



# THE STUTTERING FOUNDATION®

A Nonprofit Organization

WINTER 2012

Since 1947 ... Helping Those Who Stutter

## Surprising Pathway Implicated in Stuttering

Researchers at Washington University School of Medicine in St. Louis have shown that at least some persistent stuttering is caused by mutations in a gene governing not speech, but a metabolic pathway involved in recycling old cell parts.

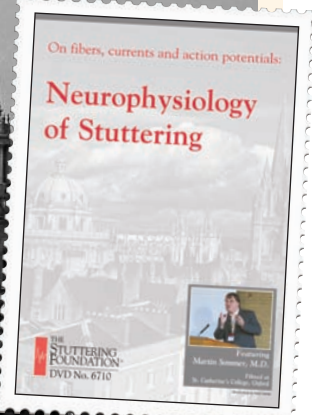
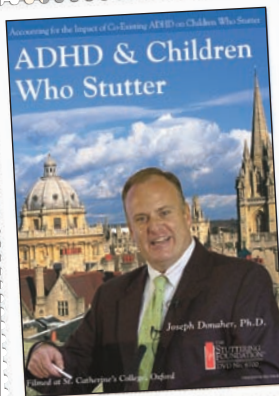


Stuart A. Kornfeld, M.D.

Beyond a simple association, the study provides the first evidence that mutations affecting cellular recycling centers called lysosomes actually play a role in causing some people to stutter.

"This was extremely unexpected," says senior author Stuart A. Kornfeld, MD, PhD, the David C. and Betty Farrell Professor of Medicine. "Why would impairment in a lysosomal pathway lead to stuttering? We don't know the answer to that. Partly because we don't know very much about the mechanisms of speech, including which neurons in the brain are involved.

*Continued on page 12*



## Experts Gather at Oxford

Sept. 2011 — St. Catherine's College, Oxford, was the perfect setting for numerous outstanding presentations by experts in the field.

The Stuttering Foundation provided continuing education credits for the conference, which was sponsored by the Michael Palin Centre for Stammering Children, endorsed by De Montfort University, Leicester, and organized by Elsevier.

"The Stuttering Foundation was able to film several speakers in the hopes that therapists from around the world would profit from viewing their presentations," said Jane Fraser, president of the Stuttering Foundation.

Joseph Donaher's presentation on ADHD was the first to be produced and has already been received with enthusiasm by speech-language pathologists as well as by parents.

"Because a growing number of children are being diagnosed with ADHD, therapists working with these children are facing new challenges," said Donaher. In the

film, he answers questions and shares charts and guidelines that will help to meet these challenges.

The second film now available features Martin Sommer, M.D.,

who discusses the neurophysiology of

stuttering. During his presentation, Dr. Sommer gives an overview of essential neurophysiological findings that improve our understanding of the pathophysiology of stuttering.

Other professionals filmed included Nan Bernstein Ratner, who spoke on evidence-based practice; Willie Botterill, who discussed truths learned from the long history of speech pathology; and Ann Packman, who spoke about the complex relationship between theory and therapy in stuttering. The consensus from attendees was that this was one of the most successful conferences ever held.

**You Tube** Clips from these new DVDs are available on our YouTube Channel, [www.youtube.com/stutteringfdn](http://www.youtube.com/stutteringfdn)

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## Reaching Out to Educators

*Editor's note: This was written in response to the October 11, 2011, New York Times article, "Hand Raised High, a Stutterer Struggles to be Heard in Class."*

"The classroom is a challenge for all people who stutter," said Jane Fraser. "The Stuttering Foundation has a list of 8 tips to help educators."

### 8 Tips for Educators

- 1 Don't tell the student "slow down" or "just relax."
- 2 Don't complete words for the student or talk for him or her.
- 3 Help all members of the class learn to take turns talking and listening. All students — and especially those who stutter — find it much easier to talk when there are few interruptions and they have the listener's attention.
- 4 Expect the same quality and quantity of work from the student who stutters as the one who doesn't.
- 5 Speak with the student in an unhurried way, pausing frequently.
- 6 Convey that you are listening to the content of the message, not how it is said.
- 7 Have a one-on-one conversation with the student who stutters about needed accommodations in the classroom. Respect the student's needs, but do not be enabling.
- 8 Don't make stuttering something to be ashamed of. Talk about stuttering just like any other matter.

Compiled by Lisa Scott, Ph.D., The Florida State University

## More from Oxford



*The Right Honorable Ed Balls and Jane Fraser.*  
ARSC Chairman Major General Bryan and Mrs. Dutton.



Frances Cook and Sharon Millard.



Willie Botterill



Elaine Kelman in the SFA booth.



Kasia Wesierska from Poland holds a new DVD.

## Fluency Workshops

Applications at [www.StutteringHelp.org](http://www.StutteringHelp.org) or call 800-992-9392

Eastern Workshop:

Using Cognitive Approaches with People Who Stutter

2.9 CEUs

June 25-29, 2012 — Boston

Deadline to apply:  
March 19, 2012

Co-sponsored by The Stuttering Foundation and Boston University

This unique 5-day program will include training in: • Cognitive Behavioral Therapy • Solution Focused Brief Therapy • Palin PCIT (Parent-Child Interaction Therapy) • Family Communication Skills

Willie Botterill, MSc (Psych. Couns.), Reg UKCP (PCT), Cert MRCSLT and Elaine Kelman, MSc, Cert CT, Cert MRCSLT of the Michael Palin Centre for Stammering Children; Diane Parris, M.S., CCC-SLP, Boston University

Mid-Atlantic Workshop:

Treating Children and Adolescents Who Stutter

July 9-13, 2012 — Philadelphia

2.9 CEUs

Co-sponsored by The Stuttering Foundation, The Florida State University and The Children's Hospital of Philadelphia

Skills taught are based on a multidimensional approach to assessment and treatment.

Joseph Donaher, Ph.D., The Children's Hospital of Philadelphia; Lisa A. Scott, Ph.D., The Florida State University; and Vivian Sisskin, M.S., CCC-SLP, University of Maryland



Each course is offered for 2.9 ASHA CEUs (Intermediate level, Professional area).





# Pediatricians Issue TV Warning!

The temptation to rely on media screens to entertain babies and toddlers is more appealing than ever, with screens surrounding families at home, in the car, and even at the grocery store. And there is no shortage of media products and programming targeted to little ones. But a new policy statement from the American Academy of Pediatrics (AAP) says there are better ways to help children learn at this critical age.

The AAP first provided guidance on media use for children under age 2 in 1999. This consisted of a recommendation in the Academy's policy statement, *Media Education*, which discouraged TV viewing for children in this age group.

The new policy statement, "Media Use by Children Younger Than Two Years," was released in October 2011, at the AAP National Conference in Boston and published in the November 2011 issue of *Pediatrics*.

In 1999, there was limited data on the subject, but the AAP believed there were more potential negative effects than positive effects of media exposure for the younger set.

**Young children learn best from - and need - interaction with humans, not screens.**

Newer data bears this out, and the AAP stands by its recommendation to keep children under age 2 as "screen-free" as possible.

"The concerns raised in the original policy statement are even more relevant now, which led us

to develop a more comprehensive piece of guidance around this age group," said Dr. Ari Brown, a member of the AAP Council on Communications and Media.

The report set out to answer two questions: Do video and televised programs have any educational value for children under 2? And, is there any harm in children this age watching these programs?

The key findings include:

- Many video programs for infants and toddlers are marketed as "educational," yet evidence

the child's understanding, but children learn more from live presentations than from televised ones.

- When parents are watching

**Young children with heavy media use are at risk for delays in language development...**



does not support this. Quality programs are educational for children only if they understand the content and context of the video. Studies consistently find that children under 2 do not have this understanding.

- Unstructured play time is more valuable for the developing brain than electronic media. Children learn to think creatively, problem solve, and develop reasoning and motor skills at early ages through unstructured, unplugged play. Free play also teaches them how to entertain themselves.

- Young children learn best from - and need - interaction with humans, not screens. This is particularly true for children who stutter.

- Parents who watch TV or videos with their child may add to

their own programs, this is "background media" for their children. It distracts the parent and decreases parent-child interaction. Its presence may also interfere with a young child's learning from play and activities.

- Television viewing around bedtime can cause poor sleep habits and irregular sleep schedules, which can adversely affect mood, behavior and learning.

- Young children with heavy media use are at risk for delays in language development once they start school, but more research is needed as to the reasons.

The report recommends that parents and caregivers:

- Set media limits for their children before age 2, bearing in mind that the AAP discourages all media use for this age group. Have a strategy for managing electronic media if they choose to engage their children with it;

- Instead of screens, opt for supervised independent play for infants and young children during times that a parent cannot sit down and actively engage in play with the child. For example, have the child play with nesting cups on the floor nearby while a parent prepares dinner;

- Avoid placing a television set

*Continued on page 12*



# Shelby Railroad Remains Reliable Friend

Kirk and John Tarver and their Memphis-based Shelby Railroad Service Inc. raised a record \$7,800 to help those who stutter at their Annual Tin Cup Tournament and Bar-B-Que held October 6 at the Wedgewood Golf Club in Olive Branch, Miss.

Jane Fraser and Lisa Hinton represented the Stuttering Foundation to receive this outstanding gift at the end of the busy day. The Tarvers have used this event, held in appreciation of their clients and employees, to honor the late Ruth McGuiness Tarver, mother of company president and founder, John Tarver, with a gift to the Stuttering Foundation.

“My grandmother stuttered all of her life,” recalled Kirk Tarver, vice president of Shelby Railroad. “Back in the ‘30s, there was no help for people who stuttered, but today we have resources and avenues of help, like the non-profit Stuttering Foundation. She would have loved it – especially that we are both Memphis-based!”

“We are so grateful for the dedicated friendship and support the Tarvers and Shelby Railroad have shown us. We know Ruth, a great lady, would be proud!” said Fraser during the event.



John Kirk Tarver Vice President



New Reliable 2011



John McGinnis, great grand father of Vice President Kirk Tarver, stands next to a railcar he designed for the Illinois Central railroad company in 1944.



Bar-B-Que On the Links





# New Doors Open for Kids Who Stutter

## Malcolm Fraser Honored

Stuttering Foundation President Jane Fraser and Vice-President Joe Fulcher joined therapists, supporters, and trustees of the Association for Research into Stammering in Childhood, ARSC, and staff of the Michael Palin Centre on Sept. 20 to celebrate the opening of the newly-refurbished facility, which includes a high-tech room named for Malcolm Fraser.

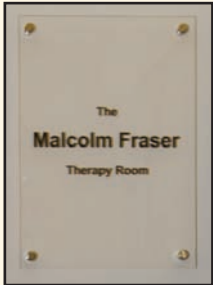
The new centre opened in August and this special event marked the move.

The purchase of the new building was funded by charitable donations and the refurbishment was made possible by a grant from the previous government with support from the Right Honorable Ed Balls MP.

During the celebration, Michael Palin gave a personal speech about his father's stammer. He described the difference it would have made if specialist therapy had been available all those years ago.

Speaking on behalf of the trustees, Lord Egremont described with great passion his memories of being a youngster with a stammer and his commitment to the work of the specialist therapists at the centre.

Ed Balls discussed the challenge of being a senior politician with a stammer and the impact on him of seeing the young peo-



*The new Malcolm Fraser Room.*



*Lord Egremont recalls his struggles with childhood stammering.*



*Jane Fraser and Joe Fulcher in the Malcolm Fraser Room.*

ple working with therapists at the centre to overcome stammering.

Among the guests were Travers Reid, life president and co-founder of the ARSC, and Emily Thornberry, Member of Parliament for Islington South and Finsbury.

The Malcolm Fraser Room is equipped with teleconferencing equipment that enables therapists to reach children worldwide.

"My father would have been amazed and delighted by the marvelous work being done at the new Centre!" said Fraser.



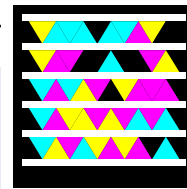
*The Right Honorable Ed Balls shares what it means to stammer in the world of politics.*



*Michael Palin discusses his own father's struggles with stammering.*



*Jane Fraser and Frances Cook in front of a portrait of Malcolm Fraser.*



# High Tech at ASHA Convention

QR codes, Facebook, YouTube and Twitter helped the Stuttering Foundation communicate with therapists during the 2011 convention of the American Speech-Language-Hearing Association in San Diego in November.

The efforts seemed to have paid off with the Stuttering Foundation's selling a record number of resources during the three-day event.

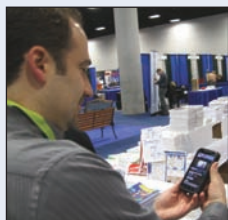
Special thanks to volunteers: Wendy Wingard-Gay, Charlie Osborne, Lynne Shields, Judy Kuster, Chris Walker, Kia Johnson, Joan Babin, Kristin Chmela, June Campbell, Diane Parris, Susan Hamilton, Vivian Sisskin, Kim Krieger, Rosalee Shenker, Kathleen Scaler Scott, Tricia Krauss-Lehrman, Glenn Weybright, Julie Atwood, Vianne Bjornberg, Steffi Schopick, Robin Jones, Tony Buhr, Jane Fry, Vika Tumanova, Fran Cook, Susan Cochrane and Geoff Coalson.



While working at the booth, Kia Johnson, Ph.D., used her Twitter account several times to encourage attendees to visit the Stuttering Foundation booth. [www.twitter.com/StutteringFdn](http://www.twitter.com/StutteringFdn).



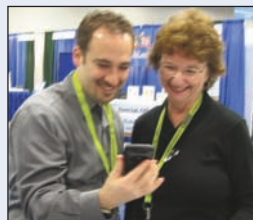
Diane Parris, seen here in the blue, used texting to encourage fellow therapists and students to stop by the booth. The Foundation also took to Facebook to let everyone know how to find us during the convention. You can "like" the SFA at [www.facebook.com/stutteringhelp](http://www.facebook.com/stutteringhelp)



**Step 1:** Download QR app to smartphone from <http://gettag.mobi>



**Step 2:** Scan QR Code.



**Step 3:** Here Mitch Trichon and Renee Shepherd watch a video clip.

**Step 4:** Try it yourself. Download the app at <http://gettag.mobi> and scan the QR code at the top of this page.



## Reaching Out to Pediatricians from Around the World

By June Campbell, M.A.,  
CCC-SLP, BRSFD

They came from near and far, the young and the old, those unfamiliar with the Stuttering Foundation, and those very knowledgeable about its literature and mission.

Attendees at the American Academy of Pediatrics Annual Conference held in Boston, October 2011, represented fourteen countries and thirty-three states.

"My mother is going to love this. I stutter." commented a nine-year-old boy as he picked

up materials while perusing the exhibits on his own.

One physician stopped by to thank the Foundation for its dedication to educating pediatricians. Others stopped by to discuss children and families they treat, their



*Pediatricians in front of the Stuttering Foundation booth.*

own stuttering, or stuttering in their immediate family. Many pediatric residents were grateful to receive information that has barely been addressed in their training.

This was the sixteenth year I represented the Stuttering Foundation. I was grateful for the consistently warm welcome, positive responses and desires of the physicians to take the time to study the materials we offered. Many asked questions to improve their own understanding of fluency disorders.

Pediatricians came from 33 states and 14 countries.



# What Are They Up To Now?

## An Updated Look at Spokesmen



**John Stossel's** new book is due out in April 2012. Plus, he hosts *Stossel*, a program on the Fox Business Network.

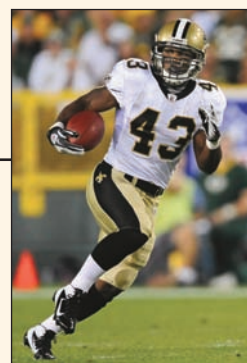
**Byron Pitts** is busy staying on top of the news as chief national correspondent for *CBS Evening News* and a contributing correspondent for *60 Minutes*.



**Panthera CEO Dr. Alan Rabinowitz** was honored with Lifetime Achievement Award at the Jackson Hole Wildlife Film Festival.



**Kenyon Martin**, who is now a free agent, signed a one-year contract to play in the Chinese Basketball Association. This contract reportedly makes him the highest paid player in the Chinese league's history.



**Darren Sproles**, now a New Orleans Saint, has entered his 7th season in the National Football League.



**Bob "Butterbean" Love**, is not only a legendary basketball superstar but is now a motivational speaker to more than a quarter-million teenagers and adults every year.

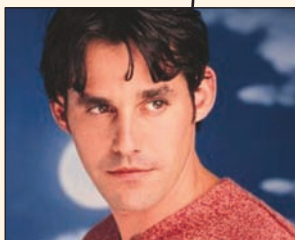


**Bill Walton** is currently executive chairman of Connect SD Sport Innovators, a nonprofit, business accelerating, trade organization that connects and drives growth of the Southern California's sports economy.



**James Earl Jones** recently starred in the Broadway production of *Driving Miss Daisy* and will portray a former United States president in the revival of Gore Vidal's *The Best Man*, a political play scheduled to open in the Spring.

**Nicholas Brendon** recently guest starred in the ABC drama *Private Practice* and the season finale of *Criminal Minds*.



**Ken Venturi** wrote and published his autobiography *Getting Up and Down: My 60 Years in Golf*.



# Meet Board Member Dennis Drayna

Dennis Drayna, Ph.D., has served on the Stuttering Foundation Board of Directors since 2006. He is senior investigator at the National Institute on Deafness and Other Communication Disorders, National Institutes of Health.

His current research focuses on using genetic methods to identify the underlying causes of stuttering.

“Stuttering is a remarkably difficult disorder to study. It only occurs in awake, behaving humans that are otherwise normal, and it likely has its origins in the brain, which is inaccessible for direct studies,” Drayna explained. “The fact that genetics plays a role in stuttering gives us one of the few avenues available to study this disorder, with the advantage that genetic studies can lead us to the cells and molecules that are involved.”

Studies to date have identified mutations in three related genes, named GNPTAB, GNPTG, and NAGPA that explain approximately 10% of familial stuttering. Several lines of investigation are being pursued to discover exactly how these variant genes lead to stuttering. In one line, biochemical studies of the enzymes encoded by these genes show that the mutations lead to a partial loss of enzyme function, apparently enough to cause some sort of damage to a particular set of nerve cells in the brain, but not so much as to cause more severe symptoms.

In another line of investigation, Dr. Drayna and other re-

searchers are studying which cells within the human brain express (or “turn on”) these 3 genes at the highest levels, as such cells are good candidates for the ones that are damaged or otherwise impaired by these mutations.

In yet another line of investigation, Dr. Drayna



and his co-researchers are putting these mutations into mice and measuring their vocalizations (which are largely ultrasonic), in an effort to develop a mouse model of stuttering that could be used for a wide variety of studies.

“When I started research on stuttering in 1996, my goal was to bring this disorder into the larger world of biomedical research,” Drayna said. “I had a strong prejudice that it was a biological disorder, rather than a psychological or social disorder. We’ve been fortunate to identify several causative genes that reinforce this view, although we still have a long way to go to explain all of stuttering.”

Other studies in stuttering fam-

ilies are identifying the location of additional genes that cause stuttering, the identification of which will hopefully provide insights into the cause of stuttering in the wider population.

“One of the biggest influences on my thinking has come from getting to know the stuttering community. This has allowed me to see the impact of stuttering on people’s daily lives,” Drayna said. “It’s allowed me to realize the seriousness of the disorder, and to advocate for a state-of-the-art biomedical research program to address it.”

Drayna received his bachelor’s degree in Genetics from the University of Wisconsin in 1976. He later earned a Ph.D. in genetics from Harvard University in 1981. His postdoctoral fellowship took place at the Howard Hughes Medical Institute, University of Utah, from 1981 through 1985.

From 1985-1992, he worked as a scientist for Genentech. He later founded Mercator Genetics Inc., where he worked as the scientific director until he joined the National Institute on Deafness and Other Communication Disorders in 1992.

“Science can be a maddeningly slow and uncertain process, with many blind alleys and precious few successes,” Drayna said. “In addition, understanding the underlying causes of stuttering can be a long way away from new, more effective treatments for the disorder. But without research, we’re left with speculation and misunderstanding. The cause of stuttering deserves better.”



# Camp Shout Out Sizzles

By Julie Raynor

In August 2011, 60 speech-language pathologists, graduate students and young people who stutter (ages 8-16) attended the inaugural session of Camp Shout Out held at Pioneer Trails

Camp on Big Blue Lake near Muskegon, Michigan. Camp Shout Out is an intensive speech therapy and recreation program for young people who stutter and a hands-on CEU training opportunity for speech-language pathologists and graduate students.

Participants came to Michigan from nine different states and Guatemala. Training and treatment coordinator and director Kristin A. Chmela, assisted by June H. Campbell, directed and guided the learning process. Throughout the week, campers participated in individual, small and large group speech therapy sessions that focused on personal communication goals. Speech therapists and graduate students planned and led the

therapy activities and also participated in daily 'problem solving' trainings with Kristin and June.

All participants stayed overnight in cabins on the camp property and ate meals together in the dining hall, which encouraged sponta-

neous interactions. During the week it was difficult to tell who was having more fun, the campers or the adults, in recreational activities such as the zip line, Capture the Flag, King of the Water Mat, or Therapist Hunt. New friendships were formed and everybody learned about the power of communication. It was not unusual to find a group of campers sitting to-

gether working on a project during the day or a gathering of speech-language pathologists and grad students on the dock each night having quiet conversations and watching the dark sky full of stars. One speech-language pathologist stated, "My eyes were opened to the world of stuttering. This week has given me insights on how to conduct therapy sessions with techniques and emotional support for children who stutter."

For the 2012 session we are excited to add a Leader-In-Training program for older teen campers (ages 16-18) as well as the addition of Kevin Eldridge to the program faculty team. We can't wait!

Visit [campshoutout.org](http://campshoutout.org) or [Stutteringhelp.org](http://Stutteringhelp.org).

**Editor's Note:** A 2009 SFA Iowa Workshop attendee, Julie Raynor is truly a force of nature. She has done a superb job organizing and promoting this camp. The fantastic publicity she generated attracted children from across the Midwest and even a youngster from Guatemala.





Full Page Coverage From El Diario New York's Largest Spanish Daily



# El tartamudeo se puede vencer

Se aconseja a los padres iniciar terapias tempranas para poder controlar este problema en sus hijos

FERDIN L. FRASER/QUIP

BUENA VISTA... ¿Qué tienen en común el vicepresidente los Biebs y el actor Miley Cyrus? El cantante Marc Anthony, el escritor Jorge Luis Borges, y el golfista Tiger Woods?

Todos ellos son, o fueron en algún momento de su vida, tartamudos. La tartamudez, cuyo origen multicausal se desconoce, afecta a más de 68 millones de personas alrededor del mundo, incluyendo a 3 millones en Estados Unidos, lo que representa aproximadamente el 1% de la población.

Si bien se trata de un problema que se puede corregir casi siempre mediante terapias de formación, mitos y temores en torno al mismo.

"Por lo general los padres se dan cuenta de los primeros síntomas de que su hijo tartamudea entre las edades de 2 y 4 años, que es cuando comienzan a aprender palabras nuevas y a formar frases", afirma la presidenta de la Fundación de Tartamudeo de América.

"En este tipo de situaciones les recomendamos a los padres que les hablen más lento, que usen vocabulario simple, y oraciones más sencillas, que hablen de hablar de sus hijos", sugiere la experta cuya fundación ofrece una lista de 7 consejos (ver recuadro).

El tartamudeo —explica Fraser— es un desorden del lenguaje que se da por la inhabilidad o interrupción del flujo normal del habla. Puede causar largas pausas entre las palabras cuando se habla o por un bloqueo completo. Sin embargo, la mayoría de la gente lo que vive con las repeticiones.

"Los niños tartamudos procesan el lenguaje en formas diferentes, y su capacidad original de aprender una nueva palabra no significa que esos niños tartamudeen. No significa que esos niños van a hablar fluidamente, pero van a tener más dificultades", dice Fraser. Según la experta, algo que puede causar tartamudeo es el hecho de que el niño sea muy inteligente y sea mucho vocabulario. "Están muy avanzados en sus conocimientos pero se quedan tímidos y evitan hablar con otras personas."

Los niños tartamudos por lo general son tímidos y evitan hablar con otras personas.

lenguaje, pero sus habilidades motoras son más lentas o no tan desarrolladas para pronunciar todo ese vocabulario", aclara Fraser rechazando el mito de que los tartamudos no son inteligentes.

La especialista recomienda a los padres que lean todo lo que puedan encontrar sobre este tema, porque mientras más se sabe, menos se teme. De hecho, el miedo cuando un niño está hablando y de repente comienza a tartamudear.

"Los padres no deben tener miedo de hablar de esto, por el contrario, deben hablarlo abiertamente con su hijo, para que el niño comience a entender que no es algo de lo que deben tener vergüenza", dice Fraser. "El tartamudeo es una condición genética, por lo que ciertos niños nacen con la predisposición a sufrirlo, aunque eso no significa que deben vivir con eso toda la vida."

"Investigaciones médicas han demostrado que los niños con algún tipo de problema físico o que corre en la familia, como la epilepsia, también pueden tener problemas de lenguaje", afirma Fraser.

"Algunos niños con problemas de lenguaje también tienen problemas de aprendizaje, pero eso no es lo mismo que tartamudear. Es algo que tiende a ser hereditario", aclara Heather L. Grossman, directora clínica del Instituto Americano del Tartamudeo.

Se estima que aproximadamente 60% de las personas que tartamudean tienen un trastorno de aprendizaje, pero eso no es el 60% de las personas que tartamudean entre las edades de 2 y 4 años, y se ha demostrado que el problema afecta a varias personas cuatro veces más que a las hembras.

Tratamiento temprano es clave Expertos consultados coinciden en que el éxito en la mejoría de un niño tartamudo depende de si se comienza un tratamiento temprano o no.

"Un diagnóstico temprano o los síntomas que comienzan a presentarse pronto, incrementa la oportunidad de tartamudeo", indica Heather L. Grossman. "Sabemos que el 80 por ciento de los niños que son tartamudos antes de tener la edad de cuatro años mejoran en la edad de cinco años, pero el 20 por ciento continuará siéndolo cuando sean adultos (1 de cada 5)", agrega Grossman.

Por esta razón la especialista insiste en que los padres no deben ignorar el problema y busquen la ayuda de un experto cuanto antes.

¿Ha tenido experiencias negativas debido al tartamudeo? Comente en: [www.eldiario.com](http://www.eldiario.com)

La mayoría de los que tratan el tartamudeo en niños no son pediatras, sino terapeutas de lenguaje especialmente entrenados. Para los padres que no tienen seguro médico o que no pueden pagar un terapeuta privado, Jane Fraser indica que todos los niños a la edad de tres años tienen el derecho de obtener terapia de lenguaje gratuita en la escuela. "Hay una ley especial de educación que dice que si un niño que tiene un problema de lenguaje que está impidiendo su progreso de una evaluación del lenguaje a su hijo".

Enrique González, un terapeuta de lenguaje que trabaja para el Departamento de Educación Nueva York, en una escuela pública de Washington Heights, en el Alto Manhattan, aconseja a los padres que creen que su hijo necesita hablar con un terapeuta para que evalúe al niño.

Además —sugiere González— hay que determinar si esta condición afecta la vida social del niño. "Si el niño se da cuenta de que habla diferente y de que por eso se están burlando de él, le puede hacer más daño que si simplemente no mejor no quiere salir ni hacer amigos, porque le da vergüenza hablar o teme contestar en la clase porque no quiere hacer el ridículo aunque sepa la respuesta".

Muchos niños tartamudos desarrollan problemas de seguridad y depresión, por lo que el tartamudeo puede afectar a la vida afectando académica y socialmente. Los expertos concuerdan con que ser bilingüe no es un riesgo para desarrollar tartamudez, aunque sí puede hacer más difícil el tratamiento de los menores que son tartamudos.

Si un niño que aprende el español y el inglés a la vez, el tiempo que le dedica a cada idioma puede ser diferente a las cosas pesadas. Si los padres hablan sólo español en la casa, porque no saben hablar inglés, y el niño sólo habla inglés en la escuela, no hay razón para cambiar eso, porque lo están haciendo separado, el problema es cuando los padres les hablan mezclando los dos idiomas. Por su parte, Heather Grossman indica: "el vivir en una familia bilingüe puede ser algo más demandante, porque hay más lenguaje; más que aprenderse con un terapeuta de lenguaje, para que usen en español, las mismas técnicas que usen en inglés. Los niños que hablan más lento y que tratan de no usar vocabulario muy complicado".

AYUDA EN INGLÉS Y ESPAÑOL [www.tartamudeo.org/](http://www.tartamudeo.org/) [www.stutteringhelp.org/](http://www.stutteringhelp.org/) [www.stutteringtreatment.org/](http://www.stutteringtreatment.org/)



Los expertos recomiendan a los padres dedicarle tiempo a sus hijos tartamudos; leerles y hablarles de manera suave y pausada.

## Ser bilingüe no es un riesgo

Un estudio realizado en el Reino Unido en 2008, publicado en el *Archives of Disease in Childhood*, indica que los niños que son bilingües son más propensos a ser tartamudos que aquellos que hablan un solo idioma. Aunque no explica las razones, por las cuales se sugiere esta conclusión, el estudio afirma que el escolar de los niños bilingües.

Los expertos consultados para este reportaje concuerdan con que ser bilingüe no es un riesgo para desarrollar tartamudez, aunque sí puede hacer más difícil el tratamiento de los menores que son tartamudos.

Si un niño que aprende el español y el inglés a la vez, el tiempo que le dedica a cada idioma puede ser diferente a las cosas pesadas. Si los padres hablan sólo español en la casa, porque no saben hablar inglés, y el niño sólo habla inglés en la escuela, no hay razón para cambiar eso, porque lo están haciendo separado, el problema es cuando los padres les hablan mezclando los dos idiomas. Por su parte, Heather Fraser dice: "el vivir en una familia bilingüe puede ser algo más demandante, porque hay más lenguaje; más que aprenderse con un terapeuta de lenguaje, para que usen en español, las mismas técnicas que usen en inglés. Los niños que hablan más lento y que tratan de no usar vocabulario muy complicado".



- Hable con su hijo de un modo su tiempo cada día en los que le interesa.** Cuando el niño se distraiga, deje que termine lo que está haciendo. Este momento de tranquilidad y atención a su hijo puede ser constructivo de confianza y de respeto unos segundos antes de que el niño se distraiga.
- Reduzca el número de preguntas que le hace a su hijo.** En lugar de hacerle preguntas, simplemente comente lo que ve o lo que oye. Así le permitirá saber que usted está escuchando. Los niños expresan sus propias ideas libremente al responder a las preguntas de los adultos.
- Utilice expresiones faciales y gestos para complementar lo verbal.** Cuando hable con su hijo que usted está escuchando el contenido del mensaje y no sólo la forma de hablar.
- Disponga de pocos minutos de tiempo para hablar.** Los niños expresan sus propias ideas libremente al responder a las preguntas de los adultos.
- Observe el modo que usted habla con su hijo.** Intente reducir las interrupciones y posea la atención de cuánto tiempo le dedica a su hijo con todo el resto de las actividades de la casa.
- Utilice expresiones faciales y gestos para complementar lo verbal.** Cuando hable con su hijo que usted está escuchando el contenido del mensaje y no sólo la forma de hablar.
- Sobre todo, manténgase paciente.** No se desespere. Si el niño se distraiga, deje que termine lo que está haciendo. Este momento de tranquilidad y atención a su hijo puede ser constructivo de confianza y de respeto unos segundos antes de que el niño se distraiga.

**MITOS Y REALIDAD**

**Mito 1:** Tartamudos no son inteligentes. **Realidad:** No existe ninguna conexión que vincule la tartamudez con la inteligencia.

**Mito 2:** Los nervios causan tartamudez. **Realidad:** No, tampoco nervios, ansiedad o vergüenza. Tienen las mismas características que personas que no tartamudean.

**Mito 3:** Si un niño que ve a decir antes de la persona que "respira profundamente antes de hablar" o "respira profundamente y profundamente". **Realidad:** La verdad es que esto es una técnica que se usa para tratar la tartamudez sea más severa. Lo mejor es que se enseñe pacientemente y individualmente.

**Mito 4:** El estrés causa tartamudez. **Realidad:** Son varios factores complejos que están involucrados. El estrés no es la causa pero seguramente puede agravar la tartamudez.

FUENTE: THE STUTTERING FOUNDATION

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# Who Knew? Mr. Bean?

When moviegoers in the U.S. saw the television ads for the October 21, 2011, release of the new Rowan Atkinson movie *Johnny English Reborn*, few, if any, knew that Atkinson, most famous for his character Mr. Bean, is a person who stuttered. Unlike some other famous actors, Rowan Atkinson's stutter is not widely known. However, stuttering still is a factor in his life. Fans of the British actor might have been surprised to read in the weekly "10 Questions" column of the August 23, 2007, issue of *Time* magazine that one of the ten questions for the famous actor was, "Did you ever overcome your serious stutter?"

His answer was simply, "It comes and goes. I find when I play a character other than myself, the stammering disappears. That may have been some of the inspiration for pursuing the career I did."

Rowan Atkinson was born on January 6, 1955, in Durham, England. Rowan was the youngest of four boys. He was sent to two boarding schools, both of which were run under the auspices of the Church of England. First, it was the Durham Choristers School, which had the reputation of trying to push students towards the Anglican priesthood. In his 1999 biography, *Rowan Atkinson*, author Bruce Dessau

quoted Canon John Grove as remembering Atkinson as 'shy with a slight stutter and a slightly rubbery face just like the one he has now.' Later, when at St. Bees School, Chris Robson, Atkinson's A-level physics master, said, "In class he was very middle of the road. There was nothing outstanding about him. I didn't expect him to become a fantastic scientist. And he was a quiet lad who walked his own path."

However, Robson remembered Atkinson's school drama career more vividly, "But when he walked on-stage he was exceptional." Dessau quotes another faculty member at St. Bees as saying, "Even an incipient stammer vanished whenever the young Atkinson stepped onto the stage."

In fact, a March 24, 2007, article in *The Independent* stated that a young Atkinson was bullied at the Durham Choristers School because of his stuttering and appearance. Future Prime

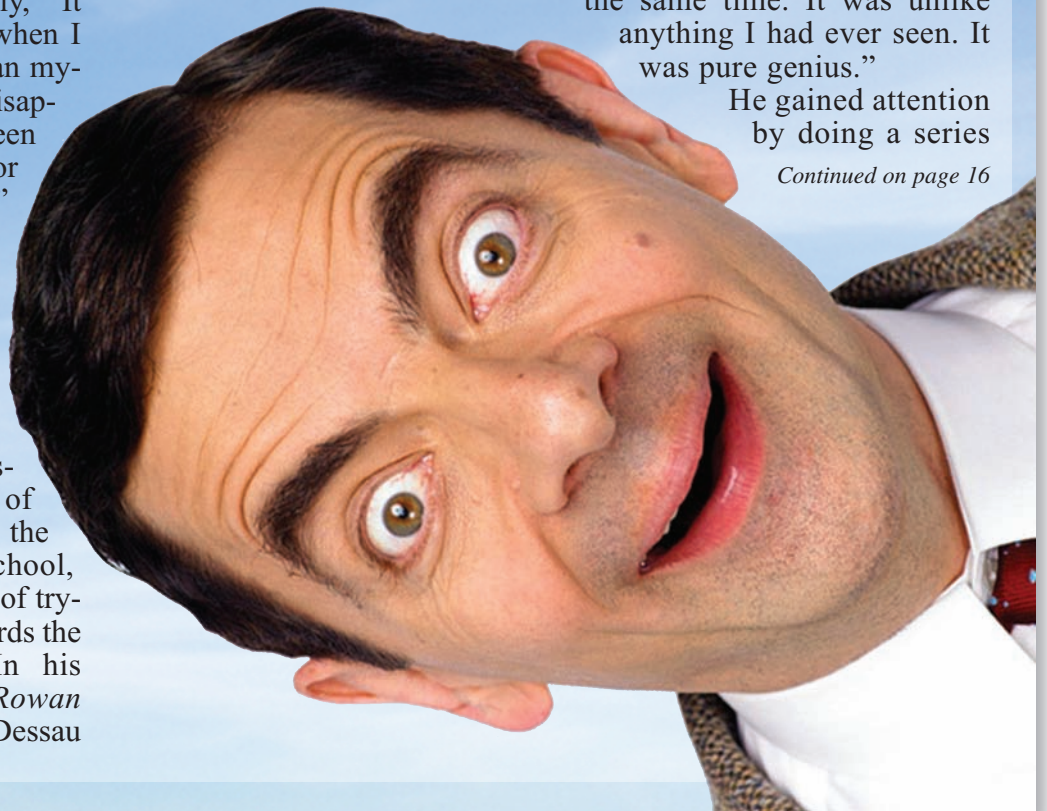
Minister Tony Blair, who also attended the school and was two years younger than Atkinson, has stated in the past that he vaguely remembers the treatment that Atkinson endured as a youngster there.

Following in his father's footsteps, Atkinson earned a M.Sc. in Electrical Engineering from The Queen's College at Oxford. Still acting on the side, he embarked on a Ph.D. in electrical engineering for awhile before deciding to devote his full attention to acting. While Atkinson was studying for a doctorate in electrical engineering, Richard Curtis remembered the young Atkinson showing up at workshops for sketch material for a summer review at Oxford and never saying a word. Then the silent one got up and did an original sketch in which his stuttering disappeared.

Curtis said, "He did a monologue about driving followed by the thing he does now, where he mimes and talks at the same time. It was unlike anything I had ever seen. It was pure genius."

He gained attention by doing a series

*Continued on page 16*





**Pathway** *Continued from front page*

So we can't fully explain stuttering, but now we have clues."

Genetic clues to stuttering were first identified in a paper published in the *New England Journal of Medicine* in Feb. 2010. In it, Dennis Drayna, PhD, a senior investigator with the National Institute on Deafness and Other Communication Disorders and a co-author on the current study, and his colleagues reported results of genetic studies on members of a large Pakistani family, many of whom stutter.

Among most of the stuttering family members, they found mutations in three genes involved in directing proteins to the lysosome. These same mutations were present in many unrelated individuals in Pakistan, North America and Europe who stutter, but not in those with normal speech.

"They found mutations in three genes that encode a pathway for directing newly made lysosomal enzymes to the lysosomes," Kornfeld says. "And it turned out to be a pathway we discovered years ago. So this is a nice collaboration."

Until now, one of the three genes, NAGPA, had not been implicated in any human disorder. This is where Kornfeld and Wang-Sik Lee, PhD, research instructor in medicine at Washington University, chose to begin their in-depth biochemical investigation

of the mutations that Drayna's group identified.

NAGPA encodes an enzyme responsible for the last step in "addressing" proteins to the lysosome. Drayna's work identified three separate mutations in NAGPA in individuals who stutter. And according to Lee's biochemical analysis, all three of the mutations impaired the enzyme, but each did so in a different way. In general, mutations in a gene often cause the resulting protein to be folded into the wrong shape. Cells are very good at recognizing misfolded proteins and destroying them.

In this case, Lee's biochemical analysis shows that two mutations appear to trap the proteins in the cell's protein manufacturing center, though some get out before being destroyed.

"It's not an all or nothing thing," Kornfeld says. "Of the material that does get out, its activity is normal."

But the third mutation causes a larger folding problem and the proteins are destroyed just minutes after being made.

Such findings offer a glimpse at possible future therapies for stuttering. For two of the mutations at least, the problem is not that the protein can't recycle, but rather that it can't get out of the cell's protein manufacturing center and go to the lysosome. If some compound can be found that helps the protein escape, Lee's work sug-

gests that it would function normally. But Kornfeld cautions that this type of therapy for stuttering is a long way off.

"There are billions of neurons in the brain, and we have very little idea which neurons are involved in speech," he says. "Our main finding is that these three mutations in NAGPA in people with persistent stuttering all have harmful effects. This is biochemical evidence that these mutations are meaningful, and not just markers of some other genetic change that is the real cause."

Having described the three harmful mutations in NAGPA, Kornfeld's group is now performing biochemical analyses on the other two mutated genes Drayna's group identified – GNPTAB and GNPTG. Drayna and his colleagues estimate that these three mutated genes account for only about 10 percent of people who stutter with a family history. As such, they are continuing the search for additional genes responsible for stuttering.

The research is available in the *Journal of Biological Chemistry*.

Lee WS, Kang C, Drayna D, Kornfeld S. Analysis of mannose 6-phosphate uncovering enzyme mutations associated with persistent stuttering. *Journal of Biological Chemistry*. Nov. 18, 2011.

Kang C, Riazuddin S, Mundorff J, Krasnewich D, Friedman P, Mullikin JC, Drayna D. Mutations in the lysosomal enzyme-targeting pathway and persistent stuttering. *The New England Journal of Medicine*. Feb. 2010.

This work was supported by grants from the National Institutes of Health (NIH) and from the National Institute on Deafness and Other Communication Disorders, which is a part of the NIH, and from the Malcolm Fraser Foundation.

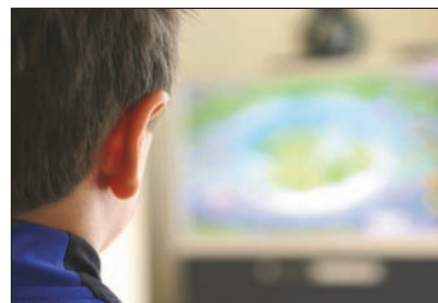
**TV** *Continued from page 3*

in the child's bedroom; and

- Recognize that their own media use can have a negative effect on children.

The report also recommends further research into the long-term effects of early media exposure on children's future physical, mental and social health.

According to Dr. Brown, "In today's 'achievement culture,' the best thing you can do for your



young child is to give her a chance to have unstructured play—both with you and independently. Children need this in order to fig-

ure out how the world works."

Jane Fraser, president of the Stuttering Foundation concurs with these findings, "Television viewing, even if only in the background, can be very distracting for a young child learning to speak; and it reduces 'talk time' in the family. All families, but particularly families with children who stutter, will profit from changing their home environment to promote more fluent speech."



# Some History About ‘Specialists in Stuttering’

By Jane Fraser

In the 1970s, Charles Van Riper and my father, Malcolm Fraser, exchanged extensive correspondence about the need for specialty training in stuttering.

Together, they decided that a whole year should be dedicated towards training a specialist and towards deciding what should be included in that training. The very first specialist trained in such a way by Dr. Van Riper was Carl Dell and his training was sponsored by the Stuttering Foundation, known as the Speech Foundation at that time.

*Treating The School-Age Child Who Stutters: A Guide for Clinicians* is an outgrowth of that year’s work. But having only one person trained a year did not solve the problem of having more specialists available.

So, in 1984 Hugo Gregory volunteered to give up two weeks of his summer towards training 20 therapists to become specialists in stuttering. He was joined by June Campbell, Diane Hill, and Carolyn Gregory; and Dean Williams, our Vice President for Education, represented the Stuttering Foundation at the two week sessions as did Joe Fulcher and I. That was the beginning of the Stuttering Foundation’s “specialists in stuttering” program.

We also sent out press releases in the early 1980s to educate the public about stuttering and recommending that they always seek out a specialist. We continue to use that term, “specialist in stuttering,” as we seek to educate parents as much today as we did in the 80s and 90s.

## some clinical nuggets from the book

By Voon Pang

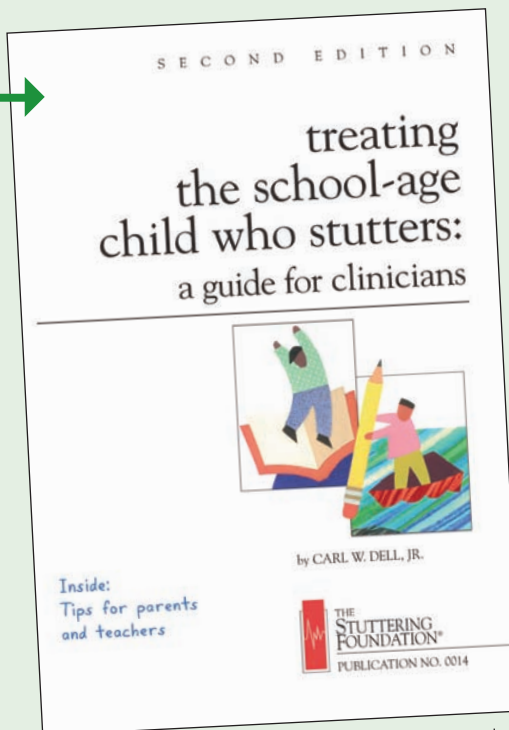
*Editor’s Note: Voon Pang from New Zealand attended the Stuttering Foundation two week Eastern Workshop in July 2011 and has started a dynamic SFA Workshop Alumni discussion group on Yahoogroups. For information on joining the*

*Yahoo group, please e-mail us at [info@stutteringhelp.org](mailto:info@stutteringhelp.org).*

*Each month Voon presents a Resource of the Month with a brief summary of what he has found to be helpful. Below are some of his notes from Treating the School-Age Child Who Stutters.*

### notes from the introduction

- School-based SLPs provide acceptance, warmth and understanding in a safe environment and help children feel cared for.



### notes on borderline stuttering

- Clinicians sometimes have a fear of making the child’s stuttering worse, either by drawing attention to it or by doing something wrong in therapy. These two points can be refuted. It is very likely that many people have already been critical of the child’s stuttering. Because of their resilience, children are rarely affected for very long if something goes wrong.

- Any good clinician will make a mistake occasionally, but she is quick to recognize it and make appropriate adjustments (p. 13).

- For the child with borderline stuttering, it is wise to spread diagnostic sessions over a period of time, such

as once a week for several weeks because many children have cycles in which they alternate between fluency and stuttering.

- Some children become very good at hiding their stuttering because they do not want anyone to find out.

- It is important to conduct a thorough evaluation with school-aged children and observe the child in a variety of speaking situations.

- Two important things a clinician can do when talking about stuttering in the evaluation are 1) be casual with your approach to show that you are not shocked by stuttering and you have seen such things before; and 2) to be able to occasionally demonstrate the child’s disfluency, without being upset. This shows the child that he is not the only one who talks like he does and that others can stutter at will and that stuttering need not be involuntary.

- Both of these points can help the child come to the realization that stuttering need not be feared and that it isn’t a shameful thing.

### notes on indirect therapy for borderline stuttering

- Children with little or no struggle or tension who have neither shame nor guilt but still have too many fluency errors should be seen for treatment. Their stuttering responds quickly to therapy.

- By echoing or reflecting what the child has said, the clinician occasionally provides him with a better model of stuttering than the kind the child demonstrates (e.g. C: “oh, look here’s an a-a-a-alligator,” SLP: “that’s right, an a-alligator”). The child in essence is being corrected without his being aware of it which is vastly different from the kind of direct correction from his parents and classmates (Say it again! Slow down! Don’t stutter!)

- We can reverse the course of stuttering, and it is vitally important that the child learns early on that there is no need to force or struggle (p. 27).



# Dear SFA: Reader Response



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

## Poem About Me

Sometimes I stutter  
People may look at me  
strange  
But do they know me?

They hear my stutter  
But I am much more than  
that.  
Please listen to me!

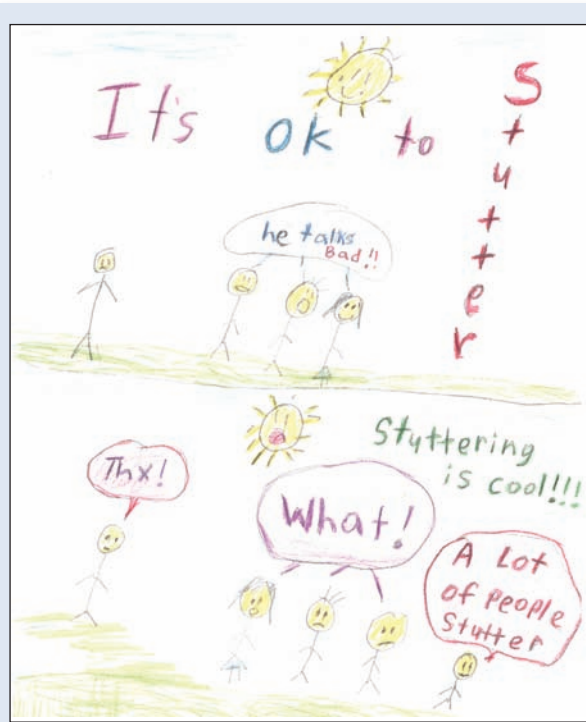
Please don't look away  
Because of my stuttering  
Don't judge me by that...."  
*Braxton, 10*  
*North Little Rock, AR*

## Stuttering Can Be Hard

Hello, I am Brian and I am 10 years old. I don't like stuttering because I can't have a conversation. I have been going to my speech teacher and doing better in talking. People always make fun of me and start talking like me. I just ignore them or say "you can't stutter better than me" or "you try to stutter just like me!" Sometimes I cry a little when they ask "why do you do that?" because I think they are making fun of me. I just don't like it, I JUST DON'T LIKE IT! I just felt kind of bad because I stutter, but now it is kind of okay.  
*Brian, 10*  
*Atlanta, GA*

## I Am Unique

Hi, my name is Ethan and I am 9 years old. I live in Wellington, Florida. I work on my speech tools with my speech therapist to help control my stuttering. We work on breathing, stretching, and having a quiet body. One day, someone teased me and I just ignored him. It



Hi my name is Joshua and I like going to speech. Speech makes me feel happy because my speech teacher said it's "ok" to stutter. My friends do not know what stuttering is. Sometimes I teach my friends how to stutter. That makes me feel good. I hardly stutter now because my speech teacher showed me how it's ok to stutter. I am eight years old and speech is fun!

*Joshua, 3rd grade, Greensboro, NC*

worked! That was so cool! I don't let things like that bother me because I know I am a unique kid :)!  
*Ethan, 9*

*Wellington, FL*

## Future Racehorse Vet

Hi, my name is Kylee and I am 12 years old. I have stuttered ever since I can remember. All throughout elementary I took speech therapy, but it wasn't helping so I gave up. Sometimes it's worse than others. I used to not stutter when I read aloud, but now I do. I hate it when the teachers call on me to answer a

question or read. It's so embarrassing. I know it sounds silly, but little kids make fun of me! Some older ones do too. When I am talking to my friends, I think of this really funny thing to say and finally get it out when it has nothing to do with what we are talking about by then.

I'm smart and make A's and B's and want to go far in life. I want to be a racehorse veterinarian and hope I won't be discriminated against when I get out in the real world and go to college and get a job. Most of the time I stutter on vowel sounds, but sometimes I stutter on consonants.

My dad says he stuttered when he was little but outgrew it before he was my age. I have a 18 year old cousin who stutters every now and then. Dad also says I didn't stutter at all until my mom had a wreck when I was little, and now my stuttering is worse around bad times (though my mom is fine now).

When we had a tornado a couple of months ago, I was so scared I had bad dreams and I stuttered a lot more after that. But the weirdest thing is, I don't stutter when I sing. Would you please mail me back with what information you know? Thank you so much.

*Kylee, 12*  
*Advance, MO*

*Editor's Note: Kylee was sent information about her concerns.*

## Looking for Good Speech

My name is Trevan and I am 9 years old and in 3rd grade. I have



been stuttering for a long time. I just don't like having a speech problem. I don't like stuttering because it makes me seem different and weird. I just feel like I'm looking for a needle in a hay stack. There is only one needle I have to find but I can't find it or stop it. The needle is for good speech.

Sometimes I am able to find the needle by sticking to my goals. I have help and support from my speech teacher, friends, and family. My speech teacher and family help me with strategies that I have learned.

Trevon, 9  
Holyoke, MA

### Ignore Teasing

Hi, my name is Waylon and I am 10. I stutter, but it does not bother me. When I am teased I just ignore them. I am going into the 5th grade. I have been going to Bowling Green State University for speech. Now I am better at talking.

Waylon, 10  
Ottawa, Ohio



Hi, my name is Grace'lyn. When people make fun of me I just ignore them. When I am with my friends they back me up and say it is not OK to make fun of me. Or sometimes I draw a picture of me happy. Even President Obama stutters sometimes.

Grace'lyn, 10, Evansville, IN

### Stuttering Makes Me Special

My name is Sophia, and I stutter. When I was little, my stuttering was ongoing-ish. I stomped, clapped, and did almost everything I could just to talk to my mom.

When I was maybe 4 years old, my mom found a speech therapist named Marcy (her real name is Marsha; I found THAT out years later!). She helped me with my speech a lot. (She still does!) Now, we are great friends! I think that stuttering is just what makes me special.

Sophia, 9  
Cedar Rapids, IA

### A Letter from France

Bonjour, je m'appelle Jacques at j'ai 9 ans.

Je voudrais vous parler de ce livre qui parle du bégaiement : « Des fois je bégaié ». (*Sometimes I Just Stutter*)

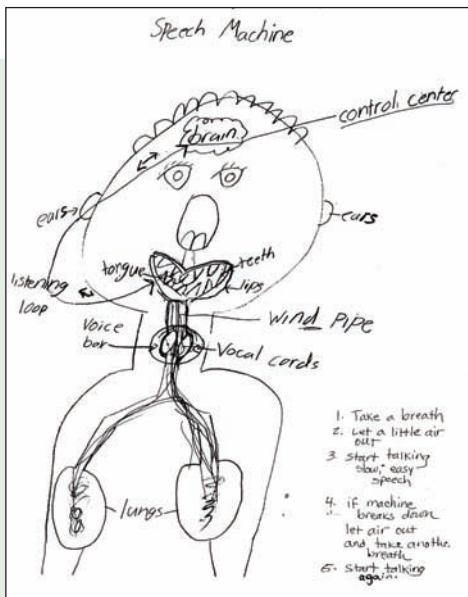
Alors, moi je bégaié tous les jours et j' arrive pas à com-

*Continued on page 16*



Stuttering is like drinking Hot coffee and it getting stuck in your mouth so you should stop and drink slower

Benny, 6th grade  
Clifton, N.J.



My name is Justin and I'm 9 years old. I think I started stuttering when I was 5 years old. I started going to speech in 2nd grade. I learned about my speech machine. My speech machine is the parts of my body I use to talk. Sometimes my machine breaks down and I stutter. My brain controls my speech machine so I will know what to do when I stutter.

I learned techniques for fluency, such as using slow speech and taking an easy breath when I get stuck. Now I don't stutter that much. I am proud of myself.

I made a PowerPoint presentation about stuttering. I'm going to show it to my class. I like all of the stories from other kids you printed in your newsletter. They make me feel better about my speech.

Justin, 9, Clovis, CA

*Gifts made Jan. 1 through Dec. 1, 2011*

**Gifts in Honor of:**

Ashley Jackson Brown  
 Brendan Mahoney  
 Michael LoCascio  
 Scott Jones  
 Rachel and Kai Chun  
 Yeshua El Messiah  
 Ethan Passeser  
 Dr. Phil Schneider  
 Susan Cochrane  
 SLP Students and Teens  
 Who Stutter  
 Ryan Wisch  
 Dr. Charleen Bloom  
 Blaise Levai  
 Diane Brower  
 Preston David Stott  
 Allene Higgins  
 Peter Reitzes  
 Linda Lee  
 James L. Bell  
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 Boston Air Flowers  
 Group  
 Dr. Martin F. Schwartz  
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 and Becky Hall  
 Mara Calvello  
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 Krishna Foundation  
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 Max Lehman  
 Marilee Fine  
 Bailee George

Rolando Prado  
 Students at Dugan  
 Elementary School  
 Grandchildren of Mr. and  
 Mrs. Robert Young  
 Marilyn Monger  
 William Ramsey  
 Kristin Chmela  
 Linda Wheeler  
 George Helliesen  
 Ben Ellis  
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 Dr. Margaret Planta  
 Dr. David Verhaag  
 Nancy Barcal  
 Dr. Sharon Katuin  
 Dr. Maninder Powar  
 Dr. Gurinder Kanwar  
 Will Blodgett

**Gifts in Memory of:**

Max A. and Tillie C.  
 Newman  
 Glen Bradley  
 Jimmie Gray  
 L.J. Davidson  
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 John Larkin

Dr. Richard Curlee  
 Dr. William H. Perkins  
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 Edward Dougherty  
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 of Armando Mateo  
 Lillian and Jacob Stein  
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 Katherine Jean Shahan  
 Gara  
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 John Clancy  
 Dr. Joseph Sheehan  
 Dr. Joan Good Erickson  
 Margaret Mary Daly  
 William Lloyd Ronney  
 Christopher Niemiec  
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 Rupert P. Myers  
 Clayton Saunders

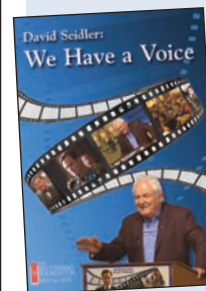
**Mr. Bean**

*Continued from page 11*

of comedy shows for the BBC radio in 1978 that were known as "The Atkinson People." Atkinson came onto the television radar screen in 1979 with the famous show *Not the Nine O'Clock News*. Later, he went off to do *The Secret Policeman's Ball* before meeting up with Richard Curtis again for the immensely successful *Blackadder*, which the pair co-wrote. Tim McInnerny and Tony Robinson starred in the show and were later joined by Stephen Fry, Hugh Laurie and Miranda Richardson.

Atkinson's character of Mr. Bean existed for 10 years before the character was even given a name. The Mr. Bean character catapulted Atkinson into international stardom as the show was seen all over the world. It was the highest-rated comedy on British TV in the 1990s; it was sold to more than 245 countries and 50 airlines. Later, there were movies such as *Bean: The Ultimate Disaster Movie* (1997) and *Mr. Bean's Holiday* (2007). The actor has left open the door to the possibility of reprising the Mr. Bean character in the future.

**New DVD Available**



The new DVD *David Seidler: We Have a Voice* is now available. It is a true inspiration to young people who stutter.

**Letters**

*Continued from page 15*

prendre pourquoi. Je vous envoie cette lettre pour savoir si vous, vous comprenez pourquoi je bégaye.

Je Bloque et ma gorge elle est tordue. Je ne sais pas pourquoi je parle vite des fois. Je parle vite quand je suis en colère, quand je suis pressé de dire un mot vite fait pour m'en débarrasser pour ne pas bégayer.

En fait, ce sont mes copains qui m'ont dit, pour m'aider, de parler vite et que ça irait mieux. J'ai essayé cette idée mais elle n'a pas marché et maintenant, parfois, j'arrive plus à parler lentement.

Je bégaye souvent quand je suis nerveux, un petit peu. Quand quelqu'un ne comprend pas ce que je lui dis parce que je parle vite, je ralentis pour qu'il comprenne et s'il ne comprend pas je lui dis : « si je bug tant pis » je continue à dire lentement et si je « bug » encore, je lui dis : « laisse tomber » et s'il ne veut pas laisser tomber, je lui dis : « j'ai oublié ma phrase ».

Voilà ce qui me gêne le plus dans mon bégaiement.

A bientôt.  
*Jacques*



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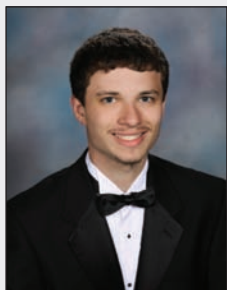
# James Campbell Stuttering Memorial

By Bret Hart, James' uncle

Almost everyone has a day that they will never forget. It's a day that can be one of the happiest days or one of the saddest days in a person's life. October 23, 2011, was one of those days I will never forget. That was the day my nephew James Campbell tragically took his own life. James was only 17 years old. For years to come people will ask "why?" "Why did James end his life at such a young age?" I, too, have been asking this question. As the grief, anger, sadness and disbelief continually swirl in my mind, I keep coming back to the speech disorder that James had suffered through for years. James was a stutterer.

James was a teenager who had a great personality and positive outlook. But in his mind, all the positive features in the world could not trump the negative that

he could not shed. His stuttering. Oftentimes, James was a recluse because of his speech disorder. He would communicate with his friends through Facebook. Why through Facebook? Because he



James Campbell

didn't have to talk. A computer could speak for him. I m a g i n e being a teenager who stutters and has to give a presentation in front of the class? This had to be a frightening feeling for James. Not only will the entire class be watching, but trying to speak fluently was more than a challenge ... it was impossible.

As James got older, the stuttering became more and more of a handicap for him. He saw his disability as a hindrance to his

future. On Sunday, October 23, James felt he could no longer go on. He made the decision that he wanted to be with his father who had passed away 13 years earlier in a tragic accident. James really didn't know his father that well, as he was only 4 at the time, but the absence of his father profoundly affected him.

As we say good-bye to James and try to piece together our own lives, I would hope that we can prevent another loss of life. There is no need to have another teen take his own life with the explanation that they feel the burden of stuttering has become unbearable.

Hopefully, the end of James' life can be the start of someone else's.

In honor of James Michael Campbell, we look forward to helping other teens who stutter so they can live a productive and fulfilling life, embracing all that life can offer.

## Gifts In Memory of James Michael Campbell

*Through Dec. 15, 2011*

Dale Foster  
Sarah Edwards  
Lisa Jackson  
Jennifer Keating  
Rochelle Laznow  
Patrick Condron  
Mike and Emily Belanger  
Kyle and Nikki Bacon  
David Harbour  
Heather Patton  
Shirley Hottot  
Jeff Lodes  
Andrew Lausch  
Ann-Marie Clark  
April Lambert  
Elizabeth White  
Diane Shafer  
Therese Cook  
Patrice Creeger  
Denise Cushaney

Keree Kirkland  
Kathy Marcheselli  
Wendy and Ukia Nitta  
Kammi Sharpe  
Beth Ann Thomas  
James Azzano  
Katherine Dingess  
Todd Hinckley  
Dan Klemack  
Sheryl McCurnin  
Kevin Pearson  
Tracy Smith  
Joe Vavrik  
Elizabeth Cahill  
Ken and Robyn Grimsley  
Bret Hart  
Elizabeth Messner  
Shirleen O'Connor  
Paula Widerlite  
Dr. Dennis Drayna  
Gail Emery  
Meredith Braselman  
Andrew LaVanway

Alison Ward  
Lauren Walker  
Lauren Fischer  
Mark Meadows  
Morgan MacDonald  
Tisha Hilliard  
Anthony Matthews  
Chip Manning  
Peter McIntyre  
Vince Menzione  
Skip Courtney  
Bryan Scott Herr  
Alfred and Carole Poindexter  
Tracy Smith and son, Tyler  
Thomas Babb  
Joy Sperry Emery  
Stephen and Shirley Menish  
Edward and Laura Pavon  
David Berman, M.D.  
Bridget Hart-Shea  
Martin Thall  
Edward S. Cohen  
John and Eileen Cusick

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**Newsbriefs**

▶ The Stuttering Foundation Five Day Workshop, *Using Cognitive Approaches with People Who Stutter*, will be held in Boston, Massachusetts, June 25-29, 2012.

With Willie Botterill, MSc (Psych. Couns.), Reg UKCP (PCT), Cert MRCSLT and Elaine Kelman, MSc, Cert CT, Cert MRCSLT of the Michael Palin Centre for Stammering Children in London. Conference coordinator is Diane Parris, M.S., of Boston University. For more information, call 800-992-9392 or visit [www.stutteringhelp.org](http://www.stutteringhelp.org) and click on "speech-language pathologists." The Stuttering Foundation pays all tuition costs as well as room and board for this exceptional in-depth workshop.

▶ The Stuttering Foundation Five Day Mid-Atlantic Workshop, *Treating Children and Adolescents Who Stutter*, at Children's Hospital of Philadelphia, Philadelphia, Pennsylvania, July 9-13, 2012.

With Joseph Donaher, M.A., Children's Hospital of Philadelphia; Lisa A. Scott, Ph.D., The Florida State University; and Vivian Sisskin, M.S. University of Maryland, College Park. For more information, call 800-992-9392 or visit [www.stutteringhelp.org](http://www.stutteringhelp.org) and click on "Speech-language pathologists." The Stuttering Foundation pays all tuition costs as well as room and board for this exceptional in-depth workshop.

 ▶ **International Fluency Association World Congress**, Vinci International Convention Centre, Tours, France, July 2-7, 2012. For more information, visit [www.worldcongressfluencydisorders.com/index.html](http://www.worldcongressfluencydisorders.com/index.html).

▶ **Friends Convention** in Denver, Colorado, July 19-21, 2012. For more information, visit  [www.friendswhostutter.org](http://www.friendswhostutter.org).

 ▶ **NSA Convention** in St. Petersburg, Florida, July 4-8, 2012. For more information, visit [www.nsastutter.org](http://www.nsastutter.org)

▶ **Stutter Across America** is planned for 2012. Marshall David Rice, Ph.D., will cycle coast-to-coast across America in 2012 to raise money for research and treatment for people who stutter. His goal is to raise awareness of the challenges that people who stutter face every day and promote the message that stutterers can do anything they want. Donations will help support the important work of The Stuttering Foundation and The Speech & Stuttering Institute in Canada. To donate or for more information on the ride, please visit [www.stutteracrossamerica.com](http://www.stutteracrossamerica.com).

▶ Our Website, [www.StutteringHelp.org](http://www.StutteringHelp.org), is continuously being updated with new resources. Be sure to bookmark it!

**And the Winners Are...**

Congratulations to Chris Harwood and Valero Morris! They both won copies of the DVD *The Man Behind the King's Speech* for their essays on how King George VI influenced them.



Another contest asked, "What, if anything, are you doing differently since seeing *The King's Speech*?" The winners were Chad D., Leah Fetzer and Barry Shapiro.

Special thanks to Revolver Entertainment for donating copies of the DVDs.

**Main Character Stutters**

*The South Street Gang vs. the Coalcracker Cyclops*, by Richard Benyo, is an exciting tale that brings the powers of good and evil to the streets of small-town America. It features a main character who stutters. Available at Amazon.com



**SFA Team Wishes You A Happy New Year!**

Lisa S., Roberta, Joan, Susie, Pat, Jane, Terri, and Lisa H. Not pictured: Patty, Carol, Bob, Greg, Susannah, Renee, Scot, John and Joe.

**Volume 20, Issue 1**

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

This newsletter is published quarterly. Please e-mail address changes and story ideas to [info@StutteringHelp.org](mailto:info@StutteringHelp.org).