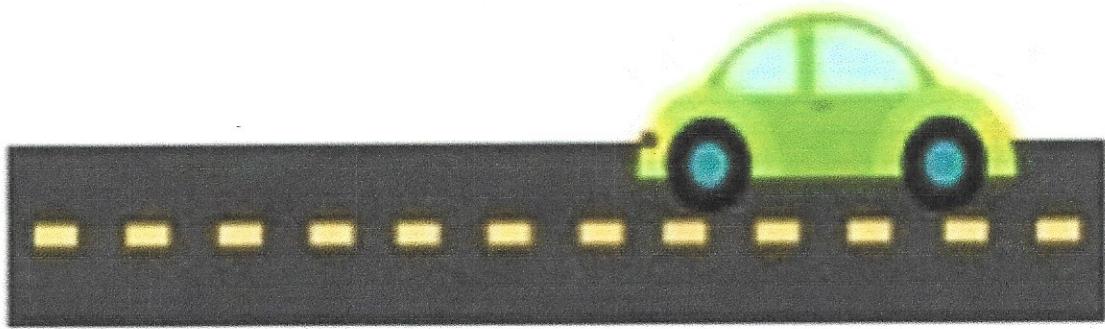


# Fluency Activities



**Smooth Speech**

# An Introduction to Your Child's Stuttering Therapy

## Getting to Know Stuttering

Approximately 3 million people in the United States stutter, with more men impacted than women. The onset is typically during preschool, and many children will spontaneously recover from stuttering. However, when stuttering persists into the school-age years, the problem is considered to be chronic. Persistent stuttering is believed to be neurological in nature (i.e. due to structural and functional differences in the brain), with genetic influences (i.e., it runs in families). Researchers are still working to better understand the disorder.

Stuttering is complex, multidimensional communication impairment. The overt behaviors most commonly associated with stuttering (e.g., *blocks*, which sound like halting interruptions in speech, and *sound repetitions*) are only part of the disorder. People display a range of other behaviors, which are most often learned reactions to the stuttering experience. These may include behaviors that are perceivable to others (e.g., *phrase repetitions*, excessive use of *fillers* (like "um," and "like"), *gasping*, rushed or slowed *pace of speech*, and *eye aversion*) as well as those that may be more concealed to conversational partners (e.g., *changing words* and *avoiding speaking situations*). The cycle of struggle is perpetuated and exacerbated by associated negative thoughts and feelings (e.g., *shame, fear, decreased confidence, embarrassment, and anxiety*).

Parents are always encouraged to learn more about stuttering and the resources available. Be wary of online sources – Not all that you come across will be high quality information. Here is a list of a few therapist-approved websites:

- American Speech Hearing and Language Association: <http://www.asha.org/public/speech/disorders/stuttering.htm>
- Fluency Friday: <http://www.fluencyfriday.org>
- The National Stuttering Association: <http://www.westutter.org/>
- The Stuttering Homepage: <http://www.mnsu.edu/comdis/kuster/>

## Treatment

Your child's therapy is individualized and aims to address the multidimensional nature of the disorder. Successful therapy may not completely eliminate stuttering. Rather, the child will experience decreased negative thoughts and feelings associated with speaking struggle, and learn strategies to minimize and move through disfluency as easily as possible when it occurs. The ultimate goal of therapy is for the child to say what he wants, when he wants, in the way that he wants; he will become an effective and confident communicator.

## At Home

It is important that parents support the carryover of skills learned in therapy into the home and other settings outside of school. Check your child's folder regularly: review worksheets, and complete homework together. Parents should understand:

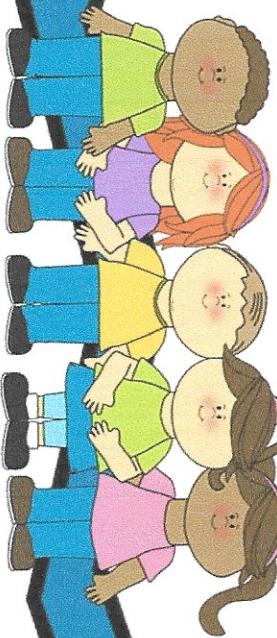
- (1) **Speech may sound worse before it gets better.** As avoidance and concealment behaviors are stripped away, more overt disfluencies may be uncovered.
- (2) **Interruptions don't help.** Many adults may interrupt a child during moments of disfluency to complete his sentence in an effort to eliminate his struggle and discomfort. Although well intended, this may actually increase the child's frustration and anxiety. The best thing to do when a child is struggling is to maintain attention and eye contact, and give him time to finish without interruption.
- (3) **Students will not be using their fluency strategies all the time.** As with any new skill, such as riding a bike or learning to read, the process can be slow and require lots of mental effort. Short, frequent practice sessions at home are much more effective than expecting the child to perform their new skills all day long. Plan time for practice opportunities, rather than initiating when you notice the child stuttering.
- (4) **There will be times when the skills breakdown.** With the goal of therapy in mind (training the child to be an effective, confident communicator), be sure to spend time congratulating the child on taking speaking risks and validating the message rather than focusing on the manner in which it was conveyed.

# Enhancing Fluency: Identifying Easy vs. Difficult Speaking Situations for Those Who Stutter

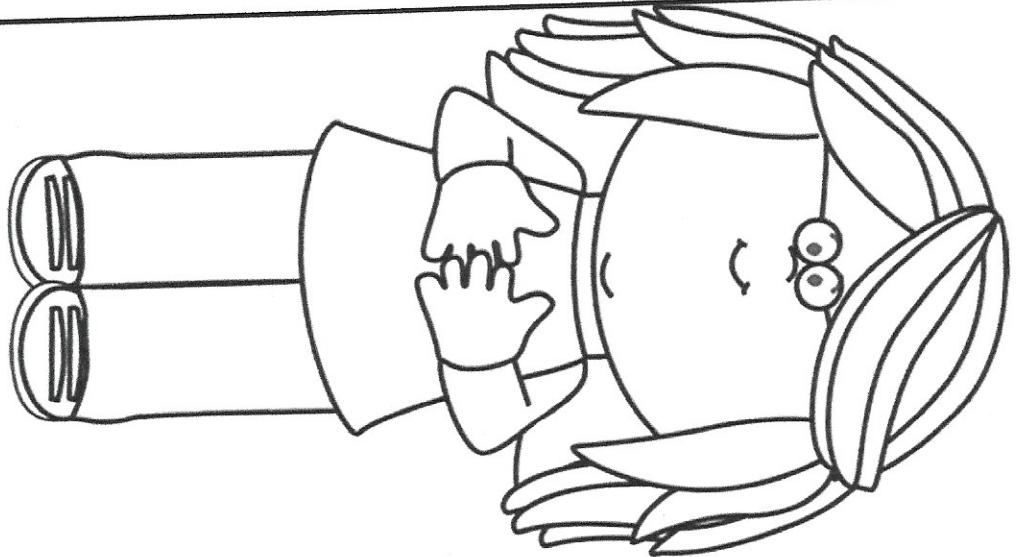
An activity to help desensitize students from negative feelings toward stuttering through both identification of situations in which they consider speaking to be easy versus difficult and role playing.

There are no wrong answers; the students identify situations in which they personally have disfluent or fluent speech. If they do not know, have them practice the scenario on the card (e.g., using a silly voice) to see how the situation made them feel and how the situation impacted their fluency. Forty-two social situation cards included.

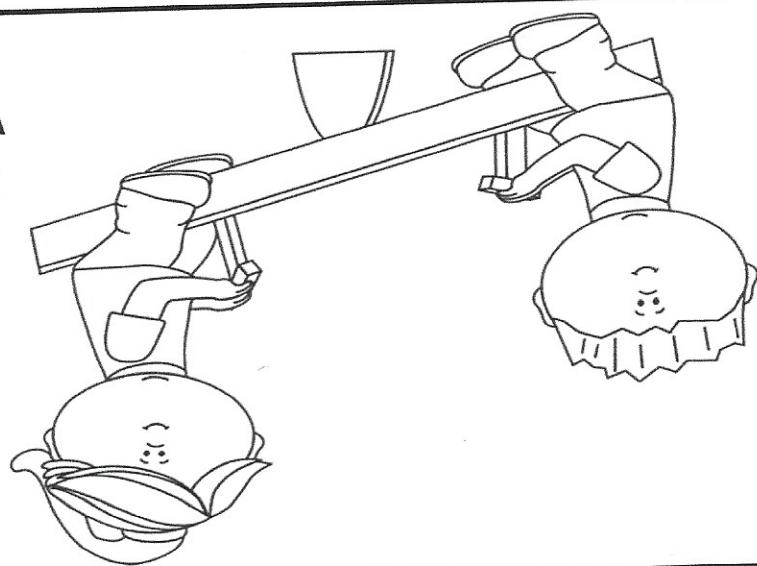
Cards are for various ages; some will only pertain to older students while others are geared toward younger students. Pick and choose cards appropriate for grade level and age.



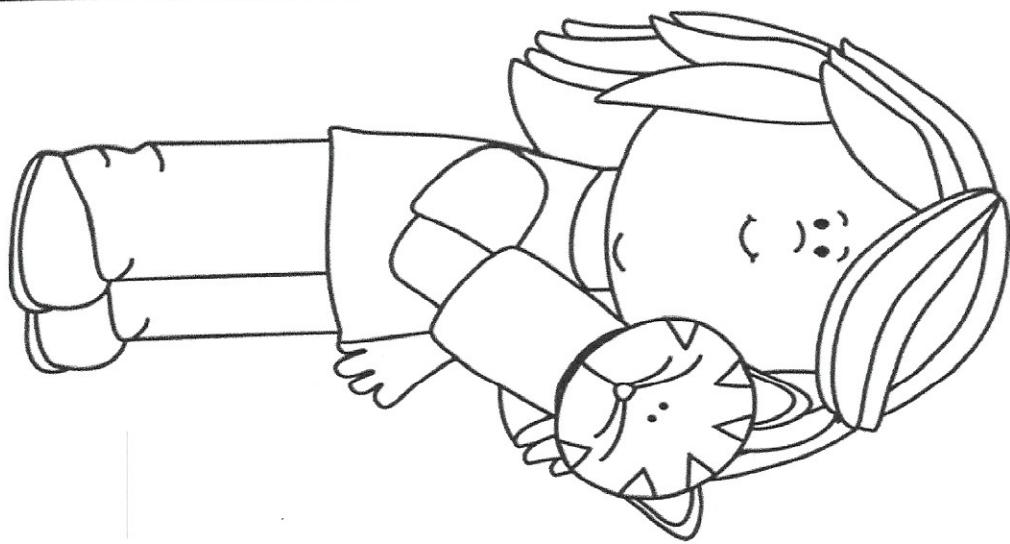
**Speaking** in front of the class or a group of people.

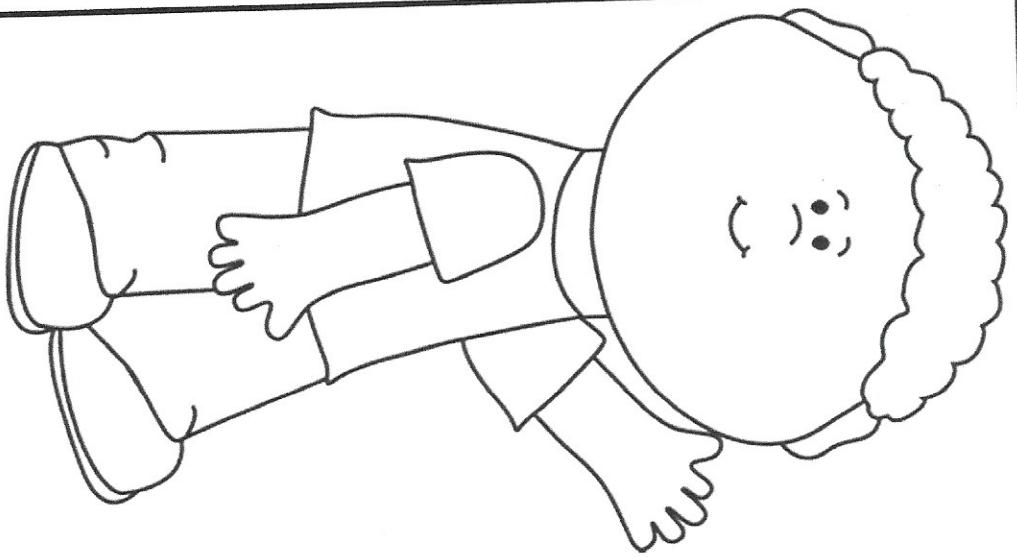


Playing/hanging out with friends at home or school.

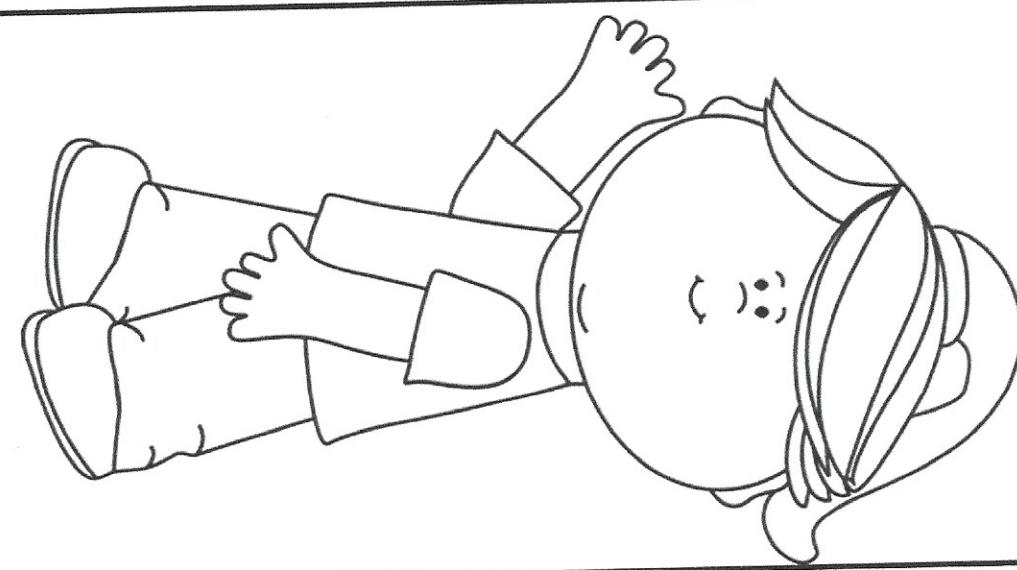


**Using** a or pretend voice/acting out a part.

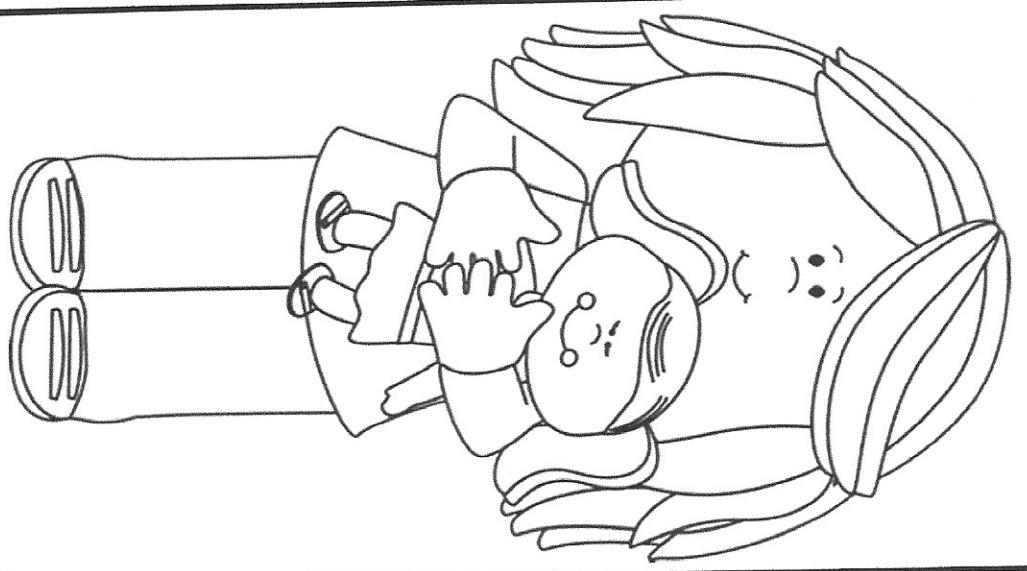




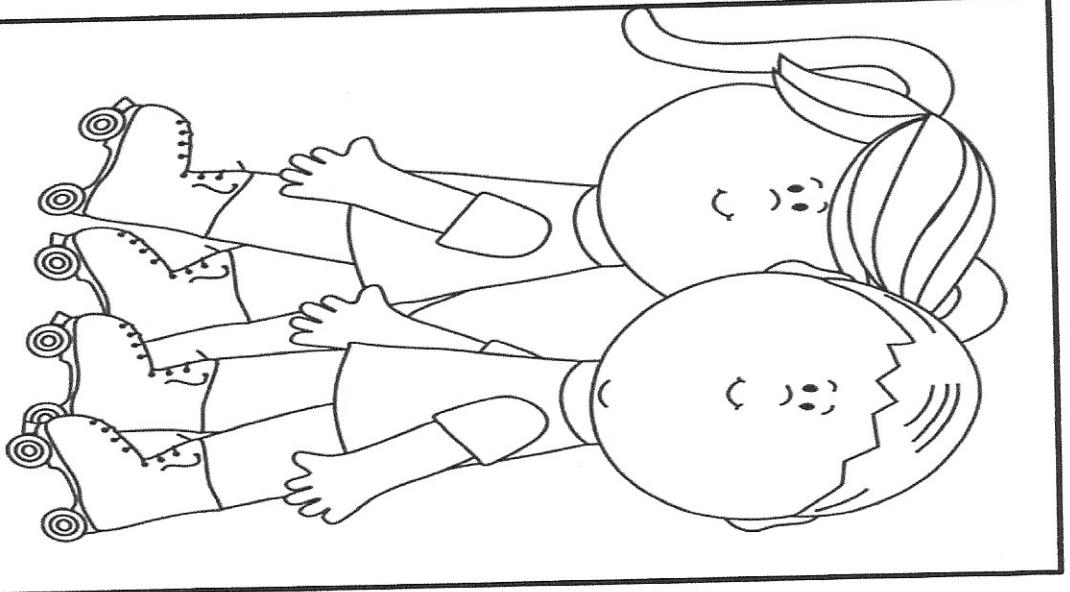
You volunteer or  
choose to answer a  
question during class.



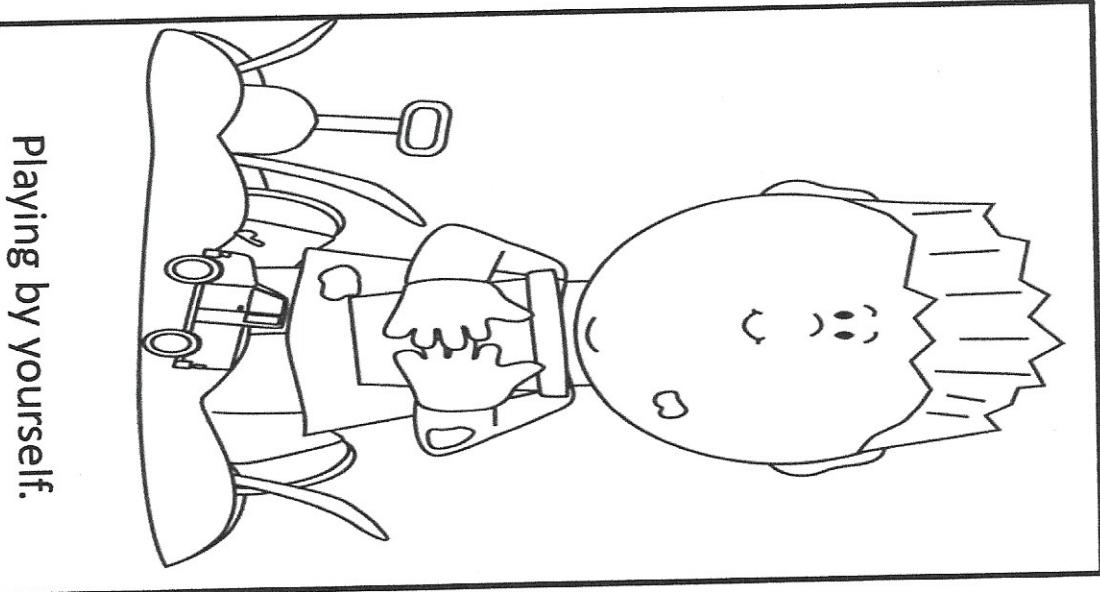
The teacher chooses  
you to answer a  
question, but you do  
not know the answer.



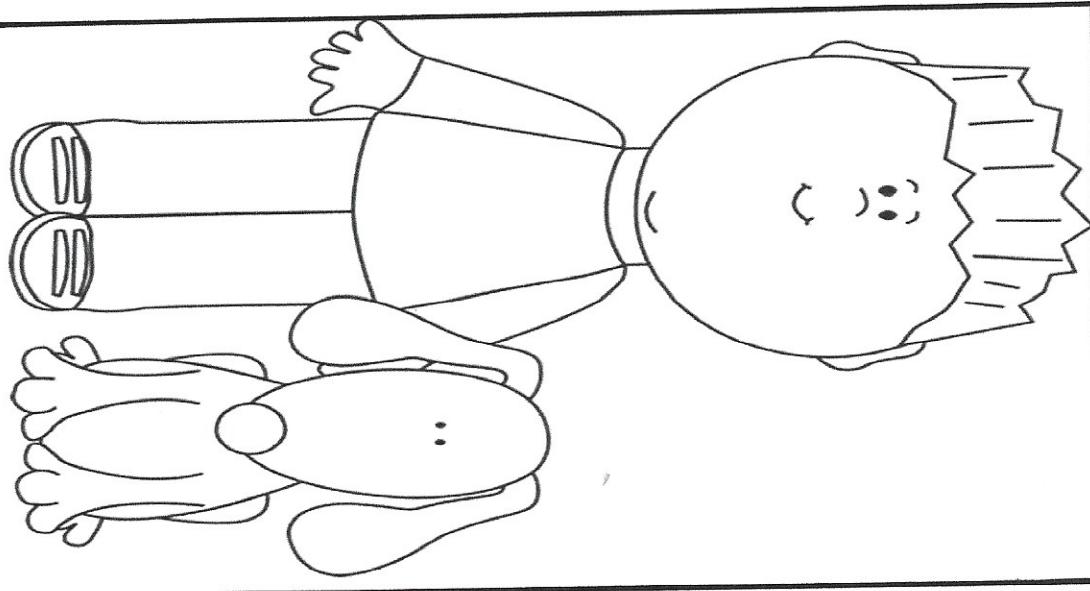
You cannot find your  
favorite toy, so you ask  
your mom/dad for help.



Asking a girl or boy out  
on a date.

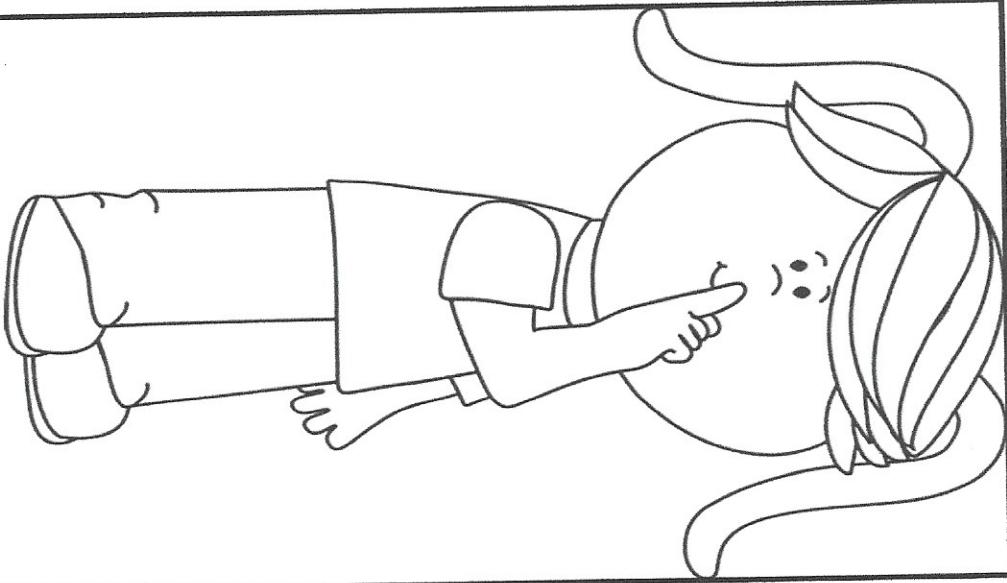


Playing by yourself.

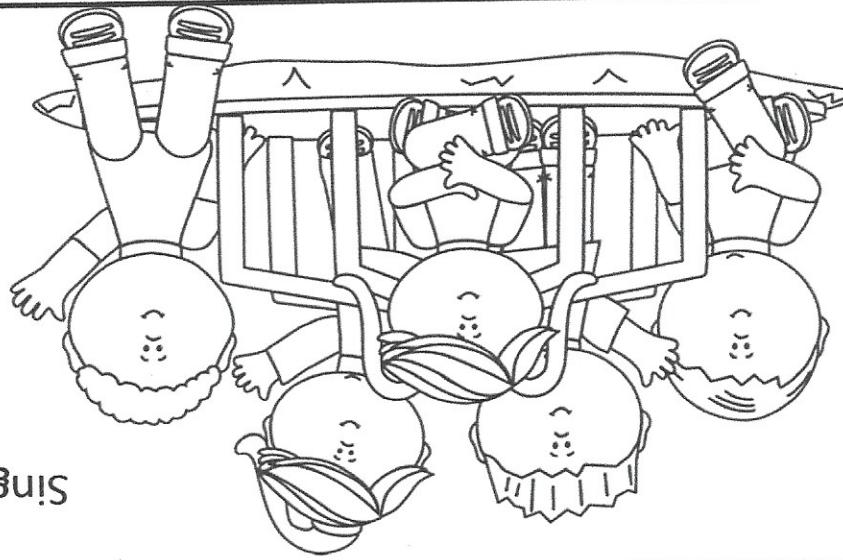


Talking with your pet  
or telling your pet what to  
do (e.g., sit, stay, come here)

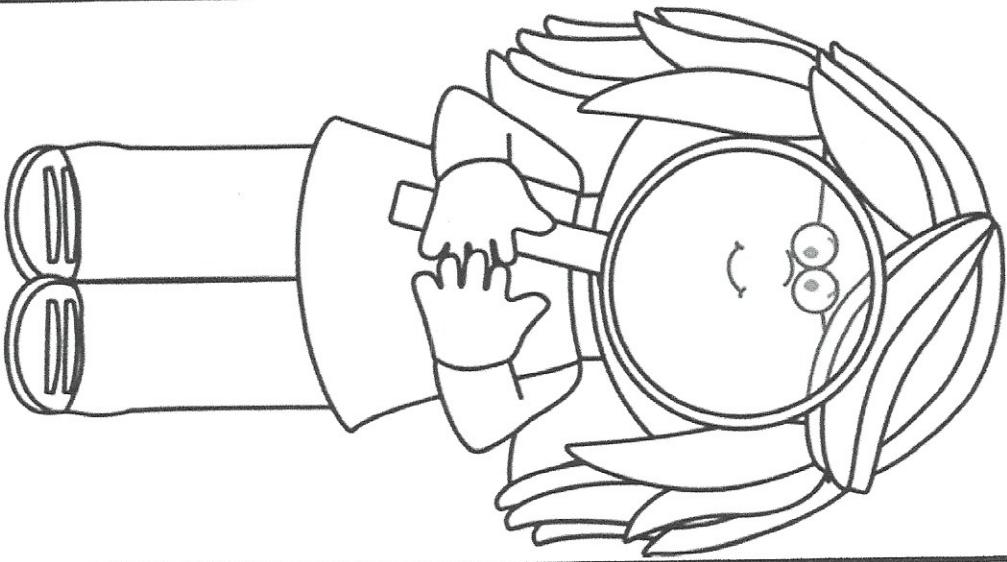
Telling someone else what to do/giving directions. (e.g., Can you please be quiet?)



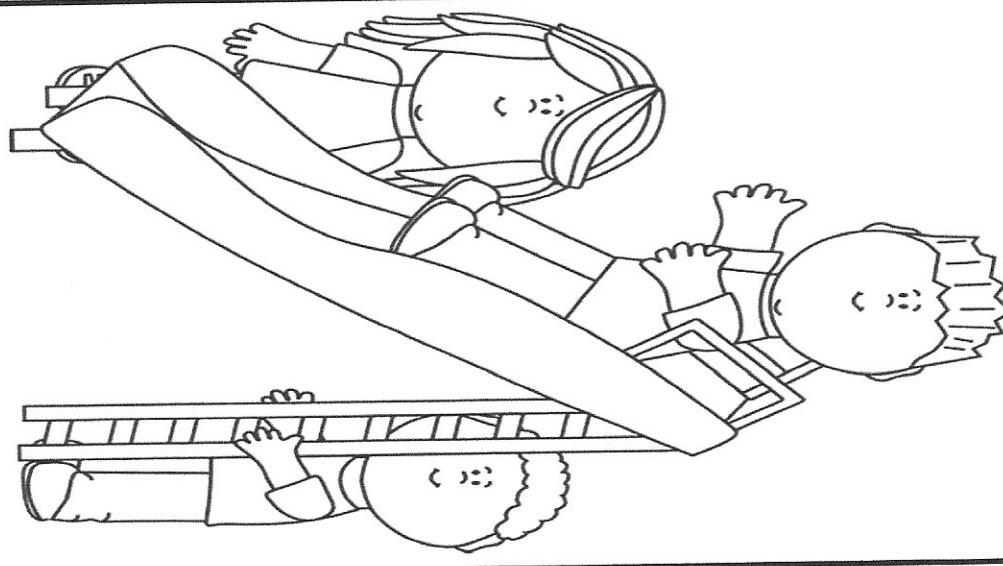
Singing with a group of people.



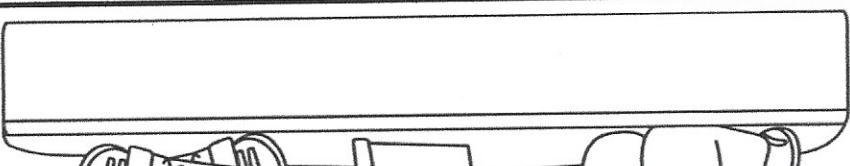
Explaining to someone how to do something (e.g., how to make a pizza).



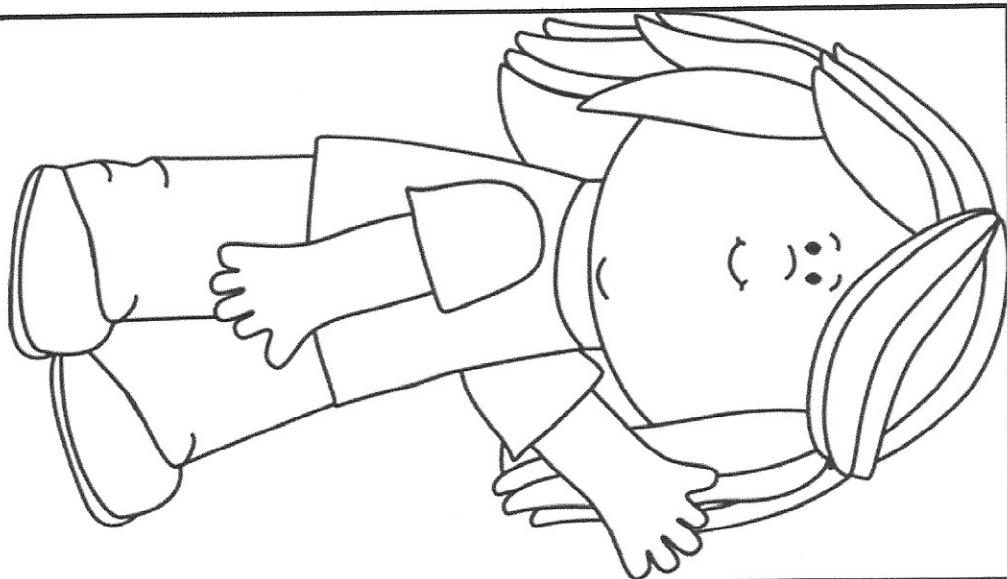
Asking for a turn.



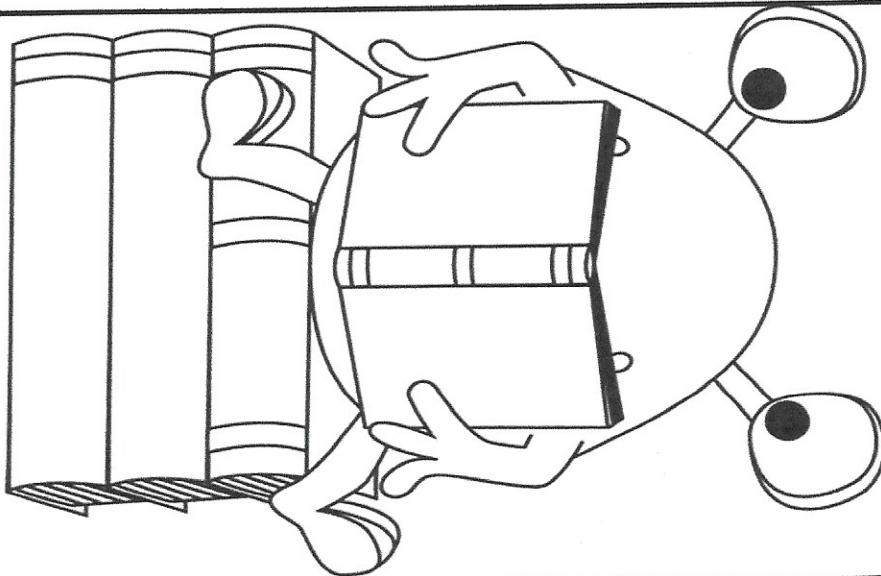
Asking someone to play with you.



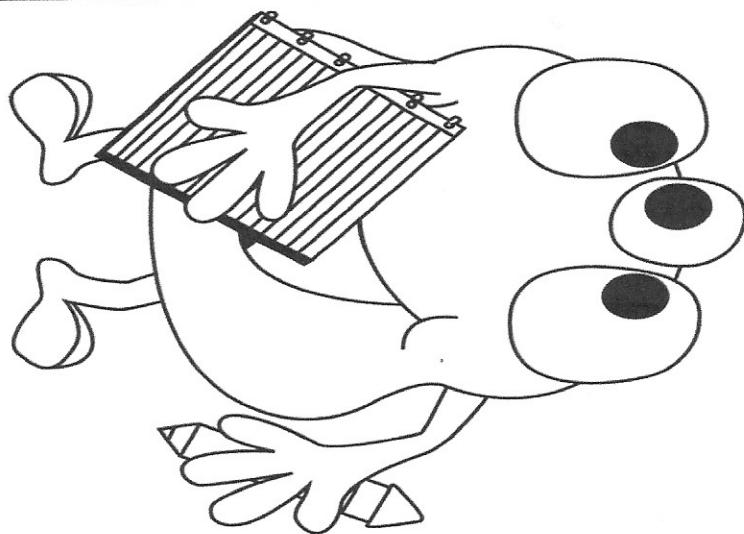
Saying hello or  
goodbye to someone.



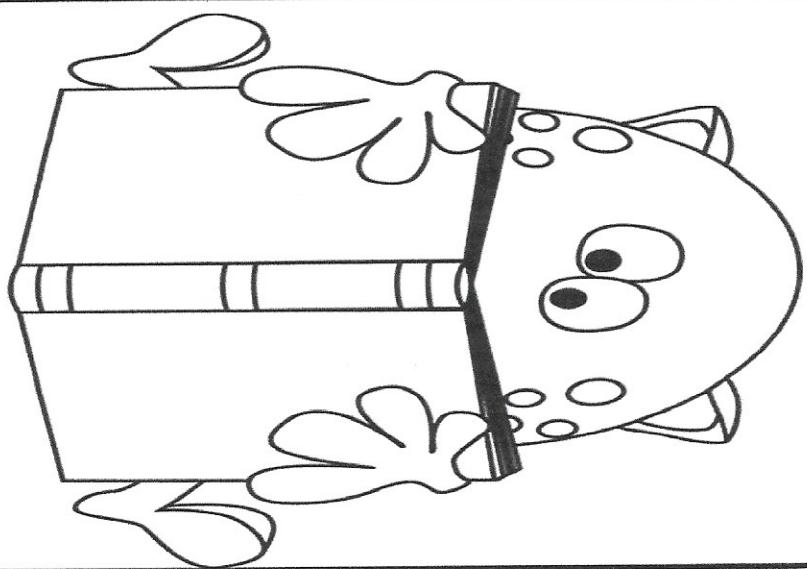
Reading a book aloud  
by yourself.

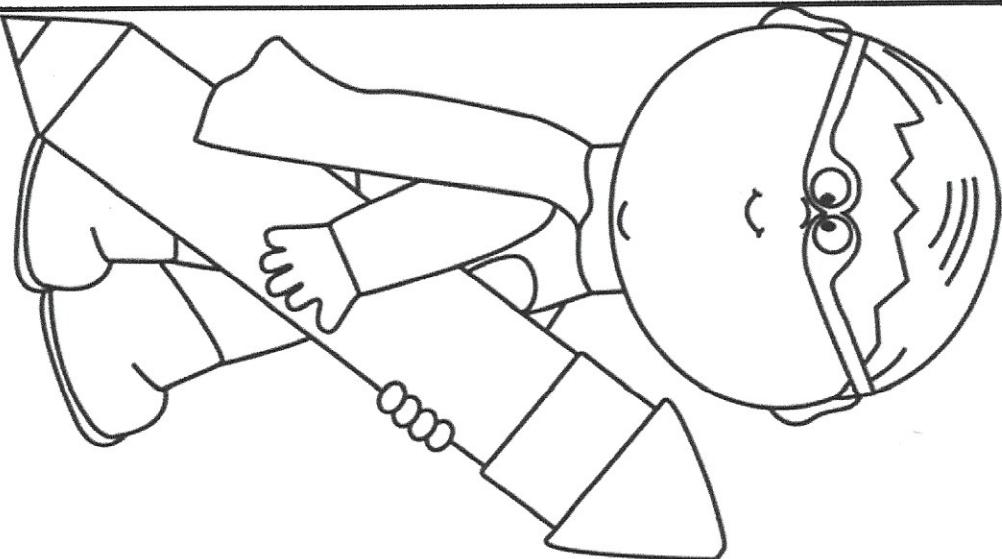


Asking your teacher a  
question.

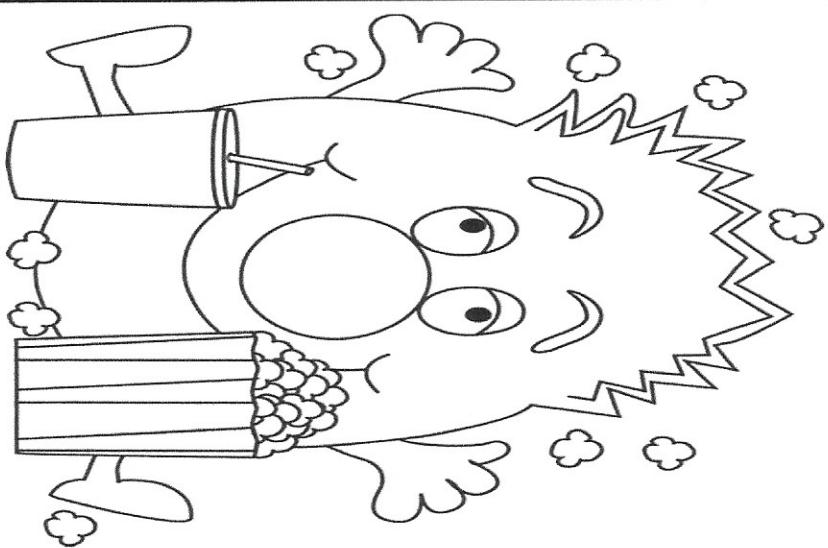


Reading a book aloud  
in front of your class  
(or other people).

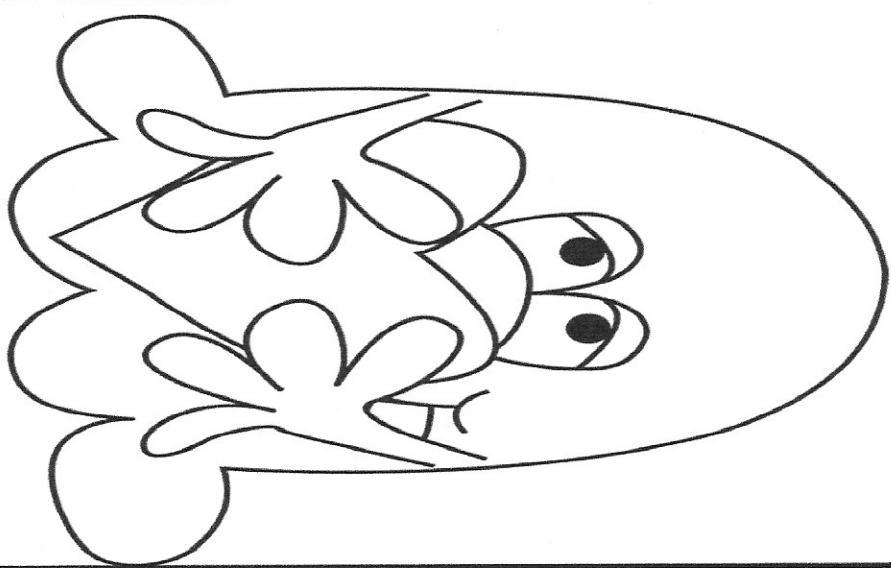




Asking to borrow a pencil from another student.

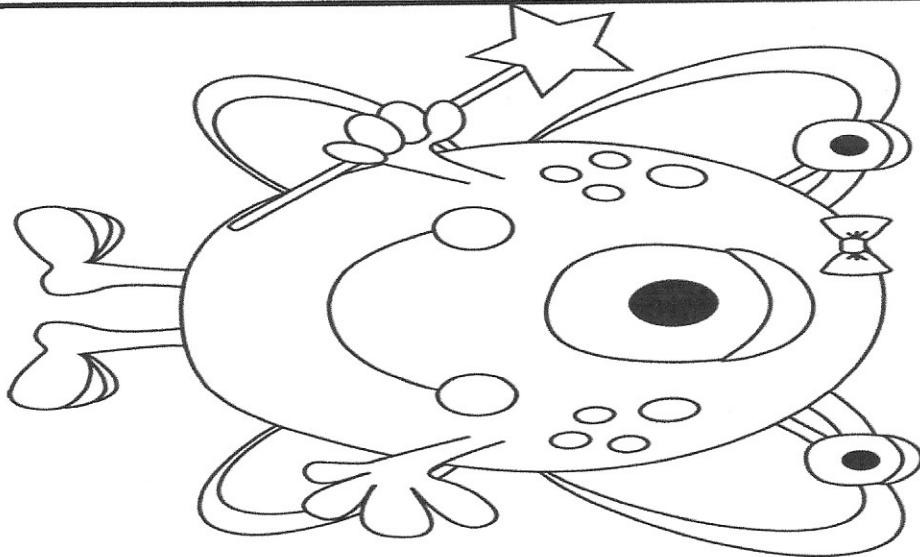


Ordering popcorn and soda at the movie theatre.

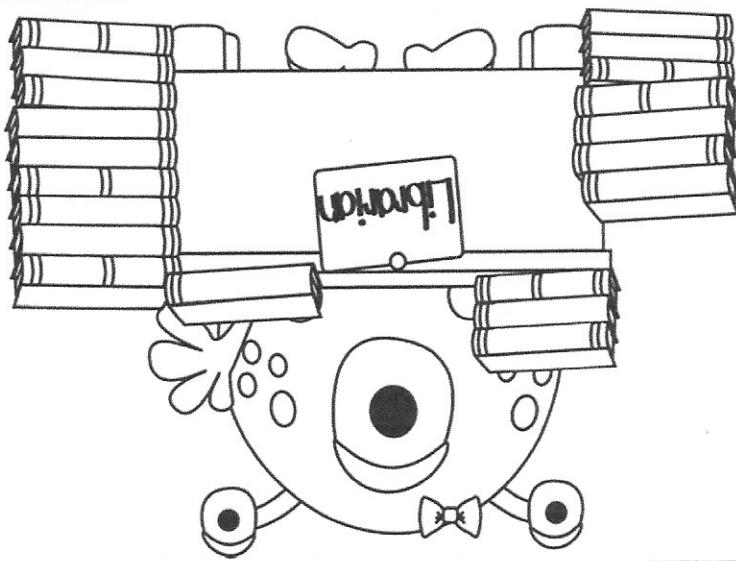


Telling someone you love them.

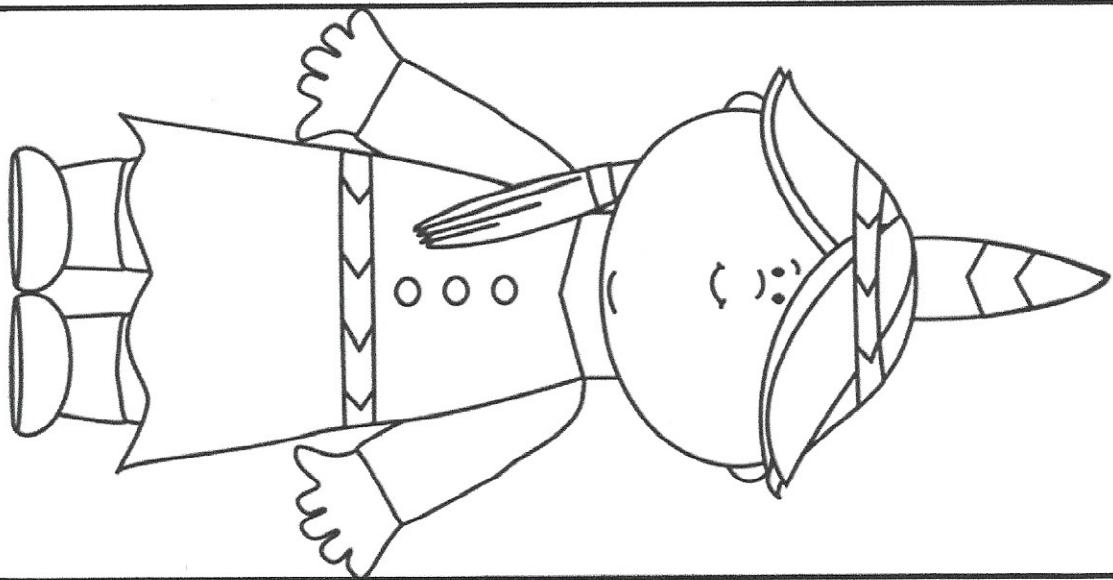
Saying "Trick or Treat"  
on Halloween when  
someone answers their  
door.



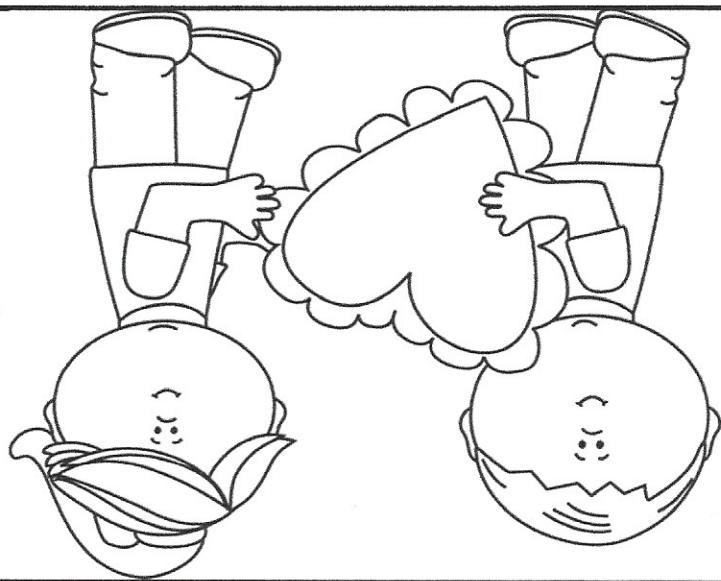
Asking the librarian  
to help you locate a  
book.



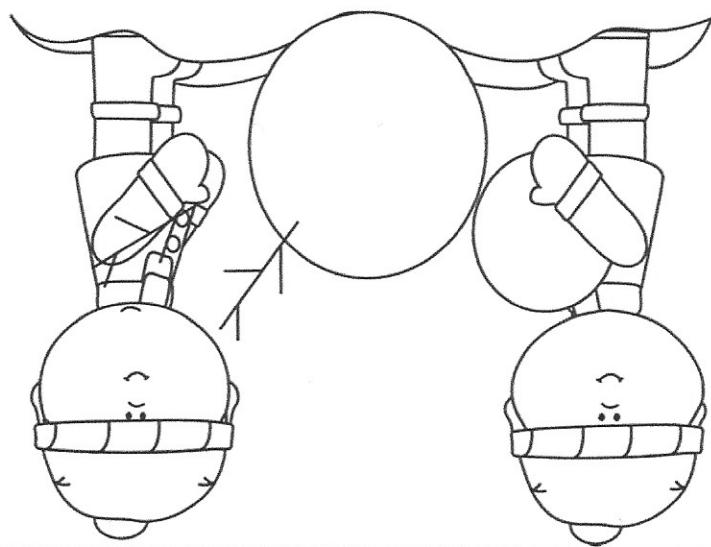
Acting out a part in a  
school play.



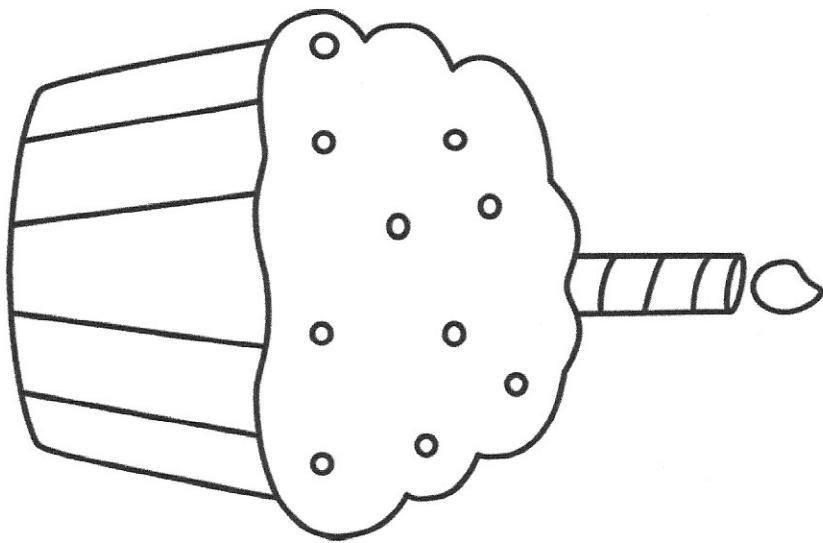
Giving a Valentine's gift  
to a person you like.



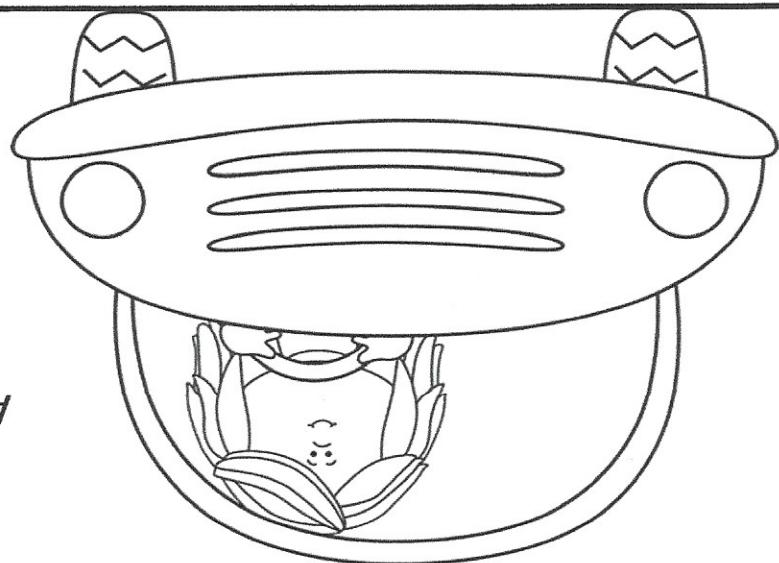
Inviting a friend o  
ver to your house.



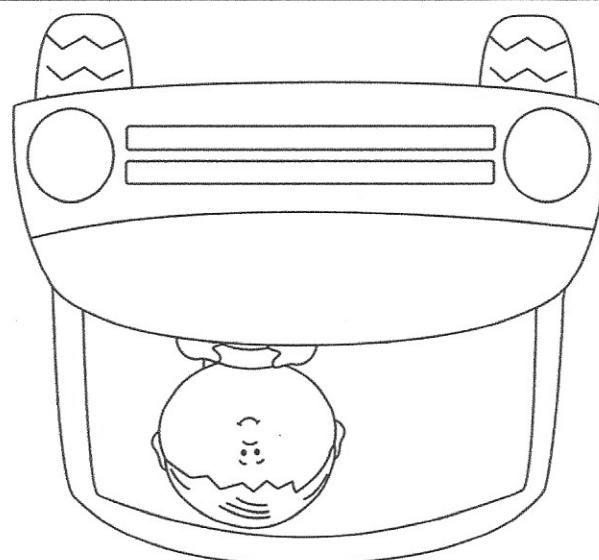
Singing "Happy  
Birthday" to  
someone.



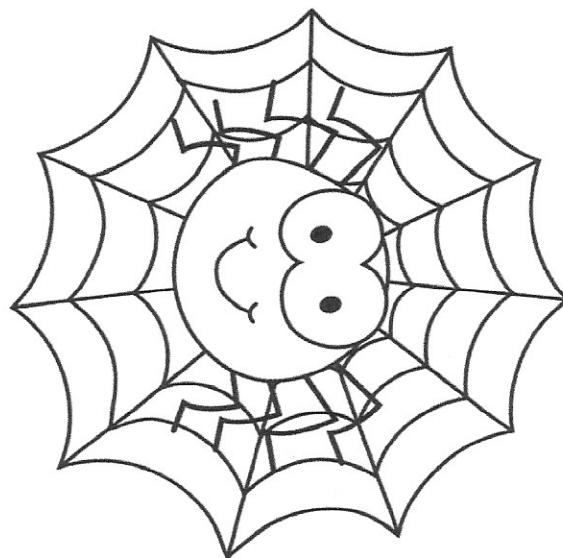
Asking mom or dad to  
borrow the car.

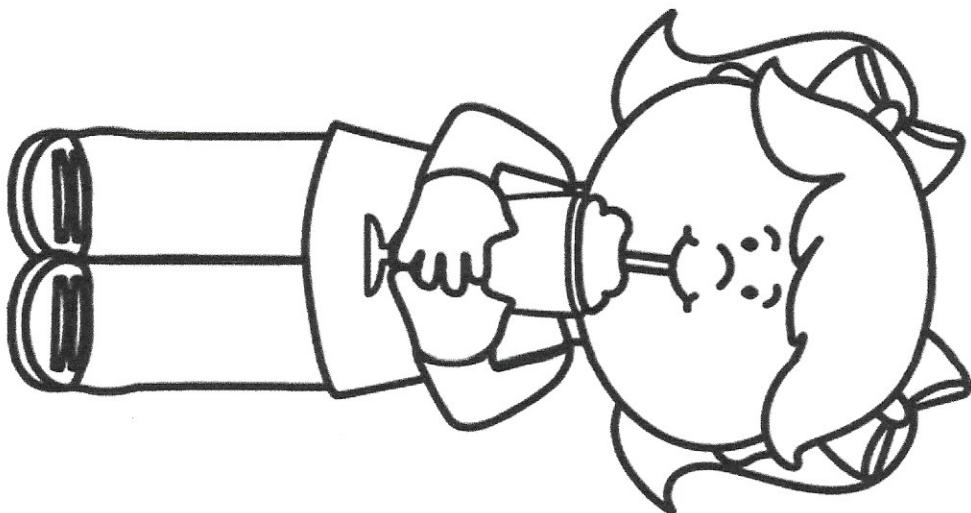


Asking the teacher  
questions during  
your driving lesson or  
exam.

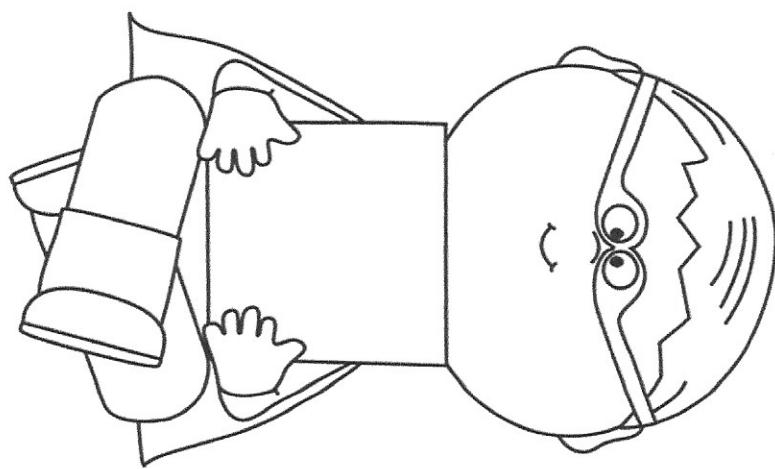


Telling your friends  
about the cool bug  
you found outside.

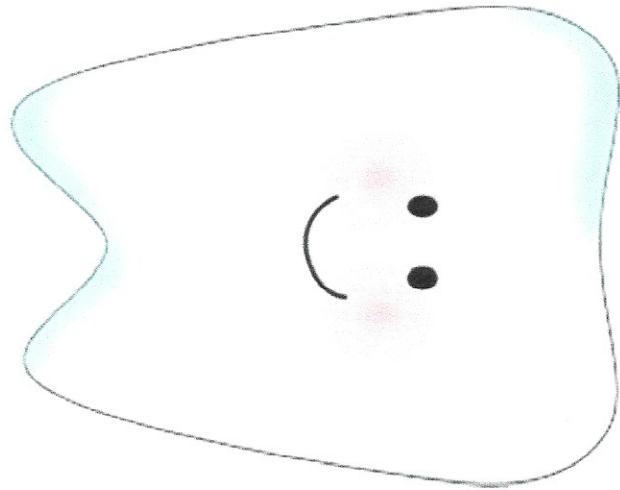




Ordering a milkshake at  
Dairy Queen.

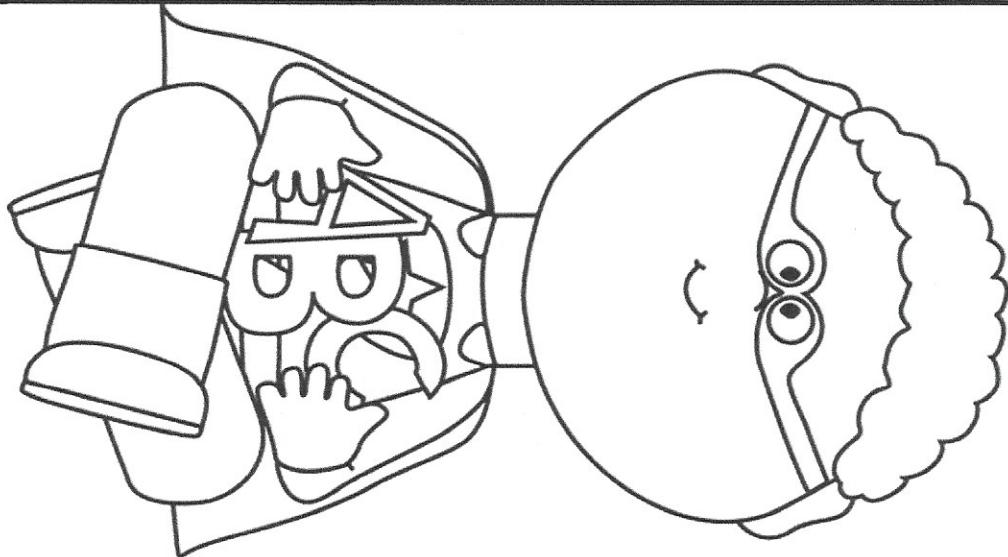


Interviewing a  
famous person for a  
school project.

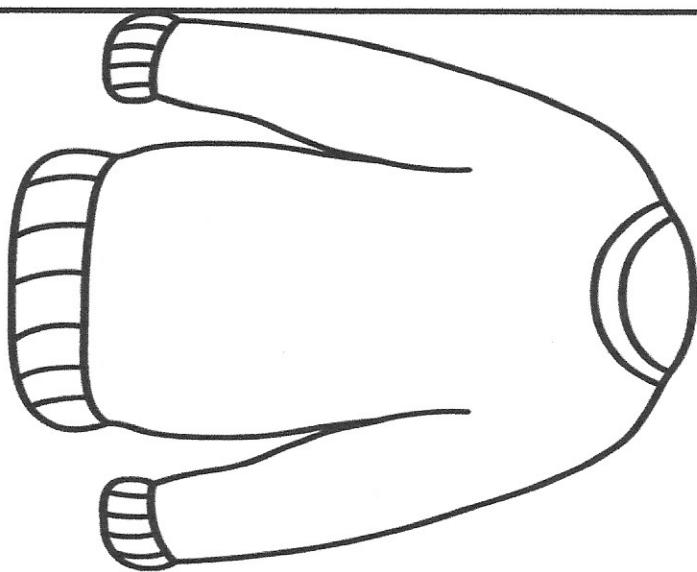


Talking to the dentist  
about a tooth that  
hurts.

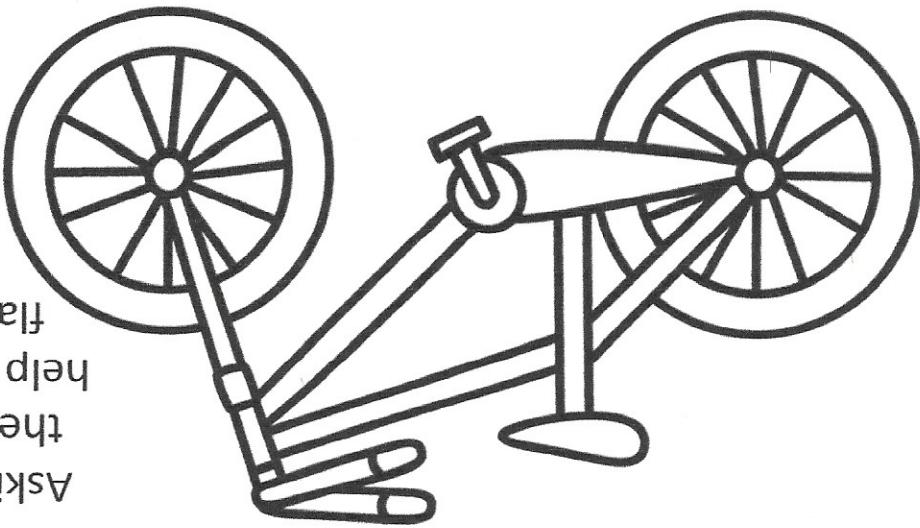
Reciting the alphabet.

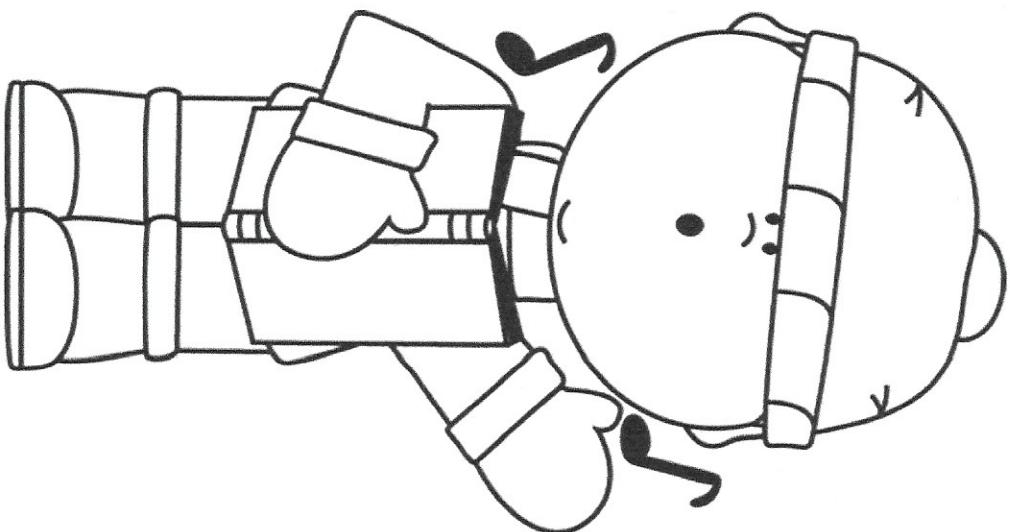


Asking your sister or  
brother to help you  
find your favorite  
sweater.

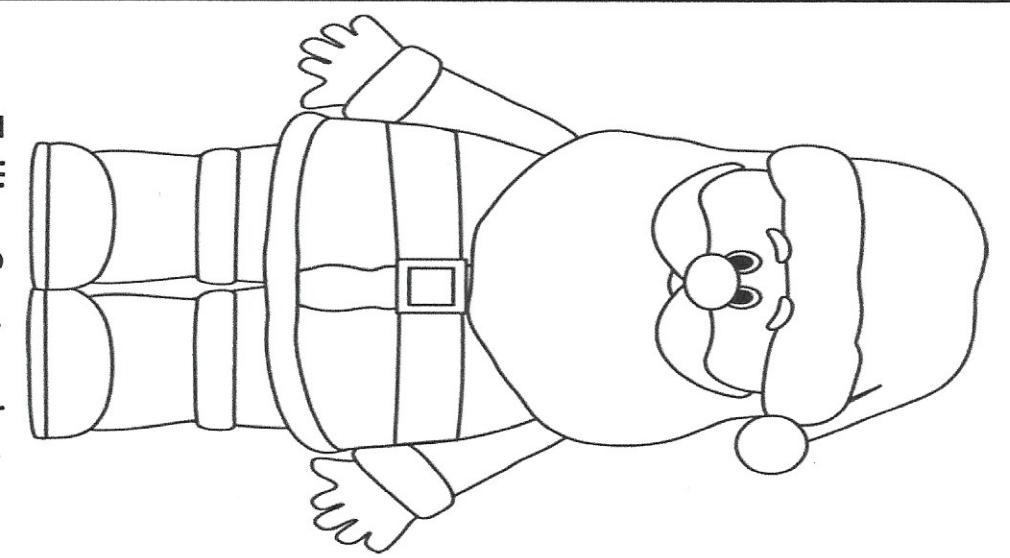


Asking a worker at  
the gas station to  
help you air up your  
flat bicycle tire.

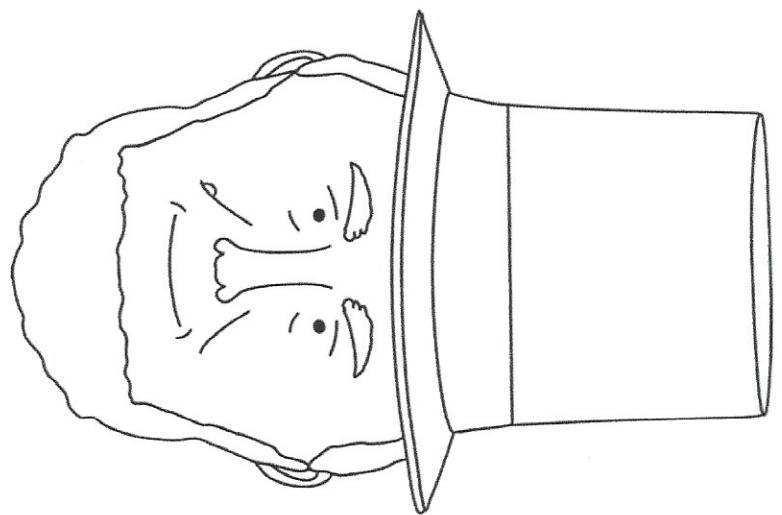




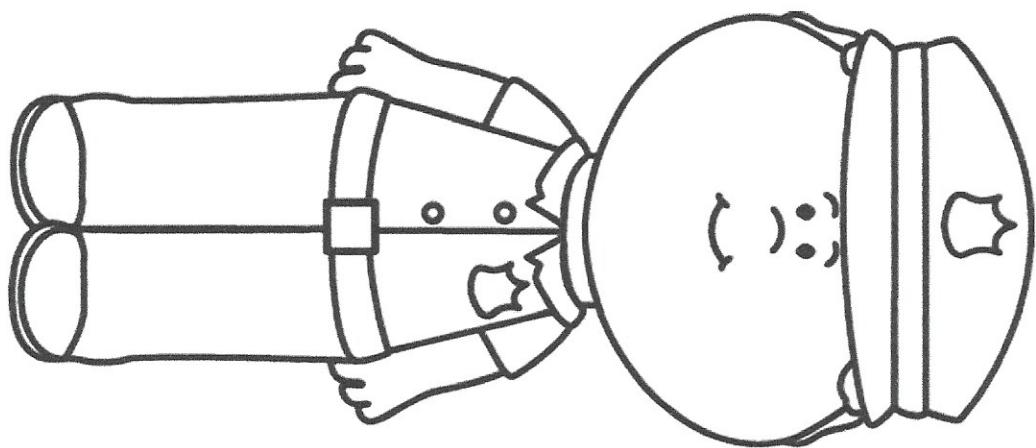
Singing by yourself (a solo) in front of other people.



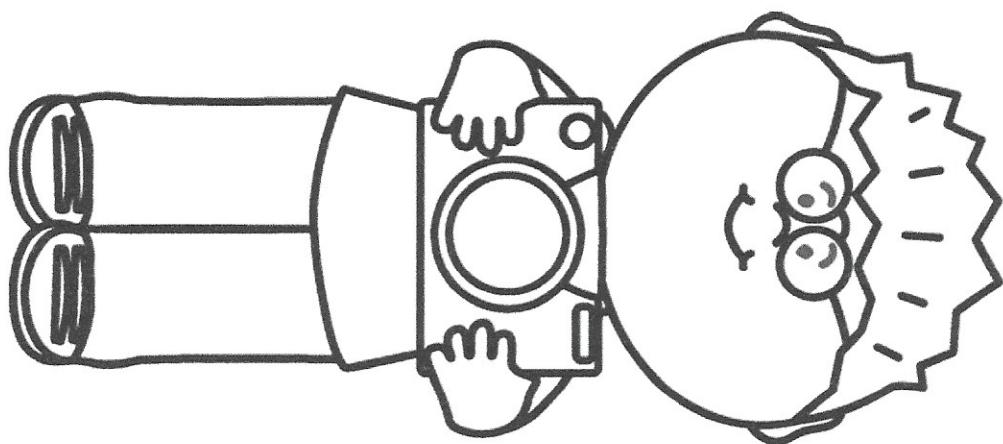
Telling Santa what you want for Christmas.



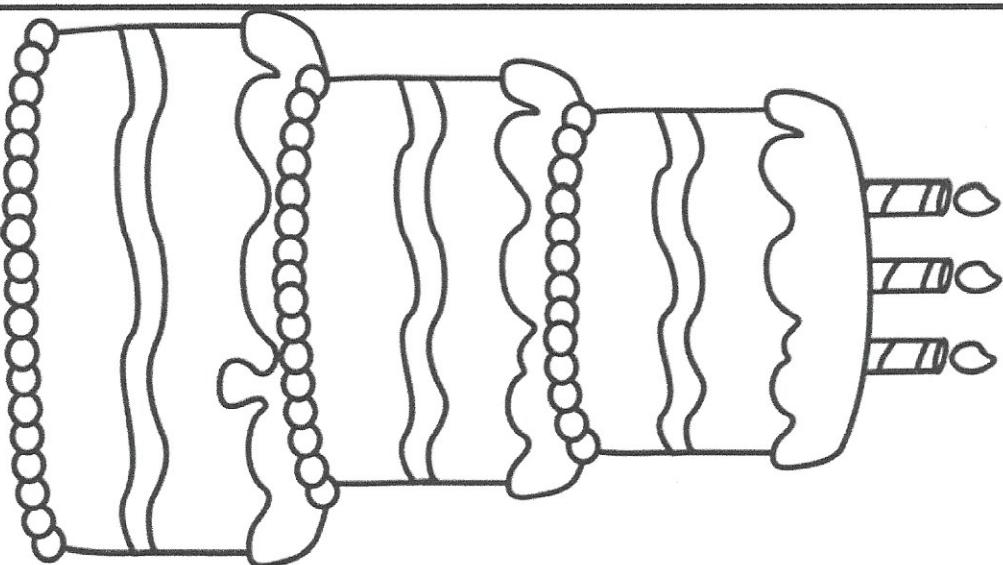
Talking with the President of the United States.



A police officer pulls you over for speeding in your car.



You ask someone to take a picture of you and your friend.



You call a bakery to order a birthday cake for your dad.

A special thank you to  
[www.mycutegraphics.com](http://www.mycutegraphics.com) for use of  
their free clipart!

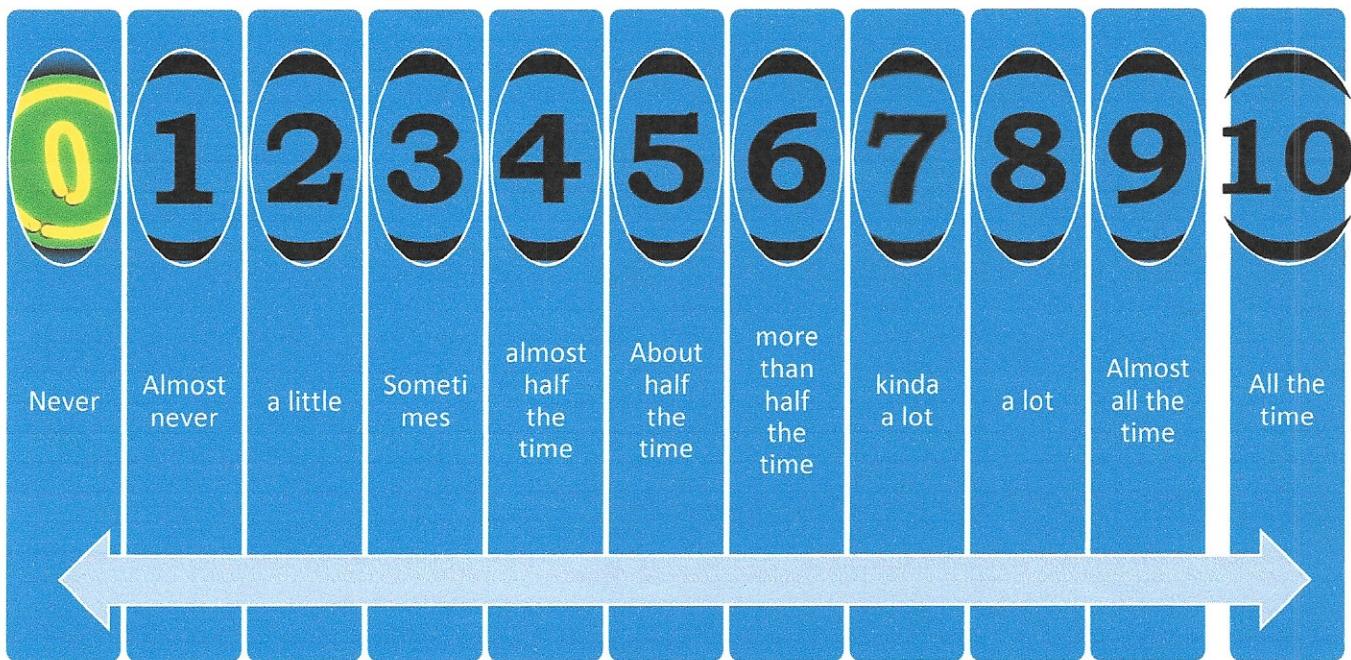
Name: \_\_\_\_\_

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

### My Stuttering Survey

Write what you think. There are no wrong answers.

On a scale of 1 to 10...



- 1. How often do you stutter?**
- 2. How often do you stutter at school when answering questions in class?**
- 3. How often do you stutter when reading out loud in class?**
- 4. How often do you stutter at school when talking to kids around your age?**
- 5. How often do you stutter at school when talking to your friends?**
- 6. How often do you stutter at home when talking to family members?**
- 7. How often do you stutter when talking to family members in public places?**
- 8. How often do you stutter outside of school when talking to friends?**
- 9. How often do you stutter when speaking Spanish? (If you don't speak Spanish, skip this question.)**
- 10. Does it bother you when you stutter?**

- 11. How often do you worry about stuttering?**
- 12. Do you change what you were going to say because you don't want to stutter?**
- 13. Do you decide not to talk because you don't want to stutter?**
- 14. Do people seem frustrated when you stutter? (If yes, who?)**
- 15. Does it bother you if people seem frustrated when you stutter? (If yes, who?)**
- 16. Do you use fluency techniques or tricks? (If yes, what are they?)**
- 17. Are you happy to be yourself?**

# MY FLUENCY SELF-RATING FORM

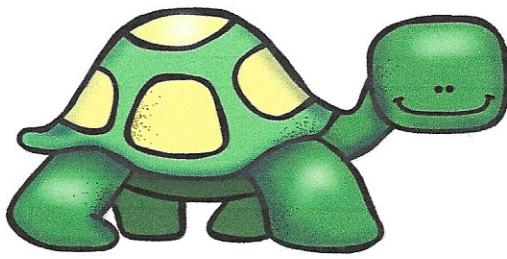
<u>Rating</u>	<u>Conversation Type</u>	<u>Breathing</u>	<u>Fluency</u>
	I'm naming, repeating or saying words	I am running out of breath when speaking	My speech is bumpy I am forgetting to use my strategies
	I'm describing a picture or reading out loud	I am slowing down my breath as I am speaking	With reminders from my helper, my speech is less bumpy
	I'm talking with my parents and family I am comfortable with	I am thinking about how Use my breath while I speak	I can remember the strategies that help my speech stay smooth
	I'm talking with my friends and strangers	I am using my correct breathing as I read aloud or talk	I automatically know the strategies that help my speech stay smooth
	I'm good at talking with other people.	I am breathing correctly when I am talking	My speech is smooth.

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

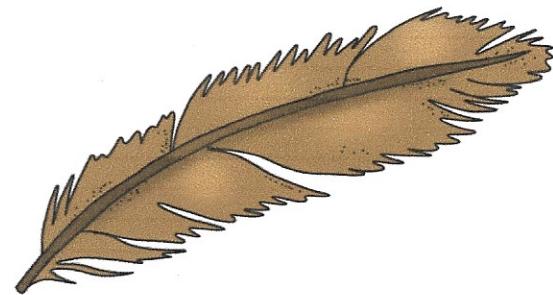
Activity: \_\_\_\_\_

# FLUENCY ENHANCING BEHAVIORS

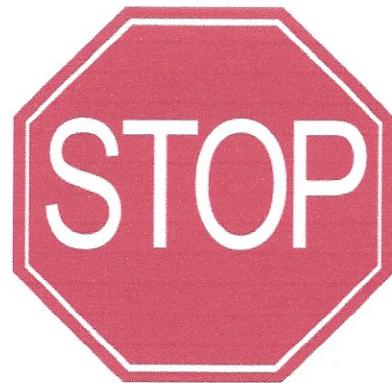
- Slow Rate (turtle) - speak very slowly and easily
- Light Contact (feather) - touch the articulators in the mouth and lips together very lightly and softly when speaking
- Easy Starts (green light) - begin speech slower, with less tightness, and slightly softer
- Pausing (stop sign) - group words together and add pauses where they would naturally occur
- Stretchy Speech (rubber band)- stretch out the beginning sound slightly to ease into speaking
- Full Breath (whistle) - breathe in through the mouth and relax your throat and face before you speak



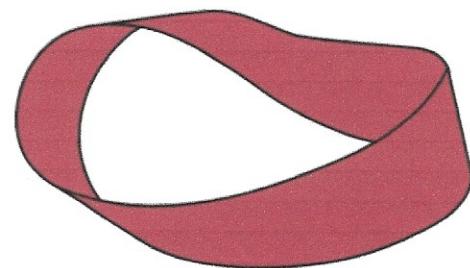
Slow Rate



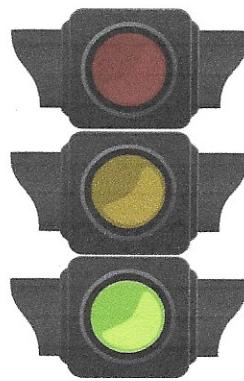
Light Contact



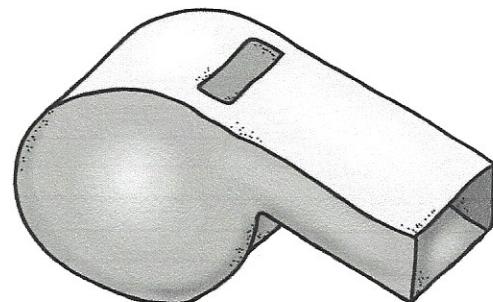
Pausing



Stretchy Speech



Easy Starts



Full Breath

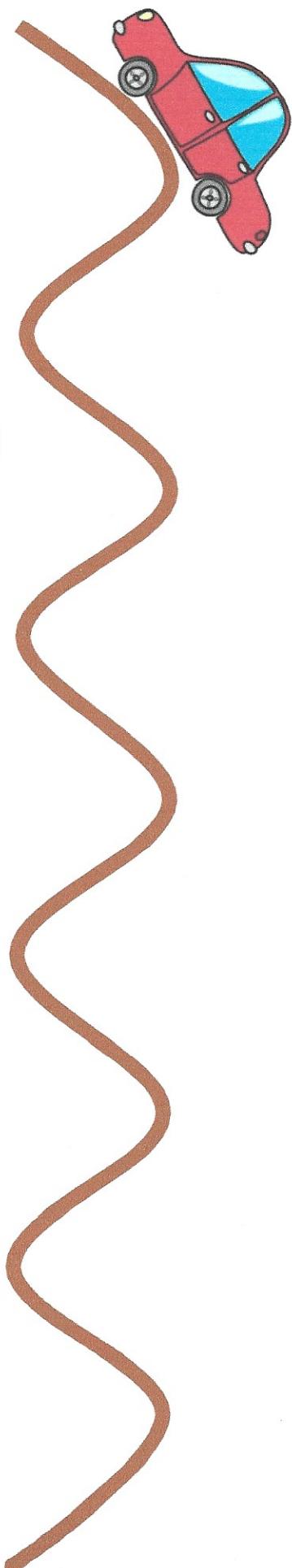
# TIMING VS. TENSION

The two main strategies to improve speaking fluency is to work on changing the timing and tension of speech.

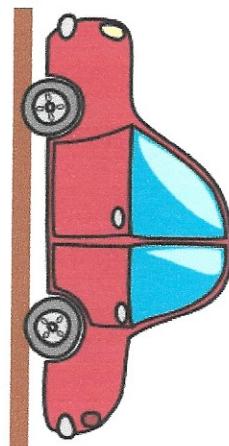
- Timing - has to do with changing the pace or rhythm of speaking. The strategies that target this area are: SLOW SPEAKING RATE (turtle) and PAUSING (stop sign).
- Tension - has to do with the amount of muscle pressure built up in the speech mechanism. The strategies that target reducing muscle tension include: LIGHT ARTICULATORY CONTACT (feather) and FULL BREATH (whistle).
- STRETCHY SPEECH (rubber band) and EASY STARTS (green light) are a little combination of both.

NOTE: It's important to talk to your client about what strategies they are comfortable with and what works best for them.

**Bumpy speech**

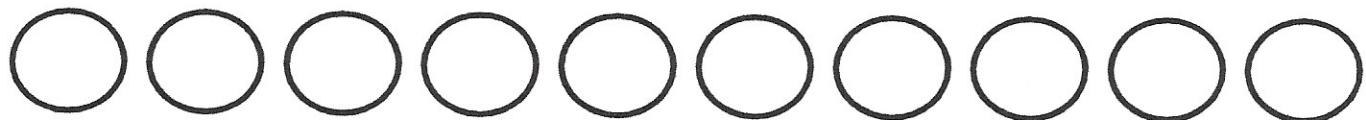


**Smooth speech**



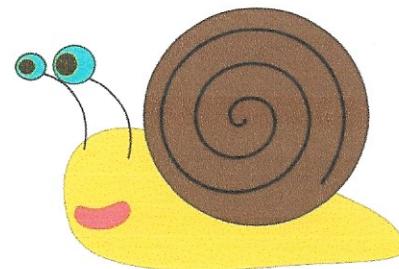


## PACE YOUR SPEECH



Touch 1 circle for each word or syllable

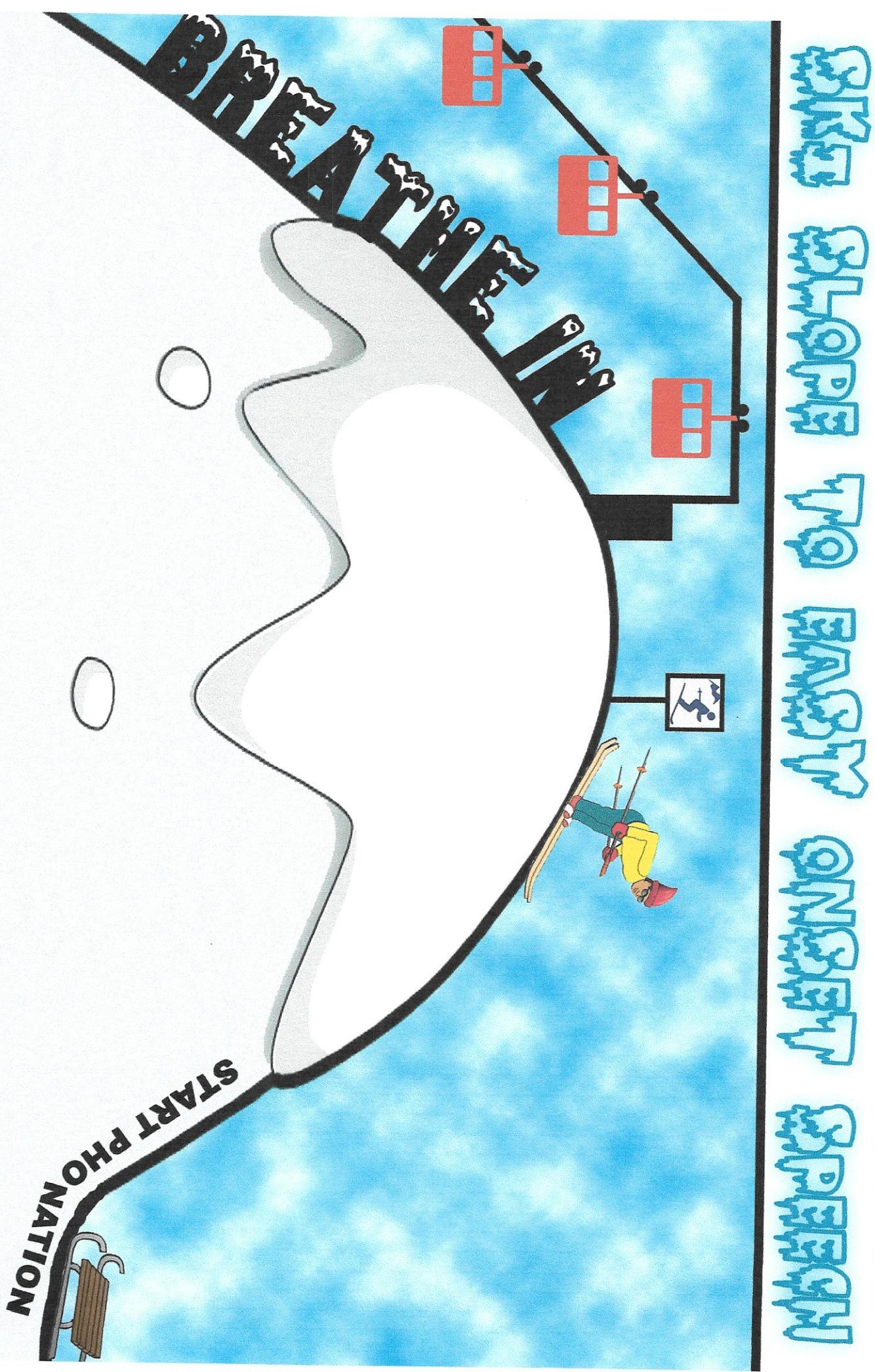
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## PACE YOUR SPEECH



Touch 1 circle for each word or syllable



By Breana Orland  
Blog: [www.speechercise.blogspot.com](http://www.speechercise.blogspot.com)

## Directions for play:

This packet of game mats can be used with a traditional Jenga game (or ‘Tumbling Tower’) or one that has been modified for “Fluency Towers.”

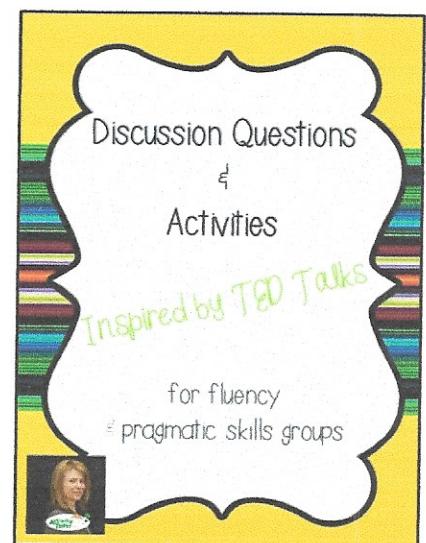
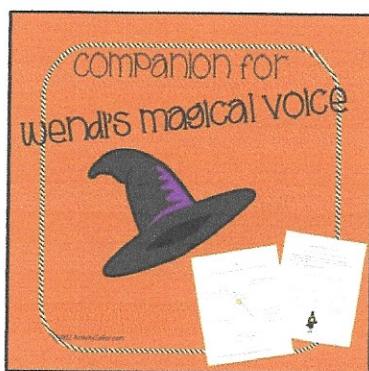
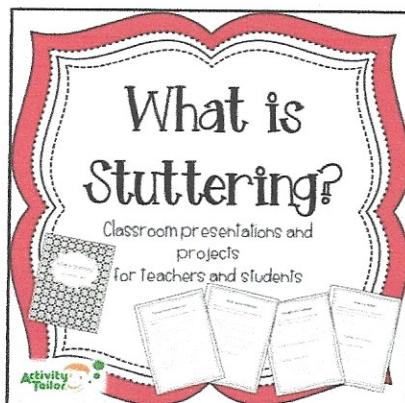
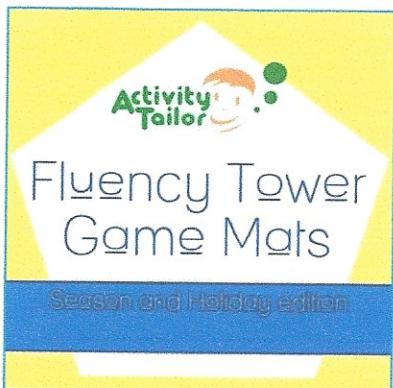
To modify the game:

Choose four fluency techniques to focus on, such as “stretchy speech,” “slow rate,” “pausing,” and “easy starts.” Using a different color (red, blue, orange, green) for each technique, write each one on twelve different blocks. When you are done, mix the blocks and reassemble the tower.

To play: Players take turns pulling a block and placing it on the corresponding color on their game mat. If they already filled those spaces, they return the block to the top of the tower. These free game mats are themed for back-to-school and get to know me.

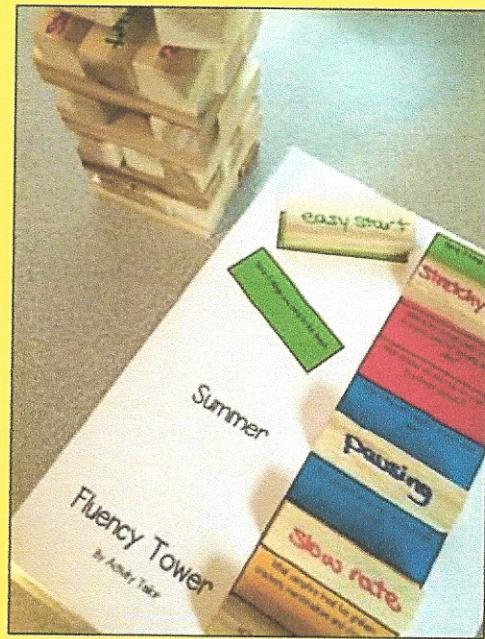
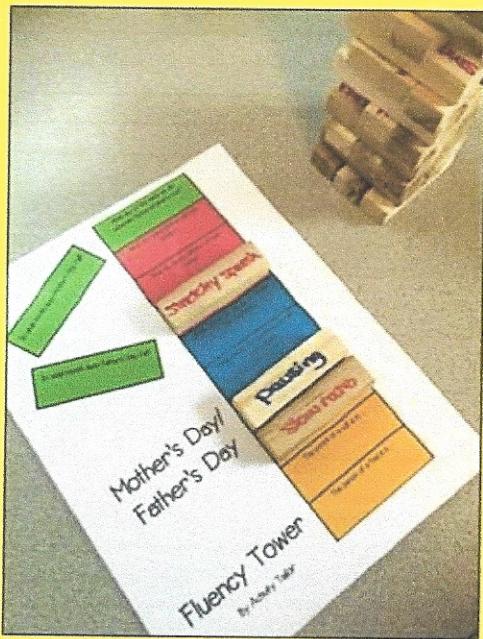
The winner is the player that completes their game mat first.

Looking for more fluency ideas?



## Fluency Towers

Even my “big” students love this game! Modify Jenga or Jumbling Towers to target fluency skills (instructions included) then use the game mats for practice.



Picture samples from the Seasonal/Holiday edition

# My Summer Vacation

## Fluency Tower

By Activity Tailor

I read...

I saw the movie...

I travelled to...

At camp, I...

I thought the weather was...

I was bored when...

I celebrated...

I spent most of my time...

The most exciting thing that happened  
was...

I feel \_\_\_\_\_ about the new  
school year.

I'm looking forward to \_\_\_\_\_  
this year.

To get ready for school, I....

My favorite movie is...

A food they should outlaw is...

# Get to know me!

# Fluency Tower

By Activity Tailor

In Kindergarten my teacher was...

I've lived in...

Someday I want to visit...

My dream vacation would include...

One of my family's traditions is...

I have a scar from...

If I chose a superpower, it would  
be...

The first word I said was...

My family includes...

My parents named me \_\_\_\_\_  
because...

# How to Play

- Print all necessary pages
- Laminate if desired
- **Green cards** – elementary
- **Orange cards** – middle and high school
- Cut out the green or orange and pink boxes on each page, shuffle, and put into separate piles.
- Use pages 9-11 as visuals to aide the children
- Give each student a self-evaluation and have them rate themselves (or others)

What is your favorite thing to do?

Tell me about your family

What did you do last weekend?

Where have you gone on vacation?

What are you doing this weekend?

What TV shows do you watch?

Do you have any pets?

What's your favorite movie?

What do your parents do for a living?

Tell me a cool story

What does your house look like?

What is your favorite holiday?

Pick your own topic

Share something that  
you are really good at.

Tell about something  
you wish to be better at.

Would you ever fly to  
the moon?

Would you ever ride an  
amusement park ride?

Would you ever try  
alligator, squirrel, rabbit,  
or any other interesting  
food?

Pick your own topic

Tell about something  
scary that has happened  
to you.

Tell about one of your  
dreams.

Give a compliment to  
someone in the group.

Tell about something  
cool that has happened  
to you.

Tell about something no  
one in the group knows  
about.

Ask a follow-up question

Make a comment

Share a thought

Ask a follow-up question

Make a comment

Share a thought

Ask a follow-up question

Make a comment

Share a thought

Ask a follow-up question

Make a comment

Share a thought

Ask a follow-up question

Make a comment

Share a thought

Ask a follow-up question

Make a comment

Share a thought

Ask a follow-up question

Make a comment

Share a thought

Ask a follow-up question

Make a comment

Share a thought

What is the most adventurous thing that you hope to do?

What is one thing that you wish you had more time for?

Do you have any nervous habits that you do?

What do you think your life will be like 10 or 15 years from now?

If you won the lottery, what would you do with the money?

If you could change something about yourself, what would it be and why?

What is your favorite thing about the weekends?

If you could invent one thing, what would it be?

If you could know one thing about the future, what would it be?

If your life was made into a movie, what actor/actress would play you and why?

What do you like to do when you have free time?

What career do you wish to pursue?

When you are having a bad day, what do you want people to say or do?

What is your favorite pastime?

Tell about something you really care about.

Are you a morning or night person?

Pick your own topic.

What annoys you most about people?

What annoys you most about school?

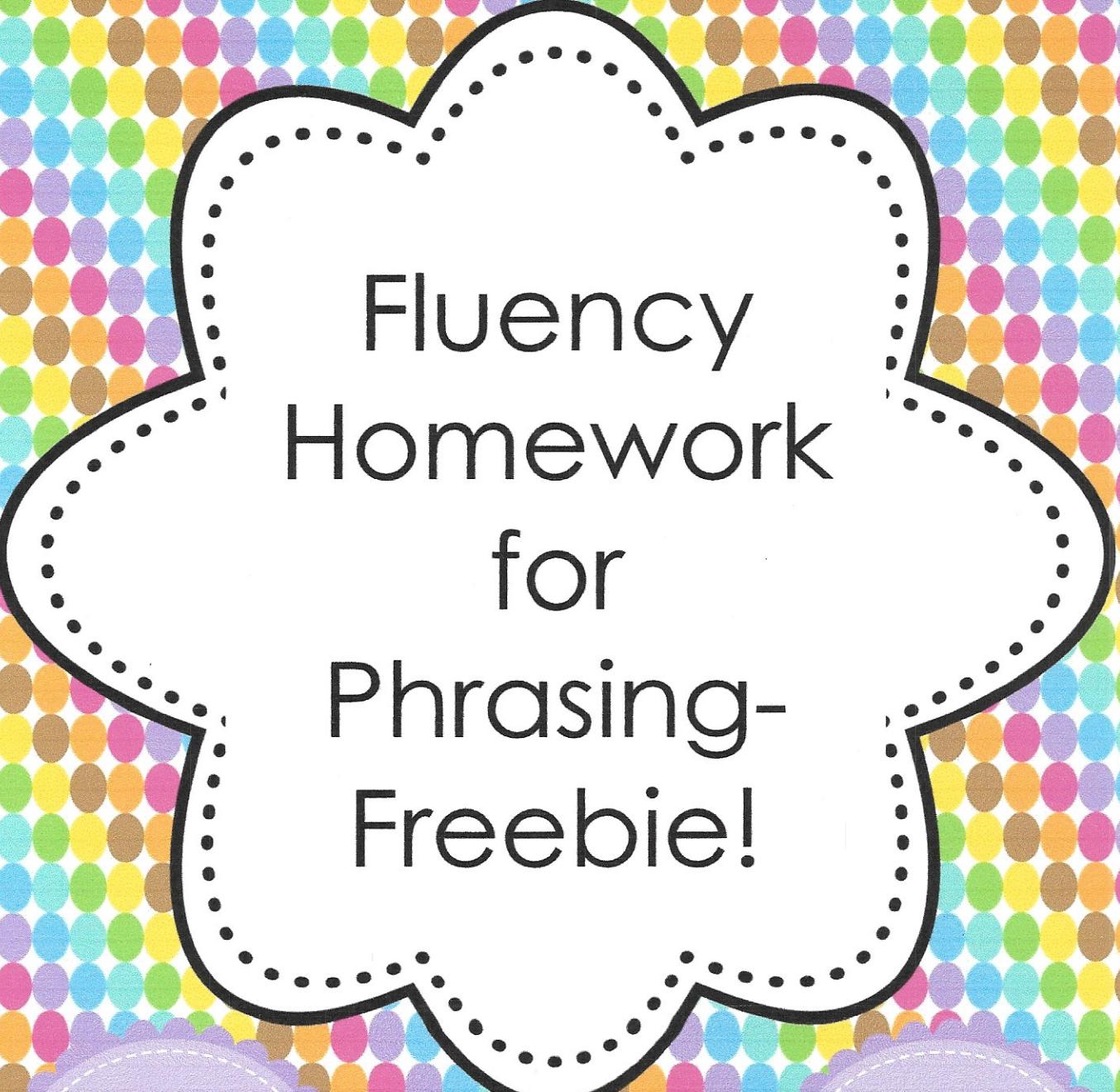
In what state or country do you wish to be living in?

If you could have a party and invite anyone (dead or alive), which people would you invite?

What makes you happy?

What makes you sad?

What makes you angry?



Fluency  
Homework  
for  
Phrasing-  
Freebie!



Easy  
Speech



Pausing

## **Fluency Homework Freebie**

This activity is designed to help your students practice using strategies that promote fluency at home. There is a hand-out explaining “easy speech” that you can share with parents. There are also 7 worksheets that can be used to practice the strategies of “easy speech” and/or phrasing. Students repeat sentences that increase in length from 3-5 words to 7-10 words. There is a picture of a stop sign where your students should pause when repeating the sentences.

Graphics from:

Dancing Crayon Designs: <https://www.teacherspayteachers.com/Store/Dancing-Crayon-Designs>

Activity created by Lauren Laur, CCC-SLP,  
<https://www.teacherspayteachers.com/Store/Expressly-Speaking>

## Using Easy Speech

### **What is “easy speech?”**

“Easy Speech” is a more relaxed way of speaking that promotes fluency. When using “easy speech” you should focus on:

- Emphasizing natural breaks in sentences- Pause briefly after each group of 2-5 words (pretend there is a comma after each group of words). Also, make sure you pause at each comma and period in the sentences.
- Start your sentences at a slightly slower rate- You can stretch out the first sound of each sentence a little bit so that you feel like you are “easing in” to the sentence. However, you don’t want to speak at a rate that is unnaturally slow.
- Try to think about using light, gentle contacts with your articulators- Avoid making harsh, strong contacts between your lips, tongue, and teeth.

### **How should I use “easy speech” at home?**

It generally works best to choose a specific time of day that you will model “easy speech” for your child. I would suggest starting by using “easy speech” while reading books with your child. Books for young children typically use shorter sentences with lots of natural pauses, which is ideal for “easy speech.” You can focus on using “easy speech” for 5-10 minutes per day. Here are some more tips for using “easy speech” at home:

- Make sure you draw your child’s attention to your speech before you model “easy speech.” You can say something like “I am going to use my ‘easy speech’ when I read this book.” or “Listen to how I am using my easy speech.”
- Poems and books that use rhyming lines are very good at promoting natural pauses and the natural rhythms of speech.
- Early Readers, Leveled Readers for preschool, and Sight Word books often use short sentences that lend themselves well to “easy speech.”
- After your child has practiced using his/her own “easy speech” in speech therapy, you can prompt him/her by saying “use your easy speech.” You can also develop a visual cue, such as a hand signal, when you want your child to use his/her “easy speech.”

I have included some worksheets so that you can practice using “easy speech” at home. Read each sentence to your child, making sure to pause at each stop sign. You can have your child try to repeat each sentence or just have your child listen to your “easy speech.” Make sure to draw your child’s attention to your speech before you start reading.

Please let me know if you have any questions!  
Thanks for all you do at home,

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## Fluency Homework- Phrasing

Directions: Read each sentence to your child using "easy speech." Make sure to pause at each stop sign. Then, have your child repeat the sentences using "easy speech."

1) I eat cereal.

2) I eat cereal  with milk.

3) I eat cereal  with milk  for breakfast.

---

1) I saw a lion.

2) I saw a lion  at the zoo.

3) I saw a lion  at the zoo  today.

---

1) I can climb.

2) I can climb  the tree.

3) I can climb  the tree  with dad.

---

1) I saw a bug.

2) I saw a bug  in the mud.

3) I saw a bug  in the mud  last night.

## Fluency Homework- Phrasing

Directions: Read each sentence to your child using "easy speech." Make sure to pause at each stop sign. Then, have your child repeat the sentences using "easy speech."

1) I eat toast.

2) I eat toast  with jelly.

3) I eat toast  with jelly  for snack.

---

1) I went to the store.

2) I went to the store  and the park.

3) I went to the store  and the park  with mom.

---

1) I picked a flower.

2) I picked a flower  from my garden.

3) I picked a flower  from my garden  for you.

---

1) I see a boy.

2) I see a boy  with a ball.

3) I see a boy  with a ball  in his hand.

## Fluency Homework- Phrasing

Directions: Read each sentence to your child using "easy speech." Make sure to pause at each stop sign. Then, have your child repeat the sentences using "easy speech."

1) I eat waffles.

2) I eat waffles  with syrup.

3) I eat waffles  with syrup  for breakfast.

---

1) I bought blocks.

2) I bought blocks  and a train.

3) I bought blocks  and a train  for you.

---

1) I want a banana.

2) I want a banana  and an apple.

3) I want a banana  and an apple  for snack.

---

1) I see a girl.

2) I see a girl  with a bow.

3) I see a girl  with a bow  in her hair.

## Fluency Homework- Phrasing

Directions: Read each sentence to your child using "easy speech." Make sure to pause at each stop sign. Then, have your child repeat the sentences using "easy speech."

1) I eat fries.

2) I eat fries  with ketchup.

3) I eat fries  with ketchup  for lunch.

---

1) I have a feather.

2) I have a feather  and a rock.

3) I have a feather  and a rock  in my pocket.

---

1) I see a pirate.

2) I see a pirate  with a patch.

3) I see a pirate  with a patch  on his eye.

---

1) I need a straw.

2) I need a straw  in my cup.

3) I need a straw  in my cup  please.

## Fluency Homework- Phrasing

Directions: Read each sentence to your child using "easy speech." Make sure to pause at each stop sign. Then, have your child repeat the sentences using "easy speech."

1) I want cookies.

2) I want cookies  and milk.

3) I want cookies  and milk  today.

---

1) I see a fireman.

2) I see a fireman  with a hose.

3) I see a fireman  with a hose  and a ladder.

---

1) I see a boy.

2) I see a boy  with glasses.

3) I see a boy  with glasses  on his eyes.

---

1) I went to the library.

2) I went to the library  and the bank.

3) I went to the library  and the bank  after school.

## Fluency Homework- Phrasing

Directions: Read each sentence to your child using “easy speech.” Make sure to pause at each stop sign. Then, have your child repeat the sentences using “easy speech.”

1) I saw a cow.

2) I saw a cow  and a pig.

3) I saw a cow  and a pig  on the farm.

---

1) I saw a shark.

2) I saw a shark  and a dolphin.

3) I saw a shark  and a dolphin  in the ocean.

---

1) I need a shovel.

2) I need a shovel  and a pail.

3) I need a shovel  and a pail  for the beach.

---

1) I see a girl.

2) I see a girl  with a helmet.

3) I see a girl  with a helmet  on her head.

## Fluency Homework- Phrasing

Directions: Read each sentence to your child using "easy speech." Make sure to pause at each stop sign. Then, have your child repeat the sentences using "easy speech."

1) I had macaroni.

2) I had macaroni  with cheese.

3) I had macaroni  with cheese  for dinner.

---

1) I kicked the ball.

2) I kicked the ball  in the goal.

3) I kicked the ball  in the goal  last night.

---

1) There is a police car.

2) There is a police car  with lights.

3) There is a police car  with lights  and a siren.

---

1) I need help.

2) I need help  with my coat.

3) I need help  with my coat  and gloves.

**Step #1:** Pick a topic and think of 4 main ideas. Write them in the bubbles below.

**Step #2:** Pick a friend to listen to you practice smooth speech. Tell them about your topic. As you speak, take a deep, slow breath between each idea bubble to help slow your speech and

