

# Community Engagement

## Utilizing Collaborative Compassion in Education

*Malibu Barron*

This will be a brief presentation (10 m.) with round table dialogues related to the importance of collaborative mentality, practicing compassion with colleagues/families/students, and changing the school's climate by creating a climate where everyone feels welcomed, inclusive, and healthy. This workshop is to allow space for attendees to be honest/compassionate about how exhausting to be an employee in education system or even as a student trying to engage in learning. Then, the workshop will wrap up with recommendations, creative solutions, and ideas that attendees can leave with feeling of hope and initiate some form of a compassion at work.

**CEUs:** .15

## Community Collaboration with Gallaudet University Regional Centers

*JoAnn Benfield*

Want to know the secret to collaborating with others? It is quite simple. Getting to know your communities and their needs are the key to successful collaboration. Gallaudet University Regional Centers offer various resources, trainings, and workshop collaboration opportunities with various communities. Our goal is to connect and engage with our communities and schools and provide opportunities to address topics on trend and to promote ongoing support to our youth in transition. While our centers offer Youth Self-Advocacy and College and Career Readiness trainings, we also offer our assistance with various schools, community organizations, and local/regional programs to share their resources and how they support the future of our deaf and hard of hearing youth. Community members, educators, and staff of local schools and programs are encouraged to attend these trainings that sometimes offer CEUs. Come and see how your community, organization, or program can collaborate with GURCs.

**CEUs:** .15

## Beyond Respect: Moving Toward an Integrated Approach to Consent & Healthy Boundaries

*Bethany Gehman*

This workshop will teach participants how to incorporate the teaching of consent and maintaining healthy boundaries in their daily interactions with students. This tool is essential for every student to obtain in order to develop healthy relationships with themselves and others. In the workshop, we will take a deep look at the true definition of respect and how it cannot be achieved without consent and boundaries.

**CEUs:** .15

## How To: Youth Community Engagement

*Chanel Gleicher*

The importance of youth development outside of the classroom is critical. This workshop will focus on the positive effects of peer to peer youth development and youth community engagement. Through these experiences, our youth learn soft skills, what

teamwork looks like, different communication styles, and what their own skills are. They can capitalize their experience and apply to what they decide to do after high school. This experience is much more impactful than what is learned in classrooms. We will review the importance of youth development programs and opportunities that happen outside of the classrooms. We will discuss how to collaborate with local organizations and to bring the community to your classroom. The world is their oyster.

**CEUs:** .15

## Partnering with Parents in JSL

*Tisha Owen-Smith*

The success of any child's education rests heavily on effective parental support. For the child who is Deaf/Hard of Hearing (D/HH), the support of their parent must be undergirded with strong signing skills and parents' understanding of Deaf Culture. Unfortunately, a large percentage of the parents of D/HH children are hearing with minimal or no sign language skills.

The Jamaica Association for the Deaf under the Partnership for Literacy Enhancement for the Deaf Project has specially designed interventions for parents and families of D/HH children to support parents in improving their parenting and sign language competence. These interventions include Parent Silent Weekends, Parent Support Groups, Sign Language Classes, Shared Reading and utilising social media. All interventions are delivered by Deaf persons.

Given that many D/HH students spend most of their times in residential schools; as well as the fact that a significant percentage of the residential care staff are hearing non-signers, interventions are also being designed for these dorm staff.

This presentation will share techniques utilised in the delivery of these interventions as well as challenges and the creative ways used to address these challenges. Outcomes will be shared using anecdotal evidence, emerging concerns and testimonials from the D/HH children.

**CEUs:** .15

## Language and Learning

### Infusing Language Through Themes

*Rachel Baker*

Through this workshop, participants will learn how the TSD Parent-Infant Program uses thematic teaching to immerse toddlers in language by engaging all their senses and using activities that cover all developmental domains. The discussion will include encouraging parent involvement, working with students who have additional needs, addressing the multi-cultural needs of our community, and meeting children/parents at their starting point.

**CEUs:** .15

### Deaf Theater Arts/Creative Arts

*Fred Beam*

This workshop will provide tools for school faculty, staff, art community and educational leaders to apply arts in today's curriculum/lesson, especially S.T.E.(A).M. (science, technology, engineering, arts and math) . It will encourage participants to gain

knowledge and skills in movement. It will also increase student's awareness for their stage work/ presentation. Participants will develop character for the stage work/presentation.

**CEUs:** .15

## Instructional Strategies for Deaf + Autism

*Ashley Collins*

Presentation regarding instructional strategies for working with children who are Deaf and have a dual diagnosis of Autism Spectrum Disorder (ASD). Many of these strategies are modified strategies that are common practices for Deaf education, but there are many that are from Applied Behavior Analysis (ABA) that have been modified to work in a Deaf setting. Many of these strategies may be useful for students with other diagnoses that can cause language delays.

**CEUs:** .15

## Language is Power! (GLAD/ELL Strategies)

*Amber Havers*

I have been a Teacher of Deaf for 18 years now and I have taught at both Deaf schools and public schools (mainstream) settings. I have been trained in ASL-English bilingual strategies by Star Schools/CAEBER at the Deaf school. The district I work for now is bilingual (Spanish-English) and provides trainings on Guided Language Acquisition Design, GLAD. Since I have taken the trainings, it has benefited my instruction with Deaf/HH students at elementary level and increased academic language in both English and ASL. I have used GLAD strategies in my primary classroom such as sentence patterning charts, picture file cards, and pictorial input charts to name a few which provides scaffolding for students with academic language and vocabulary. Deaf/HH students are English Language Learners, ELL, similar to other bilinguals so ELL strategies go hand-in-hand with ASL-English bilingual strategies. You will see examples how GLAD/ELL strategies can be applied for Deaf/HH students in all settings and grade levels using resources such as general education curriculums. A sample unit will be presented to showcase some of the strategies. Language is Power!

**CEUs:** .15

## Deaf-Friendly ELA Instructional Techniques

*Sara Stallard*

People often underestimate the rich potential in teaching challenging texts and skills to deaf and hard of hearing students. Teachers know better, though. Deaf and hard of hearing students in middle school and high school can thrive in English language arts (ELA) courses, engage with complex texts, and express their ideas in depth, even if students have delays in reading comprehension or experience other challenges that affect their learning processes. It may not seem easy at first, but when teachers have the opportunity to reflect on their own repertoire of techniques and strategies, a lot becomes possible. This workshop aims to provide such an opportunity. In this workshop, the study of William Shakespeare's plays serves as the backdrop for an exploration of preparation tips, visual strategies, and differentiation options. This includes discussion about live translation of film segments, color-coding materials, and

using ASL gloss side by side with English text. Two hands-on activities will involve visual coding in supporting reading fluency and ASL translation. Many of these tips, strategies, and options can also be applied toward the teaching of other language arts content.

**CEUs:** .15

## **Professional Collaboration**

### **Partnerships: Families, Schools and Communities**

*Beth Benedict*

This presentation will provide an overview of the importance of early hearing detection and intervention (EHDI) programs in the holistic development of deaf and hard of hearing children. EHDI programs are available in all 50 states, and have brought together a wide spectrum of stakeholders, including federal, state, and local policy makers; medical and audiological professionals, educators and diagnosticians in state and local EHDI programs, school and school district-based teachers and support personnel, and parents and families of deaf and hard of hearing children.

If properly implemented and managed, the benefits of EHDI are great, and are seen in the child's language acquisition, educational achievement, and overall development. Successful EHDI programs empower children and their families as they acquire an understanding of their language and educational choices, their linguistic and educational rights, and advocacy skills. Children who benefit from EHDI will be well-prepared for school-to-work transition and higher education.

**CEUs:** .15

### **Utilizing Assessment Data to Strengthen Bilingual Approach**

*Kristina Bernhardt*

With the growing recognition of the importance in endorsing and enabling the bilingualism approach in deaf education, it is crucial to turn to the assessment data to help us evaluate our process in strengthening the initiatives for taking this approach. In this workshop, we evaluate the aspects of the assessment data that proves to be beneficial. Ultimately, we learn how to maximize the results of our rich and upfront access to this data to the point where we can turn the information to advocate for further recognition of bilingualism in schools with our most valued allies: the parents, the administrators, and the state officials.

**CEUs:** .15

### **Equitable Approach for Unique Behavioral Challenges**

*Michelle Cline & Dan Foley*

Students come to school with different learning profiles. Some come with significant behavior challenges that may be disruptive to the classroom. The goal of this workshop is to provide effective behavioral management approaches that can be applied within your classroom while also being equitable with your student's learning profiles. The ultimate goal is to support teacher efforts to establish a classroom environment where children are engaged, motivated, safe, and comfortable. Dan and Michelle work at Walden School at The Learning Center for the Deaf. There we employ a bilingual-bicultural approach in providing comprehensive treatment and

educational services for students challenged by severe social and emotional difficulties that haven't been successfully addressed in other academic settings.

In this training, we will look at 4 functions of disengaged student behaviors and provide with tips that will foster reconnection. We will share techniques and practices currently being applied in our classrooms with activities that allow teachers to practice the techniques and explore a wide range of sensory items used at Walden School. This training is designed to be immediately implementable in your classroom.

**CEUs:** .15

## Collaboration in the Mainstream Setting

*Ashley Greene-Wood*

As a teacher of the Deaf in a mainstream setting, there are many other professionals who play a role in a DHH child's instruction. This presentation will touch on several strategies to create a strong collaboration with the SLP, audiologists and general education teachers to ensure student's success. This presentation will also touch on the importance of providing a bilingual and multicultural approach to support the DHH student's self-identity development, which can be an area of weakness in mainstream children. By bringing all professionals on the team serving the child to agreement on the same page, we are creating an optimal environment for the child's success, socially, personally and academically.

**CEUs:** .15

## Deaf Educators & Interdisciplinary Collaboration

*Ellen Schneiderman & Rachel Friedman Narr*

What happens in Deaf Ed Teacher Preparation when we think in terms of interdisciplinary collaboration? We have pulled together pre-service teachers, parents of deaf children, Deaf community members, para-professionals, interpreters, and related service professionals. Join us to see the expected and unexpected in this exciting program.

The Interdisciplinary Deaf Education Teacher Preparation Program (IDEP) at California State University Northridge is a 5-year grant supported by OSERS Office of Special Education Programs. Five areas for interdisciplinary collaboration were identified and mentors selected. We collaborated with related service professionals including speech-language pathologists, audiologists and school psychologists. We collaborated with parents of deaf children. Working with parents and families is embedded into special education law and is essential for positive outcomes for Deaf children. We collaborated with members of the Deaf community. Meaningful interaction with Deaf adults is fundamental for Deaf children and their teachers and a lack of interaction limits a comprehensive understanding of what it means to be Deaf or hard of hearing, and even more, a successful Deaf person. Educational interpreters make up the fourth group, providing access to information surrounding a Deaf child when direct communication is not present. Finally, paraeducators provide critical instructional support in the classroom. All of these collaborators are key partners and are instrumental in creating a comprehensive educational experience for Deaf youth.

We will share the logistics of this amazing experience and the insights that we've gained. Promoting greater interdisciplinary collaboration and understanding of multiple

perspectives in beginning teachers can only result in a positive impact on the DHH children served.

**CEUs:** .15

## Fostering Self-Determination with a Game-Based Curriculum

*Kent Turner & Erika Shadburne*

Self-determination is a key component of postsecondary preparedness in deaf youth. Drawing from existing evidence-based research, the National Deaf Center on Postsecondary Outcomes (NDC) has developed an online choice-based game and curriculum to foster development of self-determination skills as deaf youth navigate access in common situations in the community, school, and the workplace. This session will showcase NDC's innovative game-based learning approach allowing youth to safely engage in different roles and respond to situations they will encounter in real life. Designed with educational professionals in mind, this session will share strategies on how to instill independence, increase opportunities for self-advocacy, and foster self-determination skills for deaf youth. Participants will engage in interactive discussions and strategize how this resource can be integrated and aligned with current transition practices and curricula.

**CEUs:** .15

## Social Studies

- To Be Announced Soon

## STEM

### STEM & Literacy: Implementing STEM Activities in the Language Arts Classroom

*Lynn Dunn*

STEM, EDP,UDL, ASL, ESL – all these acronyms. Where does a classroom teacher begin? As a classroom teacher, we are stretched in so many directions that our creative ideas become dormant. The goal of this presentation is to get those creative ideas flowing again, so the classroom will be an environment of innovation and interaction. In this presentation the focus will be on incorporating STEM/EDP/UDL principles into the language arts classroom. The activities discussed will be based around a “theme” which includes a literary piece that is to be read, activities from elementary –high school that are cross curricular, and explore teaching English structures from a semantic perspective. Each activity will have an objective to be covered in science/social science ,math, English, a writing activity, and a hands on STEM activity.

**CEUs:** .15

### The Importance of Focus and Support Numeracy and Math Skills Development Among Deaf Children

*Melissa Herzig*

Currently, math standards are all over the place and not well adhered to, especially for the Deaf children. There are also plenty of misinformation floating around about DHH children and their ability to succeed in school. This session will correct misinformation or lack of information about that. Making simple comparisons and similarities between how regular math education is taught and how math for DHH students is taught is a good way to highlight the differences and accommodations that must be made to capitalize on learning potential. This will include research findings about what neural networks we presume are part of learning math and numeracy. This will be beneficial for elementary school teachers and math educators.

**CEUs:** .15

### Strategies for Increasing Awareness of STEM Preparation and Opportunities for DHH Students

*Theresa Johnson*

This presentation will provide examples and descriptions of a range of projects developed through the support of the Meg Robichaud grant for students, parents and educators. Exposure to what is possible is a significant step toward everyone understanding the broad scope of STEM careers available to individuals who are deaf. Presenter will also address wage discrepancies and job mobility as it relates to STEM career choices.

**CEUs:** .15

### Strategies for Teaching Mathematics to Deaf/HH Students

*Dawn Kidd*

Several practical applications for teaching mathematics to deaf/hh students will be discussed including Number Talks, Vocabulary Learning, and Process Movies. Participants will leave with ideas and activities they can use in their classrooms the next day. Device (iPad, laptop) use during the presentation is encouraged but not required.

**CEUs:** .15

### Applying Graphic Organizers for STEM

*Taiyabah Naeem*

In the United States, subjects in the fields of science, technology, engineering, and mathematics (STEM) are becoming increasingly in demand due to the rapidly changing technological and global workforce. Few American students—and even fewer deaf and hard of hearing students—pursue careers in STEM fields. STEM teachers of the deaf are in a unique position because in addition to being bilingual models, they must integrate complex scientific data that is mainly English-based and translate this information to American Sign Language (ASL) for students from diverse backgrounds. One way to address this challenge is to provide visual representation of complex concepts in the form of graphic organizers. Graphic organizers (e.g., word cards, semantic charts, Venn diagrams) help bridge abstracts from English text to ASL by providing visual models of concepts and their relationships to one another. This workshop will provide an opportunity for teachers to learn which graphic organizers can

support their students' retention of complex STEM concepts during commonly taught science content in high school classrooms. Strategic application of effective graphic organizers can better prepare students for careers in the STEM field.

**CEUs:** .15