

DYSSEY

academic bowl

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Gallaudet University
800 Florida Avenue, NE
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As Gallaudet's Academic Bowl Celebrates 10 Years, We Salute Students, Coaches, and Organizers

In 10 years, the Academic Bowl sponsored by Gallaudet University has grown from 12 to 80 teams competing in five regions, with the first and second place teams in each region traveling to Gallaudet to compete against each other in the national competition. In this issue of *Odyssey*, we celebrate the accomplishments of the Academic Bowl, provide a sense of what is involved, and describe strategies that teams can use to prepare for competitions.

Debra Lawson, from Washington, D.C., director of the Academic Bowl since 2001, outlines its purpose and procedures. **Jon Levy**, from California, notes how his school's

involvement has made students feel "it's cool to be smart." **Sarah Dike**, from Wyoming, describes how mainstream students benefit from meeting deaf students and adults from around the region and the many "firsts" that these students experience. **Tyler DeShaw**, a former Academic Bowl participant from Washington who is currently enrolled at Gallaudet, emphasizes the new world that opened up to him through the Academic Bowl competition. **Kitty Love**, from Mississippi, explains how her team learned to analyze and apply results from previous competitions.

Several articles describe strategies for preparing for Academic Bowls. For example, **Charon Feild Aurand**, from Florida, describes collaboration with a local agency to provide coaches and other support while **Kristi Mortensen**, from Utah, shows how students scattered across a state can team up. Fundraising and budgeting strategies are described by **Julie Ekstedt**, from Washington, and **Jim Kelly II**, from Montana, recommends practicing with the technology that is used in actual competitions.

The Academic Bowl is not just about the competition or bringing home trophies and awards. Students learn to cooperate, solve problems, strategize, and set goals. They learn how to win and how to lose with grace.

We salute all of the students over the last 10 years who have participated in Academic Bowl competitions, their coaches, their families, and the fans from their schools. We also appreciate the work of the Gallaudet University Regional Centers that coordinate the regional competitions, and the staff members from Gallaudet who orchestrate the competitions. The excellent teamwork from all of these individuals has made a lasting impact on all those who are touched by the Academic Bowls.

—Katherine A. Jankowski, Ph.D., Dean
Laurent Clerc National Deaf Education Center
Gallaudet University



On the cover: Looking back and moving forward. The National Academic Bowl celebrates its 10th year. Idea from Michael Walton; Photography by John T. Consoli.



I. King Jordan, President
Jane K. Fernandes, Provost
Katherine A. Jankowski, Dean
Margaret Hallau, Director, National Outreach, Research, and Evaluation Network
Cathryn Carroll, Editor
Cathryn.Carroll@gallaudet.edu
Rosalinda Ricasa, Reviews
Rosalinda.Ricasa@gallaudet.edu
Susan Flanigan, Coordinator, Marketing and Public Relations, *Susan.Flanigan@gallaudet.edu*

Catherine Valcourt-Pearce, Production Editor
Michael Walton, Writer/Editor, *Michael.Walton@gallaudet.edu*
Timothy Worthylake, Circulation, *Timothy.Worthylake@gallaudet.edu*
John Consoli, Image Impact Design & Photography, Inc.

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**LAURENT CLERC
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academic bowl celebrates 10th anniversary

A HIT WITH TEENS AND TEACHERS

By Debra Lawson

Consider the following questions:

What is the West African country that elected Ellen Johnson-Sirleaf as its first female president in November 2005?

In Dante Alighieri's three-part epic, The Divine Comedy, the poet Virgil takes Dante on a tour, starting in Hell and ending in Paradise. Where do they visit in between?

Do you know the answers? If you were involved in the Gallaudet University High School Academic Bowl competition, questions like these might be familiar.

Now celebrating its tenth year, the National Academic Bowl has grown from its inception with 12 teams in 1997 to 80 teams in 2006, with more teams on the waiting list every year. Teams are accepted into each of five different regions of the U.S. on a first-come first-served basis.

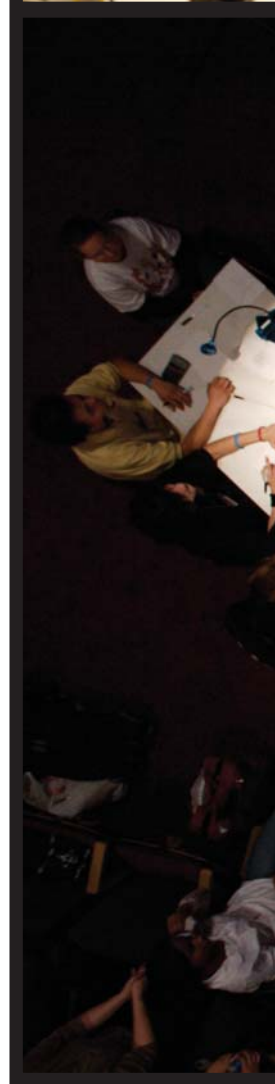
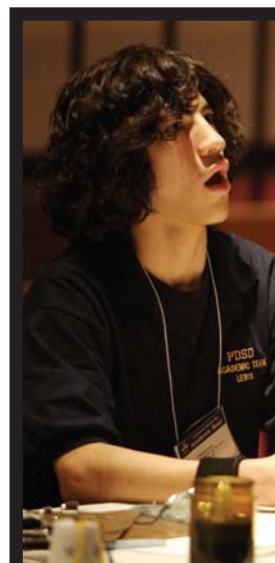
In 2002, after five years with only five regional championship teams vying for the national championship, both the first and second place winners from each region were invited to the national competition. That same year, each of the five regions was expanded from 12 teams to a maximum of 16 teams.

Photography by Hui Zhang

Debra Lawson

obtained her B.A. in education at the University of Nebraska at Lincoln and was an elementary and high school teacher for six years. She received her M.A. in counseling from Gallaudet University and has worked at the University since graduating in 1984. Lawson worked as an academic advisor and director of Academic Advising for 12 years and has been the director of Outreach Programs and Publications for 10 years. She has served on the Academic Bowl Executive Committee for 10 years and became the director of the National Academic Bowl in 2001.

Right: Feelings are strong and discussion is intense at the regional competitions where students vie for the chance to come to the National Academic Bowl at Gallaudet University.





Three Rounds Lead to Regional Face-Off

During the competition, teams of players vie for three rounds, answering questions on current events, deaf studies, the arts, geography, history and government, language and literature, mathematics, science and technology, popular culture, sports, and leisure. The competition takes place over two days, with each pool of eight teams playing simultaneously and using the same questions.

Round One consists of 15 toss-up and 15 bonus questions. During toss-up questions, players buzz in for the right to answer questions. No discussion is allowed. If the player's answer is correct, team members receive a bonus question that they may discuss before answering.

In Round Two, one individual player from each team answers a question displayed on the screen at the same time. After answers are shown, the next question is displayed for the next two individual players. This continues until all four players on each team have had a chance to answer four different questions.

The Final Round consists of one theme from any of the nine categories or a potpourri of questions from all categories. The four players on each team work together to answer 10 questions in this round.

Next, the first and second place teams in each pool move on to the cross-pool playoff matches which determine the top two teams in each region. These first and second place teams from each region receive an all-expenses-paid trip to Gallaudet University in Washington, D.C.

Rules and Format Expanded and Refined

After 10 years of tweaking, modifying, and fine-tuning, the Academic Bowl rules and format have undergone significant transformation. The *Rules and Guidelines* booklet, a mere two pages in 1997, is now more than 30 pages of detailed information on every aspect of the competition.

Players previously used and reused overhead transparencies to display their answers. Now they write on plain paper and project their answers with state-of-the-art "Elmo" projectors. Judges have disk-based versions of the *Encyclopedia Britannica* and the *Merriam-Webster Unabridged Dictionary* at their fingertips.

The competitions are coordinated by Gallaudet University Regional Center staff and the Academic Bowl Executive Committee based at Gallaudet.

The Academic Bowl has its own server with a question-and-answer database. The tedious task of assigning teams to pools and generating competition schedules, previously done by hand, is now done using a Microsoft Excel™ template.

As the competition has become more sophisticated, so have

Coaches note their Academic Bowl players show increased confidence in social settings, an expansion of language skills, and a mutual respect for varying deaf and hard of hearing educational philosophies.

the teams and coaches. Some schools offer an Academic Bowl preparatory course either as extra credit or as an after-school activity. Other schools set up practices with rival schools in their area or compete against local hearing teams. In addition, some administrators have begun recognizing the Academic Bowl team as part of their school's awards ceremonies. There is even a spin-off of the competition developed by the Laurent Clerc National Deaf Education Center's Kendall Demonstration Elementary School called the Pee Wee Academic Bowl, which focuses on the curriculum learned by elementary school students throughout the year.

Impact on Schools, Teachers, and Students

The impact of this intellectual contest is widespread. At least one teenage player's allowance now includes money for newspaper subscriptions so she can keep up with current events. After surviving a final round on a physics-based theme, another player said he would commit his full attention to his physics teacher to better prepare for next year's competition.

Not only students are catching the Academic Bowl bug. One mathematics teacher uses the Academic Bowl as a method of focusing students' attention in class. When he tells his students a topic might be an Academic Bowl question, they immediately perk up.

Increased interest in academics is not the only boon of this event. Coaches note their Academic Bowl players show increased confidence in social settings, an expansion of language skills, and a mutual respect for varying deaf and hard of hearing educational philosophies. Because the actual question-and-answer portion of the competition is visual, deaf and hard of hearing students with various communication styles participate as equals.

The Gallaudet University Academic Bowl competition is the only nationwide competition of its kind and it has attracted corporate attention. The J. Willard and Alice S. Marriott Foundation has supported the Academic Bowl during its entire 10 years. Along with the Marriott Foundation, this year's major sponsors include Sorenson Communications and Verizon.

Putting on this grand affair in each region would be impossible without the multitude of host school staff and local Gallaudet University alumni who serve as volunteers. Seventy-five to 100 volunteers keep the competition running for 17 hours of actual matches.

(Still curious about the answers to the opening questions? If you answered "Liberia" and "Purgatory," you may be on your way to Academic Bowl stardom!)



“a good balance...”

making sport of academics in high school bowl

AN INTERVIEW WITH ASTRID AMANN GOODSTEIN

“I will never forget that night,” said Astrid Amann Goodstein, remembering the College Bowl at the National Association of the Deaf Conference in 1988. “The room was packed...the atmosphere was electric. It was, at once, emotional and inspiring.”

Goodstein—along with Herb Larson from the California State University at Northridge, Tom Holcomb from the National Technical Institute for the Deaf and the Rochester Institute of Technology, and later T. Alan Hurwitz, now vice-president of the National Technical Institute for the Deaf—had set up the “Jeopardy”-style intellectual competition. “But it was beyond my expectations,” she said. “I was in awe.”

She was also in creative thought. “Watching the sharpness of the college students drove me to the vision of expanding the bowl. I thought, *Why not a similar intellectual competition for deaf high school students?* By 1996, Goodstein had attained the sponsorship of Gallaudet University and the first Gallaudet University National Academic Bowl for Deaf and Hard of Hearing Students was underway.

ODYSSEY: You are in a real sense the “mother” of the Gallaudet University National Academic Bowl!

GOODSTEIN, smiling broadly: I saw how excited the College Bowl made everyone. I had seen the same intelligence and drive in deaf high school students and I thought, *Why not?!*

ODYSSEY: What was the reaction of people when you broached the idea?

GOODSTEIN: Everyone was immediately enthusiastic. President I. King Jordan was involved from the beginning. Gallaudet’s provost, dean, and many volunteers supported the idea from day one.

ODYSSEY: Describe the first Academic Bowl.

GOODSTEIN: We started small, but the potential was immediately obvious. It rewarded students for academic success and became a place for gifted teens to meet their peers. These students were outstanding, “the big fish” within their own schools, and when they met at the Academic Bowl, they realized that there were lots of big fish out there! Many of the students keep in touch through e-mail and are in the process of becoming lifelong friends.

ODYSSEY: What is the most important aspect?

GOODSTEIN: The spirit that it generates. The students and their teachers develop high expectations. We wanted to push deaf students to a higher level of intellectual achievement. It sends the message that “sports of the mind” are as important as other sports, like football for example.

ODYSSEY: How do you feel as time goes on?

GOODSTEIN: I am truly thrilled about how the Academic Bowl has grown in 10 years. It has become more sophisticated and more challenging. An increasing number of schools offer Academic Bowl preparation as an after-school program and even as a course. Some host “pee wee” bowls, too. Plus there is the whole experience of coming to Gallaudet University, where deaf students see deaf college students—many of whom are former Academic Bowl participants—and, as a result, feel inspired to go to college themselves. The students also meet deaf professors and other role models. This gets them to think about their careers and their futures. You can’t beat it!



Astrid Amann

Goodstein graduated from the California School for the Deaf in Berkeley and began her studies at Gallaudet University as a 16-year-old preparatory student. She earned a B.S. in library science and an M.A. in teaching English at the secondary level. Goodstein taught English for over 20 years at Kendall

Demonstration Elementary School, at the Tutorial Center, and in the English Department at Gallaudet University before becoming director of Academic Advising and then executive director of Enrollment Services. She retired in 2002 after 35 years of service.

Editor’s note:

Goodstein sprinkled her conversation with expressions of appreciation to the National Association of the Deaf and several individuals, including Tom Holcomb, T. Alan Hurwitz, I. King Jordan, Herb Larson, Debra Lawson, and Bette Martin.



SUDDENLY IT WAS cool to be smart a principal catches academic bowl fever

By Jon Levy

Jon Levy, M.A., is principal of the Orange County Department of Education's Regional Deaf and Hard of Hearing Program at University High School in Irvine, California.

When Pam Snedigar, Gallaudet University Regional Center director for the West Coast, asked me if our program was willing to host the Western Regional Academic Bowl in 2000, I was a little apprehensive. As the principal of the Orange County Department of Education's Deaf and Hard of Hearing (DHH) Program at University High School, a regional mainstream deaf program in Irvine, California, I had had no prior experience with the Gallaudet-sponsored event. Little did I know that by participating in this competition, our program would grow in wonderful and exciting ways.

The University High School DHH Program is home to 125 deaf and hard of hearing students from all over Orange County in sunny Southern California. No less than 28 separate school districts are represented in our diverse student body. Students have the opportunity to be mainstreamed alongside 2,300 hearing students at our school or to be educated in classes for deaf students and participate in a parallel curriculum. Prior to the 2000 Deaf Academic Bowl, our program had participated in deaf basketball tournaments and cheerleading contests, but we did not have much experience with academic competitions.

First we recruited two staff members as coaches—Kay Anderson and Laurie Drago. Then we began to publicize tryouts for students who wanted to join the school team. We had over 15 students take a two-hour exam that tested their knowledge of geography, math, science, literature, current events, history, and deaf culture. Soon we had a team comprised of five enthusiastic members—R.J. Kidd, Alaina Talbott, Allison Gibbons, Reagan Anders, and Nate Elliott. They practiced diligently with their coaches and played practice matches against the staff whenever they could.

Photography by Hui Zhang

Right: The competition of the Western Regional Academic Bowl would have lasting impact on the schools and students that participated.







In the meantime, enthusiasm for the coming event was bubbling over. We contacted local businesses to donate food and had over 75 volunteers from the local deaf community. Teachers and staff from both University High School and Venado Middle School turned out to proctor, run technical equipment, work on scheduling, and coordinate volunteers. We arranged lodging for all the teams and their coaches at a local hotel and set up transportation to and from the school. Gallaudet staff flew out to train our staff.

In the days leading up to the event, I witnessed a real paradigm shift on campus; suddenly it was cool to be smart. Academic Bowl fever had spread throughout our school, and the Deaf Academic Bowl team students were now the most popular students on campus—a principal's dream! On the Thursday night before the competition, teams started arriving on campus. There were two teams from Arizona, two teams from Oregon, six teams from Southern California, and two teams from Northern California.

Friends were made quickly as coaches attended meetings and students attended orientations. Gallaudet representatives answered questions about the tournament, explained the rules, and set the tone for the competition that followed. That same evening, students enjoyed beautiful weather, outdoor swimming, and a big pizza dinner.

The Competition— Cheers, Tears, and the Spirit of Fun

For the next two days, spectators were treated to some hot competition. The 12 teams played against each other, game after game, until the final championship competition. In the championship competition, our school, University High School, was pitted against the previous year's Western Regional

champions and defending national champions, California School for the Deaf-Fremont. This was the first time University High School had ever participated in a Regional Academic Bowl, and our team members were a bit daunted by the prospect of taking on the national champions.

The final competition took place in our theater with 400 students, staff, parents, and community members in attendance, including Gallaudet president I. King Jordan. It was standing room only. The final round of the championship competition played like a Hollywood script. University High School was down by a mere three points. Each team had to write their answers to a series of questions on a transparency. When the time was up, the transparencies

were given to the judges who then corrected and scored the answers. The room was electric with energy, and you could feel it. The University High School team members were tightly holding hands as they waited for the results. The Fremont team was carefully studying the faces of the judges as they tallied and scored. In the audience, all you could see were hands moving at a rapid-fire pace. My two coaches were practically sitting on top of each other. And so we waited.

Finally the transparencies were given to the proctors, who were instructed to put them on the overhead projectors at the same time. The final score? University: 54; Fremont: 48. The room exploded. The crowd was on their feet. The team members jumped off the stage to tackle their coaches (and each other!) with congratulatory hugs. There were cheers and tears as students, staff, parents, and community members jumped up and down in celebration. When things settled down, trophies were awarded, speeches were made, and all of the students stayed for a dance that was held in the spirit of fun and good sportsmanship.

Our school was hooked on the



Deaf Academic Bowl after that. University High School went on to win several more Western Regional titles and competed in the National Championship at Gallaudet University three times as well. The excitement and pride all of us felt at winning our first Academic Bowl competition in our own home has become a strong foundation for future events. As a result of participating in the 2000 Western Regional Academic Bowl, we built wonderful friendships with several schools and established an excellent working relationship with Gallaudet University. As we prepared for a journey to New Mexico to compete in this year's Western Regional



PHOTO COURTESY OF JON LEVY

Academic Bowl, I looked forward to the camaraderie, friendships, and good times that the Gallaudet Academic Bowl always guarantees.



PHOTO COURTESY OF JON LEVY



amazing eats and
lots of gippers
a coach
reflects
ON HER TEAM'S EXPERIENCE

By Kitty Love

Kitty Love holds a bachelor's degree in English from Mississippi College. She teaches Career Discovery, a middle school tech prep vocational education class, and Computer Applications. She is a certified Intel Teach to the Future master teacher and is now enrolled in the first Mississippi Economics Master Teacher program.

Are we a real team? Am I a real coach? Would we ever say anything like, "Let's do it for the Gipper!"? Yes. Yes. And you bet!

I had almost no experience in team competition and I had never been a coach until I started working with the students who formed our academic team. Six years later, a few students call me *Coach* and our team's accomplishments are recognized at our school's awards banquet in the spring with all the other teams. I take pleasure in working with a team of young people that I admire and respect, as well as despair of and "bawl out," at least once a week.

My coaching career began in 2000, when I attended my first regional competition in Cave Spring, Georgia, as a new coach of the Mississippi School for the Deaf (MSD) academic team. I had no clue what to expect. For a person who had never attended a tournament of any kind, the drawing for positions, playoff vocabulary, and talk about "byes" was over my head. The other coach, Lynne Cox, had to explain everything to me. I knew how smart our students were, and I naturally assumed we'd win. After all, smart kids equal a winning team, right? Not right. Or at least not always right. Nerves, experience, and health—everything affects team performance. Every coach knows that on any given day, any team can be beaten. The flip side of that coin is that on any given day, any team can win.

From that time on, I was hooked. I learned what other coaches know. Coaches share time and goals with the team. Special relationships are built between the members of the team and the coach. The pressure of performing during competitions joins the team and the coaches in a special way.

Our practice time varies from two to eight hours per week. We start the school year with after-school practice twice a week for two hours. In January, we increase that time to two hours after school every day, Monday through

Photo courtesy of Kitty Love





Thursday. We talk strategy. We evaluate performance. We set goals. Just like a basketball team or a football team, we prepare for competition.

During competition time, coaches and students are together outside the classroom for three to five days. We travel together, eat together, and work together. We win and lose together. High points and low points are a shared experience. All the togetherness of travel and practice, plus the emotional experience of competing, builds relationships with students that just don't happen in the regular classroom.

If practice is the drudgery part of the team experience, travel is the fun part.

Our school has been very supportive in giving the team the time and the funds to include some sightseeing. During our travels, we have seen Stone Mountain; CNN headquarters; Centennial Park in Atlanta; the caves in Childersburg, Alabama; the BMW plant in South Carolina; and the Martin Luther King Museum and the Jimmy Carter Presidential Museum in Atlanta. This year we visited the Georgia O'Keeffe exhibit at the Mississippi Museum of Art on the Sunday after our competition. We have been fortunate in being able to make one-day trips to the Louisiana School for the Deaf for practice meets.

Travel is also when you really get to

Above: The 2006 team placed fourth in the regional tournament—"the best performance ever," notes coach and author Kitty Love. First row, left to right: Sarah Soard, junior; Brandi Callahan, junior; Carmen Campbell, junior. Second row, left to right: Geoffrey Boyd, junior; Kitty Love, coach; Wayman Chow, senior.

know each other's personalities. I now know that sometimes the tiniest girls can eat the most amazing amounts of food, and that the guys can sit down at the Waffle House, eat two full breakfasts, and still go to the hospitality room a few moments later and look



Left: Outside of the competition, Academic Bowl participants travel, eat, and “learn who wakes up moody and who wakes up sunny.”
Photo by Hui Zhang.

around for something to eat. Every time the bus stops, some students get off and go buy something to eat and drink. You learn who wakes up moody and who wakes up sunny. You learn who sulks over a loss and who cries. You learn who does well in the first round and not so well in the third. At the same time, of course, the students learn about the coach, too.

For years, the students who played sports were given awards and lauded. They had many opportunities to show their abilities outside their schools. Good students sometimes got awards, too, but the rewards were less dramatic, usually a piece of paper and a handshake. Until we began going to the Gallaudet Regional Academic Bowl, academically successful students didn't get a chance to compete with students outside the school and they were not particularly recognized within the school system. Being a member of the academic team gives them membership in an elite and select team, “the best of the best,” academically speaking.

These are the students at the top end of the academic bell curve. They get good grades. They do not cause problems in the classroom. Sometimes the other students call them nerds. Becoming members of a competing team gives students a chance to travel

outside their normal boundaries, to test themselves against other students, to compare their abilities with those of their peers, and to meet other students who share their skills. It gives cachet to being a good student. It also gives these students the confidence they need to embrace new experiences.

I admire the students I coach. You have to admire and respect students who give that much time and energy to a voluntary activity. They use their free time to prepare for one competition per year. If they are unable to place first or second at the regional competition, then they are finished until the next year. So far, we have not succeeded in going to the national competition. Every year, however, the students re-affirm their commitment to that goal.

In 2005, we returned from the regional competition, analyzed our performance, set new goals, and went back to work. We continued to practice until the end of the school year. In doing this, the students learned to set goals, evaluate performance, and persevere through loss and setbacks. They are winners and the benefits from this experience will serve them throughout their lives.

These benefits include: a sense of belonging for students who are often marginalized by their peers, greater self-

respect, improved goal setting and teamwork, and a chance to meet other students. I think that practicing and competing for the Academic Bowl can relieve some of the anxiety involved with high stakes testing. Preparation for the competition results in an increase in the students' knowledge.

This year we began practicing in August. Whether or not we succeed in the regional competition and go to the National Academic Bowl, we will attend our school's awards banquet in the spring. I will hand out trophies and tell stories about this year's team. A four-year veteran of the team will retire, and I will probably cry as I give Wayman Chow a special award for his years of competition.

But at our school, the role of “the Gipper” is a shared honor. In addition to Chow, there is Grady Gilkey, our assistant coach from 2000 until he went to the Illinois School for the Deaf last year, and Drew Cook, our three-year Academic Bowl veteran, who graduated valedictorian last year.

This year, like every year, we want to do well enough in the regional competition to go to Gallaudet University for the National Academic Bowl. If the national competition doesn't happen for us, then we will do our best to improve our performance from the previous years.

The next activity for the Academic Bowl team is to participate in the Statewide Stock Market Simulation sponsored by the Mississippi Council on Economic Education. This will be MSD's first time to compete, and there will be four teams from MSD under my supervision. Whatever happens, we will do it for ourselves and we will do it for the Gippers—all of them!

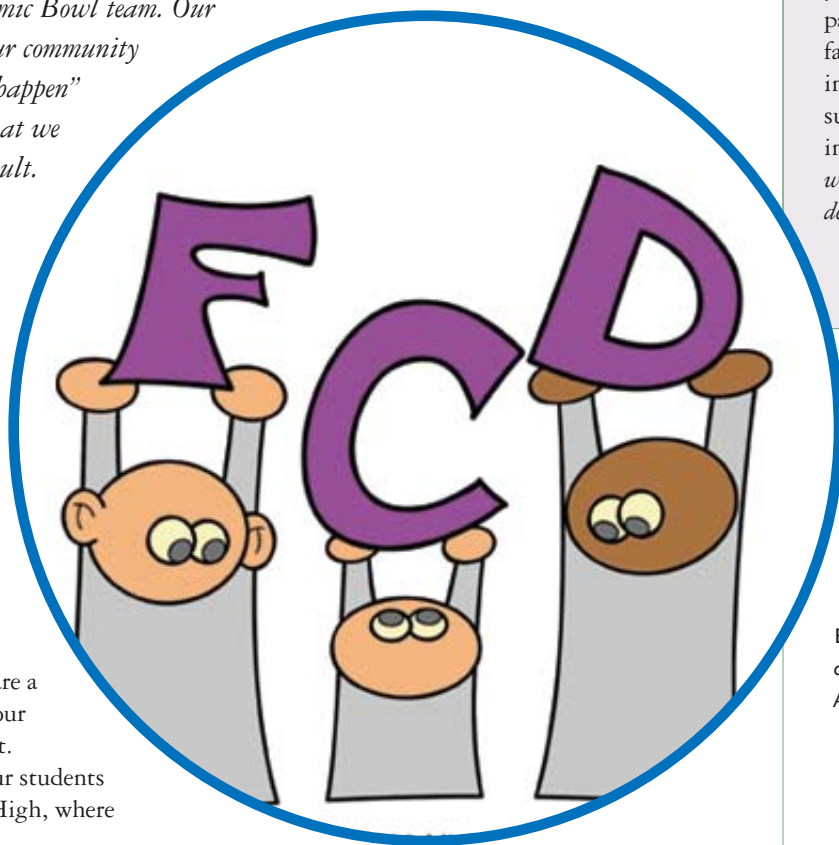


making a team happen and enjoying the result

By Charon Feild Aurand

If you have chosen to read this article, you probably already appreciate Gallaudet University's goal to "foster academic excellence and achievement among deaf and hard of hearing students across the country." While everyone recognizes that Gallaudet's National Academic Bowl for Deaf and Hard of Hearing Students is one of the many ways that Gallaudet does this, it can be a challenge to find the people and money needed to support students to compete as an Academic Bowl team. Our story is about how our community learned to "make it happen" and the dividends that we have enjoyed as a result.

While Pinellas is the most densely populated county in Florida and covers a large geographic area, it is only the seventh largest school district in the state. We have 40 deaf and hard of hearing high school students—part of a good-sized deaf and hard of hearing population—and we are a four-hour drive from our residential school in St. Augustine. Most of our students attend Pinellas Park High, where



Charon Feild Aurand holds a B.A. in education and an M.S. in aural (re)habilitation. She is an RID-certified interpreter and holds Florida Teacher Certification in Deaf Education, K-12. Aurand is the director of the Family Center on Deafness in Pinellas County, Florida, and the assistant coach of the Pinellas County Academic Bowl team. The Family Center on Deafness, funded primarily by the Juvenile Welfare Board of Pinellas County, links county households with deaf or hard of hearing members to relevant services by providing programs and referrals for parents, youths, and community partners that promote family and individual independence and self-sufficiency. For more information: www.familycenterondeafness.org.

Left: The Family Center on Deafness in Pinellas County, Florida, is one of the supporting organizations that makes the Academic Bowl possible. *Illustration courtesy of Charon Feild Aurand.*



they are provided with self-contained and resource services along with sign language interpreters, speech therapy, and a large American Sign Language program.

As in many school districts

throughout the United States, our professionals recognize that the needs of deaf and hard of hearing students cannot be fully addressed during the regular school day. We want our kids to experience the advantages expected in a residential school—such as easier access to extracurricular activities, frequent contact with deaf and hard of hearing adults, fluent signed communication outside of the classroom, and recreational interaction with peers—while still living with their families and participating in a mainstreamed education.

We are very fortunate to have formed a collaboration between the Pinellas County School Board, our local school district, and the Family Center on Deafness, a private not-for-profit agency working with Pinellas families that include either parents or children who have experienced a hearing loss. We share the goal of providing the best possible educational and developmental environment for our deaf and hard of hearing youths—and we work together to make a local high school Academic Bowl team happen.

How do we do this?

The Family Center on Deafness provides coaches who create materials, oversee all team sessions, and take the team to competitions. We also fundraise to cover the expenses, including travel to the regional event, and provide transportation after practices. The school



We share the goal of providing the best possible educational and developmental environment for our deaf and hard of hearing youths—and we work together to make a local high school Academic Bowl team happen.

board allows us to use its facility and equipment for practices, meetings, and matches. School staff members volunteer in a variety of capacities that keep the team running. They provide technical assistance, make personal donations, drive students home on their own time, chaperone for trips, and are great cheerleaders for our kids!

Our team just participated for the third year in the Southeast Regional High School Academic Bowl competition that was held in Mississippi. While we haven't made it to

Deaf and hard of hearing students throughout the country face off for intellectual competition, camaraderie, and fun. Photography by Hui Zhang

the finals yet, our performance improves a bit each time. Last year, for example, we earned the Team Sportsmanship and Most Outstanding Player awards. There is no doubt that participating students increase their general bank of academic information. The bonus is the social and emotional growth they experience as they form a core of teens who serve as leaders among their peers.

Students annually establish their own handbook and guidelines for participation. They learn to budget and fundraise. They help plan the practice schedule and learn the dynamics of resolving conflict within the group. Having included community service as a requirement for team participation, they often volunteer for their schools and the Family Center on Deafness, assisting with projects on campus, serving as role models for younger deaf and hard of hearing youths at activities, and interacting with the parents of younger students to help them understand how best to face the challenges of raising a child with a hearing loss.

In preparation, team members join other local deaf and hard of hearing teens and attend youth retreats and summer camps, sponsored by the Family Center on Deafness, where they develop team



building, decision-making, and problem-solving strategies. Our students also travel to participate in forums sponsored by organizations such as the Florida Coordinating Council for the Deaf and Hard of Hearing, the Florida Association of the Deaf, and the National Association of the Deaf, learning to

identify their needs, network, and advocate for themselves. In response, these organizations have become strong supporters who help sponsor the team's participation in competition, as do several individual members.



So what's the point of our story?

First, we want to encourage communities like ours to build Academic Bowl teams through identifying and using local assets in creative ways. Not every school will find funding from an agency like the Family Center on Deafness, but most schools have supporters waiting in the wings for a chance to contribute to the success of deaf and hard of hearing youth in their area. Whether these supporters are individuals, organizations, or corporations, get out and find them. See how they can work together for your students.

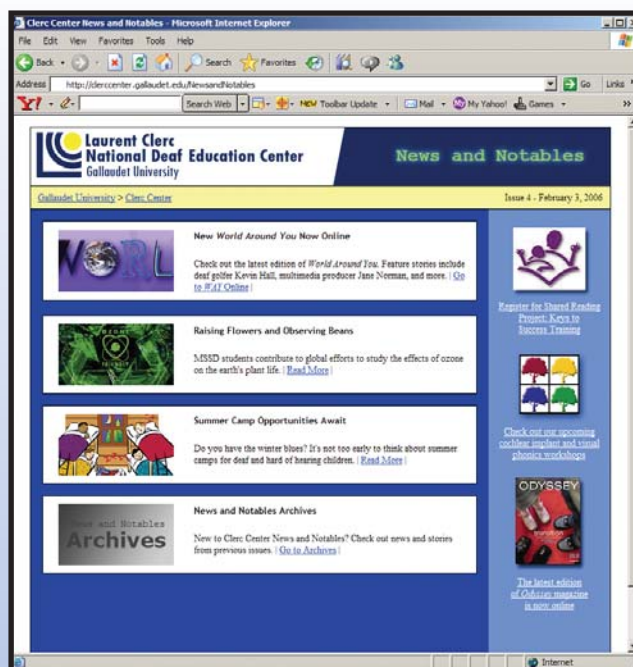
Second, know that the result of having a team is more than academic excellence



and achievement. You will discover the same kind of opportunities for growth in your teens that we have experienced—chances for deaf and hard of hearing youth to expand their awareness of their own capabilities, to realize that they are members of a great deaf community, and to understand better their relationship to the world at large. Having a high school Academic Bowl team creates many opportunities.

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understanding grows as doubter turns into fan

By Kristi L. Mortensen

Kristi L. Mortensen was born and raised in Utah. She holds a B.A. in sociology from the University of Utah, an M.A. in educational counseling from the University of Phoenix, and is currently working on a Ph.D. in general counseling with Capella University. Mortensen plans to open a private counseling practice in 2006. She has been the Academic Bowl coach for the Utah Schools for the Deaf team for the past three years.



Right: Gallaudet University president I. King Jordan, top right, and provost Jane K. Fernandes, second from top left, join the Utah team.

When we were asked about our participation in the Western Regional Academic Bowl, the first thought that came to my mind was, “It will not work.” I didn’t question the value of the Academic Bowl, but the deaf educational system in Utah is unique, and the logistics of transportation are very difficult.

In our state, the headquarters of the Utah Schools for the Deaf and the Blind (USDB) is nestled in north Ogden, where beautiful mountains crested with snow serve as a stunning backdrop. The building serves mainly as administrative offices. There are also a few classes for students that are blind, deaf-blind, deaf, and deaf with multi-handicaps. Most of the students, however, are mainstreamed in public schools with special education teachers in self-contained classrooms. They are spread all over the state in what we call districts.

There are four program directors, each of whom serves a part of Utah. Program directors are responsible for checking that deaf and hard of hearing students are placed in the right program—either full time or part time in self-contained classrooms in the school where



Photo courtesy of Kristi L. Mortensen



the self-contained classroom is located. If the students enter full-time mainstream programming, they transfer to their neighborhood school and are no longer under USDB's supervision.

I agreed, but I was terrified. I kept thinking, "How in the world could I solve the logistics of transportation?" I approached Teresa Kunde, a USDB teacher at Skyline High School in Salt Lake City. To my amazement, Teresa acted as if a car battery had been jumpstarted inside her.

We worked hard together to set up an Academic Bowl team, starting with tryouts for students who wanted to participate. We had to hurry because the deadline was approaching for submitting the application. After the selection of students, the application was completed, submitted, and accepted.

Practices started—and that was the difficult part. We learned that we had two students in Orem, about a 35- to 45-minute drive on a very good day. Three students lived in the Salt Lake City area. We decided that our practices would be held on Saturday mornings at the Robert G. Sanderson Community Center for the Deaf and Hard of Hearing. We were grateful to its director for allowing us to use a room for practices every Saturday morning.

We found Nancy Kelley, a USDB teacher at Mountain View High School in Orem, who was willing to provide roundtrip transportation for the two students from Orem. Nancy came with us to our first Western Regional Academic Bowl competition in Riverside, California, in 2004. All of us—and all of our students—found the experience extremely rewarding.

Even more rewarding was the experience the following year when the Western Regional Academic Bowl came to Salt Lake City. We are grateful to the Utah Association for the Deaf for hosting the competition with the capable assistance of the Sanderson Community Center and USDB. We had Leah Voorhies, a USDB psychologist,

As a coach, I have watched these students grow academically and socially. Young people who were formerly withdrawn have become more confident and assertive. I have watched them develop ideas on where they want to go after graduating from high school. My own understanding—and faith in the students and our ability to surmount our difficult logistics—has grown.

and Jorie Hill, a specialist at the Sanderson Community Center, work very closely with Utah Association for the Deaf president Ron Nelson. Ron worked very hard to build and train a pool of local deaf volunteers. Pam thought this collaboration was neat because it is a goal of the National Academic Bowl that students get the best of both worlds—having opportunities to interact with people from schools, such as teachers, staff, and administrators, and from deaf community organizations, such as the Utah Association for the Deaf.

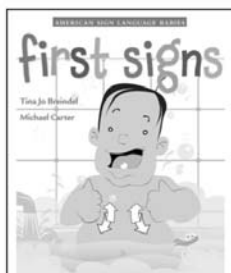
From my perspective as a coach, our students did a very good job. I was extremely busy preparing my team, but I saw how hard the volunteers and host committees worked to put everything together. We had the competition at the Sanderson Community Center. On Friday evening, the Utah Association for the Deaf provided a fun-filled outing at a local mini-amusement park inside a building where the kids really ran out their energy with miniature golf, a train ride, carousel rides, bumper cars, video games, and a light-filled roller skating rink. These organizations reminded Pam and me that they support the Utah Academic Bowl team and want to ensure it will continue for a very long time.

As the 10th year of the Academic Bowl gets underway, I consider it a great honor that we, the Utah team, are part of the competition. The response of parents reminds me how important our work is. Wrote one parent: "Thank you so much for allowing my daughter to take part in the Academic Bowl team. In the past, I have watched her struggle with schoolwork. When she joined the team, her grades improved and her self-esteem has improved. Thank you for making the Academic Bowl team in Utah possible." Another parent expressed herself through e-mail: "Please do not let my child quit the Academic Bowl team. This is the best thing for my child and I have watched my child's mental and emotional well-being improve greatly, and especially his social skills. Thank you."

As a coach, I have watched these students grow academically and socially. Young people who were formerly withdrawn have become more confident and assertive. I have watched them develop ideas on where they want to go after graduating from high school. My own understanding—and faith in the students and our ability to surmount our difficult logistics—has grown. As the future unfolds, I believe the Academic Bowl will continue to serve Utah deaf students well and motivate them to aim for an even higher educational standard.

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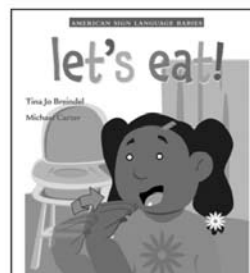
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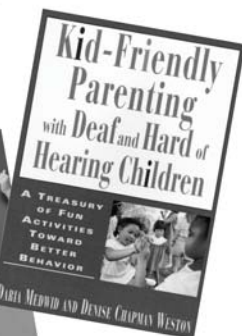
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putting together a budget raising funds to compete

Julie Ekstedt, B.A., CICT, is the Academic Bowl coach at Roosevelt High School in Seattle, Washington.

By Julie Ekstedt

Starting up a high school Academic Bowl team sounds simple. It would seem that all you have to do is find four or five interested deaf students, set up meetings, and compete. However, it is definitely not that easy. If it were, we would have a waiting list a mile long. What it comes down to are the dollars. Each team needs to find a way to compete at the regional competition. This means at least five to eight roundtrip airline tickets and usually accommodations for a chaperone.

There are many ways to raise the money. Here are some strategies:

- **MAKE USE OF ONE MALE AND ONE FEMALE COACH.** This cuts down on the cost for chaperones.
- **CHECK IN WITH GALLAUDET UNIVERSITY.** Gallaudet usually pays for accommodations and most meals for up to five players and two coaches. If you go above those numbers, you are on your own for the additional people.
- **FUNDRAISE AS A TEAM.** Successful fundraising includes selling candy, cakes, and treats and washing cars.
- **INCLUDE AMERICAN SIGN LANGUAGE STUDENTS.** Fundraising with your team can be used toward volunteer hours needed for graduation or to spice up college resumes. Encourage team members to return the support by hosting a pizza party or bowling competition—without spending all those hard-earned profits.
- **WRITE A GRANT.** If time is not on your side and you need to get a large sum of money quickly, then make grant writing part of the team's financial plan. Check out the Internet and local businesses and organizations. When explaining the purpose of the grant request, it is important to go into detail. Make sure you write clearly about

Right: Everyone is number one when funds are forthcoming.



Photography by Hui Zhang



the purpose of the money. For example, “The team needs funds for traveling expenses to and from [city, state], for uniforms, and for ground travel while at the competition.” Also explain that the Academic Bowl is “not only motivational, but raises the bar of rigorous scholarship for each team member and encourages others in the deaf and hard of hearing program to work toward academic excellence,” that their donation will further “expose our students to the deaf community beyond [your city], allowing them to meet other academically inclined deaf and hard of hearing students in the process.” Emphasize that a “small group that lacks critical mass makes fundraising difficult and it may jeopardize students’ ability to compete.” All these points in

the application for grant money help solidify your reason for financial need and give individuals and organizations a reason to want to give money to your team. (* The quoted phrases are from a sample donation request that was given to the alumni association at Roosevelt High School.)

• CHECK OUT YOUR SCHOOL

The best resources are usually right in the school building. Here you may find people and organizations willing to make tax-deductible donations toward an academically driven team of deaf students. These organizations include the school’s alumni association, the school’s foundation that is responsible for donating money toward school improvements, both physical and

curricular, and the Parent Teacher Association. Many of these organizations ask for applications early in the school year, so start looking for the applications in your main office or with the school’s fiscal secretary when the school year begins. Make sure you identify the team as a recognized club so that the different donating organizations can contribute. Find out when the grants are awarded, and develop a good relationship with the school’s fiscal secretary to keep you in the loop and apprised of what you need to do when purchasing tickets or opening up an account with the school.

Although fundraising and grant writing require time, going to the competition is something that will benefit each member of your team—and it is an unforgettable experience. Good luck!



the first time...

By Sarah Dike

Sarah Dike, a certified teacher of the deaf, works as an outreach consultant for deaf and hard of hearing individuals in the Wyoming Department of Education.

Margaret's eyes were wide as she clutched her suitcase, which she had adamantly refused to check for fear it might get lost. She watched as her coach glided away from her on the moving walkway. It was her first time on an airplane, her first time spending a night away from her family, and certainly her first time seeing the moving walkway at the airport. And this was the first three hours of her trip to California to participate in the 2004 Western Regional Academic Bowl. The trip was filled with firsts. It was her first time meeting other people who also signed and wore hearing aids. It was the first time someone encouraged Margaret to do things for herself and helped her to understand that she didn't need an adult to hang onto while she walked. It was the first time she was able to successfully interact with other peers her age.

She wasn't alone. Each time a group of students from Wyoming goes to an Academic Bowl, at least one of the students experiences travel, a new state, and being away from his or her family for the first time.

One student noted another first as well. "The best part about the Academic Bowl in Riverside was when I decided not to use my hearing aid for nearly the entire trip," she said. "I've never actually done that before, so it was fun to be completely deaf for those few days and still not miss out on anything. Who needs hearing when you're around deaf people? It was interesting and it made me a lot more observant of what was going on around me." She had never been to California before and loved it so much that she would like to go to college at California State University-Northridge.

Another Wyoming student met the first girl with whom he felt he could communicate. They met at the first activity in the gym at the 2003 Western Regional Academic Bowl in Colorado Springs, Colorado. The following fall they both enrolled at Gallaudet and started dating. They are still together at Arizona State University.

For many students, it is their first time being in a large group of deaf people. Most of the team members come from small Wyoming towns where they are the only deaf students in their schools and quite often the only deaf people in their towns. There is no longer a school for the deaf in Wyoming. Meeting their other Wyoming team members is often the first time they can communicate effectively with other people their age. In fact, during the first Wyoming trip to the

Far right: The Wyoming team faced "firsts" in the regional competition.



Photography by Hui Zhang



Academic Bowl in 2003, the adults had to keep reminding the kids that they could communicate with other people directly and that they did not need an interpreter!

When the Wyoming team prepares to travel to the Academic Bowl, whether on a plane or in a van, it is usually the first time they meet the other members of the team. They don't have the luxury of going to school together, living in the dorms together, or even of having the same teacher. They are meeting their fellow teammates for the first time and generally their coaches for only the second time. Imagine packing a suitcase to spend four or five days away from your family in a place you have never been with a group of people you have

never met. What a leap of faith for the students to even want to attend and for their parents to sign the permission form and let them go!

This year the Wyoming team is fortunate to be a member of the Mid-Atlantic/At-Large region. Although the students and coaches will miss the friends they have made in the Western region, all are looking forward to a fantastic experience and many new firsts! For four out of the five students it will be their first time attending the Academic Bowl. Of the five team members, only one signs; the other four communicate through using speech and lipreading. It will be their first time to interact with a large group of signing people. After this year's competition, the team will stay in Washington, D.C., and

tour the area. That will be a first for everyone!

It is not uncommon in Wyoming to find a teacher of the deaf who only works with one or two students. However, due to the sparse Wyoming population, deaf students are often without peers who are deaf. That is where the fantastic experiences from the Academic Bowl so greatly impact their lives.

During the four days at the regional tournament, Margaret learned about her own resiliency and independent skills. She marveled that so many people wore hearing aids and signed, too. She found the courage to get back on the plane and weathered a snowstorm and flight delays. On the first school day after returning home from California, Margaret found her hearing aids and proudly wore them to school. She realized there were many independent people in this world who are deaf. And she knew there was a world with deaf people beyond her small town. Her self-confidence and self-esteem began to soar.

The Academic Bowl was a life-changing experience for Margaret, as it is for all the students and adults from Wyoming who attend. Most of all, the students feel a part of something bigger than themselves; they do not feel alone in the world. Seven of our eight high school graduates who participated in the Academic Bowl are now enrolled in college.

Wyoming was the first state to grant women the right to vote; the first state to have a woman governor, judge, and jury members; we were the first state to have a national park and the first state to have a national monument. Wyoming was one of the first states to institute newborn hearing screening and continues to provide excellent services to all deaf and hard of hearing students. For us, it is not so important if we win "a first" in the Academic Bowl. We know that the firsts we do experience are more important!



hooked on learning montana school prepares for fourth year of competition

By Jim Kelly II

Jim Kelly II, M.A.S., M.S.W., is the Dean of Students and assistant coach at the Montana School for the Deaf and the Blind, where he is in his twenty-third year.

“It’s awesome,” said Montana School for the Deaf and the Blind junior Marissa Kelly, reflecting on her experience in the Academic Bowl. “Sometimes I don’t know an answer, but then I learn something new.” Involved with volleyball, basketball, and the school performance troupe called Expressions of Silence, Marissa, a second-year veteran of the Academic Bowl team added, “I hope our team will do a lot better than last year, which I think we will.”

This will be the fourth year that students from the Montana School for the Deaf and the Blind have competed in the Gallaudet High School Academic Bowl for Deaf and Hard of Hearing Students. We have gained a lot through this experience. At our first event—the Western Regional competition held in Colorado Springs in the spring of 2003—the coaches and students were unsure how to prepare. They practiced and spent several Sunday afternoons playing Trivial Pursuit—an undertaking, we later learned, that was not recommended as a way to prepare the students.

When we arrived in Colorado Springs, the coaches immediately realized that the Academic Bowl was serious business and, needless to say, our team placed 13th out of 16 teams. But the coaches and the team had a great time—and we were hooked on the Academic Bowl experience. There was a lot to be hooked on. For example, there was being around other deaf students and many deaf adults. There was exposing students who were interested in academics to a positive experience. Some students enjoyed their first trip outside of Montana and their first airplane ride. Lastly, the message was sent to all our students that interest in academics would be rewarded.

The next fall, Jennifer Wasson, head coach and high school teacher, and I took an

Right: The Montana team called the Academic Bowl experience “awesome.”

Photo courtesy of Jim Kelly II



entirely different approach. During the Colorado Springs competition, the other coaches were very helpful in educating us as to how they prepared their teams. One suggestion included purchasing a lockout system with buzzers on the top surface of the lights. The first student to buzz in is rewarded with a distinctive sound identifying his or her team, quickly followed by the activation of a strobe light that flashes and will catch the eye of teammates, other contestants, and spectators. Another suggestion was to have weekly study sessions.

This year, nine students participated in tryouts over a two-week period and students were able to “toss out” their lowest score. Students who were selected were required to sign a participation

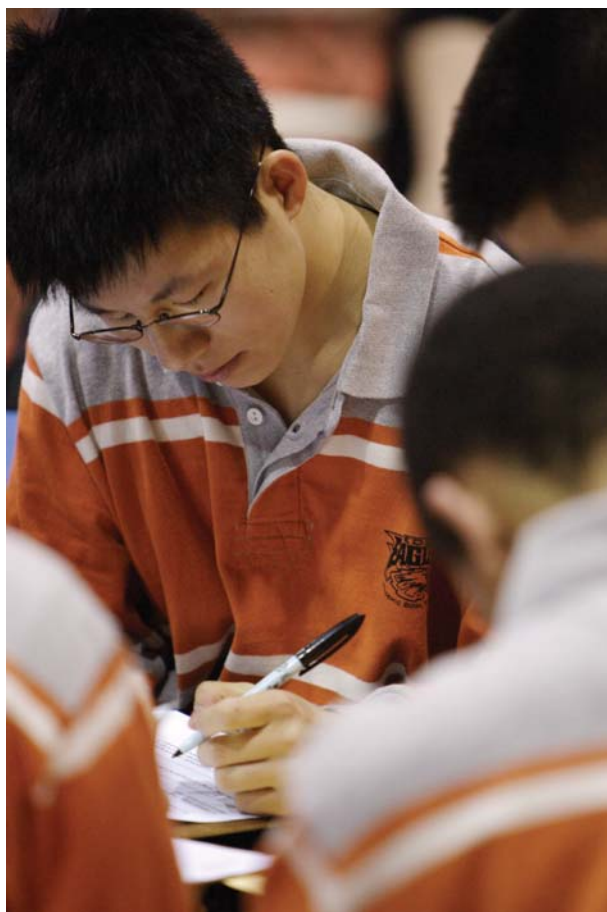
contract with strict behavior guidelines. Team members were given materials to study and then quizzed on those materials during practice sessions. The coaches developed questions each week and put together a PowerPoint presentation similar to what is used during the actual competition. The residential program secretary also put together quizzes for the students to use during practice.

This year, the Academic Bowl team has been fortunate enough to have a room set aside for the practices. This room is in the loft of one of the cottages. There is a computer, an Infocus projector, and a lockout system. The room is also decorated with resource materials such as maps, inspirational posters, and other materials to get the students thinking

about their goal—to do the best they can in the regional competition.

The students spend time each week preparing for their practice sessions. They tackle the “homework” for the Academic Bowl in addition to their regular school assignments. “The students take great pride in their accomplishment of being selected,” said Coach Wasson. “They know it takes hard work, and if they study all year this hard work will pay off.

“It is important for the deaf and hard of hearing students to be given the same opportunities as their hearing peers,” she added. “Being able to compete in a competition such as the Academic Bowl provides these students with higher self-esteem and a sense of belonging to a team and accomplishing goals together.”



experiences I really enjoyed meeting new hard of hearing and deaf people...I made new friends and I had a fun time being with them and competing against them. I also like going to new places I have never gone to before and it's a great experience!"

This year the Montana team has one new player, junior Tearra Donovan. When asked what she was looking forward to on the trip, Tearra responded, "...competing with other teams from other states and meeting new friends."

Coach Wasson feels the Academic Bowl experience is second to none. "I have enjoyed watching the team make progress each year," she said. "The students are

able to learn from each experience and each year they become more successful than the previous year." She noted that just as the students enjoyed meeting other deaf and hard of hearing young people, she enjoyed the opportunity to meet professionals. "I enjoy the networking," she said.

Prior to leaving for the Regionals, the Academic Bowl team will compete against the adult staff of the school—including superintendent Steve Gettel—in a mock competition. Gettel said he is pleased with the opportunity. The students at the Montana School for the Deaf and the Blind are able to "letter" in the Academic Bowl, indicating the support the event receives from the administration.

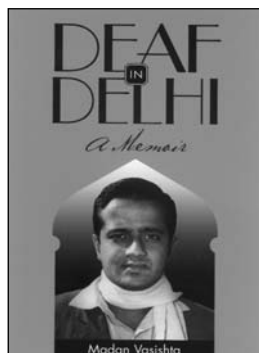
"Montana School for the Deaf and the Blind strives to provide deaf and hard of hearing students with a rich academic, social, and cultural environment," said Gettel. "The traditional extracurricular

athletic and arts programs provide an outlet for many students but for some others, the Academic Bowl is their ticket to the self-expression of a personal interest in developing academic competence. Along with expanding their own experience as scholars, these students serve as role models and motivators for the rest of the student body. They demonstrate that curiosity and excelling in learning can be challenging, rewarding, and fun."

Fortunate to have the support of its foundation, the students only need to pay \$50 to cover their expenses for the trip. The Montana School for the Deaf and the Blind is both pleased and honored to participate in the Academic Bowl. The students and staff take great pride in being team members and work diligently to prepare for each competition. As they anxiously await this year's regional competition in Santa Fe, New Mexico, they are ready for head-to-head competition with the rest in the Western Region and can give it their best effort yet!

"...Along with expanding their own experience as scholars, these students serve as role models and motivators for the rest of the student body. They demonstrate that curiosity and excelling to learn can be challenging, rewarding, and fun."

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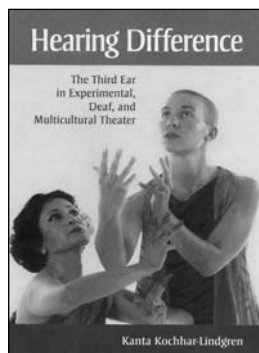
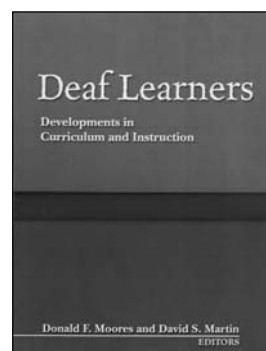
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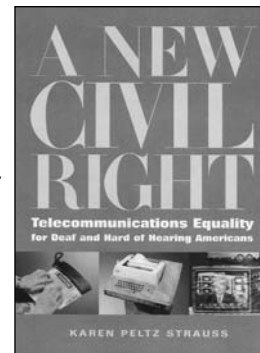
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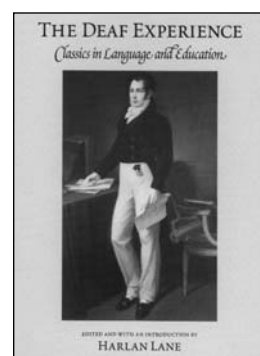
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how the land of the little grass shack got ready for its academic bowl debut

TECHNOLOGY TO THE RESCUE

By Jeff Stabile

Last year the Hawaii Center for the Deaf and the Blind competed in the Gallaudet Regional Academic Bowl for the first time. The staff, students, and community of the Hawaii Center for the Deaf and the Blind were honored and excited to join the Academic Bowl. However, we experienced a certain amount of trepidation. Our students had never before experienced an academic competition. The other schools in our Western region have long-standing traditions of excellent performance in successive Academic Bowls. Most daunting of all, perhaps, our school is geographically remote and we could not engage in pre-trial matches. We knew we had a very serious challenge.

The Internet Ends Isolation

Fortunately, the world has become a much smaller place since the use of the Internet became widespread. In the fall of 2005 an on-line company, Hotu.com, offered us a trial membership in the technology that we would end up using to run Academic Bowl practice matches remotely. I, as the coach of the team, was designated the administrator of our account at Hotu.com. Originally designed for companies to host on-line job fairs, Hotu.com was a site at which teachers and students could hold on-line discussions that included graphics and text. It also provided a means of holding office hours from home during which teachers could help students who sought extra help.

Photography by Hui Zhang





Jeff Stabile, former math teacher and current educational assessment specialist at the Hawaii Center for the Deaf and the Blind, was a member of his own high school decathlon team.

I discussed the requirements for an Academic Bowl competition and Hotu.com modified its programming to allow for a PowerPoint presentation of 200+ slides, up from its original capacity of 12. Saving an Academic Bowl practice match as individual files, I was able to upload them onto the site and create a slideshow that would appear in a chat room. I created a chat for a certain date and time, students were assigned names and passwords, and only those who were registered could participate.

Once everyone logged onto the site and entered the chat room, I ran an orientation session. First I compared the screens; competitors and administrators saw different screens. While the team members' screens looked like those in a regular chat room, the administrator's screen had a third field where all

messages came in. After a message came into view, I had the control to send the message to the "main room" to be viewed by everyone or to delete the message without sending it on.

After this first step of the orientation, I enabled the competitors to see the practice match on their own screens. I showed them how I could control the movement of the information forward and backward. We were ready to go!

Team Members Face Off Round One

I explained that the competitors would "ring in" during the first round by having Xs ready in their individual text fields. As soon as they rang in, I would move on to the next slide in the slide show, just as in a true Academic Bowl match. Then I would forward all the information so

Left: In Hawaii, the author and former teacher scrambled to find the latest technology so that his students could prepare for the Western Regional Academic Bowl and have experiences similar to the students in the Northeast Regional Academic Bowl above.

everyone could see who rang in first, and everyone could type his or her answer and send it on. I would forward the first response to the main screen for all to see, then judge it correct or incorrect. Meanwhile, I would delete the other responses, as I would never have seen them were this a real-life match. If the respondent answered correctly, we'd move on to the bonus question. For the bonus questions, players could use a private message function to confer, or, if they were in the same room, they could confer in whatever manner they chose. As the 20-second clock ran down, I would record the final five seconds into the chat room, "5...4...3...2...1...I need your answer now."

If the respondent answered incorrectly, I moved on to the next slide and showed the question again, giving the opposing team the opportunity to answer the question following the same procedures. In the event that no one answered the question correctly, I would forward through the slides until the next question, pausing on the answer for a few seconds. Then I would move on to the bonus question, again pausing for a few seconds. Finally, I would move on to the answer for the bonus questions and pause a few seconds. This had to be done, as one of the aspects of the Hotu.com programming was that no slide could be skipped. Thus, I showed all bonus questions and answers regardless of whether they were played. Rather than considering this a drawback, I felt this gave players more opportunities to gain knowledge for future games.

For the mathematics questions, I told everyone they had 30 seconds to perform their calculations and submit their answers, and then I counted down the same way I did for the bonus questions. I forwarded only the answers from the first respondent from each team.

Round Two

For Round Two, I asked the captain of each team to tell me the order in which the players would respond. Then, in my

prompts, I named the two players who were to respond to the question at hand. For example, if Team A had Kevin, Britney, and Beyoncé, while Team B had Christina, Ricky, Lance, and Justin, I would say, "Question number one: Kevin and Christina get ready." Then I would say, "Question number two: Britney and Ricky get ready." I would continue through the rotations in such a manner until all 16 questions were posed and answered. I followed the same 20-second countdown procedures for the bonus questions.

Round Three

The dynamics of Round Three required some more thinking. We couldn't fit all the questions onto one screen and make them large enough for the competitors to read easily. Neither could the team members confer adequately within two minutes if they were each attending to their own screens and trying to use private messages to talk to each other.

Our solution was to have hard copies of Round Three questions as well as an answer sheet and run it as a real-life Academic Bowl match. This solution worked well when all members of a team could be in the same room. If everyone were truly remote, we decided to add time for the conferring and typing in of answers, allowing five minutes instead of two.

Online Against Other Schools

At our request, our contact at Hotu.com asked the Academic Bowl coaches from outside of our area—the Rochester School for the Deaf in New York and the Alabama Institute for the Deaf and Blind—to check out what we were doing. They liked what they saw and we set up times and dates for practice matches.

Everyone got login names and passwords, and I gave the coaches administrative access so we could check each other in the process of sending responses to the main room. We also designated an assistant coach to be the official score keeper. We decided that

each school would suggest a complete set of questions and answers for Round One and Round Two, as well as a full set of questions and answers for an agreed-upon category for Round Three. The Hotu contact selected the questions, picking half from us and half from the competing teams.

I compiled all the questions into a PowerPoint presentation and produced a word-processed script. I sent all of this via e-mail to the head coach for the other teams, as well as word-processed documents for the Round Three questions and a Round Three answer sheet. Once the opposing team's coach had reviewed the documents, I uploaded the match for the agreed on date and time. We decided to trust each other to run Round Three independently and type in the answers as written on the answer sheet (including misspellings) for the opposing team to check and give the appropriate credit.

We enjoyed the practice matches and considered the experience helpful. All of us became very comfortable with the rules and procedures for competition and with how smart deaf kids from around the country are. We added a third team to our virtual competition roster. Two of our three competitors made it to the nationals and the other one made it into the final rounds of competition in the Regionals.

What Will the Future Bring?

The experience led us to wonder: Wouldn't it be great if we had an on-line version of the Academic Bowl that could allow more than 16 teams per region to participate throughout the season? Maybe it could lead to accurate qualifying and seeding at the Regionals and provide the best chances for success for the best teams.

What a kick it would be if our little experiment could turn into something that enhances the Academic Bowl program by broadening its reach and helping all teams become more highly skilled.



FIRST PERSON

my final answer!

“PLEASE LET ME BE RIGHT...”

By Renca Dunn



I breathe in and exhale out. My heart thumping hard and my stomach suddenly queasy, I pick up the mighty pen. A drop of sweat trickles down my temple, my nostrils flare, and I pray that this answer—Aristotle—will be right. I hustle to write as my time is limited. I look up and see a person standing in the middle, giving me a serious look with a hint of a smile.

“Oh no, I hope I am right, oh please let me be right, oh please!” I think to myself. A touch of light shines on a white wall and there it is. This is it, my final answer. If I don’t get this right, we lose the match. I look to my right and I see another person sitting with a laptop and a projector, holding two square pieces of colored paper, red for “no” and green for “yes”. I am praying for the green one. The person looks at my team and lifts up both colors. Then one hand descends. I close my eyes; I take a breath before I look at the extended hand with the color that says if my answer is right or wrong.

“GREEN!!”

I jump for joy! The pride inside of me shoots up like a rocket.

This is what I remember after four years of participating in the Western Regional Deaf Academic Bowl. Currently, I’m a freshman at Gallaudet University where I plan on majoring in French and English.

I was part of the Washington School for the Deaf’s Academic Bowl team. Each year we got to travel to a different state, depending on which school was hosting. We competed against schools for the deaf and mainstream programs. We met Gallaudet administrators and other well-known deaf people. But we did not just meet people, we also learned. There are usually three rounds in each match. They are all nerve-racking—and they each leave you feeling accomplishment when they are over. In all the years I participated, I never once failed to enjoy a match.

My team never actually won the regional bowl. We placed 4th or 6th out of 16 schools, but it didn’t matter. After each Academic Bowl ended, we felt like we had placed 1st. The Academic Bowl was an enriching experience full of opportunities. It contributed to my personal growth, showing me that whether you are wrong or right in a specific answer to a specific question, you still gain knowledge, opportunities, and

Renca Dunn, from Arizona and currently a freshman at Gallaudet University, was born in Hawaii. She grew up in three different states, went to three different schools for the deaf, and graduated from the Washington School for the Deaf.



Left: The author remembers her relief when the judge held up the green “yes” card signaling that a response was correct.

Photography by Hui Zhang



FIRST PERSON

academic bowl opens new world

By Tyler DeShaw

Tyler DeShaw, a Gallaudet University freshman who is considering a double major in Spanish and English, attended Roosevelt High School in Seattle, Washington. After completing his education, DeShaw hopes to live in Spain, learn Spanish Sign Language, and teach English to deaf students—and become a future director of the Gallaudet National Academic Bowl.

My eyes spring open and I smile unbelievably. I watch people walk past me talking in a language I know, not in a language from which I can only grasp a few words on people's lips. All I can do is stand with my suitcases and watch people communicate and things unfold. I see familiar signs formed by strangers—foreign hands belonging to friendly faces of people I do not know. The hands question, affirm, shout, and joke at each other. I find myself talking, too. We talk like nothing is wrong with the world, our palms intertwining with each other in a sign language embrace.

After years of being a deaf person growing up in the hearing world, I was desperate to submerge myself in the deaf culture I had heard so much about, where everybody knew each other and there was no animosity, where people shared a bond through language. My city, Seattle, Washington, offers deaf teenagers a culture that is insufficient. With our schools so far apart, we could usually only get together for special events. I got along fine with my hearing peers and enjoyed hanging out with them, but I wanted to look beyond my small group of friends and see what the world offers for young deaf people.

When I heard about the Gallaudet Academic Bowl as a freshman in a mainstream program at Roosevelt High School, I jumped at the chance to form a team of deaf peers. In excited preparation, my team practiced weekly. Then it was time to leave for the Western Regional Competition. We knew we were ready academically. What we did not know as we stepped off the plane into the humid California air was that we would be exposed to a rare and, for us, still undiscovered world—a place where there were actually people our age using the same language we do.

Photos courtesy of Tyler DeShaw

**As much as the
competition
itself, I was
anticipating the
next chance to
look into other
people's eyes and
talk effortlessly
with them.**



Left: The author, center, notes that participation in the Academic Bowl helped give him “a better sense of self.”

We arrived in Fremont, home to one of California’s two schools for deaf students, where we would compete against other students from the western United States. We stayed in a hotel with the other students, getting to know each other before the hubbub of the competition started the next day. As my team talked shyly among ourselves in the hotel lobby, we peered at the other students chatting, their signs expressive and eloquent. We quickly became comfortable enough to join conversations, exchanging names and hometown addresses. Throughout the three-day competition, we smiled more and our hands moved more rapidly and clearly. We achieved fourth place that year out of 14 schools, six schools for the deaf and eight mainstreamed programs. This fueled our desire to continue to participate in future competitions.

When I returned home, I realized how much an impact this event had on me. The constant exposure to deaf culture combined with the amount of teamwork involved motivated me to work harder to achieve my goals. I eagerly awaited the start of the school year, gathering our team together again. As much as the competition itself, I was anticipating the next chance to look into other people’s eyes and talk effortlessly with them.

We indeed went to Regional Academic Bowls for the next three years. Our sophomore year we competed at the Colorado School for the Deaf and Blind, in Colorado Springs. With the snow flurrying outside, we got third place out of 16 teams and the Sportsmanship Award, which is voted by contestants and coaches for the team that showed the most teamwork, cooperation, and congeniality.

Our junior year, we journeyed to the California School for the Deaf in Riverside. It was a tough competition, and we came in fifth in a field of 16 teams. We also won the Sportsmanship Award for the second consecutive year, and I won the Most Valuable Player, which is awarded through voting by the coaches for the player who shows the most cooperation and academic intellect.

In February 2005, when I was a senior participating in my final year of the Academic Bowl, we went to Ogden, Utah, where the competition was held at the Robert G. Sanderson Community Center for the Deaf and Hard of Hearing. It was a thrilling contest with arguably the top four teams in the same pool, and we ended up in a three-way tie for first place. We eventually became the Western Regional Champions, which after four



wonderful years was just the cherry on top of a very exciting sundae. We also won the Sportsmanship Award again—for the third year in a row—affirming that we, indeed, worked well together and were friendly toward others. As one of the top two teams from the Western region, we won an all-expenses-paid trip to Gallaudet and had the opportunity to compete for bragging rights as “the smartest deaf Academic Bowl team in the nation.”

I had been to Gallaudet University, the world’s only liberal arts institution of higher learning for deaf and hard of hearing students and the mecca of deaf culture in the United States, only twice. I visited once when I was young and touring with my parents. I visited again when I was 16 and attended a Gallaudet University Undergraduate Open House. Now I would go with my team as a participant in the 2005 Gallaudet

National Academic Bowl.

We flew 2,720 miles to Washington, D.C., landed at Reagan airport, and were greeted by the smiling face of our chaperone, who shuttled us off to the Kellogg Conference Hotel on the Gallaudet University campus, where we would stay for the remainder of the competition.

I was taken aback by the kindness of the people who welcomed us. I was to room with Douglas Baker, a teammate of mine, and we eagerly headed to the elevator to

check out our room. As goodwill tokens, Gallaudet had provided us with a nice outdoorsy backpack, with a t-shirt and treats inside, along with a letter of welcome from Gallaudet president I. King Jordan. Then we went back downstairs and commenced to meet all of our fellow Academic Bowl participants. We would spend the next two days competing and becoming good friends at the same time.

My team knew our toughest competition would be the Maryland School for the Deaf (MSD), which had been to the nationals the previous two years

and, with three seniors on its team, was thirsty for victory. By the end of Monday afternoon, we were tied—both MSD and Roosevelt High had 8 wins and 1 loss. The championship match was widely heralded. Some people cheered for us, predicting that we would be the first team from a mainstream school ever to win it all. Others wanted MSD to keep the “deaf school” streak of wins alive.

I remember what seems like every moment of that last competition. After watching Rachel Manis and her Mountain Lakes High School handily win the match for third place, it was time for our showdown with MSD. I marched up to the right side of the stage, settled in the first chair, and set my paper slips, markers, calculator, and buzzer precisely where I wanted them to be. I remember eyeing Joshua Feldman, MSD’s team leader, conversing with teammates and coaches against a backdrop of Maryland fans. With MSD located about an hour away, many students and parents came to eagerly cheer their team, in contrast to the few individuals, including our parents and relatives, who had come from our home in far away Seattle. Looking at all those Marylanders, we felt like we were up against the home team.

I remember standing up, introducing my name to applause, and sitting down. I was ready to commence my final Academic Bowl match. In the first round, we were ahead, straining to get those extra bonus points, racking our brains for





those lesser-known facts. I remember seeing our team getting wrong answers causing MSD to get ahead of us into the final round. Then it was over. In those last three minutes, I realized that we would lose, and indeed we ultimately achieved second place—not bad when one considers that we had competed

against 75 teams throughout the nation.

I was named Most Outstanding Player, an honor voted by the head coaches. This was a shock to me, for I truly believed that our team was a four-student show. I felt humbled and was barely smiling for the camera when I walked onto the stage to pose with Dr. Jordan and Dr. Jane Fernandes, the university's provost.

Reeling from the weight of the oblong figure in my hand, I turned and waved to my team and my coaches, for they deserved to be on this stage, too.

Today I am finishing my freshman year at Gallaudet University, where every day I encounter familiar faces I remember from the Academic Bowl as



well as new faces of friends I have made here. The Academic Bowl made the transition from mainstream schooling to a “deaf university” much easier, for learning with and from other deaf teens helped me to create a better sense of self. Through the Academic Bowl, I gained confidence in my abilities as a deaf person, and this confidence continues to allow me to succeed in both the deaf and hearing worlds.



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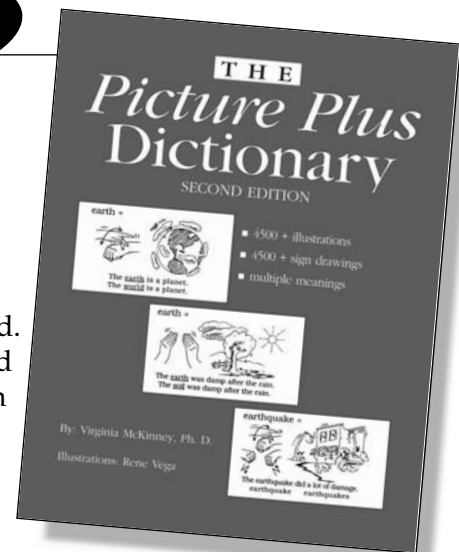
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“the harder we work
the luckier we are”

REFLECTIONS ON

eight years of competition

By Robert Grindrod

Robert Grindrod,
C.S.C., is the coach and
sponsor of the Deaf
Academic Bowl team at
John Hersey High School in
Arlington Heights, Illinois,
where he works as an
educational interpreter.

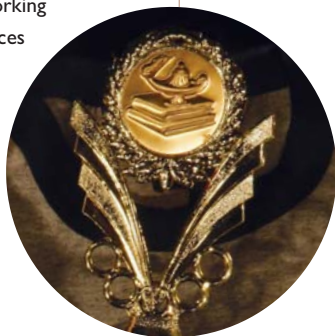
It's amazing what one small advertisement in a newspaper can do. An inch of print in *The Silent News* announced that Gallaudet University was sponsoring an academic competition for high school students. At John Hersey High School in Arlington Heights, Illinois, there was a core of bright deaf students who were feeling the flush of victory after winning an academic competition at the local William Rainey Harper College Deaf-fest, and a regional competition sponsored by Gallaudet seemed like just the thing. We made contact with Mandy Christian, who works at the Gallaudet University Regional Center in Overland Park, Kansas, and we found ourselves in a school van headed for our first Academic Bowl.

It was 1999. Memories of that first competition are hazy, but one thing is certain: Of the 10 teams competing in the Midwest region, there were only two programs that were not state schools for deaf students—and Hersey High was one of them.

In those early days, the Academic Bowl was a lot like “Jeopardy.” Questions were thrown out and the fastest responder could dominate play. At Hersey, Jonathan Henner was our star. He was fast and bright. Unfortunately, we did not win. At that time, the third round involved skill and luck, as schools could assign certain point values to different questions. The Ohio School for the Deaf, led by their excellent player Rob McConnell, won the Midwest region.

The 2000 Midwest Regional was again held in eastern Kansas, this time hosted by Kansas School for the Deaf in Olathe. There was some tinkering with the rules and the game format prior to the 2000 season as the organizers—Bernie Palmer and Debra Lawson from Gallaudet—struggled to find a way to make the game more equitable for teams that didn't have a speed-reading, fast

Right: Working
hard produces
success.



Photography by Hui Zhang



responding super star. Eleven teams—seven state schools and four mainstreamed programs—contended for the gold medal and the chance to compete in the national tournament in Washington, D.C. For the first time, a team from a mainstreamed program, Shawnee Mission East High School in Shawnee Mission, Kansas, captured first place in the Midwest region. The national championship that year went to the Model Secondary School for the Deaf, led again by the outstanding Rob McConnell, who had transferred that fall.

The year 2001 was notable for Hersey High because we finally won the Midwest Regional Championship and got our ticket to the national competition at Gallaudet. Excitement was high until the final game, when Hersey High's team, led by All-Star Jon Henner, fell in defeat to the Model Secondary School for the Deaf's team

with its perennial All-Star, Rob McConnell.

The performances of McConnell and Henner, though thrilling to those who enjoy seeing top students exercise their skills, had a downside. Coaches and other players were frustrated as they realized that individual star players could so completely dominate the games. In 2001, to their credit, Palmer and Lawson, along with Darian Burwell and the regional representatives, devised a new system in which each of the three rounds of a typical academic competition reward different skills, allow for all the members of the competing teams to be truly involved, and prevent one player from totally dominating the competition.

Looking Back, Looking Ahead

Since the early days, the Deaf Academic Bowl competition has grown from a small gathering to become an important feature in the lives of students from

mainstreamed and state residential school programs. At Hersey High, tryouts for the team usually happen during the second or third week of school in the fall, and weekly practices begin soon after. We have lightboards for buzzer practice and literally thousands of questions in databases used for practice purposes. The sources of practice material varies widely, from old and new Trivial Pursuit questions to scouring Jack Gannon's book *Deaf Heritage* for one more important fact that might show up.

At Hersey High, we've found that out of the 40 to 50 deaf and hard of hearing students enrolled in our high school, there has always been one or two students around whom we could build a team. While we have had several gifted students, we've also worked hard to produce the success we've had. Students participate in a wide variety of activities, and Academic Bowl competes for practice time with football, soccer, and volleyball in the fall; basketball and wrestling in the winter; and track, baseball, softball, and golf in the spring. In addition, we have team members who are on the high school Debate Team and Chess Team, and who are Jr. NAD officers. Nevertheless, Academic Bowl has become a high priority for team members. Our success provides incentive for kids to want to try out for the team.

The Deaf Academic Bowl program at Hersey High is a source of pride for the hearing administrators of the building and the school district, and for the board and administrators of the special education coop that feeds deaf and hard of hearing students into our school. Every year we get reports from the program supervisors as to how many eighth graders are waiting in the wings to become members of our team!

One student remarked, "The harder we work, the luckier our team is." It's a good combination. We're proud to have won a spot representing the Midwest region in the national competition again this year. It's an honor we've worked hard to achieve.

Summit 2006: Learn. Lead. Achieve.

Deaf and Hard of Hearing Students Welcomed at Clerc Summer Camp

By Daniel Dukes

This summer, the Laurent Clerc National Deaf Education Center's Honors Program will host Summit 2006: Learn. Lead. Achieve. The program will run from June 19-30 and will offer both new and returning participants valuable



learning experiences in the areas of higher-level academics and leadership skills.

The program is open to students from around the country currently in ninth, tenth, and eleventh grades. Students will spend two weeks participating in a wide variety of activities, including Advanced Placement (AP) preview classes (subjects

offered include AP English, AP Biology, AP U.S. History, and AP Psychology), leadership discussions and simulations, a journey through deaf history, and a weekend

tour of Washington, D.C. Program activities will be held at various locations of the Clerc Center, and students will be housed in the Model Secondary

School for the Deaf dormitories.

"We are excited to be offering a challenging and fun leadership program again this summer for students from around the country," said Daniel Dukes, coordinator of the Clerc Center's Honors Program. "Our goal for the Summit program is to help each participant reach his or her full potential both academically and as a leader. It's a great summer opportunity."

Returning students who participated in last summer's Summit 2005 program will also have the opportunity during the two weeks to participate in special Summit: Extreme activities, which build upon lessons and experiences from last year's

program.

Information about registration, cost, accommodations, and transportation are available through our website. Enrollment for Summit 2006 is limited to 50 students.

For additional information, contact Daniel.Dukes@gallaudet.edu or visit the Honors Program website: <http://clerccenter.gallaudet.edu/Honors>.

Other Camp Opportunities

The Laurent Clerc National Deaf Education Center publishes a list that identifies camps, family learning vacations, and academic clinics for deaf and hard of hearing children.

Some programs are designed for the entire family. Most camp programs require a small application fee to accompany the completed application. Check: <http://clerccenter.gallaudet.edu/> and look under "Info to Go: Summer Camps."

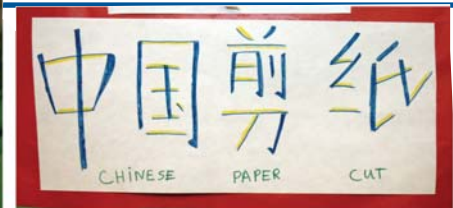


CHINESE EXPRESSIONS

By Michael Walton

In Wei-Min Shen's Chinese culture class at the Model Secondary School for the Deaf, students explore Chinese language and culture. Shen (right) teaches students how to read and write Chinese characters and do calligraphy. Students also experiment with Chinese paper cutting, origami, Chinese painting, and martial arts.

Right: Students make Chinese expressions of their own.



KDES Students Win in National Art and Poster Contests

By Susan M. Flanigan



Students at Kendall Demonstration Elementary School (KDES) have won several awards in national art contests. **Lily McNamara**, 12, placed first and **Franco Maddox**, 9, was runner-up in the Elementary category of the Sorenson Communications

National Art Contest for Deaf and Hard of Hearing Students. **Jackelin Choque**, 10, won third place in the National School Bus Safety Poster Contest.

McNamara won for her work, *We Are Proud of ASL*. Maddox's piece was titled, *Our Language—ASL*. The students were awarded \$750 and \$500, respectively, for the school to purchase art materials.

Over 300 students from around the country entered the contest. The work of McNamara and Maddox and other winning students will be displayed in Sorenson's corporate offices in Salt

Lake City, Utah. "The response to the art contest far exceeded our expectations," said Pat Nola, Sorenson president and CEO. "The students and teachers at the deaf schools thoughtfully considered the project and supported it with the same kind of enthusiasm we often see from the deaf community."

Choque will receive a \$100 savings bond from the National Association of Pupil Transportation for her poster emphasizing the importance of vision in bus safety. Choque's poster was sent to the national contest after it placed first in KDES's poster contest. **Kelly Doleac**, 10, placed second and **Wendy Brehm**, 10, placed third in the KDES contest.

"The KDES Transportation Department expressed appreciation to Wei-Min Shen, art teacher, and the KDES team leaders for supporting the contest and providing guidance to the students," said Kim Craig, supervisor of KDES Services. The Transportation Department will sponsor a pizza party for all the students who participated in the poster contest.

The students' posters and more information about the Sorenson contest may be found at <http://www.sorensonvrs.com/company/art.php>.

The students' posters and more information about the National School Bus Safety Contest may be found at <http://www.napt.org/> by clicking on "Kids Stop."



MSSD's Danza Latina Concert

Showcases Local Professional and Student Talent from Eight Different Companies

Students from the Model Secondary School for the Deaf (MSSD) and guest artists performed in a variety

of modern dance genres, including urban jazz, hip hop, jazz/Latino, funk/hip hop, contemporary, Latino dance, modern/Latino, and modern dance in this year's annual winter dance concert, directed by MSSD's Yola Rozynek. To see photos from the concert, visit the MSSD Performing Arts Program website: [tp://clercenter.gallaudet.edu/mssd/performing-arts/](http://clercenter.gallaudet.edu/mssd/performing-arts/).



Left: Guest Artists from Eleanor Roosevelt High School Thrilled Audiences at MSSD's Danza Latina Concert

A Call for Informed Excellence**Sign Language Interpreting
and Interpreter Education:****Directions for Research and Practice**

Edited by Marc Marschark, Rico Peterson, and Elizabeth A. Winston
Oxford University Press (2005, 307 pages)

Reviewed by Juniper Sussman

Juniper Sussman, CSC, is the coordinator of Language and Cultural Mediation at the Laurent Clerc National Deaf Education Center on the campus of Gallaudet University. In her 26 years of service as an interpreter, Sussman has developed specialization in the areas of mental health, medical, educational, and English to ASL interpreting. As an interpreter educator, she has presented on numerous topics such as message analysis and effective mentorship.

How effective is interpreted communication? How effective is education mediated through interpretation? What is the best way to prepare interpreters for working in educational and community settings? In light of the fact that millions of people rely on interpreted communication to conduct themselves in every arena of life, one would expect that research-based answers to these and other fundamental questions would be readily available. However, *Sign Language Interpreting and Interpreter Education: Directions for Research and Practice*, through its authors and editors, makes it starkly clear that this is not the case.

This collection of articles, contributed by leading experts, offers a greatly needed, critical, and sometimes challenging examination of the field of sign language interpretation and interpreter education. History, research, and emerging practices are discussed from a number of perspectives. However, there is a strong, unified call to employ

empirical methods to answer these and other critical questions.

Understanding that disseminating research is as important as conducting it, the editors urged contributing authors to “remember their audience, avoid jargon, and write in a way that does not require extensive background knowledge to understand.” Some were more successful in responding to this charge than others. Many chapters are applicable and accessible to the broadest audiences; others are more technical and would be of most value to those well versed in linguistics and interpretation.

Since each chapter is distinctly valuable, and densely packed, I will offer a few brief highlights and comment on them individually. Being restricted by space, I want to emphasize that the following in no way captures the fullness and astounding utility of each of these contributions.

Positionality

—Dennis Cokely

This historical accounting of the shift from “interpretation/transliteration as my individual and personal contribution” to the Deaf Community to interpretation/transliteration as a profession is perhaps the most challenging chapter. Cokely posits that the forces behind this shift reflect hegemonic attitudes. In other words, because of these events and beliefs, deaf individuals and leaders have *reduced* ability to determine how to best educate deaf children, how to communicate, and how to decide who is qualified to provide interpreting/transliteration services. In reading this article, interpreters and transliterators, individually and collectively—under the auspices of the Registry of Interpreters for the Deaf—will be challenged to consider how we may have been and may continue to be agents of the above forces contributing to the disempowerment of the Deaf Community.

Real Interpreting

—Graham H. Turner

Turner offers a broad yet detailed look at ways to analyze the interpreting task and the context in which it takes place. He states that since no two interpreted events are alike, the task of “real interpreting” requires understanding of and facility with all of the options that are available to the practitioner.

One of the many highlights of this chapter is the idea that all stakeholders (defined more broadly than traditionally) of an interpreted event share the responsibility of insuring its effectiveness.

Educational Interpreting

—Marc Marschark, Patricia Sapere, Carol Convertino, and Rosemarie Seewagen

The contributors suggest that current prevailing assumptions about educational interpreting are not supported by research. These include the thinking that mainstream education—supported by skilled sign language interpreting (which is often not the case with interpreters found in the educational system)—constitutes fair and appropriate education and that deaf and hearing students learn the same way. The authors echo others in the volume in making the case that life-impacting decisions about the education of deaf students are made without empirical evidence.

Linguistic Features

—Jemina Napier

Napier explores linguistic features and strategies of interpreting, and states that research-based pedagogy will

better prepare interpreters to understand and utilize them.

Directions and methods for research are clearly articulated. One example, “interpreter fieldwork research,” can be used by every practitioner regardless of where they provide service. The implications of this are far reaching. This means the practitioners—even those in rural educational settings who typically have little or no resources available for professional development—have at their disposal a tool to reflect on their work and make changes accordingly. Simultaneously, they can make much-needed contributions to the body of research.

Code Choices

—Jeffrey E. Davis

Davis examines linguistic choices encountered during interpreting and reviews research studies that describe linguistic variation and language and communication strategies available to interpreters. This examination takes into account the consequences of contact between signed and spoken languages. Davis stresses the need for highly trained and qualified educational interpreters who are prepared to navigate the many challenges that arise in schools, such as the constraints of simultaneous interpreting, inadequate language base among participants due to language delay and

education policy, and interpreting in multiple languages—American Sign Language, English, and other spoken languages—and through multiple communication modes—manual, oral, written, and electronic. Unfortunately, as noted in this volume, what we see more often are the least prepared and least experienced interpreters in this highly specialized setting.

The Research Gap

—Robert G. Lee

Although substantial research has been conducted on American Sign Language, misconceptions remain. Two major misconceptions are that American Sign Language lacks determiners and grammatical tense. Lee provides evidence to the contrary and points out that the perpetuation of such

misconceptions often reflects negatively upon deaf people. In order to prevent this and other serious consequences, Lee calls for a connection between theoretical research programs, educational institutions, and those who work every day with deaf children and interpreters to insure that current research ends up in the hands that need it: educators, interpreters, and deaf people themselves.

ASL Acquisition

—David Quinto-Pozos

Second language acquisition is a much-studied area, yet there is much to be discovered. Quinto-Pozos outlines common areas of difficulty and describes factors of acquisition that are traditionally thought of as unchangeable and those that appear to be within our control. He further challenges

researchers and practitioners to re-examine these positions, through empirical studies. Quinto-Pozos stresses the importance of effective, well-informed language instruction methodologies to produce high levels of language sophistication in sign language interpreters not only so that they can provide high quality interpretation,

but also because interpreters often find themselves being de-facto language models in educational settings.

Service Learning

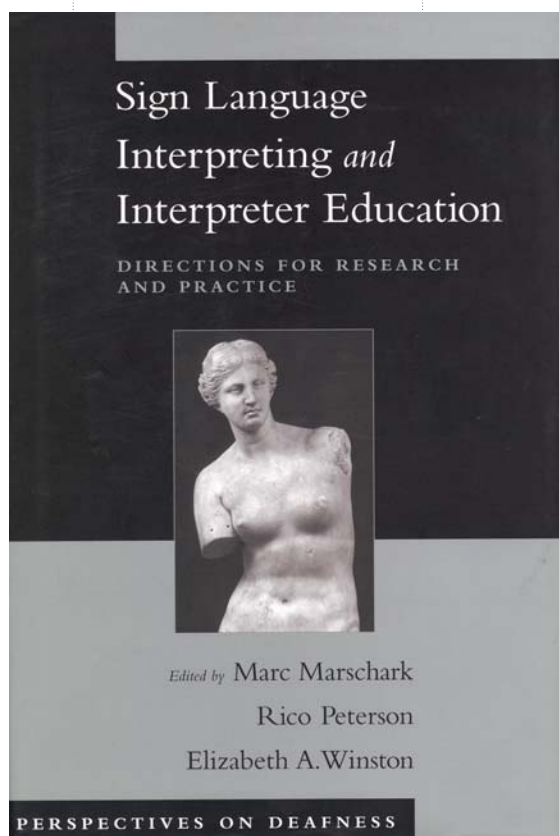
—Christine Monikowski and Rico Peterson

The contributors present elements of an interpreting program based on an application of “service learning” to re-introduce the benefits of language acquisition, cultural knowledge, and alliance building created through interaction with members of the Deaf Community. Monikowski and Peterson draw sharp distinctions between service learning, community service, and pro bono work, with particular attention given to the potential hazards of students providing services they are not yet equipped to render. The point is particularly well made in the following: “Anyone who considers Girl Scout meetings, Tupperware parties, or youth sports to be low risk to interpreting students and their clients has simply not looked carefully enough at the complexities and pressures these settings present to a student.”

Design a Curriculum

—Elizabeth A. Winston

A critical element of effective interpreter training programs is the development of qualified, appropriately prepared educators. This may seem obvious, but Winston explains why this is generally not the case and calls for educators who are not only competent practitioners, but also competent teachers. Additionally, pointing to the



shifts that Cokely covers in the first chapter, she argues that interpreter educators must understand the need for and possess the ability to infuse the wisdom of the Deaf Community throughout the academic experience. Winston proposes that before a curriculum can be designed, the field must be able to explicitly state how educators can move students into mastery, and in order to do this, a deliberative approach is essential.

Emerging Professional

—Eileen Forestal

Understanding the value of clear communication, deaf people have always interpreted for each other, and today their skills are being called upon with much greater frequency in courtrooms, hospitals, conferences, and other venues. Their expertise and perspective(s) provide particular benefits during an interpreted event. Yet, as Forestal's interviews of deaf interpreters bears out, the path to becoming a professional deaf interpreter seems fraught with numerous obstacles—lack of research, lack of appropriate training, lack of support from the interpreting community, and lack of qualified trainers. One of the most striking obstacles discussed is the lack of support from the Registry of Interpreters for the Deaf.

Consumers and Service

—Robyn K. Dean and Robert Q. Pollard, Jr.

Dean and Pollard view interpreting as a practice profession where "careful consideration and judgment

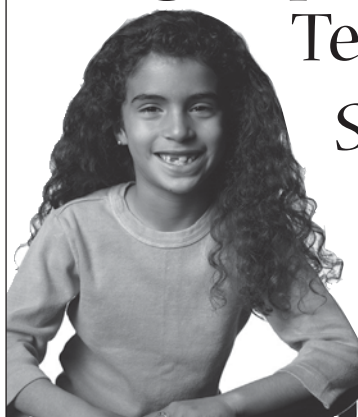
regarding situational and human interaction factors are central to doing effective work." They state that in order to achieve greater consumer-driven quality in the practice professions, the consumers understand the nature of the professional service and take an active role in the process. Yet consumers—particularly hearing consumers—know little about what interpreters do and how they can effectively collaborate.

Cultural Competence

Although the research agenda presented in this volume is comprehensive, I would suggest an additional area, that of multicultural competence. This was touched on briefly by a few of the contributors, but was not offered as an area to examine unto itself.

This text offers parents, consumers, interpreters, interpreter educators, policy makers, administrators, educators of deaf students, researchers, and anyone who participates directly or indirectly in interpreted events a deeper understanding of the complexity of the tasks and how we have a collective responsibility to contribute to their effectiveness. Hopefully readers will be inspired to advocate for the advancement of the multi-dimensional research agenda—presented in this volume—which will move us towards genuinely equal linguistic and educational access for deaf people. As the contributors of the afterward state, "...the status quo is no longer an option."

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Left: MSSD students performed in *The Comedy of Errors*.

NO ERRORS IN THEIR COMEDY

MSSD Students Participate in Shakespeare Theatre

By Rosalinda Ricasa

American Sign Language and Shakespeare doth mix—at least for nine students from the Model Secondary School for the Deaf (MSSD). The students, the only deaf and hard of hearing performers, participated in the Shakespeare Theatre's Text Alive! program with students from high schools throughout the Washington, D.C., and Maryland area. To raves from the audience and praises from trainers, Brent Benoit, Edward Corporal, Cierra Cotton, Xian Huang, Desmond Kerkulah, Camille Mitchell, Matthew Pollock, Hema Saylor, and Matthew Scott performed the first scene of Shakespeare's *The Comedy of Errors*.

The project was spearheaded by MSSD English teacher/researcher Judith Giannotti. "When I learned about the Text Alive! program from a friend, I realized that participation would be a

wonderful educational opportunity for our students," she said.

Giannotti applied immediately and the application was accepted.

Thus when her students returned to school last fall, they began a study of Shakespeare. In anticipation of their performance, Giannotti and her class studied *The Comedy of Errors* for three months. Every morning the students read and discussed the play.

"Reading the play was challenging for the students," Giannotti observed. "At the same time, they were stimulated by the plot and its complexities. Every day we would review where we left off the day before, calling on the students' skills in recall and retelling. Students took on the roles of the characters, which helped maintain their attention and their interest."

Students mastered the

vocabulary, Giannotti noted. "They were less inclined to be held up by single words when they were delivering a dramatic line. They were intent upon expressing the meaning of the passage. They familiarized themselves with the words and their vocabularies grew daily. After a few encounters with 'doth,' 'thou,' 'dost,' 'thy,' and 'art,' they signed the modern version of the verb or the pronoun without hesitating."

After studying the play, the students rehearsed for the first scene—assigned by the staff—in MSSD's Theatre Malz. Teacher-artist Niki Jacobsen from the Shakespeare Theatre worked with the students, teaching them how to prepare for a stage performance and how Shakespeare used language. Giannotti was also required to attend four two-hour professional development workshops provided by the Shakespeare Theatre's

education department.

The MSSD students performed in American Sign Language to the delight of the deaf and hearing people in their audiences. One hearing viewer noted, "I can understand [Shakespeare] without the voice interpreter!"

All of the students commented positively about their roles. Student Edward Corporal, who played a sailor, said, "I felt great about my part...because most people laughed and seemed to enjoy [the performance]." Matthew Scott, who played a servant, said he felt nervous at first, but he felt good when the audience laughed. Cierra Cotton, who played the wife of the main character, said she wants to audition for more roles. Matthew Pollock, who played the main character, noted he now prefers to act in plays by Shakespeare because he thinks they are challenging. After the performance, the students attended a matinee performance of *The Comedy of Errors* by the Shakespeare Theatre Company, had a final assessment workshop, and developed a web interview about the performance with the help of Julie Longson, Laurent Clerc National Deaf Education Center instructional technology specialist.

"The students were inspired by the audience response," said Giannotti. "It was an unforgettable experience for all of us."



PHOTO BY MICHAEL KARCHNER

Summer Institute 2006

GALLAUDET UNIVERSITY

June 19-July 9

The Laurent Clerc National Deaf Education Center presents its highly acclaimed workshops and training sessions in a three-week summer institute. Register for one or more. Stay one week, two, or three. Improve your skills. Network with other professionals.

This summer, the Clerc Center offers training in a variety of topics for professionals who work with deaf and hard of hearing students. Scheduled sequentially over a three-week period, each workshop or training session is taught by skilled practitioners from the Clerc Center. Each provides a wonderful opportunity to learn something new, hone professional skills, meet and network with other individuals, and make a difference in the education of deaf and hard of hearing children. The strategies featured in these workshops support state and national standards and provide access to the general curriculum as mandated by No Child Left Behind.

Here is an overview of Summer Institute 2006 by topic:

LITERACY

June 19-30 **Writers' Workshop: Getting Started**
Learn how to teach writers' workshop, talk with professionals about writing with deaf and hard of hearing students, and write individual compositions.

June 26-30 **Reading and Writing Together:
An Overview**
Develop a plan for professional growth, work with other professionals, and explore the nine areas of literacy, including Reading to Deaf Children: Learning from Deaf Adults, Read It Again and Again, and Leading from Behind: Language Experience in Action.

SCIENCE AND TECHNOLOGY

June 19-23 **TecEds Digital Storytelling Camp**
Build storytelling expertise, develop a digital story, and create a 3-5 minute movie that includes images, video, animation, mementos, graphics, and, if desired, sound.

June 26-30 **GLOBE—Global Learning and
Observations to Benefit the Environment**
Develop skills in integrating the on-line curriculum from GLOBE, the hands-on environmental science teacher training program that unites students, educators, and scientists from around the world in studying the environment.

July 5-9 **Lego Robotics Teacher Training**
Develop the fundamental technical skills to mentor students who want to participate in Botball, the nationwide robotics competition. For more information, check:
<http://www.botball.org>.

VISUAL PHONICS

June 26-27 **See the Sound: Visual Phonics**
Learn about this system that utilizes a combination of tactile, kinesthetic, visual, and auditory feedback to assist in developing phonemic awareness, speech production, and reading skills with children who are deaf or hard of hearing.

COCHLEAR IMPLANT EDUCATION

June 28-30 **Spoken Language and Sign:
Optimizing Learning for Children
with Cochlear Implants**
Learn more about the considerations, resources, and strategies for children with cochlear implants from Clerc Center professionals and Mary Koch, auditory education consultant and author of *Bringing Sound to Life*.

TRANSITION

July 6-9 **Portfolios for Student Growth**
Learn how to implement student-directed portfolios as a holistic approach to advance students' self-knowledge and explicitly link academic learning with postsecondary planning and goal setting.

TRAINING

EARLY CHILDHOOD

June 19-21 Reggio Emilia:

Our Journey and Observations

Explore the issues of Reggio Emilia, the child-centered philosophy that follows the children's lead, emphasizes the creation of environments that encourage the development of relationships and language, and incorporates the multiple ways in which children see and think.

For more information, visit <http://clerccenter.gallaudet.edu> and click on **SUMMER INSTITUTE**.

If you are interested in attending or sponsoring one of the Clerc Center workshops or training sessions in your area, contact either the Clerc Center or the Gallaudet University Regional Centers through the addresses at right.



SHARED READING PROJECT: Keys to Success

Training for Site Coordinators

This five-day training program, designed to prepare site coordinators to establish a Shared Reading Project in their own schools or programs, will be offered only once in 2006. For educators, administrators, and parent leaders, this workshop is based on the highly acclaimed program where deaf tutors teach parents and caregivers effective strategies for reading books with their children during home visits and promote early literacy.

March 12-16, 2007 Gallaudet University, Washington, D.C.

SPONSORING AN EXTENSION COURSE

Gallaudet resources and expertise are available through on-site extension courses. The courses provide a unique opportunity to study at a location close to you with recognized experts in such fields as American Sign Language Linguistics, Deaf Studies, Deaf Education, and Interpreting.

Extension courses are offered at the request of sponsors or sponsoring agencies. A menu of potential courses is available for review.

- **Sponsors** - For a listing of all potential course offerings, visit <http://gspp.gallaudet.edu/shapes/extension/menu.html>.
- **Students** - For a listing of our currently scheduled course offerings, visit <http://gspp.gallaudet.edu/shapes/extension/extensioncoursebyregion.html>webpag.

For more information about Gallaudet University's extension programs, e-mail extension@gallaudet.edu or call (202) 651-5093 (V/TTY).

For more information

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Upcoming Conferences and Exhibits

2006

May 13-16

CEASD Riverside 2006, Riverside, Calif. To be held at the Hotel Marriott.

Contact: Deborah Berzins, Outreach Coordinator, (951) 782-6523 (T/V); fax: (951) 782-4857; dberzins@cldr-cde.ca.gov; <http://cldr-cde.ca.gov/ceasd/>.

May 31-June 3

Beyond Newborn Screenings Infant and Childhood Hearing in Science and Clinical Practice, Como Lake, Italy.

To be held in Villa Erba. For more information: nbs@polimi.it; <http://nbs2006.isib.cnr.it/>.

June 2-3

Deaf People: Skills for Work and Life (Deafskills 2006), Walsall, United Kingdom. Hosted by the Walsall Deaf People Centre and the University of Wolverhampton. To be held at the University of Wolverhampton City Campus. For more information: deafskills06@walsalld deaf.org.uk; <http://www.walsalld deaf.org.uk/>.

June 11

Helen's Walk 2006. Contact: Helen Keller National Center for Deaf-Blind Youths and Adults, Development Office, (516) 944-8900 ext. 254 (T/V); fax (516) 767-1738; development@hknc.org; <http://www.hknc.org>.

June 14-17

Intertribal Deaf Conference, San Carlos, Ariz. To be held on the San



Carlos Apache Indian Reservation. Contact: Evelyn Optiz, 2006 IDC Coordinator, at native_terpie2003@yahoo.com, or Beca Bailey, Deaf Specialist, at beca.bailey@acdbb.state.az.us.

June 23-27

AG Bell 2006 Convention, Pittsburgh, Pa. To be held at the David L. Lawrence Convention Center. Contact: Gary Yates, (202) 337-5221 (T) or (202) 337-5220 ext. 121 (V); fax (202) 337-5087; gyates@agbell.org; <http://www.agbell.org>.

June 29-July 3

2006 Biennial NAD Conference, Palm Desert, Calif. To be held at the J.W. Marriott Resort. For more information: (301) 587-1789 (T) or (301) 587-1788 (V); fax (301) 587-1791; NADinfo@nad.org; <http://www.nad.org>.

July 13-16

Annual International CODA Conference, Bloomington, Minn. For more

information: <http://coda-international.org>.

July 20-23

Cued Speech: Celebrating Literacy/ Excellence/Diversity, Towson, Md. For more information: <http://www.cuedspeech.org/>.

July 24-26

2006 (Texas) Statewide Conference on the Deaf and Hard of Hearing, Austin, Tex. To be held at the Renaissance Austin Hotel. Contact: Kathi Perez, Co-Chairperson, (903) 872-6534; kperez@cisd.org; <http://www.taped.org>.

July 30-August 6

4th Pan American Games for Deaf Youth, Washington, D.C. Governed by PANAMDES under the auspices of Deaflympics, Inc. To be held at Gallaudet University. For more information: <http://www.usdeafsports.org/2006youth/>.

Left: Students Andrew Duncan, 13, and Wendy Brehm, 10, Optimist Club regional winners, are flanked by their teachers Elizabeth Hall, left, and Stacey Pederson.

July 31- August 4

VI Deaf History International, Berlin, Germany. Contact: Mark Zaurov, info@cellx.de; <http://www.igjad.de/dbi2006/en/>

August 2-6

RID Region IV Biennial Conference, "Building Communities," Bozeman, Mont. Contact: Elizabeth Hanlon, eahanlon@montana.edu; <http://www.montana.edu/wwwcf/rid/>.

August 4-5

Deaf Awareness Celebration!, Bozeman, Mont. To be held at Montana State University. Contact: Elizabeth Hanlon, eahanlon@montana.edu; <http://www.montana.edu/wwwcf/rid/>.

September 15-17

Texas Latino Council of the Deaf and Hard of Hearing (TLCDDH) Conference 2006, Austin, Tex. To be held at the Westward Hotel & Conference. Contact: Melly Serrano, 2006conference@tlcddb.org; <http://tlcddb.org>.

September 18

State of the Science Conference on Hearing Enhancement, Washington, D.C. To be held at the Kellogg Conference Hotel at Gallaudet University. Contact: Julie Greenfield, (202) 651-5719 (T/V); Julie.Greenfield@gallaudet.edu.



SUMMIT 2006: LEARN. LEAD. ACHIEVE.

Laurent Clerc National Deaf Education Center's
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June 19-30 in Washington, D.C.

Summit 2006 is open to highly motivated students currently in ninth, tenth, and eleventh grades. The goal of the program is to challenge participants in the areas of scholarship and leadership.

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Registration cost for the program is \$150 per student, which covers meals, dorm accommodations, and all activities. The students will be responsible for providing their own transportation to and from the Summit. Enrollment is limited to 50 students.

For more information, visit:

<http://clerccenter.gallaudet.edu/Honors/summit-2006.html>



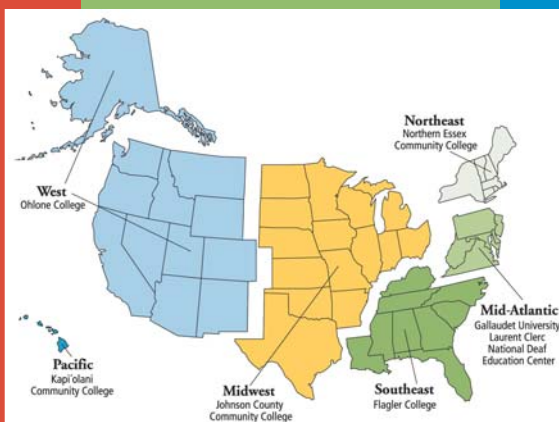
GURC

GALLAUDET UNIVERSITY REGIONAL CENTERS

Every spring, the GURCs coordinate regional High School Academic Bowl competitions. At each competition, teams representing schools and programs for deaf and hard of hearing students compete against each other to answer questions on a variety of academic subjects. The first and second place winners from each of the five regions compete in the national competition held at Gallaudet University.

“The GURCs congratulate all the teams who participated in the regional Academic Bowls. Good luck to the regional finalist teams at the National!”

FOR MORE INFORMATION ABOUT THE REGIONAL ACADEMIC BOWLS FOR 2007, CONTACT THE GURC IN YOUR REGION.



NORTHEAST REGION

(Connecticut, Maine, Massachusetts, Maryland, New Jersey, Pennsylvania, Virginia, West Virginia, Puerto Rico, U.S. Virgin Islands)

Gallaudet University Regional Center
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www.necc.mass.edu/gallaudet

MID-ATLANTIC REGION

(Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia, West Virginia, Puerto Rico, U.S. Virgin Islands)

Gallaudet University's Laurent Clerc National Deaf Education Center
Office of Training and Professional Development
<http://clerccenter.gallaudet.edu/tpd/index.html>

SOUTHEAST REGION

(Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee)

Gallaudet University Regional Center
Flagler College
www.flagler.edu/about_f/gallaudet.html

MIDWEST REGION

(Arkansas, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Texas, Wisconsin)

Gallaudet University Regional Center
Johnson County Community College
www.jccc.net/home/depts/gurc

WESTERN REGION

(Alaska, Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming)

Gallaudet University Regional Center
Ohlone College
www.ohlone.edu/instr/gallaudet

PACIFIC REGION

(Hawaii, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands)

Gallaudet University Regional Center
Kapi'olani Community College
www.kcc.hawaii.edu

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