



Joan and Arnold Saltzman Community Services Center

Annual Report



05-06



HOFSTRA
UNIVERSITY

Mission

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 Lindner-Goldberg Child Care Institute, named in honor of his late wife.

From the Advisory Board Chair

As I look back at this year as chair of the Saltzman Community Services Center Advisory Board, I remain aware that we are building on the productive and exciting years of Pat Zarb's tenure as chair.

Among the recently developed new services at the center is the Institute for the Study and Treatment of Anger and Aggression, under the direction of Dr. Howard Kassinove. Dr. Kassinove and his team of doctoral candidates work to understand the nature of anger and aggression while offering patients alternatives to their problematic behavior. Clearly, there is a need for this additional and specialized service.

One innovative program that the center now provides is the 4-year-old Young Women's Writing Project, directed by Dr. Andrea Garcia. This program affords young women the opportunity to develop their writing skills and creativity. Through short story and poetry writing, these young women are able to express their thoughts and feelings through this most creative outlet.

The Diane Lindner-Goldberg Child Care Institute continues to provide outstanding care and education to the youngest members of the community and their families. Our dedicated staff, under the directorship of Donna Tudda, stays current on the latest models of early childhood education and child development.

For all the enhancements as well as the ongoing services to the community and to Hofstra University, we send gratitude to our board and our supporters for their generosity.

Thank you,
Joan Saltzman



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Joan and Arnold Saltzman Community Services Center

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From the Executive Director's Desk

This past year was an exciting one for the Saltzman Center, as we launched another specialty clinic in the Psychological Evaluation Research and Counseling Clinic (The Institute for the Study and Treatment of Anger and Aggression). We also continued the outstanding programs for Community Literacy Connections through the Reading/Writing Learning Clinic and the Adult Aphasia Program for individuals with aphasia and their caregivers through the Speech-Language-Hearing Clinic. The children enrolled at the Diane Lindner-Goldberg Child Care Institute continue to benefit from the work of the dedicated staff, including the director, Donna Tudda, who among all her duties, found the time to present at a national conference on early childhood education. We also had the opportunity to welcome a new director in the Marriage and Family Therapy Clinic, Madeline Seifer.

We hosted our second annual Saltzman Community Services Center fund-raiser, which took place in April at Chateau Briand. Our honoree was a most worthy recipient, Tejinder (TJ) Pal Singh Bindra. Mr. Bindra, who is senior vice president of Jeetish Group of Companies, was honored for his humanitarian work in establishing inter-religious dialogue on Long Island. He co-founded the Sikh Temple on Long Island in 1987, is the founder and president of the Sikh Organization of New York, and has led two successful delegations to the New York state government on behalf of the Sikh American community. The evening was a huge success, with donors contributing generously for the continuation and development of community programs run by the center.

We also presented the third Hofstra University National Research Award to Dr. Donald Henderson, from the State University of New York at Buffalo, for his pioneering work in researching the human cochlea. Dr. Henderson's research has had a profound impact on the prevention of noise-induced hearing loss. Dr. Henderson was a gracious recipient of the award and gave an entertaining and comprehensive talk on the nature and implications of his work.

All in all, this year was a productive and exciting one for all parties associated with the Joan and Arnold Saltzman Community Services Center. As I look to the future, I anticipate an even closer and more collaborative working relationship with the Hofstra University administration in order to develop new programs and to enrich existing activities and services. These programs will offer a unique and cutting-edge education to our students and an even higher caliber of service to our community.

Joseph R. Scardapane, Ph.D.

Service

Marriage and Family Therapy Clinic

The Marriage and Family Therapy Clinic addresses relationship issues through individual, couple, family, and group counseling. Workshops and group therapy sessions are available as well. These issues appear in varying forms and can occur at any age. Typical presenting problems and concerns include:

- ▶ Couple difficulties
- ▶ Parenting of children and adolescents
- ▶ Single parenting
- ▶ Divorce
- ▶ Separation
- ▶ Remarriage
- ▶ Children of divorce
- ▶ School-related problems
- ▶ Custody arrangements
- ▶ Chronic illness
- ▶ Dealing with elderly parents
- ▶ Loss and bereavement

In addition, a specialty area of interest for clients and researchers concerns pre-marital assessment and counseling. While marital adjustment risk factors have long been identified, researchers are now able to predict with a high degree of certainty, which couples would be headed for a breakup within three years of the assessment. The assessments are based upon couples' views of their history together as well as on their current perceptions. As a result, the Marriage and Family Clinic offers workshops on pre-marital issues with a focus on early intervention. If a couple expresses interest in pre-marital counseling, an interview takes place, a questionnaire is administered, feedback is provided, and recommendations are made as to whether or not to proceed with in-depth couple therapy.

Diane Lindner Goldberg Child Care Institute

- ▶ The CCI offers a quality early education program for infants, toddlers and preschoolers.
- ▶ The program is NYS licensed and accredited by the National Association for the Education of Young Children (NAEYC).
- ▶ Enrollment is year round and open to the community at large and Hofstra employees.
- ▶ The CCI contracts with the Nassau County Department of Social Services, providing childcare for those families that are eligible for subsidies.
- ▶ A privately funded scholarship program is also available for those families that meet eligibility criteria.

Speech-Language-Hearing Clinic

Operating for over 30 years, the Hofstra University Speech-Language-Hearing Clinic is an integral part of the Department of Speech-Language-Hearing Sciences in the Hofstra College of Liberal Arts and Sciences. Services are provided by graduate interns under direct supervision of licenced speech-language pathologists and audiologists.

Services include:

- ▶ Speech-language assessments and therapy
- ▶ Audiological evaluations
- ▶ Hearing aid evaluation and dispensing
- ▶ Central auditory processing evaluation
- ▶ Aural rehabilitation

Services are provided to clients across the age span from infancy to elderly. Some of our specialty programs include:

- ▶ Foreign Accent Reduction
- ▶ Language based literacy skills for school aged children
- ▶ Articulation and Phonological Remediation
- ▶ Treatment of Voice Disorders

The
connection
between
thoughts and
feelings are
explored...



- ▶ Swallowing and Feeding Disorders
- ▶ Aphasia Programs and Caregiver Support
- ▶ CCI Language Stimulation Groups
- ▶ Fluency Programs
- ▶ Pediatric Audiology

A new specialty program which has been under development is scheduled to start in fall 2006:

"Speaking of Toddlers" A Language Stimulation Group for Preschoolers

Hofstra University's Speech-Language and Hearing Clinic is proud to offer "Speaking of Toddlers" - a 60 minute, once weekly, language stimulation group that focuses on improving the vocabulary and social language skills of young children with language delays. Through developmentally appropriate play, sensory based activities, and snack/craft/story time, children develop their ability to communicate through words, in this enhanced group intervention setting. A licensed Speech-Language Pathologist, along with Graduate Student Clinicians, leads parents and children through weekly theme-based sessions focusing on increasing each child's ability to express their needs. Language facilitation strategies, peer to peer interactions, parent training, and low child: clinician ratios, are all used to achieve each child's individual language/communication goals.

Psychological Evaluation Research and Counseling Clinic

The clinic serves people throughout the lifespan, offering a wide range of services. 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 of Hofstra's doctoral programs (Ph.D. and Psy.D.). With this philosophy, the focus is on the patient's current

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Education

Marriage and Family Therapy Clinic

The Marriage and Family Therapy Program at Hofstra University is a 61 credit master's degree program. The director of the academic program is Dr. Melvin Goldstein, DSW. The program which is accredited by the State Education Department of New York, offers an intense theoretical curriculum during year one, that exceeds the requirements set forth by the state for licensure as a marriage and family therapist. The following two years of the program have students begin their clinical training while continuing their academic studies. The Marriage and Family Therapy Clinic, at the Saltzman Community Services Center is a prime placement for students during these final two critical years. The clinic, under the direction of Madeline Seifer, M.A., LMFT, offers students an opportunity to apply the theoretical principles of marriage and family therapy in a structured clinical setting. Students are closely supervised by New York state-licensed clinicians as well as by an AAMFT-approved supervisor.

Speech-Language-Hearing Clinic

Master of Arts: Audiology
Master of Arts: Speech-Language Pathology

These programs are intended for students who plan to be audiologists or speech-language pathologists in clinical and hospital environments, private practice, early intervention programs and primary and secondary educational settings. The academic and clinical programs are accredited by the committee on Academic Accreditation (CAA), of the American Speech-Language-Hearing Association (ASHA). Our M.A. Programs are also approved by the New York State Education Department for licensure eligibility of Speech-Language Pathologists and Audiologists. Speech-Language Pathology students may also complete course work for eligibility toward certification and licensure as Teacher of Students With Speech and Language Disabilities. Qualified Students may elect to complete the Bilingual Extension in SLP.

The goals of the Graduate Programs in Speech-Language Pathology and Audiology are to prepare students to be professional, competent educators and clinicians who provide services to children and adults.

The objectives of our academic, educational and clinical programs are multifaceted. Within the framework of the graduate programs, students achieve knowledge of:

- ▶ Normal and atypical development including the relationship among cognitive, linguistic (spoken and written language), behavioral, physiological, and environmental phenomena associated with the processes of communication and related disorders across the life span.
- ▶ The relation between oral language and literacy, and its implications for academic outcome;
- ▶ The neurobiological and neurologic bases of human communication.
- ▶ Theoretical and practical concepts related to individuals with communicative and physiological impairments across the lifespan.
- ▶ Technology and strategies for analyzing and interpreting typical and pathologic neurobehavioral and physical processes.

While achieving these objectives students develop:

- ▶ Sensitivity to culturally and linguistically diverse populations, persons with disabilities, and individual differences among people with different communication styles;
- ▶ Skill in applying theoretical constructs to the diagnosis, rehabilitation and habilitation, and education of individuals with communicative disorders;
- ▶ Professional ethics and practices in speech-language pathology and audiology.

Professional Doctorate in Audiology (Au.D.)

The Speech-Language-Hearing Sciences Department, in cooperation with Adelphi and St. John's Universities, offers a professional doctorate in audiology (Au.D.). The primary Objective of the program is to produce highly skilled practitioners who are competent to perform the wide variety of diagnostic, remedial and other critical services with the scope of practice for audiologists.



Faculty members share their respective areas of expertise to develop specialty clinics ...

Students enrolled in the program will be required to complete a minimum of 80 semester hours of post-baccalaureate study. The program can accommodate post-baccalaureate students as well as post-M.A. students. The requirements for earning the master's degree in Audiology are equivalent to years one and two of the Au.D. Program. During years three and four, all students will take academic courses totaling a minimum of 38 credits. Students who have not obtained ASHA certification/state licensure will be required to take five one credit Clinical Seminars, as well as a full-time clinical practicum in the fourth year. In addition, a clinical research project will be required of each student. The curriculum includes advanced course work in vestibular assessment, hearing aid technology, early intervention, and electrophysiology. In addition to classes being scheduled during traditional semesters, a variety of instructional formats such as intensive 1 to 8 week institutes and weekend workshops will be offered.

The Diane Lindner Goldberg Child Care Institute

The Diane Lindner Goldberg Child Care Institute serves as a training ground for many students in disciplines such as psychology, early childhood education, speech/language and hearing, literacy studies and elementary education in both graduate and undergraduate programs. Hofstra University students observe and interact with the children, gaining valuable knowledge and experience that supports their academic studies. Doctoral students in psychology have also worked with the CCI children and families to gain documentation for their dissertations. All studies conducted within the CCI are under the direct supervision of the Director, Donna Tudda and the Assistant Director, Susan Vignati with the cooperation of student's professor or adviser.

Psychological Evaluation Research and Counseling Clinic

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, 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. Faculty members share their respective areas of expertise to develop specialty clinics and conduct research with their graduate assistants. This interplay of education, service and research is at the heart of the mission of the PERC Clinic.

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Second Annual Joan and Arnold Saltzman Community Services Center Fundraiser

On Tuesday April 4, 2006 our second annual fundraiser for the Saltzman Community Services Center was once again held at the lovely Chateau Briand. Tejinder Pal Singh Bindra, Senior Vice President of Jeetish Group of Companies was the honoree. He was introduced by Thomas DiNapoli, New York State Assemblyman and the Master of Ceremonies of the evening was Sukanya Krishnan, Co-Ancor of the WB11 Morning News. It was a spectacular evening that incorporated the "Bollywood Chic" theme in which young women dazzled the runway in a South Asian fashion extravaganza. The event raised over \$70,000.00 for programs and improvements at the Saltzman Center. Funds went to scholarships for the Diane Lindner Goldberg Child Care Institute, scholarships for our Community Literacy Connection Program, the continuation of the Institute for the Study of Anger and Aggression, funding for the Institute for the Study of Depression and Suicidality in College Students, and capital improvements. All in all it was a wonderful success and a most meaningful evening for the mission of the Saltzman Center. Thanks to the chairperson of the Advisory Board Joan Saltzman and the fundraiser committee for their tremendous efforts on behalf of the Center.



Tejinder (TJ) Pal Singh Bindra, senior vice president of Jeetish Group of Companies with his daughter on the left, his wife on the right and Sukanya Krishnan, co-anchor, WB11 Morning News.



Saltzman Center Clinic Directors attend the Saltzman Center Fund Raiser Event.



2005-2006 Fundraiser Sponsors

▶ Platinum Sponsors: \$10,000

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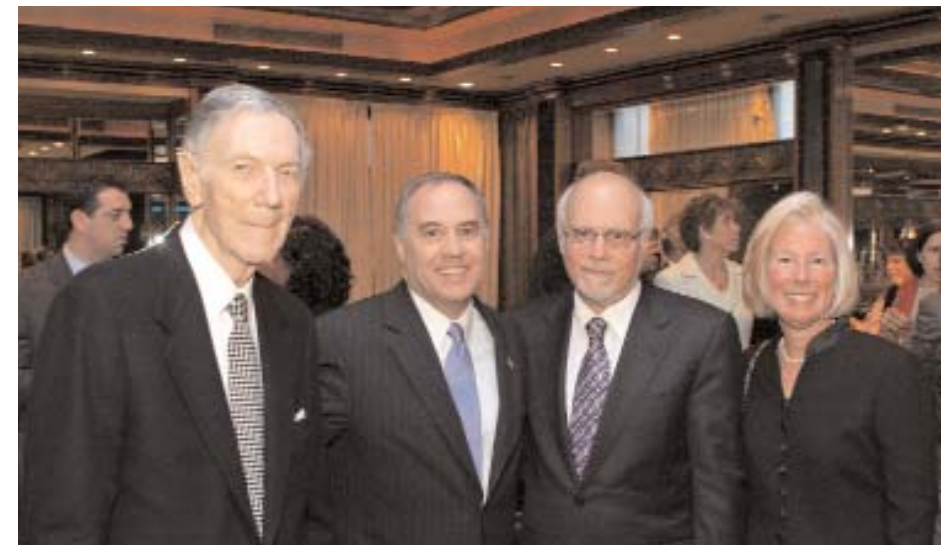
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[212] Media



Joan Saltzman, chair of the Saltzman Community Services Center Advisory Board.



Sukanya Krishnan, co-anchor, WB11 Morning News and MC for the fashion show.



Ambassador Arnold Saltzman, honorable Thomas P. DiNapoli, with President Rabinowitz and his wife Nancy Rabinowitz.



Dr. Howard Kassinove, Dean Firestone and one of the many guests that attend the fashion show fundraiser.

Research

Marriage and Family Therapy Clinic

Presentations and Publications:

Madeline Seifer, M.A., LMFT

This year's presentations include:

- ▶ Becoming Parents: Nurturing Your Marriage. Workshop presentation at Orly's Treehouse, Westbury, NY.
- ▶ Chronic Illness: The Uninvited Guest. Workshop presentation at The DeMatteis Center, Old Brookville, NY.
- ▶ Solution Focused Family Therap., Psycho-educational workshop at the Louis Armstrong Middle School, Queens, NY.

George Simon, M.S., LMFT

This year's publications include:

- ▶ Simon, G.M. (2006). "Why don't we "get" each other: A response to Susan Johnson." *The Family Journal: Counseling and Therapy for Couples and Families*, 14 209-212.
- ▶ Simon, G.M. (2006). "The heart of the matter: A proposal for placing the self of the therapist at the center of family therapy research and training." *Family Process*, 45, 331-344.
- ▶ Minuchin, S., Lee, W.-Y & Simon, G. M. (2006). *Mastering family therapy: Journeys of growth and transformation* (2nd ed.). New York: Wiley.
- ▶ Sciarra, D.T., & Simon, G.M. (in press). Assessment of diverse family systems. In L.A. Suzuki, J.G. Ponterotto, & P.J. Meller (eds.), *Handbook of multicultural assessment* (3rd ed.). San Francisco: Jossey-Boss.

In addition to his numerous publications, Mr. Simon has made presentations on structural family Ttherapy at MercyFirst in Syosset, New York.

In sum, the Marriage and Family Therapy Clinic at the Saltzman Center, has become an active and vibrant part of the multidisciplinary human services facility at Hofstra. This past year has been one of transition and growth. Our goals include further integration with the academic programs as well as an ever-expanding ability to provide much-needed mental health services to the local community.

Reading/Writing Learning Clinic

García, A. (2005). Finding Gifted Writers in Unusual Settings: Writing Groups for the Elderly and Mentally Ill. Session Chair. 95th Annual Convention National Council of Teachers of English. Pittsburgh, Pennsylvania.

García, A. (2005). Observing the Writing Process: Implications for Evaluation. Presenter. 95th Annual Convention National Council of Teachers of English Pittsburgh, Pennsylvania.

García, A., Henry, J., & Zaleski, J. (2005). Inching Toward Common Ground: Literacy Studies in Guatemala. 95th Annual Convention National Council of Teachers of English. Pittsburgh, Pennsylvania.

García, A. (2006). Psycholinguistic and Sociolinguistic Principles for Literacy Assessment. Presenter. Special Interest Group on Psycholinguistics at the 51st Annual Convention International Reading Association, Chicago, ILL.

García, A., & Flurkey, A. (2006). Literacy Assessment: Principles, Strategies and Stories that Transform and Inspire Literacy Teachers. Co-Chairs. Special Interest Group on Psycholinguistics at the 51st Annual Convention International Reading Association, Chicago, ILL.

García, A. (2006) Understanding English Language Learners as Readers and Writers: A Hands-On Exploration. Workshop presented at the 2006 Early Childhood Conference: Early Literacy. Hofstra University, New York.

García, A. (2006). Using Critical Incidents to Inform Practice and Question Political Mandates. Presenter. Spring 2006 International Scholar's Forum: Reading, Writing and Regulations. Hofstra University, New York.

García, A. (2006). How to Support Children as Readers. Workshop presented to parents in the Uniondale School District.

García, A. (2006). Understanding Early Literacy Development of English Language Learners. Workshop presented at the 2006 Early Literacy Institute: The Social Context of Literacy, St. Johns University, New York.

Goodman, D. (2005). Narrative Writing Profiles. Presenter. 95th Annual Convention National Council of Teachers of English. Pittsburgh, Pennsylvania

Goodman, D. (2006). Revaluing Struggling Readers and Writers. Presenter. Michigan Reading Association Conference. Detroit.

Goodman, D. & Flurkey, A. (2005). An introduction to Miscue Analysis and Retrospective Miscue Analysis for Staff Development Leaders. Workshop presented at Monroe BOCES, Rochester, NY.

Flurkey, A., & Goodman, D. (2006). Effective Beginning Reading. Round Table. 21st World Congress on Reading. Budapest, Hungary.

Flurkey, A., Goodman, D. & Rosendale, L. (2006). Advocacy Biographic Profile. Symposium. 21st World Congress on Reading. Budapest, Hungary.

Jonquiere, H. (2006). Reading Interviews: The Learner as a Literacy Expert. Presenter. Special Interest Group on Psycholinguistics at the 51st Annual Convention International Reading Association, Chicago, ILL.

Kabuto, B. (2006). Book-handling Procedures and Early Literacy Development. Presenter. Special Interest Group on Psycholinguistics at the 51st Annual Convention International Reading Association, Chicago, ILL.

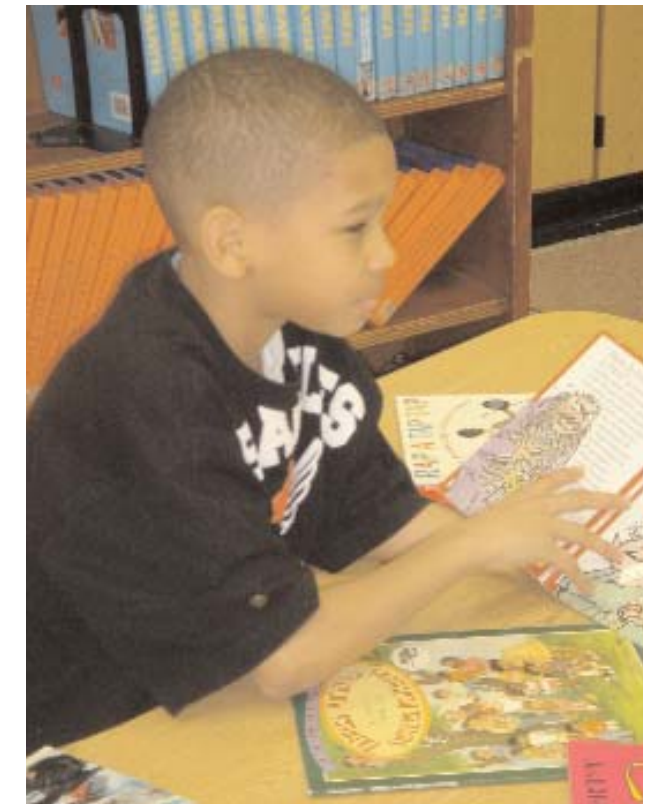
Speech-Language-Hearing Clinic

Hofstra University's 2006 National Research Award for Distinguished Contributions in the disciplines of audiology and hearing science went to Donald Henderson, Ph.D.. Dr. Henderson works at the Center for Hearing and Deafness/Hearing Research Laboratory, University of Buffalo SUNY. The award ceremony was May 3rd, 2006. For the past 35 years, Dr. Henderson has led an interdisciplinary group of scientists working to better understand the effects of high-level noise on the cochlea and the resulting hearing loss. In spite of all the scientific, clinical and regulatory efforts, exposure to high-level noise still continues to be the major cause of hearing loss in the adult working age population, especially for the men and women of our armed forces.

In the past 10 years, his group and colleagues share two fundamental discoveries:

- ▶ High-level noise exposure causes oxidative stress which leads to cochlear pathology.
- ▶ The death or loss of cochlear hair cells is primarily mediated by a highly regulated cell death process - apoptosis.

These discoveries have already led to potential pharmacological strategies for preventing noise-induced hearing loss and treating acute acoustic trauma. The research program has already generated three licensed patents and clinical trials are being conducted by the military for both prevention and treatment of noise-induced hearing loss.



Service *continued*

thoughts, feelings and behavior. The connection between thoughts and feelings is explored, along with the impact of environmental contingencies 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 learn that the problem is not anxiety, but rather their response to it.

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. 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.

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 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.

Reading/Writing Learning Clinic

The Reading/Writing Learning Clinic is dedicated to providing comprehensive literacy support services to children and adults in an environment where learners have the safety and support that allow them to take risks and gain confidence as they move toward developing mature control of literacy skills. The Clinic provides services to families in the communities that adjoin Hofstra University as well as in the larger metropolitan area. Services include:

Professional Literacy Evaluations

The Reading/Writing Learning Clinic offers professional reading and writing evaluations for school-aged children and adults. Our evaluations are qualitative assessments that culminate with the development of a Biographic Literacy Profile. Each literacy evaluation is conducted to:

- ▶ Advocate for the learner
- ▶ Provide a detailed appraisal of reading and writing strengths
- ▶ Describe the learner's use of reading and writing strategies when transacting with and composing texts
- ▶ Provide parents and teachers with information about how literacy is used to solve problems
- ▶ Describe reading and writing proficiency in terms of meaning construction
- ▶ Provide straight-forward and individualized recommendations to support literacy development inside and outside of school settings

Literacy Instruction

The Reading/Writing Learning Clinic provides instructional sessions that utilize the most current meaning-centered practices for helping learners make efficient use of reading and writing strategies. Individual or small group instruction is available for school age children and adults who seek to develop their abilities and confidence as readers and writers in an enjoyable, relaxed atmosphere. At the Clinic:

- ▶ All classes are taught by New York State certified literacy specialists
- ▶ Classes feature meaning-centered strategies that help to improve reading comprehension
- ▶ Writing opportunities are designed to be both fun and relevant to the learner
- ▶ Instruction builds on each individual's natural language strengths and encourages positive feelings toward learning
- ▶ Consultations offer parents straightforward advice about how to support their children's literacy growth.

The Reading/Writing Learning Clinic also provides specialty programs that include a number outreach initiatives:

Community Literacy Connection Program

The Community Literacy Connection Program (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 as part the Clinic's commitment to literacy outreach programs. The purpose of the scholarship program is to provide high quality literacy support services at no cost to 3rd or 4th grade students who are struggling with reading and writing in school and whose families do not have the financial means to take advantage of such opportunities outside of school. Each comprehensive scholarship includes:

- ▶ A Literacy Evaluation Program: Comprehensive literacy evaluations at the beginning and end of the program and progress reports provided at the end of each instructional session
- ▶ Instructional Literacy Support Services: Two consecutive semesters of intensive small group literacy instruction provided by a New York State Certified Literacy Specialist
- ▶ Interdisciplinary Care Services: Counseling services provided as needed by the Psychological Evaluation, Research and Counseling Clinic, speech/hearing screenings conducted as needed by the Speech-Language-Hearing Clinic, and vision screening (and eyeglasses if needed) provided by Luxottica Eyewear.

In 2005- 2006 the CLC program offered a total of 42 scholarships to students attending the Hempstead, Roosevelt, Uniondale and Elmont School District.

Services to students in this program were offered at the Saltzman Center, as well as in two Satellite locations, one in Elmont and one in Uniondale. This record number of scholarships was made possible thanks to the generosity of our private donors and from grants awarded to the Reading/Writing Learning Clinic from the Citigroup Foundation and the Roslyn Savings Foundation. Specifically, funds from the Citigroup Foundation supported the development of a CLC Satellite program in Uniondale and the creation of a Parent Workshop Series. In addition to providing scholarship funds, the Roslyn Savings Foundation grant sponsored 42 mini-libraries that were awarded to students at the conclusion of their program.

Young Women's Writing Project

The Young Women's Writing Program (YWWP) is an after-school project funded by a grant from Planned Parenthood of Nassau County that is awarded to the Community Based Adolescent Pregnancy Prevention Program (CBAPP). The program serves young women attending Roosevelt Junior and Senior High School as they expand their strengths as writers and further their successes in life. This program is designed to support CBAPP's mission for pregnancy prevention in adolescence by providing youth development activities that improve self-esteem, life skills and life opportunities. In 2005-2006, the YWWP included a Mentor Training Program, a Writing Workshop and a new initiative that took program participants to the Nassau County Museum of Art. In addition, the program was featured in the New York Times, the Long Island Press, and Teenwire, an online magazine for teenagers published by Planned Parenthood.



Education *continued*

Reading/Writing Learning Clinic

The Reading/Writing Learning Clinic is affiliated with the School of Education and Allied Human Services Literacy Studies Department. 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 literacy teachers through sharing knowledge about teaching practices, and it is a nationally recognized site of exploring both the nature of literacy and exemplary ways to support literacy development.

The Reading/Writing Learning Clinic serves as a practicum site for graduate students pursuing degrees in the following Literacy Studies Department programs:

- ▶ Master of Science in Education: Literacy Studies
- ▶ Master of Science in Education: Literacy Studies and Special Education
- ▶ Master of Arts in the Teaching of Writing
- ▶ Certificate of Advanced Study: Literacy Studies

The graduate programs in Literacy Studies are designed for certified teachers who wish to obtain additional New York State certification as Literacy Specialists in elementary (Birth- Grade 6) and/or secondary (Grades 5-12) schools. Courses in these programs help prepare teachers in the field to move beyond traditional school-based literacy instruction. All Literacy Studies Department graduate courses focus on the most current understandings of literacy and pedagogical practices and are designed to address issues of equity, access, and opportunity for all populations especially those that are economically, linguistically, and ethnically diverse. Graduate programs support teachers to become effective scholar-practitioners who understand and deliver high-quality literacy instruction and offer proactive literacy leadership to schools and community agencies.

Research *continued*

Speech-Language-Hearing Clinic

PUBLICATIONS AND PRESENTATIONS:

J. Roberts:

Smith, A.B., Roberts, J.A., Lambrecht-Smith, S., Locke, J.L., & Bennett, J. (2006). "Reduced Speaking Rate as an Early Indicator of Developmental Dyslexia: A Longitudinal Study." *American Journal of Speech Language Pathology*, 15, 289-297.

Roberts, J.A., & Scott, K. (2006). "The Simple View of Reading: Assessment and Intervention." *Topics in Language Disorders*, 26(2), 127-143.

Klein, E., Gerber, A., & Roberts, J. (2006). "A Speech Language Approach to Beginning Reading." *Perspectives on Language Learning and Education*, ASHA Division 1, March 2006.

Presentations:

Roberts, J.A. (2006). *Clinical Perspectives on the Language Development of Children Adopted From China*. Invited speaker. Hofstra University Speech-Language Hearing Sciences Department Research Symposium, March 28, Hempstead, NY.

Roberts, J., Lambrecht-Smith, S., Scott, K., Macaruso, P., Hodgson, J., & Locke, J. (2005). *Toddler & Preschool Language Outcomes of Dyslexic Children*. Presented at the Meeting of the American Speech-Language Hearing Association (ASHA), November 18-20, San Diego, CA.

Tanaka Welty, Y., Maeara, N., & Roberts, J. (2005). *Spoken and Written Language Profiles of Japanese Dyslexic Children*. Presented at the Meeting of the American Speech-Language Hearing Association (ASHA), November 18-20, San Diego, CA.

Scott, K., Roberts, J., & Lewis, M. (2005). *Print Referencing Behaviors of At-Risk Children During Joint Book Reading*. Presented at the Meeting of the American Speech-Language Hearing Association (ASHA), November 18-20, San Diego, CA.

Scott, K., Krakow, R., & Roberts, J. (2005). *The Written Language Development of Children Adopted From China*. Presented at the Meeting of the American Speech-Language Hearing Association (ASHA), November 18-20, San Diego, CA.

Lambrecht-Smith, S., Roberts, J., & Locke, J. (2005). *Phonological Complexity in the Developing Lexicons of Children With Dyslexia*. Presented at the Meeting of the American Speech-Language Hearing Association (ASHA), November 18-20, San Diego, CA.

D. Milstein:

Milstein, D., Weinstein, B. (2006) Should brief counseling be added to the elderly traditional hearing screening protocol in order to improve compliance with follow-up rehabilitation recommendations? Presented at the American Academy of Audiology Annual Convention, Minneapolis, MN April 7, 2006.

R. Bloom:

Fisher, R and Bloom, R. (2005). *Semantic feature analysis treatment: A clinical trial*. Paper presented at ASHA, San Diego, California.

Bloom, R. (2006). *Evidence based practice in clinical education*. Invited speaker at the Annual Conference, Metropolitan NY University Clinic Directors.

E. Altenberg:

Publications:

Altenberg, E.P. & Ferrand, C.T. 2006. Perception of individuals with voice disorders by monolingual English, bilingual Cantonese-English, and bilingual Russian-English women. *Journal of Speech, Language, and Hearing Research*, 49, 879-887. (peer-reviewed journal)

Altenberg, E.P. & Ferrand, C.T. 2006. Fundamental frequency in monolingual English, bilingual English/Russian, and bilingual English/Cantonese young adult women. *Journal of Voice*, 20, 89-96. (peer-reviewed journal)

Altenberg, E.P. 2005. The perception of word boundaries in a second language. *Second Language Research*, 21, 325-358. (peer-reviewed journal)

OTHER PROFESSIONAL ACTIVITIES:

Recipient of Hofstra University Faculty Research and Development Grant: Fundamental frequency in Russian non-native speakers of English.

Recipient of Hofstra University Presidential Research Award: Fundamental frequency in Russian non-native speakers of English

Psychological Evaluation Research and Counseling Clinic

A close connection between faculty members and doctoral students is established and provides fertile ground for the open exchange of ideas and knowledge. Students are encouraged to develop their own research interests in their mentor's area of expertise. Research flourishes in this academic environment and leads to presentations at national and international conferences, and publications in scholarly journals. Here is a sampling of such presentations and publications:

Kassinove, H. (January 2006). *Principles and practices for the treatment of anger disorders*. Presentation given at the International Conference on Counseling and Health Psychology, Vellore, India.

Kassinove, H. (2006). *Discussant as part of a symposium titled Anger disorders: Beyond college student and analogue samples*. Presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Kassinove, K., & Tafrate, R. (2005). *Cognitive behavioral treatment for disruptive anger*. In A. Freeman (Ed.), *Encyclopedia of cognitive behavior therapy*. New York, NY: Kluwer/Springer.

Kassinove, K., & Tafrate, R. (2006). *Anger related disorders: Basic issues, models, and diagnostic considerations*. In E. Feindler (Ed.), *Comparative treatments of anger disorders*. NY: Springer.

Kassinove, H., & Tafrate, R.C. (July 2006). *Treatment of situational and pervasive anger*. Presentation given at the 26th International Congress of Applied Psychology, Athens, Greece.

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*.

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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*.

Scardapane, J. (January 2006). Mindfulness based stress reduction for the treatment of mental health problems. Paper presented at the Conference of Health Psychology and Counseling, Christian Counseling Centre, Vellore, India.

Scardapane, J.R. (August, 2006). Developing an environment to promote research at doctoral training clinics. Symposium presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Scardapane, J., & Delligatti, N. (November 2005). The use of barbs in the treatment of anger in mothers of angry adolescents. Poster presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, Washington, D.C.

Scardapane, J., & Kassinove, H. (January 2006). Single subject research in clinical practice. Paper presented at the Conference of Health Psychology and Counseling, Christian Counseling Centre, Vellore, India.

Schare, M.L. (2005). Virtual reality technology (VR) for the treatment of anxiety disorders. Keynote address presented at the Nassau County Psychological Association.

Schare, M.L., & Scardapane, J.R. (spring 2005). Virtual reality technology (VR) as treatment for anxiety disorders. Hofstra Horizons, Hofstra University, Hempstead, New York.

Schare, M.L., & Scardapane, J.R. (2005). Using virtual reality technology in anxiety disorder treatment. Presented at the New York State Psychological Association, Ellenville, NY.

Sukhodolsky, D., Ruchkin, V., & Kassinove, H. (2006). Anger experience, social functioning, and depression in Russian juvenile delinquents. Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Tafrate, R.C., & Kassinove, H. (2006). Cognitive behavioral treatment for the case of Anthony. In E. Feindler (Ed.), *Comparative treatments of anger disorders*. NY: Springer.

Tafrate, R.C., & Kassinove, H. (July 2006). The initial approach: Beginning treatment with anger disordered adults. Presentation given at the 26th International Congress of Applied Psychology, Athens, Greece.

The Diane Lindner Goldberg Child Care Institute

Preschool children ages 3 and 4 are eligible to participate in an ongoing research study to assess the factors associated with the emergence of literacy skills. The study, conducted by the psychology component of the Saltzman Community Services Center, allows for the inclusion of the Speech/Language/Hearing Clinic and the Reading/Writing/Learning Clinic specialists to use their expertise in evaluating the children enrolled in the program. Samples of the children's artwork and first writings are collected and studied. Standardized tests as well as naturalistic observations are used to determine these emerging literacy skills.

Donna Tudda and Susan Vignati were proud to present a workshop titled "Meaningful and Realistic Ideas to Support Early Literacy for Infants, Toddlers, Preschoolers and Their Families" at the annual conference for the National Association for the Education of Young Children in Washington, D.C. The program highlighted the CCI's early literacy curriculum and presented ideas and activities that could be incorporated in other early childhood programs.

The CCI was once again the proud recipient of a grant from the Initial Teaching Alphabet (ITA) Foundation to continue its program in fostering early literacy for young children.



Hofstra at a Glance

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

CHARACTER: A private, nonsectarian, coeducational university.

FOUNDING DATE: 1935

PRESIDENT: Stuart Rabinowitz, J.D.

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 (innovative college), School of Law, School for University Studies, Honors College, and Center for Continuing Education and Professional Advancement.

FACULTY (INCLUDING LIBRARIANS): There are 1,206 faculty members, of whom 532 are full-time. Ninety percent of full-time faculty hold the highest degree in their fields.

STUDENT BODY: Full-time undergraduate enrollment of 7,762. Total University enrollment, including part-time undergraduate, graduate and School of Law, is approximately 13,000. Male-female ratio is 44 to 56.

UNDERGRADUATE DEGREE PROGRAMS: Approximately 140 undergraduate programs of study.

GRADUATE DEGREE PROGRAMS: Graduate degrees, including the Ph.D., Ed.D., Psy.D., Au.D., and J.D., advanced certificates and professional diplomas, are offered in more than 155 programs of study.

THE HOFSTRA CAMPUS: With 113 buildings and 240 acres, Hofstra is a registered member of the American Public Gardens Association.

LIBRARIES: The Hofstra Libraries contain 1.4 million print volumes and provide 24/7 electronic access to more than 50,000 journals and electronic books.

ACCESSIBILITY: Hofstra is 100 percent program accessible to persons with disabilities.

JANUARY AND SUMMER SESSIONS: Hofstra offers a January session and three summer sessions between May and August.

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

