

ASDC Conference Schedule (Thursday, June 27- Saturday, June 29, 2019)

ASDC 2019 Conference Schedule	
<p style="text-align: center;"><u>THURSDAY</u></p> <p style="text-align: center;">Registration/Family Activities 4:00-7:00</p> <p style="text-align: center;">“Cook-Out” type buffet dinner 5:30-7:00</p> <p style="text-align: center;">Join us for an evening of fun at DSD!</p> <p style="text-align: center;">Children’s activities – crafts, inflatable moonbounce/obstacle course/slide, face painting</p> <p style="text-align: center;">“Meet and Greet” with the Posner family from A&E’s “Deaf Out Loud” program</p>	
<u>FRIDAY</u>	<u>SATURDAY</u>
<p style="text-align: center;">7:30-9:00am Registration/Breakfast/Exhibit Hall</p> <p style="text-align: center;">8:30am-4:30pm Children’s Program</p> <p style="text-align: center;">8:30am-6:00pm Exhibits/Info Booths Open</p>	
<p style="text-align: center;">9:00-10:00am</p> <p style="text-align: center;">Welcome to ASDC 2019!</p> <p style="text-align: center;">Opening Keynote Presentation: Mick & Rachel Posner</p> <p style="text-align: center;">“Navigating Through the Gray Areas”</p>	<p style="text-align: center;">9:00-10:00am</p> <p style="text-align: center;">Roy Holcomb Distinguished Lecture Series</p> <p style="text-align: center;">Keynote Presentation: Michella Maiorana-Basas</p> <p style="text-align: center;">“‘Radical’ Collaboration in Deaf Education: Strategies for Moving Forward, Together”</p>
<p style="text-align: center;">10:15-11:30</p> <p style="text-align: center;">Concurrent Sessions</p> <p><u>PRESENTATION:</u> “Development of a Multidisciplinary Team to Provide Care to the ‘Whole Child’ with Hearing Loss”</p> <p><u>WORKSHOP:</u> “How Can ‘Noise’ Distract Children Who are Deaf and Hard of Hearing?”</p> <p><u>WORKSHOP:</u> “Transition Planning for Students Who are Deaf and Hard of Hearing: An Online Curriculum”</p> <p><u>WORKSHOP:</u> “Mistaking a Boot for a Fish: Can Deaf Children Read Minds?”</p>	<p style="text-align: center;">10:15-11:30</p> <p style="text-align: center;">Concurrent Sessions</p> <p><u>PANEL:</u> “Support for the Journey: A Family, Educational, and Medical Collaboration”</p> <p><u>WORKSHOP:</u> “Eye Gaze: A Key to Language Acquisition”</p> <p><u>WORKSHOP:</u> “Literacy: From the Classroom to the Living Room”</p> <p><u>WORKSHOP:</u> “Effective Ways the Deaf Community Can Leverage Social Media and ‘Branding’ to Forge a 21st Century Career Path”</p>
<p style="text-align: center;">11:30-1:00 Lunch/Exhibit Hall</p>	
<p style="text-align: center;">12:30-1:00 ASDC General Membership Meeting</p>	
<p style="text-align: center;">1:00-2:15</p> <p style="text-align: center;">Concurrent Sessions</p> <p><u>PANEL:</u> “How the Delaware Early Hearing Detection and Intervention (EDHI) Advisory Board Learned to Listen”</p> <p><u>WORKSHOP:</u> “It Takes a Village: Implementation of Positive High School Strategies for Career and College Readiness”</p> <p><u>WORKSHOP:</u> “Recognizing Complexity in Children’s Signed Narratives”</p> <p><u>WORKSHOP:</u> “Parents Partnering with Providers to Identify Sign Vocabulary that Packs a Punch”</p>	<p style="text-align: center;">1:00-2:15</p> <p style="text-align: center;">Concurrent Sessions</p> <p><u>PANEL:</u> “Leadership Opportunities for Deaf Youth at Summer Camp”</p> <p><u>PRESENTATION:</u> “Building the First Step Towards Kindergarten Readiness: Gallaudet’s ASL Connect: Families”</p> <p><u>WORKSHOP:</u> “Using Accessible Media with Students Who Are Deaf and Hard of Hearing”</p> <p><u>WORKSHOP:</u> “Parents Partnering with Language Researchers”</p>
<p style="text-align: center;">2:30-4:30</p> <p style="text-align: center;">Keynote: Peter Cook & Keith Wann</p> <p style="text-align: center;">“Tell Me About Your Day: Sharing Stories and Everyday Experiences at Home in ASL” (part 1)</p>	<p style="text-align: center;">2:30-4:30</p> <p style="text-align: center;">Keynote: Peter Cook & Keith Wann (part 2)</p> <p style="text-align: center;">“Tell Me About Your Day: Sharing Stories and Everyday Experiences at Home in ASL” (part 2)</p>
<p style="text-align: center;">4:30pm – Children’s Program Ends – Parents meet their children</p>	
<p style="text-align: center;">5:00-6:00 Dinner</p>	
<p style="text-align: center;">6:00-7:00pm</p> <p style="text-align: center;">Exhibitor/Info Booth Demonstrations</p>	<p style="text-align: center;">6:00-7:00pm</p> <p style="text-align: center;">JJ Jones Show</p>

Thursday, June 27th 4-7pm
American Society for Deaf Children
2019 Conference Registration
& Family Fun Night

**Join us as we kick off the 2019 ASDC Conference with a casual “summer cook-out” dinner buffet, and a fun night of inflatables, arts & crafts, face painting, games & more!
(Included in your conference registration)**



**Meet & Greet with the Posner
family from A&E's
“Born This Way: Deaf Out Loud”**



Session Descriptions:

FRIDAY, 9:00-10:00am

CONFERENCE OPENING KEYNOTE ADDRESS: *"Navigating Through the Gray Areas"* with Mick & Rachel Posner

Description: 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 2018.

FRIDAY, 10:15-11:30am Concurrent Sessions

PRESENTATION: *"Development of a Multidisciplinary Team to Provide Care to the 'Whole Child' with Hearing Loss"* with 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.

Description: Nemours/AI 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.

WORKSHOP: *"How Can 'Noise' Distract Children Who are Deaf and Hard of Hearing?"* with Laurie Kettle-Rivera, M.S., C.A.S., Marcus Adrian, and Kevin Symons

Description: 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.

WORKSHOP: *"Transition Planning for Students Who are Deaf and Hard of Hearing: An Online Curriculum"* with Cindy Camp – Described and Captioned Media Program (DCMP)

Description: 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.

WORKSHOP: *"Mistaking a Boot for a Fish: Can Deaf Children Read Minds?"* with Lisalee D. Egbert, Ph.D.

Description: 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.

FRIDAY, 1:00-2:15pm Concurrent Sessions

PANEL SESSION: “How the Delaware Early Hearing Detection and Intervention (EDHI) Advisory Board Learned to Listen” with Laurie Kettle-Rivera, M.S., C.A.S., Carlos Duran, M.D., Isabel Rivera-Green, M.S.W., C.P.S., Claire Consavage, Michael Teixido, M.D., Shanda Brashears, M.D., Cindy Brown, Tracy Neugebauer

Description: 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.

WORKSHOP: “It Takes a Village: Implementation of Positive High School Strategies for Career and College Readiness” with Danielle Thompson-Ochoa, Ph.D.

Description: 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.

WORKSHOP: “Recognizing Complexity in Children’s Signed Narratives” with Deborah Chen-Pichler, Ph.D., and Paul G. Dudis, Ph.D.

Description: 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 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.

WORKSHOP: “Parents Partnering with Providers to Identify Sign Vocabulary that Packs a Punch” with James McCann, Ph.D.

Description: 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.

AFTERNOON KEYNOTE WORKSHOPS, FRIDAY AND SATURDAY, 2:30-4:30pm

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

(Friday - part 1; Saturday - part 2)

With Peter Cook and 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.

Learn how to show a conversation or describe an interaction between two people.
Find fun ways to describe physical characteristics of people, animals, and objects.

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



Friday Evening

Exhibitor / Info / Vendor Booth Demonstrations

Join us from 6-7pm in the Exhibit Hall
for scheduled demonstrations from our
exhibitors.



Session Descriptions:

SATURDAY, 9:00-10:00am

ROY HOLCOMB DISTINGUISHED LECTURER SERIES KEYNOTE ADDRESS: *“Radical’ Collaboration in Deaf Education: Strategies for Moving Forward, Together”* with Michella Maiorana-Basas, Ph.D.

Description: 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.

SATURDAY, 10:15-11:30am Concurrent Sessions

PANEL SESSION: *“Support for the Journey: A Family, Educational, and Medical Collaboration”* with Mary Ann Stefko, Andrew and Lisa Lopatofsky, Ryan and Kassandra Romanaskas, Robin Tanner, and Matthew Busch

Description: 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.

WORKSHOP: *“Eye Gaze: A Key to Language Acquisition”* with Camarie Shepard

Description: 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.

WORKSHOP: *“Literacy: From the Classroom to the Living Room”* with Thangi Appanah, Ph.D., and Raschelle Neild, Ph.D.

Description: 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.

WORKSHOP: *“Effective Ways the Deaf Community Can Leverage Social Media and ‘Branding’ to Forge a 21st Century Career Path”* with Mick Posner

Description: 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/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.

SATURDAY, 1:00-2:15pm Concurrent Sessions

PANEL: “Leadership Opportunities for Deaf Youth at Summer Camp” with Louise Rollins, Pat Rader, Hannah Aitken, Amy Norman, Marie Shepard, and Jacqueline Weaver

Description: 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, and 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.

PRESENTATION: “Building the First Step Towards Kindergarten Readiness: Gallaudet’s ASL Connect: Families” with H-Dirksen L. Bauman, Ph.D., and Kim Pudans-Smith, M.S.

Description: This session features a new initiative from Gallaudet University--ASL Connect. This project 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 November 2018, offers opportunities for visitors to learn basic ASL for free through theme-based videos and an interactive platform for self-paced lessons. This presentation will provide audience members with an overview of ASL Connect: Families’ video series and ASL Connector Language Learning program, both of which are based on current research in first and second language acquisition. Presenters will also discuss strategies for leveraging ASL Connect resources and programs to assist state and local outreach to families with deaf and hard of hearing children through the use of distance learning technologies. The potential connection between national level distance learning platforms such as Gallaudet’s ASL Connect and state and local educational entities is a large step toward creating 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.

WORKSHOP: “Using Accessible Media with Students Who are Deaf and Hard of Hearing” with Cindy Camp

Description: Research has shown that the use of multimedia is beneficial 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, which 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.

WORKSHOP: “Parents Partnering with Language Researchers to Identify Best Practices for Learning ASL” with Deborah Chen Pichler, Ph.D., Deanna Gagne, Ph.D., and Diane C. Lillo-Martin, Ph.D.,

Description: 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.

Saturday Evening Family Entertainment Wrapping up the 2019 ASDC Conference

Dinner: 5:00-6:00pm

Show: 6:00-7:00pm

(Included in your conference registration!)



"JJ" Jones - Deaf Mime Performance Artist

www.jjmime.com

"JJ" is celebrating his 40 years doing mime!

James "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 (N.T.I.D.) in Rochester, NY.

While there, he attended many mime workshops by Claude Kipnis, Keith Berger, Dimitri, Bernard Bragg (from the National Theatre of the Deaf), Francisco Reynders (Marcel Marceau's classmate) and many other mime artists. "JJ" improved his mime skills by observing the famous mime artist, Marcel Marceau. "JJ" fulfilled one of his lifelong dreams by meeting his role models Red Skelton and Marcel Marceau in person.

"JJ" performs mime programs ranging from street mime to multimedia presentations. He has performed all over the USA at many schools, State Fairs, Deaf events such as Deaf Expos, Deaf Celebration, Deaf Awareness Day, and Deaf Way II (the International Deaf Conference in Washington D.C. in 2002). JJ has also begun to perform internationally, having 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 top-notch. He performs skits to music that are enjoyed by deaf and hearing alike. His varying pieces are funny as well as informative about the history of deaf culture, incorporating street mime, improvisation and audience participation to create a fun and wonderful show that is not forgotten.

Keynote Presenters

Presenter(s) Name/Photo Time/Title of Session	Presenter Biographies
<p>Mick and Rachel Posner</p>  <p>FRIDAY, 9:00-10:00am CONFERENCE OPENING KEYNOTE ADDRESS "Navigating Through the Gray Areas"</p>	<p>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.</p> <p>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 longed 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, learning sign language at the age of 17, she is proof that you can identify-learn when you're good and ready and ever since, her hands have not stopped moving. Her experiences, trials and tribulations have inspired her to pursue her life's work which is to serve as an advocate, operating her own consulting business and working with school districts' deaf and hard-of-hearing students in bridging the gray areas' gaps, including sharing 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 also 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 also a consultant for the Connecticut Coalition Against Domestic Violence (CCADV) where she provides training for their staff members and partners on how to handle D/HH situations. Furthermore, she is also a professor of American Sign Language at Naugatuck Valley Community College.</p>
<p>Michella Maiorana-Basas</p>  <p>SATURDAY, 9:00-10:00am ROY HOLCOMB DISTINGUISHED LECTURER SERIES KEYNOTE ADDRESS "Radical' Collaboration in Deaf Education: Strategies for Moving Forward, Together"</p>	<p>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.</p>
<p>Peter Cook</p>  <p>FRIDAY & SATURDAY, 2:30-4:30pm AFTERNOON KEYNOTE WORKSHOP</p>	<p>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 abroad 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 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 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.</p>