

Communication Disorders Clinic Grand Opening for Voice Care and Assistive Technology Services



Alan Smilie



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The College of Health and Public Affairs and Department of Communicative Disorders held a grand opening celebration at the Communication Disorders Clinic for the David B. Ingram Voice Care Center and the Florida Alliance for Assistive Services and Technology (FAAST) Atlantic Region Assistive Technology Demonstration Center on January 20, 2006. More than 65 people representing UCF faculty and staff, community leaders and clinic clients were in attendance. The celebration was held at the Research Pavilion in the Central Florida Research Park in Orlando.

The event featured brief presentations that highlighted new clinic services, including the FAAST Atlantic Region Assistive Technology Demonstration Center. *(Read more about the FAAST center on page 5.)*

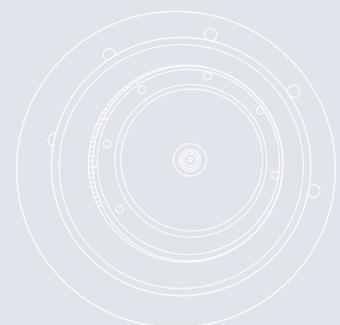
During the presentation on the Voice Care Center, a surprised Associate Professor Emeritus David Ingram learned that the clinic had chosen to name its center after him. Ingram was among the first faculty members in the Department of Communicative Disorders and served on the faculty for 28 years. He is credited with starting the voice care facility, one of the first in the state, in partnership with local medical doctors. He retired from UCF in 2002.

Presentations were also made about other clinic services, including the Audiology Clinic and the Life Participation Model for Stroke and Brain Injury Recovery.

The event concluded with tours of the facilities led by communicative disorders students.

Above left photo: Assistant Professor Bari Ruddy, coordinator of the Voice Care Center (left), presents Associate Professor Emeritus David Ingram (center) with a certificate announcing the new David B. Ingram Voice Care Center as Dr. Jeffrey Lehman, medical director of the center (second from left), and Clinic Director Charlotte Harvey (right) applaud.

Above right photo: Visitors mingle at the grand opening celebration.



Students Address Group on Identifying and Preventing Bullying

Students in Amy Barrett's fall 2005 course, Language Development: 9-18 Years, recently received an opportunity to address the public on the issue of bullying and youth. Carol Caron, Nicole Girata, Fletcher Hietpas and Patricia Rodriguez chose to complete a research project that identified different types of bullying and how youth can combat bullying through communication. They presented their findings to a group of parents and children at the Blanchard Park YMCA in Orlando on October 25, 2005.

The most commonly recognized form of bullying includes acts of covert aggression, like pulling hair or stealing lunch money. Exclusion, when one person intentionally ignores or chooses not to speak to another, was identified by the group as another common form of bullying prevalent among girls. Exclusion was found to be just as detrimental to one's self-esteem as a physical act of bullying.

The group found that most bullying is the result of a lack of effective communication skills.

"It's what we would call pragmatics," explained Hietpas. "It's choosing words and gestures appropriate to your audience to help get your point across."

According to Hietpas, the research by the group indicated that when individuals have trouble communicating effectively, two extremes can result: withdrawal or aggression. The withdrawn individual is one who adapts to his or her ineffective communication skills by shying away from opportunities to speak out. An aggressive individual elects to force his or her ideas on people in order to have their opinions heard. While the withdrawn individual is more likely to become a victim of bullying, the aggressive individual is more likely to actually be the bully.

"Children today have a lot more resources to combat bullying," offered Caron. "They all have the right to have a happy childhood and need to use guidance counselors and behavioral trainers and to remember not to hang around with kids who bully."



Left to Right: Fletcher Hietpas, Carol Caron, Nicole Girata and Patricia Rodriguez

Parental Involvement Review Could Influence Policy, Prompts New Course

For the past three years, Professor Chad Nye and Assistant Professor Jamie Schwartz at UCF and colleague Herbert Turner III at the University of Pennsylvania have been immersed in conducting a review of data on the "Effectiveness of Parental Involvement on Academic Performance of Elementary School Children." The research team has used scientific methods, including statistical analyses, to screen and appraise recent studies on direct parental involvement on K-6 student academic performance. The results of their labor-intensive "systematic review" could have wide-reaching implications.

"The review has just been accepted for the Campbell Collaboration," said Nye, who has more than a dozen years of experience conducting reviews on evidence-based practices. The Campbell Collaboration, he explained, is a repository for international reviews and reports on the effects of interventions in social, behavioral and educational fields of study. The widely regarded peer-reviewed collaboration is available to help policy-makers, practitioners,

researchers and the public make well-informed decisions.

The parental involvement review is the first to be accepted into the education section of the collaboration.

It is also one of three topics selected for a congressional briefing sponsored by the Campbell Collaboration and University of Southern California School of Social Work on March 31 in Washington, D.C.

"The potential impact on policy is a key piece of this work," Nye said. "Not only do we want to know the best available evidence for practices, we want to affect policy. We want to provide the best for children."

While the full impact of the review will reveal itself in years to come — the work of its authors has already had a considerable influence on a group of UCF students.

"Our work on the parental involvement review made us realize that we should create a course

to engage our students in research," Schwartz said. So in spring 2005, the team offered an evidence-based research course to a selected group of 11 undergraduate and graduate students in communicative disorders and one doctoral student in education. Turner helped teach the course using Web video-casting from Pennsylvania.

Working in pairs, the students and faculty members completed seven other systematic reviews in efforts that extended well beyond the spring semester. A number of them have already presented and published their findings nationally and internationally and have submitted their reviews for consideration to either the Campbell Collaboration or the Cochrane Collaboration, a repository for reviews on evidence-based medicine and related disciplines.

Related Resources:
www.campbellcollaboration.org
www.cochrane.org



New Educational Roles in Language and Literacy

With support from a new \$784,000 grant from the U.S. Department of Education, graduate students in communicative disorders can enroll in a new literacy-focused curriculum in school-based speech-language pathology, beginning in spring 2006.



Secord

This novel educational experience, which includes courses in reading and a school-based practicum and internship, will prepare students to obtain certification to practice in both school-based speech-language pathology and reading.

There is a state and national shortage of school speech-language pathologists, according to Wayne Secord, professor of communicative disorders and principal investigator for the grant.

"This new program will enable us to graduate hundreds of instructional leaders in the next few years to meet this urgent need," he said.

Life Participation Approach to Aphasia

The Communication Disorders Clinic's Aphasia Rehabilitation Program is based on the Life Participation Approach to Aphasia (LPPA), according to Clinical Instructor Janet Whiteside. Treatment is designed to produce meaningful real-life outcomes leading to an enhanced quality of life. This unique, consumer-driven approach meets the needs of people affected by stroke or traumatic brain injury and enables them to be more engaged in everyday life's activities.

The approach begins with an initial assessment that influences all intervention decisions. The initial assessment involves discovering what the client needs and wants to do. The person with aphasia is at the center of all decision making in the rehabilitative process. The client selects and participates in the recovery process and assists in the design of his or her treatment interventions. The purpose is to reduce the consequences of the disease or injury and to enjoy life.

Clients are scheduled for therapy for 2 to 5 hours a week with an emphasis on re-engagement in activities of choice. Supervising clinical educators and graduate students in the Department of Communicative Disorders guide the rehabilitative process. Lessons are designed to reduce or to compensate for the language impairment and to design support systems to make life participation a reality. This also includes working with the individual's communication partners to help make the environment more "aphasia friendly" so all can succeed in communicating.

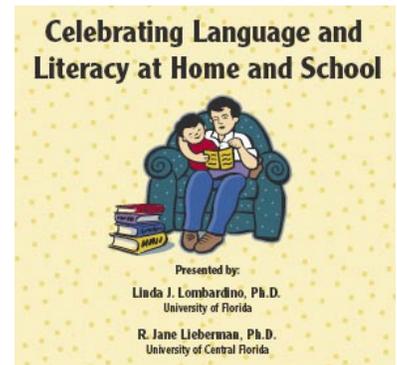
NSSLHA Update

Pre-Thanksgiving meals were prepared by members of the UCF Chapter of the National Student Speech-Language-Hearing Association for children and families at the Ronald McDonald House of Orlando.

Celebrating Language and Literacy at Home and School

Professors Jane Lieberman and Wayne Secord attended the 17th Annual Wyndham Lawn Education Conference November 3-4, 2005, in Niagara Falls, New York. Lieberman presented with Linda Lombardino, professor of speech-language pathology at the University of Florida, in a two-part seminar for educators serving pre-school and school-age children.

Lieberman and Lombardino are co-authors of the *Assessment of Literacy and Language (ALL)*, a new test published by Harcourt Assessment designed to identify children who are at risk for language and reading disabilities. Secord, who started the conference in 1988, served as the host and introduced presenters during the conference.



Did You Know?

UCF's Department of Communicative Disorders educates more students in communicative disorders than any other institution in the United States. In fall 2005, 409 undergraduates were enrolled in the B.A. and B.S. programs and 197 graduate students were enrolled in the M.A. program.

What's in a Name?

With the start of the summer 2006 semester, the Department of Communicative Disorders will embrace a new name: **The Department of Communication Sciences and Disorders**. A recommendation to change the name was made by Professor Jane Lieberman to the Undergraduate Policy and Curriculum Committee in November 2005 and was strongly supported at the meeting by Professor David Ratusnik. Look for the new name in the next issue of *Communiqué*.

Voice Care Center Continues Partnership with Seminole County Students



Sara Cooper



Sara Cooper

*The Communication Disorders Clinic graduate students and language pathologists at the Voice Care Center examined Ruddy's voice in March 2005 (see article in the October 2005 issue of *Communique*).*

Friends of Communication Disorders Clinic Clients Fund Established

The Communication Disorders Clinic has been operating for nearly 30 years as the clinical centerpiece of the Department of Communicative Disorders. During this time, the clinic has provided a wide range of services to nearly 10,000 clients who might not have otherwise been able to access quality support. Over the past two years, the number of clients requiring significant financial assistance has more than doubled as the clinic strives to provide a wide range of treatment options to the Central Florida community.

The number of needy clients offers a challenge to all UCF alumni and friends who have benefited professionally from the dedicated efforts of the clinic's faculty and staff. To avoid turning away clients that come to the clinic as a last resort, the department is asking for your support.

The clinic is establishing a fund called the "Friends of CDC Clients" that will be used to defer fees for select adults and children who have a clearly demonstrated need. Financial support from alumni and friends can make an enormous difference in a child's future success or an adult's ability to lead a fuller life. Help us to continue the legacy of the clinic by sending in a check today. Donations can be mailed to Karen Guin, UCF College of Health and Public Affairs, P.O. Box 162200, Orlando, FL, 32816-2200. Checks can be made payable to the UCF Foundation, with Friends of CDC Clients in the memo line. All donations are tax-deductible.

Alumni Survey

Graduates of the master's degree program in communicative disorders during the past two years should watch their e-mail inboxes for an upcoming alumni survey. The survey will be sent out by e-mail in late April for 2005-2006 graduates and in early September for summer 2006 graduates.

The survey is now provided in a user-friendly online format in which participants can select their responses from a pull-down menu. This survey provides important feedback to the department on the quality and effectiveness of academic and clinical instruction. It is an important tool used to complete the university's "Institutional Effectiveness" Assessment Report and Plan and to provide information to the Council on Academic Accreditation of the American Speech-Language Hearing Association. Your participation allows the department to make improvements and continue to provide the best possible graduate education and clinical training. The department values your contribution and feedback.

Stay Connected

Each October issue of *Communique* will feature "Stay Connected," a section devoted to the news, information and updates provided by alumni. To have your information included in the next issue, please visit www.cohpa.ucf.edu/alumni and click on "Stay Connected."



Assistive Technology Demonstration Center Helping Florida Residents with Disabilities

Central Florida residents with disabilities are now able to learn about and test the latest assistive technology devices at a new demonstration center in the Communication Disorders Clinic.

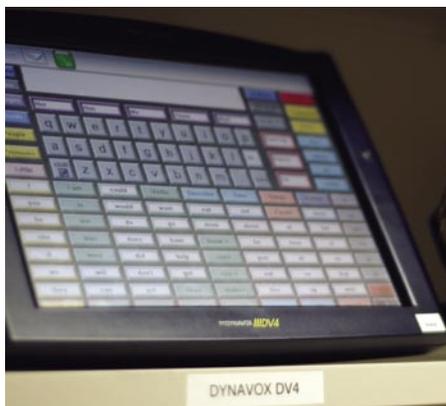
The Florida Alliance for Assistive Services and Technology (FAAST) Atlantic Region Assistive Technology Demonstration Center was funded in October 2005 and serves residents with disabilities in Brevard, Indian River, Martin, Okeechobee, Orange, Osceola, Palm Beach, Seminole, St. Lucie and Volusia counties. Residents of these counties previously had to travel long distances to other centers in the state before the UCF center was established.

Specialists at the center provide demonstrations of equipment and computer systems designed to improve the daily lives of individuals with special needs. They also assess each person's needs, identify devices that provide appropriate help, assist in obtaining the devices and provide training.

"Estimates indicate that one in five Americans has a disability, and most individuals with disabilities can benefit from some form of assistive technology," said Jennifer Kent-Walsh, assistant professor of communicative disorders and center coordinator.

Yet the availability of assistive technology devices is fairly limited and splintered, she explained. While school-age children may have access to some devices and services through their school districts and elderly adults may have access through some agencies, there are few places that provide comprehensive services and support.

"The new center provides access to assistive technology for all types of disabilities and all ages," Kent-Walsh said. "We service clients



Alan Smilie

The demonstration center has a wide variety of devices, like the DynaVox shown above, designed to assist individuals with communication disabilities.

from across the lifespan: infants, toddlers, preschoolers, school-age children and adults."

The Communication Disorders Clinic was selected as the location of the new center because the clinic already has a broad inventory of computers and equipment designed to help people hear, speak, read, write, eat and swallow. It also has several specialists with expertise in assistive technologies, such as Kent-Walsh.

The center has added a speech-language pathologist who is expanding services for individuals with communication-related assistive technology needs and an occupational therapist and physical therapist who are working with individuals with disabilities involving activities of daily living, mobility and body positioning.

The new center is the fifth regional demonstration center to be established with funding from FAAST, a nonprofit organization based in Tallahassee that promotes the use of assistive technology and is supported by both state and federal monies. The alliance gave UCF a grant to help create the center and

the new center will be eligible for additional funding for at least four more years. Other regional demonstration centers are located in Jacksonville, Tallahassee, Tampa and Miami.

"FAAST has wanted to establish a regional center in Orlando for some time," said Professor Jane Lieberman, chair of the Department of Communicative Disorders. "Now residents of eastern Central Florida don't have to travel so far to take advantage of the unique services and support offered by these centers."

UCF communicative disorders, physical therapy and education students also benefit from the new center. Lieberman said they have the opportunity to learn about assistive technology by observing and assisting the center's specialists.

"It's rare for a university clinic in communication disorders to provide such extensive service and training in assistive technology," she said. "The new center enables us to establish a niche in the field, attract students who are interested in this specialty area and offer critical services to the community."

The FAAST Atlantic Region Assistive Technology Demonstration Center is located at 12424 Research Parkway, Suite 155, in the Central Florida Research Park, adjacent to the UCF campus in East Orlando. For further information about the center, contact the Communication Disorders Clinic at 407-249-4770.



For comments, questions or more information:

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Bachelor of Science in Communicative Disorders*

Master of Arts in Communicative Disorders

*Minor also offered

Undergraduate Certificate Programs

American Sign Language

Language Development and Disorders

Graduate Certificate Programs

Child Language Disorders

Medical Speech-Language Pathology

Multicultural/Multilingual Speech-Language Pathology

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