Adult Workshops

|=Cultural Issues, =Parenting, =Educational Applications, =Early Intervention, =Research, =Disability Rights & Legal Issues, =Other

20 Powerful Tips to Empower Parents at the IEP Table
Lisalee Egbert

All parents with special needs children have an IEP (Individual Education Plan) and/or IFSP (Individualized Family Service Plan) in place before the child starts school. The following tips are meant to empower you as parents and to lead you to advocate for your child throughout their education.

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Growing Up Deaf: Issues of Communication in a Hearing World
Rose Pizzo, Judy Jonas

Growing up Deaf is my memoir, beginning in a hearing classroom, understanding nothing. Years later, I became a teacher of hearing adults. My presentation is an insider’s view of Deaf people. My stories describe frustrations/joys of communicating with the world, and the importance of ASL. My story is your children's story.

=C

Making the Communication Plan Effective for your Child
Julie Johnson, Della W. Thomas

Mentioned frequently as part of the Deaf Child’s Bill of Rights, the communication plan is designed to assist the IEP team in considering the communication needs of the child, access to peers, role models, etc. This session will help parents and professionals maximize the communication plan to its fullest.

=G=E

Raising Children Who Love to Read—How to Support the Process at Home Through Visually-based Activities
Kristin DiPerri

How can parents and caregivers instill a love of reading with their deaf and hard of hearing children at home? What kinds of activities can parents do to support and enhance reading development? In this presentation we will discuss activities that are manageable, stimulating and cognitively engaging for your child.

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Learning Tools for Deaf Children and their Families
Harley Hamilton

This session will present learning tools that are produced by the Center for Accessible Technology in Sign (www.cats.gatech.edu) which is a joint effort of the Atlanta Area School for the Deaf and the Georgia Institute of Technology. These tools, for use by students from age two through high school and by family members, provide access to mainstream media via signs and mobile learning to enhance language development and literacy. Legal issues of “fair use” will also be discussed.

=G=E

Literacy Begins with the Story: Bringing the Story to Life and Capturing the Child’s Imagination … Let’s Motivate Them to READ!
Lisalee Egbert, Tracy Brennan-Spalding

When reading a bedtime story at home or studying Shakespeare in the classroom, bringing literacy to life through American Sign Language will build reading skills. This workshop will serve to give parents, teachers, and interpreters’ resources to enrich the educational experience for the visual language learner.

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### Adult Workshops

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter(s)</th>
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<tr>
<td>Developing Verbal Behavior with Deaf Children</td>
<td><em>Chris Duck</em></td>
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<tr>
<td>Language delays frequently accompany deafness. However, a verbal behavior approach that looks at language as behavior and analyzes it by how it functions for the child can assist parents and teachers in the development of language. Specific techniques to aid this development will be presented.</td>
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<td>Perceived Quality of Life in Youth who are Deaf or Hard of Hearing</td>
<td><em>Poorna Kushalnagar</em></td>
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<td>Youth with mild to profound hearing loss participated in the development and standardization of a new Youth Quality of Life-Deaf and Hard of Hearing (YQOL-DHH) instrument. We report a summary of findings these relate to generic- and DHH-specific youth perceived quality of life.</td>
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<td>The World Around us: Ideas for Optimal Interaction</td>
<td><em>Trudy Suggs</em></td>
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<td>Parents often turn to books or websites for tips on how to interact with deaf children. Yet there is nothing better than real-life tips. The presenter shares ideas, such as using frozen food to learn about temperature and wearing deaf-themed T-shirts to teach reading, for optimal interaction and greater confidence.</td>
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<td>Communications with the Deaf Child in a Hearing Home: Comfort, Collision, and Compromises.</td>
<td><em>Jacqueline Z. Levine and Josh Mendelsohn</em></td>
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<td>Mother-and-son co-presenters Jacqueline Z. Levine and Josh Mendelsohn address the challenges of being hearing parents with a deaf child as well as being a deaf child with hearing parents. Major focus will be given to communication and involvement in deafness and the Deaf community.</td>
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<td>Action Research: A Case Study of Shared Reading between Hearing Parents, Deaf Children and their ASL-fluent Tutor</td>
<td><em>Deirdre Schlehofer</em></td>
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<td>The Shared Reading Project (SRP) is devoted to training hearing parents to read to their deaf children with the assistance of ASL tutors. Using an action research paradigm, a researcher and a tutor collaborated with two sets of SRP parents on the development of assessment tools. Their experiences and results will be discussed.</td>
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<td>Getting Back to Clerc’s Roots: Bilingual Education</td>
<td><em>E. Lynn Jacobowitz, Adonia Smith</em></td>
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<td>Deaf learners are not widely encouraged to learn ASL, yet hearing learners are. It is our professional responsibility to demythologize misconceptions about ASL, accomplished by language planning, understanding linguicism, and creating bilingual materials. This workshop discusses the importance of having ASL curriculum materials for language acquisition, cognitive development and literacy.</td>
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- Cultural Issues
- Parenting
- Educational Applications
- Early Intervention
- Research
- Disability Rights & Legal Issues
- Other
## Adult Workshops

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<tr>
<td>Assimilating Cued American English and American Sign Language</td>
<td>Amy Crumrine, Daniel Koo</td>
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<td>The aim of this presentation is to introduce a new bilingual-bicultural model</td>
<td>in which ASL and English is used in face-to-face interactions. In this bilingual model, deaf children will gain full visual access to English and be able to converse with their peers in English equally as well as ASL. Consequently, children will be able to acquire receptive and expressive skills in ASL and English before literacy begins.</td>
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<td>Living and Working with Deaf Children with Additional Disabilities Affecting Language Development</td>
<td>Donna Morere</td>
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<td>This presentation focuses on language disorders, nonverbal learning disabilities, and ADHD. These disorders hinder language development, either directly or due to visuospatial, executive functioning, or attention issues. Symptoms of these disorders and supports and accommodations will be presented, as well as strategies for coping with secondary behavioral issues.</td>
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<td>Family Friendly Guide to Neuropsychological and Psychological Assessments (Part I): Preparing for an Assessment</td>
<td>Shawn Rhine Kalback, Greg Witkin</td>
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<td>We will present the reasons why a child may be referred for a psychological or neuropsychological evaluation and what is done during an evaluation. Special emphasis on preparing for the evaluation in order to get the most information out of the evaluation process and what to look for in an assessment will be discussed.</td>
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<td>Family Friendly Guide to Neuropsychological and Psychological Assessments (Part II): After the Assessment is Completed</td>
<td>Jennifer Reesman, Lori Day, Roxanne Hughes-Wheatland</td>
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<td>This is a continuation of Part I, and covers what to do after the neuropsychological or psychological assessment is completed. We discuss how to get the most out of a feedback session, how to make sense of a written report, and turning findings and recommendations from the assessment into strategies that can be used in your child’s IEP.</td>
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<td>Roundtable Q &amp; A: Ask the Psychologist and Neuropsychologist</td>
<td>Shawn Rhine Kalback, Jennifer Reesman, Roxanne Hughes-Wheatland</td>
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<td>This is a time for roundtable discussion and informal question and answer time for discussion of assessment and intervention issues. Bring your questions and participate in this interactive discussion with our 3 panelists.</td>
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<td>Parental Influence on Educational Placement Decisions</td>
<td>Elizabeth Gibbons</td>
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<td>The results of a survey that examined the relative influence exerted by parents as they made educational placement decisions for their children will be presented. The finding that teams considering the placement of deaf students were more collaborative than those considering placement for hearing children with disabilities will be discussed.</td>
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Deaf Children and Emotional Development: Impact on Academics, Social Skills, and Diagnoses
Anna Crisologo

Children's abilities to understand emotions through facial expressions (or "affect") have been linked to academic success, popularity and self-esteem. This presentation will review emotional development in deaf children and its academic, social, and diagnostic impact. New research and strategies to address risks for weakened emotional development will be discussed.

7 Common Pitfalls of Parenting Your Hearing Impaired Child
Alison Freeman

This presentation will identify 7 common pitfalls unique to parents of children with hearing loss in communicating and disciplining their children. Parents will learn to distinguish differences between what is normal developmental behavior and behavior due to hearing loss. Specific and effective techniques will be provided in communicating and disciplining your child.

Language Time: ASL
Julie Mitchiner, Michelle Gough

Current and former bilingual preschool teachers will share practices for young children to develop American Sign Language skills. Participants will actively participate in this session. The participants will also gain a deeper understanding on the importance of supporting young children in building strong foundation in ASL.

Tools in the Tool Box: Strategies to Help Families Build Early Communication and Language in Their Deaf or Hard of Hearing Child
Elizabeth Richardson, Amy Ruberl

Early identification and family involvement are important stepping stones to developing language and communication skills in deaf children. This presentation will share strategies for families to develop early communication and language with their child who is deaf/hard of hearing by providing visual access to the language of the home.

Bi-lingual Storytelling: Everybody Learns!
Alisha Bronk

Professionals have long attempted to teach families sign language, often with limited success. Linked ASL/English storytelling, honoring the features of each language, offers Deaf and hearing readers an opportunity to enjoy books together. This shared literacy experience supports language learning and is the foundation for enhancing communication in daily life.

Creating a College Going Mindset
Rick Postl

We live in a world that still struggles to understand, appreciate and accommodate hearing loss. College is a place where one can really create a ripple effect; however, getting to college requires creating a college going mindset early and throughout your child’s young life.
Mental Health Therapy in the Deaf Community: The Importance of Addressing Trauma
Rachel Morgart, Christine DeBerardinis

Deaf children are at an increased risk of experiencing trauma. There is a shortage of culturally appropriate mental health services and resources for the Deaf community. This presentation will provide an overview of trauma, its impact on children and families who are Deaf, and the importance of mental health treatment.

Music and Movement
Adrienne King

This session will provide support for use of music and movement activities with young Deaf children, demonstrate how these activities align with the curriculum, offer strategies for parents to use at home, and provide opportunities for participants to create visual music and movement activities.

Innovative Practices in ASL/English Bilingual Early Childhood Education: Meeting a Range of Student Needs
Bobbie Jo Kite, Suzanne Scott

This session will provide participants with a description of and rationale for ASL/English bilingual programming in early childhood for deaf and hard of the hearing children. Included will be a discussion of the language planning process that supports the development and use of two languages at school and at home.

Concepts about Books: Reading and Writing at Home
Mickey Palmer-Morales

During the industrial age and prior to that, children's instruction in reading and writing did not start until they began school. In the past few decades, more parents are wondering what they can do to help their child get ready for school. This presentation will help parents to help their child explore reading and writing.

The ‘Keys’ to Parent-Family Involvement in Deaf Child’s Self-Actualization
Jodee Crace, Tami Hossler

Self actualization is reached through the hierarchy of needs (Maslow’s), child development (Erickson’s), and the principles of valuing our Deaf and Hard of Hearing Children’s being. How do we, as parents and family members, foster these ‘keys’? This presentation will weave together the principles, stories, and an informal dialogue.

Lay Advocacy 101
Pamela Conley

The presentation will provide practical information for parents of Deaf children to better advocate within the educational system for their children. Topics include successful methods to approach CSE/CPSE meetings and some techniques to help parents frustrated with issues related to their Deaf children’s education.
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Reading to Young Deaf or Hard of Hearing Children
Adrienne King, Patricia Muldowney, Sarah Fairbanks, Louise Rollins
This session will review highlights from ASL story times with young deaf and hard of hearing children. Teachers will share how to choose books for deaf and hard of hearing children, model /share specific reading strategies, and demonstrate how to expand book sharing by creating activities related to the story.

Preliminary Findings From the Early Education Longitudinal Study (EELS)
Leah Murphy, Greg Witkin
The benefits of this presentation on the preliminary findings of the Early Education Longitudinal Study’s parents’ surveys to the membership of ASDC will allow us to better understand the benefits of early pre-academics with young deaf children. These findings can then lead to new collaborations and interventions to increase the early literacy skills that will lead to proportionally more deaf children becoming skilled students. The findings provide a fresh perspective of parents’ choices and current belief trends toward their deaf children and deaf education in general. New collaborative dialogue could begin among professionals, faculty and families. In addition, the findings could also lead to opportunities to develop new curriculums to prepare both pre-service and in-service teachers to work with families of deaf children.

Embracing Cultural Diversity in Deaf Children
Christi Batamula, Bobbie Jo Kite
When you think about culture, you may immediately think about “other” people. Each person has his own culture. Helping children to discover their own sense of self requires us to examine our own culture. Children should be encouraged to embrace their uniqueness as part of their family and classroom.

Parenting and Education of Internationally Adopted Deaf Children from China
Donnasue Graesser
In the China international adoption program, there is a trend towards the adoption of older and “special needs” children by American families. There is a growing population of Chinese adopted children who are older (age 4-13) and deaf. This seminar will focus on the unique challenges presented to these children and their adoptive American families, including communication, language acquisition, education, and socialization.

Promoting Language Development in ASL: Here’s a Parent-Friendly Guidebook!
Tawny Holmes
Parents are invited to view a new guidebook on promoting language development in ASL in young deaf children. Including tips from actual parents to research-based summaries, parents will enjoy this lively and useful guide with suggestions on how to promote language skills throughout their child’s daily activities.

Innovative Strategies for Meeting the Needs of the Troubled and Troubling Child
Benjamin Moonan, Mary Ellen Ketterer
There are many unique challenges presented when addressing a child who is experiencing an unmet need, often displayed by students in the form of being off-task or restless, refusing to complete assignments, isolating themselves, or becoming physically aggressive. A variety of strategies for resolving the unmet needs and improving outcomes at home, in school and in the community will be detailed in this interactive presentation.
FIRST Robotics Program

Cindy Hutchinson

This presentation is to inform the participants about the FIRST Robotics Program. This program has activities for young to high school aged children. Participation in this program will inspire students in the science and technology fields. Parents and students work together with mentors building skills in science, engineering, and technology.

We’re only human: Common communication challenges that families face when parenting a child with hearing loss.

Tara Nikou, Gail McCall, Jill D’Amore, Kim Simon, Mary Jo Redfern, Sheri Morgan

We're only Human is a video-based workshop, where participants will meet the Fumbly Family. The Fumblys will demonstrate “rookie mistakes” commonly made by parents of children with hearing loss. Participants will identify the Fumbly’s parenting blunders; brainstorm possible solutions for the family, and learn suggestions of how to avoid these language challenges with their own families.

Reading and Thinking for Meaning

Adrienne Rubenstein, Edna Johnston

The key to literacy instruction is the recognition that all reading is thinking. Reading instruction should guide thinking in a two-fold manner. The first task is to make sense of the literal information presented, and then secondly, to glean from this information what can be implied. Educators must teach students a variety of thinking strategies to guide them through the meaning making process.

Developing successful personal finance skills: Your deaf/hard-of-hearing child

Mike Kane

It’s never too early! As a parent or an educator, you might want to start teaching your deaf/hard-of-hearing children/students basic financial literacy skills. This workshop includes concrete ways, examples and resources on how to introduce your child/student – ranging from preschool to high school ages – to the world of finances.

Key to Success: Parental Involvement in Language Acquisition

Debra Patkin

Deaf or hard of hearing children's linguistic success depends on both the parents being proactive and involved in their child's early education program, and on ensuring that such program builds and maintains strong relationships with parents.

College Planning: Saving for a College Education

Stephanie Summers

The presentation will look at how much college costs today, projected costs for the future and the building blocks that goes into funding a college education. We’ll look at different tax-advantaged ways to save for college, such as 529 plans. We’ll also examine the role of financial aid, and see how your savings choices can impact your child’s eligibility for aid. Don’t we want to see our children achieve the ultimate goal of theirs?
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Work-to-Learn

Bruce Persons, Jenica Winnings, Jennifer Weeks

MSD’s Work-to-Learn program provides job development and on-site support to students and employers. This seminar will focus on the challenge of placing and supporting students in community jobs. Parents and educators will learn how to support working students with the goal of improving academic performance, enhancing social skills, and setting realistic post-secondary plans.

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Resilience Factors Associated with Adaptation in Families with a Child with a Hearing Impairment

Awie Greef

Family resilience qualities were explored in 54 families having a child with a hearing impairment. Results showed that family time and routine, social support, affirming communication, family hardiness, problem solving skills, religion, a search for meaning and accepting the disability, were factors associated with resilience in these families.

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Advocacy for Children Using the Individuals with Disabilities Education Act (IDEA)

Barbara Raimondo

This presentation will cover the structure and requirements of IDEA. It will also address the relationship between the Elementary and Secondary Education Act and IDEA. Future directions these two laws may take in upcoming reauthorizations will be explored as well.

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