

**2024 American Board of Stuttering, Cluttering, and Fluency
Disorders Annual Conference:
Stuttering Therapy Across the Lifespan
June 9 & 10 via Zoom**

Conference Description:

This year's interactive online conference will bring in presenters from across the United States and internationally, to provide you with the latest research and clinical understanding of preschoolers, children, adolescents and adults who stutter. We are including the school-age, adult and caregiver panels to provide insights into the lived experience of stuttering. We are adding a professional panel of influential stuttering experts to provide varying perspectives of the field and how it has evolved. We will dedicate two sessions to temperament research in the preschool and school-age population and how it informs therapy. Additional topics include Recurring Negative Thoughts in adolescents and adults and an integrated approach using ACT and speech modification. We will have a presentation on Cluttering to round out this conference.

This intermediate level course will provide participants with a broader understanding of how to better serve children and adults who stutter.

ASHA CEUs:



ASHA CE
APPROVED PROVIDER

Temple University

Intermediate Level

1.0 ASHA CEUs

This course is available for partial ASHA CEUs. CEUs are awarded only for sessions which a participant attends and completes attendance requirements.

The American Board of Stuttering, Cluttering, and Fluency Disorders will submit your CEU hours to ASHA within 45 days of the conference. In order to be eligible for CEUs you must:

- Attend the live sessions as they are offered on June 9th and/or June 10th.
- Complete the overall event survey no later than June 13th, 2024, at 5:00 p.m. EST. This survey is where you will be given the opportunity to include your ASHA I.D. and indicate whether you wish to receive CE credit.
- It is the responsibility of attendees to log in to each session at the designated time. Attendees must be present for the entire session to be eligible to apply for ASHA CEUs,

and should only claim credit commensurate with the extent of their participation in the sessions.

Registration fees:

\$150.00 for Professionals

\$50.00 for Parents and Other Attendees who are not SLPs.

Time Ordered Agenda

Sunday June 9, 2024

11:00 am - 12:00 pm EDT- The fFACTS Program: An integrated fluency & Acceptance & Commitment Therapy Intervention for Adults Who Stutter- Alice Hart and Janet Beilby

12:00 pm - 1:00 pm EDT – Temperament and the Preschool Population - Barry Guitar

1:00 pm - 2:00 pm EDT – Temperament and the School-age Population - Sharon Millard and Sarah Delpeche

2:00 - 2:30pm EDT - Break

2:30 pm - 3:30 pm EDT –School-Age Panel - facilitated by Sam Wasilus and Laura Johnson

3:30 pm - 4:30 pm EDT – RNTs in Adolescents and Adults - Seth Tichenor

4:30 pm - 5:30 pm EDT – Adults Who Stutter Panel - facilitated by Christopher Anderson

Monday June 10th, 2024

11:00am - 12:00 pm EDT - Cluttering: A History, The LCD Model, and a Case Review - Matt Krause

12:00 pm - 1:00 pm EDT – Walking Toward the Light: The Evolution of a Stuttering Specialist- Glenn Weybright

1:00 pm - 2:00 pm EDT – Shifting Clinical Approaches and Treatment in Stuttering- facilitated by Robert Reicchhardt

2:00 pm - 2:30 pm EDT – Break

2:30 pm - 3:30 pm EDT – Caregiver Panel facilitated by Kim Sabourin and Carl Herder

The fFACTS Program: An integrated fluency + Acceptance & Commitment Therapy Intervention for Adults Who Stutter (June 9 th , 11.00am-12.0pm EDT)

This session will present a unique, integrated fluency and Acceptance and Commitment Therapy intervention (titled "The fFACTS Program) for adolescents and adults who stutter, devised and trialed at the Curtin University Stuttering Treatment Clinic in Western Australia. The fFACTS program simultaneously addresses and benefits communicative confidence, overall psychosocial wellbeing, and speech fluency. Findings of an international clinical trial showed positive and significant improvement in measures of self-efficacy.

Objectives

- Identify the benefits/merits of addressing fluency and psychosocial components of stuttering simultaneously.
- Understand how traditional stuttering management techniques (i.e., fluency

enhancement and stuttering modification) can be successfully integrated with a psychosocial intervention (i.e., Acceptance and Commitment Therapy).

- Describe how Acceptance and Commitment Therapy can be applied to stuttering disorders and show durable benefits over time.

Alice K. Hart, PhD, CPSP is a certified-practicing speech-language pathologist in private practice and an academic staff member of the Curtin University School of Allied Health, Western Australia. Her clinical and research interests include treatment of stuttering disorders to maximize the communicative confidence and psychosocial wellbeing of people who stutter across the lifespan. Alice was awarded the Chancellor's Commendation of excellence at Curtin University in 2022, for her PhD research exploring the integration of traditional fluency treatment with Acceptance and Commitment Therapy. Alice has presented research to national and international speech-language pathology audiences.

Disclosures:

Financial: Conference fees have been waived for this presenter..

Non-financial: None

Janet M. Beilby, PhD, ASHA, MSPA, CPSP is a Curtin University Academy Fellow and a Fellow of Speech Pathology Australia. She is well known nationally and internationally and has treated thousands of people who stutter (children and adults), trained hundreds of students and been awarded over half a million dollars in research funds investigating varying aspects of stuttering disorders, dementia, and virtual education. Janet is part of a consortium investigating the genes responsible for stuttering disorders. Janet has been awarded a WiTWA (Women in Tech Western Australia) inspiring role model award and is a leading mentor of women in technology.

Disclosures

Financial: Conference fees have been waived for this presenter..

Non-financial: None

Temperament and the Preschool Population (June 9th, 12-1 pm EDT)

This course will describe the role of temperament in stuttering, specifically looking at implications in the preschool-age population.

Objectives:

- How temperament can be assessed in stuttering and
- Ways in which sensitive temperament can be handled in treatment of stuttering.

Barry Guitar, PhD has stuttered since he was 3 years old and received treatment from Charles Van Riper in 1962. He then completed his B.A. at Dartmouth College, his M.S. at Western Michigan University, and his Ph.D. at the University of Wisconsin-Madison. After receiving his Ph.D. he spent 2 years in Sydney Australia conducting stuttering treatment and research at Prince Henry Hospital, part of the University of New South Wales. In 1976, he joined the University of Vermont where he taught courses, engaged in research, and supervised graduate students learning to treat stuttering. In the early 2000's, he began research into temperament and stuttering, demonstrating that temperament is an important substrate of

persistent stuttering.

Disclosures

Financial: Conference fees have been waived for this presenter..

Non-financial: None

Temperament and its Relevance for Children who Stutter in the School Years (June 9th, 1-2 pm EDT)

Stuttering is generally understood to be complex in nature and the experience of stuttering affects children and adults in differing ways and to different degrees. Temperament is considered to be 'the lens through which someone views and interprets their world and experiences' and so is one factor that might help to explain this variability. In this session we will present an overview of temperament and the current evidence-base related to temperament and school-aged children who stutter (8-15 years). The role of temperament in the development of stuttering impact and emotional disorders will be outlined and we will discuss ways in which temperament can be considered in the context of therapy with school aged children.

Objectives:

- Outline the main constructs of temperament
- Describe the relevance of temperament for school-age children who stutter
- Describe three ways in which temperament might impact on clinical practice

Sharon Millard, Ph.D., CertMRCSLT, HCPC is the Research Lead at the Michael Palin Centre for Stammering in London. Her research is clinically driven, focusing on the nature of stuttering in children, treatment efficacy and effectiveness, and outcome measurement. She is a Certified European Stuttering Specialist, Honorary Lecturer at City University of London, Member of the Journal of Fluency Disorders editorial board, Chair of the International Fluency Association Awards and Bursaries Committee, and the Co-Chair of the Oxford Dysfluency Conference.

Disclosures

Financial: Conference fees have been waived for this presenter..

Non-financial: None

Sarah Delpeche, BSc(Hons), MSc., MRCSLT, Reg. HCPC is a Senior Speech and Language Therapist at the Michael Palin Centre for Stammering in London. Her role includes working with clients of all ages including adults who stutter; teaching nationally and internationally, offering clinical supervision, and is part of the Centre's Research Team. She has published several peer reviewed articles with a particular interest in the role of temperament in stuttering. Sarah is a Certified European Stuttering Specialist.

Disclosures

Financial: Conference fees have been waived for this presenter..

Non-financial: None

School-Age Panel (June 9th, 2:30-3:30pm)

An interactive panel of kids who stutter that will explore their lived experience and how to incorporate school-age children into the therapy decision making process.. Samantha Wasilius and Laura Johnson will be moderating.

Objectives

- Describe ways that children can participate in choosing their own therapy goals
- Explain the importance of helping children become experts in their own stuttering patterns

Samantha Wasilus, MA, CCC-SLP, BCS-SCF, is a speech language pathologist at the Siskin Stuttering Center and Prince George's County Public Schools. She is a Board-Certified Specialist in Stuttering, Cluttering, and Fluency Disorders and is currently serving on the board to support Education and Outreach. Samantha works with stutters of all age groups, both in groups and individually. Her clinical interests include therapy for atypical disfluencies.

Disclosures

Financial: Conference fees have been waived for this board member.

Non-financial: None

Laura Johnson, MS, CCC-SLP, BCS-SCF, is director of Spotlight For Stuttering, a private practice based out of Washington State providing specialized care to individuals who stutter, clutter or have other fluency concerns through teletherapy currently in WA, WI, CA, SD, CO, and NV.. Laura is currently Vice-Chair of the American Board of Stuttering, Cluttering, and Fluency Disorders. She previously taught the Fluency Disorders course at the University of Wisconsin/Madison and Whitewater prior to the pandemic. Laura has presented on stuttering at ASHA, and at the WI and Ohio state conventions and has published some articles in professional journals. Laura has also served as a facilitator at Camp Shout Out, a camp for children and teens who stutter, for the past ten years.

Disclosures

Financial: Conference fees have been waived for this board member.

Non-financial: None

Repetitive Negative Thinking in Adolescents and Adults (June 9th, 3:30-4:30pm)

This clinical seminar will discuss recent research on Repetitive Negative Thinking (RNT) and its clinical implications for the treatment of stuttering. RNT is the habit of engaging in persistent and intrusive thoughts that have a distressing or negative focus (Ehring & Watkins, 2008) and that negatively impact quality of life (Wrosch & Scheier, 2003). RNT is recurrent in daily life, often related to the negative aspects of a person's life experiences, and is difficult to control or prevent once it becomes habitual (Ehring & Watkins, 2008). RNT is also a transdiagnostic process that occurs in various conditions and disorders and is often labeled with condition-specific terms (e.g, *ruminatio*n in people with clinical depression and *worry* in people with anxiety, see Meyer et al., 1990; Nolen-Hoeksema et al., 2008). Recent and forth-coming research in stuttering has found that greater RNT is associated with greater OASES Total Scores and significantly predicts sub-group differences in experiences relating to anticipation, anticipation responses, social anxiety and generalized anxiety characteristics, and even suicidal ideation (Tichenor & Yaruss, 2020, Tichenor et al., 2023a, 2023b, in review). Importantly, RNT is

highly treatable via cognitive-based therapies so considering RNT therapeutic principles can improve treatment of the stuttering condition in children and adults.

Objectives

- Identify three ways RNT relates to the experiences of people who stutter
- Describe three ways cognitive-behavioral therapy and metacognitive therapy can be used to reduce RNT and associated outcomes in children, adolescents, and adults who stutter.

Seth E. Tichenor, PhD, CCC-SLP, is a person who stutters, an SLP, and an assistant professor at Duquesne University in Pittsburgh, Pennsylvania. His research interests include better understanding and predicting individual differences in the experience of stuttering (stammering), understanding how adverse impact related to the condition develops, and determining how moments of stuttering occur in speech. He practices clinically and is actively involved in clinical education regarding stuttering assessment and treatment.

Disclosures

Financial: Conference fees have been waived for this presenter.

Non-financial: None

Panel of Adults Who Stutter - (June 9th, 4:30-5:30pm EDT)

A panel of adults who stutter will share their experiences stuttering throughout their lives and how they are navigating the early stages of changing their relationships with communication as people who stutter. While typically a deeply personal and transformational experience, the three AWS have pushed beyond readiness and are facing their fears enough to provide some perspective on how what they are doing is changing their lives for the better. Understanding how people who stutter cope, adapt and thrive is key to being outstanding therapeutic partners.

Objectives

- Develop therapeutic goals which adults who stutter value that impact the quality of their life.
- Compare and contrast the personal experiences of different adults who stutter.
- Evaluate different therapeutic approaches and explore whether they are helpful or if it could be harmful.

Christopher Anderson is a person who stutters. He has spent over 30 years studying the complexities of his stuttering and journey to self-acceptance. In 2022, he self-published his first book titled "Every Waking Moment: The Journey to Take Back My Life From the Trauma and Stigma of Stuttering" which chronicles his through-life experience of stuttering and how he learned to live collaboratively with his stutter. He also serves as a subject matter expert on national security for the US Government in Washington, D.C., where he lives with his wife and four-year-old son who also stutters.

Disclosures

Financial: Mr. Anderson receives royalties for the sales of his book, Every Waking Moment. Conference fees have been waived for this board member.
Non-financial: None

Cluttering: A History, The LCD Model, and a Case Review (June 10th, 11am-12pm EDT)

After a review of the history of our understanding of cluttering, there will be a presentation of the Least Common Denominator definition of cluttering. Assessment and therapy considerations will follow the LCD definition. Finally, a recent clinical case of an adult who cluttered and presented with co-existing conditions will be reviewed.

Objectives:

- Compare and contrast the key diagnostic differences between stuttering and cluttering.
- Identify the core characteristics of cluttering and conditions that often coexist within the Least Common Denominator model of cluttering.
- Formulate measurable therapy goals to facilitate behavior change for targets such as reducing rate of speech or minimizing common cluttering behaviors (e.g., telescoping).

Matt Krause, MHS, CCC-SLP, BCS-SCF has been a Speech-Language Pathologist for over 25 years. He has been an ABSCFD certified specialist since 2015. In addition to private practice working primarily with people who stutter, he is an adjunct professor at the University of Missouri where he teaches classes and supervises graduate student clinicians in their clinical practicum. He currently serves as a board member on the American Board of Stuttering, Cluttering, and Fluency Disorders. Mr. Krause is also a person who stutters.

Disclosures:

Financial: Business partner with Phonica, LLC (An app for extra-clinical therapy tasks).
Conference fees have been waived for this board member.
Non-Financial: None

Grace Kane is a second-year graduate student clinician at the University of Missouri- Columbia. She is currently interested in exploring all areas of speech-language pathology and has especially enjoyed working with a client who presents with cluttering.

Disclosures:

Financial: Conference fees have been waived for this presenter.
Non-financial: none

Walking Toward the Light: The Evolution of a Stuttering Specialist (June 12th, 12-1pm EDT)

This presentation will focus on one clinician's journey treating people who stutter, the changes that have occurred in his philosophy and approach, and what he has learned along the way about therapy style, the therapeutic alliance, and what is most important for clients.

Objectives:

- As a result of this presentation, attendees will see the value of regular and continuing evaluation of one's philosophy toward treating stuttering, using an evidence-based approach.
- As a result of this presentation, attendees will be able to describe the Dreyfus model of skills acquisition.
- As a result of this presentation, attendees will learn the importance of identifying their own values and then aligning their therapy approaches with those values.
- As a result of this presentation, attendees will learn the importance of a therapist's level of self-awareness in the provision of effective therapy.

Glenn Weybright, M.S., CCC-SLP, BCS-SCF, is a Speech-Language Pathologist in Portland Oregon and a former adjunct assistant professor in the Department of Speech and Hearing Sciences, Portland State University. His bachelor's and master's degrees are from Portland State University. He is a founding member of the Portland chapter of the National Stuttering Association and a senior staff member at Camp More, a summer camp on the Oregon coast for children and teens who stutter. Mr. Weybright is a person who stutters.

Disclosures:

Financial: Conference fees have been waived for this board member.

Non-financial: None

Shifting Clinical Approaches and Trends in Stuttering-(1-2pm EDT)

With the input of expert clinicians in the area of stuttering, this panel will explore shifts in clinical approaches and our field over time. Specifically, the clinicians will speak on the following key points: what they have found to be critical factors in supporting change with clients and families, shifts in their clinical approach over time that improved outcomes, and major shifts in our field across their career. The panelists will also offer suggestions for future areas of inquiry in our field.

Objectives

- Recall 2 factors that support the change process when working with individuals who stutter
- Describe 3 examples of shifts in clinical approach that led to improved outcomes for clients
- Identify 2 areas for potential research to improve outcomes for individual who stutter

Robert Reichhardt, MA, CCC-SLP, BCS-SCF, is director of Pathways Forward Center for Stuttering, a private practice based out of Cincinnati providing specialized care to individuals who stutter, clutter or have other fluency concerns. Rob is currently Chair of the American Board of Stuttering, Cluttering, and Fluency Disorders. He teaches the Fluency Disorders course at the University of Cincinnati for their TTI program. Rob has mentored many colleagues in evaluation and treatment of stuttering. He has presented on stuttering at ASHA, SpeechPathology.com, and many state conventions. Rob has served for 18 years on the planning committee for Fluency Friday, an annual event in Cincinnati for children who stutter and their families. He has also served as a facilitator at Camp Shout Out, a camp for children and teens who stutter, for the past ten years and is now a faculty member for the program.

Disclosures

Financial: Conference fees have been waived for this board member.

Non-financial: None

Kristin Chmela M.A., CCC-SLP, BCS-SCF and ISHA Fellow has passionately served individuals of all ages who stutter, clutter, or have fluency differences at the Chmela Communication Center in the north Suburban Chicago area for over thirty five years. She is co-founder and Director of the Therapeutic and Training Program at Camp Shout Out and received the West Michigan Woman People's Choice Brilliance Award. A member of the initial cadre of recognized specialists, Kristin served as Chair of the American Board of Fluency and Fluency Disorders. She is a consultant and clinical teacher at the state, national, and international levels and contributed extensively to the Stuttering Foundation with training videos, conferences, and publications. Kristin is lead author of The School Age Child Who Stutters: Working Effectively with Attitudes and Emotions Workbook and Basic Principle Problem Solving: Working with School-Age Children Who Stutter. In addition, Kristin has completed mindfulness and yoga certification programs. Kristin believes all communicators benefit from awareness, acceptance, and action.

Disclosures:

Financial: Intellectual property Chmela Courses and Products Ownership Chmela Fluency Center (DBA Chmela Communication Center), Royalties from products produced by Super Duper, Inc., Honoraria for work at Camp Shout Out. Conference fees have been waived for this presenter.

Non-Financial: none

Joseph Donaher, Ph.D., CCC-SLP is the Academic and Research Program Director of the Center for Childhood Communication at the Children's Hospital of Philadelphia. Dr. Donaher is an Adjunct Associate Professor of Otorhinolaryngology at The University of Pennsylvania. He is a Board-Certified Specialist in Stuttering, Cluttering and Fluency. Dr. Donaher serves on the Board of Advisors for Change and Impact, Inc., an organization founded by NBA player Michael Kidd-Gilchrist to improve access to healthcare and expand services and resources for those who stutter. He is also on the Board of Directors for the Nolan Stuttering Foundation which produces the Stuttering Springboard Podcast. His clinical and research interests focus on the assessment and treatment of school-age children who stutter and disfluency patterns secondary to neurological conditions.

Disclosures

Financial: Conference fees have been waived for this presenter.

Non-Financial: None

Rodney Gabel, Ph. D., CCC-SLP is a Professor and the Founding Director of the Division of SLP at Binghamton University in New York State. Rod has been a clinician, teacher and researcher focused on stuttering. He has developed and operated the Intensive Stuttering Clinic for Adolescents and Adults while in Ohio. Rod has published over 60 articles and presented more than 100 conference presentations, all focused on stuttering.

Disclosures

Financial Disclosure: Conference fees have been waived for this presenter.

Non-Financial Disclosure: None

Tricia Krauss-Lehrman, MS CCC-SLP, BCS-SCF worked for 28 years at the UTD/Callier Center where she evaluated/treated clients and supervised graduate students. She now has a private practice in Dallas, Texas and serves individuals of all ages who stutter. A BCS-SCF (Initial Cadre), she's been the Marketing/Public Relations chair on the ABFFD since 2020.

Disclosures

Financial: Conference fees have been waived for this board member.

Non-financial: None

Patricia M. Zebrowski, PhD, CCC-SLP is Professor Emerita at the University of Iowa and is an ABSCF Board Certified Specialist in Stuttering, Cluttering, and Fluency Disorders. Until her retirement in 2018, she was on the faculty in the Department of Communication Sciences and Disorders, where she was responsible for conducting research, teaching, and providing clinical services to those who stutter. Dr. Zebrowski's expertise is in the development of stuttering and therapeutic approaches for teenagers who stutter. For over 20 years she directed a week-long summer residential therapy program (UISPEAKS) for adolescents who stutter.

Disclosures

Financial: Conference fees have been waived for this presenter.

Non-financial: None

Panel Discussion Featuring Parents of Children Who Stutter Ages 2-6 (June 10th, 2:30-3:30 EDT)

In this session, parents of preschoolers who stutter will join to share their experience parenting a young child who stutters. Parents will be encouraged to talk about aspects of therapy that made the biggest difference, experiences with finding a qualified speech-language pathologist, as well as challenges faced along the way.

- Participants will be able to describe common challenges faced by parents of young children who stutter.
- Participants will be able integrate lessons learned in this session to their selected therapy approaches for preschool aged children who stutter and their parents.

Carl Herder, MA, CCC-SLP, BCS-SCF is the Clinic Director for the Atlanta office of the American Institute for Stuttering. He is a Board-Certified Specialist in Stuttering, Cluttering, and Related Fluency Disorders, and currently serves as Certification Coordinator on the American Board of Stuttering, Cluttering, and Fluency Disorders. Carl regularly attends and facilitates workshops at professional conferences and events within the stuttering community. He loves coaching his children's soccer teams, making fermented hot sauce, reading fantasy/sci-fi novels, and telling dad jokes.

Disclosures

Financial: Conference fees have been waived for this board member.

Non-financial: None

Kim Sabourin, MA, CCC-SLP, BCS-SCF is an Assistant Professor and Program Director of the Saint Elizabeth University's MS in Speech-Language Pathology Program. She is a Board-Certified Specialist in Stuttering, Cluttering & Fluency Disorders, and her teaching and research interests are in stuttering and cluttering. She has taught graduate courses in Stuttering and Other Fluency Disorders, and she has mentored graduate student clinicians for many years at the Temple University Speech-Language-Hearing Center, where she was the Director of the Speak Now Camp for Adolescents Who Stutter since its inception in 2014. She is also currently serving as a board member of the American Board of Stuttering, Cluttering & Fluency Disorders.

Disclosures:

Financial: Conference fees have been waived for this board member.

Non-financial: None

References:

- Coleman, C.E. (2018). Comprehensive stuttering treatment for adolescents. *Language Speech and Hearing Services in the Schools*, 49, 33-41.
- Daly, D. A. (1994). Speech Cluttering. *Journal of the American Medical Association*, 7, 565.
- Scaler Scott, K. and Ward, D. (2103). *Managing Cluttering: A Comprehensive Guidebook of Activities*. Pro-Ed.
- Delpeche, S., Millard, S., Kelman, E. (2022). The role of temperament in stuttering frequency and impact in children under 7. *Journal of Communication Disorders*, 97, 106201.
- Dreyfus, S.E. (2004). The five-stage model of adult skill acquisition. *Bulletin of Science Technology & Society* vol 24.
- Eggers, K., Millard, S., & Kelman, E. (2021). Temperament and the impact of stuttering in children aged 8–14 years. *Journal of Speech, Language, and Hearing Research*, 64(2), 417-432.
- Eggers, K., Millard, S. & Kelman, E. (2022). Temperament, anxiety, and depression in school-age children who stutter. *Journal of Communication Disorders*, 97, 106218.
- Ehring, T., & Watkins, E. R. (2008). Repetitive Negative Thinking as a Transdiagnostic Process. *International Journal of Cognitive Therapy*, 1(3), 192–205.
- Floyd, J., Zebrowski, P., & Flamme, G. (2007). States of change and stuttering: a preliminary view. *Journal of Fluency Disorders*, vol 32, number 2, pages 95-120.
- Guitar, B., (2000) Emotion, temperament and stuttering: Some possible relationships. *Proceedings of the Fifth Oxford Dysfluency Conference*. Leicester, England: Baker.
- Guitar, B., (2003) Acoustic startle response and temperament in individuals who stutter. *Journal of Speech, Language, and Hearing Research*, 46, 233-240.
- Guitar, B. (April, 2024) *Stuttering: An Integrated Approach to Its Nature and Treatment*, 6th edition. Baltimore: Lippincott Williams & Wilkins.
- Hart, A., Breen, L., Hennessey, N., Beilby, J. (2024). Evaluation of an Integrated Fluency and Acceptance and Commitment Therapy Intervention for Adolescents and Adults Who Stutter. *Journal of Speech, Language, and Hearing Research*, 67(2), 1-17.
- MacDonald, E. (October 23, 2023). The importance of self-awareness in counseling. <https://www.writeupp.com/blog/>

Meyer, T. J., Miller, M. L., Metzger, R. L., & Borkovec, T. D. (1990). Development and validation of the penn state worry questionnaire. *Behaviour Research and Therapy*, 28(6), 487–495.

Nelson, M. (2017) How to develop your theoretical orientation. *Online Counseling Programs* <https://onlinecounselingprograms.com/resources/how-to-choose-your-theoretical-orientation>

Nolen-Hoeksema, S., Wisco, B., & Lyubomirsky, S. (2008). Rethinking Rumination. *Perspectives on Psychological Science*, 3(5), 400–424.

Richards, K., Campenni, C.E., & Muse-Burke, J. (2010). Self-care and Well-being in Mental Health Professionals: The Mediating Effects of Self-awareness and Mindfulness. *Journal of Mental Health Counseling*, vol. 32, number 3, pages246-264.

Rodgers, N.H. & Jackson, E.S. (2021) Temperament is linked to avoidant responses to stuttering anticipation, *Journal of Fluency Disorders*, 93, 106139

ShIPLEY, K. G. and McAfee, J.G. (2016). *Assessment in Speech-Language Pathology: A Resource Manual* (5th ed.). Cengage Learning: Boston, MA.

St. Louis, K., Hintzman, A. and Hull, F. (1985). Studies of Cluttering: Disfluency and Language Measures in Young Possible Clutterers and Stutterers. *Journal of Fluency Disorders*, 10, 151-172.

St. Louis, K. and Meyers, F (1995). *Clinical Management of Cluttering*. *Language, Speech and Hearing Services in the Schools*, 26, 187-195.

Tichenor, S.E. & Yaruss, J.S. (2020). Repetitive Negative Thinking, Temperament, and Adverse Impact in Adults Who Stutter. *American Journal of Speech-Language Pathology*. 29(1), 201-215.

Tichenor, S. E., Gerwin, K. L., & Walsh, B. (2023a). Repetitive Negative Thinking in Adolescents Who Stutter. *Journal of Speech, Language, and Hearing Research*, 66(9), 3290–3306.

Tichenor, S.E.; Walsh, B.; Gerwin, K.L.; Yaruss, J.S. (in review). Repetitive Negative Thinking as a Mechanism of Stuttering Anticipation.

Tichenor, S.E.; Palasik, S.; Yaruss, J.S. (2023). Understanding the Broader Impact of Stuttering: Suicidal Ideation. *American Journal of Speech-Language Pathology*. 32(5), 2087-2110.

Van Riper, C., (1970). Stuttering and cluttering: The differential diagnosis. *Folia Phoniatica*, 22, 347- 353

Van Riper, C. (1982). *The Nature of Stuttering* (2nd Ed.). Englewood Cliffs, NJ: Prentice Hall.

Ward, D. (2006). *Stuttering and Cluttering: Frameworks for Understanding and Treatment*. Hove, UK: Psychological Press.

Ward, D. and Scaler Scott, K. (2011). *Cluttering: A Handbook of Research, Intervention, and Education*. Hove, UK and New York, NY: Psychological Press.

Weiss, D. (1964). *Cluttering*. Englewood Cliffs, NJ: Prentice Hall.

Wrosch, C., & Scheier, M. F. (2003). Personality and quality of life: The importance of optimism and goal adjustment. *Quality of Life Research*, 12(SUPPL. 1), 59–72.

<https://doi.org/10.1023/A:1023529606137>

Yairi, E., and Seery, (2023). *Stuttering: Foundations and Clinical Applications* (Third Edition). Englewood Cliffs: NJ: Pearson.

Yaruss, J.S., LaSalle, L.R., & Conture, E.G. (1998). Evaluating stuttering in young children: Diagnostic data. *American Journal of Speech-Language Pathology*, 7, 62-76.

