Teachers College, Columbia University swiftly made the transition to remote work and learning when the pandemic hit New York City in early to mid-March. The CSD faculty, staff, and students quickly responded to this change with leadership, innovation, and dedication to our education, clinical, and research missions. The faculty and staff have found innovative ways to continue the high-quality clinical education which is emblematic of the TC CSD program via synchronous and asynchronous modalities. Additionally, faculty have responded to the times by bolstering training in the areas of assessment and management via telehealth - and the impact of COVID-19 on future SLP practice. The TC CSD community has also come together in open dialogue and created a series of working groups to discuss and address issues of diversity, equity, and inclusion (DEI) - as they relate to our program, our College, and the field of SLP. Among the products from those working groups was an inventory of DEI-related material in our courses. We were pleased to find that this material was, in fact, infused throughout our coursework; however, faculty worked to enhance that even more - adding material on diversity, equity, inclusion, multiculturalism, health disparities, and other related topics to all courses this past Fall and Spring semesters. Though we have missed being able to gather together in person - we have found multiple ways to connect through a series of Town Hall and Brown Bag meetings among faculty, staff, and students.

**CLINIC AND LAB UPDATES**

**Edward D. Mysak Clinic for Communication Disorders**  
**Clinic Director:** Felix Matias, MS, CCC-SLP  
The clinical staff of the Mysak clinic quickly mobilized to transition from in-person clinical services to telehealth service delivery. By the end of March 2020, 75% of the Mysak clinic clients were receiving services via teletherapy. All of the CSD Master’s students received training to support this shift in clinical care and education. Since that time, the Mysak clinic has remained closed to in-person services, but has been able to expand their telehealth clinical offerings to include diagnostic services. The interruption to clinical services has been minimal allowing for our Master’s students to progress in their graduate program with minimal disruption to ‘in-house’ clinical training. For example, over the summer, the Mysak clinic offered an intensive program addressing reading and writing for adults with aphasia.

**LEADERS Project Lab/Center and Bilingual Extension**  
**Director:** Catherine Crowley, PhD, CCC-SLP  
The Leaders Project Lab/Center focuses on developing capacity in appropriate speech-language disability evaluations and in international cleft palate speech therapy and feeding. The leadersproject.org website now regularly has over 25,000 visits a month from over 110 countries offering free resources in many languages. During the pandemic we have been focusing on developing evidence-based approaches using teletherapy for assessment and intervention. We have developed the Leaders Project **SLAM BOOM!** Materials that are available at Boom Learning and have shared the effectiveness of these initiatives at the South African Speech-Language and Hearing Association virtual conference in Nov. 2020 and have a poster accepted for the Council of Academic Programs in Communication Sciences and Disorder in March 2021. With our graduate students, Dr. Crowley has spearheaded Smile Train’s first capacity building training in Indonesia for 20 SLTs in cleft palate speech therapy and together we are developing assessment and treatment materials in Bahasa, the lingua franca of Indonesia. As soon as possible, Dr. Crowley will bring a team of TC CSD students to implement a live training with patients with cleft palate speech. Several similar training trips for Smile Train are also planned as soon as travel is safe. Meanwhile, Dr. Crowley works with members of her lab who develop cleft expertise to build capacity and provide therapy through online training in Africa, Latin America, and Asia.
Laboratory for the Study of Upper Airway Dysfunction
Director: Michelle S. Troche, PhD, CCC-SLP
The Laboratory for the study of Upper Airway Dysfunction (UAD) is committed to improving clinical health outcomes and quality of life in patients with dysphagia and dystussia (cough disorders) through research, clinical care, and education. With the transition to remote work, the UAD lab made a rapid pivot and transitioned our research and clinical enterprise to the virtual space - allowing for the continued involvement of Master’s students in UAD lab projects. We expanded our line of research to investigate reliability and effective approaches for assessment and treatment of speech and airway protective deficits in movement disorders patients via telehealth. This novel initiative has provided clinical services to around 75 patients and resulted in published guidelines and research for clinicians. The UAD has also continued their mission to disseminate their research findings to professionals around the globe through published papers and via (now virtual) conferences.

Developing Language and Literacy Lab
Director: Carol Scheffner Hammer, PhD, CCC-SLP
The Developing Language and Literacy Lab researches the language and literacy development of young children from diverse backgrounds, with an emphasis on bilingual or dual language learners (DLLs). The mission of the lab is to eliminate disparities in educational outcomes. Numerous projects are occurring in the lab that: investigate cultural and environmental influences on children’s development; create assessment instruments of DLLs’ language and literacy skills; and develop and evaluate home- and classroom-based interventions. During the pandemic, the lab has continued to examine the English and Spanish language development of DLLs who are in preschool and early elementary grades. In addition, the lab is studying the effects of the COVID-19 pandemic on early childhood teachers’ instructional practices as well as the relationships with the families and children in their classrooms.

Speech Production and Perception Lab
Director: Erika S. Levy, PhD, CCC-SLP
Research in the Speech Production and Perception Lab examines dysarthria and its treatment across languages. Our goal is to generate and test much-needed effective, evidence-based treatments that will help individuals with dysarthria from various language backgrounds speak more intelligibly and, therefore, experience a better quality of life. We study dysarthria and its treatment in children with cerebral palsy (CP) who speak English, French, or Korean and in adults with Parkinson’s Disease (PD) who speak English, Spanish or Mandarin. During the pandemic, we have expanded our research to examine the feasibility and validity of online testing of children with dysarthria. Through Zoom meetings we have been working with our research assistants on this important line of research. If findings suggest feasibility and validity of online testing of acoustic and perceptual measures, this may result in greater access to this population with mobility difficulties, ultimately expanding the evidence base for improving speech assessment and treatment for children with dysarthria from various language backgrounds.

Aphasia Rehabilitation and Bilingualism Lab
Director: Lisa Edmonds, PhD, CCC-SLP
The Aphasia Rehabilitation and Bilingualism Lab’s overarching research goal is to develop and test interventions for aphasia that aid communication abilities in persons with aphasia. During the pandemic, this work has continued through collaborations, analyses of large existing data sets and teletherapy treatment studies with rehabilitation and aphasia centers. These initiatives have allowed Master’s and Doctoral students to conduct research in the lab and/or to collaborate on projects. Another driving mission of the lab is to translate research findings to clinical practice - providing assessment and treatment protocols and materials to speech-language pathologists that serve as evidence-based options for serving their patients with aphasia. This work has also continued through remote meetings and virtual conferences.