

Fluency Education: Establishing Fluency Through Increasingly Longer and More Complex Utterances

Begin at the level you are most fluent. For each exercise, over-exaggerate your mouth movements and slow down your talking rate.

Keeping your voice “on” is important at this level. Keep your lips and mouth moving and drag your voice between words. Your words should sound like one, big connected unit. As you become fluent at each level, your targeted utterances will get longer and more complex. Practicing at each level will give you more confidence for future fluency exercises.

Single Word Level

Say the name of each picture. Remember to take a breath between each word. Focus on how your throat and mouth feel as you say each word smoothly.

- | | |
|-----------|------------|
| 1. school | 7. ruler |
| 2. book | 8. folder |
| 3. pen | 9. flag |
| 4. pencil | 10. desk |
| 5. paper | 11. locker |
| 6. eraser | 12. tray |

Sentence Level – Immediate Model

Repeat each sentence after me. Focus on how your throat and mouth feel as you say each word smoothly.

1. You go to school to learn.
2. Please read a book when you’re done with the test.
3. I need a pen to fill out this form.
4. I need a pencil to fill in the bubble sheet.
5. I ran out of paper.
6. There’s an extra eraser in my book bag.
7. I need a ruler to measure.
8. Where’s my science folder?
9. The U.S. flag is red, white, and blue.
10. Every student has a desk.
11. I wish my locker was closer to yours.
12. I dropped my lunch tray and spilled my food.

Sentence Level – Independent

Now go through the picture grid and say a different sentence about each object. Focus on how your throat and mouth feel as you say each word smoothly.



Fluency Education: Controlling Speaking Rate

People speak at different rates. Some people speak slowly, and some people speak too fast. When you control your speaking to a medium or slow rate, you may be less likely to stutter. Speaking too fast will not make you stutter, but it may make it harder for you to use your strategies (e.g., light contacts). Let's practice controlling your speaking rate.

Sentence Level

Natural Speech Rate

Repeat each sentence exactly as I say it. (Model each sentence with a natural rate of speech.) Pay attention to how your breath support and mouth muscles feel when you repeat each sentence.

1. Both of these boys are on the varsity football team.
2. They're eating lunch in the high school cafeteria.
3. This boy wears glasses during the school day, but he wears contacts during sports.
4. Both boys look happy.
5. Today's lunch menu includes tacos.
6. Both boys are drinking milk.

Rapid Speech Rate

Now you're going to say each sentence again, but this time you'll say it quickly. (Model each sentence with a rapid rate of speech.) Pay attention to how your breath support and mouth muscles feel when you repeat each sentence.

1. Both of these boys are on the varsity football team.
2. They're eating lunch in the high school cafeteria.
3. This boy wears glasses during the school day, but he wears contacts during sports.
4. Both boys look happy.

5. Today's lunch menu includes tacos.

6. Both boys are drinking milk.

How did you feel when you repeated each sentence at a natural speaking rate? How did you feel when you repeated each sentence at a fast speaking rate?

Story Retell Level

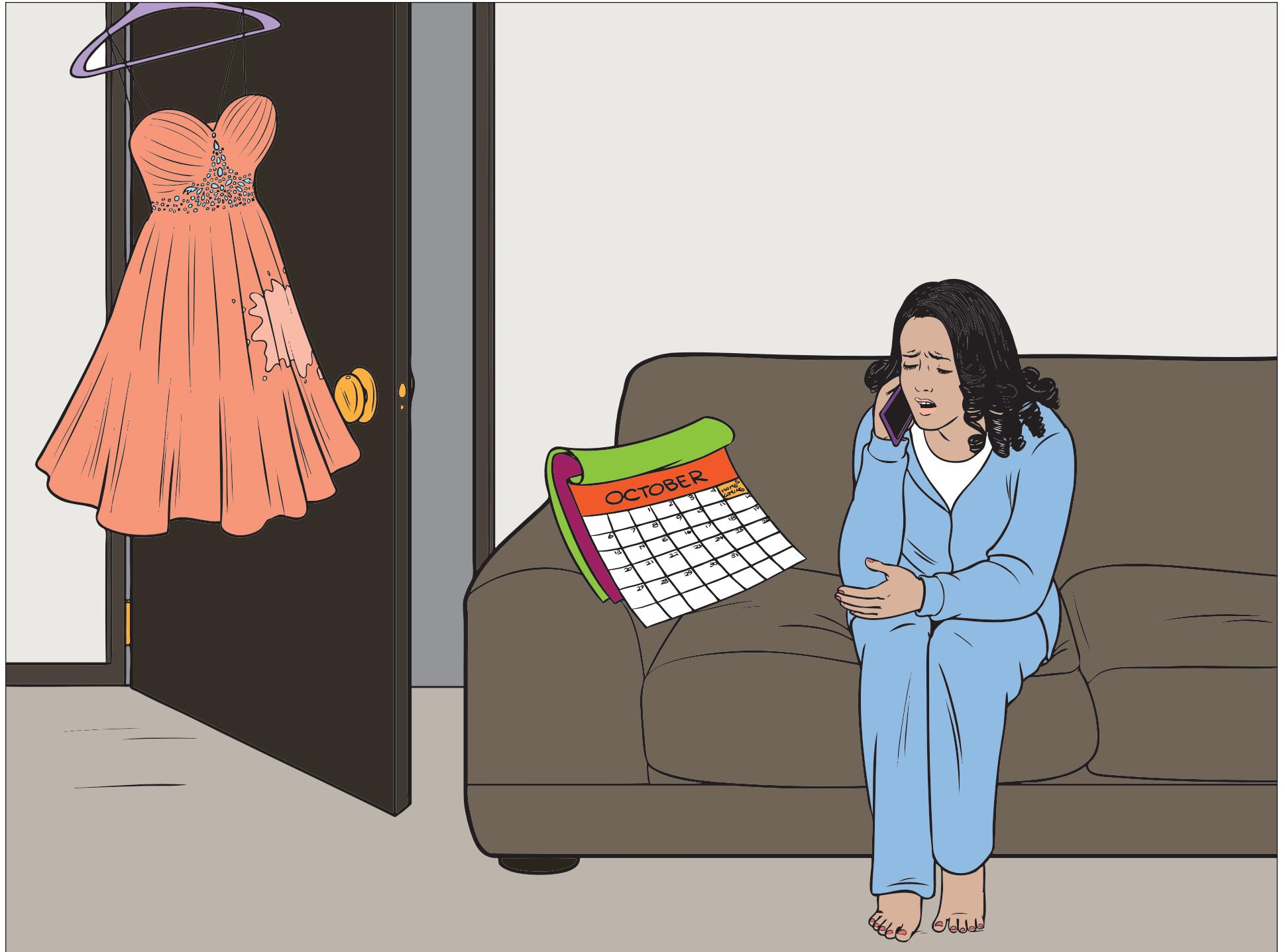
I'm going to tell you a short story about the picture. Then I'll ask you to tell me the story while we record it. Remember to focus on using a natural speaking rate to improve your stuttering.

This is Tyrese (point to African-American boy) and this is Connor (point to Caucasian boy). They're best friends. Both of them are on the varsity football team. Tonight they have a big game against a rival high school. Tyrese just found out he's starting tonight as a middle linebacker. This is the first time he's ever been a starter. Connor is excited for his friend. Both boys want the football team to win tonight.

Structured Conversation Level

I'm going to ask you some questions about the picture. Remember to focus on using a natural speaking rate to improve your stuttering.

1. What sport do the boys play? How do you know?
2. What season do they play this sport at your school?
Do you like this sport? Why?
3. Why does this boy wear glasses at school, but contacts during sports?
4. Why did the boys wear their football jerseys to school?
5. What's your favorite school lunch?
What's your least favorite school lunch?
6. Tell me three reasons the boys could be giving fist bumps to each other.



Fluency Education: Reduction of Word Avoidance Behaviors

Some students use sounds like “uh” and “ah” when they think about saying a difficult word. Other students avoid certain sounds, words, or environments. This set of exercises will help you decrease your fear of difficult words or situations.

You can combat your fear of stuttering by using some of the fluency strategies you’ve practiced. For example, instead of saying “---- basketball” with a block, you can bounce the /b/ to say “b-b-basketball.” Stay relaxed, keep your voice soft, and “bounce” or ease out the word. You may also keep your voice softly “on” and pull out or stretch through difficult words.

Sentence Level – Immediate Model

Try to say these sentences fluently with no filler sounds or words (e.g., “uh” or “like”).

1. The high school homecoming dance is in two weeks.
2. The girl spilled soda on her dress while she was trying it on.
3. She’s calling her mom to see what she should do.
4. She’s nervous that the stain won’t come out, and she can’t afford to buy another dress.
5. She’s worried her mother will yell at her for being irresponsible.

How did it feel when you said each sentence?

Story Retell Level

I’m going to tell you a short story about the picture. Then I’ll ask you to tell me the story while we record it. As you tell me the story, focus on speaking fluently and not using filler words.

Olivia is going to the homecoming dance in two weeks. After school, she tried on her dress to decide how to style her hair. When she was curling her hair, she spilled soda on her dress. She’s worried her mom will be mad at her if the stain doesn’t come out. Olivia’s trying not to cry. She saved all of her babysitting money to buy the dress, and her family can’t afford to buy another dress.

Structured Conversation Level

I’m going to ask you some questions about the story. Remember to speak fluently and not use filler words.

1. How could Olivia have avoided getting a stain on her dress?
2. What are two ways Olivia’s mom may get the stain out of the dress?
3. If the stain doesn’t come out, how can Olivia get a dress for homecoming without spending too much money?
4. What are dances like at your school?



Fluency Education: Transfer and Maintenance

If you're a person who stutters, you'll have good days and bad days. You'll need to work on your speech skills not only in speech therapy, but also at school, home, and other places in your community. This can be scary, but it's important for you to have confidence in yourself and in your speech tools so you can speak in any situation. This is putting all of your hard work together and going outside of the therapy room.

Carryover

Tell me a story about this picture. Try to plan out what you're going to say and what speech strategies you should use to stutter on purpose or speak fluently. I'm going to record your story and we can work on any parts that are difficult for you.