



JOAN AND ARNOLD SALTZMAN COMMUNITY SERVICES CENTER

**ANNUAL REPORT 2004-2005**



HOFSTRA UNIVERSITY

## MISSION

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# The Joan and Arnold Saltzman Community Services Center at Hofstra University

joins the talents and capabilities of five separate organizations to support the two closely coupled objectives of its mission – education of our students and service in support of the health and well-being of the community. These organizations – the Diane Lindner-Goldberg Child Care Institute, the Marriage and Family Therapy Clinic, the Psychological Evaluation Research and Counseling Clinic, the Reading/Writing Learning Clinic and the Speech-Language-Hearing Clinic – are part of the fabric of University life and offer to the Long Island and surrounding communities, as well as to the students and employees of Hofstra University, excellent, cost-effective services in a professional and attractive environment. The presence of all these organizations under the same roof in a University setting affords special benefits as well as opportunities to better serve our clients with a cross-disciplinary and complementary model of care. The University strives to raise funds to help offset the costs to the clients we serve. At the same time, the Saltzman Center supplements and complements the education of our students in related academic programs, giving them clinical experience under the close supervision of highly skilled professionals. Our objectives are to serve and educate at the highest possible levels, using the combination of service and education to provide superior professional services at competitive and affordable prices, and to disseminate what we do and how we do it through a program of research presented in publications and conferences and available to the general public.



*The Joan and Arnold Saltzman Community Services Center is a valuable resource today especially because of the vision, dedication and generosity of two families: Joan and Arnold Saltzman, for whom the center is named, and Robert Goldberg, whose support through the Fay J. Lindner Foundation has made possible the Diane Linder-Goldberg Child Care Institute, named in honor of his late wife.*

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### As I look back on the past three years

as Advisory Board chair for the Saltzman Community Services Center, I take great pride in the professionalism and skill demonstrated by the staff, and the meaningful, positive changes we have been able to make in the lives of our clients.

The reward in being affiliated with the Saltzman Center is seeing the programs come alive for the people we serve, and the difference that is made in their lives through increased literacy skills, enhanced speech and language skills, and better adjustment at home, school and work. Additionally, we have been able to

extend our services to children in four school districts on Long Island through scholarships, and have offered these children the vision and hearing exams.

This last year, we held our first, and very successful, fund-raiser. We benefited from the help and support of the entire Hofstra campus, from Hofstra University President Stuart Rabinowitz to our students. This allowed our dedicated staff to add programs and services for our clients. We are all thankful to the many wonderful people who supported our cause. We look forward to their continued interest and their efforts for many years to come.

While I am stepping down as chair, I look forward to my 14th year as a member of the SCSC Advisory Board. It is a privilege to assist the center and Hofstra University in providing valuable education and services to Hofstra students and the community.

*Patricia Zarb*

# My first year as director of the Saltzman Community Services Center

was both challenging and rewarding. Managing the center as a whole certainly makes me appreciate the outstanding job that the individual directors do in each clinic and the child care institute. Our busy year included our first very successful fund-raiser honoring Robert Catell from KeySpan and Richard Kessel from LIPA. The fun that the children had modeling Kenneth Cole's "Spring Looks for Boys" was palpable and contagious and brought the crowd to their feet. This event proved to be a most worthwhile experience. Our second annual Hofstra University National Research Award went to Dr. Patricia Lambert Stock for her contributions to the field literacy studies, specifically writing instruction. She was a most gracious recipient of the award and a dedicated teacher and scholar. Next year's award will be related to our Speech/Language/Hearing Clinic.

In the meantime, the activities at the center seem to increase daily. We continue to have a very stimulating early childhood education institute, which is overseen by Donna Tudda. Donna continues to raise the bar with regard to the expectations that she has for herself and her staff and the everyday application of the rich curriculum utilized. The Speech/Language/Hearing Clinic, under the direction of Wendy Silverman, continues to grow and provide vital services across the age spectrum from infants to senior citizens.

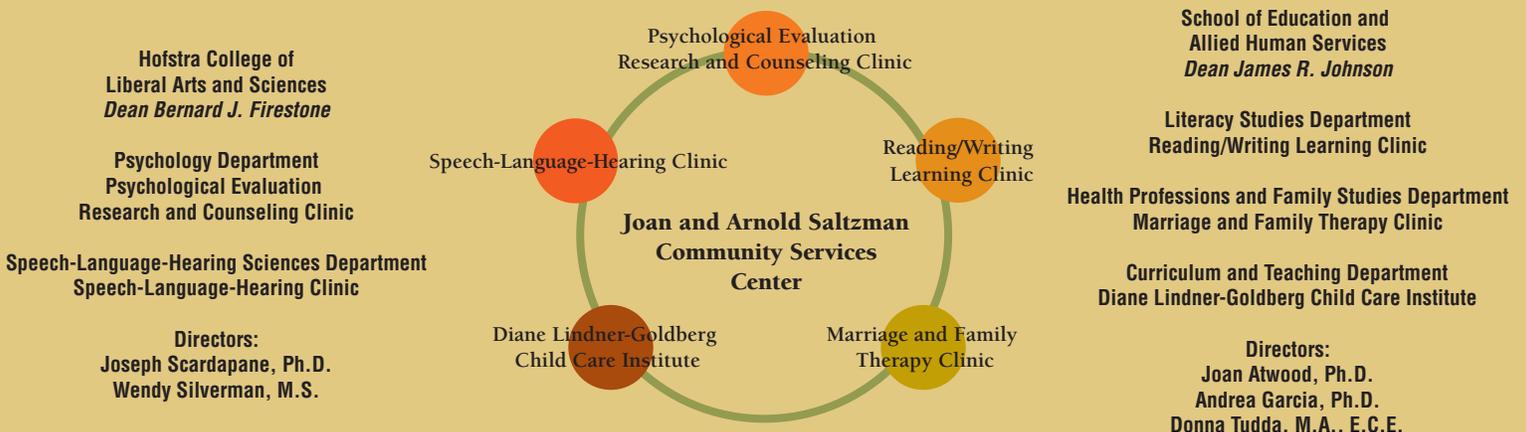
Dr. Andrea Garcia has made wonderful contributions to the local school districts with her writing and poetry programs, particularly reaching out to the Hispanic community. Finally, Dr. Joan Atwood has done a great job with her parenting skills workshops, which are so well attended. All in all, we continue to thrive and grow, and our mission of education, community service and research continues to expand. Finally I would like to thank the outgoing chair of our advisory board, Mrs. Patricia Zarb, for her dedication and efforts this past year. Working with Pat has been truly an enjoyable and enriching experience for me and beneficial to the center as a whole. Thank you, Pat!

Joseph R. Scardapane

**Stuart Rabinowitz**  
President

**HOFSTRA**  
UNIVERSITY.

**Herman A. Berliner**  
Provost and Senior Vice President for  
Academic Affairs



# DIANE LINDNER-GOLDBERG CHILD CARE INSTITUTE

**MISSION:** The Diane Lindner-Goldberg Child Care Institute (CCI) is committed to providing young children with a solid early childhood foundation that fosters the creative, cognitive, social, emotional and physical growth of each child, focusing on individual needs and strengths while building ethnic pride and self-esteem. The CCI, accredited by the National Association for the Education of Young Children (NAEYC), is dedicated to providing financial assistance to those working families that are income eligible. All CCI families have the peace of mind that their children are flourishing in a safe and nurturing environment.

## DESCRIPTION

The Child Care Institute provides a sound early childhood foundation for children ages 8 weeks to 5 years old. The CCI is licensed through the New York State Office of Children and Family Services and is accredited through the National Association for the Education of Young Children. Free play as well as structured activities are provided. The activities provided for the children reflect the stages of development as well as foster the natural growth and development of the whole child. There is a balance of quiet and active play with a strong emphasis on early literacy. The education philosophy of the CCI provides children with opportunities to strengthen their cognitive, physical, social, emotional and creative development. The program also includes a rich multicultural component that values the diversity of the children and families we serve.

The CCI provides quality full-time care to the community at large as well as the Hofstra community. The commitment to serve low-income working families through the Department of Social Services has been in place since the program's inception in 1991. The CCI also offers a scholarship assistance program for families that meet income eligibility guidelines. The CCI works closely with the community service clinics within the Saltzman Center. The Reading/Writing Learning Clinic, Psychological Evaluation Research and Counseling Clinic, Speech-

Language-Hearing Clinic, and Marriage and Family Therapy Clinic offer tremendous support and services to children, adults and families. Annual speech, hearing and language screenings are provided to our children. Follow-up and evaluations are available to families on an as-needed basis. This interdisciplinary model of care for the whole child and family, within a safe, child-centered facility allows the CCI to provide the highest quality child care for those enrolled. Stories throughout this report reflect this collaboration.

Clinics also provide professional development opportunities for the child care teaching staff. Parent workshops and seminars are available throughout the academic year, offering a variety of topics such as, supporting children's play, mindfulness parenting and setting a good foundation for early literacy.

## ANNUAL HIGHLIGHTS

The CCI was once again the proud recipient of a grant in the amount of \$19,007 from the Initial Teaching Alphabet (ITA) Foundation. This grant was for continued support for the Early Literacy Center (ELC) located in the CCI. The ELC currently owns in its collection more than 2,500 hardcover children's literature books, hundreds of oversized books, board books, felt board stories and puppets, and books on tape. The ELC also has equipment such as a laminating machine and book binder for teachers and children to create their own stories and books. In addition to using this library to support CCI curriculum, the families of the CCI borrow books and utilize family book backpacks, created by our early childhood teachers and reading professionals to strengthen family literacy and make another connection between home and school. The CCI is grateful for ITA's continued support and recognition of over early literacy program.

On March 4, 2005, the Child Care Institute sponsored the **Spring Saltzman Center Breakfast Series**. The topic was *"Incorporating Physical Play and Nutrition Into Your Daily Routine."* The program was geared to early childhood professionals working in licensed child care or family day care centers. The session was free to all participants. As child care providers, our responsibility is to set the foundation of development for the children in our care. Eating healthy, playing and staying fit are building blocks in

the foundation for the optimum physical development of young children. The CCI was proud to welcome Dr. Rhonda Clements, a leader in the field of early childhood developmental characteristics and movement activities for children as the keynote speaker. Dr. Clements has authored or edited nine books in the area of movement, play and game activities for children, and was one of eight national experts to contribute to the document titled "Active Start: A Statement of Physical Activity Guidelines for Birth to Five Years," which was recognized by the National Center for Disease Control and sponsored by the National Association for Sport and Physical Education. The program provided exciting movement and dance activities and hands-on games that could easily be incorporated into lesson plans for children ages 1 to 5. Certificates of participation were issued for all those in attendance. The program was extremely well received by the early childhood education and child care community.

The CCI was excited to announce the addition of a new playground area specifically designed for infants and toddlers in the program. This area, adjacent to our large playground, was used previously as a walkway. With the installation of a beautiful white fence, plush sod and poured-in rubber safety surface, this little-used area turned into a great playground for the youngest members of the program. Moveable equipment such as Little Tykes climb-ons, rocking horses, water and sand tables, and wagons and push toys made the naturally shady area a playground that children will use for years to come. This playground was partially funded through a generous gift from Patricia Zarb. Thank you, Mrs. Zarb.

Donna Tudda, director of the CCI, was proud to be a co-presenter with Dr. Susan Goetz Zwirn from Hofstra University's School of Education and Allied Human Services, at the National Association for the Education of Young Children's (NAEYC) Annual Conference this past November in Anaheim, California. The workshop was titled "Creative Teachers/Creative Students: How Early Childhood Educators From Four High Needs Districts in New York Found Their Own Creativity." This two-year project, funded by a grant, provided staff, curriculum development and teacher coaching for a select group of early childhood teachers from three school districts and the CCI. Funding from the grant covered costs of staff development workshops, creation of model lessons, the purchase of art supplies and art prints for the workshops, as well as classrooms of the teachers and honoraria for the community-based arts educators who joined the project. The workshops were provided by Dr. Susan Goetz Zwirn, an art educator at Hofstra University who has extensive experience providing teacher education in the arts at many

universities and in many school districts. The second year of the grant focused on the art forms of drama, music and dance. The workshop presented at NAEYC provided the participants with hands-on activities, a video presentation by Dr. Zwirn focusing on the entire project and a Power Point presentation by Donna Tudda on the positive effects such training opportunities had on the early childhood teachers in the CCI and the children. It was a great success.

On May 23, 2005, *Newsday* staff writer Pat Burson wrote an article titled "Baby, just give me some kind of sign." The full two-page article discussed the use of sign language by toddlers as a way to communicate before they are able to use actual language. The CCI was highlighted throughout the article, including an extensive interview with one of our parents, Deborah Martin, and her 3-year-old child, P.J., who has been signing with his mother since he

was 8 months old. The CCI adopted the use of some signs in the infant and toddler classrooms as part of the curriculum a few years ago. The article describes the journalist's experience in the CCI classroom watching the 17- to 22-month-old children use sign language to request "more" snacks and in songs using signs for "cow" and "pig." The article also included eight color photos of P.J. and the children of the young toddler class engaging in signing as communication.

...this little-used area turned into a great playground for the youngest members of the program.



## ONE CLIENT OF MANY...

One of the CCI's families this year experienced an unfortunate situation regarding the sudden loss of employment. Michael and Stephanie were both hard-working individuals balancing their lives on the thin thread of two incomes. With the high cost of living on Long Island and the expense of having two children in child care so they could work full-time jobs, they were just making ends meet. Suddenly, without any notice, Michael lost his job. He began job searching immediately, but was finding full-time work impossible to secure. Stephanie knew that this loss of income was going to put her child care in jeopardy, but knew that without having the safety net of quality care for her children, her husband would not be able to take a full time job if one was offered.

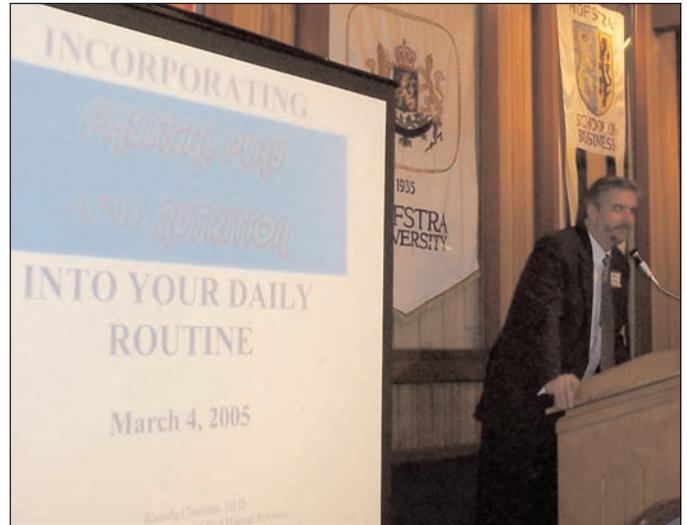
Stephanie and Michael applied for scholarship assistance. The CCI Scholarship Committee responded immediately, and assisted the family with their monthly payments so their children could continue in their care and daily routines while Michael searched for full-time employment.

I am happy to report that Michael was able to secure a good full-time position within the year. Both parents were extremely grateful for the generosity and help they received from the CCI.



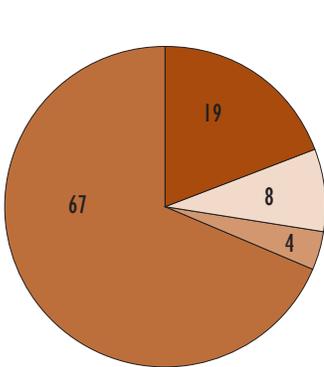
## SCHOLARSHIP FUNDS

Scholarship assistance is available to families due to the generosity of many friends of the Diane Lindner-Goldberg Child Care Institute, and includes funds from the Koster-Zarb Endowed Scholarship, the Fay J. Lindner Foundation, the Diane Goldberg Foundation and the Saltzman Foundation. See further details under "Gifts."



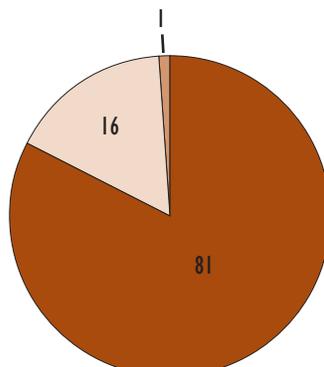
Dr. Joseph Scardapane introduces speaker at Saltzman Center Spring Breakfast Series.

## WHO WE SERVE



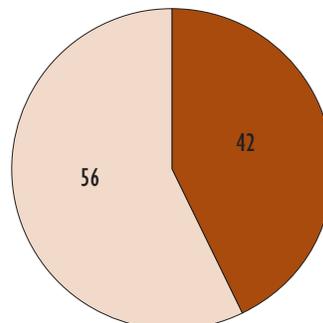
### Ethnicity

White/Caucasian	67
African American	19
Hispanic	8
Other	4
<b>Total</b>	<b>98</b>



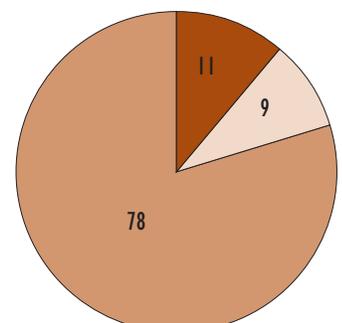
### Demographics

Nassau	81
Suffolk	16
Other	1
<b>Total</b>	<b>98</b>



### Gender

Girls	56
Boys	42
<b>Total</b>	<b>98</b>



### Financial Support

Full Private Fee	78
DSS	11
Partial Scholarship	9
<b>Total</b>	<b>98</b>

## WHAT OUR PARENTS ARE SAYING ABOUT US...

We are exceedingly happy with the program and staff. I doubt that there is a better program around.

I have had three children go through this program. They have excelled socially once in Kindergarten, due to what they learned at Hofstra and the loving, nurturing environment they were in since birth. I could not ask for more from the program.

My children are lucky to be involved with such a wonderful center. The staff and teachers are like family.

The fact that the children are taught by the same teachers throughout the year is very comforting. The teachers know my child and that they create a meaningful relationship with them. I think the teachers stay year after year because they truly enjoy their jobs and the environment that they work in.

The director is very accessible. The teachers are highly competent, professional, energetic, upbeat and welcoming across the board! Classrooms are stimulating, colorful, clean, interesting and welcoming, again, without exception.

My husband and I both feel that our choice to enroll our daughter at Hofstra CCI was the best decision we could have made. The staff is truly exceptional. The level of care and compassion for the children far surpasses our expectations. We leave our child in their care with the utmost confidence and return to a happy, healthy and exhausted child after a day of activities.

We certainly feel lucky to have our child in such a high quality child care facility! The staff is extremely knowledgeable in every aspect of raising a healthy child—more importantly, they show great interest in each child, and work to develop confident and well adjusted children!

CCI is a very special place. From my initial phone inquiry, I (and my daughter) have been made to feel welcome. The teachers and the administrators are caring, capable, kind people and I feel we are fortunate to have the opportunity to utilize the CCI program.

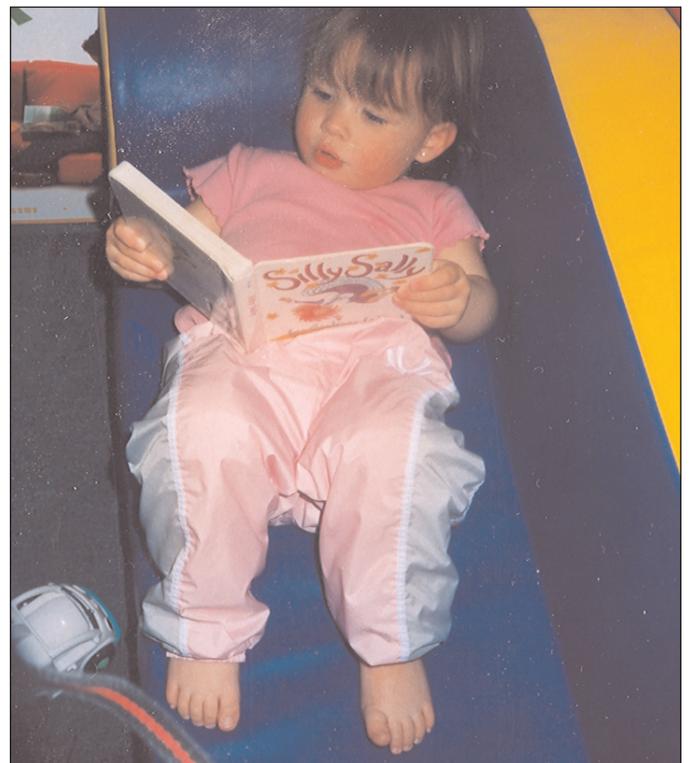
I love the fact that family members are always welcomed to the day care and teachers always have a happy face. I'm very happy with the staff..they are all good teachers.

Your program has met and quite often exceeded our goals and expectations. A job well done. Our children have been very happy and love to go to their classrooms.

## PERSONNEL

**DONNA TUDDA** has been the director of the Diane Lindner-Goldberg Child Care Institute since 1996. Ms. Tudda led the institute to its first accreditation from the National Association for the Education of Young Children (NAEYC) in 2000 and then through a successful second accreditation for the next five years in 2003. Ms. Tudda has a master's degree in early childhood education and prior, to coming to Hofstra University, held the position of director for The Children's Community, Long Island's first intergenerational child care facility serving children, the frail elderly and Alzheimer's patients. Ms. Tudda continues to serve as a validator for NAEYC's accreditation department. She has also been a presenter for local early childhood conferences, such as the Nassau County Association for the Education of Young Children, Better Investment in Babies Conference and Long Island Infant and Toddler Care Conference.

**SUSAN VIGNATI**, assistant director, joined the staff of the CCI in 2001. Previously, Ms. Vignati held the position of child development adviser and trainer for Nassau County Head Start. She has more than 20 years of practical experience in the field of early childhood education. Ms. Vignati holds a bachelor's degree from Adelphi University and had earned a Master's degree in Early Childhood Education from Hofstra University. She is the current president of the Nassau County Association for the Education of Young Children, a member of the Stand for Children Committee through the Child Care Council, and child development associate representative for the Council for Early Childhood Professional Recognition in Washington, D.C.



# MARRIAGE AND FAMILY THERAPY CLINIC

**MISSION:** The Marriage and Family Therapy Clinic provides low-cost individual, couple, family and group therapy for children and families on Long Island and in the surrounding areas. In addition, the clinic provides psycho-educational workshops and groups that foster empowerment and wellness in children, adults and families.

While striving to nurture children and families, the clinic has a deep commitment to providing an educational internship experience that instills qualities essential to a marriage and family therapist, such as ethics, respect, kindness and helpfulness.

## SERVICES

The Marriage and Family Therapy (MFT) Clinic serves the larger community in three distinct ways. Under the supervision of approved supervisors and experienced faculty, interns provide therapy for couples and families. The unit of analysis is not the individual, but rather the relational space between people. The vibrant systems created by persons in relationships are assessed, and clients' stated goals are addressed via changes in their families' interactive patterns. Thus, one function of the clinic is to provide therapy services to the community.

A second function of the MFT Clinic is to provide academic training to students enrolled in the master's or professional diploma programs in marriage and family therapy. The MFT Clinic is the practical arm of the academic programs and as such gives students the opportunity to practice therapy under supervision. Currently there are six (6) interns placed at the Marriage and Family Therapy Clinic, one (1) senior clinical intern, two (2) supervisors and one (1) director.

Our two supervisors, George Simon and Madeline Seifer, are seasoned marriage and family therapists who oversee the interns. In so doing, they utilize state-of-the-art equipment such as one-way mirrors and video recording of sessions.

### **On-Site Workshops:**

The workshops at the MFT Clinic have received positive results in the community. This is especially true of the Enhancing Skills for Parents Workshop. The court referrals are consistent and increasing, and we are receiving referrals from people who attended the workshops. The evaluations have been consistently good, and we are developing a regular mailing list. Topics for our workshops include: Enhancing Skills for Parents, Parenting During Divorce, Stress Management Within the Family, Healthy Communication Within the Family, Enhancing Couple Satisfaction Through Communication, Sibling Rivalry, Coping With the Empty Nest.

### **Groups:**

Here is a sampling of some of the therapy groups that we ran in the 2004-2005 academic year: Anger Management, Enhancing Skills for Parents (ESP), Enhancing Skills for Couples, Parenting During Divorce and Children of Divorce. Group evaluations have been positive and we continue to receive inquiries about new groups.

### **In-Service Workshops:**

Several in-service workshops were offered in spring 2005. These workshops were available to all graduate students (including students from other disciplines), faculty and staff.

### **New Projects:**

#### **Several new projects began this Spring:**

#### **FAMILIES AT SEVEN:**

This is an educational program for parents and children available every first Monday of the month at 7 p.m. The adult program consists of workshops on important topics for families, including stress management, balancing work and family, parenting children with high self-esteem, helping children deal with grief and loss, developing healthy relationships, parenting during divorce, and various important topics for families. Children work in small groups on developmentally appropriate activities that are related to the featured topic.

#### **S.C.O.P.E. Students for Community Outreach Programs and Education**

SCOPE is a new organization that is housed under the umbrella of the Marriage and Family Therapy Clinic. It works hand in hand with clinic personnel and has as its



George Simon supervising MFT Intern.

goal many similar foci. SCOPE was organized for two reasons. First, SCOPE aims to offer quality educational and therapeutic programs and interventions to the community while bringing the community to the Saltzman Community Services Center. We recognize that the community is not receiving the therapeutic and educational services it necessitates. Second, a need was recognized to develop quality ties to community agencies and individuals in order to build internship and other educational opportunities, such as conferences, workshops, and seminars. The students affiliated with SCOPE are actively pursuing community partnerships.

S.C.O.P.E:

*Rhiannon C. Beauregard, President*

Over the summer 2005, SCOPE members attended five local health fairs, promoting the Marriage and Family Therapy Clinic, and many community contacts were made. One member of SCOPE translated the Marriage and Family Therapy Clinic Brochure into Spanish in an effort to attract members of the Latino community to the MFT Clinic.

### **The Marriage and Family Therapy Club:**

The Marriage and Family Therapy Club sponsored the in-service workshops on Domestic Violence, Post-Traumatic Stress, Systemic Approach to Substance Abuse and Reducing Stress. In addition, the club is preparing a Newsletter for distribution on campus and in the community. In conjunction with the academic program Director, the MFT Club has compiled a list of additional placement sites in order to allow students to develop their areas of interest and expertise.

**MFT Club:**

*Nancy Manzolillo, President*

The Marriage and Family Therapy Club had a very successful year. We had five speakers from different areas of the Marriage and Family Therapy field who came to speak to our students in the fall as well as five speakers for the spring semester. In addition to these speakers, the MFT

Club had a Spring Alumni Panel. This is an annual event for the MFT Club in which alumni of the MFT program come back to speak to current students to answer any questions they may have about life after graduation. The MFT Club also purchased 30 new educational videos in order to start a video library for our students. In addition, Dr. Atwood, in conjunction with the MFT Club, hosted a wonderful holiday party at her home, 80 people, including current and former students, MFT professors, and other faculty and staff members. At the end of the year, the Marriage and Family Therapy Club hosted a Senior Send-Off for all graduating students in the program.

## INTERN EXPERIENCE AND CASE EXAMPLES:

### **Tina Accardi, Clinical Intern**

During my first year at the Saltzman Center's Marriage and Family Therapy clinic, I had many interesting families and couples to treat. Many of the families assigned to work with me were court mandated for therapy. They were experiencing much anxiety and turmoil within their families and within other relationships. I learned a great deal about family functioning and how to facilitate a change in the family system. In addition to court mandated families I also worked with families who sought help on their own. This summer I started to see a couple who had been married for 20 years and were now experiencing a disconnection in their marriage in response to the changing family life cycle. Their children were getting older, there were some changes in career paths, and personal goals that were once put on hold made became important again. As I was working with this couple, it was clear to see that they loved one another. They shared much laughter and support and were in therapy to enhance their own understanding of the other so that the relationship did not end. The problem was that each individual's personal needs were changing and there was little communication about what each of them was feeling. Through therapy, this couple learned that each of them process information (and their arguments) differently. They were able to accept their different ways of viewing the world without allowing these differences to get in the way of their closeness to one another. As the communication in their relationship improved, their marital distress decreased. This couple learned how to be respectful and validating of each other. They also reintroduced themselves to one another as the individuals that they had become.

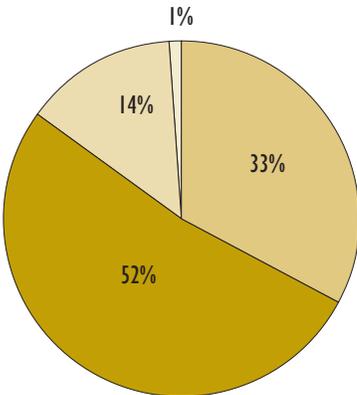
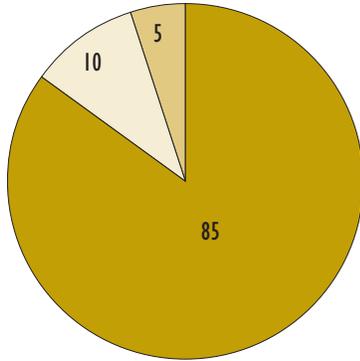
### **Lani McElgun, Clinical Intern**

My experience as a new clinical intern has been very exciting. I feel confident that I am putting to use all the knowledge I have acquired in my course work. It's very rewarding when I can realize and acknowledge that what I've learned is becoming actualized in conducting therapy with families and groups. In addition, I feel very confident under the guidance of Dr. Joan Atwood, director and George Simon, supervisor. Both have been very supportive and instrumental in maintaining a quality-based family services program. I am presently seeing clients on a regular basis, facilitating an anger management group and beginning a new workshop for midlife women in September. I look forward to my continued education in the MFT program and I appreciate the opportunities I have been afforded as a clinical intern at the Joan and Arnold Saltzman Community Services Center, Marriage & Family Therapy Clinic.

## WHO WE ARE AND WHO WE SERVE

### Demographics

Nassau	85
Suffolk	10
Other	5



### Services Offered

Couple/Family	14%
Individual	33%
Group	52%
Workshops	1%
Total	100.00%

American Board of Sexology; has been elected to the National Academy of Social Workers; is a certified Imago therapist; and has served on the President's Commission for Domestic Policy.

**Madeline Seifer, M.A.**, a supervisor at the Marriage and Family Therapy Clinic, earned a master's degree from Hofstra University in marriage and family therapy. Since that time, she has co-authored several articles with Dr. Atwood, and has been in private practice in Jericho, New York. In addition, she teaches Practicum in Marriage and Family Therapy and is currently teaching Family Therapy and Chronic Illness. She is a supervisor in training with the American Association of Marriage and Family Therapists, with Dr. Atwood as her supervisor. In this capacity, she supervises students at the Joan and Arnold Saltzman Community Services Center.

**George Simon, M.S.**, a supervisor in the marriage and family clinic, is also an adjunct assistant professor of marriage and family therapy at Hofstra. Mr. Simon is a member of the faculty of The Minuchin Center for the Family in New York City, an institute that provides training and consultation on Structural Family Therapy. He has a private practice in New York City and sees families and couples in Bay Shore, New York, as a member of the clinical staff of New York Mental Health Services.



## PERSONNEL

**Joan D. Atwood, Ph.D.**, director of the MFT Clinic, is also the director of the graduate programs in marriage and family therapy at Hofstra University. She is the past president of the New York State Association for Marriage and Family Therapists and was awarded the Long Island Family Therapist of the Year Award for outstanding contributions to the field. She is a clinical member and approved supervisor of the American Association of Marriage and Family Therapy (AAMFT); serves on the editorial board of many journals in the field; holds diplomate status and is a clinical supervisor on the

## THOUGHTS ON SUPERVISION

### GEORGE SIMON, SUPERVISOR



By the time students begin their Practicum experience at the Marriage and Family Therapy Clinic, they have been exposed to, and, for the most part, have assimilated the culture and intellectual foundations of the field of family therapy. They can speak eloquently about the differences between modernist and postmodernist therapy, and they can discourse intelligently on a whole range of clinical topics. Yet, almost invariably, as they walk into the consulting room to conduct their first-ever therapy sessions, most of what they have learned about family therapy recedes far into the background, and they become what I call "naive" helpers, trying to help their clients according to an "everyday" conception of what it means to help: They give advice and tell people what to do and what not to do. This is an entirely understandable amnesia that they experience. Sitting across a room from people in distress who are counting on you to deliver them from difficult life-circumstances is downright unnerving. Under the stress of this situation, most interns fall back on ideas about helping that they were using long before they entered the Marriage and Family Therapy Program. In short, they revert to simply being themselves.

As their supervisor, it is certainly not my task to stop the interns from being themselves. The field of family therapy is increasingly coming to appreciate that a certain quality of natural presence on the part of the therapist is one of the major factors that contributes to positive therapeutic outcome. So, I don't want my supervisees to stop being themselves. However, I do need to help them learn to be themselves "on purpose." They need to learn to make purposeful use of themselves as the clinical situation demands. In our day-to-day living, we associate "being ourselves" with spontaneity. Family therapists need to learn the seemingly self-contradictory skill of "disciplined spontaneity."

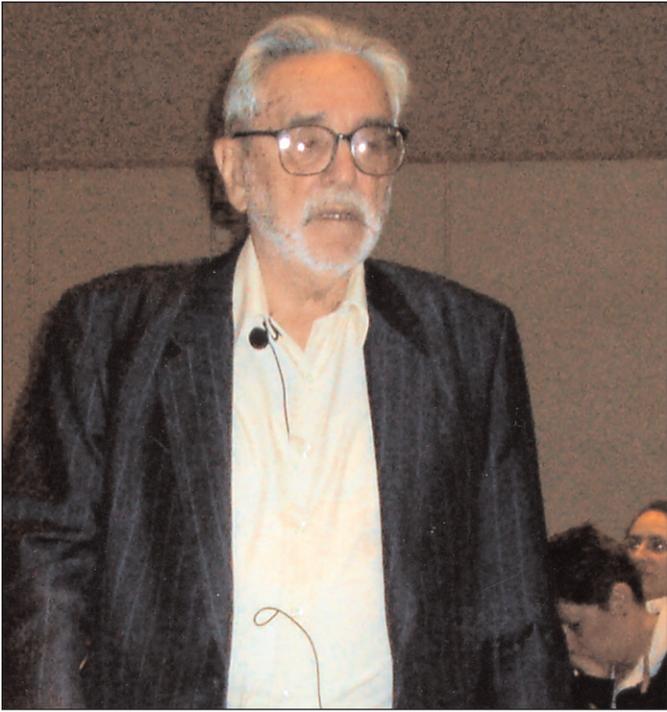
The discipline part of "disciplined spontaneity" is provided by the models of family therapy that the interns learn in their classes. When the interns learn these models, they are something "out there," something to be intellectually understood and fed back to teachers in papers, quizzes, and tests. It is my task to help the interns begin to internalize and to personalize the models. I have to help the models move from their heads into their guts, so that by the end of

their internship experience, one or more of the models has begun to become part of them, providing the discipline part to their "disciplined spontaneity."

The challenge of my job as supervisor, a challenge that I continue to find invigorating after almost 15 years of working at the Clinic, is how to tailor my supervision to each particular intern, so as to facilitate for her or him the process of internalization that I just described. With some interns, I need to be soft and supportive; with others, occasionally confrontive and challenging. With all interns, I need to move over time from being the engine that drives the therapy that they are doing, to an interested observer who cedes to the interns the bulk of the responsibility for deciding where a given therapy should go and how it should get there. It is a fascinating dance that occurs between supervisor and supervisee, a dance very much like the one that occurs between therapist and client. I am grateful the Hofstra Marriage and Family Therapy Clinic continues to provide me with an opportunity to dance this dance.

It is a fascinating dance that occurs between supervisor and supervisee, a dance very much like the one that occurs between therapist and client.





Saltzman Center Clinic Directors attend the Saltzman Center Fund Raiser Event

# PSYCHOLOGICAL EVALUATION RESEARCH AND COUNSELING CLINIC

**MISSION:** The Psychological Evaluation Research and Counseling (PERC) Clinic provides high-quality, cutting-edge psychological services to the community, trains future psychologists for the independent practice of and research in psychology, and conducts research in the treatment of psychological disorders. Students in the Ph.D. program in Combined Clinical and School Psychology and the Psy.D. program in School-Community Psychology, supervised by licensed psychologists, offer psychological services to adults, children and families in the community by providing psychological assessment and psychotherapy services at moderate fees. Through such supervised service, the students in both programs train to become practicing psychologists. In conjunction with their training, the students, working with faculty members in the Hofstra University's Psychology Department, conduct research to add to the existing body of knowledge in the treatment of psychological disorders and problems in living.

## SERVICES

The clinic serves people throughout the lifespan, offering a wide range of services for a variety of problems. Patients are seen individually, as couples, as families or in groups. The philosophy of the psychotherapy offered at the PERC Clinic is grounded in the cognitive-behavioral tradition, which is taught in both doctoral programs (Ph.D. and Psy.D.). With this philosophy the focus of the therapy is on the patient's current thoughts, feelings and behavior. The connection between thoughts and feelings is explored along with the impact that the environmental contingencies have on increasing or decreasing a target behavior. For example, a patient with a driving phobia is shown the connection between exaggerated negative thoughts about car accidents and the safety of driving and their experience of anxiety. In addition, they are encouraged to allow themselves to experience anxiety while behind the wheel and are expected to remain there until the anxiety decreases.

One of our services for children is a complete psycho-educational evaluation, which includes the assessment of the following areas of functioning: intelligence, academic skill attainment, memory, behavior and emotions. Following evaluation, recommendations for intervention are made where appropriate. Children with disorders ranging from externalizing behaviors such as Attention Deficit Hyperactivity Disorder to internalizing disorders such as anxiety and depression may then be treated for their difficulties. The interventions for children also include family, individual or group psychotherapy. Parents may be taught child management skills to effectively establish and maintain appropriate behavior in their children, while decreasing the behavior that is deemed to be problematic. In addition, communication skills are taught and monitored so that parents can learn to be consistent and calm communicators with one another and their children. Where appropriate and with parental permission, teachers and school personnel are contacted and given recommendations for work with the children in the school setting. The philosophy of the psychotherapy offered at the PERC Clinic is grounded in the cognitive-behavioral tradition, which is taught in both doctoral programs.

Services for adults include treatment for a variety of disorders ranging from adjustment problems associated with changes in families, economic or vocational status to sexual dysfunction, obsessive-compulsive disorder, depression, anger and anxiety. A full psychological evaluation or intake interview is completed in order to diagnose the patient and make appropriate treatment recommendations.

All direct services are provided by doctoral candidates as part of their professional training. They are supervised by licensed psychologists who are core faculty members in each of the doctoral programs. This model of supervision provides students with the opportunity to observe the work of their mentors, provide mental health service to patients who live in the community, and receive appropriate supervision for their work.

A close connection between faculty members and doctoral students is established and provides fertile ground for the open exchange of ideas and knowledge. Research flourishes in this academic environment and leads to presentations at national and international conferences and publications in scholarly journals.

## PERC CLINIC PROGRAM HIGHLIGHTS

### Anxiety and Depression Treatment Program

Anxiety disorders and depression are the most commonly occurring emotional disorders. More than 30 million adults in the United States suffer from an anxiety or depressive disorder. Symptoms such as panic attacks, phobias, worry, social anxiety, obsessions, compulsions, traumatic stress reactions, and depressed mood are highly treatable. However, only about one-third of those suffering from anxiety or depression receive appropriate treatment.

The mission of the Anxiety and Depression Treatment Program at Hofstra University is to: 1) Provide state-of-the-art psychological treatments for individuals suffering from anxiety and/or depression. 2) Conduct research on the nature and treatment of anxiety and depression. 3) Provide training to doctoral students at Hofstra University in administering these treatments.

This specialty clinic supervised by Dr. William Sanderson uses the latest developments in the diagnosis and treatment of anxiety and depression. Dr. Sanderson is a professor of psychology at Hofstra University. He teaches and supervises in the Ph.D. program in Combined Clinical and School Psychology. Dr. Sanderson has been treating and conducting research on patients with anxiety disorders since 1983.

Dr. Sanderson earned a Ph.D. from the University of Albany, where he worked under the mentorship of Dr. David Barlow at the Center for Stress and Anxiety Disorders. He then completed a fellowship in cognitive therapy with Dr. Aaron T. Beck (founder of cognitive therapy) at the Center for Cognitive Therapy, University of Pennsylvania. Dr. Sanderson is a founding fellow of the Academy of Cognitive Therapy.



**Dr. Sanderson's** clinical expertise is in cognitive behavior therapy for patients with anxiety and depressive disorders. Dr. Sanderson has participated on numerous national committees, including the American Psychiatric Association's DSM-IV Anxiety Disorders Workgroup, and was recently the Chair of the American Psychological Association Division of Clinical Psychology's Committee on

Science and Practice (a Task Force aimed at identifying and promoting the practice of empirically supported psychological interventions). Dr. Sanderson is a Founding Fellow of the Academy of Cognitive Therapy. He is currently Editor of *The Clinical Psychologist*. He has published seven books and over 80 articles and chapters. Sample of Recent Publications:

## ONE OF MANY CLIENTS

### James

James is a nine year old boy who had previously been diagnosed with behavior problems including Attention Deficit Hyperactivity Disorder. He seemed very resistant to traditional interventions for these problems and in fact he seemed to be getting worse. Most of the discipline techniques that his parents used were failing and they were becoming increasingly pessimistic about his future. Teachers in school started talking about a special education placement as James' behavior was becoming increasingly problematic in that setting as well.

James was brought to the PERC Clinic for an evaluation. While he did manifest the behaviors associated with Attention Deficit Hyperactivity Disorder and oppositional behavior as well he also had frequent and intense mood swings and rages. James was diagnosed with a mood disorder and referred to a psychiatrist for a medication evaluation. He was prescribed a mood stabilizer and his family began a course of cognitive behavioral family therapy. By learning to deal with James' temperament and the difficulty that he had in controlling his mood, James' parents and teachers decreased the demands on him and gave him some safe spaces to learn to deal with his moodiness more effectively. His parents also learned to identify stressful situations that would exacerbate the mood swings and to help James develop a consistent routine of eating, sleeping and doing homework. This course of therapy along with the medication significantly reduced the number of outbursts at home and at school and helped James' family and teachers learn more compassionate and realistic ways of dealing with his difficulties. His grades began to improve and his family experienced significantly less distress.

Sanderson, W.C. (2003). Why empirically supported treatments are important. *Behavior Modification*, 27, 290-299.

Rygh, J. & Sanderson, W.C. (2004). *Treating Generalized Anxiety Disorder: Evidence-Based Strategies, Tools, and Techniques*. Guilford Press: NY.

McGinn, L., Cukor, D., Sanderson, W.C. (2005). The relationship between parenting style, cognitive style, and anxiety and depression: Does increased early adversity influence symptom severity through the mediating role of cognitive style. *Cognitive Therapy and Research*.

Sanderson, W.C. & Bruce, T.J. (2005). Causes and management of treatment resistant panic disorder and agoraphobia: A survey of expert therapists. *Cognitive Behavioral Practice*.



President Rabinowitz thanking Advisory Board Chair, Patricia Zarb for all her hard work.



Dr. Joseph Scardapane, Director of Saltzman Center Clinic with Ambassador Arnold Saltzman



Dr. Herman Berliner introduces Mr. G, the MC for the fashion show.





Saltzman Center Fund Raiser Honorees Robert Catell and Richard Kessel accept their awards.

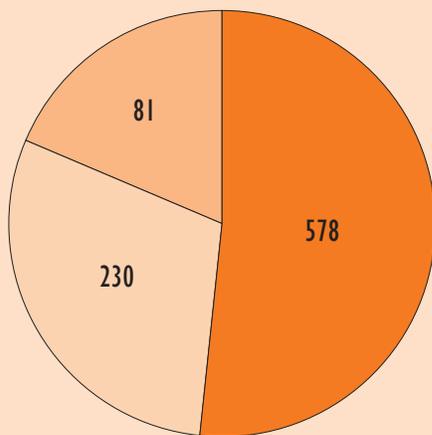


# SALTZMAN CENTER FASHION SHOW

April 5, 2005

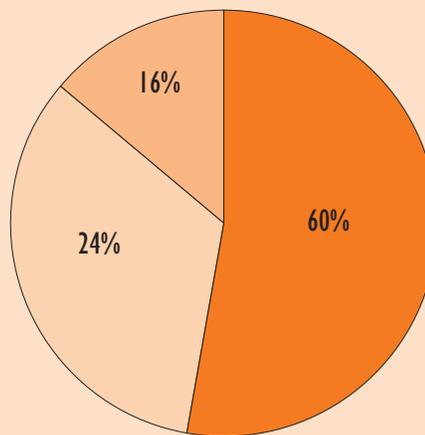


## WHO WE ARE AND WHO WE SERVE



### Services Offered

Psychological Evaluations	230
Intellectual Evaluations	81
Behavioral therapy	578



### Demographics

Nassau	224	60%
Suffolk	88	24%
Other	59	16%

## PERSONNEL

**Joseph R. Scardapane, Ph.D.**, has been a teacher, researcher and psychologist at Hofstra University since 1991. Currently the director of the Psychological Evaluation Research and Counseling (PERC) Clinic, Dr. Scardapane previously held the positions of school psychologist for the Board of Cooperative Educational Services for Southern Westchester and chief clinical psychologist at the Southeast Nassau Guidance Center in Seaford, New York. He has made presentations both nationally and internationally on topics ranging from the intellectual assessment of bilingual children to the use of acceptance-based techniques in cognitive-behavioral therapy. As the director of a psychology training clinic, he serves two doctoral programs by teaching and supervising students in psychological assessment and cognitive-behavioral therapy. He also oversees the counseling services provided for Hofstra University students. Under Dr. Scardapane's direction, the PERC Clinic also consults with and provides psychological assessment and intervention for local schools.

# READING/WRITING LEARNING CLINIC

**MISSION:** The Reading/Writing Learning Clinic is dedicated to providing literacy support to children and adults in a safe, supportive environment that allows learners to take risks and gain confidence as they move toward developing mature control of literacy skills. The Reading/Writing Learning Clinic provides services to families in the local communities as well as in the larger metropolitan area.

The Reading/Writing Learning Clinic is affiliated with the Literacy Studies Department within Hofstra's School of Education and Allied Human Services. As an intrinsic component of the Literacy Studies Department, the clinic embraces an understanding of literacy as a human right and education for social justice. The clinic is a site for developing exemplary teaching practices, for training interns in the Literacy Studies Department graduate programs, and for conducting state-of-the-art literacy research. The clinic is dedicated to supporting teachers through sharing knowledge about teaching practices. It is a nationally recognized site of exploring both the nature of literacy and exemplary ways to support literacy development.

## SERVICES

The Reading/Writing Learning Clinic offers professional literacy evaluations and instructional sessions that utilize the most current meaning-centered practices for helping learners make efficient use of reading and writing strategies. Our students are taught in a caring and nurturing environment where they are immersed in authentic reading and writing activities as they pursue their interests. Our program ensures that reading and writing remain fun and meaningful. All classes are taught by New York state-certified literacy specialists.

For learners who are experiencing difficulties or who are feeling under confident about their ability to read or write, our classes offer a series of intensive literacy strategy sessions. These sessions focus on reading and writing as meaning construction and include tightly focused reading/writing strategy lessons and retrospective miscue analysis. Phonics and spelling skills are addressed and

taught in the context of meaningful language study. For learners who have experienced an initial boost in their level of confidence, or for those who wish to extend their abilities, we offer a variety of special interest clubs and workshops

## HOFSTRA UNIVERSITY NATIONAL RESEARCH AWARD

The National Research Award was instituted in 2004 in recognition of the importance of both science and practice to the advancement of society. To this end, Hofstra University presents an annual award in a discipline related to the mission of our Joan and Arnold Saltzman Community Services Center. The award provides formal recognition of the contributions made by the recipient and is accompanied by a prize of \$7,500.

The 2005 National Research Award was presented to Dr. Patricia Lambert Stock on April 26, 2005, for her distinguished contributions in the field of teacher research in writing instruction. The award ceremony was well attended by members of the Hofstra community, and Dr. Stock's presentation of her work left a marked impression on all in attendance. In addition to the breakfast award ceremony, Dr. Stock participated in a number of other events throughout the day. She visited the Saltzman Center and received a tour of the different clinics. Dr. Stock was very impressed by the facilities and by the services that the Saltzman Center makes available to the community. In the afternoon, she met with faculty from the Literacy Studies



Dr. Jeanne Henry, Dr. Stock, Dr. Garcia and Dean Johnson at the Hofstra University Annual Research Award Breakfast.



Hofstra University National Research Award presented to Dr. Patricia Lambert Stock

Department to discuss courses offered to graduate students on teacher research. Dr. Stock was also interviewed by Hofstra's radio station, WRHU. The interview aired live during WRHU's *Newsline*. Lastly, she visited three graduate classes and had an opportunity to interact closely with graduate students from the Literacy Studies Department.

Patricia Lambert Stock is professor of writing, rhetoric and American cultures, professor of English, and adjunct professor of education at Michigan State University. She has served as founding director of Michigan State's Writing Center and co-founder of the Red Cedar Writing Project, Michigan State's chapter of the National Writing Project. Dr. Stock previously taught secondary English in urban, suburban, and rural schools in New York and Michigan and was on the faculty of the English Composition Board and the Department of English at The University of Michigan, where she also served as coordinator of research projects at the Center for Educational Improvement Through Collaboration, a unit she helped to establish. Dr. Stock also was associate professor of English at Syracuse University and associate director of the Syracuse Writing Program. Dr. Stock is past president of the National Council of Teachers of English (NCTE) and serves on the Advisory Board of the National Commission on Writing for America's Families, Schools, and Colleges. She has also served as a trustee of NCTE's Research Foundation, chair of NCTE's College Forum, editor of *English Education*, and on the boards of the National Writing Project and the International Writing Centers Association.

Dr. Stock has written books and articles about literacy teaching and learning, teacher research, the scholarship of teaching, writing centers, and contingent faculty in higher education. Her published work has been recognized with the James Britton Award ("The Function of Anecdote in Teacher Research"), the Richard A. Meade Award (*The Dialogic Curriculum*), the Janet Emig Award ("Toward a

Theory of Genre in Teacher Research: Contributions from a Reflective Practitioner") and, with Eileen E. Schell, the Conference on College Composition and Communication's Outstanding Book Award (*Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*).

## COMMUNITY OUTREACH PROGRAM HIGHLIGHTS

### Weaving Family Tales: Latina Youth as Readers and Writers

This program is funded by a grant awarded by the Starbucks Foundation's Youth Leadership Program to the Reading/Writing Learning Clinic to develop a community-based program that fosters leadership and literacy growth. The purpose of the program is to promote critical uses of



Audience members listen to the young poets.

literacy in the lives of Latina young women living in the Uniondale community, attending 9th grade in the local high school. In addition the program is intended to foster strong links between Latina youth and their communities and families, in particular with other women and female family members, by using literacy as a venue for personal growth and community empowerment. Twelve students participated in the 2005 Summer Book Club program, and met every week for two hours at the Saltzman Center. One of the highlights of the summer program included a visit with award-winning Latina author, **Nicholasa Mohr**, who visited the Saltzman Center on July 13, 2005. Ms. Mohr spoke passionately to the young women about issues related to growing up Latina in the United States, and the importance of writing and finding one's voice. The last meeting of the summer was held at the local Starbucks, located on Hempstead Turnpike. The manager of Starbucks, Ivy Vazquez, prepared refreshments and snacks for the young women, who comfortably enjoyed a cup of coffee and talked about their goals as writers for the fall 2005 Writers workshop. We are extremely thankful for the support received by the Starbucks Foundation to develop this program, which has been extremely well received by the Uniondale community.



Young Women's Starbucks grant recipients.

### **Young Women's Writing Project (YWWP)**

The Young Women's Writing Project (YWWP) had an extremely successful 2004-2005 cycle. This project is funded by a grant from Planned Parenthood of Nassau County that is awarded to the Community Based Adolescent Pregnancy Prevention Program, and it serves young women attending Roosevelt Junior and Senior High School. The program continues to grow under the leadership of Ms. Amy Gaddes and Ms. Melissa Cody, who joined the project this year as a co-instructor. During the 2004-2005 academic year, the YWWP expanded its scope to provide literacy experiences to young women in 7th to 9th grade. In this way, we offered three different workshops within this project to meet the needs of participating students at each grade:

**2005 Mentor Training Program:** Nine returning 8th grade students received guidance to become writing mentors. This program ran for six weeks in January and February 2005.

**2005 Author's Study & Advanced Writing Workshop:** This program involved three 9th grade students who participated in the YWWP in previous years. These students demonstrated strong leadership skills and the interest in continuing to strengthen their writing abilities.

**2005 Writing Workshop:** Twelve new 7th grade students were invited to participate in the project, and they worked with the 8th grade writing mentors throughout the 12-week writing workshop.

The 2004-2005 Young Women's Writing Project concluded on June 10, 2005 with the extremely moving and successful Third Annual Literacy Celebration at Hofstra University. It was standing room only at this event, where members from the Roosevelt community gathered to celebrate the writing lives of students from Roosevelt Junior and Senior High School. Relatives and friends, together with representatives from the Roosevelt School District, Planned Parenthood of Nassau County, the Saltzman Community Services Center, the RWL Clinic, and the Hofstra University Literacy Studies Department witnessed the power of poetry in helping young women share their dreams, hopes, fears, and goals. This year, the ceremony was characterized by a number of student-organized initiatives that made the celebration particularly special. Under the mentoring of Ms. Amy Gaddes and Ms. Melissa Cody, the students asked guests to donate books about the experiences of women of color. The resulting collection of books was donated to the Roosevelt High School Library on behalf of the YWWP. Students also wrote a proposal to develop their own mentoring program in their school. The proposal was presented to the administrators present at the celebration. Finally, the YWWP published its 2005 poetry anthology, entitled *Breaking Through the Stereotypes: Saying What's Good from Our Hearts*, which features poetry by the students and black and white photography by Ms. Cody. We are proud to see the way these young women have found their voices as writers, and have developed mentoring and leaderships skills that will support their literacy development in years to come.

### **UNDER MY SKIN**

*By Charmaine Boone – 7th grade, Roosevelt Junior High School*

Under my skin there's a new personality  
 Under my skin I have a different nationality  
 Under my skin there's a confident young woman  
 Under my skin beautiful and outgoing  
 Under my skin I'm nice and caring  
 Under my skin I'm never overbearing

## Thoughts about the program

### *This program...*

- helped me realize that writing helps you express your feelings.
- gave me something to look forward every week, as well as a place where I can express myself.
- opened up my mind more
- gave me a chance to learn from other people's writing

### *New Goals as writers:*

- To publish a book for children and for adults
- To inspire people with my poetry
- To not be afraid to share my writing
- To be true to myself
- To "write the unexpected"

### **Community Literacy Connection Program (CLC)**

Community Literacy Connection (CLC) is a comprehensive and donor-funded scholarship program that was developed in 2002 in order to make services offered in the Reading/Writing Learning Clinic available to students from Hofstra's surrounding communities. The purpose of the scholarship program is to provide high-quality literacy support services at no cost to students who may be struggling with reading and writing in school and whose families may not have the financial means to take advantage of such opportunities outside of school. Each comprehensive scholarship includes a professional literacy evaluation, two consecutive semesters of intensive literacy instruction at the Reading/Writing Learning Clinic, and a follow-up literacy evaluation at the conclusion of the program. Counseling support provided by the Psychological Evaluation Research and Counseling Clinic, and speech/hearing screenings conducted by the Speech-

Language-Hearing Clinic at the Saltzman Community Center are available to students if needed. Scholarship recipients also benefit from vision screening (and eyeglasses if needed) provided by Luxottica Eyewear.

It's been three years since launching the CLC program, and the response from parents and community members continues to be overwhelmingly positive. In December 2004, the 2003- 2004 cohort concluded with 24 students attending their second session of instructional services at the clinic. In the spring 2005, new procedures were instituted in order to select students from participating school districts, which include Elmont, Hempstead, Roosevelt and Uniondale. Because of the generous support of our donors, we raised funds to offer **30 full scholarships** for the new program. An administrative change took place, shifting the cycle of instruction from spring and summer or spring and fall to a year-long program, providing services in the fall and spring of the same academic year. This will ensure continuation of services and ongoing support for the students. We learned that summer classes were not an ideal scenario for many of our participating families, and attendance was problematic. On the other hand, when students attended the spring session, and then did not return until the fall, parents and teachers felt that the gap between sessions was not serving the students well. Therefore, the new cohort of students was identified and evaluated during the spring and summer 2005, but began literacy instruction in September 2005, following a 2005-2006 academic calendar.

In addition, the Reading/Writing Learning Clinic recently developed a **Satellite CLC Program** in order to offer literacy support services and other related literacy experiences on-site at the schools in response to the needs of parents and



school district representatives. By offering the program on-site, the transportation challenges faced by many families bringing students to the clinic is eliminated. Additionally, we strengthened our mission to establish outreach programs in our surrounding communities.

The establishment of satellite CLC programs provides an ideal opportunity to reach out to more members of the community by adding family literacy initiatives, such as parent seminars.

Professional development initiatives at the school, such as providing teaching seminars and workshops on-site were also offered. All of these activities broaden the mission of the Community Literacy Connection Program to include families and schools. At this time, the satellite program is offered in the Elmont school district, which began in fall 2005.

### **Michael Hughes Memorial Library Foundation**

Our partnership with the Michael Hughes Memorial Library Foundation continues to strengthen. Through the work of the foundation, Ms. GERALYNN HUGHES BRANDON awarded four scholarships to Malverne students in elementary schools and in the Howard T. Herber Middle School to attend the Reading/Writing Learning Clinic Summer Program. On March 21, 2005, Dr. Andrea Garcia was invited to present the scholarships to the students and their parents during the annual rededication ceremony of the Michael Hughes Memorial Library. The Malverne community once again demonstrated its commitment to this foundation during the rededication ceremony, which took place at the Howard T. Herber Middle School. Three of the four scholarship recipients were able to attend the 2005 summer program. Students attended classes regularly and they wrote Thank-you letters to Ms. Hughes Brandon, who continues to be an advocate for serving the literacy needs of students in the Malverne School District. We praise Ms. Hughes Brandon for her tireless dedication which supports the literacy growth of students in this community.



## **PROGRAM EVENTS**

### **Emergent Literacy Research**

The Reading/Writing Learning Clinic is actively collaborating with the Psychological Evaluation Research and Counseling Clinic, and the Speech-Language-Hearing Clinic in a sponsored research project regarding emergent literacy development. Literacy specialists Ms. Harriet Jonquiere and Ms. Bobbie Kabuto have conducted early literacy evaluations with participating students in the Diane Lindner-Goldberg Child Care Institute. The assessments consist of a number of naturalistic literacy assessments, including print awareness, concepts about print interviews, writing samples and phonological awareness tasks.

### **Parent Seminar on Early Literacy at the Child Care Institute**

Donna Tudda, director of the Diane Lindner-Goldberg Child Care Institute, invited Dr. Garcia to participate in a parent seminar regarding early literacy development. On October 26, 2004, Dr. Garcia held an information session for CCI parents about "How to Support Early Literacy Learning." This talk was designed to offer responses to parents' questions about early literacy development, as well as to present them with supportive strategies to foster their children's literacy growth at home.

## **ACADEMIC PROGRAMS**

The Reading/Writing Learning Clinic in the Saltzman Center plays an integral role in the functioning of two key academic programs in Hofstra University's Literacy Studies Department: the Masters of Science in Literacy Studies (birth-grade 6 and grade 5-12), and the Certificate of Advanced Study in Literacy Studies. As required by the New York State Department of Education, teachers must complete a 50-hour practicum to receive certification as literacy specialists. Graduate students enrolled in these programs complete part of their practicum requirement working under the supervision of a certified literacy specialist (reading clinic teachers) at the clinic.

During the 2004-2005 academic year, 94 graduate students were placed in programs offered by the Reading/Writing Learning Clinic in the fall, spring and summer. At the beginning of each semester a Literacy Studies Intern Orientation was held in order to introduce the interns to the Saltzman Center and to review the requirements of their practicum. The meetings were coordinated with faculty from the Literacy Studies Department teaching the practicum course. Graduate interns work closely with supervising teachers to conduct assessments, and design and implement instruction that supports literacy development.

## ONE OF MANY CLIENTS

Samuel was the proud recipient of the Dorothy Dietrich Scholarship, a full scholarship to participate in the RWL Clinic's 2005 Summer Reading/Writing Program. This scholarship was established in memory of Miss Dorothy Dietrich, former reading director of the Uniondale Public Schools, and it was co-sponsored by the Nassau Reading Council and the Reading/Writing Learning Clinic.

Samuel is a 5th grader who was recommended to the clinic by his school district because of concerns with his reading comprehension and his overall organization when composing texts. During the summer program, Samuel participated in small group literacy sessions during which he was encouraged to expand his repertoire of reading strategies, and to build on his strengths as a writer. Literacy instruction provided Samuel with a chance to be engaged in a number of literacy experiences, like keeping a writing journal, listening to read alouds, and selecting books from the clinic's library for independent reading time. Samuel's teachers described him as extremely insightful with a strong ability to recall details from his readings. Instruction in writing concentrated on making Samuel feel comfortable to take risks and develop his creative ideas in writing. At the end of the session, Samuel demonstrated a more confident use of reading strategies that focus on comprehension, and benefited from book discussions and character mapping to aid his reading comprehension. In writing, he became more comfortable with revision strategies to edit his own writing. Samuel had outstanding attendance during the summer program. It was a pleasure to serve Samuel and to collaborate with the Nassau Reading Council in providing high-quality literacy support services to students in need.

**Harriet Jonquiere, P.D.**, graduated from Oberlin College and earned a master's degree in education and professional diploma in reading from Hofstra University. Before coming to the Saltzman Center, she was a classroom teacher at Fulton School in Hempstead. Presently, in addition to working as an evaluator at the Reading/Writing Learning Clinic, Ms. Jonquiere serves as coordinator of the Early Literacy Center in the Diane Lindner-Goldberg Child Care Institute. Ms. Jonquiere is also participating as an evaluator in the sponsored research project on emergent literacy, and is a regular guest speaker in the Literacy Studies Intern Orientation at the clinic, for graduate students seeking NYS certification as literacy specialists. In collaboration with Donna Tudda, Director of the Child Care Institute, Ms. Jonquiere presented a workshop at the Better Investment in Babies (BIB) Conference, co-sponsored by Computer Associates International, the Child Care Councils of Nassau and Suffolk and the United Way, titled "Early Literacy for Infants and Toddlers," which offered suggestions and ideas for incorporating early literacy activities into the lives of infants, toddlers and their families.

**Amy Gaddes, M.S.**, is an 8th science teacher in the Lynbrook School District. She holds New York State certification in biology, general science, career education and reading. She earned a bachelor's degree in physical therapy in 1978 from Ithaca College and a master's in literacy studies from Hofstra University in 2001. At the Saltzman Center, Mrs. Gaddes coordinates the Young Women's Writing Program, tutors adults who are struggling readers; and provides evaluation services for the Reading/Writing Learning Clinic. She has also been involved in developing new programs such as Weaving Family Tales: Latina Youth as Readers and Writers. As an adjunct professor in the Department of Literacy Studies, she teaches graduate courses on how to use reading and writing to support content learning for pre-service teachers who are preparing for content area secondary education.

## PERSONNEL

### **Andrea García, Ph.D.**

is a faculty member in Hofstra University's Literacy Studies Department since 2000, and began her tenure as director of the Reading/Writing Learning Clinic in September 2003. Dr. García earned a Ph.D. in language, reading and culture from the University of Arizona. In her dissertation research, she investigated the nature of literacy processes and literacy practices in aphasia, building from sociocultural and sociopsycholinguistic perspectives of language and literacy. She is from Mexico City, where she worked as a special education teacher and a speech and language pathologist. Dr. García's research interests include literacy and biliteracy learning, literacy assessment, and the social construction of literacy competence. She is also interested in sociopolitical issues related to linguistic and cultural diversity. Her work has been published in both Spanish and English journals, and she has worked as an international literacy consultant for the Optimal Learning Environment (OLE) Project from Sacramento, California.



# SPEECH-LANGUAGE- HEARING CLINIC

**MISSION:** The Speech-Language-Hearing Clinic provides high-quality assessment and treatment of communication disorders to individuals of all ages, while offering a supervised clinical training experience for graduate students in Hofstra University's Speech-Language Pathology and Audiology programs. The clinic serves clients with diverse cultural and linguistic backgrounds, from the Hofstra community, the surrounding communities and school districts, and areas of Queens, Nassau and Suffolk Counties within an approximately 50-mile radius. Hofstra graduate students who provide clinical services are supervised by New York state-licensed and American Speech-Language-Hearing Association (ASHA)-certified professionals. The Speech-Language-Hearing Sciences Program is accredited by the Council on Academic Accreditation

## DESCRIPTION AND SCOPE OF PRACTICE

Operating for more than 30 years, the Speech-Language-Hearing Clinic is an integral part of the Speech-Language-Hearing Sciences Department in Hofstra College of Liberal Arts and Sciences. Graduate student interns provide assessment and therapy under the direct supervision of experienced and New York State licensed speech-language pathologists and audiologists. The clinic offers quality services to children and adults for a variety of communication disorders. Assessments include comprehensive speech-language evaluations and screenings, audiological evaluations and screenings, hearing aid evaluations, including hearing aid fitting and dispensing, central auditory processing evaluations and aural rehabilitation services. Speech-language therapy includes treatment for articulation/phonological, fluency, oral motor, developmental and acquired language, literacy, pragmatic language, cognitive communication, and voice disorders. Specialty group programs include aphasia, pragmatic language, language-literacy, and fluency groups.

## THREE OF MANY CLIENTS:

Roger, a 25-year-old male, was evaluated at the Hofstra Speech-Language-Hearing Clinic to determine the status of his vocal quality. He was referred by an ear, nose and throat physician because of difficulties with vocal strain, persistent hoarseness and unclear vocal quality. Roger was enrolled as a third-year law student at Hofstra University Law School. He explained that his success as a lawyer was dependent upon his voice and he could not jeopardize his career with poor vocal quality or episodes of total voice loss. Roger's voice was formally assessed with the Visi-Pitch III (Kay Elemetrics Corporation). The Visi-Pitch is an instrument used to evaluate several aspects of the voice, including voice quality, habitual pitch ranges, and intensity. The clinic acquired the Visi-Pitch in fall 2004 through a generous donation by Mrs. Patricia Zarb. A course of therapy focused upon reducing laryngeal tension, improving easy onset of voice and improvement of breath support for speaking purposes. Roger met all goals effectively with a short course of therapy. He understood the importance of all the exercises for improving and maintaining vocal hygiene techniques. He was looking forward to a position as a prosecutor in the fall.

Dr. May, a university professor came to clinic seeking help for accent reduction. Her primary language was Korean and her secondary language was English. Additionally, Dr. May attempted to acquire a third language, Vietnamese. Dr. May felt most confident speaking English during her lectures, but wanted to work on controlling her rate of speech and improving speech intelligibility during classroom lectures. She stated that students asked for occasional repetitions or for her to slow down. After initial evaluation by the supervisor and graduate students, it was recommended that she should attend speech therapy to improve speech intelligibility. Dr. May was very motivated for therapy. Sessions focused upon ways to improve speech intelligibility in a variety of speaking situations, including lectures, structured speech drills and social conversation. Dr. May was thrilled with the insight and knowledge she learned in a few short sessions and was motivated to continue speech therapy.

The Speech-Language-Hearing Clinic frequently sees many children 3 years old and younger who are referred to us by the Early Intervention (EI) Program of Nassau County. The Early Intervention program services infants and toddlers who may need various evaluations for developmental

delays. At the Speech-Language-Hearing Clinic, we conduct complete audiological testing to rule out hearing losses that may contribute to such developmental delays. One of the agencies that refers EI children to us sent a 2-year-old girl for a hearing test. The child's mother reported that her daughter did not speak and she felt that she also could not hear. She had told her pediatrician many times that she felt there was a problem, but he told her not to worry, as she was too young for a hearing test. During the clinical interview, the team of clinical supervisor Deborah Senzer and graduate students noticed that this young girl communicated only by gesturing to her mother and sister. She did not vocalize at all. During the hearing testing, the child did not respond to any stimuli, tones or speech to the limits of the audiometer at 120 decibels equivalent to the sound of a blasting jackhammer. Her mother began to cry, as she realized her daughter could hear nothing at all. Through extensive counseling with Ms. Senzer, the mother learned the nature and degree of her daughter's hearing impairment. She was referred to the North Shore/LIJ Health system's Hearing and Speech Center for consideration of a cochlear implant. A cochlear implant is a surgically implanted device that bypasses the damaged inner ear and directly stimulates the auditory nerve. Mother and daughter were seen at The Apelian Cochlear Implant Program at Long Island Jewish Medical Center just weeks after her initial diagnosis at Hofstra. She was surgically fitted with a cochlear implant that was judged very successful. Through intensive aural rehabilitation therapy and lots of hard work, this young girl will be able to hear sounds that she has never heard before in her silent world. The gift of hearing for a profoundly hearing-impaired young girl was granted.

Through extensive counseling with Ms. Senzer, the mother learned the nature and degree of her daughter's hearing impairment.

## PROGRAM HIGHLIGHTS

The Saltzman Community Services Center Breakfast Seminar Series was a great success on Friday, October 1, 2004. Our featured keynote speaker, Ms. Olympia Avignone, is a master clinician trained in PROMPT: Prompts for Restructuring Oral Muscular Phonetic Targets. She has 27 years of experience primarily working with children under the age of 5 who display a variety of developmental disorders. Nearly 100 participants arrived and broke our attendance record to date. The seminar was interesting and most informative. Feedback was positive, and many people inquired about being invited to more workshops in the future. Not only were the networking opportunities plentiful, but inquiries about the Saltzman Center were numerous.

The Long Island Audiology Consortium of Adelphi, Hofstra and St. John's Universities hosted an Au.D. informational gathering for the launch of the Doctor of Audiology Program on Tuesday, November 16, 2004. This was a wonderful opportunity to gain knowledge about the new program and to meet the faculty of the three partner institutions. More than 100 students, parents, clinicians and faculty attended and asked many relevant questions regarding the program.

The clinic is proud to announce the appointment of Rose N. Valvezan, Au.D, FAAA, CCC-A to the position of clinical coordinator of audiological services effective January 1, 2005. Dr. Valvezan comes to us with an exemplary clinical

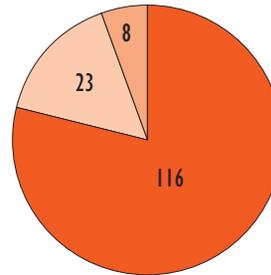
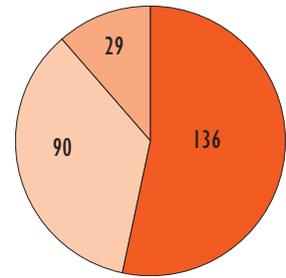




## WHO WE ARE AND WHO WE SERVE

### Speech Services

Speech Therapy	136
Speech Language Assessment	90
Speech Language Screening	29

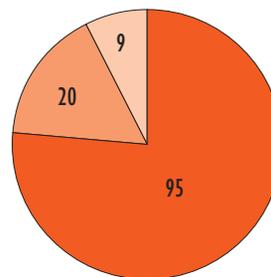
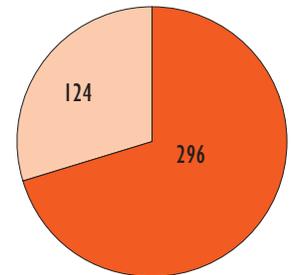


### Speech Demographics

Nassau	116
Suffolk	23
Other	8

### Audiology and Hearing Services

Evaluations	296
Hearing Aid	124
Therapy	0

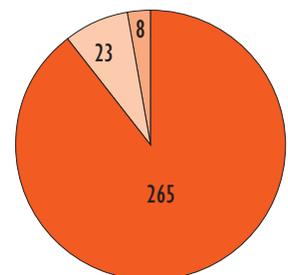


### Hearing Aid Demographics

Nassau	95
Suffolk	20
Other	9

### Audio Demographics

Nassau	265
Suffolk	23
Other	8



background, and she has much to offer our graduate students and supervisors. Her work experience as clinical coordinator of audiology at Adelphi University makes her an ideal match for the position at Hofstra. Academically, Dr. Valvezan has taught a variety of undergraduate and graduate courses. Previous experience includes more than a decade of clinical service at large metropolitan hospital centers. In addition to an impressive employment history, Dr. Valvezan's resume reflects an interest in staying current with regard to her clinical practice. She is an active member of four professional organizations. She holds New York state licensure and ASHA certification in audiology and is licensed by New York state as a hearing aid dispenser. Dr. Valvezan is highly regarded and respected among her clients, colleagues and students, and her teaching skills are superlative.

The Speech-Language-Hearing faculty and clinic staff have begun planning for next year's National Research Award and will work together to recognize an outstanding researcher and scholar in the field of cochlear implants. A cochlear implant is a small, complex electronic device that can help provide a sense of sound to a person who is profoundly deaf or severely hard of hearing. The implant is surgically placed under the skin behind the ear. The technology behind cochlear implants is changing rapidly. With advancements in technology and continued follow-up research with people who have already received implants, researchers are evaluating new opportunities and additional possible candidates for cochlear implants. Both speech-language pathologists and audiologists take part during the process from implantation to training and counseling. We look forward to taking part in the process to nominate a deserving professional in this exciting field.

## PERSONNEL

**Wendy C. Silverman, M.S., CCC-SLP** joined the staff of the Speech-Language-Hearing Sciences Department at Hofstra University as clinic director in January 2002. She earned a bachelor of arts from SUNY Buffalo in 1980, and a master of science from the University of Michigan in 1982. She was a speech-language pathologist at United Cerebral Palsy of Nassau County and at the International Center for the Disabled (ICD), where she cultivated a special interest in cognitive rehabilitation. For 11 years, she was employed at Transitions of Long Island, a multidisciplinary neurorehabilitation center, as coordinator of speech-language therapy services and case manager. She has performed numerous administrative tasks designed to improve the quality of care for individuals with disabilities. She has been a frequent guest lecturer at area universities and presenter at state and national conferences.

**Heather Grossman**, coordinator of speech-language services at the clinic, has been granted a fellowship to pursue doctoral studies at the University of Louisiana at Lafayette. She will be leaving the clinic in August 2005 after more than 15 years of employment at Hofstra. She has developed outstanding programs for the diagnosis and remediation of fluency disorders for adults and children at the clinic and has received national recognition and certification for her expertise. We wish her well.

**Melissa Kern Fitzgerald, M.A./CCC-SP** is the coordinator of speech pathology services in the Speech-Language-Hearing Clinic, as well as an adjunct professor at

Hofstra University teaching Advanced Seminar: Management of Communication Disorders. She earned a bachelor of science in communication disorders from Louisiana State University and a master of arts in speech pathology from Hofstra University. Professional accomplishments include the certificate of clinical competence granted by the American Speech-Language-Hearing Association, current New York state licensure, as well as more than 11 years of experience with a concentration in adult neurogenic communication disorders.

**Rose N. Valvezan Au.D., FAAA, CCC-A**, has been the coordinator of audiological services at the Speech-Language-Hearing Clinic since January 2005. She earned a bachelor of arts in biology from New York University in May 1979 and a master of science in audiology from Adelphi University in May 1982. She earned a doctor of audiology from A.T. Still University, Arizona School of Health Sciences in July 2005. Other professional accomplishments include being named a fellow of the American Academy of Audiology and earning the certificate of clinical competence in audiology from the American Speech Language Hearing Association. She spent the first 10 years of her career as a clinician in hospital settings. For 11 years she served as a clinical supervisor, coordinator of services and clinical adjunct professor in audiology at Adelphi University before coming to Hofstra. Her areas of interest include diagnostics and electrophysiological measurements of hearing.



## A SAMPLING OF DIRECTOR'S CURRENT RESEARCH AND PRESENTATIONS

Atwood, Joan D. (2004) Invited chapter. Sexual Issues in Family Therapy. *In Family Therapy Review* by Robert Coombs, Houghton Mifflin/Lawrence Erlbaum Associates.

Atwood, Joan. & Scholtz, Corinne. (2004) Power Differentials in Couples: Who's the Boss? Assessment and Therapeutic Considerations. *Journal of Couple and Relationship Therapy*.

Atwood, J. and Conway, B. (2004) Therapy with Chinese American Families. A Social Constructionist Approach, *In American Journal of Family Therapy*, 32, #2.

Clavijo, A., Freeman, A., & García Obregón, A. (2004) An Exploratory Study of Punctuation in Bilingual Children's Texts. *Colombian Applied Linguistics* (6).

García, A. (July 2005). *Miscue Analysis as a Research Tool: Literacy Competence in Aphasia*. Presenter. Summer 2005 Miscue Analysis Workshop Conference. Hofstra University, New York.

García, A. (August 2005). *Understanding Early Literacy Development of English Language Learners*. Workshop presented at the 2005 Early Literacy Institute: The social Context of Literacy. St. Johns University, New York.

Scardapane, J.R. (2004) *The Implementation of Child Anger Management Programs*. Symposium presented at Annual Meeting of the Association for the Advancement of Behavior Therapy. New Orleans, Louisiana.

Silverman, W.C., Moderator of a Short Course at the 2005 New York State Speech Language Hearing Conference, Huntington, NY April 2005.

Tudda, Donna (2004) National Association for the Education of Young Children's Annual Conference Co-Presenter with Dr. Susan Goetz Zwirn. Creative Teachers/Creative Students. Anaheim, California.

## GIFTS

**The following gift accounts have been established in support of the Saltzman Center.**

**Saltzman Research Grant:** To be used for faculty research in the Center.

**Saltzman Speech and Hearing Center Scholarship:** To be used to assist clients in the Speech-Language-Hearing Clinic.

**Koster-Zarb Endowed Scholarship for Literacy Studies:** Income from this endowed scholarship is available for children with demonstrated economic need in the

Reading/Writing Learning Clinic.

**Koster-Zarb Endowed Scholarship in the Diane Lindner-Goldberg Child Care Institute:** Income from this endowed scholarship is available for children with demonstrated economic need in the CCI.

**Endowment for the Saltzman Community Services Center Clinic Scholarships:** income is available to clients with demonstrated economic need in the Clinics.

**Saltzman Community Services Center Clinical Services Fund:** For use by the Saltzman Clinics.

**Saltzman Community Services Center Literacy Outreach Program:** Funds available for the Literacy Outreach Program.

**Diane Lindner-Goldberg CCI Scholarships:** Scholarship funds only for Child Care Institute.

**Professional Use by the Teachers and Staff of the CCI:** For professional development use by the teachers and staff of the CCI. From the Rauch Foundation on the occasion of receiving accreditation.

**Roman Scholarship Fund for the PERC Abuse Clinic:** funds used to pay for counseling sessions for abused persons of both sexes and all ages.

**Lynn Ann Motta Memorial Fund:** Used to subsidize payments for psychological services in PERC for members of the community who need help and have a demonstrated economic need.

**Saltzman CCI Playground and Equipment Fund:** For new outdoor equipment for the CCI and to continue to meet the needs of each classroom.

### Summary of 2004-2005 gifts:

Total	174	gifts, totaling	223,212.00
\$5,000 and above	15	gifts, totaling	116,000.00
\$1,000 – 4999	56	gifts, totaling	82,320.00
under \$1,000	103	gifts, totaling	24,892.00

### These gifts were directed to the following accounts:

Saltzman Research Grant  
 Saltzman CSC Clinical Services Fund  
 Saltzman CSC Center Literacy Outreach Program  
 Diane Lindner-Goldberg CCI Scholarships  
 Child Care Institute Gift Account for Professional  
 Lynn Ann Motta Memorial Fund  
 Diane Lindner-Goldberg CCI Playground and Equipment Fund  
 Diane Lindner-Goldberg CCI Programs  
 Community Literacy Connection Appeal  
 Saltzman Center Corporate Funding  
 Dom D'Amore Memorial Funds  
 Michael Hughes Memorial Scholarships  
 Community Literacy Connection  
 Hofstra University Research Prize in Education

## CONTRACTS

### Early Intervention (EI) Birth to 3 years

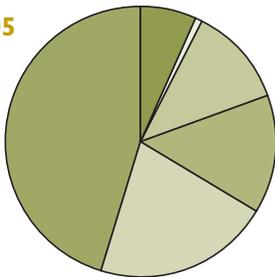
Early Intervention is a Department of Health (state and county funded) program that helps identify and assist children from birth to three years who have disabilities and developmental delays. Eligible children are assigned a service coordinator within the county who calls a provider to initiate contact. Upon completion of all evaluations, the coordinator works with the evaluator to develop an Individual Family Service Plan (IFSP). Hofstra University has been an approved provider of services since 1993. Annually, services have been provided for five to six core multidisciplinary evaluations (speech or audiological, psychology), and approximately 100 supplemental audiological evaluations.

### Committee on Preschool Special Education-(CPSE) 3-5 years

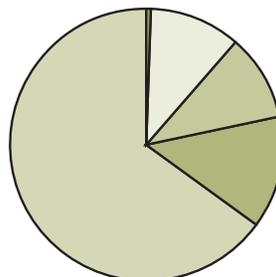
Committee on Preschool Special Education (CPSE) is an organization within the local school district, which works within federal and State Education Department (SED) guidelines to review the education, needs of children between the ages of 3 and 5 years. A special committee is formed when a parent raises a concern about his/her child. Once the parents have selected a referral site, a committee is formed. The committee is typically composed of a school psychologist, the CPSE coordinator, a referral site representative and the parent. Following these evaluations, the CPSE meets to determine eligibility for service. If the child is found eligible for services, the committee approves and helps arrange for preschool special education services. The parent may choose the Saltzman Center as the provider of those services (children evaluated elsewhere may also come to Hofstra). Hofstra University provides services annually for approximately 15 multidisciplinary core evaluations (psychology, speech and social) and mono-disciplinary evaluations. Typically 70 percent of the CPSE cases undertake further therapy at the Saltzman Center.

## FINANCIAL REPORT

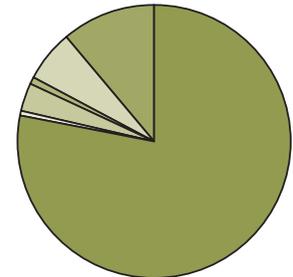
### 2004/2005



Expenditures	\$2,280,901.19
Administration	152,302.94
M&F	19,797.14
PERC	275,922.67
Reading	321,749.52
Speech	484,712.40
CCI	1,026,416.52



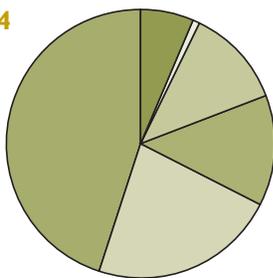
Revenue	\$1,086,973.40
M&F Fees	9,026.00
PERC Fees	114,930.00
Reading Fees	111,653.00
Speech Fees	146,256.38
CCI Fees	705,108.02



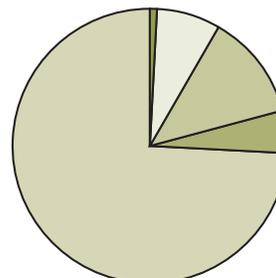
Revenue Source	
Client Fees	1,478,525.65
Grant & Contract Supported Fees	10,592.00
DSS	57,739.00
Scholarship Supported Fees	17,990.00
Other (Disc +USDA)	117,877.38
Insurance	204,940.12

\* Expenditures not covered by revenue are assumed by the University.

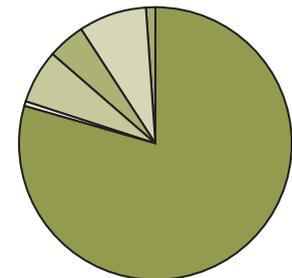
### 2003/2004



Expenditures	\$2,233,855.21
Administration	143,541.48
M&F	21,651.66
PERC	266,884.21
Reading	294,376.98
Speech	506,633.55
CCI	1,000,797.33



Revenue	\$14,545,385.64
M&F Fees	13,409.00
PERC Fees	111,208.50
Reading Fees	179,756.00
Speech Fees	71,692.68
CCI Fees	1,078,319.46



Revenue Source	
Client Fees	1,141,278.31
Grant & Contract Supported Fees	8,721.00
DSS	92,652.10
Scholarship Supported Fees	61,450.95
Other (Disc +USDA)	116,550.10
Insurance	13,733.18

# HOFSTRA AT A GLANCE 2004-2005

## LOCATION

Hempstead, Long Island, 25 miles east of New York City. Telephone: (516) 463-6600

## DIRECTIONS

Long Island Rail Road stops less than 2 miles from campus: J.F. Kennedy and LaGuardia Airports within 30 minutes.

## FOUNDING DATE

1935

## PRESIDENT

Stuart Rabinowitz, J.D.

## CHARACTER

A private, nonsectarian, coeducational university

## THE HOFSTRA CAMPUS

With 113 buildings and 240 acres, Hofstra is an accredited member of the American Association of Botanical Gardens and Arboreta.

## ACCESSIBILITY

Hofstra is 100 percent program accessible to persons with disabilities.

## COLLEGES AND SCHOOLS

Hofstra College of Liberal Arts and Sciences, Frank G. Zarb School of Business, School of Communication, School of Education and Allied Human Services, New College of Hofstra, School of Law, School for University Studies, Honors College, Saturday College, and University College for Continuing Education.

## FACULTY

There are 1,246 faculty members of whom 527 are full-time. Ninety-one percent of full-time faculty hold the highest degree in their fields.

## STUDENT BODY

Full-time undergraduate enrollment of 8,031. Total University enrollment, including part-time undergraduate, graduate and School of Law, is about 13,000. Male-female ratio is 44 to 56.

## STATES/COUNTRIES

Hofstra undergraduates come from 45 states and territories and 61 countries.

**SALTZMAN COMMUNITY SERVICES CENTER ...**  
*Serving the community and educating the next generation  
of practitioners in an integrated, multidisciplinary environment at Hofstra University.*

Joan and Arnold Saltzman Community Services Center	(516) 463-6535
Diane Lindner-Goldberg Child Care Institute	(516) 463-5194
Marriage and Family Therapy Clinic	(516) 463-5234
Psychological Evaluation, Research and Counseling (PERC) Clinic	(516) 463-5660
Reading/Writing Learning Clinic	(516) 463-5805
Speech-Language-Hearing Clinic	(516) 463-5656

Web Address: [www.hofstra.edu/COM/Saltzman](http://www.hofstra.edu/COM/Saltzman)

E-mail: [SaltzmanCenter@hofstra.edu](mailto:SaltzmanCenter@hofstra.edu)



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