

# Fluency Scenes™ Elementary

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

## 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](http://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:

- 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
- 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

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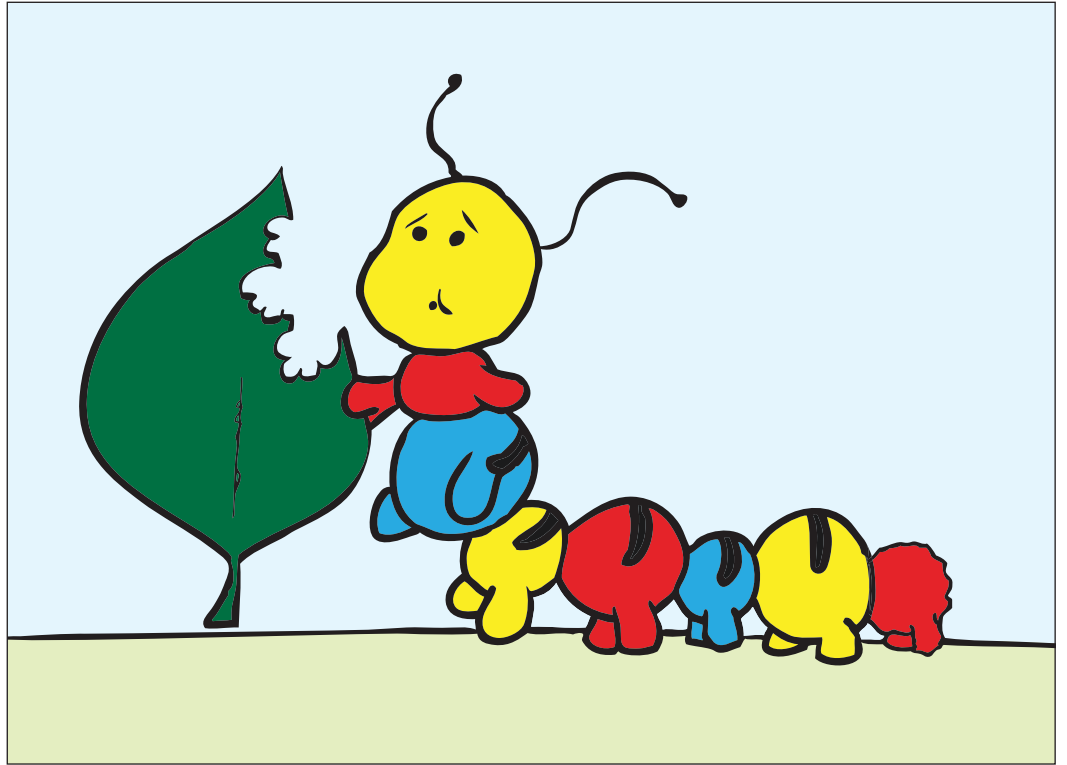
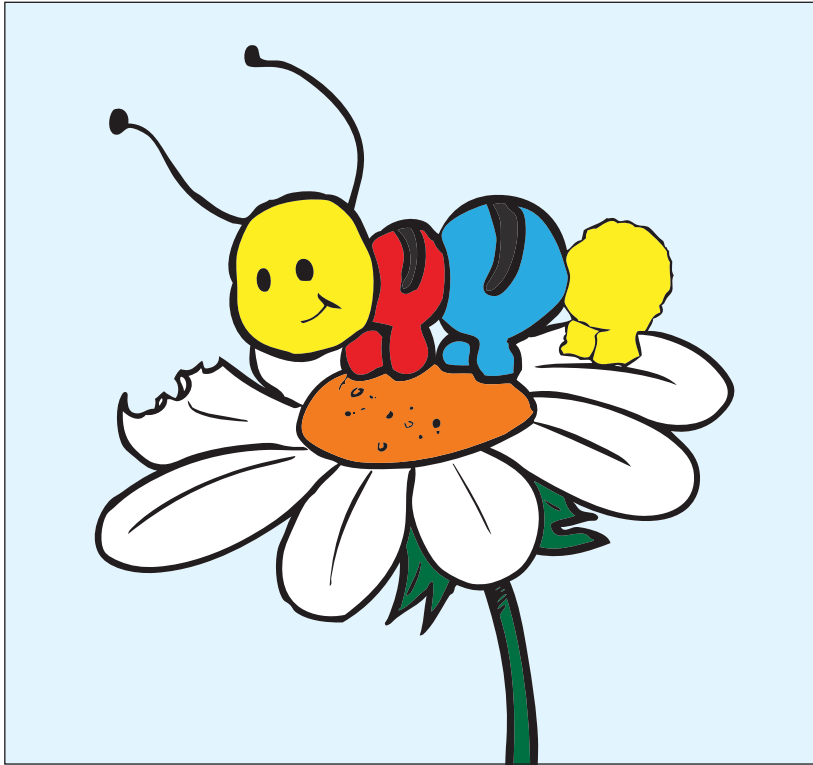
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## Fluency Education: Establishing Fluency Through Increasingly Longer and More Complex Utterances

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 word. As you become fluent at each level, your speech exercises will get longer and more complex. Practicing at each level will give you confidence for future fluency exercises.

### Exercise 1

1. I'll point to one of the caterpillar's body parts. Tell me the color of the body part. Remember to speak slowly and keep your voice on. (Point to various body parts.)
2. I'll point to one of the caterpillar's body parts. Tell me the size of the body part. Remember to speak slowly and keep your voice on. (Point to various body parts.)

### Exercise 2

Listen to the story. Then answer the questions.

This is a story about Christian the Caterpillar and his interesting gift. Christian enjoys eating flowers, leaves, and grass. Whenever Christian eats, the end of his body begins to tingle. Then he burps and a new body part “pops” up.

As you answer the following questions, remember to speak slowly and keep your voice on.

1. Look at the caterpillar's body and tell me two patterns you see. (large, small; yellow, red, blue)
2. What does Christian eat? (flowers, leaves, grass)
3. When Christian eats, what happens to his body first? (begins to tingle)
4. What happens after Christian burps? (new body part pops up)

### Exercise 3

1. (Point to Christian eating a flower.) Repeat this sentence and fill in the blanks. Remember to speak slowly and keep your voice on.  
When Christian ate a \_\_\_\_\_ (flower), he grew a \_\_\_\_\_, \_\_\_\_\_ (small, yellow) body part.
2. (Point to Christian eating a leaf.) Repeat this sentence and fill in the blanks. Remember to speak slowly and keep your voice “on.”  
When Christian ate a \_\_\_\_\_ (leaf), he grew a \_\_\_\_\_, \_\_\_\_\_ (small, red) body part.
3. (Point to Christian eating grass.) Repeat this sentence and fill in the blanks. Remember to speak slowly and keep your voice “on.”  
When Christian ate \_\_\_\_\_ (grass), he grew a \_\_\_\_\_, \_\_\_\_\_ (large, blue) body part.

### Exercise 4

As Christian the Caterpillar becomes longer and heavier, he'll move more slowly. As your sentences grow longer, you'll slow down just like Christian.

Retell Christian the Caterpillar's story. Include as many details as you can remember. As you're retelling the story, point to the sections of the picture that go with the story. Remember to speak slowly, keep your voice on, and drag your voice between words.



## 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.

### Exercise 1

Listen as I tell you about this picture using slow and easy speech. I'm going to talk as slowly as a turtle moves.

#### • Part 1

It's the Fourth of July Festival in the town of Martinsburg. The children especially look forward to "The Wheeled Race." This event is fun because it's a race just for kids. The kids choose the type of transportation they use. In past years, they've ridden skateboards, unicycles, and tricycles. The rules are simple — be a good sport and always do your best!

Now it's your turn. Tell me what you remember about the race. Use the picture to help you remember, and speak very slowly, just as I did.

#### • Part 2

Lyndell decided to wear his inline skates. He says they make him feel like a superhero flying through the air. The firecracker on his shirt makes him feel lucky. His knee is a little bruised because he stumbled and fell, but he's determined to finish the race.

Now it's your turn. Tell me what you remember about Lyndell. Use the picture to help you remember, and speak very slowly, just as I did.

#### • Part 3

Anna decorated her bike for the race today. She especially likes the red streamers on her handlebars. She thinks they look like flames when she rides. She believes she'll zoom ahead of everyone. She's pushing hard on the pedals and gripping the handlebars with all her strength.

Now it's your turn. Tell me what you remember about Anna. Use the picture to help you remember, and speak very slowly, just as I did.

#### • Part 4

Max can really control his scooter. He's good at choosing just the right speed. His pace keeps him balanced and prevents him from falling. When he moves too fast, he loses control. He slows down when he goes around corners and when he crosses bumpy sections on the sidewalk.

Now it's your turn. Tell me what you remember about Max. Use the picture to help you remember, and speak very slowly, just as I did.

#### • Part 5

After the race, everyone enjoys some tasty food. Families brought watermelon, apple pie, fried chicken, soda, and chips to share with each other.

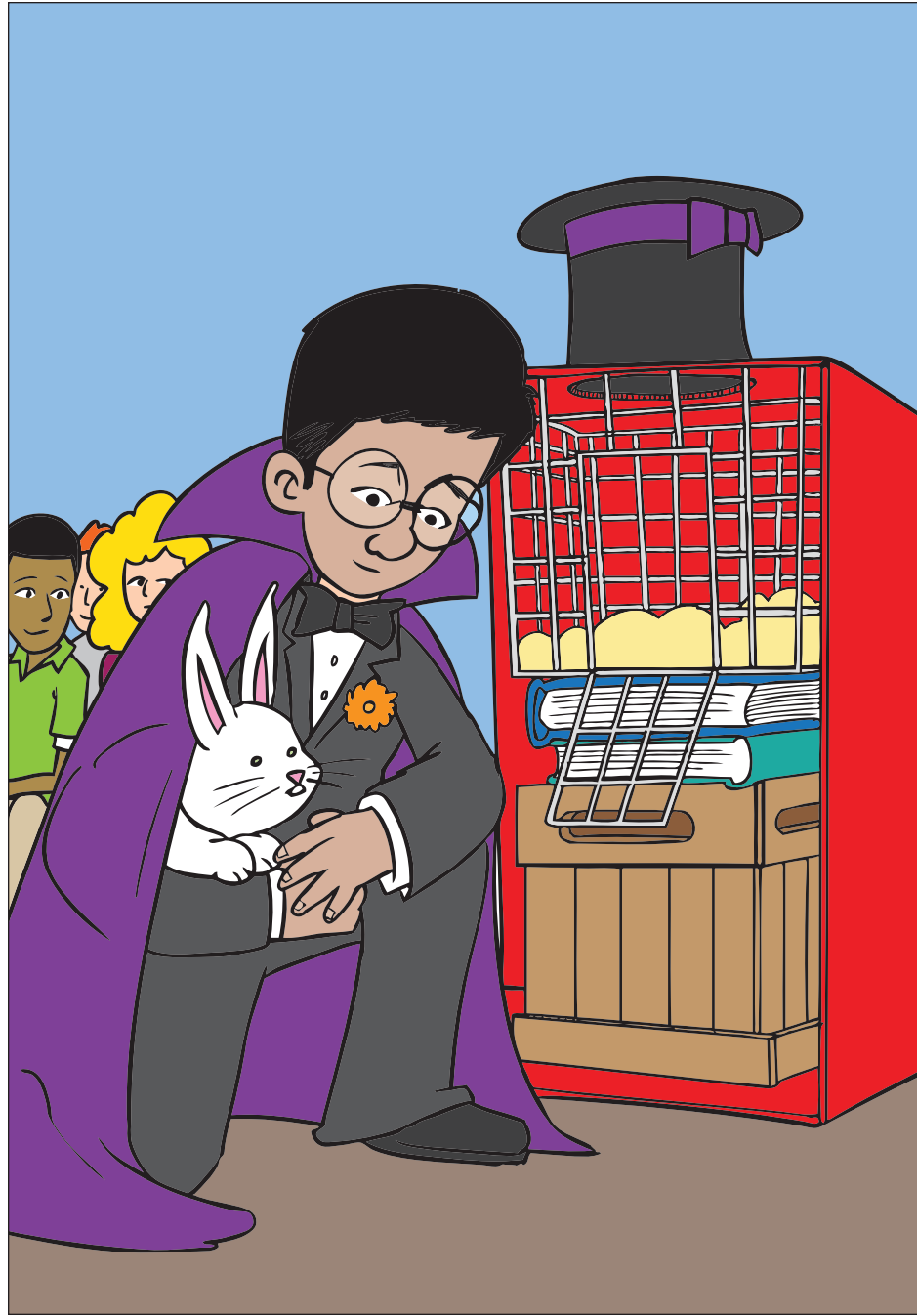
After the sun goes down, there is a huge fireworks display. The families get out their lawn chairs and picnic blankets. They rest on the ground and enjoy the show.

Now it's your turn. Tell me about the food and the event at the end of the day. Use the picture to help you remember, and speak very slowly, just as I did.

### Exercise 2

I'm going to ask you some questions about this picture. When giving your answers, remember to focus on using light contacts and easy speech.

1. Which child is using up a lot of energy by gripping the handlebars and pushing down hard on the pedals?  
  
Anna is using so much energy that she may not have enough "oomph" to complete the race. You'll use a lot of energy if your muscles are tense and tight as you speak. Relaxed muscles use less energy. Take a long, deep breath and think about making your tongue, jaw, and lips touch lightly as you speak.
2. Who stumbled during the race?  
  
Lyndell took a fall, but he's determined to forget about it and do his best. When you become dysfluent, slow down, relax, and focus on doing your best.
3. Who is going at "just the right speed"?  
  
How does Max feel when he travels at the right speed?
4. Max has a mental plan for when he encounters bumpy sections on the sidewalk and goes around corners. What is his plan?  
  
What is your plan for when you "hit a rough patch" while speaking?  
  
How does it feel to change the speed of your talking?



## Fluency Education: Oral Planning and Coordination

When you learn a new skill, like playing a sport, playing an instrument, or speaking more fluently, you have to practice it to improve it. Part of learning a new skill is to break the new skill down into successful steps and imagine being successful at each step. For example, when you practice an oral report for history class, you visualize yourself successfully producing all the sounds. In this section, we're going to practice speaking situations you want to improve on and visualizing your speaking success in these situations.

### Exercise 1

I'm going to tell you a short story about these pictures. Then I'll ask you some questions about the story.

(Point to picture 1 and read the story.)

Matthew practiced his magic trick for days. He used Fluffy when he rehearsed, and the rabbit was always cooperative. Every time Matthew reached into the hat, Fluffy came out in one piece. On the day of Matthew's big performance though, Fluffy disappeared! In a huff, Matthew called off the show.

Matthew found Fluffy enjoying a pile of potato chips next to Jonathan's chair. Matthew was angry because his little brother ruined his grand performance.

After a while, Matthew calmed down and refocused. He began to practice with Fluffy again. The first few attempts were successful, but then Fluffy disappeared again! Matthew couldn't feel him in the bottom of the hat or inside the cage.

(Point to picture 2 and continue the story.)

Matthew thought his table design was original and mistake-proof. He cut a hole in the top of the cardboard box he uses as a table. Then he cut a hole in the bottom of his magician hat and placed the hat strategically over the hole in the box. Finally, he put Fluffy's cage inside the box. He set it on top of some books so it was just underneath the hole in the box. To his audience, it looked like he was reaching into his hat, but he was really reaching through the hat and into Fluffy's cage below. It was a perfect plan, except for the fact that Fluffy is a smart rabbit. He figured out how to climb out of his cage!

After much practice and some problem-solving, Matthew was able to perform his trick with Fluffy flawlessly. He invited his family back outside to watch his big performance. He didn't feel nervous this time because he mentally rehearsed all the solutions to his problems. He also practiced his magic trick until it felt like second nature.

1. What went wrong for Matthew in picture 1?
2. Where was Fluffy?
3. How did Matthew handle the frustration he felt when his magic trick didn't work?
4. How do you handle dysfluent speech?
5. How is Matthew practicing his magic trick like you practicing your fluency techniques?

### Exercise 2

Complete the following steps.

1. What is one of your speech fluency goals (e.g., using a cancellation)?
2. What body parts and fluency techniques help you produce better speech?
3. Mentally rehearse your fluency exercise. Then practice using your speech techniques until they're second nature to you (e.g., picture yourself talking to new people in new settings; imagine experiencing a block, then picture yourself using a cancellation technique).
4. If you catch yourself being distracted, imagine yourself successfully completing your fluency strategy.

### Exercise 3

Retell Matthew's story. When you become dysfluent, use the fluency technique you mentally rehearsed in Exercise 2.





## Fluency Education: Modifying the Stuttering Moment

These exercises will teach you to change your stuttering and decrease your frustration. When you stutter at the beginning of a word, use slow, easy speech to ease out the word. You can stretch any speech sound. Begin by taking a deep breath, but don't allow too much air to build up inside your mouth and behind your lips. Then speak softly, keeping your voice "on" and stretching the sound until you've said the entire word.

Pull out of a dysfluency when your word begins to break up, or gently release the air when you're in a block. A "block" is when you tense up and stop the air in your throat. Loosen your lips, tongue, jaw, and throat to ease out the word and gently move on to the rest of the word. Sometimes you may want to pause after a dysfluency. When you pause or use cancellation, stop and gently begin again by saying the word you stuttered on.

### Exercise 1

Michael loves donuts, but these donuts are stale. The only good part is the jelly filling. Michael wants to gently pull out the jelly from the donuts, just as you want to pull out of a word if you're stuck. Listen to Michael's story.

Dad goes to the store and brings home a box of three-day-old donuts. He eats one and says, "These are terrible. We should throw them away." Michael begs his dad to keep them because jelly-filled donuts are his favorite. Dad says, "You can try them, but I don't think you're going to like them!"

Michael bites into a donut and it crunches. The donut is really stale, but Michael thinks the filling tastes good. Since jelly is his favorite part of a donut, Michael decides to squeeze out all the jelly so he can eat it. Michael squeezes the first few donuts too hard, and the stale pieces of donut and jelly become piles of lumpy mush.

Michael gets a spoon and gently reaches into the center of a donut and pulls out the filling! Then he puts the filling in a bowl. Soon Michael has pulled the filling out of all the donuts. He is just starting to enjoy his bowl of jelly when Dad walks in. Dad says, "Michael, you can't eat all that sugar. You need to throw it away!"

I'll point to and name items in the picture. I'll stutter on purpose by blocking a sound at the beginning of each word. Then I'll model how to pull out of the dysfluency. When I'm finished, I want you to repeat each word exactly as I said it. When you stutter, loosen your lips, tongue, jaw, and throat, and gently release the air in your mouth to pull out and finish the word.

1. Miiichael (Point to Michael.)
2. Daaad (Point to Dad.)
3. jeeelly (Point to some jelly.)
4. spoon (Point to the spoon.)
5. doonut (Point to a donut.)
6. boooowl (Point to the bowl.)
7. staaale (Point to something that's stale.)

### Exercise 2

Answer these questions about the story. When you stutter, gently release the air in your mouth to pull out and finish the word. (If the student is fluent, model intentional stuttering with a pull out, and ask the student to repeat it after you.)

1. How old are the donuts?
2. What part of the donut is Michael's favorite part?
3. What utensil does Michael use?
4. Why didn't squeezing the jelly out of the donuts work?
5. How did Michael get the jelly out of the donuts?
6. Where did Michael get the bowl of jelly?
7. Why did Dad want Michael to throw out the bowl of jelly?
8. How do you pull out of a stutter?
9. How is Michael pulling out the jelly from the donuts like you pulling out of a dysfluency?

### Exercise 3

I'll point to a portion of the picture and model a sentence for you to repeat. If you become dysfluent, loosen your lips, tongue, jaw, and throat and gently release the air in your mouth to pull out and finish the word. (If the student is fluent, model intentional stuttering with a pull out, and ask the student to repeat it after you.)

1. These donuts are stale.
2. Michael thinks the jelly tastes good.
3. Squeezing the jelly out of the donuts didn't work.
4. Squeezing the jelly out left the donuts in piles of lumpy mush.
5. Michael had to gently pull the jelly out of the donuts.
6. Dad says, "That's too much sugar!"

### Exercise 4

Retell or read the story. Pull out if you become dysfluent.



## Fluency Education: Self-Awareness and Self-Monitoring

Talking about how sounds are made and asking yourself questions about your dysfluency will increase your self-awareness and overall confidence. This will help you take ownership of your speech and become your own speech therapist.

### Exercise 1

Listen to this short story about the pictures.

(Point to picture 1 and read the story.)

John used to be very nervous about riding his bike downhill. His bike would pick up speed and start to shake back-and-forth, and John would start to lose his balance. When this happened, John would tighten his grip on the handlebars to keep his bike upright. Sometimes his shoulders and hands would hurt because he was holding on so tightly.

(Point to picture 2 and continue the story.)

John kept practicing riding his bike downhill. The more times he did it, the more comfortable he became. Now John thinks riding his bike downhill is fun, but he wishes riding uphill would be a little easier.

Just as John learned to maintain control of his bike, you've learned to control the rate of your speech. Slowing down your words helps you control your fluency.

Listen as I say some sentences. After I say a sentence, tell me if my speech was fast or slow. When I speak too fast, point to the picture on the left that shows John out of control. When I speak slowly, point to the picture on the right that shows John in control. (Stutter intentionally when you read quickly. Use easy onset when you read slowly.)

1. (Read quickly. Student should point to picture 1.)  
John is having trouble staying balanced on his bicycle.
2. (Read slowly. Student should point to picture 2.)  
John is enjoying riding his bicycle downhill.
3. (Read slowly. Student should point to picture 2.)  
He isn't gripping the handlebars too tightly.
4. (Read quickly. Student should point to picture 1.)  
He's sweating because riding uphill is hard and riding downhill can be tricky.
5. (Read quickly. Student should point to picture 1.)  
John is riding his bicycle recklessly.
6. (Read quickly. Student should point to picture 1.)  
If you look at John's face, you can see that he feels nervous and tense.
7. (Read slowly. Student should point to picture 2.)  
John's body, hands, and face all look relaxed.
8. (Read quickly. Student should point to picture 1.)  
John's hands hurt from gripping the handlebars too tightly.

### Exercise 2

Now it's your turn to be the teacher. Follow the directions in the parentheses and read each sentence. After you say a sentence, I'll tell you if your speech was fast or slow. When you speak too fast, I'll point to the picture on the left that shows John out of control. When you speak slowly, I'll point to the picture on the right that shows John in control. (Have older students read the sentences. Younger students can make up sentences.)

1. (Read quickly with intentional stuttering. Clinician should point to picture 1.)  
He's sweating because riding uphill is hard and riding downhill can be tricky.
2. (Read slowly. Clinician should point to picture 2.)  
He isn't gripping the handlebars too tightly.
3. (Read quickly with intentional stuttering. Clinician should point to picture 1.)  
John is riding his bicycle recklessly.
4. (Read quickly with intentional stuttering. Clinician should point to picture 1.)  
If you look at John's face, you can see that he feels nervous and tense.
5. (Read slowly. Clinician should point to picture 2.)  
John's body, hands, and face all look relaxed.
6. (Read quickly with intentional stuttering. Clinician should point to picture 1.)  
John's hands hurt from gripping the handlebars too tightly.
7. (Read slowly. Clinician should point to picture 2.)  
John is enjoying riding his bicycle downhill.
8. (Read quickly with intentional stuttering. Clinician should point to picture 1.)  
John is having trouble staying balanced on his bicycle.

### Exercise 3

Retell or read the story. Listen to the way you say your words. When you speak too fast or start to stutter, point to the picture on the left that shows John out of control. When you speak slowly or choose to use any of your fluency strategies, point to the picture on the right that shows John in control.

### Exercise 4

Answer "yes" or "no" to each question.

1. When you retold the story, did you have tension anywhere in your body?
2. Did parts of your body that were unrelated to speech move?
3. Did you change any of the words you were going to say?
4. Do you ever pretend to be confused when the teacher calls on you to read something or answer a question?
5. Do you ever say, "I don't know," even when you know the answer?
6. Do you avoid volunteering to read or answering a question aloud?
7. Do you allow others to answer questions for you?
8. Do you think of reasons to leave the classroom so you can avoid speaking in class?