

## A Sense of Community

Viktoria Janov M.S., CCC-SLP, TSSLD '07, MS '09

I remember the moment I fell in love with Speech-Language Pathology as a profession; I was sitting in an observation room and watching a graduate student work with a young child. I don't recall the details of the session, but I will never forget the feelings of intrigue and inspiration that were ignited. Observing sessions, as part of my undergraduate courses, made the theories

I was learning about in class come alive. I wanted to learn as much as possible and be involved in the speech community. I joined BCNSSLHA (previously known as SAE) and accompanied them to the NYSSLHA convention, held in Saratoga Springs, NY. It was an amazing opportunity to interact with students from other schools, meet practicing therapists working with every population imaginable, and listen to experts in the field present their research.

Graduate school was an experience like no other. The memories are a blur of late nights, caffeine fueled comps study sessions, and teamwork. Walking into the computer room in the clinic, one would find graduate students furiously typing their SOAP notes and diagnostic reports. Despite how busy everyone was, if you had a question, they would all stop and try to assist. Whether it was recommending a specific material



or coming up with words containing vocalic /r/, you knew that someone would help.

As a second year graduate student, I became the president of the graduate speech organization (GSO). As the president, I was able to obtain funding for a group of students to attend the NYSSLHA convention. And most memorably, under the guidance of Dr.

Fabus and Professor Bohne, we hosted a private graduation ceremony for the 2009 graduate speech students. A tradition which I am thrilled to say, continues to this day!

For the past twelve years, I have been working primarily with a population that most therapists are wary of - I work with high school students! The high school setting is not one that most people think of when they hear that you work in a school. However, the students are complex, opinionated and keep you on your toes. It has been extremely rewarding to play a role in their progress and arm them with the tools they need to be productive members of society. I have also had the pleasure of supervising graduate students and witnessing their growth and confidence in working with this population.

A few years ago, at the urging of my colleague, friend, and fellow alumna, Viktoriya Bukhman '06, M.S. '08, I attended the

NYSSLHA convention in Albany. I was surprised at the low turnout of attendees – both students and practicing professionals. It was disheartening to learn that a lot of people do not realize that NYSSLHA, through their lobbying efforts in Albany, directly impacts our ability to practice in New York State. After speaking to friends and colleagues, I decided that I wanted to continue my involvement within the speech community, this time by volunteering for NYSSLHA. I am proud to say that for the third year in a row, I am one of the program area chairs for convention, specifically, I am chairing the School-Age/Literacy track. In this role, I have been able to help plan the convention, invite speakers and vendors to participate as well as spread information to help increase enrollment.

I hope that in the future, more colleagues will become involved in the speech community – whether it be by mentoring students, teaching at Brooklyn College or joining NYSSLHA.

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## The New Normal

Sharon Beaumont-Bowman,  
SLP.D.

Amidst the dusty bookshelves and dried out plants, we returned to campus. We opened the windows, plugged in our desktop computers, and made coffee. What some might consider a chore felt like a gift. We were



back. While we had learned to successfully navigate the world of Zoom, remote meetings, and telepractice, it felt really good to be back on campus, back in 4400 Boylan Hall, and back together. The past 2 years revealed fear, grief, and fatigue, but through it all, 4400 Boylan Hall patiently awaited our return.

Our practice, program, and mindset have changed as a result of the pandemic, and the return to campus gave us reason to pause and consider what the *new normal* might be. We returned to strict campus access guidelines and air purifiers, but we also returned to an engaging cohort of students ready to find their way. Together we navigated a successful return and with each day there seemed to be a greater calm in 4400 Boylan. Feelings of uncertainty and anxiousness were balanced by laughter and excitement. Schedule adjustments and zoom accounts were balanced by committee work and curriculum review, but the nagging question remained, what is the *new normal*?

As warmer weather is upon us, I am happy to reflect on this academic year, our return to campus, and what I believe to be the *new normal*. Last August, we lost an esteemed colleague, Dr. Sylvia Walters. In September, the first cohort in the Early Intervention Specialization graduated. We celebrated the retirement of two amazing colleagues and friends, Dr. Natalie Schaeffer and Dr. Shlomo Silman. In October, we had an overwhelmingly successful ASHA re-accreditation site visit. We have suffered loss and celebrated success. We have welcomed new faculty. The clinic is once again buzzing with clients, both in-person and via telepractice. Admissions season was a busy one with tele-interviews keeping faculty members occupied. And in June we came full circle, welcoming - in person - the fall 2022 cohort of new graduate students.

This is our *new normal*, a lovely mix of the new and the old, of tradition and technology, of commitment to the profession and the program. Find comfort in knowing that the strong sense of community, deeply rooted in the MS SLP program at Brooklyn College, is alive and well. The dedication of the faculty and staff and the commitment of the students is more evident than ever.

Take good care,  
Sharon

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## The Precious Sounds of Activity

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



The quiet was intense, and felt wrong—a mismatch with the serene setting. Nobody was there to witness the cherry blossoms blooming at the Lily Pond but the squirrels, possums, and hawks who call Brooklyn College home. My footsteps echoed in the unusually empty corridors of Boylan Hall, the only occasional signs of life a public safety officer or cleaning personnel. Such were the earlier days of pandemic on campus, when access was restricted to few while everyone contended with, to vastly varying degrees, disruption.

A majority of services, and all instruction, moved online in quick fashion, and in an incredibly efficient manner due to our amazing faculty, staff, students, and members of the community. While we

had not anticipated worldwide shutdowns, the transition was successful due to a number of factors such as the coincidental pre-pandemic adoption of remote clinical simulation and virtual meeting platforms.

However limited at first, work DID continue in the DRDSLHC. Initially, a small number of staff visited to collect mail and to manage hearing aid repairs and other functions which could not be tended to remotely. Although patients were not permitted on campus at that time, many safe, distanced home visits were made to drop off or pick up devices in order to provide maintenance when possible. One such particular visit stands out in my memory from a few weeks into shutdown—I met with a longtime patient of ours in front of her building on Emmons Avenue. She had recently celebrated her 99th birthday and, due to manufacturer repair delays—had been without her own hearing aids for several weeks. Immediately after she placed a repaired hearing aid into her right ear, she burst into tears—tears of joy, she explained, at “being able to hear again.” Watching our dear patient standing on the sidewalk, crying—this person who, for decades, has entrusted her hearing healthcare to the DRDSLHC of Brooklyn College—encapsulated for me the isolation that many were thrust into while too many facilities were forced to close their doors for a period of time as we all tried to best understand the risks associated with in-

person clinical services. While there was some debate in NYS about the terminology associated with who among healthcare practitioners were deemed “essential workers,” it was there and then that I realized that SLPs and audiologists are most certainly essential to facilitating communication for so many in need of our services.

While many services and instruction remained online as we proceeded through the initial months, we advocated to the college’s re-entry review board for safe campus return of some instruction. With most of the college remaining empty, we were permitted to bring small numbers of students to campus very early into pandemic in order to work with the array of technology and clinical instruction resources in the SLHC. We were later permitted to have students engage, in person, in simulated activities, and then were allowed to have them work with patients from the CUNY community. A testament to the hard work and planning efforts of our team is that our programs were among very few with an on-campus presence during that period, and the flexibility, and persistence in quickly transitioning to remote work and back to campus meant that experiential learning was maintained and students remained successfully on track for timely graduation.

At this time nearly all services and instruction are available in-person. While telepractice and remote activities provide

flexibility in programming and will likely continue to constitute a portion of clinical service into the future, it is wonderful to be back full-time in our 4400 Boylan home! I write this from my desk, with the precious sounds of the copier and student laughter and the telephone ringing in the distance, sounds I won't ever take for granted again.

Do you have a pandemic-related anecdote? Did you have a “disruption” in your education during your time as a BC student? We'd love to hear from you—please share your memories with us!

## The Silver Lining

By Susan Bohne



Well, what hasn't been said about the pandemic? For two years, much has been said—with continuous reviews of what *should* or *should not* have happened. My story is....I was

clearly in denial! From the very first moment we were told by the governor that CUNY would close its doors, followed by a week or so of prepping faculty and classes to return “on-line,” it was a whirlwind.

I could not fathom what this would all mean. The Diana Rogovin Davidow Speech-Language Hearing Center (DRDSLHC)—with its clinically-involved first-year graduate students, faculty, clients, and staff—would shutter its doors? How could this be?! Second-year graduate students, fully engaged at off-campus placement sites, would be asked to go home—and stay home?? Graduate admissions interviews—all cancelled?

There was a happy ending: we managed to carry on. First-year clinicians, and our clinic faculty obtained and learned new vocabulary words—*Zoom*, *online*, *unstable internet connection*, and more. They increased the use of the words: *flexibility* and *creativity*. We successfully transitioned to offering “in-house” clinical services via the Zoom platform. Our second-year graduate students were welcomed to participate at their off-campus sites via remote platforms. The wonderful teamwork between professional SLPs and graduate students was noteworthy.

Besides a happy ending, there were several silver linings. All students identified—and then shared—a large range of

materials online. They learned to find and introduce interactive, engaging resources to meet their clients' goals. Online calendars had magically-appearing days of the week, flashing numbers, clickable dancing holiday stickers, and singing icons.

Online therapy required a deeper understanding of how to implement planned goals. It demanded materials that were interesting and inviting to ensure client participation and engagement, all while focused on a computer screen! It created the need to be more aware of our own home situations—finding quiet space when possible, wearing professional clothing (at least from the waist up), checking background scenery, acknowledging that our environment may include people, and/or pets, and, of course, capturing the sometimes-elusive stable internet connection.

As for those silver linings—increased family engagement in sessions helped to reveal myriad ways in which clients can be supported in their home environment. Family members became allies—in new ways—by gathering materials requested ahead of the sessions, encouraging their loved ones to try, and to try again. With graduate clinicians, they supported their partner, child, sibling, parent, friend, with internet connections, camera angles, volume control—and

also by reinforcing goals, acknowledging responses, and cheering successes.

Another unexpected bonus was an increase in attendance. Weather, travel, traffic, and parking issues were no longer reasons to cancel a session. Despite a mild headache or cold, tele-visits were often able to continue. A change in location was no longer grounds for cancellation: as some clients moved in with family members or to another locale, attendance in a teletherapy session was still possible.

I am thankful for the incredible value of technology, which allowed us to continue our work. We learned these many new skills—technologically and clinically—which we will continue to use, to allow us to reach clients with travel challenges and mobility considerations.

We have now, finally, transitioned back to face-to-face speech, language, and hearing therapeutic sessions and evaluations at DRDSLHC. It is a very welcome return to campus as we acknowledge that our professions are all about communication—and with the return to in-person we have a greater understanding of the clinical relationship. Our connections are more valued than ever before!

## Specialization in Early Intervention

Elaine Geller and Michael Bergen



Each year, approximately 50,000 children ages birth to three interact with the NYC Early Intervention Program (EIP), making it the largest early intervention program in New York State and one of the largest in the country. The quality of services provided to eligible children with developmental disabilities or diagnosed conditions, and their families, is a major priority for the NYC EIP.

Historically, many graduate programs in the allied health disciplines have limited curriculum specific to the early intervention population, and thus, graduates often enter the workforce lacking evidence-based science, knowledge of infant mental health principles, and clinical skills to engage this vulnerable population (Geller,

2011). In a national survey, early intervention professionals across allied health disciplines reported a lack of preparation and competence in working with infants, toddlers, young children with disabilities, and their families (Bruder, Stayton, Mogro-Wilson, and Dietrich, 2007).

To address the critical need for provision of knowledge and skills necessary to enter the world of early intervention, the master's program in speech-language pathology at Brooklyn College has an academic partnership with the NYC Department of Health and Mental Hygiene (DOHMH) Bureau of Early Intervention (BEI). From this partnership, Brooklyn College developed a Specialization for Early Intervention within the SLP graduate program. The mission of the Specialization is to ensure that at the pre-service level of graduate education, students gain critical evidence-based knowledge and skills necessary to engage in culturally responsive, family-centered practice with the zero to three population.

Our first EI cohort graduated in September 2021, and the next cohort will graduate soon. Each year six to eight students are accepted into the Specialization. All students have externship placements in center-based early intervention agencies in NYC, as well as in the home environment with young children and their families. In both settings, students work with experienced EI SLP supervisors who are well-trained to engage in reflective practice and supervision.

One of the unique aspects of the program is that BC faculty have developed reflective supervision groups to expand SLPs' knowledge of infant mental health concepts, and family-centered practice. It is exciting to report that our newest supervision group consists of BC alums who provide early intervention services in NYC, Long Island, and Florida.

## Voice Enhancement Group

*Natalie Schaeffer, Professor Emerita*



I have often presented at Brooklyn College's annual Faculty Day, usually on topics related to my articles on voice production, voice disorders, and treatment. A colleague, Prof. Sharona Levy, suggested I conduct a voice workshop at Faculty Day; this was such

a relevant and important suggestion because professors often teach for long hours, which can negatively affect their voices. Extensive teaching can result in a reduction in vocal volume or a feeling of fatigue or soreness in the throat. Many faculty and staff members attended that initial workshop where I was able to demonstrate methods to effect more efficient, fuller voices without straining, and provided related literature.

Response to the Faculty Day workshop was quite favorable, and in subsequent weeks we learned of many other faculty and staff members who wished to learn techniques to help preserve their voices. With the help of Susan Bohne, Associate Director of the DRD Speech-Language Hearing Center, an ongoing Voice Enhancement Group (VEG) was established. Faculty and staff members participate weekly in activities designed to provide efficient ways of using their breath to properly support their voice when speaking and teaching—to increase loudness without vocal strain. Faculty and staff learn, and practice, the techniques to use their articulators and abdominal muscles more effectively, thereby reducing strain on the larynx. With the direct guidance of clinical instructor Laurie Michaels '02, '04 M.S and our graduate students, the VEG has become an important addition to clinical services provided by the DRDSLHC!

## Thanks for the memories...

*Adrienne Rubinstein, Professor Emerita*



Looking back on my career of almost 40 years at Brooklyn College, I am struck by my incredibly good fortune, for several reasons. First, I am appreciative of having been a member of the faculty of our department. I am extremely proud of the degree of collegiality prevalent among our faculty members. I credit our leaders as well as the many search committees over the years who have successfully introduced into the department faculty who thrive on helping and mentoring one another, who will drop what they are doing to assist in the needs of another, who encourage others to apply for tenure or promotions, who share in the joy of the academic successes of others as opposed to feeling threatened

by them. Early on in my career, I believe the tone was set by an article that was distributed to all by a member of the department. Essentially, it focused on how each faculty member has his own strengths: one an exceptional researcher, another an extraordinary instructor, another a savvy administrator, another an incredibly hard worker committed to the extracurricular activities of students, another an accomplished clinician, etc. The article proposed that if we could each come to appreciate the particular contributions of each member, the result would be a harmonious relationship and a smoothly running department. This is a goal I believe our department has accomplished; succeeding in reaching such a goal in academia is not to be assumed or taken for granted by any means. In fact, I would further propose that the goal of looking at others with a positive eye is one that will likely lead to successful relationships and a happy life in general.

Secondly, I should also note that I was blessed with so many exceptional students, which made my job thoroughly enjoyable. As an instructor, although I tried to be as organized in my lectures as possible, I did not succeed completely in all cases. (Of course, those of you reading this who remember Dr. Bloodstein's lectures, know that NEVER happened to him!) It happens that sometimes for a teacher, one assumes that one

goes logically from Point a to Point b; however, for one or more students it feels more like going from Point a to Point c or even d. Another student may recognize the problem and understand how to clarify the information appropriately. I appreciated the students who came to me with their own versions of how the information could be summarized or presented more clearly. By disseminating their versions (and using them in subsequent classes), I was able to enhance the learning experience for others. I was also lucky to work with talented students on research, and was impressed by the valuable input they added to the projects. It was particularly pleasurable when those students went on to become my colleagues, and I could watch them as they became independent researchers in their own right.

Finally, I am grateful for the valuable friendships that I had the merit to acquire from among both former students and faculty. These are friendships that have had a tremendous impact on the quality of my life, and I cherish them dearly. Thus, Brooklyn College will remain a valuable, treasured part of my life, and will always hold a special place in my heart.

## A Big Harmonious Community

*Seung-yun (Theresa) Yang, Assistant Professor*



Language had been only one thing that attracted my attention when I was a child. I was so amazed that humans communicate with one another using a dazzling array of language, each differing from the next in innumerable ways. For me as a child, different sounds of different languages were secret codes to answer so many questions that can arise about language. Do the languages we speak shape the way we see the world? Does learning new languages change the way you think? Do people who speak different languages think differently? How is the language represented in the brain? These questions guided me to study Linguistics as a

major in my college years. Later then, my interest in languages became more specific: the relationship between language and the brain. So I decided to study more about communication disorders in the Master's program and Ph.D. program.

I completed my Ph.D. at New York University in 2014 and I worked as an assistant professor in the department of Speech Language Pathology at Touro College from 2014 until 2018. I have also been an active member of the Brain and Behavior Laboratory at Nathan Kline Institute for Psychiatric Center, Orangeburg, New York since 2006.

My research aims to better understand the neural bases/ acquisition of nonliteral language (e.g., idioms, sarcasm); (1) how people communicate nonliteral meanings in spoken language, especially those meanings which refer to a speaker's emotions or other social intentions, (2) how acquired brain damage affects these communicative functions and pragmatic skills, and (3) how first and second language users process/acquire characteristics of nonliteral language. The research goals have been approached through behavioral and acoustic studies of healthy adults and individuals with suspected difficulties in prosody and pragmatic language processing related to brain damage. My recent studies have been devoted specifically to how prosody is conveyed and understood in the context of spoken language.

My research also lies in the brain lateralization of prosodic features and treatment options to improve prosodic disturbances subsequent to brain damage, such as stroke and Parkinson's disease.

I vividly remember the first day when I visited Brooklyn College for an interview in spring, 2018. It was a beautiful day and I saw one big tree near the library. At first glance, all the leaves on the tree looked the same, having the same color. When I looked at them one by one closely, they were all different, having their own different colors, but they formed one big beautiful tree. As I spent more time at Brooklyn College, I felt that students and faculty members are like the tree I saw on my first visit to campus. They are all different, representing their diverse background, but together they build one big harmonious community. I am so honored to be a part of Brooklyn College and hope to make important contributions to our department, college, and our profession.

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## A Passion for Pediatrics

Lindsay Block M.S. '16

During my graduate studies at Brooklyn College, I sought opportunities that would teach me more about feeding and swallowing. Some of this knowledge was specific to pediatric feeding which I knew



was my passion early on. Although I was aware of this, I struggled to find the right path to get there. I interned in a pediatric sensory gym and at Mount Sinai Hospital in the acute care setting. Throughout my time in these settings, I received an immense amount of experience in the area of feeding and swallowing, but the pediatric population always tugged at my heartstrings.

Following graduation, I began my career as a clinical fellow working in a skilled nursing facility. While it was a great experience, I found that I was missing the pediatric aspect of evaluation and treatment of speech-language pathology.

For the past four years I have been working for St. Mary's Healthcare System for Children. During this time, I have worked with children diagnosed with various disorders; however, I am most gratified by working with those who present with feeding/ swallowing disorders.

In July of 2018, I received a phone call from St. Mary's asking

me to accept a behavioral feeding case. I immediately jumped at this chance. This patient was born with gastroschisis, a rare abdominal wall defect that occurs in only 1 of every 2500 children born in the United States. This disorder causes the digestive organs to form outside of the abdomen. This patient spent the first months of life in specialized children's hospitals in both Philadelphia and New York. The patient was then referred to the Inpatient Intensive Feeding Program at St. Mary's Hospital where she spent another three months before becoming strong enough to be discharged with a referral for further treatment at home. This was where I came in. At this time, my patient was 11 months old and still solely relying on her g-tube for nutrition/ hydration. At the start of care in August 2018, she weighed 16 pounds 12 ounces. Over the course of the next eleven months, I worked closely with caregivers to increase the quantity and variety of food types, resulting in increased intake, the weaning of tube feeds, and the introduction of solid foods. By July 2019, the patient weighed 22 pounds and was able to have the feeding tube completely removed!

This success was one of many rewarding experiences I have encountered while working with the medically fragile pediatric population in a home care setting. I love my job at St. Mary's - it is demanding work, but quite rewarding. I'm constantly bouncing ideas off of

other colleagues, collaborating with other disciplines, and researching the latest techniques and protocols. Collaborating with families is a large part of what we do, and is imperative to a child's success. It gives me great pleasure to work with these families, while I watch their children grow.

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## Faculty Achievements

**Sharon Beaumont-Bowman** continues to provide innovative opportunities for students to participate in clinical simulation activities at the NYSIM Center. With Michael Bergen, was awarded and serves as co-PI on the 3-year, \$150,000+ "Grant to Expand Continuing Education and the Specialization in Early Intervention in Speech-Language Pathology at Brooklyn College."

**Michael Bergen** serves as chair of the Brooklyn College Alumni Association (BCAA) Student Awards Committee. He is assistant editor of the *Communicator*, serves on the Governmental Affairs committee for the NYS Speech-Language-Hearing Association (NYSSLHA), and is the college's presidential appointee to the board of directors of the BCAA. Michael participates in convention planning for ASHA and NYSSLHA, gave invited presentations to HLAA-NYC on the topic of hearing aids and to CUNY SAA on Racism

and Microaggressions in CSD, and he participated in a leadership panel at the 2022 NYSSLHA convention with other invited past presidents of NYSSLHA. He served as reviewer for the *American Journal of SLP* and, with Elaine Geller, co-authored an article in the *Communicator* titled *Early Intervention Specialization: An Intensive Curriculum to Address Workforce Shortages*.

**Susan Bohne** continues as a participating member of the Interdisciplinary Collaborative Support Services for Students with Autism Spectrum Disorders at BC, funded through Project REACH (Resources and Education on Autism as CUNY's Hallmark). She has helped to develop and implement the Voice Enhancement Group, and was elected Treasurer of Greater New York Council of Academic Clinical Educators in Communication Sciences and Disorders.

**Baila Epstein** co-authored an article on syntactic prediction in developmental language disorder, which was published in *Frontiers in Communication*. She was awarded a PSC-CUNY grant to study the reliability of a coding method for communication breakdowns in language samples collected from preschool children.

**Akiko Fuse** presented three research studies with her colleagues at the 2021 American Speech-Language-Hearing Association (ASHA) Convention. A proposal with graduate student Pheobe Law received

a Certificate of Recognition for a Meritorious Poster Submission. She continues to mentor students who participate in the Mellon Transfer Student Research Program.

**Audrey Hazamy** presented a poster at the 2021 Academy of Aphasia Annual Meeting and gave an invited talk at the University of Florida Language and Brain Interest Group. She co-authored two articles. The first, titled “Effects of a Cycling Dual Task on Emotional Word Choice in Parkinson’s Disease,” was published in the *Journal of Speech, Language and Hearing Research* and another, titled “Evaluating Informative Content and Global Coherence in Fluent and Nonfluent Aphasia,” was published in the *International Journal of Language and Communication Disorders*. Prof. Hazamy participated as a textbook reviewer and continues to serve the Department on various committees including the Appointments Committee and Faculty Search Committee.

**Klara Marton** has been elected chairperson of Department of Communication Arts, Sciences, and Disorders. She was awarded two grants totalling nearly \$15,000 on ELLs and bilingual children, and on evidence-based practice. Prof. Marton published two articles: Marton, K. & Scheuer, J. (2020). The relationship between proceduralization and cognitive control. *Journal of Communication Disorders*, 83,

105941 <https://doi.org/10.1016/j.jcomdis.2019.105941> and Rohar, A., & Marton, K. (2020). Cognitive control functions in monolingual with developmental language disorders and in typically developing bilingual children. *Hungarian Psychological Review (Magyar Pszichológiai Szemle)*, 75(4), 623-639. (in Hungarian). She organized two international conference symposia and gave five presentations at international conferences with doctoral students.

**Dorothy Neave-DiToro**, was appointed interim co-executive officer of the CUNY AuD Program. Along with **Akiko Fuse** and **Michael Bergen** co-authored an article “Knowledge and Awareness of Ear Protection Devices for Sound Sensitivity by Individuals with Autism Spectrum Disorders” that was published in *Language, Speech, and Hearing Services in Schools*. With Prof. Bergen and Professors Emeriti **Shlomo Silman** and **Michele Emmer**, co-authored an article on the “Presence of Ipsilateral Acoustic Reflex Artifact May Result in Clinical Misidentification” that was published in the *International Journal of Audiology*.

**Jennifer Sass-Brown** has been serving as the Undergraduate CSD Faculty Advisor to our 300+ undergraduate students as well as the advisor to BCNSSLHA. She has expanded the advisement hours to include both in person and zoom options and has

updated the majors checklist to reflect current practices in our program.

**Seung-yun (Theresa) Yang** published the following: Yang, S. (2021). Listener’s ratings and acoustic analyses of voice qualities associated with English and Korean sarcastic utterances. *Speech Communication*, 129, 1-6. , Van Lancker Sidtis, D. & Yang, S. (2021). Perception of formulaic expression: Structural and prosodic characteristics of formulaic expressions. In J. S. Pardo, C. Nygaard, L. C., Remez, R. E., & D. B. Pisoni (Eds.). *The Handbook of Speech Perception* 2nd Edition, (pp. 309-332). Wiley Blackwell, and Van Lancker Sidtis, D. & Yang, S. (2020). Pathological prosody: Overview, assessment, and treatment. In C. Gussenhoven & A. Chen (Eds.). *The Oxford Handbook of Language Prosody*. (pp. 486-495). Oxford University Press. She also presented “Production of fixed, familiar expressions in speech by individuals with left- and right-hemisphere damage” at the 2021 ASHA Convention in Washington, D. C., Theresa was awarded a PSC CUNY Research grant for the year 2020-2021 for “The effect of a combined yoga and SPEAK OUT!® therapy program on vocal folds functions in individuals with Parkinson’s disease (PD).”

## 2021 Scholarship Recipients

### The Diana Rogovin Davidow Scholarship

Lauren Fellows, Alyssa Mustacchia, Jennifer Kang, Shmico Orosco, and Daniella Shmoonov

### The Gail B. Gurland Scholarship

Rawan Hanini

### The Mel Silverman Scholarship

Tori Bocchino

### The Oliver Bloodstein Memorial Award

Jenna DiMartini and Engie Toson

### The Jennifer Silverstein Memorial Scholarship

Jenna Fiordimondo

*Additionally, a number of students were awarded assorted departmental and college scholarships, while several others earned NYC Department of Education scholarships.*



**CONGRATULATIONS** to Alexis Leiderman, elected as 2022-2023 president of the Student Academy of Audiology (SAA) of the American Academy of Audiology! Alexis is currently a third-year AuD student in the CUNY Doctoral Audiology Program.



**CONGRATULATIONS** to Brooklyn College alumna, Amy Bergen '95 M.S., CCC-SLP, TSHH, SBL for representing thousands of speech-language pathologists and audiologists of NYS as the 2022 President of the New York State Speech-Language Hearing Association (NYSSLHA)! Amy is an SLP employed by NYC's Department of Education, District 75, and is a longtime member of NYSSLHA who has served the Association in a variety of roles prior to her election as President.

## Congratulations to Professor Emeritus Shlomo Silman, Ph.D on his retirement

Professor Emeritus Michele Emmer, '72, '88 M.S., Ph.D



Shlomo Silman, Presidential Professor, retiring to become a man of leisure? This image simply does not compute. It's easier to visualize the whirlwind of a man who joined the department of Communication Arts, Sciences, and Disorders in 1984, still bustling from classroom to clinic, from lab to office.

In addition to an encyclopedic knowledge of audiology and hearing science, Shlomo arrived with an infectious enthusiasm for the profession, and a great thirst for knowledge. His insatiable curiosity, fueled by formidable intelligence and abundant

creativity, led to over three million dollars in prestigious government funding through the Brooklyn College Center for Auditory Research (founded by Professors Silman and Emmer) from the National Institutes of Health, as well as the Department of Medicine and Surgery of the Veterans Administration, among other agencies. Shlomo was the first to identify the phenomenon of binaural interference. His seminal research on adult-onset auditory deprivation and acclimatization revolutionized hearing-aid fittings. In fact, an entire workshop was devoted to deprivation and acclimatization in Eriksholm, Denmark. Notably, Shlomo's work on non-surgical treatment of middle-ear effusion continues to have great impact both nationally and internationally.

Shlomo's research grants provided an opportunity for students in all branches of CUNY to collect data and learn about research from a master. Many of the student research assistants later pursued a PhD. One even obtained his PhD from Harvard/MIT.

Shlomo's research and scientific interests led to the publication of close to 100 articles as well as 15 books, chapters, and special issues. He gave over 100 enlightening presentations.

Shlomo, an ASHA Fellow, was the recipient of numerous academic and professional honors as well as several medals. He received Tow, Broeklundian, and

CUNY Presidential Professorships, as well as the first American Academy of Audiology Research Achievement Award. Shlomo received the highly regarded NIH National Tibbetts Award for advancing innovation. The Tibbetts Awards is supported by NASA, DoD, and NSF. He was honored at the Graduate Center, CUNY with a conference titled, "Contemporary Perspectives in Audiology: Celebrating Shlomo Silman's Clinical and Research Achievements." Shlomo was presented with a medal from the Escola Paulista de Medicina, the medical school of the Universidade Federal de Sao Paulo, Brazil for humanitarian work with the hard-of-hearing, and for scientific achievements in middle-ear effusion and auditory deprivation.

Among other singular achievements, Shlomo received four biomedical patents, two for a non-surgical device for the treatment of middle-ear effusion and associated hearing loss (EarPopper) and two for a non-surgical apparatus for equalizing the pressure, and eliminating middle ear fluid in the ears of infants and toddlers (Baby Healthy Ear). The EarPopper is used not only throughout the United States, but in countries such as the U.K., Australia, Canada, Israel, and the Philippines. Recently, the EarPopper has proved to be important to the pressurization of the middle ear space in patients otherwise unable to achieve equalization of middle ear pressure

during hyperbaric treatment.

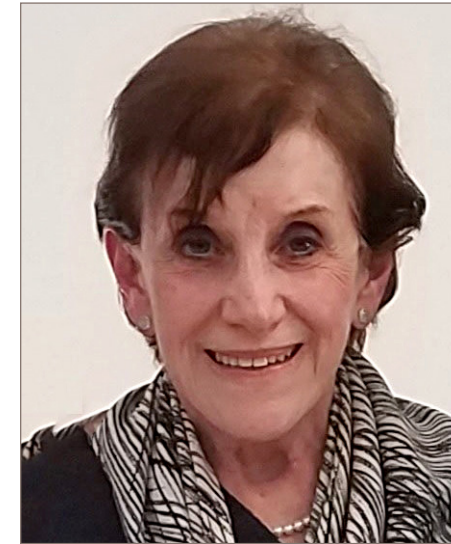
Shlomo's teaching was a rare amalgam of superior theoretical knowledge and inspired clinical and diagnostic skills. To have Shlomo as a professor, clinical advisor, or dissertation advisor, was to have the best of the best. He was an inspiration to his students, and brought out their best (no button-pushers allowed).

With each accomplishment and contribution to the profession, Shlomo brought prestige and honor to our department, to Brooklyn College, and to CUNY. Shlomo, you were, and still are, loved and highly respected. You will certainly be missed at BC, but the impact you've had on all of us will long be felt. We wish you a very long, healthy, and fulfilling retirement.

## Congratulations to Professor Emeritus Natalie Schaeffer, DA on her retirement

A visit to campus on nearly any day since 1997 virtually assured you of running into our dear colleague, Professor Natalie Schaeffer. Natalie worked tirelessly, regularly putting in many hours beyond the typical workday teaching, engaging research, mentoring students and colleagues, preparing manuscripts, presenting data, explaining clinical

procedures, or working with patients. Following her recent retirement, the absence of her physical presence here is notable. One cannot easily quantify the effort and passion she put in during her decades on campus, nor can one easily calculate



the great impact she's had on students, colleagues, and clients.

An expert in voice, Professor Schaeffer was versatile in that she taught a variety of graduate and undergraduate classes at Brooklyn College beyond that topic including Aphasia, Clinical Methods in SLP, Research, Anatomy and Physiology, Motor Speech, Phonetics, Cleft Palate, and various clinical practicum courses. Prior to her lengthy career in academia, she obtained valuable experience working in both hospital and school settings.

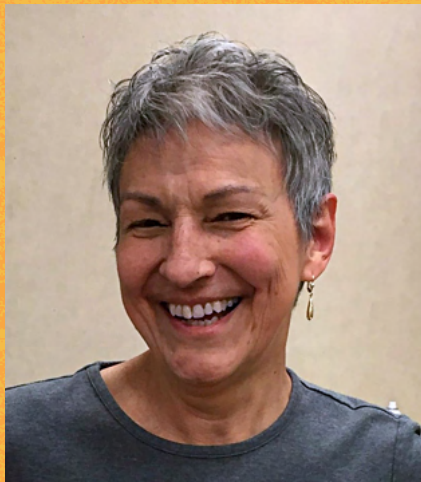
Among Natalie's many attributes has been her ability to engage students in scholarly activities outside of the classroom, often publishing with students,

and encouraging her mentees to present with her at local and national conferences. That scholarly activity was not limited to stateside: she was also invited to speak at a conference in Rome.

Natalie challenged her students and colleagues to work hard. For many years, Prof. Schaeffer organized many aspects of an annual on-campus continuing education symposium, which typically featured nationally-known presenters speaking on various topics. Natalie left no stone unturned in identifying interesting topics and speakers, and the level of care she took with organizing the perfect day even included menu item details. Under Natalie's care, each of those events was an entertaining, educational day full of visits from alumni and great colleagues.

One of the many lasting contributions Professor Schaeffer introduced to our CSD programs was implementation of a faculty Voice Enhancement Group, one which has become an important and popular resource to colleagues across campus. It has thrived in recent years, made the transition to telepractice at the onset of pandemic restrictions, and then successfully transitioned back to campus.

Natalie is very missed here on campus, but her contributions will bear fruit for students, colleagues, and alumni of Brooklyn College for many years to come! Congratulations on a very well-deserved retirement!!



**Our dear alumna and colleague, Sylvia Yudice Walters, '74, M.S., '80, Ph.D., passed away in 2021.**

**Her family established the Professor Sylvia Walters Memorial Award Fund which will generate awards for graduate SLP students who "...demonstrate financial need and a commitment to working with the Latinx and/or bilingual Spanish/English communities." If you would like to contribute to this fund, please do so through the BCF Donate Now page. Please specify in the "Comments" field that your donation is designated for the Professor Sylvia Walters Memorial Award Fund.**

## Sylvia Walters Memorial Tribute

*Gail Gurland '70, M.S. 72  
Professor Emerita*

*Beryl Adler '67, M.S. 69  
Adjunct Lecturer*

We were three Brooklyn girls through and through, and retained a somewhat adolescent playfulness, as we committed to our careers in communication sciences and disorders. As Brooklyn girls from aspiring immigrant working class families, where else could we receive an outstanding affordable education other than Brooklyn College? And indeed, we did obtain both undergraduate and master's degrees from one of the finest public institutions in the country, and from one of the preeminent programs in speech-language pathology and audiology.

Sylvia Yudice Walters' parents

immigrated to the United States from El Salvador. They sacrificed whatever was necessary to support their children's highest academic pursuits. Upon completion of her graduate work at Brooklyn College, she went on to distinguish herself as an educator of the deaf at St. Francis de Sales School for the Deaf, and as a professor at Long Island University-Brooklyn Campus, returning to Brooklyn College as an adjunct faculty member prior to her retirement to teach phonology to students who enthusiastically sought out her guidance on matters both clinical and theoretical. She completed her doctorate at New York University under the mentorship of Harriet Klein, another distinguished BC alum, in 2000. Her scholarship was outstanding, her contribution to the study of phonology cutting edge. In 2014 she was honored at the departmental commencement ceremony, one of the first to be recognized for her distinguished

contributions to the field.

Sylvia reinvented herself numerous times, each instance challenging herself and those around her to attain the highest levels of excellence. From educator of the deaf, to clinical practitioner, to academic scholar, to college professor, to bilingual specialist, no one ever was more committed to, or worked more tirelessly on, every professional endeavor than Sylvia. She never met a student she didn't commit to without any hesitation; she never engaged a colleague she didn't collaborate with without complete generosity; and she never encountered a phoneme or diphthong that didn't utterly excite her.

We are so very blessed to have known Sylvia for over forty years, to have observed firsthand her commitment to social justice, to education, to her family and friends. We were privileged to visit with her shortly before she passed in August 2021. She was surrounded by her husband,

children, and grandchildren. We have never seen greater courage, determination, and yes, even humor as she managed to tease us, Brooklyn style, one final time. Oh, how we miss our FaceTime calls, her jabs at our being technologically challenged, her attempts to explain nonlinear phonology yet again. We hear her resilient voice; we see her indomitable smile; we experience her mischievous laughter; we treasure every image and hold her memory in our hearts forever!

## Notes from a former Graduate Program Director

*Elaine Geller, Ph.D.*

From the first day that I met Dr. Sylvia Yudice Walters at Long Island University, I heard of her love for Brooklyn College, her alma mater. Dr. Walters completed both undergraduate and graduate degrees at Brooklyn College, and she appreciated the exceptional education which afforded her entry into the profession she dearly loved. For the many years that we worked together at Long Island University, I constantly heard about BC – the students, faculty, the clinic, and the administrative staff. Interconnections—and relationships—run deep. Many years later I accepted a position at Brooklyn College, and I cannot really explain how I found myself

there. I think the underlying and unspoken force that brought me to the BC graduate program was Dr. Sylvia Yudice Walters.

While serving as Graduate Program Director, Sylvia was happily teaching a graduate course in speech sound disorders. On Wednesday afternoons she would appear in my office with her great smile as she stopped by to chat. Regardless of whether my door was opened or closed, I would be sitting with Sylvia and immediately there was a flock of students surrounding her and taking over my office.

Regardless of the university, students were inspired by their beloved professor who was equally inspired by her students. During the last time she taught at BC, her students gathered with donuts, and snacks, to be with her - the joy and mutual admiration shared between Dr. Walters and her students was always apparent.

## In Loving Memory of Dr. Sylvia Yudice Walters

*Ingrid Davidovich, M.S.*

Dr. Sylvia Yudice Walters was an extraordinary human being who left an undeniable impression on everyone she met. I credit Sylvia with inspiring me to become a speech-language pathologist. I would not be the educator, clinician, and person I am today if it were not for her

encouraging spirit, guidance, and unconditionally positive regard. Twenty-seven years ago, I entered her class of Phonetics and my fate was sealed. Sylvia's boundless enthusiasm and captivating way of teaching made her lectures come alive. Her passion for the profession was palpable. She was a true story-teller, who tapped into students' imagination and curiosity. Only Sylvia, in her signature "Walterism" fashion, could attribute human qualities to sounds. In her class, consonant clusters became "married;" syllabics were "pregnant;" and of course, schwas were "the babies." In the Speech Sound Disorders course, her excitement over completing "Model-Replica Charts," was infectious. She even had a special "Model-Replica" pencil dedicated to the somewhat tedious task of phonological analysis. It was this zealous enthusiasm towards everything she touched that inspired her students, myself included.

Sylvia had an uncanny talent for listening. The door to her office was always open, and she listened with a sense of genuine interest. Students and faculty alike valued and looked forward to her input, and no idea was ever too small. She always encouraged the continued pursuit of learning and once said, "A great clinician is one who never stops reading the research literature." Sylvia clearly led by example as she sent many such research articles my way. She gave herself fully to the profession and to her students, and in return, she took great pride in her





students' accomplishments.

Sylvia was my role model, mentor, and friend. I also recall our many conversations at Brooklyn College about issues of diversity. Sylvia was a true advocate for minority students and families and was committed to making sure that children who were bilingual, or who came from disadvantaged backgrounds, did not get misdiagnosed as having a speech and/or language disorder. She dedicated her professional career to teaching her students, the future leaders of the profession, about bilingualism and the clinically appropriate diagnostic and treatment methods available for individuals from diverse backgrounds. If she saw a

group of minority students sitting together, she made sure that she joined them. In all situations, she encouraged conversations and collaborations among individuals of all cultures. She truly welcomed and celebrated diversity.

Over the years, I got to know Sylvia on a deeper, more personal level. She shared her love of family with me and spoke fondly of her husband, her children, and grandchildren. During one of our conversations, Sylvia reminded me that although the pursuit of a successful professional career is important, I should never forget to put my family first. As I try to balance my professional and personal life, I find myself reflecting on Sylvia's words and

how truly humbling and meaningful they were. Her love for life and family was most evident to me in her fierce battle with cancer. Sylvia approached her fight with this disease as she did everything else, with perseverance and positivity. She said, "Giving up is not an option." These words were a testament to her strength and resilience.

Sylvia will always hold a very special place in my heart. She set the bar for what a professional educator, clinician, and a truly noble human being could be. The world has a lost a great soul, and I consider myself truly honored and fortunate to have known her.



Speech-language pathology and audiology lost two incredible BC alumni colleagues who studied at Brooklyn College in the 1950s and who went on to have a major impact on students and consumers internationally.

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

Dr. Maurice "Murray" Miller was a pioneer of audiology and SLP, with particular accomplishment in industrial hearing conservation, Meniere's Disease, tinnitus, ISSNHL, and academic leadership, and who always seemed to be able to predict the future path of audiology.

Following studies at Brooklyn College in the late 1940s, Dr. Miller had an illustrious career on the NYU faculty, where he was honored as Professor of the Year and as Chief Audiological Consultant to the NYC Department of Health. Murray had a reputation as a brilliant public speaker, was well published with several books and over 120 peer-reviewed articles, and received ASHA's Honors of the Association in 2013. Dr. Miller was the first audiologist to be elected President of the Council for Accreditation in Occupational Hearing Conservation.

In 4400 Boylan Volume 8, Dr. Miller reflected on his time as a student at Brooklyn College "... after sitting through classes with Oliver Bloodstein, and being under the spell of (the recently arrived first president of ASHA) Robert West, I knew there could only be one profession for me, one that combined a deep concern

for the welfare of others with the opportunity and the obligation to probe one of nature's most profound mysteries, human speech and language. If I could do it all over again, I'd do it all over again. Thank you, Brooklyn College."

**Thank YOU, Murray!**



*Maurice Miller, PhD (L), pictured with other since deceased Brooklyn College legends Drs. John Duffy, (center), and Ernest Zelnick on a campus visit in 2004*

## **Mark Ross '57, M.A. '58, Ph.D.**

Dr. Mark Ross has often been referred to as the “Father of Aural Rehabilitation” with extensive accomplishments in CSD. Dr. Ross arrived in the professions as a consumer who wore hearing aids prior to and through his US Air Force service in WWII and the Korean War. Following his military service, Mark studied under Robert West at Brooklyn College.

After earning his PhD at Stanford, Dr. Mark Ross served as a longtime faculty member at the University of Connecticut. He was a prolific writer and researcher who subsequently produced work which revolutionized the way in which intervention of hearing loss was conducted. He is credited for introducing the phrase “communication access” to common terminology, and was an early proponent of patient-centered care. Mark served as VP of the consumer advocacy group Association for Self Help of Hard of Hearing People (SHHH, now known as the Hearing Loss Association of America (HLAA)), was honored with the HLAA Lifetime Achievement Award in 2008, and AAA’s Career Award in Hearing in 2001.

Dr. Ross and his work have impacted many students, clinicians, and individuals with hearing loss. He will be missed, but his legacy will carry on for generations!

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