



Fluency Handouts

For teachers and parents

Thank you for buying this product on TPT! Please let me know if you have any comments/questions/concerns.

This resource includes 9 handouts-

- Fun Facts about Stuttering
- Tips for teachers when they have a child in their class that stutters
- Tips for parents when their child is stuttering
- Ideas for improving your child's self esteem
- What special time with your child should look like
- Communicating with your child
- Stuttering strategies
- Reducing demands
- Specific examples for using Reduced Demand Speech

If you like this product, I would love it if you could take the time to give a review.

Thank you!



Fun Facts about Stuttering

People who stutter experience a loss of control in the forward flow of speech. The more we understand stuttering, the better we can educate others about

Facts

- Stuttering can begin gradually and develop over time, or it can appear suddenly.
- Stuttering usually begins in childhood, between the ages of 2 and 5 years.
- Stuttering is associated with differences in the brain; it is not a behavior that children learn or pick up from listening to other people who stutter.
- Stuttering is more common among males than females. In adults, the male-to-female ratio is about 4 to 1; in children, it is closer to 2 to 1.
- As many as 80% of young children who begin to stutter ultimately stop stuttering. Those who continue to stutter into the school-age years are likely to continue stuttering in some fashion throughout their lives.
- Citizens of every nation and speakers of every language in the world stutter. Multilingual speakers who stutter will stutter in every language that they speak; however, stuttering may present differently in each language.
- People who stutter can be effective communicators regardless of how much they stutter. They may require additional time to speak compared to speakers who do not stutter.
- More than 70 million people worldwide are stutterers – that's one in every 100. In the US, more than 3 million people stutter.

Famous people who stutter

- **Emile Blunt**- Starred in the Devil Wears Prada and has won a Golden Globe
- **President Joseph Biden**- Was first elected to the Senate in 1973 and later became President of the United States.
- **Tiger Woods**- One of the most successful golfers of all time.
- **Ed Sheeran**- Grammy winner, songwriter and singer
- **Kendrick Lamar**- A sixteen-time Grammy winner.
- **Josh Allen**- Current NFL linebacker for the Jaguars
- **King George the VI**- King of the United Kingdom in 1936 until 1952.
- **James Earl Jones**- An actor well known for being the voice of "Darth Vader".
- **Marilyn Monroe**- Had a legendary career as a model and actress.
- **George Springer**- Professional baseball player who played for the Astros and Blue Jays



A child in your class is stuttering

How can you help?

Teachers play a critical role in the success of students with fluency disorders. Students who stutter benefit from specific classroom modifications that can be made without causing undue attention to their difficulty with speech.

Helpful Hints

- **Listen attentively**
 - Let the child know that you are interested in their ideas
 - Pay attention to what is being said and not how it is being said
- **Ignore the stuttering**
 - Let the child know you are interested in the *content*
 - Use words of affirmation like “I’m so glad you told me that”
 - Do not praise fluent speech
- **Talk slowly**
 - Be calm and relaxed as you speak to the child
- **Establish an accepting speaking environment in the class**
 - Create an unhurried environment for communication
 - Do not put ‘pressure’ on the child to speak out in class
 - Do not call on them unless their hand is raised
 - Do not require them to repeat
- **Give the student all the time they need to get across an idea**
 - Be patient and do not rush the child
 - Inhibit your visible physical reactions to stuttering
 - Maintain normal eye gaze and facial expressions
- **Provide opportunities for success and achievement**
 - Plan an activity where he or she will be able to feel the pride of an accomplishment
 - Create a safe, positive speaking environment where students can take risks and freely express their thoughts, feelings, and opinions
- **Prevent negative reactions from other students**
 - Be sure that other students are not teasing the student about their stuttering
- **Do not correct the speech, interrupt the child, or finish sentences for them**



Your child is stuttering

What should you do?

What is stuttering? Sometimes children have difficulty combining sounds into words. They repeat or prolong different sounds in words. These repetitions or prolongations are called disfluencies, because they break up the smooth flow of speech.

The way parents communicate with their child is very important. Parents can give extra help to a child who stutters. A child who has difficulty learning to talk needs more patience and encouragement.

Helpful hints for parents

- **Learn about stuttering**
 - You can help by gaining knowledge about stuttering. Knowing facts can help your child cope with the complexities of the disorder
- **Evaluate your family's communication style**
 - Make time each day for quality, relaxed talking time with your child
 - During this time, let your child know what they would like to do
 - Use slow, calm, relaxed speech with plenty of pauses during this time
 - Help all members of the family learn to take turns talking and listening
- **Listen to your child**
 - Listen to the message, not the stuttering
 - Know that *what* your child is saying is more important than *how* they are saying it
- **Reduce the number of questions you ask your child**
 - Speak more slowly when expressing their own ideas rather than answering questions. Instead, try to comment on what your child has said to validate that you heard them
- **Inhibit your physical reactions to the stuttering**
 - Maintain normal eye contact and facial expressions.
 - The more you can neutralize your reactions to the stuttering, the more accepted and less hurried your child will feel
- **Pay attention to the way you interact with your child**
 - Children find it much easier to talk when there are fewer interruptions and feel like they are being listened to



Strengthening your child's self-image

Suggestions

1. Say something positive each day
2. Arrange activities for your child in which they will do well and achieve success
3. Give your child recognition for the efforts they make even though it may not be up to your expectations
4. Make your child feel like an important and precious part of the family
5. Listen to your child when they speak to you
6. Answer your child's questions openly, honestly, and immediately if possible
7. Do not embarrass your child in front of others and try not to put them "on the spot"
8. Compliment your child when possible on creative ideas and other inner qualities such as imagination and problem solving.
9. Provide a safe and accepting environment for your child to grow and learn.
10. Emphasize what your child does right instead of what they do wrong.



Special time with your child

Suggestions

- **Set aside 15-20 minutes each day to spend with your child**
- **Let your child select the activity**
 - Encourage non competitive play
 - Participate at their eye level
- **Let your child lead**
 - Have your child make the rules
 - Let your child determine the theme
 - Allow your child to change direction
 - Gently assist if necessary
- **During this special time**
 - Do not ask questions
 - Do not try to teach
 - Do not correct your child
 - Do not describe what your child is doing
- **Use simple language**
- **Praise your child frequently**
 - Comment on good ideas
 - Compliment their creativity
- **Talk slowly**
 - Pause frequently
- **Allow periods of silence**
- **Tell the child how much fun you are having**
- **Give a one minute warning before ending the activity**



Communicating with your child

Suggestions

Helpful tips for communicating with your child

LISTEN

- Let your child know what they have to say is important to you
- Listen to your child daily
- Look, act, and *be* interested
- Try to control interruptions and distractions
- Respect their feelings and try not to judge them
- Have your child reciprocate listening when you are talking

REFLECT

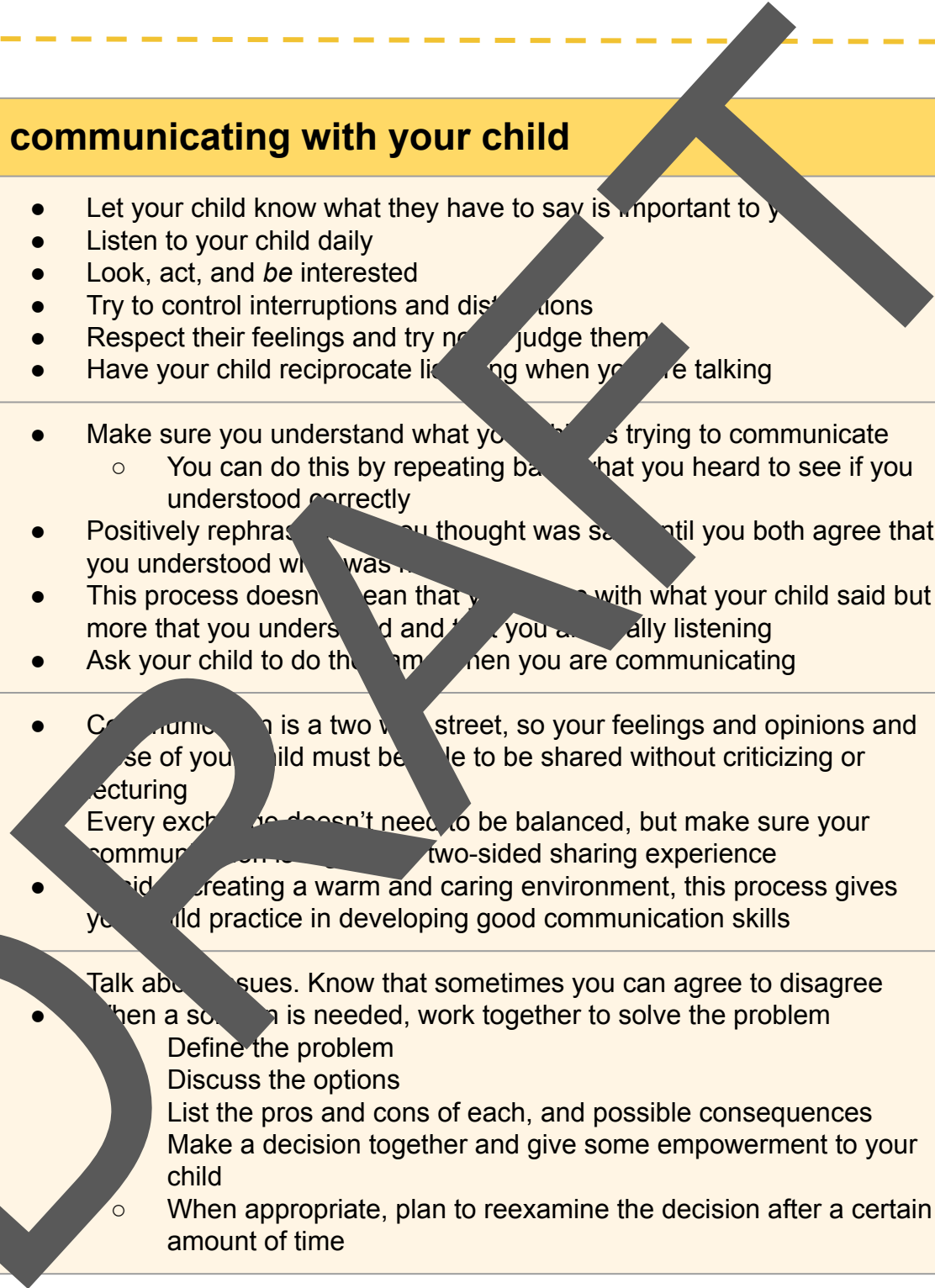
- Make sure you understand what your child is trying to communicate
 - You can do this by repeating back what you heard to see if you understood correctly
- Positively rephrase what your thought was said until you both agree that you understood what was said
- This process doesn't mean that you agree with what your child said but more that you understand and that you are really listening
- Ask your child to do the same when you are communicating

SHARE

- Communication is a two-way street, so your feelings and opinions and those of your child must be able to be shared without criticizing or lecturing
- Every exchange doesn't need to be balanced, but make sure your communication is a two-sided sharing experience
- By creating a warm and caring environment, this process gives your child practice in developing good communication skills

DISCUSS

- Talk about issues. Know that sometimes you can agree to disagree
- When a solution is needed, work together to solve the problem
 - Define the problem
 - Discuss the options
 - List the pros and cons of each, and possible consequences
 - Make a decision together and give some empowerment to your child
 - When appropriate, plan to reexamine the decision after a certain amount of time





Stuttering strategies

What is Fluency Shaping?

Fluency shaping is the ability to use multiple techniques that may replace stuttering speech with fluent stuttering

SLOWED SPEECH

- Sometimes called stretched syllable technique
- Focuses on achieving very deliberate and slow speaking
- No more than 40-60 syllables per minute

- Break down words into syllables and stretch those syllables to last a full two seconds.
For example in the word MELON. Stretch the M for a second before saying the E and so on.
MMMMM (1 sec) EEEE (2 sec) LLLLLL (1 sec) ONNNN (1 sec)

BREATH SUPPORT

- People who stutter often have poor breathing management.
- Practice diaphragmatic breathing.

- Place one hand on your chest and one on your belly.
- Take a deep breath and let your belly rise to the fullest extent.
- Breathe out all the air and let your belly fall. Relax your diaphragm.
- Repeat steps 2 and 3 till you feel yourself completely relax.

LIGHT CONTACT

- Touch the parts of the speech machine softly with less physical tension so you can keep your speech flowing.

- You can use it on any sound, at any point when you are talking.
- For example when saying the word 'BALL'. Lightly touch your lips for the B sound and then continue with the rest of the word

PROLONGATION

- A technique where the speaker learns to keep their vocal folds vibrating throughout speech

- Focus on your articulators once again.
- Maintain constant and continuous airflow as you speak.
- You should aim at reducing the break between words



Stuttering strategies

Reducing Demands

What does it look like?

Spend at least 15-30 minutes with your child each day and try to implement some of the strategies below during this special time.

DAILY 1:1 TIME EXAMPLES AND SUGGESTIONS

- Let them take the lead on what activities/toys they want to play with. Follow their lead on what they want to talk about..
- Whatever they are interested in is what you should be interested in during this time.
- Don't finish their sentences for them or guess what they are going to say.
- Make comments instead of asking questions. For example, when building Legos say "I'm putting the yellow one here" instead of "Where should I put the yellow Lego?"
- When you do need to ask a question, ask a "closed" question. These are questions that can be answered with a single word or small fact. Try not to ask "open" questions that require more complicated language. For example, instead of asking "What did you do at recess today?" you could ask "Did you play on the monkey bars today?"
- Leave a brief pause between turns in the conversation. When the child says something, pause for a beat before you respond. This will let them know they have more time to talk.
- When your child says something, no matter how it comes out, make them feel like what they've said is the most important and meaningful thing in the entire world to you at that moment. Focus on the message they are sending, not the stuttering.



Stuttering strategies

Reduced Demand Speech

What does using reduced demand speech look like?

REFLECTIVE LISTENING

An example of reflective listening sounds like you saying "_____". Make comments about what the student is saying rather than increasing demands by asking them to explain more, or continuously asking questions.

SLOW MOVEMENTS

Slowing down your body movements and rate of activity also generally helps decrease the immediate demand to respond and general demanding nature of a quiet interaction. It may feel odd but think about moving at half speed.

PAUSING

Pausing helps to increase the processing time and decreasing the overall demand to speed up the pace of your conversation, and use a less demanding speech pattern.

REDUCED SPEECH RATE

This doesn't mean asking the **CHILD** to slow down while talking but means to slow down **YOUR** speech rate. This will help to indirectly influence the child to do the same.

Try to demonstrate what slow speech sounds like while reading a book out loud, having a conversation, and/or telling a story about something you like. It may feel hard to do at first but it becomes easier the more you do it, the easier it becomes.

ADDITIONAL TIPS

- Don't tell the child to "slow down" or "relax".
- Don't complete words for them or talk for them.
- Speak with the child in an unhurried way, pausing frequently.
- Children find it much easier to talk when there are fewer interruptions and they have the listener's attention.
- Don't make stuttering something to be ashamed of. Talk about stuttering openly just like anything else.