

Deaf and Hard of Hearing Children in the General School Environment





REGIONAL CENTER
MIDWEST





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Puerto Rico and
Virgin Islands

Objectives

We will...

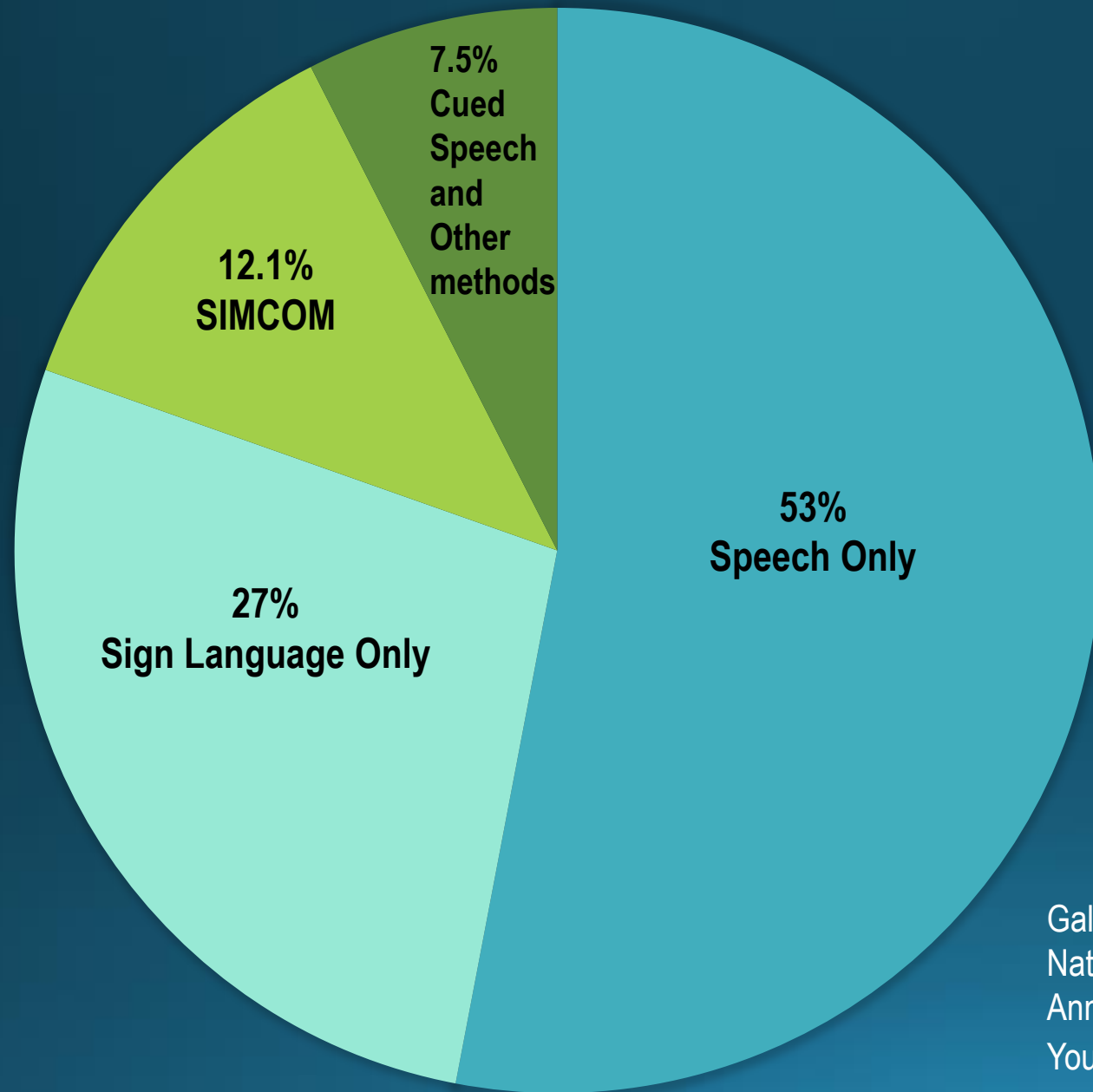
- be aware of what it is like for most deaf/hard of hearing children in the general school environment.
- discover how some deaf/hard of hearing children thrive while being mainstreamed and how some do not thrive
- discuss why deaf/hh children should learn about their identities and have deaf/hh friends and role models.
- explore how to incorporate activities related to identities and Deaf culture in a mainstream environment.



- More and more deaf and hard of hearing children are being mainstreamed at their local schools.
- Just a few of these students learn about their deaf/hh identities and have deaf/hh role models.

- **More than 85% of deaf/hh children ages 6-21 are mainstreamed at their local schools**
- **53% of these children spend over 80% of the time in regular classroom**

COMMUNICATION MODE PRIMARILY USED TO TEACH STUDENT IN THE US



Gallaudet Research Institute (April 2011). Regional and National Summary Report of Data from the 2009-10 Annual Survey of Deaf and Hard of Hearing Children and Youth. Washington, DC: GRI, Gallaudet University.

- Deaf/hh children who do not use sign language, still struggle to follow conversations.
- They strain to follow multiple speakers at one time, or respond to someone who is not in plain sight.
- At best, they are only receiving and understanding a small portion of what is being said.
- It is an academic obstacle and a social one.
- If a deaf child is unable to exchange information with a hearing classmate, it is impossible for them to develop a friendship.

Many Deaf and hard of hearing students
feel isolated on mainstream campuses



Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren, 2014

By Gina A. Oliva and Linda Risser Lytle

The primary reason for a deaf child's feeling of isolation in a mainstream setting is the **language barrier**.



Social silence: a phenomenological study of the social experience of deaf students from hearing families in a mainstream educational setting

by Nicolle Sisia, January 01, 2011

Many deaf and hard of hearing students are placed in educational settings that are unfamiliar with deafness.

Many schools are not equipped to meet these students' social and emotional needs.



Children Rejecting Hearing Devices: Who, Why, When?

- 2017 Survey - 1848 students
- 52% of students recommended to wear hearing aids use them full time at school.
- Almost 25% are essentially non-users in one or both ears. Another 25% use them 3-4 times per week.
- Chance of rejection is greatest for hearing aid users with mild-moderate unilateral loss and hearing loss ranging from 26-70 dB.



Children Rejecting Hearing Devices: Who, Why, When?

- Children who are 'one and onlies' who do not come into contact with other students who use hearing devices are more than twice as likely to reject their hearing devices.
- **Perceived social pressure is the most prevalent influence for non-use of hearing aids.**



What about those deaf/hh students who fit in well with their hearing peers while being mainstreamed?

These deaf/hh tweens and teens...

- Have age-appropriate social skills,
- Are aware of subtle social cues
- Have high self-esteem to admit they are deaf or hard of hearing
- Are willing to take the emotional risk of advocating for their communication needs
- Have ongoing connections with other deaf/hh children

Looking back on my childhood...



Being mainstreamed with a large cluster of deaf/hh children



Many deaf/hh children feel more emotionally secure while attending school with their deaf/hh peers

(Kreimeyer)

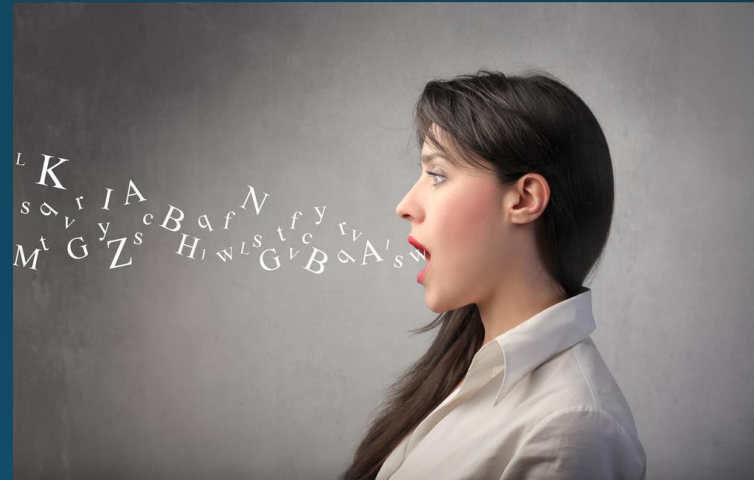


- Schools with large number of deaf students and leaders **provide a community of genuine membership** for many deaf students.
- Students in these schools **develop emotional, social and cognitive abilities** that are crucial to realizing human potential and identity.
- **These schools provide extracurricular activities, leadership opportunities, and mentoring by successful deaf and hard of hearing adult role and language models.**

Being mainstreamed with
only hearing children and
no other deaf/hh children



Hearing aids



My Speech



Hard to follow a group of hearing people talking.

Whispering and gossiping.

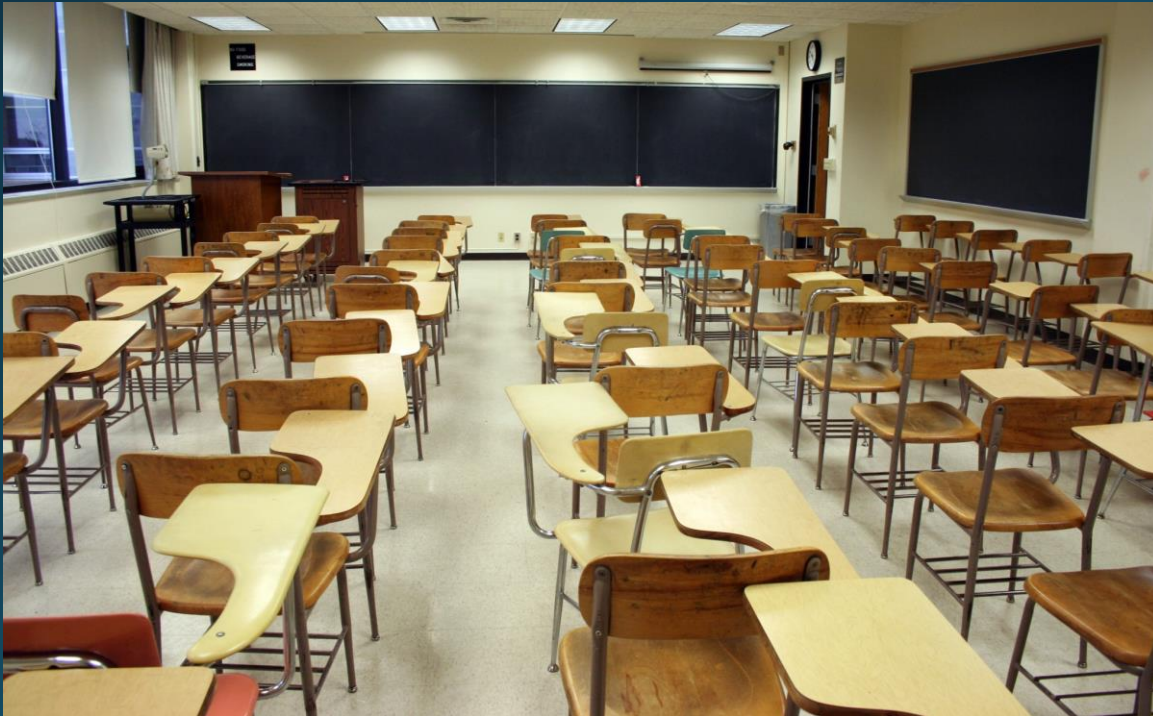


Optimal classroom arrangement for deaf/hh children





Where is the best place to sit?



Teachers talking toward the chalkboard



Movies without caption





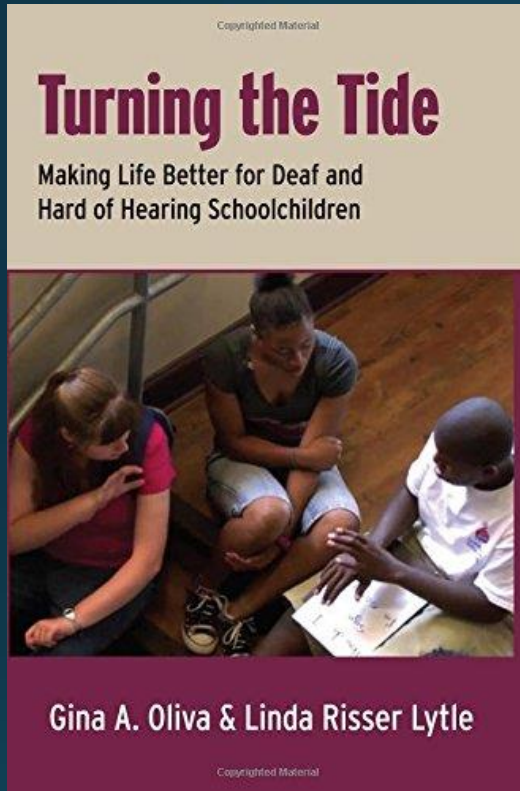
DIFFICULTY
UNDERSTANDING MY
COACHES AND
TEAMMATES



Thoughts from successful deaf students who were included in general education programs

These students believed that they were successful because they...

- 1) worked hard,
- 2) had strong family support,
- 3) received high expectations from their families,
- 4) received support from friends,
- 5) were involved in extracurricular activities



In their research, Oliva and Lytle found one variable that made a positive difference for D/HH students was the presence of caring teachers who were also well-informed on deaf and hard of hearing issues.

If a child is mainstreamed, efforts should be made to involve the student in social opportunities with other deaf/hh children and adults in the community



Deaf Club



Hearing World



Deaf World





What should I do after
High School?



Visiting my sister in college



Rochester Institute
of Technology
R·I·T
National Technical
Institute for the Deaf



GALLAUDET
U N I V E R S I T Y

Gallaudet Alumnus' s view about Gallaudet



“At a Deaf school there is the education happening. The cultural component is also happening; the language is happening,” he said. “Whereas one Deaf student in the masses of hearing students isn’t necessarily getting culture and education.

Deaf culture is predicated on the ability to develop a relationship — interaction is very important. I feel that without that interaction in a large classroom, obviously that's not possible. So it's hard to find your niche, your clique, if you will. That's why I didn't go to a hearing college. I wanted to have that part of me fed."

1/3 of deaf/hh undergraduate students were mainstreamed at high school

1/3 are transfer students from other colleges




JumpStart ASL



JumpStart ASL is a 4-week summer immersion experience that includes a course in ASL and the opportunity to get to know the campus ahead of time.



A black silhouette of a person's head and shoulders in profile, facing left. They have their hand near their chin in a thinking pose. The silhouette is set against a white oval background. Two thought bubbles extend from the top of the head, one to the left and one to the right.

**Work with deaf and
hard of hearing
children and
become a teacher**

**Go to college
with many
deaf/hh people**





Northern Illinois University



DEAF PRIDE!



HOW?



- Deaf/hh friends with similar background
- My FIRST Deaf teacher who was an excellent role model
 - Deaf-related events
- Sign Language and Deaf Culture Classes

Deaf Volleyball Team



Camp Lions Adventure Wilderness Program





Wisconsin School for the Deaf



Your Deaf and Hard of Hearing Students

It starts with COMMUNICATION!

Provide opportunities for your deaf/hh students to talk about their thoughts and feelings

You may not be the right person they want to talk to, so you may need to help find the right person(s)



Questions worth asking your students...

What does it mean to be deaf,
hard of hearing and hearing?

Does anything about being deaf or hard of hearing
upset or frustrate you?

Is there anything cool or awesome about
being deaf or hard of hearing?

Do you have friends?

What kind of people do you prefer to hang out with?



Monitoring social concerns and school interactions of d/hh children

- **Children's Peer Relationship Scale Elementary School Survey**

(English, K. (2002). In Counseling children with hearing impairment and their families. Boston: Allyn & Bacon. Reprinted and reformatted with permission of the author.

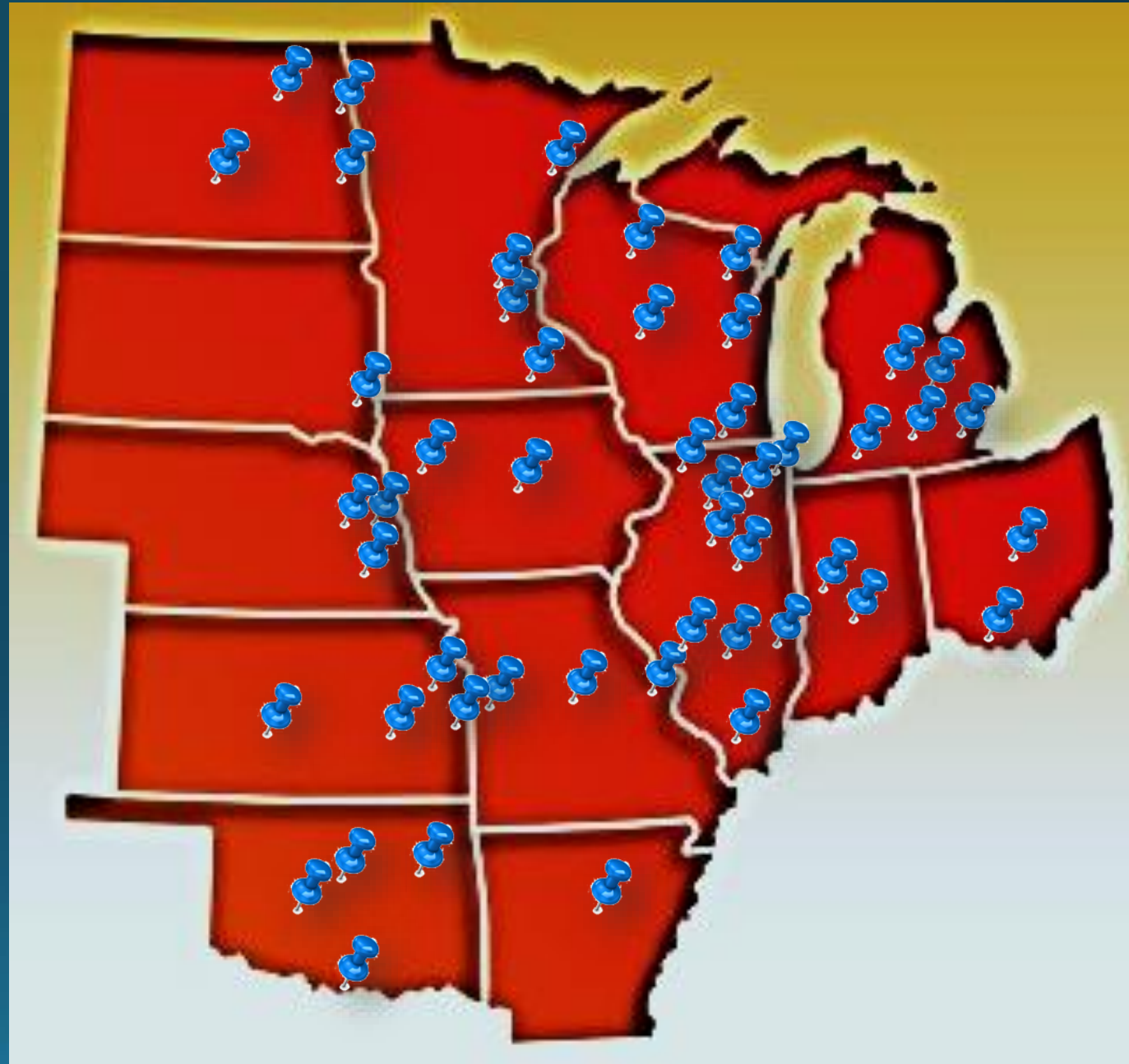
- **SELF ASSESSMENT OF COMMUNICATION-ADOLESCENT (SAC-A)**

Judy Elkayam, Au.D. and Kris English, Ph.D.

- **Minnesota Social Skills Checklist for Students who are Deaf/HH:
Pre-K to High School**

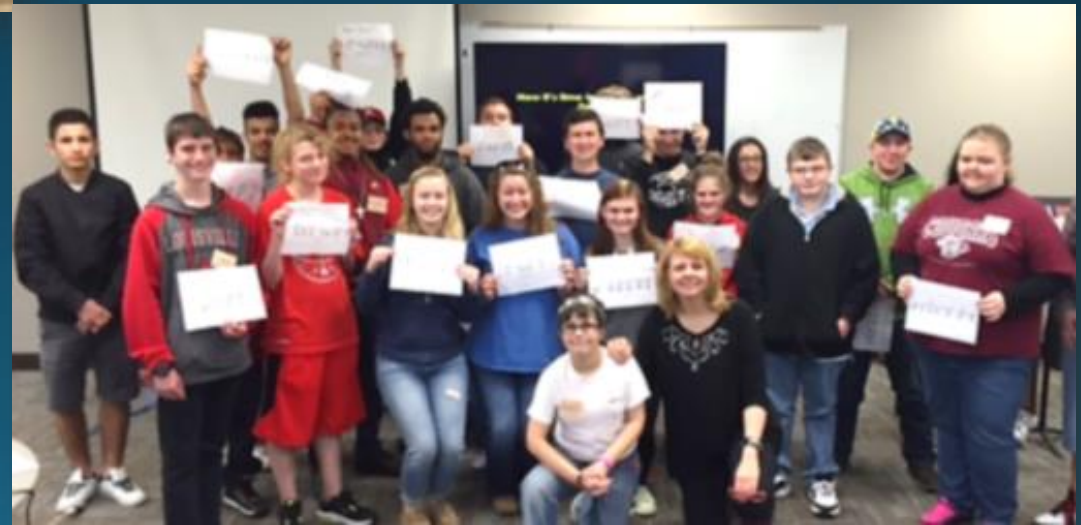
<http://successforkidswithhearingloss.com/>

Serving Arkansas, Illinois, Indiana, Iowa, Kansas,
Michigan, Minnesota, Missouri, Nebraska, North Dakota,
Oklahoma, Ohio, South Dakota, and Wisconsin.





Youth training



Being Deaf or Hard of Hearing



Getting made
fun of.

CONS



It sucks beca
se i wanted to
Join the army

Noone can
understand
you.

I Can't keep
up with group
conversations

• To explain to
people about my
hearing loss

Hate repeating
myself to
people.

Cost
of Batteries

Asking the
same question

Sometimes people
make fun of
me

Don't like to get
hearing aids
on.

PROS



-even though I can't
hear everything,
I can still be
me.

People ask me
many questions,
it makes me more
popular in
school.

ASL

It makes me
very unique.
♡

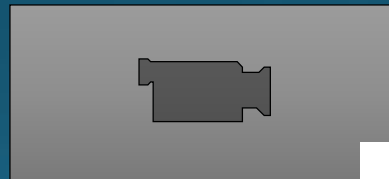
Being different
then most.

I can turn
my hearing aids
off

I turn off my
hearing aid to
ignore people XD

Confidence Being Deaf in a Hearing World

- Lauren 'Ren' Putz made this video entitled "Confidence: Being Deaf in a Hearing World," when she was eighteen-year-old.
- She has been deaf since she was four years old due to genetics.
- In the video, Lauren emphasizes the importance of confidence—a message everyone can appreciate, but especially deaf or hard of hearing individuals that may discover that they don't quite fit in.



What's the big deal?!!

Why should your deaf student have deaf friends?

Why should he/she meet deaf adults?

Why bother teaching about Deaf culture?

In order for these students to **develop positive self-esteem**, it is essential that they have **regular opportunities to meet other deaf individuals, participate in deaf-related events and learn about their deaf identities.**



Mural by Chuck Baird
Located at Gallaudet University Dining Plaza

Someone like ME!!!



Where to find support?



Student

Family

- Parent Support Groups (Hands and Voices,...)
- Outreach / Deaf Mentor Programs

Professionals

- Teachers, SLPs
- Educational Interpreters
- Deaf Presenters/Artists
- Outreach Programs

Community

- Deaf Clubs and organizations
- Deaf Church
- Deaf Camps


Information

- Internet
- Magazines/Books/Videos


It Takes
A VILLAGE
To Raise a Child

~ African Proverb

It's important to provide exposure to aspects of Deaf Culture **throughout the year**, not only during a specific day or month.



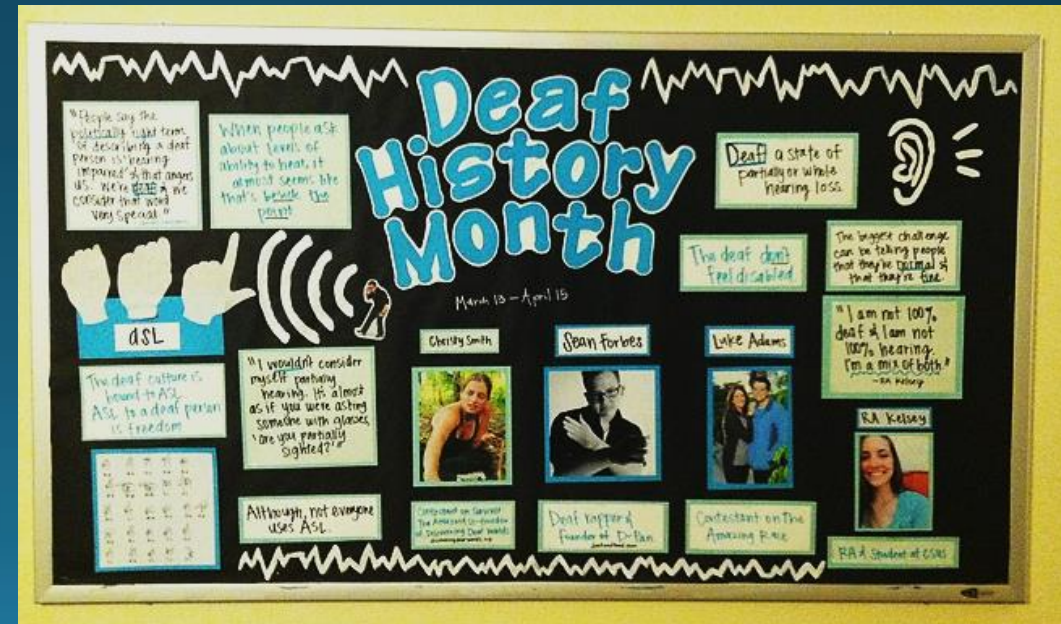
I can wait until
Deaf History Month
in March to bring in a
Deaf Presenter.



Oh!
I need plan something for
Deaf Awareness Week at
the last week of
September!



Post Deaf News often!



Tips

- Create regular opportunities for students to **learn about successful deaf individuals** (from history and the present),
- Identify individuals in your community who can serve as **Deaf Cultural Brokers**. A cultural broker is someone who has knowledge of the strengths and needs of a group of people. He or she can act as a liaison to help build bridges between Deaf Culture and the school community. The Deaf cultural broker may be a person who is deaf or hearing, uses ASL and has access to the Deaf Community.

Deaf/HH Role Models



Dr. Hurwitz, Dr. I. King Jordan, President Cordano, Dr. Davilla



Coach Pride begins his ninth season at the helm with the Bison in 2017.

He played for six Major League Baseball teams during his career including the New York Yankees, Boston Red Sox, Los Angeles Dodgers, Detroit Tigers, Montreal Expos and Atlanta Braves.



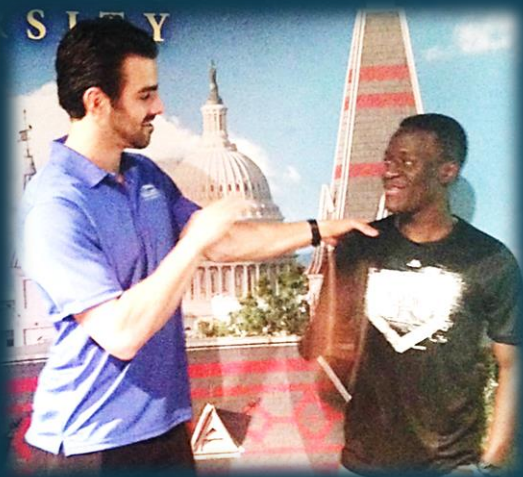


Nyle DiMarco



In April, 2016 Nyle met deaf/hh students from the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf at Gallaudet.





Afterward, Nyle met with the
High School Academic Bowl teams and
talked to the coaches and deaf/hh players!



Tips

- Invite deaf storytellers and deaf adults in various lines of work to interact with students on a regular basis.
- **Bring retired deaf people and deaf senior citizens to your school.** Try to include deaf individuals from a variety of cultural backgrounds.
- **Take students on field trips to workplaces employing deaf people** to learn about employment, tasks, and accommodations in various settings.

Tips

- Provide **school-wide in-service training** and **professional development** for teachers, staff, family members that include information about Deaf Culture.
- **Bring a deaf person or other qualified instructor to the school to teach sign language.** Facilitate activities for continued learning of sign language for students, families and professionals who seem particularly interested or motivated.

What's happening out there?



Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH)



<http://wespdhh.org/outreach/>

Programs for Families...



- The **Deaf Mentor Program (DMP)** will provide a Deaf Mentor to any family with an infant or child who is deaf or hard of hearing between 3- 21 years of age! Deaf Mentors will establish regular weekly visits with the family.
- Bonnie Eldred, Deaf Mentor Program Coordinator
bonnie.eldred@wesp-dhh.wi.gov



Programs for Families...



- The **Annual Statewide Family Conference** includes a keynote presentation, informative breakout sessions, wonderful opportunities for families to network with other families and to interact with deaf and hard of hearing adults, and for children to socialize and build friendships.

Programs for Students...



- **Student Support Groups** provide an opportunity for students from several school districts in a region to meet other students and participate in discussions and activities that promote self-identity, advocacy, and positive peer-to-peer interactions.
- Student Support Groups are organized and facilitated by the WESP-DHH Outreach School Psychology Consultant.
- For more information, please contact:
Hollie Barnes Spink, School Psychology Consultant, hollie.barnes_spink@wesp-dhh.wi.gov



Programs for Students...

- **Distant Pals (DP)** is a unique program that matches students who are deaf, hard of hearing and deafblind from around the state with a peer who is deaf, hard of hearing or deafblind.
- Pals will be expected to “meet” six times (approximately monthly) per school year via distance technology such as a videophone, Google Hangouts, FaceTime, Skype, etc. with the support of a Supervising Adult.
- distantpals@wesp-dhh.wi.gov



SUMMER PROGRAMS

Drivers Education Camp

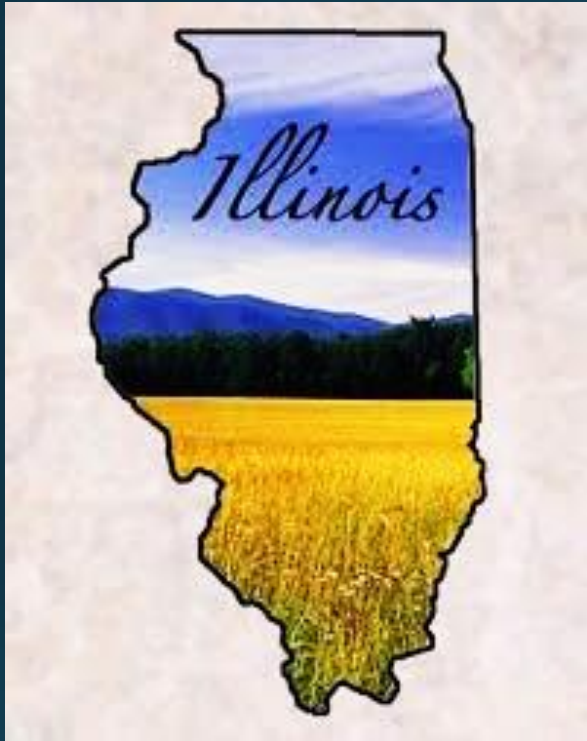
Literacy Camp

Grades 1-5

Grades 6-8

Life After High School Camp

July 16-21



CHS

Chicago Hearing Society
A division of Anixter Center

Youth Program

ARMED Program

Adult **R**ole **M**odels for the
Education of the **D**eaf

A.R.M.E.D. Request Form

**What topic/area would you like the presenter to talk about.
Check all that apply.**

- ☐ Deaf culture and Deaf/Hard of Hearing Identity
- ☐ Broad range of future career options
- ☐ Developing communication strategies
- ☐ Current assistive technology
- ☐ Importance of staying in school and getting good grades
- ☐ Importance of self-advocacy, knowing your rights and standing up for yourself
- ☐ Financial rewards of working
- ☐ College/vocational school options
- ☐ Communication with family, teachers, and counselors about future plans



Consider working with college students at your
local ITP and/or Deaf Studies Program



Volunteer at the local schools
with deaf programs



**ANNOUNCING.....PETER COOK, CRYSTAL SCHWARTZ,
AND SUSAN DUPOR!**

DEAFEST

APRIL 5, 2013

**9:00 AM-9:15: GREETINGS AND INTRODUCTIONS
MORNING PROGRAM FOR CHILDREN (AGE 3-18)
9:15-11:30: STATIONS (45 MIN PER STATION, ART
STATION, MUSIC/DANCE STATION AND DRAMA STATION)
11:30-12:15 PETER COOK'S PERFORMANCE
12:15-1:15 LUNCH (ON YOUR OWN)**

**AFTERNOON PROGRAM (OPEN TO THE PUBLIC)
1:30-2:15 GREETINGS AND INTRODUCTIONS OF
IPP STUDENTS AND VENDORS
2:15-3:15 DE'VIA AND SUSAN DUPOR'S LIFE AND ART
3:15-3:30 BREAK
3:30-4:30 PETER COOK'S PERFORMANCE
4:30-5:00 DRAWINGS FOR RAFFLE PRIZES**

**JOHN A. LOGAN COLLEGE
CARTERVILLE, IL
9 AM TO 5 PM
CONFERENCE ROOM
WWW.JALC.EDU**



MORE



- Seek out **deaf art** and **media-related activities-either** live or on the Internet-to share with the students.
- There are **sign interpreted performances** of shows, performances highlighting deaf dancers, galleries and websites highlighting deaf artists, etc.

De'VIA is short for
Deaf View/Image Art

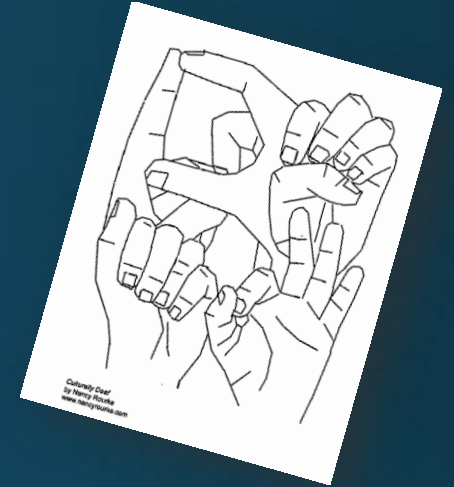
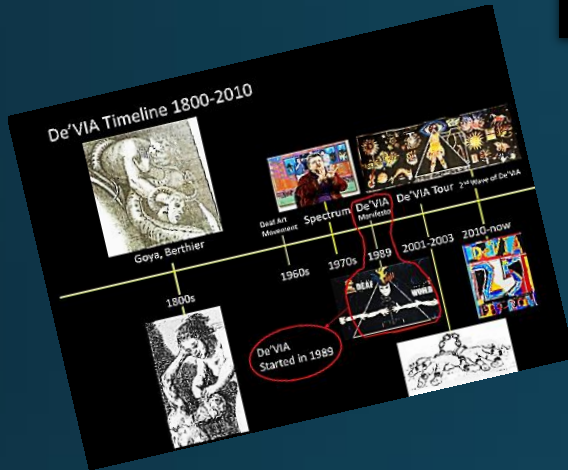
De'VIA is created when the
artist intends to express his
or her **Deaf experience**
through visual art.



The De'VIA Curriculum: Deaf View/Image Art for schools

WEBSITE:

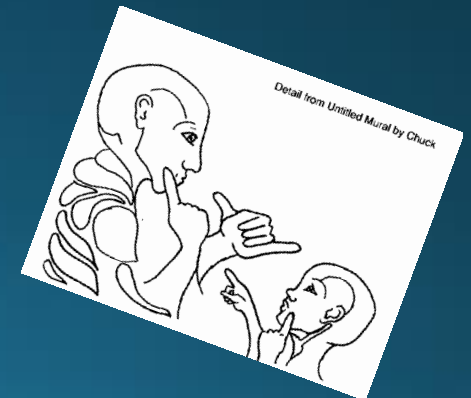
- Curriculum Goals
- Background and History
- De'VIA Elements, Themes and Motifs
- Lesson Plans (Elementary School level, Middle School level and High School level)
 - Assessment Rubrics
- Free printable coloring books by various artists
 - Videos, links and other resources!!!



Assessment/Rubrics

Initial Assessment:				
GOALS	1 - novice	2 - basic	3 - intermediate	4 - advanced mastery
Follow Directions:				
Participation:				
Work habits:				

Formal Assessment:				
GOALS	1 - novice	2 - basic	3 - intermediate	4 - advanced mastery
Skills and Techniques:				
Creativity:				
Application of concepts:				



<https://deviacurr.wordpress.com/>



Deaf Artist,
Susan Dupor



Art Teacher at the
WI School for the Deaf

Youth De'VIA Competition

This competition is for all deaf school-age children and youth. Artists are encouraged to incorporate one or more aspects of Deaf people's communication, culture, or history in their submissions.

Submission of art are solicited in three categories:

- Two Dimensional Art
- Photography
- Computer Generated Art (Graphic Design)

A light blue oval containing the text "Kansas School for the Deaf and The Deaf Cultural Center" in black, centered within the oval.

Kansas School for
the Deaf
and
The Deaf Cultural
Center

Art was judged in three grade groups in each category:

- Elementary (K-5)
- Middle School (6-8)
- High School (9-12)

<http://www.ksdeaf.org/youthdeviacompetition>

2016
2D Category Winners
High School



1st Place
"Swaying Candle"
Teresa Baumgarnter
Wisconsin School for the Deaf



2nd Place
"Free from the Storm"
Cecilia DeLuna
Colorado School for the Deaf and Blind



3rd Place
"Field Hockey"
Kaya Cortes
Delaware School for the Deaf

2016
2D Category Winners
Elementary - Middle School



2nd Place - Middle School
"Deaf Bear"
Lauren Phillips
Georgia School for the Deaf



Honorable Mention - 2-3 Grade
"Preserve ASL"
Tyler Todorovic
Maryland School for the Deaf



3rd Place
"Gold Fishes"
Phoebe Muzzy
Kansas School for the Deaf



Workshops available
for middle school and high school
deaf and hard of hearing students...





REGIONAL CENTER
MIDWEST



FREE WORKSHOP:

"Self-Advocacy for Deaf and Hard of Hearing Students"

Workshop description:

This presentation is for deaf and hard of hearing students who are mainstreamed. The presenter will talk about her struggles growing up as a deaf child in different mainstreamed school settings. The participants will be encouraged to express their thoughts and feelings about their deafness and their school experiences. Following this discussion, the presenter will share how she overcame her anxieties and how she learned to advocate for herself. Many deaf and hard of hearing children have a hard time developing and sustaining friendships. This workshop will allow the students to role-play certain difficult social situations and learn how to communicate their needs effectively and appropriately.

**Come and be inspired by
the wealth of information and resources!**



Sheri Cook

The event is being
sponsored by the
Gallaudet University
Regional Center for
the Midwest

DATE:
Thursday, March 31, 2016

TIME: 5:00 p.m.

LOCATION:

LaQuinta Hotel
2240 North 12th Street
Bismarck, ND

**This is a Teen Day activity.
Come meet other people
with a hearing loss from
your region.**



**FREE pizza and beverages
will be provided**

For parents and middle
school deaf and hard of
hearing students.
(5th –8th graders)

Please RSVP by contacting
Linda Ehlers at
Linda.Ehlers@k12.nd.us or
call (701) 239-7374 to register.



North Dakota School for the Deaf/ Resource Center for the Deaf and Hard of Hearing presents



REGIONAL CENTER
MIDWEST



FREE WORKSHOP:

College and Work Readiness Skills for Deaf and Hard of Hearing High School Students

Workshop description:

Many high school students have a difficult time deciding what to do after high school. The presenter will explore the various choices students have after high school (two and four year college, technical/trade school, work) and discuss the steps she took during and after high school in order to become a successful deaf adult. She will talk about her mainstreamed school experiences and encourage the students to express their thoughts and views about their deafness and their school experiences. During this informative workshop, the students and their parents will spend time focusing on valuable skills students need to develop in order to thrive and to be ready for college. The students will discuss ways to balance their academic, social and work experiences. The participants will also learn about Gallaudet University and understand why some deaf and hard of hearing people choose to go there. Most importantly, the students will be inspired to talk about their hopes and dreams for their future.

**Come and be inspired by
the wealth of information and
resources!**



Sheri Cook

The event is being
sponsored by the
Gallaudet University
Regional Center for
the Midwest

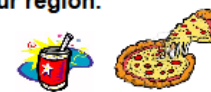
DATE:
Thursday, March 31, 2016

TIME: 6:00 p.m.

LOCATION:

LaQuinta Hotel
2240 North 12th Street
Bismarck, ND

**This is a Teen Day activity.
Come meet other people
with a hearing loss from
your region.**



**FREE pizza and beverages
will be provided**

For parents and high
school deaf and hard of
hearing students

Please RSVP by contacting
Linda Ehlers at
Linda.Ehlers@k12.nd.us or
call (701) 239-7374 to register.





Youth Empowerment Training

Connecting Individuals

Discovering Cultures

Influencing Communities

Gallaudet University Regional Center - South presents *Youth Empowerment Training* where students are empowered as leaders to share their knowledge and experience with the world. Participants are encouraged to connect with other individuals, discover one another's cultures, and influence their communities. Each participant will be provided with a workbook that includes: icebreaking activities, individual expressions, partner/group discussions, critical thinking skills, self-assessments, and self-reflections. They will also have an opportunity to win a prize after the training is complete.

If your school is interested in this 3-hour training or in need of more information, email us at: gurc.acc@gallaudet.edu

Gallaudet University Regional Center - South
Austin Community College District - Riverside Campus
1020 Grove Blvd, Austin, TX 78741
Visit us at: www.austinctd.edu/gurcsouth
Follow us on Facebook: www.facebook.com/southgurc

New
Youth Empowerment
Training
for deaf and hard of hearing
pre-teens and teens!

Contact Sheri Cook at
shericook@jalcd.edu
if you are interested in this
workshop at your school

Gallaudet's Youth Programs

- Battle of the Books
- Academic Bowl
- National Literary Competition
- Summer Youth Camps

<http://www.gallaudet.edu/youth-programs>

Gallaudet's Battle of the Books



- The Gallaudet's Battle of the Books is a Middle school competition sponsored by Gallaudet University. There are three groups in the competition. The groups consist of students who read at the 2nd/3rd grade levels, 4th/5th grade levels, and the 6th and above levels.
- There are three parts to the competition: the Preliminary competition; the Playoffs; and the National competition.
- The purpose of the Battle of the Books is to promote literacy amongst Deaf and Hard of Hearing Middle School students; promote a spirit of academic competition and good sportsmanship; and to encourage critical thinking skills amongst Middle School students.

Gallaudet's Battle of the Books



- The top teams from the Buff Division playoffs ,the Blue Division playoffs and the Green Division playoffs will get an all-expenses paid trip to Gallaudet for the national competition.

<http://www.gallaudet.edu/botb.html>

Gallaudet Academic Bowl

- Gallaudet University established its first National Academic Bowl in 1997 with the goal of promoting academic competition among school teams, and to foster academic excellence and achievement among deaf and hard of hearing students across the country.
- There are four regional competitions across the United States: South, West, Midwest, and East. Up to 20 teams compete in each regional competition, with two pools of 10 teams each,
- The top four teams from each region are automatically invited to the National competition held at Gallaudet University in Washington, D.C.



The 2017 Midwest Regional Academic Bowl at the Indiana School for the Deaf



A vertical poster for the National Literary Competition. At the top, a yellow pencil is positioned as if writing on a green rectangular area. A lightbulb is hanging from the pencil's lead line. The text 'NATIONAL LITERARY COMPETITION' is written in large, white, bold, sans-serif capital letters across the green area. Below this, a white banner contains the text 'SPONSORED BY PHI KAPPA ZETA & GALLAUDET YOUTH PROGRAMS'. The next section is a yellow banner with 'OPEN TO ALL DEAF & HARD OF HEARING STUDENTS'. Below that is a teal banner with 'ASL & WRITING CATEGORIES' in white, and to its right, in smaller white text, 'ELEMENTARY', 'MIDDLE SCHOOL', and 'HIGH SCHOOL'. The following section is an orange banner with 'SUBMIT YOUR WORK BETWEEN NOVEMBER 1ST AND 18TH'. Below that is a teal banner with 'WINNERS ANNOUNCED DECEMBER 15TH'. The next section is a red banner with '1ST PLACE WINNERS WILL RECEIVE \$100'. Below that is a white banner with 'GRAND PRIZE WINNER A FREE TRIP TO GALLAUDET!' in red, and to its right are the logos for Gallaudet University Youth Programs and Phi Kappa Zeta (ΦKZ). The final section is a red banner with 'MORE INFORMATION CAN BE FOUND AT' in white, and below it, 'PHIKAPPAZETA.ORG/YOUTH' and 'YOUTHPROGRAMS.GALLAUDET.EDU' in white.

NATIONAL LITERARY COMPETITION

SPONSORED BY PHI KAPPA ZETA & GALLAUDET YOUTH PROGRAMS

OPEN TO ALL DEAF & HARD OF HEARING STUDENTS

ASL & WRITING CATEGORIES

ELEMENTARY
MIDDLE SCHOOL
HIGH SCHOOL

SUBMIT YOUR WORK BETWEEN
NOVEMBER 1ST AND 18TH

WINNERS ANNOUNCED
DECEMBER 15TH

1ST PLACE WINNERS WILL RECEIVE \$100

**GRAND PRIZE WINNER
A FREE TRIP TO GALLAUDET!**

GALLAUDET UNIVERSITY YOUTH PROGRAMS ΦKZ

MORE INFORMATION CAN BE FOUND AT
PHIKAPPAZETA.ORG/YOUTH
YOUTHPROGRAMS.GALLAUDET.EDU

ASL COMPETITION

DIVISIONS

The competition is broken down into four divisions:

- Elementary (2nd - 5thgrades)
- Middle School (6th - 8th grades)
- High School (9th - 12th grades)
- Special Needs (2nd - 12th grades)

CATEGORIES

There are three categories in the ASL competition:

- Poetry
- Storytelling
- Presentation

WRITING COMPETITION

DIVISIONS

Contestants are separated into two distinct grade based divisions:

- Middle School (6th - 8th grade)
- High School (9th - 12th grade)

CATEGORIES

There are three categories for both divisions. Each category's specifications are listed under Category Rules & Guidelines.

- Creative Writing
- Poetry
- Essay

Gallaudet's Summer Youth Camps

Session 1: June 24-July 2, 2017

Immerse into ASL!
Exploring the Sciences
Got Skills?

Session 2: July 5- July 13, 2017

Immerse into ASL!
Discover your Future
Blackbox Theatre Camp



Discover Your Future: Designed for deaf and hard of hearing students entering Grades 10-12 who want to learn more about themselves, their skills, and potential careers. Students will also explore what vibrant Washington, D.C. has to offer.

Immerse Into ASL!: A great opportunity for deaf, hard of hearing, and hearing students entering Grades 10-12 to expand their **American Sign Language (ASL)** skills and learn more about Deaf culture and history. Three different course levels are offered.

Exploring the Sciences: Designed for deaf and hard of hearing students entering Grades 9-12 who want to explore chemistry, biology, and neuroscience during the camp.

Blackbox Theatre Camp: Designed for deaf and hard of hearing thespians entering Grades 9-12 who want to learn about the various parts of a theater production and get an opportunity to create their own production.

Got Skills? (Middle School Leadership and Sports camp): A design-your-own camp for deaf and hard of hearing students entering Grades 6-8 who want to enhance their leadership and sports skills

Summer Camps for Deaf and Hard of Hearing Children and Teens



- A list of camps and family learning vacations for each state...
- <https://www.gallaudet.edu/clerc-center/info-to-go/national-resources-and-directories/summer-camps.html>

MORE Resources...



CSDB YouTube Channel

Learning from Young Adult Role Models who are Deaf or Hard of Hearing

A list of videos of deaf and hard of hearing people using different communication methods share their school/work experiences and advice



<https://www.youtube.com/user/csdbchannel/videos>



LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER



Odyssey features articles about issues important to the families of deaf and hard of hearing children and the professionals who work with them.

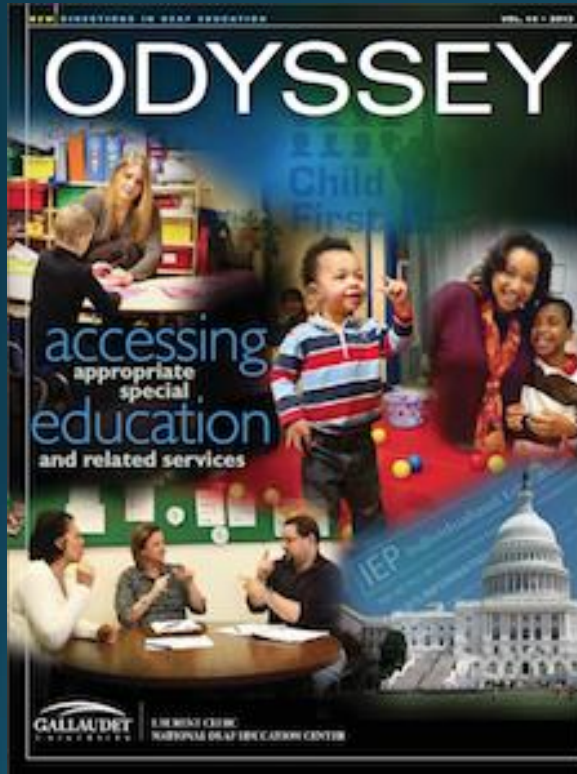
Each issue centers around a specific theme.

Subscription is free.

Issues printed after 2009 have been digitized and are available on-line.

Contact the Clerc Center for older issues at infotogo@gallaudet.edu

Accessing Appropriate Special Education and Related Services 2013

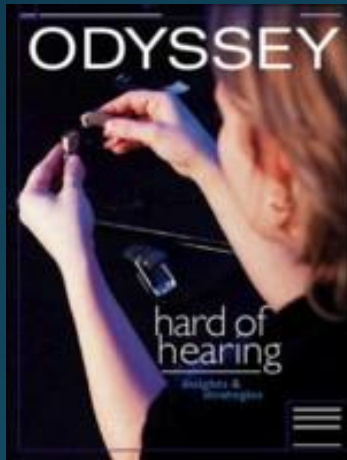


- *A Rural School Educator Builds Student Learners Through Access to Curriculum, Self-Advocacy, and Connections to the Deaf Community*
- *Fostering Skills in Self-Advocacy: A Key to Access in School and Beyond*

Hard of Hearing: Insights and Strategies

Winter 2003 (vol. 4, iss. 2)

- *Navigating the Hearing Classroom with a Hearing Loss: Survival, Stress & Dialogue*
- *A Dual Identity Critical For Students*
- *Hard of Hearing Children: Still Overlooked*



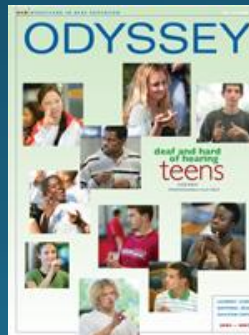
Early Intervention & Outreach 2011 Issue (Volume 12)

- REACHING OUT TO FAMILIES OF DEAF AND HARD OF HEARING CHILDREN IN ILLINOIS: A Collaborative Effort
- Blended Outreach: Face-to-face and Remote Programs



Deaf and Hard of Hearing Teens 2006-2007

- **LOOKING BACK . . .**longing for a group of friends
- **LEADERSHIP CAMP FOR HARD OF HEARING AND DEAF STUDENTS**



Success: Experiences from Across the Nation

Spring/Summer 2009

- **For Information and Fellowship,
Deaf Club Eases Isolation**
- **Partnering: Parents and Teachers
Design A Plan for Student Success**

ASL & Deaf Studies K-12 Curriculum Framework

Project Co-Coordinator
Laurene E. Gallimore

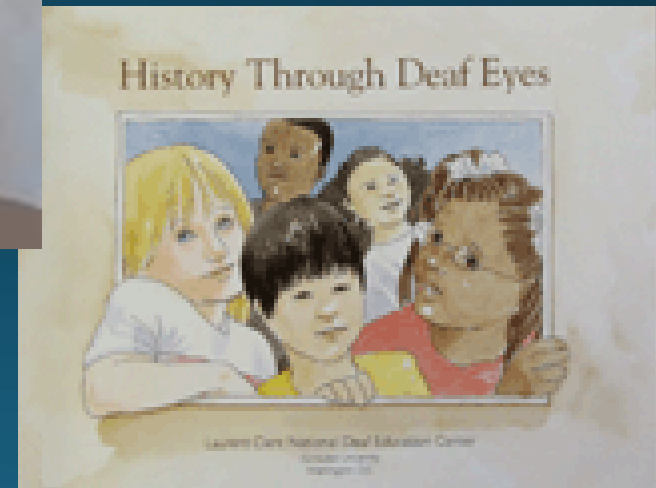
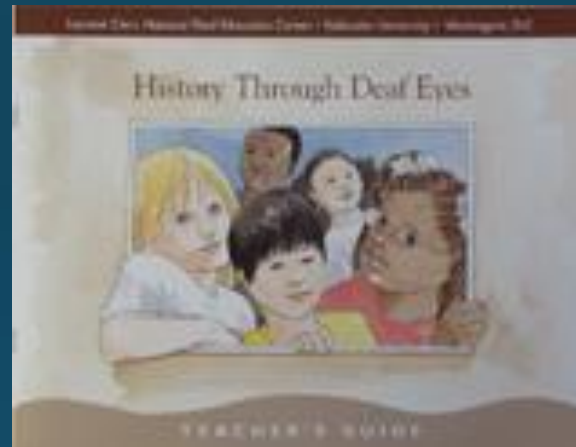
- This curriculum includes linguistic analysis of ASL grammar, components of ASL literature, Deaf Culture and assessments of students' ASL skills.



<https://my.gallaudet.edu/bbcswebdav/institution/ASLCurr/index.htm>

History Through Deaf Eyes

Teacher's Guide, Storybook and Posters (10)



<http://clerccenter2.gallaudet.edu/products/?id=220>

Books about People Who are Deaf or Hard of Hearing, for Young Readers

This list, compiled in 2007 at the Clerc Center, highlights books about children who are deaf or hard of hearing, or are about the topic of hearing.

Books about Deaf Culture

This list, compiled in 2007 at the Clerc Center, highlights many books that are available about the culture, language, and experiences that bind deaf people together



Deaf Characters in Adolescent Literature

- A collection of adolescent books with Deaf Characters, websites, author interviews and book reviews

- **New List: Children's Books with Deaf Characters**

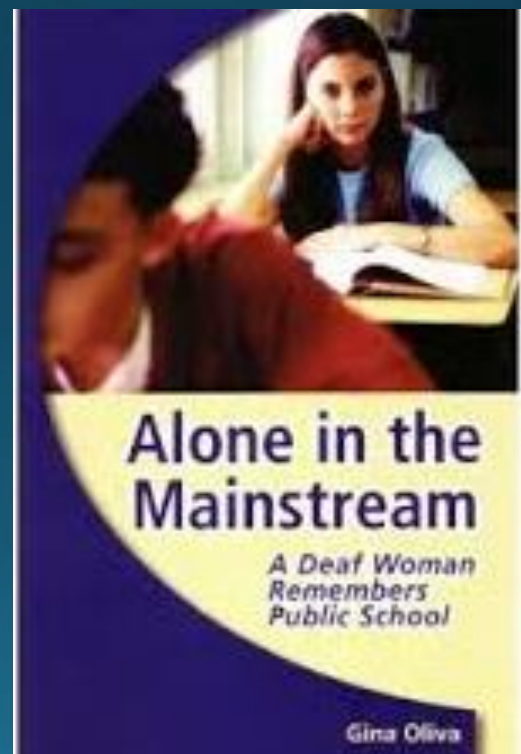
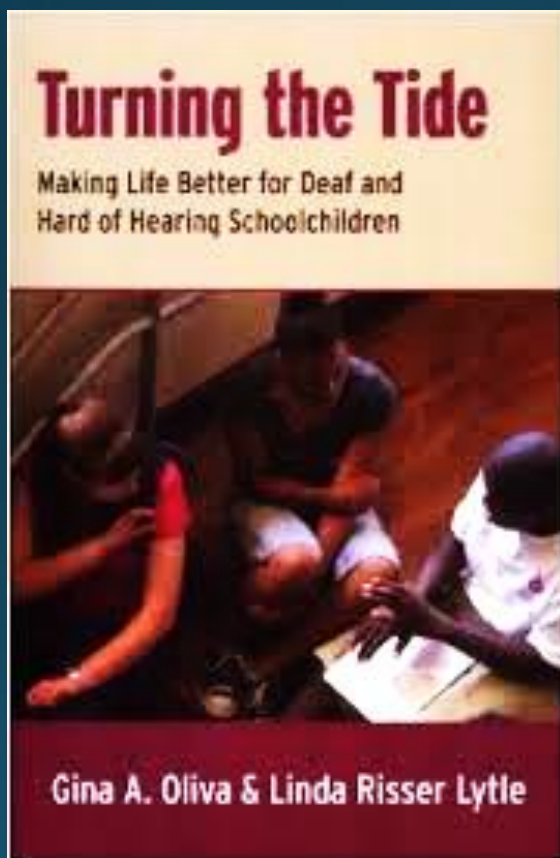


- Gallaudt English professor, Dr. Sharon Pajka she began publishing a Blog in 2007 and a quarterly newsletter on deaf characters in contemporary Young Adult literature



<http://pajka.blogspot.com/>

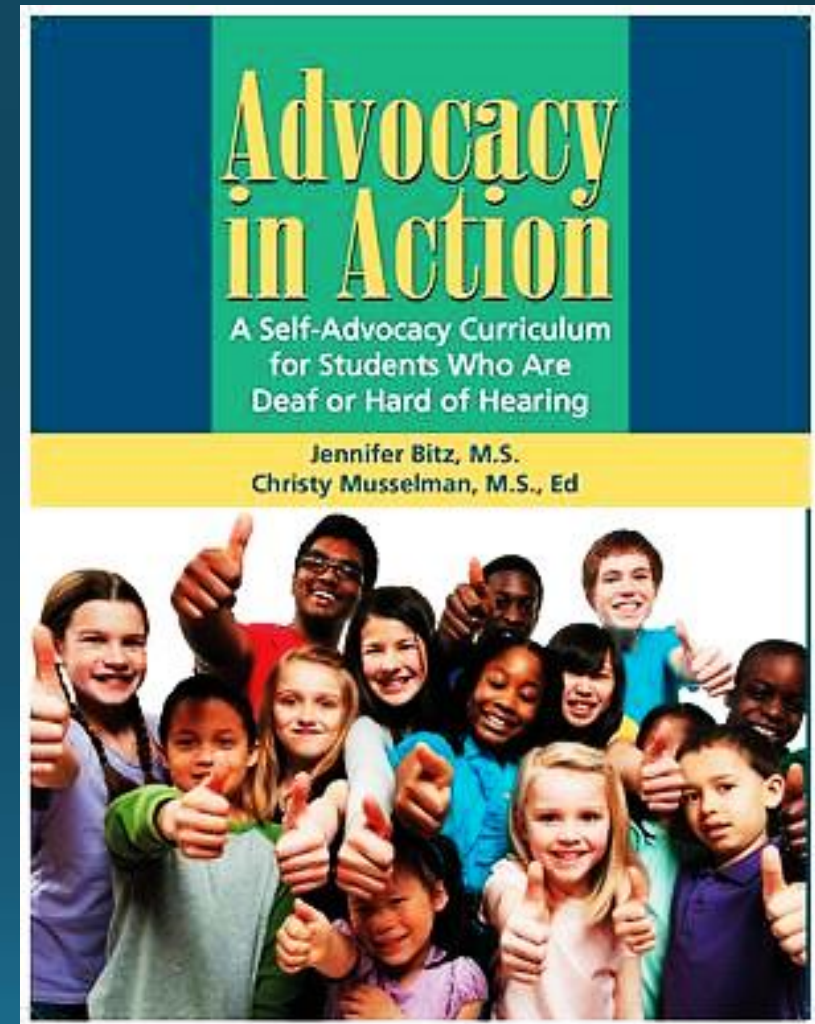
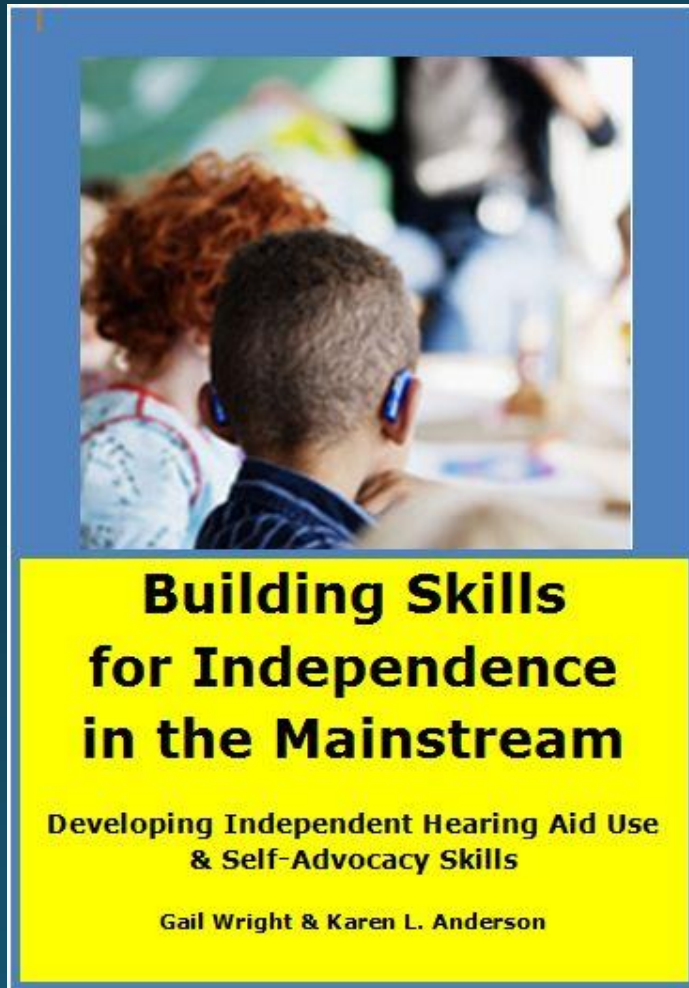
Gina Olivia



Success for Kids with Hearing Loss website

- <http://successforkidswithhearingloss.com>

<http://successforkidswithhearingloss.com/catalog>



Final tips....

Do your research, see what's available, stay involved,
ask for help, and advocate with knowledge!!!

Let us bring the resources from Gallaudet to you!

CONTACT ME AT:

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Director

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Carterville, IL 62918

shericook@jalc.edu

518-565-0054 (VP)