

DANRA M KAZENSKI, PHD, CCC-SLP

Department of Communication Sciences and Disorders
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EDUCATION

- Ph.D.** University of Vermont, Burlington, Vermont, Psychology, 2015
M.S. University of Vermont, Burlington, Vermont, Communication Sciences and Disorders, 2006
B.A. Dartmouth College, Hanover, New Hampshire, Environmental Biology, 1999

PROFESSIONAL AFFILIATIONS AND CERTIFICATIONS

- Member, American Speech-Language-Hearing Association (ASHA)
- Member, Special Interest Divisions (ASHA) Fluency and Fluency Disorders – SIG 4
- Member, Special Interest Divisions (ASHA) Telepractice – SIG 18
- Vermont Licensure as Speech-Language Pathologist, Educational Endorsement
- Member, Vermont Speech and Hearing Association (VSHA)
- Delaware Licensure as Speech-Language (2018-2019)
- Member, L'Ordre des Orthophonistes et Audiologistes du Quebec (2007-2010)

EMPLOYMENT

Clinical Assistant Professor **July 2014-present**

University of Vermont Communication Sciences and Disorders, Burlington, Vermont
Clinical supervisor of graduate students, Summer Externship Coordinator for off-campus clinical practica, and course instructor for Clinical Study Seminar (1 credit fall/spring course). Serve on Interprofessional Education Committee (faculty liaison to the Interprofessional Health Student Organization) and 19th Cultural Awareness Conference planning committee.

Speech-Language Pathologist/Sole Practitioner- Vermont Stuttering Therapy **Sept 2017-present**

Owner and founder of private home-based telepractice to serve Vermonters who stutter using HIPAA-compliant webcam technology.

Clinical Educator- Eleanor M. Luse Center, Burlington, Vermont **June 2010-July 2014**

Supervised graduate student clinicians in the assessment and treatment of children and adults who stutter. Led team meetings to problem-solve and discuss treatment modifications for case studies. Developed and facilitated six-week summer support group for school-age children who stutter and their parents.

Speech-Language Pathologist- Eleanor M. Luse Center, Burlington, VT **June–August 2010**

Provided fluency therapy using the Lidcombe Program for stuttering intervention for preschool age children and their families as well as Camperdown Program prolonged speech therapy for adolescent and adult clients. Developed 6-session group therapy program for adolescents who stutter utilizing cognitive behavioral techniques and prolonged speech fluency-shaping strategies.

Speech-Language Pathologist- Montreal Fluency Centre, Canada **August 2006-May 2010**

Worked primarily with preschool and school-age children using the Lidcombe Program for early stuttering intervention. Carried out community contract two days per week with preschool age children at Step by Step Child and Family Centre in Kahnawake Mohawk territory. Provided mentoring to teachers, families and co-workers to support early speech language development.

Clinical Fellow Intern- Eleanor M. Luse Center, Burlington, VT **June-August 2006**

Provided fluency therapy using the Lidcombe Program for stuttering intervention for eight preschool age children and their families.

AWARDS AND HONORS

Chapter Leader of the Year

July 5, 2018

Awarded the National Stuttering Association's (NSA) Chapter Leader of the Year based on voting from the executive board. Received the honor at the annual NSA Conference in Chicago.

ASHA Award for Continuing Education (ACE)

March 31, 2018

The ACE is a formal recognition of professionals who have demonstrated their commitment to lifelong learning by earning 7.0 ASHA continuing education units (CEUs) (equivalent to 70 contact hours) within a 36-month period.

Dean's Award Innovation in Teaching

University of Vermont College of Nursing and Health Sciences

May 8, 2017

Received \$1500 in professional development as part of Dean's Award for development and implementation of an interprofessional simulation experience for speech-language pathology, nursing, and physical therapy graduate students to practice team-based patient-centered care with standardized patients.

Graduate Teaching Assistant of the Year Nominee- University of Vermont

April 2012

Nominated by the Communication Sciences and Disorders department as Teaching Assistant of the Year for introductory Speech Science course (CSD 101A).

PEER-REVIEWED PUBLICATIONS

Guitar, B., **Kazenski, D.**, Howard, A., Cousins, S.F., Fader, E. & Haskell, P. (2015). Treatment time and long-term outcome of the Lidcombe Program. *American Journal of Speech-Language Pathology, 24*, 533-544. DOI:10.1044/2015_AJSLP-13-0156.

Kazenski, D., Guitar, B., McCauley, R., Falls, W., & Dutko, L.S. (2014). Stuttering severity and responses to social-communicative challenge in preschool-age children who stutter. *Speech, Language and Hearing, 17*(3), 142-152. DOI: 10.1179/2050572813Y.0000000032.

OTHER PUBLICATIONS/POSTERS

Bauerly, K. & **Kazenski, D.** (2017) Long-term effectiveness of Lidcombe Program treatment for school-age children who stutter. Poster presentation. Oxford Dysfluency Conference. St Catherine's College, Oxford, UK.

Kazenski, Danra M, "fNIRS Measures of Prefrontal Cortex Lateralization During Stuttered and Fluency-Enhanced Speech in Adults Who Stutter" (2015). Graduate College Dissertations and Theses. Paper 303. <http://scholarworks.uvm.edu/graddis/303>.

Pinsky, H., Cornell, A., **Kazenski, D.**, & Guitar, B. (2015). The Lidcombe Program of early stuttering intervention: effects on child language development and parent conversational style. Poster presentation. American Speech-Language and Hearing Association Convention. Denver, Colorado.

Recorded segment of Lidcombe Program therapy with a 9-year old client included on the DVD accompanying the school-age chapter in: Guitar, B., McCauley, R. (2009). *Treatment of Stuttering: Established and Emerging Approaches: Conventional and Controversial Interventions*. Lippincott Williams & Wilkins.

PRESENTATIONS/GUEST LECTURES

Diving into Interprofessional Education

April 3, 2019

Co-planned and facilitated an interactive 1.25 hour faculty development workshop to help brainstorm meaningful IPE activities for health professions students. Objectives were to create an interprofessional learning activity for students from two or more health professions, structure an IPE learning activity based on instructional design methods, and reflect on faculty member's role on an interprofessional team.

- Community Rounds IPE Presentation** **December 7, 2018**
Presented a 25 minute summary of current Interprofessional Education (IPE) project innovations in CNHS at a Community Rounds event (titled "Learning Together to Work Together"). The presentation was part of a two day visit by community members at the UVM Medical Center, the Larner College of Medicine (LCOM) and the College of Nursing & Health Sciences (CNHS) throughout their visit.
- National Stuttering Association Conference Workshop** **July 5, 2018**
"Survival Guide for Teens" (Chicago, IL). Creating take-home resource for teens who stutter in 1.25 hour workshop presented with two teens who stutter from Burlington, Vermont Chapter of the National Stuttering Association.
- School-Based Clinician Training** **May 9, 2018**
Presented "Helping School Based Clinicians Support Children Who Stutter" at Richmond Elementary school in Richmond, VT to 7 district SLPs.
- Guest Lecturer - University of Vermont** **Feb 16, 2017**
Co-presented lecture and discussion in CSD 20, Introduction to Disordered Communication, about stuttering identification and treatment.
- Lidcombe Program Training - University of Vermont** **Sept 25-26, 2015 & June 9-10, 2017**
Co-presented Lidcombe Program for Early Intervention for Stuttering training to 18 attending SLPs.
- Interprofessional Education (IPE) and Practice** **March 6, 2017**
Co-presented at College of Nursing and Health Sciences faculty meeting to describe interprofessional competency domains and to update faculty about recent advancements in IPE at the University of Vermont.
- Vermont Speech-Language-Hearing Association (VSHA) Conference** **October 20, 2016**
Co-presented at Vermont Speech-Language-Hearing Association conference in Burlington, Vermont, with Dr. Barry Guitar: *Helping School-Based Clinicians Support Children Who Stutter*.
- Guest Lecturer - University of Vermont** **February & March 2011- 2016**
Presented nine lectures over five years regarding the Lidcombe Program for Stuttering Intervention and Cognitive Behavioral Therapy to a graduate level stuttering course (CMSI 382) with professor Dr. Barry Guitar at the University of Vermont Communication Sciences and Disorders Department. Attended all 2012-2013 stuttering classes to support students with in-class therapy for adults who stutter.
- CSD 199 Class Presentation/Panel - University of Vermont** **April 7, 2015**
Attended CSD 199 undergraduate (sophomore) class taught by Liz Adams and Mary Alice Favro with prepared responses to a series of questions about support group therapy.
- Lidcombe Program Training - University of Vermont** **October 10-11, 2014**
Organizer and co-presenter of Lidcombe Program treatment for children who stutter to six local SLPs as part of implementation research project.
- Guest Lecture – University of Vermont** **November 18, 2014**
Presented Dissertation Defense research regarding fNIRS measures of blood oxygenation in the prefrontal cortex of adults who stutter to PSYCH 221, Physiological Psychology class taught by Jom Hammack, Ph.D.

Welcome to the Field of Communication Sciences - University of Vermont

July 17, 2014

Presented overview of speech-language pathology and audiology disciplines to CollegeQuest high school students as part of a six-week residential program for low-income or first generation students who have demonstrated an interest in and commitment to pursuing health careers.

Lecturer - Communication Sciences and Disorders, Burlington, VT

Fall 2013-Spring 2014

Taught sixteen graduate-level students enrolled in the Assessment of Stuttering (1 credit) and Treatment of Stuttering (2 credits) course at the University of Vermont.

Co-Presenter Community Rounds - University of Vermont

December 4, 2013

Co-presented to Community Rounds Interns with Dr. Barry Guitar titled Clinical Research and Mentorship: Working with People Who Stutter.

Research Cluster Coordinator- Communication Sciences and Disorders

November 2013

Coordinated and presented at one-hour research blitz seminar by current faculty conducting research in the Communication Sciences and Disorders (CSD) Department at the University of Vermont. Presentations were 7-10 minutes each with follow-up questions from CSD faculty and students and required efficient presentation of theory, hypotheses, methods and results.

Biobehavioral Cluster- University of Vermont

March 2011, 2012 & April 2013

Presented pilot research for project titled: Emotional reactivity and regulation in preschool-age children who stutter to colleagues in the Biobehavioral cluster of the psychology department at the University of Vermont.

ASHA Online Fluency Conference

May & November 2012

Co-presented a basic course for speech-language pathologists titled "Lidcombe Program for Early Stuttering Intervention: A case study." Narrated powerpoint presentation with Dr. Barry Guitar, CCC-SLP, and responded on-line during one-hour live chat session with participants to answer direct questions regarding the course content.

Teaching Assistant - University of Vermont

Fall Semesters 2010 & 2011

Teaching assistant for introductory Speech Science course (CSD 101A) in Communication Sciences and Disorders department. Assisted in development and grading of exams, carried out one-on-one respiratory lab with students, conducted exam review sessions, and independently taught five classes and for professor over two years (respiration, clinical applications of vocal measurements and articulation).

Stuttering In-Service School Speech-Language Pathologists

April 12, 2011

Co-presented two-hour in-service training for school-based speech-language pathologists in the Burlington, Vermont area. Addressed questions regarding recent evidence-based treatment approaches, how to modify treatment based on the age and development level of the client as well as the use of cognitive-behavioral therapy techniques with teenagers and adults.

Cree Workshop- Montreal Fluency Centre, Canada

August 27 & September 2, 2009

Presented a culturally-focused approach to support early speech and language development in Native American populations. Discussed possible adaptation of Mohawk community project for use in northern Cree communities in Quebec, Canada.

In-service Training- Step by Step Child and Family Centre: Kahnawake, QC

August 2008

Demonstrated language facilitation techniques in two-hour training of classroom support staff to support early speech and language development within the classroom environment.

Emerging Language Parent Training- Montreal Fluency Centre, Canada**April 2007**

Created 6-week training program which provided language facilitation techniques to support early speech and language development in children between the ages of 1-3 years old.

ASHA Poster Presentation- Boston, Massachusetts**November 2007**

Poster presentation at American Speech-language-hearing Association (ASHA). Kazenski, D., Guitar, B., McCauley R. & Falls, W. Physiological responses to stress in preschool children who stutter. Boston, MA. Unpublished Masters' research project: University of Vermont.

PROFESSIONAL DEVELOPMENT**--2019--**

- Ta-Nehishi Coates Between the World and Me discussion 1.5 hours
- University of Vermont Blackboard Jungle (March 21 & 22, 2019) 8.5 hours
- Entrepreneurship Learning Community Book Discussion Group: *The Book Of Beautiful Questions* 1.5 hours
- National Stuttering Association Conference (Ft. Lauderdale, July 3-7, 2019) 10 hours
- Cluttering and Other Fluency Disorders: Differential Diagnosis and Treatment 2 hours
- Vanderbilt SLP Journal Club: Executive Functions and Childhood Stuttering 1 hour
- Anxiety and Its Impact on Speech and Language in the Pediatric Population 1 hour
- Integrating Mindfulness Techniques into Pediatric Speech-Language Pathology 1.5 hours
- Desensitization Activities for School-Aged Children Who Stutter 1 hour
- Guided Metaphors and Their Use in Cognitive Behavioral Therapy for Speech Disorders 1 hour
- Intervening with Selective Mutism: The Nuts and Bolts of Behavioral Treatment 1.5 hours
- Teaching the Culture of Compassionate Care and Resilience to Interprofessional Student Teams in Classroom and Clinical Settings 1 hour
- Translating Team Science into Interprofessional Education 1 hour
- Adult Mental Health First Aid Higher Education Module 8 hours
- Key Elements of Picky Eaters: Feeding Therapy 1 hour
- Key Elements of Picky Eaters: Feeding Assessment 1 hour
- Telepractice: A Day in the Life of a Pediatric Teletherapist – the Inside Scoop 1.5 hours
- Complexity in Action: The Therapy Session Routine for Severe Phonological Disorders 1 hour
- Treatment for School-Age Children with CAS 1 hour
- Part I: Evaluation of Childhood Apraxia of Speech 1 hour
- Key Features of Autism Spectrum Disorder That Distinguish it From Other Disorders 1 hour
- Recent Intervention Research in Autism Spectrum Disorders 1 hour
- Evidence-Based Parent Training Strategies for Young Children with ASD 1 hour
- Evidence-Based Practice Treatment Approaches for Improving Vocabulary in Children with Language Disorders 1 hour
- Pragmatics and Social Communication: Treatment Strategies 1 hour

--2018--

- Dyslexia: What SLPs Need to Know (live webinar, Nov 6) 1 hour
- Stuttering in the Workplace: Disclosure – When, How, and Why 1 hour
- The Impact of Our Words + Interrupting Bias (CNHS October 8, 2018) 2 hours
- Difficult conversations in the classroom and beyond 2 hours
- Avoidance Reduction Therapy for Stuttering (ARTS, Montreal, September 21, 2018) 6 hours
- National Stuttering Association Conference (Chicago, July 3-8, 2018) 12.5 hours
- Innovative IPE Instructional Methods: Strategies & Lessons Learned 1 hour
- *Stepping Forward Together: The Conversation Continues 6.5 hours
- Connecting to Communicate:
 - Defining Telepractice 1 hour
 - Designing Telepractice Services 1 hour
 - Delivering Telepractice Services 1 hour
- Webinar “Student-led Programs: Opportunities for IPE” 1 hour

“Beginning the Conversation: American Indian Students in Higher Education.”	1 hour
Foundations of Clinical Education (CAPCSD Supervisor Training)	12.5 hours
<ul style="list-style-type: none"> ○ Roles and Responsibilities in the Clinical Education Process ○ The Importance of Clinical Education ○ Knowledge and Skills for Effective Clinical Education ○ Evidence-Based Principles in Clinical Education ○ Methods of Clinical Education 	

--2017--

*Serving Clients from Diverse Backgrounds: Speech-Language Difference vs. Disorder	30 minutes
Breaking Out of Our Silos: Interprofessional Education for Better Health Care	4.75 hours
National Stuttering Association Conference, Dallas, TX	5 hours
Lidcombe Program Training, University of Vermont	12 hours
IPEC Core Competencies for Interprofessional Collaborative Practice	1 hour
Student Entitlement and Faculty Communication with the Millennial Student	1 hour

--2016--

*Practical Assessment and Treatment Strategies for English Language Learners	30 minutes
National Stuttering Association Clinical Symposium, Atlanta, GA	13 hours
Stuttering Foundation of America Workshop for University Faculty & Doctoral Students	30 hours

--2015--

*Health Resources & Services Administration (HRSA) Training Module	4 hours
Carryover Magic for R	1 hour
Therapy for the Child with Cleft Palate or Velopharyngeal Dysfunction	1 hour
Speech Therapy for cleft palate speech and/or velopharyngeal dysfunction	1 hour
How to Understand and Work Effectively with Anxious Children	1 hour
Emotional Regulation in Autism Spectrum Disorders	1 hour
Assessment of Speech Sound Disorders in Children with Cleft Palate &/or VPD	1 hour
Voice Therapy Orientations: Putting Evidence into Practice	2 hours
Self-Regulation in Children: Keeping the Body, Mind and Emotions on Task in Children with Autism, ADHD or Sensory Disorders	6 hours

--2014--

Continuing Education Administrator Tutorial- ASHA	10 hours
Practice-Based Coaching Follow-up Workshop	Aug 12 & 13
Interprofessional Faculty Development in Simulation Workshop	Aug 6 & 7
Acceptance and Commitment Therapy (ACT) for Anxiety Workshop	July 29 & 30
ASHFoundation Implementation Science Summit	17.5 hours

Camperdown Workshop

May 10 & 11, 2012

Attended two-day workshop hosted by the Montreal Fluency Centre and presented by Dr. Sue O’Brian. The workshop provided an overview the rationale and evidence for the program, explained the individual concepts and techniques involved in the program and how to administer it in both group and individual formats. It also demonstrated adaptations for adolescent populations and telehealth delivery including presentations of relevant literature but mainly practical activities, hypothetical cases and problem-based learning.

Seminar on Writing Research Papers

January 10, 2012

Attended full-day research paper writing workshop presented by Sandra Oster, Ph.D. to the College of Nursing and Health Sciences at the University of Vermont at Burlington. Participated in a separate hour-long consultation meeting with Dr. Oster to review manuscript submitted for publication: “Physiological responses to stress in preschool children who stutter.”

Writing Grant Proposals: The NIH Model**January 4, 2011**

Attended full-day grant writing workshop presented by Sandra Oster, Ph.D. to the College of Nursing and Health Sciences at the University of Vermont at Burlington. Participated in a separate hour-long consultation meeting with Dr. Oster to review our grant proposal specific aims based on the recent NIH requirements.

Stuttering Foundation of America Eastern Workshop: Cognitive Approaches to Parent Child Interaction Therapy-

Boston University, Boston, MA

June 14- 18, 2010

Attended 5-day intensive workshop presented by Frances Cook, MSc, MRC-SLP, Head of Specialty at the Michael Palin Centre for children who stutter (London, UK) and Willie Botterill, MSc, MRCSLT. Workshop addressed family-focused clinical approaches to stuttering therapy including cognitive behavioral techniques, short-term problem-solving, and parent-child interaction assessment and therapy.

Camperdown Workshop- Montreal Fluency Centre, QC**December 22, 2009**

Participated in three-hour workshop presented by Montreal Fluency Centre clinic director, Rosalee Shenker, Ph.D., regarding the Camperdown Program for stuttering therapy. Discussed how to adapt Camperdown Program in non-intensive format for individual therapy with adolescent clients.

Lidcombe Program Training Consortium- Montreal, Quebec**November 19 & 20, 2007**

Attended international symposium for specialists in fluency disorders. Participated in small group discussions regarding relevant issues in clinical research and treatment of stuttering. Presenters included Mark Onslow, Elizabeth Harrison, Barry Guitar, Per Alm and Klaus Minde.

Culturally-Centered Speech & Language Program**October 2008-November 2011**

Step by Step Child & Family Center- Kahnawake Mohawk Territory

Developed age-appropriate and functional take-home activity bags intended for families of children with delayed speech and language. Project working title: Mohawk Cultural Tradition and Early Education: Utilizing Community Resources and Family Partnerships to Support the Speech and Language Development of Young Children in Kahnawake. Developed data collection tool to screen language abilities and evaluate progress following four weeks of speech-language practice with the language bag home program.

Communication Device Programming- Kahnawake Mohawk Territory**January-June 2007**

Customized and programmed MiniMo (DynaVox Technologies) digitized speech-output communication device for non-verbal preschool age boy with autism for use in the school and home environments.

Lidcombe Program Training- University of Vermont, Burlington**June 22-24, 2005**

Attended The Lidcombe Program of Early Stuttering Intervention Workshop presented by Melissa Bruce, M.S., CCC-SLP, BRS-FD, Barry Guitar Ph.D., CCC-SLP, and Rosalee C. Shenker, Ph.D., S-LP.

RESEARCH EXPERIENCE**Manuscript Reviewer****July 2016**

Co-reviewed a manuscript submitted to the *Journal of Fluency Disorders* in conjunction titled "Parent Satisfaction with Child Fluency throughout the Lidcombe Program; In-clinic versus Telehealth Delivery."

Thesis Committee Chair**May 2016**

Max Breidenstein undergraduate neuroscience department project defended May 5, 2016: Differing Prefrontal Cortical Activation Across Multiple Forms of Discourse Production.

Undergraduate Honors Project Committee Member**Fall 2016**

Provided feedback on manuscript and served as committee member for student (Sully Kiley) honors project presented on December 9, 2016: Emotion-Related Variables and Duration of Stuttering Treatment.

Early Childhood Fluency Research Project- Vermont Agency of Education **October 2014 – July 2015**
Implementation effectiveness study funding of \$14,740 for 11 months of training and coaching of Vermont EEE speech language pathologists to carryout Lidcombe Program Therapy in a school-setting. Collecting data regarding speech/language skills, barriers to treatment implementation, and individualized case support needs (on-site visits).

Grant Funding **October 2010-2015**
Co-wrote grant which earned \$18,550 from the College of Nursing and Health Sciences, University of Vermont, to fund a pilot research project titled: Effects of stuttering treatment on emotion-related variables. Secured additional \$8500 in funding from REACH Grant Program at the University of Vermont for an amended project titled: Emotional Reactivity and Treatment Outcomes in Preschool-Age Children Who Stutter.

Research Coordinator- University of Vermont **October 2010-2015**
Manage data collection for 18 subjects across three sites (University of Vermont, Kids Therapy Services and William Patterson University). Supervise on-site fluency treatment for children who stutter enrolled in research.

Manuscript Co-Reviewer with Dr. Barry Guitar
Journal of Fluency Disorders, March 2014
American Journal of Speech-Language Pathology, August 2013
Journal of the Asia Pacific Society for the Study of Speech-Language and Hearing, 2013

Research Assistant- University of Vermont **January 2011-May 2013**
Conducted case study under supervision of Michael Cannizzaro, Ph.D., using functional near-infrared spectroscopy (fNIRS) technology with an adult who stutters. Researched quantitative acoustic analysis techniques to characterize particular patterns of speech and voice found in persons suffering from PTSD. Data presented at poster session presentation at 2011 ASHA convention in San Diego, CA: Exploratory Analysis of Speech & Voice Characteristics in PTSD.

Reviewer- 2011 ASHA Convention Submissions **April 2011**
In conjunction with supervisor Dr. Barry Guitar, co-evaluated and reviewed 12 research and professional education submissions to the fluency division of the 2011 American Speech-Language-Hearing Association (ASHA) convention as a member of the Convention Program Committee.

Research Data Collector- Montreal Fluency Centre, Canada **February 2008-April 2010**
Collected treatment outcome data for Ph.D. thesis (Koushik, 2012) from the University of Newcastle, Australia. Project title: Treatment schedules in the delivery of the Lidcombe Program of early stuttering intervention. Completed pretreatment protocol, Lidcombe Program therapy, and follow-up sessions with 10 children who stutter between the ages of 3:0 and 5:11.

Graduate Research Fellow- University of Vermont **January-May 2006**
Collected acoustic startle data for an adult stuttering research project. Waite, S. (2005). Effect of word fear on startle amplitude in adults who stutter. Senior Thesis for College Honors. College of Arts and Sciences. Burlington, Vermont: University of Vermont. Supervised by Barry Guitar, CCC-SLP, Ph.D.

Graduate Research Fellow- University of Vermont **Sept. 2004-May 2005**
Vermont Dialect Project research assistant. Analyzed vowel segments of native Vermont speakers. Supervised by Director of Graduate Program, Julie Roberts, Ph.D.

PUBLIC COMMUNICATIONS

National Stuttering Association Vermont Chapter
www.burlingtonstutters.org
<https://www.facebook.com/NSAVermont/>

UVM feature story Learning to Listen (August 9, 2017)

<https://www.uvm.edu/newsstories/news/learning-listen>

Burlington Teen Recognized by National Stuttering Association (July 28, 2017)

<http://www.wcax.com/content/news/National-Stuttering-Associations--437099663.html>

Back-to-School Survival Guide (Summer 2017)

School-age summer camp project was shared nationally by National Stuttering Association (NSA).

<http://www.westutter.org/wp-content/uploads/2017/08/BTS-Survival-Guide.pdf>

Nellie Hart Scholarship (January 2017)

Nominated Vermont teen who stutters, Sam King, for Lion's Club Fletcher "Buster" Brush Memorial Scholarship, which he received in March, 2017.

WCAX News Segment about NSA Kid of the Year Nominee (January 19, 2017)

<http://www.wcax.com/story/34302265/burlington-girl-teaches-the-world-about-stuttering>

Student Drawing/Writing Sample Published in Stuttering Foundation of America Winter Newsletter

<http://content.yudu.com/libraryHtml/A42ghr/Winter2017Newsletter/reader.html?page=18>

KidsVT—Stuttering Students Turn to Groups for Support

By Kymela Sari (Dec. 9, 2015)

<http://www.kidsvt.com/vermont/more-than-words/Content?oid=2185496>

Seven Days – NEK Teens Who Stutter Make Connections

By Kymela Sari (Nov. 4, 2015)

<http://m.sevendaysvt.com/vermont/nek-teens-who-stutter-make-connections/Content?oid=2989503>

KidsVT – Summer Camp for Kids Who Stutter Ends with Ice Cream Shop Flash Mob

By Kymela Sari (July 30, 2015)

<http://www.kidsvt.com/KidsVTBlog/archives/2015/07/30/summer-camp-for-kids-who-stutter-ends-with-ice-cream-shop-flash-mob>

UVM Continuing and Distance Education Blog

By Danra Kazenski (March 25, 2015)

<http://learn.uvm.edu/education/stuttering-in-children-and-adults>

WCAX Video News Clip—UVM Student and Professor Look to Overcome Stuttering

By Shelby Cashman (Sept. 24, 2014)

<http://www.wcax.com/story/26618466/uvm-student-and-professor-look-to-overcome-stuttering>