



# Hampton Elementary School

## May 2015

### Newsletter



#### HAMPTON ELEMENTARY SCHOOL

82 School Street,  
Hampton, N. B. E5N 6B2

[http://hampton-  
elementary.nbed.nb.ca](http://hampton-elementary.nbed.nb.ca)

#### From the Main Office

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Vice Principal - Julie Stewart

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Hampton Education Centre  
832-6143

Anglophone South Website  
[http://web1.nbed.nb.ca/sites/asd  
-s/Pages/default.aspx](http://web1.nbed.nb.ca/sites/asd-s/Pages/default.aspx)

School Bus Transportation -  
832-6429

## Principal's Message

As I look out my window while writing this message, it is another cold and dreary day but most of the snow has melted and we can now see the field again! The last few weeks have been no different with many long days at school (indoor recesses), muddy halls and puddles everywhere! After this long winter I realize it won't be long before the grass is green and the beautiful flowers growing in our greenhouse will be ready to transplant outside. We will get through this and enjoy the sun and the warmth of spring when it finally arrives.

Last week was Volunteer Appreciation Week. Our staff hosted a wonderful breakfast on Friday morning to thank everyone for their part. At Hampton Elementary we are fortunate to have a great deal of volunteer support that comes in various shapes and sizes. It's about more than pizza days, school trips, shelving books in the library, parent council or all the various committees. It is about the feeling you get when you walk through the front doors of our school. It is about the sounds of children's laughter and voices sharing stories around every corner, at any given time of day, every day. It is about being a part of a very large family! It is my hope that all families in our school feel this way, not just those who are able to volunteer. Being a parent can be challenging but the good news is that you don't have to be volunteer of the year to help your child succeed. The number one thing parents, teachers, volunteers and administrators can do to help increase student achievement is to have high expectations! We all need to commit to give our best each and every day.

With only 7 weeks left in the school year, we are gearing up for many events including transitions between DATL, HES and HMS. Our Grade 5 students have matured this year and many are already showing signs of being ready to leave our nest. As always, we have many plans in place to make this transition as smooth as possible and ease the anxiety that can sometimes be present. If you have any questions or concerns about this transition time please do not hesitate to contact me.

- Mrs. Blanchard

## MISSION:

Help and believe in,  
Each student so  
that he or she can  
achieve his or her  
highest potential in  
a,

Safe, supportive in-  
clusive environment.

**Grade 2 Open  
house—Monday,  
May 25th 7PM**



## WORDS OF WITSDOM

### Featured WITS Book: The Recess Queen

*The Recess Queen* by Alexis O'Neill tells the story of Mean Jean, the Recess Queen, who rules the playground with an iron fist. No one dares to question her power until a new girl named Katie Sue comes to school. Not only is Katie Sue not intimidated by Mean Jean, she actually asks Mean Jean to jump rope with her. When the two girls become friends, the playground is once again safe for all.

*The Recess Queen* demonstrates how to ignore and seek help and shows how one child can make a difference by befriending an aggressive child. Look for the book at your local library or bookstore. Read the story with your child and then try using the following questions to discuss it:

Why did the recess queen act the way she did? What can cause people to act in certain ways?

This story has a happy ending, but not all children will react the way Mean Jean did toward Katie Sue. What other ways could you handle someone like Mean Jean? Do you think an adult could have helped?

For more discussion and activity ideas, check out *The Recess Queen* lesson plan at  
[www.witsprogram.ca/schools/books/the-recess-queen.php](http://www.witsprogram.ca/schools/books/the-recess-queen.php).

## Mark Your Calendar!

### *May is Mental Health Awareness Month*

Friday, May 1st—No school for students (NBTA/AEFNB Council Day)

Thurs. May 7th—Author Shane Peacock visits HES

Tuesday, May 12—Middle School Orientation at HMS

Friday, May 15—No school for students (NBTA Branch 0619 Annual General Meeting)

Monday, May 18th Victoria Day (no school for students)

Tuesday, May 19th—Jump Rope for Heart Assembly

Tuesday, May 19th—Home and School Meeting

Mon. May 25th—Transition meeting for Parents of Grade 2 students coming to HES in September 2015 in the gym at 7PM

### Next month: June

Saturday, June 13th—Big Fair Day

Friday, June 19th—Last day for students



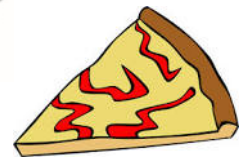
## Hot Lunch and Milk Program

The last round of milk runs from April 1st—June 18th. This represents 52 school days.

Our lunch tickets will continue to be sold after the announcements on Monday. Your child can buy a book of 10 hot lunch tickets for \$25.

Pizza and Subway sandwiches cost one ticket (\$2.50 value). Hot lunch is pizza on Monday/Wednesdays and Subway on Thursday (orders placed on Tuesday).

We are now offering a Friday hot lunch option with Kredl's. The cost will be TWO lunch tickets (\$5). Orders are placed on Thursday.



# Hampton Middle School



## Welcome to Middle School Orientation—May 12th 2015

Grade 5 parents, you are invited to Hampton Middle School's annual "Welcome to Middle School Orientation evening. Come learn about Hampton Middle School and all it has to offer;

- extracurricular activities are available for the students
- How to keep lines of communication open between school and home
- Volunteering and how to get involved with your school
- What to expect when your child goes to Middle School
- Tours of the School
- Meet other HMS parents and members of the teaching team

Drop in anytime between 6:30—8:00 PM for light refreshments, door prizes and an opportunity to talk to parents and members of Hampton Middle School's teaching staff.



# Learning about Literacy

**Goal #1 Literacy:** To develop and improve instructional practices, assessment and intervention in Literacy

Last month we focused on Generating Questions & Recognizing Story Structure. This month we present to you some information about Summarizing. This is the final of seven strategies we featured which have a firm scientific basis for improving text comprehension.

## 7. Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

## Effective comprehension strategy instruction is explicit

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.

- **Direct explanation**

The teacher explains to students why the strategy helps comprehension and when to apply the strategy.

- **Modeling**

The teacher models, or demonstrates, how to apply the strategy, usually by "thinking aloud" while reading the text that the students are using.

- **Guided practice**

The teacher guides and assists students as they learn how and when to apply the strategy.

- **Application**

The teacher helps students practice the strategy until they can apply it independently.

<http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

# Numbers, Numbers, Everywhere

**Goal #3 Numeracy:** To develop and improve instructional practices, assessment and intervention for Numeracy

## You are a math teacher!

We all know that reading with a child helps literacy skills, and that playing sports in the backyard teaches the value of teamwork and being physically active. But where are the life lessons for mathematics?

The truth is that we all use mathematics many times each day, but often don't realize it. From trips to the grocery store to swinging in a hammock, math is part of our daily lives.

Don't underestimate your own math skills. You can help your child learn math!

**"You are their idol. They look up to you. They don't do a good job listening to you, but they do a fantastic job imitating you."** - Karl Subban, retired Toronto school principal and father of three NHL hockey players (P.K., Malcolm and Justin)

## Math in everyday life

It is important to help children recognize that everyone uses math all the time. Here are tips to help your child have a positive attitude about mathematics.

Make learning math a positive experience. Don't talk negatively about math to your child—it can lead to "math anxiety" (a proven cause of low achievement).

Schedule math homework at the same time in a quiet location every day. Be available during this period to talk with your child. Create a math homework toolkit with pencils, erasers, ruler, protractor, graph paper, counters (beads or beans) and a calculator.

When helping with homework, follow the method being taught. Don't teach short cuts that could confuse your child. Do not say, "Let me show you my way - it's simpler and faster."

Be relaxed and positive. You are not expected to be an expert. You are there to encourage learning.

If your child becomes frustrated, stop. Remind your child of the things they have already learned how to do successfully, such as riding a bicycle, writing a paragraph or speaking a second language.

Ask your child's teacher for strategies to use at home that reflect your child's learning style. If your child asks for help and you do not know the answer, be honest and say, "I don't know, but let's figure it out together." If you continue to be unsuccessful, you can also ask your child's teacher for help. This gives your child permission to ask for help as well.

## **PSSC—Parent School Support Committee**

**Next Meeting:**  
Monday,  
May 25th, 6:30 p.m.

In lieu of a May Meeting, the PSSC will be gathering at its regular time 6:30PM on May 25th which is the evening of the Grade 2 Open house for incoming students for the Fall of 2015.

## **Home and School Association**

We would like to invite any parents/guardians, who may be interested in helping out at the school, to come to the next meeting. Our "Big Fair Day" is fast approaching and we can always use extra volunteers!

For updates about Home and School, please ask to be part of our Facebook group under "Hampton Elementary School Home and School".

**Next Meeting:**  
Tuesday,  
May 19th, 6:30 p.m.



## **The Camping Trip Challenge**



## **Blanchard's Brainteaser**

Our Brainteaser this month is from Aunty Math. [Aunty Math](#) (click for direct link) is a great website which includes parent tips to understanding of math strategies to support your child.

Have you ever been camping? Recently Barney and Danny begged me to take them camping, and remembering the fun times we used to have camping when my children, Tony and Terri were small, my husband, Bill, and I agreed. Thank goodness the weather was warm and sunny.

"This is so fun!" said Danny, browning his marshmallow near the coals. "Did you used to make s'mores when you came camping, Aunt Mathilda?" Have you ever been camping? Recently Barney and Danny begged me to take them camping, and remembering the fun times we used to have camping when my children, Tony and Terri were small, my husband, Bill, and I agreed. Thank goodness the weather was warm and sunny.

"This is so fun!" said Danny, browning his marshmallow near the coals. "Did you used to make s'mores when you came camping, Aunt Mathilda?"

"Yes we did!" I said, taking a big bite of chocolate bar and melted marshmallow between two graham crackers. "It was my favorite thing!"

"My favorite thing was telling stories and singing songs around the camp fire," said Uncle Bill.

"My daddy used to tell us ghost stories and I could never get to sleep" I remembered.

"Do you remember any?" asked Danny, excitedly. "Tell one!" he begged.

"Don't make it too scary," added Barney. "I want to get some sleep tonight!"

I thought a while. I really didn't want to scare the boys. "Well, I was just thinking of a story I heard once about ghosts. Would you like to hear it?"

"Yes!!!" The boys said unison, so I began.

"Once upon a time there were 12 boy scouts who were camping out - around here I think. Their names were Bob, Glen, Hank, Adam, Charlie, Josh, Everett, Ian, Larry, Doug, Frank, and Kevin.

"Don't make it too scary," added Barney. "I want to get some sleep tonight!"

I thought a while. I really didn't want to scare the boys. "Well, I was just thinking of a story I heard once about ghosts. Would you like to hear it?"

"Yes!!!" The boys said unison, so I began.

"Once upon a time there were 12 boy scouts who were camping out - around here I think. Their names were Bob, Glen, Hank, Adam, Charlie, Josh, Everett, Ian, Larry, Doug, Frank, and Kevin.

Love,  
Aunty Math



## Jump Rope For Heart Program



Once again our students will be taking part in the Heart & Stroke Foundation Jump Rope for Heart. Our Jump Rope for Heart fundraiser will "kick-off" on Tuesday, May 19<sup>th</sup>. Students will be given their pledge envelopes to take home that day. Students will be taking part in a variety of jump rope activities, including buddy jumping with our neighbors from Dr. A.T Leatherbarrow. Pledge envelopes are due back May 26<sup>th</sup>. For more information please visit [www.heartandstroke.ca](http://www.heartandstroke.ca)

### **Policy 711—Healthy Eating**

#### **SPRING into Healthy Eating**

The [GO, SLOW, WHOA](#) foods concept was developed by the US Department of Health and Human Services. The concept is simple. **GO** foods are healthy to choose at anytime and should be eaten most often; these are lower calorie foods which can be easily classified into one of the four food groups, or dishes that are composed of such foods. **SLOW** foods are also good to eat, just not as often as the **GO** foods. This is because they are a little bit higher in fat and/or sugar, and therefore contain more calories per serving. **SLOW** foods have a place in a healthy diet, but they are to be consumed in appropriate serving sizes. The **WHOA** foods category contains foods which might easily be considered "junk food", like cookies, chips, pop, and candy, but also those foods that are very high in fat or sugar which are not typically thought of as "junk food". Foods like muffins, whole milk, full-fat cheese, sausage, etc. are foods which contain good nutrients, but the fat or sugar content is too high to eat them on a regular basis. **WHOA** foods are not to be completely eliminated, however they must be regarded as foods which are only eaten once in a while.

If it is accessible, introduce the children to this concept by showing the Pack It Up video:

[http://www.youtube.com/watch?v=hB7fNyl4PPA&feature=player\\_embedded](http://www.youtube.com/watch?v=hB7fNyl4PPA&feature=player_embedded)

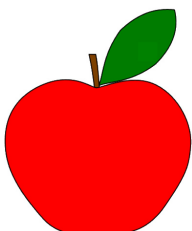
Excerpt taken from <http://www2.gnb.ca/content/dam/gnb/Departments/hic-csi/pdf/Wellness-MieuxEtre/Chefs/HealthyEating.pdf>

### **May Wellness Theme—Spring**

With the change of seasons comes a chance to change your life. Liberate your mind, your senses, and your spirit.

- ⇒ Pick a sunny day to check out an art gallery, a theatre or explore a part of town you never have been before.
- ⇒ It's spring cleaning time! When you remove distractions from your outside world, you clear your inner mind.
- ⇒ Get outside for a hike. See if you can get a friend to come along or create a spring playlist to rock out to!
- ⇒ Try some self-directed outdoor meditation. Lie back and think of nothing for as long as it takes to relax.
- ⇒ Grab your favourite book and head outside to read it under the shade of a tree. Bring a blanket and a snack.
- ⇒ Choose a recipe and make a meal you've been wanting to try! Challenge: buy random ingredients and see what happens.
- ⇒ Take the opportunity to meet new people. We've all been stuck inside this winter and we're all looking to have fun.
- ⇒ Walk to work, school or your hobby. Give yourself enough time that you don't get stressed out about timing.
- ⇒ Dress in bright colours. It's easy to get caught up in wearing only black, but bright colours can brighten up your day.
- ⇒ Rearrange your space. Reorient your rooms to have more positive energies and to take advantage of the late-day sun.

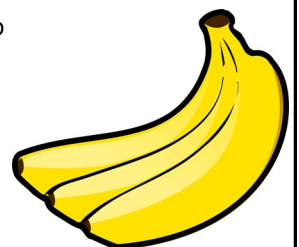
- See more at: <http://mindyourmind.ca/wellness/change-seasons-spring#sthash.TnHRjtIY.dpuf>



**"If you want to go fast, go alone. If you want to go far, go together."**

~African proverb

A very HUGE thank you to **Independent Grocery Store** in Hampton. Since January, Jamie and his crew have been providing Hampton Elementary students with apples and bananas for our breakfast program and to support our Healthy eating initiatives.



## **Grade 2 Parent Info Night**

HES will be hosting a Parent Information night May 25th at 7PM in the school gym. This is for any students who will be new to HES in September for the 2015-2016 school year.



## **OFFICE CHECK-IN**

PLEASE remember to check in at the school office when visiting the school, picking up your child, dropping off something, or volunteering in a classroom. Upon arriving at the school you need to sign in with your name, date and time. You also need to pick up a "VISITOR" badge before heading off to the classroom. Thank you for helping us follow this very necessary safety precaution.



## **FIRE & LOCK DOWN DRILLS**

During the months of May and June we will be practicing our fire and lock down procedures. During these drills anyone in the school is asked to follow the same procedures as the students and staff.

## **BIG FAIR DAY**

Our annual Big Fair Day is coming up on Saturday, June 13th. Please plan to join us for this afternoon of games, entertainment, basket draws and more—all for Hampton Elementary School! Questions? Contact Nicole Richardson at [hes.homeandschool@gmail.com](mailto:hes.homeandschool@gmail.com)

## **PARKING LOT CONCERNS**

Thank you to all parents who are dropping off their students and stopping outside the bus zone which is now clearly marked by the two red flags in front of the entrance.

## **BICYCLES AT SCHOOL**

Students are reminded to ensure that their bicycles have received a proper tune-up before using them on town streets. Also, please take the time to review all safety rules and rules of the road with your children. Road congestion at arrival and dismissal time can be very dangerous for young cyclists. Please watch for children at all times, whether they are walking, cycling or a passenger in a vehicle. Let's keep our children safe.



## **SUMMER CLOTHING AT SCHOOL**

Hopefully we have seen the last of snow and ice for many months! As the temperatures rise, we ask you to remember that students must dress appropriately for school.

- All students are expected to dress in a manner appropriate for learning & working environment.
- Appropriate dress is free from symbols of hate, abuse, cigarettes, drugs, alcohol, racism or discrimination, obscenities, put downs, political or sexual messages or anything detracting from a positive learning environment.
- School is a public institution where expectations may differ from personal choices. Muscle shirts, spaghetti straps, low-scooped necklines, bare midriffs or backs are inappropriate. Shorts, skirts and shirts must be a reasonable length. Undergarments should not be visible.
- Jewelry or apparel that present a safety hazard, or distraction should be avoided.
- Baseball caps should be removed upon entering the school.

## **EARTH DAY**

Earth Day was celebrated by Hampton Elementary students by doing a "Community Clean-Up." Each class chose a specific location around the school to pick up garage and clean up after the winter. Thank you to everyone for caring for our environment.

## **GRADE 5 GRADUATION**

Mark your calendars! Grade 5 graduation is scheduled for Thursday, June 18<sup>th</sup> beginning at 9:00 a.m. with a small reception to following in classrooms.



## **SOBEYS GOES BANANAS**

The Sobeys stores in the Saint John area, including Grand Bay & Rothesay, work together to support community groups. They select a different group each month and plan a year in advance. This year they had some money left over and wanted to support our local schools. On **Thursday, April 23<sup>rd</sup>** around 10am they provided the students of HES with a healthy recess snack, a banana or an apple. They offered an opportunity to win a \$50 gift card. They provided a ballot where the students could write a short paragraph telling about their favorite food. This can be brought to their Sobeys store to be entered into the draw.

# **Guidance Corner**

## **Rude Vs Mean Vs Bullying: Defining the Differences**

**Rude = Inadvertently saying or doing something that hurts someone else.**

From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone

**Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).**

The main distinction between "rude" and "mean" behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often regretted in short order. Very often, mean behavior in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like: • "Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."

- "You are so fat/ugly/stupid/gay."
- "I hate you!"

Make no mistake; mean behaviors can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

**Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.**

Experts agree that bullying entails [three key elements](#): an intent to harm, a power imbalance and repeated acts or threats of aggressive behavior. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop. Bullying may be physical, verbal, relational or carried out via technology:

- **Physical aggression** was once the gold standard of bullying-- the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviors that involve physical aggression.
- **Verbal aggression** is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- **Relational aggression** is a form of bullying in which kids use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning, hazing, and rumor spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.
- **Cyberbullying** is a specific form of bullying that involves technology. According to *Hinduja and Patchin* of the [Cyberbullying Research Center](#), it is the "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

So, why is it so important to make the distinction between rude, mean and bullying? Can't I just let parents share with me stories about their kids?

It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene. As we have heard too often in the news, a child's future may depend on a non-jaded adult's ability to discern between rudeness at the bus stop and life-altering bullying.

Signe Whitson is a licensed therapist, national educator on bullying, and author of three books including [Friendship & Other Weapons](#)

# **Guidance Corner Continued...**

## **Positive Self Talk**

In this day in age, there are so many negative messages that our children internalize. Advertisements are telling girls that they are not thin or beautiful enough and telling boys that they are not tough enough. It is our job to teach them the skills to feel good about themselves despite the media.

In guidance classes we talk about brain coaches and brain bullies, positive and negative self talk that we speak to ourselves. We have practised changing negative self talk into positive self talk (ie. I can't do it to I can do it). We practise being a brain coach to ourselves and not a brain bully.

At Home:

- Ask your child daily about the positive things they did throughout the day.
- Have your child write positive statements on the bathroom mirror. (Dry erase marker works great).
- Talk positively about yourself. Modeling this behaviour is the best way to teach your children.

Keep your thoughts positive because your thoughts become your words.  
Keep your words positive because your words become your behaviour.  
Keep your behaviour positive because your behaviour becomes your habits.  
Keep your habits positive because your habits become your values.  
Keep your values positive because your values become your destiny.  
- Mahatma Gandhi

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **POSITIVE SELF TALK FLOWERS**

Directions: Sometimes negative thoughts we have can make us feel even worse! Cross off the negative thoughts that would make people feel more upset or frustrated and color the positive thoughts.







# SPEAKING OF SPEECH AND LANGUAGE...

(FROM THE ASD-S SPEECH-LANGUAGE PATHOLOGY DEPARTMENT)

## What is stuttering?

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. We often refer to "stuttering" as "dysfluency".

## What causes stuttering?

The onset of stuttering is typically during the period of intense speech and language development as the child is progressing from 2-word utterances to the use of complex sentences, generally between the ages of 2-5 but sometimes as early as 18 months.

About 5% of all children go through a period of stuttering that lasts six months or more. Three-quarters of those who begin to stutter will recover by late childhood, leaving about 1% of the population with a long-term problem, where the child may begin to exhibit longer and more physically tense speech behavior as they respond to their speaking difficulties with embarrassment, fear, or frustration. If referral to a speech-language pathologist for parent counseling and treatment is made before the child has developed a serious social and emotional response to stuttering, prognosis for recovery is good.

In the preschool years and kindergarten, young children who repeat s-s-sounds or syl-syl-syllables or words like-like-like this, may be exhibiting what we refer to as "normal nonfluency". In their haste to express their thoughts and needs, the speech of young children sometimes contains repetitions and prolongations which may sound like stuttering. Although some of the characteristics of stuttering may be present, this is not true stuttering. These normal nonfluencies reflect attempts to cope with the increasing linguistic demands in the classroom. As the child's language skills improve, these nonfluencies often disappear.

## Suggestions for handling nonfluent speech:

1. **Speak slowly:** Slowing your own speech down will slow down your child's speech much more effectively than telling them to slow down.
2. **Give your child lots of time to finish what they are saying:** Try not to interrupt or finish sentences for them.
3. **Do not call extra attention to your child's speech:** You don't want your child to start trying to not stutter. This can make their speech worse, because they will be thinking too hard about how they are talking instead of what they want to say.
4. **Reduce the number of questions you ask your child.** Instead of asking question, simply comment on what your child has said.
5. **Use your facial expressions and other body language to convey to your child** that you are listening to the content of his message, not **how** he's talking.

Some Facts about stuttering: More boys stutter than girls. Stuttering is not caused by psychological differences. Children do not begin stuttering because they are more anxious, or more shy than other children. The amount of stuttering heard in a child's speech will vary across speaking situations and partners.