

FLUENCY SKILLS BROCHURE

CREATED BY: DEANA KAHLENBERG

MY
FLUENCY
BROCHURE

Brochure has tips,
and strategies to
improve fluency skills.

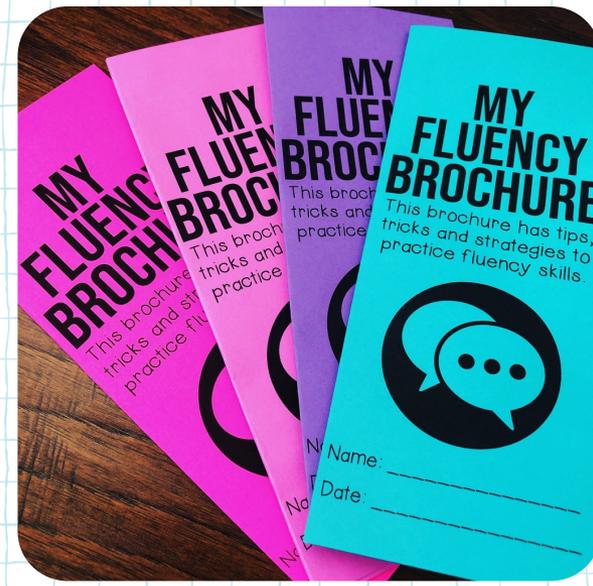
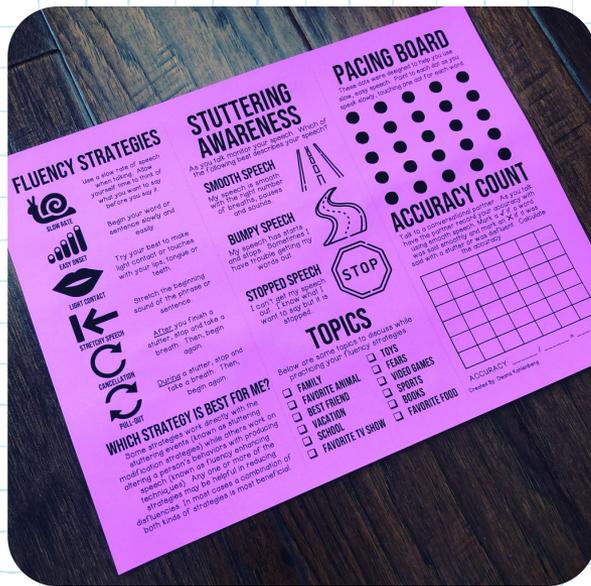
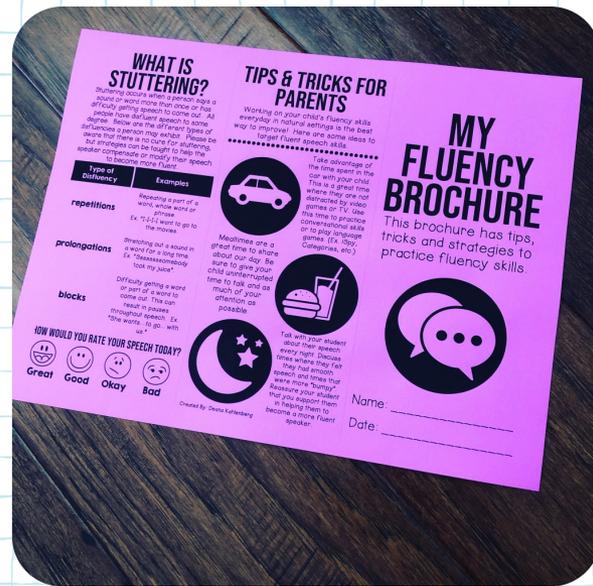
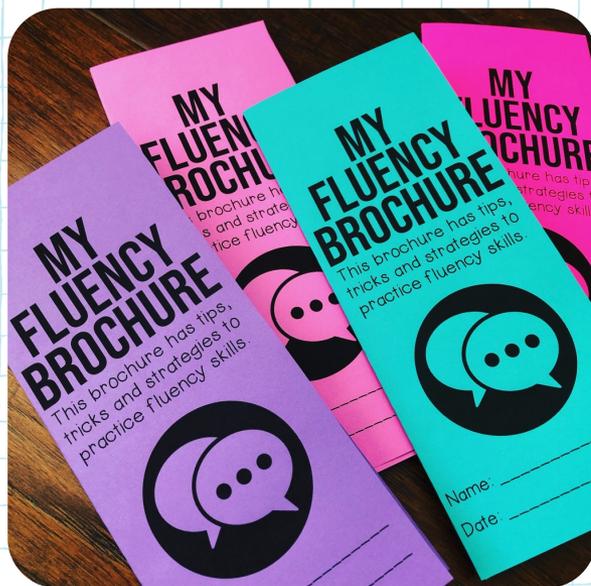


Name: _____

Date: _____

FLUENCY BROCHURE

The following brochure was created to send home to parents and caregivers to practice fluency skills. Please note this brochure works on conversational fluency skills, NOT reading fluency skills. The brochure has tips and tricks for parents as well as suggested fluency strategies. I would recommend discussing and choosing the specific strategies with your student and/or parent before sending the brochure home for practice.



○ PRINTING HELP ○

Printing front to back can be tricky when lining everything up. To get the front and back to align correctly (and fold correctly) you can choose a few options and see what works best with your printer. It may require some trial and error to get everything aligned. I also had to trim my brochure slightly with my home printer, but my school printer does not need this.

Option One: Choose "print as image" from the printing page, of Adobe under the "advanced" tab at the top of the page. Your printer may still make a white border around the pages. This is what we need to avoid. If this happens, try one of these options next.

Option Two: On a Mac, choose to open the PDF in preview. Choose "scale to fit" and then "fill entire paper". This still left a border for me, but this worked well for others.

Option Three: You may need to adjust the printer margins on your computer. I use a Mac, so I am only familiar with removing the margins from a Mac. To do this, follow these directions:

1. Open the file in Adobe (this should happen automatically), choose print.
2. On the print page choose "Page set-Up" in the bottom left. If you get a pop-up choose "yes".
3. Choose "paper size".
4. Choose "manage custom sizes".
5. Click the + sign, change all the margins to zero. I renamed mine "no margins" so it will now be there whenever I print.
6. Click "Okay" to get back to the main print page, and then print.

WHAT IS STUTTERING?

Stuttering occurs when a person says a sound or word more than once or has difficulty getting speech to come out. All people have disfluent speech to some degree. Below are the different types of disfluencies a person may exhibit. Please be aware that there is no cure for stuttering, but strategies can be taught to help the speaker compensate or modify their speech to become more fluent.

Type of Disfluency	Examples
repetitions	Repeating a part of a word, whole word or phrase. Ex. "I-I-I-I want to go to the movies."
prolongations	Stretching out a sound in a word for a long time. Ex. "Ssssssssomebody took my juice".
blocks	Difficulty getting a word or part of a word to come out. This can result in pauses throughout speech. Ex. "She wants...to go... with us."

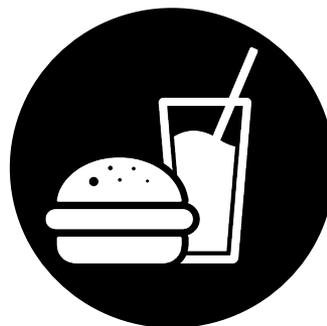
TIPS & TRICKS FOR PARENTS

Working on your child's fluency skills everyday in natural settings is the best way to improve! Here are some ideas to target fluent speech skills.

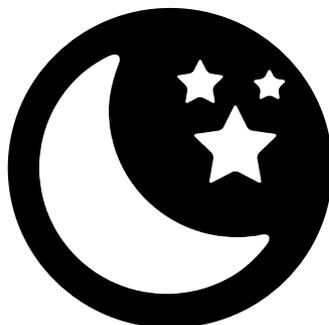


Take advantage of the time spent in the car with your child. This is a great time where they are not distracted by video games or TV. Use this time to practice conversational skills or to play language games. (Ex. iSpy, Categories, etc.)

Mealtimes are a great time to share about our day. Be sure to give your child uninterrupted time to talk and as much of your attention as possible.



Talk with your student about their speech every night. Discuss times where they felt they had smooth speech and times that were more "bumpy". Reassure your child that you support them in helping them to become a more fluent speaker.



Created By: Deana Kahlenberg

MY FLUENCY BROCHURE

This brochure has tips, tricks and strategies to practice fluency skills.



Name: _____

Date: _____

HOW WOULD YOU RATE YOUR SPEECH TODAY?



Great



Good



Okay



Bad

FLUENCY STRATEGIES



SLOW RATE

Use a slow rate of speech when talking. Allow yourself time to think of what you want to say before you say it.



EASY ONSET

Begin your word or sentence slowly and easily.



LIGHT CONTACT

Try your best to make light contact or touches with your lips, tongue or teeth.



STRETCHY SPEECH

Stretch the beginning sound of the phrase or sentence.



CANCELLATION

After you finish a stutter, stop and take a breath. Then, begin again.



PULL-OUT

During a stutter, stop and take a breath. Then, begin again.

WHICH STRATEGY IS BEST FOR ME?

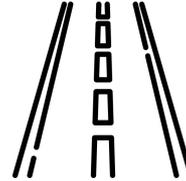
Some strategies work directly with the stuttering events (known as stuttering modification strategies) while others work on altering a person's behaviors with producing speech (known as fluency enhancing techniques). Any one or more of the strategies may be helpful in reducing disfluencies. In most cases a combination of both kinds of strategies is most beneficial.

STUTTERING AWARENESS

As you talk monitor your speech. Which of the following best describes your speech?

SMOOTH SPEECH

My speech is smooth with the right number of breaths, pauses and sounds.



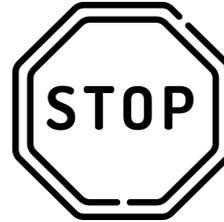
BUMPY SPEECH

My speech has starts and stops. Sometimes I have trouble getting my words out.



STOPPED SPEECH

I can't get my speech out. I know what I want to say but it is stopped.



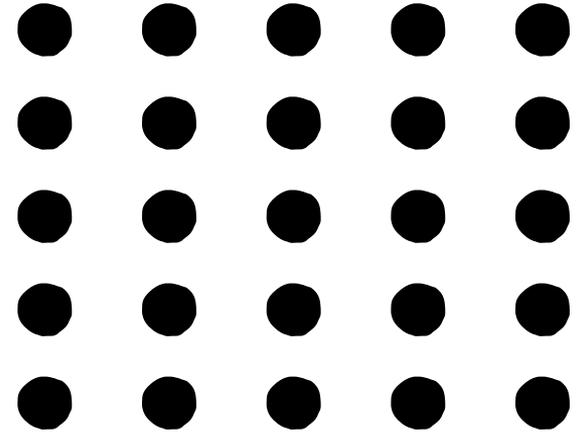
TOPICS

Below are some topics to discuss while practicing your fluency strategies.

- FAMILY
- FAVORITE ANIMAL
- BEST FRIEND
- VACATION
- SCHOOL
- FAVORITE TV SHOW
- TOYS
- FEARS
- VIDEO GAMES
- SPORTS
- BOOKS
- FAVORITE FOOD

PACING BOARD

These dots were designed to help you use slow, easy speech. Point to each dot as you speak slowly, touching one dot for each word.

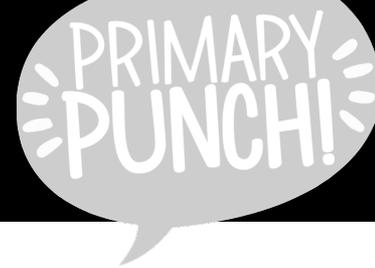


ACCURACY COUNT

Talk to a conversational partner. As you talk have the partner record your accuracy with using smooth speech. Mark a ✓ if a word was said smoothly and mark an ✗ if it was said with a stutter or was disfluent. Calculate the accuracy.

ACCURACY: _____ / _____ = _____%

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Please note that speech and language therapy should only be conducted with or as advised by a licensed speech-language pathologist.

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