A late start, sacrifice and hard work: Now Mickey can talk!

On school days, Mickey Partney's mom, Nora, wakes him up at 4 a.m. so he can leave the house by 5:30. Depending on the traffic between their southern Missouri town of Potosi and St. Louis, he arrives at school between 7:30 and 8:30.

In January of 2006, Nora took a big step for her profoundly deaf son. She arranged for the early care of her other children, quit her job and secured a job a half-hour drive from CID so she could pick him up in the afternoon. Nora and Mickey kept the same routine until last fall, when her new husband took over the driving.

Nora's dedication to her son has been extraordinary. She had brought him to the CID Joanne Parrish Knight Family Center twice a month as a baby. After he turned 3, he received only 15 minutes of speech therapy a week in Potosi. When he finally enrolled in the CID school at age 5, he had a cochlear implant, but no speech. Everyone could see he was frustrated, but our teachers saw in him the desire and capacity to learn to talk.

Between January and May of his first year, it was tough-going in pre-k, but Mickey learned to say about 20 words. By the time he turned 6, he was saying more than 130 words and putting together short sentences. He knew his colors and could count to 12.

Mickey recently turned 8 and he says more words than we can count. Last year, he received a second cochlear implant and participated in a special class within the primary department called LEAP. There, he received intensive instruction in speech, language and reading as part of CID's commitment to help every student get what he needs to catch up with his peers who can hear.

Mickey works hard and is serious about his studies. His teacher says he excels at math and he has a playful personality too. He talks a lot and shares an endearing smile — sometimes even in the morning, after being stuck in traffic.

CID has received $195,150 from the United Way of Greater St. Louis for the year 2009. As a proud United Way member, CID receives an annual allocation. The United Way has played a major role in supporting CID since 1922.

"Over the years, the United Way has helped CID teach countless children to listen and talk without using sign language," executive director Robin Feder said. "United Way funding helps CID contribute to a healthy community by preparing children to participate with hearing children in their neighborhood schools."

CID must meet a set of guidelines to maintain this important affiliation. A team of United Way volunteers meets yearly with members of the CID board of directors to review institute governance, programs, finance and administration. The support of generous St. Louisans enables the United Way to provide funding for nearly 200 local agencies, including CID.

In 2008–2009, Mickey was one of 20 children who lived more than an hour away from CID and one of three students who began to learn to talk after age 4.

In the 2008–2009 regular school year, CID served 134 students in the Family Center, pre-k and primary programs. For all but a few of these children and their families, CID was not a neighborhood school.

About 33% traveled from southern Illinois, including 6% from East St. Louis, 10% traveled from rural Missouri and 23% traveled from counties in Missouri within the metropolitan area. The remaining 33% came from neighborhoods scattered throughout the city of St. Louis.
A grandson’s story, a legacy of hope for families

Recently, a young man named Daniel Miller stood before a crowded room to say goodbye to his beloved grandfather, Norman C. (Tom) Wolff, Jr.

Daniel’s personal stories provided a glimpse into the special bond his grandfather shared with his own grandfather, CID founder Max Goldstein. At the end of his speech, he shared that “my grandfather was, like me, a grandson proud of his grandfather.” The weight of that moment coupled with Daniel’s obvious pride in his family’s legacy is something no one in attendance will soon forget. Daniel’s powerful expression will be etched forever into my memory of CID’s 95th anniversary year along with,

In fond memory: Norman C. Wolff, Jr.

With great sadness, we note the recent passing of a treasured member of the CID family, Norman C. (Tom) Wolff, Jr., the grandson of CID founder Max A. Goldstein, the father of CID board of directors member Laurie W. Miller and the cousin of CID board president, Ralph W. Kalish, Jr. Mr. Wolff died in April from complications after surgery. He was 84 years old.

Mr. Wolff carried forth his family’s amazing legacy as an active member of the CID board for 33 years. He served on many committees and provided friendship and guidance to fellow board members and staff alike. More than that, he was the unofficial keeper and teller of stories about his grandparents and how they nurtured the institution that has grown to help so many children and their families.

“Tom remembered everything,” Kalish said at an April service celebrating his cousin’s life. He spoke fondly of Tom’s stories filled with colorful detail, humor and kindness.

“He was a good guy,” Kalish concluded. We will never forget him.

and more proficiently by the year — with the benefit of powerful hearing technologies and ever-improving instruction. Our families know that this is the true Goldstein family legacy — and that the mission remains vital today.

Today, our interventions are typically earlier and more effective, but the need is great. Hospitals routinely identify newborn babies with deafness, including losses incurred using life-saving medications unavailable a decade ago. More families now depend on CID than at any time since the 1970s. Over the past 5 years, CID enrollment has increased 68%.

The economic downturn is bringing new challenges as we continue to serve qualified school candidates regardless of their families’ financial situation. An institute-wide wage freeze is one of several steps we have taken to safeguard CID’s mission with an extra measure of frugality during this time.

As we work to keep Dr. Goldstein’s legacy strong, we know we are nothing without the community support he inspired 95 years ago when he raised funds to build the first CID school. I wish Tom were here to tell how his grandfather held classes in rooms above his medical offices, how he proudly showed off the children’s speech to the first St. Louisans who opened their hearts for CID. I know he would join me in thanking you for your ongoing role in helping the children and families who depend on us. – RF

Founder’s family helps celebrate CID’s 95th year at the 2009 Ultimate Picnic

At the Ultimate Picnic, “Set Sail with CID,” in May, we welcomed 17 relatives of CID’s founder, Dr. Max Goldstein. Family members traveled from Arizona, Massachusetts, New York, Ohio and Paris to attend the event, to celebrate CID’s 95th anniversary and to support their relative, Laurie Miller — Dr. Goldstein’s great granddaughter. Miller, a CID board member, chaired the event, which raised $188,000 to support the school children. Shown (left to right, from the front) are Miller, Jean Wolff, Lawrence “Lolo” deLaubadere, Gay deLaubadere and Nan deLaubadere; Mason Miller, Margot Miller, Ralph Kalish and James Kober (second row); Eleanor Withers, Alexia deLaubadere and Anne Miller (third row), and Cathe Kober, Daniel Miller and John Kober (back row). (Jeff and Carmen Kober are not shown.)

Jayna Altman, Miss International 2008, was the honorary chair for the CID Ultimate Picnic. The event also featured creative design by graphics chair Laura Lyon, simple elegance by decorations chairs Wendy Ripes and Patti Jayne and a lively auction by local celebrities Kim Tucci and Kevin Berghoff, also the father of a CID student. An official cruise director, a surf ‘n turf dinner with dancing after, and a children’s performance of “Yellow Submarine” created a fabulously nautical experience.

We extend thanks to the committee members, donors, event sponsors, guests and volunteers who helped make the event a success.
CID graduates speak for themselves

In keeping with a longstanding tradition, a shared recognition ceremony was held in May to honor four graduates of CID and 23 graduates of the CID-affiliated Program in Audiology and Communication Sciences (PACS) at Washington University School of Medicine. The CID graduates (from left to right) are Tiffany Hamel of Highland, Illinois, Ashanti Morris and Allie Lane of St. Louis and Orion Gregory of Edwardsville, Illinois. Each child delivered a graduation speech, excerpted below. In the fall, each will attend a neighborhood school with peers who can hear.

... I live in Highland, Illinois, so I have been riding the school bus to CID every day for three years. Next year, I'll ride the bus to my new school. I like riding the bus, but I'll miss seeing the Arch and the Mississippi River. The good thing is I won't have to be on the bus for an hour and a half every morning and afternoon! I have been going to CID since I was 5. I like having friends at school who are deaf like me. ... When I grow up, I want to be a vet and take care of animals. ... — Tiffany Hamel, age 7

... I came to CID when I was a baby. My teacher, Ms. Beth, brought fun toys to my house to play with. When I was 3, I went to pre-k. I liked Ms. Patti's room the best. She had so many toys! When I turned 4, I went to primary. My favorite class was thematics. I learned about dances, India and plants. ... In August, I will go to a new school. I will be in kindergarten. I think I will learn new things and make new friends. I want to say thank you to my mom. She helps me every day. She is fantastic! I want to thank my teachers. They helped me learn how to talk and listen. I say, "If I don't listen, then I can't learn!" — Ashanti Morris, age 5

... I came to CID when I was 3 years old. ... Art and language are my favorite classes. I like language because we talk about nouns, verbs and prepositions. I also like talking about outer space. I can name all the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. When I grow up, I want to be a teacher. I want to teach little kids math and science. ... — Allie Lane, age 7

... I came to CID when I was little. I was 3. I have done a lot of things at CID. One thing I really liked was the ballet. The ballet was good to see because there were lots of ballet dancers. I liked watching them dance. I like math the most at school. I like the worksheets we do because they are fun and make me smarter. I also like to play hockey and basketball and to listen to Kanye West music. After I leave CID, I will go to first grade ... — Orion Gregory, age 5

In December, the CID board of directors named Ralph W. Kalish, Jr., president. Kalish, a partner at Husch Blackwell Sanders, LLP, has served on the CID board since 2001 and has been affiliated with CID since the early 1980s. He is the great grand nephew of Max A. Goldstein, MD.

The board also added eight members: Mariquita Barbieri, corporate counsel for Solar LLC; Louis Gottemann, Jr., CEO of Asey Refractories Company; Ken Kotiza, vice president of Welch, Flatness & Lutz; Jennah Park, president of Park & Associates; Susan Seabaugh, area specialist for Sorenson Communications and vice president of the CID Alumni Association; Eric Stisser, senior vice president of business development for the St. Louis Blues and Scottrade Center; Kelly Tyson, the principal of City Academy, and Steven Williamson, vice president of Midwest Systems. Barbieri, Stisser and Williamson are members of the Corporate Outreach Committee, CID’s young friends group.

Board officers for 2009 are: Ralph W. Kalish, Jr., president; Theodore Armstrong, Robert Clark, Thomas Jayne, Joanne Knight, Timothy Koebl, Hugh Scott, III, William Sheldon, James Snowden, Jr., Bruce Springer and John Weil, vice presidents; Barbara Morris, secretary; Robin Feder and Amy Tighe, assistant secretaries; C. Baker Cunningham, treasurer, and Tina Klocke, assistant treasurer.

In memoriam: CID family and friends

We send our condolences to CID friends and family members mourning the loss of loved ones in the past year.

2008

We sadly report the loss of: Robert F. Argall, a 1980 graduate student alum from Ontario, Canada; H.A. Bait, the father of 1952 CID graduate Lawrence and Ronald Bait; Terrell M. Baum, 66, of St. Louis, a 1950 CID alumnus; Georgia Stosberg Fischer, 83, of St. Louis; Jean B. Fuller of Vezzie, Maine, the mother of 1964 school alumna Becky Fuller; Ruth E. Guthman, a 1932 CID school graduate from Columbia, Missouri; Rebecca Wells Jones, 89, the widow of W. Boardman Jones, Jr., a CID
CID hosts workshop for parents

In February, about 30 parents attended an all-day workshop at CID with speakers on topics from sports to technology.

Directors of the Disabled Athlete Sports Association discussed encouraging children to recognize their abilities through sports, activities and camps. CID audiologist Marie Richter, AuD answered parents’ questions about devices and athletics. Aaron Rose, a Washington University graduate student who is deaf and has a cochlear implant, shared his experiences playing sports as a child.

Representatives from The Belle Center presented ways to balance raising a child who is deaf or hard of hearing with raising his or her siblings. Genevieve Del Rosario, a parent of two CID students, talked about financial strategies and resources.

Jeremy Blanton, a police officer and the father of a former CID student, presented ways to keep a child who is deaf safe. Three young professional CID graduates discussed their experiences growing up and as deaf adults with careers (see p. 6). Additional topics were mainstreaming and new technology for use with hearing aids and cochlear implants.

Joint project helps public schools

CID has collaborated on new documents to help Missouri public school educators better understand communication and educational issues surrounding childhood deafness.

The “Did You Know ... ?” series includes a list of resources available in the state. It was jointly prepared by CID, St. Joseph Institute for the Deaf, Moog Center for Deaf Education, Missouri School for the Deaf, Washington University and Missouri State University at the request of Heidi Atkins Leiberman, assistant commissioner of the Division of Special Education, Missouri Department of Elementary and Secondary Education.

The state has distributed the documents to public schools. Federal funding also will be available for public school teachers to attend deaf education workshops in the fall.

CID offers Spanish hearing aid and cochlear implant checklists

In response to numerous requests, we are pleased to announce that Spanish-speaking families can now use CID’s handy refrigerator magnets to access the basics of hearing device care any time of day. With the generous help of Sara Bollinger, Cecily and Raul Quintanilla, and former CID research clinician David Pascoe, PhD, CID has translated its Everyday Hearing Aid and Cochlear Implant Checklists into Spanish.

You can now order the checklists at www.cidedu.com.

Family, community help teachers bring literacy to life

Whether or not a child can hear well, his parents play an important role in developing his language and reading skills. Parents are a child’s first teachers and are important partners for educators preparing children who are deaf and hard of hearing to succeed in classrooms alongside their hearing peers.

Since being able to read is so fundamental to these children’s academic success, CID has developed a family literacy program that supports parents in becoming strong models for reading and in carrying language and literacy lessons from school to home.

Proficient readers have good oral language skills and are read to early and often. In the Joanne Parrish Knight Family Center, home visits often include showing parents how to read to infants. The parents don’t need to read every word. Instead, CID educators coach them on how to help build language and vocabulary by pointing out important people, objects or animals in the pictures and using simple repetitive phrases, like “I see the baby!” or “Moo! I hear a cow!” The goal is for them to bond with their babies through reading.

During home visits, CID educators also engage parents to make simple books using drawings or photos of their child. The books are about regular activities — like going for a walk. The educator helps mom and dad identify appropriate language to use while getting ready and gives them things to say along the route (for example: “Where is your jacket?” “Listen — I hear a bird!” and “Let’s go inside now.”). Later, the parents can read the homemade book to their child, retelling a familiar experience using language from their daily walk.

For 2-year-olds, the CID nursery class also provides reading time, and family days bring parents into the classroom to read. Positive experiences with reading lay an important foundation for future academic success. Being able to handle books, to follow pictures on a page, and to be close to supportive caregivers while enjoying books as a part of a daily routine helps prepare toddlers to learn to read when they reach preschool and kindergarten.

Just as our Family Center parents are expected to read to their babies, parents of older students are expected to read to their children daily. Parents of CID pre-k children receive take-home language and literacy bags containing books, story-sharing ideas, things to think about when reading to a child and activities related to the themes of the stories. Teachers bring family members into the classroom with story time activities. Continuing the thread started in the Family Center, CID volunteer Grandma Barb, the mother of pre-k teacher Patti Hoffman, helps reinforce positive associations about books for our 3- to 5-year-olds.

The more children come to think about reading and books as special times to be shared with caring adults, the more likely they are to enjoy and excel at reading. This practice continues in the primary department, where volunteer Book Buddies read to young readers learning to answer questions related to the text, to make inferences based on the story, to understand characters and plot, and to retell stories in their own words.

Special visitors make reading fun and exciting at any age.

CID primary teachers also use programs like Pizza Hut’s “Book It” initiative to encourage reading at home for students ages 5 to 12. Teachers set regular reading goals. Each month, parents log the hours they read with their children. When they meet a goal, the children receive a reading certificate and a pizza coupon.

Similarly, CID uses the Go! St. Louis Read, Right and Run Marathon to help teachers promote reading goals. Participants read 26 books, run 26 miles and do 26 good deeds. Students run their last 1.2 miles during the Family Fitness weekend in nearby Forest Park in April, then return to CID to celebrate their reading, charitable and athletic accomplishments with their families.

Our annual school-wide literacy fair is another special occasion when parents spend time in the classrooms reading books, doing activities and sharing their love for reading with their children.
On one hand in 1997, a little deaf boy named Sam was telling a story, and his new classroom aide, an enthusiastic volunteer named Mariquita, was having difficulty understanding him. A CID teacher had advised her not to let it go — that it was better to ask a deaf child to repeat or rephrase than to pretend to understand.

She had taken the lesson perhaps a bit too much to heart. “I kept making poor Sam repeat, three maybe four times — I simply did not understand his words,” she said. “Finally, he threw up his hands. Not only did I fail to communicate, I was hurting his spirit.”

Mariquita stayed involved with the students. During college, she worked weekends at the dorm, where she remembers adventurous field trips with children ages 3 to 15 from all over the world. Once, she escorted a group to the Soular Mardi Gras parade, then took the free Budweiser tour, which thankfully provided free sodas and snacks at the end. She remembers spending a snowy afternoon exploring an icy pond in Forest Park with the students, finding a dead turtle and fish and going back to the dorm to look them up. “It was an accidental science project,” she said. Mariquita loved to play. For a time, she considered becoming a teacher of the deaf, but in the end: “I liked being regarded as the children’s friend and playmate — doing regular things and letting them learn by being treated as hearing kids.”

In the time she has known CID, Mariquita describes the progress as amazing. “The kids are doing so well because they are getting hearing aids, cochlear implants and auditory-oral education from the beginning. It’s still amazing to me that a child can be born profoundly deaf and get help so soon, he can sound like a hearing child by the time he’s 4 years old. It truly is a miracle.”

Mariquita also helps support CID financially. What motivates her? “Knowing that your donations are helping to make that feeling of joy happen in a child’s family, and to someone who comes in contact with that child, knowing you are enabling a child to engage in the world, and knowing you are investing in the future of a child who could become a teacher, a doctor, a lawyer — anything he or she could want to be.”

Two devices in the same ear

Audilogists at St. Louis Children’s Hospital and CID are learning about the effects of combining a hearing aid and a cochlear implant in the same ear. Richard A. Chole, MD, PhD, head of the Department of Otolaryngology at Washington University School of Medicine and a member of the CID board, performed cochlear implant surgery on a CID student last year. Test results obtained soon after her surgery revealed that the student had some remaining low frequency hearing that might usefully be stimulated using a hearing aid in the same ear.

Dr. Chole and his colleagues are among those in the field of cochlear implants working to develop surgical techniques that preserve residual hearing in cochlear implant patients. In years past, patients undergoing cochlear implantation would typically lose all remaining “residual” hearing in the implanted ear.

The CID student began using a hearing aid and a cochlear implant in the same ear a few weeks after her implant was activated. A collaborative team from Children’s Hospital, Washington University and CID continues to study the combination of electronic and acoustic stimulation in one ear and to evaluate programming strategies for the student.

Research in adults indicates that speech understanding in noise is enhanced when acoustic and electric hearing in the same ear are combined.
High expectations for Bailey

Fifteen-year-old high school sophomore Bailey Owen has big plans for her future. "I want to be a teacher of the deaf," she said. "I have wanted to teach kids like me ever since I graduated from CID."

That was in 2001, when she was 7 years old. Since then, she has attended neighborhood schools near her home in Hoffman, Illinois. Bailey is an A/B student. She plays softball and volleyball. She joined her school chorus in fifth grade, after her friends begged her to join. At age 11, she began singing. "I don't give up what I enjoy." 

Determination is a staple for Bailey and her family. They came to the CID Jo-anne Parrish Knight Family Center when she was 2, got her a cochlear implant, and spent the next five years driving an hour and a half each way so she could attend. "CID did everything for me," Bailey said. "CID is one of my favorite places because it taught me how to speak, read and write — plus, don't forget, hear. ... CID is a place I will never forget. It helped me learn how to be on my own and how to talk to other people who are like me."

Bailey plans to attend college. Lately, she is busy learning a new song to sing in next year's solo contest. The song is titled "Unexpected Song." Anyone who knows Bailey knows she will do well.

Young professionals talk to CID parents


The three alumni talked about their professional careers and answered parents' questions ranging from academic and social issues to learning to use sign language later in life.

Simmons, 38, is a computer consultant for the federal government. He said that he, too, is a parent, and if any of his kids were deaf, he would not hesitate to send them to CID.

"The best thing my parents ever did for me was send me here," he said.

Mueller, 26, is an IS field technician and junior administrator for an Illinois hospital. He said "Without CID, I would not be who I am."

SLUH student gains insight about his parents at CID

When it came time to choose his senior service project at Saint Louis University High School, it was only natural for Trent Dardick to volunteer at his parents' alma mater — CID.

Trent said his dad, Kenneth Dardick (class of 1966) and mom, Margie Heitzman Dardick (class of 1976) were proud that their son was volunteering at a place that had done so much for them.

Trent, who is 18 years old, spent part of January assisting CID teachers in the primary department. He said his main duties were to "keep the children safe during play time, clean during lunch time and attentive during class time."

"I wanted to see what it was like for my parents when they went here," Trent said. "I liked seeing where they learned to talk. This is where they learned those basic skills."

Trent's mom, Margie, was not diagnosed until she was 13 years old. "She had a really hard time in mainstream schools," he said. "No one knew she was deaf, so her teachers thought she wasn't paying attention. She was held back. Finally, when she came to CID, she began learning at a pace and in a way that helped her succeed."

Margie earned an undergraduate degree at Southwest Missouri State University and then a master's degree in physical education at Southern Illinois University — Edwardsville. She was CID's physical education teacher in the late 1980s.

Trent's dad graduated from CID and went on to Ladue High School. "He had an easy transition and did regular things, like joining the swim team," Trent said.

Kenneth graduated from CID long before Margie enrolled as a student. It was not until they were thousands of miles from home that they actually met. They were competing at the Deaf Olympics in Germany in 1981. "My mom played softball and my dad swam and played water polo," Trent said.

Growing up, Trent had a lifestyle similar to that of many children. He went to school, played sports and had a loving family. He also did little things most kids his age weren't doing.

Having deaf parents meant becoming more independent at an earlier age than most. At times, he had to talk on the phone for his parents or facilitate a conversation with an impatient stranger.

"The independence enhanced my growing experience," Trent said. Volunteer- ing at CID has made him even more aware. "Here at CID, deafness is not a disability. It's a place to grow."
Above (left to right): CID executive director Robin Feder danced the "Wigalo" with Allie Lane, Nia Whitehead and Eve Murphy at a recent board meeting. Nia and friends Lynae Arthur and Kamond Rhodes were three of the many stars of the primary students’ performance of “High School Musical.” Whitney Garmon, Tiffany Hamel, Lynae Arthur, Mikaela Webb, Averee McCarty, Rachel Robertson and Daijah Stayton were among 17 CID students who sang “Yellow Submarine” at the CID Ultimate Picnic in May.

Left, from the CID pre-k discovery room: Nico Del Rosario had fun with building blocks. L.J. Rodgers and Leila Houston learned lots of language they will need when they go to a restaurant. Below: Miles Jolly, Addison Fenneberg, Yusuf Batha and Caleigh Holtman made and enjoyed a delicious pizza.