

ODYSSEY



shared
reading

HELPING PARENTS READY
TO DEAF CHILDREN
around the
country

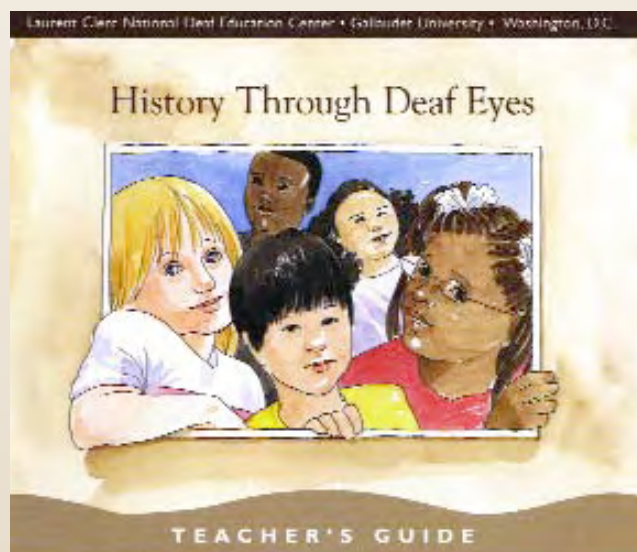
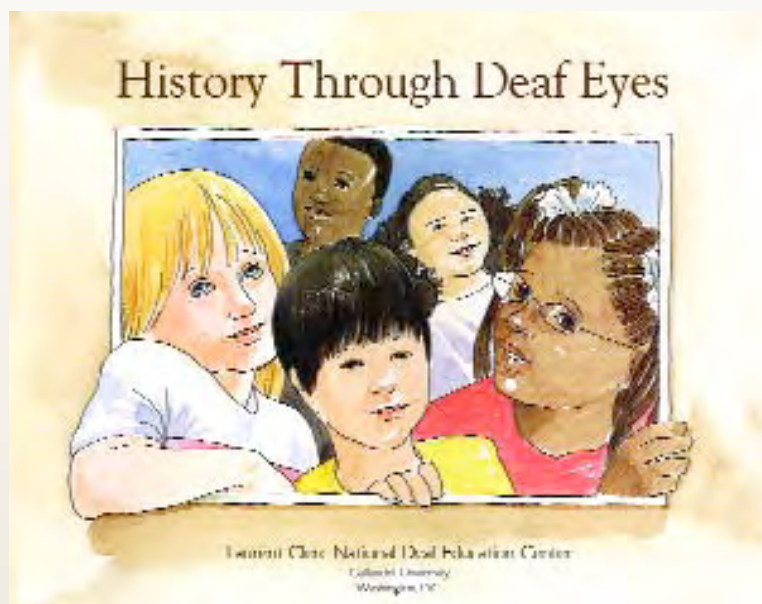
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The Shared Reading Project Reading with Children, Learning from Adults Has Nationwide Impact

Sharing books with young children is one of the joys of family life. This issue of *Odyssey* focuses on the Shared Reading Project, which was developed so that hearing families would experience this joy when reading with their deaf and hard of hearing children.

One of the important themes in these stories from around the country is that deaf adults have significant roles beyond showing families how to read books. When families interact with successful deaf adults, they begin to see what the future could be like for their deaf children.

Cynthia Jones, from Kentucky, mother of a 4-year-old deaf child, describes how she became

more comfortable interacting with deaf people. **Bonnie Miller**, from Michigan, explains the benefits of matching the backgrounds of families and tutors. **Jason Gillespie**, from California, reports that while it was easy to get administrative support to implement the Shared Reading program, it was a challenge to find successful tutors.

David Schleper, coordinator of Training Development and Literacy Projects at the Clerc Center, provides a comprehensive history of the program, while **Lori Lutz**, Clerc Center evaluation associate, describes its evaluation. **Michelle Tanner**, a teacher at the Utah Schools for the Deaf and Blind, incorporated the project into the already-in-place Deaf Mentor program.

Kathleen Vesey, from Massachusetts, describes how the program is offered monthly to extended families in English, Spanish, and American Sign Language simultaneously. **Deborah Branch**, reading specialist at the Colorado School for the Deaf and Blind, explains how the principles of the Shared Reading Project were expanded to include dorms and classrooms in addition to families. **Howard Seago**, from Washington, explains how he conducted reading sessions through a live video feed with students at 10 different sites across the state.

These are just some of the exciting stories that you will find in *Odyssey*. While the initial concept for the Shared Reading Project was developed and evaluated by the Clerc Center, the project has been transformed as it has been implemented across the country. Please join with me in celebrating the work of these schools and programs as they connect children, families, deaf adults, and wonderful stories.

—Katherine A. Jankowski, Ph.D., Dean
Laurent Clerc National Deaf Education Center
Gallaudet University



On the cover: Families and children enjoy books together in the nation's Shared Reading Project. Photo by John T. Consoli.



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Correction

Photo credits were missing from the last issue of *Odyssey*. Photos from *Aladdin*, the spring play at the Model Secondary School for the Deaf, were taken by Allen Matthews and provided by Yola Rozynek.

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**LAURENT CLERC
NATIONAL DEAF
EDUCATION CENTER**

SHARED READING— A HISTORY

changing lives one family at a time

By David R. Schleper

David R. Schleper

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**"This should
have happened
100 years
ago."**



"It seems to me," said a mother, "that this should have happened 100 years ago!" The mother was talking about the Shared Reading Project, a program designed to teach parents and caregivers how to read to their deaf and hard of hearing children using American Sign Language. I agree. It took us a long time to realize that parents and caregivers are the key to reading for deaf and hard of hearing children—and that having tutors who are deaf make the learning process successful.

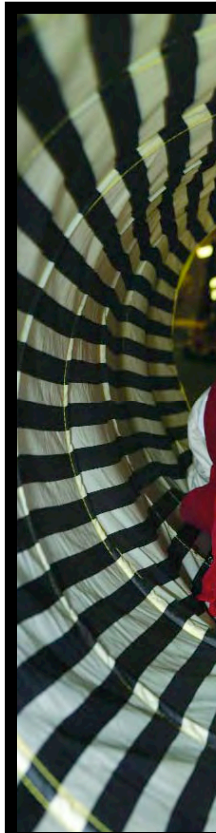
The History of the Shared Reading Project

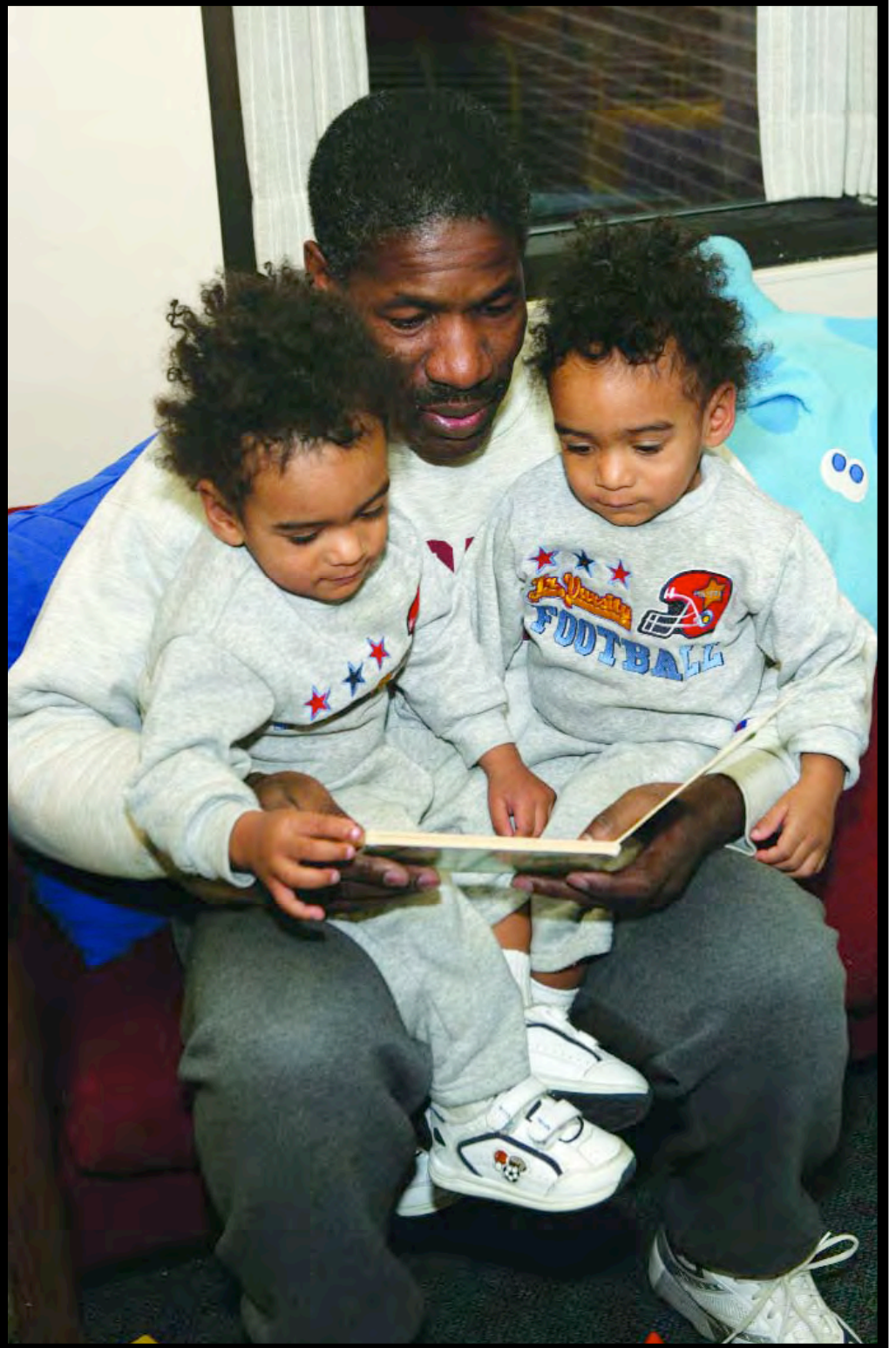
In 1993, I spent a year teaching at the Hawai'i Center for the Deaf and Blind. As I was looking at research on teaching reading to deaf and hard of hearing children, I noticed that:

- Deaf children read, on the average, at the fourth-grade level when they graduate from high school (Gallaudet Research Institute, 2005)
- We know that early experience with books and reading contributes to higher reading ability in school (Trelease, 2001)
- Most hearing parents do not know how to read books and share stories with their young deaf and hard of hearing children (Andrews & Taylor, 1987; Lartz & Lestina, 1993)

I also noticed that children who had deaf parents did better with reading, and I realized that if hearing parents could learn how to

Photography by John T. Consoli & Courtesy of David Schleper





read and share books, the reading ability of deaf and hard of hearing children should improve. I developed the set of beliefs that became the assumptions that guide the Shared Reading Project:

- Deaf adults have experience sharing books with deaf people.
- Book sharing through American Sign Language builds a bridge to reading English for deaf and hard of hearing students.
- Fingerspelling is important in learning how to read.
- Book sharing is an important parenting skill.
- Families have different languages and cultures—and all should be respected.
- Parents who learn about deaf people and deaf culture have more positive interactions with their deaf and hard of hearing children.
- Showing people how to do something is better than telling

them how to do it.

What was needed was a way to show parents and caregivers how to read to deaf children by applying research-based book sharing techniques. The strategies, taught to parents and caregivers and reinforced by tutors, are firmly rooted in research on how parents read to deaf children (Maxwell, 1984; Andrews & Taylor, 1987; Lartz & Lestina, 1993) and how deaf teachers share stories with their students (Mather, 1989; Rogers, 1989; Whitesell, 1991; Ewoldt, 1994). From this research I identified 15 principles for reading to deaf children (Schleper, 1995; Schleper, 1997). These are:

1. Translate stories using American Sign Language.
2. Keep both languages—American Sign Language and English—visible.
3. Embellish the text.
4. Re-read stories, moving from telling the story to reading it.
5. Follow the child's lead, respond to what interests the child.
6. Make what is implied explicit.
7. Adjust sign placement to fit the story.
8. Adjust signing style to fit the story.
9. Connect concepts in the story to the real world.
10. Use attention maintenance strategies.
11. Use eye gaze to elicit participation.
12. Engage in role play to extend concepts.
13. Use variations of American Sign Language to sign repetitive English phrases.
14. Provide a positive and reinforcing environment.
15. Expect the child to become literate.



I thought that having a deaf tutor go into the home and teach parents and caregivers how to sign a story would allow parents and caregivers repeated opportunities to practice signing. During the week, the parents and caregivers would sign the book to their children. At the same time, I wanted to have videos of deaf adults signing the stories. These would help parents and caregivers who forgot their signs. And they would see positive images for their children.

I shared the idea with Doreen Higa, a speech/language teacher, and Dr. Jane Kelleher Fernandes, today the provost of Gallaudet University and then the administrator at the Hawai'i Center for the Deaf and Blind, and we expanded on the plan. Doreen secured funding. Dr. Fernandes recruited deaf tutors. We also decided that we wanted to have deaf adults be videotaped as they used American Sign Language to read the books and as they presented the story demonstrating reading strategies and signed vocabulary.

We were determined to represent the diverse deaf community. We wanted men and women; African American, Asian, Caucasian, Latino/a, and Native American deaf signers. In October 1993, I conducted an introductory workshop for parents, caregivers, and teachers in Hawaii. After the training, a Shared Reading Project tutor made weekly home visits to demonstrate the story, answer questions, observe a family reading session, and offer feedback. The videotape and accompanying book were loaned to the family for a week. Each week, the tutor returned with a new book and videotape, and the process began again.

The process worked. Families reported reading to their deaf children more than before the project was initiated (Schleper, 1996). According to one parent, "After about the third reading, our son was quite good at reading whole parts of the book himself. He recognized enough words by sign to know certain whole sentences." Parents and caregivers noted that reading to their deaf or hard of hearing children became a pleasurable event and a real opportunity to bond. According to one mother, "Now I have more confidence, so I read to him every night."

Expanding the Project

In 1995, Dr. Fernandes and I returned to what is now the Laurent Clerc National Deaf Education Center where she became vice-president and I became the literacy coordinator. One of our first undertakings was pilot testing the Shared Reading Project as we had implemented it in Hawaii with parents and caregivers in the Washington, D.C., metropolitan area. We developed book bags, cheerful, plastic containers in which tutors would carry the Shared Reading material into families' homes. The book bags contained:

- a copy of the book
- a videotape of a deaf adult reading the story (enclosed in a cassette case that contains a brief biographical sketch of the signing reader)
- a bookmark that shows tips for reading to deaf and hard of hearing children (in addition to English, the bookmarks are available in 18 other languages, including Cambodian and Farsi)
- an activity guide (with suggestions for after-reading activities for families, as well as additional related books).

We set up a process for weekly tutoring that would become the model:

- Once a week, a deaf tutor visits each home. These visits are scheduled at a time that is convenient for each family and typically take place on evenings or weekends. During the visits, the tutor demonstrates how to sign a popular children's storybook. The family also watches a video of a deaf adult signing the book.
- Family members—parents, siblings, grandparents, cousins, godparents, or family friends—practice signing the story. The



tutor gives helpful feedback as they practice.

- Family members read the story to the deaf child. The tutor continues to watch and give helpful hints about the reading.
- The tutor leaves the book bag with the family for a week. The family members read the story to the child again and again. If some signs are forgotten, family members can look at the videotape.
- Family members keep a paper record, noting the number of times they read the story. They also jot down questions for the next tutoring session. The following week, the tutor brings a new book bag, and the process begins again.

The response was immediate. The parents and caregivers who participated in the pilot loved it. Though some of the parents and caregivers felt initially reluctant to work with a tutor, they soon enjoyed their tutoring sessions. As one mother noted, "Our tutor really helped us out with the story. I am usually shy because my signing is slow and not very advanced. My husband also feels at ease." Another parent said, "We thoroughly enjoy our tutor's visits. We enjoy conversation and sharing our family time with him." Another mother said, "That night was a new beginning for my son and me. I must have read that book 10 times...always with joy" (Lomax & McCaskill, 2000).

Using that knowledge, Dr. Fernandes, other administrators, and I decided to support the implementation of the Shared Reading Project in schools and programs throughout the United States. Over 150 programs requested applications, and five sites were chosen.

These sites served traditionally underserved populations, including deaf and hard of hearing children who lived in rural areas, were people of color, had disabilities, and lived in homes of families that did not speak English. They included an urban



residential school for deaf children, a residential school and satellite programs in a rural state, an urban public school program, and two not-for-profit organizations serving families with deaf and hard of hearing children in rural and urban areas.

From 1997-1999, individuals from the five sites trained and implemented a Shared Reading Project under the auspices of the Clerc Center and provided data collected from the 104 families. According to the report, the families:

- became more skilled and confident signers. They gained vocabulary, fluency, and use of expression, and they felt more comfortable about signing
- learned to apply booksharing strategies, such as the use of role play and the placement of signs on the text of the book.
- communicated more effectively with their children.
- improved their own understanding of English when English was not their native language.
- became more accepting of their child's deafness.
- appreciated the importance of deaf role models, felt more comfortable with deaf adults, and started to understand deaf culture (Delk and Weidekamp, 2001).

It was clear that having a tutor in the home really made an impact. As one parent noted, "There are a few people in my life that I really think fell directly from heaven, and the tutor is one of them. She impacted our lives that greatly."

From the beginning, it was clear that the Shared Reading Project was working.

Reaching the Nation

At this time, 35 sites around the United States are up and running with a Shared Reading Project. Articles have appeared about the programs in newspapers around the country, from the *Los Angeles Times* to the *Boston Globe*. Some programs are statewide, such as the Shared Reading Project in Colorado. Others are small programs. Some are in mainstream schools, some are at schools for deaf students, and some are part of other organizations. The Shared Reading Project has been adapted in multilingual situations, for use among Hmong families and families that use Spanish. In Washington state, teleconferencing enabled Shared Reading to be shared with families throughout the state.

According to Pam Eubanks, site coordinator at the Deaf Institute in Cincinnati, Ohio, "It is a win-win-win plan. Plan to have setbacks, frustrations, and questions, but [know that] it is a wonderful tool for building healthy relationships between family members, the deaf community, and the school's programs" (Hinger, 2002).

For more information about the Shared Reading Project, visit <http://www.srvop.org/>.

The Next Steps

Since 2004, the Clerc Center has provided research and evaluation support related to the Shared Reading Project Impact Study.

A review of research literature related to book sharing, emergent literacy, family interaction, and impact evaluation design was undertaken in 2004, including research with hearing as well as deaf children. This review, in conjunction with lessons learned from the earlier Shared Reading Project evaluations, reinforced the need to evaluate first the effects of Shared Reading Project participation on parents and caregivers, as well as child outcomes associated with families' participation in the Shared Reading Project. Many of the usual assumptions about family literacy interactions cannot be taken for granted in families where hearing parents or caregivers and deaf children do not share a common language and where the level of communication does not support development of high quality parent-child social interaction.

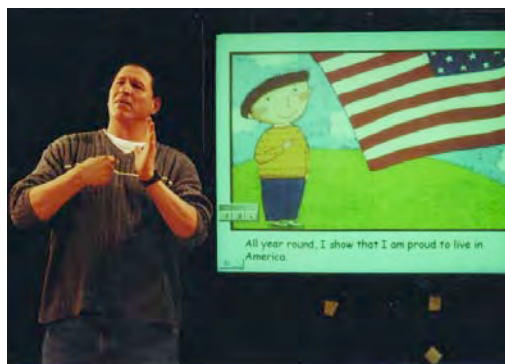
According to Dr. Linda Delk, "The evaluation will use a multiple-baseline, across-subjects, single-subject design to evaluate change in parents' book sharing strategies, coupled with a quasi-experimental pre-post design to evaluate change in children's early literacy skills...data collection procedures and coding schemes will be developed and tested before proceeding to the full evaluation."

Sounds complicated, right? It is, but the results will show more about the Shared Reading Project and how it will impact both parents and caregivers, as well as the impact on deaf and hard of hearing children.

But for me the real evaluation of the Shared Reading Project has occurred in the comments that parents and caregivers say to

their tutors, to the site coordinators, and to me personally. A Latino father of a 5-year-old deaf boy summed up his experience as follows:

"I really didn't know how to read books with my son. It was real hard to do it. I didn't know where to start. The Shared Reading Project, it really helped us.... At the beginning, when I started sharing books with him, I was kind of scared to make mistakes.



And I tried to be perfect. But now I know there is no way to be perfect... The main thing is for my son to love the books."

When parents and caregivers can share books with their deaf or hard of hearing children, they enjoy the book and feel closer to their children—and they help their children lay a solid foundation for future reading and academic success.

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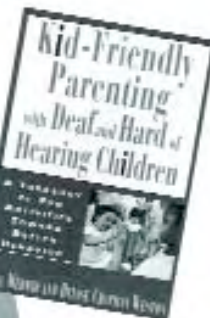
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principles for reading to deaf children

In 1997, David R. Schleper published 15 principles for adults to use when reading to deaf and hard of hearing children. These principles are:

Translate stories using American Sign Language.

Focus on concepts and use lots of fingerspelling.

Keep both languages visible.

Make sure the child sees the signing, as well as the words and pictures in the book.

Elaborate on the text. Add explanations about the text to make it more understandable.

Reread stories on a "story-telling" to a "story reading" continuum. The first few times, make sure the child understands the story. As the story is reread, focus more and more on the text.

Follow the child's lead. If the child just wants to read one section of the book, follow him or her.

Make what is implied explicit. Make the meanings clear.

Adjust sign placement to fit the story. Sometimes sign on the page. Sometimes sign on the child. And sometimes sign in the usual place.

Adjust the signing style to fit the character. Be dramatic. Play with the signs and show appropriate facial expressions to show and distinguish different characters.

Connect concepts in the story to the real world. Relate the characters in the book to real events.

Use attention maintenance strategies. Tap lightly on the child's shoulder or give a gentle nudge to maintain his or her attention.

Use eye gaze to elicit participation. Look at the child while reading when you want him or her to participate or respond.

Engage in role play to extend concepts. Act out the story after you have read it.

Use American Sign Language variations to sign repetitive English phrases. If you are using the same phrase over and over again, sign it in different ways.

Provide a positive and reinforcing environment. Encourage the child to share ideas about the story and then support those ideas.

Expect the child to become literate. Believe in the child's success, and read, read, read!

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WASHINGTON, D.C.

a tutor reflects

**every family wants
to communicate**

By Brenda Perrodin

Brenda Perrodin,

M.A., is a teacher/
researcher in the Early
Childhood Education
program at the Laurent
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Demonstration
Elementary School's
Shared Reading program
for three years.



Above and right:

The author, Brenda
Perrodin, and the family
with which she works.

Families of every race, ethnicity, and culture want more than anything in the world to learn to communicate with their children. Their background does not matter. As a tutor for the Shared Reading Project, these families become my family. I am always welcomed into families' homes. They want to learn how to read to their deaf and hard of hearing children.

I've tutored parents and children for three years. Each family has greeted me with an offer of hospitality. Initially, I declined. I told them I was there to help as a tutor with the family. Soon I realized, however, that the families wanted more from me. They wanted to know how long it would take for them to learn to sign. They wanted to know about my deaf son. They wanted to know about me as a deaf individual. Our interactions were highly personal as well as professional.

Occasionally parents and caregivers have felt that they cannot learn to sign, but I always encourage them. One mother, for example, felt that she could not sign because her hands were stiff. I reassured her, telling her that she did not have to become a fluent signer overnight. It takes years of practice. I reassured her and encouraged her—as I always encourage parents—to attend classes.

I worked with this one mother for a year. Slowly she became comfortable with me, and I watched as her signs improved. At the end of the school year, I was glad to hear from the child's teacher that the mother wanted me to come back again. I am tutoring the family again this year!

Photography by Michael Walton



Sharing the Book

As a tutor, my main focus, of course, is helping families learn to read and share books with their deaf children. I bring a book into the families' homes once a week. I usually sign the story first for the parents or caregivers, then work with them and help them to learn to sign the story. For parents and caregivers of younger children, I often bring props. I take along little figures of animals, plants, or people that will illustrate the story. I try to help the adults learn that they can do the same thing.

I answer any questions and watch the parents and caregivers practice signing the story before I leave. Sometimes parents want to know the etymology of signs, how they came about. I've explained that the sign for *girl* originates from a gesture for the bonnet strings, and the sign for *boy* originates from a gesture for touching the hat brim. When we read *Mrs. Wishy-Washy* by Joy Cowley, the parents wanted to know the signs for the farm animals. We've also discussed signs for food, trains, and boats. Every parent and caregiver wants to know the signs for every one of the words.

We discuss other aspects of American Sign Language, too, such as classifiers, those handshapes that function as pronouns and verbs. We discuss facial expressions, how they at once provide grammar for sign construction and intensify interest for the children who are watching the signed story.

Lastly and equally important, we talk about fingerspelling. Fingerspelling seems to be one of the biggest hurdles for people that learn sign language as adults. Fingerspelling takes time to learn and practice to perfect, but it is critical for young deaf children. Fingerspelling keeps people from trying to invent signs and helps children associate signed words with printed words. I share my own experience with parents, explaining how I fingerspell often to my own deaf son. I repeat the fingerspelling for him until it becomes natural for him to fingerspell himself. At 4 years old, he was already fingerspelling words such as *job* and *bus*.

Parents and caregivers always have questions, and when I come back the following week they often have a list of questions for me. Sometimes the parents say that they forget signs. I encourage them to get involved with deaf people and the deaf community. I also encourage them to let their children meet their deaf friends outside of school.

While I teach the parents and caregivers, they also teach me. They have taught me about determination and devotion. They have taught me about the importance of learning American Sign Language and helped me appreciate its beauty and complexity. It makes me proud to see their motivation, how hungry they are to communicate with their children. I am grateful to have had this experience.





MASSACHUSETTS

sharing books, food, and Saturdays— trilingually!

Kathleen Vesey,
M.A., M.B.A., director of
the Gallaudet University
Regional Center at
Northern Essex
Community College in
Haverhill, Massachusetts,
serves as liaison with the
Lawrence Public Schools'
Deaf and Hard of Hearing
Program to provide the
Shared Reading Project.



At right: Reading
books is the central
activity of the Shared
Reading Project.

Shared Reading Saturdays, a monthly program based on the Shared Reading Project, has faced an interesting challenge as it addresses the literacy needs of deaf and hard of hearing children. Approximately half of the families in the program speak Spanish and half speak English, and they meet together and learn to read books to their deaf and hard of hearing children at the same time in American Sign Language.

For almost two years in the Greater Merrimack Valley region of Massachusetts and Southern New Hampshire, more than a dozen families have gathered once a month on a Saturday morning at the Northern Essex Community College campus in Lawrence, Massachusetts. After the families arrive and enjoy refreshments, the program begins.

*Right photograph by John T. Consoli
All other photos courtesy of Kathleen Vesey*







While the deaf and hard of hearing children and their siblings participate in organized activities with volunteers, family members learn to read the month's selected story using sign language. Two American Sign Language/English interpreters and two American Sign Language/English/Spanish interpreters enable presentations in three languages simultaneously. Through the use of FM systems with headphones, instruction is in American Sign Language, spoken English, and spoken Spanish. Each family member wears headphones and chooses the Spanish or English channel on the FM system.

"Part of the success of this project is due to the fact that all three languages—American Sign Language, English, and Spanish—are presented simultaneously," said Fran Conlin-Griffin, outreach specialist at the Gallaudet University Regional Center who coordinates this project with the assistance of Sherrie Carroll, administrative assistant.

"After the first six months of the project we asked the families what three things they liked most about the program, and all of them wrote 'headphones' as number one! The

headphones allow us to show equal respect to each language and each family. No single language is perceived as a dominant."

Conlin-Griffin provides adults with information about reading to deaf children, then she models reading a story with signs, using PowerPoint technology to enlarge the storybook and

make her points clear. The families then break up into small groups and work with individual deaf tutors to practice reading the story.

The narrative of the storybook is always available in both English and Spanish. Once the adults have practiced reading and feel a bit confident, the children join in and the families read the story together. The deaf tutors observe, assist, and offer tips.

Each family is provided with a Shared Reading book bag, including the storybook, a video of the story presented in American Sign Language, an activity guide with ideas related to the story in English and Spanish, and a bookmark: "Tips for Reading to Your Deaf Child." Thanks to the generous support of funders, the families are able to keep the book bag and all of its material for their own home libraries.

An important part of the project is the lunch that the families enjoy together. When asked what she had found to be most helpful about the program, one parent commented, "Interacting with other parents with children with hearing loss and watching my child thrive in a signing environment—watching my child being able to play with other



children who sign.”

Recent surveys show that while most families hardly ever read to their children when they began the program, they are now reading with their children at least three times a week. They are learning skills that will assist their children for a lifetime. As one parent indicated, “Explaining the story, not just reading it, this helps keep things fun and moving!” Staff and volunteers have also noticed that many of the children frequently head for the “reading corner,” stacked with children’s storybooks, when they enter the organized kids’ activities.

We adapted this program after attending the Shared Reading Project: Keys to Success training for Site Coordinators offered at Northern Essex Community College by the Laurent Clerc National Deaf Education Center at Gallaudet University. Several trained tutors have joined Shared Reading Saturdays. Two deaf students, both members of families whose native language is Spanish and who while in high school competed in Gallaudet University’s Northeast Regional Academic Bowl as members of Lawrence High School’s team, have recently been recruited.

After several months, the number of participating families remained the same, but many more adults participated in the Shared Reading workshops! Parents and caregivers felt comfortable enough to invite grandparents, aunts, uncles, cousins, babysitters. The benefit to all the children when so many extended family members are involved is tremendous. Hearing siblings sign more and more each month. As they interact with deaf and hard of hearing role models, they communicate more with their brothers and sisters at home.

Many of the families have indicated they really like the program and find it is an excellent way to learn sign language and increase their communication with their children. They are unanimous in their desire for Shared Reading Saturdays to continue!



The program would not be successful without the collaboration of Northern Essex Community College, the Lawrence Public Schools, and the Gallaudet University Regional Center. Many volunteers also contribute much of their time to the program, including students from Northern Essex Community College’s Deaf Studies Program, Lawrence Public Schools staff, and Starbucks partners. It would also not be successful without the support of the

Office for Institutional Advancement at Northern Essex Community College. They have provided tremendous assistance in obtaining several key grants for the program. Funds have also been received from the Clipper Ship Foundation, Inc., the Starbucks Foundation, the Bank of America Foundation and Philanthropic Services, and the Nathaniel and Elizabeth Stevens Foundation.

Sharing Trilingually

KEYS TO SUCCESS

By Kathleen Vesey

TO ADAPT YOUR SHARED READING PROJECT FOR A TRILINGUAL SETTING SUCCESSFULLY, CONSIDER INCLUDING THESE KEY ELEMENTS:

- **Offer the spoken Spanish and English translation simultaneously.** Use headsets for all families. Keep use of all languages equal.
- **Welcome additional extended family.** Grandparents, aunts, uncles, cousins, and siblings enrich the life of every child.
- **Provide extra time and refreshments for socializing.** This will allow families to spend time together and exchange ideas, support, and resources with each other.
- **Discover and nurture great deaf tutors and volunteers.** They will become guides, mentors, and role models for parents and children.



VIRGINIA

a father, a daughter— and a deepened communication

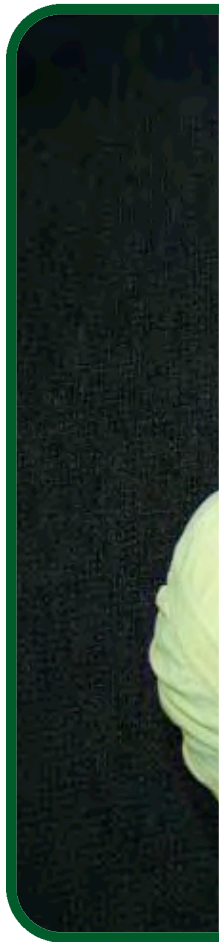
By Kris daCosta-Warshawer

Popping her head out of a makeshift tent constructed in the center of the living room, 5-year-old Michaela Swain greeted me as she usually did, with a playful smile. Her father, Jimmy Swain, an assistant manager of a lamp and lighting shop, had joined the Shared Reading Project to learn how to read and share books with his energetic daughter—and I was their tutor.

With roommates and friends, Jimmy was funny and outgoing, but with Michaela, his only daughter who lived with him full time since he had separated from her mother, he found communication limited to gestures and very basic signs. Extended conversations and serious discussions on discipline were impossible. Instead their interactions were disrupted by Michaela's escapes to video games or distracted by her screams. Jimmy was frustrated, and Michaela was frustrated and prone to flashes of temper. Jimmy was concerned both with his daughter's language development and with the need to establish an effective child-parent relationship.

Knowing this and wanting to help them build communication skills, I brought books that would result in father-daughter cooperation—through teamwork, role play, and acting. In *The Dancing Fly*, for example, Michaela became her father's second hand, swatting at the fly or becoming the fly and perching on the rim of his cup. In *What's for Lunch?*, Michaela and Jimmy took turns acting out the roles of the monkey and the chef. "Do you want grapes?" one would ask in sign. "No thanks," the other would sign back.

Photography by Michael Walton





Kris daCosta-Warshauer, M.A., ASLTA certified, is program director and instructor of American Sign Language with Falls Church City Public Schools in Virginia and a tutor for the Shared Reading Project.

Sometimes Michaela would join Jimmy and me as we went over the material, and her interactions with us ranged from hilarious, to serious, to reflective of her literacy skills. A natural ham, Michaela liked to act out or exaggerate the characters' expressions or behaviors. In *Jump, Frog, Jump*, she brought the frog to life by forming her right hand into a V handshape, bending her fingers, and jumping the handshape on the pages of the book. Then she formed her left hand into a net (linguists might say that she used a bent 5-classifier handshape) and trapped

the frog. Then she transformed herself into a frog. She let out a gasp, shook her leg to wriggle and jump free, and repeated the jumping movement of the frog handshape, giggling the whole time.

She made rules for us, too. When we practiced *Cookie's Week*, Michaela refused to accept our assurance that the cat's name was indeed *Cookie*. She had her own name for Cookie, which she repeated half teasing, *Cat plus Black-Orange-White*, the colors of Cookie's fur. We explained to her that her dad's name is *Jimmy*—not Jimmy-plus-*Black-Hair-and-Black-Shirt*.

"After three years...Michaela has learned to maintain steady eye contact with her father, who cherishes his daughter."



Jimmy was pleased to see Michaela's comprehension of stories and watch her respond accurately to questions that demanded inference. When we read *Corduroy* Jimmy asked his daughter, "Why is the girl sad?" And when Michaela noted that the girl wanted to buy the bear, he nodded and followed up with, "Money from where?" In the folk tale *Bringing the Rain to Kapiti Plain*, Jimmy used questions, such as "Why is the grass brown?" and "How did it rain?" to induce discussions with Michaela on the story context and to compare the narrative they were reading with the real world. Michaela explained that we do not really shoot arrows in the sky to produce rain, demonstrating that she not only understood what they had read but was making connections between the story and the world as she experienced it.

Jimmy, a hearing parent, is accustomed to expressing himself in spoken language—where meaning is carried and augmented through use of vocal inflections and word order. The most challenging part of reading books with Michaela for him was incorporating features of American Sign Language, an awkward experience. Not only did he struggle with minimal knowledge of sign vocabulary, but the whole experience of being a visual storyteller was new to him. He learned a lot—progressing from indicating mounds of food with mouth movement (-CHA) in *123 Thanksgiving*, to demonstrating

different walking traits with classifiers (bent V, flat B, S handshape) in *Daniel's Dinosaurs*, to miming insect reactions with facial expressions of worry, fear, and grumpiness in *Why Mosquitoes Buzz in People's Ear*. Jimmy was increasingly able to make and manipulate facial expression and handshapes to visually convey the narratives that he found printed and illustrated on the pages of each book. During reading practice, Jimmy would sign, stumble, laugh it off, and sign again.

Jimmy also learned that classifiers, those handshapes in American Sign Language that encompass the features of prepositions, pronouns, and verbs in English, are a powerful communication tool. Classifiers can be used to describe everything from how characters walk to the placement and shapes of objects. Jimmy discovered that using classifiers enabled Michaela to connect signs and classifiers to the English text and enriched the story context. For example, in *Rosie's Walk*, her father signed *fox*, then with shoulders crouched and both hands in flat B-handshape he mimed the fox inching slowly towards his prey. When he signed *monkey* in the book *Five Little Monkeys Jumping on the Bed*, he moved from a bent V-classifier to show the monkey jumping on and falling off of the bed, then he changed to either a flat B-handshape or an S-handshape and mimed for banging locations on the head or body. In *Maya Moon*, I taught Jimmy to change sign classifiers and

movement to show the different phases of the moon.

As he began using classifiers, it became natural for Jimmy to place some of his signs on the book's pages. During reading practice with *Clifford the Big Red Dog*, Jimmy took up the role of Elizabeth and used the A-handshape to brush Clifford right on the page. Classifiers enabled Jimmy to be less dependent on English word order. Michaela showed her understanding of classifiers, too. In the story *A Snowy Day*, for example, she applied narrative to her own real-life experience and used a five-fingered classifier plus mouth movement (-CHA) to remind her father that the snow he had shoveled the previous season had made a very large pile.

After three years, Michaela recently finished participating in the Shared Reading Project. Their participation has stimulated and nurtured Jimmy and Michaela's communication. Michaela has learned to maintain steady eye contact with her father, who cherishes his daughter. It has been a pleasure to see Jimmy and Michaela communicate with each other, to discuss real-life applications and her behavior lessons. It gives me goose bumps to watch as father and daughter comprehend each other comfortably through American Sign Language. Jimmy has grown to be able to communicate with his daughter, and the two share their needs, desires, and values.

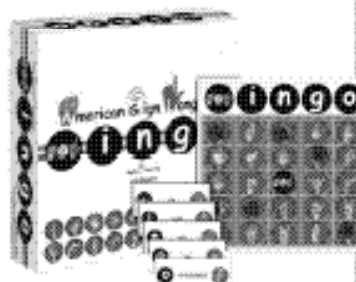
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KENTUCKY

a parent's perspective smoothing the bumpy road

Cynthia A. Jones is a special education teacher in a high school setting. Molly Jones, her 4-year-old daughter, was born deaf. She was introduced to the Shared Reading Project by Sue Frisbee, director of the Northern Kentucky Regional Program for the Deaf and Hard of Hearing, located at River Ridge Elementary School in Villa Hills, Kentucky.

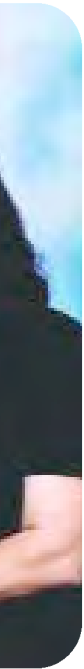
By Cynthia A. Jones

Despite all of my teaching experience—even with children with special needs—I've learned daily that it is an entirely different ball game when you are on the parent's side of the fence. When my daughter, Molly, was born deaf, I experienced a wide array of thoughts, fears, and emotions. By the time we left the hospital, Molly, who was one of the first babies to be born after Kentucky implemented universal newborn hearing screening, had failed three hearing tests. I was told to bring her back in a couple of weeks because sometimes babies have debris in their ears from the birthing process which can interfere with the hearing screening. I remember telling my husband on the way home, "We'd better hope and pray she's not deaf, because if she is deaf, she's got a long, hard road ahead of her." Molly is indeed deaf, and although the road has not been easy for any of us, many people and programs have smoothed the way. One of these programs has been the Shared Reading Project.

The only sign language I knew before Molly's birth was fingerspelling. I could make the handshapes for every letter of the alphabet. Sign language was one of those things I'd always wanted to learn but never found time for. After Molly arrived, I found myself wishing I had learned to sign already and terrified that I knew only the alphabet. Molly was fitted with hearing aids and responded well when her hearing was tested with the aids. So I began to think that maybe it would be okay not to learn sign language, although I still felt at a loss not knowing it.



Photo courtesy of Cynthia A. Jones



I found a class and slowly began learning. As a teacher I have always known the importance of reading to children, and from the time I brought her home from the hospital, I read to Molly regularly. Even though I knew she could not hear the words, I still felt it was important for me to read to her. If nothing else, she would get visual stimulation from the pictures and we would have the quality time together. As I began to learn new signs, I tried to incorporate them into the stories. However, I found it challenging, to say the least, to hold her on my lap with one arm, hold the book with the other, and attempt to sign, all at the same time.

That is when the Shared Reading Project came to the rescue! Considering my limited knowledge of American Sign Language, I admit I was nervous at the thought of a deaf adult coming into my home. How would we communicate? Would he be amused at my feeble attempts at signing? Would I be able to understand him?

On the day of the first visit, Lewis Fowler, my tutor, came to my home with Sue Frisbee, the director of the Northern Kentucky Regional Program for the Deaf and Hard of Hearing. Sue, my sign language instructor since Molly was 15 months old, introduced us, pointed out that her purpose during this visit was not to interpret for the two of us, and then entertained my daughter while Lewis and I got to know each other. Soon, all of my questions were answered and my anxieties calmed. The first thing Lewis insisted that I do was relax! He was not here to look down on my limited signing abilities; he was here to help me communicate with my daughter through a basic parent-child activity: reading.

Each week when Lewis came to my house, he would show me the book he had selected, read through it with me, and then have me read it back to him, all in American Sign Language. After a few

weeks, he stopped reading the book to me first and simply had me read to him, helping me as needed along the way. He was able to show me how to handle holding my daughter and the book while signing the story to her. He showed me how to sign not just in front of Molly's face, but also on the book, on her, or on me, wherever appropriate. I learned I did not need three hands to sign a bedtime story to my daughter after all!

Just as important, I could practice sign language in a genuine setting—my home—as opposed to in a classroom. Lewis taught me many new signs and encouraged me to use them. He also encouraged me to practice my fingerspelling. I have always heard that the best way to learn a language is in a setting with native speakers. I am now convinced that this is true! Without an interpreter present, I was compelled to rely on my own signing ability and use various strategies for clarifying when I did not understand a word or a concept. The signs *again* and *slow down* quickly became part of my repertoire, and there was always paper and pencil as a last resort.

Once I began learning sign language, I made an effort to expose my daughter to other deaf people. In addition to wanting her to grow up knowing other deaf people, I also wanted her to see other people signing fluently. She is certainly more likely to learn what will be her native language from other native users than she is to learn it from me, with my intermediate skill level (Williams, 1994; Goldin-Meadow & Mayberry, 2001). Thus, an important benefit I gained from the Shared Reading Project was my friendship with Lewis and his wife, Alma. Through our visits Lewis and I got to know each other. We spent a great deal of time each visit just chatting about everyday things. Alma sometimes joined her husband, making the visits even more meaningful. Although Lewis is no longer our tutor, we still keep in contact through

e-mail and see each other occasionally at events within the deaf community. We have become friends.

An added benefit of the Shared Reading Project and my friendship with Lewis and Alma has been my own peace of mind. Like any parent, I have wondered what the future will hold for my daughter. I want her to be successful and live up to her potential. When I found out she was deaf, my concerns were intensified. When I discovered that many deaf children do not learn to read well, my concerns intensified yet again. However, meeting a successful deaf couple has renewed my hope that Molly will be successful in her life.

Lewis's visits, his guidance in learning sign language, and the friendship I developed with him and his wife have all worked together to encourage me to step out of my comfort zone and talk with deaf people. The more I talk with deaf people, the more I am *able* to talk with them. As a result, my signing skills have improved to the point where I can use complex ideas and concepts with my daughter. Because I can *sign* entire sentences, Molly can now understand entire sentences. When Molly beats the odds—and she *will* beat the odds—and becomes a sophisticated reader, I will have the Shared Reading Project—and Lewis—to thank.

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MICHIGAN

bringing confidence, friends, and mentors

A SUCCESSFUL INTERVENTION

By Bonnie Miller

“As a parent of a deaf child, I figured out fairly early that American Sign Language is not just a language, but a culture as well. At first, it feels almost like you are engaged in a tug of war over this child—will she be part of my culture or will I have to give her up to another for her own good?... Using the books as a focal point... takes the pressure off... the parent become(s) more confident in choices that affect the child.”

—Mother of a deaf daughter

While chatting at the annual school picnic, Shelley Cates, mom of 4-year-old Gabby, told me what she thought was the best thing about her experience with the Shared Reading Project. “Confidence, and not just confidence in my signing skills... Confidence is the biggest hurdle you have to overcome as a parent of a deaf child... Every time you have a success it’s a huge step closer to your goal.”

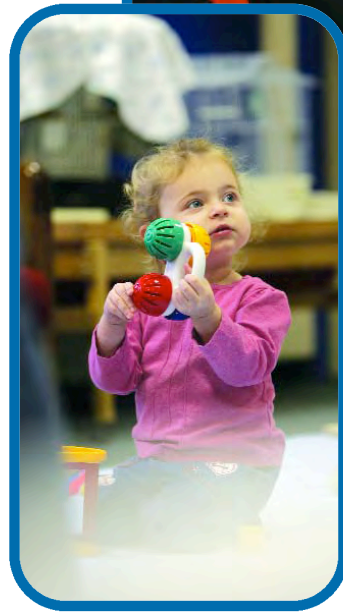
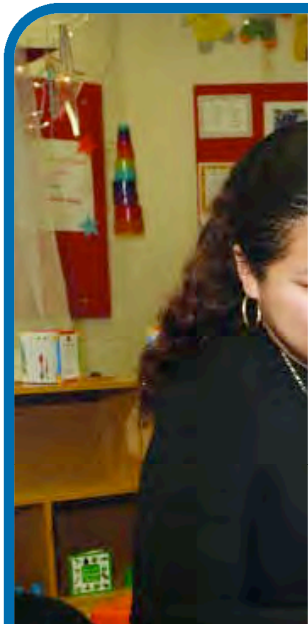
As a preschool teacher and family coordinator for the Shared Reading Project, I’ve been able to see, firsthand, the impact that the intimate intervention has on families and consequently, on the children.

Sometimes the changes are subtle—a parent that appears more comfortable with deaf staff or a child that begins to enjoy story time—but often the change is major. A father, quiet when I met him, volunteered to do a story for the entire class. Another family sent us a wonderful letter, expressing their feelings that participation in the Shared Reading Project was a turning point for their family.

Our program began six years ago, when Freida Morrison, the tutor coordinator, and I took the training for site coordinators at Gallaudet University. Since then we have run one 15-week session each semester and served approximately 30 families.

One of the key factors in having a successful program is making thoughtful pairings of family and tutor. This is somewhat like assembling a jigsaw puzzle; there are many things to consider.

The first and most obvious is geographic convenience. As our county is quite large, it is important that the tutor and family live within a reasonable distance. One of our most satisfying matches was pairing a young single mother with a more mature female tutor. The tutor not only helped the mom improve her ability to read to her daughter, she also provided the nurturing support this mom so desperately needed. As their relationship developed, the tutor was able to give the mom sound advice on everything from child rearing to time



Photography by John T. Consoli



Bonnie Miller, M.Ed., is a preschool teacher in the Bloomfield Hills Deaf and Hard of Hearing Program and the family coordinator for the Shared Reading Project in Bloomfield Hills, Michigan.

management. She became a mentor and a wonderful role model for this mom.

Another interesting piece to the family-tutor puzzle is ethnicity and background. In one instance, a deaf tutor who knew Spanish was paired with a Hispanic family. The mother was delighted to find that her tutor knew her native language and this opened up unique opportunities for the family. We have also been fortunate enough to have male tutors in our program, providing the first deaf men some of our deaf boys had ever met. In one instance, we were able to place an African American tutor in an African American home, providing the boy with a first experience with a deaf man of his own race.

While we try our hardest to make successful pairings and to inspire both the families and the tutors, not all of our stories are success

stories. Occasionally families are not interested in participating. Sometimes a reluctant parent is persuaded to participate and then misses appointments with his or her tutor. This is frustrating for us, but for some families, the basic day-to-day demands of food, clothing, shelter, and transportation are overwhelming.

The families who are able to participate are deeply rewarded. They improve their sign skills and gain familiarity with the deaf community. Like Shelley Cates, they gain the confidence needed to raise their deaf children. Through successful parent-tutor pairings, parents make friends, they sometimes gain mentors, and they and their children are provided with positive role models.

As family coordinator for the Shared Reading Project, I am thrilled to be a part of this.

Left: The Shared Reading Project can give parents of deaf and hard of hearing children a chance to meet each other and build their confidence.



COLORADO

for living rooms, classrooms, and dorms

A LOOK INSIDE A PROGRAM

By Deborah Branch

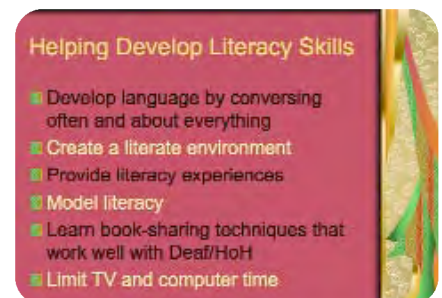
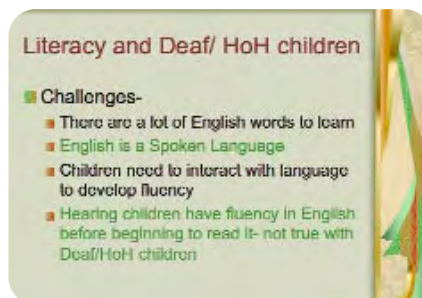
Deborah Branch,
M.A., reading specialist at
the Colorado School for
the Deaf and Blind, is site
coordinator along with
Catherine Bennett for the
Shared Reading Project in
Colorado.

Colorado School for the Deaf and Blind (CSDB) started the Shared Reading Project in Colorado with 12 families in 2001 in Colorado Springs and Denver. Since that time, the program, coordinated by the CSDB outreach services, has expanded throughout the state and added different ways of serving students, working with families, teachers, and dorm supervisors. Challenges have included reaching families, finding tutors, and securing funding.

Over 50 tutors have been trained. The best sources for finding tutors are through advertising in local publications, sending mass e-mails through organizations, and most importantly, making informal “word of hand” contacts within the deaf community. New tutors are trained each fall and occasionally throughout the year.

Tutors attend yearly in-service trainings on a variety of topics, such as supporting families, deaf culture, American Sign Language, and reading strategies. Tutors learn how to choose books based on students’ interests and developmental levels. Bimonthly meetings are held at restaurants and provide critical opportunities for tutors to share challenges and successes and discuss any concerns. Finding tutors for families living in remote locations continues to be a challenge. If tutors are willing

*Photography by David R. Schleper
Slides from Deborah Branch*



**We have
enjoyed seeing
relationships
develop between
families and
tutors and
communication
blossom between
family members.**



to travel, mileage is provided, and some tutors make visits biweekly for two hour sessions.

After five years, challenges remain, but also the joys. We have enjoyed seeing relationships develop between families and tutors and communication blossom between family members. We've been gratified to see the students' awe as they describe the first time a deaf adult came to their home.

Colorado's Families At the Heart of the Program

Every year, approximately 40 families are served and they are the heart of our Shared Reading Project. Our tutors are often the first deaf adults that the family has met—and several parents have expressed feeling very nervous about meeting a deaf adult for the first time, especially about how they would communicate. After a couple of sessions, however, they become

comfortable. Many parents eventually interact often with deaf individuals, especially at events and conferences.

Some families come to view the deaf tutor as part of the family. As they become close to their tutors, they sometimes resist changing tutors at the end of the year. We encourage a yearly change, though, feeling it benefits the families to meet a variety of deaf adults and learn new information from each.

Don't be limited by the words.
Expand on the book's ideas.

- Talk about the story with your child as you read. Ask your child questions. Connect ideas in the story with your experiences. Have your child predict what will happen next.



- Read the story over and over if your child asks. This is an important part of language development.
- Have fun! Make you time together a positive experience.



- Native ASL signers
- Serve as models and coaches
- 35 tutors trained throughout Colorado

Tutors





Reading in School Fun in Class and Dorm

At CSDB, many students stay at school during the week and are not able to fully participate in the Shared Reading Project from their homes. For this reason, we brought the program into the dorms. We were able to assign the tutors to hearing and deaf dorm supervisors of elementary students. The supervisors were encouraged to read to the students daily. They learned storytelling strategies, language development strategies, and ways to stimulate the students' cognitive development. Some supervisors have gone on to become tutors themselves. Hearing supervisors have found their signing ability enhanced. They are more able to facilitate students' enjoyment of various kinds of literature and give them the reinforcement that is needed. From the first, students were very attentive and seemed to enjoy the opportunity to read and share books in the dorm. At the same time, we continued to work with families, enabling them to keep books so they would have an opportunity to read to the

Many of our families speak Spanish. A Spanish interpreter attends the first session with the tutor for these families, but after that families and tutors generally prefer to communicate directly themselves.

For all families, tutors become a guide to the deaf community with its shared knowledge of the communication strategies, technologies, and its bonds of friendship and communication. Meeting deaf tutors often helps parents envision their child's limitless potential as an adult. In addition, as parents, children, and tutor interact, the children's acquisition of language is supported.

One parent offered the following insight.

"My sign skills have improved [as a result of participation in the Shared Reading Project], my understanding of how American Sign Language is ...really used to communicate is much greater. But the biggest thing is understanding... what it is like to be deaf and the awareness of all the little things that...are different for deaf people."



children on the weekends.

A teacher in Pueblo, Colorado, was the first to work with Shared Reading in the classroom. She saw that the students did not have the opportunity to see deaf adults and realized that they would benefit from the contact. She benefited from the contact, too. A hearing professional, the teacher was eager to have the tutor, who was deaf, model how to share printed stories and help her improve her sign skills.

This teacher and tutor essentially adapted the Shared Reading Project model to fit the needs of the classroom. The tutor read to the class and led a discussion of the story. The students were then involved in an activity related to the story. The teacher sat down with the tutor and together they worked on the appropriate sign language to convey the printed narrative that the tutor had just conveyed to the students through the air. Using the knowledge that she had gleaned from the tutor, the teacher would read the book to the class on subsequent days. Now teacher and tutor have worked together for three years. The teacher is very positive about what she and the students gain from the experience.

This year we are expanding to five other classrooms throughout Colorado and continue to experiment with how to best meet the needs of students and staff. Students benefit from having a deaf tutor come into the classroom and model the use of adult American Sign Language. They also enjoy meeting deaf adults and watching stories unfold.

Reference

Delk, L., & Weidekamp, L. (2001). *Shared Reading Project: Evaluating implementation processes and family outcomes*. Washington, DC: Gallaudet University, Laurent Clerc National Deaf Education Center.

BUTTE PUBLICATIONS, INC.

This workbook introduces metaphors through 36 worksheets that challenge students to interpret metaphors and write their own metaphors. Worksheets include a step by step process to help students determine what each metaphor means, drawing pictures of literal and metaphoric interpretations of metaphors, deciding what is being compared in the metaphor and what are the similarities, choosing from multiple choice answers what the metaphor really means, writing original metaphors and including them in short stories, and *More Fun with Metaphors* to provide practice in a fun way.

Price: \$19.00



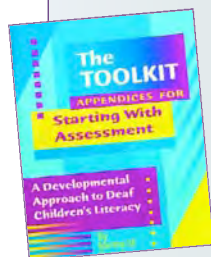
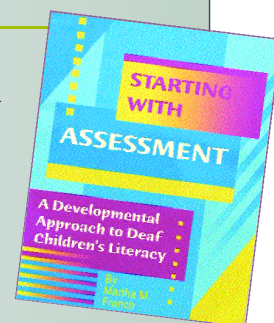
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Martha M. French

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UTAH

where would the
resources come from?

SETUP PROVIDES

learning experience

By Michelle Tanner

When we arrived back in Utah after our week-long training, we were eager to start a Shared Reading Project in our area. At the same time, we were confronted with the myriad of things we had missed during the week we were away, and wondered how we would ever catch up with the programs and tasks that suddenly demanded our full focus. Further, the realities of instituting a new program hit us. Where would our resources come from? How would we get into our children's homes? Where would we find the tutors? How could we coordinate this program in our existing roles at the school?

It was the spring of 2000 when Alison Cordova, a psychologist at the Utah Schools for the Deaf and Blind and I, a teacher in a day school in the Salt Lake Valley, confronted these challenges and questions. We were excited and prepared with sensational ideas. We had the necessary forms, strategies for implementation, and articles from the trainers demonstrating the success of the program. We also knew that this would require administrative support to fully implement. This meant we would need to prove the value of this program to our administration.

On our long flight home, we began planning a scientific approach to our dilemma. We decided that we would set up a small project for a trial period to demonstrate the project's worth. Using the knowledge of our training, my coworker and I—now listed as Shared Reading Project site coordinators—would select a small group of students from various backgrounds, become their tutors, and collect data on their progress. We brainstormed names of students that we felt would be willing to be involved. By the time we touched the ground, we had a list of names and a plan for conducting our research.

Photography by John T. Consoli

Michelle Tanner,
M.Ed., has been a teacher of
deaf students in the Salt
Lake City area for the Utah
Schools for the Deaf and
Blind since 1999.

Right: Setting up a new
program meant searching
for resources and
administrative
support.





Within a week of arrival, Alison had crafted a letter to parents, describing the nature of our Shared Reading Project trial and study, and the commitment that they would be expected to make if they wanted to participate. It was not long until we had the permission slips signed and returned by parents eager to participate. We met again and divided the list of students that she and I would each visit weekly over an eight-week period. We set up our first meetings with the families, and we were ready to begin.

Trial Period, Existing Program Provide Key to Success

We wanted extensive documentation of our progress, the format for much of it coming from the materials we received

at the Shared Reading training. Each family was asked to complete the “Shared Reading Project Parent Pre-Participation Survey” provided by the Clerc Center. This form asks parents to clarify their expectations for the program. We also asked each family to complete two more evaluation forms from the training: the weekly “Family Reading Records” and, on completion of the trial period, the “Shared Reading Project Parent Post-Participation Survey.”

We used all of the data to compile a summary that affirmed that the Shared Reading program would benefit our students. Before we presented this information to our administration, however, we felt we needed to show where this project could be incorporated

into our existing programs.

We felt that the Shared Reading Project goals would fit perfectly within our Deaf Mentor program. This is a group of culturally deaf tutors hired by the Utah Schools for the Deaf and Blind that go into homes and function as guides and tutors for parents and their young children by teaching them sign language and issues specific to deaf culture. They use a program that was developed as part of SKI-HI, which stands for Sensory Impaired Home Intervention and is pronounced *sky-high* in reflection of the commitment to and expectations for the children. SKI-HI began in 1972 as an early intervention and early childhood program for infants and young children, ages birth to 5, with hearing and vision impairments and other disabilities. The SKI-HI curriculum for deaf and hard of hearing children focuses on deaf culture and American Sign Language. The Deaf Mentor program is an extension of this program. The Shared Reading Project seemed a natural extension of this existing program.

When we approached Barbara Bass, the director of the Deaf Mentor program, we were excited to learn that she thought it would be a positive addition to the existing curriculum. With this research and knowledge ready, Alison and I presented our information and recommendations to our administrators and the Institutional Council (our school governing board). To our great relief, the Institutional Council and then superintendent Lee Robinson agreed.

Training began immediately for our deaf tutors, and it has continued over the years as new tutors have been hired.

Today we work on various areas that need improvement, and we keep on making progress as we try to improve our services. The learning is ongoing.



CALIFORNIA

moving onward and upward! young children get priority

By Natalie Williams

"Few children learn to love books by themselves. Someone has to lure them in to the wonderful world of the written word; someone has to show them the way."

—Orville Prescott, *A Father Reads to His Children*

The California School for the Deaf (CSD), in Fremont, recognized the potential benefits of the Shared Reading Project and elected to participate in it, along with approximately 35 other sites in the U.S. The Shared Reading Project bridges the gap between home and school, and allows families to become active participants in their children's reading.

Conception

In 2000-2001, a school committee of principals, teacher specialists, a librarian, and an outreach specialist met to investigate the possibility of implementing a Shared Reading Project at CSD. Although CSD offers a variety of programs for parents—including home visits, parent workshops, and classes in American Sign Language—we felt that a Shared Reading program would be an important addition. Shared Reading would not only help young deaf and hard of hearing students develop effective reading strategies, but it would also promote meaningful communication and interaction between parents and child.

In recognition of the importance of early intervention, families of children in our Early Childhood Education Department were given priority. Funds were set aside to support the project. Bookmarks, book bags, TV/VCR combos, and shelving units were purchased, and two staff members attended a site coordinator training the following summer.

We began with five families and served them for a 12-week period. Committing increasingly to early literacy development in young children, CSD opened a new position for an elementary reading teacher specialist/Shared Reading site project at a coordinator. The first individual was hired in 2003, and the Shared Reading Project constituted 50 percent of her responsibilities.

Photography courtesy of California School for the Deaf

Natalie Williams

received her M.S. in deaf studies/deaf education from Lamar University. She taught for three years, as well as worked as a Shared Reading Project tutor, at the New Mexico School for the Deaf before coming to the California School for the Deaf. Serving as an elementary reading teacher specialist and a Shared Reading Project site coordinator, Williams is a member of the Curriculum and Media Services department.

**"We know that
the Shared
Reading
Project is a
successful
and
worthwhile
endeavor."**



Approaches

The site coordinator provided training to mentors, the CSD designation for the individuals who went into homes and tutored families. We felt this name change was important because it evoked the image of families supported, rather than being “re-mediated” or “taught,” as is implied in the word *tutor*. Mentors impart a sense of collaboration and sharing, which is what we feel the Shared Reading Project is really all about.

Families also attended training to understand their roles—being committed, reading to their child daily, and maintaining a weekly log. Eight families joined the project. Challenges involved finding child care workers for the young children of attending parents, finding a Spanish-speaking interpreter, and choosing an evening. Flexibility proved to be a key to success. Since there were some families who could not attend the scheduled training, we offered it to them on a one-to-one basis at a time of their choosing. Sometimes training was held in a family home, and once it was held at a coffee shop near a parent’s site of employment.

“How did I feel ...WONDERFUL! ...I have witnessed how it has brought families closer together with their deaf children and I saw how they have flourished... their limited knowledge of sign language {developed into} bubbly ASL. It was a beautiful transformation!”
—CSD mentor

Hiring—Challenges of State

Our hiring process is one of our challenges. We recruited mentors outside of our school through short-term contracts with the state. That was quite a challenge since our school employs a large number of its deaf community members on its staff. Deaf mentors were critical and they are hard to find. Year after year, we rely on recommendations given by past or current mentors and fellow employees who “know of someone” in the area. At



one point, a presentation was made at the local community college.

Although the mentors are intrinsically motivated for working with families, payment is necessary. As suggested in the site training, CSD pays \$20 an hour, for two hours per week per family, with one of the hours designated for preparation and commuting. Unfortunately, for many the pay is not enough to justify their time and effort. It remains a challenge.

Logistics

We found that forms were best understood if we created them, modifying the samples provided in the training. A mentor binder was created for each mentor, providing information on each family participating in the program. These binders, returned at the end of the program to be used again the following year, enabled mentors to keep their paperwork in one place.

The book bags and bookmarks that were available for purchase were another valuable component of the program. Aside from keeping the book and videotape together, each book bag provided tips to families on how to incorporate activities into their daily lives. Storage was a challenge. Our site is relatively young, and we’ve yet to find the perfect storage space here at CSD.

A way to ensure the program’s success is for the site coordinator to observe the mentors working with their families. The CSD site coordinator attends the first session and afterwards the mentors work independently with the families. A mid-term observation also enables the coordinators to see how the program is working for the families. The coordinator provides feedback to the mentors. The coordinator also follows up with families to make sure they are pleased and comfortable with the individuals who are entering their homes.

Confident in the Future

Despite the struggles and challenges, we know that the Shared Reading Project is a successful and worthwhile endeavor.

Teachers have noticed a difference between children of families who did and those who did not participate. Children develop an understanding of what books are and how to read them. They take on role playing activities and will read to their peers.

The families with whom we have worked have expressed gratitude for learning to connect with their child. They’ve also noted that focusing on one book at a time, with a clear beginning and ending, builds confidence in learning American Sign Language vocabulary and grammar. The parent-child bond that is already present becomes stronger when mothers, fathers, and caregivers are able to make reading come alive at home.

Often we will see the families on campus with their children, carrying books to be read at home. It exemplifies what we hope for: communication between child and parent and a lifetime love of reading.





CALIFORNIA

“we need to do this!” administrative support came easy

GOOD TUTORS REQUIRED MORE TIME

By Jason Gillespie

**“The difference
is sometimes
subtle: children
who sit during
book time and
actually look at
the book instead
of climbing the
bookshelf.”**

Right: People make a project
successful—Clockwise from upper
left: Jim Norby, special education
administrator, Gail Dreiling, tutor,
Jason Gillespie, author and
coordinator, Ken Daniel, program
specialist, Renee Rose, tutor, and Linda
Gough, teacher and coordinator.

When my co-coordinator, Linda, and I took our Shared Reading Project proposal to our Special Education director, our arms laden with handouts and PowerPoint gear, we were prepared to make a lengthy pitch extolling the virtues of the program and the importance of involving parents in the evolving literacy of their children. We’d just gotten through our overview—just five minutes or so into our spiel—when our director pushed himself back from the table and stood. “Well, obviously,” he said, “we need to do this.”

That was four years ago. Garnering support and funding for our program was, surprisingly, the easiest part of the entire process. We’re blessed to have administrators who really care about and support the children in our programs.

Since that time, I’ve been able to reflect on the challenges and successes of our endeavor. There have been three major challenges we’ve faced. They are, in no particular order: tutors, tutors, and of course, the problem of tutors. This is not to say that we’ve had lousy tutors, or even bad tutors; until recently we just didn’t have the right tutors. And I have to say, having the right tutors is key to the success of the Shared Reading Project.

Photo courtesy of Jason Gillespie



In Search of... Tutors, Tutors, Tutors

During the interview process, we talked with many members of our local deaf community about the program and explained what qualities we were looking for in our tutors. It seemed very difficult for some applicants to grasp the idea that they would be working with the parents instead of their deaf children. In spite of repeated attempts to explain the focus of the program, many of our applicants kept returning to the idea that they would be working with the children. Here's a synopsis of several conversations:

JASON (that's me): So, tell me about your qualities. What would make you an excellent tutor?

APPLICANT: Deaf children...ah...they're so cute. I love their little hands and watching their new signs. I'm really looking forward to working with the deaf kids.

JASON: <slaps forehead>

In our first year of implementation, we had a few tutors that had a difficult time keeping their appointments with families, and an equally difficult time contacting the families to let them know what was happening. Often this meant that an entire family would be dressed nicely, waiting around the living room for an hour or longer for the tutor to arrive before accepting that something was amiss and that the tutor was not coming. On one occasion I contacted a tutor who was supposed to be at a family's house, only to find her on her way to nearby San Francisco with her mother for "a day in the city." When she told me this, the relay operator, I'm sure, had a fun time trying to type out my stammering disbelief.

But last year, we really scored with our three tutors. Each brought a slightly different expertise and communication style to the program. This made it possible for me to shake out some really good family-tutor matches. Two of these tutors, Gail Dreiling and Renee Rose, have returned for our current year. These tutors, all of whom are deaf—as all our tutors are required to be—seemed not only to get what the program is about, but also they seemed to understand that they were a part of something big, important, and meaningful. They were proud of the work they did with our families and it showed.

Their visits to family homes tend to run long because of all the information they have to share with our parents and caregivers. They have high expectations for both the children and their parents, and they feel a sense of ownership when a family is not meeting its obligations. For example, our parents are committed to read to their children every night, and if they are only reading books once or twice a week, our tutors want to know why. They communicate their observations to me and help me understand ways that I might better serve these families, too. They are also very kind to our parents. I've often wondered how strange it must seem to some deaf adults when they see hearing parents who openly grieve over their child's deafness. Empathy and understanding of this deep sadness seem to come naturally to Gail and Renee. At the end of each year, their families honor them by begging for their return.

Now, aside from some minor everyday problems such as timesheets or managing who gets which book bags, our program is running smoothly. Thanks to our tutors and their commitment to our families, the Shared Reading Project is fully online.

The long-term effects on the children who participate? It's too early to say. But I do believe I see a difference in the children and families who have participated. The difference is sometimes subtle: children who sit during book time and actually look at the book instead of climbing the bookshelf; children who look through the pages of *Bunny Cakes* instead of hitting their neighbor over the head with a copy; children who watch the stories with amusement, sadness, and an increasingly genuine interest during circle time.

Most importantly, the Shared Reading Project has helped to empower the parents of the children in our program. They are often surprised and, I would imagine, exhilarated to find that they are not nearly as helpless as they might have supposed. Having spent time with the talented and understanding deaf adults who are their tutors, many of these parents are finally able to begin imagining the bright future that awaits their own deaf children.



THROUGH LIVE VIDEO FEED

“exhilarating
and challenging”

throughout the state

Howard Seago is a professional actor whose credits include stints with the National Theatre of the Deaf and appearances on “Star Trek: The Next Generation” and in *Beyond Silence*, a nominee for Best Foreign Film in 1998. He is currently the program manager of the Washington School for the Deaf’s Shared Reading Video Outreach Project in Seattle, Washington.

Far right: Long distance video conferencing brought the Shared Reading Project to students throughout Washington.

By Howard Seago

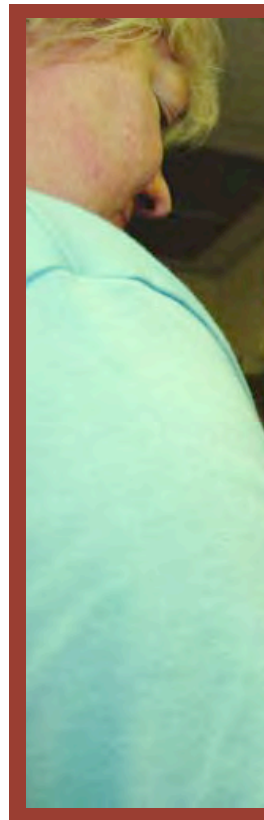
It was 1996. I was preparing to fly to Munich to start filming *Beyond Silence*, the film about growing up deaf in Germany. I was totally focused on preparation for my role, which included the multi-layered translations that it entailed, when Chris Opie, then director of Deaf Connection in Seattle, Washington, approached me. Chris wanted to know how I felt about setting up and managing a local Shared Reading Project. We met briefly and I agreed to let him use my name as the potential coordinator.

I didn’t think anything would come of it.

Lo and behold, soon after I arrived back in Seattle, Chris informed me that Deaf Connection had been selected as a pilot site and asked if I was still interested in being the coordinator. I had no formal training in teaching literacy and I would have to spearhead the implementation of a new program outside the realm of show business.

It felt overwhelming, but I knew it would be worth it. I realized that the Shared Reading Project was something that would directly impact deaf children and their families. The Laurent Clerc National Deaf Education Center thoroughly equipped me with the managerial skills and rudimentary knowledge for setting up this program. It also fostered a collaborative team spirit among the selected sites.

Photography by Michael Walton





Our first year in Seattle was both exhilarating and challenging. Parents and deaf tutors grasped the concept immediately and we easily recruited participants. The 20-week commitment proved too long. One tutor disappeared around the fifteenth week and neither she nor her assigned family even informed me—she didn't inquire about her final payment until eight months later. The length of the commitment was adjusted and the program was tailored to run from six to 12 weeks.

The families expressed appreciation and gratitude for having the deaf tutors come to their homes. The deaf children were always excited to meet the deaf tutors. It was hard for some tutors to focus on empowering

the parents rather than accommodating the children's desire for the tutor to read directly to them. We had to keep reminding the tutors to keep focused on the parents and caregivers—the primary objective of the Shared Reading Project.

Another challenge was maintenance of the book bags. We had 140 book bags for tutors to check out—and they took up a lot of space! Deaf Connection's headquarters was in the basement of the president's home. So I installed four racks in my dining room and the tutors trooped in weekly to exchange book bags and check in with me, usually while my family was eating dinner. (It was great cultural exposure for my sons.)

At the conclusion of the grant,

Dr. Nancy Hatfield, director of the Infant, Toddler Early Intervention Program for the Washington Sensory Disabilities Services, approached me about establishing a statewide long distance videoconferencing program. The program would be based on the Shared Reading Project model and supported by a combination of federal and state grants.

Long distance videoconferencing capacity was established in 1996 through a \$60 million grant from the Bill Gates Foundation that allowed all educational programs within the state of

I remember one kindergarten girl bounced in her chair for joy when I signed her name sign. She turned to her mother. "That's me," she said. "That's my name. *C-on-the-chin!*" Later, I was informed that was the first time *C-on-the-chin* had ever used her own name sign and understood what it meant.

Interacting with the deaf and hard of hearing students and their families has been very rewarding. I recall meeting one young, deaf, Hispanic girl, *Ybbaro*, who was shy and resistant to any communication with me—a red haired, bearded, white guy who kept throwing

embarrassment but could be experienced as a unique gift.

At the end of the school year, I received a letter and a videotape from Ybarra's teacher. In the letter it explained how a year before, Ybarra had performed a poem by stoically parroting her interpreter offstage. This year, however, she announced that she "wanted to do a book reading just like Howie."

When I looked at the videotape, I saw Ybarra dressed up, a bow on top of her hair, her hearing aids clearly exposed. She presented the narrative of a book in

The Shared Reading Project in Action



Washington to connect with each other through high technology. We called it the Shared Reading Video Outreach Project.

Before our first season of videoconferencing, we visited all 10 sites and met students, staff, and parents. It was difficult for them to understand the live interactive long distance video communication aspect of the Shared Reading Video Outreach Project. I would explain that I would be conducting shared reading sessions—reading, signing, and discussing a book through a live video feed—and adults as well as students would look lost. Even when we initially connected, they would watch, puzzled, feeling I was simply on TV, wondering with whom I was interacting. "Who is he talking to?" I saw one child say. "The kid with the spiky hair? There's no one here besides me. Oh, he's talking to me?!!!"

his hands around in her face. She shrank with embarrassment when I arrived at her school and signed a book to her class. Her attitude began to change, however, as she noticed the excitement of her hearing peers. But even as her hearing classmates volunteered to sign and translate pages of the book, she refused to participate.

We didn't give up. The red-bearded white guy was soon on stage at her school. Here I was in front of everyone, reading and signing, just as I had done in her class. Then the little girl saw her principal volunteering to read a few pages of the book with me. She saw everyone howling with laughter as the roly-poly principal signed the role of the roly-poly pig! The only deaf student in the audience, the girl's eyes widened and began to shine with self-esteem. She was beginning to understand that her deafness did not have to be an

sign language using an overhead projector and transparencies of the book pages.

The letter noted how Ybarra had beamed throughout her presentation, inspired and confident in her independent performance. Her teachers and school staff had watched with tears in their eyes. That evening, they returned for the evening assembly just so they could witness the repeat of Ybarra's awesome performance.

Many parents have commented that the Shared Reading Video Outreach Project has been a "lifeline" for their families as they struggle with the many obstacles faced in raising a deaf child. A single mother in a remote area drove her deaf daughter and her younger hearing daughter two hours each way to the school district site where the Shared Reading video feed was located. At the first session, this 3-year-old blonde, deaf

girl appeared in a nice dress with her hair tied back. After the big boys and girls were done and filing out, this little heart-stealer, *Megan*, shyly approached the “signing chair” that each student used when it was his or her turn to communicate with me. (The “signing chair” was an attempt to manage 15 rowdy students eager to sign with me simultaneously. This experiment was later replaced by a student identification cheat sheet with photos and name signs ready for access.)

Megan demurely sat down and I asked if she would like to read the book again

this time she signed the whole thing by herself.

When she completed it, she raced once again to her proud mother. Her mother congratulated her again and again, aware that I was staying overtime, she tried to restrain her daughter from moving back to the signing chair. Megan inched back to the signing chair anyway, though she did not dare to sit on it due to her mother’s orders. She rested for a moment at its corner, her yearning to read once more palpable even to me at the other end of the video feed on the other side of the state. She

growing. I definitely feel it provides a successful and valuable approach in literacy support to remote educational programs that sometimes do not even have qualified interpreters, let alone certified teachers of the deaf. The Shared Reading Video Outreach Project has helped parents realize what their deaf or hard of hearing child might be lacking in the remote school settings and some have transferred their children to different schools for better educational opportunities.

Parents and staff have commented on their children’s positive attitude changes towards reading. Students have started or increased requests for family reading time and many have been thrilled to receive their very own set of books. It is gratifying to observe via videoconferencing the children jump with glee over having their own books. I have seen the mental light bulbs click on as they begin to understand the magic of the printed words in these mysterious books.

The most difficult challenges of the Shared Reading Video Outreach Project are technical or scheduling snafus that pop up causing sessions to be cancelled or postponed, much to the disappointment of the students. Another difficulty is occasionally witnessing how utterly indifferent a few parents and administrators are to the education and social well being of their deaf children. Watching the despair of some of these children via videoconferencing as they recount family difficulties is heartbreaking.

But I think the most important impact of the Shared Reading Video Outreach Project is making deaf children and their families realize they are not alone and that there exist many successful, high functioning deaf adults in various professions. The Shared Reading Video Outreach Project allows parents to envision great possibilities and dreams, and it allows their children to expand their understanding of the world and all that it holds for them.



with me. With her finger in her mouth, she gave a slight shy nod, and I proceeded to repeat the book.

At first, she refused my requests to sign but eventually she entwined her hair with her hand on the top of her head, stretched out her body in childish anxiety, and signed *boy*. I was thrilled and encouraged her to sign more.

Slowly, she began to read and sign the book *The Carrot Seed*, and soon she was totally immersed in acting out and signing. I sat back and watched, emotionally touched.

At the conclusion of her reading, Megan raced to her mother who was sitting just outside of the screen frame. I could see her telling her mother about how she signed the book. Her mother congratulated her, and tried to restrain her as Megan gaily bounced back to the “signing chair” to read once more. Naturally we read the book again, and

was proud of her reading success, and so was I. It was one of my most gratifying experiences.

This family later moved to Seattle to allow Megan to attend a bigger and better quality deaf education program. The mother enrolled in an interpreter training program and is dreaming of a wonderful future for herself and her daughters.

Often I was the first deaf adult the parents and their deaf children had met, and that accounted for much of their fascination. One hard of hearing young boy absolutely refused to believe I was actually deaf and kept shouting my name behind my back. After he finally realized that I could not hear, this kid accompanied me everywhere I went all day long, including to the pizza party for school staff.

Now in its eighth year, the Shared Reading Video Outreach Project is still



AN EVALUATION

first year is critical

TRAINING FOR SITE COORDINATORS SOMETIMES LEADS TO PROGRAM IMPLEMENTATION

By Lori Lutz

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More than 210 people from schools for the deaf, public schools, and organizations have participated in the Laurent Clerc National Deaf Education Center's *Shared Reading Project: Keys to Success—Training for Site Coordinators*, a week-long training course to help interested teachers, parent leaders, and professionals establish the Shared Reading Project at their school or program. An evaluation of the training program occurred through surveying those who attended the training any time during 1999-2001.

The Shared Reading Project is a home-based literacy program designed to help hearing parents read storybooks to their deaf and hard of hearing children. The training program for those interested in setting up a Shared Reading program within their own school or program enables participants to:

- Learn and apply principles for reading to deaf and hard of hearing children
- Recruit, hire, and train deaf adults to be tutors
- Market the Shared Reading Project to families
- Work effectively with parents, caregivers, educators, and tutors
- Plan for and manage the Shared Reading Project budget, personnel needs, and program evaluation



The Clerc Center trainers initiated the training in 1999. After the pilot launch, the Clerc Center trainers worked with the Gallaudet University Regional Centers to offer the training course in California, Colorado, Florida, Georgia, Illinois, Kansas, Massachusetts, New York, and Washington, D.C. Enrollment in the training course ranged from 9 to 25 people.

Looking at the Preparation of Site Coordinators

The Clerc Center evaluated the training to assess its impact on participants six months and one year after training. We needed to understand how prepared the new site coordinators felt



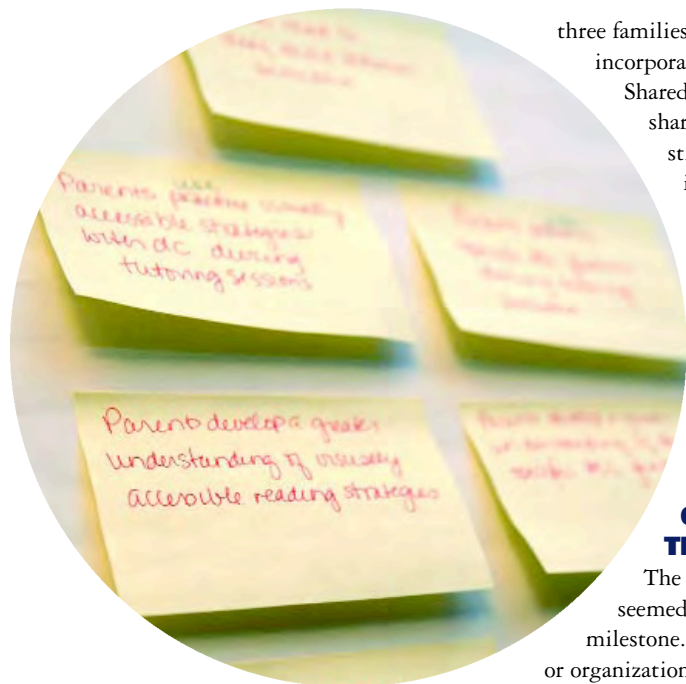
to implement the Shared Reading Project at their site after training. The six-month evaluation asked training participants to describe their readiness and their progression with the program's implementation. We also needed to better understand the processes site coordinators went through as they set up the Shared Reading Project in their community and their experiences as they worked with families. The year follow-up evaluation asked training participants to describe their experiences in implementing a Shared Reading Project and working with families.

Did the training help?

Overall, participants found the training to be very enjoyable and challenging, and most of those who participated felt very well-prepared to implement the Shared Reading Project after training.

"This was an EXCELLENT training—I learned so much! Excellent presentations, handouts, activities. This was a most worthwhile week—Thank you!" — Site coordinator from a school for the deaf

"The workshop was well-organized and thought out. I was pleasantly surprised at how much of the information benefited my site." — Site coordinator at a public school



How Do Programs Start?

New site coordinators spent the first six months to a year talking with their administrators to identify resources such as funding and personnel. Some coordinators also wrote proposals seeking funding to support the costs of setting up the Shared Reading Project. Some schools internalized the Shared Reading Project as part of their existing programs to support the set-up costs.

"We combined the Shared Reading Project (fiscally) with an already established program." – Site coordinator from a school for the deaf

"The Shared Reading Project was included in our deaf/hard of hearing program." –Public school site coordinator

Site coordinators also talked with deaf adults in their schools and communities, recruiting tutors. When funding could not be found, site coordinators used creative strategies so that they could begin working with families. One site coordinator used volunteers as tutors. Another site coordinator recruited families who were already in the school system and used school staff as tutors. Some decided to begin with only two or

three families. Some coordinators incorporated some aspects of the Shared Reading Project, sharing "some of the strategies and information with other staff and parents," finding that "they are enthusiastic about it." Others talked with parents to generate community support for the Shared Reading Project.

Critical: The First Year

The first year after training seemed to be a very important milestone. If schools, programs,

or organizations had not implemented a Shared Reading Project within a year of training, they were less likely to ever implement it. Citing constraints of time and funding, one-third of the responding programs did not implement the project. Lack of funding and qualified tutors were primary barriers for those training participants who were not able to establish a Shared Reading Project within their school.

What Factors Led to Success?

Four factors appeared to greatly contribute to their success:

1. ADMINISTRATIVE AND STAFF SUPPORT

"Having support and cooperation from administrators, folks to write the grants, {and} a supportive staff interested in deafness and literacy." –Site coordinator from a school for the deaf

2. PERSONAL COMMITMENT AND INVESTMENT

"We made a commitment and wanted it to succeed. Working with families and seeing the progress was the impetus to continue. Plus it was our job (smile)." – Program participant Site coordinator from a school for the deaf

"MOTIVATION... Seeing the child being empowered by the tutor and parents during reading." – Public school site coordinator

3. FUNDING SUPPORT

"...special funding from the school." –Site coordinator from a school for the deaf

"Funding came from a grant from the office of education in our state" – Site coordinator from a nonprofit organization

4. RECEIPT OF TRAINING AND MATERIALS

"The training received was invaluable." –Site coordinator from a school for the deaf

The new site coordinators identified implementation activities and challenges, including the following:

- Adopting the Shared Reading Project as a program
- Obtaining funding
- Establishing an infrastructure
- Coordinating the Shared Reading Project
- Recruiting families
- Hiring tutors
- Encountering payroll problems
- Scheduling visits and meetings
- Dealing with distance issues
- Communicating with families and tutors
- Addressing the needs of families who speak a language other than English
- Trying to adhere to the established model
- Utilizing training and materials

How Families Change

Shared Reading Project site coordinators talked about their goals for participating families. They wanted to see improvement in parents' booksharing practices, sign language use, communication and relationship with their deaf children, and deaf children's improvement in reading skills and interest in reading.

Shared Reading Project site coordinators talked about four areas of change that they observed in families

and children: reading, sign language, communication, and knowledge of child development.

CHANGE IN READING

Many Shared Reading Project site coordinators wrote that families increased the frequency with which they read books to their children, changed how they read with their children, and perceived their ability to read to their deaf children differently. One Shared Reading Project site coordinator explained that parents “felt more

confident reading to [the] child” and another wrote that “parents were less reluctant to try other stories.”

CHANGE IN SIGN LANGUAGE

Families’ use of sign language also seemed to change. Parents learned more signs, increased their vocabulary, and improved their signing skills.

“Parents felt more comfortable using facial expressions and gestures if [they didn’t] know the correct signs,” one respondent reported.

CHANGE IN COMMUNICATION

Some Shared Reading Project site coordinators also said that communication in families improved.

“Families were thrilled with their progress. [They] feel closer as a family, [are] better able to communicate, can read with the deaf child in the family, know better how to include the deaf child in the family, [and] know better how to include him or her as a functioning member in the family,” said one coordinator.

KNOWLEDGE OF CHILD DEVELOPMENT

Parents seemed to learn more about what to expect as their child grew. One coordinator reported that families “learned more about the child’s developmental stages.”

Difficulties Surmounted Similar Goals Attained

Although Shared Reading Project site coordinators talked about positive change as a result of families’ participation in the Shared Reading Project, they also encountered obstacles that included difficulty in commitment. Some schools did not have enough families interested in the Shared Reading Project. Other programs had so many families participating that the site coordinators found it physically challenging. Still other site coordinators found that some parents were hesitant about having tutors come into their homes, although many of these same parents later enjoyed having them inside their homes for the tutor visits.

In spite of these divergent paths, many coordinators shared similar goals for families and children and reported similar changes observed in families and children who participated in the Shared Reading Project. After reviewing the results of the evaluation, the Clerc Center continues to adjust the training for Shared Reading Project site coordinators to meet their needs.

Note: Because these comments are a part of the evaluation, the identities of the participants are kept confidential.



shared reading project: getting started

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By Chachie Joseph and David R. Schleper

Shared Reading Project: Keys to Success—Training for Site Coordinators is a five-day training program designed to prepare individuals to establish the Shared Reading Project at their school or program. Programs that are interested in setting up the Shared Reading Project normally send two individuals, often one deaf and one hearing, to become site coordinators. Site coordinators are generally educators, administrators, and parents that are interested in setting up the Shared Reading Project. During the training, the participants learn to:

- Use principles for reading to deaf and hard of hearing children
- Recruit, hire, and train deaf adults to be tutors
- Market the Shared Reading Project to families
- Work effectively with parents, caregivers, educators, and tutors
- Plan for and manage the Shared Reading Project budget, personnel needs, and program evaluation

Training Underway

When participants arrive for the training, they find a group of teachers and staff members from the Laurent Clerc National Deaf Education Center ready to help them organize their Shared Reading Project plans. During the training, participants are exposed to a variety of activities that help them understand how to read to deaf and hard of hearing children and how to make the Shared Reading Project a reality. As one site coordinator said, "The combination of training methods—workbook, lecture, video, PowerPoint, group exercises, etc.—all worked well together and it was never boring." The training is designed to be both interactive and practical, and participants are constantly challenged to apply what they learn.

Photography by John T. Consoli



**"Programs that
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Resources Galore

Participants in the course receive a wealth of high quality, professionally designed materials that they can use to implement the Shared Reading Project. These materials include:

Shared Reading Project Participant Guide—136 pages of detailed information on each of the 10 modules used in the program

Site Plan Workbook—an 18-page workbook for site coordinators that addresses the issues they will need to think through in order to implement the Shared Reading Project

Project Management Toolkit—contains master copies of the various forms that may be used in setting up the Shared Reading Project, including a budget planning spreadsheet and an inventory checklist

Training Toolkit—to assist site coordinators in the training of tutors and families

Participants also receive numerous videos over the course of the training. These include:

- *Reading to Deaf Children: Learning from Deaf Adults* (manual and video)
- *Read It Again and Again* (manual and video)
- *The Shared Reading Project in Action*—demonstrates the steps involved in a tutor-family visit and is designed for use by the site coordinators to train tutors and orient families
- *The Shared Reading Project: In Our Own Words*—a 22-minute presentation of personal testimonies from parents, caregivers, tutors, and site coordinators

- *The Shared Reading Project*—a promotional video useful for parents and caregivers, as well as for potential sponsors of the Shared Reading Project

In addition, participants receive a poster, a bookmark, wallet cards, a tote bag, and notepads, along with numerous handouts. By the end of the training, the site coordinators are inundated!

Motivated and Ready

"I have been so impressed by the seamless delivery of training given by all four presenters," said one participant. "It was obvious to me that ongoing adjustments and additions were made daily based on careful collaboration. The needs of the group were not only considered but also acted upon. I will never forget my positive experience at Gallaudet University! Thank you for your commitment and investment in all of our deaf and hard of hearing children!"

By the end of the week, site coordinators feel well prepared and confident that this will work. "I'm pumped," said one participant. "I'm rolling up my sleeves and ready to work closely with tutors and families," said another.

Following the training, site coordinators return to their respective sites to begin setting up the Shared Reading Project. The collaboration between the new sites and the Clerc Center continues with a blog focused on the Shared Reading Project and regular phone contact.

Shared Reading Project: Training for Site Coordinators

March 13-17, 2006

**FOR MORE INFORMATION
CONTACT GALLAUDET UNIVERSITY
OFFICE OF TRAINING AND
PROFESSIONAL DEVELOPMENT**

<http://clerccenter.gallaudet.edu/tpd/about.html>

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THE LANGUAGE CONNECTION

community venture creates understanding

By Karen Gruen and Vereen Ann Nordstrom

All children love to eat. Consequently, our deaf students with multiple disabilities knew basic words such as *meat*, *milk*, *apple*, and *store*. But they didn't always connect their experiences to language in a meaningful way so that they could function in the world. What better way is there to teach than to use this intrinsic desire of eating to teach these necessary vocabulary and language concepts? Thus began a voyage into the community.

Breaking with the Traditional Approach

Classrooms for deaf students typically utilize a thematic approach. However, our students needed a more hands-on, sequential approach because of the enormity of their language gaps. They needed real-life experiences in order to gain full understanding—but how to begin?

We needed to develop a unique curriculum, make plans, and overcome hurdles. The subject areas listed in our state guidelines had to be addressed within the context of each experience.

The first experience we chose was a familiar one: a future classroom restaurant. Teacher collaboration led to a number of questions:

- “Where will we get the money for food we cook in the restaurant?”

Plans were made for the children to earn money via a car wash for teachers.

- “Where do we put the money?”

After much research, it was discovered that a high minimum amount of money was needed to open a bank account. Luckily, the parents, our administrator, and the classroom teacher added money to the car wash fund in order to open the account.

- “How do we get to the bank?”

The school district did not have transportation available and the schedule of the local buses did not coincide with our schedule. Walking to nearby locations



was the only option.

• “Who will go on our weekly walking field trips?”

Sufficient personnel were required to supervise the children crossing major streets, to provide instruction and supervision within the various businesses, and to meet the additional needs of a child with major physical challenges. The classroom teacher, the classroom aide, a one-on-one aide, and the speech-language pathologist were involved on all field trips.

Developing a Curriculum

The initial grocery store activity led to the realization that even more mini-sequential steps were needed. To create and understand a restaurant, the children needed exposure to many different concepts. These concepts and our activities included:

BANK

- People work for money (car wash, restaurant)
- Workers have various job titles (language lesson by speech therapist)
- People use money for different purposes (eat in a restaurant, purchase food)
- People use a bank (open account, deposit money, and withdraw money for a purpose)

GROCERY STORE

- People buy food in a grocery store (sequential activities: develop a shopping list, go to the proper section to find food, check out, and pay)

RESTAURANT

- People eat in different types of restaurants for various purposes
- Sequential activities for fast food restaurant: wait in line, order, pay, pick up food, eat, and clean up

- Sequential activities for sit down restaurant: talk to host, sit, read menu, order, wait, eat, pay, and leave tip)

CREATING A CLASSROOM RESTAURANT

- Plan, set up, and work in a restaurant, including: advertise the restaurant, plan menu, buy food, cook, set up the physical restaurant, greet the people, take orders, figure the bill, take the money and make change, count tips, and clean up



A Step-by-Step Approach

Each community trip began with pre-teaching of vocabulary, the language patterns needed for the trip, and a discussion of where the children would go and what they would do. At that time, the students' responses were often rote. Although the children had participated in similar experiences in their daily lives, these events were like that of a silent movie—pictures without words. The language, concepts, and vocabulary became meaningful only after the real-life community trip occurred.

Photographs were an integral part of the trip and were used as visual support to aid communication.

Following the trip, the students were required to use the language and vocabulary in a multitude of ways. The class discussed the trip (Who went? Where did we go? What did we do? When did we go? Why did we go?); wrote a group experience story; role-played various situations from the trip; played language games to elicit correct syntactic patterns; completed worksheets relating to the experience story to reinforce language, vocabulary, and sequence of events; and wrote individual stories about the experience. Much repetition of vocabulary and sentence patterns was required for the appropriate language to become internalized. Expectations varied according to the unique abilities of the individual children and their prior knowledge base. For example, one child might be required to write one sentence while another wrote one to three paragraphs.

Our Restaurant Opens (and Closes)

When the time came to create their own restaurant, the children were asked, "What do we need to do?" Based on previous trips to the grocery store and various restaurants, the students suggested a menu, food to be purchased, jobs within the restaurant, a name for the restaurant, and the hours of operation. Numerous bags of food were purchased, Chef hats, place mats, invitations, and menus were made. Tables were set, cooking appliances were organized, work shifts were determined, and money in the cash register was organized. Excitement loomed on Opening (and Closing) Day. The restaurant door opened, the invited classes entered and were

seated by the host(ess), and the Forest Restaurant was in business. A few hours later, seven very tired restaurant workers were ready to close the restaurant, count their tips, and eat their own lunch. A trip to the bank to deposit money earned and a trip to a local dollar store to spend tip money culminated the unit.

Added Benefits

This two-month unit benefited many. The trips increased our local business community's awareness of deafness and issues relating to education and communication. The regular school personnel became more aware of our students' unique needs and methods needed for instruction. The parents helped reinforce connections between the community trips at school with their family's real-life experiences. Thus communication improved within the home as the children now possessed the needed vocabulary and language to discuss typical daily events. Our children's self-esteem improved as their language skills increased and they navigated through real-life situations in a meaningful way. The students can now enter a restaurant and give their order through their own preferred mode (oral, print), deposit and withdraw money from a bank, locate and pay for items in a grocery store, and travel through a local community. The teachers also benefited. Little did we realize when collaboration began that this type of teaching would have so many long-term positive effects for the students and provide true meaning to their lives.



Resources

- Illinois State Board of Education. (1997). *Illinois Learning Standards*. Springfield, IL: Author.
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- Keyes, J. R. (1998). *The Oxford picture dictionary for kids*. New York: Oxford University Press.
- Ludwig, N. (1995). *Careers and community helpers*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc..

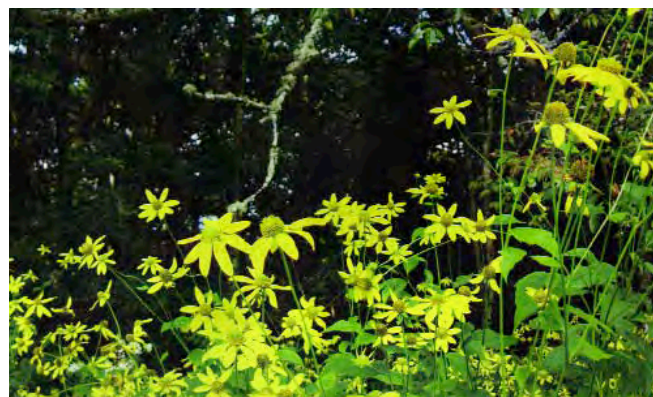
Note: The following Illinois Learning Standards were addressed throughout the entire community-based curriculum:

- English / Language Arts
- Reading: 1A, B, C; 2 A, B
- Writing and Spelling: 3 A, B, C
- Communication: 4 A, B; 5 A, B, C
- Mathematics: 6 A, B, C, D; 7 A, B, C; 8 A; 9 A; 10 B
- Science: 11A, B; 13A
- Social Science: 14 A, B, D, F; 15 A, B, C, D, E; 18 B

RAISING FLOWERS AND OBSERVING BEANS

MSSD Students Contribute to Nation's Knowledge of Ozone

By Cathryn Carroll



Students from the Model Secondary School for the Deaf (MSSD) are contributing to global efforts to study the effects of ozone on the earth's plant life.

As part of the Earth System Science classes, students are looking at cutleaf coneflowers, the yellow perennials that dot the upper reaches of mountains in summer, and snap beans, the familiar green vegetable encountered at the dinner table.

"It turns out that both of these plants are sensitive to ozone," said Mary Ellsworth, MSSD science teacher whose classes have participated in international measures and experiments since the mid 1990s as part of the SOAR-High Project and the GLOBE (Global Learning and Observations to Benefit the Environment) Program. "Ozone is an interesting pollutant because it is a byproduct of cities and industrial areas, but it doesn't stay where it is made. It collects in a kind of airborne

blanket and travels great distances. We've known for a long time how ozone irritates the eyes and lungs of city dwellers. We are just now learning about the considerable devastation it can have on plants and farm crops.

"In areas around the Great Smoky mountains, for example, farmers have learned that grasses heavily affected by ozone look normal, but lose their nutritional value. They have had to graze their animals in other fields."

MSSD students measure ozone in conjunction with students around the country, including deaf students from the University High School in Irvine, California, and the Indiana School for the Deaf. Last fall they began to study the effects of ozone on coneflowers in a project supported by the National Aeronautics and Space Administration (NASA) and GLOBE. Led by Susan Sachs from the Great Smoky Mountains National Park in North Carolina, the project's

principal investigator is Dr. Jack Fishman from NASA.

The effect of ozone on snap beans has come under more recent study, and MSSD students are the only deaf students in the United States working on this project. While they tend the plants and document the ozone-related changes, they will experiment with and help establish a protocol for other students to use in the studies that follow. The principal investigator is Dr. Irene Ladd from NASA.

While MSSD students help the scientists both with their measurements and protocol, they are also involved in hands-on science learning. A few bean plants were observed last fall, but the coneflowers were tucked into container-bound earth outside of MSSD. When spring comes, the bean seeds are replanted and all the plants begin to grow, students will take care of them and record their observations.

Every day, they will take ozone readings using a *zika*, an instrument named by East



Africans with the Swahili word that means "that which reveals the invisible." They will observe and record the clouds and the wind direction. Then they will observe and take measurements on their growing plants.

"For coneflowers, the measurements are fairly straightforward," noted Ellsworth. "The leaves grow two by two directly across the stem from each other."

Students will measure the height, the number of leaves, and the tiny purple/brown dots that appear as ozone damages the coneflower's cells. These dots appear on the upper surface of the leaves, as the stomata on the underside take in gases, including ozone, for photosynthesis. The older the coneflower leaf, the larger and more pervasive its ozone-related damage.

Beans, which have a more complicated growth pattern than coneflowers, are harder to systematically observe and measure. "It's harder to keep track of which leaf is which," Ellsworth said. MSSD students will help in establishing the scientific protocol of how to keep track of each leaf.

"The findings of our students in conjunction with those of other students and scientists may be critical," Ellsworth observed. And while our students work to increase our understanding, they also learn science in a most meaningful way."

For more information about the project, visit: <http://sci.gallaudet.edu/GLOBE/Ozone/ozonegarden.html>.

A TIME OF SMALL VICTORIES

helping
hurricane victims*By Alexis Greeves*

Alexis Greeves, M.A., L.P.C., is currently an outreach specialist in the Laurent Clerc National Deaf Education Center's Office of Training and Professional Development. She also has her own Play Therapy private practice. Previously, Greeves was a counselor at Kendall Demonstration Elementary School.

In early September I was asked to provide psychological first aid to the deaf individuals who were among the 25,000 New Orleans evacuees housed in the Houston, Texas Astrodome. I jumped at the chance to be a part of the relief effort. I had only been there a few days when Hurricane Rita threatened and the deaf individuals with whom I worked decided that—like almost everyone else anticipating a direct hit from the Category 4 storm—they should evacuate Houston.

The adults piled into a rented van that I drove, and my coworker took the children in her rental car. We joined the bumper-to-bumper traffic trying to get out of Houston. It took us five hours to drive 15 miles. But while we drove—or rather while we sat in the world's largest traffic jam—an amazing and wonderful thing happened. The individuals who we met were strangers to us as we were to them, and the trust that is necessary in counseling work had been hard to build. Now one of the passengers, a 38-year-old man, began to talk.

Darkness fell, but I watched his signs easily by the street lights as he told how he had carried people to safety from Hurricane Katrina. He had picked up a man with no legs, waded through the putrid, chest-high water that surrounded the Superdome, and carried the man to safety on his shoulders. Then he had returned to the Superdome to carry out other people who were old and unable to fend for themselves. What impressed me was how he didn't seem so concerned about himself. He seemed more concerned with bringing other people to safety.

We traveled all night long. The normally



three-hour drive to Austin took 16 hours. We arrived the next day at noon, only to find the shelters were full and were not able to accept new residents.

We kept driving and finally arrived at a “deaf-friendly” shelter, where we were escorted to a middle-school gym. The group placed their items against the wall and sat down. I asked if there were cots and we were assured cots were on the way.

My coworker and I were offered beds by the Texas School for the Deaf a few miles down the road in a room with a private bathroom. I did not refuse the invitation, although I felt conflicted and guilty about accepting it. I may have been physically exhausted, but the

evacuees had also traveled all through the night, had their homes destroyed, and been forced to leave under emergency conditions for the second time in three weeks—and I would learn later that the promised cots never arrived.

In the Houston Astrodome, where many of Louisiana's deaf citizens were sheltered, I was told that they remained continually a week behind in receiving resources and help. Announcements would be made over the PA system and of course no one would even know that debit cards were being given out or that buses were leaving to allow people to see apartments.

Perhaps the most difficult thing, however, was that when interpreters and resources became available from the deaf community in Houston, those who had traveled to Houston from New Orleans had to make decisions between remaining with their hearing family members or joining the group of deaf people in order to access interpreters and other needed services. One woman was with her mother and sister and when the deaf evacuees were identified and brought together, she had to split off from her family and join the others so she could have interpreting services. She lost touch with them entirely. When I left Houston, she was still unsure where they were.

There were small victories for me as a counselor. I worked with two brothers and a sister who because of their very tense and acutely stressed mother needed nurturing and attention. I taught the

children a self-nurturing activity that I used with the children at Kendall Demonstration Elementary School. In the activity, each child uses a cotton ball to stroke the other child's face—and the strokes can be swirled to make letters, even to spell out names. There was a moment when I sat back and watched the children sitting together, gently stroking each other's face with cotton balls. It was a serene moment and I could see how they were soaking it in and needing this kind of gentle touch.

The thing that struck me about the people I worked with was that they were always looking to the future rather than dwelling on the past. As a counselor I think it's important to come to terms with the past. One has to recognize and integrate previous experience into one's life, and the deaf individuals did recognize and understand the enormity of the tragedy that had occurred. They were not in denial. Yet most of them remained kind and generous. One day when we were returning to Houston, one of the men gave me a necklace as a gift from himself and his girlfriend. He had bought it at a gas station with money that was limited and may have been his last. It was a sacrifice for him and that he made it to thank me was very moving.

I left Houston a changed person.

To read more about Greeves's experience in Texas, visit: <http://clercblog.gallaudet.edu/hurricane/>.



CLERC STUDENTS, TEACHERS Help Katrina Victims

By Michael Walton

At the Clerc Center, the response to the hurricanes that devastated the American coast last summer was immediate.

Heidi Camacho, counselor at the Model Secondary School for the Deaf (MSSD), originally from Louisiana, traveled back to her home state. Camacho worked in the dorms of the Louisiana School for the Deaf with students and their family members who had undergone losses from the hurricane.

Alexis Greeves, outreach specialist in the Office of Training and Professional Development, responded to a request to journey to Houston, Texas, to work with evacuees in the Astrodome (See Greeves's story at left).

The students from Kendall Demonstration Elementary School (KDES) decided they would raise money to help the hurricane victims, and Team 4/5 teacher/researcher **Susan Schatz** set out to help them—and make fundraising a learning experience.

The students began by asking members of the Clerc Center community to donate toys, games, clothing, shoes, small appliances, and other items to the KDES store, which was set up near the school's main lobby. The goal: to sell the items and send the money to support the hurricane relief effort.

Schatz and her students organized the goods, created signs, and developed an "employee schedule" to ensure the store was fully staffed. After the store was opened, Team 4/5 students manned it each day, selling their goods, collecting payments, and keeping their enterprise neat and tidy.

"When we discussed what to do to help the survivors of Hurricane Katrina, we felt we had to do this because it was for such a worthwhile cause," said Schatz. Other classes sold donuts and coffee to teachers and staff.

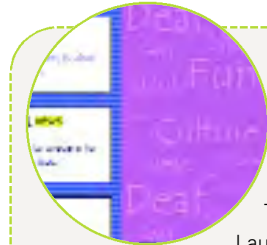
By the end of the fundraising, students had earned \$480 which they earmarked for the Louisiana School for the Deaf.



MSSD to Host Open Houses in 2006

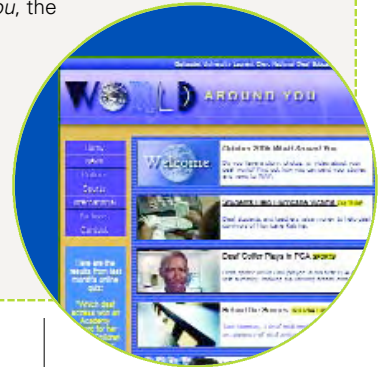
The Model Secondary School for the Deaf (MSSD) is hosting Open Houses to welcome potential students and their families. Registration is now available for the Open Houses on February 24, April 28, and June 23, 2006.

MSSD is a residential high school located on the campus of Gallaudet University in Washington, D.C., that offers a comprehensive, tuition-free education for deaf and hard of hearing students from all around the country.



World Around You Online for Deaf Teens

The latest edition of *World Around You*, the Laurent Clerc National Deaf Education Center's webzine for deaf and hard of hearing teens, is now online. Featured stories include up-and-coming deaf golfer Kevin Hall, who recently played in his first PGA Tour, deaf multimedia producer Jane Norman, who advocates for deaf people, and more. Please visit *World Around You* online at <http://clerccenter.gallaudet.edu/worldaroundyou>.



MSSD provides students with a rigorous and challenging education, including an honors program and Advanced Placement courses. There is a wide array of student programs and activities available during the week and on weekends. Students have full access to

instruction in the classroom and meaningful social interaction with peers, teachers, and staff through visual communication.

For more information about the Open Houses, or to arrange a separate appointment to visit the school, contact admissions

coordinator Michael Peterson via phone at (202) 651-5397 (TTY/Voice) or via e-mail at Michael.Peterson@gallaudet.edu, or visit the following website: <http://clerccenter.gallaudet.edu/Admissions/openhouse.html>.

Gallaudet Announces Theme for 2006 Essay and Art Contests for Deaf and Hard of Hearing Students

By Susan M. Flanigan

"when
I am
30..."

Gallaudet University has announced the theme for this year's Gallaudet National Essay and Art Contests for Deaf and Hard of Hearing Students.

Students will write or draw a response to the questions: "What will I be doing when I'm 30 years old? How am I preparing for it today?" The Laurent Clerc National Deaf Education Center coordinates the processing of all the entries, and arranges for the contest judging and publication of the essays and artwork.

"We hope that in asking students to respond to these questions, we encourage them to think about their life goals and how to prepare for them," said Timothy Worthylake from the Clerc Center, co-coordinator of the contests. "We want them to think about their special talents and interests and how they can prepare for the world of work."

Essay place winners will receive scholarship money for the college or postsecondary training of their choice (\$1,000 first place, \$500 second place, \$300 third place, \$100 each two honorable mentions). All scholarship awards will be DOUBLED for winners who choose to attend Gallaudet University. The art contest winners will receive \$500 for first place, \$100 for second place, and \$75 for third place.

Winning essay and art contest entries will be published in a printed showcase of work for deaf and hard of hearing students. All art contest entries will be published in an art gallery on the web. Viewers will be able to vote for their favorite works of art. The winning works of art will also be exhibited at Gallaudet.

For more information, including contest rules, entry form, and age eligibility, visit: <http://clerccenter.gallaudet.edu/showcase>.

Summer Camp Opportunities

It's not too early to start thinking about sending your child to a summer camp in 2006. The Laurent Clerc National Deaf Education Center publishes a list that identifies camps, family learning vacations, and remedial clinics for deaf and hard of hearing children. Some programs are designed for the entire family. Most programs require a small application fee to accompany the completed application. Contact the camp sponsor directly for more information about their program.

Visit: <http://clerccenter.gallaudet.edu/infotogo/142.html>.

Honors Camp at Clerc Center

This summer, the Laurent Clerc National Deaf Education Center's Honors Program will host a program called "Summit 2006: Learn. Lead. Achieve." The seminar, which runs from June 19-30, will offer students challenging learning experiences in the areas of higher-level academics and leadership skills.

The program is open to students from around the country currently in ninth, tenth, and eleventh grades. Students will spend their two weeks participating in a wide variety of activities, including Advanced Placement (AP) preview classes (subjects offered include AP English, AP Biology, and AP U.S. History), leadership discussions and simulations, a journey through deaf history, and a weekend tour of Washington, D.C.

Program activities will be held at various locations of the Clerc Center, and students will be housed in the Model Secondary School for the Deaf (MSSD) dorms.

"We are excited to be offering a challenging and fun leadership program again this summer for students from around the country," said Daniel Dukes, coordinator of the Clerc Center's Honors Program. "Our goal for the Summit program is to help each participant reach his or her full potential both academically and as a leader. It's a great summer opportunity." Registration, cost, accommodations, transportation, and other additional information will be available through our website soon. Enrollment for Summit 2006 is limited to 30 students.

For additional information, contact:

Daniel.Dukes@gallaudet.edu or visit the Honors Program website at: <http://clerccenter.gallaudet.edu/Honors/index.html>.

OF SPECIAL INTEREST TO
ADMINISTRATORS, TEACHERS, AND PARENT LEADERS...

Shared Reading Project: Keys to Success

Training for Site Coordinators

SPONSORED BY THE

**Laurent Clerc National Deaf Education
Center at Gallaudet University**

March 13-17, 2006

Gallaudet University, Washington, DC

The Shared Reading Project is a nationally acclaimed program that helps promote early literacy in young deaf and hard of hearing children. It brings together deaf tutors with families of young deaf and hard of hearing children. Through this five-day training program, participants will learn the skills necessary to set up the Shared Reading Project at their own schools or programs. Additional information is enclosed.

TO RECEIVE MORE INFORMATION:

Contact: Patricia Dabney, Outreach Specialist
Laurent Clerc National Deaf Education Center
Gallaudet University, 800 Florida Avenue, NE
Washington, DC 20002
Phone: 202-651-5855 tty/voice
Fax: 202-651-5857
Email: patricia.dabney@gallaudet.edu
training.clerccenter@gallaudet.edu



Wizards Visit KDES

Ethan Thomas, center for the Washington Wizards basketball team, joins students from Kendall Demonstration Elementary School (KDES) in a shot for the camera. Wizards and students read *The Gym Day Winner* and *Allie's Basketball Dream*, and students taught the players how to fingerspell their names and sign the team slogan, "One Team, One Goal." The visit was part of the National Basketball Association's Read-to-Achieve program.



PHOTO BY MICHAEL VASCHNER

Summer Institute 2006

GALLAUDET UNIVERSITY

June 19-July 9

The Laurent Clerc National Deaf Education Center presents its highly acclaimed workshops and training sessions in a three-week summer institute. Register for one or more. Stay one week, two, or three. Improve your skills. Network with other professionals. See your friends.

This summer, the Clerc Center offers training in a variety of topics for professionals who work with deaf and hard of hearing students. Scheduled sequentially over a three-week period, each workshop or training session is taught by skilled practitioners from the Clerc Center. Each provides a wonderful opportunity to learn something new, hone professional skills, meet and network with other individuals, and make a difference in the education of deaf and hard of hearing children.

(Note: The Gallaudet University Regional Centers also occasionally sponsor these workshops and training sessions. To find out if a particular one will be sponsored in a location near you, check with the Clerc Center or with the regional contacts on the opposite page.)

Here is an overview of Summer Institute 2006 by topic:

LITERACY

June 19-30 Writers' Workshop: Getting Started

Learn how to teach writer's workshop, talk with professionals about writing with deaf and hard of hearing students, and write individual compositions.

June 26-30 Reading and Writing Together: An Overview

Develop a plan for professional growth, work with other professionals, and explore the nine areas of literacy, including Reading to Deaf Children: Learning from Deaf Adults, Read It Again and Again, and Leading from Behind: Language Experience in Action.

SCIENCE AND TECHNOLOGY

June 19-23 TecEds Digital Storytelling Camp

Build storytelling expertise, develop a digital story, and create a 3-5 minute movie that includes images, video, animation, mementos, graphics, and, if desired, sound.

June 26-30 GLOBE—Global Learning and Observations to Benefit the Environment

Develop skills in integrating the on-line curriculum from GLOBE, the hands-on environmental science teacher training program that unites students, educators, and scientists from around the world in studying the environment.

July 5-9 Lego Robotics

Develop the fundamental technical skills to mentor students who want to participate in Botball, the nationwide robotics competition. For more information, check:
<http://www.botball.org>.

VISUAL PHONICS

June 26-27 See the Sound: Visual Phonics

Learn about this system that utilizes a combination of tactile, kinesthetic, visual, and auditory feedback to assist in developing phonemic awareness, speech production, and reading skills with children who are deaf or hard of hearing.

COCHLEAR IMPLANT EDUCATION

June 28-30 Spoken Language & Sign: Optimizing Learning for Children with Cochlear Implants

Learn more about the considerations, resources, and strategies for children with cochlear implants from Clerc Center professionals and Mary Koch, auditory education consultant and author of *Bringing Sound to Life*.

TRANSITION

July 6-9 Portfolios for Student Growth

Learn how to implement student-directed portfolios as a holistic approach to advance students' self-knowledge and explicitly link academic learning with postsecondary planning and goal setting.

EARLY CHILDHOOD

June 19-21 Reggio Emilia:

Our Journey and Observations

Explore the issues of Reggio Emilia, the child-centered philosophy that follows the children's lead, emphasizes the creation of environments that encourage the development of relationships and language, and incorporates the multiple ways in which children see and think.

For more information, visit <http://clerccenter.gallaudet.edu> and click on **SUMMER INSTITUTE**.

If you are interested in attending or sponsoring one of the Clerc Center workshops or training sessions in your area, contact either the Clerc Center at the address below or the Gallaudet University Regional Centers at the addresses that follow.



SHARED READING PROJECT: Keys to Success

Training for Site Coordinators

This five-day training program, designed to prepare site coordinators to establish a Shared Reading Project in their own schools or programs, will be offered only once in 2006. For educators, administrators, and parent leaders, this workshop is based on the highly acclaimed program where deaf tutors teach parents and caregivers effective strategies for reading books with their children during home visits and promote early literacy.

March 13 - 17 Gallaudet University, Washington, D.C.

SPONSORING AN EXTENSION COURSE

Gallaudet resources and expertise are available through on-site extension courses. The courses provide a unique opportunity to study at a location close to you with recognized experts in such fields as American Sign Language Linguistics, Deaf Studies, Deaf Education, and Interpreting.

Extension courses are offered at the request of sponsors or sponsoring agencies. A menu of potential courses is available for review.

- **Sponsors** - For a listing of all potential course offerings, visit <http://gspp.gallaudet.edu/shapes/extension/menu.html>.
- **Students** - For a listing of our currently scheduled course offerings, visit <http://gspp.gallaudet.edu/shapes/extension/extensioncoursebyregion.html>webpag.

For more information about Gallaudet University's extension programs, e-mail extension@gallaudet.edu or call (202) 651-5093 (V/TTY).

For more information

CONTACT EITHER THE CLERC CENTER AT THE ADDRESS BELOW OR THE GALLAUDET UNIVERSITY REGIONAL CENTERS AT THE ADDRESSES THAT FOLLOW.

MID-ATLANTIC REGION

Alexis Greeves
Laurent Clerc National Deaf
Education Center
Gallaudet University
Washington, D.C.
(202) 651-5855 (TTY/V)
(202) 651-5857 (FAX)
alexis.greeves@gallaudet.edu

MIDWEST REGION

Mandy Christian
Gallaudet University
Regional Center
Johnson County
Community College
Overland Park, Kansas
(913) 469-3872 (TTY/V)
(913) 469-4416 (FAX)
mcbrian@jccc.edu

SOUTHEAST REGION

Chachie Joseph
Gallaudet University
Regional Center
Flagler College
St. Augustine, Florida
(904) 819-6216
(904) 829-2424 (TTY)
(904) 819-6433 (FAX)
chachiejos@aol.com

WESTERN REGION

Pam Snedigar
Gallaudet University
Regional Center
Ohlone College
Fremont, California
(510) 659-6268 (TTY/V)
(510) 659-6033 (FAX)
gurc.ohlone@gallaudet.edu

NORTHEAST REGION

Fran Conlin-Griffin
Gallaudet University
Regional Center
Northern Essex
Community College
Haverhill, Massachusetts
(978) 556-3701 (TTY/V)
(978) 556-3703 (FAX)
fran.conlin-griffin@gallaudet.edu

PACIFIC REGION

Sara Simmons
Gallaudet University
Regional Center
Kapi'olani Community
College
Honolulu, Hawaii
(808) 734-9210 (TTY/V)
(808) 734-9238 (FAX)
gurc.kcc@gallaudet.edu

OFFICE OF TRAINING AND PROFESSIONAL DEVELOPMENT
800 FLORIDA AVENUE, NE
WASHINGTON, DC 20002-3695
PHONE: (202) 651-5855 (V/TTY)
FAX: (202) 651-5857
E-MAIL: training.clerccenter@gallaudet.edu
WEBSITE: <http://clerccenter.gallaudet.edu>

Upcoming Conferences and Exhibits



2006

March 3-4

Illinois Teachers of Hard of Hearing/Deaf Individuals' 42nd Annual Conference,

Springfield, Ill. To be held at the Springfield Hilton. For more information: slopez1@niu.edu, <http://www.itbi.org/conference.htm>.

March 3-5

CAL-ED/IMPACT Conference, "2020 Education: Paving the Way,"

Fresno, Calif. To be held at the Radisson Hotel and Conference. Contact: Antonina Cardinalli, apc15@csufresno.edu, <http://www.deafkids.org/conference.htm>.

March 20

Rhode Island Hearing Assessment Program (RIHAP) Seminar,

Providence, R.I. To be held at the RIHAP. Contact: Ellen Amore, (401) 222-4601; EllenA@dob.state.ri.us; <http://www.health.ri.gov/family/hearing/index.php>.

March 22-24

Revolutions in Sign Language Studies: Linguistics, Literature,

and Literacy, Washington, D.C. Sponsored by the Gallaudet University Press Institute. To be held at Gallaudet University. For more information: <http://gupress.gallaudet.edu/gupi/conference/index.html>.

March 31-April 2

Community and School Awareness (CASA) Conference,

Santa Fe, N.M. To be held at the New Mexico School for the Deaf. Contact: Cindy Huff, (505) 476-6400 (T/V) or (800) 841-6699 (T/V); cindy.huff@nmsd.k12.nm.us; <http://www.nmsd.k12.nm.us/outreach/workconf.html>.

April 5-8

PEPNet 2006: Roots & Wings,

Louisville, Ky. To be held at the Hyatt Regency Hotel. Contact: PEC Central Office, (865) 974-0607 (T/V); pec@utk.edu; http://pepnet.org/confer_biennial.asp.

April 6-8

Deaf Studies Today!

(Academic Conference), Orem, Utah. To be held at the Utah Valley State College. Contact: Dr. Bryan Eldredge, (801) 863-8529 (V/VP); eldredge@uwsc.edu; <http://www.uwsc.edu/asl/deafstudies/>.

April 30

Mother Father Deaf Day Celebration.

Sponsored by Children of Deaf Adults (CODA). Contact: Tomi Teske, tteske2724@aol.com.

May 31-June 3

Beyond Newborn Screenings Infant and Childhood Hearing in Science and Clinical Practice,

Como Lake, Italy. To be held in Villa Erba. For more information: nhs@polimi.it; <http://nhs2006.isib.cnr.it/>.

June 2-3

Deaf People: Skills for Work and Life

(Deafskills 2006), Walsall, United Kingdom. Hosted by the Walsall Deaf People Centre and the University of Wolverhampton. To be held at the University of Wolverhampton City Campus. For more information: deafskills06@walsalldeaf.org.uk; <http://www.walsalldeaf.org.uk/>.

June 11

Helen's Walk 2006.

Contact: Helen Keller National Center for Deaf-Blind Youths and Adults, Development Office, (516) 944-8900 ext. 254 (T/V); fax

(516) 767-1738; development@hknc.org; <http://www.hknc.org>.

June 14-17

Intertribal Deaf

Conference, San Carlos, Ariz. To be held on the San Carlos Apache Indian Reservation. Contact: Evelyn Optiz, 2006 IDC Coordinator, atnative_terpie2003@yahoo.com, or Beca Bailey, Deaf Specialist, abeca.bailey@acdbh.state.az.us.

June 23-27

AG Bell 2006

Convention, Pittsburgh, Pa. To be held at the David L. Lawrence Convention Center. Contact: Gary Yates, (202) 337-5221 (T) or (202) 337-5220 ext. 121 (V); fax (202) 337-5087; gyates@agbell.org; <http://www.agbell.org>.

June 29-July 3

2006 Biennial NAD

Conference, Palm Desert, Calif. To be held at the J.W. Marriott Resort. For more information: (301) 587-1789 (T) or (301) 587-1788 (V); fax (301) 587-1791; NADinfo@nad.org; <http://www.nad.org>.

July 13-16

Annual International CODA Conference,

Bloomington, Minn. For more information: <http://codainternational.org>.

July 20-23

Cued Speech: Celebrating Literacy/Excellence/Diversity,

Towson, Md. For more information: <http://www.cuedspeech.org/>.

Shared Reading Bookmarks!

Share the Joy of Reading

Inspire young deaf and hard of hearing children to read with internationally translated Tips for Reading to Your Deaf Child!

The Shared Reading Project Tips for Reading to Your Deaf Child bookmarks are currently available in: **Arabic, Bengali, Cambodian, Chinese, English, Farsi, French, Hmong, Inuktitut, Korean, Navajo, Portuguese, Russian, Somali, Spanish, Tagalog, Thai, Urdu, and Vietnamese.**



**All bookmarks are free
but limited to 100 per customer.**

When ordering more than 25 bookmarks, please include \$5.00 for shipping and handling.

To order, see

<http://clerccenter.gallaudet.edu/products/order.html>.



Shared Reading Book Bags— Share the Joy of Reading

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- **A Day in the Life of a Teacher**
- **Maisy Drives the Bus**

**To order these titles, or see the full listing of SRP book bags,
visit the catalog web site at:**

<http://clerccenter.gallaudet.edu/products/index.html>.

Address Service Requested

NEW DIRECTIONS IN DEAF EDUCATION

ODYSSEY

Laurent Clerc National Deaf Education Center
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695