



THE STUTTERING FOUNDATION®

A Nonprofit Organization

SUMMER 2014

Since 1947 ... Helping Those Who Stutter

Update from Purdue

By Christine Weber-Fox, Ph.D.
and Anne Smith, Ph.D.

We consider stuttering as a neurodevelopmental, epigenetic, multifactorial disorder. In our laboratory, we take a **multifactorial** approach to studying speech motor, language, and emotional measures, both physiological and behavioral/clinical, to understand which factors in these broad domains are important in the development of stuttering, and which will help predict recovery or persistence of stuttering.



Weber-Fox



Smith

It is clear that each child will have a unique profile on these factors and that the importance of various factors will differ across children. For example, some children who stutter show delayed language development, while others do not.

We know that stuttering develops over time because monozygotic (identical) twins are only about 50% concordant for stuttering. This means that in two human beings with identical genes, one may become a person who stutters, while his/her twin does not. **Epigenetics** is an emerging field of science that bridges the gap between genes and environment. Epigenetic scientists study the control processes that determine the timing and degree of activation and deactivation of genes. This is a critical element in whether the person will ultimately have the trait or disorder of interest. Applied to

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Catchy Phrase Has Deep Roots for Stuttering Community

By Greg Wilson

Keep Calm and Carry On. We're sure you've seen it on Facebook, Tumblr, Twitter or even Instagram. Your children certainly have! And someone with it on a t-shirt has probably passed you while walking down the street. It's a catchy meme (i.e., an idea, behavior, or style that spreads from person to person within a culture),

and it seems to be a phrase to which many persons who stutter can relate. Its first appearance wasn't on a Droid RAZR or a Macbook Pro but in London during a time of great panic and uncertainty. And it has deep roots in the stuttering community.

Keep Calm and Carry On was a motivational poster produced

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Popular Workbook Now Available in Polish

The School-Age Child Who Stutters: Working Effectively with Attitudes and Emotions has been translated into Polish thanks to the tireless efforts of Katarzyna Wesierska.



Katarzyna helped translate other resources into Polish as well, including: *7 Tips for Parents*, *8 Tips for*

Teachers, *6 Tips for Speaking with Someone Who Stutters*, *Myths about Stuttering*, *Famous People Who Stutter*, *Stuttering: Straight Talk for Teachers*, *The Child Who Stutters: To the Pediatrician*, *Down's Syndrome and Stuttering*, *Sometimes I Just Stutter*, *The Child Who Stutters: Notes to the Teacher*, *Did You Know?*, *Using the Telephone*, and *If Your Child Is Stuttering*.

Stuttering Gets Congress' Attention

Congressman Frank Wolf gave a speech on March 6 on the House floor about the challenges he and other people who stutter face. Below is the complete text of Congressman's remarks:

"Today I rise to discuss something very close to me. I want to talk about stuttering. I have been a life-long stutterer.

"More than 70 million people stutter. One in every 100 people in the world stutters and in the U.S., more than 3 million Americans stutter. You probably have a friend, a neighbor, a classmate, a coworker or a family member who stutters. Most people do.

"About five percent of all children go through a stuttering phase that lasts six months or more. Some will recover by late childhood, but one out of every 100 children will be left with long-term stuttering.

"I would like to take this time to tell you a little more about stuttering; what it is, and how family members and friends can help.

"Stuttering is a disorder where the flow of speech is broken by repetitions, prolongations or abnormal stoppages of sounds and syllables. For some people, unusual facial and body movements may happen when they try to speak.

"Stuttering is most likely caused by four factors:

- Genetics
- Child development, for example, children with other speech

and language problems or developmental delays are more likely to stutter

- The make-up of the brain. An ongoing research study by Dr. Anne Smith with the Purdue University Stuttering Project

Speech-Language Pathologists, therapists trained to help deal with speech issues like stuttering, often work in schools, clinics, at universities and in private practice to help treat stuttering.

"The most important thing – and many experts agree – that early intervention is key. The earlier we can identify stuttering in our children, and get them the help they need, the better chances we have of helping them to speak more fluently.

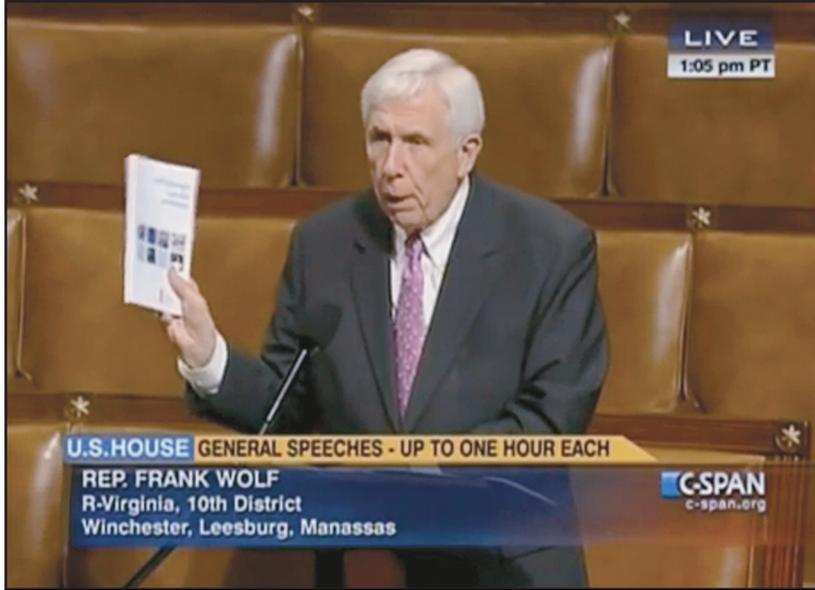
"If you stutter, if your child or a loved one stutters, or if you even think they might be stuttering, get help immediately. One of the best ways to get help is by visiting the Stuttering Foundation.

The Foundation was started by Malcolm Fraser more than 70 years ago. His book, called *Self-Therapy for the*

Stutterer was originally published in 1978 and is still one of the best books on stuttering available.

"You can visit the Foundation's Web site at: www.StutteringHelp.org. They have lots of well-trusted, expert information available for free, including Malcolm Fraser's book, as well as countless brochures, videos and other materials for parents and teachers.

"Unfortunately, there are no instant miracle cures for stuttering. No surgery. No pills. No intensive weekend retreats. Stuttering takes time and effort and commitment to work through. Some people outgrow it. Some people respond well to years of therapy and learn to speak fluently with almost no trace of difficulty. But for many others, stuttering



Congressman Frank Wolf holds up the Stuttering Foundation's book Self-Therapy for the Stutterer as he speaks on the floor of the House of Representatives.



shows that people who stutter seem to process speech and language differently than those who don't.

- Lastly, family dynamics have an impact – high expectations and fast-paced lifestyles can also contribute to stuttering

"People who stutter are no different from those who don't stutter. In fact, studies by Dr. Ehud Yairi at the University of Illinois show that people who stutter are as intelligent and as well-adjusted as those who don't.

"Contrary to what many people believe, stuttering can be treated.

Fundraiser a Huge Success for Stuttering



Keven Chesnov wears a Foundation T-shirt.

Keven Chesnov of Coram, NY, raised nearly \$800 during a fundraiser for the Stuttering Foundation at his place of work, Sunrise Senior Living.

As someone who stutters himself, he wanted to help a worthy cause.

“Stuttering has impacted my life every day,” he said. He’s already planning the next fundraiser.



Materials Make a Difference Around the World

Here are two letters we recently received from other countries:

Dear Stuttering Foundation,

I am a stutterer from Madagascar who requested help from your Foundation. You sent me some tools which were very helpful for me (book, DVD). I still stutter but less than before.

I made significant progress toward fluency ... I continue my self-therapy, but would like to help other stutterers in my country.

Regards,
Andriamahenina
Madagascar

If you are in Madagascar and would like to contact Andriamahenina about stuttering, please e-mail info@stutteringhelp.org and we will put you in touch.

Hello,

I would like to say a big thank you to your Foundation which sent me the book *Advice to Those Who Stutter*. When I received it I was 12 years old; now, I am 21.

In Slovenia, we don't have a similar Foundation, so I wrote to your foundation looking for help and I received a free book. It really helped me in my life. Thank you again,
Matevz
Slovenia

There are many ways to help kids who stutter...

Doing nothing is not one of them!

For more information...

800-992-9392

www.StutteringHelp.org

www.tartamudez.org



*This is the Stuttering Foundation's new public service ad that was sent to magazines and newspapers nationwide in time for **National Stuttering Awareness Week, May 12-18**. Already this year public service ads have appeared in Better Homes & Gardens, Time, Family Fun, Family Circle, AARP Magazine, Popular Mechanics, Globe, People en Español, South Jersey Magazine, and Electrical Apparatus.*

But wait, there's more

(not to like about the Reilly et al. study)

This column is in response to an article published in Pediatrics titled Natural History of Stuttering to 4 Years of Age reporting a study conducted in Australia by Reilly, Onslow, Packman, et al. (2013).

By Nan Bernstein Ratner, Ed.D.
University of Maryland

I would like to offer a distinctly different argument for why our Australian colleagues' conclusions are not well-supported by their data.



Reilly et al. conclude the following in their *Pediatrics* article:

Ratner "These findings from a community ascertained cohort refute long-held views suggesting that developmental stuttering is associated with a range of poorer outcomes. If anything, the reverse was true, with stuttering predicting subsequently better language, nonverbal skills, and psychosocial health related quality of life at 4 years of age."

The problem with this conclusion is found in their own article. For unknown reasons, the sample of children who stuttered had mothers with significantly higher levels of education than that of mothers of the non-stuttering control children sample. Because of the triaging of education levels, rather than simple averages, it is difficult to recalculate their math, but their own data show that more than 53% of the children who stuttered (CWS) had mothers with a college or postgraduate degree, whereas only slightly more than 36.5% of unaffected children had mothers as highly educated.

Why is this very important?

Maternal education is a **hugely** potent predictor of child vocabulary, both on the measure they used (the *MCDI*, where they found an "advantage" for the CWS of an average vocabulary size of 284 words, contrasted to 261 words for the control children) as well as predicting numerous other child outcome measures. It is difficult to put an actual value on this difference, but we can turn to a critique of the larger ELVS study from which these data derived. (This was an ambitious long-term study of children's language develop-



ment in Victoria, Australia, and was published as Reilly et al., (2007). As Law and Roy (2008) note, a larger proportion of less educated, lower social economic status (SES) mothers in the larger language development study (Reilly et al. 2007) may have also resulted in a larger than normal distribution of late talkers in the large study. In the 2007 study, logistic regression identified lower maternal education as a risk factor for lower vocabulary growth and maternal education also predicted *CSBS* scores (another measure of children's nonverbal skills) also employed in the Reilly et al. 2013 study of stuttering).

It is difficult to compute how many "points" a child gains for each year of maternal education,

but a different Australian cohort study (Taylor, Christensen, Lawrence, Mitrou & Zubrick, 2013) found that, children ages 4 to 8 years whose mothers were in the two lower education groups that Reilly et al. identified had *PPVT* scores (receptive vocabulary) that were 10.3 months lower than scores of children whose mothers had more than high school education. That is almost a full year depression in language development. And that's the group, basically, that Reilly et al. (2013) are comparing the children in the stuttering group to.

Many people understand the saying that "correlation is not causation;" even with fancier statistics, it still holds true in evaluating the study findings. For whatever reason, more highly educated women were disproportionately represented among parents who responded to the calls to report stuttering in their children. However, rather than evaluating known relationships between maternal education and several other variables the investigators used to model risk for stuttering, the data were simply collapsed without *post hoc* correction. The volume of current data on the strong relationship between maternal education and children's language far exceeds any reasonable explanation for why stuttering should advantage children's language development, or even be a neutral factor in children's development. At a recent NSF-funded grant meeting where we are studying maternal behaviors that influence children's communication development, a colleague shook her head when viewing the tables from the Australian 2013 article

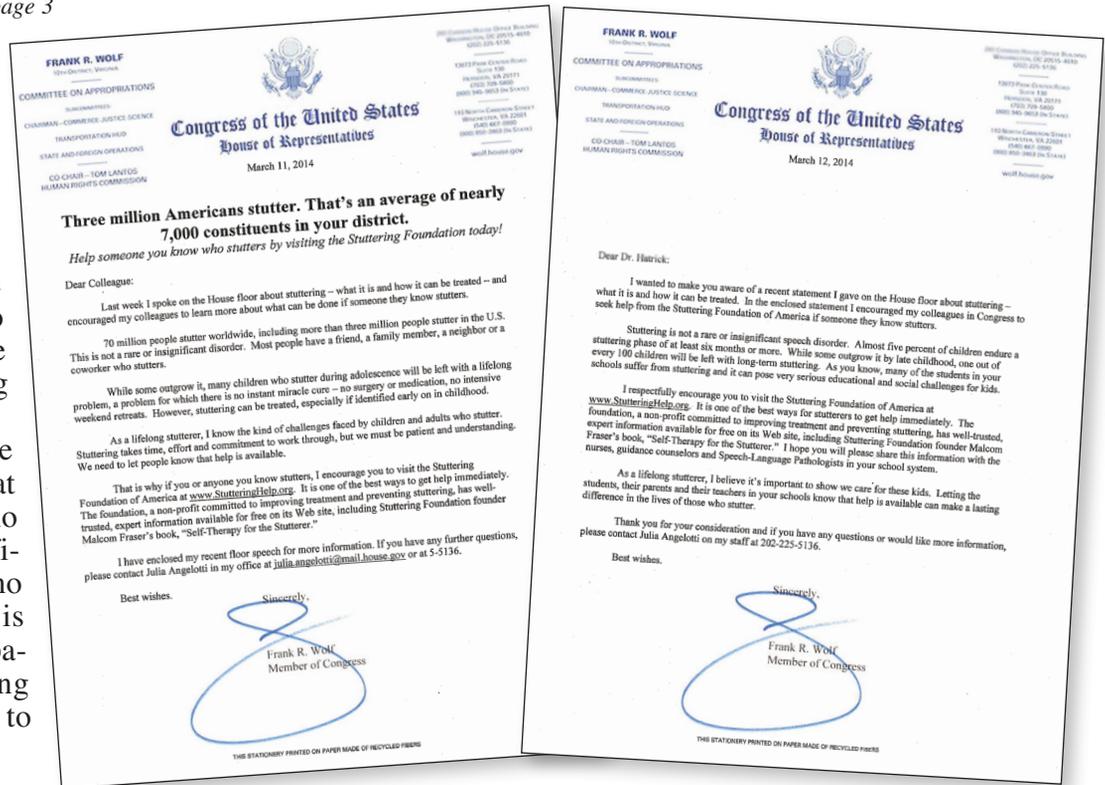
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Congress *Continued from page 3*

becomes a lifelong struggle.

“For those of us who stutter, and for the millions of parents with children who stutter, we all know stuttering becomes more challenging for teenagers. Kids can be tough on a classmate who stutters, and for some, the teasing and the mocking can be too much.

“We must help people who stutter understand that there are many people who know first-hand how difficult it is for someone who stutters and that help is available. We need to be patient, kind, understanding and attentive. We need to show we care.”



 Watch Congressman Frank Wolf make his comments on the Floor of the U.S. House at www.YouTube.com/stutteringfdn.

The letter on the left was sent by Representative Frank Wolf to other Members of Congress. The letter on the right was sent to superintendents at school districts in the Congressman's Virginia district.

Phrase *Continued from front page*

by the British government in 1939, several months before the beginning of the Second World War, intended to raise the morale of the British public in the aftermath of widely predicted mass air attacks on major cities. It had only limited distribution with no public display, and thus was little known. It was rediscovered in 2000, has been re-issued by a number of private companies, and has been used as the decorative theme for a range of products.

The poster was initially produced by the British Ministry of Information, at the beginning of the Second World War. It was intended to be distributed in order to strengthen morale in the event of a wartime disaster, such as mass bombings of major cities using high explosives and poison gas, which was widely expected within hours of an outbreak of war. Over

2,500,000 copies were printed, although the poster was distributed only in limited numbers.

The poster was third in a series of three. The previous two posters from the series, “Freedom Is In Peril. Defend It With All Your Might” and “Your Courage, Your Cheerfulness, Your Resolution Will Bring Us Victory” were issued and used across Britain for motivational purposes, as the Ministry of Information assumed that the events of the first weeks of the war would demoralize the population.

Planning for the posters started in April 1939 under the direction of King George VI, who we all remember from the epic movie *The King's Speech*.

By June designs were prepared, and by August 1939, production had begun, and the posters were ready to be placed within 24 hours of the outbreak

of war. The posters were intended to be associated with the Ministry of Information, and to incorporate a unique and recognizable lettering and design, with a message from the King to his people.

An icon of a “Tudor” crown (a widely used symbol of government) was chosen to head the poster, rather than a photograph. These particular posters were designed as “a statement of the duty of the individual citizen,” un-pictorial, to be accompanied by more colloquial designs.

So *Keep Calm and Carry On* was a wartime slogan developed by a King, who was a person who stuttered, to build morale and to lead his country through troubled times. We certainly understand why the stuttering community would gravitate toward such a positive message from an understanding King.



Wasatch Children's Stuttering Management Program

Camp SAY

Camp SAY: (formerly Camp Our Time)

Dates: August 4 – 18, 2014 (2 weeks) (1 week options are available as well).

Format: Sleep-away camp for children who stutter, their siblings and friends (ages 8-18).



Location: A

500+ acre American Camp Association-accredited facility, in Hendersonville, NC.

Activities: Speech therapy, acting, arts & crafts, basketball, dance, horseback riding, kayaking, pottery, rock-climbing, singing, soccer, swimming, tennis, volleyball, water slides, zip-lining.

Unique Experience: Children relax and enjoy unique programming & experiences specially designed to build confidence, communication skills, and self-esteem. Children also forge friendships to last a lifetime.

Info: www.SAY.Org

Fluency Day Camp for Children Who Stutter

Dates: June 2-6, 2014

Format: The Summer Fluency Day Camp at the Bill Wilkerson Center is an opportunity for children and teens (ages 8-18) who stutter to interact in an environment that is accepting,

supportive, positive and fun.

Location: Bill Wilkerson Center at Vanderbilt University, Nashville, TN.

Unique Experience: Morning sessions will be devoted to group intervention, with children learning tools for managing the behavioral, emotional, and attitudinal components of stuttering, with a focus on real-world communication practice. In the afternoons, campers will enjoy a variety of recreational activities.

Info: www.vanderbilthealth.com/stutteringcamp

Camp Shout Out 2014

Dates: Clinical training dates for speech-language pathologists and graduate students are from August 9-16, 2014, with campers attending from August 11-16, 2014.

Format: Sleep-away camp for children ages 8 through 18.

Location: Pioneer Trails Camp in Holton, MI.

Activities: Swimming, boating, ropes course, crafts, horseback riding, talent show, campfires and more.

Unique Experience: This is a therapeutic program in a residential summer camp setting for young people with fluency disorders. There is a leadership training program for teens entering grades 10-12. The camp provides a hands-on training opportunity

for speech-language pathologists to improve their clinical skills in working with youth who stutter.

Info: www.campshoutout.org

Wasatch Children's Stuttering Management

Dates: August 4-8, 2014. The program runs from 9 a.m. to 2 p.m. each day. The staff can help find lodging.

Format: The day starts with a large group meeting and introductions, then the daily goals are addressed for each individual. Stuttering management strategies are demonstrated during this large group meeting so children are reminded of the skills they should use throughout the day. Children's ages generally range from 7 to 13 years old.

Location: Near Salt Lake City, Utah.

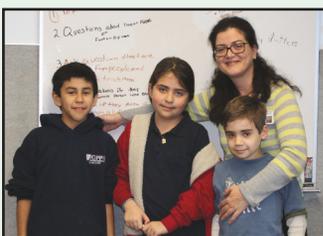
Unique Experience: The program not only provides children help with their stuttering, but also allows speech-language pathologists and student clinicians the opportunity to learn more about how to help stuttering.

Info: www.wasatchspeech.com/stuttering-program.html

Freedom to Speak

Dates: TBA in July, 2014, in Naples, FL, and August 4-22, 2014, on Honeoye Lake in

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Bill Wilkerson Center

Camp Shout Out

Camps

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Honeoye, NY.

Format: Each stuttering program runs three weeks in length. Treatment approaches include Integrated Approach, Avoidance Reduction Therapy, Acceptance and Commitment Therapy and Mindfulness Training.

Location: Naples, FL, and Honeoye, NY.

Unique Experience: The first eight participants to enroll for each program will be accepted. One month of follow-up treatment is included following the intensive sessions.

Info: www.stuttertherapy.com

Wendell Johnson Speech and Hearing Clinic

Dates: June 1-7, 2014

Format: A week-long residential program for teenagers between 13-18 years old.

Location: The Wendell Johnson Speech and Hearing Clinic at The University of Iowa in Iowa City.

Unique Experience: Gives teenagers a safe and supportive place in which to “let stuttering out.” The goal is to help teens develop their own policies about speaking and stuttering; to make changes; to manage the social and emotional challenges; and to inform their SLPs and parents how to help and how to ask for help.

Info: www.uiowa.edu/~wjshc/summer-uispeaks

Intensive Stuttering Clinic for Adolescents and Adults

Dates: June 23-27, 2014, for children and their families; July 7-18, 2014, for those 12 and older.

Format: The Northwest Ohio Intensive Stuttering Clinics, in a partnership with the University of Toledo Speech, Language and Hearing Clinic, will be offering two intensive stuttering clinics.

Location: Toledo, Ohio

Unique Experience: The clinic will offer 30 hours of treatment for children 8-12 years of age and an educational program for parents. For those 12 and older, the program will include 60 hours of direct treatment (both groups & individual sessions).

Info: www.utoledo.edu/healthsciences/depts/rehab_sciences/speech/shuttering_clinic.html



SPEAK NOW

Dates: August 11-15, 2014

Format: One-week day camp program for upper elementary school and young teens (ages 10-15) who stutter.

Location: Philadelphia, PA

Unique Experience: This camp will provide young people who stutter a supportive environment where they can develop their own goals about speaking and stuttering. Therapeutic activities will help participants learn more about the phenomenon of stuttering; develop their own plan for practice; develop strategies to manage the social and emotional challenges; and learn how to communicate to their parents about stuttering.

Info: Kim Sabourin at 215-310-8033 or sabourin@temple.edu.

Univ. of Utah Intensive Stuttering Clinic for Adults and Adolescents

Dates: July 28-Aug. 8, 2014

Format: Two-week intensive stuttering clinic for adults and adolescents (ages 15 and older). The

clinic runs weekdays from 9:00 a.m. to 4:00 p.m. and includes approximately 65 hours of treatment.

Location: Salt Lake City, Utah

Info: www.health.utah.edu/csd/clinical/ISC.html

New England Fluency Program

Dates: June 2 - June 20th (adults); June 23 - July 11 (children); July 14 - August 1 (Teens); August 4 - 22 (children/teens)

Format: Small groups with 4-6 participants; 3 weeks of therapy; 8:30-3:30 Monday-Friday

Location: Emerson College, Boston, MA

Activities: Integrated model stuttering modification and fluency shaping strategies; meditation; parent counseling; extra clinical activities to include phone, and in person transfer activities, and a final speech in front of an audience.

Info: www.stutteringtherapy.org

Worcester State Univ. Summer Program for Children and Teens

Dates: 9 a.m. to 12 p.m. on Mondays and Wednesdays or Tuesdays and Thursdays. It will begin the week of June 30 and end the week of July 21.

Format: Individual and group sessions.

Location: Worcester State University, Worcester, MA.

Unique Experience: Parent participation is required for preschool and elementary age children. Parents will participate in parent group sessions and group sessions with their children. While children learn ways to better manage their communication, parents will learn ways to support their children's communication.

Info: www.worcester.edu/CommunicationSciencesDisorder%20Dept/Shared%20Documents/SpeechLanguageHearingCenter.aspx

Comments from [Facebook.com/stutteringhelp](https://www.facebook.com/stutteringhelp)



Michael responding to words of encouragement for teens written by Charles Van Riper: "Great story. I too am a stutterer. Don't let it stop you from being an asset to society.

You are an overcomer."



Chicago Bears guard Matt Slauon recently discussed his stuttering. Here's what our Facebook friend Reggie had to say: "Wow. So moving. Such an inspiration to stutterers

everywhere!"



Emilee on our new public service ad that says, "There are many ways to help kids who stutter. Doing nothing is not one of them.": "Thank you for posting that picture. As a stutterer

I've tried going to speech therapy for years. It's helped some. But lately I've given up and just lived with the embarrassment of my stuttering. Your picture reminded me that it won't get better until I start trying again. Thank you!"



Nate discusses talking on the telephone: "I find the calls I make that I don't prepare for (don't overthink) are the ones I do best with. It could just be me, but when I grab the phone

and just make the call things go smoother for me ... or I just care less about what others think."



Helen writes about the man who finds courage to overcome stuttering through comedy: "He turned it around and made what most would feel is a bad situation into a career.

Good for him."



Amelia on stuttering in the workplace: "I wrote my college essay on overcoming my stutter, and in the college interview I was asked 'If I was intelligent enough to attend ___ col-

lege if I had had a stutter' and the interviewer asked me 'why I couldn't just speak 'normally?' I obviously did not attend that college, and several years later I now have a job at Yale and graduated from a far more prestigious institution than the one where I had that interview."

Tammy on stuttering at work: "I work on the phones

and have had customers laugh when I stutter ... other employees at work have made fun of my stuttering as well. I am an older adult and have just learned to ignore them as best I can. Bullies come in all ages."



Bahia talks about her husband: "My husband started his own law firm after several interviews out of law school when he was laughed at or told he could not be 'serious' if he wanted to go court and was stuttering. He has had his own law firm for 10 years this June."



Christine writes, "Overcoming stuttering begins when we stop worrying about what others think about us. The things we tell ourselves sometimes worse than what others think. The first step is to lighten up! Change the negative tape in your own head. If I stuttered in an interview, I would turn it into a strength. I've had a stuttering problem for many years. The hardest thing I've ever done is work to overcome it. I figure if I can do that, I can do anything!!"



Helen responds to music star Mel Tillis recovering from heart surgery: "Get well soon Mel! You're the Greatest!"



Katharyne writes about Congressman Frank Wolf discussing stuttering on the floor of the House: "I stutter, and it is emotionally difficult for me, but this brought tears to my eyes to hear someone say that stutterers are no different. We are just as intelligent and adjusted as those who don't. It is rare for me to hear nice things, and all too common for me to hear negativity."



Miss Manners recently wrote that it is rude to finish the sentence of a person who stutters. Here is what Reggie has to say, "I think she's right. It's frustrating when someone 'speaks for you.' It's as if they're in a rush and just want you to hurry up and spit it out. Leaves the stutterer, or at least me, feeling very stupid."



Please join us on Facebook at www.facebook.com/stutteringhelp.

Shane Garcia: Dance is My Language

By Greg Wilson

In 2013, Reality TV shared with us several talented artists who are also persons who stutter. *American Idol's* Lazaro Arbos was a huge favorite among our Facebook friends while Harrison Craig of *The Voice – Australia* came in first place. Today's Q&A Spotlight is on Shane Garcia, a contestant from Florida on Fox's *So You Think You Can Dance*:

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

A: To be honest I really don't remember. I was actually asking my mom, and we both agreed it was probably around when I was in 1st grade.

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

A: Yes it does. My father stutters and so does one of my brothers. Not as bad as me, but they do.

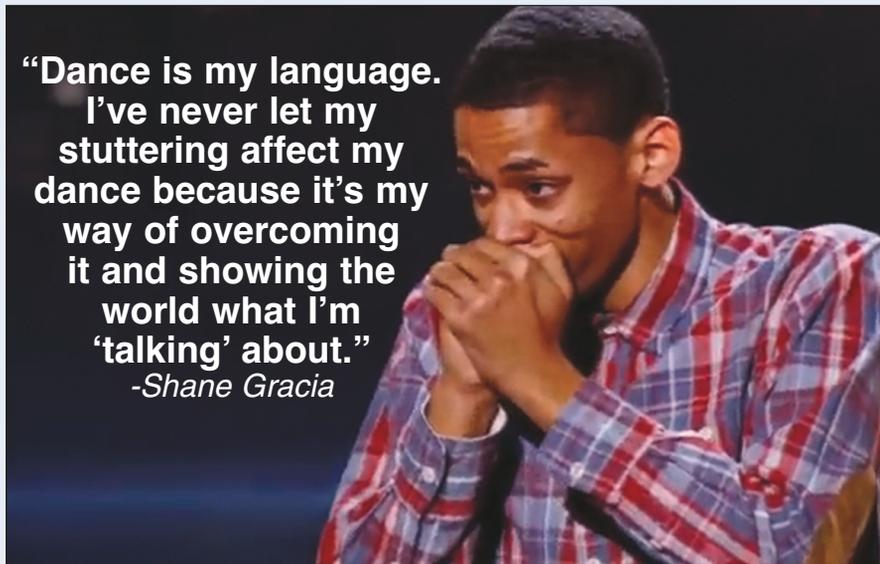
Q: Did you seek treatment? Did it help?

A: When I used to live in Virginia, and in elementary school I remember the school had a speech therapist. I used to go to her everyday. I remember she gave me a set of rules to follow.

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

A: It was rough as a child, as I know 100% of people that stutter can relate. Kids can be really cruel. They laugh at you, mimicking you. I remember I came home one day from elementary school and sat on the couch crying because I was tired of being picked on. In middle school, when someone wanted to really hurt me or think they can, they would crack jokes about my stuttering. But I had a lot more close friends so

“Dance is my language. I’ve never let my stuttering affect my dance because it’s my way of overcoming it and showing the world what I’m ‘talking’ about.”
-Shane Gracia



they would defend me. I began to try and cover it up by just smiling every time a joke was made. Or just brush it off. It hurt so much and made me feel so embarrassed.

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

A: I really don't know if it has gotten better since I've gotten older. To me, I think it's the same. When I'm super comfortable somewhere I can talk forever, but if I'm not I'm so silent. I really just subliminally began finding ways around it. Then when I used to take piano lessons I remember my piano teacher said to me “you ever try speaking with a metronome.” She put it on and I was talking so fluently. I went home and began tapping my foot or tapping my fingers against my leg. Or just playing with my fingers together. I took that method all the way to where I am today.

Q: How does stuttering affect you as a dancer?

A: Believe it or no, it does in some movements. In animation dancing or “popping” there is a style called “strobing.” Strobing

requires a lot of body control and constant flexing and relaxing of the muscles. For some reason, I have so much trouble doing that.

Every time I start, I get a hot flash and feel like I'm having an anxiety attack. I feel like I'm rushing it. I've tried breathing, but it's just the hardest thing for me to do.

“Hitting” is a style where you again flex and relax the muscles. I've noticed the same thing where I would all of sudden just rush it and not control it. So I tend to stay away from those types of movements. There are always some forms of footwork that cause the same problem. I don't let that stop me. I still breathe, practice, and try to control it because I know I can do it.

Dance is my language. I've never let my stuttering affect my dance because it's my way of overcoming it and showing the world what I'm “talking” about.

Read more of this exclusive interview on our website at www.stutteringhelp.org/content/shane-garcia.

Shane is trying to take the next step in his career: moving to LA. He can be reached on twitter at @Shanesiggarcia.

"Everytime You Go Away" Still a Hit

As is evident from the Stuttering Foundation's list of Famous People Who Stutter, there is no shortage of U.S.-based singers who have achieved success. Across the pond in the UK, there also seem to be notable entertainers who have used singing to break free of their stuttering bonds. Take British rock performer Paul Young. He was highly successful in the '80s.

American listeners know British star Paul Young mostly for his phenomenal 1985 international number one hit "Everytime You Go Away," which topped the charts in many countries, including *The Billboard Hot 100* in the U.S.

in July 1985. Prior to success with that song, Young charted many singles on the UK pop charts, both as the lead singer of two bands in addition to a few hits as a solo artist.

Young, who took up piano and bass guitar in his youth, started working at the Vauxhall automobile manufacturing plant while trying his luck playing bass for local bar bands. In the late 1970s he joined Streetband as lead singer, and they had a Top 20 hit in the UK called "Toast." Later, he was lead singer for Q-Tips, who had moderate success in the UK. Q-Tips opened for bands such as

The Who, The J. Geils Band, The Knack, and Thin Lizzy. The band disbanded when Young

Gaye's "Wherever I Lay My Hat (That's My Home)," topped the charts in the UK for three weeks in summer 1983 and also did well in other European countries.

The follow-up single "Come Back and Stay" reached number four, while a re-release of "Love of the Common People" reached the number two spot on the charts.

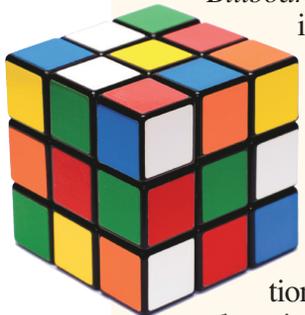
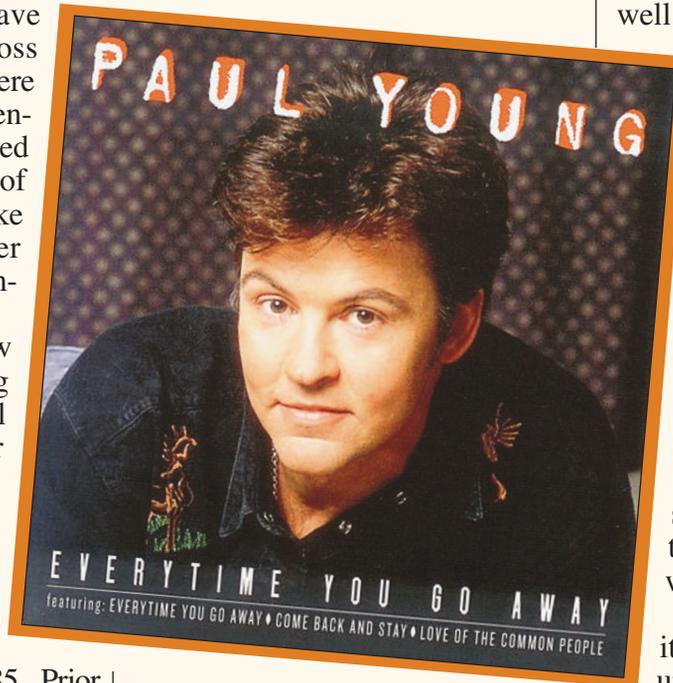
In November 1984, American audiences heard Paul Young's distinctive vocals on Band-Aid's "Do They Know It's Christmas" as well as saw him in the video for that phenomenally successful charity song which topped the charts all over the world.

However, it was not until summer 1985 that the

U.S. would be formally introduced to Paul Young with "Everytime You Go Away," a song written by Daryl Hall that appeared on Hall & Oates 1981 album *Voices*, but was never released as a single. While Young's successes continued in the UK and Europe, after "Everytime You Go Away," he reached the Top Twenty only twice in the U.S., in addition to scoring a #8 hit in 1990 with a rendition of the Chi-lites' classic "Oh Girl."

While Young is known for his professional successes, few know that he stuttered significantly in his youth and credits singing as the tool that led him to fluency.

Continued on page 12



Road Trips

Charlie Osborne manned the Stuttering Foundation booth at the Cooperative Educational Service Agency 5 conference in Wisconsin in March. The conference attracted hundreds of speech-language pathologists from the Badger State.



Ron Shafer and Celia Gruss take a break just long enough for a quick picture during a very busy Texas Speech-Language-Hearing Association convention in March.

Study

Continued from page 5

– “Tough luck – they wound up with a biased sample, and didn’t correct for it.” Bad science.

Reilly et al. also reported better psychosocial outcomes (PEDS-QL) for the CWS. I am not even going to tackle that finding, because I don’t have time to sift the large amount of data that associate children’s ability to communicate with improvements in their quality of life, both short and long-term. It should be obvious that children with better communication do better psychosocially. However, searching this well-known finding is made more complicated by the numerous reports that “Stuttering is associated with improved language and quality of life” when I try to run the search. However, I will compliment the team on their effective media outreach.

Just as one can use data from other articles written by the same Australian research team to question the conclusions from the 2013 article, one can also use their more typical stance to question why, in this case, they would “soft pedal” the impacts of early stuttering. Virtually all articles written by some of the Australian study’s authors start by elaborating the serious and devastating consequences of stuttering in the first paragraphs of their introductions. For example:

“The consensus now is that stuttering should be treated in the preschool years, primarily because it becomes less tractable as children get older. This is presumably because neural plasticity

decreases with age. Also, it is not possible to know in advance whether an individual child will recover naturally. Early intervention in the preschool years is therefore essential. Once stuttering becomes chronic, communication can be severely impaired, with devastating social, emotional, educational, and vocational effects” (Jones et al., 2005)

Thus, what logic is served by suggesting that stuttering is not harmful to young children? The authors themselves know **otherwise**, and none of us yet has a crystal ball to predict which children will recover without intervention. That’s using their own words. And data from their own studies to wonder what they were thinking when they analyzed their data. To use suspect statistics to suggest otherwise is troubling, to say the least.

Nan Bernstein Ratner, Ed.D., CCC, F-ASHA, Professor and Chairman of the Department of Hearing and Speech Sciences at the University of Maryland. In addition, she is on faculty at the Neuroscience and Cognitive Science and the Language Integrative Graduate Education and Research Traineeship at the University of Maryland.

References:

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Hit

Continued from page 11

Young went public about his stuttering and how it shaped his life in a July 18, 2008 article in the *Daily Mail* titled “Paul Young: I’ve Lost Everything – But I’m Not Bitter.” The article described Young during his childhood as being “a shy child with a terrible stutter” who showed profound musical talent at an early age. The article quotes the singer as saying, “A large part of my becoming a performer was a make-or-break way of getting over that stutter. I sometimes wonder if, subliminally, that was part of the reason I got into the business, and the more I became a performer and grew in confidence, the less pronounced the stutter became.”

The worldwide chart successes of Paul Young are impressive to say the least. The stuttering community knows that his biggest “hit” is his openness about his past stuttering because these public statements serve to inspire young people struggling with the speech problem. It is safe to say that when some people who stutter hear a Paul Young song come on the radio, they turn up the volume and enjoy it while knowing that he has also achieved this “number one hit” every time he has addressed his stuttering in public.

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

Dear SFA: Reader Response



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

Teacher Stops Teasing

Hi my name is Toteona. I'm 9 years old. I live in Illinois. I like to play basketball and kickball, but I mostly like to play basketball. When I was in third grade, my teacher made us talk in front of the class, and I was really scared. So when I went up there, I went next to my teacher while the rest of the students were on the carpet. When I was talking, I was stuttering, so they laughed and I started to cry. So my teacher, Mrs. Moore, said to go to the bathroom and get some tissue. I did and when I came back, she was telling them don't make fun because she can't help that she stutters. Then she told me that I can have lunch with her, and this made my day. I stutter on whole word reps, syllable reps, prolongations, blocks, and phrase reps but I mostly have whole reps, blocks, and phrase reps.

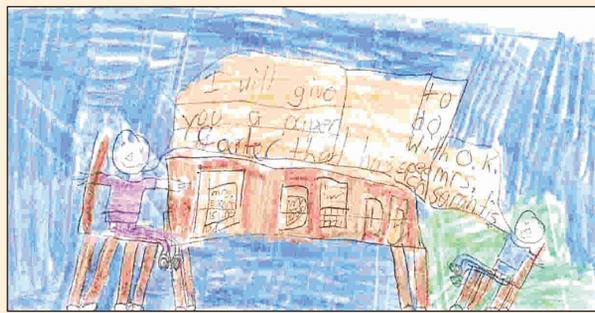
Toteona, 9
Springfield, IL

A Request for Help

My name is Unique and I need help with my stuttering, and I need you to help me get rid of my stuttering because people keep telling me to calm down, and I get upset. So I need you to help me get rid of it, so please write me back. Please because I need your help. Also, I am in 5th grade and I go to speech therapy at school and somewhere else. Thank you.

Unique, 11
South Carolina

Editor: We sent Unique his own copy of Sometimes I Just Stutter so he can share information, in-



Hello – my name is Carter. I am 7 years old. Some kids make fun of my stuttering, but I try to ignore it. Sometimes they keep doing it over and over. I go to Speech Therapy, so they will stop making fun of me. I stutter most of the time, but I don't stutter when I am singing, talking slowly, or spelling things out. I don't like stuttering, and I go to Speech Therapy to learn how to try to control it. I do this by using talking tools and speech strategies which are:

1. Slow Speech
2. Connecting one word to the other
3. Relaxed muscles
4. Gentle voice
5. Keep moving

Carter, 7
Largo, FL

cluding the chapter "Some People Don't Understand." It isn't helpful when others tell you to "slow down" or "calm down" and sometimes it makes it harder.

What Should I Do?

Hi, my name is Yehuda, and I stutter a lot. I would like to tell us a story. I was about 6 years old when I started to stutter. How did I start stuttering? I'm not sure.

I started going to therapy when I was in 2nd grade and I was 8 years old, so that means I have been going to speech for almost 4 years. WOW! That's a lot!!

Now I am 10 years old turning 11. How many more years will I be going to speech? I'm not sure, but I hope not a lot more.

Here are some questions:

What should I do for my stutter-

ing? I go to speech.

People always say stop and then say the word you want to say. What should I do?

Sometimes I do the things my therapist does, like easy onsets, and think about the word I want to say and then I say the word.

Thank you so much for everything!

Yehuda, 10
Brooklyn, NY

Editor: A wonderful free brochure to help answer your questions is 6 Tips for Speaking with Someone Who Stutters. You can find it at www.StutteringHelp.org.

I ♥ My Therapist

I'm 7 years old, and I don't like to stutter. But I love to talk, and to me it feels weird to stutter. I go to speech therapy. I have learned a lot at that place, and I am glad that I go to speech therapy. I have learned that when I stutter I can talk slower. I am glad that she teaches me. Her name is Miss Melody, and she is a great teacher. I ♥ her so, so, so much. She is awesome. I play a lot of games. The games are very fun. We play "Guess Who" and other fun games like that. I am getting better, but it is still bad. I still stutter a lot.

Alexis, 7
Park City, UT

It's OK to Stutter

I have been stuttering ever since I was in the second grade. I have learned lots of ways to help with my speech such as pull-out and easy onset. I really think that pull-out is better to use. It is definitely okay to stutter. I've talked to my

Letters *Continued from page 13*

speech teacher about my stuttering, and I believe that I will stutter for awhile but not my whole life. Sometimes kids get teased but you should just ignore it.

Jacob, 10

New Market, MD

I Feel Sad

I feel sad. I feel sad because I stutter a lot and everyone knows. I don't want to stutter. There was a time when I was teased, like last year. I was teased a lot. They would say, "Ha Ha Keionna stutters!" I still feel sad about it now, how my stuttering is getting worse every day!

Maybe I need some techniques to help me not to stutter. My speech teacher says to talk slower so I have time to get my words out. She will help me learn some ways to improve.

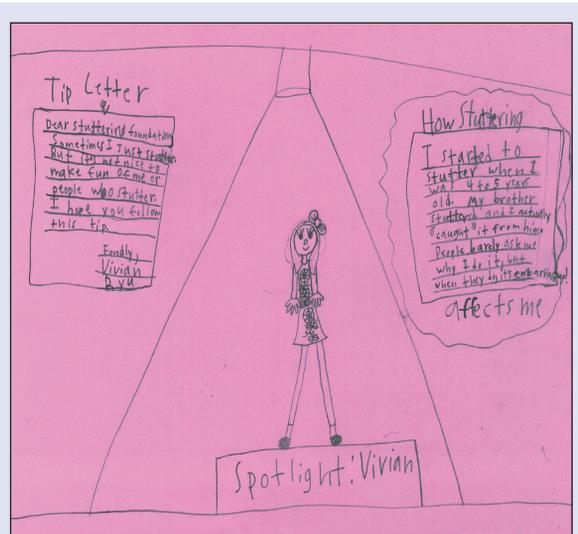
I live with my aunt, and she understands about my stuttering. I have been reading the book in speech therapy about *Sometimes I Just Stutter* and saw where I could write to you. Is there anything you can tell me about how I can improve my talking?

*Keionna, 4th grade
Compton, CA*

Editor: Keionna, in the book you are reading, Sometimes I Just Stutter, some advice includes that it is OK to feel bad about stuttering and most people do feel mad or sad sometimes. And, "Don't be ashamed. Whatever happens, do NOT start blaming yourself. Because it is not your fault that you stutter." The book also says that if you can, it helps to share those feelings.

No One Stops Me

My name is Michael and I stut-


How Stuttering Affects Me:

I started stuttering when I was 4 to 5 years old. My brother stuttered, and I actually thought I "caught" it from him.* People barely ask me why I do, but when they do, it is embarrassing!

*Vivian, 8
Los Angeles, CA*

P.S. Sometimes I just stutter. But it's not nice to make fun of me or people who stutter. I hope you follow this tip.

**Editor: One myth about stuttering that still lingers is that stuttering can be "caught" through imitations. You cannot "catch" stuttering. Most people begin stuttering without ever having heard anyone else stutter. Research indicates family history (genetics), neuromuscular development, family dynamics, and other factors all play a role in the onset of stuttering. Vivian's therapist tells us, "Vivian initially believed that stuttering was caused by imitating her brother; however we discussed the genetic component and I believe she continues to use the word 'caught' to indicate that familial connection and not the influence of her brother's speech patterns." We thank Vivian for helping spread the word about that myth!*

ter, but that never stopped me. So...kids may have bullied me. I don't care. (Don't let them bum you out.) Last year, I won a trophy for winning a drawing contest. I drew a fire prevention scene and went to City Hall to receive a trophy. The bullies did not stop me. I also got to see the Miami Dolphins. I was proud that my essay was picked. They chose me and 24 other kids out of 500 kids in my

school. They took me to dinner and gave me one hundred dollars. It was an honor. That makes me special. I feel better now. See, no one ever stopped me. One time last year I got a scholarship to participate in a genetic computer and intelligence program. If my letter gets published, I hope to help and encourage other kids who stutter.

Always be yourself. Stay like you are. I am me. I am just good old me and I stutter.
*Michael, 10
Plantation, FL*

I'm Cool and Unique

Hi, my name is Scarlet. I am 9 years old and in 4th grade. I stutter. I don't think it makes me weird or crazy. I think it makes me cool and unique. I have been going to speech therapy since I was in first grade. Speech therapy is helping me a lot! My friends don't really mind that I stutter. They are loyal to me, and they let me have my time when I speak. Some of my friends also stutter, so I am not the only one! Thanks for reading.

*Scarlet, 9
Park City, UT*

My Tips

Here Are Some Tips About Stuttering:

1. Don't think about it.
2. Stay calm.
3. It's alright to stutter.
4. Do not let it get to you.
5. Don't get mad.

*Austin, 5th grade
Martinsville, IN*

Singing Helps Me Feel Free

Hi, my name is Angela. I'm 12 years old and I go to Middle School. When I stutter I feel clogged up, like the words are stuck in my throat. When I try to talk to my friend I always stutter. I try so hard not to stutter every

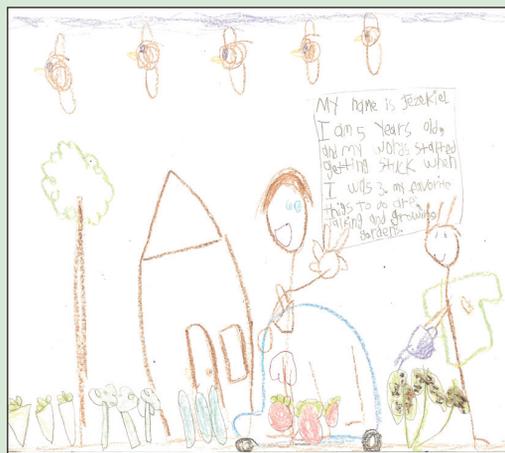


Hi, my name is Bryce, and I like football, baseball, and soccer. My favorite speech tools are talk softly and don't rush.

*Bryce, 7
Elkton, MD*

My name is Jezeziel. I am 5 years old, and my words started getting stuck when I was 3. My favorite things to do are talking and growing gardens.

*Jezeziel, 5
Tucson, AZ*



single day, and I feel like it has taken over my life. I'm the only kid at school who stutters. I feel so alone. But when I sing I feel like my stuttering is gone and I feel free. I'm reading your book *Sometimes I Just Stutter*. I think it can help kids around the world who stutter like I do. I hope you can write a letter back to me.

*Angela, 12
Randolph, MA*

Editor: Angela, as you know, it only feels like you are alone. But you are not! Over 70 million people worldwide stutter and many are kids like you. We hope Sometime I Just Stutter is helpful to everyone. As you read in the

first chapter "...Sometimes it feels like your throat is locked, and you can't get on with what you wanted to say..." but, "...when you try really hard to go on talking...often trying hard just makes things worse..." So remember, it is what you have to say that is the most important, not how you say it!

Hi, my name is Christian. I like to play football, and every time I play I always win. I am a halfback, and my brother is the quarterback. I am playing street football and sometimes I play on Saturdays and Mondays.

My speech teacher taught me how to talk softly, don't rush, talk slowly, the speech mustache, and use bouncing speech. I like best "don't rush."

*Christian, 11
Elkton, MD*



I stutter and I am in first grade. I am six years old. I use my speech tools. They are slide, easy onset and light contact. My goal is to stutter less. I like to go to speech. It helps me talk. My school is Iveland Elementary!

*Corey, 6
St. Louis, MO*

Purdue *Continued from front page* stuttering this means that two individuals may inherit the identical genetic propensity to stutter, but the process of epigenesis ultimately determines if the individual in fact develops a persistent stuttering problem. For children who go through a period of stuttering, this epigenetic process involves recruiting new areas of the brain (for example right brain areas) to compensate for the left brain anomalies we know are associated with school-age and adult stuttering. Much evidence points to the conclusion that if this brain compensation is adequate, the child recovers from stuttering.

The **neurodevelopmental** aspects of stuttering are apparent when we consider that the disorder does not exist at birth, rather it unfolds with the development of the brain. Stuttering onset occurs during the preschool years (average age of onset 33 months) a period when neural circuits supporting language and speech production undergo tremendous growth and interaction. At this time, the number of neural connections in the brain is overabundant, far outnumbering that of adolescents and adults. Each individual child's experiences and behaviors will ultimately determine how his/her neural connections and brain functions are 'fine-tuned'. Around the time of stuttering onset, the child's language abilities are growing rapidly, putting additional linguistic and speech motor planning demands on the child. Also, around this time, the child is just beginning to acquire the ability to inhibit maladaptive behaviors suggesting a dramatic change in psychosocial skills. A significant aspect of understanding stuttering as a process unfolding over development is that we emphasize that stuttering "does not live" in one small

part of the brain, rather stuttering arises not from one faulty circuit, but from the atypical interaction of many circuits, so that the adult-like, stable motor patterns of speech production achieved by typically developing children during the teenage years are not achieved in children with a persistent stuttering problem.

Major advances have been made in understanding the behavioral and physiological characteristics of stuttering close to its onset. We direct the Purdue Stuttering Project, www.purdue.edu/stutteringproject/, and are first recruiting children when they are 4-5 years old. We follow each child for 5 years to determine which of the children ultimately recover or persist. In addition to careful assessment of stuttering behaviors, standardized speech and language testing, our project includes physiological protocols, including recording of speech motor activity and brain wave indices of the neural functions for language processing. Our findings to date from preschool children demonstrate that speech motor systems of the stuttering group are less mature compared to their peers and that

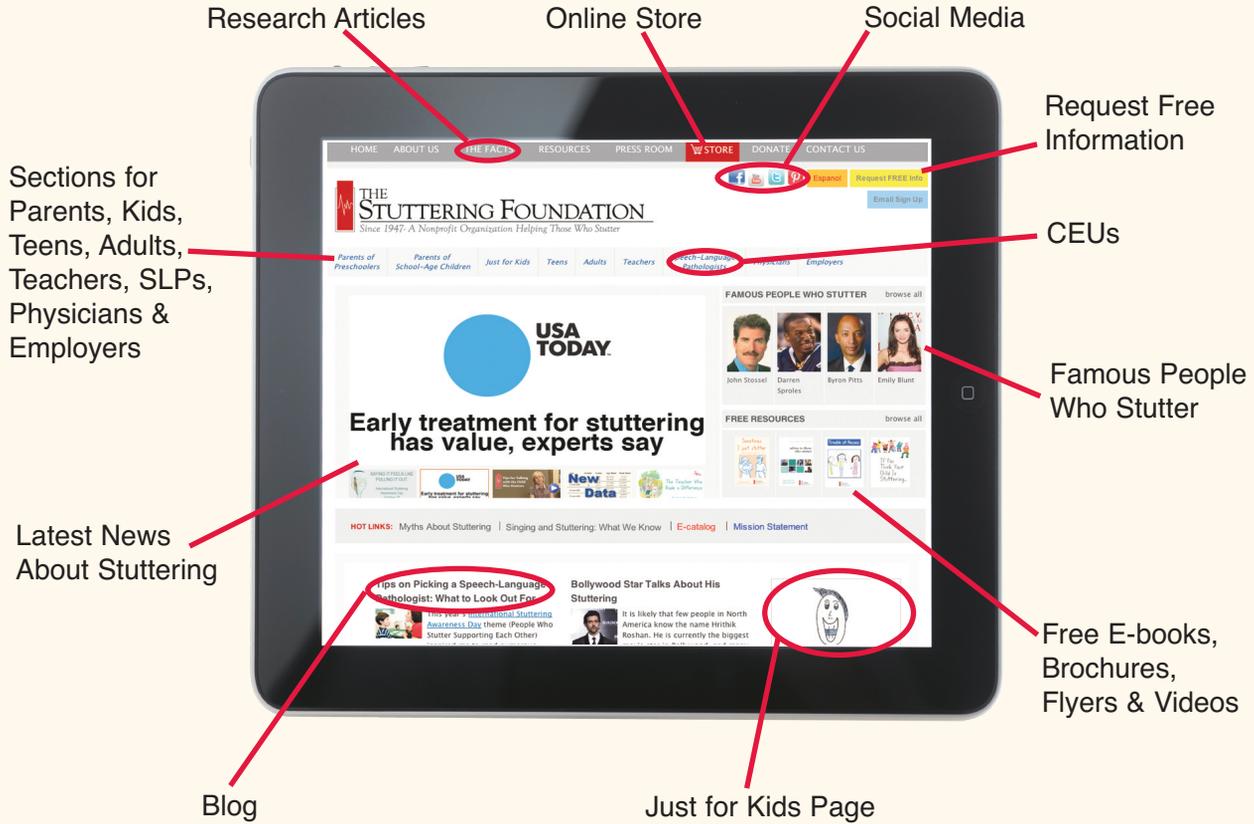
they are already showing signs of atypical hemispheric activation for language tasks. In addition we now have evidence that some clinical language measures as well as indices of speech motor coordination may help predict which children who are stuttering at age 4-5 will recover and who will persist. Our findings also suggest that neural functions for processing the sounds of our language, may still be atypical in children who have recovered from stuttering by the age of 7-8 years, that is if there is still a neural 'imprint' of a history of stuttering in these children. In contrast the children who persist at that age show even greater atypical neural patterns.

The Theory. A central tenet of the theory has been outlined above: stuttering develops as the growth of neural networks to support language and speech processes form atypical brain regions and connections. The majority of preschool children recover from stuttering. We hypothesize that those who develop chronic stuttering do so as a result of the complex interactions among a number of factors, including motor, language, and emotional factors. Through epigenesis, the growth of the brain is influenced by environmental factors that play a critical role in determining the child's path to persistence or recovery. An important part of our effort is focused on translating our experimental work in the motor, language, and emotional domains to develop a test battery that speech/language pathologists can use to assess the risk for persistent stuttering in preschool children. We believe that those children who are likely to persist should be provided treatment as soon as possible, when their brain functions are the most malleable.

Risk Factor Chart		
Place a check next to each that is true for the child		
Risk Factor	Elevated Risk	True for Child
Family history of stuttering	A parent, sibling, or other family member who still stutters	
Age at onset	After age 3½	
Time since onset	Stuttering 6–12 months or longer	
Gender	Male	
Other speech production concerns	Speech sound errors or trouble being understood	
Language skills	Advanced, delayed, or disordered	

From the Stuttering Foundation's publication *The Child Who Stutters: To the Pediatrician*.

StutteringHelp.org



Book

Continued from page 2

my students who stutter. I began the session by asking if they knew why they came to speech. Some knew and some did not. Those who did not know put me in an awkward situation. I could not just say, “Well you see me because you stutter.” Or could I?

Instead, I asked, “Well, do you know what it means when someone stutters?” I’ve only had “yes” responses thus far. “Do you sometimes stutter?” That’s when I get mixed answers of “yes,” “no,” or “I used to.” That’s what makes me uneasy about the subject of stuttering.

When children tell me they do not stutter and they do stutter, I am unsure how to respond. Thankfully, I came across this book which answers and explains questions about stuttering in simple terms. Instead of trying to find the most sensitive words to say to my students and sounding unsure or come across as unsympathetic,

I decided to read this book and discuss it with my students.

They opened up about their own stuttering. They often say, “Oh yeah, I do that” or “That happens to me.”

“I used to get told I was ugly when I stuttered,” one of my students told me.

This book made my students and me comfortable to speak about stuttering. It allowed me to understand their thought process when speaking. It allowed them to realize that they do stutter sometimes and that it is OK.

Sometimes students will say they understand something, and in actuality they have no clue. Some of my students said they knew what stuttering meant, but in actuality they didn’t. I remember I used to do the same thing when I was child. Actually, I’m still guilty of doing so. Luckily, I have a smart phone and can Google things right away!

I enjoyed reading the personal stories that children wrote in the

book. That lets the students know they are not the only ones who stutter and have concerns about their stuttering. Often times, children choose to stay silent because they are so ashamed of their stuttering.

If you know anybody who stutters, the best thing to do is make them feel comfortable when speaking to you. I recommend reading this book and sharing it with others. The book also has personal letters that you can give to brothers and sisters, parents, grandparents, uncles and aunts, and teachers.

Something else I learned from reading this book:

Myth: It helps to tell a person to “take a deep breath before talking,” or “think about what you want to say first.”

Reality: This advice only makes a person more self-conscious, making the stuttering worse. More helpful responses include listening patiently and modeling slow and clear speech yourself.

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

Practical Strategies for Working with School-aged Children Who Stutter

Stuttering Foundation's Two-Day Conference will be May 16 and 17, 2014, in Montclair, N.J.



Leaders include Joe Donaher, Ph.D., Patricia Zebrowski, Ph.D., Lee Caggiano, M.A., Kia Johnson, Ph.D., Laura Johnson, M.S., Elise Kaufman, M.S., Diane Polledri, M.A., Jim Tsiamtsiouris, Ph.D., Vivian Sisskin, M.S., and Frances Cook, M.Sc.

Using Cognitive Approaches with People Who Stutter

Stuttering Foundation's Five-Day Eastern Workshop is June 16-20, 2014, at Boston University.

Workshop leaders are Elaine Kelman, M.S., CCC-SLP, Cert MRCSLP, and Alison Nicholas, MSc, BA (Hons), Reg MRC-SLT. Conference coordinator is Diane Parris, M.S., CCC-SLP, BRS-FD.

Treating Children and Adolescents Who Stutter

Stuttering Foundation's Five-Day Mid-Atlantic Workshop is July 7-11, 2014, in Philadelphia. Workshop leaders are Joe Donaher, Ph.D., Lisa A. Scott, Ph.D., and Vivian Sisskin, M.S.



The 10th Oxford Dysfluency Conference (ODC) will be held July 17-20, 2014, at St. Catherine's College, Oxford.

In 2014, the goal of the Oxford Dysfluency Conference is to lead a challenging international debate about the latest research in disorders of fluency and its clinical applications. CEUs are provided by the Stuttering Foundation. For more information, www.dysfluencyconference.com.



National Stuttering Association Convention is July 2-6, 2014, in Washington, DC.

For more information, visit www.westutter.org.



Friends Who Stutter Convention is July 17-19, 2014, in Chicago. For additional information, visit www.friendswhostutter.org.



Toastmasters International as a way to improve fluency, communication or public speaking skills: Toastmasters International, Inc., P.O. Box 9052, Mission Viejo, CA 92690, (714) 858-8255, www.toastmasters.org.



For a list of summer camps and programs, please see pages 7 and 8 and visit our website at www.stutteringhelp.org/clinics-summer.



A complete list of CEUs for speech-language pathologists can be found online at www.stutteringhelp.org/continuing-education-opportunities.



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



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



Volume 22, Issue 2
 The Stuttering Foundation was founded in 1947 by Malcolm Fraser, 1903-1994
 Scot Squires . . . Editor/Designer

Special thanks to Joan Warner, Patty Reed, Lisa Hinton, Ron Shafer, Lori Marler, Ashley Lofquist, Donna White, and Terri Jones.

