



# THE STUTTERING FOUNDATION

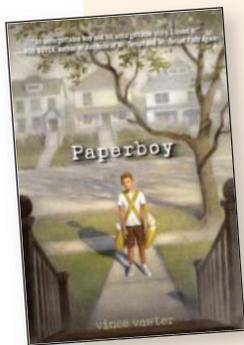
A Nonprofit Organization

SUMMER 2013

Since 1947 ... Helping Those Who Stutter

## Paperboy Delivers for Kids

Author Vince Vawter's new book *Paperboy* is about an 11-year-old boy growing up in Memphis in 1959. He throws the meanest fastball in town, but talking is a whole different ball game. He has trouble saying a word without stuttering. So when he takes over a friend's paper route, he knows he'll be forced to communicate with customers, including a housewife who



drinks too much and a retired merchant marine who seems to know just about everything.

While the paper route poses challenges, it's a run-in with the neighborhood junkman, a bully and thief, that stirs up real trouble and puts the boy's life, as well as that of his family's devoted housekeeper, in danger.

The Junior Library Guild has chosen *Paperboy* as one of its recommendations for 2013, and the book has been endorsed by numerous library and school groups. Delacorte Press, a division of Random House, has increased the book's initial print run due to the early reviews.

*Booklist*, a publication of the American Library Association, compared the story to *To Kill a Mockingbird* and said the book "brilliantly gets readers inside the head of a boy who stutters."

*Continued on page 17*



Rita's Chairman Tom Christopoul (right) presents Stuttering Foundation President Jane Fraser (second from right) with a \$10,000 donation on behalf of Lazaro Arbos. They are joined by Lazaro's parents Gisela Andraca and Reinaldo (left) at the Rita's Italian Ice in Naples, Fla.

## The True Legacy of Lazaro Arbos

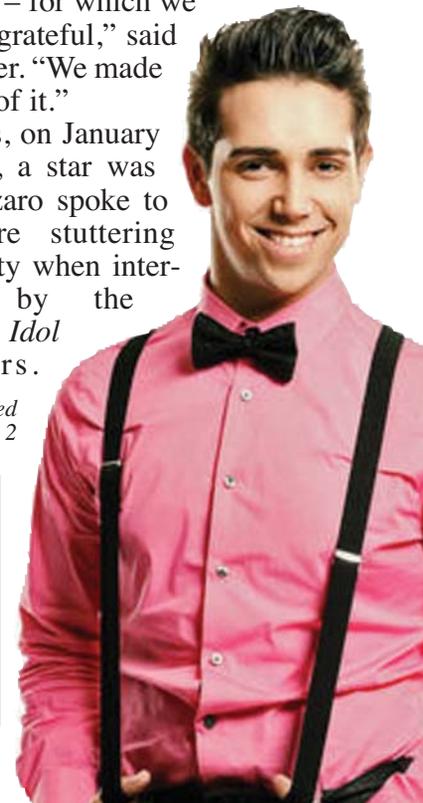
As we head into National Stuttering Awareness Week, May 6-12, no one has done more in 2013 to increase awareness about stuttering than Lazaro Arbos.

Since his televised audition on *American Idol*, Lazaro has captivated us with both his singing and his stuttering. At first, many people, including the *American Idol* judges, could not understand how such a beautiful singer could struggle so mightily with saying such simple things: his own name, where he is from, and what song he will sing, for example. To those who stutter, however, it is a very familiar experience.

"At the Stuttering Foundation, Lazaro's time on *American Idol* gave us the daily opportunity to educate people about singing and stuttering – for which we are most grateful," said Jane Fraser. "We made the most of it."

"For us, on January 17, 2013, a star was born. Lazaro spoke to the entire stuttering community when interviewed by the *American Idol* producers.

*Continued  
on page 2*



### Quick Facts

- 12 million Americans watch *American Idol*.
- *American Idol* is broadcast to over 100 nations.
- 100,000 people audition each season.
- Since this season began, the Foundation has received more than 2,000 additional "likes" and reached more than 30,000 people on Facebook.

**Lazaro**
*Continued from front page*

We wanted to hear him speak as much as we wanted to hear him sing. We wanted him to get that golden ticket to Hollywood, and we – the sixty-eight million people who stutter worldwide – collectively cheered when he did.

To the stuttering community, it was clear from day one that Lazaro was already a winner, evidenced by the outpouring the Foundation continues to receive via telephone, text, email and Facebook.



“We made it a priority to cover his progress and to wish him well on our Facebook page. Our friends became Lazaro fans, and vice versa.”

Ultimately, Lazaro made the prestigious and all-important *American Idol* Top 10. He will tour with the other finalists after the program crowns its champion, and experience the daily joy of hearing the screams of his fans.

But more importantly to his devoted following on social media, Lazaro will have a wonderful opportunity to be an ambassador for the stuttering community.

“It is important to understand that Lazaro’s fluency is a work in progress, and just like 68 million people worldwide, Lazaro lives his life one syllable at a time,” said Fraser. “Because of his time on *American Idol*, and his success as a singer, we will all have the chance to root for Lazaro, and to listen to him every time he steps up to a microphone – whether to sing or to talk. That is the true legacy of Lazaro Arbos.”



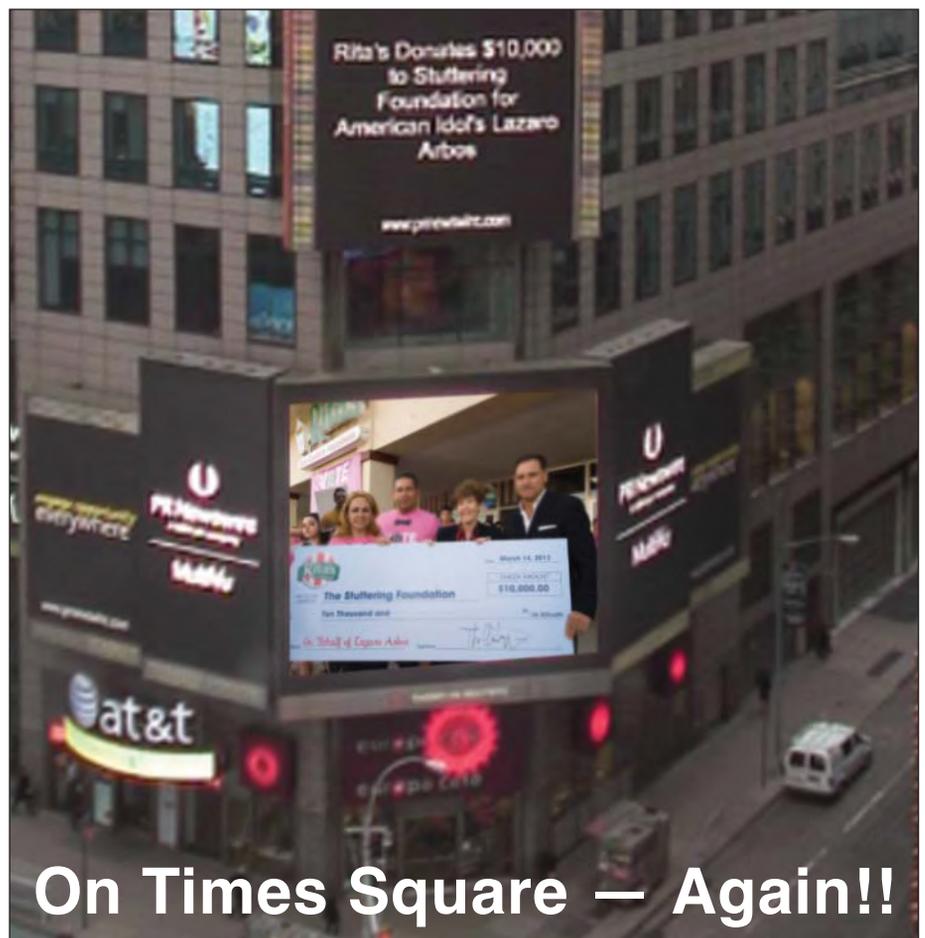
Speech-language pathologist Lisette M. Betancourt, left, and Lazaro Arbos discuss stuttering on Telemundo, reaching more than 1 million viewers.



Waving for victory at Rita's.



Jennifer and Jason Gibson, owners of Rita's in Naples, Fla., where Lazaro once worked. They are joined by the Rita's mascot, Jane Fraser, and Rita's Chairman Tom Christopoul.



**On Times Square – Again!!**

# 20th Anniversary Celebration at Speaker's House

By Elaine Kelman  
Michael Palin Centre

March 2 marked the 20th birthday of the Michael Palin Centre for Stammering Children.

During this time, the centre based in London, has helped thousands of children who stutter and trained hundreds of speech therapists.

Maybe we should have guessed on that peculiar day 20 years ago that something special would come of it. There was a media frenzy – outside, broadcast vans filled the car park and surrounding streets, streaming live to the news and current affairs programmes on television and radio. Such was the power of the name, Michael Palin.

“It was a thrill to be present at this milestone event, surrounded by so many people who make such a difference for children



Frances Cook, The Right Honorable John Bercow, the United Kingdom's Speaker of the House, and Jane Fraser.

Jane Fraser with Michael Palin.

Michael Palin regales audience.

The Speaker's House.

who stutter,” said Jane Fraser, president of the Stuttering Foundation and a vice president of Action for Stammering Children, the charity behind the Michael Palin Centre.

A 20th birthday celebration took place on March 5, 2013, in the Speaker's Residence at the House of Commons. This magnificent, historic setting was generously made available by Mr. Speaker, John Bercow MP.

Michael Palin, attended the event along with Ed Balls MP, children and adults who have attended the centre, past and present centre staff, past and present ASC trustees, many generous funders, our NHS colleagues, and other supporters.

The star of the show was Sean Ryan, 12, a young person who stammers. Sean addressed the assembled guests with confidence and panache. He demonstrated all that the centre seeks to achieve – that children who stammer have a voice; they have something to say and we are here to make that happen.

Since 2006, the Michael Palin Centre and the Stuttering Foundation have partnered to help children through research, treatment, and training programs.

## Stylish...



Carson, 8, models the Stuttering Foundation's new T-shirt. “He was very excited to wear it to school today,” his dad told us.

## The Foundation's Financial Reports for 2012

The annual audit of the Stuttering Foundation financial reports for 2012 was recently completed by the accounting firm of Cannon and Company, Certified Public Accountants, Memphis, Tenn. Following is a recap of funds and expenditures for the year.

The 3.9% of expenditures for administration and general expenses and the 8/10 of 1% for fund raising are very

low, and since we are fortunate to have an endowment which more than covers our overhead expenses, donors can be assured that their gifts will go directly to support our program services.

The Foundation is a 501(c)(3) private operating foundation which expends its funds on its own programs and operations and does not make grants to other institutions.

### Funds expended for:

#### Creation, production, printing and distribution

of educational materials .....	\$717,803.....	40.2%
Public information and education .....	426,897.....	23.9%
Educational symposia for professionals .....	204,059.....	11.4%
Research on causes/treatment of stuttering and therapy. ....	250,540.....	14.0%
Maintain Web site and toll-free information hotline .....	104,658.....	5.9%
<b>Total for Program Services:.....</b>	<b>\$1,703,957...</b>	<b>95.3%</b>

#### Other expenditures:

Administration and general .....	69,201.....	3.9%
Fund-raising expense .....	14,144.....	0.8%
<b>Total Expenditures: .....</b>	<b>.\$1,787,302....</b>	<b>100%</b>

Annual Audit

# Workshops Help Therapists Improve Skills

*Each year the Stuttering Foundation holds professional workshops for speech-language pathologists. Here is some feedback from the Eastern 2012 Class:*

“I felt more confident in treating people who stutter, especially adults, even though our education was based on treating children; I got so many ideas for treating adults. I cannot describe the happiness and excitement in both, my clients and me, after using Solution Focused Brief Therapy and seeing the improvement after just one session.”

“In a nutshell, not a day at work goes by when I don't implement the concepts in one form or another. The “best hopes” questions are now routine. I feel that my sessions are energized and I have enjoyed seeing better rapport with clients and parents, as well as some very good therapeutic outcomes.”

“I have had a number of tutorials and I am pleased to report that students are very enthusiastic about the therapy. Interestingly it has taken more to convince the parents of children who stutter that we are taking a new and better approach. It is so exciting to share parents' feedback with students. They too see how excited parents are by their improved interaction with their children as well as the positive changes they see in their children's speech. Last year I applied what I learnt only to my clients but it is fun getting everyone involved.”

“I have had the opportunity to implement CBT, solution-focused intervention and the Palin parent-child program. I have

found these strategic approaches to be effective, warranting continued application. Having the notes and manuals helped as I worked towards improving my skills with these interventions.”

“I was given tools to work with

preschoolers emotions without doing deep psychotherapy, what I do not know how to do and I have no right and skills to do. I also saw that the responsibility for the effects of therapy depend not only on me.”

“I am still realizing the lasting impact of what we learned and also how we learned it. I believe that I have used every single thing I learned in Boston in some way. It was absolutely the single most influential professional experience I have had. The information, the strategies, the tools, the collaborative environment, and all of you just made it an amazing process of discovery. I have used Cognitive Behavior Therapy a lot with a variety of patients and with parents. I have a young man who comes in to therapy sometimes now and says ‘I need to draw a cycle and figure out what I'm doing.’ I love that. I taught the cognitive cycle to a student who rotated through our clinic, and he told me that it helped him figure out why he was always anxious going in to tests

or evaluations. I have also used Solution Focused Brief Therapy and lines of questioning, although I am not as good at this as I would like to be. I really like using it, and it has helped to excavate some key ‘best hopes,’ but I just need more practice because I know that when I don't get a useful answer it is because I'm not asking the right questions! I used Solution Focused Brief Therapy several times in the last couple of weeks, just trying to set goals for the new year with some of my long time clients, to make sure that we

are headed where they most need and want to go.”

“In my private practice I have been using the different therapies and strategies we learned in Boston (Cognitive Behavior Therapy and Parent-Child Intervention). I realized that in some way I was already using some of this techniques but now I feel more confident in my practice and I feel that I have grown professionally. Another important change has been to be able to listen more to the parents and allow them to be more in charge of the process in order to find out which are the most important behaviors we need to change.”

“I have incorporated it into our clinic and into my fluency courses (taught one last fall and am teaching one now). Also-presenting some information at our North Dakota Association meeting and have inquired about presenting in MT as well. I am conducting a Cognitive Behavior Therapy study with our students this semester pending IRB approval.”



*The members of the Eastern 2012 Workshop that was held in Boston in June.*

# Nursery Rhymes Can Play a Role

By Prof. Dr. Henny Bijleveld  
Université Libre de Bruxelles

In 2008, an interesting article on music and language learning was published in *Cognition* by Schön, Boyet, Moreno, Besson, Peretz and Kolinsky, in which they argued that “consistent mapping of linguistic and musical information would enhance facilitation of learning, with a longer-lasting effect in memory” (*Cognition*, 2008, vol. 106, pp.975-983). This reminds us of what teachers previously did in the classroom when they had the pupils learn songs. What did they know without having the neuroscientific proof of the benefit of music on language learning? They simply had experienced the positive result of music on language and learning in general.

Nursery rhymes and counting rhymes have a special place in this learning process.

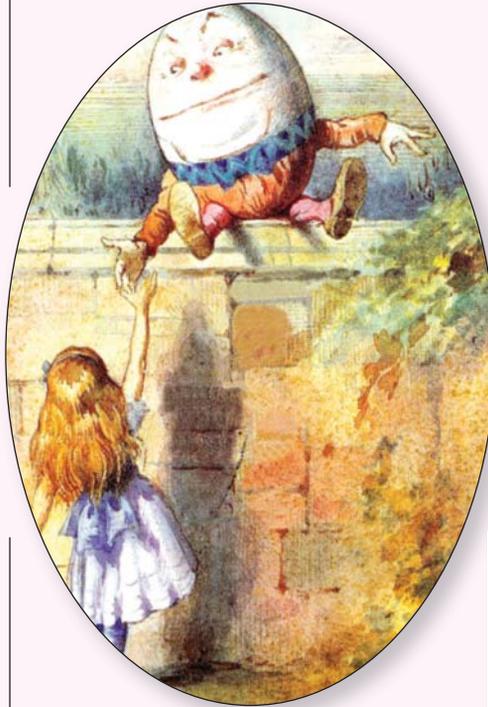
## What can we learn from this from a therapeutic perspective?

Nursery rhymes constitute an amazing source for language learning and speech therapy, because they represent some of the fundamental aspects of each language, and their universal presence –all languages have nursery rhymes and many languages have the same –indicates the huge universal impact on language learning for the young child.

The fundamental aspects of nursery rhymes and counting rhymes are the rhythm and the typical phrase melody of a specific language, the repetition of rhymes, of sounds and consonants, the alternation of stressed and unstressed syllables. The “non serious” context of nursery rhymes and counting rhymes with nonsense words included is another important aspect of their specific role in learning and in therapy. They are learned for fun.

Let’s have a look at this:

Eeny, meeny, miny, moe,  
Catch a tiger by the toe;  
If he hollers, let him go,  
Eeny, meeny, miny, moe.



Humpty Dumpty sat on a wall  
Humpty Dumpty had a great fall  
All the King’s horses,  
and all the King’s men  
Couldn’t put Humpty  
together again.

The two rhymes are sung in a typical rhythm, with a stressed syllable followed by an unstressed one. This simple beat (/ - /- /-) helps the child to easily follow the phrase and to learn in repetition new sounds in opposition (/mee/mi/moe/) with the first consonant repeated.

In Humpty Dumpty, the repetition of /a/ in /sat, had, and again/ in opposition to /a/ in /wall, fall, all/ is learned in the same way: repetition-opposition and rhyme with the same simple beat of stressed and unstressed syllable. Accent and intonation are the basis for

emerging communication.

When singing the nursery rhymes or counting rhymes, the child learns to repeat the correct accent and pronunciation of familiar but different sounds in the correct phrase rhythm.

In the clinical setting of stuttering therapy and in the home environment, both rhythm and easy rhymes that receive the accent, help the child to master beginning sounds that constitute a difficulty. Moreover, and another important aspect in stuttering, the nonsense words in the rhymes alleviate the linguistic burden of the speech output and therefore help the child to experience stutter-free speech in a pleasant way, just for fun.

The nursery rhymes and counting rhymes are fun for the child and the family, make the child inclined to repeat them over and over, gives him/her the feeling that speech is easy, regulate the respiration, and help the child in mastering language in a smooth and easy-going way. It benefits everybody.

## Coming in the fall newsletter: What do nursery rhymes and music teach us about cerebral activity in relation to stuttering?

Here are some suggested nursery rhyme websites compiled by Judith Maginnis Kuster:

- Suggestions on Reading Nursery Rhymes With Children: <http://www-personal.umich.edu/~pfa/dreamhouse/nursery/rhymes.html>
- The Real Mother Goose by Blanche Fisher Wright, beautiful PDF of this entire classic: [www.gutenberg.org/etext/10607](http://www.gutenberg.org/etext/10607)
- Preschool Fingerplays, Action Poems, Nursery Rhymes and Songs: [www.preschoolrainbow.org/preschool-rhymes.htm](http://www.preschoolrainbow.org/preschool-rhymes.htm)
- 48 Mother Goose and nursery rhyme pages to print out and color: [www.nite-owl.org/kids/index.html](http://www.nite-owl.org/kids/index.html)
- Mother Goose: [www.rhymezone.com/g/goose](http://www.rhymezone.com/g/goose)

# When Police Encounter Persons Who Stutter

By Debra Cohen McCullough, Ph.D.,  
Senior Social Science Analyst,  
COPS Office

A local police officer stops a driver exceeding the speed limit. After the driver complies with the request to hand over his license and registration, the officer asks, “Where were you going?” The driver opens his mouth as if to speak, but no words come out. After 5 seconds of apparent silence, the officer asks again, “Where were you going?” The driver is now blinking his eyes, moving his right shoulder up and down, while repeating “I-I-I-I” and looking away from the officer’s gaze. The officer steps away from the vehicle and asks the driver to get out of the car. What could the officer be thinking?

- The driver appears physically and/or mentally impaired, perhaps drunk or high.
- The driver appears abnormally nervous for a traffic stop.
- The driver seems to be hiding something.
- The driver seems resistant to answering questions.

**While each explanation is plausible, another possibility exists: the driver may be a person who stutters (PWS).** Stuttering (or stammering) “is a communication disorder in which the flow of speech is broken by repetitions (li-li-like this), prolongations (lllllike this), or abnormal stoppages (no sound) of sounds and syllables. There may also be unusual facial and body movements associated with the effort to speak.”<sup>1</sup> In addition to speech “blocks” PWS “often experience physical tension and struggle in their speech muscles, as well as em-

barrassment, anxiety, and fear about speaking.”<sup>2</sup> Stuttering is a covered disability under The Americans with Disabilities Act of 1990.<sup>3</sup>

**With estimates of 68 million people who stutter worldwide, and 3 million people in the United States alone, chances are that police have or will encounter a PWS.**<sup>4</sup> In addition to traffic stops, police might encounter persons who stutter while questioning a suspect, gathering



*This article appeared in the Community Policing Dispatch, the e-newsletter for the COPS Office at the U.S. Department of Justice. It is used with kind permission of the author.*

information from victims or witnesses, speaking with business owners and community leaders, or convening community meetings. Police in school settings may encounter children who stutter and are victims of bullying.<sup>5</sup> Police may regularly work with someone who stutters, such as a coworker, government representative, or elected official.<sup>6</sup>

**While the causes of stuttering are complex, rooted in physiology**

and neurology with research revealing specific genes linked to stuttering,<sup>7</sup> this complexity has bred an array of myths about a PWS. Consider the prevalence of media portrayals of PWS as criminal-types, unintelligent, or damaged. These misinformed depictions mask the true nature of stuttering and perpetuate confusion over what police should do when they encounter someone who stutters.

Police can better communicate with PWS by understanding some of the facts about stuttering:

**a) No link exists between stuttering and intelligence.** Persons who stutter are equally capable of providing a detailed witness account of a crime and likewise, equally capable of committing one. Discounting or overlooking a PWS can mean losing valuable opportunities to gather information about crime and disorder problems.

**b) Nervousness or stress does not cause stuttering.** This popular misconception can lead to erroneous perceptions of persons who stutter as dishonest, disingenuous, or disrespectful. Even fluent speakers may at times experience hesitations in their speech when feeling uncomfortable. While it may be tempting to project and assume that others who struggle

with speech must also be nervous, this is not always the case with PWS. When people stutter, yes, they are struggling with speech, but no, it does not mean they are nervous. Disfluencies are not synonymous with deception or complicity.

**c) Stuttering is not a psychological or emotional disorder. It is a speech disorder.** People who stutter have the same full range of emotional and psychological traits as those who do not stutter. While myths of stuttering caused by poor parenting or childhood trauma continue to persist, there is no evidence that such occurrences are more prevalent in PWS

than those who do not. Some PWSs explain, “Stuttering is just my accent.” This analogy may be helpful in taking fluency out of the equation when assessing a person’s emotional state and mental capacity.

**d) People stutter in different ways.**

Some repeat syllables, words, phrases or sounds. Increased blinking or erratic body movements,

also known as “secondary behaviors,”

accompany some stuttering. Some persons may look directly at you during the stutter, while some may look away. Some may experience breathing problems, running out of air when trying to speak. Some stutter openly and some try to hide their stuttering. Some stutter only on certain words or sounds. Some speak quickly and others with long pauses. What may be interpreted as non-responsiveness may be a PWS going into a “silent” block.<sup>8</sup>

**e) Speech therapy can produce cadence variations.** There is currently no cure for stuttering, but there are some therapies available that can help some people manage their stuttering. Some people may elongate or link their words together to produce a sound mimicking slurred speech. Some may pause after the first word, change their rate of speech, or speak very softly. As with all communication, listen to the speaker in the context of other behaviors for an accurate assessment of the situation.

**Effective communication is an essential building block of community policing.**<sup>9</sup> The manner in which police and citizens speak and listen to each other can affect how they perceive each other and ultimately determine the nature and outcome of police-citizen contacts. Procedural justice models are demonstrating that these contacts can influence whether citizens support the efforts of police and view them as ‘le-

gitimate.’<sup>10</sup> Police officers who are able to develop the type of communications dexterity that allows them to weave in and out of an array of cultures, backgrounds, and temperaments, stand to benefit from the collaborative partnerships and increased situational awareness that comes from free flowing information sharing, increased trust, and good community relations.

When encountering a person who stutters, Master Police Officer Phil Peet of Orlando (Florida) Police Department, who is also a person who stutters, explains, “Persons who stutter can quickly perceive impatience in others. Victims and witnesses can ‘shut down’ in response to that impatience, say that they didn’t see anything or ‘that’s all I saw.’ If an officer is rushing to get on to the next task and the person senses it, they can easily bail out of the conversation, even if they have useful information about the incident. When you exclude someone from the process or act in a way that makes him or her feel ‘less than,’ you’re essentially shutting down your source of information.”

Similarly, how police treat a suspect who stutters can determine how cooperative the suspect will be. There may be a small window of time, immediately following an arrest, where suspects may want to purge feelings of guilt by telling police what happened.

**For police used to moving quickly through an incident, it can be a challenge to...wait...for...a response...to a question.** Yet just like people who do not stutter, persons who do stutter usually know exactly what they want to say. Officer Peet recommends, “Judge the content, not the way it’s said. When I am on a new squad with coworkers who are not used to the way I speak, it can be easy for them to interpret my speech as sounding stressed, as if something is wrong. When I sense this is the case when talking with a new coworker, I’ll let them know that ‘this is how I talk sometimes,’ and that they need to listen to my words.”

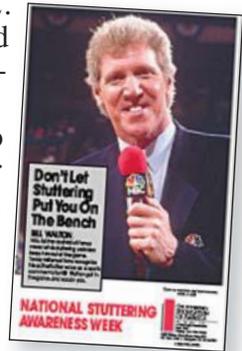
References are online at [StutteringHelp.org](http://StutteringHelp.org).



## National Stuttering Awareness Week May 6-12

National Stuttering Awareness Week is May 6-12. Ways to help spread the word about stuttering:

- Write a letter to your local newspaper telling them about the resources available to those who stutter. Please mention our website, [www.StutteringHelp.org](http://www.StutteringHelp.org).
- Visit our online resources at [www.StutteringHelp.org](http://www.StutteringHelp.org) and forward them to others.
- Join us on Facebook at [www.facebook.com/stutteringhelp](http://www.facebook.com/stutteringhelp).
- Encourage your local radio station to air our public service ads. We can help you with this if you contact us at [info@stutteringhelp.org](mailto:info@stutteringhelp.org).



## Congratulations!

Congratulations to Ehud Yairi and Vivian Sisskin. Both received awards during the American Speech-Language-Hearing Association Convention in November in Atlanta.

Dr. Yairi received the *Kawana Award for Lifetime Achievement in Publications* from the American Speech-Language-Hearing Association. Yairi’s research on stuttering has been published numerous times in this newsletter.

Vivian was named an ASHA Fellow, which is one of the highest honors the association bestows.

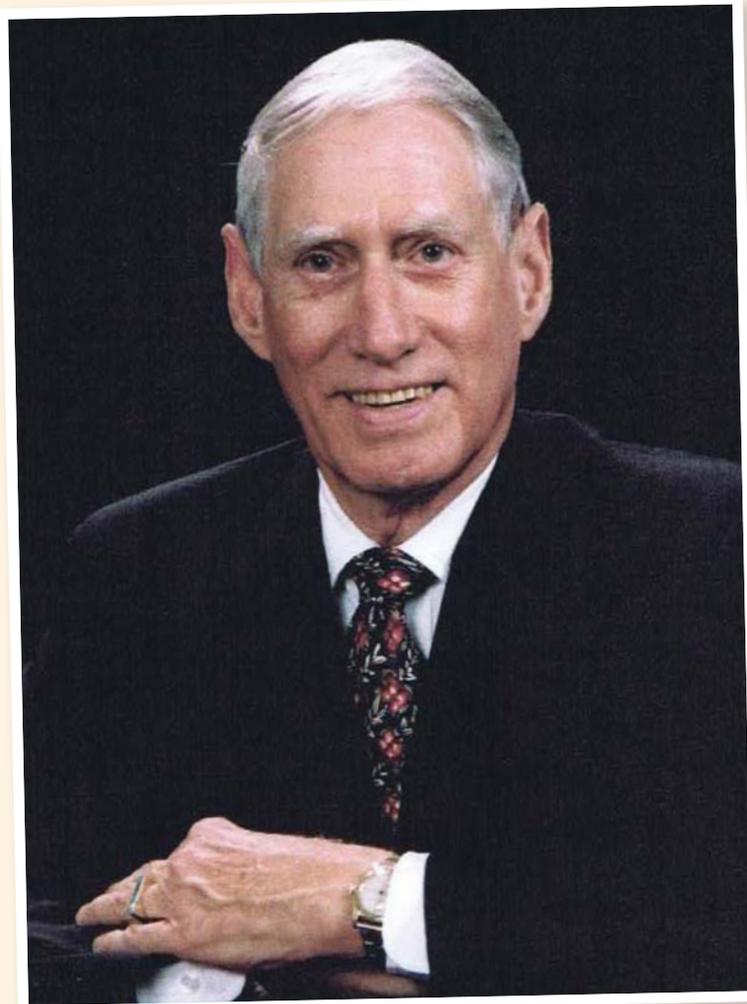
# Meet Board Member Bob Kurtz

It was twelve years ago that the Stuttering Foundation Board of Directors and Bob Kurtz came together to promote the Stuttering Foundation in all its work and research around the world. As a stutterer himself, Bob realized the importance of reaching so many thousands upon thousands who shared the same problem he encountered and sought to overcome as well as understand the causes worldwide that induce a person to stutter.

Ever since Bob Kurtz was a small boy at the age of three, when his family was removed from their home via canoe, during a north-central Pennsylvania flood, Bob has stuttered. However, with much speech work, he has seldom let stuttering have a negative effect on him. Yes, he was a shy and perhaps withdrawn kid who was not very athletic, but yet took up speaking that was necessary to the hobby of being an amateur magician who enjoyed doing magic shows at schools, service clubs, children's birthdays, and holiday events.

Bob went through much work to control his speech and eliminate some severe secondary symptoms, gradually gaining better control of his speech. He spent five wonderful summers at Shady Trails Camp then known

as the National Speech Improvement Camp run by John and Grace Clancy near Northpoint, Michigan. Bob is still in touch with a camp buddy and one of the staff members, and would be interested in hearing from others who may have experienced Shady Trails. Unfortunately, the camp owned



by the University of Michigan, was closed a number of years ago. The camp experience was one of the most rewarding a boy could have had at that age and Bob continues to be most grateful for those long ago summers.

More help with his stuttering came to Bob when he attended a

summer clinic at Penn State with Dr. Jim Frick, later followed with additional work with a speech teacher at the University of Redlands in California from which he graduated.

Probably most currently frustrating to Bob is to have to leave a recorded message on a telephone recorder where there is no voice to interact with. Bob's advice to anyone encountering a person who stutters is to remain relaxed, patient and do not try to help in finishing what the stutterer may be saying.

Today, Bob is retired as head of a national printing and school supply firm where he served as President for 25 years. He also served in the armed forces.

Bob was also very active in politics in the state of Pennsylvania. His stutter never held him back from active participation!!

He and his wife Marilyn have done much traveling combined with the publishing of several photographic books highlighting their trips.\* Bob enjoys being active in community and charitable organizations where he often has an active speaking and leadership role.

Bob wishes to encourage readers who stutter to work on their speech and to engage in a fully active life which includes doing whatever speaking may be required however difficult that may seem.

Bob wishes to encourage readers who stutter to work on their speech and to engage in a fully active life which includes doing whatever speaking may be required however difficult that may seem.

*\*available at Barnes and Noble*

# 8 Things Golf Teaches Us About Stuttering

By Voon Pang

Recently, I was reading September's issue of *New Zealand M2* magazine and stumbled across an article entitled "10 Things Golf Teaches Us About Business." I normally glaze over articles about golf (give me an article on tennis anytime!) and/or business but this one had some thoughtful insights which seemed to apply to stuttering. The tips from the article about golf, life and work came from John Hanlon's book "Golf: A Course in Life." Here's my interpretation of eight of the tips which we can all learn from, whether we are people who stutter or Speech-Language Pathologists working in the field of stuttering.

## 1. Think ahead and work back.

*Golf* – Play each hole backwards in your mind. Start with the pin; choose the easiest place in the fairway to get to the pin from and the best way to get there from the tee. Then go ahead and play the hole in manageable stages.

*Stuttering* – Choose your goal (do you want to speak more fluently or do you want to change how you stutter and stutter easier?) and work out how to get there. Think backwards. No one manages their stuttering overnight. Identify the stages you need to complete before you're ready for the next.

## 2. Learn from the best.

*Golf* – Great players are usually generous with advice and encouragement. But you need to pick the right time to ask and be prepared to do the practice required.

*Stuttering* – People who have successfully managed their stuttering are usually happy to share their knowledge with those hun-

gry to learn. But you have to ask at the right time, in the right way, and then be prepared to put into practice what they pass on. You can do this by attending self-help meetings or contacting a SLP who specialises in stuttering.

## 3. Competition is good.

*Golf* – Competition requires us to give it our best with each and every shot. And the more we compete, the better we get at it.

*Stuttering* – When you strive to better your communication skills in challenging situations, everyone wins. We need more effective communicators in a world

Similarly, with stuttering, be proactive, take responsibility, and commit to how you communicate.

## 5. Learn from your mistakes.

*Golf* – Most of the mistakes we make in golf are mental errors; bad decisions in club or shot selection or simply poor course management. Mistakes are inevitable and learning from them is crucial for future success.

*Stuttering* – We all make mistakes in our talking. It could even be argued that making mistakes is useful in the long run but only if we learn from them.

## 6. Don't get ahead of yourself.

*Golf* – Most golfers know what it's like to score well in the early holes, begin anticipating the round of your life, only to have it go awry in the latter. You must stay in the present until the very end.

*Stuttering* – While it's good to be encouraged by positive early results, don't make overly optimistic assumptions about your speech. The late Dean Williams said "the

quicker the fluency gains, the steeper the fall" (personal communication, Jane Fraser, 2012) – this holds true when you are on a "journey" of successful stuttering management.

## 7. Play to your strengths.

*Golf* – Confidence is huge in golf. If you have a favourite club, use it more often, choking down where necessary. If you prefer full pitches rather than half shots, lay up accordingly. If you're happier putting from the fringe rather than chipping, do so.

*Stuttering* – Many effective communicators do not possess giant intellects or great versatility, they simply stick to the things

*Continued on page 17*



Professional golfer Sophie Gustafson has discussed her stuttering and is featured on the Stuttering Foundation's *18 Famous People Who Stutter* poster and brochure.



where technology has allowed us to sit behind a computer and 'chat'. Having a stutter enables you to become a 'better than average' communicator (Chmela, 2011) because the competition is set higher.

## 4. Make firm decisions and commit to them.

*Golf* – Indecisiveness is ruinous. It's crucial to make firm decisions and commit to them – especially on the greens.

*Stuttering* – Too often, being indecisive on what speech skill or communication skill to use AND when to use it is draining. In the business world, people who take responsibility for making decisions are most likely to have the commitment to succeed.

# Actors Who Stutter Provide Inspiration

While many articles in Celebrity Corner have featured famous actors and other entertainers who have struggled with stuttering, there are many such actors who for whatever reason are not on the radar screen anymore. Such actors may not be known to the general public, but their personal stories of overcoming stuttering are just as inspiring. Two actors in particular – Betsy Drake and Robert Donat — rose to fame as film actors and their stories should not be forgotten.

Betsy Drake was born in Paris in 1923 to American ex-patriot parents. Her grandfather, Tracy Drake, had built the famed Drake Hotel in Chicago, but the Drake clan lost all of their money in the 1929 stock market crash. With her parents divorcing in her teens, the finances of the family were difficult. In his 2005 book *Cary Grant: A Biography*, biographer Marc Eliot states, “Living in a slum neighborhood in Manhattan, she became obsessed with the idea of escaping from her environment;

acting was the logical choice.”

Drake found that her stuttering totally disappeared while acting.

Cary Grant’s third wife, she married her co-star in 1949 in Phoenix, with Grant’s friend Howard Hughes as the best man. Married to Grant until 1962, Drake was said to have the most influence on the actor of any of his five wives, introducing him to subjects like hypnotism, psychology and Eastern religions. An August 2010 Vanity Fair article entitled “Cary in the Sky with Diamonds” centered on Grant during his marriage to Drake. It said of a young Drake, “Without realizing it, Betsy found solace in acting; when she answered the phone pretending to be someone else, the stutter that plagued her miraculously vanished. But it wasn’t until she appeared in a school play and the audience burst out in ‘this wonderful laughter’ that she felt an approval she had never known before.”

Drake’s career was diverse. In her first film, she played opposite Cary Grant in the 1948 romantic comedy *Every Girl Should Be Married*. The couple, now married, also appeared together in the 1952 comedy-drama *Room for One More*. In addition to leading roles in both England and the U.S., other notable films in her career include *Will Success Spoil Rock Hunter?* and *Intent to Kill*.

Betsy Drake left acting to pursue her other interests. She earned a masters degree in education from Harvard, and was a psychotherapist at various psychiatric hospitals in the Los Angeles area. Another one of her passions is writing and she published a novel *Children You Are Very Little* in 1971 under the name Betsy Drake Grant.

Another actor that is not known to younger generations is British star Robert Donat (1905-1958), who will be forever remem-



bered for the biggest role in his career, *Goodbye Mr. Chips*, for which he won the Oscar for Best Actor in 1939. That year Donat beat out Clark Gable for *Gone with the Wind* and Laurence Olivier for *Wuthering Heights* as well as Jimmy Stewart for *Mr. Smith Goes to Washington*. His other notable films were Alfred Hitchcock’s *The 39 Steps*, *The Ghost Goes West*, and *The Citadel*, for which he received his first Oscar nomination. His career was long and distinguished.

Donat’s childhood was plagued by stuttering, which eventually led him into reading plays and acting. In the 1985 biography *Mr. Chips: The Life of Robert Donat* by Kenneth



Barrow, Donat is quoted about his early school days, "... (I had) a bad stammer from which I did not recover for some years. One day another of the masters, a notorious bully, asked me the difference between an adjective and an adverb. I suppose I was eight at the time. I stumbled for an answer, started to stammer, and he slapped me viciously over the face. I developed a dreadful feeling of guilt and could not tell my parents. I felt that I was the one who had done wrong."

Later, Donat described his fascination with the cinema as a young man and how his stuttering entered into it. "One day I was so carried away by the adventure on the screen, with the hero about to be eliminated by the villain, that I couldn't control my stammer. I started to say, 'D...D...D...Draw your s...s...s...sword.' When I finally got it out the audience roared with laughter. The awful revelation of just how different I was from other kids began to dawn on me."

Most biographical works on Donat credit his entrance into acting with the decision of his parents to send their young son to a well-known Manchester speech correctionist to cure him of his stuttering. The aforementioned biography quotes Donat as saying of his speech correctionist Mr. James Bernard, "He was determined to help me. His first lesson was to curb my impatience. He slowed me down, made me use small words. The impediment began to disappear. Eventually he got me to study the quarrel scene of Brutus and Cassius from Julius Caesar. The part of Cassius set me alight and one day I lost myself completely in the character. I gained confidence."

Not only did Bernard relieve Donat of his stuttering, but he is also credited for helping Donat develop his famous speaking voice and his gift for reciting verse.



## PSAs at Every Turn of the Page

During the past year, the following magazines have donated space for the Stuttering Foundation's Public Service Ads: *Time*, *Prevention*, *Black Enterprise*, *Oprah*, *Woman's Day*, *Family Circle*, *People En Español*, *New Jersey Monthly*, *AARP*, *Parents*, *Family Fun*, *Better Homes & Gardens*, *Golf*, *The Tennessee Magazine*,

*Country Living*, *Memphis Parent Magazine*, *Smithsonian*, *Redbook*, *Seventeen*, *Good Housekeeping*, *Gold Clipper*, *Car & Driver*, *Boston Seniority*, *Colorado Parent*, *Electrical Apparatus*, *Chicago Life*, and many more.

These wonderful PSAs enable us to reach hundreds of thousands of people in need.

## Overcoming Obstacles

By Milton Castro Saenz

I'd like to introduce myself to all the readers. My name is Milton Castro Saenz, I'm from Costa Rica and I'm 25 years old. I work for a U.S. company in my country and I'm currently studying Business Administration to get a degree next year in one of the best universities in Costa Rica. I'm proud of myself about what I've achieved so far; it has not been easy.

I have suffered from stuttering since I can remember: I have always fought against it with a lot of effort; I have had good days and bad days along the way, but I have never given up. Unfortunately, I never received help or guidance from a professional in this field; due to that, it has been a 25-year journey of trial and error when it comes to find a way out to stop stuttering.

I have felt terrified when I've needed to give a speech for my

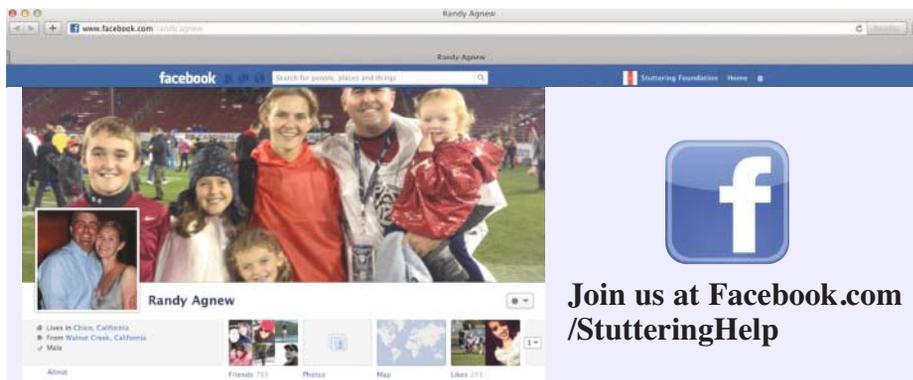
class, or talk in a family party, and so many other situations that make us feel insecure and uncomfortable. I used to think I was stupid for not being able to do what all the people do without thinking — Talk! Unfortunately, I do not have a cure for stuttering; but I can promise you, no matter how old you are, that we (me and you) are able to overcome all the



Milton Castro Saenz

obstacles in front of us. It is not bad to feel scared; it is bad not to face the situation that is scaring us. My advice is be focused in your strengths, take advantage of professional help, share your feelings with your family and friends to help them understand our world, and most importantly never give up! I'm sure you will find your own techniques to improve your vocal problems.

We are blessed by God and we are unique!



## Facebook Friend Shares Story

By Randy Agnew

It is so great that there is this amazing site that can help the millions of people who stutter come together and find support. I am writing this in hopes that I can connect with, or at least help one person along the way. My name is Randy and I am 38 years old, I have battled a stutter since the age of 6. To say that my stuttering has shaped me into the person I am today would be a true understatement. It has taken most of my adult life to realize that if I had not grown up with this "battle," I most definitely would not be the empathetic, caring, determined person I am today.

I am writing this today, with hope...compassion... and to offer a helping hand. I only wish I had someone like myself when I was younger to show me that it was going to be okay, I wasn't alone, and most importantly that life would be better than it was at that time. I went through my childhood feeling very alone, depressed a lot and afraid to try anything new that involved speaking. Like most, or probably all people that stutter, I was teased very badly. I was told I was stupid, that I would never amount to anything and all of the terrible things that come with it. The longer I stuttered, the worse it got and the less things I got involved in. I could not say my name when asked, almost always. I couldn't answer the telephone, read aloud in class, and completely feared any situation that I knew I would stutter (which were most). I had a very loving family. They were determined to do anything that would help me, but I would get

frustrated because again, I felt very alone. I didn't have anyone around me that understood what I was going through and felt I had nowhere to turn.

If I heard one more person tell me to just "breathe" I was going to snap. If only it was just that easy. Fortunately, I was a very good athlete growing up so I had sports to lean on and focus my attention to. I still say that Junior High should be years that people who stutter should be excluded from, hands down the worst years of my life. There were even times when I thought I would be better off dead, it was that bad. The most ironic part of my stuttering is that I love to talk and am very social, so this has made it frustrating.

As I got older, I made friends that just accepted me as a stutterer and it really wasn't a big deal. I was always ashamed of being a stutterer and couldn't even say the word out loud. It wasn't until I got a bit older that I realized that until I can overcome this or be comfortable in life, I would have to accept my stutter. I went on to college, met my beautiful wife and graduated with a Sociology degree.

Despite being told I would never be able to, I went into Sales! Fifteen years later, I am STILL in sales :) I have been forced every day for 15 years to face my biggest fear on a daily basis. Like anything else you fear and hit head on, it got better!

*The article continues on our website, [www.StutteringHelp.org](http://www.StutteringHelp.org).*

## Banner Days



*Charlie Osborne finds a new use for the Stuttering Foundation's banner while setting up the booth during a conference of Cooperative Educational Service Agencies District 5 in Wisconsin.*



*Carol Ecke and student volunteers work the Stuttering Foundation booth during the Texas Speech-Language-Hearing Association Conference.*



*Patty Reed sets up the booth at the conference for the Georgia Organization of School-Based Speech-Language Pathologists.*

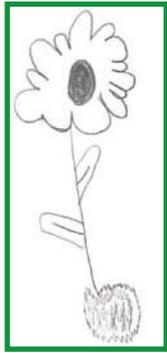
# Dear SFA: Reader Response



Send letters to SFA, P.O. Box 11749, Memphis, TN 38111-0749 or e-mail [info@StutteringHelp.org](mailto:info@StutteringHelp.org).

## Don't Be Afraid

Hello, my name is Abby and I am eight and a quarter years old. I want to be a vet when I grow up. I like Teddy Grams with chocolate chips in them. I go to elementary school in Wisconsin. I like the color black. My favorite food



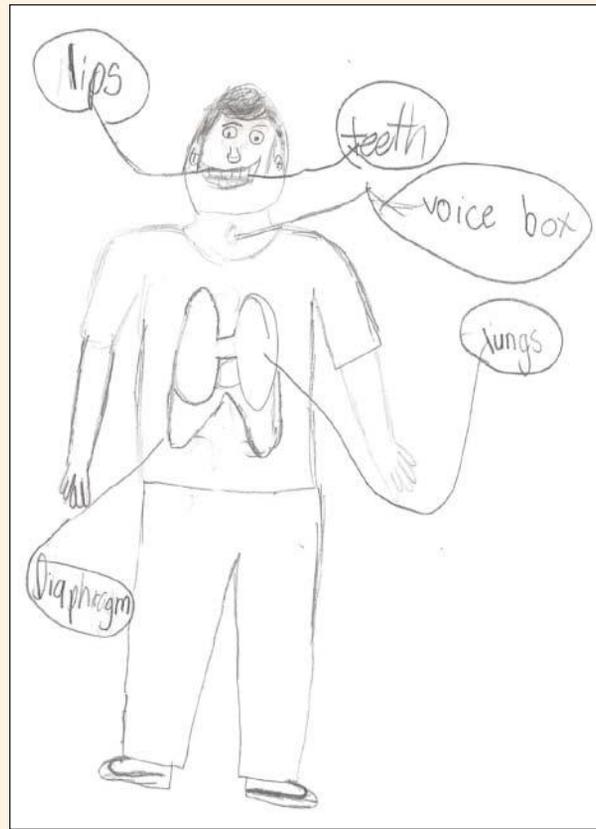
is pizza. My favorite breed of dog is the German Sheperd. I stutter. Stuttering is when you sometimes get stuck on a word and you get nervous and it's really

nerve-wracking. Stuttering is not the same for everybody. I first started stuttering on the first day of preschool. Stuttering bugs me. It bugs me the most when I read. Talking is easy when I am giving a presentation. Talking is also easy when I talk to my family's Elf on the Shelf, Buddy. I love Christmas because it is Jesus' birthday. I love fruit snacks. I like African Grey parrots. Stuttering is a big deal to me. I have been teased once by my friend Brody because I stuttered in front of the class. He laughed at me. He said sorry later, after he got in trouble. He is nicer now. Kids who get teased should stand up for themselves or tell the teacher or tell the principal. It helps you when you have friends to help you through the hard times of stuttering. Don't be afraid!

Abby, 8<sup>1</sup>/<sub>4</sub>  
River Falls, WI

## Use Targets

I want to teach people to use targets when they stutter. Targets are bounce, slide, blocks, pullouts,



Angel, 9, of Stockton, CA, drew this picture of speech parts.

and easy onsets. Stuttering is not a funny thing. When you stutter you can stop or slow down or start over.

Cameron, 10  
Stockton, CA

*Editor's Note: Stuttering is a complex communication disorder in which the flow of speech is broken by repetitions, prolongations, or stoppages of sounds and syllables.*

## My Own Story

My name is Chloe. I'm in sixth grade, and I stutter. I've been stuttering for a long time. I've been stuttering since I was 5 years old. My dad died when I was eight. He helped me on my stuttering. I'm not really sure

how. It got worse after my dad died. My stuttering came back when I was sad the day he died. I repeat words over and over. I feel the stuttering come out and I'm afraid to say words. I repeat the word a thousand times and I don't like it. Sometimes I feel like I'm stuck on a word and it won't come out. People make fun of me about my stuttering. They say, "Haha Chloe stutters." It's rude to call people names about that. I hate my stuttering. Sometimes I feel sad about my stuttering and sometimes I get mad about my stuttering. Sometimes I laugh about my stuttering and sometimes I cry. Sometimes I shut my door and say, "I wish my stuttering would go away forever."

Chloe, 6th grade  
Homer, NY

## Future Writer

I want to publish my stuttering story in a magazine. I am hoping that I get my stuttering on a magazine and write poems. Stuttering is kind of hard. Stuttering is good because you don't have to repeat it. But it is hard because if you get stuck you have to speak another word.

Brandon, 9  
Stockton, CA

## Speech Therapy Helps

Hi. I am David and I'm in 4th grade and 9 years old. One day my dad noticed I stuttered a little here and there sometimes. He said "I think you need to go to speech therapy" (My dad said he had speech problems too when he was

*Continued on page 14*

**Letters***Continued from page 13*

my age and also went to speech therapy.) I said, "Okay, I don't really care." Once I went to speech therapy, they taught me all these tricks like cancellations, pausing and finishing my sentences. I still stutter once in a while and I am still taking speech therapy. I think it's impossible for me to never stutter, but I can control most of it. I have never been teased about stuttering because I don't stutter a lot and I have really good friends.

David, 9  
Bethesda, MD

**Never Give Up**

My name is Dylan and I am 11. I have stuttered ever since the first grade and back. I have been with the same speech teacher for six years. I have gotten better at talking without stuttering because I can say my name now and I used to rely on people to say it for me. I hope to get even better at talking by the end of 6th grade so I can get out of speech. Also, I want to help younger kids who stutter!

Dylan, 11  
Versailles, IN

**Think Happy Thoughts**

My name is Emily. I am 8 years old. I am in second grade. I live in Fond du Lac, Wisconsin. When I feel frustrated with my speech it helps to think happy thoughts. Pausing helps make speech smoother. I like spending time with my two dogs, Ace and Max. If you

are teased, ignore them, if you can't stick up for what you believe in.

Emily, 8  
Fond du Lac, WI

**Use Your Techniques**

My name is Jack and I am in 5th grade. I have been working on my stuttering for about two years. I have really improved. I have

that no one has perfect speech. I don't like when my dad interrupts me during my sentences. Other than that, I am really okay with my speech.

Jack, 11  
Pleasanton, CA

**Keep Practicing**

Hi, my name is Katherine and I am 8 years old. I want to tell you the story about in 2nd grade when I had a big project to do. The first time I did it, I got stuck a lot so I tried to stretch it out but I couldn't. I didn't get a good grade on my presentation. The next presentation I had to do, I did a better job. I stretched out my words and used my strategies. I felt a little bit nervous but my mom was really proud of me for getting a better grade this time!

Katherine, 8  
Silver Spring, MD



When I stutter, I feel like I'm stuck in a tornado and I feel scared to death. The way I get out of it is to take a breath and start over.  
Alexia, 8  
Old Fort, NC

learned from my speech therapist to use my easy speech, think about what I want to say, and to glide my words together. She also tells me when I struggle sometimes



Jack drew this picture.

**Take Your Time**

I take my time when I talk. And if I do not, I will get mad but that won't stop me at all. At least I try. Here's the fun part – I can practice and practice all day long.

Goodbye!  
Keioni, 11  
Stockton, CA

**Proud To Be In 1%**

My name is Nathan and I'm 11 and in the 5th grade and I stutter. I'm proud that I stutter. People

used to make fun of me, but when I went to speech class I found out that it's okay if I stutter. Now in the 5th grade I don't get made fun of anymore. 1% of people stutter and I'm proud to be in that 1%.

Nathan, 11  
Silver Grove, KY

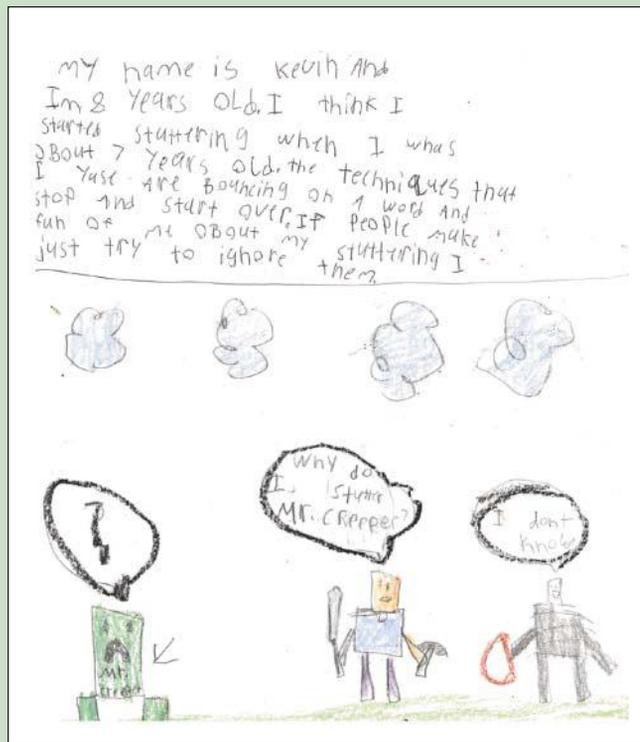
**Practice Works**

Hi, my name is Nick and I'm in 5th grade and 10 years old. I used to stutter a lot. I started to stutter ever since I could talk which was 2 years old. I still stutter now but not as much as I used to. The way I stopped stuttering a lot is by doing easy approach, fix-ups and thinking of what I want to say before I say it. This stuff can't just come to you in a day, you have to practice not just once you have to practice a lot of times.

Nick, 10  
Carmel, NY

**I Now Love Therapy**

Two years ago I was wondering why I stuttered. My parents took me to a therapy and we did-



My name is Kevin and I am 8 years old. I think I started stuttering when I was about 7 years old. The techniques that I use are bouncing on a word and stop and start over. If people make fun of me about my stuttering, I just try to ignore them.  
Kevin, 8  
Riverside, CA

n't like it. Then we went to another and we loved it. Since then I learned lots of stuff like how stuttering happens. Also, I have started raising my hand and reading aloud in class a lot more and the teachers think I'm really smart. At camp I met lots of

other kids who stutter and they stuttered differently and lots of them became my friends. I liked my teacher at camp and the fun activities we did. I learned how to talk more smoothly and I learned how to use some strategies. My favorite thing about therapy is practicing easy starts and keeping my voice on so it becomes easier to talk with my friends and other people.

Noah, 11  
Solon, IA

**Focus on the Positive**

Hi my name is Simon I am in 5th grade and I am 10 years old. I like to hang out with friends and family, and I like to play video games. I used to not care about stuttering, but now I hate it! Even thinking about it makes me mad, like really angry. I know this is crazy, but I hope there is a cure or

something because now stuttering annoys me! Speech therapy helps me because I have learned the strategies easy onset, full breath, light contact, and continuous phonation.

Simon, 10  
Willard, MO

**Family Support Helps**

The first time I realized I stuttered was when I was six years old. Ever since I have been seeing a speech therapist to help my stuttering. We have been using our techniques (like) full breath, easy onset, phrasing, and our speech helpers (the) tongue, ridge, teeth, larynx, and our mouth. And, ever since, it has been helping me out more often. I only take speech once a week and I practice every day to help my speech. My family has been helping me out every day.



David F., 12, Stockton, CA

Continued on page 16

**Letters** *Continued from 15*

Blocks are when you can't get anywhere (all stacked up, no way out).

*Bryshon, 10  
Tuscaloosa, AL*

**Stretch Your Words Out**

My name is Spencer. I am 8 years old. I started stuttering right when I entered preschool. When I stutter in front of someone, I feel embarrassed. When I stutter sometimes people make fun of me but I don't care. I don't really say anything, I just ignore it. My stutter sounds like a beeping noise, every 10 seconds. It feels like the words get stuck in my throat. I try to remember to stretch out my words. To the younger kids that stutter, I would say when you get older, it probably will get better!

*Spencer, 8  
Potomac, MD*

**Keep Calm**

When I first came to school I had started to stutter so I went to speech class so my teacher can help me stop stuttering. We started to do some things to help make the stuttering go away. We talk about it and we tried something that will help us if we start to stutter. We can use some words we learned and then I thought stuttering will be okay. I can just say stuttering is not a big thing, so I am okay with it. Stuttering does not make me mad or sad or happy – it just makes me feel okay so I can just be calm and go with it and keep learning and keep practicing. I am okay telling people that I am in stuttering class and that I stutter a lot because it does not hurt my feelings just because people talk about me.

*Alisha, 9  
Tuscaloosa, AL*



*My name is Liam. I am from Kentucky and I stutter and sometimes people make fun of me. I wish people wouldn't make fun of people just because they stutter. Stuttering is not a bad habit, it is just something that happens. I think 1 million people stutter. You don't have to feel bad just because you stutter. You need to feel good about it. It is just something that happens. You just have to be yourself.*

*Liam, 8  
Silver Grove, KY*

**People Do Understand**

My name is Vanessa, and I'm 12 years old. I stutter. It is difficult for my friends and family to sometimes understand me. I repeat words a lot when I talk to my friends and family, but they help me by stopping me and making me say it over. I gotta say, it does sometimes get me mad, but all they want to do is help. In my school, people understand and don't tease or bully people who stutter. They all like to help. I don't really stutter as bad when I have to read out loud or sing.

Forward flowing speech helps me; I bet it can help you too. If you speak slowly, you can re-

cover from stuttering. Someday even stop!

*Vanessa, 12  
Dudley, MA*

*Editor's Note: It is not helpful to the person who stutters to have her sentences finished for her, nor is it helpful to tell her to "slow down," "take a deep breath," or "relax." Such simplistic advice can even be felt to be demeaning.*

**Singing Can Help**

When I stutter I get sad and feel like not talking to anybody. So I just shut up and be quiet and don't talk anymore. When I stutter on the bus or when I sing rap songs, I take a deep breath, stutter, and start all over. I use speech techniques.

"Blocking" is when your throat is stuck with a whole lot of words.

*Brennan, 10  
Tuscaloosa, AL*

**Cancellations Do Help**

My name is Jonah and I am 9 years old. I have been through many camps where the kids tease me about stuttering but when I told them to shape up they stopped. One kid at my sleep-away camp

was really mean about it, and I kept telling him to stop but he wouldn't so I just got over it. I have done a lot of cancellations during my practice and I have improved.

*Jonah, 9 1/2  
Bethesda, MD*

**Don't Give Up**

My name is David and I think you should not give up. When I was in Kindergarten I would sit in the corner. Then I tried a speech room and now I'm better with my speech. I gave up but they taught me not to. I am David and I am in fifth grade and even though it is hard, don't give up on your stuttering.

*David S., 10  
Stockton, CA*

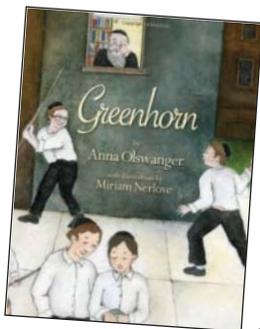
**Books**

*Continued from front page*

“My ultimate goal was to take the reader inside the confusing world of an adolescent who stutters,” Vawter told the Stuttering Foundation. “This is a lonely age for those of us who grew up with a speech impediment. I’m glad this facet of the book was recognized.”

*Paperboy* will have its nationwide launch in Memphis on May 14 at the Booksellers at Laurelwood. It is available online and at most major bookstores. For more information, visit [www.vincevawter.com](http://www.vincevawter.com).

Another book that was recently released by NewSouth Books is *Greenhorn* by Anna Olswanger. In this middle-grade novel, a young Holocaust survivor arrives in 1946 at a New York yeshiva, a religious Jewish school where he will study and live. His only possession is a small box that he never lets out of his sight. Daniel, the young survivor, rarely talks, but the narrator, who stutters and who bears the taunts of the other boys, comes to consider Daniel his friend.



Olswanger said she felt it was important to include stuttering in the book.

“I heard the real story of *Greenhorn* thirty years ago in Israel,” she told the Stuttering Foundation. “The rabbi of my synagogue stood in the front of our tour bus as we approached Jerusalem and told us about a little boy who had lost his parents in the Holocaust. The boy wouldn’t speak when he came to live at the Brooklyn yeshiva where the rabbi himself was in the sixth grade, and wouldn’t let a tin box out of his sight.

“I knew as soon as the rabbi began talking that the story was important and that I wanted to write it; but I also knew I wanted to write the story I heard, not invent any backstory or previous history for the little boy. I was concerned about

the ethics of writing fiction based on the Holocaust, and I wanted to honor what the little boy, called ‘Daniel’ in the book, went through in real life. I also wanted to honor what my rabbi, the basis of the ‘Aaron’ character in the book, went through. He stuttered at the time, was often made fun of, but was a compassionate friend to Daniel. I wanted all that to be in the book.”

The mystery of what’s in the box propels this short work, but the real power of *Greenhorn* lies in the small human drama it describes. The boy who stuttered and the boy whose family members died in a concentration camp are both ridiculed and excluded by the other kids. In the end, Aaron finds his voice and a friend in Daniel, and their bond offers hope for a future, one in which Daniel is able to let go of his box.

On another level, *Greenhorn* is a book about language and its social role. The boys in the yeshiva speak the colorful language of Brooklyn youngsters of the mid-1940s—Yiddish-inflected and peppered with slang. Aaron struggles to speak; he stutters in expressing himself. Daniel, the newcomer to the group, does not speak. Language helps bridge their very different worlds and experiences.

Vawter, author of *Paperboy*, had this to say, “*Greenhorn* manages to take a paper-thin slice of the horror of the event and wrap it into a heart-rending story that is told in a matter-of-fact voice. It’s rare in a children’s book for adults to feel on edge about ‘what’s in the box,’ but that’s where I found myself. Steven Spielberg, in *Schindler’s List*, used the little girl in the red coat to help viewers focus on the human cost of the Holocaust. Anna Olswanger gives us a little tin box and a beautiful 48-page book to tell the story that should continue to be told through the ages.”

This book is available on Amazon.com. Visit [www.olswanger.com](http://www.olswanger.com) for more information.

**Golf**

*Continued from page 9*

they know and do best.

**8. Have fun.**

*Golf* – Having fun is the key to playing well. A bad attitude invariably leads to a bad score. When we enjoy ourselves, we get the most out of games in every respect.

*Stuttering* – People who enjoy talking and communicating invariably do a better job at being effective communicators. Happy people take pride in what they do and maintain higher standards overall.



Below are ways to use a computer or Smartphone to get accurate and helpful information about stuttering.

-  **Websites:**  
[www.StutteringHelp.org](http://www.StutteringHelp.org)  
[www.tartamudez.org](http://www.tartamudez.org)
-  **Facebook:**  
[facebook.com/stutteringhelp](https://facebook.com/stutteringhelp)
-  **Twitter:** @stutteringfdn
-  **Tumblr:**  
[stutteringhelp.tumblr.com](http://stutteringhelp.tumblr.com)
-  **YouTube:**  
[youtube.com/user/stutteringfdn](http://youtube.com/user/stutteringfdn)
-  **Pinterest:**  
[pinterest.com/stutteringfdn](http://pinterest.com/stutteringfdn)

 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.

**Celebrate National Stuttering  
Awareness Week, May 6-12**

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

## Upcoming Events

• **The Stuttering Foundation Five Day Eastern Workshop**, *Using Cognitive Approaches to Help Who Stutter*, will be held in Boston, Massachusetts, June 24-28, 2013. 

• **The Stuttering Foundation Five Day Western Workshop**, *Diagnosis and Treatment of Children and Adolescents Who Stutter: Practical Strategies*, will be held at Portland State University in Portland, Oregon, July 9-13, 2013. 

• **National Stuttering Association Convention** in Scottsdale, Ariz., July 3-7, 2013. For more information, visit [www.nsastutter.org](http://www.nsastutter.org). 

• **Friends Who Stutter Convention** in Nashville, Tenn., July 18-20, 2013. For more information, please visit [www.friendswhostutter.org](http://www.friendswhostutter.org). 

• **International Stuttering Association (ISA)**, 10th World Congress, Lunteren, The Netherlands, June 10-13, 2013. More information at [www.isastutter.org](http://www.isastutter.org). 

## Books on Stuttering

• ***Stuttering: An Integrated Approach to Its Nature and Treatment*** 4th edition, by Barry Guitar, (2013). Lippincott, Williams & Wilkins, Baltimore, MD. [www.lww.com](http://www.lww.com).



For a list of  
summer  
camps and  
clinics, visit

[www.StutteringHelp.org/  
clinics-summer](http://www.StutteringHelp.org/clinics-summer)

• ***The South Street Gang Goes Downhill – Fast!*** by Richard Benyo, (2013). Specific Publications, Forestville, CA. Available at [www.amazon.com](http://www.amazon.com).

• ***Paperboy*** by Vince Vawter, (2013). Delacorte Press, NY. Available at [www.randomhouse.com/kids](http://www.randomhouse.com/kids).

• ***Greenhorn*** by Anna Olswanger, (2013). New South Books, NY. Available at [www.Amazon.com](http://www.Amazon.com).

• ***Fun with Fluency for the School-Age Child*** by Patty Walton, (2013). Pro-Ed Inc., Austin, TX. [www.proedinc.com](http://www.proedinc.com).

• ***I Stutter ... So What! A Personal Story*** by Kera Green, M.Ed., (2013). Available at [www.amazon.com](http://www.amazon.com).

• ***Understanding Stammering or Stuttering: A Guide for Parents, Teachers and Other Professionals*** by Elaine Kelman and Alison Whyte, (2012). Jessica Kingsley Publishers, London, UK and Philadelphia, PA. [www.jkp.com](http://www.jkp.com).

• ***Mon enfant bégaié. Que faire concrètement?*** by Anne-Marie Simon, (2012). Editions Tom Pousse. Paris. Can be purchased on [www.amazon.com](http://www.amazon.com).

• ***Theoretical Issues of Fluency Disorders*** (in English and Russian), edited by Yu.O. Filatova, Ph.D., (2012). National Book Centre; contact [nbcmedia@mail.ru](mailto:nbcmedia@mail.ru) or visit [www.nbcmedia.ru](http://www.nbcmedia.ru).

• ***Mindfulness and Stuttering: Using Eastern Strategies to Speak with Greater Ease*** by Ellen-Marie Silverman, (2012). CreateSpace Independent Publishing Platform, Seattle, WA. [www.amazon.com](http://www.amazon.com).

• ***Stuttering in Preschool Age*** by Zbigniew Tarkowski, Ewa Humeniuk and Jolanta Dunaj, (2012). Zakład Poligraficzny UWM, Lublin. [www.uwm.edu.pl/](http://www.uwm.edu.pl/).

• ***Stuttering: Getting Unstuck*** by Cheri Jensen, (2012). Author House, Bloomington, IN. [www.amazon.com](http://www.amazon.com).

• ***Jack Has Moves*** by Mary Pyatt, (2012). Outskirts Press, Denver, CO. [www.outskirtspress.com](http://www.outskirtspress.com).

• ***Stuttering: Foundations and Clinical Applications*** by Ehud Yairi, Ph.D., and Carol H. Seery, Ph.D., (2011). Pearson Education, Inc. Upper Saddle River, NJ. [www.pearsonhighered.com](http://www.pearsonhighered.com).

• ***Stuttering Intervention***, 2nd edition, by David Shapiro, (2011). Pro-Ed, Austin, TX, [www.proedinc.com](http://www.proedinc.com).

• ***Multilingual Aspects of Fluency Disorders*** edited by Peter Howell and John Van Borsel, (2011). Multilingual Matters, Bristol, UK; to order, contact [www.multilingual-matters.com](http://www.multilingual-matters.com).

• ***Stuttering: Foundations and Clinical Applications*** by Ehud Yairi, Ph.D., and Carol H. Seery, Ph.D., (2011). Pearson Education, Inc. Upper Saddle River, NJ. [www.pearsonhighered.com](http://www.pearsonhighered.com).

### Volume 21, Issue 2

Scot Squires . . . . . Editor/Designer  
Special thanks to Joan Warner, Patty Reed,  
Pat Hamm, Lisa Hinton, and Terri Jones.

This newsletter is published quarterly. Please  
e-mail address changes and story ideas to  
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