# Keynote Presentation

## Family Engagement Redefined

*John Serrano*

Family involvement is one of the key indicators to ensuring academic success for a child.  Yet many schools struggle in engaging families and providing meaningful opportunities for families to get involved.  How can the schools build and cultivate positive relationships with families?  How can the positive relationships translate into building blocks for academic success?  How can the schools redefine and reframe the way they work with families?  The presentation will examine the importance of identifying and understanding family needs, and building capacity to maximize family engagement and involvement which will lead to successful outcomes for D/HH children. **CEUs:** .15

## Positive School Culture: Collaborating With Marginalized Students and Families.

*Carlos Aponte-Salcedo*

A positive school culture is essential for student success. Establishing safe, open-minded, accountable and respectful relationship with students and families should be a priority for all school staff members. This will help prepare Deaf, DeafBlind, DeafDisabled, Hard of Hearing and Late Deafened students for life outside of the classrooms. Strong relationships between school staff, especially classroom staff (teachers and assistants) and students support learning. This is especially true when working with marginalized groups. This includes students and families who identify as People of Color, LGTBQ+ folks, and/or are immigrants. Families are resources school staff should tap into to work with students. The goal of this presentation is to help school staff to become more culturally aware and sensitive as well as take actions to create a culturally responsive learning environment. Educators will aim to create inclusive

classroom environments that are diverse, equitable and just. Educators will engage families in ways that are respectful to their culture. When students and families are understood, accepted, and valued, they are more likely to be engaged.

**CEUs:** .15

## Storytelling: Why It Matters

*Rosa Lee Timm*

In this presentation, Rosa Lee explores different ways of telling a story and why it matters in and outside of classroom, bringing light towards different layers of self awareness as a core value of Deaf Culture.

**CEUs:** .15

# 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


## 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, ou 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 Ewen-Smith, Zandrea Pitterson & Marissa Phillips*

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

## Deaf Theater Arts/Creative Arts

*Jerald Creer, Shiann Cook, Lauren Putz & Hayden Orr*

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 kn

owledge 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

## Deaf Ecosystem in the Classroom

*Leila Hanaumi*

Winston Churchill once said, "The empires of the future are the empires of the mind." The classroom is where one begins the training of the mind. For Deaf children, how can they visualize a world where they can truly do anything—without living proof? Today, more Deaf-owned businesses thrive and more Deaf professionals lead successful lives. Far more than simply role models for Deaf students, they are also potential collaborators, allies, and mentors. Experiencing the fruits of a healthy Deaf Ecosystem firsthand is a surefire way to foster growth in Deaf students, and this can begin in the classroom. With ten years of giving back to the Deaf Ecosystem, Convo Communication has stories that will inspire you.

**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

## 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!

## 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.

## Viewing Levels in ASL

*Adele Ann Eberwein & Kelly Krzyska*

Guided Viewing should be part of the ASL and English Bilingual program, which the framework was developed based on the general norms of Deaf Heritage Language learners

## S3RF (Signed/Spoken/Silent Reading Fluency)

*Jessica Stultz & Brent Bechtold*

This session is focused on delving into the seemingly murky world of reading fluency. What does fluency even mean? Come learn about the nature of fluency in this hands-on workshop and apply the research-based best practices and scoring rubrics that utilize the ASL fluency envelope and visual grammar, all of which can change your whole concept and approach to fluency instruction. Ten minutes per day of signed reading fluency practice can increase our students' 7 Cs when interacting with text: comfort, consistency, clarity, confidence, comprehension, chunking, and conceptual accuracy. Are our students reading passages multiple times? Do they know how to chunk text into meaningful phrases? Are they using video and rubrics to analyze their own progress over time (i.e. week-to-week, year-to-year)? Are they getting the right kind of feedback? Students need to engage in the fluency process in more than just their English Language Arts (ELA) class. This process can apply to creating vlogs and presentations for other content areas, such as science, history, and math. Spoken reading fluency for students who are hard-of-hearing, and silent reading fluency for all students, also will be addressed.

**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

## 18+ Program Network

*Beth Smiley, Jennifer Weeks, Anne Grace Donatucci & Michelle Tanner*

The purpose of this is to network and connect all the 18+ programs together to share ideas on what works and what does not work for their program.  This is more for a collaboration purpose to build connections and can lead to a Roundtable later similar to what principals have for High Schools. I have reached out to several Deaf schools and so far have gotten 3-4 different sites that are interested to be on the panel for this purpose of networking. This would be a good start to help all programs grow and 18+ is a high need for Transition to the real world.

**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 be 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 Justice

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

## Creating Future Deaf Leaders
*Lissette Molina Wood*

Programs in education within mainstream and Deaf schools and its impact upon the Deaf youth, with short- and long-range implications;  providing guidance throughout childhood to young adulthood, providing mentorship to those who are lacking in Deaf adult role models;  teaching gender equality to Deaf youth, to be additionally aware of the diverse differences, yet the prevention of such differences acting as barriers;  Deaf youth should be provided training to seek out full accessibility to such technology to maximize their potential, so as they grow into adulthood, technology will be a benefit, rather than a barrier;  we provide training and guidance at every opportunity throughout their development years, so by the time adulthood is reached, these Deaf youths will be able to function as seasoned leaders.

**CEUs:** .15

## Manifesting a Critical Movement of Social Justice in Deaf Education
*Janette Duran*

A social justice education is centered in democracy and the freedom to exercise one's full humanity" (Belle, C. 2019). This presentation will discuss the meaning of a humanizing education for all Deaf, DeafBlind, Deaf Disabled, Hard of Hearing and Late Deafened students in ways that acknowledges their intersectional experiences and journeys. In order to include and truly understand students' one must understand the funds of knowledge they bring into your classrooms. Ethnic Studies, Culturally Relevant and Responsive Pedagogy, Community Engagement, Restorative Justice, Intersectionality, among other themes are all part of creating a democratic social justice school of culture. In order to see our students, thrive and become social change agents, this signifies that to implement and exercise social justice teaching and learning

practices is to truly acknowledge students holistically for who they are and where they come from.

**CEUs:** .15

## Co-navigating with DeafBlind students
*Sarah Morrison & Heather Pavey*

Co-Navigating through Protactile (Pt) & Its Principles: As both being life-long students and Educators or like-professions, we will explore the benefits of this semi-new and exciting field of DeafBlindhood where we will define and explore the philosophy of Protactile, the DeafBlind Way, and its' language. As we co-navigate through this endeavor, we will explore questions like how do we apply our current knowledge and systems while developing a collaborative Educational community for our DeafBlind students as well as those with additional disabilities? How do we go about by building a solid foundation of rapport through trust, respect, compassion, and being open to connecting tactually? It is crucial to co-navigate how students make meaning of their identities; the purpose of this portion of this presentation is to share a pilot study that was conducted to understand how DeafBlind people make meaning of their identities and how they navigate the medical-pathological descriptions used to define them. By co-navigating through this area it will provide insights on our identity, our culture, our perceptions on both how people perceive DeafBlind students as well as DeafDisabled students, and how we perceive ourselves. By exploring these perceptions it will allow for a better understanding on how to build stronger and supportive relationships with and for our students. Key focus would be on "ism" where we will introduce the terms vidism and distantism for this workshop.

**CEUs:** .15

## Social Justice in Classrooms – How Do We Get Started as Educators?
*Caroline Koo & Gloshanda Lawyer*

Many Deaf students' experience in classrooms is with predominately Caucasian, hearing, female cisgender teachers. What are the implications of the majority of Deaf students having had this group of teachers? Furthermore, what does this common experience mean for Deaf students of different culture, social, and family backgrounds (e.g., students of color, those who immigrated to the U.S., those who are gender non-conforming, use languages other than English, those with different abilities, etc.)? This workshop will give the participants, as educators and related service providers, the opportunity to reflect on their unconscious advantages. Teachers will also explore how their privileges and own points of marginalization potentially impact their students in their classrooms. Practical takeaways will be discussed for ways to apply basic social justice concepts to K-12 classrooms.

**CEUs:** .15


## The Black Deaf Men In Crisis
*Teddy Dorsette III & Chris D. Johnson*

The "Black Deaf Men in Crisis" workshop is embracing a healthy discussion sharing perspectives toward Black Deaf students facing several types of divestment and struggles daily. Thoroughly examining barriers, oppression and prejudices will deliver great cultural exposure for educators, coaches, administrators, and police officers to improve the connection with the Deaf and Hard-of-Hearing individuals. Two presenters, Chris D. Johnson and Teddy Dorsette III, will lead the audience through systematic oppression. This presentation consists of supporting Black Deaf authors' publication which reflects the oppressed experience in the past and present. Furthermore, we will analyze

together of how this explicit struggle impacts our future generation of Black Deaf youths. Black Deaf leaders are searching for ways—in the fragility of the Deaf community—to create linkages between systems of racial and persistent justice oppressions. National Black Deaf Advocates (NBDA) is continuously working with young progressive thinkers to develop a more fundamental and systemic level of change in society both Deaf and hearing world.

**CEUs:** .15

# 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 beneficial for elementary school teachers and math educators.

**CEUs:** .15

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

*Brittany Comegna & Theresa Johnson*

Information will be presented on the importance of a STEM education and career for Deaf and Hard-of-Hearing (DHH) individuals. Resources that have been developed for NTID's DeafTEC, a national center, funded by the National Science Foundation's Advanced Technological Education program, will be shared. The goal of DeafTEC is to successfully integrate more DHH individuals into the workplace in highly skilled technician jobs where these individuals are currently underrepresented and underutilized. On a national level DeafTEC serves as a resource for high schools and community colleges that educate DHH students in STEM-related programs and for employers hiring DHH individuals. Resources include: STEM career awareness

curriculum for DHH students in grades 8-12, online course for employers, Universal Design strategies and best practices for instruction, STEM ASL Video Dictionary, instructional strategies and materials for teaching English and math skills and professional development opportunities. Finally, information about the STEM-focused dual credit program, Project Fast Forward (PFF) will be disseminated. PFF has two goals: to increase DHH students' interest in STEM-related subjects and to inspire DHH students to obtain post-secondary education. We will explain how to implement PFF dual credit courses in schools and how to obtain training for PFF dual credit courses. **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

## Don't Talk Nonsense! STEM isn't Hard, It is A Language and Requires the Use of Senses

*Christopher Kurz*

STEM needs to be taught as a language with senses. Language allows Deaf learners to build background information and strengthen their sense making of STEM concepts. Deaf learners use words and non-words to construct and reconstruct the concepts until they make sense. Seeking the patterns around us with our senses and making relationships between the patterns enable Deaf learners to become STEM explorers!

**CEUs:** .15

# School Showcases

## DCMP Resources

*Cindy Camp*

Research has shown that multimedia is beneficial to all students. Educational videos are uniquely suited to take students on impossible field trips, introduce them to new people and cultures, and bring great literature to life. However, most educational videos are not accessible to students who are D/HH. When a video is not captioned students

not only miss out on a learning opportunity they also become more isolated from their hearing peers. Many teachers continue to use inaccessible video thinking that an interpreter or captionist can create accessibility on the fly.  Other teachers may avoid video all together so as to avoid the issue of accessibility.  Neither of these is an acceptable solution. The Described and Captioned Media Program (DCMP) provides accessible educational media and much more. Professionals and families can have access to over 8,000 educational videos for use at school and at home.  DCMP is funded through the U.S. Department of Education meaning all services are absolutely free. There are videos to teach sign language and deaf culture, self-advocacy, science, math, language arts, just to name a few. This presentation will discuss the benefits of accessible media, the importance of quality captions, and how DCMP media meets educational standards.

**CEUs:** .15


## CEASD Leadership Academy

*Claire Bugen*

The purpose of the CEASD Leadership Academy is to conduct "Training in Real-Life Situations for Rising Deaf School Leaders," to help schools and the field create the pipeline for professionals to move up to take on leadership roles. The CEASD Leadership Academy will provide training to potential leaders on real life issues, an opportunity to network and share information and experiences with similarly situated peers and an opportunity to network with other school leaders and receive mentorship from seasoned superintendents.

**CEUs:** .15


## NASDSE Guidelines

*Barbara Raimondo & Cheryl Johnson*

Deaf and hard of hearing children constitute one percent of students served through the Individuals with Disabilities Education Act (IDEA) and one out of a thousand in the general education population. They are diverse in many ways. "Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines" is a recently published book (National Association of State Directors of Special Education, 2018) that details the needs of deaf and hard of hearing students, the steps schools and programs must take in order to serve them well, and available resources to support those efforts. Importantly, it includes an implementation tool that programs can use to assess their strengths and gaps, and that will help them in planning in how to close those gaps. Written by a team of experts from a broad range of backgrounds and communication approaches, this book is a comprehensive source of information and guidance. This presentation, by the co-chairs of the writing team, will outline the information in the book and provide suggestions as to how attendees can use this document to improve educational outcomes for deaf and hard of hearing students in their state or community.

**CEUs:** .15