

ODYSSEY



family involvement

WHAT SCHOOLS CAN DO TO FOSTER PARTNERSHIPS WITH FAMILIES

**recommendations
& results**

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Home and School— Partnerships for Children

Families and teachers, home and school—these are the partnerships that enable our children to succeed. Perhaps these partnerships are especially important for deaf and hard of hearing children and their families as they explore what is often the new terrain of Deaf culture and educational services. In this issue of *Odyssey*, we explore how schools and programs can implement programs to actively involve families in their deaf and hard of hearing children's education and empower them as informed and powerful advocates.



Perhaps it is fitting that we introduce our national mission advisory panel in this issue because it was this group of outstanding professionals that encouraged us to make family involvement, along with literacy and transition, a Clerc Center priority. We are pleased to present the recommendations of our National Forum on Family Involvement, and, just as importantly, ways of implementing these recommendations.

In addition, we have outlined Families Count!, in which families join their children in evenings

of study and fun with math activities. After 17 programs throughout the country complete testing of the training component of the program, we hope to have Families Count! kits available for purchase for teachers and families.

The power families have through school organizations is illustrated through the Clerc Center's adoption of the Accelerated Reading program, initially suggested by a Kendall Demonstration Elementary School parent. Accelerated Reading, which enables students to pursue their reading goals via books that match their reading levels and tests given and evaluated on computer, has proven to be a very popular addition to our literacy program. The student whose parent suggested this program has graduated, but the resulting program has expanded at Kendall and is now implemented in most of the instructional teams.

Other forms of family sharing and connection are illustrated as well. Captioned Media, the federal open captioning agency begun under the Eisenhower administration, has captioned videotapes available for borrowing at no charge. Bob Rittenhouse, Melissa Jenkins, and Jess Dancer write about storytelling with deaf and hard of hearing children, and Henry Teller and John Muma write about communicating with parents through journals.

We've known for a long time that students with active families perform better when faced with academic challenges. Through this issue, we explore ways for programs to empower parents to become active and constructively involved as they guide the education of their deaf and hard of hearing children.

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

On the cover: Millie Williams and Maria Petrova, assistants with Families Count!, watch as Katie Millios and her mother, Doris, tackle math questions together. Photo by John Consoli.



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ODYSSEY • NEW DIRECTIONS IN DEAF EDUCATION

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CREATING FAMILY PARTNERSHIPS

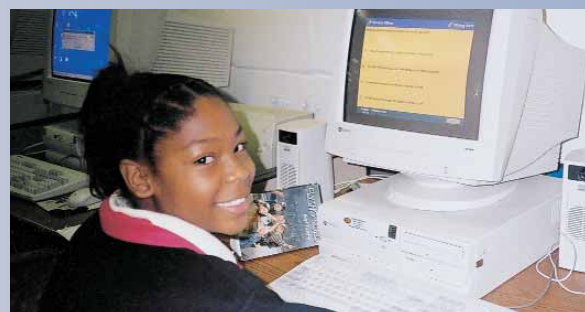
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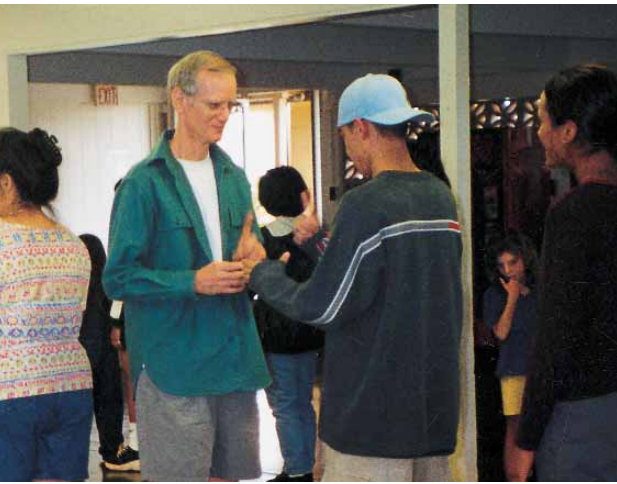
*Dianne Brooks, top,
Ron Lanier, left,
and Henry (Hank)
Klopping, above,
are among members
of the Clerc Center
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creating partnerships with families

IN NATIONAL FORUM
EDUCATORS AND PARENTS
DISCUSS ROLES,
HAMMER OUT STRATEGIES

By Margaret Hallau

"She was diagnosed at 18 months. And when we found out, it was like a hole in our heart. When we started this program, doors opened left and right for us. It just kept getting better and better."

The mother who expressed these thoughts was part of a National Forum on Family Involvement sponsored by the Laurent Clerc National Deaf Education Center at Gallaudet University. As the mother continued to talk, she bolstered the hope of so many professionals that effective schools and agencies can have a positive impact on the lives of parents and caregivers of deaf children. "We've got a lot of support," she said. "I don't know what I would have done if it wasn't for this program."

One of the most important aspects of the program was the way it put her in touch with other parents and caregivers of deaf children, she said. "As a parent, just listening, and having people listen to us, and sharing what we felt and what they went through helped a lot."

The mother was among the participants who gathered to explore successful practices used by schools and programs across the country to involve families in the education of their deaf and hard of hearing children and to ensure that the deaf child is incorporated as a full participant in the life of the family.

*Photographs courtesy of Hawaii Services on Deafness,
Lexington School for the Deaf, and
Seattle Hearing, Speech & Deafness Center*

Margaret Hallau, Ph.D., is director of the National Outreach, Research, and Evaluation Network at the Gallaudet University Laurent Clerc National Deaf Education Center.

Contributors:

Janice Berchin-Weiss, Catherine Carotta, Peggy Kile, Patty Ivankovic, Janice Myck-Wayne, Ann Katherine Reimers, Carol Robbins, and Lori Seago

Left: Children, parents, caregivers, and professionals benefit when programs empower parents to advocate for their children.



Parents and caregivers and educators spent four intensive days identifying successful practices. Throughout the forum, parents and caregivers and educators emphasized specific themes:

- Educators must view families as equal partners in the education of their child; this attitude must be reflected in everything that is done at school.
- The deaf child must be empowered to function as a member of the family.
- Parents and caregivers need unbiased information on a range of topics so they can make informed decisions.
- Parents and caregivers need specific skills, such as how to participate effectively in their child's Individualized Education Program meeting.
- Extended family members need to be considered and included in planning and program structures.
- Fathers need to be considered and included.
- Programs need to provide a continuity of services at transition points throughout the child's life.
- Programs need to be flexible.
- Programs need to include ongoing assessment of children and parents and caregivers.
- Programs need to focus on literacy and communication.
- Deaf staff members from a variety of cultural backgrounds functioning as equal team members are a critical program component.

"It looks so simple," noted one of the participants, "and many programs are going to look at our recommendations and say, 'Oh, we already do that—what's special about these practices?'" And yet, as one of the educators reported in an interview eighteen months after the forum, "We really thought we viewed parents and caregivers as equal partners. But as a result of the forum, we looked at ourselves more closely, revised our training programs, and moved toward a relationship-based program. In reality, we have truly become partners with parents and caregivers."

Work on developing descriptions of recommended practices continued after participants returned home. Forum discussions were transcribed and sent to the participants for their review. The Clerc Center summarized the practices used at the participants' schools and programs and categorized the information. After multiple rounds of feedback, six categories of recommended practices and examples of the practices in action emerged. Each category contained a synthesis of related concepts. Taken together, these statements describe recommended practices.

As screening of newborns for hearing loss spreads throughout the country and parents and caregivers look for programs for newly identified deaf and hard of hearing infants, this information will be especially critical. A comprehensive description of the development and extensive descriptions of the practices in action are found in *We are Equal Partners: Recommended Practices for Involving Families in Their Child's Education Program*, edited by Margaret Hallau. This document, part of the Clerc Center's Sharing Results series, will be available in print from the Clerc Center catalog, available online at: <http://clerccenter.gallaudet.edu/Products/index.html>. The paper may also be downloaded from: <http://clerccenter2.gallaudet.edu/KidsWorldDeafNet/e-docs/index.html>.

A summary of the recommended practices follows.

Eight Programs Focus on Family

RECOMMEND PRACTICES

Parents and educators from eight schools and programs were selected through a competitive process that included an external review panel to participate in a National Forum on Family Involvement at the Laurent Clerc National Deaf Education Center at Gallaudet University. The forum was held in 1998; over the three-year period that followed, the representatives from the same programs, in conjunction with the Clerc Center, crafted the recommended practices. For more information, check: <http://clerccenter2.gallaudet.edu/KidsWorldDeafNet/e-docs/>.

- **Arizona State Schools for the Deaf and Blind**
Statewide Programs in Early Childhood Education and Technical Assistance
Tucson, Arizona
- **Burbank/Foothill SELPA/TRIPOD**
Deaf and Hard of Hearing Program
Burbank, California
- **Hawaii Services on Deafness**
American Sign Language and Literacy Training for Families Program
Honolulu, Hawaii
- **Hearing, Speech & Deafness Center**
Seattle, Washington
- **Lexington School for the Deaf**
Ready to Learn Parent Infant/Toddler Program
Jackson Heights, New York
- **Los Angeles Unified School District**
Deaf and Hard of Hearing Infant Support Services
Encino, California
- **Louisville Deaf Oral School**
Louisville, Kentucky
- **Tennessee School for the Deaf**
Parent Outreach Program
Knoxville, Tennessee

recommended practices in family involvement

CATEGORY: COLLABORATING WITH FAMILIES

Recommendation: In a program where parents, caregivers, and program staff work collaboratively as partners, the program staff are positive, flexible, resourceful, and accepting. Parents, caregivers, and staff are viewed as equal in what they bring to the table. Together, parents, caregivers, and program staff make decisions about program planning and design. Communication between program staff and parents and caregivers is informal, frequent, appropriately personal, and two way.

Practice in Action: Parent-Infant Program director **Lori Seago** at the Hearing, Speech & Deafness Center, in Seattle, Washington, said that the process by which parents and caregivers become equal partners is the key to what work the center does and how the center does it. The first step is training for the staff. “We help the staff understand the perspectives of parents,” says Seago. “I use the concept developed at the forum—that family programs are like sailboats. In the sailboat, are the parents and caregivers and children. Parents and caregivers are at the helm and their goal is to transfer the control of the rudder to the children over time. The boat itself is the program, and the attitude of program staff functions as the keel that keeps the program, parents, caregivers, and child steady.” Seago notes that it is especially important to respect the feelings and concerns of parents and caregivers of a newly identified deaf or hard of hearing child. “Whether or not the center staff agrees, decisions are up to the parents and caregivers,” she said.

Director of Mediated Instruction **Janice Berchin-Weiss** at the Lexington School for the Deaf said that the diversity of the families reinforces the need for a program to be flexible. In each session, the teacher integrates the decisions the parents and caregivers have made regarding communication mode, language used during the session, and listening devices with the educational and affective needs of the family. The teacher acts as a filter for families, coordinating with other agencies as needed. The family’s values, culture, life styles, and particular needs are considered in the development of an individualized program.



“The theoretical basis for the program is mediated learning, developed by Reuven Feuerstein,” said Berchin-Weiss. “Mediated learning is based on the belief that quality interactions between parents and caregivers and children need to include direct learning experiences as well as mediated learning experiences. It is through mediated learning experiences that parents and caregivers transmit cultural knowledge to their child.

“As parents and caregivers integrate new knowledge and become equal partners in their child’s education, they move from passive recipient of information to active generator of information. They become an advocate and can independently manage their child’s education.”

Education Director **Catherine Carotta** at the Louisville Deaf Oral School says that a parent-staff planning committee “creates family activities that focus on establishing a community of support, provides educational opportunities that develop each family’s ability to advocate for the child, and encourages families to be active partners in their child’s educational programming.” Home visits, videotaping classroom activities, classroom therapy/evaluation observations, daily family-teacher communication, and family newsletters establish strong home-school connections.

recommended practices in family involvement

CATEGORY: PROGRAM GOALS

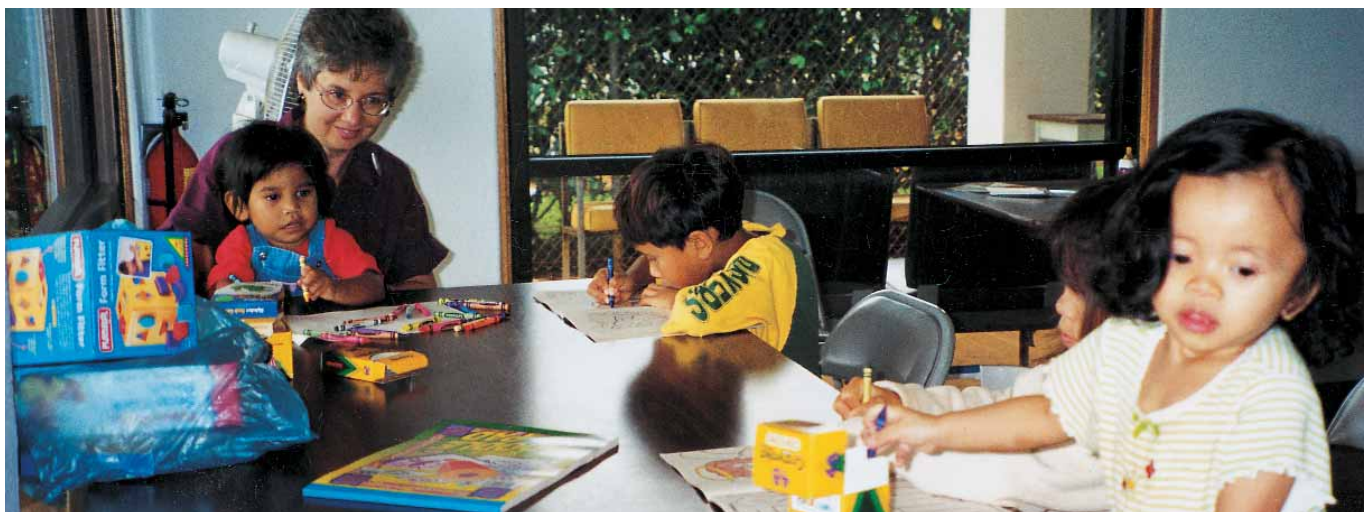
Recommendation: Program components focus on language and communication, which promote the development of literacy. There are avenues for parents and caregivers and family to develop communication skills with children, and more broadly, to learn parenting skills. Families learn strategies to help them include the deaf child as an interactive member of the family, one who shares in family decisions, concerns, responsibilities, and joys.

Practice in Action: Service coordinator **Janice Myck-Wayne** of the Los Angeles Unified School District's Deaf and Hard of Hearing Infant Support Services, in California, describes how services support language and communication. These services—home sign language tutors, afternoon parenting and sign language or parenting classes held on site or in the community—may be written in the family's Individualized Family Service Plan, the document that is required for very young children with disabilities. District-sponsored workshops such as fathers-only events, panels with deaf and hard of hearing adults, and panels with parents and caregivers of deaf and hard of hearing children are sponsored. In addition, the program offers the opportunity for informal gatherings and workshops to address access to community

social services and health care. A large lending library is available with sign books and videotapes in different languages, and families are encouraged to keep the materials in their homes. Parents and caregivers also receive support from the Infant Services audiologists and speech therapists who meet with families in their home or in group settings.

Executive director of the Hawaii Services on Deafness **Ann Katherine Reimers** founded a unique sign language and literacy program for families with deaf and hard of hearing children. The American Sign Language classes focus on the entire family. Sibling participation is encouraged and educational child care is provided. "We try to address logistical problems faced by the families," said Reimers. "The sign language classes bring the whole family together for a language learning experience that focuses on the deaf child as an integral and important part of the family and on a language that both the child and other family members can learn to understand and use together."

Deaf and Hard of Hearing Program specialist **Patty Ivankovic** at the Burbank Unified School District notes the importance of a co-enrollment option for deaf, hard of hearing, and hearing students. "From birth to 21, it is important to have an option where all students can study and learn together," Ivankovic said. "High expectations are fostered when students participate in the regular curriculum, which is only modified when necessary." The program locates deaf adults or interns in education or child development to interact with the family. These deaf individuals sometimes participate in family vacations or weekend activities or even move in to live. "This provides eye-opening experiences for all involved," said Ivankovic. She noted that siblings of deaf and hard of hearing students have priority for enrollment in the pre-kindergarten program. The Parent-Infant/Toddler program meets weekly in both home and school settings, and offers speech therapy in the home.





recommended practices in family involvement

CATEGORY: RESOURCES

Recommendation 1: The program provides unbiased, accurate information so parents and caregivers can make choices. The perspectives of informed individuals with varying points of view, such as deaf individuals, other parents and caregivers, and professionals, are a part of the information provided to parents and caregivers. Empowered parents and caregivers make informed decisions.

Recommendation 2: The program provides opportunities for families who have expressed an interest to become involved in the deaf community through participation in churches, clubs, support groups, social gatherings, field trips, and other activities with deaf adults. The key is flexibility in how these take place, especially in areas with few deaf adults.

Recommendation 3: The program identifies resources to support family beyond educational needs. These might include transportation and access to materials, books, and resources. The program supports family members as they learn how to use these resources, providing training so that parents and caregivers understand and can successfully implement new knowledge.

Practice in Action: Service coordinator Myck-Wayne from the Los Angeles Unified School District notes that families appreciate learning about appropriate Web sites. Families are provided with videos and written materials about all communication modes. "The goal is helping families learn about all options," says Myck-Wayne. "We also coordinate with community agencies to help families access social services such as social security, housing, counseling, parenting classes, domestic violence, and health services, and with community agencies and services that support the deaf community in the Los Angeles area."

Executive director of Hawaii Services on Deafness Reimers encourages families to participate in activities outside of the classes that will give them opportunities to interact with other deaf children and adults, learn more about deaf culture, and learn about the unique needs and abilities of their deaf children. Families participate in a biennial, multicultural Sign Language Festival and other community events, as well as more informal events such as picnics with deaf children and adults, children of deaf adults, sign language students, and interpreters.

recommended practices in family involvement

CATEGORY: PROGRAM STRUCTURES

Recommendation: The program offers different levels of involvement with clear pathways for becoming involved. There are various opportunities for different family members, including fathers, siblings, and the extended family. The program offers flexible locations and meeting times. Respect for cultural differences and sensitivity to differing abilities is evident. Program structures encourage parent-to-parent interactions. There are extensive opportunities for families and for the program to work and play together and learn from each other.

Practice in Action: Parent Outreach Program coordinator **Carol Robbins** describes how the Family Learning Weekend, part of the Parent Outreach initiative at the Tennessee School for the Deaf, brings families from across the state together to learn and share a variety of experiences. “Our families come from rural and urban backgrounds,” says Robbins. “They have differing

socio-economic backgrounds. They have made different choices about communication and placement options for their children. The goals of the Family Learning Weekend are to allow families to interact with other families, receive information from experts, and have fun together.” Over the years, families have bonded during this time and many look forward to seeing their friends each year, she says. “This activity builds a community that families share and renew each year.”

At the same time, the Family Learning Weekend provides an opportunity for staff to learn about the needs of families and this information is used to improve the overall program. The monthly newsletter that grew out of the Family Learning Weekend allows Tennessee School for the Deaf to keep parents and caregivers informed and connected on a regular basis. Parent Support Groups, held in six cities across the state, provide ongoing meeting opportunities in each geographic area.

Program coordinator **Peggy Kile**, from the Arizona State Schools for the Deaf and Blind, emphasizes the need for flexibility in scheduling for families with young children. “Because services are provided in the home, the program can meet families when it’s most convenient for them,” says Kile. “Times are planned around the schedules of every family member so that all can participate if they so wish.” Home visits may be scheduled in the evening or on weekends. Meeting places may alternate between the parent’s home and the grandparent’s home, encouraging participation from the extended family.





recommended practices in family involvement

CATEGORY: FAMILIES FROM DIVERSE CULTURES

Recommendation: The program is accepting of different cultures. It finds ways to involve parents and caregivers from different cultures in ways that meet the families' needs. A nonjudgmental attitude and openness are important, especially in terms of making cultural connections. Trust is built through one-to-one connections. Coordination of language services for spoken, signed, and written information is needed to ensure appropriate delivery of information to families that do not use English.

Practice in Action: From Arizona, program coordinator Kile notes the Arizona School for the Deaf has a history of working with students with different cultural and linguistic backgrounds because many Hispanic and Native American families live in that state. Parent advisors, part of the Parent Outreach Program, provide support and information in the

families' homes, Kile says. "Training in multicultural awareness and cultural sensitivity is vital for parent advisors and our own staff," she adds. At the same time, staff members are encouraged to recognize their own cultural backgrounds and outlooks and how these might affect their interactions with families. "We look for parent advisors who represent the various cultures served by the program and who speak the languages of the families in the programs," says Kile. "This speeds the bonding process between parent and professional and strengthens the ongoing relationship between them."

The initial time of diagnosis can be intensely stressful and families need to speak to someone in their primary language, she notes. The families choose the language they prefer to use during home visits, and, whenever possible, native language users are selected to meet with the family.

Hawaii is uniquely multicultural and the classes offered through Hawaii Services on Deafness reflect Hawaii's unique multicultural environment. "Many families already speak three languages," says executive director Reimers, "and when they learn American Sign Language they are adding a fourth language." Island families often have mixed cultural backgrounds which they learn to blend with deaf culture. Families are encouraged to explore their culture's attitudes toward individuals with disabilities. They develop a greater identity and appreciation of deaf culture as a part of the larger family heritage, and deaf children develop a greater sense of themselves as members of both deaf and hearing worlds.

recommended practices in family involvement

CATEGORY: STUDENT PROGRESS

Recommendation: The assessment team includes the child's parents and caregivers as well as educators to provide accurate and timely information for determining whether or not the child is making satisfactory progress. Observations from parents and caregivers are included so that the assessment process becomes more collaborative between the program and the parents. A focus on the successes of the individual student is essential. An important role of the program is to help the parent consider the benefit of the program's goals and philosophy for his or her child.

Practice in Action: In the Louisville Deaf Oral School, yearly auditory, speech, language, speech perception, pre-academic, and academic assessments are conducted on every child, notes education director Carotta. "Parents' input regarding the progress, concerns, and goals for the child is at the center of all assessments and educational programming," she says. Selection of the child's communication mode is based on the parents' choice and the child's success with the selected modality. In order to facilitate the decision-making process, the staff provides information about communication options as well as the child's current levels of functioning and progress. Staff and family identify resources and technology that will positively impact the selection of one modality over another as well as factors that may interfere with the child's optional use of a selected modality. They also suggest additional means for enhancing performance such as cochlear implants, Cued Speech, or augmentative communication technology.

Director of mediated instruction Berchin-Weiss notes that parents and caregivers and teachers work collaboratively on establishing a team approach where parents and caregivers and teachers participate as equal partners, address the child's hearing status and communication needs, integrate knowledge of deaf culture, and integrate knowledge of mediated learning.



Kendall Demonstration Elementary School

and the

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KDES and MSSD provide an accessible learning environment for deaf and hard of hearing children from birth to age 21. At KDES and MSSD, each child is encouraged to reach his or her potential.

KDES and MSSD are the demonstration schools for the Laurent Clerc National Deaf Education Center located on the campus of Gallaudet University in Washington, D.C.

For more information or to arrange a site visit, contact:

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Admissions Coordinator

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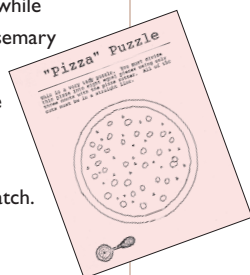
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In American Sign Language numbers are expressed differently depending on how they are used, such as when counting or referring to money, time, or measure.

Families Count =

fun times
together

How many times can you clap your hands in a minute?

How long does it take you to tie your shoes?

How many pairs can you get playing Analog Digital Time Match?

Families came together to face these challenges and more during the Families Count! program at Kendall Demonstration Elementary School (KDES), part of the Laurent Clerc National Deaf Education Center at Gallaudet University.

Families Count! is a program for deaf and hard of hearing children and their families. Its goal is to help alleviate math anxiety while promoting math literacy. “It also provides an informal and supportive environment for increasing involvement and communication among family members, teachers, and students,” said Leslie Page family education coordinator. Families Count! consists of four major components: a meal and a social gathering time; featured videos that demonstrate American Sign Language math concepts; family math activities; and featured books that are read to families.”

Evenings begin with the meal and social time. Part of the social time includes an opening activity, such as guessing how many candies are in a jar. After the meal, everyone watches a video that focuses on showing math concepts in American Sign Language. This helps parents and caregivers know the signs and grammatical structures to sign math concepts correctly.

“Some people do not realize that American Sign Language (ASL) and English express numbers differently,” said Page. “There are many numeric systems in ASL, while in English there are only two, cardinal (i.e., 1,2,3) and ordinal (i.e., 1st, 2nd, 3rd). In ASL numbers are expressed differently depending on how they are used, such as when counting or referring to money, time, or measure. For example, when counting 1, 2, 3 in ASL, your palm is facing towards you as you sign 1, 2, and 3. However, when signing an address such as 123 Main Street, your palm is facing outward and you sign 1, then sign 23. In English, both of these examples would use only the cardinal system.”



Parents and caregivers are encouraged to use the signs from the video while they participate in games and activities that illustrate the evening's math concept. Each evening ends with a story being read by a teacher or by watching a videotape provided in the Families Count! kit that also incorporates the evening's math concept. Then there is a closing activity and families receive handouts of materials so that they can continue to practice at home.

Families Count! is being developed as a three-year program. Each year is divided into three levels. Children and their families participate based on the deaf or hard of hearing child's grade level. The levels are: Level 1—kindergarten through second grade; Level 2—third through fifth grade; and Level 3—sixth through eighth grade. These levels and their math concepts are developed in accordance with the principles and standards of the National Council of Teachers of Mathematics. Teachers and families at KDES; St. Joseph's School for the Deaf, in Bronx, NY; and the Worcester Public Schools, in Worcester, MA., have evaluated the program.

"Our school is organized in teams," explained family educator Judy C. Stout. "We worked with the Level 2 part of the program involving families of third, fourth, and fifth graders. We had eight to 10 families who came every Tuesday evening for one month."

"There was a lot of enthusiasm," remembered teacher Leticia Arellano. "I thought I would be overwhelmed—teaching all day and staying late in the evening—but the time was over before I knew it. Once the word spread, more and more families came."

"While the parents helped the students with the math, the students helped their parents with the correct signs," said teacher Layce Hunt. "This gave kids and their families an opportunity to communicate by working together, reading together, and solving problems together."

The families tackled four math concepts:

- number sense
- measurement
- time
- geometry



"The activities kept the kids glued," said Arellano with a smile.

"The families were curious and enjoyed it too," agreed Hunt. "They loved it." And that, all agreed, was the point.

Materials Soon Available

A Families Count! kit is scheduled to be available for purchase in the summer of 2002 from the Clerc Center. This kit will provide a school or program with materials and videotapes to host all three levels of Families Count! sessions for the first year. For more information related to

the Families Count! program, contact Leslie Page at 202-651-5892 or Leslie.Page@gallaudet.edu. For more information about the Families Count! kit, contact Martéal Pitts at 800-526-9105 or Martéal.Pitts@gallaudet.edu.

Participating Programs

Appreciation is extended to the following schools and programs working with the Clerc Center in evaluating the Families Count! training component:

American School for the Deaf, West Hartford, CT
 Bell Elementary School, Chicago, IL
 Billings Public Schools, Billings, MT
 Bloomfield Hills Schools, Bloomfield Hills, MI
 Bruce Street School for the Deaf, Newark, NJ
 Deaf Service Center of Pasco/Hernando County, Port Richey, FL
 Hibiscus Elementary School, Miami, FL
 Milwaukee Sign Language School, Milwaukee, WI
 Pennsylvania School for the Deaf, Philadelphia, PA
 Prescott Elementary School, Lincoln, NE
 READS Collaborative, Deaf and Hard of Hearing Programs, Middleboro, MA
 St. Lucie County Program for the Deaf and Hard of Hearing, Port St. Lucie, FL
 Scranton State School for the Deaf, Scranton, PA
 Shasta County Deaf and Hard of Hearing Program, Redding, CA
 St. Rita's School for the Deaf, Cincinnati, OH
 Tompkins-Seneca-Tioga Board of Cooperative Educational Service, Ithaca, NY
 Utah School for the Deaf and the Blind, Salt Lake City, UT

accelerated reading

students use computers and
books to advance skills

"I like it," said Sarah Martin, age 14, lowering her book for a moment. "It helps me read!"

Sarah, a student on the 6/7/8 team at Kendall Demonstration Elementary School (KDES), was talking about her participation in the Accelerated Reading Program, what her teachers call simply "AR."

AR, a nationally marketed reading program developed by Renaissance Learning, Inc., allows students to progress at their own pace as they select, read, and take quizzes on a variety of books designated at their reading level. AR has been adopted at KDES as part of its multifaceted literacy program.

Like Sarah, most KDES students begin their day by reading. Every morning at 8:30 some students gather around their teachers. The teachers read to them or help them negotiate text. Others students go to corners of quiet classrooms to read independently. Still others congregate at the computers to take digital quizzes that will show them how much they understood and remember about their most recent book.

Sarah was seated alone with her book. "It's okay," she said. But her favorite book was a story about a young girl and an Indian.

Sarah's book, like all books in the AR program, bore a cheerful colored sticker indicating the reading level of the text. A green swatch marks the beginning books. A white sticker marks the twelfth grade books. In between, yellow, blue, pink, orange, and other colors mark levels of reading skills that correspond to grade levels.

Photography by John Consoli

Cierra Cotton, on
KDES's Team 4/5,
works with
teacher/researcher
Leslie Brewer in
the Accelerated
Reading Program.







Left: Counselor Georgia Weaver explores a book with student Antisha Wilson.

Below: Yetti Sinnreich, far left, who implemented the Accelerated Reading program at Kendall School, with student Sarah Martin at the keyboard, and, left to right, students Kevin Sumpter, Amy Martin, Michael Halloran, and Brad Sims.

On opposite page: On computer and at their desks, students read and take tests independently and with teacher assistance: Breanna Wilson, left, pauses at the keyboard; Kevin Sumpter works with Wendi Weirauch-Olson; and Sarah Martin reads.

“Children know their levels because they are assessed throughout the program,” said Yetti Sinnreich, the veteran KDES teacher who began coordinating AR with sixth, seventh, and eighth grade students three years ago. This assessment not only helps teachers and students know which books are written at appropriate levels for them but it also keeps parents informed of how their child is progressing in reading and development.

“Before, we would see students who were beyond the beginning reading level pick up a beginning reading storybook and just read through it quickly,” Sinnreich said. “Likewise, we would see children who struggle with reading pick up a junior high book and just pretend to read. This way, we know that the level of the book that students read is appropriate.”

Once students finish a book, they take the computer-based quiz.

“It’s not a quiz that tests deep analytical thought,” noted Sinnreich. “It’s content-based, but it makes the kids pay attention as they read. The quizzes also have the effect of giving children practice on multiple-choice

tests. They provide immediate feedback for the student and feedback and documentation for teachers and parents.”

“FANTASTIC SARAH,” begins a printout that informs Sarah that she’s passed her most recent test. Then it gives a list of the books she has read, the level at which the books are written, and her quiz results.

“The quizzes are tough,” Sarah acknowledged. “But taking the quizzes helps me improve.”

KDES student Breanna Wilson, age 11, was seated at the computer and ready to take a quiz. She held up her most recent acquisition, *Flying Solo*, by Ralph Fletcher. “It’s about how kids did things themselves without their teacher,” Breanna explained.

AR gives students and teachers a choice of reading approaches. When quizzed, students are asked how they experienced the book, and given the codes for three ways of student-book interaction: Students may have read the book independently, may have been read to, or may have experienced guided reading and had a teacher help them negotiate the book’s text. When finished with the book, all students take the quiz in the same manner as they experienced that book, whether independently or with teacher assistance.

“The quizzes are tough,” Sarah acknowledged. “But taking the quizzes helps me improve.”



Sinnreich noted that the program was instituted at the suggestion of a KDES parent.

"Donna Venturini, the mother of Megan Venturini, had a son at another school who was using AR," said Sinnreich. "She thought the program would benefit her daughter and other students at Kendall. She convinced us to take a look at this as a supplementary program."

Venturini first shared the program with members of Parents as Partners, a committee of parents and teachers that helps shape direction for programming at KDES. Venturini thought that if the school was willing to incorporate the program, the Kendall Home School Organization, a parent organization, could invest by buying books for the program.

At first, Sinnreich confessed, some of the teachers were

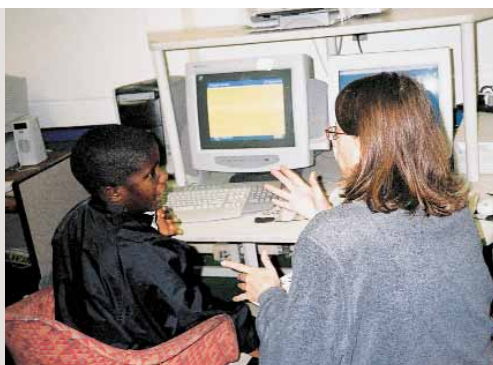
skeptical. "But when we saw the excitement the program generated, we realized it would be good for our school."

AR and its complementary program, STAR Reading, a computer-adapted, norm referenced reading test, have proved to be invaluable educational tools. "By the time a child leaves the program, you have a complete record of almost every book that child has read," said Sinnreich.

But it is the response of the students that has the teachers excited.

"I see the students read during lunch and even during classes," said lead teacher Maureen Yates Burns. "When I told one student to stop reading and pay attention, he said he wanted to finish reading so he could take the test."

Imagine that.



Working with Parents is Key to KDES Success

"When a school works together with parents, the students will benefit," said Leslie Page, family education coordinator for the Laurent Clerc National Deaf Education Center. "The Accelerated Reading (AR) program shows what can happen when we work effectively with parents."

When a parent brought AR to the attention of Parents as Partners, committee members thought that it would be a good program, said Page. "The strong endorsement of AR from a parent initially encouraged us to take a look," she added.

David Schleper, Clerc Center literacy coordinator, investigated and supported the program. KDES teacher Yetti Sinnreich coordinated and implemented the program initially with a small number of students. "We decided that this was a program that would support our literacy efforts," said Page.

The AR implementation is another example of active KDES parents, she added. Parents are involved in a myriad of KDES events—including Back to School Night, Spirit Week, and the annual baseball game and barbeque. All events are planned collaboratively, Page said, with parents, teachers, and staff working together to develop programs that meet the needs of families.

Parents as Partners, a committee of parents, teachers, and staff, works in partnership with the Kendall Home School Organization and teachers and professional staff. Together they tackle ideas and logistics to educate deaf children at home and in the classroom.

"The more involved our parents are, the better off our students will be," Page maintained. "We strongly believe that we need to find out what parents are interested in, and what they want to learn more about."

Many parents are concerned about literacy. They want to learn more about how deaf children's literacy develops and what teachers do to promote it. The Parents as Partners team has created activities that help parents learn about literacy development and what teachers do to meet this need.

"We developed a panel in which teachers, parents, and the literacy coordinator discussed questions. We followed this with a literacy fair, which provided an opportunity to showcase student work," Page said. "The first step in investigating AR was paying attention to parents and their concerns. At the Clerc Center, working with parents is key."

imagine a library of captioned media

you have it!

**Even parents
often don't
understand how
important
captioning is.**

—Mary Ramirez

With 4,000 current titles and 300 new titles every year, the Captioned Media Program may be one of the largest lending libraries in the world. All materials are free and, by definition, all have captions. The federally sponsored program has provided captioned materials to individuals, families, schools, and organizations involved with deaf and hard of hearing people since 1958, under legislation signed by President Eisenhower.

Originally called “Captioned Films for the Deaf,” the organization changed its name as technology evolved. Today most materials are provided on videotape, CD-ROM, and DVD. These materials cover everything from foreign travel, to AIDS information, to Constitutional law, according to director William Stark. Probably the most popular videos are related to learning sign language, he noted.

According to Stark and Mary Ramirez, client services supervisor, the Captioned Media Program has only one problem: too many parents and teachers are unaware of its existence.

“They don’t know about us,” said Ramirez. “But, even worse, they don’t realize the importance of providing captions to the deaf children in the classroom. Even parents often don’t understand how important captioning is.”

“We hear horror tales,” added Stark. “Parents will say that their kids’ teachers gave them scripts to read before showing uncaptioned videos—or often they will tell the interpreter to translate them.”

This is especially tragic because constant use of captioning can have a positive impact on deaf children’s reading, Ramirez noted. Studies done throughout the 1990s confirmed this, she said. She also saw the impact captioning had on her own son, Matthew.

Right: Constant use of captioning can have a positive effect on children’s reading skills.
Photo courtesy of Captioned Media Program.

A resident of Spartanburg, SC, where the Captioned Media Program is headquartered, Ramirez described herself as “curious” when she began working there four years ago. That summer Matthew was 14 years old and he borrowed videotapes freely.

“I think he was watching up to 20 films a week,” Ramirez remembered.

That fall when he returned to school, his reading scores had improved—by a whopping three grade levels.

“We didn’t do anything different that summer,” remembered Ramirez. “We always visited the library, but we didn’t hire a tutor or anything.”

She credits her son’s reading improvement to his reading captions on the films he watched that summer and “the power of captioned media.” Now Ramirez helps Stark spread the word to school systems and parents.

Once parents learn about the Captioned Media Program, they are often ecstatic.

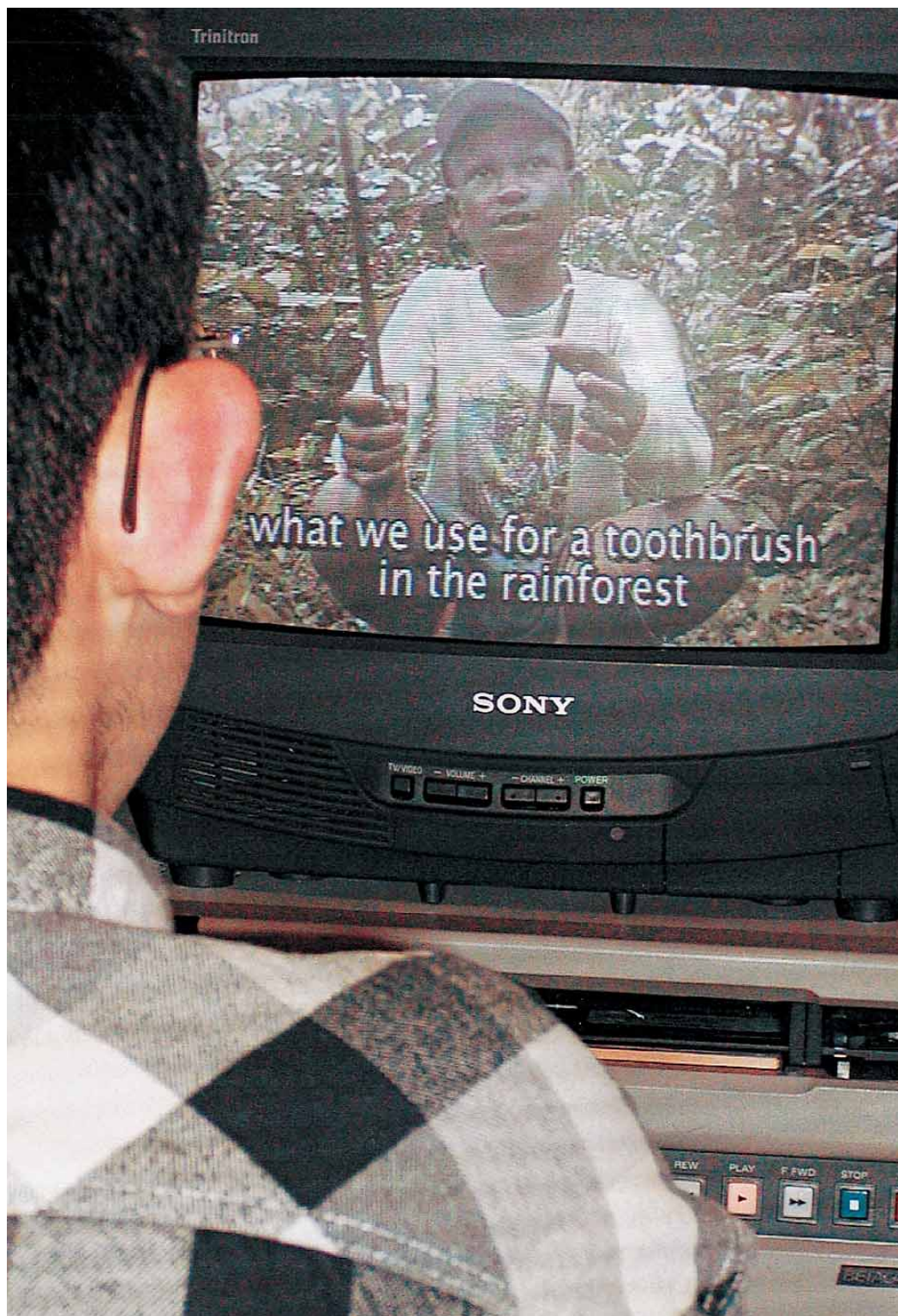
“Not a week goes by that we don’t get a ‘God bless you’ from a parent,” said Ramirez.

While the Captioned Media Program is unable to provide captioning on demand, it has a consumer-based process to select the 300 tapes that it captions each year.

“We have systems to solicit involvement from consumers,” Stark said, citing an ongoing relationship with parents of deaf children, deaf individuals, and organizations around the country. “Everything should be captioned, of course, but we have to look at what is in top demand.”

Thirty titles are available in Spanish, and a panel of Hispanic and Latino educators has selected more. “We hope to add 75 titles in Spanish each year,” said Ramirez.

The Captioned Media Program advocates for increased availability of captions, she added. For example, the program recently supported legislation in Oregon that requires the state to give preference to captions when purchasing



new media. “We also guide captioners and agencies to achieve the highest quality of captions through a testing and rating process,” she said.

For more information, contact Stark or Ramirez at: Captioned Media Program, 1447 East Main Street, Spartanburg, SC, 29307, info@cfv.org; www.cfv.org.

COMMENTARY

meet the clerc center advisory board

professions—and individuals—
guide development
of national mission

Panel Members

- Dianne Brooks
- Jan-Marie Fernandez
- Gertrude Galloway
- Thomas Holcolm
- Henry (Hank) Kloppe
- Ronald Lanier
- John R. Lopez
- Ricardo Lopez
- Diane Victoria Perkins
- Gaylen Pugh
- Linda Raymond
- Ramon F. Rodriguez

The National Mission Advisory Panel (N-MAP) provides advice from the broad constituencies served by the Clerc Center. With input from N-MAP, the Clerc Center researches and disseminates information on literacy, education of families with deaf and hard of hearing students, and transition of deaf and hard of hearing students from secondary programs to the world of work and postsecondary study. N-MAP members are representative of educators and administrators of programs serving deaf and hard of hearing students in different educational settings, including local and center schools, parents, members of the deaf community, and alumni of the elementary and secondary demonstration schools. To introduce the N-MAP members, Gallaudet provost Jane K. Fernandes sent questionnaires to the panel. Some of her questions and their responses follow.

*Vivian Rice and Jennifer Hinger
contributed to this article.*

Meet the National Mission Advisory Panel

Tell us...

About your **FAMILY**...

An **ACCOMPLISHMENT** that you are particularly proud of...

The major factor in your **CAREER CHOICE**? About a **TEACHER** who was particularly influential in your life? Why? What is your **FAVORITE BOOK** or what book are you currently reading? What was your **FIRST JOB** and what was it like?

Dianne BROOKS

Associate Dean, Outreach and Technical Assistance, National Technical Institute for the Deaf in Rochester, New York

FAMILY - I have one daughter—Tisha. She is studying for her master's degree in Public Policy at the Rochester Institute of Technology.

ACCOMPLISHMENT - I worked full time while also studying for my master's degree and raising my daughter as a single parent. I obtained my master's degree in the required two years, including completing a 600-hour internship.

CAREER CHOICE - I wanted flexibility, a career that provided a "ladder" of opportunity, one that afforded a broad range of career options and did not "box" me in or provide only limited mobility.

TEACHER - One of my graduate school advisors was a real "task maker," yet I sensed a genuine interest in encouraging me to recognize my skills and to set future career goals. This was important to me, particularly as a late-deafened person who was still striving to define myself in the "scheme of things."

FAVORITE BOOKS - I have several favorites, particularly



any of the works of Gordon Parks. He is an extraordinarily gifted person. I admire his humility and his ability to portray unconditional regard for the human race with all the trials and tribulations of existence that unite us regardless of race, ethnicity, or gender.

FIRST JOB - My first job while I was in high school was as a counselor-aide for inner city children enrolled in a summer day camp. The children were all hearing, however, and I was the only deaf counselor-aide. It was a challenge, but since the program focused on recreational activities, arts and crafts, and field trips, I was able to deal with communication issues fairly well. I

had 12 students in my group, age 10 to 12, and for the most part they were able to understand that I needed them to speak to me face to face, speak slower, etc. Staff meetings were difficult.

Since I had become deaf a few years prior to the time, neither the program director nor I knew anything about sign language, interpreters, or the like. Most often another staff person would "summarize" the meeting for me afterwards. More challenging, however, was dealing with all the usual pranks, mischief, and misbehavior one would expect with kids that age.

Jan-Marie FERNANDEZ

Principal, Mantua Elementary School in Fairfax, Virginia

FAMILY - I am married to a wonderful man named Julio. My dad, most of my siblings, and my many aunts, uncles, and cousins still live in the Boston area where I grew up.

ACCOMPLISHMENT - I have now been in the field long enough to have the privilege of seeing many of my former deaf and hard of hearing students become successful adults who are making an impact on the world. It is



exciting to know that I have had at least a small role in their educational experiences. I have always worked in some aspect of education.

CAREER CHOICE - My own love of learning and my interest in sharing this love with children was a major factor in my career choice.

TEACHER - My seventh grade English teacher was an excellent teacher. She held very high expectations for all of her students, but she also made a personal connection with many of them. She made me believe I could become a skilled writer. We are both principals now and we still remain in contact with each other.

FAVORITE BOOKS - I have so many favorite books. One I am reading now is *The Energy to Teach* by Donald Graves. It's excellent, upbeat, and energizing! Semi-recent books that I particularly love are *Tuesdays with Morrie* and *Leading With Soul*.

FIRST JOB - I had many jobs during high school, college, and graduate school, but my first job after graduate school was as a speech/language therapist at The Learning Center in Framingham, Massachusetts. It was a wonderful learning experience. I felt very fortunate to work with such a fabulous group of people. We worked very hard—many hours—but it was a very collaborative atmosphere and a lot of fun!

Gertrude GALLOWAY

Retired School Superintendent in Austin, Texas

FAMILY - I'm the third generation in a deaf family. My parents were deaf. My siblings were deaf, too. I also had three children, all of whom were hearing.

ACCOMPLISHMENT - As the president of the National Association of the Deaf—the first woman president—I led a rally against CBS when it refused to caption its programming.



Meet the National Mission Advisory Panel

CAREER CHOICE - I was divorced and a single mother – I went into education so that I could be with my family more.

TEACHER - Mrs. Taylor, one of my English teachers, who appreciated my interest in reading, was my favorite teacher.

FAVORITE BOOK - *The Power of Positive Thinking* by Norman Vincent Peale—very convincing and sensible...on how to handle crises, both positive and negative.

FIRST JOB - I was a supply clerk at a wholesale drug store – an unpleasant place, but I learned my work ethics there.



Thomas HOLCOMB

Professor,
Ohlone College
in Fremont,
California

FAMILY - I am from a family of educators. My

parents, brother, and I are all teachers. My children talk about becoming teachers, too.

ACCOMPLISHMENT - I am proud of raising three children as a single parent, earning my Ph.D., and establishing myself as a college professor.

CAREER CHOICE - My parents influenced me the most. I saw the impact they had on the future generations of deaf people and I wanted to have the same influence.

TEACHER - Eric Malzkahn and Linda McCarty, two teachers in my high school. They had high expectations and were extremely creative in their teaching approaches. They brought the best out of me.

FAVORITE BOOK - I am currently reading *Angela's Ashes* by Frank McCourt.

FIRST JOB - I was an admissions counselor for Gallaudet University, which required me to visit 140 schools in two years.

Henry (Hank) KLOPPING

Superintendent,
California School for
the Deaf in Fremont



FAMILY - Both my wife and I are from deaf families. We have five children, two girls and three boys and the last two boys are twins. My oldest daughter is a college graduate and works for a law firm as a patent officer; my oldest son is a pilot in the U.S. Air Force and recently married; my youngest daughter works for a Yacht Club; and the twins are college freshmen. So we have two children at college and two are living with us at home. My wife, Bunny, is an American Sign Language and Deaf Studies professor at Ohlone College. Her father was a graduate of Gallaudet, and her sister and brother are professors at Gallaudet.

ACCOMPLISHMENT - I'm in my 27th year here at CSD so I've seen our school change and grow in many ways. I'm very proud of the fact that we have a school with competent leaders who care and who perform beyond expectation. I'm proud of our ability to marshal the efforts of the deaf community, our parents, and our school community so that we continue to make it a strong, vibrant place.

CAREER CHOICE - I never intended to go into education of the deaf, but after I got my bachelor's degree, I applied to law school and worked for a school for the deaf as a bus driver and a relief house parent. I became challenged and intrigued by the deaf kids that I came into contact with. I had just assumed that all deaf people were like my parents. I soon realized that there were challenges for some deaf people and applied to graduate school and got the necessary requirements to go into education... and here I am today.

TEACHER - Mrs. Brierly, my high school English teacher, insisted that I

write well and required me to do lots of writing and research, things that made it easier for me when I went on to college because I had skills that not a lot of other kids had.

FAVORITE BOOK - My favorite book of all time is *Atlas Shrugged* by Ayn Rand. The thing about that book that always sticks with me is that it stresses the importance of the individual and the contribution that individuals can make in making anything, whatever it is, great.

FIRST JOB - I worked as a ditch digger when I was 12 and 13, as a laborer for my father's construction business. When I first started working for him, I earned 25 cents per hour and, boy, was I rich! I think the thing that was stressed upon me was no matter what it is that you are doing, do the best job possible—dig the best ditch, mix the best concrete—but do the best job possible.

Ronald LANIER

Director, Department for the
Deaf and Hard of Hearing
in Richmond, Virginia



FAMILY - I am hard of hearing and my wife is hearing. We have a son who is a 1998 graduate of the Model Secondary School for the Deaf.

ACCOMPLISHMENT - I guided the agency through a difficult period. We are coming out of this period with strengthened community relations and a unified staff.

CAREER CHOICE - Growing up, I experienced my share of challenges that directly related to having a hearing loss. I vowed that no one should experience such prejudice, ridicule, and embarrassment. I finally faced the demon called "denial" and discovered that education was the key.

TEACHER - My fourth and fifth grade teacher, Reba Canaday, treated everyone the same and included all of us in the learning process. She was energetic and made learning fun.

FAVORITE BOOK - I enjoy books that inspire and educate. I recently finished *Who Moved My Cheese?*, by Spencer Johnson.

FIRST JOB - Some of my first jobs were as a newspaper carrier, a bellman at the famed Hotel Roanoke, and a mail sorter with the post office. These were all part-time jobs during middle and high school and early college. The bellman job was the most challenging because, unlike the others, it required more interaction and communication with a variety of people. This was often very frustrating for me, particularly when business peaked. At that time, I was in denial about having a hearing loss and refused to wear hearing aids. I had the lion's share of order and room number mix-ups! Also, there was a telephone at the Bell Captain's desk that never rang (so I thought!). Many of my coworkers and some customers would become frustrated because of my inability to communicate effectively. Boy, did my tips suffer! If only I knew then what I know now!

John R. LOPEZ

Chairman Emeritus, National Hispanic Council in Arlington, Virginia



FAMILY - I was born into a strong closely knit fifth generation, Mexican-American family. Our family is strongly American in heritage, and seemly

half of my generation, most of us college educated, have weak Hispanic cultural ties.

ACCOMPLISHMENT - I am most proud of my work with Latino Deaf Community Development/Empowerment.

CAREER CHOICE - Racist out-of-state recruitment policy in my home state hampered my return after college. This involuntarily severed my family ties and motivated me to succeed in whatever I did—without going home.

TEACHER - After becoming deaf at 11, I was destined for a class of slow learners and non-signers when June E. Newkirk, a dedicated, innovative, and unbiased instructor, rescued me. She encouraged me to read and write, and fostered development of critical thinking skills and my eternal appreciation for learning.

FAVORITE BOOK - I am reading *The Language Imperative: How Learning Languages Can Enrich Your Life and Expand Your Mind* by Suzette Haden Elgin and *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage* by Paulo Freire. In addition, I devour any writings by Rodolfo F. Acuna, Carlos Fuentes, and Gabriel Garcia Marquez.

FIRST JOB - Dean of Students at Louisiana School for the Deaf, an enriching experience which enhanced my determination and interests in pedagogy.

Ricardo LOPEZ

Coordinator, Affiliates Services VSA Arts in Washington, D.C.



FAMILY - My mother is a retired teacher. My father worked for city hall. My older brother has a Ph.D. in organic chemistry and works for a well-known company. I am the only deaf person.

ACCOMPLISHMENT - I was the first Puerto Rican to graduate with an M.S. in Educational Technology/Special Education/Deafness from Gallaudet University.

CAREER CHOICE - My current job provides me with plenty of opportunities to grow professionally. I wanted to have an interdisciplinary job.

TEACHER - I had a high school special education teacher who was always looking to the future with the students. Thanks to his encouragement, I started accepting myself as a deaf person.

FAVORITE BOOK - Some time ago I enjoyed reading *The Little Prince* because

of its perspective about life and people through the eyes of a boy.

FIRST JOB - My first job was as a part-time bank teller. I was responsible for receiving and processing mail check payments from customers. These mail payments were accredited to accounts such as credit cards, mortgages, and personal loans. It meant a great deal to me because it is where I learned my work ethics. My coworkers were eager to train me in the different portions of the job. It was a different world from school, since everything I did had an effect on the operations of the department. The work schedule was very convenient for me to attend college classes in the afternoons.

There were no communication problems because my coworkers were very patient with me and wrote notes so I could follow procedures without problems.

Diane Victoria PERKINS

Facilitator, Services for Students Who Are Deaf and Hard of Hearing, Baltimore County Public Schools in Baltimore, Maryland

FAMILY - My husband and I are proud of our children. My oldest daughter attends graduate school at the Shakespeare Institute, at the University of Birmingham in England; my son is at Washington College in Chestertown, Maryland; and my youngest daughter is at Notre Dame Preparatory School.

ACCOMPLISHMENT - I raised three children and completed my Ph.D. while working full time. A professional accomplishment I am most proud of is membership on the Maryland State Department of Education's taskforce that developed guidelines for quality educational interpreting and the Maryland Quality Assurance Screening.



Meet the National Mission Advisory Panel

CAREER CHOICE - The personal perspective of growing up and growing old with a brother who has a disability determined my career choice.

TEACHER - I had many exemplary teachers—which is a great testimony to the schools/universities I attended. These teachers shared a wealth of knowledge, their visions, and their fervor for improvement in educational services for children and youth.

FAVORITE BOOK - *To Kill a Mockingbird*, by Harper Lee, is my all-time favorite book. The author created compelling “lessons on life” through the depth of his characters. Even though I read it for the first time when I was in high school, I still pick up the book to read random excerpts.

FIRST JOB - My first job was working in an urban school system, the same year that Public Law 94.142 was enacted.



Gaylen PUGH

Project Director, Blind Education Initiative, National Association of State Directors of Special Education in Madison, Alabama

FAMILY - I married my high school

sweetheart and we have a daughter, 14, and two spoiled cats.

ACCOMPLISHMENT - My advocacy work on behalf of students with hearing and visual impairments in k-12 programs.

CAREER CHOICE - Originally, I intended to be a doctor. Life circumstance took me into the paraprofessional field of Speech/Language Pathology and later into advanced training in special education administration. My husband's military career moved the family all over the United States and provided me with a broad spectrum of professional opportunities.

TEACHER - My favorite teacher was a college professor who mentored me as I moved into my first vocation and has

encouraged me through the years.

FAVORITE BOOK - *Wuthering Heights*, by Emily Bronte, was my favorite book. Now I prefer to read nonfiction.

FIRST JOB - Other than the typical teenage babysitting, I worked as a runner for a local bank. At that time, one bank in our city was designated the central clearinghouse for the local banking system. Each day, I carried among the downtown banks millions of dollars in paper certificates. These documents were of value only to the banks, but I felt like a millionaire, very important and very powerful—a testament to my age and immaturity, but it was a wonderful way to spend the summer.

Linda RAYMOND

Administrative Specialist, Student Support Services, Clark County School District in Las Vegas, Nevada

FAMILY - I am single. I have a very large, loving extended family of siblings, nieces, nephews, great nieces, and great nephews. All reside in California.

ACCOMPLISHMENT - I am proud that I opened doors for other deaf and hard of hearing persons by being the first deaf employee and student—first deaf teacher in Covina, California, first deaf administrator in

two large school

districts, and first deaf post-graduate

student at the

University of Nevada in Las Vegas. Also, that I

have been a good

teacher and instructional leader.

CAREER CHOICE - My family influenced me. Seven of us are in education. And I love children! I hope to make a difference in the lives of children

TEACHER - All my teachers at Mary E. Bennett School for the Deaf in Los Angeles! They believed in me.

FAVORITE BOOK - John Grisham's *A Time to Kill*—great suspense with



historical flavor—was my favorite.

FIRST JOB - I was a high school English and history teacher at South Hills High School in West Covina, California. I loved teaching. My students challenged me.

Ramon F. RODRIGUEZ

Liaison Officer, Office of Special Institutions, United States Department of Education Office of Special Education and Rehabilitative Services in Washington, D.C.



FAMILY - My parents and most of my extended family were born in Mexico. I was born in Kansas City, Missouri. I have three sisters who have many children.

ACCOMPLISHMENT - I am proud of the work I did in developing the Postsecondary Education Program Network—regional education centers that provide assistance and training to professionals serving deaf and hard of hearing students.

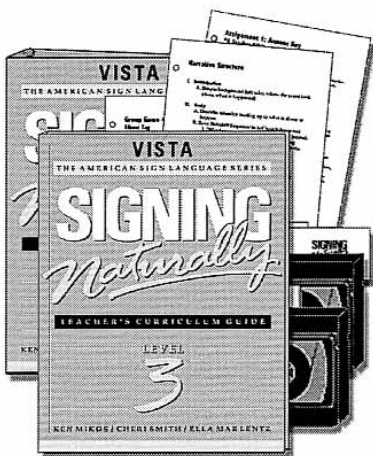
CAREER CHOICE - Narrow perception! My only deaf role models were teachers and printers! I became both. After 30 days, the foreman paid me journeyman wages.

TEACHER - Mrs. Elizabeth Watson Williamson was one of my best teachers. I was in her sixth grade social studies class when she designed a course of study that was never ending, and by the end of the year, I did tenth- and eleventh-grade work.

FAVORITE BOOK - *Babyhood* by Paul Reiser. It's hilarious, although it was written for first-time fathers and I was a first-time grandfather. I'm a great grandfather because of it.

FIRST JOB - I was a dishwasher and pantry helper—it was great! I wanted to work and earn money. I was 13, but I was already graying and looked 18.

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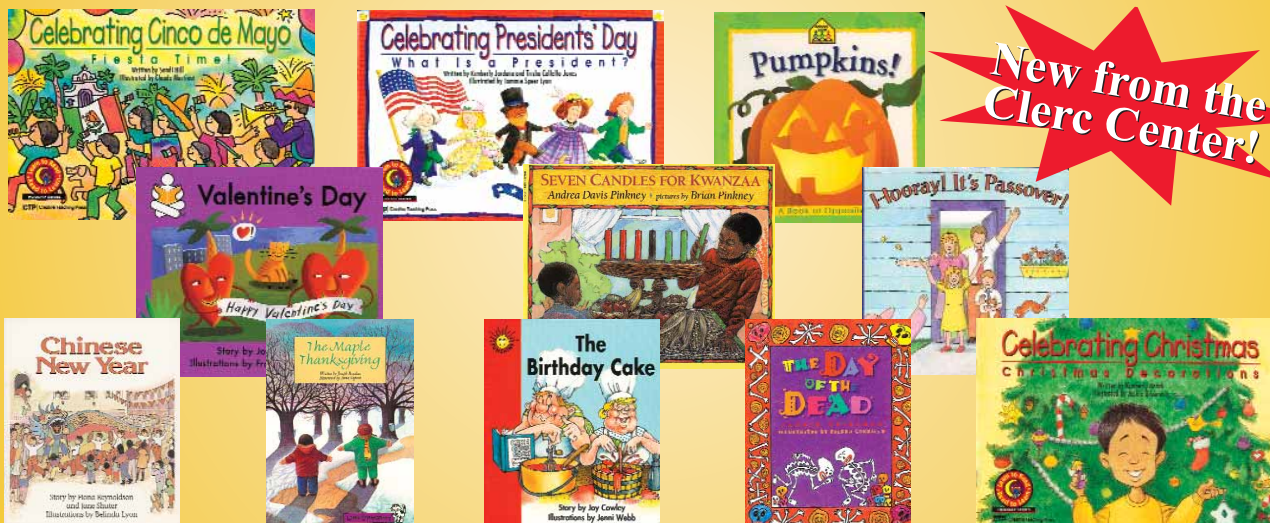


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defining the journey. comparing comprehension in

AMERICAN SIGN LANGUAGE AND SIGNED ENGLISH STORYTELLING

By Bob Rittenhouse, Melissa Jenkins, and Jess Dancer

Bob Rittenhouse, Ph.D., is regional superintendent of The Arizona State Schools for the Deaf and the Blind, in Tucson. He welcomes comments about this article via e-mail: BRittenhouse@ASDB.state.az.us.

Melissa Jenkins, M.S., is a former teacher of deaf students. She is presently a private consultant in Little Rock, Arkansas.

Jess Dancer, Ed.D., is professor of audiology and holds joint appointments with the University of Arkansas at Little Rock and the University of Arkansas for Medical Sciences. He welcomes comments about this article: jedancer@ualr.edu.

Jean Andrews (1994) and others found that children who were presented with a summary of fables in American Sign Language (ASL) prior to reading demonstrated greater comprehension of the stories, improved their retelling scores, and understood better the moral lesson that the fable illustrated.

When we reviewed this research, we realized that it had begun to support ASL as a medium for storytelling with deaf children. For example, David Stewart (1985) had 36 deaf children (between 12 and 16 years of age) retell stories presented in both ASL and Signed English. While Stewart divided the children into those who tended to use ASL and those who tended to use Signed English, he found that all the children, when given a choice, retold the stories in ASL. Brown, Fisher, & Janus (1991) asked 40 deaf adults to read and retell stories and found that those who chose to tell the stories in ASL were more explicit in rendering story details. For example, they differentiated among instruments—in one case, where users of Signed English remained general in referring to a “cutting tool,” the students who used ASL said explicitly that the tool was a “knife.”

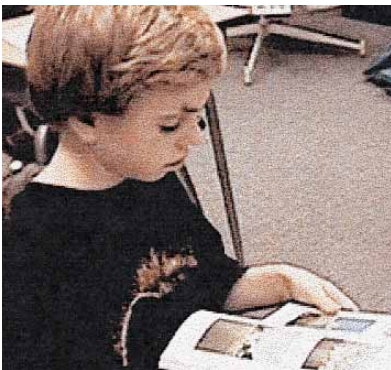
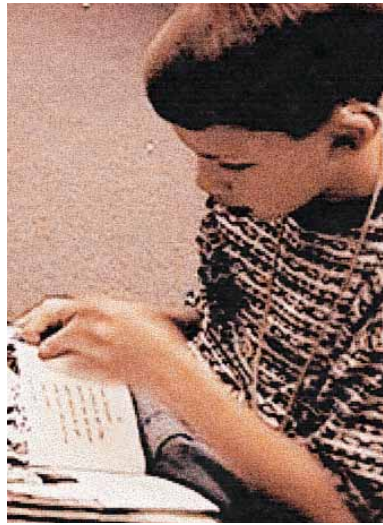
In light of this provocative and, we felt, compelling research, we decided to set up an experiment as part of regular classroom instruction where we would compare students’ comprehension when they were presented with stories through the media of Signed English and ASL.

We worked with 11 deaf students, six to eight years of age; eight were profoundly deaf and had deaf fathers who used sign language to communicate. The signing skills of the other parents varied greatly. A few were proficient in sign language. Most knew survival signs. All signed some.

We introduced the stories in a language or language system that we felt the students best comprehended. This was to help our students understand the stories better and retell the stories themselves. Then the students were divided into two groups and each group took a turn watching the ASL and Signed English rendition of the stories. One group saw the ASL story first; the other saw the Signed English version first. Then they switched, in a procedure researchers call “counterbalancing of conditions.”

Billy Seago, a skilled deaf actor, had recorded several short stories on videotape in ASL and Signed English. The form of Signed English he selected incorporated verb tense, suffixes, initialized signs, and a one-to-one correspondence with English morphology, a form similar to SEE 1. These stories were: *This is the House that Jack Built*; *The Greedy Cat*; *Village Stew*; *The Father, Son, and Donkey*; and *The Magic Pot*. Each video is about 20 minutes in length and the stories rendered in each video are of similar conceptual depth and intricacy.

Top right: Children work on developing their skills in reading, writing, and storytelling.
Photos courtesy of Bob Rittenhouse.



After watching each video, the students responded to a series of questions. These questions, rendered simultaneously in signs and speech, were designed to test students' understanding of the story. For example, questions from *The Greedy Cat* included: What is the name of the story? What did the cat eat first? What did the cat eat next? How did the cat feel?

Average correct responses for stories told in ASL was 47 percent. The average for stories told in Signed English was 25 percent. The highest score, 62 percent, occurred with the ASL rendition of *This is the House that Jack Built*.

We found that when both groups of students watched the stories told in ASL, they seemed to enjoy the stories more. Their responses to questions were more often correct, demonstrating greater understanding of the stories. Watching the ASL videos, the students became excited. They signed along with the narrator. They begged to watch the video a second time. In contrast, when students watched the Signed English

stories, they paid less attention. On occasion, a few of the students asked to watch another story—one that they had seen already in ASL.

The greater enthusiasm and comprehension that students experienced in watching the ASL stories led us to believe that skills necessary to understand text might more easily be developed first in ASL for deaf students. Whether the transfer of these skills to English narrative occurs through the use of Signed English or moves directly to English print or speech is a theoretical rather than empirical issue.

Students need more practice in the skills involved in storytelling (Rittenhouse, 1998), more opportunities to develop skills in prediction, in sequencing, and in the classification of nouns into conceptual categories (e.g., horse, pig, and cow belong to a farm animal category).

Students also need more opportunities to provide translations from English text to ASL and from ASL to English. With these opportunities as part of their

everyday reading experiences, students can improve their knowledge of and learning in both languages. All of us seek language mastery for deaf children. We must set our goals high and encourage each other. Above all else, we must never give up. While the journey may be long, for the optimist it will be fun and rewarding.

ANSWER SHEET

The Greedy Cat

1- What is the name of the story?

"The Greedy Cat"

2- What did the cat eat first? **Cookies**

3- How many cookies did he eat? **499**

4- What did the cat eat next? **Washer woman, soldiers, elephants, mouse**

5- How did the cat feel? **Sick**

6- What did the mouse do inside the cat's stomach? **Cut it open**

7- Now was the cat fat or skinny? **skinny**

8- What did the cat do last? **Sew his stomach**

9- What does greedy mean?

10- What does skinny mean?

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Sign-A-Vision (Producer). (1987). *Stories From the Attic* [Film]. Copyrighted April 1987 by Sheila K. Nolan and Wendy Holman. (Available from Sign-A-Vision, P.O. Box 30580, Seattle, WA 98103-0580)

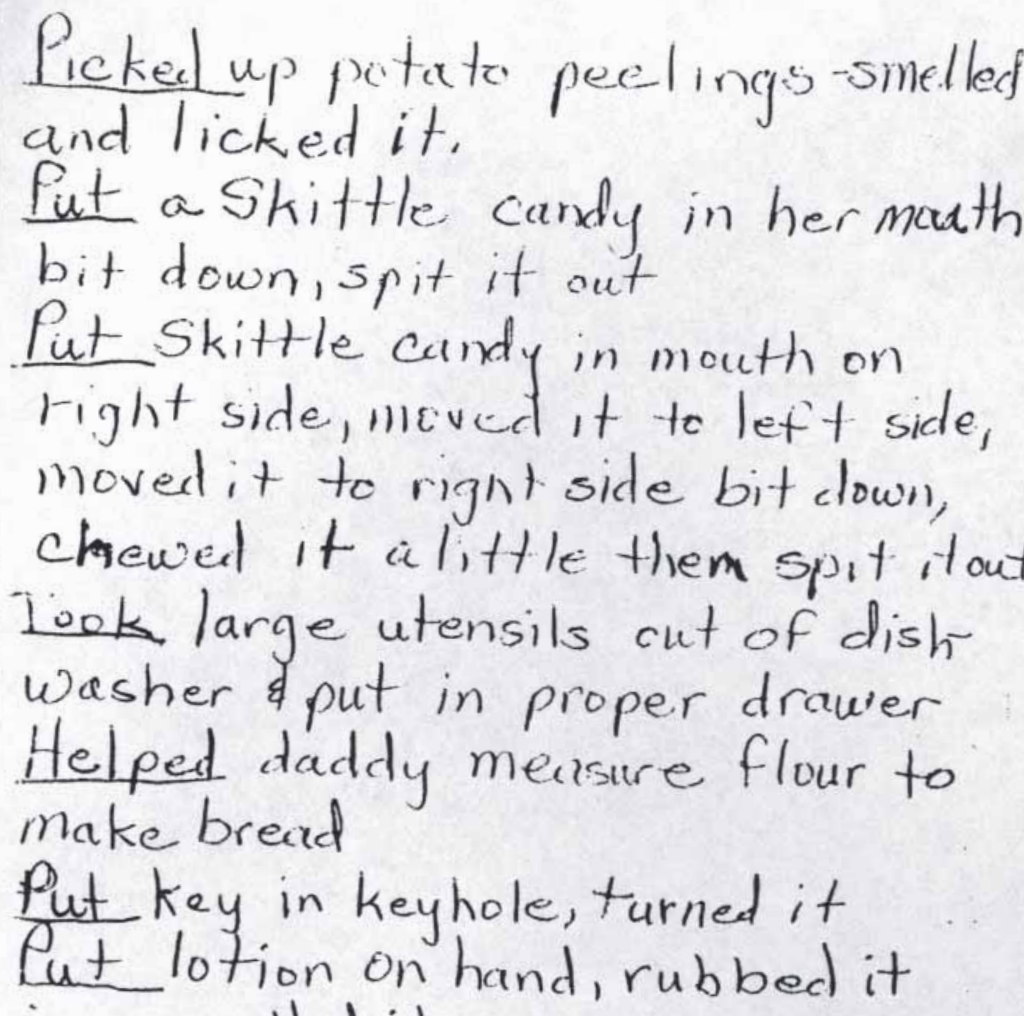
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Henry E. Teller, Ed.D., is an associate professor and the director of Deaf Education at the University of Southern Mississippi. His research interests are in the development of English literacy with students who are deaf and hard of hearing. He has 20 professional publications and is currently editing a book on language development with John Muma. Teller can be reached at henry.teller@usm.edu.

John R. Muma, Ph.D., is a professor in the Department of Speech and Hearing Sciences at the University of Southern Mississippi. His area of expertise is language acquisition following the cognitive socialization perspective. He has published four books and has 70 professional publications, and he is currently editing a book on the language development of students who are deaf and hard of hearing with Henry Teller. Muma can be reached at jmuma@ocean.otr.usm.edu.

parent teacher **communication:** logs and videotapes enhance **understanding**

By Henry E. Teller, Jr. and John R. Muma



Picked up potato peelings - smelled
and licked it.
Put a Skittle candy in her mouth
bit down, spit it out
Put Skittle candy in mouth on
right side, moved it to left side,
moved it to right side bit down,
chewed it a little then spit it out
Look large utensils out of dish
washer & put in proper drawer
Helped daddy measure flour to
make bread
Put key in keyhole, turned it
Put lotion on hand, rubbed it

Trina* was a deaf four-year-old child who was not developing like most children. She was neither talking nor signing. Further she engaged in self-abusive activities, gnashing her teeth, rocking, squealing, biting her wrist, shaking her hands, and spinning in circles—behaviors that indicated she was socially and emotionally disconnected. With her parents playing a significant role, we undertook an intervention. We began by expanding Trina's social and experiential worlds rather than dealing directly with language. Language is critical to connectedness, but recent literature maintains that language originates and is nurtured in cognitive and social bases and these became our first focus.

~~Monday~~ If he leaves Trina says
~~"Go"~~ runs to window, watches
~~car~~ till out of sight.

Put "m+m" candy in her mouth, bit
down, slightly chewed, then let
rest melt. Did this for several
pieces.

Got handfull of snow, tasted it;
said & signed "Cold"

Sat on Head Start instructors lap.
Instructor would point to Trina and
say "Trina" then point to herself
and said "Deanna". Did this several
times. Trina, after while said
"No no"

Excerpts of the journal that recorded how parents and researchers expanded a child's experiential and cognitive background; the name of the child has been changed.

Fostering Communication Through Logs

Trina's mother and father diligently recorded their daughter's new experiences in a detailed log. We organized their report according to their child's daily routines, such as feeding, dressing, indoor play, outdoor play, and church. Then we devoted intervention toward expanding and varying each of these routines.

The parental log became the focus of intervention. We devoted part of each intervention session to reviewing new developments and placing these new developments into the context of previous accomplishments. In a short time, Trina's parents' entries became quite long and detailed.

Two important outcomes resulted. First, Trina became increasingly happy and assertive as she discovered she could do new things in the world. Her nonproductive behaviors, indicative of social-emotional disconnection, waned. Second, her parents' attitudes changed as they became increasingly proud of what she was learning. They had raised the ante (Bruner, 1981) by expanding her experiential and social worlds.

By the end of the year, Trina had made several major changes. She was beginning to name things. She also showed pleasure, especially when she did something new. Her social and experiential worlds had expanded greatly, and her asocial, self-harming behaviors had virtually disappeared. Her parents appreciated

her development, and they could turn to the log as proof positive that their child had made major progress.

Not a New Idea

Parental logs to document a deaf or hard of hearing individual's progress have been used for many years (Bailes et al., 1986; Welsh-Charrier, 1991). These logs provide crucial evidence of an individual's progress in achievement and allow both teachers and parents to see and more fully appreciate just what an individual is learning. Teachers and parents are no longer at the mercy of vague impressions, crude checklists, and frequency counts—which are often converted into percentages of dubious value. What's more, these logs typically report real activities, issues that are experientially and socially relevant to a person's daily life and not just a list of behaviors whose relevance may be questionable.

Our experience in using parental logs has shown that they result in two important outcomes. First, parents come to know firsthand their child's development. Second, parents' attitudes frequently change as they begin to appreciate their deaf or hard of hearing child's new accomplishments.

The Literature on Language Acquisition

As background, it is necessary to appreciate a new development in language acquisition literature (Bruner, 1986; Nelson, 1996). This new development posits that it is necessary to address an individual's general knowledge of the world in the cognitive social bases of language (Muma, 1998). That is, it is necessary to understand and expand on an individual's experiential, social, cultural, and emotional worlds in order to obtain a general cognitive base for his or her acquisition of language. Previously, the accepted view held that language was an entity that should be learned. Students progressed through understanding and incorporating words, sentences, phonemes, and other relevant linguistic pieces. However, the literature over the past two decades has shifted away from this traditional notion to a fuller appreciation of the functional nature of language. It has become apparent that the fundamental approach to services for deaf and hard of hearing children is providing an expanded experiential and social base that can be used for language acquisition, cognition, and literacy.

Parental logs are very useful for documenting an individual's expanded experiential and social worlds. As in Trina's case, when a deaf or hard of hearing child's parents become aware of their offspring's new learning and development, the parents' attitudes shift and they tend to become energized. They no longer merely "take care of" their deaf or hard of hearing child but become actively involved in observing, recording, and expressing pride in their child's accomplishments.



Videotapes for Communication

Videotapes provide another useful low-cost, low-tech means of communicating with parents and showing them their children's progress. Today 95 percent of American homes have one or more television sets, and almost 90 percent of those homes have videotape players attached to their televisions (Wickstrom, 1995). A study of preschool and elementary-school hearing-impaired children by Clapham and Teller (1997) found several useful applications for videotape that can result in positive outcomes for deaf and hard of hearing students and their families. In their study, Clapham and Teller reported that teachers videotaped themselves as they taught individual children and addressed the children's parents as they were doing so. During articulation activities and auditory training, for example, the teachers demonstrated a lesson containing good practice with the child and described to the parents what they were doing. The teachers also suggested ways in which the parents could support the development of speech and listening in the home and other environments outside of school. Signs were also modeled and described for the parents within the context of meaningful communication. Academic activities, including reading and writing, were videotaped. The teachers described the strategies they were using, videotaped the children's participation in the activities, and made suggestions for the parents to support literacy at home.

Teachers also used the tape to report on how the students were doing in inclusive settings, advised parents on homework assignments, reported general progress, relayed school announcements, and spoke directly to parents about their child's school participation, including behavior.

The students were enthusiastic about the videotapes. They enjoyed seeing themselves on their home television sets, and the parents were keenly interested in sharing their children's experiences in school. The videotapes made the children's education accessible to the rest of the family.

Prior to the videotapes, contacts with parents consisted mostly of brief notes and occasional phone calls. Parents knew little of what was going on in the classroom or how their children were being taught. For most parents, individual work at home with their children was minimal.

As happened with parent logs, teachers noted that once the videotapes began to be passed back and forth, parents' contacts with the school increased. There were more phone calls and questions from parents, more notes from parents, and more conferences initiated by parents. In fact, some parents arranged to leave work to confer with the teachers. This rarely happened before the videotapes.

Communication: Building on Concern

Almost all parents will spend time and energy working with their children if they are shown how to do it well. Using logs and videotapes with parents results not only in more effective clinical and educational services but also in the parents' assuming more significant roles in these endeavors. As they

become

more rewardingly

involved in their children's lives, parents

develop a pride in the accomplishments of their deaf and hard of hearing children and in themselves. This kind of intervention becomes a team effort rather than strictly an instructional mode, as teachers and parents work together to develop, evaluate, and enjoy the communication that they establish together and share.

* The name has been changed to protect the student's privacy.

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Placement and Deaf Children: How Families Decide

Jennifer Hinger is the writer/editor for the National Deaf Education Network and Clearinghouse, part of the Laurent Clerc National Deaf Education Center. She also oversees the Clerc Center's KidsWorld Deaf Net Web site. She can be reached at *Jennifer.Hinger@gallaudet.edu*.

Rural Families

In the paper based on her study, Wolfe shares the

influences that impact the quality of educational services the families receive.

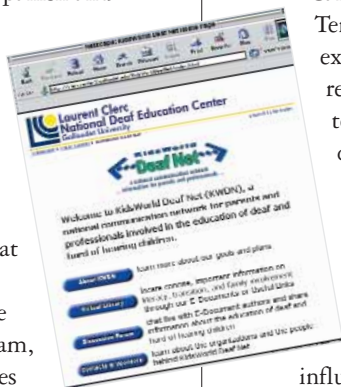
academics, and their children's behaviors. Wolfe reports that the families rely on themselves, friends, other family members, and medical and educational professionals for gathering information about deafness. She identifies three styles of parenting: trusting self, trusting others/trusting self, and trusting others. The families in the study suggest that when other parents learn that their child is deaf, they research all options, try to be realistic and patient, and become advocates for their child.

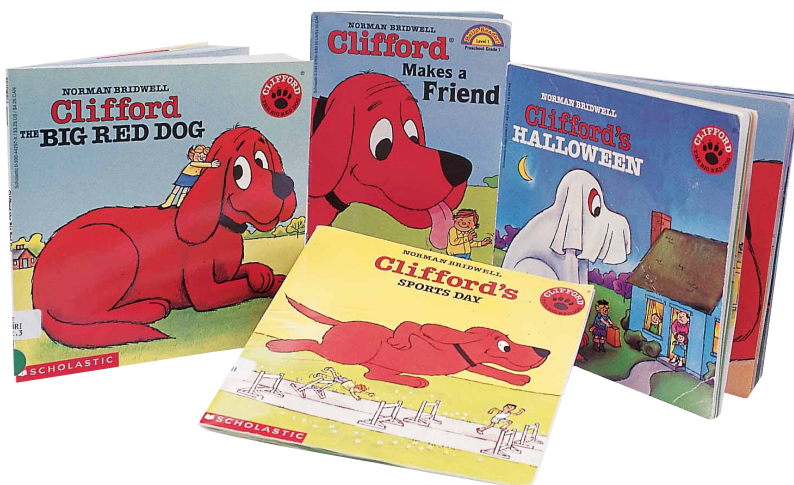
In A Look at the
Decisions
Hispanic
Families Make
After the
Diagnosis of
Deafness,
authors Annie

The authors use data from semi-structured interviews and the families' own words to explain that decision making for a child with a hearing loss is a complex process. Families describe their experiences surrounding their children's diagnosis, their involvement

language, and schools.

The authors show that language and cultural barriers, as well as limited access to information and services, sometimes prevent parents from participating fully in the decision-making process for their children. They also identify important issues to families in the Hispanic American community and examine the implications for service providers.





Holiday Themes and Clifford Stories

New Additions to the Expanding Shared Reading Library

By Rosalinda M. Ricasa

Last fall, books with holiday themes were added to the expanding library of the Shared Reading Project (SRP). Readers can now choose from a wide selection of books representing the holidays of various cultures. This multicultural holiday selection includes Chinese New Year, Martin Luther King Jr. Day, Passover, Cinco de Mayo, the Day of the Dead, Hanukkah, Kwanzaa, Christmas, Valentine's Day, Independence Day, and Thanksgiving. These new additions came about in response to parents and caregivers who wanted more books related to holidays and children's everyday lives.

This spring, stories from the children's series *Clifford, the Big Red Dog* will also be added. Scholastic Inc., publisher of the popular books, granted permission to include 10 Clifford titles on the SRP book list. The series, by Norman Bridwell, presents fun stories about a huge dog named Clifford and his owner, Emily Elizabeth. Titles include *Clifford, the Big Red Dog*; *Clifford Makes a Friend*; *Clifford's Manners*; *Clifford's Sports Day*; *Clifford to the Rescue*; *Clifford at the Circus*; *Clifford Visits the Hospital*; *Clifford's First Valentine's Day*; *Clifford's Halloween*; and *Clifford's Christmas*. As with other storybooks in the SRP library, the Clifford books will have videotapes to show parents how to sign the stories to their deaf children, and activity guides.

For a complete list of holiday book titles, see the Clerc Center 2001 Products Catalog. To request a copy of the catalog, call 800-526-9105 (TTY/Voice) or visit our Web site at <http://clerccenter.gallaudet.edu/> and click on the products catalog link.



An autobiography by a CODA (child of deaf adults).
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MSSD Student Appointed to Presidential Task Force

Earl Mikell III, a senior at the Model Secondary School for the Deaf, has been appointed to the Youth Advisory Council to the Presidential Task Force on Employment of Adults with Disabilities.

U.S. Secretary of Labor Elaine L. Chao announced the appointment at a recent ceremony at the Department of Labor in Washington, D.C.

"I am proud to have Earl as a part of the Youth Advisory Council," Chao said. "His active interest in government and the law will lend a unique view of the changes that must be made in our system to allow youth with disabilities the employment opportunities they deserve."

As Chao shared her personal goal—wanting to learn sign language—the audience burst into applause. Mikell replied, "I hope you achieve your goal."

A native of Florence, South Carolina, Mikell served as a summer intern at the District Attorney's office in South Carolina. This fall, he is interning under Annette Reichman, Branch Chief of the U.S. Department of Education Deafness.



PHOTO BY JOHN CONSOLI

On the Road... With America's Deaf History

by Rosalinda M. Ricasa



History Through Deaf Eyes, "the untold and largely unknown story of American history," according to curator Jack Gannon, is a traveling exhibition relating the experiences of deaf people to American history and delineating the ways deaf people have formed and maintained community.

Spanning 200 years, the exhibition has four areas of focus: Formation of a Community; Language and Identity; Community Building; and Awareness, Access, and Change. An interactive DVD shows different communication styles used by deaf individuals. Agencies and cities that host the exhibition can add items from their local historical collections.

The exhibition first opened last spring in Hartford, Connecticut, then moved to the University of Kentucky in Lexington. From November 11 to December 14, the Missouri School for the Deaf hosted the exhibition at William Woods University in Fulton.

From March 28 through April 28, it is scheduled to appear in Rochester, N.Y., at the Rochester Museum and Science Center, hosted by the National Technical Institute for the Deaf, the Rochester School for the Deaf, and the Rochester Museum and Science Center.

From June 1 through September 15, the exhibition will be in Washington, D.C., in the Smithsonian's Arts and Industries building, in conjunction with the National Museum of American History.

Jack Gannon, the curator, is the distinguished author of *Deaf Heritage: A Narrative of the History of Deaf America* and *The Week the World Heard Gallaudet*. He developed the exhibition with his wife, Rosalyn Gannon, a former sign language instructor, and project director Jean Bergey.

The Gallaudet University Laurent Clerc National Deaf Education Center is coordinating classroom and library materials for kindergarten through Grade 12. Materials include a storybook, a teacher's guide, a Web guide, and 10 posters that represent exhibition panels. Val Nelson-Metlay, an artist and graphic designer from Rochester, N.Y., is the storybook artist. Clerc Center teachers and administrators Janet Weinstock, Dennis Berrigan, Francisca Rangel, Margaret Hallau, and Marilyn Farmer serve on the development committee. Teachers and deaf education specialists Joyce Sheehy, Cathy Corrado, Sally Ann Zwicker, Martha Berlowitz, and Sandi Fischer have formed an external review committee.

History Through Deaf Eyes was made possible by a grant from the National Endowment for the Humanities, as well as by generous support from The Motorola Foundation, The John S. and James L. Knight Foundation, The Rockefeller Foundation, the SBC Foundation, and the Goodrich Foundation. Additional funding for educational materials was provided by the Clerc Center.



Communication Disorders Branch. He plans to pursue a career in international law.

Chao announced the members of the Youth Advisory Council during a "kick off" event for National Disability Mentoring Day, during which more than 40 local high school and college students worked side by side with mentors at the Department of Labor.

Clerc Center Adopts a New Logo



Did you notice our new logo? The Laurent Clerc National Deaf Education Center adopted the logo, designed by graphic artist Ralph Fernandez, this year.

The letters LCC represent the name of the Laurent Clerc National Deaf Education

Center. LC also reflects the initials of Laurent Clerc, the French deaf educator who helped established deaf education in the United States, for whom the Clerc Center was named. The circle conveys that the Clerc Center is a center for gathering, developing and disseminating resources and information related to the education of deaf and hard of hearing students.

MSSD Wins Big at Clerc Classic

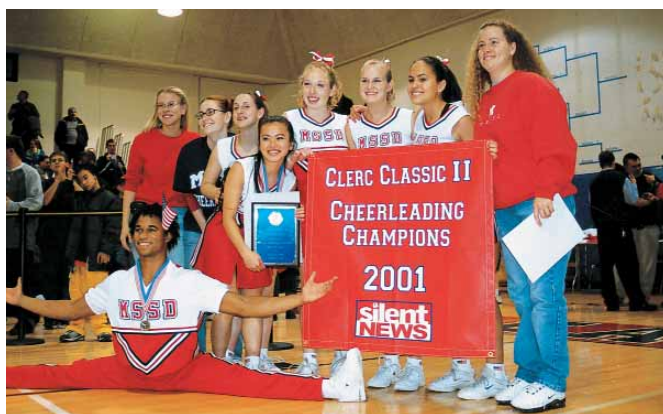
The Model Secondary School for the Deaf (MSSD) won two first place awards and a second place at the annual basketball tournament and cheerleading competition, the Clerc Classic II. The Clerc Classic II brought together 10 teams from schools around the country.

The MSSD boys basketball team won the tournament by one point over Arizona School for the Deaf. The MSSD cheerleaders took first place, and the MSSD girls basketball team placed second behind Maryland



School for the Deaf. The next "Classic" will be in Fremont, California. Results from the tournament can be viewed online at:

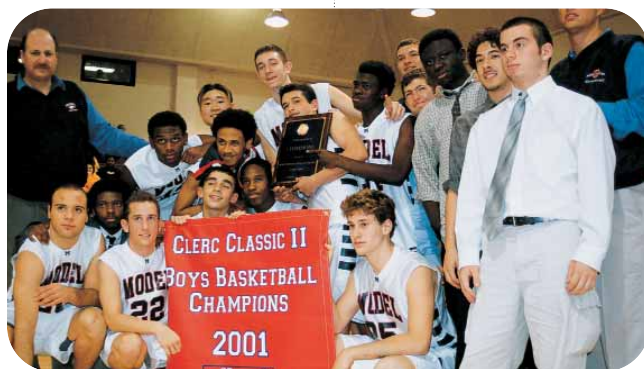
<http://clerccenter.gallaudet.edu/Sports/clercclassic.html>.



Far left: Dr. Katherine Jankowski, interim dean of the Clerc Center, in a tournament cheer.

Left and below: MSSD winners—the boys team and cheerleaders—gather for winning shots after the game.

Photos by David Tossman; courtesy of Anna Hall.



BUTTE PUBLICATIONS, INC.

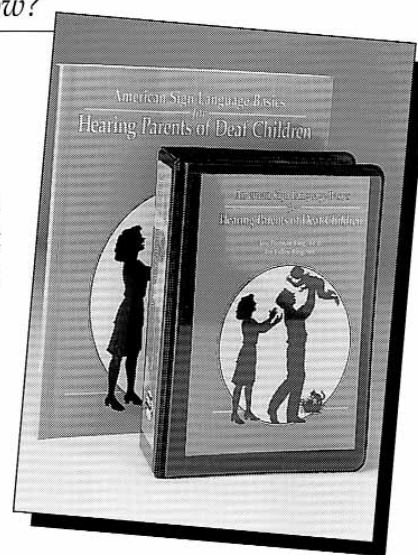
Get a jump start with this must-have resource for parents of a deaf child. This practical, easy-to-use book and 2 videotape set provide an invaluable introduction to ASL, allowing parents to begin communicating with their child almost immediately. The fundamentals of ASL concepts and structure are clearly presented with easy-to-follow practice activities, practical examples, and a resource list. A closed-captioned videotape illustrates introductory concepts, and provides visual examples to follow. A second videotape demonstrates many of the practice exercises.

"This is so relaxing and easy to learn. I was amazed at the professionalism and the expressions that the authors used in their videos. This is a **MUST** for all people with Deaf children!"

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WebSource for Families Information on Internet Sites

By Jennifer Hinger

Families looking for information about the education of their deaf and hard of hearing children will find many resources on the Internet. The following is a sampling of sites that provide information about education and family involvement. Many of these sites link to additional information, libraries, and other Web sites.

U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-0498
Telephone: 1-800-USA-LEARN (1-800-872-5327)
E-mail: customerservice@inet.ed.gov
Web site: <http://ed.gov/>

The Department of Education's resources include:

The National Parent Information Network
<http://npin.org/links.html>
A product of the National Library of Education in the U.S. Department of Education, this site provides Internet resources, including links to everything from *Fathering Magazine* to the National Parent Network on Disabilities.

The Partnership for Family Involvement in Education
<http://pfie.ed.gov/>
This site offers numerous publications relating to family involvement, including resources that target businesses, schools, and families for participation in education.

The Department of Education's Publications

<http://ed.gov/pubs/parents/>
This site provides information on everything from educational resources to learning activities.

The Office of Special Education Programs

<http://www.ed.gov/offices/OSERS/OSEP/index.html>
This office links to a list of Parent Training and Information Centers and Community Resource Centers: <http://www.taalliance.org/PTIs.htm>.

The National Congress of Parents and Teachers (The National PTA)

330 N. Wabash Avenue,
Suite 2100
Chicago, Illinois 60611
Telephone: 1-800-307-4782
Fax: 312-670-6783
E-mail: info@pta.org
Web site: <http://www.pta.org/>

The National PTA maintains a library of helpful resources: <http://www.pta.org/programs/educational.htm>.

Laurent Clerc National Deaf Education Center

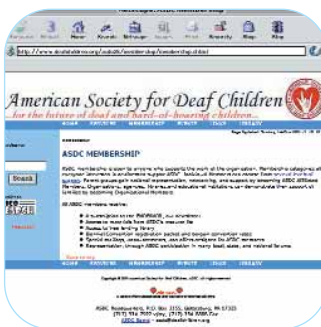
800 Florida Avenue, NE
Washington, DC 20002-3695
Telephone: 202-651-5466
(Voice or TTY)
Web site: <http://clerccenter.gallaudet.edu/index.html>

This site includes information focusing on family involvement with links to related resources:
<http://clerccenter.gallaudet.edu/familyinvolvement/index.html>.

The Clerc Center also includes

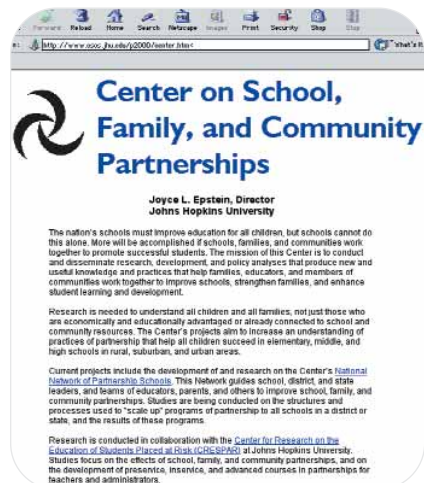
KidsWorld Deaf Net:
<http://clerccenter2.gallaudet.edu/KidsWorldDeafNet/index.html>.

Its Useful Links section includes a special section on family involvement:
<http://academic.gallaudet.edu/kwdn/index.nsf>.



American Society for Deaf Children

P.O. Box 3355
Gettysburg, PA 17325
Telephone: 717-334-7922
(Voice or TTY)
Fax: 717-334-8808
E-mail: asdc@deafchildren.org
Web site: <http://www.deafchildren.org/>



Center on School, Family, and Community Partnerships

(a collaboration with Johns Hopkins University's Center for Social Organization of Schools)
Joyce L. Epstein, Director
3401 North Charles Street
Baltimore, MD 21218
Web site: <http://www.csos.jhu.edu/p2000/center.htm>

The Center conducts research and provides publications about partnership practices. Its publications can be found at: <http://www.csos.jhu.edu/p2000/listsab.htm>.

The Alliance for Parental Involvement in Education

P.O. Box 59
East Chatham, NY 12060-0059
Telephone: 518-392-6900
E-mail: allpie@taconic.net
Web site: <http://www.croton.com/allpie/>

This nonprofit organization encourages and offers resources for parent involvement, including a lending library, workshops, and conferences.

WEB SITES

Educational Leadership magazine

Educational Leadership is published by the **Association for Supervision and Curriculum Development**

(<http://www.ascd.org/>).

1703 North Beauregard Street
Alexandria, VA 22311

Telephone: 703-578-9600 or

1-800-933-ASCD

Fax: 703-575-5400

Web site: <http://www.ascd.org/frameedlead.html>

MegaSkills Education Center

The Home and School Institute

1500 Massachusetts Avenue,
NW, Washington, DC 20005
Telephone: 202-466-3633

E-mail:

edstaff@megaskillsbsi.org

Web site:

<http://www.megaskillsbsi.org>

The Home and School Institute offers training and materials relating to total community educational involvement; it has resources for educators and families.

BEGINNINGS for Parents of Children Who are Deaf or Hard of Hearing, Inc.

P.O. Box 17646

Raleigh, NC 27619

Telephone: 1-800-541-HEAR

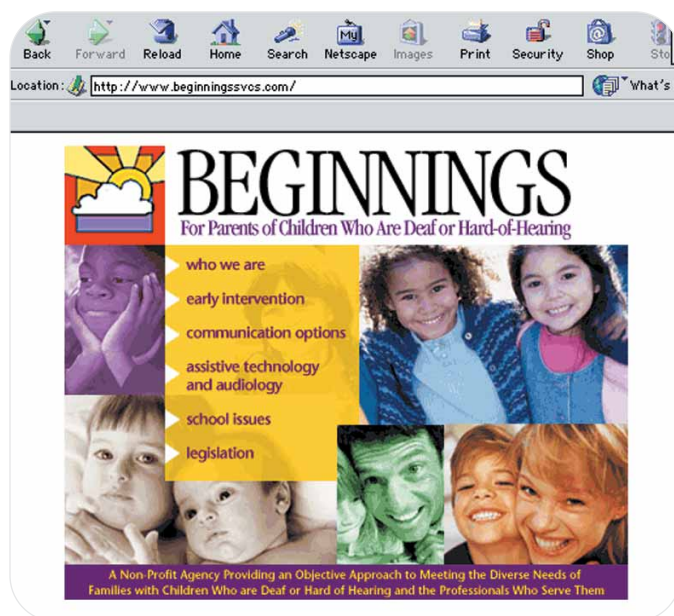
(Voice or TTY)

E-mail:

http://www.beginningssvcs.com/contact_us/contact_us1.htm

Web site:

<http://www.beginningssvcs.com>



BEGINNINGS is a nonprofit organization offering impartial emotional support and access to information for families

with deaf or hard of hearing children (birth through 21) and the professionals who serve them.

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Deaf Heroes! Now in Children's Books

By Cynthia Sadoski

Cynthia Sadoski, M.L.S., is a librarian at Kendall Demonstration Elementary School, one of the two Demonstration Schools that are part of Gallaudet University's Laurent Clerc National Deaf Education Center. She enjoys reading and recommending good books for children.

Northern Lights

Written by Anne Colledge
Pipers' Ash Limited, England
124 pages; 2000; ISBN: 1-902628-83-7

Author Anne Colledge has taught deaf children in England for many years. She loves to write short stories for children. *Northern Lights* is perfect for little fingers, being about four by six inches in size.

Nine-year-old Matthew, a deaf boy who wears a hearing aid, is the hero of thirteen short adventure stories set along the northeastern coast of England. Matthew and his sister, Poppy, are staying with their grandparents at Amble on the North Sea coast. They love to ride on their grandfather's fishing boat. They explore the beaches and the islands. Matthew, Poppy, and their friends are involved in daring rescues of people, animals, and plants. They face hair-raising encounters with carjackers, thieves, and others.

Some British terms are unfamiliar to American readers, but they show children how English differs,

even among long-time native users. For example, few Americans are familiar with the term panda cars. These are not cars for pandas. They come in black and white—with blue flashing lights on top. Are you waving a white flag yet? In England panda cars are small police vehicles.

Parents might enjoy reading and discussing these stories with their children, although the facility with which this young deaf boy lipreads and speaks is sometimes suspect. There is only a single instance when Matthew communicates in sign language; all other times he communicates orally.

Mystery of the Totems

Written by Jean F. Andrews
Illustrated by Joseph Henderson
Butte Publications, Inc., Hillsboro, OR
147 pages; 2001; ISBN: 1-884362-44-3

Mystery of the Totems is the fifth book in the popular

Flying Fingers Mystery Club series. Jean F. Andrews, professor of deaf education at Lamar University in Beaumont, Texas, created the series.

The members of The Flying Fingers Club are young detectives. They board the cruise ship *Winds of the Seas* for an exciting eight-day trip to the inside passage of Alaska. The young sleuths discover that diamonds have been stolen aboard the vessel!

Twelve-year-olds Matt and Donald are the president and vice-president of the Flying Fingers club. Matt is deaf, and club members are required to use American Sign Language when he is present. This book successfully incorporates a "deaf perspective" through its heroic deaf character.

This book has several delightful highlights of Northwest geography and culture, including:

Juneau – A life-size statue of a deaf dog, Patsy Ann, graces the harbor of Alaska's capital.

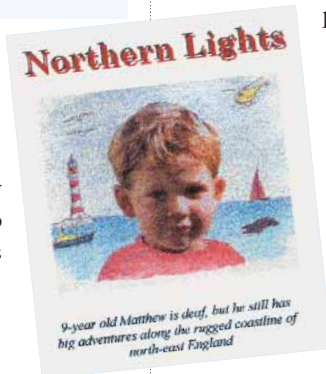
Skagway – The White Pass and Yukon Railway climbs steeper than any railway in North America. An historic site from the Klondike Gold Rush of 1896.

Sitka – This Russian town was established in the late 18th century. You can also find the

Alaskan Rehabilitation Center, a clinic that takes care of injured raptors.

Ketchikan – This city is the center of Tlingit and Haida culture with its clan houses, totem pole parks, salmon hatcheries, and potlatch. It's the wettest city in the U.S.

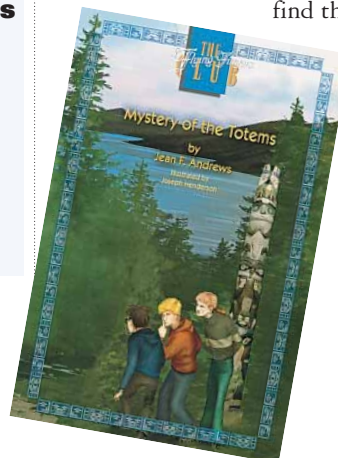
Those who enjoy this Flying Fingers Club story may want to read the other books in the series: *The Mystery of the Disappearing Newspapers* (1988), *The Secret in the Dorm Attic* (1990), *Hasta Luego, San Diego* (1991), and *The Ghost of Tomahawk* (1993).



Sometimes I Talk, Sometimes I Sign: Algunas Veces Hablo, Algunas Veces Uso El Lenguaje Manual

Written by Anne McIntosh
Translated by Dawn Hoyt Kidd
Illustrated by Scott Padbury
Communication Connection Publication, Davidson, NC
41 pages; 2000; ISBN: 0-9679353-0-X

A colorful picture book for young children, this story is presented trilingually (in English, Spanish, and American Sign Language). Children learn 34 new words,



Learning At Home Reading With Children

By Rosalinda M. Ricasa

Rosalinda M. Ricasa, M.A., is a writer/developer for the National Deaf Education Network and Clearinghouse, part of Gallaudet University's Laurent Clerc National Deaf Education Center.

Teaching and learning take place when parents and children do even the simplest things together (Cullinan & Bagert). When children and parents read together, the most important aspect of this experience may be that reading together fosters children's own interest in reading—and thus develops literacy skills. Here are some activities you can adapt to use with your child.

Build vocabulary with everyday objects. Point to objects or words on food cartons, bottles, boxes, calendars, and newspapers. Pronounce, sign, or fingerspell the names of the objects as well as the words written on them.

Entertain while reading. Vary the dynamics of your expression. Engage your child with facial expression. Make funny faces.

Call attention to the child's name in print. Label clothing, books, and a variety of personal items. Using these labels, help your child understand the relationship between letters in print and on the hands. Fingerspell each letter of your child's name with him or her.

Peruse family albums. Children love to look at photos of themselves and people they care about. Make sure that the photos are labeled and captioned. Fingerspell the names of family members.

Begin a journal. Encourage your child to write down his or her adventures during family trips and everyday activities. Comment in writing in the journal about what your child writes. Write back and forth with your child, modeling printed English and engaging in printed conversation.

Make a message board. Have family members use the message board to exchange messages.

Show captions. Make sure that captions are on when you and your child watch television or videos.

Make a grocery list. Let your child participate as you make a list of the purchases you plan to make at the grocery store. Allow your child to assist you in writing the list. Then help him or her read each word on the list.

Play word games. Choose a long word from a newspaper headline. How many short words can you and your child find in it?

Create maps. From summer vacation to Saturday errands, experiences that involve transportation to places near and far from home provide an excellent opportunity for your child to develop skills in map drawing and labeling.

Reference

Cullinan, B. & Bagert, B. *Helping your child learn to read*. U.S. Department of Education, Office of Educational Research and Improvement, www.ed.gov/pubs/parents/Reading/title.html.

printed in bold in the story. A glossary and charts of the manual alphabet are included. There is no attempt to represent Spanish sign language, but perhaps the author was unsure which sign language—Mexican? Guatemalan? Spanish?—to portray.

The story is about a little girl, Sarah Ana, and her birthday party. Sarah Ana's father is the only deaf character in the book, and Sarah Ana and her mother use American Sign Language to communicate with him. The story touches on aspects of deaf culture—such as closed-captioned television and the use of a TTY to converse on the telephone.

Author Anne McIntosh teaches at the college level. She owns Communication Connections, a consulting firm specializing in communication training. She has provided a pleasant introduction to deaf culture for young readers.

Book-ing It

Literacy Activities— Do Try This at Home

By Rosalinda Ricasa

Use these beginning literacy activities with the reviewed books and other books with similar themes.

Mystery of the Totems

Go on a treasure hunt. Have your child select an object in the house, the garden, or the play yard. Select one yourself. Don't tell each other what the objects are. Separately, you and your child should write a description of your objects, and directions to find them. Exchange papers and follow the directions. The first person to find the correct object wins.

Northern Lights

Write a story. Ask your child what his or her most unforgettable experience was. Let your child write about it and read the story to you.

Sometimes I Talk, Sometimes I Sign

Guess a word. Write a word (or words) from the story on a piece of paper. Act out the word(s). Have your child guess the word(s) using fingerspelling. Then switch places and repeat the activity.

Literacy Training Opportunities 2002

SPONSORED BY GALLAUDET UNIVERSITY
LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

TRAINING PROGRAM

The Shared Reading Project: Keys to Success

This five-day training program is designed to prepare site coordinators to establish a Shared Reading Project in their own schools or programs. Of special interest to educators, administrators, and parent leaders, this workshop is based on the highly acclaimed program that matches deaf tutors with families and arranges regular visits to family homes where tutors teach parents and caregivers effective strategies for reading books with their children.

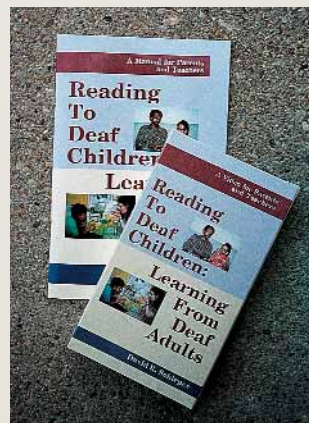
This training program teaches participants to:

- Use 15 research-based principles for reading to deaf and hard of hearing children
- Recruit, hire, and train deaf adults to be tutors
- Teach families how to participate in shared reading
- Work effectively with parents, caregivers, educators, and tutors
- Plan for and manage Shared Reading Project budgets, personnel, and evaluations.

June 4-8 Rome, New York; Northeast Region

June 24-28 Colorado Springs, Colorado
Western Region

November 11-15 . . Schaumburg, Illinois; Midwest Region



Video and printed manual for teachers and parents are sold separately and may be ordered directly from the Clerc Center.

WORKSHOP

Reading to Deaf Children: Learning from Deaf Adults

This effective workshop teaches techniques known as “the 15 Principles for Reading to Deaf and Hard of Hearing Children.” These principles were developed through research that identified the successful strategies that deaf adults use when reading to deaf and hard of hearing children. Highly interactive, the workshop is available in a three-hour or six-hour format. Participants learn to recognize and apply the 15 principles, practice the principles, and gain new skills that can be immediately applied with their own children in the home or classroom. This workshop is of special interest to parents, caregivers, and educators. It is available on request from the Clerc Center and offered regionally.

March 22 Casper, Wyoming; Western Region

April 26 Overland Park, Kansas
Midwest Region

April 29 Pittsburgh, Pennsylvania
Mid-Atlantic Region

May 2 Washington, D.C.
Mid-Atlantic Region

August 8 San Antonio, Texas; Midwest Region

* Contact the Clerc Center or the Gallaudet University Regional Center in your respective region (see sidebar) for more information and/or to register for the training program or the workshops.

TRAINING

WORKSHOP

Read It Again and Again

"I want to read it again!" our children exclaim.

This urge to "read it again and again—and again" is part of the natural process of building skills in understanding narrative, an essential step that young children go through as they prepare to learn to read. The Clerc Center offers a workshop that teaches participants how to successfully read the same book to children over successive days, incorporating a wide array of learning activities. These activities deepen children's understanding of text and provide opportunities to improve their reading and writing skills.

Of special interest to classroom teachers and administrators, this workshop is the latest to be offered by the Clerc Center.

March 22 Baton Rouge, Louisiana
Southeast Region

April 27 Overland Park, Kansas
Midwest Region

May 3 Washington, D.C.
Mid-Atlantic Region

Regional workshops are offered around the country as listed here. In addition, if you are interested in hosting a workshop at your location, please contact the Clerc Center Office of Training and Professional Development or the Gallaudet University Regional Center in your respective region.



Video and printed manual for teachers and parents are sold separately and may be ordered directly from the Clerc Center.

For more information

CONTACT EITHER THE CLERC CENTER, AT THE ADDRESS BELOW, OR THE GALLAUDET UNIVERSITY REGIONAL CENTERS, AT THE ADDRESSES THAT FOLLOW.

MID-ATLANTIC REGION

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

MIDWEST REGION

Mandy McElroy
Gallaudet University
Regional Center
Johnson County Community
College
Overland Park, Kansas
(913) 469-3872 (TTY/V)
(913) 469-4416 (Fax)
mmcelroy@jccc.net

SOUTHEAST REGION

Chachie Joseph
Gallaudet University
Regional Center
Flagler College
St. Augustine, Florida
(904) 829-6481 ext. 299 (V)
(904) 829-2424 (TTY/Fax)
chachiejos@aol.com

WESTERN REGION

Debbie Golos
Gallaudet University
Regional Center
Ohlone College
Fremont, California
(510) 659-6268 (TTY/V)
(510) 659-6050 (TTY)
(510) 659-6033 (Fax)
dgolos@ohlone.cc.ca.us

NORTHEAST REGION

Michael Wallace
Gallaudet University
Regional Center
Northern Essex Community
College
Haverhill, Massachusetts
(978) 556-3701 (TTY/V)
(978) 556-3125 (Fax)
michael.wallace@gallaudet.edu

PACIFIC REGION

Nancy Bridenbaugh
Gallaudet University
Regional Center
Kapi'olani Community
College
Honolulu, Hawaii
808 734-9210 (TTY/V)
808 734-9238 (Fax)
bridenba@hawaii.edu

OFFICE OF TRAINING AND PROFESSIONAL DEVELOPMENT

800 FLORIDA AVENUE, NE
WASHINGTON, DC 20002-3695

PHONE: (202) 651-5855 (V/TTY)

FAX: (202) 651-5857

E-MAIL: training.clerccenter@gallaudet.edu

WEB SITE: <http://clerccenter.gallaudet.edu>



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Upcoming Conferences and Exhibits 2002

March 1-2, 2002
Ethnography in Education Research Forum, Philadelphia, Pa.
 Contact: 215-898-3273;
cue@gse.upenn.edu;
<http://www.gse.upenn.edu/cue/forum.html>.

March 8-10, 2002
CAL-ED/IMPACT Conference 2002,
 Sacramento, Calif. Contact:
 Sandra Harvey, 916-921-1045
 V/TTY; Fax: 916-987-8964;
skippha@aol.com.

March 9-11, 2002
"Choosing to Dance: Taking Bold Steps for the Sake of Our Children," Association for Supervision and Curriculum Development 57th Annual Conference, San Antonio, TX. Contact:
<http://www.ascd.org/trainingopportunities/conferences/2002ac/2002ac.html>.

March 11-12, 2002
The Third Annual Conference on Videoconference Technology in Deaf Education, Tucson, Ariz.
 Sponsored by Gallaudet University, the Arizona State Schools for the Deaf and the Blind, the California School for the Deaf-Riverside, and the American School for the Deaf. Contact: Vola Ybarra, 520-770-3824;
vybarra@asdb.state.az.us;
<http://academic.gallaudet.edu/prof/wvideotech.nsf>.

March 16, 2002
Deaf Fiesta 2002, San Jose, Calif. Contact: James Kittell, Chair, 714-577-4886;
 Fax: 425-969-1917;
info@deaffiesta.com;
<http://www.sanjose.deaffiesta.com>.

March 30, 2002
Deaf Fiesta 2002, Washington, D.C. Contact:
info@deaffiesta.com;
<http://www.dc.deaffiesta.com>.

April 1-5, 2002
American Educational Research Association Annual Meeting, New Orleans, La. Contact: Taya Dunn, tdunn@aera.net;
<http://www.aera.net/meeting/>.

April 3-6, 2002
2002 Council for Exceptional Children (CEC) Annual Convention and Expo, New York City, N.Y. Contact:
 Pam Massaglia, 703-264-9443; pamm@cec.sped.org;
<http://www.cec.sped.org/>.

April 3-6, 2002
Association for Childhood Education International Conference and Exhibition, San Diego, Calif. Contact: 301-570-2111 or 800-423-3563, Fax: 301-570-2212; ACEImc@aol.com;
<http://www.ACEI.org>.

April 4-6, 2002
BreakOut VII: A National Conference on Psychosocial Rehabilitation and Deafness, Raleigh, N.C.
 Contact: Brad Trotter, 919-420-7968 T, 919-571-4980 V; Fax: 919-571-4984;
brad.trotter@ncmail.net;
<http://www.angelfire.com/nc2/BreakOutVII/index.html>.

April 9-12, 2002
World Forum on Early Care and Education, Auckland, New Zealand.
 Contact: Brad Trotter, 800-221-2864 or 425-883-9394 (US); Fax: 425-867-5217;
info@ChildCareExchange.com.

April 10-13, 2002
"Diverse Voices: One Goal," PEPNet 2002, Kansas City, Mo. Contact:
 865-974-0607; pec@utk.edu;
<http://www.pepnet.org>.

April 11-12, 2002
"Cochlear Implants and Sign Language: Putting It All Together,"
 Washington, D.C. Sponsored by the Laurent Clerc National Deaf Education Center's Cochlear Implant Education Center, part of Gallaudet University. Contact: Debra Nussbaum, CIEC coordinator, 202-651-5638 V/T;
debra.nussbaum@gallaudet.edu

April 17-20, 2002
American Academy of Audiology 14th Annual Convention and Expo, Philadelphia, Pa. Contact:
 Barbara Packer, Ed.D., 800-AAA-2336 or 703-790-8466;
<http://www.audiology.org/convention/2002>.

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*Sign-check &
spell-check
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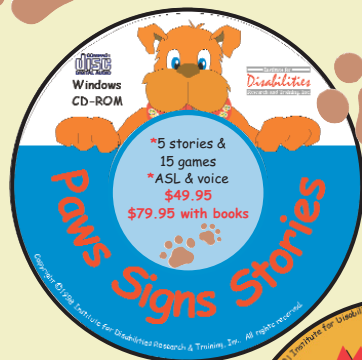
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Washington, DC

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