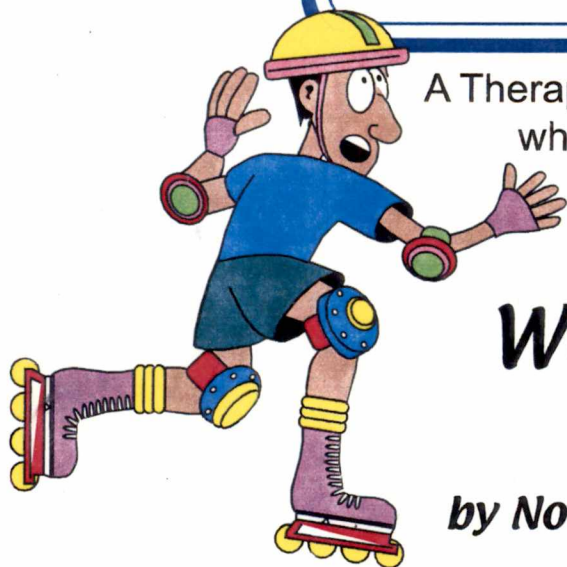




A Therapy Program for Children
who Stutter or Clutter

Workbook[©]

by Nola T. Radford, Ph.D.





WELCOME!!

Dear

Welcome to ***Smooth Talking!*** As you work with me, your Speech Clinician, you will learn how to identify disfluencies and how to decrease them or eliminate them. It will take time and practice. Along with your family and teacher, I can help you as you learn "smooth speech."

I will work with you to find the techniques and worksheets that are best for you. Remember to practice! Just as you have to practice tying your shoes, riding a bike, or roller-blading, you will have to work on your speech some everyday until it is easy for you to speak in a different way.

Now, let's get started!

Best Wishes,

Speech-Language Pathologist



Section 1

Identification, Education, Counseling (IEC)



STUTTERING

Repetitions



Stuttering occurs when I say sounds, syllables, or one-syllable words over and over.

Prolongations

Stuttering is when I start saying a word and I stretch the word out as I try to finish saying the word.



Blocks

Stuttering occurs word, but I can't come out.

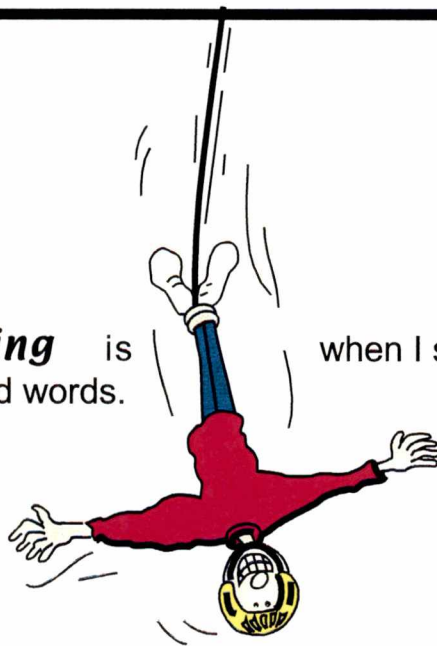


when I try to say a make the right sounds



Tension

Stuttering is when I struggle to produce sounds and words.



Escape

Stuttering occurs when I start saying a word, stop, and don't get any sounds out at all. So I blink, nod my head, or use extra words, or change the words.



Avoidance

Sometimes when I think I might stutter, I substitute words or pause to try to keep myself from **stuttering**.





Listening



Materials: audiocassette tape or videocassette tape with speech sample

Directions: You will hear a tape of someone who stutters. When you hear the voice, think about these questions and answer them as you listen:

1. Is it a boy or girl? _____
2. Is it a man or woman? _____
3. Does the person stutter
a lot or a little? _____
4. What were they talking about? _____
5. What kinds of things did they
do when they stuttered? _____



What Happens When I Stutter?



	Yes	No
Do I get stuck on sounds?		
Do I say words over and over?		
Do I stretch my words out?		
Do I stop producing sounds when I try to say a word?		
Do I get mad or frustrated?		
Do I blink my eyes?		
Do I nod my head?		
Do I say extra words such as uh, well, you know?		
Do I use sudden, jerky, or forceful movements with my head, arms, or body when speaking?		
Do I laugh, cough, or clear my throat to help myself begin talking?		





What Do I Do To Try To Keep From Stuttering?

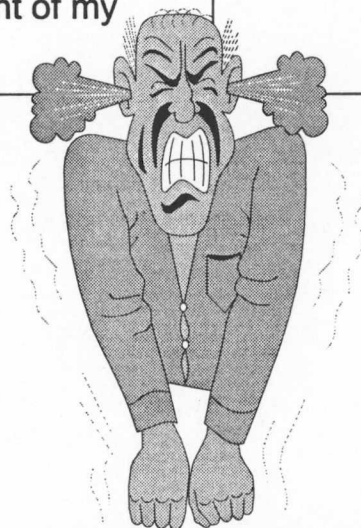


	<i>Yes</i>	<i>No</i>
Do I avoid talking to others in front of people?		
Do I let other people talk for me?		
Do I avoid saying certain words?		
Do I say extra words so I can finish what I want to say?		
Do I stop talking during a sentence?		
Do I avoid looking at the person I am talking to?		
Do I start talking very fast?		
Do I pretend I don't know certain words so I won't have to say them?		
Do I speak slower when I might stutter?		
Do I avoid asking questions?		
Do I speak louder or softer when stuttering is expected?		



Feelings and Attitudes

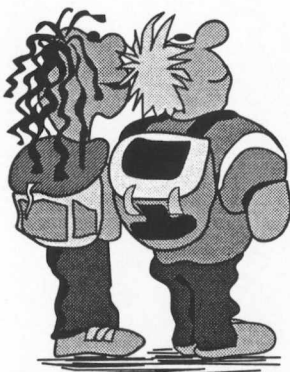
	Yes	No
Do I feel uncomfortable when I stutter?		
Do I make jokes or let others make jokes about my stuttering?		
Do I feel embarrassed when I talk?		
Do I wish I would stop stuttering?		
Do I feel too afraid to ask questions?		
Do I feel afraid when I talk to my parents?		
Do I feel afraid when I talk to my friends?		
Do I feel afraid to speak in front of my class?		





Find The Stuttering Behaviors

G Z C V I M K P A U S E G U K E F B V T
 A S Z D F L N R G Y V D K L P E L D R C
 Z X S A N J G O E K X E X M I K K L N E
 G P E M F S B L O C K S T U C P G U Y S
 S U T D G P P O O B H K I W L O S L T C
 H T C X B L I N K G P Y V T N E X Q C A
 G D F H F S F G E C L L M E S W F L M P
 U O U S J W I A V O I D A N C E W I W E
 K Q A T I F S T G E I K M S Q A N D V I
 R E P E T I T I O N S T W I W Y R T M T
 T K U E S P J O O P J H N O D L N C D G
 G J W K J I X N P M K Q I N M P Y T I S
 B D F Q L J N S C N L B J M Q V R M L P
 O G P L T S U S U B S T I T U T I O N S



Repetitions
 Prolongations
 Blocks
 Tension
 Escape

Nod
 Blink
 Substitutions
 Pause
 Avoidance



Cluttering

Fast Rate

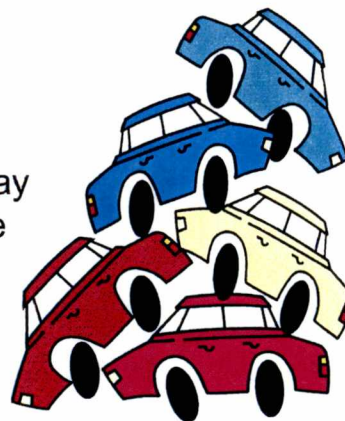
Rate is how that the words I to understand.



fast I talk. I can talk so fast say are hard for someone

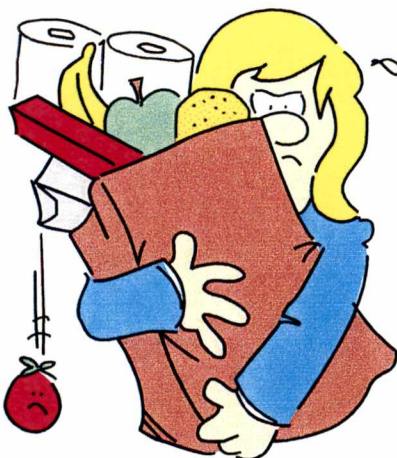
Jumbling words

Jumbling words goes along with fast rate. I may say too many words in a short time and leave parts of the words off or run them together.



Stop-Starts

Sometimes many times and



when I clutter, I **start over** too add extra words or phrases.



Listening



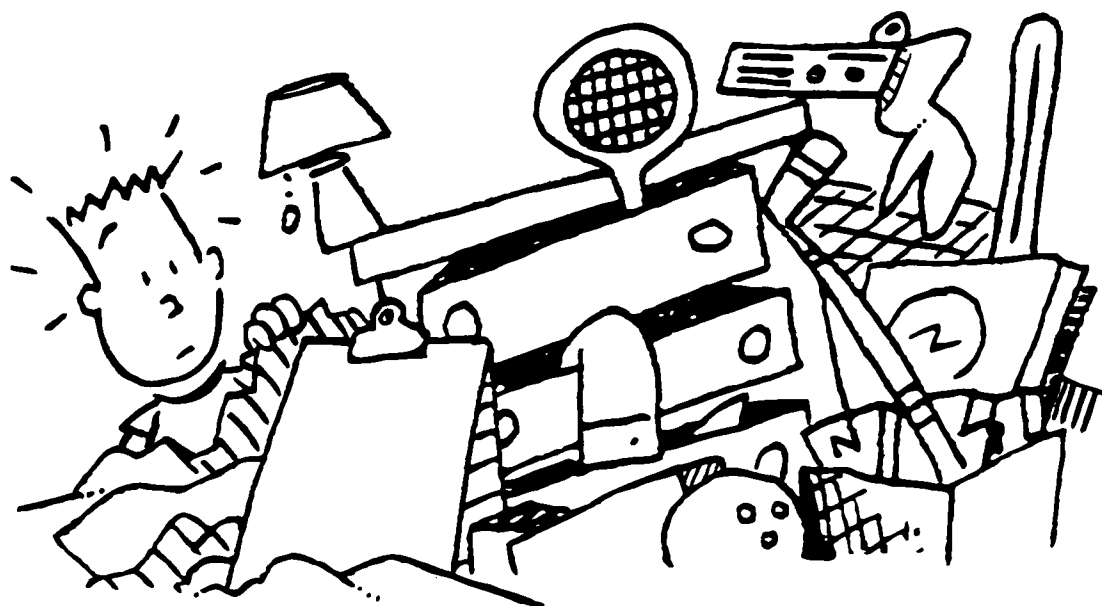
You will hear a tape of **cluttering**. Think about these questions as you listen and answer them while you listen.

1. Do you hear a man or woman? _____
2. Do you hear a boy or girl? _____
3. What is the person talking about? _____
4. Is the person easy or hard to listen to or understand? _____
5. What made the person hard to understand? _____



What Happens When I Clutter?

When I clutter	<i>Yes</i>	<i>No</i>
Does someone tell me to slow down?		
Do I forget what I was talking about?		
Do I lose my place when I am reading?		
Does someone tease me about talking too fast?		
Can I talk faster than I can think?		





Section II

Changing the Way I Talk (CWIT)



Good Communication: Eye Contact

What should I do?

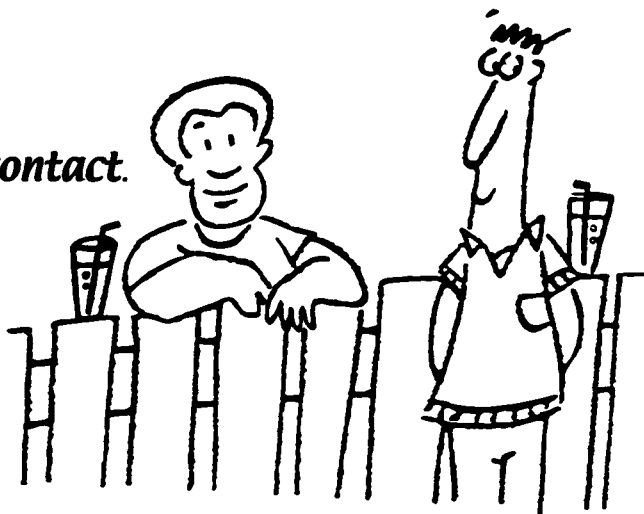


I should look at people when they talk to me.

When I talk to people I should look at them.

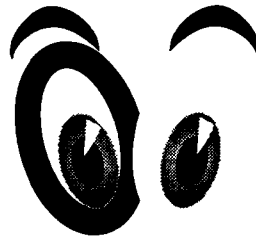
If I do this I will have **good eye contact.**

If I do this I will have **poor eye contact.**





What Is Good Eye Contact.....



Watch the video to decide if the listener and speaker used ***GOOD*** or ***POOR*** eye contact

<i>Good</i> eye contact	<i>Poor</i> eye contact



How Can I Improve My Eye Contact?...



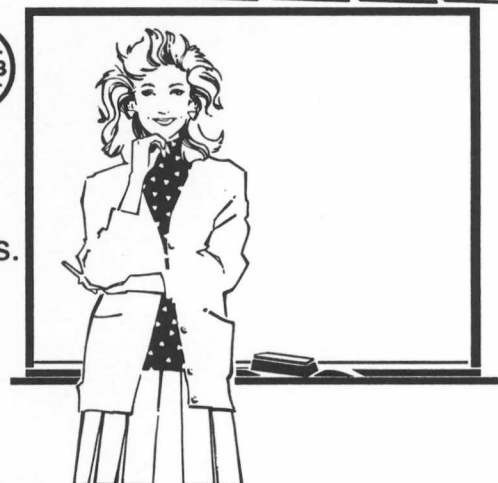
I can look at the person I am talking to.

I can look at my parents when I talk to them.



I can look at my friends when I talk and play with them.

I can look at my teacher when I ask questions.





Activities to Improve Eye Contact...



Directions: Do the following activities to improve eye contact.

➤ Activity 1

The clinician and client may practice good eye contact by discussing hobbies that the client is interested in such as sports, shopping, and toys or games that they like to play. Observe the client's good eye contact for approximately five (5) minutes.

➤ Activity 2

The clinician may ask the client to describe a favorite story or book using good eye contact. The time limit should not exceed five (5) minutes.

➤ Activity 3

The clinician may write down on strips of paper the names of animals, television programs, or fictional characters that would interest the child. Then fold the paper, put the paper in a container, and have the client draw a name to determine what he/she will describe. Observe the client's good eye contact for five (5) minutes.

➤ Activity 4

The clinician and client may practice good eye contact by doing a role play activity. Observe the client's good eye contact behavior for five (5) minutes.



Activities to Improve Eye Contact...



If the client is able to use appropriate eye contact, then proceed to the following activities. If the client is unable to use good eye contact, refer to the previous pages discussing the definition of good eye contact and pictures and video representing good eye contact.

➤ Activity 5

Tell the client to watch a television program with their parents. Tell them to discuss how the speaker and listener use good eye contact. Have them watch the program for at least five (5) minutes.

➤ Activity 6

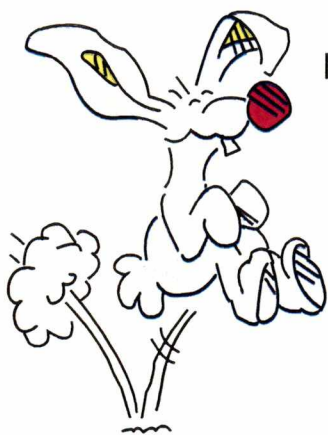
Tell the client to practice talking to a variety of family members using good eye contact. Have each family member count the number of times the client lost good eye contact. Tell them to observe for approximately 5 - 10 minutes.

➤ Activity 7

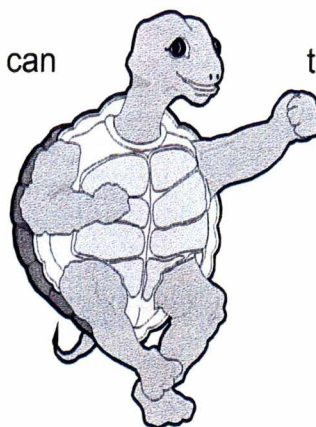
Have the client tell his/her friends the directions to his/her house. Tell the client to practice using good eye contact and allow them to ask questions.



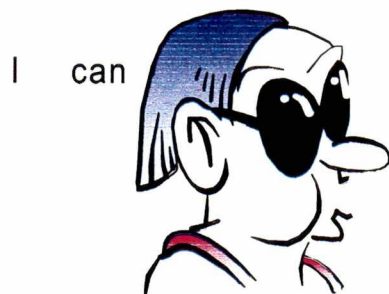
Changing the Way I Talk: Rate, Intensity, Pitch



I can talk fast or I can



talk slow.



I can

whisper or I



can shout.

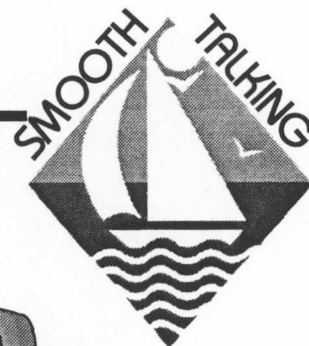


I can talk in

a high voice or I can talk in a



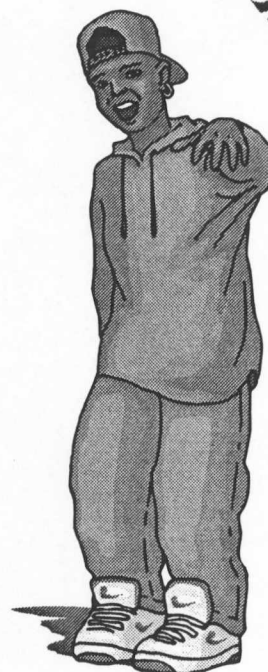
low voice



Let's Practice Changing the Way I Talk.....

Read each sentence fast, then slow, then whisper.

I ride the bus to school everyday.
My cat, Fudge, likes to watch birds.
This weekend I am going swimming.
The teacher gave us a test about astronauts.
Last Friday, we played basketball in the park.



Practice saying these words using your high voice, then say them using your low voice.

someday
television
pencil
October

spring
flowers
today
cool

running
sandal
skateboard
elephant

Now practice saying each word or sentence in a loud voice.

Come here.
Close the door.
Don't do it.
Call me later.

Go away.
Stop that.
Wait a minute.
Take me home.

Oh no.
Tell me.
Quit.
I don't know.



Changing the Way I Talk: Bad Habits...

Here are some bad habits that stutterers use when they talk.

teeth grinding

foot tapping

arm swinging

head bobbing

eyebrow raising

fist clenching

jerking head to one side

eye blinking

hitting themselves

hair pulling



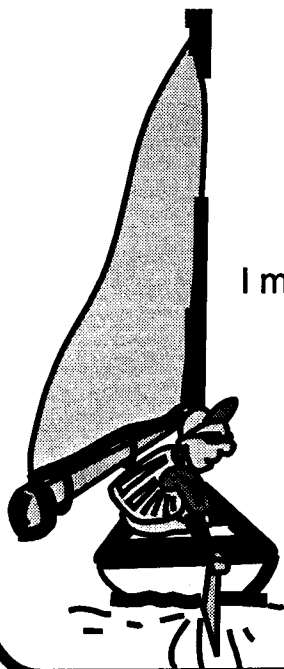


Bad Habits

What ***Bad Habits*** do I use when I talk?

When do I use these ***Bad Habits***?

Bad Habits are hard to stop but they only make my stuttering more noticeable or worse.



I must sail away from these ***Bad Habits***!



Stopping Bad Habits

Directions: Do the following activities to help stop the bad habits.

➤ Activity 1

The clinician will read a story and use a variety of bad habits as she reads. Tell the client to identify the bad habit as soon as he/she notices it.

➤ Activity 2

The clinician will give the client a picture to describe. Each time the clinician or client notice a bad habit, the client should stop and identify the bad habit, then continue to describe the picture.

➤ Activity 3

Tell the client to ask his family members to tell him each time he uses a bad habit.





Lessons For Stuttering Modification (SM)



What Is Bouncing?...

I may learn to change my speech by using bouncing

Bouncing is repeating the first sound of a word in an easy way. **Bouncing** helps me to control the way I talk. I can **bounce** on a word making my speech do what I want it to do.



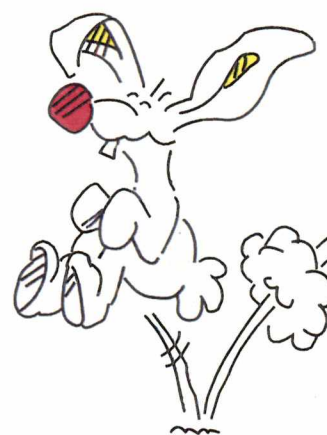
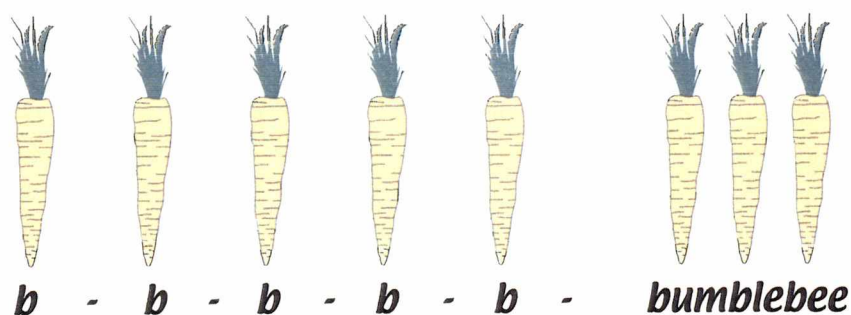
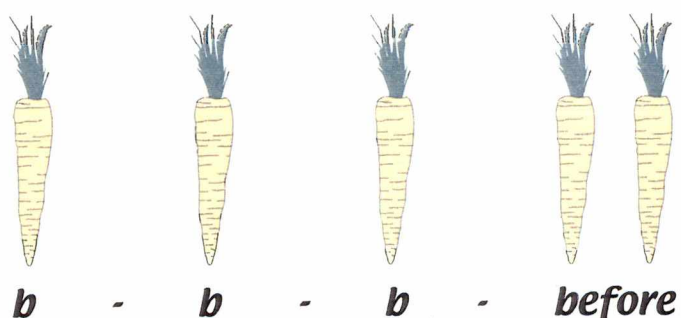
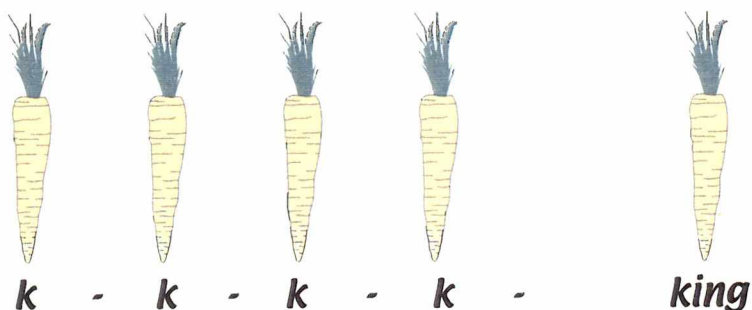
I **bounce** the ball when playing basketball.

I can use **bouncing** to make me a smooth talker.



How Can Words Be Bounced?...

Frogs and bunnies **bounce** around smoothly just like **bouncing** can smooth my speech. Using a rabbit shaped figurine, **bounce** from carrot to carrot **bouncing** on the first sound until the patch which contains the carrots where the whole word should be said.





What Are Some Different Ways of Bouncing?

Words can be **bounced** on in an easy, light way or in a hard, tense way. Say each word below in a hard, tense way when the word is **bold** and in an easy, light way when the word is *italicized*.

ball

pencil

color

girl

house

table

dog

winter

funny

song

ball

pencil

color

girl

house

table

dog

winter

funny

song





What Are Some Other Ways to Practice Bouncing?

Bounce easily and lightly on the first sound of each underlined word. The number above the word will tell you how many times to **bounce** on it. Make sure your **bouncing** is smooth and easy!!!

The ³Cardinals won the game by a score of ²five to two.

A small ²cat was found near the ⁴river.

Did you do your ¹homework for ³French?

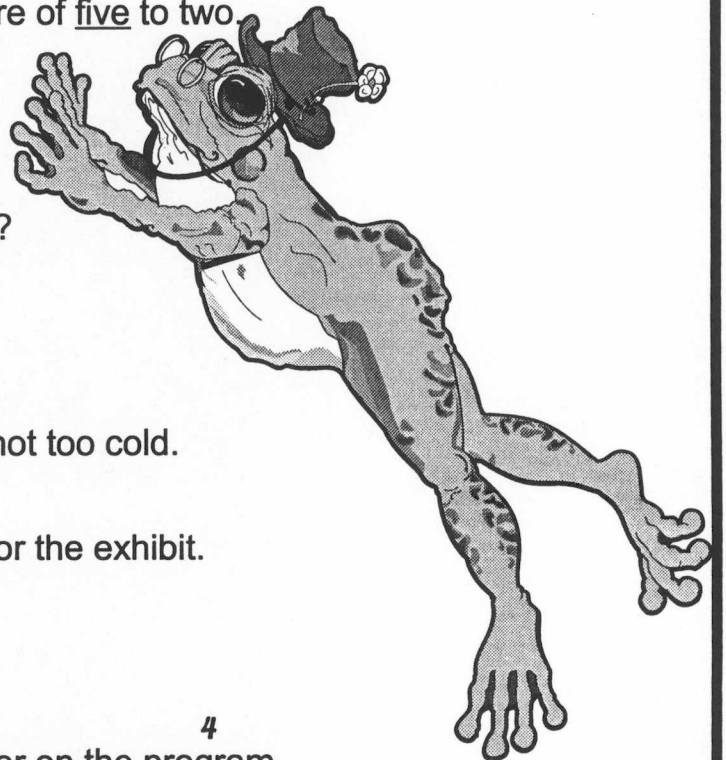
He ²will be arriving at ⁴six pm.

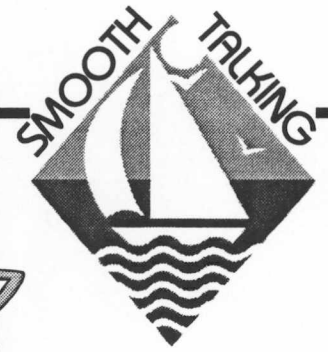
Soccer is fun to ¹play if the ³weather is not too cold.

The ²students have made ⁴model cars for the exhibit.

³Tomorrow should be ²warm and sunny.

²Billy and Susan will be working ³together on the ⁴program.





Bouncing Activities ***(from easiest to hardest)***



➤ ***Activity 1***

Take a five (5) minute conversational sample. Identify all stuttered words characterized by repetition. Identify the stutters as hard bounces. Have them repeat each word using easy bounces, then no bounces.

➤ ***Activity 2***

Pseudo stuttering with repetitions. Nonreaders: Let them select five (5) or fewer toys to talk about. Model for them stuttering on purpose when saying the name of each toy. Preplan how many times to bounce on the name of each toy and whether it will be a part-word (syllable) ***bounce*** or whole word ***bounce***.

➤ ***Activity 3***

Repeat Activity 2 but without objects present when this talking game is played again.

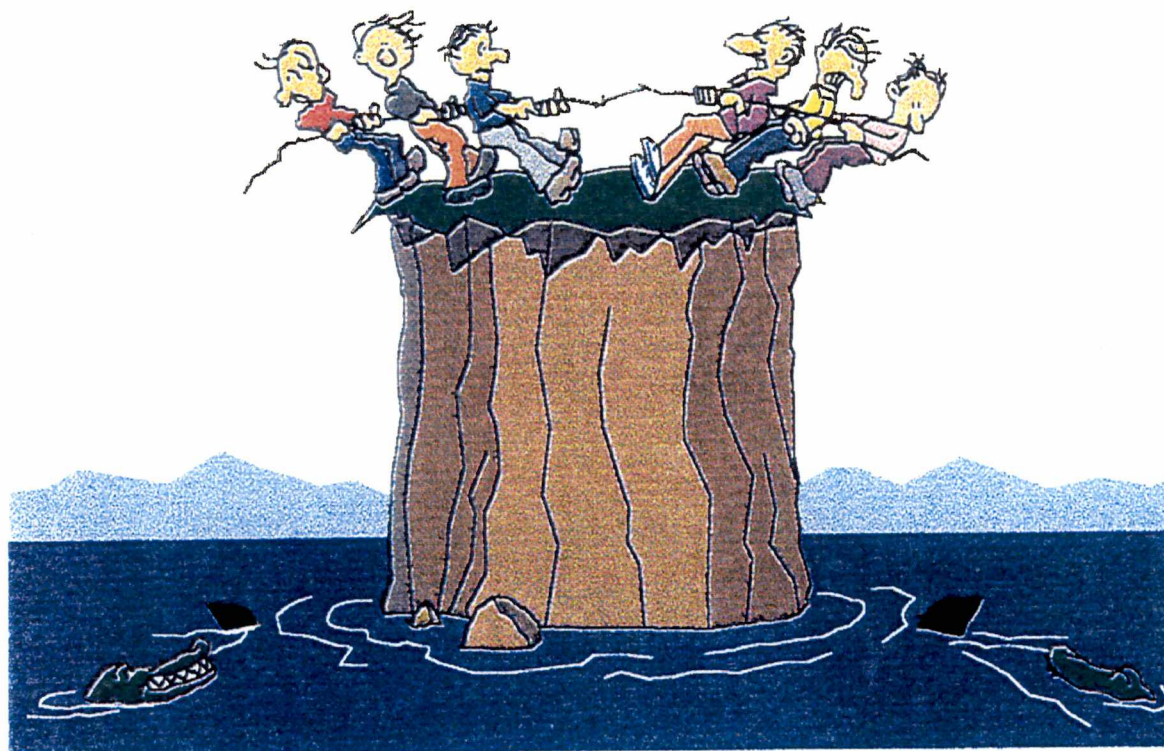
➤ ***Activity 4***

Repeat Activity 2 and verbally cue the child to ***correct*** each stuttered word (***repetition with bounce***) by saying it again with zero (0) bounces.



I MAY LEARN TO CHANGE MY SPEECH BY STRETCHING IT

One type of slow motion speech means making different sounds in words longer when you talk. When you make sounds longer in an easy way, it helps eliminate hard stuttering.



These guys are ***stretching*** a rope . . .
I can change my speech by ***stretching*** it.



How Can Sounds Be Stretched?

Stretch means to make longer. Start with your finger on the first letter and trace the line with a rubber band, **stretching** the sounds easily and lightly as you do so. Practice all of the sounds you know in this way.

s _____

f _____

m _____

sh _____

r _____

n _____

l _____

th _____

Now practice these words. Stretch the initial sound as you stretch a rubber band from the first letter to the word. When it is as long as the line between the letter and the word, say the whole word.

s _____ sailor

wa _____ water

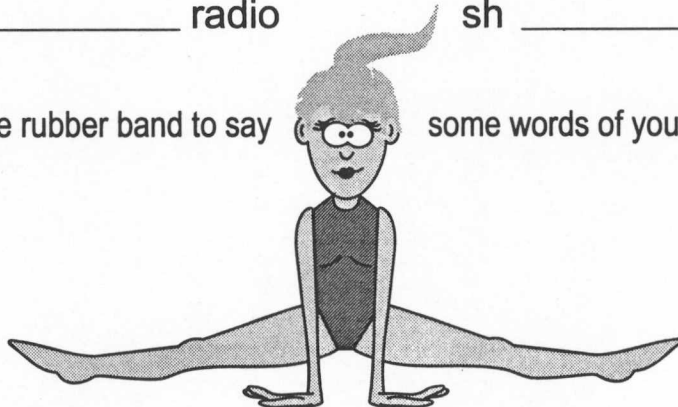
f _____ forest

li _____ listen

r _____ radio

sh _____ shoe

Now use the rubber band to say _____ some words of your own.



CAUTION: Do not add "SCHWA" vowel to discontinuous consonants; add the actual vowel sound that follows.



Stretching Means Making Longer

Practice **stretching** these sounds at home.

Sound	Word	Sentence
g	g- - -o	G- - -o to school.
f - - - - -	f- - -ind	F- - -ind your books.
v - - - - -	v- - -isit	V- - -isit me soon.
s - - - - -	s- - -ee	S- - -ee the elephant.
z - - - - -	z- - -ip	Z- - -ip your coat.
lo - - - - -	l- - -ook	L- - -ook at the bears.
r - - - - -	r- - -ing	R- - -ing the bell.
sh - - - - -	sh- - -ow	Sh- - - me your new puppy.
th - - - - -	th- - -at	Th- - -at belongs to me.
th - - - - -	th- - -ree	Th- - -ree is an odd number.
wa- - - - -	w- - -ait	W- - -ait for me at recess.
n - - - - -	n- - -ow	N- - -ow is the time to do it.
m - - - - -	m- - -ake	M- - -ake room for the dog.
y - - - - -	y- - -ellow	Y- - -ellow is a bright color.
- - - - -		





Stretching Activities ***(from easiest to hardest)***



➤ **Activity 1**

Use flash cards to familiarize the child with the consonants that can be stretched without vowel helpers (f, v, s, z, p, z, m, n, h . . .)

➤ **Activity 2**

Model for the child words beginning with the sounds identified in Activity 1. Imitate stuttering consisting of hard prolongations (***stuttering***) and then easy prolongations, similar in length.

➤ **Activity 3**

Using strings of different lengths, glide your finger along the string, prolonging the first sound in the word for the length of the string.

➤ **Activity 4**

Encourage the child to listen as you read words, sentences and stories. Identify when she uses hard stuttering. Have the child show you how to use easy stretches.



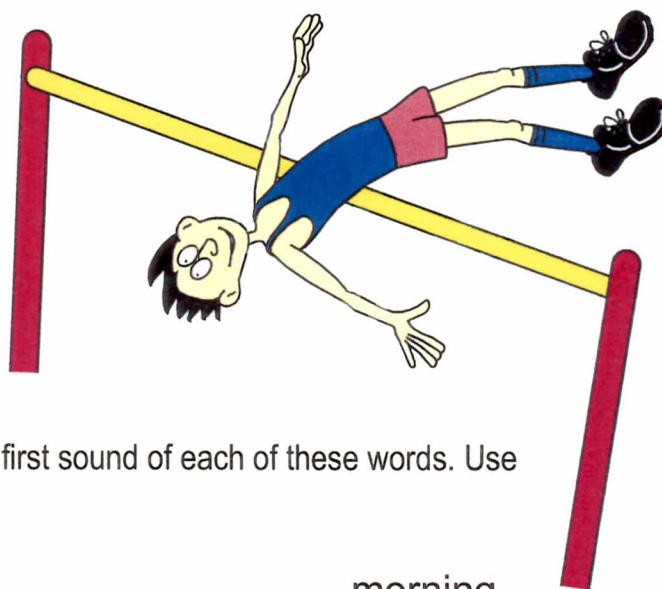
Light Contact Means Relaxed Speaking....

Say the first sound of the word in an easy way, without tightness or tension in your speech muscles. After making the first sound of the word, continue with the rest of the word, but **ONLY** when you feel your speech muscles are *relaxed* and when the word comes out by itself.

Like this

Do not push the word or sound out

Like this



Practice using *light contact* as you say the first sound of each of these words. Use your speech muscles easily and lightly.

paper

apple

morning

bell

elephant

night

tomato

ice cream

shadow

door

open

circus

candy cane

umbrella

zebra

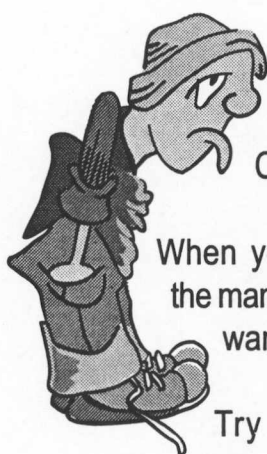
glass

yellow

fire



I May Use Light Contact With My Lips



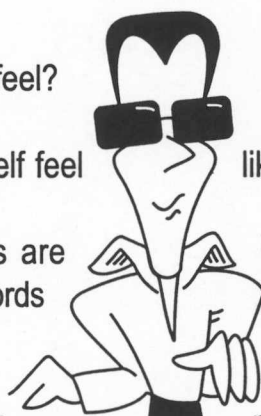
How does this man feel?

Can you make yourself feel

When your speech muscles are the man in the first picture, words want them to sound.

Try to relax your lip

some words in an easy way. Say the **bold** words in the tense, hard way and the *italicized* words in the easy light way.



What about this one?

like each of them?

tense and tight like those of don't sound the way you

muscles and practice saying

pony-----*pony*
penny-----**penny**
book-----*book*
believe-----**believe**

monkey-----*monkey*
penny-----**penny**
water-----*water*
wish-----**wish**

Can you feel the difference in your lip muscles?

Now try some sentences. As you read the sentences, try to move your speech muscles gently, and say each of the underlined words in an easy and light way with your lips barely touching.

1. We rode a pony at the park.
2. A penny was in the grass.
3. She left her book at home.
4. Do not believe his story.

5. A monkey has a long tail.
6. A man is called a mister.
7. Water is used for many things.
8. I wish the rain would stop.



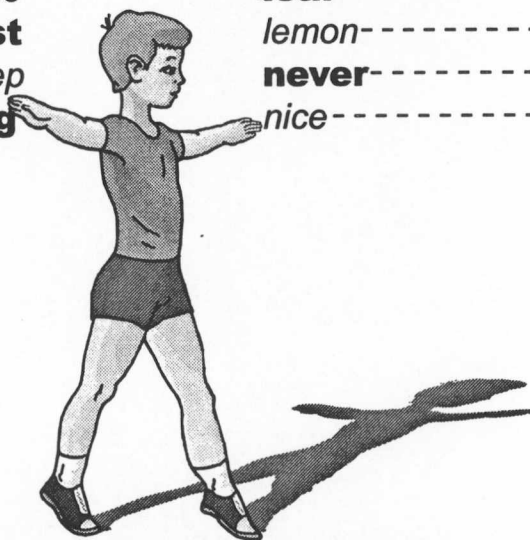
I May Use Light Contact with the Tip of My Tongue

Some sounds are made by using the very tip of your tongue. These sounds are T, D, L, and N. When you use **light contact** on these sounds, you say them gently without force. You can say each one of them by pressing your tongue very hard against the roof of your mouth behind your front teeth, but you can also say them by moving your tongue very lightly and quickly. Try it! Do you feel any difference?

Try saying the **bold** words in the hard way and the *italicized* words in the easy way

table-----*table*
test-----**test**
deep-----*deep*
dog-----**dog**

leaf-----*leaf*
lemon-----**lemon**
never-----*never*
nice-----**nice**



In each of the sentences below, say the underlined words by pressing your tongue very hard against the roof of your mouth, and then say them again in the light, easy way.

1. A table has four legs.
2. We had a spelling test today.
3. The lake is not very deep.
4. Sometimes a dog will do tricks.
5. She found a pretty leaf in the park.
6. A lemon has a sour taste.
7. The teacher said we should never run in the halls.
8. Robert has a nice new toy



I May Use Light Contact with Other Speech Muscles

In making the sounds of K and G, the back of my tongue goes up and touches my soft palate. **Light contact** for these sounds means that the back of my tongue touches the roof of my mouth very quickly and lightly. If my tongue is pressed too hard against my palate, the word I want to say will not come out smoothly.

First read the following words by pressing the back of your tongue very hard against the roof of your mouth. Then read the words a second time with your tongue touching your palate very lightly and quickly.

KITE

kite

GOAT

goat

CAUGHT

caught

GUM

gum

KING

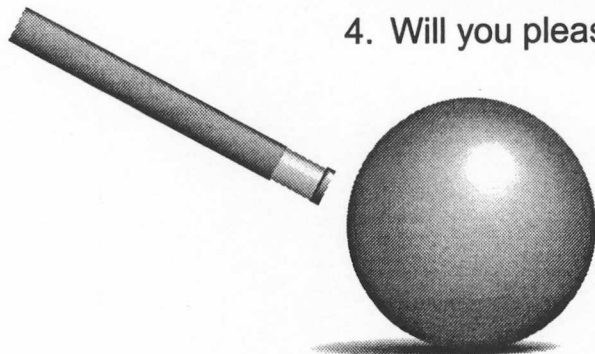
king

GATE

gate

In the following sentences, say the underlined words with your tongue barely touching the roof of your mouth.

1. The kite was caught in the tree.
2. King George had a bad cold.
3. Close the gate to keep the goat inside.
4. Will you please get some gum.





***I can Smooth My Speech
by Using Easy Stuttering
(Bouncing, Stretching or Light Contact)***

Let's practice modifying your speech using the techniques we have learned so far, such as: ***bouncing***, ***stretching***, and using ***light contact***.



Pretend to stutter in each of the following situations. Now choose a technique to use to eliminate the stuttering.

1. Buy a candy bar at the store.
2. Ask someone what time it is.
3. Thank someone for a favor.
4. Call a friend on the telephone.
5. Talk to you teacher.
6. Tell your brother or sister something.



There are More Ways to Practice Smoother Speech Using Easy Stuttering



These situations are more complicated. Use **bouncing**, **stretching** or **light contact** in each of these.

1. Choose a poem or a paragraph for the group to read in unison. Select certain words to control with bouncing, stretching, or light contact and underline them. Read the selection out loud in therapy.

2. Copy a paragraph from your favorite story. Instead of writing some of the words, draw pictures to represent them. Now read the story using light contact, bouncing, and stretching on the illustrated words.

3. Be a messenger for your speech therapist. Choose a way you want to stutter when you deliver the message.

4. Put a hand puppet on each hand. Have the puppets talk to each other and to you and the clinician. Choose a different way to stutter on purpose for each puppet.

5. Read a paragraph or a short story on a tape recorder. Practice one type of stuttering that you have selected before beginning to read. As you play the tape, listen carefully.

6. Play a game of Twenty Questions. Each time you ask a question, use one way of voluntary stuttering.

7. Introduce a family member or friend to your speech therapist. Use a different type of stuttering for each name.



Using Cancellation to Change My Speech

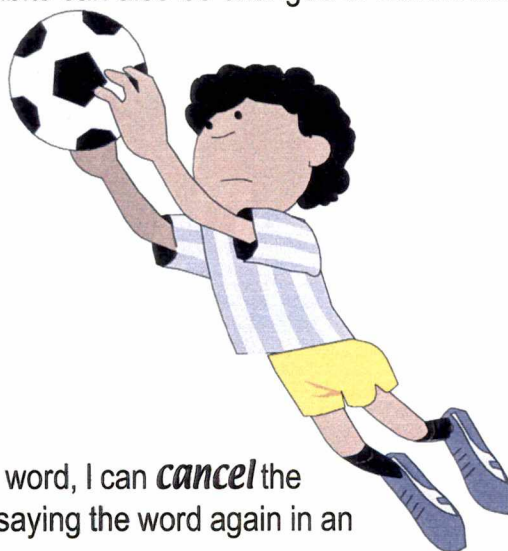
What is **cancellation**?

Cancellation means doing away with something. It is the same as “**stamping out**” the words I stutter on.

Example:

We were supposed to have a soccer game Saturday morning, but it was **cancelled** because of the rain.

Just as soccer games and other situations or events can be **cancelled**, stuttering habits can also be changed or **cancelled**.



When I stutter on a word, I can **cancel** the stopping and then saying the word again in an

stuttering immediately by easier way.

I can “**stamp out**” my stuttering moments by stopping and beginning again. I can **cancel** the old way and change to a new way!

Example:

“My na-na-na-name is Peter.”

“My n-n-n-name is Peter.”

When stuttering on a word, stop and begin again by saying the word in an easier way.



How Can I Cancel My Stuttering?

Cancellation means wiping out something; erasing it.

I can **cancel** an appointment.

A soccer game may be **cancelled** because of rain.

What other things can be **cancelled**? Write them below.

This is how I **cancel** my stuttering.

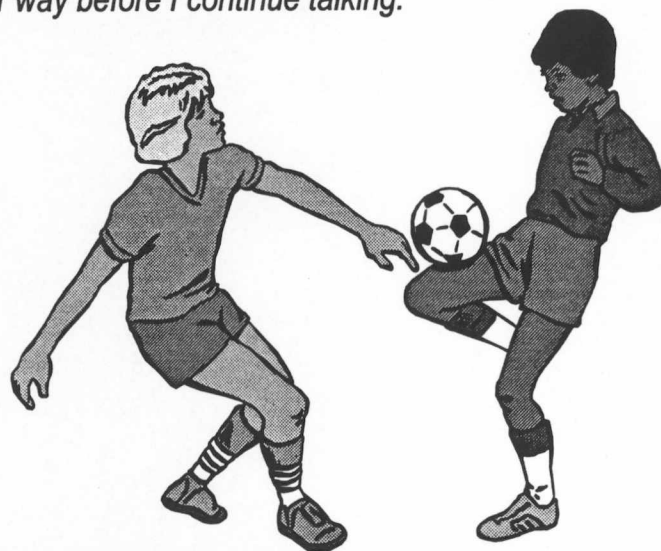
*If I stutter on a word, I should pause, and think about how I said the word
then say the word in a different, easier way before I continue talking.*

Example:

"H-H-H-H-o-o-o-w"

"H~ow are you today?"

Soccer game **cancelled** because of rain.





Ways to Practice Cancellation

— Taking turns with members of the speech class, describe an imaginary trip you would like to take. Tell where you want to go and what you would like to see. Each time you stutter, **cancel** the stuttered word by saying it in an easier way. Two points are given for each word **cancelled**. At the end of the period count the number of points you have received.



See Appendix A for additional practice materials.



I May Learn to Change My Speech by Using Pull-Outs

What are ***pull-outs***?

Now comes the real test. You have had practice in changing your speech in different ways, but unless you learn to use control at the exact moment of stuttering, the practice you have done will not be helpful in making your speech smoother.

A new technique to help you use your controlled speech is called "***pull-outs***". A "***pull-out***" is just what it says — you ***pull out*** of your stuttering when you are in the very middle of it.



Example:

If you start to say the word *machine* and it begins to come out as a stuttered word, you can ***pull out*** of the real stuttering by pausing in the middle of it, analyzing what you have done, and changing to one of the controlled ways of speaking which you have learned. You may use any of these techniques:



m - - - - - - - - - - usic	(prolongation)
m-m-m-m-music	(bouncing)
m - - - m - - - music	(using light contact)

Read the following sentences aloud, and practice ***pulling out*** of your stuttering when it occurs.

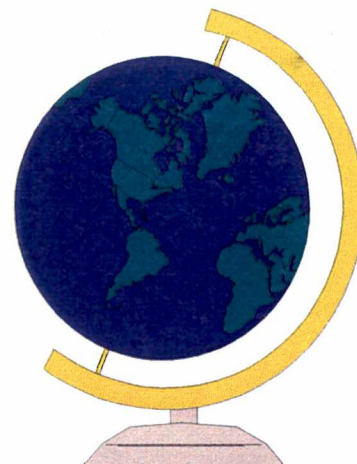
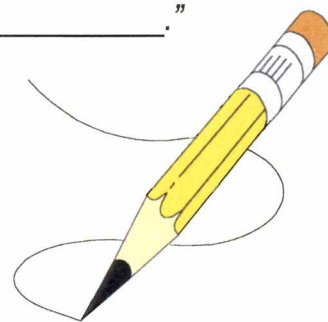
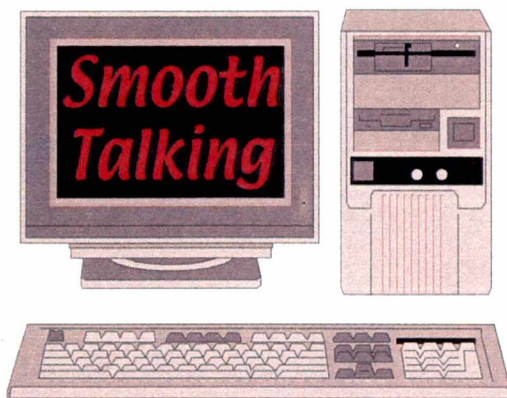
1. We are having a test in social studies tomorrow.
2. The test will cover the chapters that we have been studying for the past three weeks.
3. One of our topics has been the Civil War.
4. We have also studied the development of the thirteen colonies.
5. That material was covered in our previous test.
6. I have studied very hard, and I hope that I will pass the test.
7. Our teacher has said that those who score above 90 will have a free period on Friday afternoon.
8. After our last test I had a free period, because I scored a 92.



How Can Pull-Outs Be Practiced?

The exercises on the following pages are designed to give you situations in which to practice your controlled speech. If you stutter on any words as you do the activities, **"pull out"** of the moment of stuttering by **bouncing, prolonging, or using light contact**. Use the manner of **"pulling out"** which is easiest for you.

— Name objects in the room. Use the sentence "I see a _____."
(computer, pen, desk, globe, etc.)

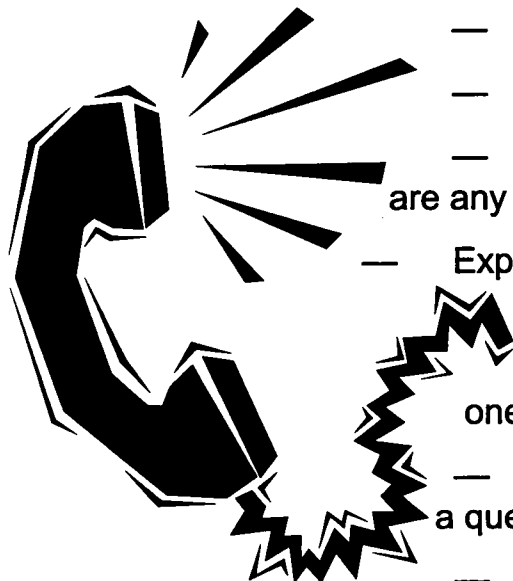




When Can Pull-Outs Be Practiced?

As you carry out each of the following speaking situations, practice “***pulling out***” of your stuttering at least once in each situation. Use one of the techniques learned so far that is easiest for you.

- Answer the telephone the next time it rings. Talk with the caller at least a minute or two.
- Tell your mother about an experience you have had in school.
- Talk with a friend after school.
- Read aloud in your classroom.
- Telephone the pizza place to find out if there are any special deals.
- Explain to a relative what you have been doing in speech class.
- Explain and demonstrate a “pull out” for one of your parents.
- Raise your hand in your classroom to answer a question.
- Tell a joke or riddle to a friend.
- Recite a poem or read a book to someone at home.
- Review a homework assignment aloud.
- Go to the store or local restaurant and ask for something.
- Ask someone what time it is.
- Tell a friend about a movie you have seen.
- Discuss a homework assignment with someone in your class.



See Appendix A for additional practice materials.



Substitutions and Feared Words

A feared word is a word you are afraid to try to say because you think you may stutter. Some words are feared because you really have had a hard time saying it.

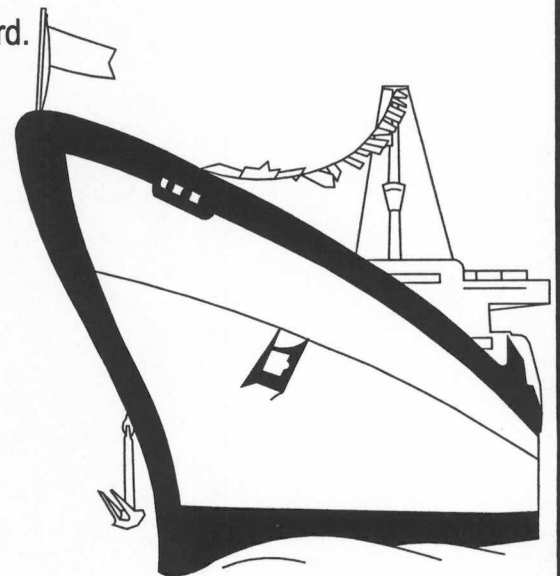
Substitutions occur when someone substitutes one word or phrase for another when stuttering is expected.

Practicing saying the feared word will help get rid of the fear. Let's pretend you are afraid of the word "BOAT". What's another word for it?

Example: I saw a b-b-b . . . ship.

Sometimes, you can substitute a word for the feared word.

The feared word was boat. The substitution was ship.



What are some feared words that you have?

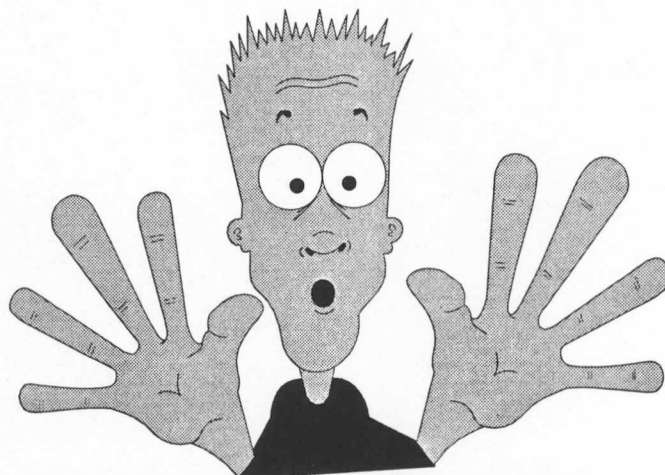


Substitutions and Feared Words

Think of some feared words, words that you may stutter on. Can you think of another word that means the same thing? As you keep track of each substitution, think of other vocabulary words you could use as substitutions.

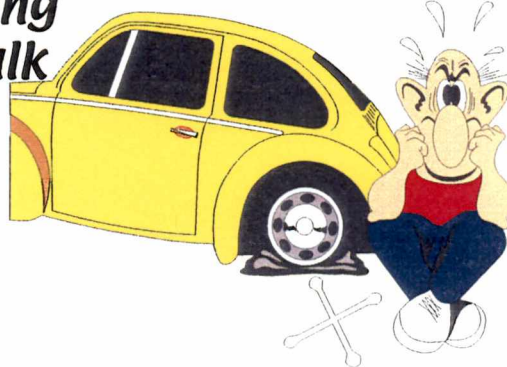
Directions: Listen for your own feared words and write them here.

Feared Word	Substitution	Why?





Let's Practice Changing the Way I Talk



After reading each sentence, say the underlined words again. Then, hold the underlined sounds.

Ssie's tricycle is red.

Can I go to the theatre?

He found some seashells on the beach.

Put the can on the top shelf.

After each underlined word, add some extra sounds such as un, um, oh, er, or ah. Before you say the underlined words, stop your voice then say the words in the sentence. After the sentence say the underlined words again.

Don't drive too fast you may wreck your car.

Put the trash in the trash can, not on the ground.

Raise your hand when you want to ask the teacher a question.

Always wear your coat when it is cold outside.



Fluency Shaping Techniques (FST)



I May Learn to Change My Speech by Using Phrasing and Blending

Compose a rap or poem about your speech or you may use the one provided at the bottom of the page. Practice reciting this poem or rap using phrasing and blending.



Don't Be A Miser with Your Breath

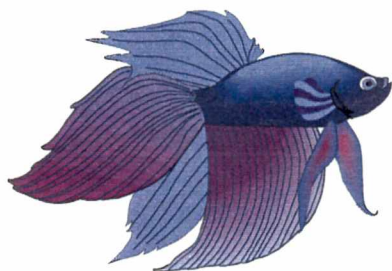
When you talk, these rules please heed
Use as much air as you need
Don't hold your breath when you go to speak,
Nor let air collect in either cheek.
On the other hand, don't throw breath away,
Use the air that you need to help what you say.



What is Phrasing/ Blending?

When words are **blended**, they are said smoothly. There is no pause after each one. At the same time, the speaker must be careful not to slur the words together. In **phrasing/ blending** words, the breath should be let out slowly and easily.

Say the words under each picture, reading down and blending the words of each phrase. Then read the bottom row across as three groups of words, blending the words within each group.



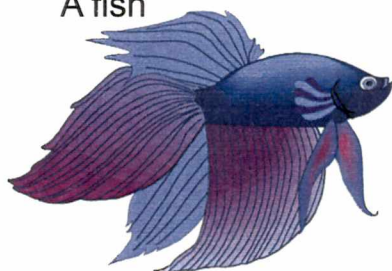
A fish



A dog



A cat



A long fish



A playful dog



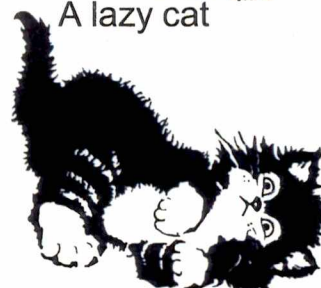
A lazy cat



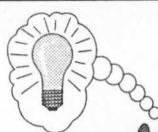
A long colorful fish



a playful brown dog



a lazy black cat



How Can Blending/Phrasing Be Practiced



Below you will find some phrases or groups of words that make sense together, but do not make complete sentences. As you read each group of words, **blend** them so that you do not stop after any of the words until you have come to the end of the phrase.

a black dog
under the table
before we eat lunch
the lost money
each of the boys
tomorrow morning
as if he were
some homework papers
after the ball game
one blue book
several weeks ago
faster than a plane
either John or Connie
red, white, and blue
oranges and apples
every boy and girl
a huge forest fire
near our house
since last summer
because of the rain

four large cookies
funny clowns
cheese and crackers
monkeys in the zoo
red plastic boats
never in my life
at our house
very blue sky
opposite the windows
during baseball season
the storm clouds
just as easy
fifteen more minutes
up the stairs
chicken and french fries
seven or eight
chasing the cat
for her birthday
a pleasant trip
my green shirt

Can you make a sentence using each phrase? Be sure that you **blend** the words within the phrase as you say the sentence.



What is Phrasing?

Phrasing means dividing a sentence into meaningful word groups. The word group, or **phrase**, makes sense by itself, but it is not a complete thought. There may be more than one way to divide a sentence into **phrases**; as long as a thought unit is not broken up, the **phrasing** pattern may vary for different people.

You have already learned that the words within a **phrase** should be blended smoothly, so that the pauses come between the **phrases** instead of in the middle of them. These **pauses** are used to add meaning to what you are saying, and are also convenient places to take a breath when you need one. Learning to **phrase** and blend properly will help to make your speech come out more smoothly.

Phrasing is important because

- ◆ It will be easier for you to express your ideas.
- ◆ Your listener will understand you better.



Sentences: Read the following sentences and group the words together so that they make sense.

The big black cat was eating a fish in the kitchen.

The blonde-haired boy ran through the park with the blue kite.

The small red car zipped in and out of traffic on the highway.

We invited several of our friends and neighbors to the party.

Assignment: Write some long sentences and divide the words into meaningful units or phrases.



How Can Phrasing Be Practiced?

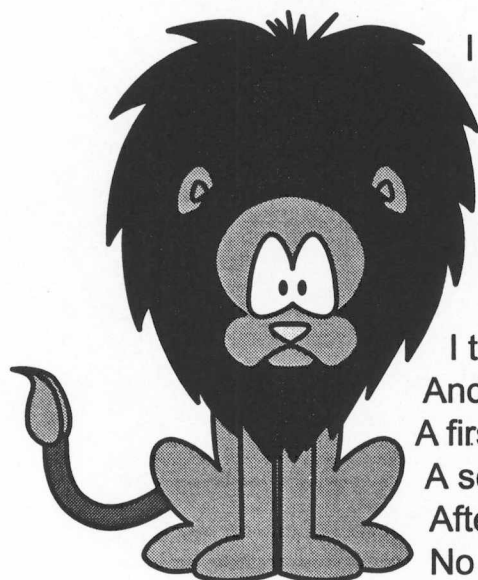
Poems can be **phrased** so that they are easier and more interesting to read. The following poem is underlined to indicate **phrasing**.

I took a walk in the park one day.
And met a lion coming the other way.

Now some additional lines will be added, and the **phrases** will be made longer.

A first impulse was to turn and run
A second was to stop and stare

Read through the entire poem, first with four short **phrases** for each line, then with two longer **phrases** per line, and finally with each line as one long **phrase**.



I took a walk in the park one day,
And met a lion coming the other way.
A first impulse was to turn and run;
A second was to stop and stare.
I started to run and then thought . . . where?
I stopped, and wondered, do I dare . . . stare?

I took a walk in the park one day.
And saw a lion going the other way.
A first impulse was sudden anger,
A second was to try and forget.
After all we'd never really met.
No one would believe me even on a bet.

Other poems may be used to practice **phrasing** as well. Follow the same procedure as in the poem above. Another good activity to practice **phrasing** is reading *Dr. Seuss books*.



Phrasing Practice is Fun

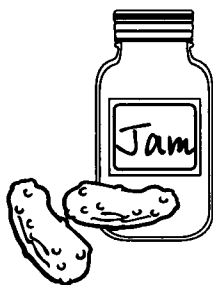


The Odd Bird

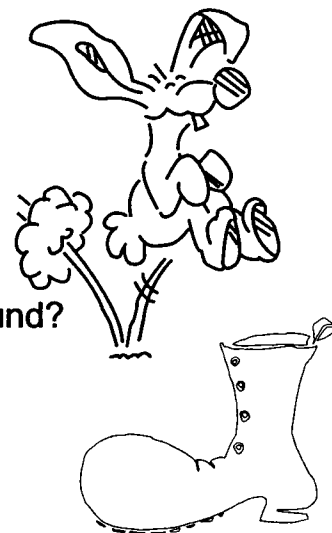
While I was sitting in a tree,
A bird came up and looked at me,
He chirped, "What are you doing there
Sitting so high up in the air?"

Rabbit

A rabbit was hopping along on the ground.
He suddenly stopped and asked, "What have I found?
"Someone has lost a shoe," he said
"I'll take it home and wear it to bed."



Pickles and lamb, pickles and ham
Have you ever eaten pickles and jam?
The pickles are sour; the jam is so sweet
The two together really make quite a treat.



It was a dark, stormy night! The rain was coming down in sheets, Interrupted only by flashes of lightning which brilliantly lit the otherwise black sky. The Miller family was already in bed, unaware of the sounds and noises outside. Suddenly there came a terrifying crash! Mr. Miller awoke with a start. Was it thunder he heard? Then the sound came again, this time from the direction of the cellar door. Mr. Miller left his bedroom and crept cautiously down the stairs. As he approached the cellar door, he heard the crashing sound a third time. A shiver of fear came over him as he opened the door and peered down the stairs. A flash of lightning illuminated the bottom step, and Mr. Miller's eyes opened wide. There sat a scrawny, soaked squirrel, looking wildly around for a way to escape. Mr. Miller laughed heartily as he let the little squirrel run out through the cellar door.

See Appendix A for additional practice materials

*Poems taken from *Programmed Approach to Stuttering for School-Aged Children*



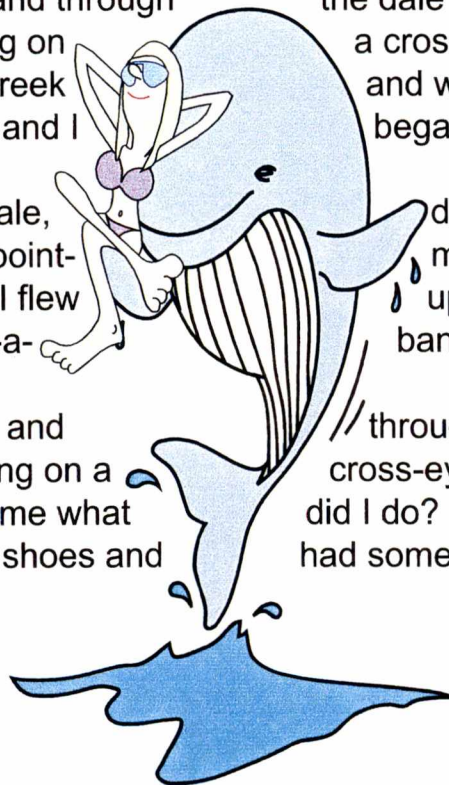
Phrasing Practice is Fun

The Cross-Eyed Whale

Over the hill and through the dale
I skimmed along on a cross-eyed whale.
We came to a creek and what do you think?
The whale and I began to sink.

"Oh, Mr. Whale, don't let me drown!
I have an appointment in Upperdown Town."
Old whale and I flew up to the top.
With a crash-a-bang-bong we came to a stop.

Over the hill and through the dale
I skimmed along on a cross-eyed whale.
When I got home what did I do?
Took off my shoes and had some stew.



*Poem taken from *Programmed Approach to Stuttering for School-Aged Children*



Slow Motion Speech



Directions:

Along with phrasing and blending, you have been talking more slowly. Talking slower helps to keep your speech clear.

Try some of the following activities:

➤ Activity 1

Pretend you are in a movie. Get a friend to pretend to be the Director. When the Director says "Action" talk normally as you talk. When the Director says "Slow Motion," do everything super, super slow. Your clinician will show you how it works.

➤ Activity 2

Your clinician will pick some words to say. You will probably start with short words and then go on to longer words and sentences. Tap out the syllables as you read.

➤ Activity 3

Practice talking more slowly with your parents at home.

➤ Activity 4

Practice reading more slowly.

➤ Activity 5

Practice talking more slowly in your classroom.



What Have I Learned About Working on my Stuttering?

- What is eye contact?
- Why is good eye contact important?
- What "bad Habits" do I have that go along with my stuttering (head nod, knee slap, eye blink, etc.)?
- What is a feared word?
- In what way do I stutter?
- What "pet phrases" do I have that start my talking (um, well, you know)?
- What are substitutions?
- What substitutions do I use?
- I can "map" my stuttering.



What Have I Done About My Stuttering?

- I have used good eye contact _____
- I have eliminated some of my word forcers. _____
- I have learned to describe the way I stutter. _____
- I have learned to say feared words. _____
- I have begun talking without using starters. _____
- I have become aware of my substitutions. _____
- I have begun to change the way I talk. _____



What Have I Learned About Cluttering?

- What is cluttering?
- What do I do when I clutter?
- Can talking fast make it easier or harder for someone to listen
- I can “map” my cluttering.



What Have I Done About My Cluttering?

- Good eye contact?
- Slower rate?
- I have begun to change the way I talk.
- I can describe cluttering.
- I can think and plan before I talk.
