This year has been a busy and a good one. Here is a partial list of the events, changes, and challenges that the department has encountered this year.

First, I thank all the alumni for their contributions. The department received a total of $15,752 in the last fiscal year. The most significant increase was to the Colleen and Erwin Martens (CEM) endowment, which received $15,000. We are thankful for the continued and generous contributions from the Martens. The general fund received $752 in the last fiscal year. Thanks are due to David and Jennifer Burkland, Mrs. Decker (Ness), Leila Olson, Barbara Slone, Candace Vigen, and Bonnie Young for their contributions. The general funds are used to enhance clinical activities, and the income from the CEM endowment continues to support the annual CEM and CSD Colloquium.

We welcomed two new faculty members. Dr. Sarah Robinson is now an assistant professor. Dr. Robinson is from northern Minnesota, and earned her bachelor’s, master’s, and doctoral degrees from the University of North Dakota. She has over 10 years of experience working in Colorado and North Dakota. Both Dr. Robinson and Ms. Weisz are ASHA certified.

The annual CSD colloquium, the latest in a series supported by the Colleen and Irwin Martens Endowment, was held on September 28 at the Hilton Garden Inn of Grand Forks. Our speaker this year was Dr. Tommie L. Robinson Jr., Ph.D., CCC-SLP, BRS-F. Dr. Robinson is an ASHA Fellow and a past president of ASHA. Dr. Robinson is a Board Recognized Specialist in fluency, and the Director of the Scottish Rite Center for Childhood Language Disorders in the Children’s Hearing and Speech Center at Children’s Hospital in Washington, D.C., as well as associate professor of pediatrics at The George Washington University School of Medicine and Health Sciences, Washington D.C. He spoke about fluency disorders in children. The number of attendees at the colloquium continues to grow, and we hosted about 100 students and area speech-language pathologists this year.

Our department continues to receive more applications from potential graduate students each year. This year we received 157 applications. As with each year, we have a new class of 20 students. The continuing challenges related to the clinic space influences the size of cohort the department can admit each year. The department also

continued on page 2
intervention in aphasic stroke victims. With the assistance and guidance of our clinical faculty, this group continues to grow today. The department now has a Performance and Recovery in Stroke (PARIS) literacy group as well as a PARIS conversational skills group for people with aphasia. Members of the groups meet weekly for various activities that provide them with opportunities to practice their skills. These groups provide valuable experience in group intervention techniques for our graduate students. They have afforded important research opportunities to the clinical faculty as well. Mrs. Mary Jo Schill, Mrs. Diane Sander, and Ms. Veronica Moen presented a workshop on their experiences with PARIS groups at ASHA this year. The financial support for the group activities comes from an external grant awarded to Mrs. Schill.

Besides gaining valuable clinical experience in the clinic, our students continue to serve the university by providing speech, language, and hearing screening for students in COMM 110. This year, our students screened about 600 individuals. The total service in the clinic has now grown to about 9000 hours annually. This led to the nomination of our department for the UND Center for Community Engagement 2012 Engaged Department Award by the Dean of the College of Arts & Sciences.

Faculty members continue to serve in their roles effectively. Dr. Monika Pawlowska presented her work at the Symposium on Research in Child Language Disorders in Madison, WI. Dr. Alycia Cummings published a paper in the Journal of Clinical Linguistics and Phonetics and submitted a RO3 grant to NIH. She also was nominated for an Outstanding Undergraduate Teaching Award. Mrs. Mary Jo Schill once again secured $21,255 from the state of North Dakota to support literacy in people with aphasia. Additionally, she was awarded a grant of $30,000 from the North Dakota Department of Public Instruction to support graduate students from North Dakota. Mrs. Schill also held a two-day graduate course for supervisors in Bismarck, ND. She continues to serve on four committees with ASHA. While Mrs. Schill presented a workshop at ASHA, Drs. Pawlowska, Cummings, and Robinson all presented posters this year.

Our antiquated clinic space continues to be the department’s greatest challenge. Despite very active support from the Dean of the College, we have not been able to acquire new and better clinic quarters. The existing clinic space is just adequate in fall and spring semesters and overflows in the summer. Our need for a better and larger clinic, regrettably, continues to be unmet.

Finally, I invite you to come and visit us if you happen to be in Grand Forks. I am sure that the changes in the department would interest you, and we would all love to renew acquaintances with you.

—Manish Rami

CSD at the Annual Convention of ASHA


Submitted by Mary Jo Schill

Dr. Tommie Robinson, Jr. kept the 2012 Colleen and Erwin Martens Colloquium audience focused and interactive during the 6-hour presentation in Grand Forks in September 2012. Dr. Robinson is a past-president of ASHA (2011) who is also a Board Recognized Specialist in Fluency Disorders. He directs the Scottish Rite Center for Childhood Language Disorders in the Children’s Hearing and Speech Center at the Children’s National Medical Center in Washington, DC. and is also an Associate Professor of Pediatrics at The George Washington University School of Medicine and Health Sciences. He is also an accomplished clinician and spoke passionately about our responsibility to the individuals with fluency disorders and their families that we serve. Dr. Robinson was a serious, but entertaining speaker as he focused on assessment and evidenced-based treatment strategies that work for the different age groups we serve, including preschoolers, school-aged youngsters and adolescents. He shared several videos of children and young people he has worked with and talked about the importance of engaging families directly in the intervention process.

Dr. Robinson enjoyed his time at the University and Grand Forks, and he headed back to DC with several boxes of Widman’s chippers and a “North Dakota” salt and pepper set to send to his “mom” down in Mississippi. North Dakota was one of the few states that she needed to complete her collection!

The Colloquium is held in the early fall each year, so watch for details about the 2013 date and program on the CSD website. There are space constraints, so the number of participants is limited, but if you are interested in attending, please contact the department in September at und.csd@email.und.edu or 701-777-3232 to see if there is room for you.

Submitted by Dr. Alycia Cummings

Anna (Gaspar) Ehrhorn, a Spring 2012 graduate of the Communication Sciences and Disorders undergraduate class, received a UND Intercollegiate Funding Award to attend the International Child Phonology Conference in Minneapolis June 4-6, 2012. Anna presented her undergraduate Honor’s Thesis in poster format at the conference and attended with her advisor Dr. Alycia Cummings. Anna’s research focused on comparing the nonword repetition production abilities of children with and without speech sound disorders (SSD). In addition, she examined the changes in NWR production after the children with SSD completed speech treatment in an initial attempt to look for possible prognostic indicators of treatment success. Anna is currently pursuing a M.S./Ph.D. at Bowling Green University in Ohio.

Submitted by Dr. Sarah Robinson

Are you interested in research? Do you have an idea, but need some help with the planning, assessment or data analysis? The department is looking for collaborative research ideas. Dr. Sarah Robinson has partnered with area SLPs and the Grand Forks Public Schools on several recent projects. One project focused on literacy instruction in kindergarten. The approaches of two teachers were studied. One used a more traditional approach, while the other focused on integrating literacy throughout the day. The literacy outcomes of both classrooms were compared. Another area SLP and literacy teacher developed a systematic way to teach letters and sounds to kids. This approach was compared to other literacy activities and studied during a four-week Intro to Kindergarten program. A study that is currently underway is designed to investigate the correlation between reading fluency, vocabulary and reading comprehension. We are able to use teacher measured fluency and MAP scores in our analysis. This is an exciting line of research because the issues are relevant to our field and the results directly apply to our area schools. Please contact Sarah Robinson at sarah.robinson@email.und.edu if you have an idea for future projects.
When it is time to write an independent study or thesis, graduate students often feel overwhelmed by the complexity of the task. What should I write about? How do I find the relevant sources? How do I read and understand them in a short amount of time? How do I evaluate them? How do I integrate all the information into a coherent and effective piece of writing? How do I do all of this and keep up with my classes and clinic assignments?

In the spring of 2012, CSD seniors had a chance to practice all of these skills in a re-designed CSD 461 Senior Seminar, also known as the Senior Capstone course, taught by Monika Pawlowska. Each student considered at least two different options before settleing on a topic for a semester-long writing project. Students spent several weeks finding, reading and understanding peer-reviewed research studies related to their topics. They practiced summarizing, critiquing and comparing research findings from the articles they were reading, and learned the basics of the APA style. Once they were fairly familiar with the literature, they selected an audience (e.g. SLPs, researchers, administrators), formulated a question they wanted to answer, developed an outline and wrote a research paper. The goal of the paper was to critically review the research findings and discuss their implications for future research or clinical practice.

Throughout the semester, students received frequent feedback on their writing assignments from the instructor and from their peers. During class meetings students had a chance to discuss the articles they were reading with their peers and to critically review each other’s papers. This helped them learn about a variety of topics and writing styles. It also helped them learn how to provide and benefit from constructive feedback. Perhaps one of the greatest benefits of the course was the experience of going through the entire research process, starting with an idea and ending with a finished research paper. Hopefully, the skills they have developed will make the prospect of completing an independent research project in graduate school a bit less daunting.

Here are some of the topics students researched:

• The efficacy of melodic intonation therapy for individuals with Broca’s aphasia.
• Effective treatment for individuals who stutter: Lidcombe program vs. delayed auditory feedback.
• Deaf children and their ability to express and interpret emotions.
• Auditory brainstem implants for adults and children.
• Effects of stuttering on quality of life.
• The relationship between vocabulary and reading comprehension development.

And here is what some students appreciated about the course:

"The ability to discuss our papers with peers because it was a nonthreatening way to get feedback."

"It was good to do everything in stages. This helped me organize my ideas and build writing skills."

"As much as it was a hassle to write papers every week, it was important to learn these writing skills with continuous practice."

---

Submitted by Dr. Monika Pawlowska

---

Focus on Academic Writing

Welcome to CSD

Greetings! I am excited to join the CSD faculty as Clinical Assistant Professor and Clinic Coordinator. During the past ten years, I have worked in the Grand Forks Public School District, the Cherry Creek School District in Denver, CO, and at the UND Speech, Language, and Hearing Clinic supervising graduate students during summer clinic. Currently, I supervise clinic activities, the Performance and Recovery in Stroke (P.A.R.I.S.) Literacy Group and P.A.R.I.S. Conversation Group. I have enjoyed teaching CSD 583 Evaluation and Service Delivery during the fall 2012 semester and I look forward to teaching CSD 538 Management of Phonatory Disorders in the spring 2013 semester. I am thrilled to be back on the UND campus working with students and faculty every day!

Shari M. Weisz, M.S., CCC-SLP

---

After spending four years as a Clinical Assistant Professor, I have enjoyed a smooth transition into my new position as Assistant Professor this year. Shari is a great addition to our faculty and has easily picked up many of the tasks that I was responsible for managing. I will be spending more time working on research projects. I am excited to have a great group of graduate students willing to help me and to embark on their own research projects. My research interests center around my beginnings as a school-based speech-language pathologist. I am fortunate to have developed a research relationship with the Grand Forks Public Schools and look forward to investigating the efficacy of our interventions with kids. I will continue to teach CSD 440 Language Disorders II, CSD 533 Investigations in Child Language, CSD 542 Child Neurological Disorders, and CSD 580 Interprofessional Health Care. I also will continue to supervise the Language and Literacy Group.

Sarah Robinson, Ph.D., CCC-SLP
The National Student Speech Language Hearing Association (NSSLHA) chapter at UND is a student-led organization that brings together undergraduate and graduate students from the Communication Sciences and Disorders (CSD) department to participate in fundraisers, meetings, and “social hours.” NSSLHA is a fun and encouraging way to become more involved in the CSD department. It is a way for students to interact with other students in the same major and get advice from each other.

The officers and I have meetings, as needed, to discuss upcoming events going on in NSSLHA. “Social hours” are a great way for the members to de-stress from school and come together in a relaxed way. We try to host social hours at least once a month at various restaurants around Grand Forks. We hold bake sales in order to raise money for NSSLHA. Some of the money we raise goes towards the department. We purchase items for the department that are needed, such as office supplies and items specifically for the graduate students. These are just a few of the activities and events NSSLHA puts on.

As the president of NSSLHA, I am excited to continue the traditional events as well as bring new ideas to the organization. The officers and I would like to not only contribute to the CSD department but also contribute to the Grand Forks community by volunteering for various events. One event NSSLHA participates in is the “Big Event,” which brings together other organizations on campus to reach out to the community where help is needed. Our advisor, Dr. Monika Pawlowska, had the wonderful idea of donating books to various preschools around the Grand Forks community and to provide guidelines to the teachers on how to properly read a book to a child to enhance his/her learning. This would be a way for NSSLHA to contribute to the community and also use our knowledge of speech and language development to enhance the education of younger children. We hope we will be able to put this idea into action and start a new tradition for NSSLHA.

In conclusion, NSSLHA is an amazing organization that is nationally recognized and a great way to become involved in the CSD department. We encourage all undergraduate and graduate students to become involved in NSSLHA. We are proud to say that we have an astonishing number of new members this year and hope that we can make our members’ experience with NSSLHA a memorable one.

—Karissa Lindseth, NSSLHA President

NSSHLA Officers: Kristen Urlacher - Vice President, Jordan Anderson - Treasurer, Kanssa Lindseth - President, and Cassie Bina - Secretary

CSD Department Improvements!

Finished Computer Lab

New Carpet
Submitted by Mary Jo Schill

The UND Department of Communication Sciences and Disorders has received a $21,255.00 community continuation grant from the North Dakota Department of Health State Stroke Program. The grant supported program, Key to Success: Regaining Language and Literacy Skills, will receive a second year of funding (through June 30, 2013) to provide a weekly literacy (reading and writing) intervention program for up to 10 individuals from the region who are recovering from the effects of a stroke or other related neurological difficulty. The program is sponsored through the University of North Dakota Speech, Language, and Hearing Clinic and Mary Jo Schill, Director of Clinical Education for the department is the grant author and principal investigator for the project grant.

The PARIS (Performance and Recovery In Stroke) literacy program complements the PARIS conversation group that also meets weekly in the UND Clinic. Many of the individuals receiving services through these groups also receive individual treatment as well, providing a broad range of services for individuals with aphasia and other stroke related communication difficulties.

The Literacy group meets three hours each week in a room at the Medical School Education Center. The group is supervised by Shari Weisz, SLP and new clinical faculty member in the department and Veronica Moen, a reading specialist who is employed part-time for the project. In addition at least three graduate students each semester are completing practicum experiences in this program.

In November, Mary Jo Schill, Veronica Moen, and Diane Sander (the SLP who supervised the program last year), presented a one-hour seminar at the ASHA national convention in Atlanta. ASHA members can access the handout for this presentation at (click on “final presentation”): http://s5.goeshow.com/asha/annual/2012/profile.cfm?profile_name=../conference/session_profile_v2&master_key=4a344efd-edfa-f386-2253-7c4e746547b0&xtemplate

ALUMNI NEWS

Nan (Spooner) Kennelly (1992, 1994) in Fargo ND. Owns Onword Therapy. Married to Chris Kennelly and has two children Lydia (13) and Ryan (9).

Join Us in Moorhead for the UND/MSUM Spring Symposium

All alumni are invited to join us April 4-5 in Moorhead for the annual spring symposium. This is not only an opportunity to participate in an excellent continuing education opportunity but is also a time to network and visit with others.

The featured presenter will be Pamela Crooke. Pam is the senior therapist at the Social Thinking Center and part of the social-cognitive team in San Jose, CA. She has an active caseload of children, teens, and adults, conducts Dynamic Assessments, and consults with school programs. She received her B.S. and M.S. in Speech Pathology/Audiology from Idaho State University and her Ph.D. in Language Development in 1994 from the University of Washington. Previously she coordinated the interdisciplinary clinical services at the Autism Extension Clinic within the Tucson Alliance for Autism in Tucson, Arizona. Pam is a prolific speaker both here in North America and abroad, giving workshops, presentations, and training staff on Social Thinking. She is on the board and/or is a member of a wide range of organizations related to social thinking and speech-language services, and has been the recipient of several grants and awards related to autism spectrum disorders. Pam has co-authored, with Michelle Garcia Winner, four books related to Social Thinking: Socially Curious and Curiously Social, You Are a Social Detective, Social Fortune or Social Fate, and their most recent book geared to adults, Social Thinking at Work: Why Should I Care? She and Winner collaborate on writing articles that appear on the Social Thinking website and in a wide array of publications. Treatment efficacy in social and relational therapies for individuals with Asperger’s Syndrome and high-functioning autism remains Pam’s area of emphasis. Her research-based article documenting the effectiveness of using the Social Thinking vocabulary, “Brief report: Measuring the Effectiveness of Teaching Social Thinking to Children with Asperger Syndrome (AS) and High Functioning Autism (HFA), (Crooke, Hendrix, & Rachman, 2008), was published in the Journal of Autism and Developmental Disorders.

Registration information will be available in early February on the CSD web site: http://arts-sciences.und.edu/communication-sciences-disorders/

To receive a brochure via email when it is available, send your name and email to: und.csd@email.und.edu

Please select your preferred area in CSD to contribute a donation.

_____ Toddler Language Circle
_____ Language & Literacy Skills in Children
_____ PARIS Literacy group
_____ PARIS Conversation group
_____ Speech, Language, & Hearing Clinic
_____ CSD Research
_____ CSD Scholarship fund
_____ CSD general fund
_____ CSD Building fund
_____ NSSLHA at UND

Select an amount and the frequency of donation:

_______ $10
_______ $20
_______ $50
_______ $100
_______ $____________ (Specify amount)
_______ One time
_______ Recurring: (   ) monthly or (   ) yearly

Please mail your donation with this contribution form to Communication Sciences & Disorders, Montgomery Hall Room 101, 290 Centennial Drive Stop 8040, Grand Forks, ND 58202-8040. Credit card contributions, whether one time or recurring, can be made by contacting the UND Alumni Foundation directly via their web site: http://www.undfoundation.org or by calling at 701-777-2611.
Please Contribute! We appreciate your support.

Your contributions directly help the department, the clinic, and it also helps UND. You can make annual recurring gift on occasions such your date of graduation, date of birth, Thanksgiving, Christmas, etc. You can also give to the department or the UND Alumni Foundation in either honor or memory of a special person in your life. Such annual giving supports the department and the clinic in its day-to-day needs. Another way to support the department and UND is via an endowment. Endowed funds are used for enduring development of the department and the clinic. All contributions to the Foundation are tax deductible if you itemize deductions on your income tax return. Please see inside back cover for areas of need.

If you have any questions concerning a donation, please send them to Manish Rami at <manish.rami@.und.edu> or call him at 701-777-3724. If you have any questions about contributions or endowments for the Alumni Foundation, please contact David Williamson at 701-777-5486 or via e-mail at <DavidW@undalumni.net>

Like us on Facebook! Search “Communication Sciences & Disorders - University of North Dakota” and start receiving our updates today!