

Clarke Speaks

SPRING 2015



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

Clarke Schools for Hearing and Speech • Infant-Toddler Programs • Preschool Programs • K-8 Program • Mainstream Services
Clarke Hearing Center • Comprehensive Educational Evaluations • Teleservices for Infants and Families
Professional Development Offerings • Summer Programs



Mission

Clarke Schools for Hearing and Speech provides children who are deaf or hard of hearing with the listening, learning and spoken language skills they need to succeed. clarkeschools.org

BOARD OF TRUSTEES

CO-CHAIRS

Catherine Bartlett, M.D.
Ted Hubbard

VICE CHAIR

Thomas Fields

TREASURER

Hugh Babowal

Pam Brown
Evan Brunell
Nicholas Chu
Bill Daugherty
Doug DeLeo
Jason Friedland
Kevin Franck
Sara Grosvenor
Stephen Krevalin
Ted Mason, M.D.
Sharon McCarthy
Dan Montero, M.D.
Nancy Peterson
Steven Raab

CLARKE SCHOOLS ALUMNI COUNCIL (CSAC)

clarkeschools.org/csac

CHAIR

Richard Mahaffy '81

VICE-CHAIR

Bruce Beston '81

ALUMNI EVENTS CHAIR

Christine (Duffy) Skwersky '87

COMMUNICATIONS CHAIR

Grady Congleton '05

MEMBERS

Deanna (Lambert) Bailey '84
Donald Barrios '83-'89
Elana Buchalter '04
Amy (Smith) Cosentino '85
Alexander Duffy '84-'89
Suzanne Heffron '84
Stephen Jahn '82
Wendy Ketchmark '69-'74
Rodney Kunath '58
Beth (Karbowski) Noworatzky '99
Glenn A. Parker '73
Cynthia (Catron) Pierce '55
Hector Sanchez '97
Kevin Toth '83
Sharon E. Wade '80
Emma H. Wiegand '03

BOSTON

1 Whitman Road
Canton, MA 02021
TEL: 781.821.3499
FAX: 781.821.3905
info@clarkeschools.org

JACKSONVILLE

9803 Old St. Augustine
Road, Suite 7
Jacksonville, Florida 32257
TEL: 904.880.9001
FAX: 904.880.9007
info@clarkeschools.org

NEW YORK

80 East End Avenue
New York, NY 10028
TEL: 212.585.3500
FAX: 212.585.3300
info@clarkeschools.org

NORTHAMPTON

45 Round Hill Road
Northampton, MA 01060
TEL: 413.584.3450
FAX: 413.584.8273
info@clarkeschools.org

PENNSYLVANIA

455 South Roberts Road
Bryn Mawr, PA 19010-2131
TEL: 610.525.9600
FAX: 610.525.9655
625 Wister Street
Philadelphia, PA 19144
TEL: 267.385.3436
FAX: 610.525.9655
info@clarkeschools.org

MESSAGE FROM THE PRESIDENT



We are pleased to present the Spring 2015 issue of *Clarke Speaks*! We hope you enjoy reading the stories of some of the children, parents and professionals who help to make Clarke such a rich and unique resource.

In this issue, we feature Clarke's life-changing work with infants and toddlers (page 4). You'll learn how Clarke professionals provide these very young children and their families with the important building blocks necessary to develop listening and spoken language skills

during the critical period of early childhood development.

Clarke's Mainstream Services Program continues to grow (page 8), and each day, Clarke itinerant teachers travel to mainstream schools and work directly with students with hearing loss to provide the support they need to succeed. On page 12 we've highlighted Clarke's Summer Adventure, one of several social programs we've created to enable kids with hearing loss to connect in fun and meaningful ways with deaf and hard of hearing peers.

At Clarke, we know that hearing technology *alone* can't bring about a child's ability to listen and talk. On page 20, we explain how Clarke's expertise, therapies and programs are equally important to the process of developing listening, learning and spoken language skills.

Also in this issue: a first-hand account of Clarke's exciting Preschool Program from a very grateful mom; a profile of our innovative K-8 Program, co-located in a Northampton mainstream elementary school; and profiles of several Clarke alumni who are thriving in the mainstream—in preschool, middle school, college and beyond.

Clarke's teachers have always been at the core of our mission. We would like to dedicate this issue of *Clarke Speaks* to two outstanding Clarke educators who passed away this past year. Dennis Moulton was a teacher and coach in Northampton for more than 40 years, serving as a role model of leadership, sportsmanship and determination to countless Clarke students. Doris Blevins taught in Northampton for 38 years. She and her husband Bill Blevins were at the very heart of Clarke's close community. We are proud to pay tribute to these two exceptional educators who gave so much to Clarke and its students (page 18).

Each day, Clarke makes brighter futures possible for the children and families we serve. We are pleased to invite you to join us in spreading the word about Clarke by viewing and sharing the link to our brand new video: clarkeschools.org/NewDay. Thank you for your support and for being a part of the Clarke community.

Bill Corwin
President

Clarke Speaks

President's Message	3
Infant-Toddler Programs	4
Preschool Programs	6
Mainstream Services	8
K-8 Program	10
Summer Programs	12
Mainstream Learners	14
Clarke Comprehensive Educational Evaluation Program	15
Alumni Corner	16
In Memoriam	18
Clarke Then and Now	19
Soundbites	20
Resources	21
Supporting Clarke	22
Sponsorship Program	24
2014 Supporters	24
Hearing Center	25
Faces of Clarke	27

EDITOR / LEAD WRITER

Jennifer Einhorn
Chief Communications Officer

MANAGING EDITOR

Danielle Wollner
Communications Associate

ADDITIONAL WRITERS

Devan Folts, Julie Cowan, Erin Cahillane

PHOTOGRAPHY

Jennifer Einhorn, Danielle Wollner, Lillian Rountree, Meg Spriegel, Ketty Baalla, David Hewlings, Cailin Smith Photography, John Pomeroy

DESIGNER

Danielle Wollner

ON THE COVER: KIYANI AND AMY

Good friends, Kiyani (left) and Amy first met at Clarke New York's Early Intervention Program. Once toddlers learning to listen, today they are preschoolers listening to learn! Almost five years old, both girls are looking forward to starting kindergarten in their neighborhood schools this coming September. We are very proud of them!

Photograph by Lillian Rountree



A New Da.

Did you know that a typically hearing infant is born already having four months of exposure to sound in utero? Or that exposure to *thousands* of hours of sound is required for a baby to say its first words?

Most people are not focused on the nuances and complexities of listening and language development to such a close extent. But for families who want their babies who are deaf or hard of hearing to listen and talk, time is of the essence. So much so, that professionals working in the field of listening and spoken language have coined a philosophy known as *The Three E's: Early Diagnosis, Early Amplification and Early Intervention*.

Cynthia Robinson has been working with children who are deaf or hard of hearing for over 35 years. As co-director of Clarke Jacksonville, she works daily with families, many of whom are receiving center and home-based services from Clarke's Early Intervention team. A big part of her job is to help families understand the importance of acting early in terms of their baby's hearing loss.

"Clarke's Early Intervention therapy for infants," explains Robinson, "is based on a coaching model, teaching parents to combine their natural parenting skills with strategies that will help develop a foundation for listening and talking. Because more than 90 percent of deaf babies are born to hearing parents, it's understandable that when parents first contact us, they are often feeling uncertain and confused. Most have no deafness in their family, and often have never met another deaf person before."

"Parent education, which is such a central component to our work, often begins with that very first phone call. We do our best to assure parents that their child and their family will be alright, and they are not alone." Families at Clarke become close partners with a team of seasoned early intervention professionals specifically trained to work with infants with hearing loss and their families. Clarke's parent support groups provide an important forum for families to learn from one another, share close connections and experience less isolation.

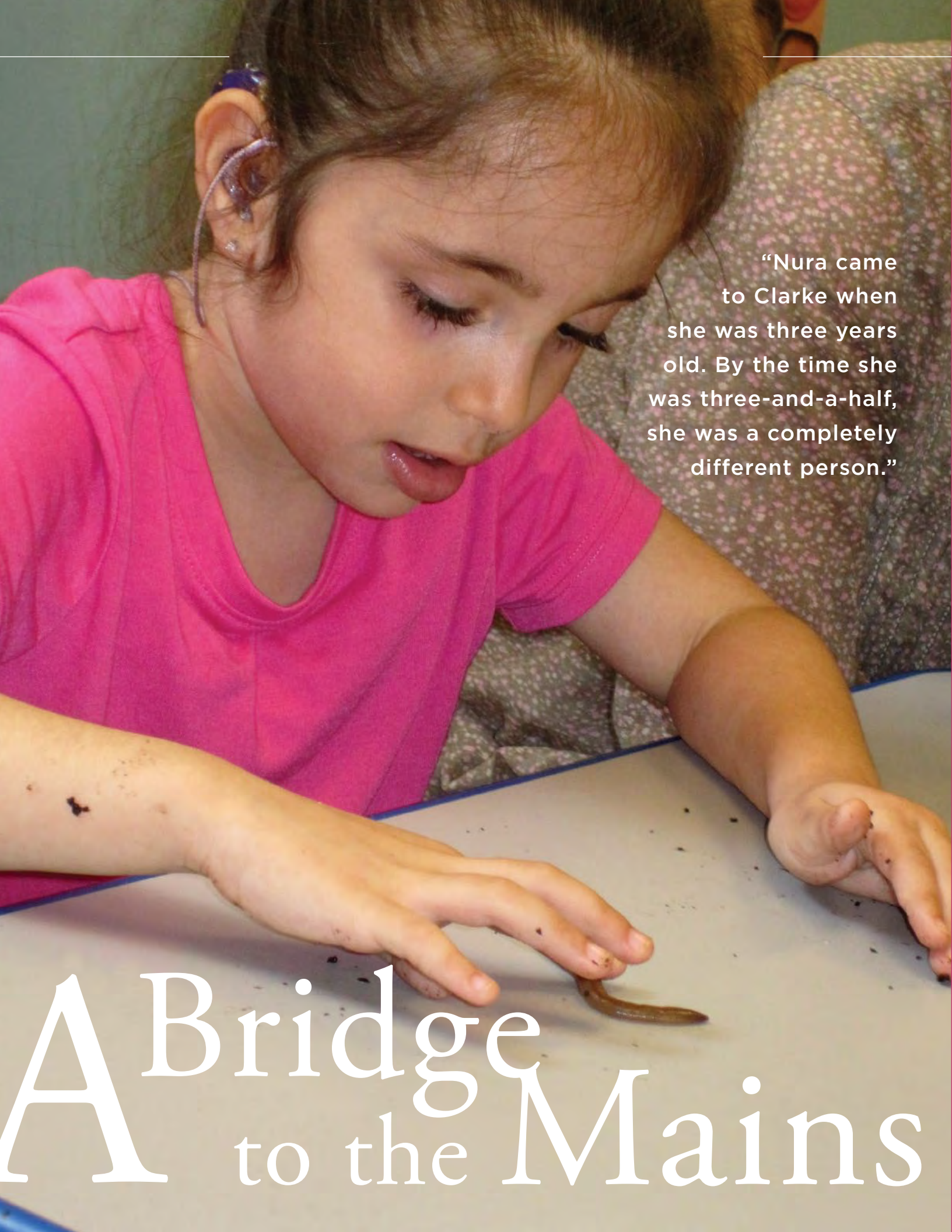
"We invite families to observe our preschool classrooms, where children (many of whom are profoundly deaf) are belting out songs from *Frozen*, learning letters and telling silly jokes. Once families see first-hand that it's possible for children who are deaf to listen and talk, it then becomes essential for them to understand *how* that's possible."

Long before a child actually speaks, their auditory brain—the place where sound is processed—is working overtime, building a personal language center that will last that child a lifetime. But if not adequately stimulated by sound during a child's first years, that auditory brain may not develop to its full potential. That is why it is so critical that a child receive access to sound via a hearing aid or cochlear implant as early as possible.

Robinson is quick to emphasize, however, that *regardless* of where a child is on his or her journey toward listening and spoken language, Clarke can help. "For many families, the *Early is Better* concept may, for an array of reasons, not be a realistic one; and by no means should those parents be discouraged." In fact, Robinson reports that a number of Clarke's current preschoolers were diagnosed and/or amplified later. "We've had children come to us at three or four who have not had the benefit of early intervention services. And today they are college students, doing beautifully, listening and talking right along side their hearing peers."

Alisa Demico, Jacksonville's co-director, explains that amplification is a huge step which wires the child for sound. "But that technology," says Demico, "is the beginning, not the end of the journey. To be effective, those devices must be combined with an array of therapies from speech and language pathologists, audiologists, teachers of the deaf and early childhood development specialists. A child may hear chirps from a bird, yet have no understanding of what that sound *means*. In order for a child to develop spoken

continued on page 26

A young girl with brown hair tied back, wearing a bright pink t-shirt, is leaning over a light-colored table. She is looking down with a focused expression at a small, brown earthworm on the table surface. Her hands are resting on the table, and her fingers are slightly curled. She has a cochlear implant visible on her left ear. The background is slightly out of focus, showing a patterned fabric.

“Nura came to Clarke when she was three years old. By the time she was three-and-a-half, she was a completely different person.”

A Bridge to the Mains

Eight-year-old Nura is a tournament-level chess player who also loves to shoot baskets for hours on end. A future ornithologist, she recites the names of her favorite birds with the same zest as most kids do their favorite ice cream flavors.

Listening to Nura sing the lyrics to one of her favorite pop songs, “Say what you want to say, and let the words fall out...” her mom, Kitty, can’t help but be amazed. Here’s why:

How did you discover Nura had a hearing loss?

Although Nura passed the newborn hearing screening, I noticed a lot of detachment in her first year. She wouldn’t look at me, respond to me or repeat sounds. Many clinicians failed to detect a hearing loss, but my work supervisor (a special educator) recommended an audiologist who finally diagnosed her with a bilateral moderate to severe hearing loss. We were shocked. Hearing loss didn’t run in my family and neither my husband nor I really knew anyone who was deaf. Despite working as an early intervention service coordinator for many years, I had never worked on a case involving hearing loss and I didn’t know where to find help or who to ask. I was thoroughly overwhelmed.

At what point did you find Clarke?

Not early enough, that’s for sure! Before we came to Clarke, most of the early intervention clinicians we worked with were focused almost exclusively on typical speech and language intervention. The only acknowledgment that Nura even had a hearing loss was the suggestion that we use sign language. It was only when she was being evaluated for a preschool placement that a psychologist suggested I meet the director of Clarke’s New York Preschool.

Where was Nura developmentally, when she first came to Clarke?

Nura had no language. Although she wore bilateral hearing aids, she could barely understand what you were telling her. She couldn’t follow directions or hold a real conversation. I couldn’t communicate with my daughter, and she couldn’t tell me what she needed. It was an incredibly difficult and frustrating time for all of us.

Why Clarke’s Preschool?

The teachers at Clarke taught Nura how to discover herself. At first glance, the preschool looked like a typical preschool classroom with circle-time, the weather, the calendar, art and music. But in reality, the teachers were using strategies designed to teach those children how to listen and talk throughout the entire day. Also, for me, there was a lot going on *outside* of the classroom to support parents. I always say that it was Clarke who taught me how to be my daughter’s mom because they taught me to trust myself.

How did Nura progress?

My daughter came to Clarke with no vocabulary, no way of clear communication. She was three at the time, and by the time she was three-and-a-half, she was a completely different person. She started using full sentences, following directions and interacting with her classmates. She would look directly into my eyes, and it was clear that she was not just using words, but was really understanding the emotional connection of who she was talking



to. It was almost as though we were seeing each other for the first time.

And today?

Nura is an expressive, loving and precocious third-grader attending—alongside her typically hearing peers—a very challenging and demanding school, which she loves. She is one of the top students, loves her friends and she literally doesn’t stop talking! She sings in the choir, and music is a huge part of her life. She’s always singing, in the morning and through homework. Clarke always taught Nura that she was in charge. She really took that to heart; and so did I. After watching Clarke transform the lives of so many families—including my own—I knew I wanted to be a part of that. In 2011, I joined the Clarke family professionally, and today serve as Clarke New York’s early intervention service coordinator, which gives me great joy. 🌱

For more information about Clarke’s Preschool Programs at all of our locations, please call 413.584.3450.

tream

Itinerant Teachers:



WATCH WILL
clarkeschools.org/Will

A Key to Success!

Tracy Boland has identical twin boys. And although one is hearing and one is deaf, they've been in school together since their very first day of preschool. Boland credits Clarke's Katie Jennings as an immeasurable part of her son Will's success.

Jennings has worked with 10-year-old Will—who has a bilateral, profound sensorineural hearing loss and uses bilateral cochlear implants—since first grade. Based out of Clarke's Boston-area location, Jennings is an itinerant teacher of the deaf who travels to mainstream schools around Eastern Massachusetts to ensure that students with hearing loss are given the best possible chance for success in what may be a challenging and completely new setting. Sometimes she meets with teachers, other times with students, and often both.

"It's common for me to encounter teachers who've never worked with a student who is deaf before. While most are familiar with sign language, they have never seen a cochlear implant or a digitized hearing aid before. Nor have they used a personal FM system—a small microphone/transmitter that sends signals directly to a student's amplification device on the ear. So, in addition to providing teachers with strategies which help students learn more effectively, I spend a lot of time teaching teachers about technology and equipment management."

Because so many students who are deaf can now listen and converse quite well, teachers

often don't realize that they can fall behind. *Quickly*. Itinerants can often help tease out the root of a problem, and offer a simple fix before it morphs into something more serious.

"Sometimes," explains Jennings, "a classroom teacher thinks a student has a behavior or a learning issue, when in fact, the issue is a hearing one. Children with hearing loss work so much harder throughout the school day than their peers with typical hearing. It's possible that they may have some listening fatigue and seem distracted. The teacher may be wearing the necklace to the FM system incorrectly; or a scarf may be muffling her voice." Regardless, students can sometimes miss key parts of lessons without realizing it.

"A big part of my goal working with students is to build their awareness and self-confidence so they can approach classroom teachers with things they may be struggling with. For instance, they may be assigned to sit next to a humming computer or in the back of the class where they can hear sounds in a nearby hallway. Those little noises can really affect the way that a child accesses the teacher's voice."

Claire Troiano, director of Clarke's Mainstream Services, believes that the itinerant teacher of the deaf is key to many students' academic success. Often, she says, it is this relationship which can make the difference between a student keeping up with classmates versus constantly catching up. "Itinerant teachers can't possibly teach the academic content of all classes. So, a large part of their work is helping prepare students for classes they might be struggling with. They provide students with background information, context, vocabulary and the speech and language of a specific curriculum. Follow-up includes making sure the student understands the concepts of the lesson, and that they can talk and write about that particular topic."

"It's common for me to encounter teachers who've never worked with a student who is deaf before."

"As an itinerant," says Jennings, "my job is to help students address any areas of communication breakdown, anywhere in the school setting. So, when social issues present themselves—on the playground, in the lunchroom—I help my students understand the situation, and help navigate a solution."

Sometimes the itinerant teacher is the only person who knows where the child came

continued on page 26

ABOUT CLARKE MAINSTREAM SERVICES

Clarke Mainstream Services Program provides direct service and professional support through consulting and itinerant teaching services to students with hearing loss, their families, and schools. For over 37 years, the program has assisted students and schools throughout the United States, Canada and Bermuda. During the past school year, over 2,600 educators, teachers-in-training, parents, and specialists benefited from its workshops, publications and comprehensive educational evaluations.

A MODEL OF *Inclusion*
AND
Innovation



“It is very important that—with steady support and supervision—our students experience what it’s like to learn and play in areas without sound treatments, where children are talking loudly, quickly, and over one another.”

That’s lead teacher, Kathi Shea, explaining the innovative philosophy behind Clarke’s K-8 Program, now in its third year of being co-located at Leeds Elementary school. “Many of our students,” she continues, “are profoundly deaf, and each day our staff works intensively with them on improving their communication skills. We help them become more focused, more adept at using their equipment and better advocates for themselves.”

Clarke K-8 students receive specialized instruction in acoustically treated classrooms from highly-trained teachers of the deaf, as well as speech therapy from speech and language pathologists. At the same time, they are able to familiarize themselves with the much faster pace of a mainstream school, and integrate with their hearing peers during physical education, lunch, art and music. “By co-locating our program at Leeds, students experience a mainstream setting well before they normally would, while in a supportive environment with Clarke professionals.”

Clarke’s overall goal is for children who are deaf or hard of hearing to be successful in their neighborhood schools—alongside their hearing peers—as early as possible. “But, it’s important to remember,” says Shea, “that readiness for the mainstream varies greatly with each child. Children with progressive hearing losses are likely to be diagnosed much later; others may have been misdiagnosed entirely; and many children attend neighborhood schools for years without receiving proper support.”

In Clarke’s K-8 Program, students receive that support and expertise from staff who have been teaching children with hearing loss for many years. Students learn, grow and

develop new friendships—with both deaf and typically-hearing children—in a nurturing educational environment.

Clarke’s relationship with nearby JFK Middle School is another creative and fruitful partnership. Each day older students from the K-8 Program travel a few minutes to JFK for lunch and specials, including some of their favorite classes like Family and Con-

“By co-locating Clarke’s K-8 Program at Leeds, students experience a mainstream setting well before they normally would, while in a supportive environment with Clarke professionals.”

sumer Science, Computer Technology, Art and Music. “JFK staff and students welcomed us with warmth and enthusiasm. It’s another step for our students,” explained Shea, “toward their eventual transition to a mainstream setting—full time.”

“Whether participating with Leeds students in joint productions choreographed by a local charter school or singing and playing instruments in a school-wide concert, Clarke students work incredibly hard and persevere. As a staff, we are very proud of them; and like a family, we celebrate their milestones whether inside or outside the classroom, every step of the way.”

This fall, at Clarke Northampton’s annual Thanksgiving lunch, several students read letters aloud to their families in the audience about things for which they were thankful. Amelia, a Clarke fourth-grader, had her parents laughing one minute and teary-eyed the next.

“Mommy and Daddy are the best parents ever. Thank you for sending me to Clarke so that I can talk; and now I can. Sophie, you are the best sister. I’m very thankful to just have the best family ever. You are all so loving and wonderful and helpful. Love, Amelia.” 🌸

For more information about the Clarke K-8 Program, please call 413.387.1701.



A Total Game-Changer

Fourteen-year-old Carli adores the band Coldplay. She runs cross country and loves watching baseball and football with her family. And she's considering going into the field of biomedical engineering, "to make the technology better." The technology she's referring to? Cochlear implants. She received her first at 12 months when she was diagnosed as deaf, and her second when she was seven.



WATCH CARLI
clarkeschools.org/Carli

This will be Carli's third year attending Clarke's Summer Adventure Program, a two-week camp designed especially for children with hearing loss who use listening and spoken language to communicate. Chock-full of typical summer fun, campers swim, play soccer, rock-climb, have marshmallow roasts and *epic* water-balloon fights. Led by experienced teachers of the deaf and adults with hearing loss, campers boost their self-confidence, become more independent and enhance their listening, communication and social skills.

“Two weeks seems like a very short amount of time. But everything that happened during that time has stayed with me and made a change in my life.”

Entering its 31st year, with participants from around the county, the Adventure Program is held on the beautiful campus of the Williston Northampton School, just a few minutes drive from Clarke's Northampton location. The program accepts children ages 9-13, and due to an overwhelming demand, a brand new program for campers ages 14-17 has been added starting this summer!

For Carli, July can't come soon enough. “There's this song, *We Are Family*, which for my friends and I, was our anthem throughout camp. We always sang it together and I recently put it on my phone. Whenever it comes on the radio, I feel so connected to them. I can not *wait* to go back.”

Brittany Dorn is a Clarke itinerant teacher of the deaf and an Adventure coordinator. “For many, particularly our younger campers, coming to camp may be their very first time away from home. It may also be the first time they've been surrounded by other children like themselves who use implants or hearing aids. Because many of our campers are the only kids in their school who are deaf, we hear different versions of the same refrain throughout the day: ‘Not one person has asked me what's on my ears!’”

“Two weeks seems like a very short amount of time,” says Carli. “But everything that happened during that time has stayed with me and made a change in my life. Clarke has definitely taught me that if I set my heart on something, I can achieve it. I definitely feel more confident in my own skin. This was my first year of high school, and the self-confidence I learned at camp made the transition easier for me.” In addition to close camp friends, Carli is in touch with some counselors. “They are like mentors to me. I know they're always there and can help me because I have that bond with them from camp.”

Each year boasts a new theme, which forges an even greater sense of community, challenge and exploration. Last year's theme, *Storytelling*, added photography, sculpture and lyric study to the mix of activities. This year, during *Clarke's Amazing Race: Believe It, Achieve It*, campers will learn the importance of challenging oneself while working as a team, making friends and building leadership skills.

For many parents the mere mention of Clarke's Summer Adventure elicits tears—of joy and immense pride. “It was an entire game-changer,” says Ellen, Carli's mom. “She emerged as a different person and it was



so obvious to all of us. When we arrived to pick her up after her first summer and introduced ourselves as Carli's parents, everyone came up to us and said, ‘that kid's a leader, and she's terrific!’ It really was life-changing. For her and for us.”

It's not just parents who are so deeply moved by the experience of Summer Adventure. At the closing night bonfire, each camper has an opportunity to take the mic and reflect on his or her experience. Last summer, the session's most stoic teen teared up when recounting the moment his friends cheered him to the top of the rock wall; girls thanked their new (and genuine) BFFs, and groups of spontaneous hugs broke out all around. 🌿

For more information about the Clarke Summer Adventure Program, please call 413.584.3450 or visit clarkeschools.org/summeradventure.

Clarke's *Mainstream* LEARNERS



Aaron, 4th Grade

Clarke Boston

Aaron was diagnosed with a profound bilateral hearing loss and attended Clarke for four years. After mainstreaming to a public elementary school three years ago, he's made many friends. He loves swimming, reading, math and is learning to play the trombone. Aaron uses bilateral cochlear implants and when he grows up wants to be a medical doctor and also open a big supermarket!

Ten years ago, it was Clarke that provided Rachel with a strong, loving, well-equipped base camp. In elementary school, teachers told us that she had perfect pitch; and now in middle school, she just sang in the production of *The Sound of Music!*

– Rachel's mom



Elizabeth, 8th Grade

Clarke Jacksonville

Diagnosed with a profound hearing loss, Elizabeth attended Clarke's Infant-Toddler and Preschool Programs. She received bilateral cochlear implants before age three and mainstreamed at age four. Today, she's passionate about her artwork and is taking advanced placement classes to prepare for high school. "I'm truly blessed to be where I am now because of my magnificent education, which began at Clarke!"



Eytan, 1st Grade

Clarke New York

Eytan began receiving Clarke services—and learning to develop auditory skills—at only a few months old. With a severe to profound loss in his left ear and a profound loss in his right, he has bilateral cochlear implants, and is having great success in his mainstream elementary school. He loves playing football and baseball, and his family says sometimes he can't stop talking!



Owen, Pre-K

Clarke Northampton

To prepare for kindergarten in a public school, Owen spends three days a week attending Clarke's Preschool and the other two, attending a mainstream preschool. Diagnosed with bilateral severe sloping to profound sensorineural hearing loss, he began Clarke Early Intervention at two months and wears bilateral hearing aids. Owen, whose parents are "thrilled with the improvement in his speech and language," loves Legos, sledding and T-Ball!



Rachel, 8th Grade

Clarke Pennsylvania

Adopted at 13 months from China, Rachel received Clarke Early Intervention services and attended Clarke Preschool before entering mainstream kindergarten. Diagnosed with mild to moderate bilateral, sensorineural hearing loss, Rachel uses bilateral hearing aids. Today, she enjoys reading and drawing, and loves to sing. At her Bat Mitzvah this summer, she'll lead the entire congregation as she reads Hebrew prayers.

Clarke Comprehensive Educational Evaluation Program

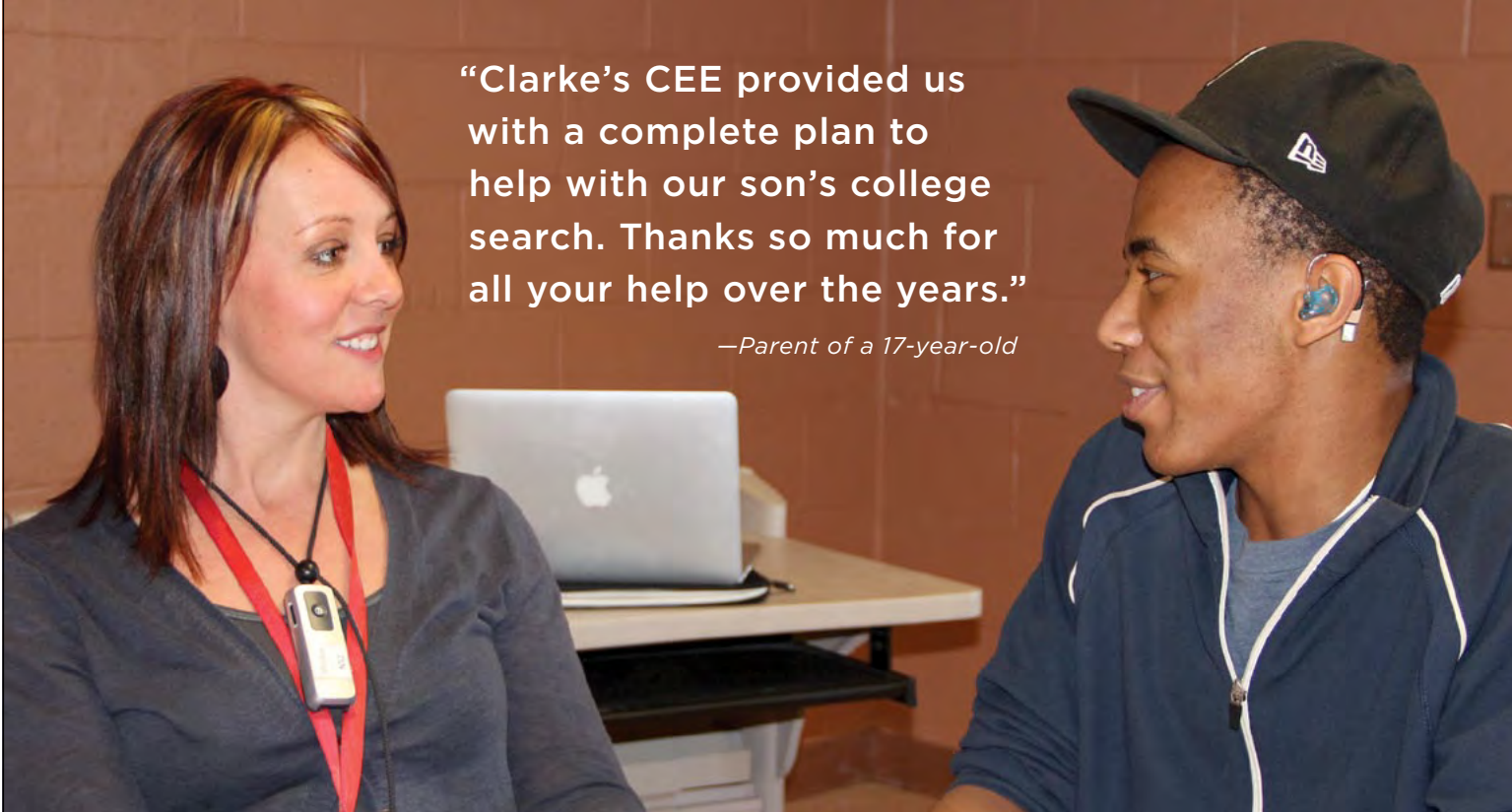
Independent Evaluations for Students
with Hearing Loss by Experienced Staff

A Comprehensive Educational Evaluation:

- Explains the effects of hearing loss on language, academic and social development
- Determines learning style
- Identifies potential learning challenges
- Provides specific recommendations to aid the student's educational team in writing IEPs through the next three-year evaluation

Clarke's team of professionals uses a whole child, multi-disciplinary 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
or contact: Linda Findlay, Coordinator
lfindlay@clarkeschools.org or 413.587.7324



"Clarke's CEE provided us
with a complete plan to
help with our son's college
search. Thanks so much for
all your help over the years."

—Parent of a 17-year-old

"My son's CEE was administered by professionals specifically trained to evaluate children with hearing loss. They provided us with a much clearer understanding of how his school and we, as his parents, can better support him. They also revealed areas in need of improvement and focus, and their guidance was instrumental in helping us restructure his IEP."

—Parent of a 6-year-old

ALUMNI CORNER

MEET EMILY HEWLINGS



When Emily Hewlings was an infant, her family suspected very early on that she had a hearing loss. “We had a couple of pretty loud dogs,” said her father, David, “and Emily would never wake up when they barked.”

When Emily was 10 weeks old, a series of hearing tests revealed a profound hearing loss. “I spent a few days trying to figure out, ‘how did this happen?’” says David of his reaction to Emily’s diagnosis. “But it didn’t take me long to realize that wouldn’t do Emily any good, and we needed to focus our energy on getting her what she needed.”

Emily began wearing hearing aids and receiving speech and language services near

the family’s home in suburban Philadelphia. Emily received a cochlear implant when she was two, and did well in developing her listening and spoken language skills throughout her early childhood. But when Emily was about nine years old, her family felt that she needed something more. “Emily had always been a fiercely independent child, and when she went into third grade, we started to see that quality in her diminishing,” says David. “We wanted to find a school environment for Emily where she could build confidence in herself.”

Clarke had made a strong impression on David and his wife Linda years before. “When we first learned Emily was deaf, we wrote to just about every school in the country to learn what we could about educational options for the future. Dennis Gjerdingen, who was Clarke’s President at the time, wrote us a very personal, caring reply, which really stood out from

other responses we received. That always stayed in our heads, that Clarke seemed like a special place.”

When the Hewlings visited Clarke in Northampton, those feelings were confirmed. “It was clear to us almost right away that this was the right place for Emily and for us,” says David. So David, Linda, Emily and their younger daughter, Leah, moved to Western Massachusetts so Emily could attend Clarke. Emily thrived at Clarke, building self-confidence through activities like creative writing and theatre, and strengthening her commu-

“Your hearing loss doesn’t make up who you are as a person...When you’re confident, you stand out not because you’re ‘different,’ but because people recognize your confidence.”



Emily (L) with younger sister, Leah



nication and interpersonal skills. “The Clarke staff was so insightful in terms of what Emily needed,” says David. “And over time you could see her filling in the gaps of what she didn’t understand.”

Emily attended Clarke through eighth grade, then went on to attend a private high school. She is now a junior majoring in English at a small liberal arts college and is currently enjoying a semester abroad in London. Emily received the 2013 Cochlear Graeme Clark Scholarship honoring outstanding young adults using cochlear implants.

“She’s very comfortable with who she is and has a great group of friends,” says David. “She knows what she can accomplish and is determined to succeed.”

In 2013, Emily was invited back to Clarke as the commencement speaker and addressed a group of graduating eighth graders with these words of advice. “Your hearing loss doesn’t make up who you are as a person. It’s only a part of you, something that makes you truly unique. When you’re confident, you stand out not because you’re ‘different’ but because people recognize your confidence. It’s okay to be afraid and feel apprehensive. What matters is what you do about that fear. If you throw yourself out there, do something you thought you never would have done, your life will be a lot more exciting.” 🌸

Clarke Mission

At Clarke, we teach children who are deaf or hard of hearing 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 Programs

- Clarke Schools for Hearing and Speech
- Infant-Toddler Programs
- Preschool Programs
- K-8 Program
- Mainstream Services
- Clarke Hearing Center
- Comprehensive Educational Evaluations
- Teleservices for Infants and Families
- Professional Development Offerings
- Summer Programs

Linking Up!

Social opportunities for children and teens who are deaf or hard of hearing presents:

Clarke Buddies

An opportunity for children ages 8-17 to be paired with a buddy their own age or an older mentor.

Clarke’s Linking Up! Buddies Program is designed for the unique needs of children and teens who are deaf or hard of hearing. Activities are led by experienced teachers of the deaf and young adults with hearing loss, and encourage leadership and independence, while enhancing listening, communication, and social skills.

For more information visit:
clarkeschools.org/buddies

NEW!

Summer Adventure will now feature camps for two age groups!

Adventurers: ages 9-13

Explorers: ages 14-17

For more information visit: clarkeschools.org/summeradventure

IN MEMORIAM

DENNIS MOULTON, 1948 - 2014



Dennis began his teaching career at Clarke in 1971. He was a beloved teacher, coach and mentor, serving as a role model of leadership, loyalty and determination to countless Clarke students. His former students describe him as a man of physical strength, but even greater strength of character. He was known for his kindness and keen sense of humor, always encouraging his students to work hard toward

their goals, while emphasizing the importance of teamwork and good sportsmanship.

Dennis and his wife Bea, married for 45 years, lived on campus in Adams House with their three children and were central to the vibrancy of Clarke's residential community. Dennis loved cheering on Boston sports teams and was active in the Northampton community, serving on the town Recreation Commission and coaching various youth sports. He loved Cape Cod and its waters, and enjoyed kayaking, clamming and gardening at his family's home on the shore.

In addition to teaching physical education, mathematics and driver's education, Dennis coached the soccer and basketball teams and gave many Clarke students and staff their first swimming lessons in the Galbraith pool.

His dedication to Clarke was recognized in 2003 when the basketball court in the Galbraith Gymnasium was named in his honor, and again in 2011 upon his retirement from Clarke. Dennis taught his students many life lessons beyond physical health, and his dedication, compassion and winning smile will be greatly missed in the Clarke community and beyond. 🌸

"Both Doris and Dennis were shining examples of the exceptional skill, passion and dedication that Clarke teachers bring to their work each day. Their legacy will long be remembered by the many students whose lives they touched and by all in the Clarke community."

—Bill Corwin, Clarke President

DORIS BLEVINS, 1929 - 2014



Doris was a teacher at Clarke Northampton for 38 years. She and her husband Bill Blevins (former Clarke Headmaster) were married for 58 years and raised their three daughters across the street from Bell Hall. Doris and Bill were at the very heart of the Clarke community for many years, eventu-

ally retiring to Doris' home state of North Carolina.

Doris was a woman of faith and a strong supporter of the Relay for Life for the American Cancer Society. In addition to her work at Clarke, she also worked as a dietician for the North Carolina School for the Deaf and Mars Hill College.

Those who knew Doris remember her as a warm and gracious woman with a beautiful smile, who was always welcoming to new students and visitors and loved to entertain. Colleagues recall her serving tea in grand style in the Coolidge Building and inviting students into her home for trick or treating every Halloween. Doris was an eloquent writer and

speaker, known for her charm and her true sense of southern hospitality and style. She was supportive and calm with her students and had a way of making each child feel special. Doris was devoted to her students, their learning and the mission of Clarke and will be greatly missed by all those who knew her. 🌸

THEN AND NOW



Talk about stepping back in time! Last June, four visiting alumni returned to the exact same spot—and stood in the exact same order!—recreating a special moment from *forty years* earlier. From left to right are: Moe (Gerrity) Tanner, Jeffrey Dallos, Brian Johns and Lisa Munson. They were nine years old in 1974, and haven't changed a bit since!

MARK YOUR CALENDARS

Clarke Pennsylvania Summer Kickoff

Sunday, June 7, 2015

Falmouth Road Race

Sunday, August 16, 2015

Clarke Boston Family Fun Day

Sunday, September 20, 2015

New York Walk4Hearing

Sunday, September 27, 2015

Clarke Northampton Homecoming

Saturday, October 3, 2015

Pennsylvania Annual Listening and Spoken Language Workshop

Friday, October 9, 2015

Pennsylvania Walk4Hearing and Homecoming

Sunday, Oct. 18, 2015

Annual Mainstream Conference

Thurs. and Fri., October 22-23, 2015

Boston Walk4Hearing

Sunday, October 25, 2015

New York Marathon

Sunday, November 1, 2015

Clarke Jacksonville Homecoming Picnic and Walk4Hearing

Saturday, November 7, 2015

New York Family Reunion

Sunday, January 31, 2016

CLARKE SCHOOLS ALUMNI COUNCIL (CSAC)

Clarke Schools Alumni Council (CSAC) had another exciting year of growth! Assisted by the Development team, this group of dedicated alumni volunteers (of all ages), plans activities, connects alums and continues to create great memories with enthusiasm and teamwork.

At the 2014 Northampton Homecoming, the skies may have been rainy, but the entire day was full of bright spirit courtesy of representatives from many classes, including

the class of 1944! President Bill Corwin and CSAC Chair Dick Mahaffey, provided warm welcomes; recent grads attending Hampshire Regional High School (through an innovative partnership with Clarke), shared experiences about going to school in a mainstream setting. Most touching was the lovely memorial tribute for retired teachers Dennis Moulton and Doris Blevins who had passed earlier this year (see previous page). Always looking to expand, CSAC gained four new members: welcome to Sue Heffron, Kevin Toth, Alex Duffy and

Hector Sanchez! Clarke continues to be very grateful for the positive energy and kindness CSAC brings to the Clarke community.



CLARKE AND TECHNOLOGY, EQUAL PARTNERS IN SUCCESS

Meredith Berger, director of Clarke New York, will often stand alongside visitors observing a preschool classroom where children who are deaf or hard of hearing are singing songs, learning about seasons or chatting about lunchbox snacks.

On most visits, someone will usually reference the various amplification devices children are wearing on their head or ear and exclaim, “The technology! It’s amazing!”

Berger, who has worked in the field of listening and spoken language for more than 20 years, will echo their excitement. She will then likely explain how important parent and family engagement is to the success of a child learning to listen and talk. And then she’ll add a piece of information that most people aren’t aware of: “Batteries power those devices. But it’s the therapy, the intervention and expertise from places like Clarke, that truly make those devices work.”

Berger explains: “There’s a huge misunderstanding that when children get a device, whether it’s a hearing aid or a cochlear implant, or a baha, that they can just hear; that it’s like putting glasses on and you go from whatever your vision was to 20/20. But the reality is, it’s not that simple. Hearing is incredibly complicated. The ear collects sound,” she says, “but the brain is where we really listen.”

Dr. Theodore Mason, agrees. An otologist at Ear, Nose and Throat Surgeons of Western New England and a Clarke trustee, Mason has performed over 100 implant surgeries on children, many as young as 12 months. He is passionate about providing children with hearing loss access to sound as early as possible. And, he is resolute that implants and other amplification devices—by themselves—cannot bring about a child’s ability to listen and talk. Hearing technology needs a partner.

“A common misconception among parents is, ‘once my child gets a cochlear implant, she’ll have typical hearing and won’t need anything else.’ But, that couldn’t be further from the truth. A cochlear implant,” Mason explains, “is merely a tool for giving a child access to sound. In order to make meaning and use out of that sound, the child needs proper intervention, expertise, and therapy. That is where Clarke excels.”

“Clarke truly understands what hearing loss means in terms of teaching a child to communicate, to receive and then be able to express language. Clarke speech therapists, teachers of the deaf and professionals make that happen, with many kids mainstreaming by the time they’re in kindergarten. Without that kind of training and expertise,” says Mason, “a cochlear implant will merely be a piece of technology that can’t meet its full potential; and in turn, won’t enable a child to reach theirs either.”

Parents often ask Mason what his younger patients are like when they’re older. “I tell

them they are like any other kid. They are happy; they’re hanging out with friends, playing soccer, talking on the phone, and many are playing musical instruments. They are really just plain old kids. And I think that is very exciting.” 🌱

“There’s a misunderstanding that when children get a device, whether it’s a hearing aid or a cochlear implant, or a baha, that they can just hear; that it’s like putting glasses on.”

—Meredith Berger,
Director, Clarke New York



CLARKE PUBLICATIONS & RESOURCES

CLARKE PUBLICATIONS

clarkeschools.org/publications

Clarke Speaks



Clarke eNewsletter



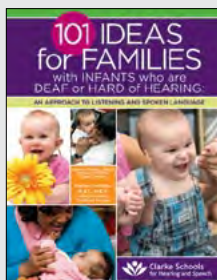
Mainstream News



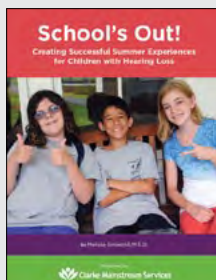
Hear Me Out Blog



101 Ideas



School's Out!



LIGHTS, CAMERA, ACTION!

clarkeschools.org/NewDay



Our brand new video, *A New Day*, tells the dynamic story of the life-changing work taking place at Clarke each and every day. Featuring students, parents and professionals, the video captures the profound impact of Clarke's mission, showing children who are deaf or hard

of hearing singing songs, learning the seasons, telling jokes and living lives filled with endless opportunities. Join us in spreading the word that it's truly a New Day, and share the above link far and wide!

CLARKE CONFERENCES

clarkeschools.org/professionaldevelopment

Clarke's Annual Conference on Mainstreaming Students with Hearing Loss

This conference—the world's only gathering of its kind—celebrated its 35th anniversary this past fall with heralded experts in the field leading over 20 sessions and workshops for more than 300 parents and professionals. The two-day gathering in Sturbridge, MA, also featured a student track for 7th-12th graders, designed to foster connection and impart strategies for success. **Save the date: October 22-23, 2015**

Pennsylvania Annual Listening and Spoken Language Workshop

This fall more than 125 professionals gathered for a day of professional learning and collaboration led by renowned speaker/speech and language audiologist, David Sindrey. Focusing on the field of Listening and Spoken Language the day was tailored for teachers of the deaf, classroom teachers, speech and language pathologists, audiologists, and special education teachers.

Save the date: October 9, 2015

CLARKE WEBINARS

clarkeschools.org/webinars

Free of charge, this informative series for parents and professionals has attracted participants from around the world and focuses on the subject of listening and spoken language for children who are deaf or hard of hearing. Led by an array of seasoned Clarke educators, LSLS CEUs are available for select webinars and certificates of participation are available for all webinars. Stay tuned for Clarke's 2015 Series, and

visit our online archive to view all eight webinars including: *How Do Infants and Toddlers with Hearing Loss Learn to Listen and Talk?*; *Back to School: Supporting Students with Hearing Loss in Mainstream Classrooms*; and *Empowering Parents to Participate During the Preschool Years*. Thanks to all our presenters including those pictured below!



Janice C. Gatty, Ed.D., Director of Child & Family Services; Martha Deahn, Outreach Coordinator; Barbara Hecht, Ph.D., Director, Clarke Boston

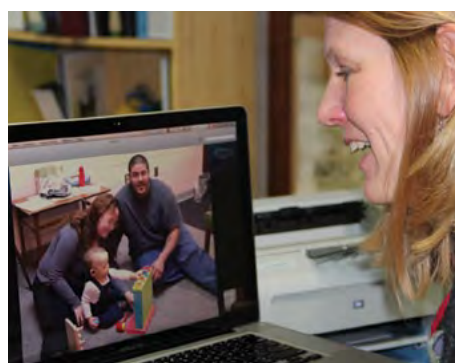


Dan Salvucci, Interim Director, M.E.D. Program; Judith S. Sexton, M.S., C.E.D., LSLS Cert., AVEEd, Director, Clarke Pennsylvania

SUPPORTING CLARKE

You Make the Difference!

Did you know that charitable donations from individuals, foundations, civic organizations and corporations support a large part of Clarke's work? Each year, gifts received from more than 1,600 donors are helping to ensure that children who are deaf or hard of hearing have the opportunity to learn to listen and talk.



A LEGACY OF SMILES AND LAUGHTER

Clare Conover, class of 1947, is a member of the John Clarke Legacy Society, a group of alumni, family members and longtime supporters who have made a provision in their estate plans to make a gift to Clarke. Clare made many friends at Clarke before she went on to graduate from Colby-Sawyer College and to pursue a career as a medical technologist. A regular attendee at Homecoming in Northampton where she meets up with friends old and new, Clare's planned gift will help to ensure that future generations of children will have access to Clarke's programs and make lifelong friends, just like she did.

GOOD TIMES, GREAT CAUSE

Since 1999, Ray and Susannah Wolford, along with their daughter Elizabeth Mehaffey, have opened their hearts and their home, hosting the "Silver Bells" Christmas party to benefit Clarke Jacksonville. Elizabeth's daughter, Abigail, was born deaf and received services through Clarke Jacksonville—first early intervention and today, speech therapy services. The family's generosity of spirit has introduced countless new friends to Clarke, and their good cheer and generous support means that many, many more children in Northeast Florida are gaining access to Clarke's life-changing services. The Wolford family's hospitality and friendship is a gift that lasts well beyond the holiday season!

CORPORATE GIVING

Susquehanna International Group (SIG) has been a supporter of Clarke, utilizing Pennsylvania's Educational Improvement Tax Credit (EITC) program. They consider it "an honor" to support Clarke. In addition to EITC funds and other donations, many businesses use their marketing dollars to benefit Clarke by sponsoring a conference or workshop or underwriting a publication, webinar or a specific piece of much-needed equipment. Clarke also offers volunteer opportunities for one, two or a team of employees.



GIVING, AS EASY AS 1-2-3

We want to make it as easy as possible for you to support the life-changing programs at Clarke! Many people find it convenient to split their annual gift into a monthly or quarterly contribution by setting up a safe and secure debit to a bank account or a credit card. Recurring gifts provide a great measure of sustainability to Clarke.

OFF TO THE RACES

Clarke is very fortunate to have supporters who truly go the distance! Team Clarke was fleet of foot at the 2014 TCS New York City Marathon and the 2014 New Balance Falmouth Road Race, with a combined \$28,000 in money raised for Clarke. Not to be left behind, the Annual Kilwins Ice Cream Run in Jacksonville continues to grow, scooping up more runners and sponsors than ever before, and raising more than \$30,000 in 2015 for Clarke. You are all winners in our eyes!

DOUBLE DOWN YOUR DONATION

Many companies offer to match gifts made by their employees and some investment funds now provide a similar feature to their clients. If you are interested in this option, you can access the easy matching service on our website or you can call us and we can research this possibility for you. Don't miss out on an opportunity to make your gift to Clarke go even further!

PAYING IT FORWARD

Hilary Glassman and her husband Jamie Kimmel were so grateful for the early intervention services their nephew Jeremy received from Clarke Boston, that instead of a wedding registry, they requested that gifts be directed to Clarke in Jeremy's honor. Honorary and memorial gifts are a wonderful way to pay tribute to the memory of a loved one, to show your support and affection for a current or former Clarke student, family or employee, or to celebrate a milestone birthday or life event, such as a wedding. To Hilary and Jamie, we say thank you and *Mazel Tov!*

LET'S GET CREATIVE

While there are so many ways to support Clarke, time and talent are just as precious and valuable to us! If you have a great idea, we want to hear it. Please call the Development Office at the number below to discuss these or other volunteer or fundraising opportunities you may have. Whatever method you choose, know that you will be part of a caring Clarke community that is ensuring that children who are deaf or hard of hearing are able to reach their full potential.

To make your gift, or find out more, please contact:

Julie Cowan,
Chief Development Officer
413.584.3450
jcowan@clarkeschools.org

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.

CLARKE'S SPONSORSHIP PROGRAM

We often hear from our donors that they would like to know more about the children who benefit from their support. Recently, we launched a Sponsorship Program in New York, which achieves that goal while also addressing a fiscal challenge we encounter.




While Clarke receives public funds in support of its life-changing services, the gap between the cost to provide those services and the public funds we receive is typically as much as \$5,000 per child per year. Most children served by Clarke in New York are from low-income families who don't have the ability to address this gap.

Research shows that children born into poverty are more vulnerable to developmental delays, especially in speech and language, and that those who have hearing loss are at even greater risk. As a mission-focused organization, our goal is for all Clarke students to be prepared academically, socially and emotionally so that when they leave Clarke, a world of limitless possibilities will be open to them.

We are proud to report that in the short time since the New York Sponsorship Program launched, several individuals and families have agreed to be a part of this effort—to not only raise funds but to also raise awareness—ultimately enabling more children with hearing loss in New York City to learn to listen and talk. Each sponsorship is set at \$5,000, a small investment to lay the foundation for a lifetime of success. For the current academic year, we are at 70 percent of our goal, with a longer-term goal of raising \$500,000 each year through the Clarke Sponsorship Program. Donors can choose a multi-year sponsorship, supporting one child from the time he or she begins at Clarke and has little or no spoken language, to the time he or she is speaking in full sentences and is preparing to transition to kindergarten. Donors may also choose to sponsor multiple children in one year.

“Research shows that children born into poverty are more vulnerable to developmental delays, especially in speech and language, with those who have hearing loss at even greater risk.”

Participants in the Sponsorship Program will learn about the child they are sponsoring and receive regular updates on his or her progress. Artwork and schoolwork will be shared, and sponsors will be invited to visit the school and see first-hand the impact of their support. Similar programs will be launched at Clarke's other locations in late 2015 and early 2016. If you would like more information about becoming involved in this very special program, please contact Lillian Rountree, Senior Development Officer, via email at lroundtree@clarkeschools.org or via telephone at 973.453.5635. 



THANK YOU!

We are pleased to recognize the individuals, corporations and foundations who helped to sustain and strengthen Clarke's vital work this past fiscal year.

Each day, children who are deaf or hard of hearing—and their families—count on Clarke. In turn, we count on you.

View our list of generous supporters here: clarkeschools.org/2014supporters

CELEBRATING OVER 40 YEARS OF SERVING THE COMMUNITY

Since 1974, the Clarke Hearing Center in Northampton has provided superior audiological services to patients living throughout Western Massachusetts.

“This past year,” reports Hearing Center Director, Dr. Kathryn Girardin, “our seasoned audiologists served more than 2,000 patients, including hundreds of infants and children. We are a true community resource, providing individualized attention and expertise to help our clients function happily and effectively in their day-to-day lives.”

As the area’s preeminent non-profit hearing center, the Center’s skilled audiologists and

support staff work with clients of all ages, providing evaluations and state-of-the-art amplification. Well-known for its exceptional patient care and warm environment, the Center has always focused on providing a positive client experience while helping individuals develop daily strategies to improve their access to sound. Spouses, parents and children of clients are invited to observe hearing tests, participate in discussions with audiologists and learn how to assist loved

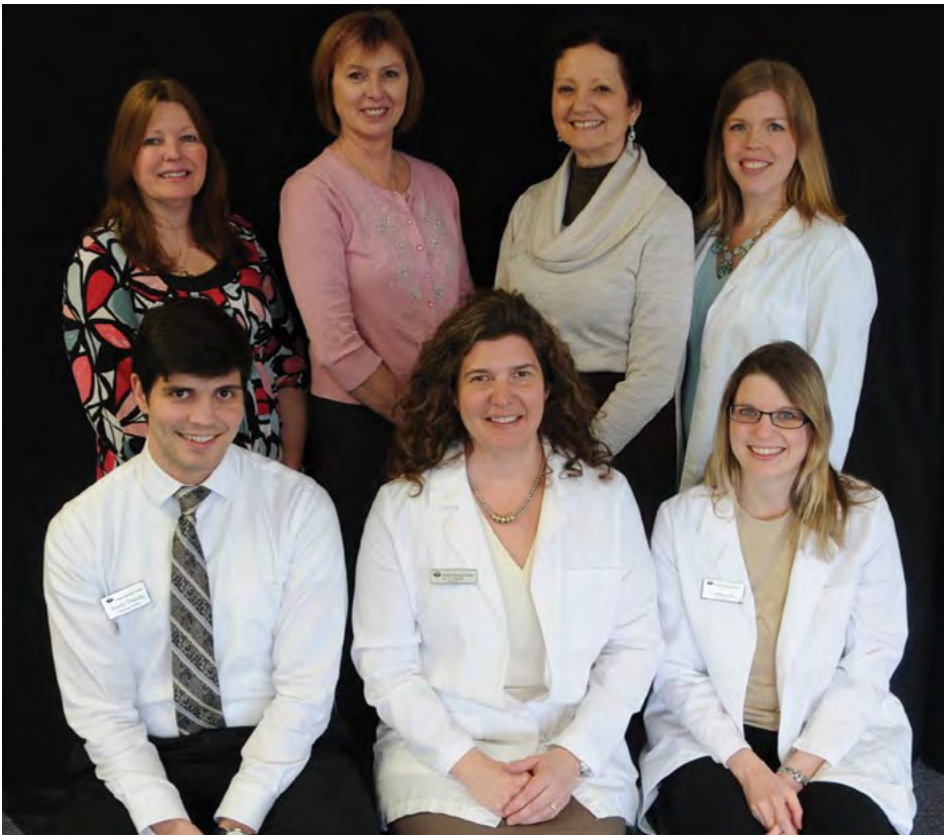
ones in using their hearing technology to its greatest potential.

Clarke Hearing Center client, Peter Jessop, has been in the construction business for over 30 years and understands the importance of quality customer service. “I am well aware that I can go to large discount chain stores and purchase different hearing aids for a lower price. But I definitely wanted Clarke—for their superior quality, for their team approach and for their professionalism.”

“Now, I keep the TV at a lower volume and I pick up conversation pieces I may have previously missed. For sure, my quality of life has been improved. Without question.”

Jessop initially came to the Hearing Center after realizing that he couldn’t hear parts of conversations and was missing dialogue at the theater. “I noticed that I was saying ‘what’ a lot to very important people in my life, particularly my spouse.” Clarke audiologists worked with Jessop, fitting him with hearing aids and providing coaching and guidance on how to best utilize them. He has been quite pleased with the results, and reports: “Now, I keep the TV at a lower volume and I pick up conversation pieces I may have previously missed. For sure, my quality of life has been improved. Without question.” 🌸

For more information about the Clarke Hearing Center, please call 413.582.1114.



Clockwise from top left: Kathy Flagg, Eva Zoledziewski, Jan Folts, Dr. Joni Skinner, Dr. Christine Kelley, Dr. Kathryn Girardin and Travis Deputy, audiology extern. Missing from the photo: Amy Catanzaro and Laurie Smith

Continued from "A New Day" on page 5



language, she must be able to attach meaning to sound. Our Early Intervention therapists help babies form those connections every day."

Clarke's Early Intervention team can also work closely with families well before a baby receives amplification. During this time they help parents create an auditory lifestyle, teaching them a host of strategies to weave into their ev-

eryday routines. For babies with a moderate to severe hearing loss, early intervention professionals can actually isolate specific sounds that will stimulate their brains, and teach parents to pay close attention to mimicking those sounds.

"Today," Robinson says, "thanks to newborn hearing screenings, it is possible for deafness to be detected in a matter of hours versus years. Babies can be fitted with digital hearing aids as early as one month, and services specifically designed for infants and families

can help build a solid foundation for children who are deaf to listen and talk." It is a new day! 🌱

Also for Children Birth to Three: *Clarke's tVISIT Program is the largest teleservices program in the country for infants and toddlers with hearing loss. Using a computer and a webcam, Clarke early intervention professionals videoconference directly with families; coaching parents and helping them apply strategies which promote listening and spoken language development. To learn more, visit: clarkeschools.org/tvisit*

Continued from "Itinerant Teachers" on page 9



from, where the child is now and where the child and the family hope that child will go in the future with his or her education. Because of this familiarity, Jennings finds

that sometimes it's helpful for a teacher to "observe how I work with that student; how I phrase certain things, how I wear the FM system, or even where I stand in the room."

Jennings' enthusiasm for learning is infectious. And it doesn't take long for her warmth and accessible demeanor to put others at ease. Watching Katie and Will interact, one can't help but notice their very deep connection. "From the very start," Boland explains, "Katie made it her business

to get to know Will on a personal level. She fostered that relationship and has created more trust between herself and Will than we could have ever imagined possible. She has helped him navigate his mainstream schools just beautifully."

Jennings greatly admires many things about her students. "What I admire the most," she says, "is their positivity and their willingness to take any challenge and run with it. They are faced with a huge challenge, which they work very hard to overcome. It's amazing to see them succeeding and being a part of their class just like the other kids."

"Will," says Jennings, "is really a brilliant student who makes school and reading fun. He is also one of the most creative students I've ever worked with. He uses these really funny

little accents when telling stories, and has a great group of friends. This fall we presented together at a conference to a packed house. Will was walking around the room addressing questions, just like a talk show host! I feel so grateful that I get to work with him, as well as his family."

The feeling is mutual. "Katie," says Boland, "makes us feel like we face every school year as a team, the greatest cheerleader and advocate of which is Katie! We feel grateful every day and every year that Will gets to have her on his team. Thank you, Clarke!" 🌱

For more information about Mainstream Services at all of our Clarke locations please call 413.582.1113.

FACES





OF CLARKE





Clarke Schools for Hearing and Speech

Established in 1867 as Clarke School for the Deaf

45 Round Hill Road, Northampton, MA 01060-2123

Non-Profit Org.
U.S. Postage
PAID
Permit #183
Greenfield, MA

CONNECT WITH CLARKE!

clarkeschools.org



FIND US ON FACEBOOK
clarkeschools.org/fb



VISIT US ON VIMEO
vimeo.com/clarkeschools



VISIT US ON YOUTUBE
youtube.com/clarkeschool



SIGN UP
clarkeschools.org/subscribe



FOLLOW US ON LINKEDIN
clarkeschools.org/linkedin

