

Adelphi University Ruth S. Ammon School of Education

THE ARTICULATOR

NEWSLETTER OF THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS



Back Row (Left to Right): Professors Lawrence Raphael, Renee Fabus, Yula Serpanos, Fran Redstone, Reem Khamis-Dakwar, & Robert Goldfarb

Front Row (Left to Right): Professors Dana Battaglia, Janet Schoepflin (Chairperson), Cindy Arroyo, & Susan Lederer

Not Pictured: Professors Florence Ling Myers & Elaine Sands



Hy Weinberg Center for Communication Disorders Clinical Supervisors and Staff

Back Row (Left to Right): Anne Coqan, Dr. Deborah Senzer, Dr. Bonnie Soman, Stephanie Montano and Ellen Giarrtana

Back Row (Left to Right): Miriam Velsor, Deborah Friedman and Linda Levins



HY WEINBERG CENTER SPEECH AND HEARING CLINIC

*Marge Weinberg-Berman,
M.S., Trustee, Adelphi University*



The Hy Weinberg Center opened on the campus of Adelphi in 1986. Undergraduate and graduate students can participate in supervised clinical experiences at the Hy Weinberg Center for Communication Disorders. They can observe and work with clients of all ages who present a wide range of communication difficulties. Our laboratories contain instrumentation for the study of normal and disordered speech and hearing, which enhances our quality of research, clinical education and services. This clinical education emphasizes the application of current theoretical principles and evidence-based practice to the administration of clinical procedures.



President Scott presented a replica of a plaque that will be used to dedicate a tree by the Hy Weinberg Center in honor of Marjorie Weinberg-Berman's 80th birthday at the Garden City Hotel in 2014.

WELCOME OUR NEW CLINIC DIRECTOR *Anne Marie Skvarla, M.S. CCC-SLP*



The Hy Weinberg Center for Communication Disorders welcomes Anne Marie Skvarla, our new Clinic Director. Ms. Skvarla earned her Master's Degree from Seton Hall University. She worked for 20 years at New York Presbyterian Medical Center, 18 years at New York University, and a year at Queens College before joining us in June 2014. Welcome to the HWC family. Anne Marie!

DEPARTMENTAL REPORTS *Drs. Schoepflin, Lederer, Sands, Raphael*

Chair's Report:
Dr. Janet Schoepflin



It has been my very great pleasure to chair the Department of Communication Sciences and Disorders at Adelphi for the past seven years and to have had the privilege of working with the outstanding members of the department's faculty, our alumni and colleagues in the field, and the fine students whom we mentor. At the close of this year, the department's leadership will pass to the very capable hands of **Dr. Reem Khamis-Dakwar**, who will guide us through the next few years, which will include a variety of activities, including a re-accreditation site visit from ASHA.

The site visit is being coordinated by **Drs. Susan Lederer and Elaine Sands** and everyone associated with the Master of Science (MS) in speech-language pathology program—full-time and adjunct faculty, clinical faculty, administrators, field supervisors, graduates, students, clients and families, and the community—will be involved as we demonstrate our compliance with the ASHA standards associated with administrative structure and governance, faculty, academic and clinical curricula, students, assessment, and program resources. As we move toward the site visit, you will hear us talking about how we provide our students with knowledge and skills in "The Big Nine" areas of articulation, fluency, voice and resonance, language, hearing, swallowing, cognitive aspects of communication, social aspects of communication, and communication modalities. As colleagues, alumni, students, and clinical partners, you will be invited to join us in verifying how the program meets the rigorous accreditation standards. As always, your input into how our program can be strengthened is welcomed and very appreciated.

Two distinguished members of the speech-language pathology profession recently externally reviewed the department. Their findings revealed a "quality program with a strong reputation," and they acknowledged the excellence of the faculty, clinic, and externship affiliations, as well as the strength of the student applicant pool. Examples of all of these will be found throughout this newsletter. I encourage you to read it thoroughly and e-mail me at schoepfl@adelphi.edu with questions, comments, and updates. ***Thank you all for a great 7 years!***

Undergraduate Report:

Dr. Susan Lederer,
Undergraduate Program Director



Adelphi University's undergraduate program is designed to prepare students for graduate school in speech-language pathology, audiology, and speech and hearing science. In addition, pre-professional preparation, academic coursework and clinical experiences are designed to help our students develop respect and awe for the complexity of the human body and the child's ability to acquire communication skills, and to understand the nature of communication disabilities across the lifespan and their effect on humanity.

In the last ten years, our undergraduate program has tripled in size. We now offer two or three sections a year of our major courses. In addition, Adelphi remains one of the few programs to provide undergraduate students with two clinical practice experiences (one in speech-language pathology and the other in audiology). We continually assess and retool our courses to reflect the latest research in both the content area under study and the delivery of course material. This year, **Dr. Goldfarb** is offering SPE 410: Survey of Acquired Neurogenic Disorders as a hybrid course, combining online assignments and lectures. In response to a university-wide concern that students are unaware they are being taught to think critically, **Dr. Lederer** has reframed SPE 400: Current Issues in CSD to focus on critical problem solving in ethics, counseling, and evidence-based practice. **Dr. Arroyo** continues to take entering freshman on site visits to help them understand where this major will take them. ACDS and UCP Nassau have been most welcoming.

Finally, we would like to recognize the thesis works of our recent undergraduate Honor's College student: *Jency Mammen*, Melodic Intonation Therapy: The Role of Music in the Recovery of Language in Individuals with Broca's Aphasia (**Dr. Sands**; supervisor). Jency has returned to Adelphi University (AU) for graduate school.

Graduate Report:

Dr. Elaine Sands,
Graduate Program Director



Our Master's program in Communication Sciences and Disorders is continuing to thrive with a record number of applicants for the current program. We are delighted to welcome the newest class of students to our program-- competition for admission for this year was enormous. We have 200 students in the program, making us one of the largest programs in the country. Half of our students attend the Sunday program in either Manhattan or Garden City; while the remainder of the students attends the Garden City weekday program. We are pleased to report that our pass rate of our students on the Praxis exam for 2013-2014 was 98%. More than 92% of these graduates report that they are employed in the profession.

This year the faculty is heavily engaged in preparation for our 2016 site visit from the Council on Academic Accreditation (CAA) of ASHA. **Dr. Lederer** is the Chair of the Site Visit and is working closely with faculty to organize the extensive material and information that is required. We are looking forward to the opportunity to talk about our program and the work we do here at AU.

Dr. Sands has taken over the position as Graduate Program Director from **Dr. Goldfarb** who has stepped down from this position after many years of service. He continues to serve as the Coordinator of the Sunday Program in Manhattan.



Graduate students preparing for a diagnostic evaluation

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Doctoral Program:

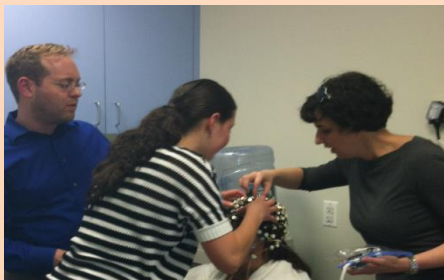
Dr. Lawrence Raphael,
Program Director



Our application for a Ph.D. Program in Speech-Language Science and Disorders was approved by the New York State Education Department in the summer of 2012. As the students in the Doctor of Arts Program who intended to switch to the Ph.D. Program had been fulfilling the requirements of the new program prior to its approval, we have already graduated our first two students. The new Ph.D.s are Dr. Nellyzita Offoha-Nwosu (May, 2013; Chair, **Elaine Sands**; Members, **Robert Goldfarb** and **Reem Khamis-Dakwar**) and Dr. Joseph Hoffman (May, 2014; Chair, **Reem Khamis-Dakwar**; Members, **Robert Goldfarb** and Karen Froud).

Nelly studied the effects of various training modules for SLPs working with a multilingual/multicultural population in the schools. Dr. Elaine Sands was her dissertation committee chair and happily presented her with the doctoral "hood" at the ceremony. Joe studied *Neurophysiological Indices of Semantic Processing in Children with Type 1 Diabetes Mellitus*. It was the first dissertation to address language processing in children with diabetes who are dependent on insulin treatment in the field of communication sciences and disorders using event-related potentials. His Chair, Dr. **Reem Khamis-Dakwar**, conducted his "hooding" ceremony.

We have had many applicants to the program and have admitted several new students. The program now has 25 enrolled students and can be found on the Adelphi website.



Doctoral students working in the ERP lab, Spring 2013



SPOTLIGHT ON THE MANHATTAN CENTER:



*Graduate students from Manhattan Center
working in aphasia group in Fall 2014*

Located in the western part of the SoHo section of Manhattan, the Center has an M.S. program in speech-language pathology where students take all their academic courses on Sundays and their clinical internships at the Hy Weinberg Center in Garden City during the week.

A similar Sunday program is also offered on the Garden City campus. Both programs are ideal for students with family and work responsibilities that are interested in full-time study.





SPOTLIGHT ON THE GARDEN CITY CAMPUS



Michelle Finik, an undergraduate student who is now a Master's student at Adelphi University has been involved in numerous research projects poses with
Drs. Raphael and Arroyo

NEW LANGUAGE OBSERVATION AND ANALYSIS LABORATORY



Dr. Dana Battaglia has started a new laboratory at Adelphi University. In 2015, she received the American Speech-Language Hearing Association Pathways Program Grant through the 3rd Annual mentorship program.

Audiology (Au.D.) Consortium Program of Adelphi, Hofstra, and St. John's:

Dr. Yula Serpanos, Program Director



Since 2005, the Department of Communication Sciences and Disorders at Adelphi University, in cooperation with Hofstra and St. John's Universities, has offered a professional doctorate in audiology (AuD). The primary objective of the program is to produce highly skilled practitioners who are competent to perform the wide variety of diagnostic, remedial, and other critical services within the scope of practice for audiologists.

The AuD program is a four-year full-time curriculum of academic and clinical training in which students complete a minimum of 89 semester hours of post-baccalaureate study including a minimum of 12 months full-time equivalent of supervised clinical practicum in the requisite areas of foundations in practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration. In addition, a clinical research project proposal is required of each student. The Long Island AuD Consortium is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) through January 31, 2021.

The program maintains a chapter of the Student Academy of Audiology (SAA), the national student organization of the American Academy of Audiology that serves as a collective voice for students and advances the rights, interests, and welfare of students pursuing careers in audiology.

The first class of students graduated in 2010 and there are currently 64 students in the program. In the 2013-14 academic year, students achieved a 100% pass rate on the Praxis, and 100% of graduates were employed within a month of graduation.

The Long Island AuD Consortium was named "Best of 2013 Hearing Healthcare Professionals" by The Hearing Review. [Click here to see the review](#)



SPOTLIGHT ON Au.D. STUDENT ACCOMPLISHMENTS

LISHA Joan Fox Award 2014 Recipients

Kelly Donlan (Adelphi)

Victoria Keslin Shinkarov (Hofstra)

Sarah A. Elias (St. John's)

Outstanding Graduate Poster Presentation in Sciences Award at the Adelphi University Eleventh Annual Research Conference, April 10, 2014

Brittany Renne (Adelphi) – "Accuracy and Performance of Type 2 Sound Level Meter Applications," *Advisor: Yula Serpanos*

Brittany Renne (Adelphi) – SAA Chapter Co-President 2014

Lianne Aponte (Adelphi) – SAA Chapter Co- President 2014



Audiology Clinic Report:

***Dr. Deborah Senzer,
Clinical Coordinator***



The audiology clinic at the Hy Weinberg Center is a place where education and technology come together. Our clinic is equipped with the finest and newest audiological equipment, including state of the art audiometers, tympanometers, video otoscope, otoacoustic emission and auditory brainstem response diagnostic computers. In addition, our fully outfitted hearing aid dispensary enables faculty and students to program the newest in digital hearing aid technology as well as verify hearing aid fittings, using real ear measurements as well as speech mapping. The audiology clinic provides a rich learning environment for undergraduate and graduate speech pathology students as well as audiology doctoral students. Speech pathology students observe weekly audiology sessions on patients receiving diagnostic evaluations, hearing aid fittings, and auditory processing evaluations. Audiology doctoral students work daily in the clinic performing audiological evaluations, hearing aid programming, counseling and electrophysiological testing as well as learning about running a business. The clinic serves the community as an outpatient clinic allowing the students to study in a realistic environment.



Audiology students at Adelphi's Research Day, 2014

Clinic Program:

Ms. Anne Marie Skvarla,
Clinic Director

Rise-n-Sign

A parent and child language stimulation group for 18- to 24-month-old toddlers. This group uses stories, songs, and play to help children communicate who may be slow in developing language.

TOTalk

A language-enriched *"grown-up and me"* style play group for two year olds with delays in expressive language development, this group uses story time, play and rhythm and movement to help children expand their vocabularies and begin to combine words into sentences.

KIDTalk

This *"me alone"* style playgroup for 2½- to 3-year-old children with delays in expressive language development helps children expand their vocabularies and speak more intelligibly.

PRE-Read

Designed for pre-K and kindergarten-age children with a history of speech or language delay; this program targets three prerequisites for reading readiness: phonological awareness, print awareness, and story comprehension. This program is also for children from homes in which English is a second language.



Social Communication Groups

These communication support groups are for children and teens who have difficulty communicating with peers because of social language deficits (e.g., Asperger's Syndrome).

Accent Modification Group

Non-native adult speakers of English can improve their verbal skills through direct instruction in English pronunciation and intonation.

Accent Modification Group (Continued)

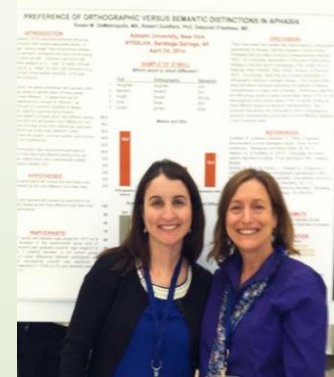
Practice exercises in spoken English help participants modify their foreign accents and gain confidence in speaking English.

Aphasia Group

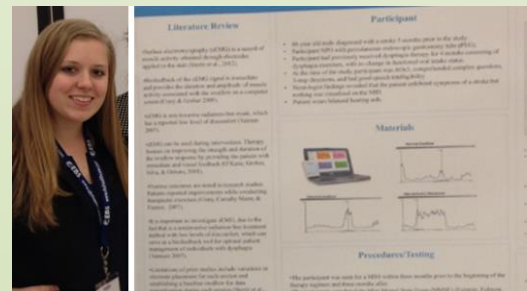
Designed for individuals who have suffered language impairment caused by a stroke, this social language facilitation group focuses on improving speech and communication.



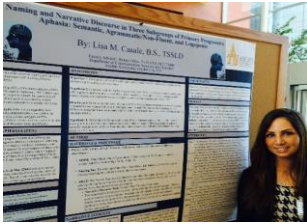
CLINICAL AND STUDENT RESEARCH



*Doctoral student, Susan DeMetropolis and Clinical Coordinator Deborah Friedman present at NYSSLHA, 2014 with **Dr. Robert Goldfarb***



*Lauren Farrell Freriks presented on Surface Electromyography (sEMG) used as a Biofeedback Instrument during Dysphagia Therapy in a Patient Post-Stroke at NYSSLHA, 2014 under advisement of **Dr. Renee Fabus***



Lisa Casale at Research Day presenting Naming and Narrative Discourse in the Three Types of PPA under advisement of Dr. Renee Fabus, April 2014

ONGOING STUDENT PROJECTS

Research Day 2013-2015

- Selene Gatzonis and Dianna Scotto, The Effects of Yoga on Stuttering, Research Day, April 2013
- Robyn Sacks, Reading Comprehension: Picture Books and the iPad with Typically Developing Children, **Dr. Cindy Arroyo**, April 2014
- Alexandra Cerone, The effects of a Parent-Facilitated Shared Book-Reading Approach to Acquiring Early Verbs: A pilot study; **Dr. Susan Lederer**, April 2015
- Brittany Renne – Accuracy of Type 2 Sound Level Meter Applications with Attachment Microphones; **Drs. Yula Serpanos & Janet Schoepflin**, April 2015

Master's Student's Research Projects Completed

Brittany Badke (*May 2013*); Sarah Cron (*May 2013*)
Selene Gatzonis (*May 2014*)



School of Education Dean Jane Ashdown discusses research with graduate students

Student Work with Dr. Lederer

- Katie Matthew: The effect of yoga on executive functions in Tweens with language disorders
- Alexandra Cerone: The effect of parent shared book reading on early verb acquisition in toddlers with language delays

Doctoral Work with Dr. Fabus

- Susan M. DeMetropolis; ASHA (2014): Language and Naming Effects in Alzheimer Disease vs. Healthy Aging
- Ashley O'Rourke; ASHA (2014): A case study examining oral transit time and severity level of dysphagia in Cerebral Palsy.



Master's student Selene Gatzonis presenting at LISHA, under advisement of Dr. Renee Fabus, April 2014

STUDENT AWARDS



Dr. Bonnie Soman, previous clinic director accepted the Student Membership Award from LISHA president Dr. Renee Fabus on behalf of the students at LISHA conference, 2013.

The New York State Speech-Language and Hearing Association (NYSSLHA) Student Scholarship Master Award:

Selene Gatzonis; April 2014

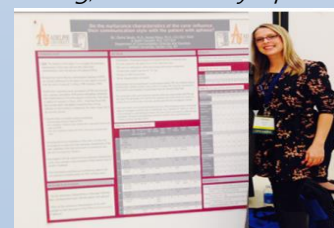
Long Island Speech-Language and Hearing Association (LISHA) Doctoral Award:

Kaitlin Dondorf, October 2013

Susan M. DeMetropolis, May 2014

Graduate Student Oral Presentation Winner:

Selene Gatzonis and Dianna Scotto, The Effects of Yoga on Stuttering, Research Day April 2014





NSSLHA is our on-campus, student-governed organization that supports the work of charitable organizations related to the field of Communication Sciences and Disorders (CSD) such as Autism Speaks, Smile Train. NSSLHA's primary focus is to support the Hy Weinberg Clinic by way of donations for clinic materials and by hosting an annual Patient Appreciation Day.

During the last semester, for example, NSSLHA hosted an on-campus event to lend support to the Mungai Foundation, a nonprofit organization that runs a home and school for 40 orphans in Kenya. Through our efforts, we were able to donate much needed school supplies to help those children. As of this May, our membership has grown to about **50 students** and we welcome the opportunity to enroll more as our list of upcoming events grows.

The annual Holiday Party, held in December, was both enjoyable and financially successful. Thanks to the hard work and cooperation of the members of our organization, our successes both on and off campus were recognized by Adelphi University's Center for Student Involvement, which honored us with its prestigious **Five Star Organization Award**. This award was given to us at the Brown and Gold Award Ceremony held at the end of each year. Dr. Cindy Arroyo, a professor in Adelphi's CSD department at both the undergraduate and graduate levels, serves as our advisor. We are very fortunate to have her as part of our organization and her over six years association with NSSLHA has been extremely helpful to us.

This fall semester, NSSLHA meetings are held bi-weekly on Thursdays at 4 p.m. in Room 101. If you would like to join NSSLHA, contact NSSLHA's President Jacqueline Ferro for more information (jacquelineferro@mail.adelphi.edu).



Meet our Newest Doctors



Nellyzita Nwosu, Ph.D. (May 2013)

Assessment and Treatment of Culturally and Linguistically Diverse Children

Adviser: Dr. Elaine Sands



Joseph Hoffman, Ph.D. (May 2014)

Neurophysiological Indices of Semantic Processing in Children with Type 1 Diabetes Mellitus

Adviser: Dr. Reem Kahmis-Dakwar

*It was the **first** dissertation to address language processing in children with diabetes who are*

FACULTY AND STUDENT TRAVELS

Doctoral Student, Ashley O'Rourke traveled to Guatemala with Hearts in Motion and Oujda, Morocco with Operation Smile in 2014



Graduate students from Universidad Pedagogica Nacional in Bogota, Colombia, 2013



Dr. Robert Goldfarb hiking at El Dorado, Columbia, 2013 as a Fulbright specialist in Applied Linguistics/TEFL



SPOTLIGHT ON A COLLABORATIVE TEXTBOOK

Translational Speech-Language Pathology and Audiology: Essays in Honor of Drs. Sadanand Singh. San Diego, Plural, 2012

Edited by: **Robert Goldfarb, Ph.D.**

Translational research seeks to expedite the translation of laboratory or public health and public policy discoveries into improved standards of care. Among the first books of its kind, *Translational SLP/A* brings experts from around the world in a volume of essays, and includes the following Adelphi University contributors:

Arroyo, C. G. The impact of augmentative/alternative communication (AAC) technology.

Battaglia, D. The martial arts of communication.

Goldfarb, R., & Raphael, L.J. An acoustic analysis of a case of amusia

Goldfarb, R., & Santo Pietro, M.J. Using set theory in SLP diagnosis and treatment.

Khamis-Dakwar, R.. Translational display of neurophysiological Investigations in communication sciences and disorders

Lederer, S.H. Storybook yoga: Integrating shared book reading and yoga to nurture the whole child.

Redstone, F. Movement science for speech-language Pathologists.

FACULTY & STUDENT PRESENTATIONS

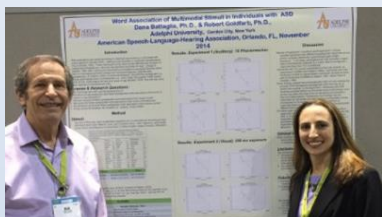
Faculty and students have been very involved with presentations, especially at ASHA conferences. There were 13 posters and presentations at ASHA in Atlanta, GA in 2012, 6 presentations at the 2013 ASHA conference in Chicago, IL, and numerous at the ASHA 2014 convention in Orlando, FL.

International presentations in various locations such as Colombia, Canada, Israel, and Egypt have been on such topics as dysphagia with **Drs. Goldfarb** and **Baylow**, child language assessments, neurocognitive models, Arabic diglossia, language testing for Palestinian children, and ERPs and neuroimaging research on childhood apraxia from **Dr. Khamis-Dakwar**.

Presentations and workshops by **Drs. Raphael, Myers, Lederer, Hoffman**, and **Redstone** have been presented at NYSSLHA, American Academy of Audiology, Acoustical Society.

Dr. Cindy Arroyo has presented locally on iPad use with AAC, pediatric feeding and swallowing interventions, and oral-motor intervention.

Dr. Janet Schoepflin has presented webinars on "Back to Basics Speech Audiometry" for AudiologyOnline.



Drs. Goldfarb and Battaglia presented their research on word association with autism population, ASHA Conference 2014

Dr. Goldfarb is a reviewer for *Journal of Communication Disorders*, *Journal of Fluency Disorders*, *Journal of Nervous and Mental Disease*, *Journal of Psycholinguistic Research*, *Open Applied Linguistics Journal* (editor), *Psychiatry Research*, and *Schizophrenia Bulletin*.

Dr. Khamis-Dakwar is a reviewer for Grant Program on Projects for Multicultural Activities, American Speech-Language-Hearing Association and an Editorial Board member for *West Asian Journal of Speech-Language Pathology*.

PUBLICATIONS (last 3 years)

TEXTBOOKS & STORYBOOKS

Goldfarb, R. (Ed.). (2012). *Translational speech-language pathology and audiology*. San Diego, CA: Plural Publishing Inc.

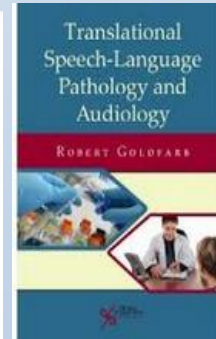
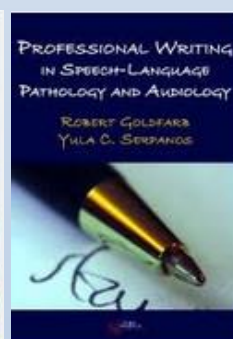
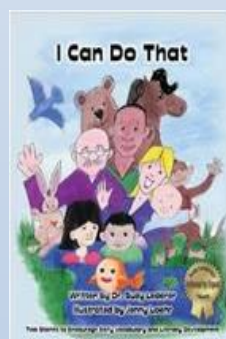
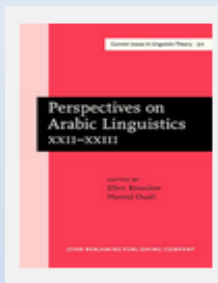
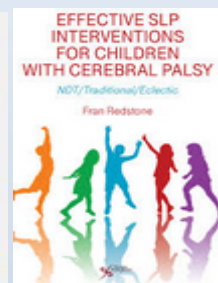
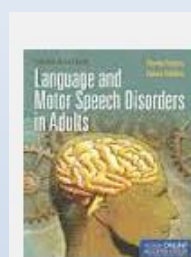
Goldfarb, R., & Serpanos, Y. (2014). *Professional writing in speech-language pathology and audiology, 2nd ed.* San Diego: Plural Publishing, Inc.

Halpern, H., & **Goldfarb, R. (2013).** *Language and motor speech disorders in adults, 3rd ed.* Burlington, MA: Jones & Bartlett Learning.

Khamis-Dakwar, R. & Froud, K. (Eds.). *Perspectives on Arabic linguistics XXXI*. Amsterdam: John Benjamins (in press).

Lederer, S.H. (2014). *I can do that*. Indiana, PA: Dynamic Resources (new paperback edition).

Redstone, F. (2014). *Effective SLP interventions for children with cerebral palsy: NDT, traditional, eclectic*. San Diego, CA: Plural Publishing Inc.



CHAPTERS (last 3 years)

Agelarakis A., **Serpanos Y. C.**, Papadopoulos E., Tsoutsoubi S., & Sgourou M. (2014). Markers of occupational stress in maritime activities of ancient thasos island: An exercise in ethno-archaeology. In Gillis, A. (Ed.). *Corps, travail et statut social: L'apport de la paléanthropologie funéraire aux sciences historiques Archaïologia* (pp. 153-174). Lille, France: Presses Universitaires du Septentrion.

Froud, K. & **Khamis-Dakwar, R.** Neural correlates of speech sound perception in childhood apraxia of speech. In Bowen, C. (Ed.), *Children's speech sound disorders, 2nd edition*. Oxford, UK: Wiley-Blackwell (in press).

Goldfarb, R., & Halpern, H. (2013). Time-altered word association tests (TAWAT). Appendices A and B in H. Halpern & R. Goldfarb, *Language and motor speech disorders in adults, 3rd ed.* Burlington, MA: Jones & Bartlett Learning.

Khamis-Dakwar, R. & Froud, K. (in press). Neurocognitive modeling of the two language varieties in Arabic diglossia. In R. Khamis-Dakwar, & K. Froud (Eds.), *Perspectives on Arabic linguistics XXXI*. Amsterdam: John Benjamins.

Khamis-Dakwar, R., & Makhoul, B. (2014) Arabic diglossia and its implications for language learning disability assessment. In Saeigh-Haddad, & M. Joshi (Eds.), *Handbook of Arabic literacy: Insights and perspectives* (pp. 279-303). Netherlands. New York, NY: Springer.

Khamis-Dakwar, R., & Froud, K. (2012). Aphasia, language, and culture: Arabs in the United States. In Gitterman, M., Goral, M., & Obler, L. (Eds.), *Multilingual aphasia book* (pp. 275-291). Bristol: Multilingual Matters.

McDonald, M., & **Battaglia, D.** (2015). 21st century classroom resources. In E. Blue & S. McPherson (Eds.), *Student, environment, tasks, and technology tools (SETT) for the digital learner*. Hauppauge, NY Nova Science Publishers.

Schoepflin, J. (2013). The Auditory System and Clinical Application. Ferrand, CT. Speech Science: An Integrated Approach to Theory and Clinical Practice (3rd Edition). Allyn & Bacon

PEER-REVIEWED ARTICLES (last 3 years)

Arroyo, C., Goldfarb, R., & Sands, E. (2012). Caregiver training in an AAC intervention for severe aphasia. *Journal of Speech-Language Pathology and Applied Behavior Analysis*, 5, 59-64.

Battaglia, D. Functional communication training in children with autism spectrum disorder. *Young Exceptional Children*. (Accepted. Anticipated Publication Date: 2015).

Battaglia, D., Curinga, M., Minicozzi, L., Vaughn-Shavuo, F., McCarthy, M.J., & Zarco, E.P. From laptop to tablet: Faculty use of iPads for instructions to prepare education professionals. *Excelsior: Leadership in Teaching and Learning*. (Anticipated Publication: Spring 2015).

Battaglia, D., & McDonald, M.E. Effects of the picture exchange communication system (PECS) on maladaptive behavior in children with autism spectrum disorders (ASD): A review of the literature. *Journal of the American Academy of Special Education Professionals* (Anticipated Publication: Winter 2015).

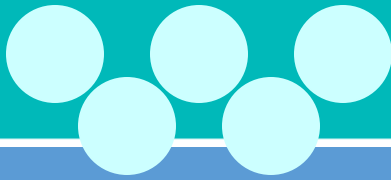
Battaglia, D., Domingo, R.A., & Moravcik, G.M. (2013, Fall), Autism related curriculum in New York State graduate speech-language pathology programs. *Excelsior: Leadership in Teaching and Learning*, 8, 53-64.

Baylow, H., **Goldfarb, R.**, & Steinberg, R. (2014). Swallowing effect and suspected neuromuscular fatigue in adults with acute stroke: A videofluorographic analysis. *Journal of Medical Speech-Language Pathology*, 21, 333-342.

Fabus, R. & **Dondorf, K.** (2014). The Effects of VitalStimTherapy with a patient diagnosed with a stroke *International Journal of Therapies and Rehabilitation Research*, 3 (3); 13-21.

Fabus, R. & **Dondorf, K.** (2015). Training Speech-Language Pathology Students to Perform the Clinical Swallow Evaluation and a Multidisciplinary Approach in a Skilled Nursing Facility. *EXPRESS: An International Journal of Multidisciplinary Research*.

Froud, K. & **Khamis-Dakwar, R.** (2012). Mismatch negativity responses in childhood apraxia of speech. *American Journal of Speech-Language Pathology*, 21(4), 302-312.



Goldfarb, R. (2014). Curses, blasphemies, and obscenities: An analysis of strong language. *International Journal of Linguistics and Communication*, 2, 1-10.

Hendler-Lederer, S. & Battaglia, D. (2015) Using Signs to Facilitate Vocabulary in Children with Language Delays. *Infants and Young Children*, 28 (1), 18-31.

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Shafiro, V., Levy, E., **Khamis-Dakwar, R.**, & Kharkhurin, A. (2013). Perceptual confusions of American-English vowels and consonants by native Arabic bilinguals. *Language and Speech*, 56 (2), 145-161.

INVITED AND NON-REFERENCED ARTICLES (last 3 years)

Battaglia, D., Domingo, R.A., & Moravcik, G. (2013, April 01). Academic edge: Are New York State CSD programs ready for autism? Is anyone?. *The ASHA Leader*.

Battaglia, D. (2012, Spring). Technology and teaching: One faculty member's leap into combining technology with lecture. Faculty Teaching and Research Forum. Issue 17.
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Fabus, R. (July 2014). Helpful Internet Resources for the Speech-Language Pathologist Working with Children with Speech Sound Disorders. *LISHA Hearsay*.

Fabus, R. (April 2014) Electropalatography. *The Communicator*. The New York State Speech-Language-Hearing Association.

Fabus, R., & **Raphael, L.J.** (May 2014) Electroplatography in the 21st Century. *Advance*.

Goldfarb, R. (2012). Problems in diagnosis: Dumping it in the chocolate. *Plural Community*, 27, 1-7.

Goldfarb, R., & **Myers, F.L.** (July 2013). What does a Fulbright specialist do? *ASHA Sphere*, blog.asha.org/2013/07/30/what-does-a-fulbright-specialist-do/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+ASHASphere+%28ASHASphere%29

Goldfarb, R. & Raphael, L.J. (May 2, 2013). A hands-on queen. Letter to the Editor. *The New York Times*.

CREATIVE PROJECTS (last 3 years)

Fabus, R., Yudes-Kuznetsov, J., & Gozdziwski, T. (2014). *Case Studies in Articulation and Phonological Disorders in Children*. (DVD) San Diego, CA: Plural Publishing Inc.

Goldfarb, R., & Halpern, H. (2013). Time-altered word association tests. Website in H. Halpern & R. Goldfarb, *Language and motor speech disorders in adults, 3rd ed.* Burlington, MA: Jones & Bartlett Learning.

Khamis-Dakwar, R., Al-Askary, H., Benmamoun, A., Ouali, H., Green, H., Leung, T., & Al-Asbahi, K. (2012). Cultural and linguistic guidelines for language evaluation of Arab-American children using the Clinical Evaluation of Language Fundamentals.

Redstone, F. (2014). *Alphabet soup: The SLP, CP and NDT*. San Diego: Plural Publishing

GRANTS (last 3 years)

Battaglia, D. & Goldfarb, R. 2012-2013. Word association of time-altered auditory and visual stimuli in autism. Faculty Development Award, Adelphi University, \$1,500

Fabus, R. 2014. Faculty Development Grant, Adelphi University, \$2,000. *The Use of Electropalatography Therapy with Deaf Children with Cochlear Implants.*

Fabus, R. 2015, Faculty Development Grant, Adelphi University, \$3,200. A pilot study examining the effectiveness of Isometric Progressive Resistance Oropharyngeal (I-PRO) Therapy in Patients with Dysphagia Secondary to Hypokinetic Dysarthria.

Fabus, R. 2013, Faculty Development Grant, Adelphi University, \$4,000. *The use of electropalatography with children with speech sound disorders.*

Goldfarb, R. Fulbright Specialist in Linguistics, Bogota, Colombia, \$9,075, April-May, 2013.

Khamis-Dakwar (2014), Arabic and English plural formation in typically developing heritage speakers of Arabic. *Faculty Development Grant.*

FACULTY AWARDS (last 3 years)

Battaglia, D. 2014 Town of Oyster Bay Women of Distinction Award for Education.

Battaglia, D. 2013, 40 Under 40 Award, Long Island Business

Goldfarb, R. 2014, Honors of the Association, NYSSLHA, Saratoga Springs, NY

Goldfarb, R. 2013, Professor Recognition Award, Adelphi University

Goldfarb, R. 2013, Fulbright Specialist in Applied Linguistics/TEFL, National Pedagogical University, Bogotá, Colombia.

Myers, F. 2012. Deso Weiss Award at the World Congress of the International Fluency Association (Sponsored by the International Cluttering Association and the Stuttering Foundation of America), Tours, France.

Myers, F. 2013. Fulbright Specialist in Education, Hong Kong

FACULTY BOARD MEMBERSHIPS (last 3 years)

Fabus, R. *Past President* of Long Island Speech-Language-Hearing Association (LISHA) (2014)

Fabus, R. LISHA *President* (2012-2014)

Goldfarb, R. (through 2013) Council on Academic Accreditation Site Visitor

Khamis-Dakwar, R. (2012) Elected board member of *the Arabic Linguistic Society (ALS)*

Myers, F. LISHA Board member

Redstone, F. (2014). Research Committee, Neurodevelopmental Treatment Association (NDTA)

Schoepflin, J. Vice President for Audiology, New York State Speech, Hearing, and Language Association

Neural Bases of Speech and Swallowing Disorders Lab



This laboratory, under the direction of **Dr. Renee Fabus**, examines the characteristics and nature of speech and swallowing disorders including, but not limited to, stuttering, childhood apraxia of speech and swallowing disorders of different etiologies, in order to develop innovative evidence-based practice techniques for intervention. Evoked Response Potentials (ERPs), are used to measure the electrophysiological response of the brain in response to stimuli, and Electromyography.

- The effectiveness of parental questionnaires on assessments of speech-language and auditory function in children; collaboration with **Drs. Serpanos**, Colley-Hidecker, and Berg.
- The use of Electropalatography therapy with deaf children with cochlear implants

Collaboration with doctoral student *Kaitlin Dondorf* on educational video for individuals with dysphagia

- Examining the effectiveness of Isometric Progressive Resistance Oropharyngeal (I-PRO) therapy in patients with dysphagia secondary to dysarthria.

Student Projects:

- Naming and Narrative discourse in patients diagnosed with subtypes of Primary Progressive Aphasia (PPA): *Lisa Casale*
- A case study examining the effectiveness of dysphagia intervention in a patient diagnosed with Guillain Barre Syndrome: *Kaitlin Dondorf*
- A retrospective study examining swallowing deficits in patients with head and neck cancer post chemotherapy and radiation treatment: *Laurie Wenerholm*

Neurophysiology of Speech and Language Pathology Lab



The Neurophysiology in Speech and Language Pathology (NSLP) Lab, directed by **Dr. Reem Khamis-Dakwar** which houses a 32-channel EEG, is growing rapidly and producing extraordinary and informative work in our field.

Some of the studies explore vocabulary skills in children with diabetes and promote assessment and intervention services for all individuals we service specifically individuals from culturally and linguistically diverse population using an evidence based practice framework incorporating the highest attainable evidence and clinical expertise.

We are so excited to share that in May 2014, our lab member, *Joe Hoffman* became the first NSLLab graduate to earn his PhD for his work on "Neurophysiological Indices of Semantic Processing in Children with Type 1 Diabetes Mellitus," calling attention to the potential effects of steady insulin treatment on lexical processing in children with diabetes. This is the first study in the speech language pathology field to address the potential effects of insulin treatment on language development and has pioneering clinical implications.

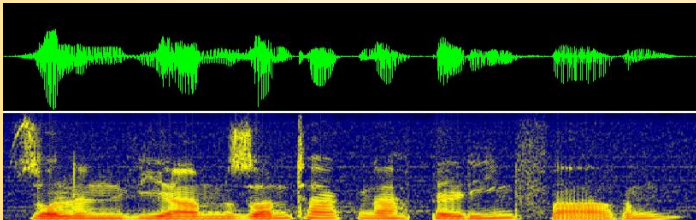
Two members of the NSLLab; *Melody Zambriski* and *Veronica Jimenez-Harrison* visited Eugene, Oregon in August 2014 to attend the EGI 2014 summer school in which they were trained in core-dense array EEG skills. *Mrs. Zambriski* is interested in examining the effectiveness of different strategies in reading rhyming books on children's phonological awareness and *Mrs. Jimenez-Harrison* is interested in how African American speaking children process spoken standard English compared to written standard English grammatical errors. Lastly, **Dr. Khamis-Dakwar's** collaborative work in Dr. Karen Froud's Neurocognition of Language Lab was featured in Teacher College Media center as the lab of the future. The picture is of her son, Nadey Dakwar, who is planning to be a famous actor. (tc.columbia.edu/news.htm?articleID=9535)

Augmentative and Alternative Communication Lab



This laboratory is supervised by **Dr. Cindy Arroyo**, contains a variety of new equipment (obtained through federal funds). It is used for research, evaluations, teaching, and training students in the assessment and therapeutic intervention for individuals with severe communication and physical disabilities. Some devices have been designed to meet the needs of clients with specific disorders. These devices include the Linguagraphica (for individuals with aphasia) and Eye Gaze Technology (for individuals with ALS). This lab invites evaluations for patients and clients needing AAC. Doctoral student *Maura Lachance* is working on her dissertation of using AAC devices for commenting with children who have autism.

Speech Science Laboratory



This laboratory, supervised by **Dr. Lawrence J. Raphael**, is equipped with state-of-the-art equipment for investigating acoustic and physiological aspects of speech production. Students on all levels and faculty who are engaged in research projects have access to the laboratory. Current study with **Drs. Raphael** and **Schoepflin** with doctoral student *Susan DeMetropolis* is looking at differences with temporal processing and speech recognition in background noise in younger vs. older listeners. This research was accepted to the Acoustical Society of America conference for May 2015.

We hope you enjoyed your updates and news from the Communication Sciences and Disorders Department.

We look forward to hearing from you!

Please send updates, comments, and questions to Dr. Janet Schoepflin at jschoepfl@adelphi.edu



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