

FOREWORD

It is no secret that many speech–language pathologists rate their clinical skills with stuttering clients substantially lower than their skills with other communication problems. For many of these clinicians, stuttering is as vexing and perplexing as it seems to be for their clients. In contrast, there are a number of clinicians who have specialized in managing stuttering problems and who generally believe that such problems can be effectively treated. This issue of *Seminars* focuses on school-age stuttering and is intended to narrow the confidence gap that some of you may feel when facing some of the challenges that stuttering therapy can pose with this age group.

Within the mountain of published material on stuttering and how to treat it, a surprisingly large crevasse exists in the area of school-age stuttering. Surrounded by mounds of books, chapters, reports, case studies, and therapy protocols on how to work with preschoolers or with chronic adult stutterers are only a few such publications concerning the clinical management of school-age stutterers. As a result, clinicians searching for information and advice about this clinical population are likely to find that the assistance they are seeking falls betwixt and between most of what is available.

In order to remedy this sad state of affairs, I have called upon an old friend and a familiar name to *Seminars'* readers, William H. Perkins, Ph.D. As guest editor, Bill selected a panel of authors who have devoted much of their clinical practice and research to working with children who stutter. Their contributions, as you will see, reflect diverse views of stuttering, and their treatment philosophies and practices with school-age stutterers differ in many ways also. Amid all of this diversity, I found many stimulating, provocative ideas that I plan to try with my next school-age stutterer. I suspect that you will, too.

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