2013 till 31 July 2013**
7.   No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
8.   Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
9.   A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
10.   Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
11.   A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
12.   The Department receives a copy of the completed report/dissertation/thesis addressed to:
            The Director: Research Services
            Western Cape Education Department
            Private Bag X9114
            CAPE TOWN
            8000
We wish you success in your research.
Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 19 April 2013

**Western Cape
Government**

Education

Directorate: Research

Audrey.wyngaard2@pgwc.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20130418-9747

ENQUIRIES: Dr A T Wyngaard

Ms Janet Philips
(Address) ....
....
....
....
....

Dear Ms Janet Philips

**RESEARCH PROPOSAL: THE LIVED EXPERIENCES OF A HIGH SCHOOL LEARNER WITH A SPEECH-FLOW
DIFFICULTY**
Your application to conduct the above-mentioned research in schools in the Western Cape has been approved
subject to the following conditions:
1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of
the investigation.
3. You make all the arrangements concerning your investigation.
4. Approval for projects should be conveyed to the District Director of the schools where the project will
be conducted.
5. Educators' programmes are not to be interrupted.
6. **The Study is to be conducted from 12 August 2013 till 20 September 2013**
7. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi
for examinations (October to December).
8. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact
numbers above quoting the reference number?
9. A photocopy of this letter is submitted to the principal where the intended research is to be
conducted.
10. Your research will be limited to the list of schools as forwarded to the Western Cape Education
Department.
11. A brief summary of the content, findings and recommendations is provided to the Director: Research
Services.
12. The Department receives a copy of the completed report/dissertation/thesis addressed to:
         The Director: Research Services
          Western Cape Education Department
          Private Bag X9114
          CAPE TOWN
          8000
We wish you success in your research.
Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 13 August 2013

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ADDENDUM B

April 2013

To whom it may concern

I, (Name of Principal), grant Janet Phillips (US Number: 14663562), permission to conduct a study on a learner experiencing a speech-flow difficulty within (Name of High School) for the purposes of the completion of a MEd Educational Support degree.

I understand that this thesis, titled: *The lived experiences of a mainstream high school learner with a speech-flow difficulty,* will form part of a MEd Educational Support degree through the University of Stellenbosch.

_____

Name of Principal: _____

Signature of Principal: _____

Date: _____

_____

Name of Researcher: _____

Signature of Researcher: _____

Date: _____

ADDENDUM C

Approval Notice
Response to Modifications - (New Application)

10-Jun-2013
PHILLIPS, Janet Moira

Protocol #: HS907/2013
Title: THE LIVED EXPERIENCES AND LEARNING SUPPORT NEEDS OF A HIGH SCHOOL LEARNER WITH A SPEECH-FLOW DIFFICULTY

Dear Miss Janet PHILLIPS,
The **Response to Modifications -** *(New Application)* received on **20-May-2013**, was reviewed by Research Ethics Committee: Human Research (Humanities) via Committee Review procedures on **06-Jun-2013** and has been approved.
Please note the following information about your approved research protocol:

Protocol Approval Period: **06-Jun-2013** -**05-Jun-2014**

Present Committee Members:
Beukes, Winston WA
De Villiers, Mare MRH
Horn, Lynette LM
Newmark, Rona R

Standard provisions
1. The researcher will remain within the procedures and protocols indicated in the proposal, particularly in terms of any undertakings made in terms of the confidentiality of the information gathered.
2. The research will again be submitted for ethical clearance if there is any substantial departure from the existing proposal.
3. The researcher will remain within the parameters of any applicable national legislation, institutional guidelines and scientific standards relevant to the specific field of research.
4. The researcher will consider and implement the foregoing suggestions to lower the ethical risk associated with the research.

You may commence with your research with strict adherence to the abovementioned provisions and stipulations.

Please remember to use your **protocol number** (**HS907/2013**) on any documents or correspondence with the REC concerning your research protocol.
Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

After Ethical Review:
Please note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required.
The Committee will then consider the continuation of the project for a further year (if necessary). Annually a number of projects may be selected randomly for an external audit. National Health Research Ethics Committee (NHREC) number REC-050411-032.

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki, the South African Medical Research Council Guidelines as well as the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health).

Provincial and City of Cape Town Approval
Please note that for research at a primary or secondary healthcare facility permission must be obtained from the relevant authorities (Western Cape Department of Health and/or City Health) to conduct the research as stated in the protocol. Contact persons are Ms Claudette Abrahams at Western Cape Department of Health (healthres@pgwc.gov.za Tel: +27 21 483 9907) and Dr Helene Visser at City Health (Helene.Visser@capetown.gov.za Tel: +27 21 400 3981). Research that will be conducted at any tertiary academic institution requires approval from the relevant parties. For approvals from the Western Cape Education Department, contact Dr AT Wyngaard (awyngaar@pgwc.gov.za, Tel: 0214769272, Fax: 0865902282, http://wced.wcape.gov.za).

Institutional permission from academic institutions for students, staff & alumni. This institutional permission should be obtained before submitting an application for ethics clearance to the REC. Please note that informed consent from participants can only be obtained after ethics approval has been granted. It is your responsibility as researcher to keep signed informed consent forms for inspection for the duration of the research.

We wish you the best as you conduct your research.
If you have any questions or need further help, please contact the REC office at 0218839027.

Included Documents:
REC letter
Revised interview guide parent
informed consent
Research proposal
Revised Consent forms
Interview guideline
Revised DESC form
REC form
Permission letter
Revised Interview guide learner
Revised observation schedule
Letter of response
DESC form

Sincerely,
Susara Oberholzer
REC Coordinator
Research Ethics Committee: Human Research (Humanities)   (Researcher increased font size)

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ADDENDUM D

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY
CONSENT FOR CHILD TO PARTICIPATE IN RESEARCH

The lived experiences and learning support needs of a high school learner with a speech-flow difficulty.

Parent of participant involved in the study

Your child has been asked to participate in a research study conducted by Janet Phillips, completing her MEd Educational Support degree, from the Education department at Stellenbosch University. This research will be used in a thesis, which will make up 50 percent of the necessary mark required to complete the degree. Your child has been selected as a possible participant in this study because she is experiencing a speech-flow difficulty and the researcher would like to find out what her experiences are at school as well as at home. The researcher would also like to find out how best to support your child at school, in order for her to achieve to the best of her ability.

1. PURPOSE OF THE STUDY

The purpose of this study will be to understand what the experiences of a learner experiencing a speech-flow difficulty are at home, school and on a social level in order to better support a learner with such difficulties.

2. PROCEDURES

If you allow your child to volunteer to participate in this study, we would ask you to do the following things:

Allow the researcher to interview your child

There will be between two and three interviews, each about one hour long, where the researcher will ask your child various questions. Your child does not have to verbally answer these questions; she may write down her answers if she wants to. This interview will be of an "open" structure whereby your child is welcome to ask questions too. This interview will take place at a venue which suits you and your child, perhaps in your home.

Allow the researcher to observe your child within her school environment

The researcher would like to observe how your child interacts with her peers and educators, as well as vice verse. These observations will be recorded in the researcher's own personal reflections.

Allow the researcher to read and make use of diary entries from your child

The researcher would like to understand the experiences of your child at school and at home, and this is made possible by reading your child's personal reflections of her every-day activities. Your child will not be requested to hand over anything that makes her feel uncomfortable.

Allow the researcher to make use of a timeline made by your child

Your child will be asked to draw a timeline of her life so that the researcher is better able to understand her circumstances and the experiences she has had. This will take place during one of the "interview" time slots and in a venue that suits both you and your child.

3. POTENTIAL RISKS AND DISCOMFORTS

Your child may feel uncomfortable during the research process. If your child experiences discomfort during an interview, the researcher will not expect an answer for that question and will refrain from asking any such questions.

If your child experiences discomfort from the research process as a whole, she must please inform the researcher and she has the right to withdraw from the study immediately.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The researcher aims for your child to benefit from the research process. With the permission from your child, the researcher aims to inform her educators of what her needs are, in order for her to receive the support she requires.

The researcher would also like the research to (possibly) inform educational support professionals of how better to support learners experiencing speech-flow difficulties within a mainstream high school.

5. PAYMENT FOR PARTICIPATION

Your child will not receive payment for participation in this study.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with your child or your family will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of keeping your child's name anonymous (by providing a pseudonym), unless you and she agree otherwise.

All data will be stored on the researcher's password-protected computer, or in a file which will be kept in the researcher's own home. The only people who will have access to that data will be the researcher and the supervisor of the research project.

The researcher may wish to make use of audio-tapes during the interviews with you and your child. You and your child both have a right to review these tapes and may choose to edit certain data. These tapes will only be available to the researcher as well as the supervisor of the research. The tapes will be properly disposed of after the research is completed.

The results of the study will be presented in the form of a thesis, where the supervisor, as well as moderators will be able to read the information displayed.

7. PARTICIPATION AND WITHDRAWAL

Your child can choose whether to be in this study or not. If your child volunteers to be in this study, she may withdraw at any time without consequences of any kind. She may also refuse to answer any questions she does not want to answer and still remain in the study. The investigator may withdraw her from this research if circumstances arise which warrant doing so, such as; if the researcher notices an extreme level of discomfort.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the supervisor of the research, Mrs Mariechen Perold. Her contact details are:

Email - (mdperold@sun.ac.za)

Work telephone – 021 808 2307/6

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your child's consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development, Stellenbosch University.

If, at any point, you feel your child is uncomfortable or negatively affected by the research itself or the researcher, and you do not necessarily want to withdraw from the study, please feel free to contact a psychologist for your child to talk to. Should these services be required, Dr ……. has agreed to assist your child. Her contact details are:

Email – …….

Work telephone – …….

Cell number – …….

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to the participant by Janet Phillips in English and the participant is in command of this language or it was satisfactorily translated to her. The participant was given the opportunity to ask questions and these questions were answered to her satisfaction.

I hereby consent that the participant may participate in this study.

I have been given a copy of this form.

_____

Name of Subject/Participant

_____

Name of Legal Representative (if applicable)

_____   _____

Signature of Subject/Participant or Legal Representative   Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to Jade*. She was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

_____   _____

Signature of Investigator   **Date**

* Pseudonym used

ADDENDUM E

STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

The lived experiences and learning support needs of a high school learner with a speech-flow difficulty.

Parent (and participant) of participant involved in the study

You are asked to participate in a research study conducted by Janet Phillips, completing her MEd Educational Support degree, from the Education department at Stellenbosch University. This research will be used in a thesis, which will make up 50 percent of the necessary mark required to complete the degree. You were selected as a possible participant in this study because your child is experiencing a speech-flow difficulty and the researcher aims to find out what her experiences are at school, as well as in the home, and also how best she can be supported at school.

1. PURPOSE OF THE STUDY

The purpose of this study will be to understand what the experiences of a learner experiencing a speech-flow difficulty are at home, school and on a social level in order to better support a learner with such difficulties.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Allow the researcher to interview you

There will be one interview, about one to two hours long, where the researcher will ask various questions regarding your child. This interview will be of an "open" structure whereby you are welcome to ask questions too. This interview will take place at a venue which suits you, perhaps in your home.

Allow the researcher to interview your child

There will be between two and three interviews, each about one hour long, where the researcher will ask your child various questions. Your child does not have to verbally answer these questions; she may write down her answers if she wants to. This interview will be of an "open" structure whereby your child is welcome to ask questions too. This interview will take place at a venue which suits you and your child, perhaps in your home.

Allow the researcher to observe your child within her school environment

The researcher would like to observe how your child interacts with her peers and educators, as well as vice verse. These observations will be recorded in the researcher's own personal reflections.

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Allow the researcher to read and make use of diary entries from your child

The researcher would like to understand the experiences of your child at school and at home, and this is made possible by reading your child's personal reflections of her every-day activities. Your child will not be requested to hand over anything that makes her feel uncomfortable.

Allow the researcher to make use of a timeline made by your child

Your child will be asked to draw a timeline of her life so that the researcher is better able to understand her circumstances and the experiences she has had. This will take place during one of the "interview" time slots and in a venue that suits both you and your child.

3.   POTENTIAL RISKS AND DISCOMFORTS

You may feel uncomfortable during the interview process. If this is the case, please inform the researcher, and the interview questions will be adjusted accordingly, or the researcher will refrain from asking that particular question. You do not have to answer any question that you do not want to.

If you feel uncomfortable during the research process, please inform the researcher. You have a right to withdraw immediately from the study should you wish to do so.

If you feel uncomfortable about your child participating in this study, you may withdraw her should you wish to do so.

4.   POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

You, personally, will not benefit from this research, however, the researcher aims for your child to benefit. With the permission from your child, the researcher aims to inform her educators of what her needs are, in order for her to receive the support she requires.

The researcher would also like the research to (possibly) inform educational support professionals of how better to support learners experiencing speech-flow difficulties within a mainstream high school.

5.   PAYMENT FOR PARTICIPATION

You will not receive payment for participation in this study.

6.   CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you, your child or your family will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of keeping your name, as well as your child's name anonymous (by providing a pseudonym), unless you and she agree otherwise. The name of the school will also be removed, with a pseudonym used instead.

All data will be stored on the researcher's password-protected computer, or in a file which will be kept in the researcher's own home. The only people who will have access to that data will be the researcher and the supervisor of the research project.

The researcher may wish to make use of audio-tapes during the interviews with you and your child. You and your child both have a right to review these tapes and may choose to edit certain data. These tapes will only be available to the researcher as well as the supervisor of the research. The

auditory data will be transcribed by the researcher. The tapes will be properly disposed of after the research is completed.

The results of the study will be presented in the form of a thesis, where the supervisor, as well as moderators will be able to read the information displayed.

7.   PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so, such as; if the researcher notices an extreme level of discomfort.

You can also choose whether or not your child may participate in this study. If your child volunteers to be in this study, she may withdraw at any time without consequences of any kind. She may also refuse to answer any questions she does not want to answer and still remain in the study. The investigator may withdraw her from this research if circumstances arise which warrant doing so, such as; if the researcher notices an extreme level of discomfort.

8.   IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the supervisor of the research, Mrs Mariechen Perold. Her contact details are:

Email - (mdperold@sun.ac.za)

Work telephone – 021 808 2307/6

9.   RIGHTS OF RESEARCH SUBJECTS

You may withdraw your child's consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development, Stellenbosch University.

If, at any point, you feel you, or your child is uncomfortable or negatively affected by the research itself or the researcher, and you do not necessarily want to withdraw from the study, please feel free to contact a psychologist for you, or your child to talk to. Should these services be required, Dr ……. has agreed to assist you, or your child. Her contact details are:

Email – …….

Work telephone – …….

Cell number – …….

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me by Janet Phillips in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study.

I have been given a copy of this form.

_____

Name of Subject/Participant
_____

Name of Legal Representative (if applicable)

_____   _____

Signature of Subject/Participant or Legal Representative   Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to Mrs Smith* and she was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

_____   _____

Signature of Investigator   Date

* Pseudonym used

ADDENDUM F

	STELLENBOSCH UNIVERSITY

PARTICIPANT INFORMATION LEAFLET AND ASSENT FORM

TITLE OF THE RESEARCH PROJECT: The lived experiences and learning support needs of a high school learner with a speech-flow difficulty.

RESEARCHERS NAME(S): Ms Janet Phillips

ADDRESS: ....

CONTACT NUMBER: ....

What is RESEARCH*?*

Research is something we do to find new knowledge about the way things (and people) work and function. We use research projects or studies to help us find out more about people's experiences, strengths, disease or illness. Research also helps us to find better ways of supporting children to learn, or treating children who are sick.

What is this research project all about?

For this research project, I would like to find out what a learner who is experiencing a speech-flow difficulty needs in order to feel properly supported at school. I would also like to find out how this learner experiences school and how supportive her relationships/friendships are with her parents, teachers and friends.

Why have I been invited to take part in this research project?

You have been invited to take part as you can relate to learners who are experiencing speech-flow difficulties.

Who is doing the research?

I, Ms Phillips, will be conducting the research. I am doing this research so that I will be able to complete a Master's degree in Educational Support. (This research makes up half of my degree mark).

What will happen to me in this study?

During this study, I would like to ask you some questions in the form of one or more interview/s. You do not have to answer these questions verbally if you do not want to; you may write your answers down, if you prefer. These questions will be about the speech-flow difficulty that you experience as well as the level of support that you feel you receive from your teachers, friends, and parents. These interviews will be quite "open" in the sense that you will be able to ask *me* questions *too*, if you would like. I would also like to read the journal entries which you agree to do over a period of about one to two months. I would also like to observe the 'goings-on' around you at school and watch how people interact with you. Lastly, I would like you to draw a sort of timeline of your life, which you can use to help me understand what your life has been like up until now (I will help you with this).

I would also like to interview the parent you live with.

Can anything bad happen to me?

You may feel a bit uncomfortable at times, due to the fact that I am asking you questions that are quite personal. If you do feel uncomfortable/awkward/embarrassed at any point during this research, please inform me, as well as your parents. You also do not have to answer any question if you do not want to. I do not want you to worry that you will put an end to my research if you feel uncomfortable. This is not the case at all - I can always adjust my questions, or we can adapt things to suit you. You are the focus of my research, so I do not want you to feel uncomfortable at all.

Can anything good happen to me?

With your permission, I can inform your teachers of some of the things that come out in the research that would enable them to support you better for the remainder of your school years (If you do want this to happen, we can discuss what you would like me to tell them). Also, I hope that my research will enable other educators/parents to see what a learner who experiences speech-flow difficulties needs, and therefore be able to support them better for their school career.

Will anyone know I am in the study?

Your name will be kept anonymous, unless you inform me that you want your actual name in the research. (You should discuss this with your parents first, though). The information you give me (through the interview, diary entries, timeline) will be put into the research and my supervisor will be reading it, and whoever else marks my work. The principal of the school will also know that I am asking you to participate in the study (as I have to ask for his permission), but he will not have access to the information you give me – that is confidential.

Who can I talk to about the study?

If you have any questions or problems/ concerns about the study, you can ask me or my research supervisor.

Ms Phillips: (Cell Number ....)

Email: janetphillips13@gmail.com

Mrs Perold (Supervisor):

mdperold@sun.ac.za/ Tel: 021 8082307/6

If you feel uncomfortable or unhappy in any way and you want to speak to someone about it, you can also contact a psychologist. There is one who has already agreed to help you, should you need her. Her name is Dr .... and her contact details are as follows:

(Name): ....

Work: ....

Cell phone: ....

Email address: ....

Will my participation in this study affect my exams?

The interviews and the meetings you and I will have will be done at a time which suits you. I do not wish to meet with you when you have to study for your exams.

What if I do not want to do this?

You do not have to take part in the research if you do not want to, even if you have signed this form, and your parents have also given their permission. It is completely your choice. So if you do feel that you no longer wish to take part, please let me know.

(Please tick the applicable boxes below)

Do you understand this research study and are you willing to take part in it?

YES	NO

Has the researcher answered all of your questions?

YES		NO

Do you understand that you can pull out of the study at any time?

YES		NO

_____   _____

Signature of Child   Date

ADDENDUM G

Example of an Interview Guide
Interview for learner

The purpose of this study is to research the experiences of a high school learner with a speech-flow difficulty. The aim of the study is to understand these experiences and focus on the positive aspects the learner is experiencing within the school as well as at home.

Thank you for agreeing to an interview with me. I urge you to speak as honestly as possible and want to reassure you that what you say will be treated with confidentiality. The results of this interview will only be made available to my supervisor; no one else will have access to the research. Your name will also not be used; I have made a pseudonym for you.

(Please note that due to the fact that this interview will be of a semi-structured nature, these questions below are not 'set in stone' and you are welcome to ask for more detail or add in information of your own.)

A: Demographic data

In this section, I would like to find out general information about you.

1) Name: Jade*
2) Age:
3) Date of Birth:
4) Home Language:
5) Second Language:
6) Place of Birth:
7) Size and Composition of Family:
8) Schools attended:
9) Gender:
10) Race:
11) Academic Average Percentage:

B: School

In this section, I would like to find out how you feel about school.

I) Relationships at school

1) Relationships with teachers:
   - How would you describe your relationships with your teachers, in particular, your relationships with your language teachers?
   - Do you feel that your teachers treat you any differently?
   - Do you feel that your teachers are patient with you (understanding) when you stutter? Explain.
   - Is there something that you would like your teachers to do, that would make you feel more comfortable in the classroom? If so, explain.

2) Friendships among peers:
   - How would you describe the relationships with your friends?
   - Do you feel that your friends treat you any differently?
   - Have you had the same group of friends for a while, or have you recently made new friends?
   - Do you feel that your friends are patient with you (understanding) when you stutter? Explain.

3) Social activities and experiences:
   - Do you find it difficult to make new friends?
   - How do you react if you walk into a room where you know no one?
   - Have you had any negative experiences of meeting new people? If so, explain.
   - Have you had any positive experiences of meeting new people? If so, explain.
   - How do you feel about social activities?
   - Do you try to take part in social activities as much as possible? Explain.

4) Contact between parents and school:
   - Do/does your parent/s make contact with the school? If so, what is the contact usually in connection with?
   - Did your parent/s inform the school when you started that you were experiencing a speech-flow difficulty? Do you agree with their decision?

- Does the school ever make contact with your parents regarding your level of achievement within the school?

II) Perceptions of having a speech-flow difficulty at school

1) Perceptions of own identity:
    - How would you describe yourself?

2) Perceptions of how others think about you:
    - How do you think others see you?
    - How do you think others view your speech-flow difficulty?

3) Support at school or not:
    - Do you feel that you receive emotional support at school from your teachers as well as your peers? Explain.
    - Do you feel that you receive academic/learning support at school from your teachers? Explain.

4) Bullying experiences/teasing experiences:
    - Have you ever been bullied or teased due to your speech-flow difficulty? If yes, explain.
    - If yes, how did this experience make you feel?
    - Have you ever been bullied or teased for something other than your speech-flow difficulty? If yes, explain.
    - How do you feel about bullying?

5) Assessments:
    - Do you feel that you are assessed fairly in oral activities? Explain.
    - Do you feel that you are assessed fairly in written activities?
    - Would you like to be assessed differently? If so, how?

6) Opportunities of having your voice heard:
    - Do you feel that have the right to say how you feel about things at school?
    - Do you voice your feelings to people? Explain.
    - Do you ask questions in class? Explain.
    - If you do not ask questions in class, how else do you communicate with your teachers?

7) Other learners with speech-flow difficulties:

- Do you think there are other learners in your school who are also experiencing speech-flow difficulties?
- If yes, do you ever talk to them about it?

III) Involvement in school activities

1) Extra-mural activities:
   - Do you take part in a school sport?
   - Do you take part in a school cultural activity?
2) Abstaining from extra-mural activities:
   - How do you feel about not participating in school sports and cultures?
3) Sport versus cultural activities:
   - Do you think that it is better to play a sport at school or to take part in a cultural activity? Explain.

IV) Happiness at school

1) Degree of happiness at school:
   - On a scale of 1 to 10, how happy do you feel at school? (1 being very unhappy and 10 being very happy)
2) What you enjoy at school:
   - What do you enjoy about school? Explain.
3) What you dislike at school:
   - What do you dislike about school? Explain.
4) Safety at school:
   - Do you feel physically safe at school?
   - Do you feel emotionally safe at school? Explain.
5) High school versus primary school:
   - What do you find different in high school compared to primary school?
   - Did you receive support for your speech-flow difficulty at primary school? If yes, what support did you receive?
   - What are your memories of primary school?
   - Were you happy in primary school?

C: Personality (Self-awareness)

In this section, I would like to find out more personal things about you.

You do not have to answer the question if you do not feel comfortable answering it.

1) Anxiety:
    - Would you describe yourself as an anxious person? If yes, why?
    - Would you describe yourself as shy? If yes, why?

2) Anxiety versus speech-flow difficulty:
    - Do you think that having a speech-flow difficulty makes you feel more anxious than you would normally feel? Explain.
    - Do you think that

    a) you become anxious when you struggle to get words out, or

    b) *because* you are anxious, you struggle to get words out, or

    c) neither

3) Possible cause of speech-flow difficulty:
    - What do you think could be the possible cause for your speech-flow difficulty, if any? Explain.
    - Are there any traumatic events that have happened to you in your past? If yes, please explain.

4) Time when speech-flow difficulty became apparent:
    - When did you begin to stutter?

5) Times when speech-flow difficulty is worse and when is it less:
    - Are there times when you feel that you stutter more than other times? If yes, explain.
    - How do you feel when you stutter more than usual?
    - Are there times when you feel that you stutter less than other times? If yes, explain.
    - How do you feel when you stutter less than usual?

6) Situations that exacerbate speech-flow difficulty:
    - Are there any situations that aggravate your speech-flow difficulty? If yes, explain.
    - Would you classify an oral task as something that would aggravate your speech-flow difficulty? Why/why not?

7) Situations that improve speech-flow difficulty:

- Are there any situations that you feel can improve your speech-flow difficulty? If yes, explain.

8) Strategies you fall back on in difficult situations:

- Do you have any strategies that you use when you are stuttering to try to lessen it? If yes, explain.

9) Possibility of control of the difficulty:

- Are there times that you are able to control your speech-flow difficulty? If so, when are these times?

10) "Nerd" versus "cool kid":

- How do you think that your peers view someone who is experiencing a speech-flow difficulty ("cool", "weird", "unique", etc)? Explain.

D: Family dynamics

In this section, I want to know more information about your family.

1) Speech-flow difficulty among other family members:

- Is anyone else in your family also experiencing a speech-flow difficulty?

2) Treatment by family members:

- How do your family members handle your speech-flow difficulty?
- Do you think that you are treated differently as a result of your speech-flow difficulty?

3) Safety at home:

- Do you feel physically safe at home?
- Do you feel emotionally safe at home? Explain.
- Do you prefer being at home than at school? Explain.

4) Patience from family members:

- Do you feel that your family members are patient with you (understanding) when you stutter? Explain.

E: Medical and/or para-medical interventions

In this section, I want to know about any interventions you may have received.

1) Medication:
   - Do you currently take any medication? If yes, which medication?

2) Speech therapy:
   - Have you ever received any speech therapy?
   - If yes, when did you receive this therapy and how often?
   - What did the speech therapist tell you?
   - Do you feel that this therapy helped you in any way? Explain.

3) Psychotherapy:
   - Have you ever been to a psychologist?
   - If yes, when did you go to a psychologist and how often?

4) Other:
   - Are you receiving any other forms of treatment/therapy? If yes, what?
   - Do you think that your parent/s should receive support in assisting you with how to effectively cope with your speech-flow difficulty?

Is there anything else you would like to add?

Thank you very much for participating in this study. It is greatly appreciated.

ADDENDUM H

INTERVIEW (Portion) and CODING

SECTION A – DEMOGRAPHIC DATA	Completed prior to interview	
SECTION B - SCHOOL		
Category		**Breakdown**

	R: Ok, so we've done Section A (the biographical data), so I'm just gonna pause after every section. Um, and I really, these questions, um, the ethics committee wanted me to elaborate on them; I just had the themes, so I had 'relationships with teachers', 'friendships among peers' and I just wanted to chat, but they wanted more specific things. So, we don't have to speak about all of them...	
	J: Ok	
	R: And if there's something that you don't want to answer, please, say, "I don't want to answer that"; that's perfectly fine.	
	J: Ok	
	R: Um, and then also please add things, or, ask questions, or, as well...	
	J: Ok	
	R: It's, as I say, it's, I want...My thesis topic, which I should have told you from the beginning, is "The Lived Experiences of a Mainstream High School Learner with a Speech-Flow Difficulty".	
	J: Ok	
	R: So it's *your* experiences that I wanna find out.	
	J: Oh, ok.	
	R: Ok?	

		So, the first one is, "How would you describe your relationships with your teachers, in particular with your language teachers?"	
Rel. with Teachers: normal Rel. with Teachers: Same as learner without stutter Rel. with Teachers: normal	**J:**	Um,... I would ... d-describe it as, um, functional, like, I mean there's, ... ahh...ja, functional, like, it's like a normal relationship as they would have with another s-s-s-student maybe without a stutter or speech-...flow difficulty. Um, ja, um, ja, I think it's, for me it seems normal.	Normal relationship Same as learner without stutter Normal
	R:	Ok	
Sense of Normality: Not treated differently	**J:**	I'm not like singled out ... from other students.	Not treated differently
	R:	Ok. So you don't feel that your teachers treat you any differently?	
	J:	No	
	R:	Ok. Do you feel that your teachers are patient with you? And understanding?	
Supp. Strategies from Teachers: assumption	**J:**	Most of them are. Um, some of them would like ... ah, like say, you know, um, you know, it's fine, just ... say it when you're ready, and then, ja, so, ja ...	Strategies from teachers
	R:	And that annoys you when they say that though?	Strategies from teachers
	J:	A little, ja...	Assumption – she's not ready
	R:	Ja.	
Experience of Stuttering: misunderstood	**J:**	Like, like I'm ready, it's just not coming out.	Experience of stuttering
	R:	Mmm. Ok. And, I think we spoke about this a bit last year, but is there something that you would like your teachers to *do* that would make you feel more comfortable in the classroom?	
Rel. with Teachers: not uncomfortable	**J:**	Um, ... I'm not really un-c-c-c-comfortable in that environment, be-ja-	Not uncomfortable in class

Rel. with Friends: enjoys being with them		With friends/peers in class
	R:	Ok. Would you (Mrs Smith) like to add anything about that; relationships with teachers?
Rel. with Mother: Mother a bit dismissive Rel. with Mother: Does not treat it as a disability	**MS:**	Mmm, (Jade's) never really complained, um, and I think for her, it's, it's, her focus is more academic, and, um, her speech is ... something in the background. Um, we've, um, just personally, I've, I've <u>never dealt with it, um, as something that's wrong</u>...	Mother a bit dismissive Does not treat it as a disability <u>Normal</u>
	R:	Mmm	
<u>Sense of Normality: Normal life/ routine</u>	**MS:**	We, <u>we just continue life as normal</u>. I, I don't finish a sentence, I don't try to correct her, um, because she has to be in the school environment and she won't have anyone to do that for her, um, and, just little things, if I want a telephone number from, um, a call centre, I'd give the phone to her and say, 'Just call them and ask them for...'. Um, or I'll say to her, just phone your orthodontist and confirm your appointment. So, I-I never take those experiences ...	Normal life Mother: tough Mother: tough Mother: love/caring
Supp. Strategies from Mother: tough Supp. Strategies from Mother: loving/caring	**R:**	Mmm	
	MS:	...away from her.	
	R:	Mmm. That's good.	
	MS:	...and, and she, ... she's not nervous, I-I don't think, hey (Jade)?...	
		(Jade shakes her head)	
<u>Sense of Normality: Making phone calls</u>		..to call, because it's just ... <u>part of what we do</u>.	Normal life
	R:	Mmm.	
	MS:	So ja.	
	R:	Ok. And then your friendships; how would you describe your relationships	

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	with your friends?	
Rel. with Friends: Awkward in the beginning/Unsure of how to act Rel. with Friends: Normal Sense of Normality: Normal friendships Rel. with Friends: Not treated differently	**J:** At the start, it's like a little weird, cause I mean, they don't really... know anyone, I think, with a stutter, so they don't know how to react to it, but like, like with, my f-f-f-friends that I've had since I was like, small, they like, just like <u>normal friends</u>. Like, they just...they..., like, we, like joke and we laugh and like that kinda stuff, so it's, it's not really, like, like..., t-they don't act any, like, like act weird around me because like I have a stutter and now how do they act? But it's...	Awkward in the beginning/ unsure of how to act Normal friends Normal Normal friends
	R: Mmm	
Rel. with Friends: Awkward in the beginning/Unsure of how to act	**J:** But at the start, like, if I've known someone for like a week, then it's still like weird for them, like I can see that it is. But otherwise, it's all good.	Awkward in the beginning/ unsure of how to act
	R: Mmm. So you don't feel that they treat you differently?	
	J: No.	
	R: Ok. Have you had the same group of friends in high school, or have you made new friends recently?	
Rel. with Friends: Maintains friendships	**J:** Um, my... I've ... had the same friends.	Maintains friendships
	R: Ok, and they know you well enough now, now that they're patient with you.	
	J: Ja.	
Rel. with Friends: Occasional difficulty in making new friends Rel. with Friends: Struggles to introduce herself Rel. with Friends: Lack of understanding of stuttering	**R:** Ok, that's good. Um, for, if you look at the top at number three, 'the social activities and experiences'. Do you find it difficult to make new friends? **J:** Ah, sometimes. Like, um, like sometimes I would struggle on, like, saying like, "Hi, I'm…" and then like say my name, and then they like, 'Why you speaking like that?" then it's, like, sorry.	Occasional difficulty in making new friends Struggle to introduce self Lack of understanding of stuttering
	R: Mmm.	

Personality Characteristics: Shy	**J:** But ja.	
	R: And if you had to walk into a room where you know no one, how do you react?	
	J: Where I know like absolutely no one? (I nod) I'd just sort of like sit in my own bubble.	Shy
	R: Ok. I've got here; if you have any negative experiences of meeting new people and also positive experiences.	
Rel. with Friends: Unsure of what to say in a conversation when meeting new people	**J:** Um, I've never really had a negative e-experience with meeting new p-people. Um, it's always just, like, speaking about stuff with new people, I think it's like, like what do you say now? Like, that kind of...	Unsure of what to say in a conversation
	R: Mmm	
	J: ...thing. But otherwise, not really n...there's nothing really negative.	
	R: And, how do you feel about social activities, and do you *try* to partake in them?	
Personality Characteristics: Participates in social activities	**J:** I do. Like, um, I, I think of myself as social, like ... um, so, I'd...like, I will like speak about stuff, but then we'll...if I have like (takes a breath) n-nothing to s-say then I won't really say anything.	Participation in social activities Sociable
Personality Characteristics: Sociable		
Personality Characteristics: Doesn't make conversation unnecessarily	**R:** Ok. Would you like to add anything? (To Mrs Smith)	Doesn't just talk for the sake of talking
Rel. with Friends: Goes to movies	**MS:** Mmm. For me, Jade's speech hasn't affected her social life at all. Um, if anything, I am more busy driving them up and down and taking them to movies and picking them up, and so on. So I, generally ... for me, Jade's like any other child.	Still sociable, despite stutter Does 'normal' teenager things Goes to movies with friends
Same as a child without stutter: Also goes to movies with friends		Same as a child without a stutter
	R: Mmm.	
	MS: Um, and ja, hey? (Looks at Jade)	

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Contact between Parent and School: Never been called to come in to school	**R:**	OK. Thank you. The next one is the, the contact between parents and school. Um, do you ... you can both answer, if you usually make contact with the school, and what it's usually in connection with.	Never been called into school/ contacted by school
	MS:	Um, I've, I've not had to, at all ... since she's been at, at, at high school.	
	R:	Mmm	
	MS:	So, I don't really have any experience with that.	
	R:	Ok. And, um, did you inform the school when Jade started in Grade 8 that she had a speech-flow difficulty...?	
Contact between Parent and School: Chose not to inform the school about Jade's stutter	**MS:**	No.	
	R:	But why did you decide not to?	Chose not to inform the school of stutter
	MS:	Um, I think, that was a personal decision	
	R:	Mmm	
Rel. with Mother: Does not see stuttering as a disability	**MS:**	Um, like I said because I don't see it as an impediment	Not a disability
<u>Sense of normality:</u> <u>Noting wrong</u>			<u>Normal</u>
Personality Characteristics: Stuttering is part of who Jade is	**R:**	Mmm	
	MS:	Um, it's just part of who she is, and we deal with it, and because she's, she's not complained about any social problems, ...	Stuttering is part of Jade They cope with it Doesn't complain
Coping Skills: They deal with it			
Coping Skills: Does not complain	**R:**	Mmm	
Coping skills: Assumption that she would be fine	**MS:**	... I thought that she would just be fine, and if I had let the school know about it, they may treat her differently, which I then didn't want to happen.	Is fine – did not complain Teachers may treat her differently if informed about stutter
Rel. with Teachers: May treat her differently if informed about stutter beforehand	**R:**	Yes. Ok, and you agree with that decision? (To Jade)	
	J:	Ja.	

Contact between Parent and School: No contact from school regarding academics	**R:** Ja, ok. Um, then it says, does the school ever make contact with your parents regarding your level of achievement within the school?	**School does not contact mother regarding academics**
	J: I don't think so.	
	MS: Hmmm mmm.	
Personality Characteristics: Clever	**J:** No	
	MS: She's always been a high achiever.	Clever
Contact between Parent and School: No contact from the school regarding academics	**R:** Mmm. But no one ever phones you to tell you that?	No contact regarding academics
	MS: No.	
	R: Mmm. Ok. Then, the next is your speech-flow difficulty at school. We call it a speech-flow difficulty because that's sort of a, a nicer way of, of wording it. Um, so we ask, how would you describe yourself?	
	J: ... Ah, ... ah, ... that's a tough question, umm...	
Personality Characteristics: Likes to talk	**R:** ...maybe personality characteristics...	
Personality Characteristics: Usually speaks a lot	**J:** I like speaking, like, I generally speak a lot ...	Likes to talk Usually speaks a lot
	R: Mmm	
Personality Characteristics: Hard-working	**J:** Um, umm,... I---, I think they, ah (sighs)... I know that I'm hard working, because I mean..., ah, and ... describe myself (whispers)... Ja I just like, I like hanging out with others.	Hard-working
Personality Characteristics: Sociable		Sociable Enjoys spending time with friends
Personality Characteristics: Enjoys spending time with friends	**R:** Ok.	
	J: Ja.	
Personality Characteristics: Soft-spoken	**MS:** I think just on that from my side, Jade's soft-spoken, just generally...	Soft-spoken

Personality Characteristics: Calm Personality Characteristics: Takes things in her stride Personality Characteristics: Does not get flustered Personality Characteristics: Gets stressed when she has to read Experience of Stuttering: Gets stressed when reading Perception of Speech-Flow Difficulty (SFD): Easier to speak freely than it is to read Strategy: Changes her sentences Strategy: Takes out words or letters that she stutters on	**R:** Mmm **MS:** ... not because of the way she speaks. She's generally very calm. **R:** Mmm, ja **MS:** She takes things in her stride, um, and I think that's important, as well, because she, she never gets flustered because of her speaking, um, she does get stressed out though, at certain times when she has to read. **R:** Mmm **MS:** I think that's the, the biggest part of it is reading the words that *are* there as opposed to speaking her mind... **R:** Mmm **MS:** ...because she can change her sentences... **R:** Ja **MS:** ...and take out the words or the letters that she stutters on. **R:** Mmm **J:** Mmm	Generally calm Takes things in her stride Does not get flustered Does get stressed when she needs to read Gets stressed when reading Easier to speak freely than read Strategy Strategy
Rel. with Friends: Friends don't really understand stuttering Perception of Speech-Flow Difficulty (SFD): Reason for stuttering unclear	**R:** Ok, and how do you think others view your speech-flow difficulty? People who aren't your friends, so say, your classmates? **J:** Well they all are f-friends, so um, but, like, um, I think they, like, they, they d-don't really understand it, I think, ja. Like, like *why* I stutter... **R:** Mmm **J:** I don't know why myself, but ... **R:** Mmm	Friends don't understand stuttering Reason for stuttering unclear

Rel. with Friends: Friends don't understand stuttering	**J:** Um, ja. I think they, they just don't understand it.	Friends don't understand stuttering
Supp. Strategies from Teachers: No emotional support	**R:** Ok. Do you feel that you receive emotional support at school from your teachers?	No emotional support from teachers
Supp. Strategies from Teachers: No reassurance when stuttering	**J:** Not really.	
Supp. Strategies from Teachers: Just like any other school	**R:** Why not?	No reassurance
<u>Sense of Normality:</u> <u>Just like any other school</u>	**J:** 'Cause, um, ... I don't know, just, never had anyone say, "No, it's ok." I just, but for me it's like, <u>just any other school</u>, like it's just, how they are, but, and I'm, I'm, I don't really feel affected by it but, I don't think I've had that.	Just like any other school: <u>Normal</u> Schools are not emotional Not affected by lack of emotional support
Supp. Strategies from Teachers: Schools are not emotional		
Personality Characteristics: Not affected by lack of emotional support	**R:** Ok. And do you feel that you receive *academic* support from your teachers?	
Supp. Strategies from Teachers: Does receive academic support	**J:** ... With my speeches, ja, I do.	Does receive academic support
	R: Ok. Bullying... Have you ever been bullied or teased due to your speech-flow difficulty?	
Exp. At School in General: Never been bullied for stutter	**J:** Actually, never have been, like...	Never been bullied for stutter
	R: That's good	
	J: Like no one's ever like said, "Ah you stutter".	
Exp. At School in General: Never been bullied for stutter	**R:** Mmm	
	J: You know, I've never had that. I've never experienced it.	Never been bullied for stutter
Exp. At School in General: Has been made fun of for being short	**R:** Ok. Um, and have you been bullied for something else, other than your speech-flow difficulty?	
Exp. At School in General: Did not find being made fun of a negative experience	**J:** Mmm, I've been made, like, not fun of, but it's, just like fun, for me as, well not fun, but, like, it's just like a laughing matter, like, um, for, like I'm short, like really short, so I've always been, "Ah, you so short", like, "How's the weather down there?" But like, that, it's not like	Been made fun of for being short Not a negative experience

	negative.	
Exp. At School in General: Knows that her peers are just joking	**R:** Mmm.	
	J: It's just fun, they just, I know they joking, so I laugh, I, I feel that as well, like, I'm not really negatively impacted by that, cause I mean, I know I'm short, so ...	Just joking
Exp. At School in General: Was not negatively impacted		Not a negative experience
	R: Mmm. It's like me.	
	J: (Laughs)	
	R: Can't change that.	
	J: (Laughs)	
	R: Ok, how do you feel about bullying in general?	
Exp. At School in General: Finds bullying to be unnecessary	**J:** I think, that, it's unnecessary, and, um ... it's, it's just, like, mean. Like, why do you feel that you have to? That kinda thing. So, I, I think that it's, I think it's wrong. I mean, any one would think they wrong, it's wrong, but, I just, I don't think it's right.	Feels bullying is unnecessary, mean and wrong
Exp. At School in General: Feels bullying is mean and wrong		
	R: Ok. Assessments. Do you feel that you are assessed fairly in oral activities?	
Assessments: Feels she is sometimes assessed fairly in orals	**J:** Mmm, ... sometimes, ja. Like, um, at first, like, if it's, like, with, if I'm like speaking for the first t-t-t-t-t-time with someone else and they don't know that I have a stutter, then, then it's a bit, like, rough, like I have like 4 or 5. Um, but then, if I know them, then I'll have like 7 out of ten. Like that.	Sometimes assessed fairly in orals
Assessments: Does better when the teacher is aware of her stutter		Does better in orals when the teacher knows she stutters
	R: Ok. And do you feel that you're assessed fairly in your written activities?	
Assessments: Feels she is assessed fairly in written activities	**J:** Yes.	Feels she is assessed fairly in written activities
	R: Ok. Would you like to be assessed differently with oral activities?	
Assessment: Would like to be assessed differently in oral activities	**J:** ... Ah, in a way I do. But also, I would also like to be, like, I don't wanna be	Would like to be assessed differently in oral activities

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Rel. with Teachers: Doesn't want to be singled out/ Treated differently	singled out, also.	Doesn't want to be singled out
	R: Mmm	
	J: So yes and no, really.	
	R: Ok, would you like to add anything? (To Mrs Smith)	
	MS: Mmm, no, not really. She's covered it.	
	R: Ok. Um, this next section is the opportunities of having your voice heard. Do you have a, do you feel that you have a right to say how you feel?	
Personality Characteristics: Knows she has a right to say how she feels	**J:** I do.	Feels she has a right to say how she feels
	R: Ok. Do you often voice your feelings to people?	
Personality Characteristics: Withholds speaking about her feelings	**J:** Not really, like, I don't generally speak about my feelings, feelings, like I'll say, like, "I'm having a bad day" or "I'm miserable right now", but not like, feelings about things, like experiences, I'm not really, I don't really speak about it.	Doesn't usually speak about her actual feelings or experiences
	R: Ok.	
	MS: But I think just also on that, um, at home we've, we've got a rule because it's just the two of us...	
	R: Mmm	
Rel. with Mother: Good understanding of each other's needs Rel. with Mother: Honest Rel. with Mother: Open communication	**MS:** ...as well, um, if, if either one of us have had a bad day, or we just not in the mood to talk, or, we'll get home and say, "Look, I had a really bad day, I just can't talk for the next hour", then either; if it's Jade, she'd go to her room; if it's me, I'd go to my room, and, then there's no argument of "Why you in your room?", "Why you being quiet?"...	Good understanding with mother if she has had a bad day Honest, open communication Understanding of each other's needs
	R: Ja	
	MS: And so on, 'cause we understand. And	

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Rel. with Mother: Spend time together <u>Sense of Normality</u>	after we finished, we'll get together again and watch a movie and everything's <u>back to normal</u>.	Watch movies together <u>Normal</u>
	R: Mmm	
Rel. with Mother: Mother likes the communication they have	**MS:** ... So I think, that is, that's a great...	Mother feels great about the relationship
	R: It's very great.	
Rel. with Mother: Open relationship	**MS:** ...thing to have, and, it's, it's open...	Open relationship
Rel. with Mother: Accepting	**R:** It's very great, it's nice to have that feel of acceptance, ...	
Rel. with Mother: Supportive	**MS:** Yes	Accepting, supportive relationship
	R: ...support, and ...	
	MS: Yes	
	R: Mmm. Ok. Do you ask questions in class? (To Jade)	
Exp. At School in General: Sometimes asks questions in class	**J:** I do, sometimes.	Sometimes asks questions in class
	R: Sometimes?	
	J: Yeah.	
	R: When you want to ask the question?...Or	
Exp. At School in General: Only asks questions when she wants to	**J:** Ja, when I want to	Asks when she wants to
	R: Why, why do you not ask the question?	
Exp. At School in General: Doesn't ask questions when she knows she will stutter	**J:** Um, um, if I know, that there's, like a section that I will stutter on, like I know that I'm going to, then I rather just leave it, ... then	Doesn't ask a question when she knows that she will stutter
	R: Which, which sections do you know that you're going to stutter on?	
Exp. of Stuttering: Can predict when she will stutter	**J:** Ah, it's like usually, like, it sounds weird but I like have a feeling, um, when I am, like, like, the word, the next word, um, I(takes breath)'ll say, um, I sort of know that I'll stutter on it. So then, I have usually like a synonym for that word, but	Has a feeling of when she is about to stutter
Strategy: Synonyms		Strategy

Exp. At School in General: Won't ask a question if the section of work is too long	if it's like a whole section, then, I usually just leave it.	Won't ask a question if the section of work is long
	R: Ok. That's interesting. What does that feeling feel like? When you *know* that you're gonna stutter?	
	J: Um, ... like how do I feel? Or like...	
	R: Mmm, ja.	
	J: ...my emotions towards?....	
Exp. of Stuttering: Feels like the words get stuck behind her tongue	**R:** Everything	It feels like her words get stuck behind her tongue
Exp. of Stuttering: Feels frustration when she knows she will not be able to say a word	**J:** Um, like, it's sort of, like, gets like stuck, like just there behind my, my tongue, like just, like you know, and like it's like fust-frustrating-fustrating, um, to like have that feeling, 'cause I mean, I want to say it but I know I'm not gonna be able to.	Feels frustrated when she knows she won't be able to say it
	R: Mmm.	
	J: So ja.	
	R: Ok. Um, if you feel there is that section of the work that you want to ask your teacher, but then you, you don't, how...do you just leave it? Or, do you find the time after the lesson to ask?	
Strategy: Uses particular phrases that she won't stutter on	**J:** Ja, I usually like, s..., um, like, "Sir what does this mean?" Or like I'll show, like a section and then like, "Will you exp-p-plain this?" Then, I know I'm not gonna like really stutter on that, so then they'll and then they'll like exp-p-plain it, but I won't say, "How does ... Osmosis work?"	Strategy: Uses particular phrases that she won't stutter on
	R: Mmm	
	J: I'll just say, "Will you exp-p-plain this?"	
	R: Ok. Do you think that there are other learners in your school with speech-flow difficulties?	
Perception of Speech-Flow Difficulty (SFD): Never met anyone with a stutter	**J:** I haven't ... met anyone, with speech-flow difficulty, so I don't, I don't really	Never met anyone with a stutter

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	know.	
Perception of Speech-Flow Difficulty (SFD): Mother also has never met anyone with a stutter	**R:** Ok. Um, and then, would you like to add anything with that? (To Mrs Smith)	Mother also has never met anyone with a stutter
	MS: Mmm, no, I've also not come across anyone with, um, a speech-flow problem at all, besides Jade.	
	R: Mmm. There are, there are a few, in, in the school...	
	MS: Ok.	
	R: ...across the classes, ja. But you were just special (To Jade)	
	MS + J: (Laughs)	
Exp. at School in General: Plays sport (Softball)	**R:** Alright, then, school activities. Do you take part in school sport?	
	J: I do, I do softball.	School sport: softball
	R: Softball?	
	J: Softball.	
Exp. at School in General: Takes part in a cultural activity (Interact)	**R:** And cultural activities?	School cultural activity: Interact
	J: Not really. Oh, Interact. I do Interact.	
	R: Ok. How do you feel about people, or learners who don't participate in any sport or culture?	
Exp. at School in General: Indifferent towards people who do not play sport	**J:** Um, I don't really have a feeling, 'cause I mean, it's their decision if they want to or not. So I don't really have feeling about that.	Indifferent towards people who do not partake in sport
	R: Ok. Why do *you* choose to participate?	
Exp. at School in General: Likes to play softball	**J:** Um, I like, I, I like softball, um, and I think sport is fun. Ja, so, that's why.	Likes sport
		Thinks sport is fun
Personality Characteristics: Thinks sport is fun	**R:** Ok. Um, do you think it's better to play sport or better to be in a culture?	

Exp. at School in General: Prefers sport over cultural activities	**J:** Um, I think sport is better, 'cause I mean, like you,...like, there's almost like, like, it's like a second family with sport, like you with them all the t-t, well not, they, you with them a lot, so you sort of like, like part of a family. Like, there's like love and hate and all of that stuff in a sports (takes breath) thing, so I think it makes you stronger, like, emotionally as well.	Prefers sport over cultural activities
Exp. at School in General: Feels part of a team		Feels part of a family/team
Exp. at School in General: Sport helps emotional well-being		Makes you stronger emotionally
	R: Mmm	
Exp. at School in General: Sport creates a feeling of togetherness	**J:** 'Cause like, everyone's there with you and, you just, with people.	Feeling of togetherness
	R: You feel part of a team?	
	J: Ja.	
	R: Mmm, ok. Um, if you go to the next one where it sp-says happiness at school. On a scale of 1 to 10, how happy do you feel at school?	
Exp. at School in General: Happiness at School (6 or 7/10)	**J:** I-I'd give it like a 6 or 7.	Happiness at school
	R: Ok? I thought it'd be more than that?	
	MS: (Laughs)	
Exp. at School in General: Happiness at School (Sometimes 5/10)	**J:** (Laughs) Some days, maybe a 5.	Happiness at school
	R: Why some days?	
Exp. at School in General: Does have a willingness to be at school	**J:** Just if it's just like, just none, like I just feel like out of it at school and mmm...	Willingness to be at school
	R: What do you mean by out of it? Just don't feel like being at school that day?	
Exp at School in General: Does have a willingness to be at school	**J:** Ja	Willingness to be at school
	R: Rather be sleeping at home?	
	J: Ja (Laughs)	
	R: (Laughs)	
	MS: Although, um, there were, on occasions, when I said to her, "Ok, look, you don't	

Exp. at School in General: Has a sense of responsibility to attend school	look well, stay at home today", she vehemently won't. "No, I need to go to school" and "I don't want to miss out on work" and, and so on. So even though she's having a bad day, she won't, she'll never stay away from school	Sense of responsibility to go to school
Exp. at School in General: Not absent	**J:** Never been sick	Good health
	MS: ...and that,...unless you very, very sick.	
	J: Mmm	
	R: Mmm. But sometimes you still rather want to stay at home?	
	J: Ja (Laughs)	
Exp. at School in General: Enjoys lessons at school **Personality Characteristics: Enjoys Life Sciences, Physics and Mathematics** **Rel. with Friends: Enjoys seeing friends** **Personality Characteristic: Sociable**	**R:** Ja (Laughs). What do you enjoy about school?	
	J: Um, ... I enjoy some of my lessons, like bio, sometimes physics and I enjoy maths and also see-see-seeing everyone at school also, like that social part of school, I enjoy.	Enjoyment of school Likes bio, physics and maths Enjoys seeing friends Sociable
	R: And what do you dislike about school?	
Personality Characteristic: Quite private. Doesn't like people to pry	**J:** Um, ... dislike, um ...., I hate, well not I hate, I just, I don't really like ... like, if I'm having like, if I feel like sort of like just, "Leave me alone", then everyone's like, "What's wrong?" like, "It's nothing, just, it's fine", and then they like, they like, they like hold on like for the whole day, like, "What's wrong?", "Why you not talking?", "Why do you look like that?" And like, just ... (sighs)	Doesn't like people prying
Rel. with Friends: Doesn't like to divulge too much personal information to friends	**R:** Is this your friends, you mean?	Doesn't like to divulge much personal information to friends
	J: Everyone, ja.	
Supp. Strategies from Teachers: Does not receive much emotional support from teachers	**R:** Teachers as well?	Emotional support from teachers
	J: No, not really teachers.	
	R: Oh ok.	

	J:	But like, everyone else.	
	R:	Is that the only thing you dislike about school?	
Exp. of School in General: Dislikes speaking aloud	**J:**	Um, sometimes speaking aloud. Like when, like, if I have t-t-to like say an answer that I don't wanna say, then they say, "What's the answer?" Then you sort of have to answer.	Dislikes speaking aloud
Exp. of School in General: Dislikes when forced to say an answer			Dislikes being forced to say the answer
	R:	Mmm	
	J:	So that is, ja.	
Exp. of School in General: Dislikes being picked on	**R:**	So you don't really like it when the teachers pick on you?	
	J:	Ja.	Dislikes being picked on
Exp. of School in General: Feels physically safe at school	**R:**	Ok. Do you feel physically safe at school?	Physical safety at school
	J:	I do.	
Exp. of School in General: Feels emotionally safe at school	**R:**	And emotionally safe?	Emotional safety at school
	J:	Mmm	
	R:	Ok.	
	J:	There's nothing bad about it.	
Exp. of School in General: Differences between primary and high school - Workload content	**R:**	Ok. What do you find different in high school compared to primary school?	Differences between primary school and high school
	J:	The workload (laughs) is the biggest d-difference, I think, um and, also, um, in high school, there's a lot more fights, like, and like, you have, and also in high school you have the different, like, it's not sections, but like, everyone's with *their* like, f-f-f-f-friends, the b..um, but like, bef-fore high school, the, then this was like this whole big thing where everyone was just there, but now there's like little, ... like ja...	Workload Fights Cliques of friends
Exp. of School in General: Differences between primary and high school - Fights			
Rel. with Friends: High school has more cliques of friends than primary school			
	R:	Almost like cliques, groups of people?	

Rel. with Friends: High school has smaller friendship groups	**J:** Ja, like, but they like small, they like five.	Small friendship groups
	R: Mmm	
	J: Like that, and so I think that's like also d- a bit different for me.	
Supp. Strategies from Teachers: No support for speech-flow difficulty in primary school	**R:** Ok. Um, so do you receive support for your speech-flow difficultly at primary school?	No support for speech in primary school
	J: No.	
Intervention: Speech therapy in primary school	**R:** No. You did go see a speech therapist in primary school, ja?	Speech therapy
	MS: Ja	
	J: I did go, I did go.	
	R: And what are your memories of primary school?	
	J: Memories? I have a lot of memories...um...	
	R: Well can you think of one that stands out?	
Rel. with Friends: enjoys being with big groups of people	**J:** Everyone would j-just like hang out, just like, there would be like fifty of us and we'd just like hang out. Like obviously like in the fifty, there would be like indiv-vidual like, like things happening, but everyone was just *there*, like you just hang out with everyone.	Enjoys being with lots of people
	R: Mmm	
Exp. at School in General: Was happy in primary school	**J:** So that was cool.	
	R: Were you happy in primary school?	
	J: I was, ja.	Happiness in primary school
	R: What are your memories of Jade in primary school? (To Mrs Smith)	
Personality Characteristics: More sociable in primary school	**MS:** Mmm, she was more, um, sociable then as as far as going out into...we live in a	More sociable in primary school

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Personality Characteristics: Keeps to her own friends	complex, um, so she would then go out into the complex and play with children. Now, she's, um, a lot more aware of herself, and that she have *these* friends and so she doesn't socialise with some other group.	Now keeps to her own friends
	R: Mmm	
	MS: So from that point of view...	
	J: But they're all younger than me, Mom.	
Rel. with Friends: Mostly has friends her own age	**MS:** Hey?	Only has friends her own age
	J: They're all younger than me, like five years younger than me.	
	MS: I know, but there's other ... children, not young adults ... (looks at Jade) ...Ok (laughs)	
	R: (Laughs) Ok. We're going to move on to Section C now, would you like to take a break? Or, carry on?	
	MS: I'm fine. Ja? (To Jade)	
	J: Mmm	
	R: Ok, I just need to move this one to the next section...	

ADDENDUM I

DIARY ENTRIES and CODING

Category		Breakdown
	DIARY ENTRIES	
Personality Characteristics: Pleased to do well academically	**15 July 2013** Not much happened today. School started and I got back most of my marks. I'm happy because I got better marks than the first term.	Happy: did well academically
Intervention: Speech therapy Strategy: Using school work in therapy Intervention: Improvement in speaking * Name kept anonymous Experiences of Stuttering: Still struggling on certain letters	**17 July 2013** Went to speech therapy today and said an 'oral' on *Animal Farm*. It was a lot better than the last time I read for (*Speech Therapist), but I'm still struggling on "p", "b", "t" and "d".	Intervention: Speech therapy Strategy: Using school work in therapy Intervention: Improvement in speaking Still struggling on certain letters
Personality Characteristics: Enjoys watching movies and series	**21 July 2013** The weekend was pretty much uneventful. Only had the interview with Ms. Phillips, otherwise I watched movies and series for the majority of the weekend.	Enjoys watching movies and series
Medication/Health: Got braces Medication/Health: Teeth hurt Personality Characteristics: Felt miserable when couldn't eat much	**22 July 2013** I got braces today. My teeth hurt so I didn't say much during the day. I felt miserable after school because I was hungry and couldn't eat anything substantial besides ice-cream and custard.	Got braces: teeth hurt – did not say much Felt miserable – couldn't eat much

Interactions with New People: Interviewed a physiotherapist
Exp. of Stuttering: Stuttered less than expected in the interview
Exp. of Stuttering: Feels frustration at stuttering on letters she usually doesn't

Intervention: Speech therapy Strategies: Techniques to lessen stuttering Strategy: Pausing and Chunking Intervention: Becoming easier to read aloud
Exp. of Stuttering: Not as fluent as she wants to be
Experiences at School in General: Takes part in a cultural activity
Personality Characteristics: enjoys playing with children
Personality Characteristics: Overwhelmed by larger groups of children
Rel. with Friends: Socialising with friends – had a braai
Exp. of Stuttering: Experienced fluent speech
Exp. of Stuttering: Surprised by fluent speech
Interactions with New People: Met two new people
Exp. of Stuttering: Did not stutter when introducing | **23 July 2013**

Today I went back to (Name omitted for anonymity purposes) Hospital to interview the physiotherapist I had (insert: job)-shadowed in the holidays. The interview went well considering I stuttered less than I expected. Just a little upset that I struggled on "w" and "m" when I usually don't.

24 July 2013

I saw (Speech therapist) today. We spoke about my different techniques and when I should use which one. I read an extract from the You magazine, practising "Pausing and Chunking". It's getting easier to read aloud but it's still not as fluent as I want it to be.

26 July 2013

Went on an Interact outing today to (*Name kept anonymous) Children's Home. Playing with the little kids was fun but a bit overwhelming because there were so many of them. I also went to *Sarah's braai. While there, I noticed that my speech was fluent for most of the night. I was surprised considering I met 2 new people and didn't stutter at all when introducing myself. It was a good night. | Interviewed a physiotherapist

Stuttered less than expected

Frustration at stuttering on letters she usually doesn't

Intervention: Speech therapy Strategies: Techniques to lessen stuttering Strategy: Pausing and Chunking Intervention: Making it easier to read aloud
Still not as fluent as she wants to be

Takes part in Interact

Enjoys playing with children
Overwhelmed by larger groups of children

Socialises with friends
Experienced fluent speech for most of the night

Surprised by this

Met two new people
Did not stutter when introducing herself
Was a good night |

herself. Exp. of Stuttering: Was a good night Personality Characteristics: Enjoys bodyboarding Rel. with Friends: Enjoys spending time with friends Exp. of Stuttering: Only stuttered on a few words	**29 July 2013** School wasn't that exciting today. The only thing I really enjoyed was bodyboarding. *Saskia also started today so it was nice to have a friend with. I only stuttered on a few words but it wasn't that noticable.	Enjoys bodyboarding at school Enjoys spending time with friends Only stuttered on a few words – not that noticeable
Intervention: Speech Therapy Intervention: More fluent than usual Exp. of Stuttering: Struggled most with hard consonants Exp. of Stuttering: Experienced blocks Exp. of Stuttering: Upset/ frustrated that the blocks have lessened Intervention: getting easier to control speech Intervention: speech therapy helping	**31 July 2013** Saw (Speech therapist) today and I said a mini 'oral' on what sport I do. I was a little more fluent than when I usually have to say/read something on request, but the hard consonant sounds were the most disfluent. I had some 'blocks' when I was speaking and that made me upset a bit because they had lessened so much that they were just repetitions. It's getting easier to control my speech, though. I think speech therapy is really helping.	Intervention: Speech therapy Intervention: More fluent than usual Struggled most with the hard consonant sounds Experienced blocks Upset/ frustration: the blocks had lessened Intervention: getting easier to control speech Speech therapy helping
Exp. with Stuttering: Speech was good Exp. with Stuttering: Stuttered on "because"	**4 August 2013** Nothing really happened during the weekend. My speech was good for the most part. I only stutted (*copied verbatim*) on "because" but otherwise it wasn't bad.	Speech was good Stuttered on the word, "because"
Medication/Health: Sick (throat infection) Medication/Health: Hurt to talk	**7 August 2013** I stayed at home for the past 3 days because I had a throat infection. I didn't say much because it hurt to talk.	Sick: throat infection Hurt to talk – did not speak much

Personality Characteristics: Sense of responsibility Personality Characteristics: Hard-working Exp. of Stuttering: More confident with speaking when out with friends Personality Characteristics: Not as shy with new people Rel. with Mother: Spend time together (watching movies)	**9 August 2013** Only went to school for one day this week. I missed a lot of work but catching up won't be hard because of the long weekend. When I'm out, I've noticed that I'm more confident in my speaking. I'm not so shy with people I don't know. **10 August 2013** Went to see 'Wolverine' with my mom. It was cool.	Sense of responsibility to catch up school work Works hard More confident with speaking when out with friends Not so shy with new people Spends time with mother: watching movies
Exp. at School in General: Did an oral (debate) Exp. at School in General: Thinks she performed well in oral Exp. of Stuttering: Struggled with "c" Personality Characteristics: Sense of achievement Personality Characteristics: Sense of accomplishment Personality Characteristics: Proud that her group won	**12 August 2013** We did a practise debate in English today. We were arguing that drugs should be legal. I was on the preposition (*copied verbatim*) with *Thandi, *Darren and *Emma. I think I did pretty good and I struggled the most with "c", but overall, I thought it was good. I spoke for 3 minutes and my side won, so I'm happy for that. * Names changed for anonymity purposes	Debate oral in school Thinks she did well in the oral Struggled with "c" Thought the oral was good Proud that she spoke for 3 minutes Happy that her side won

ADDENDUM J

TIMELINE and CODING

Category		Breakdown
Personality Characteristics: Religious? Reference to Bible	**TIMELINE** The basket in the river on the far right represents me being born. *The reeds and sun* show that it is a *good time in my life*. The rocks	Sees her birth as related to the biblical version of Moses being placed in a basket
Life events/ Experiences: her birth was a good time		
		Good time
Medication/Health: Injury to the face with a golf ball	represent a minor trauma when I got injured in my face with a golf ball. Immediately after there are stepping stones and a house. The *stepping stones* signify *my recovery* and the house, the security and comfort of my mother.	Injury to the face by a golf ball
Life events/ Experiences: Recovery from injury		*Recovery from injury*
Rel. with Mother: Security and comfort		Mother: security and comfort
Life events/ Experiences: Time of sorrow	As the river flows on, it reaches a *waterfall*. This represents the *overwhelming sorrow I felt when my dad got sick with cancer*. The *rapids are the battle he faced* and *the pain I felt*. Soon after, there is a *boat*. This represents a *happier time when my dad went into remission* and *got re-married*.	
Life events/ Experiences: Father had cancer - Father faced a battle		*Time of sorrow* *Father had cancer*
Life events/ Experiences: Jade hurt by her father's illness		*Father faced a battle Jade was hurt by her father's illness*
Life events/ Experiences: Happier time		*Happier time*
Life events/ Experiences: Father went into remission		*Father went into remission*
Life events/ Experiences: Father got remarried		*Father got remarried*
Life events/ Experiences: Rough time	The *waves and stormy weather* signify a *rough time in my life when my mom got very ill*. I was in a *confused state and did not know what to do*. The bridge shows the time when both me	*Rough time* *Mother got very ill*
Life events/ Experiences: Mother got very ill		
Life events/ Experiences: Confused state - Unsure of what to do		*Confused state* *Unsure of what to do*

Rel. with Mother: Found their footing Rel. with Mother: Grew closer together Rel. with Mother: Now overcome all obstacles together Exp. at School in General: Sharks – fear Exp. at School in General: Work fast-paced and demanding Exp. at School in General: Period of confusion Supp. Strategies from Teachers: Negative – misguidance Personality Characteristics: Insecure and vulnerable Rel. with Friends: Support from friends through bad days *Life events/ Experiences: Good times* *Life events/ Experiences: Not negatively influenced by the 'rocks' in her path*	and my mother found our footing and grew closer together. Since then, we have overcome every obstacle we have faced. The sharks represent my start at high school. It was fast-paced and demanding. The fog signifies my confusion and misguidance. I felt insecure and vulnerable. But the dolphins represent my friends that helped me and got me through the bad days. After that, I only had *good times* and, *though there are few rocks in my path, they do not influence or impact my life.*	Jade and her mother found their footing Grew closer together Since then, overcome obstacles together Sharks at the start of high school Work: fast-paced and demanding Confusion Misguidance Insecure and vulnerable Helped her through the bad days *Good times* *Not negatively influenced or impacted by 'rocks' in her life*

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ADDENDUM K

OBSERVATIONS (Portion) and CODING

Category	OBSERVATIONS	Breakdown
Personality Characteristics: Sits in front – eagerness to learn? Rel. with Friends: Sits with a friend in class	**Observation: English Lesson 14 August Period 3** • She sits right in front next to a friend and in a group of three.	Sits in front – eagerness to learn? Sits with a friend
Rel. with Friends: Sociable Personality Characteristics: Listens attentively	• She whispers to her friend next to her now and again. • She listens attentively • Doing poetry: City Johannesburg - Grade 11 • Teacher asks questions of the class about the lines/ meaning of the words and the learners respond.	Sociable Listens attentively
Teacher Characteristics: Good class control Teacher Characteristics: Good discipline Teacher Characteristics: Maintains learners' attention Teacher Characteristics: Allows learners to respond or contribute	• Teacher has good class control and discipline and maintains the attention of the learners. • Teacher gives learners ample opportunity to respond/give an interpretation.	Good class control Good discipline Maintains learners' attention Teacher allows learners to respond/ contribute
Personality Characteristics: Answers confidently – despite being picked on Personality Characteristics: Knowledgeable answer – intelligent	• Teacher 'picked on' Jade – she answered him quite confidently saying the poem is 'quite straightforward' (he asked for her opinion in general about the poem). • The teacher does not	Answers quite confidently, despite being picked on Knowledgeable answer

Teacher Characteristics: Uncritical approach to learners' answers	criticise the learners' answers; he rather adapts them if they are not quite correct.	Uncritical approach from teacher
Same as learner without stutter: Teacher does not treat Jade any differently to the other learners – pick on all of them	• The teacher 'picks on' many learners; not only the ones who normally respond	Teacher does not treat Jade differently – picks on many learners
Teacher Characteristics: Teacher does, however, pick on Jade	• The teacher picked on Jade again (perhaps because I am here) and he said, 'I'm picking on you today' (even though I had told him and Jade to both act as 'normal' as possible). She	Teacher does pick on Jade
Personality Characteristics: Confident response	responded quite confidently again and stuttered on one	Confident response
Exp. of Stuttering: Stuttered on one word	word. The class (and	Stuttered on one word
Exp. of Stuttering: Class and teacher waited for Jade to finish what she wanted to say	teacher) waited patiently for her to finish.	Class and teacher waited for her to finish what she wanted to say
Teacher Characteristics: Rephrased his question	• The teacher rephrased his question to Jade (perhaps because she stuttered) and she then answered it without stuttering.	Teacher rephrased his question
Exp. of Stuttering: Did not stutter the second time		Did not stutter the second time
Exp. of Stuttering: Did not stutter during the next answer	• The 3rd question was asked of Jade – she answered it fine.	Did not stutter during next answer
Personality Characteristics: Spoke out of her own – confidence	• Jade also spoke out of her own (twice):	Confidence: Spoke out of her own
Exp. of Stuttering: Minimal stuttering	• 1st time – was to comment on the poem. She stuttered on one word only. Was a	Minimal stuttering
Personality Characteristics: Clever – good answer	'good' answer so the	Good answer

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Teacher Characteristics: Praises learners	teacher said 'well done' to her.	Teacher praise
	• 2nd time – to ask a question	
Teacher Characteristics: Conversational format lesson – encourages questions	• The whole lesson is in a conversational format (most learners contribute)	Lesson in a conversational format - encourages questions
Exp. of Stuttering: Did stutter on a question	• Jade asked a question again – did stutter, but I could hear her trying to practise her breathing skills.	Did stutter on a question
Strategy: Practise breathing skills when stuttering		Practiced strategies
Personality Characteristics: Contributes in class	• When the teacher asks the whole class a question, and they each shout out an answer, Jade does contribute.	Contributes in class
Teacher Characteristics: Did not wait for the correct answer – impatient?	• Jade was picked on again, but she didn't hear the first time. Said 'excuse me?' She was not quite correct the second time, so the teacher redirected (and rephrased) the question to someone else.	Teacher did not wait for the correct answer: impatient?
Rel. with Friends: Sociable / Talkative in class	• Jade chatted to her friend a bit in between two questions (perhaps making comments about the poem).	Sociable/ Talkative
Teacher Characteristics: All learners involved	• The fact that the teacher 'picks on' the learners means that they are all involved – maintains interest.	All learners involved
Teacher Characteristics: Maintains the interest of learners		Maintains interest of learners

ADDENDUM L

REFLECTIVE NOTES (Portion) and CODING

Category		Breakdown
Assessment: I found Jade's oral difficult to assess	**Reflective Notes (January 2013 – October 2013)**	
	• The first time I had to assess this learner was very difficult, as it was	Difficult to assess
Personality Characteristics: Emotional about her father	also an emotional oral, about her father. She was	Emotional about her father
Exp. of Stuttering: Shaking and red in the face	shaking and red in the face and at one point,	Shaking and red in the face
Personality Characteristics: Crying – soft-hearted	she began crying. Not only that, but she was	Crying: soft-hearted
Personality Characteristics: Brave to do oral in front of class	'brave' enough to do her oral in front of the whole class and not ask to do it at break, as many of the other learners do. I	Brave to do her oral in front of the class – not ask to do it another time
Teacher Characteristics: Guilt: as we expect learners with speech-flow difficulties to perform orals such as this	actually felt guilty that we, as educators, except learners who stutter to go through something as emotional as this. Also, I	Guilt: We as educators expect learners with speech-flow difficulties to perform orals such as this
	found it very difficult to mark her. 'Reads fluently'	Difficult to mark
Assessment: Difficult to mark	was a category on the rubric, as well as, 'without hesitation', and these	Assessment rubric: 'Reads fluently' and 'without hesitation' – unclear of how to assess
Assessment: Unclear of how to assess	were the two areas where I was completely unsure of how to mark her. If I	
Rel. with Teachers: If I over-mark, I would be unfair to the others	gave her above 50%, it would be unfair to the	If I over-marked her, I would be unfair to the

Same as learner without stutter: If I gave her higher marks, I would be treating her differently, which she does not want	other learners, as she did not technically deserve these marks, however, if I gave her under 50%, I would be penalising her for something that she has no control over and is not her fault. So that is why I began to take an interest in learners who stutter, and also why I would like to suggest an alternative form of assessment.	other learners Did not deserve 'higher' marks – does not want to be treated differently
Rel. with Teachers: If I under-mark, I would be unfair to her		If I under-marked her, I would be unfair to her
Exp. of Stuttering: I wish to understand her experiences		Understand the experiences of stutterers
Assessment: I would like to recommend alternative assessment		Alternative assessment
Supp. Strategies from Mother: Suggested a less formal place – better for Jade	• When I wanted to interview the learner and her mother, I originally asked to come to their home. However, the mother suggested a coffee shop rather, as this would be 'less formal'. Once I explained that I had to record the interview, they agreed to come to the school psychologist's office and have the interview conducted there. For convenience purposes, I interviewed both the learner and her mother	Mother suggested a less formal place for the interview – better for Jade

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	together.	
	• I felt that the interview went quite well, but I felt that they were in a bit of a hurry. I liked the fact that I ended up interviewing them both together, because I could see the interaction between the mother and the child. Also, the mother could add in information if she wanted to, and she did, so this enabled information to come out in the interview that perhaps would not have otherwise.	
Rel. with Mother: I could observe the interaction between mother and daughter		Interaction between mother and daughter
Rel. with Mother: Both added extra information		Both added in information that was not part of the questions I had drawn up
Exp. of Stuttering: Jade felt that she did not stutter that much during the interview	• I thought that the learner did not stutter that much during the interview, and it was interesting that she felt the same way, however, when I started to transcribe the data, I noted that although I hadn't thought she had stuttered a lot, she had stuttered many of the times she had spoken.	Jade felt that she did not stutter that much during the interview
Exp. of Stuttering: However, I noticed that she stuttered almost every time she spoke		However, she stuttered many of the times she had spoken.

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ADDENDUM M

DOCUMENTS MADE AVAILABLE TO THE RESEARCHER

Document Reference:	Document:	Made Available By:
Doc Rep	Speech therapist's report	Speech therapist
Doc w/book	Jade's speech therapy workbook	Jade as well as the speech therapist
Doc Sch Rep	Jade's school reports	Jade as well as the school involved in the study