



Color Me Fluent

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Introduction

- Created by Alice Anne G. Farley
- Incorporates learning theory, behavior modification, and family education
- Ages 2 to adults
- “Let out air, let out tightness, and let out talking”
- **Red** speech through **orange** speech to “earned” **green** speech



Theoretical Basis

- **Color Me Fluent** combines . . .
 - Fluency Shaping (Speak-More-Fluently)
 - Over-learning and exaggerating correct speech
 - Promotes and reinforces fluency
 - Stuttering Modification (Stutter-More-Fluently)
 - Teaches block management and control
 - Addresses fears and avoidances



Levels of Fluency

- **Red Speech** – Stuttering
 - Disfluent speech
 - Blocks and hesitations
 - Discoordination of jaw, lips, and tongue
 - Poor rhythm, timing, stress, and intonation
 - Poor breath support
 - Secondary characteristics
 - Use of fillers and starters
 - Avoidance of certain words



Levels of Fluency

- **Orange Speech** – Adaptive Stuttering
 - Stretchy, careful speech
 - Efforts to understand, predict, control, and monitor stuttering
 - Carefully planned speech with an element of naturalness
 - Uses targets to coordinate language and motor planning



Levels of Fluency

- **Green Speech** – Fluent Speech
 - Regular speech
 - Automatic, smooth speech with minimal disruptions
 - Absence of timing, stress, intonation, or rhythm difficulties in speech
 - Coordination of language and motor speech



Therapy

- SLP, parents, teachers, and student work together to improve client's speech
- Provides activities, manipulatives, and worksheets for use in treatment
 - Teaches what happens when you speak and stutter
 - Provides ways to change the way you speak
- Focus is on orange speech so the client gets habituated to fluency skills

The Umbrella of Orange Speech

- Purpose of orange speech
 - Fewer blocks
 - Less severe blocks
 - Easier-to-manage blocks
 - What if I get stuck?



- Targets include
 - Full breath
 - Breath and speech together
 - Talking in phrases
 - Light, loose contact
 - Regulated rate
 - Continuous phonation
 - Pause often
 - Plan speech before speaking
 - Feigned block corrections



Presentation of Therapy

- Frequency and intensity not specified
- Progress sheets for daily or weekly increments indicating
 - Fluency level
 - Number of stuttering episodes per minute
 - Percentage of red, orange, and green speech
 - Observed behaviors during speaking



Success

- “Earned” green speech
 - No specific level of fluency is required
 - Client consistently uses fluent speech
 - Regular, automatic, smooth speech
 - Speech with minimal disruptions or difficulty
 - Coordination of language and motor speech
 - Fluency develops gradually as a result of practice with orange speech



Generalization

- Requires the client to exaggerate speech and use target speech consistently in and out of therapy
- Work on speech even when the client is not stuttering to achieve permanent control
- Practice new speech consciously and with awareness so it becomes automatic
- As soon as fluent speech is achieved in a session, have the client demonstrate the new speech outside of the therapy room



Maintenance

- Set up a support system to maintain green speech
- Create a plan in case red speech occurs
 - Cancel it by pausing and repeating the blocked word
 - Exaggerate the blocked word using orange speech
 - Begin the next few sentences with stretchy onset or loose contact following red speech
 - Don't panic – work to gain orange speech again
- Daily practice will make orange and green speech natural
- Meet with supports daily to discuss progress



Data about Success Rates

- Field-tested by the author
 - No data reported regarding success rates
- Limited anecdotal evidence point to success according to SLPs who use it
 - www.speakingofspeech.com discussion boards
- No independent research has been conducted regarding efficacy



Color Me Fluent

■ Strong Points

- Provides helpful ideas for child-centered activities
- Easy-to-understand color concepts
- Provides all handouts, manipulatives, stimulus items, data charts, etc. required for therapy

■ Weak Points

- Most appropriate for elementary-school students
- Uses vague terms (fluency, correct speech, blurting, barking)
- No research on short- or long-term efficacy
- Not as beneficial to someone who is color blind



Recommendations

- Not yet . . .
 - No research indicating efficacy
 - Limited rationale for activities
 - Do not agree with some of their terms and techniques
 - “Earned” green speech is success
 - Fluency
 - Correct speech