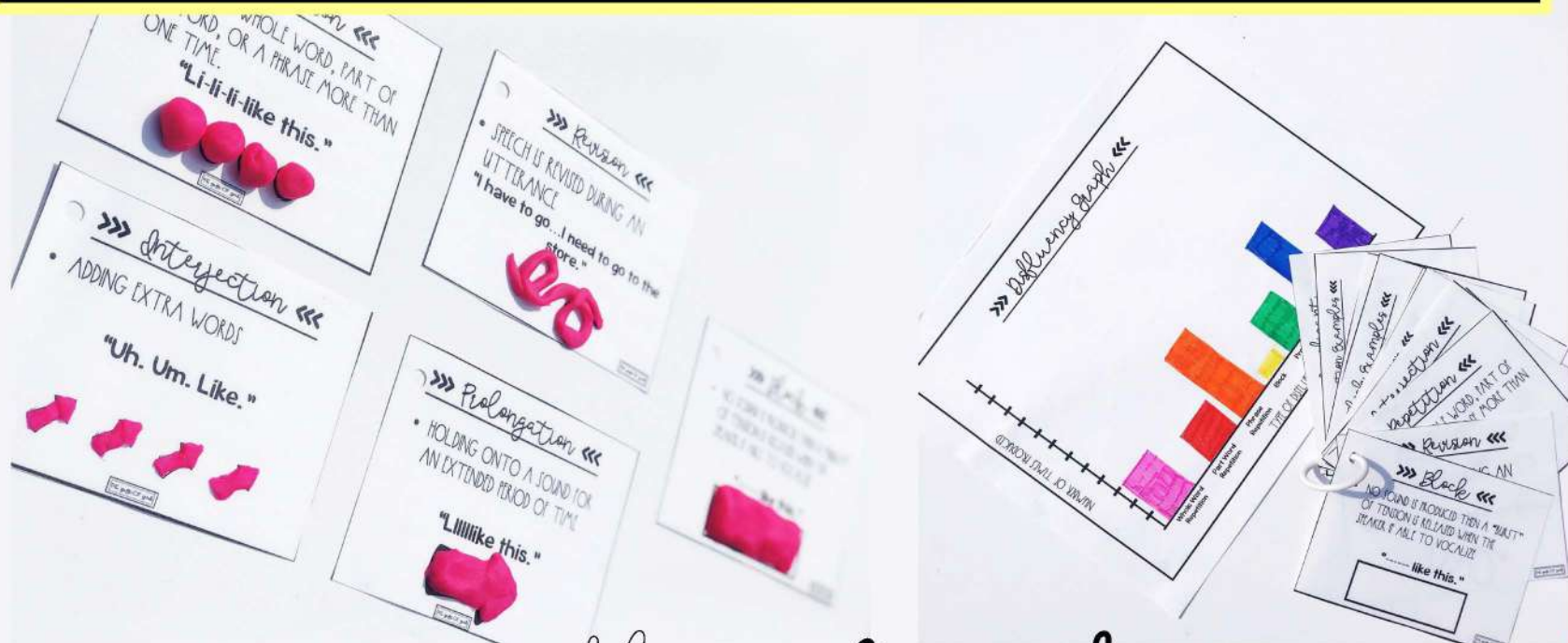


# speech therapy

# STUTTERING

# FREE ACTIVITIES



created by: THE gift OF gab

This free sample is part of a comprehensive bundle that contains a wide variety of fluency/stuttering activities.

Please use this freebie to help you determine if the complete bundle will meet the needs of your caseload.

If you liked this resource, please click the picture to check out the complete bundle!

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# »» Teaching the Types of Stuttering Disfluencies ««

- **Flash Card Activity:** This activity introduces the different types of disfluencies using auditory, visual, and kinesthetic teaching methods.
  - **You will need:**
    - Play dough
    - The disfluency flash cards on pages 3-4 of this packet
      - *\*Helpful tip- laminate the flash cards to use multiple times\**
  - **The activity:**
    - Verbally explain each type of disfluency. Give examples of each disfluency using the ones provided, or make up your own.  
(Auditory)
    - Use the symbols to help your student remember the different disfluencies. (Visual)
    - Use play dough to fill in the symbols as you discuss how each one represents a different disfluency. (Kinesthetic)

»» Interection ««

- ADDING EXTRA WORDS

"Uh. Um. Like."



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»» Revision ««

- SPEECH IS REVISED DURING AN UTTERANCE

"I have to go...I need to go to the store."



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»» Block ««

- NO SOUND IS PRODUCED THEN A "BURST" OF TENSION IS RELEASED WHEN THE SPEAKER IS ABLE TO VOCALIZE

"----- like this."



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»» Repetition ««

- SAYING A WHOLE WORD, PART OF A WORD, OR A PHRASE MORE THAN ONE TIME.

"Li-li-li-like this."



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»» Prolongation ««

- HOLDING ONTO A SOUND FOR AN EXTENDED PERIOD OF TIME

"Llllllike this."

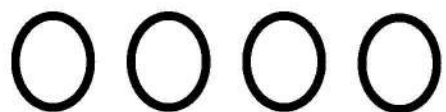


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## >>> Repetition <<<

- Saying a whole word, part of a word, or a phrase more than one time.

**“Li-li-li-like this.”**



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## >>> BLOCK <<<

- No sound is produced then a “burst” of tension is released when the speaker is able to vocalize

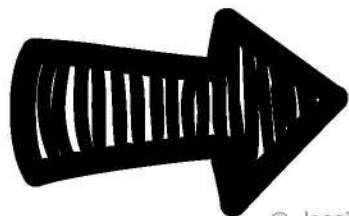


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## >>> Prolongation <<<

- Holding onto a sound for an extended period of time

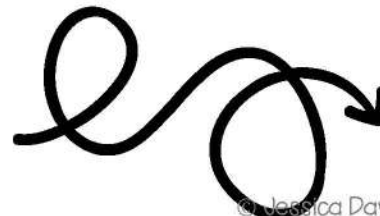
**“Llllllike this.”**



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## >>> Revision <<<

- Speech is revised during an utterance  
**“I have to go...I need to go to the store.”**



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## >>> Interjection <<<

- Adding Extra Words

“Uh. Um. Like.”



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## More Significant Disfluencies

- Anything Produced With Tension
  - Blocks
  - Prolongation
  - Part Word Repetition
  - Whole Word Repetition

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## Less Significant Disfluencies

- Anything Produced without Tension
  - Interjections
  - Revisions
  - Whole word repetitions
  - Phrase Repetitions

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## >>> Interjection Examples <<<

- “My, uh, mom, uh, will pick me up today.”
- “There are, like, some pencils in, like, my desk.”
- “I want, um, pizza, uh, please.”
- “I have, uh, baseball, uh, practice today.”
- “Can we go to, like, the movies this like, weekend?”

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## >>> REpetition EXAmPles <<<

- "I-I-I- need a drink."
- "I would like some p-p-p-popcorn."
- "My b-b-ball is red."
- "I like chocolate chip c-c-c-cookies."
- "I need to go-need to go-need to go to the store."
- "The floors-the floors are dirty."
- "I would like to-to-to go with you."
- "I want-want-want to go on a field trip."

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## >>> Block EXAmPles <<<

- "I want a ----cookie."
- "My ----dog is white."
- "Please don't -----go without me".
- "The ----park with the ducks is fun."
- "We can throw the ----ball outside."
- "I sit on the -----couch and watch T.V. with my family."
- "That is my favorite ----book."

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## >>> PROlongation EXAmPles <<<

- "I wwwant to go home."
- "My shhhhhhoes are red and black."
- "I nnnnnnneed another pencil."
- "My mmmmmmarker is dried out."
- "I rrrrrrride my bike at the park."
- "Please hhhhelp me with my homework."

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## >>> REvision EXAmPles <<<

- "I would like...I want a soda to drink."
- "We went to my...I go to my grandma's for Christmas."
- "At the zoo, I want to look...I want to see the giraffes."
- "I want to play... to pretend...to play house."

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# »» Teaching the Types of Stuttering ««

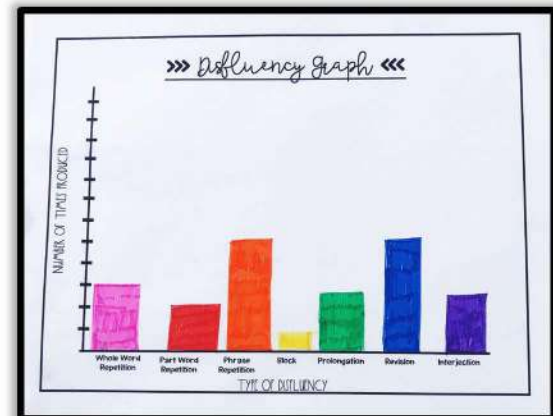
## Disfluencies

- **Movement Activity:** This activity teaches the different types of disfluencies using auditory, visual, and kinesthetic teaching methods.
  - After you have taught your students each the types of disfluencies, develop a movement to represent each kind of disfluency. For example, jumping up and down quickly could represent “repetition”. Pretending to block a punch could represent “blocks”. Sliding feet slowly across the floor could represent prolongation. Running around in circles could represent “revision” and jumping a single time could represent “interjections”.
  - Once your students are familiar with each movement and the disfluency it represents, begin giving examples of sentences containing different disfluencies and having your students make the movements that go with that disfluency.
  - For example, if you made the sentence “I-I-I need to go to the store.”, your students should jump up and down quickly to represent the disfluency of “repetition” that was present in that sentence.
  - *You can use the flashcards to provide a visual cue if needed.*

# »» Teaching the Types of Stuttering ««

## Disfluencies

- **Review and Practice:** Use the following activities to practice and reinforce understanding of the different types of disfluencies
  - **Stuttering Disfluencies Reading Passage/Quiz (pg. 7-8)**
  - **Graphing Activity (pg 9)**
    - Use the graph on page 9 of this activity packet to help your student practice graphing the occurrence of different types of disfluencies. You can practice graphing example disfluencies, or you can help your student graph real disfluencies as they occur naturally.
    - *\*Helpful tip-Laminate the graph to use multiple times\**
    - *Use the visual cue cards from the previous activity to provide an additional visual cue if needed.*





# >>> Stuttering Disfluencies <<<

Stuttering happens when there are a lot of hesitations in the flow of speech. Sometimes stutters, also called disfluencies, happen naturally in speech. These are called normal disfluencies. For example, many people stutter when they are nervous or are speaking too quickly. Revisions, interjections, and sometimes word or phrase repetitions (made without tightness in the voice) are common normal disfluencies.

Sometimes people experience stuttered speech behaviors that they cannot control. Any kind of disfluency made with tension, or tightness is considered a stuttered speech behavior. Repetitions, blocks, and prolongations are the most common stuttered disfluencies. The person making these disfluencies cannot control that they are making them.

Repetitions are the most frequent disfluencies observed in children who stutter. Prolongations also appear in the speech of children who stutter, but typically appear later than repetitions. Blocks occur after the development of repetitions and prolongations.

# >>> Check for Understanding <<<

1. Stuttering occurs when speech is smooth and natural sounding. True/False
2. Another word for a stutter is: \_\_\_\_\_.
3. Some disfluencies are normal. True/False
4. NORMAL disfluencies are produced WITH tension or tightness. True/False
5. List three normal disfluencies: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
6. Any kind of disfluency made with tension or tightness is considered a \_\_\_\_\_ speech behavior.
7. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are the most common types of stuttered speech behaviors.
8. The person experiencing a stuttered speech behavior can control it. True/False
9. What is the most common type of disfluency in children who stutter? \_\_\_\_\_
10. Blocks begin to occur after the development of repetitions and prolongations.

True/False

# >>> Disfluency Graph <<<

