(Ep. 5 The Speechie Show)

Welcome to the Speechie Show! Being a speech language pathologist often means having too much work and not enough planning time. To beat the overwhelm, we’re bringing you the tricks and tools that will make your job a little bit easier.

**Carrie:** Hey everybody, welcome to The Speechie show. I’m Carrie Clark from SpeechandLanguageKids.com and this is Meredith Avren from Peachie Speechie.

**Meredith:** Hi!

**Carrie:** We’re hanging out in my living room cause Meredith’s in town so we’re doing our Speechie show live….haha...if I can talk. We’ll see how that goes. Ok so today we’re talking about what do you do when you have a child who you have taught some fluency strategies to, we’ve got some stuttering strategies in place, they do great in the speech room, but then when they go to the classroom they’re not using it. So how do you work on carryover. So that is what we are talking about today. If you are new to the Speechie show. This is a show where I interview speech language pathologists. We talk about some strategies. We give you some tips and then we share some giveaways at the end. So, hang tight for that. I’m giving away two months of my membership. Meredith what are you giving away?

**Meredith:** I am giving away a copy of my fluency therapies activity workbook.

**Carrie:** Ooh how fancy. Alright so if you are on Facebook with us live, we record these on Facebook so if you are watching with us live right now on November 22nd that’s when we're doing this live, go ahead and type in if you are working on any fluency with any kids and if so do they have trouble in the classrooms. Are you having trouble with your fluency kids in the classroom or are they doing great, let us know. Ok so, Meredith why don’t you go ahead and introduce yourself to anyone who is not familiar with you and your brand and all your doing.

**Meredith:** Ok. I am a school based SLP. I live in Georgia and this is my 7th year in the schools. I also own a company called Peachie Speechie and we specialize in apparel for speech language pathologists.

**Carrie:** Like this!

**Meredith:** Like Carrie is wearing here.

**Carrie:** Ok so funny story I bought this for our Halloween Speechie show and I wore it, but I forgot to show it on the camera. I was so bummed and I was like “Ah I forgot” because I was so nervous.

**Meredith:** Anytime is a good time for any Batty about speech therapy shirt she is wearing here. You can get it at PeachieSpeechie.com, and although we focus on shirts we also have other therapy materials and other accessories like coffee mugs and things like that.

**Carrie:** Awesome, wonderful, and you have a Teachers Pay Teachers store, too right?

**Meredith**: Yes, I do have a Teachers Pay Teachers store. That’s where you can download the fluency therapies activity workbook. I have a lot of different resources for all different kinds of things so go check that out.

**Carrie:** Fabulous. Alright so we have about 5 people on here live with us right now so welcome guys. If you guys have any questions as we go along, please type those in or you can type in as well what you’re struggling in with your fluency kids and we can kind of help you with that. So, we’re going to talk today about 5 different strategies you can use to help your fluency children work on their strategies in the classroom and improve that carry over. So, the first one we’re going to talk about are visual reminders in the classroom. Meredith what do you have for visual reminders?

**Meredith:** For visual reminders, I have this fluency slider and it’s kind of hard to see. I’ll move it towards the cameras. It has all the visual reminders on it. It has light contact, easy onset, slow speech, ext. And I have students in therapy use a paperclip to slide and show me the strategy their going to use. But this can also easily double as a bookmark. So, I will just give this to the student and they can slip it into a book in the classroom. Or if they are just focusing on one strategy, they can just cut which ever one they’re working on and tape in on their desk so they’ll have a little square taped on their desk at school and that will help them remember it in the classroom.

**Carrie:** Yeah and I like that it’s not super obvious. So, it’s not something that going to be at us glaring oh let’s bring attention to the fact that you’re stuttering in the classroom.

**Meredith:** Yes, so it’s very discreet and if you’re working with the teacher and the teacher knows what you’re doing you can tape in on the desk, tape a little square to the desk and when they're struggling a teacher can just walk by and discreetly remind them by pointing to it without calling them out in the classroom.

**Carrie:** That’s wonderful, I love that. Do you have any other visual reminders?

**Meredit**h: Also, I do have some other ones in my prompts on a stick packet, but these are my new favorites and it has all the different strategies that I teach so I use these. And you can also develop a signal if you want another visual in the classroom with the teacher. I typically do that with articulation because it does kind of you know distract the other kids in the classroom. So, like something on the desk.

**Carrie:** Talk about that is in case people are not aware of using a que for the teacher.

**Meredith:** So, for example if the child is working on the K sound in the classroom we might touch our throats, just something discreet for the student to know what they need to say for their sounds. Or the M sound, you can just kind of go like this and the student can watch the teacher and remember oh I need to be using that sound.

**Carrie:** So, that is something that you try and get the teachers to use when the child is not doing whatever it is in the classroom.

**Meredith:** That’s right. Yes, the main thing in articulation if they’re not using their sounds in the classroom and only in the therapy room and are not carrying that over, I will work with the teacher to get a que in place so they can do that.

**Carrie:** Perfect, love it. Alright so then the next strategy...the first one was visual reminders in the classroom. We just talked about the bookmark. The second one we’re going to talk about is the rubber band bracelet. So, let’s talk about that.

**Meredith:** Ok, so you can describe a rubber band...a lot of times I talk about stretchy speech and we use the rubber band to imitate the vocal folds and they vibrate and make sounds, so we are already using rubber bands in therapy. But they can also just wear it on their wrist as a little bracelet as a reminder to stretch out their sounds in the classroom.

**Carrie:** Fabulous

**Meredith:** And if they are not working on stretchy speech, you can still use a bracelet like these with little beads that I just get at the craft store. You can see this one uses little beads on a pipe cleaner. It’s a great craft to do in therapy. We’re talking about the strategy, we’re making a bracelet and then they’ll wear it back to the classroom and it has their strategy will be right there.

**Carrie:** Perfect

**Meredith:** And then when they take it home their parents can say what is that all about and they can talk to their parents about the strategies. I’ve got a bunch of examples here. This one says easy starts, this one’s got somebody's name and this one is an example for articulation it just says R.

**Carrie:** Cool. Talk about the name one. You were talking about that earlier, I think that’s really cool.

**Meredith:** Yeah, a lot of students, a lot of people have difficulty saying their name. They just get stuck and caught in a block when they’re trying to say their name. So, especially at school when they are meeting new friends they’re having trouble getting it out. They can’t use their strategies and they’re nervous so they can just show them their name on their bracelet. Oh, what’s your name and they can just show the bracelet. It takes the pressure off and you can use this that way.

**Carrie:** Yeah well, a lot of times if they just know they have a backup, that pressure is gone so it’s a lot easier for them to just like, ok I can do this because I don't have to worry about the pressure of saying my name.

**Meredith**: Absolutely, it gives them confidence.

**Carrie:** Yes, perfect. Ok we’ve got some people on here live with us on Facebook, welcome guys. We’re talking about fluency strategies and carry over today. So, if you have any questions on that, go ahead and type those in. We talked about using visual reminders in the classroom and the rubber band bracelets. Next, we're going to talk about the “It’s ok to stutter” card. Tell us about that.

**Meredith:** Well I was inspired...I’m sure you’ve heard about the cards that they have for people that stutter that you can just show to somebody and on the back, it has some information about stuttering. Well I decided to make a kid friendly version. So, the card says “sometimes I stutter and that’s ok”. It has a space for the child to put their name. And I created this because a lot of times you work with the teacher in the classroom or work with the school staff, but then something happens and they have a substitute teacher or have a guest speaker in class and they have to interact with somebody new. And that adult does not know how to react when a child comes up to their desk and stumbling over their words and have repetitive blocks and they don’t know what to say or what to do and it’s awkward. So, this, a student can give this card to a new person they encounter and it just says sometimes I stutter and that’s ok and on the back, it has tips for the classroom. And so, these tips are: give me the time I need, don’t interrupt or try to finish my sentences for me, let me know in advance if you are going to call on me to read or answer a question, and maintain eye contact and normal facial expression when speaking to me.

**Carrie:** That’s fabulous, I love that.

**Meredith:** This is important for other people, you know substitute teachers might not mean to make the student feel bad but they say “what, what are you trying to say” you know they don’t know that the student has a fluency disorder and this is helpful for them to let people know.

**Carrie:** I think that would be good for families too that you know you could give some to the mom and the mom could hand them out to family or babysitters or anybody who needs help with that. And then it’s a good reminder for mom too because I know as a mom I forget the things I’m supposed to be doing if it’s something new or different. If a speech therapist tells me something once it may go in one ear and out the other, but if I have a card I can be like oh yeah, I’m supposed to be doing that, so that’s good.

**Meredith:** Yeah and this helps them in the classroom because it increases their confidence and know that they have a way to communicate with those people in the classroom and then they are more likely to use their new strategies and talk with the new person.

**Carrie**: Perfect, I love it. Ok if you are just joining us, don’t leave. Stick around, we’re doing some giveaways here in just a couple minutes. We have two more strategies to talk about for fluency carryover and then we’re going to do our giveaways so hang tight. Alright the next strategy we have is the buddy system. What is the buddy system?

**Meredith:** The buddy system is parents students that stutter together, even across grade levels. So, this year I happen to have all of my students that stutter on one grade level which is very unusual. But in the past, I’ve paired a 4th grader and a 2nd grader or even a 4th grader and 1st grader together. Not for all of their secessions but for some therapy sessions so they can talk with each other. To know if somebody else in the school has the same struggles and know that they’re not alone and then that’s somebody that they can practice their strategies with around the school. They might pass each other in the hallway going to different events and they might be able to say hi and they might see each other at assemblies or at recess and they have that connection with somebody else and feel like that’s a great way to carry over their strategies into the other areas of the school like the cafeteria or recess.

**Carrie:** Yeah, I can see how that would be really helpful if you had an older child and a younger child where the older child got to me kind of a mentor and the younger child had a mentor of both people that stutter. I can see how that can be helpful.

**Meredith:** It is, it’s wonderful. So, I use to when I first started out, I only grouped kids according to their age and then I thought ya know what, let’s just pull in kids with the same disorder and that really helps.

**Carrie:** Yeah, absolutely. Probably for a lot of the disorders, not just stuttering. If you guys have any questions, go ahead and type them in. If you have any questions about getting your students to use their fluency strategies or any kind of stuttering strategies in the classroom, give us a shout out there on Facebook. Alright so we’ve talked about visual reminders in the classroom, we’ve talked about the rubber band bracelet, the it’s ok to stutter card, the buddy system and the last one we’re going to talk about today before we do our giveaway is teacher talks. So, what are teacher talks?

**Meredit**h: Well normally I do not want teachers giving specific instructions to students about stuttering. I know they mean well, but I know sometimes they’ll say things like well just take a breath and you know just think about what you want to say.

**Carrie:** Just slow down

**Meredith:** Yeah, you’ll be fine. And then the kid tries that strategy and it doesn’t work and it’s not helpful. So normally I would not have teachers giving specific instructions to students in the classroom. However, if I know the student can do it in the therapy room where he’s just trying to carry over those strategies, I might sit down with the teacher and go over the specific strategies we’re working on and model them for her and let her know exactly what that strategy is used for and make her really comfortable with the strategy. So, then in the classroom the teacher can say oh remember that strategy you were using in therapy, let’s try that while we’re reading this passage.

**Carrie**: Nice

**Meredith:** And just have a more in depth conversation with the teacher about that. I know with scheduling it’s pretty much impossible to get teachers to come into a secession. I’ve always wanted to have teachers come in a watch a secession for fluency, but they’re always teaching.

**Carrie:** Right, weird...hahahah

**Meredith:** Who is working instead of coming to my secessions...hahaha. But you know, having a conversation with the teacher even with the student present, practicing in front of the teacher might help a lot in the classroom.

**Carrie:** Do you ever do push in secessions in the classroom to model the strategies for the teacher or is that something that is just hard to do with scheduling?

**Meredith:** Honestly, I’ve never done it for fluency. I’ve done it for language skills before and have gone to language groups. But for fluency, I typically take the teacher aside and talk with them separately about the student. Also, because fluency is something where I just don’t want to embarrass the student and usually there’s a hand full of kids with language issues in the class and I go in and have a group and we’re all just hanging out here. But it’s pretty obvious when there’s the one kid that stutters and everybody knows he stutters and there I am right next to him.

**Carrie:** Yeah

**Meredith:** So, I try not to draw too much attention.

**Carrie**: Sure.

**Meredith**: But I do like meeting with the teachers.

**Carrie:** Definitely. Great. Alright if you guys have any questions lets us know. We’re going to move on to our giveaways. So, let’s hear about your giveaway because this notebook looks awesome.

**Meredith:** Alright so this is my fluency therapies activities pack. This is a set of activities to help you in fluency therapy and is a very positive approach. It really stresses the fact that it is ok to stutter. If you have bumpy speech sometimes, don’t worry about it so then move on and practice our strategies. It’s got a lot of worksheets. I don’t know if you can see this on here. I’ll kind of flip through. At the word, sentence and conversation levels they can practice their strategies. It also comes with the sliders that is a visual reminder. It comes with a little how is my speech visual slider here.

**Carrie:** Oh, that is cute.

**Meredith:** And I use a boat to illustrate, so either very bumpy speech, very rough waters, a little bit bumpy, pretty smooth and smooth sailing.

**Carrie:** Nice, I love that.

**Meredith**: And it also comes with an anatomy sheet for speech anatomy. It’s very important for understanding fluency therapy. So, that will all be included in the gift giveaway. And these stuttering cards are free in my TPT shop so anybody can download these as well.

**Carrie**: Ok so one person who answers the question correctly is going to get one of the notebooks, the workbooks. Tell us where we can find those though for the people that don’t win.

**Meredith:** At PeachieSpeechie.com and click on materials. It will bring up all of my therapy materials and you can download it right there.

**Carrie:** Perfect, perfect. Alright and then the 2nd person to respond to the question will get two free months in the speech therapy solution, which is my membership sight. If you’re not familiar with that, it is a monthly recurring fee that you pay to be a part of this membership and for that you get weekly Q&A calls with me, and I help answer questions about your tough cases, you get access to the Facebook group which has me and two of my staff writers which are answering questions along with anyone else in the group. A lot of really good input if you have a problem case. You’ll get a lot of different perspectives. We also do a monthly webinar. There’s also over 100 ready to go print and go therapy materials in the library, and there’s a library of training videos. So, there’s all kinds of support in there. You can find that at SpeechandLanguageKids.com/join. And the 2nd person to answer our question here in a sec is going to get two free months in that membership.

Alright so here’s the question, are you ready? Ok, I should preface this with...you can only win if you’re on Facebook with us right now on November 22nd watching live. We’ve had some people who were confused about how that works and if they are watching on the website two weeks from now, you can’t enter. You have to be on Facebook live with us. So, if you are watching the recording, go to Facebook live next Monday afternoon and you’ll find the current show. Ok so here’s the question:

Name a stuttering modification strategy. So, the first two people to type in a stuttering modification strategy are going to win. The first one gets the fluency workbook. The second one gets my membership, the two months. And it can be the same strategy so the first two people to answer. And I’ve noticed that there is a lag. I didn’t know that the first time I did this and I was like nobody’s answering.

**Meredith:** It says what, twelve people are watching?

**Carrie:** Yeah, you’ve got a two in twelve chance.

**Meredith:** One of you has to knows a strategy.

**Carrie**: Hahaha...alright so type in a stuttering modification strategy and you will win.

**Meredith:** Oh, we got one!

**Carrie:** Alright we got Jamie Bertinni gets easy onset and Heather Kelly McCay gets shaping. Alright so you two win. So, if you are...shoot it’s going too fast I lost the names. Ok so Jamie you get the fluency workbook. So how do you want her to contact you?

**Meredith:** Just email me at Meredith@PeachieSpeechie.com and I will send you a digital copy.

**Carrie:** Perfect. And Heather Kelly McCay, you get the two months in the membership and you can email me at Carrie@speechandlanguagekids.com and my assistant Kena will set you up with that two free months in the membership. So, there we go. We had some other answers too, wonderful good job guys. Alright ok let’s see here. So, we hope that helps you with those tough stuttering cases. Those kiddos that you can’t quite get them to carry over their strategies into the classroom. If you need any help with your other tough cases, join me at SpeechandLanguageKids.com/join. Sign up for our membership and you can get access to all of our support tools in there. And Meredith, where can people find more about you?

**Meredith:** You can find me at PeachieSpeechie.com. You can contact me from there. You can also order really cute shirts and goodies and…

**Carrie:** Like this one...haha

**Meredith:** ...coffee mugs and... like Carrie here. We also have key chains now…

**Carrie:** Ooh…

**Meredith:** We keep adding things, we have tattoos now we’ve got all kinds of stuff.

**Carrie:** Nice, fabulous

**Meredith:** So just go to PeachieSpeechie.com and check it out. Lots of fun.

**Carrie:** Wonderful, wonderful. Well thank you so much for being here and joining me in my house.

**Meredith:** I’m so happy to be here in person.

**Carrie:** The children didn’t run though screaming so that was a plus...hahahah

**Meredith:** Yeah, pretty calm...hahah

**Carrie:** Alright join us next week, next Monday, Holly Sherman from speech time fun is going to be coming on and talking about inferencing. So, join us next week or if you’re watching this later on the website, just join for the next Monday afternoon. We have shows booked out to I believe mid-April or May at this point. So, we will continue having new shows so head on over to Facebook and you can join us live. Thank you who watched for us live here today and we’ll see you next week. Bye guys.

***Thank you for joining us today on The Speech Show. We hope today’s tips have helped you feel a little less stressed and a little more confident about your work. If you’re looking for more stress busters and confidence boosters, we’d love to have you join us in The Speech Therapy Solution, where you’ll get access to a huge library of premium training videos and another library of print and go therapy materials. You can also get help with your tough cases by Carrie on the weekly Q&A calls, or by posting in the exclusive Facebook group. Plus, group members can join us for a monthly webinar that can be used for a continuing education credit. Head on over to SpeechandLanguageKids.com/join to check out all the amazing benefits of the speech therapy solution membership. Bye for now.***