

CASA 2010 Presentations

Jill Morford & Marty Carlson: "Integration of Research and Education: Teacher-Researcher Partnerships"

Teachers and researchers each have valuable insights into deaf education, but don't always have the opportunity to share those insights with each other. In this workshop, we present a model of research-education integration, in which teachers inform research objectives, and in which research results are subsequently integrated into educational practice and workshops for parents and educators. We then describe specific projects that are in different stages of this process. Results of these projects have implications for deaf children's development of age-appropriate vocabulary; sign language processing skills; and English literacy.

Kim Obregon: "One Family's Journey through Microtia Atresia"

Many families around the state of New Mexico are experiencing what it is like to have a child with Microtia or Atresia, or both. There are several options for treatment, and each family must make the difficult decision about whether or not to pursue treatment, and what treatment to pursue. This workshop will cover my own family's experience with Microtia and Atresia, the research that I have done, and how the research has guided our decisions. I will also talk about the physical, mental, emotional, and financial consequences of those decisions. We will take a picture journey as I share my daughter's story.

Joy Maisel: "Language Play in ASL"

This workshop centers on play-based learning. American Sign Language (ASL) is central in our Deaf and Hard of Hearing (D/HH) children's education; and language play in ASL is essential to cognitive and language development for D/HH children. Language play in ASL involves a wide variety of activities such as rhymes, movement, storytelling, fantasy, games, and Total Physical Response (TRP) activities. These activities help promote linguistic awareness in D/HH children.

Nancy Bridenbaugh, Stephanie Carson & SaraLee Herzig: "Embracing Bilingualism: Enhancing Narratives in ASL and English"

This session will highlight successful strategies and delivery considerations to promote ASL development and the use of academic ASL. Strategies will include the use of the Language Experience Approach in ASL to enhance narrative skills as well as bridge the ASL narrative to English print.

Jennifer Herbold and Scott Mohan: "ASL Acquisition: All Ages, All Day, Everyday"

The 6+1 Traits of Writing is a research-based instruction and assessment model that focuses on developing students' written language skills and is widely used by many programs throughout the country. This presentation will explore the key elements of the 6+1 Traits model and demonstrate how the concept can be applied to developing our students' ASL within a natural learning framework that borrows from Reggio Emilia concepts.

Bobbi Allen: "Emergent Bilingual Deaf Readers: Interactive Booksharing"

Based on research, deaf children need to be engaged in meaningful and authentic literacy activities the same as hearing children to facilitate literacy and language development. Interactions with adults and peers are important for children to explore and experience the process of becoming literate. Booksharing was a strategy developed and used in an ASL—English bilingual preschool classroom and it was a time when children were provided with the same book just read for the read aloud. During the time allotted for booksharing, children were observed sharing with each other and adults what they comprehended from the read aloud. Based on evidence from videotapes and observations, booksharing was found to be beneficial in the deaf children's ASL-English language and literacy development.

Malissa Lyons: “New Mexico Commission for Deaf and Hard of Hearing: Programs and Services Overview”

This workshop will provide participants with an opportunity to learning about the New Mexico Commission for Deaf and Hard of Hearing (NMCDHH). Participants will learn about our innovative programs and services currently offered in our Communication Access and Development, Public Policy and Advocacy, and Telecommunications and Technical Assistance Departments.

Larry Rhodes & Anthony Ivankovic: “iTransition”

This presentation will provide detailed information regarding *iTransition*, a free, online transition curriculum developed to help students who are Deaf or Hard of Hearing prepare for life after high school. *iTransition* consists of four separate, stand-alone components with activities designed to help students learn about themselves, their career goals, and the skills they need to be successful in the future. *iTransition* addresses the communication, language, and cultural aspects of students who are Deaf or Hard of Hearing, and can be used by students regardless of their educational placement.

Larry Rhodes: “It’s My Voice: Empowering Youth Who are Deaf, Deaf-Blind, and Hard of Hearing through Person-Centered Planning.”

Well-designed and facilitated person-centered plans have been shown to be effective in developing truly student-centered transition and employment plans. Well-designed and facilitated person-centered plans can also be an excellent tool to increase communication and self-advocacy skills for youth who are Deaf, Deaf-Blind, or Hard of Hearing. Attendees will explore strategies that facilitators can employ for maximizing the involvement of these youth in all aspects of the development of their own person-centered plans.

Hands and Voices Panel: “Inter-Agency and Family Collaboration: Making a Difference”

Families with Deaf or Hard of Hearing children need to partner with a variety of agencies to raise awareness of issues confronting them and their children and to work towards solutions. The Board of the New Mexico Chapter of Hands & Voices, a national organization for families with children who are Deaf or Hard of Hearing, represents a cross section of parents, private service providers, and state agencies who work collaboratively together regardless of philosophical differences. This panel of Board members will give participants an opportunity to learn about the successes as well as discuss the challenges when working with a diverse group of people whose goal is the success of all Deaf and Hard of Hearing children.

Susan Elliott: “Exponential Learning in Exponential Times”

We have been hearing the buzz words “21st Century Skills” and “21st Century Learning” for some time now, but what does it mean? How is 21st century learning different from our own educational experience and why? As parents and service providers of deaf and hard of hearing students, how can we best prepare them for future careers and higher education? How are general education classrooms changing and how does this impact IEP services? We will explore the developmental experiences of generations Y and Z and consider what we can do to foster positive learning environments. Come and learn about why the world is ‘flat’ and how the future belongs to a different kind of mind. The shift from the information age to the conceptual age will be explored as well as the

Susan Elliott: “Getting Students to Higher Ground”

Planning engaging lessons that maximize class time, cover required content, foster critical thinking, and develop 21st century skills can be incredibly demanding. In this interactive workshop, participants will explore selected learning theories and evaluate example lessons as practical applications of 21st Century learning. Cognitive coaching skills will be introduced as a strategy for developing group communication, collaboration, and problem solving skills. Participants will view and analyze a 9News clip featuring a complex placement issue for a rural deaf student. Using cognitive coaching, we will focus on strategies for collaborative problem solving with diverse perspectives at the table.

Priscilla Gutierrez: "How to Understand and Be a Partner in the IEP Process"

Both the IEP process and IEP meeting can be an overwhelming, confusing experience for parents. Understanding key vocabulary, the required components of an IEP, what related services are, or how a goal relates to their child's current functioning are just some of the critical things parents need to know in order to be a partner in their child's IEP process. This session will help parents understand the IEP process as well as enable them to be a more effective partner in their child's IEP.

Kristin DiPerri: "But I'm Not the English Teacher! Integrating Literacy Development Across the Curriculum"

Regardless of educational approach, all Deaf and Hard of Hearing children have the right to learn English in a manner that is fully accessible. However, for many students this is often relegated to reading and writing classes. This is insufficient and cannot provide the diversity and intensity the students need in seeing English used appropriately and with full access in all classes. In this workshop we will discuss how English print can be integrated across the curriculum using bilingual strategies that hold instructors and students accountable for marked improvement. Strategies presented will be integrated into the curriculum using authentic content-aligned practices.

Vicki Everhart: "Moving Beyond Social Language: How to Teach Academic Language"

This workshop will review the difference between social and academic language and provide a description and examples of academic language in English. Participants will brainstorm ideas for incorporating more academic language into their educational environment, including "content-specific" and "general" academic vocabulary. Planning for teaching academic language will also be discussed.