

“Easy Does It” for Fluency
Preschool/Primary
Roseman & Johnson (1998)

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Program Focus

- Combined approach
 - Main focus on Fluency Shaping and emotions (desensitization)
 - Do not directly modify stuttering
- Designed for borderline/beginning children who stutter
- Ages 2-6
- Not a rigid framework— room for individualization

Underlying Theories

- **Motor:**
 - Using slow easy speech decreases motoric demands
- **Psychosocial:**
 - Addresses child temperament, interaction with the family and clinician, desensitization, and the influence of a positive attitude on the child's ability to adapt
- **Linguistic**
 - Vocabulary arranged in ascending complexity

Frequency of Intervention

- Flexible to child's needs
- 1-2 hours a week in intervention setting
- Home activities dependent of level of parental involvement

Slow, Easy Speech

- Slowing the rate of speech
- Using relaxed speech
 - Light contacts (consonants)
 - Easy onsets (vowels)
- “Smooth,” forward flowing

Basic Principles

- **Modeling:**
 - Indirect for preschooler, Direct for early elementary
- **Hierarchies:**
 - Words, phrases, sentences
 - Increase grammatical complexity
- **Positive attitudes**
 - “I had fun playing, even if I didn’t win.”
 - “Everyone makes mistakes!”
- **Family involvement**
 - Observe, participate, home activities
- **Language enrichment**
 - Provides language stimulation through tasks
- **Child responsibility: Early elementary only**
 - Self Evaluation, identifying speech

Phase One

- **Establishment of easy speech**
 - “I can be fluent”
 - Singing
 - Nursery rhymes
 - Talking in unison

Phase Two

- **Establishing easy speech**
 - Produce words, phrases, and sentences using easy speech in structured modeling tasks
 - **Imitate words, phrases, sentences:**
Clinician “Say what I say: ‘Fish.’”
Child “Fish.”
 - **Carrier sentences:**
“I pick a card, I got a _____.”
 - **Ask and answer questions:**
“Who needs it?” “I need it.”
 - **Formulate:**
Clinician “Tell me about a fish.”

Phase Three

Desensitizing to Fluency Disruptors

- Presence of:
 - People (parents, siblings, peers)
 - Verbal and nonverbal noise (talking, tapping pen, music)
 - Movement (while building with blocks or coloring)
 - Interruptions (sudden noises)
 - Variety of locations (door open, new room, hallway)
 - Contradictions (clinician disagrees with child)
 - Time pressures (“We have to hurry up.”)
 - Emotional topics (“It makes me mad when...”)
 - Competition (“Oh, I’m getting close to winning!”)
 - Combined

Phase Four

- **Transferring Fluency**
 - Slow easy speech while:
 - Informing (Sharing information)
 - Controlling (Ask for help)
 - Ritualizing (Familiar routines)
 - Expressing feelings
 - Imagining (Taking on another role. e.g. teacher, waiter)

Phase Five

- **Maintaining fluency**
 - Use easy speech as direct therapy contacts are reduced (not as much practice)

Pros Vs Cons

- Pros

- Program can be individualized for child
- Child can move through the program at their own rate
- Combined approach
 - Flexible: allows room for both fluency shaping and stuttering modification techniques
 - “Best of both worlds”
- Materials are all included and can be photocopied/cut out
- Includes a CDrom
- Easy to follow (user friendly)
- Evidence based practice
 - Clinical expertise of the author
 - Successful response of the client

Pros Vs Cons

- Cons

- Black and white materials (need to be colored)
- Manual is useful in providing materials, but provides little direction or explanation for the clinician
- Evidence based practice:
 - Has not been researched in the literature

Recommendations

- We recommend using “Easy Does It” Preschool/Primary for children ages 2-6
- The individual needs of the child should be taken into account.