

Full Length Research

Effects of Child's Own Book Technique on the Expansion of Language Fluency of Stutterers in Jos North Lga of Plateau State

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The study examined the effects of child's own book technique on the expansion of language fluency of stutterers in Jos North LGA of Plateau State. The pre-test post-test experimental design was adopted for this study. The target sample of the study comprised of 14 teachers and 8 stuttering pupils of Government Primary School Tudun Wada both in Jos North LGA of Plateau State. The instruments used for the study consists of; Teachers Questionnaire (TQ) and the Stuttering Pupils Oral Test (SPOT). Among the major findings of the study are; the child's own book technique a great impact on the language fluency and improving the self-esteem of stuttering pupils, there is a significant difference between the posttest mean score of primary school stuttering pupils exposed to child's own book technique and those not exposed and finally, the study revealed that stuttering pupils are very excited when they are being given the opportunity dictate and own a story book written in their own words with the help of the teacher. It was however recommended that the child's own book technique amongst other fluency shaping techniques should be used by teachers in expending language fluency and there is need teachers to be able to assist stuttering pupils in their classroom through making improvisations such as the helping the child make a child's own story book to improve language skills.

Key words: stuttering, fluency, speech, communication

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INTRODUCTION

Speech serves as the basic goal of self-expression and communication between the speaker and another individual or group of individuals. It is an act of producing

sounds and words fluently and most importantly effortlessly so that whatever is uttered conveys adequate meaning or sense to the listeners. However,

inappropriate phonetic selections, insufficient cues and other critical distortions could affect communication. Stuttering as defined by the Speech Foundation of America (2004), is a communication disorder that is characterized by involuntary disruptions of flow of speech, particularly when such disruptions consists of repetitions or prolongations of sound or syllable, and when they are accompanied by avoidance struggle behaviour.

According to Yaruss & Hammer (2013), stuttering is highly variable as sometimes a child will stutter a lot and sometimes the child will be fluent. However, factors influencing the likelihood that stuttering will occur differ from one child to the next, but might include: who the child is talking to; what the child is talking about; where the child is when talking; what time of day or year the child is talking; the child's emotional or physical state (e.g., excitement, fatigue, illness) while talking; the length and complexity of the message the child wishes to convey as well as other factors that are more difficult to identify

Recent research studies have shown that the incidence of stuttering among primary school pupils in Nigeria is speculative. More so, pupils who stutter are found in classrooms at the elementary, secondary and tertiary levels of education. However, Adima, Ladipo, and Abosi, (1997) estimated the number of speech impaired pupils in the primary schools is quite alarming and there are inadequate measures put in place to remediate it. The absence of Speech-Language Pathologists' (SLPs) in schools has posed a challenge to teachers and parents to adopt therapies and programmes for this group of children with special needs.

Language fluency is used informally to denote broadly a high level of language proficiency most typically foreign language or another learned language. Therefore fluency is necessary but not sufficient for language proficiency (Speech Foundation of America, 2004). Therefore, an individual is said to be fluent if he/she is understood by his listeners/audience. More so, individuals who stutter require therapies/techniques that will address and manage such special need as well as provide early intervention/treatment. Among the various techniques used in remediating stuttering is the Childs' Own Book Technique which focuses on teaching the individual to speak more fluently using his/her own words (Blomgren, 2005).

The Childs' Own Book Technique involves the child telling a story, dictating the story and writes a story book with the assistance of a teacher. However, presenting written stories in the Childs' own words is always of particular interest to the child. Therefore there is need to assess the effectiveness of Childs' Own Book Technique in expanding language fluency for stuttering children. It is against this background that the researcher seeks to provide empirical evidence on the effect of Childs' Own

Book Technique on the expansion of language fluency of stutters in selected primary schools in Jos North LGA of Plateau State.

STATEMENT OF THE PROBLEM

Stuttering takes a lot of emotional and cognitive effort which results in significant shame for the person who stutters. This, in turn, often limits the child's ability to participate in activities at school or in social settings. More so, it is more difficult to eliminate stuttering and the child is more likely to begin experiencing the shame and embarrassment that characterizes advanced stuttering in adults. Therefore, improving and expanding fluency is still a major focus of treatment and remediation. However, a necessary additional goal involves helping children to develop healthy, positive attitudes toward themselves and toward their speech, even if they are still stuttering. Similarly, parents sometimes do not play very central roles in this process by conveying acceptance of their child's speaking abilities and by providing a supportive environment where the child can both stutter and learn to speak more fluently. Similarly, teachers do not make efforts in improving the child's language skills, the child's ability to move his or her mouth when speaking and the child's temperament. Therefore, the reactions of those in the child's environment play a role in the development and expansion of language fluency amongst stutters. Based on the above statement, the researcher seeks to provide empirical evidence on the effect of Childs' Own Book Technique on the expansion of language fluency of stutters in selected primary schools in Jos North LGA.

PURPOSE OF THE STUDY

The aim of this study is to examine effects of Childs' Own Book Technique on the expansion of language fluency of stutters in selected primary schools in Jos North LGA. Specifically, the study intends to achieve the following objectives:

1. To determine the extent to which Childs' Own Book Technique will expand the language fluency of stutters.
2. To compare the language fluency levels of stutters exposed to the Childs' Own Book Technique and those not exposed.

Research Questions

The following questions are formulated to the guide to the study:

1. To what extent are teachers able to improvise instructional materials for language expansion among stutterers?
2. To what extent will stuttering students be able to write his/her own story?

Research Hypothesis

The following hypothesis is formulated to the guide to the study:

There is no significant difference in the mean achievement test scores of stutterers in the Stuttering Students Oral Test (SSOT)

SIGNIFICANCE OF THE STUDY

It is expected that the findings of this research will be of great benefit to the following persons will benefit from the findings of this study. Firstly, it is expected that the findings of this research will enable teachers employ appropriate therapies improving and expanding language fluency for stutterers. Similarly, parents of stuttering children will be able to supplement strategies with other techniques to help children develop healthy positive attitudes about their speaking abilities. This study will be of immense benefits to the government on the need to involve Speech-Language Pathologists (SLPs) in the institutions of learning and at all levels of learning to provide services to students with speech problems. In addition, this study will pave way for educational researchers to carry out studies on speech related disabilities and how they affect teaching and learning in schools.

REVIEW OF RELEVANT LITERATURE

Concept, Nature and Characteristics of Stuttering

As defined by West (2012) stuttering is a speech/language impairment characterized by disruptions in the forward flow of speech (or speech dis-fluencies), such as repetitions of whole words or parts of words, prolongations of sounds, or complete blockages of sound. Speech dis-fluencies may be accompanied by physical tension or struggle, though many young children do not exhibit such tension in the early stages of the disorder. Stuttering is a speech/language impairment characterized by disruptions in the forward flow of speech (or speech dis-fluencies), such as repetitions of whole words or parts of words, prolongations of sounds, or complete blockages of sound. Speech dis-fluencies may be accompanied by physical tension or struggle, though

many young children do not exhibit such tension in the early stages of the disorder.

More so, stuttering is often described by repetitions and blocks that stop the forward flow of speech. The individual does not know why or how this happens and it often manifest when he/she avoids stuttering (Communication Therapy Institute, 2015; Wendel, 2013). In addition, children experience fear or embarrassment because of their stuttering and as a result they may learn to hide their stuttering so it does not show. They can do this by avoiding speaking in certain situations or to certain people. They might also avoid saying words they think they might stutter on or refrain from talking altogether. If a child begins to avoid speaking in order to avoid stuttering, the disorder can have a marked impact on his or her social, emotional, and educational development (Stuttering Foundation of America, 2014).

As maintained by Sherman (2012), sometimes older children and adolescents become so adept at hiding their stuttering that other people may not even know that they stutter. Although this might sound like a good goal, it typically is not. Hiding stuttering takes a lot of emotional and cognitive effort and results in significant shame for the person who stutters. This, in turn, often limits the child's ability to participate in life activities at school or in social settings. However, the best way to deal with stuttering is not to try to hide it, or to hide from it, but rather to face it directly. Many times, children experience fear or embarrassment because of their stuttering and as a result, they may learn to hide their stuttering so it does not show. They often achieve this by avoiding speaking in certain situations or to certain people. In addition, they might also avoid saying words they think they might stutter on or refrain from talking altogether.

More so, if a child begins to avoid speaking in order to avoid stuttering, the disorder can have a marked impact on his or her social, emotional, and educational development (Blomgren, 2005). However, sometimes older children and adolescents become so adept at hiding their stuttering that other people may not even know that they stutter. In addition, hiding stuttering takes a lot of emotional and cognitive effort and it also results in significant shame for the person who stutters (Yaruss & Hammer, 2013). This, in turn, often limits the child's ability to participate in life activities at school or in social settings. The best way to deal with stuttering is not to try to hide it, or to hide from it, but rather to face it directly.

Consequently, as outlined by Wendel (2013), stuttering is a speech/language impairment characterized by disruptions in the forward flow of speech such as repetitions of whole words or parts of words, prolongations of sounds, or complete blockages of sound. There are two major types of stuttering: (a) Clonic Stuttering: this is characterized by repetition (lax/tense); (b) Tonic Stuttering: this is characterized by blockages and or lengthening of sounds. Some characteristics of

stuttering are not easy for learners to detect. However, some general characteristics of clonic and tonic cluttering include the following: irregular breathing; while stuttering, there are body movements along with stuttering; there is positioning of some sound, or words e.g. there is repetition of previous words said; there is avoidance of words/situations and refusing to talk; loss of eye contact; tremors of the lips, eyelids and jaws, jaw and arm jerks, facial grimaces, tongue protrusion, increased body tension, breathing irregularities and nasal snorts.

However, specific signs of stuttering include the following: A) Syllable repetitions: repetition of more than two syllable or words e.g. Train: he pronounces tr-tn-train; he repeats more than 2 words out of 100 words. Tempo repetitions should be faster than normal speech regularly to irregular repetitions; B) Prolongation of Sound: i) Duration of more than one second, ii) More than 2 prolongation in 100 words, iii) Irregularity, iv) Tenseness v) Rise in pitch (voice) and vi) Interpretation of airflow in voiceless sounds. C) Silent pauses: i) Individual silently pauses in a word/after dis-fluency, ii) Individual silently pauses in a word before trying to speak D) Phonation (voice): i) His voice is monotonous, ii) There is stop in phonation E) Articulation position is often wrong: articulation are often wrong in a stuttering person F) Frustration/reaction: more interrupted words makes the individual feel frustrated, bitter, angry and also when one stutters the negative reaction of both in himself and others causes more stuttering. Similarly, the negative reactions could be from friends, parents, siblings, teachers as well as other members of the child's immediate community (Wendel, 2013).

However, related causes of stuttering as highlighted by Eckardt, (2010) include the following: a) Hereditary: studies have shown that some children who stutter tend to have parents and/or relatives who also stutter; b) Dominance: the dominance theory holds that people who by nature are left handed and are forced to be right handed tend to stutter. This often arise as a result of frustration; c) Perceptual defect: if the auditory perception of an individual is faulty, one tends not to hear his/her speech and the speech becomes faulty; d) Lip-tongue disorder: individuals who have disorders of the lips or tongue often experience speech disorder as this hinders fluent speech flow; d) Psychodynamic causes: psychodynamic theory propounded by Sigmund Freud postulated that stuttering is a sign of neurosis. Neurosis is a group of disorders in which the person has developed certain behaviour patterns that he tends to avoid rather than cope with problems. However, anxiety is the core of neurosis and is caused by the lack of satisfaction at ones developmental stages that causes people to stutter. Formerly, hypnosis as a therapy was used in remediating such cases whereby patients were brought to their childhood and the problem was discovered and finally e) Socio-economic

background/Environment: Research has shown that people who struggle to be successful in life stutter more. However, there are three classes of people existing which includes the low, middle and higher or upper class people. In this case, people from the higher class often showed more signs of stuttering.

The Childs Own Book Technique

The Childs on book technique is also referred to as the Language Experience Approach (LEA) used in teaching reading and remedial readers. This technique allows a child to learn how to read from his own dictated reading material. The reading material is based on the own child's own language and experiences. This material is automatically meaningful to that. More so, Anzayi & Umolu (2004), emphasized that this technique is appropriate for teachers to use when working directly with the child who stutters. The teacher must decide the appropriate time suitable for him/her to work directly with the child

The following are steps involved in the Child's Own Book Technique:

Step One: Talk

Teacher says to the child, "today I would like you to tell me a story. I will write down the story exactly as you tell it to me so that we can read it together later". Most children like telling stories either on events like football match or folktale stories on animals like monkey, lion, elephant, etc. However, if the child is unable to tell a story, let him draw the story and tell about his picture.

Step Two: Child dictates while teacher writes

Teacher says to the child, 'Now I am going to write your story exactly as you tell it. Talk slowly and watch me write the words as you say them. First, I will write the title of the story. Let the child give a name. Remember that when writing the story, you must.

1. Sit with the paper facing the child so that he/she can watch you write every word or let the child write the story him/herself.
2. Print the words very neatly. Do not use joined writing and do not write in capitals. Capital letters should be used to begin sentences and names of people and places only.
3. Say the words as you write them or encourage the child to so.

Step Three: Read the story together

Teacher could say to the child, "you have told a beautiful story. Now we will read your story together. Watch as I point to each word while we read your story together. Watch as I point to each word while we read". The child should not read after you, you should read together with child at the same time or else the child will be passive, or simply learn to memories the story.

Step Four: Child illustrates the story

Teacher asks the child to draw pictures about the nice story that he has written. Draw a picture on the page opposite the one the story is written on. In case he draws the story before telling it, skip this step.

Step Five: Child practices reading his story

The child's story should be read after the day it was told and the child should be encouraged to read his/her story to other children. If possible let the child take the story home to read to his family members. (Anzayi & Umolu (2004).

RESEARCH DESIGN

The pre-test post-test experimental design was adopted for this study. As posited by Awotunde, Ugodulunwa and Ozoji (2002) experiments enable the researcher to draw causal inference and to observe whether a variable (the independent) causes another variable (the dependent) to change. In other words, an experiment involves the comparison of the effect of a particular treatment with that of a different treatment or no treatment.

Population and Sample of Study

The population of this study compress of teachers and stuttering pupils in selected primary schools in Jos North LGA. The sample of the study comprises of selected teachers and stuttering pupils of Government Primary School Tudun Wada and Gaskiya Highland private school in Jos North LGA of Plateau State.

Sampling Technique

The purposive sampling technique was used in drawing the sample for the study as well as assigning the pupils to the experimental and control groups. The sample of the study comprised of 14 teachers and 8 stuttering pupils of

Gakiya Highland primary school and LEA primary school Tudun Wada Jos, Plateau State. The selection of the two schools in Jos North LGA was informed by their convenience and proximity to the researcher and the number of stuttering pupils found in both schools. This facilitated the quick collection of data and early completion of the study

The instruments were used for the study namely; Teachers Questionnaire (TQ) and the Stuttering Pupils Oral Test (SPOT. The former was used to elicit responses from teachers on the effects childs own book technique on the expansion of language fluency of stutters in Jos North LGA. It is a five point attitude scale where respondents were required to tick the option (strongly agreed (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD). Stuttering Students Oral Test (SSOT) consists of 5 test items that was used to determine the expansion of language fluency of stutters. The questionnaire and the test were personally structured by the researcher and both instruments were used for the purpose of data collection.

Procedure for Data Collection

A letter of introduction was presented to the school authorities seeking the consent of the schools' head master to allow the researchers conduct the study. The researchers' were introduced to the teacher and pupils in order to develop a good rapport between them. A date was fixed for the researchers to come to the school to administer the teacher questionnaire and teach the pupils for three week. Both groups were given the pre-test and then taught. The experimental group made use of child's own book technique. The control group was taught using the conventional method of teaching language expansion among pupils. At the end of the treatment, both groups received the post-test and data were collected and analyzed accordingly. The questionnaires were administered to the teachers who in turn assisted with administering the achievement test to the pupils. The researchers collected all the distributed questionnaires and achievement test for analysis.

Method of Data Analysis

The data collected in the course of this research study was subjected to analysis through the use of percentages and inferential statistics. The research questions were analyzed using the percentages while the hypotheses were analyzed using the student t- test.

Results and Discussion

This chapter seeks to analyze data collected for the purpose of determining the effects of childs own book

Table 1: Primary School Pupils

| S/N | AGE | MALE | FEMALE | TOTAL |
|------------------|---------|-----------------|-----------------|-----------------|
| Gaskiya Highland | 7 – 9 | 4(50%) | 1(12.5%) | 5(62.5%) |
| LEA school | Primary | 3(37.5%) | - | 3(37.5%) |
| TOTAL | | 7(87.5%) | 1(12.5%) | 8(100%) |

Table 2: Teachers' Population in Both Schools

| S/N | AGE | SEX | NCE | QUALIFICATION B.SC | M.SC | PHD | TOTAL |
|--------------|-------|--------|-----|-----------------------|-----------------|-----|-----------------|
| 1 | 25-35 | Male | - | 4(28.5%) | 2(14.2%) | - | 6(42.8%) |
| 2 | 35-45 | Male | - | 2(14.2%) | 1(7.1%) | - | 3(21.4%) |
| 3 | 20-35 | Female | - | 3(21.4%) | - | - | 3(21.1%) |
| 4 | 35-45 | Female | - | 2(14.2%) | - | - | 2(14.2%) |
| TOTAL | | | - | 11(78.4%) | 3(21.4%) | - | 14(100%) |

technique on the expansion of language fluency of stutters in Jos North LGA. The summary of the results are presented thus:

As shown in table 1, a total number of 8 primary school stuttering pupils formed the target sample of population. A total of 7 pupils were males while 1 pupil was a female. Similarly four five students were from Gaskiya Highland Primary School while 3 students were from LEA Primary School Tudun Wada Jos.

As deduced from table 2, total numbers of 14 teachers comprised of the sample of the study. 9 teachers were males while 5 teachers were females. Similarly, eleven

(11) teachers had B.SC qualifications while 3 teachers had M.SC.

Research Question 1

To what extent are teachers able to improvise instructional materials for language expansion among stutters?

As deduced from table 3 above, 10(71%) of teachers strongly agree that they are capable of improvising instructional aids for language expansion among stutters. However, 7(50%) of respondents strongly

Table 3: Teachers Response to Research Question 1

| S/N | RESEARCH QUESTIONS | SA | A | U | D | SD | TOTAL |
|-----|--|---------|---------|---------|---------|----|----------|
| 1. | Are u capable of improvising instructional aids for language expansion among stutterers | 10(71%) | 4(28%) | - | - | - | 14(100%) |
| 2. | Encouraging language fluency stuttering pupils using childs own book technique is rewarding. | 7 (50%) | 7(50%) | - | - | - | 14(100%) |
| 3. | Childs own story book can easily be improvised by the teacher. | 6(42%) | 4(2.%) | 2(14.%) | 2(14.%) | - | 14(100%) |
| 4. | Special instructional materials would be very helpful in language expansion among stutterers | 10(71%) | 4(28.%) | - | - | - | 14(100%) |

Table 4: Teachers Response to Research Question 2

| S/N | RESEARCH QUESTIONS | SA | A | U | D | SD | TOTAL |
|-----|--|----------|---|----------|---|------------|----------|
| 1 | Do you think helping the child make his/her own story book is challenging? | 1(7.14%) | - | 2(14.7%) | - | 11(78.57%) | 14(100%) |
| 2 | The child's own book technique will not improve pupils' fluency and self-esteem. | 2(14.7%) | - | 3(21.4%) | - | 9(64.2%) | 14(100%) |

Table 5: Summary Post- Test Results of the Experimental and Control Group in the Stuttering Students Oral Test(SSOT)

| Group | Mean | N | SD | Df. | T- Observed | T -Critical |
|---------------------------|--------|---|----|-----|-------------|-------------|
| EXPT | 60.00 | 4 | | | | |
| EXPERIMENTAL AND CONTROL: | 11.547 | 3 | | 3 | 3.464 | 1.041 |
| CONT | 40.00 | 4 | | | | |

agree encouraging language fluency stuttering pupils using childs' own book technique is rewarding. More so, 7(50%) of the teachers also agree to this fact. However, 6 (4.28%) of the teachers strongly agree that child's own story book can easily be improvised by the teacher. Similarly, 10 (71%) strongly agree while 4(28%) agree that special instructional materials would be very helpful in language expansion among stutterers.

Research Question 2

To what extent will stuttering students be able to write his/her own story?

As presented in table 4 above, 11(78.57%) teachers strongly disagree with the fact that helping the child make his/her own story book is challenging while 1(7.14%) teachers were in agreement with the statement. Similarly, 9(64.2%) teacher strongly disagree that the childs' own

book technique will not improve pupils fluency and self-esteem. However, 2(14.7%) teachers strongly agree with the statement.

Hypothesis 1

There is no significant difference in the mean achievement test scores oof stutterers in the Stuttering Students Oral Test (SSOT)

As shown in the table 5, the posttest mean score of the experimental group is (60.00) while that of the control group is (40.00). The t - observed is (3.464) and the t - critical is (1.041). In addition, the mean difference for the experimental and control group is (20.00) which is significant. Therefore the null hypothesis that states that there will be no significant improvement in the language fluency of stutterers exposed to the Childs" Own Book Technique and those not exposed is rejected. Therefore, there is sufficient evidence to prove that the use of

Childs" Own Book Technique significant has significant effect on the expansion of language fluency of stutterers.

DISCUSSION OF RESULTS

The discussion of results in this study is carried out in line with the researches question and hypothesis formulated to guide this study. The table 1 analysis of research questions 1 revealed that, 10 (71%) of teachers strongly agree that they are capable of improvising instructional aids for language expansion among stutterers. However, 7(50%) of respondents strongly agree encouraging language fluency stuttering pupils using childs' own book technique is rewarding 4 (28%) of the teachers also agree to this fact. However, 6 (4.28%) of the teachers strongly agree that childs' own story book can easily be improvised by the teacher. Similarly, 4 (28.5%) agree while 2(14.2%) were undecided and 2(14.2%) other respondents disagreed that special instructional materials would be very helpful in language expansion among stutterers. This findings are in line with the view of Farnsworth (2011) who asserts that teachers can help children who stutter by talking with the child privately and find ways to handle such students in the classroom.

As presented in table 4, 11(78.57%) teachers strongly disagree with the fact that helping the child make his/her own story book sung the technique is challenging while 1(7.14%) teachers were in agreement with the statement. Similarly, 9(64.2%) teacher strongly disagree that the childs' own book technique will not improve pupils fluency and self-esteem. However, 2(14.7%) teachers strongly agree with the statement. However, Mitchell (2011) is of the view that stuttering is not a problem with producing speech sounds and hence it should not affect the individual concerned negatively.

However, as shown in table 5, the posttest mean score of the experimental group is (60.00) while that of the control group is (40.00). The t - observed is (3.464) and the t - critical is (1.041). In addition, the mean difference for the experimental and control group is (20.00) which is significant. Therefore the null hypothesis that states that there will be no significant improvement in the language fluency of stutterers exposed to the Childs" Own Book Technique and those not exposed is rejected. Therefore, there is sufficient evidence to prove that the use of Childs" Own Book Technique significant has significant effect on the expansion of language fluency of stutterers.

As deduced from the above statement, the students exposed to Childs Own Book Technique performed better in the Stuttering Pupils Oral Test (SPOT) than those not exposed to the technique. The finding of this study is in line with the findings of Eckardt (2010) indicating significant improvement in the language fluency of stuttering students using techniques of this nature. In addition the students were able to pronounce

words that they were previously difficult to pronounce.

RECOMMENDATIONS

Based on the findings of this research study, the following recommendations are therefore proffered:

1. Stuttering pupils often experience dis-fluency which affects their language skills. Therefore, childs' own book technique amongst other fluency shaping techniques should be used by teachers in expanding language fluency.
2. There is need teachers to be able to assist stuttering pupils in their classroom through making improvisations such as the helping the child make a childs own story book to improve language skills.
3. It is also recommended that pupils requires considerable support and the teacher is expected to make every effort on the part of the teacher who in selecting appropriate methodology and materials to suit the individual needs of leaners in the classroom. This is aimed at making learning interesting, promoting active participation and bringing real life experiences as much as possible to learners with speech disorders or other forms of special educational needs.
4. The use of appropriate instructional materials is necessary to give primary school pupils the opportunity to access information that is not available to them in the classroom and also to enable them compete with their peers despite their special educational needs.
5. Teachers are encouraged to improvise and modify local materials that can easily be used in designing learning materials for primary school pupils in the classroom.
6. Further research should be carried out in the use of other fluency shaping techniques in expanding language fluency among stuttering pupils/students.

CONCLUSION

It is necessary to conclude that there is sufficient evidence to prove that the use of Childs Own Book Technique significant has significant effect on the expansion of language fluency of stuttering pupils. However, children often are dis-fluent at this stage of vocabulary acquisition and language formulation. However, this affects a child's emotional or physical state (e.g. excitement, fatigue, illness) while talking, the length and complexity of the message the child wishes to convey and other factors that are more difficult to identify.

Therefore, there is need to use practical approaches such as the Childs Own Book Technique to manage stuttering just like any other difficulty a child may experience when learning a difficult task (e.g., learning to skip or ride a bicycle). Similar approaches should be taken with stuttering i.e. use their own style to encourage children who stutter and to build confidence about speaking.

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