BRIDGING THE GAP
BETWEEN
RESEARCH AND PRACTICE
IN THE FIELDS OF LEARNING DISABILITIES AND DEAFNESS

MARCH 4-6, 1998
GALLAUDET UNIVERSITY KELLOGG CONFERENCE CENTER
WASHINGTON, D.C.
March 4, 1998

Greetings.

It is with great pleasure that I extend to you Gallaudet's warmest greetings as you join us at our national conference on Learning Disabilities and Deafness. With the passage of legislation that ensures the rights of individuals with learning disabilities to quality education and a productive life, we are challenged with incorporating the latest research and pedagogical findings into successful interventions, especially for deaf learners who also have learning disabilities.

This conference, "Bridging the Gap between Research and Practice in the Fields of Learning Disabilities and Deafness" emphasizes both our commitment to meeting the unique needs of Learning Disabled Deaf individuals and our expectation of sharing strategies for the successful provision of quality education and services to enable them to achieve their full potential.

This conference is a celebration of successes that many of you, students with learning disabilities, parents, and professionals have achieved. This conference is also a forum for the discussion of effective educational tools, cutting-edge applications, and continued networking.

I would like to express my gratitude to the members of the Learning Disabilities Task Force for making this conference possible. Best wishes to you for a meaningful and productive conference as we all seek ways to maximize "learning able-ness".

Sincerely,

Roslyn Rosen, Ed.D.
Vice President for Academic Affairs
**AGENDA**

**Wednesday, March 4**

**Appreciation Reception for Presenters**
5:30-6:30 p.m.
Dining Room

**General Reception/Conference Welcome**
6:30-8:30 p.m.
*Welcoming Address*
Roslyn Rosen, Ed.D., Vice President of Academic Affairs
Ballroom B & C

**Thursday, March 5**

**Continental Breakfast**
7:00-8:45 a.m.
Atrium

**Keynote Address**
9:00-10:00 a.m.
*Introduction*
Jane Dillehay, Ph.D., Dean of Arts & Sciences
*Critical Advances in Reading Development and Reading Disorders*
G. Reid Lyon, Ph.D.
Auditorium

**Concurrent Sessions**
10:15-11:15 a.m.
*Tutoring Strategies for Deaf College Students with Learning Disabilities*
Ellen Beck, M.A.; Cindy Ebeling, B.A.; LindaAnn Williams, B.S.; Rhonda Madden, M.A.
Room 6, Second Floor

*Breaking with Tradition: A Proposed Model for Reading Instruction for Deaf Youth with or without Learning Disabilities*
Bruce Marlowe, Ph.D.; Darlene Witte-Townsend, Ph.D.; Pam Rush, M.A., C.A.G.S.
Room 4, Second Floor

11:30-12:30 p.m.
*Framework for Selecting Instructional Strategies for Deaf and Hard of Hearing Learners Who Are Learning Disabled*
Ann Powers, Ed.D.; Cheryl Hlbbett, Ph.D.
Room 6, Second Floor

*A Humanistic Approach to Teaching Math to Deaf College Students*
Florence C. Vold, M.A.
Room 4, Second Floor

**Poster Sessions**
10:15-12:30 p.m.
*Is it Possible to Identify Learning Disabilities in Word Reading Among Deaf Students through Formal Assessment Techniques?*
Frances Ralston, M.S.
Ballroom A

*Who's Got Time? Where's the Schedule?*
Jules Nelson-Hill, B.A.
Ballroom A

**Lunch**
12:30-1:30 p.m.
Ballrooms B & C

**Concurrent Sessions**
1:30-2:30 p.m.
*Red Light, Green Light: Consistent Cues*
Mary L. Osborne, Ph.D.; Linda A. Regan, M.S.
Room 6, Second Floor

*Diagnosis and Management of Language Impairment in Deaf Children*
Donna Morere, Ph.D.
Room 4, Second Floor

*What Is Special about a Special LD Section for College Students?*
Christina Berdichevsky, Ph.D.; Jean Shickel, M.A.; Jodi Becker, Student; Patrick Peters, Former Student
Room 5, Second Floor

2:45-3:45 p.m.
*Occupational and Speech-Language Therapies: An Integrated Intervention Model with Deaf and Hard of Hearing Children*
James Lee, M.S., CEC, SLP; Lori Rolnick, M.Ed., OTR/L
Room 6, Second Floor

*Can Deaf Children Have A Learning Disability? The Exclusionary Clause and State Special Education Guidelines*
Thomas W. Jones, Ph.D.
Room 4, Second Floor

*Deaf Learning Disabled Students at Gallaudet Speak Out*
Gerardo diPietro, Robin Lummer, Andrea Shettle, Jodi Becker, Peter Chirinos
Stephen Weiner, Ed.D., Moderator
Room 5, Second Floor
AGENDA

Group Discussions
4:00-5:30 p.m.
Research Needs, Room 6—
Leonard Kelly, Ph.D.
Reading Strategies, Room 4—
Bonnie McClellan, M.A.
Uses of Technology, Room 5—
Kathy Pongor, M.A.
Legal Issues/Inclusion, Room 1—
Thomas W. Jones, Ph.D.

Friday, March 6
Continental Breakfast
7:00-8:45 a.m.
Atrium

Keynote Address
9:00-10:00 a.m.
Introduction
Stephen Weiner, Ed.D., Dean, School of Undergraduate Studies
Tales from the Road
Richard Lavoie, M.A., M.Ed.
Auditorium

Concurrent Sessions
10:15-11:15 a.m.
Technology Based Instruction for Elementary School Children
Kathy Pongor, M.A.
Room 6, Second Floor

Visual Perceptual and Spatial Relationship Deficits: Characteristics, Assessment, and Strategies
Annette Bighley, M.A.
Room 4, Second Floor

11:30 a.m.-12:30 p.m.
Special Education in Nigeria: What Is the Future?
Theresa Abang, Ph.D.
Room 6, Second Floor

Differential Diagnosis and Assessment of Learning Disabilities in Deaf Students
Nancy Eldredge, Ph.D., CSC; Lisa Coyner, Ph.D.
Room 4, Second Floor

Lunch
12:30-1:30 p.m.
Ballrooms B & C

Luncheon Presentation
Introduction
Reginald Redding, Ph.D., Dean, CCE
Closing the Gap in the Field of Learning Disabilities and Deafness
Jane Fernandes, Ph.D., Vice President, Pre-College National Mission Programs

Concurrent Sessions
1:30-2:30 p.m.
Is There A Foreign Language Disability?
Christina Berdichevsky, Ph.D.; Judy Mounty, Ed.D.; Robin Schwarz, M.A.
Room 6, Second Floor

What "Hearing" Dyslexia Research Can Tell Us about Deaf Readers
Donna Morere, Ph.D.
Room 4, Second Floor

Providing Essential Services and Programs for Deaf College Students with Learning Disabilities
Room 5, Second Floor

2:45-3:45 p.m.
Assessment of Learning Disabled High School and Post-Secondary Deaf Students
William Kachman, Ph.D.; Eileen O’Toole, M.A.
Room 6, Second Floor

Socio-Emotional Development and Self-Regulatory Processes in Deaf Children
Steven Hardy-Braz, M.A., Psy.S.
Room 4, Second Floor

Establishing a Peer Support Group: How Difficult Can That Be?
Lena Daron, Patrick Peters, Jodi Becker, Peter Chirinos; Stephen Weiner, Ed.D., Moderator
Room 5, Second Floor

Break-Out Group Discussions
4:00-5:30 p.m.
Career Planning Employment, Room 6—
Nancy Pollock-Carroll, Ed.D.
Social/Emotional Behavioral Issues, Room 4—
Tammy Weiner, Ph.D.
Theoretical Issues of Assessment, Room 5—
Nancy Eldredge, Ph.D.
Writing Strategies, Room 1—
Robert Weinstock, M.A.

Poster Sessions
10:15 a.m.-12:30 p.m.
Computer Technology for Teaching Learning Disabled Deaf High School and Postsecondary Students
Deirdre McGlynn, M.Ed.; Harry Markowicz, M.A.
Ballroom A
G. Reid Lyon, Ph.D.
Keynote Presentation
Thursday, March 5

Dr. Lyon is a research psychologist and the chief of the Child Development and Behavior Branch within the National Institute of Child Health and Human Development at the National Institutes of Health. Within this context, he is responsible for the direction, development, and management of research programs in reading development and disorders; learning disabilities; language disorders; disorders of attention, cognitive, social, and affective development; and cognitive neuroscience. Prior to joining the NIH on a full-time basis in 1991, Dr. Lyon served as an associate professor of neurology at the University of Vermont from 1983 until 1991. He has also served on the faculties of Northwestern University and the University of Alabama, Birmingham.

Dr. Lyon has authored, co-authored, and edited over 85 journal articles, books, and book chapters addressing learning differences and disabilities in children. He is a member of the American Psychological Association, a fellow of the International Academy for Research in Learning Disabilities, the International Neuropsychological Society, and the Council for Exceptional Children. He is also responsible for translating NIH scientific discoveries relevant to the health and education of children to the White House, the United States Congress, and other governmental agencies.

Abstracts of Presentations and Panels

**Tutoring Strategies for Deaf College Students with Learning Disabilities**
Panel members will demonstrate to the audience how they prepare tutors to work with learning disabled deaf students by explaining different kinds of learning styles and providing a repertoire of strategies for different situations, e.g., what to do if ...

**Breaking with Tradition—A Proposed Model for Reading Instruction for Deaf Youth With or Without Learning Disabilities**
This lecture capitalizes on children’s natural language play in ASL as a bridge to English grammatical patterning; incorporates structured practice in English syntax; and emphasizes phonological awareness (through the use of a visual phonics code). Preliminary data from three independent sites suggest that this is an extremely promising approach.

**Framework for Selecting Instructional Strategies for Deaf and Hard of Hearing Students Who Are Learning Disabled**
Case studies from a school for the deaf will be used to demonstrate the use of a framework for selecting instructional strategies for students who are deaf or hard of hearing and learning disabled.

**A Humanistic Approach to Teaching Math**
Generally, most incoming students, including those with learning disabilities, have negative feelings about being required to take non-credit courses to satisfy basic skill requirements in mathematics. Student attitudes must become more positive before they can learn effectively. An empathetic approach to teaching requires one to enter the students’ world, to listen to them, and to work with them.

**Is It Possible to Identify Learning Disabilities in Word Reading Among Deaf Students Through Formal Assessment Techniques?**
Preliminary dissertation research data of the results of deaf college and high school students will be presented in an informal manner. Data suggest that a fingerspelled pseudo word test and a modified word recognition test are sensitive in distinguishing low-level readers from high-level readers. Implications for future research and clinical assessment techniques will be brought up for discussion.

**Who’s Got Time? Where’s the Schedule?**
Strategies for the development and maintenance of time management and study skills techniques will be presented from the approach of the professional working one-on-one with Deaf learning disabled college students. The presentation will also include audience participation in role playing.

**Red Light, Green Light: Consistent Cues**
Information will be presented about two complementary intervention strategies that have proven to be effective for classroom use with children who are deaf and have attentional problems (ADD & ADHD) and/or moderate social learning problems (PDD). This program will present intervention strategies designed for children with attention
deficit and behavioral problems geared to increase time on task, provide clear cues about task duration and transition, and provide a systematic way of increasing positive classroom behavior.

Diagnosis and Management of Language Learning Impairment in Deaf Children
This workshop will discuss approaches to assessment and intervention with language impaired deaf children. Language learning impairments are difficult, at best, to diagnose in deaf children. Remediation is also problematic. As both signed and oral language development are affected, early diagnosis and appropriate management are vital.

What Is Special about a Special LD Section for College Students?
This session will describe the characteristics, disadvantages, and advantages of the special LD sections in algebra and Spanish that have been offered at Gallaudet since 1992. Panelists will include Gallaudet students with documented learning disabilities and two teachers who have taught special sections in algebra and Spanish.

Occupational and Speech-Language Therapies: An Integrated Intervention Model with Deaf and Hard of Hearing Children
An integrated intervention model provided by the occupational and speech language therapists in a school for the deaf. Learning needs are addressed through language and motor activities in small group settings. The primary goal is basic skills acquisition and generalization of skills into real life and classroom situations.

Can Deaf Children Have A Learning Disability? The Exclusionary Clause and State Special Education Guidelines
This presentation will describe how special education guidelines used by the 50 states define deafness and learning disabilities. Their procedures and recommendations for identifying and assessing students having those conditions will be summarized. State restrictions regarding the possibility of simultaneous eligibility for both conditions will be discussed.

Learning Disabled Students at Gallaudet Speak Out
This session will give a voice to the unique experiences of four learning disabled students who are currently enrolled at Gallaudet University. Their anecdotes will shed light into the obstacles and successes they face in their daily lives at Gallaudet. Issues such as reasonable accommodations, legal rights to appropriate services, understanding your own strengths and weaknesses, and the social and emotional aspects of a learning disability will be discussed by the panelists.

Technology Based Instruction for Elementary School Children
A discussion of software that is effective with learning disabled elementary school children and how that software has been selected and used. This will be a demonstration session.

Richard Lavoie, M.A., M.Ed.
Keynote Presentation
Friday, March 6

Rick Lavoie is the executive director of Riverview School in East Sandwich, Mass. He is a member of the Professional Advisory Board of LDA. His three videos—How Difficult Can This Be? The F.A.T. City Workshop, Last One Picked... First One Picked On: The Social Implications of Learning Disabilities, and When the Chips Are Down: Strategies for Improving Children's Behavior—are used extensively for both parent and teacher education. He has made national television appearances, and his work has been featured in the New York Times, Child Magazine, and Their World. He has delivered consultant services to Yale University, ChADD, ABC News, Walt Disney Studios, and the Girls Scouts of America.

The field of learning disabilities has undergone significant changes over the past 10 years. Trends, research, and legislation have occurred which impact upon the lives of children with learning disabilities... and those who teach and parent them. As a teacher, administrator, consultant, and national speaker, Mr. Lavoie has witnessed these developments from a unique vantage point.
Abstracts of Presentations and Panels

Visual Perceptual and Spatial Relationship Deficits: Characteristics, Assessment, and Strategies
According to the literature, there appears to be a significantly high rate of visual perceptual and spatial relationship deficits among deaf and hard of hearing individuals. This presentation will help teachers understand this type of learning disability and how to assist deaf and hard of hearing students in the classroom.

Special Education in Nigeria: What Is the Future?
Special education in Nigeria originated as an effort by the early missionaries to improve the deplorable condition of disabled individuals. The first school was started in 1953, and it was for blind students. Since then, many more schools have been opened in almost all the 36 states in Nigeria. Mainstreaming and integration are practiced only at the upper level. There is no integration at the primary school level, because it is believed that at that level children need to learn skills unique to their disabilities under a specialist. Integration of Nigerian signs into deaf education is at the experimental level. Special education in Nigeria has not taken children with severe handicaps into consideration. Programs for these children and preschool programs are yet to be developed.

Differential Diagnosis and Assessment of Learning Disabilities in Deaf Students
Learning problems can be a result of factors other than learning disabilities. This workshop proposes a Differential Diagnosis Model to distinguish learning disabilities from intellectual, educational, cognitive, experiential, linguistic, cultural, emotional, and attitudinal problems.

Is There a "Foreign" Language Disability?
This session will explore from three different perspectives—the fields of foreign language, ESL, and deafness—whether there are specific learning problems in the second language that are not fully present in the first language, or vice versa.

What "Hearing" Dyslexia Research Can Tell Us about Deaf Readers
Literature related to reading in the hearing population has pointed to phonological analysis as the key to successful reading as opposed to the use of context and cues from known words to manage new words. This research and its implications for programs and approaches for teaching reading to deaf readers will be discussed.

Providing Essential Services and Programs for Deaf College Students with Learning Disabilities
Over the past decade, improved access to postsecondary education for deaf students with learning disabilities has brought diversity to the Gallaudet campus and challenges, both legal and practical, to University service providers. Staff of the Academic Advising and Career Center/Office for Students with Disabilities are charged with ensuring full access and equal opportunity for learning disabled students. Panelists will provide the audience with a common understanding of the issues and challenges faced by staff professionals who strive to coordinate reasonable accommodations, academic advising, career advising, and job placement services. The complex issues crucial to providing Gallaudet’s deaf students with documented learning disabilities with services that will ensure equal access to both curricular and extracurricular activities and programs will be addressed.

Assessment of Learning Disabled High School and Post-Secondary Deaf Students
Presenters will introduce a model of interpreting assessment and other data that can be used with deaf and hard of hearing students in high school or college. They will discuss four cases that illustrate how to apply the model to an assessment and to make recommendations that follow from the assessment data.

Socio-Emotional Development and Self-Regulatory Processes in Deaf Children
This presentation will discuss the results from a project that examined the relationship between self-regulatory processes and self-concept, self-esteem, and social behavior. Research with hearing children with ADHD suggests that they often rate themselves very positively, in spite of negative feedback from their peers.

Establishing a Peer-Support Group: How Difficult Can That Be?
A panel from the Organization of Unique Learners (OUL) and their sponsors will explain the ways in which a strong peer-support system can empower learning disabled students to help themselves by helping others.
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Sharon Ridgeway, M.Sc.
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The First World Conference on Mental Health and Deafness at Gallaudet University

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