## Reproducibles

## Table of Contents

- 2-1: Summary of Core Cluttering Symptoms
- 3-1: Client Feedback Sheet
- 4-1: Home Reinforcement Checklist for Parents/Caregivers
- 4-2: Client Practice
- 4-3: I Have Great Things to Say!
- 4-4: The Scientific Experiment—Part I: Home Activity
- 4-5: Building a Strong Foundation: Parent Letter
- 4-6: Reasons a Speaker Might Not Be Understood
- 4-7: Identifying Communication Breakdowns: Home Activity
- 4-8: Identifying Communication Breakdowns: Parent Letter
- 4-9: The 10-Sentence Experiment
- 4-10: The Scientific Experiment—Part II: Home Activity
- 4-11: The 10-Sentence Experiment: Parent Letter
- 4-12: Changing How I Say It
- 4-13: Changing How I Say It: Home Activity
- 4-14: Changing How I Say It: Parent Letter
- 4-15: Changing What I Say
- 4-16: Changing What I Say: Home Activity
- 4-17: Changing What I Say: Parent Letter
- 4-18: Expediter Rules
- 4-19: The Non-Specific Pronoun Story
- 4-20: Different People Need Different Kinds of Background Information
- 4-21: "How I Say It" Flowchart
- 4-22: "What I Say" Flowchart
- 4-23: Putting the How's and What's Together: Home Activity
- 4-24: Putting the How's and What's Together: Parent Letter
- 4-25: Becoming a Communication Detective: Home Activity
- 4-26: Becoming a Communication Detective: Parent Letter
- 4-27: Developing Self-Regulation: Home Activity
- 4-28: Developing Self-Regulation: Parent Letter
- 4-29: Organizing What I Write: Home Activity
- 4-29a: Steps to Organizing a Writing Assignment
- 4-30: Organizing What I Write: Parent Letter
- 4-31: Organizing What I Say: Rating Sheet

- 4-32: Organizing What I Say: Parent Letter 1
- 4-33: Organizing What I Say: Parent Letter 2
- 5-1: How Are My Cluttering and Stuttering Different?
- 5-2: How Are My Cluttering and Stuttering Different?—Home Activity
- 5-3: How Are My Cluttering and Stuttering Different?—Parent Letter
- 5-4: Ways My Cluttering and Stuttering May Work Together
- 5-5: How My Cluttering and Stuttering Work Together: Home Activity
- 5-6: How My Cluttering and Stuttering Work Together: Parent Letter
- 5-7: What Stuttering Strategies Help Me
- 5-8: What Stuttering Strategies Can Help: Home Activity
- 5-9: What Stuttering Strategies Can Help: Parent Letter
- 5-10: "What Strategy Should I Use?" Flowchart
- 5-11: Deciding What Strategies to Use When: Home Activity
- 5-12: Deciding What Strategies to Use When: Parent Letter
- 5-13: Putting It All Together for Carryover: Home Activity
- 5-14: Putting It All Together for Carryover: Parent Letter
- 6-1: Identifying Cluttering
- 6-2: Identification of Cluttering: Self-Evaluation Form
- 6-3: Reading Passages for Establishing Base Rate
- 6-4: Establishing a Base Rate: Home Activity
- 6-5: Difficult Speaking Situations Checklist
- 6-6: Working at 3 Syllables Per Second
- 6-7: Getting Used to Changing From 4 SPS to 3 SPS: Home Activity
- 6-8: Using Cancellations and Pull-Outs to Control Cluttering
- 6-9: Practicing Cancellations and Pull-Outs: Home Activity
- 6-10: Speech and Language—What's the Difference and Why Do I Need to Know About the Difference?
- 6-11: Identifying Speech and Language Components
- 6-12: The Effect of NSLDs on Message Clarity
- 6-13: Documenting the Effect of NSLDs on Speech Clarity: Home Activity
- 6-14: Pyramid Approach
- 6-15: Practicing With Expediter and Pyramid Approaches
- 6-16: Developing Awareness in Conversational Tasks: Home Activity
- 6-17: Identifying Writing Problems and Relating Them to Verbal Problems: Examples
- 6-18: Writing—Hints for Improving Accuracy and Intelligibility
- 6-19: Becoming One's Own Clinician—Planning for the Future
- 6-20: A Common Feedback Loop in Cluttering
- 7-1: Becoming Used To Self-Regulation: Home Activity
- 7-2: Flowchart to Show the Outline Plan for Therapy
- 7-3: Rate Control for Those Who Clutter and Have a Blocking-Type Stutter
- 7-4: Analyzing Speech Rate and Speech Clarity: Home Activity

Reproducibles 103

- 7-5: Introducing Rate and Slide Techniques
- 7-6: Rate Control and Slide Technique: Home Activity
- 7-7: Slide Usage Chart
- 7-8: Flowchart of Rate and Slide Techniques Usage
- 7-9: Assembling All the Components
- 7-10: Putting It All Together
- 8-1: What Lights Me Up?
- 8-2: Topics of Interest: Home Activity
- 8-3: Engaging Your Child in Speech Therapy: Parent Letter
- 8-4: What Is My Action Plan?
- 8-5: Sticking With the Plan: Home Activity
- 8-6: Helping Your Child to Stay Motivated: Parent Letter
- 8-7: Why Is It Hard to Answer the Question?
- 8-8: Listening and Miscommunications: Home Activity
- 8-9: Listening Skills and Miscommunications: Parent Letter
- 8-10: When People Don't Understand My Speech
- 8-11: Listener Reactions: Home Activity
- 8-12: The Key Element: Parent Letter
- 8-13: Planning Out My Speech Sessions
- 8-14: Harnessing Your Child's Strengths: Parent Letter