

The American Society For Deaf Children

National Conference
June 25–27, 2017



AMERICAN
SCHOOL FOR
THE DEAF





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Let tomorrow
be everything
you dream,
starting today.

ALL ways able.

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139 North Main Street • West Hartford, CT 06107
www.asd-1817.org

Dear Friends:

Welcome to the American School for the Deaf! ASD is proud to host the 2017 ASDC Conference and welcome parents and families to our beautiful campus for a conference filled with interesting presentations, informative workshops, and round table discussions.

The theme for this year's conference, "Bridging Yesterday, Today, and Tomorrow," is quite fitting as both ASD and ASDC honor momentous milestones; ASDC observes its 50th anniversary this year while ASD commemorated our Bicentennial in April. While we celebrate these achievements, we must continue planning for the future. It has never been more important for parents and families to be informed about the many educational opportunities, services and programs available for deaf and hard of hearing children.

ASD and ASDC share the belief that deaf children must have full access to language and communication. Over the next few days, you will hear from distinguished professionals and experts in the field of deaf education who will explore a variety of topics, including the latest advances in technology, transition tips, learning techniques, and much, much more!

Thank you for joining us and I hope you enjoy your visit. If you have any questions or need assistance during your stay, please do not hesitate to contact me or any members of my ASD team.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey S. Bravin".

Jeffrey S. Bravin
Executive Director



Welcome to the 2017 ASDC Family Conference!

We are so glad you are here with us for what promises to be our best and most memorable event yet! First, we will be meeting in West Hartford at the American School for the Deaf that is celebrating both its 200th birthday and its place in history as the FIRST deaf school established in America! It is also extra special because we are celebrating ASDC's 50th anniversary! We've packed all three days with rousing speeches, exciting activities, thought-provoking roundtable discussions and the chance to meet amazing families from all over the US who are here for the same reason – we want the best for our children!

Though we all are coming from unique backgrounds and different experiences, we are here to share our common journey of raising our Deaf children. We are here because we believe the sharing and discussion of ideas and information is at the heart of democracy. We are here because we believe all families need to be able to access quality news, resources and information about educational opportunities and Deaf communities.

This three-day conference is about families, culture, and language. It is about coming together, learning, making new friends and meeting new allies. It is about an exciting, essential and inspiring journey in the camaraderie of fellow travelers.

As We Bridge Yesterday, Today and Tomorrow, we hope you will leave the conference with a wealth of resources and new hope for your children.

I look forward to meeting you all!

Avonne Brooker-Rutowski
President
American Society for Deaf Children

SCHEDULE AT A GLANCE

Sunday, June 25

2:00 P.M.

Registration Opens

5:00 P.M.

Family Fun Cook-out/BBQ

Monday, June 26

7:30 A.M.

Breakfast

8:30 A.M.

Exhibits Open

9:00 A.M.

Welcome

Jeff Bravin

9:15 A.M. – 10:45 A.M.

Across Generations: From
Marginalization to Modern
Inclusion of Ideas for Growing
Deaf Children

Lizabeth Katz

Leah Katz Hernandez

10:45 A.M. – 11:45 A.M.

ASDC Meeting

Avonne Brooker-Rutkowski
ASDC President

11:45 A.M. – 12:45 P.M.

Lunch

- Exhibits -

1:00 P.M. – 2:15 P.M.

What Parents Need to Know
About Teaching Grammar

Dr. Todd Czubek

Dr. Kristin A. DiPerri

New Hearing Technology: A
Parent's guide to Technology
and Connectivity

Donna Blain

Diana Gonzalez

Process over Product: The Use
of Art Therapy and Music
Therapy with Children who are
Deaf/Hard of Hearing

KC Beauregard

Robert Pozzi

- Exhibits -

2:30 P.M. – 3:45 P.M.

Effective Literacy Instruction
for Deaf/Hard of Hearing
Students: Understanding the
research base for advocacy and
implementation

Dr. Hannah Dostal

Dr. Rachael Gabriel

Friends in Two Worlds

Gina Olivia

Secondary Transition at a
Glance

Dr. Patricia Anderson

- Exhibits -

4:00 P.M. – 5:00 P.M.

Round Table Breakout
Discussions

5:00 P.M. – 6:00 P.M.

Dinner

6:00 P.M. - 9:00 P.M.

Family Activity:

Connecticut Historical Society

Tuesday, June 27

7:30 A.M.

Breakfast

8:30 A.M.

Exhibits Open

9:00 A.M. – 10:30 A.M.

Holcomb Distinguished Presenter
Empowerment and Leadership

for Deaf/Hearing Students

Tim Albert

- Exhibits -

10:45 A.M. – 12 Noon

Ingredients for Successful
Partnerships for Student
Success: Strengthening the
School to Home
Communication

Jennifer Del Conte

Tips for Family Engagement
with your Deaf Child

Tony Ronco

Enhancing Learning through
Accessible Media

Cindy Camp

12:00 Noon – 1:00 P.M.

Lunch

- Exhibits -

1:15 P.M. – 2:30 P.M.

Trauma and Deaf Children:
Understanding Its Effect on
Behavior and Learning

Karen Wilson

Sign and Spoken Language

Interface: Applied Brain-

Language Research

Dr. Deanna Gagne

Jessica Contreras

Effective Partnership in Special
Education

Cheri Dowling

- Exhibits -

2:45 P.M. – 4:00 P.M.

Finding and Keeping Balance in
Your Life

Cheri Dowling

Online or Offline: Protecting
your Deaf/Hard of Hearing
Child from Internet Danger and
Technological Addiction

Meghan Geary-Strenk

Holly Miller

Just for the FUN of it!

Leslie Warren

Keith Vinci

4:00 P.M. – 5:00 P.M.

Round Table Breakout
Discussions

5:00 P.M. – 9:00 P.M.

Closing Ceremony/Banquet/
Dance

Wednesday, June 28

7:30 A.M.

Breakfast

10:00 A.M.

Final Check-Out



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ASD CAMPUS MAP

American School for the Deaf

139 North Main Street

West Hartford, CT 06107

860-570-2300 (Voice)

860-899-1217 (VP)

860-570-2293/860-570-2201 (Fax)

www.asd-1817.org



- A. Gallaudet-Clerc Education Center (GCEC)
- B. Clerc Dorm
- C. Holt Dorm
- D. Cogswell Heritage House
- E. Auto Body
- F. Ward Gym / Pool
- G. Brewster Gym
- H. Kusiak Gym (Student Lounge)
- I. Vocational Building
- J. Cook Lodge
- K. Cogswell Building
- L. Butterworth Dorm
- M. Garmany Field
- N. Clock Tower
- O. Quadrangle
- P. Montessori School of Greater Hartford
Ben Bronz Academy
- CA. Cottage A
- CB. Cottage B
- CC. Cottage C
- CD. Cottage D
- CE. Cottage E



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-
- 7:30 a.m. Breakfast – GCEC Dining Room/Patio
- 8:30 a.m. Exhibits Open – GCEC
- 9:00 a.m. Welcome – Jeff Bravin, Executive Director - Ward Gym
- 9:15 a.m. Keynote Address – Ward Gym
Across Generations: From Marginalization to Modern Inclusion of Ideas for Growing Deaf Children
- 10:45 a.m. ASDC Meeting
Avonne Brooker Rutkowski, President, ASDC
Ward Gym
- 11:45 a.m. Lunch – GCEC Dining Room/Patio
Exhibits – GCEC
- 1:00 p.m. WORKSHOPS—GCEC
What Parents Need to Know About Teaching Grammar
Room 231
- New Hearing Technology:
A Parent's Guide To Technology and Connectivity
Room 202
- Process over Product: *The Use of Art Therapy and Music with children who are Deaf/Hard of Hearing*
Orange Common Area
- 2:30 p.m. WORKSHOPS—GCEC
Effective Literacy Instruction for Deaf/Hard of Hearing
Students: Understanding the research base for advocacy and implementation
Room 202
- Friends in Two Worlds
Room 231
- Secondary Transition at a Glance
Orange Common Area
- 4:00 p.m. ROUND TABLE DISCUSSIONS—GCEC
Latinx Parents and Caregivers: What should we do next
Room 202
- Education Advocacy
Yellow Common Area
- It's never too late to start!
Room 231
- Planning for Post-secondary Success
Orange Common Area
- 5:00 p.m. Dinner – GCEC Cafeteria/Patio
- 6:00 p.m. Family Activity Off Campus - Connecticut Historical Society
Bus departs from the front of GCEC
- 9:00 p.m. Rest

KEYNOTE SPEAKERS

Across Generations:

From Marginalization to Modern Inclusion of Ideas for Growing Deaf Children

The predecessor to ASDC was founded by a hearing mother, Lee Katz, with a deaf daughter - Liz Katz. Today a licensed social worker with over 30 years' experience in deaf mental health services, Liz Katz and her deaf daughter, Leah Katz-Hernandez, will bring their combined three generations of insight. Their talk will explore how communication and language, through literacy and ASL both, are fundamental to building strong, independent, and successful deaf individuals who actively contribute to the greater society. The speech will reflect on the importance of language accessible educational and extracurricular opportunities for developing the social and cognitive competence of our children. Finally, the speech will identify optimistic opportunities for the future of our deaf children.



Leah Katz-Hernandez is a speaker, author, and advisor with the Mitsubishi Electric America Foundation Advisory Committee. Previously known as the celebrated Receptionist of the United States for President Obama “ROTUS,” Ms. Katz-Hernandez is a leading expert on disability inclusion, public communication strategy, and civil rights. Through her dynamic career, she gained experience with the nonprofit sector, presidential campaigns, Capitol Hill, and the Obama White House. As a highly visible White House employee, Ms. Katz-Hernandez skillfully welcomed world leaders to the West Wing while simultaneously urging equal access for the Deaf, Disability, and Latina communities. Ms. Katz-Hernandez now uses her expertise to advocate for equality all over the world, with a focus on supporting marginalized communities. She earned her MA in Strategic Communication from American University in 2016 and a BA in Government from Gallaudet University in 2010.



Liz Katz, a Deaf licensed clinical social worker, has been involved in providing services to the Deaf community for over 25 years. Initially trained as a health educator, she worked at L.A. Planned Parenthood, making services at eight clinics accessible to Deaf people. She received her MSW from University of Connecticut School of Social Work. Following internships

at the Connecticut State Commission on the Deaf and at the American School for the Deaf, she has worked in various mental health settings, including the Connecticut Valley Psychiatric Hospital, Northwest Family Center in Winsted, Connecticut and in private practice. Ms. Katz is the lead social worker at the Jewish Social Service Agency in Gaithersburg, Maryland providing individual, child, family and couples therapy, group therapy, and case management. In addition to her clinical work, Ms. Katz provides educational workshops in parenting skills, stress management and other mental health issues. Also, she runs grant funded, Deaf Social Club that provides supervised socialization experience for deaf adults.

What Parents Need to Know About Teaching Grammar

This workshop will review approaches to successful grammar instruction for Deaf and hard of hearing children. We will discuss important ideas for the design of and expectations for a comprehensive language arts program. Our focus will be on sharing practical, parent-friendly ideas so that parents can be partners in the instructional plan, and as well as advocates for best practices for their Deaf and hard of hearing children.

Todd Czubek, PhD is co-author of the Bilingual Grammar Curriculum. He is a faculty member of Boston University's Programs in Deaf Studies and has been involved in multiple

projects designed to improve teaching strategies, student outcomes especially as it relates to the role of ASL in Deaf children's academic programming. Todd taught Deaf children for 15 years and now studies literacy and discourse proficiencies in American Sign Language and their implications for academic success and resource development. Todd's interests also include exploring how the modality and affordances of ASL, as well as ASL Literacy, can contribute to rethinking texts, composition, genre, and instruction for Deaf children.

Kristin DiPerri, Ed.D. is an independent educational consultant and literacy development specialist for Deaf and Hard of Hearing students. She has presented numerous workshops and presentations throughout the US and abroad. For 30 years she has worked as a classroom teacher, a researcher, an instructor in the Deaf Education program at Boston University and as the English Literacy Coordinator at a residential school for the deaf. She is working with several schools/programs in the country to implement new literacy programming approaches to meet the diverse literacy needs of DHH students. She is the author of 5 workbooks. Currently she is selling a curriculum that focuses on developing the foundational literacy elements DHH students need in order to be successful readers and writers.

New Hearing Technology: ***A Parent's guide to Technology and Connectivity***

What hearing technology is available today for a child with a hearing loss? Hearing aids, Baha processors, cochlear implants and updated devices for connecting your child to the world of sound will be discussed. We'll also be discussing how to connect personal listening devices to wireless technology to modern devices like smart phones, iPads, and music.

Diana Gonzalez, Au.D., CCC-A, has been an audiologist for the past 13 years, and began working at The American School for the Deaf 7 years ago. She earned her B.A. degree in 2002 and M.S. degree in 2004 from Southern CT State University; and received her Doctor of Audiology Degree from Salus University in 2009. She provides educational audiology services for mainstreamed students in public schools statewide. Diana provides assistance with of FM/DM system set up, educating staff on educational implications of hearing loss and equipment use. Diana works in ASD's Birth to Three Audiology Clinic testing babies, prescribing amplification, and educating families regarding their child's hearing needs. She is a bilingual audiologist providing home visits and service coordination for families within the ASD Birth to Three program as well. Diana is the Coordinator of the Audiology Department at ASD. She coordinates audiological services for the Birth to Three program and Outreach Audiology programs at ASD.

Donna Blain has been an audiologist for 28 years, and has worked as a pediatric audiologist at The American School for the Deaf (ASD) for the past 25 years. She has a particular interest in cochlear implants had had advanced training in cochlear implant devices. Donna provides audiological services to the students of ASD as well as infants and toddlers of the ASD Birth-to-Three program, also located on ASD's campus, by providing audiological assessments, hearing aid dispensing, Baha fittings/dispensing, FM and DM dispensing, cochlear implant consultation, repairs and mappings of cochlear implants, troubleshooting of devices, and support to families learning about their child's hearing loss.

Process over Product: *The Use of Art Therapy and Music Therapy with Children who are Deaf/Hard of Hearing*

Art therapy is a form of expressive therapy that uses the creative process of making art to improve a person's physical, mental, and emotional health. Music therapy is the clinical use of music interventions to achieve non-musical goals. Both of these motivating, creative therapies are valuable tools for any child's sensory diet – particularly students who are Deaf or hard of hearing!

KC Beauregard is a board-certified music therapist working towards her licensure in professional counseling. She received her master of arts in clinical mental health counseling with a specialization in music therapy from Lesley University in Cambridge, MA. In the last year, KC has worked at the American School for the Deaf as a music therapist in the PACES program, as well as covering for multiple counseling positions in the Core program. Her work as a music therapist with children who are Deaf and hard-of-hearing extends to CREC Soundbridge and the Boston campus of Clarke School for Hearing and Speech.

Robert Pozzi is an Art Therapist in the PACES residential program at the American School for the Deaf. He received his Master of Science in Art Therapy and Clinical Mental Health Counseling from Springfield College in Springfield, MA. Robert did his internship and conducted his research at ASD "The Effects of Art Therapy on Deaf and Hard of Hearing Adolescents diagnosed with PTSD", and has worked at the ASD as an Expressive Therapies Specialist in the PACES program since January 2016. Prior to working at the American School for the Deaf, Robert worked in a public school setting in both Special Education and Autism programs, working directly with children on the Autism spectrum as well as with behavioral difficulties for over 14 years.

Effective Literacy instruction for Deaf/Hard of Hearing Students: *Understanding the research base for advocacy and implementation*

In this session we will consider what research on the language and literacy development of D/HH students tell us about: The nature of effective instruction, the role of language in literacy development, and the potential of D/HH students. Drawing on recent findings from studies of D/HH learners across a range of school settings, we highlight a set of core principles for instruction and explain what they mean for student learning and parent advocacy efforts.

Hannah Dostal, PhD. is an Assistant Professor of Reading Education in the Department of Curriculum and Instruction and a Research Scientist in the equity and social justice research cluster at the University of Connecticut. Hannah has served as a middle school teacher of the deaf and a writing intervention coordinator for deaf and hard of hearing students in grades K-12.

Friends in Two Worlds

In this informal presentation, Dr. Oliva will talk about the importance of Social Capital for DHH schoolchildren – emphasizing the need for both hearing friends and deaf friends. Her own life experience in both worlds will form the basis for this.

Dr. Gina Oliva's first book, "Alone in the Mainstream: A Deaf Women Remembers Public School" was published in 2004. This book and *Turning the Tide...* (with Linda Risser Lytle) have established her as a leading advocate for DHH children as they become more and more dispersed around the nation and the world. Her advocacy work began with her 37-year career at Gallaudet University and continues today in her work with the American Society for Deaf Children.

Secondary Transition at a Glance

Students with disabilities between the ages of 16 and 21 who are receiving special education services on an IEP must be provided with transition planning and services. This session will help parents to better understand the secondary transition planning process through a discussion of the Transition Bill of Rights and the CORE Transition Skills. Participants will have the opportunity to ask questions about how to assist students to successfully transition to life after high school, including working with adult service agencies.

Dr. Anderson is an Education Consultant who serves as the State Secondary Transition Coordinator, a joint position between the Connecticut State Department of Education (CSDE), Bureau of Special Education and the Department of Rehabilitation Services, Bureau of Rehabilitation Services (BRS). Dr. Anderson also represents the Department on the BRS Transition Committee, Workforce Innovations Opportunities Act (WIOA) workgroups with the Department of Labor, BRS and the Department of Developmental Services (DDS); and the DDS interagency Employment Steering Committee. In the Department of Education, Dr. Anderson serves as the designated contact person for Specific Learning Disabilities/Dyslexia and represented the CSDE on the Governor's Committee on Employment for Persons with Disabilities for many years. Dr. Anderson has over 40 years' experience teaching special education at the middle and high school levels as well as in higher education and adult education. She received a Ph.D. in Educational Psychology/Special Education and a Sixth Year Degree in School Psychology from the University of Connecticut with concentrations in postsecondary learning disabilities, diagnostic assessment, universal design-print accessibility and secondary transition.

ROUNDTABLE DISCUSSIONS

For Latinx Parents and Caregivers: What should we do next?

Facilitators: Milmaglyn Morales

Kellynette Gomez

This roundtable discussion will give Latinx Parents and Caregivers a safe space to share their experiences raising deaf and hard-of-hearing children and apply knowledge learned in ASDC Conference in their lives.

Milmaglyn Morales, Deaf Parent Advocate and Educator. Milly is a deaf parent of three daughters and has a pride in being Deaf Puerto Rican with a bachelor in Early Childhood Education and masters in Special Education. She has taught for more than 15 years in Preschool through College. She is currently a Birth to Three Program Service Coordinator/teacher. In addition to her professional experience, she is on Council de Manos board where she is actively involved in Deaf Latinx Community and advocating for a social justice.

Kellynette Gonzlez is a Massachusetts native and a recent graduate of Gallaudet University, where she received a Bachelor's in Social Work. She currently works at Springfield College as the Community Involvement and Program Liaison under the Division of Inclusion and Community Engagement. She is self-identified Deaf and uses both a hearing aid and a Cochlear Implant.

Education Advocacy

Facilitator: Cheri Dowling

A roundtable Discussion about ways to navigate your school system to obtain services appropriate for your child.

It is never too early to start! Learn RIT/NTID's suggestions for successfully navigating the college search

Facilitators: Erin Kane

Alisha Joslyn-Swob

Meet two Admissions Professionals who are Deaf mothers to Deaf children. Expose your child to an array of social and academic opportunities offered at RIT/NTID for middle school students. We also offer tips on how to approach/navigate the college search process.

Erin Kane is the Assistant Director for Admissions and Visitation at the National Technical Institute for the Deaf, a college of the Rochester Institute of Technology. She is the parent of 2 Deaf daughters. Her older daughter attends the Rochester School for the Deaf and her younger daughter attends French Road Elementary School. Erin and her husband strongly believe children who are Deaf or Hard of Hearing should have a voice in their educational opportunities, especially when it comes to the best educational and social placement. Erin and her family live in Brighton, NY.

Alisha Joslyn-Swob is a Rochester native who spent her years growing up in Upstate New York. She graduated from Rochester Institute of Technology with a bachelor's degree in communications and have been working in the RIT/NTID Admissions Office as a counselor for the past three years. Her parents are hearing, and she was the only Deaf person in her family. Her husband is also Deaf, from a hearing family. Together, they have one son who is Deaf and they couldn't be more thrilled. She recently joined the ASDC board and she look forward to participating in spreading awareness about Deaf Education!

Planning for Post-secondary Success: Essential transition skills, college and technical training program preparation, pre-work skills, and on-the-job training opportunities.

Facilitators: Desiree Duda

Keri Weston Thomas

What questions do you have about transition? What have you learned that you want to share? What will your role be as a parent of a post-graduate student? What are the key elements for post-graduation independence?

Desiree Duda,

BA, Deaf Education,

MA, Deafness Rehabilitation

American School for the Deaf

Transition Specialist

Keri Weston Thomas,

BA, Psychology/Sociology

American School for the Deaf

Student Transition Services Coordinator

Connecticut Historical Society museum & library

One Elizabeth St, Hartford, CT 06105

LANGUAGE CULTURE COMMUNITIES

200 Years of Impact
by the American
School for the Deaf

The American School for the Deaf established the first permanent school for the deaf in the United States. It created a new standardized language– American Sign Language–resulting in a deaf community and culture that continues to advance equality. As a leader in developing educational methods and embracing technology for people who are deaf, ASD has impacted personal lives and American culture, and has formed local, national, and global connections between deaf, hard of hearing, and hearing communities.

Visitors to “Language, Culture, Communities: 200 Years of Impact by the American School for the Deaf” will come away with the understanding that ASD has and continues to transform and enrich the lives of deaf and hard of hearing individuals while forming connections between the deaf and hearing communities. They will understand the role that ASD played in shaping American culture through its influence on racial integration, special education, technological innovation, and through its establishment of American Sign Language as a major world language. The exhibit will allow visitors to gain a greater understanding of the challenges and successes of people who are deaf or hard of hearing.

The Connecticut Historical Society is a private, non-profit organization that serves as the official statewide historical society of Connecticut. Established in Hartford in 1825, the CHS is one of the oldest historical societies in the nation

TUESDAY

JUNE 27, 2017

- 7:30 a.m. Breakfast – GCEC Dining Room/Patio
- 8:30 a.m. Exhibits Open – GCEC
- 9:00 a.m. Keynote Address – Ward Gym

Holcomb Distinguished Presenter
Empowerment and Leadership for Deaf/Hard of Hearing Students
- 10:45 a.m. Workshops—GCEC

Ingredients for Successful Partnerships for Student Success:
Strengthening the School to Home Communication
Room 202

Tips for Family Engagement with your Deaf Child
Orange Common Area

Enhancing Learning Through Accessible Media
Room 231
- 12:00 noon Lunch – GCEC Dining Room/Patio
Exhibits – GCEC
- 1:15 p.m. Workshops—GCEC

Trauma and Deaf Children:
Understanding Its Effect on Behavior and Learning
Room 202

Sign and Spoken Language Interface
Applied Brain-Language Research
Room 231

Effective Partnership in Special Education
Orange Common Area
- 2:45 p.m. Workshops—GCEC

Find and Keeping Balance in Your Life
Orange Common Area

Online or Offline: Protecting your Deaf/Hard of Hearing Child
from Internet Danger and Technological Addiction
Room 202

Just for the Fun of It!
Room 231
- 4:00 p.m. Round Table Discussions—GCEC

Managing and Improving Your Child's Behavior
Room 202

Deaf/Hard-of-Hearing Children with Additional Disabilities
Room 231

Empowerment of Students of Color
Orange Common Area
- 5:00 p.m. Closing Ceremony/Banquet/Dance
Ward Gym

ASDC is honored to announce that Mr. Tim Albert has been selected as the 2017 Roy K. Holcomb Distinguished Lecturer.

Empowerment and Leadership for Deaf and Hearing Students



Tim Albert will discuss important differences in the education system between his mainstream schools and Louisiana School for the Deaf (LSD). Tim will share inspiring stories of his pursuits for academic excellence and beyond with the “right” people, resources, and services available to him and his family. Tim will also focus on the importance of cultural competency in schools and the community by discussing interventions and activities that prompt self-confidence, pride, and a sense of motivation in all students to aim for greater excellence in life.

Tim Albert grew up in New Orleans, Louisiana and loved eating Cajun and Creole gumbos. He was born deaf and was sent to various mainstream schools in the New Orleans area. During his junior year, Tim transferred to Louisiana School for the Deaf (LSD). After graduating from Louisiana School for the Deaf in 1991, Tim was accepted by National Technical Institute for the Deaf (NTID) in Rochester, New York. He studied there from 1991 to 1997 and obtained an Associate of Science Degree in Imaging Technology. Tim then transferred to Gallaudet University and obtained a Bachelor of Arts in Social Work in 2002 and a Master of Social Work (MSW) in 2004. Tim was Director of Youth Empowerment Summit (YES) for 9 years under National Black Deaf Advocates. He was the first Deaf President of the Black Awareness Coordinating Committee at Rochester Institute of Technology (a hearing organization) as well as the first Deaf member and brother of Alpha Phi Alpha Fraternity. He was a board member of Deaf Abused Women’s Network in Washington, DC. Tim was on the Administration team of the Deaf Youth Camp of Color in Stayton, Oregon. He was a conference chairperson for the 2013 National Black Deaf Advocates Conference in New Orleans, Louisiana. He also started working as a school social worker with Georgia School for the Deaf in 2005 and got promoted

to dorm director from 2009 to 2014. In Fall 2014, he is pleased to be named as Dean of Students (Student Program Administrator) for Middle/High School at Indiana School of the Deaf. Tim is married to Stephanie Smith Albert and they have a black mixed breed Beagle/Labrador named Lucky Smith Albert.

Ingredients for Successful Partnerships for Student Success: Strengthening the School to Home Communication

As students transition through the Pre-K-12 grade school setting, the partnerships and dynamics between parents and the school change. It is important to know how the partnerships evolve over time. This presentation focuses on the significance of and realistic strategies for home school collaboration in the development and practice of functional communication, social, and academic skills for students.

Jennifer Del Conte has been involved in education for 20 years. She has held many different positions, classroom teacher, itinerant teacher, department chairperson and Director of Special Education. B.S./M.A. from University of CT. (English Education) M.E.D. from Smith College (Deaf Education); MS.Ed. from Fordham University (Administration and Supervision); C.A.S. from Fairfield University (Special Education); Teacher for the Deaf for 16 years; Administrator for 10 years (Department Chairperson, Director of Special Education, Supervisor of Birth to 3 and Principal); Certified in NY, MA and CT. Currently, Jennifer is Supervisor of the Early Childhood Program and the Principal for the Pre-K-12 grade program at the American School for the Deaf.

Tips for Family Engagement with your Deaf Child

This presentation will cover suggestions on promoting opportunities to ensure your Deaf child feels included in hearing family gatherings and having access to bonding experiences. These suggestions will cover both immediate family and during holiday gatherings, extended family.

Participants will leave this presentation with tools & ideas for overcoming language barriers.

Tony Ronco M.S. P.E. is a married father of two: a hearing son, age 20 and a Deaf daughter age 17. Tony by trade & education is an Engineering Manager. But by passion, he is active l supporting various parent to parent activities and organizations serving families with Deaf Children on the local level, state level and nation level. Tony is the Secretary of ASDC. One of Tony's biggest dreams is the LEAD-K goal having a statistically normalized Language Development Assessment be performed for all Deaf Children in their IFSPs and early IEPs so that they can achieve kindergarten readiness with a fully developed language foundation. Tony has become a core member of that organization.

Enhancing Learning through Accessible Media

Research has shown that the use of multimedia is beneficial to all students. However, it is not always easy to find educational media with high quality captions. The Described and Captioned Media Program is a federally funded program, which provides accessible educational media and much more. Learn about this free resource. There are videos to teach sign language and deaf culture, lip-reading skills, self-advocacy, science, math, language arts, just to name a few. We'll discuss how to use accessible media in your child's classroom and at home.

Cindy Camp has worked in the field of deaf educational services for more than 25 years. She 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. Currently she is the Marketing and Communications Coordinator for the Described and Captioned Media Program (DCMP).

Trauma and Deaf Children: *Understanding Its Effect on Behavior and Learning*

This presentation is an introduction to how traumatic events impact a child emotionally and physiologically. The goal is to help parents understand the effects of trauma on deaf children and the way We can provide supportive responses to facilitate healing.

Karen Wilson is currently the Clinical Services Director for the PACES Residential Treatment Program, and Psychological, Counseling and Evaluation Services at ASD. Before coming to ASD, Karen was a provider of community-based mental health services for deaf and hard of hearing children and adults in both clinical and residential settings throughout the State of CT. In addition to her current responsibilities, Karen is the Administrative Leader of the Positive Behavioral Interventions and Supports (PBIS) initiative at ASD. Her leadership efforts with PBIS led the school to be recognized by the CT State Department of Education/State Education Resource Center (SERC) as a Banner School, and PACES as a Model Demonstration Program.

Sign and Spoken Language Interface: *Applied Brain-Language Research*

Recent studies have led to new understandings of how language experience shapes the brain, and have demonstrated the benefits of early exposure to visual languages for both deaf and hearing children. We will review recent research and discuss the impact of early language experience on other aspects of development such as self-control, interpersonal/social skills, mathematical abilities and children's abilities to learn more than one language. These findings have broad applications and are beneficial for parents, teachers, and policymakers.

Deanna Gagne completed her PhD in Developmental Psychology at the University of Connecticut, with concentrations in Cognitive

Science and the Neurobiology of Language. Her work primarily includes questions around language cognition interface. She will continue this work in her postdoctoral position at Boston University where she will be studying the effects of language exposure on deaf children's visual attention abilities.

Jessica Contreras is a 2nd year PhD student in Developmental Psychology at the University of Connecticut, also concentrating on the Neurobiology of Language. She received her Masters of Science degree in Experimental Psychology from the Rochester Institute of Technology in 2016. She is interested in how diverse language experience shapes cognitive development.

Effective Partnership in Special Education

Advocacy doesn't need to be negative. Today's workshop will clarify the importance of partnership and advocacy. Attendees will learn techniques to use to advocate for their child in a positive and effective way. Topics covered include communication, organization, preparation and participation in your child's IEP, IFSP or 504 meetings.

Cheri Dowling has been working with families to help them navigate the special education system since 1999. Currently Cheri is the Director of Advocacy for the American Society for Deaf Children, and the Coordinator of the Family Support and Resource Center and of the Maryland Parent Connections Program. Cheri has served as the parent representative on the Maryland EHDI Council, and as the parent representative and chair of the Advisory Council for the Maryland Governor's Office for the Deaf and Hard of Hearing. Cheri currently has a seat on the Advisory Board of the Described and Captioned Media Program and on the Advisory Board of Connections Beyond Sight and Sound. Cheri lives in Woodbine, MD with her husband and their two children, 23- year old, Patrick and 19- year old, Ryan.

Finding and Keeping Balance in Your Life

As a parent you are more than just a Mom, Dad, or caregiver. This workshop will discuss ways for you to thrive, be happy, and have a fulfilling life for yourself. This workshop perfect for anyone with stress in their lives.

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Online or Offline:

Protecting your Deaf or Hard of Hearing Child from Internet Danger and Technological Addiction

Did you know that technology can be addictive? Do you know why? Do you ever wonder how you can protect your child from online predators or other internet dangers for example fake news, financial scams, catfishing, and cyberbullying? Presenters will share information on how technology can become addictive and how you can help your child manage their use of it in a world where they cannot avoid it. Also you will learn how to keep them safe from the various dangers lurking online.

Holly Miller graduated from the School Psychology program at Gallaudet University in 2001 and has been a School Psychologist

at the American School for the Deaf since then. She was here as an intern the year before that. Holly is beginning her last year in the School Psychology doctorate program at William James College. She has worked with deaf, hard-of-hearing, and hearing children of all ages, conducting psychoeducational assessments, developing behavior plans, providing counseling, and consulting with staff and parents.

Meghan Geary-Strenk graduated from The Graduate School of Social Services at Fordham University with a focus in clinical social work and a specialization in working with children and families. She is licensed in the state of Connecticut to provide clinical therapy services. Meghan's 19 years of experience in the field includes working with adults with intellectual and physical disabilities, teaching social skills and coping skills to children on the Autism spectrum including their families, and working with deaf, hard of hearing and dhoh with special needs students. Meghan had been working at ASD for 10 years as a social worker/counselor. One of her favorite aspects of her job is meeting new families through the admissions process and building working relationships with all children and families. Meghan is married with 3 children who are her inspiration for positive change in how we communicate and interact with others in our technology driven world.

Just for the Fun of It!

Leslie Warren and **Keith Vinci** have been providing Artistic Workshops around the country for the past 40 years for a variety of audiences including Sign language students, professional interpreters, Teachers of the Deaf, families, etc., and both have extensive experience working with Deaf Youth providing fun, creative activities that challenge, encourage and explore that inner "6th" Sense (imagination!) that we all possess. Come, enjoy and participate in some very creative activities with Leslie and Keith - "Just for the Fun of It!"

ROUNDTABLE DISCUSSIONS

Managing and Improving Your Child's Behavior

Facilitator: Karen Wilson

Managing and improving your child's behavior can be a challenge, but punishing only temporarily stops negative behavior. The goal is to teach and re-teach expectations, in much the same way we encourage children to practice other skills. Positive Behavioral Interventions and Supports is a framework that teaches children how to behave appropriately by focusing on teaching, practicing, and rewarding good behavior. Join this Roundtable to learn more!

Deaf/Hard-of-Hearing Children with Additional Disabilities

Facilitator: Jennifer Del Conte

Come and participate in a round table discussion regarding our children who are Deaf/Hard of Hearing with additional disabilities. Come and share your story and hear how together can make the world a more accessible place for our students who face additional challenges.

Empowerment of Students of Color

Facilitator: Tim Albert

As for the round table discussion, Tim Albert will focus on helping students of color gain a broader understanding of their ethnicity needs in order to identify the need for cultural competency (awareness and education) in their schools and community that will empower and prompt them to become leaders instead of sideliners.

CHILDREN'S ACTIVITIES

We have divided children into age-appropriate groupings to ensure safety and fun.

Children ages 0 – 6 will stay on campus to enjoy various activities such as storytelling, movies, water activities, arts & crafts and a scavenger hunt.

Children 7+ will be enjoying activities off campus.

Monday's trip is to Connecticut's oldest amusement park, Lake Compounce, located in Bristol, CT.



Tuesday, they will enjoy a trip out to ASD's Camp Isola Bella, Salisbury, CT



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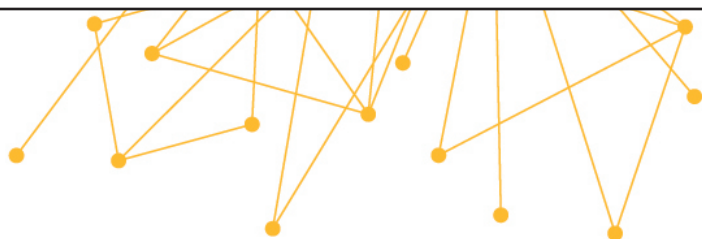
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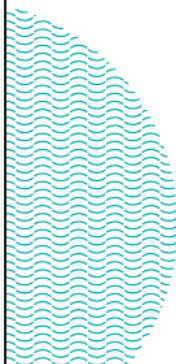
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place to teach.

ALL ways able.