

Expanded Clinical Services to Children with Autism and Their Families through the Hanen *More than Words*™ Program for Parents of Children with Autism Spectrum Disorders

Professor Susan Longtin

This fall the Diana Rogovin Davidow Speech and Hearing Center expanded services to children with autism spectrum disorders and their families by launching its first Hanen *More than Words*™ program. This family-focused intervention provides parents of children on the spectrum in the three- to eight-year-old range practical tools to help their child communicate. The program's philosophy is that because parents are the most important people in their child's life, they are best suited to help their child learn to communicate.

The *More than Words*™ program involves a combination of small group instruction and individualized sessions, which are designed to provide feedback and coaching on the parents' use of strategies learned in the group. This program, conducted weekly over the course of the semester, simultaneously educates both parents as caregivers and

graduate students as future clinicians.

The graduate student clinicians are given the opportunity to participate in various aspects of the program, including the assessment of the communication and language

the videotaped sessions of individual parent-child dyads.

At the end of the practicum, the graduate student clinicians provided feedback on their experience with this family-focused intervention, noting

the increased confidence they gained. At the end of the series, the parents also provided feedback on how they benefitted from the program. The parents noted that they developed an understanding of their child's stage of communication development, learned strategies they could implement at home during everyday activities, and reported that their child improved in the area of communication. They expressed appreciation to have the opportunity to learn from professionals and also

from each other. The feedback from the participating students and parents was so positive that the program will be offered again in Spring 2011.



*Dr. Susan Longtin discusses a communication enhancement strategy with a group of parents during a session of the Hanen *More than Words* program.*

skills of the children, the small group instruction for the parents who learn to facilitate their child's communication and language, and



Greetings from the Program Director

Gail B. Gurland

On behalf of the faculty and staff of the program in speech-language pathology and audiology, I am pleased to bring you the tenth edition of *4400 Boylan*. It is hard to believe that we introduced the inaugural issue of *4400 Boylan* ten years ago, but indeed we did, with a cover story written by Professor Emeritus Oliver Bloodstein. The year was 2001, and while we were still reeling from the events of 9/11, the decision was made to proceed with an alumni newsletter as a way of reaching out across the years to the thousands of alumni from our undergraduate and graduate programs.

As many of you know, Professor Bloodstein passed away on July 4, 2010, and it is in his memory that we dedicate this issue of *4400 Boylan*. His love of teaching and commitment to his students exemplifies the very best

of Brooklyn College. When close to one hundred alumni gathered on November 12, 2010, to honor Professor Bloodstein's memory and his contribution to the field of stuttering, the love in the room was palpable. He had clearly touched the hearts and minds of countless Brooklyn College students who shared their stories and reflected on their experiences with one another, some decades earlier and others just a few years ago.

After the ceremony, we left the library and adjourned to the clinic, where despite the changes in technology and décor in the refurbished Diana Rogovin Davidow Speech and Hearing Center, everything seemed remarkably familiar, and everyone felt very much at home.

We continue to have a great deal about which to be proud that we want to share with you. Once again, you will have an opportunity to read the reflections from alumni who represent a fifty-year span of Brooklyn College attendance. From both the fields of audiology and speech-language pathology (SLP), from the world of

academia to private practice, to public education, they represent the very best of the college and the program. You will also read about the most recent developments in the hugely successful advanced certificate program in autism spectrum disorders, the initiation of the Hanen Program for parents of children on the spectrum, the ongoing collaboration with the college's Early Childhood Center, and of course the latest advances within the speech and hearing center itself.

Finally, you will learn about the outstanding research and clinical activities of the faculty and students, their participation and presentations at local, national, and international conferences, and their impressive list of texts, chapters, and research publications.

As I stood at the podium with my colleagues and friends at the Bloodstein memorial last November and looked out at the audience, it was quite apparent that we had much to celebrate. This program was founded by some of the true giants in the field; it can easily boast having graduated some of the most renowned and distinguished scholars, teachers, and clinicians in the discipline; the faculty and students now occupying those same offices, clinic suites, and classrooms as their predecessors continue to be among the most gifted within or about to enter the profession of communication sciences and disorders.

We trust that you will enjoy this issue of the alumni newsletter and that, whether or not you visited recently, you will consider stopping by, sharing your experiences, and giving back to a program which gave so much to you and to countless others.

The Diana Rogovin Davidow Speech and Hearing Center — A Resource for Many

Michael Bergen

It has been nearly twenty years since I first set foot on our campus, a campus that is more beautiful today than I can ever recall. I feel privileged to be a product of our programs, entrusted with a job historically held at Brooklyn College by some of the all-time greats of our professions. I know I am lucky to have known some of those people and to have been able to call them colleagues and friends.

Support: What it all comes down to is that we have an amazing support system at our center. Our staff and faculty work closely with the academic programs, under the leadership of Department Chair Michele Emmer and Graduate Program Director Gail Gurland, both alums, who each do an incredible amount of work. Despite increasing need for lab, classroom, and research space, we have managed to retain our programs in proximity to each other in Boylan Hall. Susan Bohne, assistant director of our center, manages many aspects of our ongoing activities, from overseeing the SLP supervision programs of student internship and externship, to cultivating relationships across campus (with the BC Early Childhood Center, for example), to representing us regionally through the Metropolitan Council of N.Y. University Clinic Directors. Professor Bohne plays a large role in where our programs stand this year, in 2010–2011. Also making our jobs easier is the wonderful group of professionals we have on our clinical faculty. This past year we welcomed

back Rachele Kirshenbaum, B.A., '75, M.S., '78, to our supervisory corps. Our students are already reaping the rewards of her return!

Clinical faculty cannot operate alone, of course. Without our support staff, we'd be lost. Ms. Angela Caragliano had huge shoes to fill when named office manager in the fall of 2009, after Ms. Elizabeth Rosas-Diaz stepped down, after ten years, to pursue a career in SLP. Ms. Caragliano made a seamless transition.

Overseeing scheduling, staffing, and helping to manage our budgets is not an easy job, but she makes it seem as if she has been doing this for many years. Ms. Casandra Corbie has been with our center as an office assistant for ten years. She helps with payroll and billing issues, and those of you who deal with those things regularly understand how involved that can be. And while we've been blessed with a number of people in part-time positions, Ms. Patriciann Ucciardino has served our center for several years by helping with a number of projects and managing databases. Working closely with all is our department's administrative assistant, Ms. Annonia Garrick. All of our staff members have a gift in their professional interactions with clients and faculty, and they truly feel like a family to me. Preparing to serve as the president of the New York State Speech-Language Hearing Association (NYSSLHA), our state professional association, in 2011, I know I will have to rely on this family more than ever!

Beyond human resources, our programs have been able to again provide monetary resources to our graduate and doctoral students through a number of scholarship opportunities. Over \$17,000 was distributed to a total of ten students in 2010 from named Brooklyn College scholarships (the Diana Rogovin Davidow and the Mel Silverman) and tuition waivers. Several other students had their tuition waived after receiving NYC Department of Education scholarships. And for our clients, with the generosity of a \$10,000 donation by Professor Rochelle Cherry, our center now has a special fund we can use to help those who need assistance paying for amplification.

In this past year we lost two people from our family who gave their professional lives to Brooklyn College: Professor Emeritus Oliver Bloodstein and Professor Ronald Feldman, both members of our faculty for decades. While reflecting on all they meant to our programs, I am heartened to see the new generations of graduates and our students working in our labs with clients who range across the lifespan, engaged in research with their equally engaging mentors, perpetuating the high standards of clinical education fixed in place by our great predecessors. I suspect those forefathers of our field today would be proud to know that their legacy continues on.

Hearing the Rhythms of Speech and Life

Aasish E. Cherukupalli, '03 M.S., '06

Walking onto the very campus where my father, Broeklundian Professor of Geology C.E. Nehru, taught (and had done for fifty-three years now) was a heady feeling for me, an undergraduate freshman in the fall of 1999. Little did I realize in the nascent stages of my college education that both my sister Aneela Mittal, M.S., '03, and I would be following in the footsteps of my aunt Latha Pothuri, M.S., '86, by joining the Department of Speech Communication Arts



and Sciences to eventually become speech-language pathologists. I remember it as a lively department of Brooklyn College, within which I made several lasting friendships. This specific time formed a very colorful part of my life, with faculty mentors shaping my growth as a student/clinician in various ways. Professor Timothy J. Gura was my strongest role model during those seven years on campus, inspiring me to pursue my education alongside my parallel work as a classical Indian dancer and musician. Having the experience of spending time in both graduate programs, Audiology and Speech-Language Pathology, proved a privilege, with Professors Adrienne Rubinstein, Michael Bergen, and Susan Bohne making

an indelible impression on me, with their generosity of spirit. Professors Rochelle Cherry and Lucille Nielsen-Rosander were hilarious during class, with their singularly characteristic forms of humor — undeniably unique to their larger-than-life personalities! My numerous discussions with Professor Roberta Chapey through those years inspired me to dabble in speech/language volunteer work in India, following graduation. The arduous in-house clinical practicum experience in the speech-language pathology track is something we rarely forget, I surmise. Certainly the spring meeting that fellow student Shlomit Eichler, M.S., '06, and I arranged with Professor Gail Gurland to (successfully) amend the pre-existing format of the comprehensive examination is another potent memory etched into the deepest recesses of my mind.

My periodic visits to 4400 Boylan help bring many of these vivid images back to life. I realized rather quickly following graduation that I had left behind a family that I would seldom find elsewhere, but one in which I would always find comfort.

May 4400 Boylan continue to grow from strength to greater strength! I hope to be witness to this for years to come.

Aasish E. Cherukupalli

Professional Preparation, Meaningful Memories

Anthony Prevete, '82 M.S., '90

When I was collecting my thoughts for this article about Brooklyn College, I was flooded with so many good memories. I thought about my professors, my fellow students, and the overall experience I had. Of the many years I spent at BC, most were within the walls of the Speech and Hearing Center. The training I received at BC was exemplary and a very solid foundation for my work after graduation. As a new therapist, I was assigned to work with a stroke patient. A fellow therapist, who was a friend of mine, asked me if I felt ready to work with this type of patient. Her question made me realize that I was indeed ready and that I would be able to provide a good intervention plan for my patient. My confidence came from the rigorous training I received at BC. While I was nervous, I knew I had been prepared for this type of work.

My experience was great because of the wonderful, dedicated, and devoted professors at BC. The professors were involved in research and kept us apprised of the most current trends in our field. Since our classes were kept small, we all received individual attention. I remember a time when Professor Silman would not dismiss his beginning acoustics class until everyone in his class understood



Anthony Prevete

the concepts he was teaching. I remember him sitting next to a student and reviewing the work with her. Professor Chapey gave us a great experience by asking us to develop a test for aphasia. That exercise taught me so much about aphasia and continues to help me prepare appropriate intervention plans for each patient. Professor Gurland's devotion to the program and to the students goes unmatched in any of my experiences at school or work. Her articulation class always ended with a debate as to whether the disorder was an articulation or a phonological disorder. Professor Rubinstein made us all feel that we were good diagnosticians and always encouraged us to look at all the possibilities of our audiological findings. Professor Bloodstein was such a gentle person. He loved his

students and his work in stuttering. He inspired all of us to want to specialize in stuttering therapy. His manner and his devotion to his work were infectious. He will be missed and always loved.

I would like to give a heartfelt thank-you to all of my teachers, supervisors, and fellow students who shared those wonderful years with me. I remember those days with fondness and with gratitude to all who helped me achieve my professional dreams. I am presently working as a speech and language evaluator for preschool children in NYC. I am also involved in the Early Intervention Program, which delivers services to children in need. Thank you for this time to reflect and declare my thanks to all in the programs in speech-language pathology and audiology at Brooklyn College!

A New Start, Courtesy of Brooklyn College

*Frederick N. Martin, '57, M.A.,
'58, Ph.D. (CUNY), '68*

I began at Brooklyn College right out of high school at age eighteen, which was way too young for me. I spent the first two years going to parties, waiting for my professors to convince me that doing assignments and attending class were entirely up to me, and failing to do those things would bring their own consequences. They did. I suddenly found myself without a draft exemption in 1951, while the Korean War was raging. The result was a four-year hitch in the U.S. Air Force.

When my tour of duty was nearly up, I applied for readmission to Brooklyn College and was almost surprised when it was granted. A generous position was adopted for veterans, even ones like me, whose chances of academic success appeared poor. I recognized that I had a lot to make up for. I decided that I wanted to be a speech therapist, and had no idea that I was soon to be inspired by some of the greats in the field of communication sciences and disorders.

Professor Robert West was revered by all who knew him. The word "genius" is often bandied about, but it truly fits this gentleman. He seemed to know everything. His respect for students and his love for teaching, for learning, and for his profession changed my life. The search for knowledge became ingrained in me. He was my model years later when I

began university teaching and I sought throughout my career to be as much like him as I possibly could. These are among the reasons I was so honored to be invited to give the sixth Robert West Memorial Lecture in 1971.

Another great teacher of mine was the renowned Professor Oliver Bloodstein. Although he was an international expert on stuttering, he was a modest man who treated students with kindness while demanding academic excellence. I never got over the fact that many years later, when I returned to Brooklyn



Frederick N. Martin

College to teach, I actually got to share an office with him.

While I was working on my master's degree, John Duffy, my audiology professor, took an interest in my career and secured a position for me at Lenox Hill Hospital. His enthusiasm for audiology and the exposure I had to patients with hearing impairment in a medical center are the reasons I

decided to become an audiologist. My life as a student took on a sense of adventure as I completed my degree.

My family and I then moved to Little Rock, Arkansas, where I spent eight years, first as an audiologist at the school for the deaf and then in a private practice. I loved my work and every day was a new challenge, but the desires to learn more, to do original research, and to enter the world of academia were too powerful, and I returned to CUNY to complete my Ph.D. A teaching position was offered to me at Brooklyn College, which did more than support my family — it widened my educational experience.

Teaching at Brooklyn College after completing my degree was wonderful, but when I was offered a position at The University of Texas at Austin, I made the difficult decision to leave. This presented the opportunity to return to the home state of my wife, Cathy, where we had always wanted to live again.

I have been retired for nearly six years at the time of this writing and I miss my students and my lab every day. During my thirty-eight years at The University of Texas I was allowed to do research, teach and practice clinical audiology. Who could ask for more?

I look back on a long career that began as an academic failure, and recall that Brooklyn College allowed me a second chance to find a life and career that could not have been more rewarding. I am filled with gratitude, and I am still a little surprised. I think that the powerful influences of mentors and friends at Brooklyn College as a student and as a professor allowed me a wonderful life. I have tried to live up to those early influences. I am still trying.

A Lifelong Career and Lasting Friendships

Roz Kushner, '72, M.S. '83,

Completing my college education was quite a challenge! Following my marriage in 1960, we moved several times, and I attended a number of different schools, amassing a large number of mandatory credits, finally arriving in Brooklyn and at Brooklyn College in 1968. What with five children, I took night classes and continued the slow route to becoming



Roz Kushner

a graduate. Finally, it was my good fortune to find myself with three credits to go to achieve my bachelor of arts degree and no more requirements to meet. I took a course in oral interpretation just for fun. Sometime during that semester, my husband and eldest son appeared on a television program. As a proud mother, I told everyone I knew to watch the show.

Afterwards, as I glowed, thinking about all the accolades my bright, nine-year-old youngster had received, Mr. Pavona, my oral interpretation teacher, informed me that Shlomo exhibited a lisp, tongue thrust, and reverse swallow! He recommended that Shlomo become a client of the Brooklyn College Speech and Hearing Center. Soon, my son was being seen by a bright young woman, aptly named Miss Sunshine. We practiced at home and lo and behold, there was significant improvement. Towards the end of that semester Mr. Pavona suggested that I would enjoy becoming a speech-language pathologist. I mentally filed away this information and graduated as an English major. A couple of years later, I did return to Brooklyn College to take more required prerequisite courses so that I could go on to graduate school for speech-language pathology and audiology.

It was a privilege for me to study at Brooklyn College with some of the most wonderful and inspiring teachers in our field, including Professors Bloodstein, Gurland, Lang, Pieras, Chapey, Feldman, Gildston, Quinn, Cherry, Rubinstein, Duffy, and Silman. As a student, my early hands-on experience with clients was of particular benefit. My supervisors gently guided, prodded, and encouraged me to grow. These caring and dedicated people included Dorothy Pollack, Marcia Grossman, Lucy Girlando, Chuck Goldman, Barbara Ravski, Leda Molly, and Libby Savad.

My involvement in the development of FOCUS (Families Organized for Community Understanding of Stroke) was an

important part of my growth as a student. My relationships with people who had suffered strokes and their family members gave me an unequalled opportunity to become sensitive to the comprehensive nature of all speech and hearing difficulties and how they affect the client and his or her family.

My classmates seemed to overlook my comparatively advanced age, except when they needed some "motherly" help, such as unsticking a jacket zipper. I felt particularly accepted when I was elected president of Sigma Alpha Eta, when I roomed with classmates at NYSSLHA [New York State Speech-Language Hearing Association] conventions, or spent hours with my cohorts in study sessions in preparation for the comps. It was my good fortune to be introduced to Beryl Adler and later to work for her and for Adler, Molly, Gurland and Associates. I was privileged to complete my clinical fellowship years in both speech and audiology at the Brooklyn College Speech and Hearing Center. When I moved out to Long Island, my former classmate and longtime friend, Lois Jankeloff, and I opened our own private practice. I also managed to get back to Brooklyn College as a lecturer in the graduate program and as interim clinic director for a brief period of time.

As you may have noticed by now, the highlights of my years in the program in speech language pathology and audiology at Brooklyn College were the friendships that were formed and the people who touched my life. In that light, I must also add the names of Flora Drillings, who was clinical director during

most of my time at Brooklyn College, Barbara Ravski and Jerry Koller, who also managed that role so well, and Rose Koch, who was the secretary and confidante of the clinic.

I truly love my profession and the opportunities it gives me to help others. I am grateful to the Brooklyn College programs in Speech-Language Pathology and Audiology for providing me with the knowledge, understanding, and experience that have enabled me to work in my chosen field.

Listen To Your Mother...

Gail Olenick '79, M.S. '82

As far back as I can remember, my lifelong dream was to become a pediatrician. I had an immediate attraction to infants and toddlers. My teenage years were spent as a mother's helper. What better than to become someone in the medical field...taking care of these youngsters. I spoke to my mother about this and her response was, "Why don't you become a speech therapist? There is a nice woman at my job that does this. Why don't you try that?"

I ended up listening to my mother and investigated the possibility before I graduated from high school. I applied to Brooklyn College. In those days there was a phenomenon known as Open Enrollment! I began my adventure on the road to becoming a speech language pathologist in the halls of 4400 Boylan. My courses were tough: Phonetics with Professor Blackman, Anatomy with Professor

Pieras, Acoustics with Professor Lang, Audiology with Professor Duffy and additional courses with George Marcellino and the beloved Professor Bloodstein. I was blessed with instruction by Professor Gurland — it was then that I realized that this was my chosen profession. Talk about being inspired and motivated! I knew that if I continued on this road, I could in fact make a difference in the life of a child.



Gail Olenick

My years at 4400 Boylan passed quickly. I was fortunate to have a close circle of friends during those years. We studied together in the cafeteria of Boylan Hall. We studied together in the library. We did well. We were all determined to be the best that we could be. We would not settle for anything less!!

I had the pleasure as well as the honor of completing my CFY at Brooklyn. Shortly thereafter, I

secured a position as a school-based speech-language pathologist. It has been twenty-nine years since I began working in this capacity. It is a position that I am quite passionate about! I continue to make a difference for the children I treat. I enjoy being at work every day. How many people can say that?

My position as a school-based SLP has changed over the years with a vast and varied caseload of severe special-needs children, additional responsibilities in terms of accountability — the list is endless. However, my instruction at 4400 Boylan prepared me for what I do now. My years of experience as a clinician at Adler, Molly, Gurland and Associates provided me with incredible insight and compassion. The time I spent as a clinical supervisor at 4400 Boylan nurtured my ambition to be the best! How grateful I am to have had those opportunities — each one has facilitated my never-ending love of this field.

I continue to reflect on my years at the Brooklyn College Speech and Hearing Center. I have had the pleasure of returning several times during the past few years for a variety of occasions. Each time I step foot on the central quad at Brooklyn College and look up at Boylan Hall, in the distance I can hear my mother's voice, "Why don't you become a speech therapist?"

I did, Mom! I listened!

Learning, Encouraging and Nurturing

Joy Geraci, '00, MS, '02

On November 12, 2010, I visited the Brooklyn College campus to attend a memorial service honoring Professor Emeritus Oliver Bloodstein. Professor Emeritus Bloodstein, a consummate professional and true gentleman, was well known in the speech-language pathology field and expert in the area of fluency and its related disorders. During the heartfelt eulogies delivered by colleagues, friends and students in praise of him, I was fondly reminded of my own interactions with him and the many other esteemed professors who I was privileged to know and study under at Brooklyn College. It was here, at Brooklyn College, that I found my calling and prepared to carve out a career.

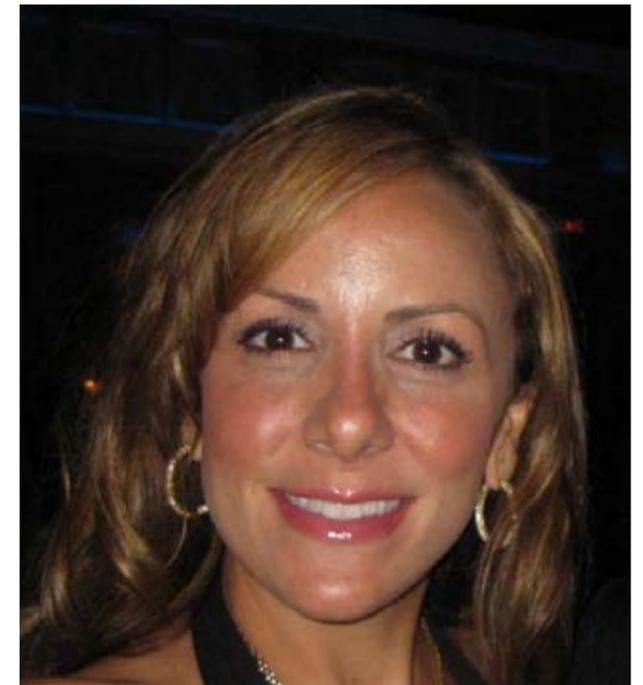
When I graduated high school I had various interests but didn't know enough about any one career to pursue a related degree. After having spent some quality time at Kingsborough Community College, I transferred to Brooklyn College. I enrolled in two introductory speech courses — Normal Language Development and Phonetics. Professors Lucille Nielsen-Rosander and Phyllis Gildston taught these classes. One day, while working tirelessly on the speech sample and transcribing just about everything everyone said, I realized that I was enjoying the endeavor and wondered if this is what I was meant to do. I

Joy Geraci

approached Professor Nielsen-Rosander to discuss whether or not I was in the right place; she assured me that I was doing fine work and she believed I was well suited to it. Professor Gildston confirmed this. Respecting the opinion of these professional women I stopped wondering and forged ahead, never looking back. I learned that they were right; the field of speech-language pathology was indeed a good fit for me.

With the encouragement and extreme patience of my family and the influence of those esteemed professors, I eagerly pursued and completed a bachelor of arts and a master's degree to better take part in this wonderful, helping profession. Professor Gail Gurland led a strong clinical team that provided excellent training and guidance. I knew all that I needed was right here in Brooklyn.

During my time in Brooklyn College, both undergraduate and graduate, I learned many valuable lessons, including how to treat my clients by tailoring therapy to them, to always possess a diagnostic eye, and how to counsel the client and their family as well. I rely daily on the ethics I learned and experienced at Brooklyn College. I use the very principles and specific examples I learned from my training.



My education and experiences at Brooklyn College have set the stage for a most rewarding career. Since graduating Brooklyn I have worked as a teacher of speech and hearing handicapped at the Department of Education (DOE) and I have provided homecare through early intervention and currently supervise at the DOE.

I am, myself, a product of the New York City public school system and appreciative of the education I received there. I find it most rewarding to return to the DOE and give back by providing services and nurturing the next generation. I will always be grateful to Brooklyn College, the faculty and the students for their part in my success.

What's next? It is said "If you want to go far go, go to Brooklyn."

Bloodstein Memorial

It was a celebration of a life dedicated to the study of human communication and its disorders. It was a reunion that brought alumni and friends together representing more than five decades of Brooklyn College history. Family and friends of Professor Emeritus Oliver Bloodstein joined faculty and students in the Tanger Auditorium of the recently renovated library on a beautiful, sunny fall afternoon to share their memories of Oliver, recount their poignant and occasionally humorous experiences with him, and above all else, recapture a bit of their own

personal Brooklyn College narrative. Following introductory and welcoming remarks by President Karen L. Gould and program director and alumnus Gail Gurland, participants listened to the reflections and reminiscences of alumni Diana Davidow, Chuck Goldman, Jerry Siegel, Andrea Blau, Gail Olenick, and Alida Seidel, as well as the renowned co-author of Bloodstein's most recent edition of *The Handbook of Stuttering*, Nan Ratner. The final word was given by Oliver himself when a passage from his own personal memoir written for his grandsons was shared with the audience. If you missed it, it is not too late; the link below will take you to the video recording of the event.

More importantly, if you were in any way touched by Oliver Bloodstein's remarkable fifty-year tenure at Brooklyn College, then please consider a donation in his memory to support the Oliver Bloodstein Memorial Graduate Scholarship so that students for generations to come may also benefit from the legacy he has left to so many of us.

To make a donation, turn to page 16. You can also view the memorial video, and/or make a donation online at: <http://www.brooklyn.cuny.edu/bc/spotlite/speech/memorial/>.

Highlights from the Oliver Bloodstein Memorial



Current Students Reflect on Their Experiences

Jessica Kestenbaum, Elvera Bader, and Julie Leokumovich With help from Alina Kaplan, Gabriella Shakhnes, and Olga Davillman

The field of communication sciences and disorders has grown tremendously over the years. The Speech-Language Pathology and Audiology Programs at Brooklyn College remain at the forefront of their discipline. This can be attributed, in part, to the active undergraduate (SAE) and graduate (GSO) student organizations that serve as resources for students. These organizations, recognized by The American Speech-Language-Hearing

Association (ASHA), grant students the opportunity to experience the different facets that these professions have to offer.

In pursuit of providing students with an even more dynamic understanding of the field, the two clubs organize an annual trip to the New York State Speech-Language Hearing Association (NYSSLHA) convention. In April 2010, the convention was held in Saratoga Springs. To defray the cost of the trip, SAE and GSO wrote a grant and received funding from their respective Brooklyn College student government bodies.

Attending the NYSSLHA convention lays the foundation and provides the motivation for SAE and GSO to continue their quest each year to expand student knowledge. The idea of attending the 2010 ASHA

convention in Philadelphia became a reality.

The workshops and presentations held at both conferences covered new clinical approaches and provided insights to the latest research. The purpose of organizing the trips is to expose students to the most recent findings in their prospective fields, which they can utilize throughout their studies, and later as clinicians.

Additionally, in order to stay involved within the community, SAE and GSO annually participate in the Walk Now for Autism Speaks and Walk4Hearing fundraising events. Participating in such events provides learning experiences that textbooks cannot capture. During Summer 2010, over thirty students raised money and

2010 Graduates of the Masters Program in speech language pathology





Language Acquisition Conference in Toronto, and at Boston University Language Development Conference. She presented a poster co-authored with two undergraduate students on the development of language assessments and dual language policies for Haitian, Spanish and Yiddish-speaking preschoolers at the 10th Head Start National Research Conference in Washington. She also gave an invited talk on the acquisition of Yiddish by Hasidic toddlers in the Judaic Studies Program of Drexel University. She was appointed to the doctoral faculty of the Program in Speech and Hearing Sciences at the Graduate Center.

Michael Bergen assumed the role of president of the New York State Speech, Language Hearing Association, 2011. He participates on committees of NYSSLHA, the American Speech-Language and Hearing Association (ASHA), the Council of Academic Programs in Communication Sciences and Disorders, and the Metropolitan NY Council of University Clinic Directors.

Roberta Chapey attended the New York State Academy of Neurology conference in November 2010, sponsored by the Hospital for Special Surgery.

Rochelle Cherry published "Hearing and Listening Skills" in *Language Development: Understanding Language Diversity in the Classroom*, edited by S. Levey and S. Polirstok (Sage Publications, 2011).

Baila Epstein received a Research Grant for New Investigators from the American Speech-Language-Hearing

Etoile Le Blanc (left) presented a conference on cleft palate at the department's annual symposium. She is accompanied by Professor Natalie Schaeffer who coordinated the conference.

Foundation to study error monitoring in children with specific language impairment. She presented a poster with two of her graduate research assistants at the ASHA Convention titled, "Can SLI children detect cognitive conflict? Behavioral vs. electrophysiological evidence."

Renee Fabus chaired the Long Island Speech and Hearing Association (LISHA) 2010 Fall Conference and currently serves as the vice president of LISHA.

Gail Gurland completed an advanced children's book writing course sponsored by Gotham Writer's Workshop and presented an invited full-day symposium, Language, Literacy, and Academic Achievement: Assessing and Treating the Language and Learning Disabled School-Age Child for Therapeutic Resources, in September 2010.

Ciara Leydon co-authored a manuscript titled "Localization of Label-Retaining Cells in Murine Vocal Fold Epithelium" that was accepted for publication in the *Journal of Speech, Language, and Hearing Research*. The paper reports on work done in collaboration with Susan Thibeault (University of Wisconsin-Madison) that identifies putative stem cells in vocal fold epithelium. She is currently a co-investigator on a study to examine the chronic effects of acute injury on structural and functional integrity of vocal fold mucosa. This study is



funded by an American Laryngological Association/American Laryngological Voice and Research Education Foundation (ALA/ALVRE) award to Dr. Marvin Fried of the Albert Einstein College of Medicine.

Susan Longtin received certification to lead More than Words™, the Hanen program for parents of children with high functioning autism/Asperger's syndrome. She was supported in her travels to Toronto, Canada, to complete the training through a Tow Faculty Research Travel Award. She, Michael Bergen, and Susan Bohne presented a workshop, "Speech, Language, and Hearing Disorders: Assessment and Intervention," at the Brooklyn Family Support Fair.

Klara Marton is the executive officer of the Ph.D. program in speech-language-hearing sciences at the Graduate Center of CUNY. Recent publications include "Grammatical sensitivity and working memory in children with language impairment," by K. Marton, L. Campanelli, and L.Farkas,

which will appear in *Acta Linguistica Hungarica*, 57 (2-3) and "Articulatory and Phonological Disorders," by R. G. Schwartz and K. Marton, which appears in N. B. Anderson and G. H. Shames (editors), *Human Communication Disorders: An Introduction*, eighth edition (Allyn & Bacon/Pearson Education, 2010, 141-185).

Adrienne Rubinstein, along with her co-investigators, Arlene Neuman, Marcin Wroblewski, and Joshua Hajicek, published a paper in *Ear and Hearing*, titled, "Combined effects of noise and reverberation on speech recognition performance of normal hearing children and adults". She was interviewed and cited in two lay journals, one on the topic of counseling significant others regarding hearing aids, and the other on the topic of music-induced hearing loss.

Natalie Schaeffer published a second (follow-up) article in the *Journal of Voice*, titled "Toward a more quantitative measure to assess severity of dysphonia posttherapy:

attended the Walk Now for Autism Speaks to raise money and awareness for this range of developmental disorders. In October 2010, SAE and GSO came together again, in conjunction with faculty, and raised \$340 for the Hearing Loss Association of America, which sponsors the Walk4Hearing. The essence of both of these organizations is a combination of giving back to students and championing populations with special needs.

As board members, we are happy to be able to facilitate student experiences that enhance the exceptional academic and clinical learning experience that the program provides. These opportunities and events would never come about without the continued support and guidance of the faculty at Brooklyn College.

On December 2, 2010, dedicated faculty members and over eighty students gathered in the Student

Center for an afternoon of conversation, food, and games at the annual Student-Faculty Luncheon. In addition, for the past three years, everyone's efforts have climaxed in a grand finale — a celebration at the graduate student graduation, which celebrates the moment when our successful speech-language pathology and audiology Brooklyn College students step forward to assume challenging positions and become distinguished contributors to the field.

Faculty Achievements

Isabelle Barrière presented the international collaborative project on the early development of grammatical skills of French-learning toddlers at the Second World Congress on French Linguistics in New Orleans, at the Generative Approaches to

Preliminary observations." She also coordinated the annual spring 2010 symposium on cleft palate disorders for the Department of Speech Communication Arts and Sciences, which featured a full-day presentation by Etoile LeBlanc, M.S., CCC-SLP.

Shlomo Silman is assistant editor for the Journal of the American Academy of Audiology. He was interviewed on Audiology Online and is co-author, with Michele Emmer, of a text, which is in press, titled *Instrumentation in*

Audiology: Theory and Practice (Plural Publishing, 2011).

Cyndi Stein was the recipient of the 2009 Brooklyn College Award for Excellence in Teaching. She is the co-editor, with Renee Fabus, of *A Guide to Diagnostic Assessment and Professional Report Writing*, which will be published by Delmar/Cengage, 2011. She has completed training in positive psychology with Harvard professor, Tal Ben Shahar, and integrates certified

training in life coaching and positive psychology in classroom teaching, supervision, and student advisement. Recently, she coordinated and led an interdisciplinary symposium at the college on a strengths-based approach to student advisement as well as presented a master clinician workshop for clinical supervisors, in spring 2010, and fall 2010, respectively.

The Program in Speech Language Pathology and Audiology thanks the following donors for their generous contributions.

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Michael Bergen, Diana Rogovin Davidow, and Gail Gurland meet with Davidow Scholarship recipients Irene Frojmovich (far left) and Yuliya Khutoretskaya (far right)

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Professor Emeritus
Oliver Bloodstein

1920–2010

A donation in honor of Professor Emeritus Oliver Bloodstein and his lifelong dedication to the Program in Speech Language Pathology and Audiology will help us continue the tradition of excellence he helped to establish at Brooklyn College.

Donations may be made in Professor Bloodstein's memory either by returning your contribution in the enclosed envelope or by donating online at

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