

4400 Boylan

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

Reflections

Doing What You Intend to Do

Janet Misita Krebs, '75; M.S., '77; CCC-SLP



I find myself burying most of my mail under a pile of unimportant papers, but whenever I see 4400 Boylan, I stop and read because as anonymous as Brooklyn College was in the early seventies, that's how personal the Speech and Hearing Center felt. It provided me with my first professional community. During my undergraduate and graduate school years, the center was a gathering place for professional, academic, and social enlightenment. I learned about the nitty-gritty of running a clinic there. I came to accept the thankless job of scheduling new patients, collecting fees, and pleasing parents. I learned about inflated egos and modesty and I decided who I wanted to be when "I grew up."

Here I am, almost thirty years later, reflecting on how much of who I have become has been shaped by the people

with whom I came into daily contact at 4400 Boylan Hall. I certainly had my mentors, but also had my own opinions, which are as strong now as they ever were. I soon discovered that the best place for me was at my own speech and language center. As a result, the Communication Therapy Center was born. It celebrated its twenty-fifth anniversary in October 2005. Despite opportunities to turn my practice into an entrepreneurial nightmare, I have kept it small and manageable. I like to think I have maintained my professional integrity by only having a few patients at a time. This allows me to do my own evaluations and treat patients as needed.

Private practice, for all its advantages, can be lonely, even with associates. Being the boss enabled me to have autonomy, but it limited my ability to share my clinical and business triumphs and trials, so I joined the American Academy of Private Practice in Speech Pathology and Audiology (AAPPSPA). I have always valued continuing education, and at AAPPSPA I found a group of great people with similar interests and motivations. I now have an active listserv, which has put me in touch with colleagues all over North America. AAPPSPA has also given me the opportunity to work on my ability to verbally present topics in an interesting manner. As a result, speaking invitations have poured in. In April I presented at the AAPPSPA convention in San

Francisco and in May at the New Jersey Speech and Hearing Association (NJSHA) meeting in Atlantic City. Whether I talk about auditory processing disorders, social language groups, or practice management computer systems, I enjoy presenting. It is something I had always hoped to do at some point in my career.

Developing a private practice was only one of the challenges that I have faced throughout the years. When the economy was down, so was our caseload. When the numbers grew, there weren't always enough staff members to see all the patients. My constant dilemmas were, How can I use my knowledge to survive in all economic environments? How can I maximize my earnings in as short a period of time as possible? When will I have time to pursue my ideas?

The solutions did not occur overnight. I have taken advantage of the technological changes in our field and have been a provider of Fast ForWord since it first became commercially available in 1996. I have grown along with the products and look forward to what technology will make possible. I have launched a new part of my practice: small, social, pragmatic language groups for children with special needs to use the language they are learning to interact with peers. I have designed a brief speech and language screening that I have used for years, collecting data on more than 10,000 children. I consult in eleven private nursery schools in my

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Greetings from the Program Director



Gail Gurland.

We are pleased to bring you the fifth edition of our alumni newsletter, 4400 Boylan. Because the newsletter was initiated to encourage ongoing communication between past and present faculty and students, this issue will be devoted to the reminiscences of five of our alumni. I am pleased to

report that the letters, e-mails, and phone calls that I have received from so many of you demonstrate the high regard in which the program continues to be held.

This year marks the seventy-fifth anniversary of the first speech clinic at Brooklyn College, the predecessor of the current Program in Speech-Language Pathology and Audiology, one of the oldest and most highly esteemed academic programs in communication sciences and disorders in the country. As we celebrate our distinguished past, we honor our present achievements and, with great excitement, anticipate our future.

We have just completed a number of external reviews, including that of the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA). I am pleased to report that the program has been reaccredited through 2014. We have revised the curriculum and put in place a number of new mechanisms in keeping with the current ASHA clinical certification standards. We are also pleased that the clinical doctorate in audiology (Au.D), in affiliation with Hunter College and the Graduate Center of The City University of New York, has been approved by the New York State Department of Education and has obtained

candidacy status from CAA. The first class was admitted in fall 2005, and applications are under review for fall 2006.

Faculty research as well as academic and clinical innovation are ongoing in Roberta Chapey's work on aphasia; Susan Longtin's off-campus study on training parents of children on the autistic spectrum; Klara Marton's research on working memory and reading; Natalie Schaeffer's speech and voice science lab; Rochelle Cherry and Adrienne Rubinstein's audiology lab; and Shlomo Silman and Michele Emmer's Center for Auditory Research. The Speech and Hearing Center continues to thrive under the leadership of its director, Michael Bergen, and assistant director, Susan Bohne. The center offers a new program in conjunction with the College's Early Childhood Center and continues its successful, innovative collaboration with the Premier Healthcare Center for Assistive Technology at Brooklyn College.

This year we welcomed two new faculty members, Renee Fabus and Cyndi Stein, and new clinical instructors, Dara Sylvia Bowen, Michele Distefano, Nechama Eichorn, Pamela Geiger, Dorothy Neave-DiToro, and Anita Stein-Meyers. As always, we recognize our esteemed adjunct faculty whose expertise supplements our students' education in the areas of counseling and assistive technologies as well as cleft palate, fluency, and swallowing disorders.

The program now has a dedicated "smart classroom," as a result of the College's allocation of student technology fees and the continued generosity of our alumni—most notably Diana Rogovin Davidow, for whom the classroom was named during a reception hosted by President Christoph M. Kimmich in September 2005. An adjacent space is currently being renovated to house a student-faculty research lab.

As always, we are pleased to bring you our latest news and look forward to hearing from you. We would love to include your reflections in a future issue of the newsletter and we reiterate our open invitation to visit us. We are planning a formal celebration, which we hope you will attend to experience firsthand the new improvements and comfortable continuities of your alma mater.

Reflections *continued from page 1*

county. I am now supervising graduate students in speech pathology from a local university, and we all learn from each other. I have published articles in professional magazines. Are these the things I planned to do?

As I passed my half-century mark this year, the need to accomplish all I had hoped propels me to pick up speed. On the rare occasion when I take time to reflect on my professional beginnings, I try to remember where I thought I would be in thirty years. Although one

never knows what twists and turns are in store, I will always cherish what I have had an opportunity to do. I look to the future, for I appreciate the ever-changing climate in our field. You can almost be sure that there will be a surprise around the next corner.

Memories

Felicia R. Gironda, M.S. '91; Ph.D.; CCC-SLP



I first entered the portals of 4400 Boylan in the spring of 1988. I wanted to change careers from the steel and concrete world of architecture to the helping profession of speech-language pathology. I had worked at Brooklyn College in the mid '70s but never ventured through the doors of the Speech and Hearing Center. From the moment I met Dr. Gurland and Jerry Koller, then director of the clinic, I was captivated by the challenge of returning to school after fifteen years to learn all about the different aspects of speech development, perception, and production. My professors, supervisors, and classmates, many of whom were older like me, were truly helpful.

My experience at Brooklyn College prepared me to attain my goal of working with adults with acquired disorders at Kings County Hospital and to continue my education at the doctoral Program in Speech and Hearing Sciences at the CUNY Graduate Center. I am currently an associate professor at Touro College, and forever indebted to the faculty and staff of the BC Speech and Hearing Center for instilling in me strong ethical values and clinical skills.

Building Beyond

Shoshy Frenkel, '00, M.S.; CCC-SLP

Sharing meaningful memories of Brooklyn's graduate speech and language experience with a group of alumni that spans decades is intimidating. As students, our encounters with the program vary with the different eras and the numerous professors that have graced Boylan Hall. Even those of us who spent time together in the program may have had vastly different experiences depending on the particular semester in which we attended specific courses. Yet, when all is said and done, there are certain expectations and special memories that the 4400 Boylan Hall experience has etched in our minds. These transcend our individual recollections. I realized this not long ago as I sat in a consultation and took note of how often pertinent tidbits of graduate school lectures surfaced at the appropriate moment and were significant in the discussion with my client, who had numerous deficits that had been recently acquired. As I covered each topic with her, I was amazed by how much I repeated the theories, verbatim or not, that had been discussed throughout my graduate years.

I recall how many of us, as graduate students, were disturbed that there were, on average, only one to two classes on treatment techniques while we endured class after class of theory, etiology, and physiology. When we left those long corridors of Boylan Hall, we felt green as therapists. And as we ventured out into the clinical world, Professor Koller's sagacious words may have echoed in our ears: "Don't run to buy anything expensive and fancy; some good old crayons and paper should do the trick." But it still took several years for most of us to find that it wasn't the supplies or games that made the session successful—it was how directly we could nip the client's difficulties in the bud that mattered.

After all, the best therapy results from a clear insight with regard to the nature of the deficit and precise diagnosis. In this respect I feel extremely fortunate to have had a 4400 Boylan graduate experience. I hold the Brooklyn College program in utmost regard. Having supervised student externs from a number of other programs, I state that with reasonable comfort. When we engage in clinical exchanges, I marvel at how much information I have acquired and am able to convey in turn. While not all of it is a direct result of 4400 Boylan, the graduate program definitely laid a good foundation. For many of us, the clarity with which the critical issues were presented gave us the knowledge to build beyond. And build we have, through our clinical experiences, through workshops, continuing education courses and, for some, through research.

High Standards

Pam Geiger, '95; M.S., '98; Au.D.; CCC-A



As a graduate of the Brooklyn College Department of Speech Communication Arts and Sciences Audiology Program, I look back on my years at BC with fondness and gratitude. Although the program was rigorous and demanding, the support and understanding of the faculty carried us through. In addition to our academic

and clinical training, we learned the importance of treating a person with hearing impairment as an individual, rather than as a disorder. We were trained to understand hearing aid measurements and advanced objective testing in a way that permitted us to diagnose and treat our patients beyond what a standard audiogram would allow. We were pushed to work a little harder and follow up more thoroughly to ensure that our patients would receive the highest level of quality care. As a student, I sometimes wondered if what I learned at BC would be applicable in the outside world. After working in many different settings, I can say that the one constant in my career has been the quality of patient care that I have delivered. I have never deviated from the 4400 Boylan gold standard.

I will be forever indebted to Professors Rochelle Cherry, Adrienne Rubenstein, Shlomo Silman, and Michelle Emmer, and the Director of the Speech and Hearing Center Michael Bergen for their knowledge, patience, and willingness to give of themselves and for their continuing influence. It is my pleasure to be currently working with them as one of the clinical audiology supervisors in the Brooklyn College Speech and Hearing Center.

A Good Foundation for the Future

*Alisha Griffith-Bernadine, M.S., '02;
CCC-A/SLP*



If someone asked me when I graduated from college almost ten years ago how I saw myself in the future, I would not have described myself as I am today.

I am thankful for the experience that I had at the Brooklyn College Speech and Hearing Center. My memories include my audiology mentors Professors Cherry, Emmer, Rubenstein, and Silman, and the current Director of the Speech and Hearing Center Michael Bergen; and my peers Kate Spektor, Malkie Morganstern, Michelle Horowitz, Allan Major, Amy Flamenbaum, and Karen Lanna. The professors were knowledgeable in their areas of expertise and had extensive clinical experience in the topics they taught. They always found time in their busy schedules to be receptive to our questions and new ideas. Through teamwork, my classmates ensured that everyone in our group understood the material presented in classes and clinics.

During my second year in the Audiology Program, after thoroughly enjoying a clinical speech class, I was advised by Patti Bottino and Randi

Farkas to consider dual certification. They both suggested that I possessed a natural talent. Honestly, at that time, I didn't want to think about more classes, exams, and research papers, but, after a heart-to-heart conversation with my mother, I decided to give it a try. I completed both programs and gained a wealth of knowledge. It was one of the best life decisions I have made. It was challenging, studying and managing a full-time job simultaneously.

I currently work for the New York City Department of Education. I began as an audiologist with a special unit for the Hard of Hearing and Visually Impaired (HHVI) students, which has since been dismantled. After obtaining dual licensure, I had the flexibility to work as a speech-language pathologist with children with special needs. Today, I work as a speech-language pathologist in a high school program where I am also able to serve students with hearing impairment and practice in both of my fields of interest. Most importantly I love my job and have lots of fun with my students. I have a passion for working with children and assisting individuals with multiple impairments to maximize their ability to communicate.

My deepest appreciation goes to my Brooklyn College speech and audiology family, my mother, and my husband for their continued support in my journey. I am currently enrolled in a clinical doctoral program in audiology. What will my work look like in ten years? Only God knows best; the sky is my limit!!!

Annual Spring Symposium 2005

Natalie Schaeffer, associate professor

Stuttering is a difficult and puzzling disorder to treat. Stuttered speech requires great effort, often resulting in repetition, prolongation, sound stoppage, eye blinking, and unnaturalness, consequences that call unwanted attention to the speaker (Schiavetti and Metz, 1996; Yairi, 1996). To further our knowledge of this disorder, I invited Dr. Scott Yaruss to speak about the diagnostic evaluation and treatment of stuttering at our annual spring symposium on March 19, 2005. Dr. Yaruss has authored numerous books and has hosted tutorials and workshops designed to help clinicians improve their results when working with people who stutter. Among the honors that he has received is the Dean's Distinguished Teaching Award at the University of Pittsburgh School of Health and Rehabilitation Science.

In his presentation at Brooklyn College, Dr. Yaruss used his research and clinical experience and sense of humor to craft clear explanations of the concepts underlying the treatment of stuttering. He stressed the importance of a child's personality and family interactions among the many factors bearing on stuttering and effective intervention. His delivery and material were inspiring, and he kept us completely engaged. After the talk, Dr. Yaruss was extremely generous with his time in answering our questions, making sure that we understood the key concepts. The enthusiastic audience reported that the presentation was: "a wonderful learning experience," "dynamic and informative," "well organized," "clinically relevant," and "entertaining." Dr. Yaruss's handouts were comprehensive and practical.

At the end of the symposium, members of the audience crowded



Dr. Scott Yaruss with Associate Professor Natalie Schaeffer

around Dr. Yaruss to ask additional questions. Remaining to answer them, he almost missed his plane. We are all grateful for information he gave us about stuttering and for the inspirational wisdom that he shared with us.

Summer 2005 Faculty and Staff Retreat

Gail Gurland, professor and program director



In fall 2003 the faculty and staff of the Program in Speech-Language Pathology and Audiology decided to have a series of retreats to prepare for the CAA reaccreditation review. We held four daylong gatherings; the most recent, shown here, took place on August 9, 2005. We exchanged ideas, instructional philosophies, and academic and clinical initiatives in an atmosphere of mutual respect, removed from our daily routines.

The CAA review a success, we unanimously decided to convene once again at my home on Eastern Long Island during the summer of 2006. We know that we are up to future challenges, and I think all would agree that we are most fortunate to have each other as colleagues at Brooklyn College.

From Reflexes to EarPoppers

by Michael Bergen, director,
Speech and Hearing Center

Faculty and staff members of our program are very proud of the accomplishments of Presidential Professor Shlomo Silman. When Professor Silman first joined us in 1984, he had already attained international recognition for his research on the measurement of the middle-ear muscle reflex. Those studies, sponsored by the United States Department of Veterans Affairs, conducted with Professor Stan Gelfand of Queens College, resulted in what is now commonplace clinical usage of ninetieth percentile data in the evaluation of middle-ear reflexes.

In the 1980s and 1990s, Professor Silman published data on another topic of significance to our field. With his colleagues, Professors Stan Gelfand, Carol Silverman of Hunter College, and our own Michele Emmer, Professor Silman produced data that described and demonstrated auditory deprivation in certain populations. That research has helped make a strong case for routine recommendations of binaural amplification.

In late 2001, Professor Silman again made headlines when he was awarded the Medal of Humanitarian Service to Brazilian People by the medical school of the Universidade Federal de São Paulo. When he went to receive the honor, Professor Silman took along twenty donated hearing aids to dispense to low-income Brazilians, many of whom had lost their jobs because of a hearing impairment. He returned to the United States with stories that demonstrated the powerful effect of amplification on communication—some recipients, for instance, openly wept when they heard their children's voices for the first time. Professor Silman barely landed before obtaining, at his own expense, additional hearing devices for other Brazilians with significant hearing loss.



Presidential Professor Shlomo Silman

In recent years, Professor Silman, never one to rest on his laurels, was able to secure funding from the National Institutes of Health to study the effectiveness of the EarPopper, a device that he invented with Dr. Daniel Arick of the New York Eye and Ear Infirmary. With the help of the grant, Professor Silman and Professor Emmer, senior researcher of the Brooklyn College Center for Auditory Research, demonstrated the efficacy of the EarPopper. The results of the clinical trials were documented in articles published in the *ENT [Ear, Nose, and Throat] Journal* (April 2000, September 2005). Shown to alleviate adverse issues related to otitis media and eustachian tube dysfunction, this groundbreaking device can be used to treat common disorders that historically were referred for antibiotic and/or surgical intervention. The EarPopper, shown at right, is small, easy to use, and can be medically prescribed for home use.

The immediate impact of the EarPopper, when it became available in late 2005, was reflected by the media blitz that occurred. Coverage ranged from

such internationally-known sources as the *Washington Post*, CBS News, National Public Radio, and the *Wall Street Journal* to our professional publications, AAA's *Audiology Today*, the *ASHA Leader*, the *Hearing Review*. Professor Silman continues to field interview and information requests from all manner of news outlets across the nation as the public and the professional world realize the potential impact of the device. He is most touched by the numerous testimonials that he receives from grateful research subjects and clients.

With his textbooks and voluminous research, honors from several professional associations, and appointments to the review boards of prestigious professional journals, Professor Silman has added to the esteem of our program. He is a walking encyclopedia of research related to matters of audiology. His knowledge of the anatomy and physiology of the ear; his exacting research orientation, his motivation to improve the lives of people with hearing impairment, and his ability to envision the tools to fulfill that goal have resulted in tremendous advances for our profession.

We are fortunate to be able to witness his ideas as they develop. It is a pleasure to watch the well-deserved accolades roll in.



Faculty Achievements

Michael Bergen is the vice-president of audiology for the New York State Speech-Language-Hearing Association (NYSSLHA), 2006-07. He continues to serve on both the regional and national committees of the American Speech-Language-Hearing Association (ASHA) that review summative assessment in audiology. He has been appointed to the faculty of the CUNY clinical doctoral program in audiology (Au.D.).

Rochelle Cherry and Adrienne Rubinstein published an article, "Comparing Monotic and Diotic Auditory Attention Abilities in Children," in the April 2006 issue of *Language, Speech, and Hearing Services in Schools* (LSHSS).

Michele Emmer and Shlomo Silman submitted a research proposal to the National Institutes of Health (NIH) on the long-term effects of nonsurgical treatment of middle-ear effusion and associated hearing loss in children. Their article, "Nonsurgical Home Treatment of Middle-Ear Effusion and Associated Hearing Loss in Children. Part II: Validation Study," appeared in *ENT [Ear, Nose, and Throat] Journal* (October 2005).

Renee Fabus successfully defended her dissertation, "Evaluating the Procedural Deficit Hypothesis: Language and Motor Deficits in Preschool Children," at Columbia University on January 30, 2006.

Gail Gurland presented several workshops for clinicians and classroom teachers on the assessment and treatment of reading and writing deficits in children with specific language impairment. She and **Michael Bergen** successfully coordinated the site visit by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (CAA), resulting in our program's reaccreditation through 2014.



Adjunct Assistant Professor Chuck Goldman, M.S., '73, conducts a fluency workshop in the Rogovin Davidow Computer Classroom.

Susan Longtin received a PSC-CUNY grant to conduct a communication enhancement program for families of preschool children with autistic-spectrum disorders. At the NYSSLHA annual convention in April 2006, she presented the results of the Discourse Modification Training Program that she conducted at the Hebrew Academy for Special Children (HASC), with the help of two graduate students. She also convened the Language Development and Disorders Program Committee at that convention.

Klara Marton was invited to write an article on nonword repetition for the 2006 special issue of *Applied Psycholinguistics*. She was an invited speaker at the spring 2005 colloquium of the CUNY Graduate Center Cognitive Science Program, where she presented on the interrelations of working memory, executive functions, and language processes. At the summer 2005 International Conference of the Cognitive Science Society in Stresa, Italy, she gave a talk on the effects of age and language-structure variations on the working memory performance of typically developing school-age children and young adults.

Adrienne Rubinstein is the codirector of the clinical doctoral program in audiology (Au.D.) at the Graduate Center. The program is currently reviewing applications for its second class, which is to be admitted in fall 2006.

Natalie Schaeffer presented a poster session, "Effects of Differential Prolongations of Phrases on Perceptions of Speech Naturalness," on Faculty Day in May 2005. Her article on this research will be published in *Contemporary Issues in Communication Sciences and Disorders* (CICSD) in October 2006.

Shlomo Silman coauthored an article with Daniel Arick, titled "Nonsurgical Home Treatment of Middle-Ear Effusion and Associated Hearing Loss in Children. Part I: Clinical Trial," which appeared in the *ENT [Ear, Nose, and Throat] Journal* (September 2005). He has been interviewed for television and several newspapers regarding the EarPopper, which he invented with Daniel Arick. The EarPopper is now available by prescription through Micromedics, Inc.

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4400 Boylan would like to hear from you.

Let us have news of your professional accomplishments for the next issue of 4400 *Boylan*. Please include your phone number and your e-mail address. Send tales of your triumphs to: Michael Bergen, director Speech and Hearing Center Brooklyn College 2900 Bedford Avenue Brooklyn, New York 11210 mbergen@brooklyn.cuny.edu

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