

Newsletter of **Speech Language Pathology and Audiology**

Brooklyn College Prepared Me for the American Speech-Language-Hearing Association's Presidency

Shelly Chabon '71, Ph.D., CCC-SLP

It is not every day that one wakes before dawn and shortly thereafter finds herself in front of 6,000 people, standing on a box so as to be visible to the audience, speaking directly before the renowned Maya Angelou. I recently did just that at the 2012 ASHA National Convention, where I had the honor as ASHA's 2012 president to welcome some of the most inspiring individuals of our generation to have overcome communication disorders: Maya Angelou, Annie Glenn, accompanied by her husband, former astronaut Senator John Glenn, and Congresswoman Gabby Giffords, accompanied by her husband, Captain Mark Kelly.

As with most journeys, the path that culminated in my having the pleasure of serving as the president of ASHA began many miles ago, and I credit my experiences at 4400 Boylan for reinforcing my desires to serve, to advocate for those less fortunate and to stand up for what I believe in. I remember with great affection the students and faculty who were such wonderful models, who exhibited true passion for the discipline and taught me the importance of "paying it forward."

I actually began my college career as a theater major, and although I recognized that there might

not be a clamor for someone with my looks and stature in Hollywood, it still seemed like the most fitting option until I literally stumbled upon the speech and hearing sciences when I slipped on some CSD flyers in the middle of the hallway. Intrigued, I arranged to observe a few sessions at the college clinic, and then I really 'fell' for the professions and came to understand the special joy of helping others to communicate. I was a first



generation college student, and my decision to major in speech-language pathology committed me not just to earn a bachelor's degree, but also a graduate degree. I am convinced that the grounding I received at Brooklyn College gave me the confidence to pursue a doctorate.

I am grateful for the 41 years since I graduated, which have led me all over the country in various roles as a clinician, teacher and administrator. I have met so many caring, eager and talented students that I know the future will be bright for our professions. Most of all,

I am thankful that the journey begun at Brooklyn College has given me lifelong friends and countless opportunities to work with exceptional and diverse people—all of whom are a part of my life because of the path I chose in Boylan Hall.

Greetings from the Program Director

Gail B. Gurland

On behalf of the faculty and staff of the Speech-Language Pathology and Audiology Program, I am pleased to bring you the 12th edition of 4400 Boylan. We are delighted to share the reflections of six outstanding alumni who represent varying generations of graduates. These individuals, from both the fields of speech-language pathology and audiology, will share their memories of the college as well as the paths that led them from the college to the worlds of academia, private practice and public education. Additionally you will be introduced to the newest members of our faculty, Assistant Professors Sharon Beaumont-Bowman and Akiko Fuse, whose research and clinical experiences in the medical and educational fields, respectively, will enhance existing opportunities available to our students.

We continue to have a great deal about which to be proud that we want to share with you, from ongoing developments in services and outreach for individuals on the autism spectrum, to student research presentations at the annual American Speech-Language-Hearing Association convention in Atlanta, to the expansion of technological applications and video archiving in the clinic, to the initiation of a dedicated adult neurogenic clinic.



Admission to the masters program in SLP has become more competitive than ever with over 500 applications for the fall 2012 class. Among our newly admitted students more than half now come from undergraduate institutions other than Brooklyn College and from disciplines such as music, theater, neuroscience, literature and business. Our first and second year classes are more diverse than ever. Our students are intelligent, mature, energetic and clearly committed to the study of communication sciences and disorders.

As we admit a new class each year, we bid farewell to our new graduates, with our own departmental ceremony initiated several years ago by the Graduate Student Organization. Our chapter of the National Student Speech Language Hearing Association (NSSLHA) continues to sponsor an annual symposium, under the direction of Associate Professor Natalie Schaeffer, and the Graduate Peer Mentoring Program, under the

direction of Cyndi Stein, has become a vital aspect of student life.

Despite budgetary constraints, our accomplishments are many and a great source of pride to all of us who have benefited from a Brooklyn College education. During these difficult fiscal times, your generosity is more important to us than ever. 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 over eighty years may continue for generations to come. Whether you request that your donation support one of our student or client scholarships, faculty mentored student research, community outreach or general clinical educational materials, we thank you in advance for your generosity.

We look forward to hearing from you and hope you will consider a visit to campus and to the Diana Rogovin Davidow Speech Language Hearing Center. You will find that our commitment to provide the very best academic and clinical education continues to be central to our mission.

A handwritten signature in black ink, appearing to read 'Gail B. Gurland'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Gail B. Gurland

Falling Head over Heels

Perri Hecht '89, M.S., '92

I was married, with four children and teaching high school English. I had always loved teaching, but after a while it became “been there, done that” and I found myself looking for something more, although I was not sure what. A while later, I chanced upon a neighbor who I knew had a child with special needs. She was carrying this baby, who looked like a limp rag doll. I asked how the baby was doing, to which she answered “Great! We thought the baby was blind, deaf, mentally retarded and autistic, but we’ve been seeing this speech therapist and we found out that she is only deaf. Since we’ve been seeing her, the baby has been making such progress. She can even do 10 piece puzzles!” I quickly ran home and gave my son, who was the same age as her baby, a puzzle. He placed one piece in his mouth and one in his blanket, before unceremoniously dumping the rest of the pieces out of his crib! Could that be? That my neighbor’s hearing impaired child could be taught to excel? I was intrigued.

As an experiment, the next semester I enrolled in the speech department at Brooklyn College and fell in love with the classes, the faculty, and audiology and speech-language pathology, my future fields. Something strange and wonderful also happened at Brooklyn College. In the past, my creative thinking, my enthusiastic way of expressing my opinions and my spunk had done little to endear me

to my teachers and, moreover, had frequently gotten me into trouble. Now, not only were these traits accepted, they were applauded! My self-esteem grew at Brooklyn College and I no longer perceived myself as a troublemaker, but rather as a bright, motivated student.

At Brooklyn College I was given much more than the knowledge that I would use throughout my entire career. The faculty cared and supported me as an individual. Adrienne Rubinstein became my mentor and dearest friend. Rochelle Cherry was the consummate supervisor: caring, practical and always insisting on excellence, even if it meant doing an extra practicum! Gail Gurland was the quintessential professional and teacher. Paula Horn was the most loving, caring and supportive administrative assistant I have ever known.

The faculty was always there for Perri, the person, not only Perri, the student. I remember lamenting leaving my children home, while I pursued my career and Gail Gurland’s response: “But Perri, what about the model you are providing them? You are a mother who is growing and bettering herself through education.” Although at that time I remained skeptical, her words proved prophetic as both my girls have become successful professionals in their own right.

Finally, I remember my last day of college. I was daunted by the responsibility and afraid of the challenge. I walked into Jerry Koller’s office and cried, “How can you send me out there? I can’t do this,” to which he responded, “You now have a license to learn.”



I used that license and went on to establish my own private practice, employing numerous therapists, and returned to Brooklyn College as an adjunct lecturer in the master’s program, introducing human brain dissection as part of the course I taught. With my “license to learn” that I am so grateful to have, I expanded my practice to include social skills, behavior management, auditory processing, parent education and school mentoring. I feel tremendous appreciation for the institution that raised my self-esteem, empowered me to achieve, gave me the career that I love and relationships that continue to have a profound impact on my life. May Brooklyn College always be at the forefront of the fields of audiology and speech-language pathology and continue to educate, guide and inspire all of us.

ANNUAL SYMPOSIUM:
Department of Speech
Communication Arts
and Sciences

Natalie Schaeffer

Mark Allen, founder and director of the Center for Stuttering Therapy in Evanston, Ill., gave a seminar on March 16, 2012, entitled, *Practical Strategies for School-Age Children Who Stutter*. The seminar offered hands-on practice using different fluency strategies. Dr. Allen showed videos of therapy and modeled teaching methods to facilitate fluency in his clients. The audience asked Dr. Allen questions and engaged in interactive participation with him. Comments from audience members indicated that they enjoyed the presentation and learned very useful strategies for working with clients who stutter.



We Are Family

Jennifer Sass-Brown '94, M.S. '97

Brooklyn College and family are two entities irrevocably linked in my mind. Both my father and mother are alumni, as am I. This fall, my daughter Kayla, who was born while I was a graduate



student at BC, became a freshman here. She now frequents my office on her breaks between classes and is actually considering a career as an SLP. How time flies!

I began to pursue my studies in speech-language pathology following the birth of my brother, Dovie. He was initially diagnosed with Down's syndrome and later autism. It was my experiences with his therapists in the Early Intervention Program that led me to choose speech-language pathology as a major—or to be more accurate, that led speech-language pathology to choose me.

Throughout my years as an undergraduate student, and then through graduate school, I was fortunate to have the guidance of knowledgeable, caring professors

and supervisors, such as Gail Gurland, Jerry Koller, Kathy Christian, and Irene Torres, who I am honored to call colleagues today. Family was also integral to my training; my parents and in-laws came for CAEs and Dovie was a client of the Brooklyn College Speech and Hearing Centerlinic on Sunday mornings (yes, there were Sunday clinic hours back then). I gave birth to Kayla in 1995, one week before my articulation final. I still remember the shock on the face of Instructor Lois Jankeloff B.A., '81, M.S., '82 when I showed up to take the test instead of requesting an incomplete for the course. Baby Kayla calmly sat in on two aphasia classes the following semester (whenever my babysitter cancelled), prompting Professor Koller to remark that she was his quietest student ever!

When I returned in 1999 as a clinical supervisor, I quickly developed close relationships with my students, eager to impart knowledge gained in the field, but also excited to learn from them and their journeys as they pursued their dreams. I've seen 14 student cohorts graduate, and I keep in touch with many of the students I've supervised. Like me, they feel strong bonds to the essence of 4400 Boylan and the part it has played in their lives.

While deciding on a title for this piece, I looked up the definition of family on Dictionary.com. Sure enough, one was perfect for my purpose: "fam-i-ly...noun...5. all those persons considered as descendants of a common progenitor." In many ways, 4400 Boylan gave birth to us all and I, for one, will be eternally grateful for the opportunities (and the extended family!) it has afforded me.

There's No Place Like Home

Carrie Idler '98, M.S. '00

When I decided to go back to school in the fall of 1995, I was 31, a busy wife and mother of three children, all under the age of 10. What could I have been thinking? Didn't I have enough on my plate? The truth is that when my youngest was entering kindergarten, I decided to do something for myself, and that something was pursuing an education. As I seriously researched careers, I realized that my need to nurture and help others meant that I was destined to choose one of the "helping professions." Further exploration convinced me that speech-language pathology would suit my personality best. And so, I registered for my first two speech classes: Phonetics, with Roberta Chapey, and Normal Speech and Language Development, with Gail Gurland. From my first day in class I knew I was in the right place. Even though I was taking a total course load of 18 credits, and juggling my kids and husband at home, I knew I had found my passion.

Knowing the Brooklyn College graduate speech-language pathology program's reputation for excellence, I was determined that was where I would go. I knew that to accomplish this goal I would have to get really good grades as a returning undergraduate student, but I would still need something that would set me apart from the other 300 applicants that annually



sought to enter the program. What was the best thing that I could offer? Research, of course! For the last three semesters of my undergraduate studies, I served as a research assistant to Rochelle Cherry and Adrienne Rubinstein, spending hours in a windowless, and sometimes airless, audiology booth. The result was having my name on a piece published in the *American Journal of Audiology*. It was not always easy, but it was surely rewarding. It took me two and a half years, but I completed my undergraduate course work and I was ready for graduate school.

Once I was accepted to the graduate program, someone suggested that I apply for a fellowship. Nothing could have ever prepared me for life as a graduate fellow. Attempting to work in the office, teach a class, and take classes, all while being a mother and wife, added new meaning to juggling all the balls and keeping them in the air. However, to tell you the truth, I wouldn't trade a minute of that experience for any other. I loved all

of it! Working as Professor Gurland's graduate assistant allowed me to teach classes and hone my skills as an educator. It also afforded me opportunities to form relationships with the other graduate fellows, as well as everyone in the clinic. I enjoyed all my classes; I found them not only intellectually challenging and stimulating, but clinically, they were preparing me for my future.

I still remember feeling depressed as graduation neared. It may sound silly; I had worked so hard, but I recall actually not wanting to leave. My family was so eager for me to graduate, but after five years, Brooklyn College had become my second home. In the two years I spent at 4400 Boylan in the graduate program, I had grown from a wife and mother into a self-assured lecturer and future clinician. I knew it was time to go, but it was with a heavy heart that I left Brooklyn College to embark on my career. In fact, during those last few weeks before graduation, I would break into tears, not because I was fearful that I could not complete my course work or pass my classes, but because I was panicked about leaving the safety of the walls that had sheltered me for almost five years, while I had learned so much.

I am now happy to say that, every summer when I return to 4400 Boylan to teach and supervise graduate students, I return with a feeling of excitement and anticipation—excitement at the prospect of meeting my new charges, and the anticipation of "coming home," because for me, 4400 Boylan will always be home.



Finding My True Calling at the Center

Elizabeth Rosas-Diaz '09, M.S. '12

When I accepted a position as an administrative assistant at Brooklyn College in 2000, I was running from an unhappy work situation. Little did I know that I was running into the best thing that would ever happen to me! The first person to greet me was Jerry Koller and he asked me, "What name would you like to be called?" I replied, "Lisa," which is what I am called at home. That should have been my first sign that I had arrived at my second home.

While working at the Speech Language Hearing Center, I was inspired to complete a degree; the question was in what? As time passed, many professors from the department encouraged me to pursue a career in speech-language pathology. Some would say to me "You are bilingual and that is

an asset in the world of speech-language pathology," and others would say, "I just know you will make an amazing therapist." As I heard their words, my inner voice would yell out, "Listen to them!" I remember giving a thousand and one excuses as to why I couldn't. One day the person I grew to call my mentor, Gail Gurland, told me in short, "We will cross that bridge when we get to it." Those 10 words changed my life; it was as if someone cracked open the door into speech-language pathology. Gail Gurland, program director, and Michael Bergen, clinic director, created a way for me to work full time while completing my degree. I worked from morning until night, took classes in between and, with the support of my parents, husband and siblings, I did it!

Having been both an employee and student at Brooklyn College has been informative, challenging, rewarding and inspirational. For 12 years I worked behind the scenes of the Speech Language Hearing Center, which allowed me to gain administrative knowledge that has helped enhance my skills as a speech-language pathologist because of the many hats worn by the center's administrative staff. Angela Caragliano, Casandra Corbie and Annonia Garrick are administrative assistants, fiscal managers, lay counselors, mediators, interior decorators and technical support staff, all rolled into one. Assistant clinic director Susan Bohne also helped me look into the institutional side of speech-language pathology, by allowing me to assist her with clinic and externship scheduling details.

The last three years I spent as a graduate student were both my most challenging and rewarding time at the center. During this time, I overcame academic hurdles and met some of the most amazing people, who I can now call my friends and colleagues. As an alumna and past employee of DRDSLHC, I have firsthand knowledge of the excellence of this program. While completing my externships, and now my clinical fellowship year, I can't help but feel totally prepared. This is a vigorous program that trains you to be among the best clinicians. I have been blessed to know and work with the faculty and staff of the DRDSLHC; they have helped me through hard times in my life and have encouraged me to pursue a dream that at one time had seemed unreachable.

The Graduate Student Speech Language Hearing Organization is pleased to announce the presentation of the *Second Annual Distinguished Alumnus Award to Simeon Blitman '93,'95, M.S., Ph.D.* The award will be presented at the program's graduation ceremony, May 29, 2013.



Today, as the Result of Yesterday

*Rosalie Marder Unterman '68, '70
M.S., Ph.D.*

I was an undergraduate speech and theater major, planning to teach public speaking and dramatics at a high school level. At Brooklyn College, requirements included courses in speech pathology. One of the courses, Speech Disorders, was taught by Oliver Bloodstein. So began my connection with the Brooklyn College Master of Science Program in Speech Pathology and Audiology. I was hooked.

I was fortunate to become a graduate fellow. Of course, this involved endless hours of clinical (and other) work, sometimes seeing 40 clients a week or more.) We had little lockers for our therapy materials, shared a tiny office and studied endlessly. I had the opportunity to be fully immersed in the learning process. Throughout it, I enjoyed the ongoing support of Flora

Drillings, Claire Sackstein and Ron Feldman, who all worked in the clinic and program.

There were so many wonderful people in my class—Ellen Krumholz Mandel, Anita Brande, Esther Weintraub Bogin, John Pavona, Marjorie Josephson, Donna Thal. And there were so many other friends among the fellow students in the program: Ellen Reisner Feingold, Diana Rogovin Davidow—the list can go on and on, with a thread of camaraderie that spans from year to year. I have memories of so many people, those who worked in the clinic, and so many others, Sigma Alpha Eta meetings, the 1969 ASHA convention in Chicago were all extraordinary experiences.

Some lessons learned? Don't lean over a child having a temper tantrum while the child is lying on the floor kicking his/her feet. Always be prepared. You needed a key to use the little elevator in Boylan. All of them important for success.

I have not mentioned the professors who influenced my career so enormously, except for Oliver Bloodstein, my mentor and

adviser. Without his encouragement, I would not have continued on to doctoral studies. And, of course, there were John Quinn, John Duffy, Boyd Sheets and Jim Lang, who all were so very knowledgeable, so encouraging of my eclectic interests, always challenging us to strive for "better." We worked hard—required courses, comps, thesis and orals. And supervisors? Much of my current philosophy of supervision is due to the skilled and patient mentoring of Beryl Adler, Harriet Klein and Norma (Jacobs) Goetz, among others.

As a kid in college I had hopes of teaching in a graduate program. I married my wonderful Michael (it's been 42 years now) and enjoyed rearing two fabulous children. I have been a New York City high school speech teacher; taught and supervised college students; worked at a school for the deaf, with children, ranging from toddlers to young adults as old as 21; worked with adults with various disabilities, and had a private practice. Yes, I have been "in the trenches," I have come in contact with so many superb Brooklyn College graduates along the way. Now, as associate professor and clinical director of the Graduate Program in Speech-Language Pathology at Touro College's Brooklyn campus, I am sitting at yet another side of the table. The 21-year-old graduate's plan has become a reality.

Thanks for the memories, 4400 Boylan! What we are today is the result of all our yesterdays.

An Evening Honoring the Career of Professor Rochelle Cherry

Adrienne Rubinstein

Colleagues, students, alumni, friends and family gathered on October 25 at the Brooklyn College Library to pay tribute to Rochelle Cherry, acknowledging the significant contribution that she has made during her 33 years at the college. The evening also served as an opportunity to bring attention to the fund instituted by Professor Cherry for student scholarships.

The Kimmich Reading Room, where the event was held, along with the impressive catering, added an elegant ambiance to the evening. The planning, funding and execution of the event was a labor of love by alumni, colleagues and students. Professor Cherry was very touched by all the efforts made on her behalf, and noted that the event exceeded her expectations.

In addition to having an occasion to reconnect with one another, attendees remarked that a highlight of the evening was listening to the entertaining, inspiring speeches given by professors Michele Emmer, Shlomo Silman, Gail Gurland, Robert Cherry and Michael Bergen as well as alumna Pamela Geiger and the honoree, of course. Although lovingly teased for her tough grading



Professor Emmer and Presidential Professor Silman celebrate with Professor Cherry.

and demanding expectations, several other themes emerged from the stories told: how much Professor Cherry cares about her students; how perceptive she is about what they need in order to grow professionally and personally; and how successfully she communicates the importance of viewing each patient as a person; and imparts knowledge to students about optimally assisting patients to maximize their auditory potential.

At the time of the original writing of this article, Professor Cherry was on Travia leave, which is generally taken the semester before one retires. We did not accept her retirement as a *fait accompli* and hoped for a change in the normal course of events. She has since decided to move on, however, we are comforted by the fact that she is still available to offer her inimitable wise counsel as needed. What was clear from the event is that Professor Cherry is beloved and held in very high esteem. We were delighted to

have the opportunity to convey that to her, and we send her our best wishes for the future.

From Japan to Brooklyn College

Akiko Fuse

My journey toward becoming a faculty member at Brooklyn College has been a long one, both in time and distance. I grew up in Japan and attended college and began working within the corporate world there. However, I wound up getting seriously injured in an accident that involved a taxicab. While undergoing physical rehabilitation, I developed an interest in the human mind and behavior, and also gained a greater appreciation for the healthcare field. It was at this time that I decided to



pursue a degree in psychology and to do so in the United States.

After arriving in the U.S., I obtained a master's degree in psychology from Brooklyn College and a masters degree and a doctorate in psychology from the CUNY Graduate Center. During my studies, I focused my research on language acquisition. I also had the opportunity to work in various clinical settings with diverse populations, and I developed an interest in teaching. My teaching and mentoring experience was very rewarding and brought me great joy. As I conducted cross-linguistic research, I became further interested in not just the input of language, but also the output, specifically speech and language disorders.

I decided to further pursue this interest in the Speech-Language Pathology program at Teachers College, Columbia University. Following my graduation, as a speech-language pathologist I provided services for children, infants to school age, who had special needs and conditions. I

immensely enjoyed being a clinician, but realized I wanted to go back to my academic roots, which would also allow me to be an educator and a researcher. This is how I wound up back at Brooklyn College, my alma mater and a place I truly cherish.

When I see my students, I can see myself in them. I see their hard work and effort. Some have travelled long roads to arrive here. Our students have a great passion for their education and a drive to succeed. Just as my professors did for me, I seek to help them achieve their dreams and shine in the field of speech-language pathology or any other field they might choose. I am currently concentrating my efforts in developing research in culturally-linguistically diverse populations and hope to play a key role in a strong bilingual extension program for the department. Every day that passes I think about my journey here and how truly fortunate and privileged I am to be surrounded by such supportive, passionate and dedicated faculty, staff and students.

My First Year Yields a New Swallowing Disorders Clinic

Sharon Beaumont-Bowman

As the semester comes to a close, it is with great pleasure that I reflect on my first year as a member of the Brooklyn College faculty. After spending almost 15 years in various clinical settings, I

was naturally concerned with the transition to full-time academia, but I very quickly came to realize that I had no need to worry. The faculty and staff of the Department of Speech Communication Arts and Sciences have welcomed me in a manner more genuine than I could have hoped for.

This past year has also allowed me to get to know the students who are fortunate enough to attend our program. Their dedication and eagerness to learn is remarkable. The students arrive with a yearning for knowledge, and that desire goes beyond the classroom and manifests in their application of clinical skills. I can only respect and admire their spirit and dedication. Their strong will to succeed is evident in every corner. I am so very proud to have the opportunity to take part in the academic and clinical training of our students.

My passion for dysphagia has been welcomed and, with the support and encouragement of my colleagues,



I have developed a Swallowing Disorders Diagnostic Clinic. I have also added a clinical lab to the dysphagia course and received specialty recognition in the area of swallowing

and swallowing disorders from ASHA. Currently, I am continuing to focus on the advancement of a Flexible Endoscopic Evaluation of Swallowing (FEES) Clinic in conjunction with an area hospital and I look forward to additional research opportunities.

This first year has been an adventure! Finding your footing can be a long, treacherous process, but I am humbled by the generosity and support of my colleagues, a group of seasoned and dedicated clinicians and researchers, who have welcomed me in so many ways. I look forward to continuing my journey at Brooklyn College. Having the opportunity to watch the transformation from student to clinician is awesome; it is an experience that I have already begun to hold dear. I am also excited to work toward the advancement of the Swallowing Disorders Clinic. In addition, I am thrilled at the opportunity to take part in the development of an adult neurogenic clinic that, with the financial support of the Diana Rogovin Davidow fund, will support a Lee Silverman Voice Treatment (LSVT) Student Training Program during the spring and summer of 2013. Brooklyn College will be the first college on the East Coast to offer such a program and we anticipate that it will benefit both students and community members.

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.

The Diana Rogovin Davidow Speech-Language Hearing Center—A Busy and Fulfilling Year!

Michael Bergen and Susan Bohne

We've had another busy year in the DRDSLHC, surrounded by an amazing group of colleagues, support staff, students and clients. Over the past year, we held a series of hands-on workshops to introduce graduate students to clinical materials and procedures. With the support of **Naomi Shualy**, students have been exposed to the variety of materials within our clinic and have been provided with the opportunity to explore the uses of these resources. Our annual workshops have successfully integrated the clinical skills of our advanced, second-year students, who guide incoming students in client-related discussions and suggestions.

In the fall semester, we expanded upon the college's common reading selection, Edwidge Danticat's *Brother, I'm Dying*, following the author's visit to campus. Dean Kimberly Phillips joined our faculty members and students in a discussion about the book, a conversation that touched upon themes related to communication and cultural diversity. Incoming fall 2012 graduate students joined in a required reading of *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot. The book has generated important conversations about informed consent and health care ethics, and has educated readers about the history of patient rights in the U.S.

In June we welcomed recent program alumni for an evening wine and cheese gathering. It was great to catch up with our new colleagues who are completing clinical fellowship years and their initial professional experiences. We hope to continue this tradition of bringing more program graduates back to campus!

We are pleased to support continuing outreach for two programs: Our Asperger Syndrome and High Functioning Autism Association (AHA) Chapter has been meeting monthly in the center under the direction of **Corinne Turkish**. Additionally, the center sponsored a lane at AHA's Rock 'n Bowl event in December. We continue our affiliation with the Oliver Bloodstein Chapter of the National Stuttering Association (NSA). Please let your clients and colleagues know about these wonderful resources! For more information about meetings, please contact us.

Fall 2012 proved fruitful for fund raising and equipment purchases. We again brought robust participation to the Hearing Loss Association of America's Walk4Hearing. Led largely by students in our Sigma Alpha Eta undergraduate speech organization, our team raised approximately \$1,400 for the organization, which advocates for the rights of those with hearing impairment. The CUNY (AuD) student group helped to raise



Brooklyn College President Karen Gould, Michael Bergen, Michele Emmer and Gail Gurland honor Diana Rogovin Davidow at a spring 2012 reception

funds to purchase and install a new audio loop system in our audiology suite, providing an opportunity to raise awareness and demonstrate use of loop systems to our students and clients. Additionally, a captioning telephone joins a number of new products available at the center to demonstrate options to those with hearing impairment and their families. Rochelle Cherry, honored in an October event, has instituted a fund that will generate awards for audiology students as well as for those in need of audiology services. Additional funding was obtained to purchase a number of tablet computers, which are now used in the clinic.

Our students and faculty members also participated in a number of health fair and speech-language-hearing screening events during the year,

including the annual spring college health and wellness festival, the employee benefit health fair in the fall, as well as a number of events at off-campus sites.

This past year again saw the distribution of more than \$20,000 to our students in the form of scholarship and partial tuition waivers. The 2012 Diana Rogovin Davidow scholarship recipients were Mariela Alda and Shifra Leebhoff; the Mel Silverman Scholarship recipient was Emilie Bender. As always, your support continues to be an important factor in allowing our programs to recruit, reward and retain the best students!

We know that 2012 was a difficult year for many people. A number of our students and faculty members were directly impacted by Hurricane Sandy, but we were fortunate that all of those

currently in our programs suffered no loss of life. We hope that you, our extended family of alumni, also made it safely through this major catastrophe that caused so much destruction for so many people.

Our programs look forward to the coming year with particular excitement about several plans in the works: a new faculty search, an expansion of services offered in voice treatment and the development of a video archive database. and an upcoming accreditation site visit.

We hope that you will stay in touch—send us a note to tell us about recent achievements and consider visiting us for a symposium or even simply to say hello. We would love to see you!!



Faculty Achievements

Isabelle Barrière, in April, conducted a project on the demographic and linguistic contexts in which toddlers are raised in Haiti, thanks to a 2012 Leonard and Claire Tow Faculty Travel Fellowship. During the summer, as a Haitian literacy specialist, she joined the Multilingual Students with Interrupted Further Education Literacy Diagnostics Project, funded by the New York City Department of Education. She was invited to present a paper, “The Emergence of Grammar in Toddlers,” at a conference on normal and impaired language acquisition in monolinguals and bilinguals at the University of Konstanz in Germany in June 2012,

and also co-authored a poster presentation, “Emergent Bi-literacy in Hebrew/English Bilinguals,” at the Multilingual SLP conference at Hadassah College in Jerusalem in January 2013.

Sharon Beaumont-Bowman organized and currently facilitates a monthly support group for parents of young children with feeding disorders. In the spring 2012 term, she was a guest lecturer at the Department of Physical Therapy at the State University of New York (SUNY) Downstate. Additionally, she developed a Swallowing Disorders Clinic, that is part of the clinical services offered by the DRDSLHC.

Susan Bohne was awarded funding for a Dean’s Curriculum Initiative for the “development and application of hierarchical learning in clinical skills.” Additional funding, through Project REACH (Resources and Education on Autism as CUNY’s Hallmark) by the City University of New York (CUNY) Central Office Division of Student Affairs, enabled her to enhance CUNY’s capacity to support its growing population of college students with autism spectrum disorders (ASDs). She designed and, in the fall 2012 semester co-led with **Naomi Shualy**, two graduate student clinician workshops—the first, to introduce creative approaches to therapeutic materials; the second, to introduce approaches to support group therapy sessions.

Michael Bergen participated on committees of the New York State Speech-Language-Hearing Association (NYSSLHA), the American Speech-Language-Hearing Association (ASHA), the American Academy of Audiology (AAA), the Council of Academic Programs in Communication Sciences and Disorders and the Metropolitan NY Council of University Clinic Directors. He is chairing the Student Issues Committee for the 2013 NYSSLHA Convention, and was appointed by President Karen Gould to the board of directors of the Brooklyn College Alumni Association (BCAA).

Michele Emmer and **Shlomo Silman** submitted a revision of an R15 National Institutes of Health (NIH) grant application, titled "Binaural Interference in Subjects with Sensorineural Hearing Loss." In September 2012, Professor Silman presented a paper co-authored with Professors Emmer and Carol Silverman, Hunter College, at a

workshop on middle-ear effusion attended by a group of physicians headed by Professor Shmuel Kivity, director of the Department of Immunology, Ichilov Hospital, Israel.

Baila Epstein, with graduate students Sommer Goodman and Jamie Houy, presented a poster comparing error monitoring in typically developing children and children with specific language impairment (SLI) at the NYSSLHA annual convention in April 2012 and at the ASHA annual convention in November 2012. Her article, co-authored with Arild Hestvik, Valerie Shafer and Richard Schwartz, on Wh-question processing in children with SLI, was accepted for publication by the *International Journal of Language and Communication Disorders*.

Akiko Fuse is completing a manuscript for publication that is on language acquisition in Japanese-speaking children. She has also been developing a Brown Bag series for our undergraduate and graduate students to facilitate their understanding and exploration of career options as speech-language pathologists.

Gail Gurland presented a poster, with recent alumnus Lisa Gilman, entitled "Print vs. Digital Media: Implications for Reading Comprehension," at the ASHA Annual Convention in Atlanta, November 2012. She presented a workshop, "Assessment of Language Disorders in School-Age Children and Adolescents," at the DRDSLHC Master Clinician Series in May 2012.

Susan Longtin and **Ilene Tannenbaum** of the BC Health Clinic received a spring 2012 grant from the Office of the University Dean for Health and Human Services for "Interdisciplinary Collaborative



Students Sommer Goodman, Jamie Houy and recent alum Lisa Gilman present faculty-mentored research projects at the 2012 ASHA Convention in Atlanta, GA."

Faculty Achievements

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Support Services for Students with Autism Spectrum Disorders at Brooklyn College." She was interviewed on *Science and U*, a monthly feature on Channel 75, CUNY-TV, for a segment about autism spectrum disorders that aired the week of September 25, 2012.

Klara Marton was reappointed as the executive officer of the Ph.D. Program in Speech-Language-Hearing Sciences. She received a PSC-CUNY award to study interference control in school-age children and she published the following collaborative papers: Marton, K., Campanelli, L., Scheuer, J., Yoon, J.M. and Eichorn, N. (2012). "Executive function profiles in children with and without specific

language impairment." *Rivista di Psiolinguistics Applicata/Journal of Applied Psycholinguistics*, 12 (3), 9-25; MacRoy-Higgins, M., Schwartz, R. G., Shafer, V. L., and Marton, K. (in press). "The influence of phonotactic probability on lexical learning in late talkers." *International Journal of Language and Communication Disorders*.

Adrienne Rubinstein is working with middle school students on an interactive project related to music- and noise-induced hearing loss in which they are learning not only about the topic, but also how to collect and analyze data as well as how to write up their own research. She also presented with **Rochelle Cherry** and Au.D. student Elvera Bader at Faculty Day, May 2012, on the development of an auditory conservation program for college music students.

Natalie Schaeffer coordinated the annual symposium, "Practical Strategies for School-Age Children Who Stutter," held on March 29, 2012. She also presented a poster at the May 2012 Faculty Day, entitled "Student Training to Perceptually Assess Severity of Dysphonia Using the Dysphonic Severity Percentage (DSP) Scale."

Cyndi Stein and **Beryl Adler** are in contract with Cengage Learning to publish a text, entitled "*A Personal Development Handbook: The Speech Pathologist as Facilitator*," following the widespread popularity of their chapter on counseling and interviewing which appeared in Stein-Rubin and Fabus (eds.), *Clinical Assessment and Professional Report Writing in Speech Language Pathology*, recently published by Cengage Learning.



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Lucille Nielsen-Rosander, adjunct assistant professor
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