

444 Boylan

The Newsletter of the Program in Speech-Language Pathology and Audiology, Department of Speech Communication Arts and Sciences

Reflections

A Tribute to John K. Duffy

Maurice Miller, M.A., '50, Ph.D.

As a member of the profession of audiology for fifty-seven plus years, I owe much to my first professor of audiology and my first clinical supervisor: In 1950, upon receipt



of my bachelor's degree from Brooklyn College—before it became part of CUNY—Professor Duffy hired

me at the famed Lenox Hill Hospital as a “speech and hearing therapist.” There was no separation in those years between the two professions, only a baccalaureate was required for clinical practice and licensing was not even a consideration.

I was amazed to watch Professor Duffy relate to patients—easily, comfortably, regardless of age or the nature of the problem. From a young lady with vocal nodules who aspired to be a singer, to the mother of a newborn with suspected hearing loss (HL), to an elderly patient resisting the use of

amplification, he was comfortable and at ease with all of them—truly the consummate clinician.

Not only did John Duffy bring audiology to Brooklyn College over sixty years ago, his presence on campus represented the arrival of the first major academic and clinical ambassador of audiology to the New York area! Many readers know that Professor Duffy introduced scores of students to audiology—the other “Reflections” articles in this and earlier newsletters describe some of the lasting impact of his work.

John was one of the earliest and most vocal proponents of “oral auralism” for children with varying degrees of hearing impairment, including those with severe to profound HL. He vociferously advocated this, long before evidence-based research could demonstrate it, that newborn auditory screening, definitive audiological evaluation, early fitting with binaural hearing aids (in those days, these were large and strapped to the child's body, one in front and one in back) plus audiologic rehabilitation could bring children with profound HL to a level of receptive and expressive speech and language development by age five equal to that of five-year-old children with normal hearing. John's approach to

teaching deaf children verbal language, speech reading, and writing is called the “Multi-Sensory Reading to Speak” method, and hundreds of mainstreamed children with severe to profound HL, who have normal speech and language, owe their verbal and reading abilities to John's early efforts to promote systematic and intensive application of his reading to speak method.

In the evolution of the hospital-based program that he developed, in addition to yours truly, he hired nationally-distinguished pediatric audiologists Adele Markwitz and Mark Ross, '57, MA, '58—the most totally committed clinicians of their generation—a reflection of the clinical genius of John Duffy.

John Duffy was also involved in Occupational Hearing Conservation—recognizing long before the professions of audiology and otology jumped on the ‘noise bandwagon’ that exposure to high levels of industrial-occupational noise caused more cases of tinnitus and irreversible sensorineural hearing loss (SNHL) than all other causes combined! His inspiration led me to become a consultant to major industrial

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Greetings from the Program Director



Gail Gurland.

We are pleased to bring you the eighth edition of the annual alumni newsletter, 4400 Boylan. I am particularly delighted to introduce this issue from a different vantage point than usual. For the first time in my thirty-five year career as a member of the faculty at Brooklyn College, I am spending a year on sabbatical, and thus am not involved in the day-to-day operations of the program. This new perspective has given me even more reason to appreciate the considerable accomplishments of the program and its faculty and students.

What a privilege it is for me to step back and reflect on all that has happened in the program over the past decades and observe all that is ongoing and emerging among our outstanding faculty and students. While it is not easy to relinquish control, it is possible when you are confident that those stepping up to the plate are as gifted and dedicated as Interim Program Director Renee Fabus, Clinic Director Michael Bergen, Assistant Clinic Director Susan Bohne, and of course our new Speech Department Chairperson Michele Emmer. They have all done a remarkable job this year, a year in which we also welcomed two new faculty members, Isabelle Barrière and Pusan Wong, both of whom bring exceptional records of scholarship to their teaching.

Programmatic news abounds too! The doctoral degree program in audiology, the Au.D., in collaboration with Hunter College and the Graduate Center, will graduate its first class in 2009, as will the advanced certificate program in autism spectrum disorders in collaboration with the Brooklyn College School of Education. Faculty members are engaged in an extensive review of our curriculum to insure that education and clinical training are consistent with the most recent advances in the field, while adhering to the fundamental principles of the discipline and the profession. Efforts are underway to implement a bilingual extension program for speech-language pathologists who work with children in educational settings in order to meet the growing need for clinicians who serve English language learners within the New York City metropolitan area. Additionally, faculty and students have established a chapter of the National Stuttering Association on campus, appropriately named to honor Professor Emeritus Oliver Bloodstein.

This issue will bring you more information about these and other projects and faculty and student research endeavors, as well as the reminiscences of five outstanding alumni who have graciously agreed to reflect on their experiences at Brooklyn College.

On behalf of my colleagues I want to thank you for your continued interest and support. The generosity of our alumni—particularly that of Diana Rogovin Davidow—make it possible for us to graduate some of the most remarkable clinicians, teachers, and researchers in the field.

As for me, I will return to my writing for the next few months, periodically check in on my colleagues and friends at the College, and continue to be inspired by the legacy of one of the oldest and most esteemed programs in communication sciences and disorders in the country. As always, we look forward to hearing from you and hope that you will send us your news, share your memories, and consider a visit to campus in the near future.

A handwritten signature in dark ink, appearing to read "G. Gurland". The signature is fluid and cursive, with a long horizontal stroke at the end.

Reflections *(continued from page 1)*

corporations. Under his direction and encouragement, I was elected the first audiologist to be chairperson of the Council for Accreditation in Occupational Hearing Conservation (CAOHC)—a position previously held only by physicians. And with his help and guidance, I was commissioned to write the first and second editions of the CAOHC Training Manual.

Professor Duffy's interest in cerebral palsy led me to explore the frequency and nature of the often-overlooked high frequency SNHL in children with the athetoid and spastic forms of the condition. John said and taught, "It is easy to avoid addressing the auditory problem and to ascribe the lack of speech and language development to the much more obvious neuromuscular aspects of the disorder".

John Duffy was also vitally interested in children with cleft palate. He raised serious and early objections to some of the aggressive surgical procedures in use during those years. Closing the hard palate with operations such as the "pushback procedure" could stunt the growth and blood supply of the palate. He aligned himself with brilliant and more conservative surgeons who not only rejected such damaging procedures but performed less invasive and appropriately timed procedures, and followed these children into adulthood and beyond. As a result of his commitment, and that of Professor Robert West, to children with these conditions, my first and second articles in professional journals dealt with hearing loss in the cleft palate population.

The audiology profession is increasingly concerned that essential audiologic rehabilitation services are not being provided to adults, particularly to the elderly who wear hearing aids.

Instead, many audiologists spend much of their time dispensing fully digital hearing aids, programming and reprogramming circuits, and providing specific training in using the instruments. It is an "equipment-focused" approach. Training and listening with a combined auditory-visual approach, improving communicative efficiency, and differentiating among consonantal phonemes in quiet and in noise are largely ignored. In 2005 Professor Duffy decried the abandonment of hearing rehabilitation in favor of hearing aid instrument dispensing and the technology accompanying it. He urged, in view of our only serving 22 percent of hearing impaired persons who need help, that "a return to the original concept of hearing rehabilitation is long overdue." He developed a phoneme recognition test in which scoring of spondee and phonetically-balanced words is based on each sound that is correctly perceived, rather than the "all-or-none" approach in general clinical use. The Duffy approach was then used to design an individually customized program of auditory and auditory-visual speech-perception training.

All this and so much more did Professor Duffy bring into his classes. If you wanted a "step-by-step" systematic description, without digressions, of how to do a pure tone audiogram, you were clearly in the wrong place. But for a holistic, heuristic review by one of the colorful pioneers of our profession, who was considerably ahead of his time in so many important ways, we were fortunate and blessed to have known and been influenced by Professor John K Duffy.

I'd Do It All Over Again

Gerald M. Siegel, '53, M.A., '54

On Tuesday, September 23, 2008, I was one of twenty-three people honored with a Post-Fiftieth Lifetime Achievement Award by the



Brooklyn College Alumni Association. At the awards ceremony, I was struck by a constant theme in the remarks of virtually all of the recipients. We all acknowledged that Brooklyn College was our only chance at a higher education and were overwhelmingly grateful for the opportunities it offered.

I entered Brooklyn College at age seventeen and graduated four years later. In those days, entering freshmen had to take a "speech pedagogy" exam and I was assigned to a remedial speech class despite having won a public speaking medal from New Utrecht High School because—Horrors!!!—I had a Brooklyn accent. That apparent calamity turned into a blessing and shaped the rest of my professional life because the young assistant professor assigned to teach that class was Oliver Bloodstein. Bloodstein introduced me to the wonder and satisfaction of posing questions, thinking about their solutions, and writing my ideas for others to see and engage. Studying with Bloodstein as an undergraduate, and later as his master's student, inspired me to pursue a career in research, teaching and writing, just like him.

After sitting through classes with Bloodstein, being under the spell of Robert West, who had recently arrived on campus and was the first president of

ASHA, and having Professor Malcolm S. Coxe tickle my uvula trying to teach me standard phoneme productions, I knew there could only be one profession for me, one that combined a deep concern for the welfare of others with the opportunity and the obligation to probe one of nature's most profound mysteries, human speech and language. If I could do it all over again, I'd do it all over again.

Thank you, Brooklyn College!

A Walk Down Memory Lane

Ellen Krumholz Mandel, '68, M.S., '70

More than forty-one years ago I began my love affair with 4400 Boylan Hall—first as an undergraduate, then as a clinical fellow, as a clinical supervisor and diagnostician, and finally as loyal alumna.

I celebrated so many of the



milestones in my life while at the clinic. I married my Midwood High School sweetheart, David—we just celebrated our fortieth wedding anniversary. I gave birth to my

son, Leigh, in 1971 and my daughter, Susannah, in 1974. My sister, Susan, married Marty Shulman, B.S., '67, a clinical fellow one year ahead of me. Dena Gartenlaub Levin M.S., '71, and I had introduced them—they, too, will be celebrating their fortieth anniversary shortly.

Yes, I grew up under the tutelage of Professors Sheets, Bloodstein, Lang, Duffy, Gildston, and Feldman. Clare Sackstein, our clinic secretary, and Flora Drillings, our administrative clinician, remain vivid in my mind.

My partner in crime, Rosalie Marder Unterman, '68; M. S. '70, was a wonderful friend, as was Diana Rogovin Davidow, '66. Diana and I are still close and we

chat all the time. It was an honor to be at the dinner celebrating the renaming of the clinic to the Diana Rogovin Davidow Speech and Hearing Center. What a thrill to be by Diana's side and to come back to 4400 Boylan!

Present clinical fellows should note that my counterparts and I had, as grad students, forty patients a week and were responsible for forty lesson plans! It was truly "on the job training."

By observing, borrowing, and "stealing" from clinicians who were the crème de la crème, such as Beryl Adler, '67, M.S., '69, Dena Gartenlaub Levin, Lou Fein, M.S., '69, and his sidekick, Art Frank, Eleanor Kaplan, Dorothy Pollack, '63, and Marcia Grossman, '57, M.S., '71, I became a master clinician. We all matured together. We are all part of a nurturing and supportive family. Before I move on to my travels after Brooklyn College, I must mention three more things about my College experiences:

- 1) When I became a colleague of the world-renowned Oliver Bloodstein, there was no way that I could call him Oliver—it just got stuck in my throat.
- 2) I was finally coerced into taking 1000 units of vitamin C to extend my lifetime by John Duffy.
- 3) I still consider Phyllis Gildston to be a formidable force. Despite the fear she instilled in her students, and perhaps in some way because of it, we never let her down.

After leaving BC with my master's in speech-language pathology, I earned my doctorate at Columbia, where I studied under the late Professors Mysak, Ventry, and Morrison, and with Professor Rigrudsky, M.A., '55. I was so well equipped, thanks to Brooklyn College, that I was able to train Columbia graduate students in clinical skills and diagnosis.

After moving to Rockland County, a full-time position became available at Pace University. I have now been at

Pace for more than thirty years and have received numerous awards for my teaching, two of the most noteworthy being the Kenan Award, Pace University's highest faculty teaching award and, more recently, the prestigious Carol B. Russett Award for Teaching Excellence for the year 2008, bestowed upon me by the American Council/National Organization of Women in Higher Education. I have also received accolades and awards for the work I have done in Westchester in early intervention with language impaired children.

On the service and community fronts, for three years I have served on the Board of Directors and for nineteen years I have served as the hospital chair in the tri-state area for the Susan G. Komen Foundation NYC affiliate, established to work toward the eradication of breast cancer. Under the auspices of her honor, Harriet Cornell, President of the Rockland County Legislature, I serve on the breast cancer task force as well as the heart disease task force of the Legislative Committee on Women's Health Issues.

In closing, I spend a good amount of time with my family—my husband, children, and grandson, Matthew, age two (who by Brooklyn Jewish grandma standards is nothing short of a genius). My family and friends are privy to the great love that I hold in my heart for 4400 Boylan Hall. I celebrate the Diana Rogovin Davidow Center and all of the wonderful, invaluable experiences and people who have been responsible for shaping my life.

I miss my days at Brooklyn College and would love to hear from my classmates who would like to write to me at emandel@pace.edu.

A Journey toward Fluency Specialization

Rozie Matthews, '98, M.S., '00

Boylan Hall has held an important place in my heart at two very different times in my life. First, as a young speech major, embarking on the college experience, and then later as a mother of three returning to pursue my



undergraduate and then graduate degrees. On my first go round (Fall 1974–Spring 1977) I can remember struggling to memorize every fissure in the human brain with Professor Pieras, M.S., '74, laboring over formulas in acoustics with George Marcellino '70, M.A., '72, navigating phonetics with Professor Blackman, and audiology with Professor Duffy. When I returned to Brooklyn College twenty years later, I continued my education with Professors Gurland, Emmer, and Chapey, and Michael Bergen. I was fortunate to have learned from some of the best in our field; however, it was Professor Bloodstein, with his humble, gentle approach toward teaching a subject he clearly loved, that impressed me the most, and propelled me towards a career as a speech-language pathologist, with a special interest in fluency disorders. Dr. Bloodstein brilliantly conveyed the subject matter, often times embellishing with engaging anecdotal accounts of academic and clinical experiences he shared with teachers and colleagues—pioneers in the field of speech-language pathology—Wendell Johnson, Robert West, and Charles Van Riper:

As a student clinician I was fortunate to have had fluency clients assigned to my caseload. My CFY at a rehabilitation center served as an excellent source for fluency training as well. While most of my colleagues shied away from treating fluency disorders, I embraced the opportunity. I remained in this center's employ for three and a half years as their "fluency specialist." Additionally, in that capacity I supervised graduate student clinicians in assessment and treatment of fluency disorders.

I am now in a private practice dedicated to treating fluency disorders, and have recently received the distinction of being certified as a Board Recognized Specialist in Fluency Disorders. I was extremely fortunate to have had Professor Scott Yaruss mentor me through the grueling certification process. I am forever indebted to him for sharing his knowledge with incredible patience, humility, and charm. His help allowed me to realize specialty status. However, it is Professor Bloodstein who I consider to be my primary mentor in the field of speech-language pathology. I am forever indebted to him for placing me on a professional journey that continues to be so intellectually and spiritually fulfilling. It is his voice that guides my hand, mind, and heart as I serve my clients day to day.

Returning to School

Lorna Barton, M.S., '05

My years as a student at Brooklyn College were some of the best years of my life. I was not your typical student; after achieving senior management status in the banking world, I opted to switch careers to become a speech-language pathologist.

My career choice was a direct result of my frustration when I tried to secure speech services for my niece, who was diagnosed with a speech-language delay. To my surprise, there were no speech-language pathologists available in her



school district! I became aware for the first time of the dire need for speech services in our schools, and so my journey began.

To say it was easy would be an outright lie! The journey was difficult—managing as a single mother on a limited income, returning to school after many years away, I delved into studying a subject that I knew little about. It was hard, but the relationships I developed with fellow students helped me through trying times. Although they may not have known it then, encouragement from my professors, Adrienne Rubinstein and Lucille Nielsen, motivated me to persevere and complete my studies.

I am currently employed by the Department of Education. I work with children who have a variety of disorders, affording me the opportunity to give back and assist other professionals in my vocation.

I am grateful to Brooklyn College, for not only giving me the necessary training, but also for providing knowledgeable, experienced professors who meticulously ensure that, as a graduate, you will be ready for anything this profession has to offer:

The Diana Rogovin Davidow Speech and Hearing Center, 2009 and Beyond

Michael Bergen, M.S., '94, clinic director, and Susan Bohne, clinic assistant director

The Diana Rogovin Davidow Speech and Hearing Center at Brooklyn College continues to thrive; now over seventy-seven years strong. Our programs blend strong academic commitments from our faculty, quality care for our clients, advanced technology, a considerable research agenda, the continuing tradition of stellar students, and always a proud respect for our rich history.

We greatly value the work of our practicum supervisors, those who provide clinical education to our students on-campus and “in the trenches” off-campus. On-campus clinical faculty is comprised of professionals reflecting a diversity of experiences. While some of our faculty members are adjunct and hold full-time appointments off-campus, a number of of these “part-timers” have actually served Brooklyn College for decades! We are pleased to announce that our department has recently been granted two new full-time faculty lines, which have been filled by clinical educators. The two successful candidates for these positions are well-known to the Brooklyn College family: Barbara Bennett, '77, M.S., '79,—Barbara actually returned to her alma mater in Spring 2004 to supervise and teach, and brings with her an extensive background working with children and adults. Lucy Mendez-Kurtz, '82, M.S., '84, has assumed the role of full-time audiology supervisor. Lucy brings two decades of private practice experience back to where it all began for her. We are so proud to welcome Barbara and Lucy back to share their vast experiences with our current students. We appreciate the

dedication of all of our clinical faculty to educating and supporting our future professionals.

Our current students provide additional prestige to our programs. With over three hundred applicants for the 2008 entering cohort of thirty-seven students, our M.S. program in speech-language pathology continues to be as competitive as ever. The CUNY Au.D. program, in which we participate, also has a high ratio of applicants to seats, as it prepares to graduate its first cohort this year. In 2008, two alumni scholarships totaling nearly \$6,000 were awarded: the inaugural Diana Rogovin Davidow Scholarship was presented to Ms. Yuliya Khutoretskaya, and the second annual Mel Silverman Scholarship was awarded to Ms. Sharon Pacuk. An additional five graduate students were awarded departmental scholarships totaling \$10,000. They all make us proud!

Student clinical experiences have been expanded with several recent opportunities provided by our programs, including our affiliation with the on-campus Early Childhood Center, where our students engage in speech and language support, assessment, and intervention with children between one and four years of age. We are continuing to expand our aphasia groups within the clinic in which the individuals and their family members and/or support personnel engage in socialization. Our affiliation with the YAI/Premier Healthcare Assistive Technology Center on our campus provides opportunities for our students to learn about, program, and work with the augmentative communication devices. We continue to search for new and exciting opportunities to expand our students' knowledge, skills, and experiences.

We want all of our alums to remember that you are always a part of our family. . . 4400 is part of you and you will always be a part of us. Call, e-mail, drop by. . . especially if it's been a long

time since you've last visited. It truly gives us pleasure to provide tours to our alums; we love to hear your reminiscences of experiences from your time on campus. Those who visit will see the technological additions we've made in recent years, from upgraded “smart-technology” classrooms, to audiological suites outfitted with an array of the newest devices, to therapy rooms with computer-based and traditional materials. Student rooms and research labs are modern and provide the educational settings necessary to facilitate the highest of achievement.

Faculty, staff, and students of our programs work hard to help maintain the reputation we've achieved. Careful planning, a supportive administration, and alumni donations have helped propel us forward, allowing us to continue to provide optimal services to our clients and stellar education to our students. With your continuing support, we expect that the days ahead in the Diana Rogovin Davidow Speech and Hearing Center will be brighter than ever!

Advanced Certificate Program in Autism Spectrum Disorders: First and Second Cohorts

Susan Longtin, assistant professor

Brooklyn College Programs in Speech-Language Pathology and Special Education responded to the alarming increase in the number of children being diagnosed with Autism Spectrum Disorders (ASD) by launching a new collaborative advanced certificate program to train professionals to work with this growing, heterogeneous population. In February 2009, the first cohort of students received their advanced certificates in autism spectrum disorders, and will be invited to participate in this year's commencement exercises. These students, most of whom are practicing professionals, completed the 15-credit

program in one year. They participated in lecture, discussion, observation, and practice, incorporating a range of philosophical, educational, and clinical paradigms.

A unique feature of the program is the emphasis on interdisciplinary learning opportunities, as students from varying disciplines train and work collaboratively. Members of the inaugural group represented various disciplines including speech-language

and developmental, social-pragmatic approaches. The response of administrators, supervisors, and practicing professionals has been positive, many citing the need for advanced educational opportunities in autism spectrum disorders.

A new cohort of students completed their first two courses in the spring of 2009. They will take two educationally oriented courses in the fall, and will go on to engage in their

NSA Chapter at Brooklyn College

*Interim Program Director Renee Fabus,
assistant professor*

Did you know that Brooklyn College has a new support group on campus?

The Oliver Bloodstein Chapter of the National Stuttering Association (NSA) was initiated in March 2008 at Brooklyn College by Clinical Instructor

Charles Goldman and myself. The NSA is a non-profit organization dedicated to helping people who stutter and their families. The association has a national conference that will be held this year from July 8 through July 12 in Scottsdale, Arizona. Please visit the NSA website, www.nsa.org, for further information.

Charles Goldman and Eric Jackson, a graduate student, share the responsibility for the Oliver Bloodstein Chapter as co-leaders. This NSA chapter was named after the renowned Brooklyn College Professor Emeritus Oliver Bloodstein, who devoted his teaching and research to understanding stuttering. The chapter, specifically created for adults who stutter and their families, meets once a month for two hours in the evening at the Brooklyn College Student Center.

If you would like information about chapter meetings, please contact Charles Goldman, chuckig@aol.com, or Renee Fabus, rfabus@brooklyn.cuny.edu.



The first cohort celebrates completion of the Certificate Program in Autism Spectrum Disorders.

pathology, education, special education, administration, and social work. Future cohorts may include practitioners of physical therapy and occupational therapy as well.

Another unique aspect of the program is that the coursework and practicum opportunities reflect a range of approaches available for children on the spectrum, ensuring that students graduate with a broad understanding of educational and therapeutic approaches beyond what is used in their primary employment or practicum site.

The program has secured a variety of practicum affiliations reflecting different educational and therapeutic approaches including traditional behavioral, contemporary behavioral,

capstone practicum experience, working directly with children on the spectrum and/or their families, during the spring 2010 semester. Students who are currently practicing in the field can use their work sites as their primary practicum experience with supplemental observations of programs that use alternative intervention approaches.

Current Department of Speech Communication Arts and Sciences students and alumni who are currently working with children on the spectrum, or who are interested in working with this population, are expressly encouraged to apply for the advanced certificate. For further information, or to apply, contact Assistant Professor Susan Longtin at slongtin@brooklyn.cuny.edu.

Annual Spring Symposium

Natalie Schaeffer, associate professor

The Department of Speech Communication Arts and Sciences' annual seminar of 2008 was given by Donald Freed, Ph.D. Freed presented a paper, "Childhood and Adult Apraxia of Speech: Characteristics, Assessment and Treatment: An Overview."

Apraxia of speech is a disorder in which clients (both children and adults) have difficulty programming speech sounds to form words, although many individuals with apraxia have good



Professor Schaeffer with Donald Freed.

comprehension. Adults often acquire this disorder secondary to a stroke, and children with apraxia or dyspraxia of speech have difficulty developing speech. This disorder can range from mild to severe and can be devastating to clients and their families. This disorder can be quite challenging to treat. In order to provide our students and speech-language pathologists with the latest research and methods of therapy, it was vital to have a speaker who was very knowledgeable about apraxia of speech.

Donald Freed was just that person. His presentation was excellent. His materials were organized, relevant, and

practical, and he communicated the information very clearly. He presented videos demonstrating therapy for children and adults, explaining the rationales for the procedures in relation to the clients' characteristics. His handout was outstanding, with many suggestions for therapeutic interventions. He also answered questions, invited comments, and appeared to enjoy the interaction with the audience.

Some of the comments received from the audience were as follows: "I found the techniques extremely practical;" "I can now better provide intervention for my clients;" "The assessment section increased my understanding of apraxia of speech and how the therapy was related."

The spring 2009 symposium featured a presentation by Dr. Michael Pitman and Simeon Blitman, Ph.D., entitled "Voice Disorders: Anatomical and Physiological Aspects, Assessment, Treatment, and Management," and took place on campus on Friday, March 27, 2009. The full report on it will appear in next year's newsletter.

First Impressions from Our New Faculty Members

Trees Do Grow in Brooklyn

Isabelle Barrière, assistant professor

It strikes me ever since I arrived in the U.S. in September 2001. Fall is beautiful in this country. I am still appreciating what makes it different from the Western European countries in which I have lived (France, England, and Greece). Is it the diversity of fiery colors or the fact that the trees keep their golden shades for longer in sunnier weather? Fall was beautiful in Baltimore on the Johns Hopkins campus where I worked for four years before arriving in New York, but in Brooklyn, it looks more beautiful than ever—for different reasons.



Last summer I finally obtained my green card, which put an end to wondering about my residency and work status. My newly acquired position on the most beautiful campus in Brooklyn will enable me to expand the work I started four years ago when I first set foot in the most linguistically diverse borough of the country. More than thirty-five languages are spoken in Brooklyn and for a researcher in cross-linguistic acquisition research, it is exceptionally fertile ground to explore. My additional role as research director at Yeled V'Yalda Early Childhood Center places me in a privileged position to examine and respond to bilingual children's needs, and to train future clinicians, educators, and researchers.

Twenty-three years spent teaching—first French in high schools in France and in London, while completing my Ph.D., and then many different courses in cognitive science, linguistics, psychology, and speech at American and British universities—have not enabled me to overcome the anxiety that precedes my first classes. Although my new colleagues in the Department of Speech Communication Arts and Sciences have been generous in sharing their experiences, the first encounter always feels like a blind date. As I walk across the Brooklyn College campus, I look at the trees that have started to lose their leaves. I hope my teaching will have the same effect on my students as the autumn has on these trees: May they

keep their roots, their trunk, and their bark—their identity—while they renew their leaves and transform themselves. Only the trees have to wait until the spring to blossom again, while I hope that I will be able to share my passion for that formidable human capacity to acquire different languages, and that new buds will emerge in my students' minds within the fall semester.

Life Can Lead You to Happiness

*Puisan Wong, B.A., '97,
assistant professor*

I began my undergraduate studies at Brooklyn College several weeks after I immigrated to this country in 1994. At that time, I did not know where life would lead me, nor did I imagine that I would pursue a doctoral degree and rejoin Brooklyn College fourteen years later as an assistant professor. I graduated with a bachelor's degree in



speech-language pathology and audiology from Brooklyn College in 1997, and then began doctoral studies at the Graduate Center of the City University of New York.

While there I received two awards, one from Project Ascend and the other from the McNair Program, to conduct research in child language development and disorders at the Graduate Center.

Now in the fall of 2008, I am happy to return to Brooklyn College to help educate a new generation of researchers and clinicians. When I look at the young faces of the students in my

classes, I sometimes wonder what joy and excitement life will bring them, as it has for me.

Faculty Achievements

Isabelle Barriere authored the article "The Vitality of Yiddish among Hasidic Infants and Toddlers in a Low SES Preschool in Brooklyn" that will appear in the proceedings of the 2008 Czernowicz Yiddish Language International Centenary conference; co-authored the chapter "Experimental and Empirical Evidence for the Status and Acquisition of Subject Clitics and Agreement Marking in Adult and Child Spoken French" in *Meeting Clitics*, V. Torrens (ed.), John Benjamins, Amsterdam, (in press); was invited to present the collaborative work between CUNY and Yeled V'Yalda Early Childhood Center, including research projects, curriculum development, and professional development to the New York City Regional Office of the Administration of Children and Family; provided a professional development session on the new Head Start Dual Language Policy to Early Head Start teachers; and was one of twenty-five international researchers invited to present research at the Bilingualism and Specific Language Impairment Conference at the Institute of Advanced Studies, Hebrew University of Jerusalem.

Michael Bergen, M.S., '94, serves as vice-president of audiology for the New York State Speech-Language-Hearing Association, 2008-09; chaired the audiology program committee for the association's state convention in Saratoga Springs in April 2008; and serves on committees of the New York State Speech, Language and Hearing (NYSSLHA), the American Speech-Language-Hearing Association (ASHA), the Council of Academic Programs in Communication Sciences and Disorders, and the Metropolitan NY Council of University Clinic Directors.

Susan Bohne presented a poster, "A Literature Review of the Therapeutic Intervention Approaches for Childhood Apraxia of Speech," with Lucille Nielsen-Rosander and Renee Fabus and participated in a round table discussion: "Trials and Triumphs of Clinical Supervision" at BC Faculty Day, May 2008. Susan additionally received a PSC-CUNY grant for "An Evidence-Based Practice Approach with Adults Receiving the Compton Program for English as a Second Language Program (Compton P-ESL)."

Rochelle Cherry returned from sabbatical in the spring 2009 semester.

Michele Emmer, '72, M.S., '88, was elected chairperson of the Department of Speech Communication Arts and Sciences, and began serving in July 2008. During June 2008, Michele designed and presented with Barbara Weinstein, of the CUNY Graduate Center, two online courses for older participants as part of a grant entitled "University without Walls for the Hearing Impaired." Subcontracted through DOROT, Inc., this grant was funded by The Fan Fox and Leslie R. Samuels Foundation and NYC Department for the Aging. Michele participated in a May 2008 BC Faculty Day Roundtable: "Research Ethics: the IRB and Beyond."

Renee Fabus co-authored the article, "A Review of Stuttering Intervention Approaches for Preschool and Elementary School-Age Children" and published a book review in *Contemporary Issues in Communication Sciences and Disorders (CICSD)*. In addition, she and Cyndi Stein, '78, M.S., '82, received a publishing contract for a book called, *Guide to Assessment and Clinical Report Writing in Speech Language Pathology*. She received The Salute to Scholars Award from The City University of New York in December 2008. In addition, she was promoted to associate

editor in CICSD.

Gail Gurland, '70, M.S., '72, is on sabbatical for the year 2008–09. She has published *Vocabulary Power: Sound Alikes* and *Vocabulary Power: Raining Cats and Dogs* (Play Bac Publishing USA, 2008), two volumes in a series of vocabulary books for school-age children co-authored with Beryl Adler, '67, M.S., '69, and Leda Molly, '80, M.S., '82. She has completed manuscripts for four children's picture books and is developing a chapter book for children, ages eight to twelve.

Ciara Leydon received a New Investigators Research Grant from the American Speech-Language-Hearing Foundation and a PSC-CUNY award to support ongoing work directed at advancing our understanding of the role of epithelium in the pathogenesis of vocal fold disorders. She published articles in the *Journal of Voice* and the *Journal of Speech, Language, and Hearing Research*. She was recently appointed visiting assistant professor at the Albert Einstein College of Medicine.

Susan Longtin presented a two-hour seminar on her "Communication Enhancement Program for Parents of Preschool Children with Autism" at the NYSSLHA and ASHA Conventions. She published an article, with Renee Fabus, called "The Use of Videotaped Self-Monitoring to Facilitate Interactive Intervention in Speech-Language Therapy with Preschool Children with Autism" in the summer 2008 issue of *The Clinical Supervisor*. She is serving as the interim co-director of the advanced certificate program in autism spectrum disorders.

Klara Marton published a paper on "Imitation of Body Postures and Hand Movements in Children with Specific Language Impairment" in the *Journal of Experimental Child Psychology* and a paper, "New Research Strategies in Disability Studies," in the Hungarian Journal of Society and Disability. She has also published chapters in two books: *Children and Language: Development, Impairment and Training*, M.A. Reed, ed., (Nova Science Publishers, March 2009) and *Assessment and Intervention in Neurocognitive Disorders: Examples in Evidence Based Practice*, K. Marton, ed. (Eotvos Kiado, Budapest, 2008, in Hungarian). She has been invited to speak on current issues in the study of children with language impairment at various universities and presented her research at national and international conferences, including the Eleventh International Congress for the Study of Child Language (IASCL) and the Conference of the International Neuropsychological Society.

Adrienne Rubinstein in collaboration with Arlene Neuman, of New York University, is studying the effects of classroom acoustics on speech perception in children with cochlear implants. She is part of a CUNY committee developing a new program leading to a dual degree (Au.D. and Ph.D.), which is likely to be offered in the fall 2009.

Natalie Schaeffer presented a poster session at the April 2008 NYSSLHA convention and at May 2008 Faculty Day on research entitled, "Towards a More Quantitative Measure to Assess Severity of Dysphonia: Preliminary Observations." She also coordinated the Annual Spring Symposium of the Department of Speech Communication Arts and Sciences, entitled "Childhood and Adult Apraxia of Speech: Characteristics, Assessment, and Treatment: An Overview," presented by Donald

Freed, Ph.D.

Shlomo Silman was featured in a *New York Daily News* article by Denis Hamill in November 2008. The article highlighted Shlomo's diagnosis of a young boy's significant hearing loss. Previously, this child had been incorrectly diagnosed as mentally retarded/learning disabled. Today, the young man is about to graduate from a School of Engineering. Shlomo was awarded a second five-year term as a presidential professor.

Cyndi Stein, '78, M.S., '82, had a book proposal accepted for publication by Delmar Publishing. The working title is *Guide to Assessment and Clinical Report Writing in Speech Language Pathology*. She serves on a Brooklyn College committee for New Faculty Orientation and conducted workshops entitled "The Coaching Model" for the faculty through



The late Professor Emeritus John K. Duffy

the BC Center for Teaching.

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Chairperson Michele Emmer, seated third from left, and the entire faculty are delighted to bring you this issue of 4400 Boylan.



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Let us have news of your professional accomplishments for the next issue of *4400 Boylan*. Please include your phone number and your e-mail address.

Send tales of your triumphs to:

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