

# Communication Connection

INFORMATION LINKING ALUMNI AND FRIENDS WITH NSU'S PROGRAMS IN SPEECH-LANGUAGE AND COMMUNICATION DISORDERS

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*Wren Newman*

## The Year in Review

By Wren Newman, SLP.D., CCC-SLP  
Executive Director

Welcome to the 2011 edition of *Communication Connection*. These columns are always a pleasure to write, because I have the opportunity to reflect on the past year and provide a bit of attention on what is to come in the next 12 months. And, of course, this was another very busy year for the Programs in Speech-Language and Communication Disorders characterized by achievement, growth, change, and dedication.

Let me begin by saying, we were very pleased to welcome two new cohorts to the program—one in Oregon (our third group from that state) and one in California (our second Alpha Vista group and our third California cohort). These students are in addition to our new on-site and online students who joined us in December of 2010 and January, March, April, and July of 2011, as well as the ones who will be joining us in December of 2011.

We had a year that included many significant contributions by faculty members to national associations, state associations, and the university community. Hélène Fisher will continue to serve on the Florida Speech-Language-Hearing Association (FLASHA) Board as vice president for Professional Practices in Speech-Language. Melissa Edrich completed her presidency of FLASHA and Rachel Williams assumed the role. As if that weren't enough for Williams, she continued in her role of convention chair for the National Black Association for Speech-Language and Hearing (NBASLH) and was selected as the Outstanding Alumni in the Department of Communication Sciences and Disorders by the University of Central Florida.

Shelley Victor was asked to serve as a member of ASHA's Governmental Affairs and Public Policy Board and will complete her position as coordinator of Special Interest Group 11—Administration and Supervision. I will continue my work on the ASHA Board of Ethics. Meanwhile, several faculty members—Fred DiCarlo, Lanee Friedel, Leslie Kyrimes, Mary Ann Lowe, Carole Zangari, Tambi Braun, Victor, and I—will be presenting at the November ASHA Convention in San Diego. Many of our adjunct faculty members will be presenting at ASHA as well.

Tambi Braun is serving on the American Cleft Palate Association board as a member of the International Outreach Committee assisting in the Visiting Scholar Program. Jennifer Latona is coordinating our program's participation in the NCATE certification process. Sheryl Rosin recently contributed to the 2011 Fischler Faculty Retreat and serves on a school committee focusing on development of guidelines for online courses and delivery.

Our students have also had some impressive achievements. Congratulations to Amy Peterson of Pocahontas, Iowa, for her inspirational program recognizing national Autism Awareness Month. Peterson worked with Casey's General Stores selling cookies in their 1,600 locations across the state to raise funds to assist children and families affected by autism. Congratulations also to NSSHLA for making sandwiches for a local food bank, collecting school supplies for underprivileged children, participating in the Walk for Autism, collecting canned goods for Thanksgiving baskets, collecting prom dresses for Becca's Closet, and contributing to the Stuttering Foundation of America. These are all wonderful ways of assisting the communities in which we live.



Abraham S. Fischler School of Education  
Programs in Speech-Language  
and Communication Disorders

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## The Year in Review

*Continued from page 1*

Our students, including Elizabeth Feldman, Nicole Gaffney, Raquel Garcia, Melissa Grassia, Kyriaki Kyriakou, Sofia Guerrero, and Andi Thomas, have also spent some time enhancing their professional skills by presenting at a number of conferences in 2010 and/or 2011. These included ASHA, FLASHA, and the Florida Cleft Palate Association. If I have left any of our students off of this list, it is an error and certainly is not intentional. (We've had a lot to keep up with.)

I mentioned changes, and we have had many. In December of 2010, we recognized the retirement of Ann Reynolds, coordinator of externships for the program for many years. Reynolds contributed to the clinical training of hundreds of students. She is now enjoying her time with her family—especially her two amazing grandchildren—and taking advantage of the ability to tackle projects that have been waiting for her for a long time. We congratulate Reynolds and thank her for her dedication to the program and, most importantly, to our students.

The program also welcomed new faculty members Lea Kaploun and Erin Beasley to our growing family. Kaploun, who joined the faculty in November of 2010, teaches in the area of adult disorders and counseling and supervises in the on-campus clinic. Beasley just arrived in August of 2011. She is a clinical instructor who supervises students in the on-campus clinic and teaches the Rehabilitation of the Hearing Impaired course.

This December, we will have another significant change. Lanee Friedel has decided to retire after having served the program for more than 20 years. Without question, she has been a major contributor to the success of both the program and our students. I don't believe I have personally ever known anyone whose work ethic exceeds hers. Friedel's ideas, contributions, and efforts to constantly improve our program will impact the experience of our students for years to come. Her dedication to NSSLHA has been exemplary—more students

are involved in more projects than ever before. We will all miss her very much, and we wish her every happiness, whether she is working for her Guardian ad Litem families, learning how to play golf, planning a trip to visit her kids in California, enjoying every minute with her husband Lee, or doing some of the 500 other things that we know will be added to her plate the minute she isn't in her office any more. Don't worry—I've already asked Friedel to serve as an adjunct faculty member, and you know I'll have some other things up my sleeve for her to consider. I must add that, for me, Friedel's retirement marks the end of a wonderful era. She has been a wonderful colleague to learn from and work with.

And with that, I'll close with wishes for a successful academic year for our current students and faculty members, good wishes for all of our alumni, and gratitude for all the others who support our students and our program in so many ways.

## Mission Work in Colombia

By Shoshanna Auspitz, M.S., CCC-SLP

At last! I was finally done with grad school and had about three months (from the time I finished my last externship until the time I graduated) to kill. I have always loved helping others, which is the reason I became a speech-language pathologist. But, I never knew what I would experience when I visited Cartagena, Colombia.

I'm sure you are wondering why I decided to go to Cartagena, rather than park myself on the beautiful beaches of Fort Lauderdale and enjoy all my hard work (and money) put into grad school. Though I did enjoy several weekends on the beach in Fort Lauderdale, my purpose in Colombia was much different than a good tan and time with friends. The mission was to go for seven days with a group from my local church and work with children sold into human trafficking. For those of you who don't know, Colombia is the second-largest country for child trafficking and first for children soldiers.

Over the course of the week we were there, the team worked on several different projects including visiting a local school, nursing home, and women's prison; traveling to the town of



Turbaco to transform chicken coops into future orphan homes; and visiting the island of Tierra Bomba, also known as the outcast island. It was on this island that my heart truly broke. I have never seen anything like it. There were children running around without clothes and shoes, crying because of hunger pains. Young girls—around the age of 14—were pregnant having been sold into prostitution by their parents so the family could eat. They were aggressive

and angry, lacking any inspiration or hope. We brought them food and played games with them, but for me, that wasn't enough.

As I returned to the states, my heart was heavy and burdened. How often do we waste food or get rid of clothes that could still be worn? My mind kept replaying the children there fighting over food. Something had to be done. It was during this time that I realized how truly blessed I am and how much I needed to put my faith in action. With the help of some of my team members, we created an organization called Hope for Colombia. Our first project was to get 1,000 pairs of Croc-style shoes (rubber shoes that can tolerate wet soil and be cleaned in the rivers nearby) by November 15, 2011. We also began sending funds to a Colombia-based organization we are working with, *Dones de Misericordia*, to help feed the children on the island. My hope is to return to Colombia in December 2011 to deliver the shoes myself. But, for now, I'll continue to help raise awareness for these children who are in desperate need of help. Contact me at [shoshanaslp@gmail.com](mailto:shoshanaslp@gmail.com) for more information on Hope for Colombia.

# Julie Pratt, SLCD Alumna, Advocate for Michigan SLPs

By Tambi Braun, SLP.D., CCC-SLP



Tambi Braun

Julie Pratt graduated from Western Michigan University in 1996 with a B.S. in Speech Pathology and a minor in gerontology. She graduated from Nova Southeastern University in 1999. She has been married for 15 years to her husband Ray and has two children: Brendan (9) and Meadow (5). Pratt has worked in inpatient acute care and rehabilitation long-term care, as well as in both pediatric and adult outpatient care. She started her private practice in 2004 with one partner, only providing speech services. They now do pediatric and adult physical, occupational, and speech therapy and have 13 employees! She has done great things for SLP in the state of Michigan, and we are proud to share her story in this interview.

## 1) What led you to realize that you needed to be responsible for advocating for the profession?

As individuals with master's degrees in communication and professionals who daily make decisions and support those who cannot look out for themselves, I think we, as SLPS, are natural advocates.

I felt a responsibility to join a state organization to give back to the profession, branch out and meet other professionals, and be more in tune with the issues our state was facing. When I joined, I decided I wanted to assist on a committee working on an area that I had not dabbled in before and that I felt had impact on my new and growing private practice. Legislation was an area that I viewed as extremely important and all new to me. At that point, I also saw the impact not having licensure had on our credibility as a profession (e.g., danger to our consumers, job protection, and reimbursement). Before I knew it, I was working with our lobbyist, elected vice president for legislation (now VP for advocacy), testifying before our state senate, and speaking to our colleagues in support of licensure at various venues.

This opportunity has allowed me to continue with state advocacy efforts that benefit our profession, my clients, and my practice daily. These efforts include reimbursement issues and insurance policies.

## 2) What steps did you take to succeed in getting the licensure changed?

Achieving licensure was the culmination of 40 years of professionals being persistent in their advocacy efforts. One thing that is always important to remember is that timing is crucial for legislation. Prior to the passing of current licensure law, we had a governor who served for 12 years and did not sign one licensure law into place. With a new governor in 2003, we felt the timing was right to ramp up our efforts, our board-allocated resources, and our work hours.

As the head of the committee, I had many mentors who had been working on licensure for years. They assisted and guided me with professional and historical knowledge of our bill. We also had a phenomenal lobbyist who guided me through the grassroots efforts of passing a law. We used the approach available at <http://www.asha.org/Publications/leader/2009/090210/090210a.htm> and elaborated below to successfully pass our licensure law.

### Step 1: Meet with organizations that oppose the bill.

When working on legislation, you always need to know who is against you and why. The Michigan Speech-Language-Hearing Association (MSHA) reached out to stakeholders and potential adversaries to ensure their concerns were addressed. We worked directly with counterparts from the state medical society and the state chapter of the American Academy of Otolaryngology—Head and Neck Surgeons—as well as the Michigan Department of Education to understand the needs of all stakeholders, strategize solutions to barriers, and produce acceptable legislative language.

Although these face-to-face meetings were time consuming (and often frustrating), the discussions allowed us to arrive at consensus on every issue. As a result, all of our original opposing forces supported the bill in their testimony before the state legislature.



Julie Pratt

### Step 2: Ensure that state representatives and senators know the bill's importance.

We started a program, "Adopt a Legislator," using an email list to match MSHA members to legislators and enlist members to assist with the grassroots mission. During key times in the legislative process, the group activated this list to contact legislators. The participating members received sample letters and contact numbers to make the process easier and less time intensive. This process allowed MSHA to obtain necessary support before meeting face-to-face with committee members at hearings.

### Step 3: Hold an annual day at the state capital.

MSHA focused its Better Hearing and Speech Month celebration in May on educating legislators about audiology and speech-language pathology and the need for speech-language pathology licensure. Members were able to speak with legislators and to help them understand MSHA's mission to protect individuals in Michigan who have communication disorders.

## 3) What advice do you have for new SLPs out there in terms of taking the time to advocate or believing in a reason to advocate?

First and foremost, don't be intimidated. Remember that we, as speech-language pathologists and audiologists, know more about the needs of our consumers and professions than anyone else!

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## SLCD Activities Announcements

By Jennifer Latona, M.S., CCC-SLP



Jennifer Latona

**NSU's date with NCATE!** On October 22–26, 2011, the National Council for Accreditation of Teacher Education (NCATE) was on NSU's main and North Miami Beach campuses for initial site visits of the teacher preparation programs. After the last Florida Department of Education visit

in 2006, program faculty and staff members began preparing for a review by NCATE. This work was well received. On April 26, 2010, NCATE notified NSU that their preconditions had been met and that NSU is now a formal candidate for NCATE accreditation. For questions on the NCATE activities at NSU, please contact the NSU NCATE coordinator, Jan Yates, at [yates@nova.edu](mailto:yates@nova.edu).

### SLP.D. Cohort 17

In July 2011, the SLP.D. cohort 17 had a face-to-face meeting for the first time as a group. They met in Orlando for a five-day, intensive seminar titled "Advanced Voice and Swallowing," taught by Tambi Braun and

Fred DiCarlo. The seminar was followed by a rigorous summer conference. This convention introduced all doctoral students at the Abraham S. Fischler School of Education to the applied dissertation process.

### Electronic Portfolio

In late 2010, under the watchful eye of Wren Newman, I began the process of integrating the formative assessment portfolio from a paper binder to an electronic version. While the program has met with a few obstacles along the way, it appears as though we will be ready to launch the new portfolio in 2012. Soon, those cumbersome, four-inch binders will be a thing of the past. Go green!

## Julie Pratt, SLCD Alumna, Advocate for Michigan SLPs

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Start with advocacy on a small scale; don't jump to state/federal legislation first. Think about how you advocate daily (e.g., writing letters to obtain more insurance coverage for a client, speaking to a doctor to obtain an order that he or she may not have agreed with, and meeting with another professional/teacher to pursue more help for a client).

Dabble in larger advocacy efforts by contacting your state organization and asking what you can do to help. Typically, they need grassroots support such as making a phone call or writing a letter. When you are ready for more involvement, join your state organization's board and work with the advocacy committee. Start with an issue you have passion about or that you are personally impacted by, this will help you stay motivated and focused

Support ASHA's advocacy efforts by logging on to [www.asha.org/advocacy/](http://www.asha.org/advocacy/) and signing up to take action. This is a fast and effective way to help in a small way for big impact.

### 4) What's the next item on your advocacy list that you would like to work on?

My MSHA committee has completed the reviewing of the rules that the licensure board promulgated and provided public comment. Our next responsibility will be to follow the rules through the government processes and keep the professionals in the



state abreast as to when they need to apply for licensure and how to obtain their license.

Legislatively, we are closely tracking and providing input and/or support when appropriate for laws impacting special education and our school personnel, as well as the proposed laws to mandate insurance coverage for autism.

Additionally, we are working with the reimbursement committee to continue to advocate for reimbursement issues in our state. We have had some great recent successes with Blue Cross. In the next year, we plan to tackle some large Medicaid issues, and the reimbursement issues/denials of voice therapy through Blue Care Network.

Beyond that, I don't know. Part of advocacy is jumping on an issue as it arises. Our "comment box" is always open for suggestions from professionals who need help advocating for specific issues.

## Rachel Williams Receives Prestigious Award

By Elizabeth Roberts, Ph.D., CCC-SLP

Rachel M. Williams, Ph.D., CCC-SLP, received the 2011 Outstanding Alumni Award for the University of Central Florida's Department of Communication Sciences and Disorders. This is a new award and one of several department- and school-specific awards designated to honor and recognize outstanding alumni from the College of Health and Public Affairs at the University of Central Florida (UCF) in Orlando.

On September 22, Williams traveled to Orlando to attend the award reception. Her family; colleagues and friends from UCF; and Wren Newman, SLP.D., CCC-SLP, our executive director, were all in attendance to see Williams, who had received her master's degree from UCF, become the second recipient of this prestigious award.

Congratulations for another well-deserved accolade!



## Adjunct Instructor Appointed to the ASHA SLP Advisory Council

By Rachel M. Williams, Ph.D., CCC-SLP



Rachel M. Williams

Congratulations to Kerri Phillips, SLP.D., CCC-SLP! Phillips, an adjunct instructor in the Programs in Speech, Language, and Communication Disorders, was recently appointed to the Speech-Language Pathology Advisory Council of the American Speech-Language-Hearing Association (ASHA). She will be the state of Louisiana's representative.

As a representative on this council, she will be responsible for identifying and discussing issues of concern to ASHA members. In addition, she will provide information on these issues to the board of directors and recommendations for the board's consideration in determining possible future programs and services to be developed and/or supported by the association's resources. Also, Phillips was originally elected, and then reappointed by the governor of Louisiana to the Louisiana Board of Examiners for Speech-Language Pathology and Audiology. Lastly, in January 2012, Phillips will become the editor for the ASHA SIG Division 11: Administration and Supervision.



Kerri Phillips, SLP.D., CCC-SLP

## Group Supervision: Getting It All Together

By Sheryl Rosin, Ph.D., CCC-SLP



Sheryl Rosin

In the 2011 summer semester, a new group supervision program was developed by Robin Parker and Carole Zangari. Actually, the program existed many years ago and was successful. However, with busy schedules of both students and professors, a break from the program was taken. With new visions and vigor, the program has evolved again.

The premise of group supervision is to brainstorm new ideas for assessment and treatment, with emphasis on strategies to improve challenging behavior for children and adults with severe communication problems. As you can imagine, these behaviors can be frightening and frustrating for new clinicians/graduate students. Another emphasis of the group is using technology in therapy.

"You need to know more than a few strategies to be successful with these clients," said Parker.

"I realized that I was spending so much time saying the same thing, and the students still seemed to have difficulty getting the basic strategies incorporated into the sessions. After reading and researching learning styles for typical students, I learned that telling them was not the fastest path to them understanding and implementing the strategies. I thought if we could all learn together about strategies, and also about new technologies, the students would take a more active role for learning."

Parker also realized that if she structured group sessions, she would get more accomplished, and the students would be able to take a more active role. Since both Parker and Zangari's expertise is in assisting clients with significant social communication challenges via augmentative and alternative communication (AAC), they thought it would be helpful to extend the supervision group to any student in the clinic with clients using AAC, applications, and specific social communication diagnoses.

"I felt it worked great for me as a supervisor, and we got a lot of positive feedback from the students," said Zangari.

To keep communication ongoing and allow access to the information presented during



Far right, second row: Robin Parker, SLP.D.; Carole Zangari, Ph.D.; and Sheryl Rosin, Ph.D., with clinic I, clinic II, and diagnostic II students during group supervision, summer term 2011.

group and throughout the semester, they created a graphical blog, called a glog, using the online tool Glogster. With Glogster, they were able to customize free, interactive posters or glogs using text, images, photos, audio, video, and special effects. To view the group supervision glog—a collaboration of the information they discussed throughout the semester—visit <http://tinyurl.com/3g73z3j>.

Parker and Zangari plan to continue group supervision next semester. They look forward to learning and teaching new strategies and technologies so that students, as new clinicians, can become assiduous contributors to the field of speech-language pathology.

## Fischler School of Education Featured at NSU's Second AcademicFest

By Elizabeth Roberts, Ph.D., CCC-SLP



Elizabeth Roberts

On March 18, 2011, the Fischler School of Education (FSE) was featured at Nova Southeastern University's AcademicFest. Several faculty members and students in the Programs in Speech, Language, and Communication Disorders participated. Fred DiCarlo, Ed.D., CCC-SLP, an SLCD professor

and a director at FSE, was a member of the team that was instrumental in planning and preparing for this huge and highly-successful event.

At AcademicFest, one specific school at NSU shares examples of its various programs, activities, and accomplishments with the rest of the university. It is an opportunity for employees throughout the university system to become better acquainted with each other and more aware of what each is doing. Not only were there colorful and interesting displays, but also prizes were awarded and lunch was served.

Fischler's AcademicFest was well-received and well-attended by numerous members of the NSU community. One of the honored

guests was George L. Hanbury II, NSU president. Comments of great interest and much-appreciated accolades were given to all within FSE who participated.



(See more AcademicFest pictures on page 19.)

## Welcome to New Program Instructor and Clinical Educator

By Barbara Zucker, M.A., CCC-SLP



Barbara Zucker

As clinic director, I am excited to introduce you to Erin Beasley. She spends a lot of her time doing clinical supervision in our clinic, and she also teaches in our program. I spent a few minutes talking with her this morning to find out more about her, both professionally and personally.

**Barbara Zucker:** Tell us about your previous work experiences and how you came to NSU.

**Erin Beasley:** I graduated from Florida State University with my bachelor's degree and then attended Nova Southeastern University (NSU) for my master's degree. I've been working in the field for 12 years, and the majority of my experience has been with pediatric clients. I started out working with children from birth to five years of age with varying exceptionalities. This gave me experience with all areas of the field including feeding, language, hearing



Erin Beasley

impairment, and the neonatal intensive care unit (NICU). I also worked in a hospital doing modified barium swallow (MBS) studies and acute care with adults. This included aphasia therapy and bedside swallow evaluations. Then, I worked at a charter school. I moved into the public school system where I provided diagnostic evaluations and treatment for general education services, as well as with a deaf and hard-of-hearing cluster. This cluster included students with hearing aids and cochlear implants. My expertise in the area of aural rehabilitation led me back to NSU, and, this fall, I am teaching the course in Aural Rehabilitation.

**Zucker:** What do you consider your areas of expertise?

**Beasley:** I primarily consider myself to be a pediatric therapist. I love working with early childhood language- and hearing-impaired clients. I love feeding therapy. I am also excited to be doing more clinical education.

**Zucker:** Tell me more about your job here at NSU.

**Beasley:** From the time I was a student here, I knew I always wanted to come back and work here as a clinical educator. I felt like I learned from the best, and I would, at some point, have enough knowledge to give back to others. I'm excited about teaching the course in Aural Rehabilitation and supervising in the clinic. I have a passion for helping to create future speech-language pathologists.

**Zucker:** What do you do in your spare time?

**Beasley:** In my spare time, I am a wife and mother of two daughters. We like to spend time as a family swimming, going to the beach, traveling, and watching FSU football.

**Zucker:** Thanks for taking a few minutes to talk with me.

**Beasley:** Thank you! I am so happy to be here, and I feel that the university environment is the perfect environment for me right now.

## Fawn Dykes, SLCD Alumna, Comes Full Circle

By Elizabeth Roberts, Ph.D., CCC-SLP

Fawn Dykes has come full circle. The former online student in the SLCD program is now serving as an externship site supervisor for online students who live in the De Queen, Arkansas area.

Fawn Dykes graduated from the University of Arkansas in Fayetteville with a bachelor's degree in communication disorders in 1997. While in school, she met her husband David. They have four children: Drew, age 13; twins Ashley and Abby, age 11; and Will, age 8. For many years, Dykes was a stay-at-home mom, caring for her four children, but when she learned of SLCD's online program, she considered it a perfect opportunity to meet her professional goals as well as the needs of her family.

Dykes and her husband are now both in the field. She is working in private practice while David is a speech-language pathologist

assistant in the De Queen public schools. Dykes has a contract with the De Queen Mena Educational Cooperative providing services to preschool children. Currently, she serves around 50 children and travels to five different preschools. She also provides private therapy in the afternoons and after school. On Wednesday afternoons, Dykes takes a break from speech therapy and is the children's director for First United Methodist Church's Kids of the King Program. This program feeds and provides a Bible School for around 80 children each week.

Dykes reports that, although she has this huge workload, her biggest priority is her four kids. They play every sport, and at this point in her life, going to their games is her main hobby. She says that she loves to exercise and loves having friends over for football games, adding, "My house is full of kids and ballgames at all times! There is never a dull moment! I love my family and my job!"



*Fawn Dykes*

In the midst of all of this, Dykes has taken on the responsibility of being a site supervisor for SLCD and provides supervision to online students in the area who are getting their clinic or externship experiences. Considering all her roles and responsibilities, we are extremely grateful to her for sharing her time and vast expertise with our students.

## Dione Christy, SLCD Alumna, Wins Athena Leadership Award

By Elizabeth Roberts, Ph.D., CCC-SLP

On September 15, 2011, Dione Christy, Ph.D., CCC-SLP, was one of only three women awarded the Athena Leadership Award by the Chamber of Commerce of the Palm Beaches. This award is given to honor women who are leaders in their communities, display excellence in their professions, and give of their time to mentor others to achieve their leadership potential. Recipients of this award are considered to be true role models by the Chamber of Commerce of the Palm Beaches.

She was also recently selected as a Senior Global Education Policy Fellow and will be directing the women's agenda for Excellence in Science,

Technology, Engineering, and Mathematics (STEM) careers for the organization.

Christy, a graduate of SLCD's master's degree program, has worked for the Palm Beach School District for 17 years. In this position, she conducts training courses and opportunities for teachers, parents, and students, as well as community leaders, in order to provide students with the skills necessary for success in school and life.

We are proud to celebrate and honor this special woman for all her accomplishments and awards. Congratulations!



*Dione Christy*

## Amy Peterson Shows Exemplary Leadership Qualities

By Elizabeth Roberts, Ph.D., CCC-SLP

Amy Peterson, an SLCD online student who lives in Pocahontas, Iowa, worked on a project for Autism Awareness Month with a local convenience store. The idea was picked up by the corporate office and was carried throughout all 1,600 stores in the corporation. Every store frosted donuts and cookies blue for the entire month of April 2011 for Autism Awareness.

Notes were sent home to every elementary and high-school student in Pocahontas to “Light It up Blue” on Friday, April 1, 2011, by wearing blue clothing; an ad in the paper encouraged businesses and community members to get involved as well. A t-shirt was also designed and sold, with all proceeds going to the Autism Speaks organization. A walk was held on April 1 at the local park. There was music from a local radio station, fun facts to read along the walking path/trail, and blue goodie bags with numerous blue items distributed to all participants.

The blue goodie bags contained

- blue police figures to remind participants to protect and serve and to tolerate and celebrate
- blue heart stickers to remind a person that someone you may love with all your heart needs a cure

- blue flower seeds to remind you to plant a seed of awareness
- blue balloons to remind you that there is no limit to how high a child with autism can go
- blue pens to remind you to list all the things that a child with autism can teach us
- blue gems to remind you that a child with autism is like a diamond in the rough
- blue tootsie rolls to remind you to give a little “toot” for autism awareness
- blue coasters to remind you that no one coasts through life; we all need the support of our family and friends
- blue stars to remind you to help a child with autism shine
- blue Kool-Aid to remind you that kids with autism are “kool”
- blue razzle candy to remind you that children with autism can razzle-dazzle us with their uniqueness
- blue play dough to remind you that a child with autism is molded by our faith, hope, and love



A great time was had by all! It was a wonderful kick off for Autism Awareness Month 2011. The 2012 plan is to “Pack the Park for Autism Awareness.” Peterson was proud and very excited to be such an integral part of an excellent program. We at SLCD are proud of her as well.

## Research Rendezvous

By Brian Humphrey, M.A., CCC-SLP  
Program Instructor, Clinical Supervisor

In the early 1800s, a rendezvous was a trading fair for trappers working in the North American fur trade. I have only experienced that sort of rendezvous as a musician in a historical re-enactment. Today, a rendezvous is any meeting at a prearranged time and place, and my current favorite rendezvous is the SLCD Research Rendezvous.

When I was in graduate school, in the days before the Internet, university faculty members arranged discussion groups so that faculty members and graduate students could meet to discuss their ongoing work and interests. It was a great way to learn about research from my fellow students, as well as from faculty members.

Our students enjoy discussing research in communication disorders associated with our

program, and the American Speech-Language-Hearing Association encourages university programs to share information about research conducted by members of their faculty. Since NSU-SLCD students live throughout the United States and beyond, the Speech, Language, and Communication Disorders Program needs to share its research across several time zones.

With the help of the I-Zone, NSU's center for developing and managing online instruction, Elizabeth Roberts and I designed and launched Research Rendezvous, an online site for discussing our program's research with all of our master's degree students. Students may use verified attendance at a Research Rendezvous event as evidence of meeting an ASHA standard for research.

Past presenters have included

Carole Zangari—Semantic Instruction in Augmentative Communication

Brian Humphrey—Bilingual Issues in Stuttering

Christina Luna—Functional Communication Outcomes in Aphasia

Sheryl Rosin—Social Skills Development Program: Let's Be Friends—A Program for Children on the Autism Spectrum

The days of the fur trade are past. Today, our clients and colleagues benefit when we trade information and ideas. Current students and faculty members are invited to meet us at Research Rendezvous whenever events are announced.

## A FLASHA Tale About an Eagle and a Lioness

By Shelley Victor, Ed.D., CCC-SLP

Program Professor, Speech-Language Pathology and Communication Disorders

Vice President, Governmental Education, Florida Association of Speech-Language Pathologists and Audiologists



Shelley Victor

No, this is not a parable or fable, but a conversation I engaged in with two faculty members in the master's degree program in speech-language pathology and communication disorders who spearhead the leadership of the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA).

Melissa Edrich, currently past president of FLASHA, and Rachel Williams, current FLASHA president, have had a positive and enduring impact on this association. I had an opportunity to interview them. Below are some of their heartfelt comments.

I asked both women to tell me what their biggest challenge is, or was, during their presidency. According to Williams, increasing membership and membership involvement in FLASHA are her current challenges. She would like young professionals and students to become involved in the association. During Edrich's presidency, her biggest challenges were finances and the financial difficulties that had occurred before her presidency. At the end of Edrich's term, FLASHA was in the black for first time in many years.

Since Edrich has finished her term as president, she can reflect on her greatest achievements. During her term, she increased membership by more than 200 members, which was the first increase in seven years. In addition, communication across the state was an important achievement. Through her leadership, FLASHA's Web site became easier to navigate and more user friendly and the *FLASHA Forum* became an online publication. Edrich also developed a mentoring program and increased membership benefits. In addition, she forged alliances with the State Department of Education and school-based professionals.



Williams is now halfway through her presidency. She hopes to increase FLASHA membership and expand the association's diversity through members who are culturally, linguistically, and geographically varied. She wants the membership to reflect the diversity of work settings.

Leaders need to recognize problems that affect an organization, and both Melissa Edrich and Rachel Williams have accomplished this. Williams believes that members of FLASHA, as well as nonmembers, may not recognize the value of a state association. Many do not recognize that we help them to have a voice at a national and legislative level. For a state association to be strong, member support is required. Edrich believes that there is strength in numbers, and we need to continue to increase our membership. Edrich's comments resonate with Williams' that people do not know what FLASHA has to offer and what FLASHA has done and can do for them.

Good leaders have positive thoughts for their organization. Williams' wish is for young professionals and students to take pride in their profession, and see that membership and involvement in FLASHA is a part of their professional growth. She also wants the seasoned professionals to feel that FLASHA is a preeminent state association. "FLASHA should become their beacon of sunshine," said Williams.

Edrich wishes to see FLASHA keep on moving in an upward path, thrive as an organization,

and continue to make a difference to speech-language pathologists and audiologists in Florida.

Both leaders have suggestions for those who have a desire to lead a state association like FLASHA. According to Edrich, a president should take advantage of the talents of people in the organization, remain motivated, and want the association to grow. Williams believes that a president should be surrounded with positive, enthusiastic supporters of the association's vision and mission. The president should also learn to delegate, have confidence in the members and executive board, and find the inner strength to lead.

So, why is this tale about the eagle and lioness? When asked which animal best described each of their presidency terms, Melissa Edrich stated she was an eagle. This animal is ferocious with large claws, but has big wings, which can embrace the FLASHA executive board. Rachel Williams chose a lioness, because it reflects her strong leadership, but allows her to be protective of both the executive board and FLASHA's members.

These two women have made our program proud. They serve as examples and mentors not only to their colleagues, but also to their students. Through their leadership, our state association has moved in a positive direction. As Harold S. Geneen said, "Leadership is practiced not so much in words as in attitude and in actions."

## Looking Back Over the Year: Faculty Members and Students





## Lanee Friedel to Retire After More Than Two Decades of Dedication and Hard Work

By Elizabeth Roberts, Ph.D., CCC-SLP

Lanee Friedel, M.S., CCC-SLP/A, will be retiring from her position as associate director of the Programs in Speech, Language, and Communication Disorders (SLCD) in December 2011. She has worked with our program for more than 20 years in various capacities. Here is the history of her employment and some of the highlights of her experiences at SLCD, as well as several of her immense contributions that are direct reflections of her hard work and dedication to our program.

Friedel was first hired as an audiologist by administrators in this program with the stipulation that the employment was for only three months. She was hired temporarily to fill in for Barbara Packer-Muti, Ed.D., CCC-A, who was on maternity leave following the birth of her son. Following Packer-Muti's return, those administrators, in what was a very wise decision for our program, asked Friedel if she would consider staying. The Bauduin Oral School, housed in the same building and then associated with our program, had many hearing-impaired children. Friedel was hired as a full-time audiologist whose responsibilities included checking hearing aids and FM systems on a daily basis for those students. In addition, she provided aural rehabilitation treatment for many of the children at the school.

Eight months later, the program's externship coordinator went on maternity leave, and ultimately, chose not to return to work. Friedel was asked if she could help out in that capacity and was given a list of students to place. She completed it in one day! After such a performance, she was asked to remain in that position. Even though this was a large amount of work to complete in one day, the two of us enjoyed a good laugh when she disclosed that it was actually only 10 students. What a difference when considering the immense list of placements we now have each semester.

For some time, Friedel continued in the position of externship coordinator. Her responsibilities included placing students into their externship facilities. She also conducted the site visits to the externs and their supervisors to ensure student success. While most of these visits were local, some were not. Some students

chose to complete their externships near their homes in other areas of the country, and Friedel traveled to those sites as well.

It was during this time when Friedel, whose training was as an audiologist, decided she wanted to learn more about some of the topics she heard discussed during her site visits. She planned to "just take a few" speech-language pathology (SLP) courses to increase her knowledge base, helping her perform even better during her site visits. Friedel entered those courses and began learning from professors who were also her coworkers and sitting alongside the students. Before she knew it, she had taken half of the coursework required for the master's degree in SLP and decided to continue. She completed her degree in 1998, becoming dually certified in audiology and speech-language pathology by the American Speech-Language-Hearing Association (ASHA).

During the several years she was externship coordinator, the program began to change. Two distance cohorts were established in Florida, one in Vero Beach and one in Bradenton. Professors flew or drove to the sites to teach on weekends. Friedel began to fill the need of our burgeoning program by establishing distance externship sites for these specific students. At that time, she traveled to sites in Tampa, Sarasota, Bradenton, Vero Beach, and Jupiter.

Further expansion of the program occurred with the advent of compressed video, which allowed Florida students outside of Fort Lauderdale to view the face-to-face, on-campus classes while at the NSU student educational centers throughout Florida. This caused Friedel's responsibilities to grow even more, as those students required externship sites in their specific areas.

Within a very short time, even greater growth was initiated by the late Joseph Gonzalez, Ph.D., CCC-SLP, and Shelley Victor, Ed.D., CCC-SLP, when they worked to develop our online delivery system. The first cohort of online students began fall 2001, and Friedel taught the very first class, Anatomy and Physiology.



In 2004, Wren Newman, SLP.D., CCC-SLP, became the director of the program and Friedel became the associate director, taking on a whole new role and set of responsibilities. At the time, there was no real job description for this position, but as former employees within the program moved on, Friedel was asked to take on even more tasks. Eventually, her position entailed chairing numerous committees (e.g., the Admissions Committee and the Student Professional and Academic Review Committee), working with students on their plans of study, overseeing continuing education protocols with the program and ASHA, and actively participating in the enormous preparation required for the reaccreditation process from ASHA.

Along with this tremendous amount of responsibility, for the past 16 years, Friedel has given of her own time to be the sponsor for the NSU chapter of the National Student Speech-Language-Hearing Association (NSSLHA). She said that it has been one of the most rewarding aspects of her time working here at SLCD, and that she totally enjoyed working with each and every NSSLHA board and getting to see the various strengths of the students in these leadership positions. Friedel enjoyed helping the students as they worked to benefit our clients and the profession. Each year, the group donates funds to the ASHA Foundation, to the NSSLHA Loves Campaign, and to various charities within the community. They also plan and sponsor, under Friedel's apt supervision and direction, the annual NSSLHA Gold Coast Conference, a continuing education activity for SLPs. Friedel stated that she enjoyed seeing the students become so excited, observing how their participation in the NSSLHA group enhanced their time in the graduate program. She added that watching them grow helped her feel fulfilled.



Friedel and her two younger brothers were raised in New York City and lived on Long Island, in Lawrence, where her parents live to this day. She got her B.S. in Biological Sciences from Emory University. Following graduation, she immediately went into the master's degree program in audiology at Emory, one of only three students in the program. After completing the program, she worked for the Gwinnett County Public Schools, north of Atlanta, Georgia, as an itinerant educational audiologist, traveling to all the public schools throughout the county as the only audiologist.

When her husband Lee, graduated from dental school, the couple chose to move to Florida. In 1981, Lee set up his dental practice in Weston. At that time, Friedel began working for the Broward County Public Schools as the educational audiologist on the early intervention team.

In 1982, Friedel quit working, and she and Lee celebrated the birth of their first son, Louis. Their second son, Stuart, followed in 1986. Friedel stayed home to raise her sons until her employment in 1989 at NSU. She and Lee are very proud of their sons, who are now successful young men.

In the midst of her tremendous workload and full family life, Friedel has also maintained an active social and personal life. She has been an avid runner for the past 20 years and just completed her first half-marathon this past February. She has also been serving as a Guardian ad Litem for more than two years. Friedel says that she feels great rewards in working as a Guardian ad Litem and hopes to take on more cases when she retires.

Additionally, Friedel and her husband have been very active for many years in their synagogue. She serves as the Sisterhood president, a position she has held for four years now. Friedel also spoke about how she is blessed to have a special group of eight lady friends who have been together for more than 30 years. They call themselves the Sacred Sisterhood of the Wonderful Wacky Women. During their many years together, they've celebrated happy occasions and are there for each other in the tough times.

Friedel wanted to mention another blessing, that of feeling so lucky to be able to work in an environment here at SLCD where she can count on each of us as a friend. We have a sense of family and protection of each other, especially in times of need. She added that she thinks this nurturing environment is also good for the students. The supportive environment serves to decrease the inevitable stress level associated with graduate school for our students.

When asked what she plans to add to her very full life when she retires, she shared that she is contemplating writing a screenplay, since her son, Stuart, is in the entertainment business. She also intends to take up golf, so she can play with her husband, an avid golfer. She plans to spend more time with her parents in New York and her family in California—and hopes that she may be a grandmother some day.

We, as a faculty, in the typically human way, are wondering, "What's it going to be like around here without Lanee Friedel?" For some time, many of us were in denial and hoped she would change her mind.

The following are comments about Lanee Friedel from some of her colleagues:

"Lanee has been instrumental for me in learning the "in depth" clinical administrative side of things. She has a wealth of information that we will need on speed dial for years to come!"

"The only person I know who can make two and three site visits a day and fly home for dinner."

"I remember always passing by her office doorway and greeting her across stacks of outgoing mail and/or portfolios. No outbox was ever big enough for her."

"Lanee has a brilliant mind. I will always remember working as a group on ASHA reaccreditation documents and absolutely marveling—with my jaw dropped open—at her capacity for auditory verbal memory, thinking 'How does she do that?'"

"She's simply the best!"

At the time of this newsletter going to print, no one has been designated to take Lanee Friedel's position. This new person is going to have some very large shoes to fill. Friedel's contributions to the program and accomplishments in this position have been mighty; her legacy will be strong. In her years of service, she has been a major force in the achievement of one of the program's major goals—to ensure that SLCD graduates receive optimal educational and clinical experiences in order to become successful SLPs for the populations that they serve.

On behalf of the SLCD faculty and staff members, students, and alumni, I thank you for your amazing years of hard work and dedication to the program and to our field.

# ASHA 2010



## Where Are They Now? 2011

By Melissa Edrich, M.S., CCC-SLP



Melissa Edrich

**Gabi Abratt** from Dania Beach, Florida, works at Pediatric Therapy Associates (PTA). She completed her CF in August 2011. At PTA, she works with pediatrics aged birth to 21 years with varying disabilities. She also treats children at Kidz Korner, a rehab center for medically fragile children, many of whom are ventilator dependent. She will be receiving training in the next few months in order to provide therapy in the neonatal intensive care unit. She married Danny in October 2010 and hopes to add a puppy to her family soon.

**Jill Bellack** from Plantation, Florida, loves her job as a full time SLP at Coconut Creek Elementary School.

**Kimberly Bloom** from Hollywood, Florida, and her husband, Michael, founded Breakthrough Therapy Services in Davie, Florida. On March 22, 2011, they welcomed their daughter, Katie Lynn Bloom-Giulianti. Kimberly Bloom is incredibly happy at home and proud of her team of passionate therapists and NSU students who serve South Florida families by specializing in speech and occupational therapy for children with autism, language delays, and disabilities.

**Tambi Braun** from Plantation, Florida, is a program professor at NSU. She was elected to the International Outreach Committee of American Cleft Palate Association for 2011. She adopted a Siamese cat, Bill-I-Am (Billy), whose family had passed away. He adds much joy to her household. Her dog, Chomsky, adores the cat.

**Cristina Castro** is enjoying her work at St. Catherine's Rehabilitation Hospital and Villa Maria Nursing Center.

**Ethel Natow Coppa** from Cherry Hill, New Jersey, is an SLP clinical coordinator for Fox Rehabilitation. She is working with the geriatric population, providing house calls and treating at assisted living facilities and adult care centers. She is married and has a 10-year-old mini dachshund named Macey.

**Melissa Wisan Edrich** from Davie, Florida, is a program instructor and clinical supervisor at NSU. She is the past president for the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA). Edrich is married to David, and they have an 11-year-old daughter, Maya, and a 7-year-old son, Ross. Edrich enjoys reading, traveling, and spending time with her family.

**Maria Ferro-Mandelion** from Coral Springs, Florida, owns her own pediatric private practice in Coral Springs. She shares her office with an occupational therapist and B.L.A.S.T. Educational Services. In January 2010, she married Adam. Their son, Joseph, was born on December 22, 2010. She recently hired an NSU graduate and will continue to do so because NSU graduates are always the most professional.

**Gabrielle Haliburton** from Trenton, New Jersey, is working for the Burlington County Special Services School District. She will be presenting a poster based on her dissertation at ASHA in San Diego. In addition to supervising graduate students, she teaches at Richard Stockton College of New Jersey. She mentored a student from Kean University through ASHA's S.T.E.P. Program. Haliburton was a reviewer for the 2011 Minority Student Leadership Program, and she was inducted into NSU's Omega Theta Chapter of Kappa Delta Pi in May 2011.

**Bozhena Krasnopolskiy** from Hallandale, Florida, is working at a rehab/nursing home in North Miami Beach. She is happily married and has a three-year-old daughter, Sasha.

**Sarah Smith McArthur** from Concord, North Carolina, works for Lavie Rehab at Transitional Healthcare Services Nursing Home. She also works per diem for a home health company, Bayada Nurses. She is Vita-Stim certified. She married in March 2011 and has two stepchildren—Lance, age 7, and Anastasia, age 11. She met her husband the first day she started her job as an SLP.

**Laurel Milo Rodrick** from Bellingham, Massachusetts, is working at Braintree Rehab. She works with pediatric and geriatric patients with a variety of communication disorders. She and her husband, Tim, have a son, Kavan, who is one year old.

**Cindy Scorpo-Lucas** from Miami Lakes, Florida, is working at Miami Children's Hospital in Doral. She is a trilingual speech-language pathologist (SLP), working with children 6 months to 18 years with a variety of communication and feeding disorders. She is certified in Hanen (It Takes Two to Talk) and attended continuing education courses for Kaufman and LAMP. Recently, she started supervising Nova Southeastern University graduate students. She is married to Roger and has four-year-old twin girls.

**Tami Spyker** from Bradenton, Florida, is working at the Blake Medical Center as the supervisor of the speech pathology department. She also volunteers her time with the Bradenton Police Department for the Neighborhood Watch Program.

**Debra Taratofsky** from Coral Springs, Florida, has a private practice, Swallowing Diagnostics, Inc. (SDI), where she is busy performing modified barium swallow studies throughout South Florida. She is responsible for clinical oversight of all dysphagia services for SDI, marketing, and obtaining contracts for new facilities, as well as account maintenance and program development. She received an ACE award for continuing education and developed and teaches the online learning modules for the Dysphagia Lab—a requirement for course completion of the dysphagia course offered at NSU.

**Carole White** from Libertyville, Illinois, is working in district Winnetka 36 on the north shore of Chicago. There, she works with preschoolers who are three to five years old. She was awarded an ACE for professional development in the areas of technology, preschool literacy, and language organization. She has two sons and seven grandchildren. Her son, Eric, is living and teaching in Argentina, and her son Alex is in Australia researching birds through a grant awarded by National Geographic.

**Chrissy Williams** from Fort Lauderdale, Florida, is employed at Kid's S.P.O.T., a pediatric private clinic. She works with children aged 1 to 13 years and loves her job. She recently got engaged.

## Elaine Fogel Schneider, SLCD Adjunct Faculty Member and Facilitator, Travels to Vietnam as a Bright Futures Team Member

By Elizabeth Roberts, Ph.D., CCC-SLP

Elaine Fogel Schneider, Ph.D., CCC-SLP, ADTR, CGP, CTTI, has been doing some exciting work as a speech-language pathologist (SLP) on a team called Bright Futures. Her specific mission work within this organization, sponsored by the American Academy of Pediatrics, has been in Vietnam. As you will learn, she is a busy woman who has taken time out of her schedule, which includes working in private practice and for SLCD, to serve in this capacity for those in great need. As if all of this weren't enough, she also is the author of *Massaging Your Baby—The Joy of TouchTime®*, and has developed an application for iPhones and iPads called Baby Massage Basics. She is quite a dynamic and accomplished SLP and woman. I am proud to share with you Schneider's reflections on her experiences with Bright Futures.

Below is her firsthand account of her time in Vietnam.

As a speech-language pathologist for more than 35 years, it is an amazing experience to serve people who are so grateful for your skills and who value your heart. The field of speech and language has so many wonderful opportunities where one is appreciated and can make a difference in the world. And that is what happened three years ago and continues to occur each year that I travel to Vietnam as part of the medical mission with Project Vietnam Foundation (PVNF) as part of a team for Bright Futures, a project affiliate of the American Academy of Pediatrics, and under the direction of Quynh Kieu, PVNF founder, Fountain Valley, California.

Project Vietnam Foundation is a fantastic charity organization that has been making a difference in the lives of Vietnamese children for more than 15 years. As a governor appointee to California's Early Start program for infants and toddlers with developmental disabilities and their families, Arleen Downing, also a governor appointee, asked me to consider volunteering my services to assist PVNF's medical mission.

I had always wanted to go to another country to volunteer, and when Downing invited me to Vietnam, all I could think about was the picture in my mind from the Vietnam War

of a naked child running down a path amidst military equipment. I knew that in order to live out my life and remove the pain in my heart remembering the suffering of Vietnam's innocent children, I would meet the challenge and say yes.

Quynh Kieu was extremely supportive of including a speech-language pathologist on the mission team, and I wanted to also integrate swallowing therapy with assessment and intervention strategies for children with communication disorders and add my TouchTime® Baby Massage program into my services. I looked to see how I could integrate my program, Communicating Through TouchTime®, to bring awareness to teachers, doctors, therapists, psychologists, parents, and caregivers about the use of TouchTime® Baby Massage as a way for parents or caregivers to bond with their children and enhance prelinguistic communication skills for the child receiving the massage, while promoting mutual reciprocity, joint attention, eye gaze, and following the child's lead. Also, the parent (or caregiver, if the child was living in a hospital or orphanage) would develop greater confidence and learn the importance of reading his or her baby's cues.

I would like to share with you some of the parents and children with whom I had the privilege of working and changing their lives; they in turn have changed mine!

One case is of a mom, Susan\*, who was an American living in Vietnam and, by her own admission, an older mother of twins. Susan had bonded with her daughter, but she seemed to have difficulty bonding with her son. He was hypertonic and didn't like certain body parts to be touched. Susan, therefore, allowed her son to be held by the nanny. Susan did not seem to be able to read her son's cues. Also, she did not seem to know what to do with twins, and she would always gravitate to her daughter.

Susan and her twins attended a TouchTime® individual session and a TouchTime® group session. By the end of the first day, Susan was more relaxed when she touched her son, and he, in turn, was also more relaxed. He smiled

more, and Susan and her son were falling in love with one another; they were transcending time while being totally present. He was also in his quiet alert state, the best state for learning. Mom gained a lot of confidence in just two days, and she and her son were truly using prelinguistic communication skills: turn taking, eye gaze, reciprocity, and joint attention. The skills they were using are part of Schneider's TouchTime® Model of Early Communication Strategies.

Another parent moved her entire family from the country into the city to be close to the hospital so that her daughter, Ha\*, born with Cornelia de Lange syndrome, could be there for her weekly and monthly checkups. Her little girl was ashen colored when mom came to learn Communicating Through TouchTime®. Ha would usually sleep through her breast feedings, and her mom had to keep waking her up. Also, Ha did not have a very powerful suck swallow. After her mother learned TouchTime® and practiced massaging her daughter's legs and arms every day for a week, the mom reported that the doctors were amazed that Ha was so relaxed and calm when she was given her usual medical procedure. She was usually hypertense and fussy, and the doctors could not get a clear reading from her test. Now, after just one week, Ha was able to lie on the medical table in a relaxed position as the doctors administered their procedures. Ha's mom said that by learning TouchTime® massage, her daughter's suck was stronger from the massages to her face, lips, and muscles, and that she no longer fell asleep during breast feeding. The baby was also more alert, her color was brighter as the oxygen was flowing more readily through her body, and her circulation was much better. The doctors were amazed at how different the little girl was. "TouchTime® is a miracle," the mother said. "It worked so fast and has made such a difference. I feel like a mother again!"

Another experience was while I was at TuDu Hospital, the birthing hospital for Ho Chi Minh City. Approximately 55,000 births occur there each year. At TuDu Hospital, under the guidance of Kim Chi, the Kangaroo Mother



Care unit is going full speed bringing babies together with their moms, dads, uncles, aunts, and siblings. I had the privilege of providing Communicating Through TouchTime® Baby Massage to babies and parents in this unit. Building communication and relationships at such an early age, in such a unique condition, allows the foundation of prelinguistic skills to flourish and provides a deep and meaningful relationship at the earliest of ages.

I am truly fortunate that when I return to Vietnam on my third medical mission the same participants will join me again for the completion of their TouchTime® Baby Massage Instructor Training program. By March 2012, the new Vietnamese Cohort of TouchTime® instructors will be nurtured and ready to do this work in Vietnam for other families with children with or without special needs.

I had no idea what I was about to embark on as part of the Project Vietnam Foundation Bright Futures project. However, I can say that being a speech-language pathologist and utilizing my skills to benefit others has enriched my life and continues to bring me joy. Providing service with the Project Vietnam Medical Mission is truly a labor of love and a lesson in flexibility and gratitude. Flexibility to go with the flow, for in Vietnam, many things occur that make the schedule change (e.g., the time the team was going to go into the province and the trip was called off because a typhoon had threatened to close roads and the airport). There is also gratitude for all the love and appreciation I receive by making a difference in this world so that children may speak who wouldn't have, or eat who couldn't, or feed at their mother's breast comfortably and peacefully. I have the opportunity to see the happiness on the parents' faces as they leave my training with hope.

Perhaps one day you would like to go with me to Vietnam, and be part of the team. You are invited! My hope is that, in the future, SLCD will be able to develop a distance-learning program in speech-language therapy for Vietnamese students in order to aid families and children who are in need in their country.

For more information on the Project Vietnam Foundation, visit [www.pvnf.org](http://www.pvnf.org). For more information on Schneider's TouchTime® Model of Early Communication Strategies, visit [www.askdrelaine.com](http://www.askdrelaine.com).

\*Name changed to protect confidentiality and identity.

# Congratulations to Students and Faculty Members for Their Publications and Presentations

Hélène R. Fisher, SLP.D., CCC-SLP



Hélène R. Fisher

## Publication

Kaploun, L. R., Saxman, J. H., Wasserman, P., Marder, K. (2011) Acoustic analysis of voice and speech characteristics in presymptomatic gene carriers of Huntington's disease: biomarkers for preclinical sign onset? *Journal of Medical Speech-Language Pathology*, 19(2), 49–63.

## First International Autism Symposium, April 2010

Sheryl J. Rosin, Ph.D., CCC-SLP  
Evidence-Based Practice in Assessment and Intervention of Language and Communication for Children with Autism  
Platform

## ASHA AAC Division Annual Convention, January 2011

Carole Zangari, Ph.D., CCC-SLP  
Teaching AAC in the Online Environment: Methods, Challenges, and Opportunities  
Seminar

## Research Rendezvous, October 2011

Sheryl J. Rosin, Ph.D., CCC-SLP  
Social Skills Development Program: Let's Be Friends  
Online Research Presentation to Students  
Poster

## ASHA Convention, San Diego, California, November 2011

Diane Blevins, M.S.  
Enhancing Preschool Speech-Language Services: Implementing RTI Using SLP-SLPA Teams  
Poster

Tambi Braun, SLP.D., CCC-SLP  
Nicole Gaffney, M.S., CF SLP  
Andrea Thomas, B.S.  
Understanding Differential Diagnosis and Appropriate Treatment in the Craniofacial Population  
Seminar

Frederick DiCarlo, Ed.D., CCC-SLP  
Debra Tarakofsky, M.S., CCC-SLP  
Survey Results: Students' Perceptions of an Asynchronous Online Videofluoroscopic Lab  
Poster

Lanee Friedel, M.S. CCC-SLP/A  
Raquel Garcia, B.S.  
Elizabeth Feldman, B.S.  
Nurturing Leadership in the Professions Through NSSLHA  
Poster

Shelley Victor, Ed.D., CCC-SLP  
Vicki McCreedy, M.A., CCC-SLP  
Supervising and Communicating Across Generations: What's up with That?  
Platform

Shelley Victor, Ed.D., CCC-SLP  
Advocacy 101: Add Your Voice  
Platform

Carole Zangari, Ph.D., CCC-SLP  
Raquel Garcia, B.S.  
Elizabeth Feldman, B.S.  
Robin Parker, SLP.D., CCC-SLP  
Sue Kabot, Ed.D.  
Using Visual Supports for Museum Visits by Children with ASD  
Poster

## Communication Connection

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# NSU's Second AcademicFest

(See AcademicFest article on page 6.)





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