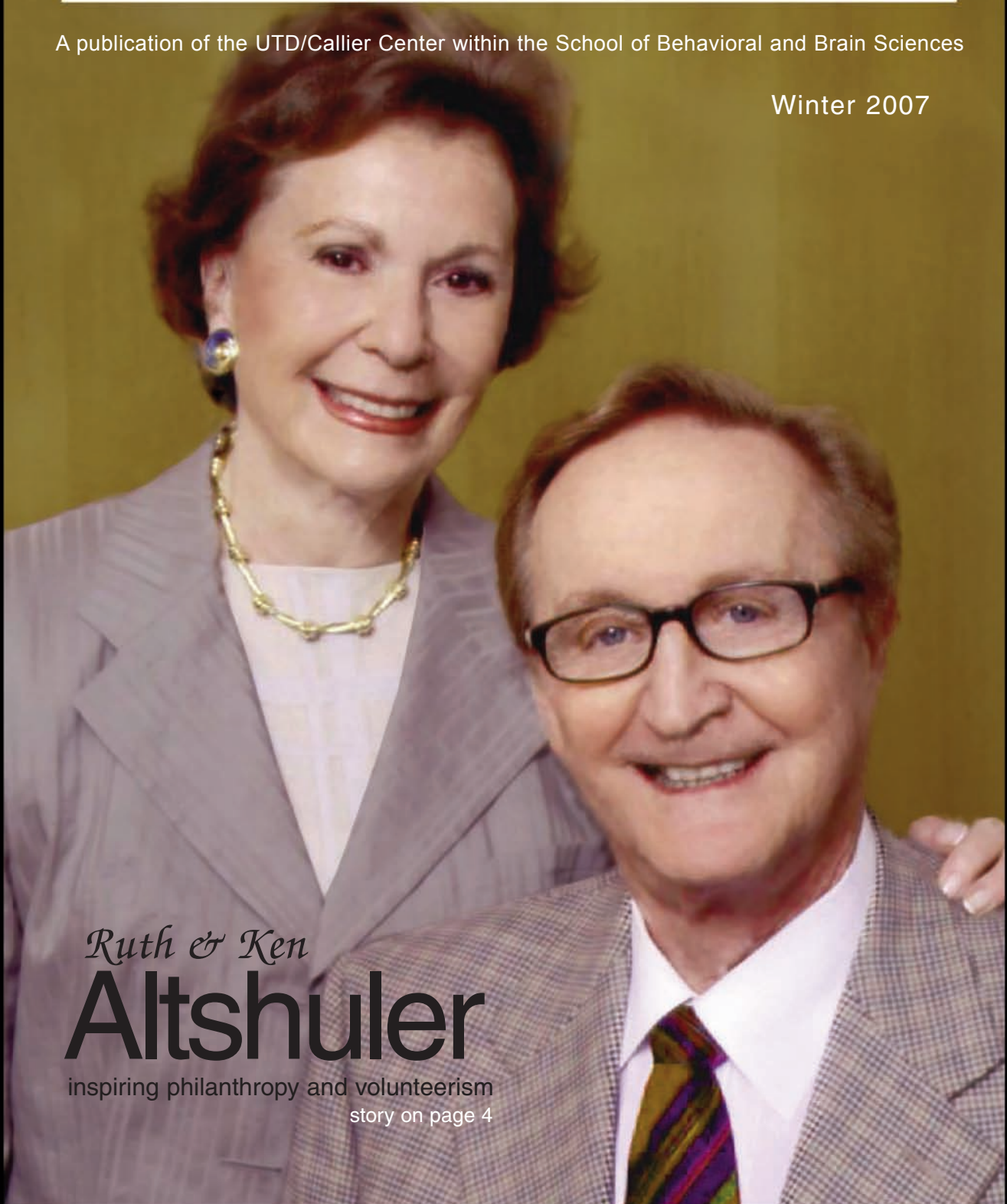


# CALLIER Communications

A publication of the UTD/Callier Center within the School of Behavioral and Brain Sciences

Winter 2007



*Ruth & Ken*  
**Altshuler**

inspiring philanthropy and volunteerism  
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The University of Texas at Dallas

## Executive Director's Note



This past year has been especially exciting for Callier in the area of giving and development. Recently, we launched the Callier Care Fund, which I feel will be critical to fulfilling and expanding Callier's mission in the future. The fund will enable us to help families and patients receive clinical services that they otherwise could not afford. The Callier Care Fund will also support graduate students to study at Callier, as well as seed innovative clinical research projects. This development initiative would not have been possible without the generosity of Ruth and Ken Altshuler who provided an initial generous gift to launch the fund. I want to thank Ruth and Ken for making such an important investment in Callier's future!

I would also like to acknowledge and thank all the members of the Callier Foundation Board for all their hard work. All of the civic leaders who serve on our Foundation Board are wonder-

### This past year has been especially exciting for Callier in the area of giving and development.

I would like to wish all the UTD/Callier family a happy and prosperous new year! This past year has been an important and successful year for Callier on many fronts. The following are just a few highlights.

In September, Dr. Debra Weinberger joined the Callier staff as Medical Director. Debra is currently an Assistant Professor of Otolaryngology and Head and Neck Surgery at the UT Southwestern Medical Center and is on the Medical Staff at Children's Medical

Center. She received her undergraduate degree and Medical Degree from Northwestern University. We are delighted to have Dr. Weinberger join the UTD/Callier team! Her leadership and experience will be critical to advancing our research, teaching and clinical services.

Also in September, Suzanne Bonifert joined our staff as the Head of Speech-Language Pathology. Suzanne received her Masters of Science degree from the University of Texas at Dallas and most recently was the Head of Speech-Language Pathology for the Children's Health Council in Palo Alto, California. She was also previously Head of Pediatric Programs for the UTD/Center for BrainHealth. Ms. Bonifert brings a great deal of energy and creativity to her new position, and we look forward to many great things from the Speech-Language Pathology Division in the future.

ful advocates for Callier throughout the community. The efforts of the board continue to be critical for supporting excellence in clinical care as well as the development of Callier's research and clinical teaching missions. As you probably read in a recent article in the Dallas Morning News by Bob Miller, several Callier Board members have made important gifts to fund Endowed Professorships. David and Sara Martineau, Emilie Schepps, and Howard and Lois Wolf have recently provided gifts to support professors in communication disorders, hearing sciences and pediatric audiology. The efforts of the Foundation Board along with the fantastic support from members of the Dallas community ensures a bright future for our patients, students and faculty. My sincere thanks to them all!

I wish everyone a happy new year!

*Thomas Campbell*

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about this newsletter should be mailed  
to the Callier Center, Director of  
Clinical Operations, 1966 Inwood  
Road, Dallas, Texas 75235.  
Phone: 214-905-3003



Janice Lougeay, Director of Clinical Education with student

## Graduate Programs *in Speech-Language Pathology*

*If the master's degree program in communication disorders was only about preparing UTD Callier Center students for careers in speech-language pathology, it would be a remarkable place indeed. But these graduate students soon find their coursework will lead them to insights and experiences few students in other programs have the privilege to enjoy.*

The program itself started in 1975, when the Callier Center merged with The University of Texas at Dallas. At the time, Callier was a research and clinical facility with classroom programs for children with hearing impairments. Robert Stillman, the associate dean of The UT Dallas School of Behavioral and Brain Sciences and head of the communication disorders program, was at Callier as a post-doctoral researcher.

Callier had already gathered an impressive group of well-known researchers in the fields of speech and hearing along with skilled clinicians and educators. They offered a rich resource for development of a graduate education program for individuals interested in pursuing degrees in communication disorders. "As a brand new program, and in some sense, stumbling around in the dark, we created the program we wanted," Stillman recalled.

Stillman and Janice Lougeay, the director of clinical education in the communication disorders program, describe the program that has evolved in almost magical terms. The Callier Center is one of the few in the nation offering its master's students the opportunity to gain clinical experience in a variety of treatment settings under the mentorship of the best speech-language pathologists in the area. Clinical education is tailored to the students' own interests while providing them with necessary skills to work with communicatively impaired individuals throughout the life span.

UTD/Callier's graduate program in speech-language pathology is ranked No. 17 out of 250 in the nation. Only UT Austin is ranked higher in Texas and the surrounding states. With 170 students enrolled at any one time – and that after admitting only about one in three who apply – Callier's program is not only the largest in the nation, but also one of the most

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## News from the Foundation for the Callier Center

### Ruth & Ken Altshuler

*Inspiring philanthropy and volunteerism*

Ruth and Ken Altshuler epitomize the generous spirit of Dallas. Underlying the countless prestigious awards that both have received is the core philosophy of trying to improve care in our community. Many institutions have benefited from their personal involvement and financial support. Many individuals have been inspired to do more to make Dallas a better place to live.

Dr. Altshuler has been a trustee of the Foundation for the Callier Center since it began to re-focus its goals and initiatives. As a pioneer in developing psychiatric research and services for persons with early profound deafness, and having received an Honorary Doctorate from Gallaudet College in recognition of his work, he has long had a special interest in our Callier population.

At a retreat in March 2007, the Callier Foundation Board discussed its new priorities and decided that, for the Board members themselves, their motto would be, "Give first, and ask second." A stance with such demonstrable personal dedication, they believed, would be vital in achieving the assistance they would be seeking from the community.

Shortly afterwards, the Altshulers pledged a generous gift to help launch what was to be the new



"Callier Care Fund." The Fund will address such critical needs at Callier as support for families challenged by the treatment costs of helping children with cochlear implants, and scholarships for Center students pursuing graduate degrees in audiology or speech and language pathology. In addition, the Fund will be used to assist UT Dallas Callier-based research scientists in exploring discoveries in hearing, speech and language for children and adults.

*We are deeply grateful to Ruth and Ken Altshuler for "giving first." In "asking second," the Callier Center Board encourages everyone to follow their generous lead. The smallest and largest gifts to the Callier Care Fund will make a profound difference in the lives of students, researchers and our patients.*

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Your tax-deductible "Callier Care Fund" contribution may be mailed to:  
UTD/Callier Center; Attn: Development Office; 1966 Inwood Road; Dallas, TX 75235.

We welcome the opportunity to visit personally with anyone interested in our board's philanthropic endeavors. Call 214-905-3149 for further information.



Dr. Robert Stillman, Head of the Communications Disorders Program

hands on, both from a clinician's and researcher's perspective.

The program consists of 16 faculty members who provide cutting-edge clinical and research training in such diverse areas as treatment of children with autism, recovery of speech and language skills after stroke, predictors of speech and language disorders in children, speech and language development after cochlear implantation and predictors of early literacy skills, just to name a few.

"We maximize the way we use staff," Lougeay said. "Here, clinical faculty mentor students, teach organized courses, collaborate on research, and direct clinical intervention programs for student practicum." In many universities, clinical courses are taught by faculty not directly involved in clinical practice. Callier's integrated approach, along with its rich array of real-world clinical settings, allows a breadth of opportunities that Stillman and Lougeay say benefit all-faculty, students and clients.

UTD/Callier students also engage in ongoing research and regularly attend national and state conferences to present papers. "Students get a lot of experience working side by side with faculty doing research," Stillman said. "Sometimes projects develop from questions asked by the students themselves," Lougeay noted. The quality of research accomplished by

Callier faculty and students consistently gain national, state and local attention.

Faculty and research often provide the foundation for clinical program development. For example, Dr. William Katz's work studying the tongue movements of stroke victims who have unintelligible speech provides graduate students with techniques to provide therapy to adults with neurological impairments and help them speak more clearly. Students also become involved in data collection and analysis to support Dr. Katz's research.

A similar collaborative effort between student and faculty researchers resulted in a program for preschoolers with autism. Dr. Pam Rollins became interested in exploring the efficacy of socially based treatment strategies to improve language and communication in this population. She developed the Early CLASS where graduate students gain hands on experience providing therapy and engaging in applied research.

One of Callier's most noted and inno-

vative treatments was designed to work with toddlers who demonstrate significant delays in communication. These children do not demonstrate the prerequisite skills known to precede the development of speech and language. They often are not successful at very basic things like using eye contact, sounds and pointing to gain parent attention. "The focus had always been on fixing language and fixing speech," Stillman said.

Yet, all babies, any parent will agree, communicate with their parents long before they talk. At Callier, the Preverbal Communication Program begins early intervention, before children exhibiting delays are talking, to provide the foundation and enhance development to minimize long-term effects. Often such delays flag later developmental issues. And, as autism rates increase among children, uncovering preverbal communication disorders and providing early intervention have taken on huge significance.

In addition to communication issues, preschoolers who are developmentally delayed or were once medically

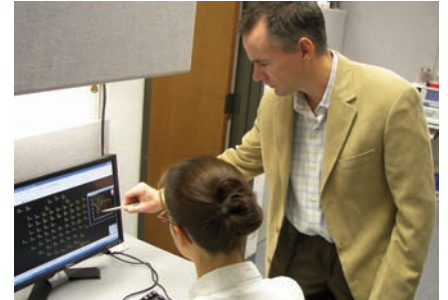
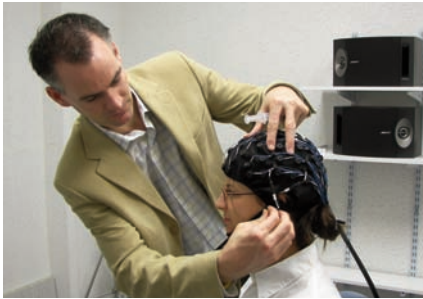
story continued on page 10



Faculty meet regularly to mentor students.

# Research

## *New Faculty Member — Dr. Jeff Martin Sets Up Cortical Functions Laboratory At Callier*



*Many of us can easily recall a situation or two where we heard someone talking, but for a variety of reasons did not fully understand or “process” what was said. Maybe it occurred when your favorite sports team was on the television? For some, perhaps while dining in a crowded restaurant? Still others experience this about halfway sitting through a three hour lecture! Clearly, listening difficulties can be due to different reasons. What we do know, however, is that some children and adults continually face considerable difficulties in processing auditory information, more so than that expected based on their peripheral hearing sensitivity.*

At present, the diagnostic term used by audiologists and hearing-care professionals to describe such difficulties is Auditory Processing Disorders (APD) — a deficit in the neural processing of auditory information attributable to the central nervous system. In children, APD has been associated with a number of language-learning impairments, putting them at risk for poor academic achievement. In adults, APD may lead to an increase in their self assessment of hearing handicap and/or limit success with traditional amplification. In either group, APD is believed to play a significant factor impeding learning and communication.

The principle focus of my research laboratory is to explore the underlying nature of APD in school-age children and older adults. Though a number of behavioral tests are routinely used in diagnostic evaluation, it can easily be argued that many lack the validity and sensitivity to identify genuine APD from a host of other non auditory-specific factors (e.g., attention, memory, and/or lin-

guistic ability). Consequently, these individuals may be misdiagnosed, mishandled, and misunderstood. While behavioral measures continue to be used, my laboratory will concentrate on the study of electrophysiological recordings generated by the brain when listeners are actively engaged in tasks reflecting both artificial and real-world listening experiences. Using this approach, we gain considerable insight as to what stages in auditory and/or other cognitive processes may be problematic for these listeners. Results from a recent event-related potential study examining dichotic listening deficits in children suspected of having APD suggest, that, some of their processing difficulties may stem from a deficit in the allocation of appropriate attentional resources. Overall, with a more complete understanding of the causes of APD, it is anticipated that better tools for its accurate diagnosis will follow and lead to more effective and efficacious intervention strategies.

**Short bio:** Jeffrey Martin received his Bachelor’s (1996) and Master’s (1999) degrees in Communication Sciences and Disorders at The University of Texas at Austin. He completed his fellowship training (CCC-A) in audiology at Brigham and Women’s Hospital in Boston where he worked as the Audiology Department Coordinator. He completed his PhD degree in 2006 at The University of Texas at Dallas under the direction of Dr. James Jerger. Dr. Martin joined the faculty as an Assistant Professor in the Fall 2007. He serves as the Director of the Cortical Functions Laboratory located at the Callier Center and as the Assistant Director of the Texas Auditory Processing Disorder Laboratory located on the UTD campus. Dr. Martin also teaches a number of courses in the AuD program.



# HARP *Hearing Aid Recycle Program*

With a little thought, a lot of determination and some tenacity that might test the patience of many adults, Laurie Seidel has made a significant contribution to the wellbeing of hearing-impaired patients of the Callier Center.

Several years ago, Laurie was a junior high student at Greenhill School, a private school in Addison, where students were required to take part in a community service project. Her seventh-grade class volunteered to tutor third graders at the nearby Herbert Marcus Elementary. Laurie, who was paired with several deaf education students, told their teacher she did not think she was helping them very much. The teacher showed her a few signs to improve the communication and Laurie became enamored with American Sign Language (ASL).

Laurie started searching for sign language classes in the Dallas area and found that while many classes were offered, none would take a 13-year-old student. She finally found a beginner's ASL class at Lover's Lane United Methodist Church that would permit her to enroll. After a year there, she convinced ASL teachers at Brookhaven Community College to let her join classes there. With two years of training, Laurie started using her new skills as a summer volunteer at the Herbert Marcus Recreation Center, which ran a day camp for students who are deaf from the area. She did this each summer, keeping up her ASL skills, all the while making friends with members of the deaf community.

"One of the things I learned through them was how expensive hearing aids can be and consequently how much trouble deaf and hard of hearing individuals often have in affording them," Laurie said. "I did a little research and found that there were several resources available to the deaf community in terms of institutions that would help them finance hearing aids, offer them at discounted prices. It occurred to me, however, that these programs could be much more successful if they had more hearing aids to distribute, particularly if they had been donated."

Laurie said she also found out that as people changed their hearing aids, they really did not know what to do with the old ones. "I knew that Callier, like many audiology clinics, accepted donated hearing aids, but it seemed to me that very few of the hearing aids in the Dallas area that



Laurie Seidel prepares to mail donated hearing aids.

were fit to be donated and reused were actually donated anywhere." She said lots of good, but no longer used, hearing aids were tossed in the back of a drawer somewhere – or worse, thrown out.

She decided to create a program to encourage donations of old hearing aids. She contacted Dr. Lee Wilson at the Callier Center, who agreed to help her set up the Hearing Aid Recycling Program (HARP). "It's not a particularly clever name," Laurie said, "but it got the point across and formed an acronym, so I was happy with it."

The next issue was devising an inexpensive method that donors could use to get their hearing aids to Callier. "I eventually hit on a combination of Tyvek envelopes, which are waterproof and tear-proof, and eyeglass cases. The eyeglass cases were perfect for transporting hearing aids through the mail because they were hard and sturdy enough to protect them while they were en route," Laurie said. "I asked optometry clinics all over Dallas to donate eyeglass cases."

With Wilson's help, Laurie got an email account through UT Dallas so donors could contact her to get a donation packet for mailing in their hearing aids to Callier.

Laurie is now a freshman at Emory University in Atlanta, where she is studying neuroscience and behavioral biology. She plans to go to medical school. In the meantime, she continues to run HARP from her dorm room. "I was amazed at how many people were responding," Laurie said. "Even more astounding was how far the word about HARP had spread. Within a few months, I started getting emails and phone calls from people in California, New York, Pennsylvania and Washington. We were getting donations from people all over the United States."

## *newly established*

### CALL FOR ENTRIES ANNOUNCED FOR NEW CALLIER PRIZE

The Callier Prize, established in 2007, is a newly created award to recognize individuals in the areas of communication disorders. Each year, the prize will rotate among recipients chosen from the fields of audiology or speech and language pathology. The first awardee will be selected

in March 2008. The selected individual will be a professional coming from the field of audiology.

The newly established Callier Prize was announced in September 2007. Accompanying the award is the amount of

\$10,00 in cash. Nominees for the award are now being accepted through February 2008. The Callier Prize Committee, a group of highly esteemed professionals within the areas of audiology/hearing sciences, will meet in Dallas, Texas during March 2008 to select a candidate. The committee will be choosing an individual who has made a substantial contribution in the area of audiology/hearing science.

In forming the committee, individuals from around the globe were considered and the following were selected: Stig Arlinger, MSc, PhD, Linköping University - Sweden; Deborah Hayes, PhD, The Children's Hospital, Denver; Donald Henderson, PhD, The University at Buffalo, The State University of New York; James Jerger, PhD, The University of Texas at Dallas; Jon Miller, PhD, University of Wisconsin-Madison; Aage Moller, PhD, The University of Texas at Dallas; Brian Moore, PhD, University of Cambridge, England; Ross J. Roeser, PhD, Chair, The University of Texas at Dallas; Peter S. Roland, MD, University of Texas Southwestern Medical Center, Dallas; Linda Thibodeau, PhD, The University of Texas at Dallas and Emily Tobey, PhD, The University of Texas at Dallas.

The finalist will be recognized during a Spring 2009 conference planned by the Callier Prize Committee and the Foundation for the Callier Center.

## *newly appointed*



**BONIFERT APPOINTED HEAD OF SPEECH-LANGUAGE PATHOLOGY**

Suzanne Bonifert, MS, CCC/SLP comes to UTD/Callier Center as the Head of Speech-Language Pathology and clinical faculty associate. Most recently, she was in Palo Alto, CA for a brief stay as Head of Speech Pathology for the Children's Health Council. Prior to her time in CA, Bonifert had been a staff lecturer for UTD as well as Head of Pediatric Programs for the Center for BrainHealth. She received her BS from UT Austin and her MS from UT Dallas, and she has completed part of her doctoral studies at UTD as well. She has been a certified speech-language pathologist for 13 years.



**WEINBERGER APPOINTED MEDICAL DIRECTOR**

Highly regarded otolaryngologist, Dr. Debra Weinberger has been named the new Medical Director at UTD/Callier Center. Dr. Weinberger will provide medical oversight for clinical activities and research opportunities at the Callier Center. Along with her position at the Callier Center, Dr. Weinberger is an assistant professor of otolaryngology and head and neck surgery at the UT Southwestern Medical Center. She also has a clinical practice located within Children's Medical Center of Dallas. Her specialty is in the area of pediatric otolaryngology.

## Student Accomplishments

### JESSICA SULLIVAN

4th year PhD student in Communication Sciences and Disorders received the President's Research Endowment Fund which was established in 1993 by ten past Presidents of the Texas Speech-Language-Hearing Association. She was presented the sum of \$1,000 at the TSH Foundation luncheon, March 2007.

In December Sullivan received a National Institutes of Health (NIH) research grant, the Ruth L. Kirschstein National Research Service Award for Individual Predoctoral Fellowships to Promote Diversity in Health-Related Research. The funding will enable her to continue her research for the year 2008.

### FOUR UTD STUDENTS AWARDED TRAVEL SCHOLARSHIPS

Last April 2007, four doctoral students in the School of Behavioral and Brain Sciences at The University of Texas at Dallas — Kristi Buckley, Jessica Sullivan, Linsey Wagner and Nicole Wiessner — were awarded National Institutes of Health (NIH) travel scholarships to present their research in cochlear implants at the 11th International Conference on Cochlear Implants in North Carolina.

The conference addressed a range of pediatric cochlear implant topics including: clinical outcomes, impact of age at implantation, cultural issues, longitudinal effects, bilateral implantation and brain plasticity, among others.

*The students are working under the supervision of Dr. Emily Tobey, a professor and the Nelle C. Johnston Chair at UT Dallas' Callier Advanced Hearing Research Center.*



Children enjoy Crystal Charity Ball Cochlear Implant Summer Listening Camp.



Fun with the fireman.

## Summer – Time for Camp Fun and Learning New Skills

*Callier staff makes sure summer camp is therapy and fun, all in one*

Callier clinicians carefully plan each year's summer camp for children of all ages with all types of communication disorders. This past summer, children attended camps that combined therapy for issues related to stuttering, articulation and resonance, social skills and hearing impairment. Each camp incorporated fun activities that allowed the children to enjoy a true camp experience.

With a western theme and an agenda that focused on listening and talking, the Crystal Charity Ball Cochlear Implant Summer Listening Camp was held the last week of July. Camp was provided for children ages 3 to 11 who have cochlear implants. The campers met each morning on the grounds of the Bill Bates Cowboy Ranch in Celina, north of Dallas. Children enjoyed not only arts and crafts but other activities designed to encourage listening and improve speech skills. Six members of the Dallas Cowboys Cheerleaders attended camp mid-week to encourage listening and to show the children how to get moving in a distinctly Dallas Cowboys way.

Other summer camps were held as well. The "Out and About" social skills group was offered to children in grades four through six, giving them an opportunity to develop and refine their group interactions. Camp counselors planned activities that took participants into the community to focus on generalization of their skills.

"Tricks for Talking," a special six-week camp for children ranging from 5 to 18 years of age, targeted those who stutter. Participants were involved in a variety of activities to encourage speaking in a group setting. For example, role playing as news reporters engaged children to use speech techniques that they have learned in a fun and functional way.

## Assistive Devices

*offer help for hearing loss*

*Personal hearing aids are often the only remedial option considered by seniors with hearing loss; yet many seniors choose not to wear them.*

Seniors with hearing loss can improve communication and independent functioning through assistive devices (also known as hearing assistive technology).

A new generation of assistive devices goes beyond hearing aids to enable even the most severely hearing-impaired people to function in various listening situations. Many assistive devices can be used alone or to supplement hearing aid use in specific places. For example, hearing aid performance often breaks down in noisy conditions, and fails to amplify speech some distance away.

### How Do Assistive Devices Work?

Assistive devices amplify and clarify sound.

- At the most basic level, assistive devices used at home alert hearing-impaired individuals that smoke detectors, doorbells,

telephones and alarm clocks are ringing.

- On a broader scale, large-area assistive devices can be placed in auditoriums, theaters and churches to transmit sounds to hearing-impaired individuals through headsets or electro-magnetic receivers inside hearing aids (those equipped with telecoils, also known as Audio Frequency Induction Loops).
- Among the most useful assistive devices are ones that can be used to amplify and clarify sounds people encounter in everyday living, such as radio or television, telephone calls, and ordinary conversations.

### How Assistive Devices Can Be Used.

In many cases, seniors can use one or more of these assistive devices with their existing hearing aid or aids.

- Whether connected to a telecoil-equipped hearing aid or working alone, some personal amplifiers are compact enough to be discreet and portable. They provide enough power to amplify almost any hearing scenario including one-on-one, small group and telephone conversations, as well as a television. These battery-operated devices also diminish background noises and enable the user to adjust them to each listening situation.

### For Information call:

Callier Dallas Facility  
214-905-3037

Callier Richardson Facility  
972-883-3637



## Graduate Programs continued from page 5

fragile, may exhibit difficulty eating. Babies who are on respirators or have other medical issues that prevent the normal progression from liquid to solid food, sometimes for as long as two or three years, won't eat "normal" food once they are healthy. "It's an oral motor based issue," Lougeay said. "It's an awful experience for parents."

Students at UTD/Callier learn to help these children and families by working side by side with clinical faculty. The need for this training was brought to Callier researchers by students, alumni and colleagues working in clinical settings. The result was development of the Food and Fun and STEPS programs that provide "play-based help with the children's defensiveness to the way food feels in their mouth and the process of chewing and swallowing," Lougeay says.

The demand for Callier's graduating students with their intense training in mitigating or correcting communications disorders far outstrips the supply of graduates. About 50 percent of Callier's graduates go to public schools; the balance work in hospitals or early childhood intervention programs or in private clinics.

The skills of a speech-language pathologist are needed for patients across the life span—patients range from those preverbal babies, to people who stutterer, to those suffering brain trauma due to injuries, to older patients who have had strokes or other medical complications including patients suffering from dementia and Alzheimer's disease.

Stillman and Lougeay would like for the clinical training program to remain at its current enrollment size in order to ensure the high quality of clinical education. "We're trying to individualize training and mentoring," Stillman said. If the class sizes were any larger he fears the one-on-one guidance that students receive would be lost.

In a way, Stillman and Lougeay, in their concern for the personal growth of students, mirror the reason those graduate students are at Callier in the first place. "Most of our students are here because they want a profession where they feel like they are making a difference," Lougeay said.

## Teacher Retires From Callier

—where she started as a student in 60's

In May, Terry Cobb retired from the Child Development Program. For the past 18 years, she has been with the Callier Center as a deaf education teacher. When she started in that position it was not, however, the first time she walked through Callier's doors. Terry (Scruggs) Cobb was born hearing impaired and in the mid- to late-1960s, she was enrolled in the deaf education program at a brand new facility. At that time it was named the Callier Hearing and Speech Center which had just been formed as a nonprofit organization by a consortium of several other organizations, one of which was Dallas-based Pilot Institute for the Deaf.

"I was 4 years old the first time I received speech and word training at the Pilot Institute for the Deaf in Dallas," Cobb recalls. "It was in an old house on Cedar Springs Road. I was enrolled with 53 other children and used special electronic equipment and wore hearing aids for the first time. Ever since then, my hearing aids have been my life. I really depend on them and they have improved my life in so many ways."

Cobb was born deaf and her twin sister was born hearing. Cobb has two other siblings, both girls. One of them is also deaf, the other hearing. Cobb said her parents accepted and treated all their girls the same, whether they were hear-

ing or hearing impaired. She remembers learning lip reading, listening skills using a headphone type device and speech as a young child. She didn't learn sign language until she attended Stonewall Jackson Elementary in Dallas when she was 7 years old. Before she was 12 years old, she was in a self-contained classroom but was mainstreamed at the age of 12 or 13 with no interpreter.

"My husband, Chris, also attended the Callier Center in the '60s. Once, Chris asked me if Callier still had the stone turtle on the courtyard. I replied, 'yes some things never change,'" said Cobb.

Terry Cobb's story puts her in a small class of people who have made a full circle at Callier, beginning as a student and then retiring from Callier after years of helping others as a teacher in deaf education.

"I have been at Callier for 18 years and it has been a blessing working here," Cobb says. "I will really miss everyone. My husband, Chris, who is an excellent carpenter, built our dream home; a log cabin located in Quinlan, Texas, and that is where we plan to retire. We have many plans, so our days will be really full, working together."



“Fitting into both worlds has not been easy for me, but it has given me a unique perspective and helped me become a determined individual,” Cobb says. “I have developed into a more self-accepting and confident individual because of my upbringing.”

### SPECIAL THANKS FOR A SPECIAL PERSON

Eloyce Newman has been the Public Information Officer for the Callier Center for over 10 years. Effective January 2008, Ms. Newman is resigning her position to develop her own free-lance business. Her consistent efforts and devoted attitude have been a great asset to many aspects of the Center.

"I have appreciated the opportunities and wonderful experiences that were provided to me during my years of service," remarks Ms. Newman. "I personally developed in many ways here and will always treasure the faculty, staff, clients and students I have had the good

fortune to befriend. I could not have asked for a better learning experience as I have had here at the UT Dallas/Callier Center. I feel that it is time for me to grasp new challenges and experiences. I am saddened about leaving but excited to embrace another career path. I wish everyone at the Center every good fortune. I will be watching and I expect to see great things in the future for the Callier Center."

*We wish Ms. Newman the best in her future endeavors.*



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Contributions are gratefully accepted to help fund the vital work of the Callier Center. We hope you will think of Callier when considering:

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For additional information, call 214-905-3149, or mail contributions to the Development Office, Callier Center, 1966 Inwood Road, Dallas, Texas, 75235.

*Thank you for your support!*