



Hampton Elementary School

May 2016

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

Telephone - 832-6021

Principal - Sarah Blanchard

Vice Principal - Julie Stewart

Admin. Asst. - Nancy Long

PSSC Chair - Jamie Foster
psscchair@gmail.com

Home & School President -
Laura Marles
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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

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
30th 7PM**

Principal's Message

It's May already! I can hardly believe that eight months of the school year are gone. As always, there is much going on at Hampton Elementary! We have had our Traverse Rock Climbing Wall installed and the students are eager to explore, there is a storyteller visit, Jump Rope for Heart and much more. To keep up to date, please refer to the calendar on the School website as there is always so much more happening.

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 8 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



WORDS OF WITSDOM

WHAT IS CYBERBULLYING?

Cyberbullying is a type of bullying that occurs through electronic communication devices (e.g. the Internet, cell phones, iPad, iPod, & video gaming systems) Cyberbullying behaviours can damage children's reputations or friendships by...

- ☐ Sending or posting gossip, rumours, or secrets
- ☐ Pretending to be someone else & sending negative messages
- ☐ Posting material to tease or make fun of someone
- ☐ Posting real or digitally altered pictures or videos of others without their permission
- ☐ Rating peers' popularity or appearance online

UNDERSTANDING CYBERBULLYING IN YOUNG CHILDREN

☐ Most children use technology responsibly...BUT 25% of fifth & sixth grade students report cyber victimization experiences in the past 30 days

The most common experiences are receiving a text message or having something posted on a social networking page's that is upsetting or uncomfortable

One in ten fifth & sixth graders report cyber bullying in the past 30 days during a school year BUT... Children who send hurtful messages often think they are "just kidding" or teasing

Cyberbullying is often committed by groups of children who would not do this alone!

Children may not intend to be mean or appreciate that the recipient can be hurt & the lack of visual contact with the recipient online makes it easy for messages to be misinterpreted

<http://www.witsprogram.ca/pdfs/cyberbullying/cyberbullying-pamphlet.pdf>

Mark Your Calendar!

May Mental Health Awareness

Friday, May 6th—No school for students (NBTA/AEFNB Provincial Council Day)

May 13th—TD BOOK WEEK Visit from Storyteller

Friday, May 20th—No school for students (NBTA Branch 0619 Annual General Meeting)

Monday, May 23rd Victoria Day/No School for students

Looking Ahead: JUNE

Thursday, June 2nd—DATL Art from the Heart

Saturday, June 18th—Bigger, Better Fair Day

Friday, June 24th—Last day for students



Hot Lunch and Milk Program

Our 4th round of milk is now underway. Thank you for your support of the Milk in Schools Program this school year.

http://www.dairygoodness.ca/milk-in-school/new_brunswick/parents



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. Most meals will cost one ticket (\$2.50 value). Hot lunch is cheese pizza on Monday/Wednesdays, Hamburgers and yogurt tubes on Tuesday (order placed on Monday) and Subway on Thursday (orders placed on Tuesday). Pita Pit (chicken pita & smoothie) on Friday (ordered Thursday) which will cost 2 tickets (\$5).



Hampton Middle School



Welcome to Middle School Orientation—May 10th 2016

Grade 5 families and students,

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.



School Improvement Plan

2015-2018

The School Improvement Plan for Hampton Elementary encompasses four main areas. Literacy, Numeracy, School Climate and Enhancing Communication with parents about the School Improvement Plan. The plan is posted on our website and is reviewed monthly by staff and members of the PSSC. There will be updates in the monthly newsletters within areas of the School Improvement Plan.

Learning about Literacy

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

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. These seven strategies have research-based evidence for improving text comprehension.

1. Monitoring comprehension
2. Metacognition
3. Graphic and semantic organizers
4. Answering questions
5. Generating questions
6. Recognizing story structure
7. Summarizing

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 #2 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 30th
6:30 p.m.

The PSSC last met on Monday, April 11th, 2016. Our main topic of discussion for this meeting was reviewing the Teacher Perception Data.

High or Positive feedback:

- Administration attends classes regularly and provides feedback.
- There is a formal process of observation
- Positive school environment
- School, teachers and students have unified expectations for behaviours

- Great collaboration, communication and team work.

Low or negative feedback:

- PD days organized by district do not always meet goals of teachers in specialized areas (guidance/music)

Attendance Matters:

Too many children miss too many days of school. This is the basis of Anglophone South School Districts new awareness campaign regarding attendance. Often, we think absences aren't a problem as long as they're excused or a child's learning won't be affected unless he or she misses several days in a row. Research shows that missing 10% of the school year — which can be just two or three days every month — can add up to so much lost time in the classroom that children just can't keep up. Attendance is critical to the success of our students. We must have our students present and engaged in order to provide them with the opportunities they need to be successful in the future. We invite you to take a look at the district materials available to help promote regular attendance and intervene when poor attendance becomes a problem. <http://web1.nbed.nb.ca/sites/ASD-S/Pages/Attendance-Matters.aspx>

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 2016. For review of previous meeting minutes, you can find them under the "For Parents" dropbox on our Hampton Elementary School website or follow the link here: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>

Home and School Association

H&S News Update:

- Thank you to HES staff for the wonderful Volunteer Appreciation breakfast!

- Next meeting is Tuesday, May 17. We will start with regular business at 6 PM and then have a detailed meeting on Bigger Better Fair Day.

- Bigger Better Fair Day is scheduled for Saturday, June 18 from 10 AM- 2 PM. Lots of exciting activities are planned. We will need everyone who can spare an hour or two to help on the day of the event. Without your help, we cannot make this event happen. Details on signing up will be available soon.

- Next Playground Committee Meeting is Wednesday, May 11.

All of our Home and School Meeting Minutes can be found under Home and School on the HES school website: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/Home-and-School.aspx>

Next Meeting:

Tuesday, May 17th
6:00 p.m.

It's Bigger...
It's Better...
It's Coming...



Bigger Better Fair Day

Saturday, June 18th 10AM—2PM

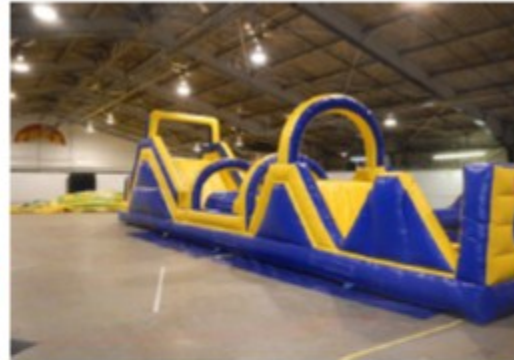
A Hampton tradition for over 30 years, Hampton Elementary School's Annual Big Fair Day.

This event is open to EVERYONE! Bring your family for some fun family activities there will be games, bouncy castles, BBQ, and best of all....prizes!

Proceeds from Big Fair Day this year will be going towards the Hampton Elementary School's Playground Replacement Project.

The rain location is in the Hampton Community Centre.

Questions? Contact the Home and School at hes.homeandschool@gmail.com



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 17th. 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 26th. For more information please visit 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

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>

Physical Education Corner

Jumping Rope - Why Skip?

Skipping or jumping rope can help improve both your overall level of health and athleticism.

Skipping just 10 minutes a day can dramatically improve your health.

Health benefits include improved cardio fitness, muscle and bone strength, and flexibility.

Athletic benefits include improved coordination, balance, speed, timing and rhythm.

Skipping is also an inexpensive sport that's fun, creative and easy to learn.

Mrs. Stewart <http://hamptonelementarype.weebly.com/>

Grade 2 Parent Info Night

HES will be hosting a Parent Information night May 30th at 7PM in the school gym. This is for any students who will be new to HES in September for the 2016-2017 school year and who want to know more about the programs and our school.



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.

PARKING LOT CONCERNS



Thank you to all parents who are dropping off their students and stopping outside the bus zone which is 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.



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 garbage and clean up after the winter. Thank you to everyone for caring for our environment.



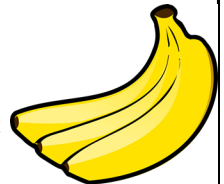
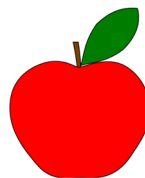
GRADE 5 Moving Up

Mark your calendars! Grade 5 Moving Up Ceremony is scheduled for Thursday, June 23rd beginning at 9:00 a.m. with a small reception to follow in classrooms. This is a short ceremony recognizing the end of our students formal elementary education and the start of a new chapter in Middle School!



Thank you!

A very HUGE thank you to Independent Grocery Store in Hampton. 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.



Lost and Found!

Just before March Break we bagged up MANY bags of clothing from our Lost and Found. There was nothing left in either one of our bins. Unfortunately, just two weeks later, they are both half full. Please help us by labeling your children's clothing and by coming by and checking the bins periodically. While we try to make sure everyone takes coats, sweaters, hats and other pieces of clothing home, they do get lost and end up in the Lost and Found.



"I learned that real happiness doesn't come from getting but from giving."

~Gabby Bernstein



TD Book Week Visit:

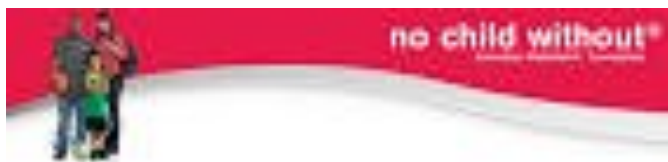
On May 13th we will be welcoming Mary Ann Lippiatt to HES. Mary Ann is introduced as an oral storyteller, not an author. As an oral storyteller she does not read stories but tells them by memory.

Mary Ann Lippiatt's opening line is that, she began "telling tales" as a means of self-preservation in competition with her 3 siblings while growing up

on the family farm near New Sarepta, Alberta. Her lively imagination and adventurous curiosity frequently resulted in time-out, a solitary discipline, which Mary Ann found most opportune for refining her 3-Rs of storytelling: Reconsider, Revise, Rehearse!

Those early beginnings as a storyteller continued to be fostered through self-invented play, creative resourcefulness and the sound work ethic of rural family life. After completing Grades 1-12 at the New Sarepta village school, Mary Ann pursued an Early Childhood Education, and enjoyed a 30 year career as an Early Childhood Educator and Grades K-6 Special Needs Educational Assistant. Wearing many hats as a community volunteer, Mary Ann's anecdotes made people laugh, exotic tales created distractions from tedious work and colorful embellishments initiated gossip!

No Child Without—Medic Alert



Did you know that one in five children lives with a medical condition, allergy, or special need that must be communicated during a medical emergency? In many cases, children are the most vulnerable because they are often too young, too afraid, or too hurt to express themselves. "No Child Without" is a charitable program that protects children and supports school officials to address concerns about students living with chronic medical conditions, allergies or special needs. For infor-

mation on FREE medical identification services, please see the office for a brochure.

Moving in? Moving Out?

If you are planning a move to another school this summer, or know of someone moving into our school area for the 2016-2017 school year, please notify the office as soon as possible.



Provincial & International Assessments

This month we have several classes completing both Provincial and International Assessments.

Grade 4 Veniot will be completing the PIRLS Assessment on Thursday, May 12th. PIRLS stands for Progress in International Reading Literacy Study and is an assessment of reading comprehension that has been monitoring trends in student achievement at five-year intervals since 2001. PIRLS represents the worldwide standard for reading comprehension of students at the Grade 4 level.

Grade 4 Long, Grade 4 Leblanc and Grade 4 Power will be completing the Provincial Assessment in Literacy, Numeracy and Science during the week of May 12th to 27th, 2016. We ask that parents of these students try to make sure that their children are at school every day and that they are punctual. Please try your best to not schedule any appointments during this time. Thank you for your support!



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

~African proverb

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](#)



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.