

# FLUENCY CARRYOVER

The term “carryover” refers to using the skills learned in therapy and carrying them over into a variety of settings such as the classroom or home. Here are some ideas to help encourage carryover of fluency skills.

1

**Easy Speech Strategies:** Your child’s speech therapist may recommend one or several strategies to use at home depending on the types of disfluencies your student is exhibiting. Talk with your child’s therapist to determine which strategies (Ex. easy onset, stretchy speech, etc.) may be best.

2

**Speaking Games:** Play speaking games with your student. Remind your student that they can take their time talking while they play. Reassure them that they have your full attention and you are listening. Some examples of speaking games include; HeadBanz, Guess Who, Go Fish, Telephone, Two Truths and a Lie, Guess My Word etc.

3

**Easy/Tricky:** Stuttering events can often increase during demanding social situations such as presenting a project, talking in front of the class or asking a friend to play. Discuss times with your student that are easy for them to use smooth speech and times that it may be trickier. Talk about what they can do when they are faced with a tricky situation.

4

**Slow Speech:** Model slow, easy speech to your child. Talk with them slowly. Pause after your child finishes speaking before you begin to speak.

5

**Family Dinner Time:** Allow your student to speak freely at dinner time about their day, questions they have or simple comments they would like to make. Try you give your student your undivided attention. Try to reduce the number of questions you ask.

6

**Taking-Turns:** Practice taking conversational turns as a family. Try to limit interrupting your child. Teach other members of your family to practice good listening skills. With fewer interruptions and distractions children who stutter are more likely to produce smooth speech.

7

**Daily Check-Ins:** Talk with your student about their speech daily. Discuss times where they felt they had smooth speech and times that were more “bumpy”. Reassure your student that you support them in helping them to become a more fluent speaker.