

# Learn about stuttering and voice

A suggestion for implementing the strategy

'Key areas to support' from the Guide: [Speech, Language and Communication](#)

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## **Includes:**

- Support students' voices
- Know the unique needs of your learner
- Understand the experiences of people who stutter
- Use helpful strategies for people who stutter
- Use the teachers' guide
- Identify voice difficulties

Inclusive Education

From

Guide: [Speech, Language and Communication](#)

Strategy: [Key areas to support](#)

Suggestion: [Learn about stuttering and voice](#)

Date

25 June 2026

Link

[inclusive.tki.org.nz/guides/speech-language-and-communication/learn-about-stuttering-and-voice](https://inclusive.tki.org.nz/guides/speech-language-and-communication/learn-about-stuttering-and-voice)

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## Support students' voices

Set up a range of whole-class strategies that care for students' voices.

Evaluate the effectiveness of these and alter them to meet particular student's needs.

- ✓ Reduce situations where students are shouting. For example, loud play or yelling across the room.
- ✓ Reduce situations where the student is talking over noise.
- ✓ Teach students about voice volume expectations for different settings in the class and school. For example, the use of inside and outside voices.
- ✓ Model a soft voice.
- ✓ Move closer to the student before initiating a conversation.
- ✓ Teach and encourage students to move closer to people before talking, rather than shouting across the room.
- ✓ Schedule periods of quiet activities to give students' voices a rest.
- ✓ Encourage students to stay hydrated.
- ✓ Use free online classroom voice level indicators, such as Classroomscreen.

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## Know the unique needs of your learner

He mana tō teina, tō teina – every learner is unique. Work with ākonga and whānau to understand the unique needs and preferences of learners.

The thing that annoys me, and people don't realise, is that I actually really enjoy public speaking. People think I'm nervous but I'm not.

**Tane, 17, speaks about assumptions made by his teachers and peers, because he stutters.**

Source:

[Stuttering Treatment and Research Trust](#)

<https://www.stuttering.co.nz/teachers-resource/>

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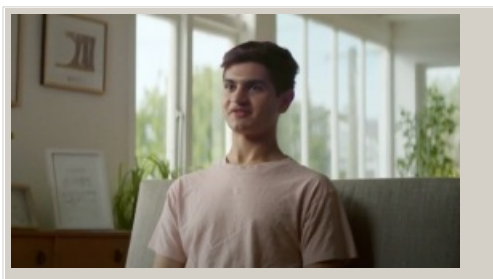
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## Understand the experiences of people who stutter

Young Kiwis share their stories to help people understand their unique experiences of stuttering.



Video hosted on Youtube <http://youtu.be/JAfKkP8QFts>

Closed Captions

Source:

[Stuttering Treatment and Research Trust](#)

<https://www.youtube.com/watch?v=JAfKkP8QFts>

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## Use helpful strategies for people who stutter

16 to 24 year-old New Zealanders who stutter have identified these helpful teaching strategies and ranked them in order of perceived helpfulness.

- ✓ Understand the difference between struggling, for example, avoiding certain activities or words for fear of stuttering, and stuttering.
- ✓ Give ākongā time to think and talk without interrupting or finishing their sentences.
- ✓ Create a safe and relaxing learning environment.
- ✓ Treat students the same as others. Don't exclude them from activities.
- ✓ Allow simple answers, for example, yes or no answers.
- ✓ Work with ākongā and whānau to understand student needs and create specifically designed plans to suit.
- ✓ Know about stuttering and ākongā needs.
- ✓ Take pressure off ākongā by letting them know they don't have to say anything if they don't want to.

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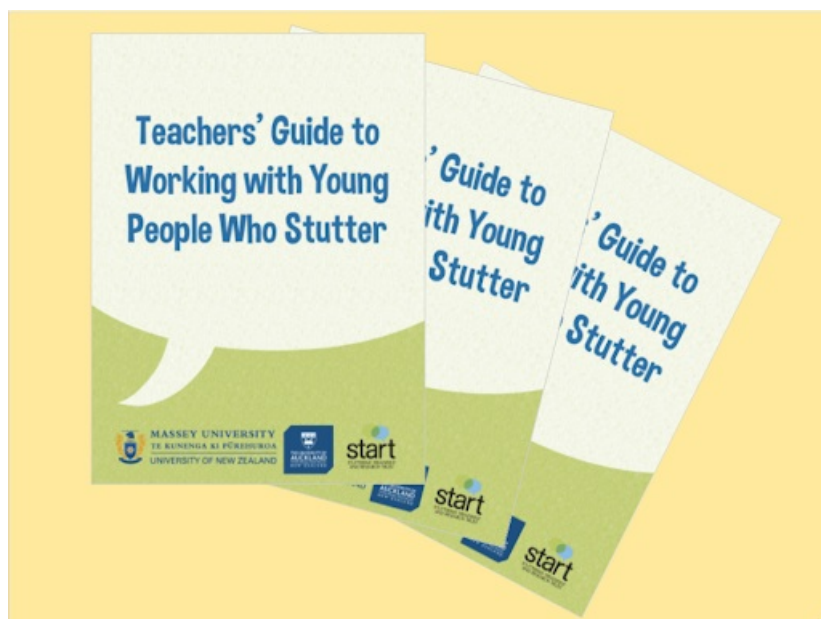
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## Use the teachers' guide



Source:

Speech therapy resources for teachers – Stuttering Treatment and Research Trust  
<https://www.stuttering.co.nz/speech-therapy-resources-for-teachers/>

[View full image \(175 KB\)](#)

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## Identify voice difficulties

A student's voice may be affected by difficulties with pitch, loudness or quality. Seek specialist support for the range of voice difficulties through Ministry of Education speech-language therapists.

Children may benefit from support where the family, whānau or educators are concerned that the child has a problem with their voice that makes it hard for them to talk, for example, they might have an extremely husky voice or keep losing their voice.

**Source:**

[Supporting students with speech, language and communication needs – Ministry of Education](#)

<https://www.education.govt.nz/school/student-support/special-education/supporting-students-with-speech-language-and-communication-needs/>

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