

# 3

## Stuttering Bingo

### Purpose:

- To identify the particular sounds stuttered on in the clinician, in peers, and in oneself
- To identify the manner and place of articulation of stuttered sounds

### Materials

Blank paper (8 ½" x 11")  
Pencils  
Mirror  
Homework



### Directions

To make bingo boards, hand out a sheet of paper to each student. Instruct students to fold their papers in half 4 times so that when they unfold their papers, they each have 16 squares. It helps for you to make a bingo board as you give the directions so students may observe you. For some students you may wish to simplify this game by instructing them to fold their papers in half 3 times so that they have 8 squares instead of 16. Then tell the students:

We are getting ready to play Stuttering Bingo. I am going to name 16 letters or combination of letters. After I say a letter, such as *b* or *o*, or a combination of letters, such as *sh*, write the letter or the letter combination in a box on the board. You may put the letters in any box that you want. Everybody's board should be different.

p	sh	ch	b
m	n	e	y
c	a	h	f
v	th	t	d

Figure 3.1 A completed bingo board

Consonants, blends, and vowels may be used during this activity, but use letters because even though you will be referring to *sounds*, teaching phonetic symbols to students is unnecessary and complicated. As you start to read letters and letter combinations aloud, encourage students to randomly place the letters in boxes on their boards. When using blends you may say, "In one box write the letters *c* and *h*, as in *church*." Figure 3.1 shows an example of a completed bingo board.

Now you are ready to play *Specific Sound Bingo*. Tell students:

I am going to begin the game by stuttering on a word. When you hear me stutter on that word, you have to figure out what sound I stuttered on. For example, if I say “c-c-c-candy,” you have to figure out that I stuttered on the /k/ sound. You will then find the letter *c* on your paper and put a small number 1 in the *c* square. The first student who gets four 1s in a row, either going up and down or across, is the winner.

The fun and practical part about using numbers instead of bingo chips is that for the next game, students are instructed to write a small number 2 in the appropriate boxes. This way you may play the game several times while avoiding the distracting component of having many bingo chips on the table. You may then ask students to turn their boards over so that you can give them a different set of letters and letter combinations. You may repeat some of the letters from the first board.

You may add another element of challenge to *Specific Sound Bingo* by saying sentences and stuttering on one word within a sentence. For example, you may say, “Today I am going to the ppppppark after school. What sound did I stutter on?”

Increase the difficulty of *Stuttering Bingo* by having students identify how each sound is produced. We can call this game *How Do You Make This Sound? Bingo*. Helping school-age students understand how sounds are produced is a fundamental aspect of therapy and empowering for children who stutter.

Begin by stuttering on /b/ in the word *boy* and asking a student to tell you what letter you stuttered on. Then ask the student to stutter on the word himself and tell you how he made the stuttered sound. Ask, “When you stuttered on the letter *b* in the word *boy*, did you use your lips, tongue, or throat (vocal cords)?” Begin with simple vocabulary: tongue, back of the tongue, front of the tongue, lips, roof of the mouth, throat, voice box, and vocal cords.

When playing this game students often develop their own vocabulary for sounds. Encourage this self-generated vocabulary because it will be more meaningful to students than clinical terms, such as *plosives* and *fricatives*. For example, several students have classified /s/ and /z/ (fricatives) as “hissing sounds”; other students have called these “snake sounds.” When students have correctly identified that /s/ and /z/ are made with air that hisses, take advantage of the situation by asking students to examine these sounds more closely. Using the student-generated terminology, ask “How are the hissing sounds made?” Help students figure out that hissing sounds are produced by directing air through a groove in the tongue and then through the teeth when the tongue is pressed lightly against the roof of the mouth. Try using mirrors and asking students to put their hands in front of their mouths to feel the hissing air. You can say, “Jaclyn, when you make the /s/ sound, where is your tongue? You’re right, it is behind your teeth on the roof of your mouth. Now put your hand in front of your mouth and make the /s/ sound; do you feel the air coming out?”

When beginning How Do You Make This Sound? Bingo, it is best to start with sounds such as bilabials (/b/, /p/, /m/, and /w/) and labiodentals (/f/ and /v/) that are made with the lips. These sounds tend to be the easiest to identify because they may be seen readily by students and when using a mirror.

## **Homework**

Review homework assignments before the students leave speech class. Consider writing individualized assignments to specifically target sounds that are most useful for your students (see Appendix A for a blank homework form). If a student has the most difficulty identifying sounds produced with the vocal folds, for example, you may wish to target these sounds during homework.

## Stuttering 3 Homework

Name \_\_\_\_\_

Date due \_\_\_\_\_

We use our vocal cords (also called our “voice box”) to help us make many different sounds. Circle four letters below that you say by using your vocal cords. It helps to softly put your hand on your throat and then say each letter.

m      p      b      v      s      t      z

Parent signature \_\_\_\_\_

1

## Stuttering 3 Homework

Name \_\_\_\_\_

Date due \_\_\_\_\_

Circle four letters below that you say *without* using your vocal cords. It helps to softly put your hand on your throat and say each letter.

s      b      r      t      d      f      p

Parent signature \_\_\_\_\_

2

## Stuttering 3 Homework

Name \_\_\_\_\_

Date due \_\_\_\_\_

We use the tongue, lips, and vocal cords to make many of the sounds we use for speaking. They are called our “speech helpers” because they help us say our letters and words. Figure out which speech helpers are used. Circle the correct answer.

*Example:* The letter “m” is made using your LIPS or TONGUE?

1. The letter “b” is made using your LIPS or TONGUE?
2. The letter “s” is made using your TONGUE or VOCAL CORDS?
3. The letter “p” is made using your LIPS or TONGUE?
4. The letter “t” is made using your TONGUE or VOCAL CORDS?

Parent signature \_\_\_\_\_

3

# Stuttering **3** Homework

Name \_\_\_\_\_

Date due \_\_\_\_\_

Some people who stutter feel that certain letters and words are harder to say than others. How about you? What letters and words do you have trouble saying? Write the letters and words below.

*Example:* Hard letter: b

Hard words: baseball, big, baby, because, Batman, bike, bus

1. Hard letter: \_\_\_\_\_

Hard words: \_\_\_\_\_

2. Hard letter: \_\_\_\_\_

Hard words: \_\_\_\_\_

3. Hard letter: \_\_\_\_\_

Hard words: \_\_\_\_\_

Parent signature \_\_\_\_\_

4