

ODYSSEY

"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." ~ Harriet Tubman •

"Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon." ~ Ann Lieberman • "Children need to be challenged and pushed, not to the point where they give up but to the point where they think, 'Wow, look at me go!'"

~ Robert John Meehan

• "Believe you can and you're halfway there."

~ Theodore Roosevelt

• "You're not obligated to win. You're obligated to keep trying to do

the best you can every day." ~ Marian Wright Edelman • "When somebody tells me I can't do something, all I do is say, 'Watch me.'"

~ Derrick Coleman • "When we do the best that we can, we never know what miracle is wrought in our life, or in the life of another."

~ Helen Keller • "High achievement always takes place in the framework of high expectation." ~ Charles F. Kettering • "You must do the thing you think you cannot do." ~ Eleanor Roosevelt

High Expectations for All

Their Importance and Influence

• "A master can tell you what he expects of you. A teacher, though, awakens your own expectations."

~ Patricia Neal

ODYSSEY



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The Clerc Center, a federally funded national deaf education center, ensures that the diverse population of deaf and hard of hearing students (birth through age 21) in the nation are educated and empowered and have the linguistic competence to maximize their potential as productive and contributing members of society. This is accomplished through early access to and acquisition of language, excellence in teaching, family involvement, research, identification and implementation of best practices, collaboration, and information sharing among schools and programs across the nation.

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On the cover: These quotations from various well-known individuals convey the power and inspiration of high expectations. Cover design by John T. Consoli

We would like to thank all of our student, parent, and teacher models from the Clerc Center, as well as Skyler Withrow, for their assistance in illustrating this issue.



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Clerc Center

Coming soon...

- Web-based modules for early intervention professionals
- Guidelines for students with cochlear implants
- On-line courses for professionals working in general education settings
- Resources on classroom interpreting for educators, families, interpreters, and students



LETTER FROM THE VICE PRESIDENT

“Whether you think you can,
or think you can’t—
you’re right.”

~ Henry Ford



In classrooms across the nation, the expectations that teachers set for their students are foundational in terms of how they then interact. Quite simply, expectations for students directly correlate to academic outcomes, and it does not take long for students to begin to exhibit behaviors consistent with those expectations and establish deep-rooted beliefs about themselves. Henry Ford may have refined the assembly line, but he was right in that individual ambition is a predictor of success; children who are encouraged to strive in academics are more likely to thrive in them.

All too often we encounter comments and stories that exemplify a pattern of low expectations for deaf and hard of hearing students when we know that those students can thrive in environments where their language, communication, and educational needs are met in a framework of high expectations. Imagine a deaf or hard of hearing student arriving to school every day being greeted by teachers who hold high expectations for every student, where those expectations are shared by families and maintained through strong collaborative partnerships—partnerships that ensure students receive the supports they need to thrive and succeed.

I do not believe that any teacher sets out to have low expectations for students, and in many cases teachers may be unaware of the difference in expectations they form toward students. However, one thing is for certain: those expectations, high or low, have a lasting impact on student performance. We must work together to ensure that deaf and hard of hearing students have access to the highest academic standards and the opportunity to learn in a culture of high expectations in school and at home.

The stories of professionals and parents contained in this issue of *Odyssey* illustrate varied perspectives regarding expectations. The articles provide us with a unique opportunity to learn from others, gain new insights, see examples of the measurable impact of high expectations, and reflect upon our own expectations for ourselves and others. It is my hope that these articles will bring the topic of expectations front and center and lead us to examine our own practices, engage in critical dialogue with our colleagues, and work together to ensure that we have high expectations for all students.

As always, I extend my sincere appreciation to those who contributed to this issue of *Odyssey*. I am confident that it will serve as a valuable resource as we strive to expect the most from our students and give them the necessary supports to achieve at the highest level. Let us aim high for all students and expect excellence, they deserve nothing less.

Thanks for joining the readership of this issue. Be sure to share your thoughts and comments with us at Odyssey@gallaudet.edu.

—Edward Bosso
Vice President
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Right: Posted signs on students' desks are a positive reinforcement.

An Educator's Perspective

Five “E’s” to Success with Common Core Standards

By Christy M. Neria

As a result of the implementation—and rigor—of the Common Core State Standards, many educators are looking for a different teaching approach to make content accessible to all students. Successful implementation of these standards for deaf and hard of hearing students can be achieved through what I call the “Five E’s.” These are: Engagement, Encouragement, Expectations, Expression, and Experience.

ENGAGEMENT

It's in the Environment

To develop interest, attention, and motivation to participate in learning, students must first engage. Appleton, Christenson, and Furlong (2008) report: “Engagement is a predictor of academic performance.” Furthermore, Schlechty (2002) suggests “authentic engagement” is key to helping students make meaning, solve problems, and find value in daily learning tasks. Schlechty (2002) notes that authentic engagement must include a student’s desire to make meaning, figure out problems, and have an interest in the topic.

What contributing factors within the classroom will foster this type of authentic engagement? Like most educators, I strive to create an engaging academic environment in which my students flourish. Several strategies I use are as follows:

- **Connect content with what students enjoy or know.** Use illustrations and initiate discussions about events students have experienced, bring up popular topics, movies, or shared knowledge, and use language students can comprehend while weaving in language about the content.
- **Invent captivating attention grabbers.** Create interest in a topic with a related funny anecdote, visual demonstration, image, or video clip.
- **Promote inquiry.** Raise questions and seek answers from the students through student-centered discussions.
- **Use technology.** Use movie-making software to support inquiry and document student work as well as other software for presentations.

Photos courtesy of Christy M. Neria



- **Support creativity.** Give students opportunities to create outcomes based on their learning (i.e., based on their coursework, they create stories, art, plays, movies, models, documentaries, presentations, group projects, journals, and photos).
- **Focus on the student.** Listen to and support each student, encouraging his or her ideas and interests.
- **Enrich the environment.** Make the classroom environment safe and inviting with clear expectations posted, visually appealing walls, printed messages displayed, and comfortable centers to explore, read, and collaborate.

When students are engaged, they participate fully in their learning. For example, when I inform my students that they will make a movie related to the content of a novel after we read it, engagement ensues. As I read, my students pay close attention to the storyline and characters because they know they will reenact the events of the novel themselves, exploring literature through making it into a movie. On completion of reading, the students are led through a variety of pre-writing activities to help them plan for writing their movie script.

Their scripts may be based on the novel itself, a parallel theme, or a creation of their own based on the characters from the text. During the week of the performance, students bring in costumes, props, and plans for their roles. When the filming is underway, students direct, collaborate, and decide how to create each scene. Students use either a video camera or Vizzywig, an editing software application for the iPad, to film their creations. When the filming is complete and edited, I transfer their work onto a DVD. Upon completion of the project, the students hold what we call a red carpet event, bringing other students and often their families to view their creations. As students show their films, they take turns reading and signing the text that is woven into scenes to help build fluency in English and American Sign Language (ASL). Through this use of drama and technology, I have engaged the students and made learning fun.

ENCOURAGEMENT It Begins with the Teacher

As a child, I remember my fourth grade teacher posting a saying on the wall: "I will try!" This mantra followed me into my career as an educator where I, too, promote students giving



new tasks a valiant effort. Tangible encouragement coupled with social and emotional support allow students to believe in themselves as they master the tasks implicit in the Common Core State Standards.

Deaf learners often struggle with literacy and academic language (Luckner, Slike, & Johnson, 2011; Marschark, 2007); therefore, it is critical that educators of deaf and hard of hearing students raise the expectations in the classroom environment through encouraging words and actions. Ways that I make encouragement tangible in my class are by:

- posting signs that say “I will try!” on the walls and desks.
- beginning the day and sometimes each lesson by reminding students to try despite perceived difficulty.
- reminding students of their triumphs throughout the day.
- promoting peer support in the classroom through constructive feedback from classmates and celebrations of achievements.
- reviewing students’ growth and learning weekly with teachers and paraprofessionals.

EXPECTATIONS

Clear and Visual

The Common Core State Standards require students’ moving from the simple to the more complex (Davis, 2012). In order to help students move along this continuum successfully, educators need to be able to explain processes explicitly while modeling behaviors for inquiry. “Students who are deaf or hard of hearing may need instruction and accommodations in activating background knowledge, organizing how content is presented to them, and direct instruction in important concepts” (Luckner, Slike, & Johnson, 2012). For procedural lessons (i.e., how to solve a math problem or conjugate a verb), educators must make our explanations explicit. Writing down learning objectives rather than just speaking or signing them is critical to ensuring students are exposed to academic vocabulary. Additionally, step-

by-step procedures should be clearly defined, modeled, and written on the board to support students visually.

In my classroom, making objectives and steps simple and visually available helps support students’ vocabulary acquisition. When students work in small groups, the procedures and objectives are posted for students to see and read. My students see, and are required to read, the academic vocabulary. After going over the vocabulary from the objective several times, students begin to feel more confident when they see the same vocabulary in their textbooks. Overall, by keeping pertinent vocabulary and procedures visually accessible, my students have shown improvement in their ability to read vocabulary in their texts and solve problems systematically.

EXPRESSION

This Comes from Students, Too

“The Common Core State Standards stress the importance of student discovery” (Davis, 2012). Research in cognitive psychology suggests that when students present and explore information, memory and comprehension are heightened (Marzano, Pickering, & Pollock, 2001). Thus, student discovery and expression are important factors for educators to consider in their lesson design. Research indicates that young deaf children have a great propensity for creativity during play sequences (Marshark, 2007). Therefore, educators should look for fun, engaging activities that foster student expression to extend learning.



Additionally, the level of understanding of text required by the Common Core State Standards (Kendall, 2011), both narrative and expository, is rigorous. One way I promote student expression in response to various texts is through writing workshops (Calkins, 2006). Students work either in small groups or individually in response to their reading. For example, after teaching a unit on the solar system, my students created their own science fiction stories during writers' workshops. When they learned about the westward movement and read *Little House on the Prairie* by Laura Ingalls Wilder, my students created a parallel historical fiction that was made into a class book and an iMovie. When students are prompted to create something from their newfound content knowledge, they also strengthen their academic language and knowledge base. I promote this type of discovery and self-expression by:

- telling students to “make a movie in their mind.” Students think first and try to visualize a sequence or event.
- using the visual arts and telling students to illustrate what they are thinking of for each event or concept.
- having students express through signs and speech what they intended in their art.
- encouraging collaboration in groups, with peers, or with the teacher.
- encouraging student writing, including for students who need to dictate their ideas to someone.
- extending knowledge through creating a personal or class book, an iMovie, or a story to read aloud.

To measure success, students are monitored through each process. If a student is struggling with one of the steps, then we work one-on-one to ensure mastery. For example, if a student is having trouble tapping into prior experiences or knowledge, I will do an activity with that student, or retrieve photos of the student from the family or from a previous event, and then model steps for the student to retrace. Over time, I guide the student from the familiar to the more abstract. Once students realize they can create an idea, the possibilities are endless, and guiding students to move from the concrete to the abstract helps them as they approach the abstract constructs embedded within the Common Core State Standards.

EXPERIENCE

The More and the More Academic, the Better

Academic prowess is enhanced when students experience content firsthand. Marzano (2004) suggests that the more experiences students have with academic content and language, the more successful they will be in the acquisition of background knowledge. Creating experiences in the classroom is key to helping my students understand content. Therefore, when I teach I try to make abstract concepts concrete through student involvement. Here are just a few examples:

- **Creating iMovies:** Students write stories, perform, direct, and edit their movies. Students bring finished DVDs home to enjoy with their families.

When students are prompted to create something from their newfound content knowledge, they also strengthen their academic language and knowledge base.

- **Re-creating science concepts:** Students act out the water cycle, for example, by having each student represent the sun, water droplets, clouds, and run off and physically interact to demonstrate the sequences of the water cycle.
- **Reenacting historical events:** Students learn about the gold rush, for example, by acting out staking their claim, panning for gold, and writing letters home.
- **Developing word problems:** Students create, act out, and solve word problems in small groups—and videotape the result.
- **Taking class trips:** Students take pictures, write narration, and make class books or movies about these out-of-school ventures.
- **Dancing:** Students create silly and rhythmic movements to develop automaticity with math facts.
- **Using ASL mnemonics:** Students develop stories with ASL handshapes to memorize math concepts (Mullins, 2013).
- **Creating models:** Students choose materials, design, develop, and build content-related models, such as volcanoes, missions, and ecosystems; they might also create a model to make a visual book report.





Putting It All Together

The implementation of the Common Core State Standards puts pressure on everyone—and there is no magical pedagogical equation to ensure students' mastery—but these five principles may be stepping stones in supporting students on this rigorous journey. In order to initially motivate and connect with students, educators must strive for authentic **engagement** (Schlechty, 2002), and this means allowing our students to **experience** learning in a multitude of ways. Along the way, we need to **encourage** students to maintain engagement and emotional and academic investment. Next, we need to clearly delineate **expectations** for each lesson. Further, we need to support student **expression**, creativity, and innovation in order to develop higher-level thinking skills. Finally, students need to experience much of the content area. As the students' primary academic support for meeting the Common Core State Standards, we, as educators, journey with them, making content and delivery accessible for all learners, including those who are deaf and hard of hearing.



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Teachers, Parents, and—Above All—Students “Buy In” to Raise Expectations

By Christopher Hayes

“Throughout history, deaf people have faced a gamut of perceptions and attitudes that have influenced the quality of educational opportunities” (Lang, 2003), and too often this influence has been negative. For the deaf or hard of hearing student in the mainstream—today’s environment in which all children are expected to learn more, produce more, and be assessed more—the high pressure coupled with low expectations can be overwhelming. Without the right team and the right attitude, the risk of each student not achieving his or her full academic promise mounts.

We, the teachers of deaf and hard of hearing students, are thus at a point where it is crucial to establish high expectations both for ourselves and for our students—and to encourage parents to support these high expectations as well. Since many students with hearing loss have difficulty speaking and using English, administrators and mainstream teachers sometimes misunderstand their academic potential. According to Antia, Stinson, & Gaustad (2002):

General academic classroom teachers might have low academic and behavioral expectations for [deaf and hard of hearing students] because they see them as “special” and consequently may ignore misbehavior and missed homework. They also may not hold [these students] accountable for content knowledge and academic skills that they expect from other students. (p. 220)

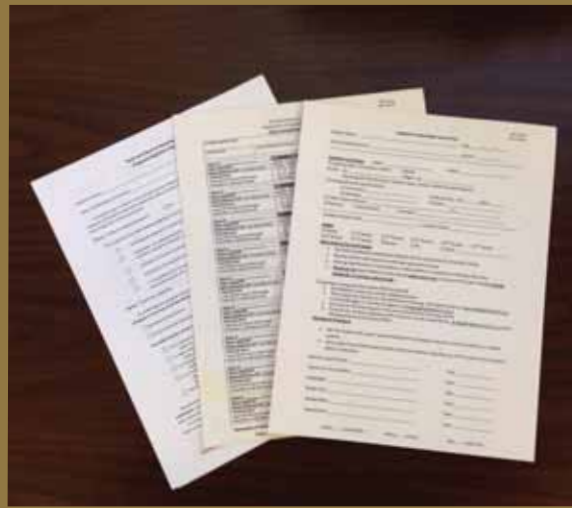
As an itinerant teacher working to secure effectiveness and consistency among all the teachers with whom my students interact, including some who lack the skill set to effectively support deaf and hard of hearing students, I find myself in a “big sell” to alleviate the low expectations that can be so crippling to deaf and hard of hearing students in academic environments. What is necessary is “teacher and parental buy-in” to the idea that deaf and hard of hearing students can and will succeed.

The idea of “teacher buy-in” came to me recently when I was trying to describe to our school audiologist the importance of training staff to work with deaf and hard of hearing students. As we talked, I felt I faced the lingering and dated idea of the “poor deaf student”—

Photos by Christopher Hayes

Right and below:

Empowering those who work the closest with students will help the impact of buy-in across the board.



to be pitied, to be seen as automatically disadvantaged and treated with concern. In this fortunately outdated model, expectations are typically very low and levels of academic achievement follow suit. The challenge lies in getting school staff, especially teachers, to look at the students with hearing loss in a new way and helping them to understand that they must expect more. Antia, Jones, Reed, & Kreimeyer (2009) argue that students with hearing loss “in general education classrooms can achieve at a higher level than reported by previous researchers and also can make adequate progress in these classrooms.”

This speaks directly to the idea of educating teachers to buy into the education of the deaf and hard of hearing children in their classes, to see these children’s potential, and, with the right accommodations, to support their ability to succeed. The remnants of the model of the “disadvantaged deaf student” must be expelled, and teachers must change their perspective in order to see potential and create realistic expectations. According to Cross (2008), teachers, in general, who hold high expectations for their students:

- explicitly state their expectations for achievement to students;
- spend equal amounts of time interacting with high- and low-achieving students; and
- teach students about the relationship between effort and achievement and what it means to be smart in their classes.

Although educating teachers is important, it is also critical that parents buy into and maintain a high level of expectation for their deaf or hard of hearing child. Bodner-Johnson (1986) noted that acceptance of a child’s hearing loss and high expectations for his or her academic success are the two best ways to predict deaf students’ academic achievement. I find this often in my own teaching: children of parents who maintain close contact with me as well as with their child’s classroom teacher seem to do better academically and with the continuity of services they receive throughout their entire day. Maintaining a good rapport with parents allows us, as

educators, to develop a strong education plan based on high expectations. Reed, Antia, & Kreimeyer (2008) listed the characteristics of families for deaf and hard of hearing children who achieve above-average results:

- The family has high expectations.
- The parents are very involved in all aspects of the child's life.
- The parents are knowledgeable of all received and needed services for the child.
- The parents are in frequent communication with the child's teacher of the deaf.

The Route Changes, Not the Destination

High expectations mean that deaf and hard of hearing students learn to the best of their ability on par with their hearing peers; high expectations do not mean that deaf, hard of hearing, and hearing students should be expected to learn in the same way.

Teachers, including general education teachers, need to be aware that visual learning means that the teaching approach for deaf and hard of hearing students must be different as all material must be presented visually. This may mean writing consistently on the board and collaborating with an interpreter and the teacher of the deaf in class. It may also mean accommodating the swift-moving spoken dynamics of the classroom that can result in students who are dependent on vision being overlooked. The proliferation of high stakes education testing has increased the importance of understanding how to respect the educational needs of deaf and hard of hearing children and implement a visual approach for them in the classroom.

The nature of visual learning also means that while it is important for us, as teachers, to have high expectations for our students, it is even more important that our students learn that they have the same right to access information as their hearing peers (Anderson & Arnoldi, 2011). Once they understand this, students with hearing loss are able to advocate for their needs. Knowledge of their right to access and confidence in their potential for high academic achievement enables students to support their own learning by helping the teacher set up the classroom environment necessary for them to be successful.

Self-advocacy may include the use of “strategies for using interpreters effectively, participating in classroom discussions,

repairing communication breakdowns, and self-advocating to improve communication environments” (Antia et al., 2009). For this reason, after driving from school to school, checking in on students and training teachers and staff, transporting equipment, taking equipment for repair, troubleshooting, meeting with teachers about progress, and directly teaching content, I spend a majority of my time encouraging students to develop self-advocacy skills and self-determination.

Self-advocacy skills and a belief in self-determination empower our students to function as independently as possible and to exert control over the environment around them. As a result, the level of expectation from their teachers increases, and it becomes obvious to parents and teachers that students are capable of controlling their own lives. Luckner and Muir (2002) argue that students who possess effective self-advocacy skills are aware of their strengths and weaknesses, and the potential impact of their strengths and weaknesses on their performance. They are able to identify the support they need to

succeed and to advocate for this support in a positive and assertive manner. As noted by Smith (2008), “Once we have given ‘the spoon’ back to deaf children and expect them to use it like any other child, we will find that they can effectively ‘feed themselves’ and live fuller and more independent lives.” When students are able to take control of their hearing loss and their education, it “can result in teachers making appropriate academic demands on students and also taking responsibility for adjusting the environment to allow the ... student to participate fully in classroom activities” (Antia et al., 2002).

Finally, I think it is crucial to keep three messages (Saphier, Haley-Speca, & Gower, 1997) in mind. In all our interactions with students, we must convey the high expectations that we have for them. Do this by telling the student:

- “This is important.” Students must know that the teacher believes the content is essential.
- “You can do it.” Students must know that the teacher believes in their abilities.
- “I won’t give up on you.” Students must know that the teacher will not abandon them.

If teachers and parents buy in to achieve their children’s success, deaf and hard of hearing children will buy in as well, and this, above all, will ensure they receive the education they deserve.

**Self-advocacy
skills and a belief in
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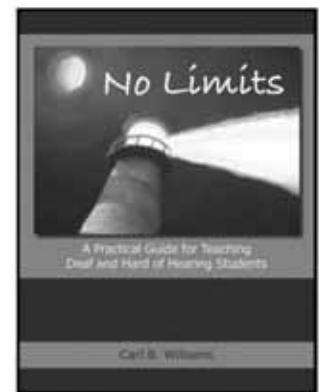
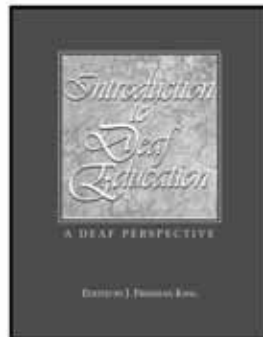
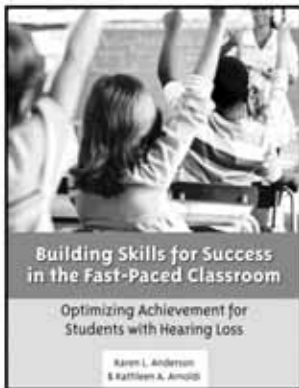
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Right: As a child, Simms attended the Indiana School for the Deaf.

The Power of Expectations: Two Stories

By Laurene E. Simms

I remember very well as a girl in school feeling the condescension of my elders. I was poor, black, and deaf, and I could tell the teachers' feelings and their beliefs about me from their facial expressions. They would hand me worksheets. I knew it was busy work, but I did it anyway. I was seen as having a low IQ and even being mentally retarded. I could see—and feel—their expressions of pity.

A part of me must have believed those teachers were right, and I might still believe they were right if not for the impact of a single teacher in seventh grade. He was Jesse Smith, a white, deaf man who taught math at the Indiana School for the Deaf. Mr. Smith said to me one word that made all the difference and changed my life. I can't remember the first time he used the word, but I remember how that word reverberated through my soul. That word was "CAN." I saw that word and woke up. Until that moment, I had been written off. Then Mr. Smith challenged me with his high expectations and firm belief in my potential. "You can!" he told me, and I was transformed. After seventh grade, holding firm to a growing belief in my own ability, I began to earn good grades. I studied as hard as I could and did the best I could in every class. I would graduate as valedictorian.

However, there was a chemistry class and its teacher—and from these, thanks to my father, I would learn something, too. Even as I look back, I find that teacher was simply, forthrightly, and manifestly lousy. He was not interested in teaching us. He had us memorize the names of the elements, never bothering to tell us what any of the elements were or what they did. Of course we figured out that oxygen was the element that we breathed in the air, and that two hydrogen atoms and one oxygen atom equaled a molecule of water. However, that was only accidentally because of him. He rarely answered our questions, and when he did, we couldn't figure out what he said. Equally inexcusable, he dressed sloppily in soiled clothing—and he had rotten breath. The man should not have been in a classroom. Still there he was, and despite

Photo courtesy of Laurene E. Simms



my efforts, I got a C in his class. I had done the best I could, but there it was among my A's and B's.

My father always insisted upon good grades. Good grades meant success, success meant survival, and perhaps a ticket out of the cycle of poverty. Education was of supreme importance, and he had to be strict. We all had to work very hard. The last of seven children and the only deaf child in the family, I understood. I knew my father would be upset when he saw that C. My father was very tall, around 6-and-a-half feet. I was 5 feet 2, a very short high school kid who trembled in his shadow. I had fallen short of his expectations, and I was terrified. Before I approached him, I wrote out an explanation for that C. I argued that the teacher's style of teaching was vague, and that his indifference made the material difficult to absorb. I had tried hard, I wrote, but inadequate teaching had resulted in my less-than-stellar performance. My father took the note, looked it over, and then set it aside. Even though I

believed I posed some good points, the quality of the teacher's performance didn't seem to matter to him in the least.

My father, like so many of his generation, had been instructed not to use sign language, but we had some home gestures and I could read his lips and read his face. I understood what he said next just fine. There will always be bad teachers, just as there will always be good teachers. There will always be bad police officers and good police officers. There will always be lousy doctors and good doctors, and so on. This would be the case for my entire life, my father said, so what happened was up to me. I had to make the decision to double my efforts in the face of someone else's inadequacy. "It's up to you," he told me. In my father's eyes, it didn't matter if my teacher was good or not, just as it didn't matter whether I was deaf or not, a female or not; it was my job to study, read, and write, always to the full extent of my ability, regardless of whether

or not I had a good teacher.

My father taught me that there will always be those who look down on us and oppress us, and there will always be those whose incompetency and indifference make our lives more difficult. Regardless, it is up to us to decide to overcome those obstacles and fight for our success. I had to decide to read and study hard; I had to make the decision to refuse to allow a lousy teacher to control my grade. I had to control my destiny. I had to determine my future.

Today, I am grateful for the faith and strictness of my father and for that first teacher who looked at me and said, "You can!" In their different ways, those two men enabled me to fulfill my potential and stand up to those who had so misclassified me. Thanks to them, because of the high expectations of a father and a teacher, I worked as hard as I could to learn and grow into the person I am today. Thanks to them, I knew I could be successful. I am forever indebted.



Greta Palmberg,

MEd, is a transition instructor in the Vocational Education, Community Training, and Occupational Relations Program (VECTOR) in Brooklyn Park, Minnesota. She has served on the Deaf and Hard of Hearing Advisory Board for the Minnesota Department of Education and worked nationally through PEPNet to provide professional development in the area of transition. A recipient of the Shaklee Teacher Award, a national award to recognize outstanding teachers of children with disabilities, Palmberg received her bachelor's degree from Illinois State University and her master's degree from the University of Illinois. She has teaching experience and certifications in the areas of deaf/hard of hearing, learning disabilities, emotional/behavioral disorders, and developmental cognitive disabilities and is the mother of a deaf young adult.

**HIGH EXPECTATIONS +
READING INTERVENTION PLAN =**

Big Jump in Students' Reading Scores

By Greta Palmberg and Kendra Rask

Our students had postsecondary dreams.

Leng wanted a career in computers. Leng's postsecondary goal on his Individualized Education Program (IEP) was to attend a technical college, but his college placement score in reading was too low to be accepted for the coursework. The door to a computer degree was closing.

Shayne wanted to be a chef, and a job in a neighborhood restaurant fueled this dream. College placement testing revealed he did not have the reading skills required by the culinary arts program at the technical college. His reading score placed him at approximately the fourth grade level—not at the developmental level required for entrance into the program.

Fadumo wanted a career as a certified nursing assistant and took coursework in this field as part of her transition plan. She excelled in the hands-on portion of the coursework and passed the state's skills test. However, despite intensive supports, she was still unprepared to meet the reading and literacy requirements and failed the written portion of the state test. Fadumo wanted to develop the reading skills that would allow her to pursue a health career.

Leng, Shayne, and Fadumo were among our bright and ambitious deaf and hard of hearing students who lacked the reading skills to enter even the developmental coursework at our local technical college. Further, as with all the students in the



Photos courtesy of Greta Palmberg and Kendra Rask



Kendra Rask, BS, is an Intermediate District 287 special education instructor in the VECTOR Program. She serves as a classroom teacher as well as the postsecondary liaison for students who are seeking to pursue postsecondary education. She received her bachelor's degree in elementary education from Saint Cloud State University, an AAS in interpreting from St. Paul Technical College, and special education licensures in emotional/behavioral disorders and specific learning disabilities from Bethel University. Rask is a certified American Sign Language interpreter, National Association of the Deaf, Level 4 Advanced, and a proud CODA (child of deaf adults). She believes that high expectations empower and, by definition, improve outcomes for both the individual and our world.

The authors welcome questions and comments about this article at glpalmberg@district287.org and kmrask@district287.org.

Vocational Education, Community Training, and Occupational Relations Program (VECTOR), the nationally recognized transition program that serves 18- to 21-year-olds in Brooklyn Park, Minnesota, these students were running out of time. In a few short years, they would be 21 years old and no longer eligible for services. Precious minutes were ticking away.

VECTOR serves a variety of students with disabilities, about one-third of whom are deaf, hard of hearing, or deaf/blind. As part of what the federal government calls a "traditionally underserved population," our students come from the homes of immigrants and refugees, homes in which there is only one parent, and homes where neither parent speaks English, or they experience other factors that make them educationally vulnerable. (See Figure 1.)

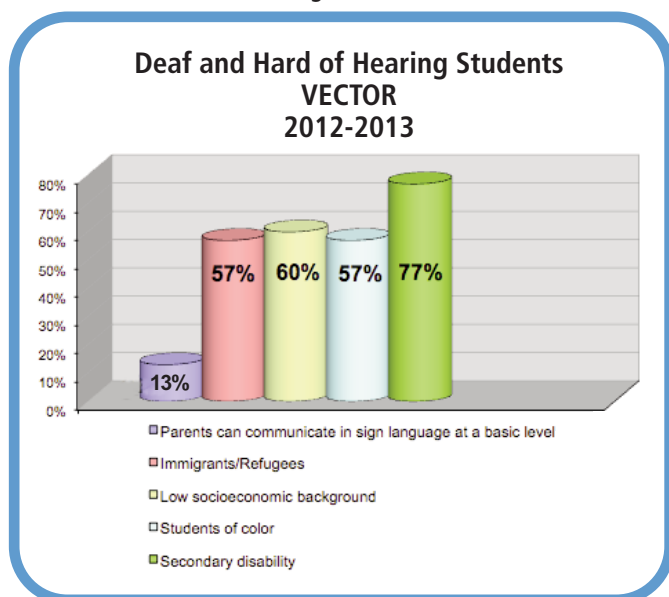
Since 1987, we have been customizing transition services for students who are deaf, hard of hearing, and deaf/blind. In the spring of 2012, the VECTOR staff for deaf and hard of hearing students teamed up to design the reading intervention that we knew was imperative.

Bringing reading research, transition program philosophy, and high expectations together would be critical. Our goal was to increase our students' skills in meaningful, measureable ways that would allow them to read their college texts and benefit them over a lifetime. A reading specialist who was also a former interpreter confirmed that when a text is above a student's instructional reading level, frustration sets in and it becomes difficult for learning to occur. This, of course, has implications for a student's entire educational experience.

We put other postsecondary coursework on hold and enrolled nine deaf and hard of hearing students in our newly-designed College Reading Readiness class. We increased the time students spent reading and selected a new text focused on academic reading in the college setting. We used an on-line program that included use of the Lexile system to measure text difficulty and to analyze students' reading levels as the levels changed over time.

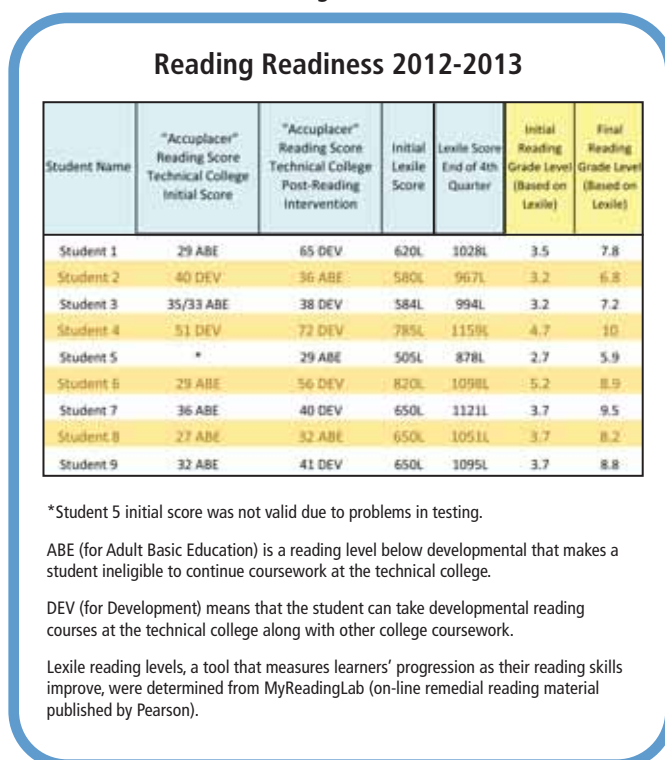
We also looked for ways to motivate our students and keep their expectations high.

Figure 1:



Above: In this chart, the demographics of the deaf and hard of hearing students in VECTOR reflect the program's exclusive focus on those the federal government defines as "traditionally underserved." **Right:** This chart shows the improvement experienced by students who undertook a reading intervention in VECTOR in Brooklyn Park, Minnesota.

Figure 2:



Motivation was inspired through a variety of strategies: students charted their reading growth; guest speakers spoke about college careers; and Howard A. Rosenblum, chief executive officer of the National Association of the Deaf, sent our students an encouraging letter. "Deaf and hearing people are equals," he wrote. "The most important tool for equality is language. Improve your reading and writing, and you will be more powerful!" This became our class motto.

At the end of the year the students were tested, and the results showed a success greater than any of us had anticipated. (See Figure 2.) Our students had achieved unprecedented growth in academic reading. Every student increased his or her reading between three and five grade levels, and the class averaged a 394-point increase in Lexile scores. Six students had raised their scores enough to take college developmental coursework and pursue their postsecondary goals. Three other students committed to continue in the course another year. Just as importantly, our students became active learners, empowered and determined to hold themselves to a higher standard.

And Leng, Shayne, and Fadumo?

Leng increased his reading by five grade levels. A few weeks before graduating from VECTOR, he re-took the college placement test and increased his score by nine points. This nine-point difference was what he needed to enroll in developmental reading at a technical college. Today, he is an independent college student, taking three courses at the technical college and pursuing a computer career as a desktop support specialist.

Shayne increased his reading by more than four grade levels and his college placement test score by five points. He committed to a second year of intensive reading instruction and enrolled in secondary vocational culinary arts classes. His college goal is closer now, and he is determined to make it happen.

Fadumo increased her reading by four grade levels and her Lexile score by over 400 points. She increased her college placement test score by 36 points! This score not only elevated her to the developmental reading level at the technical college but allowed her to skip

the first developmental reading class altogether. She adjusted her goals when her reading scores improved. Instead of becoming a nursing assistant, Fadumo has decided to pursue a career in radiologic technology.

As news of the success of our program spread, we were asked to open another class, this time for hearing students. We agreed to do so—with the provision that the classes for hearing and deaf students remain separate—and we now teach two courses instead of one.

We had hoped that the College Reading Readiness course would result in reading gains. We saw our students become active learners, forge ahead multiple grade levels in reading, and gain college-ready skills. A pathway to college was opened.

We hoped for reading gains; what we achieved was so much more.

The dedicated and amazing staff that devised and implemented the reading program for our deaf and hard of hearing students included: Dori Beach, Kayla Beccue, Kathy Manlapas, Donna Moe, Greta Palmberg, Kendra Rask, and Tina Sunda.

When the Clock is Ticking

Designing a College Reading Readiness Course

By Greta Palmberg and Kendra Rask

Looking back on the course we designed, we recognize that the catalyst to success was the commitment to incorporating five course components: substantial instructional minutes, authentic academic reading material, various instructional groupings, instruction on vocabulary and background knowledge, and modeling of college expectations. Alone, each component was effective; together, they were powerful. Here is a look at these five critical components.

SUBSTANTIAL INSTRUCTIONAL MINUTES

A dramatic increase in time spent on reading was required for students to make unprecedented growth and to develop college-reading skills. Each class would be twice as long as our normal 50-minute class period. Students would commit to a course that met Monday through Friday for 100-minute blocks. Further, the class would not follow regular quarter or nine-week scheduling; it would continue for a solid year.

AUTHENTIC ACADEMIC READING MATERIAL

Staff focused on academic reading, giving students strategies to move beyond learning to read and equipping them to begin reading to learn. After much research, the text we chose was *Reading for Life* by Corinne Fennessy, a college developmental text for students at a sixth to ninth grade reading level. *Reading for Life* was chosen because each chapter engages students with stories and vocabulary around different careers, and this matched our transition program's focus. To enhance career knowledge and motivate student interest, the class took quarterly field trips to a variety of area businesses, met with human relations personnel, and had guest speakers come to talk about the careers we were reading about in class.

Further, each chapter focused on developing a different reading skill. These skills, the backbone of our instruction, included identifying the main idea, stated and implied; understanding supporting details; and recognizing patterns of

organization. They also included making inferences, drawing conclusions, developing vocabulary, and thinking critically.

Our text was paired with Pearson's MyReadingLab™, an on-line program specifically created for the developmental reader at the college level that delivers instruction beginning at the fourth grade level. This on-line program uses the Lexile system to measure text difficulty and to analyze students' reading levels as the levels change over time. Our students began, on average, at the 600 Lexile level. We predicted that students would need to raise their scores to between the 1,000-1,100 Lexile level to get into a developmental college-level reading course.

VARIOUS INSTRUCTIONAL GROUPINGS

We chose a hybrid model of instruction that included group instruction, small group work, and individual practice. We introduced specific reading skills or modeled effective reading strategies to the students in a large group. Students worked in small groups to process their learning, to practice reading

skills, and to work on certain skills necessary in postsecondary training and employment, such as collaborating with each other to find answers and working within time limits. They worked individually when they pulled up MyReadingLab and performed exercises and did diagnostic tests that measured individual growth.

"I really liked working together," noted one student, looking back. "The whole class helped each other. Learning how to work in a

group, discuss stories, and answer questions helped me understand my reading better."

INSTRUCTION ON VOCABULARY AND BACKGROUND KNOWLEDGE

Due to the English language difficulties experienced by our students, vocabulary instruction was expanded. In addition to the vocabulary activities in the book, we worked on extending background knowledge before each story was read. Although it was time consuming, the addition of teaching and discussing each story's background paid off as students read. Having





explicit background knowledge not only increased comprehension but equipped students with the knowledge they needed to discuss story concepts using critical thinking skills. As one of our teachers remarked, “Sometimes you just have to stop what you’re doing and explain who Paul Bunyan is, even if you live in Minnesota!”

Vocabulary development focused not only on definitions but on learning multiple meanings of words in context. Students were encouraged to look up words online that they did not know in the MyReadingLab passages. The instructional team, including the interpreter, teacher, and educational assistant, worked together to promote vocabulary. Staff signed, fingerspelled, and wrote vocabulary words on the board during instruction. In addition, students were expected to hold themselves accountable for increasing their own vocabulary—not only for a good grade but for their own future success in college and the workplace.

MODELING OF COLLEGE EXPECTATIONS

Students were instilled with a lofty goal—to increase reading levels by more than one grade. The primary learning activity was simple: students were expected to read. On the first day of class, the teacher displayed a paragraph on the SMART Board and asked the students to read it. To her amazement, all eyes turned instantly to the interpreter. The students were waiting for the interpreter to sign the paragraph to them!

This was the pivotal moment when we realized that our students had become passive. We knew that the first college-level expectation we would instill in them would be that of active learning. After so many years of frustration, they had

stopped asking questions; not understanding was their norm. We cultivated a classroom in which students felt comfortable asking questions and taking an active role in their learning. We increasingly and incrementally raised the level of the material and classroom expectations. We wanted our students to realize their reading growth was ultimately under their control.

We took time to talk about and demonstrate other skills—how to organize a notebook, how to take notes from the textbook, how to create a planner to keep track of assignments. We also worked on teamwork and test-taking skills. All of this took time away from reading, but these critical skills are necessary for students wanting to succeed in the postsecondary environment.

VECTOR started out with a goal—to assist our students in becoming better readers. All of the research, teaming, and hard work paid off when these five components helped us establish literacy as the foundation of academic achievement, and our students excelled amid high expectations.

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Resource

Pearson’s MyReadingLab™, www.pearsonmylabandmastering.com/northamerica/myreadinglab

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Amie A. Stelmack, MED, earned her bachelor's degree in early childhood education and geography from Worcester State College, in Worcester, Massachusetts, and her master's degree in deaf education from Smith College, in Northampton, Massachusetts. The mother of three daughters, Stelmack resides in the Atlanta, Georgia, area and works full time as a teacher of deaf students in an oral school. She welcomes questions and comments about this article at wnpooob27@aol.com.



Courtney Stelmack is 13 years old and attends a public middle school with a seventh grade class of approximately 500 students. She enjoys writing and reading and dislikes math and physical exercise.

Raising Courtney Just Like Her Sisters: Forging High Expectations

By Amie A. Stelmack

As a parent, I had high expectations for each of my children, even while they were in my womb. When Courtney was 9 months old, these expectations briefly shattered. It was September 13, 2001, two days after 9/11. My husband and I traveled into Boston for Courtney's sedated Auditory Brainstem Response (ABR) appointment. I had been concerned about her hearing and requested a hearing test. The initial assessment had been done locally and although she had no otoacoustic emissions (i.e., her cochlea emitted no soft sound as is typical for those who hear normally), those who tested Courtney reported that she was responding to speech at loud conversational levels. With this conflicting data, they suggested we have her sedated in order to have a more comprehensive hearing test—an ABR, which measures how well sound travels along the nerves that conduct the sound to the brain.

After waiting what seemed like several hours, my husband and I were brought into a small room with our screaming, groggy infant, a nurse, and an audiologist. Courtney wanted to nurse. She hadn't eaten in many hours due to the sedation, but she had to wait another moment. My husband, Ted, and I wanted to know the results of the testing. The audiologist gave us the news: Courtney didn't just have a hearing loss; she was deaf. The conversation continued and much more was said, but I heard nothing other than "deaf" and the sound of crying—crying from Courtney, who needed to nurse, and crying from myself. I could not stop. I needed to get out of that room. I needed to nurse my daughter, and I needed to get back home. Both my husband and I wanted the comfort and peace that only our home and family could provide.

Photos courtesy of Amie A. Stelmack



For nine months, Courtney had been treated like a hearing child, expected to enjoy the stories we read and the songs we sang. She was expected to be comforted by our familiar voices, expected to hear her sisters when they came home from school. Now we knew differently, and we believed we had denied our daughter access to language. Guilt overwhelmed us—and guilt quickly spurred us into action. The only language we knew without a doubt she could learn and understand was sign language. Our family would learn immediately, and so would Courtney. Sign language began in our home the very next day.

As one week led to the next, we began hearing frightening things about children who were deaf. Many people—including professionals—told us about shocking statistics. The statistics indicated that deaf children often didn't read beyond upper elementary level. They seemed to suggest that this would become our expectation for Courtney. Professionals told us that even with hearing aids our precious baby girl would never have access to

spoken English. An audiologist briefly mentioned a device called a cochlear implant, but this seemed strange to us: it would require surgery, drilling into her skull; it didn't guarantee she would speak; and it would change her hearing to a mechanical process controlled by a computer which was programmed by an audiologist. Further, even if we wanted to explore a cochlear implant, Courtney was too young. Ted and I decided to devote our energy to things we could do right away. Our family and friends rallied to support us, and anything we asked for was immediately granted.

Meanwhile I obsessed about the reading prediction that I felt had been made for my daughter. "Why?" I kept asking myself. If she were just deaf, why would she not read? What could be so detrimental? How is deafness related to reading? As a family we went to the library every other week and came home with literally no less than 30 books each time. We read at least 10 children's books every day. Reading nurtures us. It is what feeds our souls. It is our daily bread. Courtney's soul could not be

allowed to starve simply because she could not hear. What a ridiculous thought! After several weeks of feeling devastated and overwhelmed, my husband and I and the rest of our family simply decided we would not accept the statistics—at least not as they applied to Courtney. If Erica and Monika, my older daughters, would read 10 stories a day, then Courtney must need double. Courtney would read, just like her sisters. We would accept nothing less.

Over the next month, we continued to seek assistance from professionals. Hearing aids were ordered. Although the audiologist initially believed that Courtney had access to speech with the hearing aids, that opinion quickly changed. We invested in the best, but they did not provide sufficient access to sound; hearing aids would not work for Courtney. Early intervention specialists came to our home and offered us one hour a week of speech-language therapy. One hour a week? It didn't seem like enough. If a child who is deaf is offered one hour a week of services, what is a child who has a mild hearing loss offered? We were told that one hour a week was the typical recommendation to start, and that more services were not always better for the family and child. To me, this did not seem right. How was one hour a week of speech-language therapy going to help her speak the same language as her family? I thought this would consign Courtney, who was likely never going to hear speech, to not being able to talk. I needed time with expert professionals to learn; Courtney needed time for more therapy. I contacted the early intervention program director who reluctantly agreed to more time weekly with a speech-language pathologist and promised to add weekly group visits from the professionals from school once we selected a school for Courtney.

Ted and I reached out to professionals in special schools for children who are deaf. We felt that they would know best and provide us with information to assist us on our new journey. We visited the special program nearest to us, and decided that this was where Courtney needed to be. We would travel to the program twice a week. Courtney would attend a parent-infant program for two hours each time. In addition, we, as parents, would participate in a parental support group once a week for 90 minutes. Siblings were also sometimes allowed to come to the groups, and the school offered free American Sign Language (ASL) classes one night a week for two hours. Further, we



learned about a family sign language program offered by the state. We could have 20 weeks of ASL taught in our home. This service was free, and we could invite family, friends, and caregivers to attend at no cost. Although exhausted by the thought of all these new weekly activities and lessons, we signed up for everything that was offered.

Courtney began signing almost immediately. Her eyes would look at things, then dart up toward us for the word. Courtney loved the speech-language pathologist who came biweekly. At Courtney's biweekly play group at the school for the deaf, she watched her peers and seemed to absorb everything. However, I still felt that something wasn't right. During one of our visits, I was explaining my concerns to an audiologist when a parent overheard what I was saying and told me about her daughter, who had a condition called "auditory

neuropathy." She suggested that we contact their audiologist at Boston Children's Hospital. Although neither of us knew it at the time, that conversation would change our lives.

Marilyn Neault, the audiologist at Boston Children's Hospital, was experienced, patient, loving, and kind. She saw us at night after a long day and explained not only the type of hearing loss she believed Courtney had but also more about language development, and she told us about cochlear implants. Marilyn scheduled an appointment for another ABR to confirm her suspicion. We left knowing three critical things: 1) we must enjoy and love Courtney, 2) we must continue to provide her with language, and 3) we should never doubt ourselves as parents.

Courtney was finally diagnosed with auditory neuropathy and, at 22 months, she got her first cochlear implant. At that time, Courtney's ASL skills were age appropriate, both receptively and expressively. Although she made all kinds of noises with her voice, those sounds did not appear relevant to speech. Courtney's therapy increased once she was implanted. She joined another group at The Learning Center for the Deaf in Framingham, Massachusetts. This group, exclusively focused on children with cochlear implants, focused on learning to listen. Her weekly therapy at home with the speech-language pathologist changed to listening therapy and time spent on this increased as well. By this time, we, as a family, had completed our ASL program, and we all had basic skills. But now Courtney began to talk. Almost as quickly as she had learned to sign, she was learning to speak. Slowly, she stopped using signs.

The road she was traveling was shifting, and as her parents we had to continue to figure out what Courtney needed. Our expectations never changed—just the road along which we would travel. We continued to explore and advocate for options to assist Courtney in reaching her full potential.

Three months before her fourth birthday, Courtney could use speech, her cochlear implant, and lipreading to communicate. She entered the same private Montessori school as her sisters. When she was 8 years old, she began to advocate for a second implant. Now she wears two, and the second implant has made another substantial difference in her life. On the rare occasion when a battery dies and she has to function with only one implant, she is miserable. She has a friend with a cochlear implant, and she says she doesn't know how her friend manages with one implant only.

Looking Back—Looking Forward

Almost 13 years ago a miracle came into my life. That miracle changed our family's life and the lives of many others. When Courtney started the Montessori school, I returned to college to finish my degree in early childhood education and to pursue a master's degree in deaf education at Smith College. I sought this field of education to assist other parents in helping their children with hearing loss reach their full potential.

I realized my passion, and I am now a teacher of deaf and hard of hearing students. The students with whom I work are encouraged and pushed. They are challenged to be independent, to advocate, to listen, to be proud, to read, and to want to learn. Parents are expected to do their part and assist in their children's development as unique individuals. Working with each family as a team, we create goals so that these children with hearing loss will read on grade level and become academically successful.

Professionals and parents should not accept that the deplorable statistics involving deaf children and reading fit every child or that these statistics are not subject to change. Parents should not lower their academic expectations due to a diagnosis of hearing loss. Children with hearing loss should never be limited by expectations based on statistics garnered previously and from other children. Trust yourself as a parent. Love your child, keep your expectations high, and never give up. Together, we will raise our children and change the statistics for students who are deaf and hard of hearing.

The Extra Steps—Speaking Out

By Courtney Stelmack

When her mom asked her to write a short paragraph about her expectations for herself, Courtney agreed and requested that a poem she wrote recently during a 50-minute language arts period be published. The teacher asked Courtney to read the poem to her mainstream public school class, and it was selected by her teacher to be displayed on the author's tree. The poem has not been edited.

Hi, my name is Courtney. I am deaf, and I wear two cochlear implants. I have very high expectations for myself—to always do my best, even when it gets tough, and to never give up on my hopes and dreams. Life has always been challenging for me because, being deaf, I have to make some extra steps to get to success. One of my biggest hopes is that I will one day become a well-known author. I have always enjoyed reading and writing. It has never been tough for me to understand letters and words.

Recently, I wrote a poem for my seventh grade language arts class on some things that are very difficult, e.g., bullying and suicide. Don't worry, the poem is not about my life but a sad reality of how many teens feel today.

The Girl

By Courtney Stelmack

The girl with a broken smile
She's had it for a while
Her eyes, exotic as a rare and wilting jungle flower
Her personality was as radiant as the sun
Her mind was dark and dreary
They judged her on her ethnicity
They did not bluff
They were not afraid to specify every flaw she had
They played tough, never afraid
They looked at her with a menacing scowl
She buckled under the ferocity of the words they said
Her initial reaction was to back down, and not defend herself
Her lip would quiver, her eyes red; about to cry
No one could tell that deep inside, she was broken
They all thought she was outspoken
She acted okay with conviction
Truly, she was slowly withering away
She trudged to school every day with a heavy pain in her heart
She decided she didn't want to stay
The blade and her skin merged together
Her life ended that day
They all pretended to care
They didn't bother to shed a tear
They said they wished she was here
It was nothing but a convoluted lie
Now, the girl is free from her worries in the sky
She doesn't have to deal with her chaotic thoughts
She inevitability got rid of the chance of her life ever
getting better



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How Can We Motivate Struggling Latino Adolescents to Read?

By Melissa Herzig

Motivation: A Missing Key

When I worked as a teacher of deaf students, it was hard enough getting teens to read even when they were good readers. My school was a magnet high school just five minutes from the border of Mexico, where 95 percent of the students were Latinos. The deaf students' experiences with languages may involve using American Sign Language (ASL), a sign language they may have learned in their home country, English, and Spanish. I wanted to learn more about the struggling Latino adolescent students' attitudes towards reading, especially those with varied language background experiences, and if their attitudes towards the target language, English, may have been part of the reason they reported that they did not like reading.

I could see their frustration. Whenever my students were prompted to read, they avoided it. They complained that they were tired or that they wanted to catch up with friends. They depended heavily on me or another teacher to explain what the book said.

Research has shown that motivation plays an important role in literacy development, and motivation leads to differences in achievement within Latino families regardless of socioeconomic status or parents' educational background (Baker, Afflerbach, & Reinking, 1996; Guthrie & Wigfield, 1997).

Surely their frustration with English print was a barrier to motivation, and motivation was critical to reading—and reading was critical; it was the key to the rest of their education. I expected my students to read and I had to hold them to that expectation, but how could I motivate them? How could I induce my students to want to read? I was anxious to find a way. I began by exploring motivation itself. It was so important. Without motivation, the students had much less chance of developing literacy.

Photos courtesy of Melissa Herzig



The Definition of Motivation

THE MOVING TARGET OF MOTIVATION

Guthrie and Wigfield (2000) define motivation as “the cluster of personal goals, values, and beliefs with regard to topics, processes, and outcomes of reading that an individual possesses” (p. 404). This is not the same as having an interest, for one can have an interest in reading but choose not to read. Factors such as background experiences, emotions, and purpose are important. Put succinctly, motivation is what makes a person want to read.

KEY ELEMENTS

Biancarosa and Snow (2004) focused on motivation and self-directed learning as key elements in successful reading programs designed to improve adolescents’ reading. They noted that an effective reading program would include the following elements:

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in context

- Diverse texts
- Intensive writing
- Assessment (formative and summative) of students and programs
- Extended time for literacy

Talking with Students

Believing that information about motivation lay in the beliefs, experience, and backgrounds of my students, I interviewed four of them—three females (one ninth and two tenth graders) and one male (a twelfth grader). All four students had learned ASL during their elementary years. With the exception of one mother, none of their families knew English or sign language; all of the families used Spanish at home.

I asked my students three sets of questions. The first set was about their background and experiences with the languages they use. The second set was a survey of questions with multiple-choice answers using the Adolescent Motivation to Read Profile (AMRP) as modified for adolescents by Pitcher et

al. (2007). Rather than a closed-ended survey, I changed the format of this questionnaire to conduct semi-structured interviews by asking each student for further explanation of his or her answers; I wanted to learn more about the students’ self-concepts, their attitudes about themselves as readers, and about reading. The third and final set involved open-ended interview questions in the AMRP. These questions focus on narrative reading, informational reading, and general reading, and are designed to provide insights into students’ reading experiences, attitudes, and motivations. I added several questions about issues involving deaf people, such as questions focused on closed captions, television, and texting.

The AMRP is usually administered as a paper-and-pencil survey, but I signed each question with each of the four possible answers and asked students to make a choice. The interviews were videotaped and checked for clarification.

The Findings

ATTITUDES TOWARD THEIR LANGUAGES

Given the frustrations of so many deaf students with understanding how to use printed language, and knowing that Anglo deaf signers tend to include negative school experiences with languages as a part of their life story as bilinguals (Tompkins, 2000), I had expected my students to report that they devalued English. I was amazed, therefore, when my Latino deaf students reported that they value English quite highly—along with Spanish and ASL. Attitudes toward language can influence students' sense of self, their feelings about their community, and their willingness to use the language (Meltzer & Hamann, 2004; Cook-Gumperz, 1981; Schumann, 1978). Therefore, the students' positive attitudes are noteworthy as they may positively affect their willingness to read.

In fact, my findings suggested that these students were not resistant toward reading at all. Reflecting the attitudes found in children of immigrants (Valdes, 1996), all of my students acknowledged that reading and writing in English is a challenge for them and that they get frustrated at times, but none showed disdain either for the language or for reading it.

READING: IT'S A SOCIAL ACTIVITY

My findings showed that my students' motivation to read seemed to be highly social. Their motivation grew from social purposes and varied depending on with whom they were reading, what they were reading, and their reason for reading. Opportunities to share texts with family and friends played a big role. The students also reported participation in many out-of-school reading activities. Further, they reported enjoying these reading activities. When reading meant watching TV shows with closed captions, reading gossip magazines about stars and sharing them with friends, texting with friends, and using the Internet, the students relished it.

However, the students did not classify these activities—for which they held

natural interest and enthusiasm—as reading. Reading for my students was defined exclusively as an activity that occurred in the classroom, and their motivation flagged when they arrived at school, where the activity that they classified as reading occurred. Therefore, they did not classify themselves as readers because “readers” are people who read well at school, and “reading” is a school-based activity. In addition, being

a good school reader is not desirable socially for these students. Two of my students reported that they viewed the students who are good school readers as “boring” and “nerdy.” My students rarely discussed the required school readings outside of school. They said reading, meaning the reading they did at school, was not interesting and not relevant to their lives.

What Teachers Can Do

CHANGING THE DEFINITION AND ATTITUDES

By Melissa Herzig

The findings imply that to change the students' attitude toward reading and toward themselves as readers, the students need to broaden their definition of reading. They need to know that being a “good reader” doesn't mean being good at an activity that is restricted to the classroom.

This is where the teacher becomes important. We need to recognize the various literacy engagements that the students participate in outside of the classroom. This recognition prompts us, as teachers, to broaden our scope, our strategies, and the texts we assign. In doing this, we can help maintain the students' motivation and enable them to fulfill our high expectations.

Here are some suggestions:

- **Do a reading inventory.** Help students be more aware of the reading they do outside of the classroom. Note how they read for multiple purposes. This helps students view themselves as readers.
- **Expand the scope of acceptable reading material in the classroom.** Include materials from popular culture, lyrics from popular songs, the Internet, and magazines.
- **Promote the social aspects of reading.** Encourage students to read in environments in which they can share information with friends. For example, select the hot-selling books for teens and discuss these books in a literature circle or book club. Allow students to work in well-monitored pairs or small groups.
- **Keep an eye out for upcoming movies based on books.** Assign the book on which the upcoming movie is based and give students incentives to complete the book before the movie is in theaters. The students can then compare and contrast the book and the movie as a classroom activity.
- **Identify and discuss vocabulary before assigning reading.** In my study, students said that vocabulary discussion that occurred before reading text was helpful.
- **Use narratives or short stories as teaching strategies.** Narratives capture the students' attention, enable them to grasp the nuances of vocabulary, and help them anticipate and predict what the text will say.



ASL and English

INSTRUCTIONAL METHOD INFLUENCES MOTIVATION

During the interviews, the students shared what helped them be motivated about reading in class, and their answers showed that they enjoyed reading more at school when they received support from teachers. Also, they enjoyed the narrative or visual aspects of what they read. This finding is important as it shows that although they are struggling readers, they still show possibilities of being motivated to read.

One said motivation was stimulated when the teachers guided students with their reading assignment by reading aloud in ASL at the beginning of the lesson before letting them read the rest.

By reading aloud, the teachers did not sign word for word but read the text in English and signed it in ASL. When this occurs, the concept in print remains the same, but ASL grammatical structure replaces English grammatical structure. The students, regardless of their age, enjoyed a good read-aloud, and reading aloud in this manner should not necessarily stop after elementary school.

The reasons for the students' frustrations included use of the English vocabulary that they did not understand and lack of narrative connection. These factors can adversely affect motivation for struggling readers. Presenting background information and vocabulary review to build on their prior knowledge seems to be essential. The students are

comfortable with narratives because they use less technical language. However, with the support of vocabulary review and background information, the students can be encouraged to read expository academic text. ASL provided access to content for many students. Pairing ASL with reading instruction and using it to ensure access to content material enhances the opportunities for students to learn and understand the material; for students who are not fluent in reading, it is critical.

These findings and the deaf Latino students in this study gave me and other teachers a key to success in supporting their acquisition of better reading skills. The key is what enables them to perform to the best of their ability and to live up to our high expectations. It is our responsibility to accept and use this key.

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Expecting the Best:

THE ESSENTIAL LESSON FOR TEACHERS

By Carl B. Williams

“The beginning is the most important part of the work.”

~ Plato

Effective teachers possess a repertoire of critical skills associated with student achievement. As one might expect, these skills relate to planning, implementing, and evaluating instruction. However, there is one indispensable component that is not a skill in the traditional sense; nonetheless, it is an essential dimension of the learning process. I am referring to high expectations and ensuring that teachers are able to sustain them as they teach in the classroom. High expectations are significant because teachers’ expectations influence their actions and, by extension, student learning. Kauchak and Eggen (2014) describe the impact of teacher expectations in this way:

Effective teaching begins with who you are—your beliefs about students and learning and how you interact with students as you work with them. Your beliefs about students and learning set the stage for everything else that occurs in your classroom. (p. 349)

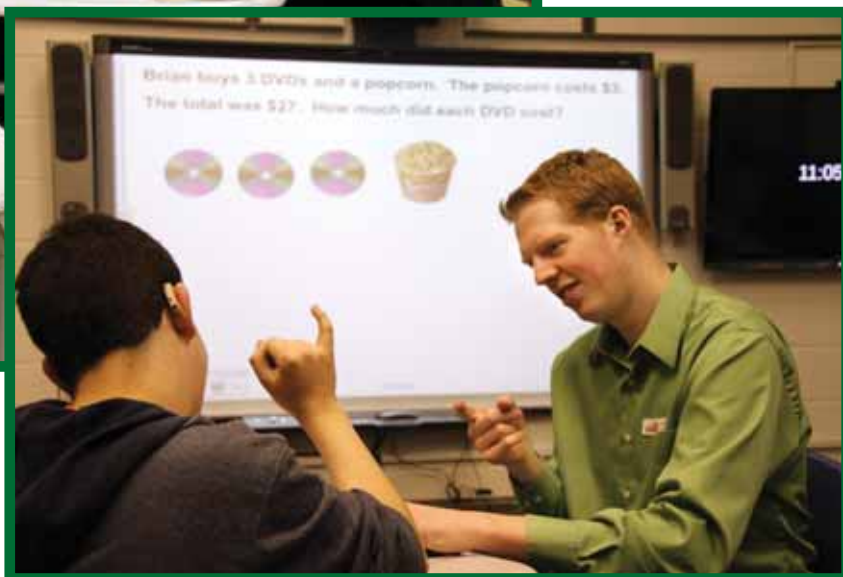
For example, a math teacher might feel that his middle school students are unable to handle word problems. Therefore, he focuses primarily on computation and gives short shrift to problems that involve words. At some point, the students take a statewide math examination that contains a sizable number of word problems. Predictably, the students do poorly—not necessarily because they do not have the potential, but because they were not exposed to the concept of word problems and provided with strategies for solving them.

Photos by Susan Flanigan, John T. Consoli, and Heather Lightfoot Withrow





Above and right: Keeping expectations high and working with students on more complex concepts helps them to excel (e.g., math word problems).



Worse, the cycle of low expectations is perpetuated because the poor results serve to reinforce the teacher's initial view that his students could not be successful with word problems, whereupon he continues to omit problem solving from future lesson plans.

Unfortunately, there are some commonly accepted notions that have become part of the narrative of deaf education. These include views that deaf and hard of hearing students are "concrete," they "cannot achieve literacy levels on par with their hearing peers," and they "can compute, but word problems are beyond their ability." Andrews, Leigh, and Weiner (2004) caution against such stereotypes and strongly encourage teachers of deaf and hard of hearing students to plan in ways that are intended to maximize their academic achievement. This admonition is especially notable in light of research indicating that effective teachers communicate positive expectations for students and that these expectations form a strong foundation for student learning (Good & Brophy, 2008; Torff, 2011).

The challenge for teacher education programs is to prepare teachers to have high expectations. To achieve this outcome, teacher education programs can address positive expectations as an integral part of their programs of study.

Discussion of expectations for students—and keeping them high—is a topic I approach every semester. "Giving the Spoon Back: Higher Teacher Expectations for Students Who are Deaf" (Smith, 2008) is a particularly relevant source for initiating discussions because the article is a case study that examines a deaf teacher's beliefs and the behaviors that reflect the high expectations she has for her students. My students are also required to write reaction papers in response to articles such as "A Deaf Child Learns to Read" (Rottenberg, 2001) and "Successful Students Who are Deaf in General Education Settings" (Luckner & Muir, 2001), both of which convey the reality that younger and older deaf and hard of hearing students can achieve age-appropriate learning goals.

These studies are discussed in an attempt to counterbalance the content of quantitative studies that paint a bleak picture of deaf and hard of hearing student achievement. As a teacher, I emphasize that most research findings allow for generalizations based on average group statistics; these studies indicate little about the performance or potential of any individual deaf or hard of hearing child. At the same time, I find it crucial to underscore instructional methods that demand more of deaf and hard of hearing students. Simply having high expectations is only part of the equation. Only to the extent that high-



same and those that are different. In this case, the teacher has used the charts as a scaffold to raise students' participation from low-level responses (i.e., remembering) to higher-level responses (i.e., analyzing).

Educational outcomes that challenge students do not need to involve arduous instructional planning. In fact, many simple, straightforward learning experiences can promote higher order thinking skills. Consider the following three examples of activities that require students to engage in analyzing, evaluating, and creating—the highest levels of cognition. All three strategies can be carried out individually, in small groups, or as a whole class. In

quality expectations are translated into high-quality teaching do they become meaningful. Teachers with high expectations plan learning experiences with rigorous content.

Rigorous content in the deaf education classroom seems especially appropriate in light of the fact that 90 percent of the states have adopted the Common Core State Standards (CCSS), which seek to elevate academic achievement to ensure that students are well prepared for the demands of college and careers. Undeniably, a higher standard of learning necessitates a higher standard of teaching. Since the CCSS challenge students to pursue deeper levels of thought in the learning process, teachers will need to be able to implement instruction that promotes thinking skills. To this end, Bloom's Taxonomy can be of help.

Bloom's Taxonomy, a framework originally developed in 1956 and updated during the 1990s, is a classification system that identifies a hierarchy of six processes associated with learning: remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). While the first three levels are important for establishing fundamental information, higher-order thinking skills are cultivated when teachers create assignments and ask questions at the top three levels: analyzing, evaluating, and creating.

Some teachers may feel that their students are unable to operate at higher cognitive levels. In these situations, teachers should consider scaffolding, building on lower-level knowledge and skills, until the student is able to handle higher-level work. For example, students might be nonresponsive when asked to compare and contrast spiders and bees. However, the teacher can have the students list characteristics of spiders and of bees on separate charts. Placing these charts side by side, the teacher can have the students identify the characteristics that are the

addition, they can be used in both language arts and content-area subjects in elementary and secondary classes.

Analyzing—Figuring Out Relationships

Students can do an activity List-Group-Label (Taba, 1967) which requires students to apply critical thinking to recognize the relationships between words. The steps are as follows:

- Select a key concept from an upcoming lesson or unit, and have students brainstorm related words. (List)

Key concept: Sources of Energy

Word list: coal, sun, water, natural gas, oil, wind

- Have students classify the words into semantic categories. Challenge them to explain their rationale for words they include or discard. Suggest a "misfit" category for words that do not seem to belong in established categories.

(Group)

coal/natural gas/oil sun/water/wind

- Have students identify a heading for each group of words (Label)

sun/water/wind: unlimited; continually replenished = renewable

coal/oil/natural gas: finite; will run out = nonrenewable

renewable energy sources	nonrenewable energy sources
sun	coal
water	oil
wind	natural gas

- Have students revisit their lists at the conclusion of a lesson to modify the lists or category headings.

Evaluating—Reporting on a Character

Students can complete a character report card (Zwiers, 2010) which requires them to use evaluation skills to assess a literary character or historical figure (e.g., explorer, scientist, president) from a content lesson. This process is consistent with the CCSS emphasis on having students provide text-based answers to questions. The procedure is as follows:

- Decide on literary characters or actual people, living or dead.
- Identify four or five traits that the individuals would possess in varying degrees.
- Develop a three-column table, identifying the character trait at the top, with the names in the left column. In columns two and three, place the headings “grade” and “comments.” Grades are based on behaviors exhibited throughout the book (for literary characters) or throughout their lives (for real people). There are several possible variations, but the character report card below (shown with information for the book *Holes*) is a basic format.
- Have students complete the grading process, emphasizing the importance of the comments section because this is the space in which they provide evidence from the reading to justify their grades. Also, point out that multiple examples of a trait strengthen their support for a particular grade. Teachers can use the traditional A-B-C-D-F system or any other school-based assessment system with which their students are familiar.

CHARACTER REPORT CARD		
BOOK: <i>Holes</i> by Louis Sachar		
CHARACTER TRAIT: <u>Supportiveness</u>		
Characters	Grade	Comments
Stanley	A-	• After initially treating Zero badly, he ignores peer pressure and forms a friendship with him. • When Zero runs away, he follows him to make sure he is safe.
Zero	B	• In the desert, he shares his last jar of sliced peaches with Stanley. • He eventually apologizes for taking the shoes Stanley was accused of stealing.
X-Ray	C	• He stands up for Stanley when the other boys pick on him. • Later, he treats Stanley with hostility when Stanley befriends Zero.

Above: Here is an example of a character report card for the book *Holes*.

Creating—Writing Poetry

Students can use various short poetic formats to compose poetry relatively quickly to represent their knowledge about a topic. Doing so engages them in deeper thinking processes as they move from the role of reader to the more active role of writer. One format is the cinquain, a five-line poem. There are multiple versions of this poem, but the pattern below is a common one.

- Line 1 (noun)
- Line 2 (two adjectives describing line 1)
- Line 3 (three verbs ending in “ing” describing the actions of line 1)
- Line 4 (four-word phrase related to line 1)
- Line 5 (synonym for, reference to, or restatement of line 1)

Here’s an example:

Rainforest
Temperate, tropical
Self-watering, evolving, disappearing
Earth’s oldest living ecosystem
Biodiversity

For Parents—A Thinking Culture at Home

A culture of thinking can also be fostered and reinforced at home. Like educators, parents can use activities to develop their children’s thinking skills.

For example, they can allow children to plan a dinner menu for a week—stipulating that it be nutritious. Planning is a cognitive process that involves analyzing, evaluating, and creating. Parents can promote analysis by having their children participate in organizational household tasks, such as arranging table settings, sorting laundry, and putting items into recycling bins.

Moreover, parents can ask their offspring to consider questions that require higher-level thinking skills. If the child is reading a book, for instance, rather than asking, “What is the book about?” parents can ask questions such as, “How is this story similar to a previous book you’ve read?” or “What do you think about how the main character behaves in the story?” or “What do you think will happen next?” These types of questions raise the level of thinking required for the child to respond.



Opportunities for children to analyze, evaluate, and create at home as well as in school establish the consistency needed to make critical thinking a habitual process for them.

For Teachers—Continuing to Learn

Students thrive in schools in which strong leadership supports teachers' ongoing pursuit of professional development to improve their instruction because continuous learning is the hallmark of effective teachers (Sadker, Sadker, & Zittleman, 2008). For teachers of deaf and hard of hearing students, these learning experiences should not be limited to deafness-related workshops and conferences.

A few years after I began teaching language arts to secondary students, my principal encouraged me to attend a summer writing institute. After reviewing the information, I asked if he realized that this institute did not target deaf or hard of hearing students. I still remember his response: "That's why I want you to attend. If teachers in public schools are learning about writing strategies that help hearing students, we need that information for our students, too." After attending, I implemented many of the strategies I had learned and found them to be successful. After sharing some of my deaf and hard of hearing students' written products with the coordinators of the institute, I was invited to do a workshop under its auspices. In the middle of my presentation, as I was displaying several students' writing samples, the irony of the situation became inescapable. It struck me that I was standing in a filled auditorium in the nation's eighth largest school district using written products composed by deaf and hard of hearing students to exemplify writing techniques that teachers of hearing students could use in their classes.

It is from this vantage point that I have been fortunate to appreciate the capabilities of deaf and hard of hearing students and formulate high expectations for them. And it is this type of narrative that teacher educators can share with their teacher candidates to tide them over until they begin to create success stories of their own with deaf and hard of hearing students whom they will one day teach.

When evaluating the competency of new teachers, objective factors such as grade point average and passing scores on teacher certification examinations are common criteria. What's missing is evaluating the teacher's disposition towards high expectations; this is the disposition that would provide the impetus for actually applying the teacher's knowledge and these skills with vigor and conviction. Since dispositions are not amenable to testing, teacher education programs can provide ongoing opportunities for enabling teacher candidates, before becoming teachers, to reflect on their conceptions—and misconceptions—about deaf and hard of hearing students' ability to learn.

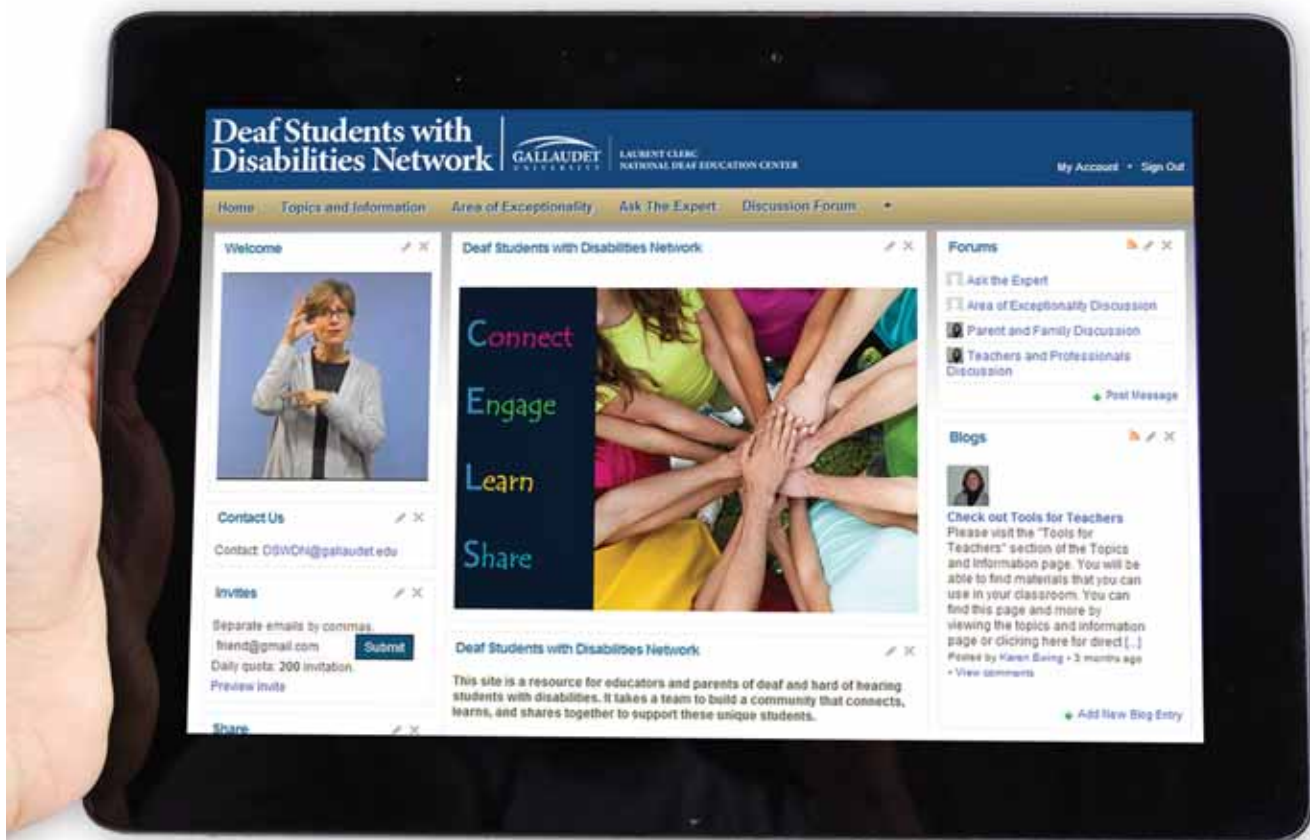
Becoming certified as a professional teacher requires meeting certain core competencies. While these competencies might

vary slightly from state to state, there is one standard that is consistent—ethical practice—and ethical practice eschews lowering expectations for students. As Fielstein and Phelps (2001) remind us: "Ethical teachers have high expectations for their students; they believe all children are capable of learning." This is, unquestionably, one of the most valuable lessons that future teachers of deaf and hard of hearing students must learn.

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On-line Networks from the Clerc Center



- Deaf Students with Disabilities Network
- Early Intervention Network
- National Outreach Resources





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EXPECTATIONS LEAD TO PERFORMANCE:

The Transformative Power of High Expectations in Preschool

By Ye Wang, Karen S. Engler, and Tara L. Oetting

High expectations are expected at all levels, but ideally are in place in preschool. It is our job as early intervention providers to model for parents what high expectations look like and how to translate those expectations into family experiences. In our preschool program at Missouri State University, where we serve children with all communication modalities and all styles of personal assistive listening devices, we emphasize the importance of high expectations and model them. Here is a look at our program.

It began in 1989 when a Missouri State University professor, Dr. Harold Meyers, was awarded a U.S. Department of Education grant through the Office of Special Education to prepare future educators of students who are deaf or hard of hearing. It was through this grant that our preschool program, housed in the Department of Communication Sciences and Disorders Speech Language and Hearing Clinic, was formed. Our preschool has supported the preparation of teachers while providing direct services to children, ages 3 to 6 years old, who are deaf or hard of hearing. We welcome children into the program regardless of communication modality and the presence of additional disabilities. We provide a family-centered intervention.

Infusing High Expectations into the Classroom

In our program, we immerse deaf and hard of hearing students in expectations that they will become independent and literate from the moment they enter our classroom. We fill our students' environment with language, as language is the basis for all learning, while simultaneously involving them in emergent literacy activities. The development of language,

Photos courtesy of Ye Wang, Karen S. Engler, and Tara L. Oetting



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literacy, social, academic, speech, and auditory skills is interfaced with the development of self-advocacy and independence.

Our language-intensive classroom uses a repetitive approach to vocabulary building. It provides students with multiple means through which they can experience language and build a base for literacy. As with most preschool children, children who are deaf or hard of hearing appear to benefit greatly from repetitive tasks, especially those that are more abstract in nature. The variety of learning styles used in the classroom gives children the opportunity to experience language and build literacy skills. The students constantly receive multiple exposures to signed, spoken, and written language throughout the school day. For example, all items in the classroom have a label, and the label includes a picture of the sign with the printed word beneath it. This maximizes each student's opportunity to connect the printed word with the item itself and with its signed partner.

We use age-appropriate curricula and reading materials with adaptations for preschool. For example, as our curricular base for group reading, we use Section 1 of *Reading Mastery I* (SRA/McGraw-Hill, 2008), a scientifically based reading program that has demonstrated positive outcomes with a wide range of students who are at risk for developing reading problems. Lessons

1-30 of *Early Reading Tutor* (SRA/McGraw-Hill, 2007) provide additional instruction for individuals, including 30 one-on-one, 10-minute supplementary lessons. This also provides additional information and allows the teacher to attend to students' individual needs. Due to the diversity in degrees of hearing loss—many times ranging from mild/moderate to profound—and in language environments in their homes, our students vary significantly in their exposure and access to languages (spoken, signed, and written). Individual instruction, supplementing group instruction, is necessary to meet the needs of these students.

Also, in order to accommodate the unique needs of students who are deaf or hard of hearing, we use multiple instructional strategies and technologies to adapt the mainstream curricula. For example, we use Visual Phonics, a system of 46 unique hand cues and symbols that represent the sounds of English, to supplement the phonics instruction during both group and individual instructions. Second, we use a digitalized Photo Library to demonstrate the range of meanings for each word presented in the word-reading activities in the lessons of *Reading Mastery I*. The extra pictorial representation of vocabulary from the Photo Library provides enhanced opportunities for students who are deaf or hard of



hearing to develop their vocabulary, particularly words with multiple meanings (e.g., the word “bat” has two pictures—one with the animal, one with the baseball equipment). Third, lessons used from *Reading Mastery I* were scanned into a file on a computer and shown on a SMART Board, which enlarges the picture and print. The SMART Board technology allows teachers to have free hands for signing and for signaling students. SMART Boards overcome a limitation of traditional instruction by enabling students to have easy access to both the teacher’s signing and their reading materials; students do not have to look down at the print in their books. With the touch screen function, SMART Boards transform the classroom into an interactive, engaging learning environment. Coupled with wireless microphones and built-in speakers, SMART Boards also increase students’ access to spoken language.

Modeling and Translating Bringing High Expectations Home

We model high expectations for parents of preschool children and help them translate those expectations into their family experiences through weekly take-home DVD reading kits. The primary purpose of the reading kits is to improve the families’ sign language vocabulary.

Although exposed to both signing and speech at school, a majority of the preschoolers are not exposed to signing at home because their parents have little or no signing skills. Free sign language workshops have been offered for the parents, but many parents have not been able to attend. The reading kits are beneficial in improving communication, therefore lessening stress, and perhaps lead to increased language skills for the preschool children.

Each reading kit consists of:

- One storybook appropriate for preschoolers based on the Scholastic website (www.scholastic.com)
- One DVD with two versions of the storybook—one in American Sign Language (ASL), the language that deaf and hard of hearing individuals use within the Deaf community, and one in Conceptually Accurate Sign English (CASE), the system of signing conceptually correct American signs in English word order—both of which are signed by either the classroom teacher or a graduate clinician
- Two vocabulary packets of approximately 20 vocabulary words for each storybook (one in ASL and one in CASE)
- A one-page handout that lists and

briefly explains the materials included in the reading kit as well as instructions on how to use the kit in the most beneficial way

- A two-page handout that includes *Tips for Enhancing Early Literacy in the Home* and *Tips for Parents of Preschoolers*

Parents typically check out one reading kit each week. A pilot investigation found that these teacher-made, DVD-based, take-home reading kits were effective not only in improving sign vocabulary and communication of the two families who participated but also in helping deaf and hard of hearing preschoolers express themselves through signed language.

Measuring and Monitoring Ensuring Expectations Stay High

We measure and monitor the impact of establishing high expectations through various formal and informal assessments. For example, the formal assessments, administered at the beginning and the end of the academic year, are:

- **Test of Preschool Early Literacy (TOPEL)**—The TOPEL is used to test for reading readiness in preschool students and to determine areas of struggle that need extra assistance. There are two tested areas: Print Knowledge, in which students discriminate between letters and other symbols and then move on to identifying letters, and Definitional Vocabulary, in which students identify by name the picture provided and answer a question about what that item does.
- **Word Associations for Syllable Perception (WASP)**—The WASP is an assessment on auditory skill development. It includes 225 child-friendly picture cards representing the English phonemes. It starts with single phonemes and simple syllabus sounds (e.g., /m/, /baa/, and /s/). Then it systematically introduces words with increasingly complex combinations, such as consonant-

vowel-consonant words.

- **Goldman-Fristoe Test of Articulation 2 (GFTA-2)**—The GFTA-2 provides information about a student's articulation ability by sampling both spontaneous and imitative sound production. The student responds to picture plates and verbal cues from the examiner with single-word answers that demonstrate common speech sounds. Additional sections provide further measures of speech production. The GFTA-2 measures articulation of consonant sounds, determines types of misarticulation, and compares individual performance to national, gender-differentiated norms.
- **Peabody Picture Vocabulary Test 4 (PPVT-4)**—The PPVT-4, with 228 stimulus words, quickly evaluates receptive vocabulary and requires no reading or writing skills.
- **Woodcock-Johnson Tests of Achievement-III (WJ-III)**—Four of the WJ-III subtests—Letter-Word Identification, Spelling, Word Attack, and Passage Comprehension—are administered. Matching, identifying, copying, and reading symbols, including some letters and words, are included. A phonetical reading of nonsense words is also a part of the assessment.

In addition, we use many formal and informal assessments throughout the year, monitoring progress monthly. These include:

- **Initial Sounds Fluency**, a subtest from Dynamic Indicators of Basic Early Literacy Skills, with letter names and letter sounds assessment;
- **Length of Utterance**, a calculation based on collected language samples;
- **Cottage Acquisition Scales for Listening, Language & Speech**

Analysis, based on a variety of discourse skills, sentence forms, noun phrases, and subordination; and

- **Woodcock-Johnson III**, an assessment used for follow-up of preschool graduates in early elementary schools as well as at the beginning and end of the academic year for all students.

Success for Our Students!

Moving Up with Expectations

A follow-up study was conducted with three of our preschool graduates upon their entering elementary school, and each of the students demonstrated overall reading levels at or above their age levels (Wang, Spychala, Harris, & Oetting, 2013). These three students—who had varying degrees of hearing loss, usage of amplification, and modes of communication—demonstrated at least some use of phonemic awareness and phonics skills, and these skills were sustained in early elementary school, although their elementary school teachers used various reading programs.

For instance, when tested upon entry into preschool, Emily*, who had a mild hearing loss, and Kristen, who used a cochlear implant and a hearing aid, scored above average and/or average on language- and print-based early reading skills compared with their same-age hearing peers, though each performed poorly on sound-based tasks. Both Emily and Kristen made marked improvement and demonstrated reading skills approximately one grade above their grade level in early elementary school.

Nancy, with an unaided central hearing loss and a severe language disorder, started our program with below average and significantly below average scores on language- and print-based tasks, and she could not complete any sound-based tasks. Nancy required a longer time to respond to interventions

than her peers, but eventually she was able to demonstrate an age-appropriate reading level. In early elementary school, she showed evidence of phonemic awareness and phonics skills, and she even performed at a slightly higher level than her hearing peers on some phonics tasks.

High Expectations

An Impact that Continues

The potentially transformative power generated from the expectations of the teachers and parents can have a massive impact on the development of children, particularly those who are deaf or hard of hearing. With high expectations for preschool deaf and hard of hearing children, our program at Missouri State University embraces effective instructional strategies and multi-media technology to meet the individual needs of each child and to ensure age-appropriate academic development on par with that of their hearing peers. This is accomplished in an environment that radiates a belief in the learning potential of all children and embraces high expectations for all. Our experience demonstrates that high expectations lead to high performance.

**All students' names in this article are pseudonyms.*



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A Co-Teaching Model:

COMMITTED PROFESSIONALS, HIGH EXPECTATIONS, AND THE INCLUSIVE CLASSROOM

By Karen Wise Lindeman and Kathleen Magiera

“He was the only deaf student in the entire school. He had no one who could communicate with him—not teachers, not students, not anybody. This tugged at my heart, and I wanted to help.”

~ Said by a first grade general education teacher when a child who was deaf entered her classroom

When Jeffery* entered Woodlawn Elementary, a small, rural school in the northeast United States, a committed team of professionals began to work collaboratively to provide services. Jeffery was born deaf and received a cochlear implant at the age of 4. He spent his first years of school in a self-contained classroom with students who had a variety of disabilities. After two years of using his cochlear implant and a sign language interpreter, Jeffery still had limited language skills though a few dedicated professionals saw his potential.

When he started first grade, Jeffery, at the direction of his Individualized Education Program (IEP) team, was placed in an inclusive general education classroom in which he was provided services, allowing him to have greater access to the curriculum and to improve his socialization (Kluwin, 1999). For our school's professionals, Jeffery's entry into an inclusive classroom was a new experience. We were a teacher of the deaf, a first grade general education teacher, a speech-language pathologist, an occupational therapist, and an interpreter. None of us had ever worked with a deaf student with cochlear implants or co-taught. We had a limited understanding of how this would work. However, our high expectations and our strong desire to see Jeffery remain in the general education classroom for as much of the day as possible drove us to work hard to succeed. Each of us wrote separate goals reflecting our individual areas of expertise into Jeffery's IEP. Now we each had to find ways to meet those goals in the context of a first grade curriculum, a general education classroom, and Jeffery's same-age peers.

Photos by John T. Consoli

Charts courtesy of Karen Wise Lindeman and Kathleen Magiera



Researchers (Kloo & Zigmond, 2008; Scruggs, Mastropieri & McDuffie, 2007) have indicated that the key to successful co-teaching is the planning of the general education curriculum by a team of professionals to best meet the needs of students with and without disabilities. The general educator is “the content specialist,” while the special education team members are “the learning specialists.” By interfacing these skills, instruction in the general education classroom can be enhanced to meet the needs of a student with special needs, in this case, a student who was deaf (Kauffman & Hallahan, 2005).

That year, as we shared the responsibility for providing Jeffery’s education and services, we became a team. The results were amazing. Jeffery excelled both academically and socially. He earned high grades and made friends with many of his hearing classmates. At the end of the year, the family, the administration, and the other teachers were amazed.

As professionals we looked back on the experience as one of our most rewarding—and we decided to take a closer look and reflect on our year to improve our own practices and hopefully help others. We wanted to explore why this collaborative model worked and how a group of professionals from different

disciplines, each with different goals for the student and with no experience working with a deaf child with a cochlear implant, came together to make Jeffery’s year a success.

Further, we wanted to see if we could use our experience and develop a co-teaching model to support other students with cochlear implants in a general education classroom. In other words, what did we do right? Just as importantly, what could we have done better?

How It Worked Co-Teaching: A Framework

We began, of course, with high expectations. We shared a faith in our student. We knew that Jeffery could do the work. We knew that if we teamed up effectively, he would be able to succeed in his inclusive classroom.

The Magiera-Simmons Quality Indicator Model of Co-Teaching (Magiera, Simmons, & Hance, 2008) delineates a “quality process” to ensure that co-teachers collaborate successfully and achieve the best results for their students. We received Institutional Review Board approval, and each team member agreed to be interviewed and videotaped about her experience. By viewing the videos and analyzing them using the co-teaching framework created by Magiera et al. (2008), we



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Terminology

What is the difference between mainstreaming and inclusion?

Mainstreaming refers to educating a child with special needs in a general education classroom when he or she is able to fit into the classroom. If special help, differentiation, or remediation is needed, the child is removed or ‘pulled out’ for these services.

In **inclusive** classrooms, all children are educated together—they are all included regardless of the differentiation or remediation needed. Typically modifications are made in the general education classroom with no or limited pullout services. Extensive collaboration between professionals is needed.

What is Collaboration?

Collaboration is the process whereby special and general education teachers implement the services (Magiera, Simmons, Marotta, & Battaglia, 2005).

What is Co-Teaching?

Co-teaching, a specific form of collaboration, is a special education service delivered to students with disabilities. It has shown promise for blending professional expertise to better serve students with disabilities within general education classrooms (Muller, Friend, & Hurley-Chamberlain, 2009). Murawski (2012) has described co-teaching as “substantively different” than a solo-taught class with isolated services.

were able to see what went well and how we could improve our instruction.

Stage 1: Planning

DECIDING ON DISTRICT-WIDE COLLABORATION

At this stage, all the professionals who will be involved with the student agree to collaborate, and this may involve identifying and sharing an understanding of what co-teaching means. For us, the decision to collaborate came out of the desire to see Jeffery in the general education classroom. The decision was a grassroots effort from the teachers—an “out-of-necessity collaboration” in the words of our speech-language pathologist. Support from the administration was vital. Noted the general education teacher, “Our administration gave us the leeway to arrange things the way [they] needed to be.” Added another professional, “The administration trusted us to do what was best ... they trusted each of us as professionals, each an expert in our area.”

Stage 2: Professional Development

RECEIVING TRAINING IN CO-TEACHING DELIVERY

The general education teacher and the related service providers need to establish a common vocabulary and consistent ideas for what co-teaching means (Magiera et al., 2008). In our situation, however, our team had no training. There was a lot of trial and error. Observed the occupational therapist, “Collaboration was all of us coming together as a team and just being there for support, encouragement, and problem solving.” Professional development was an area in which our team was lacking and from which we could have benefited.

Stage 3: Setting Standards

DECIDING WHAT IS IMPORTANT

Successful collaboration requires explicit expectations for all students in the inclusive classroom, including the student with a disability. For us, standards evolved as the year progressed; however, we prioritized Jeffery’s inclusion in the general education curriculum and his acceptance by his peers. The speech-language pathologist summarized, “We were always looking at the curriculum, at the context. What did the student need to know? What were his peers learning? What will he be accountable for? The [general education teacher’s] lesson plans were the driving force [that determined our services].” The general education teacher photocopied her weekly lesson plans and shared them with the team, but we needed time to “check in” or, as the general education teacher said, “We needed [time for] a sit-down discussion.” The speech-language pathologist remembered, “We had to get creative ... to stay in touch.” A weekly team meeting was instituted. We met during one of the general education teacher’s preparation periods and eventually included a requirement for weekly meetings in Jeffery’s IEP. “Getting four different service providers in a room at the same time each week was difficult,” noted the occupational therapist. “However, it was so important ... really worth it.”

Stage 4: Reflection

CLARIFYING ROLES, REINFORCING LEARNING

Co-teaching professionals need time to ask questions and compare strategies while they plan together. The weekly team meetings were critical for this. For example, during the meeting, the speech-language pathologist would share something that was successful in therapy with the team, and the general education teacher would implement this strategy in the classroom. These meetings allowed the collaborative instructional process to evolve in a positive direction. “Here is where he is struggling,” the occupational therapist might note, or “This was too difficult; let’s break it down,” the speech-language pathologist might observe. We took the time to see where Jeffery needed extra assistance or guidance and used this information to help other team members design instruction for the coming week.



Stage 5: External Observation

PROCURING AN OUTSIDE PARTNER

Cramer and Nevin (2006) found that co-teachers, feeling underprepared to collaborate, can find an outside partner useful. This partner can be an outside individual, agency, or instructional tool that helps in balancing self-study and reflection to identify strengths and concerns about how the team is functioning. For us, the “outside partner” that allowed reflection was the Magiera-Simmons Quality Indicator Model of Co-Teaching (Magiera et al., 2008). Using this model allowed us to take a step back and analyze our work.

Stage 6: Student Achievement

ASSESSING THE STUDENT'S PERFORMANCE

In this last stage, the impact of the co-teaching on student achievement is considered (Magiera et al., 2008). Jeffery improved his scores on AIMSweb (a measure of words read correctly per minute) each quarter, moved to the next reading level at a rapid pace, began writing simple sentences on his own, and eventually did not need occupational therapy. The general education teacher was especially excited to see that Jeffery had met so many social goals. “[Jeffery had] conversations at lunch,” she noted. “He was invited to a friend’s house. [He

was] invited to his first birthday party.”

While these strides might seem normal for some students, for this deaf child who was placed in an inclusive classroom in a single jump and with some English language delays to boot, they were extraordinary. Seeing Jeffery’s progress and hearing the stories of his success, the team was encouraged to keep working and adjusted instruction to best meet his needs.

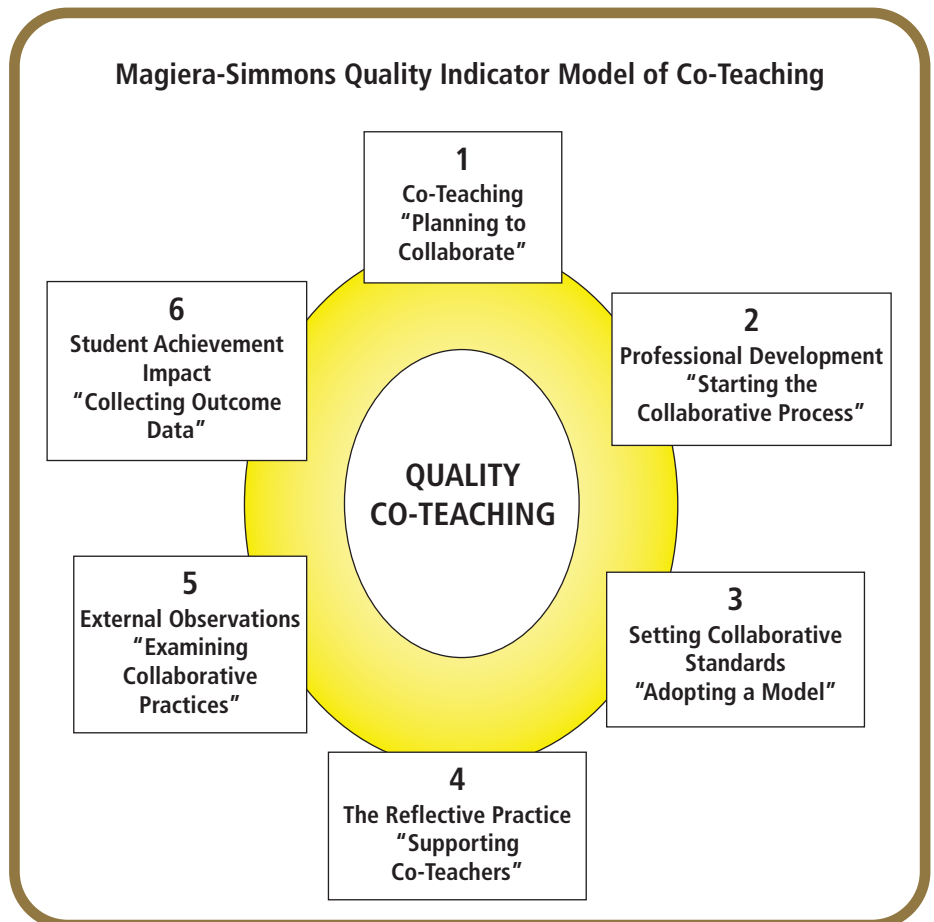
What We Learned

From reviewing the teachers’ reflections and aligning these to a high quality co-teaching model provided by Magiera and her colleagues, we found the following critical to Jeffery’s success:

• COMMUNICATION

For us, the team meetings were essential. “[We used the team meeting to] *reflect on what was going on, for seeing progress and seeing our struggles,*” noted the occupational therapist. “[These meetings allowed us to] *get on the same page and reflect.*”

Most of the published co-teaching literature focuses on logistics, ongoing co-planning, and compatibility in teaching philosophy of special and general education



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teachers (Bauwens, Hourcade, & Friend, 1989; Friend & Cook, 2010; Murawski, 2012). Special education teachers respond positively to learning more about the general education curriculum. At the same time, general education teachers enjoy the assistance of a team of specialized professionals. “I needed the support,” said the general education teacher. “I would not have been able to make as many gains with [Jeffery] ... without having the additional support.”

The speech-language pathologist spoke about the importance of the easy and informal communication afforded by proximity. “We could talk before school, after school, in the middle of the day in the hall. We were lucky.” By “lucky,” she meant that the teacher of the deaf was not an itinerant teacher coming for 45 minutes a day but rather a member of the school faculty, enabling our team to have the teacher as a partner. The general education teacher commented, “Working with a deaf student was very different for me. I didn’t completely understand how to approach things. Working with a teacher of the deaf helped me a lot.”

The speech-language pathologist noted that communication allowed her to use the student’s classwork as part of her therapy. “Honestly, if we didn’t have the team meetings, I wouldn’t have known [these assignments were] happening. We would have been writing sentences [in isolation—in pullout therapy] about something else ... that would have been good as well but not as functional.”

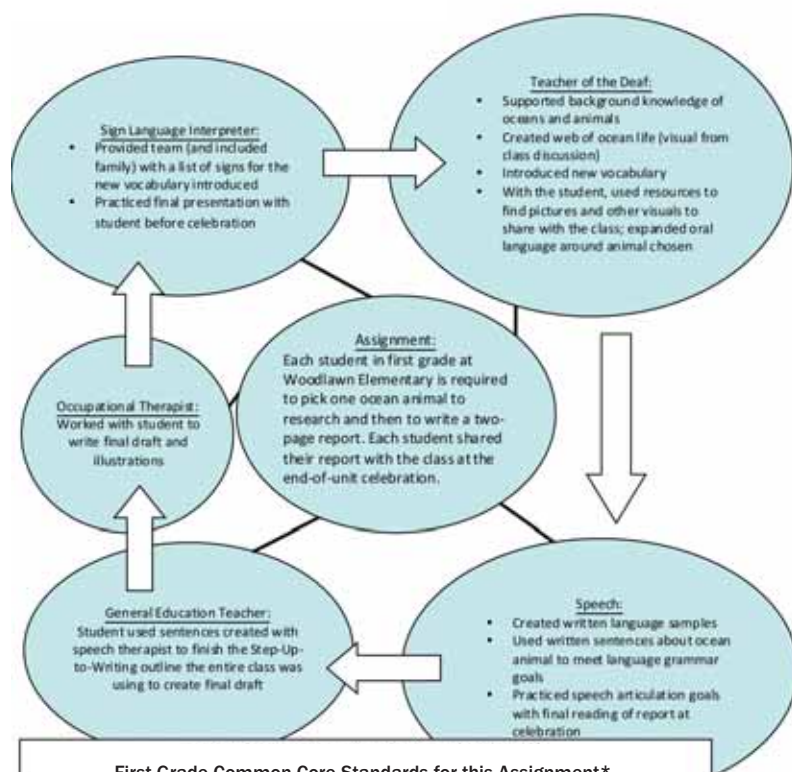
The team meeting was an important part of Jeffery’s success because it meant scheduled and regular communication; the informal meetings were also critical.

• PROFESSIONAL RESPECT

“I am so fortunate to work with colleagues that are so enthusiastic, and everyone cares,” said the speech-language pathologist. *“It is really the bottom line.”*

Scruggs et al. (2007), in their meta-analysis of 32 qualitative studies on co-teaching, found that compatibility among professionals was the most important element in successful co-teaching relationships. The respect, compassion, and sense of shared responsibility were evident on our team. The general education teacher referred to the teacher of the deaf as an expert in deaf education. “The only thing I could have asked for was more of it,” she noted. “More time to have the [teacher of the deaf] in the classroom.” Additionally, she noted, “We shared

Planning Example Science Unit: Oceans



First Grade Common Core Standards for this Assignment*

English Language Arts Writing— Write informative/explanatory texts which name a topic, supply some facts about the topic, and provide some sense of closure.

English Language Arts Writing— Participate in shared research and writing projects.

English Language Arts: Speaking and Listening— Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

English Language Arts: Speaking and Listening— Produce complete sentences when appropriate to task and situation.

*Retrieved from www.corestandards.org

everything. We shared the room, we shared the other children in the room, and we shared our student. We trusted each other to be honest when things were working or weren’t working.” “I can’t take credit,” continued the speech-language pathologist. “It was everyone working together ... none of us would have had the success we had in isolation.”

• HIGH EXPECTATIONS

“We all were looking out for the student’s best interest,” said the speech-language pathologist.

Not only did we respect each other professionally and personally, but each team member cared about Jeffery. Each knew he could be successful. “We all were so invested in [Jeffery],” affirmed the occupational therapist. “There was something really special about that.” His behavior improved greatly as he began to see the teachers’ level of concern. “He could catch the vibe,” the occupational therapist said. “I remember he was surprised that we all

talked [about him]. He picked up on that.” “We all had compassion,” added the general education teacher. “If you don’t have that, there is no reason to be [teaching].”

Compassion combined with our belief in Jeffery’s potential success and our planning to allow him to succeed and enabled Jeffery to feel the teacher’s concerns, as did his classmates. As he became a full member of the first grade classroom, his self-esteem increased, his social goals were met, and he had academic success.

Common Core and Our Work

As the general education teacher prepared her class to meet Common Core State Standards, we joined her in designing instruction, interventions, and accommodations for Jeffery. The general education teacher reported, “I would go over the main points [of the lesson plan that] everyone in the classroom was expected to know. Then [the team would discuss] what

specifically we needed to do to enable [Jeffery to glean the same knowledge and skills as his peers] and we worked from there.”

She continued, “We started with the goals for the class for the week. We picked them to little pieces; we took them apart.” With the Common Core State Standards implemented in a majority of states, it is essential for teachers of the deaf to use a collaborative approach while working with students in the general education classroom.

By having a team that communicated well, respected each other’s area of expertise, and set high expectations, a young deaf child was able to thrive in an inclusive classroom, both academically and

socially. Co-teaching and collaboration were the precursors to this success—and we believe that most other students who are deaf can succeed if the professionals involved in their programs are supported by this approach. Our collaboration enabled the high expectations that we had for our student to also be fair ones. We are relieved and proud that we—Jeffery and the team of professionals who supported him—succeeded.

**The student’s name in this article is a pseudonym.*

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HIGH EXPECTATIONS REQUIRE
SUPPORTING NEW TEACHERS,

Educating the School Community

By Heidi M. MacGlaughlin and Donna M. Mertens

"The principal gave me the list of my students' names and the location of my classroom and then 'washed his hands' of me. He did not require me to submit weekly plans like other teachers, and my students and I were not invited to Field Day or even to assemblies. From the beginning it was clear: I'd 'only' be teaching in sign language, and I was on my own."

The quotation above is adapted from the remarks of a recent graduate of the master's program at Gallaudet University, who began teaching students who were deaf and had an additional disability in a public school—and who was astounded at the attitudes and practices she confronted there. She was simply not prepared for the low expectations communicated by the principal or the exclusionary practices she and her students faced in the school community.

A study at Gallaudet University revealed that she was not alone, either in facing such practices or in feeling unprepared to face them. The study showed one of the biggest challenges teachers of deaf students and deaf students with disabilities face is marginalization within their schools and programs. Teacher education programs do not present sufficient information for teachers about students with disabilities or for special education teachers about strategies to work effectively with deaf students (Borders & Bock, 2012), nor do teacher education programs prepare those who will teach these students for the reality of the lack of understanding and indifference that they will face from their educator peers.

It is a reality that has negative effects for the teachers, and, perhaps more importantly, for their students. Maintaining high expectations in the classroom is not simply a matter of

Photo by John T. Consoli



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teacher training and individual disposition. It is much more complicated. The expectations of school administrators, other teachers, and even other students factor into the achievement of students (Mertens, Holmes, Harris, & Brandt, 2007). Further, parental expectations are critical (Marschark and Hauser, 2012). All of these factors make an already complex situation even more complicated.

The evidence of discrimination and marginalization is daunting. As one young teacher noted:

"Teachers in the mainstream resist our [deaf and hard of hearing] students, especially [deaf] students with multiple disabilities."

Still another new graduate wrote:

"Although my students ... go to other [teachers'] classes, [these] teachers view me as responsible for my students' behavior and discipline throughout the day. For instance, if my students misbehave, other teachers come and

tell me to do this or that. I tell them that they have every right to discipline the students themselves. Why come to me? What message does that send to regular students? That we're not one of them? It's frustrating."

These challenges are not present only in public schools and mainstream settings. One teacher from a residential school for deaf students remarked on the same phenomenon. "It's almost like the multiple disabilities/special needs section is totally separate, an island opposed to the regular deaf school. I hate the separation. I've worked there two years, and many teachers at the regular deaf school building look at me as if I'm a visitor," she said.

One of our graduates noted that while preschool classes tend to integrate students with disabilities successfully, the separation of students who are less traditionally abled begins in the early grades. "Elementary teachers in regular education classes turn up their noses at us," the graduate remarked. "High school kids

are separated, and their teachers have very negative attitudes about our kids Their students internalize this and pick on special needs and disabled students. [The attitude is] ‘What’s wrong with them?’”

These experiences are painful, and they can be demoralizing. How can young teachers be expected to maintain strong expectations for their students when they find their classes and their work—in fact, often their professional selves—being constantly diminished and devalued? How can they provide opportunities for their students when the message that they and their students confront daily from all those around them is one of irrelevance? What message does it send to students and teachers when the achievement of students is meaningless to the rest of the school?

As one of teacher remarked, “We need to coordinate to have equality.” This coordination can begin in teacher education programs.

Teaching Advocacy in the Face of Low Expectations

The teachers in our study suggested that teacher education programs begin addressing the environment that soon-to-graduate teachers will face—and teach these new graduates advocacy skills. By being prepared for the low expectations and negative attitudes of many in the professional community, new teachers would be better able to advocate for appropriate inclusion. As one recent graduate remarked: “I’d like to see more general education teachers have information about special education students. I would like mainstream students not to look down on students with disabilities. I’d like them to learn to be more accepting.” The graduate went on to speculate that inter-school socializing and participation in athletics might be venues in which deaf students and students with disabilities could be included. The complexity of this issue, however, seems to call for providing ongoing support for

When flesh and blood mentoring is impossible, the Internet offers ways to provide information and support.

University programs can set up chat rooms or discussion boards where new teachers have access to other new teachers, more experienced teachers, and university faculty.

new teachers through access to advocacy networks and experienced teachers.

Mentoring—pairing new teachers one-on-one with experienced teachers—may be especially helpful. Experienced teachers can support the new teachers and perhaps meaningfully assist with problems, including negative perceptions of other teachers. After graduation, only 47 percent of beginning teachers in the Gallaudet study had a mentor (Mertens et al., 2007). Further, finding the right mentor was not easy, as this graduate explained: “They [wanted to give] me a mentor but they couldn’t figure out who After several months, they finally gave me someone at my school, but she was not a good fit. If I’d had a mentor from Gallaudet, even if it was a second-year teacher from Gallaudet who could have been my mentor, that would have been better.”

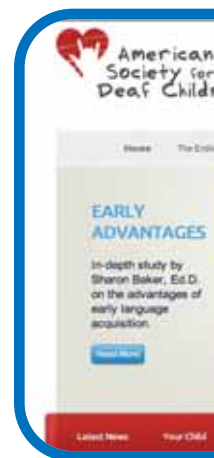
One faculty member in a teacher education program agreed that having a

mentor and ongoing support network was important. “I would have liked to see a mentoring-type relationship that would pair [new graduates] with a teacher the first year and develop a mentorship. That would really help, especially for the first year of teaching. That would have been another piece that would have been really nice. The [teacher education graduates] need to be able to remain in contact with each other We should also teach them that it is their responsibility to mentor younger teachers.”

When flesh and blood mentoring is impossible, the Internet offers ways to provide information and support. University programs can set up chat rooms or discussion boards where new teachers have access to other new teachers, more experienced teachers, and university faculty. Teachers can use technology to discuss issues with other professionals throughout the country, raising issues around the low expectations and marginalization of their programs. They can also access ideas for materials, resources, and strategies, and ways to help them advocate for their students.

Resources include publications that concern inclusion strategies for deaf students with additional disabilities, staff/professional developments, trainings, and community/parent meetings. Organizations that have resources for parents and school communities for advocacy activities for deaf students include the following. Search these sites using the word “advocacy” and many resources will appear.

- **Hands & Voices** (www.handsandvoices.org)—An advocacy organization that emphasizes the individuality of each child and the parents’ right to decide communication methods, Hands & Voices produces a guide, *RAdvocacy and the New Vocabulary of*





Power (Seaver, 2002), and a short paper on communication with children whom they call “deaf plus,” meaning deaf children who have additional conditions (Beams, no date).

- **Laurent Clerc National Deaf Education Center, Gallaudet University** (<http://clerccenter.gallaudet.edu>)—The Clerc Center offers various materials to help new teachers of deaf and hard of hearing children, including the 20 to 50 percent who have accompanying disabilities, with material that can be downloaded for free from its website, such as *Creating a Multicultural School Climate for Deaf Children and Their Families* (Sass-Lehrer, Gerner de Garcia, & Rovins, 1997). Also offered is the recently-launched Deaf Students with Disabilities Network, a free, interactive network that provides families and professionals with resources related to deaf and hard of hearing students with additional disabilities.

- **American Society for Deaf Children (ASDC)** (www.deafchildren.org)—Perhaps the oldest advocacy organization for parents of deaf and hard of hearing children, ASDC publishes *The Endeavor*, a magazine geared toward parents of deaf and hard of hearing children, and *Autism in Deaf Children* by Dr. Ann Moxley, a PDF file that can be downloaded for free (check under “Resources”).
- **Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans** (www.mncldbb.org)—This state organization seems to be the only one of its kind, and it lists a multitude of resources.
- **Educational Resource Center on Deafness** (www.info.texasdbbresources.org)—Located in Texas, this website has a myriad of resources available.

Positive experiences in schools for new graduates do occur. One student in the master’s program who did an internship in a public school reported that the experience was a constructive one. “The internship ... taught me to feel ‘I can do it,’” she remarked. “It was very welcoming. Everyone ... was supportive and willing to help.”

Raising expectations for deaf students, especially those with a disability, is a multi-faceted challenge. As members of

a community of educators, we need to help our newest teachers face environments that are not always supportive. We have to give them the tools they need to advocate for themselves and for their students within their school communities. As one graduate of the teacher education program at Gallaudet summed up: We need our young graduates to teach administrators, other teachers, and students that “the whole school needs to take responsibility of taking care of everyone.”

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MA, MEd, received her bachelor's degree in history/secondary education from the State University of New York at Geneseo and her master's degrees in deaf education and special education, with a concentration in mental retardation, from Teachers College, Columbia University. She has worked at the Helen Keller National Center for Deaf-Blind Youths and Adults in Sands Point, New York, and taught for two years for the New York City Department of Education as a teacher of deaf and hard of hearing students, first as an itinerant teacher and then as a self-contained middle school classroom teacher. For the past eight years, Mockler has taught at St. Francis de Sales School for the Deaf in Brooklyn, New York, as an Upper School teacher, a special needs teacher, and currently as the teacher of the deaf/blind class. She welcomes questions and comments about this article at KMockler@sfdesales.org.

ESTABLISHING AND MAINTAINING

High Expectations for Deaf/Blind Students Using a Team Approach

By Kimberly Mockler

In June of 2013, Daniella* became the first student from our deaf/blind program to graduate from St. Francis de Sales School for the Deaf in Brooklyn, New York, and last September she began high school at the Perkins School for the Blind. We felt special pride in this graduation, as Daniella's achievement reflected the high expectations that we had for her—and have for all of our students.

The deaf/blind program was set up at St. Francis in December of 2009, and Daniella was one of its original students. At first Daniella communicated through behavior, (e.g., screaming, crying, biting, kicking). The school staff worked with her constantly, requesting that she use language in the form of signs and tactile symbols instead.

Daniella's vision continued to deteriorate, but her behavior and use of language improved. Eventually she became blind, but this did not stop her. She became a Braille reader and proficient at tactile sign language. She expressed her needs and wants clearly and sought out people with whom she could communicate. Her schedule was completely Brailled, and she read and followed it independently.

Today four students are in the deaf/blind program. Two of the students, 14 and 15 years old, are blind. The other two students, 6 and 7 years old, have limited functional vision. All of the students work on a lower academic and cognitive level than their same-age peers; their curriculum focuses on life skills, self-help skills, daily living skills, basic communication skills, and basic independence and mobility skills. None of the students read Braille and none use or understand sign language consistently, though tactile and visual signs are used with them throughout the day.

Only one student, Tahreem, copies the signs we use, and she only copies a few basic signs (e.g., "eat," "drink," "cooking," "more") usually just when prompted. Nevertheless, as our deaf/blind students begin to learn to extend their hands to feel our signing, we

Photos courtesy of Kimberly Mockler



Clockwise from top left:

Tahreem works on a puzzle; a variety of tangible symbols hang on the Velcro board in the classroom; Tahreem locates the tangible symbol for *gym* among a selection of symbols on the classroom Velcro board; and the classroom Touch Wall has an assortment of tactile objects with interesting textures for the students to explore during sensory time.



expect that they will learn some functional sign language and pair their signs with tactile symbols to communicate their needs and wants.

The students are in my self-contained deaf/blind classroom full time within the Special Needs Department at St. Francis. All have vision services with the teacher of the visually impaired three to five days a week, for 30 minutes to one hour a day depending on their degree of visual loss. They also see an itinerant orientation and mobility teacher once a week for 30 minutes to one hour depending on their mobility needs.

Goals and expectations for each of

the deaf/blind students are created in their Individualized Education Program through informal and formal observations and assessments done by staff. I create a student protocol that outlines behaviors, both positive and negative, and how each behavior should be addressed at the beginning of each school year, and this is updated regularly. The protocol also addresses how each student functions and communicates and his or her individual needs, which may include a special diet, feeding procedures, or how to safely transition from wheelchair to floor mat. This protocol is shared with all staff that work with

the deaf/blind students to ensure that consistency and high expectations are maintained.

As a teacher of the deaf as well as the classroom teacher, I work very closely with the teacher of the visually impaired. This involves sharing ideas, resources, and lesson plans for the deaf/blind students. Our lessons and goals are very similar and overlap in several areas. A major challenge for both of us is maintaining high expectations for our students while still presenting lessons at the appropriate cognitive level. The teacher of the visually impaired and I are presented daily with the task of



Velcro. They are hung up in my classroom on two large Velcro boards within easy access from both the classroom doorway and the hooks where the students keep their canes and fanny packs.

While none of the students yet has shown an understanding of this system or their schedule, the

helping the students learn to be independent and not depend on prompts to perform basic tasks. For example, students should not have to be prompted to open and close doors, pull out and push in chairs, feed themselves, get dressed and undressed, or use the toilet.

To address this issue, the teacher of the visually impaired created large tactile picture symbols for each part of the students' day, including eating and drinking as well as going to the toilet, physical education, the library, vision services, speech, and on field trips. These symbols, tangible representations of important activities, are multi-layered cardboard rectangles bundled with white tape and glued into white cardboard backing. On the back of each is a strip of

expectation is that with daily modeling and use of this tactile communication system and schedule, they will. In fact, we expect that they will begin to internalize it and use it more independently.

Toilet training is one of the major challenges we work on daily with each student. The expectation is that the students can and will be trained to use the toilet appropriately. Each student

has a bathroom schedule, and each is kept on this schedule rigidly. Efforts are made to reinforce the idea of the necessity of toileting, the scheduling of toileting, and the language surrounding toileting. Each time the two classroom assistants and I bring the students to the bathroom, an event that occurs three or four times a day, we follow the same routine. Before leaving the classroom, we tactilely sign "bathroom" to the students, who are then presented with a tactile picture symbol for *bathroom* (which looks like a bathroom tile). The students are prompted to sign back "bathroom" and to place the tactile symbol into their fanny packs. They then take their canes off the hook and walk to the bathroom as independently as possible. Once at the door to the bathroom, there is a plastic bin and Velcro strips on the door molding. The students place the tactile picture symbol for "bathroom" on the Velcro strip. They are again tactilely signed "bathroom." This is done to help them connect the sign for "bathroom" with the tactile picture symbol for "bathroom," with the event of toileting, and with the actual



Right: Tahreem works with her tactile schedule while working on a puzzle.

location of the bathroom. Once they finish, they must take the tactile picture symbol off the Velcro strip and place it in the plastic bin, which we call the “finished” bin. Staff then tactilely sign “bathroom finished” to the students, who are encouraged to sign “bathroom finished” back.

This is how the staff at St. Francis constructs every activity with deaf/blind students. Tactile American Sign Language and the appropriate tactile symbol are selected before the activity begins. The tactile symbol is placed in a bin, and the appropriate sign is coupled with the sign “finished” to mark the activity’s end. Each classroom that the deaf/blind students go to (i.e., occupational therapy room, physical therapy room, gym, art room, school library, speech room) has Velcro strips on the door molding.

In my class, students also have a stand-up horizontal cardboard schedule that is placed in a box with a thick Velcro strip across the middle. There is an opening in the back where extra tactile picture symbols are stored. Students are directed, with staff assistance, to place two or three tactile picture symbols from left to right in the order of the next two or three classes or activities on their schedule. The expectation is that the students will begin to internalize their schedule (what is happening first, next, and last).

The deaf/blind program at St. Francis is continually improving to best meet the needs of—and instill high expectations in—its students. Through utilizing a collaborative team approach to educating deaf/blind students, the teachers at St. Francis have been able to establish and maintain high expectations for every deaf/blind student, from their first day in school until their graduation. This school year, in June of 2014, we are proud to have another graduate—Tahreem—who will next attend high school at the Guild for the Blind.

**This student’s name is a pseudonym.*

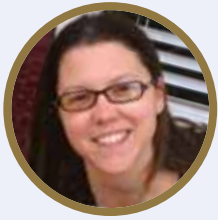
Putting the “High” in Expectations

A LOOK AT A PROGRAM FOR DEAF/BLIND STUDENTS

By Kimberly Mockler

In December of 2009, a program for deaf/blind students was established at St. Francis de Sales School for the Deaf. This program involved the creation and maintenance of a collaborative team to establish and pursue high expectations for the deaf/blind students. In addition to a full-time classroom teacher who was also a teacher of the deaf, this meant:

- **hiring a full-time teacher of the visually impaired** to work with deaf/blind students as well as with all students who require vision services;
- **hiring an itinerant, certified orientation and mobility teacher** to work with deaf/blind students as well as with all students who require vision services;
- **hiring a full-time feeding therapist;**
- **setting up weekly meetings between the classroom teacher** and the special needs department supervisor;
- **working with the New York Deaf-Blind Collaborative** on an ongoing basis, including monthly meetings and phone conferences between the New York Deaf-Blind Collaborative consultants and the St. Francis staff;
- **setting up weekly meetings** that include the classroom teacher, the teacher of the visually impaired, the orientation and mobility teacher, and the special needs department supervisor;
- **fostering regular communication** between the classroom teacher, the teacher of the visually impaired, and the feeding therapist;
- **fostering weekly communication** between the classroom teacher and the orientation and mobility teacher;
- **fostering daily communication** between the classroom teacher and the families of the deaf/blind students;
- **setting up additional meetings during the school year** between the classroom teacher, special needs department supervisor, classroom assistants, speech teachers, occupational therapists, physical therapists, physical education teacher, art teacher, librarian, and school nurse;
- **setting up weekly communication** between the classroom teacher and all other staff (e.g., occupational therapist, physical therapist, speech teacher, physical education instructor, art teacher, librarian, school nurse) working with the deaf/blind students; and
- **communicating as needed** between the current and former classroom teachers.



Felicia Johnson is the wife of a combat medic in the U.S. Army and mother to six children. She has been active in the Deaf community through Isaiah's Place, Hands & Voices, parent-to-parent organizations, and other organizations that she finds wherever the army takes her with her family. She loves all things natural, making things from scratch, and sharing what she has learned with others. She operates a website, <http://talkingfingers.weebly.com>, for others wishing to homeschool special children. Johnson welcomes questions and comments about this article at felipsba@gmail.com.

ON THE HOME FRONT:

High Expectations Means Never Say "Never"

By Felicia Johnson

Shelby was our first child. She came into this world tiny yet strong—and loud. I took her home seven days later, seeing only my perfect little girl. At 6 months old, she was diagnosed as profoundly deaf, at 10 months old as an achondroplastic dwarf, and at 18 months old she was discovered to be missing 50 percent of her myelin sheath. We had an idea of what it meant to be deaf and a dwarf; we learned that missing the myelin sheath, the fibers that surround nerves like a stocking around a leg, meant that Shelby would think and move slower than most. This wasn't quite the beginning I had envisioned for my precious gift.

Portrait of a Young Girl

Shelby was walking at 15 months old, earlier than most dwarfs. She was writing her name at 2 years old and holding the pencil correctly. She could use scissors very well. Many dwarfs struggle with that well into third grade. She was riding horses at 4 years old, controlling the large animals successfully and alone.

Many people tried to help direct me on the right path for her. Most of them included a negative in their instruction: "No sign language!" some said. "She will never speak!" said others. "She will never be tall!" still another added. The positively-stated advice was just as problematic: "Signs are the best for her!" "Surgery will fix her height problem!" "Try growth hormones!" There were so many conflicting messages. I just had to do what I thought was best, and that was to never say Shelby could not do something.

At 4 years old, Shelby was attending an oral deaf school where sign language was forbidden. Although she liked it there and she spoke very well, we felt that she needed more language and decided to homeschool her and introduce American Sign Language (ASL). When she was 5 years old, she received a cochlear implant. She is her mother's daughter and has loved to talk from the beginning. When she was 9 years old, I asked

Photos courtesy of Felicia Johnson



Above and below: Shelby's first horse show; practicing hair cutting on her brother; and her first finished quilt.



her, "Do you want to be oral or use ASL?" Her answer? "I want to do both. Some people will never learn to sign, like my grandparents, and I want to talk to them, but I love ASL, so I want to do that, too."

Creating Opportunity

Believing in her independence, I refused to do things for Shelby. At 4 years old and two feet tall, she couldn't reach the light switches. She would grab anything and try to touch the switch. She had a short broom, as cleaning was something that she liked to do for fun, and my husband drilled a notch at the top of the handle. Then Shelby could lift the broom, hook the notch around the switch, and suddenly it was possible for her to turn the lights on and off. Stools entered our home and are positioned throughout. She uses them whenever she wants. She orders food for herself at restaurants. She has

even used the videophone to buy her plane ticket, arrange accommodations, and fly alone.

Homeschooling has proven successful and allowed Shelby to see all that she can do. She could use power tools at 8 years old. She sews, crochets, and knits. She has given public presentations to hearing crowds. She has done horse shows, ranch rodeos, and performed with an equestrian drill team. She has raised, milked, and shown goats. She plays the piano. She is an amazing photographer, and she is now volunteering at a flower shop.

When she was around 10 years old, I had the opportunity to attend an American Society for Deaf Children conference. Since no doctor had been able to help me with her lack of myelin, a condition that has grown worse over the years, I was eager to meet someone who might help me understand how to help her. I found a





neurodevelopmentalist who took the time to talk with me. After I explained my daughter to her, she simply said, “It is amazing what she has already managed to accomplish. Her brain must have found a way to compensate, as moving information [something that the myelin sheath does for most people] is very difficult for her. Most people with that condition would find simple functions difficult.” Her words overwhelmed me and changed my perspective.

I am guilty of telling Shelby she couldn’t do something—just once. I was teaching her younger sister, Tobie, to play the piano. Shelby asked if I would teach her, too. I regret to say that I declined; I just didn’t see the point. Then one day I came inside from the barn and heard notes being played to “Home on the Range.” I stopped. I hadn’t yet taught that to Tobie. I came around the corner and saw Shelby at the keyboard, beating out the song! Her sister had been drilling her on the value

of each note and had taught her where each one was found. Shelby had figured out the rest. She had never heard the song played on the piano before, yet she was able to play it well enough that I recognized the tune. I started teaching Shelby that day. She now plays quite well.

As Shelby entered high school, we focused on vocational opportunities. In an effort to give her every opportunity to develop viable skills, we moved near Isaiah’s Place. Isaiah’s Place is a deaf retreat center in the heart of Texas. Shelby volunteers there, working with the horses, teaching sign language classes, working with a Wednesday night deaf ministry, and so much more. Isaiah’s Place has also arranged for her to spend time interning at the local flower shop, a beauty shop, and with a local photographer. All these opportunities not only give her skills to obtain employment later on but also the chance to discover what she is good at and enjoys.

Shelby has struggled academically, but she still believes that one day she will be able to read. At 15 years old, she has an amazing vocabulary. Sentence structure

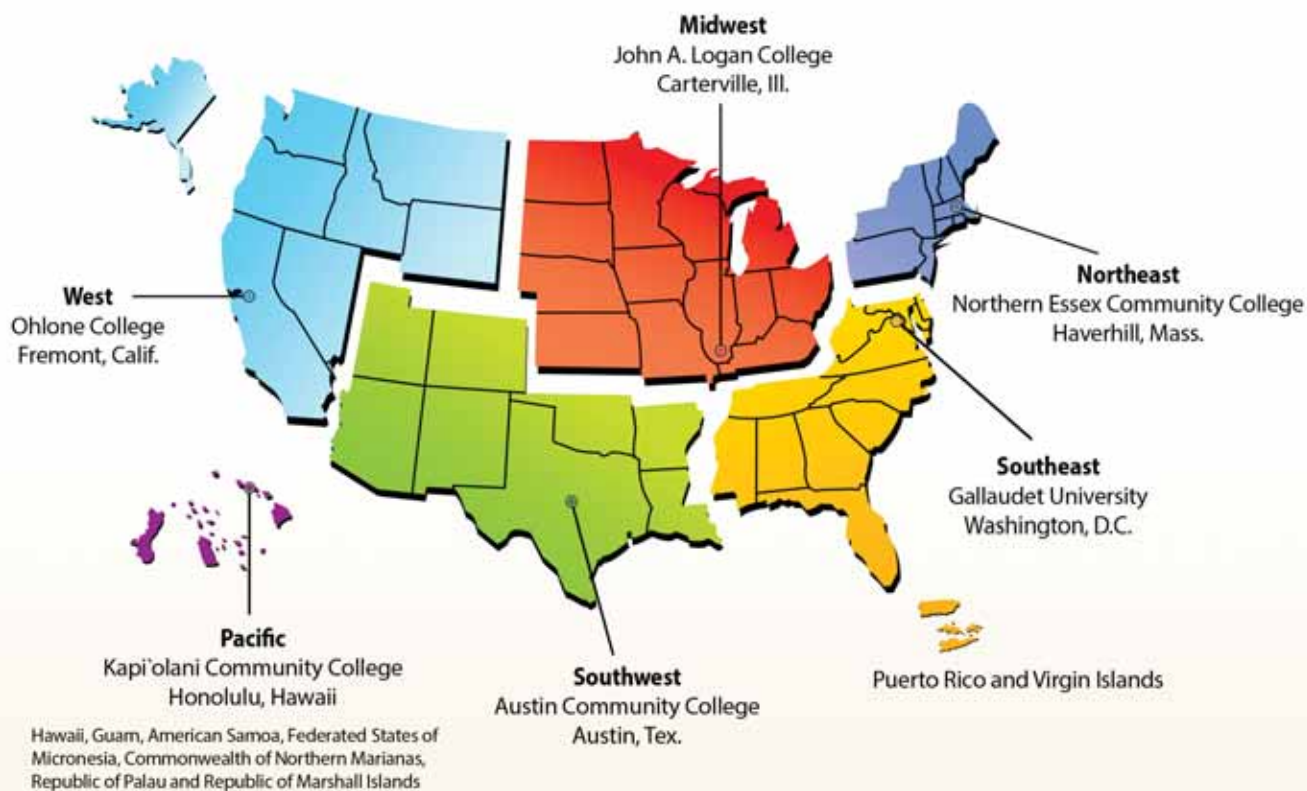
in speech and reading is difficult for her. Our homeschooling focuses mostly on life skills, but we practice reading every day. Now at a first grade level, she is able to read stories to her younger siblings. She has found that even minimal skill in reading is useful and beneficial. In fact, the only skills Shelby has tried and hasn’t mastered fully are reading and playing the violin. Our family loves music, and so does Shelby. While the violin wasn’t something she wanted to pursue, she loves playing the piano.

We have found that having high expectations and never telling Shelby she can’t do something has made her ready to try anything, and it has been our pleasure to give her the opportunity and the tools and to see her succeed. I would like to take credit for this amazing kid, but really it’s her. She isn’t scared to try new things, and she goes after what she wants. In living her rich life, Shelby has enriched our lives as well—immeasurably.

Left and below: Shelby tries her hand at showing and milking goats.



Sharing Resources Across the Regions



The Gallaudet University Regional Centers (GURCs) share the resources of the world's only liberal arts university for deaf and hard of hearing people with regions across the country through partnerships with Austin Community College in Austin, Tex. (Southwest), Kapi'olani Community College in Honolulu, Hawaii (Pacific), John A. Logan College in Carterville, Ill. (Midwest), Northern Essex Community College in Haverhill, Mass. (Northeast), and Ohlone College in Fremont, Calif. (West) as well as directly from Gallaudet University in Washington D.C. (Southeast).

Through the host institutions, Gallaudet University and the Laurent Clerc National Deaf Education Center, the GURCs offer extension courses, training workshops, and technical assistance to address the educational, transition, and professional development needs of deaf and hard of hearing people, their family members, and the educators and other professionals who work with them.



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USING DATA TO ENSURE HIGH STANDARDS—AND

Standards to Ensure High Expectations

By Susan Lane-Outlaw, Cheryl Lange, and Dyan Sherwood

Meet Moua and Omar

Moua is 10 years old and moved to the United States two years ago from Laos. Moua has little spoken language and relies on homemade gestures to communicate with her family members who speak Hmong. Her skills in American Sign Language (ASL), however, are developing with the assistance of an ASL specialist, her teachers, and her classmates. Moua does not participate in extracurricular activities at school because she watches her baby brother every evening. She enjoys using technology, watching stories in ASL, and reading books.

Omar is 13 years old and was born in Minnesota to a Somali immigrant family. At 2 years old, Omar was enrolled in a local oral program, and at 7 years old he was placed in a local Total Communication program. This year Omar entered the Metro Deaf School (MDS). His family attends all school meetings and shows much interest in his development. Omar's mother speaks some English and is beginning to learn signs. Omar, who shows great interest in math and science, has quickly made friends at school and is excited to come to school each day.

Moua and Omar are two students who attend MDS, one of the first charter schools in the nation. MDS, located in Saint Paul, Minnesota, provides a bilingual environment in ASL and English for deaf and hard of hearing students, ages 3-21, in pre-K through high school. In

Photos courtesy of Susan Lane-Outlaw



its 20 years of operation, MDS has seen its students become more diverse, and with the diversity the school has adjusted and evolved to ensure expectations remain high to meet the needs of its students.

When MDS first opened, the majority of students had hearing parents who were eager to have their children in a bilingual learning environment with high standards where they could remain at home each evening. Since MDS was the first charter school for deaf students in the United States, the staff, parents, and students had tremendous pride in being a part of it. Parents advocated fiercely for their children to be placed at MDS.

Students are instructed in all content areas using the ASL/English bilingual model. ASL specialists, a bilingual specialist, and speech-language pathologists work closely with classroom teachers and students. The needs of the unique and diverse student population are addressed through assessment and monitoring. This system establishes high expectations for all students as each student pursues his or her individual learning goals, and each student's background and learning needs are addressed.

Demographics and Needs Change Expectations Stay High

From 2002 to 2013, the percentage of students who qualified for free and reduced-cost lunches at MDS jumped from 10 to 56 percent, students of color increased from 14 to 54 percent, and students listed as having a secondary disability increased from 10 to 40 percent. Students' home languages have also changed, both signed and spoken. Today home languages vary from ASL, to English, to a variety of languages other than English, and some students have



Cheryl Lange, PhD, president of Lange Research and Evaluation, Inc., has more than 30 years of experience as a researcher, consultant, evaluator, and educator. She began her career as a classroom teacher and has been a part of several national research projects related to education reform, school accountability, school choice options, and special education.



Dyan Sherwood, BA, has worked in the field of deaf education for 40 years as both a teacher and a school administrator. She is a founder and executive director of the Metro Deaf School in Saint Paul, Minnesota.

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In recent years, the increased diversity of the student population made it impossible to get an accurate picture of MDS by reviewing group-level data. With students who have diverse academic and social needs, the indicators of success have shifted to setting individual goals and determining the percentage of students who meet those goals.

The demographic shift has also resulted in a change in assessment. In previous years, nearly all the students were assessed in the academic area using assessments that included the state-mandated test. The individualized approach to accountability identifies a menu of assessments. Goals are set in the fall of each year, and individual goals are established for reading, mathematics, and ASL. There is recognition that the accountability goals for students must remain rigorous, but they also must

no signs used in their homes at all. Yet with these changes come wonderful families and students with diverse experiences, backgrounds, and rich funds of knowledge. At MDS, they have enriched the other students, teachers, and staff. Further, the majority of students continue to be described as they have always been—audiologically—as having a severe-to-profound hearing loss in their better ear.

MDS has retooled and instigated an accountability system that provides and relies on data and information, not only for gauging school success but also for providing the instructional foundation needed to address all students' needs. Through accountability, teachers as well as students can be held to high expectations.

Attention to accountability has long been a focus. MDS formalized an accountability process in 1997, long before the No Child Left Behind legislation mandated such practice. At that time, MDS used a consensus-building process to identify the outcomes for students attending and graduating from the school. Parents, community members, and professionals met to choose outcomes and indicators using a “whole-child approach,” based on a model developed by the University of Minnesota’s National Center for Educational Outcomes, which includes attending not only to academic outcomes but also to socio-emotional and language outcomes. These outcomes, the most important measures of student success, are reviewed on a regular basis. The indicators, gathered annually and used for improvement at the level of school, classroom, and student, include:

- Academic achievement
- Personal responsibility and social development
- Language/communication
- Advocacy
- Satisfaction

meet students at their enrollment level and take into consideration the diverse circumstances that impact learning. Teachers use the goals and the data gathered through the individual student assessments to address each student’s learning needs. Only in this way can meaningful expectations remain high.

A recently published longitudinal study on the reading and math growth of deaf and hard of hearing students who have attended MDS (Lange, Lane-Outlaw, Lange, and Sherwood, 2013) show academic goals were met. Further, this study found that deaf and hard of hearing students at MDS were making academic progress similar to or exceeding a nationally normed comparison group. This study was completed prior to the individualization of testing, but we believe that the more individualized approach to accountability will be equally as successful.

How Individualized Accountability Works **Meeting Needs and Keeping Expectations High**

MDS’s fifth grade comprises six students: three are Hispanic, two are Somali, and one is Chinese. All but one of



the students live with biological parents who immigrated to the United States from their home countries; all except one child, who was adopted by her American parents from her home country at 5 years old, were born in the United States. All of the parents are hearing and all use their native languages in their homes. None of the students has a sibling with hearing loss. One of the students received a cochlear implant at 5 years old; the remainder use personal hearing aids or no amplification. All of the parents have taken ASL classes, and, although they value communicating with their children, their ASL is in the early stages of development.

With such diversity in the classroom, a multi-dimensional approach to accountability is essential. Immersing students in ASL is key, not only for their language development but also for their reading and math progress. With the exception of the child who joined the program this year, all MDS fifth graders have shown tremendous gains in their receptive and expressive ASL; their skills in ASL have been increasing from the time they enrolled.

Monitoring Progress Evaluation Keeps Standards High

Monitoring the students' progress has also proved critical. Due to the diverse group of students MDS serves, an ASL immersion was established. All students participated in the ASL immersion class four times a week, for approximately two hours each time, for four months. The class had three teachers: an ASL teacher who focused solely on ASL linguistic instruction, a bilingual teacher who focused on effective classroom bilingual instructional strategies, and a classroom teacher who focused on content, working with students all day every day. Students were screened, both when they entered the program and when they completed it. The screening was an informal assessment focused on overall signing skills, story retelling, and story creation.

The personal interview was used as a way to collect a language samples, with an overall signing skills rubric. The assessment looked at the students' overall signing skills, including sign production, vocabulary, grammar, discourse, and fluency. The students showed the most growth in their personal interviews and overall signing scores. After four months of instruction, there was an overall score increase of 16.5 percent



in their overall signing scores.

For the story retelling portion, the students' content was evaluated in the following areas: main idea, story elements, organization, and "linguistic spillover," which means language features seen in the retelling (e.g., seeing the sign for "overwhelmed" in the story and then using the same sign appropriately in the retelling). Students showed significant gains in this area, with the overall score increase being 14 percent.

The story creation assessment was based on the 6+1 Writing Traits but adapted to ASL; it looked at the students' ideas, organization, voice, sign choice, fluency, and structure.

All students showed growth, but this assessment demonstrated the greatest variation. At the extremes of the testing, for example, one student's score increased 25 percent while another student's score increased 4 percent.

Individualizing Assessment Essential to High Standards

MDS continues to monitor its students, maintain high standards for accountability, and maintain high expectations for our students. MDS, with its bilingual educational philosophy, strives to achieve a balanced focus on language, curriculum, instruction, and assessment. Fulfillment of high expectations doesn't just happen. Accountability links high expectations to every adult in the school and incorporates high standards into the school culture.

Like schools across the country, MDS is becoming increasingly diverse. Additional learning needs are also increasing. The changes are viewed as opportunities at MDS. MDS has long had a strong accountability plan, and with a changing student body came the opportunity to reevaluate our assessments. Moving to individual accountability goals benefits all students because it holds all—teachers, administrators, and students—to high standards.

Reference

Lange, C., Lane-Outlaw, S., Lange, W., & Sherwood, D. (2013). American Sign Language/English bilingual model: A longitudinal study of academic growth. *Journal of Deaf Studies and Deaf Education*, 18, 532-544. doi:10.1093/deafed/ent027



Benna Hull Timperlake, a

registered nurse, earned her degree at the University of Texas and worked as a nurse for 10 years. She is the mother of three, the oldest of whom was born profoundly deaf. A certified interpreter, Timperlake is a past president of the American Society for Deaf Children, a former member of the Texas Commission for the Deaf and Hard of Hearing, and a former executive director of The Deaf and Hard of Hearing Center in Corpus Christi, Texas.

Right: Ricky Sanders, Genelle, Roger Timperlake, and Benna smile for the camera shortly after the Texas A&M University graduation ceremony during which Genelle received her master's degree.

Parenting with High Expectations

By Benna Hull Timperlake and Genelle Timperlake Sanders

In the following article, Benna Hull Timperlake, who with husband Roger, raised two hearing children in addition to their deaf daughter, Genelle Timperlake Sanders, and Genelle, now a deaf professional, share their reflections on Genelle's childhood.

Academic Success

Setting Expectations from the Beginning

BENNA HULL TIMPERLAKE: In some ways raising deaf or hard of hearing children is no different than raising hearing children; expectations must be established and periodically tweaked. When Genelle was first identified as deaf at 28 months old, we knew little about Deaf culture, educational opportunities, or sign language. I went to the library and got books for her as well as *They Grow in Silence*, the groundbreaking book by Eugene Mindel and McCay Vernon, for me. That book about deaf children and language development began my realization that hearing loss didn't have to prevent my daughter from achieving academic success. My expectations, formerly unmoored and adrift, were tweaked and re-established. Genelle could learn anything! It just had to be accessible.

In our family, the expectation is that each child finish high school, go to college, and graduate with a well-rounded education. We found out how quickly Genelle could learn after starting to use signs and hearing aids. After four months, Genelle had an expressive vocabulary of over 300 words! Proud parents, we could see that college was a realistic goal for her.

Through her years of primary schooling, Genelle was placed in a variety of academic environments. Each was the correct placement at the time, and each placement had unique problems. We worked outside of the classroom to provide access for Genelle. Using captioned videos at home, I supplemented the early curriculum with repeated exposure to vocabulary. We also tried unique solutions to the ritual of the spelling test and other parts of school that weren't accessible through the eyes. I remember that some teachers welcomed my help, and some wished I would stay away. The perseverance to find out what Genelle needed and to make that accessible helped her make it through high school and prepared her for college academics.

Genelle is now a lifelong learner. She also set a great example for her siblings by finishing her master's degree before they finished their bachelor's degrees!

Photos courtesy of Benna Hull Timperlake



Genelle Timperlake Sanders, the daughter of Roger and Benna Timperlake, is profoundly deaf and communicates using sign, speech, and hearing aids. She received her bachelor's degree in rhetoric from Texas A&M University-College Station and her master's degree in communications from Texas A&M University-Corpus Christi. She works full time as head of communications and marketing for a local business; is editor-in-chief of *The Deaf Texan*, a quarterly newsletter distributed by the Texas Association of the Deaf; and serves on the Board of Trustees of The Deaf and Hard of Hearing Center.

The authors welcome questions and comments about this article at bennat@swbell.net and g.tsanders@yahoo.com.

GENELLE TIMPERLAKE SANDERS: My parents' expectations of top grades meant that I had to actively work to be sure I had access to classes and to speak up if I did not. Multiple times I came close to throwing in the towel, frustrated with my lack of access. Sometimes I fought back by using my deafness as an excuse for lousy grades. I am grateful to my parents because they refused to accept either my being denied access or my using this denial as a reason not to achieve. They worked with me to improve situations. As I grew older, they expected me to work with my teachers, identifying what was wrong, what needed to be done, and making sure that it happened. I learned to identify superiors in charge of my education who could help me.

I was in advanced placement in high school, and I became frustrated with interpreters who could not keep up with my level of academics. My parents and I discussed different strategies and went to see the special education director to request interpreters with better skills. I resisted going but the visit was a success, and I realized the benefits once I was placed with a skilled interpreter. My parents' expectations not only assisted my knowledge growth, but "sticking to my guns" increased my confidence.

Transition Begins at Birth Fostering Self-Advocacy and Independence

TIMPERLAKE: Training for independent living starts when we teach babies to express their needs with words instead of tears. I spent hours learning the signs for toileting and for discipline. It was work to stay ahead of Genelle in sign vocabulary, but it was worth it since we couldn't learn anything else until those early skills were mastered! As Genelle grew, I had to keep learning signs to help her become independent at each stage of her growth.

Genelle had to learn self-advocacy skills that her siblings didn't need. We showed her the nuts



and bolts of getting her communication needs met. When she was a youngster, I made sure to interpret my conversation with her swim instructor when I asked for an interpreter. She has seen us advocate for access at the movies, at church, in school, and in many other places. Along the way we have educated people that barriers to communication with deaf and hard of hearing individuals can be overcome.

Further, I wanted Genelle to understand that people may not understand her speech or signs. She would order for herself in McDonald's, and we would discuss the reaction and how to handle it later. She focused on practicing pronunciation for words that would help her become independent. I helped with speech clarity and encouraged her to find other ways to communicate. Reading and writing have always been strengths for her, beginning in preschool when her teacher helped her put to paper a story she made up. We encouraged her to read and write, and literacy has given her access to the words of millions of authors. The electronic dictionary, built right into the MS Word program, was a huge time saver. When she came across a big word, Genelle could click on the definition and read it herself!

SANDERS: My parents highly valued my siblings and me becoming independent and capable of self-advocacy. Since I am deaf, they were very hands-on; they explained behaviors and conversations to me, and answered every question about things I observed. Reading and writing were some of my favorite activities when I was young since they were solitary. I didn't need to work for access or worry about missing information when immersed in my favorite stories. My parents frequently discussed the stories with me, and they asked me questions such as what I would do if I were in a specific character's shoes. My parents used my love of reading as a strategy to help me learn what was appropriate socially.

Growing up, socialization was one area in which my parents and I struggled. I felt awkward—thrust into groups of people with my parents interpreting for me—and I rebelled. I'd turn

down their persistent attempts to interpret, insisting I could handle the interaction myself. I struggled mightily with accessibility for those few years. Once I matured, I realized that my parents' guidance had been beneficial because I was able to compare previous discussions and experiences with my parents with what went on day to day in the workplace. Not everyone understands my signs and speech, but now I'm equipped to cope with that—it is part of functioning independently.

Interpersonal Skills

Play Nice in the Sandbox

TIMPERLAKE: We had good friends whose daughter was Genelle's best friend in preschool. As the girls played and fought, we taught them how their actions caused the other to react. Over the years Genelle and I had many conversations about other people's actions and reactions. Some of the nuances of life were not accessible to my daughter—for example, gossip, radio, music—and I took time to explain the things she missed so she would feel less frustrated and left out. We found it was important to learn through experiences in the deaf world where everything was visually accessible. Summer camp, Deaf community events, and interpreted events all helped her to learn to "play nice," and I am proud to hear compliments from people she meets today.

SANDERS: In hindsight, I understand my parents' reasoning for involving me with both the hearing and deaf worlds. They expected me to develop the capability to navigate relationships in both worlds, outside the family nucleus. Frequently after I arrived home from a camp or event, my parents and I would discuss observed behaviors and reactions so I could process what was socially appropriate and what wasn't. Involving me in a variety of events and helping me practice polite and friendly behaviors have helped me develop healthy relationships in both worlds.

Still, growing up as a deaf individual in a mainstream society was difficult. Despite my parents' best intentions, I felt lonely and ostracized by my hearing peers and society as a whole. In order to foster my independence and socialization, my parents

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copied skills than I know what to do with! My skin has grown thicker. I can communicate and socialize with both hearing and deaf people. I've learned to accept my identity as a positive deaf individual in both worlds.

Religion Embracing Something Larger

enrolled me in multiple camps and events during the summer. A few were geared towards hearing children and a few for deaf and hard of hearing children. Even though I was socializing with a variety of children from both worlds, I very distinctly remember the sobering feeling of not fitting in. I participated in so many events! I was constantly moving from one to another with rarely enough time to become close with a crowd of friends. As a result, there was a lot of personal angst and anger directed at my parents. It wasn't that I didn't want to go to another camp or event. I longed for a consistent group of familiar faces.

Emotional Development Developing Stable Emotions and Perspective

TIMPERLAKE: Genelle wasn't always happy, and that did threaten her health for a while. Those times it was even more important for us to let her know that her lack of hearing didn't make her less important or less loved.

We wanted Genelle to see her deafness as a reason to be proud. I learned from deaf friends that as a deaf person she has a birthright to be a member of a strong cultural group, with a complex, unique language and a rich history. Learning to see that as an asset wasn't automatic in our mostly hearing family. We, as parents, had to point out the positives—that we have richer lives because someone in our family is deaf and two languages are better than just one. Our expectation—and goal—from the beginning was that Genelle would be a happy person. As we learned more about Deaf culture, we saw that we wanted her to be a happy deaf person.

SANDERS: Emotional development was a sensitive subject for my parents and me. Growing up deaf and female made me the target of several bullies. There was a period of time when I was angry at the world and especially at my parents. Lots of communication, resentment on my part, and therapy sessions helped us when I was going through adolescence. I was lucky to have a few great friends who tried their best to understand and who included me when I needed it the most. My parents constantly encouraged me to socialize with those friends and made an effort to ask about them and what we were up to.

Looking back, even though I didn't appreciate their effort at the time, I appreciate it now. I was not the easiest human being to be around, but my parents stuck with me. They refused to allow me to withdraw from society and were constantly moving to help me find outlets for my resentment. Today, I have more

TIMPERLAKE: Our wish for our children was that they would each develop a personal relationship with God to inform and sustain them through life. We involved Genelle in religious activities with our family, sometimes interpreted and sometimes with discussion afterward. We answered her questions and made sure she had reading materials about our religion and about the religion of others.

SANDERS: I have faith in God, believe in heaven, and believe in treating others as I would like to be treated. I've always been interested in learning more about the different forms of religion. Understanding various religions and learning more about different beliefs helps me understand individuals better. I can compare and contrast part of their background with my own. My parents were always supportive of my curiosity towards other religions and even interpreted our neighbor's Bar Mitzvah for me so I could access the ceremony. Their support broadened my perspective to understand that one mold does not fit all. I am now open-minded and accepting of differences between people.

In Conclusion Growing is Never Finished

TIMPERLAKE: Raising a deaf child was a great experience for Roger and me. We were always evaluating our expectations based on her actions and our research to make sure that we didn't set the bar too low, leaving her frustrated and not fulfilled, and to make sure the bar wasn't too high, also causing frustration and damaging her self-esteem. We didn't always get it right, but we haven't given up trying, and we hope other parents in this situation can realize their own success through reading our story.

SANDERS: My parents stuck with me and made clear their expectations. Communication and teamwork were vital. They expected me to follow through on goals set and promises made. They celebrated my successes and helped me learn from my failures. Their hands-on involvement combined with their basic expectations created a stable environment for me. My parents' high expectations empowered me to become an independent, healthy adult.

TIMPERLAKE: Our ultimate expectation—empowering Genelle to become a responsible, independent adult—has happily been fulfilled. We rejoice now when we see her successes.



Roger Williams,

MSW, is the director of Services for the Deaf and Hard of Hearing with the South Carolina Department of Mental Health. He received his bachelor's degree from the Rochester Institute of Technology and his master's degree in social work from the University of Illinois at Champaign-Urbana. Williams holds a certificate of transliteration from the Registry of Interpreters for the Deaf and Level 5, the top level, of the South Carolina Association of the Deaf/National Association of the Deaf Interpreter Assessment Program. As the parent of four deaf and two hearing children, a licensed foster parent, and the spouse of a deaf adult, he is active in local, state, regional, and national advocacy and social organizations, including serving as past president of the American Society for Deaf Children.

Maintaining High Expectations

By Roger Williams and Sherry Williams

In our house, as the saying goes: “‘Normal’ is just a setting on the dryer.”

We have six wonderful children, four of whom are deaf and adopted, two of whom are hearing and ours through birth. Author and husband, Roger, is hearing and signs fluently, and author and wife, Sherry, is deaf and uses both speech and signs although she is most comfortable signing. As parents of children—deaf and hearing—we are determined to encourage our children to do their best, and we always set our expectations high. We have found that parenting deaf children is harder than parenting hearing children, primarily because hearing children have more options and because our adopted deaf children came to us as older children after those critical early language learning years.

In some ways, as parents of deaf children, we feel like Christopher Columbus sailing the uncharted waters of the Atlantic to an unknown destination. Finding resources through the Internet and contacting other parents through social media have made some aspects of that journey easier, but the goal of raising a child to be an independent, working, happy adult is never easy. It is a journey of at least 18 years; the waters can be rough and the headwinds strong.

It is easy to get caught up in the day-to-day struggle of dealing with the school system to provide the best educational program, but it is not enough to simply obtain the best teachers and interpreters. The social and emotional aspects of a child's development cannot be overlooked.

Self-esteem, essential to a child's success and difficult to foster when a child may be the only deaf or hard of hearing individual in his or her class or even in the entire school, is essential. Self-esteem enables children to work hard and achieve because they feel worthwhile, and achievement is a fair exchange for their hard work. Success that comes with high self-esteem makes having high expectations not only desirable but eminently fair.

We have used the following strategies with all six of our children. Some are appropriate as children enter their teen years; others may be implemented when children are very young. Here are some ways parents can foster self-confidence in their deaf or hard of hearing child:

- **Read to your child daily.** This is especially important during your child's earliest years. Reading—and talking about what you read—will help your child develop his or her vocabulary and enrich his or her language development.

Photos courtesy of Roger and Sherry Williams



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- **Have your child order for him- or herself at restaurants.** At fast food restaurants, he or she can write his or her order; at sit-down restaurants, he or she can point to the item on the menu. In both places, your child can use his or her voice, gestures, or whatever communication strategies are most effective.
- **Give your child regular chores around the house.** This allows your child to be productive in the family and encourages him or her to develop a sense of pride in his or her work.
- **Have your child help an elderly neighbor or volunteer on a regular basis at a soup kitchen or at an animal shelter.** In this way, your child learns a sense of caring and responsibility for others—and experiences a sense of empowerment at the same time.
- **Make sure your child participates in his or her Individualized Education Program (IEP) meetings.** Parents should resist the urge to take over at IEP meetings and support their offspring, giving their child the opportunity to speak up and advocate for him- or herself.
- **Encourage your child to think about his or her future.** Does your child want to go to college, technical school, or graduate school, or does he or she want to get a job after graduation?
- **Don't always believe the experts, including the teachers.** You know your child best, and the experts are not always right.
- **Be prepared for setbacks.** We all have bad days, bad weeks, or even bad years. Don't lower high long-term expectations on the basis of short-term reversals. Continue to be positive and patient with your child.
- **Find deaf and hard of hearing adults in your community who can be role models.** This is easier for those who live in a city with a day school for deaf students. In Atlanta, Denver, Phoenix, and Minneapolis, for example, children can commute to day schools for the deaf and interact with a large group of successful deaf and hard of hearing adults on a daily basis. In a rural area, it is more challenging. Look for deaf social events or a deaf church. Your child needs to know not only deaf celebrities but the ordinary



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The authors welcome questions and comments about this article at mbinterp@gmail.com and sherryw55@gmail.com.



Above and below: The younger Williams children on a rafting trip with their parents; Andrew, Kate, Sarah, and Scott at their older brother's wedding in 2011.



successful deaf and hard of hearing adults in his or her community who are gainfully employed and living in an apartment or house, paying their bills, and enjoying life to its fullest.

- **Contact your state deaf association.** This is easy in the Internet age: Google. Look for “(your state) deaf organizations.” Find out about the issues and activities for deaf and hard of hearing individuals that are happening in your area.
- **Ask open-ended questions.** Begin with simple queries: Do you think dogs should be on a leash? Why or why not? As your child gets older, ask him or her age-appropriate but increasingly complex questions.
- **Text.** Get used to checking in via smartphones, videophones, and/or computers. This is especially important for children in residential programs. A simple “Hi, how was your math test?” can boost self-esteem and encourage your offspring to do his or her best.

- **Maintain contact with your child’s teachers and dorm staff.** Keep up with your child’s academic progress and nip potential behavioral problems in the bud.
- **Be familiar with benchmarks for each age group.** Know your child is fully capable of meeting those benchmarks with or without help.

At our house, we have open discussions, sometimes heated debates, at the family table. We deliver Christmas gifts to needy families. We are active in local and state deaf events and attend deaf festivals in other states. Each of us served a term as president of the American Society for Deaf Children, and our deaf children have access to an array of deaf role models both at school and in our community. Roger has done presentations in other states on a variety of topics, including deafness, advocacy, mental health, and mental health interpreting. Sherry has taught deaf children and is an adjunct professor at the local community college.

We believe it is important to give back to the Deaf community and hope our children will do the same when they get older. Indeed, our youngest deaf daughter, Kate, just recently attended the Junior National Association of the Deaf Leadership Training Camp last summer and is heavily involved with her school organizations. Kate has known from an early age that she wants to be a chef in the restaurant business. She will graduate from the Model Secondary School for

the Deaf in June of 2014, and she plans to enter a culinary arts program. Sarah, our oldest deaf daughter, came to this country at age 13 from China, graduated from our local mainstream program last spring, and is attending the English Language Institute at Gallaudet University this fall. Her brother, Andrew, who graduated from the Model Secondary School for the Deaf last spring, has decided not to pursue college studies at this time; he lives independently with his dog and works in food service at a local college. Our youngest child, Scott, just entered high school and is still thinking about his future. Our oldest children, Heather and Brian, both hearing, live and work in Washington, D.C., and Seattle, Washington, respectively. Both of them have taken on leadership roles at their jobs, yet they take the time to contribute to their communities, too.

Our children know that we have high expectations. We expect each of them to work hard, respect the rules, maintain good grades in school, and contribute to their communities. What’s more, we know that these expectations are already paying off—because they are being fulfilled.



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Patricia (Trish) Ross, MA, has been teaching for 25 years. She taught as a Peace Corps volunteer in Jamaica and Nepal as well as at the New Mexico School for the Deaf in Santa Fe; Kendall Demonstration Elementary School in Washington, D.C.; and in the Department of Education at Gallaudet University. Currently Ross is a high school teacher at the Phoenix Day School for the Deaf in Arizona. She welcomes questions and comments about this article at trishross39@gmail.com.

Right: The high school students came up with creative and fun ways to engage the elementary school students they worked with and bonded with them in the process.

Reading for Real: Our Year with Reading Buddies

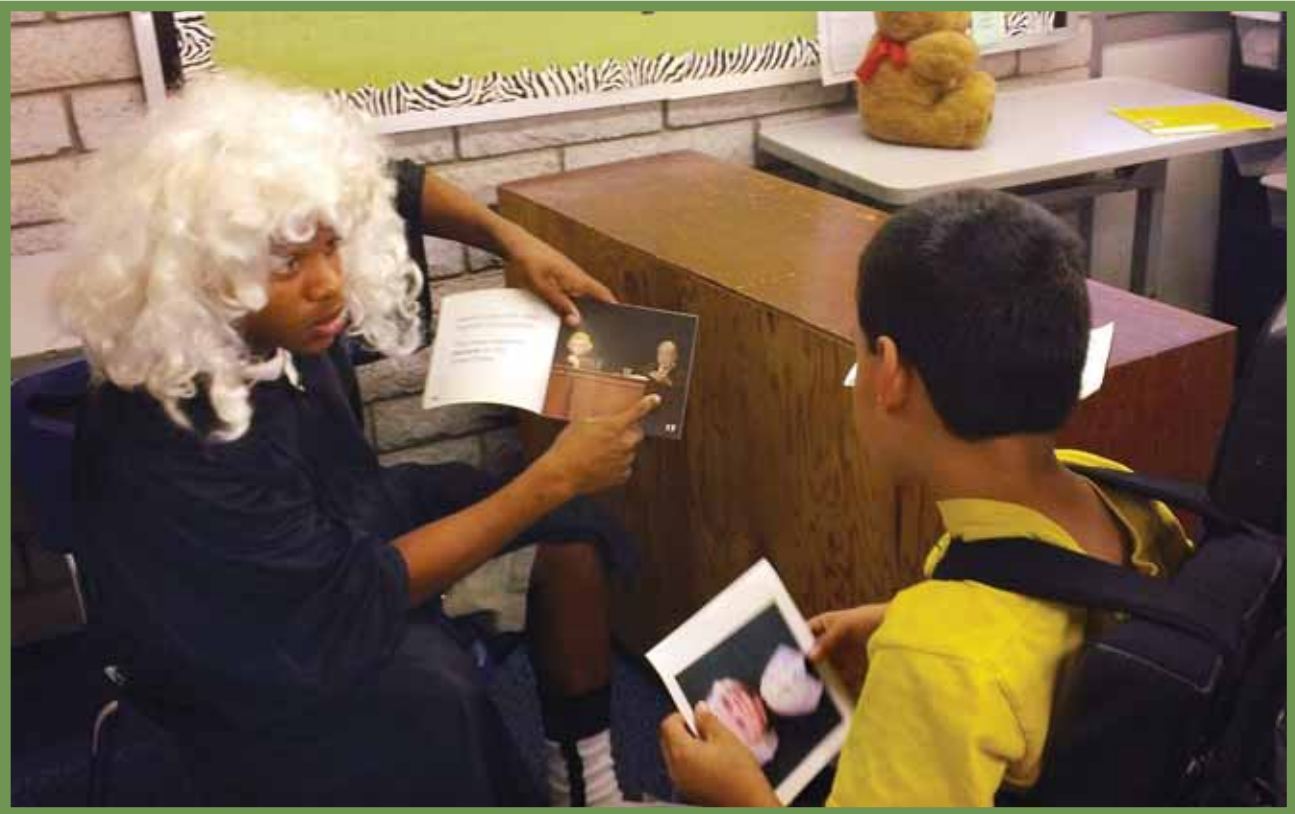
By Patricia Ross

When my high school students at the Phoenix Day School for the Deaf buddied up with elementary school students to improve their reading skills, amazing things happened. As they read to them, my students, part of our 2012-2013 Integrated Language Arts and Social Studies program, increased their reading scores and forged relationships with younger students that may endure for a lifetime.

Here are some observations:

- As our high school class walked across the football field toward the third grade classroom, a young face peeked out. It was Paul*. When he saw us, his eyes widened and a smile filled his face. Turning to his classmates, he shouted, “They are here!” Then he dashed out of the classroom and sprinted 25 yards to meet us. He lunged at Edgar and wrapped his arms around his waist in a big hug. After a moment, he loosened his grip just enough to look up at Edgar and grin.
- As we worked on plans for the Christmas party for the kindergarten class, Elizabeth’s eyes lit up. “I have an idea,” she signed. She stepped in front of the class and flicked the lights off and on to get everyone’s attention. “Why don’t we each bring \$5 to school and go to the store to buy our buddies a gift for the Christmas party?” she asked. Elizabeth polled everyone, and they agreed. I said that they needed to write the permission slips and do everything to plan the trip. A week later we were on the public bus headed to the Dollar Store. Once inside, Jerome looked all over for something related to Spiderman because he knew his buddy, Joshtav, loves Spiderman. Elizabeth, reading a fairy tale about a princess and her guardian fairies, found a ballerina skirt and fairy wings for her buddy, Valentina.
- Jayvon planned to read aloud a biography of Justice Sandra Day O’Connor to our third grade reading buddies. He asked to go to the theater costume room and got a wig and judge’s robe. He printed out pictures of Justice O’Connor, signed “Sandra Day O’Conner” across the photo, and made copies. After he read the book to the

Photos courtesy of Patricia Ross



third graders, he gave them the autographed pictures. The third graders excitedly put the pictures in their boxes to take home.

Prior to entering the program, the high school students consistently tested at reading levels between the first and second grade on a variety of tests and “far below the standard” in the testing required by Arizona. These scores, however, did not match the students we saw in the halls every day; the scores were not indicative of their ability.

These students were exceptionally bright. They were leaders in our school community, active in sports, clubs, and activities. They were competent users of American Sign Language (ASL) both socially and academically. They were being held back because of their limited English reading and writing skills.

We believed in the students, and we knew the traditional approach wasn't working. Something needed to

be done. We decided to set up a pilot class. The class was a hands-on, activity-based block that played on the strengths of students. It required a large time commitment, extending



through three 50-minute periods. Students would work on reading, writing, and social studies.

It was an exciting year with lots of learning, but most successful was the Reading Buddies Program. We developed the program in our efforts to find a way to provide students with material to read with teacher assistance that wouldn't be an insult to their intelligence. It was an issue we struggled with. Our solution? Have the students read to elementary school students.

My morning class was matched up with kindergarteners and my afternoon class with third graders. Their assignment: Every few weeks, they would read picture books to their reading buddies. This task required my students to pick a book, learn the vocabulary, interpret the book into ASL, rehearse reading the book interpreted in ASL, and come up with activities and questions related to the book for their young buddies.



The results were incredible! The high school students took their mission seriously, reading actively with a clear sense of purpose. They improved their vocabulary, reading comprehension, and interpreting skills. At the same time, elementary students were read to on a one-to-one basis, were exposed to older peers who modeled accurate and meaningful English and ASL, and interacted with high school students who we watched become their heroes.

As the year progressed, we became increasingly involved with the younger students. My students selected books that matched the interests of their buddies and came up with educational activities to go along with the books. For example, when Zack, a freshman, read a book about otters to his buddy, Joey, he searched for video clips of otters playing to show Joey after he read the book. My students read books, learned new vocabulary, practiced their interpretation skills, wrote letters and notes, and planned parties and trips.

The connection the students had with each other extended beyond reading class. They would high five each other in the cafeteria and library, and at athletic competitions, pep rallies, and other school events.

In the Beginning

The first time my students went to read aloud to their buddies, we were all nervous, especially me! Would my students do a good job? Could they capture and hold the attention of the elementary school students? Would they be able to adapt their communication style if their buddies didn't understand? Would they enjoy this experience? The answer to all my questions and concerns was a resounding: Yes!

That first reading I required only that my students select a book and read it aloud. For the second reading, they were also required to plan an activity related to the book. In this, my students proved unbelievably creative. John'Ta worked with Christian to prepare his activity. The two students made parts of a hamburger, using paper to cut out the "bun," "lettuce," "tomato," and "burger." When Christian read the book to the kindergarteners, they loved putting pieces on the bun to make their paper hamburger. It looked so real.

In October, my students prepared Halloween surprises for their buddies. For the third graders, we prepared a party with Halloween books and games. We played Concentration, Pin the Tail on the Black Cat, and Math Jeopardy—each game planned and organized by my

class. My students also made Halloween cards for their buddies.

After our success in October, the students insisted we have a holiday party in December before winter break. I asked Peggy Marco-Sprague, the kindergarten teacher, if she had a craft that we could use, and she copied an activity and gave it to me. But silly me ... my students didn't need our help. They researched on the Internet and found their own craft projects that were better than ours, I must say. In fact, my students' party was much bigger and better than I would have planned or even imagined. We planned our trip to the Dollar Store, made cards, crafted a paper mâché piñata, and hosted the party. The kindergarten students rotated through centers we prepared, did two craft projects, played Pin the Nose on Rudolf, enjoyed stories related to the holidays, and had their faces painted. Everyone on campus wanted to know who did the adorable face paintings. The answer: my students, of course! They had researched the idea and practiced its implementation, and it turned out that I had quite a talented group. After the games, the crafts, the stories, and the piñata, we exchanged gifts. When Joshtav, a kindergartener, gave my student, Jerome, his favorite candy, Jerome signed, "I love you. I love you, my favorite."

This continued throughout the school year. We celebrated the Phoenix Day School for the Deaf, birthdays, holidays, reading, and writing. Natural, real-life literacy happened all the time as both the elementary school students and the high school students wrote cards, invitations, and thank you notes. Our elementary buddies looked for their high school friends in the cafeteria for high fives or just to ask a question. The number one question: "When are you coming [to read to us in our class] again?"

At the end of the year, my students planned a culminating activity to celebrate our year of reading and learning. My students voted on what to

do, researched the cost, came up with fundraising possibilities, wrote parental permission slips, filled out the transportation requests and the school's field trip request, called the restaurant for price details, and got approval for the trip. Within a month we had raised over \$600 so we could treat our elementary school buddies to lunch and games at Chuck E. Cheese's. I am not sure who enjoyed the trip more—my high school students or the elementary school students.

Megan Gardner, the third grade teacher whose students were our reading buddies, observed:

My students benefited greatly from the field trip at the end of the year. We appreciated all the planning the high school students did. Some of my students do not have a lot of great role models, and it was great for them to interact with high school students in a non-educational



setting. I know one student particularly had the time of his life as he was lifted out of his wheelchair and placed on several video games! I have never seen him smile so big! It was great to see the high school students take the time to help my students feel valued.

I saw amazing growth in my students. Their reading skills and confidence grew. Johnie, who was stiff and focused on signing English the first time he read aloud, became animated as the year progressed. His buddy, Bruce, responded in kind. Pictures of the first reading show both boys looking bored. By the end of the year, pictures show completely different expressions; huge smiles and even giggles are evident as Johnie reads to Bruce.

Kayla, who said she “hates reading” became an incredibly competent and compassionate reader. The students loved her, and her understanding of text and storytelling skills improved every time we did a read aloud. She was

thoughtful and created fun activities for the students.

Alex, who is a natural-born actor, used his skills to animate his stories. Reading aloud played on his strengths.

Last week, Gary, who has a new English teacher this year, told me that this teacher said he was very good at signing a story, and he told his teacher that it was hard but he worked and practiced all last year.

In the end, my students had young children who jumped up and down at the sight of them and improved their literacy skills. When they took the state's standardized test, all except one no longer were scored as “falling far below” the standard in reading; they were now “approaching the standard.” Just as importantly, my students had self-confidence in their ability to be role models in literacy. They had not only captured the attention of their younger classmates through reading but implemented ideas that extended the younger students' learning.

In the beginning, our expectations for our students were high; by the end of the class, even our high expectations were exceeded.

**In some instances, the names of students have been changed to protect their privacy; in other instances, however, the students wanted—and permission was granted for—Odyssey to use their real names.*





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Reflections on Expectations

By Joseph Santini

In the late 1960s, researchers Robert Rosenthal and Lenore Jacobson began to explore experimental ways to test a revolutionary concept: that people's expectations could influence other people in the world around them. Rosenthal and Jacobson suggested, for example, that if people in society believe that people in Group X are lazy, those expectations result in people in Group X doing very little work.

Rosenthal and Jacobson (1968) conducted what became a well-known experiment to measure the power of expectations in school environments. As the school year began, teachers were given phony results for their incoming students' aptitude tests. The researchers randomly assigned some students to the status of high achievers and others to the status of merely average. Teachers taught for a year with this baseline of false assumptions. When their students were retested, 80 percent of those who had been labeled "high achieving" showed a statistically greater amount of achievement than their peers. The researchers concluded that teachers' expectations had become self-fulfilling prophecies and had led them to behave in ways that made their expectations a reality.

Rosenthal and Jacobson called this the "Pygmalion effect," in a nod to the play in which a professor managed to fool the upper crust of British society into thinking a woman from what the Brits call "the lower classes" was a duchess; he did so by teaching her to imitate the behaviors they expected from such nobility. The study gained instant fame. Many studies began to replicate the work, and researchers continued to explore the implications of those initial findings; they affirmed expectations powerfully affected student learning, positively and negatively.

Dee (2006) later explored the relationship between expectations and gender in the classroom. The National Educational Longitudinal Study (Ingels, Scott, Taylor, Owings, & Quinn, 1998) had shown that on standardized tests eighth-grade boys performed consistently behind girls in subjects such as reading, while girls performed consistently behind boys in math and science. Dee suggested a role-model effect had come into play; students observed the gender of their teachers in math and language classes, drew conclusions about gender expectations for themselves, and this affected their performance.

McGrew and Evans (2004), in a review of the literature on classroom interactions among teachers, paraprofessionals, and students with disabilities, found consistent negative patterns of the Pygmalion effect. Their review pointed out the following patterns in the

*Photo by John T. Consoli
Illustrations by Joseph Santini*



way that school staff handled the students with disabilities in class:

- They spoke to students with disabilities less in one-on-one situations.
- They gave students with disabilities less wait time to answer questions.
- They changed the nature of their interactions with students with disabilities, using simpler vocabulary, less complex grammar, and easier questions.
- They offered the students with disabilities less cognitively challenging work.
- They made voluntary and involuntary changes in their body language with students with disabilities (e.g., they gave them less eye contact).

McGrew and Evans (2004) pointed to the Pygmalion effect as one of the reasons for these findings: Teachers expected students with disabilities to perform less well than their peers without disabilities and thus acted in ways that contributed to that result. They connected their findings to the work of Cotton (2001), who showed that even when expectations were based on beliefs that accorded with facts, these facts sometimes changed over time—and the beliefs did not. Thus, teachers sometimes would sustain the expectation that a student would struggle with a topic or skill long past the

time when the student had mastered it.

In a third study, Theoharis and Fitzpatrick explored the physical behavior and attitudes of the principals of two schools towards Max, a student who had a disability. In the record of their observations, they described the principals, one who demonstrated the behaviors described by McGrew and Evans (2004), and one who demonstrated the opposite. Principal A's behavior toward Max was negative; he failed to respond to the parents' questions, and he was indifferent to the school environment, to Max's needs, and to the needs of his students. Principal B was well-versed in Max's needs, often stopped meetings to respond to student concerns, and tried to converse with Max, crouching down to his height, and offering Max his hand.

Clearly expectations are at work throughout the school environment. The Pygmalion effect—with adults and students arriving in class with expectations of other students' behavior—relates to the achievement of deaf and hard of hearing students.

As a Teacher

In 2005, when I began teaching, "Pygmalion" was just a play to me. All I knew was that I wanted to give deaf and hard of hearing children who were in the mainstream a fair shake. I chose to teach in an inner city public school environment. This meant I'd have a class of 30 students—one of whom might be deaf or hard of hearing—and no interpreter. I carefully scaffolded the classroom environment with text and

visual supports to help make sure everyone could access the directions and materials. My goal wasn't to treat the occasional deaf or hard of hearing student "specially" but equally, because I believed doing so would give him or her the greatest opportunity.

During my second year of teaching, I began to work with students labeled, often derogatively, "deaf plus" (i.e., deaf children with disabilities). Students in my reading class ranged from 15 to 18 years old, and they consistently tested at the bottom range of every test recorded in our database. I was excited. These deaf students had been labeled failures and segregated by the system. I felt that I could help them succeed.

On the first day, I met the teachers and professionals who had previously worked with these students. I offered ideas for instruction based on what I'd learned about bilingual education and the education of deaf children, and they responded in a negative or cautioning manner. When I look back at that initial meeting through the lens of my knowledge today, I realize I experienced firsthand a literal conjunction of research on the Pygmalion effect (e.g., the previously established expectations of Rosenthal and Jacobson, the sustained expectations of Cotton, and the stereotypes identified in the review of McGrew and Evans). I chose, however, to go against the advice of these experienced teachers, and I was able to convince my fellow faculty to give it a shot—largely because, as one person said, things couldn't get any worse.

I immersed students in a self-selected reading program on par with what other students in the same grade experienced. I chose to have class discussions and group projects instead of worksheets. While I was honest with the students about their initially poor achievement, I also set expectations that they constantly work on improving. Many of the students had at least some skills in American Sign Language (ASL), so I included parts of an ASL curriculum, using modules I found on the Gallaudet University website (www.gallaudet.edu). I felt students needed practice and structure in the language they used daily (i.e., ASL) before they could see those rules emerge in the language they were learning to read and write in class (i.e., English).

I found that low expectations for my students were present not only among faculty but also outside of the classroom, and in insidious ways. For example, I once observed students, deaf and hearing, in the lunchroom using the terms *low-functioning* and *deaf plus* to insult other students. I called the students together for a discussion, asking where they had learned these obviously adult phrases. One student said she'd seen them as early as third grade in another school. We spoke about what the phrases meant, why they were used, and why they were problematic.

Two years later, a student taking a test threw up her hands in despair, cried, and ran out of the room. When I caught up to her in the hallway and we spoke, she told me she was "too low-functioning," "too deaf plus" to take the test. She couldn't do it, she said; everybody knew she couldn't do it. That expectation—that she was "low functioning" and incapable—had been

ingrained in her. It was part of her self-image. She couldn't finish the exam that day, but I had confidence in her, and we continued to work together.

Working with her to externalize "low functioning" took many discussions and a lot of trust. When my student took that test the next time, she passed.

Implementing the curriculum I wanted was not an easy or quick process. The writing assignments took weeks instead of days. My students had less experience than others on which to scaffold understanding of new projects and activities. They often experienced frustration and a lack of support from the outside world. Parents often did not consider the academic work of these students to be as important as other activities, possibly due to assumptions and expectations of their own. E-mail communication helped me provide support outside of the classroom, and surreptitiously work with students on their English.

When students were challenged, I tried to frame their frustrations as a problem of communication or misunderstanding instead of one of ability or effort, with the mantra always being, "Let's try explaining this a different way." Often this framing was effective as students came from a background of struggling to understand what other people, even their families, were saying. For example, I had a student who often refused to write stories in class. Over the course of many discussions, I came to learn that she refused to write stories because, as she told me, "stories were lies." As a teacher I wondered how this misunderstanding had come about. The word *story* is sometimes used as a euphemism for *lie*, so it might have been a linguistic issue. On the other hand, a new signer might have once mistranslated and given the student an idea that persisted for years. It became part of my role to fix this misunderstanding and clarify the role of stories.

I made many mistakes that first year, but our class also had many successes. My students improved their test scores, each at their own rates, and the improvement for each student was relatively consistent. I found students began to enjoy reading. Some students chose very adult works they'd been kept from before, interested in topics appropriate for their age. By the middle of the year, parents were calling to say their child wanted to go to the library. My students weren't magically on grade level, but they were showing signs of being on an independent path to literacy. Clearly by raising expectations, something was going right for my students, both inside and outside of the classroom.



Left: Traditionally, we think of the expectations a teacher has as the most powerful influence. **Below:** However, children are greatly influenced by expectations that can come from many different directions.



As a Student

I may have been especially reflective about the needs of my deaf plus students because when I looked at them, I saw myself. I never had the special challenge of being labeled “deaf plus,” but as a deaf man who grew up in the 1980s and 1990s and experienced many types of school programs, misplaced expectations affected me—frequently and powerfully. In 1993, as an eighth grader, I entered the school’s most advanced mathematics class, proud that I had qualified to be there. I happily sat in the front row with an interpreter and waited for class to begin. When the teacher arrived, she noticed a difference in the class configuration, and my interpreter began to try to explain the reason for her presence; I stood up to say hello and shake the teacher’s hand. While we stood there, my empty hand still outstretched, the teacher said that she “didn’t accept deaf students in her class.” Deaf students couldn’t handle the work, she said. My interpreter, who was uncertified, wasn’t sure how to deal with the teacher’s response or even explain the situation to me. We left. I was assigned to another course, but something in the encounter changed me; my math grades turned from A’s and B’s to C’s and D’s. Expectations only need a moment to be revealed, but they last an exceptionally long time.

I experienced other frustrating problems, which I recognized with a pang when I read the dissertation of Valente (2008), later

republished as the autobiographical *d/Deaf and d/Dumb: A Portrait of a Deaf Kid as a Young Superhero*. Like Valente, I was forced to take the handicapped bus to school despite my home’s close-to-the bus-stop location. I was often prevented from joining school activities, with the school administration citing safety and deafness as a barrier. Lack of interpreters was constantly an issue, and certainly none were certified. (And does that not reflect the expectations of the city and state?) In class, I was frequently limited to filling out worksheets and rarely involved with group activities. Like Valente, I had family members who believed in me and helped me counter the expectations and pressures of others; my mother was a powerful influence who led me to become involved with the Deaf community. No deaf adults worked in my mainstreamed school; my mother took pains to introduce me to people at the deaf club so I’d have role models. Eventually, frustrated with the mainstream environment, I chose to attend the Model Secondary School for the Deaf (MSSD), the high school for deaf and hard of hearing students in Washington, D.C. With the help of the MSSD community and curriculum, I began to understand the civil and social issues that molded my experiences.

My experiences and those of my students, despite being separated by two decades, were remarkably similar. The expectations of others shaped, at least partly, our academic performance.

What Can Teachers Do?

As teachers, we are often considered the most important variable in a student’s success. Yet research shows that a teacher is only a quarter of a school’s influence on a student (Cody, 2012). To me this means that we, as teachers, need to be active and aware participants in the school community. We also need to be in touch with the student’s home community. Further, we need to move beyond standardized tests and try to forge a true connection with our students.

We can also address the individual child, acknowledge the expectation/performance cycle, and give the student opportunities to break it. Ware (2001) wrote about using writing classes to get students with disabilities to explore their experiences, and she described the challenges she faced in helping teachers and school administrators to step outside their comfort zones to let the students describe the experiences of their daily lives. As an English teacher, I was uniquely placed to use written assignments in this manner, but the technique can be adapted to other subjects.

As teachers, we can work directly with students to resist the burden of negative expectations. We can help advocate to diversify our schools in terms of gender, race, and ability, and to provide a set of role models who help students form respectful communities of learning colleagues. We can contact parents to help them also recognize their children’s progress. In the mainstream, I was constantly aware that as a deaf person who was a teacher, I was not only a role model for students but also

an image for parents of what their children might become. This knowledge can be a lot of pressure. We teachers are not superheroes and should also remember to take time for self-care so that our efforts have the energy to be fruitful.

Most importantly, we must reject assumptions, including those that are unspoken. In Rosenthal's experiment, over 80 percent of the students identified as "high achievers" exceeded expectations. If we could harness the power of expectations in the education of deaf and hard of hearing students, the effects could be remarkable.

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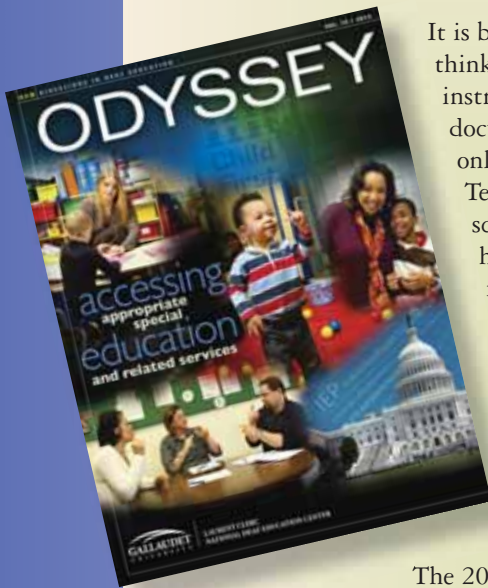
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Seeking Submissions for the 2015 Issue of Odyssey

THEME: The Influence, Impact, and Opportunity of Technology



It is becoming nearly impossible to think about education without thinking about technology. Technology is now synonymous with instruction, engagement, educational support, assessment, and documentation. It is also a critical tool for communication not only among professionals but with families and students.

Technology has changed how students learn, teachers teach, schools plan, states test, and families interact. It has already and will continue to alter the world for which students must prepare. With all that technology affords, it also presents challenges. This holds true for those communities and families with limited access to current technologies as well as for professionals and parents whose technology skills may not be keeping pace with that of the students in their world.

The 2015 issue of *Odyssey* will focus on technology—its influence, impact, and the opportunities it presents for the education of students who are deaf or hard of hearing. The Clerc Center seeks articles from professionals and parents sharing how technology has:

- impacted the education and achievement of students who are deaf or hard of hearing from birth through high school,
- expanded opportunities for professional learning and growth, and
- enhanced support for and engagement of families.

Articles focused on how professionals and families are addressing current challenges or preparing for future technological challenges are also welcome. The Clerc Center is particularly interested in articles focused on serving students who are deaf or hard of hearing from traditionally underserved groups, including those students who are lower achieving academically, who come from families that speak a language other than English in the home, who are members of diverse racial or cultural groups, who are from rural areas, and/or who have secondary disabilities.

Please e-mail your ideas to Odyssey@gallaudet.edu. We will begin accepting submissions on June 1, 2014, and continue until October 3, 2014, or until the magazine reaches capacity. Contact us via e-mail at any time with questions or to discuss your ideas.





Michael Fitzpatrick, PhD, received his degree in special education from the University of Kansas. His research agenda includes teacher preparation, media literacy, urban school issues, intervention strategies, and technology integration across the lifespan. Fitzpatrick currently serves as dean of the Graduate Program in Education at Morningside College in Sioux City, Iowa.

Right: Parents are an important part of their child's IEP team and his or her best advocate.

The Law and the IEP: Establishing and Maintaining High Expectations

FOR DEAF STUDENTS WITH DISABILITIES

By Michael Fitzpatrick and Raschelle Theoharis

The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Improvement Act (IDEIA) have significant implications for students with and without disabilities. Despite extensive research, journal articles, editorials, media coverage, and litigation, deaf and hard of hearing students with additional disabilities continue to be a population that is largely unaddressed by federal legislation. Therefore it is vital for families, teachers, related service providers, and administrators to have a foundational understanding of these two overarching laws in relation to setting high and reasonably attainable expectations for their children who are deaf or hard of hearing and, perhaps especially, for children who are deaf and hard of hearing with disabilities. These two pieces of legislation provide a framework in which those involved with deaf education can set and maintain reasonable and attainable expectations for deaf and hard of hearing students with disabilities.

No Child Left Behind

Enacted in 2002, the NCLB continues to play a critical role in K-12 educational settings by holding all school districts accountable for their students' educational outcomes (Abedi, 2004; Arnett, Fitzpatrick, & Theoharis, 2013; Berry, Hoke, & Hirsch, 2004; Fitzpatrick & Knowlton, 2007; Linn, 2003; Rose, 2004; Spooner & Browder, 2003). Despite what some consider controversial underpinnings, the law

Photos by John T. Consoli



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remains focused on ensuring that “all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments” (NCLB, 2002). To achieve this goal, the NCLB incorporated the following six principles:

- Accountability for schools, teachers, and administrators
- Highly qualified teachers
- Research practices based in science
- Local flexibility
- School safety
- Parental choice (NCLB, 2002; Turnbull, Turnbull, Erwin, & Soodak, 2006)

Holding schools accountable is universally appealing. However, to date little is known about the NCLB's impact on improving the academic outcomes of deaf and hard of hearing students who have additional disabilities.

Individuals with Disabilities Education Improvement Act

The IDEIA specifies that special educators earn a disability-specific degree to be considered highly qualified. According to Turnbull, Turnbull, Wehmeyer, & Shogren (2010), the IDEIA contains six principles and specifies that there be four outcomes. In theory, these allow every student with disabilities equal access to the general education curriculum.

The six principles are:

- **Zero reject**—Students can learn and benefit from an appropriate education regardless of the severity of the disability.
- **Nondiscriminatory evaluation**—Materials and procedures used are not racially or culturally biased.
- **Least restrictive environment**—Students with disabilities are educated in the same environment as students without disabilities to the maximum extent possible.
- **Parental participation**—Parents serve as advocates for their child with a disability

and as members of the Individualized Education Program (IEP) Team.

- **Procedural due process**—Parents, or those acting in this capacity, are assured a voice in decisions made by the IEP team.
- **Appropriate education**—Students' educational needs are met as outlined in the IEP.

The four stated outcomes include:

- **Equal opportunity**—Students with disabilities are provided equitable access to the general education curriculum to the maximum extent possible.
- **Full participation**—Students with disabilities should not be excluded from extracurricular activities (e.g., chess club, band, sports teams) to the maximum extent possible.
- **Independent living**—Individuals with disabilities should be integrated into society, including quality of life and leisure activities, to the maximum extent possible.
- **Economic self-sufficiency**—Individuals with disabilities should be employable to the maximum extent possible.

Curriculum Expectations

Experience has shown that students with disabilities achieve greater academic success when high expectations are coupled with accessing the general education curriculum (Turnbull et al., 2010). Conversely, setting minimal expectations can lead to marginal academic gains. One area that should be closely examined is the K-12 curriculum. Deafness has been considered a low incident disability, but just like those students with high incident disabilities (e.g., learning disabilities), deaf and hard of hearing students with multiple disabilities are promised an appropriate education in the least restrictive environment that will empower them to live independently.

Teacher Expectations

Evidence suggests that teachers who hold their students, including those with disabilities, to a higher standard cultivate learning environments that better prepare them for postsecondary education and employment opportunities (Fitzpatrick & Knowlton, 2007). In a recent MetLife study (2012), 86 percent of teachers agreed that high expectations play a significant role in student achievement. At the same

time, however, only 36 percent agreed that all students have the ability to succeed academically. This juxtaposition may have dire implications for all students, especially those who are deaf or hard of hearing with disabilities.

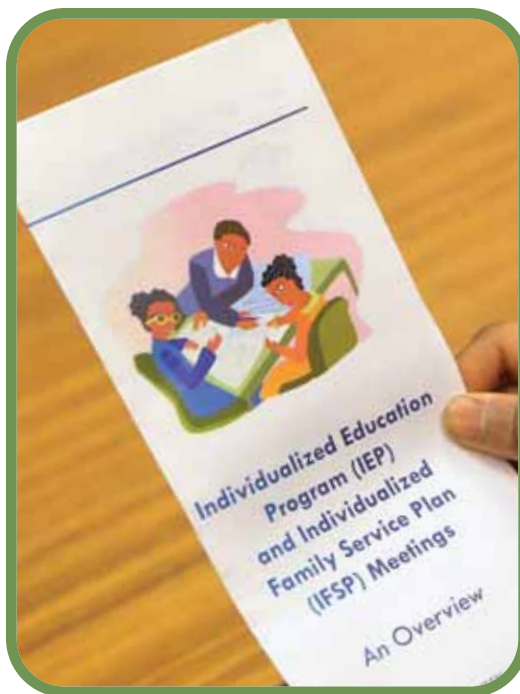
Family Expectations

Numerous studies have illustrated the importance of familial expectations for students with and without disabilities. Although minimal research has focused specifically on deaf and hard of hearing students with disabilities, research has shown that, in general, family expectations have been linked to children's overall school experience (Chen & Gregory, 2010); academic engagement and success (Simons-

Morton & Chen, 2009); postsecondary attendance, achievement, and adjustment (Agilata & Renk, 2008); and employment (DiRago & Vaillant, 2007). Each of these studies reported that a child's outcomes paralleled the expectations set by the family (Doren, Gau, & Lindstrom, 2012).

The primary purpose of secondary education is not only academic achievement but also preparation for postsecondary education, training, or employment opportunities. From this perspective, educators must become familiar with familial needs and cognizant of the impact family expectations have on the academic, social, emotional, and behavioral outcomes for their deaf and hard of hearing children with disabilities.

Doren et al. (2012) stressed the importance of both families and educators setting and maintaining similar expectations.



This allows students to experience the secondary and transition programs intended to support their achievements. Finally, several studies have shown family expectations can fluctuate. Changes in familial expectations are often influenced by the parents' own academic achievements and outcomes, how the parents perceive their child's performance at any point in time, and teachers' expectations (Mistry, White, Benner, & Huynh, 2009).



School representatives also need to partner with families to encourage and support extracurricular activities. Research has shown the positive influence adult role models and mentors play on developing characteristics, such as integrity, self-confidence, and self-esteem (Murray, 2009). These interactions, which often occur outside of the classroom, also have a

direct impact on expectations and outcomes (Doren et al., 2012; Jekiwllwk, Morre, & Hair, 2002; Murray, 2009).

How to Establish High and Attainable Expectations

There can be some inherent difficulties when engaging in meaningful dialogue among parents, teachers, and other service providers (e.g., speech-language pathologist, occupational therapist, physical therapist) regarding expectations that are reasonable and attainable for deaf and hard of hearing students with disabilities, especially given the limited resources available for this population. The following suggestions may help to bridge this gap.

Communication

Teachers, related service providers, and administrators should strive to work collaboratively with families. Clear and transparent communication is key to achieving a collaborative relationship. The home-school link can be strengthened by:

- maintaining correspondence to ensure everyone is continuing to work towards a common goal;
- encouraging self-advocacy and self-determination on the part of the students themselves, allowing them to inform others about the supports they require to be successful; and
- evaluating supports to ensure students receive the optimal services available and providing the flexibility to discontinue services that are no longer necessary.

In an ideal scenario, families should provide pertinent information regarding their hopes and dreams for their children. Once they learn these expectations, school representatives can work collaboratively with the families to establish a framework which may include consultation, supports, services, accommodations and modifications, and other available resources to better enable the student to achieve success.

The Individualized Education Program

When writing the IEP, the team needs to use data gathered from curriculum-based assessments, direct observations, academic achievement and intelligence tests, and other evaluations to develop what is called the student's "present level of performance." The present level of performance is a snapshot of how the student is functioning across several domains at a given moment in time. It may include, but is not limited to, a look at the student's experience in a variety of aspects of his or her life, including: academic, social, emotional, behavioral, functional, and mobility. The present level of performance serves as a marker for completing the remaining sections of the IEP, such as goals and objectives, accommodations and modifications, related services, transition planning, and percentage of time accessing the general education classroom.

Annual IEP meetings provide teachers, related service providers, and administrators with an opportunity to work with families to establish annual goals and objectives for the deaf or hard of hearing student with disabilities. Each newly updated IEP should reflect what the student: 1) is currently able to accomplish, 2) is expected to achieve during the next academic school year, and 3) requires to be successful in meeting the state's academic content standards.

The annual IEP meetings provide an opportunity to engage in collaborative decision making, and it is through this process that reasonably attainable expectations can be established for each student. Additionally, teachers, related service providers, and administrators should view these meetings as a chance to discuss the expectations families have set for their children.

Maintenance of High Expectations

As deaf and hard of hearing students with disabilities grow, develop, and mature, their educational needs change. Based on the student's progress towards obtaining IEP goals and

objectives and the team's perspective, IEP team members can analyze expectations for the child's experience and use these meetings to address areas of strengths and weaknesses that may not be included in the IEP, recent achievement data, and options for re-evaluation.

There is limited research regarding meeting the needs of deaf and hard of hearing students with disabilities. Nevertheless, it is essential for teachers, related service providers, and administrators to work collaboratively with families to keep

expectations high and ensure IEPs are being implemented and aligned with these expectations.

Legislation, including the NCLB and the IDEIA, serves as a foundation for setting high and reasonably attainable expectations for these students. Each recommendation was adapted from educational best practices and research from other disability classifications to begin filling the significant void in the literature related to the needs, potential, and achievement of deaf and hard of hearing students with disabilities.

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Keeping Expectations High at School and at Home

Here are some quotations that can be used in the classroom and at home to motivate children. Download this poster at www.gallaudet.edu/clerccenter/Odyssey.html.

“Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon.”

~ Ann Lieberman

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.” ~ Harriet Tubman

“A master can tell you what he expects of you. A teacher, though, awakens your own expectations.” ~ Patricia Neal

“The mind is not a vessel to be filled, but a fire to be kindled.” ~ Plutarch

“You’re not obligated to win. You’re obligated to keep trying to do the best you can every day.” ~ Marian Wright Edelman

“High achievement always takes place in the framework of high expectation.” ~ Charles F. Kettering

“In order to carry a positive action we must develop here a positive vision.”

~ Dalai Lama

“Education is the most powerful weapon you can use to change the world.” ~ Nelson Mandela

“You must do the thing you think you cannot do.” ~ Eleanor Roosevelt

“When somebody tells me I can’t do something, all I do is say, ‘Watch me.’”
~ Derrick Coleman

“Glory lies in the attempt to reach one’s goal and not in reaching it.” ~ Mahatma Gandhi

“Children need to be challenged and pushed, not to the point where they give up but to the point where they think, ‘Wow, look at me go!’”

~ Robert John Meehan

“When we do the best that we can, we never know what miracle is wrought in our life, or in the life of another.”
~ Helen Keller

“Believe you can and you’re halfway there.”
~ Theodore Roosevelt

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Meeting High Expectations:

HEALTHY THINKING, RESILIENCY, AND DEAF AND HARD OF HEARING CHILDREN

By Lisalee D. Egbert, Todd LaMarr, Tami Hossler, Carrie Davenport, and Jodee Crace

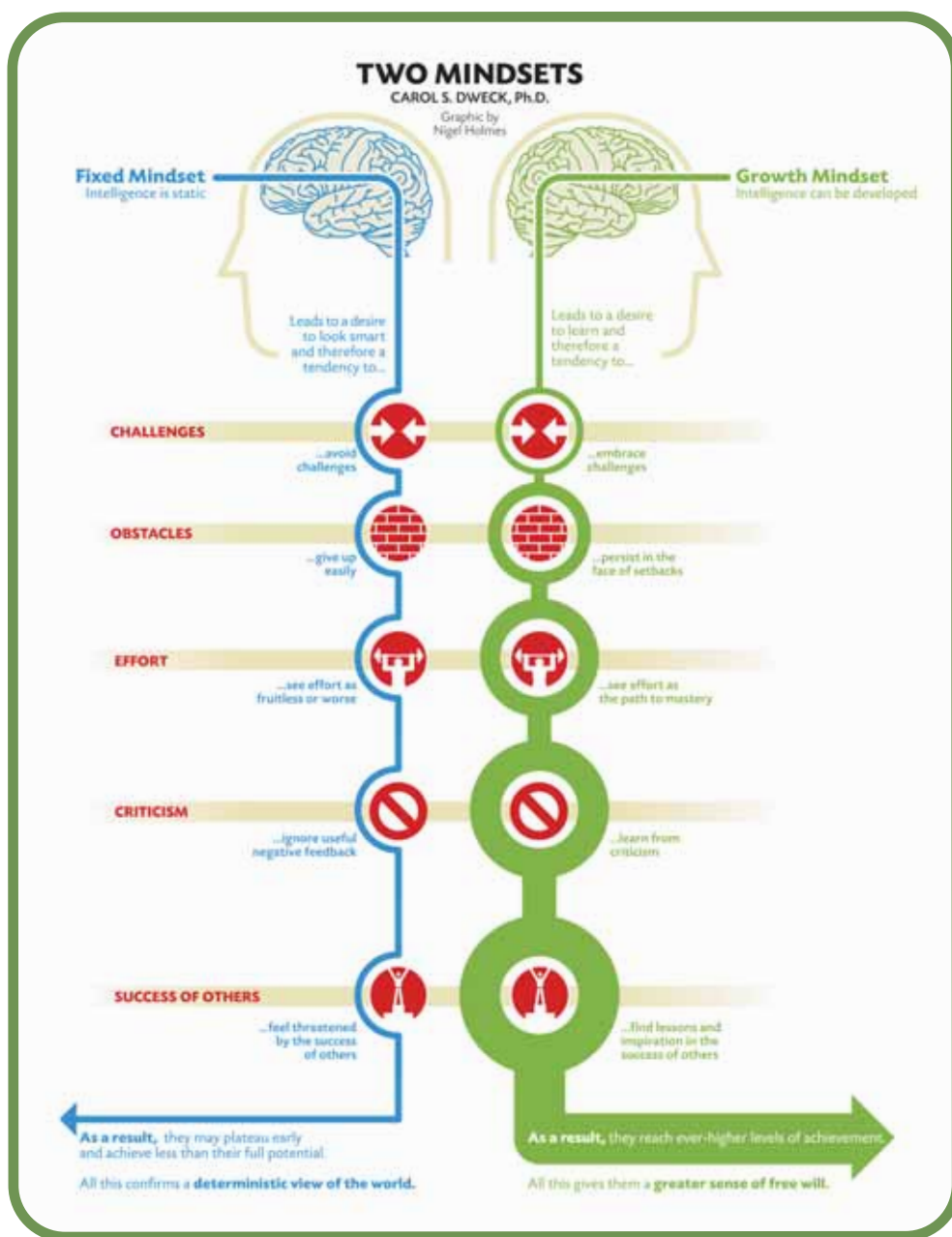
Like all children, deaf and hard of hearing children thrive in environments that support and promote healthy ways of thinking. When individuals have healthy ways of thinking, they have what researchers call a “growth mindset” (Dweck, 2006), and part of a growth mindset is resiliency. When a child who is resilient faces a challenge, he or she will try different solutions, exhibit greater effort, and not easily give up. In comparison, a non-resilient child may easily give up and even exhibit helplessness or shy away from future challenges. Developing resiliency and growth mindsets in students has been found to lead to increased academic achievement (Blackwell, Trzeniewski, & Dweck, 2007; Good, Aronson, & Inzlicht, 2003). As we raise expectations for deaf and hard of hearing children, we must foster their resiliency; resiliency is a critical tool in meeting high expectations and achieving academic success.

How resiliency is developed can be traced to the mindset of a child. A child's mindset—or how he or she perceives him- or herself—is related to how the child responds to challenging situations (Yeager & Dweck, 2012). A great example comes from the well-known story *The Little Engine That Could™*. As the story unfolds, the little engine is given the seemingly impossible task of pulling a load up a hill. However, with its “growth mindset,” the little engine said to itself, “I think I can, I think I can, I think I can”—and it did. Resiliency and a growth mindset may be especially important for deaf and hard of hearing children because of the academic and social challenges they often face (Schick, Williams, & Kupermintz, 2006; Easterbrooks & Beal-Alvarez, 2012; Qi & Mitchell, 2012).

Resiliency and Mindset: Growth Be Praised

Individuals tend to have one of two mindsets—a fixed mindset or a growth mindset (Dweck, 2006)—and the mindset an individual develops relates to the way he or she is praised (Mueller & Dweck, 1998). Like non-resilient children, individuals with fixed mindsets

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perceive personal attributes, such as intelligence, to be fixed and unable to be changed; they give up quickly on challenging tasks and shy away from future challenges (Dweck & Leggett, 1988; Kamins & Dweck, 1999; Skipper & Douglas, 2012). On the other hand, individuals with growth mindsets tend to perceive personal attributes as changeable and able to be improved (Hong, Chiu, Dweck, Lin & Wan, 1999).

Which mindset individuals develop is related to the patterns of praise they receive (Gunderson et al., 2013). Often parents and teachers praise to initiate a response that is positive and beneficial to boosting confidence,

self-worth, and motivation in a child. The intent is laudable, but research shows that not all praise has these successful results. In fact, when praise focuses on an attribute of the child, it may be counterproductive as it may result in the child internalizing the attribute as an unchangeable part of him- or herself. For example, if a child receives an A on a test and is praised as “intelligent,” he or she may accept his or her “intelligence” as an intrinsic part of him- or herself, unrelated to any effort on his or her part. As a consequence, the child develops a mindset that is fixed. When children with fixed mindsets experience a setback, they find their self-worth and motivation to endure weakens.

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What Parents Can Do

PROMOTING THE HEALTHY WAYS OF THINKING THAT COMPRISE A HEALTHY MINDSET

*By Lisalee D. Egbert, Todd LaMarr, Tami Hossler,
Carrie Davenport, and Jodee Crace*

Homework: Write a report about clouds.

If children in your home or students in your class find themselves baffled by the assignment—for example, a report on clouds—here are some suggestions:

1. Teach students to break down the task into simple units. This makes the goal more clearly attainable. Perhaps ask them: What are clouds made of? How do they form?
2. Help students list where to find relevant information. Search for a book in the library? Search for information online? How about the websites of the National Weather Service or *National Geographic*?
3. Help students identify materials needed (e.g., paper and pencil, a computer).
4. Develop an outline: introduction, body, and conclusion.
 - a. The introduction sparks interest in readers and gives them a brief overview of what is in the report.
 - b. The body includes the main points of the report.
 - c. The conclusion is the wrap-up—all the important points and the main point of the thesis.
5. Foster the understanding that work and persistence are necessary to complete a task or reach a goal. Help students understand that each task takes time and effort and that some parts will be easier than others.
6. Discuss setbacks. Help students turn setbacks into opportunities to learn and grow. If the teacher determines the body of the report does not have enough information to support the conclusion, for example, take a moment to ask what the teacher wants or help students to see what is missing.
7. Allow students to share their feelings about the experience. What part did they like? What part was challenging?
8. Validate students' thinking. Perhaps note that the body of the report can be the most challenging. It is the biggest part of the report, and most people agree that this part is difficult.
9. Praise effort and persistence rather than innate characteristics (e.g., intelligence, ability). For example, note that students did a great job of breaking down each step and really took the time to understand the parts of the report. Praise the students' effort, not their attributes.

For example, if after being praised for his or her intelligence due to earning a succession of A's the student suddenly earns a C, the student may feel that he or she is not as smart as previously thought and give up. Resiliency is lost.

However, when praise focuses on the effort that enabled the children to achieve success, the outcome is significantly different. For example, if a child earning A's is praised not for his or her intelligence but for his or her effort, he or she will come to believe that effort is the key to success and that he or she can develop and grow with effort. Therefore, the child is better able to handle setbacks. If he or she receives a C on a subsequent test, the child doesn't attribute the grade to a part of him- or herself that cannot be changed but to lack of studying or effort. Praise that focuses on effort can also lead children to value learning opportunities, improve their ability to strategize, and increase their motivation to take on new tasks (Gunderson et al., 2013). Critically, praising effort fosters a growth mindset and, therefore, helps children develop resiliency.

The IEP: Fostering Growth Mindsets

Parents and educators can use the Individualized Education Program (IEP), the mechanism that lays out the foundation for educating students, to establish an environment that fosters a growth mindset for deaf and hard of hearing students. Here's how:

- Educate IEP team members on the difference between a fixed mindset and a growth mindset and on how these mindsets influence a student's resiliency and motivation.
- Cross-train teachers, coaches, support staff, interpreters, and extracurricular activity sponsors on how to appropriately support, encourage, and adjust their language to praise students in ways that promote resiliency and a growth mindset.



- Allow students to actively participate in their IEP development and planning (Williams-Diehm, Wehmeyer, Palmer, Soukup, & Garner, 2008).
- Train team members on techniques that break a task into parts and allow students to approach a large task through a series of smaller tasks.
- Connect children with deaf and hard of hearing peers. Use videophone or

scheduled playgroups, social, or sports events. Include opportunities for peers to learn American Sign Language and opportunities to practice with each other.

Helping students to develop a healthy growth mindset allows them to become resilient and gives them the tools to meet high expectations. The benefits of

resiliency and a growth mindset extend far beyond the academic setting and continue to impact individuals throughout their lives

(Moorman & Pomerantz, 2010).

Children with growth mindsets go through life with high expectations for themselves, the resilience to overcome and persist through challenges, and a sense of confidence in handling whatever situation comes their way.

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Academic Rigor

By James E. Tucker

The field of K-12 deaf education today continues to be fractured by ideological camps. A newcomer to the field quickly learns that the controversies related to language, communication, and instructional approaches continue to rage after almost 200 years of contentious debate. Much attention is given to auditory and speech development as well as sign language development. Emphasizing academic rigor is often lost in this fog of polemic war between dueling philosophies. Also missing is the importance of the students' attainment of linguistic, cognitive, and social competence.

When deaf education is mentioned, there is too much emphasis on *deaf* and not enough emphasis on *education*. Deaf and hard of hearing students everywhere deserve academic rigor. They deserve demanding academic instruction that leads to fluency in English reading and writing as well as acquired knowledge of mathematics, sciences, and social studies.

Googling "deaf education" brings out much material related to audiology, English speech and language, American Sign Language, hearing levels, cochlear implants, dormitories, and 'manualism vs. oralism.' Connecting deaf students to academic rigor seems a rare concept in the field of deaf education and on the Internet. When the subject of curriculum comes up, often the curriculum is described as being 'adapted' for deaf students. 'Adapt' is a euphemism for 'watered down curricula.'

No wonder many deaf students continue to be shortchanged. If their respective academic programs do not focus on or demand academic rigor, then deaf students will continue to flounder. Students everywhere, whether they are deaf or hearing, deserve teachers who know their content area and are passionate about teaching. Students also deserve to be nurtured, inspired, and challenged by their teachers.

The field of deaf education is approaching its 200th anniversary in the Western

Above and right: Students need to read and write extensively and daily from a young age and all through school.

Photos by John T. Consoli



Hemisphere. The American School for the Deaf was established in Hartford, Connecticut, in 1817, and from this first school the field grew into a national system of schools for the deaf and public school programs. After almost 200 years, one would believe that the field should have already perfected the instruction of students who happen to be deaf or hard of hearing. However, achievement test scores, by and large, still show deaf students lagging behind their hearing peers.

Success stories of deaf individuals are plenty. There are deaf doctors, lawyers, engineers, filmmakers, carpenters, computer programmers, writers, teachers, and entrepreneurs. If there are so many success stories, then why do we have too many students reading and writing below grade level? Can the field of deaf education work together to increase academic rigor for all students?

The path to academic rigor begins with the child's parents and the quality of resources and support available to the family from early on. First, early language acquisition and family involvement are a must for infants and toddlers. Children need to meet cognitive and language benchmarks throughout the first five years of their lives. High expectations for the child's academic achievement is the next step in pursuing academic rigor. And, finally, a quality curriculum. Students need to read and read and read. There

is no substitute for reading. Students need to write and write and write. There is no substitute for writing. Interacting daily with the English text is a must, even more so for deaf students.

If pre-kindergarten students are delayed in language fluency or have cognitive delays, will they be able to handle academic rigor as they progress through their elementary years and beyond? The field must believe they can catch up with specialized instruction and intervention, hard work, and with full, clear, and direct linguistic access to academic instruction.

The State of Maryland and states across the nation have adopted the Common Core State Standards. This has raised the bar for academic rigor for all students, including those who are deaf or hard of hearing. Young students are naturally curious about the world around them, and it is up to parents and teachers to work together to cultivate this curiosity into a lifetime quest for knowledge in all academic disciplines.

Academic rigor is the way. The only way.

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PHOTO CREDIT BEN HOSHINA

KDES Welcomes OSERS Assistant Secretary Michael Yudin

On January 7, 2014, the Clerc Center hosted a visit from Michael Yudin, assistant secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education. Accompanying him were staff members Annette Reichman, with the Office of Special Institutions, and Liz Shook, with the Office of Planning and Policy.

Yudin was appointed by President Barack Obama. In his position, he is responsible for the oversight of Gallaudet University and all of its programs, including the Clerc Center and its demonstration schools. His office also has oversight responsibilities over the National Technical Institute for the Deaf, and various special education programs and rehabilitative services throughout the country.

Yudin spent the entire morning touring classrooms at Kendall Demonstration Elementary School (KDES) and meeting with students and teachers. The highlights of his visit included:

- observation of the Early Childhood Education programs;
- visits to the kindergarten, first, and second grade classes, during which Yudin observed American Sign Language and English literacy lessons and viewed student artwork;
- interaction with students and teachers in grades three through five; and
- lunch and conversation with middle school students in the KDES cafeteria.

Yudin praised the work and dedication he observed. Prior to his departure, he wrote "Always Aim High!" on an I Love You-shaped leaf and posted it to the "AIM HIGH tree" bulletin board near the KDES front entrance. The mark he left on the bulletin board represents the impression the Clerc Center made on him and his staff.

Senator Harkin Visits the Clerc Center for the 24th Jr. NAD Biennial Conference

In November of 2013, the Model Secondary School for the Deaf (MSSD) hosted approximately 100 students from 26 schools and programs for deaf and hard of hearing students from throughout the country. They came to Washington, D.C., to participate in the 24th biennial conference of the Junior National Association of the Deaf (Jr. NAD).

The conference exposed the delegates to different aspects of the Washington, D.C., politics and advocacy scene. One of the highlights included a legislative day on Capitol Hill and an opportunity to meet and have a Question and Answer session with the champion of the Americans with Disabilities Act legislation, Senator Tom Harkin from Iowa.

Harkin met with the conference participants for the hour-long Question and Answer session. When one of the students asked Harkin who his role model was, he replied that it was his deaf

brother, Frank, who fought all his life to be independent. He remembered Frank saying, "How come because I am deaf, people think they need to tell me what to do? I want to decide for myself."

Harkin encouraged the delegates to put their newly learned advocacy skills to work. He urged them not only to support the Cinema Act but also to encourage their parents and friends to contact their legislators about the United States joining the 130 other countries that have already ratified the Convention on the Rights of Persons with Disabilities treaty.

"The Jr. NAD conference was a wonderful experience. I became more aware of my potential to bring change to the Deaf community through my chapter and collaborate with other individuals with the drive to make improvements for the betterment of all deaf people," said MSSD observer Emmanuel Njoku, who emceed the Question and Answer session.

The legislative day began with a presentation held in the Gold Room in the Rayburn



House Office Building. NAD president Chris Wagner shared with the delegates a history of the Jr. NAD and explained how its chapters are organized and run. He made a strong plea to the delegates to strengthen the participation of deaf and hard of hearing students in the work of the Jr. NAD and to help build up the number of chapters.

Claudia Gordon, who is deaf a trustee at Gallaudet University, and a former associate director of the White House Office of Public Engagement, told stories about how she had to advocate for herself as a student at Howard University to have interpreter access to University-sponsored activities and not just in the classrooms.

Following the presentations, the delegates walked across the Capitol Hill grounds to the Hart Senate Office Building. Once there, they divided up into state groups and visited the offices of their state senators to meet with legislative aides to share their advocacy for the Cinema Act.

Zachary Bridgett, president of the MSSD Jr. NAD chapter, led one of the groups at a meeting with Maryland senator Ben Cardin's chief counsel, William Van Horne, to discuss the Cinema Act proposed by NAD. The students shared with Van Horne their experiences with movie theater captioning devices and why they thought that captioning on the screen was the more accessible and user-friendly option.

The Florida School for the Deaf and the Blind will host the next Jr. NAD conference in 2015.



Clerc Center Strategic Plan 2020 Provides Road Map for Next Five Years

In the spring of 2014, the Clerc Center unveiled the national service portion of its new strategic plan which will guide its work through the year 2020. Providing the foundation of this strategic plan are these identified three priority areas:

- Professional development
- Family-school/agency partnerships
- Collaboration

Those priorities were identified during the Clerc Center's National Priority Setting Meeting which took place in February of 2013 in Washington, D.C. At this meeting, a diverse group of 23 professionals and parents from across the country convened for two days and discussed challenges that, if addressed by the Clerc Center, would have a positive impact on the success of current and future generations of deaf and hard of hearing children.

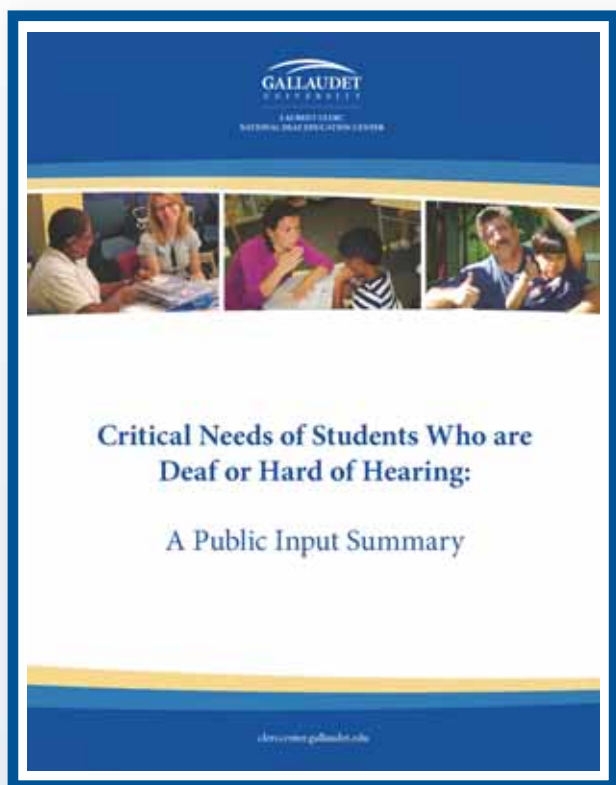
Each of the three priority areas of the Clerc Center Strategic Plan 2020 (CCSP 2020) contains objectives and corresponding strategies that were based on data and findings from a number of national sources. These included dialogue during the National Priority Setting Meeting; collection and analysis of public input from 2010-2012; evaluation feedback on select trainings and products; and current research, practice, and resources in the priority areas. These strategies were carefully selected based on their potential impact in each priority area.

"By design, the CCSP 2020 addresses priorities that are rooted in extensive public input," said Ed Bosso, vice president of the Clerc Center. "I believe the strategies contained within the CCSP 2020 will have a positive impact on the families, professionals, and ultimately the deaf and hard of hearing students we serve."

To learn more about the CCSP 2020, visit www.gallaudet.edu/clerc_center/strategicplan.

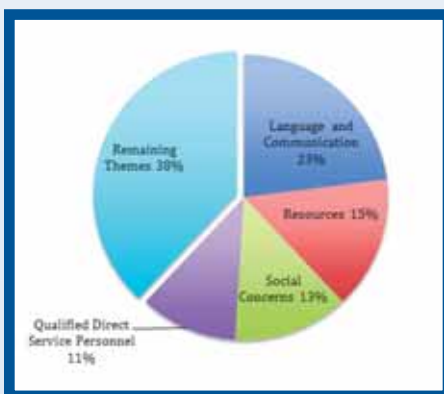
Clerc Center Offers Public Input Summary

IMPACTING DEAF AND HARD OF HEARING K-12 STUDENTS ACROSS THE NATION



Now available from the Clerc Center both in print and online, the *Critical Needs of Students Who are Deaf or Hard of Hearing: A Public Input Summary* is a ground-level reference on how people are describing and experiencing the barriers they encounter for the deaf and hard of hearing children in their homes or workplaces. This analysis is taken from 1,400 comments from 775 respondents broad in geographic, affiliation, and linguistic diversity.

This public input summary is an 18-page document that was developed with language for all audiences yet provides analysis and statistics that will benefit educators at all levels, academic researchers, service providers, grant seekers, and policymakers. "This collection of public input provides valuable insight into the wide and diverse range of perspectives regarding the needs of deaf and hard of hearing children, their families, and the professionals who work with them across the nation," wrote Dr. Christen Szymanski, who is director of Research and Evaluation at the Clerc Center and led the data analysis.



Especially significant is that, of the 775 respondents, 85 percent reported either having or working with deaf and hard of hearing children from these traditionally underserved groups: those who come from rural areas, who are from non-English speaking homes, who may have secondary disabilities, who are from racial/ethnic minority populations, and/or who are struggling academically.

The qualitative data collection occurred from the spring of 2010 through the winter of 2011 and was coordinated by Dr. Sue Jacoby, executive director of Planning, Development, and Dissemination at the Clerc Center. Speaking to the value of the summary, Jacoby said, "Common themes emerge regardless of background and context. This is powerful information for people to consider when planning their programs and services, serving students, identifying priorities and needs, and seeking resources."

The public input summary provides a demographic breakdown of the respondents, an explanation of the methodology used, and identification of 14 barriers that deaf and hard of hearing children ages birth to 21 encounter in academic environments throughout the nation. From these 14 barriers:

- Four themes emerged from nearly two-thirds of the responses: Language and Communication, Resources, Social Concerns, and Qualified Direct Service Personnel.
- Five overarching barriers were identified: 1) knowledge and education of caregivers, professionals, and the general public; 2) collaborative efforts; 3) qualified professionals and services; 4) meeting the needs of the student within the school system; and 5) the child's self-development.

The Clerc Center receives its mandate from the Education of the Deaf Act, which requires it to establish priorities through a process that incorporates public input.

"These findings make a powerful contribution to the national conversation on deaf education," said Ed Bosso, vice president of the Clerc Center at Gallaudet University. "This document gives us a pulse on deaf education as reported by parents,

educators, administrators, and service professionals, all of whom the Clerc Center serves. This will help the Clerc Center identify and design high-impact strategies to address them."

PDF: www.gallaudet.edu/documents/Clerc/PublicInputSummary.pdf
E-magazine format: <http://issuu.com/clerccenter/docs/publicinput>

New from the Clerc Center

NETWORKS:

The Clerc Center hosts networks to connect families with professionals and with each other. All networks are free and membership is open to anyone.

EARLY INTERVENTION NETWORK

Coming soon, this on-line resource will share five factors that were identified as essential to the development of linguistic competence as well as associated program components, and supporting evidence. Also highlighted will be ways in which multiple programs have implemented various aspects of these factors.



NATIONAL OUTREACH RESOURCES

This on-line community has over 300 members and is designed for outreach providers actively involved in the education of deaf and hard of hearing children from birth through 21 years of age. Members are able to:

- browse resource links and add those that they have found helpful in their work,
- use discussion forums to ask colleagues for ideas or suggestions, and
- join or create a subgroup to network around topic areas.

For more information, visit <http://norclerccenter.grou.ps/>.

DEAF STUDENTS WITH DISABILITIES NETWORK

This on-line network provides support to families and educators of deaf and hard of hearing students with any of the 13 disabilities identified in the Individuals with Disabilities Education Act. There is a section on evidence-based resources, recommendations, links, and promising practices. The site also highlights tools, has an “Ask the Expert” section, and allows for parent-to-parent networking, information sharing, and advocacy. Members have access to an “Ask the

Expert” section, on-line discussion forums, and blogs. For more information, visit <http://deafwdisabilities.grou.ps/>.

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www.facebook.com/InsideClercCenter



WEBINARS:

Clerc Center webinars are a convenient way to meet professional development requirements and to supply families with needed resources. The following recent webinars, as well as other past webinars, are free and available for viewing at www.gallaudet.edu/clerc_center/webinars.html.

“Strategies to Prevent Visual Split-Attention with Students Who are Deaf or Hard of Hearing” by Dr. Susan Mather, who is a linguistics professor at Gallaudet University and earned her doctorate in sociolinguistics from Georgetown University. Mather discussed the following topics:

- differences between auditory-oriented classrooms and visually oriented classrooms,
- the impact of visual split-attention on cognitive overload and working memory,
- shifting attention between visual fields in the classroom, and
- strategies to reduce the effect of visual split-attention in various types of classroom situations.

“How Early Intervention Can Make a Difference: Research and Trends” by Dr. Beth Benedict, who is a professor in the Department of Communication Studies at Gallaudet University, the chair of the Joint Committee on Infant Hearing, and a representative on the Council on Education of the Deaf. Benedict shared ways in which the field is evolving and explained what professionals in the field can do to make a difference in areas related to:

- visual language and learning English language performance;
- social-emotional, cognition, and communication development;
- family involvement and deaf role models; and
- setting high expectations.

“What the Eyes Reveal About the Brain: Advances in Human Language Acquisition Insights” by Dr. Laura-Ann Petitto, science director and co-principal investigator of the National Science Foundation and Gallaudet University’s Science of Learning Center, VL2. Important research was shared related to:

- the visual modality and what happens when the lion’s share of knowledge comes from the eyes; and
- the impact of that on brain structure and brain function, and as it relates to early language acquisition.

HARD WORK, PERSEVERANCE,
AND A BELIEF IN ONESELFImpact
Achievement

By Claudia Gordon



Claudia Gordon is the special assistant to the director of the U.S. Department of Labor's Office of Federal Contract Compliance Programs. She was recently an associate director in the White House Office of Public Engagement, where she worked as a liaison to the disability community and advised on disability policies.

Prior to those positions, Gordon was a senior policy advisor with the U.S. Department of Homeland Security's (DHS) Office for Civil Rights and Civil Liberties (CRCL). While at the DHS, she managed the CRCL Disability Policy Team. She also managed the Interagency Coordinating Council on Emergency Preparedness and Individuals with Disabilities.

In 2000, Gordon received the prestigious Skadden Fellowship to work as a staff attorney with the National Association of the Deaf Law Center. She has also worked as a consulting attorney with the National Council on Disability. In 2006, she received the Secretary's Gold Medal Award from then-DHS Secretary Michael Chertoff in recognition of her exemplary work on behalf of people with disabilities in the Gulf Coast both during and after Hurricane Katrina.

As a child growing up in a rural town in Jamaica, West Indies, I suddenly lost my hearing at 8 years old. My outlook on life became very bleak, especially because of the severe lack of disability awareness and the scarcity of services and resources to support my inclusion in, and access to, mainstream society. The perception and attitudes towards me were more disabling than my newly acquired disability.

I was taken out of school and kept at home to perform domestic chores and pass countless hours in isolation. I struggled to reconcile the low expectations imposed upon me with my own innate belief that I was capable of much more. Thanks to the anchoring of strong women in my life—my mother, grandmother, and aunts—I learned, over time, that my disability would not define me. Only I could do that. I grew to understand that the voices of doubt neither dictated my worth nor my capacity.

At 11 years old, I emigrated from Jamaica to the South Bronx in New York City. I attended the Lexington School for the Deaf in Queens, New York, where I graduated as valedictorian of my high school class in 1991—one year after the passage of the landmark Americans with Disabilities Act (ADA). The passage of the ADA gave me a sense of hope that perhaps this was the time in history where people with disabilities would finally be treated fairly, with dignity and respect. The ADA symbolized the hope of a more inclusive society, where individuals with disabilities like me could have

the chance to live up to our full potential.

Helen Keller said, "Life is either a daring adventure or nothing at all," so I stubbornly chose to continue my adventure against those whose expectations of me were misguided by my disability, race, gender, and inner city zip code.

In 1995, I became the first in my family to receive a college degree when I graduated cum

laude from Howard University in Washington, D.C. I went on to complete law school at American University's Washington College of Law in 2000.

Throughout my life, I found that hard work and perseverance were vital to my advancement. So was the support of a trusted network of family, friends, teachers, and mentors. I've learned that whatever experiences, struggles, and challenges I've had to overcome, I must not fall victim to my circumstances but rather allow them to be a part of my learning and growth. The career that I am privileged to enjoy today is not in spite of who I am or the obstacles I've had to overcome—but because of them.

It is fair to say that I have built my career in public service on the premise that every person—regardless of who they are, where they come from, and whatever their disability—ought to have the opportunity to access the American dream. Therefore, it was a privilege to be called upon to lead the White House's efforts to engage members of the disability community and assist with advancing inclusion, access, and equality of opportunity for people with disabilities.

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STUDY DEAF EDUCATION RESEARCH, RELIGIOUS RHETORIC ABOUT SIGN LANGUAGE, AND DEAF INTERPRETERS



Turning the Tide *Making Life Better for Deaf and Hard of Hearing Schoolchildren*

Gina A. Oliva and Linda Risser Lytle

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ISBN 978-1-56368-599-6, 6 x 9 paperback, 250 pages, references, index, \$29.95, **February 2014**

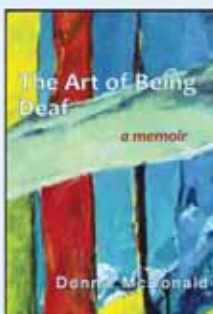


Signs and Wonders *Religious Rhetoric and the Preservation of Sign Language*

Tracy Ann Morse

This study delineates the frequent use over time of religious rhetoric in the Deaf community to preserve and support sign language.

ISBN 978-1-56368-601-6, 6 x 9 paperback, 168 pages, 10 photos, references, index, \$45.00, **March 2014**



The Art of Being Deaf *A Memoir*

Donna McDonald

In her memoir, the author addresses the personal barrier she had constructed between her deaf-self and her hearing persona, and traces her long, arduous pursuit of finding out exactly who she is.

ISBN 978-1-56368-597-2, 5 1/2 x 8 1/2 paperback, 208 pages, references, \$29.95, **March 2014**

The Tenth Volume in the Deaf Lives Series

The History of Gallaudet University *150 Years of a Deaf American Institution*

David F. Armstrong

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ISBN 978-1-56368-595-8, 8 1/2 x 11 hardcover, 208 pages, 25 illustrations, 225 photos, references, index, \$75.00, **April 2014**



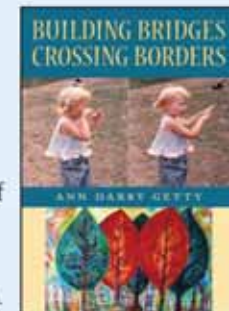
Building Bridges, Crossing Borders

One Young Deaf Woman's Education

Ann Darby Getty

This shared, experiential story tells of the author's 20-year involvement in one young deaf woman's education achieved through the great support of her family and a string of excellent professionals.

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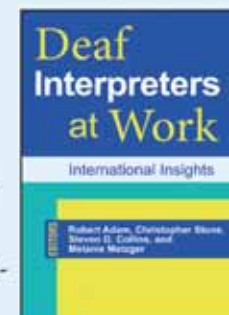


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Robert Adam, Christopher Stone, Steven D. Collins, and Melanie Metzger, Editors

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