2026 ACE-DHH CONFERENCE SCHEDULE AT A GLANCE

Wednesday	Thursday	Friday	Saturday
1:00 pm – 7:00 pm Registration	**8:00 am – 5:30 pm** Registration	**8:00 am – 5:30 pm** Registration	**8:00 am – 5:30 pm** Registration
1:00 pm – 4:00 pm Multilingual Deaf Education Programming (SIG members only)	**9:00 am – 10:30 am** Opening Remarks & Keynote	**9:00 am – 10:30 am** Concurrent Session Block 3	**9:00 am – 10:30 am** Concurrent Session Block 6
1:00 pm – 4:00 pm Council on Education of the Deaf Board Meeting (CEC board only)	**10:30 am – 11:00 am** Break (Light snacks provided)	**10:30 am – 11:00 am** Break (Light snacks provided)	**10:30 am – 11:00 am** Break (Light snacks provided)
1:00 pm – 5:00 pm ACE-DHH Board Meeting (ACE-DHH board only)	**11:00 am – 12:30 pm** Concurrent Session Block 1	**11:00 am – 12:30 pm** Concurrent Session Block 4	**11:00 am – 12:30 pm** Concurrent Session Block 7
3:00 pm – 7:00 pm Presenters/Interpreters Prep Meeting (Optional)	**12:30 pm – 2:00 pm** Lunch (on your own)	**12:30 pm – 2:00 pm** Lunch (on your own)	**12:30 pm – 1:00 pm** Break
5:00 pm – 7:00 pm ACE-DHH Board Dinner (ACE-DHH board only)	**2:00 pm – 3:30 pm** Concurrent Session Block 2	**2:00 pm – 3:30 pm** Concurrent Session Block 5	**1:00 pm – 3:00 pm** Closing Remarks & Lunch Banquet (Award ceremony)
	3:30 pm – 4:00 pm Break (Light snacks provided)	**3:30 pm – 4:00 pm** Break (Light snacks provided)	**3:30 pm – 5:00 pm** ACE-DHH Board Meeting (ACE-DHH board only)
	4:00 pm – 5:30 pm Open Collaborative Spaces (Meet, share, plan, write, innovate. Affinity & topic sign-ups available.)	**4:00 pm – 5:30 pm** ACE-DHH Business Meeting (Come and support the organization! Vote your next board members.)	

PRESENTATION STRANDS AT A GLANCE

Instructional Methods

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

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

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

Breaking the Cycle of Lexidactylophobia, "The Fear of Fingerspelling": A Collaborative Pedagogical Approach

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

ASL Literacy Instruction: Insights from 40 Classroom Observations

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

Teacher/Student Outcomes

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

The Reflective Mathematical Experiences of Deaf and Hard-of-Hearing Students: An Interpretative Phenomenological Approach

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

Variability in Language and Literacy Outcomes Among Deaf Elementary Students

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

From Challenges to Strategies: Vocabulary Acquisition of Immigrant Deaf and Hard-of-Hearing Multilingual Learners (IDML) in German Sign Language (DGS) and Written German

The Beliefs, Attitudes, and Experiences of General and Special Education Teachers with Deaf and Hard of Hearing Students

Research Methodologies

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

Conceptualizing Deaf Education Futures: Exploring Research Methods

Research-Based Practices in Deaf Education: Are We Chasing a Mirage?

Tales of a Fourth-Grade Nothingburger: A Critical Inquiry into Deficit-Framed Research

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

PRESENTATION STRANDS AT A GLANCE

New Frameworks

Theorizing Curriculum Studies in Deaf Education (CSDE)

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

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

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

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

University Programs

How Prepared are SLPs to Work with Deaf Children Who Use ASL?

Cultivating Resilience Through Relationships: An Innovative University-Agency Partnership

University Denials of ASL Accommodations: A Case Study and Transformative Collaborative Approach

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

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

Graduate Students Developing Interactive Educational Media within Teacher Preparation Programs

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

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

Educational Systems

Intersectionality of Language Deprivation and TBRI (Trust Based Relational Intervention) within the Deaf Education System

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

The Current State of Language Policies in Deaf Education

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

Cultivating Resilience Through Relationships: An Innovative University-Agency Partnership