

Introduction

Fluency Flips™ is your practical resource for helping school-age children learn and practice fluency shaping skills. It is based on learning to use an Easier Relaxed Approach (ERA) to speaking, defined by Gregory (2003), as a *slightly slower and more relaxed, smooth approach and movement into and between the first one or two sounds of a word or phrase, followed by blending of remaining word or words while maintaining normal rate, pitch, loudness, and expression.* This concrete, visually appealing book teaches ERA to speaking through highlighting specific fluency shaping elements including easy vowel onsets, light consonant contacts, smoother movements with continuous sound, and pausing or phrasing.

To use this practical, straightforward resource with your students, guide them page-by-page through this flip book, using the convenient easel-stand base for eye-level viewing. Each exercise includes simple directions and progresses from sounds to words, phrases, and sentences. Practice pages are provided with or without visual cues. Divider tabs allow for quick access to specific elements, and *online audio samples* modeling productions are available at www.superduperinc.com/fluencyflips.

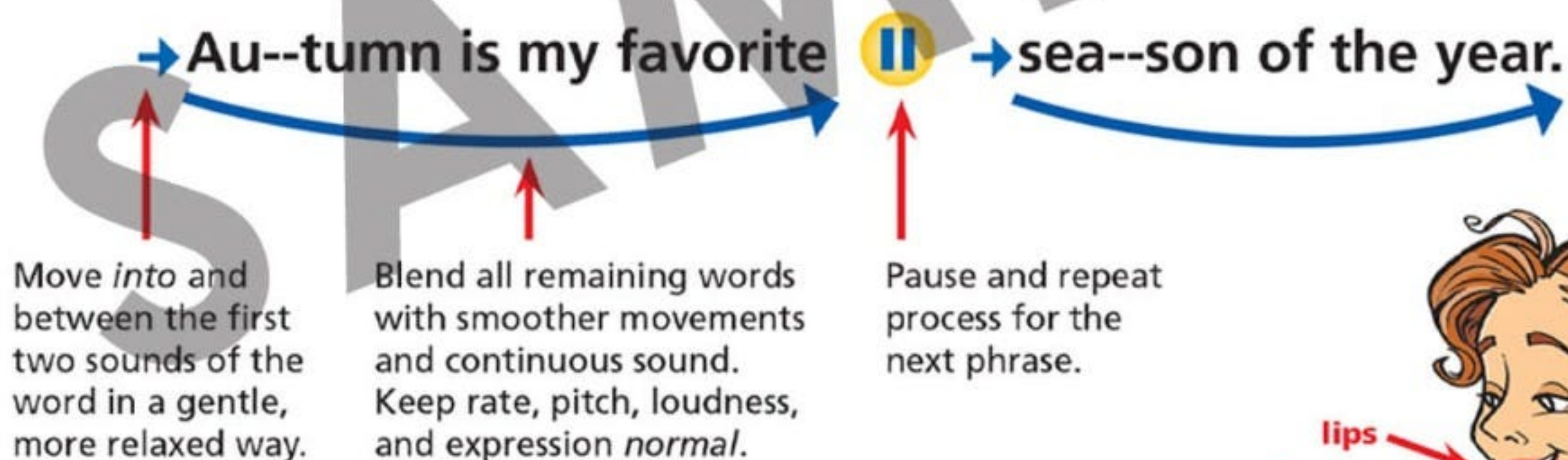
Fluency Flips™ helps students learn and practice these elements in different lengths of utterance and provides a great resource for introducing, reviewing, and/or practicing ERA. Clinicians manipulate other factors (Campbell, 2003) during therapy activities and practice these elements with greater flexibility to promote naturalness of speech when modified. Contract Cards (Chmela, 2006) utilized by the student, teacher, and parent may assist in improving the child's communication skills in other environments. **Remember, learning and practicing ERA may be one of several goals developed for a school-age child who stutters.**

How to Use *Fluency Flips*[™]

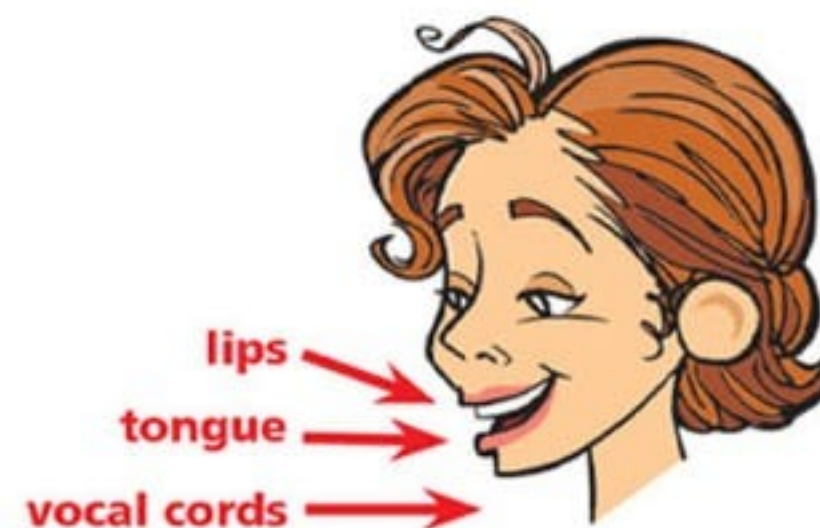
1. Provide an overview of Easier Relaxed Approach.

Example: "Sometimes talking is easy and sometimes it is not. It's not your fault if that happens, and we can learn ways to make starting words and moving through sentences easier. That's what we call the Easier Relaxed Approach. We are going to learn four different elements of Easier Relaxed Approach (see below), and we will be putting them together as we go along. This approach may help you make your words less stuck or bumpy when you read aloud as well. When we practice different elements of Easier Relaxed Approach, we may make it sound "more obvious" at first, but we continue to practice in ways that feel more natural, so that your rate, voice, loudness, and expression sound just like you!"


Easier Relaxed Approach



Remember, there is no need to move the head when producing ERA!



How to Use *Fluency Flips*[™] (cont.)

2. Guide the student through the sequence of activities in the book, or select various activities appropriate to the child's treatment plan. When you reach the last page of the third section, flip over the final tab and rotate the book to continue the activities.
3. The first two sections of *Fluency Flips*[™] include negative practice or three-way contrast drills (Dell, 1979) by incorporating: hard glottal onset (sound pop), regular onset, and Easier Relaxed Approach (for vowels and consonant-schwa productions). These activities, called *Tool Ropes*, provide a concrete way to help students develop awareness of different approaches to initiating speech (Bennett, 2006), and may assist them in learning Easier Relaxed Approach. The following page explains the *Tool Rope* activities.
4. Words, phrases, and sentences that have online audio samples of correct productions are indicated by a play button .
5. Utilizing audio, video, and/or mirrored feedback helps students monitor productions.



Tool Rope Activities

Students use the *Tool Ropes* as a visual and/or tactile guide to help them practice three different onsets: hard glottal onset (or sound pop), regular onset, easy vowel onset (or gentle touch). This activity develops awareness of various levels of tension when initiating a vowel or consonant sound.

Included in the *Reference* section at the end of the book is an illustration of the *Tool Rope* that can be copied and used for groups and/or carryover. Clinicians may also use a manipulative (real object) such as a rope or ribbon to make the activity more concrete.



Hard Glottal Onset
or Sound Pop or Press

Regular Onset

Easy Vowel Onset
or Gentle Touch

Definitions

Hard Glottal Onset - a vowel produced with an exaggerated, tense onset of the vocal cords

Sound Pop or Press - a consonant produced with an exaggerated, tense contact of the tongue and/or lips

Regular Onset - a vowel or consonant produced with an average amount of tension upon initiation

Easy Vowel Onset - a vowel produced with a slightly slower, gentle, and relaxed vocal cord vibration

Gentle Touch (Light Contact) - a consonant produced with a more gentle, loose contact of the tongue and/or lips



→ a--pple



→ e--mpty



→ o--ver

ERA Element: Easy Vowel Onset

Directions: Practice saying the following vowel sounds moving into and away from the sound with an easier relaxed approach (onset). Remember, your voice is easy and relaxed.

▶ → ay--
(ape)

▶ → a--
(at)

▶ → ee--
(eat)

▶ → e--
(ever)

▶ → i--
(ice)

▶ → i--
(is)

▶ → o--
(over)

▶ → ah--
(octopus)

▶ → uh--
(under)

▶ → ou--
(ouch)

▶ → aw--
(awful)

▶ → oo--
(oops)



→ ha--ppy



→ ho--t dog



→ ho--spital

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ERA Element: Light Consonant Contact

Directions: Practice saying the following consonants followed by the vowel sound /ʌ/ (as in bun) moving into consonant (loosely) and transitioning to a slightly slower relaxed approach. An example is provided on the first consonant of each row.

▶ → hʌ-- m n sh f v s

▶ → zʌ-- l r w th b p

▶ → tʌ-- d k g ch j y

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→ a--lways helpful

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ERA Elements: Easy Vowel Onset + Smoother Movements with Continuous Sound

Directions: Practice saying the following phrases with an easy vowel onset and smoother movements with continuous sound. Remember, don't move your head! Focus on how ERA *feels*.



→ a--ll in a row

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→ Are--the kittens || → u--nder the blanket?

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Directions: Practice the following sentences with no visual cues.

- ▶ I would like everyone to come over.
- ▶ Is there anyone at your house?
- ▶ I want to eat all of the chocolate cake.

Everyone at the party is happy.

Alice is always cleaning everywhere in the house.

Eating lots of candy is bad for your teeth.

August is when it's really hot outside.

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→ Su--sie left || → for--the beach.

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ERA Elements: Light Consonant Contact + Easy Vowel + Smoother Movements with Continuous Sound + Pausing

Directions: Practice saying the following sentences encompassing all elements of Easier Relaxed Approach. Remember to focus on how ERA *feels*. Practice by varying your rate, pitch, loudness, and expression.



→ Tha--t hot dog || → ha--s ketchup and mustard.

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