



Red Speech

Stuttering

- Disfluent speech
- Blocks, hesitations
- Discoordination of jaw, lips, and tongue
- Poor rhythm, timing, stress, and intonation
- Poor breath support
- Secondary characteristics: facial grimaces, inappropriate body movements
- Using fillers and starters, avoidance of certain words



Orange Speech

Adaptive Stuttering

- Stretchy/careful speech
- Efforts to understand, predict, control, and monitor the speech flow during disfluent episodes
- Choosing to talk
- Carefully planned speech with an element of naturalness
- Using targets to coordinate language and motor planning



Green Speech

Fluent Speech

- Regular speech
- Automatic smooth speech with minimal disruptions
- Absence of any timing, stress, intonation, or rhythm difficulties in speech
- Coordination of language and motor speech

The Umbrella of Orange Speech



Speaking beneath the umbrella of **orange** speech is the part of the program that teaches the student how to “get into speech, get through speech, and get out of speech” by using exaggerated patterns at the initiation of speech and during the flow of speech. This is the fluency-shaping component of the program. There are many targets under the “umbrella.” The most common and frequently used targets are listed below. Targets may be added, as needed, for optional block prevention and control. Refer to the target chart (p. 28) for additional targets not listed under the umbrella. Protocols and explanations for each target are provided in the activities section. Although it is beneficial to acquaint the student with all of the targets, he/she may not need to use all of them. The student is taught that if he/she regulates all aspects of speech, that often he/she will experience...

1. Fewer blocks 2. Less severe blocks 3. Easier to manage blocks (Farley & Martin, 2003)



After learning and practicing the targets, blocks that remain can be managed by stuttering modification procedures, mainly Van Riper’s steps to control and accompanying techniques (Van Riper, 1963). *Color Me Fluent’s inclusion of feigned (faked) or voluntary block corrections provides the transition between fluency shaping and stuttering modification. The student is encouraged to rehearse his/her block exit skills repeatedly during voluntary stuttering in order to experience transfer of control to moments of “real” stuttering.

Thus, the combined skill set of careful and deliberate talking accompanied by feigned (voluntary) and real block corrections moves the student from **red** speech through **orange** speech to “earned” **green**. Too much fluency, too soon, is called “lucky” speech, and is to be avoided. Staying in **orange** for a sufficient amount of time assures that fluency skills are habituated.

- Students may make their own umbrella using the templates on p. 127 and 129. Have them list the targets they will use as they learn them. This may mean adding a target every week or so as the student gains knowledge and control.