

# Let's Talk About It

Canutillo ISD Speech and Language Newsletter

## Fall 2021

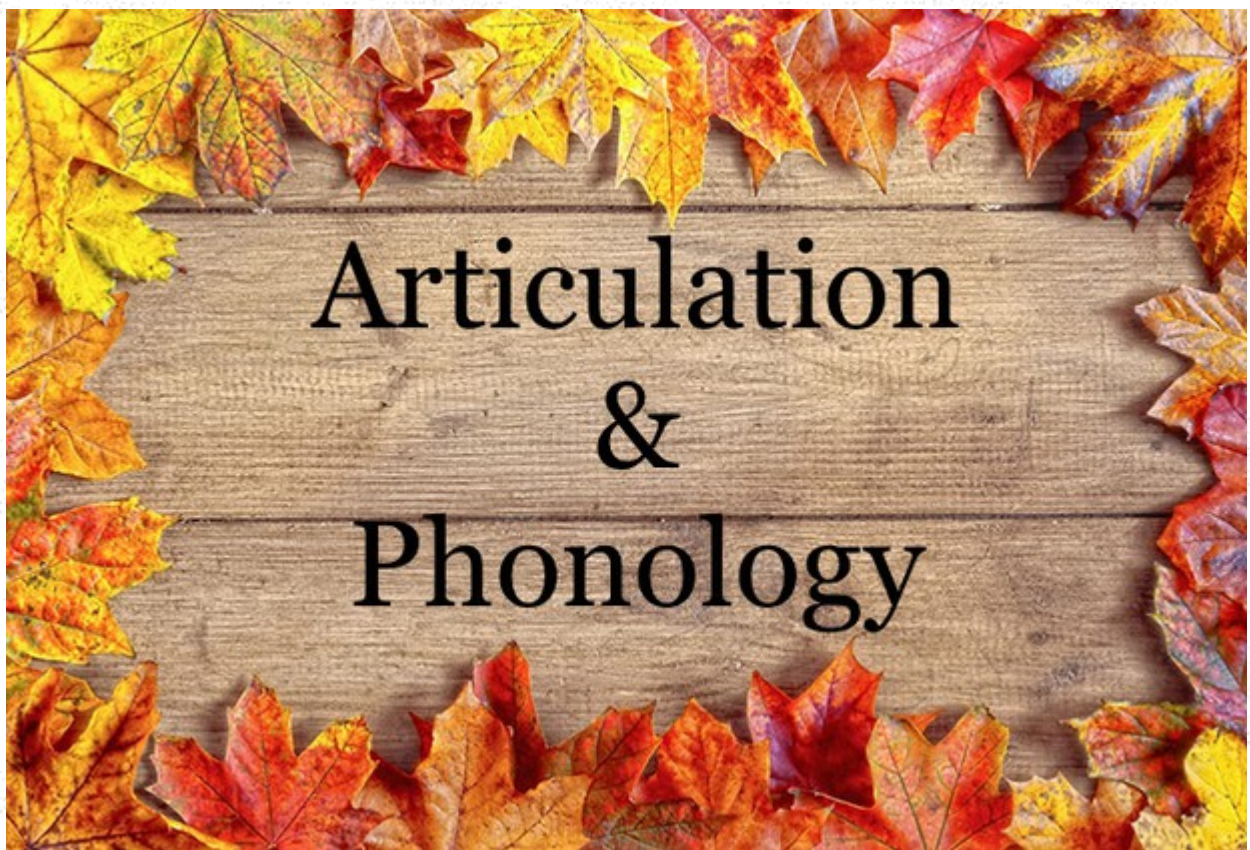
Take time to see how the seasons are changing!

Go outside, take a walk and look around!! Smell the crisp fresh air, look at how the leaves are changing colors and feel the cool weather changes.

Parents, remember to enjoy the exciting fall festivities with your children. Enjoying the fall festivities will make great memories, allow everyone to bond, as well as help build those language skills.

## Improve Your Speech and Language Skills

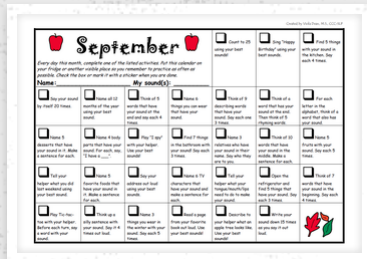
This newsletter is provided as a resource to the Canutillo community. It is not intended to diagnose or treat.



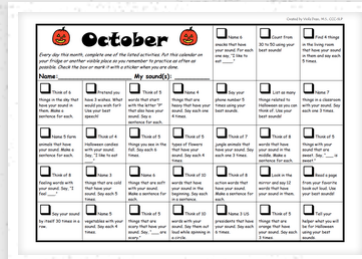


# How clear is your child's speech when they speak?

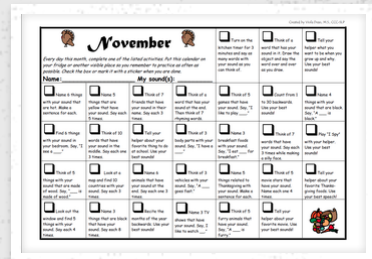
- \*Can immediate family members understand what they say?
- \*Can friends and family understand what they say?
- \*Does the child become frustrated when not understood?



## Artic Activities



## October Activities



## November Activities



# How does your child interact socially?

- \*Greet you when you say "hi"
- \*Responds to your questions
- \*Speaks to adults
- \*Speaks to other children
- \*Asks questions
- \*Says "bye" when you say "bye"





## Fall Social Activity



### How easy is it for your child to speak?

- \*Speaks as smoothly as other children
- \*Occasionally repeats part of a word
- \*Occasionally repeats whole words
- \*Occasionally repeats phrases



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**Practical Tips:**  
**Preparing for the Holidays**

The holiday season can be a great time to address the special needs, the individuality of culture, the sense of expectation, the desire to share of shared history, and the hope for the future—all special themes that many people look forward to each year. These holidays also bring a number of challenges, however, particularly for children who stutter. Busy schedules lead to increased time pressures, family demands involve greater speaking demands, and large groups of people add heightened communication pressures. As a result, children can experience increased anxiety during the holidays, for environmental reasons can affect the amount and stress of stuttering a child exhibits. Fortunately, as speech-language pathologists, we can help parents, teachers, and others support children who stutter during the holidays, as their concerns about speech are not exacerbated by all the excitement and activity.

**Enjoy the anticipation, but be aware of the "hurdle."**

One of the joys of being a parent is watching the months in our children's eyes as they prepare for the holidays. Sometimes, though, we get too caught up in building their excitement, with comments such as, "Next I see you!" The big day is just 2 weeks away! We are going to be so busy! It can be helpful to remember that some children have more difficulty talking when they are excited or experience time pressure; we can help them speak more easily by modeling for them more confidence. Of course, we must not children in the able to be excited about coming events, but if your child is affected by the holiday, then you can help parents learn to share the time without becoming overly frustrated. They can show for 100 hours to be happy and enthusiastic without needing the excitement more than necessary.

**Enjoy some quiet time.**

In the holiday approach, many people work to find a balance between preparing for big events and spending special time with family. Children who stutter may gain particular value from time that allows them to be quiet talking with their family. Children who stutter may gain particular value from time that allows them to be quiet talking with their family. Children who stutter may gain particular value from time that allows them to be quiet talking with their family.

**Remember that it's okay to stutter.**

Another special aspect of the holiday season is the opportunity to visit with cousins, aunts and uncles, grandparents and others we don't see as often during the rest of the year. Spending time with less familiar people—ones that they are not usually expected to—can get a little more complicated for those children who stutter. They may feel shy, nervous, or otherwise, why a child is "told" or "not" to "stutter" is to "be" that other. Remember that other people probably are not understanding what each comment, as the holiday for a child who already feels nervous about his speech. These family gatherings provide a beautiful opportunity to illustrate others about speaking and stuttering. You can help parents learn how to recognize others by acknowledging stuttering in a simple, matter-of-fact, and honest way, perhaps saying, "Yes, of course I know all that." It's just part of how to speak and stutter for him to talk to be understood at. Of course, we can't expect therapy—and though therapy, he has learned to speak more easily. Now, he can easily tell what he wants to say rather than needing talking and being afraid of what others might say about him. Such messages highlight the true nature of stuttering, provide a model alternative for stuttering comments, and allow the child that we support him and value what he says, regardless of whether he says fluently or with stuttering.

By working with parents, teachers, and students, we can help to prepare everyone for a happy holiday season in which we balance increased communication demands with the reminder that it's okay to stutter, even during the holidays!

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**Practical Tips:**  
**Empowering Children to Advocate for Themselves**

As speech-language pathologists, we know that stuttering is a widely misunderstood communication disorder. Society is often confused about what stuttering truly is, and this can lead to negative consequences for children who stutter. Understanding others may give adults that a child has, such as "stuttering," or "I have a speech problem before talking." Stuttering is the situation where a child has trouble saying what he is saying, when this is not the case. It is not a disorder, but a condition where a child has trouble saying what he is saying, when this is not the case. It is not a disorder, but a condition where a child has trouble saying what he is saying, when this is not the case.

**Step One: Empowerment and Building Confidence**

While we would love to be able to tell our students to be confident, we know that we do not have the time or the power to do so. Education often by stuttering organizations and individual speech-language pathologists certainly help, but we cannot reach everyone.

Therefore, our students need to find empowerment to become their own advocates. The first step toward self-advocacy is developing the knowledge and confidence they will need to deal about stuttering with their family, in their schools, and in a wide range of social environments. There are some key for empowering children as they will be ready to become self-advocates. These concepts are explained in detail throughout School-Age Stuttering Therapy: A Practical Guide, particularly in Chapter 10, "The Child as an Advocate."

- Learn about speaking and stuttering:** Even young children benefit from developing a better understanding of how speech is made and what happens when they stutter. This is the first step in learning to manage stuttering for the long term. And, increased knowledge leads to increased power and confidence.
- Understand the process of therapy:** Children gain confidence in their own skills by knowing why they are doing what they are doing in therapy. By understanding the rationale for management techniques, as well as the activities designed to reduce negative reactions to stuttering, children can become more involved in problem solving. This also increases their ability to adjust to the situation they will face throughout their lives. Our therapy "Stuttering School" also a particularly helpful set of resources for helping children understand the rationale for everything they do in treatment.
- See what they want to say:** What children say is more important than how they say it. Introducing this message gives children the "self" they need to advocate for themselves. Children who know that their messages are valued even when they stutter are more prepared to approach challenging speaking situations with confidence, secure in the knowledge that they can say what they want to say.
- Get involved with speaking:** Our students are not alone on their journey learning to deal with stuttering. By taking advantage of resources and support activities, they can see that family, friends, teachers, and others who stutter can be a helpful part of their team.

As children mature, the responsibility for dealing with stuttering shifts away from parents, SLPs, and caregivers to the children themselves. Empowerment means that children find strong strength in their communication. Children with confidence and the courage to own their voice. They can stand up for themselves and self-advocacy during therapy and help parents and caregivers understand their role in the process.

Next month, we'll continue this topic with "Step Two: Self-advocacy and Educating Others."

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**Practical Tips:**  
**Back-to-School Survival Guide**

It's that time again, for some of you, the summer break is over, while others are wondering what a "summer break" looks like. For many, the excitement of a new school year is a certain hope for new students. In **Stuttering Therapy Resources**, we are always enthusiastic about the new school year, for it gives us clinicians a chance to think about how to become more effective in working with children and adolescents who stutter. One of the best ways to do that is to explore some of the resources that are available for helping SLPs help people who stutter.

Of course, we want you to consider our new guide, **Early Childhood Stuttering Therapy: A Practical Guide** (page 2-5), **School-Age Stuttering Therapy: A Practical Guide** (page 1-15), and, particularly at this time of year, **Minimizing Bullying for Children Who Stutter** (page 1-15). If you don't have your books yet, now is the perfect time to order them from [www.StutteringTherapyResources.com](http://www.StutteringTherapyResources.com). Get numerous new ideas for assessment, goal setting, treatment activities, and documentation strategies that can help your students get the most out of therapy.

**Searching the Internet?**

You can find great information online, but not everything on the Web is trustworthy. Sites that we recommend include:

- Stuttering Home Page:** [www.StutteringTherapyResources.com](http://www.StutteringTherapyResources.com) Contains wealth of information, including treatment activities, experiences of people who stutter, and articles of international Stuttering Society contributors.
- National Stuttering Foundation:** [www.stuttering.org](http://www.stuttering.org) The world's largest organization to fight with the fight information that can help SLPs better understand the experiences of people who stutter.
- Stuttering Foundation:** [www.stuttering.org](http://www.stuttering.org) The website of the world's largest nonprofit organization has many helpful brochures, booklets, and videos that can help you have your therapy skills.

**It's Not Just About Speech**

One topic that particularly our our mind as the school year begins is peer relationships. As your student return to school, many are worried about being bullied about their speech. Fortunately, there are many resources specifically focused on the issue of bullying. Our conference, **Minimizing Bullying** presents various resources designed for helping SLPs, students, parents, teachers, and administrators work together to reduce bullying. The following resources, written specifically for children who stutter, address bullying and help students learn that it's okay to stutter:

- Stumble & Brave ("Stumble")** (2008): A downloadable booklet that tells how 5-year-old Holly learned to tell her friends about stuttering, available on the Stuttering Foundation website.
- Sometimes I Just Stutter** (see page 2-11): A downloadable booklet that helps 7- to 10-year-olds learn about stuttering and how to help other people know that it's okay to stutter, available on the Stuttering Foundation website.
- How to Be a Stutterer** (Holt, 2010): An engaging story about how Allen discovers that he doesn't need to hide his stuttering when his family moves to a new home. Available from the National Stuttering Association.
- Little Stars Speak** (2007): A novel for ages 10 to 14 that features Jack, a boy who is coming to terms with his stutter and learning to communicate and learning that he can be accepted even though he stutters.

**Connect with Others**

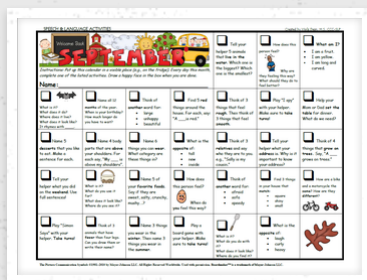
Perhaps the most important thing you can do to connect children who stutter and their families with others who have had the same challenges through stuttering is to **Join the National Stuttering Association** (www.nsa-usa.org). **Join the National Association of Young People who Stutter** (www.nayps.org), and **Join the Stuttering Association of the Young** (www.stuttering.org). Children who do this are not alone in dealing with stuttering. They can connect with us, too, follow us on social media to receive notification about our **Practical Tips** and **Training Videos** (all available for free on our website under "Resources"). Together, we can help you feel more confident in your work with students who stutter. There's a great new school year!

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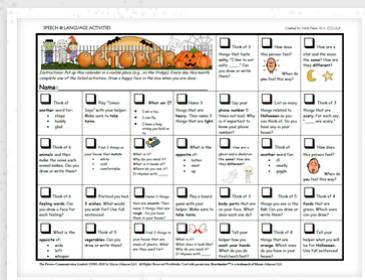


# How well does your child communicate?

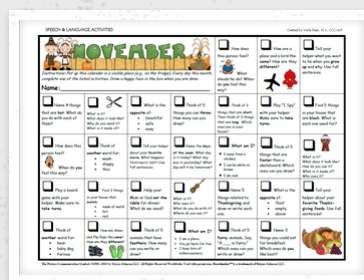
- \*Can tell you what they want or need
- \*Speaks in complete sentences
- \*Asks/answers questions about things going on around them
- \*Asks/answers questions about books or stories they've heard
- \*Uses age appropriate vocabulary



## September Activities



## October Activities



## November Activities

## Links to Helpful Articles

**Back to In-Person School: Parent Support for Recovery of Social and Communication Skills**

<https://leader.pubs.asha.org/doi/10.1044/2021-0827-school-parent-tips/full/>

**Helping Students Cope With Loss and Grief**

<https://leader.pubs.asha.org/doi/10.1044/2021-0915-grief-support-covid/full/>

**Using Picture Books to Teach Language and Literacy**

<https://leader.pubs.asha.org/doi/10.1044/2021-0817-alphabet-book/full/>

## Meet our Canutillo ISD Speech Pathologist Team!



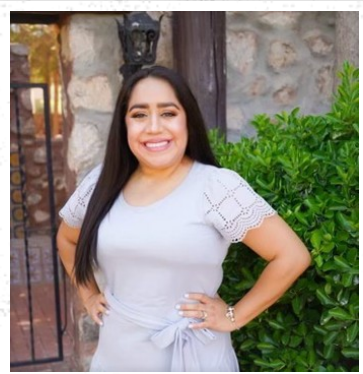
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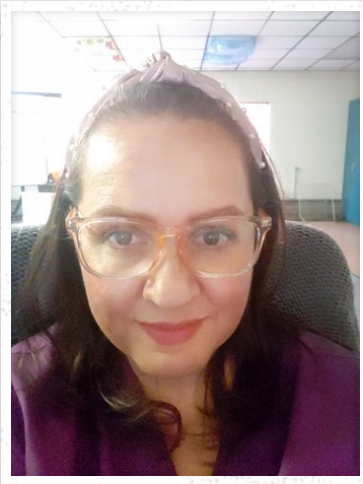
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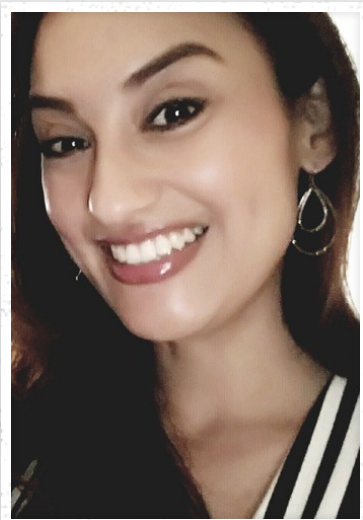
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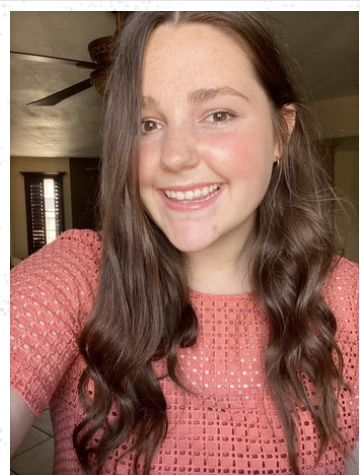
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