

Fall/Winter 2007

For alumni, faculty, staff,  
students and friends of CID

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*Central Institute for the Deaf  
is a financially  
independent affiliate of  
CID at Washington University  
School of Medicine, which  
operates CID-developed research,  
adult clinic and graduate degree  
programs to benefit children  
and adults with hearing loss.*

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## Classroom SMARTBoards add excitement to learning

CID students learn through varied channels. Some perform well using auditory skills. Others have strong visual abilities. Yet another group does well with kinesthetic experiences. During the past year, CID teachers have begun to make use of a new and exciting tool — the large-screen computer SMARTBoard — to help foster enthusiasm for learning while capitalizing on each student's individual learning style. Thanks to a generous bequest from the late Edwin Slye, a CID alumnus, a SMARTBoard has now been installed in every preschool-kindergarten and primary classroom at CID.

The SMARTBoard is an interactive computer whiteboard that enables the teacher to use her finger in place of a mouse and keyboard. Tools include a spotlight to focus on text, a camera to capture images and text, and handwriting recognition capabilities. In advance of a lesson, the teacher can create a simple or elaborate interactive presentation including information, programs, images, video and sound from infinite resources available on the Internet. She can also use a blank SMARTBoard like a clean slate, accessing resources as she goes along.

At CID, SMARTBoards are used to supplement, not replace, curriculum. An example in the primary classroom is the 21st century chart story. Using a digital camera and handwriting recognition, stu-

dents create stories about their experiences on the SMARTBoard, then print copies to share at home with their families ... all in one day! Through the magic of technology, the SMARTBoard turns once dry or cumbersome tasks into exciting ones, helping to encourage learning.

Similarly, in the pre-k, early writers practice writing with their fingers on a vertical platform. Once again, the work is printed so they can share it with their parents.

An important benefit of SMARTBoards is the capacity for teachers to share the materials they make using a simple, accessible folder on a shared drive. At CID, the teachers are developing a SMART speech book, thematic units and a "phonemes for speech" presentation with sound. A growing body of CID teacher-made materials, as well as teacher-recommended commercial educational products, are now available to the entire school with the few clicks of a mouse.

Through the Internet, CID is able to connect to the world outside our walls. Last year, students in one primary classroom followed a sea turtle race along with other classrooms across the United States. The students watched the progress of their turtles every day on an interactive web site. Primary department students also traveled across the world to Egypt, Japan and Mexico via web sites, videos, pictures, maps,



CID primary teacher Julia West using a SMARTBoard to help students understand how and where maple syrup is made

language sound bytes and text available on the Internet.

Fully preparing deaf children for the mainstream requires integrating technology into daily education. At CID, SMARTBoards are used to enhance the curriculum while the children learn functional computer skills, including gaining vital experience with the Internet. Students watch their teachers open files, cut and paste and navigate web sites, and then perform these operations themselves.

Through training and exploration, teachers at CID continue to find new ways to integrate SMARTBoard capabilities to enhance the curriculum and take advantage of every child's strengths. In the process, everyone is becoming more fully engaged in learning.

### CID TEACHER COMMENTS:

"Having a slide show of pictures and movies on the big screen helps hold my students' attention while I introduce new vocabulary and concepts of the week."

"The students love practicing their letters on the SMARTBoard."

"We play games that involve the students moving pictures from one area of the board to another by dragging them with their fingers. It's great for math and language activities."

"I love putting up a web site such as Google Earth, or a solar system model that shows the orbits of planets ... and then labeling and drawing all over the screen. We also use interactive math sites to explore skills such as sequence patterns and counting money."



Robin M. Feder, MS, CFRE  
Executive Director

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Rachel Kubicek and Tiffany Hamel were among CID students who joined Robin Feder last spring on a field trip to The Butterfly House in St. Louis.



## The business of changing lives

CID board and staff members often spend time attending to important “business” of CID. In the past few months, we wrote a new mission statement, completed our 2007–2010 strategic plan and wrote a family handbook and an emergency guide. Yet it’s also important that we periodically remind ourselves why we are here. Several recent events have shown me how deeply our work affects many families and individuals at varying ages and stages in their lives.

A few weeks ago, CID received a contribution from a couple who wrote: “The enclosed check will, we hope, reimburse CID for the loss it took when it wrote off a balance left in the account of our son when he left CID in the mid-seventies. It’s been a long time; we appreciate your patience.”

## Gloria Freund, a special friend

With great sadness, we mark the passing of Mrs. Gloria Freund in July. Mrs. Freund, a CID board member since 1991, was also a generous CID Sponsor and a special friend to the children. She was 80 years old.

Mrs. Freund became interested in CID because both of her parents had hearing problems. She traveled extensively and often gave presentations about her travels to the CID students. A popular Flat Stanley buddy, she also had a keen interest

When I called the couple, they described how CID was such an important part of their lives that their commitment continues today, even though their son is now 50.

It’s difficult to overstate the impact we have on families. I also think of the story of Sally and Paul Taylor (see p. 5), who first met as CID students. Last year, at age 65, Sally and Paul got cochlear implants. Their decision and the related struggles and joys were captured masterfully in a film by their daughter, Irene Taylor Brodsky, a former producer of CBS “Sunday Morning.” The film won an award at the Sundance Film Festival and was shown at the St. Louis International Film Festival in November. Irene told me that CID played a “mythic role” in their family history.



in research, technology and staff professional development at CID.

Mrs. Freund will be fondly remembered and missed by many.

Also recently, I was fortunate to host the first annual CID alumni Summer Bash (see p. 5). Guests ranged from elementary school children to senior citizens, and all had a wonderful time. The alumni included several junior high, high school and college students, an attorney, a dentist and a webmaster from Washington University School of Law. All evening, they engaged in animated conversations about sports, school, cochlear implants and mutual friends. From my perspective, a highlight was when I came across the youngest alum in the room, 7-year-old Ryan Roberts, talking enthusiastically about first grade with the most senior alum present, 1963 graduate Bob Crowell. It was a poignant moment.

Finally, the story of a CID family appeared in a recent edition of *Khaleej Times*, the No.1 English language daily newspaper in Dubai, United Arab Emirates. The editorial, by a CID parent, recounts the family’s journey across the world, landing in “a magical place called St. Louis,” and finding respect, community and meaningful help for their sons they could not find in their native countries. I encourage you all to read this article. You can find a link on CID’s web site, [www.cid.edu](http://www.cid.edu).

Our families’ stories remind us that, while there is always important “business” at CID, most important of all is how our work forever changes people’s lives.—RF

## Become a CID Mystery Reader

*CID Corporate Outreach Committee member Mariquita Barbieri was one of the first to volunteer for CID’s Mystery Reader program, begun a year ago and so far involving at least 11 members of the community. Volunteers read a story and talk about it with the students, who get to practice their conversation and listening skills with a new friend. Each book read helps our students complete the reading requirement for the St. Louis Read, Right and Run marathon. This engaging activity runs through April and requires about 45 minutes of a volunteer’s time. To schedule your visit, contact Tracy Kodner at 314.977.0220, [tkodner@cid.edu](mailto:tkodner@cid.edu).*

## In memoriam: CID family

We send condolences to friends and loved ones mourning the loss of the following members of the CID family:

**Joe Basta**, married for 59 years to Gloria Killian Basta, CID class of 1942, died in May in St. Louis.

**Wayne Castegnaro**, father of 1978 CID alumnus Wayne Castegnaro, Jr., died in April in Highland, IL. He was 72.

**Janet Farber**, mother of 1999 alumnus Greg Farber, died in June in St. Louis.

**R.L. Gamewell**, 87, father of 1964 CID graduate Robert Gamewell, died in November of 2006 in Murfreesboro, TN.

**Pamela Goltermann** of St. Louis, mother of 1985 CID graduate Christen Goltermann-Lindstrom, died in May.

**Sandy Freeman Hart**, CID school class of 1972, died of bone marrow cancer in Little Rock, AR, in January. Hart

was a member of the National Softball Association of the Deaf Hall of Fame.

**Antoinette Lodato** of St. Louis, a 1932 CID graduate, passed away in August.

**Violet Mueller**, 78, CID class of 1946, died in September outside of Los Angeles.

**Everett P. Phillips, Jr.**, CID class of 1964, died in St. Louis in April.

**Robert Skinner**, 84, a 1938 CID graduate and the twin brother of the late Roger Skinner, also a CID alumnus, died in March at his California home. Roger and Bob were sons of the late Jessie Skinner, a CID teacher for 30 years.

**Curt Weisenstein**, 69, the well-loved “Ambassador of Belleville” (IL), died in September of pancreatic cancer. He suffered a brain injury as a child and learned to talk in CID language classes.





## Natural and pragmatic language at CID

CID teacher Gina Martino helps pre-k students learn pragmatic language skills during activities time.

In a typical school, children seem to interact effortlessly, telling stories, changing topics and moving in and out of conversations, even talking differently with their classmates than they do with their teachers. Hearing children learn to use language for a variety of purposes because they overhear language naturally, as it is being used. Hearing-impaired children do not overhear as much natural language, so they typically miss many of its subtleties.

These can range from catching on to the meaning in someone's tone of voice to demonstrating pragmatic skills such as knowing how to start and end a conversation — or how to appropriately break into one already going on. Everything from taking turns and politely registering a request to telling a story can pose a serious challenge for a child who does not live with the sound of how communication is naturally accomplished all around her, every day.

Children who are deaf and hard of hearing need to be

directly taught natural kinds of social skills, according to CID co-principal and primary coordinator Barb Lanfer.

"We used to think that students who interrupted class or did not get social cues had behavioral problems," she said. "We started analyzing and found they were just unaware of the subtleties of social and classroom situations."

For the past three years, social and pragmatic skills instruction has been both age-appropriate and pervasive at CID. Measurable social goals are included in all of the students' Individual Education Plans (IEPs).

At the preschool level, the children learn pragmatic skills through play, according to teacher Ellie Rice. Children in the Family Center nursery class and CID preschool-kindergarten learn to negotiate play, initiate conversations, take turns, be polite and share ideas. Practice takes place within naturally occurring, fun playtime activities. The teachers' techniques include prompting and modeling

conversation and involving the children in role play.

CID primary teachers use similar techniques during regular class time, often stopping to correct a social error by role playing a more appropriate way to communicate. Additional time is dedicated to social skills practice as well as to acquiring age-appropriate cultural knowledge of music and movies. Students also work on advanced social skills they will need in the mainstream.

For example, children with hearing impairment typically have difficulty telling stories about everyday life. Errors range from omitting important information to including facts the listener already knows. Using practice and critical thinking tasks, teachers help the students consider the purpose of the communication and the listener's perspective.

The enhanced auditory information afforded by today's hearing devices gives CID teachers the flexibility to focus on social and pragmatic skills and spend less time on intensive language instruction.

## Epstein and Merlie retire

Former CID school principal (2002–2006) and recent director of school services JoEllen Epstein and longtime teacher Margaret Merlie have retired.

Both women have rich histories with CID and will be missed. Epstein studied in the CID professional education undergraduate program then received a master's degree in deaf education from Maryville University in 1980. She

has worked at CID as a teacher in every department. She was a member of the faculty of the Washington University School of Medicine Program in Audiology and Communication Sciences. Her sister, Vicki Hurwitz, is a CID alum.

Merlie, a primary department teacher for 20 years, was also a guest lecturer for the



college classes. She often went out of her way to help families, and was a mentor to teachers and graduate students alike. She holds a master's degree from Northwestern University.



## Moms' panel

*Darlene Lowery, Ann Spears and Gretchen Shipp, parents of CID alumni, David (2003), Austin (2006) and Forest (2006), visited in October to share their experiences with current CID parents. The event was part of the CID parent support group monthly meeting series.*

## Remembering Phyllis Rudman



Phyllis Rudman with her CID class in 1960: Dennis Abel (back), Nicky Vlassic, Robert Hatterle, Lonnie Schuler and Margie Boehm

We recently learned that longtime former CID teacher Phyllis Rudman passed away in St. Louis in June of 2006. She was in her mid-70s.

After studying at Washington University, Mrs. Rudman graduated from CID's deaf education program in 1951. She taught at CID in several programs, including the parent-infant program, until 1986. Mrs. Rudman was considered an excellent

diagnostician and teacher, and was also very involved with CID families. She often tutored students during summer breaks, and even vacationed with some of the children and their families.

After leaving CID, Mrs. Rudman worked for the University City Early Education Program as a teacher, consultant and diagnostician. She retired in 2002.

## SAVE THE DATES

**Saturday, February 23, 2008**  
**COC Trivia Night at CID**

**Saturday, May 10, 2008**  
**CID Ultimate Picnic: "Roaring '20s"**

Proceeds benefit the school children. For information, contact Christy Maxfield, CFRE, CID director of development, 314.977.0225 or [cmaxfield@cid.edu](mailto:cmaxfield@cid.edu)



## Alumni profile

Valerie Bu

When Valerie Bu was 3 months old in 1986, an audiologist in Virginia informed her parents that their daughter was profoundly deaf. After a series of visits to CID as well as schools for the deaf in other parts of the country, the family moved to St. Louis in 1990 so Valerie could attend. She started at CID at age 4, received a cochlear implant at age 7 and graduated in 1998 at age 12, entering 4th grade at Parkway School District. She was able to skip 5th grade and graduate from high school in 2005. Currently, the 21-year-old is a junior studying management at the University of Missouri – Columbia.

During her teen years, Valerie helped found the Deaf Teen Club of Greater St. Louis, which she served as president. She spent eight years competing on school swim teams, three years in

high school track, and five years as a swimming instructor at the West County YMCA. She is a certified scuba diver and a member of the University of Missouri women's rowing team.

Valerie has also worked at a variety of part-time jobs, from grooming and caring for animals at Petropolis to working as a lab assistant at Washington University the summer before she started college.

"I really like to do a lot of things," she said.

Valerie's goal is to earn an MBA at a Seattle university before working for "a major company" in human resources management. Next summer, she looks forward to an internship with a medical research firm based in Chicago.

This past summer, Valerie co-chaired the planning committee for the CID alumni Summer Bash.



## A CID family story

by Kathy Ahrens

Kevin Ahrens

When a baby is born with normal hearing, he learns to talk by listening to the sounds of speech around him. When a baby is born deaf, he can learn to communicate with the help of an auditory-oral education available at CID.

My two sons, Steven (31) and Kevin (17) were born profoundly deaf in both ears. Both boys can now talk and function independently because of CID.

Steven, born in 1975, appeared to be healthy until 9 months, when he was not responding to his name. By 13 months, he was diagnosed with bilateral deafness. We turned to CID to learn to work with him at home. At 3, he enrolled as a full-time student at CID, traveling about 100 miles round-trip in a carpool with another student.

CID teaches deaf children to function independently in a hearing world. Graduates do not depend on sign language to communicate. While at CID, Steven became an Eagle Scout. At age 14, he graduated and became the first deaf student at our local high school.

CID's support did not end with the graduation ceremony. The principal drove to Staunton, Illinois, and taught the entire high school staff how to interact with and teach an orally trained deaf student. CID provided support through the beginning of his sophomore year and later in preparing for college.

In high school, Steven participated in all classroom

activities, earned his driver's license and became the Bulldog mascot for the varsity basketball team. At his first game, fans wondered who was under the costume. When they found out, they wondered how he could perform to music he could not hear. They didn't know he was watching me in the bleachers for the beat from the pep band drums.

Steven lettered in varsity football as the defensive nose guard. When people asked him, "How do you know what to do and when?" he just shrugged and said "I watch the ball. When it moves, I move."

Later, he earned a college degree in computer assisted drafting. He now works as a certified landscape irrigation and lighting specialist, leading a team of landscapers for a private company. He is married to Jennifer, a hearing person. They have given us our first grandchild, Brock. Steven is currently completing an addition to their home with plans he drafted.

Kevin, now 17, was born on Christmas, 1989. Before I left the hospital, I knew he was deaf. I could see the long road ahead of us and wasn't sure if I could do it again; however, I knew one thing for sure: I needed CID. On Day 8, I placed that call for support.

Kevin's training went well and, when he could talk with some clarity, he told us in the car one day that his name was Jesus since he had been born on

Christmas day. His dad responded, "Jesus would have done his homework!"

Kevin too attended CID full-time when he was 3. His hearing loss was slightly less than his brother's, so his speech was a little more intelligible. CID helped us diagnose Kevin with ADHD at age 4. The teachers stayed with him through difficult years of wild behavior and inattentiveness, and he finally graduated at the 6th grade level. When he spoke at graduation, his feet were still — something the principal said would happen one day.

When Kevin entered our local school district, CID once again came out to Staunton, and visited three schools with me to ensure he would attend the one best adapted to his needs as an orally trained deaf student who loved to talk.

Last year, Kevin received a CIDAA Young Alumni award. He has been acknowledged by Bank of America for his volunteer work with the St Louis Variety Club. He also received the Future Farmer of America Award from our local chapter. In his first two years of high school, he made the quarterly and semester honor rolls and earned an academic letter. Of course, he is most proud of his performance as a kicker and defensive guard on the varsity football team.

Because of early intervention, teamwork and the skill and dedication of CID, my sons are more than okay.



"Finding Hope for a Deaf Child," an editorial by Mariam Al-Ameri, appeared in an October weekend magazine issue of *Khaleej Times*, a multinational English language newspaper with a readership of more than 450,000 in the United Arab Emirates. Find a link to the article at <http://www.cid.edu>. Mariam and her husband, Yacoub Batha, their three children, Hassan (left), Luqman and Yusuf (right), are shown with CID pre-k teachers Abby Zoia, Erin Lanfer, Ellie Rice, Meghan Beauduy and Gina Martino. Luqman, 4 months old, and Yusuf, 3 years old, are hearing-impaired.



## Friends catch up at Summer Bash



Excessive August heat sent the CID alumni Summer Bash indoors, from a local St. Louis park to Robin Feder's house, but friends were not deterred from getting together to relax, re-connect and celebrate summer. Pictured, from the top (left to right), are Brittany Brunetta (2006), Jelynn Louis (2003), Danielle Burcham (2006), Carrie Cox (1986), Jessica Nieva (1985), Craig Aslin (2001), Lauren Kastendieck (2000), Jason Wagner (2002), Jason Roberts (1992), Scott Campbell (1993), Darren Matzger (1986) and Jeff Tucker (1987). Valerie Bu (1998) and Paige Thompson Matzger (1986) chaired the event, attended by 38 alumni and friends. Find more photos at [cidaa.org](http://cidaa.org).

## Alumni spotlight

### "Hear and Now" stars Sally and Paul Taylor



CID board members, Sponsors and alumni welcomed 1952 alumni Sally and Paul Taylor back to St. Louis in November to attend screenings of the documentary, "Hear and Now," at the AT&T St. Louis International Film Festival. The film, directed by the Taylors' daughter, Irene Taylor Brodsky, follows Sally and Paul after they underwent cochlear implant surgery later in life. It earned the Audience Award for Documentary at the 2007 Sundance Film Festival.

After full careers and raising three hearing children, Paul and Sally Taylor had spent 65 years in silence. They had learned to talk and read lips at CID, then later learned sign language so they could communicate with friends and colleagues in the deaf community as well.

Paul's experiences include his role as a pioneer in telephone relay technology for the deaf and his work as an engineer in St. Louis and as a professor of computer technology at National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology. His lifelong dedication to technology predisposed him to curiosity about cochlear implants and, together, he and Sally embarked on the unique path documented in "Hear and Now."

The film gives an intimate perspective of Sally and Paul during their first year with their devices, and explores the potential for the sense of hearing to fundamentally change a person's relationship with the world.

"Hear and Now" also describes how the Taylors were classmates at CID. Paul began

in 1943 at age 3½ in the CID residential program, and his parents later moved from Alabama to St. Louis so he could attend. In total, he spent nine years at CID before moving to Texas with his mother, Irene Taylor Ricks Henderson. Henderson was a graduate of the CID teacher training program who later served as director of Houston School for Deaf Children for 22 years.

In 1944, Sally was 5 years old and her family moved from Kentucky to St. Louis so she could live at home during what would become eight years learning to talk at CID.

Sally and Paul graduated from CID when they were 13 and 12, respectively, prepared with the speech, language, academic and social skills they needed to successfully attend public high school and college. Sally attended Southwest High School in St. Louis and, in 1960, earned a B.S. in home economics at Blue Mountain College in Mississippi. Later, in 1997, she received her master's degree from State University of New York.

Paul earned a B.S. in chemical engineering at Georgia Institute of Technology in 1962. He then returned to St. Louis to earn a master's degree in operational research at Washington University.

During his postgraduate studies, Paul worked as a houseparent in the CID dorm and Sally worked at CID as a teacher of physical education, religion and home economics. The two became re-acquainted, fell in love and married in 1963.

The Taylors' rich history in St. Louis includes Paul's work for 12 years in various engineering capacities with McDonnell Douglas and Monsanto Corporation. In addition, as a volunteer in the late 1960s, he combined Western Union teletype machines with modems invented by a deaf scientist in California to create the first telecommunications devices for the deaf (known as TDDs or TTYs). By then distributing these early, nonportable devices to the homes of deaf St. Louisans and enlisting a local telephone wake-up service, he created the nation's first local telephone relay system for the deaf in the early 1970s.

The Taylors moved to New York State in 1975 so Paul could chair the Engineering Support Team at NTID. He retired 30 years later as a professor of computer technology. In the late 1970s and early 1980s, he worked in New York to develop one of the country's first statewide relay services funded by long distance telephone companies. Later, he helped write Federal Communications Commission regulations implementing statewide telephone relay systems required by the Americans with Disabilities Act.

In 1977, after 12 years as a full-time homemaker and mother, Sally re-entered the working world at NTID. She retired in 1999 as a general education teacher.



CID teachers continually update their methods to take full advantage of today's hearing technologies.



Parents in Palmer, Alaska, chipped in to enable teacher Lynda Eller and speech pathologist Annette Cassidy (front, in red) to travel to St. Louis to attend the CID SPICE-Plus workshop in October.

## “SPICE-Plus,” a new and improved workshop

Since cochlear implants were first approved by the FDA for use in children in 1989, the technology has evolved in tandem with powerful digital hearing aids to give children access to more sound. CID educators and audiologists have adjusted their methods to take full advantage of what technology offers.

Research at CID in the early 1990s produced an important auditory training tool, the Speech Perception Instructional Curriculum and Evaluation, or SPICE, used to help children derive optimal benefit from their hearing devices. This curriculum continues to be in demand worldwide, and professionals throughout the world seek out a workshop on its use presented twice a year by CID teachers and audiologists.

Today's technologies are having a profound effect on populations of children with hearing loss and, in turn, on the methods teachers use to help them learn to listen, talk, read and succeed.

The CID SPICE curriculum is considered a standard in the field; however, increasing numbers of children are achieving beyond the levels for which it was created. Therefore, the CID SPICE workshop must be continually revised to stay relevant to the needs of deaf children.

During the past year, CID teachers have developed new SPICE activities for use with older children, and children whose skills have advanced beyond the scope of the original curriculum. The result is a new, more relevant workshop: the “SPICE-Plus.”

The workshop is held at CID and features live demonstrations with CID children, video, classroom observation, hands-on practice and expanded activities for the CID SPICE curriculum.

Topics include current hearing aid and cochlear implant technology, effective team audiologic management, activities and materials for capitalizing on the auditory information available to a child with hearing aid/s and/or cochlear implant/s.

SPICE-Plus is one of several professional workshops held each year at CID. In the past 10 years, more than 1,380 teachers, audiologists and other professionals from 45 states, Argentina, Barbados, Bermuda, Canada, Japan and Mexico have attended 53 workshops at CID and in nine other states.

## Spelling errors are windows to learning

Along with children from other schools for the deaf in St. Louis, New Mexico and Chicago, CID students ages 6–12 with cochlear implants have participated in an ongoing study focused on their spelling errors.

The work is being conducted by Heather Hayes, MED, a doctoral graduate student in the Washington University Department of Psychology, under the advisement of Rebecca Treiman, PhD, of the Reading and Language Laboratory. Hayes is a former CID houseparent,

CID research assistant and teacher of the deaf.

She says spelling errors can provide insight into phonological awareness — or what children know about how spoken words can be broken into individual sounds — a crucial component of successful literacy development. Knowing how children with cochlear implants approach the task of spelling may help teachers better target their reading instruction.

Past research has shown that deaf children typically make different kinds of spell-

ing errors than hearing children do. For example, they make fewer errors based on the sounds of words.

To date, there have been no research studies on the spelling of children with cochlear implants. Hayes hypothesizes that these children's spelling errors may be more like those of hearing children due to the auditory input provided. She is also investigating the effect of getting a cochlear implant early in life on developing spelling skills.

*Looking for a gift for the person who has everything? A tribute gift to CID is a great way to honor your loved one, or to help celebrate a birthday, graduation, anniversary, retirement or other milestone. It can also be an opportunity to teach a child about philanthropy. Next time yours asks you what you want for a present, consider suggesting he or she honor you with a tribute gift to CID.*

## CID Tribute Gifts 9/1/06–10/31/07

### GIFTS IN HONOR OF:

*John Arenberg*  
Mr. Steven M. Arenberg

*Paul Arenberg*  
Anonymous  
Ms. Sydney Arenberg  
Jocarno Fund  
Mr. James Knowles  
Mrs. Lee Shapiro

*Ted & Kathryn Armstrong*  
Mr. & Mrs. Bruce B. Adaire  
Mr. & Mrs. George B. Adderton  
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Mr. Michael H. Freund  
& Ms. Nancy Siteman  
Mr. & Mrs. Joseph Gazzoli  
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Students in the Program in  
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*I.E. Millstone*  
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Top, left to right: Whitney Garmon was among CID primary students who visited the World Bird Sanctuary with photographer Tom Rollins last year. Tracy Houston and her grand-

daughter, CID student Daijah Stayton, showed off the book Daijah wrote at CID's spring Book Share. Left: Garrett Dempsey was one of the preschool-kindergarteners who met St. Louis City firefighters during a visit to CID in October. Above: Allie Lane was among primary students who enjoyed a Babar elephant party sponsored by school nurse Virginia Muraoka-Meyer and her husband, clarinetist Jim Meyer. The party was held at Powell Hall after the St. Louis Symphony's Fall 2007 Kinderkonzert featuring a narrated Babar adventure.

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