



THE STUTTERING FOUNDATION®

A Nonprofit Organization

FALL 2013

Since 1947 ... Helping Those Who Stutter

Early Intervention Still Best Option

By Catherine O'Neill Grace

Concerned parents who want to help their children who stutter have a new resource to turn to.

The Stuttering Foundation has released a new 16-minute video, *7 Tips for Talking with the Child Who Stutters*, that offers practi-

cal strategies parents can use to support their young children's communication skills and build their confidence.

In the video, a group of experts talk compassionately and directly to adults about how to promote easier talking as they interact with preschool-age children. The professionals offer simple, easy-to-do tips that parents can begin to use immediately.

"We believe that this project will make a real difference for parents who are frightened and feel helpless when their child first begins to stutter," says Lisa A. Scott, Ph.D., of The Florida State University. "They think it is their fault and wonder

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New Assessment Tool for Use with Parents

By Sharon Millard Ph.D.,
Research Lead, The Michael
Palin Centre, London

The Palin Parent Rating Scale (Palin PRS) is the result of collaborative research which involved clinicians, researchers and parents of children who stutter, using a mixed methods approach to research. It grew out of a clinical need to evaluate children's stuttering in terms of its frequency and severity outside the clinic, but also in relation to the impact



Sharon Millard, Ph.D.

that it has on the child. Parents see this over a wider range of contexts than the clinician and have a deeper understanding about how the child is affected both in the moment of stuttering and more broadly. So having a measure that can be used to gather parents' perspectives was considered to be a useful adjunct to current assessment tools.

The Palin PRS was developed using a systematic, structured approach known as a Delphi technique. Parents who had attended the Michael Palin Centre for therapy over a twelve month period were invited to participate. We held a focus group of parents to decide

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Teachers Make a Difference for Kids

An exciting new book for children, *The Teacher Who Made a Difference*, written by noted children's author Corinne M. Litzenberg, is now available.

The story portrays the close relationship Corinne has with her teacher, Mrs. Mabel. They work their way through challenging situations related to Corinne's stuttering.



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Lyne Pitts and Jeff Zeleny Also Receive Awards



“I became a journalist to give voice to the voiceless. Many of you gathered tonight likewise know what it means to be voiceless.

How blessed we are today to speak up for those on the road to learning to speak boldly for themselves.

As my late mother Clarice Pitts would say, ‘Doing God’s work ain’t supposed to be easy, but it’s gotta get done.’

Thank you for your continued support of the Stuttering Foundation.

As I see it, each of you is a gift from God.”

-Byron Pitts





Byron Pitts of ABC News Honored at NYC Gala

ABC News anchor and chief national correspondent Byron Pitts was honored by the Stuttering Foundation at its May 7th gala in New York to celebrate National Stuttering Awareness Week.

“To see Byron on television, you would never know the tough childhood he endured,” said Jane Fraser of the Stuttering Foundation.

Bullying, illiteracy and stuttering were the prologue to Byron’s journey to become one of America’s most trusted television journalists, and a great advocate for the stuttering community. Byron’s story, captured so eloquently in his book, *Step Out on Nothing*, reminds us all of the profound interconnection between language competency and speech fluency.



Also honored was Lyne Pitts, Emmy award-winning executive producer for CBS’ *The Early Show* and the *CBS Evening News*.

“As we saw in *The King’s Speech*, a strong and supportive spouse can be an incredible asset to all who stutter. We know that the role of family, and particularly that of the spouse, can be critical,” said Fraser.

“Byron loves to tell people he ‘married up’ – no doubt heralding Lyne’s role as supportive wife and loving mother of their five children. They are clearly partners in life who bring out the best in each other and set an example for us all to follow.”

The final honoree of the evening was Jeff Zeleny, Senior Washington Correspondent for ABC News.

Jeff gave an inspired commencement speech at his alma mater, the University of Nebraska – Lincoln, a campus he began visiting at age five for speech therapy. He courageously shared his own experiences as a person who stutters with the graduating class and not only detailed his fear of public speaking but also offered sage advice on facing adversity and overcoming one’s fears.

Each honoree received the Foundation’s *Converting Awareness into Action Award*.



What Do Rhymes & Music Teach Us About Cerebral Activity?

Editor's note: This is Part Two of the summer newsletter article, Nursery Rhymes Can Play a Role.

By Prof. Dr. Henny Bijleveld, Université Libre de Bruxelles, Dept. of Neurolinguistics

Singing is an activity that many children love. When we sing together in a happy and confidence-building atmosphere, the brain reacts by secreting chemical substances known as neurotransmitters, dopamine and noradrenalin. These substances activate the hippocampus where working memory is located and that in turn influences other sub-cortical structures, the basal ganglia, which in turn activate our frontal lobe, thereby facilitating learning.

During singing, music and language work together. The words and the phonological processing in most cases activate the left hemisphere,

Broca's area, the left temporal and parietal lobes.

The melody and the pitch are generally processed by the right hemispheric regions, right prefrontal, superior temporal lobe. In this way, the left and right hemispheres collaborate in order to produce fluent speech production. The subtle variations in tone, timing, pitch and accent are learned thanks to this "collaboration" of the two hemispheres.

In a study by Vannest et al. (2009, *American Journal of Roentgenology*, 192: 1190-1196), observing brain activity in children during passive listening to speech and non-speech sounds, "bi-lateral activity in auditory process-

ing regions" was noted.

When one sings, the sung intonations increase stress and duration elements and amplify normal speech contours. In this way, the melodic speech - rhymes being sung - resembles the way parents speak to a baby. And it seems that this way of speaking in this specific melodic rhythm creates the basis for the understanding and acquisition of language.

Learning is facilitated when phrase structure and musical structure coincide in the rhythm of stressed and unstressed syllables, thereby enhancing fluent speech. This reminds us of the words of Van Riper (1987), "music serves as a carrier for communication."



Assessment *Continued from front page*

on and trial a question to ask other parents about what "is important to include in a therapy outcome tool," i.e. what are important outcomes that parents wanted to see happen as part of therapy. We then sent the question to all of the parents and asked them to write a list of changes that they considered to be important. This gave us a list of 129 statements which were then categorised and reduced by removing those that overlapped. Parents were then asked to rate how important it was that each statement should be included into a measure to evaluate outcomes for therapy. The researchers analysed the responses to find out which were considered to be the most important by the majority of the respondents. It was those that the majority gave the highest ratings to that were retained, i.e. those with greatest consensus.

What we found was that parents wanted to see changes in the child's level of fluency but also a reduction in the negative reactions to stuttering and the impact that it had on the child's communication. The parents also listed a number of statements

that referred to changes they wanted to see in themselves, such as a reduction in their own anxiety and an increase in their knowledge of what to do and how to help and support their child. These findings support what we know about stuttering as a difficulty that has a wide impact, not just on the child but on the family as a whole, particularly parents. It supported the use of therapy approaches that involve parents in the process, that take account of their needs and worries and support them to help their child. The questionnaire that resulted consisted of 26 statements, and we used this for some years to help identify targets for therapy and to evaluate the effectiveness of our therapy both for clinical and research purposes.

But there were some limitations with this original version in terms of the scientific merits of the questionnaire and so we collaborated with Dr. Steve Davis, University College London, to improve it further. Statistical analysis of the content of the original questionnaire showed that there were some items that were redundant and that there were three

components to the assessment. The final version has 19 statements for parents to rate which relate to their perceptions of 1) the frequency and severity of the child's stuttering; 2) the impact the stuttering has on the child; 3) the impact that the stuttering has on the parents and the parents' knowledge and confidence in managing the stuttering. The most recent, exciting and final metamorphosis for the Palin PRS is that it has been developed into a free on-line tool that can be completed by parents by Dr. Steve Bennett, Dept. of Psychology, London School of Economics. The on-line version provides scores (normative, stanine and categorical) that can be used by clinicians and researchers as part of the assessment of childhood stuttering and to investigate the effectiveness of therapy.

Details of the research methods and results are being prepared for peer-review, but researchers and clinicians who would like to use the Palin PRS with parents are invited to register to use the tool at https://secure.psych.lse.ac.uk/Palın_Parent_Rating_Scales/pprs_connect.php

Journalists Honored for Headlining Stuttering

The Stuttering Foundation announced the winners of its 2013 Awards for Excellence in Journalism.

“Journalists working for a variety of media outlets have done an outstanding job of covering stuttering during the past 12 months,” said Board member Jean Gruss. “This year, we saw a great deal of attention given to stuttering as a result of the hit television show *American Idol*. When a person who stutters appears on a top television show, stuttering becomes a water-cooler topic for months.

“In addition, we were especially thrilled with a recent article written for a law enforcement community e-newsletter focusing on the interaction between police officers and those who stutter. It targeted a new audience and covered a new topic area, which had previously not been addressed,” added Gruss.

The 2013 awardees are as follows:

First Place: Debra R. Cohen



Debra R. Cohen
McCullough

McCullough, for her January 2013 article titled “When Police Encounter Persons Who Stutter.” The article ran in

the e-newsletter of COPS (Community Oriented Policing Services, which is part of the United States Department of Justice) and provides information to help police officers interact more effectively with those who stutter. It reached a large and important audience and had a huge impact on improving stuttering community and law enforcement relations.

Second Place: Fremantle Media’s American Idol



Lazaro Arbos

with 12 million viewers on the Fox television network, for educating the widest possible audience on stuttering.

We are particularly thrilled that show producers opened the doors to contestant Lazaro Arbos to appear and perform and be repeatedly interviewed on live television. We also applaud their integrity in treating him fairly and honestly when assessing his performances during the first four months of 2013.

Third Place: Rob Ferrett

for a program on Wisconsin Public Radio that aired Feb. 4, 2013, regarding *American Idol*’s Lazaro



Rob Ferrett

Arbos and childhood stuttering. Rob interviewed Jane Fraser while filling in on *The Joy Cardin Show*.

Honorable Mention:

Internet blog: Matt Sander, for his blog, *HundredHoleHike.com*,



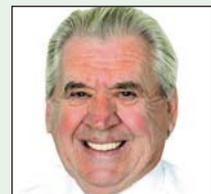
Matt Sander

which featured the article *Walking for the Stuttering Foundation*.

Another exciting story about Matt can be found on page 10 of this newsletter.

Syndicated Columnists: Dr.

Wallace, for his column on Feb. 25, 2013, that answered a teacher’s questions about how to help one of



Dr. Wallace

her students who stuttered.

Spanish TV: Telemundo’s program, Un Nuevo Dia



for a live interview on February 4, 2013, with *American Idol* contestant Lazaro

Arbos and speech-language pathologist Lisette Betancourt, combining therapy with outreach to the Spanish-speaking audience in the United States.

Local TV: Katie Jones

for a report on WFTX TV that aired March 14, 2013, on the community support *American Idol* contestant Lazaro Arbos received in his hometown of Naples, Fla.



Katie Jones

Wire Service: Michael Gormley



Michael Gormley

for an Associated Press wire service article titled “How a Stammering Kid Became a Governor’s Spokesman.”

Local Newspaper: John M. Steinbach

special to *The Virginia Gazette*, for the March 21, 2012, article, “There’s Help for Stuttering.”

In this article, Steinbach tells the story of Indy race car driver Leon “Jigger” Sirois, who has been a long-time ombudsman for the stuttering community.



John M. Steinbach

Eastern Workshop Goes International



Seated: Jane Fraser, Elaine Kelman, Alison Nicholas, Diane Parris Constantino. Back row: Kirsi Kaisamatti, Moonja Shin, Emily Sharpe, Maria Pia Coscueta, Mitchell Trichon, Dana Hodgins, Lagle Lehes, Myra Cox, Felix Matias, Elsa Margarido, David Evans, Denise Walsh, Maureen McKeown, Srinakorn Prohmtong, Tracy Munson, Worawan Wattanawongsawang, Lia Hadjigeorgiou-Tapaki, Kim Metzgar, Suzanne Kelly, and Anita Bayler.



Comments from workshopers...

“It was such a rich and rewarding learning experience, and I know my clients will be better served as a result of my participation. It’s hard to put into words how grateful I am.”



“The workshop was certainly the best educational experience I have ever had! I look forward to helping those who stutter and their families with all of the knowledge that I was able to take with me from the workshop!”



Since 1985, the Stuttering Foundation has conducted intensive summer workshops in order to increase the pool of speech-language pathologists trained in the latest techniques for the treatment of stuttering. This summer was no exception.

The five-day Eastern Workshop, *Using Cognitive Approaches with People Who Stutter*, was held in Boston from June 24-28. Co-sponsored by the Stuttering Foundation and Boston University, the workshop was attended by clinicians from 11 states, and an amazing eight foreign countries, including Argentina, Canada, Cyprus, Finland, Estonia, Portugal, Korea and Thailand.



“Those who are selected to participate already have professional experience and are highly motivated,” added Diane Parris, M.S., of Boston University, coordinator of the workshop.

Expertly led by master clinicians Elaine Kelman and Alison Nicholas of the Michael Palin Centre for Stammering Children, the participants focused on cognitive approaches to working with children who stutter and their families.

Case study demonstrations and interactive exercises enlivened the learning process. Throughout the program participants were asked to share what they would take away from the day’s learning.



Western Workshop Lassos Success



Front row, from left: Leslie Lockwood, Jennifer Johns, Susan Hamilton, Jane Fraser, Jennifer Watson, Suruchi Ghode. Middle row: Robin Morie, Rosario Monica Cavero Beltran, Hilde Alewaters, Terry Norman, Sarah Sietsema, Lisa Honigberg, Delsa Geffen, Sara Ecker, Megan Avila, Haidee Lynn Tan. Back row: Molly Augustine, Kristin Haines Mangan, Svetlana Gelman, Mary Johns, Maria Schiott Nissen, Kristin Schaffer, and Angela Neglia. Not pictured is Ellen Reuler, who was running errands during the photograph.



Workshop leaders Ellen Reuler, Susan Hamilton, and Jennifer Watson.

Once again, Susan Hamilton, Jennifer Watson, and Ellen Reuler conclude that this year's workshop was a success!

The three joined forces for this five-day event, *Diagnosis and Treatment of Children and Adolescents Who Stutter: Practical Strategies*, co-sponsored by Pacific University, Portland State University, and the Stuttering Foundation.

"I feel that this workshop is one of the milestones that defines me as a person and improves me as a clinician."

This year 20 attendees from nine states and five countries participated in this five-day event, which took place July 9-13 at Portland State University.

The goals for this year's workshop were to help the attendees to increase their "comfortability," competence, and confidence when treating children and adolescents who stutter.

"This group really impressed me in that they were positive and so supportive of each other during the learning process," commented Watson and Reuler.

The presenters agreed that the participants were willing to step out of their comfort zones and build on past experiences to learn more about providing therapy to children who stutter. "It takes courage to practice newly learned skills in front of your peers," stated Hamilton.



"... I have learned more about stuttering in a very broad, client-centered way. Susan and Jennifer are closing the gaps between research and clinical practice, and that makes this workshop more valuable than others."



Eastern and Western Workshopers mourn the loss of fellow alumna Laura Jo McKamey. Please look for her obituary in our winter newsletter.

Therapists Return Home to Make a Difference

By becoming more effective clinicians, these workshop graduates are making an impact on children's lives. Here is some feedback from the Mid-Atlantic 2012 Class to prove just that.

It was incredibly energizing professionally to be with experts in the field along with my group of peers who, like me, were very interested in fluency. The energy has continued throughout my year, propelling me to do things I never thought I could do. I presented information to my school district, and I had such good material that my group of Madison school clinicians asked me back for the next all-group meeting in December.

How have I changed what I do on a daily basis based on the workshop? For starters, I am much more thorough with evaluations and re-evaluations and realize now that not everything is stuttering and stuttering is not just motor. I have changed one student's goals from stuttering to expressive language and now I am finally getting results - the workshop helped me see that her easy whole word repetitions were really a language issue. In short, I have discovered that you just have to look and address the language piece when working with this population and understand what the linguistic contribution is, not just the motor pattern.

I also use the Williams' talking points throughout the therapy process and not just at the beginning. I revisit the speech machine and ways to "change things around" almost at every session to some extent. I also feel more creative in finding ways to practice speech goals.

I also use the Williams' talking points throughout the therapy process and not just at the beginning. I revisit the speech machine and ways to "change things around" almost at every session to some extent. I also feel more creative in finding ways to practice speech goals.

The slide about "therapy outcomes" showing that the relationship to the client is a huge piece of the success in therapy, has allowed me to feel okay about taking time to nourish the relationship with the client and not get too caught up with the particular method. I also was impacted by the comment made by Vivian when she told us to "meet the parent where he or she is and go from there." I cannot explain why that advice stayed with me so much, but I feel more collaborative with

parents now and no longer upset if they have unrealistic expectations - I just go from that point to the next.

This wonderful week has changed my life, helped the kids who stutter in our school district and was so much fun.

The workshop has changed the way I do therapy with those who stutter! I keep my workshop binder at my office and frequently refer to it for inspiration or a quick reminder. I also shared what I learned with SLPs over here at group gatherings and often help problem solve about fluency caseloads.

In terms of what I use often in therapy, I have made a lot of changes! I find

for all of the books and CDs given to us at the workshop.

Since the workshop, my fluency therapy has been much more focused on client-led everything, and I have been incorporating more exploration of how we can change different parameters of speech. Also, I came away with a much clearer understanding of each of the stuttering modification and fluency shaping techniques and feel that I have been able to share these with my students in a much more effective way. I've also been more comfortable helping students explore their thoughts and expectations surrounding speech. Of course I still feel like I have a lot to learn, but am much more confident embarking on my own learning journey with the tools we gained last summer.

My colleagues were very interested in the information. I have had two in-services and lent out DVDs for those who wanted additional information. I have also handled questions from community members about stuttering.

I had five students at one of my schools that were working to improve their stuttering. It was clear to me how to go about working with these students, by finding out what they knew about their stuttering pattern and what strategies they found

worked for them. I gave them more tools to use to help them reduce the struggle as they blocked on words. I also know how to approach them about their feelings about stuttering, and this open dialogue really helped the therapeutic process. Two of my students became comfortable with their mild stuttering and as a team, we decided that they were ready to exit from speech. I was pleased that they felt ready to manage their stuttering on their own.

I have started a lending library using SFA materials for colleagues, parents, and some of the regional therapists. In Idaho, SLPs are few and far between. SLPs who have had such terrific training and are passionate in helping people who stutter are fewer still. So I have found that sharing my knowledge, materials, and experience with other area clinicians to be very rewarding. I have also shared my workshop materials and information with my colleagues during an in-service last summer.



Class of 2012 Front Row (left to right): Vivian Sisskin, Lisa Scott, Jane Fraser, and Joe Donaher. Back Row: Seda Atilla-Sahin, Alexis Hill, Laura Johnson, Julie Marzluf, Veronica LaBarr, Eric Jackson, Amanda Wells, Richard Zipoli, Gail Dunn, Natasha Vayner, Sheila Hosain, Brenda Ruppenstein, Jennifer Mitchell, Beth Brant, and Maeve Dunn.

Williams' model incredibly useful and always go over it. I can see that it is very practical for my clients as well.

Another thing I have to say, when teaching easy onsets I am MUCH more aware of my own movements now and keep still. And, I almost always remind my client to "keep the head still."

Of course there are some cultural differences in clients here. I see a lot of avoidance behavior and difficulty with the desensitization aspect. I feel empowered to introduce these methods and implement them too!

I spend a good amount of time on emotions and value rapport building and view this as a part of therapy now. I feel like I have a lot bigger perspective now, and when I work with people who stutter, I can consider many things I was not able to before.

It has been an invaluable experience for me.

When I returned home, I was able to share with other Maui Schools SLPs with an in-service, and made a lending library

Netherlands Conference Draws a Crowd

This is an interview with Stuttering Foundation Board member Celia Gruss, who ran an informational booth at the 10th World Congress for People Who Stutter in June in the Netherlands. The event attracted people from across the globe.

Q. What were your impressions of the World Congress?

A. My first impression was the beautiful location. Lunteren is next to a forest National Park. Second, the size of the congress building was perfect, not too big, where you can feel lost, and not too small, where everyone is “on top of each other.” Last, the service and organization were outstanding. I enjoyed meeting people during the lunches and delicious butter cookie and tea breaks as well! All in all, the Congress was a very pleasant one, a gathering of people who really cared about stuttering.

Q. Is it true you sold the shirt off your back? To whom? How did it happen?

A. It's true! There was an Italian woman who stuttered and explained that many of her family members did as well. She wanted the T-shirt, but I had to wait for the last day because it was part of my booth decoration. So on the last day at lunch I wore it. I thought wearing it might get the booth and the Stuttering Foundation some attention. I also wanted to show how good it looked! I walked around the dining room until I found the



Arrival Day!

◆ *Anne-Marie Simon and Celia.*



Does it fit?



“Scotland the Brave.”



Shinji Ito, second from left, with other members of the Japanese Stuttering Project.

Italian woman. She thought it looked a little small for her. Since she'd told me her nephew stuttered, I suggested she get it for him. At that point, I sold the shirt off my back!

Q. Businessman Tim Fell was an attendee. Did the way he didn't let stuttering stop him in the business world remind you of your grandfather?

A. Yes it sure did and I told him so. I was sorry to miss his keynote speech, but I couldn't leave the booth.

Q. What do you think your grandfather, Malcolm Fraser, would have thought had he been able to attend the World Congress?

A. He would have thought it was marvelous and that things had gone a long way since “the early days.”

Q. Were any products more popular than others?

A. The most popular were the books & DVDs.

Q. What was your most interesting experience at the World Congress?

A. My most interesting experience was in the very first hour I got there. I was scrambling to get the booth up as quickly as possible, and before a speech was finishing in a room right next to me. I wanted to get a picture on Facebook quickly! I had just finished when out poured all these people from the speech room. Five enthusiastic people from Japan, one of them Shinji Ito, executive director of the Japan Stuttering Project, came straight to me with interest in the booth and admiration toward my grandfather, Malcolm Fraser. I took some pictures with them and put the pictures up on Facebook! I had just arrived, and right then and there, felt welcomed and thought surely our booth will be useful to others as well.

Marathon Golfer Raises \$2,500 for Stuttering

For the second year running, Matthew Sander has supported the Stuttering Foundation by raising nearly \$2,500 in pledges during this year's Hundred Hole Hike. Matt played 119 holes of golf at the Flossmoor Country Club, in Flossmoor, Illinois. He estimates he covered a total 35 miles during his 14 hours on the course for the benefit of the stuttering community.

"I am a life long stutterer," said Sander, "although as

an adult I've been able to cope with my symptoms and now many acquaintances aren't even aware of my stuttering. I wasn't always so comfortable with my condition, and as a child and young adult there were many difficult times in school and in social settings. My 5-year-old son Liam is also a person who stutters.

"My wife and I were doing online research and found The Stuttering Foundation. We were thrilled with the amount of information available to us regarding home-based behaviors to address stuttering as well as recommendations



Above: Matthew Sander with his wife, Carrie, who also served as one of his caddies.



Matt had to contend with fog in the early morning hours of the event.

for childhood speech therapy," he added.

"We decided to enroll Liam in therapy, and he has shown marked progress over the last two school years. It is our hope that many more children can benefit from this same experience, and supporting the Stuttering Foundation is certainly one of the best ways to ensure that stutterers and their families get this valuable information," said Sander.

The Hundred Hole Hike is a worldwide-network of golf marathons where partic-

ipants plan to walk and play 100 or more holes of golf in one day in order to raise money for various worthwhile charitable causes. Matt estimates more than 60 hikers raised approximately \$273,000 in donations for many worthwhile causes including The Stuttering Foundation. Pledges are still being accepted.

"The generosity of people like Matt ensure that we can continue to reach the widest possible audience of individuals and families," said Jane Fraser of the Stuttering Foundation. "We are so thrilled to have Matt's support again."

Contributions made in Matthew Sander's honor:

Mindy Bergeron
Jeannette Billings
Jamie Carl
Chad Clark
Kristi Conover
Perry DelVecchio
Margaret Effing
Denise Feichter
George Freeman
Timothy Gallagher
Judy Gallichio
Elizabeth Kielb
Natalie Laackman
Robyn Lapko
Andrea Lyttle

Peter Miras
Donna Niehoff
Svenerik Nilsen
William and
Barbara Pasch
Howard Riefs
Stephen Salmen
Eric Sander
Mark and Mary Sander
Pamela Sander
Scott Sander
William Seitz
Ariel Steffens
Mike Volmar
Peter Welsh

www.HundredHoleHike.com/golfers/matt-sander

Heart Rock Star Tells Her Personal Story

With the worldwide attention given to *American Idol* contestant Lazaro Arbos in early 2013, the stuttering community has been heartened by how the young singer has put a human face on stuttering. Articles abound telling how almost all people who stutter can sing fluently. There are many famous people who stutter who have had brilliant singing careers. Some who come to mind are past Stuttering Foundation spokesmen Mel Tillis, Robert Merrill and Bill Withers. Many others can be found on the SFA list of *Famous People Who Stutter*, such as Carly Simon, Marc Anthony, Gareth Gates and Shane Yellowbird. However, there are some accomplished singers whose stuttering is not as well known. One is Ann Wilson.

In 1976, *Heart* burst onto the scene with their highly successful debut album *Dreamboat Annie*. A Vancouver-based band formed in 1974, it featured sisters Ann and Nancy Wilson, on lead vocals and lead guitar respectively. The band has sold 30 million albums worldwide while their early hits “Crazy on You,” “Magic Man,” and “Barricuda” are, to this day, staples of FM classic rock stations.

The Wilson sisters received the dream of all rock acts by gracing the cover of the July 28, 1978 issue of *Rolling Stone* magazine.

Successful tours and more hits have continued since. Currently they are on their “Heartbreak” tour which celebrates their 2013 induction into the Rock and Roll Hall of Fame.

For the first time, Ann Wilson made a very public statement in an appearance by *Heart* on the daytime talk show *The Talk* in 2011, which is available on YouTube. The famed lead singer said, “Talk about *The King’s Speech*, it was kind of a similar story where I just really had a hard time getting a sen-

tence out. People would say ‘slow down, slow down,’ but that wasn’t the problem... I just couldn’t make a fluid sentence so when I started to sing and suddenly this unbroken air... and gradually it just kind of smoothed out. I had a lot of kids making fun of me in school, so that made it worse. Reading out loud in class was a nightmare.”



A year later, in September 2012, Ann and Nancy Wilson published a joint autobiography titled *Kicking & Dreaming: A Story of Heart, Soul, and Rock & Roll* in which each sister wrote her own chapters which were presented in a rotating sequence. Ann covers her stuttering in detail. She begins with the statement, “I’d stuttered a small amount in elementary school, but it wasn’t until junior high that it defined me. I became ‘the girl with the stammer.’”

Among her reminiscences are some things that most

people who stutter will find familiar, such as the humiliation of having to leave class for speech therapy. She wrote, “I started speech classes. At a certain point each day, my teacher would announce, ‘Ann Wilson, time for speech class’. Everyone watched me head off. I was mortified. The speech class was a series of recitations, with the concept that if I practiced difficult phases, the stutter would go away. The effect lasted only during speech class. The moment I was back in the home-room, and the teacher called on me, the vicious cycle started all over again.”

Also, she explains a strategic approach to being called on in class. “In junior high, we were often asked to read aloud in class, and this was one of my biggest challenges. I had managed to make friends who helped me with a ploy to make my stutter less obvious. The teacher would have the class take turns reading and we’d cycle around the room. When it was my turn, the boy next to me would finish, and the girl who sat one over from me would immediately start reading, and many times the teacher failed to notice that I had been silent.”

With the awesome frenzy of publicity over Arbos, which has served to foster a better understanding of stuttering much like *The King’s Speech*, the stuttering community should also be very proud of the international successes of Ann Wilson. The personal example of this superstar no doubt can serve to help and inspire young people who stutter.



Helping Our Graduates Succeed

By Laura Shinall

You've graduated from college! Woo hoo! Your friends and family are so excited! Everyone is telling you, "This is it!", "Today begins the rest of your life!", "You're gonna miss homework once you get a taste of the real world!", and "No more summer vacations for you!"



You've heard it all. Except there's one problem...you can't find a job. You can't even get past the phone interview. Your resume looks good. You're ready to take that first step and begin "the rest of your life," but no one will hire you. They tell you it's the economy—and it might be. They say you need more experience—and that might be true. They tell you that you're just not the right fit—and sometimes that's the case. But deep down you wonder, "Is it because I stutter?" All your fluent friends have found jobs—maybe not their "dream job," but at least one company has told them "You're worth it! You're hired." But you are still waiting for that phone to ring and for someone to say those words to you.

As a mother of a 2009 Elon University graduate who stutters, I'm all too familiar with this scenario. It's heart wrenching to watch and even more painful to experience first-hand. One's fluency, as those who are reading this article know, does not equate to one's ability. But as my son told me, "Mom, if they have 100 qualified applicants and 99 of them are fluent, why would they want me?" So in this economy when it's hard enough to land a job if you have all

the necessary qualifications and tools, it's even more difficult and, at times, feels down-right impossible to get hired if you stutter. Please don't misunderstand what I am saying; stuttering is NOT an excuse for unemployment. I am, however, saying it can be an additional hurdle to overcome.

The good news is, there are options. **1) Continue your education and become more marketable. 2) Be willing to look outside your chosen field — be willing to wait tables or stock shelves in a grocery store. That shows initiative!**



3) Become an entrepreneur and hire yourself! Show the world it missed out on a great hire!! But what you cannot do is allow yourself to believe you're not good enough or that you're not worthy of a meaningful career. And while you've just finished your education, it may be time to start educating others and in turn become your own best advocate.

This is where I'd like to see the stuttering community and its supporters come together. I'm confident we can find a way to reach out and help those who, although they may not be fluent, we know are capable!

Who among us is a business owner? Who among us knows business owners in our communities? Who among us is willing to mentor or counsel those graduates in our community who stutter and are actively seeking their first job? Who among us is willing to open a door for those who have so far faced nothing but disappointment and rejection? Who among us is willing to encourage and instill confidence in those who need it most? Sometimes our young people need more than just their parents to tell them they are talented, capable and NOT defined by their fluency or lack thereof.

As parents we want others to see in our children all the possibilities that we see.

And when, time after time, our children are judged not by their gifts and talents but by their level of fluency, it's painful. Our hearts break for them—our newly minted graduates.

This letter is a call to action! A call for those who understand what our young people are dealing with and are willing to step forward to help develop a program designed to match young people from the stuttering community with leaders in the business community. In Jane Fraser and others, I've witnessed firsthand the compassion and determination of those who stutter, those who know someone who stutters, and those who have made a commitment to be advocates for those who stutter. It's a powerful group!

Please join me as I seek to empower those who stutter by helping them find rewarding careers. Contact me if you would like to be a part of a network of support. The sooner we start, the sooner our graduates can start the rest of their lives!

You can contact Laura Shinall at ldshinall@syndicatesales.com.

Dear SFA: Reader Response



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

Stuttering is OK for Me

Hi, my name is Amir. I'm 8 years old. I've been going to Centennial Elementary School. I'm from Tucson, Arizona. I started speech therapy in the Fall of 2012. I think stuttering is OK for me. If someone is making fun of me, I ignore them. If there's a kid being bullied, walk away and tell an adult. When I stutter most of all is in my classroom because I feel anxious a lot.

Thank you for reading my story.
Amir, 8
Tucson, AZ

I Will Be Strong

Hi, I'm Bianey Alejandra. I'm 11 years old and in 5th grade. I stutter most of the time when I speak, or when I get nervous. Sometimes kids look at me like an outcast when I try to tell them something. I don't mind because I know that I'm smart in my own ways. I hate my stuttering but I've learned to accept it as part of who I am.

I wrote this poem after I felt embarrassed about reading aloud in class. I ♥ writing because I can let out my feelings and feel cleaned up with a problem. I hope you may be able to help others struggling with stuttering, too.

Stuttering

I can't finish the word,
My lips tremble,
I try to close my eyes,
Try to avoid seeing their faces,
Silent tears start coming.

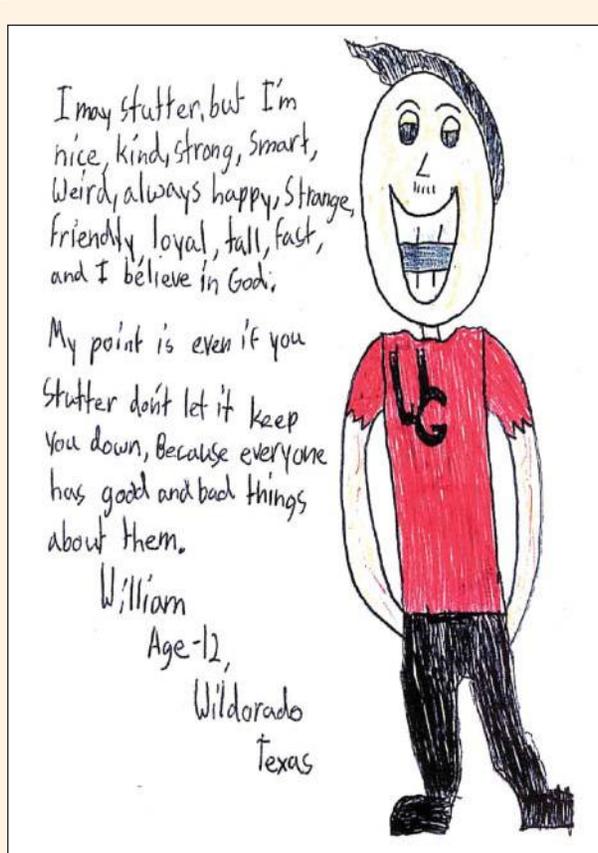
FRUSTRATED

ASHAMED

ANGRY

SAD

I want to speak
I want to read fast like others



I enjoy reading your magazine with my speech teacher and I want to thank you for all you do. I may stutter, but I'm nice, kind, strong, smart, weird, always happy, strange, friendly, loyal, tall, fast, and I believe in God. My point is, even if you stutter don't let it keep you down, because everyone has good things and bad things about them.

William, 12, Wildorado, TX

I can't

I feel weak

I WILL be strong,

Blink my tears away,

Start to read,

Not caring if they heard.

So, criticize me when you are perfect

Bianey Alejandra, 11

Walnut Creek, CA

Hope to Feel Amazing

Hi, my name is Andrea. I turned 12 last summer. I'm from Tucson and I go to Centennial Elementary School. I started speech therapy in

January 2013. I like to sing, dance, play basketball, do art, and spend time with family. I think I've been stuttering since 4th grade. I feel when I stutter people just don't want to talk to or be around me. Also that people think they know what I'm going to say, but sometimes they don't. Finally, stuttering for me is like walking for the first time. When you walk for the first time, you get up and you fall. Then you fall again, but when you finally get the hang of it, you feel amazing. But that doesn't really happen for me. Hopefully in the future that amazing feeling happens to me a lot.

Thank you for reading my story.
Andrea, 12
Tucson, AZ

Fluency Quiz

1. When people repeat sounds or get stuck on words it is called:

- A. Crazy
- B. Silly
- C. Stuttering
- D. Prolongation

2. When you hear people stutter you should:

- A. Wait patiently until they finish speaking
- B. Interrupt them
- C. Say words for them
- D. None of the above

3. How can a person stutter:

- A. Repeat sounds or words
- B. Get stuck on a sound or word
- C. Push out sounds or words
- D. All of the above

4. People who stutter are:

- A. Not smart
- B. Like everyone else, except

Letters

Continued from page 13

- they stutter sometimes
 C. Not nice
 D. Like to play sports
5. Is it OK to stutter:
 A. Yes
 B. No
 C. Maybe
 D. I don't know

Answers: 1. C, 2. A, 3. D, 4. B, 5. A.

Corion, 9
 Kankakee, IL

Editor's Note: See Corion's PowerPoint presentation at stutteringhelp.org/drawings-and-letters-kids.

I Can Have Any Job

I was 3 years old when I started stuttering. It made me feel bad and sad. Coming to speech therapy has helped me feel a lot better about my stuttering. I am now 9 years old and feel good about my stuttering. Some Talking Tools that help me talk more smoothly are "go slow" and "keep moving." If someone is stuttering, other people should not finish their words. When I grow up, I can have any job I want, even if I stutter. I want to be a landscaper. Be nice to people who stutter.

Dalton, 9
 Holton, IN

Stand Tall

Laughter fills the room as I let the words I so want to say out.

Why should I be judged on something I can't control? As much as you hear it, you believe it and later become afraid of your own voice.

But there is someone who can save you, someone who doesn't improve your confidence. You shouldn't have to be embarrassed because of the way your words flow from your mouth when you have a beautiful reason behind it.

Stand as tall as you can and say "I AM HUMAN BEING." No matter

how many times you have to stop, take a breath, and say it again.

Desiree-Renee, 13
 Fort Smith, AR

Stuttering Affects My Life

Hi, my name is Gabe, and I've been stuttering since I started to talk. I've been in Speech Therapy since I was four. I'm from Tucson,

stutter like I do right now, because it feels like my stuttering is getting worse by the day.

Gabe, 12
 Tucson, AZ

Speech Tools Work

My name is Jeremy and I am eleven years old. I come from a family of stutterers, and I'm proud of it. I used to get teased a lot in the earlier grades. Now my stutter is virtually unnoticeable because I use a wide array of speech tools, such as Cancellations (you finish the bumpy word, take a breath, then say it again.), Easy Beginnings (you take a breath and talk calmly, without tension), and Smoothies (when you get stuck on a word, stop, find the tension areas, and calm your voice box.) After that, your speech will sound smooth as a....SMOOTHIE! I also tune out the people who are too thoughtless to walk a hypothetical mile in my shoes. If this didn't help, you can always ask your parents to enroll in Speech Therapy. My Speech Therapist is really nice. I hope you outsmart those bullies!

Jeremy, 11
 Plantation, FL

Laughing Feels Good

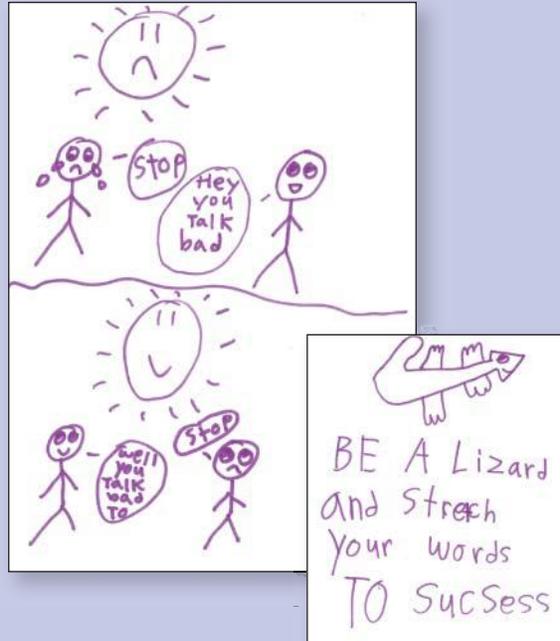
Hi, my name is Jimmy. I am 9 years old and I am in the 4th grade. Stuttering can be hard. I sometimes change the vowel sound a little bit. It helps when

I slow my rate down when I talk.

My favorite sport is baseball. It's really hard to talk during a game. I need to talk out to my team mates. This is hard because I usually stutter when I do it.

Once I got stuck on the word "get" when talking to a good friend. It took a long time to say the word. Afterwards we both laughed for a long time. I felt so much better, we both laughed about it.

Jimmy, 9
 Buffalo, NY



Hi, my name is Joshua and I am in 4th grade. I like speech because my friends, who are in my speech group, they are nice to me and I can demonstrate easy stuttering. Now, I am not afraid to speak so that means no one will make fun of me.

Joshua, 5th grade, Greensboro, NC

Arizona and I go to Centennial Elementary. Stuttering has affected my life, it makes me nervous to talk, I don't participate as much, and it made me drop out of the District Spelling Bee. I don't like to stutter, I get made fun of and my class occasionally laughs at me when I stutter, and it makes me not want to come to school. Also, it affects stuff I like to do like sports, being with my friends and family, making people laugh, and most of all, school work. Someday I hope that I don't

Don't Be Afraid

I am nine years old. I started going to speech therapy in the 2nd grade. My stuttering used to make me feel sad but now my speech makes me feel awesome. Some Talking Tools that help me are Think, Go Slow, and Relax. I taught other kids about stuttering by having a class presentation and answering questions. If someone is stuttering, other people should help them and tell them it's OK.

I want to be a policeman when I grow up and stuttering will not stop me from doing it. You don't have to be afraid of stuttering. Even if something is hard for you, you can still get a good job.

Joey, 9
Versailles, IN

A Poem to Share

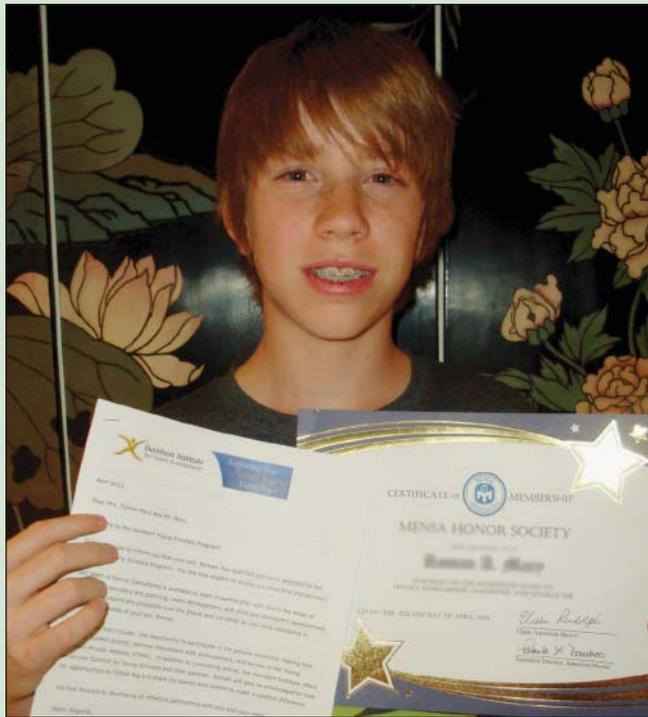
Just Because
I'm a Stutterer

I'm not slow
I'm not stupid
I'm not a fool

Just because I'm
a stutterer
I don't like to
speak to others
I'm not oblivious
to others
And I don't let it
over power me

Just because I'm
a stutterer
It doesn't mean
I can't be heard
Or even be a leader

Just because
I'm a stutterer
Why do people laugh at me?
What makes it ok to judge?



Roman, who is 14 years old and in the 8th grade, and his family want to share with other kids that stuttering does not have to define who you are. Roman receives speech therapy and works hard on using his fluency tools. He has achieved some noted honors along the way.

Recently he was named a national Davidson Young Scholar by the Davidson Institute, and was also inducted into the national Mensa Honor Society. Roman is a former Colorado regional, district, and state chess champion.

While he admits he sometimes finds it frustrating when his words get stuck and won't come out, he never lets his stuttering rule his life or stop him from reaching his goals.

Recently, Roman's family participated in one of Dr. Dennis Drayna's genetic studies on stuttering. Since stuttering runs in his family, his hope is that an effective genetic treatment or even a cure will one day be discovered.

But in the mean time, Roman is looking forward to entering high school in September and setting his sights for college after that. He encourages all kids to keep a positive attitude and reach for their goals, no matter what challenges they face. All things in life come a little easier if your outlook is optimistic!

Roman M., 14, Aurora, CO

Why do people assume
I'm dumb and can't read?

Just because I'm a stutterer
Josh, 15
Vancouver, WA

Thank You SFA

My name is Josiah. I am eight years old. I use my speech tools everyday. I am here to help kids to stop stuttering. I learned Easy Beginnings and you should use it too. If someone laughs at me about my stuttering, I say, "Hey, that's not funny". I love you, SFA, for helping kids.

Josiah, 8
Plantation, FL

It Is What You Say

I need help with my stuttering. I see a speech therapist, she is helping me a lot. I was wondering how long it will take before I stop stuttering.

I hate my stuttering because when I read it is hard and sometimes people make fun of me.

I look forward to hearing from you.

Kaw, 12
Wilmington, NC

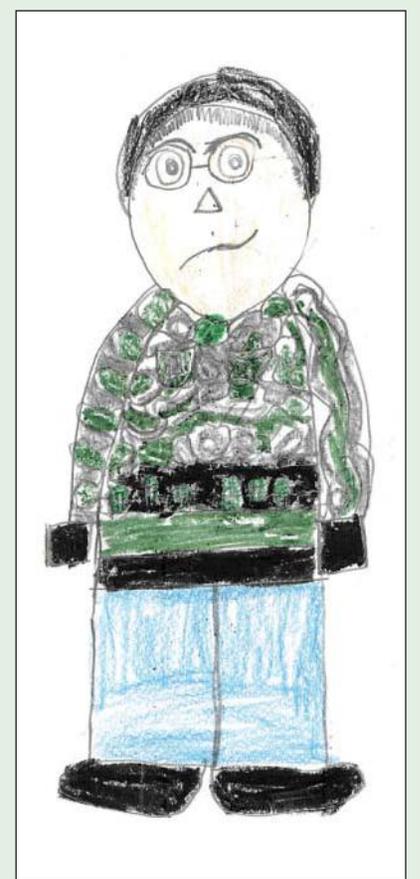
Editor's Note: Kaw, the most important thing is that you continue talking because what matters is what you have to say, not how you say it! Some people work on their speech for many years, but remember, what you have to say is important! In our book Sometimes I Just Stutter which you can read on our website, www.StutteringHelp.org, there are lots of suggestions for dealing with kids who make fun of your speech. Sometimes it is best to ignore them, and sometimes you might need to simply tell them to stop because it is not nice.

It's OK to Talk About Stuttering
My name is Levi and I am 9 years

Continued on page 16



Jon, 8, Minnetonka, MN, drew this picture of his school.



These are the things I do to help me with my stuttering:

- 1) I raise my finger when I stutter to help me remember to use easy stretch
- 2) I use a "breath" to help me say the word
- 3) My mom, dad, and brother don't tease me about my stuttering
- 4) I use a What Did I Do Chart to tell if I did a part word rep, whole word rep, and a phrase rep.

*These things help me!!
David, 4th grade, Santa Ana, CA*

Letters

Continued from 15

old. I started stuttering when I was two years old. My stuttering happens when I get stuck on the S and TH sounds. When I first started stuttering, I use to feel sad about it and now I feel great about my speech. I think going to speech therapy has helped me get better with speaking. Talking Tools that help me speak better are "think it first, go slow, keep moving." My stuttering gets worse when I get nervous. It is OK to talk about stuttering with kids and adults. Me and my friends go into 3rd grade classes and tell them about stuttering. When I grow up I want to be in the U.S. Navy Seals or Marine Corps.

Levi, 9

Versailles, IN

Book Helps Teenager

Hi, I am Shamsa from United Arab Emirates. I am 16 years old. I know I am older than most to send you my story because the book *Sometimes I Just Stutter* was only for children, but I read the book because I am not very good at English, and I thought it would have easier vocabulary.

About me and stuttering: I don't know when it started. My cousins and friends are always

laughing at me and teasing me. No one told me ever you are perfect girl and we like you as you are. Maybe they didn't know about stuttering or they think it's a little problem and it will disappear when I grow up.

But I am grown up and still stuttering. The only thing that changed is that I have trust in myself and believe that everyone has their own problems. Some people can't walk, but I can. Some people can't see anything. They can't see the flowers or the cute babies, but I can. I am so good at drawing and everybody likes what I draw! I can write also - nice poems and articles.

I want thank you for your website and the books that help people.
*Shamsa, 16
UAE*

Start All Over

My name is Sophia Rose. I'm 10 years old and I am in 4th grade. Sometimes I stutter a lot. When I talk to somebody they can't hear me. When I get stuck on a word it is like a bump. I start all over again and again. I go to speech and it helps me. I hope it helps you too.

*Sophia, 10
Flowery Branch, GA*



Hi, my name is Ben and I am 7. I go to speech therapy and I learned some skills. Sliding is one of those skills I use the most. Sliding is something that is hard but I am getting better at using it. Last November I had a class presentation about stuttering. I made a poster of famous people who stutter. I gave a quiz of stuttering to my class. My class liked my presentation. When you come to speech, one good thing to learn is sliding. You should play some games so you can have some fun. You should also sometimes have snacks.

Ben, 7, Bedford, NH

Build Your Vocab!

By Milton Horowitz

Your teacher has posed a question to be answered by each student in turn. As each replies, your turn to answer is approaching. Your heart is pounding in panic, your mouth is parched dry with anxiety that you will have difficulty saying the word or expression to convey your thoughts. You have no confidence that you can reply without stuttering.

It doesn't have to be that way for long. A discouraging word on one day may not be the same on another day. Mindfully increase your stock of key words, your vocabulary. The bigger the better. That may be your gateway to smooth responses.

Demands for you to speak may be prepared or extemporaneous. In either case, you will be well served with a big vocabulary. How do you build your supply of words? Read and read, mindfully savoring those words and expressions you are sure to use again. When time allows you to prepare a speech, fortify yourself with a flip chart and other visual aids you prepare in advance. Point to them as you express yourself, allowing few or no interruptions. Each time you succeed, confidence in yourself will shrink the number of discouraging words. A habit of preparation will serve you well when demands are made for your speaking and writing.

When you have time, rehearse your speech and anticipate discouraging words. Deliberately build self-confidence. Your well-stocked supply of words will get you past challenge after challenge.



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.

Video Chat with *Paperboy* Author

Vince Vawter, the author of a novel that features an 11-year-old protagonist who stutters, is offering to video chat with speech therapists and their clients, educators and their students, or any group interested in stuttering.

Paperboy is in its fourth printing and there is even an audio version!

Vawter, a retired newspaper publisher and a person who stutters, says after the publication of his book, he heard from speech professionals and educators interested in continuing the conversation.

Based on Vawter's personal experience, the plot of the book centers on a boy who has concerns about communicating with customers when he takes over a friend's paper route for a month during the summer of 1959.

Vawter is quick to point out that he has no training in speech pathology and does not espouse any one type of therapy. His purpose in writing this book was to show what may go on in the mind of a child who stutters and to help parents and

speech therapists gain insights into a child's feelings.

Vawter held a book signing in Memphis earlier this summer.

The Stuttering Foundation's Terri Jones manned a booth during the event.

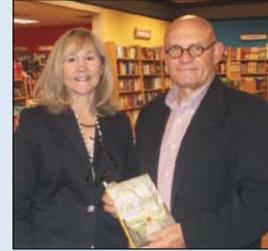
"His story was so amazing, and he told it with a wonderful mix of raw honesty and humor," Jones said. "I

heard from many people who either stuttered themselves or knew of someone who would benefit from this information."

To arrange a video chat session, go to www.vincevawter.com and click on "Contact."



Vince Vawter during a book signing in Memphis.



Terri Jones of the Stuttering Foundation with Vince Vawter.

My Stutter and Bowling

Hello my name is Timothy Deubner, T.J for short, and I am a pro-am bowler who stutters. I am bowling in tournaments and doing well. I have a 209 game average, and I'm the youngest bowler in every tournament. What I have achieved makes me proud. I have this advice for people who stutter: have a dream and don't let your stutter hold you back. Never give up on your dream; work hard and don't forget to laugh along the way. Failure is a part of life, and for me not going to state has



only made me stronger as a bowler, and my stutter has only made my mental game better.

Read TJ's complete story at www.StutteringHelp.org. You can watch him bowl at youtube.com/user/bowlingtj.

Teachers *Continued from front page*

Corinne wins a coveted award, but that, in turn, leads to more challenges.

“When I saw *The King’s Speech*, I became inspired; and as a teacher, I decided I had to go back and write my story,” said Litzenberg. “There really was a Mrs. Mabel in my life who made a big difference, and I dedicated this book to her.”

Litzenberg also incorporated another of her passions into her book: learning outside the class-

room in the natural world. “Some children learn best outside, with the plants and animals, which often have a calming effect on all children, but especially those with disabilities,” said Litzenberg.

Litzenberg was also thrilled to find and introduce the talented young illustrator, Amy L. Dech, to a worldwide audience.



“Dr. Litzenberg’s lovely book demonstrates so many of our lessons for children who stutter in a way that is easy to relate to,” said Jane Fraser, president of the Stuttering Foundation. “We think of Corinne as the Author Who Made a Difference!”

The book is available for a nominal fee to help cover printing costs. Call 800-992-9392 or visit www.StutteringHelp.org. Included in the book are *8 Tips for Teachers* and *Myths About Stuttering*.

Intervention *Continued from front page*

what they have done wrong. The video should help ease their fears but also focus their efforts on doing things that will help the child.”

The experts in the video were chosen by the Foundation because they are “among the world’s leading hands-on therapists working with preschool children who stutter.” They include speech-language consultants Frances



Cook and Willie Botterill, Elaine Kelman from the Michael Palin Centre for Stammering Children in London, Lisa Scott of The Florida State University’s School of Communication Science and Disorders, and Ellen Kelly of Vanderbilt University School of Medicine.

In September, the video will be distributed to 53,727 pediatricians nationwide with an accompanying book, *The Child Who Stutters: To the*

Pediatrician (5th edition). More on that in the next newsletter!

The book and video are also available to parents online.

“These tips are intended for the preschool child,” says Stuttering Foundation’s Jane Fraser. “But honestly, they are wonderful for children of any age.”



Volume 21, Issue 3
 The Stuttering Foundation was founded in 1947 by Malcolm Fraser, 1903-1994

Scot Squires Editor/Designer
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