

Who Needs a GPS When All Roads Lead to 4400?

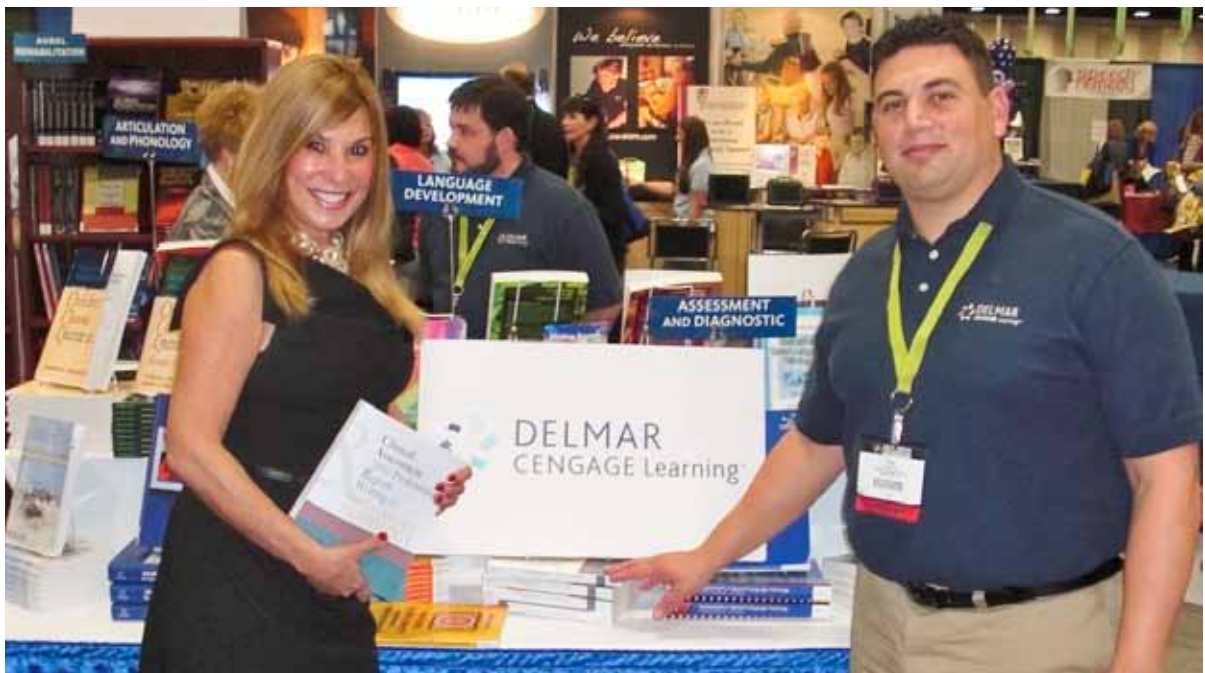
Cyndi Stein-Rubin '78, '82 M.S.

That's what I think each time I cross the threshold of the clinic: all roads lead here. 4400 Boylan is where our students go to learn their vocation. It's where our wonderful administrators and faculty prepare those students for important, rewarding careers. It's where many of our faculty who, like myself, first arrived at 4400 Boylan as students, later return, to "give back."

But over my 12 years as a faculty member, my most challenging professional task has been supervising graduate students in the diagnostic lab.

After three years of arduous work, former faculty member Renee Fabus and I recently published just such a guide, with the invaluable help of many 4400 Boylan colleagues. *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* was released by Delmar-Cengage Learning in June 2011.

Our textbook covers all the prevalent communicative disorders and is organized so that a chapter is devoted to each specific class of disorder. Complementary chapters examine



I always felt there was an important device missing from our toolbox — a tool to assist supervisors and instructors who teach our students to both connect what they learn in the classroom with the real-life situations they encounter in the clinic, and to put their clinical findings into words. I felt we needed a guidebook.

the philosophy of speech-language pathology; counseling and the diagnostic interview; basic diagnostic report writing; psychometrics for assessment; audiological screening, and assessment of the oral-peripheral speech mechanism. Because no single speech-language pathologist knows everything, these chapters

were contributed by experts in each area. Given the professional caliber and collaborative spirit of our faculty, and the fact that “no” is a word we rarely hear in our department, it shouldn’t come as a surprise that 17 of the 23 illustrious contributing experts call 4400 Boylan “home.” I had the pleasure and privilege of co-writing the counseling chapter with Beryl Adler, and the writing chapter with Natalie Schaeffer.

Unique in many ways, our *Guide* provides expert advice to help readers not only negotiate the complex process of assessment, but also write complete, authoritative, and clear

diagnostic reports. It is the only book of its kind to provide a comprehensive sample report for each of the major disorders. The text also walks the reader through the diagnostic process. Among other things, it covers parameters for assessment, formal tests, specific informal assessment tools, and differential diagnosis. It includes interview questions pertinent to the specific disorder; case scenarios which require particular assessment tools; rationales for the decisions made; and an application-based review of the diagnostic skills discussed — complete with a practice writing assignment. In short, it covers the

process of evaluation and reporting from beginning to end, so students can prepare — and practitioners can brush-up — for a diagnostic evaluation by reading the appropriate chapter ahead of time.

Some of you are already using the *Guide* in your courses, as are faculty at colleges and universities as far away as Israel. It is my hope that this book, which has its genesis in our work at 4400 Boylan, will both help students navigate the terrain from student to professional standing, as well as lead to further recognition for the great minds and collaborative spirit of 4400 Boylan.

notice that we have now included the word *language* in our name, a long overdue affirmation of the scope of practice within 4400 Boylan and its adjacent clinical suites. Additionally, our state-of-the-art video monitoring system is now complete, providing clinical instructors and students with the ability to view all diagnostic and therapy sessions live or taped from a number of locations.

We continue to have a great deal about which to be proud which we want to share with you. Once again, you will have an opportunity to read the reflections of alumni who collectively represent more than a 50-year span of Brooklyn College history. These individuals from the fields of speech-language pathology and audiology share their memories of the college and our program as well as describe the paths that led them from college to the worlds of academia, private practice and public education. You will also read about our most recent efforts in community outreach: the development of a support group for parents of children with Asperger’s syndrome (AS) and High Functioning Autism (HFA). This is an outgrowth of the highly successful advanced certificate program in autism spectrum disorders, our ongoing collaboration with the college’s Early Childhood Center, our annual symposium — delivered this past year by one of our alumni writers, the outstanding research and clinical activities of faculty and students, and perhaps most notably the publication of a much acclaimed diagnostic text, edited by our own faculty, with chapters contributed largely by program faculty and alumni.

As most of you know, I count myself among the proud alumni and fortunate recipients of a Brooklyn College education, obtained at a time when, as a first-generation college student, higher education would have been unthinkable outside of a publically financed institution. The days of completely publically funded education are long gone, and with current budgetary constraints, higher education is again becoming a luxury for first generation, working and middle class students, even within a public system. To that end, as you read and reflect on your own undergraduate and graduate experiences at Brooklyn College, we ask you to consider giving back at whatever level is possible so that the outstanding work that has been going on here for 80 years may continue for generations to come. Donations may be designated for student scholarships, such as the newly created Oliver Bloodstein Memorial Graduate Scholarship; community outreach programs, such as the autism support group; clinical scholarships to support clients experiencing financial hardship, or more general clinical education and research projects.

We look forward to hearing from you and hope you will consider a visit to campus and to the clinic. No doubt, while you will notice the changes, you will find that what has been central to our mission, to provide the very best and supportive academic and clinical education, is very much the same.

ANNUAL SYMPOSIUM: Narratives in Preschool and School Age Children

Natalie Schaeffer

Our annual symposium, on March 18, 2011, was presented by Lydia H. Soifer '71 Ph.D. Dr. Soifer explained the evolving importance of mental stages and particular language structures (e.g., word and sentence levels, story grammar). She also spoke about the importance of narrative to academic and social success for children who are typical learners and for children with language disorders. Furthermore, Soifer discussed varying cultural influences in narrative development as well as intervention strategies and materials. This information was extremely valuable to students as well as to practicing clinicians. Soifer’s presentation clearly enhanced the audience’s understanding of narrative development and facilitated the implementation of strategies for children with language and learning deficits. As in past years, we were not only treated to a presentation by an outstanding professional, but were able to celebrate the gathering of so many of our wonderful alumni, among whom we can proudly include Lydia Soifer.

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 eleventh edition of *4400 Boylan*. A number of changes have taken place at the college since we introduced the inaugural issue in 2001. The college has a new president, Karen L. Gould, a new provost and vice president of academic affairs, William A. Tramontano, and a new school structure. Indeed, the program, as part of the Department of Speech Communication Arts and Sciences, now resides among 12 departments in the newly created School of Humanities and Social Sciences,



headed by Dean Kimberley L. Phillips. While much has changed, two things remain constant, the continued support and encouragement from all levels of the college administration for our highly esteemed program.

There also have been changes at the program level, including the official renaming of the clinic

as *The Diana Rogovin Davidow Speech Language Hearing Center*. At first glance that may not seem like much of a change since 2007, when Diana endowed the clinic and graduate scholarship program with an amazingly generous pledge of one million dollars. However, if you look a bit more closely, you will

The Graduate Student Speech and Hearing Organization is pleased to announce the presentation of its inaugural *Distinguished Alumna Award* to **Beryl Adler '67, '69 M.S.** The award will be presented at the program's graduation ceremony, May 30, 2012.

Excitement, Every Step of the Way

Beryl Adler '67, '69 M.S.

My very first memory of Brooklyn College is the Country Fair during the 1950s. My uncle brought me to meet his girlfriend who was working at one of the booths. This was after the Korean War and I was about eight years old. I had no idea what it meant to go to college. I was just excited about going on this excursion with my uncle. When we arrived on the campus, my eight-year-old eyes were truly impressed by the wide green lawns, beautiful brick buildings and so many people rushing in all directions ... everyone seemed so happy and friendly. Excitement about the day's events could be felt all around us.

By the early 1960s it was my time to choose a college and decide on a profession. My parents could not afford to send me out of town and certainly did not encourage me to pursue my theatrical work from high

school. I had some serious thinking to do. Brooklyn College was the obvious choice, but my major was still uncertain. I loved psychology. I was a born helper and I did have a flair for the dramatic. One day a friend suggested speech therapy. Speech therapy...what is that? He explained that he stuttered as a child and that he was helped by a speech therapist. He thought that this field would encompass all that I loved to do. My parents liked the idea. They knew about speech therapy because of the help that my brother, who has Down's syndrome, had received many years before.

In 1962, I entered the Brooklyn College Speech and Theater Department. The disciplines were combined then and we had to take courses in both. How truly wonderful it was to have the exposure to courses in drama, oral interpretation, public speaking, and speech therapy as well as education of the speech and hearing handicapped. I loved the varied course work and found that there was something from every class that would help me to develop as a therapist. I had the good fortune to take classes taught by Boyd Sheets, John Quinn, John Duffy, Jim Lang and, of course, Oliver Bloodstein, to name a few. I had the opportunity to observe and work with master clinicians, such as Dorothy Pollack '63, Norma Jacobs (Goetz) '59, '61 M.A., Ed.D. and Harriet Klein '58, '60 M.A., Ph.D. I also had the opportunity to do an honors project with Mel White in oral interpretation.

These were exciting years on campus. There were opportunities to work with children facing a variety of speech and language difficulties

and it was a time to form bonds with like-minded people. Dena Gartenlaub '71 M.S. and I would move from class to class together supporting each other at every step. Friendships were formed with Diana Rogovin '66, Donna Thal, Ph.D. CUNY, Ellen Krumholz '68, '70 M.S., Ph.D., and Marsha Grossman '57, '71 M.S.



Upon completion of my bachelor's degree, the next step was naturally graduate school. I was awarded a fellowship that required me to work in the clinic every day as I worked to complete my studies. Those of us with fellowships had full caseloads, ranging from 20–30 sessions a week, in addition to our course work. It was exciting and intense. There was never a dull moment and the energy was high. Flora Drillings and Ron Feldman kept us on our toes. I loved the work. Every day presented me with a new challenge and a new adventure. Our patients varied in age from toddlers to seniors.

As fellowship students we formed strong bonds and continued to be supportive of one another. We were given opportunities to model therapy for students and to teach undergraduate classes. I continued to love it all. I remember thinking how exciting therapy, supervision, and teaching all were.

As I look back on all those years I realize how much I was given within the walls of 4400 Boylan. After the birth of my first child, I continued working as an instructor for the Speech and Theater Department and as a supervisor in the clinic. These were the days of open admissions, Viet Nam protests, equal rights and campus takeovers. To accommodate the huge influx of students, we taught in temporary buildings all over the campus. The beauty of Brooklyn College's wide lawns faded, as additional classroom space was needed. Despite these changes and distractions, those of us in the department continued to do our work and provide service to those in need. I often argued with Jim Lang about the inherent talent needed to be a therapist; that talent was quite obvious to me when I supervised Gail Gurland '70, '72 M.S., Arthur Sadoff '72 M.S., Ed.D., and Esther Bogin, to name a few. Jim would argue that as a behaviorist he could train a talented therapist. I so loved him and would probably still disagree with him today. My belief was that the inner talent was there at birth and the training nurtured it.

By the time my second child was born, I accepted a full-time faculty position and continued to supervise in the speech education program, where I developed a lifelong

friendship with Sylvia Walters, '74, '77 M.S., Ph.D. This position and my love of teaching at Brooklyn College lasted until the NYC budget crisis. In 1978 I left the college. It was an extremely sad time for me. Before I left to begin a private practice, I had the good fortune of bonding with Leda Molly '79, '82 M.S., Lois Jankeloff '81, '82 M.S., Roslyn Kushner '72, '83 M.S. and Lucille Nielsen '79, '81 M.S.

A few years later, I was offered the opportunity to teach a graduate course, The Therapeutic Relationship, that I have continued to teach at Brooklyn College for the past 25 years. It has given me the chance to pull together all the years of experience, learning and insight. It was an opportunity to encourage compassion and understanding for the needs of families; to guide new therapists to understand who they are in the therapy process and to learn how to form a partnership with the parents. The course I took with Boyd Sheets years earlier was my inspiration and model for this class.

I love the work I do today as much as I did in the '60s. So many years have passed, so many patients have been treated, so many students have been taught and so many friendships have been formed. There is still excitement when I see a familiar face at a college event or when paths cross unexpectedly. There are many gifts for which I am grateful: the gift of 4400 Boylan, the gift of the people I've worked with all of these years, many of whom have become lifelong friends, and the gift the patients give us every day as they challenge and inspire us.

A Student Becomes a Colleague

Dorothy DiToro '98, '01 M.S., Au.D.

I started at Brooklyn College in the fall of 1993, without a sense of which career path I wanted to follow. For the first two years, I took my core curriculum and various electives, hoping that I would find a course of study that would interest me. In the fall of my second year at BC, I was growing frustrated that I had not yet found a major. A friend, who was an undergraduate speech major, asked if I wanted to come during club hours to a meeting sponsored by Sigma Alpha Eta. She said I could listen to the lecture and,



at the very least, I would get a free lunch. The speaker at the meeting was Perri Hecht '89, '91 M.S., a professional who was both a certified SLP and an audiologist. The talk focused mostly on the role of the SLP and the various populations with

which one could work. I immediately knew this was the field for me and I declared my major within the week.

I was initially interested in speech language pathology and knew very little about the field of audiology. That all changed in the spring of 1997, when I took my diagnostic audiology course with Adrienne Rubinstein. Her passion for the field was quite evident, and she made audiology both interesting and exciting. I can still remember her lecture on the hair cells of the cochlea. She began the lecture by stating, "I will now introduce to you the great loves of my life." Her enthusiasm was contagious. It is quite surreal to me that now Adrienne and I are each teaching a section of that diagnostic audiology course.

As an undergraduate, the next audiology course that I needed was audiologic rehabilitation and, with trepidation, I registered for this course with Rochelle Cherry. I had heard she was an exceptional professor, but that her tests were extremely hard and she required a very time-intensive paper. Nevertheless, I immediately loved her course. I was fascinated by how it bridged the gap between the fields of speech and audiology.

At this point I was torn between the two fields, but decided to pursue a master's degree in SLP. After my first year of study, I ran into Professor Cherry and told her I was very happy with my speech courses, but that I still had an interest in audiology. She marched me into her office, suggested that I devote a semester to audiology and enrolled me in several courses. I loved the

courses and, over the next few years, wound up taking the speech and audiology courses and the internships and externships for both majors. After graduating, I went on to complete my audiology CFY.

I'm currently one of the clinical supervisors of the CUNY Au.D. students who are completing their clinical practicum at the Diana Rogovin Davidow Speech Language Hearing Center. Since returning to campus, I've been fortunate to have the support of the immensely patient and kind Clinic Director Michael Bergen '94 M.S. and my predecessor Lucy Mendez-Kurtz '82, '84 M.S. I also truly appreciate the gracious welcome that I have received from Shlomo Silman, Michele Emmer '72, '88 M.S., and Gail Gurland '70, '72 M.S. These individuals, who inspired and trained me, I can now call colleagues and friends.

Who Knows Where the Time Goes?

Lydia H. Soifer '71, Ph.D.

Jonni Mitchell could not have been more right when she sang, "Who knows where the time goes?" Forty years after leaving Brooklyn College with an undergraduate degree in speech pathology and audiology, I can answer that question with pride. Back then however, I would have had no idea where that passage of time would bring me and how I would feel when I looked back on 40 years.

Albert Einstein College of Medicine was my intended, ultimate

academic goal and dream. I was going to be a pediatrician, or so I thought when I came to Brooklyn College. Ah, yes, the best laid plans — a 12-year-old boy changed those plans for me (for which I continue to thank him, these many years later). Without his knowledge, his need to communicate and his difficulty in doing so led me far away from organic chemistry and directly to 4400 Boylan, via my sorority sister, Joanne Bilello, who was working towards a degree in speech pathology and audiology — no "language" in the degree back then — and working with the boy. That was what that boy needed — better speech and ability to communicate. That was what I needed, something to combine my



love of language and communication with my love of children.

In the speech clinic, down the long green halls, I found people who loved their profession — a profession of which I had not yet heard, but would become my passionate life's work. John Quinn made us smile; Guillermo Pieras '74 M.S., M.D. made us swoon; John Duffy made us humble; Phyllis

Gildston made us quake; Oliver Bloodstein made us feel pride in the profession we had chosen. They all made us learn, learn so much and so well that a standard was set for future teachers and mentors.

It has been a long and wonderful road since Brooklyn College. As a language and speech pathologist, I spent seven years as a pediatric developmentalist in the Children's Evaluation and Rehabilitation Center, one of the first multi-disciplinary diagnostic and remedial centers in the United States. The center is on the campus of the Albert Einstein College of Medicine, where in 1992, I was appointed assistant clinical professor of pediatrics. See, dreams really do come true!

In the 40 years since I left Brooklyn College, I have also become the director of the Soifer Center for Learning and Child Development, a transdisciplinary private diagnostic, remedial and training center, an author, a presenter and mentor, a staff developer and teacher trainer.

Last spring when I came back to Brooklyn College to present, at the invitation of the Department of Speech Communication Arts and Sciences, I looked out over the bright green grass of the Central Quadrangle and watched the students, who looked remarkably young, laughing and playing Frisbee. I mused to myself, "Well, I guess you can come home again." So, I do know where the time goes. It goes to all the days of teaching others what you have been taught and giving the gift of language, communication and literacy to those who need it. Thank you, 4400 Boylan, you started it all for me.



One of the Highlights of My Life

Marcia Grossman '57, '71 M.S.

My memories of my time at the Speech and Hearing Center go back approximately 40 years to the late 1960s–early '70s. Some of you reading this may not have been born yet.

The center was a wonderful place to be and remained so during my time as a student (taking courses and comprehensive exams, writing a thesis) and then as a clinical supervisor until my retirement, somewhere around the new millennium. It was a place of excitement, stimulation and fun, with wonderful students and interesting colleagues who often were the same outstanding faculty who had taught me so much. I learned not only the course material but how to be an empathetic clinician, always listening and trying to understand each and

every problem. I applied the lessons I learned to both my professional and personal life.

There are a few people, of course, who I remember with particular fondness and gratitude. Oliver Bloodstein was a dedicated teacher and wonderful thesis adviser whose door was always open to students. Boyd Sheets, then director of the clinic, was a man with whom I enjoyed many stimulating conversations, who always showed me extreme kindness. John Duffy opened doors for me in the field of audiology. My practicum with him at Downstate was truly an illuminating experience. Phyllis Gildston, while a demanding professor, taught me everything I know about testing and diagnosis. I am truly indebted to her.

I was one of those people who commuted to the college from New Jersey. As I crossed the George Washington Bridge at 7 a.m., and then travelled through the Brooklyn–Battery Tunnel, amid snow storms, traffic jams and road closures, I

often said to myself, “You must be crazy to be doing this.” But when I arrived at the center and all was abuzz, I knew why I made the trip. As I said, it was a most interesting and exciting environment. With clients coming and going, with students at different stages of know-how — some confident, some nervous — all of us knowing that we were all making a difference, the center was where I wanted to be.

For 25 years I commuted to this place of higher learning, enjoying everything it had to offer. I applied my experience at Brooklyn College to my private practice and my experience as a private practitioner to my role as supervisor. I look back at my years at the center as one of the highlights of my life. I wouldn’t have missed it for the world.

Clinic and Clients and Comps, Oh My!

Laurie Michaels ’02, ’04 M.S.

When I look back on my schooling, I am overcome with a warm sense of happiness.

I was introduced to the field of speech language pathology during my first semester at Brooklyn College. Everything was new and unknown. I was terrified. I had no direction, and I was told I had to schedule a mandatory speech test. A test! I just got into school! I was so nervous that I hardly spoke. And for those of you who know me, that is very unusual. When I was asked about my goals



and major, I had nothing to say. I was unsure about what direction I wanted my life to take, so I stumbled through my words and spoke in a low tone.

Speech 3 was where I was placed, and where I fell in love with the speech field. I had to give many speeches, and at first hated the idea but later realized how easy it was. There was a strange comfort in being in front of the class, presenting. Half a semester went by, and I remember being so excited about declaring my major as “speech-language pathology.” But what was speech-language pathology really? Course after course, I was more and more intrigued. There were so many areas I could study, and so many people I could help. This was it. This is what I wanted to do.

Applying to graduate school was a stressful experience because I really wanted to continue my studies at Brooklyn College, where there were far fewer openings than applicants. After getting the acceptance letter, I was certain I made the right choice for a graduate school. I was advised to apply for the graduate fellowship

and I did. I remember walking into the interview and meeting Gail Gurland for the first time. Wow, what a powerful presence! I was literally sweating and shaking, hoping she wouldn’t notice. To my delight, I was granted the fellowship and eagerly started the next chapter in my life.

Semester after semester went by, and I continued to love every class. Not once did I question if I was in the right field. I continued to be challenged academically in class discussions and tests, clinic sessions, end term summaries, and the dreaded comps. I can honestly say that the education that I received at Brooklyn College was excellent preparation for my professional life. During my first years in the field, I recall consistently looking back at my notes for ideas and clarification. I never felt unprepared. Now that’s not to say I knew everything, however, Brooklyn College gave me such a solid foundation that I could always figure out where to start with diagnosis and therapy, and I knew how to go about discovering more, equipped with the Brooklyn College

love of lifelong learning.

Today, I am proud to say that I continue to work with Professor Gurland in private practice. We still laugh about my early anxieties and occasional embarrassing moments. I’ve also had the opportunity to return to the campus to teach and supervise as an adjunct faculty member. I was so fortunate to be accepted into the Brooklyn College speech language pathology undergraduate and graduate programs. I feel that the stellar education that I received there has opened endless doors and has paved the way to my success.

More than an Education: It Was an Experience

Craig Watson ’05, ’08 M.S.

When I first entered the doors of the third floor — the floor that changed my life forever — the first person I saw was Dan Flickstein, one of the most intellectual teachers I had in high school. After a few seconds of reflection, he remembered who I was and even where I sat. His passion for literature, teaching and stimulating critical thought was etched in my brain. If he was here and remembered me, seven years later, it was a sign. Brooklyn College, it would be!

There are so many memories; some are a blur. Comps, everyone remembers that semester; never-ending papers and case studies; and the clinical practicum! These arduous experiences unquestionably shaped who I am as a clinician, but most

central to my BC experience were the people...

In the office, the laughter of Patti Bottino ’77, ’95 M.S., Lisa Rosas-Diaz and Casandra Corbie was infectious and provided a few seconds during which you could forget the daily stresses. The professors at Brooklyn College all seemed to love their profession. Some of them are especially memorable. I will never forget Tim Gura’s class. It was an incredible experience. We all had a good time in Lucille Nielsen’s ’79, ’81 M.S. class. We got to know about her family, but we also gained a lot of real world knowledge as well. Michael Bergen ’94 M.S., Michele Emmer ’72, ’88 M.S., Adrienne Rubinstein, and Shlomo Silman were all so genuinely nice, pleasant and knowledgeable that they made me want to pursue a degree in audiology as well.

Gail Gurland ’70, ’72 M.S., Susan Bohne and Chuck Goldman ’71, ’74 M.S. have contributed so much to

who I am as a clinician. Their care, attention to detail, vast knowledge, their way of thinking about this profession, and the numerous bits of real world information they imparted made an indelible impression on me. As my professor at Brooklyn College and my CFY supervisor, Chuck Goldman nurtured my already analytic nature. He helped me to never stop questioning and to “wear many hats” when analyzing my clients. I must also mention the friends I made at Brooklyn College; they were essential in making the experience a much less harrowing one.

I am grateful that I am able to retain much of the invaluable information and the opinions that I got from the professors at BC. Learning is a lifelong experience, and one very important aspect of the endeavor is to learn by watching and emulating others whom you deem exceptional. Brooklyn College provided many to emulate.



The Diana Rogovin Davidow Speech-Language-Hearing Center — At the Center of It All

Michael Bergen

It is difficult to believe that it has been 20 years since I arrived at Brooklyn College — it feels like merely a fraction of that. I consider among many fortunes my luck at having become a small part of our institution's rich history. Surrounded by the existing talent within our programs, we have had the ability to retain many of the core values of our predecessors while expanding our services and technology for the future.

The past year has been exciting due to administrative changes within the college. The Speech-Language-

students who meet high standards of admission and who complete a rigorous educational program.

Demand for our academic programs is greater than ever. Five hundred and twenty students applied to the M.S. Program in SLP, and following a review and interview process, the top 7 percent of those students were admitted as the current cohort. At Brooklyn College, we continue to provide an education that is relatively affordable while keeping expectations high — a combination that allows our program to produce

in the form of scholarship and partial tuition waivers. Among those awardees are the 2011 Diana Rogovin Davidow scholarship recipients, Shanika Phillips and Alyssa Armster-Wikoff, and the Mel Silverman scholarship recipient, Ariela Zuker. While some students were able to obtain financial support from NYC Department of Education Scholarships, external funding opportunities for our students are limited. Your support has become an increasingly important factor in helping to attract and retain top students while providing them with a superior educational experience!

There is such strong work ethic in our well-published and honored academicians and researchers, our caring and committed clinical faculty and our support staff members who do so much for our BC family (employees, students and clients) — always with a smile — that it is not unusual to see activity in our center from early in the morning until late each night. While many of our clinical sessions and courses tend to wind down at 8 p.m., there are times I have witnessed dedicated faculty members discussing an article hours later or groups of students studying a new technique or reviewing a case or project into the wee hours. In recent years we have also implemented activities to provide support for our faculty members and students: Under the guidance of Susan Bohne, assistant clinic director, we continue to provide several opportunities for continuing education for our colleagues and a variety of workshops for our students.

professionals we are proud of, much as we did in the days when you studied here.

In this era of significant state budget cuts, and with recent increases to CUNY tuition, the support of our alumni has provided us the ability to increase student scholarship/award funding by 20 percent. This past year saw the distribution of more than \$20,000 to approximately 20 students



Hearing Center — still in 4400 Boylan Hall where you studied — is now a part of Brooklyn College's new School of Humanities and Social Sciences. The new structure, coupled with the fresh leadership of Dean Kimberley Phillips, provides much optimism. Despite some change, you may be comforted to know that many things remain the same: a strong academic and clinical faculty, an amazing support staff and a group of

Cyndi Stein '78, '82 M.S., has initiated a program to encourage peer mentoring and to help foster student activities outside of the classroom. Corinne Turkish '00, '04 M.S., and Susan Longtin have initiated a Brooklyn College chapter of AHA, a support group for people with Asperger's and High-Functioning Autism, which now meets in our center. While there are typically no requirements for anyone to be on

campus at such off-hours, observing the activities of those who voluntarily spend their time doing what we do in our helping professions is quite heartening to me and, I think, provides a fine prognosis for the continued professional health of our students and the program from which you graduated.

I always want to use this column to thank all of my fine colleagues and

friends who work in and around the center, and who make great, productive contributions on the center's behalf throughout the year. Alas, once I get started, it is difficult to stop, and the editors raise their eyebrows when I exceed my word allocation by hundreds, so I'll end here, but I'm already looking forward to the next time I can tell you about our sensational center and the people who make it possible.

Graduate students discover how children learn

Susan Bohne and Naomi Shualy

We are excited to report on the ongoing long-standing relationship between the Early Childhood Center (ECC) and the Diana Rogovin Davidow Speech Language Hearing Center. For several semesters now, our graduate students have joined forces with the assistant and student teachers and teachers to guide the development of language skills of the children who attend the ECC. Under the leadership of the ECC director, Charlene Kohler-Britton, and the assistant director, Lorraine Mondesir, and with their constant support, as well as with the collaborative efforts of the many exemplary ECC staff members, our student clinicians have gained a clearer understanding of classroom learning dynamics. This opportunity engages our students in the day of a typical pre-school child and informs them as no other classroom experience could.

As we peek into the daily lives of these children, we see that it begins with a morning meeting, otherwise known as "circle time." Following circle time, the children select activities, known as "centers," choosing from those which are



"open" and then rotating through a few as space becomes available. Older children choose from a wide selection of activities, whereas younger children are offered a more limited choice. Our graduate students participate in circle time and then

move through the centers, along with the children, facilitating language skills across each group. The classrooms are set up to encourage creative learning. Children are introduced to materials with limited imposition of adult structure, expectations or schema — essentially they lead the way. For example, a graduate student clinician may follow a group to the dramatic play area where the children set up the props depicting a restaurant scene, a store or a firehouse. The children become chefs, cashiers or firefighters. The student watches and participates in the language-rich activity designed and determined by the children.

A child may select the water table — a large standing tub filled with water, colored water or even snow. Another option might be the

book reading center where the child chooses a book — he/she may simply turn pages to view pictures, “read” to a friend or ask an adult to read. Children may choose to paint, where art paper is set up, along with a variety of colors and painting tools, such as brushes, sponges or leaves. They are encouraged to explore the activity without any expectation of them producing a painting.

As children are exploring and learning, student clinicians are learning as well. They learn how children interact, play and grow in a warm, supportive environment. They learn the range of language and play skills across the pre-school years and how to encourage language skills in a typically developing population. Our graduate student clinicians are also learning the dynamics of small group therapy and how to navigate a classroom and deliver services there. This is essential since the classroom is the child’s primary learning environment. Thanks to this interdepartmental collaboration, our clinicians develop a unique understanding of that special place.

Nobody Really Leaves Brooklyn College Entirely

Jerry Koller

After I spent 15 years seeing patients in medical centers run by the Veterans Administration, Gail Gurland ’70, ’72 M.S. convinced me to spend the next phase of my career at Brooklyn College. I was honored



by the invitation and was excited about being a colleague of people whose names I knew, but had never met. I was particularly excited at the prospect of working alongside Oliver Bloodstein, a true giant in speech-language pathology.

My new job was to direct the Speech and Hearing Center, which turned out to be not so easy, but became a labor of love. In addition, I was afforded the opportunity to teach some courses, and was able to share with some very bright students what I thought about aphasia and dysarthria. In the end, I learned more from my students than I taught them, and this continues to be the case today.

In 2000, I was given the opportunity to fulfill a lifelong dream — to move to Israel. My family and I took this opportunity, and we have had no regrets. Well, maybe one, but that has been resolved. Gail Gurland continues to allow me to teach aphasia to some exceptional young people every summer, and to learn from them as well. We are very blessed in so many ways and are thankful every day.

A Support Group Grows in Brooklyn: Families of Children with Asperger’s Syndrome and High Functioning Autism

Susan Longtin and Corinne Turkish ’00, ’04 M.S.

In the summer of 2011, we joined forces to launch a support group for parents of children with Asperger’s syndrome (AS) and High Functioning Autism (HFA) at the Diana Rogovin Davidow Speech Language Hearing Center. Corinne is a speech-language pathologist with the Department of Education’s ASD Nest program, which serves school-aged children who have a diagnosis of high functioning autism or Asperger’s syndrome. In addition, she supervises graduate student clinicians at our center, sharing her expertise regarding children on the spectrum.

Susan Longtin is the co-director of the program’s Advanced Certificate in Autism Spectrum Disorders and envisioned the support group as a way

of providing another opportunity to continue to expand clinical services for families of children on the spectrum. As reported in the last issue of this newsletter, Professor Longtin led the inaugural Hanen More than Words™ program for parents of children with autism spectrum disorders (ASD) at the clinic. That program has been well received by both parents of children with ASD and graduate student clinicians who simultaneously learn strategies to facilitate communication and language with these children.

For the new support group, we partnered with the Asperger’s syndrome and High Functioning Autism Association (AHA), an organization for families, individuals and professionals

affected by Asperger’s syndrome, high functioning autism and other pervasive developmental disorders. (See ahaNY.org.) Established in 1988 by parents with children on the spectrum, AHA serves those affected by AS/HFA from “Montauk to Manhattan.” In addition to educational conferences, a lending library, a hotline, and recreational services, AHA offers monthly support groups. We found that there were no support groups located in Brooklyn, so we began one. The new group has met on the first Thursday evening of every month since October 2011.

The purpose of the support group is to provide a venue for parents (and other caregivers) to express and address their concerns about raising a

child with AS or HFA in a safe, non-judgmental environment. Parents also use the sessions to network with other families with similar issues. The support group has also served as an opportunity for a graduate student clinician to observe the dynamics of a support group in process and to hear the difficulties and strategies of families with a child on the spectrum.

Do you have new contact information? New or interesting news to share?

Contact us with details by visiting our website at shc.brooklyn.cuny.edu and clicking the “alumni” tab

Faculty Achievements

Isabelle Barrière co-authored two conference proceedings as well as an article that appeared in *Cognition* on French-learning toddler’s grammar. She presented this project at the Brooklyn College Department of Psychology Colloquium Series. She also co-wrote a chapter, *Trilingualism in the Haitian Diaspora in New York City*, for the forthcoming *Bilingual Community Education for American Children* (Bristol, UK: Multilingual Matters) and gave talks titled “Hassidic Yiddish Motherese” in Washington, D.C. at the 43rd Association for Jewish Studies Annual Conference and “Involving Undergraduate Students in Research” at Brooklyn College.

Sharon Beaumont-Bowman joined the faculty this past fall. Prior to Brooklyn College, her focus was on the continued clinical development

of the Speech-Language Pathology Service at a large acute care hospital in Brooklyn. As part of her work there, in spring 2011, she presented a lecture, “Instrumental Assessment of Swallowing,” to the medical residents at Maimonides Medical Center.

Michael Bergen is immediate past president of the New York State Speech, Language, Hearing Association (NYSSLHA), having completed the 2011 presidential term. He participates on committees of NYSSLHA, the American Speech-Language-Hearing Association (ASHA), American Academy of Audiology (AAA), Council of Academic Programs in Communication Sciences and Disorders and the Metropolitan NY Council of University Clinic Directors.

Baila Epstein wrote the chapter “Psychometrics for Speech and Language Assessment: Principles and Pitfalls,” that appears in *Stein-Rubin*

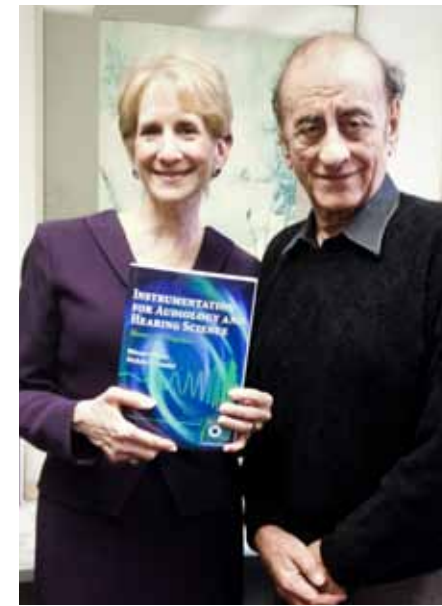
and *Fabus* (eds.) *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* (New York: Delmar Cengage Learning, 2011). She co-authored an article, “Syntactic Structural Assignment in Brazilian Portuguese-Speaking Children with Specific Language Impairment,” that was accepted for publication in the *Journal of Speech, Language, and Hearing Research* (JSLHR).

Akiko Fuse joined the faculty this past fall. She co-presented a series of three-day Interim Service Plan workshops, held from March to May 2011, for teachers and speech-language pathologists. The workshops addressed the assessment and treatment of children with culturally and linguistically diverse backgrounds. She also co-presented workshops designed to enhance communication between parents and their children with autism spectrum disorders.



Natalie Schaeffer wrote the chapter “Assessment of Voice” and contributed to two other chapters (“Assessment of Aphasia” and “Basic Diagnostic Report Writing”) in Stein-Rubin and Fabus (eds.), *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* (New York: Delmar Cengage Learning, 2011).

Shlomo Silman and **Michele Emmer** co-authored the text *Instrumentation for Audiology and Hearing Science: Theory and Practice* (San Diego: Plural Publishing, 2011).



Cyndi Stein-Rubin is the first-cited editor of the textbook, *A Guide to Clinical Assessment and Professional Report Writing in Speech Language Pathology*, co-edited with Renee Fabus, released in June 2011 by Delmar-Cengage Publishing. In August 2011, she collaborated with Naomi Eichorn '00 M.S. on an interactive presentation about promoting resilience in individuals who stutter, which they delivered to the Canadian Stuttering Association (CSA) meeting in British Columbia.

Gail Gurland co-authored the chapter “Assessment of School-age Language/Literacy Disorders” with Klara Marton, which appears in Stein-Rubin and Fabus (eds.) *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* (New York: Delmar Cengage Learning, 2011). She supervised the independent research project of graduate student Lisa Gilman, “Print vs. digital media: implications for reading comprehension,” to be presented at the annual Everyone Reading Conference, March 2012.

Susan Longtin authored the chapter “Assessment of speech, language, and communication in autism spectrum disorders” which appears in Stein-Rubin and Fabus (eds.), *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology*, (New York: Delmar Cengage Learning, 2011). She presented a poster with Lucina Clarke and graduate student Gina Marie Principe, “Survey of Parents of Children with Autism in the East Flatbush, Canarsie, Bedford Stuyvesant, Crown Heights, East New York and Brownsville Sections of Brooklyn, New York” at the

2011 NYSSLHA Convention in Saratoga Springs.

Adrienne Rubinstein received a grant to explore the development of an auditory conservation program for college music students. Her chapter, co-authored with Rochelle Cherry, on audiological screening for speech/language pathologists was published in Stein-Rubin and Fabus (eds.), *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology*, (New York: Delmar Cengage Learning, 2011), and an article, written with her colleagues Arlene Neuman, Marcin Wroblewski '05 and Joshua Hajeck, on performing speech recognition testing in a virtual classroom was accepted for publication in JSLHR. Rubenstein and Dorothy DiToro have produced student training videos on a number of audiological topics, including real ear measurement and hearing aid programming.

Jennifer Sass-Brown has been working with rescue animals, under the auspices of *Heaven Can Wait Animal Rescue*, to determine their effectiveness in work with young children on the autistic spectrum.

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- Community outreach programs, such as the autism support group;
- Clinical scholarships to support clients experiencing financial hardship,
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