Greetings!

It’s an exciting time in the Communication Sciences and Disorders (CSD) Program at Teachers College, Columbia University. Our high quality graduate program, which has a commitment to diversity and bilingualism, continues to excel. Our clinic provides students with state of the art clinical training and access to specialty clinics; and we offer an extensive array of training opportunities and materials for practicing speech-language pathologists (SLPs) and parents in the U.S. and around the world. The faculty and I wanted to share information with you about all the wonderful aspects of our program.

Catherine Crowley
Program Director

Faculty at TC

Catherine Crowley, JD, Ph.D., CCC-SLP, Professor of Practice, earned her Ph.D. from Columbia University. Her work focuses on enhancing the quality of services that our children and adolescents receive particularly those bilingual and minority students and students from lower socio-economic status. She regularly advises school districts nationwide on culturally and linguistically appropriate disability evaluations and offers free online courses so evaluators can acquire needed knowledge and skills. Dr. Crowley also works with Smile Train International as part of their strategic partnership with TC to build the capacity for speech therapy for children born with cleft palates. Her students have accompanied her in this work in Africa, Asia, and South America. An experienced attorney, Dr. Crowley is an ASHA Fellow and the founding director of the Bilingual SLP Extension Institute.

Lisa A. Edmonds, Ph.D., CCC-SLP, Associate Professor and Program Director, joined the program in Fall 2014. Dr. Edmonds earned her Ph.D. in Communication Sciences and Disorders from the University of Texas. Prior to coming to Teachers College, Dr. Edmonds was an Assistant Professor at the University of Florida and Research Scientist at the Brain Rehabilitation and Research Center at the Malcom Randall VA. Her research focuses on developing novel, theoretically motivated treatments in aphasia, including Verb Network Strengthening Treatment (VNeST), developing treatment paradigms and assessment tools for individuals with bilingual aphasia, evaluating the efficacy of delivering assessments and treatments via teletherapy, and evaluating the interplay of cognition and language in aphasia. Her work has been funded by the Veteran’s Administration.
Carol Scheffner Hammer, Ph.D., CCC-SLP, Professor, came to the program in July 2015 from Temple University where she was Professor and Chair of Communication Sciences and Disorders. Dr. Hammer received her doctorate from the University of Iowa. Her research focuses on cultural and environmental factors that affect young children’s language and literacy development, with a focus on bilingual populations; development of assessment instruments for Spanish-English bilingual children; and development and testing of school readiness interventions for children living in poverty. Dr. Hammer’s work has been funded by NIH-NICHD; the US Department of Education – IES, Investing in Innovation and Office of English Language Acquisition; and the Administration for Children and Families. She is past Editor of the American Journal of Speech-Language Pathology and a Fellow of the American Speech-Language-Hearing Association.

Erika S. Levy, Ph.D., CCC-SLP, is Associate Professor of Communication Sciences and Disorders. She is also Associate Editor of the Journal of Phonetics. Raised in Prague and Vienna, Dr. Levy received a Ph.D. in Speech and Hearing Sciences from the Graduate School and University Center, City University of New York. She has published in the areas of treatment efficacy for the motor speech disorder of dysarthria, cross-language speech perception, and the bilingual lexicon. Her current research interests include treatment efficacy for intelligibility in children with dysarthria due to cerebral palsy and in Spanish-, Mandarin- and American-English-speaking adults with dysarthria due to Parkinson's Disease. In addition, her lab examines native Spanish speakers' perception and production of American English vowels. Dr. Levy’s work has been supported by the National Institutes of Health, among other agencies. Dr. Levy is a trilingual speech-language pathologist and worked as pronunciation coach for Big Bird and Elmo of Sesame Street.

Michelle S. Troche, Ph.D., CCC-SLP, Associate Professor, joined the program in January 2015. Dr. Troche completed her doctoral studies at the University of Florida, where she also served as an Assistant Professor. Her research is aimed at improving health outcomes and quality of life associated with disorders of airway protection (i.e., swallowing and cough). To that end, she employs a two-pronged approach including both basic science and clinical research. Basic science research goals focus on developing a better understanding of the mechanisms underlying airway protection and its disorders. Clinical research goals are the development of novel and robust evaluation and treatment techniques for dystussia (deficits of cough function) and dysphagia (deficits of swallowing function). Her work has been funded by several agencies including the National Institutes of Health, CurePSP Foundation, and Michael J Fox Foundation.
Research Laboratories

Our faculty and graduate students are engaged in numerous research projects that address key questions in the field of speech-language pathology. Each of the research labs is described below.

The Aphasia Rehabilitation and Bilingualism Research Lab  
**Director: Dr. Lisa Edmonds**
Committed to developing and evaluating treatment and assessment protocols for aphasia and bilingual aphasia with the purpose of providing speech-language pathologists more options for serving people with aphasia. The lab’s ongoing research involves work with Verb Network Strengthening Treatment and other treatment approaches to understand predictors and mechanisms of improvement to facilitate more individually-targeted treatment. Additional research includes investigations with teletherapy, eye tracking, and the development of assessment materials for persons with Spanish-English bilingual aphasia. www.tc.columbia.edu/aphasialab

The Developing Language and Literacy Lab  
**Director: Dr. Carol Scheffner Hammer**
The DLL Lab researches the language and literacy development of young children from diverse backgrounds, with an emphasis on bilingual or dual language learners (DLLs). Numerous projects are occurring in the lab that:
- investigate cultural and environmental influences on children’s development,
- develop assessment instruments of DLLs’ language and literacy skills, and
- develop and evaluate home- and classroom-based interventions.

www.tc.columbia.edu/dll-lab/

The Speech Production and Perception Lab  
**Director: Dr. Erika Levy**
Investigating the characteristics and treatment of dysarthria, a motor speech disorder, across the lifespan and across languages. Yearly “speech camps” are held at Teachers College to test the effects of Speech Systems Intelligibility Treatment (Levy, 2014) on intelligibility in English-speaking with dysarthria due to cerebral palsy. The characteristics and treatment of dysarthria in French-speaking children are also examined. In addition, the effects of speech treatment for dysarthria due to Parkinson’s disease are being investigated in native speakers of Mandarin and Spanish in Taiwan and Spain.

www.tc.columbia.edu/spplab/

The Upper Airway Dysfunction Lab  
**Director: Dr. Michelle Troche**
Studying the role of a novel cough rehabilitation paradigm and expiratory muscle strength training on airway protective outcomes in older adults and people with Parkinson’s disease; testing the feasibility of airway protective and communication therapy in Progressive Supranuclear Palsy (PSP); studying the effects of SpeechVive therapy via a telepractice paradigm on speech and voice outcomes in people with Parkinson’s disease; studying reflex cough function in people with chronic intractable cough (in conjunction with colleagues at the NYU Voice Center); testing the utility of two novel reflex cough screening methods in people with Parkinson’s disease (in conjunction with colleagues at the University of Florida); and testing the influence of biofeedback on respiratory and laryngeal measures of cough effectiveness in normal and disordered populations. www.tc.columbia.edu/uadlab
The Graduate Program in CSD: Commitment to Diversity & International Training

Diversity

The CSD graduate program at Teacher College has a strong commitment to diversity. Our students come from different racial, ethnic, and national backgrounds and speak a variety of languages. Regularly 60 percent or more of our students are bilingual. Languages spoken by our current students include American Sign Language, Arabic, Cantonese, Dutch, French, German, Greek, Hebrew, Igbo, Italian, Korean, Mandarin, Portuguese, Spanish, Russian, Polish, Taiwanese, Twi and Urdu.

Bilingual and multicultural content is woven into all academic courses as well as our students’ clinical training and research experiences. All faculty integrate information on bilingual and multicultural populations throughout each semester in each of their courses. Through our Edward D. Mysak Clinic for Communication Disorders, which has many bilingual clinical supervisors, students are provided with extensive clinical and placement opportunities to serve bilingual and multicultural clients across the age span. Additionally, interested students are able to meet the requirements for New York State Education Department Bilingual Extension Certificate.

Students can also take part in bilingual assessment and treatment research directed by Dr. Edmonds on aphasia, Dr. Hammer on language and literacy, and Dr. Levy on dysarthria. In addition, Students can also work with Dr. Crowley on her legal and policy work related to providing culturally and linguistically appropriate disability evaluations. As a result of their academic, clinical and research training, all of our students are highly prepared to serve clients from bilingual and multicultural backgrounds with all types of communication disorders.

Additionally, the program offers a Bilingual Extension Institute that is directed by Dr. Crowley. This continuing education program allows practicing SLPs to meet the academic and clinical requirements of the New York State Education Department Bilingual Extension Certificate. More than 600 SLPs have completed the training since the program began at Teachers College in 2001.

International Training

To provide a deep understanding of how culture influences service delivery, the program provides international experiences for our graduate students. Led by Dr. Catherine Crowley, these international trips offer students opportunities to develop an understanding of the depth and variety of cultures and linguistic backgrounds that exist within a single country.
Approximately 150 students are supervised in the clinic annually, conducting nearly 2,600 clinical treatment sessions and 60 evaluations. Students have extensive opportunities to serve bilingual clients and clients who are racially and ethnically diverse.

The clinic collaborates with nearly 200 medical centers and educational settings.

The Patty Cluss Telepractice Suite has 3 state-of-the-art rooms dedicated to telepractice where students work with researchers to provide teletherapy and assessment for dysarthria (Dr. Levy), deaf children (Dr. Crowley), voice disorders associated with Parkinson’s disease (Dr. Troche), and aphasia (Dr. Edmonds). Treatment is provided to individuals in the U.S. as well as internationally.

Expanded services for individuals with Aphasia consists of weekly Monday Aphasia Group and a monthly Saturday Aphasia Group, which includes a Co-Survivors Support Group and collaboration with the International Aphasia Movement. The Aphasia Groups are provided in collaboration with other programs at Teachers College, including Art Education, Music Education, and the Dean Hope Center.

Specialty camps are offered in the summer. The CommuniCamp is a specialty clinic for children who use AAC devices. A speech camp is offered to children with cerebral palsy.

Infant Evaluation Clinic is a specialty clinic that provides Early Intervention services.

For more information, please go to: http://www.tc.columbia.edu/mysak/
Professional Development and Resources for Professionals and Parents
The Leaders Project

*The Leaders Project*, led by Dr. Catherine Crowley, provides highly valuable resources and trainings for practicing professionals and parents in the US and around the world. A subset of available resources are described below. Please see the Leaders Project Website [http://www.leadersproject.org](http://www.leadersproject.org) for more information about available resources.

- **Continuing Education Modules**: Self-study video modules registered for ASHA CEUs are offered to SLPs across the country at no cost. These include: "Grammar Fundamentals for a Pluralistic Society" and "Differential Diagnosis in a Preschool Evaluation."
- **Video Tutorial Modules for Spanish-speaking Parents and Professionals**: These modules train parents and professionals how to feed a child with cleft palate and professionals how to identify and address cleft palate speech.
- **Multilingual Materials for Children with Cleft Palate**: Six different books (each targeting a different phoneme and available in 5 to 6 languages) for children with cleft palate are available for use by SLPs in their practice.
- **Materials for Assessing and Serving Bilingual Children**: The Crowley and Baigorri School-age Language Assessment Measures, a series of culturally and linguistically appropriate assessment materials, are available to SLPs for use with children who speak a variety of languages.

**Communication Sciences and Disorders Faculty**

Catherine Crowley, Ph.D., CCC-SLP, Professor of Practice
Lisa Edmonds, Ph.D., CCC-SLP, Associate Professor and Program Director
Bernadine Rae Gagnon, M.S., CCC-SLP, Chief Clinical supervisor
Carol Scheffner Hammer, Ph.D., CCC-SLP, Professor
Erika Shield Levy, Ph.D., CCC-SLP, Associate Professor
Felix Matias, M.S., CCC-SLP, Clinic Director
Lindsay Milgram, M.S., CCC-SLP, Clinical supervisor
Jo Ann Nicholas, Ph.D., CCC-A, Lecturer
Michelle Troche, Ph.D., CCC-SLP, Associate Professor
Elise M Wagner, M.S., CCC-SLP, Assistant Clinic Director

*For additional information about the Communication Sciences and Disorders Program at Teachers College, Columbia, University, please visit our website: [http://www.tc.columbia.edu/biobehavioral-sciences/communication-sciences-and-disorders](http://www.tc.columbia.edu/biobehavioral-sciences/communication-sciences-and-disorders)*