

**ACE-DHH 2024**

**Elevate, Empower, &  
Engage**



**Association of College Educators- Deaf & Hard of Hearing  
International Conference**

February 1-3, 2024

Westgate Resort

Las Vegas, NV

<https://acedhh.com/>

## President's Welcome

I would like to extend a heartfelt welcome to the Association of College Educators for the Deaf and Hard of Hearing (ACE-DHH) conference in sunny Las Vegas, Nevada! You are part of nearly 200 participants who have come to celebrate 50 years of ACE-DHH! Prior to 1974, this group met as a special interest group under the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). In 1974, the Association of College Educators for the Hearing Impaired (ACEHI) met in Knoxville, Tennessee under the leadership of Lee Murphy. In the span of 50 years, university educators, students, vocational rehabilitation counselors, K-12 teachers, and parents have gathered together in countless places to discuss the complexities of educating post-secondary deaf students. We became an international conference when we hosted the conference in Canada. We have seen many programs established, shut down, re-established, and grow over the past 50 years. Deaf and Hard of Hearing education has continued to grow and evolve with innovative teaching strategies, curriculum changes, and growth in research on deaf education. We still have a long way to go, and I look forward to the next 50 years with you all as my colleagues.



I want to remind you all of our theme this year, which is Elevate, Empower, and Engage. I challenge you to elevate our conversations to the next level, to empower our future college graduates and discuss how we can engage more people in the dialogue for the improvement of deaf education at the post-secondary level. I want to recognize my amazing board, for they have been working diligently to ensure we have a fantastic line-up for you in Las Vegas. I am also humbled to announce that we will be presenting the renamed Jon Henner Early Career award in recognition of one of our friends and amazing researcher, Jon Henner who valiantly fought his battle with cancer until this past August. He has left a legacy in his work, and we will miss him. Please work hard during the day, and socialize at night with everyone- we don't often get time to support each other in both work and fun.

*Patrick J. Graham*



## A MESSAGE FROM OUR CONFERENCE CHAIRS

Dear Association of College Educators - Deaf/Hard of Hearing Attendees:

On behalf of the ACEDHH Board and Conference Planning Committee, we are excited for you to join us for the 50th Annual ACEDHH Conference! The conference theme is **Elevate, Empower, & Engage** which will be addressed through the presentations, workshops, and roundtables outlined in the schedule included in this program book. A big thank you to all of our presenters for sharing their research and experience and for facilitating meaningful and productive conversations. We are beyond thrilled to be celebrating the 50<sup>th</sup> anniversary of our ACEDHH conference in Las Vegas, NV at the Westgate Hotel. We are excited about honoring the history of this community that has been created throughout the last 50 years.

A couple of things to note about the program book. All of the times for presentations, workshops, and roundtables are hyperlinked within the document to the corresponding descriptions in the back of the program book. The digital version of this book will be updated throughout the conference in the event of any changes. If you need anything from us, please don't hesitate to ask! Our board members will be around to assist you if needed. We look forward to engaging in continued dialogue, collaborations, and strides for our diverse community!

Enjoy the conference,

2024 ACEDHH Conference Planning Committee  
Ashley Greene, Jessica Scott, and Sonia Arora

# ACE-DHH BOARD MEMBERS

Name	Position	University	City/State
Patrick Graham	President	Rochester Institute of Technology	Rochester, NY
Ashley Greene	President-Elect	Lamar University	Beaumont, TX
David Smith	Past President	University of Tennessee-Knoxville	Knoxville, TN
Scott Cohen	Secretary	Georgia State University	Atlanta, GA
Frances Courson	Assistant Secretary	University of Montevallo	Montevallo, AL
Pauline Ballentine	Treasurer	Lamar University	Beaumont, TX
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Sonia Arora	Assistant Conference Chair	Illinois State University	Normal, IL
Michael Ballard	Awards Chair	Utah Valley University	Orem, UT
Gabrielle Jones	Assistant Awards Chair	University of California - San Diego	San Diego, CA
Elaine Gale	Memberships and Elections Chair	Hunter College	New York, NY
Heidi MacGlaughlin	Assistant Memberships and Elections Chair	Gallaudet University	Washington, DC
Amanda Howerton-Fox	Publications Chair	Iona University	New Rochelle, NY
Jessica Williams	Assistant Publications Chair	Rochester Institute of Technology	Rochester, NY
Curt Radford	Webmaster		
Pam Luft	CED Representative	Kent State University	Kent, OH
Scott Cohen	CED Representative	Georgia State University	Atlanta, GA

# Keynote Presenter



Dr. Carla García-Fernández is a proud New Mexican Chicana who continues to learn her roots. She completed her Ph.D. in Cultural Studies with a graduate portfolio in Mexican-American Studies at the University of Texas at Austin. As an Associate Professor in the Deaf Studies Department at California State University, Northridge (CSUN), she attempts to modify the existing Deaf Studies curriculum using an Ethnic Studies lens. Her Deaf-Lat research interests sprouted from her theoretical framework, Deaf Latinx Critical Theory (DeafLatCrit), which consists of four tenets: intersectionality, dominant ideologies, consciousness raising, and storytelling to promote multiple identities, culture, and language preservation and sustainability. In addition to her work at CSUN, Carla is also the facilitator of a signing space, Manos de CSUN, where multiracial deaf and hearing students born to Indigenous and African descendants from Mexico, Central and South America, and the Caribbean gather to learn about their intersectional identity, history, ancestors, given gifts, and relevant resources for high academic achievement. Carla is a member of the National Association for Chicana and Chicano Studies: SCAL, the California Chapter of the National Association of Multicultural Education, and Critical Race Studies in Education Association.

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# ACE-DHH 2024 Conference Schedule

## Wednesday, January 31, 2024

4:00 pm - 7:00 pm	Ballroom D	Registration
<b>ACE-DHH Multilingual Education (MLE) SIG Pre-Conference Day</b>		
1:00 - 1:45 pm	Ballroom G	History of Translanguaging by Dr. Leala Holcomb
2:00 - 2:45 pm	Ballroom G	Translanguaging Framework for Deaf Education <i>Dr. Kimberly Wolbers</i>
3:00 - 3:45 pm	Ballroom G	Multimodal Multilingual Practices: From SimCom to Translanguaging <i>Dr. Jodi Falk</i>
4:00 - 4:45 pm	Ballroom G	Translanguaging in Content Area Classes <i>Dr. Jessica Scott and Scott Cohen</i>
5:00 - 5:45 pm	Ballroom G	Crip Linguistics Goes to School <i>Dr. Octavian Robinson</i>
6:00 - 7:30 pm	Ballroom G	Refreshments provided for SIG members
<b>ACE-DHH BOARD</b>		
1:00 - 5:00 pm	Executive Boardroom	ACE-DHH Full Board Meeting


<b>7:00 - 9:00 pm</b>	<b>Silk Road Asian Bistro</b>	<b>ACE-DHH Board Dinner</b>
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## Thursday, February 1 2024

7:00 am - 12:00 pm	Ballroom D	Registration
6:30 am - 7:45 am	Pavillion 11	Breakfast Sponsored by SComm
8:00 am - 9:30 am	Pavillion 10	ACE-DHH Opening and Welcome President: Dr. Patrick Graham  Keynote Dr. Carla García-Fernández
<b>Morning Break</b>		
9:30 am - 10:00 am	Pavillion 11	AM Coffee & Refreshment Break
<b>Breakout Sessions</b>		

	<b>Ballroom E</b>	<b>Ballroom F</b>	<b>Ballroom G</b>
<a href="#"><u>10:00am- 10:40pm</u></a>	<p><b>Deaf Teachers in Various Educational Settings: Their Challenges and Their Needs</b></p> <p>YunJae Hwang &amp; Sangbae Choi</p> <p>(concurrent presentation)</p>	<p><b>58-IN-MIND: Multilingual Strategies for Diverse Deaf Students</b></p> <p>Debbie Golos, Marlon Kuntze, Kimberly Wolbers, Chris Kurz, Katie Lee, Leala Holcomb, Jessica Scott, Dave Smith, Scott Cohen, Scott Gentzke, Hannah Dostal, Carrie Lou Bloom</p> <p>(concurrent presentation)</p>	<p><b>Two New IACD Weekend Seminars: Better Preparing Special Educators and SLPs to Support Deaf and Hard of Hearing Children and their Families</b></p> <p>Amanda Howerton-Fox, Michelle Veyvoda, &amp; Sarah Martin</p> <p>(concurrent presentation)</p>
<a href="#"><u>11:00am – 11:40am</u></a>	<p><b>DEAF&lt;--not enough--&gt; HEARING</b></p> <p>Stephanie Gardiner- Walsh</p> <p>(workshop)</p>	<p><b>Project Access: Strategies to Ensure Full Classroom Access for D/HH Students</b></p> <p>Theresa Johnson</p> <p>(workshop)</p>	<p><b>The Power of Ripple Effect: Creating Healing Spaces in Schools</b></p> <p>Malibu Barron</p> <p>(workshop)</p>
<b>11:40 am - 1:00 pm Lunch Break: on your own in various locations</b>			

## Breakout Sessions

	Ballroom E (STEM Breakout Sponsored by RIT)	Ballroom F	Ballroom G
<p><u>1:00pm – 1:40pm</u></p>	<p><b>Using AI to Generate and Evaluate Ideas for Education Curriculum for DHH Students</b></p> <p>Brian Trager &amp; Kemoy Campbell</p> <p>(Concurrent Presentation)</p>	<p><b>An Empowering International Collaboration: Interviews with Teachers of Immigrant Deaf and Hard of Hearing Learners</b></p> <p>Caroline Guardino &amp; Joanna Cannon</p> <p>(Concurrent Presentation)</p>	<p><b>Teacher's Knowledge of Assessments for Deaf and Hard of Hearing Students</b></p> <p>Sonia Arora, Erich Tucker, David Meek, Holly V. Metcalf, Ashley N. Greene</p> <p>(Concurrent Presentation)</p>
<p><u>2:00pm- 2:40pm</u></p>	<p><b>STEAM Methods: Writing to Learn</b></p> <p>Chris Kurz, Patrick Graham, Scott Gentzke, Tommie Sarchet, Jennifer Gentzke and TJ Sanger II</p>	<p><b>Preparing Educators to Teach Math to Community College-bound DHH Students</b></p>	<p><b>What Do You Think You're Doing? Toward a Scope of Practice for Itinerant Teachers of Students who are Deaf/Hard of Hearing</b></p>

	(Concurrent presentation)	Jessica Williams & Ruchi Gamta-Poddar (concurrent presentation)	Holly Pedersen & Laura Bjork (concurrent presentation)
<a href="#"><u>3:00pm-3:40pm</u></a>	<b>Using STEM Sign Lexicons resources to prepare teachers</b>  Caroline Solomon, Scott Cohen, & Chris Kurz  (Concurrent Presentation)	<b>Empowering Students in STEM: DeafTEC Critical Resources</b>  Donna Lange & Dawn Kidd  (Concurrent Presentation)	<b>Empowering Caregivers to Facilitate Communication with Deaf/Hard of Hearing Children</b>  Rachel Wells, Sonia Arora, & Allison Kroesch  (concurrent presentation)
<b>Afternoon Break</b>			
3:40 - 4:00 pm	Pavillion 11	Afternoon snack break	Sponsored by Journal of Deaf Studies & Deaf Education
<b>Breakout Sessions</b>			
	Ballroom E	Ballroom F	Ballroom G
<a href="#"><u>4:00pm – 4:40pm</u></a>	<b>ASL Aspire: A Game- Based STEM Literacy Platform for Deaf Students</b>	<b>Multilingual Deaf Education-SIG Series: A History of</b>	<b>Our Stories as Doctoral Moms</b>

	Mona Jawad & Ayesha Kazi (concurrent presentation)	<b>Multilingual Teacher Training for the Deaf in the United States and Canada: Lessons Learned</b>  Dave Smith, Leala Holcomb, Mark Rust, Jon Henner, Glosanda Lawyer, Debbie Golos, & Chris Kurz  (concurrent presentation)	Heidi MacGlaughlin, Ashley Greene, Beverly Buchanan, & Kimberly Pudans-Smith  (concurrent presentation)
<b>Business Meetings</b>			
4:45 pm - 5:30 pm	Ballroom E	MLE-SIG Business Meeting	
5:30 pm - 6:30 pm	Ballroom E	ACE-DHH General Meeting	
<b>Evening Activities</b>			
6:30 pm - 7:30	Ballroom E	Graduate Student Meet and Greet	
7:30 pm and on	Dinner and evening on your own		

## Friday, February 2 2024

7:00 am - 12:00 pm	Ballroom D	Registration	
6:30 am - 7:45 am	Pavillion 11	Breakfast	Sponsored by Gallaudet University Press
<b>Breakout Sessions</b>			
	<b>Conference Room 7 &amp; 8</b>	<b>Conference Room 9 &amp; 10</b>	<b>Conference Room 13 &amp; 14</b>
<a href="#"><u>8:00am - 8:40am</u></a>	<p><b>Exploring Parent Perspectives: When Should Professionals in Early Intervention Offer Families Access to Deaf Adults?</b></p> <p>Elaine Gale, Julie Rems-Smario, Karen Hopkins &amp; Stephanie Olson</p> <p>(concurrent)</p>	<p><b>Literacies in Deaf Communities in Asia: Collaboration with Deaf and Hearing</b></p> <p>Gabrielle Jones, Jean Andrews, Lilly Cheng, &amp; Xuan Zheng</p> <p>(concurrent)</p>	<p><b>We Are All In: Elevating Mindsets Leading to Synergistic Outcomes in Deaf Education Teacher Preparation</b></p> <p>Karen Engler</p> <p>(concurrent)</p>



<a href="#"><u>9:00am-9:40am</u></a>	<p><b>Reading with Drama: Beyond Fun!</b></p> <p><i>YunJae Hwang</i></p> <p>(concurrent presentation)</p>	<p><b>Deaf adults' perspectives on their previous educational experiences: modes of sign communication.</b></p> <p><i>Lee Tur Chung</i></p> <p>(concurrent presentation)</p>	<p><b>Advancing the Deaf Education Leadership: Addressing Audism</b></p> <p><i>Genie Gertz &amp; Tawny Holmes Hlibok, Esq.</i></p> <p>(workshop)</p>
<b>Morning Break</b>			
9:30 am - 10:00 am	Pavillion 11	AM Coffee & Refreshment Break	
<b>Breakout Sessions</b>			
	<b>Conference Room 7 &amp; 8</b>	<b>Conference Room 9 &amp; 10</b>	<b>Conference Room 13 &amp; 14</b>
<a href="#"><u>10:00am-10:40am</u></a>	<p><b>Literacy Achievement of Deaf Learners: Updating the Evidence Base</b></p> <p>Connie Mayer, &amp; Beverly Trezek</p> <p>(concurrent presentation)</p>	<p><b>Including international perspectives to elevate our understanding of deaf learners: A scoping review</b></p> <p>Jessica Scott, Hannah Dostal, Ana Gediell, Shirley Valhalva, &amp; Camila Gasparin</p> <p>(concurrent presentation)</p>	<p><b>LIMITLESS Potential: Empowering Early Intervention Professionals Through Interdisciplinary Mentoring and Collaboration</b></p> <p>Sonia Arora, Maribeth Lartz, &amp; Mindy Ely</p> <p>(concurrent presentation)</p>

<p><a href="#"><u>11:00am-11:40pm</u></a></p>	<p><b>Language Equity for Deaf Children</b></p> <p>Julie Rems-Smario, Marlon Kuntze &amp; Laura T. Petersen</p> <p>(concurrent presentation)</p>	<p><b>The Impact of Educational Settings and Preferred Communication Modes on Deaf Adolescents' Sense of School Belonging</b></p> <p>Scott Gentzke</p> <p>(concurrent presentation)</p>	<p><b>Student-Generated Flipped Classroom Lectures (Videos): An Effective Teaching and Learning Practice</b></p> <p>Michael (Mike) Kane</p> <p>(concurrent presentation)</p>
<p><b>11:40 am - 1:00 pm Lunch Break: on your own in various locations</b></p>			
<p><b>Breakout Sessions</b></p>			
<p><b>1:00 - 1:45 pm</b></p>	<p><b>Pavillion 11</b></p>	<p><a href="#"><u>Poster Session Presentations</u></a></p>	
	<p><b>Conference Room 7 &amp; 8</b></p>	<p><b>Conference Room 9 &amp; 10</b></p>	<p><b>Conference Room 13 &amp; 14</b></p>
<p><a href="#"><u>2:00pm – 2:40pm</u></a></p>	<p><b>Roundtable 1: Schooling systems</b></p> <p><b>Identifying Faults in the System and Working for a Better Deaf Education</b></p> <p>Diane Clark, Jessica Beaty, Karen Soza, &amp; Ashley Greene</p>	<p><b>Roundtable 2: Interpreting</b></p> <p><b>InterpNET: A New Website Database for the Fields of Sign Language &amp; Interpreting</b></p> <p>Kierstin Muroski</p>	<p><b>Roundtable 3: Deaf success in and out of classrooms</b></p> <p><b>What do deaf people prefer to see on a screen?</b></p> <p><b>Preliminary results from elicitation studies on deaf aesthetics as applied to curriculum design and</b></p>

	<p><b>Dismantling the Policy Barriers to Teacher Licensure</b></p> <p>Tawny Holmes Hilbok</p> <p><b>A Systematic Review of Deaf Education Teacher Preparation Programs</b></p> <p>Kelsey Large</p>	<p><b>Research with Undergraduate Interpreting Students: Learning Through Experience</b></p> <p>Zanthia Smith</p> <p><b>Are You My Mother? What Research Can Tell Us About Teachers of the Deaf Supervising Educational Interpreters and Why it Matters</b></p> <p>Whitney Renee Weirick</p>	<p><b>pedagogy</b></p> <p>Joanne Weber, Michael Skyer, Genie Gertz</p> <p><b>Mentoring new collegiate non-tenure track faculty: An effective peer mentoring model</b></p> <p>Sarah Sarchet &amp; Michael Kane</p> <p><b>Increasing Deaf Scholars' Success After Earning a Doctoral Degree</b></p> <p>Diane Clark, Raschelle Neild &amp; Ju Lee Wolsey</p>
<p><a href="#"><u>3:00pm-3:40pm</u></a></p>	<p><b>Elevating Practitioner Preparation with Innovative Interprofessional Education</b></p> <p>Anne Thomas</p> <p>(workshop)</p>	<p><b>Comparison of Reading and Math in the Recovery of COVID- related educational loss.</b></p> <p>Marlon Kuntze, Jessica Scott, Chris Kurz, &amp; Stacy Hausman</p> <p>(concurrent presentation)</p>	<p><b>Digital Resources for Visual Learners</b></p> <p>Kate Kovacs &amp; Julie Sepah</p> <p>(workshop)</p>

<b>Afternoon Break</b>			
3:40 - 4:00 pm	Pavillion 11	Afternoon snack break	Sponsored by
<b>Breakout Sessions</b>			
	<b>Conference Room 7 &amp; 8</b>	<b>Conference Room 9 &amp; 10</b>	<b>Conference Room 13 &amp; 14</b>
<a href="#"><u>4:00pm- 4:40pm</u></a>	<p><b>How can we use evidence-based practices to elevate and engage DHH learners?</b></p> <p>Jennifer Beal</p> <p>(concurrent presentation)</p>	<p><b>Taiwan’s 2019 National Languages Act and Taiwanese Sign Language (TSL)</b></p> <p>Yi-Li Lin, Fang-Huai Ku, Yu-Shan Ku, &amp; Jean F. Andrews</p> <p>(Concurrent presentation)</p>	
<a href="#"><u>5:00pm- 5:40pm</u></a>	<p><b>Spoken Language Bilingualism and Deaf Learners</b></p> <p>Melanie Simpson &amp; Connie Mayer</p> <p>(concurrent presentation)</p>	<p><b>Elevating our programming: Creating a cohesive deaf studies program using a multilingual framework</b></p> <p>Jessica Scott, Peter Crume, and Justin Malone</p> <p>(concurrent presentation)</p>	<p><b>Using Practicum Data to Drive Change in Student Teaching</b></p> <p>Casey Reimer, Amanda Dunaway, &amp; Amanda Rudge</p> <p>(concurrent presentation)</p>

## Evening Activities

5:45 pm and on	Dinner and evening on your own
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## Saturday, February 2 2024

7:00 am - 12:00 pm	Ballroom D	Registration	
6:30 am - 7:45 am	Pavillion 11	Breakfast	Sponsored by ACE-DHH

### Breakout Sessions

	Conference Room 7 & 8	Conference Room 9 & 10	Conference Room 13 & 14
8:00am- 8:40am	<p><b>Deaf students' learning English and quality of life in Malaysia and the United States of America: a comparison of the current situation</b></p> <p>Chua Tuan Sek &amp; Lee Tur</p>	<p><b>(Mis)Informed: How hearing parents make sense of the information they receive about their Deaf/hard of hearing child</b></p> <p>Joan Weir</p>	<p><b>Family ASL Zoom Engagement: New Era of ASL Learning with Families</b></p> <p>Patrice Creamer &amp; Elaine Gale</p>

	Chung  (concurrent presentation)	(concurrent presentation)	(concurrent presentation)
<a href="#"><u>9:00am-9:40am</u></a>	<b>Elevating school leaders' engagement with deaf communities: Issues of empowering schools for the deaf on leadership transition</b>  Jessica Scott, Scott Cohen, Terynce Butts, and Reginald Bess  (concurrent presentation)	<b>Unlocking the Signs of Language and Literacy: A Tribute to Dr. Carol Erting</b>  Charlotte Enns, Debbie Golos, Marlon Kuntze, Elaine Gale, & Lynn McQuarrie  (concurrent presentation)	<b>Exploratory Study: Story Texting!</b>  Colleen L. Smith  (concurrent presentation)
<b>Morning Break</b>			
9:30 am - 10:00 am	Pavillion 11	AM Coffee & Refreshment Break	
<b>Breakout Sessions</b>			
	<b>Conference Room 7</b>	<b>Conference Room 9</b>	<b>Conference Room 13</b>

	<b>&amp; 8</b>	<b>&amp; 10</b>	<b>&amp; 14</b>
<a href="#"><u>10:00am-10:40pm</u></a>	<p><b>Understanding the Deaf Child in their Home Language Environment</b></p> <p>Oscar Ocuto</p> <p>(concurrent presentation)</p>	<p><b>Incorporating Visual Vernacular methods in Instruction</b></p> <p>Gabrielle Jones &amp; Dawei Ni</p> <p>(concurrent presentation)</p>	<p><b>Navigating the Digital Landscape: Preparing Teachers of the Deaf to Teach Online</b></p> <p>Linda Bryant</p> <p>(concurrent presentation)</p>
<a href="#"><u>11:00am-11:40am</u></a>	<p><b>Bilingual languaging patterns among Deaf ASL-signing students with developmental disabilities: Implications for classroom and interventionist practice</b></p> <p>Jenny L. Singleton, Kristin Walker, David Quinto-Pozos, &amp; Pamela Decker-Wright</p> <p>(concurrent)</p>	<p><b>Walking the Talk: A Call to Action to Embed Social Justice Teaching Within Your Teacher Preparation Program</b></p> <p>Adele Ann Eberwein, Latoya K. Dixon, &amp; Ashley N. Greene</p> <p>(concurrent)</p>	<p><b>Empowering Itinerant Teachers through High-Leverage Practices</b></p> <p>Christina Rivera</p> <p>(concurrent presentation)</p>
<b>11:40 am - 1:00 pm Lunch Break: on your own in various locations</b>			

## ACE-DHH BUSINESS MEETING

<b>1:00 - 1:50 pm</b>	<b>Ballroom E</b>	<b>ACE-DHH Business Meeting</b>	
<b>Breakout Sessions</b>			
	<b>Conference Room 7 &amp; 8</b>	<b>Conference Room 9 &amp; 10</b>	<b>Conference Room 13 &amp; 14</b>
<a href="#"><u>2:00pm- 2:40 pm</u></a>	<p><b>ASL Instruction for Elementary Deaf Students</b></p> <p>Leala Holcomb</p> <p>(concurrent presentation)</p>	<p><b>Training pre-service professionals using standardized patients</b></p> <p>Catherine Schroy</p> <p>(concurrent presentation)</p>	<p><b>Bridging the Gap: Supporting the Attitudes, Knowledge, and Preparedness of Teachers Working with DHH Students in the Mainstream Classroom - An Action Research Study</b></p> <p>Melinda Kennedy &amp; Jennifer Catalano</p> <p>(concurrent presentation)</p>
<a href="#"><u>3:00pm – 3:40pm</u></a>	<p><b>A SURVEY OF NOVICE DEAF EDUCATION TEACHERS' PEDAGOGY FOR WRITING INSTRUCTION</b></p>	<p><b>The Fatigue in Educational Contexts Survey (FEC): Elevating, Empowering and Engaging DHH Students</b></p>	<p><b>Educator-Family Communication Through Technology: A Survey of Early Childhood Educators of the Deaf</b></p>



	Frances Courson  (concurrent presentation)	Natalia Rohatyn-Martin, Denyse Hayward, Linda Cundy, Stephan Rohatyn, Ana Alves Vieira, Sophie Elliott, Sydney Dickner, Jerry Gan  (concurrent)	Brynn Kraning  (concurrent presentation)
<b>Afternoon Break</b>			
3:40 - 4:00 pm	Pavillion 11	Afternoon snack break	Sponsored by
<b>Breakout Sessions</b>			
	<b>Conference Room 7 &amp; 8</b>	<b>Conference Room 9 &amp; 10</b>	<b>Conference Room 13 &amp; 14</b>
<a href="#"><u>4:00pm – 4:40pm</u></a>	<b>Developing expressive language skills of deaf students through specialized writing instruction</b>  Hannah Dostal, Kimberly Wolbers, Leala Holcomb, & Kelsey Spurgin	<b>Deaf Education Teacher Performance Assessment</b>  Kit Kenyon  (concurrent presentation)	<b>CED Updates: Reporting Forms, Updates, and Ongoing Advocacy</b>  Pamela Luft, Janice Smith-Warshaw; Sarah Ammerman, & Blane Trautwein  (concurrent presentation)

	(concurrent presentation)		
<u>5:00pm – 5:40pm</u>	BALLROOM G	<p><b>Long Timers Panel</b></p> <p>This will be a panel presentation by the “Longtimers”, who have been in the field through many years of ACEDHH’s service to the field. Each presenter will speak for 3-4 minutes, giving a brief summary of how our field has changed in ACEDHH’s 50 years. We will then open the floor to the audience. This is your chance to ask the questions you have been wanting to ask about where the field is going and how we should get there.</p> <p>Moderated by Rachel Narr</p>	
<b>Evening Activities</b>			
6:30 pm - 9:00 pm	<i>Pavillion 10 &amp; 11: Evening Banquet and Awards</i>  Sponsored by Lamar University, Illinois State University, and University of Tennessee - Knoxville		



# Breakout Session Information

**Thursday, February 1, 2024**

**10:00am – 10:40am**

## **BALLROOM E Deaf Teachers in Various Educational Settings: Their Challenges and Their Needs**

*YunJae Hwang & Sangbae Choi*

This study focuses on identifying deaf and hard-of-hearing teachers in South Korea as needing improved support educational services, illustrate challenges to collaborating with students, parents, and colleagues, and make accommodations to improve support services for deaf and hard-of-hearing teachers within the education setting.

## **BALLROOM F 58-IN-MIND: Multilingual Strategies for Diverse Deaf Students**

*Debbie Golos, Marlon Kuntze, Kimberly Wolbers, Chris Kurz, Katie Lee, Leala Holcomb, Jessica Scott, Dave Smith, Scott Cohen, Scott Gentzke, Hannah Dostal, Carrie Lou Bloom*

This panel features editors and publisher representative of a new Deaf Education methods book who will share an overview of the content, structure, and recommendations for current and preservice teachers to propel multilingual teaching practices. Q/A with panelists and attending chapter authors will follow

## **BALLROOM G Two New IACD Weekend Seminars: Better Preparing Special Educators and SLPs to Support Deaf and Hard of Hearing Children and their Families**

*Amanda Howerton-Fox, Michelle Veyvoda, & Sarah Martin*

Presenters will share the details of two new Weekend Seminar courses created for the OSEP-funded Iona IACD Interdisciplinary Certificate Program in Working with Young Deaf and Hard of Hearing Children and their Families as a resource for other programs looking to develop similar curricula.

11:00am – 11:40am

**BALLROOM E DEAF<--not enough--> HEARING**

*Stephanie Gardiner- Walsh*

The session ELEVATES the research and literature of hard of hearing (HoH) people in order to ENGAGE with the supports and barriers faced and EMPOWER participants to be agents of change.

**BALLROOM F Project Access: Strategies to Ensure Full Classroom Access for D/HH Students**

*Theresa Johnson*

Project Access is a DeafTEC project funded by the National Science Foundation and designed to provide instruction to community college and high school teachers on strategies to ensure full access to students who are deaf or hard of hearing using universal design as a foundational basis. These strategies lead to a more welcoming instructional environment for everyone in the classroom.

**BALLROOM G The Power of Ripple Effect: Creating Healing Spaces in Schools**

*Malibu Barron*

Join our trauma-informed workshop for educators and researchers aiming to create healing spaces. Explore addressing lingering traumas in K-12 education, teacher shortages, and interpreter challenges. Learn to shift mindsets, leverage the National Deaf Center's framework, and promote equity and trauma-investment for all students and schools.

1:00pm – 1:40pm

**BALLROOM E Using AI to Generate and Evaluate Ideas for Education Curriculum for DHH Students**

*Brian Trager & Kemoy Campbell*

Explore the transformative potential of AI in STEM education. Learn how AI enhances personalized learning, enriches STEM curricula, and equips educators to navigate real-world AI challenges. Gain insights from experienced presenters for responsible AI integration.

**BALLROOM F An Empowering International Collaboration: Interviews with Teachers of Immigrant Deaf and Hard of Hearing Learners**

*Caroline Guardino & Joanna Cannon*

An international research collaboration across three countries took place to assess teachers' understanding and perspective of culturally and linguistically responsive teaching strategies. The project has three phases: interviews, instructional video recordings, and focus groups. Findings from the first phase of the research project will be shared.

**BALLROOM G Teacher's Knowledge of Assessments for Deaf and Hard of Hearing Students**

*Sonia Arora, Erich Tucker, David Meek, Holly V. Metcalf, Ashley N. Greene*

This presentation will analyze the perspectives that TODs have pertaining to their knowledge and use of assessments. Results indicate that there is a need for change in how teacher preparation programs train future teachers on how to assess their students.

**2:00pm – 2:40pm**

**BALLROOM E STEAM Methods: Writing to Learn**

*Chris Kurz, Patrick Graham, Thomastine Sarchet, Scott Gentzke, TJ Sanger II, and Jennifer Gentzke*

Explore the transformative potential of AI in STEM education. Learn how AI enhances personalized learning, enriches STEM curricula, and equips educators to navigate real-world AI challenges. Gain insights from experienced presenters for responsible AI integration.

**BALLROOM F Preparing Educators to Teach Math to Community College-bound DHH Students**

*Jessica Williams & Ruchi Gamta-Poddar*

Math skills are critical to DHH students' college and career readiness. We provide a review of the skills DHH community college students bring to the postsecondary classroom and interventions attempted in an effort to inform teacher preparation and K-12 education practices.

**BALLROOM G What Do You Think You're Doing? Toward a Scope of Practice for Itinerant Teachers of Students who are Deaf/Hard of Hearing**

*Holly Pedersen & Laura Bjork*

While it is often true other professionals are unsure what an ITODHH does, opinions about what this job entails vary widely among ITODHHs themselves. ITODHHs were surveyed on perceptions of their roles and responsibilities; these data are presented and implications for the field offered.

**3:00pm – 3:40pm**

**BALLROOM E Using STEM Sign Lexicons resources to prepare teachers**

*Caroline Solomon, Scott Cohen, & Chris Kurz*

We will examine how teacher candidates can be prepared to use STEM Sign Lexicons in more effective way with the development of signed scientific terms. Linguistics and pedagogic challenges related to using signed scientific terms will be reviewed.

**BALLROOM F Empowering Students in STEM: DeafTEC Critical Resources**

*Donna Lange & Dawn Kidd*

NTID's National Science Foundation center, DeafTEC, provides resources and professional development on best instructional practices and creating inclusive STEM classrooms environments for DHH students. Learn about DeafTEC's online resources as well as our webinar series, national conference, and special projects for educators of the Deaf.

**BALLROOM G Empowering Caregivers to Facilitate Communication with Deaf/Hard of Hearing Children**

*Rachel Wells, Sonia Arora, & Allison Kroesch*

Our presentation examines the impact of training and coaching, delivered using a video conferencing platform, on caregivers' use of naturalistic language facilitation techniques with D/HH children. Results indicate a potential relationship between coaching and caregivers' use of strategies. Methodology and implications will be discussed.

**4:00pm – 4:40pm**

**BALLROOM E ASL Aspire: A Game- Based STEM Literacy Platform for Deaf Students**

*Mona Jawad & Ayesha Kazi*

Deaf individuals are greatly underrepresented in STEM careers and have historically faced challenges in their science and math classes. ASL Aspire is a novel STEM educational platform for deaf students that uses games and Deaf scientist-made lessons to help these classrooms.

**BALLROOM F Multilingual Deaf Education-SIG Series: A History of Multilingual Teacher Training for the Deaf in the United States and Canada: Lessons Learned**

*Dave Smith, Leala Holcomb, Mark Rust, Jon Henner, Glosanda Lawyer, Debbie Golos, & Chris Kurz*

Historical overview of multilingual teacher training in North America. Review of changing trends in preparing teachers to work with diverse deaf students. We propose: Teacher training embracing multilingualism is responsive to contexts of many teachers and students; A need to make clear connections between language deprivation and deaf children's outcome; and need to advocate for anti-bias, queer-friendly, and anti-racist education. We need to avoid repeating the mistakes of our past. Understanding our history is an important step in this process. In doing so, we also want to recognize the transformative contributions of Dr. Jon Henner to the MLE sig and publications.

**BALLROOM G Our Stories as Doctoral Moms**

*Heidi MacGlaughlin, Ashley Greene, Beverly Buchanan, & Kimberly Pudans-Smith*

The narratives of four Deaf mothers who embarked on the challenging journey of pursuing doctoral degrees while simultaneously fulfilling their responsibilities in different roles will be shared. The objective of the narratives was to examine whether the absence of a support system, motivation, and family attitudes towards higher education had any discernible impact on their determination to attain a doctoral degree.

**Friday, February 2, 2024**

**8:00am – 8:40am**

**BALLROOM E Exploring Parent Perspectives: When Should Professionals in Early Intervention Offer Families Access to Deaf Adults?**

*Elaine Gale, Julie Rems-Smario, Karen Hopkins & Stephanie Olson*

This presentation will discuss deaf adult involvement in early intervention research, review preliminary survey results from 165 parents who shared their experiences and perspectives related to DHH involvement and identify strategies for DHH involvement in early intervention.



**BALLROOM F Literacies in Deaf Communities in Asia: Collaboration with Deaf and Hearing**

*Gabrielle Jones, Jean Andrews, Lilly Cheng, & Xuan Zheng*

This book focuses on literacy projects in the Deaf communities in Asia using multimodal forms to enhance the understanding of how visual learning occurs. It aims to emphasize the importance of Deaf-hearing collaborations. The chapter authors and editors will draw upon the various literacies adopted by Deaf communities in Asia, through Asian sign language, poetry, drama, videos, photography and written texts. Our multilingual, multicultural and multimodal design format includes access to the written, signed and videotaped resources to show how Deaf adults in Asia learn literacy in various forms (signing, viewing, listening/attending, reading, and writing).

**BALLROOM G We Are All In: Elevating Mindsets Leading to Synergistic Outcomes in Deaf Education Teacher Preparation**

*Karen Engler*

This presentation outlines a teacher preparation program's innovative program designed to address DHH students' needs in underserved rural school districts and enrollment in higher education. This pathway leads to special education teachers earning a master's and DHH certification. Programming and collaborative efforts will be discussed.

**9:00am – 9:40am**

**BALLROOM E Reading with Drama: Beyond Fun!**

*YunJae Hwang*

The purpose of this presentation is to discuss a useful reading strategy for promoting reading comprehension skills through drama strategies. The presentation will introduce the effectiveness of using drama strategies such as Puppetry, Tableau, and Story-dramatization for promoting reading comprehension skills.

**BALLROOM F Deaf adults' perspectives on their previous educational experiences: modes of sign communication.**

*Lee Tur Chung*

This study aims to identify the modes of signed communication that influence Malaysian deaf adults' quality of life after graduation through their shared life experiences.

**BALLROOM G Advancing the Deaf Education Leadership: Addressing Audism**

*Genie Gertz & Tawny Holmes Hlibok, Esq.*

In Deaf education, leaders regularly face audism and dysconscious audism, impeding progress and shifting from Deaf-centric values, affirmation of ASL, and Bilingual Education. This presentation addresses these issues that are vital for dismantling oppressions and promoting equitable, Deaf leadership, and systemic change in educational practices.

**10:00am – 10:40am**

**BALLROOM E Literacy Achievement of Deaf Learners: Updating the Evidence Base**

*Connie Mayer, & Beverly Trezek*

The purpose of this study was to investigate literacy outcomes of deaf learners in grades 4-12 (N = 70) who used listening and spoken language as their primary mode of communication. Results indicated participants obtained standard scores in the average range in reading and writing.

**BALLROOM F Including international perspectives to elevate our understanding of deaf learners: A scoping review**

*Jessica Scott, Hannah Dostal, Ana Gediel, Shirley Valhalva, & Camila Gasparin*

This presentation will present an overview of a scoping review conducted to identify research from 2013-2023 on the literacy development of deaf children in signing environments outside North America. The results of this study have implications for how we consume and evaluate Deaf Education research.

**BALLROOM G LIMITLESS Potential: Empowering Early Intervention Professionals Through Interdisciplinary Mentoring and Collaboration**

*Sonia Arora, Maribeth Lartz, & Mindy Ely*

This presentation will discuss the development, implementation, and outcomes of a federal grant aimed at preparing qualified early interventionists for students who are DHH and Low-Vision/Blind. Effective collaboration, innovative programming, specialized mentoring post-graduation, and perspectives from students and faculty will be highlighted.

**11:00am – 11:40am**

**BALLROOM E Language Equity for Deaf Children**

*Julie Rems-Smario, Marlon Kuntze & Laura T. Petersen*

The paper will discuss the findings from families on what they wished they were informed during the critical time of decision making after mandatory universal newborn hearing screening was done. The families are almost always referred to the medical and education professionals.

**BALLROOM F The Impact of Educational Settings and Preferred Communication Modes on Deaf Adolescents' Sense of School Belonging**

*Scott Gentzke*

Sense of school belonging refers to the connection that a student has when they feel they are a part of their school community. Literature on deaf adolescents' experiences in school tend to utilize qualitative research methods by interviewing deaf adults about their schooling (Oliva, 2019; Stern, 2008; & Witteborg et al., 2009). Those who attended schools for the deaf often report having positive experiences whereas who were mainstreamed often share stories of loneliness and lack of connections. This quantitative study sought to survey deaf adolescents who were currently in school to determine if their educational setting and preferred communication mode had any effect on their sense of school belonging. Data were collected from 71 deaf adolescents in grades 6-12 who were asked to complete a Demographic Data survey and the Psychological Sense of School Membership scale. Responses, which were analyzed using SPSS, indicated that this sample of deaf adolescents felt a positive sense of school belonging and that educational setting and preferred communication mode did not affect their sense of school belonging. The findings from this study indicate the need for further research as the results conflict with what has been previously established regarding deaf adults' perspective of their educational experiences. Continued research in this area has the potential to provide numerous benefits including providing educators and families with data that will better inform the decision-making process involved with deaf students and contribute further to the current literature on school belonging.

**BALLROOM G Student-Generated Flipped Classroom Lectures (Videos): An Effective Teaching and Learning Practice**

*Michael (Mike) Kane*

Flipped classroom lectures (videos) generated by deaf and hard of hearing students are an innovative pedagogical strategy in the collegiate classroom. Twenty videos covering personal finance and Microsoft Excel topics will be shown. The entire video production process will be shared in the post-playlist discussion.

**2:00pm – 2:40pm**

**BALLROOM E Roundtable 1: Schooling Systems**

## **Identifying Faults in the System and Working for a Better Deaf Education**

*Diane Clark, Jessica Beaty, Karen Soza, & Ashley Greene*

This workshop will look at the enmeshed systems that need to be challenged to allow the majority of young deaf children to acquire language following typical milestones, a task that even infants with perinatal stroke accomplish effectively

## **Dismantling the Policy Barriers to Teacher Licensure**

*Tawny Holmes Hilbok*

One of the biggest challenges in the current teacher shortage crisis is the pathway to certification for teachers for the deaf. This presentation will share several creative legislative/policy alternatives from all over the nation and prompt discussion/sharing of additional strategies.

## **Mentoring new collegiate non-tenure track faculty: An effective peer mentoring model**

*Sarah Sarchet & Michael Kane*

The “deliverables” and best practices of the RIT/NTID New Lecturer Success Series (NLSS) are shared with attendees who are interested in establishing a mentoring program - formal or informal – for themselves and their peers who teach in the deaf and hard of hearing classroom.

## **BALLROOM F Roundtable 2: Interpreting**

### **InterpNET: A New Website Database for the Fields of Sign Language & Interpreting**

*Kierstin Muroski*

*Explore how the extensive, categorized resource library of InterpNET links to thousands of individual web initiatives thereby connecting community members and empowering educators, interpreters, and researchers with easy access to curated resources. InterpNET's thousands of resources will enhance teaching, support interpreting, and foster inclusivity within the broad fields of Education and interpreting.*

### **Research with Undergraduate Interpreting Students: Learning Through Experience**

*Zanthia Smith*

*Recruitment and retention of diverse interpreting students is necessary to provide related services for diverse deaf/hard-of-hearing K-12 students. Many of whom rarely encounter interpreters who look like them. One method of doing this is to involve interpreting students in research projects employing Socratic questioning.*

### **Are You My Mother? What Research Can Tell Us About Teachers of the Deaf Supervising Educational Interpreters and Why it Matters**

*Whitney Renee Weirick*

*In a study asking interpreters about their supervision experiences, participants agreed deaf students benefitted when interpreters had job supports, but who provided those supports mattered. In this session, participants will unpack the assertion that interpreters are not “baby birds” and teachers are not their “mothers.”*

### **BALLROOM G Roundtable 3: Deaf success in and out of classrooms**

#### **What do deaf people prefer to see on a screen? Preliminary results from elicitation studies on deaf aesthetics as applied to curriculum design and pedagogy**

*Joanne Weber, Michael Skyer, Genie Gertz*

*This presentation updates on an ongoing, funded, multi-year research project introduced at ACEDHH (2023) in San Antonio, TX. We report on our findings from phase 1 which include preliminary results from elicitation studies on preferred backgrounds, still imagery, format and layouts, font and typography.*

#### **Increasing Deaf Scholars’ Success After Earning a Doctoral Degree**

*Diane Clark, Raschelle Neild & Ju Lee Wolsey*

*New Deaf tenure track faculty often experience challenges with navigating and learning the tenure track process and requirements, specifically with research and publications. Results have found that ongoing mentorship, collaboration, networking, and writing labs/workshops would support alumni and faculty with research and Deaf-centered publications.*

#### **A Systematic Review of Deaf Education Teacher Preparation Programs**

*Kelsey Large*

*This systematic review explored the current deaf education teacher preparation programs in the U.S. 76 programs at 48 universities were identified. Data was collected on various program characteristics, such as modality, among others. Current results were compared to past reviews to explore trends.*

**3:00pm – 3:40pm**

### **BALLROOM E Elevating Practitioner Preparation with Innovative Interprofessional Education**

*Anne Thomas*

This presentation will provide an overview of two federally funded projects that are providing innovative interprofessional training to graduate students enrolled in the deaf education, speech language pathology, and audiology programs at X university. Training components and preliminary data will be shared.

**BALLROOM F Comparison of Reading and Math in the Recovery of COVID- related educational loss.**

*Marlon Kuntze, Jessica Scott, Chris Kurz, & Stacy Hausman*

Previous studies that we did have shown substantial pandemic effects for deaf students in reading growth. This study attempts to compare the impact on reading and mathematics. The findings show slower growth and some recovery which varied depending on academic performance and educational backgrounds.

**BALLROOM G Digital Resources for Visual Learners**

*Kate Kovacs & Julie Sepah*

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**4:00pm – 4:40pm**

**BALLROOM E How can we use evidence-based practices to elevate and engage DHH learners?**

*Jennifer Beal*

This presentation addresses a large challenge in deaf education: why and how faculty and teachers should use evidence-based practices (EBPs) to elevate and engage P-12 DHH Learners. Participants will take home new ideas about how they can embed EBPs within their present instructional setting.

**BALLROOM F Taiwan’s 2019 National Languages Act and Taiwanese Sign Language (TSL)**

*Yi-Li Lin, Fang-Huai Ku, Yu-Shan Ku, & Jean F. Andrews*

This presentation reports on the work of a multilingual, multicultural, Deaf-hearing collaborative team from Taiwan and the US. The National Languages Act (2019) incorporating Taiwanese Sign Language (TSL) is described, gaps are identified, and directions for future research are outlined.

**BALLROOM G K-12 Struggles and Strategies of Students with Mild/Moderate Hearing Losses: Case Management Issues and Potential Solutions**

*Pamela Luft*

Ten DHH postsecondary students describe struggles and successful strategies experienced in K-12 inclusion placements. Their descriptions validate the need for ongoing services and oversight, despite their high academic outcomes. This information is relevant for all current and future educators in recognizing and improving these concerns.

**5:00pm – 5:40pm**

**BALLROOM E Spoken Language Bilingualism and Deaf Learners**

*Melanie Simpson & Connie Mayer*

The study is an investigation of language and literacy outcomes of spoken language bilingual deaf learners in grades 4-12 (N = 5) enrolled in French minority schools, living in Anglophone Canada. Preliminary data indicates standard scores in the average range in both French and English.

**BALLROOM F Elevating our programming: Creating a cohesive deaf studies program using a multilingual framework**

*Jessica Scott, Peter Crume, and Justin Malone*

This presentation will describe the processes for modifying and updating deaf education/sign language interpreting programs to better align with modern research, perspectives in Deaf communities, and become more streamlined and collaborative academic spaces.

**BALLROOM G Using Practicum Data to Drive Change in Student Teaching**

*Casey Reimer, Amanda Dunaway, & Amanda Rudge*

Student teaching is an integral part of a teacher training program. At Washington University in St. Louis, we have collected data from teacher candidates to inform programmatic changes. Data will be discussed and an opportunity to share about other programs practicum experiences will take place.

**Saturday, February 3, 2024**

**8:00am – 8:40am**

**BALLROOM E Deaf students' learning English and quality of life in Malaysia and the United States of America: a comparison of the current situation**

*Chua Tuan Sek & Lee Tur Chung*

The purpose is to review and explore two critical components: (1) whether the existing sign languages in both countries - Malaysia and the US - have impacted the local Deaf community in terms of education and communication, particularly in learning the English language, and (2) whether enhanced English teaching will improve the quality of life of Malaysian students.

**BALLROOM F (Mis)Informed: How hearing parents make sense of the information they receive about their Deaf/hard of hearing child**

*Joan Weir*

Hearing parents are in a unique situation when their child is identified as deaf/hard of hearing. This qualitative study attempts to explore how hearing parents make sense of the information they receive about communication and amplification choices for their children.

**BALLROOM G Family ASL Zoom Engagement: New Era of ASL Learning with Families**

*Patrice Creamer & Elaine Gale*

Join our session to learn about research related to providing early intervention services online. Our session will also support current and future teachers in identifying and applying practical strategies that work when teaching ASL to families with young deaf toddlers online.

**9:00am – 9:40am**

**BALLROOM E Elevating school leaders' engagement with deaf communities: Issues of empowering schools for the deaf on leadership transition**

*Jessica Scott, Scott Cohen, Terynce Butts, and Reginald Bess*

The purpose is to review and explore two critical components: (1) whether the existing sign languages in both countries - Malaysia and the US - have impacted the local Deaf community in terms of education and communication, particularly in learning the English language, and (2) whether enhanced English teaching will improve the quality of life of Malaysian students.



**BALLROOM F Unlocking the Signs of Language and Literacy: A Tribute to Dr. Carol Erting**

*Charlotte Enns, Debbie Golos, Marlon Kuntze, Elaine Gale, & Lynn McQuarrie*

Hearing parents are in a unique situation when their child is identified as deaf/hard of hearing. This qualitative study attempts to explore how hearing parents make sense of the information they receive about communication and amplification choices for their children.

**BALLROOM G Exploratory Study: Story Texting!**

*Colleen L. Smith*

The missing gap between storytelling and story writing is- Story Texting! The researcher will discuss the following situated learning contexts: Lived Experience, Narrative Research (2nd graders: n=40 / 39 hearing, 1 deaf), Exploratory Study (5th graders: n= 23 / all deaf), and a Case Study.

**10:00am – 10:40am**

**BALLROOM E Understanding the Deaf Child in their Home Language Environment**

*Oscar Ocuto*

Data from a phenomenological study that explored the home language environments of five signing families with deaf children is included. The study documented insights into how language use in deaf children's HLEs uncovered family interactions as a fundamental building block to critical thinking skill development.

**BALLROOM F Incorporating Visual Vernacular methods in Instruction**

*Gabrielle Jones & Dawei Ni*

This presentation describes how to incorporate Visual Vernacular methods within the classroom to enhance signed text comprehension. Using a Deaf-centric art form, interpreters, teachers and DHH learners embody a cohesive sign discourse situated in time and space through gestures, facial expressions, descriptive factors and cinematography.

**BALLROOM G Navigating the Digital Landscape: Preparing Teachers of the Deaf to Teach Online**

*Linda Bryant*

This comprehensive workshop focuses on preparing Teachers of the Deaf to effectively teach in online environments. It provides them an overview of the necessary skills, strategies, and resources to ensure their students receive a high-quality, accessible, inclusive online education and achieve optimal learning outcomes.

**11:00am – 11:40am**

**BALLROOM E Bilingual languaging patterns among Deaf ASL- signing students with developmental disabilities: Implications for classroom and interventionist practice**

*Jenny L. Singleton, Kristin Walker, David Quinto-Pozos, & Pamela Decker-Wright*

We present research involving natively exposed DHH youth who produce distinctive ASL patterns seemingly associated with their underlying cognitive disabilities or neurodivergence. We observe these signers producing effective innovations in their languaging – practices that can be leveraged by teachers/interventionists who provide them with linguistic care.

**BALLROOM F Walking the Talk: A Call to Action to Embed Social Justice Teaching Within Your Teacher Preparation Program**

*Adele Ann Eberwein, Latoya K. Dixon, & Ashley N. Greene*

Hidden within the syllabi in teacher preparation programs in Deaf Education, the overlooked social justice lens yearns to be unveiled. By explicitly focusing on integrating social justice education with the diverse experiences of deaf people, a critical examination of equity challenges and strategies will be addressed.

**BALLROOM G Empowering Itinerant Teachers through High- Leverage Practices**

*Christina Rivera*

About 85% of DHH students are in inclusive settings with itinerant services. CEC High-Leverage Practices describe ways to improve outcomes for students in these settings. The presenter will outline how HLPs apply to itinerant services and how HLPs are integrated into their Deaf Education program.

**2:00pm – 2:40pm**

**BALLROOM E ASL Instruction for Elementary Deaf Students**

*Leala Holcomb*

This longitudinal mixed-method study explores the impact of Strategic and Interactive Signing Instruction, adapted from Strategic and Interactive Writing Instruction, on four deaf students' American Sign Language composition skills. The ongoing investigation's findings will be shared at the conference.

**BALLROOM F Training pre-service professionals using standardized patients**

*Catherine Schroy*

One university's experience using standardized patients (actors portraying different roles) to role-play various professional scenarios with education students in a safe and effective way will be shared. This technique is often used in healthcare training and can be equally as effective in teacher preparation programs.

**BALLROOM G Bridging the Gap: Supporting the Attitudes, Knowledge, and Preparedness of Teachers Working with DHH Students in the Mainstream Classroom - An Action Research Study**

*Melinda Kennedy & Jennifer Catalano*

This mixed-method study explored general education teachers' attitudes, knowledge, and preparedness for teaching DHH students. It also examined the impact of professional development on their attitudes and preparedness. Findings revealed teachers had a strong motivation to learn strategies for working with DHH students.

**3:00pm – 3:40pm**

**BALLROOM E A SURVEY OF NOVICE DEAF EDUCATION TEACHERS' PEDAGOGY FOR WRITING INSTRUCTION**

*Frances Courson*

Teacher preparation programs in Deaf education should be addressing writing instruction methodologies with teacher candidates; however, these new Deaf education teachers often say that they feel ill- or under-prepared to teach writing skills to their Deaf and hard of hearing students. These relatively new teachers may have received some training in how to teach reading, but instruction in how to teach writing seems to be lacking. This study will use a qualitative design to interview new teachers, inquiring about the preparation they received to teach writing, the content of any writing methodology courses, and how they are teaching writing in their current classrooms.

**BALLROOM F The Fatigue in Educational Contexts Survey (FEC): Elevating, Empowering and Engaging DHH Students**

*Natalia Rohatyn-Martin, Denyse Hayward, Linda Cundy, Stephan Rohatyn, Ana Alves Vieira, Sophie Elliott, Sydney Dickner, Jerry Gan ??*

**BALLROOM G Educator-Family Communication Through Technology: A Survey of Early Childhood Educators of the Deaf**

*Brynn Kraning*

An ASL and English survey was distributed to early childhood educators across educational settings for Deaf children. The research examined how educators used technology to communicate and share ASL resources with families. Findings revealed benefits of educator-caregiver communication in Deaf education and expanded the literature.

**4:00pm – 4:40pm**

### **BALLROOM E Developing expressive language skills of deaf students through specialized writing instruction**

*Hannah Dostal, Kimberly Wolbers, Leala Holcomb, & Kelsey Spurgin*

In this presentation, we will discuss the findings of a quasi-experimental study of 69 deaf students in grades 3-6. The study found that specialized writing instruction led to significant gains in expressive (signed or spoken) and written language for recount and information genres.

### **BALLROOM F Deaf Education Teacher Performance Assessment**

*Kit Kenyon*

The Deaf Education Teacher Performance Assessment (DETPA) Portfolio is here! Finally an evaluation for Teachers of the Deaf focused on Deaf Education and competencies essential to serving students who are Deaf and Hard of Hearing. Informed by current research by field experts and strongly aligned to state and national standards of educator preparation, this assessment highlights teachers' excellence in Culturally Responsive-Sustaining Educational Practices, Literacy and Language Acquisition, Assessment and Data-Informed Instruction, Multilingual and Multimodal Instruction, and Deaf Social Justice. Results and more will be shared about what the portfolio looks like, how it was designed, what made it successful in its pilot, and how it will evolve next!

### **BALLROOM G CED Updates: Reporting Forms, Updates, and Ongoing Advocacy**

*Pamela Luft, Janice Smith- Warshaw; Sarah Ammerman, & Blane Trautwein*

Presenters will review the program accreditation form and answer any questions. This includes examples of how to present data for several of the standards, with narrative, and charts to show candidate outcomes. Presenters will discuss the Strategic Plan, advocacy, and developments from the recent CED Board Meeting, and answer any questions.

**5:00pm – 5:40pm**

## **Ballroom G Fifty Years of Changing Landscapes in Deaf Education and Deaf Studies**

This will be a panel presentation by the “Longtimers”, who have been in the field through many years of ACEDHH’s service to the field. Each presenter will speak for 3-4 minutes, giving a brief summary of how our field has changed in ACEDHH’s 50 years. We will then open the floor to the audience. This is your chance to ask the questions you have been wanting to ask about where the field is going and how we should get there. Topics and presenters at present will be:

50 Years of Changing Landscapes in Legal Requirements- From the Boiler Room to Endrew V Bd of Ed –Susan Easterbrooks

50 Years of Changing Landscapes in Accountability and Assessment- Sue Rose

50 Years of Changing Landscapes in Family Services- Sharon Baker

50 Years of Changing Landscapes in Teacher Preparation – Mark Rust

50 Years of Changing Landscapes in Deaf Studies – Tom Humphries

The Changing Landscape of Gallaudet University – Marlon Kuntze

The Changing Landscape of Tele-Intervention – Barbara Hecht.

What Does the Field Need to Move Forward? - Paul Ogden

## **Poster Session Information**

Friday, February 2, 2024, 1pm-1:45pm

### **Mentorship in Sign Language Interpreting**

*Sean Hauschildt, Barbara Johnson, Autumn Barker Esclovon*

Sign language interpretation is a relatively new field, thus there is not a long tradition of mentoring in the profession, despite being necessary to the success of future interpreters. In addition, there are other factors that lead to a lack of mentors in this young practice profession.

### **Deaf Experiences Learning a World Language: a poster**

*Terynce Butts*

Much of the research concerning deaf people learning a world language is situated in Europe or Asia and focuses on learning English. This case study selects signing participants educated in the United States who learned a world language (other than English or American Sign Language).

### **Virtual Itinerant Teacher**

*Keisha Lowery*

Since the pandemic the need for teachers of the Deaf/Hard of Hearing has grown. What can districts with a small number of students that are recognized as Deaf and Hard of Hearing do? The districts have turned towards virtual teachers of the Deaf/Hard of Hearing. As a virtual teacher of the Deaf/Hard of Hearing you are able to help students, schools, teachers, and parents across the country without leaving your home. This is the world of the virtual itinerant. Let's explore this brave new world!

### **Bridging Cultural Divides: Enhancing Teaching Proficiency**

*Pauline Ballentine*

This abstract invites individuals to attend a workshop that will provide a comprehensive understanding of cultural divides, delve into the role of teachers in such contexts, explore concepts of autonomy and empowerment, and teach practical skills for addressing these cultural gaps in teaching situations.

### **Unlocking Early Literacy: Multisensory Strategies for Deaf and Hard of Hearing Students**

*Lily Plummer, Rachel Wells, Savannah Staff*

Discover the impact of multisensory strategies on early literacy development for D/HH students. Learn how integrating visual, auditory, tactile, and kinesthetic elements enhances phonological awareness, vocabulary, and reading comprehension. Participants will leave this presentation feeling equipped with practical tools for effective implementation.

### **Incorporating Vygotskian Theory and Methods in Deaf Education Teacher Preparation**

*Kristina Willicheva & Michael Skyer*

Explore Lev Vygotsky's groundbreaking frameworks about anti-ableist, anti-audist theory and methods in deaf pedagogy and deaf psychology fields. Understand how to apply Vygotskian theory and methods such as multimodal-multilingualism in contemporary teacher preparation with practices that empower deaf educators and enable deaf students to thrive.

### **Spatial Scholars & Digital Doppelgängers: The Future of Deaf Education**

*Melody Schwenk & Ruth Ferster*

This presentation explores the fusion of signing avatars and visual-spatial techniques to transform deaf education. By leveraging technology and innate student strengths, we aim to elevate literacy, offer equitable assessments, and empower deaf learners for a brighter, inclusive educational future.

### **We are the World: ASL Virtual Tutoring**

*Yunjae Hwang & Hope Link*

This study explores the possibility of working with other country deaf students via online. ASL Virtual Tutoring was created by Deaf education major students at USAO to teach ASL to Korean deaf and hard-of-hearing students.

### **Family ASL: Teaching Mini-lessons on Visual Communication Strategies**

*Elaine Gale & Patrice Creamer*

Join us to learn why it is important to explicitly teach visual communication strategies to families with young deaf children, list visual communication strategies used by deaf adults, and apply mini-lessons visual communication strategies when working with families.

### **Bilingual teaching strategies preparation for teacher candidates**

*Scott Cohen*

Bilingual teaching have been around in deaf education since its inception but current bilingual teaching strategies call to depart from overemphasizing language learning to using content for language learning.

### **Elevate, Empower, and Engage: Deaf Gain in Children's Books**

*Elaine Gale, Luci Gale, Patrice Creamer, Suzy Best, Zivia Gale*

This presentation reviews articles investigating how children's books portray deaf characters and offers a Deaf Gain cultural perspective strategy by recognizing the contributions deaf people make to society in children's books.

### **Perceptions of the Least Restrictive Environment Held by Students who are Deaf/Hard of Hearing**

*Holly Pedersen & Pamela Vettleson*

Least restrictive environment is central to special education services, yet remains a debated topic, particularly in DHH education. No studies examining the perceptions of LRE among this population have been done; this study explored the perceptions of LRE held by students who are DHH themselves.

### **Deaf Faculty and Deaf Tax**

*Danielle Goyette*

Deaf faculty in higher education often face barriers, especially with accessibility, in hearing-dominant workplaces. A quantitative study was developed to gather deaf faculty's experiences in their current and past workplaces and how we can successfully create safe and inclusive environments in a hearing-dominant workplaces.

### **Invest In and Prepare Your Deaf Education Program for the Future**

*Paul W. Ogden*

There is growing concern about training future teachers as we see Deaf Education programs cut back and even shuttered – primarily because of lack of permanent funding. One underused idea is creating endowments and seeking individuals and families who are willing to underwrite a program with their philanthropic gifts.

### **ITP student processing of ASL & English Narrative**

*Peter Crume, Jessica Scott, Justin Malone, Joe Magliano*

This presentation will describe an exploratory study of hearing second language learners using ASL at an ITP that sought to assess their sensitivity to situational changes in ASL and spoken English narratives.

### **Recruitment Strategies and Struggles in Deaf Education**

*Paula Gross & Caroline Daughtry*



Undergraduate students in deaf education approached their academic advisor with creative ideas to increase student enrollment and share enthusiasm for the field. Steps included working with the admissions department to create a presentation highlighting program details. Other steps are shared in this student-led initiative.

### **Using the Past to Elevate Outcomes in the Future**

*Michelle Grempe*

Self-determination and self-advocacy skills are essential for post-secondary success for DHH students. This presentation will provide examples of sharable assignments that empower teacher candidates to utilize the history of deaf education and Deaf role models to engage their students and elevate these skills.

### **Conscious Future Self**

*Matthew Anderson*

In this presentation, Participants will learn what a conscious future self is and how they can be a better support to their students and help pave them to their dreams and finding their purposes

### **The Effect of the Three Reads Strategy on the Story Problem Solving Skills of Middle School Students Who are Deaf/Hard of Hearing**

*Holly Pedersen & Grace McCoy*

Many students who are deaf/hard of hearing perform poorly on math story problems. Evidence-based strategies for this population are limited. The 3-Reads strategy was implemented with middle school students at a school for the deaf to examine its potential to address this problem.

### **Guiding Values for Elevating Deaf Children's Early Language Access**

*Elaine Gale & Amber Martin*

In this presentation we propose five guiding values for early language access. We review supporting research and provide solutions that current and future teachers can use as a resource to ensure deaf and hard of hearing children have full language access early in development.

### **The Effects of Predictors on Foreign Language Classroom Anxiety of d/Deaf and Hard-of-Hearing students**

*Jongwoo Lee*

This study aimed to examine the correlation and interaction effect in foreign language classroom anxiety of English as a Foreign Language (EFL) students who are d/Deaf and Hard-of-Hearing (d/DHH) in South Korea according to the following factors: language preferences and English test scores.

## **Special Thanks to the Conference Committee:**

Patrick Graham  
Ashley Greene  
Jessica Scott  
Sonia Arora  
Scott Cohen  
Pauline Ballentine  
David Meek

## **Special Thanks to the Conference Interpreters:**

Kyle Duarte, Coordinator

Audrey Ulloa  
Gloshanda Lawyer  
Juan Ramirez  
Keisha Osborne  
Kenton Myers  
Kyle Duarte  
Paris McTizic

# Meeting & Event Space

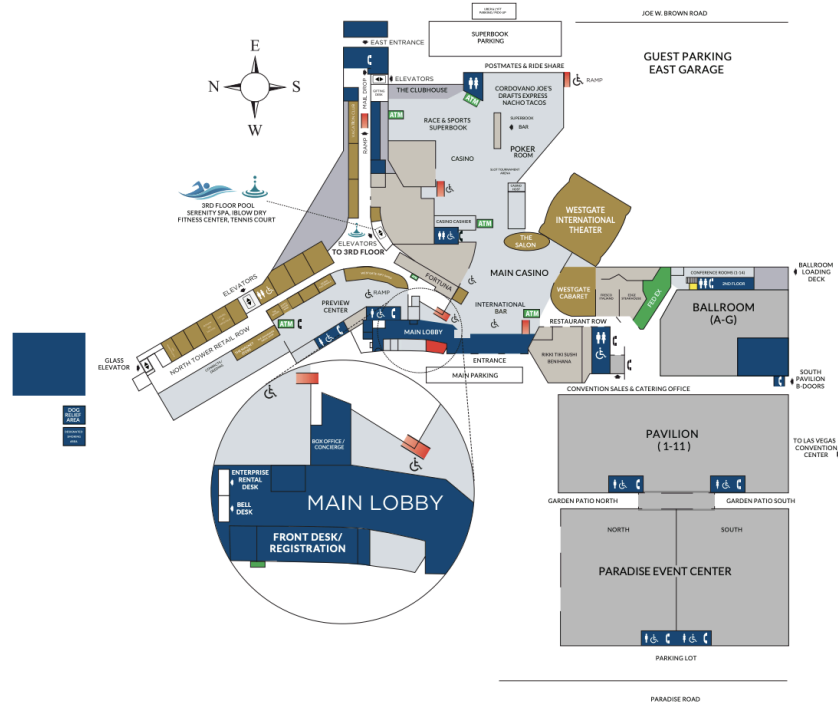
No Outside Food or Beverage allowed in these areas.

## RESORT DIRECTORY

- RESTAURANTS / BARS
- HOTEL FACILITIES / SERVICES
- CASINO FACILITIES / SERVICES
- RETAIL / ENTERTAINMENT
- CONVENTION / MEETING / FACILITIES
- ELEVATORS
- PHONES
- RESTROOMS
- ADA ACCESS
- RIDE SHARE PICK-UP
- 3RD FLOOR OUTSIDE / POOL / SERENITY SPA  
IBLOW DRY / FITNESS CENTER / TENNIS COURT

## RETAIL DIRECTORY

- CHAPEL OF CRYSTALS WEDDING CHAPEL
- ELECTRONIC SOURCE
- KARMA & LUCK
- KATES ISLAND SHOP
- L'CORE
- ROCKIN' INK TATTOO
- SOCKS & BOTTOMS
- THE JEN KRAMER MAGIC SHOP
- THE MAGNET STORE
- THE MARKETPLACE
- THE NATION
- THE STRIP STORE



We will be using the Ballroom spaces as well as Pavillion 11.

## Information

- 1. Complimentary Parking:** There is free parking available for all attendees.
- 2. Shuttle Service:** A complimentary shuttle bus service to the Las Vegas Strip and Downtown Las Vegas is provided. Details can be obtained at the front desk.
- 3. Check-In/Check-Out:** Check-in time is at 3:00 pm, and check-out time is at 11:00 am. If you arrive before 3 pm, the hotel can arrange to hold your bags at no cost.
- 4. Airport Shuttle:** Shuttle service to and from the airport is available at \$15 per passenger per way through [\[lasxpress.com\]\(https://lasxpress.com/reservations/\)](https://lasxpress.com/reservations/).
- 5. Uber or Lyft:** Approximately \$40 one way.
- 6. Transportation Options:** During the week, you have the choice of walking, using Uber or Lyft, renting a Tesla directly from the hotel (details in your check-in brochure), or purchasing a Las Vegas Monorail ticket, conveniently located right outside the hotel at [\[www.lvmonorail.com\]\(www.lvmonorail.com/\)](http://www.lvmonorail.com).
- 7. Hotel Amenities:** The resort offers a variety of amenities, including an iBlowDry salon, spa, golf course, fitness center, and pickleball courts. Tennis and pickleball reservations are \$20 for a one-hour slot, and bookings can be made in the fitness center.
- 8. Dining Options:** With 15 different restaurants on-site and room service available, you'll have a plethora of dining choices. Consider taking advantage of the buffet during our lunch break for a diverse selection without leaving the venue.

## Sponsorships

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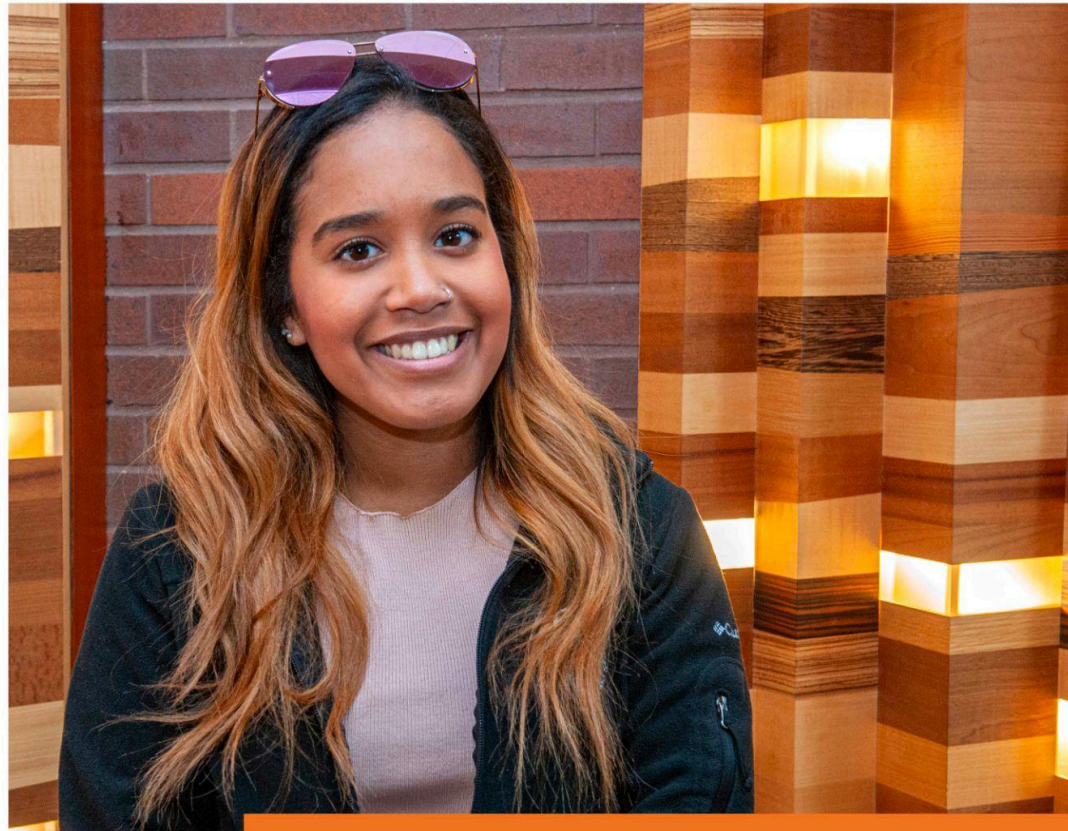
CENTER ON DEAFNESS



The  
Kyle Duarte  
Company







## The Right Fit

Deaf and hard-of-hearing students bring a variety of life experiences and communication preferences to RIT, but all have one thing in common – **RIT is the right fit for them.**

**RIT**

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