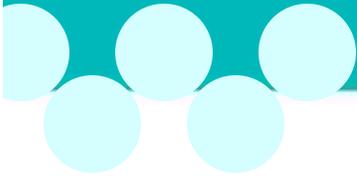
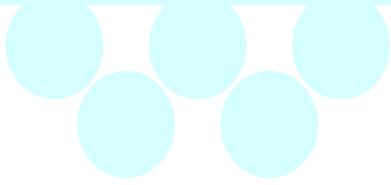


Ruth S. Ammon School of Education, Adelphi University
Communication Sciences and Disorders Department

THE ARTICULATOR



NEWSLETTER



DEPARTMENTAL REPORTS



Chair's Report: Dr. Khamis-Dakwar

Dear CSD Community,

It is hard to believe that two years have passed since I had the privilege to serve as the chair of the Department of Communication Sciences and Disorders at Adelphi. These were exciting years for me as we in the department worked on a variety of activities, including re-accreditation site visit, clinical-academic integration, external reviews of our UG program and Masters clinical curriculum, research labs relocation, and hiring of four new faculty members.

One of my favorite life reference books is Kahlil Gibran's masterpiece, *The Prophet*. I keep returning to his book in different stages in my life and for this newsletter. I would like to refer to his wise advice to always work with love as I find it very relevant in summarizing all the work the CSD department was involved in the last year. Indeed, in my capacity as the chair of the program being involved with academic faculty, clinical supervisors and administrators in CSD, dean's office, provost and president offices, all I saw is community members engaged in never-ending learning and opportunities to grow, who are working "with love"; love to you, our students, at the center of it all.

During and after the accreditation last summer, we established an academic-clinical integration series in which clinical supervisors and academic faculty meet monthly to discuss organizational values and collaboration, as well as enhancing knowledge and sharing practices. This integration assures your academic experience is a world class experience. As part of this series, we hosted top specialists in counseling (Dr. DiLollo) and critical thinking (Dr. Finn) to develop our training in these contemporary needs for training future professionals in our field.

Our faculty is also focused on providing you with best training, including up-to-date frameworks of evidence based practice (EBP) and interprofessional education. Last October, I attended the Interprofessional Education Collaborative Conference (IPEC) along with colleagues from Psychology, Nursing, and Social Work to represent Adelphi University. We worked on developing an interprofessional practice course to serve individuals from diverse populations in the spring. This year, we had several elective courses offered to students as part of the flat tuition rate to enhance the specialized pathway and research engagement, such as a course on telepractice and a course on EEG studies in Communication Sciences and Disorders. In addition, our professors share their research specializations in your clinical practicum training. Dr. Cox and Dr. Kling developed a voice group therapy for individuals who are transgender, and Dr. Arroyo offers a feeding group in the clinic, and Dr. Lederer directs the ToTalk group which puts Bloom & Lahey's framework into clinical application.

Undergraduate and graduate students have the opportunity to serve as assistants in research labs. This is a great opportunity to develop research skills and be part of a community involved in clinically relevant research. There's a range of research endeavors conducted in CSD addressing service provision to individuals from diverse backgrounds such as individuals who are transgender, speakers of Arabic and African American English, and individuals with communication disorders including individuals with Dementia, Autism Spectrum Disorders, and Cerebral Palsy. All these research involvement opportunities would enrich your knowledge of communication disorders and its social impact. I am proud all students have access to all these excellent CSD labs. We are currently relocating all labs to Linen Hall and will engage researchers from the neuroscience program at Adelphi to enrich and strengthen your research experience, while strengthening the research community in CSD.

All of these developments are tangled with new hiring and farewells. I am excited to welcome two extraordinary new faculty members this year: Dr. Ashwini Namasivayam-McDonald and Dr. Ryan James. I am also sad to say good bye to our long-time comrades Maria Denicola and Dr. Fran Redstone.

I could go on and on about all the opportunities for excellence in our CSD program at Adelphi, but what's unique is that all we do is done with love and non-stop drive for excellence. I cannot be happier to have the opportunity to hone my leadership skills in such a vibrant, constantly growing and evolving program.

As Khalil Gibran puts it

Work is love made visible.

And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.

For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger.

Examples of all of the great work done and the fascinating faculty we have at AU CSD will be displayed throughout this newsletter. I urge you to read this newsletter thoroughly and e-mail me at khamis-dakwar@adelphi.edu with questions, comments, and updates.

Special thanks to **Nina Commander**, my research assistant, for conducting the interviews for the newsletter

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Undergraduate Report: Dr. Susan Lederer, Program Director



Over the last two years, the Undergraduate Program has been undergoing a rigorous self-study. This review was undertaken in consultation with Dr. Theresa Bartolotta, Dean at Stockton University, and in response to ASHA's June 2015 report entitled, *The Role of Undergraduate Education in Communication Sciences and Disorders*. Two major outcomes of this review include increased involvement in research by undergraduates and faculty-approved curricular updates.

In terms of undergraduate research, the university has granted us additional funding for UG research assistants. As a result, more undergrads have assumed positions as assistants in our labs, on faculty-led projects, and on their own studies. Many present annually at our University Research Day conference. (Please see individual faculty highlights for specific projects undertaken.)

We would especially like to highlight the research of our FIVE undergraduate honor's students who graduated May 2016. We were so proud to have so many CSD majors in the honor's program and even more proud of their research accomplishments.

- Bilingualism and aphasia: Non-treated language benefits in polyglot cases.

Christina Licata, Elaine Sands (mentor)

- Examination of Transgender Health through the World Health Organization's International Classification of Functioning, Disability, and Health's Contextual Factors.

Melissa Jacob, Steven Cox (mentor)

- Transition Processes in Higher Education: Outcomes of Students with ASD in a Supported Learning Environment. (Winner at 2016 Research Day)

Noelle Becker, Dana Battaglia (mentor)

- Counseling Considerations for Caregivers of Children with Newly Identified Hearing Losses

Melissa Rubin, Janet Schoepflin (mentor)

- Facilitating Early Pragmatic Functions through Shared Picture Book Reading

Erin E. Boyle, Susan Lederer (mentor)

Changes approved at our annual retreat in May 2017 include development of new required and elective courses (e.g., cross-cultural communication, interprofessional practice), further integration of the university general education requirements into the major (e.g., applying for GED certification of cross-cultural communication as a general education requirement), and exploration of a 5-year

Hope you will continue to deepen the knowledge, clinical skills, and professional behaviors acquired at Adelphi into your graduate programs or wherever your journey takes you.

Graduate Program:

Dr. Cindy Arroyo, Program Director



Our Master's program in Communication Sciences & Disorders continues to thrive with over 700 applicants this year. We have 200 students in our program, making us one of the largest programs in the country.

We now have a cohort program which provides the opportunity for personalized attention and connections with fellow students. Our programs continue to be offered on Sundays in the Manhattan and Garden City campuses and during the week at the Garden City campus. The pass rate of our students on the Praxis exam continues to be at 98%.

THE ARTICULATOR

Doctoral Program: Dr. Janet Schoepflin, *Program Director*



The purpose of the doctoral program in Speech-Language Sciences is to educate students as research scientists who are capable of adding to the store of knowledge about typical and disordered speech and language. The specific objectives of the program are: (1) To provide a new generation of college and university faculty whose teaching will be informed by current research; (2) To contribute to an expanding population of research-oriented Speech-Language Pathologists (SLPs) who understand that the growth and effectiveness of the clinical enterprise depends on the production of new knowledge and who understand the fundamental interconnectedness of scholarship, scientific thought, and the development of new and more effective clinical treatment; (3) To provide the advanced training necessary for our graduates to practice as SLPs both as supervisors and clinicians.

Audiology (Au.D.) Consortium Program of Adelphi, Hofstra, and St. John's: *Dr. Yula Serpanos, Program Director*



The Long Island AuD Program, a consortium of Adelphi, Hofstra, St. John's Universities, has over 70 enrolled students. Over the past few years 100% of AuD graduates have achieved pass rates on the national Praxis examination and have secured employment soon after graduation. Many students have participated in research projects for which they received grants, presented at state and national professional conferences, and published their findings. A recent initiative of the program has been to increase the training and outreach in the global community for our students. Over the past year several notable experiential opportunities were provided:

June 2017

Special Olympics Healthy Hearing Event

The Long Island Au.D. program participated in hearing screenings of Special Olympics athletes.

March 2017

Global Audiology Initiative in Trinidad and Tobago

Students and faculty of the Long Island Au.D. Consortium traveled to Trinidad and Tobago for 7 days to provide free hearing healthcare and services to underserved communities.

August 2016

Global Audiology Initiative in India

Students and faculty of the Long Island Au.D. Consortium traveled to India for ten days to provide free hearing healthcare and services to underserved communities.

January 2016

Global Audiology Initiative in Vietnam

News Students and faculty of the Long Island Au.D Consortium traveled to Vietnam to provide hearing services to underprivileged and underserved communities.

CLINIC REPORTS



Audiology Clinic Report: Dr. Deborah Senzer, Clinical Coordinator



The Audiology clinic has been very busy over the past year. We have been seeing a record number of patients from pediatrics to geriatrics. Recently we have seen an increase in the amount of pediatric patients due to collaboration with the speech department, as they have been recommending their diagnostic clients to us for hearing evaluations. An increase in the number of pediatric patients allows both our AuD students and SLP students to observe specialty testing techniques and learn pediatric management protocols. We have also seen an increase in Auditory Processing Evaluations which is of special interest to our SLP students, as they are able to observe how this disorder is clinically diagnosed and how the diagnosis impacts their role as a speech language pathologist.

In our hearing aid dispensary, we are able to demonstrate the very latest in technology to both our students and the public. Our students are able to watch hearing aid programming, fittings and counseling. In addition to learning about the technology, the students are also observing how a small business is run.

Our audiology Community Outreach program is in full swing. We have visited numerous community pre-schools, Head Start programs, health fairs and libraries. By involving both our AuD students and SLP students, the outreach program allows hands-on participation by both disciplines, which is in both scopes of practices.

We also piloted a new Aural Rehabilitation program this past spring semester. The therapy team is made up of one SLP student, one AuD student, one AuD supervisor and one speech supervisor. This team approach was highly successful and allowed us to conduct “best practice” when treating our hard of hearing patients.

Our audiology clinical program for SLP students allows relevant exposure to skills that will enable them to be more well-rounded clinicians.

Deborah Senzer, AuD, CCC/A, FAAA

Clinic Program: Ms. Anne Marie Skvarla, Clinic Director



The Speech and Hearing Center at the Hy Weinberg Center for Communication Disorders has had a very busy year. Our signature programs continue to grow and flourish!

- TOTalk and KIDTalk groups are now offered 8 times per week as our waiting list continues to grow!
- Social-Pragmatic groups continue to expand as well. In response to increasing requests, a 4-5 year old group was established this past academic year.
- Adult Communication Groups continue to meet on a weekly basis allowing those individuals experiencing communication difficulties due to stroke, progressive neurological disease, head injury, etc. the opportunity to meet others with similar issues in a welcoming and safe environment.

Our collaboration with the Alice Brown Early Learning Center continues as well. Our students and clinical supervisors continue to provide both individual and group sessions including TOTalk, KIDTalk, FriendTalk, Pre-Read and Let's Eat! Several new programs were established this past academic year. Audiology and Speech-Language Pathology collaborated to provide individual aural rehabilitation sessions to clients who recently purchased hearing aids and/or were having difficulty hearing with their aids in certain situations. Each week an audiology and speech-language pathology student met with the client, under the supervision of both an audiology and speech clinical supervisor – truly a collaborative experience! This program will again be offered in the new academic year, in addition to group aural rehabilitation as well. At the Manhattan Center our Transgender Voice Group, which began as a pilot program the year before, continued to grow. This group meets weekly for individuals who are transgender and elect to have voice and communication therapy to help them use their voice in a safe way looking at a variety of aspects of communication, including vocal pitch, intonation and resonance, and nonverbal communication.

In addition, our individual sessions at the HWC continue to grow in number and variety offering our students extensive experience with individuals across the lifespan.

The clinical and academic faculty continued to participate this year in our Academic-Clinical Integration series.

Outreach continues at PS 134 in Hollis, Queens and Treasure Island Pre-School in Bay Ridge, Brooklyn. Our students, under the supervision of a NYS licensed and ASHA certified Speech-Language pathologist continue to provide individual and group services in both these settings.

Finally, clinic students, clients and staff participated in our first International Stuttering Support Group meeting held via Skype and Google Hangouts on April 26, 2017 with clients and colleagues in Israel and Adelphi! The response was amazing and a follow-up meeting was held on June 7. More to come.....!

OUR FACULTY IN THE CLASSROOM

Special Topics in EEG Research Methodology course Dr. Melissa Randazzo

Nina Commander asking Dr. Randazzo: Why did you choose to teach this class?

We have a shortage of clinicians with PhDs in our field. Students in CSD do not get much practical exposure to research during their pre-professional clinical training in the way that students in Psychology or Neuroscience do. Without hands-on experience with research, how would a future clinician know that they would want to pursue a research degree? Moreover, women are over-represented in speech-language pathology yet under-represented in science. We are in a unique position to fix that. I believe the advancement of our field and the populations we serve hinges upon generating the research evidence we need to be truly evidence-based practitioners.

What was hard about teaching this course?

Eight weeks was a short amount of time to cover cognitive neuroscience and EEG research methods and also to assist with the development of 5 separate clinically-relevant research proposals. The harder the students worked, the further I pushed them to achieve more, and in turn the more I learned about teaching a course of this nature in a pre-professional program.

What was the best part about teaching this class?

It was so inspiring to see how hard the students worked and watch their ideas come to fruition. I was so proud to see them all present on Research Day and develop a passion for research. Now most of the students will continue to work on their projects in the lab this summer. I couldn't be more impressed with this dedicated group of students!

What are your plans for the future for this course, and did you find it beneficial to students?

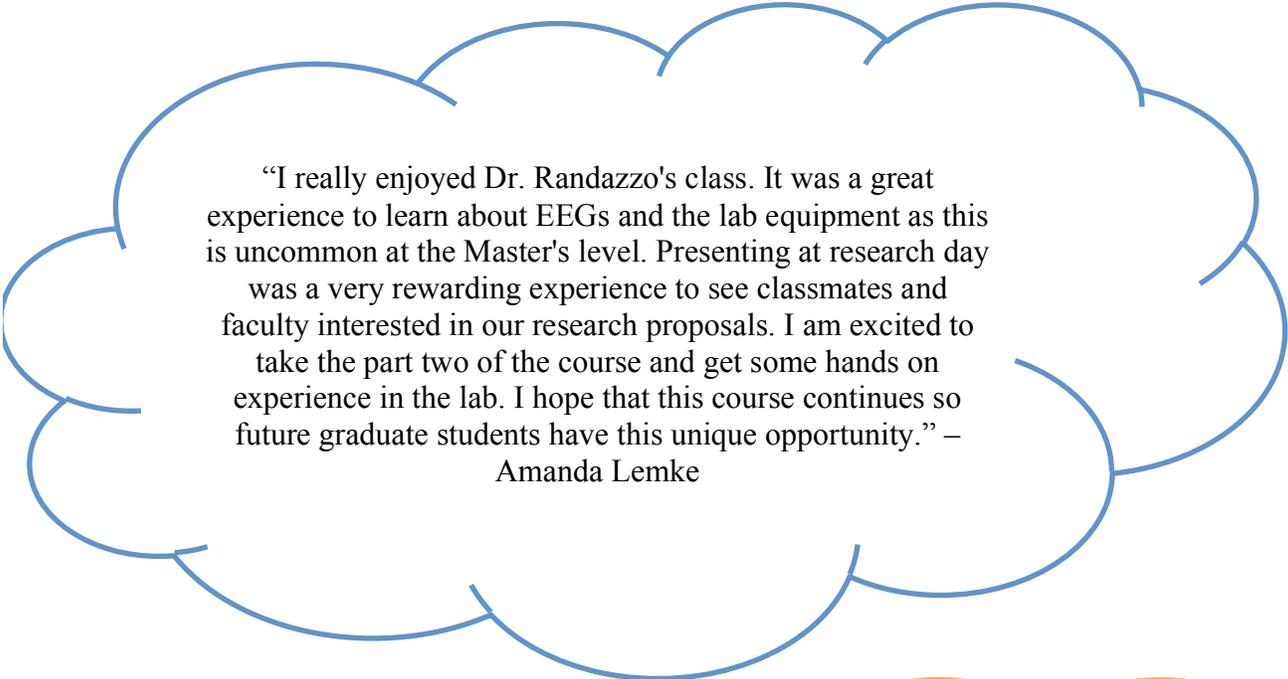
I would like to extend this course to undergraduates because they will have more time to develop their ideas, knowledge, and skills. I want the students to have more opportunities to work with the equipment in the lab. I would also like to time the course so that students can submit their projects to present at national conferences like the ASHA Convention.

I did find this course to be beneficial to the students but I will let them tell you about their own experiences!

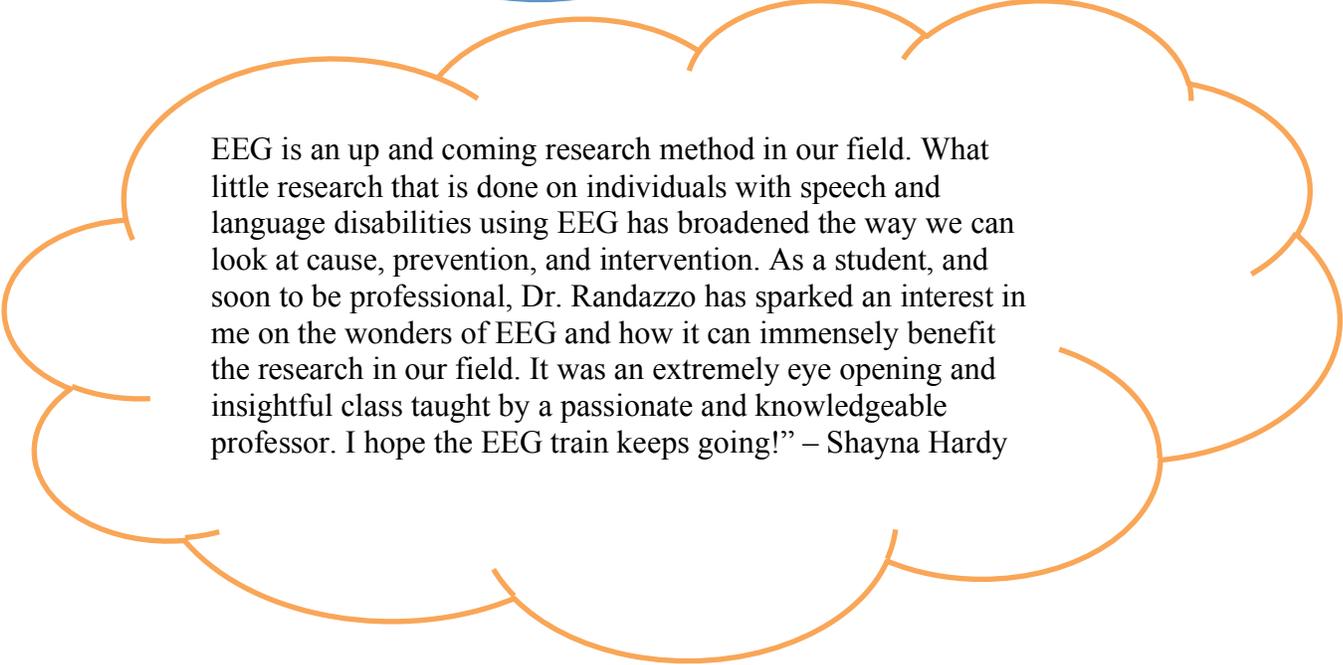


“Dr. Randazzo's EEG class was a unique experience that we were lucky to be a part of. Adelphi's CSD graduate program is the first in the country to offer an EEG class/training to their students. This experience has and will continue to

“I thought the course was very informative, well-constructed and eye opening. This course opened up an avenue into research that I probably wouldn't have had otherwise. Dr. Randazzo was supportive and guiding throughout this course and I am actually continuing my research with her this summer.”
—Jessica Kiesel



“I really enjoyed Dr. Randazzo's class. It was a great experience to learn about EEGs and the lab equipment as this is uncommon at the Master's level. Presenting at research day was a very rewarding experience to see classmates and faculty interested in our research proposals. I am excited to take the part two of the course and get some hands on experience in the lab. I hope that this course continues so future graduate students have this unique opportunity.” –
Amanda Lemke



EEG is an up and coming research method in our field. What little research that is done on individuals with speech and language disabilities using EEG has broadened the way we can look at cause, prevention, and intervention. As a student, and soon to be professional, Dr. Randazzo has sparked an interest in me on the wonders of EEG and how it can immensely benefit the research in our field. It was an extremely eye opening and insightful class taught by a passionate and knowledgeable professor. I hope the EEG train keeps going!” – Shayna Hardy

Children's book series and ToTalk Dr. Suzy Lederer

Asking Dr. Lederer to tell us about her series of book?

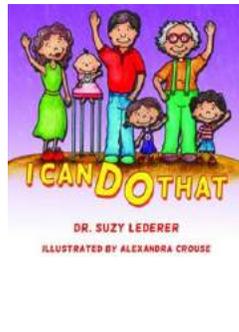
I have written four children's books designed to help young children with and without language delays learn to talk, sign, pretend play, and develop emergent literacy skills. The text uses therapy techniques such as focused stimulation (i.e., repetition in natural contexts) and milieu teaching (i.e. opportunities for children to join in). The books include tips for shared book reading such as singing the text and playing along to help parents carryover what we do in therapy. They are published through Dynamic Resources: <https://dynamic-resources.org/collections/word-sprouts>

Hey, Hey Let's All Say! focuses on facilitating children's very first words and signs (e.g., mommy, baby, eat, more, up, no). It can be sung to the tune of "The Farmer in the Dell." Try it! "The mommy says **hi**. The baby says **hi**. Hey, Hey, Let's all say **hi, hi, hi**. Give it a try. Hi, hi, hi."

I Can Do That focused specifically on first verbs (e.g., eat, drink, hug, kiss). Research has shown that verbs are harder for our children to learn so we should target them early. "This is a boy. A boy loves to **eat**. Let's pretend to **eat** a treat. **Eat, eat, eat**. Again. **Eat, eat, eat**."

I Can Play That supports the development of pretend play and sequencing skills, as well as word combinations. "First it's time to make the tea. Make the tea. Make the tea. First pretend to make the tea. Teddy, you, and me."

I Can Say That encourages first animal names and sounds. This is a cow. A cow says **moo**. A cow says **moo**. Can you say that too? **Moo, Moo, Moo**.



How is the new book different from the old?

Hey, Hey Let's All Say! is designed to help young children with and without language delays learn their very first words/signs from a variety of semantic categories, for example, "eat" from action, "all done" from nonexistence, "more" from recurrence. I consider it the first book in the Word Sprouts series. The text also teaches pragmatic communication skills as it is all about talking. "The baby says **more**. The baby says **more**. Hey, Hey Let's all Say. **More, More, More**. **More, More, More**."

What is the TOTalk program?

My children's books were inspired by my 35 year career working with young children with language delays. I came to Adelphi in 1997 and shortly thereafter started TOTalk, a "grown-up and me" playgroup for toddlers with language delays. We began with 12 children in the first semester and now serve about 100 children a year in TOTalk and KIDTalk, our "me-alone" group. Three graduate student clinicians under the supervision of one of our master clinical faculty meet weekly with the children. We nurture language development through play, shared book reading, song and dance, sensory activities, and of course, snack! More than a thousand children and student clinicians have participated in TOTalk and KIDTalk over the last 20 years. Parent satisfaction has been consistently high.



What makes it exciting to work at Adelphi?

I love the collaborative relationship between the clinical and academic faculty. Translating new ideas into clinical practice benefits from formal and informal conversations about best practices. Parents on Long Island call and ask for TOTalk and KIDTalk by name. Their reputation is the result of all the supervisors and students who have participated and reflected on how to make them the best programs. I want to thank all of them (and some of you reading this interview!) for shaping TOTalk and KIDTalk into the amazing, signature programs they have become.

Telepractice with Mrs. Dawn Cotter-Jenkins



Telepractice is the provision of speech-language pathology or audiology services presented by a clinician to a client or patient who is in a separate location. Telepractice provides services to clients who may not have the ability to travel due to factors, such as distance or disability, or are in a location that is difficult to find local providers. It is a means of service that maintains the same quality that would be given in a face-to-face session but is instead provided through a telecommunication system, such as a video conferencing platform. It may include telephone, facsimile, interactive apps, or many other forms of presentation of information to improve the speech or communication skills of the client.

I have been a member of the American Speech-Language-Hearing Association's Telepractice Special Interest Group since 2012 and have developed my knowledge base of telepractice through webinars and research. I have had the opportunity to use telepractice with my professional voice use clients and in accent modification in my practice. As part of my role on the NY State Board for Speech-Language Pathology and Audiology, I headed the board's efforts to draft our Practice Guidelines which required extensive research and writing.

In my opinion, the course has been very successful in bringing this new manner of service provision to the attention of masters level students who are on the cusp of entering the speech-language pathology and audiology fields and are very likely to incorporate technological advancements into their practice for years to come. I plan to provide them an experience that will give them a competitive edge in this technology-driven workforce.

The lab for the telepractice program is currently planned to be in Linen Hall for the upcoming school year. The students in the class are very curious and excited about the prospect of working in this new manner with their clients and are primed to be the first clinical practitioners in the new telepractice program once it is up and running.

I have now been at Adelphi for approximately a year and everyone in the Hy Weinberg Center and Communication Sciences Department has been very welcoming and supportive. The encouragement that I received for the Telepractice program development has been reinforcing and that has shown me that they are also forward-thinking in their future plans for the program.

I decided to take the telepractice class because I was interested in learning about the new up and coming area in the field. The class was very informative and explained all the ways that individuals can receive therapy if they are not fortunate enough to have the resources nearby. Telepractice opens up the doors for so many individuals to receive therapy around the world. I would love to continue to learn more about it and hopefully use it in the field in the future.-

Kelsey Jenkeleit



Interview with Nico Perez recipients of the Infant Mental Health and Developmental Practice (IMH-DP) Training Project

Ashley Waldvogel



What is this scholarship about?

This scholarship is funded by a federal Department of Education Office of Special Education Programs (OSEP) grant which aims to create more infant mental health specialists, by arming related service providers with additional training in infant mental health and developmental practice. Adelphi's Institute for Parenting developed the program that was funded and recently had it approved by New York State Education (NYSED) as an MS in IMHDP

Why are you interested in joining the program?

I was interested in joining this program because I knew I wanted to work with children 0-5 with special needs. And based on previous experiences working with that population, I felt like I needed more training in order to be a better speech therapist and advocate. It is important to understand and be able to discern when delays are the result of early relationship impairments and when they have a clearer physiological basis.

Was it a hard decision to make? If anyone wants to take it, what should they think about?

actually was a difficult decision to make, just because of trying to figure out logistics. (And I'd be lying if I didn't admit that the prospect of an extra year was daunting at first.) But Nicole Trotter and Dr. Safyer, and the entire team at the Institute for Parenting, ended up being super helpful in figuring out the details and answering about a million questions from me.

If anyone is considering doing the program, they should! It's a great program. And now that I'm doing it, I am so happy and couldn't imagine not doing it. Someone should consider what type of population they want to work with and what they want their career to look like... If you know you want to work with kids 0-5, I feel this program is necessary. If you're interested in incorporating mental health into your scope of practice for this population, this program is necessary. If you're passionate about social justice, this program is really necessary. This is an emerging field and there will come a time that this training will be essential for all professionals who work with 0-5 year olds.

How was the admission process?

Fairly straightforward... Pretty similar to applying to grad school. They require a resume, personal statement, letters of recommendation, transcripts, and an interview. The interview consisted of fielding questions from the IMH-DP director, clinical supervisor, and project manager. I went into it very nervous, but it ended up being a really encouraging conversation.

What are you expecting to get out of this program?

Well, I've already been learning so much information about babies, young children, their families, and how their relationships impact early childhood development. There's a great deal of science that strongly suggests early childhood relationships, attachments, and social-emotional well-being is correlated to development outcomes. And those early outcomes have really important implications for that child's future. So I'm expecting this program to give me the tools to identify and address issues in those early years, so that babies and children can develop appropriately in all domains.

What are your future plans?

The short answer is, I'm not sure! This program has presented me with a lot of possibilities, and I'm excited about all of them. Every time we read about a different population or strategy, I think, that's what I should do! But it's all very theoretical at this point.

Interview with *Ashley Waldvogel* of the Infant Mental Health and Developmental Practice (IMH-DP) Training Project

My name is Ashley Waldvogel. I was accepted into the Masters of Science Communications and Disorders Program at Adelphi in Fall of 2015. I was so excited to begin my journey to becoming a master's in Speech Language Pathology. That summer I had the privilege to go overseas with seven other young adults and a leader on a mission's trip to South Africa. During our stay, we went into various communities and encouraged and prayed with those who were taking care of the most vulnerable children. During the afternoon, the children would come to the center we would help out at. We would try to hear their stories and find out more about their current situations. I learned to value time with the children and also their smiles. Making one child smile would make me keep on smiling the whole day. After these two weeks, I reflected on my experience and realized that some of the things I had valued before I left were of less value and some were of more value. This is also I think when I realized that I wanted to work with children. I realized that helping children when they are young can have an impact on them as they age. Whatever we do when children are small will carry on through the years and if we help them sooner in their life, the better chance they have to succeed in life.

I enjoyed classes in the program in the fall and spring. I was in clinical with young children and a young adult and learned many things about how to help children with language delays and articulation difficulties. I was also working simultaneously at Hagedorn Little Village School in Seaford with children with disabilities. This also showed me how development is important in children and how every child is unique in their abilities no matter what might show on the outside. It also made me realize how much we should help these children with getting the most out of every experience they have.

The scholarship I took to enter into the Infant Mental Health and Developmental Practice Training Program was something that had been first introduced to me when I was in one of my CSD courses. I heard that it dealt with children and I was interested. I got an email about and then figured I would sign up for an interview about it. Currently, this program will lead to a Master's of Science in Infant Mental Health as of this April. I have been trained in interdisciplinary development of zero to five year olds and also how to serve zero to five year olds with social emotional challenges. I have been involved in a ten-month long internship working as an Intern at a special needs preschool, Winthrop hospital, and a Universal Pre-k. I have been helping children with social emotional challenges in school or at home and also helping strengthen the relationship between the child and their caregiver(s) and others around them in their environment. I have also learned about trauma and how that can affect a child in their world and helping them get through the effects of the trauma can put them back on a developmental trajectory. I have learned so much and also have enjoyed the interdisciplinary case conferences because we get to get feedback and information from other disciplines such as physical therapy, occupational therapy, physicians and others. The training program consisted of lectures, courses, clinically based learning experiences and integrative seminars. These seminars broadened our learning by hearing from experienced people from different fields.

The admissions process to be able to participate in this grant was rather smooth given that it was a first year on this grant. I went for an interview and then was notified some days later that I was accepted. When we began our first semester there was a week that they basically asked us to come in to learn more about the program and get to know the other students. We had to sign a pre-scholarship agreement about working two years after we graduate with the population of zero to five year olds.

My future plan is to work with children, of course. Yeah, but I plan to start after I graduate in early intervention or in a preschool to complete my two years for the program. Then, I have always been interested in stuttering or hearing impairment, so I might do that but I am not sure right now. I do plan to incorporate all I have learned in this program into my CSD practice or at least have my work informed by what I have learned. I also plan to go back to South Africa on another mission's trip eventually.

STUDENTS SPOTLIGHT



Taylor Lewis: Recipient of New York City Department Of Education Graduate Scholarship Program

My name is Taylor Lewis, I went to East Carolina University for my undergraduate education in Speech and Hearing Sciences. I graduated in Fall 2016. Currently, I am in the Adelphi Speech Pathology Master's Program.

I chose to apply for the Graduate Scholarship Program from the New York City Department of Education. This scholarship addresses the staffing needs in critical shortage areas and to improve the delivery of service to NYC Public School Students. It offers uncertified candidates a traditional path to certification by way of a Master's degree in a traditional teaching or clinical shortage area.

The admission process was fairly easy. First, we had to submit the application electronically and supporting documents mailed to the office, including an application fee, two letters of reference and a college acceptance form. Once everything was accepted, I was given an interview slot, where I answered questions and wrote an essay on a teaching related topic. Then, I was accepted and attended a meeting to hear more about the scholarship and sign documents.

My future plans are to finish up my Master's Program. After, I will fulfill my scholarship by being a Speech Language Pathologist in a school in a clinical shortage area for at least 4 years.



Martina Beloyani
Preparation to go on an International mission with Operation Smile

I am a Speech Language Pathology graduate student from Lido Beach, Long Island. Before entering the program I have always had a passion for working and helping people and children. I have always been involved with community volunteer work helping others through soup kitchens, or food pantries, as well as attending a high school that was actively involved in mission trips around the world. This has inspired me to help others in this way. I plan to go into international mission, with Operation Smile in order to help individuals with cleft palate. Cleft palate is something that can affect many individuals, however many people around the world do not have the resources to receive appropriate medical and speech services to help them. I want to be able to help these individuals so that they can live fulfilled and healthy lives. Additionally, I would love to become specialized in the area of cleft palate and eventually work in a hospital setting, helping individuals overcome their challenges with speech therapy. Adelphi's flat fee program has given me the opportunity to become more prepared and specialized with cleft palate, by allowing me to take specific classes, be apart of research, and do independent studies in order to be qualified when working with individuals of this population. I am planning to do my first cleft palate independent study in the Fall with my favorite professor. I am beyond excited and thankful to have this opportunity to develop my skills and knowledge as a Speech Language Pathologist in order to best serve individuals in the future.

Adelphi University Transgender Voice Group Interview of Dr. Steve Cox



My research is focused on the production and perception of the human voice. I have a particular interest in alaryngeal voice and speech rehabilitation, transgender voice modification, and the singing voice. My research is guided by the World Health Organization's International Classification of Functioning, Disability and Health (ICF) framework and explores the quality of life concerns faced by these populations.

The Adelphi University Transgender Voice Group was founded in Spring 2016. We also began offering individual voice services in the Hy Weinberg Center at that time as well. In total, Dr. Kling and I have provided voice services to at least 15 transgender clients. At present, the group has five clients that attend each week, in addition to six clients who receive voice services on an individual basis. This group also provides a wonderful opportunity for students in the Department of Communication Sciences and Disorders to observe how voice services are provided to this population.

The most exciting part about the Department of Communication Sciences and Disorders at Adelphi University involves the opportunity to work and collaborate with world-class faculty and students. I consider myself very fortunate to be part of a department that provides quality academic, clinical and research opportunities to students across undergraduate, graduate and doctoral programs.

I always think back to how fortunate I was to begin my career in speech-language pathology as an undergraduate student at Brock University, in St. Catharines, Ontario, Canada. My undergraduate program was very similar to Adelphi University's undergraduate program in Communication Disorders; that is, undergraduate students at Adelphi are provided with an opportunity to learn, observe, and interact with clients at the undergraduate level. I believe these opportunities facilitate a very positive and rewarding experience while students complete their clinical training. In fact, many of Adelphi University's students enjoy their undergraduate training so much that they often pursue their clinical training in the department as well!



From the President, Danielle Rich

This year NSSLHA has completed many events that not only supported community service and volunteer work, but events that involved more of our major as well. While receiving an award for excellence in collaboration, NSSLHA has collaborated with Future Teachers Association in collecting school supplies for our drive for students in Kenya in the Mungai Foundation. NSSLHA has also collaborated with the department of Communication Science and Disorders on events such as Client Appreciation Day, where NSSLHA brought food for the clients at the Hy Weinberg Center to show how much Adelphi University does appreciate and care for our clients. We collaborated with the department on our hearing screening event where we were able to learn how to give a hearing screening and perform the screenings on each other! NSSLHA has also successfully completed a fun collaboration with Adelphi's graduate students. This gave the chance for our undergraduates to get to know our graduate students and to ask questions or concerns about the graduate program here at Adelphi University. NSSLHA raised money on Autism Awareness Day and donated it to Autism Speaks in the hopes for more research to come. This year we made sandwiches and donated them to the Mary Brennen Inn, a local homeless shelter. Some of our members have also volunteered for events such as Dance your Socks Off, located in New Hyde Park, which allows us to make friends and dance with children and adults in the community who are on the Autism Spectrum. We held an event where our members were able to make brunch at the Ronald McDonald house for the families who are staying there, receiving care at the local hospital for their family members. NSSLHA held multiple events that not only supported similar populations that we will be working with in the future, but fun events that allow our members to get to know each other as well. Our events not only allow our members to have fun while getting involved on campus and within the community, but our collaborations teach us a sense of professionalism as well, in which we are truly grateful to have such a wonderful club on campus!

On our research engagement experience



My name is Nina Commander, I am an undergraduate student here at Adelphi University. This past Spring semester (2017) I was given the amazing opportunity to work on an Arabic VS English research project with Dr. Khamis-Dakwar and graduate student Ania Bakunova.

This project focused on Arabic and English plural formation in typically developing heritage speakers of Arabic. This deciphered whether a child whose first language (L1), being Arabic, would lose the natural parameters of their language if they then learned their L2 language, in this case English. This was based off the usage of singular, plural, and in Arabic, dual. Dual was the main characteristic we searched for to see if it was deleted from a child's lexicon.

The combination of undergraduate to graduate partnership provided a very educational experience, in both aspects. Ania and I both immersed ourselves in new knowledge of the Arabic language, and the calculation of statistics based on data provided to us through Microsoft Excel.

We were especially interested in this study because both of us have bilingual backgrounds. In turn, our approach on the whole study was not only professional but was personal.

We would both like to thank Dr. KD for giving us the opportunity to be apart of her study and help her produce information to later on present in a symposium. Working with Dr. KD was very rewarding, and provided us with better knowledge on our major. It showed us how versatile of a field we are in. Not only are we able to work with children for their present day/ future benefit, but we are also able to use them as examples to benefit the future's of the upcoming generations through methods like research

Research labs update

The Neurophysiology in Speech and Language Pathology Lab (NSLP) directed by **Dr. Reem Khamis-Dakwar** partnered with the newly established **Neurocognition of Communication Disorders Lab (NCCD)** directed by **Dr. Melissa Randazzo** together currently house two state of the art 32- and 128- channel EEG systems. This partnership with Dr. Randazzo 's lab brought with it great enthusiasm and opportunities for growth.



The teaching and research conducted in the two EEG labs is growing rapidly, catalyzing production of extraordinary clinically-driven studies that inform our clinical practice within the EBP framework. This summer Susan DeMetropolis is piloting her PhD work examining semantic processing in individuals with early stage Alzheimer's Disease (AD). With the mentoring of Dr. Laura Koenig, Dr. Melissa Randazzo, Dr. Reem Khamis-Dakwar, and Dr. Robert Goldfarb, Susan will be examining brain responses to semantic associations in individuals with early stage AD. This is one of few studies to address this question from a clinical speech language pathology perspective and would inform our understanding of AD. We also congratulate Susan on her recently accepted Visiting Professor position at Hofstra University! We are super proud of all of her achievements and look forward to all her great work.

Following a successful Special Topics in EEG Research Methodology course last spring, this summer Dr. Randazzo is teaching two sections of the EEG for Speech Language Pathology. In the Summer I Session new students are learning the basic foundations of EEG research and its application to our understanding of communication disorders. In the Summer II Session the students from the spring course will return to further develop their projects. Some of the exciting student projects underway include auditory processing in aphasia, audiovisual integration in reading impairment, and conflict-processing in stuttering.

Dr. Randazzo will be initiating new research examining audiovisual integration in adults who stutter. This work examines the cognitive-linguistic processing that intersects with a chronic motor speech impairment. We welcome PhD students Oren Abramowitz and Kenneth Anderson to the lab. This summer Oren will develop his experiment regarding theory of mind in traumatic brain injury and Kenneth will develop his experiment regarding differential responses to theory of mind tasks by male and female adolescents with autism. Both Ken and Oren will develop their work under the direction of Dr. Randazzo in collaboration with Dr. Damian Stanley of Neuroscience/Psychology.

All of this work is happening in the midst of a planned move of one of the labs to Linen Hall- but that would never deter us from getting the work done! We are looking forward to an exciting fall semester with new projects, new collaborations, and a new state-of-the-art teaching and training lab!

Speech Science Laboratory

Over the summer the Speech Science Lab will move to Linen Hall as part of a department-wide reorganization that will bring all labs together in a shared space.

In the next months we will also be adding new equipment, including a wireless microphone system and new aerodynamic recording equipment.

The Augmentative and Alternative Communication (AAC) Lab

The Augmentative and Alternative Communication (AAC) Lab has completed 3-5 evaluations each semester for individuals who have significant communication needs. As a result of the evaluations, these individuals received funding for speech generating devices. Many individuals have continued with therapy at the Hy Weinberg Center.
Undergraduate research assistant Carlve Gilbert and Graduate



The Voice and Quality of Life Laboratory (VQLL) at Adelphi University
Professor Steve Cox, director



Greetings from the Voice and Quality of Life Laboratory (VQOLL)! It is an exciting time for voice production and perception research at Adelphi University. Undergraduate and graduate students are currently involved in research projects exploring various experimental and therapeutic approaches to working with laryngectomees and transgender individuals. Students are also provided with the opportunity to explore each of these areas using the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) framework. Best of all, students present their research at local and national conferences.

Current Members

Steven R. Cox, Ph.D., Director and Assistant Professor, Communication Sciences and Disorders
Kristina Karouzakis, B.S., Graduate Student, Communication Sciences and Disorders
Kimberly McNicholl, Undergraduate Student, Communication Disorders
Chikage Zukof, B.S., Graduate Student, Communication Sciences and Disorders

Past Members

Melissa Jacob, B.S., Adelphi University Alumna
Kathleen Loprieno, M.S., CFY-SLP, Adelphi University Alumna
Sarah Poleshuck, M.S., CFY-SLP, Adelphi University Alumna



LANGUAGE OBSERVATION AND LANGUAGE ANALYSIS LABORATORY UPDATE:

The lab has moved! Come see us in Room 12 in the lower level of Linen Hall. Stay tuned for research updates.

At the present time, the following studies are being conducted:

1. Talking Success: A qualitative interdepartmental analysis of student reports. College students with ASD in the Bridges program, engaged in a vocationally focused group. This communication group targeting specific work-related language and non-verbal communication skills was facilitated by social work and speech-language pathology students. Students journaled their experiences, and will have opportunities for maintenance and generalization. These journals are currently being transcribed and subsequently will be analyzed.
2. Knowledge of Word Association in Individuals with Autism Spectrum Disorder: Group design behavioral study, where young adults (with and without ASD) are asked to make word associations, and subsequently asked for rationales for their responses. At present, stimuli are being created for this experiment.
3. Word association of auditory and visual stimuli in individuals with autism spectrum disorder (ASD): Group design behavioral study, investigating word associations to nouns, verbs, and adjectives. Individual plans of intervention are based on word characteristics such as length, frequency, grammatical class, and abstraction level. Data are presently being collected.

The **long-term vision** of this lab is to eventually combine both behavioral and neurophysiological methods to investigate word associations in individuals with ASD.

Software currently available in the lab includes:

- SALT
- E-Prime
- SPSS
- Statistica



GA LIFE

Hi, my name is Kelsey Jenkeleit and I am a current graduate student in the program with plans on graduating next May. I have had the pleasure of serving as a Graduate Assistant in both the program department as well as the clinic this past year. I have learned so much through the variety of experiences I have been exposed to throughout the job. The office staff has been wonderful welcoming me into their Adelphi family. In the department office, I have worked hand in hand with Dr. Khamis-Dakwar on newsletters, articles, and papers. I have also worked with Dr. Koenig on the organization of the new lab. It was extremely interesting to see how all the old and new materials worked, and view some amazing technology that is older than I am but still just as useful. Jill Wishney and Maria DeNicola are strong and hard-working women that are extremely dedicated to Adelphi and are always trying to help faculty and students in any way possible. They are very knowledgeable about the graduate and undergraduate program, and take on the stressful task of organizing the new students entering each year. I have learned so much from them about how the program is organized and the different opportunities available to students each year. I don't know how they are able to do all they do each and every day, and I know the program will not be the same without Maria in the Fall.

Working in the clinic has been a completely different experience for me. There is always something new happening every day. Ms. Skvarla works extremely hard to organize and plan therapy for over one hundred clients seen each semester. She also oversees the 200 students in the program as we participate in clinic opportunities in and out of the Hy Weinberg Center. Linda Levins, Anne Cowan, and Ellen Giarratana taught me about what working in a clinic is all about. They are such hard-working and determined individuals that never complain no matter how trying the days can get. I have learned so many skills through working in the clinic, including creating and organizing client files, interacting with clients and their families, and jumping into to situations that arise each day. I believe that these are all skills I will need when I graduate and enter the field next year.

I am so grateful for the opportunities I have had thus far at Adelphi University. On a personal level, my grandfather would always take me on walks around the Adelphi campus as a young child. He would show me the school and tell me how proud he would be if one day I could attend a school as great as Adelphi. I would smile at him and promise that I would work hard enough to make that dream come true. Sadly, he passed away just months before I made my decision to attend Adelphi for graduate school, but I know how immensely proud he is looking down on me as I kept my promise to him and I could not be happier in my decision. Adelphi University has offered me a quality education filled with experiences that go way beyond the classroom. I am confident in saying that my classmates and I will be well prepared when we enter the field, and I know we have Adelphi to thank for that.

GRADUATE INTERNSHIP

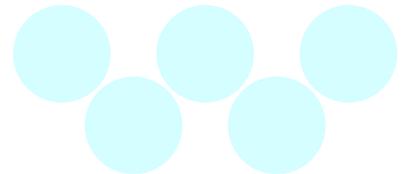
Before embarking on my graduate career in the fall of 2016, I completed an internship with Speech Language Pathology in Motion's Communicate, Articulate, Make Friends, and Play (CAMP) Program during the summer of 2016. I was afforded an opportunity to work with children with speech and language delays with two licensed speech-language pathologists (SLPs). During my experience, I mainly worked with young children with autism spectrum disorder (ASD). During a typical CAMP day, children's speech and language objectives were targeted through various activities including horseback riding, swimming, arts and crafts, language games, sensory play, playground time, and group lunch.

I was afforded an opportunity to work with and learn from Tina M. Rocco, M.A. CCC-SLP, HPCS, who is a PROMPT trained therapist and board certified hippotherapy clinical specialist. Before completing this internship, I was unaware of the effectiveness of horses in the therapy process. I was fascinated to observe and aid children with ASD or cerebral palsy meet their language objectives while riding a horse. In addition to receiving hands-on clinical experience with direct aid from an SLP, I observed SLPs provide evidence-based interventions, while utilizing effective strategies to support and improve children's language.

All language-based activities are led by an SLP; however, program interns were students studying speech language pathology. Each group of four children included one group leader, one group support, and 1:1 aides. During my internship, I was assigned the role of group leader. My responsibilities included filling out daily sheets for parents to know about their child's camp day, making sure no child was left alone if an aid needed a break, and managing an appropriate time schedule so all activities would be completed. I am grateful that my studies of speech language pathology were utilized to help children access and improve their language, while having fun at a summer camp.



By: **Christina Karouzakis**



WELCOMES and GOODBYES

Welcoming New Faculty

Interview with Dr. James



What're your plans for Adelphi?

I plan to contribute to the Adelphi by teaching and training future generations of professionals in communication sciences and disorders, conducting research that culturally and clinically relevant to the field of speech-language pathology and education in a broader contexts, and providing service to the University and surrounding communities.

What kind of research do you conduct in the lab?

community-based research typically in a school setting.

What was your doctoral research about?

My doctoral dissertation investigated various language aspects and assessment methods used to distinguish language impairment within African American English speakers.

Can you further explain your research on the relationship between poverty and language development?

My research focuses on better understanding the impact of poverty and African American English dialect use on language development and literacy achievement in school-age children.

What kind of work can students do with you?

I am looking forward collaborating with faculty members and mentoring undergraduate and graduate student researchers with similar interests. Students who are interested in working with Dr. Lee-James should plan to be involved in various stages of the research process from developing hypotheses and research questions through dissemination of research in the form of presentations or publications.

Interview with Dr. Namasivatyam

What're your plans for Adelphi?

I'm looking forward to joining the faculty and helping to train future generations of speech-language pathologists. I hope to give my students a solid, evidence-based foundation in the assessment and treatment of swallowing impairments in adults. I also look forward to providing students with more clinical experience with clients who suffer from dysphagia through the Hy Weinberg Center.

What kind of research do you conduct in the lab?

I will be conducting research on swallowing and aging. I'm interested in further understanding how our swallows evolve over the lifespan, and learning what differentiates a normal swallow in the elderly from an impaired swallow. My research involves analyzing videofluoroscopy swallowing studies (i.e. dynamic swallowing x-rays) using very detailed pixel-based measurements on the computer. My lab will also be working on projects related to how nutrition affects dysphagia, how we can improve tongue strength in the elderly, and projects related to caregiver burden in those caring for the elderly with dysphagia.

Can you further explain the research you do on dementia and dysphagia?

I am trying to determine the types of swallowing impairments people living with dementia have, in order to eventually design targeted treatment protocols. This will involve analyzing videofluoroscopy swallowing studies of several subjects with different types of dementia and at different stages of dementia in order to identify each group's specific impairments. I will then choose the impairments that contribute most to aspiration (food/drink going into the lungs) and create interventions to improve these impairments.

What kind of work can students do with you?

Students can help with the analysis of videofluoroscopy swallowing studies, which will allow them to become more comfortable analyzing studies in a clinical setting. Students will also have the opportunity to help with data collection in long term care homes, where I hope to be conducting tongue strengthening interventions to reduce the risk of dysphagia.

Farewell interview with Dr. Redstone



My experience at Adelphi has indeed been rewarding. Much of my teaching has taken place in the Manhattan Center Sunday program, where I have enjoyed teaching graduate students in both traditional and hybrid modes, as well as online. My areas of expertise encompass individuals with motor disorders, including children with cerebral palsy, and how their speech, language and feeding skills are challenged. I am greatly pleased that many students have benefitted from my years (and years and years) of clinical experience.

I have found that the faculty at CSD has shared a common goal: an intensive focus on providing instruction of the highest caliber to meet the academic needs of each and every student. I am pleased that we have recently made a strong effort to diversify both our student body and our faculty and have strengthened our program to a great degree.

I am impressed by the new faculty in our department and look forward to hearing about their achievements and contributions. Although I have relocated, I hope to remain connected with this department and the university, both now and in the future.

I have been asked about my plans for the future: I fully intend to play with my grand-children, work in my garden, and eat chocolates.

Farewell interview with Maria Denicola

I AM MARRIED, HAVE THREE GROWN CHILDREN AND FOUR GRANDCHILDREN. I HAVE NO PLANS WHEN I RETIRE. THE CSD PROGRAM HAS GROWN CONSIDERABLY SINCE I STARTED IN 1990. THE FACULTY AND STUDENTS IN THE PROGRAM ARE WONDERFUL.

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Books and Chapters

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- Lederer, S.H. & Battaglia, D.** (2015). Using signs to facilitate vocabulary in children with language delays. *Infants and Young Children*, 28 (1) 18-31.
- Lederer, S.H.** (in press). Mindful attention activities to support shared book reading. *Young Exceptional Children*.
- Lederer, S.H., & Cerone, A.*** (in press). Facilitating first words through shared book reading in young children with language delays. *Special Education Research, Policy, and Practice*. (*GRADUATE THESIS STUDENT)
- Lederer, S.H.** (2015). Teaching children with language delays to say or sign 'more': Promises and potential pitfalls. *Young Exceptional Children*. Posted <http://vec.sagepub.com/content/early/2015/12/27/1096250615621358?paper=vec>
- Lederer, S.H., & Battaglia, D.** (2015). Using signs to facilitate vocabulary in children with language delays. *Infants and Young Children*, 8(1), 31. (MOST VIEWED LIST 10/18/16: http://journals.hww.com/ivcjournal/pages/viewallmostpopulararticles.aspx?WT.mc_id=HPCADx20100319xMP)
- Lederer, S.H.** (2014). Integrating best practices in language intervention and curriculum design to facilitate first words. *Young Exceptional Children*, 17(2), 32-43. (MOST READ LIST 10/18/16: <http://vec.sagepub.com/reports/most-read>)

ee-James, R., & Washington, J. A. (in preparation). Language assessment in African American English-Speaking children: A review of the literature since 1983.

ee-James, R., & Washington, J. A. (in preparation). Grammaticality judgments of low-income, African American English-speaking children: The role of language ability and dialect density.

ee James, R., Washington, J. A., & Seidenberg, M. (submitted). Morphological judgments of low-income, school-age African American English-speaking children.

ee, R., & Oetting, J. (2014). Zero marking of past tense in child African American English. *SIG I: Perspectives on Language Learning and Education*, 21, 173-181.

IdDonald, M.E., Battaglia, D., & Keane, M. Using Fixed-Interval based prompting to increase a student's initiation of the Picture Exchange Communication System. *Behavioral Development Bulletin*. October 5, 2015. <http://dx.doi.org/10.1037/h0101315>

fakhoul, B., Kubety, T., Khamis-Dakwar, R. (2015) The Development of sociolinguistic diglossic knowledge in oral-literacy mismatch situations: Preliminary findings from Palestinian Arabic. *Psychology*, 6, 1168-1179.

Iyers, F. L., Bakker, K., Cook, S., Reichel, I., St. Louis, K. O. and Van Zaaen, Y. (in press). Three-pronged approach to the conceptualization of Cluttering. International Cluttering Association. <http://associations.missouristate.edu/ICA/>

Iyers, F. L., Bakker, K., Cook, S., Reichel, I., St. Louis, K. O. and Van Zaaen, Y. (in press). Protocol for donation of cluttered speech to Fluency Bank. (www.fluency.talkbank.org): <http://languagefluency.umd.edu/> (presentations at national and international conferences)

amasivayam, A. M., Morrison, J.M., Steele, C.M. & Keller, H. (accepted). How swallow pressures and dysphagia affect malnutrition and mealtime outcomes in long term care. *Dysphagia*.

amasivayam, A. M., Steele, C. M., & Keller, H. (2015). The effect of tongue strength on meal consumption in long term care. *Clinical Nutrition*. 35(2016) 1078-1083. <http://dx.doi.org/10.1016/j.clnu.2015.08.001>

amasivayam, A. M., & Steele, C.M. (2015). Malnutrition and dysphagia in long term care: A systematic review. *Journal of Nutrition in Gerontology and Geriatrics*. 34(1):1-21. DOI: 10.1080/21551197.2014.1002656.

teele, C. M., Alsaneei, W. A., Ayanikalath, S., Barbon, C. E. A., Chen, J., Cichero, J. A. Y., Coutts, K., Dantas, R. O., Duivestein, J., Giosa, L., Hanson, B., Lam, P., Lecko, C., Leigh, C., Nagy, A., Namasivayam, A. M., Nascimento, W. V., Odendaal, I., Smith, C. H. & Wang, H. (2014). The influence of food texture and liquid consistency modification on swallowing physiology and function: A systematic review. *Dysphagia*, 30(1), 2-26. DOI 10.1007/s00455-014-9578-x. <http://bit.ly/1wvZydp>.

amasivayam, A.M., Hipfner-Boucher, K., Milburn, T., Weitzman, E., Greenberg, J., Pelletier, J., & Girolametto, L. (2014). Effects of coaching on educators' vocabulary-teaching strategies during shared reading. *International Journal of Speech-Language Pathology*, 17(4), 346-356. DOI: 10.3109/17549507.2014.979871

agy, A., Peladeau-Pigeon, M., Valenzano, T., Namasivayam, A.M., & Steele, C.M. (2016). The effectiveness of the head-turn-plus-chin-down manoeuvre for eliminating vallecular residue. *CoDAS*. 28(2):113-117. DOI: 10.1590/2317-1782/20162015286

etting, J., Lee, R., & Porter, K. (2013). Evaluating the grammars of children who speak nonmainstream dialects of English. *Topics in Language Disorders*, 33, 1-12.

etron, C., Fuchs, S., & Koenig, L. L. (2017). Relations among subglottal pressure, breathing and acoustic parameters of sentence-level prominence in German. *Journal of the Acoustical Society of America*, 141, 1715–1725.

choepflin, J.R., Silverman, C.A., Linstrom, C.J., Gilston, N.S. and DeRose, L., Parental restriction of children's access to cochlear implants: Case studies. *Cochlear Implants International* 16 (2): 115-120, 2015.

erpanos, Y.C., Berg, A., & Renne, B. (2016). Influence of hearing risk information on the motivation and modification of personal listening device (PLD) use. *American Journal of Audiology*, 25, 332-343. doi:10.1044/2016_AJA-15-0062

erpanos, Y.C., Senzer, D., Renne, B., Langer, R., & Hoffman, R. (2015). The Efficacy of routine Screening for High Frequency Hearing Loss (HFHL) in Adults and Children. *American Journal of Audiology*, 24, 377-383. DOI: 10.1044/2015_AJA-15-0014

erpanos, Y.C., & Senzer, D. (2015). Survey of Speech-Language Pathology (SLP) Graduate Program Training in Outer and Middle Ear Screening. *American Journal of Speech-Language Pathology*, 24, 561-565. doi:10.1044/2015_AJSLP-14-0216

erpanos, Y.C., & Senzer, D. (2015). Experiential Instruction in Graduate-Level Preparation of Speech-Language Pathology (SLP) Students in Outer and Middle Ear Screening. *American Journal of Speech-Language Pathology*, 24, 81-87. doi:10.1044/2015_AJSLP-14-0074

hi, L.-F., & Koenig, L. L. (2016). Word and phoneme recognition in non-native listeners differing in their dominant language. *American Journal of Audiology*, 25, 167–176.

hi, L.-F., & Koenig, L. L. (2016). Relative weighting of semantic and syntactic cues in native and non-native listeners' recognition of English sentences. *Ear and Hearing*, 37, 424–433.

teele, C.M., Bayley, M.T., Peladeau-Pigeon, M., Nagy, A., Namasivayam, A.M., Stokely, S.L., Wolkin, T., (2016). A Randomized Trial Comparing Two Tongue-Pressure Resistance Training Protocols for Post-Stroke Dysphagia. *Dysphagia*. DOI: 10.1007/s00455-016-9699-5.

ashington, J.A., Branum-Martin, L.A., Sun, C., & Lee-James, R. (under review). The impact of dialect density on the growth of language and reading in African American children.

ounger, J. W., Randazzo, M., Booth, J.R. (2016). Weighing the cost and benefit of transcranial direct current stimulation on reading subskills. *Frontiers in Human Neuroscience*.

ygis, M., Pape, D., Koenig, L. L., Jaskula, M., & Jesus, L. M. T. (2017). Segmental cues to intonation of statements and polar questions in whispered, semi-whispered and normal speech modes. *Journal of Phonetics*, 63, 53–74

Faculty Presentations

Bakker, K. & Myers, F. L. (2014). Real-time perceptual tracking of cluttering severity. 2nd World Congress of International Cluttering Association, Eindhoven, the Netherlands.

Bakker, K., Sack, K., Myers, F. (2015). Real-time continuous perceptual tracking of stuttering severity: Preliminary data for reliability & validity. ASHA, Denver, Colorado.

Battaglia, D. (2017, April). *Joint attention in children with autism spectrum disorder*. Presented at the annual meeting of the New York State Speech Language Hearing Association. Saratoga Springs, NY.

Battaglia, D. (2016, April). *Literacy and ASD: Current understanding and clinical implications*. Presented at the annual meeting of the New York State Speech Language Hearing Association. Saratoga Springs, NY.

Battaglia, D. (2017, April). *Redesigning Writing Assignments for Beauty, Clarity, and Focus (Panel Discussion)*. Teaching, Learning, & Technology Conference, offered by the Faculty Center for Professional Excellence, Adelphi University, Garden City, NY

Battaglia, D. (2015, October). *Joint attention in children with Autism Spectrum Disorder*. Presented at Challenge, Early Intervention Center Brooklyn, NY.

Battaglia, D. (2014, April). *Autism update: Classification and treatment*. Presented at the NYSUT Professional Issues Forum on Healthcare. Troy, NY.

Battaglia, D. (2014, April). *Increasing language and social skills during play in individuals with autism spectrum disorders*. Presented at Eden II Programs. Plainville, NY.

Battaglia, D. (2014, March). *Functional communication training in individuals with autism spectrum disorder*. Presented at Hofstra University. Uniondale, NY.

Battaglia, D. (2014, February). *Autism spectrum disorder research & clinical practice. Student speech and hearing conference: National Student Speech Language and Hearing Association (NSSLHA)*. Presented at Molloy College. Rockville Center, NY.

Benigno, A., & Velson, M. (2016, April). *Does a combination of Semantic Feature Analysis (SFA) and Spaced Retrieval Training (SRT) enhance word retrieval in individuals with aphasia*. Presented at the annual meeting of the New York State Speech Language Hearing Association. Saratoga Springs, NY

Berg, A. & Serpanos, Y.C. (2014, January). *Surveillance of Childhood Hearing Impairments*. Paper presented at the meeting of UNICEF Expert Consultation on the Measurement of Child Disability. New York, NY. *invited*

Boyle, E., & Lederer, S.H. (2016, April 12). *Facilitating Early Pragmatic Functions through Shared Picture Book Reading: Principles to Practice*. Poster presented at Adelphi University Annual Research Conference, Garden City, NY. (*student)

Cerone, A., * & Lederer, S.H. (2015, April 21). *The Effects of a Parent-Facilitated Shared Book-Reading Approach to Acquiring Early Verbs: A Pilot Study*. Poster presented at Adelphi University Annual Research Conference, Garden City, NY. (Winner, Social Sciences Graduate) (*student).

Cox, S. R., Doyle, P. C., & Raphael, L. (2016). *Influence of clear speech on voice onset time and intelligibility of word-initial stop consonants in electrolaryngeal speech*. In the 172nd Meeting of the Acoustical Society of America, Honolulu, HI.

Cox, S. R., Bakker, K., Myers, F., & Doyle, P. C. (2016). Real-Time Continuous Perceptual Tracking of Clear Speech in Electrolaryngeal Speakers. *The Annual Convention of the American Speech-Language-Hearing Association*. Philadelphia, PA.

Cox, S. R., & Doyle, P. C. (2015). Influence of clear speech on the word intelligibility of electrolaryngeal speakers. *In The Acoustical Society of America*. Jacksonville, FL.

Cox, S. R., Failla, S., & Doyle, P. C. (2015). The impact of clear speech on listener judgements of electrolaryngeal speech. *In Annual Convention of the American Speech-Language-Hearing Association*. Denver, CO.

Cox, S. R., Jeremic, G., Fung, K., & Doyle, P. C. (2014). Patient-reported Mandibular function secondary to radiation treatment for head & neck cancer. *In Annual Convention of the American Speech-Language-Hearing Association*. Orlando, FL.

Doyle, P. C., Davis, E., Cox, S. R., Sui, T., Day, A., Bornbaum, C., & Dzioba, A. (2015). Using the Voice-Related Quality of Life questionnaire to examine voice disability following total laryngectomy. *In Annual Convention of the American Speech-Language-Hearing Association*. Denver, CO.

Doyle, P. C., Cox, S.R., Khalili, S., Fung, K., & Theurer, J. (2014). The influence of flap reconstruction on auditory-perceptual evaluation of voice acceptability for tracheoesophageal speakers. *In American Head and Neck Society (AHNS)*. New York, NY.

Doyle, P.C., Nash, M. M., Scott, G. M., Cox, S. R., Davis, E., Izaryk, K., Bornbaum, C. C., Day, A. M. B., Dzioba, A., & Skarakis-Doyle, E. (2014). Aligning the Voice-Related Quality of Life Measure with the ICF: An Examination of Voice Disability Secondary to Laryngeal Cancer. *In Pacific Rim International Conference on Disability and Diversity*. Honolulu, HI.

DeMetropolis, S., & Friedmann, D. (2014, April). *Preference of Orthographic Vs. Semantic Distinctions in Aphasia*. Presented at the annual meeting of the New York State Speech Language Hearing Association. Saratoga Springs, NY.

DeMetropolis, S.M., Schoepflin, J.R., and Raphael, L.J., "Gap detection and speech recognition in noise in younger versus older listeners." Poster session presented at the Acoustical Society of America 2015 Spring Meeting, Pittsburgh, PA., May, 2015.

Fabus, R., Serpanos, Y.C., Berg, A., Hidecker, M.J., & Casale, L. (2016, November). The Effectiveness of Parental Questionnaires on Assessment of Speech-Language & Auditory Function in Children. Research Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA

Eadie, T. L., Sawin, D., Cox, S., Baylor, C., Yorkston, K., & Doyle, P. C. (2015). The relationship between post-laryngectomy speech outcomes and communicative participation. *In American Head and Neck Society (AHNS)*. Boston, MA.

Fung, K., Jeremic, G., Cox, S. R., & Doyle, P. C. (2014). Mandibular metrics, perceived disability and quality of life associated with trismus. *In Triological Society Combined Sections Meeting*. Miami Beach, FL.

Garcia, F., Khamis-Dakwar, R., & Froud, K. (November, 2014). *Neurolinguistic evidence for dual-language representation in African-American English (AAE) speakers*. Thirty-minute technical research presented at the American Speech-Language-Hearing Association Convention. Orlando, FL

Garcia, F., Avery, T., **Khamis-Dakwar, R.** & Froud, K. (April, 2014). *ERP responses to subject agreement violations in African American English: evidence for diglossic representation*. Poster presented at the Cognitive Neuroscience Symposium. Boston, MA.

Greenspon, E.B., **Randazzo, M.**, McNorgan, C., Booth, J.R. (2016). *Phonemic awareness is unrelated to audiovisual processing in children with reading difficulty: fMRI evidence of an audiovisual integration deficit*. Poster presentation at Canadian Society for Brain, Behavior, and Cognitive Science, Ontario, Canada.

Gregory, K., **Lee, R.**, & Oetting, J. (April 2013). *Working with students who speak AAE & SWE: What SLPs should know*. Seminar presented at the National Black Association for Speech, Language and Hearing, Washington, D.C.

Hitchcock, E. R., & **Koenig, L. L.** (2014, Oct.). Effects of vowel position and place of articulation on voice onset time in children: Longitudinal data. Poster presented at the 168th meeting of the Acoustical Society of America, Indianapolis, IN.

Jackman, K., **Cox, S. R.**, Fajila, S., Leblanc, C., & Doyle, P.C. (2014). Auditory-perceptual assessment of acceptability, listener comfort, & voice-related quality of life in female tracheoesophageal speakers. In *Annual Convention of the American Speech-Language-Hearing Association*. Orlando, FL.

Johnson, L., & **Lee-James, R.**, Gatlin, B., & Patton-Terry, N. (2016 November). *Executive functioning skills and its relation to oral and written narrative skills in African American children*. Poster presented at the American Speech-Language-Hearing Association Convention, Philadelphia, PA.

Keller H, **Namasivayam A.**, Carrier N, Duizer L, Lengyel C, Slaughter S, Steele C. (2014). Making the Most of Mealtimes (M3) pilot study: Exploring factors associated with undernutrition in LTC. Oral presentation. Canadian Association on Gerontology Conference. October, 2014. Niagara Falls, Ontario.

Khamis-Dakwar, R. (January, 2016). *Reforming the study of Arabic diglossia*. Invited talk presented at the University Seminar on Language and Cognition, Columbia University, New York, NY. (Invited)

Khamis-Dakwar, R., Tarabeh, G., & Khattab, G. (December, 2016). *On the nature of gender shift in Arabic Infant/Child Directed Speech (CDS)*. Research presentation at the Forum for Arabic Linguistics, York University, England.

Khamis-Dakwar, R., & Froud, K. (November, 2016). *A Critical Review of Cultural & Linguistic Guidelines for Providing Services to Minority Populations*. One hour seminar presentation at the American Speech-Language-Hearing Association Convention. Philadelphia, PA.

Khamis-Dakwar, R. (January 2017). *The development of Bilingual Aphasia Test in Palestinian Arabic and Modern Standard Arabic and the prospect of its use in evaluating Arabic speaking individuals* - presented at the first conference for ALSON- the Arab speech pathologists organization. Galilee Society, ShfaAmer, Israel (in Arabic). Invited talk

Khamis-Dakwar, R., Skvarla, A.M., Ashdown, J. (April, 2016). *Agents of change: A Collaborative, Proactive, Transparent Leadership Approach?*. One hour seminar presentation at the 2016 CAPCSD Conferences, San Antonio, TX

Khamis-Dakwar, R., Shen, G.M., Averi, T., & Froud, K. (April, 2016). *Language processing in Arabic diglossia: MMN and N400 responses to shared versus non-shared features in Modern Standard Arabic and spoken Arabic* . Poster presented at the Cognitive Neuroscience Symposium, New York, NY

Khamis-Dakwar, R. (October, 2015). *The assessment of bilingual aphasia: Clinical implications of Arabic diglossia on language/variety recovery in aphasia*. Invited talk at the 2015 Lebanese Association of Language Therapists. Beit El Tabib, Beirut , Lebanon (via BlueJeans)(Invited)

Khamis-Dakwar, R. (July, 2015) *Ditching "otherness" in the study of Arabic diglossia: The need for inter-professional and theoretically-grounded investigations*. Invited talk at the Forum for Arabic Linguistics, University of Essex, Colchester, England. (Invited)

Khamis-Dakwar, R., & Sakran-Mansour, J. (November, 2015). *An examination of disfluent behaviors in the productions of Palestinian Arabic & Modern Standard Arabic*. One hour seminar presentation at the American Speech-Language-Hearing Association Convention. Denver, CO

Khamis-Dakwar, R., & Makhoul, B. (November, 2014). *The Unity in the Development of Metadiglossic Knowledge: From Arabic to African-American Vernacular English*. One-hour seminar presented at the American Speech-Language-Hearing Association Convention. Orlando, FL.

Khamis-Dakwar, R., Ahmar, M., Green, H., & Froud, K. (November, 2014). *Diglossic aphasia and the adaptation of Bilingual Aphasia Tests to the Palestinian Arabic dialect & Modern Standard Arabic*. One-hour seminar presented at the American Speech-Language-Hearing Association Convention. Orlando, FL.

Khamis-Dakwar, R., & Froud, K. (March, 2014). *Language Learning in Heritage and Non-Heritage Adult Learners of Arabic: An ERP study*. Presentation at the Arabic Linguistics Symposium 2014. University of Florida, Florida.

Koenig, L. L., & Fuchs, S. (2015, Aug.). Acoustic effects of loud speech and interrelationships among measures. Poster presented at the 18th International Congress of Phonetic Sciences, Glasgow.

Koenig, L. L., & Fuchs, S. (2015, May). Acoustic effects of loud speech across vowels and speakers. Poster presented at the 169th meeting of the Acoustical Society of America, Pittsburgh PA.

Koenig, L. L., & Shi, L.-F. (2014, Oct.). Voicing, devoicing, and noise measurements in Shanghaiese voiced and voiceless fricatives. Poster presented at the 168th meeting of the Acoustical Society of America, Indianapolis, IN.

Koenig, L. L., & Shi, L.-F. (2014, May). Measures of spectral tilt in Shanghaiese stops and glottal fricatives. Poster presented at the 167th meeting of the Acoustical Society of America, Providence, RI.

Lederer, S.H. (2016, November 19). *Mindful Attention Activities to Support Shared Book Reading*. Seminar accepted for presentation at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

Lederer, S. H. (2016, November 18). *Ready for Therapy: Mindfulness Practices to Support Executive Function/Self-Regulation*. Seminar presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

Lederer, S.H. (2016, February 11). *Ready, steady, go: Mindfulness practices for children* [webinar]. In *SpeechPathology.com* webinar series. Retrieved from <http://www.speechpathology.com/slp-ceus/course/ready-steady-go-mindfulness-practices-7335>.

Lederer, S.H. (2015, November 14). *Storybook Yoga: Integrating Shared Book Reading & Yoga to Nurture the Whole Child*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Denver, CO.

Lederer, S.H., Wennerholm, L., * & Hesse, S.* (2015, November 12). *Effects of mindfulness practices on executive and cognitive-linguistic functions in an individual with Cerebral Vasculitis*. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Denver, CO. (* students)

Lederer, S.H. (2015, April 9). *StoryBook Yoga* [webinar]. In *SpeechPathology.com* webinar series. Retrieved from <http://www.speechpathology.com/slp-ceus/course/storybook-yoga-7095> **TOP 10 MOST VIEWED SPEECHPATHOLOGY.COM COURSES of 2015**

Lederer, S.H. (2014, April 25). *Picture book-based intervention for early language and literacy goals*. Seminar presented at the annual meeting of the NYS Speech-Language-Hearing Association.

Lederer, S.H. (2014, May 29). *First verbs, first books, and focused stimulation* [webinar]. In *SpeechPathology.com* webinar series. Retrieved from <http://www.speechpathology.com/slp-ceus/course/first-verbs-books-focused-stimulation-6648>. **TOP TEN MOST VIEWED SPEECHPATHOLOGY.COM COURSES of 2014**

Lederer, S.H. (2014, January 7). *Beyond MORE: Choosing and Using Signs to Facilitate First Spoken Words* [webinar]. In *SpeechPathology.com* webinar series. Retrieved from <http://www.speechpathology.com/slp-ceus/course/beyond-more-choosing-and-using-6190>

Lee-James, R., & Washington, J. A. (June 2015). *Performance of low-income, African American English-speaking children on the Morphological Comprehension subtest of the TOLD-1:4*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Lee, R., Oetting, J., & Hegarty, M. (June 2013). *Past tense and past participle structures in child AAE and SWE*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Mathew, K., * & **Lederer, S.H.** (2015, April 21). *Take 5: The effect of yoga and deep breathing on the social discourse skills of an adolescent with pragmatic deficits*. Poster presented at Adelphi University Annual Research Conference, Garden City, NY. (* student)

Myers, F.L. (2014). *Role of monitoring in the treatment of cluttering* (Invited keynote speech), 2nd World Congress of International Cluttering Association, Eindhoven, the Netherlands.

Myers, F. L., & Winkelman, C. (2014). *Invited workshop on cluttering therapy*. 2nd World Congress of the International Cluttering Association, Eindhoven, the Netherlands

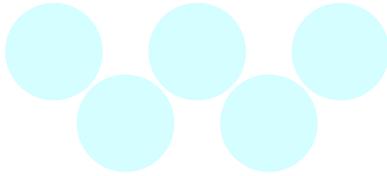
Myers, F. L. (2016). *ISAD conference keynote on cluttering*. Ecole d'orthophonie, Faculte medicine, Universite de Montreal, Canada.

Myers, F. L. (2016). *The Nature of Cluttering*. (Invited keynote address. Instytut Języka Polskiego, Uniwersytet Śląski w Katowicach.)

Myers, F. L. (2016). *The Assessment and Treatment of Cluttering, Part One and Part Two*. (Invited keynote address. Instytut Języka P olskiego Uniwersytet Śląski w Katowicach.)

Myers, F. L. (2016). *Cluttering: Nature, Assessment and Treatment*. (Invited two-day workshop), Association Romande des Logopedistes Diplomes, Lausanne, Switzerland.

Myers, F. L. (2016). *Cluttering: Nature, Assessment and Treatment*. (Invited two-day workshop), Paris, France.



Nagy, A., Peladeau-Pigeon, M., Valenzano, T., **Namasivayam, A.M.**, & Steele, C.M. (2015). The effectiveness of the head-turn-plus-chin-down manoeuvre for eliminating vallecular residue. Poster presentation. 5th European Society of Swallowing Disorders Congress, October, 2015. Barcelona, Spain.

Namasivayam-MacDonald, A.M., Morrison, J., Steele, C.M. & Keller, H. (accepted). How swallow pressures and dysphagia affect malnutrition and mealtime outcomes in nursing homes. Oral presentation at the Japanese Society of Dysphagia Rehabilitation Annual Conference. September 16, 2017. Chiba, Japan.

Namasivayam-MacDonald, A.M., Morrison, J.M., Carrier, N., Lengyel, C., Slaughter, S., Steele, C. & Keller, H. (accepted). Understanding the determinants of fluid intake in long term care. Poster presentation at the 21st IAGG World Congress of Gerontology and Geriatrics. July 23, 2017. San Francisco, California.

Namasivayam-MacDonald, A.M., Morrison, J., Steele, C.M. & Keller, H. (2017). How swallow pressures and dysphagia affect malnutrition and mealtime outcomes in long term care. Oral presentation at the Dysphagia Research Society Conference. March 4, 2017. Portland, Oregon.

Namasivayam-MacDonald, A.M., Burnett, L.E., Nagy, A., Waito, A.A., & Steele, C.M. (2017). Effects of tongue strength training on mealtime function in long term care. Poster presentation at the Dysphagia Research Society Conference. March 3, 2017. Portland, Oregon.

Smith, N., **Cox, S. R.**, Day, A., Failla, S., & Doyle, P. C. (2015). Situationally-bound judgements of listener comfort for postlaryngectomy voice & speech. In *Annual Convention of the American Speech-Language-Hearing Association*. Denver, Co.

Steele, C.M., **Namasivayam-MacDonald, A.M.**, MacKichan, B.T. Cichero, J.A., Lam, P., Hanson, B., Duivestijn, J. & Riquelme, L.F. (2017). Psychometric evaluation of a new functional diet scale for dysphagia. Oral presentation at the Dysphagia Research Society Conference. March 2, 2017. Portland, Oregon.

Namasivayam, A.M., Barbon, C.E.A., & Steele, C.M. (2016). Dysphagia or presbyphagia? A meta-analysis of swallowing timing in the elderly. Oral presentation at the 6th European Society of Swallowing Disorders Congress. October 15, 2016. Milan, Italy.

Namasivayam, A.M. (2016). Improving food intake in long term care. Oral presentation at the University of Florida, Department of Speech, Language, Hearing Sciences. March 21, 2016. Toronto, Ontario.

Namasivayam, A.M. (2015). An approach to managing swallowing difficulties in the older patient. Oral presentation. 3rd Annual MSH/UHN Geriatrics Update Conference. October, 2015. Toronto, Canada.

Namasivayam, A.M., Barbon, C.E.A., Peladeau-Pigeon, M., Chak, V., Stokely, S.L., & Steele, C.M. (2015). Functional reserve is not a characteristic of neurogenic dysphagia. Poster presentation. 5th European Society of Swallowing Disorders Congress. October, 2015. Barcelona, Spain.

Namasivayam, A. M., Steele, C. M., & Keller, H. (2015). The effect of tongue strength on meal consumption in long term care: A pilot study. Poster presentation. Canadian Student Health Research Forum – CIHR National Student Research Poster Competition. June, 2015. Winnipeg, Manitoba.

Namasivayam, A. M., Steele, C. M., & Keller, H. (2015). The effect of tongue strength on meal consumption in long term care: A pilot study. Poster presentation. Dysphagia Research Society Annual Meeting. March, 2015. Chicago, Illinois.

Namasivayam, A. M. & Steele, C. M. (2014). Malnutrition & Dysphagia in Long-Term Care: A Systematic Review. Poster presentation. American Speech-Language Hearing Association Convention. November, 2014. Orlando, Florida.

Oetting, J., Riviere, A., **Lee, R.**, Richardson, J., Hegarty, M., & McDonald, J. (June 2012). *Structure specific differences across tasks in nonmainstream dialects*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Orlikoff, R., **Myers, F.** (2015). Role of Prosody in the Intelligibility and Comprehensibility of Speech, ASHA, Denver, Colorado.

Orlikoff, B. & **Myers, F. L.** (2014). Invited all-day presentation 'Improving Speech Intelligibility: The Essential Role of Prosody.' Brooklyn College, New York.

Owens, R., Crowley, C., Fuse, A., Ijalba, E., & **Khamis-Dakwar, R.** (April 2016). *Culturally and Linguistically Appropriate Services for All: Legal and Evidence-Based Approaches*. Two hours seminar at the NYSSLHA's 56th Annual Convention, Saratoga Springs, NY.

Randazzo, M. & Froud, K. (2017). *EEG Evidence for Differences in Audiovisual Speech Processing in Apraxia of Speech*. Poster presentation at Cognitive Neuroscience Society, San Francisco, CA.

Randazzo, M. & Froud, K. (2016). *Audiovisual integration in acquired apraxia of speech: EEG evidence for processing differences*. Technical Research Talk at ASHA Convention, Philadelphia, PA.

Randazzo, M. & Froud, K. (2016). *Audiovisual integration in acquired apraxia of speech: EEG evidence for processing differences*. Poster presentation at Cognitive Neuroscience Society, New York, NY.

Raphael, L. J., **Myers, F. L.**, Chung, S., Tarone, N. (2014). The intelligibility of slowed, cluttered speech. New York State Speech-Language-Hearing Association, Saratoga Springs, NY.

Randazzo, M. & Froud, K. (2015). *Interprofessional collaboration in international settings. A service delivery model for sustainable practices*. Technical clinical talk at ASHA Convention, Denver, CO.

Randazzo Wagner, M. McNorgan, C. Booth, J. (2014). *Absence of audiovisual lexical integration in children with reading difficulty. fMRI Evidence*. Poster presentation at ASHA Convention, Orlando, FL.

Randazzo Wagner, M., Martinez, N., Garcia, F., Green, H., Froud, K. (2014). *Accessible, Sustainable, Culturally Relevant: A service delivery model for rural Cambodia*. Poster presentation at ASHA Convention, Orlando, FL.

Reitzel, K., **Cox, S. R.**, Failla, S., & Doyle, P. C. (2015). Temporal modifications of electrolaryngeal speech during a clear speech task. In *Annual Convention of the American Speech-Language-Hearing Association*. Denver, CO.

Sands, E., Fabus, R., Dondorf, K., (2014) Influence of Nurturance Characteristics of the spouse carer's communication style on the aphasic spouse, New York State Speech Language and Hearing Association Convention; Saratoga Springs, N.Y.

Sands, E., Fabus, R., and Dondorf, K. (2013). A systematic Review of the Nurturance Characteristics of Carers of Patients with Aphasia, New York State Speech Language and Hearing Association; Saratoga Springs, N.Y.

Scott, K., **Serpanos, Y.C.**, Murad, I., & Valvezan, R. (2016, November). Establishing Global Clinical Training Programs in Audiology. Research Poster presented at the annual meeting of the American Speech-Language-Hearing Association, Philadelphia, PA.

Steele, C.M., Bayley, M., Barbon, C., Chak, V., Dhindsa, A., Nagy, A., **Namasivayam, A.M.**, Peladeau-Pigeon, M., Bayley, M., Barbon, C., Chak, V., Dhindsa, A., Nagy, A., **Namasivayam, A.M.**, Peladeau-Pigeon, M., Stokely, S., Torreiter, S., & Wolkin, T. (2015). Tongue-pressure resistance training facilitates functional swallowing improvement post stroke. Poster presentation. 2015 Canadian Stroke Congress. September, 2015. Toronto, Ontario.

Wilkinson, J., Doyle, P.C., **Cox, S. R.**, Failla, S., & Leblanc, C. (2014). Determining the presence of a gender bias in auditory-perceptual evaluations of tracheoesophageal speakers. In *American Speech-Language-Hearing Association*. Orlando, FL.

Wise, J., **Randazzo, M.**, Booth, J. (2015). *Site and domain specificity of the effects of tDCS on symbol processing*. Poster presentation at Organization of Human Brain Mapping. Honolulu, HI.