

**TABLE 7.5****Guidelines for Promoting Language Development in Students With Dysfluency****EARLY CHILDHOOD TEACHERS SHOULD****ELEMENTARY SCHOOL TEACHERS SHOULD**

Reduce conversational demands on children by modeling slow, smooth speech.

Speak with students in an unhurried way.

Maintain eye contact and be patient so children do not feel that the teacher is uncomfortable talking with them.

Convey that they are listening to the content of students' utterances (rather than their grammar) by using appropriate eye contact, body language, and feedback.

Avoid telling children to slow down, start over, think, or take a deep breath, because these indicate that their speech is unacceptable, potentially increasing their anxiety and dysfluency.

Inform all students to take their time and think about their answers rather than answer questions in a hurry.

Discourage other children from interrupting or trying to finish an utterance for a child who is having difficulty talking.

Monitor social interactions so that peers do not tease or embarrass a student who stutters, and encourage all students to take turns when speaking.

Include group singing, choral responses, or choral reading in curricula, because these provide opportunities for children who stutter to participate in fluent speech. Recent neurological research has shown that choral speech is activated in the brain differently from speech that occurs in conversations.

Encourage all students to practice reading in pairs (taking turns or in unison) and to practice reading their stories at home before reading them orally to the class.