

Clarke Speaks

SPRING 2014



Teaching Children Who Are Deaf and Hard of Hearing to Listen and Talk

Clarke Schools for Hearing and Speech • Infant-Toddler Programs • Preschool Programs • K-8 Program • Mainstream Services
Master's Program in Deaf Education • Clarke Hearing Center • Comprehensive Educational Evaluations



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 2014 edition of *Clarke Speaks!* In this issue you'll read about a number of innovative new initiatives that are bringing Clarke expertise directly to children and families who need it. By expanding the boundaries of traditional service-delivery models, we are helping infants, children and teens with hearing loss reach their full potential, and we are serving more children and families than ever before.

The core of Clarke's mission has always been to prepare children for success in mainstream classrooms, and today Clarke is collaborating with public schools in creative ways to meet the needs of students with hearing loss. The Young Voices Program (p. 14) in Worcester, MA, is a great example of Clarke collaborating with a public school district to create a customized listening and spoken language program. This partnership allows students to continue attending their local school while receiving the specialized support they need. Clarke's K-8 Program (p. 10), now in its second year of co-location within Leeds Elementary School, continues to thrive, further demonstrating the positive impact of bringing Clarke expertise inside a mainstream school.

Our mainstream work is now expanding beyond the classroom as well, to provide social opportunities for children and young adults with hearing loss to come together to make connections, share their experiences and have fun. Clarke's new Linking Up Program (p. 16) offers a variety of opportunities for students to connect to others with hearing loss and tap into a community of peer support.

As always, working closely with families continues to be at the core of our work. On page 12, you'll read about an inspiring family from Uganda who traveled across the world so that Clarke professionals could help their daughter make the most of her cochlear implant. Parent involvement is key to successful Early Intervention (p. 4), and remains a critical component for success in preschool (p. 6) and beyond.

Within these pages, you'll also meet a diverse group of Clarke alumni: college student Chase Brannan, who built a foundation for lifelong learning at Clarke Jacksonville, Clarke's thriving Little Learners, and alumni of the Smith College/Clarke School Master's Program who have utilized the expertise they gained at Clarke to bring listening and spoken language services to children all over the world.

I hope you will regularly visit our website at clarkeschools.org to keep up to date on the latest news and happenings at all of our campus locations. Thank you for your support of Clarke!

Bill Corwin
President

Clarke Speaks

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MEET SPEAKS COVER GIRL, MAGGIE DUNNE

Despite being an hour's drive from home, Maggie Dunne's parents enrolled their then two-year-old daughter who had just been fitted with hearing aids in Clarke Pennsylvania's Infant-Toddler Program. At Clarke, she learned to listen and talk. Today, Maggie attends kindergarten in a mainstream school, and receives weekly support from Clarke speech therapists and mainstream teachers. "If you'd met Maggie," beams her mom, "you'd never know she has a hearing loss."

Photograph by Gabi Taylor

INFANTS AND TODDLERS



The myth that it is impossible for infants with hearing loss to enhance language development before they receive a hearing aid or cochlear implant is simply not true. In fact, for an infant or child who is deaf or hard of hearing, timing is absolutely essential.

Jeana Novak is the Coordinator of Clarke Pennsylvania's Early Intervention Programs. A firm believer that parents are their children's first teachers, she has worked with hundreds of babies diagnosed with hearing loss. "The development of communication skills begins in infancy—long before the emergence of the first word. Because of that," says Novak, "we know there is so much parents and other caregivers can be doing to support language and overall development during this early time."

At Clarke, infants and toddlers with hearing loss are getting a great start toward developing language and communication skills. Parents who want their babies to learn to listen and talk can enroll in Clarke's Early Intervention programs. The programs consist of two primary components: the use of technology to provide auditory stimulation, and sessions that teach primary caregivers strategies and techniques for developing listening and spoken language. Long before the technology comes into play, with support and guidance from Clarke, families can be working on the other half of the equation.

Early Intervention focuses as much on the family as it does on the baby. Clarke teachers of the deaf teach parents to embrace *auditory living*. "Everything they do throughout their day," explains Novak, "becomes an auditory activity. We know that this kind of early support

provides a vital foundation for future learning and development. We also know that early speech and language intervention can help children be more successful with reading, writing, school-work, and interpersonal relationships."

Judy Sexton, director of Clarke Pennsylvania, has dedicated the majority of her 30-year career to ensuring that children with hearing loss receive the support they need as early as possible. "The human brain," she says, "is primed to learn language during the first six years of life—the *first three years being the most critical*. A baby is exposed to new sounds and stimulation from the moment it is born. Talking comes later, but listening starts from the beginning."

Providing support to families on their journey is a key part of Clarke's mission. By working with Clarke professionals, parents can learn to recognize and respond to their child's communicative efforts and strengthen that vital parent-infant bond. Clarke provides parents with ways to incorporate learning opportunities into everyday routines using speech, songs, books and toys. Through guidance, coaching and demonstration, it is parents, not therapists, who become the primary

facilitators of their child's listening and spoken language development.

Clarke's Early Intervention Programs provide parents with an array of opportunities to connect and build friendships with other parents whose children have been diagnosed with hearing loss. This type of community can help families feel less alone and become stronger advocates for their children. It is especially critical given that over 90 percent of deaf babies are born to hearing parents, the vast majority of whom know little if anything about deafness prior to their baby's diagnosis.

"At Clarke," says Sexton, "family education begins with that very first phone call, usually from a parent completely new



to the world of hearing loss. We immediately try to set a tone that their child and their family will be okay. But a phone call can only do so much. It's when they come to Clarke and walk into a room of babbling babies and smiling parents that they truly begin to understand the possibilities for their child." 🌸

PRESCHOOL



AND PARENT ENGAGEMENT

“Parental knowledge and involvement is a prerequisite to a child’s success in the mainstream.”

So says Meredith Berger, Director of Clarke New York. A seasoned educator and teacher of the deaf, she is passionate about most things related to children with hearing loss. Engaging their parents is at the very top of her list.

At Clarke, families have always been encouraged to visit as often as their schedule allows. Every classroom and therapy room has an observation window, the school hosts informational workshops and special events for families, and the staff issues regular newsletters and comprehensive progress reports. All of these tools are critical in terms of educating parents about their child’s learning. “But,” according to Berger, “you don’t learn something by only watching others; you have to do it yourself.”

Over the years, teachers observed that those children whose parents regularly participated in a Clarke classroom had better educational outcomes when entering a mainstream classroom. The benefits, said the teachers, were pronounced. But, how could Clarke support all families in achieving a similar level of involvement—particularly those whose children took the bus to/from preschool daily?

Recently, Clarke New York launched its first *Parent Participation Plan*. Through this program, a parent or a primary caregiver—a relative, babysitter or friend—is asked to visit their child’s classroom and participate in speech therapy at least once a month. Families have the opportunity to gain a much deeper understanding of their child’s diagnosis, listening and spoken language strategies, amplification and specific needs.

Determining how to effectively and respectfully implement the program was not easy. “We realized what a huge amount we were asking from our families. They already have incredibly busy and complex lives juggling work, transportation, childcare, medical issues and so much more. But, we also knew it would be well worth it. In fact,” claims Berger, “despite a chasm of obstacles, most families are actually finding a way to get here. And it’s paying off.”

Parents are indeed embracing the program. Brian McKillips’ son was diagnosed with a hearing loss at the age of three. “For the first time in my life,” he reported, “I did a listening check myself and learned how to troubleshoot my son’s hearing aid. My wife learned to use her voice to emphasize targeted language. And we both learned how to use *wait time* by giving our son more time to respond, instead of assuming he didn’t know the answer and speaking for him.”

Upon leaving Clarke, children will typically need an Individualized Education Program (IEP), a written document detailing the services their child will receive in the mainstream. Often times, families may have a limited English capacity, or may not have all the particulars of their child’s current needs. When they meet with district professionals about their child’s move to kindergarten, the conversation will often occur around, instead of with, parents. And many families have reported signing off on IEPs they didn’t fully understand.



The *Parent Participation Plan* addresses this issue by arranging for families to meet as early as possible with Clarke’s IEP Coordinator. The transition from preschool to a mainstream kindergarten classroom can be an overwhelming and a potentially anxious period for families. Their child is moving from an acoustically treated classroom taught by seasoned teachers of the deaf, to an exponentially louder,

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Clarke's Little Learners



From the moment she was diagnosed with sensorineural hearing loss, Clarke staff and programs have been helping **Carys** build a foundation so that she could thrive in mainstream settings.

Right away, she was fitted with hearing aids at the Clarke Hearing Center. Her parents immediately started attending Clarke's parent workshops and groups, and participated in Clarke's individualized and home-based sessions with teachers of the deaf. In Clarke's preschool program, her listening and spoken language blossomed and she began speaking in sentences. By the time she left Clarke's Northampton K–8 Program to enter a fourth grade mainstream classroom, her reading, listening, learning and self-advocacy skills were exceptionally strong.

Today, Carys (who uses one cochlear implant and one hearing aid) attends a mainstream middle school. She loves her classes, she loves to write, and she still sees many of the friends she made at Clarke. Clarke's Mainstream Services continue to provide audiological care and specialty services for her via itinerant teachers, and regularly consult with her educational team.

Clarke Northampton



"Can you believe that Target has bathing suits out already?" Normally, such a question would not seem like a big deal. But for **Giovanni's** teachers, it was indeed. Not because it meant that spring was on its way, but because it meant that Gio, who was born with a profound bilateral sensorineural hearing loss, was on *his* way!

As an infant, high-powered hearing aids didn't help much, so at one year, he received his first cochlear implant. At two years old, he was still not using much expressive language. But thanks to the expertise of Clarke's preschool staff and constant support from his family, that has changed dramatically. Today, Gio is lovingly referred to as "Clarke's Preschool Mayor."

He loves to talk and his teachers love to listen! He initiates conversations with visitors and if his mom leaves her phone unattended, he'll occasionally call the school from home just to say *hi!* When Gio attends a mainstream kindergarten class next fall in his home school district, Clarke will just have to elect a new mayor!

Clarke Pennsylvania, Bryn Mawr



As an infant, **Sophie** was diagnosed with bilateral severe-to-profound sensorineural hearing loss. Her parents believed that communication was the most important aspect of Sophie's development, so at just a month old, she was fitted with hearing aids. And while the entire family learned to sign, both parents also enrolled in Clarke's Parent Infant Program.

By 15 months, Sophie had bilateral implants, and as her listening and spoken language skills emerged, her reliance on sign language diminished. Her parents credit Clarke professionals with giving Sophie "the foundation and layers of support" necessary for her to attend her neighborhood preschool. They also cite Clarke's Mainstream Program, which is now providing classroom support to Sophie, as a key factor to her success both academically and socially.

Today her parents describe a very happy second-grade soccer-playing girl scout, who "never stops reading or talking." Once reluctant to talk openly about her hearing loss, Sophie recently made a video to share with her classmates so they can learn all about it too!

Clarke Boston



Although **Chimaza** passed his newborn hearing screening, it wasn't until he was 23 months that he was diagnosed with severe-to-profound sensorineural hearing loss. He arrived at Clarke shortly thereafter, with no language, no awareness of sound and limited ability to control his own behavior.

His mother remembers when he received his cochlear implant: "In large part, because of the dedication and hard work of everyone at Clarke, it was like a miracle. I couldn't have imagined he could accomplish so much in such a short time."

At Clarke, Chimaza received intensive auditory and language intervention with a focus on helping him *learn how to learn*. Today, he is thriving in a first grade mainstream charter school, and reading on a third-fourth grade level. He is also doing well socially and excelling in all of his subjects. "Now," Chimaza's mom says, "he wants to tell *everyone everything* he's learned . . . all the time! For so long he couldn't talk at all, and now he's just catching up. I never tell him to stop!"

Clarke New York



Diagnosed at birth with a profound hearing loss, **Amelia** entered Clarke's Infant-Toddler Program four months after she received a cochlear implant. At almost two years old, she had no words and rarely participated in the activities with other children. After receiving early intervention services at home, Amelia attended Clarke's Toddler Program and Preschool where she learned to associate meaning with sound and develop spoken language. Her teachers at Clarke have been amazed by her progress.

Today, Amelia is a happy, articulate four-year-old in a mainstream pre-kindergarten class who loves school. According to her mom, she was initially intimidated by the large class size, but after signing up for soccer, tennis and gymnastics, she found her social legs.

Her recent report card stated, "Amelia has an authentic love of learning and growing confidence. So much so, that her nickname, which she likes a lot, has become 'Smarty Pants!'" One of Amelia's favorite things to do after school is to play with her new friend, Sarah. But she hasn't forgotten Clarke, and she loves to visit.

Clarke Jacksonville

"My son was born profoundly deaf, and wears bilateral cochlear implants to access sound. It took a great deal of hard work for him to learn how to speak, and very simply, Clarke School has been a godsend for us."

- TARA PAVESE,
mom of Gio

AT CLARKE, WE HELP CHILDREN WHO ARE DEAF AND HARD OF HEARING LEARN TO LISTEN AND TALK. CHILDREN SERVED BY CLARKE USE ADVANCED TECHNOLOGIES, including cochlear implants and hearing aids, to maximize their access to sound. We work with children and their families from infancy through their teen years. Our teachers of the deaf, audiologists, and speech pathologists have the background, training, and experience to prepare children academically and socially for a world of limitless possibilities. Clarke children listen and learn in the classroom, run and laugh with their friends on the playground, and have lives filled with music, sports, family, and community. Many children who come to Clarke are ready to attend their neighborhood mainstream schools by kindergarten.



CLARKE'S K-8 PROGRAM: THE BEST OF BOTH WORLDS

Now in its second year of co-location in Leeds Elementary School, Clarke's K-8 Program continues to be a model of inclusion for children with hearing loss.

The Leeds program is only a few short minutes from Clarke's Northampton headquarters. Clarke students there receive specialized instruction in acoustically treated classrooms from an array of seasoned listening and spoken language professionals, just as they always have. They also interact throughout the day with hearing peers during lunch, recess, art, music and PE classes. Clarke students in sixth through eighth grade travel daily to nearby John F. Kennedy Middle School where they share similar activities with their hearing peers, including art, computers, music and family/consumer science.

Kathi Shea, the program's lead teacher, is thrilled with the way things have come together. "There's no question that connections between the kids have deepened. With so many opportunities to interact, kids are really learning about one another. And more often than not, when a child gets a new sparkly earmold or decal for their cochlear implant, it's viewed as more *cool* than *different*."

"In gym class," continues Shea, "you'd never know which student has a hearing loss and which doesn't." Through the use of improved assistive technology and amplification, Clarke students have been given better access to communication. "It's a joy," says Shea, "to watch students from both schools chatting away, calling one another by name and choosing teammates based on many things—a hearing aid or cochlear implant not among them."

Leeds and Clarke teachers regularly create new opportunities for partnerships between classrooms. On Fun Fridays, teacher of the deaf Mary Franke's students visit each of the three

Leeds kindergarten classrooms, building friendships and strengthening their skills. "They move freely from activity to activity, interacting with one another the whole time. While our students play with Legos and blocks, paint, color, and do dramatic play, they are simultaneously practicing their listening and spoken language skills."

Working closely with the Clarke team of teachers of the deaf, speech language pathologists, school psychologist and audiologists, students are receiving the guidance and support they need to navigate the louder, fast-paced environment of a mainstream school. In the process, they've become a part of the Leeds community, and in turn are helping others learn about hearing loss.

"I like having lunch with the other third graders, and I *really* like recess because you get to play with other kids and make new friends!"

Recently, during Black History Month, Clarke students were chosen to host the monthly Leeds' Community Meeting. During the assembly the students talked about Nelson Mandela's story and how they considered him to be a hero. In closing the meeting, Leeds Principal Sal Canata addressed the audience of more than 400. "My own personal definition of a hero," he said, "is someone who can stand up to an obstacle or face something really challenging and overcome it. The students at Clarke Schools do that every day. They are definitely some of my heroes." 🌸



If it were possible for their daughter to learn to listen and talk, they would go to the ends of the earth to make that happen. And that's exactly what they did.



WATCH ELAINE
clarkeschools.org/Elaine

TECHNOLOGY

IS JUST THE BEGINNING

Four years ago, Eddie Mukaaya and his then four-year-old daughter, Elaine, boarded a plane from Uganda to America.

Elaine had a profound hearing loss, and at the time there were no audiologists in Uganda who specialized in working with children. Typically, children with hearing loss in Uganda don't receive services until they are five or six-years-old, and at that point they are taught sign language. Before then, they rely on homemade gestures to communicate with their families.

Eddie and his wife were resolute that if it were possible for their daughter to learn to listen and talk, they would go to the ends of the earth to make that happen. And that's exactly what they did.

Elaine received a cochlear implant in a Boston hospital, and Eddie thought they'd return home shortly following the surgery. But after consulting with experts from the Clarke School, he learned about the complexity of hearing loss. He realized that Elaine's implant could potentially be rendered useless unless she received very specific and intensive support—support that did not exist back home. Elaine needed to be taught how to listen; she needed to be taught the sounds of her environment and how to interpret them. She needed to be taught how to use her device, how to engage with other children and how to advocate for herself in wider social situations.

There is no doubt that the rapid advent of new technologies—including devices such as cochlear implants and digitized hearing aids—have revolutionized what is possible for children who are deaf and hard of hearing. But technology is only half of the equation. Clarke, in Elaine's case, was the other.

Eddie enrolled Elaine in Clarke's Boston-area Preschool Program. Assistant Director Mary Jane Johnson is a seasoned teacher

of the deaf who has been practicing for over thirty years. "Elaine was the kind of child who even without language, lit up a room and made you smile the minute she walked in. She was," continued Johnson, "just wired for sound. And the progress she made in that very first year was nothing short of astounding."

At Clarke, Elaine received intensive therapy and specialized instruction which were woven into typical preschool activities. She made friends, played with dolls and rode tricycles; she drew pictures, listened to stories and answered questions. Within a mere six months, Elaine started to amass a vocabulary. She began putting words together and communicating in simple sentences.

"We have to remember," said Johnson, "that Elaine arrived with no spoken language, having never really heard speech. Not only was she away from everything familiar to her, but, at the time, she was separated from her mother, who was caring for her baby sister at home."

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Clarke's Mainstream Services



Three years ago, the Worcester Massachusetts Public School System indentified a number of young students with hearing loss and made an innovative decision.

Intent on keeping these children within their own school system, they wanted to create a program whose goal was three-fold: provide students with the special support they need early on, build a solid preschool foundation, and place these students in mainstream classrooms with continued support.

Knowing they required expertise from professionals seasoned in teaching children with hearing loss to listen and talk, they contacted Claire Troiano, director of Mainstream Services at Clarke. For over thirty years, Clarke has been working with children in mainstream schools, providing them with the support they need to succeed, and helping their teachers—many of whom have never worked with a child who is deaf or hard of hearing—understand how to best help them learn and thrive. “Clarke already had well-established partnerships with elementary, middle and high schools in Massachusetts,” said Troiano, “so we were delighted to be asked to work with children who were just beginning their education.”

So began Young Voices, a pioneering new collaboration between Clarke and the Worcester Schools. Clarke created the structure and curriculum for the program and provided a full-time on-site teacher of the deaf. Located within Woodland Academy, a public school with typically hearing children, Young Voices began in a single preschool classroom taught by Christine Derosier. Before launching, the classroom was renovated to improve

acoustics and to install FM systems, which enable students using cochlear implants or hearing aids to hear a teacher’s voice directly through their device.


Derosier has worked closely with Woodland’s teachers, speech language pathologists, aides and school psychologist to create a rich and supportive environment for learning. Utilizing a technique known as *push in and push out mainstreaming*, Woodland’s preschool children with typical hearing come to the Young Voices classroom for activities, and in turn, students with hearing loss spend time in the mainstream classrooms with their peers.

“We are very intentional about cross team collaboration,” explains Derosier, “so that students are being presented with the same concepts and hearing the same vocabulary throughout the day, reinforcing their learning in different settings. We may initially introduce a concept one-on-one, then again in small group activities, and still again in the larger classroom setting. This strategy of breaking down concepts and then building them back up can be very effective for helping students develop skills they can take out into the ‘real world.’ ”

Because focusing on language development at home is so critical, Derosier also places a great emphasis on parental involvement and communication. “Each day,” she says, “every child returns home with two notebooks. One is written completely in the child’s words illustrating progress toward individual goals; the other book is reserved

for communication between the teachers and families.” There are monthly gatherings for parents to meet and share information and experiences with one another, and families are beginning to connect with each other outside of school. “It’s great,” Derosier says, “to be a part of building that community of support.”

As Worcester identifies new needs for their students, the partnership continues to evolve. Clarke is now providing audiological services for the entire Worcester district and is sending an itinerant teacher of the deaf two days a week to various schools to work with older children.

Patricia Padilla, Woodland Academy principal, cites some of the benefits of having Young Voices within her school. “Being able to tap into Christine’s expertise in language is incredibly valuable. We utilize her knowledge to train other teachers and enhance our overall teaching of language throughout the school. Additionally,” says Padilla, “we really value the integration of these two programs because it helps all our children recognize and understand differences among their peers.” 

ABOUT CLARKE MAINSTREAM SERVICES

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.

Creating Community: Finding A Sense of Belonging

“It is very important for kids with hearing loss to find a peer group,” says Claire Troiano, director of Clarke’s Mainstream Services. “So often we hear of children who are the only students in their schools with a hearing loss. Many of them have never met another child who uses a hearing aid or cochlear implant like themselves.”

When these children attend a Clarke program specifically designed to help them connect with peers outside of the classroom, special things happen. Kids meet others who share their experiences. They interact with role models who help them visualize how exciting their life can be. “And,” according to Troiano, “they find a sense of belonging.”



For over twenty years, Clarke has held a two-week Summer Adventure Program for children ages 9 to 14 with hearing loss. Children get to be around “kids just like me,” while parents have the reassurance that Clarke staff know exactly how to best support their child and manage their hearing devices. Each summer boasts a new theme, some of which have included exploring international cultures, honing physical and emotional wellness, and playing music of all kinds. For this year’s program, *Calling All Artists, Athletes, Actors and Adventurers: What’s Your Story?* campers will explore the art of storytelling and self-expression and present their very own narrative via writing, newscasts, comic strips, poetry, movies and self-portraits.

As more and more students are mainstreaming, the demand for social programs like Summer Adventure has increased. In response, Clarke created Exploring the Outdoors, a four-day camping trip for high school students, which is now in its third year and has been met with great enthusiasm. The new Linking Up Program features weekend workshops on theater, photography and creative writing, and includes sporting event trips and outdoor adventures. Clarke’s Buddies Program matches individual students with another child their own age or with an older student to serve as a mentor.



“At Clarke, it was so much easier to make friends! We talked to each other about what we have in common, including problems we share. And I didn’t feel awkward when I was at the beach taking my hearing aids off.”

—SUMMER PROGRAM ATTENDEE

“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.”

—SUMMER PROGRAM PARENT



Clarke Northampton teacher of the deaf, Kaitlyn Millen, oversees Linking Up and Buddies and believes Clarke is meeting a vital need with this new programming. “By bringing these students together, we are growing a community where they can develop a sense of identity, build confidence and create new friendships. As teachers,” she says, “we want teens with hearing loss to feel connected and know that they’re not alone. When we see a shy kid come out of her shell because she is finally comfortable being with other kids just like her, it is incredibly rewarding.”

“Academics are important for students with hearing loss, but social and emotional components are just as vital,” says Millen. “Through these kinds of social activities, students make connections, build lifelong friendships and learn more about who they are and who they want to be. It completes the circle, supporting the whole child.” 🌸

ALUMNI CORNER

MEET CHASE BRANNAN



For five years, Chase Brannan's family drove three hours a day so their son could attend Clarke. By all accounts, it was well worth the trip.

Today, at 20, Chase is a young man who has never let his hearing loss keep him from facing new challenges. Born profoundly deaf, he received hearing aids at six months and a cochlear implant when he was five. After years of hard work building a solid foundation of listening and spoken language, he left Clarke at third grade. To this day, he remembers the anxiety he initially felt upon entering his first mainstream classroom. But it didn't take long for him to adjust, and he considers many of those friends he made early on to be some of his best.

In high school, Chase was senior class treasurer and helped lead the academic quiz team to an undefeated season and district championship. With a passion for animals and an expertise in agriculture and business, he's won numerous awards from Future Farmers of America and Future Business Leaders of America. After graduating at the top of his class, Chase entered Florida Gateway College, where he is currently working towards an associate's degree. Next, he plans to earn a degree in either agribusiness or food and resource economics, and eventually earn an MBA.

Intent on giving back to his community, Chase has volunteered for Samaritan House food drives and provided landscaping for the local Council on Aging. At fourteen, he bravely testified before the Florida State Senate Appropriations Committee, supporting funding for children with hearing loss who want to choose a Listening and Spoken Language approach.

Chase is quick to thank those at Clarke who helped him find his path. "I owe so much to Clarke, especially to my first teacher Cynthia Robinson. She dedicated so much of herself to my education—despite the fact that I was sometimes an unruly child. She taught me never to judge others by what they look like, but instead, by their attitude and actions. And she's been there for me every step of the way."

The feeling is mutual. "Chase is such an extremely hard worker, having already achieved so much in school and in his community," says Robinson. "He is, and has always been, such a warm and caring person. Just knowing him and being a part of his life is a joy."

**"Just knowing him and being
a part of his life is a joy."**

Chase has immense gratitude for his parents, Chuck and Kimberly, who "made many sacrifices to get me where I am today." He recalls a story that his mother, who died in 2007, often told. "She would say, 'imagine you are flying to Paris to see the majesty of the city and its famous landmarks. But the plane is diverted and lands in Rome instead. At first, you are angry and frustrated because your plans have been changed. Then you realize that Rome is also a beautiful city with much to offer, so instead, you decide to be thankful to be there and enjoy the experience.'"

Life can be hard," underscores Chase. "But if you step back, there are gems to be found no matter how rough the journey." 🌱

Photo: Chase and his father, Chuck

Meeting Families and Professionals Where They Work and Live


Clarke is serving more people, in more places and in more ways than ever before.

Last year, after launching an array of new online programming, Clarke's reach extended even further. With the click of a mouse, countless parents and professionals who previously had little to no access to Clarke's expertise have now gained supportive connections and critical information.

Clarke's **tVISIT Program** provides coaching services via Skype to families whose infants have been diagnosed with hearing loss. Before tVISIT (Telepractice Virtual Intervention Services for Infants and Toddlers), many families living in remote areas, or those with inflexible work/childcare schedules felt isolated and uncertain as to how to prepare their child for a listening and spoken language path. Clarke's tVISIT is the largest program of its kind in the country, with many parents reporting their newfound guidance and support from teachers of the deaf to be invaluable.

Students enrolled in our **Master's Degree Program** now have the opportunity to complete their practica at three Clarke locations instead of residing in Northampton for the full program. Distance learning, which has proven so effective in colleges and universities throughout the country, enables our master's students to participate in lectures and discussions via videoconferencing each week.

Clarke's Webinar Series is geared to parents and professionals alike. Launched last year, the free series—which is archived in full online—has attracted participants from across the nation and globe. Certificates of participation are available at no charge, and pending approval, LSLS CEUs are available for select sessions. *Infants and Toddlers with Hearing Loss* was the theme for last year's four webinars, with experts presenting on topics including home visits, hearing aids and cochlear implants, auditory access strategies, and the development of the listening brain.

Clarke's 2014 Webinar Series (right) will explore a number of services offered by Clarke: Early Intervention, Preschool, Mainstream Services and Professional Development. 

2014 WEBINARS

Brick By Brick: Building A Thriving Network Of Listening And Spoken Language Professionals

Presented by Dan Salvucci, M.E.D., Ed.M., Interim Director of the Smith College/Clarke Schools Master's Program and Judy Sexton, M.S., CED, LSLS Cert. AvEd., Director of Clarke PA. AG Bell Academy for Listening and Spoken Language (LSLS) has approved this program for one CE Hour.

This session was held pre-press, and can be watched by visiting Clarke's online archives.

Authentic Engagement: Empowering Parents To Participate During The Preschool Years

Presented by Meredith Berger, M.S., Director of Clarke New York.

Wednesday, June 4, 2014, 12-1 pm.
LSLS CEUs are pending approval.

Back To School: Supporting Students With Hearing Loss In Mainstream Classrooms

Presented by Claire Troiano, M.E.D., OTC, Director of Mainstream Services and Brittany Dorn, M.E.D., Itinerant Teacher of the Deaf at Clarke Northampton.

Wednesday, September 10, 2014, 12-1 pm.
LSLS CEUs are pending approval.

Partners In Learning: Supporting Parents Of Infants And Toddlers Who Are Deaf And Hard Of Hearing

Cynthia Robinson, M.Ed., CED, LSLS Cert. AVEd, Co-Director of Clarke Jacksonville and Janice C. Gatty, Ed.D., Director of Clarke's Child and Family Services.

Wednesday, November 5, 2014, 12-1 pm.
LSLS CEUs are pending approval.

To learn more, to register or to view archived webinar sessions, visit clarkeschools.org/webinars.

THE SMITH COLLEGE/CLARKE SCHOOL MASTER'S PROGRAM

Nearly 1,500 teachers from 50 states and 34 countries have graduated from the internationally acclaimed Smith College/Clarke School Master's in Deaf Education Program. The program focuses on a listening and spoken language approach for children with hearing loss who use technology such as cochlear implants and/or hearing aids to help them learn to listen and talk. Graduate students are brought into an intimate Clarke community working with children at several academic levels, from preschool through middle school, both in the classroom and in the communication lab. They have opportunities to participate in practica at various Clarke School locations in the Northeast and attend classes via distance learning technology.

“The M.E.D. Program crystallized my plans to set up an independent early intervention centre in Mumbai, India. It gave me the tools I needed to work analytically and connected me to some outstanding educators. Additionally, the program propelled me to qualify as a LSLS professional, and be mentored by Warren Estabrooks. The Center, Sound Steps™, is the synergy of this training.”

Shafali Shah, M.E.D., CED, LSLS Cert. AVT '84 is currently India's only practicing LSLS certified Auditory-Verbal Therapist (AVT). She has worked with infants, children and their families across India and developed the country's first training program in AVT. After serving as director of Naad, the I Hear Foundation's Early Intervention Center in Colaba, she established a private practice in Mumbai.



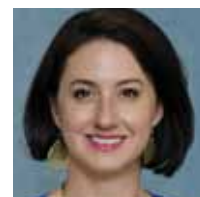
“What I learned at the M.E.D. Program has been priceless, and it is the base I work from each and every day. It provided me with a living, breathing model of effective education for all children but especially for children who are deaf or hard of hearing. Research tells us that schools are effective when there is a well-articulated and practiced curriculum with strong teachers working together. I read articles that support these findings and smile, because I knew that back in the mid-1970s. Every day during my time at Clarke, I saw the joy and the magic of teaching and learning. And that vision has never faded.”



Debbie Haydon, M.E.D., Ed.D. '75, is Chair of the Department of Special Education at Eastern Kentucky University. After receiving her degree from the Smith College/Clarke School Master's Program, she went on to earn a doctorate from the University of Missouri-Columbia in Curriculum and Instruction with an emphasis in Early Childhood Education, Reading and Language Arts, and Special Education.

“Because I so deeply valued the mentorship I received at the Smith/Clarke Program, I strive to make sure my graduate students have that as well! Being mentored by such experts in the field while I was student teaching was my favorite part of the program.”

Heather Hayes, M.E.D., Ph.D. '98, is the Director of Deaf Education Studies Program in Audiology and Communication Sciences at the Washington University School of Medicine in St. Louis. Also serving as Assistant Professor in the Departments of Otolaryngology and Audiology and Communication Sciences, her research interests include language and literacy development in children with cochlear implants.



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

SUPPORTING CLARKE



You Make the Difference

Did you know that charitable donations from individuals, foundations, civic organization, and corporations support about a third of Clarke's costs? Each year, gifts received from more than 1,500 donors are providing children who are deaf and hard of hearing with the opportunity to learn to listen and talk.



WATCH CHLOE
clarkeschools.org/Chloe



GOOD TIMES, GREAT CAUSE

This fall, the Community Clothes Charity Sale in Wayne, PA selected Clarke as one of the beneficiaries of its high-end designer charity sale. Thanks to the hard work and generosity of the CCC Committee, children at Clarke's Philadelphia location will soon be frolicking on a brand new state of the art playground! We are particularly grateful to former Clarke trustee, Jan Blynn, who made—in more ways than we can possibly list here—all of this possible. Thank you, Jan!

Thanks to Julie Weyne (an alum parent) and Diane Lutz, who gave an incredible musical performance last fall at New York City's Canal Room, raising \$10,000 for Clarke.

RUNNING OR WALKING THE DISTANCE

Many thanks to the Stallings family (and their daughter Haley, a Clarke alumna) whose business returned as the main sponsor of the Kilwins Ice Cream 5K Road Race and Fun Run in Jacksonville. More than 500 runners and walkers—including trustee Dan Montero and almost every student—participated, raising close to \$20,000! We salute Stephen Albarran, Jonathan Berger and Fernando Garza (Clarke NY parents), Kathleen Brown (Clarke PA parent), Mary Jane Johnson (Assistant Director of Clarke Boston), and Rodan Luo (New York) for representing Clarke at the 2013 New York Marathon. They are all winners in our eyes and collectively raised \$23,000 to benefit Clarke children!



Clarke Schools for Hearing and Speech is a 501(c)(3) nonprofit organization. As an IRS qualified charity, gifts to Clarke are tax deductible to the extent allowed by law.

A LEGACY OF SMILES AND LAUGHTER

Grateful for the impact Clarke had on one of their own, Patricia (Tricia) Burns '81, the extended Burns family has been a generous supporter for many years. "Whenever Clarke is mentioned," recalls Patricia's cousin, Roseann Schoen, "every person in our family has a big smile on their face. We always knew how much Clarke meant to Tricia, providing her with an excellent education, introducing her to lifelong friends and preparing her for life in the larger world." Sadly, in 2010, Patricia passed away at the age of 51; and the family endured yet another loss when Tricia's mother, also Patricia Burns, recently passed. The family made a gift from her estate and asked that memorial contributions be directed to Clarke. "We are so proud that from our loss, future generations of Clarke will gain access to not only a superior education but to friendships likely to last a lifetime."

MANY WAYS OF GIVING

We want to make it easy for you to support Clarke!

- **RECURRING GIFTS** provide a great measure of sustainability to Clarke. They help reduce administrative costs so that more of your support goes directly toward Clarke's life-changing programs and services. Since many supporters find they can actually increase the amount they give each year, we offer the recurring gift option via credit card or ACH debit, all of which are quick, easy and secure.

- **CORPORATE MATCHING** and retiree donations have the ability to be quadrupled courtesy of an anonymous donor. Call us at the number below to find out more.

- **CORPORATE PARTNERSHIPS** enable businesses to use their marketing dollars to benefit organizations like Clarke. We offer many opportunities to help your company "do well by doing good." Sponsor a conference or workshop, a single event or an event hosted at all five locations; underwrite a publication, a webinar, a

specific project or piece of critical equipment.

- **HONORARY AND MEMORIAL GIFTS** are a wonderful way to pay tribute to the memory of a loved one, to celebrate a milestone birthday or life event, or to show your support and affection for a Clarke child, family or employee.

- **GIFTS THROUGH PLANNED GIVING** help ensure that children who are deaf and hard of hearing have access to vital programs and services. Helping them to reach their full potential can be the legacy you provide both during and beyond your own lifetime. A variety of planned giving options, including gifts of stock and real estate, as well as Charitable Remainder Trusts and Charitable Gift Annuities, are terrific ways to manage your tax liability all while benefitting Clarke. Please contact Julie Cowan, Chief Development Officer, for bequest language or details on other planned giving options at jcowan@clarkeschools.org or at 413.582.1182.

CLARKE THEN AND NOW

50 YEARS OF DEDICATION AND HEART

CLARKE IS EXCEPTIONALLY GRATEFUL TO RECENTLY RETIRED TRUSTEES BOB DANAHY AND JIM DREIKHORN for their dedication and service—each for over a quarter of a century.

Clarke President Bill Corwin said, *“While we miss both Jim and Bob’s presence on the Board a great deal, we continue to benefit from their involvement and insights. I am grateful not only for their outstanding board service but for their willingness to stay involved. Both serve as Clarke ambassadors, sharing how Clarke is making the future brighter than ever before for children and families.”*

Jim Dreikhorn (top photo), whose mother was a teacher of the deaf, joined the Board in 1986 and served as the Chair of the Governance Committee until his retirement. Under Jim’s leadership, the Board designed new by-laws and governance procedures, and established an orientation and mentorship program. *“Jim,”* says Corwin, *“has been a highly dedicated trustee who put in many, many hours on our strategic planning work in recent years. He was also a long-time member of the Executive Committee and was instrumental in implementing many new policies and procedures that have greatly enhanced board recruitment and retention.”*

Inspired by his daughter who is deaf and a Clarke alum, Bob Danahy, joined the Board in 1977 and is one of the longest standing trustees in the history of the school. Bob served on the Finance and Resource Development Committees and has been very involved in fundraising efforts. *“Bob always found creative ways to help the organization,”* said Corwin. *“And he always followed through on helping us put ideas into action—whether through fundraising, publicity, partnerships or new directions for us to consider.”*



MARK YOUR CALENDARS

BOSTON FAMILY FUN DAY
at the YMCA in Stoughton
Saturday, June 14, 2014

NEW YORK FAMILY REUNION
Sunday, January 25, 2015

PHILADELPHIA HOMECOMING
Sunday, October 5, 2014

NORTHAMPTON HOMECOMING
Saturday, October 4, 2014

**PENNSYLVANIA FAMILY FUN DAY
AT THE FLOURTOWN SWIM CLUB**
Sunday, June 1, 2014

**JACKSONVILLE CLARKE IN THE
PARK HOMECOMING PICNIC**
Sunday, November 15, 2014

CLARKE’S 150TH ANNIVERSARY
In 2017!



THANK YOU ALUMS!



THE CLARKE SCHOOLS ALUMNI COUNCIL (CSAC), a program of Clarke's Development Department, is run in collaboration with a team of dedicated alumni volunteers. CSAC builds and nurtures a vibrant

community, providing alumni with opportunities to re-connect with one another, make new memories as well as honor past experiences and beloved faculty and staff.


This past year, CSAC launched *We Were, We Are and We Will Be*, a unique grants program designed to honor Clarke's past and support its future. The first of three grants was \$12,000 to develop displays and exhibits in AG Bell Hall celebrating the rich history of Clarke's Northampton headquarters. The group also awarded \$5,000 to help fund enrichment activities for current students at all Clarke locations; and awarded \$15,000 to start a program creating extracurricular opportunities for deaf and hard of hearing children and their families. Everyone at Clarke is exceptionally grateful to CSAC for their generosity and thoughtfulness. Thank you, CSAC!

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more chaotic environment with professionals who likely have little to no experience teaching children with hearing loss.

Clarke staff realized that preparing parents for this transitional IEP meeting couldn't wait until their child was getting ready to leave Clarke. It had to start at the very beginning of the preschool experience itself. So from the moment families arrive, Clarke starts helping parents learn to navigate the maze of bureaucracy and paperwork necessary to ensure their child has what they need to thrive in a mainstream class. They teach families the importance of advocacy and explain the reality that if families don't expect to be involved in determining their child's educational needs, chances are good that they will be excluded from the process.

As more parents become versed in the system, success stories trickle in. Parents have reported FM systems (a wireless system which directs the teacher's voice directly into the child's amplification device) that were up and running on the very first day of school; and of highly tailored IEPs that are flexible to their child's changing needs. Teachers of the deaf are visiting children with hearing loss in classrooms on a regular basis, supporting students' needs and training their teachers on how to help maximize their learning.

Many parents have shared that they feel like they've become actual partners with the professionals in determining their child's educational path. "And that," says Berger, "is exactly how it should be." 

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Johnson is convinced that Elaine thrived amidst such adversity because she needed and responded to a unique community of support which Clarke helped piece together. In addition to the dedicated and loving support from her father, she had a team of teachers, speech language pathologists, the school director and many support staff. Families pitched in too. "For several months, the mom of a classmate took Elaine home with her daughter every day after school until Eddie finished work. It wasn't an easy arrangement. Nor was it scripted or recommended by an IEP (Individualized Educational Program). But everyone knew that there was a small window of time during which Elaine needed to learn language."


As Elaine approached her sixth birthday, she received a second implant which provided her with even greater access to sound. Four months later, to everyone's great joy, the family was reunited when her mother and sister joined Elaine and Eddie in Boston. Elaine was elated, and as the days and weeks passed, she continued to blossom.

Today Elaine is thriving in first-grade at a local elementary school. "Everyone in the entire school knows her," says Johnson. "She has a lot of friends, is feisty, extremely determined and talks up a storm." Elaine still has some delays, so each day Clarke sends a mainstream support teacher to assist her in the classroom.

Elaine's teachers are working to bring her to a level where she is as independent as possible before the family's eventual return to Uganda. There, Elaine may be in a classroom of over 40 other children, so the goal is for Elaine to establish a solid language and literacy base and a familiar toolbox of strategies to rely upon.

When asked why he and his family sacrificed so much—leaving their home, extended families, jobs and friends—Eddie is quick to answer. "Because," he says, "we love our daughter."

It is also clear that Eddie cares deeply for children back home whose options are limited. "Elaine's hearing impairment has opened my eyes. She plays basketball, goes swimming and sings in the choir. She is a live example to show people in my country what's possible for their children who are deaf. It is a long road that requires patience and determination. And, yes, my wife and I could have given up. But as parents, we believed in our child, we knew our child and we knew that we wanted to provide her with every available option."

This summer, Eddie will visit Uganda where he'll investigate building new opportunities for families who want their children with hearing loss to learn to listen and talk. "I want to show parents that deaf children can learn to talk and be active participants in society just like their hearing peers. Elaine is a live testament of that. Their children can be as well." 



FACES OF CLARKE



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