

4440 Boylan

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

Reflections

Little Change and Lots of Continuity

Florence Edelman, '51, M.A., '54; Ph.D.

When I received the invitation to the seventy-fifth anniversary celebration for the Speech and Hearing Center, I knew immediately I would attend, particularly since it would mark my first visit to the campus in fifty years. It was early evening when I arrived and I was struck by how little the campus had changed.



As I sat near the ever-peaceful lily pond and looked at Boylan Hall, so many memories came flooding back. Recollections can remain strong although filtered by time. The image of Dr. Robert West is forever etched in my mind. He was a presence. His scope of knowledge was amazing and his teaching style unique. To sit with him in his office during an oral exam was both terrifying and inspiring. In his undergraduate speech pathology class he asked students to prepare a topic that he

would then examine with probing questions. He was interested equally in your level of preparation and your reasoning skills.

During class he would often throw out a list of symptoms and ask us to arrive at a diagnosis. I recall one time when the symptoms were so varied and inconsistent that I mumbled to myself in frustration, "that's hysterical." He overheard my exasperated comment and replied, "Yes, that's correct!" I never told him the true nature of my response.

What I learned from Professors Robert West and Oliver Bloodstein was a standard of teaching excellence that provided a model for my own academic career at Hunter College.

Dr. Bloodstein had a special gift. He seemed to talk to each student as if the lecture was a personal conversation. He encouraged discussion and exploration of varying theories of dysfluency. On occasion, student get-togethers were held in his home. One of his favorite word games was "Odd and Queer but not Peculiar." When new students entered the program, success at this game was the equivalent of initiation as a grad student.

I look back at 4400 as the place where art met science. Flora Meltzer (Drillings) was the guardian of the Speech and Hearing Center. Practicum

standards were very different in those early years. There were no required hours spent in diagnostics and/or therapy. No one counted the hours in specific areas of disorders, and we typically had only one external clinical experience. Dr. West often conducted diagnostic sessions during class. We eagerly huddled together in the one-way mirror room observing his examinations, which sometimes included looking at the shoes of the subject to note any uneven wear, from which he might infer a weakness in gait and subsequent neurological problem. Nothing was unimportant, all information was essential, a concept that I hope I was able to impart to my students.

There were no videotapes in the 1950s. What clinical information we "saw" in the absence of clients was conveyed by the sheer depth of Dr. West's knowledge and his ability to verbally convey that knowledge.

I am most grateful for the education that I received at Brooklyn College. It laid a foundation upon which I have been able to build a most rewarding clinical and academic career.

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Greetings from the Program Director



Gail Gurland.

We are pleased to bring you the seventh edition of the alumni newsletter, 4400 Boylan. In this issue, in addition to updates on the programs, we continue our tradition of presenting the reminiscences of alumni. Once again, we have invited individuals, who have distinguished themselves as teachers, clinicians, researchers, and administrators, to recall their years at the College and to reflect on how these experiences influence their current work.

One of the major news items we have to report is the June 21, 2007, alumni reunion during which we celebrated the seventy-fifth anniversary of the program and the dedication of the Diana Rogovin Davidow Speech and Hearing Center. It was wonderful to bring people back to campus after years and, in some cases decades, to see all that we have accomplished and to meet current students. Indeed, it was a very special and memorable evening!

In this issue you will read more about the celebration as well as learn about the recently approved advanced certificate program in Autism Spectrum Disorders; the

thriving collaboration between the clinical training program and the College's Early Childhood Center Program; our ongoing series of annual professional symposia and, of course, the accomplishments of our remarkable faculty. And there's more. There are a number of newly funded research and clinical training initiatives. The Au.D. program is in its third year and will graduate its first cohort of students in 2009. Our students now benefit from state-of-the-art technology in both the classroom and the clinic. Last, but certainly not least, the generosity of our alumni, and particularly that of Diana Rogovin Davidow, has enabled us to establish a scholarship fund, which will provide full and partial tuition scholarships for outstanding graduate students beginning in the fall 2008 semester.

If you have not been back to campus recently to see our library, computer classrooms, and student and faculty research lab, you are in for a delightful experience—one that will give you great pride in your alma mater. I have taught at Brooklyn College for more years than I might care to admit, and can attest firsthand to the changes that have taken place here, but it is no less exciting to see bright, enthusiastic young women and men grasp a new concept, develop an insight, or achieve that seemingly unattainable goal with a client than when I first arrived.. The legacy continues and is inspired by the memory of those who have called 4400 Boylan home.

We look forward to hearing from you. We hope that you will send us your news and your memories of Brooklyn College and that you will consider a visit to campus to see what makes us so very proud.

A handwritten signature in black ink, which appears to be "G. Gurland". The signature is written in a cursive style and is positioned at the end of the letter's text.

Reflections *(continued from page 1)*

Speech Opened New Worlds to Me

Sylvia Yudice Walters, '74, M.S., '80, Ph.D.

I arrived at Brooklyn College in 1966 filled with excitement. Coming from a sheltered Latino and small parochial school background, I looked



forward to new experiences and multiple career possibilities. Instead, I experienced culture shock. Given my past

school experiences, I felt out of place in what seemed to me to be a large and impersonal environment. After a couple of years exploring numerous majors, I married and moved to Spain.

A few years later, I returned to BC, a married woman and mother. Fortunately, I found my way to the Speech Department. After studying phonetics, acoustics and audiology with Professors Lang and Duffy, I knew speech-language pathology was the career for me. I no longer felt out of place. And unlike my past experiences, my cultural and linguistic background was treated as an asset and not a deficit. Friendships made in the Speech Department opened up new worlds to me. I particularly learned to appreciate other cultures. I made many dear friends, among them Linda Blumstein with whom I spent many hours studying. We found the standards in the Speech Department to be rigorous, but the faculty was supportive and encouragement was plentiful. I am particularly indebted to Professor Feldman who allowed me to bring my young daughter to class when I could not find childcare and arranged my student-teaching at St. Francis de Sales

School for the Deaf, where I subsequently worked for sixteen years.

My graduate education in the department prepared me for a career in SLP. My professors stressed the importance of lifelong learning, so after receiving my master's degree, I continued taking courses in the department just "for fun." Knowledge and skills learned there enabled me to broadly experience the field of speech language pathology. I've worked as a speech-language pathologist, parent educator, school administrator, clinical supervisor, adjunct lecturer at BC, and associate professor and undergraduate program director in Communication Sciences and Disorders at Long Island University (LIU-Brooklyn). Personal lessons taught by my professors and clinical supervisors have served me well. Now as an associate professor in Communication Sciences and Disorders at LIU, I work at familiarizing myself with each student as Professor Bloodstein did, addressing my students' needs as Professor Feldman did, scaffolding instruction as Professor Lang did, and encouraging high clinical standards as Professors Adler and Pollack did. Thank you Brooklyn College for preparing me for such a rewarding career.

I Was a Client, Too!

Marc W. Michalowicz, '77, M.S., '79, D.D.S.

My forty-year relationship with 4400 began with a diagnostic interview with Oliver Bloodstein, Ph.D. I stutter and was



pretty good at it as a kid, avoiding conversations, class discussions, well you get the picture.

At that age, my goal was to be a night watchman or an elevator operator. Any job that did not involve speaking, sounded just fine to me. I had gone to the library and read Wendell Johnson's book on stuttering. I will never forget the picture of Johnson with the caption reading, something to the effect of "A stutterer." At age eleven or so, I spoke with my mom, told her of the books I had read on stuttering and confidently informed her that our family doctor was wrong, that "my brain didn't work too fast" and that I was not going to outgrow this thing called stuttering. Fortunately, mom listened to me with an open mind and contacted our relative, Dorothy Pollack, M.A., and an appointment was made for me at the Brooklyn College Speech and Hearing Center. After a diagnostic interview with Oliver Bloodstein, I was enrolled as a client at 4400. Working with my therapists, who included Arthur Sadoff, Ed.D., Jeffrey Stromer, D.A., and Louis Fein, Ph.D., I learned about stuttering and the wonderful field of speech-language pathology. Please keep in mind, that during this time, our family physician still made house calls, and most illness were treated with injections of antibiotics. What amazed me about this thing called speech therapy was that, without medication, my speech improved, although it would take many years to conquer my fear of speaking in public.

By the time I was thirteen, I knew I was going to be a speech-language pathologist and I was going to go to Brooklyn College to study with the stuttering guru, Oliver Bloodstein. The faculty was outstanding and included John Duffy, Ph.D., James K. Lang, Ph.D., George Marcellino, Ph.D. and Guillermo Pieras, M.D., M.Sc. They taught with

passion and humanism. I earned my B.A. in 1977 and was extremely fortunate to be awarded the only graduate teaching fellowship in the department. This enabled me to go to graduate school full time. Boy, I was flying high. Going to graduate school at night and doing my clinical practicum in the daytime with such exemplary role models as Beryl Adler, M.S., Gail Gurland, Ph.D., Lucy Girlando, M.S., and Marcia Grossman, M.A. It was during these years I began to attend cleft palate conferences at Montefiore Medical Center and became interested in craniofacial defects. The leaders of the team were speech pathologists and oral-maxillofacial surgeons, and so began my interest in dentistry. I was awarded my D.D.S. in 1983 from The Ohio State University and completed dental residencies at Coler Memorial, Metropolitan and Brookdale Medical Center where I completed a two-year anesthesia fellowship. Presently, I am chief of dental medicine and an attending in anesthesiology at Helen Hayes Hospital, West Haverstraw, NY and an assistant professor at Columbia University College of Dental Medicine. My training in speech has always been a huge benefit to my career as my practice focuses entirely on treating special needs patients including mentally retarded, physically disabled and medically complex individuals. I will be eternally grateful for the friends I made and the education I received at 4400. And by the way, I finally got over my fear of public speaking and now lecture on the state and national level.

A Second Lifelong Career

Leda Molly, '79, M.S., '82

It was 1978, and at the age of twenty-eight I found myself in the midst of a premature midlife crisis, searching for a career that would give me a deep sense of service and satisfaction. After successfully styling and producing television



commercials for seven years, I realized that there was no cheese at the end of that tunnel, and that I needed to find a profession that combined my theater and business experience with my love of medicine, and my mission to contribute to others. Through some unclear process, I decided that working in the fields of speech, language, and audiology would satisfy all my criteria.

So, in order to complete undergraduate credits, I entered Brooklyn College as the youngest member of the Special Baccalaureate Degree Program for adults. There I found in John Pavona, the administrator, my professors, and my twelve classmates, true joy in the process of learning and sharing ideas.

As I moved into my speech courses, I was no longer the youngest student, but rather, the oldest. I remember sitting in my first speech course, taught with passion and sensitivity by Beryl Adler; talking about the Woodstock Festival, when a young lady next to me said, "Oh, I was at Woodstock with my parents—I was four years old, ran around naked, and wore a bandana on my head!" I had been eighteen when she was four! The difference in our ages struck me like a rock in my solar plexus, and while I laughed, I wondered if I would find a community for myself at the Speech and Hearing Center of Brooklyn College.

Of course, I had no need to worry. Along came Lucille Nielsen, just a few years older than me, and with more energy than I usually mustered. Lucille and I joined forces, both as graduate fellows to the esteemed Dr. Gail Gurland, then assistant director of the clinic, and as students under the mentorship of Dr. James Lang, the gold standard for excellence in academic inquiry and research. Lucille and I worked hard and laughed a lot—a perfect combination. Under Jim Lang's guidance we designed our research, conducted our experiments, and learned how to be meticulous with every aspect—even building our own mainframe computer and soldering each component.

I was also fortunate to have another mentor, Oliver Bloodstein, Ph.D. Although I did love studying and working in the area of stuttering, Oliver was mostly a mentor in how to be a compassionate human being, one who searches for the truth, rather than being stuck in it. My interest in audiology also flourished under the supervision of Adrienne Rubinstein, who was then working towards her doctorate degree and provided for me a myriad of clinical experiences that shaped my career. Through 1982, when I completed my master's degree and my internships to obtain licenses in both speech-language pathology and in audiology, I was fortunate that several of my talented fellow students and inspiring supervisors and professors also became my friends.

Although I enjoyed working in a hospital setting and teaching at Hunter College, the producer in me knew that the best fit for my personality would be to have a private practice. After working for Beryl Adler in her practice for a year, Beryl, Gail Gurland and I formed the partnership practice, Adler, Molly, Gurland LLC. Now, twenty-seven years later, I wake up each day grateful that I have these two outstanding individuals as my partners and friends. With Beryl running the Brooklyn office and me running the Manhattan office, we have

been privileged to be able to fulfill our mission of serving children, adolescents, and adults with speech, language, learning and hearing disorders, as well as supporting their families. We have also been fortunate to employ excellent speech and language pathologists, many of whom are alumni of the Brooklyn College Speech Department.

Beryl, Gail, and I are also very proud of the ongoing supervision we provide for other speech-language pathologists, the workshops we give to professionals and parents, and the Master Clinician Series conferences that we offer twice a year, with presentations from the top people in this field and in related areas.

Although I reflect on how fortunate I've been to have an association with the Speech and Hearing Center that began thirty years ago, I think back to a month ago when I called the center for help in finding a Staten Island therapist, and they were as cooperative and informative as ever. From the past to the present and on, I will be forever thankful that I chose this program to begin my second, and lifelong, career.

In Search of a Specialty SLP Practice

Simeon Blitman, '93, M.S., '95, Ph.D.



When I started Brooklyn College in 1990 I knew I wanted to major in medicine or speech-language pathology. After entering the confines of 4400 Boylan Hall and meeting with many of the dedicated professors and clinical

instructors, I was convinced that speech pathology would be my career.

My first course in speech pathology was anatomy and physiology with Dr. Guillermo Pieras. His insights in anatomy and physiology helped me decide as an undergraduate student that I would one day open a private practice devoted to the areas of craniofacial disorders, voice disorders and aphasia. While I was training for a graduate degree, stuttering and swallowing disorders interested me as well. However, it was not until I was a grad fellow and began teaching undergraduate students speech pathology courses that I envisioned myself pursuing a Ph.D. in the field.

After graduating Brooklyn College with a master's degree in the spring of 1995, I continued to teach as an adjunct lecturer for the speech pathology program at Brooklyn College. In addition to teaching, I spent several years working as a speech pathologist in a hospital and rehab center, but the desire to go for the Ph.D. and open a specialty speech pathology practice never left me. Therefore, in the fall of 1999 I enrolled in the Ph.D. program at Teachers College, Columbia University, while simultaneously opening my private practice.

I recently graduated with my Ph.D. degree and am involved with several research projects related to voice disorders. My practice has grown to two locations and focuses on voice, fluency, and craniofacial- and neurogenic-based disorders.

There is no doubt in my mind that I would not be where I am today without the dedicated mentorship from every faculty member of the Speech Department at Brooklyn College. I would like to thank each and every professor and clinical supervisor for helping me achieve my goals.

Back To Where It All Began

Keith Darrow, M.S., '00, Ph.D.

As an undergraduate student in 1995, I took my first course in Communication Disorders. That course laid the groundwork for my professional career studying "hearing." Upon graduating with a bachelor degree, I set my sights on searching for



the best graduate school in the Northeast. I decided to take my search on the road and visit almost every graduate program in audiology. This expedition led

to one indisputable finding—the best place for an advanced education in the field of audiology is at Brooklyn College.

I entered Brooklyn College in the fall of '98. My first few courses with Professors Silman, Cherry, and Rubinstein were the most exciting, thought-provoking courses I have taken to date. Admittedly, it was these courses that led me to the following realization: I no longer wanted to be an audiologist! Well, that's not completely true. It was their inspiration, along with the encouragement of my fellow classmates, including Stella Karvounis and Meghan Kuhlmeier, and the support of Michael Bergen, director of the Diana Rogovin Davidow Speech and Hearing Center at Brooklyn College, that motivated me to continue with my education.

Within a week of completing my master's in audiology in August 2000, I received a phone call inviting me to join the incoming doctoral class in the joint program at the Massachusetts Institute of Technology and Harvard Medical School. Historically, this program brings together a select group of engineering, biology, physics, and mathematics majors to tackle prominent issues in the field of speech and hearing sciences. The

program had decided it was willing to give an audiology student a try. After six years of rigorous course work and an endless amount of hours spent in the lab, it all came to fruition in August 2006. I received a Ph.D. in speech and hearing bioscience and technology.

Since completing my doctoral studies and thesis research, I have returned to my roots as an audiologist. I recently completed my clinical fellowship in audiology at the Brigham and Women's Hospital in Boston, MA. Surprisingly, it was like riding a bike! The supervision and training I received at Brooklyn College is still with me and enabled me to complete a successful fellowship. Currently I split my time between the lab and the clinic; I am a research consultant at the Massachusetts Eye and Ear Auditory Physiology Laboratory and interim clinical supervisor at Northeastern University's Hearing Center.

I have always tried to keep in touch with my friends and colleagues at Brooklyn College. When I submitted my thesis proposal, published as first author in *Nature Neuroscience*, gave a guest lecture at the CUNY Graduate School, and even when I got married, I always let the people at Brooklyn College know. It was the education I received from Brooklyn College that enabled me to qualify for and to succeed at the doctoral level. More importantly, it was the individuals at Brooklyn College that inspired me and enabled me to reach these goals.

Center Celebrates 75 Years with Dedication

Michael Bergen, director, Diana Rogovin Davidow Speech and Hearing Center

Alumni, faculty members, and students recently celebrated the seventy-fifth anniversary and rededication of the Speech and Hearing Center. The Diana Rogovin Davidow Speech and Hearing Center at



Current and former students celebrate the seventy-fifth anniversary and rededication of the Diana Rogovin Davidow Speech and Hearing Center. From left to right: graduate student Viktorya Bukhman, alumna Ilana Masri, graduate students Elizabeth Schinazi and Leah Bollag, and alumna Heather Wabba.

Brooklyn College was officially named on June 21, 2007 with a ribbon-cutting. Following this ceremony, celebrants enjoyed a reception around the College's Lily Pond and then moved into the Brooklyn College Library for speeches by Ms. Rogovin Davidow, Brooklyn College President Christoph M. Kimmich, and Professors Gail Gurland, Michael Bergen, and Timothy Gura, chairperson of the Department of Speech Communication Arts and Sciences. Alum Charles Goldman served as master of ceremonies for the event. The evening culminated in a dinner reception.

Many of our alums are familiar with the distinguished history of our programs in academic and clinical education in communication sciences and disorders (CSD). In 1931—six years before our existing campus opened—Lou Kennedy began a speech clinic for students. She later helped open the clinic to the community, and soon afterward the graduate program was launched. The late 1940s saw the arrival of Oliver Bloodstein and John Duffy, legends in their respective fields, who spent much

of their professional careers teaching and conducting research at Brooklyn College. The next arrival was Robert West, who had already attained prominence in the earliest days of CSD at the University of Wisconsin.

Many renowned professionals have either taught or been taught in the program in speech-language pathology and audiology at Brooklyn College, including three ASHA presidents—Robert West (the first president, 1925–1928), Norma Rees (1979–1980) and Donna Geffner (1999). Other luminaries have also graced the halls—Irv Hochberg, Jack Katz, Harriet Klein, James Lang, Fred Martin, Maurice Miller, Robert Ringel, Mark Ross, Gerald Siegel, indeed, the list is too lengthy to print here.

The speech-language pathology and audiology program continues to thrive in 2008. The Center serves hundreds of undergraduate students and more than one hundred master's students in speech-language pathology as well as dozens of Au.D. students as a part of the City University of New York (CUNY) program. Faculty members

maintain a strong research agenda via ongoing studies.

Ms. Rogovin Davidow's gift, combined with funding obtained by the College administration, has provided for upgrades in technology, the establishment of dedicated "smart classrooms" and faculty-student research labs and study suites, the acquisition of state-of-the-art diagnostic and therapy materials, and growth in the number of graduate scholarships.

The anniversary celebration and rededication of the clinic drew graduates representing each decade since the 1950s, some of whom had not been on campus in many years. Highlights of the event included a "community art project" overseen by artist Michael Molly, husband of alum Leda Molly, which culminated in a large painted mural that can be viewed in our center; and the distribution of a gift tote, which included a commemorative tee-shirt and photo slideshow depicting decades of images from our programs. A jazz trio played throughout the late summer afternoon reception by the Lily Pond and during dinner. Best of all, however, was the sharing of anecdotes and reminiscences, the hugs and the wonderful conversation. Participants promised to return for the hundredth anniversary in 2031.

If you were unable to attend and would like a copy of the commemorative photo CD, please contact Michael Bergen.

Advanced Certificate Program in Autism Spectrum Disorders

Susan Longtin, assistant professor

The Brooklyn College Programs in Speech-Language Pathology and Special Education have responded to the alarming increase in the number of children being diagnosed with Autism Spectrum Disorders (ASD) by launching a new collaborative advanced certificate program that will

train professionals to work with this growing, heterogeneous population. The program was designed to provide education and training for individuals who are interested in working with children with ASD and their families. A unique aspect of the program is that the coursework and practicum opportunities will reflect a range of approaches available for children on the spectrum, from the traditional behavioral to the developmental social-pragmatic. Students will participate in lecture, discussion, observation, and practice incorporating a range of philosophical, educational, and clinical paradigms. Another feature of the program is the emphasis on interdisciplinary learning opportunities, as students from varying disciplines will have the opportunity to train and work collaboratively with future colleagues.

The first cohort of students was admitted to the program this spring with the offering of the first two courses in the fifteen credit curriculum: Introduction to Autism Spectrum Disorders plus Speech, Language, and Communication Development of Children on the Autistic Spectrum: Assessment and Intervention. Additional education-oriented coursework will address school-wide learning environments and curriculum modifications for children with special needs. The capstone experience of the program will involve a clinical practicum, working directly with children on the spectrum.

Current students in the master's program in speech-language pathology can avail themselves of this opportunity by using their electives toward the coursework and by planning to take one practicum with children on the spectrum. Alumni are encouraged to apply if the program meets their current learning needs. Other applicants must have completed a bachelor's or master's degree in speech-language pathology, special education or a related discipline.

If you would like further information on the program or would like to apply

for the advanced certificate, contact Dr. Susan Longtin, slongtin@brooklyn.cuny.edu, or Dr. Gail Gurland, ggurland@brooklyn.cuny.edu, or visit the Brooklyn College website, www.brooklyn.cuny.edu.

The Graduate Students Meet the Preschoolers

Susan K. Bohne, assistant clinic director

At the beginning of most workdays, I walk past the Lily Pond and view the fish, peer into the library windows, listen for library clock tower chimes, turn left onto



the Quad and observe the changing season's foliage, and then make a final right turn into Boylan Hall. But on two mornings each week, I continue through the Quad and cross Bedford Avenue on my way to the Early Childhood Center Programs (ECCP) in James Hall. There await enthusiastic children, ranging from infancy to four years of age.

For the past several semesters, a small group of graduate students, enrolled in our on-campus clinic program, and I have been engaged in the classroom activities of the three- and four-year-old children. Together, the Diana Rogovin Davidow Speech and Hearing Center (DRDSHC) and the ECCP share in a partnership that involves having a supportive speech-language learning presence in the classrooms.

In a collaborative effort, the exemplary teaching staff at the ECCP, including Patrick Eckelmann, Mira Isakova, Tiffany Florio and Edith Bolt, among others, has opened their classrooms and warmly offered their skills and knowledge about how they teach—or, actually, how they carefully provide learning opportunities to the children. With mutual respect and support, our students engage in the life of the class, observing, assessing, and supporting the speech, language, and play skills of children interacting with children in this natural setting. Our students have had to ignore the typical plan to “track the percentage of correct answers,” and learn “how to talk to a small child” (Van Riper; 1968). They have learned that a terrific activity is not so terrific, the planned goal becomes unplanned, and making perfect flowers is not perfect. And reading a children’s book to children—either one-to-one or to a group—is challenging.

Our collaborative relationship, initiated with Carol Korn-Bursztyn, professor and the former faculty director, thrives and has grown due to the continued encouragement and support by Charlene Kohler-Britton, director of ECCP, and Lorraine Mondesir, associate director.

I am grateful that our students and I are the beneficiaries of learning about, and participating in, the child development program across Bedford Avenue.

In Celebration of Shlomo Silman

Michele Emmer, associate professor

P residential Professor Shlomo Silman was honored on October 26, 2007, at a



conference celebrating his myriad clinical and research contributions. This signal event was held at the CUNY Graduate Center and was sponsored by the CUNY clinical Doctorate in Audiology (Au.D.) Program, Graduate Center; the Speech-Language Pathology and Audiology Program, Brooklyn College; and the Schools of the Health Professions, Hunter College. Keynote speakers included James Jerger, Ph.D., Susan Jerger, Ph.D., Harry Levitt, Ph.D., and Shlomo Silman, Ph.D. These groundbreaking clinicians and researchers paved the frontier in diagnostic audiology, digital hearing aid technology, auditory deprivation, and central auditory assessment.

Shlomo Silman has authored and co-authored approximately ninety articles, books, and chapters, and his research has been supported by the Department of Veterans Affairs and the National Institutes of Health. He is co-inventor of the EarPopper, a non-surgical and nonpharmaceutical medical device for remediation of middle-ear fluid and

related hearing loss. His honors and awards include being the first recipient of the American Academy of Audiology Research Achievement Award in 2000; co-recipient of the National Tilletts Award in Medicine in 2006 for the development of the EarPopper; and recipient of a medal in 2001 conferred by the University of São Paulo, Brazil for humanitarian work with individuals with hearing impairment in that country.

The conference was extremely well-attended as 230 registrants paid tribute to Professor Silman. Former and current students and colleagues, and luminaries in the field of audiology, hearing science, and medicine lauded Shlomo Silman's achievements. Well-known audiologists and hearing scientists in attendance included Maurice Miller, Frank Musiek, Carol Ann Silverman, Barbara Weinstein, Roy F. Sullivan, Donna Geffner, Ken Brookler, Jackie Spitzer, and Peggy (née Oates) Korczak.

Testimonials were presented by past and present students as well as Shlomo Silman's own former professor, Maurice Miller. All spoke to his illimitable energy, encyclopedic knowledge, insatiable thirst for research and clinical work, devotion to the hearing-impaired, and his remarkable impact as a mentor and friend.

Karen Greer, a member of the first cohort in the CUNY Au.D. Program, spoke on behalf of the Au.D. students and presented Professor Silman with a glass plaque etched with the following:

*Dr. Shlomo Silman,
For Your Boundless Enthusiasm,
Passion for the Field of Audiology,
And Dedication to Your Students,
We Are Always Grateful.*

Annual Symposia

Natalie Schaeffer, D.A., associate professor

The Graduate Student Speech and Hearing Organization, Sigma Alpha Eta, and the Department of Speech Communication Arts and Sciences co-sponsor annual symposia on informative topics. Recent presentations were given by esteemed alumnus Dr. Donna Geffner in 2006 and by Dr. Phillip Schneider in 2007. Dr. Geffner's excellent presentation, based on content of her recently published book, *Attention-Deficit/Hyperactivity Disorder (AD/HD)*, helped to clarify many of the behaviors of clients with AD/HD, as well as important aspects of diagnosis, treatment, and management. Dr. Schneider made superb use of video and extensive clinical experience to illustrate therapeutic intervention described in his presentation titled "A Counseling Model of Speech-Language Pathology: Incorporating a Self-Adjusting Approach to Therapy." Both sessions were well attended, well organized and practical. The spring 2008 symposium will feature a presentation by Dr. Donald Freed, from the University of California at Fresno, on the topic of childhood and adult apraxia of speech. These seminars bring participants up to date in terms of knowledge and research in the field, and provide the opportunity for licensed speech-language pathologists to earn continuing education credits. If you have topics to suggest for future presentations, please forward them to us. We look forward to having you return to campus and share in these exceptional professional development symposia!

Faculty Achievements

Michael Bergen has been re-elected as vice-president of audiology for the New York State Speech-Language-Hearing Association, 2008-09. He chaired the audiology program committee for the state convention in Buffalo in April 2007 and serves on committees of NYSSLHA, ASHA, the Council of Academic Programs in Communication Sciences and Disorders, and the Metropolitan NY Council of University Clinic Directors.

Roberta Chapey has completed the fifth edition of the textbook, *Language Intervention Strategies in Aphasia and Related Neurogenic Disorders*, to be published by Lippincott, Williams/Wolters Kluwer in 2009.

Rochelle Cherry presented "Identification of Auditory Processing Skills in Children: Treatment Implications" at the Brooklyn College Master Clinician Series in March 2007. She was asked to write a chapter in a teacher's guide on the importance of hearing in the speech and language development of children and became a grandmother for the second time. She is taking a sabbatical beginning during the spring 2008 semester.

Michele Emmer published "Temporal Integration of the Contralateral Acoustic-Reflex Threshold and Its Age-Related Changes," co-authored with **Shlomo Silman**, in *The Journal of the Acoustical Society of America*, September 2006. She received a U.S. patent issued with Shlomo Silman in October 2007 for a device for the treatment and prevention of middle-ear fluid and associated hearing loss in infants and toddlers, a PSC/CUNY grant to test the long-term effects of the EarPopper on middle-ear effusion and associated hearing loss (as PI), and a grant from The Fan Fox and Leslie R. Samuels Foundation and NYC Department for the Aging to assist DOROT, Inc. in the creation of an online program for home-bound seniors with hearing loss.

Renee Fabus presented two papers at NYSSLHA in April 2007, and at Brooklyn College Faculty Day, May 2007. She was also an invited speaker at a Brooklyn College psychology colloquium. She received a CUNY Collaborative Incentive Research Grant with Dr. Ray Johnson, Jr., Queens College, to study evoked response potentials in children who stutter.

Gail Gurland developed an Advanced Certificate Program in Autistic Spectrum Disorders with Dean Kathleen McSorley, Brooklyn College School of Education, which has been approved by the NYS Department of Education and will be implemented during this semester. She continues to consult with and develop collaborative training workshops for SLPs and classroom teachers to address language processing deficits in school-aged children and adolescents, and has been contracted by Play-Bac Publishers to develop a series of vocabulary materials with Beryl Adler and Leda Molly.

Ciara Leydon received an Advancing Academic-Research Careers Award from ASHA and a PSC-CUNY award, which will support ongoing collaborative research, with Dorothy Frenz and Marvin Fried, Albert Einstein College of Medicine, to enhance understanding of the role of the epithelium in the pathogenesis of vocal fold disorders.

Susan Longtin received a PSC-CUNY grant to develop a coding manual to analyze observations of autistic preschool children's language and communication. She presented "Communication Enhancement Education for Parents of Autistic Preschool Children" at the ASHA Convention, 2007. "Contemporary Perspectives on Facilitating Language Acquisition for Children on the Autistic Spectrum: Engaging the Parent and Child," co-authored with Sima Gerber, will appear in the spring 2008 issue of *Journal of Developmental Processes*.

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Klara Marton received a research award from the National Institute of Health (NIH-NIDCD) to study "The Impact of Inhibition Control on Working Memory in Children with Language Impairment." She is the co-PI on a Hungarian research grant, "Supported Decision Making and Evidence Based Practice in Individuals with Psychosocial Disorders." She received a PSC-CUNY award to study "Inhibition Control in Children." Her article on "Visual-spatial Processing and Executive Functions in Children with Specific Language Impairment" was accepted for publication by the International Journal of Language and Communication Disorders. She published a paper with graduate students Mila Kelmenson and Milana Pinkhasova on "Inhibition Control and Working Memory Capacity in Children with SLI" in the journal *Psychologia*. She and Ms. Kelmenson presented a paper at the European Cognitive Science

Conference on "The Impact of Inhibition Control on Working Memory in Children with SLI," which was published in the proceedings of the EuroCogSci07.

Adrienne Rubinstein is collaborating with Arlene Neuman, New York University, on a study on the effects of classroom acoustics on speech perception in typically developing children and those with hearing impairment.

Natalie Schaeffer published an article entitled, "Speech Breathing and Vocal Fold Function in Dysphonic Participants Pre and Post Therapy during Connected Speech: Preliminary Observations," in *Contemporary Issues in Communication Science and Disorders*, fall 2007.

Cyndi Stein created a clinical manual on language sample analysis for incoming graduate students, established and implemented a clinical writing lab for the graduate diagnostics course, and obtained Graduate Investment Program funding to conduct professional workshops on clinical report writing at the graduate level.

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