

University Center for Language and Literacy

CELEBRATING 80 YEARS



UPDATES AND IMPACTS 2017

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Archives at the University of Michigan

A WORD ABOUT LANGUAGE AND LITERACY

From the Director

**WE ARE PROUD TO CARRY
ON THE 80-YEAR TRADITION
AND EXCITED TO GET
STARTED ON THE NEXT 80.**

We recently opened the doors to UCLL and invited everyone in to celebrate our history, our present, and our future. Clients from years past, employees from then and now, friends and family, and those curious about our programs stopped by.

While we have spent time throughout the year considering our historical legacy and our commitment to providing intensive therapy programs, we have also made moves for the future. For instance, we have developed a comprehensive reading intervention program and continue to find new ways of providing community-based

services. And we've added a workshop that helps non-native English speakers feel more confident speaking in social and professional settings, among other changes.

On the following pages, you can read more about our history and what we're working on for the future. With warm regards from UCLL,

- Carol Persad, Director



UCLL 80th Anniversary Open House



TREASURING OUR PAST

Celebrating 80 Years

The year was 1937.

Amelia Earhart's aviator scarf flapped in the wind as she embarked upon a round-the-world flight.

"The Hobbit" and "Of Mice and Men" made their debuts. Disney's "Snow White and the Seven Dwarfs" was released to become an instant classic. The Hindenburg disaster lit up the sky, and the unease of an impending war hung in the air.

It was a big year, full of big headlines. One of them was ours.

HOW IT BEGAN

On March 9, 1937, University of Michigan President Alexander Ruthven announced the formation of the Institute of Human Adjustment. (The Institute was renamed in 2014 to honor the woman who started it all and is now called the Mary A. Rackham Institute.) The Institute began offering speech therapy later that same year. The initial scope of the organization, as reported by the Michigan Daily, was to "deal principally with cases of readjustment of

children and adults with defects in speech and hearing to their social surroundings..."

The Institute began with the development of The Speech Clinic, now known as the University Center for Language and Literacy. While the terms "defects" and "readjustment" are no longer words we would use, the mission has remained: to help those with communication challenges connect with others.

THE EARLY YEARS

The 1940s were a time of quick and steady growth for the program. As H. Harlan Bloomer, the director of the clinic from 1939 to 1965, wrote: "Our interest in aphasia was increased by the heavy demands for help which came from injured servicemen of the late war."

The Speech Clinic marked its 10th anniversary in 1947 and celebrated providing services to more than 500 children and adults a year, as well as training the next generation of SLPs. The clinic also officially acquired the Shady Trails Summer Camp for children in 1949 (read more about the partnership on page 3).

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Shady Trails

Summer Camp



'A Place for Us'

Shady Trails, a summer camp for youths with a range of communication disorders, was founded in 1932 by John Clancy as the National Speech Improvement Camp.

Clancy started the camp to not only provide therapy to children with communication disorders, but to also provide a space for them to interact with other kids who had similar challenges and to have a typical summer camp experience. Shady Trails was intricately linked with the Speech Clinic, often with overlapping directors and clinicians.

In 1949 the University made the Clinic's relationship with the Shady Trails Summer Speech Camp official. While the Clinic and the Camp had worked together closely for more than a decade, the University acquired the property on the shores of

Grand Traverse Bay through a gift from the Kresge Foundation. According to the Bentley Historical Library record: "The formal affiliation resulted in an expanded program with faculty from education, medicine, dentistry, psychology, speech pathology, and audiology working with the camp as clinicians."

After enjoying a steady level of enrollment for decades, the camp was closed in 1995 and sold.

The summer camp was integral in many children's lives through the years. A Shady Trails group still gets together occasionally for reunions and stays in touch online even though the camp has been closed for more than 20 years.

The legacy of the program lives on in the UCLL therapy programs and individual care for children.

A BRIEF HISTORY: 80 YEARS OF UCLL

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The development of the clinic marked a change in the field. As noted in the Ann Arbor News, before the clinic intensified focus on language treatment for both adults and children, “speech correction had been carried on merely as a side issue in the phonetics laboratory...” This focus translated to specialized treatment for children and adults, new developments in the way communication and literacy challenges were treated, and new interest in the career path for speech and language specialists.

INTENSITY, INNOVATION AND INDIVIDUALIZATION

The 1950s carried on the trends from the previous decade. The clinic continued to work closely with the U.S. Department of Veteran Affairs, providing service for those who had sustained injury and illness during the war. The aphasia program became a residential program to help house the veterans and to provide the intensive therapy the program would become known for in the following years.

The 1960s and 70s brought a wave of technology. Research conducted at the Speech Clinic created new ways of interacting with clients, making use of that emerging technology. For example, Ronald Tikofsky and John Stahl, research clinicians at the clinic, developed a machine they called an Audio-Graphic Trainer, which incorporated using a television screen and audio to help clients with aphasia, a novel approach at the time and a pre-cursor to the interactive apps and approaches used today.

The clinic also formalized the philosophy of treating each client as an individual, regardless of their diagnosis. “We try to describe what the patient can and cannot



This image, from the Ann Arbor News Jan. 8, 1963, shows Tikofsky (left) and Stahl (standing) demonstrating how to use the machine that they developed to a person in the aphasia program. The article described the experience as: "...decked out in earphones with a microphone attached, the patient starts the program by pushing a lever. He may see a picture of boys on the screen and hears the instructions 'Tell me what the boys are doing?' When he is ready to answer, he pushes a second lever which turns on a tape-recorder to tape his response."

do and go from there," one clinician explained in a news report. The approach, established to provide the most effective care, was counter to what most speech clinics were practicing.

REMAINING COMMITTED

Through the decades, the program has offered therapy for children and adults with a focus on social interaction and connection. Recognizing this as a strength of the program, the directors of the Speech Clinic as well as the Institute, made sure this remained a hallmark of the curriculum.

They also recognized the importance of independence and worked with each client to build skills that would help them create a sustainable way of life, regardless of communication challenges.

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A BRIEF HISTORY: 80 YEARS OF UCLL



Continued from page 4

While our name has changed several times over the years, our mission has remained steadfast: to help people find meaningful ways to communicate, whether that's saying "I love you" to a family member, reading a book with ease, communicating with confidence, or returning to work.

This primary principle guides how we do things at UCLL and is evident in our current slate of programs, including the University of Michigan Aphasia Program (UMAP), the Preschool and Communication Therapy (PACT) program, the Reading Intervention program, the University of Michigan Aphasia Community (UMAC) and all of our other services.

ONWARD!

As we look to the future, UCLL continues to remain on the forefront of innovation, both in research and clinical delivery. We have partnered with the Computer Science and Engineering departments at the University of Michigan to develop new speech recognition software that will be used in software and apps for speech therapy.

UCLL is also researching the use of neuromodulation to enhance treatment outcomes, a technique that could revolutionize language therapy. And our research focuses not only on the client, but also how language challenges impact the family.



Help Launch the Next 80 Years!

The UCLL is a non-profit, which means donors not only ensure access to the unique and effective services we offer, but donations are also tax deductible. If you support the work that we do, please consider making a donation. You can find more information on how to do so at mari.umich.edu/donate

UCLL is reaching outward, to develop new service delivery models to provide much needed treatment to those who cannot physically visit UCLL. We are using community-based and telehealth programs that enable us to reach clients in underserved areas. And of course our generous financial assistance program, supported by donors, allows us to provide intensive therapy to those in need.

Emphasizing Literacy

INTRODUCING THE UCLL READING INTERVENTION PROGRAM

"We have noticed an enormous increase in Luke's confidence! He's interested in learning again and enjoys it. Learning and reading are fun again. I particularly love how individualized each session is for each child, and that it's play-based so both of my sons enjoy and look forward to coming every week."

- Jessi Wonnacott, Reading Program Client

In summer of 2017, UCLL launched a new program focused on literacy skill development. The Reading Intervention Program is designed to help develop skills in children of all ages and of differing abilities — whether they have been officially evaluated and provided with an Individualize Education Plan (IEP), or if their present level of performance is fairly high, but they have gaps in certain areas, such as reading fluency or spelling. UCLL offers a range of services that includes a comprehensive assessment, consultation, and individualized intervention.

For younger children our program focuses on early intervention before reading and learning gaps widen. The goal for older children and young adults is to help the student be more functional in reading that

will allow them to be successful in school, while still targeting the underlying reading problems. Like other services offered at UCLL, the reading program is intensive, individualized, and uses the most recognized, effective approaches to address challenges.

For instance, Carolyn Hansen, Ph.D., who oversees the program, as well as the speech-language and reading specialists who interact with clients are trained in using research-based instructional approaches, including Orton-Gillingham and Lindamood-Bell multisensory intervention strategies.

To learn more about the program, visit:
mari.umich.edu/reading-program



“My experience was phenomenal. The therapists were outstanding.”

- Donn, UCLL client, May 2017



Innovative, Intensive, and Individualized Speech-Language and Literacy Services

When it comes to language — the development, recovery, or reading of it — the University Center for Language and Literacy (UCLL) has the expertise to help. UCLL offers:

- Children's language development programs
- Literacy programs, including summer reading camps, and one-on-one skills development
- Aphasia therapy to rebuild communication skills after stroke or head injury
- Evaluations and assessments
- Workshops like Mastering the American Accent

University Center for Language and Literacy

Helping you find meaningful ways to communicate through intensive, individualized, and innovative approaches since 1937.



**MARY A. RACKHAM INSTITUTE
UNIVERSITY CENTER FOR LANGUAGE AND LITERACY**

UNIVERSITY OF MICHIGAN

LanguageExperts.org | (734) 764-8440 | ucll@umich.edu