



Providing Mentors, Role Models, and Peer Support for Children Who Stutter

Peter Reitzes, MA CCC-SLP
Brooklyn Public Schools

Abstract

Children who stutter are provided mentors, role models, and peer support through services such as: self-help organizations, group speech therapy, camps, theater groups, internet forums, videos, and self-help publications. Participating in support-oriented services helps to increase confidence and decrease feelings of isolation, while offering camaraderie and mentoring opportunities for people who stutter. This article describes a specific mentoring situation in which a fifth grade student who stutters mentored a second grade student during group speech therapy.

Introduction

Mentors for people who stutter have been described as being supportive, encouraging, knowledgeable of the disorder, and respectful of other people who stutter (Plexico, Manning, & DiLollo, 2005). Self-help organizations such as FRIENDS: The Association of Young People Who Stutter and the National Stuttering Association have shown the positive impact that mentors, role models, and peer support have on children who stutter (Caggiano, 1998; Reardon, 2000; Reardon & Reeves, 2002; Reitzes, 2002, 2006; Sugerman, 1999; St. Louis, 2001). John Ahlback (1998), co-founder of FRIENDS explained, “We want the young people themselves to reach out and share their struggles with each other, eventually making themselves teachers rather than victims.” As Donaher (2003) has noted, “The best role models for children who stutter are other children who stutter” (p. 26). People who are involved with stuttering support groups tend to feel less alone and isolated with their disorder (Manning, 2000; Reardon & Reeves, 2002; Reitzes, 2006), experience increased confidence and self image (Yaruss et al., 2002), and are helped to face stuttering in non-avoidant ways (Bloodstein, 1995; Starkweather & Givens-Ackerman, 1997). Manning (2003) put it simply, “The support of others who stutter is essential, and the value of support groups cannot be emphasized enough” (p. 120). The use of mentoring, role models, and peer support are also available through other services and venues for people who stutter such as group speech therapy (Murphy, 1999; Murphy & Quesal, 2002; Ramig, 2003; Ramig & Bennet, 1995; 1997; Reitzes 2006; Sisskin, 2002; Van Riper, 1973; Williams & Dugan, 2002), camps (Bennett & Batik, 1998; Blom, 2000; Hoelzl, 1999; Hymes & Sutherland, 2002; Kawaski, 2000; 2004; Sable, 2000), theatre groups (Alexander, 2002; 2004), internet forums such as electronic discussion groups and mailing lists (Caggiano, 2000; Reitzes & Caggiano, 2003; Reitzes, 2006; Shields & Kuster, 2003; Starkweather & Givens-Ackerman;

Stoudt & Ouelette, 2004; Tellis, Gabel, Smith, & Tellis, 2002), supportive videos (Reitzes, 2005), and self-help publications (Bloodstein, 1995).

Discussing group therapy with teenagers who stutter, Cochrane (2004) noted, participants “share and profit from a commonality of experiences. They are able to offer one another... differing perspectives on beliefs, feelings and therapeutic issues, and are able to, as a group, challenge negative thoughts” (par. 3). Guitar and Reville (2003) explained, “School-age children who stutter often feel alone with their stuttering... these children’s sense of isolation can be significantly reduced by group therapy” (p. 72). One intensive treatment program, the Successful Stuttering Management Program (SSMP; Breitenfeldt & Lorenz, 2000), offers group therapy workshops that often include former participants who return to mentor new participants. Dorvan Breitenfeldt, the founder of the SSMP has noted, “The stuttering mentor who is now productively managing his or her stuttering life provides tremendous hope, motivation, compassion, and security for the stuturer in therapy” (D. Breitenfeldt, personal communication, December 26, 2005).

Describing a summer camp for children who stutter, Bennett & Batik (1998) explained, the “camaraderie within each group [of campers] created a sense of belonging” (par. 5). Taro Alexander (2004), the founder and artistic director of the Our Time Theatre Company describes his organization as “an artistic home for young people who stutter” (par. 1). Alexander (2004) has noted that as a result of providing young people who stutter a safe, stutter-friendly speaking environment, he has observed an increase in participant confidence. A sixteen-year-old explained how being a member of Our Time has helped him cope with stuttering. He wrote, “I can relate to them [other Our Time members] on subjects that I can’t with most other people” (Messing, 2004, par. 12).

While self-help organizations (Ramig, 1993; St. Louis, 2001; Yaruss, Quesal, & Murphy, 2002) and related endeavors continue to increase their role in supporting people who stutter, there remains a relative shortage and limited availability of supportive services for the stuttering community (Bloodstein, 1995; Caggiano, 2000; Daniels & Rodney, 2004). For example, many children who stutter enter their teenage years without ever having met another person who stutters (Zebrowski, 2003). To help fill this gap and provide students with productive peer support, clinicians need to provide ample opportunities for children who stutter to interact with and mentor other students who stutter (Reitzes, 2006). Ramig and Bennet (1995) suggest, “Children who are advanced in their skills may serve as peer tutors for those children just beginning [speech] therapy” (p. 144). One way to do so is to have older children mentor younger students by preparing presentations on stuttering (Murphy, 1999). This article will discuss a specific mentoring opportunity in which a fifth grade child who stutters mentored and supported a second grade student who had recently begun speech therapy.

Background

At the beginning of this school year I was approached by Ms. Baily (all names in this article are pseudonyms), a speech-language pathologist from an elementary school in my district. Ms. Baily was seeking guidance for working with Marilee, a second grade student who stutters, and Marilee’s family. Marilee’s mother was doing her best to help Marilee

cope with stuttering, but there were two younger siblings at home who also needed a lot of attention. Marilee's father was very upset about his daughter's speech and would often respond to her stuttering by yelling and occasionally making negative comments such as "only stupid people stutter." Adding to this pressure was the fact that Marilee's younger brother had just entered kindergarten and was now showing signs of stuttering himself.

By the age of seven Marilee had developed a strong sense of shame surrounding her stuttering and she had recently experienced a distressing and frustrating event at school. Marilee's class was having a "writer's workshop" celebration in which students read aloud essays to the class. Many parents and several administrators attended this celebration to hear the children present. Ms. Baily attended and requested that Marilee be the first to present so that she would not have to wait for her turn while other children read. People who stutter often demonstrate significantly higher feelings of anxiety and discomfort during socially demanding speaking situations (Cable, Colcord, & Petrosino, 2002; Craig, 1990; Fitzgerald, Djurdjic, & Maguin, 1992; Kraaimaat, Vanryckeghem & Van Dam-Baggenc, 2002; Messenger, Onslow, Packman, & Menzies, 2004). Ms. Baily attempted to preempt or reduce these feelings by asking for Marilee to present first.

Unfortunately, Marilee turned down numerous opportunities to read toward the beginning of the presentations and ended up reading last. According to Ms. Baily, Marilee looked increasingly worried and even "terrified" as the presentations continued. When it was finally her turn to read, Marilee stuttered often, had great difficulty moving forward through words, stopped reading several times, became frustrated, and witnessed her father become increasingly upset during her presentation. Ms. Baily reported that many of the parents in attendance appeared uncomfortable during Marilee's presentation. After this presentation, Marilee began referring to herself in negative ways such as being "stupid" and "dumb." Such negative feelings (Andrews & Cutler, 1974; Guitar, 1997; 1998; Logan, 1999; Silverman, 2004; Van Riper, 1982; Walton & Wallace, 1998; Williams, 2003), negative self-talk (Chmela & Reardon, 1997; DeNil & Bruten, 1991; Ramig & Bennet, 1995; Reitzes 2006), and negative thoughts (Cook & Fry, 2000; Murphy & Quesal, 2002) are common among people who stutter.

Mentorship

After this experience, Ms. Baily decided Marilee would benefit from meeting other children who stutter. Ms. Baily and I arranged to bring Marilee and her mother to my school for an intervisitation. To prepare for the intervisitation, I enlisted the help of Nancy, a fifth grade student who stutters. Nancy is ten years old and has been in speech therapy with me for approximately two years. I explained to Nancy:

A young girl who stutters named Marilee and her mother are coming to visit our speech class from another school because Marilee is having a really hard time dealing with stuttering. I really need your help to make Marilee and her mother feel comfortable. The best way I know to help Marilee is to have her meet you – a nice, smart, successful girl who stutters. When Marilee comes to visit I would like you to act like Marilee's older sister for the day.

Nancy smiled because she is the youngest of five children and was looking forward to having the chance to act as an older sister. In preparation for Marilee's visit, Nancy and I discussed what information and guidance she could offer Marilee and her mother. I reminded Nancy that she was the "expert" on stuttering because she manages and faces stuttering every day (Murphy, 2000; Quesal, 1999; Reitzes, 2002; 2006; St. Louis, 2001). Nancy decided to write ten pieces of "advice" she wanted to share with Marilee about stuttering. She wrote a short story about her stuttering regarding an incident that had taken place the previous weekend. Nancy also put together a beautiful welcome sign with statements on it including, "Wel-wel-wel-welcome to speech class Marilee," "Don't b-b-b-b-b-e shy about stuttering," and "We are so g-g-g-g-lad you could come." Nancy carefully constructed a red and pink rose using tissue paper and a stapler and taped it to the welcome sign. I gathered several speech class projects that Nancy had completed including a stuttering newsletter we wrote, handed out, and presented to her class the previous year and a letter she had written to a teacher about stuttering. The newsletter included stories, poems, and drawings about stuttering written by Nancy and another student, a quiz about stuttering, an interview about stuttering conducted between Nancy and a teacher, and a list of facts about stuttering (Reitzes, 2006).

On the day of the intervisitation, Ms. Baily arrived with Marilee and her mother. Upon entering my speech room, Ms. Baily pointed out the welcome sign that Nancy had made and began reading the greetings to Marilee. Marilee was focusing on the rose that Nancy had made and attached to the sign. Marilee asked if she could wear the rose. By this point, Marilee's mother was beaming after reading the messages on the sign and seeing how happy the rose had made her daughter. We had a good laugh when Marilee put the rose on my shirt and asked me if I wanted to wear it instead. We all agreed that the rose looked better on Marilee.

Upon entering the speech room, Marilee's mother sat in a chair a few feet behind the therapy table, intimating that she wanted to observe speech class before joining in the activities. While everyone got settled, I walked down the hall and picked up Nancy for speech class. I had arranged this therapy session ahead of time with Nancy's teacher because I knew this would be an extended speech class, probably lasting well over an hour.

Nancy was excited to meet a younger girl who stuttered and was very pleased when she saw Marilee wearing the rose she had constructed. After the introductions and a snack of juice and donuts, I asked Nancy if she would like to share with Marilee the advice she had prepared. Nancy was eager to share her advice and began reading:

1. If you have never met a person who stutters, you are looking at one right now.
2. If you think you are the only one who stutters, you are wrong. I stutter too.
3. Do not feel shy when you are going to talk with a person. If you worry about stuttering you might stutter more.

Marilee's mother was very happy and politely interrupted to say, "You see Marilee, Nancy stutters too. You are not the only person who stutters." Before Nancy continued, Marilee asked, "Do the other children tease you about your speech?" Nancy discussed being teased

and I asked her to mention a few of the ways we have addressed teasing in speech class. Nancy shared that when she is teased she knows that she can go to her mother, teacher, or speech teacher for help. Nancy then asked Marilee if she were teased about stuttering. Marilee explained that she is teased in the lunch room at school. Ms. Baily said that they were working on ways to solve this problem. Nancy continued reading her prepared advice and ended by saying:

When you go to speech class you might want to bring at least one of your friends so they can know that you stutter and learn more from you about stuttering. My friend Stephanie comes with me to speech class sometimes and says to me that “I will never make fun of you” and that “stuttering is no big deal.”

Nancy explained that her friend Stephanie often “sticks up” for her when other children tease or “bother” her. This was the first time that Nancy had mentioned that having a best friend attend speech class with her has led to her being protected during bullying and teasing situations. Ms. Baily asked Marilee, “Would you like to bring your friends to speech class?” Marilee became very excited and began listing several friends she wanted to bring to speech class. Marilee’s mother asked if Ms. Baily could include a few of the children who tease in speech class. Ms. Baily and I agreed that if this were done carefully it could be a productive and useful experience for the teasers and Marilee.

After we discussed Nancy’s ten pieces of advice, Nancy read her prepared story called, “The Egg Story.” Nancy read:

On a Saturday night, my sister and I went to my neighbor’s house because I needed to borrow an egg for my mother for dinner. I DID NOT want to ask my neighbor for the egg because I just knew I was going to stutter. The funny thing is that my sister and I both stutter so me and her were both shy to stutter. We just stood there in front of the door and didn’t knock. I FINALLY made a decision. Instead of asking to borrow an egg, we walked across the street and bought a whole box of eggs. DO NOT DO WHAT I DID! What I did was and not smart! Instead, just let your stuttering out.

After this story, Ms. Baily turned to Marilee and asked, “Nancy is sometimes afraid to say certain words. Don’t you have a few words that are hard for you to say?” Marilee agreed and said that words like “and” and “yesterday” are difficult for her to say.

After this discussion, we began playing an identification game called Stuttering Bingo (Reitzes, 2006). I handed each player, including Ms. Baily and myself, a blank piece of paper and a pencil. I instructed players to fold their papers in half four times. Players opened their papers to find that they had created a bingo board with 16 squares. I then began to list sixteen letters and letter combinations to write in the squares. After I said a letter or combination, players were instructed to write it in a random square on their boards (see Figure 1 for an example of a completed bingo board).

b	k	sh	l
m	s	d	r
g	f	h	z
o	t	p	n

Figure 1 (example of a completed bingo board)

When the boards were completed, I started the game by stuttering on the /l/ sound in “lion.” The players had to identify the sound (letter) I stuttered on, find the corresponding letter on their bingo board (in this situation it was the letter “l”), and put a chip on that letter. The first player to arrange four chips in a row on his or her board would win the game. We all enjoyed playing this game. Marilee was able to identify all of the stuttered letters and Nancy understood that I had “rigged” the game so that Marilee would win.

As I quickly found out, Marilee was very fond of animals and asked if she could lead the game. Nancy and Marilee began taking turns saying the names of animals by stuttering on purpose on the first letter or sound of words. For example, Marilee said “g-g-g-g-gorilla” to correspond with the “g” square on her board. During this game I began asking Nancy and Marilee to explain how they had gotten “stuck” on a sound. For example, I would ask, “Marilee, when you stuttered on that ‘g’ sound, what part of your body did you use to make it?” Marilee would then stop, think, and say, “I used my throat to make the ‘g’ sound.” Now Marilee was identifying which articulators were used for making specific sounds. Nancy had played this game several times previously and was able to help Marilee name all of the articulators (i.e., tongue, lips, voice box, vocal cords). For example, if Marilee named the wrong articulator, Nancy would point to the correct one on herself. This identification game enabled Marilee to be more aware of speech production which would help her to learn and use stuttering modification speaking strategies later in therapy (Reitzes, 2006).

After bingo we began having stuttering contests (Reitzes, 2006; Williams & Dugan, 2002) to see who could stutter the longest, the shortest, the loudest, and the softest. We did this to have fun with stuttering and to introduce Marilee to stuttering modification “tools” or strategies to help her initiate speech and move forward through moments of stuttering. Marilee challenged her mother to join in the stuttering contest and her mother used voluntary stuttering for the first time. Marilee was thrilled to see her mother using pseudo stuttering during this game. When we finished the stuttering contests I asked Nancy to help Marilee with a few projects so “the adults could talk.” Marilee was excited to have some private time with Nancy. Nancy was clearly enjoying being Marilee’s “older sister” (mentor) for the day.

While I spoke with Ms. Baily and Marilee’s mother, Nancy helped Marilee write her teacher a letter about stuttering. When they completed the letter, Nancy taught Marilee how to construct a rose out of tissue paper. During this time, Ms. Baily and I spoke with Marilee’s mother about stuttering in general and about ways to include her entire family in productively engaging stuttering.

Continued Support

Since this intervisitation, Nancy and Marilee have been corresponding through interschool mail and email. These correspondences are written and sent during speech class time. Ms. Baily and Marilee have created a stuttering newsletter and presented this newsletter to Marilee's class during a stuttering celebration (see Jill Smollen's paper in this issue for a description of a stuttering celebration). Nancy's mentorship has helped Marilee to feel more confident and less isolated with her stuttering. According to Ms. Baily and Marilee's mother, Marilee is much more willing and eager to talk openly about stuttering. The group therapy session described in this paper and the continuing correspondences have provided Nancy with opportunities to share her expertise and knowledge about stuttering. Ms. Baily and I hope to bring Marilee and Nancy together for additional group therapy sessions and additional mentoring opportunities.

References

- Ahlbach, J. (1998). New friends for young people who stutter. *Advance for Speech-Language Pathologists and Audiologists*, 8(19), 25-26.
- Alexander, T. (2002, October 1). Our time – a theatre company for people who stutter. Paper presented at the 2002 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/isad5/papers/alexander/alexander.html>
- Alexander, T. (2004, October 1). Our time our voice. Paper presented at the 2004 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/isad7/papers/alexander7/alexander7.html>
- Andrews, G., & Cutler J. (1974). Guilt, shame, and family socialization. *Journal of Family Issues*, 18, 99-123.
- Bennett, E., & Batik, J.M. (1998, October 1). A perspective on summer camps for children who stutter: 1991 – 1998. Paper presented at the 1998 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/isad/papers/bennett.html>
- Blom, A. (2000, October 1). Organizations' outreach to children and teens who stutter: Swedish stuttering association ssa: Children camps – a reward for all involved.. Paper presented at the 2000 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, <http://www.mnsu.edu/comdis/ISAD3/papers/ssr.html>
- Bloodstein, O. (1995) *A handbook on stuttering* (5th ed). San Diego, CA: Singular Publishing Group.
- Breitenfeldt, D.H., & Lorenz, D. R. (2000) *Successful stuttering management program (SSMP) For Adolescent and adult stutterers* (2nd ed). Cheney, WA: Eastern Washington University.
- Caggiano, L. (1998, October 1). Adolescents who stutter: The urgent need for support groups (a parent's perspective). Paper presented at the 1998 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/isad/papers/caggiano.html>
- Caggiano, L. (2000, October 1). Organizations' outreach to children and teens who stutter: Friends-the association of young people who stutter. Paper presented at the 2000 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, <http://www.mnsu.edu/comdis/ISAD3/papers/friends.html>

- Cable, R.M., Colcord, R.D., & Petrosino, L. (2002). Self-reported anxiety of adults who do and do not stutter. *Perceptual and Motor Skill*, 94, 775-84.
- Chmela, C. A., & Reardon, N A. (2001). *The school-age child who stutters: Working effectively with attitudes and emotions (Publication No. 5)*. Memphis, TN: Stuttering Foundation of America.
- Cochrane, S. (2004, October 1). Intensive treatment: Let's take a look at teens. Paper presented at the 2004 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/isad7/papers/cochrane7/cochrane7.html>
- Cook, F., & Fry, J. (2000, October 1). Intensive group therapy for 15 – 18 year old young adults. Paper presented at the 2000 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/ISAD3/papers/cook.html>
- Craig, A. (1990). An investigation into the relationship between anxiety and stuttering. *Journal of Speech and Hearing Disorders*, 55, 290-294.
- Daniels, D.E., & Rodney, G.M. (2004). The impact of stuttering on identity construction. *Topics in Language Disorders*, 24, 200-215.
- DeNil, L.F., & Brutten, G.J. (1991). Speech-associated attitudes of stuttering and non-stuttering children. *Journal of Speech and Hearing Research*, 34, 60-66.
- Donaher, J. (2003) in P. Reitzes, & L. Caggiano. Friends convention to be held in New York metro area. *Advance for Speech-Language Pathologists and Audiologists*, 13(10), 26-27.
- Fitzgerald, H.E., Djurdjic, S.D., & Maguin, E. (1992). Assessment of sensitivity to interpersonal stress in stutterers. *Journal of Communication Disorders*, 25, 31-42.
- Guitar, B. (1997). Therapy for children's stuttering and emotions. In R.F. Curlee and G.M. Siegel (Ed.), *Nature and treatment of stuttering: New directions (2 ed.)* (pp. 280-291). Needham Heights, MA: Allyn & Bacon.
- Guitar, B. (1998) *Stuttering: An integrated approach to its nature and treatment*. Baltimore, MD: Lippincott Williams & Williams
- Guitar, B. & Reville, J. (2003). Counseling school-age children in group therapy. In J. Fraser (Ed.), *Effective counseling in stuttering therapy (Publication No. 18)* (pp. 71-84).

- Hoelzl, K. (1999, October 1). Summer camp for children and teenagers who stutter. Paper presented at the 1999 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/isad2/papers/hoelzl.html>
- Kawaski, M. (2000, October 1). Japan stuttering project's 11th summer camp for children who stutter and their parents, 2000. Paper presented at the 2000 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/ISAD3/papers/kawasaki.html>
- Kraaimaat, F.W., M. Vanryckeghem, & Van Dam-Baggenc, R. (2002). Stuttering and social anxiety. *Journal of Fluency Disorders*, 27, 319-331.
- Hymes, E., & Sutherland, J. (2002). Fluency program offers summer fun in supportive Environment. *Advance for Speech-Language Pathologists and Audiologists*, 12(50). 12.
- Logan, R.J. (1999). *The three dimensions of stuttering: Neurology, behaviour, and emotion*. (2 ed.). London: Whurr Publishers.
- Manning, W.H. (2000). *Clinical decision making in fluency disorders*. San Diego, CA: Singular Publishing.
- Manning, W. H. (2003). Finding your own path without professional help. In S. Hood (Ed.), *Advice to those who stutter*. (2nd edition) (Publication 0009) (pp. 117-123). Memphis, TN:
- Messenger, M., Onslow, M., Packman, A., & Menzies, R. (2004). Social anxiety in stuttering: measuring negative social expectancies. *Journal of Fluency Disorders*, 29, 201-212.
- Messing, Y. (2004, October 1). Our time our voice. Paper presented at the 2004 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/isad7/papers/alexander7/alexander7.html>
- Murphy, B. (1999). A preliminary look at shame, guilt, and stuttering. In N.B. Ratner & E.C. Healey (Eds.), *Stuttering research and practice: Bridging the gap* (pp. 131-143). Hillsdale, NJ: Erlbaum.
- Murphy, B. (2000, October 1). Speech pathologists can help children who are teased because they stutter. Paper presented at the 2000 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/ISAD3/papers/murphy.html>
- Murphy, W.P., & Quesal, R.W. (2002). Strategies for addressing bullying with the school-age child who stutters. *Seminars in Speech and Language*, 23, 205-212.

- Plexico, L., Manning, W.H., & DiLollo, A. (2005). A phenomenological understanding of successful stuttering management. *Journal of Fluency Disorders*, 30, 1-22.
- Quesal, B. (1999). Basic truths about stuttering therapy. Bradberry & N. Reardon (Eds.) *Our Voices: Inspirational insight from young people who stutter*. Anaheim Hills, CA: National Stuttering Association. pp. 163-166.
- Ramig, P. (1993). The impact of self-help groups on persons who stutter: A call for research. *Journal of Fluency Disorders*, 18, 351-361.
- Ramig, P. (2003). Counseling adults in group therapy. In J. Fraser (Ed.), *Effective counseling in stuttering therapy* (Publication No. 18) (pp. 95-104). Memphis, TN: Stuttering Foundation of America.
- Ramig, P.R., Bennett, E.M. (1995). Working with 7- to 12- year-old children who stutter: Ideas for intervention in the public schools. *Language, Speech, and Hearing Services in Schools*, 26, 138-150.
- Ramig, P.R., Bennett, E.M. (1997). Considerations for conducting group intervention with adults who stutter. *Seminars in Speech and Language*, 18, 343-356.
- Reardon, N. (2000, October 1). Organizations' outreach to children and teens who stutter: National stuttering association. Paper presented at the 2000 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/ISAD3/isadcon3.html>
- Reardon, N.A., & Reeves, L. (2002). Stuttering therapy in partnership with support groups: The best of both worlds. *Seminars in Speech and Language*, 23, 213-218.
- Reitzes, P. (2002). Summer trek takes friends message on the road. *Advance for Speech-Language Pathologists and Audiologists*, 12(35), 11.
- Reitzes, P. (2005). Students who stutter: Integrating a children's video on stuttering into therapy. *Advance for Speech-Language Pathologists and Audiologists*, 15(50), 16.
- Reitzes, P. (2006). *50 great activities for children who stutter: Lessons, insights, and ideas for therapy success*. Austin, TX: Pro-Ed.
- Reitzes, P., Caggiano, L. (2003). Friends convention to be held in New York metro area. *Advance for Speech-Language Pathologists and Audiologists*, 13(10), 26.
- Sable, J. (2000, October 1). Working with kids who stutter in after-school and summer camp groups. Paper presented at the 2000 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/ISAD3/papers/sable.html>

- Shields, L W., & Kuster, J.M. (2003). Find good resources for treating school-age children who stutter. *Seminars in Speech and Language*, 24, 7-12.
- Silverman, F.H. (2004). *Stuttering and other fluency disorders* (3 ed.). Long Grove, IL: Waveland Press.
- Sisskin, V. (2002). Therapy planning for school-age children who stutter. *Seminars in Speech and Language*, 23, 173-180.
- Starkweather, C.W., & Givens-Ackerman, J. (1997). *Stuttering*. Austin, TX: Pro-Ed.
- St. Louis K. O. (2001). *Living with stuttering: Stories, basics, resources, and hope*. Morgantown, WV: Populore.
- Stoudt, B.G., & Ouelette, S.C. (2004). Making room for words: people who stutter on the internet. *Qualitative Research in Psychology*, 1, 175-194.
- Sugerman, M. (1999, October 1). Overview and brief history of the national stuttering association. Paper presented at the 1999 International Stuttering Awareness Day Online Conference. Retrieved December 24, 2005, from <http://www.mnsu.edu/comdis/isad2/papers/sugarman2.html>
- Tellis, G.M., Gabel, R.M., Smith, D., & Tellis, C.M. (2002). Information about stuttering on the internet: A resource for school speech-language pathologists. *Contemporary Issues in Communication Sciences and Disorders* 29, 165-172.
- Van Riper, C. (1973). *The treatment of stuttering* (2 ed.). Englewood Cliffs, NJ: Prentice Hall.
- Van Riper, C. (1982). *The nature of stuttering* (2 ed.). Englewood Cliffs, NJ: Prentice Hall.
- Walton, P., & Wallace, M. (1998). *Fun with fluency: Direct therapy with the young child*. Bisbee, Arizona: Imaginart.
- Williams, D.E., (2003). Talking with children who stutter. In J. Fraser (Ed.), *Effective counseling in stuttering therapy* (Publication No. 18) (pp. 53-64). Memphis, TN: Stuttering Foundation of America.
- Williams, D.F., & Dugan, P.M. (2002). Administering stuttering modification therapy in school settings. *Seminars in Speech and Language*, 23,187-194.
- Yaruss, J.S., Quesal, R.W. and Murphy, B., 2002. National Stuttering Association members' opinions about stuttering treatment. *Journal of Fluency Disorders*, 27, 227–242.

Yaruss, J.S., Quesal, R.W., Reeves, L., Molt, L.F., Kluetz, B., Caruso, A.J., McClure, J.A., & Lewis, F. (2002). Speech therapy and support group experiences of people who participate in the National Stuttering Association, *Journal of Fluency Disorders*, 27, 115–135.

Zebrowski, P.M. (2003). Understanding and coping with emotions: Counseling teenagers who stutter. In J. Fraser (Ed.), *Effective counseling in stuttering therapy* (Publication No. 18) (pp. 85-104). Memphis, TN: Stuttering Foundation of America.