

ELISABETH A. MLAWSKI, PH.D., CCC-SLP

16 Elmwood Road
Springfield, NJ 07081
201-970-3511

Clinical Assistant Professor, Speech Language Pathology
Yeshiva University

PROFESSIONAL CONTACT INFORMATION

2495 AMSTERDAM AVE, BELFAR HALL 547, NEW YORK, NEW YORK 10033
212-960-5400 ext. 6875

elisabeth.mlawski@yu.edu

Research Interest: Peer Learning, Excellence in clinical supervision, Childhood language development and disorders, literacy

EDUCATION

Seton Hall University, South Orange, NJ

Ph.D., Health Sciences

Dissertation: Peer Learning in the Context of Dyadic Interactions in Kindergarten-Age Children

2014

Advisor: Terrence Cahill, Ph.D.

Northern Arizona University, Flagstaff, AZ

M.S., Speech Language Pathology

2000

Adelphi, Garden City, NY

M.S., Education

1996

Ohio State University, Columbus, OH

B.A., Speech Language Pathology

1994

AWARDS

School of Education Transformative Learning Grant, \$3000 from the Monmouth University School
Of Education

(I, 50%)

Title: Utilizing Parental Learning Styles to Help Parents Help Their Children

November 2018- present

School of Education Transformative Learning Grant, \$3894 from the Monmouth University School
Of Education

(I, 33%)

Title: *Achieving Excellence in Speech-Language Pathology Clinical Supervision.*

November 2016- June 2017

Grant-in-Aid Creativity Award, \$1225 from the Travel, Grants, and Sabbatical Committee
at Monmouth University

(PI, 100%)

Title: *Exploring Peer Learning Mechanisms & Processes in Second Grade Children.*

January 2016- December 2016

Grant-in-Aid Creativity Award, \$1000 from the Travel, Grants, and Sabbatical Committee
at Monmouth University

(PI, 100%)

Title: *Exploring Peer Learning Mechanisms & Processes in First Grade Children.*

April 2015- December 2015

Award for Continuing Education (ACE) from Continuing Education Board at the American
Speech-Language and Hearing Association (ASHA)

2010-2013; 2013-2016

Student Travel Award, \$500 to attend the 32nd Annual Symposium on Research
in Child Language Disorders, University of Wisconsin, Madison.

June 2011

Student Travel Award from Seton Hall University, \$500 to attend the 32nd Annual
Symposium on Research in Child Language Disorders, University of Wisconsin, Madison

June 2011

Student Travel Award from Seton Hall University, \$700 to attend the annual American Speech Language and Hearing Association Convention 2011, San Diego, California

November 2011

PUBLICATIONS, PAPERS, AND PRESENTATIONS

PUBLICATIONS

Mlawski, E.A., & DeLuca, D.A. (2017). Perspectives of millennial SLP graduate students during clinical peer learning: Student survey results, Athens: ATINER'S Conference Paper Series, No: COL2017- 2337.

Mlawski, E.A., DeLuca, D., Cahill, T., & Pinto-Zipp, G. (2017). How Neuro-typical Kindergartners Learn from Each Other: A Baseline of Peer Learning. *Journal of Communication Disorders and Assistive Technology*, 1, 1-21.

Mlawski, E.A. & Cattano, A. (2016). Examining leader behaviors of kindergarten students during peer learning. *Journal of Academic Perspectives*, 3, 1-15.

SUBMITTED FOR REVIEW

Mlawski, E.A. (2018). Peer learning in first grade: What are the children observed doing? *Submitted to the International Journal of Early Childhood*.

Mlawski, E.A., Zbarsky, S, Bechtold, V. (2019). Peer Learning in Second Grade: What Mechanisms and Process are at Play? *Submitted to Communication Disorders Quarterly*.

PAPERS

Perspectives of Millennial SLP Graduate Students during Clinical Peer Learning: Student Survey Results **July 2017**
 Elisabeth A. Mlawski & Deborah DeLuca
 Paper presented at the Symposium on Higher Education in a Global World
 Athens, Greece

Exploring Leader Behaviors of Kindergarten Students during Peer Learning. **March 2016**
 Paper presented at the Oxford Education Research Symposium
 Oxford, UK

POSTERS

Enhancing Clinical Supervision: One University's Story **November 2018**
 Patricia Remshifski, Elisabeth A. Mlawski, & Danielle Farr
 Poster presented at the 2018 American Speech, Language, and Hearing Association's Annual Convention
 Boston, MA.

The Evolution of Normal: PPVT Scores and Collaborative Peer Learning Among Typically Developing Children **November 2018**
 Samantha Zbarsky, Valerie Bechtold, & Elisabeth A. Mlawski
 Poster presented at the 2018 American Speech, Language, and Hearing Association's Annual Convention
 Boston, MA.

How Do Genders Adapt to Each Other? Dyadic Analysis of Collaborative Learning **November 2018**
 Valerie Bechtold, Samantha Zbarsky, & Elisabeth A. Mlawski
 Poster presented at the 2018 American Speech, Language, and Hearing Association's Annual Convention
 Boston, MA.

Does Student's Understanding of Peer Learning Match the Definition of Peer Learning? **November 2017**
 Danielle Sirota & Elisabeth A. Mlawski
 Poster presented at the 2017 American Speech, Language, and Hearing Association's Annual Convention
 Los Angeles, California

Comparing Dyads of Typically and Non-Typically Developing Second Grade Children During Peer Learning: Does Gender of the Dyad Matter? **June 2017**
 Danielle Sirota & Elisabeth A. Mlawski
 Poster presented at the 38nd Annual Symposium on Research in Child Language Disorders,

Madison, Wisconsin

Exploring Peer Learning Mechanisms and Processes in the Context of Interactions between Second Grade Children **November 2016**

Poster presented at the 2016 American Speech, Language, and Hearing Association's Annual Convention Philadelphia, Pennsylvania

Exploring Perceptions of Speech Language Pathology Graduate Students Following a Semester of Peer Learning During Their First Clinical Experience. **November 2016**
Poster presented at the 2016 American Speech, Language, and Hearing Association's Annual Convention Philadelphia, Pennsylvania

Exploring Peer Learning Mechanisms & Processes in First Grade Children. **November 2015**
Poster presented at the 2015 American Speech, Language, and Hearing Association's Annual Convention Denver, Colorado

Peer Learning in the Context of Dyadic Interactions in Kindergarten-Age Children. **November 2015**
Poster presented at the 2015 American Speech, Language, and Hearing Association's Annual Convention Denver, Colorado

Exploring Perceptions of Speech-Language Pathology Graduate Student Clinicians Following a Semester of Peer Learning. **November 2015**
Poster presented at the 2015 American Speech, Language, and Hearing Association's Annual Convention Denver, Colorado

Exploring peer learning for birth order effects with kindergarten aged children **October 2015**
Poster presented at the 2015 Society for the Study of Human Development's 9th Biennial Meeting Austin, Texas

Preschool Word Learning: A Literature Review **April 2014**
Poster presented at The 18th Annual Petersheim Academic Exposition, Seton Hall University South Orange, New Jersey

Classroom Writing Process Performance for Two Children with Autism **April 2012**
Poster presented at The 16th Annual Petersheim Academic Exposition, Seton Hall University South Orange, New Jersey

Writing Process Performance of Two Children with Autism **November 2011**
Poster presented at the 2011 American Speech, Language, and Hearing Association Annual Conference San Diego, California

Comparing Writing Process Performance in Sixth Grade Students with and without Language-Learning Disabilities. **June 2011**
Poster presented at the 32nd Annual Symposium on Research in Child Language Disorders, Madison, Wisconsin

Student Research Advisor

Do Vocabulary Scores Influence the Types of Peer Learning Mechanisms Used by Second-Grade Children? **November 2017**
Danielle Sirota, Denise Colombo, Lindsay Spector, & Elisabeth Mlawski
Poster presented at the 2017 American Speech, Language, and Hearing Association's Annual Conference Los Angeles, California

PRESENTATIONS

Exploring Leader Behaviors of First Grade Students during Peer Learning **November 2016**
Paper presented at the 2016 American Speech, Language, and Hearing Associations Annual Convention Philadelphia, Pennsylvania

Discovering the Possibilities of Peer Learning **April 2015**
Presentation at the New Jersey Speech Language and Hearing Association Annual Conference

Long Branch, New Jersey

Aligning Therapy in the Schools to the Common Core Standards

May 2014

Presentation by Elisabeth Mlawski and JoAnne Cascia at New Jersey Speech Language and Hearing Association Annual Conference

Long Branch, New Jersey

WORKS IN PROGRESS

Utilizing Parental Learning Styles to Help Parents Help Their Children

IRB granted 11/2018

INVITED PRESENTATIONS

Language Hiding in the Common Core: Aligning the CCSS to Functional Goals

April 5, 2017

Presentation by Elisabeth Mlawski for the Morris County Speech and Hearing Association Whippany, New Jersey

Assessment Panel Presentation

April 21, 2016

Served as a Panel Member at the Special Services' Academy at Monmouth University West Long Branch, New Jersey

Language Concepts Hiding in the Common Core

March 9, 2016

Presentation by Elisabeth Mlawski for the Central Jersey Speech and Hearing Association Pennington, New Jersey

SLP Strategies and the Common Core: Interpreting Assessment Results and Aligning Speech and Language Goals to the Common Core

November 3, 2015

Peer Learning in Speech Therapy

Presentation by Elisabeth Mlawski for New York City Teachers of Speech Improvement New York City, New York

TEACHING EXPERIENCE

Yeshiva University, New York, NY

August 2019-present

Clinical Assistant Professor, Speech Language Pathology

Monmouth University, West Long Branch, NJ

Fall 2013- August 2019

Assistant Professor, Department of Speech Language Pathology

Clinical Methods

Summer 2016, 2017

[Developed syllabus and overall course structure, and administered all grades]
Prepared the Graduate Students with the knowledge and skills necessary to begin their first clinical internship at the Monmouth University Center for Speech and Language Disorders. Engaged students in how to develop measurable goals, develop treatment plans, lesson plans, and semester summaries.

Disorders of Articulation and Phonology/Speech Sound Disorders

Fall 2015, 2016, 2017

[Developed syllabus and overall course structure, and administered all grades]
Prepared the Graduate Students with the knowledge and skills necessary to distinguish between the theories, etiologies, normal and disordered development, assessments, and treatment approaches associated with speech sound disorders.

Pediatric Language Disorders

Summer 2015, 2016, 2017

[Developed syllabus and overall course structure, and administered all grades]
Prepared the Graduate Students with the knowledge and skills necessary to identify, prevent, and treat pediatric language disorders. Presented different theories relating to language development and evidence based treatment approaches.

Diagnostic Procedures for the SLP

Summer 2015, 2016, 2017, 2018

[Developed syllabus and overall course structure, and administered all grades]
Mentored and prepared the Graduate Students through the process of planning

a diagnostic session, determining which diagnostic tools are appropriate for assigned clients, supervising diagnostic sessions, and developing a comprehensive diagnostic report including recommendations and goals.

Assessment Procedures for the SLP

[Developed syllabus and overall course structure, and administered all grades]
Prepared the Graduate Students to administer assessments across knowledge areas and the lifespan.

Spring 2015, 2016, 2017

Introduction to Communication Sciences and Disorders

[Developed syllabus and overall course structure, and administered all grades]
Survey class that introduces students to the wide range of information and opportunities available within the field of speech language pathology. Class taught in an online format

Spring 2015, Fall 2015

Introduction to Language Development

[Developed syllabus and overall course structure, and administered all grades.]
Introduced students to the development of normal language across the lifespan. Class taught in a hybrid format (spring 2014) and an online format (Summer 2014, Fall 2018).

Fall 2013, Spring 2014, Summer 2014
Fall 2014, Spring 2015, Fall 2015, Spring 2016
Fall 2017, Fall 2018

Phonetics

[Developed syllabus and overall course structure, and administered all grades.]
Class taught in a hybrid format (spring 2014) and an online format (Summer 2014, 2018, Fall 2018).

Spring 2014, Summer 2014, Summer 2018
Fall 2018

Clinical Supervisor

Instructed, supervised, mentored and trained graduate level students at the onsite Speech Clinic on how to assess as well as provide therapy for clients ranging from pediatrics to adult with varying diagnoses

Fall 2014, Spring 2016, 2017 Fall 2017
Fall 2018

Kean University, Union, NJ

Adjunct Instructor – Language Development

Fall 2006, 2011, 2012, Spring
2007,2012, 2013, Summer 2012

Adjunct Instructor - Introduction to Communication Disorders

Adjunct Instructor - Disorders of Speech Production and Voice

Adjunct Instructor – Phonetics

Adjunct Instructor - Language Disorders

Adjunct Instructor – Phonology

Fall 2010, Summer 2012, Summer 2013
Summer and Fall 2010, Fall 2011, 2012
Summer 2010
Spring 2010, 2011, 2012, 2012
Summer 2010, Fall 2012

Montclair State University, Montclair, NJ

Adjunct Instructor – Graduate Level Language Disorders

Spring 2010

RELATED EXPERIENCE

Point Pleasant School District, Point Pleasant, NJ

Speech Language Pathology Consultant

Mentored SLP faculty member on school-age speech and language evaluations

Fall 2016-present

Kean University, Union, NJ

Clinical Supervisor at the Center for Communication Disorders Clinic

Clinical Supervisor at the Institute for Adults Living with Communication Disorders

Supervised, mentored and trained graduate level students at the onsite Speech Clinics on how to provide therapy for clients ranging in age from toddlers through adults, modeled therapy techniques ranging from apraxia and dysarthria to language across the lifespan, modeled oral peripheral examinations, guided student learning regarding treatment of motor speech disorders associated with aphasia, and aided in the development of treatment plans in order to facilitate clear and measurable therapy goals, modeled and guided student learning for the facilitation of various different aphasia groups.

May 2006 – August 2013

Springfield Public Schools, Springfield, NJ

September 2007 – June 2013

Speech Language Pathologist Consultant

Provided individual and group speech therapy for students identified on their IEP's as speech and/or language delayed or disordered, treated children with motor speech, articulation, phonological, language and/or hearing impairments, evaluated students to determine eligibility for Speech and Language services including oral peripheral examinations, completed annual reviews to update therapy goals, determine progress achieved and if goals were mastered, collaborated with teachers to address students need as they pertain to the curriculum, participated in Child Study Team meetings in order to collaborate and consult with parents, teachers and administrators, advise teachers on vocal hygiene techniques to maintain a healthy voice.

Cornerstone Day School, Mountainside, NJ

September 2011-November 2013

Speech Language Pathologist/Language Learning Consultant

Provided individual Speech Therapy for emotionally disturbed students also identified with speech delays or disorders, completed annual reviews to update therapy goals, determine progress achieved and if goals were mastered, collaborated with teachers to address students' needs as they pertain to the curriculum, collaborate with school administrators to develop language-based prescriptions for learning to support classroom instruction across the curriculum, advise the teachers and clinicians on vocal hygiene techniques to maintain a healthy voice.

Liberty Health System, Jersey City, NJ

2003-2005

Staff, Speech Language Pathologist

Provided individual therapy to children ranging in age from birth through school age, conducted initial language examinations post CVA or TBI following admittance to determine language and feeding needs, provided individual therapy to in-patient and out-patient adults following CVA or TBI, conducted bedside swallowing evaluations and oral peripheral exams, conducted evaluations to determine eligibility for therapy, treated adults with motor speech disorders secondary to aphasia, treated children diagnosed with Childhood Apraxia of Speech, provided feeding therapy for newborns in the NICU, treated patients with voice disorders, provided outreach evaluations and therapy for the HOPES Headstart program, developed and presented an in-service addressing normal and delayed language development and how it related to eligibility for speech and language therapy for the teachers and staff of HOPES Headstart.

New York City Board of Education, New York, NY

1994-2002

Speech Language Pathologist

Provided therapy to elementary and junior high school students identified on their IEP's as speech and/or language delayed or disordered, treated students with motor speech, articulation, phonological, language and/or hearing impairments, treated a student with selective mutism, evaluated students to determine eligibility for Speech and Language services including oral peripheral examinations, completed annual reviews to update therapy goals, determine progress achieved and if goals were mastered, collaborated with teachers to address students' needs as they pertain to the curriculum, participated in School Based Support Team meetings in order to collaborate and consult with parents, teachers and administrators, advise teachers on vocal hygiene techniques to maintain a healthy voice.

PROFESSIONAL SERVICE

Department

Chairperson SLP Specialist Professor/External Coordinator Search Committee	Spring/Summer 2018
Chairperson SLP Faculty Search Committee	2016-2017
National Student Speech, Language and Hearing Association Advisor	2016-present
Coordinator of Admissions, Department of Speech Language Pathology	2015- 2017
Clinic Committee Member, Department of Speech Language Pathology	2015-present
Member Admissions Committee, Speech Language Pathology Program	2014- present
Graduate Academic Advisor, Speech Language Pathology Program	2014- present
Represent the Department of Speech Language Pathology at University Open-House Programs	2013- present

School of Education

Served as a reviewer at the SOE Interprofessional Scholarship Symposium	2017-2018
SOE Scholarship Committee	2016-present
SOE Partnership Committee	2016-present

University

Search Committee Member for Study Abroad Office	January 2019-present
Appointed Member Global Education Committee	April 2018-present

Elected as Executive Secretary to Monmouth University’s Faculty Council
 Member Faculty Search Committee, Physician’s Assistant Program
 Elected to Monmouth University’s Faculty Council
 Appointed to Sub-Committee of General Education Oversight Committee (GEOC)

May 2016- May 2018
March 2016-2017
Fall 2015- present
Sept 2014- June 2016

Professional Community

ASHA Progeny- Promoting the next generation of researchers
 Editorial Board member for Journal of Communication Disorders and Assistive Technology
 Invited as reviewer for a new text from Plural Publications

2016 & 2018
2016-present
July 2016, March 2018, August 2018
June 2015- June 2017
Spring 2018
2015-2016
May 2013-June 2015
2014-2015
2013-2014
2013-2014
2012-2013

Chairperson Higher Education Committee for NJSHA
 ASHA Student to Empowered Professional (STEP) Mentor
 ASHA Student to Empowered Professional (STEP) Mentor
 Assistant Chairperson Higher Education Committee for NJSHA
 ASHA Student to Empowered Professional (STEP) Mentor
 ASHA Mentoring Academic Research Careers (MARC) Mentor
 ASHA Student to Empowered Professional (STEP) Mentor
 ASHA Student to Empowered Professional (STEP) Mentor

MEMBERSHIPS

American Speech Language and Hearing Association (ASHA)
 Council on Undergraduate Research (CUR)

CREDENTIALS

Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP)
 New Jersey license in Speech-Language Pathology
 BLS CPR certified
 New York license in Speech-Language Pathology
 New Jersey Speech-Language Specialist Certificate
 New York Teacher of Speech and Hearing Handicap Certificate