



ECE SUMMIT X

"Moving Body, Mind, and Heart"

APRIL 4-6, 2019



ABOUT THE SUMMIT

Indiana School for the Deaf is proud to host the 10th annual American Sign Language (ASL) and English Bilingual Early Childhood Education Consortium Summit. The theme for this Summit is:

"Moving Body, Mind, and Heart"

This is an opportunity for professionals to meet together, address the needs of the youngest members of the Deaf community, gain information, and bring home new ideas to try in the area of ASL and English Bilingual Education for children who are diverse Deaf/hard of hearing ages birth-eight.

The purpose of the Summit is to identify and evaluate the themes, terminologies, and forms of discourse in early childhood education as they relate to children who are diverse Deaf/ hard of hearing. Some of the possible issues include: bilingual acquisition, pedagogies, language and literacy, equity and diversity, and family and educator education.

In addition to presentations that address some of these issues, there will be work groups devoted to the application of the information provided by the presentations. The work groups will be divided into several categories: 0-3, 3-5, 5-8, 0-8, and Administrators and Service Providers.

This Summit is designed to address the issues faced by professionals who are actively involved in the field of ASL and English Bilingual education. It is intended for administrators, service providers, childcare providers, early childhood and early elementary classroom staff, deaf mentors, and other related services personnel.

Please note that the Summit is not meant to serve as an introductory conference. It is designed for those who are familiar with ASL and English bilingualism and desire to enrich their professional development.



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April 4, 2019

Welcome to the Indiana School for the Deaf (ISD) and to Hoosier Hospitality in Indianapolis, Indiana. As host of the 2019 Early Childhood Education Conference we are honored to have educators from all over the country visit our beautiful campus.

Founded in 1843 (*and celebrating our 175th anniversary this year*), ISD is a fully accredited school for Deaf and hard of hearing students from pre-school through high school, accredited by AdvancED Indiana and the Conference of Educational Administrators of Schools and Programs for the Deaf. We provide a quality education to approximately 330 students enrolled on campus.

I want to express my appreciation to Kim Kause, our Director of Instruction, and Melissa Cassel and their hard-working group of staff and volunteers for making the conference a successful event! The ISD family hopes you enjoy your time here as our guests!

Your time with us will be full of learning new teaching techniques, solutions to issues that we all share and networking with others in your field. Take a moment to say hello to a colleague and I hope you enjoy your time with us.

Truly yours,

Dr. David Geeslin
Superintendent/CEO

The Indiana School for the Deaf is a bilingual educational environment where students belong, excel and thrive academically and socially.





April 4, 2019

Dear Summit Participants,

Welcome to the 10th annual ECE Summit at the Indiana School for the Deaf (ISD)! We are excited to welcome 100+ registrants to ECE Summit X! The conference planning committee have been working hard since the conclusion of last year's ECE Summit IX at Gallaudet University to prepare for the summit. The committee truly hopes you will use this opportunity learn, engage, interact and network with others throughout the summit.

Moving Mind, Body, and Heart is this year's ECE Summit conference theme. The conference theme focuses on the value of the development of the whole child – physical, social, emotional, and cognitive. Also, the nature of education business ultimately comes from within our hearts wanting what is the best for our young students. We look forward to seeing what comes from this summit, as we collaborate our knowledge, experience and work as a team to reach new peaks.

In closing, we would like to thank you for attending and bringing your expertise to the ECE Summit X! We have a packed agenda for the summit. Please remember to take the time to familiarize yourself with the schedule. Throughout the summit, we ask you to stay engaged, keep us proactive, and help us shape the future of ASL and English Bilingual Early Childhood Education!

Truly yours,

Kimberly A. Kause, Ed.S.
Director of Instruction
Conference Co-Coordinator

Melissa Cassel
Conference Co-Coordinator

The Indiana School for the Deaf is a bilingual educational environment where students belong, excel and thrive academically and socially.

ECE SUMMIT X SCHEDULE

APRIL 4-6, 2019

Thursday, April 4th	
1:00 p.m. to 3:00 p.m.	Tour of ISD Campus (RSVP only)
4:45 p.m.	Bus from Sheraton Indianapolis Hotel to Indiana School for the Deaf
5:00 p.m. to 6:00 p.m.	Registration at Kratzberg Recreational Center (KRC)
5:30 p.m. to 7:00 p.m.	Heavy Appetizers at KRC
7:00 p.m. to 8:30 p.m.	"Silence is not Golden" by Sheena McFeely at KRC
8:30 p.m.	Bus from Indiana School for the Deaf to Sheraton Indianapolis Hotel
Friday, April 5th	
7:15 a.m.	Bus from Sheraton Indianapolis Hotel to Indiana School for the Deaf
7:30 a.m. to 8:15 a.m.	Breakfast at KRC
8:30 a.m. to 10:30 a.m.	"Train Gone Sorry, Not: The Mindfulness Essentials for One and All" by Jodee Crace at KRC
10:30 a.m. to 10:45 a.m.	Break
11:00 a.m. to 12:00 p.m.	Breakout Sessions (Locations vary)
12:15 p.m. to 1:00 p.m.	Lunch
1:15 p.m. to 2:45 p.m.	"Moving Our Bodies: Getting a Jump on Motor and Learning Skills" by Dr. Jeanine Goldner at KRC
2:45 p.m. to 3:00 p.m.	Break
3:00 p.m. to 4:00 p.m.	Work Groups
4:15 p.m. to 4:45 p.m.	ECE/Elementary Simms Hall Tour
4:50 p.m. to 5:00 p.m.	Group picture at Simms Hall
5:15 p.m.	Bus from Indiana School for the Deaf to Sheraton Indianapolis Hotel
7:00 p.m.	The Danny Murphy Show at Matthew S. Moore Auditorium • Tickets Online <i>Transportation is available; provided by ISD</i>
Saturday, April 6th	
7:15 a.m.	Bus from Sheraton Indianapolis Hotel to Indiana School for the Deaf
7:30 a.m. to 8:15 a.m.	Breakfast at Brown Cafeteria
8:30 a.m. to 11:00 a.m.	"Growing together: Anti-Bias Education for Young Children and Ourselves" by Doralynn Folse and Amy Parsons at KRC
11:00 a.m. to 11:15 a.m.	Break
11:15 a.m. to 12:15 p.m.	Work Groups at KRC
12:15 p.m. to 1:00 p.m.	Lunch
1:00 p.m. to 2:00 p.m.	Breakout Sessions (Locations vary)
Tttt	Break
2:15 p.m. to 3:45 p.m.	Resource Time at KRC
3:45 p.m. to 5:00 p.m.	Business Meeting at KRC
5:00 p.m.	Bus from Indiana School for the Deaf to Sheraton Indianapolis Hotel



Presenters

THURSDAY, APRIL 4TH***Silence is not Golden****Sheena McFeely***FRIDAY, APRIL 5TH*****Train Gone Sorry, Not: The Mindfulness Essentials for One and All****Jodee Crace***BREAKOUT SESSIONS*****Helpful Tips for Responding to Bias****Doralynn Folse and Amy Parsons****Preparing Students for Technology with Activities that Develop Computational Thinking Skills****Beth Kimball and Stephanie Steiner****The Right to be Creative with Loose Parts****Kimberly "Kim" Hand and ShaShonie "Sha" Reins****Using Assessments and Documentation to Guide Natural Language Opportunities for Bilingual Children Birth to Three who are Deaf and Hard of Hearing and their Families****Sarah Honigfield and Karen Windhorn***SATURDAY, APRIL 6TH*****Growing Together: Anti-Bias Education for Young Children and Ourselves****Doralynn Folse and Amy Parsons***BREAKOUT SESSIONS*****Forest Day Learning: Stories from the Forest****Kimberly "Kim" Hand and ShaShonie "Sha" Reins****Kindergarten Readiness and Beyond: VCSL and the ASL Content Standards****Sara Stallard****Supporting the Whole Child Through Dramatic Play****April Brunsvik and Courtney Hipskind****Using ASL Specialist and SLPs to achieve the best outcomes for Deaf and Hard of Hearing Children****Sarah Honigfield and Karen Windhorn***BREAKOUT SESSIONS ABSTRACTS:
FRIDAY, APRIL 5TH****Helpful Tips for Responding to Bias***Doralynn Folse and Amy Parsons*

Everyone has experienced a time when they were uncertain what to say to an insensitive remark or joke. This information will offer guidance and suggestions to help you respond in thoughtful ways.

Preparing Students for Technology with Activities that Develop Computational Thinking Skills*Beth Kimball and Stephanie Steiner*

How can young children develop the skills necessary to keep up with the fast paced world of technology? Come learn what skills are required, which types of activities support skill development, and how you can help your students set off on the right technological foot...without increasing your already overwhelming workload. This workshop will discuss introductory functional skills that help provide support for strong technological understanding later in life.

The Right to be Creative with Loose Parts*Kimberly "Kim" Hand and ShaShonie "Sha" Reins*

For many hundreds of years, children have played with loose parts in their surroundings. With advancing technology and mass production, the children's play has shifted towards 'finished' materials and technology which leaves barely any room for creativity. Loose Parts are materials that children use to express their thoughts and make stories come alive. The opportunities with the loose parts are truly infinite and amazing. In this presentation, we will share what Loose Parts are, the endless possibilities of them, and how to connect Loose Parts to state standards. You will leave with a start-up list of Loose Parts for your newly loose parts inspired classroom.

Using Assessments and Documentation to Guide Natural Language Opportunities for Bilingual Children Birth to Three who are Deaf and Hard of Hearing and their Families

Sarah Honigfield and Karen Windhorn

Research shows that children learn most effectively when provided with natural learning opportunities built into their daily routines. Early Intervention services are most successful when parents and family members implement strategies that foster language acquisition naturally throughout their child's day. This presentation will describe how two educators from different bilingual (American Sign Language and English) Parent Infant Programs use assessment tools and documentation strategies in their programs to create and implement high quality services for families of children birth to three who are deaf or hard of hearing. Within each program, various strategies have been incorporated to support authentic language learning opportunities for families and their deaf and hard of hearing children both in program and while at home.



BREAKOUT SESSIONS ABSTRACTS: SATURDAY, APRIL 6TH

Forest Day Learning: Stories from the Forest *Kimberly "Kim" Hand and ShaShonie "Sha" Reins*

Forest School has inspired New Mexico School for the Deaf in incorporating Forest Day Learning (FDL) in our ECE program. FDL has opened doors to confidence, love for nature, creating inquiry in the children. NMSD is also a Reggio Emilia inspired program which identifies the importance of the environment as our third teacher. With that, we also incorporate variety of investigative opportunities with materials/ Loose Parts in our playgrounds. You will leave with inspiring stories, document with variety of ideas/provocations for inquiry-based exploration.

Kindergarten Readiness and Beyond: VCSL and the ASL Content Standards *Sara Stallard*

Language skills and a growth mindset are integral parts of the mind, body, and heart of a deaf or hard of hearing child. The Visual Communication and Sign Language (VCSL) Checklist was developed to address American Sign Language (ASL) skills development in children from birth to age 5. Then the K-12 ASL Content Standards were developed to address ASL skills development from kindergarten through grade 12. Teachers, parents, and other professionals who work in deaf education have long embraced certain fundamental principles of literacy and its place in the life of a deaf or hard of hearing child. Certain expectations for language skills development have endured over the decades through their evolution into clear frameworks delineating the use of one language or the other. In observing how this development spirals throughout a child's education, we must prepare and equip ECE and K-2 teams with the tools they will need to answer questions about language proficiency in this age of data accountability. We will look at the ASL Content Standards and see how they relate to skills covered by the VCSL Checklist, the 15 Principles for Reading to Deaf Children, and the Common Core State Standards for English Language Arts. We will also look at several other assessment tools and their intended roles in supporting deaf and hard of hearing children's language use and development in educational settings from birth through graduation.

Supporting the Whole Child Through Dramatic Play

April Brunsvik and Courtney Hipkind

We all know that early childhood is an important time for learning and a critical period for language acquisition. Our hope is that when children arrive in the classroom at 3 years of age, they have age appropriate language. Unfortunately, in Deaf education, children arrive with varying degrees of access and language. Some children arrive with access to language from birth; however, many arrive with delays and even deprivation of language. So, how do we provide rich learning experiences that apply to all learners? Dramatic play is a platform in which ALL students can learn, thrive, and explore. Through hands-on, language-rich environments of intentional play, language development will flourish. Dramatic play not only provides a rich language environment for all Deaf children, it fosters all areas of development, supporting the whole child. Additionally, it allows for intentional exposure to the language tied to life experiences that are often missed due to lack of incidental learning. Come and learn how you can implement dramatic play in your classroom in cheap, easy, and intentional ways.

Using ASL Specialists and SLPs to achieve the best outcomes for Deaf and Hard of Hearing Children

Tina Caloud, Jackie Katter, Peter Leccese, Lindsey Pfledderer and Casey Spelman

Speech-Language Pathologists (SLPs) are experts in communication trained specifically in language development (including delays and disorders), neurological development, additional disabilities, and social and cognitive communication. In the school setting, SLPs work with students who have deficits in the aforementioned areas. Collaboration with American Sign Language (ASL) Specialists is crucial in achieving the best outcomes for Deaf or Hard of Hearing students who utilize ASL. Together, SLPs and ASL Specialists can evaluate, monitor, and address the needs of this population on an individualized basis. Although there can be challenges, collaboration with these professionals, especially for early intervention, is in the best interest of the child.

ECE SUMMIT X

APRIL 4-6, 2019



JODEE CRACE



JEANINE GOLDNER



COURTNEY HIPKIND



DORALYNN FOLSE



SHEENA MCFEELY



APRIL BRUNSVIK



AMY PARSONS



SHASHONIE REINS



ELIZABETH KIMBALL



STEPHANIE STEINER



SARA STALLARD



KAREN WINDHORN



KIM HAND



SARAH HONIGFIELD



TINA CALOUD



CASEY SPELMAN



LINDSEY PFLEDDERER



JACQUELINE D. HALL-KATTER



PETER LECCESE

Presenters

Silence is not Golden

Sheena McFeely • Author, Creator, and Speaker

Being Deaf, an immigrant straight out of Hong Kong, and small in stature did not stop Sheena McFeely from being who she is today. An author, a creator, and a motivational speaker. Sheena has been featured on The Nate Berkus Talk Show, a viral sensation Disney commercial, and A&E's TV documentary Deaf Out Loud. On top of everything, she produced as well as directed videos which have reached over millions of hits including ASL Nook, and 10 Deaf Children, 1 Powerful Message. Sheena's works have received acclaims from media such as Kickstarter, Austin Woman Magazine, UpWorthy, The Huffington Post, Mental_Floss, Deaf People, and Ability Magazine. In 2019, SXSW honored Sheena the Community Service Awards for her commitment to community service. All in the name of authentic representation, awareness, and equality of Deaf people. Ultimately, Sheena is a proud Deaf woman who believes that talking gets you nowhere, doing does.

Train Gone Sorry, Not: The Mindful Essentials for One and All

Jodee Crace • Early Education and Family Support Provider and Consultant. My life story has revolved around supporting people (as individuals or in groups) to become a better version of self, thus my background career in human relations with supporting and empowering families. My strongest traits are flexibility, personal and cultural sensitivity, compassion, empowerment/self-sufficiency, strong principle of teamwork/collaboration and being aware and observant of trends/issues. In addition, my personal journey into Deafhood and being a parent of blind and Deaf adults, with two being cancer survivors, have enriched my value of well-being with mindfulness and striving for full acceptance.

Moving our Bodies: getting a jump on motor and learning skills

Jeanine Goldner • Indiana School for the Deaf; Physical Therapist

Jeanine David Goldner, PT, DPT, MHS has provided physical therapy services to children who are deaf and hard of hearing for more than 25 years. Jeanine provides school-based physical therapy services at Indiana School for the Deaf, evaluation and consultation services at the Center for Deaf and Hard of Hearing, and early intervention services through First Steps of Indiana. She is a Board of Certified Pediatric Clinical Specialist

and is certified in Sensory Integration and administration of the Sensory Integration and Praxis Tests. Jeanine recently completed advance training in pediatric vestibular rehabilitation.

Doralynn Folsé • Retired ECE Principal, California School for the Deaf, Fremont. Adjunct Faculty, Ohlone Community College, Fremont, CA. Doralynn Folsé has been dedicated to the field of Deaf Education for over three decades. She taught Early Childhood Education in Los Angeles. At the California School for the Deaf in Fremont she worked as the Diversity Specialist and strived to provide the school with a social justice lens in which to view students' intersecting identities. Doralynn was the Early Childhood Education principal for five years and passionately incorporated Anti-Bias Education while striving daily to inspire progressive social change in the classrooms, with the ECE teachers, staff and families. After 31 years in the field, she finally retired and is embracing new adventures.

Amy Parsons • Educational interpreter consultant, Amy works as a professional interpreting mentor. She supports culturally responsive pedagogies and anti-bias frameworks, with the goal of increasing opportunities for all students and their families to access their education.

Tina Caloud • American Sign Language Specialist, Tina is currently an ASL Specialist at Indiana School for the Deaf and she works close with younger Deaf children in ECE. Tina provides assessment, language push-in and consultations to Deaf children and their families. Prior to her current job, she worked at Atlanta Area School for the Deaf as an ASL Specialist including developing accessible materials in ASL. She has been in the field of ASL education for over 20 years. In her spare time, Tina enjoys walking the nature trails, watching Netflix, and tending her furry family members. She also loves to travel and spend time with family and friends.

Presenters
BIOGRAPHY

Jacqueline D. Hall-Katter • Speech Language Pathologist, Jackie is a speech language pathologist at the Center for Deaf and Hard of Hearing Education. Jackie graduated with her Masters of Science Degree from Purdue University in 1992. After becoming a mother of four children, two who are Deaf, she began working in deaf education in 1997 at the Indiana School for the Deaf and continued to provide services there until her recent move in 2016 to CDHHE.

Peter Leccese • American Sign Language Specialist, born in New York. Graduated Gallaudet University with B.A in ASL and Comm Studies. Graduated from McDaniel College with a Masters in Deaf Education. Worked three years as an ASL teacher in Elementary school at Indiana School for the Deaf. Is now entering the fourth year as an ASL specialist at Indiana School for the Deaf.

Lindsey Pfladderer • Speech Language Pathologist, Lindsey is a speech-language pathologist who has been practicing for 4 years. She has experience working in the public school system as well as the hospital setting and has worked at ISD for the past 3 years. Lindsey graduated from Ball State University with her Bachelor's degree in 2013 and her Master's degree in 2015. Her professional areas of interest include early intervention, language disorders, and traumatic brain injury.

Casey Spelman • Speech-Language Pathologist, Casey is a Speech-Language Pathologist at the Indiana School for the Deaf. She received her bachelor's degree in Speech, Language, and Hearing Sciences from Purdue University in 2014 and a Master of Science in Speech-Language Pathology from The University of Texas at El Paso in 2016. She worked as an adjunct faculty member for Indiana State University from 2017-2018 where she taught an undergraduate course in the Communication Disorders Program. Casey also works part-time at a local rehabilitation hospital. Her professional interests include bilingualism, language acquisition, and cognitive rehabilitation.

Beth Kimball • MS/HS STEM Teacher (various content areas and grade levels), Beth Kimball is a middle/high school STEM teacher here at Indiana School for the Deaf. She holds degrees in biology, chemistry, and ex-

periential education from various institutions and is a facilitator for Code.org computer science workshops. Hobbies include cycling, bike maintenance, climbing, and not staying still for more than 15 minutes.

Stephanie Steiner • Educational Technology Specialist, Stephanie is a Ball State University graduate with license in Deaf Education, Elementary Education, and Special Education. She has been working at ISD for over 11 years. Starting at ISD in the preschool department as a long-term substitute, she was hired as a full-time kindergarten teacher in 2008. After five years in the classroom, she accepted the newly created Educational Technology Specialist position at ISD and has been supporting staff and students with educational technology needs for the past 6 years.

April Brunsvik and Courtney Hipskind • Early Childhood Education Educators (3-4-year-old preschool class) at the California School for the Deaf- Fremont, April and Courtney are passionate about their preschool class and even more passionate about dramatic play. Throughout their team-teaching experience, they have seen children thrive in all areas by utilizing language rich dramatic play. They both reside in the East Bay and work at California School for the Deaf, Fremont. April graduated from Utah State University and Courtney graduated from University of California, San Diego. Together they have 10 years of experience in Deaf education and can't wait to share with you!

Kim Hand • Pre-Kindergarten Teacher, Kim Hand, a Michigander and an alumna of Michigan School for the Deaf, received her B.A. in Family and Consumer Studies: Child Development from Gallaudet University and Masters in Deaf Education from Idaho State University. She has taught between 2nd- 6th grade for 12 years and currently 8th year in Early Childhood Education department as a Pre-Kindergarten teacher at New Mexico School for the Deaf.

Presenters
BIOGRAPHY

ShaShonie "Sha" Reins • Preschool Teacher, ShaShonie Reins, currently living in Santa Fe, New Mexico hails from California School for the Deaf, Fremont. She received her B.A. degree in Family and Consumer Studies: Child Development and Masters in Family Centered Early Education from Gallaudet University. She has taught Preschool children at New Mexico School for the Deaf for 14 years.

Sara Stallard • Education Resources Coordinator at the Laurent Clerc National Deaf Education Center, Sara Stallard, MA, serves as education resources coordinator at the Laurent Clerc National Deaf Education Center. Previously, she taught high school English at the Model Secondary School for the Deaf. Stallard grew up in the San Francisco Bay Area and attended the California School for the Deaf, Fremont. She earned her bachelor's degree in English from Gallaudet University and her master's degree in education with a specialization in curriculum and instruction from the University of Phoenix. She also holds an associate's degree in graphic design from the Rochester Institute of Technology.

Sarah Honigfield • Parent Infant Program Coordinator, The Learning Center for the Deaf Sarah Honigfield earned her M.A in School Counseling from Gallaudet University, during which she also completed her graduate certificate in Deaf and Hard of Hearing Infants, Toddlers, and Families: Collaboration and Leadership. She provided services as a state-certified Early Intervention specialist in the Greater Boston area for four years, and then in 2016 joined the Parent Infant Program team at The Learning Center for the Deaf as Program Coordinator. Her areas of interest include family- centered approaches to providing services, language acquisition at an early age, and natural learning opportunities for families.



PETER LECCESE AND KINDERGARTEN CLASS

			
Laurene E. Simms President	Leigh Crane Vice-President	Nancy Milner Secretary	Bobbie Jo Herbold Treasurer
			
Candi Harbison Northeast & Mid-Atlantic Region Representative	Randi Mitchell, South Region Representative	Twila Latini Midwest Region Representative	Latrina Lewis West Coast Region Representative

During the summer of 2005, as part of the Gallaudet Leadership Institute and Center on American Sign Language and English Bilingual Education and Research (CAEBER), numerous professionals gathered at Gallaudet to prioritize areas for the future direction of early childhood education of the Deaf and Hard of Hearing. The priority areas identified were:

- National Curriculum Development
- Cooperative and Collaborative (Networking) Between and Among Professionals
- Impact of Technology, Medical and Educational Communities
- Training (Leadership and Instructional)
- Training in the Unique Needs of Diverse Children, Multiple Disabilities, Culturally and Linguistically Diverse Children, Hard of Hearing Children, and Hearing Children of Deaf Adults (CODA)
- Public Policy/System Issues/ Advocacy • High Quality Research

As a result of that meeting, the Center for ASL/English Bilingual Education and Research:Early Childhood Advisory Focus Group was formed. The purpose of the National ASL/English Bilingual ECE Advisory Focus Group is to coordinate and collaborate in the compilation of a Bilingual Early Childhood Curriculum for deaf and hard of hearing children. This compilation is intended to be used with home-based, school based and community based programs. Currently, professionals do not have guidance in the provision of bilingual education of the very young deaf/hard of hearing child. The result of our work will be a research-based curriculum for professionals to use across the country. This work also is in alignment with the National Deaf Education Project (<http://www.ndepnow.org>). In addition to curriculum, the group identified research and resources as priorities to address (as stated above). Now that the Advisory Focus Group's three years project ended last December 2010, in2011, the National ASL/English Bilingual Consortium for Early Childhood Education is being established as a non-profit organization of professionals who are dedicated to the development, management, and coordination of ASL/English bilingual early childhood programs for children who are deaf and hard of hearing and their families. This organization gives us an opportunity to continue working with our colleagues on some of the aforementioned areas as well as setting up cooperative and collaborative networking among professionals.

Your involvement and our work during the summit will have a positive impact on how we all can work together to provide information, resources and strategies that will allow for early access to language and bilingual education for deaf and hard of hearing children.

Please visit our website for more information about the organization at www.bilingualece.org and/or contact at ece.summit@gmail.com



Graduate Certificate in ASL & English Bilingual Early Childhood Deaf Education: Birth to 5



General Application Requirements

- A completed application form
- An application fee of \$75
- A minimum 3.0 GPA in all previous undergraduate and graduate studies
- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university
- Official transcripts of all graduate study
- Goal statement
- TOEFL scores for international students

Specific Program Application Requirements Program Contact Information

- Three letters of recommendation
- ASLPI 2 or above and/or multi-measurement artifacts (use of ASL)
- A bachelor's degree in Deaf Education, Special Education, Counseling, Social Work and/or any related fields
- Evidence of successful paid or volunteer work with infants, children or adolescents and/or families (at least two years)
- Applicants have or are pursuing teaching certification or licensure, preferably in the area of early childhood education, special education, deaf education, or speech-language

License/certificate of teaching (optional)

aeece@gallaudet.edu
 (202) 651-5530 (V)
 (202) 250-2468 VP
 (202) 651-5860 (fax)



OUR TEAM

Focus: Serving Diverse Families with Deaf/HH Children with culturally appropriate signs

Nationally Certified ASL Assessors & Trainers

We are pleased to share list of names of those who have earned the ASL Assessor/Trainer Certification: Birth to 5. This list indicates all who completed specialized training and possess specific competencies related to evaluation, assessment, and education of children birth to 5 who use ASL.

For further information, Certified ASL Assessors/trainers listed below may be contacted by agencies, state departments, and schools for their services on assessing Deaf and hard of hearing children's ASL and/or providing training on ASL assessments: Birth to 5 years old.

Certified specialists must keep up their membership in NASLECE in good standing each year to maintain annual certification with evidence of professional development activities.



[Nationally Certified ASL Assessors & Trainers](#)

Want to become one?
[Click here for more information.](#)



Project Manager

Brandon "BL" William
*NTID Student Life Team Coordinator
 Rochester Institute of Technology*



Consultant

Callie Frye
*Sensory Disability Advocate
 Disability Rights California*



Consultant

Leila Hanaumi
*Director of Brand Communications
 Cowo Communications*



Consultant

Storm Smith
*Art Director
 BBDO Worldwide*

THE DEPARTMENT OF
EDUCATION HOSTS

FIRST ANNUAL

ASL & ENGLISH BILINGUAL FAIR

AT GALLAUDET
UNIVERSITY

SAVE THE DATE!

When: March 5, 2020
education@gallaudet.edu

More information forthcoming!

DEAFHANGOUT THEATER presents

Matthew S. Moore,
Master of Ceremonies



THE Danny Murphy SHOW

THUR. THRU SAT.,
APRIL 4-6, 2019

7- 9PM

MSM AUDITORIUM

Matthew S. Moore Auditorium
Indiana Deaf School
1200 42nd Street
Indianapolis, IN

TICKETS:

\$30 FOR FRONT ROWS (3-4)

\$25 FOR ALL OTHER SEATS

\$20 STUDENTS (VALID ID REQUIRED)

\$12 UNDER AGE 12

\$40 AT THE DOOR

CONTACT: bbutler@deafhangout.org

15-year-old
Danny Murphy
is a British
performer already
well-known on
Facebook, which
features videos
of his humorous
skits.



**WE'D LIKE TO PERSONALLY THANK
THOSE WHO HELPED US MAKE THIS A SUCCESSFUL EVENT!**

3rd Grade Students for Simms Tour

Laura Adam

Andy Alka

Sharon Baker and Culinary Arts

Cara Barnett

Ronnie Burklew

Cathy Covey

Dawn Crock

Wade Curtis

Lori Dille

Tami Dominguez

ECE Paraprofessionals

ECE Students for Campus Signs

Jennifer Friede

David Geeslin

Samantha Gonzales

ISD Interpreting Staff

ISD Maintenance Staff

Susan Kelly

Matt Krueger

Peter Leccese

Joy Lehnerz

Carrie Martin

Amanda Phillips

Peter Pickering

Rachele Powers

Mary Rice

Stephanie Steiner

David Tajc

Scott Tilson

Darin Turner

Rae Vieth

Volunteers

Sandra Wascher

Jeanny Wooten

**WE WANT TO RECOGNIZE OUR SPONSORS
FOR MAKING THIS CONFERENCE HAPPEN!**



LUNA | Language
Services



INDIANA SCHOOL FOR THE DEAF
PARENT • TEACHER • COUNSELOR • ORGANIZATION



Conference
Password: 2019CEEx
(case sensitive)

INDIANA SCHOOL FOR THE DEAF CAMPUS MAP



BUILDINGS

- | | | | |
|----|---|----|---|
| 1 | J.A. Raney | 11 | Storeroom |
| 2 | J.A. Raney Hall | 12 | Laundry |
| 3 | Simms - Old Health Center | 13 | Powerhouse |
| 4 | Simms Hall & Cafeteria | 14 | Storage Shed |
| 5 | Simms - Elementary School | 15 | Physical Plant |
| 6 | Willard Hall (Administration, Middle and High School) | 17 | Caskey Activity Building (Gymnasium & Natatorium) |
| 7 | Stanfill Career & Technical Education Building | 18 | Scout Cabin |
| 8 | Residence Hall (Koob Hall, Fair Hall and Kratzberg Recreation Center) | 19 | Athletic Building & Fields |
| 9 | Dixon House | 20 | Campus Police Post |
| 10 | Brown Cafeteria | 21 | Simpson Hall (Not in Use) |
| | | 22 | Eliza Willard Assessment Center |

LEGENDS

- Walkway
- Campus Street
- P Parking