

## *Speech Homework for High School Students*

### **Week 2**

This is very important, as completion of today's work will be used to document your speech attendance for the week of March 23-31.

**Standards being addressed:** Explore and create meaning through conversation, role-play, and storytelling.

#### **I can statements:**

I can include all my sounds during conversational speech.

I can use fluent speech to express my thoughts and feelings.

I can show comprehension through recalling and answering questions appropriately.

I can use appropriate grammar when writing and speaking.

#### **Essential Questions**

How can I remember to use therapy techniques learned, carry-over into my home and classroom environment?

How can I use fluent speech during conversations?

How can I show comprehension when reading and/or listening to others?

**Activities to support learning:** See Handouts

My email is [kenya.watson@richlandone.org](mailto:kenya.watson@richlandone.org). Please email if you have any questions

# Stuttering Homework Calendars

Dear Parent/Guardian,

As you know, your child has been learning techniques to help make his/her speech more smooth and easy in speech-language therapy. Stuttering is a subject that many feel uncomfortable talking about, but it doesn't have to be!

The attached calendar(s) provide opportunities for you and your child to practice some of the fluency enhancing techniques we have been practicing in speech-language therapy. Don't worry, there is an attached explanation of each strategy included, as well as example conversations to help you know what to say! The goal is to help your child practice these techniques at home and become more comfortable using them when speaking.

Sincerely,

Speech-Language Pathologist

# March 2020

## Fluency Homework Calendar

Year A

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	<p>Discussion topic: What is your favorite part of your normal day?</p>	<p>Discussion topic: If you could snap your fingers and change one thing in your life right now, what would it be?</p>	<p>Discussion topic: What is your favorite school subject? Why?</p>	<p>Discussion topic: If you had an extra hour in your day ever day, what would you do with it?</p>		
8	9	10	11	12	13	14
15	16	17	18	19	20	21
		<p>Discussion topic: What is something you always forget?</p>			<p>Discussion topic: Name two of your favorite smells. Why are these your favorite?</p>	
22	23	24	25	26	27	28
	<p>Discussion topic: If you could give yourself a nickname, what would it be and why?</p>			<p>Discussion topic: Where did you learn to ride a bike? How?</p>		
29	30	31				
		<p>Discussion topic: What do you think is the best feeling in the world?</p>				

When you talk about the assigned topic for the day, make sure to use the following fluency enhancing strategy(ies):  
 \_\_\_ slow rate \_\_\_ easy onset \_\_\_ stretchy speech \_\_\_ light contact \_\_\_ chunking \_\_\_ cancellation \_\_\_ pullout \_\_\_ other:

# What is stuttering?

Stuttering is a communication disorder in which the flow and rate of speech is broken up by repetitions, prolongations, or blocks (where no sound comes out). It affects more than 70 million people worldwide. It is also known as a fluency disorder.

## What causes stuttering?

There is no known cause, although several factors are thought to play a role, including:

- Family History/Genetics
  - About 60% of those who stutter also have a family member who stutters.
- Child Development
  - Children with other speech or language disorders are more likely to stutter.
- Neurophysiology (how the brain and nervous system work)
  - Research indicates that the brains of people who stutter process language and speech differently than those who don't stutter.

## Is there a cure?

There is no cure for stuttering, although there are many different strategies to help make speaking more smooth and easy (fluent) for those who stutter.

## What can we do at home?

It may sound too simple, but one of the best things you can do is talk with your child! Use a slower, calm rate of speech to give your child a good model of speech. Don't try to speak for your child when she gets stuck; maintain eye contact and wait patiently until he/she is done speaking to respond.

# Fluency Enhancing Strategies

These are some of the most common techniques practiced to help make speech more smooth and less "bumpy." Most people find that they prefer to use a couple of these strategies rather than all of them.

**Slow Rate:** Speak very slowly, as if in slow motion (about 10x as slow as normal).

Ex: "Go \_\_\_\_\_ → o-d mo \_\_\_\_\_ → n-i \_\_\_\_\_ → ng."

**Easy Onset:** Stretch out the first sound(s) in the sentence slowly and easily.

Ex: "A \_\_\_\_\_ → ndy is my best friend"

**Stretchy Speech:** Stretch sounds and prolong syllables (about 1 second/syllable).

Ex: "Ho \_\_\_\_\_ → w dr \_\_\_\_\_ → e yo \_\_\_\_\_ → u?"

**Light Contact:** Touch the articulators (lips, tongue, & teeth) together very lightly when speaking.

**Chunking:** Group words together and put pauses between them

Ex: "I need to / wash my hands / before I eat dinner."

**Cancellation:** After a stutter, stop, take a breath, & say it again more easily.

Ex: "I w-w-w-w--a-a-a-a-n-n-f" → *breath* → "I want some more, please."

**Pull Out:** Stop in the middle of a stutter, pause, & start the word.

Ex: "I n-n-n-n-n..." → *pause* → "need to go home."

# Parent Tips

Modelling some of these techniques while speaking can feel strange or unnatural, but the more your child hears them, the more comfortable he or she will become with using them!

*Tip:* If asking your child questions related to their responses to make the conversation longer (like in the examples below), if your child has trouble, try recording your conversation on your phone or tablet, then listen to it together to decide what needs to change or what could be improved.

## Example Conversation: *Stretchy Speech*

Parent: "Ok, Mrs. Snyder's told us to practice stretchy speech today. It's not as slow as the **slow rate** technique, where we sound like slow motion robots, but we need to remember to stretch out our speech to about 1 second per syllable. Let's look on the calendar for our topic today."

Child: "If you could go anywhere in the world for vacation, where would you go and why?"

Parent: "I → wou → ld go → to → Ha → wa → il, be → cou → se I → lo → ve the → bea → ch. Wh → ere wou → ld you → li → ke to → go → ?"

Child: "I → wou → ld go → to → Dis → ney Wor → ld to ride all of the rides."

Parent: "Di → d you → use → stre → tchy spee → ch on → tha → t la → st pa → rt?"

Child: "To ri → de all → o → f the → ri → des."

Parent: "Th → at wa → s gr → eat! Wh → at ri → de do → you th → ink wou → ld be → the → be → st?"

Child: "I → th → ink Spa → ce Mount → ain → !"

→ = slowed down word/syllable

## Example Conversation: *Cancellations*

Parent: "Today, we need to practice **cancellations**. This is what happens after you get stuck on a word, you stop, take a breath, and say it again more easily. Let's practice getting stuck on our second word. What is our topic for today?"

Child: "What is your favorite animal and why?"

Parent: "I li / li / li / li (pause and take a breath) like otters because they are fun to watch."

Child: "I li / li / li (pause and take a breath) like cheetahs because they can run fast."

Parent: "That wa / wa / wa (pause and take a breath) was a great cancellation! Do you / you / you (pause and take a breath) think a cheetah would make a good pet for us?"

Child: "No, be / be / be (pause and take a breath) because our yard isn't big enough for one to run around!"