

CASA 2010 Presentations

Friday, 11:00 a.m. – 12:30 p.m.

Exponential Learning in Exponential Times

Susan Elliott

James A. Little Theater

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 pedagogical shift that comes with living in exponential times and a global marketplace.

Embracing Bilingualism: Enhancing Narratives in ASL and English

Nancy Bridenbaugh, Stephanie Carson & SaraLee Herzig

Pat Payne Room

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.

Interpreting and Teaching: Never the Twain Shall Meet?

Deb Russell

Roadrunner Activity Center

This presentation is designed for interpreters and teachers working in classrooms where the education for the Deaf student is mediated by a sign language interpreter. The presentation is based on the results of a Canadian study of interpreters working in K-12 settings, and will examine the ways in which interpreters approach the work in order to represent the multiple language structures presented by the teacher. The language/teaching structures chosen for this study included: the teacher's use of meta-cognitive questions, scaffolding techniques, positive and/or guiding feedback, sequencing, concept extension and reciprocal teaching. How the interpreter recognizes the intent behind these language functions is key to meaningful teaching and learning, and active participation of Deaf students. This 90 minute session will explore these areas: What does our work show? When it works well, what does that look like? What doesn't work well and how does that impact the Deaf student's participation in the learning? What can teachers and interpreters do together to create environments that allow for the classroom teaching to be effective for Deaf students?

CHARGE 101

Tim Hartshorne

Kiva Room

CHARGE syndrome is the leading cause today of congenital deafblindness. Identified in 1979, our understanding of the syndrome has increased dramatically even in the last five years. This presentation will provide an in-depth, up to date, overview of the characteristics of CHARGE. CHARGE 101 begins with a basic description of the syndrome, followed by a review of the genetics involved. This is followed by a review of the anomalies that made up the acronym. Next current clinical systems for diagnoses are reviewed. The presentation ends with an infancy to early adulthood look at the development of individuals with CHARGE.

Language Play in ASL

[Joy Maisel](#)

Dillon Hall Conference Room

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.

NMSD Campus Tour

[Rose Sanchez](#)

Dillon Hall Assembly Room

This session will begin with a walking tour of NMSD's campus. The tour will identify important campus landmarks, highlight renovation projects and provide brief program descriptions along the way. Participants will conclude the tour in the NMSD Museum with a further opportunity to explore the school's history through pictures and artifacts.

Teen CASA Session

Multicultural Discovery Part 1

[Lisa Gomme, NMSD Counseling Intern & David Anderson, NMSD Student Development Facilitator](#)

Hester Hall

Teens will learn and define multiculturalism through hands-on activities and discussions. They also will be exploring individual differences. The workshop will enhance our Teens' sensitivity toward people in general, and activities will encourage them to discuss different perspectives.

Friday, 1:45 p.m. – 3:15 p.m.

Cochlear Implants and Sign Language: Perspectives on Effective Educational Practices

[Deb Nussbaum](#)

James A. Little Theater

The diverse population of children with cochlear implants warrants a broad look at what constitutes effective practices to facilitate language development, social emotional growth, and learning for each child. Research and observation indicate that not all children achieve similar spoken language outcomes with their cochlear implant(s), and that the path to developing spoken language will be varied. The Cochlear Implant Education Center (CIEC) at the Laurent Clerc National Deaf Education Center at Gallaudet University, established in 2000, focuses on designing, implementing, evaluating, and sharing educational practices for children with cochlear implants that are inclusive of both sign language and spoken language, and reflective of the whole child. This presentation will describe the national initiatives and findings of the CIEC in relation to addressing the complex considerations for designing and implementing effective comprehensive educational practices for children with cochlear implants.

ASL Acquisition: All Ages, All Day, Everyday

Jennifer Herbold and Scott Mohan

Pat Payne Room

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.

But I'm Not the English Teacher! Integrating Literacy Development Across the Curriculum

Kristin DiPerri

Roadrunner Activity Center

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.

CHARGE 101 (Continued)

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How to Understand and Be a Partner in the IEP Process

Priscilla Gutiérrez

Dillon Hall Conference Room

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.

iTransition

Larry Rhodes & Anthony Ivankovic

Dillon Hall Assembly Room

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.

Teen CASA Session

Interview Success in Today's Market!

Transition Summit Sub-Committee

Hester Hall

Explore various types of soft skills needed to make the first impression in a fun, interactive way and the impact they have in getting hired. Now that you have an interview, learn how to dress for success!

Friday, 3:45 p.m. – 5:15 p.m.

Emergent Bilingual Deaf Readers: Interactive Booksharing

Bobbi Allen

James A. Little Theater

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.

Learning from One Another: A Panel of Parents Share their Expertise

Priscilla Gutiérrez, Facilitator

Pat Payne Room

Parents of newly identified or younger Deaf or Hard of Hearing children can benefit from the experience and expertise of parents who have older Deaf or Hard of Hearing children. This panel discussion will focus on strategies, resources, and information that can guide families in raising a Deaf or Hard of Hearing with a healthy identity, as well as be successful in the educational setting.

Getting Students to Higher Ground

Susan Elliott

Roadrunner Activity Center

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.

The “B” in CHARGE

Tim Hartshorne

Kiva Room

While behavioral issues are not a part of the acronym that named the syndrome, many individuals with CHARGE engage in behaviors that might be called obsessive-compulsive, attention deficit, tic-like, and autistic-like. This presentation will describe our current understanding of behavioral issues in CHARGE with a view toward intervention. The “B” in CHARGE begins by describing the behaviors that are often observed in individuals with CHARGE. It was only in the early 1990’s that we began to recognize behavior as a significant issue. A number of possible causal factors will be explored in some depth. Then a tentative behavioral phenotype will be described. A behavioral phenotype is a description of behavior that is typical of a particular genetic syndrome and in some cases so descriptive that it can even suggest the diagnosis. Problems with using psychiatric diagnoses in individuals with CHARGE will be presented. Finally, possible paths toward intervention, particularly based on self-regulation, will be suggested.

Interpreted Education Panel

Cindy Huff - Facilitator

Dillon Hall Conference Room

This panel will explore issues that surface in programs where students receive all or some of their school experience via interpretation. Various perspectives (i.e. students, interpreters, school community, administrators) will be explored. Panelists will include interpreters, interpreter trainers and educational administrators.

Integration of Research and Education: Teacher-Researcher Partnerships

Jill Morford & Marty Carlson

Dillon Hall Assembly Room

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.

Teen CASA Session

Interview Success in Today’s Market! Part 2 (3:45 – 4:30)

Transition Summit Sub-Committee

Hester Hall

Discussion continued from previous session.

Multicultural Discovery Part 2 (4:30 – 5:15)

Lisa Gomme, NMSD Counseling Intern & David Anderson, NMSD Student Development Facilitator

Hester Hall

Discussion continued from the morning session.

Saturday, 9:00 a.m. – 10:30 p.m.

Inter-Agency and Family Collaboration: Making a Difference

Hands and Voices Panel

Pat Payne Room

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.

Cochlear Implants and Sign Language: Perspectives on Effective Educational Practices

Deb Nussbaum

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NMSD Campus Tour

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One Family's Journey through Microtia Atresia

Kim Obregon

Dillon Hall Library

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.

Teen CASA Session

How We Interact

Dan Timlen, NMSD Coordinator of Transition Services

Hester Hall

This hands-on workshop for participants will explore how and why people interact/react within their environment. Using the Myers Briggs Type Indicator, participants will leave the workshop with an understanding of how to enhance their interactions with others.

Saturday, 11:00 a.m. – 12:30 p.m.

New Mexico Commission for Deaf and Hard of Hearing: Programs and Services Overview

Malissa Lyons

Pat Payne Room

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.

Illusion of Inclusion? Realities and Consequences

Deb Russell

Roadrunner Activity Center

This presentation is designed for teachers, administrators and interpreters involved in planning education for the Deaf students in classrooms where the learning is mediated by a sign language interpreter. The presentation is based on the results of a Canadian study of interpreters working in K-12 settings, and will examine some of the realities and consequences of the mediated environment, based on the data of classroom interpreting, and survey and interview data with teachers, parents, interpreters, students, and administrators. This 90 minute session will explore these areas: What does inclusive education mean for Deaf learners? When it is done well, what effective practices emerge? What doesn't work well and how does that impact the Deaf student's participation in the learning? What can each of us do to create environments that allow for the classroom teaching to be effective for Deaf students, thus removing the "illusion of inclusion".

Parenting Children with Significant Special Needs: Perils and Promise

Tim Hartshorne

Kiva Room

Parenting children with significant special needs is a huge challenge, and parenting methods for “regular” kids don’t seem to apply. This presentation examines the many challenges parents face and offers some suggestions for coping with the demands. It is also designed for professionals to better understand what parents experience on a day to day basis and how they cope with the challenges.

Very little in the parenting literature addresses the experiences surrounding raising a child with significant disabilities. While this is understandable given the small size of this population, these are parents very much in need of help and support to deal with the challenges of parenting. There are several aspects of raising a child with disabilities that make parenting particularly challenging. First, some parenting techniques are very difficult to implement with a child with significant disabilities. Second, there may be a tendency on the part of parents to excuse the child’s behavior because they have a disability and have already been through so much; especially if there have been serious medical complications. Third, parents may experience problems relating with their child. This presentation describes the unique experience of these parents and provides strategies for improved parenting and parental survival.

An Introduction to Cochlear Implants

Chris Epstein

Dillon Hall Conference Room

Professionals will learn about cochlear implant technology, specifically the Freedom Cochlear Implant system.

Topics include technology overview, candidacy criteria, referral procedures, surgery and the benefits of binaural and bimodal hearing and troubleshooting of equipment.

Moving Beyond Social Language: How to Teach Academic Language

Vicki Everhart

Dillon Hall Assembly Room

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.

Positive Discipline: The First Three Years

Laurie Prusso

Dillon Hall Library

An introduction to the principles of Positive Discipline for young children. Participants will learn how to recognize behavior as purposeful, how to bring mutual respect to relationships with their children, and how to use encouragement and teaching to improve behavior. Developmentally typical behaviors will be identified with effective ways to help the child adopt more appropriate behavior.

Teen CASA Session

Friendship (11:00 – 11:45)

NMSD Leadership Class and NMSD Student Body Government

Hester Hall

The presenters will have the teens get involved with discussions and activities to learn the importance of maintaining friendship among their peers. They will also present valuable tools to help with understanding the importance of those relationships.

Teen to Teen Discussions (11:45 – 12:30)

NMSD Leadership Class and NMSD Student Body Government

Hester Hall

Teens will participate in discussions on teen-related topics. They will have activities to enhance critical thinking skills through productive discussion and debate.

Saturday, 1:45 p.m. – 3:15 p.m.

It's My Voice: Empowering Youth Who are Deaf, Deaf-Blind, and Hard of Hearing through Person-Centered Planning

Larry Rhodes

Pat Payne Room

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.

How to Understand and Be a Partner in the IEP Process

Priscilla Gutiérrez

Roadrunner Activity Center

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.

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Practicing Positive Discipline

Laurie Prusso

Dillon Hall Library

This session will build on the earlier session, providing practice with real life scenarios and real life behavior for young children. Specific skills and Positive Discipline Tools will be introduced and practiced in role-play settings. Adults will recognize how they can easily change their child's behavior by changing what they do. SUPPORT FOR USING AND LEARNING THE ASL SIGNS FOR THE CONCEPTS WILL BE PROVIDED.

Teen CASA Session

Multicultural Discovery Part 3

Lisa Gomme, NMSD Counseling Intern & David Anderson, NMSD Student Development Facilitator

Hester Hall

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