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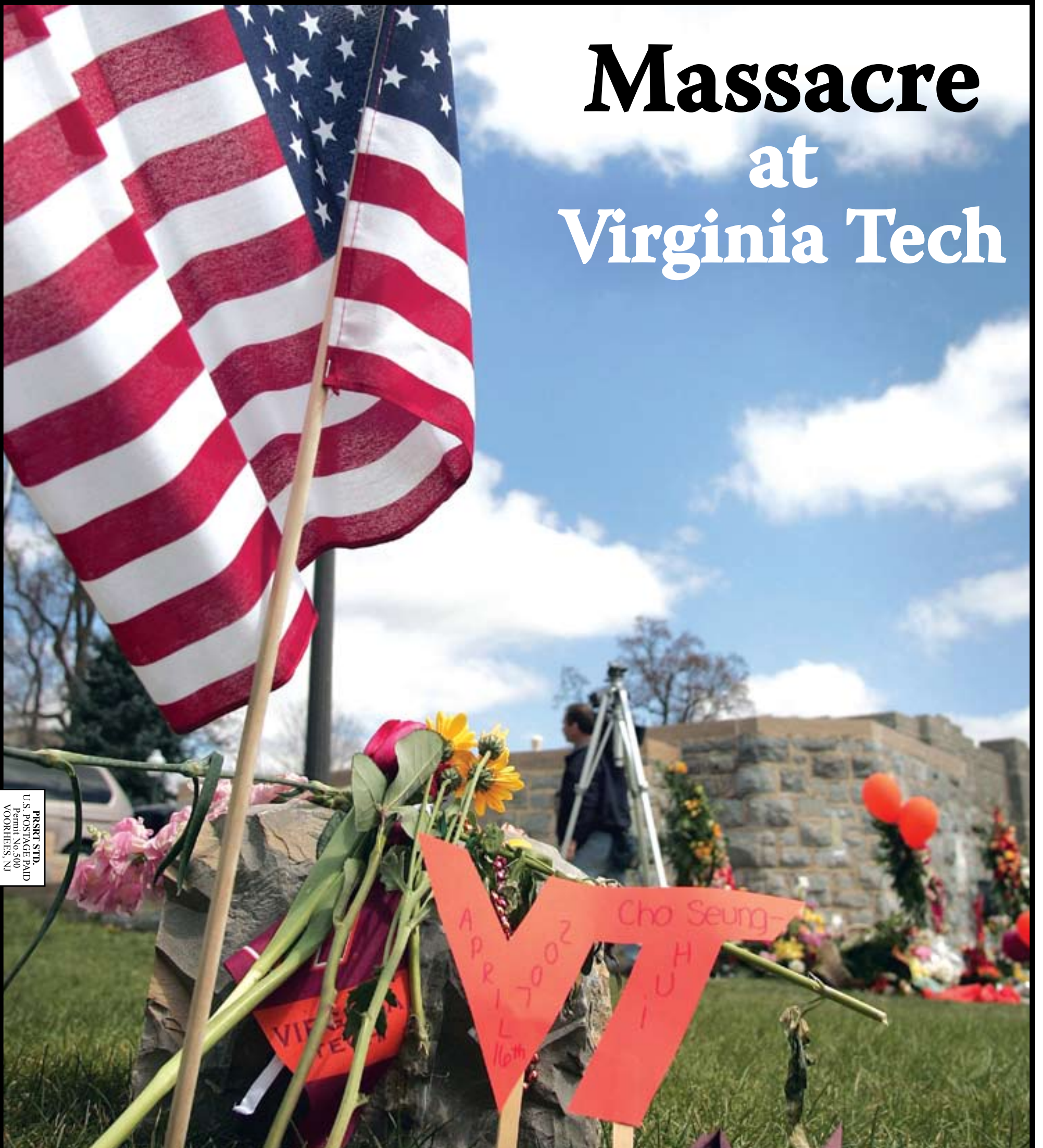


Volume XII, No. 9 • New York City • MAY 2007
FOR PARENTS, EDUCATORS & STUDENTS

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Massacre at Virginia Tech



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GUEST EDITORIAL

Giving Parents Help, Not the Run AroundBy **BETSY GOTBAUM**

The City is failing to provide basic information to parents of special education students—even ignoring phone calls asking for help.

That's what a report my office released last month concluded. The report, *Waiting for Help*, found that both Committees on Special Education (CSE), the Department of Education (DOE) entities responsible for processing special education cases, and parent coordinators failed to respond to more than half of nearly 400 requests for assistance by Public Advocate investigators. Response rates were especially low for non-English inquiries.

Stories of an unresponsive DOE are nothing new—especially to parents of children with disabilities.

Just four years ago, as part of its reform of the City's special education system, the DOE consolidated the number of administrative bodies responsible for processing special education cases from thirty-seven committees to just ten. The consolidated CSEs were redesigned to correspond with the city's ten instructional regions. The changes were supposed to help parents of special education students.

In reality, they did more harm than good. Most notably, my office documented a dramatic decrease in the number of evaluations and re-evaluations processed by the newly consolidated CSEs.

After receiving complaints from parents and advocates regarding the responsiveness of the CSEs, my office started making calls to CSEs, posing as parents who needed information about special education services. We found that calls placed to Committees went unreturned; reaching an appropriate CSE staff member was next to impossible; investigators were often unable to leave messages for CSE staff because voicemail systems were full; and contact information was often wrong or out-of-date.

My office exists to help New Yorkers—especially when they are having trouble accessing City services. To help parents of children with disabilities get answers to their questions, I have called on the Department of Education to implement a series of reforms:

1) **Improve the Responsiveness of New York City's Committees on Special Education:** The DOE needs a new policy to ensure that the committees return parents' phone calls within five business days and that live operators answer phones during regular business hours.

2) **Improve the Accessibility of New York City's Committees on Special Education:**

In many cases, phone numbers on the website were wrong. The DOE needs to ensure that all CSE phone numbers are working properly and that CSE employees have working voicemail

boxes that are checked frequently.

3) **Improve the Accessibility of the Committees on Special Education to Non-English-Speakers:** If you're a parent, you deserve to get answers to your questions—regardless of whether those questions are in English, Spanish, or any other language. To provide this service, the DOE needs to contract with a telephone-based translation service to ensure that all Committees can communicate with non-English-speaking parents.

When their children are having problems at school, parents want help, not the run-around. By not returning phone calls, the City is failing parents. These common-sense reforms will help the DOE help parents and students instead of leaving families in the dark.

If you are parent of a child with special needs and you're having difficulty obtaining information or services from the DOE, please call my office at 212.669.7250.#

Betsy Gotbaum is the Public Advocate for New York City.

LETTERS TO THE EDITOR

RE: *Dr. Mayme Clayton*

To the Editor:

This is astounding! This reassures me of my conclusions that there are numerous materials and works out there all over the U.S. I'd like to know the best way to began an incredible path to collect and uncover priceless historical material such as those of Dr. Mayme Clayton. Reading this article is celebratory!

*V. Cooks
Oakland, CA*

RE: *Reflections on A February Birthday*

To the Editor:

I agree passion can be instilled in others. Teachers tell me "they catch it from me." An entire Reading System for Struggling Readers grew out of my passion to have all children become literate and it never felt like work. I am passionate that schools are responsible for bringing struggling readers into literacy.

Your children are lucky to have the bound volumes of Education Update.

*Sheila
Kennebunk, ME*

RE: *The Tragedy and Triumph of Facing Muscular Dystrophy: The Story of Charley*

To the Editor:

I stumbled across this site while researching for a class. Just this past Wednesday, I lost a 15-year-old student to Duchenne's Muscular Dystrophy. He died of congestive heart failure. My student was known for his huge, bright, and warm smile. He was first diagnosed with DMD

when he was about 8 years old and began using a wheelchair at age 10. He had limited use of his hands but was able to hold onto a pencil to color and draw. He played on a baseball team formed by the Miracle League, a chance to participate in an All-American favorite game.

Prior to teaching this child this year, my knowledge on DMD was extremely limited. Like Tracy Seckler, I had to do some research to educate myself on the illness so I could provide the best care and instruction possible for this child.

I appreciate this article and wish this family the best. It was perfect timing for me!

*Renee Sullivan
Macon, GA*

RE: *The Bard College Prison Initiative*

To the Editor:

What a great concept! I am the fiance to Ralph Bucky Phillips (accused of killing one NY State Trooper & wounding two others) Too bad this type program is not available at the Clinton Correctional Facility. Thank you for the information.

*Wendy Gambles
Amherst, NY*

To the Editor:

I am a teacher in MA and have been for twenty years. I am a recovering drug addict and alcoholic and have been clean and sober for twenty-five years. I am interested in possibly teaching in the prison system and would appreciate information.

*Steven Kelley
Northfield, MA*

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Mailing Address:

17 Lexington Avenue, A1207
New York, NY 10010
Email: ednews1@aol.com
www.EducationUpdate.com
Tel: 212-477-5600 Fax: 212-477-5893

PUBLISHER & EDITOR IN CHIEF:
Pola Rosen, Ed.D.

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The Aftermath of the Virginia Tech Tragedy; Asking the Right Questions

By HAROLD S. KOPLEWICZ, M.D.

Once again we are confronted with headlines telling us that violence has erupted in one of our schools. Pundits demand: how could this happen again? Could this disaster have been avoided? As the dust begins to settle one thing is clear, our current college and university mental health services are grossly inadequate.

We need to recognize and act on the fact that growing numbers of American children and teenagers are suffering from mental health problems and are not being identified and receiving treatment. The pressures of growing up in this age of unlimited and unfiltered information have emphasized competitiveness, academic, athletic and social achievement at the expense of promoting psychological well-being. Many students enter college unprepared to handle the new demands for independence and self-organization in addition to new social challenges. Many of those feeling alienated and in need of mental health support are not getting it. Those students who do seek counseling often face understaffed clinics, long waiting lists and insufficient health insurance coverage.

The statistics are alarming. In a recent survey, 94 percent of the college students reported feeling "overwhelmed" by all they had to do, nearly one-third reported feeling "so depressed it was difficult to function" and more than 5 percent reported they "seriously considered suicide." College counseling center directors are concerned about increases in several areas: the number of entering students with already diagnosed problems, the number already on medications, and students with severe problems. This increased demand for services as well as the growing complexity of psychological problems has not been accompanied by a corresponding increase in resources. The ratio of college mental health professionals to students has fallen in the last decade, and over 24 percent of students who



seek services are seen for only one session.

Colleges and universities need to respond to this mental health epidemic the way they respond to a physical health epidemic, much as our government is now proposing to do. In both the state and federal

legislatures, parity bills under consideration will require health insurers to provide equal benefits for both physical and mental illnesses. Think about how schools respond to meningitis outbreaks; administrators take concrete action to get their students tested and treated. In contrast, when a student attempts suicide the first inclination of the administration is to hide it or cover it up. And if someone actually kills himself, the traditional response has often been one of excessive hand-wringing ("Oh, if only we had known . . .") accompanied by proclamations, mass e-mails and posters about the available counselors ("Feeling depressed? Stop by the health center!"). Only rarely is concrete action taken—such as actually reaching out to students individually or in groups or implementing screening to identify vulnerable students who might need help—instead of putting the responsibility of asking for help on the student.

However, let's not shoot the messengers; college counseling centers are asking for help. They are overwhelmed and overburdened and most importantly under-funded. It is time for the administration, development offices, and alumni to take action and provide the necessary resources. Instead of building that shiny new sports complex, it is time to invest in the mental health services of our schools. For example: why not endow positions for psychiatrists? According to the National Survey of Counseling Center

Directors, in 2006 less than 1% of the Directors of surveyed centers were M.D.s. The mental health of our college students is worth the investment.

Lastly, an event like the tragedy at Virginia Tech forces us to ask the right questions. But the reality is we need to take action not only because it will prevent a small number from becoming that killer, but because of the thousands of kids who, while not turning to external violence, are suffering, often in silence, from mental illness. Despite what we see on the news, the real danger

in life isn't the very, very rare school shooter, but the everyday occurrences on campuses everywhere for which kids are not getting treatment. #

Sources: American College Health Association, Spring 2006

National Survey of Counseling Center Directors, 2006

Dr. Koplewicz is Founder and Director of the NYU Child Study Center and the Arnold and Debbie Simon Professor of Child and Adolescent Psychiatry.

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COLLEGE PRESIDENTS' SERIES: KAREN LAWRENCE

New Sarah Lawrence President is "Coming Home"

By EMILY SHERWOOD, Ph.D.

When Karen Lawrence assumes presidency of Sarah Lawrence College in Bronxville, New York this summer, she'll be, in her words, "coming home." A New Jersey native who attended Smith College and transferred to Yale just as it turned coed in the early seventies, Lawrence (her name bears no genealogical connection to the college – "no nepotism involved!") received graduate degrees at Tufts and Columbia before heading west for a career as an English literature professor at the University of Utah and ultimately University of California, Irvine, where she was tapped to be their dean of humanities in 1998.

Returning to her east coast roots will be more than a geographical transition for Lawrence. "At a big research institution [like UC Irvine], you're always trying to create the intimacy and the dialogue in which liberal arts colleges specialize," explains Lawrence when in town recently to meet with students and faculty prior to her August move. "But here at Sarah Lawrence, the relevance of the liberal arts is not something that you have to strenuously sell to anyone. Students who come here, and the faculty who teach here, value the creativity, communication, problem-solving, analysis – all the skills and knowledge that a liberal arts education is meant to give you," she adds, noting that Sarah Lawrence's small student body (1200 undergraduate and 350 graduate students) and enviable six-to-one student-faculty ratio enable a unique pedagogical philosophy that combines student independence with lots of collaboration.

But providing the kind of intimate education Sarah Lawrence is known for doesn't come cheaply: tuition, room and board now top \$50,000 a year. "There's still a long way to go in terms of being able to open the doors of this incredible place to students who can't afford it," states Lawrence, noting that Sarah Lawrence has a "small endowment compared to its peers... and that's a challenge." She'd particularly like to



increase diversity on campus: "The ethos of this place is very welcoming to lots of different students... but socio-economic diversity also depends on having an endowment that enables you to offer extensive scholarships," she concludes.

Known as an energetic and effective fundraiser, Lawrence established several faculty chairs and masterminded funding for two major centers in areas of writing and Persian studies at UC Irvine. She further led an initiative for diversity in faculty hiring and humanities outreach programs to underserved areas.

Academically, Lawrence pledges to build on "some of the exciting expertise that's already here – the arts are terrific." That could include strengthening the college's strong tradition of visual arts and visual culture, building on interdisciplinary courses that combine computer science

with the arts, enhancing environmental science studies ("that's very much a part of the ethos of Sarah Lawrence; there's a lot of student concern about the greening of the campus"), and supporting creative writing (a longstanding distinction of the college.) Lawrence is also "committed to [the college's] philosophy of wedding theory and practice – practicing artists together with critics, theorists, scholars, and teachers."

Will Lawrence, a James Joyce scholar whose favorite work by the author is *Ulysses*, find time to teach at Sarah Lawrence? Because of the intense time commitment that the college's "don" system requires of its faculty (like Oxford, Sarah Lawrence requires its professors to engage in intensive, one-to-one faculty advising), combined with Lawrence's overarching administrative responsibilities, "we've compromised... I've already been asked to participate in a class where they're studying *Ulysses*." And she's thinking ahead to Joyce's birthday next February, with plans of a literary celebration in the works.

On the subject of town-gown relationships between Sarah Lawrence and its surrounding communities of Bronxville and Yonkers, which have not always been smooth, Lawrence is "very eager" to be a good neighbor. She's been in touch

with both mayors and wants to have a three-way meeting to "talk about Sarah Lawrence's relationship to both Yonkers and Bronxville." As always, she's got some exciting ideas up her sleeve. She'd consider expanding existing community partnerships that bring Sarah Lawrence students and faculty into Yonkers theaters, schools, and libraries. She'd also invite community members to campus to involve them in the intellectual life of the campus: "Since I'm going to be living in the [President's] house, and the house is a public space, I would very much like to have students, faculty, and community people coming together to hear speakers and to have panels. So this ought to be a destination," she adds.

Lawrence has a lot to do between now and August when she officially takes residence on Kimball Avenue in Bronxville. She's feverishly putting the finishing touches on a book about "a live writer", Christine Brooke-Rose, which has involved trips to Paris (the novelist's home) as well the archival site in Texas. But nobody would doubt that Karen Lawrence is up to the task ahead: "I feel very prepared," she says quietly, but with a sense of purpose and affirmation that will doubtless continue to define her very successful career as she returns "home" to the east coast.#

NEW PRESIDENT \$1 COINS OUT THIS MONTH

By LISA K. WINKLER

The Presidents are coming! As dollar coins, that is. Beginning this month, the first one dollar coin, honoring George Washington, will be issued by the United States Mint.

By the end of 2007, three other presidents will be honored with \$1 coins: John Adams, Thomas Jefferson, and James Madison. Each deceased president, in order of service will be honored with a coin, Mint representatives told *Education Update*.

The Presidential \$1 Coin Act of 2005 follows the model of the 50 State Quarters Program. The quarters proved to be extremely popular with the American public, generating interest in

coin collecting and promoting education about coin history and financial literacy. The dollar coins will look quite different from the quarters. First, they'll be a bit larger and will be golden in color, similar to the Golden Dollar coins featuring Sacagawea and Susan B. Anthony. They'll have a ridged rim designed to assist the visually impaired. Unlike the quarters that have different designs on the backs, particular to the state, the dollar coins will feature an image of the specific president on the front of the coin. The president's years of service will also be noted. The backs of the dollar coins will show an image of the Statue of Liberty, a theme the US Mint intended to highlight.

The coins are designed to be accepted by commercial and government vending machines, including transit fare boxes and turnstiles. The issuance of a \$1 coin follows the trend by many countries to introduce the lowest currency in coin form. While the coin won't replace \$1 bills, the coins are less expensive to manufacture, last longer than bills, and are easier to use, particularly in vending machines and turnstiles.

In addition to promoting spending, collecting, and saving, the issuance of new coins provides an opportunity for educators to address financial literacy and the history of money. The US Mint has developed extensive free lesson plans, including interactive materials for classroom use. Teachers can find these at [#](http://www.usmint.gov/kids)

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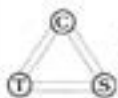
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Oral History Brings Life to Archives: Wiederhorn & Shorin Immortalize Mr. Rogers' Legacy and More



By EMILY SHERWOOD, Ph.D.

As people rely increasingly on e-mail, blogs and video sharing web sites like YouTube to communicate, archivists face a new challenge in gathering biographical and historical information that will stand the test of time. With letters and diaries in danger of vanishing from the archival landscape forever, oral history, which has been an academic pursuit since the invention of reel-to-reel tape recorders and has become more popular with the advent of videography, offers an opportunity to immortalize people and events in a compelling, lifelike form. For Jessica Wiederhorn and Melanie Shorin, who teamed up in 2005 to create the Narrative Trust, a full service oral history firm, oral history is both a passion and a thriving new business.

"Oral histories are primary source materials," explains Wiederhorn, a cultural anthropologist and former Associate Director of Columbia University's Oral History Research Office. "A collection – an archive – of primary source materials is a source for writers of biographies, documentary filmmakers, and others. For institutions, oral history provides a wonderful opportunity to record their stories and make them available to scholars and researchers in the future."

The pair met while working on the September 11, 2001 Oral History Narrative & Memory Project, an enormous endeavor initiated by Columbia's Oral History Research Office that archived hundreds of interviews with people directly and indirectly affected by the World Trade Tower catastrophe. Shorin's innate curiosity drew her to the project: "I had been doing a lot of reading of biographies," explained Shorin, a former journalist and radio show host. "And I thought, 'What are people going to base our lives on in the future?'" Shorin found her way to the 9/11 project, where her "ability to stick with difficult emotional moments" in an interview brought her onto Wiederhorn's radar screen.

The rest is history—or oral history as the case may be. Almost immediately, the talented team secured a contract with the Fred Rogers Center Videographic Oral History Project, an ambitious undertaking that will "help document Fred Rogers' creative process through the first-hand experiences of colleagues in order to understand the man and his work," explains Wiederhorn. The two women have embarked on a daunting schedule that will eventually comprise fifty interviews with both experts and non-experts—among them, TV producers, family members and psychologists—who knew the gentle children's TV icon, who passed away in 2003 at the age of 74. While the immediate purpose of the project is to insure that Rogers' contributions to children's television will not be forgotten, "it's for future historians who may use it for all sorts of purposes—for instance, somebody may be writing about early public television, or somebody else may be [studying] the history of puppetry in the twentieth

century...It's like any other archive: we can't predict what its uses may be," explains Shorin.

Because oral history is subjective, depending on the lens of the interviewee, it sometimes gets a bad rap for not being factual enough and for being subject to the faulty memories or spin of the individual being questioned. "Why is a letter that somebody wrote 300 years ago more accurate?" counters Shorin rhetorically. Adds Wiederhorn: "We are really living in a time in which we are seeing the death of the master narrative. A multiplicity of subjectivities will create the history that each of us will find meaningful."

Despite oral history's "purist" naysayers, society has recognized its rightful place in contemporary historical analysis, as evidenced by its inclusion in hundreds of credible archives. Not surprisingly, Wiederhorn and Shorin have encountered a steady demand for their fledgling business. Among their clientele, is a privately held business, spanning three generations, which seeks to document the history of their family, their industry, and the immigrant experience in the twentieth century. "I've read about so many families who, as the generations go on, have lost the values and intentions of the original founders," adds Shorin.

In the long run, oral history will live on because, "the written word; is on the way out as the most valued form of information" says Wiederhorn.

"It's better than the portrait hanging on the wall," sums up Shorin succinctly.#

PROFILES IN EDUCATION

Dr. Arlene Ackerman Intersects the Worlds of Teachers College and the Broad Institute

By JOAN BAUM, Ph.D.

They just created a special position for her so you know Dr. Arlene Ackerman's a significant player. "They" are the Eli Broad Academy and Foundation, major advocates of leadership development programs nation wide to "improve governance, management and labor relations in our nation's largest urban school district." Established in 2001, The Broad Center for Superintendents, a national academy for the identification, training and support of the "next generation of public school superintendents" is out to make a dramatic difference by encouraging "talented business, non-profit and government executives—along with traditional education leaders—to train as superintendents in urban public schools. Enter Arlene Ackerman, the Christian A. Johnson Professor of Outstanding Educational Practice, Organization and Leadership at Teachers College (TC), Columbia University, who has just been appointed the first Broad Superintendent in Residence. Based in L.A., the position—a first for the Broad Foundation—will give Dr. Ackerman a highly visible role in directing, mentoring and serving as executive coach in one of the nation's largest urban school systems. She will be in charge of advising an initial cohort of 14 aspiring superintendents, each of whom will be given a faculty mentor, and guiding them in areas related to governance, infrastructure, leadership. She will continue her work at Columbia and use both positions to reinforce common goals. She is, to say the least, thrilled at the opportunity to help insure that in all school systems and districts in the United States, "children come first."

Before coming to TC, where she directs the Urban Education Leaders Program and chairs the Superintendents' Leadership Institute, Dr. Ackerman had been Superintendent for six years in San Francisco, where she oversaw the management of the city's Unified School District. She appreciates that some concerns are regional. L.A. has a growing Hispanic population and, like N. Y., embraces areas that are largely African American.



Citing, among influential mentors, former NYC Schools Chancellor Ray Cortines and John Stanford, a two-star general who had been a city manager in Georgia and became the first non-traditional superintendent in the country, Dr. Ackerman, also acknowledges influences closer to home. Her two sons, interested in math, not too long ago were involved in high school teaching. She speaks of being horrified when she visited one son, who had been given no text books or guidance. She reached into her own pocket and helped him set up his room and provided resources. The experience was, she recalls with quiet passion, a moment that she knew she would take with her forever, "a new reality." Politically savvy, she also knew that she would involve administrators, parents, teachers—especially new teachers—in regular round-table discussions of needs. This determination, she realized, would be particularly important for the non-traditional aspirants, some of them, lawyers, army personnel, other outside professionals, who constitute an important part of Broad's educational outreach to attract corporate leaders.

Academy participation is part-time, sessions meeting from Thursday to Saturday, once a month, with visits from prestigious guest speakers. For an African American daughter of a minister and teacher, the new position is a dream come true and a sobering responsibility. She had always loved teaching and public service, Dr. Ackerman says (she was once a candy stripper in a pediatrics ward) and taught in both schools and homes. "I never met a grade level I didn't love." She's learned not just through theory but real-world experience. What makes for a good teacher? A disposition to take calculated risks, flexibility, humor, openness to multiple perspectives. What makes for a successful administrator, whether appointed or elected (she favors a hybrid of both)? Some knowledge about everything and expertise in a field that makes for intelligent presence on a board. Boston, she feels, has a good system, with a board of qualified and efficient members who put youngsters first. She's for the concept of Leave No Child Behind, recognizing that it needs revisiting in implementation, for national criteria, and for national standards for teacher certification.

Dr. Ackerman, who has an Ed.D in Administration, Planning and Social Policy from Harvard, accepts the challenge of her new role with enthusiasm, a healthy respect for its difficulties, and an unusually affable manner that suggests at least one reason why she has been so far such a successful advocate of best practices.#



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AP Susan Leung Eichler & Principal Veronica Peterson



Mike Duggan, teacher & marine biologist



Dr. Susan Pell

By SYBIL MAIMIN

Location, location, location! What better place to be a school devoted to the study of science and the environment than across the street from the Brooklyn Botanic Garden (BBG) and down the block from Brooklyn's Prospect Park (PP). With these two institutions as founding partners and additional collaboration with another close neighbor, the Brooklyn Museum, as well as nearby Medgar Evans College, a formula for exciting learning and extraordinary opportunities is in place. The Brooklyn Academy of Science and the Environment (BASE), opened its doors in 2003 as one of four new small schools (its maximum is 500 students) in a grand old high school building. It is part of The New Century High Schools Initiative, a \$30 million project (with significant outside funding), "to create 60 new, better and smaller high schools in New York City."

At BASE, in addition to a traditional curriculum, urban apartment-dwelling students get a heavy dose of outdoor learning with field studies and trips, hands-on projects, and close work with naturalists from a variety of disciplines. They learn scientific research skills and are exposed to an array of technology tools and methods. Mike Duggan, a marine biologist who worked as a coral curator in the US Virgin Islands, inspires students in a bright, airy laboratory at BASE filled with fish tanks and objects and images from the sea. His class designs and performs tests and makes and records observations about fish behavior using computers, internet research, graphs, and logs. BASE founding Principal Veronica M. Peterson, a biologist, explains that, in addition to plant studies, she "wants every aspect of science in the school," and "to have a marine biologist is the best thing we could have here." In fact,

she reports, scientists are drawn to teach at the school because of its focus and after "a very involved process," she is able to hire "experts in their fields."

BBG and PP help develop and implement curriculum with school faculty and administration for classes including Chemistry Field Labs, Nature Writing, Community Environmental Research, and Environmental Science. Field Studies classes are conducted in the Botanic Garden and the Park. The Park's lakes, woods, and meadows, as well as its Audubon Center, Lefferts Historic House, and archives are sites of learning. At BBG, Leeann Lavin explains, "We want plants to be a gateway to spark the imagination and learning throughout life." The Garden's library, herbarium, archival databases, and web site are utilized by students. Each year, eight BASE juniors are chosen from the Science Research Class "to do real science" with world-class horticulturalists in BBG's impressive Science Building. They may extract DNA from plants, prepare herbarium specimens, help the lilac curator identify a new plant, and transfer catalogue information to the Web. They learn laboratory procedures and techniques and, according to plant molecular systematist Dr. Susan Pell who works closely with the students, "They are making enormous contributions to science....The barium specimens they have made will last hundreds of years." BBG's Elyssa Arnone reflects, "Aside from cool discoveries, the techniques they are learning can be useful in many careers. We do not expect all students to become scientists but they will be able to make informed decisions based on observations and critical thinking because of their scientific backgrounds."

BASE is graduating its first class this year and the prom, appropriately, is in Prospect



Student artwork at BASE



BBG community children's gardens will soon become green

Park. Principal Peterson is proud of student achievement. She reports 90 percent passed the Living Environment Regents, including almost all Special Ed students ("We have seamless inclusion"). Eighty eight percent met

the NY State Education Department benchmark in math and 94 percent met the science mark. "My goal is for my school to be number one in the country," she exclaims. BASE is on the way! #

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CORPORATE CONTRIBUTIONS TO EDUCATION

SADLIER EDUCATION PUBLISHING COMPANY CELEBRATES 175TH ANNIVERSARY

By JOAN BAUM, Ph.D.

The name of the oldest family-owned publishing company in America may not (yet) be a household name, but some of its educational materials, especially its best-selling graded Vocabulary Workbook series and Progress in Mathematics textbooks are used in schools K-12 across the country in numbers that can only be described as in the millions. "We may be one of the best kept secrets in education," suggests William S. Dinger, the soft-spoken president of William H. Sadlier, Inc., now celebrating 175 years as educational publishers, and an increasing and influential educational presence online. Mr. Dinger, who is part of the Sadlier dynasty, suspects that he took up the mantle as early as age seven, when his father would take him on occasional visits to the office, but for sure, when he moved into top executive positions he felt the obligations as well as the joys of heading a unique enterprise that for so long had been making a contribution to education. Indeed, only two weeks after having been graduated from Notre Dame in 1963, with a B.B.A., having majored in accounting, Bill Sadlier was at work at the company in sales and marketing and learning everything he could at all levels. He fondly recalls his father's wisdom: "you can't be in publishing and have an ego." Now, at the helm of William H. Sadlier, Inc., having been active in the organization for over 40 years, and enjoying the support of family members and internationally known education specialists, William Sadlier Dinger reaffirms his dedication to the widened mission to provide instructional materials in the form of books and technology-based programs that teachers can readily access and recommend

to their students.

From its early 19th century beginnings as an innovative leader in publishing materials to meet the spiritual and educational needs of the then small but growing Catholic community in this country, many immigrants, William H. Sadlier, Inc. evolved in the '70s, under the rubric of Sadlier-Oxford, into a publishing company also dedicated to addressing other disciplines and academic subjects and to serving public schools as well as nondenominational private schools. With continuing input from leading national figures in mathematics and phonics, it has been making inroads in the highly competitive textbook field. Though Bill Dinger courteously credits everyone involved, invoking another motto that "a good textbook is built, not written," it is the online segments of Sadlier's educational programs that are enhanc-



William Sadlier Dinger

ing the mission, or what its president calls "reteaching." He means by that, interactive reinforcement of concepts and application of the pedagogical theme that "every child can learn, going as quickly as they can or as slowly as they must." Teachers, particularly those in the formative grades K-2, direct students to Sadlier sites that reinforce classroom concepts and that also provide assessment, every three or four concepts.

Does Sadlier work? The president answers by noting that teachers using Sadlier materials in the middle schools—grades that nation wide have been identified as the most challenging for retention and new learning—report that students are doing well, especially in crucial areas such as critical thinking and problem solving. Bill Dinger has nothing but confidence regarding future endeavors. Last year, the company introduced online audio component to assist learners of English, a feature that should be particularly significant in districts with large Latino populations, one of his main emphases ever since he and his brother years ago visited Mexico and became involved with an orphanage there. Under his auspices the company continues its benevolent outreach. In the wake of Hurricane Katrina, Bill Dinger organized a schoolbook replacement committee to go to Mississippi, and he participated in the Principal for a Day program in the New York City.

For more information—and subject links, readers should go to www.sadlier-oxford.com.



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- Francis



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Winners One and All! Children With Special Needs Enjoy Tennis

On a recent Sunday afternoon, the tennis bubbles at the Prospect Park Tennis Center were filled with happy laughter and cheers of encouragement as the children in the Special Aces tennis program worked out on the courts. Qualified physical and occupational therapists join the Center's tennis professionals to offer group exercise and tennis instruction to children with varying degrees of physical and cognitive challenges. Thanks to generous funding from the Louise and Arde Bulova Fund, tuition for each child has been kept below \$100 for the eight-week session and scholarships have been made available to families in need of financial assistance.

"Support from the Bulova Fund has made it possible for these children and their parents to work with a dynamic team of therapists, tennis pros, and community volunteers," said Paul Campbell, Director of the Prospect Park Tennis Center. "The enthusiasm of everyone involved with the Special Aces Junior Development Program has been amazing. All the kids arrive excited and motivated to learn and play."

"We're very happy to be able to help the Prospect Park Alliance create an innovative new program for children with special needs," said Paul Guilden, Chairman of the Louise and Arde Bulova Fund. "The Special Aces program demonstrates that it is possible to remove the barriers that have kept these children from enjoying



physical activities and sports like tennis."

The approximately 12-14 children at each of the two Sunday sessions are grouped together according to age and ability. Two physical therapists, four tennis pros, and six volunteers (most studying to be physical therapists) provide a nearly one-to-one ratio of supervision.

"We semi-formally assessed the children on

the first day to determine factors such as flexibility, strength, general coordination, and hand/eye coordination," explains Jennifer Stumpf, MS, PT. "Of these areas, I have seen the greatest improvement in hand/eye coordination strength, and shoulder strength. Less measurable, but still very important, I have seen improvements in attention span, turn-taking, and general comfort level with the different strokes of tennis."

Rosanna Lee, PT, adds, "The program gives children with special needs an opportunity for fun and socialization while playing a structured activity. It has been amazing to see how motivated and quick the children are to learn a new sport."

Seven year-old Special Aces player Harry Muller has multiple physical and cognitive disabilities and is non-verbal. But his mother Michele Muller is confident that Harry enjoys the program. "He's engaged, smiling and participating to the best of his abilities," she says. "Socializing can often be difficult for him—sometimes he can be aggressive. But after the activities he seems to be relaxed and calm and is happily sitting with the other kids enjoying snacks."

Cheryl Boucher, mother of nine-year-old Conner Castaldi who has a brain injury resulting from a tumor, says the Special Aces program helps ameliorate the isolation the family sometimes feels. "It's been hard to find programs in Brooklyn where he can participate in a sport

outside of school like the other kids in the neighborhood get to do," she says. "You feel very isolated, not being able to go with other parents to see your child play a sport. So the program has been great for Conner's self-esteem and so exciting for us."

The Louise and Arde Bulova Fund is named in honor of Louise Bulova Guilden and Arde Bulova, who were the children of Joseph Bulova, founder of the Bulova Watch Company. The family has a long and distinguished history of helping people with disabilities, most notably through the vocational rehabilitation work of the pioneering Bulova School of Watchmaking. The Fund was established by Paul Guilden, Louise's son and grandson of Joseph Bulova, to continue this wonderful legacy of assisting people with disabilities and also to support programs that serve children.

The Special Aces Junior Development Tennis Program at the Prospect Park Tennis Center is a program of the Prospect Park Alliance. All proceeds from the Tennis Center go toward providing a high level of service and amenities for patrons of the Center.

The Prospect Park Tennis Center is open daily, 7 a.m. until 11 p.m. The Center is located at the Parade Ground on the corner of Coney Island and Parkside Avenues (Park Circle). Street parking is available on Parkside Avenue. Call (718) 436-2500 for more information.#

Watching Videos Can Help Children With Autism Learn Social Skills

Two new studies at Indiana University demonstrate that videos depicting exemplary behaviors can be effective in helping children and adolescents with autism spectrum disorders develop social skills and daily living skills. Lead researcher Scott Bellini said these findings will help to identify video modeling as a worthwhile strategy for educators and child development professionals in a field lacking proven methods of treatment.

"The field of autism is in desperate need of effective programming," said Bellini, assistant director of IU's Indiana Resource Center for Autism and visiting assistant professor in the School of Education. "The number of children diagnosed with ASD has increased dramatically over the last ten years, but the range of available evidence-based services is very limited. This has created a strain and a sense of urgency for parents and professionals attempting to deliver educational and therapeutic services to children with ASD, and makes parents, in particular, vulnerable to costly and ineffectual programming."

Video modeling and video self-modeling (in which children are shown footage of themselves performing desired behaviors) are both effective in targeting social skills and functional skills, according to the studies. Additionally, the researchers found that improvements were maintained after the program was concluded and that skills were transferred to other settings not featured on the videos. "One key reason for the success of video modeling is that it increases the child's attention to the modeled task," Bellini said. "When you play a video, most children immediately direct their attention to the television, or computer screen. And if you do not have attention, you will not have learning."

In one study, published in the journal *Exceptional Children*, Bellini and co-author Jennifer Akullian, a graduate student, conducted a meta-analysis using the results from 23 published studies of video modeling and/or video self-modeling (VSM) programs for children or adolescents with autism spectrum disorders. In each of the programs, children viewed brief (30 seconds to 13.5 minutes) videos of adults, peers or themselves performing activities in one or more of three areas: behavioral functioning (such as problematic or off-task behaviors), social-communication skills (such as conversational skills, play skills, and reciprocal interactions) and functional skills (purchasing behaviors, hygiene and other self-help skills). They found that both types of video modeling were effective in increasing the perfor-

mance of desired behaviors in all three areas.

"I chose to target video modeling and VSM because of the success I was having implementing these strategies in my clinic," Bellini said. "I knew that there were a number of studies that documented the efficacy of these procedures—however, these procedures were rarely mentioned as evidence-based practices by 'best practices' committees." Results from the meta-analysis indicate that both video modeling and VSM meet the Council for Exceptional Children's criteria for evidence-based practices. Improvements were most evident in the area of functional skills, followed by social-communication skills and behavioral functioning.

In another study, published in *School Psychology Review*, BelliOni, Akullian, and co-author Andrea Hopf, also a graduate student, examined whether video self-modeling techniques could increase the social engagement of two preschool children with autism spectrum disorders. The children viewed footage of themselves interacting with classroom peers, with the footage edited to show exclusively efficacious behavior. All errors and teacher prompting were removed from the video during the editing process. After viewing the two-minute video clips, children returned to the classroom to interact with peers. The researchers found the videos not only effective in increasing social interaction, but also easy to implement and minimally disruptive of teacher duties and class activities.

The VSM study aimed to investigate whether the method has practical applications in a real-world setting, Bellini said. The majority of the studies in the meta-analysis measured effects within a controlled laboratory or clinical environment, whereas Bellini's study utilized a preschool classroom and relied on teachers, rather than researchers, to show the videos to the children. The research team measured whether the intervention was completed as intended and whether the teachers viewed the intervention as appropriate within the classroom environment. The intervention was found to be effective, adequately implemented and feasible from the perspective of the teachers.

The other key element of the VSM study, Bellini said, was that it targeted the particular deficit area of social engagement, with results showing dramatic increases in social interaction with peers that were maintained after the intervention concluded. "This study increased the social engagement of children with ASD after just four weeks of intervention, and results were maintained after the VSM intervention was with-

drawn," Bellini said. "The meta-analysis found the same thing: VSM produces high maintenance effects. The reason is that VSM is a teaching strategy, not an accommodation. Children are learning new skills. When you remove the intervention, the skills remain."

For more information, contact Bellini at 812-855-6508 or sbellini@indiana.edu. The Indiana Resource Center for Autism is part of the Indiana Institute of Disability and Community at Indiana University and can be found online at [#http://www.iidc.indiana.edu/irca.#](http://www.iidc.indiana.edu/irca)

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Helping Students Climb the Learning Curve: From Base Camp to Summit with Kaplan's Tutoring Company, SCORE!

By EMILY SHERWOOD, Ph.D.

"Congratulations! You've made it to the top of SCORE! Mountain," exclaims the cartoon mountaineering figure at the end of SCORE!'s newest workbook series for students from Kindergarten to Grade 6, aptly titled *Mountain Challenge*. "You deserve a fun break from studying. Go visit a friend and have some fun!"

With a succession of carefully selected, age appropriate learning assignments followed by immediate positive reinforcement as each imaginary base camp is reached, SCORE! is rolling out the latest in its arsenal of tutoring tools, a sequence of motivational workbooks that hits book store shelves this May. The workbooks are the newest product in a plethora of rapidly growing educational services that SCORE! has become famous for since the company was started in 1992 by Stanford Business School graduate Alan Tripp, who began the fledgling operation by opening storefront tutoring centers in California. Tripp was guided by a vision and a passion to create "a place where students of all abilities could come and get education without any shame... where education was delivered in a very positive environment...and where kids could come to re-educate education with fun and really develop a love of learning," explains SCORE!'s Executive Vice-President of Operations, Beth Hollenberg.

Success breeds success, and in 1996 the international test prep giant Kaplan, Inc. acquired SCORE! in an effort to "develop a tutoring arm and do something for younger children," describes Hollenberg, who joined the company in 2000 after obtaining a law degree from Stanford University and serving as an attorney for the 2000 Democratic National Convention Committee. Tripp's seminal vision was clearly prophetic: in just 15 years, SCORE! has grown exponentially to embrace 160 locations in 11 states, 26 of them in New York City (they're in all five boroughs), 14 in New Jersey and two in Connecticut. Central



to SCORE!'s mission is its accessibility and affordability to all socioeconomic groups: "We serve kids in the Bronx and in Beverly Hills," says Hollenberg proudly.

Parents bring their children to SCORE! for both enrichment and remedial help, depending on their needs. Some parents are more concerned about college; others are just focused on getting their children into high school. Sometimes there is pressure around high stakes testing, but almost universally parents are "looking for a partner to help them navigate the educational system...to make sure that they are on top of their child's education," notes Hollenberg.

Following careful student assessments and a discussion of goals with the family, SCORE! offers a choice of two instructional models for children from pre-kindergarten through tenth grade. The Advantage Program provides a computer-based reading and math curriculum for students called SuccessMaker; students work at their computers on an individualized curriculum, supplemented with direct instruction by academic coaches. The staff-to-student ratio is about one instructor for every five or seven students, at a

cost of \$20 per session: "You can get a month [of the Advantage Program] for about what it would cost to go out to dinner, a movie and have a babysitter," says Hollenberg. SCORE!'s second instructional model, the more intensive, Personal Academic Tutoring Program, is a pen and pencil-based curriculum, taught with a more intensive teacher-student ratio (usually 1:3 or less). Typically focused on one academic subject only, this option costs about \$40-\$50 per session.

Fundamental to SCORE!'s educational philosophy is "a very rich motivation and reward system," says Hollenberg. Upon mastering various skills, students earn score cards which can be redeemed for gift certificates and books. There's also a goal program that rewards completion, helping students to set and pursue academic goals: students attain bronze, silver, gold, and even "top of the mountain" goals when they complete a certain number of sessions, advancing them up a

wooden mountain to the summit. Goal attainment is not taken lightly at SCORE!: "There's a goal celebration. Children bring their parents, family members, friends, and everybody has cameras. All activity in the center is stopped. The students look up from their computers. We introduce the student and we say what his or her goal was, and everybody claps," explains Hollenberg. The student gets a token reward, often a T-shirt, but most importantly, s/he gets to give everybody in the center a score card of their own.

For a lot of students, it's the score cards and goals that keep them coming back to SCORE! But for others, according to Hollenberg, "it's about going somewhere where someone knows your name. They know what subjects you like, what subjects you don't like, they know if you had a soccer game, they know your friends... We become a big part of a family's life." Not bad for a company that started out with a dream and a storefront.#

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FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

How Can I Help My Child Cope with College Application Jitters?

By GLENN S. HIRSCH, M.D.

My daughter Emily is finishing the eleventh grade, preparing for her SAT exam, two SAT subject exams, and her calculus and chemistry AP exams. At the same time, in planning for the future, we met with her school guidance department and we are discussing the application process and beginning to visit colleges.

Emily is filled with excitement about college but is also feeling stress, anxiety, and pressure arising from the details, deadlines, and competition that she faces. She has not even begun to think about the fact that going to college will end a chapter in her life and bring about major changes in relationships with friends and family.

For my wife and I the process is stressful as well. We see her struggle over these college-related issues and we see her moving slowly but inexorably from adolescence to young adulthood. In addition, we have the increased responsibility of helping her with some of the administrative tasks related to the process.

In order to help our family get through this, I turned to my clinical staff to provide guidelines and find ways to make this a less nerve-racking and a more positive experience. Here are some of their suggestions.

Make the process a positive learning experience. One of the keys to success in life is learning how to deal with time-sensitive and difficult situations. Applying to college is an opportunity for teens to learn how to organize, maintain optimism in the face of uncertainty, and deal with the discomfort and anxiety of interviews.

Maintain an open dialogue with your teen on the role you will play in helping him/her



get through the process (how much hand-holding will be needed) but don't become over involved or critical. And don't do the work that they should be completing on their own. Remember that teens are moving towards independence. The most important role you have is to take on the organizational and triage tasks. Help them plan the process so that things don't end up being done in the last minute.

It is easy for anxiety and negative thoughts to get out of control. If your child doesn't get in to his/her top choices, it is not the end of the world. Remain calm and optimistic, and be the voice of reason; otherwise, you might intensify your child's anxiety to the point that it is paralyzing. Remember, along with the tension, this is an exciting time.

There is no such thing as the perfect school. Each has its advantages and disadvantages. Let the guidance office help you understand which universities might be a good match for your teenager.

Above all, maintain a healthy sense of humor. This is a complicated process with bureaucracy and absurdities built in. Don't forget to laugh and take time to relax. It will make the experience much easier.

We've implemented these tips in my home. I'll let you know how well they worked some time next year.

REVIEW OF ATTENTION DEFICIT DISORDER: THE UNFOCUSED MIND IN CHILDREN AND ADULTS

By MERRI ROSENBERG

Attention Deficit Disorder: The Unfocused Mind In Children And Adults
by Thomas E. Brown, Ph.D.
Published by Yale University Press: New Haven & London.
2005: 360 pp.

Here's a useful reference book that would certainly be helpful to parents and teachers who struggle to understand why their children and students have difficulties. Although it's sometimes a little jargon-driven for the lay reader (and in places seems to be targeted more to psychologists, counselors and physicians) this comprehensive exploration of the sometimes baffling expressions of attention deficit disorder makes a significant contribution.

Using real-life examples and case studies, Dr. Thomas E. Brown elucidates the various ways ADD (and ADHD) may appear on a spectrum. There are those with the disorder who simply can't get themselves started on a project, procrastinating for hours on end until time runs out. There are others whose executive function is suppressed by the disorder, so they are unable to establish meaningful priorities for the tasks that need to be accomplished. Still others may manage just fine in the highly structured and supervised environment of an elementary school classroom, with the ADD/ADHD only becoming a problem during secondary school, when they're required to deal not only with changing classes, but extra-curricular activities, more homework,

even a more complex social scene.

And unlike many other books that focus only on the child and adolescent, Brown addresses the challenges young adults and older adults confront at college, the workplace, and at home. For example, a student with ADD who's functioned well enough at high school, under the watchful eye of her parents, may fall to pieces at college—skipping needed medications, not managing assignments or readings appropriately, or being cut adrift from a familiar social network. Or someone may succumb to what Brown calls "omnipotentiality"—"all things are possible, all choices are open."

Similarly, in the workplace individuals with ADD may find it impossible to meet deadlines—or to make it to work on time. Nor are the middle-aged immune: consider the plight of an adult who knows he has an important meeting the following morning, yet doesn't finish his preparation for that presentation, and stays up late playing video games or watching television.

Before the reader decides that, "wait, I've got those symptoms—maybe I've been walking around with undiagnosed ADD all these years," relax. Brown provides a very helpful chapter (# 7, "How ADD Syndrome Differs from Normal Inattention") that clarifies the distinction. One key question to consider, he suggests, is how much the behavior interferes—or not—with a person's daily life.

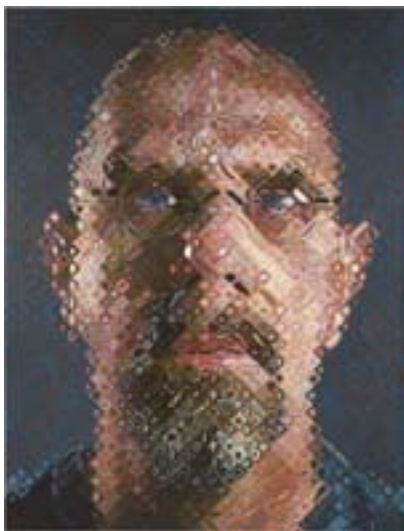
In its scope, ambition and execution, this is a definitive work that should be of great benefit to many readers.+ #

This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at

the NYU Child Study Center at glenn.hirsch@med.nyu.edu. To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit www.AboutOurKids.org or call 212-263-6622.#

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Chuck Close, Self-Portrait, 2000-01 / oil on canvas, 9' x 7' (2.74 x 2.13 m)
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Thursday, May 17, 2007

A Conversation for Students,
Parents & Educators about
Life with Dyslexia

Chuck Close
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The NYU Child Study Center is opening a Lab for Advanced Learning and Teaching for the 2007-2008 academic year for intellectually-gifted ninth-graders with Asperger Syndrome (AS). This state-of-the-art program will provide optimal educational opportunities for gifted learners in their areas of strength, while supplying the specialized social, emotional, and learning support that is lacking in typical school settings. This is a program of the new Asperger Institute at the NYU Child Study Center, dedicated to the development of model educational programs, clinical services, and state-of-the-art research in AS. To learn more, call (212) 679-3565 or visit www.AboutOurKids.org.



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Lindamood-Bell: Success for Students with Learning Difficulties



Jennifer Egan, Director, Lindamood-Bell NY demonstrates reading techniques to parents

By LIZA YOUNG

Lindamood-Bell Learning Processes provides a haven of learning for students, from pre-K to adult age, with mild to severe learning disabilities, across the spectrum of Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, and autism spectrum disorder.

Education Update recently visited the New York base of Lindamood-Bell, located in a welcoming town house on the Upper East Side, decorated to evoke the comforts of home, where we watched the trademark one-to-one instruction with students of varying ages and learning difficulties engaging in tasks ranging from decoding to comprehension.

The high success rate of Lindamood-Bell — with typical jumps in grade level in 6-8 weeks—is based on a foundation of comprehensive research in learning, dating back thirty years.

In a demonstration of the techniques used with students, Jennifer Egan, Director of the Lindamood-Bell Center, provided an enlightening view of two case studies of children with learning difficulties, and the resources and tools used to overcome them.

Student "Lance" is behind grade level in spelling and fluency in reading, based on difficulty in visualization of letters in words, slowing down phonetic processing and limiting spelling ability. Lindamood-Bell employs the "Seeing Stars" program for students such as Lance, which uses a unique sensory-cognitive approach, combining imagery and language, to achieve phonemic fluency and improvement in spelling skills, moving

from individual letters to multiple syllables, and then to the context of reading as well as spelling. An additional tool is the Lindamood-Bell Phoneme Sequencing program (LiPS) to increase phonemic awareness through highlighting actions of the mouth involved in producing sounds of words.

In the case of student "Michele," who is hyperlexic—above grade average in spelling, and phonemic awareness, but with difficulty in reading and oral comprehension—the tools used by Lindamood-Bell help Michele to move from getting only parts of what she reads and hears, to getting a "gestalt," the whole picture. A program of visualizing and verbalizing, focusing on concept imagery is used to help Michele "make movies in her mind's eye."

The overriding philosophy at Lindamood-Bell is geared towards independent learning; students are not simply given answers to problems during learning, but are guided towards finding answers through a questioning process geared towards self-correction.

The Lindamood-Bell learning process begins for all students with a full diagnostic evaluation, pinpointing a student's strengths and weaknesses. Regular and intensive instruction is available, with regular instruction occurring an hour each day over the course of between 4-6 months, while intensive instruction includes four hours a day of learning over 6-8 weeks, encompassing 120-140 hours. Group instruction is additionally available, with a maximum of five students per group.#

For more information visit www.lblp.com.

SPECIAL EDUCATION BOOK REVIEW

**Attention Deficit Disorder:
The Unfocused Mind in Children And Adults**
by Thomas E. Brown, Ph.D.
REVIEWED ON PAGE 10

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OUR ESTEEMED SPEAKERS CONTINUE TO MAKE IMPORTANT CONTRIBUTIONS TO SPECIAL EDUCATION.

COMMISSIONER MATTHEW SAPOLIN

Matthew P. Sapolin is the Executive Director of the Mayor's Office for People with Disabilities (MOPD), functioning as a liaison between the disability community and City government. MOPD works collaboratively with other agencies to assure that the rights and needs of people with disabilities are included in all City initiatives by fostering greater cooperation, communication and coordination of functions and services in New York City.

Matthew P. Sapolin most recently served as Co-Executive Director for the Queens Independent Living Center, where he oversaw operations. Previously, he was the Coordinator of the Client Assistance Program for the Center for Independence of the Disabled of New York. Sapolin received his BA at New York University as well as a Masters of Public Health Administration from Wagner School of Public Service at New York University.



BETSY GOTBAUM, PUBLIC ADVOCATE

Over the past three decades, Public Advocate Betsy Gotbaum has led a distinguished career in the public and private sectors. She has worked as advisor to three mayors; financial executive developing capital for start-up entrepreneurial firms; executive Director of The New York City Police Foundation; Commissioner of the Department of Parks & Recreation; and President of the prestigious New York Historical Society. In all her jobs, Ms. Gotbaum has been known for using nontraditional methods to turn troubled institutions into success stories.

Since Ms. Gotbaum was first elected Public Advocate in 2001, her leadership has paved the way for municipal reform in education, school construction, prevention of crime against women, and the fight against hunger. Additionally, each week she helps solve hundreds of city-service complaints made by residents and business owners. She was reelected in 2005. Ms. Gotbaum is married to labor leader Victor Gotbaum and has one daughter, three grandchildren, four stepchildren, and eight stepgrandchildren.



PRESIDENT LYNDA KATZ, LANDMARK COLLEGE

Dr. Lynda Katz, Ph.D. assumed the presidency of Landmark College on July 1, 1994.

Prior to coming to Landmark College Dr. Katz held dual appointments at the University of Pittsburgh as Associate Professor of Psychiatry and Education in the School of Medicine, and Associate Professor of Health and Rehabilitation Sciences. She was also an Adjunct Professor at the University of West Virginia in Counseling Psychology. Dr. Katz obtained her Ph.D. in Rehabilitation Counseling/Psychology, as well as a M.Ed. in special education and rehabilitation counseling, and a M.S.W. in psychiatric social work, all from the University of Pittsburgh. Her undergraduate work was in Music Education at Carlow college, also in Pittsburgh, PA. She is a licensed psychologist in Pennsylvania, Vermont and New Hampshire. Dr. Katz's postdoctoral work in neuropsychology was directed by Gerald Goldstein, Ph.D., Professor of Psychiatry and Psychology at the University of Pittsburgh and Research Director of Neuropsychology, Veterans Administration Medical Center in Pittsburgh. Dr. Katz is a Board Certified Fellow in the International College of Prescribing Psychologists and a Board Certified Medical Psychotherapist and Psychodiagnostician. She is also a fellow in the International Academy of Research on Learning Disabilities and a Fellow in the National Academy of Neuropsychology. Dr. Katz has authored and co-authored scores of reference articles, book chapters and other publications in the areas of psychiatric rehabilitation, mental retardation, rights of the developmentally disabled, vocational assessment, achievement testing, learning disabilities, and attention deficit hyperactivity. She has also presented her research findings at seminars internationally.

Dr. Katz has been project director or co-director on 19 major research projects in rehabilitation, learning disabilities, and other diverse topics. Her current research activities involve attention deficit disorder and specific learning disabilities in adults. She and her co-authors have recently written a book entitled *Learning Disabilities in Older Adolescents and Adults: Clinical Utility of the Neuropsychological Perspective*, which was published in August 2001.

DAVID FLINK, FOUNDER EYE TO EYE

David Flink is the Managing Director and Co-Founder of Project Eye-To-Eye. Project Eye-To-Eye is a national mentoring program that matches college and high school students with LD/ADHD, acting as tutors, role models and mentors, with elementary, middle, and high school students with LD/ADHD in order to empower these students and help them find success. Like many who are eventually diagnosed with dyslexia, David Flink's first exposure to the treatment of this learning difference was on the cold linoleum floor outside his 5th grade classroom. He existed for a year in this reading group of one where his teachers, although often well intentioned, did not teach David fundamental reading skills but instead, shame. Though struggling through much of his pre-college education, David eventually found success in school and once attending Brown University decided he needed to transcend his past experiences and attempt to empower others who might be encountering similar difficulty in school. Hence,



OUTSTANDING EDUCATOR OF THE YEAR DR. BONNIE BROWN SUPERINTENDENT

Bonnie Brown has been in Special Education working with students with a wide range of emotional challenges. She has worked as a teacher, Assistant Principal and Principal prior to her current position as Superintendent. Her career that focused not only on the instructional side of education but over the years she honed her skills by serving as Director of Personnel and Director for District 75 which serves 23,000 students. Her experiences in the district have afforded her the ability to view the district through a very unique lens. She knows the education system inside and out but she also has knowledge of the infrastructure and a budget that exceeds \$500 million dollars. Her decisions and lead the district with expertise.

As the New York City Department of Education Superintendent for the past years, Ms. Brown has stood as a staunch advocate for their families. She has partnered with national organizations to support professional development for students with autistic spectrum disorders, technology to support professional development, and a commitment that D. 75 students and their families have programming, school building resources and she is the "voice" in the Department of Education for themselves and she carries this responsibility of pride that her students and their families.

DR. JESS SHATKIN, NYU CHILD STUDY CENTER

Jess Shatkin, M.D. is the Director of Education and Training at the NYU Child Study Center. Dr. Shatkin leads the educational efforts

of the NYU Child Study Center. In addition to directing the child and adolescent psychiatry residency training program at the NYU School of Medicine and the Bellevue Hospital Center, Dr. Shatkin is the director of undergraduate studies for the first child and adolescent mental health college minor in the country (the Child and Adolescent Mental Health Studies [CAMS] Minor) at NYU. His major clinical interests are Autism Spectrum Disorders, Mood and Anxiety Disorders, Attention Deficit-Hyperactivity Disorder, and Oppositional Defiance and Conduct Disorders. Dr. Shatkin has published in the areas of child mental health policy, complementary and alternative medications, sleep medicine, and medical education. He was recently selected as one of six nationwide AACAP (American Academy of Child and Adolescent Psychiatry) Teaching Scholars, whose mission is to develop innovative methods for training the next generation of child and adolescent psychiatrists by working in conjunction with the Harvard Macy Institute for Physician Educators.



he became one of the founding creators of Project Eye-To-Eye.

In addition to his work in Project Eye-To-Eye, he also received a double degree in Education and Psychology from Brown University and graduated with honors. The Orton Gillingham Society has recognized his Honors Thesis on the Treatment of Dyslexia through Multisensory Learning and David has lectured at Brown University, Dartmouth College, Vassar College, Columbia University, Reed College, and numerous conferences for organizations including the International Dyslexia Association.

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ING SPECIAL OF THE YEAR: THE BROWN, DISTRICT 75

For thirty years as a teacher, staff developer, and administrator, Ms. Brown has launched many successful aspects of special education administrative skills. Her various positions have given her the ability to see through the needs of her students and manage the structure of the district as she has managed. This skill set enables her to make informed decisions and clarity of vision. Ms. Brown has initiated many changes in the district to advocate for District 75, its students and staff. She has brought in many experts to train staff in best practices for positive behavior supports, and web based programs. Ms. Brown has made a personal commitment to ensure all students will have equity of access to educational and extra-curricular activities. She truly believes in the power of education for those that have no ability to speak for themselves with conviction, energy and a deep sense of purpose that has placed their trust in her.



DR. THOMAS E. BROWN, YALE UNIVERSITY

Thomas E. Brown, Ph.D., a clinical psychologist, is Associate Director of the Yale Clinic for Attention and Related Disorders at the Yale University School of Medicine. He maintains a private practice in Hamden, CT, where he specializes in assessment and treatment of high IQ children, adolescents and adults with ADHD and related problems. Dr. Brown has lectured for lay audiences and professionals throughout the US and in 32 other countries. He developed the Brown ADD Scales for Children, Adolescents and Adults and is author of the prize-winning book, *Attention Deficit Disorder: The Unfocused Mind in Children and Adults* (Yale University Press, 2005). His website is www.DrThomasEBrown.com.



DR. MARVIN STOBER, CCNY

Marvin Stober is a lecturer in special education at the City College of New York. He served the New York City Department of Education as a Regional Administrator of Special Education in Region 4 (Districts 24, 30, and 32). He was Senior Education Administrator for the Manhattan Office of Monitoring and School Improvement. He has also served as staff developer and teacher of special education students during his tenure with the Department of Education. Mr. Stober holds a Bachelor of Science in Education from the University of Minnesota, a Master of Science in Special Education from Yeshiva University, a Specialist Certificate in Psycho-educational Diagnosis and Remediation from Yeshiva University, and a Master of Education with honors in Administration and Supervision from the City College of New York.

DR. RIMA SHORE, Ph.D., BANK STREET COLLEGE

Rima Shore, Ph.D. is Adelaide Weismann Chair in Educational Leadership at Bank Street College of Education where she chairs the Educational Leadership Department. As director of the LDRS Consortium, of which Bank Street is the lead partner, she oversees a middle school reform initiative encompassing 28 schools in Brooklyn. Shore is the author of *What Kids Need: Today's Best Ideas for Nurturing, Teaching, and Protecting Young Children* (Beacon 2002), as well as *Rethinking the Brain: New Insights into Early Development* and many other monographs and articles.

SAM KOPLEWICZ, DALTON SCHOOL

Sam Koplewicz is a senior at the Dalton School where he founded a mentoring organization, Eye to Eye, to help students with LD and ADHD. He will continue Eye to Eye as a student at Brown University which he begins next year. Sam is the captain of his soccer team, the head of model Congress and started the legal society at Dalton. Coping with dyslexia himself, he's become a strong advocate for his peers with LD.



ANGELA MOUZAKITIS, M.S.Ed., BCBA

Angela is a full-time lecturer at CUNY Queens College in the Graduate Programs in Special Education Department. She holds certification as a school psychologist, special education teacher, and behavior analyst. Angela works with children on the autism spectrum coordinating home-based and center-based individualized programs. She is completing her Ph.D. in Educational Psychology at CUNY Graduate Center.



DR. CECILIA MCCARTON, FOUNDER, MCCARTON SCHOOL

Cecilia McCarton, M.D. is a Professor of Pediatrics at the Albert Einstein College of Medicine. In 1998 she founded the McCarton Center for Developmental Pediatrics. She is widely regarded as one of the nation's leading experts in diagnosing and treating children with developmental disorders.



DR. ANDREA SPENCER, Ph.D., BANK STREET COLLEGE

Andrea Spencer is Co-Chair of the Special and Bilingual Education Department at Bank Street College in New York City. She advises graduate students in their supervised fieldwork placements, teaches on-line and traditional special education courses and provides professional development to general education and special education teachers in elementary and middle schools in New York City school districts. Prior to joining the Bank Street Faculty she supervised multiple special and alternative day and residential education programs for students with developmental disabilities, neurological impairments and social-emotional and behavioral disorders in Connecticut, Maine and Massachusetts.

DR. LAURA RADER, CCNY

Dr. Laura Rader is an Assistant Professor in the School of Education, Department of Educational Leadership, Program in Special Education.

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EDUCATION UPDATE INTERNS ON ASSIGNMENT

DEFYING GRAVITY AND DEFINING MYSELF



By HEATHER MAHER

During the first few days of September when everyone comes back to school sun-tanned and fresh from the relaxation of summer, the first question on everyone's mind is "What'd you do this summer?" We all expect to have had "that" summer—the one when you discover a new passion for life and the one that gives you a new sense of self-discovery. For most of us, that particular summer of growth and change comes along at some point or another. For me, that summer was the year I decided to try my hand at a sport I had always viewed as a true test of a person's ability to deny all human instincts and the sport that is death and gravity defying. Rock Climbing.

On my first day at Adirondack Rock and River climbing camp I knew that this week would be full of adventure that I had never dreamed of. I grew to be a true outdoor enthusiast. I learned vital climbing safety skills, how to hike with a heavy pack, and how to truly love the beauty and freedom of the undisturbed wilderness. In addition to extraordinary sunburn I gained a sense of

self-accomplishment from being able to finish multi-pitch ascents with a team of other peers.

My experience with this summer camp showed me that if you give a young person the time and the freedom to explore a new interest, they might find something that will give them the motivation to pursue their interest further and develop a real passion for it. Camps are great places for young people to have the opportunity to become a new person and meet other peers that have the same interests. I have been climbing now for two years and still have some of the same friends from climbing camp. I will never forget the things I learned about this amazing sport and the valuable things I learned about myself. I know that if I hadn't had that summer that changed my life I would have missed out on so many more life changing experiences I've had as a result of discovering my passion for the wilderness and rock climbing at camp.#

Heather Maher is an Intern at Education Update.

CAREERS:

Radio Host William Camacaro

By ALBERTO CEPEDA

The decision to go to college and pursue a career is almost always monetarily influenced. The goal is to increase our earning potential with each degree we earn, be it an Associate's, Bachelor's or Master's degree. There are careers where the rewards lie in the people we impact rather than financial compensation.

William Camacaro, 38, a freelance journalist and radio host chose this type of career. His decision to choose journalism as a career wasn't a financial one. It was influenced by the writings of Aristides Bastidas and his desire to be a part of the news process.

His career began in the Central University of Caracas in Venezuela where he studied journalism. Like many young journalists, William's first foray into broadcast journalism was working for a small radio station in Venezuela called Fe Y Alegria. He describes Fe Y Alegria as "a beautiful radio station because we were able to do whatever we want. We didn't have pressure from anyone." From there he moved on to Radio Libertador, one of the bigger radio stations in Venezuela where he worked as a producer for different shows.

William got his start in radio after arriving in New York when his friend Josephina Baez offered him to take over her Sunday afternoon jazz show on WHCR 90.3FM after she decided to leave the station in 1998. William accepted the offer and initially left the jazz format of the show intact. But after realizing that jazz pieces could be very long, William had to make a change in the programming. He explains "an hour for a jazz program is not enough so I decided to change the name of the program and to change the format of the show and play folk music. That's when Roots was born." Aside from playing folk music, William wanted to jazz up the show by including on air interviews into the programming. So he decided to enroll in Queens College to minor in journalism and learn the journalistic spectrum

here in the United States. It was a difficult process for him initially because of the language barrier he had to surmount but he managed to graduate from Queens College in 2002 with a degree in Journalism as well as with a Bachelor's degree in Fine Arts.

Despite a bone condition that forces him to walk in crutches, William has mastered the strength on a weekly basis to host both of his radio shows Roots and La Voz Latina, a talk show he has hosted for the past three years on WBAI 99.5FM, dedicated to political and social issues in Latin America and the United States. In his time at WHCR and WBAI William has interviewed prominent social-political figures such as Mari Bras, Heba de Bonafini and Mumia Abu Jamal and more importantly dignifying the figure of the Latino in America while connecting them to their roots.

Aside from radio, William has also written articles for such publications as Diario La Prensa, the Amsterdam News and Proud Magazine. Albeit he doesn't get paid for doing either show, William's motivation comes from wanting to be a part of the news process and to get to know individuals with amazing stories and sharing them with his listeners. It's the opportunity to interview a person like Adolfo Perez Esquivel, recipient of the 1980 Nobel Peace prize that drives him to do these shows.

Although he has had many memorable moments at WHCR and WBAI, William is looking to get involved in commercial radio. He explains "This radio (alternative) is good because you learn a lot but the bad thing is you don't get paid for this." He continues "the idea is to get paid for what you are doing." "His advice for journalism students is "You have to be well informed. You have to read, you have to be behind the news all the time. You have to respond to what is going on, what is happening."#

Alberto Cepeda is an intern at Education Update.

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THE DEAN'S COLUMN

THE FLIGHT OF THE BUMBLEBEE

By DR. ALDRED S. POSAMENTIER

Problem solving is not only done to solve the problem at hand; it is also provided to present various types of problems and, perhaps more importantly, various procedures for solution. It is from the types of solutions that students really learn problem solving, since one of the most useful techniques in approaching a problem to be solved is to ask yourself: "Have I ever encountered such a problem before?" With this in mind, a problem with a very useful "lesson" is presented here. Do not let your students be deterred by the relatively lengthy reading required to get through the problem. They will be delighted with its unexpected simplicity of the solution.

Two trains, serving the Chicago to New York route, a distance of 800 miles, start towards each other, at the same time (along the same tracks). One train is traveling uniformly at 60 miles per hour, and the other at 40 miles per hour. At the same time, a bumblebee begins to fly from the front of one of the trains, at a speed of 80 miles per hour towards the oncoming train. After touching the front of this second train, the bumblebee reverses direction and flies towards the first train (still at the same speed of 80 miles per hour). The bumblebee continues this back and forth flying until the two trains collide, crushing the bumblebee. How many miles did the bumblebee fly before its demise?

Students will be naturally drawn to find the individual distances that the bumblebee traveled. An immediate reaction by many students is to set up an equation based on the relationship: "rate times time equals distance." However, this back and forth path is rather difficult to determine, requiring considerable calculation. Just the



notion of having to do this will cause frustration among the students. Do not allow this frustration to set in. Even if they were able to determine each part of the bumblebee's flight, it is still very difficult to solve the problem in this way.

A much more elegant approach would be to solve a simpler analogous problem (one might also say we are looking at the problem from a different point of view). We seek to find the dis-

tance the bumblebee traveled. If we knew the time the bumblebee traveled, we could determine the bumblebee's distance because we already know the speed of the bumblebee. Again, have your students realize that having two parts of the equation "rate x time = distance" will provide the third part. So having the time and the speed will yield the distance traveled, albeit in various directions.

The time the bumblebee traveled can be easily calculated, since it traveled the entire time the two trains were traveling towards each other (until they collided). To determine the time, t , the trains traveled, we set up an equation as follows: The distance of the first train is $60t$ and the distance of the second train is $40t$. The total distance the two trains traveled is 800 miles. Therefore, $60t + 40t = 800$, so $t = 8$ hours, which is also the time the bumblebee traveled. We can now find the distance the bumblebee traveled, using the relationship, rate x time = distance, which gives us $(8)(80) = 640$ miles.

It is important to stress for students how to avoid falling into the trap of always trying to do what the problem calls for directly. Sometimes a more circuitous method is much more efficient. Lots can be learned from this solution. It must be emphasized to your class. You see, dramatic solutions are often more useful than traditional solutions, since it gives students an opportunity "to think out of the box."#

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 40 books on math including Math Wonders to Inspire Teachers and Students (ASCD, 2003) and Math Charmers: Tantalizing Tidbits for the Mind (Prometheus, 2003), and member of the NYS Standards Committee on Math.

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By DR. CAROLE G. HANKIN
With RANDI T. SACHS



We've all so used to computers in the classroom and at home, that it was almost hard to believe that I'd be shown a new kind of computer technology that would amaze me. But, this year, Syosset is using two new educational tools that are sure to change the way we teach our children.

I walked into a math class at the high school one day and immediately sensed a difference from most other math classes I see. For one, just by observing for one or two minutes I realized that I could follow the lesson. In all honesty, I haven't taken high school math in a long time, and it never was my favorite subject. But more importantly, the students were engaged, interested, and clearly learning new material. I thought it must be an honors class at least, but found out that was not the case. The difference was that the teacher was using one of our SmartBoards.

A SmartBoard is essentially a large computer touch screen that enables teachers and students to access information literally at the touch of their fingertips. If you want to see last night's homework, touch the screen and it appears. What about last week's lesson? Another touch and there it is. Perhaps the teacher needs to draw a graph. Touch again and graph paper appears. Students and teachers use different colored markers to write on the screen. Another tap and it all disappears, able to be used over and over again.

I watched as the teacher touched the screen and

a graphing calculator large enough for the class to see, appeared on the screen. A student came up to the board, touched the onscreen buttons, and the graph plotter moved across the screen demonstrating the answer to the problem.

We've also been using the SmartBoards in our science classrooms, and there again, teachers report that they are better able to explain difficult concepts to their students. But math and science are not the only subjects that are enhanced. In one of our middle schools, a SmartBoard is located in a seventh grade math class. Another time of the day a Health Education class uses the room, and also the SmartBoard. It can make any lesson come alive to our current generation of computer savvy students.

The second innovation we are providing to our students is the E-Book. A supplement to the classroom textbook, it eliminates the need for students to bring home texts to do homework. They just access the book on the Internet. They can do homework and also use extra help features such as practice tests and reviews. If the subject is world language, they can listen as many times as they want to the correct pronunciation of vocabulary. Then they can record their own pronunciation as many times as they need to, and when they feel it is their best, they can then send it to their teacher for evaluation.

The future potential for both these tools is limitless. Education must change and evolve with the rest of the world. We are seeing it happen here. #

Dr. Hankin is Superintendent of Syosset Central School District.

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Brown Alumna Celebrates 75th Birthday

Peg Ogden recently celebrated her 75th birthday. She retired as a personnel director at NYC College of Technology, CUNY. Ogden and her brother were students at Brown University. Her family endowed a lecture series named the *Stephen A. Ogden, Jr. Memorial Lectures* on International Relations at Brown in memory of her brother. Since 1965 there have been 76 lectures with luminaries such as His Majesty King Hussein, Abba Eban, Mikhail Gorbachev, and Paul Volcker.



Barbara Massey, Peg Ogden & Barbara Ritchin (hostess)



Dr. Robert Ackerman & Peggy Ogden



David Disick & Peggy Ogden

El Museo Del Barrio Presents Family Art Workshops in May & June

Free Admission

This new monthly bilingual English-Spanish program offers the whole family an opportunity to explore Latin American and Caribbean art and culture together. A variety of activities are available for children ages 5-11 and their adult partners including artist-led gallery activities and talks, art workshops, music and film programs. Ages vary by workshop and feature a new theme each month. Admission: Free. Advance registration is required for all workshops. Please email dpodhayny@elmuseo.org or call (212) 660-7144 to register.

Exploring Line, Shape and Color
Saturday, May 19, 11 am – 1 pm

Sketch in El Museo's galleries and join art workshops that explore the poetry of art through line, shape, and color. Designed for children ages 7-11.

Latino Printmaking: Artists Inspired by Their Communities

Saturday, June 16, 11 am – 1 pm

Explore Latino printmaking traditions with an

artist educator. Tell your own story as you create a book that incorporates printmaking and poetry. Designed for children ages 5-11.

These programs are supported, in part, by public funds from the New York City Department of Cultural Affairs and the New York State Council on the Arts, a state agency.

El Museo del Barrio is located at 1230 Fifth Avenue between 104th and 105th Streets and may be reached by subway: #6 to 103rd Street station; #2, #3 to Central Park North station or by bus: M1, M3, M4 on Madison and Fifth Avenues to 104th Street; local crosstown service between Yorkville or East Harlem and the Upper West Side in Manhattan M96 and M106 or M2. Museum hours: Wednesday - Sunday, 11 a.m. to 5 p.m. Closed on Monday and Tuesday. Suggested museum admission: \$6 adults; \$4 students and seniors; members and children under 12 accompanied by an adult enter free. To learn more about El Museo del Barrio, please visit our website at www.elmuseo.org or call 212-831-7272.#

CUNY Chancellor Matthew Goldstein Named Carnegie 2007 Academic Leadership Award Winner

Recently, Vartan Gregorian, president of Carnegie Corporation of New York, announced Matthew Goldstein, Chancellor of The City University of New York, as the latest recipient of the Corporation's Academic Leadership Award. The award recognizes leaders of institutions of higher education who have an abiding commitment to liberal arts and who have initiated and supported curricular innovations, including development of interdisciplinary and multidisciplinary programs that aim to bridge the gulf between the theoretical and the practical. In addition, the award honors leadership that actively supports K-12 school reform, strengthens teacher education and emphasizes community outreach. Goldstein will receive \$500,000 to be used for his academic priorities.

"By raising standards, strengthening student preparation, revolutionizing financing and adding new schools to the system, Matthew Goldstein has truly reinvigorated the City University," said Gregorian. "The Academic Leadership Award celebrates excellence," he added. "It builds on the foundation's long tradition of developing and recognizing the importance of leadership in American institutions of higher education. Clearly, Matthew Goldstein's accomplishments prove that excellence in leadership is much more than effective management."

A number of initiatives underway in the CUNY system demonstrate Goldstein's effectiveness and reflect the criteria for the award:

Commitment to liberal arts is the hallmark of CUNY's William E. Macaulay Honors College, which offers free tuition and other benefits to the city's highest achieving students (an enrollment of 1,200) who might otherwise not be able to afford higher education. The presence of more high academic achievers has garnered several prestigious awards for the university, both from the Macaulay Honors College and other programs, with students winning Barry Goldwater, Thurgood Marshall and Harry Truman scholarships in 2007, in addition to recent Fulbright and Rhodes scholarships.

Curricular innovation characterizes CUNY's Decade of Science (2005-2015). Over \$1 billion has been dedicated to new and expanded science facilities throughout the CUNY system as



part of this commitment to bridging theoretical research and practical outcomes, ensuring a healthy pipeline to the science, math, technology and engineering fields critical to the evolving global economy. The Teacher Academy was launched in 2006 as part of the New York City Partnership for Teacher Excellence within the New York City Department of Education in support of this highly innovative

effort, and incorporates interdisciplinary and multidisciplinary programs to train math and science teachers for high-need New York City schools.

CUNY has formed partnerships with the New York City Department of Education to enhance students' readiness for, and participation in, higher education. The university has developed a network of 15 high schools housed on its campuses and opened ten early college schools, with four additional schools in the pipeline. The successful College Now program helps 32,000 students annually in over 280 New York City high schools meet high school graduation requirements while preparing for college success.

"The opening of CUNY's new Graduate School of Journalism clearly demonstrates Matthew Goldstein's sense of the university as a cultural and economic force in New York City as well as his understanding of the changing role of media throughout the world," said Vartan Gregorian.

Goldstein is the first alumnus of the university to be appointed chancellor, the highest position within the nation's largest urban public university.

Shortly before Goldstein was named chancellor in 1999, an advisory task force issued a report calling the CUNY system "an institution adrift." But his reform plan, which included converting the loose federation of colleges into a unified system of flagship programs and adding over 1,000 full-time faculty throughout the CUNY system, has turned the university around. As a result, enrollment is at its highest level in 31 years: more than 470,000 students, from 167 countries and speaking 119 languages, now attend CUNY's degree-credit and continuing education programs.#



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LANDMARK COLLEGE

Do College Students with Learning Difficulties Use the Resources Available To Them? A Self-Evaluation of Higher Education LD Support Services

By BEN MITCHELL, KRISTA MULLER
AND SARAH CROWTHER OF
LANDMARK COLLEGE

Every college and university is required to provide services for students with diagnosed learning difficulties. Section 504 of the Rehabilitation Act states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program that receives Federal funding. The Americans with Disabilities Act [ADA] prohibits discrimination on the basis of disability in employment, public accommodations, telecommunications, and similar settings and resources, whether an organization receives federal funding or not. Together, these regulations require that virtually all enrolled college students with identified disabilities receive appropriate accommodations or other resources that support students on their journey to success. Many studies, such as Li and Hamel’s 2003 article, “Writing Issues in College Students with Learning Disabilities,” highlight the increase of college students with diagnosed learning difficulties in the wake of these regulations.

However, parents and professors report that many students making the transition from high school to college do not access appropriate accommodations. In an effort to test this question - are diagnosed students using the resources available at colleges and universities, Landmark College conducted a survey of college level support service providers. Although the research confirms several expectations about student access to appropriate accommodations, the details illuminated some interesting patterns.

We conducted the survey electronically over several weeks in March of 2007. Out of roughly 1000 solicitations, we received 230 responses from colleges and universities all over the United States. Learning disability support service coordinators at each institution were asked 23 questions intended to describe the supports available, the challenges professionals face in providing support, and the resources required to provide better support. The responding institutions reported a range of between 40 and 1200 students being served. In answer to the stated research question, the survey suggests that an average of 49% of students with an LD diagnosis actually use the available services.

We began with questions intended to discern what services were available. We found that 84% of the colleges offer accommodations only. Generally accommodations include note takers, un-timed testing, and modifications like books on tape or digital texts. 80% offer assistive technology. Only 10% of the respondents offer structured programs for the acquisition of missing academic skills. Only 52% of the colleges provide student access to instructors with special training in the area of learning disabilities and ADHD. 37% offer peer tutors (higher level, work-study students who tutor students in material that they have already mastered). Although very few schools limit the number of hours a student can spend with the services available, the average student spends one hour per week with support services (from a range of 0 to 4 hours a week).

It is interesting to note which classes give diagnosed students the most difficulty. Students attending more rigorous schools, such as large universities and select private colleges, consistently seem to struggle with math and foreign-language requirements. In colleges that offer more developmental, skills-based classes, students appear to struggle with all classes that require significant reading and writing, such as college composition. 63% of respondents report that academic difficulties begin in the first semes-

ter of the freshman year. The number decreases by semester with only 10% first reporting difficulty in the junior year and 6% in the senior year. However, only 51% of the respondents said that students eligible for services actually seek them in the first semester.

When asked to describe what academic skills are most commonly lacking in students who seek services, the most common response was time management at 82% and organization at 81%. The College Board’s addition of the “writing” component has highlighted the underdeveloped writing skills of American high school students. 69% of the respondents report that students come for writing assistance, which supports the College Board’s findings. Interestingly, comprehension difficulties were highlighted by only 56% of the respondents. Nevertheless, time management was cited as the most significant difficulty facing diagnosed students on the postsecondary level.

As we moved into questions intended to assess the cultural atmosphere for students with learning disabilities, the data did not match our expectations. A 2005 article, “suggests evidence to show that faculty at traditional universities are either ignorant about, or openly hostile toward, providing accommodations to students with diagnosed learning difficulties. However, when students were asked to rate the faculty’s acceptance of their learning difficulties, 16% of respondents gave the faculty a rating of excellent. 34% rated their faculty as very accepting and 29% were rated as accepting. Furthermore, 77% of respondents believe that their own staff has at least a good level of expertise and proficiency with assistive technology. Perhaps higher education is actually more knowledgeable and understanding about the needs of students who learn differently than the stories would have us believe.

In another line of inquiry, we tried to see if there were any patterns in the profiles of students who are not experiencing success at the postsecondary level. We asked LD service providers to describe the profile of a student who is most successful in their college or university. Overwhelmingly, respondents described students who understand their own disabilities and who were willing to make the effort required to address them. For example one respondent wrote, “Successful students are those who have learned how to self-advocate, know what their needs are and have good study skills/habits. Also, students who take charge of their responsibilities and use organizational tools to stay on top of things achieve success.” Landmark College’s First Year Seminar is aimed directly at developing metacognition and self advocacy, in part due to our recognition of this fact.

When asked to assess which students were not successful in their program, respondents overwhelmingly described textbook symptoms of what Dr. Thomas Brown, professor of clinical psychiatry at Yale University would label as “executive function disorder.” They describe students as “unmotivated,” missing class, not completing work, not advocating for services and not seeking support. This survey suggests that students who have difficulties with reading and writing do not struggle as much as students who have trouble with organization, time management and work completion.

Finally, a very clear impression given through these surveys is that many postsecondary support professionals feel that they do not have the time or the resources to support students effectively. Many cite a large increase of students with diagnosed learning disabilities seeking support, combined with an absence of adequate staffing to accommodate this increase. Holly Gurney of Bates College goes further, saying, “Another

BANK STREET ON THE ISSUES

The Impact of Global Warming

By ASTLEY ROBINSON

The scientific and environmental communities are drawing attention to the way our society is negatively impacting our world. There is a disastrous trend that will cause cataclysmic alteration to the way living beings function on Earth — a trend known commonly as global warming.

The average American may feel that a two-degree increase in the overall climate is minuscule, yet it is sending off alarms to environmental scientists. The approach of detrimental change may be irreversible. If not addressed in this century, global warming will endanger the existence of life, and may transport the Earth back to its lifeless, carbon-filled environment millions of years ago. Most people believe that global warming’s initial effects will occur long after this generation’s demise. Many people also dismiss the urgency for change because it seems impossible that a little gas emission from their family SUV could influence or bring about killer hurricanes and mass flooding.

Scientifically, the emission of these greenhouse gases is the cause for chemical changes in our atmosphere. However, I also believe that the human diseases of apathy, ignorance, complacency, and fear, make people ignore the signs of the Earth’s imminent danger and support companies that poison our environment.

Common gases such as carbon dioxide, methane, nitrous oxide, and carbon monoxide from environmental stranglers -- automobiles, aircrafts, power plants, aerosol cans and residential cleaning products -- affect the environment. Excessive deforestation has allowed these carbon dioxide levels to rise. According to the US

Emissions Inventory of 2004, methane levels climbed 145% over the past century, and are twice as harmful as carbon dioxide. The use of cars, fertilizers, and burning of organic materials increases nitrous oxide levels – a major contributor to global warming.

The natural green house effect makes the Earth warm and habitable. But, advanced green house effect traps high levels of the infrared radiation in the earth’s atmosphere, causing the Earth to absorb it.

We are misusing and wasting resources provided by Mother Nature in exchange for ease, comfort, and superiority. The inability to recognize the problem ultimately results in general indifference, unwillingness to compromise the ease of technology, and fear of changing society. People do not understand how they are compromising the lives of future generations; nor do they understand the sheer magnitude of the catastrophic effects that have come to light since January, 2007.

Elected officials and leaders are prioritizing ‘going green’ but people must acknowledge that their daily decisions have led the Earth down this path. If we chose to ignore the signs and revel in our self-centeredness, we will be faced with a limited choice -- survival or extinction.#

Jamaican-born Astley Robinson, 17, took part in the Canadian-based Students on Ice program that sent three Bank Street students to Antarctica in December, 2006. She is the youngest of five and lives in the Bronx. A top student in her class, she was accepted into Cornell University’s pre-med program starting this summer. She is a participant in Bank Street Liberty LEADS program.

LEARNING STYLES AND THE LEARNING DISABLED CHILD

All children and adults learn differently and have different learning styles. But when a child has a learning difficulty, it is even more important that the school and their teachers understand the way they learn best. For the uninitiated an easy way to think about learning styles is to imagine that you bought you son or daughter one of those holiday gifts that must be assembled out of a million pieces. Would you simply prefer to read the directions, have someone read them to you as you worked, look at the picture on the box as you go along or dump all the pieces on the floor and simply work from the pieces? An auditory learner might prefer to work as part of a group so they can discuss the task. Someone who is visual may benefit from a graphic organizer, while someone who is a kinesthetic/ tactile learner may need a more hands-on learning experience.

Teaching methodology must also consider a child’s neurological strengths and weaknesses. At Sterling School we are aware that a child who has language processing deficits may be overwhelmed by too much language yet be very good at doing more spatial tasks: drawing, reading graphs or doing geometry while a child with perceptual deficits may be the reverse.

Multi-Sensory methodology like Orton-Gillingham which is used at Sterling School and other schools who teach learning disabled children, is designed to target all modalities: visual, auditory and tactile/kinesthetic. Teaching is done in a manner that uses all the modalities to aid recall, memory and integration of learning. It is important however that children and adults begin to understand how they learn best so that they can advocate for themselves. Many scales and questionnaires to determine your or your children’s learning styles are available on line. For further information on learning styles check out www.learningstyles.net Or J. Connell’s Brain-Based Strategies to Reach Every Learner. Scholastic Books. For more information on The Sterling School please visit us on the web at or call Ruth Arberman at 718-625-3502

concern is the increased pressure these numbers place on the implementation of accommodations on an individual basis. It would be great to move more toward universal design or some other system that makes the learning process and academic system open and accessible to all without the extensive use of accommodations.”

Given a quick review of this survey, it appears that many colleges are able to serve students with reading and writing difficulties through assistive technology and traditional accommodations. However, the survey suggests that postsecondary services are having difficulty supporting students’ executive function abilities as they make the transition from the structure of high

school to the independence of college. In the spirit of Ms.Gurney’s challenge to look to universal design as an appropriate approach to better serve postsecondary students, this survey raises questions that can, hopefully, give guidance in designing these curricula. Our findings indicate that those designing curricula to support students with learning difficulties should not forget to take into account issues of executive function: time management, organization, activation and metacognition. In the near term, Landmark College will collaborate with our colleagues at other institutions to determine specific way colleges can better support students making the transition.#

NEW YORK CELEBRATES RITES OF SPRING

Photos By DR. POLA ROSEN

After a winter that seemed endless, New Yorkers finally enjoyed blossoms and balmy days in Cenral Park. EDUCATION UPDATE even caught a sparrow feathering his nest.



Ah, magnolias are blooming again!



Cherry blossoms line the walk



A sparrow is feathering his new nest



Hamilton presides over sunbathers on lawn near the Metropolitan Museum of Art



The Greek Independence Day Parade



MOVIE REVIEW

TEENS TEAR INTO EDWARD SCISSORHANDS



By JAN AARON

Creative choreographer Matthew Bourne's dance theater version of Tim Burton's classic movie Edward Scissorhands about the gentle boy left with scissors for hands when his grieving inventor who created him left him unfinished recently sustained some unkind cuts from teens in Brooklyn. As participants in BAM's truly innovative free after school Young Critics program, words were their weapons (and some praise, too). "Scissorhands" was one of three productions included in their nine-week critic's course designed for 15-20 students with a passion for the performing arts. Hoping to reach more teachers to nominate students, BAM invited our coverage of a critics meeting.

Like the movie, the dance theater piece tells

the story of a loner adopted by a suburban family and how he falls in love with a local girl. Master teacher Michael Orth instructed the group to forget about the movie and think of the dance theater piece on its own terms. He added: "What did the production promise?" "Did it bring the characters to life?" "Were the characters believable?" These and other questions encouraged a lively dialogue that seemed like one of BAM's audience participation productions.

"There were too many characters on stage," said one teen. "I got interested in characters other than Edward," said another. "Their characters weren't developed enough," said another. One girl found herself moved by the way Edward mingled but did not fit in. "It was just as much a play as a dance," said Jacob Bloomfield, an 11th grader at LaGuardia High School of Music & Art,

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The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at www.historynow.org. The issue examines the American west, with essays by some of the most eminent scholars in the field. As always, history now accompanies these scholarly essays with imaginative and accessible supporting material and lesson plans. Don't miss this issue's interactive feature -- "a view of the west" -- a photographic tour of the late 19th and early 20th century American west.

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For the 11th straight year, the Gilder Lehrman Institute presents distinguished scholars and historians to lecture on their most recently published books and answer audience questions. The historians' forums are open to the public and are followed by a reception and book signing. Check out the 2007-2007 schedule and buy tickets:
www.gilderlehrman.org/institute/public_lectures.html

FEATURED DOCUMENT
The institute regularly features documents from the Gilder Lehrman collection. In the spotlight this week is a broadside, printed in 1805 in New York City, which illustrates the atrocious treatment of slaves. See the broadside and read the transcript:
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one of the most verbal in the group. "The dancing was way cool," he added.

Guest critics also meet with their teen counterparts. And, on this day, Joan Acocella, The New Yorker's dance critic, spoke eloquently about the production before drawing them into the discussion. "I loved the show," she said, adding that she found it magical. Her positive POV seemed to open up new ways of thinking for the teens. They began to see how the choreographer made each dance unique. "Even in a group dance, each couple had his/her own costume and way of moving," she explained. "But, she said, "If you're not into dance, you might think there's a lot going on all at once."

Ms. Acocella also advised teens that want to pursue writing careers to write for their school papers, so "you'll have clippings to show at interviews." She encouraged them not to mince words "If it's ridiculous, say so," she said. "You must learn to be brief. See if you can sum up your review in four words printed on a matchbook," she advised.

And BAM's course provides an opportunity to briefly say what they think: Teens write reviews of the plays they see, which are later published in an anthology. BAM literature says they can be excellent samples for students applying to college. (To apply online, go to: [#">BAM.org/education](http://BAM.org/education).)#

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Camp Aranzazu Inc Rockport, TX
Camp Aranzazu is dedicated to enriching the lives of children & adults with chronic illness & disabilities by providing camp, environment & retreat experiences

Camp C.A.M.P. Center Point, TX
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Camp Cheerful Strongsville, OH
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Camp Sisol offers a wide variety of experiences in a noncompetitive, yet challenging environment

Camp Stepping Stone Cincinnati, OH
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Easter Seal Camp Kysoc Carrollton, KY
First complete decentralized camp built in world. Woodland, lake setting. Staff trained and camp is overseen by Cardinal Hill Rehabilitation Hospital

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FIVE BEST TIPS FOR FIRST-TIME SUCCESS AT CAMP

Sending a child away to camp for the first time is a major milestone for most families, one that is often marked by excitement, anticipation, and perhaps even some anxiety. However, when children are taking positive risks in a safe and nurturing camp environment, they have little time to miss home and a lot of time dedicated to fun, growing, and learning. Prepare your child for the time of his or her life with the following tips from camp professionals and child development experts:

1. Talk to your child before camp. "What does your child expect to do at camp? Learning about the camp experience ahead of time allows you

to create positive expectations. Also, talking with your child about these kinds of issues is a great way to show support as your child gets ready to take this important step on the road to being more resilient and self-reliant. For you as a parent, it can give you more peace of mind as you allow your child to participate safely in a broader world."

-Peg L. Smith, ACA CEO

2. Prepare children for issues that come up so they know what to do in your absence. "Share with your child that everyone has good days and bad days, and if they are having a problem, their counselor is there to help them. Make sure they understand that if the counselor doesn't know what might be troubling them, he/she can't help. Ask your child to be honest and to ask for what they need."

-Bob Ditter, family therapist

3. Practice, practice, practice! "Encourage your child's independence throughout the year. Practice separations, such as sleepovers at a friend's or grandma's house, which can simulate the camp environment."

-Peg L. Smith, ACA CEO

4. Making new friends at camp. "If your child is shy about meeting new kids, encourage them to get to know others by being a good listener. Also, remind them that not everyone in the cabin, bunk, or group has to be their friend, and they don't have to be everyone else's friend, as long as they treat one another with respect."

-Bob Ditter, family therapist

5. Homesickness can be prevented. "Tell your child that some feelings of homesickness are normal! When children arrive at camp with a repertoire of coping strategies and some practice time away from home under their belts, they are ready for those normal feelings of homesickness. Keep in mind that only seven percent of homesickness cases are severe."

-Ann Sheets, ACA President#

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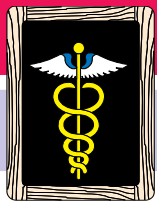
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MEDICAL UPDATE



New York City • MAY 2007
FOR PARENTS, EDUCATORS & STUDENTS

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MURIEL PETIONI, M.D., SAVES HARLEM HOSPITAL FROM CLOSING

By JOAN BAUM, Ph.D.

She opens the door of her sunny Harlem apartment, a wide smile showing off high cheekbones. She's elegant, slim, dressed in a simple floor-length dashiki. With a laugh she continues to adjust her earrings, as she graciously escorts a visitor to a comfortable chair, facing a wall of African masks. Dr. Muriel Petioni, called several years ago "the mother of medicine in Harlem," is 93 years old. Her voice is strong, her memory infallible, her movements fluid, her articulation flawless, her delivery frank (she likes to be "direct, but always courteous"). At Barnard College's commencement this month she will receive the Barnard Medal of Distinction. There have been honors before, there could easily be dozens more, for Dr. Petioni has been for well over half a century a leading voice at and for Harlem Hospital, where she served her own internship and developed a mentoring program for black women doctors. She is still active in the Central Harlem and East Harlem community, where she served for 30 years as a school physician for the NYC Department of Health. She is currently the chair and founder of Friends of Harlem Hospital Center, founded a little over 20 years ago at the hospital's 100th Anniversary Celebration, and where, within a decade of galas and outreach, she helped garner support from the hospital's "endless friends," in and out of the community, and put it back on the PR map. Dr. Petioni also sits on the board of the Harlem Upper Manhattan Empowerment Zone, and, at the urging of friends and colleagues, is planning to commit her extraordinary life story to print. And what a story it is.



Born in Trinidad but coming with her parents to this country when she was five, she has always lived in Harlem. Her father was a well revered doctor, and at age eleven, she started accompanying him on rounds, watching him compas-

sionately treat his patients, many of whom couldn't afford to pay. She came to the inevitable conclusion that she, too, would be a doctor. He encouraged her and her two siblings to be independent. Women, then, who aspired to be professionals typically went into teaching, nursing or law. Muriel Petioni started college at NYU but switched in her junior year, at her father's suggestion, to Howard University because he wisely concluded it would be a good move when she applied to its medical school. At that time, and for a long time after, well into the '50s, Howard and Meharry, historically black colleges, were the medical schools to attend, most institutions (except for Harvard) opening up only late in the wake of affirmative action.

She loved studying, and though she speaks passionately about the burdens faced by blacks, she recognized that at Howard and later at Harlem Hospital, she was given an opportunity to study with first-rate medical professionals, including the pioneering Harvard-educated surgeon, Dr. Louis T. Wright, the first black to integrate then-white Harlem Hospital, and Dr. Charles Drew, her teacher in pathology, who made his international mark by developing improved techniques for blood transfusions and storage. Both men, fervent, life-long opponents of racial segregation, were important influences in her life. She married, a Tuskegee Airman, and for a while was a housewife and mother, but soon returned to her

practice, which included a special interest in ob/gyn, seeing patients in the very same office her father used and remaining there for 40 years.

She is often asked to talk about differences between then and now—for blacks, for women, for doctors, and she never misses a beat in answering. Until 1920, major hospitals did not admit blacks for training; after that, quotas were set. She speaks movingly of the "lonely and horrific" existence of lone blacks who found themselves isolated in white universities. She, herself, had no difficulties. It was a time when serving in a clinic was the thing to do, the way blacks in particular got post-graduate training and really learned their profession. In 1974 she founded the Susan Smith McKinney Steward Medical Society for Women in the greater NY area, and became an active member of the coalition of 100 Black Women. At the center of all her interests, however, has been, and is, 123-year old Harlem Hospital, where she served for so many years and which she continues to champion. She knows, of course, that many of the doctors who come to the hospital do so from India, from the University of West Indies and from some African countries. At Harlem Hospital, they all get "a world-class education." She beams when she says that what was true then is still true today: "I never once not wanted to get up and go to work." They truly don't make 'em like Muriel Petioni anymore!#

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SLC Artists-in-Residence, Cygnus, a contemporary music ensemble, will present a

concert of new music, including works by SLC student composers.

MAYFAIR

Saturday, May 5, 2007 12:00 pm to 5:00 pm
North Lawn
Mayfair presents: A Storybook Adventure. A rain or shine event with yummy food, exciting crafts, adventurous rides, and entertainment that can only be found between the pages. For more information, visit www.slc.edu/mayfair

SARAH LAWRENCE COLLEGE WOMEN'S CHORUS AND CHAMBER CHOIR
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Reisinger Concert Hall
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THE WORLD WAS OURS: MIRA JEDWABNIK VAN DOREN



(L) Adam Van Doren & Mira Van Doren (center) with co-writers & producers

By DR. POLA ROSEN

After ten years of painstaking labor, research and travels to the city of her birth, Mira Van Doren has exquisitely captured the cultural life and the world that was Vilna before it was brutally cut off by the Nazis in World War II. Mira, the daughter of a surgeon and artist, was only ten when she left Vilna, but the memories of childhood friends that never survived and those classmates that surfaced only after being incarcerated in the concentration camps, had a lasting impression. Mira Van Doren has journeyed back in time to a place when Vilna was a cultural mecca, filled with literature, music, theater, books and an endless variety of cultural choices. She has recaptured her birth city, Vilna, in her documentary "The World Was Ours" dedicated to the memory of Jewish Vilna. It draws on

a large collection of video interviews with dozens of survivors and scholars. Excerpts from diaries, letters, poems, newspaper stories, and other contemporary accounts supplement these interviews. Archival photographs and footage visualize the story of this remarkable community.

A voice-over narration by award-winning actor Mandy Patinkin weaves the many elements into a single story. Archival music evokes the spirit of the times and is supplemented by specially recorded performances of Yiddish, Polish, and other music popular in Vilna between the two world wars.

The Vilna Project, Inc. is preparing a book, which will complement the film. WNET Channel 13 has recently aired this documentary.#

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A Life Without Books Is Like A Room Without Windows

By SELENE VASQUEZ

PICTURE BOOK: AGES 2 THRU 5

Alligator Alphabet

by Stella Blackstone.
Illustrated by Stephanie Bauer
CIP, unpagged, \$16.99

Parent-and-baby pairs from alligators to zebras playfully introduce the A to Z's with bold colors, striped end papers and dazzling overall attractiveness.

PICTURE BOOK: AGES 8 THRU 10

Times Square: A New York State Number Book

by Ann Burg.
Illustrated by Maureen Brookfield.
CIP, unpagged, \$16.95

Count your way through New York history with local facts on the Rocketts, Grandma Moses, and the Wizard of Oz' creator L. Frank Baum. Warm watercolor artwork compliments the brief histories given.

NONFICTION: AGES 8 THRU 10

Insectigations!: 40 Hands-on Activities to Explore the Insect World

by Cindy Blobaum.
Illustrated by Gail Rattray
CIP, 133 pps., \$12.95

Raising meal worms, testing the visual acuity of bees and setting a watering hole for butterflies - these are just a few delightful activities awaiting budding scientists!

Pompeii: Lost and Found

by Mary Pope Osborne
Illustrated by Bonnie Christensen
Knopf, unpagged, \$16.95

Glimpse ancient city life and daily activities at the time of Mt. Vesuvius' eruption! Distinctive and haunting frescoes reminiscent of the art surrounding Pompeii's site.#

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida.

Your Child In The Balance: An Insider's Guide For Parents To The Psychiatric Medicine Dilemma by Kevin T. Kalikow, M.D.

Your Child In The Balance: An Insider's Guide For Parents To The Psychiatric Medicine Dilemma

by Kevin T. Kalikow, M.D.
Published by CDS Books: New York. 2006: 276 pp.

Reviewed BY MERRI ROSENBERG

Few situations are as distressing for a parent as having a child who has problems. Even more distressing is when there seems to be no simple fix, or when the solution may create significant risks.

In this thoughtful, accessible and practical book, Kevin Kalikow, a child and adolescent psychiatrist with a private practice in Westchester County, explores the compelling question of when—and if—psychiatric medicines should be used and for whom. As a parent himself, Dr. Kalikow's sympathy for parents' dilemmas in difficult situation is palpable, and reassuring.

The critical question, as he succinctly expresses it, is "Does diagnosis drive treatment, or has available treatment begun to drive diagnosis?" The prevalence of Ritalin for the treatment of what has been considered an epidemic of attention deficit disorder diagnoses, for example, is one of the most striking examples. Parents, teachers and physicians are quick to "solve" the problem of an overactive or restless child with a

recourse to Ritalin. As Dr. Kalikow asks, "Can a child's difficulties be reduced to a label?"

And then there's the issue of whether the problem is really the child's, or the adult's—as when an overburdened teacher can't handle a student who has difficulties sitting still, or a mother is exhausted from meeting the demands of her restless pre-schooler. Is it reasonable to put a child on medication so she can focus on schoolwork, or reduce her anxiety in new social settings? What if there was a magic bullet to eliminate whining, or even sadness in children? He asks us to consider that "symptoms are frequently the result of an interaction between our biology and the environment we choose to live in or our style of living within that environment."

In fact, Dr. Kalikow wonders if the prevalence of medicine to address a wide variety of behavioral issues means that we're too quick to abandon other strategies to change behavior. He believes that parents are correct in having qualms to use medicines on their children, when the full effects on those-still developing brains are still unknown.

Further, he suggests that "Perhaps the most pernicious consequence of taking medicine is that it can prevent parents from learning to accept their child as he or she is." A powerful concept, and one to take quite seriously before embarking upon these medication for one's child—this is a book whose message deserves as wide an airing as possible.#

THE IMPORTANCE OF ADVOCATING FOR OUR CHILDREN

By CARMEN DEL PINO

While my daughter was in preschool, a good friend, Mayra Garcia, who is currently the Co-Director of Associates for Bilingual Child Development, Inc. (ABCD, Inc.) noticed my daughter was experiencing language difficulties as she interacted with her. Mayra, a bilingual speech pathologist with a background in education, recommended having her evaluated. My initial reaction was denial. "after all, every child learns at their own pace". Her speech was something I thought would eventually begin to bloom at its given time. Struggles began to surface as my daughter began school. However, my child's pediatrician and preschool teacher encouraged me to wait and I did. But her difficulties continued and caused her to struggle through first grade. She rarely spoke a word to her teachers or peers and was therefore unable to self-advocate when she needed help or did not understand.

As a parent, facing the possibility that my child may have a learning disability was difficult to confront. I then realized that in order to get her the help needed I had to put aside my fears and take the steps that were crucial in finding answers. I had her thoroughly evaluated and assessed for speech and language competency and auditory processing ability. Through a series of evaluations facilitated by the Board of Education as well as private evaluators my daughter was diagnosed with Visual Dyslexia, Receptive/ Expressive language deficiency and Speech Impairment. Through this experience I began to understand the importance of advocating for your child. I began this process of advocating for her during the first grade. She began Speech and Occupational Therapy and the other related services she needed. My daughter is now 13 years old and has been attending a school, which addresses her learning needs. She has made great strides academically as well as socially. Her teachers are proud of her progress. More importantly, seeing how my daughter has come to a place where she recognizes her own achievements

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The Brief And Frightening Reign Of Phil

by George Saunders
Riverhead Books, \$13

Spring is often the time of new beginnings, such as reading something new and different.

For something completely unusual in that regard, *The Brief And Frightening Reign Of Phil* by George Saunders fits the bill.

From the extensive description of all the characters' various components and their personalities, one gets a feeling that real people are conversing and acting even though they are a combination of different metal and other material parts. The satire is quite good and brings to mind the inanity, hype and mindlessness one finds in the world today especially among governments and the media. Much of what goes on in the book is funny, yet very disturbing and Phil, the title character, is truly frightening.

The black and white illustrations convey well a rather dark world. The finale is quite a surprise as Saunders gives his take on the Divine and the beginning of new worlds.

Meanwhile it is the month of May, and a perfect

time for a Spring visit to purchase Mother's Day, Graduation, First Communion and Confirmation cards, books and gifts. So come on in!

UPCOMING EVENTS AT LOGOS

Tuesday, May 1, May 15 and May 29, 2007 at 7 P.M. Sit'N Knit. Come, sit, knit and share conversation. More information, call Lori at (212) 517-7292.

Wednesday, May 2, 2007 at 7 P.M., KYTV Reading Group will discuss *Rules For Old Men Waiting* by Peter Pouncey.

Monday, May 14, 2007 at 7 P.M., the Sacred Texts Group led by Richard Curtis will discuss Jesus and The Sermon On The Mount.

Wednesday, June 6, 2007, at 7 P.M., KYTV Reading Group will discuss *Le Grand Meaulnes* by Alain-Fournier.

Children's Story Time every **Monday at 3 P.M.** with Dvorah.

Transit: 4,5,6 Subways to 86th St and Lexington Ave., M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st and 2nd Aves.)

LEARNING DISABILITY EVALUATIONS MAY BE TAX DEDUCTIBLE

It is hard for some families to afford the cost of learning disability evaluations. These can range from \$2500 to as much as \$5000 when the testing is done by a qualified professional.

Well, there is good news for many families. There has been a recent IRS ruling that says that these evaluations can be tax deductible as a medical expense. I must first state a disclaimer: I am neither an attorney nor an accountant. I am writing this article as information for families with learning disabled children (or adults) who have an interest in being able to deduct these costs from their taxes. For more information, please check with the appropriate professional. Legal citations are noted below.

"Medical care" for the IRS includes expenses in diagnosis, cure, treatment, or prevention of disease. Under that definition, diagnostic procedures such as learning disability evaluations and treatment may be covered. The June 2005 Steve Leimberg Estate Planning Newsletter #836 advises that within the limits of the IRS Code Section 213, diagnostic expenses can qualify if the evaluation is to diagnose a medical condition. As many may know, dyslexia and any learning disability are defined by the American Psychiatric Association's Diagnostic and Statistical Manual, Fourth Edition (DSM-IV); therefore, these diagnoses can be considered medical. To qualify for the deduction, a physician or other qualified professional (such as a neuropsychologist) is required to diagnose this condition and recommend the appropriate treatment. After the diagnosis, the treatment provided for learning disabilities can also be covered as a deductible expense, as well as related books and materials.

A learning disability means there is some learning function that is significantly below a person's overall intelligence. Usually this means that reading speed is much slower than one would expect. Evaluations for learning disabilities involve assessing cognitive functioning and achievement abilities in order to determine if there's a discrepancy between overall intelligence and some achievement measure. These discrepancies define the learning disability. For children, learning disabilities can slow down their progress at school if they are not treated promptly and effectively. A full evaluation and its subsequent treatment provided by a qualified individual can effectively help the child in dealing and working with the learning disability. If a such a child does not get the proper diagnosis and treatment, the result can be demoralization and acting out, since they are constantly reminded that they are not doing as well as their peers.

Affordability is a relevant and important issue when dealing with the evaluation and treatment of a learning disability. With this recent tax ruling and interpretation, the necessary expense to properly deal with the disability can be less of a burden for parents.

Information regarding evaluations and treatment options for learning disabilities and attention deficit disorders can be found at www.thebrainclinic.com.

For more information regarding tax deductions for learning disability evaluations and treatment, visit <http://www.leimbergservices.com>. The relevant citations for your accountant are noted below.

J. Lawrence Thomas, PhD, Director of The Brain Clinic, 19 W 34th St, Penthouse, NY, NY 10001, 212-268-8900, e mail: Nurosvcs@aol.com. Website: www.thebrainclinic.com. Dr. Thomas is on the Faculty of NYU Medical Center, on the Board of Directors of the International Dyslexia Association, and has 7 books to his credit.

1 IRC Sec. 213; IRC Sec 213 (d)(1)(A); Reg. Section 1.213-1(e)(1)(ii); Section 1.213-1(e)(1)(v)(a); Rev. Rule. 70-285, 1970-1 C.B. 52; Rev. Rul. 69-607, 1969-2 C.B. 40.

is a triumph.

My hope in writing this article is to bring to the forefront the importance of responding to early indicators of suspected disabilities. I recently joined the team at Associates for Bilingual Child Development (ABCD, Inc) to support both parents and teachers as they work together in getting the services needed for children with difficulties to succeed academically. ABCD, Inc. is a community based program specializing in providing pre-school age children with diagnostic and Special Education Itinerant Teacher (SEIT) Services as well as related services in each child's natural environment, such as home, school or daycare. Financial concerns can be another deterrent for parents in initiating the necessary steps. But Public Law 94-142 promises our children a free and equal education. ABCD, Inc. is one of a number of New York State Department of Education approved programs. Services are funded through the NYSED and are provided at no cost to pre-school children (ages 3-5).

As parents it is important to utilize the recourses available for our children. I am proud to be a parent who advocates for my special needs child and will continue to do so. If you suspect a child or loved one to be struggling with a learning or developmental disorder and want to ensure that they receive all the resources that can support them academically and socially you can get more information from the Department of Education. Visit their website at: <http://schools.nyc.gov/NR/rdonlyres/69D78629-9B1B-4247-A23B-C09B581AFAB1/1199/GettingStartedPamphlet.pdf>. For more information about Associates for Bilingual Child Development, Inc. (A.B.C.D.) please visit our website at: www.abcdnyc.net



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