

DIVISION OF

# Speech and Hearing Sciences



UNC  
SCHOOL OF MEDICINE

## From the Director

Greetings from Chapel Hill,

The 2009-2010 academic year marks the Division of Speech and Hearing Sciences 40<sup>th</sup> Anniversary, which will culminate with a celebration for alumni and friends on April 30 and May 1. During the past forty years, the Division has accomplished so much thanks to our engaged and talented alumni, faculty, and students. Our 40<sup>th</sup> Anniversary offers the perfect opportunity to reflect on our achievements and contemplate the Division's bright future.

We are extremely grateful to **Alanna Steaple** (MS, Class of 1992) and **Kelly Murphy** (AuD, Class of 2006) for serving as co-chairs of this event. They have planned a wonderful celebration including an informal first night gathering, cutting edge continuing education opportunities, tours of Bondurant Hall, and a reception and dinner at the new Top of the Hill banquet facility on Franklin Street. We encourage you to participate in any or all of the activities.

You will find a detailed list of events on page two of this newsletter and on the 40<sup>th</sup> Anniversary Web site, [alumni.unc.edu/shs](http://alumni.unc.edu/shs). The site also features an on-line registration form and a list of accommodations. To keep the cost of the 40<sup>th</sup> Anniversary affordable to as many alumni and friends as possible, we are seeking sponsors for the event. For more details, please visit [www.med.unc.edu/ahs/supporting-ahs/SHS\\_Anniversary\\_Sponsor](http://www.med.unc.edu/ahs/supporting-ahs/SHS_Anniversary_Sponsor) or call me at (919) 966-9467.

In addition to information on the 40<sup>th</sup> anniversary, this newsletter includes a wide range of features showcasing the latest accomplishments and endeavors of some of our outstanding alumni, faculty and students. We hope this new decade finds you well and that we will see you at the 40<sup>th</sup> Anniversary Celebration later this year.

Jackson Roush, PhD  
Director, Division of Speech and Hearing Sciences

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Samara Pearson talks with Dr. and Mrs. Robert and Joyce Thorpe at the Annual Scholarships and Awards Reception. Read more on Pages 8-9.



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# Lordy, Lordy, Look Who's Forty!

Many of us are forty (or more) but so is the Division of Speech and Hearing Sciences! To celebrate forty years of excellence in teaching, research, clinical practice and service, DSHS and a committee of distinguished alumni are preparing several fun, entertaining and educational events which will occur on Friday, April 30 and Saturday, May 1. Here are highlights of our 40<sup>th</sup> Anniversary Celebration Weekend:

## Friday, April 30

Informal alumni and friends gathering at Spice Street Restaurant in University Mall, Chapel Hill at 6 p.m.

## Saturday, May 1

**8:30-9 a.m.** Continuing education greeting and welcome, Bondurant Hall Lobby

**9-11 a.m.** Recent Advances in Speech, Language and Hearing Research, Bondurant Hall

*This program is offered for .3 CEUs (intermediate; professional area).*



The University of North Carolina Division of Speech & Hearing is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

### AUDIOLOGY

Practical Genetics for the Audiologist  
(Nancy McKenna, AuD, PhD)

Assessment of Speech Perception in Adults:  
Beyond the 25-word list (Melissa Uhlman, AuD)

Advances in Hearing Aid Technology  
(Stephanie Sjoblad, AuD)

**11 a.m.-Noon** Student-led tours of Bondurant Hall classrooms, research labs and teaching labs

**Noon-1 p.m.** Lunch, Brick Beach Cafe

**1-2 p.m.** *Aphasia*, a short film presented by Carl McIntyre, Bondurant G100 (Story on page 12)

**5:30-8 p.m.** 40<sup>th</sup> Anniversary Reception and Dinner, Top of the Hill Restaurant (Banquet Hall)

### SPEECH-LANGUAGE PATHOLOGY

Advances in Early Identification and Intervention for  
Children with Autism (Betsy Crais, PhD; Linda Watson, EdD)

Bilingual Language Development (Lisa Domy, MS)

Emergent Literacy (Karen Erickson, PhD; Patsy Pierce, PhD)

Aphasia: Life Interests and Values Project  
(Katarina Haley, PhD)

### Want to get your class organized?

We can get you started. Contact Julia Royal Canavan '81 (MS) at [jbrc@bellsouth.net](mailto:jbrc@bellsouth.net) or (919) 787-5822 for more details.

### For more information

Please visit [alumni.unc.edu/shs](http://alumni.unc.edu/shs) for registration and additional information, and [www.hsl.unc.edu/speechandhearing](http://www.hsl.unc.edu/speechandhearing) to view the on-line display of the past, present and future of DSHS.



## See anyone you know?

Do you recognize these alumni and a former professor from the Division of Speech and Hearing Sciences? If so, please send their names to [patsy\\_pierce@med.unc.edu](mailto:patsy_pierce@med.unc.edu).

You'll be entered into a drawing to win **free** registration to the 40<sup>th</sup> Anniversary events.

# Third SHS Doctoral Program Graduate Wins Impact Award

Following a trend set by two previous alumni [**Dr. Sally Clendon** ('06) and **Dr. Elizabeth Lanter** ('09)], a third graduate from the Division of Speech and Hearing Sciences doctoral program, **Dr. Penny Hatch** ('09), has received the Graduate Education Advancement Board's Impact Award. The award was created to highlight student research that particularly benefits residents of North Carolina.



Photo by Will Owens, courtesy of the UNC-Chapel Hill Graduate School  
Dr. Penny Hatch won the Impact Award for her dissertation research.

Dr. Hatch's study examined the effects of providing daily reading opportunities to adolescents with moderate to severe intellectual disability, a diagnosis formerly known as mental retardation. Forty-three adolescents with moderate to severe intellectual disability and their teachers from a North Carolina public school participated in the study.

Although teachers have long understood that it is both important and beneficial to provide students with opportunities to read as often as possible, this can be difficult to accomplish when students with intellectual disability reach adolescence. At that point, their reading level is typically far below what is expected for their chronological age. Books that are about topics of interest are often too difficult to read, and books that are easy enough to read seem immature. In 2004, Don Johnston Incorporated released their Start-to-Finish Literacy Starters library. These books were created especially for older students at the most beginning reading levels. As a result of participating in the study, not only did students have daily opportunities to read these books, the more than 600 copies used in the study were donated to the school's permanent library collection.

At the conclusion of the brief, seven-week intervention, student participants had made significant gains on an early literacy assessment. Another interesting finding involved the half of the students in the study whose teachers had previously seen how to use the books to address listening and reading comprehension, vocabulary and writing. Those students received nearly twice the effect of the intervention as the students whose teachers did not know how to use the books for comprehensive literacy instruction.

Six months after the conclusion of the study, Dr. Hatch was thrilled to receive an e-mail from one of the teacher participants. She remarked on how students were continuing to use and enjoy the Start-to-Finish books. Apparently, the students take turns caring for the books in what they refer to as "the literacy section" of the library.

The results of this study show that when students with intellectual disability have access to good materials and good instruction, they, like students without disabilities, can learn. Not only can literacy impact their lives in terms of greater independence and employment opportunities, being able to read and write gives these students a chance to generate meaningful expression and enjoy the rich and exciting world of books.

## Alumni Notes

**Dail Daly Ballard** ('83) has written a children's book as a part of the Counseling Aural Rehabilitation Education (CARE) Project. Developed by Johnnie Sexton, CARE redefines counseling for families who have children and adults experiencing challenges with hearing and the professionals who serve them. The book, titled "So you want to put a bug in my ear!?" explores the process of

discovery, diagnosis and the dynamics of family and professionals with a young boy's hearing impairment. *Cover illustration below*



**Susan L. Battigelli**, who earned her MS in SLP from UNC-Chapel Hill in 1987 as well as her EdD in Educational Leadership in 1995, happily returned to the Tar Heel state in the fall of 2008 after living in the Midwest and Northeast for over twelve years. She now works for the Winston-Salem/Forsyth County Schools as the Program Specialist for SLP, Hearing Impaired, and Assistive Technology. She lives in Clemmons, N.C., and has two sons, ages 11 and 13.

# Faculty and Grads Work Together on Pediatric Hearing Loss Study

In August 2008, the NIH funded a five-year, multi-site study to investigate factors influencing outcomes for children 6 months to 6 years old who have mild to severe hearing loss. **Melody Harrison**, PhD, Professor in Speech and Hearing Sciences, and **Patricia Roush**, AuD, Associate Professor in the Department of Otolaryngology, are the principal investigators of the *Outcomes for Children with Mild to Severe Hearing Loss* study at UNC. The other two sites are the University of Iowa and Boystown National Research Hospital in Omaha, Neb. With the prospect of testing 150 children with hearing loss and 50 children with normal hearing once a year for a minimum of three years, Dr. Harrison and Dr. Roush knew they needed excellent help and they needed to find it fast! Fortunately, given the quality of the UNC-Chapel Hill Speech and Hearing Sciences graduates, they knew they wouldn't have to look very far to build an outstanding research team.

**Shana Jacobs**, who had earned her AuD from UNC-Chapel Hill just a few months before the study began, was selected to serve as the team's clinical audiologist. Shana had completed a BS in psychology at UNC in 1999. As an undergraduate, she took Intro to Audiology with **Dr. Jack Roush**, Speech and Hearing Sciences division director and husband of Dr. Patricia Roush. After spending several years in the business world, Shana applied and was accepted to the AuD program. In her fourth year of the program, Shana worked at UNC Hospitals in pediatric audiology, where she honed her diagnostic and hearing aid fitting skills. When it was time to select a pediatric audiologist for the project, Dr. Pat Roush knew first hand that Shana was an excellent clinician who not only knew the UNC system and had extensive experience with children, but also had a sharp eye for detail, an important trait in a researcher.

**Tom Page** earned his MS in Speech-Language Pathology with a concentration in pediatric hearing loss in 2001. Following graduation from UNC, Tom worked in California and Arizona for several years. He returned to North Carolina in 2006 to take a position as the lead Speech-Language Pathologist for the UNC pediatric cochlear implant team at the Carolina Children's Communicative Disorders Program (CCCDP). As part of his responsibilities on the team, he collected data for a multi-center grant on the development of children following cochlear implantation. This experience motivated him to consider the possibility of pursuing an academic career. Dr. Harrison knew



Front row, from left: Shana Jacobs, Pat Roush, and Aneesha Pretto. Back row: Tom Page and Melody Harrison. The team is studying the outcomes for children with mild to severe hearing loss.

Tom was an excellent clinician and was delighted to learn about his growing interest in research. The timing was perfect. When she called to ask Tom to consider joining the research team, he was willing to make the move.

The final team member was in many ways the first. As a new doctoral student, **Aneesha Pretto** (MS, UNC 2004) worked closely with Dr. Roush and Dr. Harrison to collect pilot data demonstrating the possibility of a research collaboration between Speech and Hearing Sciences and Otolaryngology. That effort was essential to the ultimate inclusion of UNC in this grant. Now in her final year of doctoral work, Aneesha is a research assistant on the portion of the project that collects day-long language samples once a month for a year on a subset of 15 children enrolled in the study using Language Environment Analysis (LENA).

In the first five months of data collection, research team members have seen 70 children and are planning to see at least that many in the next six months. The study has provided a wonderful opportunity for UNC faculty and graduates to collaborate with each other, as well as with outstanding researchers at the University of Iowa and Boystown.

## Alumni Notes

**Brenda Davis** ('89) is a self-employed speech therapist living in Austin, Texas.

**Elizabeth (Liz) Winslow Miller** ('91) lives in Ithaca, N.Y., with her husband Chris, her four daughters ages 12, 10, 9 and 2, three cats, and one dog. In August of 2009, she began supervising Speech

Pathology students at Ithaca College for an off-campus clinical practicum.

**Susan Tsumas Tharpe** ('92) resides in Statesville, N.C.

**Lisa Oelhafen Peterson** ('99) has been working at Child & Family Development in Charlotte, N.C., for over ten years as a pediatric speech-language pathologist.

Child & Family Development is a multi-disciplinary pediatric practice, offering evaluative and treatment services. Lisa enjoys collaborating with psychologists, occupational therapists, physical therapists, and special educators to meet the needs of children and their families. She has two daughters, ages 2 and 5 years, and is expecting a third daughter in April 2010.

# Lucía Méndez

## Almost Half Way: Highlights from the First Year of Doctoral Study

My journey through the doctoral program in speech sciences in the Division of Speech and Hearing Sciences at UNC-Chapel Hill began over a year and a half ago. It seems to have gone so quickly! I can hardly believe that I am completing the required coursework this coming semester. Gone are the days where I timidly tried to get my bearings around campus, coursework, and new technology such as electronic homework drop boxes (Yes, it had been a while since I was a student). Now I find myself embracing this new direction in my life as I contemplate the next steps in this journey. Many have been the moments of joy and satisfaction as I immersed myself in the topic that inspires and energizes me: early bilingual language development and literacy. The opportunity to contribute through my research to unveiling new knowledge that will help clinicians and teachers design effective assessment and intervention approaches for diverse children motivates me to put, as we say in Spanish, “alma y corazón,” my soul and heart into my endeavors.

As a doctoral student at UNC, I have been fortunate to have had the opportunity to meet and interact with a diverse group of students, researchers and clinicians with similar interests. I found one such opportunity at the Frank Porter Graham Child Development Institute after meeting **Dr. Dina Castro**, MPH, PhD, the lead researcher of the NIH funded Nuestros Niños school readiness program for dual language learners. This project is developing a systematic intervention program to improve the school readiness of Spanish-speaking dual language learners

who are at risk of experiencing school difficulties. It became apparent that Dr. Castro and I shared similar research interests and she offered me a position on her research team, which did not yet have a bilingual speech-language pathologist. Currently I am a research assistant in the Nuestro Niños’ multidisciplinary research team and provide support on instructional strategies for the development of oral language skills.

Another memorable event was my participation in ASHA’s Minority Student Leadership Program, a leadership development initiative for students in communication sciences and disorders. Through this program I met and shared perspectives and experiences with 30 other graduate students from across the U.S. over five days at the ASHA convention. I attended activities and workshops aimed at building and enhancing core leadership skills as well as exploring the multicultural implications of leadership and governance in ASHA. The program also provided interactions with ASHA leaders and a more detailed view of ASHA’s internal activities and the



Lucía Méndez:

opportunities available to its members. These experiences allowed me to learn new skills, make valuable connections with other students with similar interests from various parts of the country, develop new mentors, and become a mentor to others.

These have been among the experiences that have made the journey full of excitement. I look forward to the continuing in this path of discovery as I make strides towards the attainment of both personal and professional goals

*Lucía I. Méndez*  
*Second-Year PhD Student*



**Danai Kasambira Fannin** ('08), and her husband, Chuck, welcomed their baby, Graham, on December 10, 2009.

**Stacy (Stephens) Levy** ('01) has been promoted to Director of the Speech-Language Department at NeuroTherapy Specialists, Inc., an outpatient rehabilitation clinic in Baton Rouge, La. She recently earned certification as a Relationship Development Intervention (RDI) Program

Certified Consultant, making her one of only two certified consultants in the state.

**Holly Wicker Windmeyer** ('03) welcomed a daughter, Maggie Hope Windmeyer, on March 16, 2009. Holly, her husband Brendon, and Maggie live in Sanford, N.C.

## New Faculty Member

# Adam Jacks

I joined the Division of Speech and Hearing Sciences in August 2009, and am thrilled to be here. My primary professional interest is studying how the brain functions to create speech and language, and what happens when an injury disrupts these abilities. Although most of my research has been focused on apraxia of speech due to stroke and other acquired diseases (hypokinetic dysarthria in Parkinson's disease), I believe that the relationship between brain and behavior is important for understanding any and all speech and language disorders.

To give you a bit of background, I was born near Kansas City, Mo., and lived

there until my family moved to Houston, Texas, when I was 6. Throughout my life, my favorite activities have included riding bikes, reading and music (singing, piano, drums, you name it). I stayed in the Houston area through high school graduation. Then, I attended college down 15-501 at a certain other institution boasting a different shade of blue. However, my studies in cognitive and biological psychology piqued my interest in communication disorders, calling me to Chapel Hill to take prerequisite speech-language pathology courses.

In the intervening years, I earned my MA and PhD degrees in Communication Sciences and Disorders at The University of Texas at Austin, completed a clinical fellowship in speech-language pathology in California and a postdoctoral fellowship in behavioral neuroimaging in San Antonio, Texas, and spent a year on the Communication Disorders faculty at Texas State University-San Marcos.

At UT-Austin, my work focused on using acoustic analysis to evaluate changes in speech production related to bite block perturbation in acquired apraxia of speech. During my postdoctoral fellowship, I

worked on several projects using brain imaging to better understand neural correlates of speech production. One study used positron emission tomography (PET) to measure brain activation changes associated with treatment for developmental stuttering, and others used functional magnetic resonance imaging (fMRI) to localize areas of the brain involved in speech production in normally fluent speakers.

Among the many wonderful memories back in Texas, I have to count meeting and marrying my wife Sarah as my favorite. As a CPA at Ernst and Young in Raleigh, she is educating her colleagues on the finer points of Texas vowel articulation, what it means to really be a football fan, and that barbeque can include beef brisket as well as pulled pork. In our spare moments, we enjoy spending time with friends and training our cats Indie and Milo to speak human. They are progressing nicely.

Now that I am back in North Carolina, I am excited to be building a clinical research program that will answer some questions about neurological speech disorders, particularly in the area of acquired apraxia of speech and nonfluent aphasia. I intend for this research to lead to more targeted treatments to help the people who cope with these disorders. In addition to my colleagues in the Division of Speech and Hearing Sciences, I will also be partnering with neurologists and neuroscientists at UNC, speech-language pathologists at UNC Hospitals, as well as groups in the community dedicated to helping people who have suffered strokes cope with apraxia and aphasia. I am so happy to have joined this tight-knit Tarheel community, including my colleagues but also those of you who are alumni of the university. I look forward to sharing my work with you as it progresses.

*Adam Jacks*



Sarah and Adam Jacks

## Alumni Notes

**Taylor Sands** ('05) is currently a SLP at Clarke Schools for Hearing and Speech in Jacksonville, Fla., where she specializes in teaching deaf and hard of hearing

children listening and spoken language. In October 2009, she successfully completed the requirements to earn her Listening and Spoken Language Specialist Auditory-Verbal Educator (LSLS Cert.AVEd) credential.

**Caroline (Mitchell) Warren** ('02), is an adult acute care SLP at the Medical University of South Carolina in Charleston, S.C. She married John Warren in September 2008.

## Faculty Spotlight

# Sharon Wallace Williams

I am originally from Wallace, N.C., and after graduating from Wallace-Rose Hill High School (current 1A football state champions--Go Bulldogs!), I attended East Carolina University where I received a BS in Speech Language Auditory Pathology. I then earned a MS in Audiology from the UNC-Chapel Hill Division of Speech and Hearing Sciences and a PhD in Human Development and Family Studies from UNC-Greensboro. Twenty five years ago I would never have considered the possibility of being a professor, but now I am a tenured associate professor in our own Division of Speech and Hearing Sciences.

It is an honor to be part of this division and to work with the gifted and exceptional faculty and staff, and to assist in mentoring our smart and inquisitive students. While it can be challenging to combine the research, teaching, and service responsibilities of a faculty member at a Research I University, it continues to be a rewarding and fascinating journey.

My current research projects include the Stroke Telemedicine Access Recovery (STAR) Project with **Patricia Gregory, MD** (principal investigator), and **Ana Felix, MD**, in Robeson County. We focus on rehabilitation, secondary prevention and family functioning of community-dwelling white, African American and American Indian stroke survivors. I received one of the first \$50,000 pilot grants from UNC's Translational and Clinical Sciences (TraCS) Institute to expand the family caregiving component of STAR to examine cognitive and language limitations of stroke survivors and relationships, if any, with the caregiver's emotional health.

I am also completing the African American Families and Serious Illness Communication Study. This project is in collaboration with Shaw University

Divinity School and focuses on communication within families and with health care providers when an older adult is seriously ill.

I currently teach two courses within the division: Aging and Communication Disorders and Counseling Individuals with Communication Disorders and their Families. I recently finished teaching the aging class and, as usual, the continuing unmet research need related to older adults and communication disorders is stunning. Research related to hearing loss and dementia is especially needed and **Holli Zoller**, one of our second-year AuD students, and I are currently working on a systematic review related to hearing loss, amplification and Alzheimer's Disease.

Globally, nationally, regionally and locally we are experiencing an unprecedented growth in older adults and diversity. A growing number of these older adults will have communication disorders that may result in social isolation and a poorer quality of life for the adults and their families. I am excited to integrate my teaching experiences and my research agenda to target this growing and diverse

population of older adults and their families.

I look forward to talking and re-connecting with many of you during our 40<sup>th</sup> Anniversary Celebration. Also, if you know any African American caregivers in North Carolina who provide care for a seriously ill family member (60 or older), please tell them about our African American Families and Serious Illness Communication Study and ask them to give me a call at (919) 966-9462 or 1-866-725-3583 (toll-free). Best Wishes!

*Sharon Wallace Williams*



Sharon Wallace Williams

## Keep in Touch

Send updates on where you are working, big events such as weddings, births, retirements, or other professional milestones. Include your class year and

where you are living, as well as any advice you have for current students.

### By e-mail:

Send messages (and related photos) to Katherine Pearl at [kpearl@med.unc.edu](mailto:kpearl@med.unc.edu).

### By mail:

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# SCHOLARSHIPS AND

## Reception Celebrates Students and Donors

The Department of Allied Health Sciences hosted its third annual Student Scholarships and Awards Reception on November 4, 2009, at the Rizzo Center in Chapel Hill.

Each DAHS division had the opportunity to recognize the accomplishments of its scholarship winners and the generosity of its scholarship supporters. Seven students from the Division of Speech and Hearing Sciences were honored at the event.

## Robert W. Peters Award



**Kendra Leigh Christensen**, a second-year Speech-Language Pathology MS student from Lexington, Ky., received the Robert W. Peters Award, which honors students who demonstrate an interest in research and a potential for contributing to research. Professor Peters joined the faculty of UNC-Chapel Hill in 1969 and founded the Institute of Speech and Hearing Sciences, which later became the Division of Speech and Hearing Sciences. He chaired the academic program until 1981 and taught coursework in psychoacoustics, fluency disorders, and research design.

## Sally Rule-Taylor Speech and Hearing Sciences Scholarship



Rebecca Rule Womble, Jenna Mory, and George Womble

**Jenna Mory**, a second-year Speech-Language Pathology MS student from Winston-Salem, N.C., received the Sally Rule-Taylor Speech and Hearing Sciences Time-Limited Scholarship. **Rebecca Rule Womble** ('72) and her husband, **George** ('68), established the scholarship in honor of Rebecca's cousin, **Sally Rule-Taylor**.

## Sylvia Campbell Speech and Hearing Sciences Scholarship



SHS Division Director Jack Roush and Katherine Steere

**Katherine Alexa Steere**, a second-year Speech-Language Pathology MS student from Exeter, N.H., received the Dr. Sylvia Campbell Speech and Hearing Sciences Time-Limited Scholarship. Steere was also selected to be the student speaker at the awards reception. The Campbell scholarship was established through the generosity of Gary Campbell in honor of his wife, Sylvia, who earned an MS in Speech and Hearing Sciences and an MS in Audiology from the University of North Carolina-Chapel Hill in 1974 and 1977, respectively, and a PhD in Speech and Hearing Sciences in 1993 from the University of Maryland, College Park.



# AWARDS RECEPTION

## Thorpe / Mitchell Diversity Leadership Development Award



Samara Pearson and Ashley Treadwell

First-year Speech-Language Pathology MS students **Samara Pearson** of Decatur, Ga., and **Ashley Treadwell** of Stone Mountain, Ga., received the Thorpe / Mitchell Diversity Leadership Development Award, which honors Dr. Robert Thorpe and Mrs. Brenda Mitchell. Dr. Thorpe served as a professor in the Division of Radiologic Science from 1973-2007 and was Associate Chair/AHEC Director in the Department of Allied Health Sciences (DAHS) from 1986-2001. Mrs. Mitchell, who currently serves as Associate Chair for Student Services, has been AHEC Operations Director for the DAHS since 2001 and a faculty member in the SHS Division since 1996.

## Adult Communications Disorders Scholarship



Amy Heffern and Lauren Michelle Van Husen

**Lauren Michelle Van Husen**, a second-year Speech-Language Pathology MS student from Hayesville, N.C., received the Adult Communications Disorders Time-Limited Scholarship. Established through the generosity of **Amy Chaney Heffern** ('86) and **John Heffern** ('83), this scholarship rewards students interested in any aspect of adult communication disorders. Amy received her BA in 1984 and MS in speech and hearing sciences in 1986, and John received a BA in economics in 1983 and an MBA from the Kenan-Flager Business School in 1988.

## Janice Rebecca Pettie Bowles Speech and Hearing Sciences Scholarship



From left, standing: William Cosby Jr., Irene Cosby, Lauren Peyton Graves ('05), Enetta Grindstaff, Josiah Grindstaff, Albert Pettie, Jacqueline Strand, and Debra Graves. In front: Bryson Strand and Marian Strand.

**Enetta Garvin Grindstaff**, a second-year Speech-Language Pathology MS student from Dunn, N.C., received the Janice Rebecca Pettie Bowles Speech and Hearing Sciences Time-Limited Scholarship. The scholarship was established through the generosity of **Lauren Peyton Graves** ('05) to honor the memory of her aunt, Janice Rebecca Pettie Bowles, and continue Ms. Bowles' legacy of dedication and love for teaching children.

# Pierce Helps Worldwide Approach to Educating Children Come Full Circle

In the late 1990s, U.S. philanthropist and financier George Soros wished to support former Soviet countries as they began their journeys toward becoming democracies. One of the methods of accomplishing this goal was to help these countries develop high quality early childhood programs. Funding from Soros's Open Society Institute (OSI) allowed developing democracies to take advantage of the U.S. early childhood program, Head Start, and its rich experience. Head Start sent technical assistants from the U.S. to help create an international version of the program called "Step by Step," which continues to thrive today.

In 2004, recognizing that children in many countries do not have access to early childhood programs like Head Start and Step by Step, OSI funded the development of the Getting Ready for School (GRS) program. Through GRS, families receive materials and supports to engage in early literacy and math learning activities with their children, allowing them to serve in many ways as the "first and foremost" teachers of their children (Dombro, Hays, & Landers, 2005).

**Dr. Patsy Pierce**, Assistant Professor in the Division of Speech and Hearing Sciences and the Associate Director for Early Childhood at the UNC Center for Literacy and Disability Studies (CLDS), began working for OSI in Mongolia in 2001. There she saw the implementation of the GRS program in gers (yurts), the traditional dwellings of the nomads who inhabit the steppes of that country. Dr. Pierce observed that GRS materials required little if any literacy ability on the part of the users and appeared to be adaptable for any culture. With North Carolina's growing Spanish-speaking population and traditionally high illiteracy rate, Dr. Pierce believed that GRS could be beneficial to many families in our state. A federally-funded Early Reading First grant enabled Dr. Pierce to implement and evaluate the GRS program in a rural, economically-disadvantaged area. Families indicated that the program gave them "more ideas" to work with their children and increased the rate of reading with their children on a daily basis by 63%.

Dr. Pierce also serves as the literacy and disabilities consultant for the National Head Start Family Literacy Center (NHSFLC) via a contract between that agency and the CLDS. She brought the GRS materials to the attention of the NHSFLC director, **Dr. Joanne Knapp-Philo**, who also saw great potential for use by families across the U.S. After a year of negotiations between the U.S. Office of Head Start and OSI facilitated by Drs. Pierce and Knapp-Philo, the GRS program and supportive training for its implementation is now available to over 4,500 Head Start programs in the U.S. and all of its protectorates.

"I have often thought that if we would all focus on what is best for young children, the world would be a better place," Dr. Knapp-Philo states in her letter of appreciation to OSI. "We are proud that some Head Start staff helped you start Getting



A North Carolina family uses materials from the Getting Ready for Schools program. Dr. Patsy Pierce brought the program to N.C. after observing its effectiveness in Mongolia.

Visit the DSHS 40th Anniversary display in the Health Sciences library and on-line during 2010 to see photos of children and families using GRS materials in Mongolia and North Carolina and read their comments about their experiences with the program.

Ready for School, and are grateful that you then carried the materials around the globe to support children and families. As we take on the awesome responsibility of sharing these materials with Head Start families in the U.S., we feel as if we are joining your global journey and that we all share the common goal of providing genuine opportunities for young children to achieve their potential."

Dr. Pierce is currently involved in a multi-national study of the impact of GRS on child and family outcomes. She met with members of the American Institute of Research (AIR) and representatives from countries using the GRS program, including Tajikistan, Armenia, and Bosnia, in London last fall. Together they developed a family interview form and a child early language, literacy and numeracy outcome measure that would be appropriate for use in each country. Dr. Pierce recently presented the pre-and post- outcomes of the GRS program implementation in N.C. at the International Step by Step Association conference in Bucharest, Romania.

# Contributing Friends

We would like to thank the following individuals and foundations for their contributions to the Division of Speech and Hearing Sciences from February 1, 2009, to February 5, 2010. The generosity of our donors helps us to maintain the excellence of our program.

**Adult Communications Disorders Scholarship**  
Amy and John Heffern

**Diversity Scholarship in Speech-Language Pathology**  
Georgia Hobbins Campbell  
Andrew Britten Canady  
Rebecca Cross Canady  
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**Thank you for your generous support!**



## UNC-Chapel Hill Division of Speech and Hearing Sciences Gift & 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)  
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Enclosed is my gift of:

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**THANK YOU!**

**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: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

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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 27599-7120. Questions: Contact Kyle at (919)966-3352 or kyle\_gray@med.unc.edu.



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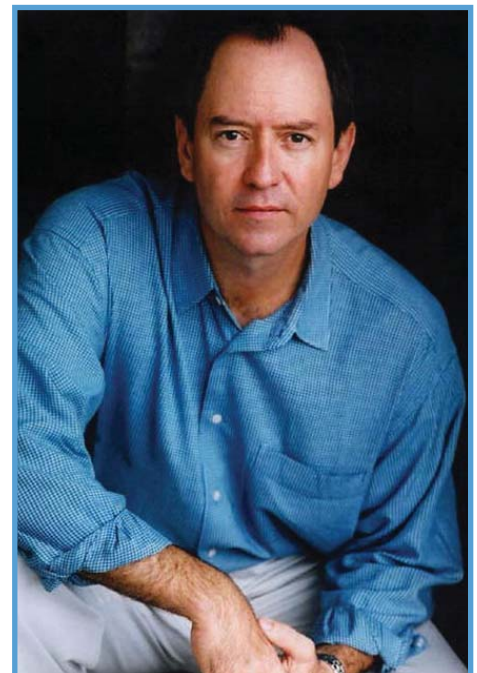
# 40<sup>th</sup> Anniversary Celebration to Include *Aphasia* Film Premiere

The UNC Division of Speech and Hearing Sciences 40<sup>th</sup> anniversary celebration will feature the premiere of a new short film on May 1 from 2-3 p.m. *Aphasia* tells the story of local actor Carl McIntyre who survived a massive stroke to his left cerebral hemisphere in September 2005. Prior to the stroke Carl was a successful film, television and stage actor. The language difficulties he now experiences as a man with aphasia have been an obvious obstacle to that career, but they do not interfere with Carl's ability to portray human emotions and interactions. In *Aphasia*, Carl stars as himself, with a supporting cast of professional actors, assembled not only for their ability to deliver convincing character portrayal, but also because they are Carl's friends and have accompanied him through the ups and downs of this four-and-a-half year journey of recovery and adjustment to life with aphasia.

After the film presentation in Bondurant Hall, Carl will be joined on stage by the

supporting actors and production crew for an interactive talk-back session with the audience. The event is intended to inspire reflection on the universal need and desire for communication and the role speech and hearing professionals can play in partnership with persons who have communication disorders. The session will also provide insight into the conceptualization and production of the film and Carl's role in the process.

Following the premiere, Carl, the production team, and the UNC Division of Speech and Hearing Sciences will work jointly to show *Aphasia* in a variety of local and national venues. It will be presented as a narrative work of art and as an introduction to workshops and presentations designed to disseminate information about aphasia to health care professionals, students, and the general public. Anniversary organizers are extremely pleased to have this collaborative opportunity, and look forward to the audience reaction.



Carl McIntyre



THE newsletter is printed on recycled paper using organic vegetable-based ink which helps reduce costs and is environmentally friendly by eliminating the need for petroleum-based printing solvents and agents.