



# Preface

This book is written for speech–language pathologists who work with school-age children who stutter. It provides a detailed approach to assessment, planning, and implementing of treatment. Most important, it provides clinicians with a clear understanding of the therapy process, taking them from being technicians to being therapists.

For those familiar with *Fun with Fluency: Direct Therapy with the Young Child* (Walton & Wallace, 1998), *Fun with Fluency for the School-Age Child* is a continuation of that approach that is designed to more efficiently meet the needs of children ages 7 to 12 years. This book expands the *Fun with Fluency* direct approach to treating stuttering in the young child, which combines fluency shaping and modification components, to a five-component approach, providing the clinician with a multidimensional template for treating school-age stuttering, which can be tailored to meet the needs of the individual child.

As a private practitioner specializing in stuttering, an adjunct professor teaching both undergraduate and graduate students about fluency disorders, and a clinical supervisor, I am acutely aware of the need for resources to help clinicians understand, assess, and treat stuttering in the school-age child. This book includes information regarding obtaining important assessment information, planning therapy, educating the child, using fluency shaping techniques to help the child to speak more easily and modification techniques to help the child stutter more easily, working on attitudes and emotions, counseling parents and teachers, and guiding transfer and maintenance. I was working with an 8-year-old who lived in another state (and had had five previous therapists) during the initial stages of writing this book. When I told him that I was working on a book to help other speech therapists help children like him who stutter, he asked me, “Are you going to include all the parts, because all my other speech teachers only had one part?” I have included all “all the parts.”

I hope that my years of experience with this age group will provide a deeper understanding of what therapy looks and sounds like through the examples, extensive dialogue, and activities included throughout the book.