

Making My Own Way

Empowering Children and Teens Who Stutter

By

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Dedicated
with love and gratitude
to
Andie Biagini and Pat Doherty

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About the Authors

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This journal workbook is not a cure...

Making My Own Way is offered as a tool to compliment a comprehensive therapy program for children who stutter. It is not a cure for stuttering. Neither does it stand alone as a stuttering therapy program. It is to be used at the discretion of the SLP to help a child understand that stuttering is a complex disorder. With this understanding, it is our hope that children can let go of some the guilt and blame they may shoulder because they could not "just slow down and think before they speak" as so many people have told them to do.

Please send your comments and questions to jbutler@ncounty.net.

Preface

Persons who stutter (PWS) need to control the direction of their speech therapy programs. Children and youth who stutter need adults to guide them in this process of empowerment. Those of us who take the risk of mentoring the next generation of PWS, need guidance ourselves. Making My Own Way (MMOW) is intended to help. We would like MMOW to foster mutual understanding between adult and youth so that together they can learn about the complex and confusing problem called stuttering. Furthermore, we hope it will help people discover that stuttering affects every individual in a unique way. It is our hope that this workbook will add to the meaningfulness of other therapy programs. We hope that MMOW will help persons who are not in therapy to move closer towards achieving whatever personal communication goals they may have.

MMOW is a workbook for exploring an individual's point of view about stuttering. If you are an adult guide choosing to use this workbook, expect to hear stories of fear, shame, courage and achievement. You will hear stories of loneliness on the playground, fear on the school bus, panic over oral presentations in the classroom, battles with siblings, and pride in the mastery of skills other than speaking. There will be stories of joy while palling around with friends who don't care about speech. And if you are very lucky, persistent, and sensitive your relationship to youth will mature and deepen and you will find yourself growing up as well.

MMOW reminds us that stuttering is not just "bumpy speech." Listen carefully and you will learn about the realities of stuttering. Stuttering is a breakdown in the smooth communication between people. It interrupts interpersonal connections and interferes with personal growth. Stuttering is a burden youth should not bear alone. If we dare to care, we can lighten the load.

We respect the role other professionals can play in a person's life. As we take this journey called MMOW, we need to be aware of our own limitations. There may be times when trained professionals in other fields should be consulted regarding a youth's thoughts, feelings, and actions. An obvious example is when a child is teased at school. School

personnel need to be consulted regarding school problems. Youth may also require the help of a psychologist, pastor, family doctor or other professional for related issues. We need to be open to the idea that personal counseling for ourselves may help us to maintain the healthy perspective necessary for dealing with the challenges that youth present us.

MMOW will not be easy. But as a courageous mentor, you will confirm for young people that life has meaning in the obstacles it places in our paths. Go ahead, lend a hand so that we might learn from one another to make this world a better place in which to live. Even better, be a friend.

To the student

Welcome to Making My Own Way. You are about to begin a familiar as well as unique experience for students who stutter. It is familiar because many of you keep journals in school and maybe even personal journals at home. Some of you may have read biographies, non-fiction, and fiction works which were written in journal form. It is unique because your time in speech therapy is often spent talking, not writing.

You may be wondering how writing is going to help your communication skills. It can happen in a number of ways. You will begin by making very simple and short journal entries about speaking. The journal has seven levels. Each level will ask you to give your attention to a new and different idea about speaking. Everything is carefully explained at the beginning of each level. After each entry, you will talk to your speech therapist or parent about what you wrote. Sometimes there will be a lot to talk about, sometimes there may be just a little. That's OK. By talking with someone, answering questions, and sharing thoughts, you will learn many things about stuttering and how you can change what happens when you stutter. Talking about speech can be difficult, but it is the key to understanding stuttering and living with it no matter how hard it gets.

This doesn't mean Making My Own Way will make stuttering go away. Maybe it means that the next time you raise your hand to ask a question in class you will remember an idea you got from the journal and use that skill or technique so you won't be nervous. You may remember that it's OK to stutter at the beginning of the question, because you know that you will get through it. It may even mean that your stuttering decreases in some situations. Everyone's progress will be different.

We hope you will gain knowledge of yourself, the people around you, and how stuttering fits in. We hope you will learn what happens when you stutter, where it happens, and most importantly, how to manage stuttering and fluency. With the support of your parents and speech therapist, you can plan your personal goals and set out to achieve them.

To the Adults

The Parent Pledge of Friends: The Association of Young People Who Stutter states, "We will understand that stuttering has become a part of our lives, increasing the need for each of us to be flexible, curious, and open to new possibilities for ourselves and for our children." Making My Own Way is a unique and simple approach to a new possibility for you and your child.

We recommend that you complete this journal with the guidance of a qualified Speech Language Pathologist. Also, please do some research on your own regarding how to be a sensitive listener. For example, take a look at How to Talk So Kids Will Listen and Listen So Kids Will Talk. It's OK to feel that you are not the right person right now to do this journaling with your child. Sometimes during the teenage years, it is helpful to have another adult mentor assist in this process.

The journal is organized into several levels. Each page shares a similar format that is easy to follow. You may proceed in a very methodical manner, one level, in order. However, you will most likely follow a more spontaneous approach, depending on the specific situation and needs of your child.

Time is probably the most significant factor in our busy lives. Set aside a few minutes for your child to write as often as he is willing or able. Writing can happen when you are together or apart. You will need to make time alone to talk about what has been written. "Talk time" can occur in conjunction with the writing or separately. In some instances you may find that closing the journal and simply having a conversation will be more productive. Your goal is to learn as much as possible about your child's communication in a variety of situations, and to find ways to assist him in the development of realistic techniques for management of fluency at those times.

To encourage communication, establish a relaxed atmosphere. Respond to your child's ideas with non-judgmental reactions, such as "I see," or a nod of your head, or rephrasing the statement (Your child writes/says, "I was really nervous when the teacher called on me." Your

response, "That was a tense situation, an anxious moment, etc.") Ask open-ended questions such as "What else happened?" "What do you think about that?" "Tell me more about what happened?" Ask questions to elicit specific details and accept all responses in a positive and encouraging manner. You want your child to feel safe, accepted, and valued, no matter where the conversation leads.

Above all, the journal writing process is meant to be positive, to evoke emotion, dialogue, and action. Going through the motions of writing, asking a few questions, and using only what is on the paper will be fruitless. Be open to your child's experiences and Making My Own Way will be productive and rewarding for you both.

To the Speech Language Pathologist

Making My Own Way is a manual designed to provide both student and therapist with starting points for discussion about stuttering. It can help with the development of a student's ability to observe his own behavior, experiment with management techniques, and assess his own progress. Ultimately our students need to select their own communication goals, navigate courses to achieve them, and feel the personal power gained with each success.

Stuttering therapy, especially in the school setting, is often limited by schedules and setting. Fluency is usually enhanced by the nature of the environment, small/non-existent audience, and an understanding and empathic therapist. Parents and teachers often report greater frequency of stuttering outside the therapy setting. This manual will bring you and your students to the "outside" via writing and conversation.

The technical aspects of this tool include a simple, self-explanatory format that can be used and understood quickly. Making My Own Way can be an efficient use of a small amount of time allowed for therapy in the school setting. The first five or ten minutes of the session can be devoted to writing. Most speech pathologists see students back to back with little time to transition from one group/individual to the next. The time spent writing in the journal gives you a few minutes to prepare materials and yourself to work with your student who stutters.

At the same time, we emphasize that journal writing is not 'busy work.' It is not meant to be just another 'ditto' to validate therapy time. This is serious business. Writing needs to be completed with the help of a qualified speech language pathologist.

We encourage you to be flexible with the journal. You can start almost anywhere in the first three levels and skip around if necessary. Use your judgment and follow the lead of the child. Your roles will be as confidante, guide, teacher, listener, reader, and counselor. You will discover that you have more experience and success with counseling than you realize. You do it all the time, not just with students who stutter.

When the journal elicits serious issues that you do not feel qualified to address, other trained professionals should be consulted.

You are prepared to use Making My Own Way because of your professional background in all characteristics of communication skills. However, we also strongly encourage you to pursue continuing education in area stuttering. Please attend conventions sponsored by self-help groups such as Friend, Speak Easy, and the National Stuttering Association. Subscribe to their newsletters. Also, show respect for your profession by accepting consultation with the newly recognized specialists. Remember, it is in the best interest of our students.

Making My Own Way is a dynamic step toward successful management of fluency disorders. It is designed to foster trust, self-confidence, and interpersonal communication skills with set goals and plan to achieve them.

Bill Walton

Written by Pat Doherty

Bill Walton was an amazing college basketball player, possibly the best of all time. During his three years on the UCLA varsity, he was named Player of the Year three times and led the Bruins to two national championships.

The 6'11" center played one of the great games in sports history in the 1973 championship game against Memphis, scoring 44 points while hitting 21 of 22 shots. Walton was the first pick of the NBA draft, selected by the Portland Trail Blazers in 1974, but injuries hampered most of his professional career, save for a few seasons. In 1976-77, a healthy Walton led Portland to their only championship, and the following year, was named the most valuable player in the league.

A crushing foot injury in the 1978 playoffs pretty much ended the glittering expectations that had been expected from Bill in his college days, and now sportswriters began portraying Walton as aloof and rude to the press. What they didn't know is that the star center suffered from a severe stuttering problem that made it very hard for him to give interviews.

In 1985, Walton was signed by the Boston Celtics, and that season, he won his second NBA championship. The following year however, another foot injury forced him to retire. Working through his stutter, Walton emerged in the 1990s as one of the most recognizable and outspoken basketball commentators in television today.

My Life Story

By

Bill Walton is only one of many people who have succeeded despite stuttering. Now think about your own life: today, tomorrow, this week, next month, throughout high school, throughout life.... We do not know all that lies ahead for us. But let's affirm that "Whatever tomorrow brings, I'll be there." Now is the time to start learning how to influence the direction of your own life.

THE LEVELS

How to Complete Journal Entries

The instructions for completing journal entries are brief. All the pages share a common structure. At each level, the content is modified to redirect the child's attention to a new concept. Level 1 is simple. Levels 2 through 7 become gradually more demanding, asking the student for more careful reflection.

Speech Language Pathologists are encouraged to use their own judgment regarding how to include Making My Own Way as part of a comprehensive fluency therapy program. This workbook is not necessarily appropriate for every student. Some children are more insightful and willing to journal than others. Some students will be able to complete entries while others will succeed only with plenty of help. Some students should begin at level 1 and proceed methodically through each and every step. Others will be able to skip levels, using only the ones that are meaningful to them at the time. Time spent at each level will also vary for each student.

Record the student's name and date on each page. Next, ask the child to select a speaking Situation. A situation consists of People, Place, and Time. Several options are listed on the left-hand side of the page. You can offer these options to a child but be careful not to put words in his mouth. Wait. Allow plenty of time for silent thought. He may have other situations in mind.

If possible, write down what the student said as if writing a screenplay. For example: *While trying to get a seat on a school bus, a child said, "Can I sit here?" A bully stands up and pushes the child down the aisle. Other children on the bus just watch, silently. The child feels afraid and embarrassed. He moves to another seat.* Place quotation marks around the student's words. This will emphasize the importance you place on what he is saying. You are looking for dialogue, emotion and action.

Write down the Listener's Words and Reactions. Listeners' reactions are a crucial piece of interpersonal communication. This is where you will learn how a child is perceiving people's reactions to his

thoughts and his speech. Include a child's description of the listener's facial expressions, tone of voice, gestures, and attitude.

Your Feelings describe how the child felt during the speaking situation. In Level 1, only three simple options are listed on the left-hand side of the page. Of course, if the child offers more about how he feels, then go ahead and write this down. Unless you are a trained counselor, it is probably wise to simply acknowledge and record a child's feelings. Interpretations and further probing into emotions is best left to another professional. Emotions are included in this journal in order to discover if disfluency has been conditioned to certain internal states. (Emotions are omitted on the Level 4 journal entry just to streamline the page. Go ahead and include emotional information if at all possible.)

Record what a child tells you with acceptance. Then ask a few questions to elicit more detail. As the child clarifies a situation for you, he may make important related comments. Write these down too. Remember that you are trying to learn as much as possible about a child as an individual. Then you can tailor your help to his very personal communication needs.

Don't force the child to talk about things he is not ready to discuss. Move along at the student's pace. And remember that many entries should document successful communication. We are not looking for a pile paper that proves the child is as broken as he feels. We are private investigators, learning together about the ins and outs of communication, the joy and pain, the failure and the success.

Making My Own Way Level 1

GOAL: To become familiar with journal writing.

Journals are documented memories of important events in a person's life. They can describe major milestones such as holidays, travels, births, etc. They can also preserve small details that might otherwise be forgotten such as first words, names of long-ago friends, and descriptions of daily life. This book is your personal record of your experiences when speaking and communicating. It is a "journey" journal that will guide you through the changes in your speech with your own words and descriptions.

Level 1 contains the facts necessary for any journal entry - the *who, what, where, and when* of the situation. Since this is your personal journal, it needs to include your feelings about each situation. You may use the suggested labels on the left side of each page, or your own words to fill in each situation.

Note to the SLP: The elementary school age child may find it easiest to draw pictures. For example, when asking a first grader about his surgery experience, he drew me a picture of a Pokémon with an anesthesia tube. A third grader drew a picture of he and his friend playing PlayStation. Remember that our goal is to elicit from the child his perception of life. We cannot require that his expression conform to a specific format! The journal worksheet is only a guideline to get you both started.

Making My Own Way
Level 1

Date _____

Name _____

People

Family
Friends
Teachers
Coaches
Community Helpers

People:

Places

Home
School/Playground
Inside/Outside
Store/Mall

Place:

Time:

Time

Day/Month
Time of Day
Hour
Season

My words:

Listener reactions:

Feelings

Happy
Angry
Proud

My feelings:

Making My Own Way Level 2

GOAL: To include observations about the “pragmatics” of each entry.

Level 2 adds another very important aspect of communication to your writing and observations: pragmatics. Pragmatics means “social language skills.” To understand this concept ask yourself the question, “Was I trying to... ?”(This list offers some, but not all pragmatic language skills.)

1. inform someone?
2. describe something?
3. ask for assistance?
4. disagree?
5. start, join, or end a conversation?
6. change the topic?
7. solve a problem?
8. use humor, tell a joke?
9. express concern, joy, frustration, or other emotion?
10. compliment someone or accept a compliment?
11. defend myself?

Pragmatics includes the manner in which you communicate verbally and nonverbally in different settings with different people. For example, do you talk to a group of friends on the playground the same way you talk to a group of cousins at a family gathering? Watch others to observe the changes in their speech (vocabulary, intonation, volume, sentence length) as they talk to the doctor, baby, family pet, phone sales person, etc. When you recognize the “pragmatics” of others, you can begin to observe your own social language skills and record them in your journal.

Making My Own Way
Level 2

Date _____

Name _____

Pragmatics

Asking questions

Public speaking

Fighting

Using the phone

Ordering food

Talking to authority figure

Recalling an event

Recalling a movie, TV show

Playing a game

Giving directions

Explaining an idea

Telling jokes

Teasing

People:

Place:

Time:

Pragmatics:

My Words:

Place

Which room/class?

Where are people?

What objects present?

What's happening?

Listener reactions:

Feelings

Happy

Angry

Proud

My feelings:

Making My Own Way Level 3

GOAL: To find your own balance

This section used to be about rating your fluency. But, we got so much negative feedback on this, that it is now about the concepts of balance and continuums. What is a continuum? It is easiest to explain by example. A thermometer is a continuum: a range of temperatures. A speedometer is a continuum: a range of speeds. A school grading system is a continuum: a range of performance levels. Balance is about staying within a healthy range on the many continuums of life.

Originally, this level was about the fluency continuum. It encouraged you to observe how and when your stuttering changed. The assumption was that you would gain some peace in understanding why you could not just 'will' fluency to happen, that your fluency was affected by situational variables. But let's suppose you observe, plan ahead, and practice according to the recommendations in this workbook, and still your fluency fails you? You might close this workbook feeling the fight was a fix from the start.

The real truth is, there will be days when you've done all the right things, yet you take a stuttering hit that knocks the wind right out of you. Shaken and dazed, you will wonder: *Why is life doing this to me? Where did that bully come from? Why doesn't my Dad get off my back about being fluent? Man, I like that girl, but how could she like me when I can't even talk? I can't even use the phone to call for help.* How can I live like this?

Then, as if the stuttering weren't enough, here come your emotions. Now you are down for the count. You are out of control: angry...no-rageful, sad...no-down right depressed, helpless...no-hopeless. It's almost time to give up. Almost. But not yet. Because you have a mind, a heart, and a soul reminding you about continuums and finding your balance again. And on the whispering wind you hear, "Everything's gonna be ok."

Making My Own Way Continuums

----- ----- ----- ----- ----- -----	never	always	A generic conintuum.
----- ----- ----- ----- ----- -----	very feels in tense	fluent	A measure of how the stuttering moment the body.
----- ----- ----- ----- ----- -----	helpless	"tough"	How well do you accept the help of others?
----- ----- ----- ----- ----- -----	no risks	dangerous behavior	Life takes some courage.
----- ----- ----- ----- ----- -----	silent "simmer"	violent rage	Your anger will need an outlet or it will eat you up.
----- ----- ----- ----- ----- -----	rigid plans	no goals	Feeling free takes planning.

"When we accept that feelings are always there, all we have to do is take a moment to look for them. If you are disconnected from your feelings a lot already, this will take some effort. It can take a highly intellectualized person a year or more of regular practice to be able to readily identify what she's feeling. Once you learn to do it, your feelings will be come incredible allies that help guide you instead of tyrants that prompt you to do terrible things. *Assume they're there, then notice them now and then.*" (Friel & Friel, p. 70)

Making My Own Way
Level 3

Date _____

Name _____

People

- Family
- Friends
- Teachers
- Coaches
- Community Helpers

People:

Places

- Home
- School/Playground
- Inside/Outside
- Store/Mall

Place:

Time:

My words:

Time

- Day/Month
- Time of Day
- Hour

Listener reactions:

My continuums: Where am I?

|-----|-----|-----|-----|-----|-----| _____

|-----|-----|-----|-----|-----|-----| _____

Making My Own Way Level 4

GOAL: To describe and manage physiological reactions to speaking.

What happens to your body when you want to talk? If you are a living, breathing human being, there are times when you feel scared, nervous, happy, sad, proud, or excited when you have something to say. And the way you feel affects your body when you talk.

You need to know that emotions affect speaking. If you are excited, your voice probably rises in pitch and your words speed up. If you are confiding in a friend, you speak softly so not everyone hears. At a football game cheering for your team, you scream. When you are angry, it's likely your voice deepens, dropping in pitch. There are also connotations conveyed by voice quality. We all know the sounds of love, gentleness, caring as well as patronage, meanness, and sarcasm. These changes in your speech and voice are automatic physical reactions that enrich your words with meaning. In other words, your body often behaves in ways that are consistent with your thoughts, feelings and words to present a powerful, redundant message to your listener. Your listener takes in all of these signals in order to understand you.

This complex message may be messed up by stuttering. When listeners hear stuttering they may think a speaker is unsure of himself or nervous. The thing is, for children who stutter, this is not the case. Some words do not come out at all or they come out scrambled like eggs in a fry pan. The listener gets confused, unsatisfied, maybe even upset. And so, for children who stutter, talking can become a frustrating and fearful experience.

Right now, think of something frightening. What do you feel? Does your stomach hurt? Do your palms sweat? These feelings make sense when you are faced with a dangerous situation, e.g., an angry dog. These feelings tell you to avoid something that could hurt you. What about talking on the phone? If you get a stomachache when you want to use the phone, your brain is reacting to fear. You want to call someone, but your body is fighting you. If you understand all this and want to change it, then use this journal. Take control so you can say what you want to,

despite your body's objections.

Take a look at the physical responses listed on the journal entry form for level 4. Recognize any? I vividly remember walking to a job interview, feeling weak in the knees. I thought I was going to fall on the sidewalk. I imagined that an ambulance would come and boy would I feel stupid. Humiliated, I would not only miss this interview but I would agonize about to another interview. For some people reactions like this are mild. For others, like myself, the reactions can be very intense. Start paying attention to how your body reacts. You cannot change your body's reactions until you know that they are.

Here are some ideas to try out.....

Take slow deep breaths. Pay attention to your breathing. Slow it down. Take a few long, slow deep breaths. Count your breaths. This can help to elicit the body's own relaxation response.

Positive Self-Talk: Say something reassuring to yourself. The negative chatter in your head can blow your feelings of stupidity, embarrassment and panic all out of proportion.

Visualization: Athletes do it. Actors do it. Salesmen and politicians do it. You can too. Imagine your own success. Picture yourself in your head as a confident speaker. Stare down any feelings of fear you have while doing this exercise.

Medication: Some people need medication to help them chill. Talk with your parents and family doctor about this one.

Counseling: Getting help with your feelings from an experienced, sensitive psychologist can be very effective. Getting professional help can be a smart play. Keep in mind that you may have to educate your counselor about stuttering.

Rehearsal: Practice, practice, practice. Actors and actresses do many takes of a scene before a film is in the can. There is no way anyone can do well without practice. What are you going to do when you stutter?

Plan ahead with your teacher: Get the teacher on your team.

Meditation: Meditation is quiet concentration. Simply focusing your attention on something. As your mind wanders, notice it, and bring your focus back to where you want. Feel the calm and remember it. Then, when you need to focus on your speech, draw upon your meditation experience.

Being first: If it's a class presentation, sometimes going first can really ease the stress.

Choral speech: Talking in unison can often increase fluency.

Give yourself permission to stutter: No doubt about it, this is a tough one. But fighting the stuttering will only make it worse. Let go and you will be surprised how your stuttering will involve less struggle. **You are a good, beautiful human being with something valuable to say, with or without a stutter.**

Making My Own Way Level 4

Date: _____

Name: _____

Physical Responses

Weak in the knees

Dizziness

Throat tightness

Nausea

Sweaty palm

Butterflies

Shallow breathing

Rapid breathing

Confusion

Jittery/Edgy

Heart racing

Freezing (deer in headlights)

Others _____

People:

Place:

Time:

Physical Responses:

Strategies:

Strategies

Slow breathing rate

Positive self-talk

Visualization

Medication

Counseling

Rehearse with SLP

Plan ahead with teacher

Meditation

Being first

Choral verbal performance

Giving oneself permission to stutter

My Feelings

Making My Own Way Level 5

GOAL: To achieve something big by taking one small step at a time.

A big accomplishment is the summation of many little successes. When you discover how this principle can work in your life, you will discover a new sense of personal power. When you're feeling overwhelmed about an upcoming event, plan ahead. Worry and procrastination will get you nowhere fast. You will be left watching the game of life from the sidelines.

Here's one example. Let's say you have to give an oral report in Music class. The requirements for this report are listed clearly several chapters ahead in the textbook. Think about it. You can put this oral report out of your mind and deal with it when it's due. There's so much else to do anyway. NOT!

Journal level 5 is one way to come up with alternatives to procrastination and failure. It will take lots of mental effort to imagine what success looks and feels like. That's why a caring adult is doing this journal with you're your caring adult understands that children who stutter experience more than their fair share of failure and will need help to find hope again. The same caring adult will help you take a big event, such as an oral report, and break it down into small - even tiny - achievements. Both of you will organize these tasks in terms of how difficult they are to complete. This is called making a **hierarchy**. It's also a good idea to draw a time line to mark down when each one will be completed.

When you plan ahead, you have time to gain momentum so that when you stumble there will be time and structure to recover and move on. Your adult friend is there to coach you through the disappointments and reward you for the victories. She believes in you even when you forget to believe in yourself.

Several factors can affect fluency. There is a list of them on the journal entry form for level 5. When you look at each one, decide if it is going to be part of what makes a situation difficult for you. Also, how

much does it influence your speech? Let's say we're talking about use of the phone. Time pressure will definitely be a factor in this situation. And, it will be a very influential one. So, this means the first step in your hierarchy will be using the phone with very little time pressure, say talking to your SLP on the phone. As a sensitive, educated listener, she will wait patiently for you. Steps 2-5 might be still involve talking to your SLP, but with gradually more time pressure added

Time Pressure: An increase in time pressure can increase stuttering. Some examples of intense time pressure are competition with siblings, rushing to leave the house, being called on to answer a question in class, giving an oral report, arguing with a parent, and ordering food in a restaurant.

Number of listeners: The more people there are in a conversation, the more unpredictable is the turn taking. So there can be more stress and therefore more stuttering with more listeners. On the other hand, talking to large audience may actually be easier because the audience remains silent.

Listener Response: This is a no-brainer. Sensitive, caring people are easier to talk to. On the other hand, I've heard PWS say they stutter more with a sensitive listener because they don't feel the need to hide their disfluency. An authority figure may prompt more stuttering. However, an authority figure may prompt more fluency if the child puts extra ordinary effort into using fluency enhancing techniques or hiding the stuttering. This is a factor that will be unique to each child.

Relationships: Children who stutter say that one reason the first days of school are so difficult is that the new students don't know about stuttering. Later on, when stuttering is out in the open, friendships get easier. This is why some PWS "advertise" that they stutter. Once listeners understand what is happening they are less likely to react with surprise, fear and negativity.

Use of the telephone: Just about everyone who stutters has trouble with the phone.

Length of talking time: Using "fluency enhancing techniques" is work. At first, this work is tiring and difficult to do over a long period of time -29

say an entire oral report. At the same time, practice makes them more automatic.

Amount of interruption: The more interruptions there are, the more stuttering there is.

Performance anxiety: Pressure to perform increases stuttering. Performance anxiety includes, "Tell Grandma what you did at school." "Say please." Children feel performance anxiety when they are expected to behave in ways that others demand.

Intensity of Emotion: Sometimes, intense emotions provoke stuttering. If this is the case for you, then **desensitization** of the emotion can help fluency. Desensitization is a fancy word for "getting used to." If you really feel strongly about something, you need to get used to facing your fear in small doses. You'll also need to learn how to relax your body when your emotions feel like they are going to carry you away.

Predictability of event: A more routine situation can mean more or less stuttering for you. Check it out.

Making My Own Way

Hierarchies: Taking One Step at a Time

SLPs Practicing Voluntary Stuttering...one of many possible plans

- Step 1. Ask a close, trusted friend for help.
- Step 2. Visit the same restaurant over and over again to practice.
- Step 3. Try a small, smooth word repetition when it feels right.
- Step 4. Visit a local mall and talk with each store cashier.
 - Ask where the sports section of the bookstore is.
 - Ask if a certain CD is in stock.
 - Ask where the restroom is.
 - Ask where another store is.
 - Block while ordering at the McDonalds.
- Step 5. Try it during group activities with students.
- Step 6. Model easy repetitions with young Disfluent children.
- Step 7. Teach the moms of your students.
- Step 8. Try it on the phone.

Be respectful of the fact that learning to stutter voluntarily is nothing like the real thing. Real stuttering is unpredictable. Persons who stutter cannot choose to stop stuttering and practice it at another time. Nor do they know ahead of time how much tension will occur with each stuttered moment.

Making My Own Way
Level 5

Date: _____

Name: _____

Possible Problems:

Time pressure
Number of listeners
Listener response
Relationship to listener
Use of the telephone
Length of talking time
Amount of interruption
Performance anxiety
Public/private setting
Intensity of emotion
Predictability of events

Problems in my situation:

Brainstorm some steps on the way to my goal:

Now list them in order of difficulty with completion dates.

- | | |
|----|-------|
| 1. | date: |
| 2. | date: |
| 3. | date: |
| 4. | date: |
| 5. | date: |

Making My Own Way Level 6

Goal: To select personal communication goals.

This is it. Are you ready? You've worked and worked to get here, now don't be afraid of it. There's something on your mind that you need to say. Now let's get to it. What is it? Got a Bahmitzva or Passover coming up? Got a Rainbow Girls ceremony looming large in the future? Oral report due soon? Want that job but fear the interview process? How about talking to that girl or guy at the next dance?

Not ready yet? Then skip this level for now. Everyone in his own time.

At any rate, you are now an experienced journal writer. Levels 1 through 5 provided specific structure and direction for you to describe various speaking experiences. Now, reflect on the writing of the previous levels. Think about why you picked each particular day, situation, person, or place. What are your insights from a careful look at each page of this book?

Fill in the Level 6 pages with possible speaking situations for the future. Please list at least three strategies you plan to try. Remember that you may not achieve exactly what you set out to do, but be aware of what you learned in the process.

Everyone has goals for life: education, travel, career, etc. We all hope to achieve success by meeting the goals we have set for ourselves (or coming close!) Everyone has goals for each day: to call an old friend, to finish a project, to find a lost glove, etc. Keep your goals simple. Give yourself goals for an hour, a class, a recess, or a short phone call. As your success grows, your goals will expand. Refer to Appendix B if you need ideas.

Making My Own Way
Level 6

Date: _____

Name: _____

Strategies:

Positive self-talk

Role play

Maintain eye contact

Slow down

Use fluency enhancing skills

Relax

Prepare/study

Get enough sleep

Eat well

Talk about it with friend

Talk about it with adult

Have a buddy present

Take small steps

Use written reminders

Others: _____

Goal Situation:

People:

Place:

Time:

My words:

Expected listener reaction:

Strategies I plan to try to help me with this goal:

Level 6
The Analysis

Making My Own Way

Date: _____

Name: _____

What happened? This is the analysis of both success and frustration in your attempt to complete the goal listed above. Take pride in your initiative. Revel in your success. Remember that frustrations are opportunities for learning.

Analysis is done by recognizing and organizing patterns in your communication behavior. Once you have achieved this goal, you are ready to develop a plan for improvement. The purpose of this page is to analyze your own communication needs. You have done this by collecting data, carefully examining the information, and refining your observations.

Successes:

Frustrations:

Lessons learned:

Making My Own Way Level 7

Goal: To advocate for your rights as a speaker.

This level is all about standing up for yourself. You may need lots of help with this level at first. If you are lucky, you have an educated, caring, assertive adult in your corner. This person will contact all your teachers and make them aware of your speech concerns, volunteer for school activities in order to nurture ongoing working relationships with school personnel, learn about the culture of the school, get to know your friends, and be aware of classroom conflicts. This is a huge job and I dare say most children do not have such an ideal adult available to them.

Because so few people understand stuttering, you probably experience frustration in every day situations that others take for granted. People do not wait for you to enter a conversation. Then they do not wait long enough for you to finish what you're saying. You actually say something other than what you intended because it seems easier than stumbling through your bigger ideas. Maybe you've felt sad and angry about words unspoken and listeners left unsatisfied by your company.

People need to know what you are going through so that they can understand and accommodate your needs. Look them in the eye and tell them all about stuttering. Not just once, but many times over. Give them fliers and booklets about stuttering. Put that George Foreman look in your eye when people trample all over your speaking time. Take care of yourself!

It may be that you feel all alone. If so, I tell you now that you are a valuable person with gifts to offer this world. May you find your voice and use it well. The world needs to hear what you have to say.

Making My Own Way Level 7

Date: _____

Name: _____

People

Family

Friends

Teachers

Coaches

Community Helpers

Others _____

People:

Place:

Places

Home

School/Playground

Inside/Outside

Job

Other _____

Time:

Advocacy

Write a letter

Talk to teacher

e-mail teacher

Enlist the help of a friend or adult

Write a class paper about stuttering

Do a class presentation about stuttering

Publish an article about stuttering in your local newspaper

Help publicize International Stuttering Awareness Day, October 22

Attend a Friends Convention

Attend a National Stuttering Association Convention

Provide a local library with materials from the Stuttering Foundation of America

Participate in a stuttering listserv

Surf the Stuttering Home Page

MORE GOOD STUFF

Dealing With a Bully

By
Amanda Phillips

Back in junior high, I remember an incident when a boy by the name of Derek, harassed me. We were in seventh grade religion class together. He sat next to me. Almost every day, Derek would pick on me either because I talked differently than him or because I was Asian. He would ask me if I had a green card and I would say, "I am a United States citizen!"

One day, Derek went way overboard with teasing me. So later on, I told my homeroom teacher about what Derek had been doing to me. She suggested that I stand up to him and tell him to stop harassing me.

The next day, I spied Derek in the stairwell and asked him if would stop harassing me. I told him that I have many problems with my voice and I find it very offensive when people harass me about my voice and being Asian. He said he was sorry and from that day forward, he stopped.

The following year, he left my school.

Feeling Words

Aggressive

Angry

Anxious

Bored

Cautious

Confident

Confused

Curious

Determined

Disappointed

Disapproving

Disbelieving

Disgusted

Envious

Exhausted

Frightened

Frustrated

Guilty

Happy

Horrified

Hurt

Interested

Joyful

Lonely

Meditative

Miserable

Optimistic

Relieved

Sad

Satisfied

Shocked

Sorry

Surprised

Suspicious

Sympathetic

Thoughtful

Undecided

Withdrawn

Silly

Excited

Proud

Tired

Hungry

Nice

Mean

Caring

Loving

Stupid

Overwhelmed

Ashamed

Delighted

Embarrassed

Small

Useless

Important

Lucky

Unlucky

Examples of Situations to Change

Fighting with parents about bedtime, homework

Being teased on the bus, in the playground, and in the classroom

Moving to a new state, town, neighborhood

Asking to join in play and being rejected

Oral report in school

Watching a movie with friends

Using the telephone

Batmizvah, Catholic Retreat, Baptism

School dance

Boy Scout, Girl Scout, or YMCA camp

Job or college interview

Arguing about what TV show to watch

Running errands with the family

Telephone Worksheet

Name: _____ Date: _____

1. How do I feel about/what are my beliefs about using the phone?
List some past experiences with the phone.

2. List at least 10 telephone situations and then rate them in order of how much they create stress/anxiety for you.

For example:

To/From immediate family

Hierarchy:

Professional/business calls

To/from specific friends

To request a date

To beg a favor

To "sell" an idea

Calls from salespersons

To familiar location (church)

To unfamiliar place (order pizza)

Notes:

Telephone worksheet page 2

3. What is your goal for this worksheet: circle/select goals and number of times you will practice each one.

Phone

- Dial and hear someone answer
- Dial and respond with a greeting
- Dial, greet and read aloud
- Dial, greet and complete message
- Dial, greet, have a conversation
- Write down/role play/rehearse

Other: _____

Listener

- Call a live friend/family member.
- Leave a message on voicemail.
- Call a business.

Other: _____

Speech

- Stutter freely
- Modify moments of stuttering
- Rate control/Phrasing
- Easy Onset
- Resist time pressure
- Cancellation/Pull Out
- Eye contact in mirror
- Audiotape the call
- Voluntary stuttering
- Loudness/Inflection/Naturalness

Other: _____

Telephone worksheet page 3

Attitude

Write down/repeat affirmations

Flex/relax muscle groups to find the feeling of relaxation

Breathe in slowly, hold, release

Monitor emotional reactions before/after the call

Monitor physiological reactions before/after the call

Anticipate problems and brainstorm solutions

Other: _____

Notes:

Concepts for Stuttering Therapy

Empowerment: The child who stutters can feel helpless when a word won't come out of her mouth. This can create confusion, fear, frustration, sadness and/or anger. Therefore, it is important that we notice when children find they do have an influence over the outcome of other things in their lives. If we remind them of their personal power, we can help them stay optimistic about discovering more and more power over how they talk.

Change: Stuttering therapy might involve asking a child to change the way she says words. To understand this concept of change, we show her how she successfully makes other kinds of changes in her life. We will draw upon these events for analogies if we ask her to change how she says words.

Time: It takes time for some children to become more fluent. We need to help children remain hopeful when it seems their speech is taking too long get better. They need to learn patience and persistence. Every year they get older they become more capable.

We learn from our mistakes: This concept is immensely important. It will become the child's responsibility to figure out what helps her talking and what doesn't. Actually, she is doing to do this anyway, which is one reason for a child's use of behavioral tricks to get words out. We want to guide children in this process. That means we have to sometimes praise their mistakes as evidence that they are trying.

Bumpy/Smooth: Since this a popular way to describe stuttering for children, we show them examples of what bumpy and smooth are in daily life.

Slow=Easy Fast=Difficult: When a child slows down her rate of speech, often pronunciation naturally becomes more gentle and fluent. BUT, we cannot ask for this directly because the child can become confused and frustrated when corrected in this way. So, we teach this concept in other ways.

Your ideas are important to me: Look for opportunities to say, "I'm glad you said that." or "Thanks for letting me know what you were thinking." Praise like this reminds the child that what he has to say is important. Sometimes, it just doesn't matter how fluent she is. Sharing ourselves through words is what talking is all about.

Important Notice for Parents

Your child is not learning to stop stuttering.
He or she is learning new speech skills.
A decrease in stuttering is the expected consequence.

Therefore, we praise the child for using specific new speech skills: ERA-SM, voluntary stuttering, resisting time pressure, rate change, increased pause time, rehearsal, practice, positive self-talk, journal writing, visualization of speaking activities, use of affirmations, pull-out.... So, for example we may say, "I really like how you changed your speech rate."

We do not tell him/her to stop stuttering.

We seldom count stuttered words with a child. Instead, we count and reward new speech skills.

Remember to remind your children, "Stuttering is not your fault."

Relapse

Relapse is a confusing thing. So, we make educated guesses about why it might have happened, make changes based on those educated guesses, and see what happens.

Relapse can happen:

- for no apparent reason
- because the child has changes going on inside of her: growth spurt, emotional responses to something in her life, reactions to her speech...
- because the child has changes going on outside of her: moving to a new house, teasing, losing a friend, starting school...

So, we respond by

- spending time with the child, talking, playing, trying to learn what might be an inside reason for the relapse: what's on her mind, what's happening in her life that we don't know about...
- talk to her about her speech when it seems appropriate
- looking at her life as we know it and making changes: maybe an earlier bed time, more quiet time, problem solving sibling rivalries, talking with the teacher about what's happening at school...
- changing her talking situations: we talk less allowing her more airspace in which to talk, ask less questions, watch out for demands we are putting on her to talk, reduce interruptions (her interrupting as well as others interrupting her), have more special times together in which we give her lots of airspace
- changing her speech therapy program to help her organize her speech motor system and organize her thoughts

One can go back to simple fluency shaping activities in a "hierarchy" of tasks:

1. saying words together (choral speech)
2. imitating words slowly
3. naming pictures (child says them herself)

We also keep up the play and conversation because talking is supposed to be fun and kids are not supposed to think about it all the time. We can do some simple language tasks to help the child organize her sentences.

Relapse can happen. But it is something we help a child get through.

DRAFT BILL OF RIGHTS AND RESPONSIBILITIES FOR PEOPLE WHO STUTTER

Please send you comments to ISAD220CT@aol.com

- **The Right** to stutter or to be fluent to the extent one is able or chooses to be
 - **The Right** to communicate and be listened to regardless of ones degree of stuttering
 - **The Right** to be treated with dignity and respect by individuals, groups, institutions, and the media regardless of ones degree of stuttering
 - **The Right** to redress of grievances for documented evidence of failure to be treated fairly under the law or to be treated with dignity and respect
 - **The Right** to be informed fully about therapy programs, including estimates of the likelihood of success, failure, or relapse
 - **The Right** to receive therapy appropriate for ones unique needs, concerns, and characteristics from professionals adequately trained to treat stuttering and its related problems
 - **The Right** to choose and participate in therapy, to choose not to do so, or to change therapy or clinician without prejudice or penalty
-
- **The Responsibility** to understand that listeners or conversation partners may be uninformed about stuttering and its ramifications or that they may have different views of stuttering than most who stutter
 - **The Responsibility** to differentiate those reactions from listeners or conversation partners that are the result of lack of awareness or accurate knowledge of stuttering (e.g., surprise and comments thought to be helpful whether or not they are) and those reactions which result from a lack of respect or fairness (e.g., ridicule, bullying, teasing, or discrimination)
 - **The Responsibility** to inform listeners or conversation partners if one needs additional time to communicate
 - **The Responsibility** to enter into an open and cooperative partnership with a qualified clinical service provider with whom one has freely made a written or unwritten contract to enter into a clinical collaborative relationship
 - **The Responsibility** to do whatever one can to overcome life handicaps that have occurred because of stuttering, including developing a realistic appraisal of ones strengths and weaknesses and developing a healthy sense of humor about oneself
 - **The Responsibility** to assist whenever possible in educating the public about stuttering and its ramifications
 - **The Responsibility** to regard and treat others who have differences, problems, disabilities, or handicaps with fairness under the law and with dignity and respect, regardless of the nature of their conditions.

Journal Writing For Children Who Stutter

Jackie Biagini & Judy Butler
International Stuttering Awareness Day Online Conference
October, 2000
Revised November 2002

INTRODUCTION

Children who stutter know more about their own speech than anyone else does. They know that talking is very difficult in some situations and easier in others. Some children have intense feelings associated with their speech. By encouraging children to talk about stuttering, we believe that you can help him improve communication skills. But how can you elicit this information? How can you get children to talk? And then, how can you organize these observations in a helpful way? In this paper, we propose that Journal Writing is one way to accomplish this goal.

Journal Writing for Children Who Stutter is a tool for discovering the child's point of view about stuttering. We have found that journaling is an effective method of talking about the very personal way in which stuttering affects a child's outlook on communication. Our journal format guides a child and adult listener into the process of talking about communication in a constructive and creative way. We are thrilled to make this available to others by presenting at this conference.

With Journal Writing, you will learn about the realities of living with a disorder of fluency. It is our hope that you will empathize with children who stutter. It is belief that you will develop a deeper sensitivity for their humanity, not just their disfluency. Journal Writing will help you to remember that stuttering is not just "bumpy speech." It is a disruption in the smooth communication between people. It interrupts interpersonal interactions. It changes lives.

Moving fluent speech out of the clinical setting into the real world, *transference*, is a crucial part of stuttering therapy. We hope that Journal Writing will help drive this process of transference, suggesting areas that need immediate attention.

Good fluency therapy respects the unique personal needs of each child. Conture writes "Only if clinicians maneuver in response to the circumstances or the facts presented by a child, which may not be those that have been taught or that are expected, is it likely, in the long haul, that they will be able to assess and treat the child effectively."¹ Journal writing is a way to discover the qualities that define the

¹ Conture, Edward G. (1997). Evaluating Childhood Stuttering. In R.F. Curlee & G. M. Siegel (Eds.) *Nature and Treatment of Stuttering: New Directions* (2nd Ed.) (p. 254). Boston: Allyn & Bacon

child sitting with you as a unique individual. Conture advises in this same article that clinicians develop "an organized collection of motivated observations" about a child's fluency-related issues.² Journal Writing provides such an opportunity.

HOW TO COMPLETE JOURNAL ENTRIES

Special training is not necessary to use Journal Writing. Parents, professionals, or other special persons in a child's life are quite capable of offering guidance and support on this journey of self-observation. There isn't any lesson planning involved. The student can open the journal and begin with minimal instruction. The directions for completing journal entries are brief and self-explanatory. The journal is organized into several levels. As a child progresses from one level to the next, the content of each journal entry is modified to redirect and expand his attention. We suggest that a child contribute an entry at least once a week.

Each entry form shares a common structure including date, the situation (people, place, time), speaker, speaker's words, listener's words and reactions, and child's feelings. Suggestions for each space are provided in the left margin. Additional suggestions are listed in appendices. While these options are offered for a child to consider, be careful not to put words into his mouth. Wait. Give the child time to think and volunteer information.

To encourage communication, establish a relaxed atmosphere. Respond to a child's ideas with non-judgmental comments and reactions, such as "Oh," or a nod of your head, or re-phrasing the statement (The child writes/says "I was really nervous when I answered the question." Your response, "That was a tense situation, an anxious moment, etc. ") Ask open-ended questions, such as "What else happened?" "What do you think about that?" "Tell me more about that." Ask questions to elicit specific details. The process of completing journal entry forms can become an experience that encourages speech and communication between the two.

You will find that as the child clarifies the situation for you, he will also make important related comments. Record these on the back of each journal entry. We recommend that you record what a child tells you with a matter of fact and accepting attitude. If you are taking notes, or assisting with the writing, allow the child to see what you write. A child's vocabulary will be important when role-playing situations while working on transference. Place quotation marks around the child's words. Quotation marks will emphasize the importance you place on what he has to say. You are looking for dialogue, emotion, and action. Remember that you are trying to learn as much as possible about a child as an individual. Then you can tailor your help to his very personal communication needs.

² Ibid. (p. 242)

Because Journal Writing is organized into several levels, the Speech Language Pathologist working in a school setting may assign one or more levels to an academic term. If a child requires extra help completing journal entries, the SLP may elect to continue at one level or return and repeat a level for more than one term. The SLP will monitor and judge how far to pursue individual entries based on their content and significance. Of course, every child will vary in his willingness and ability to observe and describe speaking situations. We believe that every child can improve these skills with encouragement and practice.

Other users of Journal Writing may proceed in a more spontaneous way, taking varied amounts of time for each level as needed. Careful assessment of the issues raised, the emotions evoked, and positive and negative outcomes elicited by the entries will determine the amount of time and energy spent at each level. Very often, the child will lead the way under the guidance of a patient and understanding adult.

JOURNAL LEVELS

Level 1 introduces the journal entry form. The child and adult listener are directed to record communication situations in a specific way. This journal entry format is consistent across all the levels. If the adult completes entries with the child, we recommend being cognizant of turn-taking, response time latency, and interruptions.³ We usually suggest that adults reduce their rate of speech, allow a few seconds pause time before responding to the child's utterances, and avoid interruptions. Journal Writing, when used in this way, can lead to an organized, predictable, empathic, and accepting conversation that the child will find supportive of fluency. For more discussion about how types of discourse may influence fluency, see Weiss (1993).⁴

Level 2 teaches the concept of pragmatics. Pragmatics includes the manner in which a person communicates verbally and non-verbally in different settings with different people. For example, children do not talk to a group of friends on the playground the same way as they talk to parents. Children are encouraged to watch others to observe the changes in their speech (vocabulary, intonation, volume, sentence length) as they talk to the doctor, baby, family pet, phone sales person, etc. "A hierarchy of pragmatic contexts could be delineated for an individual client that ranges from those contexts that have already been mastered, and so are typically produced with fluent speech, to those that present a challenge that makes disfluencies more likely."⁵

³ Kelly, Ellen M. (1993). Speech Rates and Turn-Taking Behaviors of Children Who Stutter and Their Parents. In R.F. Curlee (Ed.) *Seminars in Speech and Language, Vol. 14, No. 3, 203-214*

⁴Weiss, Amy L. (1993) The Pragmatic Context of Children's Disfluency. In R.F. Curlee (Ed.) *Seminars in Speech and Language, Vol. 14, No. 3, 215-225*

⁵ Ibid. p. 223

Level 3 focuses on fluency. We instruct the child: "You will use a rating scale to measure your speech. This is because your speech changes from day to day, time to time, place to place, and so on. Rating your speech does not mean it is good or bad. By rating your speech, you can learn more about when, why, and how fluency changes."⁶ We avoid arguments about definitions of stuttering in this section. We realize that perception of disfluency is variable from person to person. Our intention is to discover how the child rates his own fluency, encourage the child to listen for fluency and share his observations. We recommend that adults do not challenge a child's fluency rating. Judgements of fluency differ - and here is a place where perception is reality. For the purpose of this journal, both language fluency and speech fluency could be rated.⁷

Level 4 discusses emotional and physiological responses to communicative situations. For some children, the clinician or other adult might hypothesize that the stuttering is a reaction to frustration and fear rather than simply a motor-speech breakdown.⁸ In an attempt to reduce conditioned emotional and physiological reactions to stuttering, Journal Writing helps a child to recognize, label, and talk about these reactions. Then the child can separate them from his true intentions. For example, the child can discover that his desire and ability to engage in an activity (speaking to an audience, oral reading in class) are not controlled by his body's reactions (stomach butterflies, sweaty palms, rapid breathing). He can participate despite his physical panic while at the same time learning to tame the body's fight-flight response.

Level 5 helps a child design hierarchies. A hierarchy is a way to accomplish a task one small step at a time. Hierarchies allow children to experience success, feel pride, gain hope, see progress, and have a strategy for getting something big accomplished. Speech hierarchies include variables such as the phonology, semantics, syntax and pragmatics of utterances. Such things as time pressures, type and number of listeners, speech rate, and social pressures are listed in this level. The purpose of Journal Writing is to define the steps of any one child's hierarchy in terms of the persons, places, and situations most meaningful for the child.

Level 6 is about setting personal goals. Now that the child has a better understanding of how emotional and physiological reactions, pragmatics, and fluency influence communication. He is ready to set goals for personal improvement. It is at

⁶ Biagini, J. & Butler, J. (1999) *Journal Writing for Children Who Stutter: Manual*. (p.17)

⁷ Starkweather, C.W (1997) *Therapy for Younger Children*. In R.F.Curlee & G.M.Siegel (Eds.) *Nature and Treatment of Stuttering: New Directions* (2nd Ed.). (p.258) Linguistic fluency refers to the ease of sentence formulation, word finding, word pronunciation, and pragmatic skill. Speech fluency refers to "consistent ability to move the structures of the vocal tract easily, rapidly, smoothly, and with appropriate timing relative to other vocal tract activities."

⁸ Guitar, B. (1997) *Therapy for Children's Stuttering and Emotions*. In R.F. Curlee & G.M. Siegel (Eds.) *Nature and Treatment of Stuttering: New Directions* (2nd Ed.) Barry Guitar offers a theoretical perspective for this hypothesis on pages 281-283. 52

this level that the child will select a goal and then make a plan for its accomplishment. The plan will consist of hierarchical steps. It will allow for both success and failure. In Level 6, the journal blends all that the child has learned into a strategy for becoming his own fluency therapist. The goal of this level is to EMPOWER the child.

Level 7 is devoted to advocacy. The child who stutters can learn to be his own advocate. Of course, bold and responsible advocacy on the part of his parents and clinicians is often necessary. Nevertheless, adults cannot be with a child all hours of the day. So the child must learn to command respect and educate others about stuttering.⁹

CONCLUSION

Journal Writing for Children Who Stutter is a way to empower children to become their own speech therapists. It helps them to think about the ways in which they communicate in terms of pragmatics, fluency, and emotional/physiological responses. Then it organizes this information with instruction regarding hierarchies, personal plans, and self-advocacy. The teaching method is a consistent, easy-to-use, open-the-book-and-do-it journal writing process that can be accomplished with a sensitive lay person or Speech-Language Pathologist.

⁹ Hansen, M. (1998) What I Taught My Teachers About Stuttering. In J. Westbrook & J. Ahlback (Eds.) *Listen with Your Heart: Reflections on Growing Up with Stuttering* (2nd Ed) (pp. 43-48) Pacifica, CA: Friends: The Association of Young People Who Stutter. This is one example of self-advocacy.

Additional Resources

The American Speech-Language Hearing Association
10801 Rockville Pike
Rockville, MD 20852-3279
(800) 638-8255
<http://www.asha.org>

Friends: The Association of Young People Who Stutter

John Ahlback	Lee Caggiano
1220 Rosita Road	145 Hayrick Lane
Pacifica, CA 94044-4223	Commack, NY 11725-1520
(650) 355-0215	(631) 499-7504
jtahlbach@aol.com	lcaggiano@aol.com
http://www.friendswhostutter.org	

The International Fluency Association
Office of Membership Committee
Department of Communicative Disorders
Northern Illinois University
DeKalb, IL 60115-2899
(815) 753-1429
E-mail: r10hds1@wpo.cso.niu.edu

The National Stuttering Association
4071 E. La Palma Avenue
Suite A
Anaheim, CA 92807
(800) 364-1677
<http://www.nsastutter.org>

The Stuttering Foundation of America
PO Box 11749
Memphis, TN 38111-0749
(800) 992-9392
<http://www/stuttersfa@aol.com>

Stuttering Home Page
www.mankato.msus.edu/dept/comdis/kuster/stutter/html

Suggested Readings

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