

"Luse Ends"

A Newsletter from the UVM Dept. of Communication Sciences and the E. M. Luse Center for Communication: Speech, Language and Hearing



What's Happening in CMSI Research?

Facilitating Peer Play for Children with Autism Spectrum Disorders

The development of meaningful social relationships among children with autism and their typical peers is a frequently identified valued outcome for families. Yet, children with autism demonstrate marked challenges in their ability to establish joint attention, engage in pretend play and sustain their interaction with their peers—all critical components to the development of social relationships and friendship building.

Dr. Patricia Prelock has been involved in intervention research in which she is using graduate student interventionists to support the peer interactions of young children with autism and their typical peers in the home setting. The home was selected as opposed to the classroom setting because Dr. Prelock is trying to capitalize on an environment where children with autism are familiar with their toys, have established routines and can practice their skills as play partners in a common context for children without autism. During this 15 week treatment study, interventionists learn to scaffold the play of children with autism and their typical peers, mediating and interpreting their play events, encouraging their joint attention, and facilitating their sustained engagement in play. Several former and current students have participated in this research as graduate research assistants including Kimberly Bennett ('03), Corrie Rilling ('03), Eugenia Corbett ('05), Mary Plain ('05), Gregory Unwin ('05), Emily Schug ('07), Courtney Ehlers ('07), Laura Bonazinga ('08), Cocoa Blake ('08) and Sarah Nestor ('08).



Pomeroy Hall

...Story continues on [page 2](#)

ASHA National Convention Combines Scholarship and Research Vermont well represented by CMSI Faculty and Graduate Students

Miami - Three UVM CMSI faculty were part of the Program Committee for the 2006 National American Speech Language and Hearing Association (ASHA) Convention in Miami, Florida in November.



Enjoying the 2006 ASHA Convention, Miami, Florida, left to right: CMSI alums Wendy Chace, Barb Miller; & Grads Allyson Hathaway '07 and Ashley Clark '07

◆Professor **Barry Guitar** was part of the Fluency Committee. (Reappointed in 2007)

◆Clinical Assistant Professor **Moirá Mulligan** was part of the Motor Speech in Adults & Children Committee.

◆Professor **Patricia Prelock** was the Topic Coordinator for Discipline Wide Research & Clinical Issues. **Dr. Prelock** will serve as a **Co-Chair** for the 2007 ASHA Convention in Boston, MA, November 15-17, 2007. info: <http://www.asha.org/>
In addition, CMSI will sponsor a special **alumni event** at the 2007 Convention. *More info:* See [page 8](#).

The Eleanor M. Luse Center for Communication: Speech, Language, and Hearing (located in Pomeroy Hall on the University of Vermont campus), is a nonprofit organization which provides Speech-Language Pathology and Audiology services to both children and adults throughout Vermont, upstate New York and Northern New England.

[Full Story on page 8...](#)



CMSI faculty members continue to be productive scholars as evidenced in their publications and presentations. We also have current and former students who have been successful as scholars. *Publications begin next column...*

[Online Extra](#)

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CMSI Faculty Publications

Note: (CMSI Faculty names are **bolded** and current/former student names are underlined).

Cannizzaro, M.S., Reilly, N. & Snyder, P.J. (in press). The negative symptom complex in schizophrenia is marked by paucity of thought and motor slowing: A quantitative speech acoustic study. *Brain and Cognition*.

Mundt, J.M., Snyder, P.J., **Cannizzaro, M.S.**, Chappie, K., & Geralts, D.S. (2007). Voice acoustic measures of depression severity and treatment response collected via interactive voice response (IVR) technology. *Journal of Neurolinguistics*. 20, 50-64.

Hutchins, T. L., & Prelock, P. A. (2006). Using social stories and comic strip conversations to promote socially valid outcomes for children with autism. *Seminars in Speech and Language*, 27 (1), 47-59.

Spotlight on CMSI Faculty Publications - See [page 3](#)

Hutchins, T. L., Prelock, P. A., Bonazinga, L., & Taylor, R. (2007). The development and preliminary psychometric evaluation of the parents' perceptions of theory of mind measure. *Journal of Autism and Developmental Disabilities*.

Continued on [page 2...](#)

What's Happening in ASD Research (continued from Page 1)

Corbett, E., & Prelock, P. A. (2006). Language play in children with Autism Spectrum Disorder (ASD): Implications for practice. *Seminars in Speech and Language*, 27 (1), 21-31.

McCauley, R.J. & Fey, M.E. (2006) Introduction to treatment of language disorders in children. (pp. 1-20). Overview of section I. (pp. 21-46). Overview of section II. (pp. 267-278). Overview of Section III. (pp. 423-434.). Afterword (pp. 547-548). In **R.J. McCauley, & M.E. Fey** (Eds.), *Treatment of language disorders in children* (Baltimore, MD: Brookes Publishing).

Prelock, P. A. (2006). Book Review: Meaningful exchanges for people with autism: An introduction to augmentative and alternative communication. *Focus in Autism and Other Developmental Disabilities*, 21 (4).

Prelock, P.A. (2006). Working with families and teams to address the needs of children with MRDD. *Perspectives in Language Learning and Education*. 13 (3), 7-11.

Prelock, P.A. (2006, CD/manual). *Addressing the communication needs of persons with mental retardation/developmental disabilities*. Rockville, MD: ASHA.

Prelock, P. A., & Goldstein, H. (2006). Assessment considerations for children with MR/DD. *Perspectives in Language Learning and Education*, 13(3), 12-16.

Prelock, P. A., & Liberman, R. J. (2007). Academic Swap Shop. *Proceedings of the 2007 Annual conference of the Council of Academic Program in Communication Sciences and Disorders*. Palm Springs, CA. (on line @ www.capcsd.org)

Publications continued on page 3..

The Effects of Social Story Intervention on the Perspective Taking of Children with Autism

Children with Autism Spectrum Disorder (ASD) often experience difficulty understanding social situations, communicating effectively, and taking the perspective of others. A relatively new approach to help children with ASD behave more appropriately in social situations involves the use of Social Stories. Social Stories are short stories that explain to children how to behave more successfully in a social setting.

Although much enthusiasm surrounds this approach, little rigorous research has been conducted in this area to date. In addition, no research has been conducted to explore the potential benefits of Social Stories for enhancing the perspective-taking abilities of children with ASD.

Drs. Patricia Prelock and Tiffany Hutchins are co-investigating the effectiveness of Social Stories to help children with ASD 1) increase their appropriate communicative

strategies, 2) decrease their inappropriate social behaviors and, 3) influence their perspective-taking abilities. As a large scale and experimentally-controlled study, this research involves the participation of several children with ASD and their families. The children and their families represent a diverse sample in terms of child characteristics and parents' backgrounds. Both graduate and undergraduate students in the Department of Communication Sciences are collaborating with Drs. Prelock and Hutchins in this research. Our collaborative team works closely with the children with ASD and their parents in order to identify challenges that become the targets of our intervention. We also work to train students as effective and sensitive interventionists who are adept in data collection procedures, experimental design, transcription or data analysis. As a project that will span the next few years, we look forward to contributing to our knowledge of the effects of Social Stories for children with ASD.

A number of undergraduate students were involved in this

research as interventionists during the 2004-2005 and 2005-2006 academic years, including **Darlene Barone, Laura Bonazinga, Regina Charron, Megan Deshais, Ally Gould, Elizabeth Rinaldi, Heather Fjeld, Lindsay Miller, Rhiannon Kim, and Crystal Variava.**

Graduate students in the class of 2005 also participated as interventionists for the research, including **Mary Plain, Greg Unwin, Erin Murphy and Mary Beth Dugan.** Mary Beth also served as the Research Coordinator for the project during the 2004-2005 academic year. Several graduate students participated as interventionists in year two of the project (2005-2006), including **Cocoa Blake, Ashley Clark, Chrissy Daly, Courtney Ehlers, Carolyn Hofford, Regina Charron and Mary Daniels.** Currently, **Laura Bonazinga**, now a graduate student in the department, serves as the Research Coordinator for the project with support from several undergraduates including **Lily Hughes, Heather Fjeld, Christine McGovern, Shoshannah Kantor, Michelle Cadieux and Kira Schachinger.** ☀️

UVM CMSI Department & Clinic Wish List

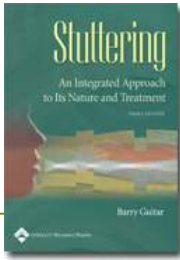
<input type="checkbox"/> Unrestricted Gift - Use for Greatest Need	\$ _____
<input type="checkbox"/> Clinic Furnishings for our	
New play kitchen set	\$ 200
Children's Furniture for Clinic Reception Area	\$ 80
Books/Toys for Clinic Reception area	\$ 150
<input type="checkbox"/> Support for student research (\$300/student x 10 students/yr)	\$ 3,000
<input type="checkbox"/> Equipment for Audiology	
OAE (Otoacoustic Emissions)	\$12,000
Audioscan	\$15,000
Video Otoscope	\$15,000
<input type="checkbox"/> Equipment for Augmentative Communication	
DynaVox DV4	\$ 7,515
Vanguard Plus	\$ 7,295



Please see our Donation Form on [Page 3](#)

Spotlight on Recent CMSI Publications

CMSI Publications
continued from page 2



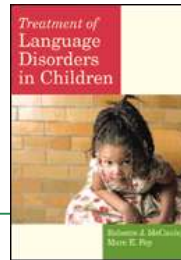
Guitar, B. (2006) *Stuttering: An Integrated Approach to Its Nature and Treatment*, 3rd edition. Baltimore, MD: [Lippincott Williams & Wilkins](#).

This book on stuttering provides information on the latest research findings and theories, along with guidelines for conducting evaluation and delivering treatment for all ages. When available, evidence is given for the effectiveness of various treatments; procedures for selecting appropriate treatments are described, along with suggestions for collecting data on client progress.



Prelock, P. A. (2006). *Autism Spectrum Disorders: Issues in Assessment & Intervention*. Austin, TX: [Pro-Ed Publishers](#).

This text was written as both a textbook for students studying Autism Spectrum Disorders and as a resource for families, health & related service providers, general & special educators and other community providers. Several assessment and intervention strategies are reviewed across the core deficit areas in autism including communication, social interaction and play.



McCauley, R.J. & Fey, M.E. (2006). *Treatment of Language Disorders in Children*. Baltimore, MD: [Brookes Publishing Co.](#)

This book, written for students, professionals, and families, describes 15 treatments used in the treatment of children with language disorders. The descriptions are standardized to facilitate comparisons of empirical support, theoretical bases, and methods across treatments. DVD clips are included to more directly allow readers to experience the treatments.

Prelock, P.A., Masterson, J., & Hewitt, L. (2006). Writing literacy into the curriculum. *Proceedings of the 2006 Annual conference of the Council of Academic Program in Communication Sciences and Disorders*. Destin, FL. (online @ www.capcsd.org)

Prelock, P. A., Prendeville, J., & Unwin, G. (2006). Peer play interventions to support the social competence of children with Autism Spectrum Disorders (ASD). *Seminars in Speech and Language*, 27 (1), 32-46.

Ratner, N.B & Guitar, B. (2006) Treatment of Very Early Stuttering and Parent-Administered Therapy: The State of the Art. In Nan Ratner & John Tetnowski (Eds) *Current Issues in Stuttering Research and Practice*. Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.

Roberts, J. (In press) Vermont lowering? Raising some questions about (ay) and (aw) south of the Canadian border. *Language Variation and Change*.

Roberts, J. (2006). As old becomes new: Glottalization in Vermont. *American Speech*, 81,3, 227-249.

Roberts, J. (2006). First language variation. In Brown, K. (ed.) *Encyclopedia of Language and Linguistics, 2nd Edition*. Oxford: Elsevier.

Starble, A., Hutchins, T., Favro, M.A., Prelock, P. A., & Bitner, B. (2006). Family-centered intervention and satisfaction with AAC device training. *Communication Disorders Quarterly*, 27, 47-54.

Wisniecki, A., **Cannizzaro, M.S.**, Cohen, H. & Snyder, P.J. (in press). Voice acoustic markers of neurodegenerative and psychiatric illness In: *The Encyclopedia of Language and Linguistics, 2nd edition*. H. Whitaker, Section Editor.

Please send your comments!
We want to hear from you!

I would like to know more about: _____

I would like to support CMSI with a donation of: \$ _____

For _____ (please see page 2 for the CMSI Wish List)

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Please make Checks Payable to **UVM** and mail to: **UVM Development**, Grassmount, 411 Main Street, University of Vermont, Burlington, Vermont 05405 - Attention: Joan Cook
You may also email: Joan.Cook@uvm.edu or phone (802) 656-8791

Thank you for your Support!

Email CMSI: Communication.Sciences@uvm.edu

Appeal Code
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*Peer Advising:
Academic Support for
First and Second Year
CMSI Undergraduates
begins 13th Year*

*“**Peer Advising** - This program, run by undergraduate students with a faculty director, provides student advising to first and second year undergraduate students. Juniors and seniors, under the guidance of a student peer advising director and a faculty member, provide information to beginning students on courses to take, opportunities in the major, and career options. This is done in concert with the students' faculty advisors. In many cases, student peer advisors are in contact with prospective students who visit UVM after they are accepted, to consider enrolling. The Peer Advising Program has been in place in CMSI for 13 years and may well be the only such program in Arts & Sciences”*

Speech and Hearing Club Sponsors Community Hearing Screenings — Raises Funds for Autism Research & Parent to Parent of Vermont

The Speech & Hearing Club, UVM's National Student Speech, Language & Hearing Association (NSSLHA) chapter, had a very productive spring semester! The focus of the Club, which consists of approximately 30 undergraduate students majoring in Communication Sciences, is to stimulate interest in the professions of speech language pathology and audiology. Undergraduate students come together as a group to get to know each other better and to promote community outreach regarding speech, language and hearing issues. Each semester the Club conducts free hearing screenings at the Eleanor M. Luse Center for Communication, under the supervision of Elizabeth Adams, their faculty advisor.

This spring semester the hearing screenings were held on April 27th and a total of 42 people were screened with many of them referred on for a full hearing evaluation or otolaryngological consultation. The screening program provided by the students was described by several participants as a “well-needed service” to the community and allowed the students the opportunity to practice skills learned in the classroom.



Speech and Hearing Club Member Lily Hughes prepares Grad Student Jessica Decker for a Hearing Screening.



Speech and Hearing Club Members joined Parent to Parent for an Autism Walk in Oct. 2006. Their efforts resulted in over \$800 in funds for Autism Research.

Along with the free hearing screenings, a great deal of effort was also spent in preparation for a walk-a-thon fundraiser to benefit Parent to Parent of Vermont. This is a state wide organization that helps families with children with special needs find support from other parents, healthcare professionals, and the communities in which they live.

The Speech and Hearing Club also worked in collaboration with education students from St. Michael's College to hold the first annual Step by Step Together benefit on April 20th. The goal of the walk-a-thon was to raise awareness throughout the community about Parent to Parent of Vermont, as well as raise funds for the important work done by this organization. All total, the walkers raised over \$6300 and provided a fun-filled evening for families who benefit from the support of Parent to Parent.

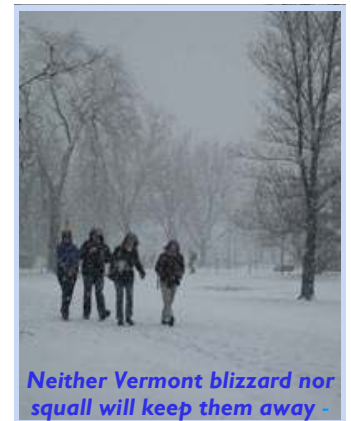
For more information about the Speech and Hearing Club and its activities, you can contact their faculty advisor at elizabeth.adams@uvm.edu or visit the [CMSI website](http://www.uvm.edu/cmsi).

CMSI faculty present inside view of careers at South Burlington High School

On April 10, members of the CMSI department and Speech and Hearing Club participated in a job fair at the South Burlington High School. Faculty members **Maria Short** and **Moira Daly**, and CMSI major **Lily Hughes** were in attendance to represent the profession in general, and the UVM programs in particular. Many students had little idea what a speech-language pathologist or audiologist does, and this provided a wonderful opportunity to share information about the many and diverse opportunities within the professions.



CMSI Faculty Maria Short (l) and Senior Lily Hughes (r) at the South Burlington H.S. Job Fair in April '07



Members of the Spring '09 CMSI Graduate Class brave their way across the University 'Green' to Pomeroy on April 12, 2007— left to right, Lillian Dean, Ted Myotte, Lizzie Allen, and Rebecca 'Bex' Gemignagi.



10th Annual Autism Institute June 25-29

Free Workshops offered as part of the 2007 Vermont Summer Autism Institute

The Annual Vermont Summer Institute on Autism Spectrum Disorders (ASD) is a one-week intensive session featuring international, national, regional and local experts in autism & other developmental disabilities. It is open to community teams and the families they serve in Vermont and interdisciplinary teams across the New England area.

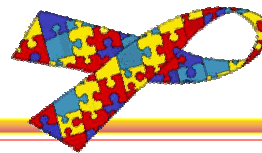
Participants represent several disciplines, including speech-language pathologists, special educators, general educators, medical professionals, family members, administrators, early interventionists, paraprofessionals, occupational therapists, physical therapists, psychologists, child care service providers, and community resource parents. The content emphasizes the language and communication skills and deficits in individuals with autism compared to language disorders in individuals without autism; communication as behavior; strategies for supporting communication using augmentative alternative means; considerations for ensuring the success of individuals with ASD in their home, school, community and employment settings; developmental approaches to supporting affect, self-regulation and relationship building; and, evidence-based interventions to support social skills.

For more information about the 2007 annual Vermont Summer Institute on Autism Spectrum Disorders, visit: <http://www.uvm.edu/cmsi> or the Autism Society of Vermont <http://www.Autism-info.org>

Sunday, June 24 - 2:00-5:00pm
Autism 101 Training
Followed by: 5:15 - 7:30 pm
VT Parents Autism Pow Wow

Free Afternoon Workshops were held M-TH 2:30 - 5:00 pm

Mon - 6/25/07 Circle of Friends
Tues. - 6/26/07 Toilet training the child with ASD
Weds. - 6/27/07 Preparing for Emergency Situations for Individuals with ASD
Thurs. - 6/28/07 Overview of resources for individuals with ASD and their families and Resource Fair



Invited Presentations Vermont

Favro, M. A. Considering High Tech Devices in a Person's Communication System, AT & Communication High Tech Options, Randolph, VT, November 29, 2006.

Prelock, P.A., Facilitating Communication and Social Interaction in Children with ASD. PCA Training II. Autism Support Daily, St. Michael's College, Colchester, VT, April, 2007.

Prelock, P.A., Facilitating Communication & Social interaction in children with ASD. PCA Training, Autism Support Daily, Burlington, VT, November, 2006.

Strand, E.A., & McCauley, R.J. (2006) Treatment of motor speech disorders in children. Vermont Speech-Language-Hearing Association. October 6, 2006.

Prelock, P.A., Floortime II: Understanding floor time as a way to relate and communicate with children with ASD. Lamoille Valley Training Course in Autism, Morrisville, VT, October, 2006.

CMSI Graduate Students awarded OAR Grant for Autism Research



Courtney Ehlers, a graduate student in the Department of Communication Sciences, has recently been awarded a research grant as part the Organization for Autism Research (OAR) annual Graduate Research Competition.

Ms. Ehlers' research will examine the quality of narratives of children with autism spectrum disorders (ASD) compared to children who are typically developing when presented with various types of tasks and when speaking to different listeners. Ms. Ehlers' research proposal was among 19 articles submitted in the OAR competition.

The data from Ehlers' study will be presented as a Master's thesis in completion of graduate program requirements at the Department of Communication Sciences at UVM. Ms. Ehlers' research will then be submitted for inclusion at the national convention of the American Speech-Language and Hearing Association (ASHA). Future plans include publication of Ehlers' search in a ASD related professional journal.

Ehlers' study has been developed with the assistance of faculty sponsor and UVM CMSI Chair, **Patricia Prelock, Ph.D, CCC-SLP**.

2006 ASHA Presentations (continued from page 1...)

Note: Faculty names are **bolded** and student names and grad alumni are underlined.

Peer Reviewed Presentations presented at the annual convention of the American Speech-Language-Hearing Association, (ASHA), Miami, FL, Nov., 2006.

Asper, M., & Prelock, P. A. What Makes an Effective Peer Partner? A Descriptive Study.

Bonazinga, L., Prelock, P.A., & Hutchins, T. Evaluation of the PCToMM for Use With Typically Developing Children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Miami, FL, November, 2006.

ASHA...continued on page 6



CMSI Chair Patty Prelock, CMSI Lecturer, Tiffany Hutchins, and Wendy Chace, CMSI '07 Grad pose beside Wendy's poster featured at the 2006 ASHA Conference in Miami, Florida.

CMSI Sponsors Free SLP Supervision Workshops across VT — Provides .6 ASHA CEUs

Gayle Belin, Patty Prelock and Maria Short traveled across the State of Vermont to provide a training workshop, titled "Supervision in Speech-Language Pathology" to increase SLPs' understanding of the supervision process, and strategies to support SLP-Assistants, Graduate Students in Training and Clinical Fellows. Nearly 70 SLPs participated in these workshops held in Berlin, Rutland, Burlington and Newport.

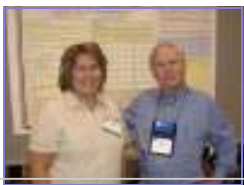
Bonazinga, L., Prelock, P.A., & Hutchins, T. Evaluation of the PCToMM for Use With Typically Developing Children. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Miami, FL, November, 2006.

Cannizzaro, M.S., Coelho, C.A., & Card, A.A. November 2006. Discourse Production Assessment in Progressive Supranuclear Palsy: A Case Study. American Speech-Language-Hearing Association Convention, Miami, Florida.

Hutchins, T., Prelock, P. A., & Chace, W., Test-Retest Reliability of ToM Tasks for Children With ASD. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Miami, Florida, Nov. 2006.

Hutchins, T., Prelock, P. A., & Taylor, R. ToM Performance of Children With ASD: Exploring Maternal Predictive Power. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Miami, FL, November, 2006.

McCauley, R.J., Strand, E.A. (2006). Motor speech and phonologic performance in childhood apraxia of speech. *Poster presentation.* American Speech-Language-Hearing Association national meeting. Miami, FL.



Barb Miller '06 and Barry Guitar

Miller, B. & Guitar, B. (2006) Long-term outcome of the Lidcombe Program for Early Intervention. *Poster presentation.* American Speech-Language-Hearing Association national meeting. Miami, FL

[ASHA...continued on page 7](#)

IAL Conference and CMSI Course Guide

The International Association of Laryngectomees (IAL) Conference— Weeklong Events in Burlington - July 9-14

The International Association of Laryngectomees (IAL) was held in Vermont from July 9-14. Laryngectomees from around the country, continent, and even world, arrived at Burlington's Sheraton Conference Center to participate in lectures, workshops and to share in camaraderie with individuals of similar communication challenges and accomplishments.

For further information, visit the [IAL website](#) at or contact Moira Daly at moira.daly@uvm.edu. Or <http://www.larynxlink.com/Vermont/index.htm>
webpage: <http://www.larynxlink.com/index.htm>

Dr. Elizabeth Adams of the CMSI faculty presented at the Conference as well as participated in Hearing screenings with CMSI faculty member Dinah Smith. Other CMSI faculty members including **Gayle Belin** and **Moira Daly** participated at this international event.

This Conference provided a wonderful opportunity to learn more about the unique challenges faced by laryngectomized individuals and their families, and hear the latest in laryngectomee rehabilitation from experts in the field.

This **June**, two one-credit AAC courses were presented at Pomeroy Hall by Clinical Assistant Professor Mary Alice Favro, M.A, CCC-SLP. These 2 day courses taught methods for using AAC software and concluded with strategies to support and improve the communication of individuals with complex communication needs. For information about next summer's AAC courses, please contact Mary Alice Favro at maryalice.favro@uvm.edu

CMSI 295A: Topics in Augmentative Communication: Developing Effective Communication Displays

This 2 day course was offered from June 19 & 20, 9am-4pm, Tues. & Weds. Participants learned to create effective communication boards to increase the participation of individuals who cannot rely on speech to meet all their daily communication needs. Instruction included learning several ways to develop vocabulary lists, and how to make the boards on the Boardmaker software program. Participants left this class with several boards ready for use!

CMSI 295B: Topics in Augmentative Communication: Partner Strategies to Increase Communication

This 2 day course was presented from June 21 & 22, 9am-4pm Thurs. & Friday. Emphasis for the class focused on allowing participants to become better communication partners for individuals who use a variety of ways to communicate. Topics included how to choose appropriate strategies to match the need of a variety of communicators. Self-assessment of current partnering skills and ways to improve them were discussed.

Fall 2007 course offering Spotlight:

CMSI 311 Seminar in Neurodevelopmental Disabilities I—This Fall, Thurs. 5-8 p.m. UVM, and distance learning sites: Castleton, Berlin and Springfield. This course explores the interdisciplinary process, collaborative teaming, cultural competence and family-centered care as they relate to children and families affected by neurodevelopmental and related disabilities. Tuition scholarships available for [Continuing Education Students](#), for info: please call [VT-ILEHP](tel:(802)656-0204) at (802) 656-0204.

Spotlight on: Augmentative Alternative Communication (AAC) CMSI 295

Who should take these courses?
Parents, educators, special educators, educational assistants, speech/language pathologists, occupational therapists, physical therapists, anyone interested in learning more about AAC strategies.

Belin continues third term on ASHA Legislative Council — Represents SLP and Audiology Issues in Vermont

Gayle Belin, M.A., CCC-SLP, Clinical Associate Professor in the Department of Communication Sciences participated in her third year as the Vermont representative to the [Legislative Council of the American Speech Language and Hearing Association](#) (ASHA) from March 22-25, 2007. Meeting in Washington D.C., she met with health and education legislative aides in the offices of Senators Leahy & Sanders and Representative Welch where she lobbied for SLP Medicare supplier status, continued and expanded IDEA funding, direct access to Audiologists, loan forgiveness for students entering the field of Speech/Language Pathology who have a willingness to work in high needs areas, and early hearing detection and intervention. She was also an ad hoc committee member looking into the use and supervision of Speech/Language Pathology Assistants (SLPAs) whose final committee report and resolution may lead to new certification and/or licensure of these para-educators with specialized training. ☀

More info: gayle.belin@uvm.edu

ASHA Presentations
(continued from page 6)

Guitar, B. (2006). Lidcombe Program for Early Intervention. Panel presentation at Annual Meeting of the American Speech Language Hearing Association, Miami, Nov. 16.

Collaboration - CMSI and VSHA Work Together

CMSI faculty are active on the Executive Board and on committees of the very dynamic Vermont Speech-Language-Hearing Association (VSHA) - <http://www.vsha.us>

Elizabeth Adams, Au.D., CCC-A, VSHA Membership Chair, is instrumental in developing a strong VSHA membership, important to forming a strong state organization. She is collaborating with VSHA president, Kari Fabrizio, to create a website with up-to-date information about continuing education opportunities (workshops, conferences & courses) for members, professionals and consumers as well as extending networks throughout Vermont.

Several initiatives have been introduced recently to address issues of concern. In developing these initiatives, the shortage of SLPs in Vermont, as well as a nationwide shortage, has prompted a state-wide coalition to be formed to address the problem. CMSI faculty members, **Patty Prelock, Maria Short, Gayle Belin, and Moira Mulligan**, participate on this coalition as representatives of both VSHA and CMSI.

Among the solutions under investigation are: distance learning alternatives, workgroups to study recruitment and retention, and best practice models. CMSI faculty have collaborated with Vermont Department of Education administrators to write grants to provide a [training program at the SLPA level](#). These faculty are also engaged in the identification of needs in specific service areas throughout Vermont.

A key focus of VSHA and CMSI is the establishment of regional meetings to strengthen networking and create journal groups. CMSI faculty members **Dinah Smith** and **Moira Daly** are actively involved in these joint efforts.

UVM Summer Course: Updates for Speech Pathologists- CMSI 295 (CRN 60182) July 16-20 - UVM - Pomeroy Hall

This summer, CMSI and VSHA are co-sponsoring another week-long course, [Updates for Speech Language Pathologists](#) to update SLPs in five areas of practice. This 3 credit course promises to be a stimulating and fulfilling exercise for participants.

For registration information about Continuing Education Courses in Communication Sciences, please visit: <http://www.uvm.edu/~learn> or check the Communication Sciences website: <http://www.uvm.edu/cmsi>

CMSI announces two Clinical Faculty Promotions:

**Dinah Smith, M.A.,
CCC-A** Promotion to
Clinical Associate Professor

**Elizabeth Adams, Au.D.,
CCC-A** Promotion to
Clinical Associate Professor

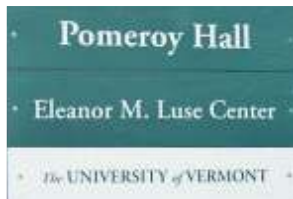
Faculty academic profiles are available on the [CMSI website](#)



Dale Thibault was honored and surprised as a co-recipient of the first College of Arts and Sciences **Dean's Award for Excellence in Staff Support** at the annual CAS staff luncheon on June 27, 2007. Thibault, Business Manager for the CMSI Department and the Eleanor M. Luse Center Clinic, will complete 25 years of service to UVM this September, including **14 years** in the Department of Communication Sciences. Her co-nominators, CMSI Chair **Patricia Prelock** and staff member **Louise Lareau** wrote: "Dale's dedication, leadership and service are a rare combination of skills that enhance the personal, professional and intellectual growth of staff, students and faculty. She is supportive of our department's spirit of inquiry and investigative rigor even though this often means her workload intensifies.... Her demonstrated care and concern for all faculty, staff and students is essential to our department's mission, vision and objectives." Dale's nomination was also supported by letters from **Moira Mulligan**, Clinic Director and **Rebecca McCauley**, Graduate Program Director. So congratulations to Dale --we are certainly proud of her and the incredible work she does! ★

The CAS Dean's Award for Excellence in Staff Support is an annual award given to staff members of the Arts and Sciences College.

Luse Ends—Thank You for Your Interest in Communication Sciences!



The Eleanor M. Luse Center for Communication: Speech, Language, and Hearing (located in Pomeroy Hall on the [University of Vermont campus](#)), is a non-profit organization which provides Speech-Language Pathology and Audiology services to both children

and adults throughout Vermont, upstate New York and Northern New England.

All professional services available at the [E. M. Luse Center for Communication](#) are provided by or directly supervised by staff members who hold at least a Masters Degree and hold the Certificate of Clinical Competence (CCC) of the [American Speech-Language-Hearing Association \(ASHA\)](#).

The Center also serves as the primary training center for [graduate students in the UVM Department of Communication Sciences program](#). Services at the Luse Center are available to all people, regardless of race, creed, sex or national origin.



View of Pomeroy Hall from the Old Mill Tower

For more information about the speech, language and hearing services offered by the Luse Center for Communication: Speech, Language and Hearing, please email: Luse.Center@uvm.edu or call 802 656-3861.

Eleanor M. Luse, (1904-1997), a noted expert in the study and treatment of voice disorders, was a guiding force behind Speech-Language Pathology in Vermont. Dr. Luse taught at UVM for over 30 years until her retirement in 1975. The UVM Speech and Hearing Clinic begun by Dr. Luse in 1953, was renamed in her honor in 1973. If you'd like to learn more about the history of the Pomeroy Building, please view the link on the Communication Sciences website: <http://www.uvm.edu/cmsi>.

Dept of Communication Sciences
and The E.M. Luse Center
University of Vermont
Pomeroy Hall - 489 Main Street
Burlington, Vermont 05405



Support Meetings at the EM Luse Center

Camaraderie and Communication: The CMSI Post-Stroke Support Group

The Post-Stroke Communication Group (PSCG) at the E. M. Luse Center offers a weekly meeting for persons with acquired communication disorders due to stroke or other neurological impairments.

Camaraderie and communication are the overriding themes of this group, as student clinicians learn to support the communicative needs of the group members in a friendly and relaxed atmosphere.

Meetings are directed by the desires of the group members and supervised by an ASHA certified Speech-Language Pathologist. For more information regarding the Post-Stroke Communication Group, please contact: Michael S. Cannizzaro, Ph.D., CCC-SLP. Email: (Michael.Cannizzaro@uvm.edu) or phone: 1-802-656-9725.

Alumni! Please join us in Boston for the **ASHA Convention, November 15-17, 2007!**



Boston Skyline photo courtesy Kurtis Billard

Please check the CMSI website for upcoming information about a Special CMSI-sponsored Alumni Event to be held at the 2007 ASHA Convention

Thank You...

For reading the Summer 2007 Edition of the UVM Department of Communication Sciences and E. M. Luse Center For Communication "**Luse Ends**" Newsletter!

If you have questions or would like more information about the activities of the CMSI Department and the E. M. Luse Center, Please visit our website: www.uvm.edu/cmsi or call 802 656-3861.

Your comments are always welcome! ☀