



2019 CONFERENCE

21st Century Partnerships

At-a-Glance **Conference Hotel Info**



Hilton Wilmington/Christiana
100 Continental Drive
Newark, DE, 19713
(302) 454-1500



June 27-29, 2019

Delaware School
for the Deaf
Newark, DE



Please note that all the **meals & entertainment** listed in the program are included in your conference registration!



Color Coding Guide

Look for these color bands on the top of your program pages to quickly find information you need:

Thursday Activities

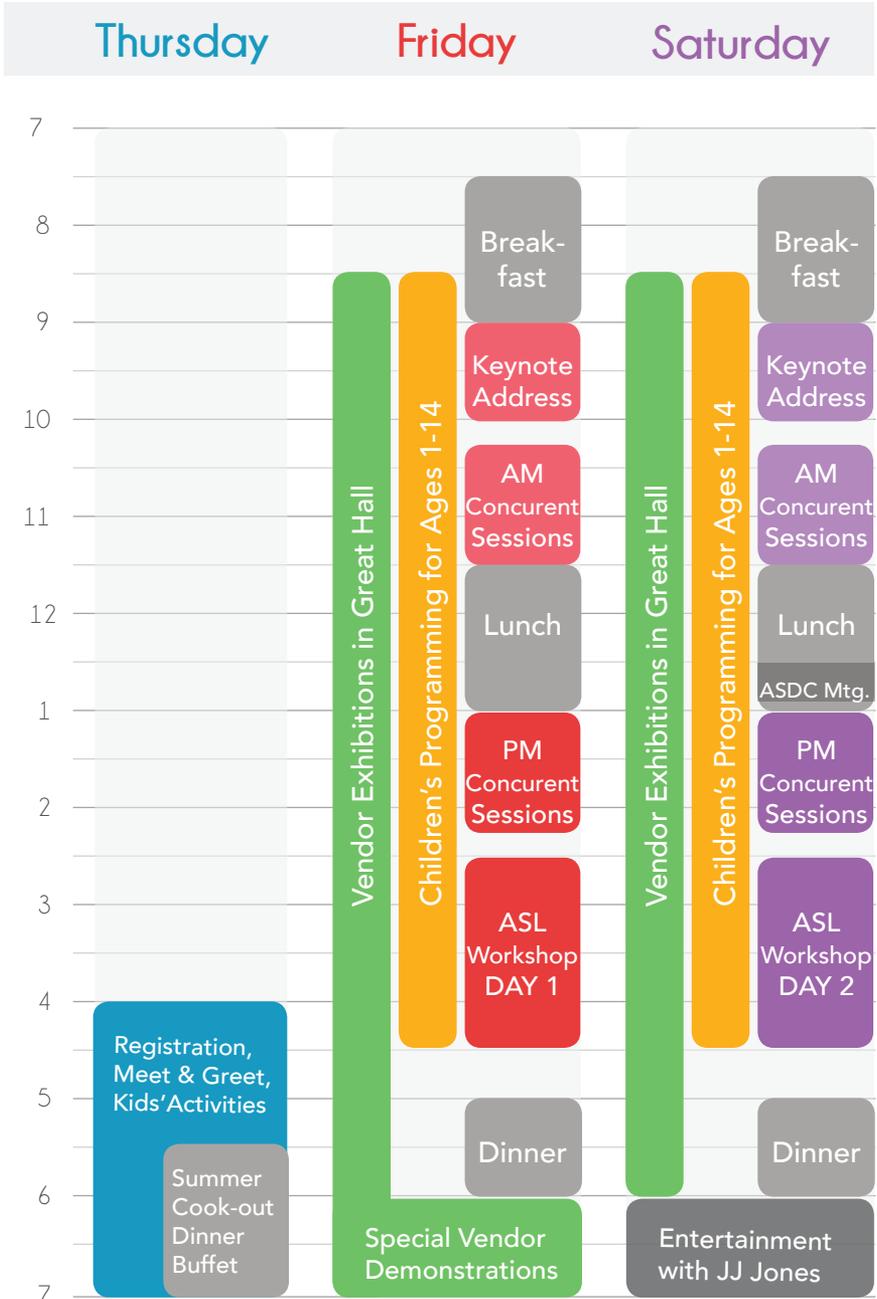
Friday Activities

Saturday Activities

Children's Activities

Exhibits/Vendors

At-a-Glance Conference Schedule



American Society for Deaf Children Board of Directors



Alisha Joslyn-Swob
President



Mark Drolsbaugh
Vice President



Gina Oliva
Secretary



Rachel Berman
Member



Avonne Brooker-
Rutowski Member



Heidi Corce
Member



Lisalee Egbert
Member



Rachel Kolb
Member



WELCOME

from Rachel Coleman
Executive Director,
ASDC

Welcome to your ASDC Family Conference! I say “your” because ASDC is here to serve you. It’s a true honor to be executive director of this organization. I love meeting our ASDC members and hearing what programs and services you need.

Every family’s experience is important and there’s incredible value in sharing our stories and learning from each other. This year, you might notice, we have added hands-on workshops in response to our members’ requests for activities that will increase their skill and confidence communicating in a visual and physical language, American Sign Language.

I hope at the completion of this weekend, you walk away having gained new skills, having created new connections, and head back home with new ideas and new friends. We are here to serve you, and look forward to serving you for many years to come!

Rachel Coleman





WELCOME

from Alisha Joslyn-Swob
Board President,
ASDC

I wanted to extend a warm welcome to all of you who have traveled far and wide to attend our 28th ASDC Family Conference this year! There is a reason why YOU chose to be here. I sincerely hope that this conference will be a place of belonging with countless opportunities to make new lifelong friendships, share personal stories and to grow together as we continue to learn new things about raising a deaf child in a hearing world and how WE can make a difference in sharing resources! I also wanted to take this time to introduce myself and share a little bit about me with all of you.

I am deaf, born to two hearing parents who had never met a deaf person in their life before they had me. Research shows that the majority of deaf children are born to hearing parents. I am a product of that statistic. My parents were told to not teach me ASL as that would hinder my speech development, to give me a cochlear implant straight away (implants were a new concept at that time), and to stress speech therapy so I could speak. Luckily, at the time by pure luck, my father was working with a deaf colleague. The whole family happened to be deaf, which is extremely rare, and they came over for dinner one evening to share with my parents what it is like to be deaf. That experience is what convinced them that ASL was the best starting place to introduce a foundation of language. Language is SO important for any child's development and is what should be considered first and foremost. My parents still utilized speech therapy, deaf mentorship, and hearing aids on top of ASL. A common misconception is that there is only ONE choice and you cannot have multiple approaches. ASDC's mission and purpose is to bring us together, provide deaf mentorship, share resources, and create a community!

Fast forward decades later, I married my husband who is also deaf. We are both the only deaf individuals in our families. We both assumed that our children would be hearing as we have no history of deafness in our families. In January of 2016, I gave birth to a beautiful baby boy and he went in for his newborn hearing screening and it came back negative three times. The doctors' looks on their faces were sorrowful and downcast when they told us that our baby was probably deaf. My first reaction was laughter. Obviously, this is because of the irony that they were speaking to two deaf parents. My next thought was, wow, so THIS is what hearing parents experience, who know NOTHING about deafness. I just happened to be lucky to already understand life as a deaf person and that my son would be perfectly normal and okay. Today, we are expecting our second child this August, and it is likely that he will also be deaf.

I only have a glimpse of what hearing parents truly experience in raising their deaf child as I already had all of the answers and knew exactly what I would do with my son. This is why ASDC is important to me as I was given a taste of what countless parents endure when discovering their child is deaf. ASDC needs you, parents of deaf children, to tell us what YOU need from us. It is our goal to provide you with the resources and the services that you need right now, today, and tomorrow. We would love your feedback on this conference and please do not hesitate to give us the 'nitty-gritty' in how we can improve our programs and our services to families.

I want to express our gratitude to the Delaware School for the Deaf for their tireless work in putting on this conference over the course of the past year. Also, many thanks to our presenters, volunteers, and caregivers for carving out the time to be here and to our sponsors for supporting ASDC as we continue to grow.

Enjoy the conference! We look forward to meeting you all and getting to know you over the next couple of days!

Warmly,

Alisha Joslyn-Suob





WELCOME

from Laurie Kettle-Rivera, M.S., CAS

Director, Delaware Statewide Programs
for the Deaf, Hard of Hearing & Deaf-Blind

Delaware School for the Deaf

Welcome! It is my honor and pleasure, as the Director of Delaware Statewide Programs for the Deaf, Hard of Hearing, and Deaf-Blind, including Delaware School for the Deaf, to welcome you to the American Society for Deaf Children Conference. The theme of the 2019 conference is “21st Century Partnerships,” and that topic fits perfectly with the meaningful collaborations occurring here in Delaware every day. All of our stakeholders, from the medical communities, educational programs, state and family agencies, and most importantly the families and children themselves, work together to partner for the greater good of raising and educating deaf children. We believe you will acquire innovative ideas and resources to apply to your own journey of raising and educating a D/deaf child.

This weekend is a wonderful chance for all of us to challenge ourselves to meet new people, spark collaborative opportunities, and create innovative ways to work together. Please enjoy the learning opportunities, as well as social breaks to get to know and develop connections with other families and professionals.

While you are visiting our “small wonder” of a state, please check out all that Delaware has to offer: Main Street restaurants within the University of Delaware campus, tax-free shopping at the Christiana Mall, and of course, our famous beaches and beautiful state parks.

Delaware is known for its “Endless Discoveries”—my goal for your family is to have endless discoveries here at the ASDC Conference and to leave feeling inspired and ready to bring 21st Century Partnership possibilities home with you. I hope I have the opportunity to discuss those discoveries with you!

Enjoy your conference,

Laurie Kettle-Rivera





WELCOME

from Daphne Werner

K-12 School Leader,
Curriculum & Instruction

Delaware School for the Deaf

Welcome to the 2019 ASDC Conference! I would like to personally welcome each of you to Delaware School for the Deaf! This is an exciting time, as we have an incredible opportunity to learn, grow, and adapt together to the changing landscape of education for students who are deaf and hard of hearing.

The ASDC planning committee has been working hard to prepare an outstanding conference for you. We truly hope this conference will offer you the opportunity to learn something new, meet other families and professionals who have similar experiences, consider exciting new ideas that others are trying, and have fun.

This year, our conference theme is "21st Century Partnerships." Ultimately, this theme is about emphasizing the importance of collaboration and innovation, raising the bar for our children's education, and preparing our children to be as successful as they can be as they venture out into the 21st century to make their way as adults.

The conference schedule includes exciting presentations and panel discussions. There will also be time to socialize and network with other families and professionals. Get ready to inspire and to be inspired!

With warm regards,





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Thank you

The ASDC Board is sending a big shout out to the ASDC Conference Committee (shown below), all of our presenters, sponsors, vendors, and volunteers whose hard work has made this conference possible!



The ASDC Conference Committee at Delaware School for the Deaf – from the left: Courtney Cooper, Karen Martin, Daphne Werner, Laurie Kettle-Rivera, Kelli Adasko

Once Upon a Sign

Little Red Riding Hood

The Boy Who Cried Wolf

Magic Mirror

Goldilocks and the Three Bears

Stone Soup

Three Little Pigs

Jack and the Beanstalk

Streaming videos through



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DVDS also available to purchase for your family's video collection!

Let the games begin!
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full of puzzles and games.



Thursday Evening



Children's Activities

- fun crafts
- face painting
- inflatable moonbounce, obstacle course, and slide

Meet the Posner Family from A&E's *Deaf Out Loud*



Welcome Addresses

Laurie Kettle-Rivera

Director, Delaware Statewide Programs
for the Deaf, Hard of Hearing & Deaf-Blind

Ms. Mary Ann Mieczkowski,

Director, Exceptional Children Resources,
Delaware Department of Education

Rachel Coleman,

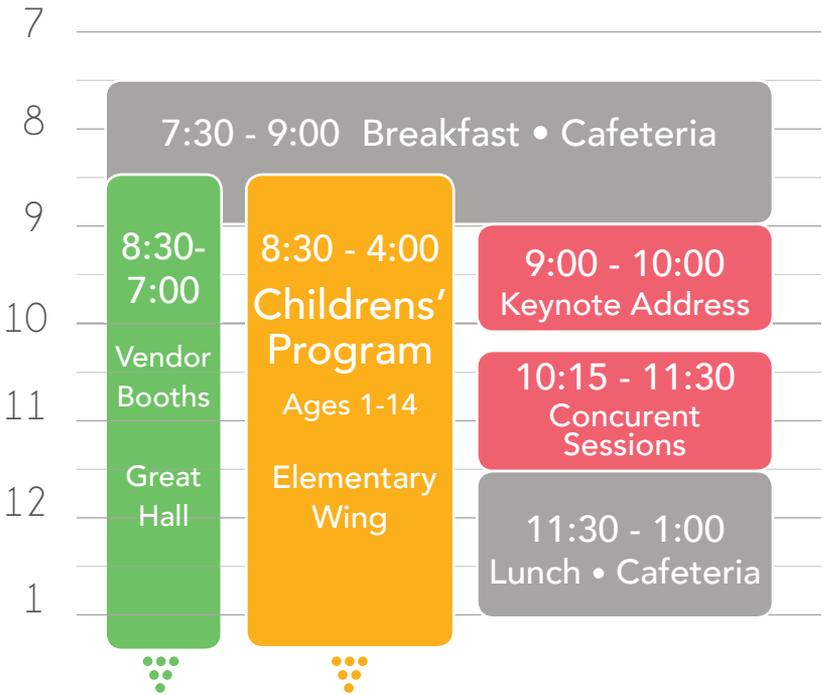
ASDC Executive Director

NOTE:

Speaker presentations
will be available at
deafchildren.org
after the conference.

Friday

Morning



See the following pages
to get keynote details
and to choose your
concurrent session.



Keynote Address

Friday 9:00 - 10:00

Sterck Auditorium

Navigating Through the Gray Areas

Mick & Rachel Posner

Deaf parents Mick and Rachel Posner share their wisdom and experience gained from navigating the public school system and advocating for their two deaf children.

- What has worked well?
- What hasn't?
- What strategies have they employed to make their children's educational experiences as successful as possible?

The Posner family was recently featured on A&E's program, *Deaf Out Loud*. They will also talk about their experiences while filming the show and the impact the show has had since it's airing in September of 2018.



Concurrent Sessions

Friday 10:15 - 11:30

Room 181

Choose one of four options:

OPTION 1: PANEL DISCUSSION

The Development of a Multidisciplinary Team to Provide Care to the 'Whole Child' with Hearing Loss

Michael Hoffman, Ph.D., Yell Inverso, Au.D., Ph.D., Gregory A. Witkin, Ph.D., Rebecca L. Huzzy, Au.D., Amy Hoehn-Powell, SLP, Melissa Stone, SLP, and William Parkes, M.D.

Nemours/Al duPont Hospital for Children has recently expanded services provided to cochlear implant patients, with an emphasis on a patient-centered, collaborative care model. In addition to services through Otolaryngology, Audiology, and Speech and Language Pathology, Nemours now offers integrated Psychology and Neuropsychology services and has hired an Outcomes and Outreach Coordinator. This presentation will review this multidisciplinary model for care and its emphasis on addressing challenges for patients and their families, including varied early intervention and education services across multiple states. The aim of this integrated program is to offer support throughout the entirety of the developmental lifespan, ranging from initial diagnosis through transition to early adulthood.

Concurrent Sessions

Friday 10:15 - 11:30

Room 250

OPTION 2: WORKSHOP

How Can 'Noise' Distract Children Who are Deaf and Hard of Hearing?

Laurie Kettle-Rivera, M.S., C.A.S.,
Marcus Adrian, and Kevin Symons

Mackey Mitchell Architects took on the unique challenge of designing the buildings that were to become the "new" Delaware School for the Deaf (DSD). With a focus on the concept of Deaf Space, the architects incorporated several design strategies to combat sensory "noise" that can impede learning. The architects who worked on this project, along with the director of DSD and DE Statewide Programs for the Deaf, Hard of Hearing, and Deaf-Blind will share these design strategies that parents and professionals can apply to everyday environments.

Attendees will learn to identify disruptive visual "noise" and disruptive auditory noise, learn ways to reduce overall sensory noise for optimal learning environments, and see firsthand examples of the 21st century structural design that focuses on communication and smooth, purposeful transitions.

Concurrent Sessions

Friday 10:15 - 11:30

Room 249

OPTION 3: WORKSHOP

Transition Planning for Students Who are Deaf and Hard of Hearing: An Online Curriculum

Cindy Camp

Described and Captioned Media Program (DCMP)

Transition should not be a service added to the end of a student's high school career. Transition training should begin at a young age and be an ongoing opportunity for students to learn and practice responsibility and self-knowledge. Too often students are taught dependence, passivity, and reliance on unseen forces to take care of them.

No one has a greater stake in the outcome of transition planning than the student! This session introduces an online training on transition and self-determination, designed for students who are deaf and hard of hearing.

Participants learn about *Map It: What Comes Next*, a free curriculum that teaches self-determination, self-advocacy, academic and job-related skills. Participants will identify strategies used to support students during the transition process and recognize components of self-determination - including goal setting, self-advocacy, and interpersonal communication.



Opening for the 2019-2020 School Year:
A new state-of-the-art facility that includes the
Pressley Ridge School for the Deaf



Pressley Ridge School for the Deaf is an educational placement with a residential component that serves students who are Deaf or hard of hearing and also identified as having behavioral or emotional needs or on the Autism Spectrum.

[PressleyRidge.org/PRSD](https://www.PressleyRidge.org/PRSD)

PR PRESSLEY
RIDGE

Concurrent Sessions

Friday 10:15 - 11:30

Sterck Auditorium

OPTION 4: WORKSHOP

Mistaking a Boot for a Fish: Can Deaf Children Read Minds?

Lisalee D. Egbert, Ph.D.

While the ability to mind 'read' sounds like a special superpower, it is actually a critical part of our everyday social interactions. For example, how do you feel when someone tells you about a sad or joyous situation? What do you think when you learn that a hearing family was just informed that their child is Deaf? In these scenarios, we are able to mentally 'read' their minds – how they are feeling and what they are thinking, even though it is not our personal situation (although we may relate).

The ability to mind 'read' is also a critical part of the social development of Deaf children. Most of the focus with Deaf children is on language development, but their social and emotional development is just as important and is in fact, highly related to their language experience.

This session will discuss the social development of Deaf children, highlighting the importance of mind 'reading' and how parents and educators can foster its development.



PARENT ADVOCACY

An app for families of children who are deaf or hard of hearing attending IEP meetings, 504 meetings, or other meetings.



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Friday

Afternoon



See the following pages to choose your concurrent session.



Concurrent Sessions

Friday 1:00 - 2:15

Room 181

Choose one of four options:

OPTION 1: PANEL DISCUSSION

How the Delaware Early Hearing Detection & Intervention (EDHI) Advisory Board Learned to Listen

Shanda Brashears, M.D., Claire Consavage, Carlos Duran, M.D., Laurie Kettle-Rivera, M.S., C.A.S., Tracy Neugebauer, Isabel Rivera-Green, M.S.W., Michael Teixido, M.D.

The Delaware Early Hearing Detection and Intervention (EDHI) Advisory Board is tasked with advising the Secretary of the Delaware Department of Health and Social Services on issues relating to the newborn hearing evaluation, intervention, treatment, and follow-up care for Delaware's youngest children. For some state Advisory Boards, working together with diverse members from an array of organizations and philosophies can be a tough task. Within this panel presentation, Delaware EDHI Advisory Board members will share how they learned to break down barriers and work together more effectively, strategies they have utilized to grow partnerships within the Board and beyond, current goals of the Board to continue to improve Delaware's services, and tangible ideas to take home to your state's EDHI Advisory Board members.

Concurrent Sessions

Friday 1:00 - 2:15

Room 249

OPTION 2: WORKSHOP

It Takes a Village: Implementation of Positive High School Strategies for Career & College Readiness

Danielle Thompson-Ochoa, Ph.D.

Our world is rapidly changing. We know many of the jobs our Deaf, hard of hearing, and deaf-blind youth will have tomorrow are still emerging. Parents, teachers, and counselors of middle and high school students at times struggle to visualize their futures. How do schools really ensure that every Deaf, hard of hearing, and deaf-blind child is ready for post-secondary decision making?

It is not so easy translating the buzz words, "career and college readiness" into specific programs and actions. It truly does take a village to ensure every student is successful. This session will focus on ideas and strategies for middle and high school educators and parents to consider as they search for ways to effectively promote college and career readiness in school and at home.

Concurrent Sessions

Friday 1:00 - 2:15

Sterck Auditorium

OPTION 3: WORKSHOP

Recognizing Complexity in Children's Signed Narratives

Deborah Chen-Pichler, Ph.D., and
Paul G. Dudis, Ph.D.

Children's narratives provide a wealth of information about their language development. A good narrative involves much more than simply stringing together a group of sentences. Among other things, a storyteller must be aware of what their addressee does and does not know, introduce new characters and episodes clearly, and follow a cohesive sequence of events. Producing well-formed narratives takes children many years to master. Yet careful examination reveals that even simple narratives produced by young children are surprisingly sophisticated.

In this interactive workshop, participants will engage in a hands-on analysis of children's ASL narratives and be invited to contribute their perspectives on what aspects of the narratives analyzed stand out to them as unexpected and interesting.

The session will close with the sharing of online resources that offer further information on ASL acquisition and narrative development and a discussion about how to partner with early intervention providers when planning for parent and child sign acquisition.

Concurrent Sessions

Friday 1:00 - 2:15

Room 250

OPTION 4: WORKSHOP

Parents Partnering with Providers to Identify Sign Vocabulary that Packs a Punch

James McCann, Ed.D.

Hearing parents who choose to use sign language with their deaf or hard-of-hearing children face the challenge of learning a whole new language. For many hearing parents, their child is the first deaf/hard of hearing person they've ever met and their exposure to sign language up to this point may be limited. Where to start? Many new parents are eager to learn as many names as possible for toys, clothes, foods, and objects to start labeling items in their child's environment. While labels are important, acquiring only a long list of object and action names may not be the most effective strategy for language development. A strategy that supports a broader range of development is a core vocabulary approach. Core vocabulary are words that are used frequently and across contexts, whereas fringe vocabulary are words that are specific to a routine or activity. The goal of a core vocabulary approach is to provide parents with a more productive vocabulary that can be used in a variety of settings and for a variety of communicative purposes. A rich vocabulary that includes activity-specific words, general words used frequently in multiple settings, and thinking and feeling words is very important. In this interactive session, participants will be introduced to the concept of core and fringe vocabulary, identify benefits of a core vocabulary approach to children's language and social-emotional development, identify how to prioritize words for learning, and discuss how to partner with early intervention providers when planning for parent and child sign acquisition.

ASL Storytelling

Friday 2:30 - 4:30

Gymnasium

KEYNOTE WORKSHOP - DAY 1

Tell Me About Your Day: Sharing Stories and Everyday Experiences at Home with ASL

Peter Cook with Keith Wann

Sharing stories around the dinner table? Learn simple techniques that will make your signed stories come to life.

World-renowned ASL storyteller and poet, Peter Cook will teach you how easy it is to use your eyes, head, and body to switch between the role of narrator and character, how to show a conversation or describe an interaction between two people, and how to describe physical characteristics of people, animals, and objects.

You will leave this highly interactive workshop with new skills you can use every day!



Special Vendor Demonstrations

Friday 6:00 - 7:00

Sterck Auditorium / Exhibit Hall

Join us for hands-on demonstrations from our exhibitors!



Thank you

to these organizations for providing Conference interpreters with CEUs.



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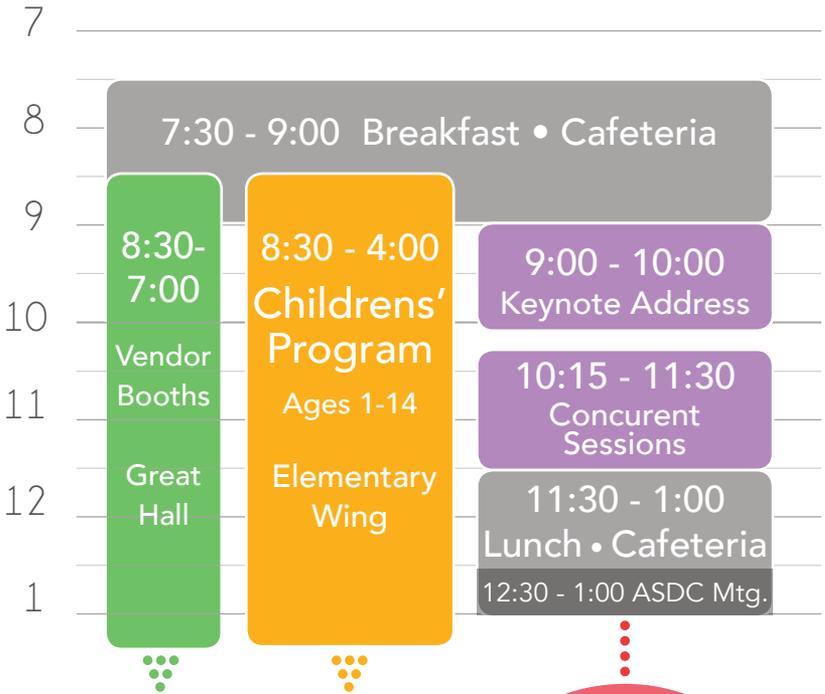
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Saturday

Morning



JOIN US!
ASDC General Meeting
Room 181
12:30 - 1:00

Your input is needed!
Share your thoughts
and find out about the
new and exciting things
happening at ASDC.

See the following pages
to get keynote details
and to choose your
concurrent session.

Keynote Address

Saturday 9:00 - 10:00

Sterck Auditorium

Roy Holcomb Distinguished Lecturer Series
Keynote Address

'Radical' Collaboration in Deaf Education: Strategies for Moving Forward, Together



Michella
Maiorana-Basas, Ph.D.

The ongoing debate over modality still plagues the field of Deaf Education, however, a “one-size-fits-all” approach cannot meet the unique needs of every single child. Still, there remains a divide among professionals, parents, and the d/Deaf community which has created barriers to collaboration and progress.

This presentation will address these issues and offer solutions and reflections on how we can work together to establish 21st century partnerships through a “Radical Middle” lens where researchers, parents, educators, and the Deaf community can collaborate on ways to bring a radical perspective to Deaf Education that is respectful, inclusive, and most of all, meets the needs of all deaf and hard of hearing children.

Concurrent Sessions

Saturday 10:15 - 11:30

Room 181

Choose one of four options:

OPTION 1: PANEL DISCUSSION

Support for the Journey: A Family, Educational, and Medical Collaboration

Mary Ann Stefko, Andrew and Lisa Lopatofsky, Ryan and Cassandra Romanaskas, Robin Tanner, and Matthew Busch

If you are in the field of Deaf Education, you have seen the statistics: “90% of children with a hearing loss are born to hearing families.” You have heard the stories: “The first Deaf person I ever met was my own child.” But what about those outside the field of Deaf Education? As a medical professional, are you providing the best care? As a parent, do you know enough to advocate for your child? The Choices for Children Program at the Scranton School for Deaf and Hard of Hearing Children, in collaboration with the Geisinger Commonwealth School of Medicine, piloted a program where medical students learned alongside families of newly diagnosed children with hearing differences. This program was an opportunity for collaboration between early intervention providers, medical students, and families of D/HH children to learn together. Hear directly from the E.I. provider, the families, and the medical students and walk away with ideas for how to implement such a program in your own settings.

Concurrent Sessions

Saturday 10:15 - 11:30

Room 249

OPTION 2: WORKSHOP

Eye Gaze: A Key to Language Acquisition

Camarie Shepard

Eye gaze is essential for visual learning and is key in language acquisition for Deaf children. This session will answer the following questions:

- What is eye gaze?
- How does eye gaze impact language acquisition?
- How does eye gaze impact literacy development?
- What activities support strong eye gaze development?
- What communication strategies support eye gaze and language acquisition?

Strategies discussed can be used with children who use ASL, Cued Speech, or spoken language. Participants will leave with a better understanding of the importance of eye gaze, along with a one-page summary with tips for communication strategies and fun activities that challenge eye gaze. The link to the free online eye gaze resource for both parents and professionals will also be shared.

Concurrent Sessions

Saturday 10:15 - 11:30

Room 250

OPTION 3: WORKSHOP

Literacy: From the Classroom to the Living Room

Thangi Appanah, Ph.D., and Raschelle Neild, Ph.D.

This session will present strategies in literacy that families can use with their children to improve their reading and writing skills. The workshop will include literacy strategies that can be used for students in early childhood, elementary and secondary levels.

Participants will learn how to do simple literacy activities with their children to reinforce reading and writing skills that have already been learned at school. The presenters will demonstrate how easily these literacy activities can be incorporated into everyday home life.

The workshop will also include hands on activities to help families learn these strategies. The session will close with the sharing of online resources that families can use at home to engage their children in an exciting way.

DELAWARE SCHOOL FOR THE DEAF



www.dsdeaf.org

Concurrent Sessions

Saturday 10:15 - 11:30

Sterck Auditorium

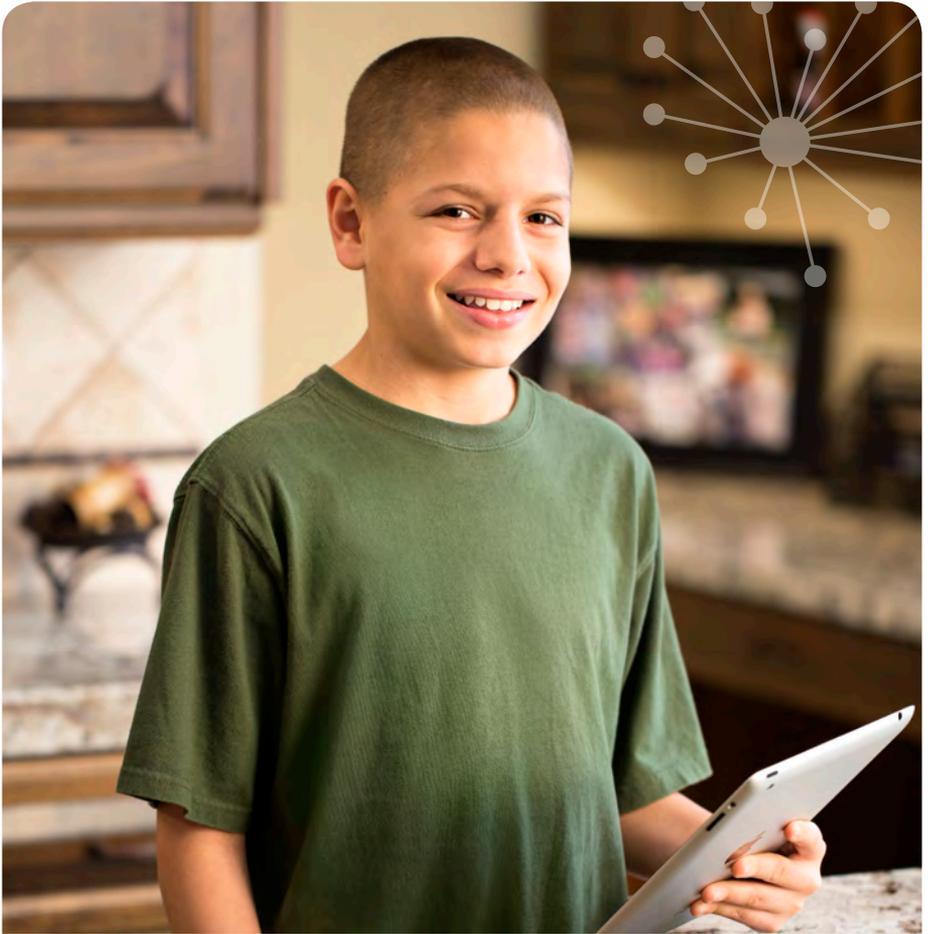
OPTION 4: WORKSHOP

Effective Ways the Deaf Community Can Leverage Social Media and 'Branding' to Forge a 21st Century Career Path

Mick Posner

Within the next 10 years, our economy will transform to where 40% of new jobs will be gig-based and exclusive to those active on social media and online professional networks.

What does this mean for the Deaf Community and how can those who are connected leverage such opportunities via online branding? What are the (creative) ways that barriers – such as the rise of podcasts – can be navigated? This presentation will cover effective ways that Deaf/HH have utilized such avenues and discuss what needs to be fostered at home and in K-12 classrooms in order to prepare students for continued success.



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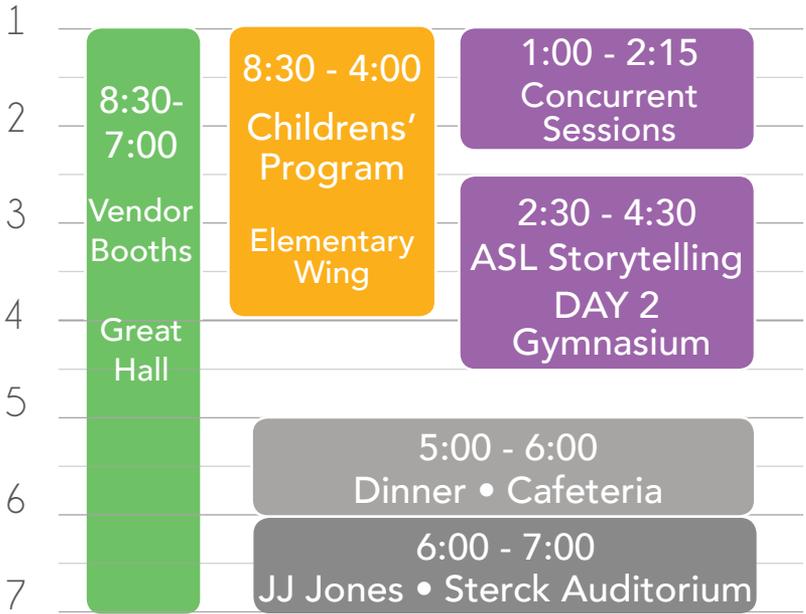


The *Heartbeat* of communication



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Saturday Afternoon



See the following pages to choose your concurrent session.



Concurrent Sessions

Saturday 1:00 - 2:15

Room 181

Choose one of four options:

OPTION 1: PANEL DISCUSSION

Leadership Opportunities for Deaf Youth at Summer Camp

Louise Rollins, Pat Rader, Hannah Aitken, Amy Norman, Marie Shepard, and Jacqueline Weaver

All Deaf children are capable of growing into strong leaders – they just need opportunities! Making growth and leadership opportunities truly accessible to Deaf children means more than just providing an interpreter; it means providing an environment that values their unique knowledge and skills as Deaf individuals. Using a “Deaf Gain” lens, a summer camp in Maryland has sought to embed leadership opportunities for their Deaf campers, counselors-in-training, and counselors. Intentionally creating opportunities to capitalize on their knowledge and talents has helped to strengthen the camp program and cultivate Deaf leadership in the community. Hear directly from board members and former campers-turned-counselors from Deaf Camps, Inc. to learn the many ways that this organization has partnered with young Deaf leaders. Walk away with a better understanding of “Deaf Gain”/accessible leadership opportunities for Deaf youth and strategies for providing such opportunities for a wide range of Deaf children, adolescents, and young adults in a social-recreational setting.

Concurrent Sessions

Saturday 1:00 - 2:15

Room 249

OPTION 2: PRESENTATION

Building the First Step Toward Kindergarten Readiness with Gallaudet's ASL Connect: Families

H-Dirksen L. Bauman, Ph.D., Kim Pudans-Smith, M.S.

A new initiative from Gallaudet University, ASL Connect, is designed to address one of the largest barriers to ensuring full language access for deaf children: the lack of resources available for families to learn ASL to create a home environment rich in visual communication. ASL Connect launched in 2018 and teaches basic ASL for free through theme-based videos on an interactive platform with self-paced lessons.

This presentation will provide an overview of ASL Connect: Families and the ASL Connector Language Learning program, both of which are based on current research in first- and second-language acquisition. Presenters will discuss strategies for leveraging ASL Connect resources to assist state and local outreach to families with deaf and hard of hearing children through the use of distance learning technologies.

Integrating ASL Connect with existing state and local learning platforms would move us closer to a mutually interdependent language learning ecosystem in which future generations of deaf children may be nurtured and supported in their lifelong journey to wholeness and wellness.

Concurrent Sessions

Saturday 1:00 - 2:15

Room 244

OPTION 3: WORKSHOP

Using Accessible Media with Students Who are Deaf and Hard of Hearing

Cindy Camp

Research has shown that the use of multimedia is ben-

eficial to all students. Educational videos are uniquely suited to take students on impossible field trips, introduce them to new people and cultures, and bring great literature to life. However, most educational videos are not accessible to students with hearing and vision loss.

The Described and Captioned Media Program (DCMP) is a federally funded program that provides accessible educational media and much more. Parents, teachers, and professionals can create a free account with DCMP and access a wide range of accessible educational videos for use in the classroom and at home.

Attend this session and learn how captions benefit ALL students; learn how to evaluate the quality of captions in captioned media; and learn how DCMP media meets educational content standards.

Concurrent Sessions

Saturday 1:00 - 2:15

Room 250

OPTION 4: WORKSHOP

Parents Partnering with Language Researchers to Identify Best Practices for Learning ASL

Deborah Chen Pichler, Ph.D., Deanna Gagne, Ph.D., and Diane C. Lillo-Martin, Ph.D.

In this interactive session, become a “live” participant in research through online polling (on your smartphone) as you learn about current research on how parents and their children learn a sign language together.

Learn the answers to questions such as, “How is the process of learning ASL different for a hearing parent versus their deaf child?” “What environments are most effective for parents’ L2 learning versus children’s L1 learning, and how can both be supported simultaneously?”

Compare the research findings to your own experiences and learn what resources have been found to be the most crucial for supporting overall family success in acquiring ASL. Walk away with a better understanding of the process behind learning a sign language for both you and your child and the environments that are best for such learning.

ASL Storytelling

Saturday 2:30 - 4:30

Gymnasium

KEYNOTE WORKSHOP - DAY 2

Tell Me About Your Day: Sharing Stories and Everyday Experiences at Home with ASL

Peter Cook with Keith Wann

Sharing stories around the dinner table? Learn simple techniques that will make your signed stories come to life. *This is the second half of a day-two workshop.*



Heidi Z. Foster, M.A., NCC, NCSC
Senior Graduate Admissions Counselor
The Graduate School and Professional Programs

(202) 651-5436 (voice)

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www.gallaudet.edu

Kendall Hall 103B
800 Florida Avenue, NE
Washington, DC 20002-3695

Evening Entertainment

Saturday 6:00 - 7:00

Sterck Auditorium



JJ Jones was born in Kansas City, Missouri and has been deaf since birth, but can partially hear with his hearing aid. He first discovered "pantomime" at an early age by watching the Red Skelton Show, which was not telecaptioned (cc) at that time.

JJ first performed mime in school around the age of 10 and learned more mime just before he graduated from the National Technical Institute for the Deaf in Rochester, NY. While there, he attended many mime workshops and fulfilled one of his lifelong dreams by meeting his role models Red Skelton and Marcel Marceau in person.

JJ has performed at schools across the U.S. as well as at state fairs and Deaf events, such as Deaf Expos, Deaf Celebration, Deaf Awareness Day, and Deaf Way II. He recently performed at the first annual World of Mime in Paris, France honoring Marcel Marceau, and at the World Deaf Day in Bordeaux, France.

JJ's performances are enjoyed by deaf and hearing alike. His pieces about deaf culture are both funny and informative. To learn more, visit jjmime.com.

Children's Program

Friday and Saturday

8:30 - 4:30 • Elementary Wing

While you attend the amazing conference keynotes and concurrent sessions, your child will be having fun in their own program! Staff/volunteers from the Delaware School for the Deaf will involve your child in fun and engaging activities throughout the day on Friday and Saturday.

Friday/Saturday Schedule:

Between 7:30 and 8:30 a.m., you can eat breakfast in the cafeteria with your child.

At 8:30 a.m., Children's Program staff will meet you in the cafeteria to walk your child to the Elementary Wing.

Children will stay on-site at all times (no field trips).

Lunch will be served within the program. (Nut-free and gluten-free options will be provided.)

Rest/nap time will be provided for children who need it. We have cots. Please bring a blanket/pillow that is clearly marked with child's name.

At 4:30 p.m., Children's Program staff will bring your child to the cafeteria to meet you for dinner.



Activities include:

- **A live animal show** with Jungle John
www.junglejohn.com
- **A magic show** with Deaf magician, Mort Feldman
www.facebook.com/mortmagic
- **A STEM program** with RIT instructors
- **Visual arts games and activities**
with Quest Visual Theatre artists
- **Leadership activities** with Kyle Rosenberg from the
Deaf Hearing Communication Centre, Inc.
dhcc.org/about
- **ASL storytelling** with Deaf storytellers
- **Games, crafts and activities**
- **Outdoor play** (weather permitting)

Sponsor/Vendor Guide

American School for the Deaf

www.asd-1817.org

American Society for Deaf Children (ASDC)

www.deafchildren.org

American Sign Language Communication

www.aslcomm.com

Camp Mark 7

www.campmark7.org

Clerc Center

www3.gallaudet.edu/clerc-center.html

Cochlear Ltd.

www.cochlear.com

Delaware School for the Deaf

www.dsdeaf.org

Described and Captioned Media Program

dcmp.org

Delaware Families for Hands and Voices

www.delawarehandsandvoices.com

Gallaudet University

www.gallaudet.edu

Institute for Disabilities Research and Training
www.idrt.com

The Journey
yourjourney.tv

Pennsylvania School for the Deaf
psd.org

Pressley Ridge School for the Deaf
www.pressleyridge.org/prsd.html

MED-EL Cochlear Implants
www.medel.com/us/

Quota International
quotainternational.org

Registry of Interpreters for the Deaf (RID)
rid.org

Rochester Institute of Technology
www.rit.edu

SignOn
signonconnect.com or deafchildren.org/signon

Sorenson Video Relay Service (SVRS)
www.sorensonvrs.com/

SignOn

with ASDC



Practice ASL online in real time with a Deaf adult



"SignOn picks up where ASL classes end....we could see ourselves using it for a really long time!" -The Nissens, ASDC Member Family

SignOn is an online program that lets you practice ASL live with a Deaf adult from the comfort of your own home.

- get one-on-one practice
- choose your own topics
- get personalized feedback
- schedule sessions any time
- watch recorded session videos to review any time

Right now, ASDC Member Families are eligible for five

FREE
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deafchildren.org/sign-on

Deaf cyclists Conrad Baer and Albert Blake are currently biking across the United States to raise funds for **SignOn with ASDC!**



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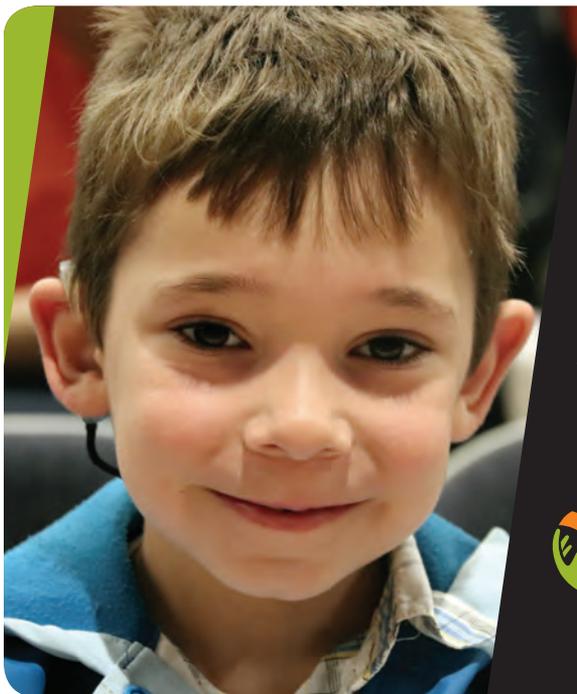
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Presenter Biographies

Friday, June 28

Friday 9:00-10:00 a.m.

OPENING KEYNOTE ADDRESS

Navigating Through the Gray Areas



Mick Posner: Mick has 10+ years of experience in both Deaf Education and Vocational Rehabilitation fields. He has previously worked as an employment consultant for the State of CT and is currently a full-time ASL teacher at a public high school. He is also an adjunct professor of ASL at a local community college and an entrepreneur, operating

PosnerInclusion, LLC, which is a consulting company that provides a variety of business solutions. Mick is a widely sought-after speaker, having spoken on both local and national levels. Recently he, along with Rachel, was featured on the A&E pilot, *Deaf Out Loud*, which was considered a major success, having rose to the #1 downloaded reality-TV show and the 7th most watched show overall on iTunes during the week it aired. He is also a well-known trainer and expert in many disciplines, including ADA laws, workplace accommodations, social media marketing/branding and job development. Furthermore, he currently serves on the ETS/Praxis National Advisory Committee to develop a teaching proficiency certification exam for ASL instructors. When not working, Mick enjoys being with his family and planning the next adventure. A self-professed travel junkie, his greatest passion is exploring the world with Rachel and their two children, Faith and Henry.



Rachel Posner: Born, raised and currently residing in Connecticut, Rachel is the product of a hearing family where much was left to be desired. Always longing to belong, to understand, and be understood, for the majority of her upbringing, she felt stuck in the gray area where she was neither deaf enough nor hearing at all. Although

she grew up oral and learned sign language at the age of 17, she is proof that you can identify-learn when you're good and ready. Ever since, her hands have not stopped moving. Her experiences, trials, and tribulations have inspired her to pursue her life's work as an advocate. She operates her own consulting business working with school districts

and deaf and hard-of-hearing students in bridging the gray-area gaps. She shares an empowering message of inner peace, happiness, and awareness through her #DeafOutLoud platform, which stemmed from her appearance on the highly successful A&E pilot, *Deaf Out Loud*. She has tirelessly provided support and advice to parents in the United States regarding their children's education and/or challenges in the public school systems. She is a consultant for the Connecticut Coalition Against Domestic Violence (CCADV), where she provides training for staff members and partners on how to handle D/HH situations. Rachel is also a professor of American Sign Language at Naugatuck Valley Community College.

Friday 10:15-11:30 a.m.

Development of a Multidisciplinary Team to Provide Care to the 'Whole Child' with Hearing Loss



Michael Hoffman, Ph.D.

Pediatric Psychology Fellow,
Division of Behavioral Health,
Nemours/Al duPont Hospital for Children



Yell Inverso, Au.D., Ph.D.

Director of Audiology,
Nemours Children's Health System,
Delaware Valley



Amy Hoehn-Powell, SLP

Senior Speech Pathologist,
Division of Outpatient Therapy Services,
Nemours/Al duPont Hospital for Children



Gregory A. Witkin Ph.D.

Pediatric Neuropsychologist,
Division of Behavioral Health,
Nemours/Al duPont Hospital for Children



Melissa S. Stone, SLP

Outcomes and Outreach Coordinator,
Division of Audiology,
Nemours/Al duPont Hospital for Children

Presenter Biographies



Rebecca L. Huzzy, AuD

Senior Audiologist,
Division of Audiology,
Nemours/Al duPont Hospital for Children



William Parkes, M.D.

Pediatric Otolaryngologist,
Division of Otolaryngology/ENT,
Nemours/Al duPont Hospital for Children

How Can 'Noise' Distract Children Who are Deaf and Hard of Hearing?



Laurie Kettle-Rivera, M.S., C.A.S. is the Director of Delaware Statewide Programs for the Deaf, Hard of Hearing, and Deaf-Blind, including Delaware School for the Deaf. She has been invested in Deaf Education for over 20 years, where she has served in several roles including teacher, specialist, adjunct professor, and educational administrator. She has presented locally and nationally on topics such as curriculum mapping, deaf education best practices, and applying federal mandates to low incidence populations. Laurie has a Bachelor's Degree in Speech Pathology and Audiology, a Master's Degree in Deaf Education with a concentration in English, and a Certificate of Advanced Degree in Educational Leadership.



Marcus Adrian is the principal architect at Mackey Mitchell Architects. He has designed buildings and classrooms for deaf education on nine different campuses. He lectures widely on classroom design, including an October, 2017 talk at TEDx Gateway Arch.



Kevin Symons is a Senior Associate at Mackey Mitchell Architects. He graduated from the Illinois School for the Deaf and NTID/RIT and is currently the Advisory Board President at the Missouri School for the Deaf. Kevin enjoys educating Deaf students about careers in architecture.

Transition Planning for Students Who are Deaf and Hard of Hearing: An Online Curriculum



Cindy Camp is the Marketing and Communications Specialist with The Described and Captioned Media Program. Cindy holds a Master's degree in English, is a nationally certified interpreter, certified in mental health interpreting in AL, as well as a C-Print captionist and trainer. She has provided access services for students who are deaf and hard of

hearing for over 25 years.

Mistaking a Boot for a Fish: Can Deaf Children Read Minds



Lisalee D. Egbert, Ph.D. The Maryland State Senate appointed Dr. Egbert to the Maryland Governor's Office for the Deaf and Hard of Hearing Advisory Council (MACDHH) for a second term. For her work related to legislation, she received a Civic Engagement Award for my service regarding social justice, diversity and equality.

Due to her appointment with on the Governor's advisory council, she has a seat on the State of Maryland's Cultural and Linguistic Competence Committee related to mental health services for the Deaf and Hard of Hearing in Maryland. She is also serving on the Maryland Department of Health's (MDH's) Early Hearing Detection and Intervention (EHDI) Program and The Parents' Place of Maryland (PPMD): Maryland EHDI Screening and Beyond Advisory Committee. She and her husband are Deaf and have two Hard of Hearing and two hearing children. Dr. Egbert is also the former vice president of the American Society for Deaf Children (ASDC).

Friday 1:00-2:15 p.m.

How the Delaware Early Hearing Detection and Intervention (EDHI) Advisory Board Learned to Listen



Dr. Shanda Brashears graduated in 1999 with a Master's Degree in Communication Disorders from the Louisiana State University School of Health Sciences. She began her career as a research audiologist and has served as a pediatric clinical audiologist at the Nemours, duPont Hospital for

Children since 2005. She received her AuD from the Central Michigan University / Vanderbilt Distance Learning Program in 2006. Dr. Brashears helped to build the Auditory Neuropathy and Electrophysiology pro-

Presenter Biographies

grams at Nemours. She is also a member of the Vestibular and supports the Cochlear Implant and Auditory Processing Disorders programs as a specialist in electrophysiology. She has supported the State of Delaware's Early Hearing Detection and Intervention (EHDI) program as a consulting audiologist since 2007. Dr. Brashears has a background in music therapy / music performance and she provides hearing conservation and custom in-the-ear products to musicians in the Delaware and Philadelphia areas through her sole proprietorship, Brashears Hearing Health Care.



Clare Consavage is a parent of a hard of hearing child. She has worked as a parent guide for Delaware's chapter of Hands and Voices for more than six years and is their current Parent Guide Coordinator. Clare is active with the state's EHDI board and has worked alongside other Delaware agencies in the effort to help D/deaf and hard of hearing children and their families receive the services and interventions they need.



Dr. Carlos Duran is a Delaware neonatologist, graduate of the Penn State Hershey Neonatology Program. He has a lifelong interest in supporting families and children who are deaf and hard of hearing. He is the Chair of Delaware's Governor's Advisory Board to the Early Hearing Detection and Intervention Program and Medical Director of the Delaware Child Watch North Early Intervention Program. His research interests include family communication and CMV prevention.



Laurie Kettle-Rivera is the Director of Delaware Statewide Programs for the Deaf, Hard of Hearing, and Deaf-Blind, including Delaware School for the Deaf. She has been invested in Deaf Education for over 20 years, where she has served in several roles including teacher, specialist, adjunct professor, and educational administrator. She has presented locally and nationally on topics such as curriculum mapping, deaf education best practices, and applying federal mandates to low incidence populations. Laurie has a Bachelor's Degree in Speech Pathology and Audiology, a Master's Degree in Deaf Education with a concentration in English, and a Certificate of Advanced Degree in Educational Leadership.



Tracy Neugebauer is an Education Associate with the Exceptional Children's Workgroup, Delaware Department of Education. She completed her bachelor's degree in adaptive physical education at the University of Delaware, and her master's degrees in elementary education, special education,

and leadership from Wilmington University. She has worked 17 years in the field of Special Education both within a school district and the Department of Education. Prior working within school environments, she worked 12 years in Early Intervention as an Early Childhood Educator and as an Administrator in Delaware. Part of her role for the Department of Education is to serve as the liaison to Statewide programs for the Deaf, Hard of Hearing and Deaf-Blind. She also serves as the liaison to the Listening and Spoken Language classroom in DE and attends Delaware's Early Hearing Detection & Intervention meetings.



Isabel Rivera-Green has been with the Division of Public Health for three years and currently serves as the Director of Children and Youth with Special Health Care Needs (CYSHCN) for the state of Delaware. In this role, she works with internal and external partners to develop and improve systems of care for this vulnerable population. She oversees

the Early Hearing Detection and Intervention (EHDI) Program focused on ensuring infants are screened for hearing loss by 1 month of age, diagnosed by 3 months of age, and receive early intervention by 6 months of age. Before coming to the Division of Public Health, she worked at the Division of Substance Abuse and Mental Health serving individuals struggling with suicidal/homicidal ideations as well as prevention programming for substance abuse and mental health.



Dr. Michael Teixido is a native of Wilmington, Delaware. He completed his residency in Otolaryngology at Loyola University of Chicago in 1990 and continued his education with a sub-specialization in neurotology (neurology and neurosurgery of ear problems) at Northwestern University, Southern Illinois University and the University of Chicago.

Since 1991 he has been in neurotologic practice at Christiana Care Health Services and Nemours DuPont Hospital for Children. He has continued his academic activity with clinical appointments at Thomas Jefferson University and the University of Pennsylvania. He founded programs for adult and pediatric cochlear implantation in Delaware. He is a member of numerous professional societies related to otology and neurotology. He regularly presents nationally and internationally and holds numerous editorial board positions. He has contributed over 30 peer-reviewed publications to the medical literature and has also developed surgical instruments and middle ear prostheses that are in clinical use. In addition to his direct teaching activities, Dr. Teixido has developed web-based teaching materials used by patients and physicians worldwide.

Presenter Biographies

It Takes a Village: Implementation of Positive High School Strategies for Career and College Readiness



Dr. Danielle Thompson-Ochoa was a School Counselor for Pre-K to Grade 12 in Honolulu, Hawai'i while pursuing her Ph.D. She is a National Certified School Counselor (NCSC) and a National Certified Counselor (NCC) as well as having a K-12 School Counselor license in Virginia, Maryland, and Hawai'i. She currently teaches graduate school courses in School Counseling and Clinical Mental Health Counseling. Dr. Thompson-Ochoa is a native of Trinidad (Trinidad and Tobago) in the West Indies. She relocated to United States of America at the age of 17 for college and each time she attempted to return home, an exciting opportunity presented itself so she decided to make the USA her permanent home. Currently she lives in Virginia with her husband and two children. She loves her department, (Department of Counseling), Gallaudet University, and teaching/ watching her students succeed in becoming phenomenal School Counselors.

Recognizing Complexity in Children's Signed Narratives



Dr. Deborah Chen Pichler became interested in linguistics and bilingualism as a young child, growing up in a bilingual English-Taiwanese household. Since 2002, she has been a member of the Gallaudet Linguistics faculty, teaching courses on first and second language acquisition and generative syntax. Her research interests focus on the acquisition of ASL by deaf children of deaf families (both with and without cochlear implants) and hearing bilinguals (coda children), as well as the acquisition of ASL as a second language by adults. Her recent publications include the video textbook, *Sign Language Acquisition by Deaf and Hearing Children: A Bilingual Introductory Digital Course*. It is presented in ASL with English voice-over and is available from Gallaudet University Press at signlanguageacquisition.com.



Dr. Paul G. Dudis is a Michigan native who attended Detroit Day School for the Deaf and later, Michigan School for the Deaf in Flint. While working as an ASL instructor in New York, he became interested in depiction and went on to receive training in cognitive linguistics at Gallaudet University and University of California, Berkeley. He is professor and chair of the Department of Linguistics at Gallaudet, where he continues his investigation on depiction.

Parents Partnering with Providers to Identify Sign Vocabulary that Packs a Punch



Jim McCann, EdD, is a faculty member at Gallaudet University in the speech-language pathology program. His teaching and research interests are in D/HH children's language acquisition and language intervention for D/HH children who struggle with language learning. Before joining Gallaudet in August, he worked as a speech-language pathologist for 17 years with D/HH children and their families in infant-toddler, early childhood, elementary, and high school programs. He also worked with D/HH children with complex communication needs due to significant additional motor, intellectual, or sensory disabilities.

Friday 2:30-4:30 p.m.

Tell Me About Your Day: Sharing Stories and Everyday Experiences at Home in ASL



Peter S. Cook is an internationally reputed Deaf performing artist whose work incorporates American Sign Language, pantomime, storytelling, acting, and movement. Peter has traveled extensively around the country and aboard with Flying Words Project to promote ASL Literature with Kenny Lerner since 1986. Peter has appeared in Live from Off Center's "Words on Mouth" (PBS) and "United States of Poetry" (PBS), produced by Emmy winner Bob Holman. Peter teaches at Columbia College where he received the 1997 Excellence in Teaching award. In 1998, Peter set up a video production company called PC Production that is now based in Chicago. Peter was featured nationally in festivals such as the Jonesboro National Storytelling Festival, Oklahoma City Winter Tales, Illinois Storytelling Festival, Indiana Hoosier

Presenter Biographies

Storytelling Festival, Eugene Oregon Multi-Cultural Festival, The Deaf Way II, and the Millennium State at the Kennedy Center in Washington, D.C. Peter was invited to the White House to join the National Book Festival in 2003. Internationally, Peter has worked with Deaf storytellers in Sweden, Norway, Denmark, and Japan. Peter lives in Chicago and teaches in the ASL-English Interpretation Department at Columbia College. He loves to tell stories to his son.



Keith Wann has been performing since 2002, starting with an ASL Improv group, and then in 2004 his solo career quickly took off due to several viral. He semi-retired his live stage comedy show in 2017 to focus on web and studio projects.

Combining side splitting physical humor, with heartfelt real life stories from his Coda childhood, has become his comedic trademark among the ASL Community. As a hearing child of Deaf adults, Wann is an original breakthrough performing ASL artist and has been featured in several short films with ASL and currently stars in a popular ASL Children's APP called Signed Stories. He has also done several commercials for Pepsi, appeared in Quantico, Law and Order, and several short films, including The Strength Within You and others listed here.

Keith is really excited to be currently involved with www.SignItASL.com as a director/writer/actor for a new Signing Time project.

Along with performing Keith also maintains his National Certification (NIC:Master and CI/CT) as an interpreter and an artistic ASL consultant on video projects including the artist Sia.

He has interpreted: Phantom of the Opera, Twelfth Night, Aladdin, Amy and the Orphans, Annie, The Play That Goes Wrong, Midsummer Night's Dream, Mary Poppins, Something Rotten, School of Rock, Long Day's Journey into Night, Noises Off, West Side Story, Shrek: The Musical; Little Shop Of Horrors, Hamlet, Beauty and the Beast, and 39 Steps.

Saturday, June 29

Saturday 9:00-10:00 a.m.

ROY HOLCOMB DISTINGUISHED LECTURER SERIES KEYNOTE ADDRESS

'Radical' Collaboration in Deaf Education: Strategies for Moving Forward, Together



Dr. Michella Maiorana-Basas is an Assistant Professor and Coordinator of the Undergraduate Program in Deaf Education at Flagler College, St. Augustine, FL. Michella has over 10 years of k-12 classroom teaching experience in deaf education in the bilingual setting and over 19 years of experience dedicated to the field as a professional.

She has previously served as the Constituent Chair for Deaf Hard of Hearing for the Division of Communicative Disabilities and Deafness (through the Council for Exceptional Children) and as a board member for Hands and Voices, Michigan.

Currently, Michella serves as a co-editor for *Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes*. She is also a Founding Member and Research to Practice Strand Coordinator for The Radical Middle Project. Michella's research is focused on the content area reading practices of teachers in upper-grade classrooms in signing programs and has dedicated her study and service to building philosophical and collaborative bridges in deaf education.

Saturday 10:15-11:30 a.m.

Support for the Journey: A Family, Educational, and Medical Collaboration



Mary Ann Stefko currently works for the Choices for Children Program at the Scranton School for Deaf and Hard of Hearing Children. She earned a Master's of Education in Counselor Education and a Bachelor of Science degree in Communication Disorders from the Pennsylvania State University. She has over 30 years experience teaching students from Early Intervention through high school in both residential and inclusive settings, educational interpreting, and presenting and training on Deafness and hearing loss. Mary Ann is currently an adjunct

Presenter Biographies

professor in the Department of World Languages and Cultures at the University of Scranton and an instructor at the Geisinger Commonwealth School of Medicine. Mary Ann's passion is Early Intervention, focusing on providing support and instruction to children and families on the hearing loss journey.



Andrew and Lisa Lopatofsky live in the rural town of Waymart, PA with their three young daughters. Their two oldest daughters have Usher Syndrome, Type 1b. Andrew is currently working as a Project Manager with Sanofi Pasteur. Lisa is a full-time mom and advocate for their children. She is a Parent Guide with the Hands and Voices Guide by Your Side program and a Peer Supporter with Parent to Parent. Lisa is also a Board Member of the Pennsylvania Partnership for the Deafblind and a Member of the Advisory Council for the Pennsylvania Deaf-Blind Project.



Ryan and Cassandra Romanaskas are the proud parents of Nova and Hudson. Ryan has completed his bachelors degree through Keystone College, his MBA from Wilkes University, and has an Executive Certificate in Strategy and Innovation from MIT. He is employed by VaxServe, a Sanofi Pasteur Company and works as a Deputy Director in Commercial Strategic Planning. He is also the co-owner of DBLR Realty, LLC. Cassandra has completed her bachelors degree from the University of Scranton and is also employed by VaxServe. She works as a Deputy Director of Health System Marketing. Ryan and Cassandra love spending time together as a family, cooking, and being outdoors. They also love advocating for their daughter, Nova, who was born with sensorineural hearing loss and wears cochlear implants.



Robin Tanner is a second-year medical student at Geisinger Commonwealth School of Medicine. She is from Danville, PA and completed her undergraduate education at Auburn University. After interacting with a sign language interpreter during her first year of college, Robin began a course of self-study to learn ASL. When entering GCSOM, she was excited to learn about the ASL club. She continues to grow in her study of ASL and is eager to get involved in the local Deaf community.



Matthew Busch is a second-year medical student at Geisinger Commonwealth School of Medicine. Originally from Mahwah, New Jersey, Matt graduated from the University of Scranton in 2017 with a double major in neuroscience and biomathematics, with minors in philosophy and biochemistry. He took his first course in ASL as a Senior at the University and became involved as a volunteer at the Scranton School for Deaf and Hard of Hearing Children. Discovering a passion for Deaf children, Matt has continued to study topics related to hearing loss and become involved with the Deaf community as he grows to become a physician.

Eye Gaze: A Key to Language Acquisition



Camarie Shephard is a professional ASL interpreter and a Doctoral Candidate in Occupational Therapy at the University of Pittsburgh. She graduated Towson University in 2014 with a bachelor's degree in Deaf Studies. Since then, she has completed a graduate certificate from Gallaudet University's Infants Toddlers and Families program during which she created a guide to Eye Gaze basics for parents and professionals.

Literacy: From the Classroom to the Living Room



Thangi Appanah, Ed.D. is an associate professor at Gallaudet University. She completed a doctorate in Educational Leadership at Central Connecticut State University and a Master's in Deaf Education at Gallaudet University. She worked as a language arts teacher and an elementary school principal at a deaf school. Her research interests include deaf student writing, teacher leadership, family collaboration and teacher preparation. She has authored several articles and presented at national and international conferences.



Dr. Raschelle Neild holds a Ph.D. in Special Education, a Master's in Deaf Education from the University of Kansas, and B.S. in Elementary and Early Childhood from William Jewell College. She has taught PK-12th grade (general education, special education, and deaf education) in a variety of settings. Currently, she is an Associate Professor and Program Director for the Deaf Education Program at Ball State University.

Presenter Biographies

Effective Ways the Deaf Community Can Leverage Social Media and 'Branding' to Forge a 21st Century Career Path



Mick Posner has 10+ years of experience in both Deaf Education and Vocational Rehabilitation fields. He has previously worked as an employment consultant for the State of CT and is currently a full-time ASL teacher at a public high school. He is also an adjunct professor of ASL at a local community college and an entrepreneur, operating PosnerInclusion, LLC, a consulting company that provides a variety of business solutions.

Saturday 1:00-2:15 p.m.

Leadership Opportunities for Deaf Youth at Summer Camp



Louise Rollins volunteered with Deaf Camps, Inc. since 2002. She is the current board president and previously served as secretary and treasurer. She has co-directed the Younger Deaf Camp since 2003. Louise is a deaf educator and a CODA. She is proud to serve the Deaf community through her professional and volunteer work.



Patrick Rader was born in Nurnberg, Germany. He was a son of an Army tanker who traveled to different locations inside and outside the states. Pat had a brief stint in Cub and Boy Scouts while growing up. After high school, he worked as a counselor, an archery instructor, and a waterfront director during many summers before hanging up his hat. He decided to return to the camp scene after seeing the positive impact Camp Manidokan had on his daughter. He currently serves as Co-Director of Camp Manidokan and is on the Deaf Camp, Inc. board. He enjoys camping at Assateague Island with his family and rides his motorcycle as much as he can.



Hannah Aitken attended Manidokan camp for Deaf Camp starting at 8 years old. Two years ago, Hannah became a counselor-in-training (CIT), as a way of earning community service hours. She found that she loves to work with kids and keep them busy, and would love to continue being a camp counselor. Hannah is a very active person. She plans to attend RIT this fall, focusing on sports and mathematics.



Amy Norman is adopted and is originally from Pennsylvania. She moved to Maryland when she was in second grade and attended Maryland School for the Deaf. Amy graduated from MSD in 2008 and went on to attend Rochester Institute of Technology, graduating from there in 2012 with a Bachelor's degree in Chemistry. She was a camper at Deaf Camp from 1997 to 2007. Amy has been a counselor in the Younger ASL Camp since 2008, missing only one year due to a college internship.



Marie Shepard started attending Deaf Camp in 2007 and enjoyed it so much so she had to come back every summer. She transitioned from a camper to counselor-in-training (CIT) in 2015, and then became a regular counselor in 2017. When she isn't at camp, she is majoring in biomedical photography at Rochester Institute of Technology (RIT). In the summer of 2018, Marie worked as a counselor for RIT National Technical Institute for the Deaf (NTID) "Explore Your Future" camp.



Jacqueline Weaver started going to Deaf Camp in 1997, when she was 7 years old. She religiously attended the camp every year until 2008, when she became a counselor. She is currently a stay-at-home mom to the best 8-month old baby boy, Richard.

Presenter Biographies

Building the First Step Toward Kindergarten Readiness with Gallaudet's ASL Connect: Families



H-Dirksen L. Bauman is a Professor in the Department of American Sign Language and Deaf Studies at Gallaudet University and Director of the Master's Program in Deaf Studies. He is the co-editor of a book/DVD project, *Signing the Body Poetic: Essays in American Sign Language Literature*; editor of *Open Your Eyes: Deaf Studies Talking*; co-editor of *Deaf-Gain: Raising the Stakes on Human Diversity* and co-author of *Transformative Conversations: A Guide to Mentoring Communities Among Colleagues in Higher Education*. He is also the producer and co-director of the feature length documentary film, *Audism Unveiled*, co-founding editor of the Deaf Studies Digital Journal, and is currently director of ASL Connect, featuring a variety of opportunities to learn ASL and explore Deaf Studies online.



Kim Pudans-Smith is the ASL as a Second Language Program Coordinator at Gallaudet University's ASL and Deaf Studies Department. Kim has been teaching ASL for more than 20 years at various universities and colleges in Maryland, Delaware, and the DC area. Kim also gives presentations and trainings at various conferences, workshops, and centers on teaching ASL, intercultural communication and interpreting. Kim is an alumnus of Gallaudet University and McDaniel College. Kim also is a doctorate student at Lamar University. Her primary research focus is on which format would be an effective medium for teaching ASL. Other research interests include: teaching ASL classes, designing ASL and Deaf culture curriculum in America and Tanzania, Deaf identity, empowering Deaf individuals especially in Tanzania, and the power of language.

Using Accessible Media with Students Who are Deaf and Hard of Hearing



Cindy Camp is the Marketing and Communications Specialist with The Described and Captioned Media Program. She holds a Master's degree in English, is a nationally certified interpreter, is certified in mental health interpreting in AL, and is a certified C-Print captionist and trainer. She has provided access services for students who are deaf and hard of hearing for over 25 years.

Parents Partnering with Language Researchers to Identify Best Practices for Learning ASL



Dr. Deborah Chen Pichler became interested in linguistics and bilingualism as a young child, growing up in a bilingual English-Taiwanese household. Since 2002, she has been a member of the Gallaudet Linguistics faculty, teaching courses on first and second language acquisition and generative syntax. Her research interests focus on the acquisition of ASL by deaf children of deaf families (both with and without cochlear implants) and hearing bilinguals (coda children), as well as the acquisition of ASL as a second language by adults. Her recent publications include the video textbook, *Sign Language Acquisition by Deaf and Hearing Children: A Bilingual Introductory Digital Course*. It is presented in ASL with English voice-over and is available from Gallaudet University Press at signlanguageacquisition.com.



Deanna L. Gagne, Ph.D. is an assistant professor in the Department of Linguistics at Gallaudet University. Her research addresses two overarching questions: What is the relationship between a child's language experience and their cognitive abilities? and, What kinds of adult and peer interactions support successful language acquisition? With a long-standing history of commitment and service to the deaf community and as a parent of a deaf child, she values parent input and the need for communicating science back to the public.



Diane Lillo-Martin is a Board of Trustees Distinguished Professor of Linguistics at the University of Connecticut, and a Senior Scientist at Haskins Laboratories. Her main research interest is to better understand the human language faculty. Primarily she examines this by studying the structure and acquisition of American Sign Language, and by looking at the process of language acquisition across different languages. See her site for the Sign Linguistics and Language Acquisition lab (<http://slla.lab.uconn.edu/>) and the Binational Bimodal Bilingual Language Development Project (<http://bibibi.uconn.edu/>) for more information.

My Notes

My Notes

My Notes

ASL Weekend



ASDC's ASL Weekend will help you get personalized instruction and meaningful practice so you can sign with confidence! This highly interactive 2-day workshop is for parents, professionals, and kids 16 and up.

All skill levels are welcome

Scholarships are available for ASDC members

www.deafchildren.org/events/asl-learning-opportunities



“What an amazing experience!

The opportunity to learn and interact in such a warm, welcoming, and supportive environment allowed me to learn a lot in a short amount of time.”

Join Us!



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Being a member of ASDC means that you are a part of a amazing team of parents and professionals dedicated to giving deaf children the resources they need to learn, thrive, and succeed. Join us at www.deafchildren/join