

Fluency Scenes™ Elementary

Skills	Ages	Grades
<ul style="list-style-type: none"> ▪ stuttering ▪ modification techniques ▪ easy stuttering behaviors 	<ul style="list-style-type: none"> ▪ contributing factors (physiology, cognitive, social and emotional processes) 	<ul style="list-style-type: none"> ▪ 6 through 11 ▪ 1 through 5

Evidence-Based Practice

- Fluency therapy may focus on fluency-shaping techniques or stuttering modification techniques. Both techniques are evidence-based and involve key components of modeling and self-management or self-monitoring (Prins & Ingham, 2009).
- The speech-language pathologist must counsel the child who stutters and his parents with strategies to combat internal negative feelings and strategies to combat external negative reactions from others (e.g., teasing or bullying). The child who stutters must feel free to express these emotions, otherwise he may continue to harbor internal negative feelings toward his stuttering which may prevent him from progressing in fluency therapy (Ramig & Bennett, 1993).
- Laiho and Klippi (2007) found improvement in both the frequency and duration of stuttering moments in school-aged children who were involved in an intensive stuttering program that targeted stuttering modification.
- ASHA (1995) promotes the use of a hierarchy going from single words to conversation fluently, role-playing situations to desensitize a child's reaction to stuttering, and implementing parent/teacher support for carryover of targeted fluency skills.

Fluency Scenes Elementary incorporates these principles and is also based on expert professional practice.

References

- American Speech-Language-Hearing Association (ASHA). (1995). *Guidelines for practice in stuttering treatment*. Retrieved December 13, 2012, from www.asha.org/policy/GL1995-00048.htm
- Laiho, A., & Klippi, A. (2007). Long- and short-term results of children's and adolescents' therapy courses for stuttering. *International Journal of Language & Communication Disorders, 42*(3), 367-382.
- Prins, D., & Ingham, R.J. (2009). Evidence-based treatment and stuttering—Historical perspective. *Journal of Speech, Language, and Hearing Research, 52*, 254-263.
- Ramig, P.R., & Bennett, E.M. (1993). Working with 7- to 12-year-old children who stutter: Ideas for intervention in the public schools. *Language, Speech, and Hearing Services in Schools, 26*, 138-150.

Fluency Strategies

Establishing, maintaining, and generalizing fluency techniques can be challenging for students and clinicians. *Fluency Scenes Elementary* combines solid treatment principles and research to present a comprehensive, easy-to-use, fluency-shaping tool.

These 50 picture scenes illustrate common student themes and familiar fluency disruptors. Addressing commonalities will increase your students' participation and interest. The stimulus items on the back of each card reflect a well-designed fluency program:

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| <ul style="list-style-type: none"> - Establish fluency in lengthening expressions - Teach light articulatory contacts using easy onset, bounce, and slide - Control the speaking rate - Apply oral-motor concepts and coordination - Use purposeful stuttering with bouncing and stretching - Modify the stuttering moment using a pull out or a cancellation | <ul style="list-style-type: none"> - Reduce avoidance behaviors - Increase self-awareness of primary and secondary stuttering behaviors - Improve attitudes toward self and communication - Transfer and maintain fluency strategies - Increase parental involvement |
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Each picture scene provides opportunities for teaching, practice, and generalization. Many cards show common themes or fluency disruptors. Other cards take abstract fluency techniques and make them real by providing a visual model.

The fluency exercises help your students practice and demonstrate their understanding of all the elements included in a well-rounded fluency program.

How to Use *Fluency Scenes Elementary*

The cards are organized in a hierarchy of fluency skills with easier skills addressed in the beginning cards. This is the suggested sequence of presentation, but you can use the scenes and fluency strategies in a variety of ways to best meet individual therapy goals for your students. Please use your clinical judgment to determine the optimum way to implement *Fluency Scenes Elementary* into your fluency therapy program.

- Show the picture scene to the group and ask students to take a moment to think about what is happening in the picture.
- Ask the students to describe the scene by providing a brief story regarding what they think is happening. Some scenes will help students recount their own familiar fluency disruptors and associated feelings.
- Present the exercises on the card that address your students' therapy needs.

However you choose to use *Fluency Scenes Elementary*, we hope you'll find these situations and exercises important tools to enhance the fluency and overall confidence of your students.



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