

VV: Veronica

M: Maria

Transcriber: Jacey, Stephanie, Mindy

Consensus: Veronica

Interview: Initial

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VV: I'm recording you, okay? Just to be aware. So you know I, I measure you before the to

M: \* K.

\*nods head up and down to signal yes

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VV: learn how to uh I am I want to understand how to play together how can communicate with each

M:

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VV: other, right? And, and I would like to understand how you do that in a school context

M: Mhm. Mhm\*

\*nods head up and down to signal she understands

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VV: And, so I will ask you some questions regarding the school and how you play with your

M: \*

\*nods yes to sign she understands

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VV: friends Uh it's fine, it's okay, can you help me with that? Okay great.

M: Mhm! Mhm!\*

\*signals yes to agree

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VV: So I would like you to tell me about a typical school day for you?

M: Um, well, it's, Ill, like, what do

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VV: What do you do when you come to school every day?

M: you mean? Uh, well we have like a lot of

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VV:

M: projects going on in Mr. B's class, so we do projects a lot, and we uh do cursive writing, and we do

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VV:

M: paragraphs. We did one this morning and everything like that. Um we do [beings to whisper to

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VV:

M: herself] What else do we do? [End whisper] We do math, we do um, we do crafts, like we do a lot of

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VV: Mhm. Okay, okay and where, where do you do these

M: of crafts [laughs]. Um and that's about it.

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VV: activities. Class, ah, ok ok so what kind of activities are you

M: Uh in his class, yeah mostly in class. 1:35

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VV: doing in this specific classroom? Yes. Ok, what, can

M: Oh in this classroom? We're doing the Titanic.

VV: you explain me a little bit, more a-

M: Ah, so, the Titanic we're putting it out on that wall and we're

VV: Mhm.

M: doing it permanent. I think, I'm pretty sure we're doing it permanent, that's why we've been

VV: Mhm.

M: doing all these, um, squares of clay And, um, um, I'll tell you a fact. Um, so there's four um

VV: Uh huh

M: smoke bombs but, um, one of them is just for decoration so it's doesn't, its not actually for

VV:

M: smoke. 2:05

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VV: Oh okay. Huh that's cool.

M: Yeah. Yeah um it's about - the titanic, the titanic is about three football fields

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VV: Wow. Yeah, yeah... and where did you learn about that?

K. long.\* It's pretty long, yeah. Uh well we did  
\*smiles

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VV:

M: this research on um these this computers so it wrote notes and everything about it and we got this

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VV:

M: packet so we did that and um we put it we did and we just learned more facts about it and how it works

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VV:

M: and everything like that and how it how it how he hit the iceberg and what time it was and everything

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VV: Wow, yeah sounds very interesting actually. So, this is an art class, right?

M: Yeah it is every interesting.\*

\*smiles and open her eyes

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VV: Uh so, in addition to the titanic project what other uh what other activities you do during this time?

M: Mhm\*.

\*nods

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VV: Yes.

M: Um... like in this class? Well... not much we've just been doing, like, uh, we did like, cri-, um,

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VV: Mhm.

M: creatures with clay too but that's- we've only been really doing everything with clay. And about the

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VV:

M: titanic because we're doing this whole titanic project so that's about what we've only been doing.

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VV: Oh okay, and, and who um is participating in this specific activity? Mhm.

M: Um, in this class? In my

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VV: Yes.

M: class? Um, well, others- a lot of them – there's a couple of them who really don't participate\*,

\*nods to correct pronunciation

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VV:

M: um, like, a couple\*- like a couple of them at that table that sits right there \*\* one that got moved over \*looks and points to her right \*\*looks and points behind herself

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VV:

So what do you

M: there; there's a couple that don't really, um, act\* good with the class and everything so.

\*looks to her right

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VV: mean when- wha- when- eh- ah- with you stay that they don't participate in the project?

M: Well, a lot of

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VV:

M: them- get- they get in trouble and they get- they have to like go out of the classroom and go to Ms.

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VV:

M: Hostin's class because like they didn't finish their work or they got in trouble... um, and, they do stuff

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VV: Okay so they are doing a different activity meanwhile you're doing this M: that they shouldn't do, so.\*

\*smiles

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VV: project? Oh okay, okay. I understand [laughs]. So tell me about uh the people at your school in

M: Yeah.\* [laughs]\*\*

4:30

\*nods signaling agreement \*\*grins with laughing

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VV: general. How is the people here?

M: They're really nice, I like a lot of the teachers because they're really

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VV:

M: nice and I like a lot of the people here because they're kind, they're respectful, and if you're like

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VV:

M: running down the hallways or something they'll tell you to walk or something and um to remind them

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VV:

How long have you been in this school?

M: to um not not run, to walk and they're really kind and... yeah.

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VV:

Wow, that's kind of a long time.

M: Since kindergarten. I've been for- here for th-... four years.

\*Well I live

\*smiles/laughs/ points and looks to the right

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VV:

Oh okay sounds good. So um, so, since you've been here since kindergarten you-

M: across the street so.

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VV: you know a lot of the kids here, and I guess you have a lot of friends right? So who do you

M: Yeah.

Yes.

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VV: spend time with, in general?

M: Um, well, I spend time with K, H, and um, I- those are the most,

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VV:

M: um, often friends I play with and everything, um, there's a couple of them that I talk to and like we do

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VV:

Mm, yeah, what kind of a

M: stuff together but we don't like- we're not like not really really close so yeah.

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VV: kid is or what kind of uh place do you uh games do you play?

M: Um well, we play tag, we um, we play

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VV: Alright.  
M: how good people can do flips and stuff like that and all gymnastics, and... yeah, basically\*.  
\*shrugs

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VV: So, uh, this- y- you mention three girls right? That are your friends? I guess. The three  
M: Mhm. Yeah.

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VV: girls are your friends? Okay. And do you have more friends than that?  
M: I do have friends but I don't

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VV: oh okay, so who  
M: really play with them often so I... I do have more friends but they don't really go here.

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VV: are your friends in your-  
M: Oh well, this girl named A, um, and his girl named M, she's in

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VV:  
M: fourth grade year, um, and... there's... yeah and then I have some more friends in fifth grade that are

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VV: Mhm.  
M: my sister's friends. Um, their name- there's like some boys and girls in there. One of the names

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VV:  
M: is A, one of them is C, one of them is M and T, um, and then I have like friends that

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VV: So in this class you  
M: are boys in my class. Well not in my class, their names are B and C, so.

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VV: just have three friends, right? Okay. Close?  
M: Yeah! Th- that are close but I have- other friends in this-

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VV: Oh, can you mention the other friends that you have in this class? Sure.  
M: yeah! Yeah. Um Elise, \*I have

\*Turns head to the right\*

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VV: E, A, um\*, R, K, A, um, I have a couple- they're I, I have M, R, J...

M:

\*turns head forward\*

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VV: Alright, what do you enjoy doing with friends?

M: and, yeah that's about it.

Playing with them, talking to

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VV: Great. What do you

M: them, um, doing ac- um, doing projects with them\*, working with them.

\*shrugs\*

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VV: think makes someone a good friend?

M:

Um, well, when they're kind to you and when they want to um,

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VV: Mhm. Sounds good. So I'm particularly interested

M: when they want to play with you and stuff like that.

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VV: in learning about John. You know John? Um, so what have you noticed about John?

M:

Mhm.

Yeah!

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VV: You can tell me whatever to want, I mean-

M: Um, well, he... he has like, he... he urm... um...

He- he

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VV:

M: like, plays around and screams a lot because our class is loud and when he goes like that\* it's like

\*puts both fingers in ears

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VV:

M: he's- our class is loud and you can kinda tell and he's really nice and generous and his teacher, his sort

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VV:

M: of teacher is also really really kind to him. Um John can do a lot of things, so.

Can you-

Can you

Yeah.

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VV: give me an example of what kind of, uh, things h- he can do?

M:

He can like, he can do... um... can do

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VV:

M: like projects like he can play with clay, like, he can do, he can do a lot of things he doesn't really show

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VV: Hm. It's kind of cool right? Yeah. So um... so what- what does John usually

M: he can do. So, yeah. Yeah!

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VV: do during our class?

M: Um, well, m- we're doing clay he usually like plays around with it instead of

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VV:

M: rolling it out and everything. Um, when we're painting like we did- what we did today he was really

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VV: Alright. So um, do you th- do you know

M: um cooperative? with his um, teacher, so, um, and then, yeah.

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VV: what what does John like to play, uh, with or talk during-

M: Um, I think he's more like he can talk with

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VV:

M: more his like friends, his special needs friends and like his teachers that are with him because like he

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VV: So how often do you play with

M: knows more um about them instead of like \*the class. Um, and, yeah!

\*waves her hands to signal classroom

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VV: John or talk to John?

Mhm.

M: Uh, well, basically\*, only in art class when I see him cause I don't see him

\*looks to her right, right hand waves to signal classroom

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VV:

Oh okay I see. If you-

M: often because... we don't go off- out- we don't out often and everything like that.

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VV: if you play with John, what does it look like?

M: Um\*... I don't really know. Um... Him probably

running

\*looks around, frowns\*

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VV:

Uh huh, he likes computers?

M: around\*... playing on his um, computer thing.

Yeah! He likes his little

\*gradual smile

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VV: Mhm.  
M: tablet thing that he has\*. Um, I think he likes to play outside so... um... yeah we would play  
\*rolls her eyes

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VV: Mhm. So do you know what- what is going inside of the tablet I- like,  
M: outside we would run around.

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VV: you know what- what- he has there?  
M: Well... There's these kind of like- there's this app and there's

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VV: That's cool. So  
M: these kind of like, letters, numbers, like you can learn a sorts of these things so, yeah!

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VV: how do you usually communicate with your classmates? Mhm. So what kind of,  
M: Um, talking\*. Um\*\*...  
\*smiles \*\*frowns

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VV: uh... topics you use to talk with them?  
M: Um, about... a couple of my friends I just talk about good

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VV:  
M: things about my other friends, and... um... about like, different books that are like good and

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VV: Mhm, okay, do you like to read? Huh! What, what else do you like to do?  
M: everything like that. Yeah!\*

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VV: What else do you like to do?  
M: What? Um, I like to... play outside I like to run around, I like to ride

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VV: Mhm mhm. Hm. Great! So do you use  
M: bikes. Um... um... I like learning a lot\*. And that's about it.  
\*smiles

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VV: any... uh, technology or objects to support your communication or to communicate with-  
M: Um...

---

VV: your friends?  
M: Yeah. We- my friends- one of my friends – some of my- some of me and my friends

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VV: Do you use  
M: text and um we communicate between phones and phones and tablets and iPads, yeah.

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VV: Facebook for example or?  
M: No, I don't have any of those um because I'm not allowed to get I until

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VV: Yeah. Yeah that makes sense.  
M: I'm like older\*. So yeah. \*\*13:23  
\*waves right hand to signify future \*\*chuckles

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VV: \*So, have you experienced, uh, situations where you feel frustrated because you think the people  
M:  
\*chuckles

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VV: didn't understand you, what you tried to do or what you tried to communicate with someone else?  
M:

---

VV: Mhm, not very much? Okay. Uh, now I will like to learn more about how you  
M: \*No not very much.  
\*frowning

---

VV: communicate specifically with John.  
M: Um, well, he... um I don't really... know. \*Um... he- I don't  
\*sighs

---

VV: If you don't know its- its fine.  
M: really know the answer to the question\*. Yeah I don't really know  
\*snickers

---

VV: how to answer the question.  
M: that's fine, that's fine. Um, so, um... when you, you mentioned that you

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VV: have, you use um, the- this, um, tablet to play with him, so, you communicate with him through this  
M:

---

VV: tablet too or is it just to play? So do you think  
M: No he just plays on it and I just \*see him playing on it so.  
\*waves right hand

---

VV: he uses this table to communicate too or?  
M: \*Um, I don't really think so because like it doesn't really  
\*furrows eyebrow

---

VV:

M: have texting or anything on it, so, I think it's just for the \*school that they keep it here for him to play  
\*waves right hand

---

VV: Mhm. Oh okay. Okay. so um... sometimes like today right? He

M: on when he goes to place to place.

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VV: was super upset and sometimes you- you understand why he super understand and sometimes you

M:

---

VV: don't understand why he's super upset. So can you, um, tell me about one of the specific situation

M:

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VV: when you don't know what is going on with him and he is trying to say something or he's upset?

M:

---

VV:

M: Well, when- when he like screams and everything I know when he \*like does this or something or  
\*covers her ears with both hands

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VV:

M: covers his ears it's probably because our class is loud. Um, but I don't know the situation when he's

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VV:

M: like really like screaming and everything like that and, um, when why I don't know why he runs away

---

VV:

Mhm. So you mentioned that he's screaming, he's running

M: and doesn't want to do this stuff with us.

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VV: away; what are- what are behaviors that you observed him in that make you feel that he's not

M:

---

VV: okay or?

M: Well like when he's not okay he like screams a lot and, um, when he goes like \*this he's not okay  
\*covers her ears with both hands

---

VV: Mhm.

Okay so do- can you mention me, uh,

M: cause it's like loud and everything. Um... \*and that's about it.

\*frowns

---

VV: how... how do you know when he's happy for example or he's enjoying the activity?  
M: Um, well, when

---

VV: he's really not screaming and where he's um cooperating with the people... and when he um actually  
M:

---

VV: Mhm. So when you say that he's cooperating with people, what  
M: does the \*stuff that we're suppose to do.\*\*  
\*waves right hand \*\*nods

---

VV: do you mean with that? Mhm, okay,  
M: Like when he's talking to people, when he's being kind to people.

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VV: I see. So sometimes it's part of teachers job to help children get along and have fun you know?  
M: \*Mhm.  
\*nods

---

VV: Um, what do you think about that? Do you think it's okay? Do you think its bad?  
M: \* I think it's okay.  
\*frowns

---

VV: Okay. uh what sort o- what sort of things do you see teachers doing to help uh kids get along?  
M: Um,

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VV: Okay. So what  
M: well, talking to them, um... uhm, like, hmm... \*there really only talking to them I guess.  
\*smirks

---

VV: kind of things help children become friends do you think? How, uh,  
M: Um, what was your question?

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VV: what kind of things help children become friends to each other?  
M: Um, well, \*when they start talking  
\*furrowed eyebrows

---

VV: Mhm. What kind of playing do you think are-  
M: and when they start playing and \*stuff. well, um, like  
\*nods

---

VV: So do you think or... do you think sometimes  
M: playing games \*like playing tag and everything like that.  
\*scratches neck/pushes hair back

---

VV: teachers can, uh, make it harder to become friends? Can you explain why?  
M: Um, it may be \*sometimes.  
\*squinting

---

VV: Or when do you think teachers, um, make that harder?  
M: Um, I don't know if I ca- Um, I don't know, I

---

VV: It's fine it's fine. So how- how do- who- how would you feel about the  
M: can't really answer that \*question.  
\*grimacing

---

VV: teacher helping you to, um, get- get to know John, for example, more?  
M: \*Um... I don't really know.  
\*grimaces/frowns

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VV: You don't know? would you like to, um, have someone that helping you- help you to, uh, get  
M: No.

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VV: John - get know John more or? Well sounds good. Well thank you very much. \*\*That was  
M: \*Yeah! Yeah.  
\*nods \*\*M smiles

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VV: a very helpful interview that you, uh, gave me. Um, if you have any \*questions you can ask me  
\*\*now  
M:  
\*nods \*\*frowns

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VV: about, uhm, whatever you want right, right? So.  
M: \*No I don't really have any.  
\*smirks

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VV: You don't have any? Okay, well I will stop that.  
M: