

Spring/Summer 2012

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

voice 314.977.0132
tdd 314.977.0037

The mission of CID is to teach children who are deaf and hard of hearing to listen, talk, read and succeed. We partner with families and collaborate with universities, educators and other professionals worldwide to help children communicate to achieve their fullest potential.

Global influence.
Community support.
In memoriam.
p. 2

A family story.
Sharing the world.
Centennial call.
p. 3

Art, conversation
and play.
p. 4

Professional
outreach.
Literacy update.
p. 5

Tribute gifts.
Read, Right, Run.
Fall workshops.
p. 6

Worldly alumni.
p. 7

2012 Ultimate Picnic.
p. 8

Proud Member



United Way
of Greater St. Louis

Congratulations to CID's youngest ever graduating class

In May, CID welcomed eight new alumni in our youngest ever graduating class. Each is 6 years old or younger. All but one of this year's graduates were diagnosed in infancy. The other came to CID when she was 3 and made astounding progress in only two years.

"It's quite an accomplishment for a child who is deaf or hard of hearing to acquire the speech, language, listening and academic skills that will allow him or her to participate successfully in a mainstream education classroom," CID co-principal Lynda Berkowitz said. "It's truly

remarkable when a child reaches this milestone upon entrance to kindergarten."

"To borrow a quote," Berkowitz continued, "it takes a village." It takes newborn hearing screeners, pediatric audiologists and ENTs, state of the art hearing technologies, high quality early interventionists, passionate teachers of the deaf and speech-language pathologists, eager, enthusiastic children and – *most of all* – loving, dedicated parents and families."

Three of the pre-k graduates will attend kindergarten in the fall. The youngest, who turned 4 in May, will attend preschool!



CID Class of 2012 (from left, back row): Ella Boerm, Natalie Atkison, Merce' Roach, Aevion Ingram, Aiden Lein, Shayna Hemesath, Peter Griggs and Damon Pruitt (left)



SPICE FOR LIFE

JULIA WEST AND JENNIFER MANLEY

Special launch price at <http://cidedu.com>

Introducing *SPICE for Life*

CID has developed a new auditory learning curriculum, *SPICE for Life*. This much-anticipated teaching tool is designed to help children who are deaf and hard of hearing overcome listening challenges in real-life settings.

SPICE for Life focuses on functional environmental auditory development. It includes practice with auditory memory, listening in noisy settings, localizing sounds, understanding voices, conversation and more.

The kit comes with a manual, resources book, sounds and resources CDs, game materials, rating forms, listening scenes and picture cards. It contains activities for structured lessons, suggestions for practicing skills in a classroom or therapy session and pages to encourage parents

to practice skills at home. It can be used to help children develop auditory skills even if they have low language skills.

The kit's precursor, the CID *SPICE* (which stands for *Speech Perception Instructional Curriculum and Evaluation*), is a well-known teaching tool in the field of deaf education. CID has sold more than 4,000 *SPICE* kits since introducing it in 1995.

SPICE for Life was developed using the latest research, piloted in CID classrooms and created with the aid of a multidisciplinary staff. The authors are teachers Julia West and Jennifer Manley. They will debut the kit at the international conference of the Alexander Graham Bell Association for the Deaf and Hard of Hearing in Scottsdale, Arizona, in June.





CID students gathered recently to wish Robin Feder Happy Birthday.

Robin Feder, MS, CFRE
Executive Director

rfeder@cid.edu



CID's pervasive influence

On a recent trip to San Antonio for the annual OPTION Schools meeting, I was reminded that CID's influence is everywhere. In the course of the three-day meeting, I had multiple opportunities to see how CID has touched and continues to touch so many in our field.

We visited Sunshine Cottage School for Deaf Children. There, the director reminded me that they visited CID while building their school. They were so impressed with the acoustics at CID, they hired our architects to consult with them. Also at Sunshine Cottage, three posters hanging in the entry hall feature pictures of CID students. They had bought them as part of our *Hear Today* campaign to help parents understand the importance of keeping hearing devices on young children. We also met two Sunshine staff members who had previously worked at CID. It was like "old home week."

Other professionals at the meeting reminisced about going through the CID deaf education teacher training program, now offered by the Program in Audiology and Communication Sciences (PACS) at CID at Washington University School of Medicine. We compared the years we graduated, who had been in our classes and what programs they are now leading—in Canada, California, Tennessee, Missouri and beyond.

For me, the trip's highlight was dinner with Percival Denham. Percy is the director of the Instituto Oral Modelo in Buenos Aires. At the meeting, he showed a video of his school—with scenes from the 1950s through today. At dinner that night, I told Percy his early footage reminded me of the early days at CID.

He enthusiastically asked, in his heavy Spanish accent, "Are you from CID?" He told

everyone at the table that his mother, Sara Polito Castro Denham, graduated from the CID teacher training program in 1954 before returning to Buenos Aires to start a school, which has since helped many children learn to talk. Her mentors were Drs. S. Richard Silverman, Donald Calvert and David Pascoe, all of whom visited the school in Buenos Aires many times over the years. They stayed in his home. They were like family.

I talked with Percy about his school, our school and CID's continued commitment to working with professionals, including those in non-English speaking countries. He offered to translate materials for us and invited us to visit.

Although this trip revealed a lot of influence, it was just a small glimpse of a global impact spanning every continent and countless lives. Thank you for your support.—RF

At its December meeting, the CID board of directors honored Joanne Parrish Knight, Barbara Morriss and Hugh Scott III for exceeding 25 years of service and becoming Life Members. Seven of 11 total current Life Members attended (pictured above: Paul Arenberg, Joanne Knight, Bill Sheldon, Mike Freund, Hugh Scott, Barbara Morriss and Ned Lemkemeier; fellow Life Members Sissy Hawes, Warren Keinath, Bud Meissner and John Weil are not shown). ■ 100 percent of CID staff contributed to the Greater St. Louis United Way annual campaign last fall. The United Way provides significant annual support for CID. ■ At its winter Trivia Night, the CID Outreach Committee raised more than \$22,000 for the school.

CID family: In memoriam

We are sad to report the loss of CID family members.



John Gladney, MD

Former CID board member **John Gladney** died in November 2011 at age 89. Dr. Gladney was the first African-American to lead a department of otolaryngology in the U.S.—at St. Louis University School

of Medicine. He marched with Martin Luther King in Selma, Alabama, and helped desegregate schools, businesses and neighborhoods in St. Louis.

Dr. Gladney found a research correlation between hearing loss and diabetes. He helped diagnose children at CID and elsewhere after they were mistakenly diagnosed with behavioral disorders.

■ Longtime CID friend and St. Louis community leader **Phyllis McPheeters** died in March of 2011. She was a former staff member

of the Social Planning Council of Greater St. Louis, which later became the United Way.

■ 1974 CID/Washington University professional education graduate **Dorothy Campbell**, age 60, of Loudon, Tennessee died in August of 2011. She was a teacher of the deaf.

■ 1948 CID/Washington University graduate **Florence Winner Hildebrand**, 87, died in June of 2011.

■ 1953 CID school alumna **Carolyn Weygandt McMillion** of Florissant, Missouri, died in October of 2011.

■ 1964 CID school alumna **Becky Fuller Drury**, 57, of Needham, Massachusetts, passed away in November of 2011.

■ 1940 CID school alumna **Marian Moss Kazmierski**, 89, of La Grange, Illinois, died in November of 2011.

■ **J. Neal Middelkamp**, 86, a Washington University pediatrician credited for helping to shape the practice of pediatric medicine over more than 60 years as a physician, educator and administrator, died in November

of 2011. Dr. Middelkamp was the CID residential students' pediatrician in the 1980s and 1990s.

■ 1985 CID school graduate **Alexander Dickson**, 42, of Mt. Washington, Kentucky, passed away in January. Mr. Dickson was a builder of architectural models.

■ **Manuel Comas**, 76, of Dunnellon, Florida, died in March. Mr. Comas was the father of 1978 CID school graduate Gerrado (Gerry) Comas.



Paul and Ann Arenberg with their children, from left to right: Steve, John, Tom and Susan in 1968 – the year John graduated from CID.



In May, CID board member Robin Hattori showed the CID primary students how to use chopsticks.

For 98 years, CID has been teaching children to listen, talk, read and succeed. This remarkable legacy is made possible by the generous support of friends who believe in the importance of CID's work. CID board of directors member Paul Arenberg brings an important perspective to his involvement.

In the mid-1960s, Paul, his wife, Ann, and their four children were living in Chicago where their 3-year-old son, John, had been diagnosed with a profound hearing loss. After looking at schools in Massachusetts and New York, Paul and Ann decided to move their family to St. Louis so John could attend CID. With his business in Chicago, Paul commuted between St. Louis and Chicago.

If you asked Paul today, he would tell you that CID was the right choice for John. John graduated from John Burroughs School and worked for the U.S. Olympic Committee before graduating from Webster University with honors and a degree in communications. He has been sports information director at Webster University in

St. Louis, Millikin University in Decatur, Illinois and Emory University in Atlanta.

In the more than four decades since John received his education at CID, Paul has been committed to ensuring other deaf children the same opportunity his son had.

Paul joined the board in 1968 and recently became a Life Member. He is a generous supporter of the school. In the early 2000s, the Arenberg Family dedicated a new garden at CID in memory of Paul's mother, Frances Arenberg. They plan to expand it as part of the Centennial celebration.

Last year, Paul decided to join the CID Legacy Society by making a planned gift. He said he did so because of the profound impact CID made on his son and family. The gift is Paul's way of continuing his lifelong commitment to CID.

Including CID in one's estate plans makes an enduring statement that will ensure CID can provide opportunities for future generations of children who are deaf and hard of hearing. You can be a part of the community who carries CID into its second century of success. It's easy to begin exploring what type of planned gift will work for you. If you have questions or would like more information, contact Sean McCaffrey at smccaffrey@cid.edu or 314.977.0225.

Board members help bring the world to CID students

When CID board members Robin Hattori and Theresa Secrest were invited on a mock educational trip to Japan with the CID students, they jumped at the chance.

Hattori, assistant director for the Gephardt Institute for Public Service at Washington University, joined the CID board in 2010. She has a degree in East Asian Studies and has lived in Japan.

Secrest, a principal at Edward Jones, joined the CID board in 2009. "It's always rewarding for me when I get the opportunity to meet with the students and observe the learning experience at CID," she said. "I learned a



Yusuf Hassan and Avere McCarty talked about Japan.

lot about the culture and the country thanks to the kids' great PowerPoint presentation."

The activity was an Around the World Day with primary students ages 5–12. Participants received passports and traveled on a make-believe airplane.



Arthur McCann (left) planning a project with CID's third director, Donald Calvert

■ Longtime CID friend and former staff member **Arthur McCann**, 91, husband of former CID teacher and coordinator Laura McCann, died in March. Mr. McCann was a furniture designer and woodworker. He worked for McDonnell Douglas Aircraft and CID, where he created projects for the school, clinic and research departments. He was a generous and kind man who never knew a stranger and always had a story to share.

■ 1942 CID graduate **Sam Knudsen**, age 92, of Spring-

field, Illinois, passed away in June. Mr. Knudsen was a residential student.

■ 1993 CID/Washington University graduate program alumna **Staci Earnest Reddan** of O'Fallon, Missouri, died unexpectedly at her home in April. Mrs. Reddan was an audiologist at Mercy Hospital in St. Louis.

■ **Pam Brennan**, 46, passed away in May after battling a long illness. Mrs. Brennan was the devoted mother of 2008 CID school graduate Hannah Brennan.



100 years of family!

We're planning a CID Centennial celebration for fall 2014 and want everyone in the CID family to know.

Now is a great time to share CID on Facebook and Twitter. Make sure we have your e-mail address so we can keep you up-to-date. Please help spread the word to friends and family who have an interest in CID, but who may have lost touch.

Sign up at www.cid.edu or contact Sean McCaffrey, smccaffrey@cid.edu.



Spontaneous communication is the goal of combining structured teaching and play.

Garrett Dempsey was one of the CID primary students who contributed artwork to the exhibit, "Sensation," at the St. Louis Artist Guild. The exhibit featured the work of students at CID and the Missouri School for the Blind. All the senses were represented in 2D and 3D artwork illustrating the skills and unique views of artists with a sensory disability. It was part of the children's series. "Sound and Vision," displayed from January through March.

A three-part approach to conversational language

By the time they reach kindergarten, preschoolers typically acquire myriad conversational skills. A child with typical hearing develops the ability to initiate conversation, keep it going, even change topics and end appropriately. He or she will make eye contact, use natural body language, wait for conversational turns and pause to listen while others speak. Such a child can tell a story and ask conversation partners to clarify when something is not understood.

Children who are deaf and hard of hearing require both structure and practice to develop

effective conversation skills. A spring 2011 *Volta Voices* article by teacher Ellie White describes a three-part approach to helping CID pre-k children learn to use language in conversation.

In the CID pre-k, time is allowed during every school day for the children to experience natural language opportunities and peer interaction typical of preschool life. For example, in centers time, language is facilitated as it naturally occurs through child-directed play in larger groups. As the children interact with one another in themed areas

with toys and manipulatives, the teachers observe the language skills each has mastered, then actively model, prompt, correct and help expand that language for that child.

During these unstructured activities, the teachers also identify the communication skills each child lacks for his or her age. They address these needs during structured lessons, in which they teach specific functional vocabulary and syntactic structures directly to the individual child or a small group of like-learners.

A third and very important part of CID's approach is the use of conversational language lessons, which White calls a stepping stone between structured lessons and natural preschool play. These sessions give the children time to practice conversational skills with multiple peers, but in groups small enough to participate in focused, teacher-directed activities. The activities are play-based and fun for the children (for example, racing cars across the room to see who wins), but designed so the teacher can model and elicit language previously taught in structured lessons.

By integrating instruction and play to meet the needs of each child, the teachers observe the children spontaneously using natural language and conversation during their unstructured play time in the CID pre-k.

Play is integral to learning for children in the CID pre-k



CID pre-k students engaging in pretend play, a precursor to literacy

Research has shown that children don't fully use language until they can play in symbolic ways. Much of the CID pre-k philosophy is based on theory of play, notably advanced by Carol Westby, PhD from Albuquerque, New Mexico.

In April, Westby visited CID to talk about her highly regarded work on the connection between children's development of play skills and language.

Symbolic play is a precursor to learning language. A child must be able to represent reality with symbols, such as a banana representing a phone, before he or she can learn to use another set of symbols, language. Children without age-appropriate play skills usually don't have age-appropriate language skills – and the reverse is also true.

"Play and language skills work like rungs on a ladder, with alternating rungs representing language skills and play skills," CID teacher Ellie White explained. "For a person to move one hand to a language skill rung, he or she must have a solid grip (with the other hand) on the play skill rung right below."

Play and language are also closely related to social skills and literacy. Children build high level play and language skills by working from low level skills, through increasingly social stages of play. Play skill categories include symbolic, dramatic and pretend play, the precursor to literacy. "Pretend play can go only so far without a solid understanding of the world of experiences and the language that goes along with them," White said.

"We believe in the sanctity of childhood, in the divine right to play, in spontaneous, self-initiated activity... in the development of the individual to the limit of his ability."



EARLY SPEECH PERCEPTION



In February, the principal of the Irving Wilson School for the Deaf, a representative from the Ministry of Education and Health and three teachers from Barbados visited for a guided observation at CID.



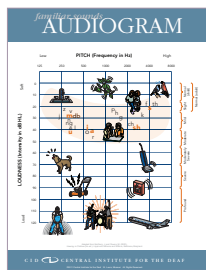
In 2011, CID held four workshops at midwest universities, including Southern Illinois University – Edwardsville.

New from CID

In May, CID staff published a newly updated *Early Speech Perception Test*. Developed at CID in the early 1990s by Ann Geers, PhD and Jean Moog, the ESP is used to measure the effects of hearing aids and cochlear implants on the speech perception ability of children as young as 3 years old.

Each kit includes a standard and a low-verbal version, revised manual and forms, toys, picture cards and an easy to use test administration CD with digitally remastered sounds. With an added All Words menu, the updated ESP is suitable for conducting research. ■

CID's new Familiar Sounds Audiogram and Ear diagrams are accurate and ready for use by audiologists and educators in the form of tear-off tablets. ■



Now available at <http://cidedu.com>

CID professional outreach programs — evolving to address specific and global needs

With widespread early identification and use of digital hearing aids and cochlear implants, more children who are deaf and hard of hearing are learning to listen and talk. This doesn't happen automatically. It requires specialized educational techniques proven to help children use listening and spoken language to succeed in mainstream general educational settings.

Each year, CID offers ASHA-certified continuing education professional workshops on-site and/or at universities in the region. These workshops cover a range of topics, from auditory learning to teaching language or speech skills. With the goal to help professionals directly improve services for young children and their families, case-based workshops were added two years ago to address specific needs in early intervention. In small groups led by experienced CID family center staff, participants discuss examples from their own caseloads.

"Recent requests for additional courses beyond the scope of CID's current workshops have led us to consider other ways we might apply the case-based model," CID professional outreach co-coordinator Ann Holmes said. "We're exploring what it might look like to offer a similar level of tailored, practical information on topics relevant to experienced professionals who serve older children."

An educational support package from CID can include in-services, in which CID teachers travel to another school to give a presentation, administrative consultations, either in-person or via Skype, and guided observations that typically involve an extended visit by a group of representatives from a school, district or even a country.

"A guided observation at CID is a highly tailored educational experience," Holmes said. "Participants are guided personally through CID school classes and teaching

"Thank you for consistently moving the field of deaf education forward. Through your outreach, you don't only serve children here at CID, but children with hearing loss all over the world."

— Cheryl Sargeant Speede
Ministry of Education and Health, Barbados

strategies and have the opportunity to discuss at length how they might effectively incorporate what they learn into their own programs."

"This kind of individualized instruction is in CID's DNA," Holmes noted, "but we're also working to address a broader need to reach more teachers and SLPs, wherever they are. To that end, as part of the strategic plan, we're exploring distance learning. Our goal is to bring the CID classroom to professionals everywhere."

On the way to literacy, what comes next?

Retelling a story, including remembering what happened and getting the events in the correct order, can be especially difficult for a child who is deaf or hard of hearing. CID teachers and others have long identified low level retelling skills in those students who struggle most to learn to read. As one part of meeting the strategic plan goal of improving literacy, CID has renewed its focus on improving retelling skills.

This year, the pre-k teachers trialed a daily emphasis on the basic language of retelling, taking advantage of every opportunity to use and

explore time-connecting words, such as *first*, *then* and *next*. These kinds of words are important in stories, and tend to appear later in the vocabularies of children who are deaf and hard of hearing.

At the beginning and the end of the year, the teachers videotaped 4-year-olds talking about events that had happened to them personally. Although their use of connecting words increased in that time, many children with hearing loss continued to demonstrate deficits in their ability to remember and retell events in the right order.

"We learned a lot and will pursue this important work with additional trials next year," CID co-principal Lynda Berkowitz said.

The primary teachers collected portfolio artifacts to evaluate writing to retell a story. Next year, they will collect video clips of students retelling stories aloud.

As a logical continuation of their successful work modeling excitement for reading and the accompanying thought processes (including self-talk and reflection), the teachers will also begin to regularly model the act of retelling.



After a year-long trial modeling thought processes and enthusiasm for reading, CID primary teachers have noted an increased tendency for students to choose to read books during free time, to act out stories, to respond (e.g., laugh) at appropriate times and to read to younger children. Next year, they will add work on retelling. 5

2012 Ultimate Picnic: **BEST OF THE WEST**



Tribute gifts

GIFTS IN HONOR OF

Judy C. Alexander-Weber
Mr. Paul Macon

John Arenberg
Mr. Steven Arenberg

Paul M. Arenberg
Anonymous
Mr. Kenneth Arenberg
& Ms. Suzanne Swisher
Ms. Lisa Seidel
Mr. Steven Arenberg
Ms. Susan Arenberg
Mr. & Mrs. Tom Arenberg

Rachel Azarnoff
Dr. & Mrs. Daniel Azarnoff

Harris & Catherine Bogdnoff
Mr. Joseph Innaurato

Eric Brody
Dr. Arnold G. Brody

CID
Mrs. Enid Denbo Wizig
& Mr. Bernard Wizig

Robert G. Clark
Mr. Paul Macon

The DelRosario Family
Ms. Joanna May

Garrett Dempsey
Ms. Louise Pogue

FanBox
FanBox

Greg Farber
Ms. Dianne F. Johnson

Robin Feder & CID Staff
Mrs. Sue S. Baum

Christine Fabrenbruch Ford
Anonymous

Tyler Hammond
Mr. & Mrs. Ross Hammond

Frances Heidmann
Mr. & Mrs. John R. Rockwell

Katherine Ann Cline
Mrs. Mary Jane Martin

Tina Klocke
Mr. Matt Oldani

Theresa Kocher
Ms. Kim Readmond
& Ms. Lisa Wallace

Tim Koehl
Mr. Brian Ashworth

Kevin Kwiecinski
Mr. Stanley Kwiecinski

Anthony Lobue
Ms. Stephanie Levesque

Kelly Magee (CID 1962–1969)
Rev. Paul Magee

Kathryne McGuigan
Mr. & Mrs. William
Bixby Sheldon

Mrs. Albert Melman
Mr. & Mrs. Theodore Hoffman

Betty & Paul Mendelson
Mrs. Betty Moulton

Laurie Miller
Mr. & Mrs. David Gulick
Reynolds Family Foundation

Monica Niemira
Mr. & Mrs. Thaddeus F. Niemira

Erik Nordlof
Mr. & Mrs. Frank Gould

Jane Olmsted
Mr. Charles G. Holland

Diana Redman
Mr. & Mrs. Marvin Redman

Marie Richter
Mr. & Mrs. Brett Moorehouse

Nancy Russell
Mr. Paul Macon

Hugh & Ann Scott
Dr. & Mrs. Ernest T. Rouse, III

Ariela Schmidt
Anonymous

Dorie Shapiro
Dr. & Mrs. Gary Shapiro

Jean Wolff
Reynolds Family Foundation

GIFTS IN MEMORY OF

Eileen J. Achenbach
Mr. Ronald D. Achenbach

Ann Arenberg
Mr. Steven M. Arenberg
Mr. & Mrs. Philip H. Barron

Sam W. Ayre
Mrs. Marilyn Ayre

Terry Baum
Mrs. Clarice Baum

Doug Britt
Julia, Sara, Jeff & Greg
Biedenstien
Mrs. Phyllis Britt & Family
Cousins Club
Mr. & Mrs. Robert Dick

Mr. & Mrs. Walter Donius
Ms. Shirley Dorn
Ms. Helen W. Garrett
Mrs. Patricia A. Gilliam
Ms. Vi Hobbs
Ms. Laurie Hughes
Mrs. Audrey Lytle
Ms. Marybeth McGrath
Mrs. Kathryne E. McGuigan
Mr. & Mrs. Robert M. Rowlinson
Mr. & Mrs. Robert C. Smith
Mrs. Karen Watkins
Mrs. Jean Weingaertner

Anita Faier Burman
Mrs. Noel Mangano

Edwin R. Christman
Ms. Lucy Christman

Irving Cook
Ms. Elaine M. Addis

Lillian Nathanson Cutler
Mr. Arthur E. Cutler

Buddy Deutch
Mr. & Mrs. Steve Kodner

Alfie Einstein
Anonymous

Helene Erman
Mr. & Mrs. Steve Kodner

John Faust
Mr. & Mrs. Jerry Lapp

Sophie French
Mr. John R.P. French, III

Douglas Gilmore
Mr. & Mrs. John Casey
Mr. George Fredericks
Mr. Brian Handyside
Mr. & Mrs. Thomas O'Rourke

James Guth
Mr. & Mrs. Edward Costigan, Jr.
Mr. & Mrs. John Gunther

Fred Haake
Ms. Elaine M. Addis

Florence Winner Hildebrand
Ms. Holly Hildebrand

Dr. Ira Hirsh
Dr. & Mrs. Peter Gaspar

Tom Hutchins
Mrs. Nancy K. Hutchins

Allison Ivey
Mrs. Letah Carruthers

Eugene Janoski
Ms. Irene W. Janoski

Mark Kaempfe
Mr. Wayne Kaempfe

Marian Kazmierski
Mrs. Sandra Bianco

Reba Lacey
Mr. & Mrs. Randy Ross

Bruce Lammers
Mr. Donald Anselm
Mr. Thomas E. Gaido

Dr. Audrey Simmons Martin
Anonymous

Arthur E. McCann
Mrs. Dianne Gushleff
Mr. & Mrs. Robert Lanfer
Mr. & Mrs. Max L. Wood

Carl Miller
Ms. Michele Seltzer

Charles Murphy
Mr. & Mrs. Anthony Cafazza

William T. Fiery O'Byrne
Mr. & Mrs. Theodore
M. Armstrong

David Raab
Mrs. Alma Raab

J.V. Renfro
Roma Renfro & Jason Weaver

Ann & Hugh Scott
Dr. & Mrs. Ernest Rouse, III

William and Florence Schmidt & Family
The Schmidt Foundation

Janet C. Easter Seely
Mr. & Mrs. K.K. Charan
Mr. & Mrs. John Flynn
Mr. & Mrs. Ernest H. Grubb
Dr. & Mrs. David Linsenbardt
Dr. Kathleen S. Quinn

Dr. S.R. Silverman
Ms. Helena Manrique
Mr. & Mrs. Norman Pava

Dr. & Mrs. S. Richard Silverman
Mrs. Charlotte M. Eldredge

Roger Stillpass
Mr. & Mrs. Lee Roy Borowiak
Mr. & Mrs. Kenneth Boyer
Mr. & Mrs. Ray E. Howell
Ms. Christine Savage
Mr. Travis Spagnola
Tom & Marie Trost and Family
Mr. & Mrs. Jason S. Yu

Emile Wang
Mrs. Frank Sheldon

Bonnie Weggemann
Mr. Christopher Weggemann

Larry Welter
Mrs. Patricia F. Welter

Helmuth Joseph Wiemann
Mrs. Robin M. Feder

In April, US Bank employees joined 17 primary CID students for a pep rally, cheering them on to run their last mile of Go! St. Louis Read, Right and Run in Forest Park. During the year, each CID student read 26 books, completed 26 good deeds and ran a total of 26.2 miles. The CID Outreach Committee (COC) organized the rally. The group ran relay races before sharing a healthy fruit buffet. COC members Becca Shipp and Linda Seemiller and Sandy Meyer, Linda Huesgen and Pam Scott were our guests from US Bank.

Thank you to COC members Bill Dunaway, Kate Erker, Chris Nitzsche and Caroline Springer for donating supplies for the event.

CID Fall Workshop Weeks

CID Fall Workshop Weeks are September 18–21 and October 15–18.

- Early Intervention for Children Who Are D/HH (A–Z 9/18, Case-Based 9/19)
- Quality Programming for Preschoolers (9/20)
- Strategies for Teachers in the Mainstream (9/21)
- Cochlear Implants and/or Hearing Aids in Children Who Are D/HH (10/15–10/16)
- SPICE for Life: A Real-World Auditory Learning Curriculum (10/17)
- Targeting Speech Skills for a Child Who Is D/HH (10/18)

Register at <http://cidedu.com>



CID rooftop playground
by Suzy Harmon Olsen



Tom Horejcs with
CID staff members
Sara Sisk, Erin
Hemme, Robin Feder
and Ellie White

Accomplished international artist

Internationally renowned artist Suzy Harmon Olsen has been deaf since birth. She uttered her first words in her first language, English, starting in at CID in 1949 when she was 3 years old.

She graduated from the CID school, mainstreamed in third grade, graduated from Ladue High School and went on to earn fine art degrees at UCLA and the University of Texas. She continued her education at the University of Madrid, then lived and worked in Florence for 14 years. Along the way, she studied with famous artists and added Spanish and Italian to her spoken language repertoire. She has taught college level art since 1970.

Olsen's paintings and pen and ink drawings, including notable architectural renderings, have been shown in galleries in Florence, Zagreb, Munich, Amsterdam, St. Louis and San Antonio. She accepts commissions for public art and specializes in watercolor monoprints, a

medium dating back to the 1600s. In 1999, CID asked her to create paintings of the 818 South Euclid school building and rooftop playground. Her original pieces hang in the executive director's conference room.

When not creating art, Olsen continues to teach. She holds artists' retreats at her renovated villa on a Tuscan hillside or in the Texas hill country near her studios in San Antonio. Her work can be found at <http://eyeconart.net>.



Suzy Olsen's villa in Tuscany

1990 school graduate Thomas Horejcs, PhD pressed CID teachers into service as a focus group when he visited in March. Horejcs collected staff opinions on video gathered as part of his comparative research study of preschools for the deaf in the U.S., France and Japan. He is an assistant professor at Gallaudet University.

Catching up with a Fulbright Scholar

Aileen Crowe Nandi has led a life that others can only dream about. Her profession has taken her all over the world, in key positions for the U.S. government.

Diagnosed with severe to profound deafness at 16 months old, Nandi started in the CID nursery class when she was 2, then mainstreamed part-time at a local preschool after she turned 3. She went on to attend her local kindergarten while CID monitored her through elementary school.

Nandi proved a gifted learner who loved language enough to eventually learn several of them. She speaks fluent German, proficient Spanish and conversational French, plus "a little bit of a lot of other languages."

"Myles and I are very proud of Aileen's accomplishments," said her mom, Christine. "We credit [her teachers], Dr. Audrey Simmons-Martin, Phyllis Rudman and CID with her fabulous start in the hearing world."



Aileen
Crowe
Nandi

Nandi graduated Magna Cum Laude, Phi Beta Kappa from the University of Richmond – with a Fulbright Scholarship. She studied in former East Germany and earned a master's degree from the School of Foreign Service at Georgetown University in 1997. She worked in the U.S. Embassy in Prague, then for the U.S. Trade and Development Agency, overseeing activities in Eastern Europe and Malta. She took the U.S. Foreign Service exam "as a lark" and scored third in the world!

Nandi was an officer for the U.S. Commerce Department in Mexico City before being assigned to India, where she oversaw U.S. commerce activities in Calcutta, Hyderabad, Bangalore and Chennai. She is currently on assignment in San Jose, California, where she coordinates visits of world leaders.

Address change/addition

Bree DeGraw, associate director of development bdegrow@cid.edu 314.977.0163

Administration

Robin Feder, MS, CFRE, executive director rfeder@cid.edu 314.977.0223

Admissions

Andrea Osman, MS, assessment and admissions aosman@cid.edu 314.977.0135

Annual giving • planned giving • Ultimate Picnic • trivia night

Sean McCaffrey, director of development smccaffrey@cid.edu 314.977.0225

CID school Lynda Berkowitz, MS, CED, LSLs Cert AVEd, co-principal lberkowitz@cid.edu 314.977.0120

Barb Lanfer, MAEd, CED, co-principal blanfer@cid.edu 314.977.0139

Joanne Parrish Knight Family Center

Chris Clark, MAEd, CED, program coordinator cclark@cid.edu 314.977.0175

Professional outreach • in-services • consulting • guided observations

Ann Holmes, MS, CED aholmes@cid.edu 314.977.0159

Ellie White, MS, MAEd, CED, LSLs Cert AVEd ewhite@cid.edu 314.977.0207

Publications • workshops

Dianne Gushleff, publication sales dgushleff@cid.edu 314.977.0133

sound effects • annual report • <http://cid.edu>

Kim Readmond, communications and web kreadmond@cid.edu 314.977.0243



CID is a Charity Navigator Four Star Charity.

This leading charity rating organization awarded CID its highest rating for demonstrating sound financial management and commitment to accountability and transparency.



HAVE YOU CONSIDERED INCLUDING CID IN YOUR WILL OR ESTATE PLANS?

Ultimate Picnic 2012: Best *EVER*, St. Louis!

In April, the 2012 CID Ultimate Picnic: *Best of the West* was an unprecedented success, with 337 guests and more than 100 volunteers. Together, we raised a record amount – more than \$275,000 to help children who are deaf and hard of hearing learn to listen, talk, read and succeed.

Special thanks to our wonderful committee, led for the second year by Tara Brengle and Leanna Fenneberg, also parents of CID children. For the sixth year, Doris Devereux and Bette Hess provided imaginative decor and Laura Lyon

created fabulous art. Laurie Miller and Kathy Beilein co-chaired an awesome live auction led by celebrity auctioneer Guy Phillips of Y98 radio. The children sang *Oklahoma!* The St. Louis community came through in a big way, and we welcomed 57 new Top Hat Scholarship donors.

We appreciate all of our volunteers, guests and donors, including the amazing lead Sponsors shown on this page.

Sponsorships can be reserved for the 2013 event. Please contact Sean McCaffrey 314.977.0225 smccaffrey@cid.edu.



ULTIMATE EVENT SPONSORS

Mr. & Mrs. F. Lee Hawes
Anabeth & John Weil



Top Hat Scholarship

PRESENTING SPONSOR

Lou Goltermann, Jr.

AUCTION PADDLE SPONSOR

SM WILSON

WINE PULL SPONSOR

The Toombs Family Foundation

PREMIER TABLE SPONSORS

Anonymous

C. Baker Cunningham & Doris A. Drewry
Ralph W. Kalish, Jr. & Eleanor Withers

HUSCH BLACKWELL



Edward Jones
MAKING SENSE OF INVESTING

Scottrade
GET INVESTED.



CLAYCO
THE ART & SCIENCE OF BUILDING

CENTENE
Charitable Foundation