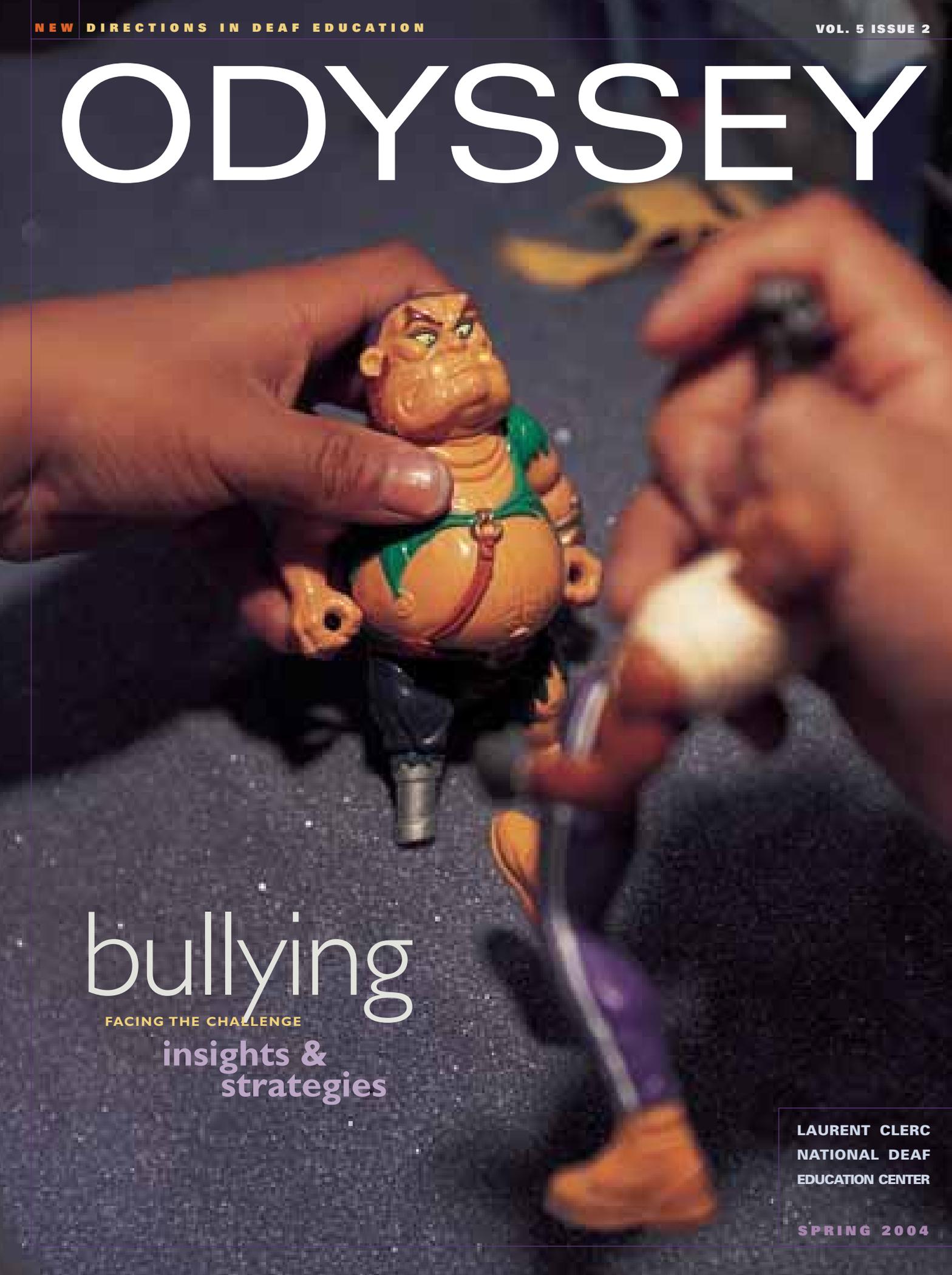


ODYSSEY



bullying

FACING THE CHALLENGE

insights &
strategies

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Bullying in Schools Taking Preventive Measures

When many of us were students, we knew of the school bully—a single student. At present, however, the phenomenon of student bullying—and often the number of bullies per school—has grown, and educators and families are deeply concerned. The issue is compounded by the fact that students many times do not report incidences of bullying to their teachers, counselors, or



families, choosing instead to endure being bullied in silence and shame. There are indications that the consequences of bullying can be long lasting and profound, ranging from suicidal depression to the shocking events at Columbine High School five years ago. This issue is of such concern that many schools have taped a recent episode of CBS's "Without a Trace," in which a student was bullied and ultimately saved from hanging himself in the nick of

time, and are showing it to students to prompt discussion.

With this issue of *Odyssey*, we hope to encourage educators, counselors, and administrators to develop preventative strategies and plans for intervention. William McCrone, a professor of counseling at Gallaudet University, cites the steps in developing such a plan; in addition, he notes the conflicting messages in our culture that sometimes encourage respect, acceptance, and even admiration for bullies and bullying! Michael Harvey, a psychologist from Massachusetts, addresses the larger context and asks how we can help students confront evil—from everyday unnecessary slights to the inexplicable horror of terrorism. Beth Betman, a KDES social worker, describes how working with sandtrays can be especially helpful to children. Peter Steyger, a researcher who grew up in England, draws on his personal experience to observe how denial of one's deaf identity can exacerbate bullying. Coletta Fidler, a counselor at MSSD, notes that beginning each year with workshops on bullying is an important step in a comprehensive plan for preventing bullying. Jennifer Tresh, from the National Deaf Academy in Florida, advises families on how to engage their children in conversation to ensure that if they are bullied, they will be able to talk about it. Claire Bugen and Steve Baldwin announce the release of the Texas School for the Deaf's production of *A Shadow's Resolve*, a videotape for schools to help prevent bullying.

As educators, we must promote the qualities of citizenship, responsibility, and respect for one another. Whatever schools do, we must take action to ensure that students are safe and that they are provided with the necessary tools to ensure a safer, more responsible, and humane world.

—Katherine A. Jankowski, Ph.D., Dean
Laurent Clerc National Deaf Education Center
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On the cover: *Bullying may be explored through the use of sand and iconic figures. Photo by John Consoli.*



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Odyssey extends its thanks to the teacher and student models from the Model Secondary School for the Deaf and Kendall Demonstration Elementary School who helped us with the photographs for this issue: Merime Ahmed, Dwight Alston, Johana Cruz, Cierra Cotton, Megan George, Kimber Holmes, Cristian Medrano, Tayla Newman, Emmanuel Njoku, David Parham, Stacey Pedersen, Natacha Pericles, Wally Emul-Moore, Tim Martin, Billy Shields, Yang So, Brennan Terhune-Cotter, Shannon Thornhill

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**LAURENT CLERC
NATIONAL DEAF
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school bullying

a problem for
deaf and hard of
hearing students?

INSIGHTS & STRATEGIES

By William P. McCrone

If we are to have peace in the world, we have to start with the children. ~ Gandhi

Louis, a slender, bright, 11-year-old black deaf residential school student with mild cerebral palsy, has fallen behind in his personal hygiene and his classroom work because older deaf boys in his dorm physically and sexually taunt him when he is trying to sleep and when he uses the bathroom or shower of the dormitory. Spending money, clothes, and gifts from his parents have been regularly stolen. Louis's tearful complaints have been brushed aside by a houseparent who told Louis "not to be a baby."

Amy, a 16-year-old white deaf student with a cochlear implant, attended a large mainstream school where she was teased by hearing "sorority sisters" on the school bus and through on-line instant messaging about her weight, braces, cochlear implant, sign language, and efforts to read lips. Amy frequently told her mother she was too ill to go to school. After a physical altercation in the cafeteria with the hearing girls who had been teasing her, Amy, working through the classroom interpreter, told the itinerant, part-time hearing school counselor that she uses marijuana and alcohol to deal with the stress of the bullying by the hearing girls and that she often thinks about suicide.

Mohammed, an artistic hard of hearing 15-year-old Iranian American student in a small, rural mainstream program, found that he socialized mostly with hearing female students because the hearing male students taunted him about being Muslim, hard of hearing, and homosexual. A teacher confronted Mohammed when she saw a box cutter knife in Mohammed's backpack. Mohammed told the teacher he would use the knife against the school bullies if necessary. The teacher reported Mohammed's weapon possession, which resulted in an Individualized Education Program disciplinary suspension. Mohammed's parents are exploring home schooling.

Photography by John T. Consoli





William P. McCrone,

Ed.D., J.D., is a professor of counseling and former dean of the School of Education and Human Services at Gallaudet University in Washington, D.C. He was a legislative fellow to U.S. Senator Tom Harkin, Chief Senate sponsor of the Americans with Disabilities Act.

Left: Bullying can happen at any age, but it peaks in middle school and junior high school.



The names have been changed but, with the exception of Mohammed whose story can be checked out at <http://www.wrights law.com/info/discipl.suspend.crabtree.htm>, each of these incidents comes from my files. The bullying of deaf and hard of hearing students is surely at least as common as bullying among hearing students. Olweus (1993) found that 15 percent of students are either bullied regularly or are the initiators of bullying behavior. A Nickelodeon/Kaiser Family Foundation survey (2001) of 8- to 15-year-old students found that “teasing and bullying” tops the list of school problems identified by these students. These students ranked teasing and bullying as a bigger problem than “alcohol and drugs” or “pressure to have sex.”

Bullies of deaf and hard of hearing students can be deaf, hard of hearing, or hearing. For some resilient students, incidents of bullying pass without lasting psychological damage. But for other students, bullying results in lifelong emotional damage and/or attempts, sometimes successful, at suicide. Studies show that students who are chronically victimized by bullies are at increased risk for depression, schizophrenia, self-concept problems, anxiety disorders, social

withdrawal, and long-term victim status identification (Batsche & Knoff, 1994; Olweus, 1993). Occasionally bullying results in murder. The suicide note left by Eric Harris, one of the two attackers at Columbine High School in Littleton, Colorado, said: “Your children who have ridiculed me, who have chosen not to accept me, who have treated me like I am not worth their time, are dead.” Approximately 50 percent of boys who bully and 30 percent of girls who bully, as well as 36 percent of boys and 15 percent of girls who have been bullied, carry weapons (Nansel, Overpeck, Haynie, Ruan, & Scheidt, 2003).

Definitions and Explorations

What is bullying? Are deaf and hard of hearing students particularly vulnerable to bullying? What motivates hearing and deaf bullies to bully deaf and hard of hearing students? What resources are available to help parents and educators prevent bullying in schools for deaf and hard of hearing students?

Bullying is an ongoing method of mistreating, dominating, hurting, frightening, and/or browbeating another person by an individual or group. Bullies use physical, verbal, and psychological methods to humiliate, embarrass, and overpower others (Fried & Fried, 1996). Bullying by boys and girls can happen at any age, but it peaks in the middle school/junior high school years (Bosworth, Espelage, & Simon, 1999; Harris & Petrie, 2002; Aber, Brown, & Jones, 2003). Ironically, this is the same period when male testosterone levels, drug and alcohol abuse experimentation, sexual identity struggles, and teen suicide rates take off (McCrone, 2003).

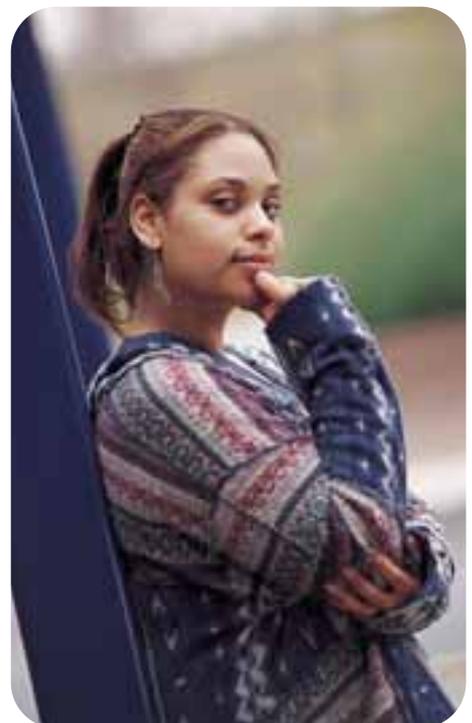
Bullying can take many forms—sexual harassment, extortion, physical abuse, racist behavior, teasing, pressuring, name-calling, social isolation, lying about and/or stealing from the victim. An Archives of Pediatrics and Adolescent Medicine study (Nansel et al., 2003) of 15,000 students in grades six to ten suggests that school bullying should not be considered a normal part of growing

up, but as a risk factor for more extreme violence in the future by both the bully and the victim of the bullying. Approximately 60 percent of children characterized as bullies in sixth through ninth grade had at least one criminal conviction by age 24 (Olweus, 1993).

A Culture of Mixed Messages

Do we send children mixed messages about bullying? Is it possible that deaf and hearing youth are seeing and learning far more pro-bully messages in our culture than anti-bully messages? What message does the “win at all cost” junior varsity coach send to student athletes when he or she encourages and rewards defensive players for twist tackling the knees of opposing quarterbacks? What are students to think about out of control parents who assault referees at Little League and club hockey games?

Children do not live and learn in a vacuum. How many of us have seen adults driving cars with bumper stickers that say “My kid beat up your honor roll student!” How many deaf and hearing children have seen their parents engaged in “road rage” incidents? Bullying dominates many of





the most popular TV cartoon and action programs (Klopfer, et al., 2002).

Bullying is a common theme in World Wrestling Federation programs that hearing, hard of hearing, and deaf children like to watch on TV.

The best-selling video games, “Grand Theft Auto” and “Hitman,” contain pervasive bullying. Many parents in Illinois told the school that the hazing that sent dozens of younger sorority pledges to the emergency room was not the school’s business and some parents sued to be sure that their daughters—who had bullied the pledges to the point that they had to go to the hospital—would graduate on time (Walsh, 2003).

Kip Kinkel, a troubled Oregon student in counseling because of emotional problems and related bullying, murdered four people and tried to kill 25 more at Thurston High School with guns his father, a teacher, had bought for him for his birthday (www.cnn.com/US/9806/16/kinkel.arraign.update).

A music video by rap performer 50 Cent that is seen frequently on after-school MTV shows the sexist performer dominating near-nude women so he can qualify as a pimp before a “pimp council.” What might this have to do with the sexual harassment of middle

school girls by bullies? An argument can be made that our culture and our media flood children—deaf, hard of hearing, and hearing—with pro-bully messages that subvert civility. Unfortunately, many families and school personnel simply view bullying as a “rite of passage.” Children are told to “suck it up,” as if cruel pecking orders are a given in life.

Bullying and Deaf and Hard of Hearing Students

How many academically unsuccessful deaf students have been the victims of bullying by hearing students and by more powerful deaf students? Are the deaf or hearing bullies acting out the prejudices of their families?

According to research by John Hoover and Ronald Oliver (1996), “not fitting in” is the most common characteristic of children who are bullied by their peers. Espelage, Asidao, and Vion (1999) found that students who are physically different and those who are perceived to be “not as good at things as everyone else is” are more likely to be victimized by bullies. The academic failure and

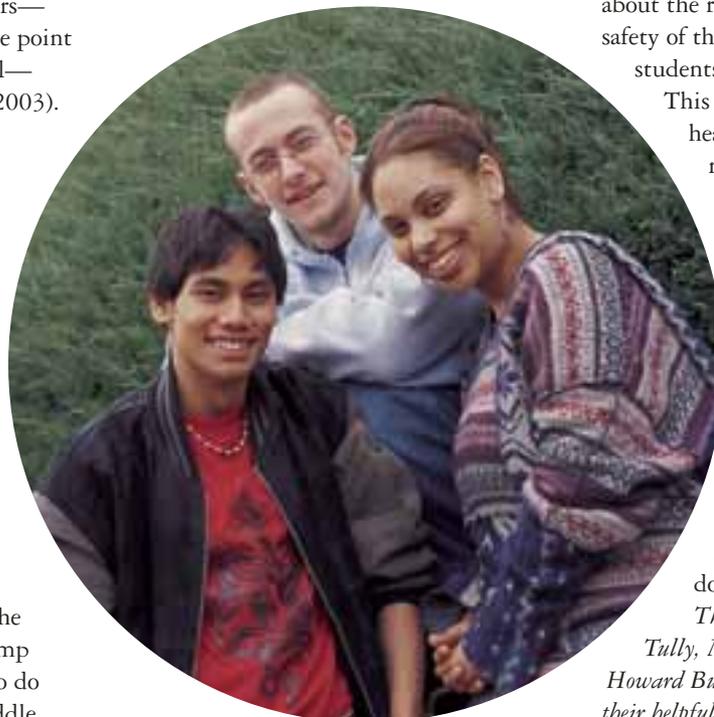
school dropout rates of deaf and hard of hearing children are national scandals. Only about 29 percent of deaf and hard of hearing students are leaving school with diplomas as opposed to certificates of attendance (U.S. Department of Education, 2001).

In the same way that children often learn racial prejudice from their parents (Holmes, 1995), hearing bullies who victimize deaf and hard of hearing students could partially reflect the attitudes of their parents—and some public school administrators—who feel that special education students “don’t belong” (Cirasuolo, 1999). These adults state that students with disabilities are a drain on the local taxpayers. With almost all states and local school districts currently experiencing significant budget deficits, these parental feelings and the resulting dinner table messages may influence hearing students prone to bullying deaf and hard of hearing students.

If the wrath of the school bully is triggered and he or she feels support in the perception that certain students are vulnerable or not perceived to belong, then we have reason to be concerned about the resiliency, coping skills, and safety of the deaf and hard of hearing students in public school classrooms.

This includes all students with hearing loss—the “at risk” resource room-bound deaf child in a large mainstream school, the oral hard of hearing student caught between hearing and deaf student groups, deaf students whose parents are newly arrived in the United States or are from ethnic minority cultures, as well as the deaf students with mental retardation who live in the residential dormitory.

The author thanks Drs. Norm Tully, Mac Vernon, Fran White, Howard Busby, and Cathryn Carroll for their helpful feedback on this article.



counseling strategies

finding the person in the bully and the bullied

By William P. McCrone

School counselors, essential in working with elementary-level students, should make sure that interventions are consistent with school policies, local assault and battery criminal codes, the Safe Schools Act of 1994 [20 U.S.C. 2701 et seq], and the Individuals with Disabilities Education Act provisions about discipline, suspensions, and expulsions [20 U.S.C. Sec. 1415(k)].

Funding for special projects on bullying prevention is available through the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.org>) and the U.S. Department of Education Safe and Drug-Free Schools Program (<http://www.ed.gov/offices/OSDFS/index.html>).

1. Notice and Prevention • Engage students in discussions, role plays, and rule making about bullying, including by-standing during bullying (Hazler, 1996). Dozens of elementary-level books about bullying (e.g., Amos, 1994; Bosch, 1988; Bottner, 1992; Boyd, 1989) can be used to stimulate group discussions. Be sure that deaf and hearing students participate in the same group discussions and role plays. The plain language student handbook at your school should make the “zero tolerance” bullying rules clear to students and parents. But, like two sides of a coin, deaf and hearing elementary students must complement their discussions about bullying with skill building in communication, relationships, character, and appropriate assertiveness. Wonderful, age-appropriate books are available for this purpose, too (see Lalli, 1997; Frankel, 1996; Gainer, 1998; Palmer, 1991).

2. Parents and Families • Conduct parent and family workshops that include insights into possible mixed messages about bullying at home, bullying of deaf children by hearing siblings, secrets and problems that may underlie bullying behavior by students, and inappropriate video games and TV programs, as well as effective communication and relationship skill building at home. In mainstream schools, families of deaf and hearing students should work together in these workshops.

3. Counseling and Bullies • Communicate directly whenever possible. If an interpreter is required, however, he or she should be ethically and technically qualified for such duties. Do not use the bully’s classroom interpreter. School counselors are urged to use Carl Rogers’ Person Centered Therapy (Rogers and Freiberg, 1994; Rogers, 1995) with deaf or hearing bullies

because it emphasizes establishing a genuine valuing relationship with a difficult child in a way that distinguishes the person from the bullying acts.

4. Insight • Establish a trusting, caring relationship with the bully—a process similar to solving a psychological “Rubik’s cube.” Adler (1946) contended that children will find a place of significance for themselves somehow, as the academic star, the class clown, or the bully. Rarely is the bully also an academic and/or athletic celebrity. Search for the reasons behind the bully’s behavior. Is there any possibility that he or she is the victim of sexual or physical abuse? Is the bully a “latchkey” child who is home alone too much? Exhibitionist bullying can be a call for help by the bully. Does the bully have an undiagnosed or untreated learning disability?

5. Rational Thinking • Encourage rational thinking to redirect behavior (Ellis & Wilde, 2001). Does the deaf or hearing bully believe that his or her identity and worth must be built on power, domination, and physical strength? Does the deaf bully believe that his or her cultural pride can only survive if he or she picks on other children? Does the bully believe that school failure cannot be turned around so he or she spends the days venting anger on other students?

6. Behavioral Analysis • Assess the behavior. When does the bullying occur? On the school bus? In the lunchroom? At night in the dormitories? In class? Who are the victims of the bullying? Is the bullying always with deaf students? Always with deaf students with disabilities? Always with females? We better understand the bullying if we chart the timing, precipitating events, circumstances, and pay-offs of the bullying. Behavioral assessment forms are available online at <http://mfba.net/forms.html>.

7. Action • Develop a prescriptive counseling plan. A strong counseling relationship, insight, rational thinking discussions, and the information that comes from a behavioral analysis can change behavior, but more likely each of these steps will form a springboard for a prescriptive school counseling plan (Glasser, 2001; Knapp & Jongsma, 2002) with the deaf or hearing bully. These interventions can include role playing, positive skill building (communication, relationship, problem solving, anger management), modeling, peer mediation and conflict resolution, and teaching, as well as structured athletic, recreational, and social activities.

8. Administrative and Family Action • Address the larger picture. The entire burden for change should not be on the bullying student alone. What needs to change at home? TV viewing? Video game use? Should dormitories be checked more randomly and more frequently by houseparent supervisors? Are the school lunchrooms and playgrounds adequately supervised? Should your school policy about bullying include provisions about cyber bullying and off-campus bullying? Is your school psychologist qualified to differentially diagnose bullying and deafness-related bullying in an IDEA functional behavioral assessment. Should a deaf student face suspension for bullying?

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it can be ordinary

help children manage—
and even benefit—
when they encounter evil

By Michael A. Harvey

** This article was adapted from a lecture given at the Self Help for Hard of Hearing People convention on June 22, 2002, in Seattle, Washington.*

When I was a child, I thought that evil was anything but ordinary. There were the good guys and the bad guys; the good guys were here and the bad guys were way out there. My parents and a stuffed bear made sure it stayed that way. I'm not sure exactly when this childhood delusion was dispelled.

I'll never forget when my then 6-year-old daughter, after watching the evening news, asked me what *rape* meant. I was ready for discussions about turn-taking, peer conflict resolution, anger management, and even sexuality. (I had already purchased reading material with age-appropriate illustrations and narrative.) But I wasn't ready to be asked about rape. I was tempted to use the standard "Ask your mother" line and never turn on the news again, but I responded with a version of "It's when a bad person hurts another person," and I probably lectured her again about not talking to strangers.

Then came a bigger challenge. Allison's science teacher almost always called on the boys in her class, not the girls. Alli noted, "Mrs. Smith thinks girls are stupid and that boys are better!" Rape had never happened in our neighborhood; and, if it did, it would have definitely made the news. Not so with Mrs. Smith's brand of prejudice and discrimination. Although it felt big-time evil to Alli and to me, it wasn't newsworthy. It happened all the time. That kind of evil is *ordinary*.

Photography by John T. Consoli

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We cannot protect our children—hard of hearing, deaf, or hearing—from exposure to evil. The prevalence of evil, perhaps especially ordinary evil, is particularly high for those with disabilities, including hard of hearing and deaf people. We all bear witness to ordinary evil, or will do so in the not-too-distant future, despite good laws like the Americans with Disabilities Act. This is particularly painful when it affects our deaf and hard of hearing children.

The Experience of Ordinary Evil Part of Having a Hearing Loss?

Consider the following story which circulated on the Internet:

Kid Pretends to be Deaf

A young hearing boy goes into the kitchen where his mother is baking. He puts his hands in the flour, mixes it with water to make it become dough, and fills his ears with it. He looks at his mother and says, "Look, Momma, I'm a deaf boy." His mama slaps him hard on the face and says, "Boy, go show your daddy." The boy goes into the living room and says, "Look,

Daddy, I'm a deaf boy." His daddy also slaps him on the face and says, "Boy, go show your grandma." So the boy goes to see his grandma and says, "Look, Granny, I'm a deaf boy." She slaps him on the face and sends him back to his mother. His mother asks, "Well, did you learn something from all of this?" The boy nods his head and says, "I sure did. I've only been a deaf boy for five minutes and I already hate you hearing people."

The significance of this story lies in why it merited being circulated on the web in the first place. Obviously it strikes a familiar nerve for deaf and hard of hearing people. It's a way of publicly acknowledging their pain and rage in the face of hearing people.

The theme resurfaces often. A 51-year-old man, who had become hard of hearing as a teenager, recollected that "as a child it was people's insensitivity that was the most difficult obstacle. Most people put up a good front about having compassion and striving for equality until it inconvenienced them in some way. Even now...it's people's cruelty that

traumatizes me more than anything else.”

It traumatizes those who bear witness as well. A mother shared the following entry in her diary:

“...Today we had Sue’s fourth birthday party and I just finished baking her a chocolate cake. It has been three months since the audiologist diagnosed her hearing loss. But until last week, we thought it wouldn’t affect her much. We thanked God we lived in a beautiful neighborhood with plenty of kids her age and a community center.

“Last Monday, a group of kids were in the playground and they invited Sue to join them. Her exuberance and joy for being included was unforgettable. But then, while she was climbing on the jungle gym, the children ran to the backyard to play hide-and-go-seek. I heard one kid say, ‘She can’t hear us anyway!’” When Sue turned around, she wondered what had happened, where her friends had gone. She cried. It seemed a foreboding of things to come that I found unbearable....”

I am, of course, not making the case that everyone who ignores the needs of hard of hearing or deaf people is evil. Acts of ordinary evil imply awareness, knowledge, and intent. Many people are, in fact, not knowledgeable about the unique needs of children with hearing loss and need to be educated. Many people do not intend harm. If some guy is stepping on your foot, the first thing to do is inform him. Perhaps you say something such as, “Excuse me, sir, but do you know that the weight of your body is causing me excruciating pain?” Hopefully, his response is, “Oh, I’m terribly sorry!” accompanied by rapid removal of his foot. Sometimes information and reason yield success.

As parents of hard of hearing or deaf children, the first approach to what may seem like oppression should be to provide explanations—to educate others about the child’s needs, about the nature of hearing loss, about resources to get appropriate accommodations. Depending on the child’s developmental level, he or she can also explain or advocate.

However, it’s a delusion that reason will always be triumphant. W.E.B. DuBois, a black activist in the early 1900s, dedicated his life to the belief that if he could only explain to white people that there’s no reason to be prejudiced, rationality would prevail! But he died a depressed, broken man in a self-imposed exile, realizing his incorrect assumption much too late.

With ordinary evil, we cannot just reason.



Coping Strategies Preparing Children

So what do you do to help your child if another person doesn’t care, if that person refuses to “remove his foot”? How can you help your hard of hearing or deaf child cope with ordinary evil?

- **Anticipate and explain oppression when it occurs.** In my opinion, an essential parent-child dialogue is one in which a parent predicts the occurrence of oppression and discrimination—of ordinary evil, that the world isn’t always a nice place. In the psychological literature, this recommendation is referred to as “anticipatory coping.” For example, Janie Ward, who wrote *The Skin We’re In*, interviewed African American children about how their parents helped them to be resilient in the face of oppression. As Gina, a 15-year-old from Raleigh, North Carolina, put it:

“I’ve been warned that...even though segregation is gone, racism is still here. So sometimes there have been things said or done that I did not realize were racist, and I went back and told my parents, and we went over whatever had happened. And they pointed out to me where racism could have been the issue... And because I’ve been prepared for it, it doesn’t bother me as much....”

- **Assure your child that he or she is not alone.** For example, a study conducted by psychologists at Hofstra University asked a large sample of children whether they’d had the experience of being called hurtful names by other children. From my experience, many children guess somewhere around 50 percent, whereas many adults guess around 90 percent. The correct answer is 100 percent.

- **Help your child figure out the “anatomy” of ordinary evil.** Why did he do that mean thing to me? Did I deserve it? Was it something I did? Go over several possibilities. Name-calling is something that occurs frequently and can be hurtful. But some experience it as a mode of intimacy. As the Australian novelist, Phillip Gwynne, put it, “I never knew what to say to girls. With boys it was easy; if you ran out of things to say, you just insulted them.” Name-calling can be for self-protection—avoiding intimacy— particularly for children in early grades. The best defense is a good offense. Name-calling is often related to one’s development. It is a demonstration of strength, a way of testing one’s verbal muscles; a way of compensating for feelings of low self-esteem.

- **Take a look at the sequence of “who started it” behaviors.** Parents can explore whether their child might have inadvertently or purposely done something to anger that peer who is now responding in a mean manner.

Ordinary Evil— The Silver Lining

To the extent that experiencing and bearing witness to ordinary evil is a crisis, it has danger and opportunities. One benefit of facing ordinary evil is the potential for developing one's self-esteem. It is much easier to put all evil people "over there" and cast them as the *evil others*, those no-goodnicks who, unlike us, should be banished from this Earth. It's a tempting option and indeed works quite well for our self-esteem in the short-term. I'm good; they're bad. The problem is in the long-term. For inasmuch as we criticize others for their foibles, it's only a matter of time before we commit the same or similar crimes. One sign language interpreter wrote about her experiences working in an Equal Opportunity Office where, as irony would have it, the ethics officer discriminated against a deaf adult. The interpreter wrote:

"To this day, when I think about her, I realize that I haven't forgiven her for her actions. However, I know that I must forgive her if I want to be forgiven for the wrongs I have done or will do, knowingly and unknowingly. I'm still working my way through that. As I type this, I feel the old anger and frustration welling up inside of me."

We're all works in progress, which is to say we all have some evil in us, admittedly some of us more than others. So coming to terms with the ordinary evil in others is to accept the different parts of ourselves; to always try to do better and to advocate for our rights, but to hold on to our self-esteem in the process.

Another benefit has to do with developing the skill to manage anger. For example, Joe, a deaf adolescent, described a painful scenario which included his best friend, Mark, a hearing peer who had unofficially functioned as his sign language interpreter during school recess time, and Gloria, also hearing and, in Joe's words, "the most beautiful girl in the world." Joe's parents were worried enough to bring him to my office. This was our dialogue:

"One day Gloria walked toward me and Mark. She didn't sign so Mark interpreted. My heart was racing! But Gloria said many sentences to Mark, who only signed to me, 'She's just talking about Western Civilization.' They were smiling at each other. Then Mark stopped signing all together and both of them were giggling and making eyes at each other. I then asked



Mark to sign, but he made only grunting noises, like he was making fun of my deaf speech. Then Gloria burst into hysterics and they went to study hall together and I had to go to math class. But I couldn't concentrate. Some kids kept giving me weird looks and whispering something, but I couldn't understand them."

"What did you do?" I asked.

"I bashed his head against the wall...and got suspended." Joe then turned his head toward the window, psychologically leaving the room to whereabouts unknown. His final words were *"But it's no big deal."* He had briefly exposed his private pain, only to quickly retreat to a protective persona of nonchalance.

Joe's crisis—and his opportunity—was to learn to manage his anger. He had to handle this both externally, so his face and behavior would not frighten people, and internally, so he wouldn't continue to beret himself and feel bad. After working with Joe for several weeks, I was pleased that he determined to approach Mark. Said Joe:

"As I walked over to Mark, he looked like he was going to walk away so I remembered what we talked about—you know, to be curious and find out what was going on in his head. So I asked him nicely if he would explain why he acted so mean and {said} that I really wanted to understand where he was coming from. He said that he was pissed off with me, too. At first, he was kind of vague. He kept saying that I was being stuck up, like a snob, like I was too good for him or something like that. But I kept asking for specifics...I tried not to get angry or defensive. I told him I really wanna know. Then he told me something like, 'You look down on hearing people.' I said 'What?' And he repeated it. And then I admitted to him that I had been bad-mouthing hearing people, saying they were stupid and messed up. I was kind of mean, too."

I read to Joe one of my favorite quotations from writer Alexander Solzhenitsyn:

If only it were all so simple! If only there were evil people somewhere insidiously committing evil deeds, and it were necessary only to separate them from the rest of us and destroy them. But the line dividing good and evil cuts through the heart of every human being.

Joe reflected on that quotation and then applied it to himself. "When I listened to how Mark felt, I no longer saw him as a

monster. I could forgive him. Mark screwed up, but so did I,” he said.

Lastly, encounters with ordinary evil can promote self-confidence and autonomy. Many of us can remember when, as a young child, we said to mommy, “Make it go away! Make it better!” The “it” may have been a disgusting bug, a scary movie, a shadow in the bedroom. And sometimes it worked! Mommy did make it all go away! Mommy was so strong.

While, on a rational level, children know that the adults around them are not responsible for bad things happening, human beings are not always rational. Hence, there is a grieving process that many kids go through once they realize that their parents cannot do magic, that they cannot make all pain or all bad people go away.

Sometimes parents of hard of hearing children report their child “has an attitude” with them; he or she acts like it’s the parents’ fault for the discrimination, oppression, and ridicule that the hearing world can foist on deaf and hard of hearing people. As part of that grieving process, children may feel betrayed by their parents. And parents, too, may find themselves feeling responsible. Don’t.

And Now for the Good News

The good news is that the process of figuring out what to do about ordinary evil, given that we cannot magically make it go away, sets the stage for a child to become an autonomous adult. By talking about oppression, discrimination, and ridicule, the ordinary evil that all flesh is heir to, in a sense, parents help the child mature. In effect, the parents provide an internal stuffed bear—one that the child will carry around inside, that no one else can see which has the parent’s “voice,” a voice that the child will use when he or she is faced with adversity.

I once worked with a hard of hearing man who was learning to use the memories of his high school teacher as a comforting inner voice for himself when he was confronted by oppression. I asked him to imagine Mrs. Thomas sitting across from him in my office and to thank her. At first, he squirmed in his seat, obviously thinking this was either silly or perhaps deeply personal. But after only a little encouragement, he began:

“Mrs. Thomas, I know I have never told you this. I guess as a kid I was too shy and didn’t know the right words. Maybe I thought the other kids would overbear and laugh at me.”

He paused, obviously struggling to find the right words.

“I want to thank you for believing in me, for noticing me, for

showing me that I deserved your attention, and that other kids saying I had broken ears didn’t mean I was a broken person. I never thanked you for how many times you sat with me after those hearing kids teased me so much. You have no idea how important what you did was. I can still hear you saying to me, ‘You can rise above it, you can rise above it.’ You would put your hand on my shoulder, and it made me feel that I was okay.”

Because of Mrs. Thomas’s support, he could learn to feel fully human—unbroken—even when others tried to dehumanize him.



Importance of Advocacy

The Deaf President Now Gallaudet University revolution is perhaps the most well-known example of successful advocacy of deaf rights. It was 1988 when the University’s Board of Trustees announced that a hearing educator had been selected as Gallaudet’s seventh president despite all the evidence and support for a deaf president. That’s when the rights of deaf people began to receive long overdue national attention.

On a “Nightline” telecast, a Gallaudet student stated the case before millions of viewers. In a subsequent interview, he admitted to feeling very nervous and anxious until the broadcast began. “But once it did,” the student said, “I felt at ease and comfortable because I allowed the truth to take over the entire time. With the truth of our compassion, nothing comes easier than expressing it.”

Although we will always try to prevent evil from happening, it’s going to happen anyway. More laws and even the biggest stuffed bear cannot protect us. Therefore, our task is to figure out how to help our children and ourselves. Sometimes advocacy won’t yield change, but it is always a valuable endeavor. Said author Elie Wiesel, “In the beginning, I thought I could change man. Today I know I cannot. If I still shout today, if I still scream, it is to prevent man from ultimately changing *me*.”

And sometimes advocacy does work. The bully stops bullying, the services improve, discrimination and oppression are reduced. And the positive effects, such as the success at Gallaudet University, continue to ripple throughout the world.

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to see the world in a tray of sand

USING SANDTRAY THERAPY WITH DEAF CHILDREN

By Beth Gwinn Betman

Carol, age 5, a bright child with good language skills but poor social interaction, was referred for counseling because she was aggressive with her classmates and consistently played alone. Because she struggled with making eye contact, sandtray therapy, in which students use figures and the sand itself to build and design miniature worlds in a tray, was chosen as an approach to allow her the freedom of communicating without the traditional expectations. Sandtray therapy can be a powerful and effective tool in meeting the mental health needs of children and adolescents, including and maybe especially children who are deaf and hard of hearing. It is a highly visual approach that crosses language and cultural barriers.

When Carol first entered the sandtray therapy room, she was amazed to see hundreds of toy objects on the shelves. The counselor told Carol that this was a very special room and her world—the world of the sandtray—was a special and cherished place. Only Carol could put objects in the sandtray and only she could touch them. She was invited to put as few or as many objects as she wanted in the sand to create a world. Carol looked at the shelves where houses, trees, animals, people, and other miniature objects stood. The counselor waited and observed while Carol selected her objects.

Photography by John T. Consoli

Beth Gwinn

Betman, MSW, LICSW, RPT-S, has been a school social worker for 25 years. She is also an adjunct professor in the departments of both Social Work and Counseling at Gallaudet University, a Registered Play Therapist/Supervisor, and maintains a private clinical practice as a therapist and sandtray therapy trainer.

**The names and descriptions of the children in this article have been altered to protect their privacy.*

Far right: Using figurines and trays of sand, counselors help children express themselves and resolve conflicting emotions.





In her first sandtray and for many subsequent sandtrays, Carol consistently selected and buried different kinds of weapons under the sand and then built a scene on top of them. When prompted to tell the counselor about her tray, Carol explained that any of these unseen weapons could go off if someone accidentally stepped on one. Carol described a world that could be unsafe at any moment and with little warning. On

top of the sand, she created worlds of favorite places, including relatives' homes, only to pile the furniture in a heap outside of the houses and then overturn the houses leaving a chaotic mess at the end of each session. Chaos, danger, and fear were reoccurring themes in her creations.

At a parent meeting, Carol's mother explained that she and her daughter had been without a home for six months. They moved from one relative's home to

another, leaving each time because conflicts arose within the familial relations which were strained by living together in overcrowded conditions. As the counselor discussed the themes appearing in Carol's sandtray, her mother's eyes welled up with tears. She had not realized the impact of the family's stress on her young daughter.

Moved by this new understanding, Carol's mother became determined to find

a more stable living situation. With support and assistance, she was able to locate affordable housing. As her home situation stabilized, Carol put fewer and fewer weapons under the sand and safety zones appeared within the areas where the weapons were buried. Eventually houses stayed right side up, and Carol put furniture inside of them. When the team met, teachers reported a marked improvement in Carol's behavior. They noted that she was joining in with other children during playtime.

Carol was among those children and adolescents who experienced traumatic circumstances that had an effect on their behavior. Through counseling that employed sandtray therapy, we were able to identify the cause and the magnitude of the circumstance, and when we talked with her mother about it, the conversation motivated her to make changes that enabled Carol to resume a

more normal childhood. By intervening in this way, the frustration and trauma was addressed and reduced. Unfortunately, sometimes without intervention students like Carol build on their hurt and isolation and the result may be a lack of academic success, as well as emotional distress and poor social skills. When not addressed, these vulnerabilities may develop into aggressive behaviors toward oneself or others.

Jose, a student who immigrated to the United States from Chile when he was 2 years old, was 11 when he was referred for sandtray counseling. A pleasant and easily humored deaf student, Jose tested in the mentally retarded range. This left him ill-equipped to express the complex feelings created by his experiences. He had serious medical problems that were at times life threatening and produced near brushes with death. These were

situations that were obviously beyond his control. As a result of these intense medical traumas, Jose developed a need to control certain things within his environment. He collected certain everyday objects, such as erasers, and these took on a very special level of importance to him. Occasionally something minor would happen—another student would borrow an eraser that Jose mistakenly thought was his, for example—and he would explode. Enraged, he was extremely violent, attacking and sometimes attempting to eliminate whatever or whoever was in his path. It was hoped that a nonverbal approach, such as sandtray, would allow Jose to express his feelings and have more mastery in expressing feelings appropriately.

During his first sandtray session, Jose would not touch the sand with his hands. He selected snakes and lizards



from the shelf and dropped them into the tray. Instead of using his hands, he selected a miniature shark and used it to manipulate the grains of sand and the other objects. By the second session, Jose tentatively touched the sand with one hand while securely holding the shark in the other. In the third session, Jose momentarily let go of the shark, grabbing handfuls of sand intensely with both hands and letting the sand fall as if through a sieve with his fingers.

For several months, Jose came into the sandtray room, gathered up all the lizards, snakes, and amphibians he could find, and buried them completely in the sand. He made sure every part of every creature was covered, no matter how much time or effort it took. Sandtrays are blue on the bottom and the sides to represent water and sky. It was clear from observing his work that he did not want any of the blue on the bottom of the tray to be exposed. As he moved sand from one area of the tray to cover some larger animals, a spot of blue could be seen. However, Jose would move small amounts of sand from other parts of the tray to make sure the blue was recovered. At the end of each session, nothing was visible on top of the sand except the lumps left by the shapes of the buried animals. By now a shark, a whale, and a dolphin were the instruments he chose to direct his world of sand. Weeks went by and Jose added other animals to his under-sand burial. Little by little, the worlds he created in the sandtray began to change. Finally, one day, he left the tray with a few small portions of creatures still exposed. With Jose, the role of the counselor was to make the tray a safe repository for his unresolved anger over the uncontrollable aspects of his medical treatments. Sandtray therapists call this process “holding,” a process through which the counselor approaches the child and tray with the same safety, care, and attention that a mother gives her new baby. Every moment, every movement, and every expression is observed and noted, providing a safe environment for the

Sandtray therapists call this process “holding,” a process through which the counselor approaches the child and tray with the same safety, care, and attention that a mother gives her new baby.

child’s inner world to become visible. In sandtray counseling, the child is able to process both unconscious and conscious feelings even without any talk or discussion of the tray.

Then one of his classmates died very suddenly and tragically. Jose came into the sandtray room and, as always, buried creatures beneath the sand. When he finished, he found a gold box and in it he placed the figure of a young boy. Jose used the name sign of his deceased classmate to indicate who he was. He put the box on top of the sand. He found flowers and placed them around the box. When he had exhausted every flower in the collection, he asked for more.

This marked a major shift for Jose. For the first time, he had used the figure of a boy—an object that represented a human being—and for the first time he had built and created a scene on top of the sand. For the next three sessions, Jose continued to work on his memorial to his lost friend. He added still more flowers, bought for the collection at his request, and other objects that

represented the funeral and the burial. During one session, he put an egg near the box. The egg, a symbol of birth and renewal, was now balanced with the reality of death. In his third and final re-creation, Jose surrounded the gold box and the boy with eggs of all shapes and colors. He had integrated the death of his classmate and perhaps his own experience of being close to death yet allowed to survive. A few months later, Jose’s dog died unexpectedly. Once again, Jose built a scene in the sandtray that helped him through this loss. On top of the sand, Jose put a vet’s table. He found a dog figure that resembled his dog in the sandtray collection and laid it on its side on the table.

Once near the end of the school year, Jose brought one of his special erasers to the sandtray room and promptly placed it in the sand. The eraser got buried along with some of the other objects. Jose was obsessed with the eraser which he carried with him everywhere. Although the counselor knew she could not touch any of the things in Jose’s tray, she was worried that he would go back to class without his eraser and have a major upheaval. She was relieved when he uncovered the eraser later in the session. Through the course of the session, Jose buried, unburied, and reburied objects, including the eraser. Jose noticed the eraser but at the end of the session, to the counselor’s surprise, he left it buried and went back to class without incident. In time, Jose’s obsession with erasers became less and less of an issue.

Jose received sandtray counseling along with other interventions for a year and a half. The therapy ended when he transitioned to a new school. Jose’s last sandtray had circles of emergency vehicles and circles of school buses on the sand. These are the two kinds of vehicles he knew best and the ones that represented moving and transitioning from one place to another. We were sorry, of course, to see him leave, but we were pleased that he would enter the new school with his explosive episodes

having first diminished and then disappeared.

The experiences of Carol and Jose illustrate how sandtray therapy can benefit children, especially deaf and hard of hearing children for whom easy linguistic interaction may be impossible and who may experience teasing, ridicule, and bullying in circumstances where their deafness is misunderstood or considered abnormal. Sandtray therapy provides a visual and tactile approach that enables children to figure out how to make order out of chaos and hurt and to determine a way to behave in the face of their experience (Kestley, 2001). As children create their own world in the sand, their internal world becomes visible and begins to make sense to them. With a trained counselor who can “hold” the child’s world, healing from within can occur.

A Therapeutic How-to for Counselors

The beginnings of sandplay therapy can be traced back to Carl Jung in the 1920s and Margaret Lowenfeld in the 1930s. The use of sandplay is rooted in the Jungian belief that healing comes from within. When Jung himself felt devastated and distraught, he sought solace in the sand at a lake in Bolligen, where he built miniature villages out of sand and stones. Lowenfeld was drawn to the use of sand in her efforts to help children express themselves in non-traditional ways. When Lowenfeld presented her work at an International Congress in Paris, Jung gave an interpretation of the “world” she presented. Dora Kalff, a Swiss Jungian analyst, went on to study with Lowenfeld and together they formulated sandplay’s theoretical principles from a Jungian perspective.

In sandtray therapy, students can build, destroy, and rebuild a world that reflects their own life experiences. During a typical sandtray session, a student will select miniature objects and place them in the sandtray. After given

sufficient time to build his or her world, the student is invited to share it with the counselor. The counselor’s primary role is to “hold” the space, making the student feel emotionally safe to explore conscious and unconscious thoughts and feelings through creating and manipulating situations in the tray. When appropriate, the counselor helps the child deepen his or her

understanding of the tray through guided comments and questions.

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Kestley, T. (2001). Group sandplay in elementary schools. In A. Drewes, L. Carey, & C. E. Schaefer, *School-based play therapy*. New York: John Wiley & Sons.

THE SANDTRAY

A typical sandtray is 27 x 21 x 4. It is painted blue on the bottom to represent water and blue on the sides to represent the sky. Miniature objects are arranged by categories and displayed on shelves.

THE OBJECTS

A sandtray collection should include objects that represent:

- **Animals** - wild, domestic, prehistoric, invertebrates
- **People** - different ages, races, cultures, occupations, characters from TV and movies
- **Vehicles** - cars, trucks, boats, planes
- **Objects from nature** - flowers, trees, shells, rocks, stones
- **Symbolic objects** - religious artifacts, symbols of love, life, death, etc.
- **Buildings** - houses, churches, schools
- **Fences, bridges, and other natural and artificial creations**



THE SESSION

Many children enter the sandtray room and go to work without need for directions. Others may require a little prompting to build their world, make a picture, or tell a story in the sand. Once the world

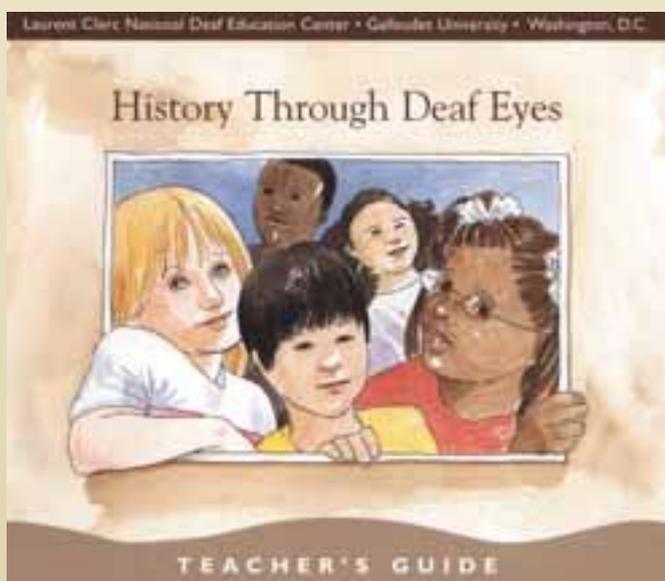
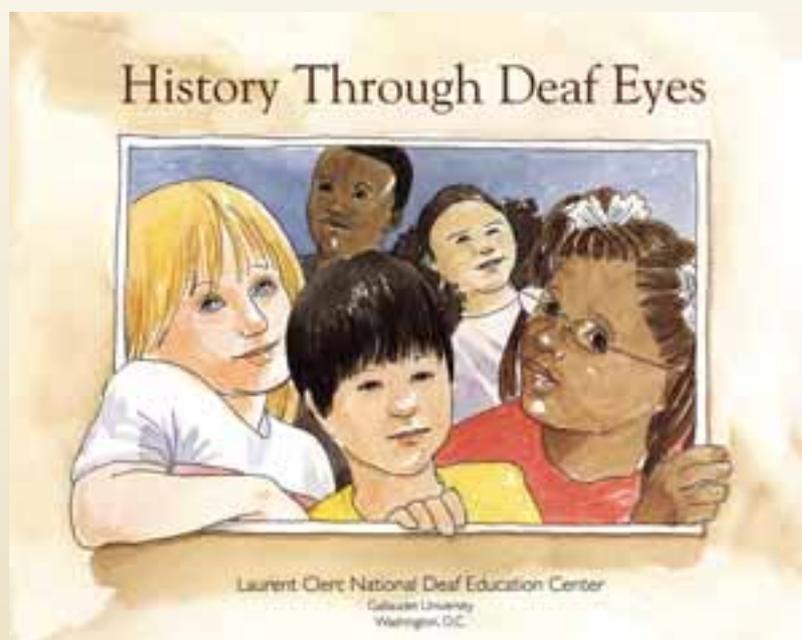
is built, the counselor will process the tray with the child. The counselor will avoid who, what, and why questions and instead invite the child to tell his or her story. A photograph of the tray is always taken before the end of the session for documentation and to allow a permanent record of the world that was created. No objects are removed from the tray until the child has left the room. This preserves the integrity of the world and reminds the child that it is his or her “safe” place.



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a researcher looks back

FIRST PERSON

By Peter S. Steyger

I realize now that denial of one's deafness or hearing loss is a recipe for setting up situations where bullying can occur.

Peter S. Steyger, Ph.D., a researcher with the Oregon Hearing Research Center, in Portland, lost his hearing at 14 months old due to meningitis and streptomycin, an ototoxic aminoglycoside antibiotic treatment. Born and raised in Stockport, England, Steyger came to the United States after completing his Ph.D. on the effects of ototoxic drugs on cochlear sensory hair cells. He is now developing therapeutic intervention methods that block the uptake of ototoxic drugs by sensory hair cells to preserve hearing.



Above and right: Portrait of Peter Steyger in 1973 and now in his laboratory.

In high school, I was bullied constantly. The bullying centered on the fact that I could not easily articulate new multi-syllable words or participate in casual conversations with other boys. It was exacerbated after the death of my father when I was 12. In addition, because of the financial and emotional destabilization his death brought to my until-then supportive family, I no longer recounted incidents at school. I felt I had to be strong for my mother as she adjusted to a rapidly changing family environment. This self-imposed stoicism and resulting lack of familial awareness enabled the bullying to be perpetuated and shook my innate sense of self-worth.

With my parents and four older siblings who were hearing, I was fairly gregarious between the ages of 4-8, and I had several close friends, hearing, the same age. I was the only deaf student in a private school with small classes. My English elocution was fairly good as a result of many hours of daily speech therapy and training between the ages of 3-6. It was a happy time.

Between the ages of 8-11, however, I became aware of my hearing loss as it began to negatively affect my interactions with classmates and teachers. At this age, kids begin telling each other jokes, with punchlines that arrive thick and fast. By not laughing at the first iteration of a punchline, I began to receive retaliatory silences when I attempted to tell jokes, and I was puzzled why jokes that others told were funny but not when I recited them.

At 11 years old, I started high school. Now there were 90 kids in each grade, the majority of whom I had never met before. Bullying occurred in a variety of forms, but it was predominantly verbal. Physical abuse or challenges would only occur after incidents of verbal teasing, imitation, and intimidation.

Hearing and pronouncing new words was always, and remains to this day, difficult, unless I see the words written out. German, taught in class, was particularly difficult. I would repeat the long German words, with their often invisible sounds, and my classmates would mimic my pronunciation and howl with laughter. I was given a German nickname, *gebraten Hubn*, which means *fried chicken*, a phrase I could never say right. The name remained with me until I left the school five years later.

The teachers were reluctant to acknowledge and act on the verbal bullying taking place under their noses and did not respond as long as there was no fighting. Occasionally, I was punished for defending





myself by the very people whose job was to ensure a safe school environment. When I tried to talk with them, I was told to rise above the bullying or to ignore it. Only once, in tears, was I asked by a teacher to describe why I was upset. Then I faltered and refused because it conflicted with the unwritten rule of not telling on your classmates. In my experience, the only way to gain space and respect was to stand up to bullies. This worked with individual bullies, but not with those who worked as a group.

Looking Back

I see that bullying had several major effects:

- I became more isolated in society and far less confident in my abilities.
- I became afraid to ask questions of teachers, colleagues, authoritarian figures, or relatives.
- I did not challenge assumptions or the status quo.

Looking Forward

It has only been recently, with my own 12-year-old daughter in school, that I can appreciate just how vulnerable I was as a young boy. It is extremely important for teenagers who are deaf or hard of hearing to have positive images of their own self-worth, high self-esteem, and an identity that incorporates their hearing loss. I realize now that denial of one's deafness or hearing loss is a recipe for setting up situations where bullying can occur.

For many deaf individuals, talking about feelings that surround hearing loss is a first important step to developing a positive sense of self-worth and a strong identity. For me, this process occurred through interacting with both peers and role models who have already successfully developed a strong sense of identity. I joined Self Help for Hard of Hearing People, the Alexander Graham Bell Association for the Deaf and Hard of Hearing, and became aware of the National Association of the Deaf.

The fun comes in actively sharing memories—an activity that helps one develop a strong identity. Recently, several deaf adults and I were discussing our childhood, and one person spoke of how silly she felt after diving into the swimming pool with her hearing aids on. Each of us smiled and laughed out loud. Every one of us had done exactly the same thing. Such shared feelings are heart-warming, self-affirming, and truly priceless.

These experiences are vital for teenagers, especially for deaf and hard of hearing teenagers in mainstream schools who are under enormous peer pressure to be like those around them. I had the opportunity to participate in a workshop by Sam Trychin, a hard of hearing audiologist, for 15 hard of hearing teens

who, upon arrival, were not at all gregarious. After 2-3 hours of audience participation, the teens were actively asking each other about their assistive listening devices—FM, infra-red, BTE hearing aids, cochlear implants. By the time the pizza arrived, they were no longer inhibited by hearing loss and having so much fun they were making happy noise. These teens were crying when it was time to leave and vowing to keep in touch.

Fortunately, and largely because of my contacts with other deaf professionals who became role models and mentors, I have grown to accept my hearing loss as an essential part of my identity. I am proud of it and wear multi-colored ear molds to demonstrate my pride. My hearing aids also serve to introduce my hearing loss in a relaxed and natural manner to new people, who today are far more aware, tolerant, and accommodating. I now channel energy previously wasted in trying to hide my hearing loss to positive strategies for interacting successfully.

Still, knowing that there is a community of like-minded deaf individuals out in the world has been an extremely bittersweet experience for me because I only developed my identity and self-worth in the last eight years. For 33 years I struggled to hide my hearing loss and tried to be a “hearing” person. This long-term isolation from other deaf and hard of hearing individuals still saddens me today.

It is my hope that those reading this article will endeavor to enable deaf and hard of hearing teens to find like-minded peers and positive role models. These kinds of connections not only forestall bullying by classmates but also enable each teen to develop his or her academic and social potential to the fullest.

Peer and Mentor Networking Groups

Local chapters can be found at the following websites. If there is not a local chapter, join the national organization and form one or participate in their on-line communities/e-mail lists:

- **National Association of the Deaf** – <http://www.nad.org>
- **Self Help for Hard of Hearing People** – <http://www.hearingloss.org>
- **Association of Late-Deafened Adults** – <http://www.alda.org>
- **Alexander Graham Bell Assoc. for the Deaf and Hard of Hearing** – <http://www.agbell.org>

bullying: a school responds

By Coletta Fidler

Coletta Fidler, M.A., is a residence education counselor at the Model Secondary School for the Deaf in Washington, D.C. For more information about the program at the Clerc Center, visit <http://clerccenter.gallaudet.edu>.

The students surrounded us for their workshop. Some didn't want to come. But it was the beginning of a new school year at the Model Secondary School for the Deaf and the workshop was required—as it is every year.

First we give it to the school's athletes. Then we incorporate it into our orientation for new students. Finally, we give it to the whole school.

The topic of this workshop is so important: Bullying.

We began with definitions.

“What is *bullying*?” we asked.

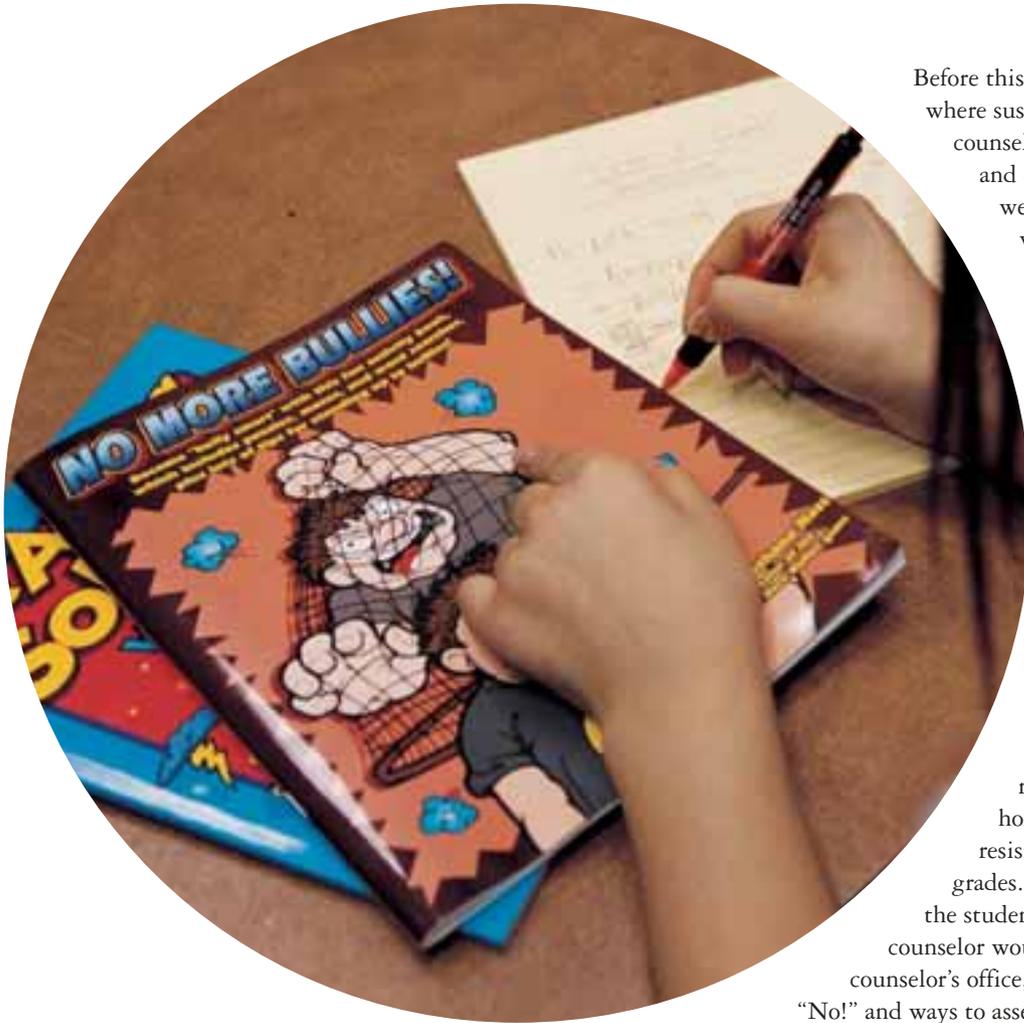
Bullying has gone on in schools for decades. Defined as “browbeating” or being “habitually cruel to others who are weaker” (Merriam-Webster Online), bullying can cause physiological and psychological injuries that last a lifetime. Unchecked, this behavior can lead the bully to drug and gang cultures and eventually prison. It can drive the victim to depression and suicidal thoughts. At the very least, bullying interferes with the social, emotional, and academic progress of both the victim and the bully.

Counselors and teachers often are unaware of bullying going on because students hesitate to report it. This workshop evolved as part of a comprehensive plan for preventing bullying in our school.



Right: Fidler, one of the counselors at the Clerc Center, works with teenagers to prevent school bullying.





Before this workshop was developed, in instances where suspicions of hazing occurred, we required counseling—for those who were the bullies and those who were their victims. There were several sessions for each new student who had been a victim to the bullying and several sessions for the students who had done the bullying. In counseling we used various techniques to help those who had been bullied to build their own self-concepts and to explore different ways to react to those who would bully them.

For example, role playing was a popular technique. The counselor would insist that the student take on the role of the bully, and the counselor would take on the role of a prospective victim. “Don’t do your homework,” the student would say in a pretend role of dominance. “I have to do my homework,” the counselor, in the role of resistance, would respond. “I care about my grades.” Then roles were reversed. This time the student would play the resister and the counselor would play the bully. In the safety of the counselor’s office, the students would learn ways to say “No!” and ways to assert their own feelings and strengths as individuals.

As the counseling sessions progressed, it was heartening to see the self-concepts of students who had been bullied become stronger. They became more assertive outside of the counseling

The students told us what they thought bullies do and we wrote down their replies:

- Boss people around
- Brag
- Haze people
- Humiliate people
- Make fun of people
- Spread rumors about people

Then we discussed what students can do to prevent bullying. They knew the answers to that question, too, and we wrote down their suggestions:

- Tell an adult
- Stick up for friends
- Don’t try to get even
- Leave any situation that presents danger
- Tell the person, “Stop that! I don’t like that!”
- Walk away



office. The bullies changed their behavior as well. All of the students settled into their classes and programs. Both groups of students saw improvements in their academic work.

But as the counselors of the mental health team, we knew that this was not enough. I got on the web and searched for helpful information. I found *The Bully Free Classroom* by Allan Beane (1999), with strategies for preventing and responding to bullying at school.

Using this book, the counselors of the mental health team developed the workshop that starts out every school year. Interactive and informative, the workshop carries a simple and straightforward message: Bullying of any sort is not tolerated. Period.

Reference

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PREVENTING BULLYING

Strategies with students:

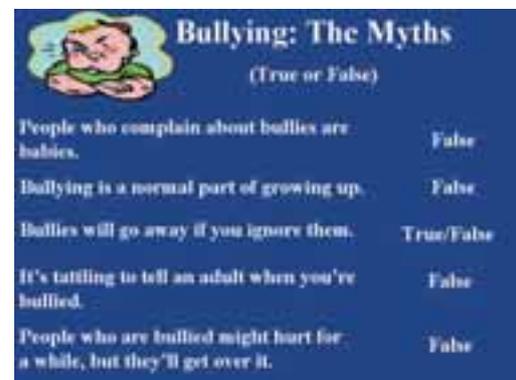
- Build students' self-esteem.
- Promote a community feeling and personal ties among students in the classroom.
- Listen when students report problems to you.
- Initiate a zero tolerance policy.

Strategies with teachers and staff:

- Explore the feelings of teachers and staff.
- Ensure that teachers and staff understand that the school has a zero tolerance policy.
- Encourage teachers and staff to listen to students.
- Insist that teachers and staff also respond to students. They should:
 - follow up to see on what students base their reports,
 - identify the real problem, and
 - work with students to solve the problem.

Strategies with schools and programs:

- Hold a workshop on bullying.
- Incorporate the workshop into the orientation for new students.
- Incorporate the same workshop for all students.
- Explore students' feelings about bullies and bullying.
- Make sure that students understand that the policy is zero tolerance.



go, class, go

using Dr. Seuss in early reading instruction

By Tamby Allman

Tamby Allman,

Ed.D., wrote most of this article while serving as a teacher of deaf students in a kindergarten/first grade, self-contained classroom with the Low Incidence Cooperative Agreement in Highland Park, Illinois. She's currently a reading specialist and is trying to incorporate reading research and theory into practice. Allman welcomes comments from other teachers about using literature in the classroom and can be contacted at Tamby.A@Excite.com.

As I walk into the school building, one of my former students greets me with a question: "Did you see the new movie, *The Cat in the Hat*?" "Not yet," I reply. "Why not?" he asks. "Remember, before, we read many Dr. Seuss books? In first grade? F-U-N!"

As more and more reading programs make the move from the basal reading series to authentic text, teachers are asking the same question: How do I choose appropriate books for my class?

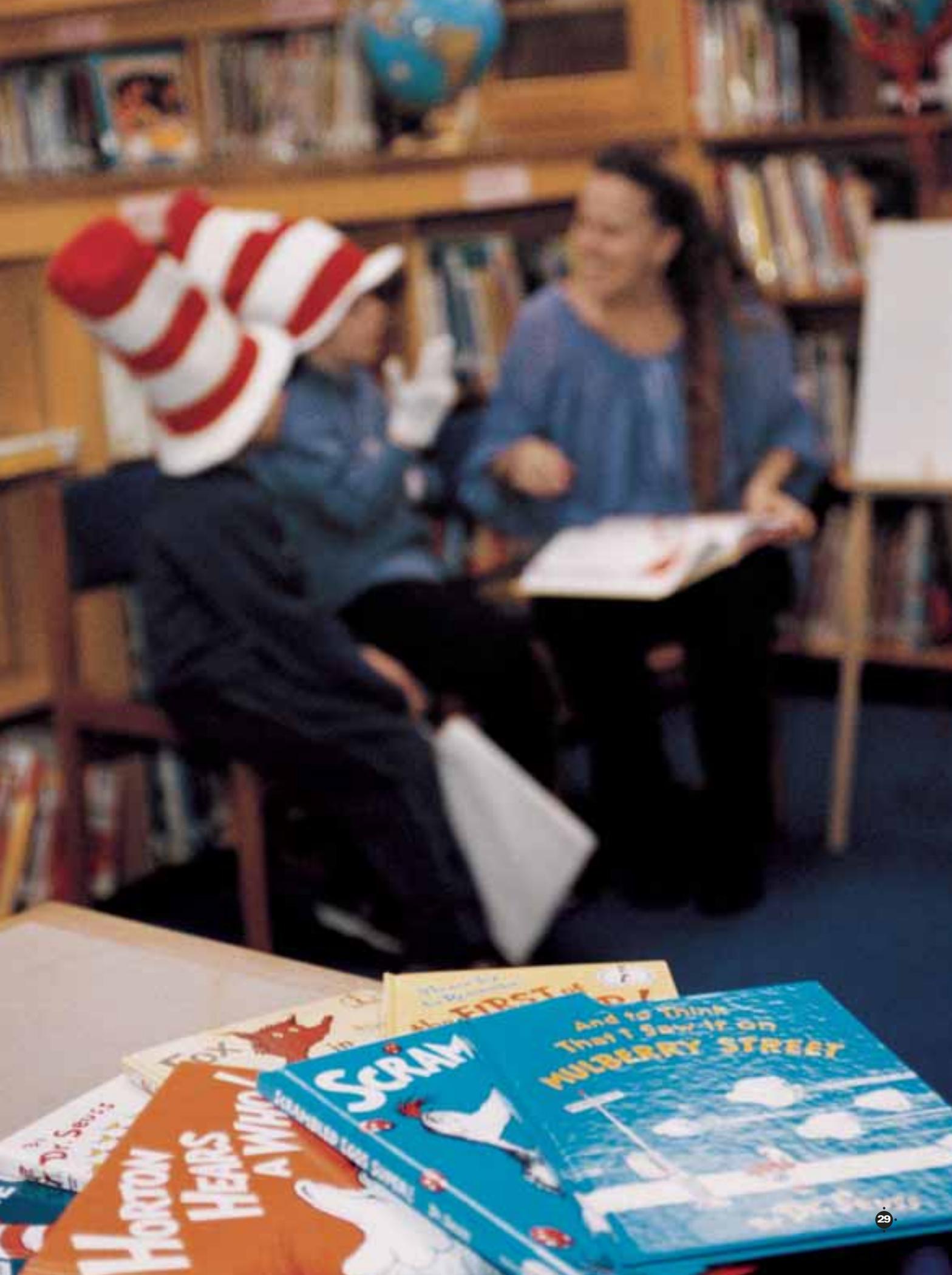
Teachers of students who are deaf or hard of hearing are no exception. A few years ago, I was beginning my own hunt for a good book list. My class was small, but the language abilities and literacy levels of the children varied greatly. I had two kindergartners and five first-graders: one girl and six boys. Three of the children had deaf parents. Most of the children knew the alphabet, could write their names, could read color words and number words, and were beginning to develop some sight words. During guided reading, they would read stage 1 level books such as *I Like Green* (Cartwright, 2000). These books have about 10 pages, and the sentences usually follow a pattern like this:

I like green, green peas and green grass where I play. I like green, green frogs and green palm trees that sway. I like green, green grapes and green leaves on a tree. But I wish that green, green spinach wasn't waiting on a plate for me.

Photography by John T. Consoli

Right: Children, deaf, hard of hearing, and hearing, enjoy the patterning of language as they read Dr. Seuss.







One day at lunch, I told some colleagues I was looking for beginner-level books to help my students move to more fluent reading and increase their growing sight word vocabulary. When I said I was thinking about trying the Dr. Seuss books, the reaction was mixed. So much of the joy of Dr. Seuss was the use of rhymes and nonsense words, my colleagues said. The books probably weren't an ideal choice for my deaf readers.

This worried me, too, but something told me Dr. Seuss would work. I'd seen my students picking the books off the shelves of the library, and I knew that many of them already had Dr. Seuss books, videos, and toys at home. In other words, the books met the most important criterion for authentic texts: They appealed to the children.

I decided to start with *The Eye Book* (1968), one of a series in which the senses and the parts of the body get the "seussical" treatment. It would make a nice transition from books such as *I Like Green* because the sentences followed a pattern and the pictures matched the text.

An Eye for Language

The Eye Book beautifully demonstrates many of the differences between English and ASL. For example, there's the line "I see him. And he sees me." In ASL, the pronoun *him* is implied in the directionality of the sign "I-see-him" or "He-sees-me" with

the sign "see-him" or "see-me." In English we use different pronouns, *him* and *me*, and the root of the verb *see* remains the same in both sentences. In class, we played with this language in the form of "Who do you see?" A student would choose someone and sign "I see-her" or "She see-me," then we would write the English coding of what had been signed.

The rhyming words that had seemed so worrisome in the staff lunchroom integrated perfectly into lessons in word studies. The children sorted sight words like *pink* and *wink* and *bed* and *red* into "word families" (Morris, 1992). They enjoyed discovering the similar spelling patterns and began fingerspelling certain words to one another more often. Their favorites, I soon learned, were "N-O" and "G-O!" and "S-O?" They also began to show that they could generalize spelling rules: "If I know how to spell *red*, then I can figure out how to spell *bed*." It was particularly easy when the sign sometimes provided a clue to the initial letter, as in *red*.

Dr. Seuss was also a great introduction to "making words" as suggested by Patricia Cunningham and Richard Allington (Cunningham & Allington, 2003; Cunningham & Cunningham, 1992). In a "making words" activity, students manipulate a small set of letters in order to discover similar letter patterns in different words. I found that Dr. Seuss's *Hop on Pop* (1963) lent itself especially well to this activity, with frequently recurring words like *all*, *tall*, *small*, *ball*, *fall*, and *wall*.

One issue that continually occurs in early writing is that deaf children often can't "sound out" an unknown word in the same way hearing children can. Spelling becomes a roadblock to writing, and precious writing and instruction time gets lost as the teacher manually spells individual words for each student during writing time. "Making words" helped students internalize word families. For example, some students wanted to write about riding a sled in the first snow of the season, but they didn't know how to spell *sled*. I said, "Like red, s-l?" One responded, "I know! E-d. Yeah. S-l-e-d," and the writing project was on its way.

A powerful strategy for increasing fluency and modeling reading with expression is repeated reading (Tierney, Readence, & Dishner, 1995). Repeated reading simply means reading a passage several times so that skills are developed to the level of automaticity. Word



recognition and fluency increase and, more important, transfer to other reading passages. The problem with repeated reading is that students often don't want to read a passage more than once. But that wasn't the case with Dr. Seuss. Even "struggling readers" felt the rhythm and experienced fluency as we read together, "Left foot, right foot, feet, feet, feet. How many, many feet you meet" in *The Foot Book* (1968). Looking at videotapes of the class, it strikes me that reading Dr. Seuss became more like performing before an audience than simply "reading." It was clear that these beginning readers were becoming more confident as they sternly read, "Stop! You must not hop on Pop," then broke into a chorus of giggles.

March 2 is the birthday of Theodor Geisel, the remarkable man who wrote as Dr. Seuss, and when our school celebrated, my students and I joined in the fun. We decorated our classroom door with characters from Dr. Seuss and listened to the librarian read some of our favorite Dr. Seuss books, like *The*



Cat in the Hat (1957). Our class participated with the other first graders in crafts projects related to the books and learned fun facts about Mr. Geisel. And, of course, we made green eggs and ham!

Integrating Technology

Using Dr. Seuss in early reading instruction provides many opportunities to incorporate digital technology. Besides Dr. Seuss CD-ROMs, several Dr. Seuss Internet sites are available. Seussville, at www.seussville.com/seussville/games, includes printable games like Tic-Tac-Toe, word searches, and connect-the-dots using numbers. The site also includes interactive games like One Fish, Two Fish, and Concentration. Other sites with on-line games include www.eseuss.com and www.unclefed.com/FunStuff/kids/Dr.Seuss.html.

For teachers, several sites offer lesson plans and book ideas. One, <http://atozteacher.stuff.com/lessons/drseuss.shtml>, lists each Dr. Seuss book and notes numerous teaching ideas for each book. For example, for *The Foot Book*, students can create a class "Foot Book," using their own feet to "paint" footprints.

Your school library may own Dr. Seuss books on videotape or DVD. They are all captioned. Unfortunately, in "regular education" settings, teachers or librarians often assume that if a film is captioned, then the student who is deaf or hard of hearing will have equal access to the information presented. But as I learned with my class, the captions often go by too fast for these students, even when the material is specifically for younger children. For me, this experience underscored the importance of integrating captioned materials into the classroom curriculum slowly and thoughtfully in any school setting where students who are deaf or hard of hearing are present.

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family fun night

where stories come alive!

By Heather M. Waldner

Heather M.

Waldner, M.Ed., is an itinerant teacher of deaf and hard of hearing children at the Capital Area Intermediate Unit in Summerdale, Pennsylvania. She received her undergraduate degree in deaf education from the Indiana University of Pennsylvania. She recently earned her master's degree in education from Shippensburg University in Shippensburg, Pennsylvania. She welcomes comments to this article at: hwaldner@caiu.org.



Deaf students and their families were swept away into the world of children's literature, interpreted by older deaf students who read the stories using American Sign Language. All eyes were glued to the storyteller as she brought the book to life with her visual representation of the text. Just as hearing children love to listen to stories read aloud, deaf children love to watch stories read to them through American Sign Language and this was especially true during our program entitled Family Fun Night: Where Stories Come Alive!

The National Academy of Education, Commission on Reading (Schleper, 1995), emphasized that the best way to make children successful readers is to read aloud to them. This can be difficult for teachers and parents of deaf children. As David Schleper (1995) indicated, both teachers and parents question how to read to deaf children. "What kind of manual communication should I use? How do I hold the book and sign at the same time? What if I am not familiar with the sign vocabulary represented in the text?" (p.4)

In order to start addressing these questions, the Capital Area Intermediate Unit (CAIU) in Summerdale, Pennsylvania, created a program called Family Fun Night. We invited parents and their deaf children to a large room in our main office to watch and enjoy deaf storytellers as they read using American Sign Language storytelling techniques and strategies. The Family Fun Night program emphasized several of the principles Schleper (1995) enumerated in his Shared Reading Project. Schleper observed that, when reading to deaf children, deaf readers:

- translate stories using American Sign Language,
- keep both languages visible (American Sign Language and English),
- are not constrained by text,
- make what is implicit explicit,
- use American Sign Language variation to sign repetitive English phrases, and
- provide a positive and reinforcing environment.

Photography by John T. Consoli

During Family Fun Night, deaf storytellers used these and other strategies as they read to deaf children and their family members. Voice interpreters were provided for family members who may not have understood the storytellers' signs, but the message was often very clear because of the storytellers' facial expression and sign placement.

Deaf students from sixth through twelfth grade read the stories, while younger deaf students (pre-school to fifth grade) watched in amazement as the literature was brought to life. The younger children were divided into four separate groups: (1) pre-school, (2) kindergarten and first grades, (3) second and third grades, and (4) fourth and fifth grades. A different student storyteller read a different story to each group, which then participated in motivating follow-up activities. Parents were encouraged to join their child's respective group, to watch the stories, and to participate in the activities.

Family Fun Night included four major components: motivating and entertaining picture books, storytellers and other staff volunteers, related activities, and families. The planning for the evening took about two months as students and staff volunteers prepared for their roles in the festivities.

For the first component, teachers and sign language interpreters who were interested in participating in the program formed a committee, decided upon a theme, and chose picture books to match the theme. For example, for our first Family Fun Night, the spotlight was on author Eric Carle and his books: *The Very Hungry Caterpillar*, *The Very Lonely Firefly*, *The Honeybee and the Robber*, and *The Very Busy Spider*. Books were chosen not only for their connection to the program's theme but also for their illustrations, concepts, and overall enjoyment.

The second component of Family Fun Night was a group of American Sign Language storytellers and additional staff volunteers who helped implement the activities during sessions. Several older students in the CAIU Deaf and Hard of Hearing Program volunteered to be the storytellers, chose the books they wanted to read, and for several weeks practiced reading the books with a deaf adult to hone their storytelling techniques. Other students and staff members volunteered to voice the stories or lead the follow-up activities. For the program to run smoothly, often three to four volunteers were needed in each of the four reading groups.



Family Fun Night's objective was to expose parents to various strategies for reading to their deaf children and to include them in their young children's literacy development.

The third component of Family Fun Night was related activities. Student and staff volunteers led these fun-filled, creative activities that involved the whole family. After the older deaf children read the stories, the younger children and their families participated in activities that related directly to each story. For example, they practiced making tissue paper illustrations like those in Eric Carle's books, painted a poster of fireflies, or tasted different flavors of honey and created a bar graph to illustrate their favorite flavors.

The final component of Family Fun Night was the students and families in the CAIU Deaf and Hard of Hearing Program. The goal of Family Fun Night was to expose students and families to the beauty and pleasure of reading a story using American Sign Language. One parent commented, "Family Fun Night is a great way to see your child working with books and to see how deaf storytellers read books using sign language. Being a parent of a child with a hearing loss, I like new opportunities that help my child explore the world around her. I feel Family Fun Night does that for her."

Karen Roudybush (1999), a pre-school teacher at the Western Pennsylvania School for the Deaf, explained at a workshop on bringing literacy home, "Parents need to become active

participants and supporters, bolstering growth in literacy and fostering a love of reading in their homes." Family Fun Night's objective was to expose parents to various strategies for reading to their deaf children and to include them in their young children's literacy development. Through the stories, activities, and social interaction, our hope was that children and parents would emerge from Family Fun Night with a renewed appreciation of literature and the joys of reading.

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in the face of force

helping deaf children cope

By Jennifer Tresh

Jennifer Tresh, RN, COO, is one of the founders of the National Deaf Academy, a residential treatment facility for deaf and hard of hearing children and adults located in Mt. Dora, Florida. She supervises clinical and programmatic services and works individually with families seeking help. For more information, contact Tresh at Jetresh@nationaldeafacademy.com.

These are very uncertain times for our children. When I was little, I remember walking to the bus alone, playing at the park all hours of the day, and going places with my friends without adult supervision. Nowadays, our children cannot do these things safely unless they have the skills and the knowledge to protect them from danger. Bullies—children who pick on others—are an ever-present hazard.

If someone is bullying your child, you may not know it. Bullies often intimidate their victims verbally, and their basic repertoire includes such scary, humiliating statements as, “If you tell on me, it will be worse tomorrow” or “You are a big baby! Go cry to Mommy!” Often this is enough to make your child afraid to report the bully to you or to a teacher at school.

Bullying happens everywhere—in residential settings, schools, neighborhoods, and even at home with siblings or relatives. We cannot ignore the fact that bullying can occur within the deaf school community as well. Students can be victimized in the hallways and playgrounds, and residential students can be victimized in the dormitories.



Bullies typically target children they see as easy victims—students who are physically weaker, may have poor communication abilities, or are often alone. Deaf and hard of hearing children can be at an even greater risk. In their ignorance, bullies may see deaf or hard of hearing children as weaker because they cannot hear and defenseless because they cannot tell what has happened to them. Our job as parents and professionals is to educate our children first, and the public second, about such misconceptions.



Fortunately, you can help your deaf or hard of hearing children deal with bullies and bullying. First of all, don't wait until your child becomes a victim. Early intervention can help your children become more self-confident. It also tells them they can always count on your support.

Start educating your deaf or hard of hearing child now about what's acceptable and what isn't. I have worked with a number of parents, both deaf and hearing, whose deaf or hard of hearing children have been bullied at school or in the neighborhood. The number one piece of advice I give them is, "Talk to your child every day about self-defense and what is right and wrong."

Basic Self-Defense Techniques:

- **Teach your child the meaning of the word "stranger."**

Role playing is a very successful technique for teaching deaf and hard of hearing children about strangers; visualizing a situation helps them integrate it faster. Role play different situations so that your child understands that even someone who offers candy or toys can be dangerous and is a stranger if he or she does not know the person.

- **Use local resources.** Seek out free seminars on self-defense and self-protection in your local community. There are basic self-defense moves that even my 4-year-old can perform with great success! Many local communities have karate schools and other forums where your child can learn basic self-defense maneuvers. These types of forums teach your child self-discipline and self-confidence so he or she can defend him- or herself more readily against a bully.

- **Teach your child, again through role play and discussion, that adults are there to protect them.**

Teach them also that when someone is hurting or threatening them, this is wrong and needs to be addressed. Be sure to include information about such things as stealing lunch money, teasing, making fun of a person's handicap or disfigurement, scaring or intimidating, physical abuse, etc.

- **Tell your child that no harm will come to him or her for sharing information about a bully.**

The biggest fear a child has is that a bully will retaliate if he or she tells someone, and it is important to reassure the child right away.

- **Teach your child what to do if someone grabs his or her arm.** Tell him or her to scream as loud as possible. By screaming, your child will attract attention to the fact that he or she is in distress and alert those in the surrounding area that help is needed. Your child can be taught simple self-defense moves to break free from a grip on the wrist or upper arm.

- **Teach your children basic home safety: Do not answer the door or give out any information on the phone or through the door.** Give your child a code word or sign that only you and he or she knows. If a stranger stops your child and says, "Your mommy sent me here to pick you up. She had to go to the store." Your child should ask, "What's my code?" Teach your child to run to the nearest adult if the person does not know the code word or sign.

- **Most important, communicate with your child as often as possible.** Be sure to ask your child about his or her day. Watch for unusual behaviors such as an empty lunch box combined with a request for additional money or food. Talk to your child's teachers about your child's social circle at school. Does your child play with others or is he or she isolated and alone? Does your child cry often or seem overly afraid? Look for any unusual break in his or her routine or change in appearance. Other subtle signs are sudden changes in attitude toward school, whether you observe this at home or in the dormitory. Examples of this include vague physical reasons (i.e., a headache, a stomachache, or crying) for not wanting to go to school, combined with the inability to explain why he or she doesn't want to go.

Winners Selected

Students Report “Many Random Acts of Kindness” in Gallaudet National Essay Contest

“For this essay...I thought over all my 15 years of life and the countless selfless things many people have done for me,” wrote John “Buddy” Veazey, from Geismar, Louisiana, who won first place in the sixth annual Gallaudet National Essay Contest for Deaf and Hard of Hearing Students. Veazey’s appreciative and reflective tone was typical of many contest writers who reported both giving and receiving countless acts of kindness in interactions with



VEAZEY

parents, teachers, interpreters, school staff, and strangers. Every year, Gallaudet University challenges deaf and hard of hearing students throughout the United States to write an essay on a specific theme and offers scholarship prizes for the winners. All the winning essays are published in the spring edition of *World Around You*, the magazine that the Clerc Center offers without charge as a literacy service to deaf and hard of hearing students throughout the country.

Judges for this year’s contest were Dr. Ernest Hairston, an education research analyst with the U.S. Department of Education; Dr. Lil Tompkins, an associate professor in the Gallaudet University English Department; Mr. David Tossman, coordinator of the Gallaudet University Visitors Center; and Mr. Chris Heuer, who teaches in the Gallaudet University English department.

“Our contest depends on the participation of generous individuals such as our contest

judges,” said Dr. Katherine A. Jankowski, Clerc Center dean.

Jankowski expressed appreciation to Eric Albronda, son of author Mildred Albronda who wrote *Douglas Tilden: The Man and His Legacy*, a picture biography of the famous deaf sculptor. “Eric

has often made generous donations to the contest,” she said. “But this year, he was especially generous. He donated enough books for all of our place winners—and their teachers.”

She also thanked Daniel Wallace and Gallaudet University Press for donating *Clerc: The Story of His Early Years* to all contest place winners.

Gallaudet’s Office of Enrollment Services and the Clerc Center sponsor the Gallaudet National Essay Contest to encourage deaf and hard of hearing high school students, 15 to 19 years old, to aspire to higher literary achievements. Place winners receive certificates and scholarship money for the college or postsecondary school of their choice.

Art Contest

For the first time, *World Around You-Teacher Guide* sponsored a national art contest for deaf and hard of hearing students. Susie Lepro, of Verona, Wisconsin, won the \$100 first place award. All winners also received *Clerc: The Story of His Early Years*, courtesy of Gallaudet University Press.

Essay Contest Award Winners

#1

John “Buddy” Veazey
Geismar, Louisiana

#2

Colleen Erdman
Cedar Rapids, Iowa

#3

Michael J. Fowler
Wichita, Kansas

Honorable Mentions

Heidi Henley
Knoxville, Tennessee

Molly Hawk
Hernando, Florida

Judge’s Recognition

Ashley Greene
Austin, Texas

Kathleen Roberts
St. Augustine, Florida

Editor’s Award

Kelli Cordi
Mountain Lakes, NJ

Anthony Baskin
Buffalo, New York

Faizah Shah
Peno, Texas

Publication Effort Award

Heath Focken
Ansley, Nebraska



ERDMAN



HENLEY



HAWK



ROBERTS



BASKIN



FOCKEN



COVELLI



SHAW



BATIZ



FOWLER



GREENE



CORDI



SHAH



LEPRO



SCHRUBBE



BANTA

Art Contest Award Winners

#1

Susie Lepro
Verona, Wisconsin

#2

Victoria Covelli
Delavan, Wisconsin

#3

Ashley Schrubbe
Delavan, Wisconsin

Honorable Mention

Nick Shaw
Delavan, Wisconsin

Honorable Mention

Taylor Banta
Delavan, Wisconsin

Judge’s Recognition

Molly Irene Batiz
Leechburg, Pennsylvania

Clerc Center Prepares Students for the Job *on* the Job

By Susan M. Flanigan

Every school day, Jon Manning rolled out of bed, headed to the cafeteria for breakfast, and then went to class—except for Wednesdays. On Wednesdays Manning went to work. He served in the Rayburn Congressional Office Building in the office of Congresswoman Lynn Woolsey from California.

Manning was not unique. Every senior at the Model Secondary School for the Deaf (MSSD) spends one day each week at an off-campus internship. Like Manning, they learn a variety of on-the-job skills—from time management to the importance of punctuality. For Manning, the job also meant an inside look at how the elected national legislature conducts the day-by-day business of government.

Internships like Manning's are the culmination of a progressive program to give students a variety of work experiences with increasing levels of responsibility and independence. "Preparing for a future career really begins in elementary school," said Susan Jacoby, transition coordinator for the Laurent Clerc National Deaf Education Center. "When students role play being a teacher, firefighter, or artist, they are really exploring careers in their world. At the Clerc Center, developing the knowledge and skills students need to transition through and beyond school is a part of academic, after-school, and home activities from the earliest grades through high school."

Transition preparation intensifies in high school, where freshmen participate in a year-long work preparation program that focuses on developing foundational work skills such as team building, self-awareness, decision making, and community support. Sophomores glean experience through working in one of the offices at the Clerc Center's two demonstration schools, MSSD or Kendall Demonstration Elementary School. Juniors are placed in various departments at Gallaudet University. Their responsibilities vary from working in the Accounting Office, to developing web pages for departments on campus, to supporting the athletic and theater arts programs, etc.

By the time they are seniors, students travel off campus independently to their jobs which include placements at the Library of Congress, the Capitol Hill Children's Museum, the Department of Education, Rock Creek Park, Providence Hospital, the Department of Justice, the Federal Aviation Agency, and the U.S. Park Police Stables, among other places.



Manning enjoyed working with the staff of Congresswoman Woolsey. He and his supervisor, Meagan Solomon, used basic signs and gestures and a combination of writing and e-mailing for communication. On Manning's final day, Congresswoman Woolsey gathered the staff in her office for a group photo. She thanked Manning for his work and congratulated him on completing his internship.

"We were happy to have an intern from MSSD," said Congresswoman Woolsey. "And I hope it has been an equally positive experience for Jon working with us."

Will Manning become a future congressman? Who knows? But Manning can take the skills he honed on his internship and apply them to almost any job.

"The ultimate goal of the Clerc Center transition priority area is that students become aware, prepared, and confident as they embark on their lives after high school. Participating in a work internship program is an invaluable transition experience," said Jacoby.

For more information about MSSD's internship program, please contact: Allen Talbert, internship program coordinator, at Allen.Talbert@gallaudet.edu. MSSD is a tuition-free program for

students from ninth through twelfth grade from the 50 states and U.S. territories. It is located on the campus of Gallaudet University in Washington, D.C. For more information, visit: <http://clerccenter.gallaudet.edu/mssd/index.html>.



Ohio Students Make Anti-Bullying Video Enter in Film Festival

Using their own experience as a base, students at the Ohio School for the Deaf (OSD) learned about bullying by writing a script, acting, directing, and making a videotape. The film was made by the middle school students after OSD faculty members approached Jim Nunley, a Buckeye Ranch youth leader supervisor who is deaf.

Teacher/speech-language therapist Mary Ellen Cox organized the film-making team of eight students.

"This is their story," Cox said.

"I felt a little bit nervous at first," said Matt Babb. "Later it was fine. The process was really neat."

Viewing of the student-developed film—at the Buckeye Ranch Film Festival—was scheduled for May.

Clerc Center Offers Summer Sports Camp

A sports camp for deaf and hard of hearing children will be offered this summer by Kendall Demonstration Elementary School. Flag football for boys and volleyball for girls will be offered from June 21 to June 25. Basketball for girls and boys will be offered from June 28 to July 1.

The camp, part of the Laurent Clerc National Deaf Education Center athletics program, will include a daily lunch and a T-shirt. For more information, contact recreation specialist Steven G. Doleac at (202) 651-5992 (TTY/V) or via e-mail at Steven.Doleac@gallaudet.edu.

Clerc Center Sponsors On-line OT/PT Discussion Forum

Occupational and physical therapists who work with deaf and hard of hearing clients now have an on-line discussion forum thanks to the Laurent Clerc National Deaf Education Center. The Clerc Center's Student Services Team has renewed the forum which can be accessed via the Clerc Center website at

<http://clerccenter.gallaudet.edu/SupportServices/ot/deafotpt.html>.

The forum, Deaf OT/PT, was created for sharing information related to occupational therapy (OT) and physical therapy (PT) intervention with deaf and hard of hearing students/clients. "We welcome OTs, PTs, parents, friends, relatives, other professionals... anyone and everyone," said Andrea Pearlman, an OT at the Clerc Center who moderates the forum.

Topics that may be discussed include: sign language, visual perception, visual motor skills, motor planning/praxis, balance, coordination (bilateral, eye-hand, eye-foot, etc.), and sensory integration. Also, intervention strategies, learning styles/learning disabilities, and research ideas or projects may be discussed.

The discussion forum also serves as a database that stores, sorts, organizes, and manages messages and allows participants to read, create, and respond to messages on the Internet.

To join, send an e-mail with your name and preferred e-mail address to:

Andrea.Pearlman@gallaudet.edu.

To date, 41 individuals have signed up.

Celebrating the Performing Arts

MSSD Opens Hall of Fame

By Susan M. Flanigan

It was a time for nostalgia, reunions, and remembering as the Model Secondary School for the Deaf (MSSD) celebrated over three decades of theatrical performances. Thanks to a generous donation from the Metro Washington Alpha Chapter of the Phi Kappa Zeta Sorority, MSSD has established the Performing Arts Hall of Fame to highlight photographs, posters, costumes, and other memorabilia from the rich and varied performances of the school's past 32 years. Among the many alumni and instructors of the performing arts program who attended the opening ceremony was special guest Eric Malzkuhn, who served as the co-director of the theater program from 1973 to 1986.

"The performing arts program...gave students a chance to fully explore their potential and discover abilities that were latent," said Malzkuhn. "I was very impressed at the way hearing and deaf theater professionals got together and worked together, enabling our students to put on truly impressive presentations. I hope that in the future performing arts at MSSD will continue to produce on a high level, utilizing adults trained in acting, directing, and the technical aspects."

Dr. Katherine A. Jankowski, dean of the Laurent Clerc National Deaf Education Center, praised Tim Frelich, coordinator of Curriculum Enhancement, for founding the Hall of Fame, and Yola Rozynek, performing arts staff member, for the fine job she did in setting up the Hall of Fame exhibit.

The poem to the right was written as a tribute to Eric Malzkuhn, a well-loved teacher and director during his tenure at MSSD. Terrylene, the author and an MSSD graduate, went on to become a successful actress.

Eric Malzkuhn! Who? You'll know it's him if...

—If you say you're a star He'll tell you you're not.

—If you're late for rehearsal He'll ignore you.

—If you apologize He'll give a little smile.

—If you listen He'll share.

—If you ask for help He'll offer his wisdom.

—If you say, "I don't know which language to choose." He will show you what he chose for himself.

—If you say, "I don't know where to start." He will give you the seed of creativeness which he has plucked from your heart.

—If you say, "I will act for the spotlight." He will say to act for the journey of discovery, To act for the process itself, To develop and grow.

But don't keep it for yourself; give it away.

That's the life of Art.

You'll know it's Malz.

~ Terrylene, 1988



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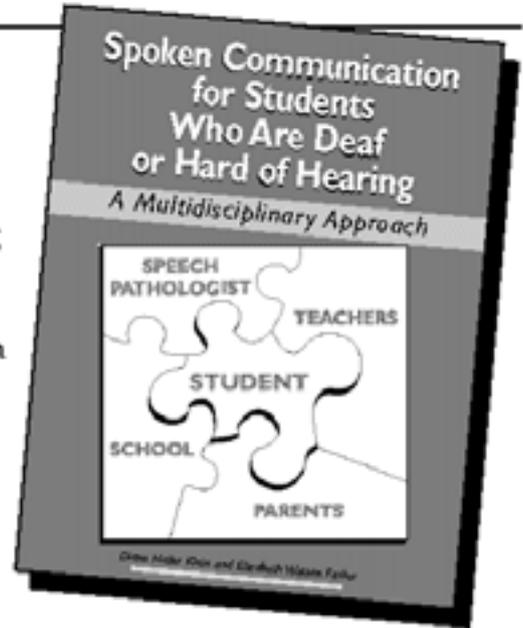
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KDES Student Wins Art Competition

Amy Martin, a Kendall Demonstration Elementary School (KDES) student, won top honors in the annual "Design Holiday Card Contest" sponsored by Potomac Technology, Inc. The contest encourages the display of holiday themes, memories, family traditions, or images of the season. For her design, Martin drew a turtle with a red Santa hat pulling a tree up a snowy hillside. She said that she included a turtle because she has a favorite pet turtle at home.

Potomac Technology is a company located in Maryland that sells assistive listening devices, amplified phones, personal pagers, TTYs, and books and videos related to hearing loss. For the past several years, Potomac Technology has sponsored an art contest for students to design its holiday card. If ten or more students participate, Potomac Technology donates \$50 to the school.

In the letter announcing the winner, Potomac Technology vice-president Patricia Relihan commended Wei Min Shen, art teacher/researcher on the submissions from 20 KDES students who were among the entries. "What a wonderful group of talented students you have. As always, it was a tough decision as we enjoyed every one of the entries. We chose Amy Martin's design for our holiday card."

For information about next year's contest, contact Patricia Relihan at: infor@potomactech.com.



Expo Draws a Crowd

By Rosalinda Ricasa

Kendall Demonstration Elementary School (KDES) students, teachers, parents, and staff learned a lot when they attended a school-wide exposition of student work in the recent Expo. Expos are done quarterly to share information about what

students are learning and doing on the academic teams of KDES.

The youngest students on Team 1/2/3 set up an exhibit focused on bodies of water. The students explained dioramas of oceans, rivers, and lakes, as well as dioramas of stories they'd read. They also asked visitors to participate in

their science experiments, such as pursuing an investigation entitled "Which is Better: Signing with Mittens or Signing with Gloves?"

Students on Team 4/5 focused on "Virginia: Then and Now." They

presented information on the state's history, economy, and tourism and encouraged visitors to enjoy crafts and foods like the famous Virginia ham. Curious about how to make Virginia corn husk dolls? Ask a Team 4/5 student and he or she will gladly show you.

Team 6/7/8 explored

several topics, beginning their exhibit with a presentation on the Chinese New Year and noting that the song that everyone sings at birthdays, the "Happy Birthday Song," is 101 years old. Then students invited visitors to their classrooms and presented on such topics as geography, geometry, and civil rights.



Extension Courses Fall 2004

Literacy—It All Connects, Online Course

This course will provide students with the opportunities to discuss and analyze the nine areas of literacy that are critical for reading and writing development: reading to students, language experience, guided reading and writing, shared reading and writing, writer's workshops, research reading and writing, dialogue journals, journals and logs, and independent reading. Examples of how this can be used with deaf and hard of hearing children from all levels will be shown, and students will see how this fits with the Zone of Proximal Development.

Cochlear Implants and Children: Considerations for Implantation and Educational Planning, Online Course

This course provides an overview of the technical aspects of the device, surgical procedures, issues involved in determining candidacy, extent of benefit from the implant, and considerations for family support and educational planning. Information related to effectiveness of cochlear implants will be highlighted in the context of age of implantation, psychological adjustment considerations, and deaf culture issues.

Reflective Teaching for a Peaceable Classroom, Online Course

This course will provide students with opportunities to discuss, analyze, and alter their own personal behavior management style. Students will be provided with various reading materials and case studies for peer discussion and reflection. At the conclusion of the course students will have learned various strategies and tools with which to enhance their classroom community.

For more information on the courses above, contact Gallaudet University Graduate Education and Extended Learning at (202) 651-5400 (V/TTY), or e-mail: ONLINE@gallaudet.edu.

POSTERS

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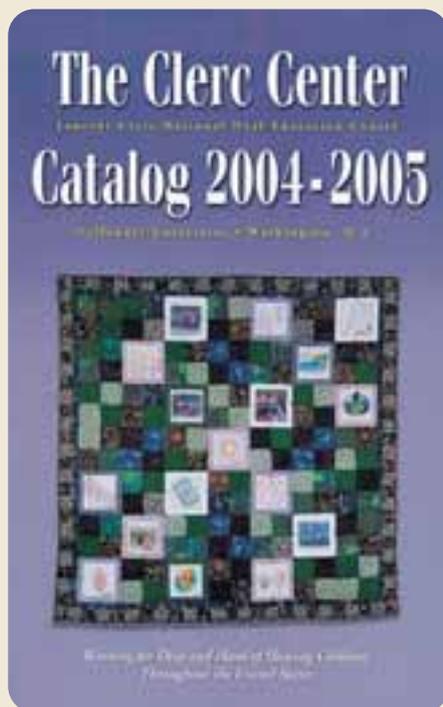
Read It Now Clerc Center Catalog in Print and Online

By Jennifer Hinger

The Clerc Center 2004-2005 Catalog, a comprehensive listing of educational products and services available from the Laurent Clerc National Deaf Education Center, is now online and available in print. Clerc Center products include books, manuals, curricula, occasional papers in print and online, videotapes, and training programs that provide valuable tools and

information for teachers, parents, students, professionals, and other people involved in the education of deaf and hard of hearing children.

Catalog users will find some new features this year, including indexes of titles according to grade level and by audience



(on-line version only), and a list of titles available in other languages. The catalog can be viewed at <http://clerccenter.gallaudet.edu/products/index.html> or by clicking on "Products" from the Clerc Center home page: <http://clerccenter.gallaudet.edu/>.

To receive the print version of the catalog, please contact the Clerc Center's Publications and Information Dissemination Office via telephone at (800) 526-9105 (V/TTY) or (202) 651-5504 or via fax at (202) 651-5708.

The path to a bright future starts with you.

—*—
A path leads through "Flo's Corner" to the Student Academic Center, which opened in the summer of 2002.

Dedicated to the memory and generous contributions of Florence Foerderer, Flo's Corner is a tribute to her generous bequest, which helped to construct the state-of-the-art facility and support the building's technologically-enriched classrooms.



YOU CAN HELP deaf and hard of hearing students take the first step toward success. There are many ways to support today's deserving students that will also benefit you and future generations.

For more information, contact Lynne Murray, assistant executive director of development.

Clerc Center Audiologist and Teacher Win Recognition

By Susan M. Flanigan

Mary Ellsworth, Clerc Center teacher/researcher, and Stephanie Marshall, Clerc Center audiologist, have each received recognition and earned awards in their chosen professions. Ellsworth, science teacher/researcher for the Model Secondary School for the Deaf, was presented with the National Science Foundation's Presidential Award for Excellence in Mathematics and Science Teaching in the District of Columbia for 2003. Marshall, coordinator for Support Services and audiologist for Team 6/7/8 at Kendall Demonstration Elementary School, was given the Distinguished Service Award from the District of Columbia Speech-Language-Hearing Association (DCSHA) and was subsequently recognized as one of the Volunteers of the Year by the American Speech-Language-Hearing Association (ASHA).

"We are proud of Mary and Stephanie's awards and applaud them for their contributions to the Clerc Center and to their professions," said Dr.

Katherine A. Jankowski, dean of the Clerc Center.

The Presidential Awards for Excellence in Mathematics and Science Teaching program was established in 1983 by the White House and is sponsored by the National Science Foundation. The program identifies outstanding mathematics and science teachers, kindergarten through twelfth grade, in each state. The awards recognize teachers who serve as role models for their colleagues and are leaders in the improvement of science and math education. Nominees for the award submit an extensive application, which includes an unedited videotape of a class with written reflection on the teacher and student interactions, examples of student work, and a summary of contributions to the field of science or math education.

ASHA designated 2003 as the Year of the Volunteer. At the 2003 National Convention in November, executive director Nancy J. Minghetti recognized how the dreams and actions of ASHA



Stephanie Marshall and Mary Ellsworth

volunteers have furthered the mission of the organization through a powerful network of volunteers. ASHA recognized Marshall for her volunteer work as the Continuing Education administrator for DCSHA for the past 15 years. Marshall also provides this service for DCSHA for all continuing education activities of other organizations that seek ASHA continuing education units or credit through co-agreements with DCSHA. Marshall's involvement with DCSHA has also included working on several program committees and serving as moderator for sessions occurring during DCSHA's annual workshops.

Model Secondary School for the Deaf to Launch Honors Program in Fall 2004

Starting this fall, students at the Model Secondary School for the Deaf (MSSD) will have the opportunity to elect academically challenging courses at the honors and Advanced Placement (AP) level in English, history, science, and mathematics as part of the new MSSD Honors Program (MHP).

Students participating in this program must have a cumulative grade point average of 3.0 or above, have completed the application form (including a 250-word essay), have submitted two letters of recommendation, and have answered a timed essay question and participated in a panel interview on site at MSSD.

The program is open to all students, including transfer students and incoming freshmen. Selection is based on a student's achievement record in academic subjects and demonstrated interest in other academic fields. Teacher recommendations and the student's ability to think critically and reason logically are also included in the decision.

For more information on the MHP, contact: Christopher.Kaftan@gallaudet.edu.



On to National Honors

Mary Ellsworth went on to national honors. She received the Presidential Award for Excellence in Mathematics and Science Teaching at a special White House ceremony last spring.

Texas School for the Deaf Students Produce Bullying Tape:

A Shadow's Resolve

By Claire Bugen and Steve Baldwin

Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially. A comprehensive intervention plan that involves all students, parents, and school staff is required to ensure that all students can learn in a safe and fear-free environment.

"Bully-proofing" is another word for creating a caring community where children feel safe at school, on the playground, in the cafeteria, on the bus, and in the dorms.

Texas School for the Deaf (TSD) middle school students in grades six through eight worked with their teachers and Davideo Productions to produce *A Shadow's Resolve* as the culminating project after a semester-long curriculum study on bully-proofing. The curriculum included 11 sequential core lessons comprised of writing activities, reading assignments, class discussions, role playing, case studies, and homework assignments that engage children in thinking about the distinctions between "teasing" and "bullying." These activities help children focus on the boundaries between appropriate and inappropriate, playful and

hurtful behavior. The lessons were designed to give the students a conceptual framework and common vocabulary that allowed them



to find their own links between teasing and bullying. The students wanted to use their special talents to produce a video in order to share what they had learned about bullying. In *A Shadow's Resolve*, these young deaf actors, with the assistance of the mysterious character of the Shadow, show how bullying creates an imbalance of power so that children are being victimized and initially have trouble defending themselves. The inevitable conflicts arise with the bully until the group of peers develops some

common resolution strategies and, ultimately, the empowerment to confront the bully. The role of the Shadow is artistically intriguing and educationally effective. The Shadow becomes the conscience for the bully, which leads to his intervention and, finally, his change of heart.

We believe the student-developed video is an excellent way to introduce the essential issues surrounding bullying. It illustrates a variety of ways in which the school bully intimidates his victims, what the students do when they are bullied, and how they eventually cope and prevent the bullying. There are many curricula resources that may be used as tools as part of a comprehensive approach to bullying. At TSD, we chose "*Bully-Proofing Your School*." This program is available through Sopris West (www.sopriswest.com) and includes conflict resolution training, social skills building, positive leadership skills training, and intervention techniques. Complementing the video is a professionally developed study guide for teachers and students who follow up the video with class discussions.

Here's what our students said about their experiences with bully-proofing and producing *A Shadow's Resolve*: "Shadow taught me not to bully others and to respect my friends," said John Davis, who actually played the bully. His co-star Amanda Ortiz called *A Shadow's Resolve* her favorite movie because "I had a chance to act out the lessons and concerns we all experienced before." Connie Sefcik-Kennedy, current TSD PTA president, viewed the videotape last spring with parents and abuse experts and all agreed that the video "is an excellent way to stimulate a meaningful dialogue about bullying issues between children, teachers, and parents."

A Shadow's Resolve is a proactive step in the right direction for any school program, hearing or deaf, that adheres to the No Child Left



Behind Act, which stresses the safety of the school environment throughout the day and night. Student, parental, and staff involvement can only enhance the bully-proofing curriculum with a practical study guide that is dramatically and educationally supported by the 13-minute video by TSD.

Tapes and Manuals for New Interpreters

**Interpreting in Medical Settings
Interpreting in Legal Settings
Interpreting in Insurance Settings**

By Carol Patrie

Review by Jeff Hardison

Jeff Hardison, CSC, CI/CT, M.A., is a native of Florida who holds a B.A. in English and a M.A. in linguistics. He has worked for 20 years as an interpreter, including 16 years at Gallaudet University



Glimpses and Insights

**Listen with the Heart:
Relationships and Hearing Loss**

By Michael A. Harvey

Review by Cynthia J. Plue

Cynthia J. Plue, Ed.D., is an assistant professor and coordinator at Northern Illinois University in DeKalb. Plue, who is in the Department of Literacy Education, may be contacted at: DrCPlue@aol.com.

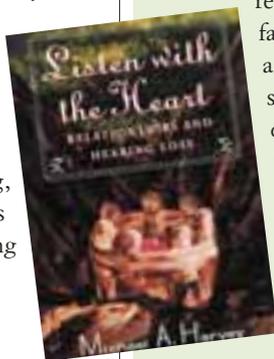
Listen with the Heart offers a glimpse of individuals with hearing loss and insights from their family members that resonate with the natural concerns of most

relationships. These family members and individuals surmount the communication barriers and issues dealing with hearing loss as interesting case studies of ten individuals who share their

crises as persons with hearing loss are presented. These case studies are a great source of information for academic training in the educational and mental health fields that serve the deaf and hard of hearing population. The case studies illustrate the struggles of dealing with and the acceptance of hearing loss from the point of view of an

individual, a couple, and a family. These case studies portray how economical, educational, psychological, and/or social influences shape one's experience of hearing loss. Such influences forced each individual to experience a variety of learning situations.

Dr. Michael Harvey provided support to the challenges of identity crises and communication struggles with and without family members, at home and/or at work, which added more layers to individuals' viewpoints in certain situations where they interfaced with issues such as identity crises or communication barriers. Dr. Harvey passionately instilled the cultural and linguistic information that helped bridge the gaps between the hard of hearing and hearing people in understanding each other's communicative needs.



issues, such as those that involve the complexity of human interaction. These issues include: How does an interpreter handle misunderstandings between conversants? How does an interpreter integrate himself or herself into the conversational

milieu, i.e., how does the interpreter respond to and integrate cultural dynamics such as turntaking or make decisions about the depth of processing? Also, emphasized are ways that one can assess an interpretation to gauge its audience impact.

This series of specialized materials is aimed primarily at the aspiring interpreter. Each video is accompanied by a manual that explains the goal and rationale of the tapes, the philosophical underpinnings that drive the tapes as well as the vocabulary (listed in printed English) that gives the interpreter or interpreter evaluator an idea of the specific terminology that is pertinent to each scenario.

Here is a summary:

- **Interpreting in Medical Settings** has three scenarios, two which occur in an otolaryngologist's office and one which occurs in a dentist's office.
- **Interpreting in Legal Settings** has four different scenarios which involve a car accident victim, a petition for divorce, the establishment of a trust fund, and the initiation of a commercial business.
- **Interpreting in Insurance Settings** has four scenarios which involve acquisition of automobile insurance, disability insurance, condominium insurance, and life insurance.

This video series is predicated on the notion that learning occurs, generally, in two ways—through direct experience and through observation. Emphasizing observational learning, the tapes and manuals call attention to paying attention, retaining information, reproducing observed information, and incorporating new skills. This is where the rubber meets the road. In each phase, the interpreter's skills, learned from observation, may be incorporated into the interpretation.

In addition to providing specific insights and tools for learning, the manuals provide what the author calls an error taxonomy through which mistakes—or inequivalencies in the target message as we call them in the field—can be identified, labeled, and gauged in severity. This video series provides models of interpretation within specific professional domains as well as an awareness of the broader

A Welcome Addition to ASL Teaching Materials

American Sign Language Video Dictionary and Inflection Guide

By the Department of American Sign Language and Interpreting Education, National Technical Institute for the Deaf/Rochester Institute of Technology

Reviewed by Arlene B. Kelly

Arlene B. Kelly, Ph.D., teaches in the Department of American Sign Language at Gallaudet University.

American Sign Language (ASL) inflections are often difficult to visualize in print, so this CD is a welcome addition to the repertoire of ASL teaching materials. To inflect a word is to change it to reflect case, gender, number, tense, person, mood, or voice. Inflections are different for different languages. English is not a highly inflective language. In certain nouns, '-s' is often added as an inflection to show plurality. But often in English,

it is necessary to add words to show changes in a given meaning. Adverbs may be added to adjectives to make their meaning more precise. For example, *somewhat* or *extremely* may be added to the adjectival *red* to indicate a color's intensity.

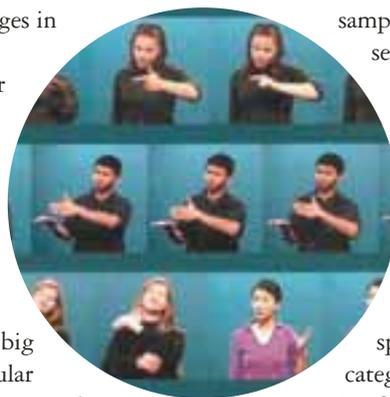
American Sign Language, on the other hand, is a highly inflectional language. This inflection is sometimes seen in a sign's movement, which can be reduced or increased to

indicate changes in the sign's meaning. For example, slow, circular movements paired with the sign *red*, means *somewhat red*. Conversely, a big and firm circular movement suggests the concept of *very red*.

On this CD, ASL inflections are presented in a three-dimensional space rather than on two-dimensional paper, an important difference. The viewer can locate a specific sign and its inflection in various ways, such as typing in an English word for the sign, searching for the sign from within 26 categories, or selecting the first letter of the English word for the sign from an alphabet feature of the software. Sign categories include animals, transportation, and furniture. There are four categories that illustrate use of numbers: general, age, money, and time.

In addition, signs with similar handshapes or movement are displayed. This is helpful in showing how to produce semantically correct signs.

Three-fourths of the 2,700 signs contained on this disk are included in about 650 video clips that show American Sign Language sentences that are semantically correct and correctly inflected. For some of these inflected productions, English sentences are also available to show the equivalence in meanings. However, there are no indications which signs have



sample ASL sentences so it is hard to figure out how to use the inflected sign in context. Two special categories, socially restricted (sexual signs)

and substance abuse, are accessed by a password only so young people cannot view them. I find this to be troublesome because passwords may be lost, misplaced, or accidentally found by young viewers.

The enclosed pamphlet claims the signs are modeled by deaf native signers but it is hard to tell how many of these models were actually native signers or what native meant. Does native mean of deaf parentage or of residential school background, and at what age does 'native' language usage begin? Nevertheless the models are racially diverse, a positive occurrence and a good selling point.

There was some challenge navigating the product but after a brief period of trial and error, I was able to navigate easily. The video clips operate on the QuickTime movies software, available on the CD itself. The enclosed pamphlet also honestly suggests that there is no substitute for actual signing with deaf people themselves. After all, socialization is the best language teacher.

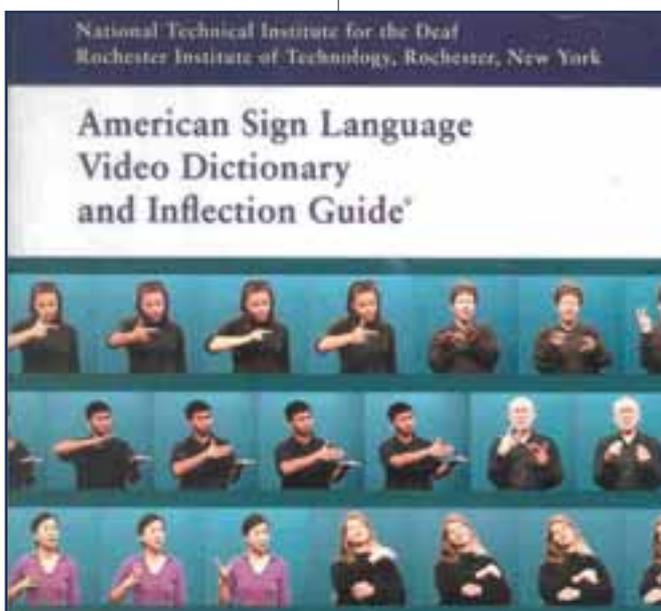




PHOTO BY MICHAEL KARCHNER

TRAINING & PROFESSIONAL OPPORTUNITIES

The Clerc Center develops and conducts training programs related to its national mission priorities of literacy, family involvement, and transition from school to postsecondary education and employment. Clerc Center Training and Professional Development Opportunities are offered around the country, coordinated through the Gallaudet University Regional Centers (GURCs). The following is a brief description of the programs currently available through the GURCs (see contact information on opposite page).

TRAINING PROGRAMS

Summer Literacy Institute

The Clerc Center puts together the best of its literacy workshops and combines them into one high impact week! Designed especially for parents and caregivers, educators, and other professionals who work with deaf and hard of hearing students, the Literacy Institute provides instruction in the following:

- **Literacy—It All Connects**
- **Reading to Deaf Children: Learning from Deaf Adults**
- **Read It Again and Again**
- **Leading from Behind: Language Experience in Action**

August 2 - 6 Washington DC, Mid-Atlantic Region

GLOBE (Global Learning and Observations to Benefit the Environment)

GLOBE is a worldwide science and education program that coordinates investigations by students, teachers, and scientists involved in studying and understanding the global environment. This five-day workshop qualifies teachers and their schools for full participation in the GLOBE program.

July 26 - 30 Washington DC, Mid-Atlantic Region

Earth System Science for High School Teachers

Designed for teachers of deaf and hard of hearing students interested in Earth/physical sciences, this course focuses on the National Science Standards for Grades 9-12. The course provides a strong basis for science learning, increased understanding of the history of Earth, and the opportunity to integrate biological, chemical, physical, and Earth sciences.

August 2 - 7 Washington DC, Mid-Atlantic Region

Integrating Technology Into the Classroom

This training provides teachers of the deaf with project-based, hands-on training and practice with a variety of technologies for classroom instruction. The course includes: using a digital camera and basic graphics manipulation, making a web page, using a graphic organizer for brainstorming and planning, searching the Internet for classroom links, and other exciting skills.

Prerequisite: basic computer literacy skills and knowledge of the Internet, word processing, and presentation software.

June 12 - 16 Washington DC, Mid-Atlantic Region

July 26 - 30 Ohlone, Kansas, Midwest Region

August 9 - 13 Honolulu, Hawaii, Pacific Region

TRAINING

The Shared Reading Project: Keys to Success

This five-day training program, designed to prepare site coordinators to establish a Shared Reading Project in their own schools or programs, will be offered only once in 2005. For educators, administrators, and parent leaders, this workshop is based on the highly acclaimed program where deaf tutors teach parents and caregivers effective strategies for reading books with their children during home visits.

March 14 - 18 Washington, DC, Mid-Atlantic Region

TRAINING

WORKSHOPS

Reading to Deaf Children: Learning from Deaf Adults

This effective workshop teaches techniques known as “the 15 Principles for Reading to Deaf and Hard of Hearing Children.” Highly interactive, this workshop is available in a three-hour or six-hour format, and is for parents, caregivers, and educators.

July 14 Columbia, South Carolina,
Southeast Region

Read It Again and Again

This workshop teaches participants to incorporate a wide array of learning activities in reading the same book to children over successive days. This workshop is of special interest to classroom teachers and administrators.

July 15 Columbia, South Carolina,
Southeast Region

Leading from Behind: Language Experience in Action

This workshop provides an introduction to using language experience in a student-centered classroom for classroom teachers and other educators. Parents and dorm staff will also find it of interest.

July 16 Columbia, South Carolina,
Southeast Region

See the Sound: Visual Phonics

This workshop provides instruction in using Visual Phonics, a system that utilizes a combination of tactile, kinesthetic, visual, and auditory feedback to assist in developing phonemic awareness, speech production, and reading skills with children who are deaf or hard of hearing.

June 21 - 22 Washington, D.C.,
Mid-Atlantic Region

Regional workshops are offered around the country. In addition, if you are interested in hosting a workshop at your location, please contact the Clerc Center Office of Training and Professional Development or the Gallaudet University Regional Center in your respective region.

For more information

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

MID-ATLANTIC REGION

Patricia Dabney
Laurent Clerc
National Deaf
Education Center
Gallaudet University
Washington, D.C.
(202) 651-5855 (TTY/V)
(202) 651-5857 (FAX)
training.clerccenter@gallaudet.edu

MIDWEST REGION

Mandy Christian
Gallaudet University
Regional Center
Johnson County
Community College
Overland Park, Kansas
(913) 469-3872 (TTY/V)
(913) 469-4416 (FAX)
mwhittaker1@jccc.net

SOUTHEAST REGION

Chachie Joseph
Gallaudet University
Regional Center
Flagler College
St. Augustine, Florida
(904) 819-6261 ext. 216 (V)
(904) 829-2424 (TTY)
(904) 819-6433 (FAX)
chachiejos@aol.com

WESTERN REGION

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

NORTHEAST REGION

Fran Conlin
Gallaudet University
Regional Center
Northern Essex
Community College
Haverhill, Massachusetts
(978) 556-3701 (TTY/V)
(978) 556-3125 (FAX)
fran.conlin@gallaudet.edu

PACIFIC REGION

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

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

Upcoming Conferences and Exhibits



June 21-22, 2004
Student Life Conference, Washington, D.C. To be held at Gallaudet University. Sponsored by the Laurent Clerc National Deaf Education Center. Contact: Patricia Dabney, patricia.dabney@gallaudet.edu.

June 24-26, 2004
The 25th "World's Largest ASL Silent Weekend." Contact: DrASL@aol.com; <http://www.DrSign.com>.

June 25-29, 2004
AGBell 2004 Convention, "California Dreamin'... Imagine the Possibilities!" Anaheim, Calif. Contact: <http://www.agbell.org/convention/Frontpage.html>.

July 2004
Combined Summer Institute with a Focus on Educating: Autism, Deaf/Hard of Hearing, Blind/Visually Impaired, Significant Disabilities, Early Childhood, Yakima, Wash. To be held at the

Yakima Convention Center. Contact: Carol Carrothers, Washington Sensory Disabilities Services, carolc@ellensburg.com.

July 4-9, 2004
7th International Congress of Hard of Hearing People, Helsinki, Finland. Contact: International Federation of Hard of Hearing People (IFHOH), csbaw@compuserve.com; http://www.ifhoh-helsinki2004.org/index_en.php.

July 6-10, 2004
47th Biennial NAD (National Association of the Deaf) Conference, Kansas City, Mo. To be held at the Bartle Hall Convention and Entertainment Center. Contact: <http://www.nad.org>.

July 11-23, 2004
CLARKE's Summer Adventure 2004 (an auditory/oral program designed for deaf and hard of hearing children ages 9-12), Northampton, Mass. To be held at the Clarke School for the Deaf. Contact: Sandy Soderberg or Signe Dugger, (413) 584-3450; fax: (413) 584-3358; info@clarkeschool.org; <http://www.clarkeschool.org>.

July 14-17, 2004
Registry of Interpreters for the Deaf (RID) Region IV Conference, Oklahoma City, Okla. Hosted by the Oklahoma Registry of Interpreters for the Deaf (OKRID) To be held at the Renaissance Hotel. Contact: <http://okrid.org/>.

July 16-18, 2004
Deaf View II Conference, Auckland, New Zealand. Contact: Deafview@xtra.co.nz.

August 1-8, 2004
21st Annual National Black Deaf Advocates Conference, Philadelphia, Pa. To be held at the Doubletree Hotel. Contact: Charmaine Gilliam, (215) 226-0196 (TTY); fax: (610) 259-9673; cgilliam8552@aol.com; <http://www.nbda.org/>.



August 4-8, 2004

4th National Asian Deaf Conference, Honolulu, Hawaii. Hosted by the Deaf of the Pacific Rim (DPR) and the National Asian Deaf Congress (NADC). To be held at the Renaissance Ilikai Waikiki Hotel. Contact: Paul Tomiyasu, Conference Chair, P.O. Box 893474, Mililani, HI 96789; dpr2k3@aloha.net; <http://www.nadc-usa.org>.

September 8-12, 2004

BREAKOUT VIII, A National Conference on PsychoSocial Rehabilitation and Deafness, Washington, D.C. To be held at the Washington Hilton & Towers Hotel. Contact: <http://www.nami.org/>.

September 11, 2004

Deaf Celebration 2004, Arlington, Tex. Contact: Misty Laird, (972) 205-1999 (TTY); misty@deafcelebration.com; <http://www.deafcelebration.com>.

September 18, 2004

DeafNation Expo, Seattle, Wash. To be held at the Seattle Center. Contact: Angela Otani, fax: (301) 682-7529; angela@deafnation.com; <http://www.deafnation.com/>.

September 25, 2004

DeafNation Expo,

Milwaukee, Wis. To be held at the Midwest Airlines Center, Contact: Angela Otani, fax: (301) 682-7529; angela@deafnation.com; <http://www.deafnation.com/>.



October 16, 2004

DeafNation Expo, Austin, Tex. To be held at the Palmer Events Center. Contact: Angela Otani, fax: (301) 682-7529; angela@deafnation.com; <http://www.deafnation.com/>.

October 23, 2004

DeafNation Expo, Pleasanton, Calif. To be held at the Alameda County Fair. Contact: Angela Otani, fax: (301) 682-7529; angela@deafnation.com; <http://www.deafnation.com/>.

November 6, 2004

DeafNation Expo, Salt Lake City, Utah. To be held at the South Towne Exposition. Contact: Angela Otani, fax: (301) 682-7529; angela@deafnation.com; <http://www.deafnation.com/>.

November 26-29, 2004

International Conference, Education, Training, and Rehabilitation of Persons with Disabilities, Longowal (Punjab) India. Contact: Dr. Ajat Shatru Arora, fax: (91)1672-280057; ajat@pudslviet.org; <http://www.pudslviet.org>.

February 23-24, 2005

Pennsylvania Bureau of Special Education Conference, Hershey, Pa. To be held at the Hershey Lodge & Conference Center, <http://www.pattan.k12pa.us/>.

July 9-13, 2005

American Society for Deaf Children 19th Biennial Convention, Pittsburg, Pa. To be held at the Western Pennsylvania School for the Deaf. Contact: Jessica Wells, (412) 317-7000; jwells@wpsd.org; <http://www.deafchildren.org>.



Shared Reading Project Bookmarks

“Tips for Reading to Your Deaf Child”

These bookmarks offer strategies parents and caregivers can use in reading to their deaf and hard of hearing children. The bookmarks are free but limited to 100 per customer!

When ordering more than 25 bookmarks, please include \$5.00 for shipping and handling. To order, see <http://clerccenter.gallaudet.edu/products/order.html>.

Available in: Arabic, Bengali, Cambodian, Chinese, English, Farsi, French, Hmong, Inuktitut, Korean, Navajo, Portuguese, Russian, Somalian, Spanish, Tagalog, Thai, Urdu, and Vietnamese.



Congratulations Class of 2004!

Students from the Model Secondary School for the Deaf, like students around the country, celebrated with tears and laughter in commencement exercises last spring. *Odyssey* congratulates all of the 2004 graduates!



PHOTOGRAPHS BY ADAM SCHAFER

Deaf and Hard of Hearing Achievers

Start your deaf or hard of hearing child on a path to success with a good education at MSSD — the Model Secondary School for the Deaf

Suzette Aguayo Fuerst, MSSD '93
Social Worker and Behavior Specialist



Neshmayda Aguayo Bravin, MSSD '93
Mental Health Therapist



Michelle Angela Banks, MSSD '86
Actress/Writer/Producer



Kelby Nathan Brick, MSSD '89
Attorney-at-Law



Jorge Flores, MSSD '87
Mechanical Engineering Technician at a U.S. Naval Base Shipyard

Amy Joy Markel (Hartwick), MSSD '85
Auditor, Ronald Reagan Building, Washington, D.C.



All of these achievers graduated from MSSD: the Model Secondary School for the Deaf. MSSD serves students in 9th through 12th grades from the 50 states and U.S. territories. We are a tuition-free program located on the Gallaudet University Campus at 800 Florida Avenue NE, Washington, D.C. 20002.

For more information, or to arrange a site visit, contact the:
Admissions Coordinator
202-651-5397 (V/TTY) 202-651-5362 (Fax)



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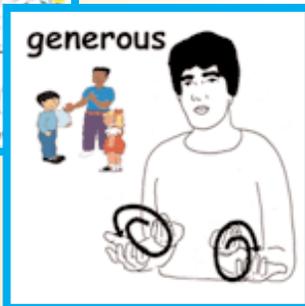
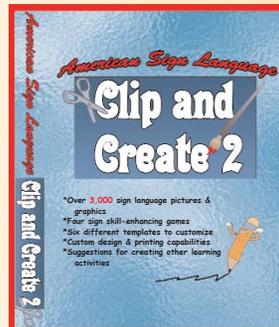


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