

# 2026 ACEDHH CONFERENCE

## Advancing Deaf Education:

TRANSFORMATIVE AND INNOVATIVE APPROACHES

GROUNDED IN RESEARCH



*Welcome to the 52nd Annual ACE-DHH Conference*



*January 29th to 31st*  
*The Curtis Hotel*

This program book is live and will be updated as changes occur during the conference. Updates will also be shared on social media.

Facebook: Association of College Educators - Deaf and Hard of Hearing

Instagram: @pub.acdhh

[Click here](#) or any of the links below to jump directly to the conference schedule

- [Wednesday, January 28th](#)
- [Thursday, January 29th](#)
- [Friday, January 30th](#)
- [Saturday, January 31st](#)

[Click here](#) to view the presentation materials

## **Access for Attendees**

To support multiple access needs, we are creating a visually accessible environment while offering spoken language access through multiple options. Microphones will not amplify sound into the room; they will be connected to the Zoom audio stream and captioning.

### **Access to Signing Presenters**

For attendees who need spoken access, two options are available:

- Sit near the front of the room close to the interpreter.
- Use a personal listening device (e.g., earbuds, earphones) connected to the Zoom audio stream. Please bring your own phone, headphones, and chargers.

### **Access to Speaking Presenters**

For attendees who need spoken access, two options are available:

- Sit where you can hear the presenter clearly.
- Use a personal listening device (e.g., earbuds, earphones) connected to the Zoom audio stream.

### **Links to join the Zoom audio sessions:**

Field house & Bounce house (Room A): <https://kduarte.com/acedhh1/>

Backyard (Room B): <https://kduarte.com/acedhh2/>

Sprinkler (Room C): <https://kduarte.com/acedhh3/>

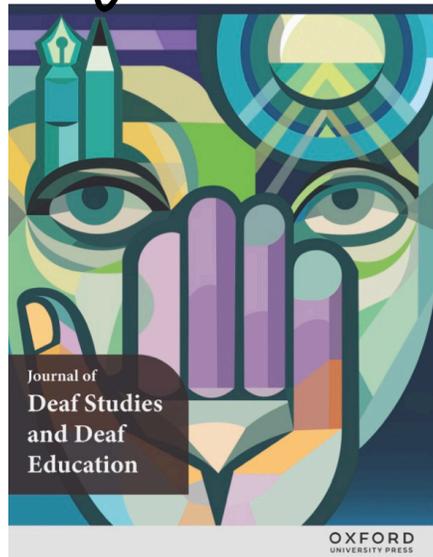
# 2026 ACE-DHH Conference Sponsors

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Deaf & Hard of Hearing

*Thank you!* To our **Sponsors**



# RIT



# National Technical Institute for the Deaf



## **President's Welcome**



It is my pleasure and honor to welcome you all to the 52<sup>nd</sup> annual Conference of the Association of College Educators - Deaf and Hard of Hearing (ACE-DHH)! This year we are hosting our conference in beautiful Denver, Colorado. I hope that everyone makes the time to explore our host city when you're not busy with all the experiences our conference has to offer.

Our theme this year is "Advancing Deaf Education: Transformative and Innovative Approaches Grounded in Research." This theme asks questions related to teacher preparation programs, current teachers, educational systems, deaf students' experiences, partnerships and collaborations, and graduate programs. This expansive theme asks us to look beyond the challenges of our field and work towards innovation and transformation.

The idea of transformation and innovation is timely and important work. Every year, deaf, deafblind, deafdisabled, late deafened, and hard of hearing children enter the educational system, and it is our duty to work towards developing more accessible and empowering learning environments. It can be easy to fall into a cycle of identifying challenges; it is harder to view those challenges as opportunities for transformation. However, this act is the very essence of change.

Like many of you, ACEDHH is my research home-away-from-home - I so treasure the time I have to connect with each of you, learn from your work, and reflect on myself and the work that I do every day. I hope that this year brings you opportunities to learn new things, challenge your prior thinking, make a new collegial or professional connection, and reconnect with old friends. May this year's conference be transformative.

With gratitude,

Dr. Jessica Scott

## **Conference Coordinators' Welcome**

Welcome to the 52nd Annual ACEDHH Conference! We are delighted to have you here... whether you traveled across the country, across town, or just down the hotel elevator. This year's theme, Advancing Deaf Education: Transformative and Innovative Approaches Grounded in Research, reflects a shared commitment many of us hold in pushing our field forward while remaining grounded in evidence, community knowledge, and lived experience.

We extend our deep appreciation to all of our presenters for sharing their work, their time, and their thinking. Conferences only matter because of people who are willing to engage openly, ask hard questions, and move ideas forward together. Thank you for helping make this space intellectually rich, generous, and collaborative.

One new feature we are especially excited about is Exploratory Talk, introduced this year in place of traditional roundtables. These sessions are designed to foster meaningful dialogue by inviting inquiry, feedback, and collaboration... especially with emerging and ongoing research teams who are actively seeking input and fresh perspectives. Come ready to engage, reflect, and share your thinking with presenters and colleagues.

A few notes about the program book - the digital version will be updated throughout the conference as needed, so be sure to check back for any changes. Our board members will be around all weekend; please don't hesitate to grab one of us if you need help, have questions, or simply want to connect.

We are grateful you are here and look forward to the conversations ahead.

Enjoy the conference,

Leala Holcomb, President-Elect  
Scott Cohen, Conference Chair



# **Conference Theme**

## ***Advancing Deaf Education: Transformative and Innovative Approaches Grounded in Research***

Together, we aim to create more equitable learning opportunities for students who are Deaf, DeafBlind, DeafDisabled, Late-Deafened, and Hard of Hearing in K-12 education by our theme. For decades, we have recognized ongoing challenges in deaf education, yet systemic progress remains difficult to achieve. These challenges span multiple levels of the educational system such as teacher preparation programs, current teachers, school structures, and the experiences of deaf students themselves. They are present across a range of program types - whether bilingual, simultaneous communication, cued speech, or spoken language approaches.

While these issues are well-documented and frequently discussed at our conferences, our field is ready to move beyond identifying barriers toward implementing transformative and innovative approaches grounded in research that push for real change. We invite you to submit a presentation proposal that answers at least one of the following guiding questions.

### **1. Teacher Preparation Programs**

Teacher preparation programs face ongoing challenges, including low enrollment, a shortage of deaf faculty and faculty of color, and limited pathways to recruit and retain highly qualified candidates. These gaps directly affect the quality, expertise, and diversity of future teachers. At the same time, higher education faculty are grappling with how to design and teach coursework that is culturally responsive, grounded in current research, and aligned with the complex realities of today's deaf education landscape.

*Guiding Question: What research-driven solutions are strengthening teacher preparation programs, course design, and faculty development and how are these efforts expanding the pipeline of skilled, well-prepared teachers?*

## **2. Current Teachers**

A shortage of fluent signing teachers, a lack of teachers of color, and underprepared teachers entering the field remain pressing concerns. Many teachers lack ongoing systemic support to address the needs of deaf students, especially those who experience language deprivation or come from multilingual backgrounds.

*Guiding Question: Which research-driven professional development models, mentoring systems, or instructional strategies are proving successful in supporting, retaining, and improving the quality of teachers?*

## **3. Educational Systems**

Deaf schools are seeing declining enrollment, while most deaf students are mainstreamed, often as the only deaf student in their school. Self-contained classrooms are disappearing, sign language interpreter quality is inconsistent, and itinerant teachers, who see students only a few times a week, often serve as the primary source of deaf education. It is well-documented that many deaf students are struggling to thrive in these circumstances.

*Guiding Question: How can research-driven systems-level reforms improve existing educational systems that serve deaf students, especially in the areas of policy and trends?*

## **4. Deaf Students' Experiences**

Language deprivation remains prevalent, even among deaf students with cochlear implants. Many deaf students continue to face academic and social-emotional struggles due to multiple factors, including limited access to multilingual and multicultural environments that incorporate sign language, as well as a lack of diverse role models, peers, and teachers.

*Guiding Question: Which research-driven approaches effectively address language and multilingual development, academic achievement, and social-emotional well-being for deaf students?*

## **5. Partnerships and Collaborations**

Many researchers, teacher educators, and practitioners in deaf education report working in silos with limited cross-institutional support or collaboration. There is growing interest in building sustainable partnerships across universities, schools, communities, and disciplines to pool resources, coordinate efforts, and drive innovation in teacher preparation and instructional practice.

*Guiding Question: Which research-driven models of collaboration are expanding capacity, improving impact, and creating more sustainable networks in deaf education?*

## **6. Graduate Programs**

Graduate students often enter the field with bold ideas, fresh perspectives, and a commitment to language access and innovation. Yet, they may face limited mentorship, unclear career pathways, or institutional barriers to advancing their work. Supporting and elevating emerging scholars is essential for the future of deaf education.

*Guiding Question: What research-driven structures, mentorship models, and institutional supports are helping graduate students contribute meaningfully to the field, and what research-driven approaches are graduate students envisioning for the next chapter of deaf education?*

# **Conference Format**

Presentation formats are as follows:

- Research presentation - 45 minutes per presenter to present the findings of their research (2 presentation per session)
- Exploratory talk - 30 minutes per presenter to explore research ideas with audience (3 presentations per session)
- Poster presentation - 1.5 hour of one-on-one or small group interactive discussions supported by visual posters

## **2025-2026 ACE-DHH Board Members**

**President** - Jessica Scott,  
Georgia State University, Atlanta, GA

**President-Elect** - Leala Holcomb,  
University of Tennessee, Knoxville, TN

**Past President** - Ashley Greene,  
Gallaudet University, Washington, DC

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**Secretary** - Terynce Butts,  
Georgia State University, Toulouse, France

**Assistant Secretary** - Adele Ann Eberwein,  
Lamar University, Beaumont, TX

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**Treasurer** - Pauline Ballentine,  
Sorenson Communications, Evans, CO

**Assistant Treasurer** - Brad Cohen,  
San Diego State University, San Diego, CA

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**Conference Chair** - Scott Cohen,  
Lamar University, Beaumont, TX

**Assistant Conference Chair** - Position currently  
vacant

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**Awards Chair** - Jennifer Catalano,  
Flagler College, St. Augustine, FL

**Assistant Awards Chair** - TJ Sanger,  
Rochester Institute of Technology, Rochester, NY

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**Memberships and Elections Chair** - Colleen L.  
Smith, California State University, Northridge, CA

**Assistant Memberships and Elections Chair** -  
Latoya Dixon,  
Lamar University, Beaumont, TX

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**Publications Chair** - Jessica Beaty Bajan,  
Lamar University, Beaumont, TX

**Assistant Publications Chair** - Sonia Arora,

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**CED Representative** - Pam Luft,  
Kent State University, Kent, OH

**CED Representative** - Scott Cohen,  
Lamar University, Beaumont, TX

## **Board Position Description**

The **President-Elect, President,** and **Past-President** are leadership roles in the board. In your first year of service, the president-elect is primarily responsible for coordinating the conference, including selecting the theme, inviting speakers, releasing the call for proposals, coordinating the review process, communicating with the hotel, communicating with the interpreting company, and creating the schedule. All of this is done in coordination with the conference chair and the president. In the second year of service, the president oversees the functions of the board, leads monthly meetings, advises the president-elect during conference preparation, and consults with all board members about their roles and responsibilities. In the final year of service, the past-president advises when needed and coordinates the graduate student event during the conference.

Our **Secretary's** primary task has been to record the minutes for every Board Meeting. They coordinate the schedule for meetings and send out reminders to all board members. They work with the president to prepare the meeting minutes. At the start of a new term, they collect the contact information for board members and ensure that access to the shared drive is updated. Occasionally, they will draft an official letter for board-related business.

Our **Treasurer** maintains our financial balance sheet by collecting conference dues and seeking sponsorships. They submit the financial report to the board every 6 months. They keep an eye on the conference budget to ensure the organization generates revenue as they make payment to the hotel. They also resolved ACE-DHH's incorporation problem and are currently working on getting ACE-DHH's 501c3 status back to get in compliance.

Our **Conference Committee** works closely with the President-Elect on organizing the upcoming conference and identifying future conference locations. The organization involved with setting up the call and screen conference proposals and developing the conference program. The committee communicated with the presenters to coordinate their presentations for the conference.

Our **Membership & Elections Committee** to organize and process your registration, ensuring your nametag is correct and you receive your conference meal. They also coordinate the election during the conference to elect our next board members. The election will be for the President-elect and all assistant positions, as the current assistants will be promoted into the chair role for the 2026-2027 conference.

Our **Publications Committee** is responsible for sending out newsletters and updates to the ACE-DHH membership. This role requires collaboration among all chairs, particularly the Conference Chair and President-Elect. This committee manage social media posts and scheduling. Additionally, the individual in this position ensures that bylaw revisions are collected and distributed to the membership in a timely manner, in accordance with the organization's bylaws.

Our **Awards Committee** review the current awards and recommend changes when needed. This year, they updated the Innovation in Teaching Teachers with Technology Award to the Innovation in Teaching Teachers Award to better reflect faculty accomplishments in the current context. So they collected the nominations from our members and identified the top candidate for each award: Sister Mary Delany Distinguished Career, Dr. Jon Henner Memorial Early Career, and the brand-new Innovation in Teaching Teachers.

Our **CED representatives** met with the CED board twice a year to discuss areas to address regarding politics and policy in deaf education as well as accreditation of deaf education teacher preparation program. We will announce the programs who passed their accreditation review to be accredited for the next five years at the banquet. Make sure to congrat these programs for their accomplishment on maintaining high standards and expectations on preparing future teachers in deaf education.

**All board members** reviewed their roles in the bylaws to recommend changes that reflect their current duties. All board members meet as a group regularly to discuss issues facing the organization and make decisions related to the conference



# **Council on the Education of the Deaf**

ACE-DHH is one of the member organization for CED. Founded in 1930, CED promotes excellence in educating deaf and hard of hearing students. To achieve this mission, the organization *establishes, promotes, and monitors teacher education standards* embodying best practices, reflecting current research, and embracing diversity and multiculturalism.

CED implements its mission by *accrediting university programs* that prepare teachers of deaf and hard of hearing students, *certifying highly qualified teachers* who meet its standards, and *collaborating with national, state, and local associations and agencies* in a variety of activities, committees and workgroups.

# Conference Schedule

WIFI Information

Click the link below to view the abstracts

WIFI Network: HiltonConference

WIFI Password: Colorado2026

[Thursday, January 29th](#)

[Poster Session](#): 2:00 pm - 3:30 pm on Thursday

[Friday January 30th](#)

[Saturday Janaury 31st](#)



## Wednesday, January 28, 2026

<b>8:00 am to 4:00 pm</b>	<b>Hide Out:</b> Council on Education of the Deaf Board Meeting (CED board only)
<b>1:00 pm to 5:00 pm</b>	<b><i>Backyard (Room B):</i></b> ACE-DHH Full Board Meeting
<b>1:00 pm to 4:00 pm</b>	<b><i>Fieldhouse Ballroom:</i></b> MLE SIG Program
<b>5:00 pm to 7:30 pm</b>	<b><i>Second Floor Foyer:</i></b> Registration
<b>5:30 pm</b>	<b>ACEDHH Board Dinner</b>

# Thursday, January 29, 2026

**7:30 am – 5:30 pm**

*Second Floor Foyer: Registration*

**8:00 am - 9:00 am**

*Field House Ballroom: Breakfast Buffet*

**9:00 am - 10:30 am**

*Field House Ballroom: Opening Remarks & Keynote*

**10:30 am - 11:00 am: Coffee break, 2nd Floor Foyer**

**Visit our Exhibitor Tables in the back of the Field House Ballroom**

# 2026 ACE-DHH Keynote

*Stepping Off the Wheel: Finding a New Way Forward with Deaf-Centered Practices*

*Presented by Heidi Burns and Tammy Murphy Burns*

*from The Laurent Clerc National Deaf Education Center*



**Heidi Burns** is a Senior Project Manager with the National Programs and Outreach/State and School Partnership Initiative at the Laurent Clerc National Deaf Education Center. With more than 20 years of experience in Deaf Education as a teacher, instructional coach, and administrator, Heidi draws on her practical experience and training in ASL/English bilingual education and the educational applications of neuroscience for her consultation work with classroom teachers in schools for the deaf and public schools. A doctoral candidate at The George Washington University, Heidi's current research focuses on the role of emotions in pedagogical decision-making.



**Tammy Murphy Burns** is a Senior Project Manager for P-12 content and resources with the National Programs and Outreach (NPO) and State and Schools Partnerships Initiative (SSPI) at the Laurent Clerc National Deaf Education Center. A lifelong participant in deaf education, she began her career as a paraprofessional and teacher at a school for the deaf and later served as a bilingual education coordinator and instructional coach for the Clerc Center and schools nationwide. Tammy's expertise is in deaf pedagogy, language planning, and bilingual education in American Sign Language

(ASL) and written English, with a focus on balanced, language-rich frameworks, and she is currently co-collaborating on a national language planning initiative to strengthen training modules and tool

Concurrent Session 1	Bounce House (Room A) <i>Research Presentation</i>	Backyard (Room B) <i>Research Presentation</i>	Sprinkler (Room C) <i>Research Presentation</i>
11:00 am - 12:30 pm	Breaking the Cycle of Lexidactylophobia  <i>Glenna K. Cooper, Matt Andersen, Jimmy Mitchell, Rose Covell, Jessica Mason, Sean Hauschildt</i>	Theorizing Curriculum Studies in Deaf Education (CSDE)  <i>Michael E. Skyer, Joanne Weber</i>	English Learning Experiences of Korean Deaf Students in an Integrating ASL Program  <i>Yunjae Hwang, Eunji Ko, Sangbae Choi</i>
	Explicit Contextualized Vocabulary Instruction to Promote Self-Determination and Self-Advocacy Skills in Deaf and Hard-of-Hearing Students: An Action Research Study  <i>Meredith Brunt, Jennifer Catalano</i>	Deaf Student Perspectives on Self-Determination and the Self-Determined Learning Model of Instruction (SDLMI)  <i>Kaitlyn Millen, Carrie Lou Bloom, Sarah Vogt</i>	An International Perspective of Teachers' Use of Differentiated Instructional Strategies with Learners who are Deaf with Disabilities  <i>Caroline Guardino, Eun Young Kwon, Avery Descheneaux</i>
<b>12:30 pm -</b> <b>Lunch Break: On Your Own</b> <b>2:00 pm:</b> <b>Field House Ballroom: Journal of Deaf Studies and Deaf Education</b> <b>Lunch for Doctoral Students (pre-registered only)</b>			

**Visit our Exhibitor Tables in the back of the Field House Ballroom**

<b>2:00 pm - 3:30 pm</b>	<b><i>Field House Ballroom</i></b>
<b>Poster Presentation Session</b>	Chris Black; Cara Shannon, Sandy Bowen; Avery Descheneax, Katie Wyble, Caroline Guardino, Eun Young Kwon, Mikayla Waters; Leah Dolezal; Audra McCorkle-Geng, Bree Weber, Amy Diaz; Haley D. Holstein; TJ Sanger, Jennifer Gentzke, Russell West, Patrick Graham; Aimee Whyte; Carson Pursifull; Elizabeth H. Martinez, Kimberly Wolbers; Michael Kane; Betsy Beckert; Carrie Davenport, Elaine Smolen, Derek Houston; Taehyun Hwang, Junghae Lee; Carson Persifull, Erin More; Michelle Grempp, Christy Borders

**3:30 pm - 4:00 pm: Coffee and Snack Break, 2nd Floor Foyer**

**Visit our Exhibitor Tables in the back of the Field House Ballroom**

<b>Concurrent Session 2</b>	<b>Bounce House (Room A)</b> <i>Research Presentation</i>	<b>Backyard (Room B)</b> <i>Research Presentation</i>	<b>Sprinkler (Room C)</b> <i>Research Presentation</i>
<b>4:00 pm - 5:30 pm</b>	Reframing Academic ASL: Expansive ASL in the Early Years  <i>Alayna Finley, Joanna Cannon, Mari Klassen</i>	The Beliefs, Attitudes, and Experiences of General and Special Education Teachers with DHH Students  <i>Jamie M. Bencak, Jessica M. Bajan, Melinda Kennedy,</i>	From Challenges to Strategies: Vocabulary Acquisition of Immigrant deaf and hard-of-hearing multilingual learners (IDML) in German Sign Language (DGS) and written German

		<i>Holly V. Metcalf, Karen Soza, M. Diane Clark</i>	<i>Maike Beyer, Ingela Holmström</i>
	Brown Bear What Do You See: The Impact of Visual Engagement Instruction  <i>Elaine Gale, Shane Blau, Eileen Lograno</i>	How Prepared are SLPs to Work with Deaf Children who Use ASL?  <i>David H. Smith, Kristen Secora, Brittany Lee, Marie Coppola</i>	The Current State of Language Policies in Deaf Education  <i>Mallorie Evans, Carson Pursifull</i>
<b>5:30 pm - 6:30 pm</b>	<b>Bounce House (Room A):</b> Multilingual Deaf Education Special Interest Group Business Meeting	<b>Backyard (Room B):</b> Graduate Student Meet and Greet Event	

# Friday, January 31, 2025

<b>8:00 am - 9:00 am</b>	<i>Field House Ballroom:</i> Breakfast Buffet
<b>7:30 am - 5:30 pm</b>	<i>2nd Floor Foyer:</i> Registration

<b>Concurrent Session 3</b>	<b>Bounce House (Room A)</b> <i>Research Presentation</i>	<b>Backyard (Room B)</b> <i>Research Presentation</i>	<b>Sprinkler (Room C)</b> <i>Exploratory Talk</i>
<b>9:00 am - 10:30 am</b>	Council on Education of the Deaf: Updates on Accreditations and Advocacy  <i>Pamela Luft, Scott Cohen, Barbara Hecht, Sarah Ammerman, Blane Trautwein</i>	ASL Literacy Instruction: Insights from 38 Classroom Observations  <i>Leala Holcomb, Leah Oakes</i>	Preparing Deaf Students for Entrepreneurship: What We're Learning  <i>W. Scot Atkins</i>
	<del>BU Bridges: Building Bilingual Capacity: University-School Partnerships That Work</del>  <i>Todd Gzubek</i>	An Effective Instructional Approach for Early ASL Instruction: Self and Instructor Narrative Rating	Conceptualizing Deaf Education Futures: Exploring Research Methods

	Cancelled	Agreement and Related Factors <i>Jennifer S. Beal, Cristo Budidharma</i>	<i>Shira Leitson-Grabelsky</i>
			Updated Educational Decision-Making Framework for Deaf Students with Disabilities <i>Christy Borders, Stacey Jones Bock</i>
<b>10:30 am - 11:00 am: Coffee Break, 2nd floor Foyer</b>			
<b>Visit our Exhibitor Tables in the back of the Field House Ballroom</b>			
<b>Concurrent Session 4</b>	<b>Bounce House (Room A)</b> <i>Research Presentation</i>	<b>Backyard (Room B)</b> <i>Research Presentation</i>	<b>Sprinkler (Room C)</b> <i>Exploratory Talk</i>
<b>11:00 am - 12:30 pm</b>	Teaching the Teachers: A Self-Study of AI Integration in Deaf Education Training <i>Chris Kurz, Patrick Graham, Suryo Sahetapy</i>	Tracking Growth in Signed and Written Composition: A Pre-Post Study of 150+ Deaf Students <i>Leala Holcomb, Leah Oakes</i>	Graduate Students Developing Interactive Educational Media within Teacher Preparation Programs <i>Debbie Golos, Cookie Brand, Autumn Moder, Brynn Roemen</i>

	<p>Assignment: Video Observation Project</p> <p><i>Cheryl L. Shahan</i></p>	<p>Variability in Language and Literacy Outcomes Among Deaf Elementary Students</p> <p><i>Kimberly Wolbers, Hannah Dostal, Kelsey Spurgin</i></p>	<p>Innovating Teacher Preparation: Strategies for Provisionally Licensed d/DHH Educators</p> <p><i>Sandy Bowen, Carmel Collum</i></p>
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**12:30 pm - 2:00 pm: Lunch Break**

<b>Concurrent Session 5</b>	<b>Bounce House (Room A)</b> <i>Research Presentation</i>	<b>Backyard (Room B)</b> <i>Research Presentation</i>	<b>Sprinkler (Room C)</b> <i>Exploratory Talk</i>
<b>2:00 pm - 3:30 pm</b>	<p>Cultivating Resilience Through Relationships: An Innovative University-Agency Partnership</p> <p><i>Sarah Wainscott, Leanna Hodges</i></p>	<p>The Reflective Mathematical Experiences of Deaf and Hard-of-Hearing Students</p> <p><i>Blake Nelson</i></p>	<p>Language Pedagogy: An Exploratory Dialogue on the Translanguaging Framework in Deaf Education and Future Research Directions</p> <p><i>Kimberly Wolbers, Leala Holcomb, Laura Hamman-Ortiz</i></p>

	<p>From Isolation to Innovation: Mentoring to Support Teachers of the Deaf</p> <p><i>Emma Wood, Jill Radford</i></p>	<p>Translanguaging in Action: Deaf Teens Navigating Informal Science Learning</p> <p><i>Scott Cohen, Jessica Scott, Patrick Enderle, Chris Black</i></p>	<p>Bridging Language Gaps: Enhancing English Instruction for Deaf High School Students through Humanizing Pedagogy</p> <p><i>Brittany Farr</i></p> <hr/> <p>Guided Viewing as an Effective Strategy Towards ASL Literacy and a Bridge to English Literacy</p> <p><i>Adele Ann Eberwein, Petra Horn-Marsh</i></p>
<p><b>3:30 - 4:00 pm: Coffee and Snack Break, 2nd Floor Foyer</b> Visit our Exhibitor Tables in the back of the <b>Field House Ballroom</b></p>			
<p><b>4:00 pm - 5:00 pm</b></p>	<p><b>Field House Ballroom: ACE-DHH Business Meeting</b> (Come and support the organization! Vote your next board members)</p>		
<p><b>5:30 pm</b></p>	<p><b>BIPOC Social Gathering:</b> Location TBD. See Cookie Brand</p>		



# Saturday, January 31st, 2026

**8:00 - 9:00 am**

*Field House Ballroom: Breakfast*

<b>Concurrent Session 6</b>	<b>Bounce House (Room A)</b> <i>Research Presentation</i>	<b>Backyard (Room B)</b> <i>Research Presentation</i>	<b>Sprinkler (Room C)</b> <i>Exploratory Talk</i>
<b>9:00 am - 10:30 am</b>	Tales of a fourth-grade nothingburger: a critical inquiry into deficit-framed research  <i>Terynce Butts, Jessica Scott, Leala Holcomb</i>	Advancing Deaf Education: A Qualitative Exploration of Social-Emotional Fatigue  <i>Natalia Rohatyn-Martin, Denyse Hayward, Lynn McQuarrie, Stephan Rohatyn, Linda Cundy, Sydney Dickner, Jerry Gan, Zachary Jickling</i>	
	Queering Deaf Studies: Cross-coalitional qualitative methodologies toward deaf queer self-determination	Intersectionality of Language Deprivation and TBRI within the Deaf Education System	

	<i>Michael E. Skyer, Leah R. Oakes, Matt Andersen</i>	<i>Erin More</i>	
<b>10:30 - 11:00 am: Coffee Break, 2nd Floor Foyer</b>			
<b>Visit our Exhibitor Tables in the back of the Field House Ballroom</b>			
<b>Concurrent Session 7</b>	<b>Bounce House (Room A)</b> <i>Research Presentation</i>	<b>Backyard (Room B)</b> <i>Research Presentation</i>	<b>Sprinkler (Room C)</b> <i>Exploratory Talk</i>
<b>11:00 am - 12:30 pm</b>	A Systematic Literature Review of the Evolution in Bilingual Education for the Deaf <i>Karen Soza, Jessica M. Bajan, Scott Cohen</i>	An Alternative Method of Assessing Deaf and Hard of Hearing Secondary-School Students' Second Language Development <i>Jongwoo Lee</i>	Innovative Pathways: An Interdisciplinary Graduate Model for Preparing Professionals to Support Deaf/HH Children and Their Families <i>Amanda Howerton-Fox, Michelle Veyvoda, Gabriela DiBenedetto, Bridget Graham, Jael Rivera, Jessica Stoffel, Victoria Ricciuti</i>
	Building Belonging: An Emerging Framework for Critical Teaching Pedagogy in Deaf Education <i>Kimberly Wolbers, Debbie Golos, Marlon Kuntze, Chris</i>	Fostering Reading: Review of a College Bridge Program for Deaf and Hard of Hearing High School Students	Transforming Conversations with Families: Prescribing Sign Language in EHDI Training for Medical Professionals through Project ECHO

	<i>Kurz, Francheska Starks, Sharon Hill</i>	<i>Cara Wilmot</i>	<i>Alayna Finley, Melissa Malzkuhn, Joanna Cannon</i>
			Collaborating across silos to support hearing parent ASL learners  <i>Deborah Chen Pichler, Elaine Gale, Diane Lillo-Martin</i>

**12:30 pm - 1:00 pm: Social Break**

Visit our Exhibitor Tables in the back of the **Field House Ballroom**

**1:00 pm - 3:00 pm**

**Field House Ballroom: Luncheon Banquet, Closing Remarks and Awards**

**That Conclude of the 2026 ACE-DHH Conference. Enjoy rest  
of your stay and safe traveling back home**

**3:30 pm - 5:00 pm**

***Bounce House (Room A):*** ACE-DHH Board Transition Meeting  
(ACE-DHH Outgoing and incoming board members only)

# **Breakout Session Information**

**Thursday, January 30, 2025**

[Click here to go back to the schedule](#)

**11:00 am - 12:30 pm: Concurrent Session 1**

**Bounce House (Room A)**

**Breaking the Cycle of Lexidactylophobia**

*Glenna K. Cooper, Matt Andersen, Jimmy Mitchell, Rose Covell, Jessica Mason, Sean Hauschildt*

Fingerspelling is a critical ASL literacy skill; L2 learners develop "lexidactylophobia." Our research pinpoints pedagogical missteps and inconsistent instructions. This challenge is teaching fingerspelling effectively. When instruction fails, graduates' skills may create communication barriers that harm Deaf students' education equity. This research suggests collaborative, research-driven instruction and improved fingerspelling proficiency.

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**Explicit Contextualized Vocabulary Instruction to Promote Self-Determination and Self-Advocacy Skills in Deaf and Hard-of-Hearing Students: An Action Research Study**

*Meredith Brunt, Jennifer Catalano*

This mixed-method action research study explored Explicit Contextualized Vocabulary Instruction (ECVI) to support DHH students in developing vocabulary related to self-advocacy and self-determination. By connecting language to real-world contexts, ECVI promoted communication, confidence, and engagement, which lays a foundation for student empowerment in educational settings.

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## **Backyard (Room B)**

### **Theorizing Curriculum Studies in Deaf Education (CSDE)**

*Michael E. Skyer, Joanne Weber*

By building an emic, deaf-positive theory of curriculum studies in deaf education (CSDE), we aim to reduce harm from institutional processes that generate audism and ableism. Our theory maps deaf educational interactions, among deaf students, teachers, peers, discourse ideologies, and curricular materials/experiences, including Open Educational Resources (OER).

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### **Deaf Student Perspectives on Self-Determination and the Self-Determined Learning Model of Instruction (SDLMI)**

*Kaitlyn Millen, Carrie Lou Bloom, Sarah Vogt*

This study explores deaf high school students' views on self-determination and the Self-Determined Learning Model of Instruction (SDLMI). Interview findings reveal insights into students' experiences and the cultural relevance of SDLMI. Results inform future adaptations to support inclusive, linguistically accessible interventions in deaf education.

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## **Sprinkler (Room C)**

### **English Learning Experiences of Korean Deaf Students in an Integrating ASL Program**

*Yunjae Hwang, Eunji Ko, Sangbae Choi*

How to teach English effectively? Through the ASL-based class experience, Korean deaf students reported that they were able to understand and use the meanings of English words more easily, and they gradually began to show increased interest in English learning and to act as an emotional stimulus that fostered learning motivation and interest.

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## **An International Perspective of Teachers' Use of Differentiated Instructional Strategies with Learners who are Deaf with Disabilities**

*Caroline Guardino, Eun Young Kwon, Avery Descheneaux*

An international study was conducted with twenty-eight teachers across 5 continents to better understand their use of differentiated instructional strategies with students who are deaf or hard of hearing with disabilities (e.g., autism, ADHD, behavior challenges). The teachers also shared the successes and challenges of working with these learners. Findings and resources from the research project will be shared.

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## **4:00 pm - 5:30 pm: Concurrent Session 2**

### **Bounce House (Room A)**

#### **Reframing Academic ASL: Expansive ASL in the Early Years**

*Alayna Finley, Joanna Cannon, Mari Klassen*

This study examines Deaf parents' use of Expansive ASL during daily routines with young children, highlighting semantic, syntactic, and pragmatic features. Findings offer exemplars of early academic ASL that can inform family-centred intervention and Deaf education, reframing academic success through language equity, cultural knowledge, and transformative pedagogy.

---

#### **Brown Bear What Do You See: The Impact of Visual Engagement Instruction**

*Elaine Gale, Shane Blau, Eileen Lograno*

This study examined the impact of mini-lessons on visual strategies for hearing parents reading with their deaf children. Results showed increased eye contact, child attending, and shared attention, highlighting how intentional visual scaffolding strengthens parent-child interaction and supports language, literacy readiness, and social-emotional development in early intervention contexts.

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## **Backyard (Room B)**

### **The Beliefs, Attitudes, and Experiences of General and Special Education Teachers with DHH Students**

*Jamie M. Bencak, Jessica M. Bajan, Melinda Kennedy, Holly V. Metcalf, Karen Soza, M. Diane Clark*

Our survey data from general and special education teachers will be shared to identify knowledge gaps and challenges in supporting DHH students. The findings aim to inform professional development, enhance teaching strategies, and improve inclusion practices, ultimately promoting better educational outcomes for DHH students in mainstream classrooms.

---

## **How Prepared are SLPs to Work with Deaf Children who Use ASL?**

*David H. Smith, Kristen Secora, Brittany Lee, Marie Coppola*

A previous study compared expert-recommended qualifications for speech-language pathologists (SLPs) serving deaf children using ASL with current practices. Results of this follow up study showed that most SLPs fall short, especially in ASL skills, hearing technology, and assessment for signing children. The findings highlight the need for better training and raise concerns about service quality and cultural responsiveness.

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## **Sprinkler (Room C)**

### **From Challenges to Strategies: Vocabulary Acquisition of Immigrant deaf and hard-of-hearing multilingual learners (IDML) in German Sign Language (DGS) and written German**

*Maike Beyer, Ingela Holmström*

This study explores how immigrated deaf and hard-of-hearing multilingual learners (IDML) acquire vocabulary in German Sign Language and written German. Drawing on linguistic ethnography, the analysis highlights

challenges of memorization and orthographic accuracy as well as resourceful student strategies, offering insights for multimodal-multilingual Deaf education.

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## **The Current State of Language Policies in Deaf Education**

*Mallorie Evans, Carson Pursifull*

This national study of 40 administrators reveals few deaf education programs have formal language policies, relying on inconsistent, de facto practices. Findings expose systemic barriers and a knowledge-practice gap, highlighting the urgent need for intentional, equity-driven policies to ensure linguistic justice for all deaf students.

## **Friday, January 31, 2025**

[Click here to go back to the schedule](#)

### **9:00 am - 10:30 am: Concurrent Session 3**

#### **Bounce House (Room A)**

##### **Council on Education of the Deaf: Updates on Accreditations and Advocacy**

*Pamela Luft, Scott Cohen, Barbara Hecht, Sarah Ammerman, Blane Trautwein*

Presentation will review CED program accreditation forms, procedures, advocacy efforts, and answer questions. Review of forms will include examples of data for several standards, narrative descriptions, and charts of candidate outcomes. Presenters will describe the activities of the CED committees: Accreditation/Certification, Outreach, Policy, and Alternative Licensure and answer any questions.

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#### **~~BU Bridges: Building Bilingual Capacity: University-School Partnerships That Work~~ - Cancelled**

*Todd Czubek*

BU Bridges is a unique field placement where graduate students help schools strengthen ASL/English bilingual programming while gaining valuable hands-on training.

#### **Backyard (Room B)**

##### **ASL Literacy Instruction: Insights from 38 Classroom Observations**

*Leala Holcomb, Leah Oakes*

This mixed-methods study of 38 teachers across 11 programs examined ASL literacy instruction. Findings showed most teachers value ASL literacy, yet practices varied and rarely aligned with evidence-based

frameworks like SISI. Instruction focused largely on English, with little ASL composition. Results show the need for structured and scaffolded literacy instruction that centers on ASL and sustained professional development.

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### **An Effective Instructional Approach for Early ASL Instruction: Self and Instructor Narrative Rating Agreement and Related Factors**

*Jennifer S. Beal, Cristo Budidharma*

After university ASL I instruction that included repeated viewings of ASL models, instructor modeling, and student practice with instructor feedback, learner and instructor agreement averaged 93% across learners' productive narratives, demonstrating that early signers are aware of their production accuracy and errors. These findings have implications for ASL instruction within interpreter and teacher preparation programs.

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### **Sprinkler (Room C)**

#### **Preparing Deaf Students for Entrepreneurship: What We're Learning**

*W. Scot Atkins*

This study explores the growing role of entrepreneurship among Deaf and Hard of Hearing individuals. Through interviews and surveys, it examines collegiate and secondary education programs, uncovering best practices and gaps. Findings aim to inform future curriculum development and highlight the need for early entrepreneurial education in DHH communities.

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#### **Conceptualizing Deaf Education Futures: Exploring Research Methods**

*Shira Leitson-Grabelsky*

This research explores ways to conceptualize Deaf education futures to shape social justice and sustainability. Using the Disability Critical Race Theory (DisCrit) and critical ethnography methods, it considers opportunities to bring models at the periphery of education and social systems into education discourse to imagine this otherwise.

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### **Updated Educational Decision-Making Framework for Deaf Students with Disabilities**

*Christy Borders, Stacey Jones Bock*

The original educational decision-making framework for deaf students with disabilities (Borders et al., 2017) posited considerations when working with deaf students with disabilities. This conversation will gather input on the newly updated framework and the needs of current teacher candidates to meet the needs of this particular student population.

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### **11:00 am - 12:30 pm: Concurrent Session 4**

#### **Bounce House (Room A)**

#### **Teaching the Teachers: A Self-Study of AI Integration in Deaf Education Training**

*Chris Kurz, Patrick Graham, Suryo Sahetapy*

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#### **Assignment: Video Observation Project**

*Cheryl L. Shahan*

Faculty who work with interns and student teachers will have the opportunity to learn, discuss and share about assignments used with future teachers. One assignment will be shared to analyze the merit of using a videotaped lesson as part of the assignment.

## **Backyard (Room B)**

### **Tracking Growth in Signed and Written Composition: A Pre-Post Study of 150+ Deaf Students**

*Leala Holcomb, Leah Oakes*

We report findings from 150+ deaf students in PreK-Grade 3, examining growth in signed and written compositions across genres over one school year. Results highlight developmental trends and instructional practices shaping ASL literacy, offering guidance for curriculum and professional development in deaf education.

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### **Variability in Language and Literacy Outcomes Among Deaf Elementary Students**

*Kimberly Wolbers, Hannah Dostal, Kelsey Spurgin*

This study explored literacy outcomes among 368 deaf students, emphasizing the role of early accessible language in ASL and/or spoken English. Language proficiency and phonological knowledge (fingerspelling or spoken) strongly predicted performance, highlighting the need for quality, accessible education to address language deprivation and support academic success.

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## **Sprinkler (Room C)**

### **Graduate Students Developing Interactive Educational Media within Teacher Preparation Programs**

*Debbie Golos, Cookie Brand, Autumn Moder, Brynn Roemen*

In this exploratory talk, we share examples from a teacher preparation program how students tap into evidence-based practices for creating interactive media across multiple courses encouraging opportunities to collaborate with people from diverse Deaf communities. We share reflections from graduate students and invite conversations on innovative approaches to expand representation in resources.

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## **Innovating Teacher Preparation: Strategies for Provisionally Licensed d/DHH Educators**

*Sandy Bowen, Carmel Collum*

This session draws on a qualitative study of provisionally licensed teachers of students who are d/DHH who are concurrently enrolled in university deaf education teacher preparation programs. Findings will be shared along with practical strategies designed to support these student practitioners as they develop into effective teachers of the Deaf.

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## **2:00 pm - 3:30 pm: Concurrent Session 5**

### **Bounce House (Room A)**

#### **Cultivating Resilience Through Relationships: An Innovative University-Agency Partnership**

*Sarah Wainscott, Leanna Hodges*

An action research presentation of a collaboration between a university program and state education agency targeting teacher shortages in underserved areas. The program integrates practice-based online coursework, sign language coaching with social engagement, and statewide mentoring. Results demonstrate improved teacher competency, sign proficiency, and commitment. Primary theme is relationship building

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#### **From Isolation to Innovation: Mentoring to Support Teachers of the Deaf**

*Emma Wood, Jill Radford*

This exploratory session examines university-based mentoring for alternatively certified teachers of the Deaf, addressing geographic isolation and mentor shortages. The pilot program uses a cognitive-coaching approach to support novice teachers through individual classroom visits and group sessions to improve retention and personal professional development.

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## **Backyard (Room B)**

### **The Reflective Mathematical Experiences of Deaf and Hard-of-Hearing Students**

*Blake Nelson*

How DHH students perform in mathematics has been of long-lasting importance to mathematics educators. However, rarely are DHH students given the opportunity to describe their experiences with mathematics in their own words. This presentation summarizes the collected mathematics experiences of DHH people and discusses overall themes.

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### **Translanguaging in Action: Deaf Teens Navigating Informal Science Learning**

*Scott Cohen, Jessica Scott, Patrick Enderle, Chris Black*

This study explores how deaf teens use translanguaging during science sensemaking at a STEM camp. Analyzing multimodal discourse, findings reveal diverse linguistic resource use—ASL, gesture, fingerspelling, and tools—supporting collaborative understanding. Results highlight natural, adaptive communication strategies that foster epistemic engagement and expand inclusive science learning practices.

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## **Sprinkler (Room C)**

### **Language Pedagogy: An Exploratory Dialogue on the Translanguaging Framework in Deaf Education and Future Research Directions**

*Kimberly Wolbers, Leala Holcomb, Laura Hamman-Ortiz*

This exploratory session introduces the Translanguaging Framework for Deaf Education (TFDE) and invites participants to discuss its potential application across research contexts. Attendees will engage in collaborative dialogue to consider how the TFDE might inform their work and explore opportunities for testing, refining, and expanding the framework through research partnerships.

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## **Bridging Language Gaps: Enhancing English Instruction for Deaf High School Students through Humanizing Pedagogy**

*Brittany Farr*

This proposal explores effective English instruction for deaf high school students through the lens of humanizing pedagogy. It emphasizes the importance of honoring ASL while providing access to academic English, aiming to create inclusive curricula that respect students' linguistic identities and promote their cultural pride.

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## **Guided Viewing as an Effective Strategy Towards ASL Literacy and a Bridge to English Literacy**

*Adele Ann Eberwein, Petra Horn-Marsh*

This early-stage study examines Guided Viewing as a bilingual strategy to strengthen ASL literacy and bridge to English literacy. Preliminary quantitative pilot data from K–2 classrooms indicate student comprehension gains and positive teacher implementation, informing ongoing research on professional development, instructional design, and literacy outcomes.

## **Saturday, February 1, 2025**

[Click here to go back to the schedule](#)

### **9:00 am - 10:30 am: Concurrent Session 6**

#### **Bounce House (Room A)**

##### **Tales of a fourth-grade nothingburger: a critical inquiry into deficit-framed research**

*Terynce Butts, Jessica Scott, Leala Holcomb*

Deaf education research has been preoccupied with literacy of deaf students, related to the idea that deaf high schoolers graduate reading on a fourth-grade level. This has been justification for interventions aimed at improving a “performance gap” and causes harm, as research continues to frame reading achievement as a deficit.

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##### **Queering Deaf Studies: Cross-coalitional qualitative methodologies toward deaf queer self-determination**

*Michael E. Skyer, Leah R. Oakes, Matt Andersen*

Amid neo-fascism, scholarship that unmasks systemic harm is a critical counterweight to oppression. Our qualitative study empowers marginalized deaf queer individuals, examines strategies to overcome harm and navigate lifeworlds with self-determination. Preliminary findings evidence tensions between institutional structures and personal agency and highlight resilient, creative forms of meaning-making.

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#### **Backyard (Room B)**

##### **Advancing Deaf Education: A Qualitative Exploration of Social-Emotional Fatigue**

*Natalia Rohatyn-Martin, Denyse Hayward, Lynn McQuarrie, Stephan Rohatyn, Linda Cundy, Sydney Dickner, Jerry Gan, Zachary Jickling*

This presentation explores social-emotional fatigue among Deaf and Hard of Hearing (D/HH) students, drawing on interviews with students, parents, and professionals. Findings reveal key fatigue indicators noticed by participants and coping strategies typically used. Discussion will include how findings can inform targeted supports for D/HH learners.

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### **Intersectionality of Language Deprivation and TBRI within the Deaf Education System**

*Erin More*

Explore the intersectionality of language deprivation and attachment theory in Deaf education through the lens of Trust-Based Relational Intervention® (TBRI®). This session examines how trauma-informed, connection-centered approaches can support Deaf students' emotional, behavioral, and academic needs that is often overlooked in early language and relational development.

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### **11:00 am - 12:30 pm: Concurrent Session 7**

#### **Bounce House (Room A)**

#### **A Systematic Literature Review of the Evolution in Bilingual Education for the Deaf**

*Karen Soza, Jessica M. Bajan, Scott Cohen*

This systematic literature review examined studies on bilingual instruction for Deaf students, focusing on multilingual and multimodal approaches. Initial findings showed positive benefits of bilingual instruction on academic achievement and language outcomes. We offered future recommendations on research and practice with bilingual instruction in deaf education.

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## **Building Belonging: An Emerging Framework for Critical Teaching Pedagogy in Deaf Education**

*Kimberly Wolbers, Debbie Golos, Marlon Kuntze, Chris Kurz, Francheska Starks, Sharon Hill*

Working toward belonging and the centering of Deaf students' lives in their education, we engage in a process of collaboration to develop a critical teaching framework for application with diverse Deaf learners. This emerging framework is intended to promote intentional curriculum design and critical pedagogical approaches.

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## **Backyard (Room B)**

### **An Alternative Method of Assessing Deaf and Hard of Hearing Secondary-School Students' Second Language Development**

*Jongwoo Lee*

This study explores alternative assessment methods for deaf and hard-of-hearing Korean secondary students learning English. Using Processability Theory and mixed methods, it reveals developmental similarities with hearing peers and highlights challenges in grammar, vocabulary, and productive skills. Findings support inclusive, theory-driven approaches to second language assessment.

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### **Fostering Reading: Review of a College Bridge Program for Deaf and Hard of Hearing High School Students**

*Cara Wilmot*

This presentation shares how a summer College Bridge Program for d/Dhh students was evaluated using the CIPP model. Learn how flexible grouping, high-dosage reading instruction, and culturally responsive materials boosted outcomes. Take away data-driven strategies to strengthen literacy growth and support successful postsecondary transitions.

## **Sprinkler (Room C)**

## **Innovative Pathways: An Interdisciplinary Graduate Model for Preparing Professionals to Support Deaf/HH Children and Their Families**

*Amanda Howerton-Fox, Michelle Veyvoda, Gabriela DiBenedetto, Bridget Graham, Jael Rivera, Jessica Stoffel, Victoria Ricciuti*

This exploratory talk introduces an interdisciplinary graduate certificate program that prepares professionals to serve Deaf and Hard of Hearing children and families through layered mentorship. Faculty will outline the model, and current and past students will share its impact on their training. Participants will engage in dialogue on adapting mentorship in graduate education.

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## **Transforming Conversations with Families: Prescribing Sign Language in EHCI Training for Medical Professionals through Project ECHO**

*Alayna Finley, Melissa Malzkuhn, Joanna Cannon*

This session introduces a new Project ECHO training that prepares healthcare providers to center language equity in early hearing detection and intervention. Attendees will learn how the series reframes language deprivation as the real emergency, offers practical tools for clinical practice, and builds capacity to support deaf infants and young children and their families.

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## **Collaborating across silos to support hearing parent ASL learners**

*Deborah Chen Pichler, Elaine Gale, Diane Lillo-Martin*

Hearing parents of deaf children who learn ASL often find ASL word order and grammar particularly challenging. This Exploratory Talk sketches out a potential plan for developing innovative and effective resources for grammar learning through collaboration between sign language researchers, parents of DHH children, and ASL instructors.

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# **Poster Session: Thursday, January 29th,** **2:00 pm - 3:30 pm**

[Click here to go back to the schedule](#)

## **A Comprehensive List with Examples of the Differentiated Instructional Strategies Teachers Across 5 Continents are Using with their Deaf/Disabled Learners**

*Avery Descheneax, Katie Wyble, Caroline Guardino, Eun Young Kwon*

This poster presentation will highlight the differentiated instructional (DI) strategies with students who are deaf or hard of hearing with disabilities (e.g., autism, ADHD, behavior challenges). An international study was conducted with twenty-eight teachers across 5 continents to better understand their use of DI strategies. Strategies with examples will be presented.

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## **A Review and Synthesis of Impacts of Role Models on Identity Development for Deaf Individuals**

*Leah Dolezal*

While typical adolescent identity development is well understood, Deaf identity remains less defined and harder to study. A key challenge for many Deaf individuals is the lack of a natural language, such as American Sign Language (ASL), which can lead to language deprivation. This deprivation, while studied, is difficult to measure, particularly in adolescents. However, this issue can be mitigated through appropriate cultural and linguistic representation, often facilitated by exposure to Deaf role models. This paper examines existing literature through the lens of the Social Capital Framework to explore how relationships, networks, and norms influence opportunities within social groups, specifically in the context of language acquisition and identity development within the Deaf community.

## **A Study of Kentucky's Teachers of the D/deaf and Hard of Hearing**

*Haley D. Holstein*

The purpose of this study is to learn how participants studied, trained, and sought specialized professional development as employed TODHHs in Kentucky educational settings, as well as years of service, projected retirement year, feelings about being a TODHH, and how they engage students who are DHH in developing literacy skills.

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## **Are We SEEing it Right? Assessing Teachers' Proficiency in Signing Exact English**

*Audra McCorkle-Geng, Bree Weber, Amy Diaz*

This study analyzes teachers' use of Signing Exact English (SEE) in storytelling with deaf and hard of hearing students. Through adaptive miscue analysis, it examines accuracy in grammar, morphemes, and handshapes. Findings contribute to scholarly understanding of SEE and sign systems, informing training practices and supporting enhanced educational outcomes.

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## **Bridging Graduate Preparation and Professional Practice: Collaborative Mentorship Models for Teacher Retention and Innovation in Deaf Education**

*TJ Sanger, Jennifer Gentzke, Russell West and Patrick Graham*

In Deaf Education, graduates leave programs well-prepared academically but face professional and systemic challenges in schools. We plan to discuss about our mentoring program, expanded from graduate to postgraduate support in partnership with Deaf schools, builds collaborative networks across institutions to strengthen teacher preparation, retention, and innovation.

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## **Charting a Native Cued's Early Language Milestones: A Case Study**

*Carson Pursifull*

This study addresses the critical gap in Cued American English (CAE) developmental milestones by analyzing unique historical video of a native-cueing deaf child. The research provides empirical data on the age and trajectory of CAE acquisition, laying the groundwork for evidence-based assessment tools for educators.

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### **Deaf Adults Learning ASL in Higher Education: A Qualitative Study**

*Elizabeth H. Martinez and Kimberly Wolbers*

This qualitative study explores Deaf adults' experiences learning ASL in higher education. Interviews with Deaf learners and instructors reveal mismatches in curricula designed for hearing students, highlighting needs for culturally responsive, Deaf-centered instruction. Findings address language access, identity development, and implications for equitable ASL program design.

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### **Deaf Students' Experiences of Inclusion: Narratives of Access, Identity, and Belonging in Mainstream Classrooms**

*Chris Black*

This study uses narrative inquiry to explore Deaf adults' reflections on K–12 mainstream education with ASL interpreters. Focusing on inclusion, access, and identity, it highlights lived experiences, challenges, and engagement with academic content, informing culturally responsive practices, policy, and anti-audist approaches in Deaf education.

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### **Effective Financial Literacy Instruction for Deaf and Hard-of-Hearing High School Students**

*Michael (Mike) Kane*

Deaf, hard-of-hearing, and hearing students benefit from financial literacy courses when they are offered at their high schools. Effective academic experiences, teaching strategies, and curriculum components shared by personal finance instructors at selected K-12 schools and programs for the deaf are disseminated.

---

**Expanding Access and Building Capacity: Universal Design for Learning and Collaborative Models in Deaf Education Teacher Preparation, a Poster Presentation**

*Cara Shannon & Sandy Bowen*

This poster explores Universal Design for Learning (UDL) and collaboration as research-based strategies in deaf education teacher preparation programs. These approaches strengthen coursework and faculty development, expand cross-institutional networks, and address teacher shortages while advancing education equity and program sustainability.

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**Exploring the Communicative Repertoire of a Signing Deaf Adolescent**

*Betsy Beckert*

In the tradition of ethnographic work on literacy in varied cultural communities (Heath & Street, 2008), this ethnographic case study aims to inform literacy education pedagogy by better understanding a signing deaf adolescent's practices through careful, close study of his communicative interactions with limited-signing others (parents, friends, strangers) in everyday life.

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**Language and Literacy Development in Deaf and Hard-of-Hearing Children: An Ecological System Perspective**

*Carrie Davenport, Elaine Smolen, Derek Houston*

This poster describes a narrative synthesis of language and literacy development in deaf and hard-of-hearing (DHH) children, through an ecological system lens. We discuss different system levels in which DHH children directly and indirectly engage and interact, thus influencing their language and literacy development. Future directions are provided.

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### **Neuroscience of Theory of Mind Development in Deaf Children**

*Taehyun Hwang and Junghae Lee*

This session examines the neuroscience of Theory of Mind (ToM) development in Deaf children. We explore how delayed access to language affects brain networks supporting social cognition, highlighting research findings that connect linguistic input, neural plasticity, and the development of perspective-taking abilities.

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### **Using a Systematic Approach to Transform Deaf Education Teacher Preparation**

*Michelle Grempe and Christy Borders*

Faculty in an undergraduate deaf education program share a systematic, research-driven approach to revising their program in response to ongoing teacher shortages and low enrollment. The session highlights strategies for recruitment, retention, intentional sequencing, and scaffolded skill development that align coursework with today's complex realities in deaf education teacher preparation.

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### **Phenomenological Research on Musicking as Community Cultural Wealth: Deaf & DeafBlind College Student Experiences through a Deaf Lat-Crit Lens**

*Aimee Whyte*

This qualitative research poster presents the design and emerging findings from an in-progress phenomenological dissertation study. The study uses critical Deaf-centered qualitative methods to collect and

analyze stories about how Deaf and DeafBlind college students experience and make meaning through musicking (Small, 1998) within family, community, and educational contexts.

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

<b>Andrea Rehkopf</b> <b>Audrey McCann</b> <b>Becky Johnson Wells</b> <b>Calene Carrano</b>	<b>Jay Flanery</b> <b>Jo Linda Greenfield</b> <b>Randy Thuesen</b> <b>Wanda Krieger</b>
<b>Kyle Duarte, Coordinator</b>	

## **Past Conference Locations**

2026, Denver, CO

2025, Washington D.C.

2024, Las Vegas, NV

2023, San Antonio, TX

2022, Omaha, NE

2021, Virtual

2020, Atlanta, GA

2019, Chicago, IL

2018, Tucson, AZ

2017, San Antonio, TX

2016, New York City, NY

2015, St. Louis, MO

2014, Washington D.C.

2013, Santa Fe, NM

2012, Jacksonville, FL

2011, Ft. Worth, TX

2010, Lexington, KY

2009, New Orleans, LA

2008, Monterrey, CA

2007, Pittsburgh, PA

2006, Denver, CO

2005, Banff, Alberta, Canada

2004, St. Augustine, FL

2003, San Antonio, TX

2002, Charleston, SC

2001, San Diego, CA

2000, New Orleans, LA

1999, Rochester, NY

1998, Lexington KY

# **Past Award Winners**

## **Sister Mary Delanny**

2026, TBA

2025, Dr. Debbie Golos

2024, Dr. M. Diane Clark

2023, Dr. Carol Erting

2022, Dr. Marlon Kuntze,

2021, N/A

2020, Dr. Freeman King

2019

2018, Dr. Margaret Finnegan

2017, Dr. Brenda Stephenson

2016, Dr. Connie Mayer

2015, Dr. Janet Jamieson

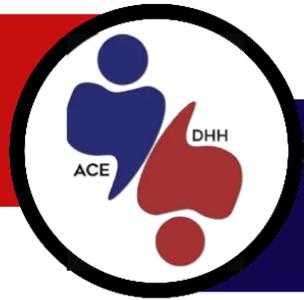
2014, Dr. Claudia Pagliaro

2013, Dr. Patricia McAnally

2012, Dr. Tom Humphries

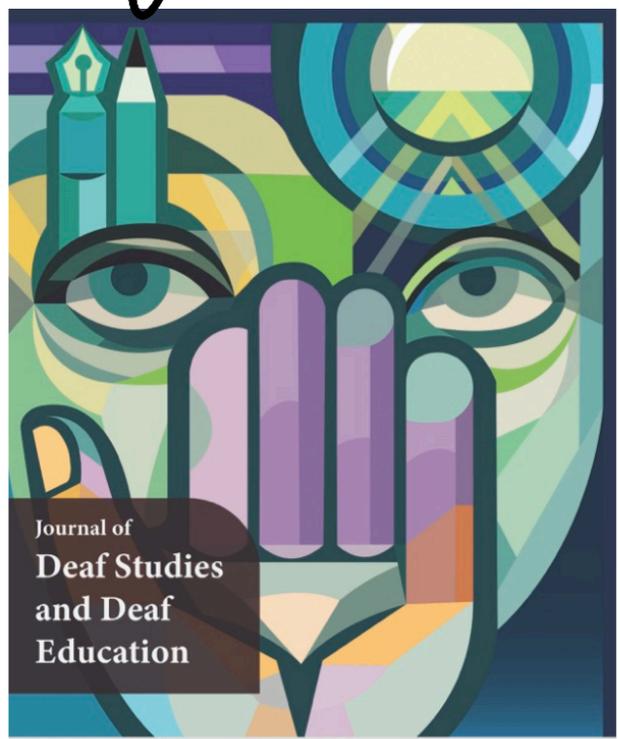
2011, Dr. Harold Johnson  
2010, Dr. Karen Dilka  
2009, Dr. Shirin Antia  
2008, Dr. John Luckner  
2007, Dr. Donald Moores  
2006, Dr. Gerry Bateman  
2005, Dr. Mary Ann Bibby  
2004, Dr. Susan Easterbrooks  
2003, Dr. Ann Powers  
2002, Dr. Tom Jones  
2001, Dr. Alan Marvelli  
2000, Dr. Bill Brelje  
1999, N/A/  
1998, Dr. Robert Truax

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If you have issues or concerns*