

Minimizing Bullying for Children Who Stutter

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 - ▶ *Early Childhood Stuttering Therapy: A Practical Guide*
 - ▶ **Minimizing Bullying: A Guide for SLPs**
 - ▶ **School-Age Stuttering Therapy: A Practical Guide**
 - ▶ *Stuttering: How Teachers Can Help*
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Why Bullying?

Bullying is particularly problematic for children who stutter

Why Bullying?



- ▶ Bullying is a significant national problem
 - ▶ ~30% of students in the USA are bullied, and 15 - 25% are bullied frequently (Nansel et al. 2001 and others)
 - ▶ ~25% of all students report being harassed because of differences (Austin et al. 2002)
 - ▶ ~75% of 8- to 11-year-olds said that bullying occurs at their schools (Kaiser Family Foundation & Nickelodeon, 2001)
- ▶ According to the **American Medical Association** (cited in Cohn & Canter, 2003)
 - ▶ 3.7 million youths engage in bullying
 - ▶ 3.2 million youths are victims of "moderate" or "serious" bullying

What does that have to do with stuttering?

Bullying is particularly problematic for children who stutter

Bullying and stuttering

- ▶ Children who stutter are more likely to experience bullying than other children
 - ▶ 59% of children who stutter report being bullied about their speech (Blood et al., 2011)
 - ▶ 56% of children who stutter reported being bullied at least once per week (Langevin et al., 1998)
 - ▶ 75% of adults who stutter reported that bullying interfered with school work (Hugh-Jones & Smith, 1999)
- ▶ Because of their communication difficulties, children who stutter may find it harder to respond directly to bullies - they need our help!

What does that have to do with SLPs?

We can play a central role in helping children minimize the effects of bullying

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The role of the SLP

- ▶ According to the ASHA Scope of Practice for Speech-Language Pathologists
 - ▶ “Speech-language pathologists work to improve **quality of life** by reducing impairments of body functions and structures, activity limitations, participation restrictions, and barriers created by contextual factors.” (ASHA, 2007)
- ▶ Our role involves more than just working with “speech” or “language”
 - ▶ We must help our students deal with the entirety of the stuttering disorder - including the effects of bullying, which can affect quality of life

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So, what can we do to help?

A first step:
Understanding bullying

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What is bullying, anyway?

- ▶ Bullying is different from teasing (Tattum, 1989)
 - ▶ Teasing involves harmless “ribbing” or “joking” from family or friends
 - ▶ Teasing is a way of showing love or good feelings toward others
 - ▶ Teasing is having fun
 - ▶ Teasing is not meant to be hurtful
 - ▶ Teasing is enjoyed by everyone involved in the situation
 - ▶ Bullying involves a conscious effort to cause harm
 - ▶ Bullying is hurtful
 - ▶ Bullying is an attempt to control someone
 - ▶ Bullying is done to create power for one person and take power away from another person
 - ▶ Bullying is never acceptable
 - ▶ Bullying is something we want to prevent—for all children, not just children who stutter

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Different kinds of bullying

- ▶ Bullying can occur in different ways...
 - ▶ Bullying does not only involve physical intimidation or aggression
 - ▶ It can also involve verbal comments (name calling, verbal taunts, insults) that cause a person to feel bad (“psychological bullying”), and actions aimed at creating social isolation (“relational bullying”)
- ▶ ...and in different places
 - ▶ Bullying does not only take place on the playground
 - ▶ It can occur in the classroom, on the bus, over the phone, via the Internet (“cyberbullying”), in the mall, and anywhere else a child interacts with others (both children and adults)

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Who is involved in bullying?

- ▶ Bullying typically involves several people (Coloroso, 2008)
 - ▶ **Bully:** the child who is doing the bullying
 - ▶ **Bullied:** the child who is being bullied
 - ▶ **Bystander:** the other children in the school, situation, or environment
- ▶ A comprehensive bullying management plan must take into account the needs of all of these individuals
 - ▶ ...and all of the locations and situations in which bullying might happen.



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Why do bullies bully?

- ▶ Many bullies have low self-esteem (Donnellan et al., 2005)
 - ▶ They pick on others to make themselves feel stronger
- ▶ Some bullies are “popular” kids who have a low tolerance for differences in others
 - ▶ They pick on others who stand out
- ▶ Many bullies lack basic social skills and a sense of empathy or understanding for others
 - ▶ Some may not care about the feelings of other children
 - ▶ Others may thrive on other children's negative feelings (“need to feed”)



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Why don't bystanders help?

- ▶ Bystanders may “go along with” the bully
 - ▶ When asked, they often say that they did not mean to cause harm to the child who is being bullied
 - ▶ They may even be friends with the child who is bullied, but they may be afraid of the bully and unsure about what to do
- ▶ Even when bystanders don't join in with the bullying, their lack of supportive action hurts
 - ▶ A child who is being bullied may feel isolated when other children don't stand up for him
- ▶ Thus, bystanders can be perceived as either contributing to the problem or contributing to the solution - not doing anything actually contributes to the problem

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What happens when a child is bullied?



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Bullying make us feel bad

- ▶ **Bullies bully people about things that bother them**
 - ▶ Bullies seek out differences between individuals, then they attack people based on those differences
 - ▶ They are not interested in just *any* differences - they are only interested in the differences that bother people
 - ▶ If a bully tries to pick on someone about something that doesn't bother him, they won't get the negative reaction they crave
- ▶ **Bullies know what bothers someone based on his *reactions***
 - ▶ If a person reacts negatively to the bully's comments, the bully will continue to pick on those differences
 - ▶ What if the person could react less negatively?

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What happens when a child who stutters is bullied?



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Bullying makes stuttering more problematic

- ▶ **Bullying makes people feel bad**
 - ▶ When children who stutter feel bad, they may be more likely to stutter more
 - ▶ They may stutter more frequently or more severely (i.e., with more physical tension and struggle)
 - ▶ The more severely a child stutters, the more difficult it may be for him to respond verbally to the bully
- ▶ **Bullying isolates people socially**
 - ▶ Children who stutter are already at risk for social isolation - bullying exacerbates the separation
 - ▶ Other children who do not understand stuttering may be more likely to become active or passive bystanders - *either way, this increases the child's isolation*

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Bullying and stuttering

- ▶ Bullying can increase negative thoughts, anxiety, avoidance and tension
- ▶ This can increase stuttering, which increases bullying even more!

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graph LR
    A[INCREASED Bullying] --> B[INCREASED Negative Thoughts]
    A --> C[INCREASED Anxiety, Avoidance, & Tension]
    B --> D[INCREASED Stuttering]
    C --> D
    D --> E[REDUCED Therapy Progress]
    E --> A
  
```

- ▶ All of this leads to reduced progress in therapy

From Murphy et al. (2013), *Minimizing Bullying for Children Who Stutter*. McKinney, TX: Stuttering Therapy Resources, Inc.

How can we help?

- ▶ SLPs can play a key role in minimizing bullying
 - ▶ We can help the child **reduce his stuttering behaviors** so he is less likely to be targeted by the bully
 - ▶ We can help the child **reduce his negative reactions** so he is more likely to be respond in proactive ways
 - ▶ We can help to **educate children in the environment** (bystanders) so they will know how to get involved in helpful ways
 - ▶ We can help to **educate parents** so they will know how to support their child's development of self-esteem and positive self-image
 - ▶ We can help to **educate teachers and administrators** so they will better understand stuttering *and* bullying and get involved in more helpful ways

What SLPs can do to minimize bullying

A 6-step intervention program to help children minimize bullying (after Murphy et al., 2013)

6 Steps for Minimizing Bullying

- ▶ Step 1: Teach children about stuttering
- ▶ Step 2: Teach children about bullying
- ▶ Step 3: Help children think differently about stuttering by increasing their self-esteem and desensitizing them to stuttering and bullying
- ▶ Step 4: Help children develop appropriately assertive responses to bullying
- ▶ Step 5: Help children educate their peers about stuttering and bullying
- ▶ Step 6: Teach parents and others about stuttering, stuttering therapy, and bullying

Step 1: Teach children about stuttering

- ▶ The more children understand about stuttering, they less insecure they will feel
 - ▶ This gives them power to face not only their stuttering, but also the comments of bullies and bystanders
- ▶ Some key facts about stuttering
 - ▶ Stuttering is not the child's fault - it's a genetically determined, neurologically defined condition
 - ▶ It's not learned, it's not a psychological problem, and it's not caused by parents or by something the child did wrong
 - ▶ Stuttering varies over time and in different situations
 - ▶ Changing speech is hard work - therapy is not easy

Step 2: Teach children about bullying

- ▶ The more children understand about bullying, the less they will think that bullying is their fault
 - ▶ This helps them separate their feelings about their stuttering from their feelings about bullying and gives them even more power to face bullying situations
- ▶ Some key facts about bullying
 - ▶ Bullying is not their fault
 - ▶ Bullying is not the same as teasing
 - ▶ Bullies bully because bullies have problems of their own
 - ▶ Bullies crave negative reactions
 - ▶ Bullying is **never** right
 - ▶ Children *can* work to minimize bullying

Step 3: Help children think differently about stuttering

▶ Stuttering is embarrassing



- ▶ This is why children react the way they do
- ▶ They feel bad about themselves, and they may feel that the bully is right about them
- ▶ It's that negative response that the bully craves
- ▶ If the child could be *less embarrassed* by stuttering, he might be able to respond differently
- ▶ If he could respond in a way that does not give the bully the negative response, the bully will (eventually) move on
- ▶ **We can help the child learn to respond differently to the comments of bullies**

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This is not the same as saying, "just ignore it"

- ▶ Parents often tell children to "just ignore" comments about their speech
 - ▶ It's very hard for children to ignore hurtful comments when people are picking on them about the thing they hate most about themselves
- ▶ What parents are really trying to say is, "don't give the bully the negative reaction he craves"
 - ▶ Their intention is right...it's just too hard for kids to do while stuttering still bothers them
- ▶ The key to success is helping children become less bothered by their stuttering
 - ▶ This is one of the goals of stuttering therapy anyway!



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How can we help children become less concerned about their stuttering?

Desensitization
Cognitive Restructuring
Acceptance

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Desensitization

- ▶ ...the process of diminishing negative feelings about stuttering (or anything that bothers us)
 - ▶ How do people with a fear of spiders overcome their fear of spiders? *By being with spiders (gradually).*
 - ▶ How do people with a fear of heights overcome their fear of heights? *By going higher (gradually).*
- ▶ Desensitization involves *gradually* exposing ourselves to what we fear in a controlled, supportive environment
 - ▶ How can kids who stutter overcome their fear of stuttering? **By stuttering!**
 - ▶ Of course, he's already done a lot stuttering, so how can we help him experience stuttering in a way that reduces fear



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Pseudostuttering

- ▶ ...producing (fake) moments of stuttering behavior on purpose
 - ▶ Also called *voluntary stuttering* or *voluntary disfluency*
- ▶ ...allows the child to experience the feared behavior (stuttering) in a supportive setting
 - ▶ Can be done in different ways, in different situation, with different listeners
- ▶ Helps the child confront and overcome his fear of stuttering by regaining a sense of control
- ▶ Helps the child practice stuttering modifications techniques (e.g., pull-out, cancellation)



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More desensitization activities


- ▶ Teach others how to stutter and assign letter grades to their performance (fun, empowering)
- ▶ Draw **stuttering** so the child can illustrate for himself and others what the moment of stuttering is like
- ▶ Play with **stuttering** through games where children are rewarded for producing the longest, loudest, or silliest examples of pseudostuttering
- ▶ Get **support** by including children in group therapy and self-help experiences
- ▶ Show children that **they're not alone** by introducing them to famous **and not-so-famous** people who stutter



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Cognitive restructuring


- ▶ ...learning to “think differently” about the problems we face in life
 - ▶ Based on the work of Beck (1979), Ellis (1962) and others (e.g., Rapee et al., 2000)
- ▶ Basic premises:
 - ▶ how we *think* about something influences how we *feel*
 - ▶ Some of our thoughts are worried thoughts...
 - ▶ They make us feel more scared
 - ▶ Some of our thoughts are calmer thoughts...
 - ▶ They make us feel less scared
 - ▶ If we can change our worried thoughts to calmer thoughts, we will feel less scared



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Changing worried thoughts into calmer thoughts

- ▶ Children can work to change their thoughts
 - ▶ Identify the worried thoughts behind negative feelings
 - ▶ Gather evidence about the thoughts
 - ▶ Evaluate the thoughts based on the evidence
 - ▶ Change the worried thoughts to calm thoughts
 - ▶ Examine the possible consequences of the feared event
- ▶ Our goal is not to *convince* children to think differently, but to give them the opportunity to evaluate their existing thoughts
 - ▶ We encourage children to be detectives, seeking out evidence for (or against) their current thoughts
 - ▶ This way, they come to make changes on their own



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Form C: Changing Worried Thoughts into Calm Thoughts

Name _____ Grade _____ Age _____ Date _____

Use this form to analyze your worried thoughts. Then you can decide which ones you're ready to replace with calmer thoughts. Write worried thoughts back to how you?

Identify: What are the worried thoughts behind your negative feelings?
 I'm going to stutter on all the words I read out loud in class, and then all the kids will laugh at me.

Gather Evidence: What has happened before? What else could happen?
 • Sometimes I've stuttered on some of the words I read, but I've never stuttered on all words.
 • Once, Jimmy laughed when I stuttered, but the teacher got mad at him.

Evaluate: Use the evidence to test your worried thoughts. How likely are they?

Not at all likely Not very likely Neutral Not of likely Very likely

Change: Based on the evidence, replace the worried thoughts with calmer thoughts.
 • When my speech teacher and I gave our presentation, all the kids talked about how they didn't like to be laughed at.
 • I might stutter a little, but I'm getting better at not worrying about it.
 • I have a lot of friends in class, and they won't try to make me feel bad on purpose.

Examine: Think aloud! What is the worst thing that is LIKELY to happen?
 How can you handle it?
 • Even if I stutter a whole bunch and lots of kids laugh, I can handle it!
 • I can use my speech tools. The kids will understand why I talk differently.
 • I could talk to my best friend Larry. Sometimes he gets teased, and talking with him would help me feel better.

From Murphy et al. (2013). *Minimizing Bullying for Children Who Stutter*. Stuttering Therapy Resources, Inc.

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Acceptance

- ▶ Acceptance of stuttering can help to reduce negative reactions, and reducing negative reactions can help to improve communication
 - ▶ Acceptance does not mean “giving up” or just leaving the child to stutter - it means coming to terms with stuttering so stuttering does not play a negative role in the child's life
 - ▶ One can work toward acceptance while still working to modify speech or stuttering behavior
- ▶ Acceptance and commitment therapy (ACT) and other mindfulness approaches are showing good success in helping people live more easily with the challenges they face

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As a child overcomes his fear of stuttering, it will be easier to respond to bullies in less negative ways

That is, he will be better able to “ignore” the bullying and take actions that will lead to less bullying in the future

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Step 4: Help children respond appropriately to bullying


- ▶ Bullies crave the negative reactions they get
 - ▶ If they don't get those negative reactions from one child, they will seek those negative reactions from another
 - ▶ There is nothing we can do through the child who stutters that will help the bully - he needs help of his own!
 - ▶ School-wide bullying management programs can help bullies, too
 - ▶ All we can hope to do through the child who stutters is to redirect the bully away from talking about stuttering
- ▶ If the child who stutters can say to the bully, “no, that doesn't bother me,” this will help to redirect the bully so he won't keep picking on the child about his stuttering.



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Redirecting bullies

- ▶ Simple, matter-of-fact comments can defuse the situation and show the bully that he's not going to get what he wants
 - ▶ The bully says, "You stutter!"
 - ▶ The child who stutters says, "Yeah, you're right."
 - ▶ *What's the bullying going to say next?*
- ▶ If the bully doesn't get the negative reaction, he will try something/someone else
 - ▶ Of course, he's accustomed to getting a negative reaction from the child who stutters, so he might keep trying for a while...
 - ▶ Your student will need to be prepared to repeat his responses until the bully gets bored and gives up/moves on



Sample responses

- ▶ The bully says, "You stutter!"
- ▶ The child who stutters says...
 - ▶ "Yup, I do." or "I know..." or "Did you just notice?"
 - ▶ "You told me that yesterday. It's still true."
 - ▶ "I don't like it when you say that" and other "I" statements
 - ▶ "That's really not nice of you to say. I wish you'd stop."
 - ▶ "You should have seen me before..."
 - ▶ "Did you know that I go to speech therapy for that?"
 - ▶ "Huh?" or "I can't hear you" or "So," repeatedly (after Cooper, 2000 - the "squeaky wheel technique")
 - ▶ "I know, now are you still playing this game?"

The problem is... Verbal responses can be very difficult for children who stutter

They will need our help to learn what to say and how to say it effectively

Role-playing

- ▶ Role-playing gives the child the opportunity to select and practice different verbal responses
 - ▶ **Direct role-playing:** the child who stutters plays himself and the SLP plays the bully
 - ▶ **Reverse role-playing:** the child plays the bully and the SLP plays the child who stutters
- ▶ In "Let's Make a Movie," you and the child:
 - ▶ **Brainstorm** about different responses to bullying
 - ▶ **Write a script** for what the bully might say and how the child might respond (verbal responses to redirect)
 - ▶ **Act out** different responses to see what might work best
 - ▶ Practice responses that help to minimize bullying

Form D: Let's Make a Movie!

Name _____ Grade _____ Date _____

Use this paper to plan the role-playing scenes and information you'd like to show to your new friend/bully.

- Think about who the bully might be and what he might say to you.
 - Punch somebody. _____
 - Call a teacher. _____
 - Ignore the bully. _____
 - Scream really loudly! _____
- Think about what the bully might do to you.
 - Punch somebody. _____
 - Call a teacher. _____
 - Ignore the bully. _____
 - Say, "Stutter, you're right!" _____
- Think about what the bully might say to you.
 - Call a teacher. _____
 - Ignore the bully. _____
 - Pretend to punch him, but I wasn't really do that. _____
- Get ready to act! I want to tell my audience about stuttering and bullying.
 - I'm not the only one who stutters. _____
 - It's not fair to make fun of me because stuttering isn't my fault. _____
 - The learning speech strategies, but they don't always work. _____
 - It can be really embarrassing to stutter, but I'm learning to deal with it. _____

5. **Movie Premiere!**

I will enter _____ friends and _____ family members to watch my movie.

Come see: _____

Movie date: _____ time: _____

Location: _____

Thanks I want to enter at my Movie Premiere: _____

For more information and examples, refer to pages 32-34.

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From Murphy et al. (2013). *Minimizing Bullying for Children Who Stutter*. Stuttering Therapy Resources, Inc.

Quick Quiz Question

- ▶ Is it necessary for a child to be fluent when using his verbal responses to redirect the bully?
 - ▶ **NO!** It is irrelevant whether or not he is fluent!
 - ▶ Still, he does have to be able to provide his responses
 - ▶ If his stuttering is too severe, then his plan won't be as effective.
- ▶ So, he'll need to practice with you and others until he's able to provide his responses
 - ▶ Perhaps he'll use a fluency strategy
 - ▶ **More likely, he'll use a stuttering management strategy or pseudostuttering to help him say what he wants to say**

A word about problem-solving and personal power

- ▶ Most of the activities we use to help children minimize bullying involve teaching them:
 - ▶ They can solve problems
 - ▶ They have a lot of personal power that can help them
- ▶ Often, when children are bullied, they feel that there are no solutions to the problem
 - ▶ Problem-solving skills help them see that there is hope
- ▶ Bullying can take away their sense of power
 - ▶ The more we can help them build their power, their self-esteem, and their self-confidence, the better able they will be to face bullies and overcome bullying

Responding appropriately to bullies helps to minimize bullying

What about the bystanders?

Step 5: Help children educate peers about stuttering & bullying

- ▶ Bystanders often go along with the bully
 - ▶ They may be afraid of the bully themselves
 - ▶ They don't want to get picked on next
 - ▶ They don't understand bullying
 - ▶ They may not know that the bully will pick on them anyway
 - ▶ They don't understand stuttering
 - ▶ It is a confusing behavior to watch if no one has told you about it
- ▶ We can help the bystanders become part of the solution by giving them the facts about bullying and stuttering
 - ▶ The more they understand, the more likely they will be to help (or at least, to not hinder)

There are many ways to educate peers about stuttering

- ▶ Acknowledge stuttering openly
 - ▶ A key aspect of desensitization
- ▶ Provide information about communication an communication disorders in general
 - ▶ Important part of a broader tolerance training program
- ▶ Annual “teacher letters” to gain “space” for stuttering
- ▶ Distribute handouts an brochures about communication and stuttering at school
 - ▶ Great activity for ISAD, BHSM, NSAW

Teacher Letter/Brochure

The “Classroom Presentation”

- ▶ A chance for a child to provide information about stuttering directly to his peers
- ▶ To get started...
 - ▶ Ask the child, “If you could tell your friends anything you wanted to tell them about your speech, what would you tell them?”
 - ▶ Most children have already thought about this - they have a list of facts in mind that they'd like to share
 - ▶ Brainstorm with them about ways to share these thoughts
- ▶ Your students will soon see that the best way for others to learn about stuttering is for them to teach others about stuttering!

Sample components of a classroom presentation

- ▶ Introduction (why are we here?)
- ▶ Classroom participation (what do people know about stuttering?)
- ▶ Definition of stuttering
 - ▶ “Stuttering is no one’s fault”
- ▶ Facts and myths about stuttering
- ▶ Famous (and not-so-famous) people who stutter
- ▶ How does it feel to stutter? (pseudostuttering)
- ▶ What are speech management tools
 - ▶ “This is not easy!”
- ▶ What is bullying?
- ▶ Who else has been bullied and why?
- ▶ How should we respond when somebody is bullied?
- ▶ Helpful responses to stuttering
- ▶ Questions and answers



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The more other kids know about stuttering (and bullying), the more likely they are to be part of the solution, not part of the problem

What about everybody else?

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Step 6: Teach parents and others about stuttering

- ▶ Parents, teachers, and administrators can all play an important role in minimizing the impact of bullying - and helping to prevent it
 - ▶ Unfortunately, many do not know enough about stuttering to understand the child’s experiences
 - ▶ They may think that stuttering is just a “speech issue”
- ▶ We can help them
 - ▶ Help parents understand stuttering and come to terms with the fact that their child stutters
 - ▶ Help teachers and administrators understand how common bullying is for children who stutter and how bullying can exacerbate the stuttering disorder

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8 ways parents can help their children

- ▶ Identify bullying: Learn how to recognize signs that it may be occurring
- ▶ Understand the players: Learn that bullying involves “the bully, the bullied, and the bystanders” (Coloroso, 2008)
- ▶ Understand the situation: Learn more about what is really happening from the child’s perspective, so they can respond in a helpful way
- ▶ Listen and provide support: What children need most is someone to talk to, not always someone to “fix” the situation
- ▶ Validate their child’s feelings: Let their child know that whatever he is feeling is okay. Affirm that there is no right or wrong way to feel
- ▶ Develop a support network: Educate the key adults, family, and friends in the child’s life to establish a team of people who are united in their desire to support and affirm the child
- ▶ Bully-proof their child: Help their child build self-esteem and “personal power” so bullying will have less of a negative impact
- ▶ Create a plan to end bullying: Help the child make a list of positive actions he can take when he feels teased or bullied (just as we have done in therapy)



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Bully-proofing the child: Build self-esteem and personal power

- ▶ Helping the child know that he is strong and capable helps him withstand the bully’s comments
 - ▶ **Self-esteem**: “being proud of yourself and feeling that pride on the inside” (Kaufmann et al., 1999)
 - ▶ **Personal power** is the sense that one can act in a way that supports self-esteem (Kaufmann et al., 1999)
- ▶ Self-esteem and personal power develop from within the child, but parents can help
 - ▶ Acceptance of the child **and of his stuttering** helps the child know that he has nothing to be ashamed of
 - ▶ Validation helps the child know that his feelings and experiences are normal
 - ▶ Encouragement helps the child know that his efforts are recognized, valued, and worthwhile

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Creating a safe place for the child to stutter

- ▶ There is no simple cure for stuttering
 - ▶ In all likelihood, the school-age child who stutters will continue to deal with stuttering in some fashion
- ▶ The more they accept stuttering, the easier it will be for them to face throughout their lives
 - ▶ Note that acceptance does **not** mean that we are giving up on improving fluency; it simply means that we work toward improved fluency *in the context of self-acceptance*
- ▶ Parents can help the child with this acceptance by learning to accept stuttering themselves and making their homes a safe place for the child to be himself (which means, to stutter)

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7 ways teachers and school administrators can help

- ▶ Get the facts about the situation before jumping in
- ▶ Get involved once they understand what is going on
- ▶ Help children learn to solve problems using common problem-solving strategies
- ▶ Remember their unique perspective as a person at the center of the child's life
- ▶ Work to prevent bullying by creating a safe place for everyone in the class
- ▶ Prepare students to handle difficult situations
- ▶ Involve the SLP to help students with speech disorders such as stuttering (or anything else)



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A positive (communication) environment for all

- ▶ Teachers and administrators can establish a culture of *tolerance* and *acceptance* for all of the children in their class and school
- ▶ This involves ensuring that everyone knows:
 - ▶ It's okay to be different - in fact, everyone is different
 - ▶ It's not okay to bully others
- ▶ For children who stutter, this also involves acceptance of differences in speech and a communication setting that gives the child the time he needs to speak
 - ▶ It's not okay to bully, but it *is* okay to stutter!

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Summary

- ▶ Children can overcome the effects of bullying, *and we can help*
 - ▶ Helping the child learn that he is okay and that it's okay to stutter
 - ▶ Helping the child learn to respond appropriately and directly to bullying
 - ▶ Helping other people in the environment (especially peers) learn what stuttering is, what bullying is, and why it's never okay to bully somebody else
 - ▶ Helping parents learn how to support the child's development of self-esteem and personal power
 - ▶ Helping teachers and administrators create an accepting environment that is supportive of differences between people

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Questions? Comments?

- ▶ Contact us!
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