



THE STUTTERING FOUNDATION®

A Nonprofit Organization

WINTER 2015

Since 1947 ... Helping Those Who Stutter

Researcher's Corner

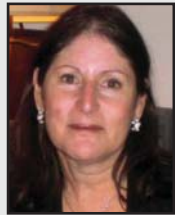
This Child Isn't Fluent — Is It Stuttering Or Something Else?

By Nan Ratner, Ed.D.

University of Maryland, College Park

I will start this column by telling a story.

Because I have specialization in child language disorders, I am often approached by therapists who have



Nan Ratner, Ed.D.

school-aged children on their caseloads who seem to need both fluency and language services. A number of years ago, I was struck by how many children

appeared to have these dual diagnoses, and also by a common theme that emerged when the child's therapist (SLP) approached me for input: that the majority of these cases didn't seem upset by their fluency "problem," which frustrated a number of approaches that the SLP wished to take with the child.

Given my experience working in the area of childhood stuttering, I was somewhat dubious that an older child would in fact be oblivious to the stuttering, so I started to ask additional questions, including asking the SLP to imitate the behavior that concerned them and/or the child's parents.

That turned out to be very informative.

Almost without exception, SLPs imitated repetitions of sounds, words and phrases, some "drawling"

Continued on page 14

They're Back

It has been 11 years since *Stuttering: For Kids, By Kids*. Here's an update on four of the kids featured in the video.

By Nancy Ribbler, M.A.,
CCC-SLP, BCS-F

It has been a decade since I first watched the original video, *Stuttering: For Kids, By Kids*. I have been using this video in therapy on a regular basis with my school-age clients. Now, 11 years later, I have just watched the sequel — *For Kids, By Kids: All Grown Up*, showcasing four of the children featured in the original video.

As I watched *All Grown Up*, I was touched by the honesty and wisdom shared by Naomi, Daniel, Tommy and Umang. They spoke about their experiences with speech therapy, parent involvement,

dealing with attitude changes

and the challenges that go along with being a person who stutters.

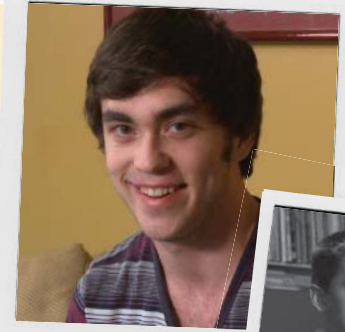
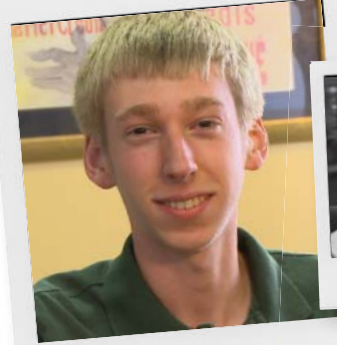
I loved learning about their journeys from childhood to adulthood and even needed a tissue at the end to dry my tears. But I wondered... could this follow-up video help my clients deal with some of their own challenges?

I decided to find out and asked some of my clients to be DVD reviewers. I created a video critique form and used it as a therapy activity with my 4th and 5th grade students, as well as two of my private clients—a 15 year-old teen and an adult client.

I asked them to watch the video and give me their honest feedback. How did they connect to

connect to

Continued on page 21



Do Pina Coladas Relate to Stuttering?

Eighty-four years ago, a young Malcolm Fraser thought he had the market cornered — the coconut syrup market, that is! If



Malcolm had been a bit more successful in the syrup business, the Stuttering Foundation might have a different look today.

In 1930, Malcolm paid John Kelley \$200 for half interest in his coconut syrup business in Atlanta, Georgia. They called it Ko-Ko-Nut Syrup. Malcolm set out to market it to all the grocers in Atlanta.

“My father certainly learned a lot of important lessons about life and about business,” says daughter Jane Fraser. “He had to go out and sell face-to-face back then. He had a severe stutter, but he saw many different owners every day all over the city. He worked hard on his sales pitch — he was determined to make each and every sale.”

Malcolm was successful at signing up many Atlanta grocers as retailers of his syrup. All was going well until the unthinkable happened.

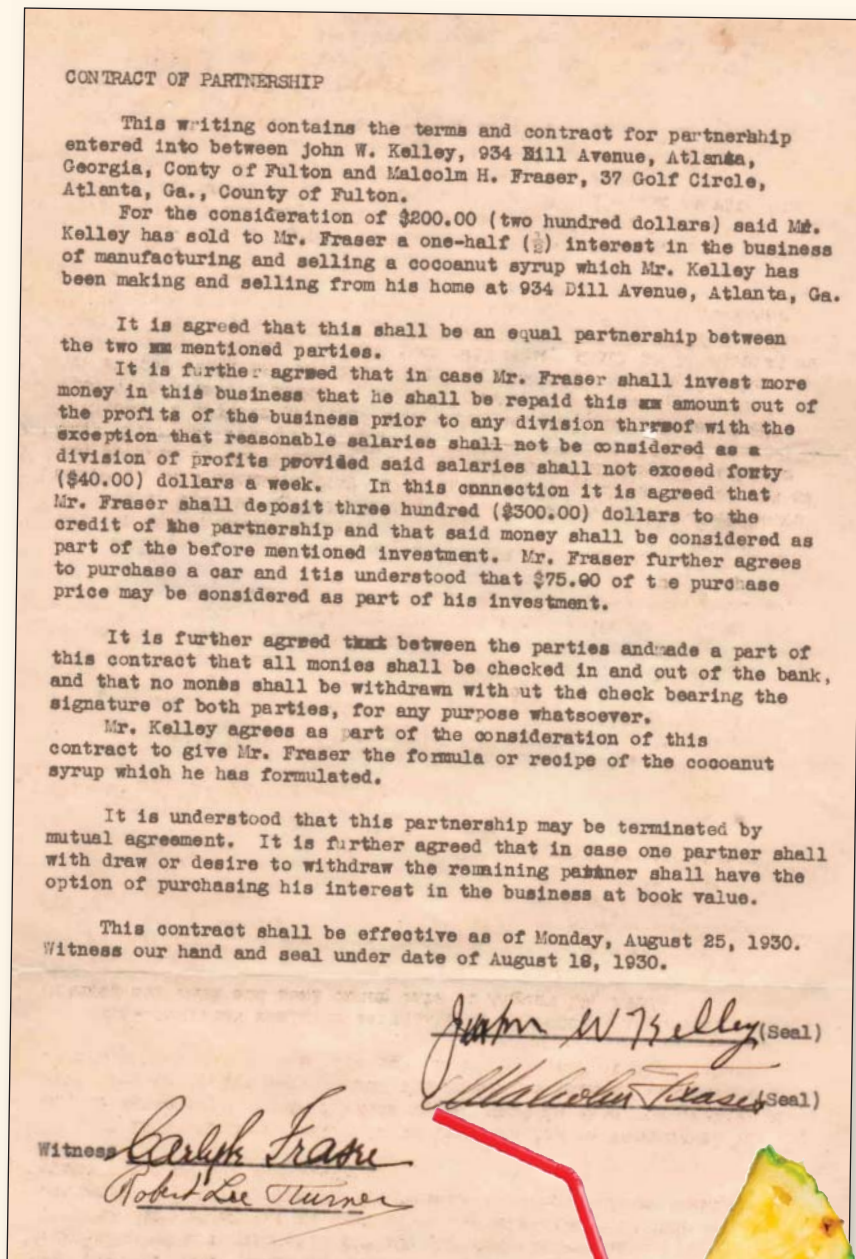
“The product spoiled on the shelves! The 1930 patent and recipe had no preservatives back then,” relates Jane.

“He then had to collect the spoiled syrup from every shop owner himself, and he refunded all their money. That left him \$500 in debt — money he did not have.

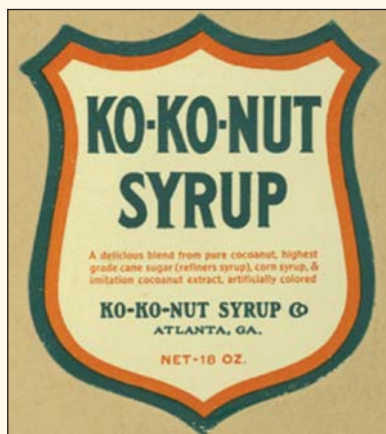
He had to borrow from his older sister, and it took several years to pay her back” she added.

How did this failure help him in the long run?

The fact that he had the courage to carry on in the face of this embarrassing and devastating loss surely strengthened him in his life-long battle to prevail.

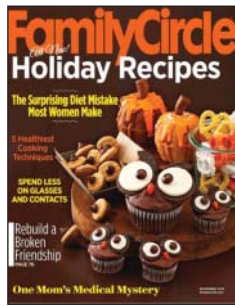


This contract that gave Malcolm Fraser half interest in Ko-Ko-Nut Syrup.



To read more about Stuttering Foundation founder Malcolm Fraser, please visit our website at www.StutteringHelp.org/about-founder.





Magazines Spread the Word

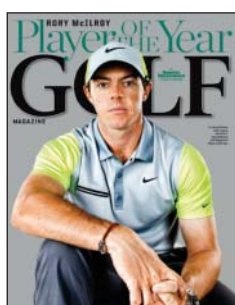
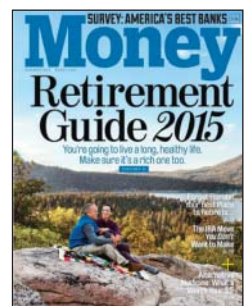
The Stuttering Foundation has been able to spread the word about stuttering thanks to local, regional, national and international publications running our public service ads (PSAs).

Full-page PSAs have appeared in *Family Fun*, *Better Homes & Gardens*, and *AARP Magazine*, the world's largest magazine with more than 47 million readers.

Other major publications running our

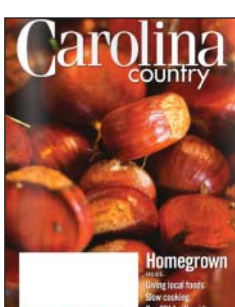
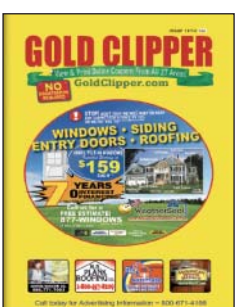
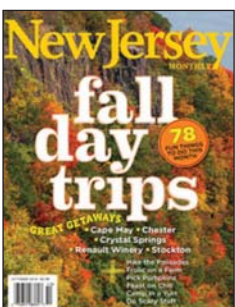
PSAs include *Popular Mechanics*, *People en Español*, *Family Circle*, *Parents*, *Money*, *Golf Magazine*, *Popular Science*, *Fortune*, *All Recipes*, *Time*, *American Baby*, *New Jersey Monthly*, *Star*, *Redbook*, *Electrical Apparatus*, *Good Housekeeping*, *Flex*, *Gold Clipper*, *Tennessee Magazine*, *Carolina Country*, and *Memphis Parent*.

A big thank you to all those involved in running our PSAs!



A few of our PSAs...

Did you know? In addition to sending public service ads to magazines, the Stuttering Foundation also sends public service announcements to every radio station in the country.



Fraser Awarded Honorary Fellowship

Stuttering Foundation President Jane Fraser received an Honorary Fellowship in September from the Royal College of Speech & Language Therapists, headquartered in the United Kingdom. Fraser was selected for her distinguished service in promoting the profession of speech and language therapy. The awards ceremony was held at Leeds Metropolitan University in England.

“In carrying on my father Malcolm Fraser’s work with the Stuttering Foundation,” said Fraser, “I have been fortunate to learn from and work with many pioneering therapists, including Charles Van Riper, Dean Williams, Lena Rustin, and Elisabeth Versteegh-Vermeij to name a few.

“In remembering these outstanding people and others who have had a seminal influence on my thinking and work, I am particularly humbled by this honor from the most highly respected professional organization in the field.”



Jane Fraser with RCSLT President Sir George Cox.



Jane Fraser with Elaine Kelman, Head of Specialty at the Michael Palin Centre for Stammering Children in London. Elaine nominated Jane for the award.



The certificate Jane received during the award ceremony.



This letter to Jane from the Royal College of Speech & Language Therapists reads, “I am delighted to inform you that you have been awarded the RCSLT Honorary Fellowship for your distinguished service in promoting the profession of speech and language therapy.



Sharon Millard, Elaine Kelman, Jane Fraser, Sarah Wheeler, and Ali Berquez.

Shelby Railroad Raises Over \$10K for Stuttering

Kirk and John Tarver and their Memphis-based Shelby Railroad Services Inc. raised more than \$10,000 for the Stuttering Foundation. Shelby Railroad held their annual fund-raising golf outing and dinner on Sept. 18 at Wedgewood Golf Club, in Olive Branch, Miss.



“The generosity and kindness of the Tarver family, Shelby Railroad, and all of their loyal friends and customers is simply overwhelming,” said Donna White of the Stuttering Foundation.

Jane Fraser added, “Their continuous support, this year totaling \$10,295, allows us to affect real change throughout the stuttering community right here in Memphis where our Foundation was born, as well as around the world.”

After trophies and prize money were handed out to the golfers, many donated their prize money directly to the Stuttering Foundation.

While the Tarvers support nearly 40 different organizations, they said the Stuttering Foundation is very near and dear to their hearts.

The golf outing honors Ruth McGuiness Tarver — the late mother of company president and founder John Tarver. Ruth stuttered from the time she was a young child.

“She was a wonderful lady,” Shelby Railroad Vice President Kirk Tarver said of his grandmother. “Her stuttering never mattered much to us, but for her it was a source of great embarrassment. She felt shame, humiliation and defeat her whole life. Eighty years ago, there wasn’t any real help for people with speech issues.”

Participants received DVDs of the award-winning movie *The King’s Speech*.





Kyle Heckman is a race car driver from Bakersfield, California. He's had great success at all levels of amateur and professional racing. His dream is to be a fixture on the NASCAR circuit. To do so, he's looking for a sponsor.

Kyle is a person who stutters – but he doesn't let it get in the way of his pursuit of his passion: racing! Here's our Q&A Spotlight with Kyle Heckman.

Q: What do you do?

A: I just recently graduated college from CSU Bakersfield, and now work for an environmental company in Bakersfield as a CSA Safety Manager where I monitor the company's fleet to make sure they conform to DOT regulations.

Q: Tell us a little bit about yourself and your family? Hobbies or interests? What's your passion?

A: I come from a family of four, and have a younger sister. My hobbies and my passion are directly linked. I've raced cars since I was eight years old and the sport has consumed my life. From racing, and being hands on in my program, I've gained a love for metal fabrication as well. Aside from racing, I enjoy being active, doing

things like baseball, golf and CrossFit.

Q: Do you remember when you first began to stutter?

A: I first began stuttering at the age of two, but do not have much memory of doing so. I remember being pulled out of class occasionally by a lady (who was a therapist) and thinking it was odd that I was being singled out, but that's pretty much my first memory.

Q: Does it run in your family? Who else stutters?

A: Yes, it does. My father stuttered, however, he became fluent in his late teens.

Q: Did you seek treatment? Did it help?

A: I obtained treatment occasionally throughout elementary school, and have met with a couple of therapist in my teenage years and gone through their programs. Initially, with the private therapy I did have good results, but over time however, my fluency would return to normal. I've also tried the Speech Easy device and it did wonders for me, however I have not yet purchased one.

Q: Tell us about your experience with stuttering as a child.

No Pit Stop *for this* Driver Who Stutters

Q & A with Kyle Heckman



A: Stuttering as a child had a pretty big impact on me, most specifically in school. I remember at an early age the feelings I would get when we would have to read aloud in class, or perform a presentation. I would do whatever I could to get out of the situation, like use the restroom right before it was my turn, or search for an alternative way out. I just remember when we would be reading, I could never retain the curriculum we would read because my anxiety was so centered on the thought of getting chosen. Outside of school, I've done my best to not let it affect my social life, and for the most part it doesn't have an effect.

Q: Has your stuttering gotten worse or better since you were younger? How?

A: My stuttering has fluctuated a lot over the years. I like to describe it as a wave because there are times when I can go a week or two with minimal stuttering and good confidence, and then times that I struggle to put a fluent phrase together.

Q: How did it affect you growing up?

A: Growing up it was definitely a part of me, and it occasionally prevented me from putting myself in certain

situations that I otherwise would have engaged in had I not stuttered. Looking back on it, I put forth a lot of effort daily to mask my stutter, and I feel I was pretty good at it, but the older I get, hiding my stutter is becoming less and less important to me.

Q: How does stuttering affect you as a race car driver?

A: Racing requires a lot of public relations and communicating. I've been fortunate to gather quite a few championships, and with those accomplishments, there's always some sort of formal banquet that requires a speech, so that's definitely been a challenge. Also, usually after every race I get interviewed in front of the crowd, and sometimes it's difficult to maintain fluency when I just get out of the car and my adrenaline is still at a high. These speeches are very important though, because it's my opportunity to thank sponsors, so it's just something I have to work through.

Q: What are the biggest challenges stuttering has presented to you?

A: I feel one of the biggest challenges that it's presented to me is it's stunted my ability to network.

Continued on page 16



All Hail the King's Speakers!

It's undeniable that the movie *The King's Speech* has had a profound impact on the stuttering community. For one group, however, it has been more than an inspiration – it's a namesake.

Founded in London nearly three years ago by Mr. Harminder "Harry" Dhillon, the King's Speakers Toastmasters Club is a Toastmasters International group created specifically for people who stutter (stammer) or have severe social anxiety. "In 2011, the movie *The King's Speech* raised awareness of stuttering like never before and became a big hit. The name 'King's Speakers,' therefore seemed very fitting for a public speaking club for those affected by stuttering," said Dhillon.

According to its website, www.kingsspeakers.org, "By joining King's Speakers you will enter into a community of people with similar experiences and a common

goal: to improve their speaking abilities in all areas of their life."

"The group is special because it is aimed at people who generally do not like speaking at all, let alone public speaking. But after just a few weeks, the members experience a transformation which they had never imagined possible,"

Dhillon added. "Once the initial fear levels diminish, people who previously would not contemplate standing on the stage find it difficult to get off it. Their new found confidence then translates into

real-life situations where they find themselves speaking more at work meetings, making new friends, and taking on new challenges. The group provides a very safe and encouraging environment for people who stutter and helps them to develop their potential."

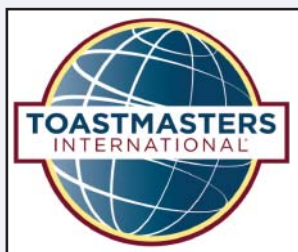
For eons, the practice of public speaking has been used as an exercise to increase fluency, overcome anxiety and to put into use tips and tricks for controlling a stutter. "The

ability to practice public speaking in a safe and supportive environment is critical to overcoming fear and improving fluency whether a person stutters or not," says the Stuttering Foundation's Jane Fraser. "For years, we've encouraged the stuttering community to practice the art of public speaking every chance they get."

Toastmasters International, for example, has helped many speakers overcome both fear and speech impediments through practice and training. "I may never lose my stutter, but through Toastmasters and public speaking, I have found an outlet to help me improve," said Garret Garrels in a March 2013 Toastmasters newsletter article. Leys Geddes, a past chair of the British Stammering Association, put it this way: "Very few adult stutterers ever overcome the condition entirely, but we must still be prepared to speak and stutter in public. Society realizes, for example, that limping is simply a sign of difficulty with one's leg, not a sign of a personality defect; so it should be with stuttering."

According to Dhillon, the King's Speakers club currently has 34 members, most of whom attend meetings regularly and occasionally bring guests. "King's Speakers is changing lives. Members report all sorts of different successes which they enjoy in their personal and business lives as a result of the personal growth they experience at the club."

The group can be found at [Facebook.com/KingsSpeakers](https://www.facebook.com/KingsSpeakers).



Three happy customers at the Oregon Speech and Hearing Conference.

Jewelry Sales Support Stuttering Help

More than \$16,000 has been raised from Cookie Lee sales to support the work of the Stuttering Foundation!

Recently, the jewelry booths were at the Oregon Speech-Language-Hearing Conference and at the national con-

ference of the American Speech-Language-Hearing Association.

Special thanks to Susan L. Hamilton Burleigh, Thrina Parent, Marlene Taylor, Kim Feighner,

Frances Zanides, Mary Ann Vandergriff, and Marion Lisko.



Foundation Vice-President Honored

Lisa A. Scott, Ph.D., Vice President for Education for the Stuttering Foundation, was elected a Fellow of the American Speech-Language-Hearing Association (ASHA), which has 173,000 members. Fellowship is one of the highest forms of recognition given by ASHA of an individual's accomplishments and is a public declaration of outstanding professional achievements.

Kenn Apel, Ph.D., of the University of South Carolina nominated Scott for the award, which was presented on Nov. 21 during the ASHA convention in Orlando, FL.

“Being awarded ASHA Fellow means a great deal to me, as it is recognition by my colleagues that my professional contributions have been meaningful to others,” said Scott. “I decided when I was 18 that I wanted to be a speech-language pathologist and have never veered from that decision; I love what I do. I am so grateful for the opportunities I’ve been given to contribute to this field.”



ASHA President Elizabeth S. McCrea presents ASHA Fellowship Award to Lisa A. Scott at a ceremony during the ASHA Convention in November.



Glyndon Remembered for Helping Those Who Stutter

By *Ehud Yairi, Ph.D.*

Our colleague, Glyndon Riley, passed away on September 2, 2014. He, and wife Jeanna — may she continue to be with us for many years to come — jointly demonstrated a life-long devotion to advancing our knowledge of stuttering, improving the communication and quality of life of children and adults who stutter, and made outstanding contributions to the enhancement of our discipline. It has been an unusually well-rounded contribution.

Glyndon Riley received his Ph.D. degree from Florida State University, was employed as a school teacher, a professor of communication disorders at California State University at Fullerton, and a speech-language clinician in several settings. He played an active role in many community projects and agencies devoted to the service of handicapped children where much emphasis of his work was directed toward helping those who stuttered. As a Fellow of ASHA and member of the International Fluency Association, he served on numerous committees of these organizations and was also the recipient (jointly with Jeanna) of the Malcolm Fraser Award for excellence in the field of stuttering. Glyndon was among the few who excelled both as a master clinician and an accomplished investigator, striving to advance scientific knowledge about stuttering. He realized the aspiration of many to become a scientist-practitioner, that is, to employ the scientific method in one's clinical practice and ensure that one's clinical work has scientific underpinnings.

An historic perspective on the Rileys' work reveals the development of a theoretical framework that views stuttering as a heterogeneous disorder with multiple etiologies. This view emerged and

grew out of research that substantiated evidence of variability among children and adults who stuttered. Theirs was one of the first serious attempts to identify subgroups of young children who stutter in order to facilitate early prediction of the risk for chronic stuttering. These research findings served as the basis for the well-known Stuttering Prediction Instrument. The Rileys' efforts



provided an important impetus to current extensive research in this area by other investigators. They also developed a

Component Model to describe a child who is vulnerable to developing chronic stuttering. This model was, in fact, an early version of the capacities and demands concept. Attending, Language Formulation, and Oral Motor Coordination were placed at the capacity end of the scale with Self-demand and Audience-demand at the demand end.

A second Riley contribution was in quantifying stuttering, one of the major issues still confronting those who work with the disorder. Once again, the Rileys' research endeavor was clearly oriented toward yielding a practical tool. For many years, clinicians and researchers alike lacked a proper global measure of stuttering that would enable them to capture in a single score many of the features that contribute to the disorder. The Stuttering Severity Instrument (SSI) was a major development in the field, impacting both the research and clinical domains. It has been widely employed in many studies conducted by various investigators, allowing them to be more accurate in selecting subject samples and making

much needed comparisons among different groups. It left its greatest mark, however, on routine clinical procedures. Scores on the SSI have probably been the most commonly used in diagnostic and progress reports. Furthermore, care has been taken to improve and update this tool several times.

A third major research-clinical contribution by Glyndon and Jeanna Riley was their research-based therapy program. As their work on differentiation among children who stutter progressed, linguistic and oral motor abilities (e.g., syllable production) emerged as significant variables, consistent with their multiple etiologies, multiple risks perspectives. As was the case with the Stuttering Prediction Instrument and the Stuttering Severity Instrument, the Rileys' research in this area culminated in a meaningful clinical application: a therapeutic approach known as the Speech Motor Training Program. In clinical trials, they improved voicing accuracy, coarticulation, and sequencing, which were accompanied by reduced stuttering as well as a more appropriate speaking rate.

Another significant contribution identified with the Rileys is their research on clinical efficacy. With the support of an NIH grant, a major four-year study (with Janis Ingham) of two treatment methods, Speech Motor Training and Extended Length of Utterance, were tested in children ages three through nine. At the time, this was the largest systematic, controlled study of clinical efficacy in childhood stuttering ever conducted. This project not only served as an impetus for much needed research in this area, but, typical to the Riley's work, it yielded information pertinent to clinicians' immediate needs. The research showed that both methods can effectively

Continued on page 20

Orlando Convention a Magical Time

The American Speech-Language-Hearing Association held its November convention in Orlando, and the Stuttering Foundation was there to spread the word about stuttering to the nearly 14,000 attendees.

Magic doesn't just happen at Disney World. This was a special time for the Stuttering Foundation as well. Nearly all DVDs, books, brochures, and T-shirts sold out by the second day of the three-day convention. At one point, additional materials had to be shipped overnight to restock the booth.

"We had record sales in a record time," said Ron Shafer, who staffed the booth.

The books, DVDs, and brochures were sold below cost to attendees. Thousands of copies of the new DVD *Kids Who Stutter: Parents Speak* and posters were given away to help spread the word about stuttering.

Top sellers this year were the new DVDs *For Kids, By Kids: All Grown Up, Using Williams' Normal Talking Approach to Help Children Make Speech Change*, *Stuttering: A Clinical Review of the Evidence*, and *Helping Children Change Thoughts & Feelings About Communication*, and of course, the very popular T-shirt that says, "Stuttering is OK because what I say is worth repeating."

A big thank you to our volunteers: Joan Babin, Anthony Buhr, Courtney Byrd, Kristin Chmela, Da Hye Choi, Susan Cochrane, Joseph Donaher, Zoi Gkalitsiou, Sheryl Gottwald, Jack Henderson, Melissa Jensen, Robin Jones, Ellen Kelly, Elaine Kelman, Kim Krieger, Judith Kuster, Megann McGill, Sharon Millard, Laura Miller, Alison Nicholas, Katerina Ntourou, Charlie Osborne, Diane Parris Constantino, Nancy Ribbler, Steffi Schopick, Kathleen Scaler Scott, Rosalee Shenker, Vivian Sisskin, Maggie Shafer, Ed Reed, and Rita Thurman.



The annual ASHA Convention is a chance for Stuttering Foundation workshopppers to get together for a reunion. It is the perfect time to catch up on a personal and professional level.



United States: The New York City premiere of the film *Greenhorn* was held on Oct. 23 at The Museum of Tolerance. The movie is based on Anna Olswanger's book of the same title. The film is produced by Tom Whitus. Young lead actors include Leo Hojnowski and Giorgio Poma.

The book and movie are about a young Holocaust survivor who arrives at a New York yeshiva in 1946 where he will study and live. Daniel, the young survivor, rarely talks, but the narrator, a stutterer who bears the taunts of the other boys, comes to consider Daniel his friend. The complex relationships of the schoolboys reveal the larger human story. In the end, Aaron, the stutterer, finds his voice and a friend in Daniel.



Stuttering Foundation books have been translated into 34 languages: French, Spanish, Italian, Flemish, German, Swedish, Danish, Japanese, Vietnamese, Chinese, Cambodian, Thai, Lithuanian, Korean, Arabic, Icelandic, Finnish, Persian, Zulu, Czech, Slovak, Russian, Slovenian, Bosnian, Croatian, Serbian, Turkish, Hindi, Hebrew, Afrikaans, Armenian, Swahili, Albanian, and Norwegian.



Poland: The Stuttering Foundation book *Stuttering: An Integration of Contemporary Therapies* is now in Polish thanks to Katarzyna Węsierska. It was published just in time for a conference on stuttering at the University of Silesia.



Peru: Nelly C. Ching and a student organized a conference on stuttering in Peru for International Stuttering Awareness Day.



Colombia: Speech and language pathologists from Cali, Colombia, celebrated Stuttering Awareness Day during the Research Symposium "Healthy City" (Ciudad Saludable). Marcela

Bonilla, Vanessa Bonilla, Lizeth Mosquera, and Professor Virginia Mora distributed materials from the Stuttering Foundation in an effort to help the attendees better understand the nature of the disorder.

Argentina: María Marta Gebara and Mariela Ginhson organized a conference in October in Argentina for speech therapists.



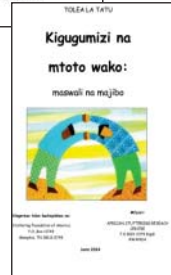
News from Around the World

The Foundation is a global resource, distributing millions of publications annually to people in 136 countries around the world. Every year we train hundreds of professionals through conferences, workshops, webinars, and symposia.

India: The Indian Stammering Association held its 4th National Conference near Pune, India on Oct 3-5, 2014. More than 100 people attended, including two from the United States.



Pakistan: Safa Pervaiz proposed the idea of celebrating International Stuttering Awareness day for the first time in Pakistan. She and her team organized a seminar at the University of Lahore with the help of Dean Prof. Dr. Amir Gillani.



Rwanda: Thanks to Dieudonne Nsabimana of Rwanda, *Sometimes I Just Stutter*, *Stuttering and Your Child: Questions & Answers*, *8 Tips for Teachers*, and *7 Tips for Talking with Your Child* have been translated into Swahili.



South Korea: Dr. Moonja Shin translated the DVD *Dealing Effectively with Attitudes and Emotions* into Korean. In addition, Shin organized a workshop in October on stuttering.



Kosovo: Burim Azemi of the Kosovo Stuttering Association lead the effort to translate *Self-Therapy for the Stutterer* into Albanian.

Find Stuttering Foundation resources translated into other languages at www.StutteringHelp.org/translations

Research *Continued from the front page*
 or lengthening of segments, lots of hesitations, and numerous revisions. Blocks, the most canonical of stuttering behaviors, were never imitated, nor was struggle, nor any evidence of self-concept as a child who has difficulty talking.

Struck by this, I began to think that what the therapists were hearing was certainly not fluent enough to qualify as normal disfluency, but nor did it seem representative of stuttering.

After reviewing the literature, we found that some others had noted this problem (notably, Penelope Hall in 1977 and Nancy Hall and colleagues; see Hall (1996), and began to take a closer look. It turns out that children with a number of types of language delay and disorder are quite disfluent, far more so than typical children of the same age (see references below from our own lab and the work of other researchers). Critically, however, while these children DO repeat sounds, syllables and words, hesitate, prolong and revise, they don't demonstrate audible or visible struggle, or awareness, in any of these studies. They appear to have what I will call language formulation disfluency.

Language formulation disfluency: Why does this happen? Well, one approach is to consider how the term "fluency" is used in other fields, such as second language learning, to define mastery of the language. Language fluency is the ability to quickly and accurately assemble sentences, without undue stops to plan the rest of the utterance, retrieve vocabulary, or repair mistakes in production. This is what appears to be happening in children who have a variety of language delays and disorders. Each year, the literature on this topic grows, and production fluency is now being considered as a potentially universal feature of pediatric expressive language disorder, re-

gardless of language being learned (Bernstein Ratner, 2013).

How should one treat these profiles, which do appear atypical?

This is a tough question, because there is substantial evidence that children with developmental language problems never really fully catch up to peers, implying that many will never be quite as fluent as their typical school-mates. However, that also demonstrates why it may be quite important NOT to treat these children as children who stutter for two separate reasons: first, it is hard to imagine how traditional approaches to stuttering (those that either change the child's speech motor patterns, or help the child identify and move through moments of struggled stuttering) will be effective in these cases – the cause of the fluency breakdown seems to stem from language formulation problems, and the child is unaware of the problem. Second, any time taken to address the fluency problem will take valuable time away from working on the language problem, which has the potential to seriously impair the child's educational and vocational potential.

Clearly, there are children who both stutter and have language problems. These children need carefully planned therapy goals so that each gets addressed properly, and the goals of one treatment do not interfere with the goals of the other. For instance, we know that stressing a child's linguistic abilities can adversely affect the ability to maintain fluency (see summary of this body of research in Hall, et al., 2007).

I turn next to a related term that is often used by SLPs and parents to discuss pre-school children's fluency: developmental disfluency. This term has been used since the 1930's (Davis, 1939) to describe a stage in toddler development during which the child ap-

pears to try to say more than s/he can handle without stopping to think or revise or repeat parts of words or phrases. Crucially, this term is only meant to apply to cases where the fluency pattern does not contain hallmarks of stuttering, such as struggle, blocking and awareness. Developmental disfluency is believed to be a normal phase of language learning that will resolve over the time course of toddlerhood.

Despite early conjecture that something might operate to change developmental disfluency INTO stuttering (either parental responses, life experiences, etc.), it now seems fairly evident from longitudinal studies of typical preschoolers and age-matched peers referred for concerns about stuttering (e.g., the Illinois Project; Yairi & Ambrose, 2005) that these children's speech behaviors are different from the earliest points in time, and that stuttering does not develop out of developmental disfluency. Despite this, I often see diagnostic reports of young children who go on to specify the characteristics of the child's stuttering, including Stuttering Severity Instrument scores well within or above the moderate range, with awareness, struggle and secondary behaviors, but the therapist then evaluates family history and other factors that suggest a positive prognosis (we do know that roughly 80% of early stuttering spontaneously resolves without intervention and that some factors can aid in predicting risk for persistence), and diagnose the child with developmental disfluency – because it is likely to go away. In my opinion, this is inaccurate. Stuttering, language formulation disfluency and developmental disfluency have different features, not just likely different outcomes.

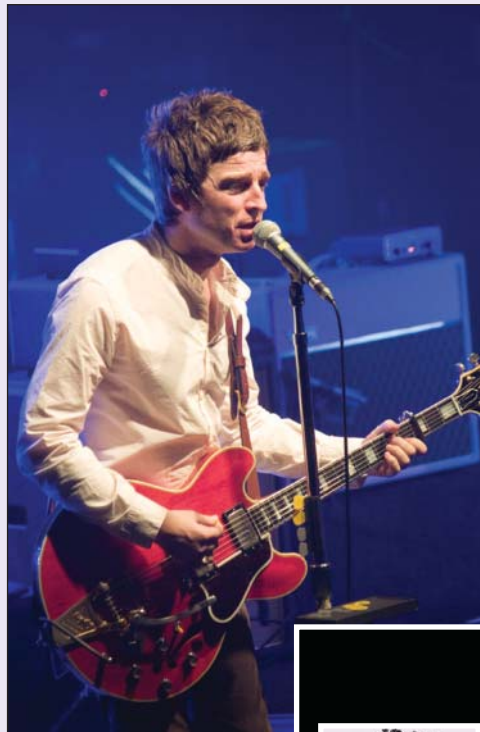
A child who sounds like she is stuttering but who has good prognostic indicators for recovery is a

Continued on page 16

Rock Star Overcomes Stuttering

The British band Oasis is considered the biggest breakout band of the 1990s. Led by brothers Noel and Liam Gallagher of Manchester, Oasis' 1994 debut album *Definitely Maybe* immediately set their star rising, while their second album (*What's the Story*) *Morning Glory* topped the album charts in both the UK and U.S. as well as countless other countries. Two years later, their album *Be Here Now* would achieve the distinction of being the fastest-selling album in UK chart history. Several other highly successful albums followed in subsequent years. However, during the glory days of Oasis it was little-known that Noel Gallagher had overcome a stuttering problem through many years of speech therapy.

Born in Manchester in 1967 to Irish immigrant parents, Noel Gallagher's talent fueled the success of Oasis. He was the band's lead guitarist, and wrote almost every one of the band's songs, including all of the numerous hits, such as "Supersonic," "Some Might Say," "Wonderwall" and "Don't Look Back in Anger." While brother Liam Gallagher was known as the band's lead singer, Noel actually did perform lead vocals on a slew of songs. For instance, it is well-known that Noel wanted to sing lead on his song "Wonderwall" but Liam insisted on doing it; as compensation, Noel sang lead vocals on "Don't Look Back in Anger," which ended up topping the UK charts. Other notable Oasis songs for which Noel provided lead vocals include "The Master Plan," "Half the World Away" and "Talk Tonight." The music world

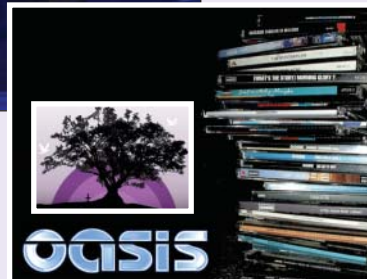


included eight UK number one singles and eight UK number one albums in addition to countless chart-toppers worldwide, Noel left Oasis in 2009 due to artistic and personal differences with his younger brother Liam. Afterward, he has performed with a new band, Noel Gallagher's High Flying Birds, for which he serves as lead vocalist, lead guitarist and songwriter.

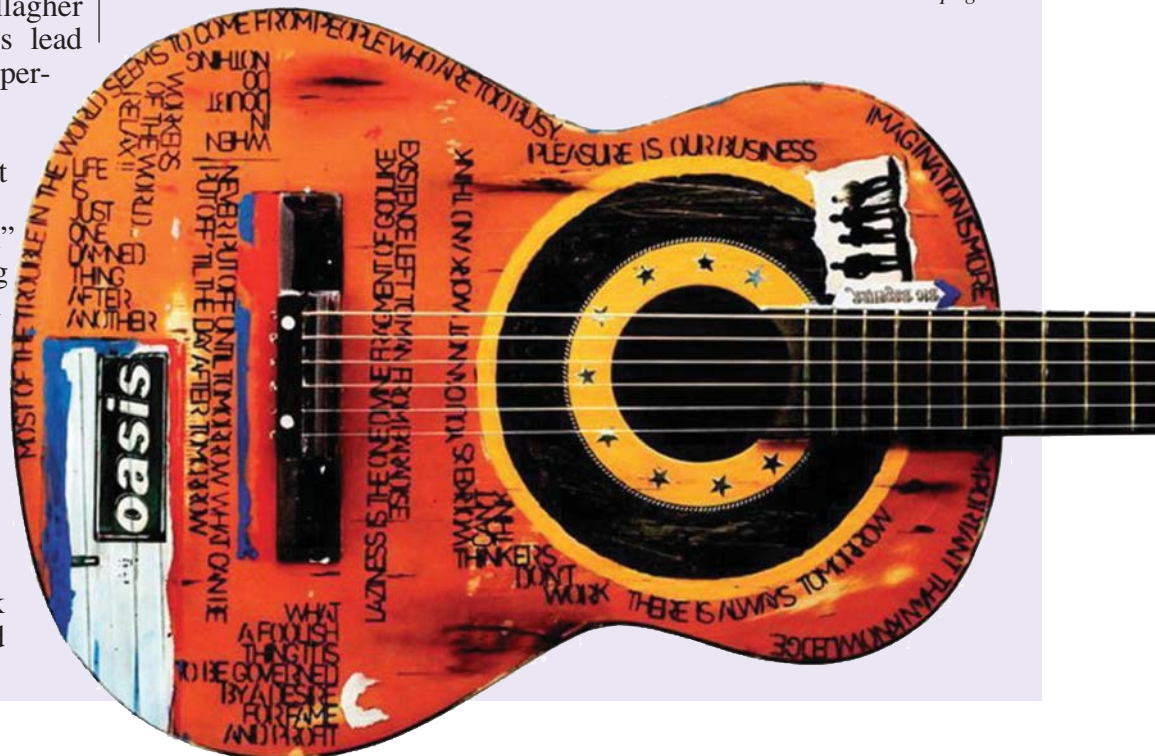
Noel Gallagher has been open about many aspects of his early life, including his struggles with stuttering. Both Noel and his older brother Paul stuttered badly in their childhood, and were able to overcome the stuttering through many years of speech therapy. As has been cited in various UK newspapers over the years, Noel and Paul have stated that the physical abuse they received from their father as kids made the stuttering

remembers the now famous acoustic performance in 1996 for *MTV Unplugged* in which Noel was forced to take over lead vocals on all the songs for the hour concert show due to Liam's sore throat.

After an incredible run which



Continued on page 20



Driver*Continued from page 7*

Specifically in racing, finding sponsors is a big part of progressing up the ladder, and with my stutter it's been very difficult for me to go and make that phone call to a company and sell myself to someone.

Q: What is your greatest accomplishment with regard to stuttering?

A: This article may be it. I've always tried to hide and be unaccepting of my stutter, but from listening to Podcast's such as Stutter Talk and doing more research and seeing the strong community that exists, it's something I've begun to embrace. So coming out with something in print that shows who I truly am is a big personal accomplishment for me.

Q: Based upon your experi-

ences, what would you like to tell children who stutter?

A: I would tell them to not be ashamed of their stutter and to just be themselves. Don't let your stutter run your life. Everybody in the world faces



problems daily, and when you look at it in the scheme of things, stuttering is such a minute problem compared to others.

Q: Based upon your experiences, what would you tell parents of children who stutter?

A: To be supportive in every way they could towards their child. My parents were and still are very supportive and did whatever they could to help me and provided me therapy when I wanted. I had a dad who could relate to what I would go through on a daily basis and that made it easier on me.

Follow Kyle Heckman on Twitter @kyle_heckman

Do you know someone inspirational who stutters and has a great story to tell? Contact us at info@stutteringhelp.org and we'll consider them for our next Q&A Spotlight.

Research*Continued from page 14*

child who stutters but is likely to recover, not a child with developmental disfluency.

Finally, SLPs and parents alike are often confused when children show atypical patterns of disfluency, such as complex repetitions of the ends of words and phrases, that are clearly not normal... but are they stuttering? In an upcoming column, Vivian Sisskin and I will discuss these more complicated cases, and some possible approaches to treating them.

Do you have questions for Researcher's Corner? Email Dr. Ratner at nratner@umd.edu

References:

- Boscolo, B., Bernstein Ratner, N. & Rescorla, L. (2002). Fluency characteristics of children with a history of Specific Expressive Language Impairment (SLI-E). *American Journal of Speech-Language Pathology*, 11, 41-49.
- Bernstein Ratner, Nan (2013). Fluency in late talkers. In L. Rescorla & P. Dale (eds.) *Late talkers: from theory to practice*. Baltimore: Brookes (pp 129-144).
- Davis, D. M. (1939). The relation of repetitions in the speech of young children to cer-

tain measures of language maturity and situational factors: Part I. *Journal of Speech Disorders*, 4, 303-318.

Finneran, D. A., Leonard, L. B., & Miller, C. A. (2009). Speech disruptions in the sentence formulation of school-age children with specific language impairment. *International Journal of Language & Communication Disorders*, 44, 271-286.

Guo, L., Tomblin, J. B., & Samelson, V. (2008). Speech disruptions in the narratives of English-speaking children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 51, 722-738.

Hall, N. E. (1996). Language and fluency in child language disorders: Changes over time. *Journal of Fluency Disorders*, 21, 1-32.

Hall, N. E., & Yamashita, T. S. (1993). Relationship between language and fluency in children with developmental language disorders. *Journal of Speech & Hearing Research*, 36, 568-580.

Hall, Nancy, Wagovich, Stacy & Bernstein Ratner, Nan (2007). Language considerations in childhood stuttering. In E. Conture & R. Curlee (eds.) *Stuttering and related disorders of fluency* (3rd ed). NY: Thieme.(pp.153-167)

Hall, P. K. (1977). Occurrence of disfluencies in language-disordered school-age children. *Journal of Speech & Hearing Disorders*, 42364-369.

Wagovich, S. A., Hall, N. E., & Clifford, B. A. (2009). Speech disruptions in relation to language growth in children who stutter: An exploratory study. *Journal of Fluency Disorders*, 34(4), 242-256.

Yairi, E. and Ambrose, N. (2005). *Early Childhood Stuttering*. Austin: Pro Ed.

Online Extra

Kiran Cherukuri, a high school senior from Michigan, shares his inspirational story on how he ran for school office although he's always been afraid of public speaking. For this student, stuttering didn't stand in the way of a great opportunity.



Read his story now. It is available under "Teens" at www.StutteringHelp.org.



The Stuttering Foundation of America is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and is classified as a private operating foundation as defined in section 4942(j)(3). Charitable contributions and bequests to the Foundation are tax-deductible, subject to limitations under the Code.

Dear SFA: Reader Response



Send letters to SFA, P.O. Box 11749, Memphis, TN 38111-0749 or e-mail info@StutteringHelp.org.

I Like Games and Math

Hi. My name is Chad. I just finished 6th grade last June at Jefferson Middle School in Torrance, CA. I'm 12 years old and I'll be turning 13 in



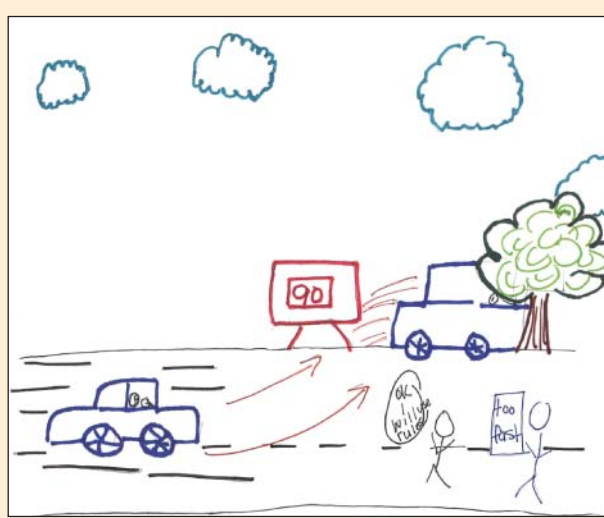
March. My favorite subject is math. When I started the 6th grade, I was really nervous about not being able to open my locker. I have had problems with that kind of lock before, but it really worked out ok.

I started speech group in 3rd grade in elementary school. My favorite part about speech group is the games. My speech teacher, Mrs. D., told me that she thinks that I am a leader in the group and that I continue to improve with my confidence. I think that my speech has become easier as I got older.

Thanks for reading my letter!
Chad, 12
Torrance, CA

Opinion Positive!

We did an opinion poll in my class to find out what people think about stuttering, their knowledge about stuttering, and how they would act if someone starts to stutter. Some of the questions we asked were: Would you be friends with someone who stutters? Would you want to stutter? Do you know anyone who stutters? What do you think causes stuttering? Would you bully someone who stutters? Would you date someone who



My stuttering is like a car going too fast. When the car goes too fast it can crash. The car is my speech. When I speak fast I stutter. My stutter is like the car crashing. My brain is like the driver of the car. The driver goes to driving school to learn how to drive. I go to therapy to help my brain learn how to use speech rules. When people tell me to go slow it is like the police giving a ticket to the driver to slow down. The speed limit and traffic signals remind the driver to slow down like my therapist gives me signs and signals to slow down.

Trinity, 7th grade
Henrico, VA

stutters? What would you do if someone started to stutter when you were talking to them?

There were NO negative responses to the questions. All of the students said that they would be friends with someone who stutters and they would not make fun of anyone who stuttered.

But everyone said that they would not want to stutter except me. I said, "It's okay that I stutter because no one should care if I stutter."

It was fun doing the opinion poll and finding out what other people thought. If you stutter you should try doing an opinion poll.

Greg, 11
North Babylon, NY

My Life

Have you ever heard of stuttering? My name is Jillian and I am 10 years old. I live in Waterford, VT and I stutter. When I stutter my speech gets bumpy or I get stuck, and I cannot control it. Stuttering can be hard. I have learned to face problems, not run away!

Long ago, when I was 3 years old I saw a speech teacher because I started to stutter. My speech teacher helps me not to stutter. I go two times a week. I am learning ways to make my speech smooth and to be confident.

It is helpful when my friends don't speak for me or laugh at me, keep good eye contact with me, and let me know it is okay to stutter. I feel annoyed when my friends don't make eye contact or listen to me. My best friend, Delaney, is the most helpful girl I have ever met. She helps by standing up for me and she is accepting of me.

Jillian, 10
Waterford, VT

I Add Humor with Jokes

I started stuttering when I was 8 years old. I have a sense of humor to make jokes. I am a caring person when people get hurt. Sometimes I get stuck on words but that doesn't make me not accomplish my dreams. The tools we are learning are light contact, easy voice, cancellation, and slowing down. It makes me feel sad but I don't let it get to me.

Terrell, 10
Portland, OR

Continued on page 18

Letters
Continued from page 17
Graduating from Speech

My name is Kimberly. Speech has helped me with my stuttering. I have been in speech for 5 years. I am graduating from speech now because I am better at speaking. I like reading. It also helps me to see if I am proficient in my speech. I can see that I am better. I also want to say thank you to my speech teachers who have helped me over the years: Mr. Alan, Ms. Maria, Ms. Regina, and Ms. Kelly. I would like to be a lawyer in the future. I feel that being in speech has helped me.

*Kimberly, 10
El Monte, CA*

Never Give Up

My name is Jamey and I am 8 years old. I started stuttering when I was 3 years old. My brother and my Dad both stutter too. My brother and I go to speech. I have learned to slow down and speak using smooth speech. Never give up on yourself! Everybody stutters a little bit.

*Jamey, 8
Anchorage, AK*

I Use Helpful Strategies

Hi! My name is Malik and I am 10 years old. My mom noticed I started stuttering when I was 4. When I was little I was always nervous when I talked to people that I never met or if they were serious. I started taking speech therapy in second grade. The strategies I know are to ease into it and to start over again and to stutter on purpose. Stuttering doesn't bother me but some people make fun of me.

*Malik, 10
Richardson, TX*

Presentations Can Educate

My name is Laci and I am 7 years old. I am in 2nd grade. I like to read. I started to stutter in kindergarten. I was mad and

frustrated because when I tried to talk to friends I went "hhhh-hi." In speech therapy I learned to pause when I got stuck on a word. I also use easy beginnings to start my words smoothly. I don't like it when people and kids talk over me and say the same thing I say. In 1st grade, I taught kids by giving a presentation about speech and stuttering. Now they don't pretend to stutter after I really stutter. I am doing really good with speech now. I think you should do a presentation to help people

"h" sound, slow speech, and stretchy speech. These help words come out smoothly.

Hello, I'm Bryant. I like to read out loud in the classroom because I can take my time and talk smoothly. I play football and basketball.

Hi, I'm Calvin. I am an A-Honor Roll student and I enjoy football. Stuttering never stops me from achieving my goal.

Hi, I'm Ahryant. I play football and I can run very fast. I practice my speech strategies at home so I can talk better everywhere. Thank you for reading our letter.

*Calvin, 9
Ahryant, 10
Bryant, 10
Newnan, Georgia*

It is OK to Stutter

Hi! My name is Erin and I am in 4th grade. I like to read, write, and hang with my little brother. I am also a person who stutters. I have stuttered since kindergarten, but didn't start going to speech until 3rd grade. Going to speech helps because I get to learn about my stutter. In summer, my stuttering gets worse. Sometimes I talk super-fast so I don't stutter, but that doesn't help. When I'm talking to my mom, she tells me to slow down and repeat it so she can understand it more and that helps me.

Stuttering makes me feel angry sometimes because I can't say what I want to without having people correct me.

It makes me happy when I don't stutter, especially like when I do lines in a play. I get mad if I stutter and have to re-read something because it puts more pressure on me. What I would like to tell other people who stutter is you live with your stutter every day; tell yourself it is okay to stutter. Everyone stutters once in a while, but some people stutter more than others.

*Erin, 4th grade
Minneapolis, MN*



In the beginning my stuttering felt like lots of sand in the middle of the road. The car got stuck, the wheels kept turning. I had to grab a shovel and move the sand away from the road. Shovel was my therapy, car was my speech, wheels turning were my tightness, sand was my stuttering. To move the sand I had to slow down, stay calm, relax my body, and stretch my words. When I cleared the sand I could start talking with nice, easy, and smooth speech.

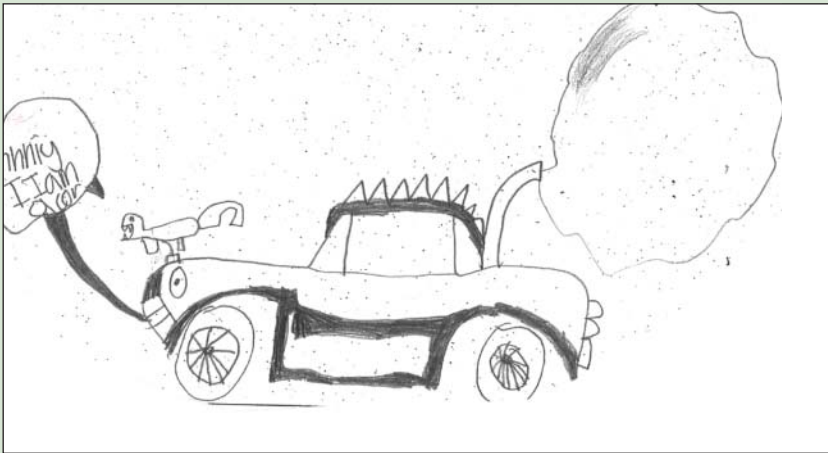
*Endy, 7th grade
Henrico, VA*

learn about speech and not get made fun of!

*Laci, 2nd grade
Casper, Wyoming*

We Attend the Best School

We are Ahryant, Calvin, and Bryant. We are in the fourth grade at Newnan Crossing Elementary School, the best school in the entire universe. We stutter and we go to speech therapy together. The strategies we have learned are the



Hi, my name is Tariq. I stutter a little bit. I don't really stutter anymore. I am really good at roller skating.
*Tariq, 8
Portland, OR*

I started stuttering when I was four years old. I am a good basketball player. I know how to shoot a ball and I know how to dribble. It is fun when you are playing basketball. When I stutter I feel like I am being teased.

*Javier, 10
Portland, OR*



My Friend Stutters Too

Hi my Name is Addyson. I am in the 4th grade and I stutter. My parents found out in second grade I think. I go to therapy with a friend. She stutters, too. I hope to fix it. Sometimes I think it is cool to stutter. The tools are to help me. My favorite tools are sliding, forward flow, and pseudo stuttering. I use light contact and easy onset, too.

*Addyson, 4th grade
Lafayette, IN*

Sometimes Words Get Stuck

My name is Carlton G. and I'm in 5th grade. I stutter and when I do my words get stuck. I have learned the "stretch it out" strategy, which means you can say any type of sound for a period of seconds. I started stuttering when I was in the 3rd grade. I go to Calhoun County Elementary School. Thanks for reading my story!

*Carlton G., 10
Arlington, GA*

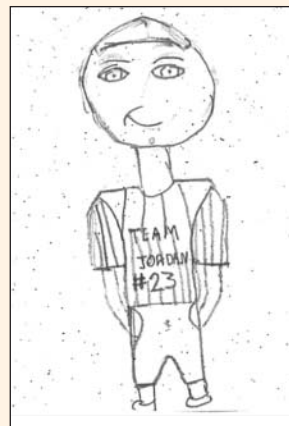
Don't Be Ashamed

My name is Alex. I am 11 years old. I am one of the only people in my family who stutters. My grandma is one of the only people in my family that I know who stutters. My family noticed that I started stuttering at the age of three. I've been stuttering for eight years and you shouldn't be ashamed of stuttering!

*Alex, 11
Cypress, TX*

My name is Mya. I am in the third grade. I like playing volleyball and playing games on the iPad. I know that stuttering is not my fault. It happens when the brain forgets to tell the speech machine what to do.

*Mya, 8
Lincoln, NE*



I started to stutter when I was 4 years old. People copy me when I stutter and I just never listen. It makes me feel sad because I'm not like other people. At school I stutter when I say my friends' names. Also, I basically stutter on all consonants.

*Myale, 10
Portland, OR*

Glyndon *Continued from page 10*

and substantially, though to a different degree, decrease stuttering.

Fifth, in the mid-1990s, Glyndon became involved in more basic research exploring brain activation patterns of people who stutter as a member of a team at the Brain Imaging Center at the University of California at Irvine. The early initial published findings of that work (with Wu, et al.) showed aberrant patterns of cerebral activation, including increased activation of the supplementary motor area. This research was then expanded by others, such as the Fox, Ingham, et al. team. Finally, and so characteristically, in most recent years Glyndon was on the research team (Maguire, et al.) that conducted large scale clinical studies of a new drug, Pagoclone, as applied to the treatment of stuttering.

Sixth, the contributions of the Rileys have extended well beyond the research laboratory and speech clinic into the realms of educating speech-language pathologists who are qualified to provide service to the speech-language handicapped, including those who stutter. During 40 years in university settings, Glyndon taught many courses on stuttering and mentored a large number of graduate students preparing to become speech/lan-

guage clinicians. In addition to their own intensive clinical work, the Rileys maintained a large clinical staff in their center for stuttering and made their resources available to train clinicians in their clinical fellowship year, continually upholding the high standards that they set for themselves. Their on-site super-



Dr. Glyndon Riley and Dr. Jeanna Riley receiving the Malcolm Fraser Award in 1998.

vision helped clinicians adapt to the special problems that arise with children of bilingual and multicultural backgrounds.

Within this rich mix of activities, yet a seventh contribution should be recognized: public service for which the Rileys received the Outstanding Achievement Award

from the California Speech-Language-Hearing Association (CSHA). Of the many services, only a few are mentioned here. One dream realized was the establishment of a center dedicated to serving children who stutter. It has been committed to the prevention of stuttering as well providing diagnosis and treatment services, especially to those lacking financial means. Its annual Fluency Conference has reached out to about 125 clinicians each year for 16 years, positively effecting thousands of children and their families as clinicians are more educated about stuttering. Glyndon was also deeply involved with educating the medical community about stuttering while, in an altogether different vein, he was active in community disaster preparation.

Most admirable about Glyndon and Jeanna has been their unmitigated optimism, friendliness, and true collegiality. Their demonstrable appreciation for different views has provided us with a model of positive attitudes toward other professionals inside as well as outside the field. By advocating and practicing openness in their writings, presentations, and daily personal and professional lives, they have elevated the professional dialogue concerning stuttering. Glyndon was a true gentleman; may his memory be for a blessing, and may Jeanna be blessed for long life.

Gallager *Continued from page 15*

worse. The articles all generally report that the boys' alcoholic father would hit them when they stuttered. The 2012 book *Noel Gallagher: The Biography* by Lucian Randall put forth, "Much would be written by others about the harshness of Gallagher's upbringing – both he and Paul would develop stammers."

A July 3, 2007, article about Gareth Gates in the daily tabloid *The Sun* titled "Idol Can Beat Stammer" invoked the triumph of

Noel Gallagher as an example, "Noel Gallagher and his brother Paul went through years of speech therapy to get over their stammers." Also, there are interviews on YouTube in which Noel discusses his past stuttering, such as a 2006 interview on the show *Positivism* on ITV.

Paul Gallagher, the Gallagher brother who was not in Oasis, published a memoir in 2006 titled *Brothers from Childhood to Oasis: The Real Story*. In the book Paul told about the child-

hood of the Gallagher brothers and the relationship of the three brothers all the way up through the fame of Oasis. Paul mentioned several times that he and younger brother Noel struggled with stuttering. He stated, "At play time I was always on my own, the other kids used to make fun of my stammer. I had a really bad one, and so did Noel. Our stammers were so pronounced that in the end our mam took us for speech therapy every week for four years to clear them up."

DVD

Continued from front page

the “common threads” discussed by the four individuals; what was their overall impression; and would they recommend this DVD to others who stutter?”

My 4th and 5th graders were very familiar with the original DVD, *For Kids, By Kids*. They were excited to see how the kids looked eleven years later and interested in what they had to say as “grown-ups.”

A fifth grade student who stutters commented, “now that they’re older, speech is easier for them.” He mentioned that he connected with both Naomi and Daniel when they spoke about parent involvement.

He said that he related to both because he likes having his dad involved in therapy like Daniel; however, like Naomi, he doesn’t like certain aspects of parent involvement with his stuttering.

He shared that his dad has given him advice about how to stop his stuttering, and it is very frustrating. This was a revelation for him that was uncovered thanks to this video.

Another positive outcome involved the discussion in the video about accepting help from others. One student followed up with Naomi’s comments about teacher involve-

ment. He shared that a teacher once asked him why he talked the way he did. He remarked that it is the responsibility of a student who stutters to “let his teacher know about stuttering.”

My 15-year-old client is usually reserved when it comes to cognitive-emotional issues. However, after watching this video, he shared some insights. He expressed nervousness about reading aloud, like Naomi.

“Use this DVD as a vehicle to open the door to discuss challenging, sensitive topics that are relevant to school-age children, teens and adults who stutter.”

He related to Daniel about changing his attitudes and shared that he’s more open about his stuttering now. He also connected to Tommy’s story about his parents refusing to order food for him in a restaurant. He admitted that he used to have his parents order for him, but now has the courage to order for himself.

And lastly, he shared his dream of becoming a lawyer like Umang. He had not revealed this before. He rated the video “9 out of 10” and felt that it was “pretty inspiring.”

The last client asked to review the DVD was an adult who stutters. She watched the original video, *For Kids, By Kids* first and then *All Grown Up*. The original video, *For Kids, By Kids*, is included with

All Grown Up, which made it convenient to show both with just a click.

From an adult perspective, she shared that she appreciated seeing what the kids went through and related to some of the high school challenges, such as being uncomfortable going to therapy as a teen. She also related to the aspect of being open with stuttering, as Daniel mentioned, and shared

how she is starting to be more open with her stuttering with some co-workers.

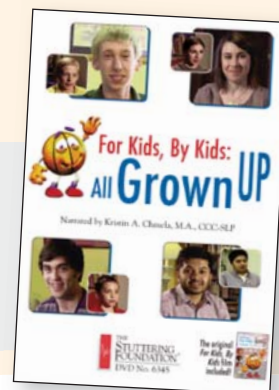
I found this video to be a door-opener for discussions with my clients about their feelings and emotions. It seemed easier and “safer” for them to

discuss the sensitive topics such as parent/teacher involvement in therapy, changing attitudes, dealing with challenges and future goals in the context of reviewing the stories of Daniel, Tommy, Naomi and Umang. It worked well in therapy to use the video as a three-step process:

- First, getting feedback in writing using a “video critique form”;
- Second, discussing their impressions/insights about the stories shared in the video; and
- Finally, sharing their own feelings and connections with the topics and stories discussed in the video.



For Kids, By Kids: All Grown Up is a 20-minute film produced and narrated by Kristin A. Chmela, M.A., CCC-SLP, and Bob O’Brien, Video Design Productions. It is available from the Stuttering Foundation, www.StutteringHelp.org.



Happy New Year!

www.StutteringHelp.org • 800-992-9392 • www.tartamudez.org

Using Cognitive Approaches with People Who Stutter

The Stuttering Foundation's Five-Day Eastern Workshop is June 22-26, 2015, at Boston University. Workshop leaders are Elaine Kelman, MSc, Cert CT, Cert MRCSLT; and Alison Nicholas, MSc, BA (Hons), Reg MRC-SLT, of the Michael Palin Centre for Stammering Children. Conference coordinator is Diane Parris Constantino, M.S., CCC-SLP, of Boston University.

Deadline to apply is March 16, 2015. Call 800-992-9392 or visit www.StutteringHelp.org and click on "speech-language pathologists."

Diagnosis and Treatment of Children and Adolescents Who Stutter: Practical Strategies

The Stuttering Foundation's Five-Day Western Workshop is from June 9-13, 2015, in Portland. It is co-sponsored by The Stuttering Foundation, and Pacific University. Workshop leaders are Susan Hamilton, M.A., CCC-SLP, University Way Speech Services; Jennifer Watson, Ph.D., CCC-SLP, Texas Christian University; and Ellen Reuler, M.A., CCC-SLP, Pacific University.

Deadline to apply is March 16, 2015. Call 800-992-9392 or visit www.StutteringHelp.org and click on "speech-language pathologists."

8th World Congress on Fluency Disorders

will be July 6-8, 2015, in Lisbon, Portugal.

For more information, visit www.theifa.org/Legacy/IFA2015/Announcement/index.html.



The 18th Annual Friends Who Stutter Convention

is July 16-18, 2015, at the Embassy Suites Hotel in Raleigh, N.C. For more information, visit www.friendswhostutter.org.

The National Stuttering Association

will hold its 32nd Conference from July 1-5, 2015, in Chicago. For more information, visit www.westutter.org.



Story ideas? Our readers have the best ideas for newsletter articles. Email your ideas and pictures to info@stutteringhelp.org.

Websites:


www.StutteringHelp.org
www.tartamudez.org

Blog:


www.Stutteringhelp.org/blog

Social Media:

 /stutteringhelp

 /stutteringfdn

 /stutteringfdn

 /stutteringfdn



Volume 23, Issue 1
The Stuttering Foundation
was founded in 1947 by
Malcolm Fraser, 1903-1994

Scot Squires . . . Editor/Designer

Special thanks to Joan Warner, Patty Reed, Ashley Lofquist, Ron Shafer, Rachelle Loir, Donna White, Pam Melton, Greg Wilson, and Jane Fraser.

Our list of books on stuttering is continuously being updated with the latest publications. It can be found online at StutteringHelp.org/books-stuttering.