

GILCU Sequence in Fluency Therapy

All the steps below are imitation. Normal prosody must be maintained at all times. If words or sentences are fluent, but there was a break in phonation, it is not considered correct. Criterion for progressing from one step to the next is a minimum of 20 consecutive correct responses.

[Note that phrases do not need to be grammatically complete until you begin the Sentence level].

1 monosyllabic word	<i>bear; walk, cup, sleep</i>
1 bisyllabic word	<i>mother, eating, Mary, broccoli</i>
2 words	<i>I want, dog is, horse runs, green plant</i>
3 words	<i>I want a, dog is big, horse runs fast, green plant is</i>
4 words	<i>I ride my bike, My sister has two, My dad fixed dinner</i>
5 words	<i>Mom was walking with me, four dogs were eating fast</i>

1 sentence	<i>The cow is big. I play soccer after school. Turn down the TV.</i>
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2 sentences	<i>I did my homework already. I'm going outside. What's for dinner? I want pizza. Dad's shirt is blue. He got it for Christmas.</i>
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For older children:

3 sentences	<i>Our TV is broken. I guess I'll go outside. Let's play ball. The table is big. I'll do my homework there. Will you help me? I hate making my bed. Mom makes me do it. My room is clean now.</i>
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Next, proceed with picture description, which is not in imitation. Child should look at a picture and say a sentence (or two or three) about it. Now the child is adding the linguistic element to what he has previously done because he now is formulating sentences himself. He should be encouraged to use declarative sentences and ask questions. Pausing to breathe after two sentences is appropriate.

1 sentence
2 sentences
3 sentences
4 sentences