

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT

MARGARET RAINEY

Chapter 1 : Top 3 Things to Do in Rainy Vancouver During Autumn/Fall " Chow in Canada

Advice to those who stutter. what you can do about it / Margaret Rainey -- Two sides of the coin / Hugo H. Gregory -- Advice for persons who stutter: what you can.

It was not that I intended, when I started, to go deeply into the subject. On the contrary, I only wanted to "have my stuttering cured. I remember going when I was five with my sister to her school in Roxbury two miles from our farm in Kansas. It was a large frame building painted white and to me the door was enormous. The teacher seemed large to me and her face was round, and I liked looking at it. I started to speak a piece while I was still looking at the teacher with my back to the children. I heard them laughing, and the teacher told me to turn around and speak my piece to them. They seemed to fill the room as I looked at them and said: I asked my mother for fifty cents To see the elephant jump the fence. I went to school in the same big white building where I had spoken my piece about the elephant the year before, and to the same nice teacher who had said I should look at the children while I spoke. After I had been going to school for a month or two she came to our home one evening, or maybe it was a Sunday afternoon, and talked to my mother and father. She told them she had thought some of moving me ahead to the second grade soon after I started school but, she said, I was beginning to stutter, and so she had decided to keep me in the first grade. Although they had never thought there was anything the matter with my speech until the teacher talked to them about it, they must have taken her word for it that something was the matter, and I have no evidence they ever asked her what she meant by "stuttering. Doubleday published a paperback edition, and thus has whatever rights that involves. Thus the rights in it are shared by a number of parties and your rights to use this material are accordingly limited. All rights are reserved regarding the reproduction of this work in any media that exists now or in the future, subject to the following conditions. It is available for your non-commercial personal use. You may read it on screen, or make one printed copy for yourself -- so long as it contains this copyright notice and you do not modify the text. You may not, of course, run off additional hard copies regardless of the purpose. And obviously no one has the right to reissue the text in hard copy, or otherwise sell or profit from the material. It is provided here as a courtesy to you by the copyright holders. Tell others who might be interested. Link to this page. But as a matter of law, and of common courtesy to the owners, please do not abuse this opportunity. If you have questions about these terms, e-mail me, Nicholas Johnson, at mcimail. I remember vividly the astonishment with which I suddenly realized, one day about twenty-five years ago, that apparently for a month or so the teacher had been the only person who had thought I was stuttering. I had been talking during that month, and before of course, to my parents and my brothers and sisters, and the other children at school, and the man at the general store, and lots of other people -- and none of them had said, or thought, as far as I have been able to find out, that I was stuttering. They took me -- not at once but after some time had passed -- to the doctor. In our case "the doctor" was not just another physician, not to us at any rate. He was a very special son of person, and I would understand after many years that he had been in his own way the Albert Schweitzer of our little valley. The French people were still talking of the possible return from exile, once again, of the Emperor Napoleon Bonaparte when Doctor Hedinger was born. He had been a contemporary of Lincoln and Lee, and he had outlived most of his contemporaries when Alexander Graham Bell invented the telephone in He is etched in my memory as though he were a cameo, leaning toward me slightly with his full-length black coat draped like a toga from his thin shoulders. From his narrow bronzed face his white beard extended to his waistband and he seemed to hover over me like Father Time himself as he asked me with a twinkle in his eyes to say "Philadelphia. Doctor Hedinger was so very wise that he knew the depths of his own ignorance. I know now that no one knew very much about the problem called stuttering in those days, and that old Doctor Hedinger was probably as well -- or meagerly -- informed about it as anyone else within a thousand, or even ten thousand, miles of Canton. But what he lacked in scientific knowledge he made up in sensitivity. He understood, Doctor Hedinger did, that it is precisely at those times when nothing can be done that it is most

essential that one do something, and something as nice as possible. And so he gave me a pretty little bottle of sugar pills. But, being kind as well as wise, he flavored the pills with peppermint. One of the pictures of my mother that is clear in my memory is of her standing that evening after supper by the cupboard, holding my little bottle of peppermint pills to her nose, her brown eyes narrowed in thoughtful disbelief. Those peppermint pills were to become for me in later years a very powerful symbol -- of love without understanding. That something more effective can be done today is to be explained by the fact that in the meantime the problem of stuttering has been taken into the laboratory and subjected to scientific study. All through my school years my father persisted in trying to find someone who could "do something about my stuttering," or some method by which he could help me or I could help myself. He read one day in the paper that stutterers could talk by holding their teeth together, and so this I tried, but my father was a man of sound practical judgment and I did not talk in this strange fashion for long. By the time I had emerged from the tenderest years of childhood our family had acquired an automobile, and I remember a day when I was ten or twelve being driven with my father to Wichita, sixty miles away, to see a college professor there "who used to stutter. This seemed pretty much like being advised to walk across the street by putting one foot ahead of the other -- and it must not have made much difference in the way I talked, because soon after that my father took me to another man, an itinerant preacher of considerable reputation in those parts, who admonished me to have faith and to use great determination. He assured me I could do anything I thought I could. The ride through the flint hills of southeastern Kansas and into the beautiful Ozarks was pleasant enough, but my memory of the alleged healer is extremely obscure. But the end of neither the world nor my stuttering came to pass. When my father read the story of Demosthenes, who, as a rather erroneous but inspiring legend has it, overcame a speech impediment by standing on the seashore with pebbles under his tongue and shouting above the roar of the waves, to become the greatest orator of ancient Greece, I talked for several days with pebbles, as well as BB shot and other things, under my tongue. A summer of adjustments by a chiropractor having failed to loosen my tongue, my father was next persuaded, against his better judgment, by my innocent faith in a newspaper advertisement which guaranteed to cure my stuttering, "or your money back," to allow me to go away to a "stuttering school. It was my first train ride, my first venture east of the Mississippi, my first visit alone to a big city -- and my first profoundly unnerving disappointment. It was also perhaps my first major lesson in semantics, from which I learned far more than I could possibly comprehend at the time about the meanings of words such as "guarantee" and "cure" and "money back. Some three years later when I was a sophomore in McPherson College in Kansas, I learned that a program of research on stuttering was being started at the University of Iowa in Iowa City. A few days after I arrived Dr. Travis asked me to come with him to one of his classes. He explained that he wanted the students to observe my speech. I sat in a chair beside his desk at the front of the room. There were thirty or forty students looking at me. Travis told them who I was and that I was from a small town in Kansas, and then he handed me a book and asked me to read aloud to the students. I read for five minutes -- and got out four words. After class I went with him to his car and we got in and started for the other end of the campus. When we had gone about a block he stopped to give one of the staff members a ride, and as she got in the car he introduced us. Then he started the car again and we drove down a long curving hill and crossed a river. A couple hundred yards beyond the river we turned a corner, went a block, turned another corner and went up another hill. Altogether we had gone about a mile when all of a sudden I finally managed to blurt out, "Puhleased to meet you! That year I stretched my six feet two inches the full length of a couch in Dr. Travis sat behind a screen a few feet beyond the back of my head and made notes. I stuttered a lot. I mean I tightened up the muscles I used in talking and held my breath now and then for a long time, while trying hard to speak in spite of the things I was doing which, as I realize now, made speaking impossible or nearly so. I think I had expected Dr. Travis to tell me what caused my stuttering and how to stop it and speak normally. Finally I got up off the couch and started doing something else with the hope that it would help me speak better. Travis and his chief in the department of psychiatry, Dr. Orton, were interested in testing out the theory that stuttering is related somehow to handedness. We could find no evidence that I had

ever been left-handed. In fact, my good right arm had seen me through many a victory or thrilling defeat on the baseball field and basketball court. In the interests of science, however, and with the unreasoning anticipations of a prospector, I set myself the slightly baffling objective of becoming left-handed. Ten years and countless bruises later, having become a threat to my own thumbs, I placed in storage the many ingenious braces and mittens Dr. Arthur Steindler had helped me design, put away my left-handed scissors, and with my right hand wrote "Finis" to the experiment, still stuttering splendidly. As it turned out these were only two of the many clinical experiments I was to do on myself and others at Iowa. In fact, I moved into the laboratory, no longer just a "guinea pig" but also a graduate student majoring in speech pathology. I had decided to specialize in my own ordeal. My problem not yet solved, I continued and there came a day in when a doctoral degree was conferred upon me. With need and curiosity undiminished, for I was still stuttering, I went on, and then one day the director of the laboratory, Dr. Travis, left -- and there I was. I am like the man who was asked, "How did you come to fall in the lake? I came to fish. With a resolution to put first things as nearly first as possible at such a late date, I soon found myself, with several friends and associates at the Iowa Speech Clinic, engaged in a search for the beginnings of the problem called stuttering. What started out as a spirited exercise of curiosity turned into more than a quarter-century of research. This book is the story of that research and of a comprehensive program of related efforts to discover what causes stuttering -- in order to find out how to prevent it and to treat it effectively. How would you have gone about the job of finding out how the problem of stuttering begins? What would you have looked for? What questions would you have put to whom? Why to those persons? We quickly discovered that there were several decisions we had to make before we could even get our investigation under way. Some of these decisions were surprisingly difficult. It took no great deliberation to decide, first of all, to concentrate on cases in which the problem of stuttering had arisen very recently.

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT

MARGARET RAINEY

Chapter 2 : home | Comedy Central

version of Advice To Those Who Stutter, things were different. We corresponded via e-mail, and I managed to use only one ink jet cartridge. Margaret Rainey, M.A.

Additional Information In lieu of an abstract, here is a brief excerpt of the content: It is a hopeful book. It is based on scientific research findings. It is designed to be helpful. Much of this book deals with the relation of parents to the problem of stuttering. In introducing the pages that lie ahead, I want to say a few friendly words of reassurance to you who are parents. We are often told that the trouble with children is parents. I, for one, think this view is neither fair nor scientifically sound. There are many factors besides parents that affect the lives of the young in our society. There are doctors, teachers, preachers, and publishers; television, radio, and neighborhood gossip; the corner drugstore, the skating rink, the recreation center, and the city playground; to say nothing of climate, cold germs, cost of living, food fads, and books on child psychology and speech pathology. When all has been said and pondered, it is only fair to consider that parents have had parents too. And their parents had parents. The particular generation of mothers and fathers who are now striving to cope with the hazards and the distracting joys of bringing up their own children are not to be blamed for all the folly that has come down through the ages, any more than they are to be credited with all the wisdom abroad in the world today. When parents are made to feel guilty and uneasy by being blamed for the mistakes and miseries of their children, matters tend to be made worse instead of better. The plain truth is that very often it is the blaming itself that is to blame when things go wrong or worsen. It is something else again to face up to facts. This has nothing to do with blaming anybody. It is helpful, of course, to parents as well as to their youngsters, and to those who serve their special needs, to have clear descriptions of the difficulties children and parents do have with each other. It is worthwhile, therefore, to observe with care and report in detail the problems that arise in the interactions between parents and children, and to explain them in ways that suggest practical solutions. It is in such a spirit that this book has been written for you who are parents and for its other readers as well. Methods of dealing with stuttering, and of preventing it, have been greatly improved in recent years. With continuing research, and proper education of young parents and of the general public, we may all but eliminate the problem in the years ahead. In the meantime, there is much information that can be helpful to you. You stand to gain particularly from knowing about the way the problem arises in specific cases in cases more or less like your own. The better you understand the way the problem begins its causes, that is the more you can do to prevent it in the first place, or to keep it from developing further once it has arisen, or to deal with it effectively if it is already well developed. What is known about the problem called stuttering can be put in few words or many, and both the many and the few detailed accounts and brief summaries. In general, the book is made up of statements of information, of explanation, and of practical application. Since it has been written especially for the parents and the youthful and adult stutterers who You are not currently authenticated. View freely available titles:

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT

MARGARET RAINEY

Chapter 3 : Project MUSE - Stuttering and What you can do About it

Preface / Stephen B. Hood --Original foreword / Malcolm Fraser --Express yourself or go by freight / Lon L. Emerick --Managing your stuttering versus your stuttering managing you / Dorvan H. Breitenfeldt --Stuttering: what you can do about it / Margaret Rainey --Two sides of the coin / Hugo H. Gregory --Advice for persons who stutter: what you.

This is, to the best of my knowledge, the latest full curriculum vitae for Dad. Thus, although there would surely be items to add or remove regarding the last two years of his life, this is the last that exists and is presented here unedited. I assume, but do not know, that it was prepared by him. Hill Research Professor, University of Iowa. Theses directed or co-directed: Cosmos Club, Washington, D. Born April 16, , at Roxbury, Kansas. Credentials, July, Professional Affiliations and Appointments 1. Department of Health, Education, and Welfare: House of Representatives, American Speech and Hearing Association: Member, Board of Directors, Excerpta Medica, Section on Rehabilitation: Member, International Board of Editors, Deafness Speech and Hearing Publications, Inc. Founding Member, Board of Directors, President, American Board of Examiners in Professional Psychology: Diplomate in Clinical Psychology. Member, Committee on Speech, National Society for Crippled Children and Adults: Member, Professional Advisory Council, Iowa Speech and Hearing Association: Iowa Society for Crippled Children and Adults: Iowa Department of Public Instruction: Consultant, Special Education, International Society for General Semantics: Institute of General Semantics: Speech Association of America: Central States Speech Association: National Society for the Study of Communication: International Society for the Rehabilitation of the Disabled: Committee on Deafness, Speech and Hearing, International Association of Logopedics and Phoniatics: American Association of Cleft Palate Rehabilitation: Volta Speech Association for the Deaf: Iowa Committee on Conservation of Hearing: Iowa Association for Mental Health: Member, Professional Advisory Committee, Phi Delta Kappa Dictionary of Education: Chairman, Sub-committee on definition of speech correction terms, American Association for the Advancement of Science: Iowa Academy of Science: American Association of University Professors: Unitarian Church, Iowa City: President, Iowa City Chapter, Triangle Club, University of Iowa: University Athletic Club, Iowa City: Guest speaker by invitation for some colleges and universities, hospitals, medical societies, educational organizations, business and management associations, private corporations, boards of education, governmental conferences, etc. Vocational Rehabilitation Administration, ; etc. Education Public elementary and high school, Roxbury, Kansas; graduated from high school, ; valedictorian; president of senior class; captain of basketball and baseball teams. McPherson Kansas College, ; associate editor of college newspaper and feature editor of college annual. University of Iowa, ; B. Phi Beta Kappa; Sigma Xi; editor of the University of Iowa literary magazine, ; honors in English; scholarships and assistantships. Vocational History Lived on stock and wheat farm Kansas until entered college in Packer, College of Education, summer, ; scholarship, Department of Psychology, fall, ; half-time research assistantship in adult education, December to July and full-time from July to July , under Professor George D. Hill Research Professor, Chairman, Council on Speech Pathology and Audiology, Chairman, Council on Rehabilitation, Consultant in Speech Pathology, U. Office of Education, December to June Office of Vocational Rehabilitation, Consultant in communication, E. Areas of Teaching Speech pathology and audiology; communication disorders; stuttering research, theory, and clinical procedures; general semantics and the process of symbolization; counseling in clinical speech and hearing; clinical psychology and personality disorders; research and clinical seminars in semantics and speech pathology. Current courses and seminars: Research and Publications Major fields of research and publication have been speech pathology, general semantics, symbolic and communicative processes, and personality, most of the studies having dealt with stuttering, language behavior, and clinical counseling; over research, clinical and theoretical articles, books, and monographs since Research supported by grants from the Louis W. Clinical Experience Since , clinical work with stutterers in University of Iowa Speech Clinic; work with adjustment problems of students. Research on language behavior has

involved study of psychotic and psychoneurotic patients. As Director of the Speech Clinic and Chairman of the Council on Speech Pathology and Audiology, , carried responsibility for general supervision and policy governing the clinical services, graduate and non-thesis research, and the professional training program in speech pathology and audiology involving under-graduate and graduate majors. Currently engaged in research and related teaching, clinical and professional activities in areas of symbolic and communicative processes, stuttering and other problems of communication, and the communicative interactions in clinical counseling.

SIDELIGHTS If I may be said to have a hobby in the usual sense of that word it is the use of the tape recorder in the classroom and clinic and generally as an instrument ingeniously designed to facilitate personal growth and development. I think the one thing that would go farthest to improve education in this country and in the world would be to place a tape recorder in front of every teacher and insure that at least once in a while the teacher would listen to what he or she has said and the tone and manner of speaking. To a very large degree what we mean by thinking consists of talking to ourselves, and as a machine specifically designed to enable us to talk to ourselves more effectively the tape recorder is a potential means to marked improvement in human thinking. Beyond that, and still in the realm of hobby-like preoccupations, I enjoy people of all varieties wherever I find them, and I enjoy lecturing to people, consulting with them, teaching and learning with them, writing for them and reading what they have written. And I think most people would benefit if much more were done to encourage broad as opposed to prematurely specialized education, particularly at the undergraduate level. My most important television appearance was in "The Search" series for CBS, and my most worthwhile radio broadcasting has been done from my classroom at the University of Iowa where my course in General Semantics was aired over Radio Station WSUI in and again in , and each time the lectures were tape recorded. The tapes are available from the Extension Division of the University, and are ordered by corporations and government agencies as well as educational institutions and individuals. I have traveled in Canada, Mexico, the Bahamas, and Europe. I did well in school and I do poorly elsewhere in Latin, French, and German. I consider my profession of speech pathology and communication science to be the most distinctively human profession, because the symbolization function mediated by the nervous system, which make speech and communication possible in the human sense, is the only one of the bodily functions that distinguishes man from animals and other forms of life. In this sense, disorders of speech and language are the only distinctively human disorders. I believe that symbolization and communication are to the social sciences what matter and energy are to the physical sciences. I take for granted that by all odds the most significant scientific advances of the future will occur in the social and behavioral sciences. One of the most important conclusions that I draw from my long experience in the scientific study of the stuttering problem and other disorders of speech and language is the view that a particularly fruitful approach to the study of communicative behavior is that of the investigation of its disorders. The normal is never so clearly seen as when it is illuminated by contrast with the abnormal. To me, the most tragic and fateful of the failures of education in our society has been the enormously unwise and wasteful lag in applying the best that we know about the only distinctively human functions of speech and language -- and of communication in the broadest sense -- to the day to day political, economic, educational, medical, scientific, and ordinary problems which are so heavily symbolic and communicative in their fundamental character. Not only have we been excruciatingly slow in applying the best that we have learned, but we have placed the understanding of our symbolic and communicative processes relatively low in our scale of values so that we have not advanced the research and the creative thinking about the findings from research that enable us to understand more and more adequately our symbolic and communicative natures. In my judgment, no one is so impractical as the "practical" man to whom basic problems of communication are to be dismissed as "mere semantics. In this capacity I am trying to help the Veterans Administration, which controls one-eighth of all the hospital beds in the United States, to make a beginning at long last in meeting the needs of patients who have speech, voice, language, and hearing impairments. Without due attention to the symbolic processes which distinguish man from animals, medicine tends to be veterinary medicine, and I feel certain that to the historian of years from

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT

MARGARET RAINEY

now one of the most incredible facts about our time will be the relative disregard by physicians of the role of the bodily process of symbolization in health and disease. At the University of Iowa I have served for the past two years as Chairman of the Council on Rehabilitation and I am actively participating at the present time in developing an Evaluation and Rehabilitation Center to serve the disabled and the aging persons who have need of more effectively rehabilitating and ennobling programs than are now available for most of them. My special research interests in this project have to do with changes in speech and language behavior in relation to the aging process. I believe that the most important thing for an aging person to do is keep in communicative relationship with those about him as effectively as possible. My recent book, *Stuttering and What You Can Do About It* University of Minnesota Press, ; Doubleday Dolphin paperback edition, is currently being translated into Japanese, and I am receiving an increasing amount of mail from all over the world which indicates a universal need for clinical services by children and adults who stutter and have other communicative problems, and I am sure that the increasing demand for such services will in due time bring them into existence. I am currently working on several technical books and articles -- and some day I hope very much to write a novel.

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT

MARGARET RAINEY

Chapter 4 : Participant Media - Wikipedia

In library, Speech therapy, Prevention, Stuttering About the Book Articles written by men and women who stutter themselves and who are now or have been speech pathologists.

History[edit] Founding and early investments[edit] The company was founded in January as Participant Productions by Jeffrey Skoll , the "second employee" of eBay , [8] [6] to produce projects that were both commercially viable and socially relevant. In , the company suffered its first stumble. It again agreed to co-finance a picture with Warner Bros. Ricky Strauss was named first president in March , with oversight of production , marketing and business development. In September, the company entered into an agreement to co-produce the drama film *The Visitor* with Groundswell Productions , [34] and two months later agreed to co-produce with Sony Pictures Classics a documentary film about the Abu Ghraib torture scandal , *Standard Operating Procedure* , directed by Errol Morris. No films were produced under this agreement, however. *Chicago 10* did not sell for several months after it premiered at Sundance, and only significant editing and a reduction in running time led to a distribution deal. By the end of , the company was seen as a key player in documentary production. A month later, the company announced it and Groundswell Productions were co-financing *The Informant!* Its films had a combined seven Golden Globe Award nominations, although it won none. The company had only three films released during the year *Every Little Step*, *Pressure Cooker*, and *Standard Operating Procedure* , and none of them was nominated for an award from a major arts organization. The role campaign finance and lobbying play in political corruption are among the socially relevant topics Participant Media addresses in its films. *Burnout* about a burned out teacher seeking to rekindle his love of teaching [76] and *Furry Vengeance* a comedy starring Brendan Fraser about an Oregon real estate developer who is opposed by animals. That same month Participant signed a five-year production and distribution deal with Summit Entertainment. The company also announced a number of productions in May , including: *The Conquest* at the Sundance Film Festival. Spencer won the Oscar for her role. The same month, however, it lost its president, Ricky Strauss, who departed the studio to become head of worldwide marketing at Walt Disney Pictures. The company announced that Spanish director Luis Quilez would direct from a script by Alex and David Pastor who developed their script with funding from Participant. The plan calls for 12 films to be made under this division over a five-year period. On October 13, , the company acquired *SoulPancake* , a short-form and digital brand, for an undisclosed price. At the end of , the company shut down *TakePart* as part of a shifting strategy.

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT

MARGARET RAINEY

Chapter 5 : Resources » Briggs & Associates

Express yourself or Go by freight / Lon L. Emerick --Stuttering: what you can do about it / Margaret Rainey --Desirable objectives and procedures for an adult stutterer / Wendell Johnson --Message to a stutterer / Joseph G. Sheehan --helping yourself overcome stuttering / Dominick A. Barbara --Overcoming fear and tension in stuttering / James.

About one in a hundred adults stammers. Stammering can be very upsetting. While stammering, people often blink their eyes or jerk their jaw or move their head without meaning to, which perhaps makes it more embarrassing. Why stammering occurs Putting thoughts into words and then organizing speech so that the words flow well is a very complex task for the human brain. It is amazing that we do not all stammer. No one understands why stammering occurs, but a lot of research is being done to find out. It used to be thought that stress and negative experiences were the cause, but it has now been discovered that your genes have a big effect on stammering. Stammering seldom occurs when a single word is being spoken or read, but it usually occurs at the beginning of a sentence or idea. Different parts of the brain deal with language processing and the formation of speech, and scientists are looking at the coordination between these processes. One study suggests that, in stammerers, speech formation jumps the gun before the language processing has been completed. Other researchers are looking at the roles of chemicals in the brain that transmit messages between brain cells. How to help yourself There are various ways in which you can help yourself. The British Stammering Association see Useful contacts suggests the following approach. What do you actually do when you stammer? Do you repeat sounds s Do you prolong sounds sssssssupper? Do you get blocked in speech so that you are unable to make any sound s Do you close your eyes or rush through speech? Do you try to avoid the word by changing it for another that is easier to say? Do you give up speaking altogether? You also need to consider what you feel about your stammer. Do you think it is severe or quite mild? Do you think it is holding you back in your social life or at work? Is it better in some situations and with some people? How do you feel when you stammer: Do you get angry with other people, with yourself, or both? Tackle the problem piece by piece. Having analysed your stammer, tackle it one element at a time, starting with something you feel you might be able to change. For example, you might take one sentence of your speech two or three times a day and make a special effort to say that sentence slowly and calmly. Do not allow yourself to rush or panic; when speaking more slowly, most people stammer less. Or perhaps you might try to concentrate on not looking away from people, or not closing your eyes when you stammer. Do not try to hide your stammer. The problem is that the more you avoid, the more you need to go on avoiding. If you are avoiding very successfully, you may be thought to be fluent by workmates, partner and friends, but you have to be constantly vigilant to maintain this fluency. Your stammer does not improve or go away because you hide it. Try to reduce the number of times that you avoid saying a particular word or talking to a particular person or speaking in a particular situation. As well as experimenting with stammering more openly, you may find it useful to try to talk about your stammer to one or two people who are close to you. You will start to learn that people are not as critical as you thought. Be aware of degrees of fluency. You may think there are only two possibilities "either you stammer or you are fluent. Watch and listen carefully when people are speaking on buses, on radio phone-ins, at home and in shops. Is everyone as fluent, concise and articulate as you imagined? You may discover that many apparently fluent speakers are, in fact, quite hesitant when speaking, and that there is not such a clear division between speaking fluently and stammering. You may then begin to accept that you do not have to be fluent all the time. Treatment options Speech therapy. You should get the help of a speech and language therapist, preferably one who specializes in the treatment of stammering. Your doctor can refer you, or you can get in touch with a therapist yourself. The therapy may be on an individual basis, or may be in a group. If you have already had speech therapy and feel that you were not helped, try again because therapy may have changed and you may have changed. Some stammerers find they can sing along with others, and that their stammer is not as bad when they are with a lot of people all talking together in the same room.

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT

MARGARET RAINEY

According to the British Stammering Association, it helps some people but not all. If you are a parent and your child stammers Stammering is quite common in the pre-school years. Although three out of four children will grow out of it, many authorities think that pre-schoolers who stutter should be treated. Therefore it is worth discussing the problem with your doctor. It is important to provide an environment that encourages slow speech, allowing the child time to talk, because slow and relaxed speech can help reduce stammering. Here are 7 tips for talking with your child from the Stuttering Foundation see Useful contacts. Speak with your child in an unhurried way, pausing frequently. Wait a few seconds after your child finishes speaking before you begin to speak. Instead of asking questions, simply comment on what your child has said. Set aside a few minutes at a regular time each day when you can give your undivided attention to your child. This quiet, calm time can be a confidence-builder for younger children. Help all members of the family learn to take turns talking and listening. Children, especially those who stutter, find it much easier to talk when there are few interruptions. Observe the way you interact with your child. Try to increase those times that give your child the message that you are listening, and there is plenty of time to talk. Just accept that the person stammers. Do be patient and maintain eye contact with the stammerer when he or she speaks. Do not interrupt or finish words or sentences for the stammerer. This is frustrating for the stammerer and you may guess wrongly. Concentrate on what is being said, rather than how it is being said. Acknowledgement Some of the information in this section is taken from a leaflet called The Adult Who Stammers published by the British Stammering Association. Dr Margaret Stearn Last updated: Wednesday, June 10th

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT

MARGARET RAINEY

Chapter 6 : The "Mighty Warrior" Billy Graham Served Goes to His Reward

Note: This excerpt from Stuttering and What You Can Do About It is a personal story, and a mystery story. The book was published by the University of Minnesota Press in , and subsequently in a paperback edition by Doubleday.

But when he surrendered his life to preach, God took away the stuttering. Ultimately, "he was probably the only evangelist around who could say that Billy Graham carried his suitcase for him, referring back to his teenage years of traveling together in Youth For Christ rallies. He was described by his close friend, Dr. He was from the Turtle Clan. He was also from the Tuscarora Indian Nation. According to a story posted on the chief. He was followed by his son Freeman Thomas. Later, "Sonny," the youngest of the family, accepted Christ into his heart when he was 14 years old. At the early age of three, his mother trained him and his two sisters to sing, by memory, many Gospel songs and choruses. They started singing in churches, Bible conferences and youth rallies all over the east coast. They were known as the Claus Indian Family. The Lord blessed their ministry as doors began to open to places where they never dreamed of going. Kietzman told me, "I remember Tom saying that he was probably the only evangelist around who could say that Billy Graham carried his suitcase for him, referring back to his teenage years of traveling together in Youth For Christ rallies. Tom also credits Torrey Johnson as tutoring him in theological studies. In January of , "Sonny" made a life changing commitment to preach the Gospel of Christ to his own people when he saw the great spiritual need of the Seminole Indians in the Everglades of Florida. From that moment on, he faithfully began to preach the Word wherever he was called. Over the 70 years of his ministry, since he committed himself to God to preach the Gospel to his own people, he faithfully fulfilled his calling: From until , he founded and was the General Director of the American Indian Crusade, a mission organization that sent missionaries to serve in bringing the Gospel to American Indian reservations and communities. In recent years, he worked with Dr. In March , along with Dr. Kietzman, who is a former U. He felt led of the Lord to bring together Christian American Indian and Eskimo leaders to discuss the spiritual, physical and social needs of Native American people and develop a plan of action to minister to their needs. To date, Native pastors and individuals representing over tribes have completed the discipleship training and teaching that has been provided through this ministry. They were married in They had three children: Along with his preaching ministry, he continued a singing ministry with his young family. God used them to take the Gospel to more than tribes throughout the United States and Canada. He had a love of the mountains and outdoors and took every opportunity to enjoy hunting, camping and fishing with his family. His family and friends all shared the joy and laughter that his great sense of humor brought. He was a wonderful husband, father, grandfather and great grandfather. He is preceded in death by his parents and sister, Shirley Antone.

Chapter 7 : Review: Ma Rainey's Black Bottom at Ensemble | Houston Press

Stuttering and What you can do About it Wendell Johnson Published by University of Minnesota Press Johnson, Wendell. Stuttering and What you can do About it.

Chapter 8 : Therapy for stuttering

Stuttering and What You Can Do about It. Minneapolis: University of Minnesota Press, Johnson Stuttering and What You Can Do about It 2 Amy Bishop Chapin and Margaret Corcoran. A Child Stutters.

Chapter 9 : Advice to those who stutter (edition) | Open Library

Real change can be constructed: Personal Construct Therapy in Stuttering Therapy by Margaret Leahy Voice and

DOWNLOAD PDF STUTTERING: WHAT YOU CAN DO ABOUT IT
MARGARET RAINEY

Stuttering Therapy: Finding Common Ground. by Bruce Poburka An Interview with Caroline: You can do something about teasing! by Lynne Shields and Caroline.