

Activities

Materials: any appropriate materials from the activities in Step 3

Homework: appropriate pages from Step 3 in the Materials Book

Directions: Say, “You’re good at using easy speech in the activities we’ve been practicing.” Show Steps to Easy Speech activity sheet, Materials Book, page 10. “What are your target behaviors?” Wait. “Now, it’s time for things to happen which might cause you to forget to use your new way of talking and go back to your old way. These are called *disrupters*. You have to learn to ignore them.”

“We’re going to repeat activities you’ve already completed successfully, but now we’re going to make them harder by adding disrupters. We’re going to ‘toughen’ you up or desensitize you to these disrupters.” Show the activity sheet again. “Let’s go over the disrupters.”

“We’ll start with people. We’ll invite people to our session to watch and then participate.” Take out the information lists completed earlier by family members and school personnel of people with whom the student has contact. “Let’s make a list of all the people we could invite.” Compile a list made up of people who are strangers and those with whom the student has contact. “Is the list complete?” If not, add more names. “Now, let’s decide who would be least disruptive if they visited.” Complete the list with the people perceived to be most disruptive at the bottom of the list. “In the beginning we’ll only invite one person at a time. Later, we may ask a few people to come together. We’ll start with (name of person perceived to be least disruptive.)”

When the visitor comes into the room, tell the visitor that you and the student will be using easy speech. Describe it. Suggest that the visitor use easy speech, too. After a few visitors have been involved in sessions, have the student tell the visitor what she is practicing. Then, follow the directions for any of the activities with the visitor present. Adjust the response level to include carrier/stereotyped responses, questions and answers, or short formulative responses as appropriate.

After the student maintains fluency with one visitor, add groups of visitors.

Objective 2: The student will modify speech in structured tasks in the presence of noise.

Procedure

To desensitize the student to noise, add competing noise while completing activities in this section. As nonverbal noise is usually less distracting than verbal noise, introduce nonverbal noise first. Be sure the noise is intermittent and not continued throughout a session. Use more than one kind of noise within activities and in subsequent sessions. While some of the noises you introduce may be regular in beat, make a conscious effort to make some of them irregular. Choose from any of the noises listed on the next page or add others.

- playing audiotapes or records which involve music, not talking
- moving or dropping pencils or paper clips
- ticking of a minute timer
- typing in the background
- tapping of a pencil or a finger on a table

After the student has achieved fluency with nonverbal noise, change to verbal noise. Choose from any of the following or add others:

playing unfamiliar vocal songs on a radio or audiotape. If fluency is maintained, play songs familiar to the student.

playing an audiotape which contains information usually interesting only to adults. If fluency is maintained, introduce an audiotape of interest to the student.

turn on a TV show of little interest to the student. If fluency is maintained, turn to a program of interest to the student.

Tell the student that you're going to introduce another disrupter — noise. Suggest that the student ignore it and continue using easy speech. When first introducing noise, tell the student the type of noise you'll be introducing prior to beginning the task. Later, introduce the noise without forewarning the student.

What if the student begins to stutter in the presence of noise? Phase out the noise and re-establish easy speech. Then, when you reintroduce the noise, have the student model imitative responses before increasing response difficulty. If the student has learned cancellations and pull-outs, model how they could be used and encourage the student to use them as you begin again.

What if the student doesn't stutter but appears upset by the noise or asks you to stop? Tell the student that you're going to continue the noise for a little while longer. Then, continue the noise for a few seconds and stop. Later, reintroduce the noise.

What if the student doesn't appear bothered by noise? Is it necessary to do all of the activities? No. Complete only as many as you feel are necessary. It is important, however, to introduce a number of different noises as you desensitize the student to noise.

Attitudes/Advocacy

Stress that the student can “tune-out” noise. Discuss the importance of being “toughened up.” Compare ignoring noise to ball players ignoring fans or actors and actresses ignoring audience noises. Review the attitudes.

Suggestions for Support Providers

Home

Talk to parents/caregivers about introducing noise into home activities. If activities have been completed in quiet settings, suggest that they occasionally leave on a television or a radio. Have the

Introducing Word-initiation Techniques

Name _____

If you have trouble getting a word started, you can use these techniques to help.

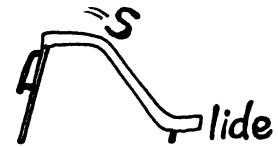
Bouncing: an easy repetition of the beginning of a word.

babababaseball



Sliding: an easy holding out of the first sound of a word. You can only slide on sounds that keep going, not on sounds that stop like *b*, *p*, *t*, *d*, *k*, *g*, *j*, or *ch*.

s——lide



Light contact: a gentle touching of speech helps when you make consonants at the beginning of a word.

butterfly

NOT butterfly



Easy onset: a gentle touching of the vocal folds when you make vowel sounds at the beginning of a word.

ice cream

NOT ice cream



Bouncing Rules

Name _____

1. Bounce on the first consonant or cluster PLUS the vowel that follows in a word.

b a - b a - b a - b a b y s t r i - s t r i - s t r i n g
w i - w i - w i n f o o - f o o t b a l l (not foot-football)

2. Don't say "uh" after the consonant. Say the correct vowel sound.

N O T b u h - b u h - b a b y S A Y b a - b a - b a b y

3. If a word begins with a vowel, repeat only the vowel.

i - i - i n a - a - a - a c r o b a t

4. Run the repetitions together with constant phonation.

b a - b a - b a s k e t N O T b a / b a / b a s k e t

5. In a word with the "er" sound, repeat the whole sound.

c h u r - c h u r c h b i r - b i r - b i r d

6. Vary the number of bounces. Don't get into a rhythm of only two bounces.

7. You can bounce on any word!

Exception: If a one-syllable word begins with a consonant, avoid bouncing on it since bouncing would create a whole word repetition! If you forget, it's okay since a whole word repetition is an easy disfluency. It's not bad, just not necessary.

Let's practice bouncing as we name these pictures. After we name the pictures in bouncing, then we'll read the sentences and practice bouncing on the words again.



I like pizza.



Make the bed.



I lost the money.



This is my coat.



Sit on the chair.



I like bread.



I saw a boat.



Eat the apple.



Open the gate.

Light Contact and Easy Onset Practice 1

Name _____

Light contact these words.



coat



deer



basket



popcorn



cheese



jump rope



gate



table

Read these sentences and light contact the underlined words.



Where is my coat?



I saw a deer last night.



I want ham and cheese.



Put it in the basket.



Open the gate.



Sit at the table.

Practice easy onsets on these words.



apple



orange



egg



onion



icicle



ice cream



accident



earth

Read these sentences and use easy onsets on the underlined words.



I like apple pie.



May I have orange juice?



She had scrambled eggs.



We had a car accident.



We need to save the Earth.



The icicle is melting.