



Washington State Hands & Voices

Summer 2015

Volume 4, Issue 2

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Upcoming Events

Signing Exact English Class, King and Snohomish Counties, July 6 – September 1

See flyer below for more information

Support Group for DHH Middle & High School Students, Seattle, June – August

See flyer below for more information

President's Message

Happy Summer Families and Supporters!

I hope you are all taking advantage of the great weather we've been having these past weeks. For my family, summer means slowing down the pace after a busy school year, spending most of our days outside and having time to meet friends!

Is your child going to a camp or workshop this summer? If you have any recommendations for camps and organizations that are or have been accommodating towards your child's specific needs, please let us know! We would love to hear from you and share with families for summers to come!

Also, I just **renewed** my Washington State Hands & Voices membership through our website! I encourage you to do the same, as your contributions don't only give you a copy of the **Communicator**, but also help us with our day to day operations. Our chapter is mostly volunteer-lead, with the exception of our Guide By Your Side program. Our board members and Guides put many volunteer hours in each year to plan events, organize databases, represent at conferences, put the newsletter together...These hours are priceless, but mailing costs, insurance, fees... unfortunately aren't! Please consider renewing YOUR membership now! It's only \$25 for families and memberships run from July 1st 2015- June 30th 2016. You can do this either through our website: www.wahandsandvoices.org or by sending a check with your address, email and telephone number to:

Washington Hands & Voices
1037 NE 65th Street
Box 329
Seattle, WA 98115

Enjoy the newsletter and the rest of summer!

Warmly,

Pauline Crandall

President WA Hands&Voices
pauline.crandall@wahandsandvoices.org

Helpful Links

Like us on Facebook
Washington H&V Facebook page

Hands and Voices
Washington State Website
www.wahandsandvoices.org

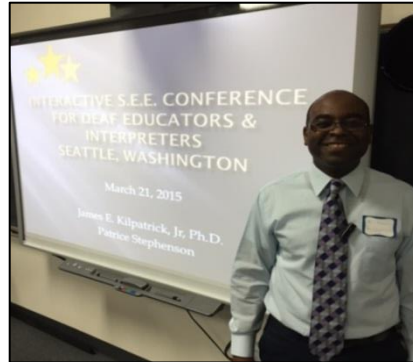
Hands and Voices National Website
www.handsandvoices.org

Contact Us

www.wahandsandvoices.org/
Please submit your newsletter ideas, announcements, comments, etc. to
newsletter@wahandsandvoices.org

A State Sponsored SEE Workshop For Parents, Transliterators, and Professionals in the Seattle Metropolitan Area

By Barbara Luetke, Ph. D



Spring bloomed brightly in Seattle on March 18, 2015, when Dr. James Kilpatrick, an invited speaker from Kansas, reminded us: "When we give them the language, they can outshine us; don't deny them that tool!" Dr. Kilpatrick kept the audience engaged with information, humor, and interactive activities about Signing Exact English for the morning session of an all-day conference sponsored by the Center for Childhood Deaf and Hearing Loss.

About 60 parents of children who are deaf or hard of hearing (D/HH), interpreters/transliterators, and professionals (ex. teacher of the deaf, speech language pathologists, administrators, etc.) spent Saturday, March 21, 2015, learning how signing grammatically-correct Standard English using Signing Exact English (SEE) can incorporate manual features of signed languages.

Using both lecture and small group discussion questions, Dr. Kilpatrick conveyed the importance of D/HH students understanding and using word derivations to become independent readers, earn a college degree, and be gainfully employed. He explained how SEE allows users to sign similar words such as divide, division, divisor, divisible, and so forth in different ways (just as they are pronounced differently in spoken and written English). This is important when students are D/HH because they cannot always hear the quick prefixes and suffixes of words or the pronouns, articles, and conjunctions of English sentences. Thus, teachers and transliterators as well as parents and children can use the same Standard English via SEE that would be expected if the students were hearing. Early on in their development, hearing children understand and use multi-derivational vocabulary such as unbelievable or broken.

Choosing which form of such similar vocabulary to use to express a thought is a skill that is required on the third grade state test that all students must pass to enter fourth grade, Dr. Kilpatrick reminded participants. Therefore, it is important for children who are D/HH to have access to the many derivations of words with the same root. An inability to do so might alert educators to challenges that have not yet been identified for the student. Dr. Kilpatrick used filmed examples to illustrate that students learned FS words better if they are spelled in a creative manner that gives clues to their meaning. Participants had fun practicing fingerspelled words for which there are not



Who We Are

Washington State Hands & Voices is dedicated to supporting families with children who are deaf, deaf-blind or hard of hearing, without a bias towards communication modes. It is a parent-driven, non-profit organization, providing families with resources, networks, and information needed to improve communication and educational outcomes for their children.

signs, and attempting to add meaning to them.

Further, Dr. Kilpatrick showed examples of seven components of "concept expansion" (in both ASL and SEE) and gave audience members opportunities to practice each one. The techniques were contrasting, "faceting," repetition of key words, role shift, use of three examples, space, nesting/couching, and describe-activity. (For more information the reader is referred to this [YouTube link](#)). Dr. Kilpatrick reminded participants to sign grammatically correct English first and then follow their transliteration with one or more of these manual features. Such behavior results in more effective communication.



In conclusion, resources for practicing Signing Exact English were shared. There are several Facebook groups, including SEE Me Sign, SEE Users of Texas and Elsewhere, and Signing Exact English. For books and teaching materials, readers are encouraged to visit the SEE Center website as well as Modern Sign Press (that publishes two sizes of SEE Dictionary).

This website is also where one can find information about a SEE app and SEE Skillshops (intensive weekend trainings in many locations in the United States). To find parents and programs who use the SEE system of communication, please contact Dr. Barbara Luetke at b.luetke@northwestschool.com or visit the Northwest School for Deaf and Hard of Hearing Children website. Dr. James Kilpatrick, Associate Professor of Foreign Languages; Missouri Southern State University, can be reached at the email address: Kilpatrick-j@mssu.edu.

Family Camp 2015

By Betsy Tsukimura



The first weekend in May we packed up our car and headed east over the mountains for our family's fourth trip to Family Camp at Lazy F Campground in Ellensburg. We've come to love this annual ritual because it means reconnecting with old friends, meeting new families, and giving our daughter the opportunity to see Deaf peers and adults thriving, having fun, and using every conceivable modality of communication. Underneath the pine trees



the kids spend the weekend doing activities with peer groups led by a talented team of volunteers who take them fishing (this seemed to leave the biggest impression on our three-year-old), teach them performance arts, give them a mini science lesson, work on arts and crafts (this year it was tie-dye tee-shirts) and play outdoors. Teens join a Challenge Program that includes team-building skills, ropes courses, climbing walls and other adventures.

The camp is just as enjoyable for parents. Filled with informative workshops and time to socialize, the camp always reminds us that we're not alone in our journey with our daughter. We learn from parents who have been there, done that, and are now able to share some of our experiences with new parents joining the camp family.

This year's camp began with the key note lecture by Jennifer White of [Able Opportunities, Inc.](#), who gave a talk entitled "Independence at Every Age." Jennifer gave an inspiring message reminding parents that self-advocacy is one of the most challenging skills for our kids as they graduate high school and become adults. Kids often think self-advocacy means asking for clarification, but don't realize that it also means knowing about the Americans with Disabilities Act, their rights, how to book interpreters, having working experience, job readiness skills, or knowing how to access student disability services at colleges.

Jennifer also provided an insightful overview of a child's self-view as it evolves over the years. As children mature, they begin to define themselves. If children have a communication gap they can develop an internalized oppression about being Deaf. Therefore, Jennifer emphasized the importance of providing kids with Deaf role models, so that they can see someone else who is like them and not feel isolated in their Deafness. Having a Deaf role model is something that families can incorporate in their children's IEPs, so that children can see how a Deaf role model advocates for him/herself.

After lunch with their families the kids returned to their activity groups and parents got to choose amongst a selection of workshops. First there were two parent discussion groups led by Lauren Good and Gretchen Savage. These forums provided parents a chance to share experiences about the challenges and joys of raising our kids. For me, it was helpful to hear about what challenges may arise as my daughter grows older, and strategies other parents have used to address those challenges. There was much laughter and a few tears as families shared their personal stories and found new connections with each other.

The second workshop selection featured two Deaf adults, Ariele Matkov and Jer Loudonback, who hosted open forums to share about their experiences and answer questions from parents.

Towards the end of the afternoon there was free time to socialize with other parents, then free time for the families to go for hayrides, play at the playground, or go fishing. Every Saturday night ends with a campfire after dinner with s'mores and story time.

Sunday began with an update on state and national activities happening in the legislative arena presented by Rick Hauan from CDHL. After Rick's talk all of the families headed for the central play field to view the Children's Performance and Arts and Crafts showcase. The kids present the performance that they worked on in their groups and the parents get to learn about all of the activities the kids had done the day before. After lunch everyone packed up and headed home, looking forward to next year's camp.



Many thanks to [Washington Sensory Disabilities Services \(WSDS\)](#) and the [Center for Childhood Deafness and Hearing Loss \(CDHL\)](#) for all of the planning and administration of the camp, to the workshop presenters, and to the many volunteers for dedicating their weekend to this great experience for families!

Families who attended the camp can join a Facebook page "Washington Deaf Family Camp" to keep in touch with other families!

Deaf Cultural Tips

By Karen Philo, Hearing Speech and Deafness Center Parent Infant Program Specialist

There is a new trend in the Deaf community that is becoming popular. Typically, we text each other using English language. Now there is a free app called Glide in which you can push a button on your device, sign your message, and then send it to the other person who can receive the video on her/his device to open and watch the signed message! Check out the [website](#) and [blog](#) where you can find testimonials by Deaf community members regarding the quality of the app and how well it melds with Deaf culture. Glide also provided insight into some of the benefits of using Glide as a Deaf individual.

"Many in the Deaf community have also shared various reasons why Glide has become instrumental in enabling them to easily communicate with their friends, family, and loved ones when apart. First, a conversation in sign language can take place one-handed. Second, video of a signed conversation is a whole lot faster than texting (remember, writing is not a signer's preferred medium AND sign language isn't English). Finally, the asynchronous nature of Glide video messaging forces the receiver to wait for the [signer] to finish signing, thereby eliminating the possibility of the receiver to 'interrupt' the [speaker] by signing simultaneously – a behavior that is often interpreted as rude.

This and That [\(click on the hyperlinks to be taken to the site\)](#)

[On Being a Teen With Hearing Loss by Annie Resetar](#)

Blog by a 16-year-old teen who shares her experience with the Roger wireless microphone system by Phonak.

[Clerc Center Launches Odyssey Extra, On-line Supplement to Odyssey Print Issue](#)

Five new articles written on the theme of "High Expectations for All: Their Importance and Influence" keep the conversation going. Read them here.

[In Case You Missed It: Webinar Addresses Visual Split-Attention in the Classroom](#)

Teachers of deaf or hard of hearing students may find it challenging to manage visual split-attention in the classroom. This webinar shares recent research about strategies that can be used to make classrooms more accessible.



The Blue Lobster -- a New VL2 Storybook App

Presenting a new ASL/English bilingual storybook app, The Blue Lobster! In this storybook, designed for younger and emerging readers, ages 3 and up, a curious little girl goes off in search of a rare blue lobster.

Gallaudet University and the National Association of the Deaf Bust ASL Myths

Two of the nation's largest ASL supporters team up to prove a number of ASL myths wrong. Doctors routinely tell their patients "facts" about Deafness that have since been proven false or are outdated. See what myths you might think are true.

SEE Sign Videos on YouTube

A YouTube channel full of SEE sign vocab and tutorials

Advantages of Early Visual Language, by Sharon Baker, Ed.D.

This research brief from the Learning Center of Visual Language and Visual Learning at Gallaudet University reviews key findings on the advantages of early visual language.

Eye Gaze and Joint Attention, by Amy M. Lieberman, PhD

This research brief from the Learning Center of Visual Language and Visual Learning at Gallaudet University covers fundamental skills for successful interactions in home and school environments.

Fundraising for Washington Hands and Voices

By Barb Luetke (Northwest School for Deaf and Hard of Hearing Children)

On a recent, sunny afternoon in May, Board members and friends of Washington Hands & Voices were hosted by Stacey and Darrin Williams and Barb Luetke in the backyard of the William's charming home as a fundraiser for the state chapter of Hands & Voices.



Asked for a \$10 donation for drinks and dinner, guests were helpful with their food contributions, but especially generous with their financial contributions, after hearing Vice President, Jennifer Luce and Guide By Your Side Director, Christine Griffin, give short presentations about the important work of the organization. Some 18 guests gave over \$450! Yet, perhaps more importantly, the circle of those served by Washington Hands & Voices widened as parents, professionals, members of related organizations, and friends of those who are deaf or hard of hearing, shared their stories as they mixed and mingled. They gain first hand testimony as to the importance of working together to help families who have children with hearing loss. This informal fundraising idea could be repeated in your neighborhood to support WA Hands & Voices! Contact [Barb Luetke](#) for details and assistance in having Board members speak to your friends and family!

Research News: Visual Language and Visual Learning (VL2) Re- search Brief No. 9: Family Involvement in ASL Acquisition

By Anna Dodd, Hearing Speech and Deafness Center Parent Infant Program Specialist

The VL2 research briefs provide excellent peer- reviewed research in the field of visual language and visual learning. This brief intends to leave parents with a funda- mental understanding of ASL acquisition, the unique fea- tures of ASL and how families can become involved in pro- moting ASL development.

Acquisition

Speech is the ability to make sounds through movements of the mouth. **Language**, by contrast, is our understanding and use of words, grammar, and conversational rules. Studies examining ASL show that it functions in the same way as spoken language but that spoken language is organized sequentially, and ASL is organized spatially.

Whether or not it is perceived through the eyes or the ears, expressed through the mouth or the hands, signed and spoken language are processed by the brain in a similar way. It can then be assumed that because spoken and visual language are learned (acquired) in a similar way, then principles regarding language development can be applied to both languages.

Parent Interaction

Children with more opportunities for communicating with parents, siblings, and peers develop better language skills. It is important that parents sign **consistently**, to do the best of their ability, and from as early of an age as possible. It is also essential that children receive constant positive regard from their parents in order to develop appropriate attachment. A balance between parenting, play and language teaching/learning must be found in interactions between parents and their deaf child.

Activities to Encourage Visual Language

- ◇ It is important to make sure that your child is looking at you when you are telling them about their environment. When telling them about a toy, wait until they look at you, not the toy to begin signing. Both parent and child learn how to shift their eye gaze and attention appropriately.
- ◇ When introducing a new toy, it is a good idea to let the child investigate the toy first; children need to explore and satisfy their curiosity before being ready to listen/watch about how to play with it. When the child is ready, communication and learning will be much improved.

Bus Driver Appreciation Day!

By Barbara Luetke Northwest School for Deaf and Hard of Hearing Children

We are so fortunate to have caring and careful bus drivers as a part of our team at Northwest School for Deaf and Hard of Hearing Students! In appreciation, staff and students at NWSDHH simultaneously said and signed "thank you," made cards, and gave hugs to the drivers from some 20 school districts served by the school.



This service is paid for by each student's school district, as is tuition to the school which uses Spoken English paired with Signing Exact English to education where children who are deaf or hard of hearing, ages 3 to 13 (8th grade) years of age. Bus drivers were treated to coffee and breakfast delights as they chatted with each other and school staff. Many teachers took a break from their day to express their gratitude for the important working relationship they have with their children's drivers. Students learning to acknowledge the contributions of all members of their home support system is part of the school's mission to develop self-confident, articulate and academically competitive learners and contributing community members. Hooray for our drivers!

Reminders and Links

- Amazon will donate 0.5% of the price of your eligible AmazonSmile purchases to Washington State Hands & Voices whenever you shop on AmazonSmile. Click [here](#) to start shopping!



- Parents, have you ever thought about becoming a parent-to-parent resource for other families who have deaf or hard of hearing kids? If so, contact Christine Griffin, Guide By Your Side Program Coordinator: gbys@wahandsandvoices.org



Applications are available on our [website](#).

Watch this fabulous YouTube video for more information on how to become a Parent Guide: <http://youtu.be/WSODt7SJPrA>

- Remember to renew your annual membership! Annual dues are \$25 for parents, \$40 for professionals, and \$50 for organizations. Scholarships are available. Click [here](#) to renew your membership today!
- **SAVE THE DATE!** The S.E.E. Center and Northwest School for Deaf and Hard-of-Hearing Children (NWSDDHH) are hosting a four day skillshop August 7-10. There will be beginning, intermediate, advanced, and interpreter levels offered. This special summer skillshop is going to be the kick-off to NWSDDHH's EIPA Success Program! The interpreter level attendees will be working with James Kilpatrick. If you have questions about NWSDDHH's EIPA Success Program, please contact Peggy Mayer at 206-364-4605.

Family Conversations invites parents, teachers, interpreters, hospital staff, and family members to enroll in--

Signing Exact English Classes

Come SEE What Your Hands Can Say!

These 8-session classes focus on helping students to improve their vocabulary, fluency, and expressiveness. They are suitable for adults and children, ages 10 and up.

Come learn S.E.E. in a fun and supportive setting!

****Please register prior to attending classes****

~Clock hours available~



Sign



With



Us!

New location and times!

King County Class Details:

Dates: **Monday Nights, July 6th – August 31st, 2015**

No class August 10th

Place: Seattle Children's Hospital
4800 Sand Point Way NE, Seattle 98105
Room RC.3.905

Times: Beginning 5:30-7:00 pm
Intermediate/Advanced 7:00-8:30 pm

Snohomish County Class Details:

Dates: **Tuesday Nights, July 7th – September 1st, 2015**

No class August 11th

Place: Seattle Children's Homecare Services
Bothell Campus
2525 220th St SE Suite #200, Bothell, WA 98021

Times: Beginning 5:30-7:00 pm
Intermediate/Advanced 7:00-8:30 pm

Instructor: Alisa George: alisa.george@seattlechildrens.org
425-482-4178

Early Bird Discount
Pay only \$120.00
When you register by
6/22/15

Class Tuition
\$140.00
Due the first day
of class

Sign Class Registration Form: Summer 2015

Return this form with payment to: SCH – Family Conversations, PO Box 5371 MS: CBO-1, Seattle, WA 98145
Or e-mail form to Alisa George at alisa.george@seattlechildrens.org

Name:	Type first and last name	Phone:	Type phone number.
Email:	Type email address.	Why taking class:	Choose an item.
Class Location:	Choose an item.	Class Level:	Choose an item.



Seattle Children's
HOSPITAL • RESEARCH • FOUNDATION

Questions? Email alisa.george@seattlechildrens.org or call (425) 482-4178.

Support Group Program for Deaf/Hard of Hearing (DHH) Middle & High School Students *Summer 2015*

Seattle Children's Hospital Mental Health Services

Who: The groups are for middle and high school students who are deaf/hard of hearing and use sign language as one of their communication modes. Students who use hearing aids and cochlear implants are welcome.

What: Middle and high school groups sometimes meet separately. The groups meet together at lunch, on field trips, and during certain activities like art therapy and DHH guest speakers' presentations. Participants have the opportunity to discuss their personal and common experiences, receive support and practice problem solving skills in a safe environment.

Goals:

- Receive support from peers
- Increase self-awareness
- Practice communication, social, and problem solving skills
- Foster self-esteem
- Develop self-advocacy skills

Where: Seattle Children's Hospital, 4800 Sandpoint Way NE, Seattle, WA, 98145
Ocean Building, 5th floor, Psychiatry Clinic, Sea Star Lobby

When: 9am to 3pm on the following Thursdays:

June 25
Aug 6
Aug 13
Aug 20
Aug 27

Sessions may include field trips. Please be on time.

Cost: FREE! There is no cost to families. This group is supported by a generous donation from the Ricard and Francine Loeb Family Foundation. Lunch and snacks are provided.

Registration: Contact Julia Petersen, Group Program Coordinator
Julia.petersen@seattlechildrens.org
206-257-7199 (Voice/videophone; English/Spanish)

Support Group Program is also provided once a month, typically on Friday night, during the academic year at no cost. If interested, contact Julia Petersen.



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