



Clarke Speaks

SUMMER 2012



Clarke Schools for Hearing and Speech • Clarke Hearing Center
Mainstream Services • Graduate Program in Teacher Education
Early Intervention • Comprehensive Educational Evaluations



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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

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MESSAGE FROM THE PRESIDENT

Welcome to the Spring/Summer edition of *Clarke Speaks*. Inside, you'll find stories about our Clarke family: students, alums, teachers, families and donors.

This is an exciting time of significant growth and change for Clarke: We have expanded our services and are reaching more deaf and hard of hearing people than ever before and we are leveraging our resources to ensure that our mission continues to thrive. Beginning with infants, we are preparing children who are deaf and hard of hearing to enter the mainstream; and simultaneously, we are working with families, teachers and sometimes entire school districts to prepare mainstream classrooms to maximize the potential of students with hearing loss.

Clarke's school and center-based programs continue to serve as state of the art models for oral deaf education. On page 4, you will learn more about our nationally renowned Early Intervention Program. And on page 6, you'll meet Marian Hartblay, Director of the Northampton Preschool Program, whose skills and warmth have improved the lives of hundreds of children and families.

At one time, the only way for children and families to access Clarke services was to travel to us. Today, we offer more flexible options. Clarke's Mainstream Services—our fastest growing program—sends teachers of the deaf to work with students and school staff in mainstream schools in order to help create an ideal learning environment for students with hearing loss. Additionally, each year, Clarke holds the only conference in the country on mainstreaming students with hearing loss (page 10), attracting some of the nation's top educators and experts in the field of oral deaf education.

On page 26, we are pleased to share with you the news of Northampton's K-8 program, which this fall will be relocating to a mainstream public school. We are very excited about the opportunity this "school within a school" will provide for our students.

Another change on our Northampton campus is the anticipated sale of the majority of our Northampton property and the consolidation of our programs and offices on Round Hill Road. While a bittersweet moment for many in the Clarke family, it also signifies the astounding impact that new technology and services have had on the field of oral deaf education. Because of early screening, early diagnosis and early services, Clarke children are being mainstreamed earlier than ever—the majority by kindergarten—and we no longer need such a vast campus to meet their needs. Instead, we are leveraging our resources so that we can bring Clarke expertise to more children, families and professionals and do so in more settings.

Please visit our website at clarkeschools.org for stories and videos chronicling the many ways that Clarke is helping to create a future that is brighter than ever before for children with hearing loss. As always, we appreciate your encouragement and support and hope that you will contact us with any questions or comments.

Bill Corwin
President

Clarke Speaks

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INFANTS AND HEARING LOSS



Jeana Novak has worked with hundreds of families of children newly diagnosed with hearing loss. “For these children, the name of the game is facilitating listening skills.

Babies listen before they talk, and for young children with hearing loss who utilize assistive devices, developing those listening skills is key.”

Clarke’s Pennsylvania Early Intervention (EI) Program is coordinated by Novak, a Listening and Spoken Language Specialist certified Auditory/Verbal educator. Pennsylvania requires that early intervention services are administered in a “natural environment,” which means that Clarke staff generally travel to a family’s home or daycare provider to work one-on-one. A big part of the program, says Novak, is educating parents on exactly what it means to facilitate listening skills at home and to be an active partner in the process.

“It’s simpler than it sounds; really what we ask parents to do is draw attention to sound in the environment. There are so many opportunities in everyday life to do this – such as pointing to your ear when you hear a sound (like the microwave beep), turning and smiling when a baby acknowledges a noise, or making noises yourself. You can knock on everything: the refrigerator, cabinets, pots and pans.”

Novak says many families initially approach the process with some uncertainty. “They worry that it may be difficult or unnatural to incorporate listening techniques, but our focus is really on integrating

these strategies into the natural routines of the day: playtime, snack time, buckling in the car seat. These are all opportunities for listening and language.”

“This is an incredibly important program for us,” says Judy Sexton,



“Parents really value this experience.”

Director of the Clarke Pennsylvania campuses. “With the advances in technology and mandatory newborn screenings, we’re working with children at younger ages than ever before. We will never have the neural availability that we have at birth ever again in our life. That’s why we

believe early intervention is critical.”

It is through these early experiences with sound, Sexton explains, that children who are deaf and hard of hearing start building the connections in their brains that facilitate language development. “We know that receiving an abundance of sensory input while the brain is still developing helps create the foundational structure for listening and spoken language development. It can have a tremendous impact on a child’s overall development.”

Parents in Clarke’s Pennsylvania EI program also attend Toddler Group, which meets on campus several times a week and allows families to work together in a group setting. “It’s a time to connect to other families and share experiences,” says Sexton. “Parents really value this experience. We have parents that have changed their work hours and rearranged their schedules in order to be able to be here.”

In addition to working directly with families on listening skills, EI Program staff also support parents as they navigate unfamiliar terrain like audiological appointments, cochlear implant habilitation, educational options, and support services. “We provide practical skills,” says Novak, “but also guidance and encouragement. Our goal is to give families the tools and support they need to reach their goals.”

But the best part, she says, is hearing from families about the impact of the program. “What we hear again and again is that we give families hope. I think it’s because even though our expertise is in hearing loss, we never lose sight that people are not just ears – they are families: children, moms and dads, grandparents. That is at the core of what we do.”

PRESCHOOL:



Vincent Palsa, 4, with classmate Isabella Raymond, 4, and teacher Meagan Benoit.

A BRIDGE TO THE MAINSTREAM

“When our teachers talk about the kids, their eyes just light up. Every day, they have a success story to share.” That’s Marian Hartblay referring to her colleagues at Clarke’s Integrated Preschool in Northampton. As director for the past ten years of the program, she has seen how a Clarke education, coupled with cutting-edge technology and partnerships with families, can change the course of a child’s life.

She points to Northampton preschooler, Vincent Palsa, who as an infant passed his newborn hearing screening test. Over time however, his parents noticed that his language was not developing. When his hearing was finally rescreened as an older toddler, Vincent’s parents were shocked to learn that their son was diagnosed with a severely-profound hearing loss. They immediately contacted Clarke.

Vincent came to the preschool at three years old, vocalizing but not using spoken language. He didn’t have names or labels for family members and would tear his hearing aids off. “Now, after 18 months here,” says Hartblay, “his progress has been enormous. He’s speaking in phrases, initiating ideas, and socializing with his peers verbally. His conceptual development is very good, and his hearing aids have become a part of him!”

Hartblay can recount hundreds of success stories like Vincent’s. But in the same breath, she’s quick to emphasize that the *foundation* of that success is based on a strong partnership between teachers and families. Ideally, they work as a team, with teachers consistently urging parents to trust their instincts. Hartblay notes, “I always tell parents, if you have a child with a language delay, revisit the idea of hearing loss. Rule it out again. Too many pediatricians respond to parents who suspect a problem with the fact that ‘boys talk later,’ or attribute the problem to a second language issue.”

Designed as an excellent early childhood program that would *also* meet the needs of children who are deaf and hard of hearing, this integrated program also includes hearing children. “Preschool,” says Hartblay, “is a time for learning to share, negotiate, respond, and initiate and continue conversations. So, for children who are deaf and hard of hearing, their typically hearing peers

serve not so much as a model for language as they do a model for social development.”

And how do typically hearing children benefit from this integrated philosophy? “Many of those parents report that their child’s language skills are often ahead of their peers, *specifically* because they attended a preschool which placed so much emphasis on language skills.”

Clarke classrooms are all staffed with masters-level Teachers of the Deaf who are trained in auditory and language development and who can also manage the market’s latest

sensory devices. There is audiological management on-site, so that hearing tests are done at school and ear-molds and personal equipment can be ordered or maintained immediately. The staffing of the preschool also includes Speech and Language Pathologists and additional providers such as Occupational and Physical Therapists as needed.

Hartblay explains that hearing loss is a lifelong challenge. “Once a child has developed foundational language, there is often an inaccurate belief that they no longer need assistance for their hearing issue. However, not only has their hearing loss not gone away, there is a strong likelihood that the student will continue to need support in a mainstream setting. Learning new concepts requires the learning of new language, and that is always an issue with hearing loss in a noisy and large group environment. However, early intervention helps to build foundational listening and language skills that can be the best mechanism for lifelong success.”

This past spring, Hartblay was voted *Teacher of the Year* by her peers at Clarke. Having already earned two master’s degrees, she is now studying for her doctorate in Child and Family Studies. In addition to serving as the Preschool Director, Hartblay teaches a class in the Smith College/Clarke School Graduate Program in Teacher Education, and also works with the Parent Infant Program, seeing families on site and in their homes.

When asked, she cites her most important role as one of a partner or coach—providing parents with information and building on their skill sets so that they can help their child grow. “Ultimately, we want parent and child communication to be as rich and fulfilling as possible. It’s not only a joy, but a privilege to watch that unfold.”



Marian Hartblay

Clarke's Little Learners



“**Violet** was born with a severe congenital heart defect and had to have 3 heart surgeries when she was a baby. The surgeries were successful, but at 20 months old she still wasn’t talking or even babbling. Tests confirmed that Violet had a severe hearing loss, which was likely the result of the strong IV antibiotics she received after the surgeries.

Violet received bilateral hearing aids at 28 months. Children with hearing loss need early identification and amplification. Additionally, they need an academic setting that understands their unique needs—and this is exactly what we found at Clarke.

Violet now has a cochlear implant in her right ear and is thriving in Clarke’s kindergarten class. She is talkative and loves playing house and telling stories with her younger sister and friends.”

Dagnye Dore
Clarke Jacksonville parent



“We first came to Clarke for the Parent-Infant Program when our daughter **Bella** was just a baby. Bella was born with a profound hearing loss in both ears and received her first cochlear implant at 13 months old and a second 6 months later. It was, at times, a difficult journey for our family. Marian Hartblay, Director of Child and Family Services, provided invaluable guidance and support throughout the whole process.

In just over a year in the pre-school program, Bella has made huge strides in listening and understanding language and has really come into her own voice. She loves to sing—her favorite song is ‘I Love You’ from Barney—and she is proud to know the words for letters, numbers, and colors. We love hearing her share what she’s learned each day with us!”

Andrea Stolpinski
Clarke Northampton parent



“As a baby, my son **Jerome** always loved music—he was even humming tunes at ten months old! At two years old, Jerome was hitting all of his other development milestones, but he wasn’t talking. Because Jerome passed a hearing screening at birth, we didn’t learn of his condition—sensorineural hearing loss—until he was around two years old. He was immediately fitted with hearing aids to help him maximize his residual hearing.

Even though he’s only been at Clarke for a year, Jerome has made tremendous progress. Now he’s talking up a storm and singing along with me every day at home. He’s even reminding me to help him put his hearing aids in every day! I encourage families to trust their instincts—if your child isn’t talking, get them tested! And remember to have hope, because it’s amazing what our children can do.”

Beverly Owens
Clarke Philadelphia parent



“Both of our daughters attend Clarke Boston. **Meghan**, our 5-year-old, is in the kindergarten class and **Erin**, our three-year-old, is in the preschool class. Meghan has a profound bilateral hearing loss in both ears and Erin has a severe hearing loss in one ear and a profound loss in the other.

Since they started at Clarke, Meghan has become much more confident with her peers, and Erin continues to develop her listening and spoken language skills—she likes to try and keep up with her big sister!

We are very appreciative of Clarke's commitment to helping our daughters acquire strong academic skills, as well as a solid foundation in listening and speech.

The teachers are very open to our concerns or questions and have been very accommodating of our family's unique needs—we are Deaf parents, as well. Our experience with Clarke has been absolutely wonderful, and it's been amazing watching our girls grow.”

Michelle and Greg Munro
Clarke Boston parents



“From the first day we walked into Clarke we felt welcome.

Leo turned four on November 5th. He wears hearing aids and has a bilateral, severe to moderate hearing loss. At first, we were in complete denial that he failed his hearing test. We didn't know what to do. Then we found Clarke School.

When Leo first began at Clarke, he cried a lot because he could not express himself. At first, Leo didn't want to wear his hearing aids, but then he saw all the other Clarke kids wearing their hearing aids and he knew that everything was OK. In fact, Leo has even learned to tell me when his hearing aids aren't working! At first, I didn't even know what kind of batteries to get for Leo's hearing aids. Clarke has taught us everything we need to know about managing Leo's hearing loss.

Leo is going into kindergarten next year and I just can't believe how far he has come—from single words to complete sentences in just a year. We will never forget Clarke and how much the entire staff helped Leo.”

Juanicia Goodman
Clarke New York parent

WE MISS YOU!

CARA JORDAN, founder of the Clarke Boston campus, resigned as director last summer. Cara accepted a position closer to home, allowing her to spend more time with her baby daughter. With Clarke for 20 years, Cara's commitment to her work and to children and families has been an inspiration to staff, families and colleagues. It has been a privilege for so many of us to work with such a knowledgeable, caring and team-oriented professional. Dr. Barbara Hecht (see page 19), former CEO of the John Tracy Clinic has taken Cara's place as director of the Boston area campus.



SUSAN ALLEN, founder and guiding force behind Clarke Jacksonville for more than 15 years, retired as director this past September. Susan and her husband moved from the Jacksonville area to be closer to her daughter's family. Susan touched the lives of hundreds of children and has been an invaluable asset not only to Clarke but to the field of deaf education in general. In 2011, she was awarded the Florida Association of Speech Language Pathologists and Audiologists' Clinical Career Award. Cynthia Robinson and Alisa Demico—Certified Listening and Spoken Language Specialists with 42 years of experience in working with children who are deaf and hard of hearing—are now serving as co-directors.





Clarke's Mainstream Services

“Every day, Clarke Mainstream Teachers of the Deaf work with students, parents and school professionals to provide teaching services, support and information to help ensure that every child has the chance to reach their full potential.”

This past October, hundreds of parents and professionals from around the country and Canada gathered in Springfield, Massachusetts for the 32nd Annual Conference on Mainstreaming Students with Hearing Loss.

Claire Troiano, Director of Clarke Mainstream Services, said the conference was initially created as a way to help regular classroom teachers learn about the needs of students with hearing loss. It has since grown to be a national and international event, attracting a diverse group of educators and parents. “Our presenters,” she said, “are well-known experts in the field of deaf education and are able to demonstrate—in very practical ways—how to apply their knowledge and research to their every day work with children with hearing loss.”

This year’s theme, *The Literacy Puzzle*, featured workshops on language development in children with cochlear implants, the importance of phonologic awareness on literacy development, techniques for building content-area vocabulary for students with hearing loss, and a special mini-workshop for itinerant teachers.

Four distinguished experts delivered keynote presentations through-

out the two-day event. Kathleen Treni, President of the Alexander Graham Bell Association, presented an overview of the current education trends in an opening keynote titled, “The Changing and Rugged Landscape of Mainstream Education for Students with Hearing Loss;” Karen L. Anderson, Ph.D., presented a talk on self-advocacy titled, “Helping Students with Hearing Loss Become Independent Communication Advocates;” and Connie Mayer, Ed.D., OCT, an Associate Professor at York University, delivered a presentation on the development of literacy in learners with hearing loss titled, “Literacy Development in Learners with Hearing Loss: Intervention and Practice in a Changing Context.” The closing keynote speech was given by Susan Elliott, M.A., who discussed her experiences as a young child with hearing loss in an engaging talk titled, “Welcome to Kindergarten... You Failed!”

This year marked the 9th anniversary of the *Making Connections Program*, an innovative track designed specifically for high school students with hearing loss. “When students are out in the mainstream,” says Troiano, “they may be the only person with hearing loss in their entire school. We developed *Making*

Connections to provide a way for these students to connect with other teenagers with hearing loss and engage with peer mentors.”

Making Connections has historically been coordinated by an adult with hearing loss and this year’s program was led by two Clarke Northampton alums. Hannah Bartini, a 2011 graduate of the Massachusetts College of Liberal Arts, is now a student in the Smith College/Clarke School Graduate Program in Teacher Education, and Evan Brunell is a baseball journalist and founder of *Fire Brand of the American League*, an online destination for all things Red Sox. “Hannah and Evan did an amazing job this year connecting with the students and sharing their unique stories. They are confident, creative and accomplished young people who know firsthand what it’s like to grow up with hearing loss.”

As the conference came to a close, Troiano expressed gratitude to the presenters and attendees. “The vibrant, collaborative nature of this conference comes directly from the breadth of experience of our participants. Thanks to all of you for sharing your special personal and professional knowledge and expertise.”

ABOUT CLARKE MAINSTREAM SERVICES

Because of increased early detection of hearing loss and advances in hearing technology, more and more children who are deaf and hard of hearing are learning in their neighborhood schools, instead of specialized programs. Mainstreaming is a term used to describe the integration of children with hearing loss into regular school classrooms so they can learn alongside their hearing peers. This now happens at earlier ages than ever before, with many children mainstreaming as early as kindergarten.

Students who are deaf and hard of hearing can thrive in mainstream classrooms, but it is vital that each student receive the personalized support they need to succeed. For over 30 years, **Clarke Mainstream Services** has been a resource for families and schools mainstreaming students with hearing loss. Through a variety of customizable services, we work with students, parents and school professionals to provide information, support and teaching services to help ensure that every child has the chance to reach their full potential.



SUMMER FUN AND LEARNING AT CLARKE!

BOSTON

Each year, Clarke Boston adds 12 days to their schedule and adopts a summer theme. “Those extra weeks really help children retain their listening and spoken language skills over the summer,” said Mary Jane Johnson, Assistant Director. Students continue individualized speech therapy, language therapy and specialized instruction from Teachers of the Deaf. They also enjoy exciting trips to the Boston Zoo and blueberry picking at Wards Berry Farm. “We take a class picture, have an end of year celebration with our families, and enjoy this special time together.”

JACKSONVILLE

Each summer, current and prospective Clarke Jacksonville students attend a special 4-week summer diagnostic program. “It allows families to get a real feel for what we do here,” says Cynthia Robinson, Co-Director. “One year, our preschool classroom’s theme was camping. It was great because it allowed students to practice combining new noun vocabulary with the preposition “in”—as in ‘they packed lots of goodies in their lunchboxes and ate them in their tent.’ By using camping props we provided a lot of language opportunities and allowed children to really reach out and grab them.”

Clarke all year long!

“If you’ve actually done something, it’s easier to use language to talk about it. You can read about sailing in a textbook—but it’s different when you hold the ropes yourself.”

Erin Casioppo, M.E.D., is talking about the value of hands-on experiences in learning language. Last year, she served as the coordinator of Clarke’s Summer Adventure program, which is designed for children who are deaf or hard of hearing ages 9-13. “We developed last year’s theme, *Get Psyched About Science*, because we wanted to focus on a subject that would be exciting and engaging for the kids and provide them with an array of stimulating and innovative projects,” says Casioppo.

It was an action-packed two weeks with students exploring the

world of science and nature through activities and field trips. To learn about density, students constructed and launched a solar hot air balloon out of black trash bags. During a field trip to the Connecticut Children’s Museum, the group investigated sound waves by changing the pitch of their own voices, operated a robot to throw the perfect baseball pitch, and explored cause-and-effect with the museum’s exhibit on chain reactions.

For the first time, last year’s Summer Adventure also utilized VoiceThread, a collaborative, multi-

media slideshow made up of images, documents, and videos that allows students and counselors to contribute audio, text, or video. “Our kids love it because it’s so interactive and creative. It’s also a great tool for encouraging discussion and dialogue around activities,” says Casioppo, who during the year works as a teacher of the deaf for Clarke’s Mainstream Services.

The hike up Mount Norwottuck stands out as a highlight of the session for her. “At first,” she said, “the kids were skeptical. Many of them had never climbed a mountain before and they weren’t sure if they could do it. But as the day went on, they began to gain confidence. By the end, kids were cheering each other on, yelling, ‘You can do it!’ It was amazing to see everyone working together. Those kids were such an inspiration, and it was a powerful moment to end the program on.”

NEW YORK

Every year, Clarke New York students attend school for 12 months, and continue receiving regular services including speech and OT/PT therapy during the summer. Field trips include the New York Children’s Museum, the Museum of Natural History, and Central Park’s Swedish Marionette Theatre. “Summer is a great time for our students to get out and see the world. And because we use public transportation to get around the city, parents can come along too!” says Meredith Berger, Director of the New York campus.

PENNSYLVANIA

“Our preschool classes always celebrate the end of the year with a summer trip to the Adventure Aquarium in Camden, New Jersey,” says Judy Sexton, Director of Clarke Pennsylvania. “This was the first year our two preschool locations—Bryn Mawr and Philadelphia — came together for a summer activity.” In addition to programs for students, Clarke PA also coordinates professional development activities for staff throughout the year. “We recognize the importance of continued development for our professionals, and summer is a great time to plan special activities for our staff and discuss reflections on the year.”

MEET THE CAMPBELL FAMILY



When Garrett was a newborn, he failed his newborn hearing tests. Although we had been to several audiologists, we couldn't get a conclusive diagnosis. At 23 months we learned that he had a moderate to severe hearing loss in both of his ears. It was permanent. And we were devastated.

We immediately decided that we wanted him to learn to listen and speak. But, at the same time, we had so many questions and fears. *What would his life be like? Would he be able to communicate with his siblings? Would he be able to communicate with us—his parents?* Knowing that we had work to do, we pushed our worry aside, and after getting him fitted with hearing aids, enrolled him at Clarke.

We chose the auditory/oral method because we wanted his life to be filled with as many options as possible—and so he could reach his highest potential. We knew he could be successful as long as we were willing to put in the time with therapy, appointments, specialists, etc. And we were!

When Garrett first started at Clarke, so many things changed. At first, he was not speaking at all, but in a matter of just weeks, his teachers had him saying sounds and a few words. Before I knew it, my deaf child was speaking! He was putting words together and making sense to those around him. His major tantrums seemed less frequent. And not only did he become less shy, but he leapt out of his shell!

Throughout our whole experience at Clarke—from the Mom and Tot Group to Preschool and Kindergarten—we had the support of an amazing team of professionals. Everyone we worked with took the time to explain the process. Our speech language pathologist always answered all of our questions and encouraged us to try out the same exercises she was working on with Garrett!

After four years at Clarke, Garrett entered a mainstream first grade classroom this past fall and I could not have asked for a more successful transition. His speech is impeccable, he is thriving academically and he is receiving high marks in all subjects. He even got 100% on his last spelling test! Socially, he is making new friends, having a great time, and is sought out by his peers during playtime. Recently, he received a Character Award from his school for demonstrating caring for others.

Garrett explains his hearing aids to friends, tells his teacher when he needs a new battery and is able to change it himself. He amazes me every day, and we owe it all to Clarke. I cannot thank the staff enough for their time, energy, love and dedication.

“What Clarke does is truly magical. Their teachers and SLPs gave my son the tools to achieve whatever he wants in life. If you didn’t see his hearing aids, you would never know that he has a hearing loss because his speech is so clear.” —Michelle Campbell



CLARKE'S INTERNATIONAL REACH

Six thousand miles is a long way to travel. But in July of 2011, 11 Kuwaiti professionals, including speech pathologists, teachers of the deaf and an educational psychologist, traveled to the Clarke Northampton campus for five weeks of intensive workshops and training.

The visit was part of Clarke's new partnership with the Kuwait-based Sada Center to develop a program to serve young children with cochlear implants—the first program of its kind in Kuwait. Many deaf children in Kuwait receive implants between the ages of 2 and 4, but there have not been programs available to provide the intensive therapy and support needed to maximize the benefits of the technology.

While at Clarke, Kuwaiti professionals attended courses on developing auditory/oral communications in deaf children, studied curriculum and lesson planning, and observed Clarke's preschool program.

"Clarke has long been recognized as an international expert in oral deaf education and assistive technologies," said Clarke President, Bill Corwin. "We are very pleased to have the opportunity to help create such a groundbreaking and comprehensive program that will serve children with cochlear implants in Kuwait. Our goal is to see the center grow to become a model program for the Gulf region."

The partnership began with Dr. Tareq Al Shatti, after he witnessed the success of a child whose family moved to the United States to receive services from Clarke. Al Shatti is the director of The Sada Center and the Speech

and Language Program at the University of Kuwait. After proposing that the two organizations work together on the creation of a program in Kuwait, the Aqwaf Foundation provided generous funding and the project formally commenced in June 2010.

As part of the partnership, Clarke specialists provide training for speech and language pathologists and teachers, and have provided assistance on the construction of a new facility to house the new program. Clarke will also conduct educational and therapy consultations for children with cochlear implants. In December 2010, professionals from Clarke traveled to Kuwait City and presented a series of workshops on developing listening and spoken language skills in young children with cochlear implants. In addition to these in-person trainings, plans are in the works for distance learning and therapy via videoconferencing.

Raed Alwehaib, Director of the Awqaf Foundation's Fund for Health Development, said, "I am very proud of the achievements of this partnership to date, and am grateful that together we will have the chance to help so many children and families."

Clarke has a long history of working with international communities. The Smith/Clarke Graduate Program in Teacher Education has trained teachers from 34 different countries. Clarke has also consulted with organizations in other countries on the development of programs for children with hearing loss and hosted visitors from around the world.

A DREAM JOB COME TRUE

Sports journalist Evan

Brunell is not just your average Red Sox fan. At Fenway Park, he scores a third of all Boston Red Sox games for MLB.com, enabling viewers to follow games live on their computers or phones. He is the founder of the ESPN affiliate, *Fire Brand of the American League*, a destination for all things Red Sox, and he has previously written for various outlets such as NBC Sports, NESN and CBS Sports.

There is however, life beyond baseball. Evan is engaged to be married this fall. He loves to read, work out and visit the beaches of Cape Cod. He also serves as the President of the Massachusetts Chapter of AG Bell. Since 1888, AG Bell has been helping families, health care providers and education professionals understand childhood hearing loss and the importance of early diagnosis and intervention.

implant failed and he was implanted again nine months later. From kindergarten through ninth grade, he commuted two hours a day to Clarke's Northampton campus. Playing four-square at recess, the annual trip to Look Park, and dancing the *Macarena* (!) during school assemblies are just a few of his many fond memories from what was a very special time.

"Clarke placed me in a positive environment where I was able to easily interact with others. It helped set a rock solid foundation for interacting in a hearing world." After graduating to a public high school, Evan was especially pleased with Clarke's Mainstream Services program. "Having Ms. Bak advocate for me, and Mr. Anderson to talk to, was a major help. They both helped me in terms of personal growth and responsibility, and also worked with the schools to give me what I

MEET CLARKE ALUM, **EVAN BRUNELL**



"Clarke helped set a rock solid foundation for interacting in a hearing world."

"I've had so many people give me valuable lessons and mentorship throughout the years and I really wanted to do my part to return the favor. I've always had an interest in mentoring deaf children and teenagers much like myself, and I thought this was a good place to start."

Diagnosed as profoundly deaf at twelve months, Evan began wearing hearing aids at that time and received a cochlear implant as a teenager. The

needed." In 2009, Evan graduated with a degree in journalism from Northeastern University, and just recently, underwent surgery for a second implant.

Clarke interviewed Evan via email for this article, and he signed all of his emails with a quote from Socrates: "*We are what we repeatedly do. Excellence, then, is a habit.*" A fitting mantra for a man who is excelling at his dream job and living life to the fullest.



FM SYSTEMS: IMPROVING FOCUS AND SOUND

“By definition, classrooms are noisy environments—both for children who have typical hearing and for those who don’t. Clarke classrooms,” says Naomi Wicentowski, “are specifically designed for children who are deaf or hard of hearing. But even here — with our cork flooring and acoustic paneling—moving chairs make loud noises, toilets flush down the hall, AC systems turn on, and clocks tick. The point is, children have to contend with environmental noise *everywhere*.”

An educational audiologist at Clarke’s Bryn Mawr campus, Wicentowski works with mainstream schools to optimize their classrooms for children who are deaf or hard of hearing. Many mainstream teachers may be working with a student with hearing loss for the first time, and most use a device called an FM system.

FM systems were introduced to classrooms in the 1960’s. Before that, students and teachers relied on hard-wire devices, which improved access to a teacher’s voice, but were bulky and made it hard for students and teachers to move freely around in the classroom.

FM systems of today consist of a small microphone and receiver and are sometimes described as similar to tiny radio stations. Teachers wear (or hold) the microphone and a student wears a receiver that is tuned to the same frequency. “The FCC has certain frequencies in the radio band set aside for educational use only,” says Wicentowski. “Because the microphone is situated close

to the speaker’s mouth, the listener receives much clearer sound. FM systems are widely adopted tools because they make the teacher’s voice louder than the classroom noise—what we call a better *signal-to-noise ratio*.”

For students who are deaf or hard of hearing, a properly fit and managed FM can make it much easier to focus on the subject being taught. “Children with hearing loss have to really concentrate on listening when there’s background noise. The FM system makes listening in noisy environments easier.” All of Clarke’s classrooms are equipped with FM systems and the technology is strongly recommended for students as they enter mainstream schools.

Wicentowski underscores the importance of providing mainstream teachers with the right information from the start. “We work closely with schools in the beginning to ensure that everyone knows how the device works, how to charge the battery at the end of the day, and how to do a listening check to make sure everything’s working right.”

“The biggest challenge for some,” says Wicentowski, “is getting comfortable with the device. People are sometimes intimidated when they hear terms like *frequency* and *transmitter*, but FM’s are actually surprisingly easy to use—much much simpler than smartphones or computers!”

For more information about FM systems and how they work, we recommend the Phonak and Oticon websites. <http://www.phonak.com> and <http://www.oticonusa.com>

MEET NORTHAMPTON'S K-8 DIRECTOR, DR. OJ LOGUE

OJ Logue is one of the most approachable and friendly people you're likely to meet. So when he requested that all students at Clarke's

Northampton campus formally address him as Dr. Logue it was a bit surprising.

But actually, it makes perfect sense.

"Deaf and hard of hearing children need to know that they can do anything they want in this world. When I was growing up, I had no deaf role models. Not one. Since I've been at Clarke, I've had first graders coming up to me saying: 'Hey, you have hearing aids like me! Wow!'"

Born with a severe bilateral hearing loss in rural Maine, Logue didn't begin speaking until age five. He was misdiagnosed as having expressive aphasia (the inability to speak due to brain damage) and had it not been for his parents' strong belief that he was able to understand and process information, he would have been institutionalized. At the time, there were no services in the region, so his parents traveled long distances to find what little help there was. He was the only deaf child at his school, and his mother gave up her job in order to volunteer there and be close by.

Socially, growing up was a struggle for Logue. However, a turning point came in high school, when he discovered—and then excelled at—running. Despite suffering from asthma, his parents allowed him to pursue the sport, and he was recruited to run for the University of Southern Maine. (Today, Logue is a member of the Maine Runners Hall of Fame, has run the Boston Marathon several times and competed in the World Games for the Deaf.)

After graduating from college, Logue earned a master's degree in education at the University of Maine. Additionally, he earned an advanced certificate in special education and counseling and a doctorate in education at Vanderbilt University. Logue served as an associate dean of academic services at the University of Maine, taught for twenty years on the college level and was once a special education director for a Maine school district.

Today, Logue is building personal relationships with every student in the K-8 program—greeting each child at the steps of Hubbard Hall each morning. His energy and optimism is infectious: he arranged for the entire 8th grade class to be outfitted with iPad-2s, founded a Clarke cross-country team, and is co-teaching a course at the Smith College/Clarke School Graduate Program in Teacher Education.

Logue believes that, "With the skills and confidence they acquire at Clarke, the future for children who are deaf and hard of hearing is limitless. When one has been shown their true potential, they flourish. And that's certainly happening here."



“There weren’t many lakes in LA,” says Dr. Barbara Hecht. So, after she and her husband moved into a house *on* a lake outside of Boston,

they bought a kayak. It remains to be seen, however, how much time she’ll actually have to use it.

Hecht is the new director of Clarke’s Boston-area campus, and she has ambitious plans. First, is to expand Clarke’s Parent Infant Program so that every family in the region who needs it can benefit from early intervention services. Next is a project to create a “home away from home” for families with newborns, infants and toddlers. “We are going to cook, wash dishes, sort laundry—and talk about how to build listening and language skills through these everyday activities.”

Hecht is a nationally recognized expert in early childhood deafness, language intervention, and in parent and professional education. She has served as an educator, professor, advocate, innovator in distance learning, and most recently, as the President of John Tracy Clinic (JTC) in Los Angeles. Since 1942, JTC has been providing services to families of children with hearing loss free of charge. While there, Dr. Hecht oversaw all programs, services, and strategic planning.

Hecht is passionate about providing parents with the information necessary to make good choices for their

children. “We are now in a period of unprecedented advances in deaf education. And we have a responsibility to ensure that our

expertise is available to as many children with hearing loss as possible. We know that if we begin early intervention by six months, many children, before kindergarten, will be speaking on par with their hearing peers.”

“More than 90% of our families are hearing and have no prior experience with deafness. Often, parents don’t realize that listening and spoken language is a viable option for their deaf child. What first comes to mind when they hear their child has a hearing loss is, ‘how am I going to communicate with my baby?’ It’s our job to help them learn what is now possible in the 21st century.”

Dr. Hecht grew up in the Boston area, and received her bachelor’s degree from Harvard University and a doctoral degree in linguistics with an emphasis on child language development from Stanford University. At JTC, she served as Vice President of Counseling, Audiology and Teacher Education before being named President. She also served as a professor at the University of Southern California (USC) Rossier School of Education and the University of San Diego, and was a faculty member in a special education doctoral program at UCLA.

Additionally, Hecht has served as a member of the U.S. Department of Health and Human Services “Constituent Expert Working Group for Effective Interventions for Infants and Young Children with Hearing Loss;” on the United States Surgeon General’s Publication Committee on Hearing Loss in Children and on the Advisory Committee, California State Commission on Post-Secondary Education, Improving Teacher Quality.

For some time, Hecht and her husband, who is a rocket scientist (really!), had been hoping to return to the East Coast to be closer to their relatives and two children. So, coming to Clarke was perfect timing—for her and for Clarke.

MEET PASSIONATE LEADER, PROLIFIC EDUCATOR, **DR. BARBARA HECHT**





MASTER'S STUDENT, JENNYKATE MARBLE

JennyKate Marble was initially introduced to the field of deaf education while an undergraduate at Smith College. A class with Dr. Janice Gatty, Clarke's Director of Child and Family Services, left a lasting impression. "Many of the videos shown in Jan's class were of Clarke students. And I never forgot them."

Years later, after earning a master's degree in information technology and library science, Marble became the librarian at Clarke's Northampton campus. And for the past four years, she has been a warm touchstone and a wealth of knowledge for both students and teachers alike.

Recently, Marble decided that she wanted to serve children who are deaf and hard of hearing in an even more direct and personal way. Last fall, in addition to working four days a week, she entered into the Smith College/Clarke School Graduate Program in Teacher Education to pursue a master's degree in Deaf Education. Now in its 40th year, the internationally acclaimed program has trained more than 1400 teachers who have impacted children in all 50 states and 34 countries. The program focuses on an auditory/oral approach while working with children with hearing loss who use cochlear implants and/or hearing aids.

After graduating, Marble plans to work in the field of early intervention for children with hearing loss. She underscores the critical importance of providing parents with as much accurate information as possible during what can be a very uncertain and vulnerable time. "As a parent myself, I would want someone to truly listen to

me, and to empower me to make the best possible decision for my child."

"As the mother of a 21-month-old, it's been fascinating to take certain classes—particularly in speech development. Here I was learning about the first speech sounds, and my daughter was starting to babble around the same time." Other core courses in the program include language acquisition, the development of auditory/oral skills, audiology and language instruction and curriculum.

Because the MED program is based on Clarke's Northampton campus, Marble studies alongside seasoned teachers of the deaf and their students. Graduate students also spend time with students outside of the classroom, assisting with school projects and chaperoning them on trips.

Over the years, Marble has worked with the Clarke Drama Club on productions of *Once Upon A Mattress*, *Grease* and *The Wicked Wizard of Oz*. "Every year, during the first few weeks of rehearsals, I think the kids will never learn the words and the dances. But they do. In fact, once in the middle of a production, a girl's FM battery died; she kept going as if nothing had happened, and the audience had no idea."

"Parents talk about Clarke and all the people who work here with incredible faith, gratitude and trust. It's amazing. I look at all of the kids and want them to be happy and successful. That's my purpose. If I can have any small part in that, I consider it worthwhile."

Clarke Comprehensive Educational Evaluation Program

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“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



Clarke Alumnus, Engineer, and Physicist Gives Back

Dr. Ralph Guertin '53 has led a life of extraordinary accomplishment. After losing his hearing at the age of seven due to meningitis and measles, Ralph graduated from Clarke and went on to the Worcester Polytechnic Institute where he graduated with a 4.0 GPA, and Yale University where he earned a Ph.D. in Physics. His distinguished career has encompassed work in academia, government, and the corporate world, including positions at the University of Nijmegen, the Middle East Technical University, Rice University, the University of California at Berkeley, Raytheon, and Lockheed Martin. Among his numerous professional achievements is a mathematical algorithm that is a key component of a recent patent associated with a sophisticated defense system.

An inveterate traveler, Ralph has visited London, Portugal, France, Turkey, and the Straits of Gibraltar on his many trips around the globe. But, Clarke Northampton holds a

special place in his heart. "I loved the high quality academic programs, particularly science, math, and history, which prepared me well for a challenging academic career learning alongside hearing students. I remember enjoying the many active discussions we used to have about national and world events, both inside and outside of the classroom. I was also inspired by the achievements of Clarke School's alumni."

"I want other children to benefit from Clarke."

Ralph served on Clarke's Board of Trustees from 1984 to 2004 and was the speaker at Clarke's 1984 Graduation Ceremony. Now settled in Arizona with his wife, Nu Nu Mae, Ralph's generous annual contributions are a way of giving back to the school and helping the next generation.

"I believe strongly in providing deaf children with the opportunity to attend Clarke and benefit from its exceptional teaching staff," said Ralph. "Clarke makes it possible for individuals who are deaf to realize their potential in a society where most people can hear. I want other children to benefit from Clarke by learning to communicate via spoken language, as well as to benefit from the knowledgeable Clarke teaching staff who encourage each child to succeed."

A Legacy Fifty Years in the Making

Priscilla Montgomery's hearing loss inspired her to help children who were deaf and hard of hearing by regularly supporting Clarke. When she passed away almost fifty years ago, her bequest established the endowed Priscilla A. and Francis R. Montgomery Fund. Francis (Frank) honored Priscilla's memory with his continued gifts to the fund, and when he remarried, his wife, Margaret, soon shared his passion for the cause.

Bequests are a simple and meaningful way for you to immortalize your support for Clarke

Frank and Margaret, who lived in California and Hawaii, were avid world travelers, and their first and only visit to Clarke Northampton in 1983 must have been among their most memorable trips. In addition to annual gifts, the couple included Clarke in their estate plans, and upon Margaret's death in 2011, the final generous bequest was added to the *Priscilla A. and Francis R. Montgomery Fund*, which will continue supporting children with hearing loss in perpetuity.

Beginning in 1869 with John Clarke's extraordinary \$306,000 bequest through the present day and into the future, hundreds of generous supporters have, and will, provide for future generations of children with hearing loss through bequests ranging from a few hundred dollars to millions. Bequests are a simple and meaningful way for you to immortalize your support for Clarke and express your belief that children with hearing loss deserve every opportunity to gain the listening, learning, and speaking skills they need to succeed in school and in life.

For information on Clarke's Bequest and Planned Giving Program, visit: www.legacy.vg/clarkeschools or contact Jane Lennox, Chief Development Officer, 413-582-1182 or jlennox@clarkeschools.org

BEHEARD

Tell the world you BELIEVE...

- Children with hearing loss can learn to listen, talk, and succeed in school and in life, and that they deserve every opportunity to do so.
- No child should be deprived access to life-changing hearing technologies or Clarke's services because of their family's financial circumstances or the outdated or biased policies of their home state or local education agency.

Make a DIFFERENCE...

- Tuition and fees cover only half the cost of Clarke's work. The rest comes from generous donors like you.

Thanks to an extraordinary matching grant, DOUBLE or TRIPLE the power of your gift!

- Until June 30, 2012, gifts from previous donors will be doubled, and new gifts will be tripled!

More ways you can BE HEARD!

- Tell everyone you know what's now possible for children with hearing loss and encourage them to support Clarke.
- Leave a bequest or make a planned gift.
- Celebrate a special occasion or honor a loved one's memory through Clarke's *Commemorative Gifts Program*.
- Join our *Heroes of the Month Club* with your automatic recurring gift.
- Host a *Party With A Purpose* for Clarke.
- Volunteer at our schools and events.
- Invite a Clarke representative to speak at your civic or social organization's meeting.

Donate Now!

- Online: www.clarkeschools.org/donate
- By Mail: 47 Round Hill Road,
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- To make a gift of stock or other type of non-cash asset, contact Jane Lennox, Chief Development Officer, 413-582-1182 or jlennox@clarkeschools.org

NORTHAMPTON THEN AND NOW



HONORING HARLEY M. SACKS, ESQ., RETIRING BOARD CHAIR 1992-2011



WE MISS YOU!

ABOVE: Last year's retiring staff: (left to right: Bob Storm, Judy Sheldon, Mike O'Connell, Deb Bak, Claire Blatchford, and Dennis Moulton)

LEFT AND BELOW: *All The World's A Stage*: This Spring, Clarke's drama club once again took to the stage for a performance of Rodgers and Hammerstein's *State Fair*. Congratulations to our cast and crew on another fabulous show!



Harley Sacks first heard about Clarke in the late 1970s, when a client he was advising made a donation to the school. "I was curious, so I took a tour."

Sacks did not have any personal experiences with deafness, but felt drawn to Clarke's mission. "There are many wonderful, worthwhile causes out there to support. But at Clarke, you see the difference you make every day—the impact of the work is that profound. I knew that anything I could do for Clarke, any small way that I could help, would make a real difference."

Sacks served on Clarke's Board for over 19 years, spending the last 8 years as Board Chair. "The Board's most important responsibility is to support the people who make Clarke the place that it is. The teachers and the staff here are some of the most dedicated, caring individuals you will ever meet. It isn't a job for them, it's a calling. Helping them be able to do what they do – that's been our top goal." Sacks plans to use his new-found free time to spend more time with his family, including his new grandchild, Benjamin.

Dr. Catherine Bartlett succeeded Sacks as Board Chair. "Cathy," says Sacks, "is committed, dedicated, and forward-thinking. Her leadership will continue to support the transformative work done at Clarke."



TOP: Clarke students put on a performance in the gymnasium.

LEFT: A scorebook for a game between Belchertown High and Clarke School.

RIGHT: Clarke's 1908 girl's basketball team.



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Clarke Northampton Alumni Reunion July 6-7 2012



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NEWS UPDATE!

Clarke Launches Innovative *School Within A School* K-8 Initiative

This spring, Clarke announced an innovative educational initiative that will launch in the fall of 2012 when the K-8 component of Clarke's Northampton School Program will relocate to Leeds Elementary.

This program is one that Clarke has been considering in recent years as a way to provide more social opportunities for our students and to promote one of our core goals: *helping students who are deaf and hard of hearing transition to mainstream schools in a more fluid and efficient manner.*

- The K-8 relocation will allow Clarke to keep the essence of its special programming intact, while giving students the opportunity to interact with their hearing peers in a mainstream setting.
- The classroom space will be renovated to provide the same state-of-the-art acoustics.
- Classes will continue to be held in small classrooms with a peer group of children who are deaf or hard of hearing.
- Class sizes will remain small.
- Clarke's school curriculum and programming will remain the same.
- Students will continue to receive the same superior instruction, individual speech and language therapy, and on-site audiological support as they do now.

This collaboration will provide Clarke students with many excellent opportunities for social integration with their hearing peers. For example, Clarke students will eat lunch, participate in physical education classes and work on special projects with hearing students.

The *School Within A School* will provide the best of both worlds: Students will continue to receive the same exceptional Clarke education from masters level teachers of the deaf, while gaining a stronger bridge to the mainstream and more opportunities for social interaction with peers.





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