



AMERICAN
SOCIETY for
DEAF
CHILDREN

LEARN ● THRIVE ● SUCCEED



www.deafchildren.org

WHAT IS THE AMERICAN SOCIETY FOR DEAF CHILDREN?

The American Society for Deaf Children (ASDC) is a national organization that recognizes the crucial role families play in the success of children. We affirm that families are capable and willing to guide their children's lives. Parents have the right and responsibility to participate in decisions regarding their children's educational and social development.

ASDC members are parents, family members, and professionals committed to educating, supporting and empowering families to create opportunities for their children to gain meaningful and full communication access, particularly through the competent use of sign languages and other visual means, in their home, school and community.

ASDC'S ASSURANCE: "WE ARE FOR ALL"

ASDC embraces all deaf children, hard of hearing children, children with implants, regardless of hearing level, education, language, use of communication tools or use of visual and/or auditory technology. ASDC members believe that full and early language immersion is absolutely necessary and is actually a human right of all children. Since most deaf children have full visual access to the world, we believe that using a visual language naturally builds upon this inherent strength. In addition we fully recognize the importance of the family's spoken language.

There is an unfortunate myth that divides our community and hurts deaf children. This myth claims that learning a signed language, such as American Sign Language (ASL) interferes with a child's ability to learn to use spoken language. However, research shows that regular exposure to more than one language greatly benefits a child's developing brain. Any child who is exposed to ASL from infancy as well as to the family's spoken language will receive this critical benefit. This benefit is especially important for deaf children. Brain research, language acquisition research, and research among deaf adults who can articulate their childhood journeys all supports this fact.

Recent ground-breaking brain research (K.K. Jasinska, L.A. Petitto / Developmental Cognitive Neuroscience 6 (2013) 87-101) goes as far as to demonstrate that the "auditory cortex" has been misnamed. This cortex is actually a pattern recognition entity that is stimulated equally through either auditory and visual input. Further demonstrating the truth of this new knowledge, we have other research that shows that a higher degree of language access, including visual languages such as ASL, is correlated with better speech production and overall language acquisition.

Finally, ASDC supports the concept of community across the spectrum of deaf individuals and their great diversity of skills, knowledge, and experiences. Having deaf friends and colleagues greatly increases the sense of social capital in deaf children, their families, and the adults these children become.

ASDC celebrates the positive identity of all deaf and hard of hearing children. We believe they need and deserve a sense of pride and connection to others who live similar experiences. ASDC uses the term "deaf" to be inclusive of various hearing levels, including those who are seen as, or identify as Deaf, deaf, or hard of hearing.



ASDC'S HISTORY

The American Society for Deaf Children was founded in 1967, as the International Association of Parents of the Deaf (IAPD). This family organization was established as a result of a collaborative effort between Roy K. Holcomb, a deaf parent and professional, who saw that American Sign Language was an important language, thus the modality 'Total Communication', Lee Katz, a hearing parent, who was the first president of the IAPD and who essentially provided outstanding leadership to parents and families of deaf children, and the Convention of American Instructors of the Deaf (CAID).

1969 was an exciting year for IAPD. The newsletter, now known as *The Endeavor*, was first published and the first conference was held in Berkeley, California. The first conference hosted parents from 16 states.

In 1983, the name was changed to the American Society for Deaf Children and the organization was awarded its non-profit tax-exempt status.

Today, ASDC is a national, independent non-profit organization whose purpose is providing information, support, and encouragement to families raising deaf children.

ASDC'S MISSION STATEMENT

The American Society for Deaf Children (ASDC) is committed to empowering diverse families with deaf* children and youth by embracing full access to language-rich environments through mentoring, advocacy, resources, and collaborative networks.

ASDC'S VISION STATEMENT

All deaf children and youth shall have the opportunity to thrive in every aspect of their lives through the empowerment of their families and the support of the community.

ASDC'S CORE VALUES

We believe in the celebration of a positive identity of all deaf children through healthy family support, linguistic competence and high quality education in the home, school and community.

We believe deaf children are entitled to full language & communication access. We also believe that language development, respect for deaf individuals, and access to deaf mentors are important to ensure optimal intellectual, social and emotional development.

We believe that consideration of language opportunities for deaf children should be based on facts. Research consistently demonstrates that fluency in American Sign Language and English, with or without technology, offers all deaf children optimal opportunities for academic and social success, and thus both should be part of their language-rich and fully accessible environment.

We believe that there should be access to early identification and education by qualified providers, engaged family involvement, and educational opportunities equal to those provided for hearing children. Our objective is to ensure that young deaf children will achieve kindergarten readiness and will be academically and socially prepared by the time they enter elementary school. Kindergarten readiness is a critical step for children on the path of developing into happy and successful adults.

We affirm that parents have the right and the responsibility to be primary decision makers and advocates for their deaf children. For this role, parents need access to accurate and current information, educational opportunities, and support.



"I JUST FOUND OUT MY CHILD IS DEAF"

FREQUENTLY ASKED QUESTIONS

My deaf child is the first deaf person I have ever met in my life. Will my child have a normal life?

Yes! Your child can have a good relationship with you and other family members, obtain a good education and later a good job, and lead a rich, fulfilling, contributing life. Deaf people are found in a wide array of professions, such as law, medicine, drama, research, education, computer programming, accounting, and entrepreneurial enterprises. Deaf people participate in all sorts of enriching and fulfilling activities, including travel, writing, sports, religious activities, and social clubs. Your child's success depends on your involvement and support. Some things you can do are:



- Learn to communicate thoroughly with your child.
- Support literacy through reading to your child and nurturing your child's writing when the time is appropriate.
- Participate in organizations that provides support and information to parents, such as ASDC.
- Obtain information about child development and language learning.
- Get to know other parents of deaf children and other deaf adults in your community.

I am considering using sign language with my child, but I have been told that if I do, it will interfere with speech development. Is this true?

There is no evidence to indicate that using sign language interferes with speech development. In fact, research shows that spoken language is effective when combined with visual supports, including ASL (Petitto, 2013). Research also shows that hearing children benefit from learning sign language, and that their spoken language develops appropriately.

How well will my child be able to speak?

The degree to which a deaf child is able to speak depends on a variety of factors including the age of identification, the etiology of the hearing, and other complex factors. Hearing aids, cochlear implants, and other forms of assistive technology can provide a degree of access to speech sounds. Combined with speech therapy, technology can help many children develop some level of speech, with some becoming fluent speakers. However, the ability to hear sounds, discriminate among them, and then articulate is quite complex, and children's mastery of these has been shown to vary widely. The degree to which an individual child will learn how to speak and understand other speakers will necessitate ongoing assessment, training, and support.



LANGUAGE AND COMMUNICATION

Deaf children are born with the amazing ability to acquire and develop language. From the earliest moments of life, they begin to communicate their needs and to interact with those around them. Through cries, squeals, hand clapping and eye gaze, both deaf and hearing children begin to engage in the process of language learning. We watch them carefully and listen and/or watch them, certain that every utterance and/or gesture is meaningful. In this matter we recognize and build their skills. Through their daily efforts to make sense of the sounds of voices and/or the signs on hands (and expressions on faces), children activate their innate ability to acquire and develop the most sophisticated communication system of all -- language.



Language, whether it is signed and/or spoken, whether it is American Sign Language, English, or French, is learned through direct and intentional interaction. Children must actively participate in figuring out meanings, rules and structures. They cannot learn by passively observing or mimicking the language of others. Cognitive and social experiences aligned with meaningful linguistic data are required in large, daily doses and in natural contexts for all children. By the time hearing children enter school, they have already begun to master language by being surrounded people speaking continuously. They have done so without formal language instruction. In our American culture, the language most often is learned is English.

Deaf children have the same aptitude for language development as hearing children. Dr. Laura Ann Petitto's studies (2013) have indicated that both spoken and signed languages are acquired on an identical maturational time course. Both hearing infants (spoken language) and deaf infants (signed language) exhibit the same linguistic, semantic, and conceptual complexity, stage for stage. However, to achieve language proficiency, these deaf children need to interact with their world visually, instead of (or along with) listening and speaking. In this approach, they watch and gesture to what the other person is signing via a visual modality.

Parents, teachers and caregivers can visually maximize the interactive process with deaf children. They can do this by including children in social and cognitive activities, by concentrating on communicating meaning, and by providing visual access to direct and incidental communication whenever possible. Sign language provides valuable access, in which it ensures the child's participation in language learning and experience. From this important visual and natural access that the adults provide, the deaf children thrive in all aspects of living. There are many opportunities for families to learn American Sign Language.

Check out the ASDC website for resources on where you can acquire ASL skills.

"My wish is that the medical field be required to have training from linguists who can train them to understand the benefits of ASL and start telling parents to develop both languages in their child for optimal growth."

Kristin DiPerri
Professional



INCREASING LITERACY SKILLS WITH YOUR CHILD

Communicating with your child is the foundation of literacy. It is never too early to communicate with your child. Young babies may not be able to use words, yet they communicate when they cry, babble, kick, wiggle, and smile.

TIPS, TIPS, TIPS!

Maintain Eye Contact

The more you do this, the better – your baby will feel confident that you are communicating.

Play Games!

Having fun together is a wonderful way to share effective communication. Play games with expressive body and facial expressions like Pat-a-Cake, Peek-a-Boo, and SooO Big. The baby may not understand all your words, but will understand your smiles, laughs, and playfulness.

Be Observant

Look for your baby's responses and build on them.

Follow Your Baby's Lead

If your baby is on the floor, get on the floor; if your baby is in the carriage, bend over and look into the carriage. Be present in the baby's line of sight.

Communicate Everywhere

Any place can be a place for effective communication. Communicate in the bedroom, the car, the supermarket, and the doctor's office and in the yard. Talk about anything!

Smile & Communicate

Take Turns!

Take turns with your baby. Let your baby babble. Wait your turn, and then imitate your baby's sounds/behaviors.

Have Fun with Books!

Your baby's first experiences with books, pictures, and printed words will influence your child's reading development later on.

Play with your Child's Toys

Playing with toys provides an opportunity to expand vocabulary. If your baby looks at a toy, say and sign, "Look at the bird, the bird is yellow." Express things again and again. Repetition is very important.

Use Facial Expressions

Look in the mirror together and make faces.



"Children are a gift and a blessing. Speak kindly, be respectful, be gentle, listen to them, talk to them, take them seriously, play with them, and see their behavior as a symptom of what is going on inside of them rather than just reacting to it. Be a proactive parent rather than a reactive one. They deserve nothing less."

Erin Kane
Parent



15 PRINCIPLES FOR READING TO DEAF CHILDREN

Research has shown that deaf adults have a natural ability to effectively read to and with deaf children. Comparative studies of deaf children with hearing parents and deaf children with deaf parents show that deaf children with deaf parents are superior in academic achievement, reading and writing, and social development (Ewoldt, Hoffmeister, & Israelite, 1992).

Hearing parents and teachers can learn from the read aloud strategies used by deaf parents. The following 15 principles have been identified based on research that examined deaf parents and deaf teachers reading to deaf children.

THE PRINCIPLES

1. **Deaf readers** translate stories using American Sign Language.
2. **Deaf readers** keep both languages visible (ASL and English).
3. **Deaf readers** are not constrained by the text.
4. **Deaf readers** re-read stories on a storytelling to story reading continuum.
5. **Deaf readers** follow the child's lead.
6. **Deaf readers** make what is implied explicit.
7. **Deaf readers** adjust sign placement to fit the story.
8. **Deaf readers** adjust signing style to fit the story.
9. **Deaf readers** connect concepts in the story to the real world.
10. **Deaf readers** use attention maintenance strategies.
11. **Deaf readers** use eye gaze to elicit participation.
12. **Deaf readers** engage in role-play to extend concepts.
13. **Deaf readers** use ASL variation to sign repetitive English phrases.
14. **Deaf readers** provide a positive and reinforcing environment.
15. **Deaf readers** expect the child to become literate.

© By David R. Schleper, Pre-College National Mission Programs, Gallaudet University, Washington, DC.

The 15 Principles for Reading to Deaf Children is available online on <http://www.gallaudet.edu/clerccenter/>

VL2 PARENT INFORMATION PACKAGE

Visual Language and Visual Learning (VL2) is a Science of Learning Center (SLC) on Visual Language and Visual Learning funded by the National Science Foundation and hosted at Gallaudet University. The purpose of VL2 is to gain a greater understanding of the biological, cognitive, linguistic, sociocultural and pedagogical conditions that influence the acquisition of language and knowledge through the visual modality.

VL2 has numerous excellent Research Briefs (and they are also translated in Spanish and Mandarin) that will provide answers to many of your questions while you are raising your child.

In addition to the research briefs, we highly recommend the VL2 Parent Information Package, which includes a DVD of interviews with families, researchers, and scientists. The information is intended to bring together families, children, communities and stakeholders in ensuring the success of a deaf child. This is ground-breaking, critical information for all parents with deaf children.

Visit www.gallaudet.edu (link onto Academics and Research, Visual Language and Visual Learning) to download all the materials for your usage. The website will be continually updated as more information and videos arrive. A limited number of mailers are available from VL2.

Give them a call or send an email.



ASDC'S VIEW ON COCHLEAR IMPLANTS

It is the position of ASDC that all deaf children have a right to be accepted and loved as they are. ASDC has set forth the following principles – we believe these principles apply regardless of whether a family chooses implants, hearing aids, other hearing technology, or no hearing technology at all.

Families have the right to:

- Make informed decisions on behalf of their children.
- Meet and learn from other families with deaf children, from a variety of backgrounds, experiences, and philosophies.
- Meet and learn from successful deaf children and adults from a variety of backgrounds, experiences and philosophies.

Deaf children have the right to:

- Be valued and respected as whole children capable of high achievement, regardless of their degree of technology use.
- Meet, socialize and be educated with other deaf children.
- Achieve fluency in reading and written English, and to the extent of their ability, in spoken and/or signed language.

Medical, hearing health, and educational professionals serving deaf children and their families have a responsibility to:

- Be informed about the successes of deaf people from all walks of life.
- Recognize the benefits of early language exposure, including both signed and spoken language, and work to ensure that children's language development, whether signed and/or spoken, progresses at a rate equivalent to that of their hearing peers.
- Refer families to a wide range of information sources, including deaf individuals, families with deaf children, schools for the deaf, and local, state and national parent and deaf organizations.

CHANGE THE WAY YOU LOOK AT HEARING LOSS

Communication Options

Hearing Loss

Intervention

Failed Hearing Test

Diagnosis

Grief Process

Communication

OPPORTUNITIES

Hearing LEVEL/STATUS

INVOLVEMENT

REFER

IDENTIFICATION

JOURNEY



<http://www.infanthearing.org/ehdi-ebook/index.html> 'Deaf Community Support for Families'

DECISION MAKING: SELECTING EDUCATIONAL PROGRAMS

Parents want to find the best educational program for their deaf child. The only way to make these informed decisions is by gathering information from and observing a variety of educational programs. Seeing for yourself is the key.

Questions to ask...

- ☐ Is this program specifically designed to meet the needs of Deaf children?
- ☐ Will this program meet your child's individualized academic, linguistic, and social needs?
- ☐ Does this program use the same curriculum for all children?
- ☐ Are adaptations readily available to access the curriculum (such as visual and auditory assistive devices)?
- ☐ Does the program provide educational and social opportunities best suited for the child's learning outcomes? For example, a center-based program brings a group of students with similar needs together in a centrally located school.
- ☐ Are there creative learning centers, direct instruction by Teachers of the Deaf and/or highly qualified and certified educational interpreters?
- ☐ How well do the staff and children communicate with each other?
- ☐ Is the information presented both inside and outside of the classroom fully accessible to the child?
- ☐ Does the program involve other Deaf peers and Deaf adults for consistent and ongoing language engagement and holistic experiences throughout the day?
- ☐ Is family support available? This could be in the form of informational support groups, Parents and Teachers Association, sign language classes, counseling, or any other type of support that families may need.

Ask a lot of questions...this is all new to you and there is a lot to know. All questions are good, so ask away!

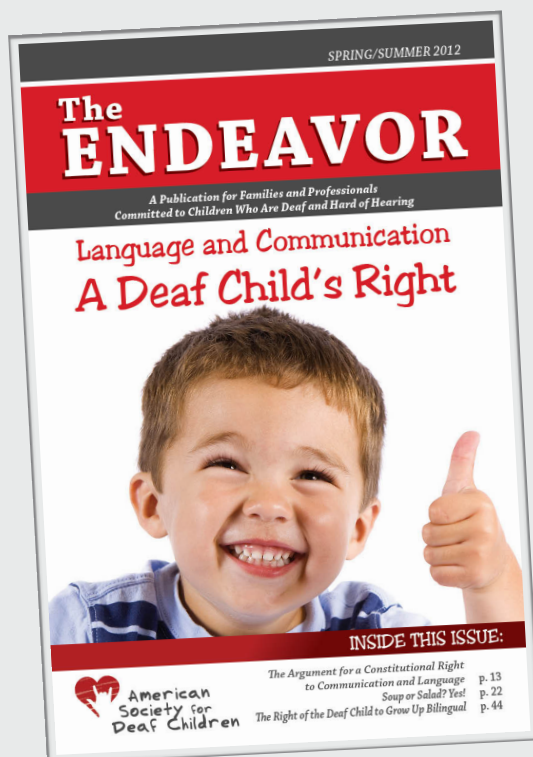
No decision needs to be forever...support what is working for your child and modify or eliminate what is not working. The goal should be optimal outcomes for your child, not adhering to a particular ideology.

Finally...love and embrace your child for the wonder that s/he is. Be an involved parent. Be willing to continually assess the experiences and outcomes of your child's education.

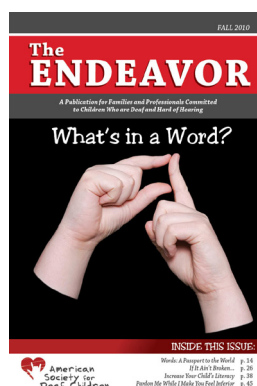
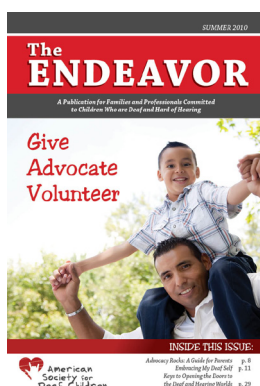
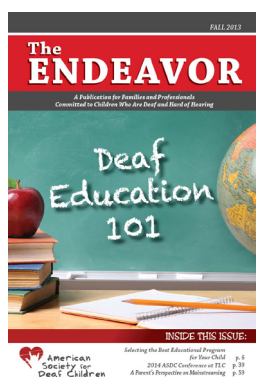


THE ENDEAVOR

AMERICAN SOCIETY FOR DEAF CHILDREN



An ASDC Publication Dedicated to Families and Professionals
Who Are Committed to Deaf Children
*Each Issue is Packed Full of Stories, Information, and Resources
Published Three Times a Year. Free to Members.*



The Endeavor
is a Great Place
to
Advertise Your
Business,
Services or
Resources.

ASDC's SOCIAL MEDIA

The ASDC website is a trustworthy and valuable source of information for people who must make decisions about deaf children. Parents, other family members, professionals, legislators and advocates will all find useful and informative materials on our website.

The Endeavor's published issues

Links to ASL resources

Articles regarding deaf children

Links to other websites of interest

Links to additional resources

www.deafchildren.org

Go to the website to learn how to find information on ASL classes and resources!

You will also find...

Listing of Summer Camps

ASDC Memberships

Current or Past Conferences Information

National and Social Organizations

Other Organizations' Upcoming Conferences

We are also on Facebook and Twitter. Go to our website and click on these icons to follow us!



LEARNING ASL : YES, YOU CAN!

American Sign Language (ASL), is the 3rd most used language in the United States. ASL is a visual-spatial language that has linguistic parameters - phonology, morphology, and syntax -- just as are commonly found in spoken languages. The language is built on handshapes, hand locations, movements, palm orientations, and grammatical signals. ASL is a rich language that can convey every bit of information, emotion, nuances, humor, as any spoken language. ASL can be used in any expressive modalities, such as music, writing, poetry, signing songs, and story-telling, just as spoken languages are.

Learning ASL empowers children, both deaf and hearing, to develop linguistic competence. The use of ASL in the home and school promotes healthy social and cognitive abilities. Brain imaging suggests that the brain can readily handle language development utilizing both ASL and English (Petitto, Laterelos, Levy, Gauana, et.al., 2001). Anyone can learn ASL, and parents who have done so find it an enjoyable endeavor that brings them closer to their deaf children.

There are many ways to learn ASL, ranging from learning from websites, books, or via onsite classes. The best way to learn ASL is to supplement any of these resources with immersion with other signing people. You can find other families or individuals that use ASL and then practice as if you were learning any another language by living in that country.

YES, YOU CAN LEARN ASL!



THE INFANT AND TODDLER PROGRAM

If your infant or toddler has been identified as deaf, s/he is eligible for services under the Infant and Toddler Program of the Individuals with Disabilities Education Act (IDEA). IDEA is the federal law that governs the education of children with disabilities. The Infant and Toddlers Program is also known as “Part C”. In exchange for federal funding, states and local agencies agree to follow specific state and local plans to provide services to children and their families. Individual states and local agencies thus have “early intervention programs”, sometimes with unique names given to them by the local or state entity. The services offered may include family training, counseling, home visits, special instruction, speech-language pathology, audiology services, vision services, assistive-technology devices, assistive technology services and other services based on the needs of your child.

The manner in which service are provided varies from place to place. In some areas, services are managed by a state’s health department. In others, they are provided through the state’s department of education. Nevertheless, service providers are to work together to ensure that appropriate services are offered to each child and family. Each state must have a “child find” system to locate eligible children.

An important requirement of early intervention programs is that an Individualized Family Services Plan be developed for each child and family.

The Individualized Family Service Plan (IFSP) is a written plan that outlines the services provided to your child and family. The IFSP is based on information about your child and family. Before the IFSP is written, there must be a multidisciplinary assessment of your child and identification of services appropriate to meet his or her needs. There must also be a family-directed assessment of the resources, priorities, and concerns of your family. In addition, there must be an identification of the supports and services necessary to help your family meet the needs of your child.

It is important to know about your rights in the IFSP – various ASDC members can provide devices and services, and other services based on the needs of your child.

“My wish is that there are no more forms of segregation amongst all deaf children. It also means, that we’ve created a ‘One World’, which is my biggest dream.”

Jodee Crace
Parent



WHAT IS AN IEP AND HOW DOES THE PROCESS WORK?

Once a child reaches school age, the IDEA, or the Individuals with Disabilities Education Act, requires that an IEP or an Individualized Education Plan, be developed for students with disabilities who have been found eligible for special education services. The IDEA stipulates that a written plan must specify how education, related services, and support will be delivered to a student with disabilities. The IEP identifies special education and related service supports needed for a student with a disability.



What is included in an IEP?

- Personal Information - child's name and address
- Personal levels of academic achievement and functional performance
- Participation in statewide assessments
- Special considerations
- Statement of special education and related services
- Supplementary aids and services
- Program modifications and supports
- Transition services
- Measurable Goals
- Method for informing parents of student progress
- Determination of services
- Least restrictive environment

During the IEP meeting the following questions are addressed:

- Who is the student?
- Accommodations needed by the student
- Assistive technology needed by the student
- The student's present levels of performance
- What are the parents' concerns?
- Educational goals
- How will the team know the student has met the education goals outlined in the IEP?
- If the student is turning 16, what is the plan for post-secondary transition?

"Stay strong for your deaf child's educational rights!"

Peter Bailey
Professional



EFFECTIVE ADVOCACY

Advocacy means to be in support of something. As parents, we are natural advocates for our children. Your child depends on you playing an active role in his/her education. In order to be the best advocate for your child you must understand the steps to effective advocacy.

Effective partnership - A partnership is a relationship between two or more people in which each has equal status and certain independence but also some obligation to each other. Partnerships require the sharing of knowledge. Each partner will bring viewpoints and contributions for cooperative decision-making. The members of a partnership agree to work together towards a specific goal...in our case for a child's education.

Communication - Because we communicate in many ways, we must be mindful of our body language and facial expressions as well as the body language and facial expressions of others. We must be culturally sensitive with regard to communication differences. If we don't understand, feel confused or over-whelmed, we ask for clarification or assistance in understanding.

Organization - An effective advocate needs to be organized. Keep everything that pertains to your child's education in one place. Store all copies and documents you receive. Occasionally save an example of your child's work to document their accomplishments. Jot down questions or concerns that you want to ask at the next meeting with your child's teacher.

Preparation - This is a great way to ensure that you are able to advocate effectively for your child. Remember it's all about your child. Remember your child's strengths and keep things positive. Use the knowledge and skills you already have and keep up-to-date on state and federal laws governing education and special education. Participate in workshops to learn your rights and your child's rights. Talk to other parents. Most importantly get involved -- become a member of your local Citizens Advisory Committee, your local Parent and Teacher Association, your state Early Hearing Detection and Intervention Program, and any other organization or committee that might be important to you and your child's education.

True partnership and advocacy is about improving the lives of our children, and ensuring that they become independent, productive, contributing citizens who belong to the community in which they live.

"My wish is that being deaf will be celebrated as an identity, rather than a disability; that American Sign Language is recognized as a birthright, rather than a communication option; that professionals will offer opportunities, rather than options; that families will embrace their deaf child rather than deny who s/he is."

Stefanie Ellis - Gonzales
Parent

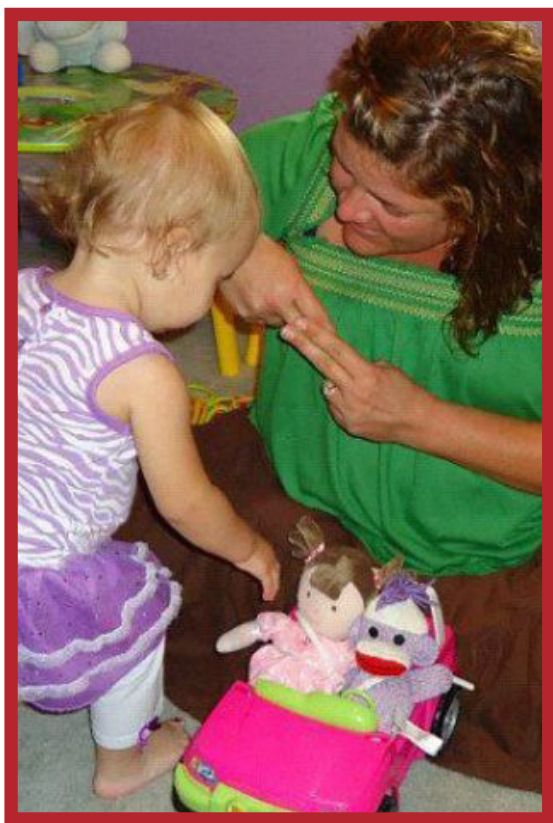


DEAF MENTORS PROGRAM

A Deaf Mentor (DM) is a trained role model for the deaf baby/young child and their family who promotes the child's early identity and positive self-image. The Deaf Mentor helps the child feel confident and proud to be a deaf person. The mentor helps the family truly appreciate their deaf child and promotes a strong, healthy sense of self-worth.

The role of the Deaf Mentor is to:

- Provide a language model
- Provide information on the local deaf community
- Be a resource for assistive technology
- Share personal experiences as they relate to the family's situation



The 2013 Supplement to the Joint Committee on Infant Hearing (JCIH) 2007 Position Statement contains "Principles and Guidelines for Early Intervention After Confirmation That a Child is Deaf or Hard of Hearing." Goal #11 states: all children who are deaf and hard of hearing and their families have access to support, mentorship, and guidance from individuals who are deaf or hard of hearing. You can learn more about this position statement here at <http://pediatrics.aappublications.org/content/131/4/e1324>.

The more interactions families have with deaf adults, the better they may envision their own child's future, including developing goals and dreams that are not limited by misunderstandings about the lives of deaf people.

The SKI-HI Institute, www.skihi.org, conducted a 3-year study entitled The Deaf Mentor Experimental Project for Young Children Who are Deaf and Their Families, and found that children of hearing parents who are exposed to a bilingual-bicultural environment through Deaf Mentor services benefit positively from that experience. Not only did the bilingual and bicultural children have a beginning knowledge and use of ASL, they were also developing English skills at a rate beyond those children who did not receive Deaf Mentor services. This research study can be found in the 1998 American Annals of the Deaf, Volume 143, No. 1.

"My wish is for families who have deaf children to make it a priority to learn ASL, meet the deaf community, and seek deaf peers for their children. If this is done, it is a gift that keeps on giving throughout a deaf child's life."

Tami Hossler
Parent



ASDC CONFERENCE

IT'S A HIGHLIGHT OF ASDC!

ASDC hosts an annual 'family' conference that is truly one of a kind. The ASDC Conference provides the opportunities for everyone to meet families who have deaf children from around the country, to learn from deaf adults, and to leave with great information, a sense of community, and friendships that will last a lifetime.

During the day parents/caregivers, grandparents, professionals, friends, and any other adults attend workshop sessions focusing on topics that are relevant to families who have deaf children of all ages. Examples of topics include literacy, early childhood development, family dynamics, family support, post-secondary transition, laws pertaining to special education, advocating and empowerment, K-12 issues, and linguistic competency have been offered.

While the adults are busy learning, the children are also kept busy with fun and educational activities, and making new friends. During the evenings families participate together with, for example, local baseball games, rodeos, carnivals, movie night, literacy activities, swimming, shows/performances, and more. It's an all day adventure for everyone, morning til night, never a dull moment!

The conference moves around from state to state, and is normally hosted by schools for the deaf. In past years, the conference has been held in Washington DC, Maryland, Pennsylvania, Texas, Nebraska, New York, Oklahoma, and Massachusetts. Keep watching for the conference updates on the ASDC website.

COME ONE, COME ALL!

BE A PART OF AN "ONE OF A KIND" EXPERIENCE!

ASDC'S KEY PARENT PROGRAM

The American Society for Deaf Children (ASDC) has a Key Parent Program which supports the efforts of parents to become knowledgeable in issues relating to raising a deaf child, to advocate for the rights of their children, make informed decisions, and to gain support from other parents. The parents can receive Key Parent Training, which includes the following:

Key Parent Training includes the following:

- Overview of Program
- Grief-Adaption
- Educational Placement
- Technology
- Local and National Resources

- Advocacy
- Addressing Parental Concerns
- Communication and Language
- IDEA/NCLB
- Confidentiality and Reporting

To inquire further on the Key Parent Training, send an email to asdc@deafchildren.org.



ASDC MEMBERSHIP

INDIVIDUAL/FAMILY MEMBERSHIP

Joining ASDC is wonderful for anyone, including parents of a deaf child. Also, anyone who has an invested interest in the enhanced quality of life for the deaf child benefit from being a member of ASDC.

Benefits of being a member of ASDC include:

1. Subscription to *The Endeavor* 3x a year
2. Monthly Email Blasts
3. Resources and Advocacy Support

****If you are a parent of a deaf child and would like to start your First Year Free Membership, please send your information to**

asdc@deafchildren.org:

Your name:

Address:

Telephone number/email address:

Name and birthdate of your deaf child:

You can also call ASDC at
1-800-942-2732 with the information.

MEMBERSHIP PACKAGES FOR SCHOOLS/ORGANIZATIONS

ASDC provides a very special membership opportunity for schools and organizations. If your school or organization would like to join ASDC as an Educational or Organizational Member, ASDC will provide your school or organization with:

1. A free one-year membership for all of your families
2. A special thank you in the next monthly e-mail blast
3. A special thank you in *The Endeavor*
4. A special thank you in the News Section of the ASDC website
5. A website link of your school or organization on ASDC website
6. A post of your contact information on ASDC's Educational/Organizational Membership webpage

Membership is only \$250.

HOW DO WE JOIN?

http://www.deafchildren.org/membership/asdc_join

DONATE TODAY!

Since our beginning in 1967, ASDC has grown into a nationally recognized non-profit organization that advocates for Deaf children.

Because of donations ASDC has been able to:

Establish and maintain a website, www.deafchildren.org

Publish *The Endeavor*

Send a monthly e-mail update to our members

Sponsor families to our Conferences

Attend national conferences to promote the ASDC mission

Provide a 24-hour hotline, 800-942-2732

ASDC needs committed people to continue our mission of providing support and advocacy to families of deaf children. Your donation makes you an active partner in our efforts to assist families by providing them with appropriate information and by "just being there" for them.

Thank you for your donation and support towards ASDC!



LEE KATZ AWARD



The Lee Katz award recognizes extraordinary parents in honor of Lee Katz, the first president of the International Association of Parents of the Deaf. This was first awarded in 1975 and the recipient continues to be honored at the American Society for Deaf Children (ASDC) Conferences.

The Lee Katz award is open to all family members, legal guardians, parents or grandparents of deaf children.

Nominees must be a member in good standing of the ASDC. Nominees must demonstrate the mission and core values of the ASDC.

The nomination letter must include:

- The nominee's name, address, phone number and email address.
- Your name, address, phone number and email address.
- Brief description of why you feel the nominee should receive the Lee Katz Award.
- Nominee's achievements and accomplishments.
- How the nominee supports families in your state.

ROY K. HOLCOMB SCHOLARSHIP FOR ASDC CONFERENCE

Roy K. Holcomb was one of the founding members of the International Association of Parents of Deaf Children (IAPD), hence the American Society for Deaf Children (ASDC). ASDC continues to recognize Mr. Holcomb's support and dedication to the organization by awarding scholarships in his name to families attending the ASDC Annual Conference.



To make a nomination for the Lee Katz Award and to obtain an application for Roy K. Holcomb Scholarship, please contact:

American Society for Deaf Children
#2047 - 800 Florida Avenue NE
Washington, DC 20002
ASDC@deafchildren.org
410-795-0965 (fax)



A Message for Parents



Learning doesn't end when your child walks out the school door at the end of the day. Not only will your child be practicing his or her skills with homework that may require your help, but everything learned in school can also be applied and extended at home. Accessible media (captioned and described) can be of huge benefit. Did you know that the Described and Captioned Media Program (DCMP):

- » has a library of over 4,000 free-loan described and captioned media titles available to registered members.
- » accepts membership from parents of early learners thru Grade 12 students who are deaf, blind, or deaf-blind.
- » permits parents to create subaccounts for use directly by students, who have access only to those videos for which the parent has granted permissions.
- » allows members to watch accessible media online, on mobile devices, on their home TV with a set-top box, or on DVDs shipped from the DCMP.

What DCMP videos will help your child practice skills learned in school?

Idea:

Browse or search the DCMP library for biographies, careers, social studies, literature, math, and science media. Ask your child's teacher for suggestions.

What assistance is available to you in your role as your child's first and most important teacher?

Idea:

DCMP has videos relating to health and safety, home and family, and counseling.

Which DCMP titles should you select for your child to watch independently?

Idea:

Search for series such as Moko: the Young Explorer, BizKid\$, Dr. Seuss, Bill Nye the Science Guy, and many more titles for fun and enrichment.



**Described & Captioned
Media Program**

dcmp.org
info@dcmp.org
(800) 237-6213



American Society for Deaf Children
#2047 - 800 Florida Avenue, NE
Washington, DC 20002-3695



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We are also on Facebook and
Twitter. Go to our website and
click on these icons to follow us!

