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1 Whitman Road
Canton, MA 02021-2707
TEL 781.821.3499
TTY 781.821.3904
FAX 781.821.3905
info@clarkeschools.org

JACKSONVILLE
9857 St. Augustine Road
Suite 6
Jacksonville, FL 32257-8821
V/TTY 904.880.9001
FAX 904.880.9007
info@clarkeschools.org

NEW YORK
80 East End Avenue
New York, NY 10028-8004
V/TTY 212.585.3500
FAX 212.585.3300
info@clarkeschools.org

NORTHAMPTON
47 Round Hill Road
Northampton, MA 01060
V/TTY 413.584.3450
FAX 413.584.8273
info@clarkeschools.org

PHILADELPHIA
455 South Roberts Road
Bryn Mawr, PA 19010
V/TTY 610.525.9600
FAX 610.525.9655
info@clarkeschools.org
MESSAGE FROM THE PRESIDENT

It is my pleasure to present you with the first edition of Clarke Speaks in its new expanded format. With this publication we hope to bring you the breadth of Clarke’s services and programming and introduce you to some of the students, families, staff, supporters and volunteers that make Clarke such a unique and transformative organization.

Clarke’s school programs continue to be the core of our work, even as they evolve to meet the needs of today’s students and families. Many of you may not know the extent to which Clarke is also engaged in a wide array of important initiatives outside of our school programs that contribute to our mission as well.

For example, we are currently collaborating with an organization in Kuwait to help create the first oral program for children with cochlear implants in that country. We are continuing the expansion of our Mainstream Services and have formed a groundbreaking partnership with the city of Brockton, MA, that has allowed us to support 50 new students in the mainstream and that will serve as a model for potential future collaborations. In addition, the Smith College/Clarke School Graduate Program in Teacher Education continues to be one of the leading programs of its kind.

Our school programs are growing as well. Clarke Pennsylvania recently added a preschool program within the City of Philadelphia, and our New York City campus launched a new integrated preschool program, which allows children with typical hearing and children with hearing loss to learn together in one classroom.

Clarke is serving more children in more places in more ways than ever before. We have always offered a comprehensive continuum of services, and now we are expanding the reach of those services each and every day. We are taking our experience and expertise out into the community—and the world—to help more children and families. A Clarke education, coupled with the rapid growth of technology, is helping to ensure that the future has never been brighter for children who are deaf and hard of hearing.

I hope you enjoy this new version of Clarke Speaks and that you will also visit our website, where you can view videos of our students and professionals in action. Thank you for your interest in our work.

Bill Corwin
President

Mission
Clarke Schools for Hearing and Speech provides children who are deaf and hard of hearing with the listening, learning and spoken language skills they need to succeed. clarkeschools.org
INFANTS AND HEARING LOSS
Ask Dr. Jan Gatty just about any question regarding her work with infants who are deaf and hard of hearing and she will inevitably answer, “It’s all about the family.”

“Clarke has always focused on the relationship with the family; that has never changed,” says Gatty. “We talk to parents about their concerns, their fears, their triumphs. We want families to understand that they are not alone in this journey. Getting to know the family and being a part of that relationship is so rewarding. I think that sense of partnership and community is what sets Clarke apart.”

After 37 years at Clarke’s Northampton campus, Gatty, currently the Director of Child and Family Services, has worked with hundreds of families. And she’ll be the first to tell you that no two have been exactly the same.

“Each family has its own natural dynamics and interaction style,” says Gatty. “It is important to honor those dynamics and build on that foundation. When one of our professionals is working with an infant, they quickly become part of an intimate family relationship. This is a delicate time of adjustment for the parents. You have to build trust as you help the parents to know that they can do this, that they can help their baby grow and learn, and it can be a fun and natural process.”

Approximately three children out of every thousand are born with some degree of hearing loss and one child out of every thousand is born with a severe to profound loss. Babies who are born deaf or hard of hearing today have many more opportunities to achieve higher levels of spoken language, reading skills, and academic competencies than ever before.

“Jan has been one of the most influential people in my life,” says Judy Tambasco of Amherst, MA. Judy’s son Mareo has a severe to profound hearing loss and received early intervention services at Clarke. Mareo, who uses two hearing aids, is now a talkative, energetic twelve-year-old, who loves to play basketball, baseball and soccer. Mareo’s teachers say he is a curious and enthusiastic student who loves to learn and asks great questions.

“You have to build trust as you help the parents to know that they can do this.”

“Jan always looked at Mareo as a person — not a deaf child,” Tambasco says. “She was frank, but positive, assuring us that we could deal with this reality and life would be wonderful. She took a holistic approach to Mareo and our family, and brought us back to our solid foundation.”

Clarke’s Birth to 3 programs provide a variety of services, including individual family sessions at Clarke or at home, group meetings at Clarke where parents can meet other families, and information-based, short-term courses on topics related to hearing loss. In addition, some families receive audiological services at Clarke’s Hearing Center.

“Our work is to figure out how the deafness is contributing to the overall development of the child,” says Gatty. “In our sessions with families, we help parents learn to narrate what they and their child are doing throughout their day. We guide the children’s play in ways that help them understand how the world works. They begin to build a model of the world that becomes a foundation for learning language.”

“Jan provided guidance, knowledge and encouragement that have made a huge difference,” says Tambasco. “She will forever be a member of our extended family.”
“It’s more like a pep rally than the beginning of a school day.” That’s Meredith Berger, Director of Clarke’s New York Campus, describing morning arrival time. “The kids are so excited to see their friends and teachers; you’d think they’d been separated for weeks instead of hours.”

Her student body is quite diverse. “Many of our students come from homes where languages other than English are spoken—Spanish, Albanian, Mandarin, Tagalog, Cantonese, Fuzhou, Arabic, and German, to name a few. There is also an array of socioeconomic backgrounds. However,” she says, “what seems to surprise some people is the diversity and range of hearing loss levels.”

“Often professionals and families are under the impression that we have a decibel requirement, similar to some of the other programs in the NY area; but Clarke does not. We do have profoundly deaf children with cochlear implants or children who are pre-implant candidates. But we also have children with mild-moderate or single-sided hearing loss. When you look in the classrooms, you’ll see children with a single hearing aid, hearing aids, cochlear implants, or a combination of any of these.”

In fact, children who have a moderate loss “fall through the cracks” as often if not more often than children who are profoundly deaf. Any degree of hearing loss can present educational difficulties for children; children with mild to moderate hearing losses can miss up to 50% of classroom discussions. Unless they receive help, these children could face the risk of long-term difficulties with social relationships, education, and self-esteem.

Take, for instance, 4½-year-old Henry. As a baby, Henry passed his newborn hearing screening and seemed to be achieving his developmental milestones. At about age 2½, when most hearing children typically use clearer speech, longer sentences and more complex communication, Henry didn’t. His parents began to investigate the cause and discovered that he had a moderate to severe hearing loss. He was fitted for his first pair of hearing aids a month after his third birthday.

Both of Henry’s parents strongly believed that Henry could get his needs met in a regular preschool, where he was already enrolled. But after visiting the preschool class at Clarke, they realized it could offer Henry a head start in learning designed especially to meet his needs. “From the minute we walked through the door we could see (and hear) the difference. On the tour, Meredith explained that the classrooms had been designed to create an ideal listening environment. Unlike a mainstream preschool, all of the services Henry needed were in one place: speech therapists, audiologists and teachers of the deaf and hard of hearing. You could see that the children were thriving, and we knew that Clarke was the right place for Henry,” said his mother.

“When Henry first came to Clarke he was sweet, occasionally playful and a bit shy. His speech and language were at about the level of a child half his age and he inconsistently “tolerated” his hearing aids for short periods of time. Within days, upon seeing classmates wear hearing aids and implants to school and seeing the teachers and therapists do daily listening checks, Henry was doing the same. By the end of the first quarter of school, he went from being a child with the language of

CONTINUED ON PAGE 27
“Delsin, a happy Northampton preschooler, delights at coaxing a giggle out of his classmates and teachers. Just the other day, during a language exercise using a baby doll as a prop, Delsin belted out a dramatically suave, ‘I’ll be back, baby!’ It’s hard to believe that just a year ago Delsin was only able to speak single words. Born with a moderate-to-profound hearing loss, he was fitted with high-powered hearing aids but was having trouble developing auditory, speech and language skills. With the benefits of a very supportive family and the specialized instruction he’s received from Clarke, Delsin is now talking up a storm! He hasn’t just found his voice, but his funny bone too!”

Marian Hartblay
Preschool Director, Northampton Campus

“Lianis first came to us in our Early Intervention class. She has a profound hearing loss and had recently received bilateral cochlear implants. Lianis was very close to her mother, and very shy. She was often seen hiding behind her mother’s leg or sometimes even wrapped around it! When the time for preschool came, mom and dad were a bit nervous, and we talked a lot about how to ease the transition. So it came as a real surprise to mom that when the bus pulled up on the first day, Lianis simply got on and didn’t even look back! No tears, not even a wave! It makes me so proud to know that we are a part of Lianis’ development. She’s now in the 3-year-old class, and serves as our unofficial welcome wagon. She has recently mastered saying the /H/ sound in words. She delights in running over to greet our visitors with a Hi or Hello! and if someone doesn’t respond, she comes back and says it again!”

Meredith Berger
Director, New York Campus

“Destiny just celebrated her 5th birthday with Clarke and has been with us since infancy. While studying community helpers, Destiny visited with a fire fighter, police officer, dentist, and a U.S. soldier. In preparation for meeting the soldier, Destiny mastered reciting the Pledge of Allegiance, standing at attention, and saluting. Destiny’s enthusiasm is contagious!

Watching our students set their own goals — and achieve them — is one of the most rewarding things about my work here.”

Mary Jane Johnson
Assistant Director, Boston Campus
“Just last week I sat in on a speech therapy session where Alisa Demico, our speech pathologist was working with Violet, a bubbly little girl in our preschool class. In the lesson, they were talking about what it means to be ‘bossy.’ Violet turned to me and said, ‘Mrs. Allen, are you bossy?’

I laughed and explained that I was ‘the boss,’ but that everyone at Clarke tried to have a positive attitude and work together. We then talked about the word attitude — that someone could have a good attitude, a bad attitude, or just simply ‘cop an attitude.’

It amazes me what Violet has achieved in her short time with us. She loves new words and her vocabulary has exploded! She came to the school through our early intervention program, struggling to learn words. Watching her become excited at learning new words — even bossy — makes me proud of the work we do at Clarke.”

Susan Allen
Director, Jacksonville Campus

“Sam is a wonderful and chatty little boy in our preschool class. Born with a bilateral sensory neural hearing loss, Sam received a cochlear implant at 12 months and later enrolled in a program at Clarke. In consultation with our staff, his family decided that Sam would receive a second implant. I’m delighted to say that Sam has been doing wonderfully and will be attending a mainstream school next fall!

Right now, Sam attends a mainstream kindergarten class once a week to help facilitate the transition. His parents tell us, ‘Over the past three years, not only has Clarke been instrumental in helping Sam achieve his high academic level, but you’ve been a wonderful support in guiding our school district in what needs to be done to help make Sam successful.’”

Judy Sexton
Director, Pennsylvania Campus

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DID YOU KNOW that you can now connect with Clarke on Facebook, Twitter and YouTube? You can also visit our website to view student profiles, news and videos!

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Giving Students The Full Picture

Clarke’s Mainstream Services
“I think what we do is revolutionary—still,” says Claire Troiano, Director of Clarke’s Mainstream Services. “Even though the program was started more than 30 years ago, the impact of our work—bringing the knowledge of hearing loss to mainstream teachers, helping kids reach their academic and social goals, and supporting parents—cannot be underestimated.”

Today, as a result of the advances in hearing technologies, many more children who are deaf and hard of hearing are transitioning from specialized programs to mainstream schools. However, mainstream classrooms can present a challenge for these children.

“As soon as you introduce noise into a setting, the percentage of what they understand goes down. Classrooms are really noisy places! There’s a risk of children mishearing or not getting the full picture.” But with help from Clarke Mainstream Services, children who are deaf and hard of hearing can thrive in mainstream classrooms.

Clarke holds an orientation at the beginning of the school year at the student’s new school. “We introduce people at the school to the student, and we give them a kind of ‘crash course’ in hearing loss. Teachers take part in simulations of different kinds of hearing loss and receive a detailed report about their new student.” Six weeks later, professionals from Clarke return to the school and observe the child in class. “We work closely with the school during follow-up, asking, ‘What are your questions, what’s come up?’”

Troiano describes the biggest challenge for mainstream schools as “understanding, not just the technologies, but also the effects of hearing loss on the child.”

Clarke Mainstream Services offers a wide array of services to schools, from consulting and educational products to itinerant teaching services, where trained teachers of the deaf work directly within mainstream classrooms. Troiano is particularly proud of Mainstream’s Buddy Program, in which older students from Clarke’s K-8 Program are paired with hearing peers from a neighboring school for activities and field trips.

Troiano says that the most important thing for parents to remember when their child enters the mainstream is: “They are kids first—they are kids who have interests and talents and hobbies. Parent have to be aware of the hearing loss as it’s going to have an impact and implications; but it doesn’t define who their children are.”
Clarke’s K-8 Program in Northampton continues to offer a unique setting for children who are deaf and hard of hearing to develop their listening, learning and spoken language skills and prepare for success in high school and beyond.

Jessica Cavanaugh, an 8th grader who will be graduating this year, is making plans for her transition to a mainstream high school in her hometown. But right now her attention is on the upcoming Drama Club production, *The Wicked Wizard of Oz*, in which she co-stars.

“We just had our first rehearsal where we had to memorize our lines,” Jessica said. As a veteran of Clarke productions, she doesn’t mind helping the newer players. “I help them figure out where they need to be and tell them to watch the director. That’s the most important thing.”

Jessica, who has a severe to profound hearing loss and uses a cochlear implant, has been at Clarke since she was in preschool. “As parents, we can’t thank the Clarke staff enough for always being there for our family when we needed support or new understanding, and for helping Jessica become the person she is,” say Jessica’s parents, Jutta and Dan Cavanaugh.

“Jessica is eager and ready to move on and there is no doubt in our mind that she will succeed, make new friends and deal with daily situations, self advocate and bring as much to her new environment as she gets out of it.”

When asked what advice she would give other students who might feel nervous about trying new experiences and meeting new people, Jessica says, “I just be myself and talk and talk and talk! It’s not that hard to find something you have in common.”

Jessica participates in community sports, the newspaper club and has traveled to Germany many times to visit her mother’s family. “Clarke has instilled in Jessica a confidence that will be with her forever,” says Jeanne Cavanaugh, Jessica’s grandmother.

Although Jessica still has a lot left to do at Clarke over the next few months, she’s not worried about what comes next. “I will miss Clarke and my friends here, but I’m also excited to go to a new school,” she says. “I’m definitely ready.”
“With other graduate programs, you study the material, but may not necessarily be immersed in the environment. Here at Clarke, we eat lunch with the children, help them with their homework and get to know them really well. It’s a very warm and homelike environment.”

Olga Corral Carrillo is from a small village in the Galicia region of Spain. Currently, she is living in Northampton and working towards a master’s degree in Deaf Education through the Smith College/Clarke School Graduate Program in Teacher Education.

Helping children with hearing loss became the focus of Olga’s career when a cousin in Spain was born profoundly deaf. “I had previously studied special education, but with early intervention and new hearing technologies, so much had changed. My family and I had to learn a lot in a very short period of time.” Olga contacted a Spanish organization, CLAVE (Caring for Hearing Impairment) to learn more about deaf education and early intervention. “I realized immediately that this was what I wanted to do with my life.”

Very few graduate-level programs in Spain are designed specifically for working with children with hearing loss. CLAVE, in partnership with Clarke and Smith College, arranged for Olga to travel to the United States and receive specialized training in deaf education and child development.

As part of the master’s program, Olga is taking courses in language acquisition, the development of auditory/oral skills, audiology and language instruction and curriculum. Because the program is based on the Northampton campus of Clarke, Olga has the benefit of studying alongside deaf students and experienced teachers of the deaf.

“Clarke’s program is internationally recognized. I’m taking classes, learning from teachers who have years of experience, and working with children all at the same time.” As part of the program, Olga will complete classroom rotations with each age group and observe speech therapy sessions. When she graduates, Olga plans to return to Spain and work in CLAVE’s early intervention program. “I look forward to helping families of infants with hearing loss understand its effect on their child’s development.”

“Olga is dedicated and focused on making a big impact in the world,” says Dan Salvucci, Interim Director of the Smith College/Clarke program. “Olga and her fellow students bring new enthusiasm and curiosity to the field.”

Olga’s drive to help others has taken her far from her Spanish village. While earning her undergraduate degree in Special Education and Pedagogy at Granada University, Olga volunteered with several international organizations. In England, she tutored Spanish schoolchildren; in Ireland she interned with a national wheelchair accessibility organization; and in New York City, she interned at the Metropolitan Museum of Art working with visitors with disabilities.

“They have all been incredible experiences. I’ve always wanted to get out into the world and make a difference.” By all accounts, she already has.
SUMMER MEMORIES

Kids are still talking about Elizabeth. She came to Clarke’s Summer Adventure last year at age 9. Although her family was hesitant to send her off to a new place for two whole weeks, they soon realized that it was one of the best decisions they ever made. For the first few days, Elizabeth was nervous about meeting new people and being away from home. But that quickly changed, and Elizabeth says her favorite activities were “the field trips to Howe Cavern, the Coral Reef Aquarium and Look Park.”

At the closing night celebration, Elizabeth volunteered to share her special talent: singing. Her knockout rendition of the Star Spangled Banner captivated students and staff alike. Following her, other students jumped up to share their talents in an impromptu talent show.

“For the first time, Elizabeth felt truly confident and comfortable to be who she is,” wrote Elizabeth’s mother. “Being surrounded by other students and staff with hearing loss helped Elizabeth to know that she is not alone, is part of something bigger than herself and that she can accomplish many great things. She can’t wait to go back next summer.”
For many adolescents, summertime means swimming, hiking, and making memories to last a lifetime.

For children who are deaf or hard of hearing, summer may also be their first time away from home and their usual support network.

“This is often a big step for families of children with hearing loss,” says Martha deHahn, Director of Program Information at Clarke. “In addition to the usual anxiety over a child going away to a sleep-away program, there are a host of other concerns: Will the counselors understand the assistive technologies my child needs? Will they know how to change a hearing aid battery? Will my child be able to participate in all the activities?”

That’s where Clarke’s Summer Adventure comes in. This two-week program of activities for children who are deaf and hard of hearing has been held on the Northampton campus of Clarke Schools for Hearing and Speech for over 30 years. Days are filled with educational and enriching learning activities along with hiking, swimming and field trips.

Parent testimonials from over the years fill multiple folders in deHahn’s office. Said one parent: “The people at Clarke ‘get it.’ Everyone: administrators, staff, and teachers, took the steps to not only ensure that our son understood what was being said but that his voice was being heard. It was worth traveling across the country to have this experience for our son.”

“Each Summer Adventure has a theme,” says Bob Storm, who helped establish the first summer program in 1981. “One theme was Invention Convention; we learned about famous inventors and the kids created their own gadgets. There’s always been a focus on creativity and exploration.”

Perhaps the most unique feature of the program is the staff. In addition to trained teachers of the deaf, a swim instructor, a physical education instructor, and a computer lab instructor, there are also teenage junior counselors, all of whom have a hearing loss. “The bond the kids develop with the junior counselors is incredible,” says deHahn. “They know that the counselors understand what they’re going through, because they’ve been through it themselves.”

The program also provides a special opportunity for students who are deaf and hard of hearing who attend mainstream schools to meet other children like themselves. “At the end of the two weeks, you’d think these kids had known each other forever! And now, with email and Facebook, kids who attend one summer program will stay connected for a lifetime.”
“Sometimes life takes you on a detour before getting to where you want to go.” Those are wise words coming from Wellesley High School science teacher, and Clarke Alum, Erin Dominov.
Dominov, who was born deaf, was not diagnosed until she was three and a half years old. At that point, she was outfitted with hearing aids. Six months later, she began kindergarten at Clarke’s Northampton Campus where she remained for the next nine years. She received a cochlear implant in 2003 and again in 2008.

When asked about Clarke, Erin has many fond memories. “There were a lot of students just like me and I didn’t feel that I was alone or an oddity.” Not surprisingly, her favorite subject was science—both at Clarke and when she mainstreamed to public school. It was that love of science coupled with a fierce sense of self that propelled Erin to work as hard as she did to become a teacher.

Although Erin wanted to teach immediately upon graduating from Bridgewater State College, she needed more time to pass her MTELs (Massachusetts Tests for Educator Licensure). So she enrolled in UMass Amherst’s master’s program for three years, and then passed the test. She ended up student teaching at Wellesley High School where she worked with a wonderful mentor, demonstrating—first hand—what it means to follow your dreams and overcome obstacles. “I have been upfront with my students since day one about my deafness; what I expected from them and what they could expect from me.”

Of course, there are challenges. Sometimes she needs to remind students to speak up a bit; and she helped the school rig a sound sensor to light up when the school bell rings. But Dominov has persevered and feels incredibly fortunate to be an educator. “I enjoy teaching my students new things about the Earth and giving them a different perspective.”

A new perspective indeed. “Life doesn’t take you on one path,” she reminds us. “And that can be a good thing.”
MEET COCHLEAR IMPLANT SURGEON, DR. THEODORE MASON

“Nobody does it better than Clarke.” So says Dr. Theodore Mason, who chose to practice in Springfield, MA, in large part, because of the proximity to Clarke’s Northampton campus.

Mason, a member of Clarke’s board of trustees, is one of Western Massachusetts’ busiest and most respected surgeons in a very specialized field.

“If children with cochlear implants and hearing loss want to succeed in the hearing world, they need to be taught a set of skills. Clarke,” says Mason, “teaches these children to use their residual hearing with amplification; and it teaches them to understand and produce speech. It’s delightful to know that I can confidently tell a parent, if they send their child to Clarke, the odds are vastly increased that their child will succeed.”

When asked about the next venture in hearing loss technology, he cites research on re-growing inner ear hair cells to restore hearing. Unfortunately though, the research is slow-going and he’d be surprised if it came to fruition anytime in the next twenty years.

Something that will emerge in very near future, says Mason, is a completely internal and wireless cochlear implant. But he is cautious about that option as well. “Since the microphone is embedded underneath the skin, the clarity won’t be as good.”

Another concern Mason has is that he does not want children to think that implants are something to be embarrassed by or hidden. In fact, he always encourages young patients to get pink and purple devices and turn their amplification into “cool” accessories.

So, what is the next big thing on the horizon? Mason is adamant: “It’s already here. Cochlear implants are exceptional
devices, and patients are going to do great with them.” He explains that if a child meets the criteria for getting an implant, the signal received from the implant can be even better than a hearing aid because it restores the clarity of speech that a hearing aid simply cannot.

Although cochlear implants comprise only ten percent of his surgical volume—he works with dizziness and balance problems, fixes eardrums and removes cysts—many of Mason’s favorite moments are with former implant patients. “I love seeing a child who was implanted at age one and now, at seven, is talking away like all the other kids. If it were not for the surgery, that child’s life would have been vastly different.” He pauses. “Hugs from those kids are pretty special.”
Kathryn Girardin’s grandmother was the first person she knew with hearing loss. “She lost the ability to hear after having scarlet fever. The morning before she was to give her Valedictorian speech, she woke up deaf.”

Fiercely determined, Kathryn’s grandmother delivered the speech anyway.

Girardin is an audiologist and Director of the Hearing Center on Clarke’s Northampton Campus, a position she has held since 2007. The Center provides diagnostic hearing tests, hearing aid selection and fitting management to all ages – from infants to adults. Girardin says serving a diverse population benefits both her staff and other patients. “Older people coming in see children with hearing aids, and learn firsthand that hearing health is an issue for everyone.”

“It was because of my grandparents that I decided to pursue audiology,” she reflects. Girardin’s grandfather also experienced a severe hearing loss, the result of an industrial explosion at the family’s quarry. “I grew up around the whistling and squealing of hearing aids.”

But, says Girardin, advances in hearing technology have made whistling and squealing a thing of the past. “Hearing aids used to be straight amplifiers, now they are smart listeners: analyzing sounds, amplifying discrete frequencies to maximize speech and reduce noise interference,” says Girardin. “Recommending and fitting hearing aids today is so much better because the benefits are so much greater.” However, in some ways, modern lifestyles present greater hazards to hearing health. “Noise in general is a problem in our society,” says Girardin. “From portable music players like iPods to occasional power tools usage, firecrackers, target shooting, and snowblowers, many commonplace things can cause hearing loss, from either one-time exposures or gradually over time.”

But, Girardin can’t emphasize enough the incredible advances in technology; thanks to high-powered hearing aids and cochlear implants, the benefits for young patients are greater than ever. “I remember working with a child who was 3 or 4 after he received a cochlear implant. Shortly after his surgery he was in the bathroom and started laughing hysterically. When his mom asked him what was going on, he replied, “mommy, it makes noise.” Girardin laughs and reflects that, “It makes you realize how much of a child’s life is impacted by sound!”
Clarke Comprehensive Educational Evaluation Program

Independent evaluations of children who are deaf and hard of hearing by experienced staff.

A Comprehensive Educational Evaluation:
• Explains the effects of hearing loss on social and academic development
• Determines learning style
• Identifies potential learning challenges
• Provides expert recommendations to IEP Teams

Our team of professionals uses a whole child approach to evaluate the audiological, language, academic, speech and psychological factors that contribute to a successful educational experience. We serve students of all ages and in all educational settings.

To learn more, visit: clarkeschools.org/cee
Linda Findlay, Coordinator
lfindlay@clarkeschools.org
413.587.7324

“The CEE provided a clear picture of our son and his complex condition. This has helped guide the restructuring of his IEP and revealed areas in need of improvement and focus.”
Parent of a 6-year-old

“It gave me a sense of comfort to have objective professionals evaluate my child and tell me where he stands, what I can do and how the school can help.”
Parent of a 5-year-old

“The CEE provided us with a complete plan to help with our son’s college search. Thanks for all your help over the years.”
Parent of a 17-year-old
A native of Bennington, Vermont, and a Harvard University graduate, Richard S. Holden first came to Northampton during World War II as an instructor at the Naval Reserve Midshipman’s School for WAVES at Smith College. After the War, his banking career first took him to New York, but later he returned to Northampton, a place he called “the end of the rainbow for me and my family.” Richard served as President of Northampton National Bank, and was a widely recognized community leader, earning the “Outstanding Citizen of the Year” award in 1967. The Holden family—Richard, Isabel (known to many as “Matthew”) and their daughter Constance, lived next door to Clarke School. They were a fixture on campus for decades and gave generously to the school during their lifetimes. Richard served as a Trustee, they were charter members of The Coolidge Fellows Program, frequently attended school functions, and were a popular stop for Clarke’s trick-or-treaters. To this day, Richard’s portrait hangs in Clarke’s Board Room serving as both a tribute to his leadership and an inspiration to the generations of trustees that have followed in his footsteps.

“Matthew” was active in the vibrant civic and intellectual life of Northampton, serving as President of the Northampton Historical Society and teaching music at the Smith College Campus School. She is remembered as an ardent animal lover who would often stop to chat with Clarke’s students and staff as she rode her horse or walked her dogs on Round Hill Road.

In the spring of 2010, the Holden’s daughter Constance, “Tancy,” passed away. Her colleagues at Science magazine — where she worked for 40 years in the news department — remembered her as, “...a lively presence in our offices, with fiery red hair and a gregarious, straight-shooting personality who earned the admiration and affection of her colleagues and friends. In addition to her role as a top science journalist, she was also an accomplished painter, specializing in oil portraits, and an avid enthusiast of piano playing, cats, and a good argument.”

This year, Clarke received a most generous bequest from the Holden family’s estate. “We are deeply grateful that the Holdens chose to continue their legacy of leadership with this extraordinary gift,” said Bill Corwin, Clarke’s President. “Their donation will provide scholarships and financial support for Clarke’s programs that help children who are deaf and hard of hearing gain the listening, learning and spoken language skills they need to succeed in school and in life.”
Talk about going the extra mile. Dan Montero, a Clarke - Jacksonville alumni parent and member of Clarke’s Board of Trustees, ran 26.2 miles — to be exact — to benefit Clarke children.

“I have wanted to run a marathon for some time. I am always thinking of ways to promote Clarke Schools, so I made a few t-shirts with Clarke’s logo, created a Facebook Cause and here we are,” said Montero. The Disney Marathon took place Sunday, January 9th and attracted 53,000 runners from 60 countries.

Through his efforts, Montero raised over $7,000 for Clarke - Jacksonville, which will be matched dollar-for-dollar by a charitable foundation committed to furthering Clarke’s mission.

Montero’s son, Pierce, age 8, has a profound bilateral hearing loss, and uses bilateral cochlear implants to help him access sound. Pierce has attended Clarke-Jacksonville since 2007, and he is preparing to enroll in his neighborhood school by September.

“I can’t find the right words to describe what Clarke has done for our son, Pierce. Just listen to him talk — enough said. Clarke has taught him the fundamentals of speech and language which give him endless opportunities he did not previously have before receiving his cochlear implants and attending the Clarke School,” said Montero.

When asked what he would say to others to encourage them to support Clarke Schools, Montero responded, “I would say nothing. I would let my son do the talking, and then I would remind anyone listening that he is deaf. I would also tell them that it does not come natural or easy. Countless hours of speech and language therapy and oral/deaf instruction helped get us here. The talented staff at Clarke have spent numerous hours receiving specialized training in order to serve children like my son. I am grateful to Clarke and to all the wonderful people who support this amazing organization.”

WAYS TO GIVE

- Annual Fund Donations
- Stocks/Bonds
- Monthly Giving
- Gifts in kind
- Special Events
- Named Endowments
- Planned Gifts
- Memorial Gift/Honoring Gift
- Your Employer’s Matching Gift Program

PLANNED GIFTS

- Bequests
- Real Estate
- Retirement Plans
- Life Insurance
- Charitable Gift Annuity
- Charitable Remainder Trusts

Your gift to any Clarke campus will have twice the impact on our children and families. An anonymous, charitable foundation that is committed to helping children with hearing loss reach their full potential will match all gifts to Clarke’s five campuses if they are received by June 30th.

To learn more, contact Clarke’s Chief Development Officer, Jane Lennox at 413.582.1182 or jlennox@clarkeschools.org
Clarke’s Alumni Council enjoys a free moment while planning a Clarke Northampton homecoming. Back row (l to r): David Del Pizzo ’92, Richard Mahaffy ’81, James Barden ’00, Curtis Reid ’80, Ugo Ronghi ’85. Front row (l to r): Laurie (Filios) Blanchard ’82, Cynthia (Catron) Pierce ’55, Sharon Wade ’80, Christine (Duffy) Skwersky ’87.

Clarke Northampton 2010 Graduating Class

CLARKE ALUMNI HONOR NOLAN
At Homecoming 2010, the day’s activities closed with a ceremony honoring Kevin Nolan, Sr., class of 1958, in Galbraith Center, Clarke’s gymnasium. Mr. Nolan worked at the Northampton campus for 21 years in a variety of capacities before becoming the first deaf politician ever to be elected into office in the United States.
ABOUT THE HISTORY PROJECT
Telling Our Story

Clarke is embarking on an exciting project to preserve our history. "The Clarke Story is a big part of the history of the experience of being deaf in America from the late 19th century to today," said Bill Corwin, President of Clarke. "As one of the first oral schools for the deaf in the nation, we feel a responsibility to preserve our story, not only to celebrate our rich history, but also to make it available for future generations of historians, researchers, educators, and people who are deaf and hard of hearing."

The History Project will capture and tell the story of Clarke’s people—students, alumni and their families, teachers and staff. “After all,” said Bob Storm, veteran Clarke teacher who now serves as Alumni Liaison, “it is on their shoulders that we stand to see the future.”

The History Project is currently in the initial planning stage during which the scope, goals, budget and fundraising plans are being developed. “Since we have been educating students since 1867, this is a huge undertaking that will take many years to complete,” said Bob. “Our goal is to have it finished by our 150th anniversary in 2017.”

For more information or to get involved with the History Project, contact Bob Storm, Clarke Alumni Liaison, alumniliaison@clarkeschools.org or visit him on Facebook at Facebook.com/robertd.storm

PHOTOS, FROM TOP:
Grace Coolidge with students, 1928
Student and teacher, circa 1950
Circa 1980. Can you identify these students? Email Bob Storm at the address above and let him know!
Clarke by the Numbers

In fiscal year 2010, Clarke made an impact on nearly 4,500 people through our academic programs, services, workshops, and outreach efforts.

1,117 children were served through educational and early childhood programs, audiological services, and mainstream services at five locations.

2,204 educators, teachers-in-training, parents and specialists benefited from Clarke Mainstream Services workshops and publications and Clarke Educational Evaluations.
an 18-month-old to being able to follow one step directions, use new vocabulary in and out of school, and answer simple questions,” says Berger.

Henry is now in the integrated class (a mix of children with and without hearing loss) and can be heard discussing which artist he likes better (Jackson Pollack vs. Matisse), laughing, playing and being more than a little silly with all of his friends—regardless of their hearing status. He can also be seen changing his hearing aid batteries and “synching” his FM system.

“Our students are very savvy about their amplification,” says Berger. “They have to be, so that when they go to kindergarten they can advocate for themselves. While we support families transitioning from Clarke to their next school and advocate for the appropriate support services to be in place, we know that our responsibility and goal is to have children leave here with the strongest skills possible that will insure a successful experience in kindergarten and beyond.”

Accordingly, children know the technical terms for their personal amplification systems; can identify many common problems; and know how to ask for help. The staff use real classroom experiences to support the children in developing the language and strategies they need to repair communication breakdowns—asking for repetition, for clarification or for something to be louder (or quieter).

“At Clarke-New York, we try to take the attitude that failure is not an option. We have until the end of preschool to do everything we can because they are moving on to kindergarten. So when children leave to go to public school, our intention is that they leave with skills above their hearing peers.

With all of the changes they experience—bigger classes, acoustically unfriendly environments, adults talking faster—they need to have the confidence and a level of mastery in language and kindergarten readiness skills that will enable them to focus and adapt to those new things.”

As for Henry, his teachers and Meredith Berger have no doubt about where he’s going. “We have every expectation that his next step will be in a mainstream setting. His progress, in a very short period of time, has been extraordinary.”

CONTINUED FROM PAGE 7

As of June 2010, 1,489 teachers trained through the Smith College/Clarke Graduate Program in Teacher Education have impacted the lives of thousands of children with hearing loss in all 50 states and 34 nations.