

20 Powerful Tips to Empower Parents at the IEP Table

This presentation will seek to explore 20 tips for parents – here are the top 10 tips for parents. Each of the 20 tips will be more fully expanded on during the presentation, giving examples, and how to tips on our to best empower parents at the IEP table.

1. *You do not and should not sign the IEP at the meeting.* 2. *You can disagree with all or part of an IEP.*

3. *You can bring a representative to the IEP meeting to assist you.*

4. *Have a meeting at a time and place convenient for you.*

5. *You can tape record the IEP meeting. You must give 24 hours written notice if you choose to do this.*

6. *You can ask the school district to include specific service providers, including private service providers, as part of the IEP team.*

7. *You can obtain an independent assessment. Under certain circumstances, the school district must pay for an independent assessment.*

8. *The school district must give you written notice of the purpose of the meeting.*

9. *School districts must give you written notice if it intends to change any of the child's programs or services.*

10. *Get as much information, correspondence and documentation in writing.*

Literacy Interactions in CODA Homes: Being Aware of the C/cultural Divide

The research conducted defines how Deaf parents *culturally* differ in their approaches to facilitating literacy with their hearing child. Deaf parents are not connecting home literacy in terms of C/cultural appropriateness with their hearing children. Addressing

this seemingly small, but truly significant lacuna could help in the development of literacy for CODAs.

***Supporting our Children with Technology outside of the classroom
(Co-Presented with Eric Wright)***

The workshop will not only expose parents to technology such as AAC Speech Buddy and Text-to-Voice, but it will demonstrate how to use the tools. We will explore how to personalize the technology to fit the child and how to share and load data sets to your mobile devices. The workshops will be fused with literacy learning as it applies to the “real world” such as grocery shopping, ordering fast food, and more.

***Literacy Begins with the Story: Bringing the Story to Life and Capturing the Child's Imagination ... Let's Motivate Them to READ!
(Co-Presented with Tracy Brennan-Spalding)***

The workshop is the presentation for parents, educators and interpreters to use theatrical interpreting techniques in and out of the classroom. Literacy does not just happen in the school; parents can use this workshop to build literacy schema for their child at home! This workshop will concentrate on text analysis, use of space/placement, characterization and expression to create a comprehensive interpretation at a user-friendly level.

Now that you have attended the one-hour presentation during the first workshop offered, this second part in the two-part workshop would be one hour practicum of the information learned in the previous workshop. You will learn practical skills to put into use the theories taught in the first workshop.

***Where Are We Going With This? Processing and Conveying Intent in K-12 Settings
(Co-Presented with Cindy Farnham)***

This workshop focuses on how interpreters can learn to recognize the intent of the teacher and convey that intent in an effective manner. Often, interpreters focus more energy on conveying all of the words being spoken and miss the cues the teacher gives to indicate what they intend as the outcome for the student. Intent may include learning

of new information, connecting prior knowledge to new information being learned, creating a project or report, understanding instructions for a task, making comparisons, answering questions, etc.

Bloom's Taxonomy will be shared and the presenters will connect how the goal for the student, the activities the teacher initiates and the rendering of the interpretation tie together to result in an effective learning experience for students.

The presenters will share how teachers assess students' knowledge and skills in a variety of ways. The emphasis will be on how the interpretation one renders directly affects the outcome of the assessment process for students.

Participants will learn about the Gish model for information processing and how it can be used to process the information being taught and convey the intent of the teacher at all times.

The features of American Sign Language which are utilized in all modes of communication, ASL, PSE and SEE, will be discussed and modeled. This will include a brief description of how these features are assessed when interpreters take exams for certification (NIC, EIPA, ESSE, etc). These skill areas include Prosody, Non-manual/ Grammatical markers, Use of space, Classifiers, Vocabulary, Fingerspelling and Numbers.

Educators of Deaf and Hard-of-Hearing students who use sign language to directly instruct students will be asked to come forward to discuss the techniques they use to convey the intent of their lecture, activities, etc. They will also share tips and techniques for sign language interpreters to use in mainstream classes.

Participants will review video of classroom lectures, practice recognizing and conveying teacher intent, and review model interpretations. Classroom lectures will be both from hearing teachers using English and Deaf teachers using sign language. Participants will watch/listen to lectures and begin to recognize the cues that convey the intent of the lecture.

In a safe environment, participants will practice interpreting a short lecture focusing on conveying the teacher's intent. A model interpretation will be shown and then the group will discuss the similarities and/or differences of their interpretation with that of the model interpreter.