Welcome to our annual Newsletter! We are excited to share some of our news from the past year with you. It has been an eventful year – we hope you enjoy reading about it.

We continue with the two alumni sections we introduced last year – alumni features and alumni updates. This year in our features section, we spotlight three outstanding alums: Dr. René Gifford, Julie Kleinheinz, and Tara Moore. The updates section provides a brief account of what some of our other alums have been doing since graduation. We would love to hear from more of you, and I know your fellow alums would like to hear from you, too. Please visit the alumni page of our department website (http://www.asu.edu/clas/shs/alumni.html) and use our convenient alumni update form to let us know what you have been doing lately.

We are pleased to introduce you to several new members of our department: Karen Wheeler is an assistant professor with an expertise in voice and swallowing, Addie Lafferty is a research associate in early literacy, Miriam Garlant is a clinical assistant professor in speech-language pathology, Julie Stylinski and Donna Leff are new lecturers in our ASL program. We have two new support staff. Megan Firchau is the administrative secretary for our clinic and Marge Kopczynski is our new grants and contracts coordinator. You'll find information about each of them inside our newsletter. Marge’s position is a new one, and is the result of our department’s success in obtaining external funding for our many research programs. In the past two years, our annual research expenditures have increased from about $1.6M to $3.3M – a phenomenal achievement given the heightened competition nationwide for research grants.

After more than 25 years of dedicated service to the Department of Speech and Hearing Science, Pam Perling retired this past spring. At our annual awards ceremony in April, Pam was presented with a watch and plaque from the university to commemorate her 25 years of service. She was also awarded a plastic tow truck from the department, in appreciation for her diligent watch over our limited clinic parking… In May, the department threw a surprise luncheon in her honor, and presented Pam with a digital camera and other memorabilia.

As most of you know, Professor Jim Case died this past year after a long and courageous battle with severe primary pulmonary hypertension. Jim was an extraordinary person who touched our lives in many special ways. To honor and celebrate his memory, we have launched an annual workshop that will be held each fall semester. Some information about this year’s workshops (one on voice, one on hearing aids) can be found in the newsletter. The proceeds from the annual workshops will be invested in the James Case Speech and Hearing Scholarship, which supports graduate students in speech-language pathology. If you would like more information about the workshop or how to contribute to the scholarship, please visit our department website at http://www.asu.edu/clas/shs.

As always, we look forward to hearing from you and would especially love to have you visit the department. If you haven’t been here for a few years, I think you’ll be truly amazed at what you’ll find.
Faculty News

Professional Enhancement Program

The Professional Enhancement Program (PEP) is an exciting new program within our department to meet the critical need for more speech-language pathologists in the public schools. Through a grant from the Arizona Department of Education, the department is able to offer a master’s degree program in speech-language pathology for professionals working or interested in working in the public schools. It is designed for students holding a bachelor’s degree in speech and hearing science or the equivalent and working in an Arizona public school.

The program can be completed in three years while working full- or part-time in the public schools. Classes will be held late afternoons and early evenings (beginning at 3:40pm). PEP clinical practicum hours are acquired in the public school work setting, ASU’s Speech and Language clinics, and hospital settings in the Phoenix metropolitan area. Clinical training includes hours with children and adults as required by ASHA; the clinical training is supervised by an ASHA-certified SLP and coordinated by an ASU faculty member. PEP students are master’s students in the Department of Speech and Hearing Science.

Information and applications to the Professional Enhancement Program can be found at our website http://www.asu.edu/clas/shs/prog-pep.html. We are looking forward to providing more highly qualified speech-language pathologists for Arizona’s public school children.

Turkey Trip

Cathy Bacon and Jean Brown, clinical faculty at Arizona State University, traveled to Turkey this past April to present a workshop entitled “Speech and Language Intervention for Young Children”. Jean and Cathy were guests of the DİLKOM Education, Research and Training Center for Speech and Language Disorders, Anadolu University in Eskişehir, Turkey. Speech-language pathology is a relatively new discipline in Turkey, with a total of seven certified SLPs in the entire country. At Anadolu University Dr. Seyhun Topbaş, Dr. İlknur Mavis and Dr. Ibrahim Diken teach and train master’s and doctoral students to become speech-language pathologists and provide speech/language services for all of Turkey. Anadolu University is a modern, vibrant university and the facilities at the DİLKOM center were beautiful; but by far the most overwhelming aspect of the trip was the people. The faculty, staff and students at Anadolu University were so generous and gracious. It was a trip of a lifetime, and we hope the beginning of a life time of friendship and collaboration between our programs.

Tribute to Dr. Jim Case

A Bride to Amazement

By Jean Brown

That day was like any other day. Yet, it was unlike any other day. For on that day I visited my mentor, my teacher, and friend, Dr. James Case for perhaps the last time this side of eternity. In an e-mail I had requested a favor of him, which he had agreed to do; he also asked a favor of me — to bring his papers to his home because he didn’t think that he would make it over to ASU again. I took what remained of my dear friend’s papers from his office and took them to his home. He was entering the final stages of his life by going into hospice.

The poem entitled When Death Comes, by Mary Oliver, beautifully describes what I believe Dr. Case’s life and death are about. He was and is a “bride to amazement.” Dr. Case’s amazement was evident in the way he loved his church, his wife, his children and grandchildren, his friends, students, and his profession—especially his love for the beauty and wonder of the human voice. His voice was silenced, but as one of those friends he loved so well, I wanted to take this opportunity to pay tribute to him by saying that Dr. Case did not “end up simply having visited this world.” He took the world into his arms with a warm embrace and he changed the lives of so many people with his humble and unassuming presence.
At the end, he was not angry at anyone and did not know of anyone who was angry with him. He was not frightened; he welcomed the promise and possibility of death. Perhaps, this is the greatest and finest lesson to glean from this mentor/teacher—that of living and dying well. I have the utmost respect for him as a professor, and as a friend. He earned and deserves the title “Dr.” For 18 years he has gently chided me for calling him “Dr. Case” because I would not call him “Jim.” Dear friend I want to honor this request now by saying: “I love you Jim, and I will miss you.

Social Embeddedness Award

The President’s Medal of Social Embeddedness was awarded to the Tempe Early Reading First Partnership. This program is a collaborative effort among ASU’s Department of Speech and Hearing Science, Maricopa County Head Start, Tempe Elementary School District, and the Arizona Literacy and Learning Center, dedicated to improving the early literacy skills of children from low-income families. The partnership strives to achieve this goal through various efforts including: preparing children for kindergarten by encouraging the language, cognitive, and early literacy skills needed to ensure success and prevent reading difficulties, by educating preschool teachers regarding professional development and assessment of children’s progress and by providing necessary materials for classrooms and introducing early literacy and math curricula.

The award recognizes those that have contributed to creating and fostering mutually supportive partnerships with Arizona communities that demonstrate excellence in identifying needs or issues in the community and ameliorating them through implementing successful solutions.

The team members from ASU’s Department of Speech and Hearing Science include: Shelley Gray, Catherine Otto, M. Adelaida Restrepo, Linda Shadley, Suzanne Stellino, Mary Towle-Harmon, Catherine Wennerstrom, Jacqueyn Williams, and Randi Schechter Retkinski.

Community participants include: Terry Doolan, Arizona Department of Education; Marjorie Jones and Deborah Kendall, Arizona Literacy and Learning Center; Maria Munoz, Maricopa County Head Start; Andrea Colby, Tempe Elementary School District No. 3; and Kim Burch, Tots Unlimited.

Congratulations!

New Faculty

The Department of Speech and Hearing Science hired five new faculty and two new staff members this year. We are very excited to have them as part of our program.

Karen Wheeler, Ph.D.

Dr. Wheeler joins the faculty after completion of her doctoral work at the University of Florida. She is currently acquiring equipment and piecing together the swallowing and speech physiology lab where, in collaboration with colleagues at the University of Florida and Purdue University, she will conduct research related to the interaction between swallowing and breathing, as well as neural changes that occur with exercise and training in the adult central nervous system. Dr. Wheeler is a devoted fan of Gator football, and a triathlete, having completed her first “tri” in July of 2006.

Addie Lafferty, Ph.D.

Dr. Addie Lafferty is a graduate of the ASU Speech and Hearing Science Department where she completed her Ph.D. in 2006. She is a Faculty Research Associate and the Coordinator of an IES Preschool Curriculum Grant examining ways to promote language and early literacy skills in preschool children with special needs. She is also a clinical supervisor in a Toddler Playgroup at the Infant Child Research Programs. Her research interests include early literacy development in at-risk children and children with special needs, teacher and staff training models, preschool curriculum development and implementation, and translational research in classroom settings.

Miriam Garlant-Byler M.S.

For the past eleven years, Mrs. Garlant-Byler has worked with children who are English language learners in school and preschool settings. She has public school experience as an elementary school teacher and bilingual SLP. Mrs. Garlant-Byler also worked for ASU as a faculty research associate for the Infant Child Research Programs (ICRP) in the Department of Speech and Hearing Science. This year, Mrs. Garlant-Byler joins the clinical faculty as an assistant professor and is launching a new clinical practicum that specializes in providing bilingual/bicultural speech-language services in a public school setting.

Meghan Rochat Naddy Firchau

Meghan Firchau joined our administrative staff at the end of October as an administrative secretary for the Speech and Hearing Science Clinic. She is a long-time resident of the Phoenix Metropolitan area, and she comes to us from the Arizona Supreme Court-Foster Care Review Board. In her former role, she completed semi-annual reviews of 500 foster care cases for children in the Gila and Maricopa Counties, and provided assessment reports to the presiding juvenile court judges. Prior to these activities, Meghan served as a Child Abuse Prevention Specialist with Southwest Human Development, and she completed her social work internship with Child Protective Services as a Student Case Manager. In addition to her professional career, she is an avid reader and sewer, and enjoys fabric and paper arts.

Donna Jo Leff,

Donna Leff joined our faculty in August as a lecturer in America Sign Language (ASL) at ASU. She comes to us from Atlanta where
she worked full time at the Atlanta Area School for the Deaf as a behavioral specialist, teacher, and outreach coordinator. Previously, Donna served as Director of Educational Resources Center on Deafness, Southeast Region, for Gallaudet University and as Community Outreach Coordinator for the Georgia Council for the Hearing Impaired. In addition to her professional career, Donna has acted in several theatre performances and video productions which will no doubt enhance her work with our ASL Program.

Julie Stylinski

Julie Stylinski is a Deaf ASL lecturer at ASU. Her research focuses on American Sign Language (ASL) and Deaf Culture. She involves herself in the Deaf Community working with various interpreters and instructors. Prior to joining us here at ASU, Julie was an ASL instructor at Mesa Community College (MCC) for about seven years. Julie also loves to read and cook.

Marge Kopczynski

Marge Kopczynski brings over 20 years of experience in program management to the department. She has been involved with health-related research and program evaluation since 1990, and has an M.A. in Psychology. While born in Chicago into a Cubs-loving family, she grew up on several Native American reservations. Her work experience has included the Navajo Nation, Pueblo of Laguna, and other tribal organizations. Most recently, she was with the University of New Mexico.

New Grant Funding


This is a contract from the Arizona Department of Education. The goal is to increase the number of master’s level speech-language pathologists practicing in the Arizona public schools.


This is a grant from the National Organization for Hearing Research Foundation. The goal is to determine whether inter-aural differences in time in the low-frequency region can improve speech recognition under conditions of simulated electric-acoustic listening.


The primary purpose of this project is to develop a vocabulary and mean length of utterance intervention for Spanish-speaking children with language disorders. This grant will evaluate whether the intervention is effective in developing oral language skills in these children and it will be compared to a math intervention to control for small group instruction time. Moreover, the grant will evaluate whether the intervention is more beneficial when it is provided in a bilingual condition than when it is provided in an English-only condition.


The primary purpose is to discover the best ways to promote oral language and emergent literacy skills for children with disabilities during their pre-kindergarten year and examine any potential impact on their early literacy skills in kindergarten and first grade. Secondary purposes are to examine factors that influence children’s response to the interventions, professional development and intervention fidelity, and the perceived value and feasibility of the interventions from the perspective of the preschool classroom personnel.


This doctoral training program addresses the need for interdisciplinary faculty who are equipped to prepare future personnel and conduct research that can contribute to, and guide, scientifically-based practices for families and their young children with disabilities during the early childhood years. In addition to the focus on early childhood, the program content includes an emphasis on the cultural and linguistic diversity (CLD) commonly represented in the Southwest borderland states (e.g., American Indian and Hispanic families, Spanish-speaking families, new immigrant families, and a population associated with movement back and forth across international borders). While common throughout the U.S., these issues are intensified in Southwest border states, such as Arizona, which in turn affords the opportunity for in-depth, field-based research and training experiences to promote an understanding of
evidence-based practices for these populations.

A problem-based learning format will be used as a framework for students to obtain a full and rich understanding of key problems in early childhood special education and related services, brainstorm solutions collaboratively with those in the field and with diverse families, and ultimately design and implement an interdisciplinary research project that is focused on elucidating identified educational or service delivery problems. The Project aims to graduate 8 doctoral-level faculty who have an emphasis in early intervention, early childhood special education, or speech-language pathology with a focus on early childhood. Instructional activities include a focus on problem-based learning, building relationships and learning within the context of such relationships, while also modeling and facilitating reflection as a central strategy for ongoing integration of new knowledge and skills as well as evaluation. Anyone who is interested in information about the program should contact Dr. Wilcox (mjwilcox@asu.edu).

Events

Department Colloquium Series

The Department of Speech and Science is proud to offer a Colloquium Series that aims to provide new presentations monthly. Presentations from this past year included:

Friday, February 17th, 2006
10:40 - 11:30 am
"Exemplar-Based Speech Representation"
Prof. Greg Dogil, visiting professor from Stuttgart, Germany

Friday, February 24th, 2006
Noon - 1:00 pm
"Common Modes of Vocal Tract Articulation for Vowels"
Dr. Brad Story, University of Arizona, Tucson

Friday, March 31st, 2006
11:00 am – Noon
"New Approaches for Recording the ABR in Newborns"
Dr. John Ferraro, University of Kansas Medical Center, Kansas City, KS

Friday, April 21st, 2006
Noon - 1:00 pm
"Why Timing Matters in Talking"
Dr. Laurence White, University of Bristol, United Kingdom

Wednesday, October 11th, 2006
11:30 — 12:30
"Comparing Speech Perception Abilities of Pediatric Cochlear Implant or Digital Hearing Aid Users"
Lisa S. Davidson, Central Institute for the Deaf at Washington University

The Dynamics of Compression targeted amplitude compression in hearing aids: demonstrating the effect of compression parameters and adjusting those parameters according to speech recognition, speech quality and patient complaints.

SHS Professional Development Series

In honor of Professor Jim Case, a respected and loved man who touched many lives here at ASU, an annual workshop was initiated this year by the Department of Speech and Hearing Science.

The SHS Professional Development Series launched on October 7th, consisted of two workshops: Management of Voice Disorders and The Dynamics of Compression. Management of Voice Disorders targeted functional dysphonia, including information on evaluation and treatment, instrumental and non-instrumental assessment, and instruction on methods for management of the disorder.

The proceeds from the workshops went to the James Case Speech and Hearing Scholarship fund. Both workshops were a success.

Thank you to all who participated!
Events cont.

Homecoming

The department participated in the ASU homecoming block party on October 21st, 2006. We had a display table along with other units from the College of Liberal Arts and Sciences with posters and literature about our research, clinic and undergraduate NSSLHA program. In addition, we provided a table with ten optional games for children and parents to participate in and an area for necklace making. Necklace making seemed to draw the biggest crowd as the kids had a blast! Eleven NSSLHA students participated in the event to make it a success. Sid and Cathy Bacon, David and Kelly Ingram, Jeanne Wilcox, Dawn Cosgrove Greer, Shelley Gray and Cissy Longmore represented the department.

Alumni Updates

Enjoy reading about some of your fellow alums in the next two sections, and please visit our website soon to share some of your stories with us. We really want to hear from you!

Dusty Jensen

I'm working part-time as an audiologist in an ENT office. I just had my second son, Brody, 2 weeks ago. So for now, I am staying at home with my boys (older son, Caleb, is 2). I'm working on my AuD through the Arizona School of Health Sciences.

Anna (Grisolano) Strow

I am currently staying home raising two boys, Andrew (2) and David (4 months old) Everyday I am in awe of their "typical" speech and language development. We are enjoying being back in Phoenix after living in San Francisco for 5 years. I look forward to going back to work as an SLP when the boys are a bit older.

Ashlie Warren Peters

I graduated in 2003. Since then I moved to New Hampshire with my husband, Tim, had two kiddos, Paloma (3 yrs.) and Calvin (21 months), and am expecting baby number three in January! Since September 2003 I have been working at a small local hospital in an outpatient clinical setting serving adults and pediatric neurogenic clients. Now, I am in the process of starting up my own private practice!

Suzy Stellino

I have really enjoyed my CFY experience so far at Kindred Hospital in Phoenix and Scottsdale. It's an acute care hospital where my caseload is about 75% swallowing and 25% language/cognition.

Often, our patients come from an ICU unit (I've gotten patients from fellow classmates!) and are treated until they are more medically stable and can be discharged to an SNF, acute rehab, or home. It can be intimidating working with such critically ill patients, many of which are on trach/vent. We work very closely with the respiratory therapists.

Working at Kindred is a perfect fit for me, as I really enjoy acute care (no therapy planning for 60 minutes!). We see patients for as long or short as needed. It's not an 8-5 job...my days vary based on the number of patients I have to see that particular day. Unfortunately, my CFY supervisor had to abruptly go on medical leave so I am now the main SLP at both the Phoenix and Scottsdale hospitals (with the help of some contract SLPs). She is always available by phone, though. Not your typical CFY experience!!

I do miss seeing my fellow SHS classmates. Hope everyone is doing well!!

Katy (Swanson) Blessum

Hello fellow ASU Alumni! It's hard to believe it's been over three years since graduation. It honestly seems like just a few weeks ago, everyone in my class was crammed in that fabulous "lounge" eating a quick bite before our evening classes. Class of 2003 was a phenomenal group of people and I am so thankful I had the opportunity to attend graduate school with each and every one of them (you great people know who you are!) Everyone was so supportive of each other. Fortunately, many of us continue to keep in touch and we try to get together for mini reunions when we can. It's wonderful to have an amazing support system like the friends I made at ASU, on a professional and personal level. I have many fond memories of people from ASU and places around campus where we would study AND unwind! Teachers and staff near and dear to me were Cathy, Dawn, Dr. Liss, Kelly, and of course, Cissy and Pam (they DO run the show!)

I currently work for a private practice three days a week, treating toddler to school age children with a variety of speech and language disorders. Working part time allows me to spend more time at home with the loves of my life, my husband, Brandon and 9 month old son, Gunnar.

Events cont.
Alumni Updates cont.

Barb (Moss) Bloom

Can't believe that it's been 29 years since I finished the master's program at ASU in communication disorders. Still practicing in the field. Will never forget faculty, friends and the good times.

Also, so sorry to hear about Jim Case---he was my "advisor" and just an overall wonderful man.

Erin Maloff, M.S., CCC-A

I hope this finds the ASU Alumni Community well. For those of you who didn't know, I am back in school this year. I am excited to report that this fall I have started working towards my Ph.D. in Audiology at Vanderbilt University. If you find yourself in Nashville sometime soon be sure to drop by and say hello!

Alumni Features

Dr. René Gifford

I received my B. S., from Arizona State University, M.S. from Vanderbilt University, and my Ph. D. from Arizona State University with Dr. Sid Bacon as my mentor in psychoacoustics. I also had a unique opportunity to write an NIH F32 postdoctoral fellowship grant to stay at Arizona State University for further study with Dr. Michael Dorman in the Cochlear Implant Research Laboratory.

I am currently working at the Mayo Clinic in Rochester, MN. I was hired as the Assistant Director of the Cochlear Implant Program on temporary overstaff until the current director (Dr. Jon Shallop) retires in 2 years. My position provides a 50% research appointment to continue my study of low frequency auditory processing and speech recognition abilities of cochlear implant patients combining electric and acoustic stimulation. My position here at Mayo also holds clinical and administrative components. My clinical responsibilities are primarily focused in the cochlear implant program including pre-implant evaluations, intraoperative monitoring, initial activations, and follow up programming. Administrative responsibilities include service on the Research, Education, and Clinical Practices Committees as well active involvement with the Cochlear Implant Team.

I am a current member of the American Speech-Language-Hearing Association, Acoustical Society of America, American Auditory Society, and the American Academy of Audiology. I also serve as a reviewer for a number of professional journals including JASA, Ear and Hearing, and Hearing Research.

I have a number of manuscripts currently in review. Those include the following:


Julie Kleinheinz

I attended the University of Wisconsin – Madison, studied abroad in Madrid, Spain my junior year, and graduated in 1995 with a B.A. in Spanish. After graduation, I lived in Chicago and worked for a Finnish scissors company, Fiskars, in international sales. I had the opportunity to travel throughout the USA, Europe, and Latin America. I returned to school at the UW-Madison from 2001-2002 to complete undergraduate coursework in Communicative Disorders (CD). I decided to attend ASU for graduate school to pursue my
Alumni Features cont.

interests in child language and bilingual speech language pathology. I received an M.S. in CD at ASU in May of 2004 and completed the ASU graduate clinical training program in speech language pathology. In May of 2005, I completed the US Small Business Development Center’s Entrepreneurial Certificate Program at UW-Milwaukee in hopes of melding my business background with speech pathology and starting my own private practice.

After graduation from ASU in 2004 (July 2004 – June 2005), I completed my CFY at Penfield Children’s Center, a non-profit early intervention rehabilitation agency in the inner city of Milwaukee, WI. There, I had the opportunity to work with a culturally diverse population and to use my bilingual and multicultural training. I was involved in starting a Spanish speech and language playgroup for toddlers and their parents in community settings. I also worked with medically fragile children in Penfield’s special care nursery.

Currently (June 2005 - present), I am working part-time at Meriter Hospital of Madison, WI in the pediatric therapies department. I primarily see out-patient children of all ages (0-18 years) with a variety of speech, language, voice, and swallowing disorders. In preparation to start working with in-patient NICU infants with dysphagia, I have been taking dysphagia continuing education courses.

I also work part-time in my private practice, Early Foundations, LLC, which I started in the summer of 2005 in Madison, WI. My caseload primarily consists of Spanish-speaking children between the ages of 0 to 5 years with speech, language, and swallowing disorders. I visit children in their homes, daycares, or preschools.

At this time, I am an ASHA member and subscribe to Special Interest Division 1 (Language Learning and Education) and Division 14 (Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations).

After graduating from ASU, I moved back to my home state, Wisconsin, to be closer to my family and nieces. I do however miss Arizona greatly during the cold Wisconsin winters. This year, I considered returning to the University of Wisconsin or ASU to pursue a PhD in Communicative Disorders but ultimately decided to forgo that idea (for the time being) in order to develop my private practice. I joined Madonna Rowing (crew) Club and over the past two summers have spent three early mornings a week sculling on one of Madison’s beautiful lakes. Now that I have some free time, I have also been busy traveling. In June of 2004, I spent a month in Querétaro, Mexico doing child language data analysis work for Dr. Donna Jackson Maldonado at the Universidad Autónoma de Querétaro. I also had the opportunity to volunteer and work with Mexican children in schools and in a rehabilitation clinic. While I was in Querétaro, I collected information to help ASU’s Speech and Hearing Department to start a summer study abroad program in Querétaro for the bilingual training students. I hear through the grapevine that the study abroad program started this past summer (2006). In March of 2006, Stacey Burk (MS, 2004) and I traveled to Ireland to visit Sinead Coughlan (MS, 2004) who was living and working as an SLP in Dublin. We had the opportunity to see Sinead’s engagement ring and to meet her fiancé, Francesco. She plans to marry in August of 2007 in Italy. Recently, I returned from a two week vacation to Belize. I spent my time exploring and hiking the jungle and mountain pine ridge, finding waterfalls, and swimming in natural pools. It was heaven. Who knows? Maybe someday I will take my speech pathology services to Belize where many of the children are trilingual.

During undergraduate school I majored in Spanish and spent the next 5 years in a sales position traveling Mexico and South America. Even though I enjoyed utilizing my Spanish skills, learning new cultures, and exploring other countries, I still always wished I had pursued a helping profession. So when the opportunity arose, I took it, and pursued a career in speech and language pathology. Now two years into this new profession, I couldn’t be happier. I love working with young children and their families. I have been able to take my previous skills and knowledge of language and cultures and put this to use helping others. My best piece of advice would be to listen to your heart and pay attention to what you are passionate about. It will bring you happiness.

Tara Moore

- Bachelors of the Arts Degree in Hearing and Speech Sciences from University of Maryland, College Park in 2001
- Masters of Science Degree in Communication Disorders from Arizona State University in 2004.

I am currently employed as a speech-language pathologist in outpatient rehabilitation at St. Joseph’s Hospital and Medical Center (SJHMC). I work in both outpatient and inpatient settings with people diagnosed with stroke, brain tumor, traumatic brain injury, and other neurological disease. I specialize in diagnosing and treating communication, cognitive, and swallowing disorders associated with these conditions. In outpatient, I also evaluate and treat patients from specialty clinics, including the Multiple Sclerosis, Parkinson’s, and Muscular Dystrophy clinics. My goals for community integration, work, and school re-entry require advance planning and collaborative efforts by myself, occupational and physical therapists, a social worker and in most cases, a neuropsychologist. Part of my job additionally includes collaborative work with employers and with school personnel to ensure a patient’s needs are met through various accommodations and modifications when they return to those settings.

I completed my Clinical Fellowship Year (CFY) with the Maricopa County Regional School District (MCRSD) – better known to most as the “Pappas schools.” In this position (with a wonderful supervisor!) I provided speech and language services to disadvantaged youth, some of whom were incarcerated. While completing my CFY
between 2004 and 2005, I simultaneously worked weekends at SJHMC. After working in the school, inpatient, and outpatient settings, I’ve found the outpatient setting to be most challenging. It requires intensive creative and team efforts to transition clients back to their lives. I accepted the offer of a position full-time in outpatient rehabilitation in June 2005 because I enjoy the challenge and because of the amazing neuro therapists on my team.

I am a current member of the American Speech Language and Hearing Association (ASHA), the Arizona Speech Language and Hearing Association (ArSHA), and the Brain Injury Association of Arizona (BIAA).

I just presented an in-service to occupational therapists and physical therapists on, “Promoting Effective Communication with Clients with Aphasia” and am planning two more trainings on cognitive rehabilitation and counseling strategies.

My boyfriend and I cannot sit still, or return to a full week of work, without a side getaway each and every weekend. We love travel! Whether it is to Tucson for a culinary festival, San Diego for a relaxing getaway at the beach, or Las Vegas for the shine and glimmer, we always find a way to escape. Every year we additionally plan a trip to a different country or continent. This past year, we indulged in an Asian tour, stopping in Tokyo, Hong Kong, Bangkok, Singapore, Kuala Lumpur, Ho Chi Minh City, Phom Penh, and Siem Reap. Next year we are planning a trip to South America. My two biggest passions in life are speech pathology and traveling.

Find a profession that you are passionate about – where you feel you are contributing to the community and making a difference – that’s what keeps you energized and able to get up out of bed every morning! Having others rely on you may be stressful, but with that stress comes great reward, including self-worth and exhilaration.

Clinical Updates

Main Campus Speech-Language Clinic

The Tempe Campus Speech-Language Clinic is ever expanding to better serve our community and expose students to the breadth of practice that Speech-Language Pathologists. In the fall of 2006, Miriam Garlant and Catherine Bacon joined Dr. Pamela Mathy and Kelly Ingram on the main campus. Cathy Bacon is spearheading our new Professional Enhancement Program, handling public school internships and is continuing to provide services to individuals with fluency disorders.

Miriam Garlant is primarily supervising within the Baltz public school district as described in our feature below on “the new partnership”. Ms. Garlant also provides monolingual (English or Spanish) and bilingual assessment and therapy services within the main campus clinic for children with speech and language deficits. Kelly Ingram continues to handle internship placements in medical and private practices as well as provide assessment and treatment for adults who have aphasia, dysarthria, apraxia and cognitive deficits. Our “multiple hat wearer”, Dr. Pamela Mathy, has a mixed caseload of adults and children who have significant communicative impairments and benefit from a range of augmentative assistance. She supervises AAC evaluations each week in addition to participating on a team of specialists at a neuromuscular clinic off campus. Dr. Mathy also teamed with Sharon McKarns this year to offer speech services to individuals with cochlear implants. Our voice clinic runs on Tuesdays and Thursdays under the leadership of two adjunct supervisors, Lisa Crujido and Abby Jacobson. Ms. Jacobson also supervises our students in an acute care rotation at Banner Baywood Hospital.

As usual, we offered specialized clinical opportunities during our five-week summer session. Kelly Ingram supervised an intensive adult therapy program that ran five days a week and focused on verbal expression and David Woods, who left Arizona State University in the fall of 2006, offered the Summer Program for Early Literacy and Language (SPELL) for the third consecutive year. Once again, Drama Camp was a highlight of the summer and Dr. Pamela Mathy’s “campers” performed their sixth annual play.

Fluency Group

The NSA/ASU Fluency Group continues to meet at ASU on the third Wednesday of the month. The group is open to the public and provides information and support to people who stutter and their families. This past summer the NSA/ASU Fluency group received the National Stuttering Association’s Chapter of the Year Award. Members receiving the award included Lynn Bejnur, Brit Kohls and Nakobee Johnson.
The New Partnership

The Balsz Elementary School District No. 31 (BELD) has entered a unique partnership with the Department of Speech and Hearing Science for providing state-of-the-art speech-language services to district students and for training future speech-language pathologists (SLP).

There is a severe shortage of qualified SLPs in Arizona. In even greater demand are SLPs who specialize in the needs of bilingual/bicultural individuals who are at risk of being under- or over-identified for special education services. This collaboration allows a member of the clinical faculty, Miriam Garlant, to provide regular speech-language intervention services to children at a designated elementary school. Ms. Garlant has public school experience as a bilingual SLP, an elementary school teacher, and has a bilingual/ESL endorsement. She provides specialized bilingual/bicultural services to the District and trains graduate students to evaluate and provide intervention services for ESL students. Each semester, Ms. Garlant supervises approximately six SLP first-year graduate students in the practicum placement. In groups of two, the six students spend one morning with Ms. Garlant providing services to BESD. The District will reap the benefit of a strong affiliation with one of the top training programs for SLPs in the country and ASU graduate students will gain experience in working with culturally and linguistically diverse students in a public school setting prior to their public school internship placement.

Drama Camp

The purpose of drama camp is to provide a fun, motivating environment for children with complex communication needs (especially those who use Augmentative and Alternative Communication Devices) to develop and practice their communication skills. The major focus of the camp is practicing and performing in a play but the campers also participate in a variety of other activities, such as art projects (e.g., making props), games and MUSIC.

This year another focus of the camp was for the children to expand their “Social Networks” by having experiences communicating with new people. This project included homework assignments to talk to new people and regular Communication “Scavenger Hunts” where the children went around in the Lattie Coor Hall Building talking to new people. Speech and Language Pathology Graduate students in the Department of Speech and Hearing Science run the camp along with a Music Therapy intern from the School of Music.

This year we were treated to “Jack and the Beanstalk”. The play was dedicated to the memory of Aaron Otto, a former camper. Aaron’s mother wrote the following passage for us to include in our program: “Aaron couldn’t speak to anyone but those who ‘understood’ him. ... he had so much to say and only a few very lucky people who took the time and had the heart to listen found out what he wanted to say... not with words but with his eyes and expressions. ...just tell [the clinicians and students] that when they go into the work field and start helping these kids... PLEASE don't give up, keep at it! The results are slow, just be patient.”

Audiology Clinic

Clinical preparation of the AuD student is ever-expanding and our clinical faculty provide a breadth of clinical services on campus. Kathy Wexler is our resident pediatric audiologist but she also provides diagnostic and intervention services to adults as well as children. When she is not supervising in the clinic she is busy collecting electrophysiological data for the P1 study under the direction of Dr. Michael Dorman. Dr. Steve Maxwell, has significantly expanded our service delivery in the area of balance assessment by providing our students with invaluable ENG/VNG training. Dr. Maxwell also provides diagnostic assessment and rehabilitative audiology to adults. Dr. Ingrid McBride provides diagnostic assessments and rehabilitative audiology to both children and adults and oversees the popular Living with Hearing Loss Aural Rehabilitation class. Additionally, Dr. McBride places students in off-campus clinical rotations and in their 4th-year externship positions. An exciting new development is the establishment of a 4th-year externship position in our clinic which is open to students from AuD programs across the country.

“Living with Hearing Loss—Problems & Solutions: Aural Rehabilitation Program

The AR program offered through the clinic is now in its third year and still going strong. To date, we have had over 200 patients complete the program. This eight-week aural rehabilitation program is geared for adults coping with hearing loss and their loved ones. The program is offered twice each semester and once during the clinic’s summer session. The
classes meet once a week for two hours on Wednesday afternoons from 1:00-3:00 p.m. at the Tempe campus. This program is designed to help people overcome communication difficulties that have arisen as a result of hearing loss. Participants have the opportunity to meet and interact with other hearing impaired people, to practice speech-reading skills, and to learn more about hearing aids, assistive technology, and strategies to improve their communication in everyday life. Group discussion of solutions to everyday communication problems, as well as related questions and concerns, help all who attend the classes to become more effective communicators. The Living with Hearing Loss program is helpful for anyone who has questions or concerns about hearing or communication. Adults with any degree of hearing loss, whether or not a hearing aid is used, are eligible to participate. As hearing loss is a family affair, spouses and significant others are also encouraged to attend.

**Infant Child Research Programs (ICRP)**

All service delivery, training, and research programs are still going strong at ICRP. We still play an active and vital role in the lives of young children and their families. We continue to mentor and support the clinical knowledge base of our master’s level students as well as students from other disciplines.

This academic year we are happy to announce some wonderful additions to our clinical teaching and research staff: Dr. Addie Lafferty, who graduated with her doctorate in May, 2006, is working with the toddlers and their families as well as coordinating the Preschool Curriculum Grant (PCG). Christina Bernier is also new to our staff. She was hired to help with the implementation of the PCG grant and brings with her a wealth of knowledge about preschool from her background in teaching. Several continuing and new doctoral students help us to meet our goals and objectives at ICRP. New doctoral students in the department who are conducting research through the ICRP include: Teresa Cardone, Carie Lyn Carrahan, and So-joung Kim Robert Capuozzo, a doctoral student in Early Childhood Education, who continues to assist in the preschool class room. Ms. Miriam Garlant and Cathy Bacon, who both worked in the lab for several years have relocated to the main campus clinic; and Dr. Jean Brown and Dawn Greer are continuing to supervise and conduct research on the “Hill.”

**Toddler and Preschool Programs**

(Staff: Dr. Jean Brown (preschool), Dawn Cosgrove Greer, and Dr. Addie Lafferty (Toddlers))

The toddlers at the ICRP are having lots of fun with language learning this year. Toddler playgroups are provided for children between 18 months and 3 years of age and meet twice a week for two hours. The Toddler group is a unique setting that allows graduate students in speech and hearing sciences and other disciplines to learn how to provide services to young children and their families. These include children who are developing typically as well as those who are at risk for or have developmental concerns.

**Evaluations for AzEIP**. (Staff, Ms. Shereen Thomas).

The ICRP continues to conduct home-based evaluations to determine eligibility for the Arizona Early Intervention Program (AzEIP) for infants and toddlers. Our partner in this program is Southwest Human Development. In addition to providing a valuable community service, we provide critical experiences for student interns across the disciplines of nursing, speech-language pathology, child development, and early childhood education.

**Early Reading First** (ASU Staff: M. Jeanne Wilcox, Principal Investigator; Miriam Garlant, Research Associate; and Addie Lafferty, Research Associate)

The Phoenix Early Reading First Consortium (ERF) is a collaborative project between Southwest Human Development (SWHD), a private, non-profit human services agency, three elementary school districts located in the City of Phoenix, and Arizona State University Infant Child Research Programs designed to improve early literacy outcomes for children.

Over the past three years, selected Head Start classrooms have participated in a multidimensional, comprehensive, and integrated project comprised of four components that focus on the needs of children, preschool and kindergarten teachers, and parents relative to their roles and needs in assuring that children enter kindergarten with the pre-requisite skills necessary to be successful readers. Let’s Begin with the Letter People served as the core preschool curriculum, and was supplemented with Bookworms, which is a parent curriculum, as well as additional training for the teachers on how to promote children’s oral language skills.

A total of 81 ERF children received pre-post preschool assessments and these children were then followed into kindergarten and scores from the DIBELS: Dynamic Indicators of Basic Early Literacy Skills (Good & Kaminski, 2002) were obtained from the district kindergarten programs for 65 of the 81 ERF children. Evaluation questions regarding child outcomes focused on children’s beginning-end of year performance while participating in an ERF preschool class, and comparison of these children with their non-ERF peers in kindergarten. Comparison of pre and post preschool assessments indicated that test scores improved for all children. Results of analyses comparing experimental (children who had attended ERF preschool programs) and control groups (non-ERF peers in the same kindergarten class) on Fall DIBELS scores indicated significant results. Initial Sound Fluency and Letter
Naming scores were significantly higher for the ERF preschool group than for non-ERF peers. It was concluded that participation in the ERF curriculum was very effective, boosting children’s performance on early literacy tasks in Kindergarten, when compared to their non-ERF peers.

Preschool Curriculum Grant
(ASU Staff: M. Jeanne Wilcox, Principal Investigator; Shelley Gray, Co-PI; Addie Lafferty, Project Coordinator; Jean Brown, Research Associate; Christina Bernier, Research Associate, Dawn Greer, Research Associate)

The primary purpose of this research is to promote optimal literacy outcomes for preschool children with disabilities that are served in preschools operated by local school districts. The protocol includes teaching the preschool teachers how to implement a specific curriculum and language teaching protocol. Outcomes are examined through pre-post testing of the children, ongoing observations of the teachers in their classroom programs, and pre-post videotapes of the teachers. Standardized language tests are administered to the children to determine outcomes. The children will be followed into kindergarten and first grade, with follow-up data including reading assessments conducted by school district personnel. All children’s parents will also be asked to complete a widely used home literacy checklist at pre- and post intervention.

Secondary purposes are to examine factors that influence children’s response to the interventions, professional development and intervention fidelity, and the perceived value and feasibility of the interventions from the perspective of the preschool classroom personnel.

Currently, 11 preschool classes in the Gilbert and Kyrene school districts have partnered with ASU in the first phase of this study. Stay tuned for the initial results of this important study.

Tots n Tech Research Institute (TnT) (ASU Staff: M. Jeanne Wilcox, Principal Investigator, & Dawn Cosgrove Greer, Research Coordinator)

The Tots n Tech Research Institute (TnT) is an inter-university collaboration between Thomas Jefferson University (TJIU), Philadelphia and Arizona State University (ASU), Tempe. TnT conducts a national research program about use of assistive technology (AT) to enhance the development of infants and toddlers with disabilities.

The TnT Research Institute continues to study prevalence, policy and resources, individualized decision making, training and support and other factors related to use of AT devices and services in early intervention. A large on-line survey was conducted for both parents and providers of children aged birth to three who are using AT and results are being analyzed. The findings should prove to be very interesting.

The TnT Research Institute is funded by cooperative agreement #H327X010003 from the U. S. Department of Education, OSERS awarded to Thomas Jefferson University with a subcontract to Arizona State University. That funding is provided under CFDA 84-327X.

Undergraduate Research Seminar

The department celebrated its first annual Student Research Day in May. This day combines podium presentations by first-year PhD students with a poster session by the students in the undergraduate research seminar. Although we have had first-year presentations for a number of years, this was the first year of our undergraduate research seminar. Each year, the seminar will consist of a select group of talented undergraduates who are invited to participate. The fall semester consists of research presentations by faculty while the spring semester involves “hands on” research by the students. The inaugural group consisted of ten students. Their poster presentations were extremely impressive. They demonstrated an excellent understanding of their research, and had a fun time sharing their experiences with fellow students and faculty.

The ten students are shown here (right), and the titles of their presentations are given below:

Research with Andrea Pitman and Terry Wiley:
Christina Adams. “Maximizing speech perception tests to better predict aided benefit”.
Erin Castioni. “Filtered speech audiometry”.

Research with Andrea Pitman:
Emily Davis. “Extended high-frequency information promotes perceptual coherence”.

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Student News

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Erin Castioni. “Filtered speech audiometry”.

Research with Andrea Pitman:
Emily Davis. “Extended high-frequency information promotes perceptual coherence”.

Research with Sid Bacon:
Nicole Scherrer. “Fundamental frequency and amplitude envelope cues with simulated implant listening: effects of shifting F0”.

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Student News cont.

Research with Shelley Gray:
Victoria Noble. “Nonword Repetition Performance By Bilingual Children With Specific Language Impairment”.

Research with Julie Liss:

Research with Julie Liss and Pam Mathy:

The Carol Seaholm Tymkowych Memorial Scholarship was awarded to Noelle Nicolas

The James Case Speech and Hearing Scholarship was awarded to Erin Moreno

The Dean’s Circle Scholarship was awarded to Emily Davis

ASU Clinical Achievement Recognition Awards were awarded to one student in the graduating class and seven students in the first year class:
Graduating Class - Krista Blasetti
First Year Class - Heidi Isaacs Bernstein, Sean Chappell, Sara Dins, Valerie Esgar, Leslie Herr, Kahleen Romero and Chelsea Youngs

The Zilveti Family Fellowship in Honor of Halina J. Zilveti was awarded to Michelle Wanders

The Marilyn Miller Quintana Moline Scholarship was awarded to Lauren Cyck

PhD Students
Our department admitted a large class of PhD students this year. It seemed fitting to use this opportunity to introduce all of our current PhD students and tell you where their interests lie.

Teresa Cardon
Graduated with her bachelors and masters in Communicative Disorders from California State University, Fullerton. She worked with children with autism in California in the public schools and the private sector before moving to AZ to continue her work with children with autism. Dr. Jeanne Wilcox is her mentor as she explores her interest in autism intervention research!

Carie Lyn Carnahan
Graduated with a bachelor’s degree in communication disorders in 2004 and a master’s degree in speech pathology in 2006, both from the University of Pittsburgh. She is in her first year of the PhD program and her advisor is Dr. Jeanne Wilcox. She will be studying the language development of children who have sustained brain injury. She is also doing her CFY at the ICRP in the toddler group and through evaluations.

Anthony D. Koutsoftas
Originally from New York, he received his BS in Speech-Language Pathology from NYU and the Master’s from Teachers College – Columbia University. He worked for the past five years for the New York City Department of Education in a K-6 elementary school.
with Language Learning Disabled students. Additionally he contracted with the NYC Department of Health providing home-based early intervention services for children 1-3 years old. He served as an Adjunct instructor at NYU teaching the schools speech and language course. He is a first-year doctoral student here at Arizona State University working for Dr. Shelley Gray. Areas of interest are school-aged language learning disabilities and literacy.

**Erica Williams**

Completed her B.S. (Speech and Hearing Science) and M.S. (Communication Disorders) degrees at ASU. She finished her CFY in Audiology while starting the PhD program with Dr. Sid Bacon. Her research interest is in psychoacoustics. Her current research has focused on exploring various aspects of psychophysical measures of cochlear compression.

**Sojung Kim**

Originally from Korea and received her master’s degree in SLP at Ohio University in 2002. She then worked as a bilingual home-based EI provider in NYC for the past 4 years and is now working under Dr. Wilcox’s mentoring. She would like to study the effects of different treatment approaches on infants and toddlers' linguistic development and the predictors and potential measures of future language development on infants and toddlers with language delays. As a bilingual SLP, she is also interested in infants and toddlers from a multicultural background with language delays and/or differences.

**Kaitlin Lansford**

Completed her M.S. last spring at Arizona State University. She worked with Dr. Liss in her Motor Speech Disorders lab throughout her Master’s career. She now has Dr. Liss as her advisor. She is interested in researching the neural substrates of speech perception and production.

**Sharon McKarns**

Graduate research associate in the Cochlear Implant Laboratory at ASU. She is currently working on her PhD under the direction of Michael Dorman. Sharon received her Master’s degree in Audiology from The University of Akron, in 1992. She has been practicing clinical Audiology for over thirteen years. Her areas of interest include cochlear implants, speech perception, aural rehabilitation, and auditory-verbal therapy. Sharon has consulted in a variety of settings including private industry, public schools and the Ear Foundation of Arizona.

**Yu-kyong Choe**

From Seoul, Korea. Her mentor is Dr. Azuma, and she is interested in aphasia, acquired apraxia of speech, and AAC. She has conducted research on computer/AAC intervention for naming in chronic non-fluent aphasia and verbal apraxia.

**Mary Towle Harmon**

Currently lives in Flagstaff with her husband and five dogs (she’s a bit bi-polar as she shuttles back and forth between the high country and the low country). She received her Masters degree in 1995 from NAU and has worked as an SLP for private practices serving Flagstaff and the Navajo and Hopi reservations. She most recently worked as a Clinical Instructor at NAU where she developed their summer Literacy/Language camp. Her research interests are early literacy interventions and vocabulary development with a special interest in working with Native American children. Her mentor is Dr. Shelley Gray.

**Virginia Dubasik**

Is a first year PhD student with interests in Child Language and more specifically in young bilingual children with language delays/disorders. She is working with Dr. Laida Restrepo. Virginia grew up in Phoenix with many summers spent with extended family in Montevideo, Uruguay. She graduated with a Bachelors of Science in Speech Pathology and Audiology from Northern Arizona University in 1993, and then earned a Masters in Education with a Diverse Learners specialization in 1998 and a Masters in Clinical Speech Pathology in 2001. Prior to beginning the doctoral program, Virginia was a certified Speech Language Pathologist in the school and medical settings.
Louise Loiselle
Has been a clinical Audiologist for 25 years and is in the PhD program working with Dr. Dorman. Her area of interest is in cochlear implants and her background as a clinician includes diagnostic audiology, hearing aids, central auditory processing disorders, and cochlear implants.

Patty McCartney
Director/owner of Chrysalis Academy Az, a Dept of Education approved private school for children with autism spectrum disorders. She is the owner of Play ABA which provides DDD services, habilitation, respite and speech therapies. She currently is finishing her dissertation and teaches the autism spectrum disorders class in the Department each spring. Her mentor is Dr. Ingram.

Garreth Morgan
Spent eight years at the University of New Hampshire earning his masters in Spanish Linguistics and Literature. He is now conducting research in bilingual child language development at Arizona State University. Under the mentorship of Dr. Laida Restrepo, Gareth is pursuing the area of language assessment of Latino children and hopes to create his own language assessments for this ever-growing population.

Pradyumn Srivastava
Recently arrived from India. His research interests include different aspects of phonological processing in children with reading and writing disorders. His mentor is Dr. Shelley Gray. He completed his BS (2004) from Ali Yavar Jung National Institute for Hearing Handicapped (AYJNIHH), Secunderabad, and his MS (2006) from All India Institute Of Speech and Hearing (AIISH), Mysore.

Nicole Scherrer
Received her Bachelors degree from ASU in 2006. She is pursuing her doctoral program in psychoacoustics with Dr. Sid Bacon.

The next seven pages contain the references for the 61 presentations and 42 publications that our faculty compiled during the 2006 year. This fine group got together for a “wig” shot before a wig and pizza party in January 2006.
Presentations


Dorman, M. (2006, December). What we can learn from EAS to improve speech coding for cochlear implants. 6th Wullstein Symposium, Wurtzberg, Germany.


Presentations cont.


Publications


