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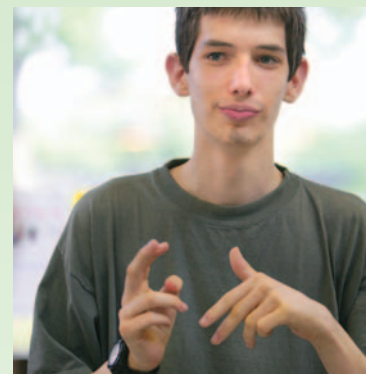
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deaf and hard of hearing teens

AND HOW
PROFESSIONALS CAN HELP

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2006 — 2007

Launch pad: Gallaudet

Students like Julia see Gallaudet as the launch pad for their career dreams.

Admittedly, it's not often that students get to sit in an astronaut's seat and experience a part of aeronautical history, but this biology major from California got to do just that. Last summer Julia Velasquez interned at the National Aeronautics and Space (NASA) Kennedy Center in Cape Canaveral, FL.

Julia describes with excitement the day she was allowed to enter and explore Atlantis, one of NASA's three remaining space shuttles. After being told to put on a "bunny suit" as protective gear, she climbed inside Atlantis and sat in the commander's seat.

She also visited locations such as Launch Pad 39B, the site of the space shuttle Discovery, prior to its July launch and later witnessed its launch and landing. "The sheer complexity of the space shuttle reaching orbit in approximately eight and half minutes is mind-boggling," said Julia who was approximately three miles from the launch site in a VIP viewing site area with the astronauts' guests.

Julia's internship focused on evaluating various testing methods for achieving ideal water qualities. "Since you can't test water in space, because of the different environment and other factors in space, most of the tests are done here on Earth," she says.

Julia sees this internship, which she landed after doing a search of NASA's website, and her studies at Gallaudet as a gateway to a career in aerospace sciences.

"It's always been a dream of mine to go into space, and this way I can be part of that."

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Deaf Adolescents—and the Professionals Who Serve Them *Clerc Center Sponsors Conference*

Last fall, the Clerc Center co-sponsored the Deaf and Hard of Hearing Adolescents Conference in Memphis, Tennessee. We joined the Gallaudet University Regional Centers and the University of Arkansas Rehabilitation Research and Training

Center for Persons who are Deaf or Hard of Hearing in this event, “Leaving No One Behind,” which focused on education and deaf adolescents.

The conference provided an opportunity for presenters and participants to share information about their work and involvement in the lives of adolescents who are deaf and hard of hearing. They identified new directions, initiatives, and strategies to ensure that deaf and hard of hearing students will not be left behind as they make their way through an often complex educational system.

This issue of *Odyssey* brings some of the conference presentations to you, our wider audience. By focusing on transition, literacy, and family involvement, the Clerc Center gives recognition to the importance and critical nature of adolescence among deaf and hard of hearing youth. Professionals and families working with teenaged deaf and hard of hearing students may want to check out some of our materials, including:

- **Transition Skills Guidelines:** Developed to provide guidance to transition counselors, teachers, and other educators about the knowledge and skills students need to succeed throughout and beyond high school, these guidelines can be found at <http://clerccenter.gallaudet.edu/transition/TSG.html>.
- **Transition Series:** Focused on supporting family involvement in the postsecondary planning of deaf and hard of hearing students, this series is available at <http://clerccenter.gallaudet.edu/Transition/LearningtoEarn.html>.
- **DecisionMaker:** An instructional program that puts students in charge of their own decision making and planning, this kit can be ordered from <http://clerccenter.gallaudet.edu/products/decisionmaker.html>.
- **World Around You:** A popular magazine for deaf and hard of hearing teens, this publication is published electronically and can be found at <http://clerccenter.gallaudet.edu/worldaroundyou/>.

The concerns of deaf and hard of hearing adolescents are the same as those of their hearing peers: forging ahead on their individual paths to self-determination. We hope these articles bring the conference to life for those who were unable to attend.

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

On the cover: Deaf and hard of hearing adolescents were the subject of a conference and this *Odyssey* issue. Cover photos by John T. Consoli.



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6

TRANSITION BATTERY— A KEY TO EVALUATION

By Cheryl Davis and Annette Leonard

FEATURES

10

ANTI-TOBACCO SCHOOL-BASED PROGRAMMING FOR DEAF YOUTH

By Barbara A. Berman
and Debra S. Guthmann



4

DEAF ADOLESCENTS—AN OVERVIEW IMAGINATION: A TOOL OF CHILDREN, TEENS— AND ADULT PROFESSIONALS

By Martha Sheridan



14

FIRST PERSON LOOKING BACK... LONGING FOR A GROUP OF FRIENDS

By Gina Oliva

PERSPECTIVES AROUND THE COUNTRY

28 "GROUND CONTROL TO DEAF AND HARD OF HEARING STUDENTS..." Space Camp Provides Lessons in Science, Math, Teamwork, and Fun

By Becky Perkins



20

INTERVIEW WITH MARY WEINER BULLYING AND DEAF AND HARD OF HEARING STUDENTS "A PROBLEM FOR ALL AGE GROUPS"



23

**DECISIONMAKER:
A STUDENT-
DIRECTED
TRANSITION
PROGRAM**

By Luanne Kowalski

24

**LEADERSHIP CAMP FOR HARD OF
HEARING AND DEAF STUDENTS
PROVIDES PARTICIPANTS POWER
AND PRIDE**

By Diana Poeppelmeyer and David Coco



30

**FEELINGS:
TEACHING YOUNG
STUDENTS HOW
TO DESCRIBE
THEIR EMOTIONS**

By Gabriel I. Lomas



NEWS

33 DVD—How to Read and Share Books

34 *Going for the Gold*
Gallaudet National Essay, Art, and
Sign Contest

37 Contest 2008

38 Kendall Graduate Remembers...

38 Transition Series Now Online

39 Math Kit for Schools—Making Math Fun

40 Literacy—It All Connects!

40 Students on the Go!

42 Alaskan Students Visit

42 “Stakeholders” to Meet

IN EVERY ISSUE

43 SUMMER INSTITUTE: A SUCCESS

44 CALENDAR

**THANKS TO OUR MODELS FOR THE
PHOTOGRAPHY FOR THIS ISSUE:**

From Kendall Demonstration Elementary
School—Alexandria Carter, Anthony Steele, Tiffany
VanBoxlaere, and Zsameelah Baten and their
teachers Lynn Olden, Tyese Wright, and Dwight
Alston, counselor Cynthia Hunt, and others.

From the Model Secondary School for the
Deaf—Denise Acquah, Merime Ahmed, Shannon
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DEAF ADOLESCENTS:
AN OVERVIEW

imagination: tool of children, teens—and adult professionals

Martha Sheridan, MSW, PhD, is an associate professor in the Department of Social Work at Gallaudet University and author of *Inner Lives of Deaf Children: Interviews and Analysis* and the soon-to-be-published *Deaf Adolescents: Inner Lives*.

By Martha Sheridan

"The world is but a canvas to the imagination."

~ Henry David Thoreau

The articles in this publication focus on ways professionals and parents can understand and assist deaf and hard of hearing teenagers. Recognizing the multiple expressive talents of our youth, the articles took me back to a diverse group of seven deaf and hard of hearing children that I interviewed first in 1996 (Sheridan, 2001) and again as teens (Sheridan, in press). These young people were outgoing, expressive, and resilient. They believed in themselves and their futures. They talked about their relationships, communication, school, friendships, career aspirations, ideologies, families, loves, and challenges.

Mary told me about the comfort she experienced in the company of deaf friends and family members and the awkwardness of using an interpreter at school to talk with a hearing boy she liked. Danny shared with me his desire to be a professional basketball player and told of his retreat to his Gameboy when he was left out of communication. Joe's stories about his love for his family and his dream of playing sports in college were interspersed with expressions of distress over harassment by hearing peers. Angie

Photography by John T. Consoli





delighted in her carefully laid out plans for her independence and her visions of traveling to far-off lands. Happy to have the company of a deaf adult, Pat told me about the isolation he experienced in his rural community and his uncertainty about finding and pursuing a vocation. Alex took great pride in his fictional stories in American Sign Language and enjoyed the company of his deaf friends. Lisa, who wanted to become a veterinarian, was learning to drive.

Like all adolescents, these students' lives were complex, a mixture of joys and challenges. As they faced their challenges, all of them had creative and self-directed means of coping. They shared with me that in their rapidly changing world impacted by ever-evolving technologies and shifting educational policy, they cherish having a space where they can learn, grow, and commune with others like themselves, i.e. weekend deaf teen clubs or summer camps. Their interviews made it clear that they recognized the commonalities, the diverse identities, and the idiosyncrasies of their deaf, hard of hearing, and hearing peers, including some of the harsh challenges of peer groups, such as occasions of bullying.

One of the things these children and teenagers confirmed for me was that there is much we can do in collaboration with them. They have so much to contribute, yet professionals frequently fail to listen to their ideas and include them as they plan programs, services, and activities for them. Recognizing and building on students' strengths, talents, and imaginations, and allowing them to participate in the process of directing their growth and the growth of their communities, empowers them. What better way to light the path to leadership and success than this?

Coming together in the pages of this magazine are the stories of inspired professionals who have taken the dreams of our youth to heart. Becky Perkins helps us imagine a camp where deaf and hard of hearing students can pilot

spaceships, conduct experiments, and dodge meteorites. Diane Poppelmeyer and David Coco describe a leadership experience that allows hard of hearing students to learn from the diverse identities of their peers. In a first-person account, Gina Oliva shares her search for a sense of belonging and identity as a hard of hearing youth. Picturing safe and peaceful environments where children and adolescents can grow and thrive, Tammy Weiner describes aspects of an on-the-road bullying prevention program, while Barbara Berman and Debra Guthmann explain a tobacco prevention curriculum for deaf and hard of hearing students at risk. Working with younger students, Gabriel Lomas contributes to the comfort of our learning environments by providing us with tools for classroom behavior management through feelings education. On the important topic of successful school-to-work transition, Cheryl Davis and Annette Leonard describe a way to measure skills, while Luanne Kowalski focuses on a new kit that assists students in learning how to make the decisions that will shape their adult lives.

The efforts and now the writings of these creative professionals, who nurture our youth towards a life of infinite possibilities, produce a collage of shapes and colors that inform the world as we face it each day. Adding to this is the presence and participation of deaf and hard of hearing youth in all of their creativity.

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Annette Leonard, MS, coordinator of the PEPNet-West Outreach Site at Western Oregon University and an RID-certified interpreter, has a bachelor's degree in American Sign Language/English interpretation and a master's degree in conflict resolution.



Right: At right, figures 1, 2 and 3 show sample scenes from the test battery, including the signs, the written questions, and the response options.

a key to evaluation:

the transition competence battery for deaf adolescents and young adults

By Cheryl Davis and Annette Leonard

Guiding deaf and hard of hearing students in making important decisions about their adult careers can be a difficult task. Twenty years after its inception, the Transition Competence Battery (TCB), as adapted for deaf and hard of hearing students, may help. The CD, containing the TCB's six subtests, the Mini TCB, and the computerized adapted version of the TCB can be obtained on a limited basis from the authors.

Typical assessment procedures for deaf adolescents and young adults involve adapting materials developed for hearing students; however, there are several potential problems with this.

- Instruments not normed for deaf students become invalid once administration procedures are altered, thus potentially providing inaccurate information about the deaf student's status. Nonetheless, these tests must be altered in order to be administered.
- The language used in materials developed for hearing students may result in test scores that reflect a deaf student's English comprehension instead of his or her mastery of a subject.
- Some items developed on tests for hearing students are simply invalid for use with deaf students.
- Some situations that deaf students will encounter and that are important to their success on the job or living independently (e.g., how to use an interpreter in a job interview, using various kinds of assistive technology, or understanding their rights under the ADA) simply aren't part of the lives of hearing students and thus would not be part of any independent living or employment assessment. This may be the most important limitation of all.

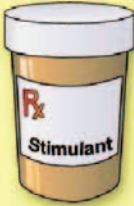
Illustrations at right courtesy of Cheryl Davis

FIGURE 1





Stimulant



A "stimulant" is a drug that causes you:

A to feel sleepy and depressed.

B to feel alert and wide awake.

C to feel hungry.

Exit
?
◀Repeat
Next▶

FIGURE 2



Weight

10-20 lbs.

Time

20 min./lb.



A. 20 min.

B. 2 hrs.

C. 6 hrs.

Weight
10-20 lbs.

Time
20 min./lb.

You want to cook an 18 lb. turkey. You must follow the above cooking chart. How much time would you need to cook the 18 lb. turkey?

A 20 minutes

B 2 hours

C 6 hours



Exit
?
◀Repeat
Next▶

FIGURE 3



WANTED

Pizza Delivery.

Need drivers to drive our truck.

Full or part time.

Good driving required.

555-0001

WANTED.

Pizza Delivery.

Need drivers to drive our truck.

Full or part-time.

Good driving required.

555-0001

You read the job announcement above. The person who applies for this job must:

A have their own truck.

B work part-time only.

C drive the company truck.



Exit
?
◀Repeat
Next▶

Transition Tool for Deaf Youth

The Transition Competence Battery (TCB) is a unique assessment tool designed to measure the transition skills of deaf high school adolescents and young adults who plan to enter the workforce, job training programs, or two-year colleges. This segment of the deaf high school population is both the largest and the most in need of services to succeed in their transition to adult life.

Funded by a grant from the federal Office of Special Education Programs, the TCB was stringently developed with the goal of producing a nationally standardized assessment tool. The defining characteristic of the TCB is its accessibility to students who rely on sign communication. The first project was funded in 1986 and multiple follow-up projects allowed for refinement and testing in multiple formats.

The first phase of the development of the TCB began with a group of 18 deaf and hearing professionals and consumers. Seeking input from teachers, administrators, vocational rehabilitation counselors, parents, employers, and deaf adults, two questions were asked:

- 1) *What are the five most important independent living skills deaf students should have?*
- 2) *What are the five most important employment skills deaf students should have?*

Project staff then grouped the responses into three areas within two broad domains. The *Employment Domain* includes job-seeking skills, work adjustment skills, and job-related social skills. The *Independent Living Domain* includes money management skills, health and home skills, and community awareness skills. A national survey was then conducted asking respondents to rate skills according to their importance in the successful transition of deaf students. From these ratings, the skills were prioritized and selected for inclusion in the test battery.

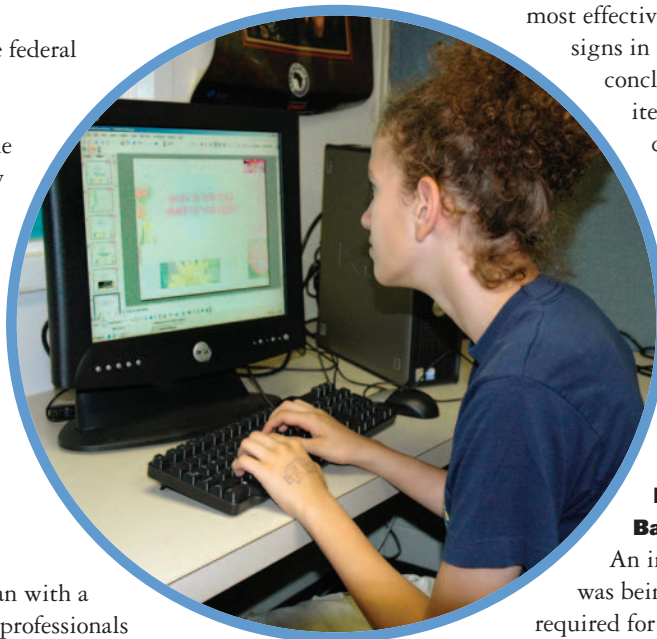
A second group of deaf and hearing professionals was convened to begin item writing. More than 900 items were considered for inclusion in the final product. Translating these skill areas into questions and then into a test required careful consideration of issues, such as the target population's literacy, what language should be used, how the questions should be formatted, whether or not the use of graphics would detract

from the test's utility, and whether or not the test should be time limited. Little research was available to guide the formatting of the test items and the video presentation, so a series of pilot tests guided initial development.

Students complained in the pilot testing that they did not understand questions as presented in American Sign Language.

Deaf and hearing professionals agreed that the test was most effectively presented in conceptually correct signs in an English-influenced order. At the conclusion of the TCB's development, 200 items were presented in six subtests in conceptually correct signs.

The test was standardized through traveling to schools for the deaf and to mainstream programs across the United States and presenting the test items in small group settings through videotape. Fourteen programs and 230 students participated in the project.



A Solution to Testing Time: Mini Transition Competence Battery

An important concern emerged as the test was being standardized: the amount of time required for test administration was simply prohibitive for many sites. In response to this concern, a second line of research to develop the Mini TCB was begun. Using the items developed for the TCB and the data collected in the standardization research, we identified 48 items that best measured performance at the proficiency (screening) level of ability.

Five hundred and ninety-three students participated in the field test of the Mini TCB, including 133 four-year college students making up a comparison group. In a concurrent validity study, these subjects took the Mini TCB and the full test battery two to four weeks later. Correlations between the Mini TCB and each of the subtests ranged from .73 to .86. In reliability studies, subjects took the Mini TCB once, and then again two to four weeks later. The test-retest index was .75.

Taken together, these results suggest that the Mini TCB would be a suitable and important instrument to use with adolescents who are deaf and in transition. The screening tool requires approximately 45 minutes to administer. The Mini TCB has been well received. The reduction of time required for testing has made it much more accessible to school programs.

The Computer Meets the TCB Technology Aids Testing

Since the late 1980s, there has been a dramatic increase in computer use, and many programs requested a computerized version of the test rather than the one we had developed on

videotape. With students responding directly on the computer, reports could be compiled and hand scoring would no longer be necessary. Even more importantly, a computer could take advantage of adaptive testing algorithms. Each student could receive a different combination of items based on his or her own pattern of responses.

Adaptive testing, which tailors the test to the individual student, is an exciting testing option that enables the testing to be used in developing Individualized Education Programs and Individualized Transition Plans. As with the videotaped version, the computerized adaptive version of the TCB is presented in two domains: *Employment* and *Independent Living*. Students view standardized instructions on the computer that include information about the research project, how to use the navigation buttons in the program, how to respond to the items, and examples.

Students see the item stem and response options signed first. Then the response screen appears. It includes a written version of the question and the three response options. Students can choose to view the question again, or they can pick a response and choose to continue. Responding is a two-step process that allows for the student to change his or her mind and select a different answer before continuing.

The reporting function allows for individual and group data to be compiled for the instructor. Reports can be printed for students that include the item stem, their response, and the correct response. Students and instructors have responded very positively to this new version of the test. Testing takes about 45 minutes to an hour.

In the pilot testing, we were concerned with the reliability and validity of the tool and the representation of the content areas since the number of items presented would be reduced. Four sites and 84 students participated in this phase of the project. Each site took the Mini TCB and the computerized adaptive version of the TCB two to four weeks apart. Some sites had the Mini TCB first and others had the computerized adaptive version of the TCB first.

On average, students were administered 29 items in the *Employment* domain and 12 items in the *Independent Living* domain. As expected, reliability ranged from .85-.86 for the *Employment* domain and .85-.88 for the *Independent Living* domain. Subsequent field testing involving 17 sites and 490 students again evaluated concurrent validity, discriminant validity, and test-retest reliability with similar positive results (see Bullis & Yovanoff, 2005).

Future Directions

The trend that we saw 20 years ago has continued to today: teachers are working in a single classroom with students who use a variety of communication modes. Now, with greater storage capacities, improved compression strategies for video, and faster processing speeds of computers, it would be feasible and appropriate to develop a test where students could choose

to see the item in sign language and to add voice tracks that could be muted. It would be interesting to see how student preferences have changed, and if there are any predictive patterns in their preferences. In our research, students' preferences often differed from teachers' expectations.

Future projects should also take advantage of the opportunity to update items. For example, there are items on TTY procedures and etiquette that should be replaced with videophone usage. Even questions regarding checks and deposit slips are becoming obsolete, with ATM and Internet banking more prevalent. In addition to updating items, more challenging items could be developed. The current test was developed for students who likely would not go to four-year colleges or universities. More challenging items would make the test relevant to an even larger group of students, and reduce the need to single out students for testing.

As can be seen, research on the TCB has been extensive and the results strong. Even students responded positively to the assessment, saying that it helped them to understand the issues they would face when they lived independently. Deaf students and their teachers deserve tools that will help them plan for successful transition.

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anti- tobacco school-based programming for deaf youth

By Barbara A. Berman and Debra S. Guthmann

As part of the effort to reduce cigarette smoking—the single most preventable cause of death in our society—researchers have tried for over half a century to identify effective school-based anti-tobacco education that can discourage tobacco use among children and adolescents. Unfortunately, deaf and hard of hearing young people have been largely excluded from this effort. Prevention messages available to hearing youth are often inaccessible and inadequate, and culturally and linguistically appropriate programming has not been developed.

This may leave deaf and hard of hearing young people more vulnerable to a substance that is responsible for about one in five deaths—400,000 each year—in the United States, and over four million deaths across the globe.

More than 90 percent of today's adult smokers began to smoke when they were children or teenagers. Despite ongoing national campaigns against smoking, more than 4,000 young people in the United States under the age of 18 smoke their first cigarette each day and 2,000 others go on to become regular, daily smokers. That means that about 4.5 million youth under the age of 18 are current smokers.

Like adult smokers, these young smokers often believe they can quit whenever they choose. But when they try to stop smoking, they often find out that this is very hard to do; about 70 percent of high school seniors that smoke have tried to quit and failed. The most important reason for this is that tobacco products are as addictive as cocaine and heroin—and addiction can occur quickly.

While cessation is possible, prevention—keeping young people from ever starting—is far better, and there has been an enormous effort on the part of the public health community to find ways to discourage experimentation and regular tobacco use among young people. Raising cigarette taxes, making access to tobacco products more difficult, establishing rules to prevent tobacco industry sponsorship of youth-oriented events and marketing of tobacco products, and discouraging use of tobacco products in movies are all part of the picture. So, too, is school-based tobacco education.

Why a Special Program for Deaf and Hard of Hearing Youth?

School-based programs have been tailored to the needs of race/ethnic and other populations and they are now being expanded to include programs for deaf and hard of hearing youth. There are particular concerns that deaf and hard of hearing young people may be at risk for

Photography by John T. Consoli



tobacco use. Children and adolescents that struggle with issues of social acceptance and self-esteem, who experience communication barriers, and who face difficulties when it comes to school performance are at great risk for tobacco use and other risk-taking behaviors. Deaf youth often face these and other challenges.

Recognizing this problem, the Tobacco-Related Diseases Research Program in California has funded research that targets deaf and hard of hearing youth. Not much was known about smoking and deaf and hard of hearing youth, so investigators at UCLA's Division of Cancer Prevention and Control Research, School of Public Health and Jonsson Comprehensive Cancer Center partnered with the Greater Los Angeles Agency on Deafness to survey over 400 deaf adolescents and young adults. In-depth interviews with some of our survey respondents regarding their tobacco-related knowledge, attitudes, and practices were also conducted.

Crafting the Anti-Tobacco Curriculum

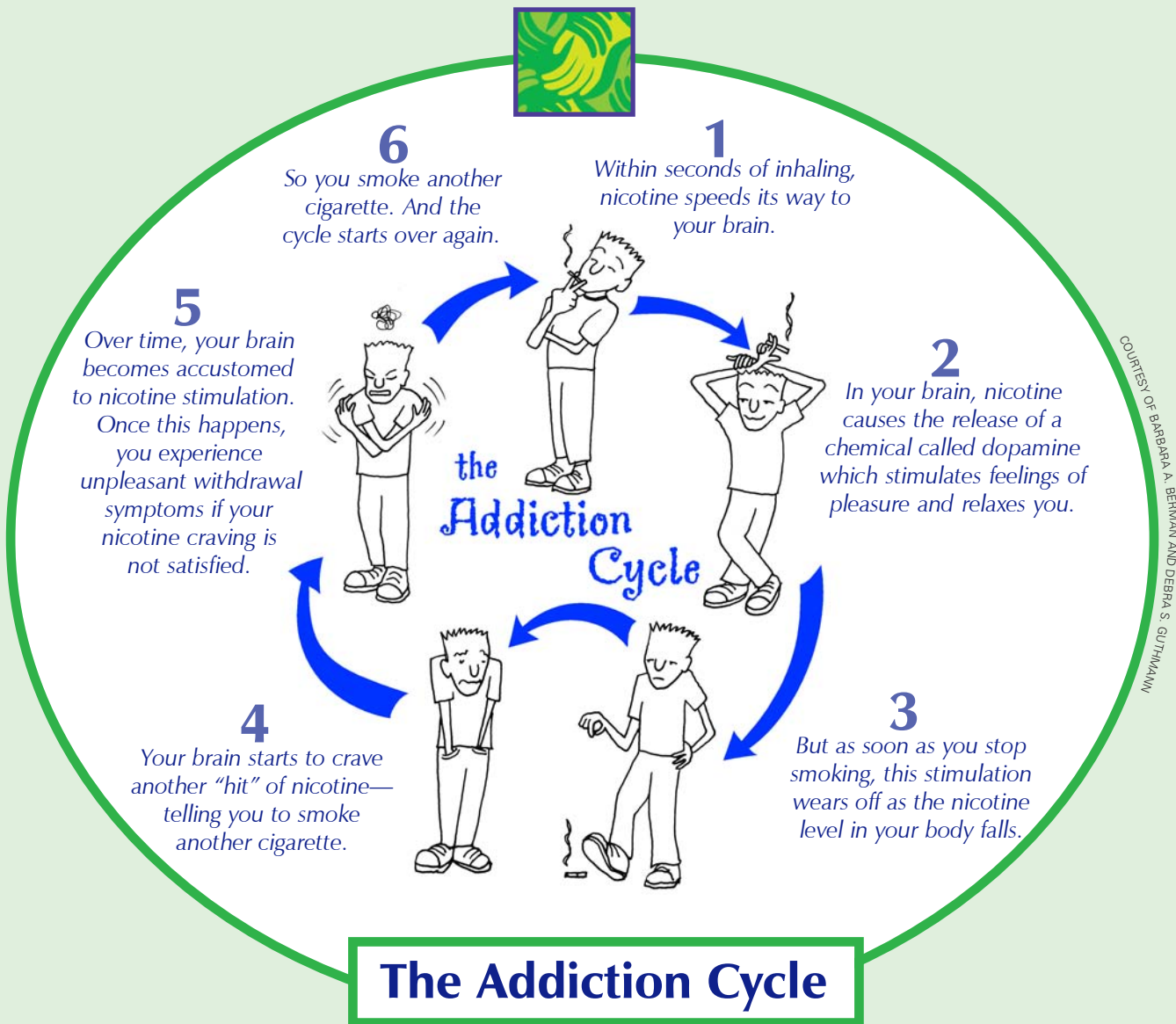
With these findings in mind, a school-based tobacco-prevention curriculum was tailored to the needs of deaf and hard of hearing youth. Working with a team of educators, the Hands Off Tobacco! curriculum, an anti-tobacco program for deaf youth, was developed. This program is now being tested in a quasi-experimental non-equivalent control group design involving over 600 deaf and hard of hearing students at four schools for deaf students in California, New Jersey and Minnesota.

Our program was designed for seventh through twelfth grade students, and it is now being extended for fifth and sixth grade students. Featuring a Social Influences and Resistance Model approach, we tailored the program to deaf and hard of hearing youth with the use of visual elements, graphic design, hands-on activities, and images of deaf and hard of hearing youth, and by drawing on examples from the lives of deaf and hard of hearing students. In seven lessons at each grade level our program features key elements that we return to each subsequent year, introducing specific content as appropriate for children and teenagers as they get older.

These elements include:

- **THE HEALTH EFFECTS OF TOBACCO USE**
- **THE ADDICTION CYCLE**
- **THE INFLUENCE OF TOBACCO INDUSTRY MARKETING**
- **ANTI-TOBACCO EFFORTS AND SOCIAL ACTION**
- **SELF-ESTEEM AND SELF-CONCEPT**
- **THE INFLUENCE OF FRIENDS AND PEERS**
- **DECISION MAKING**

We introduced the curriculum at two schools for deaf students while two other schools serve as control sites. We are collecting student survey data to assess how knowledge, attitudes, and behavior change over time among students who are exposed to the curriculum—intervention sites—and who are not—control sites. We are surveying faculty at our schools



Survey Confirms Interviews: Students Report on Smoking

What we've learned has confirmed what we had heard through educators, community agencies, and health care providers. We found :

- **CONSIDERABLE EXPERIMENTATION.** Among the 226 high school participants, 45 percent reported having smoked cigarettes; among 241 college students, the rate was 65 percent.
- **GAPS IN KNOWLEDGE.** Over 25 percent of our high school respondents did not know that exposure to environmental tobacco smoke was bad for their health. Over 10 percent did not know that smoking could cause cancer or that a fetus could be harmed by the smoking of its pregnant mother.
- **LACK OF INFORMATION FROM PHYSICIANS.** While 84 percent of our respondents saw a physician in the past year, only 35 percent were told by a physician why smoking was bad for health.
- **LACK OF EXPOSURE TO PREVENTION PROGRAMS.** Of our respondents, 25 percent had never been exposed to school-based tobacco prevention education.
- **LACK OF EXPOSURE TO DECISION-MAKING PROGRAMS.** Among those that had been exposed to anti-tobacco programs, only about 60 percent received programming that focused on making good decisions. Decision-making is recognized as state-of-the-art when it comes to education relating to the prevention of tobacco use, other substance abuse, unsafe sex, and other risk-taking behavior.

to learn about their experiences with tobacco education, their view of the importance of this curriculum in their students' program of study, and to identify barriers to program implementation. Assessment of individual lessons by teachers is also helping us to understand how they have adapted and used the program, particularly with respect to the range of language and other skills of the students in their classes.

Our goal in developing the curriculum was to create a program that could be used, in whole or in part, in a range of educational environments, including residential schools for deaf students as well as mainstream settings. There are modules that can be used to teach math, science, social studies, or health. They can be used in a classroom setting or within a school-wide program. Elements of the program can be introduced on a "stand alone" basis or can be used to address diverse risk-taking behaviors that are of critical importance to young people today.

Feedback from teachers who have adapted the program suggest that we achieved our goal of creating a user-friendly curriculum. Lessons are complete with vocabulary words, assignments, examples, suggestions for discussion, and clear content. We provide cover sheets for each grade to give teachers an indication of materials they would likely want to have on hand. Worksheets and visual images are available on an accompanying CD for use in a PowerPoint presentation or

for distribution. Homework assignments can be used as classroom activities. We have been available to assist in any way needed to provide references to additional materials and information. Feedback also conveyed to us the many ways in which teachers modified the program content to adapt it successfully to the range of students they serve, even at the same grade level.

In addition to the written tobacco curriculum, the California School for the Deaf-Fremont has made a DVD (which comes with a teacher's guide) that features deaf students and that can be used in conjunction with the Hands Off Tobacco! program to reinforce key messages and themes in the curriculum.

We are now in the last year of our study and as part of our grant, in the spring, we will be sending out the curriculum and the DVD mentioned above at no cost to educators of deaf children around the country. If you are interested in receiving a copy of the curriculum or the DVD, please contact us at Dguthmann@aol.com or BBerman@ucla.edu.

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Lesson 9-2

Assessing Peer Pressure Strategies

Introduction: This lesson explores how peer pressure occurs and ways in which such pressure can be resisted. Students are taken through exercises in trying to pressure others into engaging in behaviors such as smoking, and in considering the various types of resistance strategies that might be employed to counter this pressure. The link between self-esteem and the ability to resist peer pressure is also reviewed.

Lesson Objectives:

By the end of Lesson 9-2, students will be able to:

- Identify the Tools of Fresh Orders, results, harassment, exclusion, strategies used by people to pressure others into certain actions or behaviors.

Materials:

- Tool Box flow with cards, each card imprinted with one of the Tools for Fresh Strategies

Key Terms:

harassment: Constant badgering or attempts aimed at persuading someone to do something they otherwise might not want to do.

refusal skills: Tools which one can use against friend or peer pressure to do something that one feels uncomfortable, unsafe, or wrong.

refusal strategies: Ways of expressing refusal, divided into three major types: passive, aggressive and assertive.

Passive: Refusal in a non-confrontational manner without actually saying "No." (Example: "Um, maybe," and often involves looking at the ground.)

Aggressive: Refusal expressed by using confrontational strategies.

Assertive: Refusal in a firm, clear, but non-threatening manner.

For Review:

peer influence: The indirect force that pressure exert in shaping one's opinions, perceptions, desires and behavior. (See Lesson 8-2)

peer pressure: The more direct force that friends and peers often use to shape one's opinions, perceptions, desires and actions. (See Lesson 8-2)

Gina Oliva, PhD, is a professor in the Department of Physical Education and Recreation at Gallaudet University. She received her BA in psychology from Washington College in Chestertown, Maryland; her MA in counseling from Gallaudet College (now Gallaudet University); and her PhD in recreation and leisure studies from the University of Maryland. Her first book, *Alone in the Mainstream: A Deaf Woman Remembers Public School*, initiated the Deaf Lives Series published by the Gallaudet University Press.

Look at a Life

Oliva and toddler (right)

As an adult, when the author met a deaf toddler, she was astounded by the child's facility with sign language.

Oliva as toddler (opposite page)

As a small girl, the author had an easier time when language was presented visually, in this case as print on pages.

Oliva in high school (page 16)

As a high school student, the author felt a longing for participation in conversations of more than two people

Oliva with class (page 17)

As an adult, the author found that using sign language opened up close friendships and community—and a chance to teach a class using signs.

Oliva today (page 18)

As an author and professor of physical education and recreation, Gina Oliva tries to reach out to other young deaf and hard of hearing students, who find themselves “alone in the mainstream.”

FIRST PERSON

LOOKING BACK...

longing for a group of friends

By Gina Oliva

In junior high, there was Diane and Sue. In senior high, it was Chris and Elaine. Finally, in college, Kathy and Judy. “You always had a friend, Gina,” my sister Nina remarked after she read my first book, *Alone in the Mainstream: A Deaf Woman Remembers Public School*, because I think she felt

the need to remind me that my life was not always and only a bowl of cherry pits. Six years older than me, she must have felt some relief to see that I had a friend to help make my daily struggles less burdensome.

But count those friends. Two in each school. I didn't have acquaintances or casual friends. I

wasn't part of a group, couldn't be part of a group, even a group of three. How I longed for that! My efforts to be involved in what seemed to be ubiquitous conversation during my adolescent years were greatly impeded by my hearing loss, even though that loss was not profound. I could speak clearly, and I could function well in one-on-one situations that were devoid of background noise. But I could only participate in conversation with a single other person, and meaningful interactions with even a single friend were limited to visits to each other's homes where there was no background noise.

My experience mirrors that of other deaf and hard of hearing students, of whom many more struggle alone through public school classes today than when I was young. Keating and Mirus, in their 2003 report, spent 50 hours observing several elementary school classrooms that included a handful of deaf and



Photos courtesy of Gina Oliva and Gallaudet University Press



hard of hearing children. They compared interactions between hearing classmates, between deaf and hearing classmates, and between deaf and hard of hearing classmates. Their report includes the following statement about lunchroom conversations:

While conversational interactions between hearing children most often involved more than two children, deaf-hearing and deaf-deaf interactions were most often dyadic [one-on-one]. We observed that dyadic interactions among hearing children are relatively short, and often build quickly to a multiparty interaction involving as many as six children. However, if a third (hearing) student joins a dyadic deaf-hearing interaction, the deaf participant often drops out as the interaction becomes less visually oriented. (Keating & Mirus, p. 123)

I would dare to say that any hard of hearing or deaf adult who was mainstreamed with primarily hearing peers will relate to what Keating and Mirus describe—just when we would start to have a conversation with a hearing peer, another hearing peer

would show up, and often yet another. Once that happened, we receded into the woodwork. Kaput. We might as well have been invisible. We shudder when we look back on those experiences.

When I was growing up, no one was able to help me understand that this phenomenon was not my own fault; rather, it was simply a reflection of how natural human social interaction happens. When children interact in a school environment, rarely are there just two children involved. It may start as an exchange between two children, but within seconds, there are several other children milling around, chattering, and learning important life lessons in the process.

For hard of hearing and deaf children in mainstreamed programs, adolescence has traditionally been the beginning of years of trying to fit into groups without the benefit of access to conversation. One of my most difficult memories is from sixth grade, the very beginning of my adolescence. There was a group of girls that I longed to be a part of. Rachael Higgins, Angela Straitz, and Wendy Glines always seemed to be having the best time. There were a few other girls, Suzanne Cudmore, Susan Bishop, and Emily Benham. It is amazing that I remember their full names even as I change them slightly to relate this story. Rachael was the ring leader. She would sit with the others in the cafeteria talking and laughing. They would talk and talk and talk, but I couldn't follow a single thing they said. I would sit at the end of their table, eating my lunch and feeling sadly constrained. I had about a 60 db loss, and I could hear the sound of their voices, but I could not make out the words—lipreading was of no help in this kind of situation, where the banter unfolded quickly and from several people at once.

I had loved school from kindergarten through the fifth grade. During those years, I believe that my love for learning and the teacher-centered focus of the classrooms enabled me to have positive experiences. I could always hear/lipread my teachers, though I never knew what my classmates were saying.

In sixth grade, however, my enjoyment of school eroded quickly as peer relations took on importance and I felt more and more apart from my classmates. One day as I sat eating my lunch and watching Rachael, Angela, and Wendy having so much fun, I had this idea for how to make them accept me. I would invite them to a slumber party for my birthday. I remember going up to the three of them and asking, "Would you like to come to my slumber party?" I will never forget how they laughed! I was so embarrassed. "They are laughing because they know I am really not a part of their group and yet I am inviting them to a party—How stupid!" I thought. But somehow they said yes, and my next memory is of being in our family room with four or five girls, all with their sleeping bags. It was dark and I kept my hearing aid on so I could hear their voices, garbled as voices always were when unaccompanied by lipreading. I listened to those garbled voices for most of the night.

So at my own slumber party, I was left out. I already knew, though I could not articulate this, that there was no solution to this problem. I knew that there was no way that people would abandon their natural banter and talk one at a time, very clearly, in a quiet and well-lit environment, on an ongoing basis, so that I, Gina, might be able to follow their conversation.

"I hear you, but I can't understand you." Those were the only words I knew to explain my dilemma. Since those words did not produce results in my favor, early in my school years I accepted that this was going to be my life; that I would always have this struggle. This acceptance was my coping mechanism. It was many more years, many more



books, and many more conversations before I was able to understand that this coping mechanism was typical of people like myself.

My father had a hearing loss that he dealt with by acceptance, and by “putting up and shutting up” as well. He did not believe that camaraderie with other adults who had hearing loss would be fun or helpful. He never considered becoming friends with the numerous deaf men who worked alongside him at the New York Daily News. He was not open to the idea that sign language would be a good thing for our family—even though there were several of us with hearing loss, including his brother and nephews. His mind was closed to this way of being deaf.

I found our different ways of dealing with hearing loss fascinating and also painful. I wrote *Alone in the Mainstream* because I know how very difficult it is for parents, teachers, neighbors, aunts, uncles, brothers, and sisters who can hear to fathom what it is like to not hear. I felt compelled to write this book for the many children who are today “alone,” being educated in “inclusive” settings. I call these children “solitaires” (see sidebar) because they experience

their education in a unique and especially challenging fashion, and they are separated in important ways from their hearing peers.

I was concerned especially for the adolescents; those students in middle and high school. Often the aloneness of these young people is not recognized, and as solitaires, they themselves may deny their aloneness. Perhaps they are not alone or solitaire in all ways; but if they are the only deaf or hard of hearing children in their schools or if they are one of a handful of deaf children where varying ages and abilities leave

them with no deaf or hard of hearing peers, they are alone in an important way.

Alone in the Mainstream includes comments by over 60 deaf and hard of hearing adults who reflected on their years as single deaf or hard of hearing individuals in school environments where social relationships were based overwhelmingly on sound. By far the most prevalent thing that these individuals said was that hard of hearing and deaf children and their families need to meet each other when the children are young, no later than the middle school years and earlier if at all possible.

Over the last few years, I have received a number of letters from people who have read my book who have yet to find friends who are deaf or hard of hearing. From one such letter:

I am almost 34 years old and I still do not know sign language. For as long as I can remember I have always felt that something was missing. All I could do was just put on a brave face and move forward the best way that I knew how. It wasn't easy, though. I have heard over the years that the deaf community probably would not accept me

as one of their own because I do have some hearing. This made me feel even more isolated! I wasn't fitting in with the hearing world and now it didn't look like I would fit in with the deaf world either. As a result, my desire to learn sign went out the window for a long time but now your book has changed that. I am willing to give it a shot and find out what happens. I sorely need a positive change in my life and this might be it!

Of particular note is this young woman's additional comment, “I have heard over the years that the deaf community probably would not accept me as one of their own because I do have some hearing.” The deaf community is quite diverse. Every oral student who ventures into some venue where the interchange is in sign language will find a group of individuals like him- or herself. There are many of us who work and socialize primarily in the deaf community who come from oral and solitary settings and who learned sign language later in life.

Some may argue that things are different today for most hard of hearing and/or deaf children. Today children have itinerant teachers and counselors who pay attention to their needs. Some have sign language interpreters and notetakers; most have some kind of auditory support such as cochlear implants and/or FM systems.

While these features for accessing classroom spoken language may provide access to academic information, they apparently do not significantly change the feeling that many deaf and hard of hearing students have of being “alone in the mainstream.” For the last three years, freshmen in the honors program at Gallaudet University have read *Alone in the Mainstream* in their First Year Seminar class. One of their assignments is to write me a letter as the book's author and share their thoughts. In general, those who have been “solitaires” tell me they relate closely to my experience:

I was always the only deaf student in

the class and they might as well have put a neon sign above me flashing DEAF because I was always with an interpreter.... Still I wasn't too happy because the only time I could really engage in a conversation was during lunch with other deaf students. I craved interaction but it was limited.

I could not believe what I was reading. I felt like you were writing a story about my own mainstream experiences throughout kindergarten to high school. I went through so many similar experiences—pretending I understood what my classmates were talking about, pretending I did not feel hurt when they said, “It’s nothing” or “I’ll tell you later,” and laughing when everyone else started to laugh.

Hard of hearing and deaf students educated in the 1990s and in the early years of the 21st century identify with those who were in school in the ‘50s, ‘60s, ‘70s, and ‘80s, despite legislation, despite the greater acceptance of diversity, and despite increased support services. Human nature—specifically the nature of social interaction—remains the same. One honors freshman who I teach eloquently put it this way: “It’s really nice to know I wasn’t the only one (alone) in the mainstream, even if we solitaires are thousands of miles and years apart.”

The Fourth Environment

Kleiber (1999), a psychologist specializing in leisure studies, elaborates on the concept of a “fourth environment” as places where people go to hang out and chat—away from home, school, and work. The conversations that take place within these environments are critical to our sense of social support. Adults congregate in coffee shops or bars on some regular basis “just to talk.” Adolescents, Kleiber notes, crave these environments and this kind of interaction. In fact, the propensity to gather together begins during the pre-teen years when youths can be seen in malls and on street corners and other uniquely designated venues. For

adolescents in particular, an important element of these environments is the absence of adults. The cafeteria, school bus, and locker room serve as fourth environments in middle and high schools:

The social tasks of adolescence and early adulthood may benefit more from unstructured leisure contexts since there is more influence over communication and interaction patterns in those situations than when adults are in control. Adolescents in search of companionship and/or romance seek out such fourth-environment contexts as shopping malls, house parties, coffee shops, and swimming pools. And even when activities are organized and structured for children by adults, informal child-centered interaction is likely to persist as part of the experience. (Kleiber, 1999, p.76)

pitfalls and inherent limitations:

An interpreter is all well and good for the “formal” kind of classroom communication that happens, but an interpreter is an adult and an artificial third party in the communication between deaf kids and their peers in the mainstream. Deaf kids miss out on informal chatter between their classmates because 1) the interpreter can’t or doesn’t want to interpret it all; and 2) because the interpreter’s very presence creates a psychological barrier between a deaf student and his or her classmates that precludes the informal chitchat. (Oliva, p. 83)

Tatum, in her book, *Why are All the Black Children Sitting Together in the Cafeteria?*, describes how black adolescents need to share stories about their daily lives with other black adolescents whom they have reason to believe will genuinely empathize. By the



The very few solitaires who participated in my research who had sign language interpreters commented on how the presence of these adults impacted on social engagement. While sign language interpreters in social and/or extracurricular activities may provide information that normally would be missed, there are distinct

time they are in middle school, they generally have had experiences that demonstrate that confiding situations of racism to a white classmate results in comments that invalidate the black child’s experiences. They generally learn that other black students are much more likely to understand, affirm, empathize, and offer comfort if not solutions.



It is the very same for deaf and hard of hearing adolescents. Even the best and most supportive of hearing friends cannot possibly understand the day-to-day life of his or her deaf or hard of hearing classmate. Even the hearing parents cannot fully understand. How can we expect a hearing teenager to understand that when it's "just me and my friend Janie, who has a cochlear implant, we can have a blast talking, but when Sophie and/or Jenna and/or Devyn join us, Janie becomes totally out of it."

It will be very hard for the hearing girls to really understand why Janie can communicate just fine one on one, but becomes a completely different person conversation-wise when there is more than one person present to interact with her. Janie and all hard of hearing adolescents need easy access to peers who share similar struggles and thereby can truly understand her situation, so that when difficult issues arise (and they will), she will feel confident that this person(s) will affirm and empathize with her feelings.

In spite of adults' best efforts to normalize the school experiences of hard of hearing and deaf children, there will be days, weeks, months, and even years where children who are deaf and hard of hearing feel they have no one who really understands their challenges. There seems to be ample evidence that once these individuals reach adulthood, if they then experience the fullness of engagement with others like themselves, they express regret that they did not have this connection when they were adolescents.

Deaf and hard of hearing children, like all other children and solitaires, need a critical mass of peers, friends, and companions to whom they can reach out

to year round. Thanks to the technology of today, this is practical. Deaf and hard of hearing peers will likely remain an invaluable resource for each other for the remainder of their lives. Your children will be forever grateful that you—parents, teachers, and other significant adults in their lives—saw the value of this engagement.

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Summer Camps

Hard of hearing and deaf children who attend public schools for most if not all of their K-12 years may have limited opportunities to meet their deaf and hard of hearing peers. Summer and weekend programs geared to the special needs of these children and youth can and do provide such opportunities. The Clerc Center maintains a list of summer camps for deaf and hard of hearing children and youth around the United States.

I am conducting a three-year research project to investigate the goals and activities of these programs, supported by the Priority Research and the Small Grants programs of the Gallaudet Research Institute. Perhaps one of the most interesting findings has been that more than half of these summer programs have been founded in the last 10 years. A great majority of the weekend programs have been started in the last five years and appear to be on the verge of a boom. Why? Because deaf and hard of hearing adults, as well as some hearing adults, recognize this great need and are rolling up their sleeves and taking the proverbial bull by the horns. They are forming committees, raising funds, and making great effort to get programs up and running. The Youth Leadership Retreat described in this publication is one of the best known of these programs.

Mainstreamed hard of hearing and deaf students, and perhaps especially solitaires, will benefit greatly from attending these weekends and summer programs. Families should attempt to learn as much as they can, and plan to send their child to several of these programs during their adolescent years. Doing so will work wonders for their children's self-esteem and their sense of options for fitting in. —Gina Oliva

Solitaires: When They Fit, They Shine!



Mainstreaming:
Traditional sign.



Mainstreaming:
Sign used by author's students.

During my years teaching at Gallaudet University, I've invariably asked students to introduce themselves at the beginning of each semester and include a little of their personal histories and educational goals. Usually they say something like, "I went to a deaf school," or "I was mainstreamed." But some say simply, "I went to a public school," as if I should know what that means. When I reply, "Oh, you mean you were mainstreamed?" They say, "No. Not mainstreamed. I went to public school."

They explain that they were not in any program at all. They simply attended a public school with hearing students and were the only deaf students in their schools. If they know the sign for this, they add it. The sign—in some ways similar to the sign for mainstreaming—has one important difference: Instead of two hands coming together with open palms facing downward and extended fingers meshing together, only one hand has an open palm and extended fingers. The other hand has a closed palm and single extended pointer finger. The sign is made as the pointer finger slides underneath the extended fingers on the opposite hand. This is how deaf students in my class represent their experience in public school. Perhaps because this was my experience as well, I pondered on the formation of this sign. The sign *deaf-school* clearly referred to a residential or a day school that was devoted to deaf students. The sign *mainstream* clearly referred to a program for hard of hearing and deaf students within a public school setting. There seemed neither a sign nor a single spoken word to represent, "I was the only deaf/hard of hearing student in my school."

In writing *Alone in the Mainstream*, I felt that this experience was widespread enough and certainly unique enough for students who undergo it to have their own name. I thought about "only ones," "aloners," "lonely ones," "single such child," and "only such child." None of those felt right. Although most people preferred it, the word "solitary" did not seem right either. I got out my dictionary and there, just above the entry for solitary, was the word *solitaire* with the definition, "a diamond or other gemstone set alone, as in a ring."

Perfect. *Solitaire* expressed the perception of many of the deaf adults that while being the only deaf student in a public school "was really, really hard, it made us who we are," i.e., shaped and sharpened by the pressures of growing up hard of hearing or deaf in a hearing world. *Solitaire* also conveys how we, the adults who have been the only deaf students within a school, think of the children who are in school today. Today's deaf and hard of hearing students are gems—diamonds! Like we were, these students are solitaires. —Gina Oliva

preventing bullying

“a problem for all
age groups”

Mary Thelma

Weiner, PhD, associate professor at Gallaudet University, is currently the only deaf Olweus Bullying Prevention Program trainer. More information about her and bullying and deaf students may be found at www.deafbullyingprevention.com.



At right: The purposeful exclusion of an individual from a group may constitute a form of bullying.

ODYSSEY: *What exactly is bullying?*

WEINER: Dr. Dan Olweus, the father of bullying research, defines bullying as when a student is exposed, repeatedly and over time, to negative actions on the part of one or more students. Bullying behaviors include intentionally inflicting emotional and physical harm upon another and being relationally aggressive by excluding others from a group or promoting social ostracism.

ODYSSEY: *What enables bullying to occur?*

WEINER: Bullying is the result of an imbalance of power or strength. Victims of bullying have difficulty defending themselves.

ODYSSEY: *When does it generally occur?*

WEINER: According to studies on bullying, it begins and peaks in elementary school, continues in middle school, and decreases in high school. Nevertheless, it remains a problem that needs to be addressed in all grades, kindergarten through high school.

ODYSSEY: *Where does it happen?*

WEINER: Anywhere where students gather and interact, e.g., at home, at school, on the bus, and in the play yard.

ODYSSEY: *What forms does it take?*

WEINER: Bullying may begin with excluding the child from social activities, not being invited to parties, for example. Then it may become more violent. We are all familiar with what happened at Columbine. Cyber bullying has also become a major problem.



Photography by John T. Consoli



ODYSSEY: *Cyber bullying?*

WEINER: The web and e-mail opened up a whole new avenue of communication and bullying, made more destructive because it can be anonymous. Students use the tools of digital communication to place photos of individuals' heads on other individuals' bodies, for example. E-mails get started and no one knows who sent them. Comments pour into public places like MySpace.com. Sadly, it's a whole new area and the medium and its negative effects can be very powerful.

ODYSSEY: *How does bullying compare between deaf and hearing teenagers?*

WEINER: Research on bullying has only begun in the last 10 years. Only one study focused on deaf and hard of

hearing youth and the sample was small. We really don't know much about the differences, thus my interest in bullying among deaf school-aged children.

ODYSSEY: *Can we make inferences from other studies?*

WEINER: One of the characteristics of students who are bullied is that they are perceived as being different. Deaf students, because they are perceived as different from their peers may in fact experience bullying more often—but there is little documentation of this. Deaf students are often paired with interpreters and bond with them, and they may be seen by other students as protected by adults. We just do not know at this point.

ODYSSEY: *What got you interested in the Olweus program?*

WEINER: I became interested in this program because it involves all of the adults and students within a school. It focuses on the school as a system and has a strong and growing research base. It offers a questionnaire to determine if bullying is occurring at the school.

Schools were calling and asking for a prevention program like this one. Research on this program indicated significant reduction in existing bully/victim problems among school children. The program promotes more positive social relationships, and a more positive attitude toward schoolwork and school.



ODYSSEY: *Are parents important?*

WEINER: The parents are very important. Often bullies are first victims—of their parents. Actually the United States is behind Europe in addressing this problem. Some parents—and other people—still believe bullying is “natural” or “just part of growing up.”

ODYSSEY: *Is there anything an individual teacher can do?*

WEINER: Yes, but teachers need support. The administrators have to support them with a plan for their schools. Training should be provided to all adults at school. Teachers need to learn how to do weekly classroom meetings on various bullying-related issues, and how to do “on the spot” and follow-up interventions when bullying occurs.

ODYSSEY: *What are the effects of bullying?*

WEINER: We now know the short- and long-range effects, and they are detrimental to both the student who bullies and the student who is bullied. Evidence shows it is difficult later for bullies to keep jobs, for example. For victims of bullying, it can leave many scars. Everyone learns the wrong lesson from bullying.

ODYSSEY: *How should a school respond?*

WEINER: Administrators, teachers, and staff should assess the nature and prevalence of bullying in their schools, something they might do through the Olweus Anonymous Student Questionnaire. They should hold a school conference to discuss bullying problems and planning the implementation of the program. They may want to form a coordinating committee that will coordinate all aspects of the school’s program. It will restructure the existing school environment to reduce opportunities and rewards for bullying behavior. Such actions make the school a safe and pleasant place to be.

Above: When schools are supportive, concerned adults can intervene successfully in student bullying.

decisionmaker

a student-directed transition program

By Luanne Kowalski

DecisionMaker: A Student-Directed Transition Program helps students develop essential skills in planning and decision-making. Developed for use with middle school and high school deaf and hard of hearing students, *DecisionMaker* includes a teacher/facilitator handbook, lessons, student journals, and a teacher orientation videotape. *DecisionMaker* can be used with students individually or in classrooms, counseling groups, dormitory groups, or other school activities. It provides teachers, transition specialists, and other educators with a structured approach to teaching decision-making through a series of group and individual activities in a six-step *DecisionMaker* model. The steps are:

1 LEARN ABOUT SELF

Students identify their talents, interests, and hopes.

2 GENERATE CHOICES

Students consider how many choices they have in a day and explore the importance of those choices.

3 DEVELOP/KNOW THE CRITERIA

Students ask themselves, "What important criteria should I use as I make my decisions?"

4 SET GOALS

Students consider why goals are important, discuss their ideas with the class, and then create their own short-term/long-term goal listings.

5 MAKE A PLAN

Students address what they need to do specifically to accomplish their goals.

6 MONITOR AND PROBLEM-SOLVE

Students focus on why reviewing and revising their plans are important.

"Self-determination is a critical factor in successful transitions," said Susan Jacoby, manager of National Transition Initiatives at the Laurent Clerc National Deaf Education Center. "Students are often not aware that they are responsible for the decisions they make, but the decisions that they make now may affect them today and possibly for the rest of their lives.

"Sometimes it helps if they realize that there is a process they can use to make effective decisions. Without awareness of this process, students too often learn by trial and error and without understanding the thinking that precedes actions. *DecisionMaker* allows students to approach decision-making in a more systematic way."

DecisionMaker encourages students to apply decision-making skills throughout their school experience, including developing their Individualized Education Programs and transition plans, exploring possible careers of interest, creating postsecondary action plans, and working with vocational rehabilitation and other social service agencies.

The teacher facilitates student learning, encourages students to think, take risks, and develop plans based on the student's self-awareness. With the teacher functioning as facilitator, students assume greater responsibility. Facilitation encourages students to share their experiences, take chances, and participate in their own planning and problem solving.

For more information, visit the Clerc Center's website,
<http://clerccenter.gallaudet.edu/Products/decisionmaker.html>.

Luanne Kowalski, MA, is a guidance-transition counselor at the Laurent Clerc National Deaf Education Center, on the campus of Gallaudet University.



Above: *DecisionMaker: A Student-Directed Transition Program* is now available from the Clerc Center.

“The kid I sent was not the same kid that returned”

**LEADERSHIP CAMP
FOR HARD OF HEARING
AND DEAF STUDENTS**

provides participants
**power
and pride**

By Diana Poeppelmeyer and David Coco

Spring 2005

From mainstream programs throughout the state, deaf and hard of hearing teens arrived for the first weekend leadership retreat* sponsored by the Educational Resource Center on Deafness at the Texas School for the Deaf and the Texas Department of Assistive and Rehabilitative Services.

Many came from programs with small numbers of deaf and hard of hearing individuals, and for a few, this was a first encounter. Many were nervous. Some even had to be coaxed out of their parents' cars. But our staff cajoled, assured, and calmed those who arrived with the jitters and began making introductions.

Before long, we were well on our way to accomplishing our main objective: guiding these students through a positive weekend of self-discovery. Almost immediately, we began to get feedback about the power of the experience.

- By the end of the second night, the same teens who had arrived full of awkward self-consciousness were performing on stage with complete self-abandon and poise as they starred in skits of their own design.
- A few days after the retreat, a mainstream director called us and said, “I don’t know what you did, but the kid I sent was not the same kid that returned. She went away somewhat shy and withdrawn and returned confident and outgoing.”
- Talking to us, a parent of one student said, “She rekindled so much of her world that she truly enjoyed. She had pulled herself away from that hearing impaired world...because she didn’t want to feel different and this weekend she found that being different was exactly what she wanted to be all along.”

*Because our leadership retreats are unique in specifically targeting students in the mainstream, we have realized we need a name to distinguish our focused retreats from others. As of spring 2007, we began calling our programs Discovery Retreats, with our specific theme this year being “Discovering Tomorrow’s Leaders.”

Photography courtesy of Diana Poeppelmeyer and David Coco





Diana Poeppelmeyer, PhD, is currently the director of the Educational Resource Center on Deafness at the Texas School for the Deaf. She has experience teaching at the parent-infant, preschool, middle school, high school, and university levels and has coordinated numerous conferences, workshops, and retreats related to the education of deaf and hard of hearing children. Her current primary interest is helping families become equal partners in the educational process.

David Coco, PhD, works at the Texas School for the Deaf as an outreach specialist developing educational technology and outreach programs. Coco obtained his doctorate in space physics and astronomy from Rice University and worked as a research physicist at the University of Texas at Austin for 22 years. His space physics research focused on investigations of upper atmospheric weather using satellite-based measurements.

Spring 2006

The success indicated by these comments demanded an encore, so we held our second leadership retreat for mainstream students. This time, we held an essay contest and asked students to write reflections on their experiences.

One essay winner wrote:

Sometimes I need deaf friends because hearing people don't understand what I'm saying. Finally, I have one!!! I want to go there again next year. It was AWESOME!!!

Another winner said:

Working in a team taught me to communicate with others and be more open-minded to suggestions. Life is full of teams. My family is a team. My class is a team. My circle of

friends is a team. My neighborhood is a team. Teamwork is all around at all ages of life.

The first prize winner of the essay contest powerfully and eloquently described his reaction to one of the guest speakers:

His lecture about leadership furiously raised my heart to my throat, forcing motivation to ensbroud it, urging me to get up and charge forward to meet people. I climbed out of this foxhole I had dug for myself as if in war to isolate myself, but his words gave me strength to take a leap of faith to dare to communicate with my peers.

These essays affirmed our previous feedback.

We realized that:

- We had made a significant and lasting impact on our students' lives.
- We needed to make this retreat an annual event.



- We needed to document the key elements of this retreat model in the hope that others would establish leadership retreats for mainstream deaf and hard of hearing teens.

A Youth Leadership Retreat for Mainstream Students

KEY ELEMENTS OF A MODEL PROGRAM

In simplest form, our Youth Leadership Retreat involves motivational speeches, adventure learning, ropes courses, team building activities, reflective and small group discussions, mentoring, games, skits, dancing, and just plain fun.

We believe the key elements to the retreat model's uniqueness and success are:



PACKAGING AND PRESENTATION—

Because there is a tendency to make assumptions about programs sponsored by a residential school for the deaf, we decided to emphasize that this retreat was for teens who did not identify as being part of Deaf culture and had infrequent contact with other deaf individuals. In our advertisements, we purposefully changed the usual order of “deaf and hard of hearing” to “hard of hearing and deaf” in an attempt to recruit students who identified themselves as hard of hearing rather than deaf. We also intentionally left the words “hard of hearing” and “deaf” off of the retreat T-shirts since we knew that some students were not yet ready to identify themselves by these terms. And finally, we purposefully chose an off-site location for our retreat to encourage students who might have been reluctant

to attend a program at a school for the deaf.

It is our opinion that schools for the deaf are becoming more diversified, but we did not want to lose students who had different beliefs and perceptions. Fortunately, we were able to hold both of our retreats at Peaceable Kingdom, a beautiful camp facility near Killeen, Texas, with an abundance of resources for indoor and outdoor activities.



COLLABORATIVE EFFORT—

The Texas School for the Deaf and the Texas Department of Assistive and Rehabilitative Services were the official co-sponsors of the retreat, but we also worked collaboratively with the Texas Education Agency, the Texas Council for Development Disabilities, the Regional Day School Programs for the Deaf across Texas, the Texas Alexander Graham Bell Association, and Gallaudet University. This united effort not only provided more resources, but also highlighted the various state and national support networks for hard of hearing and deaf students.



COMMUNICATION FOR ALL—The retreat was designed to meet the needs of students from a variety of communication backgrounds, including those who communicated through speech and lipreading, those who communicated through American Sign Language, and those who communicated through signed English. Signing and oral interpreters, and Communication Access Realtime Translation (CART, also known as realtime captioning) were

provided.

We also wanted to establish a non-threatening environment where students could experiment with new communication modes. In many of the structured activities, students were challenged to find ways to overcome communication barriers without using CART or interpreters. The basic retreat philosophy was that communication—not mode of communication—was of primary importance.



STAFF—The staff members were characterized by their outstanding quality and variety of backgrounds. The event planners from both co-sponsoring agencies were well known and trusted as individuals who respected individual differences. In that spirit, the planners sought out deaf, hard of hearing, and hearing role models and mentors who could relate to students. We included staff who had previously worked in the youth programs of both the National Association of the Deaf and the Alexander Graham Bell Association. Also, staff/student ratios were kept low—one staff member for every three students—so that students could have easy access to the retreat staff. Dynamic, nationally known speakers inspired and motivated students with examples from their own lives and instilled in students a can-do attitude. Experienced youth leaders guided students through the many structured activities during the course of the weekend. University students, hard of hearing and deaf, participated as peer mentors for the teens.



NOMINATIONS AND NUMBERS—Due to the space limitations of our site, we only accepted about 30 students. Students who participated were identified as having leadership potential and nominated by their teachers. The small size of the gathering allowed students to get to know each other quickly and to develop a sense of belonging.



TRAVEL STIPENDS—In a state the size of Texas, the cost of traveling to the retreat could have been prohibitive, and we did not want to limit participation to those who could afford the expense of the trip. By providing travel stipends, we were able to include students from all economic levels and from the farthest reaches of the state.



ACTIVITIES WITH INTENTION—Every activity of the retreat was designed with the intention of nurturing self-discovery and developing leadership skills. Speakers designed their talks around these themes, and students demonstrated their engagement with questions, applause, laughter, and the occasional, “Amen!” Our activity leaders led students through challenges that required reflection, discussion, teamwork, and perseverance. For example, in one activity students built bridges from one wooden platform to another. As they struggled building these physical connections, they also developed emotional and communication connections. They discovered the needs of each other and their own needs as well. Small group discussions allowed students to disclose their personal stories and discover common ground. Skits encouraged students to express some of the lessons they learned in creative, dramatic, and/or humorous performances. Comedy skits proved to be the most popular mode of self-disclosure.



RELATIONSHIP MAINTENANCE—As sponsors of the event, we created the space for relationships to develop. After the retreat we posted pictures on the

website for students, families, and program staff to share.

However, we know that the retreat is, for many of the students, the beginning of an expanded social network that will immensely enrich their lives. With today’s

technology, it is much easier for hard of hearing and deaf teens to stay in contact. During the retreat, many students exchanged contact information and left with many new names in their address books. A week after the event, one speech therapist let us know that she had to confiscate a young man’s phone as his session with her was constantly being interrupted by his new “retreat” pals. Though she said she was disapproving in her role as a teacher, she was personally delighted to see that he had made friends. And for many of these students, it seems that the retreat not only helped them make friends with each other, but it also helped them make friends with themselves.

Successful youth leadership retreats for



students in the mainstream are not complicated, but they are vital. Our own years of experience in working with hard of hearing and deaf youth tell us that this kind of experience is life enriching for some students. For other students it is life transforming. For still others, it is life saving.

Both of us have worked with young adults who did not have contact with other hard of hearing or deaf individuals during their formative years and we have heard their regrets. Even now, when we make presentations on the work we are doing, at the end of our discussion there is inevitably at least one adult who is hard of hearing or deaf who comes forward, sometimes with tears in his or her eyes, and says, “I wish I would have had a program like this when I was growing up.” Unfortunately, we can’t turn back the clock, but we can listen and take note, and we can decide to provide these opportunities for students of the next generation.

Leadership and Friendship For Latino Teens

When we learned that the Texas Latino Council for the Deaf and Hard of Hearing would be holding their conference in Austin in September 2006, we took advantage of the location to concurrently run a special Youth Leadership Retreat for Latino Deaf and Hard of Hearing Teens. An outgrowth of our ongoing work with mainstreamed youth, this retreat was slightly different. One difference was that we held it at the Texas School for the Deaf so that students could also spend part of their time at the conference. We also added workshops to promote cultural pride. Working with the Deaf Hispanic Heritage Project from the Institute for Disabilities Research and Training, we were able to offer students special speakers and performances that highlighted the Latino culture. Thirty-four students came from across Texas to enjoy this special confluence of opportunities. In 2008, when the Texas Latino Council for the Deaf and Hard of Hearing hosts the next conference, we hope to offer the leadership retreat again.

**“GROUND CONTROL TO DEAF
AND HARD OF HEARING STUDENTS...”**

space camp provides lessons in science, math, teamwork, and fun

Becky Perkins, M.A., is the school counselor for deaf and hard of hearing students in the Columbus Public Schools in Columbus, Ohio. She has a B.S. in deaf education from Kent State University and earned an M.A. in school counseling from Gallaudet University. She welcomes comments to this article at: bperkins@columbus.k12.oh.us.

By Becky Perkins

“During the week I attended the Space Museum campus, I continued learning through the various workshops on science and technology. The first day, I studied the structure of the Earth and the solar system. It was a good opportunity...I will keep studying more about space.” Corey from Baltimore, Maryland, Space Camp 2004



Corey is just one of the thousands of deaf and hard of hearing students to have attended Space Camp at the U.S. Space & Rocket Center in Huntsville, Alabama, over the last 20 years. Each year in the spring, students from schools all over the United States attend a one-week, hands-on learning experience in math, science, and technology at the center.

Dr. John Tiffany, former principal of the Alabama Institute for the Deaf and Blind in Talladega, helped establish the space camp for deaf and hard of hearing students when financial support from the Huntsville Sertoma Club permitted 21 students from three states to participate for one week in May 1987. By spring 1988, 72 students from eight states participated. Since then, students from 25 different states and other countries have participated and become space camp alumni.

Space Camp (for students ages 9-11), Space Academy (for students ages 12-14), and Advanced Space Academy (for students ages 15-18) feature a variety of out-of-this-world activities. These activities begin to familiarize students with the experience of astronauts, increase their interest in science and math, foster teamwork exercises, and enhance their self-esteem. They include simulated shuttle missions, where deaf and hard of hearing campers are assigned titles and duties and they experience state-of-the-art technology. Whether they assume the role of mission controller, pilot, space walk specialist, or space lab scientist, students receive manuals for their responsibilities and learn the process they need to control, the experiments they need to conduct, and the vocabulary they need to use. Sign language interpreters and special cameras allow

Photos courtesy of Becky Perkins



students to sign to each other and enhance communication.

The simulated missions average three hours between “take off” and “touchdown.” In addition to the normal routine of a shuttle flight, students often encounter unexpected simulated mishaps. During one mission, for example, a meteorite hit the satellite system; during another mission, the air hose suddenly sprung a leak. Students solve what can become catastrophic situations by using teamwork and ingenuity.

Space Camp and Space Academy participants learn about rocket assembly by using a kit to design and launch their own rockets. They experience the feeling of reduced gravity when they are strapped in a chair that is suspended on a huge spring and bounced up and down on a simulated moon surface. They experience what scientists call the G-force when they buckle into a circular wall that spins very quickly. The force pins them so tightly that when the floor descends and their feet no longer touch it, they hang suspended, sliding gently down as the ride slows.

A Space Shot simulation allows students to “blast off” from Earth. Other simulations allow them to try and complete tasks in a gravity-deprived environment, where they become aware of the awkwardness of manipulating tools and equipment. In addition, students in Advanced Space Camp have a scuba experience that allows them to work under water where they “repair a satellite” in an environment in which they experience 1/6 the gravity of Earth. They also receive an hour of college general science credit from the University of Alabama in Huntsville.

In Aviation Challenge, students have

hands-on experience with high-performance jet simulation, scenario-based missions, land and water survival training, and flight dynamics. These activities are set-up just outside of the grounds of the Space and Rocket Center, where they are surrounded by helicopters and fighter planes that were once used by the United States military. There are also two hangars. Inside one of the hangars, simulated fighter jets are set up—minus their wings and wheels—with large computer screens arranged just outside of the windshields. The screen enables the student pilot and co-pilot to feel as if they are actually flying the jet on assigned missions.

In another Aviation Challenge activity, each student is appointed to a team and each team has specific responsibilities during the “escape and evade mission,” in which they accomplish a goal—perhaps dismantling an enemy bomb, kidnapping a guard from an enemy base, or infiltrating an enemy camp—in the darkness of the surrounding woods during the last night at camp.

There are also water survival activities on a man-made lake near the hangars. Campers are taught how to escape from a jet or a helicopter if there is an accident or an emergency landing on the water.

All students—in Space Camp, Space Academy, and Aviation Challenge—participate in activities that include academic learning. Students use workbooks and take trips to the U.S. Space & Rocket Center Museum and Rocket Park where actual rockets that were used by NASA, such as Saturn V, are displayed.

Each day counselors and chaperones quiz the campers on facts they have been taught about astronauts, the solar system, rocket technology, the space race, and the International Space Station. Participants display their new knowledge by participating in the “Space Bowl” challenge on the last night of camp, for which teams compete against each other by answering questions in various categories. The winning team is announced the next morning during graduation.

The curriculum enhances benchmarks in math, science, and technology of most school districts. Equally important, students learn more about themselves—their strengths and weaknesses. Many are away from home for the first time and they experience independence in making decisions on their own. They also have increased feelings of self-esteem as they achieve success within the camp framework and work together with their peers. At the end of camp, both campers and chaperones have a sense of togetherness. Each person leaves with enthusiasm and renewed strength. Alumni feel encouraged to learn more about space and flight travel on their own. Space Camp participants are exposed to career areas they didn’t know they could pursue.

The cost of Space Camp is \$675. This includes all meals, lodging, program materials, and activities. Some scholarships are available.

However, most students and chaperones fund-raise and write grants to be able to attend.

To find out more about how your class, group, or child can attend these camps, go to www.spacecamp.com/deaf.

You can also contact Amy Newland, director of International Space Camp for Deaf/Hard of Hearing Students, at amn01wpd@upsd.org or (412) 371-7000, ext. 691.



feelings:

teaching young students how to describe their emotions

By Gabriel I. Lomas

Naming and describing emotions can be difficult at any age. Here the author notes how he helped teachers approach the subject of emotions with their very young deaf students.

One of the critical functions of my job as counselor for a local program for deaf students is to support teachers in eliciting appropriate behavior from students in the classroom. Sometimes this is done formally when I sit with a teacher and review documentation of behavior. Other times, I provide support as the behavior is occurring. For example, one day I walked down a hall toward a classroom with deaf children. I could hear crying, and I saw a student sitting by the door of his kindergarten classroom. I walked up and attempted to engage the student in conversation. When I asked him how he was feeling, he signed he was happy. I was shocked! The only feeling the crying student could name was *happy*.

I realized that our students were not learning the words for describing feelings that hearing students learn casually from their parents, family, and environment. I began to ask the students I saw in group counseling to identify their feelings. The secondary students could identify most basic feelings, but they couldn't verbalize their feelings as well as their hearing peers. Many of the elementary students could name only *happy* and *sad*. For the rest of the school year, I focused my counseling groups on feelings. We dramatized feelings in skits, drew pictures of them on paper, and talked about them. Further, I asked all teachers at the elementary level to teach lessons about feelings. It wasn't long before we began to see improvement in student behavior.

Photography courtesy of Gabriel I. Lomas





Gabriel I. Lomas, MA, PhD candidate in counselor education, is the former counselor for the Brazoria-Fort Bend Educational Program for the Deaf in suburban Houston, Texas, and a current instructor of counseling at the University of Houston-Clear Lake.

The Importance of Managing Classroom Behavior

Teaching feelings to deaf children is only one need that teachers must keep in mind as they prepare for a new school year. However, teachers should put as much forethought into classroom management as they do into their curriculum. According to Wong and Wong (1998), the most important factor in student learning is classroom management. In other words, how a classroom is managed determines how well its students learn.

Here are some things that teachers can do to promote appropriate behavior:

- **Plan ahead.** A well-run class is no accident.
- **Keep good structure from start to finish.** Down time allows students to get off task. Minimize down time and be sure students are busy from the moment they walk into your room until they leave.
- **Create and post rules with students on the first day of school.** Rules should be few,

easy to understand, and visible. Consequences for infractions should also be posted.

- **Catch students being good.** This improves rapport and gives them hope, making them believe you see them in a positive light. Hope is essential for good behavior; a hopeless child has no reason to behave.
- **Document behavior.** The most powerful tool to have when meeting with staff and parents is a log that documents students' behavior. At minimum, write down what was done, when it was done, and how you responded.
- **Never engage in power struggles.** When a teacher and student argue, no one wins.
- **Be consistent and stick to your plan.** Don't give up when things don't go well. Be sure your room is predictable; surprises for students may lead to undesirable behavior.

The tips listed above are a few of the most important keys to behavior management for all teachers. Being proactive about behavior

should help reduce the amount of time you spend reacting to outbursts. However, deaf children have unique needs. To address their unique needs, follow these tips:

Teach feelings vocabulary to your deaf students throughout the school year. Their ability to identify their feelings allows them to move from using behavior to tell you how they feel to using language for self-expression. Begin with the basics—comfortable feelings, such as happy, excited, proud, and silly, and uncomfortable feelings, such as sad, angry, disappointed, and ashamed.

Examine your response to students. Don't be afraid to admit mistakes. Students must know that you also are human and make mistakes. At the same time, remember you are their model for language and self-management. Respond to misbehavior in a way that maintains dignity and keeps you and your students in control, avoiding escalation of behavior.

Keep lessons exciting. Deaf children need lessons that are visual and kinesthetic. Active instead of passive learning will keep deaf students on task.

Build a positive relationship with parents. Parents can be a great help in behavior management. Let them know that you are looking out for their child's best interest. Visit with them regularly, and let them know when their child is doing well.

Dealing with Serious Misbehavior

Unfortunately, even the best classroom managers sometimes face challenges that seem beyond their control. In such case, my program has developed the following steps:

First, review your classroom behavior plan and check for things that might have been overlooked. Seek out behavior documentation from the past. Gather current documentation. You can document using logs purchased from a teacher supply store or use informal journals to document behavior. Don't be

afraid to consult support staff and request advice. The counselor or school psychologist might know interventions that did or did not work well for a student in the past. The nurse may have medical information that is new to you. Call the parents and tell them about the behavior. They may be able to identify a reason for the behavior, and they may be able to help with intervention.

Second, hold a parent conference.



Talking with parents in a formal setting will let them know about the severity of the behavior. It is also helpful to document parent conferences. Consider modification of your classroom plan and implement it for at least 10 school days. At the end of the 10 school days, schedule a staff meeting with all staff who work with the student (teachers, administrators, and support staff). Share with each other what is working and what is not.

Third, if behavior is still a challenge, refer the student to the counselor for several visits over at least two weeks. The counselor should begin to conduct more formalized assessment and request a functional behavior assessment. Functional behavior assessments are required by current special education law prior to implementing a behavior management plan.

Fourth, hold a second staff meeting

and discuss the functional behavior assessment with the team. The team may decide to develop a behavior management plan and schedule an Admissions, Review, and Dismissal (ARD) meeting. The behavior management plan should be implemented for a reasonable amount of time before moving to the fifth step.

Fifth and finally, if behavior is still unmanageable, hold another ARD meeting and review the behavior management plan. Review documentation and discuss the plan's effectiveness or lack thereof. If needed, the team may request a psychological consultation or assessment from the school psychologist. Upon review of the psychological assessment, the team should also review the placement of the student. If behavior is still severe, the team may consider that behavioral needs supersede language needs, necessitating a change in placement.

Conclusion

This article outlines a few of the things that teachers of the deaf can do to improve students' behavior. Keep in mind that there are many other things that can and should be done to help foster a well-managed class. Managing behavior with students can be challenging whether they are hearing or deaf. Good classroom managers are proactive and prepare ahead of time. Deaf students need to have feelings vocabulary directly taught to them. Every educational program for deaf students should have a plan in place to appropriately manage students with serious behavior problems. Planning for student success, minimizing down time, and teaching feelings vocabulary will help you manage behavior and maximize student learning.

Reference

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FROM THE CLERC CENTER • NEW DVD

How to Read and Share Books with Deaf Children

The Deaf Way

Beyond Strategies: Book Sharing the Deaf Way is a new DVD by Lynne Erting, PhD, teacher and member of the Signs of Literacy Research Team. In this groundbreaking material, Erting has transformed the findings of her classroom research into a user-friendly professional development resource for users wishing to enhance their ability to share books in American Sign Language (ASL) with young deaf and hard of hearing children.

Specially designed for early childhood teachers, child care providers, future teachers, and interpreters, this unique program explores the world of book sharing from the Deaf cultural perspective. The DVD includes video examples from four classroom-based book sharing events to illustrate how two Deaf teachers use Deaf cultural literacy practices to share books in ways that are both understandable and enjoyable for all the children. To maximize accessibility for a wide range of audiences, the program is presented in ASL with options for adding a spoken English voiceover and/or English subtitles.

The classroom footage, including the four book sharing events in their

entirety, provides a level of immersion second only to spending the day in an actual early childhood classroom. The program is designed so that both beginners and more experienced users can benefit. In the introductory sections, narrator Cynthia Neese Bailes, PhD, a Gallaudet professor of education, provides an overview of the Deaf cultural literacy practices featured in this program. Each literacy practice is explored in its own chapter in which users receive more in-depth information and are guided through a series of video examples drawn from the four book sharing events. In addition, each classroom example is followed by a brief discussion among Erting and the teachers who participated in the book sharing events. These discussions include the teachers' thoughts and insights about each example, as well as other important factors related to sharing books with groups of young deaf children with varying levels of ASL development.

The DVD format is structured in a way that allows a variety of users to easily navigate through the program and to proceed at their own pace. Users, including interpreters

working with young deaf children in mainstream settings, can learn how to share books using Child-Directed Signing, the register of ASL that is attractive and understandable for very young deaf children. In the Scaffolding chapter, students in teacher preparation programs can gain a better understanding of how these experienced teachers made instantaneous adjustments during book sharing to enhance the children's understanding and learning. Viewers can also use

Beyond Strategies: Book Sharing the Deaf Way

*A DVD for early childhood teachers, child care providers,
and future teachers serving young deaf children*

*by Lynne Erting, Ph.D., Teacher-Researcher,
Laurent Clerc National Deaf Education Center*



this program to immerse themselves in the visually oriented environment of a culturally Deaf classroom by choosing the "ASL Only" option in the "Language" section of the Main Menu. For more information on this new DVD, visit <http://clerccenter.gallaudet.edu/products/D110.html>.

"GOING FOR THE GOLD..."

Congratulations to Winners and Participants in the 2007 Gallaudet National Essay, Art, and Sign Contest



In an exciting collaboration with the 2007 Winter Deaflympics Organizing Committee, the Laurent Clerc National Deaf Education Center asked deaf and hard of hearing students what "going for the gold" means to them. Over 300 students from around the country entered the Gallaudet National Essay, Art, and Sign Contest to describe how they "go for the gold" in their lives.

The Clerc Center and the 2007 Winter Deaflympics Organizing Committee also teamed up to create an

educational website and a live (from February 1-10) blog during the Deaflympics. Top contest winners received combo tickets for themselves and an accompanying adult to all the events in the Winter Deaflympics. Winners Kevlasha Humphrey and Gabriela Perrusquia, from Jacksonville, Illinois, Shara Winesburg from Fremont, California, Gina De Naples from Jamestown, North Carolina, and Kylei Brooks from Olathe, Kansas were able to come and enjoy their free tickets.

For more information, check out:
<http://clerccenter.gallaudet.edu/deaflympics>.

The Contest Results

Timothy Worthylake, contest co-coordinator commented, "The nation's classrooms are filled with deaf and hard of hearing students who have set meaningful personal goals—and who are working hard to fulfill those goals. They used the contest to explore their feelings about themselves and their 'gold,' through writing, art, and American Sign

Language."

The Clerc Center and the 2007 Winter Deaflympics Organizing Committee awarded the top three winners in each contest category two combo tickets to the Deaflympics in Salt Lake City, Utah. In addition, winners in the essay contest earned scholarship money which will be doubled for those who elect to attend Gallaudet University.

Winning essay and art entries were published in *Celebrate!*, the Clerc Center's annual showcase magazine of the work of deaf and hard of hearing students. An audiovisual show of the top essay, art, and American Sign Language category winners was displayed at the Deaflympics Expo on February 2 and 3. The art entries are currently on display at the Linda K. Jordan Art Gallery at Gallaudet University.

Worthylake expressed appreciation to all participants, winners, and judges. Here is a listing:

IN THE WRITING CATEGORY

JUDGES:

- Mary Ellen Carew, MA, is a published writer and managing editor in the Office of Public Relations and Publications at the Clerc Center.



GINA DE NAPLES



MOLLY HAYWOOD



JON GABRY



SHUBHANGI AGRAWAL

NEWS



HANNAH BARTINI

- Gina Oliva, PhD, is a professor in the Department of Physical Education and Recreation at Gallaudet University and the author of *Alone in the Mainstream: A Deaf Woman Remembers Public School*.
- Madan Vasishta, PhD, an associate professor at Gallaudet University, administered several schools for deaf students until he retired in 2000. The author of five books and over 50 articles, he is working on a historical novel and a sequel to his memoirs.



GLADYZ VILLALOBOS

WINNERS:

Kevlasha Humphrey
First Place
Jacksonville, Illinois

Shara Winesburg
Second Place
Fremont, California

Gina De Naples, Third Place
Jamestown, North Carolina

Molly Haywood
Honorable Mention
Batavia, Illinois

Jon Gabry
Honorable Mention
Mountain Lakes, New Jersey



CHRIS MILLER

AnMarie Rainey
Judges' Choice
Irvine, California

Shubhangi Agrawal
Judges' Choice
Fremont, California



MONICA KELLER

studio artist who works in collage and acrylic mediums and owns an art gallery. See her work at www.barbarahardawaystudio.com.



Hannah M. Bartini
Judges' Choice
Pittsfield, Massachusetts

Gladyz Villalobos
Judges' Choice
Tucson, Arizona

IN THE ART CATEGORY

JUDGES:

• Scott Carollo, MFA, is an assistant professor in the Art Department at Gallaudet University.

• Barbara Hardaway, PhD, is a professor of English at Gallaudet University and a

• Shawn Richardson, BA, is production assistant with the magazine of the National Historical Trust.

WINNERS:

Chris Miller
First Place
Knoxville, Tennessee

Monica Keller
Second Place
Rochester, New York

Gabriela Perrusquia
Third Place
Jacksonville, Illinois



Opposite page, top left: Winner Gina DeNaples and Kylei Brooks with *Celebrate!* at the DEAFLYMPICS. **Opposite page, top right:** Timothy Worthylake and Andrea Feldman greeted visiting students. **Above:** Donalda Ammons, General Secretary of the International Committee of Sports for the Deaf, greeted Gabriela Perrusquia and Kevlasha Humphrey.

NEWS



GABRIELA PERRUSQUIA

Courtney Herrera
Honorable Mention
Jacksonville, Illinois

Krystal Starks,
Honorable Mention
Jacksonville, Illinois

Andrea Echavarria
Judges' Choice
Pittsburgh, Pennsylvania

Robert Bradley
Judges' Choice
Staunton, Virginia

Debbie Salamanca
Editor's Award
Frederick, Maryland

Samantha Lynton
Editor's Award
San Antonio, Texas

Donte Thomas
Editor's Award
Frederick, Maryland

Kevlasha Humphrey
Editor's Award
Jacksonville, Illinois

Tamarris Denwon Parks
Editor's Award
Clover, South Carolina



ROBERT BRADLEY



COURTNEY HERRERA

IN THE SIGN CATEGORY:

JUDGES:

- **Dennis Berrigan, MA**, is the American Sign Language Center coordinator at the Clerc Center. He works with national mission projects and serves as sign master.

- **Gary Brooks, BA**, was the first Gallaudet University student to receive the National Film Award. He works for Gallaudet's Academic Technology, Television and Media Production Services, and owns Blue Apple Production/Gary Brooks Studio.

- **Sanremi LaRue-Atuonah, MSW**, is an instructional supervisor for Tutorial and Instructional Programs at Gallaudet University and a doctoral candidate in the Special Education: Administration and Supervision program.



CHRISTOPHER KEARNEY



KRYSTAL STARKS

- **Jane Norman, PhD**, an Emmy-award winning producer and advocate in filmmaking for many years, is professor of Communications at Gallaudet University. She is also known as an international speaker on deaf cinema.

- **Nancy Walla, MA**, a former Peace Corps volunteer, taught deaf students for 20 years and worked as an adjunct teacher at a variety of colleges before coming to the Clerc Center where she teaches classes in American Sign Language.

WINNERS:

Christopher Kearney,
First Place
Austin, Texas

Kylei Brooks
Second Place
Olathe, Kansas

Maria Solovey
Third Place
Washington, D.C.



KYLEI BROOKS



ANDREA ECHAVARRIA

Calvin Young
Honorable Mention
Austin, Texas

Wolfgang Staley
Most Inspirational
Washington, D.C.

Brooke Harper
Judges' Choice
Olathe, Kansas

Drew C. Meade
Most Creative
Danville, Kentucky

Da'Shawn Owens
Most Promising
Fulton, Missouri

In next year's contest, the Clerc Center will again ask deaf and hard of hearing students throughout the country to respond to an important theme through writing, art, or sign language. The theme is: "YES, I can!" For more information, visit <http://contest.gallaudet.edu>.



DA'SHAWN OWENS

LAURENT CLERC NATIONAL DEAF EDUCATION CENTER ANNOUNCES THEME, CATEGORIES, PRIZES FOR

2008 Gallaudet National Essay, Art, and ASL Contest *Yes, I Can!*

Gallaudet University and the Laurent Clerc National Deaf Education Center invite deaf and hard of hearing students from around the country to participate in the annual Gallaudet National Essay, Art, and ASL Contest. The theme of the contest is "Yes, I Can!" Students can interpret the theme and enter the contest in any of three contest categories: Essay, Art, or American Sign Language.

Students 15-19 years old will compete for scholarships to postsecondary programs of their choice and the amount of the scholarship will be doubled for those who choose

to attend and are accepted to Gallaudet University. These prizes include \$1,000 for first place, \$500 for second place, \$300 for third place, and \$100 for honorable mention. In addition, first place winners in each category will earn free room, board, and tuition for select summer programs offered by Gallaudet University and the Clerc Center. Some winners will also receive a beautiful coffee table book about the famous deaf sculptor Douglas Tilden. *Douglas Tilden: The Man and His Legacy*, by Mildred Albronda, was generously donated by the Mildred

Albronda Trust.

"For the first time, the contest has a category for younger students," said Tim Worthylake, co-coordinator of the contest. "In the past, only students 15-19 years old could enter the essay category of the contest, and students of all ages had their work considered together in the art and ASL categories of the contest. Now younger deaf and hard of hearing students—those 9-14 years old—will have a chance to have their work considered separately."

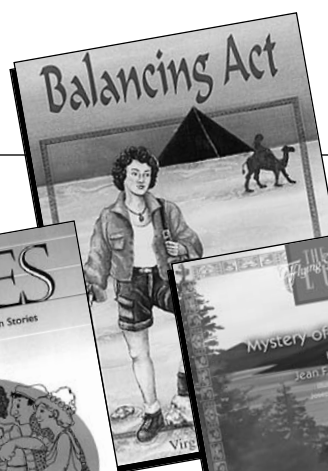
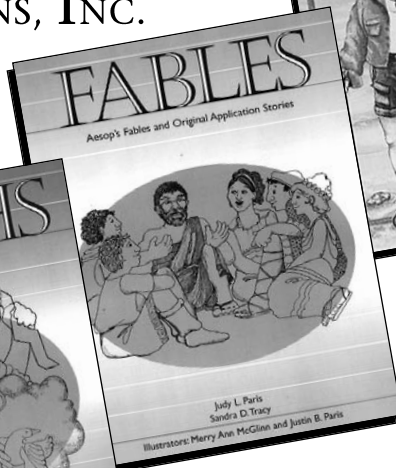
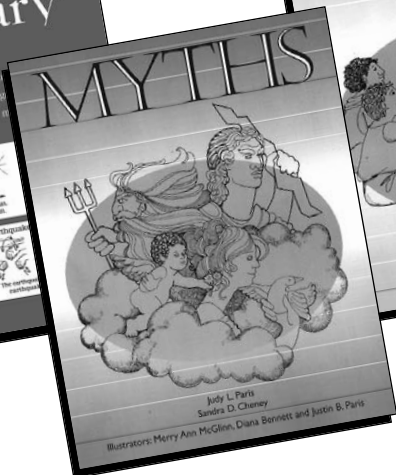
Prizes in the category for students 9-14 years old include \$100 cash for first

place, \$75 for second place, \$50 for third place, and \$25 for honorable mention. All participants will receive certificates of meritorious entry. Art entrants will have their work considered for display in the art gallery on the campus of Gallaudet University and all artwork will be displayed on the Clerc Center website. All winning student work will also be recognized in *Celebrate!*, an annual showcase of student work published by the Clerc Center and posted on the web.

For complete contest rules, entry information, and an entry form, visit <http://contest.gallaudet.edu>. For more information, e-mail Tim Worthylake, contest co-coordinator, at Timothy.Worthylake@gallaudet.edu.



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Transition and Deaf Students: A Series for Families

The Laurent Clerc National Deaf Education Center is pleased to offer online a series that provides families with important information about vocational rehabilitation, employment, and post-secondary education. With this knowledge, families can support their child's transition planning. The series is also a useful resource for transition and guidance counselors, vocational rehabilitation counselors, and other educators.

The first documents in the series are: *A Lifetime of Learning and Earning: Vocational Rehabilitation Services FAQ for Parents of Deaf and Hard of Hearing High School Students*, and *A Lifetime of Learning and Earning: A Family Guide to Work Preparation for Deaf and Hard of Hearing High School Students*.

Written by Annette Reichman, the director/liaison for the Office of Special Institutions in the U.S. Department of Education, and Susan Jacoby, director, national mission initiatives, the materials may be downloaded for free.

Additional materials and information can be found at: <http://clerccenter.gallaudet.edu/Transition/index.html> or by contacting Transition.clerccenter@gallaudet.edu.

KENDALL WAS MY SECOND HOME

Graduate Reflects on His Life at Anniversary Celebration

By Michael Walton

John Miller, Jr., and his wife, Ausma, arrived at Kendall Demonstration Elementary School and looked around with wide smiles. The transformation was amazing, they said. The main hallway had become a museum. Colorful pieces of art created by the students adorned the walls. Vintage photographs from the school's rich history were displayed. A life-size cutout of Amos Kendall, who founded the school in 1857, stood next to a mini Kendall schoolhouse ready for those who wanted pictures.

One of many alumni who returned to celebrate Kendall School's 150th anniversary, Miller ('53) was a second generation Kendall graduate. "There's my dad!" he said, pointing to a black and white image on the wall. His father, John Miller, Sr., had attended Kendall School in the early 1900s. His wife smiled as she shared in the reflective moment with her husband.

The couple, now retired and residing in Phoenix, Arizona, continued their tour of the lobby, stopping to look at the historical photos, the student artwork creations, Kendall bumper stickers, buttons and other artifacts in display cases, and the video presentation shown on TV. As they made their way to the Sports Hall of Fame, Miller suddenly stopped. Hands on his hips, eyes wide, he shook his head.

There on the wall displaying trophies and memorabilia from long ago, was a large black and white photograph. In the photo, a young boy in a basketball uniform stood poised, holding a ball as if ready to pass it to a teammate. A look of confidence and determination was etched on his face, his uniform was in the stylish shiny silk of a by-gone era with *All Prep* stitched around a large #6.

"I can't believe it...," said Miller. "That's me!"

"Kendall was my second home when I was a boy," he explained.

"Whenever people meet me and ask me where I'm from, I love to tease them. I say I'm from the U.S., but without a state of my own. People think and think and are stumped, so I tell them I'm from right here in Washington, D.C."

Miller, 74, who began his years at Kendall School as a first grader, said his most memorable moment occurred in his final year. "I loved to play basketball and was pretty good," he said. He had been selected the best all-around basketball player in the history of the Kendall Wildcats, and everyone thought he deserved to be selected to the city's All Prep team.

"The people who selected the players back then never recognized Kendall. So this man...," he paused as another person joined the conversation, "...helped me so much! He really fought for me and talked the All Prep committee into selecting me for the All Prep team." Dr. Frank Turk, a former administrator, grinned as the two men shook hands and embraced.

After graduating from Kendall School, Miller attended Gallaudet College for one year. He wanted to work in the printing trade, and some staff members from Gallaudet were able to line up an apprenticeship for him at Gallaudet's Print Shop. From there, he worked several printing jobs throughout the city until he landed a full-time position in the Government Printing Office. He ended up working there for 39 years.

"I have nothing but great memories from my time at Kendall School," said Miller. "I'll never forget my time as a student here."

In 1970, Congress passed legislation recognizing Kendall School as a demonstration program for the United States. Kendall School became Kendall Demonstration Elementary School. For more information about the reunion and the history of Kendall School, visit <http://clerccenter.gallaudet.edu/kdes/150/>.



FROM THE CLERC CENTER

Families Count!

A Family-Friendly Approach to Learning Math

By Mary Ellen Carew and Susan M. Flanigan



The Laurent Clerc National Deaf Education Center is pleased to announce that *Families Count!*, an innovative math kit that introduces deaf and hard of hearing students and their families to fun activities that can help them improve students' math, is now available.

Families Count! brings families together for a fun evening of math activities. A typical *Families Count!* evening begins with a relaxing meal during which families socialize. After dinner, families watch a videotape demonstrating math concepts in American Sign Language, divide into groups, and play math games. The evening finishes with a math-related story, either read by adults in attendance, or viewed on the videotape from the kit.

The idea for *Families Count!* originated with a book called *Family Math*, published by the EQUALS program at the Lawrence Hall of Science, University of California Berkeley. Clerc Center math teacher Arsena Strange adapted and expanded the program to meet the educational and communication needs of deaf and hard of hearing students and set up *Families Count!* workshops for Clerc Center families. The Clerc Center then developed and produced a *Families Count!* kit to provide other schools and programs with the means to set up their own *Families Count!* workshops.

There are three different levels of activities in the program: K-2, grades 3-5, and grades 6-8. Each level corresponds to the National Council of Teachers of Mathematics Principles and Standards. After completing *Families Count!*, families will be able to:

- use math-based activities to practice using numbers, number operations, geometry, time, fractions, and measurement;
 - communicate with each other about math using appropriate ASL rules and practices;
 - select age-appropriate books that promote math topics; and
- apply their experience from the program in finding unique ways to reinforce math concepts in everyday activities.

The complete program includes:

Administrator kit

- CD-ROM with master files
- Administrator's handbook
- Orientation video for staff and volunteers
- Directions for all sessions, evaluation forms, and worksheets

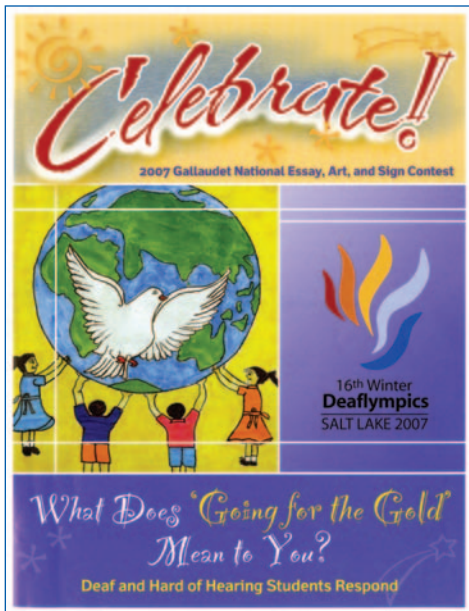
Levels 1, 2, and 3

- Materials and manipulatives for session activities
- Take-home materials for each level
- Videotapes on communicating math concepts in ASL
- Videotapes of popular math-related storybooks signed by deaf adults

"Many people contributed to the development of this product," said Dr. Katherine A. Jankowski, dean of the Clerc Center. "We would like to thank the EQUALS program for their generosity in allowing us to use *Family Math* as a source of many of the activities in this kit. We received valuable feedback on the look and content of the kit from educators at 18 schools and programs around the country who pilot tested the support materials. Throughout the development of the project, teachers and staff from the Clerc Center and staff from Gallaudet University contributed their time and expertise, including math teacher-researchers Arsena Strange (retired in 2001) and Sandra Paradis, former Family Involvement coordinator Leslie Page, ASL training and evaluation coordinator Dennis Berrigan, and Gallaudet's multi-media reservations specialist Maria Petrova. We would also like to thank the publishers of selected children's storybooks (included in the kit) for allowing us to videotape the stories being read in ASL by deaf adults."

For more information about *Families Count!*, visit the Clerc Center website at

<http://clerccenter.gallaudet.edu/products/about-families-count.html>.



Celebrate!

See some of the best writing and art of deaf and hard of hearing students throughout the country in last year's issue of *Celebrate!* To receive your free copy, contact:

Timothy.Worthylake@gallaudet.edu.

Literacy—It All Connects!

New Publication from the Clerc Center

By Susan M. Flanigan

The Laurent Clerc National Deaf Education Center is pleased to announce the publication of *Literacy—It All Connects*, an exciting new resource for educators, dorm personnel, and families of deaf and hard of hearing students. *Literacy—It All Connects* describes the important features of a successful literacy program and brings these features together to help students on their journey to becoming skilled readers and writers.

Written by David R. Schleper, *Literacy—It All Connects* brings together years of teaching experience and the latest research in a friendly 128-page book. Schleper, formerly the Clerc Center's coordinator of Training Development and Literacy Projects (retired in 2007), has presented on literacy and literacy development for deaf and hard of hearing students at workshops and conferences throughout the country for many years. Now for the first time, he brings together all the research, strategies, and hands-on teaching tips into a single publication.

In *Literacy—It All Connects*, teachers will see how to incorporate nine different teaching strategies into their own schools and programs. These nine strategies, including language experience, shared reading and writing, and writers' workshop, will assist teachers in meeting goals mandated by No Child Left Behind for promoting student achievement in reading and providing access to the curriculum.

Other literacy titles by Schleper and available from the Clerc Center include: *Reading to Deaf Children: Learning from Deaf Adults*, *Read It Again and Again*, and *Leading from Behind: Language Experience in Action*. For more information on these titles, visit the Clerc Center's on-line catalog at <http://clerccenter.gallaudet.edu/products/B606.html>.

On the Go Manual Helps Teachers Train Students to Travel

Students on the Go, Safely and Independently—A Travel Training Manual is now available online from the Laurent Clerc National Deaf Education Center. The manual is designed to support schools and organizations in training students to travel safely on their own using public transportation.

The training manual is available in PDF or Word format. The manual includes: sample permission and emergency contact forms, schedules, checklists, family emergency plan, progress report, and evaluation questions. The Clerc Center encourages schools and organizations to adapt the examples and forms to meet their own needs.

Students on the Go, Safely and Independently—A Travel Training Manual can be found at: <http://clerccenter.gallaudet.edu/Transition/training.html>. For feedback or more information, please contact Lynn.Olden@gallaudet.edu or Jandi.Arboleda@gallaudet.edu.

Clerc Center Announces New Literacy Publication

I Like Dialogue Journals, BUT...Strategies for Using Dialogue Journals with Deaf and Hard of Hearing Students, a manual and DVD set, developed by David R. Schleper, is the fourth in the Clerc Center's Nine Areas of Literacy series. The manual discusses 10 of the most common challenges to using dialogue journals and how to address them. The DVD presents discussions of dialogue journal exchanges between teachers and students of diverse backgrounds and abilities.

INVESTIGATE DEAF BIOGRAPHY, SIGN LANGUAGE, AND DEAF WAY II SCHOLARSHIP



Blind Rage *Letters to Helen Keller*

Georgina Kleege

Kleege, a blind professor from UC Berkeley, reexamines the life of Helen Keller from a contemporary point of view with startling, refreshing results.

ISBN 1-56368-295-8, 6 x 9 paperback, 224 pages, \$19.95, **September 2006**

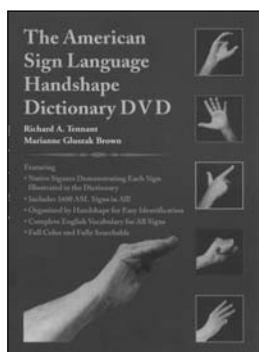
Signing Fun *American Sign Language Phrases, Vocabulary, Games, and Activities*

Penny Warner

Paula Gray, *Illustrator*

For ages 11 and up, this fun book presents 441 signs on a variety of topics, practice sentences, dozens of entertaining games, and tips on signing and finger-spelling.

ISBN 1-56368-292-3, 7 x 9 paperback, 192 pages, 952 illustrations, index, \$19.95, **November 2006**



The American Sign Language Handshape Dictionary DVD

Richard Tennant and Marianne
Gluszek Brown

A perfect complement to the bestselling dictionary, this new DVD features a diverse cast of native signers forming more than 1,400 ASL signs organized by 40 basic handshapes, with a complete list of English glosses and synonyms for each sign.

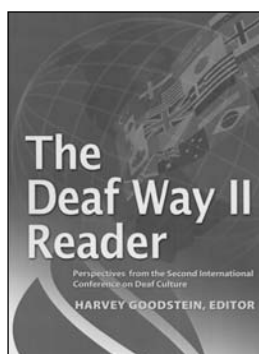
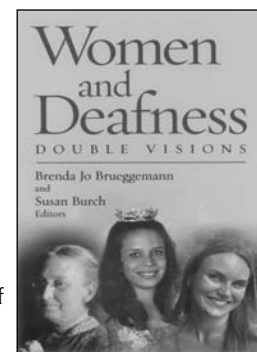
ISBN 1-56368-337-7, color DVD, 1,400 signs, \$24.95
December 2006

Women and Deafness *Double Visions*

Brenda Jo Brueggemann and Susan
Burch, *Editors*

A collection of 14 scholars bridge two dynamic fields, Women's Studies and Deaf Studies, with various chapters on deaf women photographers, analysis of films with deaf women characters, the significance of deaf beauty pageants, and more.

ISBN 1-56368-293-1, 6 x 9 case-bound, 268 pages, photographs, sign illustrations, tables, bibliography, index, \$38.00
October 2006



The Deaf Way II Reader *Perspectives from the Second International Conference on Deaf Culture*

Harvey Goodstein, *Editor*

This collection showcases the best scholarship on all aspects of Deaf life presented by more than 100 researchers at the 2002 international Deaf forum that took place in Washington, DC.

ISBN 1-56368-294-X, 7 x 10 case-bound, 384 pages, photographs,

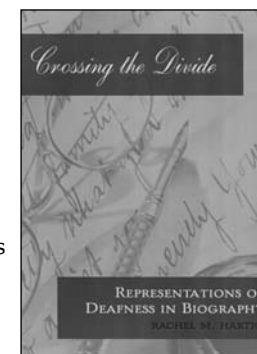
figures, tables, index, \$80.00, **December 2006**

Crossing the Divide *Representations of Deafness in Biography*

Rachel M. Hartig

This book offers an unusual perspective of the process by which three deaf French biographers from the 19th-20th centuries attempted to cross the cultural divide between deaf and hearing worlds.

ISBN 1-56368-298-2, 6 x 9 paperback, 184 pages, references, index, \$29.95, **November 2006**



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Gallaudet University Press



Alaskan Students Visit MSSD Share Environmental Concerns

By Mary Ellsworth

Visitors from Alaska visited the Science Department of the Model Secondary School for the Deaf (MSSD) last spring. The visitors—nine middle school students and their chaperoning teachers and parents—came to MSSD as part of their shared studies of Earth System Science through the GLOBE Program's Seasons and Biomes project. They came from the Anvil City Science Academy in Nome on their second annual field trip to the nation's capital, organized by science teacher Todd Hindman.

Each group of students prepared a presentation for the other. MSSD students talked about the culture of Washington, D.C. and its Deaf community. The Alaskan students, who live near the Arctic Circle, talked about the climate, animals, and vegetation of their home.

"The temperature [in Alaska] is much more crucially changing," said MSSD senior Yair Davidowitz. "If it becomes one degree higher than 32 degrees, then the whole place will melt. The Alaskan students showed us how they are really affected by the global warming effects of climate change. Now I see that what they are experiencing can affect the whole world."

Coming Up in 2008...

March 17–21

The Shared Reading Project: Keys to Success, Washington, D.C. To be held in the I. King Jordan Student Academic Center. Contact: Patricia Dabney at Patricia.Dabney@gallaudet.edu.

Clerc Center Seeks Stakeholders From Northeast U.S.

FOR EARLY LANGUAGE AND LITERACY DEVELOPMENT MEETING

By Susan M. Flanigan

The Laurent Clerc National Deaf Education Center at Gallaudet University is pleased to announce the second in a series of stakeholder meetings to allow us to learn from our constituents. The November 2007 meeting will focus on early language and literacy development in young deaf and hard of hearing children. Parents of children in the birth- to 5-year-old age group, professionals in early intervention and parent-infant programs, administrators, and state-level supervisors will provide critical feedback.

The upcoming meeting will be held in the northeast United States in Haverhill, Massachusetts, home to the Gallaudet University Regional Center at Northern Essex Community College. Recognizing that the experiences of educators in various regions of the country are unique to that region, the Clerc Center will focus the November meeting on individuals from the Northeast to gain a better understanding of their experiences.

Future meetings will be held at the Southeast, Midwest, and West Gallaudet University Regional Centers, as well as in Washington, D.C. (For additional information about the Gallaudet University Regional Centers, please visit <http://gurc.gallaudet.edu/>.)

If you are interested in participating in upcoming stakeholder meetings or would like to add your name to our interest list for the future, please complete a participant interest form at <http://clerccenter.gallaudet.edu/stakeholder/form.asp>.

Travel and accommodation expenses will be covered by the Clerc Center. Spread the word! If you know other professionals in the field or family members who could provide insightful feedback, please share this information with them and encourage them to complete an interest form. Participants will be selected to ensure a balance of representation from our constituent groups at each stakeholder meeting. There is a limit of 20 participants per stakeholder meeting.



Summer Institute 2007

GALLAUDET UNIVERSITY

A Success

This summer the Laurent Clerc National Deaf Education Center at Gallaudet University offered professionals and families who work with deaf and hard of hearing students a series of dynamic workshops and trainings on a variety of topics. Skilled practitioners from the Clerc Center and Gallaudet University led each of the workshops and trainings. The strategies described support state and national standards and provide access to the general curriculum as mandated by No Child Left Behind.

SOCIAL AND EMOTIONAL DEVELOPMENT

Sandtray Play Therapy Techniques with Deaf and Hard of Hearing Children – Beth G. Betman, MSW, LICSW, RPT-S

Play Therapy with Deaf and Hard of Hearing Children – Alexis Greeves, MA

Sexuality Education: An Emotionally Intelligent Way of Teaching Human Sexuality to Deaf and Hard of Hearing Students – Asiah Mason, PhD, and Tara Downing, MA

Bully Prevention Program: Creating Safe and Caring Schools for Deaf and Hard of Hearing Students – Asiah Mason, PhD, and Michelle Smith, PhD

LITERACY

Nine Areas of Literacy: Featuring Literacy—It All Connects, Language Planning, and Read It Again and Again – Nancy Berrigan, MEd, and Richard Jeffries, MS

Sharing Books Using ASL and Deaf Cultural Literacy Practices: Preschool-Grade 8 – Janet S. Weinstock, MA, and Lynne C. Erting, PhD

COCHLEAR IMPLANTS AND VISUAL PHONICS

See the Sound: Visual Phonics – Bettie Waddy-Smith, MS, and Genie L. Chisholm, MA

Spoken Language and Sign: Optimizing Learning for Children with Cochlear Implants – Debra Nussbaum, MA, CCC-A, Susanne Scott, MS, CCC-A, and Venita Dzime-Assison, MS, CCC-A

SCIENCE AND TECHNOLOGY

Integrated Global Sciences Teacher Training – Mary Ellsworth, MA, David Snyder, PhD, and Michele L. Cooke, PhD

For more information

CONTACT THE GALLAUDET UNIVERSITY REGIONAL CENTERS AT THE ADDRESSES THAT FOLLOW.

MID-ATLANTIC REGION

Laurent Clerc National Deaf Education Center
Gallaudet University
Washington, D.C.
(202) 651-5855 (TTY/V)
(202) 651-5857 (FAX)
training.clerccenter@gallaudet.edu

MIDWEST REGION

Mandy Christian
Gallaudet University
Regional Center
Johnson County
Community College
Overland Park, Kansas
(913) 469-3872 (TTY/V)
(913) 469-4416 (FAX)
mchristian@jccc.edu

SOUTHEAST REGION

Chachie Joseph
Gallaudet University
Regional Center
Flagler College
St. Augustine, Florida
(904) 819-6216
(904) 829-2424 (TTY)
(904) 819-6433 (FAX)
chachiejos@aol.com

WESTERN REGION

Debbie Golos
Gallaudet University
Regional Center
Ohlone College
Fremont, California
(510) 659-6268 (TTY/V)
(510) 659-6033 (FAX)
gurc.ohlone@gallaudet.edu

NORTHEAST REGION

Pauline Ballentine
Gallaudet University
Regional Center
Northern Essex
Community College
Haverhill, Massachusetts
(978) 556-3701 (TTY/V)
(978) 556-3703 (FAX)
pballentine@necc.mass.edu

PACIFIC REGION

Sara Simmons
Gallaudet University
Regional Center
Kapi'olani Community College
Honolulu, Hawaii
(808) 734-9210 (TTY/V)
(808) 734-9238 (FAX)
gurc.kcc@gallaudet.edu

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FAX: (202) 651-5857

E-MAIL: training.clerccenter@gallaudet.edu

WEBSITE: <http://clerccenter.gallaudet.edu>

Upcoming Conferences and Exhibits



2007

July 26-29

2007 Pennsylvania Society for the Advancement of the Deaf Conference, Harrisburg, Pa. To be held at the Crowne Plaza Hotel. Contact: Richard Harkins, Chairperson, blfituma@aol.com; www.psadweb.org.

August 2-4

36th Biennial West Virginia Association of the Deaf Conference, Charleston, W.V. To be held at the Embassy Suites Hotel. For more information: www.wvad.org.

August 2-5

Iowa Association of the Deaf Conference 2007, Cedar Rapids, Iowa. For more information: www.iowadeaf.org/conference/2007.php.

August 3-8

2007 Registry of Interpreters for the Deaf (RID) 20th Biennial Conference, San Francisco, Calif. For more information: 2007conference@nbda.org; www.rid.org/The2007ConferenceInformation092006.pdf.

August 10-11

2007 South Carolina Association of the Deaf Conference, "Moving Forward to a Better SACD," Columbia, S.C. To be held at the Radisson Hotel. For more information: www.scadservices.org.

August 10-12

North Carolina Association of the Deaf 2007 Convention, Wilson, N.C. For more information: www.ncadeaf.org.

August 29-September 2 California Association of the Deaf 48th Biennial Conference & EXPO 2007, Los Angeles, Calif. To be held at the Los Angeles Marriott Hotel. For more information: www.cad1906.org/.

September 8 ASL Expo 2007-Louisville, Louisville, Ky. To be held at the Kentucky International Convention Center. For more information: ticket@aslexpo.com; www.aslexpo.com.

September 8

ASL Expo 2007-Louisville, Louisville, Ky. To be held at the Kentucky International Convention Center. For more information: ticket@aslexpo.com; www.aslexpo.com.

September 15

ASL Expo 2007-Long Beach, Long Beach, Calif. To be held at the Long Beach Convention Center. For more

information: ticket@aslexpo.com; www.aslexpo.com.

September 25-30

14th Deafblind International World Conference, Perth, Western Australia. For more information: www.dbiconference2007.asn.au.

October 12-13

Rhode Island Association of the Deaf 15th Biennial Convention. To be held Oct. 12 at the Rhode Island School for the Deaf; Oct. 13 at Johnson & Wales Inn, Seekonk, Mass. For more information: www.riadeaf.org/riadeaf/default.htm.

October 13

ASL Expo 2007-Kissimmee, Kissimmee, Fla. To be held at Osceola Heritage Park. For more information: ticket@aslexpo.com; www.aslexpo.com.

October 20

ASL Expo 2007-Atlanta, College Park, Ga. To be held at the Georgia International Convention Center. For more information: ticket@aslexpo.com; www.aslexpo.com.

October 25-27

ASLTA Conference 2007-4th National Professional Development Conference, Tampa, Fla. To be held at the Renaissance Tampa Hotel International Plaza. Contact: Dorothy M. Wilkins, secretary@asltta.org; www.asltta.org.

November 8-9

4th New England Regional Consortium, "Next Steps... 2007," Boxborough, Mass.

To be held at the Holiday Inn/Boxborough Woods Hotel and Conference Center. Sponsored by the Children's Hospital Boston Clinical Services (Deaf and Hard of Hearing Program). For more information: (617) 355-6000; www.childrenshospital.org/clinicalservices/.

November 9-11

Connecticut Association of the Deaf Conference, Groton, Conn. For more information: www.deafct.org.

November 10

ASL Expo 2007-Pittsburgh, Pittsburgh, Pa. To be held at the David Lawrence Convention Center. For more information: ticket@aslexpo.com; www.aslexpo.com.

December 8

ASL Expo 2007-Washington, D.C. To be held at the Hilton Washington. For more information: ticket@aslexpo.com; www.aslexpo.com/html/dc2007.html.

Discover

WORLD AROUND YOU

Gallaudet University Laurent Clerc National Deaf Education Center

WORLD AROUND YOU

Home
News
Culture
Sports
International
Archives
Contact

Here are the results from last issue's on-line quiz:
In what city and year will the next Summer Deaflympics take place??
Out of 125 total responses, 39% voted for New York, 2007, which was incorrect.

Welcome
Do you have a story, photos, or video about your deaf world? Find out how you can send your stories and news to WAY.

Landing on Her Feet **SPORTS**
Aimee Walker Pond, a gymnast for Brigham Young University, has high hopes for her future. **WAY video interview!**

Canadian Deaf Rights **INTERNATIONAL**
A Canadian judge rules that all government services must be provided in sign language to its deaf citizens.

A One-Woman Acting Force **CULTURE**
Trix Bruce follows her heart and performs for audiences across the United States. **Video interview!**

Writing a Book, Winning an Award **NEWS**
Deaf students from Wisconsin write a book, win over their readers, and earn an award for their efforts. **Eye-Zone video clip!**

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