As we enter the spring season of the new year, we reflect on the many events of 2008. This issue of the Division newsletter highlights special events and individual and collective accomplishments. We also acknowledge an enormous personal loss. In November, we lost a dear friend and colleague, Joanne Roberts. Joanne was a vital contributor to our program in so many ways. In addition to her scholarly productivity, she was a cherished colleague and mentor who inspired us all. We mourn Joanne’s passing while acknowledging her timeless contributions to the Division.

The 2009-2010 academic year will mark the Division’s 40th anniversary. We have begun the planning process and more information is available on page 8. In the early stages of the planning, we are already grateful to Alanna Steaple (MS, Class of 1992) and Kelly Murphy (AuD, Class of 2006) for serving as co-chairs of this special event. Please continue to watch for more details.

On behalf of our students and faculty, best wishes for a healthy and productive spring and summer.

Cordially,

Jackson Roush, PhD
Director
Division of Speech and Hearing Sciences

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JOANNE ROBERTS, a long-time researcher at UNC’s Frank Porter Graham Child Development Institute and a faculty member in the Division of Speech and Hearing Sciences for over 20 years, died at her home on November 1, 2008.

Joanne spent much of her career studying language development, particularly as it pertained to specific populations, including children with autism and Fragile X syndrome. She started at the Child Development Institute in 1981 as a postdoctoral fellow and, three years later, became a researcher there. Joanne went on to publish more than 125 scholarly articles. SAM ODOM, the Institute’s current director, said, “She was very prominent within the field. Her passing is a blow to the profession.”

JACK ROUSH, Director of the Division of Speech and Hearing Sciences, noted, “Joanne created so many opportunities for students at both the undergraduate and graduate levels and encouraged them to participate in presentations and publications. Many went on to research careers because of Joanne’s early influence and mentoring.” Joanne received many grants to support her work. Major contributors included the National Science Foundation, Fragile X Foundation, March of Dimes, and the National Institutes of Health.

A native of New York City, she received her doctorate from Indiana University in speech-language pathology. She and her husband, BARRY, were married for more than 37 years and have two sons, JUSTIN and MATTHEW. Plans are underway for a memorial event in her honor to be held on October 30, 2009. We are also collecting brief testimonials and anecdotes for her family. For additional information concerning this memorial event or to send your tributes or memories of Joanne, contact Jack Roush at jroush@med.unc.edu.

ASHA Scholarship Awarded to Angela Bonino, PhD Student

The American Speech-Language Hearing Foundation has awarded ANGELA YARNELL BONINO, a PhD student working with DR. LORI LEIBOLD, the prestigious New Century Doctoral Scholarship. This scholarship recognizes outstanding doctoral scholars in the nation who are committed to careers combining research and teaching. Angela is the first recipient of this award from UNC Chapel Hill.

Congratulations, Angela!
Kathryn Wilson Appointed Director of FIRST YEARS

Kathryn is a speech-language pathologist, teacher of the deaf, and auditory-verbal therapist with over 30 years experience as an educator and therapist in public school, private practice, home-based, and clinical settings.

Prior to Kathryn’s appointment as Director of FIRST YEARS, she was the Director of the Resource Support Program in the Office of Education Services, Department of Health and Human Services. In this position, she provided support and training to public school professionals serving students who are deaf or hard of hearing. Kathryn has also worked with the UNC-Chapel Hill Carolina Children’s Communicative Disorders Program as a speech-language pathologist and in several North Carolina public school programs.

Professional development is one of Kathryn’s special interests. She has developed numerous presentations and served as a mentor for aspiring auditory-verbal therapists. Kathryn views the opportunity to serve as Director of FIRST YEARS, a program designed to meet the needs of practicing professionals through convenient distance learning and a hands-on mentorship experience, as an excellent way to continue her focus on professional development.

The program enrolled the first cohort of students in 2004. To date, there are students from 22 states who have graduated or are enrolled in the program and interest continues to grow. Plans for the future include efforts to market the program, recruit new students, and train more mentors. Kathryn plans to develop an online newsletter to highlight FIRST YEARS graduates, current students, and the internationally known experts who have developed and continue to facilitate courses. She can be contacted at Kathryn_Wilson@med.unc.edu for more information.

On September 21, 2008, students from UNC’s Chapter of the National Student Speech Language Hearing Association (NSSLHA) joined Dr. Betsy Crais and family for the Raleigh-Durham PKD Walk to raise funds for the National Polycystic Kidney Disease (PKD) Foundation. PKD is one of the most common life-threatening genetic diseases in the world, affecting an estimated 12.5 million people. In fact, PKD is more common than Down syndrome, cystic fibrosis, muscular dystrophy, and sickle cell anemia—combined. As a result of this disease, Dr. Crais required a kidney transplant. With fellow faculty member Dr. Linda Watson’s donation of a kidney, Dr. Crais continues in good health. The UNC Chapter of NSSLHA participates in the PKD Walk each fall. The event is focused on raising money and awareness for this disease that affects one in every 500 people.
UNC Autism Research Team Looks to Early Intervention and Detection

BY DICK BROOM, FREELANCE WRITER

Signs of autism are sometimes evident by the time a child is a year old, but the disorder isn’t usually diagnosed before the age of three. Now, a UNC study is aimed at narrowing that two-year gap by testing methods of both early detection and early intervention. Two members of the small research team are speech-language pathology faculty in the Division of Speech and Hearing Sciences: PROFESSOR ELIZABETH CRAIS, PhD, and ASSOCIATE PROFESSOR LINDA WATSON, EdD.

Watson said the team developed a questionnaire for parents of year-old children to screen for the risk of autism spectrum disorders. “We know that if a child has a high score on the screening instrument, he or she is at greater risk,” she said. “Perhaps 40% to 50% of children with high scores will go on to develop autism.”

The screening instrument is sent to all parents of children who are nearly 12 months old and who live within an hour of Chapel Hill. The names and addresses come from North Carolina Vital Records. Of the 500 or so questionnaires that are mailed each month, about 100 are completed and returned. “We score the returned questionnaires and those with exceptionally high scores suggest that the parents are reporting behaviors of infants who are at risk for autism spectrum disorders,” Watson says.

Those parents are contacted and asked if they will bring their child in for an in-person evaluation, which involves a variety of assessment instruments. If the evaluation indicates that the child is at high risk for developing autism, the parents are told about the intervention phase of the study. Those who decide to participate are randomly referred to the early intervention services offered by the state or assigned to receive the study’s experimental intervention.

That intervention involves frequent home visits over a period of six months by interventionists with backgrounds in speech-language pathology, occupational therapy, or special education. These interventionists are trained to help parents understand the significance of some of their child’s behaviors. They also coach the parents in using responsive teaching techniques to promote optimal development and reduce symptoms associated with autism.

“That common sense on steroids” is how DAWN PRINCE-COhee, the mother of a toddler, described some of the responsive teaching techniques that her family learned by participating in the intervention study. “We would often finish a session (with the interventionist) and say, ‘Why didn’t we think of that?’” she said. “But as a parent, when you’re in the moment, sometimes the most obvious things may not occur to you.”

Although her child scored higher than average on the risk-for-autism screening instrument, neither Prince-Cohee nor the interventionist now anticipates a diagnosis of autism. Even so, Prince-Cohee said, “It has been great having the responsive teaching techniques to use. They are very simple, but very effective. Responsive teaching has helped us figure out what’s going through the child’s mind and how to tap into that and build on it.”

After six months of regular home visits, the interventionists remain in phone contact with parents for six months.

The first child was enrolled in the intervention study in June 2008 at the age of 17 months. Subsequently, children have begun intervention even earlier, at 13 to 15 months of age. The research team evaluates the outcomes for each child at 24 months of age and again at 30 months. “We are already feeling very excited about the changes we are seeing in the children,” Watson said.

The study investigators, in addition to Watson and Crais, are GRACE BARANEK, PhD, professor of occupational science; J. STEVEN REZNICK, PhD, professor of psychology; and LAUREN TURNER BROWN, PhD, assistant professor of psychiatry. “It is a very collaborative undertaking,” Watson said. “Nobody gets hung up on what their role is. We all jump in and do what’s needed to get the project done.”

Another intervention study being conducted by the autism research team focuses on pre-school children in a public school setting. The goal is to develop intervention techniques that teachers and others who work with children with autism can use.

“We have been developing what is now a very large manual that covers assessment activities, goal setting and carrying out the intervention,” Watson said. “The intervention focuses on two sets of skills, joint attention skills and symbolic play skills, which are two areas in which almost all young children with autism have difficulty. Children who are better at these skills early on have better outcomes later in terms of social adaptation and language skills. And with better language skills comes greater academic success.”

Dawn Prince-Cohee (on left) with her partner, Xan, and their twin daughters. (Photo courtesy of Robin Hill, Black & White Rainbow Photography.)
Watson said the premise behind the experimental intervention is that most of the intervention that a majority of pre-schoolers with autism receive is provided by public school personnel. “So, if we have effective interventions but they aren’t being disseminated to public school programs and aren’t packaged in such a way that public school programs can use them realistically, then those interventions are not going to help the majority of children with autism.”

The first phase of the study was a series of focus groups with teachers, speech-language pathologists, and occupational therapists who work with pre-schoolers with autism. “They told us what would make the intervention feasible, what the barriers would be, and what results they would like to see,” said Michelle Flippin, a third-year PhD candidate in speech-language pathology.

A clinical speech-language pathologist for seven years before joining the PhD program, Flippin is well aware of the gap that often exists between research and practice. “The great thing about this project is the translational aspect of it and the fact that we started by asking people out in the field what they needed and how they thought this would work,” she said.

Information from the focus groups was used to develop the first version of the intervention manual, which has undergone several revisions.

In the second phase, six master’s degree students in speech-language pathology implemented part of the intervention program this past fall in classrooms for autistic pre-schoolers in the Wake County Public Schools. Each interventionist worked individually with three children with autism for 30 minutes twice per week, focusing on strengthening their joint attention and symbolic play skills.

“We definitely saw improvements, especially toward the end,” said Sarah Monahan, one of the interventionists. “I think the intervention has strong potential for helping these children.”

In the third phase of the study, which started in winter 2009, five teams of pre-school teachers and therapists implemented the intervention on their own, without the direct involvement of UNC researchers or interventionists. Phase four of the study will begin in January 2010. In that final phase, the intervention will be used and evaluated by a larger group of public pre-school teachers and therapists in Wake County.

According to Watson, “The final phase will go a long way toward answering the critical question: can school personnel successfully implement the intervention with resources available to them in the public schools?”

“I have made a drastic transition from the role I had when a lot of alumni of the Division were here,” Linda Watson said. “During her first decade on the faculty, her primary responsibility was supervising students who were getting their clinical experience. Now, she conducts research, mentors students who are involved in research and teaches some courses, primarily at the PhD level.”

Dr. Elizabeth Lanter Researches Literacy Development in Children with Autism

RECENT SPEECH AND HEARING SCIENCES PHD GRADUATE, ELIZABETH LANTER (Class of 2008) is also performing research with children who have autism. An assistant professor in the Department of Communication Sciences and Disorders at Radford University in Radford, Virginia, Dr. Lanter examines how age, oral language abilities, non-verbal cognitive abilities, and autism spectrum severities relate to the development of literacy in children with autism. She has also explored how these children’s caregivers feel about and facilitate this development.

Researchers’ increasing understanding of how literacy develops in children has resulted in beneficial pedagogical strategies for children with typical development. However, this same level of understanding does not exist in children with autism spectrum disorders. American public schools are struggling to respond to the educational needs of children with autism—a group that is growing in number.

Lanter’s findings enrich the limited body of research that examines the specific needs of children with autism. This benefits North Carolina, where disproportionately high autism incidence rates exist in the public school system. In the United States, students with autism account for 1.4% of all special education students served. In North Carolina, students with autism account for 2.7%. ■

Dr. Elizabeth Lanter
On November 5, 2008, the Department of Allied Health Sciences (DAHS) hosted its second annual Student Scholarship and Awards Reception. At this event, which was held in the George Watts Hill Alumni Center Carolina Club in Chapel Hill, each Division within DAHS had the opportunity to recognize the accomplishments of scholarship winners and to thank the generous scholarship donors. The Division of Speech and Hearing Sciences was proud to recognize nine scholarship recipients and their donors:

**Byron Kubik**, a second-year MS student in Speech-Language Pathology from Chapin, South Carolina, received the Dr. Sylvia Campbell Speech and Hearing Sciences Time-Limited Scholarship, which was established by Gary Campbell in honor of his wife, Dr. Sylvia Campbell (BA ’74 and MS ’77). Dr. Campbell went on to earn a PhD at the University of Maryland and is now on the faculty at the University of Kuwait in the College of Women where she has played a key role in graduating that nation’s first locally educated speech-language pathologists.

**Emily Cannavaro**, a second-year MS student in Speech-Language Pathology from Portland, Oregon, received the Adult Communications Disorders Time-Limited Scholarship. This scholarship was established through the generosity of Amy Chaney Heffern (MS Class of ’86) and her husband, John Heffern, also a graduate of UNC. Amy and John live in Princeton, New Jersey, where Amy maintains a private practice serving adults with neurogenic communication disorders.

**Enetta Grindstaff**, a first-year MS student in Speech-Language Pathology from Dunn, North Carolina, received the Diversity Scholarship in Speech-Language Pathology, which was established by Dr. Linda Watson (MS Class of ’90) and her husband, Joel Watson. Linda is a member of the faculty in the Division of Speech and Hearing Sciences.

**Caitrin Plante**, a Speech-Language Pathology student from Rockville Center, New York, was awarded one of two June C. Alcott Fellowships. June Alcott helped students expand their potential at UNC and make career choices. She had a particular place in her heart for those interested in the health fields. The fellowships are awarded for students who demonstrate exemplary, ongoing, and new community service.

**Ashley Akrie**, a second-year MS student in Speech-Language Pathology from Richmond, Virginia, received the Janice Rebecca Pettie Bowles Speech and Hearing Sciences Time-Limited Scholarship, established by Lauren Peyton Graves (MS Class of ’05) in memory of her late aunt.
Hannah O’Hare-Riddle, a second-year MS SLP student from Greensboro, North Carolina, received the Sally Rule-Taylor Speech and Hearing Sciences Time-Limited Scholarship. Rebecca Rule Womble (MS Class of ’72) and her husband, George, also a graduate of UNC, established this scholarship in honor of Rebecca’s cousin, Sally Rule-Taylor. Ms. Rule-Taylor served for over 29 years as a speech pathologist.

Sarah Monahan, a second-year MS SLP student from Hillsborough, North Carolina, received the Nathaniel Otis Owings Speech and Hearing Sciences Loyalty Fund Time-Limited Scholarship established by Dr. Nathaniel Owings of Santa Fe, New Mexico.

Lisa Amundson, a first-year MS SLP student from Chapel Hill, North Carolina, and Charles Phillip, a second-year MS SLP student from Bethlehem, Pennsylvania, received the Nathaniel Otis Owings Speech and Hearing Sciences Time-Limited Scholarship, also established by Dr. Owings.

The Division of Speech and Hearing Sciences would like to congratulate all of its student scholarship and award recipients and extend a heartfelt thank you to our donors for their generosity. ■

Professors Erickson and Crais Present at DOE Conference

Professors Karen Erickson and Betsy Crais presented to colleagues from across the United States at the 2008 US Department of Education Office of Special Education Programs Project Directors’ Conference.

Dr. Erickson participated in two panel presentations and moderated a third. In the first presentation, Bookshare for Education: Digital Texts Revolutionize Learning for Students with Print Disabilities, Kindergarten through Graduate School and Beyond, she focused on the role of Bookshare.org in providing broad access to texts to develop critical language and literacy skills for learners with a range of abilities. In the second presentation, Retrofit No More: The Intersection of Universal Design for Learning (UDL) and Response to Intervention (RTI) in the Curriculum, Dr. Erickson presented results from a study funded by the National Center for Technology Innovations (nationaltechcenter.org) that suggest that assistive technologies may be able to meet the demands for Tier II interventions in writing without pulling students out of their mainstream classrooms. She then moderated the session entitled: How “Flexible” Are You? Alternate (1%) and Modified (2%) Academic Achievement Standards: Implications for Policy, Instruction, Preservice, and Inservice.

Dr. Craig’s presentation was entitled: “Preparation of Social Inclusion Facilitators in Early Childhood Settings,” which she co-presented with Harriet Boone and Heidi Hollingsworth. The presentation highlighted the joint personnel preparation effort between the Division of Speech and Hearing Sciences and the Early Childhood Special Education Program in the School of Education. Speech and Hearing students are required to participate in interdisciplinary specialized courses and practical opportunities, as well as research and/or service activities related to the inclusion of children with disabilities into early childhood settings. ■

Dr. Karen Erickson (left) and Dr. Betsy Crais.
New Grant Provides Leadership Education in Early Identification, Management of Hearing Loss

UNC is one of only three universities in the United States to be awarded a leadership grant in pediatric communication disorders by the United States Maternal and Child Health Bureau (MCBH). The new grant, which is based at the Center for Development and Learning (CDL), Carolina Institute for Developmental Disabilities, will provide leadership education and technical assistance related to early identification and management of hearing loss in infants and young children. Funding for the five-year grant will be provided by MCHB, a branch of the Health Resources and Services Administration in the US Department of Health and Human Services.

The project is directed by Dr. Jack Roush, who is joined by Division colleague Melody Harrison and Angela Rosenberg (Director of Leadership and Training at CDL) and Lewis Margolis (Department of Maternal and Child Health, UNC School of Public Health). UNC Leadership fellows in the first cohort included students in the three SHS degree programs: MS in Speech-Language Pathology, AuD in Audiology, and PhD in Speech and Hearing Sciences.

The new project is part of UNC’s MCH Leadership Consortium, which consists of MCHB-funded projects at UNC in Maternal and Child Health, Social Work, and CDL’s Leadership Education in Neurodevelopmental Disorders (LEND). Now in its seventh year, the Leadership Consortium works with MCBH, the National MCH Training Network, and Title V programs at local and state levels, including the North Carolina Division of Public Health.

Over the year, students participated in a three-day leadership intensive followed by workshops in conflict management/facilitation, cultural competence, and family/professional partnerships. As part of the new grant, students are also participating in the work of the North Carolina’s Advisory Board for Early Hearing Detection and Intervention (EHDI) within the Division of Public Health and attended the national EHDI convention where they participated in a collaborative project with the National Center for Hearing Assessment and Management aimed at expanding EHDI-related activities within LEND programs across the country.

UNC faculty and students are working with counterparts at Vanderbilt University, Utah State University, and the National Center for Hearing Assessment and Management.

40th Anniversary Reunion Set for May 2010

The Division of Speech and Hearing Sciences at UNC-Chapel Hill will be 40 years old this year—how time does go by!

To mark the occasion, we will be celebrating with an alumni reunion in Chapel Hill on May 1, 2010. All alumni and their significant others are invited to attend, so be sure to save the date. There will be many more details to follow over the coming year.

Alanna Steaple (MS, Class of 1992) and Kelly Murphy (AuD, Class of 2006) are co-chairs of this special event and are looking for volunteers to assist. Please contact Alanna at atss17@msn.com or Kelly at kelmurphy05@yahoo.com if you’d like to help out.
Conferences and Symposiums

The Division of Speech and Hearing Sciences held its 4th Annual Bilingual Conference in October. Eighty speech-language pathologists from across North Carolina attended to hear presenter, Dr. Elizabeth Peña, speak on Dynamic Assessment and Intervention with English Language Learners.

Assessing children from culturally and linguistically diverse backgrounds can be a complex task, especially for monolingual speech-language pathologists. Dynamic assessment seeks to identify the skills and learning potential of the individual child. Dr. Peña, Professor at the University of Texas at Austin, has conducted extensive research in dynamic assessment with culturally and linguistically diverse populations. She is co-author of Dynamic Assessment and Intervention: Improving Children’s Narrative Abilities®, and she developed the American Speech-Language-Hearing Association’s dynamic assessment tutorial.

Dr. Peña provided both a research perspective and detailed instruction in the dynamic assessment procedure, focusing on the test-teach-retest method. Participant comments were very positive, “Dr. Peña truly understands the complexity of language impairment in English Language Learners”; “I enjoyed how pragmatic and flexible she was”; and “Lots of food for thought!” Dr. Peña also shared her thoughts, “It was a really good group and a very stimulating discussion. You’ve developed a great conference and people seem very well informed.”

Mark your calendars for the 5th Annual Bilingual Conference in October 2009!

The Division also hosted its Fourth Biennial Pediatric Audiology Symposium in October, featuring internationally recognized experts on a variety of topics related to diagnosis and management of hearing loss in children. Invited speakers included Barbara Cone-Wesson from the University of Arizona, Marlene Bagatto from the University of Western Ontario, and John Roush from the Centers for Disease Control in Atlanta.

UNC faculty included colleagues from the Division (Melody Harrison, Martha Mundy, and Jack Roush), as well as alum Tom Page (MS, Class of 2001); as well as from the Department of Otolaryngology (Craig Buchanan, John Grose, Pat Roush, and Holly Teagle). The Symposium was in a larger venue last year, which allowed us to advertise beyond North Carolina. As a result, we had attendees from Virginia, South Carolina, Georgia, and the District of Columbia. The next Symposium will be held in October 2010.

CLDS News

UNC’s Center for Literacy and Disability Studies (CLDS) recently received a new grant from the United States Department of Education, Office of Special Education Programs. The CLDS will use the Phase I Steppingstones of Technology Innovations Award to develop a new, web-based program that teaches school-aged students to use morphology to help them decode and spell polysyllabic words. The grant, which is entitled Big Words: Computer Based Decoding Instruction (H327A080014A), will began in January 2009. Look for more information in our next newsletter.

The MEville to WEville Early Literacy and Communication curriculum developed by AbleNet, Inc., (www. ablenet-inc.com) in collaboration with the CLDS was recently named “Best Instructional Solution for Special Needs Students” at the 23rd Annual CODiE Awards.

Scholarship News

It’s not too late to name an Audiology or Speech-Language Pathology scholarship! We invite our alumni and friends to name a time-limited scholarship by June 30, 2009, with a contribution of $1,000 per year for two years. You and your family will have a chance to meet the student who receives your scholarship at our scholarship and awards reception on November 5, 2009, in Chapel Hill.

Dollar-for-Dollar Match—Your $1,000 annual contribution can be matched dollar for dollar so that a student will receive a $2,000 scholarship for the upcoming year. Only a limited number of the time-limited scholarships remain available for a dollar-for-dollar match through contributions to the Speech and Hearing Advancement Fund, so please act quickly! We can work with you to create a payment schedule by installments through credit card or bank draft. Each annual $1,000 pledge payment is due by the end of the fiscal year (June 30, 2009, and June 30, 2010) so that the scholarship can be awarded to a deserving student for the 2009-10 and 2010-11 academic years. For more information about how you can become a scholarship donor, please contact Kyle Gray at 919.966.3352 (office), 919.923.4908 (mobile), or kyle_gray@med.unc.edu.

If you have a scholarship or another award you would like to recognize, please let us know! You can name a scholarship in honor of a donor, a loved one, or to recognize your own personal or professional achievements.

For more information about how you can name a scholarship, please contact Kyle Gray at 919.966.3352 (office) or kyle_gray@med.unc.edu.

Donors and Sponsors

additional information available online at ablenetinc.com.
Alumni Notes

Janna (Peters) Ajam (’01) married Dr. Kamal Ajam in April 2007 and they had their daughter, Yasmine, on July 18, 2008. They currently live in Seattle, Washington.

Carol (Sulkowski) DeBerardinis (’79) graduated with an MS in Speech-Language Pathology, and after her husband finished working on his Ph.D. at Carolina, they moved to southeastern Pennsylvania. She initially worked as a therapist and then supervisor for the DE Division of Public Health, Office of Speech and Hearing. After having her first child, she went into private practice. She continues to work part-time in private practice with a focus on the preschool/early elementary population. Carol reports, “I had the opportunity to visit your awesome new site this past year as my oldest daughter is now a freshman at UNC-Chapel Hill! Your new facility is definitely an upgrade from the basement where I did my schooling and clinical practice, but despite the older facilities back then, I received an awesome education which has served me well for 28 (yikes!) years. While my daughter attends UNC, I hope I can continue to reconnect with my old school roots and visit the new Speech and Hearing site again for a real tour! Give my best wishes to the current students and tell them that their efforts will be well rewarded.”

Kathryn (Whittington) Enchelmayer (’77) lives in Chapel Hill, North Carolina, and is the Director of Credentialing and Privileging with the Department of Veterans Affairs.

Heather M. FitzWilliam (’79) reports that she retired from her position as speech pathologist/ESL teacher at Davis Drive Elementary School and lives in Hendersonville, North Carolina.

Barbara Gerhard (’83), who lives in Winston-Salem, North Carolina, retired on January 1, 2008, from the Winston-Salem Forsyth County Schools as program specialist for Speech Language Pathologist/Impaired Hearing Specialist and Assistive Technology. In March 2008, she received the Distinguished Service Award from the Exceptional Children’s Division of the Department of Public Instruction.

Arlene Stier Goldman (’81) lives in Bethesda, Maryland, with her husband and two sons, ages 12 and 15. She works for the Montgomery County Infants and Toddlers Program doing early intervention and teaching Hanen parent programs. She says, “I have very fond memories of my time at UNC and love reading updates about my colleagues and old friends. My advice for SHS students would be to try to obtain as much practicum experience as you can that involves oral-motor and feeding/swallowing if you think you may be interested in working in early intervention.”

Nina Lorch (’91) lives in Chapel Hill, North Carolina, and is a speech-language pathologist with Wright School.

Morgan Simon Moore (’02) welcomed the birth of her son, Gabriel Ryan, in January 2008. She lives in Terrell, North Carolina, and is a speech-language pathologist for pre-k through fifth grade with Newton-Conover City Schools.

Heather Mundy (’01) worked as a speech-language pathologist in the Vancouver, British Columbia (Canada) school system for nearly five years after graduation. She recently moved to Williamsburg, Virginia, and now is at home with her daughter (born October 2007).

Recent graduate, Nabil Reusche (’06), is a speech-language pathologist with the Raleigh Children’s Development Services Agency.

Melanie Spicer Shell (’01) lives in Hudson, North Carolina, and is a speech-language pathologist with Caldwell County Schools.

Barron Suarez and Karen Wehrenberg (both ’05) were married on June 21, 2008, in Chapel Hill, North Carolina. They met at UNC while attending the graduate program in speech-language pathology. Barron currently works as a clinical speech-language pathologist at Duke University Medical Center and Karen is employed by the Alamance-Burlington School System as a bilingual speech-language pathologist.

Shelby T. Weisberg (’92) reports that she is living in Dunwoody, Georgia, and is a speech pathologist with the Atlanta Speech School.

Samuel Vaught (’82) reports that he bought a private practice in 2006 just outside of Atlanta, Georgia, where he lives. He is audiologist and president of The Audiology Center of Snellville.
New Alumni Social Networking Site

JOIN THE UNC-CHapel Hill SHS inCircle alumni networking website exclusively for SHS alumni, students, faculty, and staff. You will be able to:

• Connect and re-connect with classmates and other alumni,
• Post and view job opportunities, and
• Network and advise current occupational science students.

Similar to Facebook, LinkedIn, and MySpace, UNC-CH SHS inCircle allows you to create and join groups, find and add friends, and upload photos—all within the exclusive UNC-Chapel Hill SHS community. In fact, in the near future, you will be able to access your inCircle page from Facebook, MySpace, LinkedIn, bebo, and iGoogle. To register, complete your profile information by visiting: https://uncalledhealth.affinitycircles.com/ and entering your UNC alumni ID number (found above your address on the newsletter).

The UNC-CH SHS networking site is completely private and secure and operates within a trusted and authenticated environment. As the user, you decide what information to share and with whom to share it. If you have any trouble logging on, contact Maryann Koziel at maryann_koziel@med.unc.edu or 919.966.5975.

UNC-Chapel Hill Division of Speech and Hearing Sciences Gift and Pledge Form

I would like to support the Division of Speech and Hearing Sciences with a gift (please designate the amount of your gift on the line[s] provided below):

☐ Speech and Hearing Sciences Advancement Fund (Designation #8485)
☐ Diversity Scholarship in Speech-Language Pathology Fund (Designation #9059)
☐ Robert W. Peters Award Fund (Designation #8975)

Enclosed is my gift of:
☐ $50 ☐ $100 ☐ $250 ☐ $500 ☐ $750 ☐ $1,000 ☐ Other ______

☐ Check: make check payable to Medical Foundation of N.C., Inc. (indicate designation number on the memo line.)

☐ Credit Card: indicate
□ Visa □ MasterCard □ American Express

Credit Card Number: _______ Security Code: _______ Expiration Date: _______

☐ Pledge: I pledge $________ per year for
☐ 1 year ☐ 2 years ☐ 3 years

☐ Matching Gift: My employer (or my spouse’s employer) ____________________________

will match this gift. I have enclosed the company’s matching gift form.

Gift in Honor / Memoriam / Celebration of: ________________________________

We Want to Hear From You

WE’D LOVE TO HEAR what you are up to. Please send us your updates by:

Regular Mail: Send a note (even if you are not sending a donation at this time).

Email: Send a message to maryann_koziel@med.unc.edu

Please include your year of graduation and where you are living. Tell us what you are doing and, if you have any advice for current SHS students, please share it.

THANKS for keeping your information current!

UNC-Chapel Hill SHS Alumni Updates: (We would like to hear from everyone—Please send us an update even if you are not making a donation at this time.)
Name: ___________________________ Class: ______
Email Address: _____________________________
Address: _____________________________
City: __________________ State: _____ Zip: _______
Home Phone: ___________ Work Phone: ___________
Current Job Title / Position: ___________________________
Employer: ___________________________

Please add any information that you would like to share in a future issue of the newsletter: ________________________________________________________________
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Mail To: Kyle Gray, Director of Development, Division of Speech and Hearing, Department of Allied Health Sciences, Bondurant Hall, CB #7120, UNC-Chapel Hill, Chapel Hill, NC 27599-7190.
Questions: Contact Kyle at (919)966-3352 or kyle_gray@med.unc.edu.

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