

ANCDS Newsletter
Committee:

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Message from the President Michael L. Kimbarow, Ph.D., BC-ANCDS

I hope and trust that all of you are doing well and are enjoying spring. Those of us on the University side of life are winding down the academic year and turning attention to summer and planning for the next year. I hope those of you on the full-time clinical sides of life are looking forward to some vacation time during the warm weather.



The Academy has been in a semi-quiet mode for the past few months but there are issues that are in progress that will soon make their way to the membership.

The Executive Board is working on a revision to the criteria for full membership in the Academy in order to be more inclusive of the scientific and clinical community with an abiding interest in neurological communication disorders. When the proposal is finalized it will require a change to the bylaws so stayed tuned for more information.

Another major initiative the Board is undertaking is to work with the Certification Board to adapt the Board Certification process to grow the number of members who seek this recognition of their advanced clinical expertise. We believe we will serve the public well by increasing the number of Board Certi-

fied members whom patients/clients and their families and others in the professional community can seek out for expert services.

As many of you who attended the ANCDS meeting in San Diego will recall, last year we inaugurated a student scholarship program that awarded 10 ANCDS membership and

conference registration to 10 deserving students. We were delighted with the first group of winners and look forward to continuing the program this year. It is one of the many ways the Membership Committee is attempting to grow our membership and ensure a healthy future for the Academy. One of the important components of the program involves pairing up an ANCDS member with a scholarship recipient during the meeting. Please respond to the call for volunteers to make this program even more successful in its second year.

The Executive Board is starting to explore ways in which the ANCDS can forge closer ties to other organizations serving individuals with neurological disorders and their families. One of our guiding goals is to be the recognized resource for promoting the highest level of clinical service to this community. By

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President's Message *(continued from p. 1)*

reaching out to other organizations in a thoughtful and deliberative way we hope over time, ANCDS will be the first and last call for all matters related to practice and research excellence in support of those we serve.

Finally, I look forward to seeing you in Atlanta in November. The program committee under the leadership of Janet Patterson has crafted an outstanding scientific meeting agenda. Stay tuned for additional details.

On behalf of the Executive Board thank you for your continued support of the Academy and your commitment to our mission and vision.

~ Michael Kimbarow

ANCDS Welcomes New Members & Committee Members

The ANCDS membership is now comprised of 225 total members: 137 Full , 81 Associate , and 7 Life members. Seven new Associate members have joined since the publication of the last newsletter. We welcome these new members!

New Associate Members

Elisabeth Baker* – Portland, OR
Alaina Davis* – Hyattsville, MD
Samantha Elandary – Richardson, TX
Gerasimos Fergadiotis – Tempe, AZ

Sara Levis – Atlanta, GA
Jennifer, Lundine – Columbus, OH
Cynthia Simonetti – Sante Fe, NM

“” indicates that the member is a student. Students are identified in this manner because some student members have indicated that they would like to be able to identify and contact one another for networking purposes.*

Additionally, the Membership Committee is pleased to announce the addition of a new member to the committee: Dr. Jacqueline Hinckley, Professor of Communication Sciences and Disorders at the University of South Florida, St. Petersburg, Florida. She joined the committee in November 2011, and has already become active, offering fresh and invigorating ideas! Other members of the Membership Committee are: Dr. Patrick Coppens, Dr. Catherine Off, Dr. Adele Raade, Dr. Sarah Wallace, and Dr. Gloriajean Wallace - Committee Chair.

For more information about activities relating to the ANCDS Membership Committee, and/or to provide input to the committee, please direct correspondence to: wallacgn@ucmail.uc.edu, Dr. Gloriajean Wallace, ANCDS Membership Committee Chairperson. We welcome your ideas!

ANCDS Annual Meeting: San Diego, CA

Wednesday, November 14, 2011

Submitted by Janet P. Patterson, Ph.D.

The 2011 ANCDS Annual Meeting carried the theme of *Update on the Frontiers of Treatment for Persons with Neurogenic Communication Disorders*, with presentations from five individuals who have expertise in various areas of assessment and treatment. Dr. Margaret Blake, University of Houston, began the day with a discussion of communication disorders secondary to right hemisphere lesion. She reminded us of both the paucity of research in this area and the need for treatment studies to contribute to the evidence base.

Designing treatment for TBI sustained by soldiers in the field and Veterans in the chronic phase of injury was the focus of two case studies. Dr. Carole Roth, Department of Speech Pathology, Naval Medical Center San Diego, and Ms. Sandy Starch, VA Northern California Health Care System, Sacramento CA, each described treatment strategies and techniques for individuals with TBI. The two talks illustrated commonalities and differences in the two populations.

Dr. Katherine Hustad, University of Wisconsin, presented a talk describing development of communication in children with cerebral palsy. Her talk presented current results of several studies, concluding that children with different levels of severity of motor speech involvement may have different patterns of change and are unpredictable in how they change over time. Results such as these underscore the difficulty in studying speech development and the care that must be taken in designing research projects.



The day ended with an engaging talk by Dr. Alec Glass, Department of Neurological Surgery, University of California, San Francisco, and San Francisco VA. Dr. Glass discussed pharmacological and behavioral treatment for individuals with Parkinson's disease, including Deep Brain Stimulation. Dr. Glass also described behavioral differences between Parkinson's disease and Lewy Body Dementia.

The Education and Standards Committee has 2012 Annual Meeting has prepared an interesting agenda, loosely revolving around aphasia and its treatment. Dr. James Rilling, Emory University will present a talk about the evolution of language and how it might inform language localization in the brain. Dr. Pélégie Beeson will present an update on the evidence for aphasia treatment from the ANCDS Writing Committee on Aphasia. Dr. Charles Ellis will follow with a discussion about the cost of treating aphasia, in particular in the first year after stroke. Kathleen Dalziel, MSN, RN, Palliative Care manager, Kaiser Foundation Hospital, will talk about palliative care for patients with neurogenic communication disorders and their families. Two case studies will round out the day, one by Dr. Edie Hapner describing research investigating a standard perceptual method of diagnosing spasmodic dysphonia, and Julie Haarbauer-Krupa, Children's Healthcare of Atlanta, discussing brain injury in adolescents. The day promises a wide range of thought provoking topics of interest to ANCDS members.

2011 ANCDS Business Meeting Highlights



The ANCDS Annual Business Meeting was held at the San Diego Marriott Hotel and Marina on Wednesday, November 16, 2011 immediately preceding the ANCDS Scientific and Educational Meeting. Following are the highlights of the meeting:

Treasurer's report: Carl Coelho (Treasurer) reported that ANCDS remains fiscally sound.

Nominations Committee: Mary Kennedy (Chair) announced the following winners of 2011 elections: Nina Simmons-Mackie as President Elect; Melissa Duff

as Secretary, Maria Munoz as Treasurer and Kristie Spencer as Member-at-Large.

Meeting Committee and Local Arrangements: Michele Sinotte (Chair) reported that 100 people preregistered for the ANCDS scientific meeting.

Professional Affairs and Practice Guidelines Committee: Stacie Raymer (Chair) reported on the accomplishments of the practice guidelines writing committees. The dysarthria committee (Kathy Yorkston, Chair) had an article published in September, 2011; the dementia committee (Michelle Bourgeois, Chair) continues to collaborate with ASHA NCEP on guidelines for dementia intervention; The apraxia of speech committee (Kirrie Ballard, Chair) is working to update the systematic review of AOS treatments; the TBI committee (Mary Kennedy, Chair) is working to update cognitive rehabilitation guidelines and they are also exploring using podcasts; the aphasia committee (Pagie Beeson, Chair) has a paper in review with Randy Robey; no information was received from the Developmental AOS. Stacie Raymer announced that a new committee focusing on Developmental Dysarthria was being considered and that a new chair of the Aphasia Committee is needed. Edy Strand thanked the committees for a huge and ongoing contribution to the organization.

Education and Standards Committee: Katie Ross (reporting for Janet Patterson, Chair) announced plans for the day including presentations on Right Hemisphere by Margaret Blake, TBI by Carole Roth and Sandra Starch, developmental dysarthria by Katherine Hustad and pharmacology by Alec Glass, MD.

Website Committee: Don Freed (Chair) reported that the website has been popular with an average of 220 unique visitors per day in September. The most popular area of the website is the practice guidelines area. Don reported that changes will be made to the website contact information in order to make members more accessible. President Strand elaborated that one of the key missions of ANCDS is to be a "resource" to the public and to other professionals; yet, most of the membership are not accessible via the website. A solution is being sought.

Newsletter Committee: Melissa Duff and Pradeep Ramanathan (Co-Chairs) reported that the layout of the newsletter has been changed, that they plan to expand and diversify the content of the newsletter and include students (e.g. articles that feature students, a student reporter). They asked that anyone with ideas please contact either Melissa or Pradeep.

Publications Committee: No report

Scientific Affairs Committee: Neila Donovan (Chair) thanked her committee for their enthusiasm and reviewed the suggestions that the committee offered for consideration by the Executive Board. These include: developing a research funding clearing house accessible to ANCDS members, developing a page on the website to provide information or announcements for multisite collaborative projects, developing an award for an outstanding ANCDS researcher, developing research grants, developing practice based evidence, and developing tutorials regarding evidence-based treatments. Edy Strand commended the committee on an ambitious and outstanding plan and noted that they did an excellent job of tying all suggestions to the ANCDS Strategic Plan.

Certification Board: Kathleen Youse (Chair) thanked members: Nancy Alarcon, Katherine Atkinson, Liz Hoover, Craig Linebaugh, Anthony Salvatore, Suchetta Kamath, Joe Duffy and Barbara Shadden for their hard work on this committee. She reported that there are 4 people moving through the certification process.

Honors Committee: Mary Boyle reported for Anita Halper (Chair) that the Honors of ANCDS would be announced at the luncheon (Addendum: Subsequently the Honors were awarded to Sandra Bond Chapman).

Membership Committee: Gloriajean Wallace (Chair) reported that as of November, 2011 ANCDS has 256 members (as compared to 238 at this time last year), - a gain of 18 members including 8 full members and 10 associate members. She also reported that 2 members have obtained Life Member status: Judy Rau and Anita Halper. Gloriajean also reported that this year marks the first student scholarship offered to attend the ANCDS annual meeting. Ten students were chosen from 25 applicants. Each winning student's attendance at the meeting was supported and each was assigned a member mentor. The committee hopes to continue the scholarships in the future.

Ad hoc Certification Study Committee: Kathleen Youse reported for Caroline Royal-Evans (Chair). The goal of the committee has been to offer recommendations for revising the certification process. The committee has recommended the following to the Executive Board: revise the certification process, develop a detailed description of the process and develop methods to guide candidates through the process. The general recommendations were approved by the Executive Board and sent back to the committee to develop the details of the revised certification process. Input from the membership will be sought during this process.

Old Business

- **Strategic Plan:**
Edy Strand noted that the ANCDS Strategic Plan is posted on the website. Committees have been focusing on this plan throughout the year with significant progress.
- **Certification & Membership:**
The Executive Board has met via conference calls and face-to-face meeting to address 2 separate issues: 1) the process to become board certified, and 2) avenues to full membership in ANCDS. While the ad hoc Certification committee works on issue #1, the EB will address issue #2. Presently full membership requires either board certification or a PhD. It is anticipated that the issue of alternate pathways for full membership will be put before the membership for discussion.

New Business

Announcements:

- Edy Strand was pleased to report that members Elaine Ledwon-Robinson, Janet Patterson and Carole Roth were awarded Fellow of ASHA.
- This year marks the 20th anniversary of ANCDS incorporation on December 31. The beginnings of ANCDS occurred in two meetings several years before the formal incorporation.
- Edy Strand acknowledged the sad news that Robert Brookshire, long time ANCDS member and colleague, passed away; a write up memorializing Bob's life and contributions was circulated.

*Respectfully submitted,
Nina Simmons-Mackie, ANCDS Secretary*

Thank You to 2011 Fall Scholarship "Conference Mentors," ANCDS Members

The Membership Committee would like to thank the members of the ANCDS who attended the 2011 Fall Conference in San Diego, California for warmly welcoming the scholarship winners and other students who attended the conference. Feedback from the students was very positive because of the kind and caring manner in which you reached out to them. Special thanks to ANCDS members who served as "Conference



Mentors" for the Scholarship Winners and for students semifinalists. Conference Mentors sat with their assigned student during the conference and luncheon so as to be able to provide them with in-depth information about the ANCDS, answer questions about the profession (and area of neurogenetics) in general, and help the student to network with others attending the conference.

Those serving as Conference Mentors were: *Dr. Peggy Blake, Dr. Carl Coelho, Dr. Melinda Corwin, Dr. Neila Donovan, Dr. Nancy Helm-Estabrooks, Dr. Jackie Hinckley, Dr. Catherine Jackson, Dr. Mary Kennedy, Dr. Kristie Spencer, Dr. Jacqueline Stark, Dr. Lyn Turkstra, Dr. Sarah Wallace, and Dr. Kathy Yorkston.*

Student Scholarship winners: *Marilyn Chesler, Lynda Feenaughty, Charles Francis, Sarah Grace Hudspeth, Peter Meulenbroek, Natalie Monahan, Kathryn O'Brien, Meghan Collins Savage, Anna Elizabeth Styers, Tzu-Ling Jocelyn Yu.*

Announcement of the 2012 ANCDS Fall Conference Scholarship Competition will be released in the near future. Be on the look out!

2011 ANCDS Honors Award — Sandra Bond Chapman

The members of the 2011 Honors Committee, Joan Arvedson, Mary Boyle, Gail Ramsberger, and Jack Thomas join me in recognizing an individual who has made enormous contributions to the area of pediatric traumatic brain injury and has had an unprecedented impact on its research and clinical work. She was a pioneer in research in this area and has been a leader in expanding the study of brain-behavior relations with this population. Our honoree adheres to the highest ethical standards in her scientific, educational and clinical activities.

The 2011 ANCDS recipient of the honors of the Association has such a distinguished and distinctive career that it is difficult not to identify her immediately. To summarize, this individual:

- Is a member of over 15 scientific and professional associations in the areas of neuroscience, communication disorders, psychology, dementia, and aging
- Has contributed immensely to training graduate students and postdoctoral fellows
- Was the only speech-language pathologist involved in large scale research in pediatric traumatic brain injury for many years
- Has an impressive track record with procuring external funding to support her work and has been Principal Investigator on over 30 research grants
- Published over 75 peer reviewed articles and 15 book chapters in areas such as cognition and language in children with brain injury, dementia, aging, and aphasia
- Was instrumental in increasing our understanding of the cognitive underpinnings of the communication deficits that occur in children with acquired brain injury
- Developed innovative approaches to analyzing discourse processing in the pediatric traumatic brain injury population
- Designed cognitive interventions to mitigate the effects of traumatic brain injury and developmental disorders in children



And her scholarship notwithstanding, this nominee's greatest contribution may be her creation of the Center for BrainHealth which was developed to promote brain health fitness across the lifespan. Studies at the Center emphasize both innovative brain research and practical clinical applications concentrating on all brain conditions, diseases and disorders. Through this Center, our honoree is favorably impacting the fields of cognitive neuroscience, speech science, clinical speech-language pathology and related fields.

Our Honor's recipient is the consummate professional who has shaped the field of brain injury rehabilitation and provided a legacy for the field. As one of her supporters for this nomination stated "individuals with neurological disorders, particularly children with brain injury, are fortunate to have our nominee in their corner." We are so proud and pleased to present the 2011 Honors of the Academy of Neurological Communication Disorders and Sciences to our esteemed colleague Sandra Bond Chapman.

*Anita S. Halper, MA, CCC-SLP, BC-ANCDS
Chair, ANCDS Honors Committee*

Spotlight on a Member: Pelagie Beeson, Ph.D.

What first attracted you to the field of speech pathology? What (and/or who) motivated you to continue into research?

I "discovered" the field of speech pathology while working at a camp for children with intellectual disabilities, the summer after my freshman year in college. The camp director was a professor in speech path at a small college in Minnesota. I liked the idea of working on communication with children in a one-on-one setting. I took the introductory class on communication disorders at the University of Kansas in the fall of my sophomore year, and thought, "This is so cool!" The only time I hesitated in my decision was as a senior, when I thought maybe I should go into medicine, because my studies made me realize how much I was interested in the biological foundations of speech, language, and hearing. I thought about otolaryngology or neurology, so I started taking organic chemistry along with my speech pathology courses. Ultimately, I decided to continue my pursuit of the Master's degree in speech-language pathology,

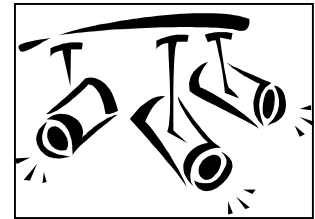


thinking that it would be better to get out and start working. I did not realize at the time that my ultimate pursuit of the PhD would keep me in school for many years to come. I have never regretted my choice.

What is your most exciting research project right now?

In our treatment research funded by NIDCD, we have the most amazing positive responses to phonological treatment in individuals with left perisylvian damage. We have come to realize how the impairment of fundamental knowledge and skills of the sublexical sound system has such a deleterious effect on sentence-level reading and writ-

Student Reporter:
Isabel Hubbard



ing abilities, and we are amazed at the remarkable progress of our patients. These behavioral changes and the insight gained from functional imaging are truly exciting.

Regarding your joint position in Speech, Language, and Hearing Sciences and the Department of Neurology, are there benefits as far as collaboration and resources? How did you get there?

The research we do today overlaps with several fields of study -- neuropsychology, cognitive science, neurology, as well as linguistics and imaging technology. I was fortunate to work with faculty in neurology and psychology as I studied and completed my dissertation at the University of Arizona, and I knew that it would not make any sense to work in isolation.

What changes have you

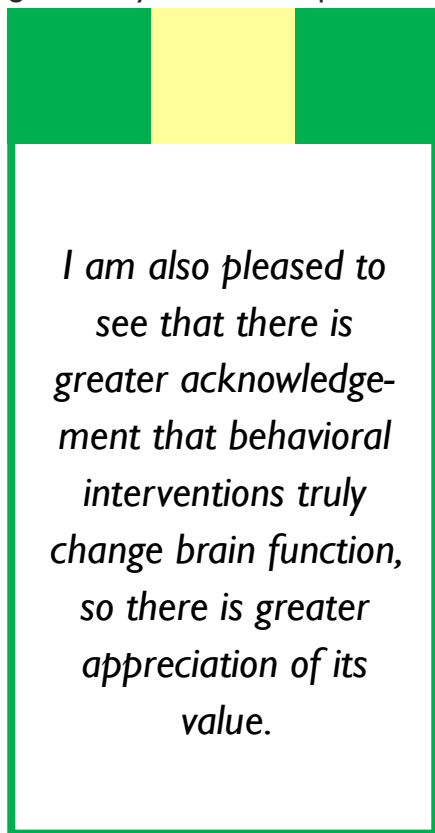
seen/are you seeing in our field? Do you see any changes that need to be made? Positive? Negative?

I see that our students are much more attuned to evidence-based treatments, and that is very encouraging from a treatment perspective. I am also pleased to see that there is greater acknowledgement that behavioral interventions truly change brain function, so there is greater appreciation of its value. However, I am disappointed at some of the treatment research that fails to implement the most rigorous treatment methods, so that there seems to be effort wasted with regard to examining treatment outcomes.

As a student, I know that I am often in awe of the researchers I meet in person. Do you remember any times that you were "star struck" by a leading researcher?

During my second year in clinical practice, we invited Daniel Boone to come teach a summer course in Alaska, where I was working. I was surprised that he agreed, and was a bit nervous about hosting him and his wife, Mary. I ultimately came to the University of Ari-

zona to get my PhD, largely because of Dan. Today, he remains a dear friend, and is one of the most affirming people with regard to my own career path.



I am also pleased to see that there is greater acknowledgement that behavioral interventions truly change brain function, so there is greater appreciation of its value.

What advice would you give a student who is considering a PhD?

The best part about being a doctoral student is having the time to read and to think and to ask questions. Do not get bogged down with the coursework (just do that), but relish the time to actually DO research. Enjoy writing about your research; simply approach it like the interesting story that it is. Take time on a regular basis to read good papers and then tackle your own

writing. Be sure to find the joy in both of those things along with the excitement of the discoveries in the lab.

What is the most fun thing you do every day?

These days, as department head, I am amazed at how quickly I can actually make a change in the department that has a relatively immediate benefit to people. That is fun. But the best part of my week is reviewing the treatment cases in our lab meeting -- seeing interesting/challenging problems, planning our treatment and imaging procedures, and then seeing the outcomes of the treatment or the imaging. I also love it when my "favorite" patients drop by my office and they are so positive about their treatment and relationships with our research group.

Who is your favorite historical researcher and why?

Norman Geschwind had a huge impact on the generation of researchers just before me. I am aware that his influence extended to me through them.

Thank you, Dr. Beeson, for your time!

Update and Invitation from the International Brain Injury Association (IBIA)

The Neuro Trauma Letter (NTL) is a publication of the International Brain Injury Association (IBIA) that provides colleagues with a recognized and supported platform for worldwide exposure. NTL is a peer reviewed journal with a readership of some 75,000 subscribers worldwide. Submissions are encouraged from multiple disciplines on topics including assessment, neuro-rehabilitation, basic science, and program development. Each issue of NTL will have a dedicated article relating to a pediatric topic. The NTL provides an excellent opportunity for new authors to become familiar with the submission and review process. It also provides a forum for contributors to present preliminary, controversial, or conceptual topics prior to submission of data or research findings in other journals. At a recent meeting of the NTL editorial board in Edinburgh, we discussed a goal of increasing contributions from a wide variety of disciplines and I am writing to invite ANCDS members to consider submitting.

IBIA's 9th World Congress on Brain Injury in Edinburgh in March 2012 served as a tremendous forum for sharing of research, clinical techniques, and collaboration for a multidisciplinary audience of over 1300 delegates from around the world. There were some inspiring contributions from speech-language pathologists in general and ANCDS members in particular. The next IBIA World Congress is to be held in San Francisco in March 2014. See the IBIA website for details (www.ibia.com). Dr. Roberta DePompei and other experts in pediatric brain injury invited interested colleagues to join the International Pediatric Brain Injury Society and to review draft recommendations for pediatric brain injury services on their website www.ipbis.org.

Postings of Conferences related to brain injury or neurorehabilitation are welcomed by IBIA regardless of discipline and location. Contact the IBIA website to post conference information.

Sheila MacDonald M.Cl.Sc. Reg. CASLPO

MARK YOUR CALENDARS

Please note that the date for the **ANCDS Scientific meeting** this year will be **Wednesday, November 14, 2012** and that we will have our Executive Board and Committee Chairs meeting on Tuesday evening (November 13). Please reserve the dates in your calendars.

Book Review — Left Neglected

Left Neglected, by Lisa Genova, is a novel about Sarah, a woman who sustains right hemisphere brain damage as a result of a motor vehicle accident. The brain injury leaves her with severe left neglect. The story takes the reader through her originally over-committed life, through rehab, returning home having recovered only minimally from the neglect, and developing acceptance of her “new normal”. The author uses her background in neuroscience to develop the medical side of the story.

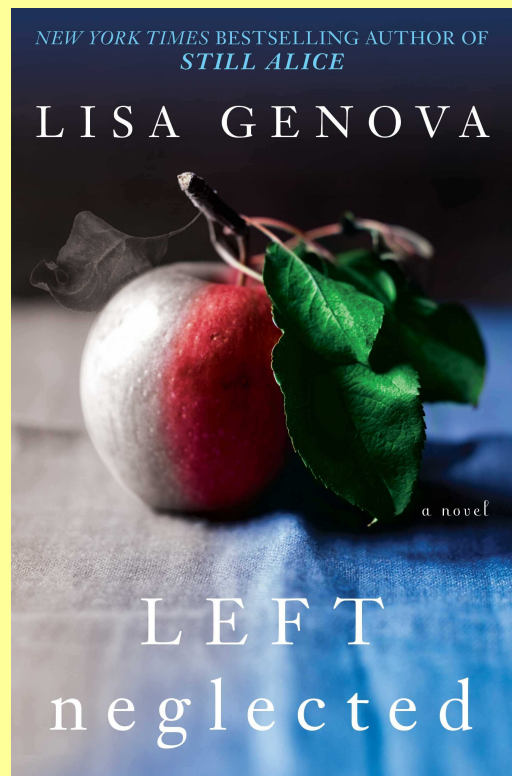
The story is engaging and fun to read. The account of brain injury and recovery is relatively good for a novel although it does over-reach. Sarah has severe neglect that encompasses every form of neglect currently known. All modalities are affected (motor, sensory, auditory and visuospatial); all regions of space are affected (personal, peri-personal and extra-personal), and there are even examples of both viewer- and object-centered neglect. Despite this “everything including the kitchen sink” portrayal of neglect, parts of the experience are well described. She talks about how she must constantly pay attention to find anything on the left side, and losing those things on the left when her attention is drawn to the right (magnetic attraction to the right). A rehab therapist demonstrates her unconscious processing of visual stimuli on the left. Some descriptions of current beliefs and practices were accurate to the point of making me cringe: the neurologist commenting “But you’re lucky the insult was on the right and not the left...”; and her husband covering the left side of every cabinet & doorway with bright orange tape for her return home from rehab. The line that stuck with me most was when she tried to describe neglect to her husband, who couldn’t understand why she couldn’t recognize that part of her world was missing and turn her head to find it. She asks him to name everything he sees in the room and then says “OK, now what if I told you that everything you see is only half of everything that’s really there? What if I told you to turn your head and look at the other half? Where would you look?” (p. 95).

I think the book can be useful as a teaching tool for graduate students to further humanize the condition. Hearing descriptions from a person experiencing a disorder can be more engaging and meaningful than reading text book descriptions. But I’d hope that it would be paired with discussion about more typical instances of neglect that don’t include all modalities and regions of space.

Genova, L. (2011). Left Neglected. Gallery Books: New York

Review by Margaret Blake, PhD
Associate Professor
Department of Communication Sciences and Disorders
University of Houston

Have another book that you think should be featured in the ANCDs newsletter? Please email Melissa Duff at melissa-duff@uiowa.edu with your suggestions!



Spotlight on a Ph.D. Student: Peter Meulenbrock

Peter is a doctoral student at the University of Wisconsin – Madison.

How did you first become interested in our field?

Well, it's a funny story, actually. I guess you could say that it was borne from adolescent angst believe it or not! I was an undergraduate at Emerson College in the 90s and I preferred to send written letters rather than email. I wrote letters to a good friend from high school about my experiences at college and I was very frustrated that I was not as articulate as I wanted to be about the issues I was facing. Innately curious, wanted to learn more about communication and what could go wrong with it so I took the introduction to communication disorders course! Although I never did self-diagnose with any language impairment I discovered a whole host of classes through the department at Emerson that piqued my curiosity, but I didn't decide to switch majors until I took a course called "The Brain and Human Communication." I've been fascinated by neurogenic communication disorders ever since.

Tell us more about your research interests and plans for your dissertation.

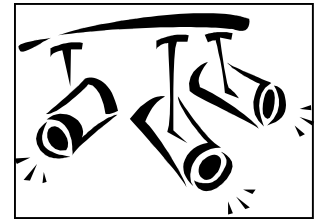
I am currently examining communication skills related to the workplace in people with trau-

matic brain injury but this is turning out to be more than simply a dissertation topic. I intend to turn this into a line of research where I use qualitative research methods, such as structured interviews, to characterize communication variables necessary for competent work skills.

Getting people back to some level of employment after chronic injury not only improves their quality of life and sense of purpose; it strengthens development of a new, positive identity and helps turn the focus on what people CAN do rather than focusing on their disability and barriers in life. When people return to work it's better for the whole community, persons with disability who earn a paycheck are empowered and raise the public's general awareness of what it's like to live with a disability. Competitive employment also lessens the demand on social services and reduces the long term cost of disability on the government.

Did you know the main reason why individuals with TBI experience difficulties with maintaining employment once they have been placed in a job is due to interpersonal skills and pragmatics? I find it very concerning that speech-language pathology isn't more involved with this issue seeing that our skill set is

**Student Reporter:
Jaime Lee**



uniquely developed to address this issue. I want my research to lead up to development of an assessment tool to be used for people with neurogenic communication disorders who have return to work as a long term goal in therapy. I would also like to work on research to help define a standard of practice for communication interventions related to the workplace.

Sounds like very interesting work. Your doctoral research is funded by an NIH grant, correct? Tell us more about this. Do you have any advice for those of us who may be new to the grant-writing process?

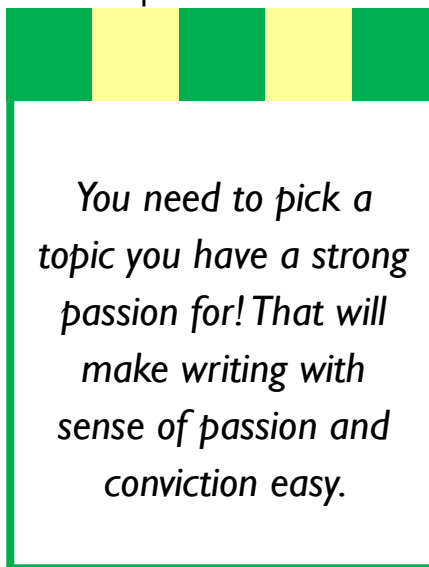
I was awarded an NIH grant for my dissertation research that began in the fall of last year. It's an "F31", which is a personal research fellowship designed to support individual dissertation research projects. I was thrilled to get it because it frees up a lot of time!. In terms of advice, the first would be, apply to the right institute for your project. Make sure you contact the program officer early and often. They are an invaluable

resource and can give you up-to-the-minute recommendations. Make sure you read the instructions very carefully and follow them as closely as possible. If you find any instruction ambiguous or have a question about something like formatting you can't find, then contact the program officer. There are some sections that are especially important because they are the first that are viewed by the reviewers and you should constantly work on those parts. That would include the abstract, specific aims and the research strategy. Remember that the reviewers are looking at a lot of submissions and there seems to be less and less money each year, so they don't have the time to review every bit of all applications. Pour your effort into explaining why the research is so important, and why your skills and training are unique to answering the your questions. People who review applications are often from different disciplines. Make the argument clear for anyone – to the point where it's a no-brainer that your research is as important as you think it is. You need to pick a topic you have a strong passion for! That will make writing with sense of passion and conviction easy. The part you need to worry about is assuming everything you find to be common sense is not the case for everyone.

What are you plans for after graduation?

I am looking for a postdoctoral

placement. I have started to look a little early in order to get my face out there and make people more familiar with my research project. Like I said, I am looking to be in a place where there is a



You need to pick a topic you have a strong passion for! That will make writing with sense of passion and conviction easy.

large interdisciplinary representation and where collaboration between professions is commonplace.

Most of us are familiar with your advisor, Dr. Lyn Turkstra, and her work on TBI. What's it like working with her? How has she influenced you?

Lyn is the best possible advisor I could have chosen. Another PhD student and I nominated her for a mentorship award a year back because she's such a great model for us to learn from. Not only does she balance her clinical and research interests; she does both to such a high level of professionalism and intelligence it's inspiring. I know her skills aren't my skills and I will never match her in most aspects of her career, but she provides a great model. The

thing that is probably most helpful about her is that she is such a great teacher. She's clear and concise about very complex topics, somehow managing to tell you just what you need to know in just the right way for it to make sense to you.

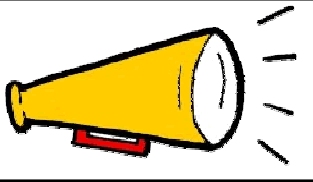
When you're not studying and conducting research, what do you do for fun? Is it hard to be a doc student and have a social life?

Yep, it's hard sometimes. I have loved amateur astronomy since high school and I try to keep as physically active as I can. There are stretches of time it's next to impossible to get to the gym, but I try not to drop the ball for too long. I also like to read, sing karaoke with friends and go dancing.

Do you have any advice for SLPs or graduate students considering a PhD?

If you're thinking about it, do it. It's an adventure and a great personal challenge. It doesn't seem like life in academia ever gets less interesting. There are so many challenges to work towards in your career and so many questions that you encounter in your research. That's my problem. I get interested in everything that comes my way. It's hard to put something on the shelf for later.

Thank you very much for your time, Peter, and good luck with the rest of your program!



ANCDS Committee Corner

ANCDS Board Certification Committee

The ANCDS Board Certification Committee is pleased to announce Julie Brunings as our newest Board Certified Member. Julie, who completed the Board Certification process in November 2011, is a Speech-Language Pathologist at the University of Washington Medical Center in Seattle. Congratulations, Julie!

Additionally, there are four ANCDS members who are working their way through the certification process. Three have successfully passed the certification exam and are in the case study phase of the certification process and one is about just about to start the process. Congratulations and continued success to all of those who are working on Board Certification! The Certification Committee would like to encourage members who are interested in Board Certification to contact ANCDS at info@ancds.org. Additional information regarding the board certification process can be found on the ANCDS website, www.ancds.org.

Kathleen M. Youse
Teachers College, Columbia University

Scientific Affairs Committee

In January the Executive Board *(EB) approved two initiatives the Scientific Affairs Committee (SAC) proposed in 2011. The two proposals approved included: 1) the development and implementation of a research information clearing house for ANCDS membership that would include information on various funding agencies and foundations, calls for proposals, and a list of researchers and clinicians looking for clinical research collaborators; and 2) the development and implementation of a clinical research grant for new investigators to encourage multi-site clinical research endeavors.

Scientific Affairs Committee Update continued...

SAC members Michael de Riesthal, Jennifer Horner, and I, along with EB Liaison McKay Sohlberg developed timelines for getting the proposals underway in late January. As happens we are now a bit delayed in implementing the timelines. However, from the conference call we envision accomplishing proposal 1 by working with Don Freed and the ANCDS webmaster to develop a page or pages dedicated to the research clearing house. We are in the process of writing a grant proposal to be reviewed by the EB.

Because of the work that we will be doing in the next year or two we are looking for two more committee members to serve on the SAC. In looking at the makeup of the committee, we believe we have strong representation from the southeast (Donovan & de Riesthal), northeast (Horner), so would like to have volunteers representing other parts of the US. Please contact me at ndonovan@lsu.edu if you might be interested in volunteering.

Practice Guidelines Committee Update

What's New for You

With recent updates to ANCDS website, you will find some welcome additional resources to advance your evidence-based clinical practice. You will find a new link for 'Practice Resources.' This is a section that we hope will grow over time. And we need you to help us in this regard. If you come across any especially helpful resources, whether they be websites or publications, please send them our way. We will post them in the Practice Resources page for other colleagues to access. For example, the resources page now links to the ASHA Compendium of EBP Guidelines and Systematic Reviews, and to a report by the Institute of Medicine on Cognitive Rehabilitation for TBI. Other evidence-focused articles are soon to appear. If you have a paper or link to contribute, please email me at sraymer@odu.edu. Thanks to you for helping to promote the highest quality of clinical practice for our patients with neurologic communication disorders.

Stacie Raymer, Ph.D., Practice Guidelines Committee chair

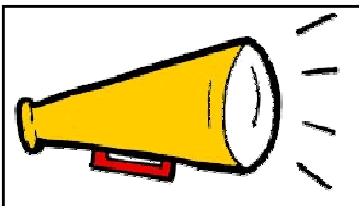
Announcements, Honors, Accomplishments & Awards

Announcements:

Robert C. Marshall, Ph.D. Professor, Department of Rehabilitation Sciences, University of Kentucky received the 2012 College of Health Sciences Kingston Award for Excellence in Teaching.

Michael Kluk was recently commissioned as a lieutenant in the U.S. Public Health Service. His first duty station is at Naval Branch Health Clinic Groton aboard Naval Submarine Base New London, CT. LT Kluk is seeing active duty service members from across New England with cognitive-communication disorders related to mild-moderate traumatic brain injury. He can be reached at Michael.kluk@med.navy.mil.

The NAA is celebrating its 25th anniversary with a Benefit event on June 13, 2012 in NYC. Our honorees include NAA Founders Martha Taylor Sarno and Martin Albert as well as The Aphasia Center of California founded by Roberta Elman. For more information on attending and/or submitting a tribute for the Journal, please contact Ellayne Ganzfried: Ganzfried@aphasia.org.



ANCDS Reminder

We would like to remind all certificate holders that the correct designator behind your names is **BC-ANCDS**. Please make sure you are using the correct designator in your email correspondences and business cards.

ANCDS Members' Publications & Presentations

Arroyo, C., Goldfarb, R., & Sands, E. (2011). Caregiver training in an AAC intervention for severe aphasia. *Journal of Speech-Language Pathology and Applied Behavior Analysis*, 5, 59-64.

Boyle, M. (2011). Discourse treatment for word-retrieval impairment in aphasia: The story so far. *Aphasiology*, 25, 1308-1326.

Buckingham, H., & Buckingham, S. (2011). Is recurrent perseveration a produce of deafferented functional systems with otherwise normal post-activation decay rates? *Clinical Linguistics & Phonetics*, 25 (11-12), 1066-1073.

Duff, M. C., & Brown-Schmitt, S. (2012). The hippocampus and the flexible use and processing of language. *Frontiers in Human Neuroscience*, 6(69). DOI: 10.3389/fnhum.2012.00069

Duff, M.C., Mutlu, B., Byom, L., & Turkstra, L. (2012). Beyond utterances: Distributed cognition as a framework for studying discourse in adults with acquired brain injury. *Seminars in Speech and Language*, 33 (1), 44-54.

Fatemi, Y., Boeve, B.F., Duffy, J.R., Petersen, R.C., Knopman, D.S., Cejka, V., Smith, G.E., Gead, Y. (2011): Neuropsychiatric aspects of primary progressive aphasia, *Journal of Neuropsychiatry and Clinical Neuroscience*, 23(2), 168-172.

Goldfarb, R., & Halpern, H. (2013). Time-altered word association tests (TAWAT). Appendices and Web link in H. Halpern & R. Goldfarb, *Language and motor speech disorders in adults*, 3rd ed. Burlington, MA: Jones & Bartlett Learning.

Gupta, R., Tranel, D., & Duff, M.C. (2012). Ventromedial prefrontal cortex damage does not impair the development and use of common ground in social interaction: Implications for cognitive theory of mind. *Neuropsychologia*, 25 (2), 137-146.

Haley, KL., Roth, H., Grindstaff, E., & Jacks, A. (2011). Computer-mediated intelligibility testing in aphasia and AOS. *Aphasiology*, 25(12), 1600-1620.

Halpern, H., & Goldfarb, R. (2013). *Language and motor speech disorders in adults*, 3rd ed. Burlington, MA: Jones & Bartlett Learning.

Josephs, K. A., Duffy, J. R., Strand, E. A., Machulda, M. M., Senjem, M. L., Master, A. V., Lowe, V. J., Jack, C. R., & Whitwell, J. L. (2012). Characterizing a neurodegenerative syndrome: primary progressive apraxia of speech. *Brain: A Journal of Neurology*, 1-15.

ANCDS Members' Publications cont.

Kaipa, R., Robb, M. P., Beirne, G. A. O., & Allison, R. (2012). Recovery of speech following total glossectomy: An acoustic and perceptual appraisal. *International Journal of Speech- Language Pathology*, 14(1), 24-34.

Kumar, N., Boeve B.F., Boot B.P., Orr C.F., Duffy J.R. et al. (2011). Clinical characterization of a kindred with a novel 12-Octapeptide repeat insertion in the prion protein gene. *Arch Neurology* 68 (9), 1165-1170.

Ness, B.M., & Middleton, M. (2012). A framework for implementing individualized self-regulated learning strategies in the classroom. *Intervention in School and Clinic*, DOI: 10.1177/1053451211430120

Ness, B.M., & Sohlberg, M.M. (in press). Self-regulated assignment attack strategy: Evaluating the effects of a classroom-level intervention on student management of curricular activities in a resource context. *Learning Disabilities: A Contemporary Journal*.

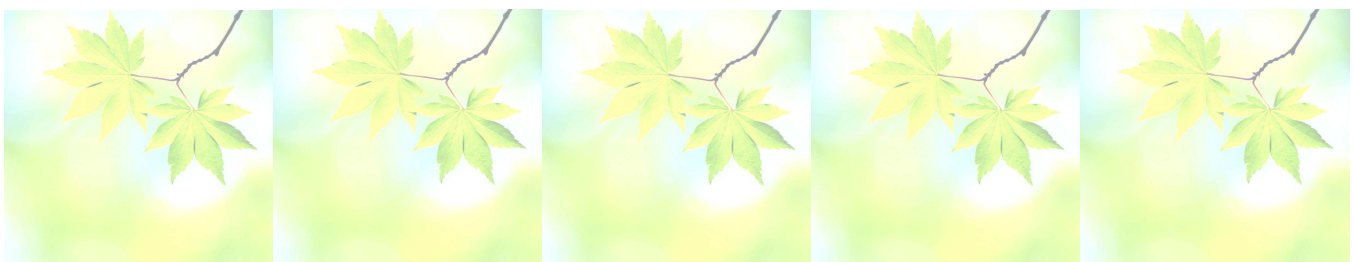
Papathanasiou, I., Coppens, P., & Potagas, C. (Eds.) (2013). *Aphasia and related neurogenic communication disorders*. Sudbury, MA: Jones and Bartlett.

Peach, R. K., & Shapiro, L. P. (2012). *Cognition and acquired language disorders: an information processing approach*. (1st ed., p. 368). St. Louis, MO: Elsevier Mosby.

Robb, M. P., Simson, H. J., & Kaipa, R. (2011). Acoustic estimates of respiration in the pain cries of newborns. *International Journal of Pediatric Otorhinolaryngology*, 75, 1265-70.

Shune, S., & Duff, M.C. (in press). Verbal play as an interactional discourse resource in Alzheimer's disease. *Aphasiology*, iFirst, 1-15.

Slovarp, L., Azuma, T., & LaPointe, L. (2012). The effect of traumatic brain injury on sustained attention and working memory . *Brain Injury*, 26(1), 48-57.



Continuing Education Events

Rehabilitation Institute of Chicago

To register for any of the **RIC** conferences, please visit www.ric.org/education or call 312-238-6042

June 7-8, 2012

- Identification and Clinical Management of Differing Learning and Memory Patterns in Neurologically Impaired Adults: Lessons from Neuroscience.
- Presented by Martha S. Burns, PhD, CCC-SLP.

June 25-26, 2012

- Management of Motor Speech Disorders.
- Presented by Kathryn Yorkston, PhD, CCC-SLP, BC-ANCDS & Julie Wambaugh, PhD, CCC-SLP, BC-ANCDS.

NAA Regional Speaking Out!

Conference to be held:

- July 28, 2012 in conjunction with the Pittsburgh VA and the University of Pittsburgh
- Please go to www.aphasia.org for more information

Architectures and Mechanisms for Language Processing

September 6-8, 2012

Riva del Garda, Italy

<http://events.unitn.it/en/amlap2012>

Society for the Neurobiology of Language

October 25-27, 2012

San Sebastian, Spain

<http://www.neurolang.org/>

November 15-17th, 2012 American Speech Language Hearing Association Convention.
Atlanta, Georgia

ASHA Announcements

By: Amy Hasselkus

If you haven't already checked out ASHA's online communities, please do so by visiting www.community.asha.org.

Please consider becoming an ASHA blogger – see <http://blog.asha.org/about/> to learn how.

New ASHA practice documents are now available:

- *The Clinical Education of Students with Accents: Professional Issues Statement* (<http://www.asha.org/docs/html/PI2011-00324.html>)
- *Cultural Competence in Professional Service Delivery: Position Statement* (<http://www.asha.org/docs/html/PS2011-00325.html>) and *Professional Issues Statement* (<http://www.asha.org/docs/html/PI2011-00326.html>)

Upcoming professional development opportunities:

- *Intervention Strategies for Cognitive-Communication Disorders of Dementia – Live Web Seminar* July 25, 2012; available on-demand for one year after
- *Telepractice: Providing Professional Services Remotely – Live Web Seminar* September 5, 2012; available on-demand for one year after
- To see these and other web seminars, go to <http://www.asha.org/ce/ASHA-courses/WebTeleSemIndex.htm>.



AMERICAN
SPEECH-LANGUAGE-
HEARING ASSOCIATION



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