

Ready to Succeed

An Early Literacy and School Readiness Newsletter for Professionals

Stuttering and Language Development

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It is estimated that over three million Americans stutter, with about four times as many males as females affected. About 20% of all children go through a stage of development where they encounter issues severe enough to have parents concerned. The best prevention tool is early intervention.

What is stuttering and what causes it?

Stuttering is a communication disorder in which the flow of speech is broken by repetitions (li-li-like this), prolongations (lllllike this), or abnormal stoppages (no sound) of sounds and syllables. There may also be unusual facial and body movements associated with the effort to speak.

There are four factors which most likely contribute to the development of

stuttering:

- **Genetics** (approximately 60% of those who stutter have a family member who does also)
- **Child development** (children with other speech and language problems or developmental delays are more likely to stutter)
- **Neurophysiology** (recent research has shown that people who stutter process speech and language in different areas of the brain than those who do not stutter)
- **Family dynamics** (high expectations and fast-paced lifestyles can contribute to stuttering)



Stuttering may occur when a combination of

factors comes together and may have different causes in different people. It is probable that what causes stuttering differs from what makes it continue or get worse.

Children in the toddler and preschool years are busily learning to talk. Consequently, they make speech mistakes. These "mistakes" are referred to as disfluencies. Some children have more than

others, which is normal. There are certain children, however, who have many disfluencies~ particularly repetition and prolongation of sounds. These can be quite noticeable to listeners.

If you are concerned that there may be a problem of stuttering

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Ready to Succeed aims to assist everyone involved with the development of young children to value and embrace their role in fostering early literacy and school readiness.

Stuttering and Language Development *continued*

(Continued from page 1)

developing with a child in your program, don't pay any special attention to the child at this point. Rather, talk to a speech pathologist or other professional for suggestions.

Also, talk to the child's parents about their opinion of the problem so that you know whether this is typical speech behavior for her.



In most instances, if parents, teachers, and others listen to and answer the child in a patient, calm, and unemotional way, the child's speech returns to normal as his language abilities improve. If the child continues to have disfluencies, however, you may want to involve a speech pathologist.

If a speech pathologist becomes necessary, suggest to the parents that they find one who specializes in stuttering and who has a Certificate of Clinical Competence

from the American Speech-Language-Hearing Association. The Stuttering Foundation of America offers free referrals at www.stutteringhelp.org or by calling toll-free 1-800-992-9392. The Stuttering Foundation, a non-profit organization, also has extensive information and resources for parents and providers.



For tips about talking to a child with stuttering issues, see page 5.

Books for Reading Aloud

FLAG DAY (June 14th)

Flag Day

Mir Tamim Ansary

Flag Day

Robert Haven
Schauffler

A Flag for All

Larry Dane
Brimner

Where and Why the American Flag

Flies 24 Hours a Day

Bedford O. Kaddy



Watermelon Day

Kathi Appelt

Sunflower House

Eve Bunting

It's Summer!

Linda Glaser

Hot, Hot, Hot

Neal Layton

Canoe Days

Gary Paulsen



A Summery Saturday Morning

Margaret Mahy

Grandma Summer

Harley Jessup

My Friend Grandpa

Harriet Ziefert

One Summer Day

Kim Lewis

On a Hot, Hot Day

Nicki Weiss

Think Cool Thoughts

Elizabeth Perry

Grandma Summer

Harley Jessup

How I Spent My Summer Vacation

Mark Teague

A Summery Saturday Morning

Selina Young

The Night Before Summer Vacation

Natasha Wing

Mouse's First Summer

Lauren Thompson



BUGS AND INSECTS

I Love Bugs!

Philemon Sturges



Manuelo the Playing Mantis

Don Freeman

Pattern Bugs

Trudy Harris

The Best Bug Parade

Stuart J. Murphy

Feely Bugs

David A. Carter

Diary of a Spider

Doreen Cronin

The Bugliest Bug

Carol Diggory Shields

Dot and Jabber and the Big Bug

Mystery

Ellen Stoll Walsh

The Little Squeegy Bug

Bill Martin Jr.

The Boll Weevil Ball

Kelly Murphy

Over in the Garden

Jennifer Ward

Bugs, Bugs, Bugs

Bob Barner

Ugh! A Bug!

Mary Bono



Creating With Sunshine Clay

Activities that use the small muscles in children's hands, help to develop coordination and control that children will need for writing. Playing with clay and play dough are excellent choices to foster this skill. Try making this clay for a cool project the children can keep! (You may need to double or triple the recipe depending on the size of your group.)



WHAT YOU NEED:

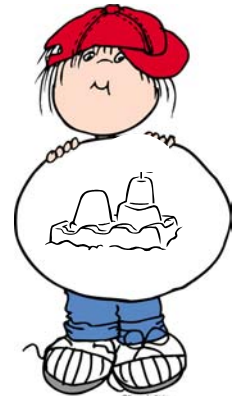
2 cups salt
1 cup cornstarch
water
small stones, leaves, twigs, etc.

WHAT YOU DO:

1. Mix the salt and 2/3 cup water in a saucepan.
2. Cook over medium heat for 4 - 5 minutes, stirring until the salt is dissolved. Remove from heat.
3. In a separate bowl, slowly add 1/2 cup water to the cornstarch.
4. Stir until smooth, then add to the salt mixture.
5. Return to low heat and cook until smooth, stirring frequently.
6. Place the clay on a tray or paper plate and let the children work outdoors or in a sunny area indoors.

7. The children may sculpt the clay into any shape and decorate their sun sculptures with small stones, leaves etc..
8. Place the finished items in the sun to dry.
9. Challenge children to make predictions for how long it will take for the sculptures to dry.

Note: When this clay is placed in the sunshine to harden, it doesn't crumble.



The Benefits of Block Play

In this technology driven time we live in, it's important to remember that helping children learn is not about the latest electronic gadget. Children need to touch things, move them, and manipulate them. Something as simple as playing with blocks has numerous benefits for children's learning.

- **Communication Skills:** children learn to work with others and share their ideas by talking and listening.
- **Math Skills:** blocks are great tools for counting, sorting, grouping, matching, adding, subtracting, and learning about size and shape.



- **Physical Skills:** children are improving their strength and coordination by lifting, stacking, and moving the blocks about.
- **Creative Skills:** children are strengthening their imagination and creativity as they come up with new ideas of things to build.

Here are a few examples of how to incorporate the use of blocks with different ages of children:

INFANTS

- Build a tower using soft blocks with the infant. She will probably enjoy knocking it down and then building it up again and again.
- Place a soft block on the floor a few feet away from a crawling infant. Make a game

out of getting the infant to crawl to the block.

TODDLERS

- Toddlers need large blocks made of wood, heavy cardboard, and plastic with plenty of space to move around their structures without knocking it over.
- Show toddlers how to stack blocks and how to keep a tower from falling over and then let them create.

PRESCCHOOLERS

- During this time preschoolers are building with purpose ~ a flat row of blocks is a road, blocks on their sides are fences to keep in animals, etc. Give them toy people, cars, and animals to add to their pretend play.

Butterfly Snack

The level of participation for this snack depends on the skill level of the children in your group. Cooking and making snacks with children are great ways to help them in learning beginning math skills.

WHAT YOU NEED:

graham cracker (half per child)
low fat cream cheese
carrot (two slivers per child or any vegetable sticks can be used)

grapes (half per child)
orange slices (two quarters per child)
cutting board
knife



WHAT YOU DO:

1. Wash your hands.
2. Spread cream cheese on graham crackers and set aside.
3. Cut the carrots so that you have small match stick size pieces (these will be the antennae of the butterfly).
4. Cut grapes in half (these will be the body of the butterfly).
5. Cut the oranges in slices to make round discs (these will be the bottom wings).
6. Assemble the fruits and vegetables on the cream cheese crackers to create a butterfly snack.
7. Arrange on a paper plate and serve with low fat milk or 100% fruit juice.

Using Photographs in Your Program

Why Use Photographs?

There are many reasons to use photographs in your work with children. One is magic! We have all seen the magic that occurs when a child observes himself in a photo. It is as if he climbs outside of himself and into the photo to discover more information. Photos can also be used as a tool to aid in visual representations and visual learning.



Photographs Support Learning

There are moments with children that we wish we could freeze. Often these moments are opportunities for learning and teaching. For example, maybe you saw a child say goodbye to her parent without crying for the first time in weeks. A photograph will capture that trust and smile, as well as reassure the parent. Another example may be the two children who normally challenge each other, but are now getting along beautifully. Photograph that

moment to show the children how much fun they were having and how they were using their cooperation skills! Photos can also

help children see the steps in a process. We often take photos of the end product, but consider taking photos of the steps on the way. Photographs will show the value of their important work and tell the story of the process. Children can help in sequencing the photos according to their ideas.

Photographs Support Language

Children will learn to make the connection between photos and written print when photos are displayed with labeling or captions. Many children who are not yet speaking can use photos to share their message. Try photographing materials and areas in your program for use in aiding language development. Label the photos and display them in a book or on a bulleting board. Photos can also

support the routines and experiences of the day by showing the daily schedule in photographs. Anywhere written language is used is a good place for using a photograph.

Photographs Support a Sense of Belonging

When children find their photo on display, they feel special. Seeing themselves with their friends and teachers will make them feel a part of the group and add to their sense of belonging. Make an ongoing scrapbook of the children so that they are available for children to look at and share with their families. Consider using photos to label the children's cubbies or baskets.

Note: Before taking any child's photograph you must have a written consent form signed by the parents stating permission. Displaying the photographs may also require parental permission.

Source: Better Kid Care Program, Penn State Cooperative Extension

Talking With Children Who Stutter

Lisa Scott Trautman, Ph.D. Florida State University offers the following suggestions when talking with a child who stutters:

- Show your support for the child by talking with her privately. Explain to her that when talking ~ just like when learning other skills ~ we sometimes make mistakes. We bobble sounds or repeat or get tangled up on words. With lots of practice we improve. Explain that you are her teacher and that her stuttering is okay with you. By talking to the child in this way, you help



her learn that you are aware of her stuttering and that you accept it ~ and her.

- Don't tell the child to slow down or "relax."
- Speak with the child in an unhurried way, pausing frequently. Wait a few seconds after the child finishes speaking before you begin to speak. This slows down the overall pace of conversation.
- Help all the children in your group learn to take turns talking and listening. All children and especially those who stutter find it much easier to talk when there are few interruptions and they have

the listener's attention.

- Use your facial expressions, eye contact, and other body language to convey to the child that you are listening to the content of her message ~ not how she is talking.
- Try to decrease criticisms, rapid speech patterns, and interruptions.
- Don't complete words for the child or talk for him or her.
- Don't make stuttering something to be ashamed of. Talk about stuttering just like any other matter.



Simple Songs to Sing

To the Beach

By: Victoria Crawford
Sung to: *London Bridge*

We are going to the beach,
To the beach, to the beach.
We are going to the beach,
In our bathing suits

We will find some rocks and shells,
Rocks and shells, rocks and shells.
We will find some rocks and shells,
To gather by the water.

We will build a sand castle,
Sand castle, sand castle,
We will build a sand castle,
With bridges and a tower.

We will have a picnic too,
Picnic too, picnic too.
We will have a picnic too,
With sandwiches and oranges.

Home we head with rosy cheeks,
Sunburned cheeks, rosy cheeks.
Home we head with rosy cheeks,
And treasures from our visit.

Let's Take a Vacation!

By: Paula R. Anderson
Sung to: *Take Me Out to the Ballgame*

Let's all take a vacation.
Let's go somewhere fun.
We could travel by car, by boat,
or by train.
We could even fly up in a plane.

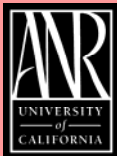
So let's all take a vacation,
Anywhere that is fun.
Pack your bags and get ready to go
In the summer sun!

We're Going on a Picnic

By: Donna Getzinger
Sung to: *She'll Be Comin' Round the Mountain*

Oh, we're going on a picnic,
Want to come?
Oh, we're going on a picnic,
Want to come?
Oh, we're going on a picnic,
And it's going to be terrific.
Oh, we're
going on a picnic,
Want to come?



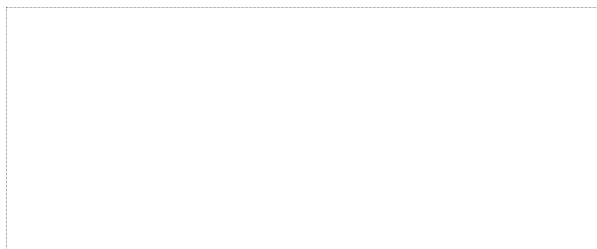


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Phone: 530 889-7350
 Fax: 530 889-7397
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 Email: ceplacer@ucdavis.edu

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Upcoming Workshops for Providers

Register now for the upcoming "Let's Read Together" workshops presented by **Ready to Succeed**. Each workshop will be hands on and interactive. Plus, each participant will receive a new copy of the featured book and great activities to do with children. The following workshops are scheduled for early childhood educators:

Toddler Teachers (18-36 months):
Growing Vegetable Soup by Lois Ehlert
 Literacy Topic: Helping Toddlers Learn
 Saturday, June 24th
Pre-registration is required by 5:00 pm on 6/22!
 9:00 ~ 10:30 am
 UCCE Office
 11477 E Avenue ~ Auburn

Preschool Teachers (3-5 years):
Is Your Mama a Llama? by Deborah Guarino
 Literacy Topic: Getting Ready to Read
 Saturday, July 8th
Pre-registration is required by 5:00 pm on 7/6!
 9:00 ~ 10:30 am
 UCCE Office
 11477 E Avenue ~ Auburn

Earn Professional Growth or CARES Hours!
 Call 530 889-7350 and ask for Paula to register by phone or register yourself online at <http://ceplacer.ucdavis.edu>. Click on Ready to Succeed from the main page and follow the links on the left.

Please Note: Space for both workshops is limited to the first 16 providers to register.

Sharon K. Junge
 County Director

Paula R. Anderson
 Program Representative

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