

Winter 2000

Odyssey

New Directions in Deaf Education

Shared Reading Project Evaluation
High School in Cyberspace
Integrating Cochlear Implant Technology

Laurent Clerc National
Deaf Education Center

Kendall Demonstration Elementary School

and the

Model Secondary School for the Deaf

offer...

A place for learning,



A place for friendship,

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:
Michael Peterson, Admissions Coordinator, 202-651-5397 (V/TTY), 202-651-5362 (Fax), Michael. Peterson@gallaudet.edu (E-mail).



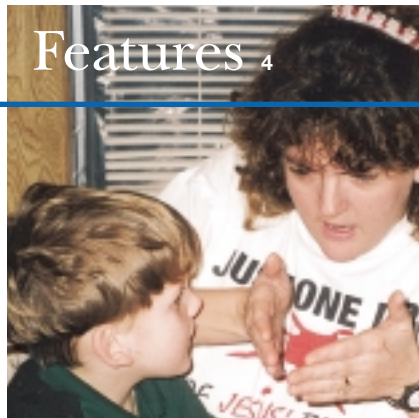
A place to build a future.



Contents

Volume 1, Issue 1, Winter 2000

Features 4



- 4 Tutors: Catalysts
Reading Project Evaluation
by Linda Delk
- 10 The Computer Ate My Homework
High School in Cyberspace
by Susan M. Flanigan
- 15 Keeping You Informed
by Randall Gentry
- 17 Integrating Cochlear Implant
Technology
Clerc Center Explores New Strategies
by Jane K. Fernandes
- Perspectives Around the Country
- 20 Once More Unto the Breach...
Shakespeare's *Henry V* and Deaf and Hard
of Hearing Teens
by Candi Mascia Reed
- 25 The Powerful Classroom
by Candi Mascia Reed
- 26 To Plan, Coordinate, and
Deliver Instruction
Co-teaching in a Public School With Deaf,
Hard of Hearing, and Hearing Students
by John Luckner, Ann Velaski, and
Doug Wurst

News

- 31 Deaf Education—Is the Emergency Over?
- 31 Memorial Scholarship to Fund Audio-
Visual Internships
- 32 Deaf Teens Capture Top Prizes in Local
Art Festival
- 33 MSSD Student Wins Baseball Player
of the Year
- 34 New Study Focuses on Deaf and Hard
of Hearing Graduates After High School
- 34 Optimist Club Awards \$1,500 Scholarship
to KDES Student

www.gallaudet.edu/~precpweb

In Every Issue

- 36 Calendar
- 38 Reviews: Book Talk
by Dan Wallace
- 39 Q & A: Are Schools Responsible for the
Costs of Audiograms?
by Celeste Johnson
- 40 Bright Ideas: National Essay Contest
Encourages Student Writers

In This Issue

- 3 A Letter From the Vice President
- 37 A Teacher Says Goodbye
by Joan A. Keenan



Introducing...

Harry the Hound



Harry the Hound loves shopping at Harris Communications because it is the one-stop shop for deaf and hard of hearing people. The Harris Communications catalog is filled with all the products he needs including assistive devices, books, videotapes, and novelties.



Two new products include the book, *Sign With Kids* and the *Dreamsicle I Love You* statue.

Call today for your free catalog and see all of the new products at Harris Communications.



Dept. ODY99K 1-800-825-6758 Voice
15159 Technology Drive 1-800-825-9187 TTY
Eden Prairie, MN 55344 1-612-906-1099 Fax

mail@harriscomm.com
www.harriscomm.com

Call for your FREE Year 2000 catalog!



On the Cover: Zoe Gattie is a preschooler at the Laurent Clerc National Deaf Education Center Child Development Center at Gallaudet University, where deaf, hard of hearing, and hearing children learn and play together.

Published by the Gallaudet University
Laurent Clerc National Deaf Education Center

I. King Jordan, President

Jane Kelleher Fernandes, Vice President, Laurent Clerc National Deaf Education Center

Randall Gentry, Director, National Deaf Education Network and Clearinghouse,
Randall.Gentry@gallaudet.edu

Cathryn Carroll, Contributing Editor, Cathryn.Carroll@gallaudet.edu

Susan Flanigan, Writer/Editor & Advertising Coordinator, Susan.Flanigan@gallaudet.edu

Catherine Valcourt, Production Editor, Catherine.Valcourt@gallaudet.edu

Martee Pitts, Circulation Coordinator, Martee.Pitts@gallaudet.edu

Coleman Design Group, Art Direction and Design

Goodman/Van Riper, Photography

Odyssey Editorial Review Board

Sandra Ammons

Ohlone College
Fremont, CA

Harry Anderson

Florida School for the Deaf
St. Augustine, FL

Gerard Buckley

National Technical Institute
for the Deaf
Rochester, NY

Becky Goodwin

Kansas School for the Deaf
Olathe, KS

Cynthia Ingraham

Helen Keller National Center for
Deaf-Blind Youths and Adults
Riverdale, MD

Freeman King

Utah State University
Logan, UT

Harry Lang

National Technical
Institute for the Deaf
Rochester, NY

Sanremi LaRue-Atuonah

Laurent Clerc National Deaf
Education Center
Gallaudet University
Washington, DC

Fred Mangrubang

Laurent Clerc National Deaf
Education Center
Gallaudet University
Washington, DC

Susan Mather

Gallaudet University
Washington, DC

June McMahon

American School for the Deaf
West Hartford, CT

Margery S. Miller

Gallaudet University
Washington, DC

Kevin Nolan

Clarke School
Northampton, MA

David R. Schleper

Laurent Clerc National Deaf
Education Center
Gallaudet University
Washington, DC

Peter Schragle

National Technical
Institute for the Deaf
Rochester, NY

Susan Schwartz

Montgomery County Schools
Silver Spring, MD

Luanne Ward

Kansas School for the Deaf
Olathe, KS

Kathleen Warden

University of Tennessee
Knoxville, TN

Janet Weinstock

Laurent Clerc National Deaf
Education Center
Gallaudet University
Washington, DC



Reproduction in whole or in part of any article without permission is prohibited.

Published articles are the personal expressions of their authors and do not necessarily represent views of Gallaudet University.

Copyright © 1999 by the **Gallaudet University, Laurent Clerc National Deaf Education Center**. All rights reserved.

Odyssey is published four times a year by the Laurent Clerc National Deaf Education Center, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695. Standard mail postage is paid at Washington, DC. **Odyssey** is distributed free of charge to members of the Laurent Clerc National Deaf Education Center mailing list. To join the list, contact 800-526-9105 or 202-651-5340 (V/TTY); Fax: 202-651-5708; Web site: <http://www.gallaudet.edu/~precweb>.

The activities reported in this publication were supported by federal funding. Publication of these activities shall not imply approval or acceptance by the U.S. Department of Education of the findings, conclusions, or recommendations herein. Gallaudet University is an equal opportunity employer/educational institution, and does not discriminate on the basis of race, color, sex, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.



A Letter From the Vice President

Dear Friends,

Timing is everything, they say, and if ever there was a perfect time to announce our new name and introduce our new magazine, it is now. You are undoubtedly aware that for the past four years we have been busy restructuring Pre-College National Mission Programs and its two demonstration schools, Kendall Demonstration Elementary School and the Model Secondary School for the Deaf. In addition, we have developed strong collaborative relationships with schools and programs throughout the nation to address the national mission priorities of literacy, family involvement, and transition.

The restructuring and collaborations have been very successful. Significant improvements have occurred at the two demonstration schools resulting in an exemplary educational curriculum being available to the deaf and hard of hearing students who attend them, and our collaborations with other schools have resulted in important new information and products.

We are now also redoubling our efforts to disseminate, or facilitate the sharing of, information about successful practices in deaf education and our national priorities. Two important parts of this effort are our new name and this new magazine you are now reading.

As of December 1, 1999, our official name became the Laurent Clerc National Deaf Education Center at Gallaudet University. At the same time, our new magazine, *Odyssey*, takes over as the Clerc Center's primary means of communicating information and best educational practices to teachers, parents, and professionals throughout the country.

Why the name change? And why Laurent Clerc? The name we previously used, Pre-College National Mission Programs, has always presented us with something of an identity crisis. Many people found it difficult to connect the program's name with its mission. Some thought the words represented a college preparatory program, while in fact we prepare students for transition both to higher education and the world of work. Others thought that "national mission" conveyed military or religious affiliations.

Realizing the confusion caused by the current name, I solicited ideas for something more appropriate. I asked for suggestions from teachers and staff at the two demonstration schools, the Gallaudet campus community, parents, educators from around the nation, and members of the Deaf community. Laurent Clerc's name appeared high on nearly everyone's list—and with good reason. As you know, the deaf Frenchman with Thomas Hopkins Gallaudet revolutionized the education of deaf people in the United States. Clerc was our nation's first deaf teacher, and his influence is still being felt today. We are pleased and proud to carry on his tradition and legacy of support for the advancement of educational opportunities for deaf and hard of hearing children.

We are honored that our division at Gallaudet University now bears Laurent Clerc's name. Please note that Kendall Demonstration Elementary School and the Model Secondary School for the Deaf will retain their names, which are so closely linked to their identities and proud histories.

I hope you enjoy reading the inaugural issue of *Odyssey*, as well as all those that will follow. Each quarterly issue will contain interesting, informative articles about a wide range of issues important to the families of deaf and hard of hearing children and to those of us involved in deaf education.

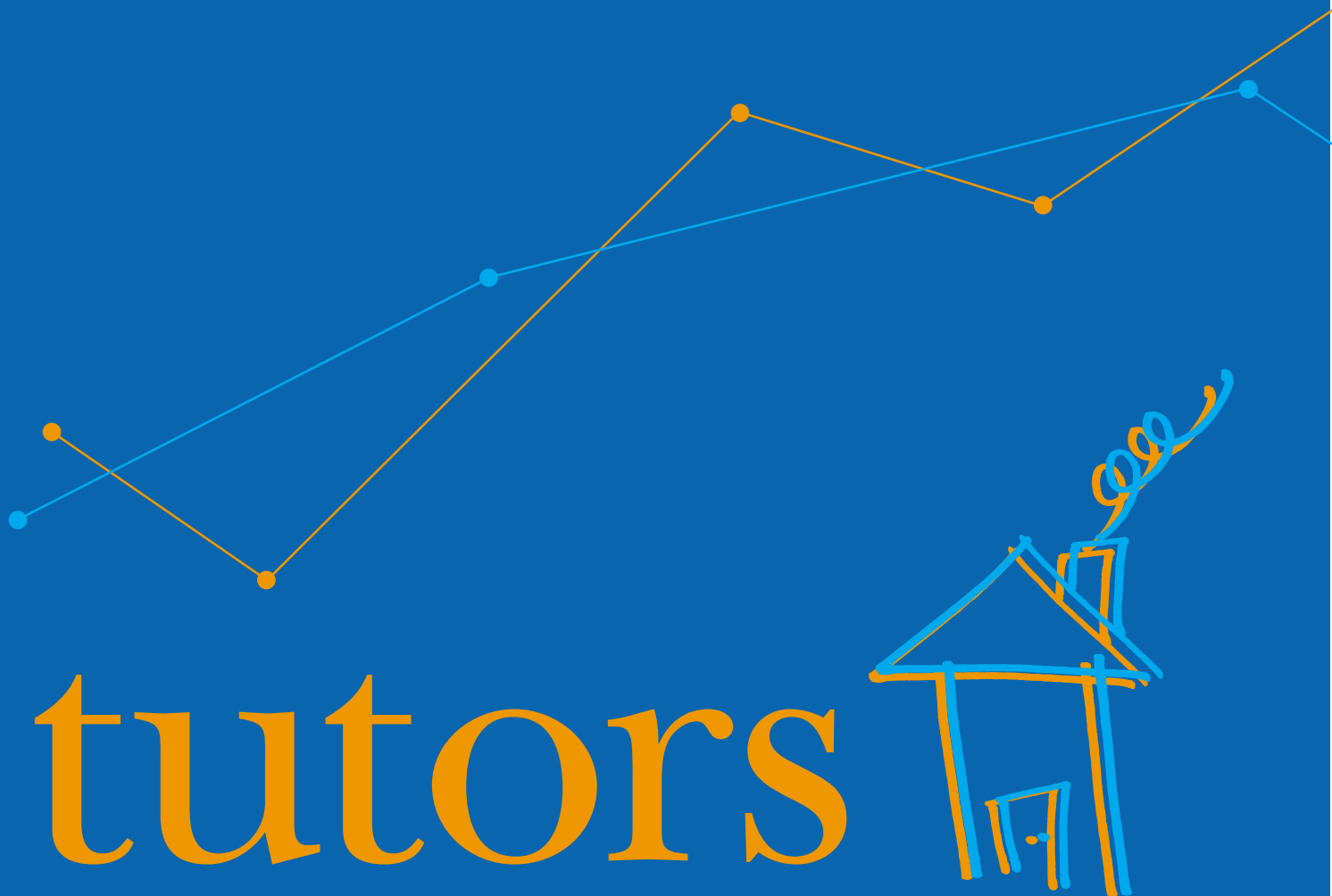
Finally, I invite you to visit our two schools on the campus of Gallaudet University the next time you are in the Washington, D.C., area or to pay us a "virtual visit" through our Web site (<http://www.gallaudet.edu/~precweb>). We are eager to share the many exciting developments in deaf education that are taking place here. Families of children K–8 who reside in the District of Columbia metropolitan area and of high school-aged students who reside anywhere in the United States are welcome to observe classes and activities and meet with the enrollment coordinator. You are always welcome at the Laurent Clerc National Deaf Education Center.

Sincerely,

Jane K. Fernandes, Ph.D.

Vice President, Laurent Clerc National Deaf Education Center
Gallaudet University





tutors

Catalysts in Reading Success

As the Clerc Center begins to evaluate the Shared Reading Project, tutors who visited families in their homes to help them read and share books with their young deaf and hard of hearing children are found to be key to the program's success.



PHOTOS COURTESY OF DAVID SCHLEPER.

Shared Reading Project Evaluation

By Linda Delk

"There are a few people in my life that I really think fell directly from heaven, and the tutor is one of them," said one mother. "She impacted our lives that greatly."

The mother was among those who participated in the Shared Reading Project, sponsored by the Laurent Clerc National Deaf Education Center, formerly Pre-College National Mission Programs, at Gallaudet University. The Shared Reading Project introduces tutors into family homes to teach parents to read and share stories effectively with their deaf and hard of hearing children.

Instituted three years ago at the Clerc Center, it was implemented in

sites around the country two years ago.

"The tutors seemed to be catalysts," said Dr. Linda Delk, project evaluator with the Clerc Center's Office of Exemplary Programs and Research, who led the evaluation team. "Through their involvement, many parents in the study read to their deaf and hard of hearing children several times a week—and enjoyed it."

"The tutors brought in the reading material, helped the parents with signs, and served as role models for their children," she added. "They also functioned as an entre to the deaf commu-

nity. Often the tutors were the first deaf adults that the parents had met."

There were 64 tutors who served 116 children from 106 families at five sites around the country. The tutors helped parents overcome their fears and awkwardness in using sign language and develop facility in translating English print. Most of the tutors were in their twenties and thirties, but a few were in their fifties, and there was one who was in her eighties.

Most of the tutors were deaf; a few were hard of hearing, and one was hearing. Seventy-five percent had some

TOP: A Las Vegas mother and her daughter enjoy a book together. ABOVE: In Washington, D.C., a mother and father share books with both their children.

college education; nearly 30 percent were from minority groups.

The tutors had their own reasons for joining the project.

"I want to share my experience and skills where they are needed," one tutor told the evaluators.

"I like to read myself," another wrote.

Hearing parents, with natural reactions that are based in auditory experience, often feel frustrated and confused when they try to read to a deaf child.

Several tutors said they had grown up in hearing families in which their parents had not known how to read to them. They wanted these deaf and hard of hearing children to have the experience of being read to by their parents.

"We are exploring the concept of the tutor as a catalyst with the interview data that we collected," said Delk. "The family has to be ready, but the tutor seems to have a potentially large impact on what happens within the family."

The Clerc Center made efforts to ensure that the Shared Reading Project was accessible to parents who used languages other than English in their homes. Bookmarks displayed reading tips in different languages, including Arabic, Chinese, Hmong, Russian, Somalian, Spanish, Tagalog, and Vietnamese. Some storybooks

were translated for families. One Vietnamese family hung a large white bulletin board in their home, writing English words and Vietnamese equivalents from each story on it.

"I really didn't know how to read books with my son," one parent acknowledged in Delk's evaluation. "...I didn't know where to start."

This frustration is typical. Hearing parents, with natural reactions that are based in auditory experience, often feel frustrated and confused when they

try to read to a deaf child. Dr. Jane Fernandes, the Clerc Center vice president, and David Schleper, the Clerc Center literacy coordinator, found that no parents read to their deaf children in the program at the Hawai'i Center for the Deaf and Blind where they worked in 1993. In response, Fernandes and Schleper instituted the Shared Reading Project, working with families in their homes through the personal touch of tutors to enable parents to make books, stories, and reading accessible to their deaf and hard of hearing children.

In 1995, they brought the project to the Clerc Center. The Clerc Center began by serving families of deaf children eight years old and younger who were enrolled in Kendall Demonstration Elementary School (KDES). In 1997, the project expanded to five sites—the Deaf Connection in Seattle, Washington; the West Virginia School for the Deaf in Romney, West Virginia; the Pennsylvania School for the Deaf in Philadelphia, Pennsylvania; the Clark County School District in Las Vegas, Nevada; and the Minnesota Foundation for Better Hearing and Speech in St. Paul, Minnesota. Chosen by a Gallaudet review panel after an extensive solicitation and review process, the five sites represented programs from a variety of geographic locations and structures, and each stated a clear intention to include a high proportion of children who were described by the federal government as "traditionally underserved."

In addition to training and financial support, the Clerc Center extended to each site a collection of best-loved children's books. There were 50 titles in each collection, and each title was packaged in a handy bookbag which included the book itself, a videotape of a deaf person telling the story in American Sign Language, an activity guide with activities related to the story, and a bookmark of easily mastered tips on reading to deaf children. Each family was assigned a tutor.



ABOVE: A mother signs a story while her tutor holds the book, helping her son begin his lifelong journey with the printed word.

Training Opportunities

Gallaudet University

The Laurent Clerc National

Deaf Education Center

Office of Training and Professional Development

For more information: (202) 651-5855 (TTY/Voice)

precollege.training@gallaudet.edu

Shared Reading Project:

Keys to Success

For those interested in setting up a project that brings together deaf tutors with families of young deaf and hard of hearing children for the purpose of reading and enjoying books. Five days.

Of special interest to: Educators, administrators, and parent leaders

Reading to Deaf

Children Workshop

For those interested in learning strategies to read and share books with young deaf and hard of hearing children. Available in 3-hour or 6-hour format.

Of special interest to: Educators, parents, and caregivers

Coordinated by	Contact	Date	Date
Washington, D.C. The Laurent Clerc National Deaf Education Center Gallaudet University	Angela McCaskill 202-651-5855 (tty/v) 202-651-5857 (fax) angela.mccaskill@gallaudet.edu	April 3–7, 2000	March 10, 2000
Overland Park, Kansas Gallaudet University Regional Center— Johnson County Community College	Mandy McElroy 913-469-3872 (tty/v) 913-469-4416 (fax) mmcelroy@jccc.net	June 19–23, 2000	TBA
St. Augustine, Florida Gallaudet University Regional Center— Flagler College	Chachie Joseph 904-829-6481 ext. 299 (v) 904-829-2424 (tty/fax) chachiejos@aol.com	August 7–11, 2000	August 26, 2000
Fremont, California Gallaudet University Regional Center— Ohlone College	Pam Snedigar 510-659-6268 (tty/v) 510-659-6050 (tty) 510-659-6033 (fax) psnedigar@ohlone.cc.ca.cs	Fall 2000	TBA
Haverhill, Massachusetts Gallaudet University Regional Center— Northern Essex Community College	Michael Wallace 978-556-3701 (tty/v) 978-556-3125 (fax) michael.wallace@gallaudet.edu	November 13–17, 2000	October 13, 2000
Honolulu, Hawaii Gallaudet University Regional Center Kapi'olani Community College	Nancy Bridenbaugh 808-734-9210 (tty/v) 808-734-9238 (fax) bridenba@hawaii.edu	TBA	TBA

For 20 weeks the tutor visited the family's home, bringing a bookbag with its storybook and videotape. The tutor demonstrated how the family could read the book to the child and coached parents as they read to the child themselves. The tutor left the material in the home, and the family enjoyed sharing the book until the tutor returned the following week with new material.

"While this phase of the evaluation focused on outcomes for the family as a whole, we are getting some indications of how shared reading affects emergent and beginning reading in the children. The longer term impact on children," said Delk. "However, parents are already reporting that their kids seem to enjoy books more, and teachers are saying they have seen improvements in the children's lan-

guage use and fingerspelling."

The evaluation found that the average age of the children was under five years old; 80 percent were deaf and 20 percent were hard of hearing. Eighty-nine percent of the children were from groups designated by the federal government as traditionally underserved, meaning that they had at least one of the following characteristics:

- They were from homes in which



- English was not the first language.
- They were members of diverse cultures.
- They had additional disabilities.
- They lived in rural areas.

The evaluation results also showed that parents in the Shared Reading Project were sharing books with their deaf or hard of hearing children on an average of five times per week. The evaluation found that parents experienced a variety of benefits:

- Parents became more skilled and confident signers. They gained sign vocabulary and fluency and felt more comfortable signing with their children.
- Parents learned strategies for reading to their children, including how to position the book, where to place signs when reading, how to assume the roles of the characters to advance the storyline, and how to convey the story meaningfully.
- Some parents who used languages other than English in their homes improved their own English skills.
- Parents became more accepting of their children's deafness. They appreciated their tutor role models; they became more comfortable with deaf adults and showed increased understanding of deaf culture.

Parents and tutors felt their children benefited from participating in the project. They reported that:

- Children were more interested in books. They were more willing to pay attention while their parents read to them. They brought books to their parents, pointed to pictures, looked for words that they saw their parents read, discussed the stories they read, and wanted to keep the books they liked.
- Children improved their sign language skills. They learned more vocabulary and some began using more fingerspelling.
- Children showed less frustration in their attempts to communicate with their parents; quality of parent-child interaction improved.

"When parents can share books with their deaf and hard of hearing children, and both enjoy the book and the experience of reading together, the child is more likely to gain a solid foundation for future reading and academic success," Delk noted.

The parent who admitted frustration at the beginning of the project agreed.

"At the beginning...I was kind of scared..." he said. "But now I know there is no way to be perfect. The main thing is for my son to love the book."

"The Shared Reading Project addresses two of the Clerc Center's ongoing priority areas—literacy development and family involvement," said Delk. "The information we gleaned from the 1997–1998 evaluation helped us design a new training program for other programs that want to start their own Shared Reading Project."

For more information about the

Shared Reading Project and training opportunities, contact: David Schleper, David.Schleper@gallaudet.edu, through the Gallaudet University, Laurent Clerc National Deaf Education Center, 800 Florida Avenue, NE, Washington, DC 20002-3695, 202-651-5877 (TTY/V). For more information about the evaluation of the Shared Reading Project, contact Dr. Linda Delk, Linda.Delk@gallaudet.edu, through Gallaudet University, Laurent Clerc National Deaf Education Center, 800 Florida Avenue, NE, Washington, DC 20002-3695, 202-651-5630 (TTY/V). ●

Linda Delk, Ph.D., is a member of the Exemplary Programs and Research unit at the Laurent Clerc National Deaf Education Center at Gallaudet University, where she is involved in evaluation of national mission projects.

ABOVE LEFT: A tutor conferences with a mother.

ABOVE RIGHT: A mother reads a story with her deaf son.

SHARED READING BOOKBAGS

GALLAUDET UNIVERSITY
LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

Share the joys of reading with deaf and hard of hearing children using these great bookbags

Each Shared Reading bookbag includes:

- ☆ Story videotape signed in ASL
- ☆ Storybook
- ☆ Activity guide for fun story-related ideas
- ☆ Bookmark with tips on reading to a deaf child

The Shared Reading bookbags are designed to teach parents, caregivers, and teachers how to read to deaf and hard of hearing children using American Sign Language (ASL) and how to use strategies to make book sharing most effective.

Choose from 50 culturally diverse, fun, and predictable children's story books that children will love to read again and again.

For a list of available bookbags or to place an order, contact: (202) 651-5340 (V/TTY); (202) 651-5708 (Fax); or E-mail Marteal.Pitts@gallaudet.edu.

For more information about the Shared Reading Project, contact: David Schleper at (202) 651-5877 (V/TTY), or E-mail David.Schleper@gallaudet.edu.



"My son liked learning about different cultures through the stories. He thought it was all neat. Wonderful choices of books."

★Mother of a deaf child

***The more titles
you buy, the more
you save!***

*Individual bookbag
\$15*

*Set of 10 bookbags
\$130*

*Shared Reading library
\$625*

The Computer Ate My Homework



STUDENT

Dear Ms. Jones,

I was unable to complete the essay because the computer ate my homework. May I p-l-e-a-s-e have an extension?

Mary in Washington, D.C.

MSSD Students Meet the Challenges of High School in Cyberspace

TEACHER

Dear Mary,

Welcome to the challenges of taking Virtual High School classes on the Internet! The computer can eat your homework if you're not careful. Networks can go down. Remember the rules—back up all files and save work in a separate word processing program. I'll expect to see your essay posted in the Assignment Area tomorrow morning. E-mail me if you have any further problems.

Ms. Jones in Macon High School, Georgia

By Susan M. Flanigan

Is this some kind of future class scenario from the 21st century? No, it is happening right now, and Model Secondary School for the Deaf (MSSD) students are participating in this new way of on-line learning through Virtual High School (VHS).

VHS is an exciting five-year distance learning opportunity project started in 1996 on the Internet by the Hudson, Massachusetts, public school system and the Concord Consortium. Funded by a Technology Challenge Grant from the U.S. Department of Education, VHS brings together schools from across the country to develop and provide high school courses over the Internet. VHS gives students the opportunity to take courses that their own high schools do not offer. For MSSD students, the program offers equal access to communication with hearing classmates from around the country.

MSSD was one of 88 schools participating in the program last year, and the first school for the deaf to enroll.



MSSD is participating again this year with about 12 or 13 students enrolled each semester. In addition to their on-line course teachers, MSSD students work with a site coordinator and two supervising teachers. The site coordinator and supervising teachers advise the students on technical computer aspects of the program, and give support in areas such as time management. The site coordinator for MSSD is Joyce Barrett, academic applications specialist. The supervising teachers are Mary Ellsworth, science teacher/researcher, and Ron Baldi, resource teacher/researcher.

Odyssey Interview

Here is an interview with Barrett about the experiences of the students' first year with VHS:

Odyssey: What role, if any, did the students' deafness play in taking the courses or interacting with their fellow classmates?

Barrett: The students' deafness did not make any difference in their interactions with their fellow classmates. That is one of the reasons we were so interested in trying VHS. Because all communication is electronic, deaf and hard of hearing MSSD students can be fully involved in the same way and use the same communication method as the other students.

There were a few times when materials in some of the classes were not fully accessible to deaf students. One time a student was asked to watch a new movie based on a book that the

class was reading. Unfortunately, the movie was still in the theaters and hadn't been captioned.

One of our students took "Poetry for Publication." This class studied poetic structure in depth and then students wrote their own poetry. Because of deafness, the MSSD student had a hard time identifying the rhythm and meter. However, the student stuck with the course, learned as much as possible, wrote great poetry, made a passing grade, and loved the class.

Odyssey: Did the other students know that the MSSD students were deaf?

Barrett: In our student survey, most of the MSSD students said they did not tell the other students in the class that they were deaf. Some said it wasn't necessary or important. A few did talk about their deafness with the other students in their class, and enjoyed sharing information about their deaf school and culture. Of course, if the other students looked up the information on the Web site, they would see that our school is the Model Secondary School for the Deaf.

Odyssey: Were the teachers told their students were deaf or hard of hearing?

Barrett: Yes, I informed the teachers in order to make them aware that assignments involving audio information would not be accessible to our students unless captioned.

Odyssey: How did students access their on-line classes?

ABOVE: Joyce Barrett assists students in the Virtual High School with computer connections.



Barrett: There are approximately 20 students in each class. The teachers and students are located in different states throughout the U.S. Because of this and the time zone differences, students in a particular class do not have to be working in their class at the same time. Each VHS student has a unique password to get into his or her class on the VHS Web site. When students use their passwords, the VHS computer server recognizes who they are, puts their names up on the screen, and permits them to access the class.

Odyssey: How is a VHS class set up and where do students start?

Barrett: If you want to see what a VHS class looks like, go to <http://vhs.concord.org>, click on *Academics*, then click on *Explore a Class*. Important information messages from the teacher, plus the student activities and assignments, are listed by date in an on-line schedule. The first thing the students do each day is go to the schedule to find out what they should be doing and to read important and/or updated information from their teacher.

Odyssey: How do students submit an assignment?

Barrett: In another section, *The Course Room*, students can see assignments listed by the week and when they are due. This is where they submit assignments. Some teachers in the more technology-oriented courses may ask the students to create a Web page

with information from their work.

Teachers can also require students to participate in a discussion area where they can leave questions for each other or respond to questions or discussion topics.

Odyssey: How do students receive feedback from their teachers?

Barrett: Teachers can leave messages for students in the discussion area or they can E-mail them. Teachers can also create a separate spot for messages to each student that only he or she can access

line tests or review quizzes (timed or not timed) which they create. They can give test assignments or open book reviews. Many teachers use the project-based approach, where much of a student's grade is determined by the grades on the projects that he or she completes.

Odyssey: What were some of the technical problems encountered?

Barrett: Occasionally the network might be down or not working properly, or some days the VHS server might be having problems. This is just a part of working online, but it can be very frustrating if students have tests or assignments due. Some computers were new and fast, but others were older and slower and that could be frustrating. And sure enough, once or twice computers did "eat" a student's homework. A student submitted an assignment but it just disappeared. Learning to use the computer technology and adapt or problem solve when difficulties occur is a good experience for transitioning to the work world.

Many teachers use the project-based approach, where much of a student's grade is determined by the projects that he or she completes.

with his or her individual password.

Odyssey: How do students interact with other students in the class?

Barrett: Students contact each other via E-mail and in the discussion area. Some teachers assign teamwork. There is a special spot created for each team in the discussion area where students can collaborate by attaching files or leaving messages.

Odyssey: Did the students have any kind of mid-semester review?

Barrett: Each class is unique, depending on the teacher. Teachers can use on-

Odyssey: What would you change if you could?

Barrett: I wish it were possible for more of our students to try this type of distance learning experience. I am sure that in the future, as computer distance learning at the high school level becomes more common and more available, there will be more opportunities. Right now we are limited by the number of students we are permitted to enroll in VHS and by the number of Internet-connected computers we have in a room.

One of the things that makes VHS so interesting and unique is the fact that the students and teachers are

ABOVE LEFT: Senior students in the 1999 Virtual High School class. ABOVE RIGHT: Their counter-part students in the 1999 Virtual High School class.

located in schools throughout the United States. This is a wonderful opportunity to learn and share information with people of different backgrounds and experiences. However, the fact that teachers and students are from such a variety of different schools and locations can also make it a challenge in setting up scheduling for when classes begin and end, for when spring breaks and holidays occur during the school year.

Odyssey: How did the MSSD students perform in terms of grades?

Barrett: Very well—out of 20 classes—semester grades = 11 A's, 3 B's, 4 C's. There were five juniors and five seniors enrolled each semester.

Odyssey: How do you view the VHS experience overall?

Barrett: We are very proud of how well the students did. Our students were the first deaf students to take VHS

lending. Some of the students struggled with issues involving time management or meeting deadlines. Others had to work hard to acquire the technical skills needed in classes that required Web page construction because they might not have had a lot of previous experience. And, of course, some of the students found that this way of more independent learning was perfect for them and had no problems at all. Overall, our students did a good job and acquired a lot of skills along the way that will help them as they transition into college or the work world.

students are comfortable with but, for those who are, VHS is a wonderful way for students to take advantage of courses that are not offered at their schools.

A new spin-off from the VHS program is a project called SOAR-HIGH. Mary Ellsworth from MSSD is working with three other science teachers to teach a collaborative Web-based Earth Systems Science class through the Internet to some of their deaf students. The other teachers involved are Teresa Huckleberry at Indiana School for the Deaf; Chris Gonzales from University High School in Riverside, California;

These courses require a certain kind of learning style which not all students are comfortable with but, for those who are, VHS is a wonderful way for students to take advantage of courses that are not offered at their schools.

Here is a sample of VHS courses MSSD students chose last year

- Oceans: Living Space for the Future
- Poetics and Poetry for Publication
- WebQuest: A Literary Odyssey
- Screenwriting Fundamentals
- Project Sail
- 101 Ways to Write a Short Story
- Writing Through Hypertext
- U.S. Government Issues
- Astronomy: Stars and the Cosmos
- Introduction to Botany

classes. All the other students were hearing. It wasn't easy for all the students. Computer-based distance learning is a challenge, even for mature adults. It is not for everyone. It requires self-motivated, independent, and responsible learners with good time management skills. A lot of the content in the VHS courses was also chal-

In addition to the students themselves, a lot of the credit for last year's success with VHS also belongs to Ron Baldi and Mary Ellsworth, the two MSSD teachers who monitored the students, helped them find additional resources when needed, and intervened to help find solutions if students were having problems. The encouragement of the junior and senior team teachers and staff, the support of the MSSD administration, and our Information Systems and Computer Support department's help were also important factors.

Odyssey: Do you think that virtual learning is the wave of the future?

Barrett: I don't see VHS-type classes replacing the kind of classrooms we have now where students interact with their teachers and fellow students face to face. Students who take VHS courses need to be highly motivated and organized. These courses require a certain kind of learning style that not all

and Sarah Raymond, another science teacher at MSSD.

For more information about VHS, go to the Virtual High School Web site: <http://vhs.concord.org/>. For more information about MSSD's participation in VHS, contact Joyce Barrett via E-mail: joyce.barrett@gallaudet.edu, or call 202-651-5043 V/TTY. ●

Susan M. Flanigan is a writer/editor at the Laurent Clerc National Deaf Education Center at Gallaudet University.

Bridging_{the} Gap II

Integrating Research and Practice in the Fields of Learning Disabilities and Deafness

Upcoming Conference

April 12-14, 2000

Gallaudet University Kellogg Conference Center

Keynote Speaker

Dr. Mel Levine

Professor of Pediatrics and Director of the Clinical Center for the Study of Development and Learning at the University of North Carolina School of Medicine in Chapel Hill, North Carolina

Presentation Topics

- Research in the Areas of Learning Disabilities, Attention Deficit Disorders, and the Needs of Deaf and Hard of Hearing Students with Learning Disabilities
- Assessment and Identification Methods
- Teaching and Learning Strategies that are Easily Replicated
- Development of Self-Advocacy Skills
- Legal Updates
- Medication

Pre-Conference Extension Course

Identification and Remediation of Language Problems in Learning Disabled Deaf/Hard of Hearing Students (one graduate credit)
Ann Powers, Ed.D.
April 11-12, 2000

Conference Registration Fees

	PROFESSIONAL	STUDENT
By March 10, 2000	\$325	\$100
After March 10, 2000	\$350	\$125

If registering after March 10, please call our office to inquire about space availability.

For questions regarding registration or call for papers, please contact:

Gallaudet University Conferences & Institutes

202-651-6060 (TTY/V) • 202-651-6041 (FAX)

conference.cce@gallaudet.edu

KEEPING YOU

INFORMED

The National Deaf Education Network and Clearinghouse meets today's

INFORMATION CHALLENGES

By Randall Gentry

One of the crucial functions of the Laurent Clerc National Deaf Education Center, formerly Pre-College National Mission Programs, at Gallaudet University is to develop and disseminate information about deaf and hard of hearing children, their families, and the professionals who serve them. For several years, the Clerc Center has done that through its former outreach and publications and marketing units. Now, to take advantage of the capabilities of the Internet, focus dissemination efforts on Clerc Center priorities, and facilitate the direct exchange of information among

families, educators, and professionals, the Clerc Center has established the National Deaf Education Network and Clearinghouse.

The Clearinghouse will perform a number of functions that will enable the Clerc Center to achieve its objective of ensuring the widespread dissemination of information critical to its constituencies.

Responding to Queries. For many years, the National Information Center on Deafness, which was housed in the Clerc Center, answered all questions about deafness that were directed to Gallaudet University. As of October 1, 1999, the Clearinghouse assumed responsibility for all queries related to deaf and hard of hearing children ages 0–21, their families, and the professionals who serve them. All queries related to issues of interest to people older than 21, such as age-related hearing loss, are now answered by the Gallaudet University

Office of Public Relations.

The Clearinghouse will respond to the many different types of questions related to deaf and hard of hearing children, including those related to literacy, family involvement, transition, language, language development, sign language, educational interpreting, audiology, cochlear implants, and hearing aids.

The Clearinghouse Web site already contains 33 documents that can be downloaded for free. Those documents address a wide variety of issues. In addition, the Clearinghouse is developing frequently asked question (FAQ) lists based on the most commonly asked queries. We will post these FAQs to our Web site also.

“Our goal is to make all our Web products even more information-rich than they already are,” said Clearinghouse director Randall Gentry. “Soon, most basic information about hearing

loss, sign language, deaf culture, assistive devices, and deaf education will be easily available. People won't have to call on the telephone or send us letters. To get the most often-used information, all people will need to do is print out what they see on the screen on their home or their library's computer."

Gentry stressed the Clearinghouse will continue to provide personal and individualized services. "Some people

tapes, information pamphlets, and other products by the year 2000. All of these will be described in the Clearinghouse catalog, which will be mailed to the Clerc Center mailing list, as well as available online.

The Clearinghouse will also continuously investigate information products in any media of interest to the Clerc Center constituency. When possible, links to products will be placed on its Web site.

The Clerc Center will distribute or sell over 50 different books, videotapes, and information pamphlets, and other products by the year 2000.

have questions about more complex situations, such as what type of services deaf and hard of hearing children with secondary disabilities need. Other people might have heard of some recently published research but can't seem to find it. Still other people have questions about the things we do at our two demonstration schools, Kendall Demonstration Elementary School and the Model Secondary School for the Deaf. We'll continue to provide answers to those unique questions."

Product development and dissemination.

The Clerc Center, through the Clearinghouse, will continue to develop products and offer training that address the information needs of its constituency. This includes books, such as the recently published *Starting With Assessment* by Martha French, which explains how to implement an assessment strategy for deaf and hard of hearing students. Videotapes will also continue to be an important product, such as the Shared Reading Project's library of 50 book bags.

The Clearinghouse will also continue to publish the *Sharing Ideas* papers, which discuss new or timely topics of concern to professionals and parents. In all, the Clerc Center will distribute or sell over 50 different books, video-

Magazines. The Clearinghouse is responsible for publishing *Odyssey*, which will keep people informed about developments in deaf education at the Clerc Center and around the country. *Odyssey* is sent quarterly to the 18,000 people on the Clerc Center mailing list. The Clearinghouse will also continue publishing *World Around You*, the Clerc Center's popular magazine for deaf and hard of hearing teens.

KidsWorld DeafNet. Several Clerc Center units are collaborating on Kids World DeafNet, a project funded by the AT&T Foundation. The project will result in a Web-based information product consisting of a virtual library and a discussion forum. When the grant period is over in the summer of 2000, the information products will become part of the Clearinghouse Web product line.

"We're very excited about what we see coming out of KidsWorld DeafNet," Gentry said. "The virtual library will include a critical review of the literature on cochlear implants, as well as a guide to legal issues specifically related to the education of deaf and hard of hearing children. The discussion forum, which is already active at www.pcnmp2.gallaudet.edu, will enable people to exchange information about

what is working in the three priority areas of literacy, family involvement, and transition."

Gentry is committed to seeing that people who contact Gallaudet University for information about deafness or hearing health receive what they need. "There is plenty of information out there," he said. "Most people just have problems finding it, or asking the right questions. Also, the University has worked out a system so that people who happen to contact the Clearinghouse about issues not related to our core mission will be referred to the appropriate people in Public Relations quickly and efficiently."

Contact Information for Gallaudet University Information Queries

For queries related to deaf and hard of hearing children ages 0-21:

Gallaudet University
Laurent Clerc National Deaf Education Center
National Deaf Education Network and Clearinghouse
KDES PAS-6
800 Florida Avenue, NE
Washington, DC 20002-3695
Voice/TTY: 202-651-5340
Fax: (202) 651-5708
E-mail: Ella.Gilbert@gallaudet.edu
Web page: www.gallaudet.pcnmp.edu

For queries related to adults, hearing health and adults, or Gallaudet University:

Gallaudet University
Office of Public Relations
800 Florida Avenue, NE
Washington, DC 20002-3695
Voice/TTY: (202) 651-5000
Fax: (202) 651-5054
E-mail: Teresa.Ezzell@gallaudet.edu
Web page: www.gallaudet.edu

Contact the Clearinghouse to receive contact information for over 50 organizations serving deaf and hard of hearing people, \$.50, and for all 50 state commissions for the deaf, \$1.00. ●

Randall Gentry is the director of the National Deaf Education Network and Clearinghouse.

Integrating

Clerc Center Explores New Strategies

Cochlear Implant Technology

By Jane K. Fernandes

Language and communication are important to the education and well-being of all children. For children who do not hear normally, they are critical. The Laurent Clerc National Deaf Education Center, formerly Pre-College National Mission Programs, at Gallaudet University, is continuing to develop innovative strategies, techniques, and expanded programming in the development of language and communication in these children. At the same time, there are increasing numbers of children with cochlear implants. This provides us with the opportunity to to expand our education and support services in an environment that also nurtures visual communication and Deaf culture. We have made a proposal



PHOTO COURTESY OF COCHLEAR CORPORATION.

Gallaudet has always been in the forefront of providing innovative programming that actively supports the auditory and speech skills of children in an interactive, visual environment that utilizes American Sign Language and English, respects Deaf culture, and solicits the input of deaf individuals from different ethnic groups.

to the federal government requesting support for a cochlear implant center at Kendall Demonstration Elementary School. This proposal comes at an exciting time in deaf education due to a variety of developments. These developments include changes in:

Technology

In the last five years, technology has become widely available to identify at birth the 12,000 babies born each year with hearing loss. Seventeen states now require auditory screening of newborn infants, and in experienced audiology centers such evaluations are now routine during the first few months of life. The early identification of children with hearing loss enables their parents to obtain information in a timely manner to make decisions regarding the children's upbringing and education.

The technology used to provide sound to deaf and hard of hearing individuals has also improved. While the results are highly variable, better hearing aids and cochlear implants enable some deaf children with losses in the severe and profound ranges to understand speech with and sometimes without speechreading. More families are obtaining cochlear implants for their young deaf children. The minimum recommended age for children to receive cochlear implants is 18 months. Dr. John Niparko, director at the Listening Center at Johns Hopkins Hospital, believes implanting some children at young ages is critical based on studies concerning the critical

period for language learning and neural plasticity. Earlier implantation, according to Dr. Niparko, is better. Previously implants were given to children who had losses in the profound range; now even some children with losses in the severe range receive implants.

Understanding of Language and the Way Children Acquire and Use It

The findings in linguistics, biology, neuroscience, and sociology have been equally dramatic. During the 1970s and 1980s, aspects of the grammar and structure of American Sign Language were identified and described. We now recognize American Sign Language as a language on par with the world's spoken languages, a full and rich visual-gestural language that deaf, hard of hearing, and hearing people use to lead productive and fulfilling lives. In addition, linguists and psychologists affirmed scientifically what many teachers of deaf and hard of hearing students knew intuitively: that the importance of exposing infants, toddlers, and very young children to a full language cannot be overestimated. For this reason, at least one hospital-based implant center recognizes the role of sign language for young children who have implants. Ms. Jill Chinnisi, audiologist at the Listening Center at Johns Hopkins Hospital, states that young deaf children and their families are encouraged to use sign language before and after implantation occurs, recognizing that this helps to bridge

the gap between auditory and visual language. This noted center understands that children's full access to language is critical as they proceed on the road to full language development, and that delayed exposure to language is inadequate exposure.

Attitudes Toward Children and Individuals Who Are Differently-abled

American society in general has come to realize that the primary spokespersons for any group—whether it is racial, ethnic, deaf, linguistic, or disabled—should be members of the group itself. Increasing numbers of educators recognize the importance of using American Sign Language and incorporating Deaf culture in the English language and literacy development for deaf and hard of hearing children. Moreover, educators throughout the nation frequently offer American Sign Language classes or instruction to normally hearing students. At the Kendall Demonstration Elementary School, we have a class of deaf, hard of hearing, and hearing children learning the kindergarten curriculum through American Sign Language and English. This recognition stems not only from the definitive findings in linguistics, but because deaf adult individuals emphasize their importance. In addition, legislation such as the Individuals with Disabilities Education Act has enabled deaf and hard of hearing children to receive appropriate services in appropriate educational settings.

Attitudes Towards Parents

Increasingly, professionals work with families in partnerships to evaluate and guide children's education. Professionals are recognizing the importance of parents, and the family as a whole, in determining the needs of a deaf or hard of hearing child. One of Gallaudet's national mission priorities is family involvement. Our nationally acclaimed Shared Reading Project, in cooperation with our five partner sites throughout the nation, works with parents of very

young deaf children teaching them about the importance of reading aloud using American Sign Language and providing strategies to do so successfully. Some families of young deaf children who have cochlear implants are enthusiastically participating in the Shared Reading Project. In doing so, they are our model families of the future; they are doing everything possible to provide their deaf children with full access to both American Sign Language and English, the birthright of today's deaf and hard of hearing children and together the hallmark of a literate deaf adult.

All of these developments contribute to an exciting time for the field of deaf education, one that challenges educators and support professionals to rethink what we do and how we do it. Having a cochlear implant center at Gallaudet will provide us with the opportunity to fully integrate cochlear implant technology into our schools.

Some families of young deaf children who have cochlear implants are enthusiastically participating in the Shared Reading Project.

Doing so will challenge us to assure that we meet the needs of students for oral-auditory development of English within our program where American Sign Language is often the primary language of instruction.

We are already beginning to develop the concept of individual "language plans" that structure students' time to assure they have exposure, direct instruction, and opportunities for using both English and American Sign Language throughout the day, at home and in school.

Gallaudet has always been in the forefront of providing innovative programming that actively supports the auditory and speech skills of children in an interactive, visual environment

that utilizes American Sign Language and English, respects Deaf culture, and solicits the input of deaf individuals from different ethnic groups. With our proud history of embracing change and advancing educational opportunities for deaf people throughout the nation, the cochlear implant center under consideration at Gallaudet will provide a challenging opportunity to develop and disseminate new research, program ideas, and products to successfully integrate this technology into the education of deaf and hard of hearing children and their families. ●

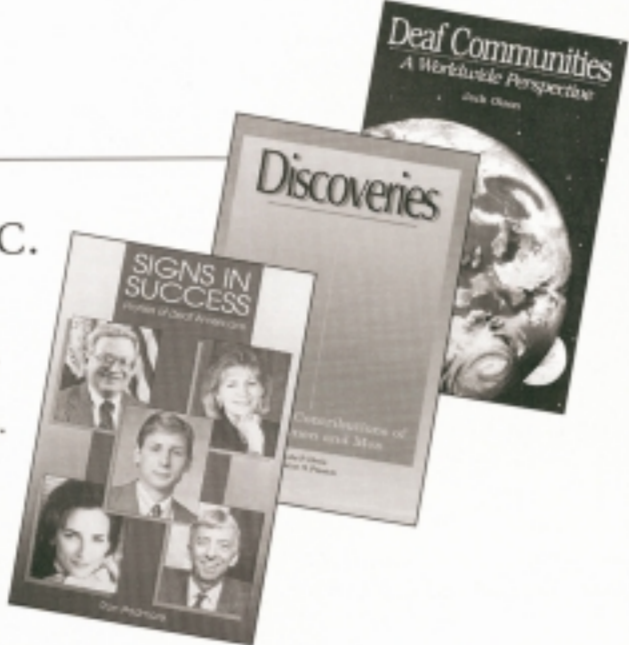
Jane K. Fernandes is vice president of the Laurent Clerc National Deaf Education Center at Gallaudet University.



BUTTE PUBLICATIONS, INC.

Biographic sketches of successful deaf role models encourage reading. Complete with follow-up exercises, these books provide written skill building in classroom settings.





www.buttepublications.com
 to receive a printed catalog:
 call: 800-330-9791
 write: PO Box 1328, Hillsboro, OR 97123-1328
 email: service@buttepublications.com



Once more unto the breach....

Shakespeare's *Henry V* and Deaf and Hard of Hearing Teens

By Candi Mascia Reed

Perspectives Around the Country

Candi Mascia Reed, Ed.S., coordinator/teacher for the Mountain Lakes high school and middle school programs, in Mountain Lakes, New Jersey, and adjunct professor at Kean University, is excited to be teaching *Henry V* to a new class of deaf and hard of hearing students this year. She welcomes comments to this article: reedspad@bellatlantic.net.

When I announced to my colleagues that my English classes would be doing Shakespeare's *Henry V*, I was greeted with stares of incredulity mixed with the proverbial raised eyebrows! Weren't they struggling enough with modern English usage? Wouldn't I totally confuse them with words like *thee* and *thou*? I explained that not only would my seniors study the play, but all my deaf and hard of hearing students, regardless of their ages, reading levels, or academic abilities, would study it. In fact, in its treatment of war, swords,

...od, and betrayal, ...reading for impres-

...bravado was ...self-doubt. I had never before attempted to teach a Shakespearean play, but felt responsible to do so when one of my former students came to visit and asked why I had never taught her William Shakespeare in high school. I vowed, then and there, to introduce my students to the foremost poet and playwright in the English language.

My initial introduction to *Henry V* was through Mobil Masterpiece Theatre, a Kenneth Branagh presentation broadcast on PBS in its entirety on April 26, 1992. This two-and-one-half hour closed-captioned film was the perfect visual supplement to the written text. Additionally, Mobil provided an excellent teacher's guide that included previewing background information, five teaching units, and a pull-out poster for classroom display.

Set in British history and Elizabethan language, this Shakespearean play

presents a challenge to any modern reader, and my first goal had to be to understand it myself. I began by setting aside a relaxed weekend to view the movie in the quiet of my own home. With paper and pen in hand—and the much maligned but extremely helpful *Cliff's Notes*—I proceeded to watch one scene at a time. I viewed a scene, paused the videotape, read the *Cliff's Notes*, and watched the scene again. I did this throughout the whole production, writing notes and recording the minutes where each scene started and stopped as indicated on the VCR. After watching the entire film and reading the *Cliff's Notes* and teacher's guide, I noticed that my appreciation and understanding of the written text intensified, and I became more adept at understanding 16th century English.

My goal was for all students to attain familiarity with the author William Shakespeare, the plot of the play, and the writing/speaking style of the 16th century in comparison to modern English usage.

I taught four periods of English. Students in two periods were reading at a 3.0 to 3.5 grade level. Students in the other two periods were reading at approximately the 7.0 to 9.0 grade level. I adapted each lesson to fit the language/reading levels of each class. Every class was introduced to the general plot line, some of the characters, Shakespeare as a historical individual, the Globe Theater, England's Elizabethan era, brief excerpts of the Branagh film, and at least one of the themes discussed below. The advanced readers were also exposed to the whole play, all the characters, and the entire plot line.

Writing Themes

For readers at the 3.0 and 3.5 grade levels, the play's primary themes—love and war—were the topics for thematic writing and discussion. Readers at the 7.0 to 9.0 grade level discussed all of the following themes and wrote about one of them:

- The burden (hard life choices) of being a leader
- Friends—torn between old friends and new responsibilities
- Growing from a reckless youth into a mature, responsible adult
- Patriotism (love of one's country)
- War Power! How does one handle it? Can it change you?
- What does war power do to people? To countries?
- Love! Can you marry without love?

Class Discussions

All classes discussed the history on which Shakespeare's play was based. A classroom map displayed the location of England, France, and the surrounding countries. I typed up a summary of each act and scene and displayed each on an overhead. For less sophisticated readers, we read the overheads together and I provided additional background and vocabulary definitions.

Questions Please!

Henry V offers students an opportunity to connect the events in the story with real-life situations and experiences. Students in both reading groups discussed the questions, and those in the higher group had to write their



and compassionate? Can it?

2. The French suddenly realized they were losing the battle. In anger, they decided to kill all the young boys (helpers) who joined King Henry's army. How did King Henry feel about this? How did King Henry feel about honor during war?
3. The Battle of Agincourt was very brutal. Describe some of the scenes that really affected you. What did the battlefield look like after the battle was over?

Henry V offers students an opportunity to connect the events in the story with real life situations and experiences.

answers. Some questions were the basis for some lively class debates and writing assignments, particularly those based on the battle scene. Here are some examples of questions:

1. Describe some of the violent scenes you saw in the battle scene; describe some of the more compassionate scenes. How can war be both violent

4. The English army was outnumbered (what does this mean?). Why do you think the English soldiers fought so bravely and won? What did King Henry say to the soldiers that inspired them (motivated them) so much? Think about the famous speech that King Henry makes before the battle.

Example of an Overhead

England and France were bitter enemies and fought wars between 1413–1415. King Henry was a real king of England. Shakespeare wrote the play *Henry V* in 1599.

1. France and England were enemies for many years.
2. King Henry really did attack France in a real war.

Example of a Summary— “The Battle of Agincourt”

Plot Summary—Act IV, Scene 3:

The Battle at Agincourt in France

King Henry is the king of England. He invades (goes into) France to take the throne (power) away from the King of France because he thinks the French king is against him. King Henry is a good leader and his

believe it! He orders all the French prisoners to be executed (killed) instead of showing mercy (kindness).

At the conclusion, King Henry discovers that many French soldiers died but, surprisingly, few English soldiers did. King Henry thanks God and his soldiers.

Much Ado About Something!

Contacted by Dr. Reed, her former high school students offered the following comments about their encounters with *Henry V*. The first time I saw the movie, I hardly understood the language at all because it was very new to me. That was the time before our own modern language was born... The acting itself was great, and once I saw the movie it made me feel [that] I understood most of it.

Mark Young—Gallaudet University

The students particularly enjoyed the Shakespearean vocabulary and would try to discern the meaning through the actions in the movie.

3. King Henry was one of the most loved English kings and a great hero.
4. When Henry was a youth (teenager), he was wild! The people called him “Prince Hal”—which showed that they did not have respect for him. Why?
5. Henry became the king when his father died. He promised his father he would mature and be a great king. He had to abandon his old habits. He had to give up his “drinking pals” because he realized he had to become more responsible. He was determined (really wanted) to become a great king.

people love him. They believe he is right to invade France. His army follows him into battle in a field called Agincourt in France.

The battle at Agincourt takes place (happens). The French can’t believe how bravely the small English army fights! The English are winning! The French become angrier and angrier. They kill all the boy messengers (these are boys about 12 years old who do not fight. Their job is to help the soldiers with their weapons, take care of the horses and the supplies, and help cook and clean for the soldiers). The boys didn’t even have weapons!

Now King Henry, who is a kind king, becomes furious (extremely angry). He can’t

During class, when we were watching the movie about King Henry V, I found the beginning of the story difficult, and it made me feel frustrated because they used the Old English language that I never saw before... [seeing the movie, studying Shakespeare] was a good opportunity for me.

Christie DeBaco—Bergen Community College

It was interesting when I first learned about the myths and war...It gave me the idea of history with many different characters...It was [an] experience...to learn about the lives before us.

Rachel Moore—1995 graduate, now working full time

Strategies For Studying *Henry V*

	Grade Level 3.0–3.5	Grade Level 7.0–9.0
Characters	Major Only	All—major and minor
Plot	Highlights	Complete
Themes	Two: War/love	Seven: See listing, page 21
Language	Copy passages in 16 th century text Captioned PBS Film Discussion in PSE Written English assignment	Reading scenes in 16 th century English Captioned PBS Film Discussion in PSE Written assignments on selected themes
Support	Maps, overheads, transparencies Branagh film <i>Shakespeare Made Easy</i> , Barrons, 1985	Maps, overheads, transparencies Branagh film <i>Shakespeare Made Easy</i> , Barrons, 1985



Meaning Through Language

I used *Shakespeare Made Easy*, a guide published by Barrons (1985 series), that presents a scene by scene rendering of the Shakespearean text in present day and Elizabethan English for students at both reading levels. Since I knew exactly where each act and scene began and ended from my notes, I was able to comfortably and quickly start and stop the movie to give students enough time to answer questions and discuss vocabulary and usage. The students particularly enjoyed the Shakespearean vocabulary and would try to discern the meaning through the actions in the movie. They were able to discuss the meaning behind each line, appreciate the beauty of the language, and also realize its complexity.

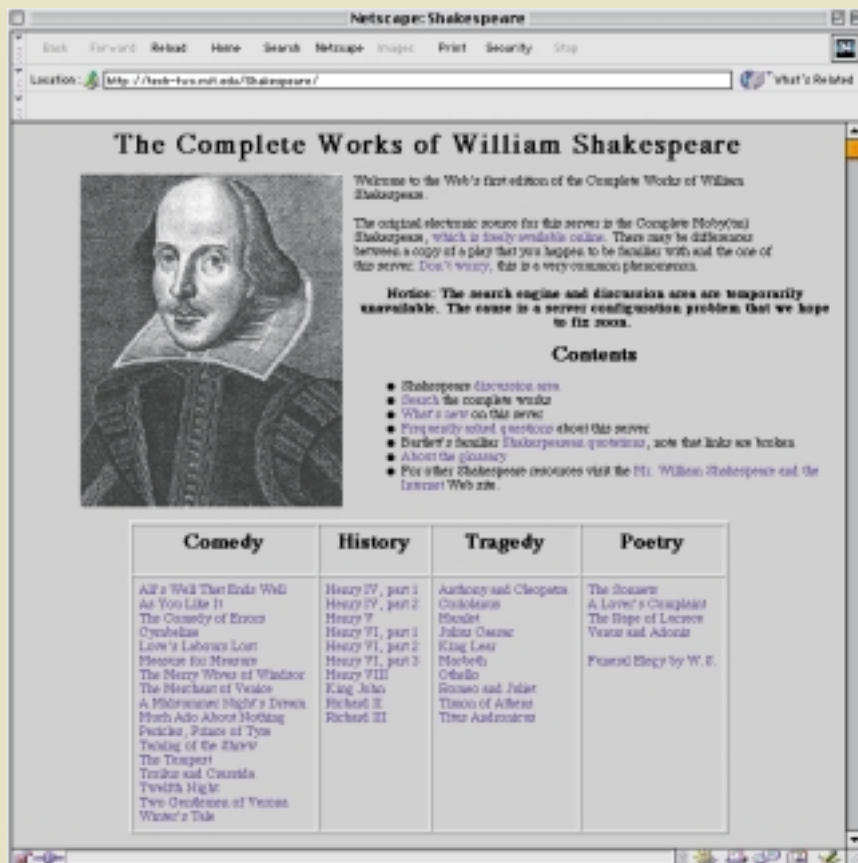
For higher level readers, we read some scenes—the battle scene and the love scene—in the original text. For lower level readers, I made copies of the introduction. This activity was a way to showcase the beauty of the language, and afforded students the opportunity to discuss how to interpret it into signs.

In the end the experience was highly successful. Not only did all my classes find the story interesting, but the students were also intrigued by the language and thoroughly enjoyed the movie. Each year, my classes have studied other Shakespearean plays. Some plays are better received than others, yet nothing is more memorable than the first time my students met Henry.

Shakespearean Web Sites

The Bard Conquers New Territory

With the advent of our classroom hookup to the Internet, we look forward to exploring the plays of Shakespeare through the World Wide Web. Of special interest perhaps is the site: www.4shakespeare.com. This site provides links to everything from the text of Shakespeare's plays to dramatic, historical, and educational materials. Vocabulary throughout the plays is in hypertext for easy access to definitions. ●



The Web provides a rich source for information about Shakespeare. TOP: <http://www.tech-two.mit.edu/Shakespeare>. BOTTOM: <http://library.advanced.org/19539/front.htm>.

Multicultural Deaf Conference

Implications for 2000 and Beyond

Upcoming Conference

March 9–12, 2000

Gallaudet University Kellogg Conference Center

Catch the vision! What will diversity look like in the 21st century for those within the deaf community? If we see it, we can achieve it!

We're looking to share ideas and solutions as we shape the future of our children and young adults. This three-day conference will incorporate today's most relevant topics into workshops and presentations that will challenge your thinking and guide us into the next century.

Conference Goals

- Addressing issues facing ethnic, linguistic, and culturally diverse deaf communities
- Embracing the new millennium
- Celebrating our rich heritage, traditions, and contributions to communities

Conference Topics

- Deaf education
- Employment/rehabilitation
- Deaf professionals
- Our diverse deaf community

Conference Registration Fees

You're invited to register, or you may want to submit a proposal for presentation that highlights your expertise in one or more of the areas mentioned above.

If we see it, we can achieve it! Catch the vision and join us as we create a portrait of our future!

	PROFESSIONAL	STUDENT
Postmarked by Jan. 21	\$199 per person	\$140 per person
Postmarked after Jan. 21	\$220 per person	\$140 per person

Registration for this conference will be limited. If you are registering after January 21st, please call our office to see if space is still available.

If you have questions regarding registration
or call for papers information, contact:
Audrey Wineglass
Gallaudet University Kellogg Conference Center
Conferences, Training and Program Support
800 Florida Ave., NE, Room 3101
Washington, DC 20002
Attn: Multicultural Deaf Conference

Phone: 202-651-6060 (TTY/Voice)
Fax: 202-651-6041
conference.cce@gallaudet.edu



The Powerful Classroom

You feel it when you walk into the room. There's something there...a presence, a mood. The kids feel it too. Maybe the desks are in neat rows or maybe they are in intricate cooperative groupings. Perhaps you are in a high school, or perhaps you are in a fourth grade classroom. Perhaps you are in the inner city or perhaps in a small rural school.

There is an air of care and comfort. It is a classroom for the child who is physically challenged, the child who is mentally gifted, and the child who is often neglected because he or she just "is." The recalcitrant high school freshman blossoms. The second grader, whose self-image was shattered the year before because he couldn't keep up with his classmates, doesn't feel the cramping in his stomach when he enters this room. He has found a comfort zone. Fear and anxiety do not factor into the environment.

Pick up an educational journal and you will inevitably come across intrinsically worthy, yet often ambiguous, phrases. "Education should provide for self-renewal"; "Teachers must build a framework for learning"; "Educators need to demand excellence and provide challenges." The powerful classroom does not display these platitudes on its walls. It has its own tempo.

The powerful classroom does not denote the unilateral strength of the teacher. It is powerful because it is flexible and nonthreatening. The power of the classroom manifests itself in the expectations of the teacher who is demanding because he or she loves teaching. The student senses a commitment from the teacher before the teacher demands excellence from the student; the teacher demonstrates a love of learning before the student is expected to learn.

The powerful classroom has gregarious walls. Pictures, posters, student work, teacher work, and ornaments serious and silly decorate the room. The powerful classroom produces work because the instructional style is balanced and because the students have constructed peer connections allowing them the opportunity to display tolerance towards each other. The teacher's integrity is complete in a professional bearing and style that is unconsciously modeled by the students. When one student is absent, the room does not feel complete. The powerful classroom is safe, it is expectant. It is chaotic orderliness, and no one is stupid. ●

ABOVE: Author Candi Mascia Reed (see *Once More Unto the Breach*, page 20) and her Shakespearean scholars in a powerful classroom pose.

To Plan,

Co-teaching in a Public School With Deaf, Hard of Hearing, and Hearing Students

STEP 1



**By combining the knowledge each professional brings
to teaching, the team has more to offer all the students.**



Coordinate, and Deliver Instruction

By John Luckner,
Ann Velaski,
and Doug Wurst

Perspectives Around the Country

John Luckner, Ed.D., teaches in the Division of Special Education at the University of Northern Colorado in Greeley.

Ann Velaski, M.A., is an elementary teacher of the deaf for Weld County Colorado District Six at the University of Northern Colorado Lab School.

Doug Wurst, M.A., is an elementary general education teacher who also works at the University of Northern Colorado Lab School.

Comments are welcomed regarding this article:
jlluckn@bentley.unco.edu.

Across North America many school systems are reorganizing their educational programs in order to achieve better results from students with increasingly diverse backgrounds, including those who are deaf or hard of hearing. One innovative approach is co-teaching (also referred to as co-enrollment), used when teachers of students who are deaf or hard of hearing and general educators work together to provide instruction in the public school classroom.

This model differs significantly from the traditional mainstreaming



PHOTOS: JOHN LUCKNER

model, in which students who are deaf or hard of hearing receive in-class services from a sign language interpreter/tutor or pullout services from a deaf education teacher. With the co-teaching model, students are full-time members of the classroom. Interpreters/tutors are not needed because teachers sign for themselves throughout the day. Both the general educator and the teacher of deaf and hard of hearing students plan, coordinate, and deliver instruction. Both teachers share in decision making and both evaluate

student performance. By combining the knowledge each professional brings to teaching, the team has more to offer all the students.

Currently the University of Northern Colorado Laboratory School and the Weld County District Six Program for Students Who are Deaf or Hard of Hearing are implementing a co-enrollment model patterned after that of TRIPOD, an infancy through grade nine program located within the Burbank, California School System (Kirchner, 1995). In our program, an

ABOVE: Two teachers snatch a few moments to plan for the next lesson while students are busy with the work at hand.



elementary teacher and a deaf education teacher co-teach a class of 33 third and fourth graders, from 7 to 10 years old.

After two years, we have found attention to the following points is important.

Philosophy and Beliefs

Teachers who work as a team should share the same beliefs about teaching and learning. An autocratic teacher, for example, may find it difficult to work with a teacher who believes in managing a more democratic classroom.

Communication

Clear, open, and frequent communication between teaching partners is essential. Communicating with other members of the learning community, family, teachers, and administrators can be equally important. Information can be shared through weekly newsletters, phone calls, notes, and E-mail messages, as well as through gatherings and celebrations within the classroom.

Shared Decision Making

The more the team shares decisions, the better! Communicating may feel

time-consuming, but in the long run it saves time and decreases stress.

Perspective of Abundance

Teachers understand that there are enough resources and recognition for all. Thus they are able to celebrate each other's successes.

Collaboration

By training, the educator of deaf or hard of hearing students focuses on individual needs and the general education teacher focuses on broad curriculum. When brought together, these two perspectives can assure a balanced approach in the classroom. During shared planning times, both teachers focus on: the standard curriculum, the content to be learned, the goals and objectives of the IEP for each deaf or hard of hearing student, the specific adaptations that need to be made, and the division of roles and responsibilities for implementing the lesson plan.

Sharing Responsibility

With two teachers in the classroom, it is important to designate responsibilities. One teacher, for example, may take responsibility for the classroom newsletter, serve as liaison for all guests to the classroom, and handle book club orders; the other teacher may take care of managing the budget, ordering materials, and setting up field trips.

Adaptations

For students who are deaf or hard of hearing to succeed in general education classrooms, adaptations need to be identified and incorporated into the daily routine. For example, one teacher may lead a discussion with students while another teacher synthesizes the concepts, important information, and main points on a dry-erase board. Similarly teachers may interact dramatically in role-plays, the modeling process, content, and expectations. Finally, in situations where some students need pre-teaching of important concepts, a more hands-on experiential introduction, or additional practice and review,

TOP: In the co-teaching model, an interpreter is not necessary; at least one teacher signs throughout the day. **BOTTOM:** Co-teaching is an innovative model for incorporating deaf and hard of hearing students as full members of the classroom.



the class may be divided and one teacher may provide the additional assistance.

Delivery of Lessons

The team decides how they will present each lesson. Choices include:

Team teaching: both teachers plan the lesson and share the instruction with the whole class

Parallel teaching: both teachers plan the lesson but the class is divided and each teaches his or her own half separately

Alternate teaching: one teacher works with the majority of the students while the other preteaches, reteaches, or provides special instruction

Station teaching: teachers plan and organize learning stations in the classroom and students rotate from station to station

Lead/support teaching: one teacher designs and delivers the lesson while

the other teacher moves around the classroom keeping students on task and providing assistance when needed (Friend & Cook, 1996)

As decisions are discussed and implemented, each teacher takes into account his or her preferences and background knowledge, availability of time and resources, students' needs, and content to be taught. In addition, each is aware of the possibility that team teaching may become solo teaching due to interruptions such as a student's inappropriate behavior, faulty equipment, or classroom visitors.

Innovation to Improve Learning

The co-teaching model has the potential to improve the quality of instruction for students who are deaf or hard of hearing as well as their hearing peers. Teachers may become mutual advocates for improvement of teaching practices,

delivery of instruction, multisensory adaptations for learning, flexible use of time, and mutually shared inquiry. They may also serve as each other's peer mentor. Co-teaching is an innovative use of time and talent that has the potential to improve the support for individual teachers as well as the learning and social opportunities for students who are deaf or hard of hearing.

Benefits of Co-teaching

- Teachers feel a sense of responsibility and collegial support; they share both successes and frustrations. In addition, the working relationship that develops over time provides daily opportunities to acquire additional professional skills.
- The general education curriculum provides the instructional framework for the class. Students who are deaf or hard of hearing have opportunities to learn age-appropriate content and acquire learning and study behaviors necessary for school success.
- Opportunities for interaction and true friendships in and outside of school develop between students who are deaf or hard of hearing and their hearing peers.
- Students who are deaf or hard of hearing have positive language, speech, and behavior models.
- Hearing students are provided the avenue to learn another language, American Sign Language.
- Students experience a reduction in stigma associated with leaving the general education classroom and going to a separate place to receive special instruction (being labeled a special education student). ●



TOP: Co-teachers work together during planning time; ideally their beliefs about teaching and learning are compatible. BOTTOM: Co-teachers sometimes address the class together.

References

- Friend, M. & Cook, L. (1996). *Interactions: Collaboration skills for school professionals* (2nd ed.). White Plains, NY: Longman Publishers.
- Kirchner, C. (1995). *BUSD/TRIPOD co-enrollment program*. Paper presented at the Colorado Symposium on Deafness. Copper Mountain, CO.

Mark Your Calendars!

The Second National Conference for Student Life Professionals
working with Deaf and Hard of Hearing Students

Student Life in the New Millennium

Featuring

The First National Institute for Athletic Directors and Coaches

Dormitory Counselors and Supervisors, Student Development Specialists, Athletic Directors and Coaches,
School Nurses and Health Services Staff, After-school/Extracurricular Coordinators
Deans, Directors, Principals, and Superintendents

JUNE 20 – 23, 2000
GALLAUDET UNIVERSITY

INVITED PRESENTERS

Shirley Allen

National Technical Institute for the Deaf

Joseph J. Innes

U.S.A. Deaf Sports Federation

William P. McCrone

School of Education and Human Services

Gallaudet University

Fern Reisinger

Western Pennsylvania School for the Deaf

James E. Tucker

Maryland School for the Deaf

Stephen Weiner

School of Undergraduate Studies

Gallaudet University

Workshop, Presentation & Discussion Topics

- * Ethical & Legal Risk Management * Minority Issues * Cooperative Outdoor Education
- * Alternative Discipline * Professional Issues * Afterschool/Extracurricular Programs
- * Health, Substance Abuse, & Sex Education * Athletic Programs & Issues
- * Student Employment & Community Service * Computers & Technology, and MORE!

For more information, please contact:

Krista Leitch Walker

Gallaudet University Conferences & Institutes

E-mail: conference.CCE@gallaudet.edu

Fax: (202) 651-6041 Phone: (202) 651-6060 (TTY/Voice)

News

Deaf Education—Is the Emergency Over?

Four years ago when Jane Fernandes, vice president of the Laurent Clerc National Deaf Education Center at Gallaudet University, took over the helm, she declared, “Deaf education is in a state of emergency.” Speaking then to the Clerc Center audience, she said we should not accept deaf students’ plateauing at a third grade reading level, and we should not accept the wide disparity in achievement levels between deaf students of color and those who are white. While she is not yet ready to declare the emergency over at Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, she has seen over the past four years improvements in reading levels and progress toward the achievement of parity among the students. Fernandes attributes

The Clerc Center has entered collaborations with over 40 different schools and programs to work on projects related to literacy, family involvement, and transition.

the improvements to the restructuring of the schools and the emphasis on literacy, family involvement, and transition. Clearly though, she said, the key to the success of those organizational changes is the hard work of the teachers and staff members at the Clerc Center.

“The Clerc Center has entered collaborations with over 40 different schools and programs to work on projects related to literacy, family involvement, and transition. We served over 259,610 people last year through training programs, workshops, and publications,” says Fernandes. “We are working to get data to confirm the impact of our work, and conducting evaluations of our projects.” The Clerc Center’s collaborations will continue into the year 2000 and beyond. An exciting “connection” happening in July 2000 is the Clerc Center’s sponsorship of the American Society for Deaf Children Convention to be held at Gallaudet University. This convention promises to bring together many parents, children, teachers, and other professionals who work with families of deaf and hard of hearing children—a fitting way to begin the new century.



Memorial Scholarship Funds Audio-Visual Internships

“Everyone has to believe in something,” said Henry David Thoreau.

Stephanie Joyner said, “I believe I’ll go fishin’.”

Joyner, audio/video production specialist for the Laurent Clerc National Deaf Education Center, an energetic, fun, spunky friend and co-worker who worked at Gallaudet for 18 years, died of cancer last spring. Joyner poured her talents and enthusiasm into the production and filming of the Model Secondary School for the Deaf’s (MSSD) performances, graduations, and ceremonies. In the past three years she set up a film studio at MSSD and produced, among other projects, over 52 videotapes for the Shared Reading Project. An avid sportswoman, Joyner, when not behind a video camera, was out fishing or on the golf links. Joyner also liked to walk. After she found out she had cancer, she participated in and raised funds for the American Cancer Society’s “Race for the Cure.”

A memorial scholarship fund has been set up in her name for MSSD students who are interested in exploring

ABOVE: Stephanie Joyner, the audio visual specialist for the Laurent Clerc National Deaf Education Center, on a well deserved vacation. When Joyner died last spring, her colleagues established a memorial fund in her name.

one of the career fields to which Joyner devoted her professional life. The first fundraiser for the fund was a pottery and plant sale at MSSD.

"The plant and pottery sale is just the beginning," said Marilyn Galloway, the Clerc Center transition coordinator and chair of the Stephanie Joyner Scholarship Fund. "So many came forward during the sale to offer help, suggestions, and support for an ongoing fund that we decided to work towards an endowment. This can be established with \$10,000. A steering committee is being formed to help with fundraising and to choose the students who will participate in the internships."

For more information about the Stephanie Joyner Scholarship Fund, contact Marilyn.Galloway@gallaudet.edu.

Deaf Teen Artists Capture Top Prizes at Local Art Festival

Model Secondary School for the Deaf (MSSD) students were among the young artists featured at the Washington, D.C., Futurefest IV, "Teens on Stage: Excelling in the Visual and Performing Arts," held May 29–30. Fifteen MSSD students submitted two- and three-dimensional pieces of art in the Visual Arts category. Eight students won prizes. The festival encompasses dance, vocal, instrumental, visual arts, and oratory presentations from talented students aged 13–19 from around the city. The visual arts competition took place in the Lincoln Theatre located on U Street, N.W. Marie Emmanuel, MSSD art teacher/researcher, and Terry Baird, lead teacher for curriculum enhancement, represented the students at the festival.

In the introductory pamphlet to the festival, Washington, D.C., Mayor Anthony Williams described Futurefest as, "Our hometown celebration...one of the ways our government is working with the community to propel our young people into the future with a greater confidence in their abilities."

Cheryl Foster, one of the visual art judges for Futurefest, praised the MSSD student work. "The artwork was well-constructed and visually captivating," said Foster.

MSSD senior Darla Konkel won first place in the D.C. citywide contest, receiving \$1,000 for her two-dimensional work, "Medusa," in addition to a \$100 bond for the D.C. ward-level first prize. Junior Holly Bullard won second place in the D.C. citywide contest, receiving \$750 for her three-dimensional work, "Bruce the Dinosaur," in addition to a second place D.C. ward-level prize of a \$75 bond. Students who also won ward-level prize bonds for first (\$100), second (\$75), and third (\$50) places include: senior Santos Kamara; juniors Sunitha Samuel, Betsie DeLaune, Essa Matari, and Mei Chen; and sophomore Garrett Bose.



"Participation in contests like Futurefest helps our students to see their work in a larger context than the school environment," said director of the demonstration schools Katherine A. Jankowski. "As part of our national mission focus on transition, we provide plentiful opportunities for students to test the waters in a variety of contexts. These experiences help prepare their thinking for future career possibilities."

TOP: Janne Harrelson, director of Training & Professional Development, buys up the store at the plant and pot sale in honor of the Stephanie Joyner Scholarship Fund. **BOTTOM:** MSSD senior Darla Konkel stands next to her artwork, "Medusa," which captured first prize in the D.C. Futurefest contest. To her right, junior Holly Bullard shows her "Bruce the Dinosaur," which won second prize.

MSSD Student Wins Baseball Player of the Year

Model Secondary School for the Deaf (MSSD) star athlete P. J. O'Doherty has been selected as Player of the Year for Baseball by *Silent News*. This achievement marks O'Doherty's second Player of the Year award for 1998–1999. In the fall, he won Football Player of the Year for his position as quarterback.

MSSD athletic director Mike Weinstock praised O'Doherty's performance, "Kudos to P. J. for this very rare accomplishment. It's quite rare for an athlete to have two Player of the Year recognitions in the same school year! P. J. was out for 16 months with a knee injury; he worked hard and overcame it. It's his goal to play pro baseball starting in a farm system such as Triple A and then move up to pro level one day."

O'Doherty, a senior, pitched for the MSSD Eagles. "O'Doherty was a key player throughout the season. His performance helped MSSD win recognition as *Silent News*'s Baseball Team of the Year," added Weinstock.

RIGHT: *Silent News* selects P. J. O'Doherty, pitcher for the MSSD Eagles, as Baseball Player of the Year.



Issues in Access: Creating Effective Preschools for Deaf, Hard of Hearing, and Hearing Children

By Gail Solit and Angela Bednarczyk, Ph.D

Issues in Access shares the work of Project Access, a federal training grant that resulted in the creation of preschools in which deaf, hard of hearing, and hearing children could grow and learn together.

Gallaudet University's Child Development Center (CDC), recognized for its years of experience and collaborative study in developing its own innovative integrated school program, worked throughout the U.S. to provide support and training to other sites

that wished to provide this much-needed service to parents of deaf or hard of hearing children in their local areas.

A follow-up to the authors' earlier book and video, *Access for All*, this new book clearly describes the issues, goals, challenges, and common themes that emerged in the widely varied venues that were undertaking this work. Chapters elaborate on the needs of parents, staff, and the children themselves, as well as the collaboration between agencies necessary for a successful integrated preschool.

Issues in Access, No. B599, \$25.95 (Text and Appendices)

To order, call toll-free 1-888-257-5160 (Voice), 1-800-582-9237 (TTY), or Fax 612-906-1099.

New from the Laurent Clerc National Deaf Education Center

New Study Focuses on Deaf and Hard of Hearing Graduates After High School

The Laurent Clerc National Deaf Education Center is pleased to announce the selection of two collaborators for its 1999–2002 Partners for Progress initiative: Transition from School to Postsecondary Education and Employment. The two programs selected are Illinois School for the Deaf (ISD), in Jacksonville, Illinois, and South Hills High School (SHHS), Deaf and Hard of Hearing Program, Covina-Valley Unified School District, in West Covina, California. These programs were selected in a competitive review and selection process that included researchers, transition specialists, educators, parents, administrators, and members of the Deaf community.

Transition from high school to postsecondary education and the world of work is one of the Clerc Center's top three priorities.

Transition from high school to postsecondary education and the world of work is one of the Clerc Center's top three priorities. The focus of the three-year collaborative effort will be the exploration of deaf and hard of hearing high school graduates' experiences for the first five years after graduation. The Clerc Center, ISD, and SHHS will conduct a longitudinal follow-up study of a selected group of their graduates. The information from the study will guide the collaborating schools in reviewing and improving their transition programming. The experiences of the graduates also will provide the content for transition instructional materials designed to facilitate the preparation of deaf and hard of hearing students for successful life experiences. Some of the graduates from the collaborating programs will appear in videotapes that will be a part of the instructional materials.

ISD currently serves 150 deaf and hard of hearing high school students, grades 9–12. Founded in 1839, ISD is a state-supported residential school for deaf and hard of hearing children, ages 3–21, located in west-central Illinois. Under the direction of the Department of Human Services, Office of Rehabilitation Services, ISD is an integral part of the statewide program of services for students who are deaf or hard of hearing.

SHHS currently serves 59 students, grades 9–12. This mainstream program, located on a public school campus of approximately 1,500 students, is located twenty miles east

of Los Angeles. Deaf and hard of hearing students commute daily from twelve surrounding local school districts. Interpreter support is provided for deaf and hard of hearing students participating in after-school activities and sports programs. In 1990 and 1992, SHHS was selected as a California Distinguished School.

On May 3, 4, and 5, 1999, the collaborators attended the first of a series of planned meetings with Clerc Center personnel to plan and implement the collaboration. The May meetings were held at the Gallaudet University Kellogg Conference Center (GUKCC). The collaborators from ISD were Dr. Mickey Jones, director of the evaluation center, Mark Clodfelter, assistant principal, and Tiffani Steffy, transition coordinator. Collaborators representing SHHS were Natalie Cormier, school psychologist, and teachers of the deaf Tomas Garcia Jr. and Marie Lubman.

Periodic updates on the transition projects can be found at the Partners for Progress Web site: <http://www.gallaudet.edu/~eparweb/pfp.html>.

The Laurent Clerc National Deaf Education Center, a federally mandated demonstration program for deaf and hard of hearing students on the campus of Gallaudet University, serves students from preschool through high school. The Clerc Center establishes and maintains collaborations with researchers and programs throughout the United States through its Partners for Progress program. In addition, the Clerc Center develops materials designed to improve the achievement levels of deaf and hard of hearing students.

Optimist Club Awards \$1,500 Scholarship to KDES Student

The District Optimist Club recently awarded Kendall Demonstration Elementary School (KDES) student Patrick Rice a \$1,500 scholarship for First Place in its oratorical contest for deaf and hard of hearing students. Rice won for his speech, "Optimism in My Life!" In his presentation, Rice explained the source of his optimism. "The one real optimism in my life is having such great parents who gave me life, love, and support to get by in both the hearing and the deaf world. Who can beat that?"

This year's contest took place in Richmond, Virginia. The Optimist Club, a civic organization whose goal is to be friends of youth, sponsors the annual oratorical contest to offer an opportunity for young deaf and hard of hearing people to present their thoughts on a given topic in a public forum. The experience helps students develop the skills and confidence to present in sign or orally to a large audience.

Rice's winning essay continues a proud record at KDES. For three years in a row, KDES students from team 3/4/5 have won the local and regional Optimist oratorical contests.

Developing literacy is one of the three national mission goals at KDES and the Laurent Clerc National Deaf Education Center at Gallaudet University. The Optimist contest offers an excellent opportunity for students to develop writing and research skills, and to learn how to present their completed essays before an audience.

Janet Weinstock, lead teacher for KDES team 3/4/5, described how the students prepare for the contest. Elizabeth Hall, teacher/researcher for team 3/4/5, helped the students in researching, writing drafts, and revising their presentations. Then the participants had the opportunity to give a presentation in front of an audience.

“The students received plenty of opportunities to work on improving their presentations,” said Weinstock. “Due to team efforts, our students—three years in a row—were able to shine!”

RIGHT: KDES student Patrick Rice proudly displays his Optimist Club Award with Elizabeth Hall, teacher/researcher for KDES team 3,4,5.



Starting with Assessment: A Developmental Approach to Deaf Children's Literacy

By Martha M. French

Based on the premise that effective instruction must be geared towards student's learning needs, this landmark text provides a clear, in-depth discussion of research-based principles for assessing deaf children's skills and areas of needs.

A must-have for administrators, teachers and teachers-in-training, literary specialists, support staff, and parents.

A separate "Toolkit" section provides easy-to-photocopy checklists and assessment tools developed specifically for deaf children in the areas of:

- Reading
- Writing
- Conversational language competence
- Student self-assessment
- Parental input, and more

***Starting with Assessment*, \$39.95 (Text and Appendices)**

To order, call toll-free 1-800-526-9105 (Voice/TTY), or Fax 202-651-5708.

New from the Laurent Clerc National Deaf Education Center

Upcoming Conferences and Exhibits

March 9–12, 2000

Multicultural Deaf Conference: Implications for 2000 and Beyond, Washington, DC. Contact: Audrey Wineglass, Gallaudet University, Conferences, Training, and Support Program, 800 Florida Avenue, NE, Room 3101, Washington, DC 20002-3695; 202-651-6060 TTY/V, 202-651-6041 F; conference.cce@gallaudet.edu.

March 10, 2000

Reading to Deaf Children Workshop, Washington, DC. Contact: Angela McCaskill, 202-651-5855 T/V, 202-651-5857 F; angela.mccaskill@gallaudet.edu.

March 28–April 2, 2000

3rd National Asian Deaf Congress 2000 Conference, Arlington, VA. Contact: Mark Tao, Public Relations, 703-742-3663 F; nadc2000@nadc-usa.org; www.nadc-usa.org.

April 3–7, 2000

Shared Reading Project: Keys to Success, Washington, DC. Contact: Angela McCaskill, 202-651-5855 T/V, 202-651-5857 F; angela.mccaskill@gallaudet.edu.

April 12–14, 2000

Bridging the Gap II: Integrating Research and Practice in the Fields of Learning Disabilities and Deafness, Washington, DC. Contact: Gallaudet University Conferences & Institutes, 202-651-6060 T/V, 202-651-6041 F; conference.cce@gallaudet.edu.

May 27, 2000

Deaf Festival 2000, KY. Contact: Kentucky Commission on the Deaf & Hard of Hearing; 502-573-2604 T/V, 502-573-3594 F; www.kcdhh.org.

Summer/Fall, 2000

Shared Reading Project: Keys to Success, Fremont, CA. To be held at the Gallaudet University Regional Center, Ohlone College. Contact: Pam Snedigar, 510-659-6268 T/V, 510-659-6050 T, 510-659-6033 F; psnedigar@ohlone.cc.ca.cs.

Summer/Fall, 2000

Shared Reading Project: Keys to Success, Haverhill, MA. To be held at the Gallaudet University Regional Center, Northern Essex Community College. Contact: Michael Wallace, 978-556-3701 T/V, 978-556-3125 F; michael.wallace@gallaudet.edu.

June 19–23, 2000

Shared Reading Project: Keys to Success, Overland Park, KS. To be held at the Gallaudet University Regional Center, Johnson County Community College. Contact: Mandy McElroy, 913-469-3872 TTY/V, 913-469-4416 F; mmcelroy@jccc.net.

June 20–23, 2000

Enhancing Student Life for Deaf and Hard of Hearing Students/The First National Athletic Directors & Coaches Institute, Washington, DC. Contact: Krista Walker, Gallaudet University Conferences & Institutes, 202-651-6060 T/V, 202-651-6041 F; conference.cce@gallaudet.edu.

June 27–30, 2000

4th International Conference on Deaf History: Researching, Preserving and Teaching Deaf People's History, Washington, DC. To be held at Gallaudet University. Contact: Conference Management Unit, conference.cce@gallaudet.edu, or Ausma Smits, asmits@juno.com.

July 2–7, 2000

6th International Congress of Hard of Hearing People, Sydney, Australia. Contact: HoH Congress Secretariat, GPO Box 128, Sydney, Australia; 61-2-9262-2277 T, 61-2-9262-3135 F; tourhosts@tourhosts.com.au.

July 4–8, 2000

45th Biennial National Association of the Deaf (NAD) Conference, Norfolk, VA. Contact: Anita B. Farb, NAD Headquarters, 301-587-1789 T, 301-587-1788 V, 301-587-1791 F; nadinfo@nad.org.

July 8–12, 2000

Alexander Graham Bell Association for the Deaf 2000 International Convention: "Sounds of Freedom," Philadelphia, PA. Contact: Sarah Snyder, 202-337-5220 T/V, 202-337-8314; agbsarah@aol.com; www.agbell.org.

July 9–13, 2000

19th International Congress on Education of the Deaf and 7th Asia-Pacific Congress on Deafness, Sydney, Australia. Contact: ICED 2000 Congress Secretariat, GPO Box 128, Sydney, NSW 2001, Australia; 61-2-9248-0868 T, 61-2-9262-2277 V, 61-2-9262-3135 F; iced2000@tourhosts.com.au; www.iced2000.com.

July 12–16, 2000

Convention of the American Society for Deaf Children (ASDC), Washington, DC. Contact: Gallaudet University Conference Management, 202-651-6060 T/V, 202-651-6074 F; conference@gallua.gallaudet.edu.

July 29–August 4, 2000

National Convention of the American Association of the Deaf-Blind, Columbus, OH. Contact: 301-588-6545 T, 301-588-8705 F; aadb@erols.com.

A Teacher Says Goodbye—It's Hard in Any Language

By Joan A. Keenan



How do you say goodbye in sign language? How many times have I been asked this question by well-meaning co-workers and students? I always responded with a wave. “Easy,” I demonstrated. “The same as in the hearing world.” But it is not, after 35 years of teaching deaf children, easy to say goodbye.

For me, working with deaf children has been like walking in a secret

garden. It has been experiencing the changing hues of a spectacular bouquet as I watched my students blossom in their learning. I will miss this garden, bursting with feelings, actions, and pictures.

I'm grateful to have been a part of it; to have been able to stretch myself and let my imagination soar as I acted out a phrase or a story and my young people laughed at my actions.

My class viewed the film *Love is Never Silent* last spring. They were enthralled. The story was poignant for them. It was poignant for me, too. I had seen it several times before, but this time it was different. I was leaving—like Maggie, the hearing daughter of deaf parents who ventures out into the hearing world—and I also felt a sense

of abandonment. Would the next teacher really appreciate my students? Would he or she see the specialness behind their individual problems? Would this teacher see how capable they are?

I retire hoping that I made a difference in my children's lives and that they remember me with love.

Goodbye.

It's hard in any language.

ABOVE: The author with her family.

Joan A. Keenan, M.A., taught deaf and hearing students in all grade levels in Richmond public schools. For the last 14 years she taught at the John Marshall High School. Prior to that she worked with parents, nurses, and medical students at the Medical College of Virginia preschool. Keenan began her career at St. Mary's School for the Deaf in Buffalo, New York.

August 7–11, 2000

Shared Reading: Keys to Success, St. Augustine, FL. To be held at the Gallaudet University Regional Center, Flagler College. Contact: Chachie Joseph, 904-829-6481 x216 V, 904-829-2424 T/F; chachiejos@aol.com.

August 26, 2000

Reading to Deaf Children Workshop, St. Augustine, FL. To be held at the Gallaudet University Regional Center, Flagler College. Contact: Chachie Joseph, 904-829-6481 x216 V, 904-829-2424 T/F; chachiejos@aol.com.

October 13, 2000

Reading to Deaf Children Workshop, Gallaudet University, Regional Center, Northern Essex Community College. Contact: Michael Wallace, 978-556-3701 T/V, 978-556-3125 F, michael.wallace@gallaudet.edu.

November 13–17, 2000

Shared Reading Project: Keys to Success, Gallaudet University, Regional Center, Northern Essex Community College. Contact: Michael Wallace, 978-556-3701 T/V, 978-556-3125 F, michael.wallace@gallaudet.edu.

May 24–28, 2001

Immersion, Innovation, Intent: ADARA (Professionals Networking for Excellence in Service Delivery with Individuals who are Deaf or Hard of Hearing) 2001, Monterey, CA. Contact: Frank Lester, Conference Chair, 2001 Monterey ADARA, P.O. Box 421606, San Francisco, CA 94142-1606; 510-794-2522 T, 510-794-2407 F; cadara2001@aol.com.

July, 2001

3rd International Conference on Higher Education and Disability, Innsbruck, Austria. Contact: Gayle Gagliano, Conference Director, or Naomi Moore, Conference Coordinator, University of New Orleans, Box 1051, New Orleans, LA 70148; 504-280-5700, 504-280-5707 F; ggagliano@uno.edu.

July 29–August 5, 2001

19th Summer World Games for the Deaf, Rome, Italy. Contact: USA Deaf Sports Federation, 3607 Washington Blvd., Ste. #4, Ogden, UT 84402-1737; 803-393-7916 T, 803-393-2263 F; deafsports@juno.com; www.usadsf.org.

2002

46th Biennial National Association of the Deaf (NAD) Conference, Washington, DC. Contact: Anita B. Farb, NAD Headquarters, 301-587-1789 T, 301-587-1788 V, 301-587-1791 F; nadinfo@nad.org.

July 8–13, 2002

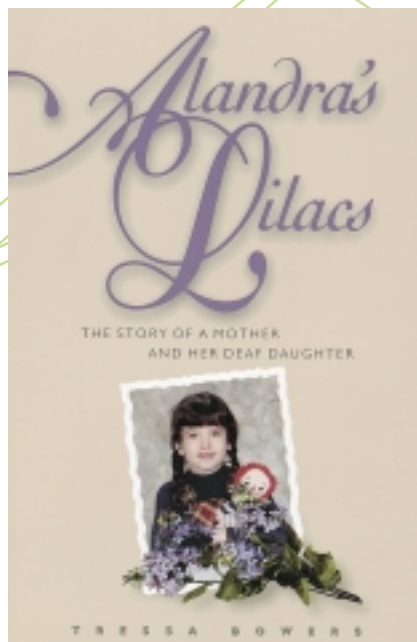
Deaf Way II, Washington, DC. Contact: GUKCC 3117, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695; 202-651-6112 T, 202-651-6064 V, 202-651-6113 F; deaf.way@gallaudet.edu; www.deafway.org.

2004

7th International Congress of Hard of Hearing People, Helsinki, Finland. Contact: International Federation of Hard of Hearing People (IFHOH); cshaw@compuserve.com.

Book Talk

By Dan Wallace



***Alandra's Lilacs: The Story of a Mother and Her Deaf Daughter* by Tressa Bowers**

Gallaudet University Press

1-56368-082-3

6 x 9 paperback, 158 pages, photographs

\$13.95

In 1968, when nineteen-year-old Tressa Bowers took her baby daughter to a specialist on deaf children, he pronounced Alandra to be “stone deaf.” The specialist said that Alandra most likely would never be able to talk and that she probably would not get much of an education because of her communication limitations. Tressa refused to accept this stark assessment of Alandra’s prospects. Instead, she began the arduous process of educating her daughter. She tells of their journey together in her stirring book *Alandra’s Lilacs: The Story of a Mother and Her Deaf Daughter*.

Economic need forced Tressa to move several times, and as a result, she and Alandra experienced a variety of learning environments: a pure oralist approach, which discouraged signing; Total Communication, in which the teachers spoke and signed simultaneously; a residential school for deaf children, where Signed English was employed; and a mainstream public school that relied upon interpreters.

Changes at home added more challenges. Tressa’s marriage to her high school sweetheart disintegrated, leaving her a single mother who worked during the day and attended school at night. She eventually remarried happily, but the challenge of complete communication within and without the family continued. *Alandra’s Lilacs* not only tells the remarkable story of how Tressa raised her daughter despite a variety of obstacles, but also offers a glimpse of the gradual improvements made by all deaf people during that time. When she writes of giving Alandra her first TTY, a typewriter-like machine that enabled her daughter to use the telephone, Tressa recalls how bulky it was

compared to the compact, portable devices available now.

Tressa’s charming stories of Alandra growing up resonate with the natural concerns in most mother and daughter relationships. That Alandra’s deafness becomes another detail among many in their lives shows how far they traveled to surmount the communication and educational barriers facing them. And, through it all, Tressa and Alandra have never lost sight of their love for each other, and their affection ripples through the entire family. Today, Tressa can triumphantly point to her confident, educated daughter and also speak with pride of her wonderful relationship with her deaf grandchildren. *Alandra’s Lilacs* is a marvelous story about the resiliency and achievements of determined, loving people no matter what their circumstances might be.

“Bowers here recounts her experience as a hearing parent raising a deaf daughter and gives advice to other parents of deaf children. Don’t dutifully do what the experts suggest, she implores. Bowers offers hope to parents just discovering that their child is deaf and gives them the questions to ask and the resources to pursue. Bowers’ best advice? “Follow your heart and love your child.” This engaging narrative provides good reading for anyone interested in the subject, whether serious or casual, and boldly takes on the oral vs. signing debate.”
—Library Journal

Alandra’s Lilacs can be ordered at your local bookstore or directly from Gallaudet University Press by calling toll-free 800-621-2736, 888-630-9347 TTY, or 800-621-8476 Fax. ●

Dan Wallace is the marketing manager for Gallaudet University Press.

Are Schools Responsible for the Costs of Audiograms?

By Celeste Johnson

The Individuals with Disabilities Education Act (IDEA) implementing regulations require states to implement a policy that children with disabilities are assured of a free appropriate public education. "Free" means at no cost to parents. And although IDEA usually places the responsibility for ensuring that its regulations are followed on "the States," it is usually local education agencies (LEAs), that is, schools or school districts, that must provide services or payments. This means that LEAs must obtain or pay for the audiological services for deaf and hard of hearing children, including any related costs. There are a number of reasons why this is so.

One of the most important is that LEAs must identify, locate, and evaluate all children with disabilities who attend their schools or classes. Deaf and hard of hearing children are no exception. Not only must the LEA conduct a full and individual initial evaluation, but the child's educational needs must also be determined. IDEA regulations put the responsibility for this squarely on the States and their LEAs, not parents.

In addition, IDEA regulations state that States or their LEAs must provide "related services." Related services for deaf and hard of hearing children include audiograms, transportation to an audiologist's office if the LEA does not have an audiologist equipped with a sound booth and properly calibrated equipment, speech pathology services, and a number of other services. One of those other services is parent counseling and training, including sign language training.

Audiological services include:

- Determining the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing.
- Providing habilitation activities, such as language habilitation, auditory evaluation, and speech conservation.
- Counseling and guidance of pupils, parents, and teachers regarding hearing loss.

States and/or their LEAs are responsible for providing, acquiring, or paying for a wide range of audiology and speech pathology for deaf and hard of hearing children, as well as assistive devices.

- Determining the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Deaf and hard of hearing children must be provided with assistive devices that can increase, maintain, or improve their functional capabilities. States and their LEAs must ensure that the child's hearing aids or other assistive devices function properly. They must also ensure that training and technical assistance is available to professionals who provide education or rehabilitation services to deaf and hard of hearing children, and employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of children with disabilities.

In short, States and/or their LEAs are responsible for providing, acquiring, or paying for a wide range of audiology and speech pathology for deaf and hard of hearing children, as well as assistive devices. Unfortunately, many parents and caregivers across the country report that school personnel insist that obtaining audiograms and paying for them is the family's responsibility. Families who have filed complaints with the U.S. Department

of Education, or have retained legal assistance, have been able to get written assurances regarding audiograms and other audiology services, and their related expenses, included in their child's Individualized Education Program (IEP).

For a more complete explanation of the above information, and to see the specific regulations, go to: <http://members.tripod.com/listenup/who-pays.htm>. •

Celeste Johnson, M.A., is the mother of a deaf daughter, a state qualified interpreter, and an activist for deaf and hard of hearing children and their families. She has extensive experience representing parents and caregivers of these children to school districts. She is currently working on a Web-based product about how IDEA applies specifically to deaf and hard of hearing children that will be posted to the Clerc Center Web page.

National Essay Contest Encourages Students to Write

Winners Earn Scholarship Money

What motivates students to write? How about money and fame? In an effort to encourage deaf and hard of hearing students to develop their writing skills, Gallaudet University announces the National Essay Contest for Deaf and Hard of Hearing Students. Students are challenged to write an essay answering the question: "Who is the most important person my life—and why?"

Writing is an important skill, critical to academic success. A contest such as this encourages students to write—and to write for very real reasons.

Each winner in the contest will earn a scholarship to the postsecondary program of his or her choice—and the scholarship amounts will **DOUBLE** for individuals who choose to attend Gallaudet University. The first place winner will receive a \$1,000 scholarship; the second place winner a \$500 scholarship; the third place winner a \$300 scholarship; and two honorable mention winners will each receive a \$100 scholarship. The winning essays will be published in *World Around You* magazine.

"As the nation's premier university for deaf and hard of hearing students, Gallaudet has an interest in encouraging students to develop their writing skills," said Astrid Goodstein, executive director of Enrollment Services.

"Writing is an important skill, critical to academic success. A contest such as this encourages students to write—and to write for very real reasons. At Gallaudet, we want to recognize writing talent among deaf and hard of hearing students around the country—and throughout the world."

"Students can write on an aspect of this question," explained William McCrone, dean of Gallaudet's School of Education and Human Services. "They can write about a teacher, parent, or friend. They can even write about a celebrity if they prefer—anyone who they feel has had the biggest influence on positive decisions or activities in their lives."

The contest is open to all deaf and hard of hearing students enrolled in high school and middle school programs who are 15–19 years old. International entries are accepted; entries must be submitted in English. Entries must be received or postmarked by February 11, 2000. The contest is a collaboration of Gallaudet's School of Education and Human Services (which offers graduate degrees in counseling, education, and administration and supervision), the Admissions Office, and the Laurent Clerc National Deaf Education Center. For a complete listing of contest rules, see the September 1999 issue of *World Around You*, the publication of the Laurent Clerc National Deaf Education Center that covers news of deaf and hard of hearing people.

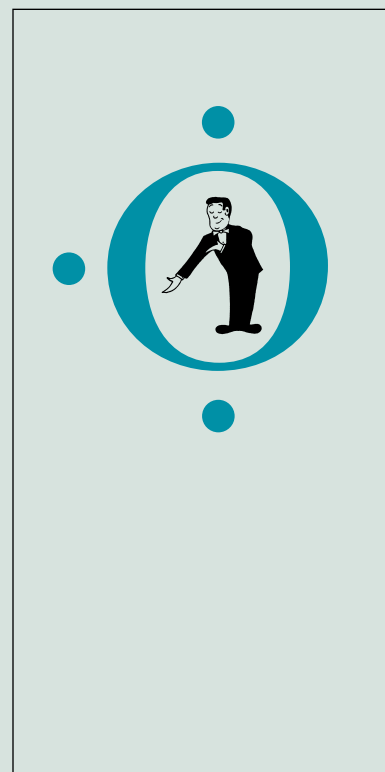
To receive a copy of this issue, contact *World Around You* editor Cathryn Carroll at Cathryn.Carroll@gallaudet.edu or call 202-651-5340 (V/TTY). ●

Get Your Message Noticed



Reasonable Rates

Advertise in Odyssey



For information, contact:

1-800-526-9105 (V/TTY)

202-651-5708 (Fax)

Susan.Flanigan@gallaudet.edu



Over one hundred beautiful color photographs and a perceptive narrative highlight this intimate look at the lives of Deaf people in Nepal. Anyone interested in Deaf Culture will discover a captivating portrait of Deaf Life in this far-away land. By seeing how Deaf people are understood and treated in Nepal, you will also gain a unique perspective on their Mother Culture, and perhaps on culture worldwide.

Buddhas in Disguise

Deaf People of Nepal

For three years Irene Taylor, herself a child of Deaf parents (CODA), trekked the dusty roads and snow-covered mountain passes, seeking the socio-religious perceptions of Deaf people in a non-literate society; a society whose language Deaf people cannot speak or comprehend.



If you are fascinated by Deaf Life, photography, foreign cultures, or Nepal, this 1998 Benjamin Franklin Awards Finalist is a rich resource.



by Irene Taylor
11 x 8 Hardcover, 160 Pages
106 color and 37 b&w photographs
#96058 \$45.00 (U.S. Dollars)

Tomorrow Dad Will Still Be Deaf

As a hearing, signing child of Deaf Adults (Coda), Bonnie Kraft grew up to navigate the turbulent seas of two languages and cultures with extraordinary humor . . . becoming one of today's most profound contributors to the bridging of both worlds.

Side-splitting. Heart-tugging.

Thought provoking. At once entertaining and educational for Deaf and hearing alike. Bonnie Kraft captivates, fascinates and invigorates you with true stories about a lively cast of real-life characters.



- A wonderful way to start important conversations between Deaf and hearing at home or anywhere!
- A light-hearted leap across the cultural boundaries of Deaf and hearing worlds!
- Sheer pleasure and serious insights for every audience, every time!



#9901V \$29.95 90 Minutes
CLOSED-CAPTIONED VOICE-OVER

BONUS Backstage Interview
with Ben Bahan and Bonnie Kraft

The first video ever to treat the delicate subject of Codas with the healing touch of humor!

Call toll-free
1-800-549-5350
Or FAX your order anytime to 858-625-2336


DAWNSIGNPRESS
6130 Nancy Ridge Drive, San Diego, CA 92121-3223
www.dawnsign.com


Discover/MC/Visa
Accepted
(add \$5.25 each for shipping)

"PAWS" PRESENTS

2 CD-ROMs

for the

NEW MILLENNIUM

Institute for
Disabilities
Research and Training, Inc.

TM

**PAWS
SIGNS STORIES**

CD-ROM and/or
storybooks in
ASL and English

- * 5 stories
- * 15 educational games
- * Recommended for
ages 3 to 7

**Con-SIGN-tration
CD-ROM**

Memory game
for vocabulary building

- * 150 words
- * 2-levels of difficulty
- * New game each time
you play

For further information and prices contact:

Institute for Disabilities
Research and Training, Inc.
2424 University Blvd., West
Silver Spring, MD 20902

(301)942-4326 (V/TTY)
(301)942-4439 (FAX)
www.idrt.com
idrtorder@aol.com

*Paws T-Shirts also available!

Non-Profit
Organization
U.S. Postage
PAID
Washington, DC
Permit No. 9452

New Directions in Deaf Education
Odyssey

Laurent Clerc National Deaf Education Center
Gallaudet University
KDES-PAS-6
800 Florida Avenue, NE
Washington, DC 20002-3695