



NSA-KIDS/TWST Chapter Leaders' Guide

National Stuttering Association
119 W. 40th Street
14th Floor
New York, NY 10018
(800) We Stutter 937-8888
www.westutter.org

Welcoming words for the Chapter Leader READ HERE FIRST!

Congratulations! You are about to embark on a terrific journey. By volunteering to be a NSA-KIDS (Youth and family) or TWST (Teen and family) chapter leader for the National Stuttering Association, and you are an important part of a wonderful organization. Our local chapters are the backbone of this organization and you are a key player in helping this organization accomplish its goals. You are the link between the local chapter member and the national office. You have many resources at your disposal to assist you in running your chapter. Some of those resources include this manual, the NSA National Office, the Family Programs Chairperson(s) and Committee, the NSA Family Programs Administrator, other NSA-KIDS and TWST chapter leaders, and the chapter leaders of the NSA adult chapters. The NSA also has an email based communications network (Yahoo Groups), "NSA Chapter", and "NSA FamProg" that can be used for chapter leaders to exchange ideas and challenges. You will find running your chapter one of the best experiences in your life. If you have any questions, you should feel free to call the Family Programs Chairperson(s), the NSA Family Programs Administrator or the national office.

The fact that you are reading this manual means that you have already completed the NSA Volunteer Screening process, which includes a criminal background check. Thank you for being committed to the safety and support of those who stutter!

Once again, Congratulations!

NSA-KIDS and TWST (Teens Who Stutter) chapters are open to all those interested in support for stuttering. This includes children who stutter, teens who stutter, parents, siblings, other family members, and speech-language pathologists.

NSA-KIDS meetings are for children who stutter ages 7-12. NSA-TWST meetings are for adolescents who stutter ages 13-19. Those who stutter who are 20+ are invited to attend NSA Adult chapter meetings. (See the website for a current list of active adult NSA chapters). Everyone participates in the meeting equally; introductions, discussions, breakout sessions, everything! There are no passive observers at our meetings. Everyone participates as their comfort levels allow.

We also welcome SLP's and student SLP's to our meetings because we are a vital part of their learning process. The SLP's and students aren't there to help us: we are there to teach them! Because of what they can learn from us, they will be better prepared to help other children who stutter and their families. We need each other! Support is what the NSA is all about!

Overview of Running Meetings

A local NSA-KIDS/TWST support group chapter meeting is unlike any other meeting you've ever attended. This section provides some guidelines for how to run a typical meeting. Feel free to improvise as necessary.

There are fundamentally two different kinds of chapter meetings...

Large ones - requires more structure and formality.

Small ones - can be unstructured and very informal.

A "large meeting" can be approximately 12 people or more. Some chapters have reported as many as 30 people at a single meeting! It's a nice problem to have, but meetings over 30 people can become VERY unwieldy!

A "small meeting" is less than about 12 people. Typically these meetings become informal sessions with a heavy emphasis on support. If one member is facing a crisis, this is the perfect place to get LOTS of support.

Let's take an example of a large meeting agenda and we'll go from there. Typically a "facilitator" is chosen ahead of time. These people prepare a brief discussion topic or activity relating to stuttering. (See "136 Things to Do" later in this document for suggestions on topics.) The facilitators can be anyone, a member or the chapter leader - even an outside guest speaker.

7:00 PM The NSA Welcoming Words are read.

7:05 PM The chapter leader makes short opening remarks and welcomes everyone.

7:10 PM People "go around the room" (gasp!) and introduce themselves. REMEMBER, no one is REQUIRED to speak if they don't want to! It's nice to add some short additional information here such as how your last month went or something very positive like "what is the very best thing that happened to you last month?" You can really go around the room in sequence or do "popcorn" introductions where each person who speaks gets to call on the next person totally randomly. Keep this activity FUN! You need to watch your time here. A very large meeting will require very short introductions to keep this part of the meeting on schedule.

Use "Ice Breaker" activities to vary the beginning of meetings. These activities can be found in books and on the internet, as well as in the "136 Things to Do" section of this document.

It is also very important to ask people why they are there. This bit of information can provide a wealth of information for the chapter leader. Make certain to acknowledge

and welcome new attendees.

8:00 PM The facilitator is introduced and gives a short description of the topic of choice.

8:10 PM the main group splits up into breakout groups for further discussions or activities on the topic. These breakout groups give people more chances to talk, which is the primary goal of the entire meeting. People who stutter LOVE to talk! [smile]

Examples of breakout groups follow: (Mix and match as appropriate)

- | | | |
|---------------------------|-------------------------------|---------------------|
| 1. Parents/Family Members | 1. Parents and SLPs | 1. Parents and Kids |
| 2. Kids | OR 2. Kids who stutter | OR 2. SLPs |
| 3. SLPs | 3. Siblings and friends | |

8:45 PM The groups get back together and each group shares ideas and discussions.

8:55 PM Closing comments from the facilitator or chapter leader. A facilitator the next meeting is selected and any business items are briefly discussed.

9:00 PM The closing words are read and the meeting is adjourned.

Using this fundamental structure you can easily mold it for small meetings. If there are less than 8 people at a meeting (a very common occurrence), breakout sessions may be re-ordered, deleted, shortened or even lengthened. Everyone may stay together for the entire meeting. In a small meeting, it is common that a single person may have an important issue taking place in his life that needs to be discussed NOW. Don't ever be afraid to throw your entire prepared topic/outline out the window and concentrate on supporting that one individual. In fact, you can even expect this to happen! That's okay; the good part is that the planned activity can be saved for the other meetings. Some of the best meetings are exactly like this. Flexibility is the key to running one of these meetings.

The NSA doesn't favor one type of stuttering therapy over another. Therefore, one type of meeting you should AVOID is a "group therapy" meeting where an SLP (or anyone) attempts to give a pet stuttering therapy to the entire group. Therapy belongs in a therapy environment, not an NSA-KIDS/TWST chapter meeting.

NSA meetings are also "open" meetings. We welcome anyone who has a special interest in stuttering; friends, family members, professionals and others.

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The Organization

Section 1

1.1 How it all began ...

NSA is born

In the fall of 1976, while in the University of California Capitol Hill Student Intern Program, Michael Sugarman talked to a senator's aide about an idea for an organization for people who stuttered called California Stuttering Association. By coincidence he had just read a newspaper article about Bob Goldman who wanted to organize a national organization called the National Stuttering Project (NSP). Michael called Bob and decided to meet over a 4-hour lunch, Bob and Michael imagined a world without prejudice, full of self-help groups, advocacy, and public awareness. In January 1977, the National Stuttering Project was incorporated in California as a non-profit organization. Bob became the Executive Director and Michael was the Associate Director. NSP's first office was in Bob's den. The tasks of outreach to people who stuttered and fundraising to keep the project alive began in earnest.

"The preceding was excerpted from an article written by Michael Sugarman"

In June 1999, the National Stuttering Project (NSP) was renamed the National Stuttering Association (NSA) to better reflect the longevity of its mission.

The Family Programs Committee was begun in 1993 and has grown exponentially for many years. NSA-KIDS/TWST chapters were begun officially in 2003 (NSA-KIDS Chapters were originally referred to as CARE Groups), and continue to expand each year. As a NSA-KIDS or TWST chapter leader, you are part of a ground-breaking program in the expansion of the NSA and the support services provided.

1.2 Our Organizational Structure

The National Stuttering Association is composed of a board of directors, national committees, regional adult chapter coordinators and the local chapters with chapter leaders. What each of these entities does is unique. The board of directors establishes strategic direction and organizational policies. The national committees are where some of the strategic direction is developed into actual programs and the local chapters are where programs come to fruition. The regional adult chapter coordinators serve as a liaison between the local adult chapters and the national organization. The local chapters allow the NSA to be a more “hands-on” type of organization. Not only do we offer support, but we provide a place to receive that support in a tangible way. We currently have over 80 local adult chapters and (at press) 4 Local NSA-KIDS or TWST chapters across the United States. The local chapters are the backbone of the organization. Now that you know how the NSA is structured, let us further define what each of the individual positions are responsible for.

1.3 Board of Directors

The Board of Directors is the legal governing body of NSA. The number of directors, manner of election, and tenure are set out in the NSA by-laws. It is responsible for the overall management of committees, budget, fundraising, staffing, and policies of the organization. It is not directly responsible for the day to day operations or management of the NSA. The board of directors is composed of 10-15 people who are appointed for rotating 3 year terms. The rotation is so that a few members are ending their service terms every year and the entire board is not replaced at once. Board meetings are held twice each year. The winter board meeting occurs in early February and the summer board meeting occurs just prior to the annual conference. A Strategic Planning Meeting is held every 3 years prior to the winter board meeting. Board meetings are open to all NSA members with the exception of when the board is in Executive session. Members of the board of directors elect three individuals from the board to serve as officers: chairman of the board, treasurer and executive secretary. Officers serve terms of one year. These three members serve as the Executive Committee.

Chairman of the Board –

The Chairperson(s) is the main spokesperson for the NSA. The board chair is responsible for calling board meetings, setting agendas and chairing board meetings. The Chairperson(s) is also responsible for appointing committee chairs and serves as an ex-officio member of all board committees. The Chairman of the Board also chairs the Executive Committee.

Treasurer -

The treasurer is the custodian of all the funds of the corporation and is responsible to see that accurate and adequate records are kept of all the assets, liabilities, and transactions of the corporation. The treasurer is the Chairperson(s) of the finance committee. There may be other duties and/or responsibilities specified in the by-laws.

Executive Secretary –

The secretary is responsible for seeing that notices of meetings are sent in a proper manner, for seeing that minutes of board and executive committee meetings are taken and distributed and for seeing that all required reports are filed in a timely fashion. The secretary is also responsible for any other duties spelled out in the by-laws.

1.4 National Committees

The national committees are used to focus energies of the organization on specific areas of interest. All of the national committees are chaired by a board member. The actual members of the committee can be any active NSA member.

Executive Committee -

This committee is composed of the Chairman of the Board, the Secretary and the Treasurer. The purpose of this committee is to make decisions that affect the organization but do not require the attention of the entire Board of Directors. Examples of this are issues relating to day-to-day operations.

Fund Development Committee –

This committee is responsible for recruiting and developing sponsors that can aid the organization by donating funds.

Adult Programs –

This committee is responsible for providing new programming for the local chapters and the regional chapter coordinators to implement. Additionally, this committee ensures that the current programming is applicable to the needs of the local chapters.

National Chapter Coordinator – (Sub-committee of Adult Programs)

This person is responsible for coordinating the local chapters on a national level. Additionally, this person helps new chapters begin, ensures that existing chapters are functioning well and helps to develop chapter leaders into regional chapter coordinators. This is the person that the regional chapter coordinators report to.

National Workshop Coordinator – (Sub-committee of Adult Programs)

This person is responsible for the coordination of all workshops that the NSA sponsors. This person approves, schedules, and ensures that the workshop meets the standards set forth by the NSA.

Public Relations Committee –

This committee is responsible for all of the official communications from the NSA.

Professional Relations Committee –

This committee is responsible for interfacing between the NSA and the Speech Language Professional community. This committee works to develop and strengthen the ties between the professional community and the NSA.

National Family Programs Committee –

This committee and its chair(s) are responsible for the coordination and implementation of all of the NSA's family programs. Additionally, this committee works to develop new methods to reach youth, teens, families and the professionals who serve them.

TAC: Teen Advisory Council - (Sub-committee of Family Programs)

A group of 5 of our future leaders! These teens are the leadership of the teens and mentors for the children of the NSA. The **Chairperson** of this council has an active, voting position on the Board of Directors of the NSA.

National Family Programs Administrator -

Advocacy Committee –

This committee is responsible for watching out for stutter's interests as a whole. They monitor the media and legal forums for areas of interest that might affect a person who stutters.

Finance Committee –

This committee is responsible for the NSA's finances. They are in charge of the NSA budget and ensure that the NSA has the funds to meet its obligations.

Research Committee –

This committee is responsible for monitoring the ongoing research in the area of stuttering.

Internet Committee

The Internet Committee is in charge of the website at www.WeStutter.org . This committee is also involved with any form of electronic communications for the NSA

including registrations and NSA membership. This committee's mission is to strongly encourage anyone wanting to be involved with the NSA in any way to register and become supporting members.

Publications Committee

This committee is responsible for overseeing the newsletters, online news and recurring publications from the NSA.

National Spokesperson

This new position was created in September of 2003.

The National Spokesperson represents, in an official capacity, the NSA at meetings and events (when requested by the board of directors. The National Spokesperson answers directly to the Executive Committee of the Board of Directors. This person does is not a voting member of the Board of Directors.

1.5 Chapters

The network of local chapters is what distinguishes the NSA from other stuttering organizations. It is in these groups where the meaning of support, encouragement and knowledge is really defined. Each chapter, while being chartered by the organization, is run by the local chapter leader.

Currently, there are approximately 80 adult, NSA-KIDS and TWST chapters located all over the U.S. Every year additional chapters are chartered. Local adult and NSA-KIDS/TWST chapters are chartered to ensure that each chapter understands and meets the high quality of support that the chapter is expected to provide.

The primary focus of the local chapter is to provide support, information and be a safe comfortable place to speak and to practice fluency skills.

For the purpose of NSA-KIDS and TWST chapters, the chain of command is as follows:

- Board of Directors
- National Office Staff
- Family Programs Committee Chairs & Administrator
- Family Programs Committee
- TWST/Kids Chapter Leaders
- NSA Members
- Non-Member Participants



The Chapter

Section 2

2.0 Why Chapters?

What is a chapter? Why does the NSA have local chapters? The answer to the first question is that a chapter is a group of individuals that have agreed to meet together under the auspices of the National Stuttering Association. The answer to the second question is that the NSA is a support organization and needs an effective way to provide support to those who stutter and their support community (families, SLPs, friends). We all have different perspectives that give us different views. What is the greatest strength of the NSA is that even though we are all different, we all share a common bond; that of stuttering. This is where the local chapter comes in. It is through this medium that the NSA is able to provide a tangible means of providing support to those who stutter.

Each NSA-KIDS/TWST chapter is unique just like each person who stutters is unique. Each chapter will have local and regional variations that help their members in the most effective ways. However, we are all under the umbrella of the National Stuttering Association. That means that we need to have a commonality of sorts that permits anyone to walk into any chapter and realize that they are at an NSA function. What this means is that we share certain beliefs about what a chapter is supposed to accomplish. The next section will give you an understanding of what the objective of an NSA-KIDS/TWST chapter is.

2.1 Chapter Charter

All NSA-KIDS/TWST chapters are required to be chartered. What this means is that a new chapter must have permission from the national office to be recognized as an official NSA-KIDS/TWST chapter. This is done to ensure that all of our chapters are able to meet the same high standard that the NSA needs. The actual charter process is simple. Listed below are the steps required to become a chartered chapter of the NSA.

- Contact national office with request for a new chapter
- An appointed NSA Family Programs committee member contacts potential chapter leader with “start-up” information
- Potential chapter leader confirms desire to begin a chapter
- Potential chapter leader completes NSA Volunteer Leader Screening Application process
- Potential chapter leader is contacted regarding results of screening application
- Cleared chapter leaders sign chapter leader agreement form and sends to NSA National Office
- Chapter becomes chartered

Once all the steps are completed, the chapter is officially recognized by being listed on the NSA's official website: www.westutter.org. The chapter leader is also added to the NSA-Chap and/or NSA-FamProg Yahoo Groups.

2.1.1 Volunteer Screening Application

In 2003, the NSA Board of Directors, in order to protect all NSA members, made the decision to begin to require background checks for each NSA-KIDS or TWST Chapter Leader. This policy reflects the due diligence necessary to protect NSA children, families, chapter leaders, and the overall organization.

In January, 2008, this policy extended to all volunteers in leadership positions in the NSA.

As a chapter leader, you are required to follow a definitive process through the NSA national office. The screening process will need to be completed and be approved prior to your first chapter meeting.

All information gathered is kept in confidence at the national office in New York, NY.

If you have any questions regarding this process, please contact the national office at 800-WeStutter.

2.2 Chapter Objectives

The objectives of our local chapters are as follows:

- Provide a safe, comfortable, supportive environment for a person who stutters (PWS)
- Help people who stutter and their families establish connections with other people who stutter and their families.
- Provide a resource for information about stuttering
- Provide a comfortable place to practice speech techniques and therapies as desired by each individual member.

Notice that the highest priority is to provide a safe, comfortable and supportive environment. When people come to your meeting, they must feel as though they are among friends. New people should feel no pressure to speak. They should not feel as though they are constantly being confronted with their speech. Hopefully, by participating in the meeting, they will discover that they will want to speak. New people should also find this an opportunity to share how they feel about their stuttering.

Helping people establish connections is another important function of the chapter. This connection can be one of the strongest that a person will ever experience. Think back to before you were introduced to the NSA. Do you recall how exciting and freeing it felt to find a group of individuals that shared many of the same experiences and feelings

as you? ABOVE ALL: The NSA KIDS/TWST chapter environment allows for parents sharing experiences, kids having fun just being together and the building of confidence and self-esteem

Obtaining information about stuttering can be useful in learning to deal with the feelings associated with it. Information is out there but some people may feel intimidated about asking for it. This is where the chapter comes in. The dissemination of information about stuttering, be it therapy techniques, research or whatever, serves an important function of the chapter.

Practicing whatever therapy works for us is an important part of our development as a PWS. Having a safe place to do that is not always possible. Many times people want to practice but do not feel that they have a place that they can do it without fear of ridicule or embarrassment. The chapter meetings are there to fill this void. Every member should feel free to speak however they desire. One note of caution though. , Although everyone is encouraged to practice whatever they want to, the chapter leader does need to monitor the meeting to ensure that one person's therapy does not discourage the others from participating. The chapter meeting is not a forum for advocating a particular type of therapy, although a discussion of different types of therapies might be beneficial.

2.3 Requirements for Chapters

For an organization to function effectively, an established set of expectations, rules and procedures needs to be agreed upon. The goal of this section is not to saddle the leader with a large set of do's and don'ts but to ensure the leader understands what the NSA expects from a chapter. However, as with any organization, there are some rules that the NSA needs to protect the organization as a whole. Additionally, some guidelines are presented in this section to assist chapter leaders with the operation of their chapter.

2.3.1 Sign-in Sheets

A chapter sign in sheet needs to be filled out at every meeting for every new chapter member. **After the meeting, the sign in sheet MUST be mailed or faxed to the national office as soon as possible.** This needs to be done so that the national office can inform new chapter attendees of the various programs, research and information the NSA has to offer people who stutter. This little sheet of paper is a vital link from the local chapter to national office.

CHAPTER LEADER SEND TO NSA

National Stuttering Association
119 W. 40th Street, 40th Floor
New York, NY 10018
(800) We Stutter
Fax: 212-944-8244
www.WeStutter.org



_____ Chapter Sign-in Sheet

Date: _____

Name	Complete Address	Phone #	Email Address	NSA Member Y/N?	First Meeting Y/N?	Youth? Parent? SLP?
1. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3.2 Chapter Leaders

Every NSA-KIDS/TWST chapter is required to have a chapter leader and one or more of the following:

- A co-chapter leader
- A chapter leader trainee, as needed

The reason for having leaders is to establish responsibility. As we all know, if nobody has the responsibility to do something, nothing gets done. Additionally, having co-chapter leaders and chapter leader trainees allows other chapter members to begin to participate more in the organization. It also helps when a chapter leader would like to step down or moves on to a different area. Once chapter members have been leaders for a while, they may choose to be a regional chapter coordinator or work on a national committee. Thus, establishing leaders is good for both the chapter and the organization.

2.3.2.1 Chapter Leader Requirements

All Chapter Leaders, co-chapter leaders, assistant chapter leaders –
Must be members of the NSA prior to being approved as a chapter leader.
Complete and “clear” the NSA Volunteer Leader Screening Process
Sign chapter leader agreement form.
Adhere to NSA requirements and guidelines

All other leadership positions within the chapter–
Are expected to be members of the NSA

2.3.2.2 Chapter Position Descriptions

Chapter Leader – This person has overall responsibility for the chapter. It is his or her job to ensure that the chapter is functioning like an NSA-KIDS/TWST chapter. Additionally, this person needs to ensure that outreach is

being accomplished so that the chapter will grow and flourish. Thirdly, this person will ensure that the paperwork required by the NSA is accomplished in a timely manner.

Co-Chapter Leader – This person shares in the overall responsibility for the chapter and shares all of duties of the chapter leader listed above. This person may also stand in for the chapter leader when the other chapter leader is unable to do so.

Chapter Leader Trainee – While not having the full responsibility of the chapter leader, this person is groomed by the chapter leader or co-chapter leaders and may take the lead in any task or leadership role delegated to him/her by a chapter leader or co-chapter leader.

In order to promote involvement and continuity in the local chapter by individuals that do not want to take on an overall leadership role, some other possible positions that could be established in a chapter as needed are:

- Treasurer
- Secretary
- Phone Leader
- Program Leader
- Social Coordinator
- Marketing/Public Relations Leader
- Newsletter Coordinator
- Web Page Coordinator

The **treasurer** is in charge of all of the chapter funds. The Chapter Leader still has responsibility for the chapter but the Chapter Leader uses the treasurer to keep track of the chapter's funds.

The **secretary** is used to record the chapter's activities. This person could also handle all of the correspondence with the national office or regional chapter coordinators.

The **phone leader** is in charge of ensuring that phone calls are made to all current and prospective members to remind them of the next meeting.

The **program leader** provides some of the chapter meeting content.

The **social coordinator** is in charge of a chapter's social events which could include get-togethers, movies, holiday parties, etc. outside or in place of the normal meetings and/or coordination of social functions (i.e. snacks, break times) within the chapter meetings

The **marketing/public relations leader**, with the chapter leader(s), is responsible for marketing and publicity for the chapter as well as any requests for local information on stuttering. It is advised that this person work closely with the National Office of the NSA. This person also (in lieu of a web page coordinator) would liaison with the national office regarding upcoming events, so that the NSA website can be kept up to date.

The **newsletter coordinator** is responsible for producing a local chapter newsletter. This is an OPTIONAL possibility.

The **web page coordinator** is responsible for producing and maintaining a local chapter's website. This is also an OPTIONAL possibility.

2.3.2.3 Selection of chapter leaders/length of term.

Once it is decided how many and what type of leaders there will be, the next decision is the length of service. Notice that there is no limit on how many consecutive terms an officer may serve. If the chapter members like the current leaders and the leaders are willing to keep serving, then they are allowed to continue their leadership.

How do we actually go about selecting officers? That answer is up to the individual chapters. The NSA has found that each chapter knows what works best for it. Thus, there is no mandate on how officers should be selected. Some suggestions though. It is very important for the chapter members to feel that they are involved in the process. Whether the chapter chooses to have elections, nominations or just has the previous leadership pick new leaders,

the members need to have the ability to express their opinion of the selected leaders. If this does not occur, the members are likely to vote with their feet by leaving the chapter. Thus it behooves the current leadership to ensure that the membership not only is given a chance to approve the new leadership but also deny it.

Some examples of types of officer selection processes are:

- Nominations and elections
- Current leadership selects new leadership and the chapter membership does a confirmation vote of the new leadership

2.3.3 Chapter Meetings

The main requirement for an NSA-KIDS/TWST chapter is to hold chapter meetings. A NSA-KIDS/TWST meeting is what sets us apart from other stuttering organizations. Our meetings enable the person who stutters to feel as though they are in the majority as far as speech is concerned. This may be a novel experience for a person who stutters. It is imperative that the meeting environment be one of support and encouragement. Chapter meetings must be lead by either co-leader, but shall not be lead by anyone other than those persons who have gone through the approval process.

2.3.3.1 Suggested format

The actual meeting content and format are up to you, the chapter leader. However, the following format seems to be very effective.

1. Reading of the welcoming words
2. Introductions, if desired
3. Asking everyone why they are there
4. Break out discussion groups and activities for parents, teens, SLPs and/or children where there will be presentation and discussion of a topic or an activity relevant to stuttering.

5. Time set aside to allow all those who want to share an experience, accomplishment or a problem to be able to do so
6. A break about midway through the meeting
7. Discussion/presentation of some topic relevant to stuttering
8. NSA and/or local chapter announcements (like National Convention)
9. Asking everyone for feedback
10. Reading of the closing words
11. Set/remind time for next meeting
12. Meeting ending

2.3.3.2 Meeting Length

A typical meeting length is about 2 hours but you are free to use whatever length works for your chapter members.

2.3.3.3 Required Elements

The only required elements are:

1. The reading of the welcoming and closing words. The reason for this is to establish a connection with other chapters. The goal here is to ensure that anyone who walks into the chapter will immediately recognize it as a NSA-KIDS/TWST chapter.
2. The turning-in of the chapter sign-in sheets following each meeting.

Adult Chapter's Welcoming Words

Welcome to the _____ NSA-KIDS/TWST (choose correct name) Chapter of the National Stuttering Association. The National Stuttering Association is a non-profit organization dedicated to bringing hope, dignity, support, education and empowerment to children and adults who stutter.

If you are a person who stutters or have a special interest in stuttering, you are welcome here. It is a place where we are accepted and supported, where we can relax speak freely, stutter openly without fear or embarrassment, and practice whatever fluency technique we may feel comfortable with.

Together, we will help each other help ourselves to accept and cope with our stuttering, to build our self-confidence, and to improve our fluency to the best of our abilities. We who stutter are not alone. Together we are strong.

NSAKids and TWST Group Welcoming Words

Welcome everyone... to the National Stuttering Association (Kids/TWST) meeting.

For the time we meet here, this room is a very special place.

This NSAKids group is a place where we can share ideas and be ourselves!

It is a place where we can stutter openly and have fun!

It is a safe place to learn things to help deal with stuttering.

It is also a place where we can help others who want to learn about stuttering.

Being here lets us know that we are OK whether or we stutter or not.

We who stutter, and those who support us, are not alone. Together we are strong.

Closing Words

May the spirit we have shared tonight help our speech in the coming weeks until we meet again.

May we go forth gladly into speaking situations, without force or struggle accepting ourselves regardless of our fluency, and listening always to the music of our voices.

We are not alone. Together we are strong.

2.3.3.4 Meeting Frequency

Chapter meetings can be held every month, and at a minimum, every quarter. While it might be common to suspect that attendance at each meeting would decrease if the number of meetings were increased, it has been noted that the reverse is true. Some possible explanations for this are that as the frequency of meetings increases, the members tend to view the meetings as a type of regular therapy. Additional meetings also encourage new content to be developed, which further stimulates member attendance.



The Chapter Leader

Section 3

NSA-KIDS/TWST Chapter Leader's Agreement

Send signed copy to National Stuttering Association office

Mail: 119 W. 40th Street 14th Floor New York, NY 10018 or **Fax:** 212-944-8244

As a chapter leader of a local NSA-KIDS/TWST chapter of the National Stuttering Association, I agree to abide by the following tenants:

- Provide a safe, supportive environment for a person who stutters (PWS)
- Help people who stutter establish connections with other people who stutter
- Provide a safe place to gain information about stuttering
- Provide a safe place to practice speech techniques and therapies
- Follow the established policies and procedures of the National Stuttering Association as set forth by the Board of Directors and the NSA-KIDS/TWST chapter leader's guide
- Give information and permission to the NSA National Office for the purpose of obtaining a background check
- Understand that names of NSA members cannot be sold, rented or distributed without prior written approval from the national office

I acknowledge this by signing below.

Name: _____

Signature: _____

Chapter Name: _____

Chapter Location: _____

Leader Contact Email: _____

Leader Contact Address: _____

Leader Contact Phone: _____

Leader Contact FAX: _____

Meeting Days/Time/Place: _____

Current Average Number of Attendees (if applicable): _____

3.0 The Main Link

The chapter leader is the most important link between our members and the national organization. The chapter leader is more than just the person standing up front leading the meeting. He/She is a facilitator, marketing person, conflict resolution manager, cheerleader and most likely, a person who stutters. This job is not easy but definitely has its rewards. This section will explain some of the responsibilities and resources that chapter leaders have.

3.1 Chapter Leader Responsibilities

The responsibilities of a chapter leader or leaders can be summarized as follows:

- Facilitate meetings
- Recruit new members
- Retain current members
- Comply with NSA requirements
 - Provide information to NSA national office
- Promote the NSA

It is strongly recommended that the chapter leader or leaders encourage other chapter members to share responsibility for these items, recognizing however that the ultimate responsibility lies with the chapter leader(s)

3.1.1 Facilitate Meetings

The first responsibility of the chapter leader is to ensure that the meetings are facilitated. The NSA has written an NSA-KIDS/TWST chapter Leaders Training Guide in order to provide additional information on facilitating and NSA-KIDS/TWST chapter meeting. Copies of this guide can be obtained on the NSA Website or by contacting the National office or the regional or national chapter coordinators. This does not mean that the leader is always the facilitator. Having other members facilitating meetings is a good way to develop new leaders.

3.1.2 Recruit New Members

The recruitment of new members is another responsibility of the chapter leader. If a chapter is to grow, it needs new members. All support groups will have members that stop coming over time. People will feel that their needs are met and they will stop coming. Others will move away for various reasons. Thus, new members are always needed. The addition of new members will also help keep the meetings more vibrant and exciting. In order to find new members flyers need to be reposted every three months, regular contact needs to be maintained with SLP's and ads to newspapers need to be sent monthly . See section 3.1.5 on Promoting the NSA.

3.1.3 Retain Current Members

Retaining current members is the third task of the chapter leader. This is done by having meaningful meeting content. The meetings need to be interesting and give the attendees a chance to grow. The discussion guide section contains many ideas that other chapter leaders have used with great success. Another source of meeting content is the special programs that have been developed by members of the NSA.

3.1.4 Comply with NSA Requirements

It is very important that all chapters have the same “feel” about them. What is meant by feel is that any person who walks into any chapter in the U.S. could immediately tell that they are in an NSA chapter. This is not meant as a mandate to make every chapter identical. On the contrary, one of the NSA's strengths is the diversity of its membership and its chapters.

The Chapter Leader must be certain that the sign – in sheets are completed and faxed or mailed to the national office following each meeting.

3.1.5 Promote the NSA

The last but maybe the most important responsibility of the chapter leader is to promote the NSA. As a chapter leader, you are the national organization's local cheerleader. You are in the unique position to be able to spread the

message of the NSA most effectively. Every new chapter meeting attendee is a potential NSA member and you are their first contact. You are the NSA's frontline of communication and we applaud you for that. Reading of the welcoming and closing words at your chapter meetings help to promote that your chapter is part of a larger organization.

3.2 Chapter Leader Resources

This section will show you the incredible amount of resources that you have to communicate with other chapter leaders, regional chapter coordinators, national committees and the national office. Probably the quickest and most efficient mode of communication for the organization is email. This is due to the fact that the organization is spread out across the United States. What follows is a listing of the communication resources that are available and a brief description. These resources are here to assist the leader in finding answers to question or concerns they, or their members may have and to also help them increase their own knowledge about the NSA organization and stuttering.

3.2.1 NSA Webpage

The NSA webpage is an excellent resource for information for both you the chapter leader and the general public. The wealth of information there is truly amazing. The address is <http://www.WeStutter.org>. Once you are at the website, you will notice that you can find information on such topics as:

- Local chapter info
- NSA News
- Upcoming convention information
- Past convention highlights
- Chapter Programs
- Books, Publications and Workshops

This is just a small percentage of what is actually on the website. This is an excellent resource for any chapter leader, new or experienced.

3.2.2 NSA-KIDS/TWST Chapter Coordinator

The NSA-KIDS/TWST Chapter Coordinator is your first link to the national organization. The NSA-KIDS/TWST chapter coordinator will be in contact with you at least once a quarter. This person can be your first resource for conflict resolution, new member recruitment ideas and anything else that you can think of. However, don't just think of this person as a problem solver, he or she also wants to hear all of your great ideas. Besides that, just contacting the coordinator to say "Hello" can help us all stay connected.

3.2.3 National Family Programs Chairperson(s)

The Family Programs Chairperson(s) is the person that the NSA-KIDS/TWST Chapter Coordinator reports to. This individual is responsible for the coordination of the local chapters (as well as all of the other family programming) on a national level.

3.2.4 National Office

The national office is available Monday through Friday from 9am to 6pm Eastern Time to answer any and all of your questions. The national office can answer any question about the organization or stuttering that you can come up with. Due to the large number of phone calls that are received each day, it is preferred that one of the other resources in this section be used first. But, do not be afraid of calling the national office. The NSA national office staff is there to assist you. You can call the NSA main office at (800) WeStutter (937-8888) or email us at info@WeStutter.org.

You can also write to the NSA National Office at:

National Stuttering Association
119 W. 40th Street
14th Floor

3.2.5 NSA Chapter Yahoo Group

As a chapter leader, you are eligible to participate on the NSACChapter Yahoo Group. This listserv functions as a way for everyone who is on the list to quickly send emails to everyone else on the list. Talk about a great way to share an idea! All you need to do to participate is to be a current chapter leader and have an email address. Please contact the National Office to be placed on the Chapter Leaders' Group. Then just sit back and watch the ideas come flying your way!!! It is important to note that you will be involved with the ADULT chapter leaders as well as other KID and TWST chapter leaders. We have kept the two together on purpose, as many of the challenges that are faced in the adult chapters are the same ones you will be facing.

3.2.6 Board of Directors

The NSA has a board of directors composed of 10-15 members of the organization. Section 1 gives brief descriptions of each of their functions. The appendix contains the names and contact info for each of the current board members. If you need to contact a board member for any reason, feel free to do so. The board is here to serve you. They may set national direction, but they also need to stay in touch with the local chapter leaders to ensure that they understand the local concerns. See the Appendix for the current list of the Board of Directors and their contact information.

3.2.7 National Committees

The national committees are where the board of directors' instructions are put into action. This is an excellent place for the chapter leader to begin to work on being more involved on a national level. Additionally, if you have an idea that you think would benefit all chapters, this is the place that it would go. See Section 1.4 for a description of the committees.

3.2.8 Other Chapter Leaders

There are currently more than 80 local adult chapters, 2 local KIDS chapters, and 2 local TWST chapters across the U.S. Each of the chapter leaders that run those chapters is a wealth of information. They have all had many successes and failures. Talking with other chapter leaders is a great way to broaden your knowledge about chapter leadership. The contact info for all of the chapter leaders can be found on the NSA website or in the appendix. An even better way to make contact is to come to a national conference and meet some of them in person. Every year, prior to the start of the National Conference there is a Chapter Leaders' meeting where you will have the opportunity to talk to NSA leaders and other chapter leaders about running your chapter and any issue that come up during the course of the year. It is an excellent opportunity for Chapter Leaders to share their experiences and feel connected!

3.2.9 NSA-KIDS/TWST Chapter Leader Guidelines

- A. Emphasize use of welcoming and closing words at all chapter meetings.
- B. As a standard opening practice for all of the NSA local chapters, after the welcoming words are said, we go around and allow those who would like to introduce themselves (and possibly ask everyone's expectations as to why they are there – so that everyone's expectations can be known up front. It could be phrased "what brings you here tonight?") Also at the end of the meeting, ask the group whether the meeting met their expectations, in order to give chapter leaders immediate feedback for growth.
- C. In regard to age levels at chapter meetings: Adult local chapter meetings should be aimed at adults and *emotionally mature high school students (in the presence of a guardian, if under 18)*, though no one would be turned away for a specific meeting. Local adult chapters should make a strong effort to sponsor or cosponsor separate youth focused events or meetings throughout the year. NSA-TWST meetings are for adolescents (teens) between the ages of 13-19, along with their families, SLPs and significant others. NSA-KIDS meetings are designated for children between the ages of 7 or 8 – 12 years old, along with their families, SLPs and significant others.
- D. Toward the discussion of therapies at local chapter meetings: Local chapters should let all members speak their mind, with given time limits for everyone. Chapter leaders should then add that the NSA is 'vendor

neutral” on therapy – we do not support any particular therapy nor do we not support any particular therapy AND the statement: “what works for some may not work for all.”

- E. Toward working with a disruptive person at the chapter meeting: 1. Remind the person privately of the welcoming words. If the problem persists, the local chapter leader has the discretion to ask that person to leave the group.
- F. Set basic ‘ground rules’ for chapter meetings
 1. No unkind words or body language directed at anyone
 2. One person talking at a time
 3. Provide and facilitate equal opportunities to speak (recognizing that there may be a need for a particular person to talk more in order to work through a pressing issue).
 4. The right not to be pressured and to be able to say no or disagree.
 5. Respect for each person’s ideas and beliefs.
- G. Toward chapter members having different issues or agendas they want to push (i.e. practicing speech vs. emotional support): try to keep the meetings together and not split off into different groups or to run multiple topics for the whole group. Where the chapter members present are large enough (more than 12), only normal chapter meetings with all chapter members should still be held but the second half of the meeting could be split into ‘breakout sessions’ around two (or more) concurrent topics with the whole group reconvening and getting an update from each breakout group at the end of the meeting. Local chapters should be the discussion of relevant issues to the group, but that during the discussion, different speech techniques could be openly practiced.
- H. When chapter leaders and chapter members disagree on meeting focus: primary emphasis of the NSA local chapter meetings should be peer support of PWS and opportunities for PWS to practice speaking. What form peer support and practice takes should be based on the majority opinion of the group. Chapter leaders should be promoting these two main focus areas and work towards creating a neutral environment for any therapy, practice, device, etc, to be discussed.
- I. Toward non-stuttering people attending a local chapter support meeting: As spelled out in the welcoming words, all who are interested in stuttering, are welcome to attend local chapter meetings. It is important to include non-stutterers as full participants in the meeting rather than observers. It is equally as important to emphasize to the non-stuttering community present that the meeting, of course, is primarily a support group for ***those who stutter*** - they are present to support, listen and provide input to those who stutter. They

should not knowingly or unknowingly dominate the meeting. It is the responsibility of the chapter leader to try to provide balance and to give everyone an equal opportunity to speak.

3.3 Chapter Public Relations

3.3.1 What are Public Relations?

Before one can begin a successful public relations campaign, one needs to know the definition of public relations. It is not as complicated as one might think. Public Relations can be defined as the planned, purposeful communication effort through which an individual or organization strives to win the understanding, acceptance, support, and cooperation of the public. Pretty simple, huh? The key word here is "planned". It takes an organized effort to pull off a successful campaign.

This organized effort is not as difficult as you might imagine. Just like advertisers "target" their audience for the most effective advertising, a public relations campaign must know the intended audience in order to be most effective. Since these campaigns try to use free advertising, the choices are limited; but using that free advertising wisely is the goal of all PR campaigns. Just look at Ross Perot, for example. Before he officially announced his running for President, he was receiving millions of dollars of free advertising by appearing on talk shows, the news, and in newspaper articles. The NSA is not running for office, but we too can get the same free advertising at the local level. Look at it as sort of a grassroots effort to gain our share of the publicity pie. Public Relations have the following functions:

- Publicity (placement of newsworthy information in media)
- Opinion research
- Press releases (planning special events)
- Promotion and Fundraising
- Lobbying
- Public affairs (educational and civic functions)
- Institutional advertising

Gift giving
Creating the printed voice (newsletters)
Counseling

As you can see, Public Relations involve many things. Most of these functions may not concern you as a chapter, but if you are able to enlist four or five of these functions you can do the National Stuttering Association (NSA) a great service by trying to reach out to the many people who stutter (PWS) and their families through Public Relations.

3.3.2 Why Use Public Relations?

Using Public Relations can greatly enhance your chapter by increasing its membership. There is no other way to reach the millions of people who stutter except maybe by going door-to-door. You can reach hundreds of thousands of people with one single message by using the media. How long do you think it would take to reach those numbers if you contacted them one by one? Probably more time than you have in a lifetime! So let the media do your legwork.

3.3.3 Who Uses Public Relations?

Anyone who wishes to promote their chapter or start a new chapter can use Public Relations. It would be advantageous for an established chapter to have a committee for the sole purpose of Public Relations. Someone starting a new chapter would have to go it alone. But anyone can use Public Relations. You do not have to know anyone in the media to be successful. Give it a try!

3.3.4 When to Use Public Relations

You can use Public Relations at any time. Although a planned, organized campaign is the best use of Public Relations, any time you can promote your chapter by use of the media it is a good time to use Public Relations. In fact, the media may not even be involved. Just talking to someone about the NSA is PR. Anytime the NSA is

brought before the public it is PR. There is a limit, though, to the frequency that the PR is used in any one medium. We will devote more time to this in later sections.

3.3.5 How to Use Public Relations

This PR Kit is intended to guide you in planning your public relation campaign. It is not the only way. Rather, it is a simple, effective way to initiate a successful but inexpensive PR campaign. It not only can be used by an established or new chapter but by someone who wishes to start a chapter. The intent of this kit is to help anyone reach out to the millions of people who stutter. With the information contained within this kit, one can reach the PWS by print, the broadcast media, and other methods.

3.3.5.1 Target your Audience

Who do you wish to "talk" to? This should be your first question. Make a list of people you wish to contact through your PR campaign. These could include PWS, parents of PWS, friends of PWS, speech pathologists, schoolteachers, doctors, communication specialists, corporations, or the general public. Your target audience will determine how you approach them. Although in most of your campaigns you will probably target the general public with the mass media, you may wish to target a specific audience. These specific target audiences will be dealt with in detail in a later section of this kit. How one reaches an audience depends on the makeup of that audience. We cannot emphasize enough the importance of "knowing" your audience. Using media effectively can enhance the success of your campaign.

3.3.5.2 Design your Message

After targeting your audience, the next step is designing your message. What do you wish to tell your target audience? This might only be the details of why and where your chapter meets, such as in free newspaper ads. We have included some examples of messages used in newspapers, radio Public Service Announcements (PSA's), and

other print outlets. These are meant as examples for your use, and you are free to make your own messages. We suggest using the examples until you have more experience in PR.

3.3.5.3 Pick a Medium

Once you have targeted your audience and designed your message you then need to determine which medium to use. There are three media in which to choose:

- Print
- Broadcast
- Internet

The print media includes newspapers, magazines, flyers, posters, newsletters, or anything printed. The broadcast media includes radio and television. You will learn more about the specifics of how to use these media in later sections of this kit but for now we want you to realize that your target audience and message will determine which medium or media are used.

A new medium that has proved to be a valuable PR tool is the Internet. Every Chapter Leader should be connected to the Internet and be able to receive e-mail. Another valuable component of the Internet is websites. Most of the NSA-KIDS/TWST chapters have one and they are not that difficult to develop. All you ever want to know about the Internet will be discussed in a later section of this kit.

3.3.5.4 Answering Replies

Be prepared for the response! Have a phone committee in place BEFORE initiating a campaign. One person cannot handle the response of a well-planned campaign. Ask the NSA office if you don't believe it. Someone must volunteer their phone number and address as a contact from both the media outlet and the public response. After a response has been received either by phone or mail, a prompt reply is urgent. Phone calls should be returned within 24 hours. Mail requests should be answered within 2 days. All responses need to be recorded and sent to the NSA national office. A form has been included in this kit for recording the necessary information for both you and the NSA office.

Feel free to make all the copies necessary. These forms will not only allow you to keep up with your calls but also will let the national headquarters know to whom the information packets should be sent. The NSA office has a part-time employee whose sole responsibility is contacting potential members. As Chapter Leader, you will be informed of the contacts made and not made by the NSA office. Prompt response is a must, because since the person requesting information took time to investigate our organization, a prompt response is only courteous.



Programs

Section 4

4.0 Introduction

This section will constantly be a work in progress. This section contains over 130 ideas to use to help you have good meeting content. All of these ideas are from adult, teen and youth chapter leaders such as you.

We hope that you will find these ideas stimulating and challenging.

Please understand that you must investigate each of these suggestions on your own and with your co-leaders or facilitators, as many suggestions are do-able for kids and teens, but some may not be right for your group. These are SUGGESTIONS only!

4.1 “136” Things to do at an NSA Meeting

4.1.1 Warm-ups

#1 Good News- As members introduce themselves, ask them to add some good news from their recent experience, something good which has happened to them recently.

#2 More information-As members introduce themselves, ask them to add one more bit of information: Where did you first live when you left home? / Where were you born? / What did your room look like when you were ten years old?

#3 Introduce Someone Else - Instead of introducing yourselves, each person introduces the person next to them and is introduced by that person. Give each pair a few minutes to learn enough about each other to do this. (San Jose)

#4 Special Name Tags - Pass an index card and a pencil or pen to each person and ask them to divide the card into four parts. In each space they are then asked to draw or write something which answers a certain question about themselves. For example: favorite movie or book, favorite place, what their stuttering "looks like," the animal which

best describes them, the animal they would like to be, etc... Then ask members to mingle for ten or fifteen minutes sharing what they wrote with others. Set a time limit you can stay with one person. You can use a bell which means "Switch partners" for this purpose.

#5 "Can You Top This?" This is a game in which people are asked to share their worst stuttering experience (these do not have to be true). Encourage people to ham it up. The winner is the person who gets the most applause. Be sure to make it fun.

#6 Lead everyone through some stretching exercises.

#7 Try some group singing. (This could be done at the end of the meeting, too.)

#8 Get a Relaxation or Visualization tape to play. Get a book on yoga and get some ideas from that.

#9 Have people share who they would most like to be "in their next life"... and why.

#10 Come with pens and a big pad and have everyone participate in drawing a group picture. Then have each person share their experiences with the group. Who were the leaders and who the followers? Did people wonder what others were thinking of them?

#11 Go around the room and have others share what their favorite game as a child was.

#12 The Name Game - Start at one end of the room and have the first person just says their name. The person next to them has to say that person's name and his or her own. The third person gives the names of the first two people, etc., until the last person must name everyone. This is a good idea to do this with a lot of new people. Good for the beginning of the meeting and just before the break also. (San Francisco)

#13 Have members just take two minute to go around and shake hands with everyone, introducing themselves.

#14 Do the same as above, but have members choose different names for themselves. These names can be real or fictional. ("Hi, my name is Napoleon Bonaparte.")

#15 Play the Name game in combination with #14.

#16 The Alphabet Game - This is based on a children's word game. It combines speaking in unison, individual speaking, eye contact, and a lot of fun. The first speaker says, "I went to the market and I bought an apple" (or some word beginning with "A"). The second person then leads the whole group in repeating, "I went to the market and I bought an apple and a. . ." He or she adds something beginning with the letter B. The third person then leads the whole group in repeating what has been said so far and then adds a word beginning the letter C, and so on. (Philadelphia Chapter)

#17 Play the above with various topics. Some examples: "I went to the zoo and saw..." "I went to a party, and I spoke to Aaron, Beth,..." or "I went to the movies and I saw Addicted to Love, Batman and Robin, Sleeping Beauty . . ."

#18 Rare Knowledge - Everyone gives examples of weird or little known facts. Allow members to pass if they cannot think of anything.

#19 M & M Game – Have people take as many M & M (or other candy) as they want but tell them not to eat it. For each M & M they have each person needs to tell something about themselves.

4.1.2 Books

Note: Have members pre-read a selection from one of the following books and have them discuss them at the meeting.

#20 Stuttering: A Guide for Teens (Available from the Stuttering Foundation of America (SFA) at www.stutteringhelp.org)

#21 Our Voices (Available from the NSA)

#22 Ben Has Something to Say (Available from the NSA)

#23 Mary Marony series (Available from bookstores or your local library)

#24 Lucky Stars (Available from the NSA)

#25 More Friends for Jackson (Available from the NSA)

See other newer title at the NSA website www.WeStutter.org

4.1.3 Discussing Stuttering

#26 Have members tell their worst stuttering experience and then discuss how they reacted, and how they could have reacted.

#27 Have members share the moment when they felt best about themselves as people who stutter.

#28 Make a list of the ten most difficult situations for members.

#29 Make a list of the situations members find easiest. Discuss why this is so.

#30 Discuss the question of why some people who stutter do not like to be around others who stutter.

#31 Discuss the dynamics involved in why people who go through stuttering treatment programs often revert to their old behaviors.

#32 Discuss the advice that should be given to parents of children who stutter.

#33 Discuss the kind of person you would be if you did not stutter.

#34 Have each person make a list of their most difficult words and then make up a story with them in it. Make it fun.

#35 Design a stuttering therapy course. Break up into small groups and have each group come up with a plan for a three week course.

#36 Break up into pairs (dyads). Have each person pretend the other person is their "stuttering," and have a conversation with it... 😊

#37 Discuss what advantages your stuttering has given you.

#38 Discuss the best ways to react to someone who behaves inappropriately with you-- fills in word, looks away from you, etc.

#39 What are the best times and ways to advertise your stuttering?

#40 Discuss the question, "If you could change one thing about your stuttering, what would it be?"

#41 Repeating Questions. Select an open-ended question about stuttering or some other aspect of life (for example, "Tell me a thing you like/don't like about your stuttering" or "Tell me a way you try to please people.") Break up into pairs (dyads) and have one person ask the question of the other for a period of 5 or 10 minutes, being careful not to nod or indicate approval or disapproval of the response. After each response, the asker should say "Thank You" before asking the question again. When the period is up, have the other person be the questioner. After the question-answer period, regroup and talk about what you found out. (Denver)

#42 Discuss "THE LOOK". You know about THAT LOOK. That look of disgust that questions why God put me on the face of this earth talking the way that I do. As I was getting off the shuttle, this jerk said, "You really should practice more on your speech."

#43 Discuss covert stuttering. Discuss avoiding stuttering (watch age appropriateness) and the good or not so good things it does for you in the long run.

#44 Discuss whether stuttering should be stopped or fluency as a goal.

#45 Discuss what type of advice should be given to the following groups on stuttering:

- Advice for fluent people in general
- Advice for SLPs working with PWS
- Advice for other PWS
- Advice for parents of children who stutter

#46 Have a discussion about fluency vs. communication.

#47 Discuss fluency and other anxieties.

#48 Have discussion on when it is important to be fluent.

#49 Discuss an attitude of acceptance: is it a cop out?

#50 Have a discussion around whether if there was a "pink pill:" that would magically cure stuttering: would you take it?

#51 Have a debate with the following two sides: 1.) I think being a great person has to do with character and has nothing to do with stuttering - stuttering is irrelevant. 2.) I think stuttering is relevant when it comes to shaping our characters. Sometimes we get feelings ingrained simply because we stutter...shamefulness, loss of self-confidence, avoidance of social situations...this list of character traits goes on and on. It is true that there are some fluent people

who possess the same traits, but with stuttering, I think it's more frequent and the feelings more powerful. So powerful, in fact, that they shape our lives - and our characters!

#52 Discuss relationships with fluent people (what will he/she think?)

#53 Discuss avoidance behaviors: good or bad? Why? Advice?

#54 Discuss how you feel when talking with another person who stutters.

#55 I'll do _____ as soon as I get over my stuttering.

#56 Discuss what is the best therapy for people who stutter? Fluency shaping? Stuttering Modification? Acceptance? A combination?

#57 Discuss whether voluntary stuttering works? Or does it just reinforce stuttering?

#58 Discuss the following: Yeah, if I didn't stutter I might be rich and famous. I might also be an unhappy jerk-or a happy one. I got dealt a hand with many useless cards. I love music but can't carry a tune. I love basketball but I'm no Michael Jordan.

#59 Stuttering has allowed me to teach my children that any differences they see in people are "okay" and nothing to be judged or laughed at.

#60 It has allowed me to meet, become close to, learn from, share with, reach out to and love so many others who stutter. That in itself ... makes stuttering a gift. Stuttering has allowed me to become a part of the NSA family, the best gift of all.

#61 Discuss stuttering and your family.

#62 Stuttering sucks. There's nothing good about it. It has always kept me from doing the things I want to do. And it always will.

#63 Discuss emotional "baggage": What is it? Do I have it? How can I get rid of it? (and do I need to get rid of it?)

#64 Discuss what do fluent people REALLY think about people who stutter?

4.1.4 Challenges

#65 Bring a cell phone to your meeting and have people call local restaurants and ask for their special of the day, or make an appointment, or ask what movie is playing, etc. Any 'real' speaking' situation. Be creative.

#66 Go out on the streets (or stay within the groups) and interview people about their stuttering using the following questions:

1. Do you know anyone who stutters?
2. What do you think causes stuttering?
3. Are you comfortable or uncomfortable speaking with someone who stutters?

4.1.5 Outreach

#67 Visit students practicing to be SLP's at local colleges and universities.

#68 Have a "Friends and Family" night where friends and family are invited to attend one of your meetings.

#69 Have your group volunteer to talk about stuttering on your local TV and Radio stations. With the amount of programming and hours these stations have to fill, you may be surprised how easy it is to get on.

4.1.6 Games

#70 Pictionary - Get two easels and some drawing pads and play with the whole group.

#71 Balderdash - This is a game sometimes called "Fictionary" where you make up definitions of obscure words in order to fool the other players. It is a fun speaking exercise. (Sacramento)

#72 Trivial Pursuit - You all know this board game. You might decide that the questions must be read in a certain way, using prolongation, voluntary stuttering, etc. (St. Louis)

#73 Scruples - Rather than play the game as instructed, just have the facilitator ask the questions at random. (Salt Lake City)

4.1.7 Guest Speakers

#74 Have a local adult chapter member or panel talk about their experiences with growing up with stuttering.

#75 Have one member who has a particular interest or hobby make a presentation about that to the group.

#76 Have one or more local speech-language pathologists come to your meeting. Invite one from the schools to tell you about his or her work.

4.1.8 Personal Practice

#77 Members can contract (pledge) to do something between meetings.

#78 Members can contract to do something at the meeting, like try to maintain eye contact while they speak, stutter more openly, stutter in a different way, use a fluency-enhancing technique, avoid using a fluency-enhancing technique, speak more or less than usual, etc.

4.1.9 Presentations

#79 Therapies - Have one member research one particular therapy and report on it to the group.

#80 Outside Presentations: Put together a panel of your members and volunteer to present a program at the local university or in front of community groups (Lions Clubs, Rotary, etc)

4.1.10 Role-Playing

#81 The Telephone Call - Place chairs back to back in the middle of the room. Have one telephone at each chair. You can think of variations of the following plot or make up your own.

Plot: The caller is a person who stutters complaining or inquiring about something. The "callee" is rude, has little patience, and interrupts the person who stutters.

Examples: Calling an auto mechanic about work done on a car. / Calling a fancy resort to inquire about prices. / A man calling up a woman for a date. (Salt Lake City)

#82 Job Interviews - Take turns role-playing various job interview scenarios. These can be serious or funny. Perhaps some member is going through these in real life and needs some good feedback. (Salt Lake City)

4.1.11 Sharing

#83 The Picture Party - Each member is asked to bring in photographs of their parents, children, spouses, pets, etc. This can be used as a warm-up exercise to be done while snacks are offered, or at a social gathering of the chapter, or during the speaking portion of the meeting as a sort of personal "Show and Tell" exercise. (St. Louis)

#84 Stuttering Metaphors - Take time and come up with as many different ways to describe stuttering as you can. "Wrestling with speech," "Coming up against blocks," "Feeling stuck," "tongue-tied", etc., (Sacramento)

#85 Have members share their most embarrassing moment (outside of their stuttering).

#86 Have members describe the worst year or day of their life.

#87 Have members describe the best year or day of their life.

4.1.12 Social Events

#88 Go out to a local Baseball Game (Dallas). Do it as an official group and get your chapter name projected on the scoreboard.

#89 Go bowling together.

#90 Go see an enjoyable film together.

#91 Have a Fund Raising Event such as a Garage or Yard Sale. (Orange County)

#92 Develop a lending library.

#93 Have a Summer Picnic. Be sure to involve everyone in making arrangements and bringing things.

#94 Run in a Race. Have members who run enter a local race. The rest of the group can join them as support and for a pot-luck picnic afterwards. The group could identify themselves as being with the NSA by wearing shirts or they could bring a banner. (Sacramento)

#95 Go on a long hike.

#96 Volunteer your Chapter to answer the phones for a local PBS radio or television station. This would be great publicity and a great "stretch" for members. (Sacramento)

#97 Visit a local museum together.

#98 Volunteer to do some civic work. (Distribute meals on Thanksgiving for the Salvation Army, volunteer to work in a homeless shelter.)

4.1.13 Public Speaking

#99 "Take it From Here"

This is an impromptu storytelling exercise in which members are encouraged to use their imagination, ingenuity and "tall story" expertise. A member is asked by the Facilitator to get the ball rolling by beginning to relate an experience he claims to have had. For example: "Last weekend I was walking in the woods when I came across the most unusual creature I had ever seen. It had four antennas and a fan tail that enabled it to take off and land in twenty-foot glides. I stopped. . . At this point the Facilitator stops the yarn-spinner and asks members to the left or right to continue the narrative in any way shape or form they choose. Each person continues their part of the story as long as they want to before leaving it for the next person to take up where they left off. People are encouraged to let their imaginations soar.

This process can also be started by reading the beginning of a story from a book; a mystery story or children's story would suffice. You can also let the next storyteller be chosen at random by the previous speaker or the facilitator (And then what happened... Harry.) (Bayside, New York)

#100 Debate

Topics are chosen ahead of time. Members take each side of the debate. Debate rules can be modified to fit the time allowed and number of participants. A time-keeper is needed. Topics can be humorous or serious. (Salt Lake City)

#101 "Best Excuse of the Week"

This is a short exercise which can be used as a warm-up or at the very end of the meeting. Have members explain why, for example, their stuttering is so bad this week. ("Because the Cardinals are not playing too well...") Have a small award for the best one. (Sacramento)

#102 "Zany Questions"

Make a list of ridiculous or intriguing questions that members have to pick from a hat and answer spontaneously. (Example: Would you be willing to eat a bowl of live crickets for \$40,000? If your came home caught fire and you had time to save one item (or three items or five items), what would you save?)

#103 "The Small Household Object"

Put a collection of small household objects in a bag and have members take turns drawing one out. They can either give a talk on its usefulness or make up an outlandish story about it. (Central Massachusetts)

#104 "Table Topics"

The purpose of Table Topics is to have members "think on their feet" and speak for a minute or so. The Facilitator prepares and issues the topics. Originality is desired in the topics. Each member may be given an individual subject or a choice of subjects may be presented from which he or she can draw at random.

Example: It has been proposed to build a Brooklyn Sports Complex on Coney Island. The organizers want to house a minor league baseball team. Would you support this with your tax dollars? (Bayside, New York Chapter)

#105 "Telephone"

This exercise lets the person who stutters do something we are all good at--whispering!

A quote from a classic book or a belief about stuttering or some other statement is written down and then whispered to one person. That person in turn whispers what they remember to the next person. When the last person has gotten the message, they tell the entire group the message and it is compared to the original one. Variations can be done by asking each person to "bounce" on the first sound of every word or use some other technique. Try this with the speaker (whisperer) standing up so they have to deal with a little of the "spotlight." (Phoenix)

#106 "Coffee Pot"

This is a word-guessing game in which a member is asked to think of some activity a person does, in a verbal form, i.e. fishing, golfing, driving, kite-flying, etc. The rest of the members try to find out what the person is thinking of by asking questions in turn and substituting "coffee pot" for the activity in question. The questions can only be answered yes or no. Example of questions: "Can you coffee pot indoors?" "Do you hold something in your hand when you coffee pot?"

The person in the group who guesses correctly gets to think up a new word.

#107 Three Words Only: Put People in triads (groups of three.) Have each group stand up and talk using only three words at a time. What they say does not have to make sense or be logical:

Example: How are you? My dog's sick. I love bowling. / What's a high score? / That's four words. In which way? Not in Russia. Be crazy and keep it lively. (San Francisco)

#108 Perform a scene from a play.

#109 Have a debate.

#110 Put together a news broadcast and have people take turns being anchorpersons or reporters.

#111-120 - Use John Harrison's book, How to Conquer Your Fears of speaking Before People. This has Ten Lessons in it, but each one can be taken individually.

#121 Create and give a PowerPoint presentation. Perhaps the one you need to give for work or one made up to educate the group on a topic (Stuttering 101 could be a topic).

4.1.14 Oral Reading

#122 Have members bring to the meeting a very meaningful or humorous passage from a novel or play or poem that they really like. Take turns reading these out loud. (E. Washington - N. Idaho / Spokane)

#123 Bring in some children's books to read aloud; Dr. Seuss is great for this.

Note: Using a Video Camera

"Oh, would some power the gift give us to see ourselves as others see us," said Robert Burns. Well, what wasn't true in the 19th Century is true today. Using a video camera at meetings can dramatically affect members in a very positive way. What seems to be true is we are often too hard on ourselves. Seeing ourselves on tape can be a much needed reality test which gives it a greater sense of risk and freedom.

Play around with the video first. Maybe film some very short exercise or warm-up exercise and then play the tape back so members have some immediate feedback. After they are used to it, the camera can be used in many ways. Some examples are:

#124 Videotape members giving speeches of any kind and then save plenty of time to play it back at the meeting. See the Speaking Circles page for more information and ideas about this.

#125 Videotape an entire meeting to have as a record or for use in presentations your chapter might make.

#126 Pretend you are making a five-minute public service announcement on the NSA. Create, write and produce it as a group.

You want to of course be sensitive to people who might not be willing to do this but you will find that 90% of the people will be willing to. Members will want to do this again and again.

4.1.15 Listening

#127 Listen to people who stutter and people who do not stutter (you might want to invite a fluent person to your meeting). Compare the two as far as message delivery, content, your emotional reaction, etc.

4.1.16 Video Presentations

#128 Show selections from a recent NSA convention video. This makes for a great meeting. (Available through the NSA)

#129 Show Voice in Exile (Available through the NSA) (Teens and older, only!)
This is a 28 minute film of a very dramatic week in the life of a 17 year old who stutters. You will never forget seeing it for the first time.

#130 Show either of the Alan Holzman films about the work of Joseph Sheehan: Message to a Stutterer or No Words to Say (Screen first, appropriate for teens and older)

#131 Teen's video from the SFA/Kid's video from Stuttering Foundation of America (SFA) (available at www.stutteringhelp.org or by calling 800-992-9392)

#132 Transcending Stuttering: by Phil Schneider (available through the NSA)

#133 Parent video(s) <preschool and school age> from the SFA (available at www.stutteringhelp.org or by calling 800-992-9392)

NOTE: Please see the NSA website (www.WeStutter.org), the Stuttering Foundation website (www.stutteirnghelp.org) or the Stuttering Home Page (www.stutteringhomepage.com) for new additions to these possibilities!

4.1.17 Films

Here are some movies which you can show at a meeting. Making popcorn to be shared by members is mandatory. **IMPORTANT:** Age and readiness are important considerations when showing films. Please screen the films first and be certain that parents are involved in the process.

#131 Mask - Cher stars in this very moving story of a boy with a congenital disease which gives him a very deformed look. Cher is the boy's mother who has instilled in him the strength to cope with it. There is much for people who stutter to learn from this movie.

#132 Roxanne - Steve Martin plays a modern-day Cyrano de Bergerac, and how he deals with his "deformity" is a lesson for us all.

#133 A Fish Called Wanda - This will lead to a wild discussion later.

#134 My Left Foot - Like Mask, this movie has a lot to say to people who stutter.

#135 Order the two great Canadian documentaries made in 1992:

Voices to Remember - The Adults and Speaking of Courage - The Children

You can order these EXCELLENT films (for "Home Use" for only) for 39.95 each from Sun Coast Media, Inc. 2938 West Bay Drive, Suite #B, Bellair Bluffs, FL 34640 (800-899-1008). If you only order one, order Voices because it is more pertinent to our members. These are GREAT films!

#136 Paulie – A young girl who stutters and her friend, Paulie the parrot and their adventures.



Appendix

Section 5

5.1 Working with Kids and Families

5.1.1 NSA Resources for Kids and Families

**What the NSA has available
to reach out to children and teens who stutter
and their families:**

- Stutter Buddies: Our quarterly newsletter by and for children who stutter ages 7-12. (Gary Rentchler and Bonnie Weiss)
- Our Voices: Our newsletter insert (into Letting Go) by and for teens who stutter ages 13-19. (Sarah D'Agostino)
- CARE (Connections, Advocacy, Resources, Education): Our quarterly newsletter for parents of children who stutter. (Marybeth Alleni)
- Local/Regional Family/Youth Days: Mini “conferences” for children, parents, teens, SLP’s (and ever-expanding to include adult workshops) held throughout the year and throughout the country. This phenomenon is ever growing this year and in many cases, becomes an ANNUAL event that everyone looks forward to!

These are spear-headed by local chapters and interested SLP’s.

We have a **manual for hosting a Youth Day** that was created by NSA member, Doug Wing.

- Enhanced sections on our website at www.WeStutter.org
- Annual Conference: 2 ½ days of programming exclusively for families. Activities designed for children, teens, parents, and even siblings!
- Parent Support Chain: Parents from around the country who take phone calls from the national office that need “walking in my shoes” types of discussions.
- Three Internet Groups: Parents, Kids and Teens’ Groups: Yahoo Groups formed for each demographic group to bring them together to share their experiences.

- NSA-KIDS and TWST Groups: Children and teen support groups for children, teens and their families. These groups function much like our adult chapters who meet with the same mission of the NSA. So far, we have a Children's (NSA-KIDS) group in Rancho Cucamonga, CA and TWST (Teens Who Stutter) Groups in Detroit, MI and Chicago, IL
- TAC: Teen Advisory Council: A group of 5 of our future leaders! These teens are the leadership of the teens and mentors for the children of the NSA. The Chairperson(s) of this council has an active, voting position on the Board of Directors of the NSA.
- Numerous publications available, including:
 - Preschool booklet for parents (and SLP's)
 - Preschool coloring book: Angel Loves to Talk
 - Children's literature book "Ben Has Something to Say"
 - NEW Teasing and Bullying booklet for parents, kids, educators and SLP's
 - Flyers: Preschool, School Age and Adolescent "Top 10 Lists"
 - Pamphlet: 18 Ways the NSA Can Help You Help Your Child
 - Pamphlet: Notes to Listeners
 - Stutter Buddies poster
 - "Acceptance" poster for classrooms
 - "Stuttering Is" poster designed by 10 year old, Meredith R.
 - Notes to Listeners
 - Stuttering: What Educators Need to Know
 - A Classroom Presentation on Stuttering
 - Newsletters:
 - Stutter Buddies (7-12 years)
 - Our Voices (13-19 years)
 - CARE (Parents of children who stutter)

5.1.2 Talking to Parents of Children Who Stutter

Should a parent of a child who stutters (or a speech-language pathologist) call and ask for information about the NSA, have questions about stuttering, or look for advice about what to do, the following ideas are offered as suggestions to share with the parent.

0. Be Prepared.

**Get to know the ASHA (American Speech-Language and Hearing Association) recognized SLP's in your area who work with children who stutter. There is a list available at www.stutteringspecialists.org. The NSA National Office also has lists and resources for SLP's in areas throughout the country.

**Familiarize yourself with the services that the NSA offers for parents and children who stutter. Currently we offer NSA-KIDS – a newsletter for parents, Stutter Buddies – a newsletter for children, a listserv for teenagers and a portion of Letting Go (Our Voice) dedicated to young people (teens) who stutter. We also have NSA-KIDS and TWST groups in a few places in the country. For parents of preschool children, we offer a parent booklet for this age group. In addition, we offer a wide variety of other written material, books, pamphlets and guides for children of various ages, parents, and teachers. Familiarize yourself with these materials. Read the pamphlet "Notes to Listeners" and think about how it fits with your own experience as an adult and as a child.

1. Introduce yourself.

Share that you are a person who stutters. Tell them you volunteer as the NSA-KIDS/TWST chapter leader for the _____ Chapter group. It is important that the person knows you are not an SLP (if you are not an SLP) and knows that you are involved in the NSA because you think it is important.

2. Let them know they are doing the RIGHT THING looking for information and educating themselves about stuttering and people who stutter. Let them know that the NSA is the largest self - help group in the world for people who stutter with a special interest in helping children who stutter and their families.

3. ABSOLUTELY let the parent know that there are new and effective treatment approaches out there for children who stutter. Let them know they are doing the RIGHT THING in seeking out where to look and go for help and that the NSA is the best place to start.

*** (At this time, Share the toll free number of the NSA office. Encourage the parent to call and talk with Tammy. (800-364-1677) The NSA office will have the opportunity at this time to share the idea of joining the NSA, receiving NSA-KIDS, providing opportunities for child support groups and personal parental support, and the opportunity to deepen the parents' knowledge of stuttering and how to help their child.)

4. **Share your thoughts about stuttering** (not as fact, but as experiences). Parents will often want to "pick your brain" about stuttering. If you are a parent, share your understanding of parenthood too. Be *positive* about your experiences and your accomplishments and that people who stutter lead productive and fulfilling lives. Let them know what the NSA has done for you. Encourage the parents to be involved in their child's speech therapy.

5. **Encourage the parent to give you a call** should they have any questions and invite them to attend your next chapter meeting.

6. **End with a positive comment and encouragement for the parent to contact the National Office for further support and information.**

(1-800-364-1677)

5.1.3 Volunteer Opportunities for Children Who Stutter and Their Parents

- Have you ever wished that there was an NSA when you were young?
- Have you ever wondered what knowing others who stuttered would have done for you in your teen years?
- Have you ever marveled at the courage of the children and teens at our annual conference or their stories in our newsletters?
- Have you ever asked yourself "What can I do to give back and to help a young person deal with stuttering in a positive way?"

CALLING ALL VOLUNTEERS----CALLING ALL VOLUNTEERS

The NSA reaches out to empower parents and children in many ways. We ALWAYS have new ideas, tasks and projects that we would love to implement. Most of these outreach concepts cost nothing or almost nothing. They are, however, in need of volunteers who will take charge to see them come to fruition!

IF YOU HAVE EVER WANTED TO GIVE BACK TO OTHERS IN A MEANINGFUL WAY, then, WE NEED YOUR HELP!

You can volunteer in any way that makes you comfortable. You can lead a project, be a “soldier” on a committee, or you can just say “Hey, I’m here to help. Let me know what I can do!”

Contact the Volunteer Coordinator, Cathy Olish baby20@aol.com, Debbie Nicolai debnico@aol.com, or Marybeth Allen mbslp@midmaine.com to put your skills to work!

5.2 Contact Information

5.2.1 Current Board Members

Please see the website at www.WeStutter.org for a current list of members of the Board of Directors of the NSA.

5.2.2 National Committee Chairs

These are the people to contact if you have an idea that you would like to have implemented on a national level.

Please refer to the website at www.WeStutter.org for a current list of the NSA National committees and committee contact information

5.2.3 List of Current Active NSA Chapters

Please refer to the website at www.WeStutter.org for the most up-to-date information regarding chapters and chapter leader contact information.



Appendix 2

Section 6

Suggestions for Kids/Teens Activities

Youth Activity Ideas

From Doug Wing and the Seattle Youth Day Committee

Consider using some “ice breaker” activities with both large and small groups.

Younger Children (10 and under):

- Human Bingo (icebreaker- attributes on a grid, each child has a clipboard);
- Draw how your stuttering (or draw before, during and after a block);
- “Scrambled Eggs” (plastic eggs with strips of paper with facts about stuttering; some true, some false and very silly...hunt and take turns reading);
- Using large poster paper and markers, write what we want to know about stuttering, what we know about stuttering;
- Decorate cookies (e.g. Cookies By Design);
- Make “stutter buddies” (a paper bag puppet);
- Play with play dough and “make stutters”;
- Finger paint with pudding (again, drawing stuttering);
- Scavenger Hunt - asking people questions about stuttering, finding stuttering facts around the building;
- Body Trace - write about yourself on your body (traced onto butcher paper), decorate with yarn, markers, etc..;
- Recess in gym/outside during both morning and afternoon!!!

- Give them time to be together as kids, not just kids who stutter!

Older Students (11 and older)

- Stuttering Tool Kits - students assemble these, make some items (lion), and distribute to younger groups; explaining what each item represents. (silly putty, bubbles, “googly” eyes, heart, turtle, pencil/pad of paper, lion);
- Dear Abby - kids write questions or propose problems and one person “Abby” (with wig, tie, dress, referee shirt...a variety of props) reads the statement and proposes an answer, with the help from her friends;
- *Make big posters on butcher paper and post these in the main room for parents to see (e.g. “Advice for Listeners”, “How to Deal with Teasing”, “Unique facts about Stuttering”);*
- Role Plays (make a video of kids interviewing each other and doing role plays about stuttering topics such as advice for listeners, teasing...then send a copy to each participant);
- Make individual posters “about me” to show that stuttering is just a part of who they are;
- Spend some unstructured time outside or in the gym.

Youth Activities:

Organized by Lucy Reed (Stutteringhomepage.com)

My workshop for the kids 7-9 worked out really well. We had 5 boys who stutter and two brothers who don't stutter. We had 1.5 hours for the workshop. A few SLPs and students were in the room. One SLP was there to support her participating client. The SLPs observed without offering input. They LOVED what they saw! I thought I'd share with you what I did. I got a lot of the ideas from the 'Shame Busting' material Bill Murphy present at ASHA last year. I did a lot of easy voluntary stuttering throughout, and focused on eye contact with them. It was a great session!! Maybe some of you have already done these kinds of things, but it's all new to me!

1. Charades

I began by talking about when I was a kid how stuttering seemed like a big dark cloud that followed me everywhere and didn't allow me to see all the great things about myself and things I was really good at. I asked them if they liked charades, to which they all jumped up and said "YES!!!" very excitedly. I asked them to do charades depicting something special they're proud of about themselves. They LOVED this!! Most of the things they depicted were sports, although one PRECIOUS little guy, for his 4th charade

presented THINKING!! The special thing about having this as the opening was that it got them all TALKING without realizing that they were talking!! It was perfect! As each charade was guessed, I wrote the child's name and thing he was good at on the board.

After this, I said to them "I see lots and lots of wonderful things that you're good at here, and I'm thinking of something else that no one mentioned that you guys are THE EXPERTS at. Who knows what it is?" They guessed:

Being friends

Talking

Being brave

and then one adorable little guy said: STUTTERING!!!

I made a big fuss about that by pointing out how THEY are the stuttering experts and no one else knows more about stuttering than they do. I then asked them to pretend I was an alien who didn't know what stuttering is and who would like to come up and demonstrate some stuttering. About half of them did, and it was fun. With my prompting, they made long, short, big, and little stutters. This activity is filled with fun and great for desensitization.

2. **Drawing a picture of stuttering**

One of the kids, during my intro to the charades, shared that stuttering feels like a big wall to him. I used this as the intro to the drawing activity. I told them how stuttering feels like a lot of things to people and asked them to draw a picture about what it means to them. We got a lot of great stuff, mostly monster looking things. They then had the opportunity to talk about their picture, if they chose to do so.

3. **Clay stutters** (Bill Murphy)

They made 'stutters' out of clay. Bill has the kids do big, small, etc, and then pop them. These kids took it a different route. They made creatures, like snakes and monsters. I encouraged them to make friends with their creations, which several of them did. Many kids took their creations home with them.

4. **Speech Monster Balloons**

All the monster stuff they'd been creating all morning was the perfect intro for this one. I said "I see so many monster drawings and clay monsters today that you guys made to represent stuttering. Does stuttering ever seem like a monster to you?? I know it did to me when I was a kid." I then asked them to draw their speech monsters on white balloons. We got some scary things! Then I asked them if there was anything they'd like to say to their speech monsters. They said things like "I hate you", "I want to kill you", "I wish you'd go away". I then asked them if they'd like to pop their speech monster balloons with a pin to make them vanish, but they were way ahead of me! They were already batting them around and stomping them to pop them!! They loved this!!

5. Teasing trouble shooting/role-playing

Then we talked about teasing and thought of alternatives to hitting (which many of the boys said is THE ONLY solution). We then did some role-playing to try out our new solutions.

Youth Activities For Stuttering Workshops

By Patty Walton, M.A./CCC-SLP (from the stutterinhomepage.com)

One of the most difficult challenges involved in planning activities for children who stutter is meeting the needs of different age groups. Activities are more easily planned for children ages 6-9 and teenagers. The children ages 10-13 often feel lost between the other groups, feeling too old for the younger activities and not really "fitting in" with the older teenagers.

Activities should be planned for all three age groups simultaneously throughout the day. In the activities listed below, many would be appropriate for more than one age group, however, the activity should be modified to fit each group's maturity level and carried out separately.

A primary goal of youth activities should be to create a sense of community and comradery among the children. This is most easily accomplished within a peer group. Other goals should be focused on helping children express and share their feelings regarding their stuttering in a supportive, encouraging atmosphere, and building self-esteem and self confidence as communicators.

The following activities are only suggestions and should serve as a place from which new ideas are born. They can be modified to fit the specific needs of the children.

(1) **Signature T-Shirts**

Materials: cotton T-shirts, waterproof markers (12 colors) paint tubes

Procedure: with each child wearing a blank T-shirt, have them choose a different color marker. They should move around the room and introduce themselves by saying their names and writing them on the T-shirts. Personal messages can also be written as well as names. The child may keep the marker with them throughout the workshop to have new people they meet autograph their shirts

* * These T-shirts help to make the child feel part of the group, ease introductions, and give the child a personal keepsake of the workshop.

(2) **Ice Breaker**

The children will benefit from a fun activity to get the day started. Ask a clown or a mime to do a show for children. The show should include some aspects of speech and communication, as well as emotions. Treats such as medals and fun stickers help the children feel special. Balloon makers are also fun.

(3) **Authoring a Book About Stuttering**

Explore community resources to find a local author and/or artist. An artist with caricature experience would be preferable. During this activity the children should sit in a circle and share a specific experience or feeling regarding their stuttering. As the child is sharing his thoughts the artist will sketch the child's face as what he is saying is being recorded on a separate page. These experiences are the compiled into book form that the group will title.

During sharing time with the parents each child shares his story. An example from the Denver Youth Day Book is as follows:

"I'm glad that I don't have to hide on the playground anymore and wait for the bell to ring"

This particular activity will encourage the children to share thoughts and feelings in a safe, supportive environment.

(4) **Create a Wall Mural**

Materials: A long roll of white paper at least 3' wide and 15'long, markers, and paints.

Procedure: Hang the paper in an easily accessible area with room for the children to write and draw. On the mural they can draw pictures, write stories, make comments, or simply sign their names.

* * This was done in Long Island, N.Y. at the teen workshop organized by Lee Caggiano.

(5) **Book of Affirmations**

Materials: Crayons and pictures of affirmations

Procedures: separate sheets of paper have positive affirmations printed. For instance, "I have things to say," "I am special," "I can choose how to talk." On each page, either have an artist pre-draw the pictures or have the children draw their own. These can then be compiled into books for the children to take home.

(6) **Speech Pen-Pals**

Materials: Index cards, rubber bands and pens. Encourage children to exchange addresses and phone numbers. This will help them feel "connected" after the day is over.

(7) **Support Groups/Roundtable**

For the older children and teens, open mike or support group sessions help serve as a catalyst for sharing feelings. It would be helpful to have several adults who stutter part of this activity to help keep the session moving.

(8) **Make A Movie**

Encourage the older children and teens to make videotapes of role-playing. Different topics could be addressed during this filming and the content should be left in the hands of the participants.

Youth Activities - Susan Short (ISAD Online Conference, 2004)

Rudy and the Stutter Monster"

"Rudy", a play by Marianne Engleken, has roles for children of all ages. After making puppets that represent the characters, children practice the different roles, some of which include stuttered dialogue. Children have been heard to whisper "stutter more!" when coaching another child in dialogue. The play is presented for the adult and teen audience at the end of the workshop day.

Stutter Bugs

Stutter Bugs are tiny stickers of ladybugs, ants, bees, etc. that are awarded children when they stutter voluntarily or for real. Prior to giving the stickers out, children learn to voluntary stutter. The teachers can be teen/adult stutterers and SLPs. We have combined this activity with a walk to a local fast-food restaurant, giving the children a chance to practice their skills in public while ordering a treat. When we first planned this activity we expected the stickers to end up on the kid's arms and shirts, but most of them ended up on faces, giving the appearance of chicken pox. When the kids join the adults at the end of the day they are adorned with Stutter Bugs, a proud display of their stuttering skills.

Stutter Monsters

Children have created Stutter Monsters out of anything and everything: decorated cookies (Yum! Eat that Monster!), scraps of paper and fabric, clay and play dough. These activities are fun and the kids have something they have made to show parents and to take home with them.

Stuttering Jeopardy

This Jeopardy-like game is great for older children and teens. The older groups have played the game in locations that include a restaurant. It's a great way for these older children to get to know their peers and for siblings of children who stutter to test their knowledge of stuttering against that of the "expert" stutterers.

Music

Music is a great tool for all ages. We have invited children's musicians to work with the younger groups. Songs have been adapted by slowing rate, increasing rate, reducing and increasing loudness levels, even adding stuttered speech to the lyrics. Children have also been helped to create a new song that is about stuttering and that includes stuttering.

Role playing

Children have brainstormed ways to deal with teasing and bullying. After practicing these short vignettes within the group, the kids have been videotaped. The videotape has then been shown to the combined adult and children's groups at the end of the workshop day.

“Open Mic” (Open Microphone)

A long-time staple of stuttering self-help group meetings and conferences, “Open Mic” is a perfect way to end a workshop day. After the groups have come together at the end of the day and the children's work has been presented, all workshop participants are invited to address the group using a microphone and podium. The smallest of the children are often the first to come forward to talk bravely and with stuttering about their day. As parents, teen and adult stutters, and even SLPs come up to say a few words in support of their experiences, there are often tears in the audience.

Parent and SLP Activities - Lee Caggiano

Ice breaker activities

Ice breaker activities are used to immediately begin desensitizing participants and work towards increasing their comfort with stuttering. Parents have opportunity speak with other children who stutter, in a safe, fun and non-threatening activity. Parents also get the opportunity to observe their children becoming comfortable and having fun with others who stutter. For many children and families this may be the first time they have heard someone else stutter. SLPs have the opportunity to engage with children who stutter in a non-therapeutic environment. This activity begins the process of providing support and allowing stuttering to become more acceptable. Ice breaker activity themes typically involve accepting/embracing differences.

Round table discussions

Discussion groups are facilitated by a parent or an SLP. The group provides the opportunity for parents to share concerns and/or fears and information regarding parenting a child who stutters in a safe and supportive environment with other parents. Often parents have never shared these concerns. Sharing with other parents can begin to relieve some of their feelings of guilt and inadequacy that interfere with successful parenting.

When SLPs are included in the discussion groups, it allows them a greater understanding of difficulties in parenting a child who stutters. Topics may include : how to best support children who stutter, what obstacles get in the way of their children's success, how to define/measure success, what parents want for their children, what parents need from speech therapists, what has been most helpful for parents, how to advocate for child in schools, how to increase self-esteem in children.

Panel discussions

Panels of adults who stutter, parents or adolescents who stutter share personal stories of living with stuttering and offer suggestions to parents based on their own experiences. The opportunity to hear several different perspectives from those who have experienced stuttering first hand is very helpful for parents and SLPs. An open and honest discussion of stuttering often leaves parents feeling hopeful and encouraged to continue providing support for their children. Discussion topics vary: personal experiences growing up, what you would have done differently, and advice to parents on a variety of topics, similar to topics discussed in Roundtable discussions.

Presentations by Fluency Specialists

Speech-Language Pathologists specializing in stuttering provide information for parents and SLPs regarding the nature of stuttering and ways to manage disorder. Participants obtain information and guidance regarding problem solving relative to the stuttering. Informational and counseling sessions empower parents to advocate for their children and themselves. SLPs gain a better understanding of topics that are of concern to parents. Many times presentations encourage participant interaction, which allows parents and SLPs to better understand each others' needs/concerns. Presentation topics may include: How to choose effective therapist/therapy, developing functional goals in therapy, parents and SLPs working together, developing functional goals in therapy, realistic expectations of therapy, building self-esteem in children who stutter.

SUGGESTIONS FOR TEENS

From the Detroit TWST Chapter leaders

MEETING PROCESS

1. Introductions & sign-in sheet

2. Welcome Words
3. Roundtable/discussion topic of the night
4. Possibly split the group into sub-groups for further topic discussions or other discussions (teens, parents, or the teens into two - dependent upon number of attendees)
5. Come together for final discussion, Q&A
6. Announce next meeting date

Meeting Materials: Speaking Freely Newsletters, issues of NSA's Letting GO, materials from the NSA office that target teens and parents, lending library of books on stuttering, info on how to join the NSA

Information for Parents: Advise parents that the NSA has a network of parents that offer support to other parents whose children stutter. Contact: Tammy Flores at 1-800-WeStutter

INTRODUCTIONS

- Introductions will include: name, where they live, how long they have been coming to the group, and anything else they would like to share about stuttering.
- With their introduction, ask them to share one good experience they have had with their stuttering in the last few weeks (this would be a good way for the teens to share their success stories, keep it positive, and get those who are usually quiet, to talk a bit more)
and/or
- After his or her basic introductions (see first bullet above), ask one question each meeting to get everyone talking. For example: what their favorite movie, sport, subject in school, pets they have, etc. is; what they like to do for fun, what country they would love to visit, what they want to do when they "grow up", what their favorite band is, etc. (and ask them to include why!)

TRACKING ATTENDANCE

- Have a sign-in sheet (be sure to state it IS mandatory) to include their name, city phone number, e-mail, parents name (if under 18) and their e-mail
- Use their e-mails to create distribution lists to send out meeting reminders (with a copy to the parents as well) and for other possible future communications. It is a good way to stay connected with the teens and to provide them with our e-mails in case they have any questions about the group.
- For the parents list, make yourself available to them, via e-mail, to answer any questions they may have regarding the group, the NSA or experience as a person who stutters.

<p>ROUNDTABLE/DISCUSSION TOPICS</p>

- Do you stutter when you talk to yourself? Do you stutter when you sing?
- Do you think stuttering is a handicap?
- What would you like to see changed in school, the world, etc. to make people who stutter feel more accepted?
- What things do you do to feel good as person who stutters?
- What things have you told people who have mentioned your stuttering?
- What is your worst fear when it comes to stuttering (i.e. phone, ordering food, talking to friends, etc) and what things do you do to accomplish these tasks?
- Stuttering in the movies/famous people who stutter – what do you think about the way they handle their stuttering? Could you be in the movies, be a singer, a congressman/woman being a person who stutters?
- Stuttering in relationships (friendships, dating, teachers, family, etc.)
- Do you think you would be a different person if you didn't stutter?
- How do you think others perceive you as a person who stutters?
- How stuttering affects career's and career choices
- What is one of your worst stuttering experiences, how did you react to what happened and how could have you reacted more positively? How will you react when it happens again?
- When do you feel the best about your stuttering? The worst? How can you make those worse times better?
- What are the most difficult situations for teens who stutter? What can you do to make those situations less difficult? – What situations are the most easiest for people who stutter and why?

- How did you feel the first time you met someone who stuttered?
- What would you tell a teacher, friend, family member, etc. who doesn't understand stuttering (i.e. may tell you to slow down, finishes your sentences, etc)? How would you explain how it works, how you feel, how they should react?
- Stuttering sometimes makes us more sensitive, understanding and accepting. Do you think you would be a different type of person if you didn't stutter?
- What are the positive things that have come from you being a person who stutters? What are the negative? What can you do to make the negative, more positive?
- If you could change one thing about your stuttering, what would it be and why?
- Open discussion night: Teens talk about their most embarrassing moment, funniest story, best vacation they ever had, favorite holiday, etc. (does not have to involve stuttering, just open talking!)
- What is the best thing about being a person who stutters? What is the worst?
- If you could change one thing about the way you stutter, what would it be?
- Everyone is unique....we are unique because we stutter. What are some of the things about your friends and people you go to school with that are unique? Why are they so unique? Would you think differently of them if they were not so unique in that way? (Try to get the teens to see that being a person who stutters isn't so bad after all)
- Often, people do not know we stutter until we speak. Besides stuttering, we all have unique things that make us different. What are some other unique things about you? (Maybe have the teens point out things that are unique about each other – that they can see and from what they know about each other).
- What kinds of different stuttering do you hear in this room? Discuss styles of stuttering, secondaries, therapies they have had, how they apply what they learned, if it helps, etc.
- We can also use many discussion topics from the adult group as well.

PROJECT
IDEAS

1. Help create posters to post in their school to teach students and staff about stuttering. Teens can work together to come up with information to put on the posters and can be original with their own if they choose to. Suggestions for poster topics could be:
 - The NSA poster that shows all the famous people who stutter (there is an updated one to include famous actors and singers that young people would know)
 - If the teen is comfortable and wishes to do so, can include their name on the poster and write something like “I stutter, what are you good at?” List other stuttering tidbits on poster
2. Create flyers for the teens to hand out in class at school (to contain same information as the above).
3. Assist teens with preparing presentations if they wish to speak to their classes at school about stuttering. They can use the group as practice and they can provide feedback to each other and offer suggestions.
4. Teens can practice upcoming speeches, class presentations, etc. at the group meetings.
5. Open mics – teens can draw from a hat and talk about the topic they picked (of course keeping this fun, lighthearted and use subjects of interest to teens)
6. Split parents into one group and teens in one for topic discussions
7. Have parents and teens sit together for a group discussion
8. Parents can voluntary stutter to see what it feels like to be a person who stutters (if they are willing to). The teens can help them learn how to stutter by coaching them on how they are stuttering. This will give the parents a sense of the emotions their child goes through when stuttering. This would be a fun project for all. The parents can share how they felt while stuttering and how they feel others would perceive them as PWS. The teens can share how they felt seeing their parents stutter and can add to their parents comments.
9. Pair off a teen with a member from the adult group for discussion topics

10. Invite two or three adult group members to lead a panel discussion on topics such as school, college, careers, dating, etc. where the teens can ask questions and the adults can answer.
11. Break off in groups of two and have each teen talk to their partners as if they were talking to their stutter. What would you say? Then when we come back as a group, the person who was “our stutter” will share what was said to them.
12. Take a mini-survey (either on paper or as a group discussion) on what they would like to talk about at future meetings, what activities they would like to do, what they want to get out of the group, what they can offer the group, if they would like to lead a future discussion or activity, etc.
13. Mock interviews, dates, phone conversations, practice telling someone for the first time that they are a PWS – get the groups feedback, comments, input and thoughts on things to say and ways to handle ourselves in these actual situations
14. Organize a play or skit for the teens to perform for their parents
15. Rather than the teens introducing themselves, pair off in groups of two to interview each other (like on a talk show). After 10/15 minutes, come back as one group and the interviewer will introduce the person they interviewed and share what they learned about them. This will get everyone talking and will enable the teens to better know one another. Also really fun!
16. Cathy can bring in her video camera one day and videotape the teens as a group, or one at a time and review at the end of the meeting for feedback and comment. We can even record mock interviews, plays, etc. and watch at the end of the meeting for feedback and comment.

17. Compile a list of words that are difficult for the group to say (maybe 4 or 5 words per person), divide into groups so they can come up with a story using these words, and each group will read the story they came up with (one group could read it while the other group acts it out!).
18. Get some of the teens and/or parents to write for Speaking Freely
19. Watch various clips, bits of movies (videos) on stuttering and have group discussions on the content, meaning, etc.
20. Games, games, games!! Outburst, Pictionary, Scruples, Who Wants to be a Millionaire, etc. – any group game that will get the teens talking, involved and fun.
21. Host a talent show one night – kids can show off their talent, explain how it's done, answer questions, etc.
22. Oral reading – teens can choose to practice reading out loud at the beginning or ending of the meeting - can be from group materials or their own (possibly a future presentation they have to do at school).
23. Alphabet game – person begins with "I went to the store and I bought an apple (or anything else beginning with an 'A'). Next person says "I went to the store and I bought an apple and a bagel (or anything beginning with a 'B'). Next person says, "I went to the store and I bought an apple, a bagel and a carrot...." And so on. See how far you can get in the alphabet without breaking the chain.
24. Talk in different characters and tones (i.e. John Wayne, a New Yorker, a Texan, Donald Duck, etc). See if they stutter less and have some fun with it!

IDEAS FOR NSAKIDS & TWST MEETINGS

(Marybeth Allen)

Websites with activity ideas for NSA meetings:

1. From Gary Rentschler's website: www.home.duq.edu/~rentschler/STUTTERING/therapy_skills/act_group.htm Rentschler describes his Favorite Activity for Stuttering Therapy: Lost at Sea
 - a. www.mnsu.edu/comdis/isad9/papers/therapy9/rentschler9.html
2. Support Group Activities were submitted by participants in and leaders of support groups from around the world, collected by Judy Kuster's undergraduate class in Fluency Disorders www.mnsu.edu/comdis/isad8/papers/kuster8.html
3. International Stuttering Support Group Project by Michael Sugarman www.mnsu.edu/comdis/isad8/papers/sugarman8.html
4. Over 100 Things to do at a National Stuttering Association (NSA) chapter meeting contains many ideas that can be adapted for group therapy. www.nsastutter.org//search/dsp_results.php?tbl=subcategory&mixid=233
5. The Chicken and the Alligators (or How to Facilitate a Support Group Meeting) by Russ Hicks provides several group meeting ideas
(<http://www.mnsu.edu/comdis/isad4/papers/hicks2.html>)
6. NSA Chapter Meeting Activity designed by Angus Croll (www.mnsu.edu/comdis/kuster/TherapyWWW/croll.html)

General sites offer free descriptions of activities for groups:

1. Group Activities, Games, Exercises & Initiatives www.wilderdom.com/games
2. Therapeutic Recreation's index of nearly 400 activities www.recreationtherapy.com/tx/actindex.htm
3. www.ultimatecampresource.com/site/camp-activity Lots of stuff
4. www.youthwork.com/activitiesdivide.html Neat ideas for dividing a group into pairs or a large group into smaller groups

Books to help plan activities

1. Everybody Wins: 150 Non-Competitive Games for Kids by Cynthia McGregor.
2. Everybody Wins: Cooperative Games and Activities by Joseph and Ba Luvmour
3. Games to Enhance Social and Emotional Skills: 66 Games that teach children, adolescents, and adults skills crucial to success in life by John. M. Malouff & Nikola S. Shutte.



Appendix 3

Guidelines for Volunteers



GUIDELINES FOR VOLUNTEERS

ADDENDUM: CHAPTER LEADER AND YOUTH DAY MANUALS

The NSA is very excited you are volunteering your services. Below are a few guidelines to assist you in supporting this organization. **It is important that you read and follow these guidelines in accordance with the NSA Safe Environment Policy.**

The information contained in the following pages are guidelines and administrative processes. This information is not, and should not be construed in any way, as a contract of any kind. Volunteers are not employees and are not obligated to perform services for NSA.

General Guidelines

Before volunteering for any NSA activity, all volunteers in a leadership capacity must complete and sign all of the forms contained in the Volunteer Screening Packet and return them to the National Office.

Volunteers for NSA are absolutely prohibited from engaging in any conduct which violates any state or federal law, including, but not limited to, discrimination against any person on the basis of race, creed, color, national origin, marital status, gender, sexual orientation, or disability.

An attendance sheet must be signed to identify all persons in attendance at any NSA activity. This attendance sheet must be faxed or mailed to the NSA National Office **within 3 days** of the completion of the activity.

The NSA national Office must be notified and approve any new local or regional programs or activities prior to implementation.

Guidelines for Youth Activities (or activities where minors may be present)

Generally, no child under the age of 18 will be permitted to be alone with only one NSA designated and cleared adult during an NSA sponsored activity.

In order to help ensure the safety of children, teens, and vulnerable adults participating in NSA events, the NSA suggests that at least two CLEARED and non-related adults be present at all times for any children or youth activity.

If there are not at least two cleared and non-related adults present, the NSA suggest that the entire group must remain in one group and shall not break into smaller groups.

A parent/guardian (or parent/guardian-designated adult) of a minor child must always be in attendance at the NSA event.

No activities will be scheduled during times that violate local curfew laws.

All meeting facilities must include windows on doors with visual views at all time outside of the room. If this is not available, doors should be left open.

Minor children generally may not reside, travel, or stay overnight with an adult volunteer.

NO alcohol, tobacco, or drugs will be provided to a minor who is engaged in a NSA youth event.

**Please contact the NSA National Office if you have any questions regarding these guidelines.
1-800-364-1677**