

Is Language a Risk Factor in Stuttering?

By Ehud Yairi, Ph.D.,
Emeritus Faculty,
University of Illinois

A person's stuttering is not random. Linguistic factors have been considered relevant to stuttering especially since early research (Brown, 1937, 1945) demonstrated their strong influence on the occurrence of stuttering events, or "moments of stuttering," in specific locations of the speech stream (e.g., the beginning of sentences and phrases) and in words of certain grammatical classes (e.g.,



Ehud Yairi, Ph.D.

verbs and adjectives). The link between stuttering and language is especially intuitive in young children. Several scholars have noted that stuttering onset, typically between ages 2 and 4, coincides with the critical period of accelerated expansion in children's expressive and receptive language (Levina, 1963; Yairi, 1983, Ratner, 1997). Thirty-six years ago, Cheverkeva (1977) proposed that stuttering is basically a disorder of language development, an idea recently echoed by Bloodstein (2002).

The possible stuttering-language link has become a focus of scientific interest, reflected in several stuttering models with psycholinguistic viewpoints. Among these are the Demands-Capacity Model (Starkweather, 1987), the Covert-Repair Hypothesis (Postma & Kolk, 1993), the Trade-Off Hypothesis (Ratner, 1997) and the Cognitive

Continued on page 14



New Website Unveiled

After months of research, designing, brainstorming, and hard work, the Stuttering Foundation's new website, www.StutteringHelp.org, went live Saturday July 28.

"We are excited to bring a new and improved resource to the public," said Jane Fraser, president of the Stuttering Foundation.

With more than 3 million hits per month, the Stuttering Foundation continues to be the go-to site for the most accurate and current information on stuttering.

More than a mere facelift, the site underwent a transformation from top to bottom. The aim is to make the site more

user friendly while providing accurate information.

Among the many changes you will notice are the new tool bars. At the top of the home page you can choose from broad categories such as *The Facts*,

Resources, go directly to the *Store*, or *Contact Us*.

If you already have a good idea of what information you need, the second tool bar right below targets *Parents of Preschoolers*, *Parents of School-age Children*, *Teens*, *Adults*, *Teachers*, *Speech-Language Pathologists*, *Physicians*, and *Employers*. The eye-catching 'sliders' offer a quick way to get to some of our

Continued on page 4

Interesting Facts About StutteringHelp.org

- ▶ 3 million hits per month.
- ▶ Over 900 web pages.
- ▶ After the United States, most web traffic comes from India and Sweden.
- ▶ Famous People brochure is the most downloaded.
- ▶ New blog allows interaction with readers.
- ▶ There are materials in more than 31 languages.

Vive La France!

The 7th World Congress of the International Fluency Association was held in the heart of the Loire Valley in Tours, France, July 2-5, 2012.

It brought together more than 200 people, many of them experts in the field of stuttering.

Participants came from 32 countries around the world, from China to Russia, from Croatia to Sweden, from India to Canada and the United States.



Some 16 percent of participants had attended Stuttering Foundation workshops for specialists, and you will see many of them pictured below!

The Stuttering Foundation was represented by Jane Fraser and Celia Gruss who manned a display of Foundation materials.

“Being bilingual at a conference held in Tours gave us a distinct advantage,” commented Fraser. “Celia and I were able to clearly describe our books and DVDs to various attendees from the francophone countries of France, Switzerland and Belgium.”

“It was a great conference in a beautiful setting. The presentations were stimulating and varied and presented by researchers, clinicians and people who stammer, reflecting the ethos of the IFA. There was a wonderful atmosphere that fostered and encouraged new and old collaborations across the world,” added Willie Botterill.

IFA President Willie Botterill was honored with the Award for Clinical Excellence. Also honored was Foundation Board member Alan Rabinowitz, who received the Consumer Award, Colin Firth and David Seidler received the Contributor Award for Stuttering Awareness, Anne Smith received the Researcher Award, and Carolyn Cheasman received the Clinician of Distinction Award.



Celia Gruss helps attendees at the Stuttering Foundation booth.



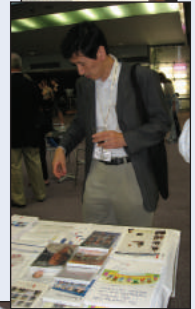
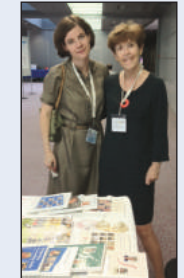
Isabella Reichel presents the International Cluttering Association Award to Ken St. Louis, accepting for Florence Myers.



From left to right: Willie Botterill - Award for Clinical Excellence; Jane Fraser accepting for Alan Rabinowitz - Consumer Award; Nan Ratner accepting for Anne Smith - Research Award; Carolyn Cheasman - Clinician of Distinction Award; Rosalee Shenker for Colin Firth and David Seidler - Awareness Award.



Standing ovation for awardees during the gala dinner.



Quality Journalism Honored

The Stuttering Foundation announced its 2012 Awards for Excellence in Journalism during May.

“Journalists in a variety of settings have done an outstanding job of focusing on stuttering during the past year,” said Jane Fraser, president of the 65-year-old nonprofit foundation. “We are seeing a significant shift in how we reach people - not only through newspapers and columnists but also through websites and blogs. We are particularly excited about increased outreach in Canada and within the Spanish speaking community.”

Category: Internet Blog

First Place: Bob Greene of CNN for his Feb. 20, 2012 article, “John Glenn’s true hero,” featuring former National Stuttering Awareness Week spokesperson, Annie Glenn. One judge wrote, “Emotionally, my absolute favorite was the CNN piece on John and Annie Glenn. It choked me up.”



Bob Greene

Category: Website

First Place: Dennis Thompson of HealthDay for his May 27, 2011 article, “Early Intervention Holds Hope for

Those Who Stutter.” This objective article addresses the physical, mental and emotional components of speech while at the same time offering hope to parents.



Category: Daily Newspapers First Place (tie):

Kathleen Mitchell of Business West for her May 10, 2011 article, “In Manner of Speaking.” The article looks at the causes of stuttering, what adults can do to help children who stutter, and why unrealistic expectations and a fast-paced lifestyle can make the situation worse.



Kathleen Mitchell

Aldo Santin of Winnipeg Free Press for his August 6, 2011 article, “Randy Bachman’s You Ain’t Seen Nothing Yet singled out by The Stuttering Foundation.” The article focuses on the stuttering connection in the story behind the Bachman-Turner Overdrive classic that hit the top of the charts over 25 years



Aldo Santin

ago and opened up an extraordinary new audience to the Foundation.

Category: Spanish Newspaper First Place: Pedro F. Frisneda of El Diario for his

October 21, 2011 article, “El tartamudeo se puede vencer.” This powerful article introduced accurate information on stuttering to the Spanish speaking community, while offering helpful tips to parents.



Pedro F. Frisneda

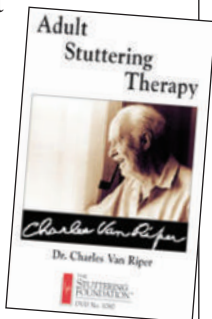
Category: Syndicated Columnists

First Place: Dr. Paul Donohue for his national column on May 3, 2011, “Evaluate child early for stuttering.” This widely read column encourages parents to seek early intervention and to gather accurate information and obtain professional help for children who have begun to stutter. Dr. Donohue’s column is well-known for its reliability; therefore, it is particularly exciting that he focused on stuttering.



Dr. Paul Donohue

I recently purchased your Adult Stuttering Therapy DVD and cannot even begin to describe how helpful it has been for me. It transports me to a time long ago. Seeing Dr. Van Riper in action is a real inspiration. Thank you for making it available.



-Dan Pappas



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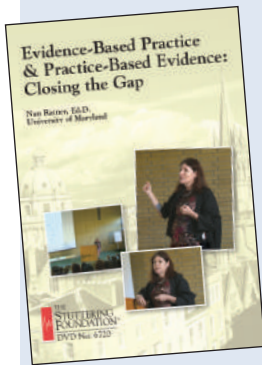


The Stuttering Foundation is a proud participant of the Combined Federal Campaign. Please note our number: **CFC #11047**

Foundation Releases New DVDs

Evidence-Based Practice and Practice-Based Evidence: Closing the Gap

Discussions about evidence-based practice often culminate in claims that there is one best approach to treatment of a particular type of client, or that we lack appropriate evidence or that clinicians lack access to what evidence we have.



In this presentation, in an effort to frame these claims more positively, Nan Bernstein Ratner, Ed.D., argues that there is both research and common-sense evidence that these claims are wrong. She also suggests that in the debate about best practices in fluency treatment, there is indeed a need to search out and integrate many sources of evidence that either support our approach to a case or suggest a need for reconsideration, adjustment or change.

Many options exist to find and use this evidence, and many more await implementation either in the clinic or in our research undertakings.

This 55-minute talk provides a range of options for both clinical researchers and practicing clinicians who want to find, use and integrate evidence of treatment effectiveness.

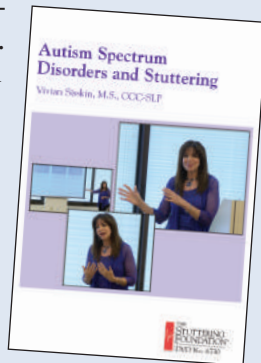
Autism Spectrum Disorders and Stuttering

There has been increased interest in understanding the variety of speech disfluency patterns among those with autism spectrum disorders.

Case studies that describe types of disfluencies have added to our knowledge base. While both stuttering and “atypical” disfluencies (final part-word repetition) have been documented, many questions remain unanswered. What treatment methods are effective? What are the priorities for improved communication? What should we expect for positive functional outcomes?

In this 2-hour presentation, Vivian Sisskin, M.S., CCC-SLP, from the University of Maryland, summarizes the literature pertaining to disfluency in autism, and provides basic principles to aid in differential diagnosis and treatment planning.

A case study, demonstrating effective treatment for final part-word repetitions, highlights a problem-solving approach to clinical management, using both learning style in autism and strategies from traditional fluency therapies.



Website *Continued from front page*

most requested information, including how to find a specialist in stuttering therapy in your area.

Every category offers opportunities to click on Related Pages for additional relevant information. At every turn you are offered the opportunity to “click here to request **FREE** information.”

Many of our resources are available free online, with just a click of a mouse. There are eight streaming videos under the video link, offering help to parents, school-age children, teens, adults, and teachers. There are 10 book resources under the free e-book link, again offering direct help for parents, children, and adults. Additionally, you can download and print all 32 of our brochures and flyers with numerous options to print the materials in other languages.

The latest news from the Foundation’s current newsletter keeps you up-to-date on research, inspirational stories, people on the go, updates from past stories, activities and support from people around the world involved in stuttering, professional opportunities, and much more.

On the *Just for Kids* page, you will find letter after letter – and some exceptional art work – from our young friends who stutter, sharing their stories of success, challenges, advice, and encouragement. These terrific kids teach us all a thing or two, and that’s a fact.

While there is so much more to mention, it would be better to visit the website today and spend some time looking around for yourself. www.StutteringHelp.org!

“We think you’ll be amazed at the wealth of information available, and the ease with which you can access it all,” Fraser concluded.

Finally, your feedback is welcome. If you have an idea for improvement, or a specific need that you don’t see being met, e-mail info@stutteringhelp.org. With your help, this new website will be the best ever.

New Website for Therapists



The Stuttering Foundation has launched a new Online CEU website – www.stutteringceus.org. Speech-language pathologists will want to visit and browse the catalog for the latest CEU opportunities. One commented, “I am thrilled with the quality of this training on stuttering but also with the ease of taking the course online.”

Camps With a Purpose

Camp Shout Out Soared to New Heights

By Julie Raynor, M.A., CCC-SLP

Eighty-five participants from all over the world came together in Michigan this summer to participate in the 2nd annual *Camp Shout Out* program. Whether orienteering, boating, swimming, dancing, crafting, rock wall climbing, making ice cream, hula hooping or flying down the zip line, the goal was the same - "Building Great Communicators."

Campers focused on attentive, assertive, confident, effective and proactive aspects of communication as they accomplished personal goals, often assisted by teens ages 16-18 enrolled in the first Leaders in Training program. At the culmination of this session themed "Treasure Hunt," parents and family members joined us for a day of fun and education.

This year's camp was tremendous, in part because we had a year under our belts and did much planning throughout the year. Dr. Stephen Tasko and Ron Kelley from Western Michigan University joined us again as well as 10 undergrad volunteers from WMU and Michigan State. We are working hard to get college students in the field of communication disorders excited about fluency.

It was fun to see the participants surprise during introductions when Kristin Chmela stated that she and Kevin Eldridge met more than 20 years ago at a Stuttering Foundation Workshop where June Campbell was one of the facilitators.

We used the materials the Stuttering Foundation sent to make parent education binders to send home with each family. The parents were very grateful.

For more information on this camp, visit www.StutteringHelp.org.



Our Time Marks 5th Season

By Taro Alexander

In August 2012, 86 young people from around the nation and abroad attended the momentous 5th season of *Camp Our Time*, a sleep-away summer camp nestled in the majestic Blue Ridge Mountains of North Carolina. *Camp Our Time* welcomed kids who stutter, as well as their young family members and friends, ages 8-18. Campers gained priceless friendships, communication skills, and self-confidence. They left camp informed and empowered to confidently enter their upcoming school year. Many thanks to the SFA for its partnership!

Campers spent their fun-filled days soaking up the sun in the lake, mastering the rock-climbing wall, performing in a play, joining the basketball team, discovering nature, creating arts and crafts, receiving speech therapy, and much more. No matter what the activity was, campers had the opportunity to express themselves in their own time, without fear of judgment and ridicule.

As one camper who stutters, age 12, described the program's impact, "My confidence before *Camp Our Time* was really bad. I was embarrassed to talk to anybody except my really good friends. Now my confidence is much better. I feel like I can be someone and be a part of this world."

To learn more about *Camp Our Time*, or to enroll in next year's two-week session (Aug. 4-18, 2013), please visit www.campourtime.org.

14th Boston Workshop Earns A+

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



The five-day Eastern Workshop, *Using Cognitive Approaches with People Who Stutter*, was held in Boston from June 25-29. Co-sponsored by the Stuttering Foundation and Boston University, the workshop was attended by clinicians from nine states, Puerto Rico, and an amazing nine foreign countries.

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

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

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

One attendee commented, “The course content is immediately rel-

evant and easy to begin implementing in many small ways.”

Another said, “I gained knowledge and insight into counseling based therapy – new and revolutionary approaches to treatment – not just fluency!”

Another clinician wrote, “I learned how to treat clients who stutter by focusing on the positive and looking at the individual as a whole.”

Participants had ample opportunity to get to know each other in class and in the dorms. As a result, the classroom experience was enriched by informal discussions of therapy programs and work settings.



Front row: Willie Botterill, Jane Fraser, Diane Parris, and Elaine Kelman. Second row: Daniel Valentine, Edna Carlo, Tina Sleyster, Kate Isert, Susan Meyer, Katarina Matijevec, Ursula Zsilavec, Nelly Ching, and Eliana Rocha. Third row: Surleen Singh, Marie Hallberg, Kai Long, Meg Shake, Laurene Mauduit, Erika Soares, Ann Beste-Guldborg, Kay Wallis, and Alexa Okrainec. Back row: Tatyana Elleseff, Lia Bloj, and Ewa Wojcik.



Mid-Atlantic Workshop Builds Confidence

In July, the Stuttering Foundation of America, Children's Hospital of Philadelphia (CHOP), and The Florida State University co-sponsored the fourth Mid-Atlantic Workshop, *Treating Children and Adolescents Who Stutter*, in Philadelphia.

Speech-language pathologists from eleven states, Canada, Ireland, and Turkey met July 9-13 on the CHOP campus to learn more about how to assess and treat school-age children and adolescents who stutter.

Workshop leaders included Joe Donaher, Ph.D., of Children's Hospital of Philadelphia, Vivian Sisskin, M.S., of the University of Maryland, and Lisa Scott, Ph.D., of The Florida State University.

Throughout the workshop, a variety of learning opportunities were used including traditional lectures, guided case planning, small-group practice of the various clinical and relationship skills, and watching videos of therapy sessions.

"We were so thrilled to have so many clinicians from a variety of work settings devote a week of their summer to learning more about stuttering," said Lisa Scott.

Feedback from participants included:

"I feel more comfortable with cognitive and emotional factors and will spend more time on those issues. I will be more client-centered by putting them in charge of the changes they

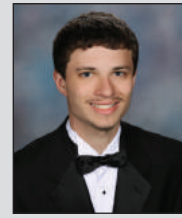
want to make."

"This week has opened the door to thinking differently, counseling differently and treating differently."

"One of the major changes I plan on making is taking much more care in the assessment process to gather information. I will also get parents more involved. Further, I plan to seek out students who stutter for therapy instead of avoiding them."

"I don't have to be a miracle worker. 100% fluency is NOT the goal! It's making stuttering easier and learning to "stutter better."

Check www.StutteringHelp.org for information on 2013 workshops.



This workshop was dedicated to the memory of James Michael Campbell.



Videographer Bob O'Brien filming presenter Vivian Sisskin.



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



Vertigo Named Best Movie of All-Time

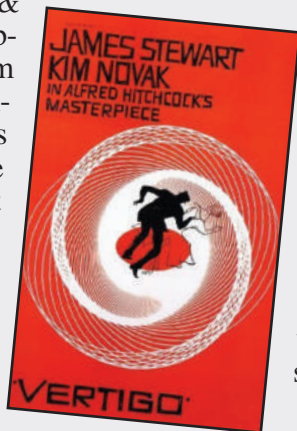


Worldwide Stuttering Community is Proud of Jimmy Stewart

On Aug. 1, 2012, the 1958 classic Hitchcock thriller *Vertigo* was named the best movie of all-time, ending the 50 year run of Orson Welles' debut movie *Citizen Kane*. *Sight & Sound*, a magazine published by the British Film Institute, surveys top international film critics every decade. This time *Vertigo* edged out *Citizen Kane* by 34 votes out of 846 cast. Famed film critic Roger Ebert was quoted as saying that this survey is "the only one most serious movie people take seriously."

The fact that Oscar-winning actor James Stewart was the star of *Vertigo* has evoked a sense of pride in the stuttering community.

Jane Fraser, president of the



Stuttering Foundation, said, "This is a great moment for people who stutter all over the world. That a person who stuttered was the star of what has been named the best movie of all-time is a wonderful honor for Mr. Stewart and a proud achievement for the stuttering community. Hopefully this distinction will serve to inspire young people who stutter.

Unfortunately, I am not surprised that the media has not mentioned Stewart's stuttering in the frenzy of news reports over *Vertigo*. After all, for many decades James Stewart was the most well-known person who stuttered in the U.S."

In a brilliant career in Hollywood, Stewart was nominated for an Academy Award five times, winning the Oscar for Best Actor in 1940 for *The Philadelphia Story* in addition to being awarded an honorary Oscar

for Lifetime Achievement in 1985. His stuttering was one of his most well-known attributes. In a 2011 opinion piece on *The King's Speech*, actor Michael Palin wrote of Stewart, "Jimmy Stewart dealt with his stutter openly and elegantly – it became a charming part of his persona."

Adam Ward, a person who stutters, said, "There are generations of people who stutter who were told of Jimmy Stewart and recommended to emulate him. Now, so many years later, I hope he is an even bigger inspiration and role model to kids in light of the news about *Vertigo*."

James Stewart is among the most notable names on The Stuttering Foundation's list of Famous People Who Stutter, which also includes people like James Earl Jones, Emily Blunt, Marilyn Monroe, Bruce Willis and Dominick Dunne. The purpose of this extensive list is to convey to all people who stutter that there are many famous people who did not let their stuttering hold them back.

Meet Board Member Alan Rabinowitz

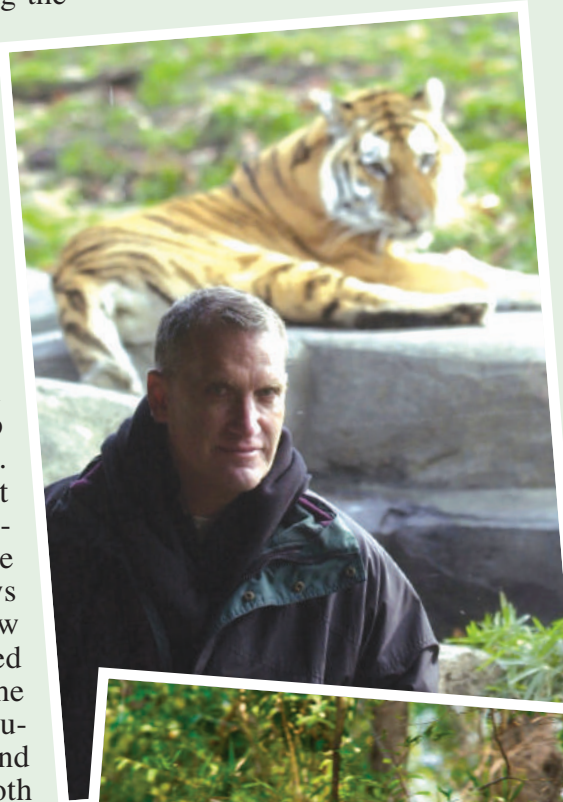
Alan Rabinowitz, Ph.D., has served on the Stuttering Foundation Board of Directors since 2003. As one of the world's leading big cat experts, he has been called 'The Indiana Jones of Wildlife Conservation' by *TIME* magazine.

Dr. Rabinowitz is currently the CEO of Panthera, a nonprofit organization devoted to saving the world's wild cat species. Prior to co-founding Panthera, Rabinowitz served as the Executive Director of the Science and Exploration Division for the Wildlife Conservation Society for almost 30 years.

Making the preservation of the big cats of the world his priority, he has received coverage from the top media outlets in the U.S. and abroad. He has almost never failed to bring attention to stuttering in these newspaper articles and news segments by explaining how his early stuttering shaped his life. He explains that he was only able to speak fluently in front of animals and promised some animals, both personal pets and big cats in the Bronx Zoo, that if he were ever to achieve fluency he would fight for their rights.

Traveling the world on behalf of wildlife conservation, Dr. Rabinowitz has studied jaguars, clouded leopards, Asiatic leopards, tigers, Sumatran rhinos, bears, leopard cats, raccoons, and civets. His work in Belize resulted in the world's first jaguar sanctuary; his work in Taiwan resulted in the establishment of this country's largest protected area and the last piece of intact lowland forest; his work in Thailand generated the first field research

on Indochinese tigers, Asiatic leopards, and leopard cats, in what was to become the region's first World Heritage Site; and his work in Myanmar has led to the creation of five new protected areas. In northern Myanmar, Dr. Rabinowitz also discovered a new large mammal species and the world's most primitive



deer, the leaf deer.

Dr. Rabinowitz has authored over one hundred scientific and popular articles and six books, including *Jaguar: One Man's Struggle to Establish the First Jaguar Preserve* and *Chasing the Dragon's Tail*. He was also the subject of the acclaimed PBS/National Geographic television special, *In Search of the*

Jaguar and was featured in the BBC special *Lost Land of the Tiger* filmed in Bhutan in 2010.

Dr. Rabinowitz has dedicated his life to surveying the world's last wild places with the goal of preserving wild habitats and securing homes, on a large scale, for some of the world's most endangered mammals. His focus on cats is based on conserving top predators, which affect entire ecosystems. Through the process of saving cats, vast landscapes upon which many species depend on are conserved.

One of Dr. Rabinowitz's greatest achievements was the conceptualization and implementation of the Jaguar Corridor - a series of biological and genetic corridors for jaguars across their entire range from Mexico to Argentina. He also initiated Panthera's Tiger Corridor Initiative, an effort to identify and protect the world's last remaining large interconnected tiger landscapes, with a primary focus on the remote and rugged Indo-Himalayan region of Asia.

He is as passionate about helping people who stutter as he is about protecting wildlife. He is featured in two Stuttering Foundation DVDs: *Stuttering and the Big Cats* and *Keynote Address to Therapists*. Each film provides an intimate look inside his life as he discusses how struggling with stuttering shaped his life and his long-time relationship with the endangered species he helps to save.

Dr. Rabinowitz continues to lend of himself on behalf of people who stutter so that others may have the same opportunity for fluency; also, his work serves to help shape a better public perception of stuttering.

100 Hole Hike for The Stuttering Foundation

By Matthew Sander

My legs were aching and the summer sun had taken its toll. At this point I had walked approximately 34 miles, amassed 487 strokes, worn three outfits and four pairs of socks, sweated through 6 golf gloves, and made more bogeys than I care to remember. I was on the tee of my 108th hole, and I was thinking about my son, the reason I was about to take my 488th shot of the day.

The idea for this pursuit was developed by Jim Colton of Wheaton, IL. Jim is member of Ballyneal Golf Club in Holyoke, CO and wanted to raise some funds for a caddie at the club, Ben Cox, who had become paralyzed from the waist down after suffering injuries in a skiing accident. Jim decided to accept pledges toward his goal of walking 100 holes in one day at his golf club. His effort began gaining steam and when all was said and done he raised over \$100,000 in pledges for Ben Cox and walked an astounding 155 holes in one day!

Jim's success led him to establish the One Divot Foundation which sought to make the Hundred Hole Hike a worldwide network of golf marathons with the objective of benefitting numerous worthwhile charities. After hearing of Jim's ambitious plan I knew that I wanted to hike in the Chicago area at Flossmoor Country Club for The Stuttering Foundation.

Being a stutterer I know the anxiety and shame that comes from this confounding affliction. As an adult, I've developed ways to cope and speaking to groups or individuals isn't the fear inducing chore that it was when I was



Matt Sander with his son Liam.

young. Now I am a father and my 4-year-old son, Liam, has exhibited stuttering patterns for some time. Thanks to the information and guidance provided by The Stuttering Foundation, we were able to make the decision to enroll him in early childhood speech therapy. His progress over the past year has been wonderful to witness and The Stuttering Foundation has played a large part in that success. Hiking for The Stuttering Foundation gave me an opportunity to give back to this wonderful organization.

I am happy to report that I was able to raise approximately \$2,100 in pledges for The Stuttering Foundation. As a group, the Hundred Hole Hikers have raised nearly \$265,000 for countless charities including not only The Stuttering Foundation, but also Els For Autism, The Evans Scholars Foundation, The Breast Cancer Research Foundation, and many others.

Matt Sander's Hundred Hole Hike

Played and walked 113 holes on Monday, June 18, 2012

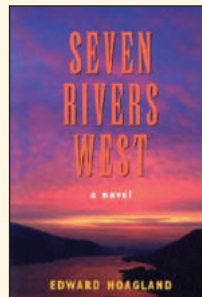
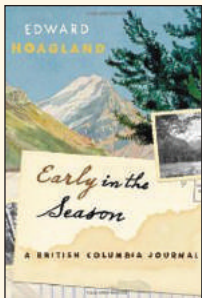
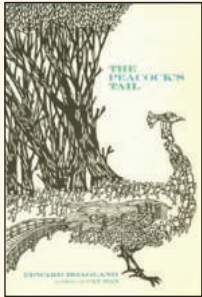
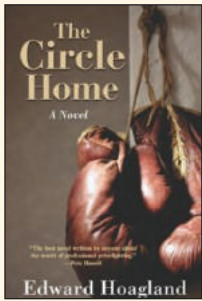
Contributions made in his honor:

- Elaina Ellis
- Brandon Urban
- Mike Volmar
- Angela DelVecchio
- Perry DelVecchio
- Andrea Lyttle
- Chad Mooney (and family)
- Joe Palonis
- Traver Powers
- Mary Titmus
- Elizabeth Kielb
- David Ashby
- Brendan Mahoney
- Bill Paschke
- Stanley Pritchard
- Donna Niehoff
- Tanya Anderson
- Lynne Wexler
- Sandi Darnell
- Tamara Sander
- Heather Niehoff
- John & Danielle Layug
- William Seitz
- Timothy Gallagher
- Stephen Salmen
- Eric Sander
- Brian Huff
- Ariel Steffens
- Jeff Sander

After thinking of my son on the eleventh tee, my 488th swing was one of my best, and I was able to birdie my 108th hole of the day. That is six full rounds of golf...walking. With my wife by my side as my caddie, I finished 113 holes. I can't wait for next year's event, and I plan to walk even farther for The Stuttering Foundation.

If you are interested in donating or would like to learn more about the Hundred Hole Hike and the causes that it supports, please visit HundredHoleHike.com

Hoagland: Writing Wild



The fascinating career of Edward Hoagland, novelist and nature writer was featured in the April 9th, 2012, *Wall Street Journal* article “Tracking the naturalist.” The article shed light on Hoagland’s amazing exploits that fueled his conservation writing for almost sixty years. The 79 year-old writer said, “Our world is being destroyed in a quiet holocaust. It’s up to us to say what we have to say while we can still do so.”

Born in New York City in 1932, Hoagland’s family moved to rural Connecticut, which fostered his interest in nature. “He also suffered from a profound stutter that, while he wasn’t without friends, made nature, where quiet attentiveness rather than chatter is the coin of the realm, a natural fit.”

He is best known as a nature and travel writer, but has also penned five novels in addition to his 10 books of essays and three travel books. His first novel *Cat Man*

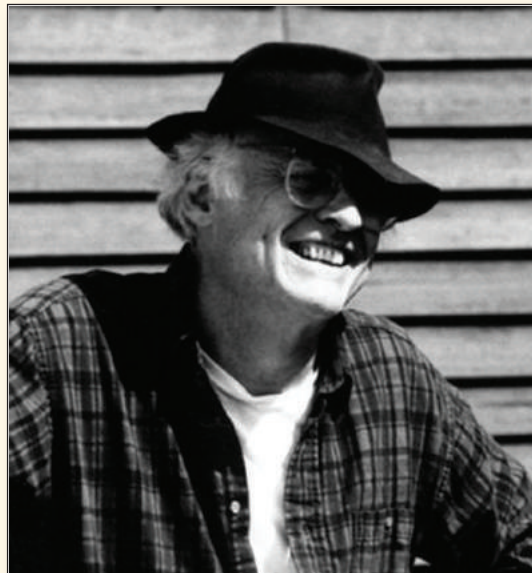
was inspired by his experience tending big cats with the Ringling Brothers and Barnum and Bailey Circus during vacations while an undergraduate student at Harvard. Some of his books of essays include *The Courage of the Turtles*, *The Tugman’s Passage*, and *Tigers & Ice*. Two of his travel books are *Notes from the Century Before: A Journal from British Columbia* and *African Calliope: A Journey to the Sudan*.

His 2001 memoir *Compass Points: How I Lived* reflects how stuttering affected him. He wrote he was always painfully embarrassed when visiting relatives in Pennsylvania as a child because an older cousin would use public occasions to try to cure his stuttering through her own “know-it-all” methods. Of his college years at

Harvard, he penned, “Mute because of a bad stutter, I’d wandered Boston’s night neighborhoods with hungry yearning throughout my college years.”

However, Hoagland also described how his love for nature and animals gave him a much needed solitary world where he was not held back from expressing himself. He wrote, “...spurred in particular with my fascination with animals. At home in Connecticut I’d kept dogs, cats, turtles, snakes, alligators, pigeons, possums, goats...” In addition, the *Dictionary of Literary Biography* states the following,

“Hoagland’s love of solitude and silent observation of wildlife rather than social conversation may have resulted from a severe stammer that still persists. The stammer has, according to Hoagland himself, influenced how he writes: ‘Words are spoken at considerable cost to me, so a great value is placed on each one. That has had some effect



on me as a writer. As a child, since I couldn’t talk to people, I became close to animals. I became an observer, and in all my books, even the novels, witnessing things is what counts.’ His reluctance to speak may account for his desire to write – and be read – and for the sensitive visual, tactile, and olfactory images in his writings.”

Furthermore, he writes in his memoir that he made the switch from writing fiction to essays because of “the painful fact that I stuttered so badly that writing essays was my best chance to talk.”

The subject of his stuttering appears in some of his essays. An obvious example is his essay *On Stuttering* he states flaws like stuttering should be

Continued on page 12

Student Overrides Disorder Through Determination, Support

By Julie Kendall

No one ever had to tell Julie Kendall to “keep quiet” when she was growing up. As a moderate-to-severe stutterer, she was all too willing to remain silent.



Julie Kendall

“I rarely spoke when I was young,” said Kendall, a junior sociology major at The College of Wooster and a resident of the Cleveland suburb of Westlake. “I’m sure people just thought I was quiet, but really I was embarrassed about my speech disorder.”

Occasionally, the kids in elementary school would tease her, and the pressure grew with age as she became increasingly aware of the difficulty she had with oral communication. Every once in a while, the anxiety would build...

Because I Stutter

By Milton Horowitz

Bill Leinweber’s essay in the Foundation’s Summer 2012 issue inspired me to tell my story, in the hope that others, now dreading their lives as stutters, will be comforted.



Milton Horowitz

I’m a lifelong stut-terer - now 81 years old and recently re-tired. As a youth I was protected by my parents, who ensured that I got therapy in “speech class,” so called at the time. Therapy helped build my confidence mostly while I was in class. Outside, my struggles for breath while speaking continued pretty much unabated.

As did Mr. Leinweber, I took to writing, in a sense unafraid to speak to myself in private. I read a lot; soon I had a vocabulary of syn-onyms to help me avoid...

How I Talked My Way to Happiness

By Lisa McManus Lange

I stutter. I stammer. I have a speech impediment. Whatever you want to call it, it’s part of me, and helped make me who I am today.



Lisa McManus Lange

And I had been challenged with it for what felt like forever.

I had spent years hiding from people and shying away from speak- ing, especially public speaking. Speaking and reading aloud in class as a kid, whether it was answering ques- tions in front of the class, read- ing aloud from a novel, or even worse – oral presentations – were all sheer torture. I sweat- ed, quaked and cried myself through school, the teasing from kids compounding it all...

For the rest of these 3 articles, visit StutteringHelp.org and click on “More News.”



Hoagland

Continued from page 11

cherished and embraced despite the many challenges and pains they may cause. Hoagland believes that striving to accept yourself adds to your character and sense of self, and not letting your flaws overcome you or define you. He describes the most memorable times in his life when it was frightening to use or not be able to use his voice. A most chilling example occurred when he was in the woods and a hunter mistook him for a deer and was prepared to shoot; Hoagland had to speak up and get the words out



Edward Hoagland speaks recently upon receiving an award.

to save his own life.

Hoagland was also legally blind. In 1991 he underwent a

very risky, yet successful, operation to restore his sight. Being deprived of his eyesight and the freedom to go on walks, he was robbed of his keen sense of observation which fueled his life as a writer. Unexpectedly during this time, the author inexplicably stopped stuttering and was fluent. He commented, “It just seemed that I had to talk since I could no longer see. So I just started talking.”

People who stutter are proud that this premiere nature writer not only identifies with their stutter but also that stuttering fostered his career as a nature writer.

Bullying and SLPs: Enhancing our Roles as Advocates

By Gordon W. Blood, Ph.D.
Penn State University

Every child has the right to ride a bus, use a restroom, participate in classes, walk the hallways, eat their lunches, and walk home after school in a “safe” environment. Speech-language pathologists (SLPs) working in schools with children who stutter may have victims of bullying on their caseloads. These student-victims may feel most comfortable turning to SLPs for help during one-on-one treatment sessions to discuss these types of experiences.



Gordon W. Blood, Ph.D.

Bullying is a form of aggression with three primary features: a) intent to do harm, b) repetition of the bullying behavior, and c) a power imbalance between the bully and his or her victim (Olweus, 1993). Bullying is an epidemic in our schools, creating negative and damaging effects on students’ academic achievement, self-esteem, physical health, and social relationships. The research clearly shows that it leads to increased anxiety, depression, alienation, long-term negative consequences and in severe cases suicidal thoughts and actions (Arseneault, Bowes, & Shakoor, 2010).

There are four main characters in this cycle of aggression: 1) bullies, 2) victims, 3) bully-victims and 4) bystanders. It would be great if everyone wore labels, but they don’t. Bullies are not only the “bigger kids” using foul language with internalizing and externalizing problems who are academically challenged. They are the popular girls, the class leaders, the student-athletes, and the teacher’s favorites. They include the students who

display great difficulty learning and sometimes the most gifted children in the school.

Victims appear to be more sensitive, weak, shy, and quiet. They may display poorer social skills/relations and uneasiness in conversations. Victims may display one or more of these characteristics. Victims tend to be described as either passive (non-responsive to the aggression) or provocative (responsive to the aggression). Passive victims make up about 80% of victims.

Provocative victims are also referred to as bully-victims. Bully-victims strike back at the bully with aggression and often begin to use coping responses which mimic bullying behaviors toward others.

The final character in this violent cycle is the bystander. These students are needed by the bully to witness the power struggle. Bystanders take on divergent roles of: a) cheerleader/supporter for the bully, b) protector/defender for the victim or c) silent on-lookers, lost, fearful and not knowing what to do. Bullying impacts all the children in a school.

Bullying commonly reported in the literature includes four types: physical (e.g. hitting, pushing, kicking, beating), verbal (e.g. put-downs, abusive language, name-calling), relational (e.g. spreading rumors, exclusion from social groups, peer discrimination), and cyber bullying (e.g. texting, tweeting, using technology to anonymously inflict aggression without personal contact). Children with

disabilities are more vulnerable to bullying experiences (Rose, Monda-Amaya, & Espelage, 2009; Rose & Monda-Amaya, 2011).

Since 2004, Ingrid Blood, myself, and our students/colleagues at Penn State University have been reporting on the psychosocial aspects and perceptions of life orientation, anxiety, stigma, self-esteem and bullying in youth and adolescents who stutter. The data is clear that children who stutter are at higher risk for bullying (Blood & Blood, 2004; 2007; Blood et al., 2011). However, school personnel are often not trained in how to deal with bullying. In a recent 2010 study, we examined SLPs’ perceptions of the seriousness and likelihood of intervention in bullying episodes with students who stutter. We reported the majority of SLPs think that physical, verbal and cyber bullying are very serious and in need of intervention. In contrast, SLPs stated relational bullying was less serious, should be handled differently and more independently by students who stutter. We suggested SLPs simply need more information about bullying to enhance our roles as advocates and sponsors for the well-being of students who stutter.

So when a student who stutters wants to talk about bullying with an SLP, we teach the STOP-IT slogan, which is something to hang on a wall in a therapy room as a show of advocacy and support.

(S)top the bullying immediately,
(T)ag and identify the behavior at once,
(O)ffer assistance and social support to the victim,
(P)resent immediate/appropriate consequences for bullying behavior,
(I)nstruct witnesses and bystanders
(T)each students, personnel, parents and friends intervention strategies.



These three books and a DVD from the Stuttering Foundation deal with bullying, teasing, and friendships.

Language *Continued from front page*

Interference Model (Bosshardt, 2002). Investigators have focused their studies on five distinct linguistic variables: (a) phonological aspects, (b) loci of stuttering, (c) language complexity, (d) pragmatics (child's use of language), and (e) language skills. For example, research concerned with the first variable listed above has provided evidence that stuttering is increased as a function of language complexity (Logan & Conture, 1995, Zackheim & Conture, 2003).

Regarding language as risk factor, perhaps most interesting to clinicians and parents has been a relatively longstanding view that stuttering children are more likely than normally speaking peers to have language learning difficulties or impairments (see reviews by Andrews, et al., 1983, and Ratner, 1997). A few current articles continue to propagate this view (Arndt & Healey, 2001; Wingate, 2001). On the other hand, over the past 21 years, extensive longitudinal studies at the University of Illinois Stuttering Research Program have revealed no delayed language development in young children who stutter. To the contrary, we have found that near onset they fall within normal range; in fact, often well above normal (Watkins, Yairi & Ambrose, 1999). Recent research in other laboratories in the U.S.A. and Europe supports this finding (Anderson & Conture, 2000; Häge, 2001; Miles & Ratner, 2001), which seems to agree with many parents' reports that their child had a spurt of language development just prior to the onset of stuttering, speaking in longer sentences and using new words. (They often say that "his brain seemed to be working faster than his mouth" could manage.) Furthermore, we have found that children who eventually persist

in stuttering tend to perform above normative expectations at the early stage of stuttering and maintain that level over time. Children who eventually recover, however, tend to perform above normal at the early stage of the disorder but approach the norm as they recover (Watkins et al., 1999, Yairi & Ambrose, 2005). Strangely, then, high language skills rather than low ones might be a risk factor for stuttering, particularly for persistent, chronic stuttering. It is intriguing to theorize that the emergence of stuttering involves some type of trade-off in linguistic resources (e.g., advanced language at the expense of motoric fluency) and that recovery from stuttering would occur as these children reduce their early accelerated rate of language development. If our findings are valid, they will have important clinical implications for parent counseling and therapy programs.

To be sure, there is no consensus at this juncture concerning advanced language skills as a risk factor in early childhood stuttering. Recently, a few studies reported some results that differ from the Illinois findings. These studies, however, raise questions concerning their methods. For example, Anderson and Conture (2000) noted that although all their participants had language abilities at or above normal limits, the stuttering children still demonstrated somewhat lower skills in certain areas than normally speaking peers. Watkins and Johnson (2004), however, pointed out that in many past studies reporting lower language skills in children who stutter, the comparison groups of normally speaking subjects were selected in biased ways, often coming from appreciably higher social groups known to have richer language. In contrast, the Illinois studies addressed this problem by comparing the performance of

the stuttering children to a much broader base of well-established normative data. It is possible, however, that further research with preschool children using more sensitive tools will reveal discrete language differences between groups. Other examples of disagreement are seen in studies with school aged children who stutter reporting between 9 and 13% of the children to exhibit concomitant language difficulties (Blood, Ridenhour, Qualls, & Hammer, 2003). Keep in mind however, that by this age at least 75% of the original stuttering population had disappeared due to natural recovery. The remaining (persistent) minority has been reported to possess some different genetic components. All in all, at the present, language alone is insufficient for making strong early predictions of eventual persistence or recovery.

In summary, although we believe that associations between stuttering and several linguistic variables do exist, so far no clear causal relations have been established, and there is no consensus on their precise role or contributions as risk factors for the onset of stuttering and its persistence, or their influence on natural recovery. This and several other aspects of the stuttering-language connection continue to be the subject of scientific discussions and controversies (Nippold, 2004; Wingate, 2001). Fortunately, it has attracted very rich and varied research activities, the fruits of which should significantly enhance our understanding and treatment of stuttering.

For a complete list of references for this article, visit www.StutteringHelp.org and click on "More News."

Editor's note: This is a classic summary of important research on how stuttering interacts with language.

Dear SFA: Reader Response



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

Learning About Me

Hi, my name is Arron. I am 13 years old and in the 7th grade. I have been stuttering since I was five years old and was in preschool. I feel that I do not stutter very much and am still improving. I don't like it when other kids at my school make fun of me or mock me when I stutter. I usually just walk away from the situation and sometimes other students stick up for me. I stutter mostly when I have to speak in front of a group. I also don't like it when people finish my words/sentences when I begin to stutter. I have been taught techniques in speech therapy to help me. I take deep breaths, talk slowly, and think positive thoughts to help me not stutter. My favorite football team is the Cincinnati Bengals. I like to play on the computer and play football at recess. I hope to play basketball and football for the school this year!

Arron, 13
DeGraff, OH

Class Presentation Helps

My name is Amir and I am nine years old. When I was six I began to stutter. People just don't pay attention when I talk. Sometimes they might walk away. I stutter because I am nervous. I think I need to slow down on my speech to a level 2. My speech therapist gave me a rating scale and 5 is too fast and 1 is too slow. A 2 or 3 level is just right! I wish people would just pay attention to me. I am bringing awareness of stuttering to other classes in my school by doing a presentation workshop with my



I'm Jack and I started stuttering in kindergarten. I just finished the third grade last June and I am home schooled. My speech therapist is Dr. 'B' and her helper is a dog, Dante. Dante is a long dog. I think my words get smoother because Dante's fur is soft. I went to a camp in New Mexico. Two kids asked me, "Why do you stutter a lot?" And I said, "I can't help it." That kind of made me feel bad, but they were my friends and I didn't get angry at them. What I do when I stutter is I try to slide them or restart the sentence. If someone talks too much, like my sister does, I say, "Hey, it's my turn to talk." I try to bounce the word out instead of getting stuck. I say just "b-ball" and that helps. I drew a picture for Dr. 'B' because she has been helping me with my stuttering. She put it in a frame and put it up on a wall in her office. That made me feel happy and good.

Jack, 4th grade
Pasadena, CA

therapist, Mrs. R. I hope that people will learn to be more sensitive and help instead of making a hard situation worse.

Amir, 9
Garnerville, NY

Editor's note: It is so important to face our fears even when we are nervous. Keep talking! We are proud of you!

Student Council is Fun

Hello, my name is Kiernan and I am in fourth grade. I am 10 years old. Even though I stutter, I still think that Student Council is fun. Stuttering did not keep me from

achieving my goal of being on Student Council, even though I did stutter a little bit when I was giving my speech to run for Student Council. I have stuttered ever since I can remember. When I was in preschool, kids would tease me because I stuttered. But even though they teased me, I said, "You are just jealous because I am so good at it." Even though some kids may tease me, I don't really care because we are all different from each other, so I am special just the way I am. Things I do to control my stuttering when I want to are chewing gum, taking a deep breath and talking while I breathe out, and tapping my fingers in my pocket so it is not noticeable. When kids tease you, just remember that we are all special in different ways.

Kiernan, 10
Kenai, AK

Maria's Story

My name is Maria and I have stuttered since 1st grade. I just wanted to write to you to tell you how much I appreciate your book *Sometimes I Just Stutter*. I have owned the book since I was 7 and I still read it sometimes. I also just wanted to tell you a bit about my stuttering and my story with it.

So I started stuttering when I was 6 years old and in 1st grade. I am in 10th grade now and will be 15 in August. My stutter has always been inquisitive to people, it seems as though they have never heard someone stutter before. Except to my friends of course, they always seem to not mind it very much.

Continued on page 16

Letters *Continued from page 15*

But my stutter has never been the same. It sometimes will almost completely stop for a year or two and then come back with a vengeance. That is what has happened recently. In my freshman year of high school my stutter was almost non-existent except for the last two months. It has now been super noticeable and people have noticed it.

When I was little I used to block on complete words, prolong the sssss's, and repeat words every now and then. But now I repeat a sound, block on words, shut my eyes, prolong my mmmmm's, block on t's, move my head around, and try to find other words. It is really frustrating, especially since my last day of school was yesterday.

I feel like I have a unique stutter though. I do speech team. I barely ever stutter when I'm in my "presenting" zone. I also love to sing, and I'm in the school's choir. I never stutter when I sing.

So that is basically my whole story. There is one more thing that I forgot to mention, I never took speech therapy. My mom mentioned me to my school's speech therapist in 2nd grade, and she said that I would grow out of it...obviously that didn't happen. So, thank you for reading this – I hope maybe my story could help other kids deal with their stutter. Thank you.

*Maria, 15
Fairfax, MN*

Editor's Note: We are glad Sometimes I Just Stutter has been helpful for Maria. You can find it at StutteringHelp.org under "resources" or on our online store.

'I Can Beat Stuttering'

Hello! I am Michael. I'm 10 years old. I'm working on speech and I've improved a lot. I started going to speech when I was five years old. When I'm stuck, I take a deep breath and start over. I've been taught to



Hi. My Name is Henry. I'm in first grade. Sometimes I stutter. I get angry at myself. Sometimes I use my finger to help me stretch my words out and slow down. I go to speech now and it is fun. Remember to keep talking.

*Henry, 7
Cincinnati, OH*

use easy onsets, which is slow starts. I had trouble moving my body, but now I have a quiet body. When I am stuck I feel kind of left out, but I know I can beat stuttering.

*Michael, 10
Shoreham, NY*

Teaching Others About Stuttering

My name is Sarah and I am 13 years old and will be in 8th grade in the Fall. When I was younger I would talk fast so I would get done with what I was talking about so they wouldn't hear me stutter. I thought I was weird and different. I started going to speech when I was in fifth grade. When I was in sixth grade my brother teased me about stuttering. He would pretend to stutter to make fun of me. I handled it by telling my speech teacher about it, and she told my mom, who talked with my brother. He still teased me for a while but then he stopped. My younger sister Emily is stuttering and my younger cousin Rachel is too. I am helping them by teaching them what strategies I learn in speech class. In the future I will keep working on my strategies and helping my sister and my cousin.

*Sarah, 13
Hyrum, UT*

A Make-Believe Story

There was once a 16 year old girl named Kate, who stuttered a lot. She was always teased by other kids at school and her 12- year-old brother, Matt, made fun of her, too. She grew up being called names that were nothing compared to what she went through during college. Kate was called names like Ms. Stutter Lady, Dumbo Kate, and retarded. She was often asked to demonstrate her stuttering, too, and when she said "no", they did it for her. Matt even started a club called Stutter Girl.

Kate only had one friend who wasn't embarrassed to be around her. His name was Tom. Kate's parents often talked about her stuttering behind her back. Kate's parents did all they could for her to stop stuttering, but it was no use, nothing worked.

When Kate was about 26 years old, she married Tom, and wrote children's books, while Tom served in the army. When Kate was 35, she gave birth to a little boy. They named him Paul.

Although she stuttered the rest of her life, she was happy with how God had made her. The End.

* I wrote this one day when I was hurt, because kids were making fun of me at school.

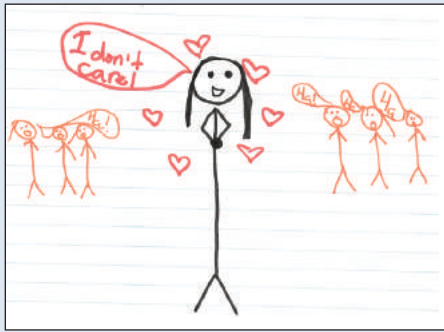
*Sarah, 11
Kennesaw, GA*

Beating the Green Troll

I'm Sarah, I'm 13 years old and live in Kansas. I am a person who stutters but that doesn't stop me from talking.

When I am required to read or talk out loud in class I get very nervous. I'm afraid it will be very tough and I will get stuck and embarrassed. I'm glad I have learned techniques to use so it's not as tough.

When I stutter I feel all kinds of tension throughout myself. I get



My name is Camille and what I know is that when I stutter people used to mock me. I felt really embarrassed. But now I know when people stutter that makes me special. And some kids that don't stutter don't know that. And now I don't feel embarrassed any more.

*Camille, 9
Lincoln, NE*

extremely embarrassed and scared.

I always keep in mind that I'm on a good path ahead. I know in the future I won't be so nervous to speak in class. I've had help and I'm getting better during moments of stuttering.

*Sarah, 13
Wichita, KS*

Day Camp Fun

We are kids who attended the Fourth Annual University of Minnesota Kids Who Stutter (UMKWS) Day Camp in Minneapolis last June 11 to 15, 2012. Here is what we learned about stuttering and being a good communicator:

- It's okay to stutter
- You don't need to rush
- Don't hide your stuttering
- Use easy onsets

- Self-advertise
 - Use eye contact
 - Sometimes you can use humor to deal with bullying
 - Stutter on purpose
 - Pay attention to the other person and be a good listener
 - Use slow speech
 - Make sure you are breathing
 - Don't stop talking
 - Repeat the word you stuttered on
- Keith, R.J., Elliott, Fabian,
and Matthew
Minneapolis, MN*

Editor's Note: Please e-mail hinde001@umn.edu for information on the 2013 UMKWS camp.

All Grown Up

I am quite a bit older than most of your letter writers – I'm fifty

– but I wanted to share my story.

My speech therapy happened in the late 1960s, when I was in elementary school. My stammer (as it was called then) was quite severe, and the therapy was successful. In fact, I became recognized during high school and college for having a clear, precise speaking style.

Now I am a Mason, and have been invited to give the speech at our upcoming annual banquet. It seems strange to me how my stutter led to my enjoying public speaking – but it did, and I do.

*Robert Walker-Smith, 50
Oakland, CA*

Editor's Note: Mr. Walker-Smith's letter is an inspiration to kids of all ages!



Thanks to NY Jet Ellis Lankster, Ray and his mother are having fun at the pre-season NY Jets game against the Carolina Panthers on Aug. 26.



Max and his father enjoying the August 18th NY Jets vs. NY Giants pre-season game courtesy of NY Jet cornerback Ellis Lankster. Read more about Ellis at www.StutteringHelp.org.

65 Years of Service

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NEWSBRIEFS

▶ **The Stuttering Foundation Five Day Eastern Workshop, *Using Cognitive Approaches with People Who Stutter***, will be held in Boston, Massachusetts, June 24-28, 2013. With Elaine Kelman, MSc, Cert CT, Cert MRC-SLT, and Alison Nicholas, MSc, BA (Hons), Reg MRCSLT, both of the Michael Palin Centre for Stammering Children. Conference coordinator is Diane Parris, M.S., of Boston University. For more information, call 800-992-9392 or visit StutteringHelp.org and click on "Speech-language pathologists."

▶ **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. Workshop leaders are Susan Hamilton, M.A., Jennifer Watson, Ph.D., and Ellen Reuler, M.A. For more information, call 800-992-9392 or visit StutteringHelp.org and click on "Speech-language pathologists."

▶ **International Stuttering Awareness Day**, Oct. 22, 2012.

▶ **International Stuttering Awareness Day Conference**, *A voice and something to say ISAD 2012*, from Oct. 1-22, 2012. More information is available at www.stutteringhomepage.com.

▶ **National Stuttering Association Convention** in Scottsdale, Ariz., July 3-7, 2013. For more information, visit www.nsastutter.org.

▶ **Friends Who Stutter Convention** in Nashville, Tenn., July 18-20, 2013. For more information, please visit www.friendswhostutter.org.

▶ **International Stuttering Association (ISA)**, 10th World Congress, Lunteren, The Netherlands, June 10-13, 2013. More information at www.isastutter.org.

▶ **Recovery International** uses a cognitive-behavioral, peer-to-peer, self-help training system to help individuals gain skills to lead more peaceful and productive lives. Visit www.lowselfhelpsystems.org.

▶ For those interested in joining **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.

▶ ***Self-Therapy for the Stutterer*** is available in French online at www.StutteringHelp.org/sites/default/files/Self_therapy_French_Translation.pdf. The book is also available in Japanese by contacting Dr. Shokichi Nakajima by email at snakaji@r3.dion.ne.jp or by mail at 2-21-1 Ogawa Machidashi, Tokyo 194-0003, Japan.

▶ ***The Greatest Moment of My Life*** is the story of one man's struggle with stuttering and courage in facing it successfully. Contact the author Stephen Stewart at stephenstewart497@gmail.com.



Stephen Stewart

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Renee Shepherd Editor
Scot Squires Designer
Special thanks to Joan Warner, Patty Reed, Susie Hall, Pat Hamm, Lisa Hinton, Julie Rumbaugh, and Terri Jones.
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