

## 8 tips for teachers

- 1 Don't tell the student to "slow down" or "just relax."
- 2 Don't complete words for the child or talk for him or her.
- 3 Help all members of the class learn to take turns talking and listening. All students — and especially those who stutter — find it much easier to talk when there are few interruptions, and they have the listener's attention.
- 4 Expect the same quality and quantity of work from the student who stutters as the one who doesn't.
- 5 Speak with the student in an unhurried way, pausing frequently.
- 6 Convey that you are listening to the content of the message, not how it is said.
- 7 Have a one-on-one conversation with the student who stutters about needed accommodations in the classroom. Respect the student's needs, but do not be enabling.
- 8 Don't make stuttering something to be ashamed of. Talk about stuttering just like any other matter.

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# S'MORRES



## S SLOW RATE

- Use a slow speech rate.
- Speak in slow, clearly articulated manner.

## MO MODEL

- Say words/phrases that are related to the contextual information available while simultaneously pointing to pictures on the child's board or device.
- Parallel talk (i.e., describing what the student is doing as he or she is doing it) and self talk (i.e., talking about what you're doing as you're doing it) are helpful tools for modeling.
- Think about modeling as providing the color commentary for ongoing classroom activities.

## R RESPECT AND REFLECT

- Provide the words to code the child's wants, feelings, and intended messages.
- When the child communicates something through gesture or word approximation, model a word or phrase to communicate the same thought or feeling without making the child repeat him or herself on the device. For example, if the child points to a water fountain, the adult might model: "DRINK. WANT DRINK."

## R REPEAT

- Frequently repeat utterances. When you model a sentence, say it again. It's ok to vary how you say it (e.g., "I WANT A RED BALLOON," "A RED BALLOON, PLEASE").

## E EXPAND

- Repeat and rephrase, building upon your own single word utterances by adding one to two words to provide a more complete phrase or sentence. You can build upon the child's communication as well (i.e., if he/she use one word or symbol such as "BUBBLE" try expanding the comment to two or three words, for example, "BIG BUBBLE," or "BLOW a BIG BUBBLE").

## S STOP

- Provide an expectant pause to allow the child time to respond. Count to 10 (or longer) in your head after you model a phrase to give the child an opportunity to take a turn in the conversation.

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