

# Ph.D. Program in Speech–Language–Hearing Sciences Newsletter

Spring 2018



*Enjoy your Summer!!!!*

As you all know, Klara Marton will no longer be the Executive Officer of the PhD Program in Speech Language Hearing Sciences. The faculty and students want to thank her for all that she has done for the program. Keeping everyone and everything on track is not an easy task, but

Klara has done a fantastic job of doing that along with too many other things to mention. Mira Goral will be the Executive Officer effective July 2018. The program is delighted to have Mira as the Executive Officer.



Klara and students enjoying some free time while attending a conference in Ireland.



## UPCOMING EVENTS

### **Save the Date!**

#### **New Student Orientation**

August 31, 2018

#### **Open House**

October 19, 2018

Place: The Graduate Center

Time: TBD

#### **Alumni Event**

Spring 2019.

An email will be sent when there is a confirmed date.

#### **Student Poster Day**

Fall 2019.

An email will be sent when there is a confirmed date.

If you have events, job postings, workshops, conferences, etc. that you would like our students, faculty and alumni to know about, you are welcome to send those announcements to the Assistant Program Officer, Patricia Goodson, [pgoodson@gc.cuny.edu](mailto:pgoodson@gc.cuny.edu)

## ACADEMIC ACHIEVEMENTS

### Dissertation Defenses

Please join us in congratulating the following students who have successfully presented their Dissertation Defenses!

**Dr. Joshua Hajicek** defended on March 28, 2018  
“Individual Differences in Stimulus Frequency Otoacoustic Emission Phase.”  
Chair: Dr. Glenis Long

**Dr. Micalle Carl** defended on May 25, 2018  
“Vowel Production in Down Syndrome: An Ultrasound Study.”  
Chair: Dr. Douglas Whalen



Micalle Carl, fourth from left, successfully defended on May 25, 2018. Congrats Micalle!

### Second Examinations

**Jessica Scheuer** passed her second exam on February 14, 2018.

**Taryn Malcolm** passed her second exam on March 2, 2018.

**Deepti Wadhwa** passed her second exam on February 14, 2018.

**Polina Shumisky** passed her second exam on March 14, 2018.

### First Examinations

The following students passed first examination:

**Jaekoo Kang** – February 6, 2018. “Effect of L2 Experience on Variability of English Vowel Production.”  
Advisor – Dr. Douglas Whalen

Working Memory in Children with Specific Language Impairment.”  
Advisor – Dr. Klara Marton

**Lia Pazuelo** – February 6, 2018. “Lexical Ambiguity Resolution: Interference and

**Stanley Chen** – April 16, 2018.  
“Punctuation & Prosody Effects on Ambiguity Resolution in Mandarin Chinese.”

Advisor – Dr. Valerie Shafer

**Thorfun Aramridth** – May 29, 2018. “Thai Classifiers in Specific Language Impairment.”

Advisor – D. Richard Schwartz

**Zahra Hejazi** – June 1, 2018. “Effects of tDCS in Post-Stroke Aphasia: Using Computational Models for Optimal Montages Adjunctive to Verb Network Strengthening Treatment (VNeST).”

Advisor – Dr. Loraine Obler

## PUBLICATIONS

**Almodovar, D., Seiger-Gardner, L., & Shualy, N.** (2018). Assessment of Preschool Language Disorders. In *Guide to Diagnostic Assessment and Professional Report Writing in Speech/Language Pathology*. Editors: Stein, C. & Fabus, R.

**Almodovar, D. & Levey, S.K.** (2017) Preschool Language Development in S.K. Levey, ed., *Introduction to Language Development*, 2nd Ed. (pp.119-147). New York: Plural Publishing.

**Battaglia, D.** (2018). Picture Exchange Communication System. In Braaten, E. (Ed.). *The SAGE Encyclopedia of Intellectual and Developmental Disabilities*. Thousand Oaks, CA: SAGE Publications. <http://dx.doi.org/10.4135/9781483392271>[dx.doi.org]

Cherry, R., **Rubinstein, A.**, Neave-DiToro, D. (2018) Audiological Screening for the Speech-Language Evaluation. *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* (2nd ed.) in C. Stein-Rubin and R. Fabus (eds.). Thorofare, NJ.: Slack Incorporated.

**Eisenberg, S.**, Guo, L-Y., & Mucchetti, E. Effect of Sample Type on Developmental Sentence Score: A Comparison of Play With Toys and Elicited Description. *American Journal of Speech Language Pathology*, Newly published, doi:10.1044/2017\_AJSLP-16-0161.

**Eisenberg, S.**, Guo, L-Y. (2018). Percent Grammatical Responses as a General Outcome Measure: Initial validity. *Language, Speech, and Hearing Services in Schools*, 49, 98-107.

**Galletta, E., and Goral, M.** (2018). Response Time Inconsistencies in Object and Action Naming in Anomic Aphasia. *American Journal of Speech Language Pathology*, 27, 477-484.

**Gelfand, S.A.** (2018). *Hearing: An Introduction to Psychological and Physiological Acoustics*, Sixth Edition. Boca Raton, FL.: CRC Press/Taylor & Francis.

**Goldfarb, R.**, & Serpanos, Y. (2019). *Professional Writing in Speech-language Pathology and Audiology*, 3rd ed. San Diego: Plural Publishing, Inc.

Goulart, B. G., **Levey, S.**, Rech, R. S. (2018). Competências em multiculturalismo, assistência à saúde e transtornos de comunicação (Multiculturality skills, health care and communication disorders). *Cadernos De Saúde Pública* (Reports in Public Health), 1-3.

Guo, L-Y., **Eisenberg, S.**, Bernstein Ratner, N., & MacWhinney, B., Is putting SUGAR (Sampling Utterances and Grammatical Analysis Revised) into Language Sample Analysis a Good Thing? : A Response to Pavelko and Owens. *Language, Speech, and Hearing Services in Schools*, Newly published, doi:10.1044/2018\_LSHSS-17-0084.

Kavé, G., and **Goral, M.** (2018). Word Retrieval in Connected Speech in Alzheimer's Disease: A Review with Meta-analyses. *Aphasiology*, 32, 4-26.

**Levey, S.** (2018). *Introduction to Language Development*. San Diego, CA: Plural Publishing.

Libben, M., **Goral, M.**, and Libben, G. (Eds.) (2017). *Bilingualism: A framework for Understanding the Mental Lexicon*. John Benjamins.

Livanis A., **Almodovar D.**, Skolnik E. (2017) Autism Spectrum and Social Pragmatic Language Disorders. In: Goldstein S., DeVries M. (eds) *Handbook of DSM-5 Disorders in Children and Adolescents*. Springer, Cham.

**Melara, R. D.**, Ruglass, L. M., Fertuck, E. A., & Hien, D. A. (2018). Regulation of Threat in Post-Traumatic Stress Disorder: Associations Between Inhibitory Control and Dissociative Symptoms. *Biological Psychology*, 133, 89-98.

Moya-Galé, G., Goudarzi, A., Bayés, A., McAuliffe, M., Bulté, B. & **Levy, E. S.** (2018). The Effects of Intensive Speech Treatment on Conversational Intelligibility in Spanish Speakers with Parkinson's Disease. *American Journal of Speech-Language Pathology*, 27, 154-165.  
[https://doi.org/10.1044/2017\\_AJSLP-17-0032](https://doi.org/10.1044/2017_AJSLP-17-0032)[doi.org]

Neave-DiToro, D., DeSantolo, A., Bergen, M., **Rubinstein, A.** (2017) Accounting for the Occlusion Effect with Insert Earphones. Manuscript accepted by the *Journal of the American Academy of Audiology* Available online ahead of print, as a FastTrack article-  
<http://aaa.publisher.ingentaconnect.com/content/aaa/jaaa/pre-prints/content-aaa-jaaa-17-045>

**Okalidou, A.**, Papavassiliou-Alexiou, I., Zourna, C., & Anagnostou, F. E. (2017, online version). Managing Communication of Students with Cochlear Implants in Schools for the Deaf: Professional Practices. *Communication Disorders Quarterly*,  
<http://journals.sagepub.com/doi/10.1177/1525740117730044>[journals.sagepub.com].

Rubin, M., Hien, D. A., Das, D., & **Melara, R. D.** (2017). Inhibitory Control Under Threat: The Role of Spontaneous Eye Links in Post-Traumatic Stress Disorder. *Brain Sciences*, 7, 16;  
doi:10.3390/brainsci7020016

Seifan A., **Shih C.**, Hackett K., Pensack M. J., Schelk M. W., Lin M., Patel H., Ganzer C. A., Ahmed M., Krikorian R., Tamboer P., Henriquez A. M., Isaacson R.S., and Steinhil S. (2018). Detection of Neurodevelopmental Diversity in Memory Clinics — Validation of a Self-report Measure. *Research in Developmental Disabilities*, 77, 60- 67.

Talli, I., **Okalidou, A.**, & Tsalighopoulos, M. (2018, online version). The Relation Between Short-term Memory and Vocabulary Skills in Greek Children with Cochlear Implants: The role of Hearing Experience. *First Language*. <https://doi.org/10.1177/0142723717749073>[doi.org].

**Vonk, J., Higby, E. and Obler, L.K.**, (2018) Comprehension in Older Adult Populations: Healthy Aging, Aphasia and Dementia. In E. Fernandez and H. Cairns, Eds., *The Handbook of Psycholinguistics*, Oxford: Wiley Blackwell, 411-437.

## In Press

Hamza, Y. **Okalidou, A.**, Kyriafinis, G. & van Wieringen, A. (in press). Sonority's effect as a surface cue on lexical speech perception of children with cochlear implants. *Ear & Hearing*.

Jacobson, P., & **Miller S.** (in press). Identifying Risk for Language Impairment in Linguistically Diverse Children. *International Journal of Speech-Language Pathology*.

Kadyamasuma, M., **Higby, E., and Obler, L. K.** (in press). The neurolinguistics of multilingualism. In Singleton, D. and Aronin L. (Eds.), *Twelve lectures in multilingualism. Multilingual Matters*.

**Melara, R. D.**, Singh, S., & Hien, D. A. (in press). Neural and Behavioral Correlates of Attentional Inhibition Training and Perceptual Discrimination Training in a Visual Flanker Task. *Frontiers in Human Neuroscience*.

Nikolaev, N., Lehtonen, M., **Higby, E., Hyun, J., & Ashaie, S.** (in press). A Facilitatory Effect of Rich Stem Allomorphy but not Inflectional Productivity on Single-word Recognition. *Applied Psycholinguistics*.

Pisano, M., & **Miller, S.** (in press). Counseling our aging population: A Training Program for Pharmacy Students on Hearing Loss. *Currents in Pharmacy Teaching and Learning*.

Preston, J. L., McAllister, T., Phillips, E., Boyce, S. E., Tiede, M. K., Kim, J. S., & **Whalen, D. H.** (in press). Treatment for Residual Rhotic Errors with High and Low Frequency Ultrasound Visual Feedback: A Single Case Experimental Design. *Journal of Speech, Language and Hearing Research*.

**Tessel, C., Shafer, V., Levy, E. S., Gitterman, M.** (in press). Neurophysiological Indices of the Effect of Cognates on Vowel Perception in Late Spanish-English Bilinguals. *Journal of Phonetics*. <https://doi.org/10.1016/j.wocn.2018.03.004>[doi.org]

**Whalen, D. H.** (in press). "Acoustic cues" for Speech: Theoretical and non-theoretical uses of the Term. In L. C. Nygaard, J. S. Pardo, D. B. Pisoni, & R. E. Remez (Eds.), *Handbook of Speech Perception* (2nd ed.). Walden, MA: Blackwell.

**Whalen, D. H.**, Chen, W.-R., Tiede, M. K., & Nam, H. (in press). Variability of Articulator Positions and Formants Across Five English Vowels. *Journal of Phonetics*.



## PRESENTATIONS

**Almodovar, D.** (2018). *Best Practice in Early Intervention of Dual Language Learners*. Seminar presented at New York State Speech-Language-Hearing Association (NYSSLHA) Convention, Rochester, NY.

**Almodovar, D.** (2018). *Early Intervention of Bilinguals*. Workshop presented at Lehman College, CUNY, Bronx, NY.

Castillo, M., Medina, K., Meza, J., & **Higby, E.** (2018). *Lexical Retrieval Differences in the Two Languages of Highly Proficient Spanish-English Bilinguals*. Cornell Undergraduate Linguistics Colloquium, Ithaca, NY.

Castillo, D., **Higby, E.**, & **Shafer, V.** (2018). *English Vowel Perception in Late Spanish-English Bilinguals*. Hunter Linguistics and Language Studies Conference, New York, NY.

Castillo, M., Medina, K., Castillo, D., & **Higby, E.** (2018). *Verbal Fluency Measures in Early and Late Spanish-English Bilinguals*. CUNY Graduate Center Student Research Conference, New York, NY.

**Gelfand, S.A.** (2018). *Development of an Approach for Simultaneously Assessing Several Aspects of Speech Recognition*. Poster presentation, American Academy of Audiology, Nashville, TN.

**Gelfand, S.A.**, & Napolitano, M. (2018). *Speech Recognition Tests Used with Adults: Lexical Similarities and Differences*. Poster presentation, American Academy of Audiology, Nashville, TN.

Hamideh, J., **Higby, E.**, & Kroll, J. F. (2018). Adaptation to Interference in a

Naming Task. University of California, Riverside Research Symposium, Riverside, CA.

**Higby, E.** (2018). *Sentence Processing in the Heritage Language: Transfer of Verb Argument Structure*. Third International Conference on Heritage/Community Languages, Los Angeles, CA.

**Higby, E.**, Burke, D., & Kroll, J. (2017). *Regulation of Attentional and Lexical Conflict During Word Retrieval*. California Meeting on Psycholinguistics, Los Angeles, CA.

**Higby, E.**, Donnelly, S., **Yoon, J.**, & **Obler, L. K.** (2018). *Learning Object Labels in a Second Language Facilitates Lexical Access in the Native Language*. University of California, Irvine Learning & Memory Conference, Huntington Beach, CA.

**Kosky, C.**, Carpentieri, N., McClaughlin, M., Sanchez, L., Weinstein, A. (2018). *Perceptions of Speech Language Pathologists: Students with Hearing Loss*. New York State Speech Language Hearing Association 2018 Convention Rochester, NY.

**Levey, S.**, & Cheng, L. L. (2018). *Universal Design for Learning (UDL): Removing the Barriers for Diverse Learners*. 17<sup>th</sup> International Clinical Phonetics and Linguistics Conference (ICPLA), Valleta, MT.

**Lissemore, R.** (2018). *Articulatory Correlates of the Acoustic Transition During the Second Passaggio of Sopranos*. The 175th meeting of The Acoustical Society of America, Minneapolis, MN.

**Lissemore, R.** (2018) *Acoustic Quantification and the Roles of Vibrato and Sound Level in Resonance Tuning During the Second Passaggio of a Professional Female Singer*. The Voice Foundation Symposium, Philadelphia, PA.

Saeed, N., Vasquez-Rocha, P., Gray, S., Ezedin, Z., Park, S. Y., Andrade, M., **Higby, E.**, & Kroll, J. F. (2018). *Naming and Cognitive Control: Observing Cognitive Performance During Word Retrieval Across Monolinguals and Bilinguals*. University of

California, Riverside Research Symposium, Riverside, CA.

Tian, N., & **Higby, E.** (2018). *Cross-linguistic Effects on Acceptability of Verb Argument Structures in Bilingualism*. Southern California Undergraduate Linguistics Conference, Los Angeles, CA.

Tian, N., **Higby, E.**, & Kroll, J. F. (2018). *The Effect of Societal Language on Sentence Comprehension in Early Bilinguals*. University of California, Riverside Research Symposium, Riverside, CA.

## AWARDS AND HONORS

**Katsiaryna Aharodnik** received the Early research Initiative (ERI) Provost's Pre-Dissertation Research Fellowship for the Sciences from the Graduate Center. Katya will receive \$5,000 to support her research activities.

**Dr. Sarita Eisenberg** received the ASHA Foundation Clinical Research Grant for her research; *Better together: Using drill to increase the efficacy of embedded therapy for grammatical forms*.

**Dr. Laurie Eisenberg** received the Jerger Career Award for Research in Audiology at this year's American Academy of Audiology Annual Convention.

**Dr. Christine Kosky** was awarded \$12,784 from the Council of Independent Colleges (CIC) Intergenerational Connections: Students Serving Older Adults program supported by the AARP Foundation for her proposal, *Reminiscences of Older Adults: Undergraduate Students Engaged in Intergenerational Communication via Community Service*.

**Aviva Lerman** received the Dissertation Year Award from the Graduate Center. She will receive \$5000 to assist her with completing her dissertation.

**Dr. Erika Levy** received the Dean's Competitive Grant and a grant from the Provost's Investment Fund for "TC Teletherapy Connection" from Teacher's College, Columbia University.

**Richard Lissemore** was awarded Honorable Mention for the Van Lawrence Award jointly given by The Voice Foundation and the National Association of Teachers of Singing to a singing teacher with strong contributions to voice science.

**Richard Lissemore** also received the 25<sup>th</sup> Anniversary Fund Dissertation Fellowship from the Graduate Center. Richard will receive \$25,000 to assist with the completion of his dissertation.

**Dr. Robert Melara** received a grant from OASAS for his research, *EPIC: Environmental Prevention at CCNY*.

Dr. Loraine Obler received a PSC-CUNY Award for her research, *Second Language Acquisition in Older Adults*.

## Other News

**Linda Carozza** would like to announce: The Master's (M.S.) program in Communication Sciences and Disorders (CSD) at Pace University is a Candidate for Accreditation (February 1, 2018 - January 21, 2023) by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. This is a "pre-accreditation" status with the CAA, awarded to developing or merging programs for a maximum period of five years. Award of candidacy allows the program to matriculate students into the program as it continues to document compliance with accreditation standards for the duration of the candidacy accreditation cycle. The Master's in Communication Sciences and Disorders at Pace will prepare graduates to sit for the PRAXIS examination in speech-language pathology.

Starting in, **Katherine Dawson** will be the Clinical Research Coordinator in a lab focusing on sensory perception in autism at Dartmouth College.

**Suzanne Miller** received tenure and will be promoted to Associate Professor in Fall 2018 at St. John's University.

**Valerie Shafer** is the Associate Director of the MS in Cognitive Neuroscience. A new program for Speech-Language-Hearing Sciences, that will admit its first class in Fall 2018. Tony Ro is the Director of the Program.

## **Contribute to the Speech-Language Hearing Sciences Doctoral Student Fellowship**

Thank you to all who have contributed and who continually contribute donation to the Speech-Language-Hearing Sciences Doctoral Student Fellowships. The fellowships and the discretionary funds allow the program to help students every year.

Three funds have been set up to honor three colleagues who contributed importantly to our program: Professors Moe Bergman, Arthur Bronstein and Martin Gitterman.

The Professor Arthur J. Bronstein and Elsa Bronstein Fellowship for Excellence in Dissertation Writing in Speech-Language-Hearing Sciences.

Moe and Hannah Bergman Scholarship for Conference Travel: The Moe and Hannah Bergman Award makes funds available to students who travel to present research papers at conferences.

Martin Gitterman Excellence in Teaching Award: The Martin Gitterman Teaching Award gives awards for Excellence in Teaching.

### **The recipients for 2018 are:**

The Professor Arthur J. Bronstein and Elsa Bronstein Fellowship for Excellence in Dissertation Writing

**Aviva Lerman**

Moe and Hannah Bergman Scholarship for Conference Travel

**Luca Campanelli**

**Yasmine Ouchikh**

**Lia Pazuelo**

**Deepti Wadhera**

Martin Gitterman Excellence in Teaching Award

**Georgia Drakopoulou**

**Grace Kim-Lambert**

**Polina Shuminsky**

These awards are given to a number of students each year. To contribute to one or either fund, please send a check payable to The Graduate Center Foundation. All checks should include account number 212731. Please indicate this number as well as the name of the award in which you want your contribution placed (e.g., Bergman, Bronstein, and Gitterman)

In addition to the above accounts the program also has a discretionary fund. The account number for this fund is 213933 which the program is free to use at their discretion.

All checks should be made out to The Graduate Center Foundation and sent to:

CUNY Graduate Center  
Attention: Development Office  
365 Fifth Avenue  
New York, NY 10016

*Please be sure to put the account number 213933 or 212731 in the memo section of your check.*