

Systematic Fluency Training For Young Children By: Richard E. Shine

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When, Who, and Classification

- Approach developed in 1980, revised in 1998 by Richard Shine
- Target population: 3-9 years (preschool to third grade)
- Classified as a fluency shaping approach
- Stuttering is a coordination disorder; that involves a disruption of prosodic patterns and physiological speaking patterns

Important Factors of this Approach

- Early intervention is very important
- Modification of the physiological speech patterns that disrupt fluency is necessary
- Basic premise is behavior shaping and using it to facilitate fluent speech patterns

Underlying Rationale



- Shine stated that when disfluencies are brought to the child's attention, the amount of disfluencies that the child produces will decrease
- No definite theory behind this approach

Materials

- The assessment and treatment kit contains:
 - Manual of instruction
 - Picture stimulus cards
 - Surprise toy box
 - Four storybooks
 - 40 Recording Forms
 - Cassette tape
 - Storage box



Presentation Style

The title 'Presentation Style' is positioned at the top left. To its right, there are three circles: a solid light purple circle, an outlined light purple circle, and another solid light purple circle. Below the title, there are four main bullet points, each starting with a solid light purple circle. The first three main bullet points are followed by a sub-bullet point, which is marked with an outlined light purple circle.

- Individual sessions
- 2 times/week for 30-50 minute sessions
- A significant person in child's life attends therapy as an observer and a participant
- That significant person is then required to monitor child's speech at home and record any disfluencies
 - 3 times/day for 10-15 minutes

Steps Used to Attain Fluency

- **The 7 steps are:**
 - Picture Selection for Monosyllabic Words
 - Determining Fluent Speaking Mode: Whispered or Prolonged
 - Establishing the Easy Speaking Voice
 - Environmental Program
 - Picture Identification, Story Book, Picture Matching and Surprise Box
 - Transfer
 - Maintenance

Picture Selection for Monosyllabic Words

- Monosyllabic words are chosen before fluency training begins
- Polysyllabic words are chosen and used later in the program
- Child is presented with the 69 monosyllabic words one at a time and two piles are created
 - One pile is for fluent and readily identifiable words
 - The other is for non-fluent and non-readily identifiable words

Determining Fluent Speaking Mode

- Goal: To have the child use whispered speech, because it closely resembles normal speech
 - Whispered Speech: normal articulatory contacts, monotone, barely audible, and open vocal fold
- If unable to produce whispered speech, then prolonged speech is used
 - Prolonged Speech: articulatory contacts are slightly loose, variable intonation, variable loudness, prolonged rate, exaggerated, easy onsets used to begin each utterance

Establishing the Easy Speaking Voice

- The child is taught to use this more normal-sounding voice than whispered or prolonged speech
- The child is taught to use:
 - Slightly loose articulatory contacts
 - Optimal vocal quality
 - Variable intonation
 - Slow to rapid rate
 - Quiet to above normal loudness
 - Easy onsets are used to begin all utterances

Environmental Program

- This stage uses picture identification, the story book, picture matching, and the surprise box
 - The significant person is trained to work with the child at home by attending 2 one hour sessions
 - 1st session: They are taught to identify and score stuttered words
 - 2nd session: Environmental program is explained and are taught to record child's stuttered behaviors
- * Involving the significant person in this program helps the child to generalize fluent behaviors outside of therapy

Picture Identification, Story Book, Picture Matching and Surprise Box

- Session time is divided equally among these 4 activities
 - Picture Identification: The child is shown a picture card and is required to use the word with a carrier phrase
 - Story Book: The clinician reads a story that the child selected. The child completes 1-6 word phrases. Once that is mastered, the child tells the story in the new speaking voice (fluent speech).
 - Picture Matching: The clinician and the child both choose pictures and need to use the carrier phrases "Who has the _____?", or "I have the _____."
 - Surprise Box: Excitement is created as the child selects an item out of the box. The child is taught to use fluent speech while excited.
- At first the significant person is an observer, but after training, they become a participant in therapy



Transfer

- The significant person and clinician help the child use the fluent behaviors that were learned in Picture Identification, Story Book, Picture Matching, and Surprise Box in all natural speaking environments

Maintenance



- Child should be re-evaluated periodically for at least one year using the following schedule:
 - Once a week for the 1st month
 - Twice during the 2nd month
 - Once a month for 2 months
 - At the end of 6 months
 - At the end of 1 year
- This helps to stabilize the child's new speaking voice

How is Success Measured and Defined?

- The child must have no disfluent errors when using monosyllabic words
- The child can have .5 or less stuttered words per minute as utterance length increases
- The child is either fluent or non-fluent, no gray area



Strengths

- Increase the involvement of a significant person in child's life
- A very structured and detailed approach
- Teaches child to be fluent in all environmental settings (transfer step)
- Child is immersed in the program (in therapy and at home)



Weaknesses

- There is no theoretical basis or data on success rate of this approach.
- Fluent behaviors are either right or wrong, and slight improvements are not reinforced.
- The significant person in the child's life may not have the time to be as involved as they need to be.



Recommendations

- We felt that this approach was not suitable for recommendation
- There is no theoretical basis or known success rates, which does not provide a solid evidence base



References

- Peins, M.[ed] (1984). *Contemporary Approaches in Stuttering Therapy*. Little, Brown and Company: Boston, MA.
- Shine, R. (1980). *Systematic Fluency Training for Young Children*. Pro-Ed, Inc: Austin, TX.