**Understanding Stuttering in Children Handout A, page 1**

**An activity: “Myth or Truth” \***

1. There is exactly the same range of intelligence among children who stutter as there is among non-stuttering children.

Myth \_\_\_\_\_\_\_\_\_\_\_\_ or Truth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Parents, their behaviors, or parental practices do not cause stuttering.

Myth \_\_\_\_\_\_\_\_\_\_\_\_ or Truth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Stuttering is caused by “nerves” (children may stutter because they are nervous or anxious).

Myth \_\_\_\_\_\_\_\_\_\_\_\_ or Truth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Stuttering is caused by an event in life.

Myth \_\_\_\_\_\_\_\_\_\_\_\_ or Truth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Children who stutter are usually shy and lack confidence.

Myth \_\_\_\_\_\_\_\_\_\_ or Truth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Children (and adults) who stutter need help to speak (by finishing words for them).

Myth \_\_\_\_\_\_\_\_\_\_\_ or Truth\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Children who stutter experience reduction in stuttering when they sing, speak to an infant or a pet, or read aloud the passage in unison with a large group of students”

Myth \_\_\_\_\_\_\_\_\_\_\_\_ or Truth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*The activity is based on the information from the book *Understanding Stammering or Stuttering. A Guide for parents, teachers, and other professional* by Elaine Kelman and Alison Whyte (2012, pp. 38-40), and (N 7) from Weis (2013, p 152).

**Handout A, page 2: A final activity**

**Examine a Case Study: “**Davis’s Stuttering”\*

Four-year-old Davis was referred to our clinic by his pediatrician because of problems with stuttering. His father explained, “it started about two months ago. He is always been a good talker. He began saying words at 10 months and could speak in simple sentences by his second birthday. Recently, however, I noticed, he’s having more trouble getting the words out.” His mother added, “At first, Davis just repeated the first syllable of certain words. Then, it occurred more often. Recently, he’s been having trouble beginning his sentences. The therapist turned to Davis:

Therapist: Davis, do you like the toys I have in my office?

Davis: (Puts down action figure.) Y-y-y-yes. (Pauses, as if he wants to specak.) B-b-b-b-but I

l-l-l-like Thomas the Tank Engine b-b-b-b-etter.

Therapist: What’s your favorite Thomas train?

Davis:(Pause,) I l-l-l-l-ike. . . .

Father:(Interrupts.) Davis. Try starting again, this time clearly.

Davis: (Frustrated.) I l-l-l-l-ike. . .

Mother: Percy’s your favorite, isn’t it?

Davis: Y-y-y-yes.

The father explained, “That’s pretty typical. He just can’t get the words out. We make him start over to practice speaking correctly. We don’t want him to practice stuttering. Do you think that’s a good idea?” The therapist replied, “If you like, I can show you some other strategies that might work better” (Weis, 2013, pp. 151-152).

***Think-pair-share:*** What would you recommend Davis’s parents of if they asked your advice as a teacher of their child, or as a family friend who works on the field of education?

***Whole group discussion:*** What information from this presentation would help Davis’s parents to better understand his stuttering?

\*A Case Study “Davis’s Stuttering” from the book *Introduction to Abnormal Child and Adolescent Psychology* by Robert Weis (2013, pp. 150-151).