

PRESENTER	TITLE/ABSTRACT
<p>Kritzer, Karen</p> <p>Math M 3:30-4:45p</p>	<p>Navigating Classroom Mathematics...Discretely!</p> <p>Through this interactive presentation, participants will discover how discrete mathematics can be used to expose deaf children to abstract mathematics concepts, concretely. Through a problem-solving activity, participants will be exposed to one area of discrete mathematics and its ties to real-world problems. Through group discussion, ideas for incorporating discrete mathematics concepts and active-learning into mathematics instruction will be generated. Finally, evidence of the use of discrete mathematics in a classroom with deaf students will be presented. Participants will leave this session with ideas for incorporating high-level mathematics concepts into instruction for millennial deaf students of all ages and learning styles.</p> <p>Kritzer is a faculty member at the Kent State University in Ohio.</p>
<p>Pagano, Todd</p> <p>Science M 3:30-4:45p</p>	<p>Preparing Students for Postsecondary Programs and Careers in Science</p> <p>This session will address how students can be motivated to pursue careers in the sciences, the postsecondary education options that are available to them, and the pedagogical methods that can be used to ensure student success while matriculated in K-12 schools. This session provides an opportunity for participants to understand strategies that can be used to give students a sense of what to expect in a scientific career, as well as understanding what is expected of them in the scientific workplace. Elements of the curriculum and pedagogy will be drawn from the California State Content Standards in Science, but will be applicable to the curriculum of other state K-12 schools and postsecondary institutes where students are matriculated. This session should be of particular interest to teachers, counselors, supervisors of teaching, and academic administrators who are interested in promoting the preparation of students for futures in science.</p> <p>Pagano is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY. His hobbies include square abstract art and playing Guitar Hero on Easy.</p>
<p>Jacobs, Sarah</p> <p>SWIM M 3:30-4:45p</p>	<p>Interpreters and Other Support Personnel in the Classroom: Who are These People and What do I do with/for/to/instead of them????</p> <p>It's the first day of class, you enter the classroom and much to your surprise a cast of many players is already lined up at your desk. They introduce themselves as the notetaker, the captionist, and the interpreter...better known as Access Services. Who are these people and what do you do next? We will explore the roles and responsibilities of Access Service providers and what you can do to help them provide better services to the students. Links to websites and resources for further information will be provided.</p> <p>Jacobs is an interpreter at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Haggerty, Peter</p> <p>TELA M 3:30-4:45p</p>	<p>"From Nothing to Something: A Case Study of the Evolution of a Deaf College Student's 5 Paragraph Personal Essay</p> <p>In this presentation, the audience will explore the process and the product of a developmental writing course. One Deaf college student writer's personal essay will be discussed in depth. The presentation will also follow this student's writing process from the discovery of something worth saying through to the final, 600-800 word, 5-paragraph essay that was presented to the teacher for evaluation. During the course of the presentation some of the following will be offered for discussion: 1) the role of pre-writing; 2) the development of a thesis of personal interest; 3) issues of importance to today's students; 4) the role of writing "help;" 5) the use of essay checklists; 6) basic introductory and conclusion structure; 7) the role of final essay evaluation; 8) classroom gimmicks that enhance learning and motivation; and 9) the role of personality and "voice" in developmental writer's work.</p>

	Haggerty is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.
Bernard, Richard Tech M 3:30-4:45p	Educating Millennial Students With Millennial Strategies: Technology In The Classroom Teachers are shown how to use technology and software but often walk away frustrated and confused. This workshop offers practical demonstrations with easy to understand handouts to help get started and develop confidence. Participants will learn how to set up and use technology to provide students a rich, visual, hands-on environment on a daily basis; creating a more efficient and effective classroom. Because of the cost of technology, participants will also learn how to procure, manage and secure equipment safely. Bernard is a teacher at the Alhambra High School in Alhambra, CA.
Vodounou, Victor Gen M 5-6p	Educating Millennial Deaf Student: Challenge Still Facing Third World Countries This conference will challenge participant-teachers and administrators to adopt a school for the deaf in the Third World country. Such schools take books, up-to-date technology, but are rich in cultural exchanges for our Deaf students in American. In this generic workshop, the presenter will expose his findings from recent visits to schools for deaf children in countries such as Haiti in the Caribbean, and Benin, Niger, and Togo in West Africa. Vodounou is a faculty member at the Stephen F. Austin State University in Nacogdoches, TX.
Lomas, Gabriel Gen M 5-6p	Play Therapy and Parent Support Groups in Your Program Play therapy is a growing field and a successful way to counsel children. Research shows that deaf students also benefit from play therapy. Research also shows that children with parents who are involved at school tend to be more successful. The presentation will offer an overview of play therapy and how one counselor used it in her parent support groups. A portion of the presentation will be experiential. Lomas is a faculty member at the University of Houston, TX.
Rose, Susan Gen M 5-6 p	Progress Monitoring: Administrative and Instructional Accountability Using Curriculum Based Measures (CBM) This presentation will include the process of establishing a systematic progress monitoring process within programs serving children who are deaf or hard of hearing. Technical characteristics regarding Curriculum Based Measures (CBM), research-based instructional interventions, and administrative models that support school-wide implementation will be presented. Results from a three-year program designed to identify the technical adequacy of CBM measures in the areas of reading and written expression, instructional support systems and administrative structures will be presented. Rose is a faculty member at the University of Minnesota in Minneapolis, MN.
Schneiderman, Ellen Gen M 5-6p	Receptive and Expressive language: The "lost" language arts! Fluency in a primary language is critical for developing literacy skills. However, in DHH classrooms, we often quickly emphasize reading/writing (print forms) without sufficient attention to what students are able to do, or not do, with their expressive language. This session provides ideas for promoting expressive language skills in DHH students. The session addresses both basic interpersonal communication skills (BICS) for everyday interactions and cognitive academic language proficiency (CALP) for discussions of academic content. While this presentation emphasizes the use of ASL as a primary language, the concepts and

	<p>strategies presented are equally applicable to the development of any primary language/modality.</p> <p>Schneiderman is a faculty member at California State University in Northridge, CA.</p>
<p>Kaulitz, Carole</p> <p>Gen M 5-6p</p>	<p>Learning with A Visual Brain: Pathways to Learning for Deaf Hard of Hearing Students</p> <p>This workshop will cover how students learn according to neuro-biological learning theory, which takes into account how individuals use communication to affect their learning academically socially, and behaviorally. Participants will be exposed to information about how language, reading, and writing, are not only products of the learning system but are indicators of how well the learning system is functioning, based on current brain research.</p> <p>Kaulitz is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Robertson, Kent</p> <p>Math T 9-10:15a</p>	<p>Communicating Math Concepts via ASL</p> <p>DEAF STEM (Deaf Educational Access For Science, Technology, Engineering and Mathematics) is an NSF funded research project. The math teachers we work with asked us to identify ways to sign 232 math concepts and terms. We will share the lessons and methods we are learning. Together we will explore these issues from the perspectives of students, interpreters, mathematics, instruction, testing, and ASL conventions. Languages are not created by experts, but by those who use the language. The Deaf community participates through online feedback and conferences like this. Join our team in developing better ways to communicate math concepts with Deaf students.</p> <p>Robertson is a Manger at the Deaf Educational Access for Science, Technology, Engineering & Mathematics in Durham, NC.</p>
<p>Vodounou, Victor</p> <p>Tech T 9-10:15a</p>	<p>Educating Millennial Deaf Student: The Role of Undergraduate Teacher Preparation Program</p> <p>An undergraduate university program that trains future teachers of D/HH has modified its curriculum and developed new courses to meet the characteristics, values, and learning of D/HH students in the 21st century. One of the new courses covers a range of old communication methods including oral, gestures, signed systems, and new such as Visual Phonics and Kanazawa. It also features the use of old and new devices for effective classroom communication. Participants will review old and learn new systems and technologies. Practice in the workshop is strongly encouraged.</p> <p>Vodounou is a faculty member at the Stephen F. Austin State University in Nacogdoches, TX.</p>
<p>Long, Gary</p> <p>SWIM T 9-10:15a</p>	<p>Strategies for Improving Existing Teaching in Mainstream Classes</p> <p>Presenters will share products developed by Project Access team members to help teachers modify their teaching in ways that make classroom information more accessible to deaf and hard-of-hearing students. First, a manual with eight stand-alone workshops that can be utilized by support service providers to replicate many of the Project Access experiences will be reviewed and made available to participants. Second, the Project Access Class Act website, an extensive resource for practitioners in the filed will be shared. The website contains videos, interactive training modules, and useful teaching tools for practitioners.</p> <p>Long is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Keenan, Susan</p>	<p>Perspectives on Error Correction for Deaf Students</p>

<p>& Schmitz, Kathryn</p> <p>TELA T 9-10:15a</p>	<p>Deaf Students' English is traditionally characterized from an error standpoint. We argue, however, that the English used by this population follows a resident rule system or interlanguage. This presentation explores the relevancy of an ESL model when responding to deaf students' texts. We suggest that student's texts reveal rule systems, and understanding these systems enable teachers to better guide these learners' linguistic development. Using student's texts, we will demonstrate deaf students' use of a rule system with characteristics similar to those used by hearing ESL learners. Participants will have the opportunity to work with these papers.</p> <p>Keenan and Schmitz are faculty members at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Taub, Larry</p> <p>Tech T 9-10:15a</p>	<p>Video Conferencing: An Accessible Program Delivery Model for a Rural State</p> <p>Distance matters when it comes to delivering support services for students who are deaf or hard of hearing in mainstream setting. In rural states like Maine where geography limits the number of resources available for students and their families there is moment toward video conferencing as a solution to addressing such limitations. Polycom video conferencing units are bridging the service delivery gap. This session will focus on the way video conferencing is being used to deliver programs in Maine as well as the accessibility functionality possible with the latest units. The benefits and challenges of this technology will be discussed.</p> <p>Taub is a faculty member at the Maine Educational Center for the Deaf and Hard of Hearing.</p>
<p>Aranda, David</p> <p>Math T 10:30-11:45a</p>	<p>How to teach students basic algebra using visual techniques on the board, hands-on learning and "real world examples".</p> <p>Students in the math classroom have trouble understanding and utilizing algebraic concepts independently. Students have been taught how to solve algebra problems by "rote" without truly understanding the meaning of variables, integers, ratio, and word problems and how they apply in the real world. Students also have problems solving algebra independently since they do not learn how to read and cannot understand directions and therefore are unable to solve problems independently. Research has shown that students who learn by doing visual hands-on activities related to the real world retain the information much better. Real world examples will build on student's background knowledge and experiences.</p> <p>Aranda is a faculty member at the Colorado School for the Deaf and Blind in Colorado Springs, CO.</p>
<p>Miller, Charles</p> <p>Tech T 10:30-11:45a</p>	<p>AVENUE: A Web-based Progress Monitoring Portfolio System for American Sign Language Students</p> <p>This presentation will include a demonstration of AVE: ASL, a technologically advanced computer-based system developed to assess, evaluate, and provide feedback within the American Sign Language program. The presentation will include the technical characteristics of the web-based system, progress-monitoring measures used within AVE: ASL as well as the effects of self-assessment, instructor feedback, and implementation of AVE in secondary and postsecondary world language programs.</p> <p>Miller is a faculty member at the University of Minnesota in Minneapolis, MN.</p>
<p>Conley, Pamela</p> <p>SWIM T 10:30-11:45a</p>	<p>A Deaf Parent's Reflections on FAPE</p> <p>The impact of federal laws (i.e. PL 94-142, IDEA) in deaf education is undeniable; more and more deaf children are mainstreamed. In this presentation, a Deaf parent will share her own</p>

	<p>reflections on her advocacy and decisions on behalf of her mainstreamed Deaf kindergartener. Educated in a residential school for the deaf during the pre-IEP era, the presenter will also share her insights on what a “free, appropriate public education” (FAPE) really means for deaf children, regardless of the issue of educational placement.</p> <p>Conley is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Aldersley, Stephen</p> <p>TELA T 10:30-11:45a</p>	<p>Predicting Student Success in English Language Development: How good are we?</p> <p>This presentation reports on the use of a large bank of data on student progression through a sequential developmental English program at a post-secondary institution to investigate the extent to which such data, including ACT scores, entry placement tests, course grades and outcomes measures can predict which individual students are likely to graduate successfully with associates or baccalaureate degrees. The finding that such data are not as highly predictive as one might think is interpreted to mean we should “never say never” when confronted with students with significant English language deficits.</p> <p>Aldersley is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Stifter, Rosemary</p> <p>Tech T 10:30-11:45a</p>	<p>Technology in the ASL/English Bilingual Classroom</p> <p>ASL/English Bilingual Program provides a linguistically rich environment that enhances social and academic proficiency in both English and ASL. More opportunities are needed for D/HH students to develop literacy and signacy skills and to interact with English and ASL on a daily basis. Examples of technology use will be provided to reflect the interactions between two languages and how students benefit from hands on experiences and visual learning in a linguistically rich environment. At the Laurent Clerc National Deaf Education Center, technology is a critical visual component of an ASL/English bilingual classroom.</p> <p>Stifter is the Coordinator of Educational Technology and Training at the Laurent Clerc National Deaf Education Center at Gallaudet University in Washington, DC.</p>
<p>Kurz, Christopher</p> <p>Math T 2:15-3:30p</p>	<p>Deaf Mathematics Projects with Practical-Life Applications</p> <p>In the presentation, sample of hands-on-deaf mathematics projects for deaf students will be shared. The projects support the Standards of the National Council of Teachers of Mathematics which call for project-based learning, problem-solving strategies and appreciation for mathematics. The projects incorporate deaf-related historical events, deaf-life problems and current trends in the deaf community. The projects are designed to provide positive learning opportunities for deaf students to appreciate deaf studies while studying mathematics. In other word, they recognize that mathematics is not an isolated subject but is connected to other disciplines.</p> <p>Kurz is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Mountain, Julie</p> <p>Science T 2:15-3:30p</p>	<p>Visual & Virtual: Using interactive documents and applications to engage, enrich, and assess students’ thinking.</p> <p>Visual models and virtual exercises promote active learning. I will explain how technology can be used to provide students with shared or individualized practice opportunities. We’ll discuss how interactive tools can be used by students to examine concepts or apply skills and by teachers to assess student understanding or mastery. There are times when a virtual lab serves as a better learning tool than a real hands-on experience. We will investigate the role of technology in probing scientific and mathematical phenomena. Finally, we will survey the</p>

	<p>plethora of resources available to everyone with internet access and a willingness to explore.</p> <p>Mountain is a faculty member at the Western Pennsylvania School for the Deaf in PA.</p>
<p>Givens, Heidi</p> <p>Gen T 2:15-3:30p</p>	<p>Developing a Successful Regional Program for Deaf and Hard-of-Hearing Students in a Mainstream Rural Setting</p> <p>In today's education environment, a greater proportion of deaf and hard-of-hearing students are being educated in their home school district instead of attending a school for the deaf. Rural school districts are having a difficult time meeting the needs of these students. In this session, participants will learn about a successful region program in western Kentucky in which five schools districts have collaborated. Benefits of this program and steps that one can take to start a similar program will be shared.</p> <p>Givens is a teacher at the regional program for deaf and hard-of-hearing students in Owensboro, Kentucky.</p>
<p>Polowe-Aldersley, Stephanie</p> <p>TELA T 2:15-3:30p</p>	<p>Shakespeare in American Deaf Culture: A History</p> <p>For many long years, deaf Americans have staged the works of Shakespeare, with notable success. A history of Shakespeare productions of, by, and for the deaf is presented, together with some speculation on the particular interest the Bard has for deaf people.</p> <p>Polowe-Aldersley is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Gunderson, Marsha</p> <p>Gen T 2:15-3:30p</p>	<p>Quality Programs for Students Who are Deaf or Hard of Hearing (QPDHH)</p> <p>Quality Programs for Students Who Are Deaf or Hard of Hearing (QPDHH) IS a model for continuous improvement. The following questions are discussed in-depth when reviewing current services: With whom do we work? How are students eligible for our services? What are the unique needs of our students? How are type and amount of service determined? Is there a process for determining needed staff and caseloads? Hear how QPDHH is used in Iowa's intermediate service agencies to review data and improve existing services for students.</p> <p>Gunderson is a consultant at the Iowa School for the Deaf in Iowa.</p>
<p>Ford, Allen M.</p> <p>Gen W 4-5:15p</p>	<p>Moodle: A Virtual Learning Environment Millennials</p> <p>While using technology to facilitate instruction is expected in today's classroom, many admonish use of technology for the sake of convenience. Such limited use ignores the dynamic potential of technology. Dee Fink, a popular conference speaker, argues that regardless of technology or technique, the key to good teaching is through creation of "significant learning experiences." Given the multi-tasking, instantaneous nature of today's millennial students, I suggest the key to an engaging course is through dynamic course design facilitated by online resources. Online course management systems, blended learning, virtual classrooms, and the like, are at the core of this engagement. I will show model.</p> <p>Ford is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Quinsland, LK</p> <p>Science W 4-5:15p</p>	<p>Using Instant Messaging (IM) in the Science Classroom/Lab to Facilitate Deaf and Hearing Student Interactions</p> <p>Using laptops with participant involvement, presenter will demonstrate and share innovative IM-based teaching techniques he utilizes with all deaf and mainstreamed deaf/hearing students in any science classroom/lab.</p> <p>Instructors in the sciences constantly search for teaching/learning strategies that "level the</p>

	<p>(communication) playing field” between deaf and hearing students in an inclusive classroom and between deaf students in a homogeneous deaf classroom. In the mainstream classroom/lab deaf students tend to be "marginalized" by the inherent “lag time” between vocalizations and signed communication facilitated by an interpreter. For the first time in decades we have the opportunity to utilize technology for the purpose of allowing the deaf student to “speak” spontaneously without the constraints of communication management (instructor or interpreter pointing to each speaker in turn to direct eye-contact), thus, simulating a “hearing” classroom where everyone is free to speak at once. Using laptop computers, IM instructional applications add a portable interactive component that creates learning communities where writing across the curriculum is reinforced. Students conduct literature reviews, hold discussions, and complete individual/group lab reports. In addition, students can transcend the classroom/lab by "chatting" with scientists in the field.</p> <p>Quinsland ("Dr. Q") is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Roffe, Sarina</p> <p>Gen T 4-5:15p</p>	<p>What’s the Deal with Cued Speech? Can it be Used with ASL?</p> <p>This presentation is designed to provide a general overview of Cued Speech for those who never seen it demonstrated or who have limited knowledge of what it is. The presenter will share her own personal experiences and explain how Cued Speech provides visual access to English, as well as how it is being used and applied in bilingual families. The research on literacy and Cued Speech will be provided so participants can understand how cued Speech works to increase literacy among the deaf and hard of hearing. Participants will receive a cueing mini-lesson and view a short DVD.</p> <p>Roffe is the President of the National Cued Speech Association in Brooklyn, NY.</p>
<p>Gale, Elaine</p> <p>Gen T 4-5:15p</p>	<p>Recommended Practices in Deaf and Hard of Hearing Education</p> <p>Team 2.2 of the Join Together Project of the Association of College Educators-Deaf/Hard of Hearing (ACEDHH) conducted an extensive review of recommended practices in education and identified ten recommended practices for literacy and ten for science and math. The team then developed PowerPoint presentations to examine the practices. During this session, in addition to learning what the recommended practices are, we will also view and discuss several of the recommended practices PowerPoint slideshows. These recommended slideshows were created to highlight strategy, provide explanation, practical application and technologies that can be used to support the strategies.</p> <p>Gale is a faculty member and Coordinator of the Deaf and Hard of Hearing teacher-training program at Hunter College.</p>
<p>Smith, Chad E</p> <p>Tech T 4-5:15p</p>	<p>Effective Internet Searching for Deaf Students</p> <p>The presentation is the result of a doctoral dissertation study of high school deaf students completing fact-based search tasks. The presentation will discuss issues related to search difficulties of deaf students completing search tasks, query construction versus perusing, Internet protocols, and suggestions for teaching deaf students effective search skills.</p> <p>Smith is a faculty member at the Texas Woman’s University in Denton, TX.</p>
<p>Thom, Jane</p> <p>Gen W 9-10:15a</p>	<p>Hang on tight! Riding the Reading Rollercoaster. How to teach your students the thrill of reading.</p> <p>Too many of our students are getting off the rollercoaster ride without learning the fundamentals of reading. This overview will demonstrate how to set up a classroom and develop a program that will help students learn the thrill of reading.</p>

	<p>Thom is a faculty member at the Northshore School District in Bothell, Washington.</p>
<p>Bolen, Christa Tech W 9-10:15a</p>	<p>Implementing a 1:1 Laptop Program at a School for the Deaf: Trials, Tribulations, and Successes</p> <p>One-to-one laptop programs are a hot topic in education for the new millennium. The American School for the Deaf recently implemented a pilot program involving a small number of students. This presentation indicates some areas of difficulty and success the school encountered. Qualitative data from student interviews is linked to quantitative data evidenced by state/federally mandated test scores. The laptops have been used in a variety of practical and creative ways at ASD. This presentation will highlight some classroom and dorm activities, the laptop tutorial/test prep program, and ways the laptop program has been taken off-campus and around the country.</p> <p>Bolen is a faculty member at the American School for the Deaf in Hartford, CT.</p>
<p>Schmitz, Kathryn & Poor, Geoffrey S. TELA W 9-10:15a</p>	<p>Using ASL Grammar To Teach English Grammar</p> <p>This presentation demonstrates a novel bilingual method for teaching English Grammar and morphology to college level deaf students through the use of pre-recorded and targeted video of American Sign Language (ASL) sentences, along with their written English translations. Presenters describe strategies employing both the signed and written ASL sentences in various sequences, and students are led through analyses of these sentences. These guided but student-conducted analyses are designed to enhance students' understanding of how English nuances convey subtle meanings.</p> <p>Schmitz is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Kurz, Christopher & Mousley, Keith Math W 9-10:15a</p>	<p>Assessing Deaf Students' Conceptual Understanding of Multi-Representational Fractional Number Optimally</p> <p>The presentation will discuss how we evaluate deaf children's conceptual understanding of fractional number using multi-representational approach. The instruments we developed for this evaluation allow us to understand young children's thinking process when dealing with fractional numbers. Preliminary findings with deaf young children and sample of instrumental items will be discussed. Implications and recommendations for instructional approaches (e.g., classroom teaching, tutoring and family math) and future studies in the area of the conceptual development of fractional number for the deaf will be shared along with open-ended discussion with conference participants.</p> <p>Kurz and Mousley are faculty members at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Cranston, Jennifer L. TELA W 9-10:15a</p>	<p>Separate and Equal: Developing Deaf Students' Proficiency in ASL and English Bilingual Education in Action: Classroom Activities</p> <p>This presentation will put bilingual education theory into practice. Participants will learn how to create meaningful learning activities for their deaf students that promote the development of both American Sign Language (ASL) and English. The presenter will demonstrate lessons that concentrate on direct comparisons of grammatical aspects of ASL and English. Audience members will become active participants in a sample lesson focusing on one linguistic concept</p>

	<p>and examining how it is established differently in American Sign Language and English. Attendees will also have access to ideas for developing additional lessons that draw comparisons between the two languages.</p> <p>Cranston is a faculty member at the Gallaudet University in Washington, DC.</p>
<p>McLeod, Cathy</p> <p>Gen W 10:30-11:45a</p>	<p>What is it in for you with PEPNet services?</p> <p>The participants will gain knowledge on the benefits and services of Postsecondary Education Programs Network (PEPNet). The focus has shifted and will include secondary and adult services agencies. The geographic locations and benefits of national and regional collaboration will be detailed to expand awareness of services. The objectives of the project will be outlined to determine how participants can benefit with the outreach training, technical assistance and dissemination network, and use of technology in the classrooms. The focus is geared toward more diverse populations, student in transition, non college bound students, consumers and parents.</p> <p>McLeod is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Garcia, Tomas</p> <p>Gen W 9-10:45a</p>	<p>HOVRS & CSNU: A Model Partnership for Reaching Out to Spanish-Speaking Parents of Deaf Children</p> <p>"HOVRS & CSUN: A Model Partnership for Reaching Out to Spanish-Speaking Parents of Deaf Children" is a presentation for professionals that describes a significant partnership in the educational, social, and cultural development of Deaf Latino children in Spanish-speaking homes. The partnership consists of a traveling presentation titled "Transmitiendo Valores: Cuentos & Relatos". This presentation, in Spanish, is designed to tactfully bring to the forefront a discussion of sociocultural aspects of a Deaf Latino child raised in a Spanish-speaking home. The presentation, using a primarily humorous approach, provides a model for corporate/educational partnership and explores some of the challenges facing Deaf Latino children particularly in the areas of academics, communication, transmission of values, unity of the family, and spirituality. Additionally, the presenter provides numerous strategies and suggestions for overcoming challenges and barriers in raising a deaf or hard-of-hearing child in a Spanish-speaking home and closes with requests for invitations to communities where the "Transmitiendo Valores..." presentation might be of value.</p> <p>Garcia is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Hurdich, Jason</p> <p>Gen W 9:30-11:45a</p>	<p>Utilizing Sign Language 3D Animation Visual Supports for Literacy Development</p> <p>Educators often need sign language resources that easily integrate into curriculum to help Deaf/Hard of Hearing students reduce the delay in their language development. Vcom3D has developed software utilizing 3D animated, multicultural, male and female SigningAvatar characters that sign. Using Vcom3D tools, educators can create curriculum-based sign language content - easily! It is important that organizations and individuals providing support to Deaf/Hard of Hearing learners, and the professionals that serve them, become aware of research supporting the utilization of Sign Smith Studio and ASL Animations as visual supports within their curriculum. There is potential for Deaf/Hard of Hearing learners to have greater access to concepts, much younger, and reduce the number of students remaining language delayed.</p> <p>Hurdich is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>

<p>Kaulitz , Carole</p> <p>Gen W 10:30-11:45a</p>	<p>Language/Learning Assessments for Deaf/Hard of Hearing Students: Traditional v/s Non-traditional</p> <p>It is this therapist's opinion that there are few assessment tools on t market today that accurately reflect the complex learning systems 0 deaf/hard of hearing students. This workshop will cover the traditional language assessments currently in use with deaf/hard of hearing students as well as some exciting non-traditional approach to assessment. Pros and cons of assessing deaf/hard of hearing students using standardized measurements will also be discussed, as well as cultural issues that may bias testing.</p> <p>Kaulitz is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Van Ginkel, Anne & Mousley, Laurie</p> <p>Gen W 10:30-11:45a</p>	<p>Counseling and advising the deaf/HH millennial college student.</p> <p>Information on general characteristics and values of past generations will be presented and compared to our current generation of millennial students. Results of survey conducted with counseling colleagues focusing on the issues Deaf/HH students bring to counseling/advising sessions will be shared. Categories of issues from the survey include personal, academic, career, and communication. Results will be compared with past generations of deaf students.</p> <p>Ginkel and Mousley are faculties at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Crain, Kelly Lamar</p> <p>Gen W 2:15-3:30p</p>	<p>Applications of Cued Speech for Education and Related Services</p> <p>Advances in instructional and information technologies have resulted in both increased <u>access to English-language text</u>, and an increased <u>dependence on it</u>. One of the most direct routes for to access the textual form of English is through an individual's knowledge and use of the conversational form of English (Perfetti & Sandak, 2000). Exposure to Cued Speech can facilitate the acquisition of the conversational form of English, leading to increased English fluency and literacy (LaSasso & Metzger, 1998). Cued Speech can be an integral component of speech/language therapies, language arts/reading instruction, or the English component of an ASL/English bilingual education program.</p> <p>Crain is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Lerner, Miriam</p> <p>Gen W 2:15-3:30p</p>	<p>THE HYDROGEN JUKEBOX: ASL POETRY AND THE MILLENIAL DEAF STUDENT</p> <p>In 1984, Beat Generation poet Allen Ginsberg was invited to NTID to discuss and dialog with Deaf poet and renowned educator Robert Panara about their approaches to poetry, translation, and language aesthetic. In the audience were deaf poets who drew inspiration from this discussion and demonstration, culminating in a veritable explosion of ASL poetry experimentation in the Rochester, NY, area from 1984 until approximately 1992. An historical perspective will be combined with several taped examples of the work produced at this time, as well as materials to aid teachers in pursuing ASL enrichment to their students, who may not have access to the creativity their language can express. With the proliferation of cochlear implants and mainstream education, many of the prosaic ways that Deaf people used to transmit their culture and language are no longer operant. Therefore, it is imperative that this linguistic richness be transmitted to the millennial deaf student, or, as evidenced by the sad demise of Yiddish, risk the beauty of ASL becoming extinct.</p> <p>Lerner is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>

<p>Muir, Sheryl, & Frantum-Allen, Robert W. Gen W 2:15-3:30p</p>	<p>Sharing the Dream: Deaf Education Reform</p> <p>An overview of the Colorado Deaf Education Reform Initiative will be presented. This initiative began with a large, inclusive task force of stakeholders who collaborated to create A Blueprint for Change: Developing a Statewide System of Service Improvements for Students who are Deaf and Hard of Hearing. Next, the Colorado Quality Standards: Programs and Services for Students who are Deaf and Hard of Hearing were developed. Highlights and challenges of implementation will be outlined. Small group discussions will be facilitated and ideas shared with the large group so everyone benefits. Interested attendees will sign up for continued networking and problem-solving.</p> <p>Muir is a Principal consultant in Denver, CO.</p> <p>Robert Frantum-Allen is the Team Leader for the Deaf and Hard of Hearing Department for Denver Public Schools in Denver, CO.</p>
<p>White, Alfred Gen W 2:15-3:30p</p>	<p>Classroom Assessment and Tracking of Linguistic Development:</p> <p>Currently the 'educational culture' is placing heavy emphasis upon teacher and system accountability. Teachers as well as educational systems need tools to assist them in objectively and efficiently (1) documenting linguistic ability of students, (2) identifying language targets for individual students, and (3) tracking student performance across time. Assessment tools and a management system will be presented that detail how to make these outcomes possible. Examples will also be presented of how the same tools can be used to collect data in support of 'best-practices' within the classroom.</p> <p>White is a professor at the Texas Woman's University in Texas.</p>
<p>Pajka-West, Sharon TELA W 2:15-3:30p</p>	<p>The portrayals and perceptions of deaf characters in adolescent literature</p> <p>Acquiring fictional books which include deaf characters can be time-consuming and challenging for teachers and librarians. The benefits of reading literature with diverse characters are extensive especially for reluctant readers who seldom find characters like themselves in novels. This presentation will give an overview of my research answering such questions as: Are deaf characters being presented as culturally or pathologically deaf? How do readers perceive deaf characters? Do readers favor deaf authors over hearing ones? Participants will leave with a list of resources and over 100 contemporary titles of young adult books with deaf characters.</p> <p>Paika-West is a faculty member at the Gallaudet University in Washington, DC.</p>
<p>Olsen, Elissa Gen W 4-5p</p>	<p>Project Fast Forward: Pathway to an IT Education for Deaf and Hard-of-Hearing Students</p> <p>This presentation will discuss a new project, Project Fast Forward, at the National Technical Institute for the Deaf, funded by National Science Foundation. The goal of this project is to increase the number of deaf and hard-of hearing students who pursue a post-secondary education in a computer-related field. NTID is partnering with five high schools across the country to offer dual-credit Information Technology courses for high school students and professional development for teachers and guidance counselors. Students will earn college credit while in high school that will count toward a degree at NTIDIRIT or at other colleges across the country.</p> <p>Olsen is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>

<p>Pfeiffer, Debbie</p> <p>Gen W 4-5p</p>	<p>Creating a Statewide Consultation and Training Resource</p> <p>Currently in Virginia, more than 90% of all students who are deaf or hard of hearing are served in their neighborhood schools. Professionals are often unsure of how to: implement effective instructional strategies; troubleshoot assistive listening devices; encourage language and cognitive growth; meet the needs of students with cochlear implants; provide appropriate accommodations or modifications; offer needed professional development; and administer assessments. Even a certified teacher of the deaf may not have the background or experience to act as specialist in all of these areas. Learn how Virginia met this challenge by developing a paid consortium of consultants.</p> <p>Pfeiffer is a faculty member at the National Technical Institute for the Deaf at RIT in Rochester, NY.</p>
<p>Roberts, Cherie</p> <p>Gen W 4-5p</p>	<p>How Regional Programs can meet Statewide Needs?</p> <p>When Nebraska School for the Deaf was faced with declining enrollment and closure, the state attempted to address the social/emotional needs of the students who were d/hh in another way. The Department of Education asked for proposals and committed funds to support the programs that were developed. What resulted was a unique program that provides numerous student activities, both regionally and state wide. The program's state wide activities include a week long camp, storytelling festival, arts festival and 5 others. We sponsor students to Close Up and Space Camp. There are four regions with regional coordinators that meet to organize these activities. We provide intense interpreter training, libraries, equipment loans, in-service for schools and fund attendance to national conferences for professionals working with students who are d/hh.</p> <p>Roberts is a supervisor at the Nebraska School for the Deaf in Nebraska.</p>
<p>Rouddybush, Karen</p> <p>Gen W 4-5p</p>	<p>Let's Read - Creating A School of Readers</p> <p>Deaf and Hard of Hearing students encounter many difficulties when learning to decode and comprehend text. This presentation will focus on creative ways that the Western Pennsylvania School for the Deaf (WPSD) facilitates partnerships with parents, alumni, and universities to support a school of readers. The incentives discussed will include family centered workshops and literacy book packs, alumni supported reading friends, and a university assisted reading tutoring program. Examples will be shared so that participants will have the tools necessary to support and create a school of readers. If you have students who are struggling to improve their literacy skills, consider attending this session.</p> <p>Rouddybush is a teacher at the Western Pennsylvania School for the Deaf in Pittsburgh, PA</p>
<p>Bienenstock, Dr. Michael</p> <p>Gen T 4-5:15p</p>	<p>A Review of the Rowley Case and its Impact on Education Over 25 Years</p> <p>This presentation will focus on the impact of the Board of Education v. Rowley Case and its effect on other cases over the past 20 years. Board of Education V. Rowley (458 U.S. 176, 1982) was the first special education court case under P.L. 94-142 to be decided at the U.S. Supreme Court Level. The Supreme Court with its decision established the Rowley Standard that became the touchstone for all subsequent appropriate education cases.</p> <p>Bienenstock is a professor at the University of Houston in Texas.</p>