

Newsletter of Speech-Language Pathology and Audiology

Au-Mazing Gifts!

Alisha Griffith M.S. '02

Today, I wear several hats as an Autism mom, transformational speaker and coach who recently also became author of the #1 best seller *AU-Mazing Gift: A Journey to Autism Acceptance*. It has been a long journey from Brooklyn College until today, where I can now utilize both my audiology and speech-language pathology backgrounds when helping parents with children with autism.

I was drawn to communication sciences and disorders, but when I first applied to Brooklyn College, I was not accepted into the graduate program in speech-language pathology, and the rejection was a blow to my ego. My interest in audiology and persistence led to acceptance into the audiology program the following year.

I loved every moment of my time at Brooklyn College, and was fascinated by learning about the hearing mechanism, hearing evaluations, amplification options and aural rehabilitation. My favorite class was pediatric audiology as I gravitated towards working with children and their families.

While attending graduate school, I was employed as special education teacher with the Department of Education. Serving double-duty, I remember finishing work and hurrying to get to campus on time for classes. I returned home with both DOE lesson plans, and loads of studying to be completed each night. I was determined to succeed in both endeavors.

I never gave up on my passion to work as a speech-language pathologist. While obtaining speech-language pathology clinical hours on campus, one of my supervising professors, Patti Bottino complemented me by stating that I had, “a natural ability and passion,” while inspiring me towards that path, and this culminated in dual-certification.

As one of few minority students in the program, being “different” made me feel uncomfortable at times. With the relatively smaller audiology cohort size, regardless of our differences we all bonded together as a supportive group. As I share in my book, embracing differences is one of the success tools for parents on their journey towards autism acceptance.



I had a remarkable experience at Brooklyn College, and I still recommend children and families for speech/language and hearing evaluations at the Brooklyn College Speech-Language Hearing Center. Coaching, consulting and empowering families of children with autism are my “au-mazing gifts” as I use my expertise as a communication expert. Now I support other parents like me, those who may experience denial, shame and loneliness. The work I’ve done with families demonstrates that this support can help parents shift to a state of acceptance, boldness and engagement.

I will continue to strive to be flexible, to provide a voice to the voiceless and to continue

creating visibility and connectivity, towards increased autism acceptance and inclusion. I would love to return to my alma mater one day to speak to new graduates and share how well Brooklyn College prepares them for the future.

Moving Day

Sharon Beaumont-Bowman, SLP.D.

It is with pleasure that I write to you as the Graduate Program Director. Penning for 4400 Boylan is not new to me, as I joined the faculty in 2011. For the past year, I have worked from a different office and with a host of new and exciting responsibilities. As I transitioned into this role, I could not help but reflect on how fortunate I have been. My time at BC, thus far, has afforded me the opportunity to work with both Professors Gail Gurland and Elaine Geller. I am grateful for their leadership and their confidence in me, as well as their support, and I am thrilled that I will continue to benefit from the many gifts and talents of these esteemed colleagues.

My path to Brooklyn College began many years earlier in a medical



setting. When I had the opportunity to supervise a graduate clinician, the importance of bridging academic and clinical knowledge became clear. I then found myself transitioning from a clinical setting to working in an academic environment, joining the highly respected and talented faculty at Brooklyn College. During my first seven years here, my focus was on pedagogical development and the advancement of the department curriculum. During this period, I had the opportunity to expand the curriculum in dysphagia and to develop a communication program for individuals with Parkinson Disease. Most recently, my interests have included the use of simulated learning to support the development of clinical competence. With every new opportunity and program, my excitement grows as I think about how we are not only directly supporting our students and clients, but the greater community in a very broad sense.

On behalf of the faculty and staff, I am pleased to introduce the 17th Edition of 4400 Boylan. I look forward to continuing this journey of academic excellence and innovation that occurs within 4400B.

So Much More Than Talking

Meghan Daigneau M.S. '16

After earning an M.S. from Brooklyn College, I was determined to obtain a clinical fellowship working exclusively with older adults. It turned out that this required me to separate from my long-term partner

and move back to my hometown in New Hampshire, where I had been offered a job at a skilled nursing facility. The experience was deeply meaningful to me, and a cause for much self-reflection.

With my clinical supervisor, Janine, working at a nearby facility, I was the only speech-language professional onsite. After 24 weeks of my fellowship, Janine evaluated me as I treated a new resident



of the facility's locked dementia unit. Betty, a mother, reader and gardener in her early eighties who had recently marked her 60th wedding anniversary, presented with advanced Alzheimer's and related, severe aphasia. I had prepared an activity for Betty, gathering small planters and flowers, as well as brown cotton balls to serve as "dirt." This was an opportunity for me to assess how Betty communicated and what level of support was required for her to follow simple directions.

I was surprised that Betty appeared to have no interest in the activity. After all, her husband had told me that she loved gardening. Beyond that, individuals with late-

stage dementia often enjoy touching and exploring objects with different textures and smells. Betty was distracted, looking around, rising from her chair, wandering around the room. I tried to redirect her verbally and gesturally, attempting to meet her where she was, bringing the materials to her. Her response was the same. I felt my face burning, knowing that my supervisor was watching. Why couldn't Janine have observed two days earlier when Betty and I were working with a deck of playing cards, Betty having placed the ace of hearts against her husband's picture?

Eventually, I gave up. "Janine, I can't do this." Janine, like any experienced supervisor, delivered a powerful lesson in just a few sentences. "Meghan, stop for a second. Just observe her." I took a breath and was quiet for longer than felt comfortable, watching Betty. Finally, it dawned on me. "She's looking for something...she's pulling at her pants. I think she's looking for the bathroom!" I alerted the nurse's aide, who confirmed a few minutes later that Betty had indeed needed the restroom. I had a conversation with the aide about Betty's difficulty communicating with words. I recommended that she be closely observed, since she may express her wants and needs through gestures. It turned out to be a productive session after all!

During my two years at Brooklyn College, I recall several professors and clinical supervisors teaching students to talk less, to not feel pressure to fill the silence. I had noted this, but had never really understood it. It's hard to, until

you are in a situation where it becomes critical. I learned a great deal during my clinical fellowship, but this lesson was perhaps the most profound. All of our clinical skills—evaluating, diagnosing, facilitating communication and safe swallowing—rest on one critical ability—observation. This should be obvious. After all, communication is so much more than talking.

Beyond My Job Description

Viktoriya Bukhman '06, M.S. '08

I didn't begin college knowing I would become an SLP. I was pursuing other majors, when a friend mentioned that she was enrolled in a class she enjoyed. Feeling frustrated in my search for the perfect major, I registered for "Normal Language Development," with Professor Irene Torres. From the opening moments of class I could tell that she was passionate about her work. She was animated and theatrical in class, and one could imagine what constituted a day in the life of an SLP. She sparked a passion in me, and later became my research mentor, CF supervisor and friend. Most importantly, she taught me that being an SLP is multi-faceted; one will often not have the answer readily available to help individuals we work with, but tapping into our many resources, our virtual "bag of tricks," allows us to best support clients.

I am forever indebted to the staff and faculty at BC who challenged me to expand activities beyond my

studies. I volunteered at the Assistive Technology Center with Professor Carol Schaeffler, where I learned to be a "Boardmaker Pro." I engaged in research with Professors Susan Bohne and Renee Fabus on the effectiveness of one approach to accent modification. I was also privileged to work with Prof. Fabus to increase student engagement and participation in Sigma Alpha Eta (editor's note: SAE is now "BCNSSLHA"). I have fond memories of attending NYSSLHA conferences with my peers wearing matching shirts, studying for the Comps until the wee hours, and learning mnemonic devices for cranial nerves. BC created a culture of dedicated learners with a focus on improving the communication skills of others. The best byproduct of my experiences



is the development of lifelong friendships.

For the past 10 years, I have had the privilege of working with and learning from the amazing children in the New York City public schools system. Through this work with individuals who demonstrate complex communication challenges

I am able to implement those concepts I learned at BC: to go beyond the characteristics of my job description, to advocate for clients and their families to place them in the best position to make their voices heard. I have never forgotten the importance of using evidence-based practice. Faculty at 4400 Boylan always encouraged self-advocacy, which inspired me to run for an office in NYSSLHA. Having been elected as NYSSLHA Director, Speech—Schools where I have opportunities to contribute to important policy.

I am so proud to say that my own 3 year old can name an otoscope when at the doctor's office and breaks up syllables of the names of cartoon characters to make sure that I am pronouncing them correctly. I am grateful to Brooklyn College for the tremendous impact on both my professional and personal life.

I Wanted to be Her!

Vicky Dreifus '77, M.S. '82

When I was nine years old I decided that I wanted to become a speech therapist. My grandfather had a massive stroke, and I often visited him during his speech therapy sessions. His therapist taught him how to eat, drink and speak again. I thought that she was a wonder; I wanted to be her!

After completing my BA in Speech at Brooklyn College, I continued on for my master's degree. In the late 1970's I was newly married, worked full-time and studied in the evening. I left my job in 1981 in order to complete my externship obligations.

The coursework wasn't easy with much time consumed by studying. I was in awe of the wealth of knowledge my professors possessed. Professors Ronald Feldman, Guillermo



Pieras, Cornelius Koustaal, Carol Mayer, Rosemary Mazur, Rochelle Cherry, George Marcellino, Roberta Chapey, Phyllis Gildston and the beloved Oliver Bloodstein contributed in many ways to my education.

Prof. Bloodstein amazed us all by remembering our names via his masterful use of Delaney cards. A soft spoken man, he used a microphone as he lectured without referring to notes or the text. I was mesmerized by his voice and the information he imparted. Dr. Bloodstein seemed to be everyone's

GET INVOLVED—STAY CONNECTED!!

We plan to initiate a formal Alumni Affiliate of graduates of Brooklyn College's Speech-Language Pathology and Audiology programs.

Future vision for the group includes networking opportunities, continuing education, resource sharing, mentoring and social events.

If you are interested in participating in this initiative,
please contact Michael Bergen
mbergen@brooklyn.cuny.edu or 718.951.5186

favorite uncle whose door was always open.

Unbeknownst to her, Phyllis Gildston impacted my professional life greatly. She was tough, demanding and brilliant. A tiny woman with a big presence, she entered the class daily, with a gallon bottle of quinine water that she would pour in a cup prior to starting the lecture. While sipping water she would then lecture, providing pictures, tape recorded examples, experiments and trials to comprehensively describe the material. Thanks to her, I developed strong skills in assessment and differential diagnosis, and I attribute my early knowledge of vocal analysis to her.

And what would my experience be without the fabulous clinical supervisors (including Dorothy Pollack, Audrey Hoffnung, Beryl Adler, Esther Bogin, Chuck Goldman and Lucy Girlando) who guided me to become the speech-language pathologist I am today? They openly shared their wisdom, techniques and insight to help me better understand my clients and how to approach therapy.

Upon graduation, I started my first job in the rehab department of Interfaith Hospital, working primarily with post-stroke patients who had similar challenges to my grandfather. Over the years I have worked in a variety of settings with people throughout the lifespan, including early intervention, in home-based settings with critically ill children, and in group residences of individuals with intellectual disability. Currently, I am a TSHH in a Brooklyn middle school, and serve as a clinical instructor at Brooklyn College. Who knew that I would

be working where it all began — 4400 Boylan? I love that I have the opportunity to give back to my students what I have gained from my education.

Stepping Back and Looking Forward...

Elaine Geller, Ph.D.

As I prepare my last piece for the newsletter, I want to express my appreciation to those who encouraged (or gently “nudged”) me to take the position of Program Director; most particularly, Drs. Gail Gurland, Susan Longtin and Sylvia Yudice Walters. Although it was hard to follow in the footsteps of Dr. Gail Gurland, who had been PD for many years, my short time at Brooklyn College has been satisfying, rewarding, challenging (at times) and hopefully, productive. I want to also extend my gratitude and deep appreciation to Dr. Michael Bergen and Professor Susan Bohne who supported my work, taught me many aspects of this position, and were always willing to share their time, thoughts, insights, and energy to further develop and enhance the graduate program. I could not have done



this work without their constant input along with those of all faculty members, clinical instructors and administrative staff.

In looking back, I am pleased to share some of the changes in the graduate program since 2014. We have revised, updated and expanded academic and clinical courses to reflect contemporary trends in the discipline of speech-language pathology, and to ensure that evidence-based and culturally-responsive clinical practice was integrated across all courses. With the collaboration of Susan Bohne, the clinic education model has expanded from individual to group supervision. An important accomplishment which I am proud of relates to students paying increased attention to integrating theoretical paradigms into clinical decision-

making and goal-writing.

Perhaps the most important accomplishment has been the change in composition of the graduate student class to reflect a more diverse student population. In a recent entering class, nearly fifty

percent of the student cohort represented a range of diverse backgrounds speaking a variety of languages. This contrasts with data from 2014, when less than twenty percent of our students were identified as being from diverse backgrounds. The admissions process

was re-structured with all faculty members involved in processing applications and/or interviewing prospective candidates. We developed new rubrics which enabled us to not only carefully evaluate academic records, but to include a more global view of each applicant's personal attributes. This has resulted in a culturally heterogeneous graduate student body which more closely reflects the rich diversity of Brooklyn, our clients and their families.

Finally, we have introduced new ways to ensure that our graduate students have a voice in their education. We instituted an annual first-year forum to provide students with a safe space in which to reflect on their first year of graduate school and share their views as to the strengths and challenges of the program. A Student Academic Advisory Committee was initiated in which (first and second-year) graduate students gather program data and then share this information with the entire faculty. These initiatives are designed to encourage each student to "find their own individual and unique voice" and share their perspectives with others in a safe, reflective and constructive manner.

In looking forward, Dr. Michael Bergen and I continue to receive

generous grant support from the NYC Department of Health and Mental Hygiene, Bureau of Early Intervention, to develop an early intervention specialization with the master's program. Our graduate program is part of an academic partnership with the NYC Department of Mental Health & Hygiene. The mission of this partnership is to train future speech-language professionals to provide current evidence-based, family-centered intervention with underrepresented children and their families within the NYC metropolitan area. With this grant, we have developed an innovative curriculum which was recently approved, we initiated clinical affiliations with new partners, and are in the process of developing continuing education modules in reflective supervision.

We anticipate that the specialization can be introduced as an option to students entering the graduate program in Fall 2019.

Since stepping down as Graduate Program Director, I am pleased that Dr. Sharon Beaumont-Bowman has assumed this role. She has been, and will continue to be a great asset to the development and expansion of the master's program in speech-language pathology.

A Trio of Amazing Individuals

Michael Bergen '94, M.S. Au.D.

The Diana Rogovin Davidow Speech-Language-Hearing Center has a key role in undergraduate, graduate and doctoral CSD programs at Brooklyn



College, providing clinical education and research activities for students and faculty while serving the college community and neighboring residents. 4400B has seen many decades of activity beginning with the earliest days of the college. In more recent decades, a trio of office managers has provided stewardship since the early 1980s; in chronological order: Paula Horn, Elizabeth (Lisa) Rosas-Diaz and Angela Caragliano. Many an article has been penned in 4400B newsletters in the past, with not nearly enough attention given to these incredible people who have meant so much to so many.

Paula Horn worked in the Center from 1984–2000, succeeding Rose Koch. "It quickly became a very special home away from home

Supervision in Early Intervention

Are you an EI SLP who is interested in supervising graduate students in our new EI Specialization?

If so, please contact Drs. Elaine Geller or Michael Bergen to discuss your participation in this exciting and innovative project.

Your involvement can include opportunities:

- Continuing Education with CEUs
- Training in reflective practice and supervision
- Ongoing supervision groups



for me...I have so many wonderful memories of my years there," Paula told me recently. She assumed an important role not only in serving as the "face" who so many students and clients saw when entering 4400B, but also of someone who regularly facilitated functions within the Center by working closely with the program and clinic directors. I will never forget how nurturing Paula was to those around her—indeed, she was an important maternal figure well beyond her job description. I was fortunate to have been both a student and later, an employee, of the Center during the Horn era. Such a caring individual, I remember many times when Paula was there to help a student or client in need—she instantly became a part of one's family. And speaking of family, Paula was not the only Horn to become permanently part of BC's fabric—her husband Harold is a talented craftsman who shared his talent with our Center on multiple occasions, making physical improvements to various clinic rooms in need of attention. Their daughter, Cheri Horn M.S. '02, became drawn to the professions, graduated and is now a licensed SLP

working in Poughkeepsie for Dutchess County BOCES. Paula and Harold are retired in FL; Paula made a lasting mark in our Center, and after sixteen years in the role paved the way for her successor, Elizabeth "Lisa" Rosas-Diaz.

Lisa Rosas-Diaz joined the Center in 2000 and quickly demonstrated her talents at being thorough and accurate in all she engaged. She showed a propensity to complete tasks quickly and sought out even more work. The office manager position is one that requires much juggling. Picture someone responding to a phone call from an outside vendor while



replying to an email from another BC office, fielding a question from a small group of students, and taking direction from a faculty member—and all at the same time! Well, Lisa set a standard for multi-tasking—with the amazing characteristic that she never publicly complained about anything. Ten years in her role proved to be a motivating factor that inspired Lisa to begin the path towards becoming a licensed SLP herself. While working full-time, Lisa pursued an undergraduate degree.

When the demands of graduate study coupled with a full-time position became excessive, Lisa stepped down from daily operation in the Center. Becoming the first in her family to graduate, she is now a practicing speech-language pathologist and we couldn't be prouder to have been a part of it! While Lisa was transitioning to the CSD profession, we were fortunate to have gained Angela in 2010.

Angela Caragliano is a master of the position of office manager, continuing the tradition of fantastic leaders. Although she arrived with no background in CSD, she immediately adapted to the role and hardly missed a beat in succeeding Lisa. Gail Gurland '70 M.S. '72, Ph.D. recalls how worried we were to find someone to follow Lisa. "Angela proved to be every bit her namesake—an Angel," reflects Gail.

Angela brought a seasoned no-nonsense approach to 4400B, and quickly earned the admiration of students, staff, faculty and clients. The thing that stands out most is that Angela simply takes care of things without the need for direction. Tasks that one might not even realize need attention



are completed without lengthy meetings. Angela's organization skills are incredible—she regularly manages and assists with a series of increasingly complex tasks surrounding purchasing, staffing schedules, admissions, orientation, events and examinations. The same type of juggling is needed, and so much that must be done cyclically is made better by the attention of Angela. We hope Angela will remain with us for a long time to come, and we will be lucky if her ultimate successor is only a fraction as capable as our incredible three.

Share your stories— Become Involved

by Susan Bohne

Life continues to be busy in room 4400 Boylan Hall. I have recently been asked if our responsibilities in the Diana Rogovin Davidow Speech-Language-Hearing Center get easier as the years pass. My answer has been that they *get more familiar, but not easier*. This response applies to each of us—at the college and in all of our various places of work. What we all do is important, valuable, and,...definitely not easy. Our colleagues care about the well-being of each and every person with whom we work—to encourage and support increasing his or her ability to communicate.

And so it is with graduate students, as well: we care about each and every one—by encouraging and supporting the development of knowledge and skills needed to

become future speech-language pathologists and audiologists.

We continue to offer varied clinical programs for clients across the lifespan. Adult clients with aphasia meet weekly, and eagerly work on improving communication skills, sharing experiences, and supporting each other. Adolescents with language and pragmatic impairments meet regularly to improve communication and conversational skills while engaging



in interactive games, discussions and celebrations. Our involvement with the BC on-campus Early Childhood Center remains an on-going partnership engaging our students in the classrooms of children ages 4 months to 5 years.

Our exciting specialty programs include Speak Out and the Lee Silverman Voice Treatment (LSVT) program for clients with Parkinson Disease; the Hanen™ Program, to provide parents with skills to support their child's emerging language; and the ePal program in which our students communicate on line with members at the Adler Aphasia Center.

Our Center is an integral partner in CASP, the Collaborative Autism Spectrum Program, along with BC partners at the Center for Student Disability Services, the Health Center, the Learning Center, the Magner Career Center, and Personal Counseling. Our students participate as mentors to support academic and social skills with undergraduate students who have self-identified as being on the Autism Spectrum.

We would like to hear from you, our alumni, about your experiences at Brooklyn College and at your work sites—please share your clinical stories. There are many ways to support your alma mater: if you have particular expertise, interesting projects or a unique work setting experience to share, consider supervising and/or mentoring students, and always feel free to return for a visit!

Engaging students in exciting research

Klara Marton, Ph.D.

From the beginning of my research career, I have integrated scientific approaches from cognitive neuropsychology and speech-language sciences, with an overarching theme of the interaction between different cognitive and language processes. Of particular focus is the development and nature of cognitive control in children and adults with various language experiences.

Different aspects of cognitive control (e.g., working memory, performance monitoring, response

inhibition and interference control) and their impact on language comprehension and production in different clinical groups, and in bilingual individuals, were studied.

My studies on working memory and interference control in children with specific language impairment (SLI) have supported the domain-general argument in the -specific versus -general debate by showing that in addition to language deficit, children with SLI exhibit difficulties in various cognitive control functions.

One current research project has examined the differences in cognitive control between English-Language Learners (ELL) and bilingual children with SLI to develop assessment tools that can better differentiate between these populations than traditional language tests. Traditional language screening tasks incorrectly identify 50-60% of ELL students as language impaired (Peña & Bedore, 2011). A number of my studies on cognitive control raised awareness about task impurity and methodological issues. I have received funding from a number of local, national and international sources and have

published findings in numerous research articles and book chapters.

In a second line of research, I have been exploring how certain behaviors and disorders are differently manifested across languages and cultures. An early finding was that verbal material



that is simple but long is often less demanding on working memory than material that is short but complex. In English, the increase in syntactic complexity had a negative effect on working memory performance, whereas in languages with more complex morphology,

such as Hungarian, the memory load increased. Children with SLI showed different error patterns in different languages. Studies on cognitive control revealed that American and Hungarian children use different strategies when performing the same tasks. It is essential to consider educational and linguistic factors when assessing children from diverse cultural backgrounds.

I have involved undergraduate and graduate students in all of my research studies. Incorporating research into the classroom is a critical goal which can be achieved not only through inclusion of evidence into curriculum, but also by inspiring students to directly engage in research from their earliest academic experiences.

The product of these efforts will help connect theoretical knowledge with clinical application.

Editor's note: We are excited that Dr. Marton returned to teach at Brooklyn College in the Fall, after several years as Executive Officer of the CUNY Ph.D. Program in Speech-Language-Hearing Sciences.



2017 SYMPOSIUM

"Reflective Supervision and Live In-the-Room Supervision," was the title of the 2017 annual symposium, presented by *Elaine Geller, Ph.D.* and *Judith Esposito, Ph.D.*, and coordinated by *Professor Natalie Schaeffer*. Drs. Geller and Esposito addressed the core competencies used in relational and reflective supervision, providing an interactive learning experience with an engaged audience.

Share your talents—Share your expertise

Are you ready to supervise by working directly with BC students? We are looking to expand clinical opportunities for Brooklyn College Master's degree SLP students.

An important way to “give back” to your alma mater and our professions is by sharing your valuable knowledge and experiences with future professionals.

Please contact Susan Bohne at sbohne@brooklyn.cuny.edu or 718 951-5186 to express your interest in serving as an externship supervisor. There are additional ways to “give back” by collaborating with your alma mater: volunteer a guest lecture, hire a recent alum or mentor current students!



Faculty Achievements

Sharon Beaumont-Bowman has assumed the role of graduate program director and deputy chair. She continues to provide innovative opportunities for students to participate in clinical simulation activities at NYSIM.

Michael Bergen continues to chair the Brooklyn College Alumni Association (BCAA) Student Awards Committee. He is assistant editor of the *Communicator* for the NYS Speech-Language-Hearing Association (NYSSLHA), and is the college's presidential appointee to the board of directors of the BCAA. Michael was appointed to co-Chair Brooklyn College's Middle States Working Group 4: Support for the Student Experience, and continues to serve on the NYSSLHA Ethics committee. Michael served as Roundtable Facilitator for "Professional Issues in Audiology" at the 2017 NYSSLHA convention, and presented a poster at BC Faculty Day with **Akiko Fuse** on the topic of diversity initiatives.

Susan Bohne continues as a participating member of the Interdisciplinary Collaborative Support Services for Students with Autism Spectrum Disorders at BC, funded through Project REACH (Resources and Education on Autism as CUNY's Hallmark). She is a member of the intra-campus faculty group investigating introduction of an undergraduate program in Medical Humanities, and attended the CAPCSD conference.

Michele Emmer and **Shlomo Silman** have been actively engaged in preparing for grant submission.

Baila Epstein collaborated with Richard Schwartz on a chapter related to the neurobiology of child language disorders in the *The Handbook of Child Language Disorders*, 2nd ed., edited by Richard Schwartz.

Akiko Fuse co-authored an article with current graduate students, Krysteena Alloggio and Yuliya Navichkova entitled, "Perception of intelligibility and qualities of non-native accented speakers" which was published in *Journal of Communication Disorders*. She assumed the role of co-director of the Advanced Certificate Program in Autism Spectrum Disorders.

Audrey Hazamy completed her Speech-Language Pathology Clinical Fellowship with specific emphasis in assessment and intervention for adults with acquired impairments in language, cognition, speech and/or swallowing. She chaired a faculty search committee.

Elaine Geller and **Michael Bergen** were awarded an additional grant from the Bureau of Early Intervention, NYC Department of Health and Mental Hygiene to develop a specialization in early intervention in the graduate SLP program. They completed a funded project on use of Interprofessional Practice/ Interprofessional Education (IPP/IPE) across disciplines, having worked with individuals representing OT, PT and mental health.

Susan Longtin's chapter, "Assessment of speech, language, and communication in autism spectrum disorders" appeared in the second edition of *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* published by SLACK Incorporated. She was the keynote speaker at the New York State Infant and Toddler Resource Network of the Early Care and Learning Council in Latham, NY where she presented on Yoga for speech and language development. She gave an invited presentation "yoga for emerging language and literacy" for the Day Care Council of New York. She served as session moderator for an Interdisciplinary Panel on "troubled discourse and moral hazards: memory, trauma, and violence" at Brooklyn College Faculty Day. She was invited to join the Steering Committee of the Brooklyn College interdisciplinary Linguistics Program.

Klara Marton's recent research findings have been published in numerous scientific journals, including on the topic of working memory in *Neuropsychological Rehabilitation*, and on the topic of SLI in *Research in Developmental Disabilities*.

Dorothy Neave-DiToro, Michael Bergen, and **Adrienne Rubinstein,** along with Graduate Center Au.D. student co-authored an article titled "Accounting for the Occlusion Effect with Insert Earphones" that was accepted for publication by the *Journal of the American Academy of*

Audiology. Dr. Neave-DiTorro and Dr. Bergen, co-authored an article on “Mock Interviews—Volunteerism Contributes to the Future” for *The Communicator*.” This article outlined the mock interviews they arranged for third-year Au.D. students to prepare them for their residency interviews. Additionally, Dr. Neave-DiTorro co-authored an article on “Risk Management Practices within University Communication Sciences

and Disorders Programs” that was accepted for publication by the *Journal for Teaching & Learning in Communication Sciences and Disorders*.

Jennifer Sass-Brown assumed the position of faculty advisor to both BCNSSLHA and the GSO. She oversaw multiple fundraising events as well as student information sessions and the second annual health and wellness evening. In addition to

serving on the Undergraduate Curriculum Committee, the Admissions Committee, and working on the new Early Intervention specialization, she was awarded CCE for her position as Lecturer.

Natalie Schaeffer and **Akiko Fuse** recently published an article in *The Journal of Voice*, “Comparison of Post Therapy Dysphonic Voices and Normal Voices.”

2017 Scholarship Recipients

The Diana Rogovin Davidow scholarship recipients were **Cecilia Gehred, Victoria Hytell, Christina Licata, Marcelina Pyzik** and **Desmond Rivera**. The Gail B. Gurland Scholarship honoree was **Blaze Earle**. The Mel Silverman Scholarship recipient was **May Salameh**, the Oliver Bloodstein Memorial Award was awarded to **Dianna Davydova**, and the Jennifer Silverstein Memorial Scholarship honoree was **Emily Urgiles**.

2018 Scholarship Recipients

The Diana Rogovin Davidow scholarship recipients were **Ashley Budhai, Atara Halberstam, Arielle Ohayon, Jacqueline Penders** and **Ashley Valdez**. The Gail B. Gurland Scholarship honoree was **Marisa McAvoy**. The Mel Silverman Scholarship recipient was **Emily Urgiles**, the Oliver Bloodstein Memorial Award was awarded to **Tamara Kim**, and the Jennifer Silverstein Memorial Scholarship honoree was **Melissa Calandra**. In addition, a number of students were awarded assorted departmental and college scholarships, while several others earned NYC Department of Education scholarships.



The Graduate Student Speech-Language Hearing Organization is pleased to announce the presentation of the annual Distinguished Alumnus Award to **Pnina Bravman, '93, M.S., Au.D.** The award was presented at the program's graduation ceremony on 05-30-2018.



2018 SYMPOSIUM

"Heather Clark, Ph.D. presented "Differential Diagnosis of Speech Sound Disorders" for the 2018 symposium, coordinated by Professor Natalie Schaeffer. Dr. Clark provided valuable information on assessment and treatment of phonological disorders, dysarthria and apraxia.

Early Intervention Training



Brooklyn College hosted "Family-Centered and Interprofessional Practice—Structured Technical Assistance (STA) Training to Support Early Intervention." Jeanette Gong, Ph.D., Raisa Alam, M.Ed. and Sonia Ortiz, M.A. presented a full-day workshop highlighting those skills needed for success in Early Intervention, to help practitioners providing services to children and families, and to help inform participants of a variety of tools available to those working with birth-three year old populations. We welcomed dozens of colleagues representing education, psychology, physical therapy in addition to audiologists and speech-language pathologists from Brooklyn and Lehman Colleges.



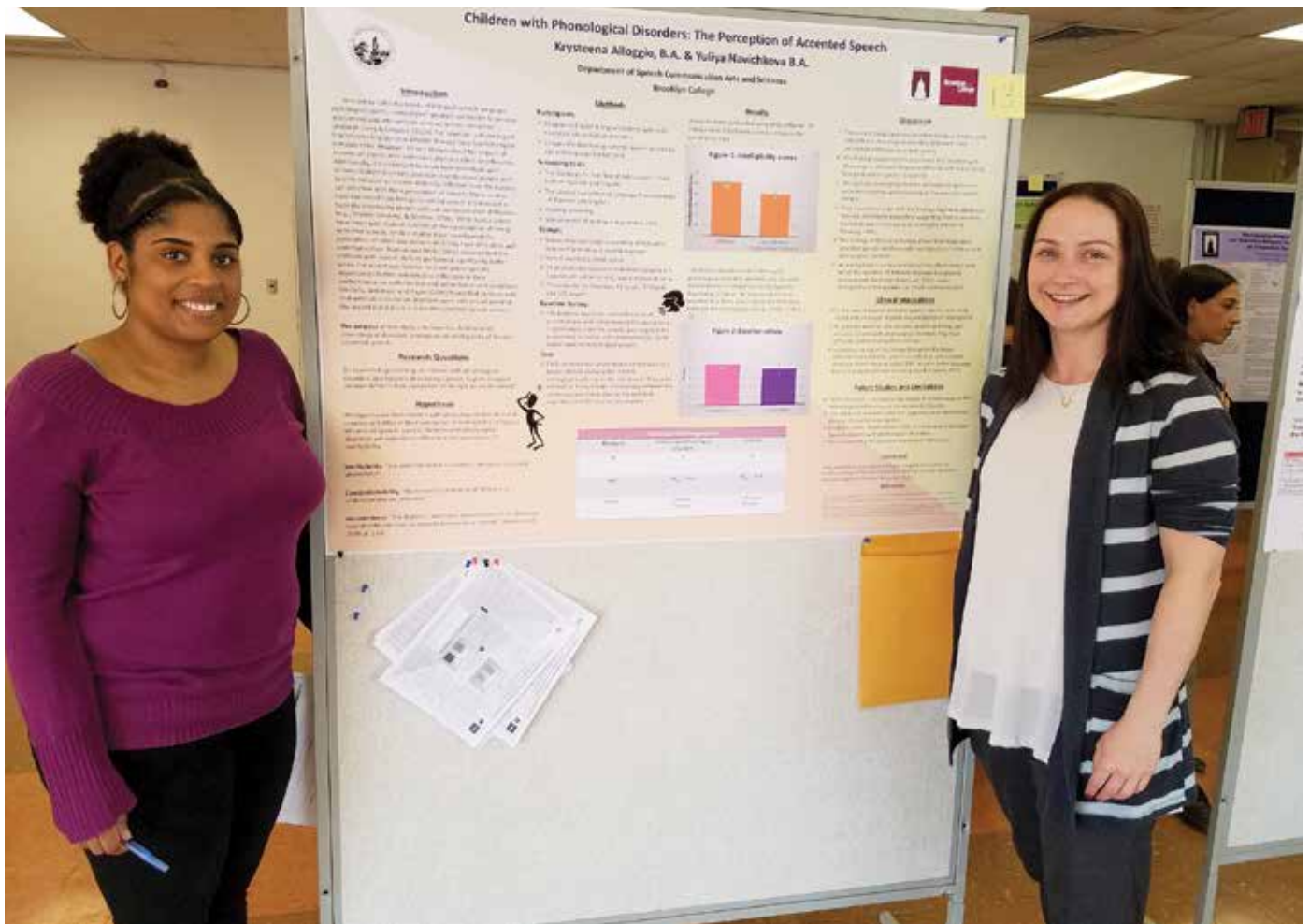
From left to right: Professor Jacqueline Shannon, Michael Bergen, Marie B. Casalino, M.D., M.P.H Assistant Commissioner for Bureau of EI NYC Dept of Health and Mental Hygiene, Lidiya Lednyak Director of Policy and Quality Assurance Bureau of EI, Elaine Geller

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