



# 2019 ASLTA CONFERENCE

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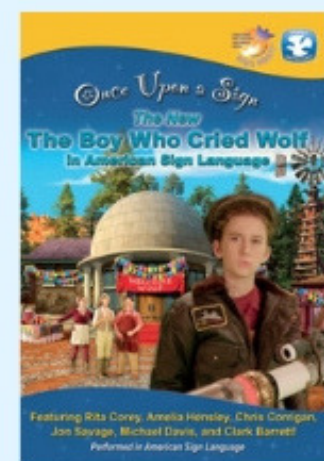
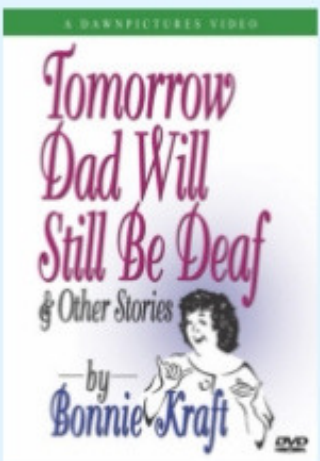
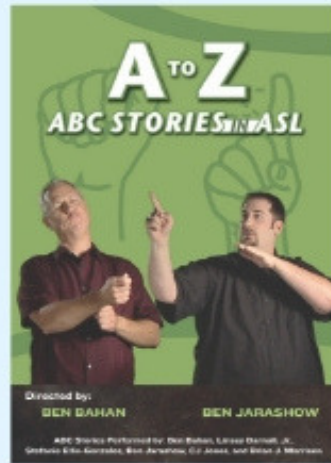
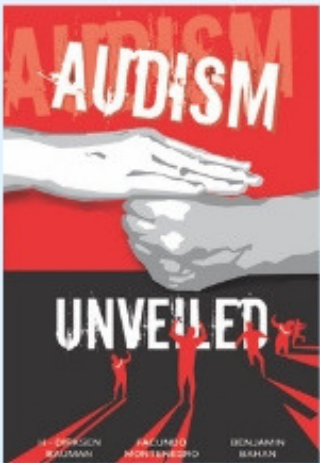
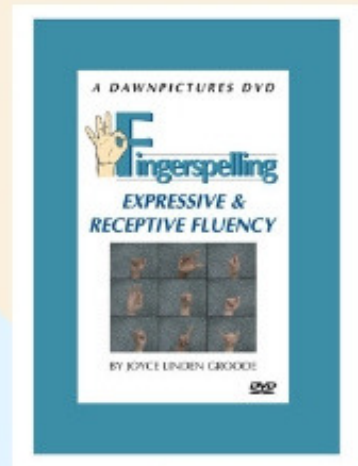
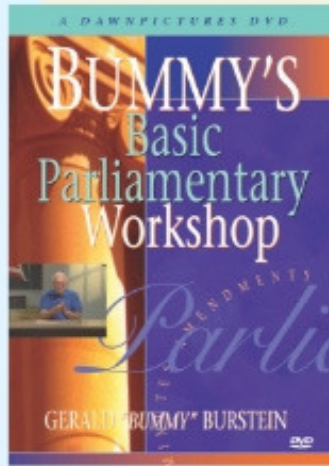
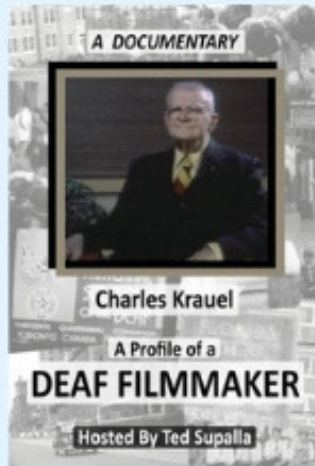
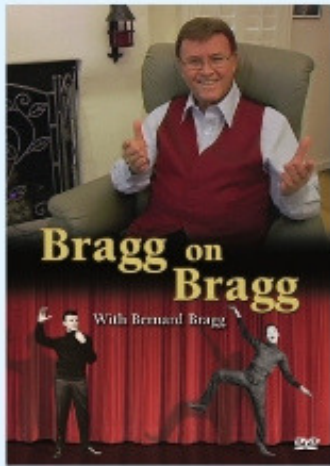
**ASL: OUR FUTURE**

JUNE 30-JULY 3, 2019

#aslta2019



## Stream our videos anywhere!



Keep your eyes on our Vimeo page for more videos coming up!

[www.vimeo.com/dawnsignpress/vod\\_pages](http://www.vimeo.com/dawnsignpress/vod_pages)





GREETINGS

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KEYNOTES



PRESENTERS



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OUR SUPPORTERS

# ASLTA

## KEEPING ASL ON THE MAP

Get Involved Today! [www.aslta.org](http://www.aslta.org)



AMERICAN SIGN LANGUAGE  
TEACHERS ASSOCIATION



# AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION

## 2017 - 2021 Officers

### President

Janice Smith-Warshaw, Ed.D.

### Vice President

James Wilson, M.A.

### Secretary

Jason E. Zinza, Ph.D.

### Treasurer (Interim)

Jason E. Zinza, Ph.D.

### Evaluation Director

Amy June Rowley, Ph.D.

### Chapter Affiliation Director

Beatrice Pfaff, M.A.

### Professional Development Director

Lorraine Flores, M.S.

### ASL Honor Society Coordinator

Christine Sharkey, M.S., M.Ed.

### Special Committee: Communications

David Martin, M.A.

### Special Committee: 2019 Conference Chair

Kristine Hall, M.A.

June 30 - July 3, 2019

Greetings, 2019 Conference Participants!

On the behalf of the ASLTA Board, welcome to our 10th Biennial ASLTA National Professional Development Conference (NPDC) in San Diego, California, hosted by the Southern California ASLTA Chapter! It is hard to believe that we convening again in San Diego already. It seems like such a short time since the last NPDC in Salt Lake City. First and foremost, I want sincerely thank the conference chair and the entire conference committee for their countless hours of volunteer work to make this conference possible for our members and conference participants.

Our organization has been through some major transitions, including revisions to the Association Bylaws. We, the Board, worked closely with a Professional Registered Parliamentarian to clean up the Bylaws. We appreciate all of you who have cast votes for each of the four sets of amendments to the 2019 ASLTA Bylaws. It is an exciting time for ASLTA as we continue to thrive and move forward to the betterment of the ASLTA organization.

This conference offers new additions to both the pre-conference and conference workshops, intended to support ASLTA certification efforts. We are also elated to offer two different workshop tracks, one for shreshops and the other on ASLTA-related topics, including a Parliamentary workshop with the Deaf professional parliamentarian, Mark Apodaca.

We appreciate your commitment to maintaining your professionalism with ASLTA by renewing your membership every year, participating in your local chapter, earning or maintaining your ASLTA certification, volunteering on committees, and contributing to ASLTA's communications with members.

We look forward to seeing you and your involvement in shaping the future of ASL and ASLTA.

All my best,

Janice Smith Warshaw, Ed.D.  
ASLTA Board President: 2018 - 2021



# ABOUT THE ASLTA 2019 CONFERENCE LOGO

**TEAL:** REPRESENTS TEACHING WHAT IS RIGHT TO HELP ASL GROW AND THRIVE

**PALM TREE:** REPRESENTS SOUTHERN CALIFORNIA, WHERE ASLTA WELCOMES GUESTS FOR THIS YEAR'S CONFERENCE.



**HAND:** REPRESENTS A PALM TREE.

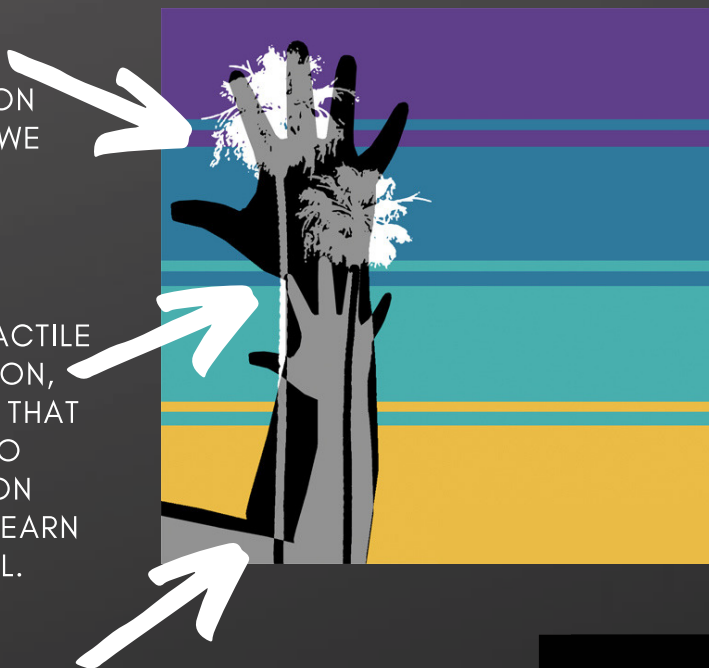
**CIRCLE:** REPRESENTS 'ALWAYS', WE ALWAYS CONTINUE TO TEACH ASL, AND WE ALWAYS GATHER AND CONTINUE TO MAKE PROGRESS.

## COLORS OF THE HANDS :

SYMBOLIC REPRESENTATION OF THE STEPS WE TAKE IN LEARNING.

**THE HAND:** REPRESENTS TACTILE COMMUNICATION, REMINDING US THAT IT'S CRUCIAL TO HAVE HANDS-ON CONTACT TO LEARN AND TEACH ASL.

**DESIGN:** TWO DIFFERENT PERSPECTIVES.



**PURPLE:** REPRESENTS LOYALTY, MEANING YOU ARE READY TO TEACH, OR YOU ARE READY TO LEARN ASL.

**BLUE:** REPRESENTS CALMNESS AND CONFIDENCE IN YOUR KNOWLEDGE AND GOALS.

**TEAL:** REPRESENTS INTUITION, EXPERIENCE AND KNOWLEDGE NEEDED TO BE PRODUCTIVE.

**YELLOW:** REPRESENTS HAPPINESS AND A CONFIDENT START TO LEARNING.

**THE SMALL HAND:** REPRESENTS A SMALL CHILD LOOKING UP TO AN ADULT AND GROWING FROM THEIR TEACHING AND BECOMING LIKE THE BIG HAND.



**ASL VERSION**  
<http://bit.ly/aslta2019logo>



# ASL: OUR FUTURE



KRISTINE HALL, ASLTA REPRESENTATIVE, TELLING A STORY TO UPPER ELEMENTARY STUDENTS AT THE ASL ROUND TABLE CONFERENCE AT THE ARKANSAS SCHOOL FOR THE DEAF, NOVEMBER 2018.

## **ASL: OUR CHILDREN**

TODAY'S CHILD IS TOMORROW'S ASL TEACHER.

## **ASL: OUR LANGUAGE**

DESPITE OVER 100 YEARS OF ACTIVE OPPRESSION, ASL IS NOW THE THIRD-MOST STUDIED LANGUAGE IN THE USA.

## **ASL: OUR CULTURE**

CHERISHING STORYTELLING AND VISUAL ARTS FROM ONE GENERATION TO THE NEXT BUILDS LANGUAGE PROFICIENCY AND CULTURAL BONDS.

## **ASL: OUR COMMUNITY**

THIS CONFERENCE SHOWCASES THE DEAF COMMUNITY: ACHIEVEMENTS, ECOSYSTEM, THE EXCHANGE OF IDEAS.

## **ASL: ALL OF US**

ALL OF US ARE ENGAGED IN THE CRITICAL WORK OF TEACHING ASL, INSPIRING LEARNERS AND THE NEXT GENERATION TO PRESERVE ASL FOR THE FUTURE.

# ASLTA 2019 CONF

LETTER FROM KRISTINE  
HALL, CONFERENCE  
CHAIR

I can't believe the conference is here! I want to thank Dr. Lawrence Fleischer, who inspired Christy Lively and myself to host a conference in Southern California back in 2009 at the Arizona ASLTA conference. Now 10 years later, we are fulfilling that vision. Some of you know that I pledged to find a beachfront hotel to host the conference, and that dream has come true!

The conference team has been wonderful and dove right in. They've volunteered their time and energy into creating a unique conference experience with new features, such as the ASL Crew youth program. Much appreciation goes to DCS, who worked closely with us to make this happen. The people of San Diego ASLTA have been fantastic partners, and especially warm and welcoming to the conference committee. I know all conference attendees will feel that same warm welcome. I would like to thank the ASLTA Board for being so supportive and united since the beginning of this journey, and we've become like a family.

A priority for the conference committee was to emphasize discussion, interaction, and the sharing ideas. We want attendees to collaborate throughout throughout the conference not only during workshop sessions but in the shareshops, hallways, and long after everyone leaves San Diego.

This conference couldn't be a success without you, the attendee. Thank you for being here, and take home lots of ideas and resources to inspire and enrich your teaching. Let us grow deep roots and thrive, and we do this best by sharing ideas with each other. Many thanks to the presenters, the sponsors, exhibitors, artists, and the entire community for your support.

In closing, let's work together and focus on the future, investing together into ASL. Enjoy the conference!

Kristine Hall, Conference Chair





# CONFERENCE COMMITTEE



CONFERENCE  
CHAIR

**Kristine Hall**



FINANCE  
CHAIR

**Christy Lively**



SECRETARY/  
WEBMASTER

**Adam Forst**



EXHIBITS  
CHAIR

**Brad Cohen**



ENTERTAINMENT  
CHAIR

**Erin Oleson Dickson**



ART  
CHAIR

**Jon Savage**



PROFESSIONAL  
DEVELOPMENT CHAIR

**Keith Gamache Jr.**



SPONSORSHIP  
CHAIR

**Lisa Hermatz**



REGISTRATION  
CHAIR

**Joel Garcia**



VOLUNTEERS  
CHAIR

**Tina Leonard**



YOUTH PROGRAM  
CHAIR

**LaTasha Clay**



SOCIAL MEDIA  
CHAIR

**Garrett Bose**



HOSPITALITY  
CHAIR

**Carole-Ann Bader**



ADVISOR

**Jennifer Willey**



PROGRAM  
CHAIR

**Richard Hall**



ASLTA SO-CAL WISHES EVERYONE AN  
EXCEPTIONAL EXPERIENCE  
AT THE 10TH BIENNIAL ASLTA CONFERENCE.

WE ALSO WISH TO EXTEND OUR THANKS TO OUR  
SISTER ORGANIZATION FOR ALL THEIR SUPPORT  
SAN DIEGO ASLTA!!



[www.aslta-socal.squarespace.com](http://www.aslta-socal.squarespace.com)

[www.sandiegoaslta.org](http://www.sandiegoaslta.org)



ASLTA



**PRESIDENT**

Dr. Janice Smith-Warshaw



**VICE PRESIDENT**

James Wilson



**SECRETARY/INTERIM  
TREASURER**

Dr. Jason E. Zinza



**EVALUATION DIRECTOR**

Dr. Amy June Rowley



**PROFESSIONAL  
DEVELOPMENT DIRECTOR**

Lorraine Flores



**CHAPTERS AFFILIATION  
DIRECTOR**

Beatrice Pfaff



**COMMUNICATIONS  
DIRECTOR**

David Martin



**ASLHS COORDINATOR**

Christine Sharkey



**CONFERENCE CHAIR**

Kristine Hall

YOUR

**ASLTA BOARD**

WWW.ASLTA.ORG





# American Sign Language Honor Society



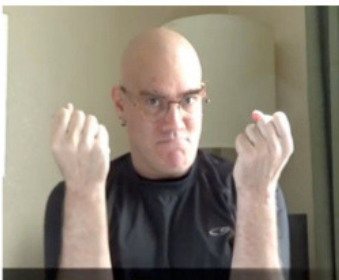
High School • College • University

## High standards for Deaf and Hearing high school, community college, and university students studying ASL

### COMPETITIONS

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Chapter sponsors may enter students in Art and Literature Competitions each fall and spring semester.



### GRADUATION REGALIA

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Seniors may meet criteria for honor cords or medals to wear to their Graduation ceremony.



### SCHOLARSHIPS

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Graduates of ASLHS Chapters are eligible to apply for scholarships based on field of study.



### MEMBERSHIP

---

High school, college and university ASL teachers may serve as ASLHS Chapter sponsors for active participation with the ASL Honor Society each school year. Membership terms run annually from September 1 to August 31.

Visit us for more information at:

[www.aslhonsociety.org](http://www.aslhonsociety.org)

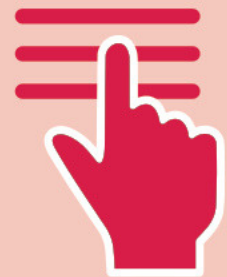
Facebook: American Sign Language Honor Society (ASLHS)

Email: [aslhs@aslta.org](mailto:aslhs@aslta.org)

**1** Visit [smile.amazon.com](https://smile.amazon.com) and log into your Amazon account.



**2** Scroll down to “Your AmazonSmile”  
Under “Your current charity” use the  
“Change charity” button



**3** Search for “ASLTA” and use the  
“Select” button



**4** Shop using the [smile.amazon.com](https://smile.amazon.com) URL.  
Each time you do, a donation will be  
made on your Amazon Smile eligible  
purchases to ASLTA



**5** Thank you. Your support of ASLTA  
helps us advocate for quality ASL  
instruction at all levels

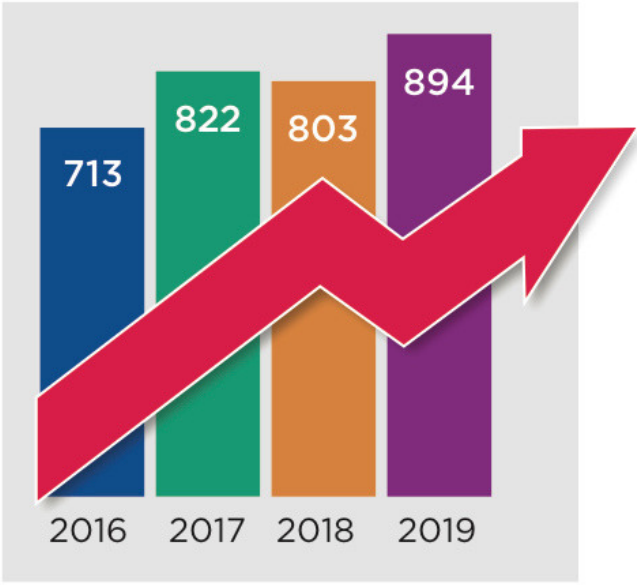


# HOW WELL DO YOU KNOW YOUR ORGANIZATION

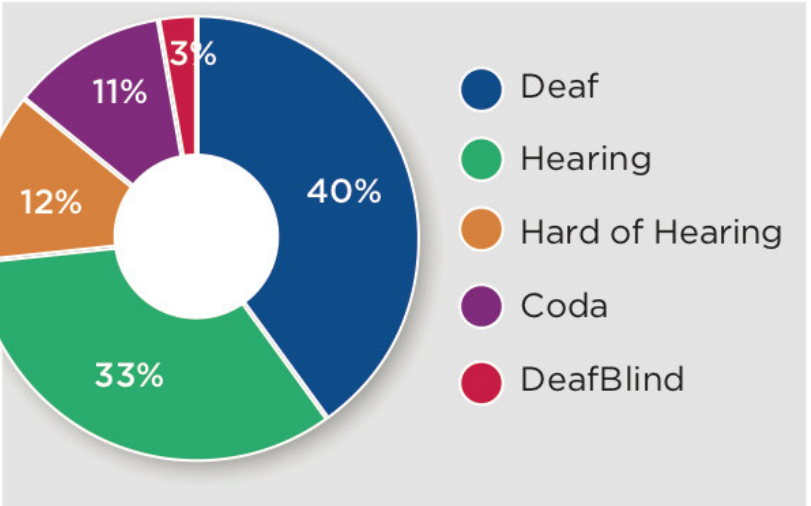


## MEMBERSHIP

### ASLTA MEMBERSHIP 2016-2019



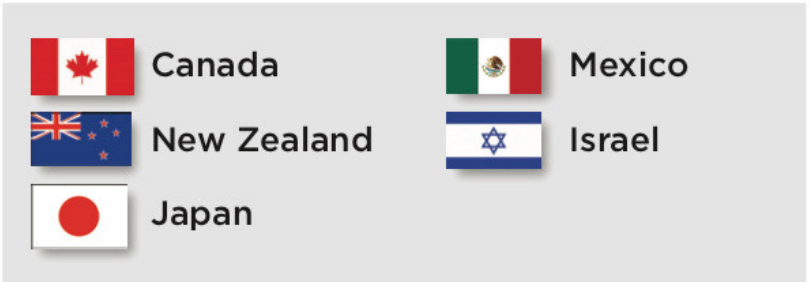
### WHO WE ARE



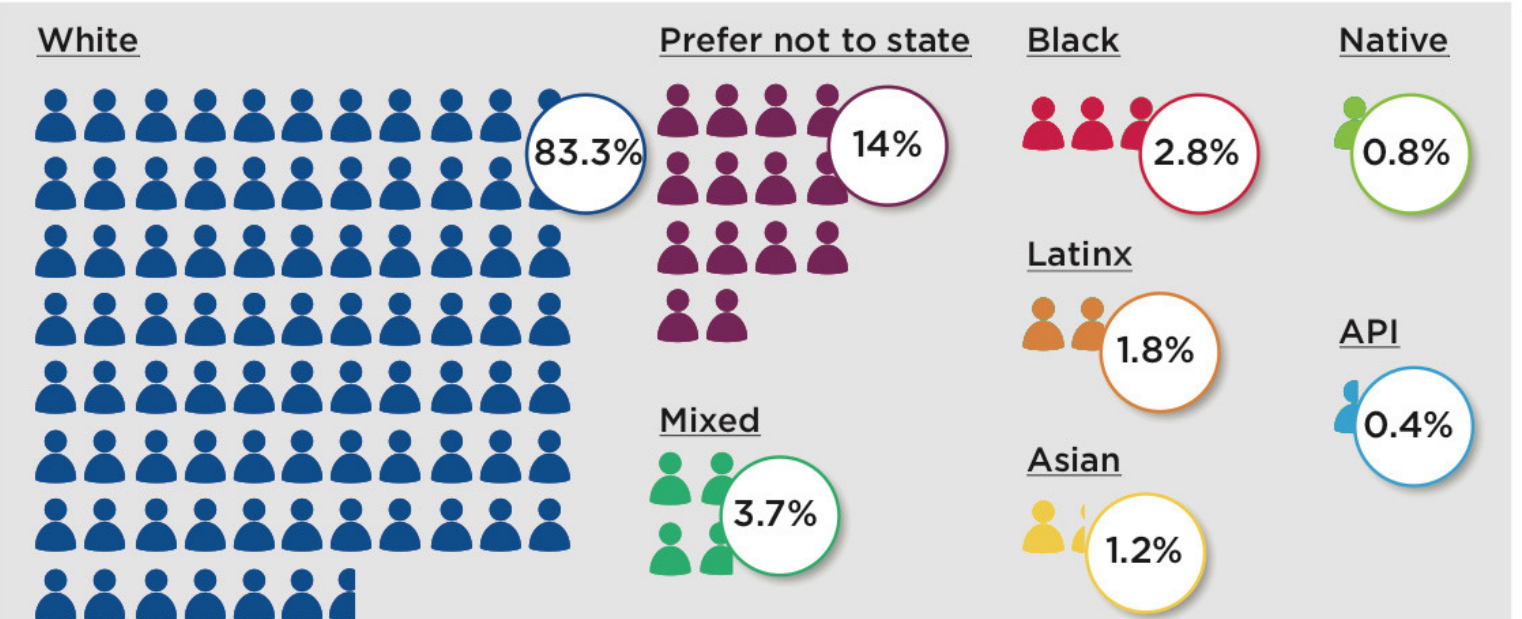
14.1% OF ASLTA MEMBERS IDENTIFY AS LGBTQIA+



### MOST INTERNATIONAL MEMBERS



### MEMBER ETHNICITY

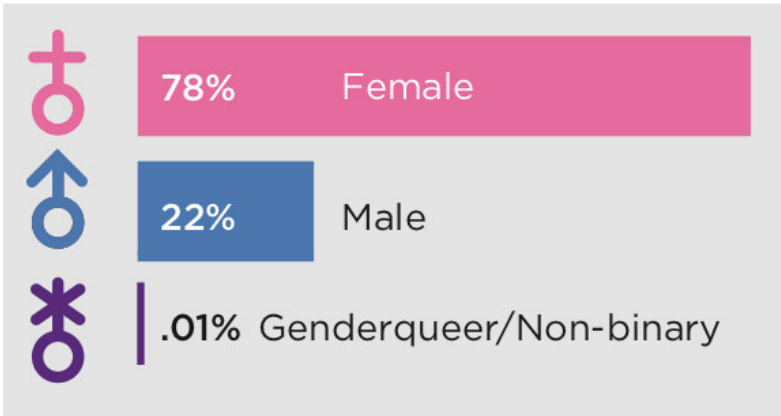


Note: respondents were able to choose more than one answer, so percentages add up to greater than 100.

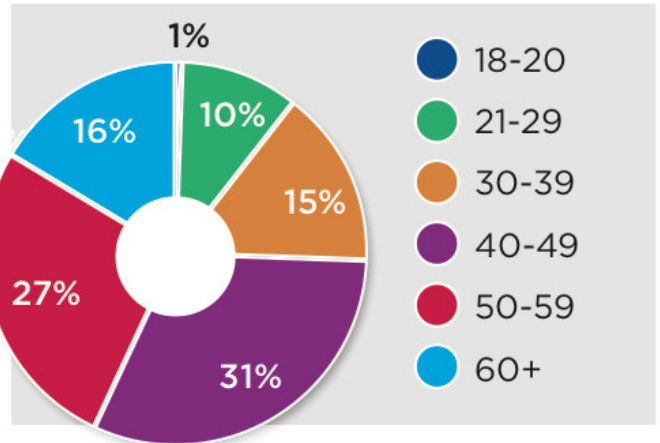


## MEMBERSHIP (CONT.)

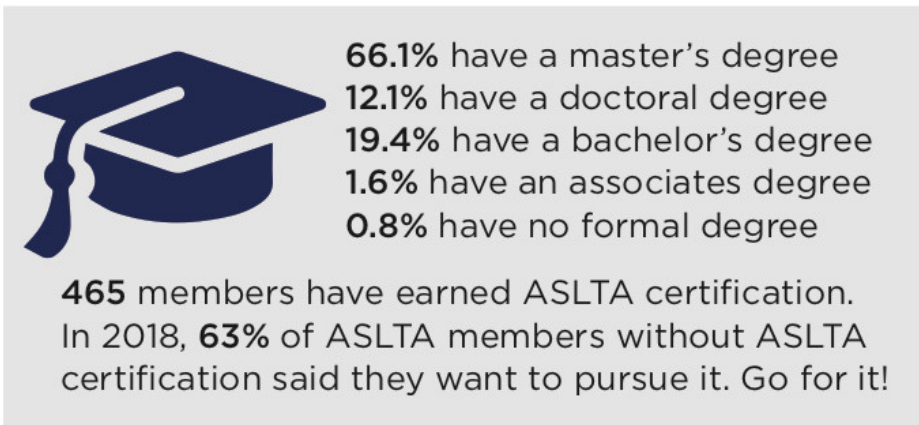
### GENDER IDENTITY



### AGE DISTRIBUTION



### ASLTA MEMBERS ARE EDUCATED!

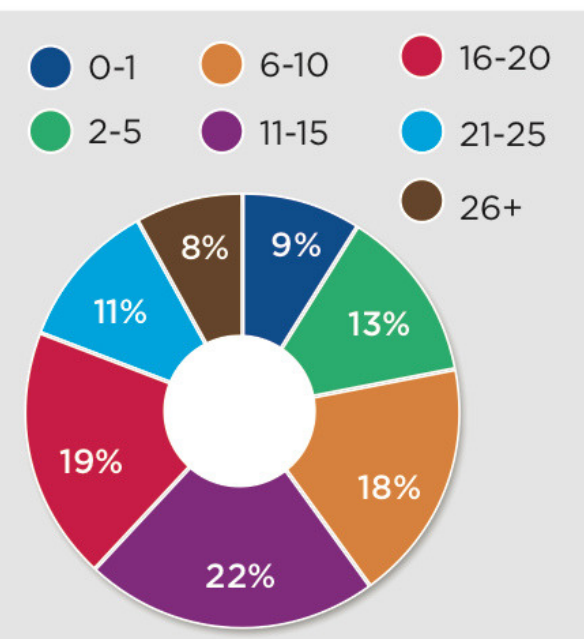


### MOST MEMBERSHIPS

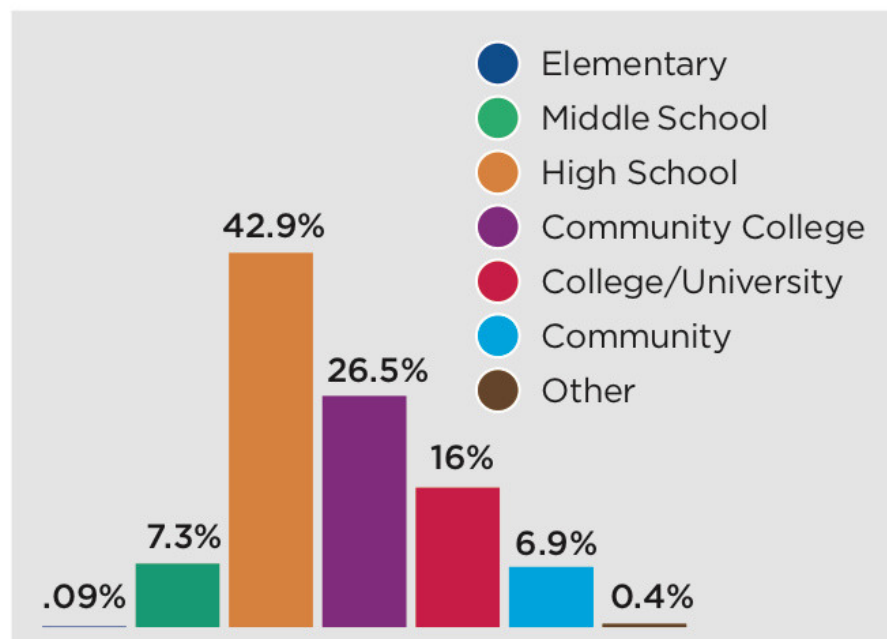


## EMPLOYMENT

### YEARS OF EXPERIENCE

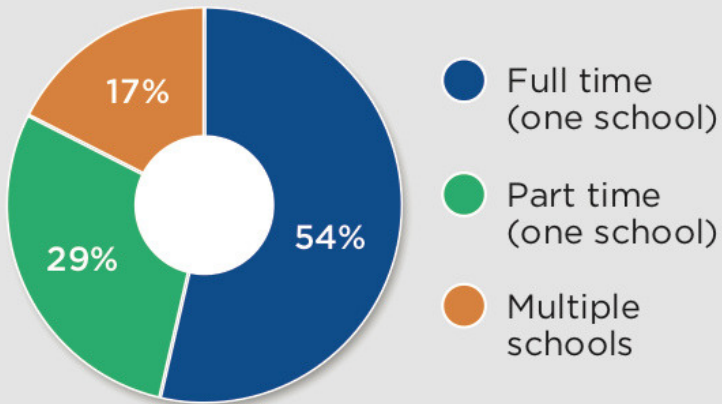


### WHERE ASLTA MEMBERS TEACH



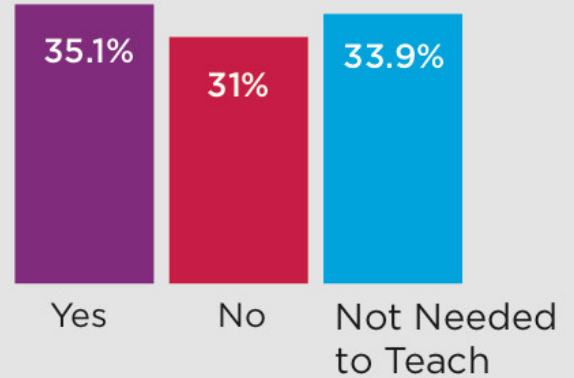
## EMPLOYMENT (CONT.)

### FULL-TIME, PART-TIME, OR MULTIPLE EMPLOYERS?



### STATE LICENSURE FOR K-12

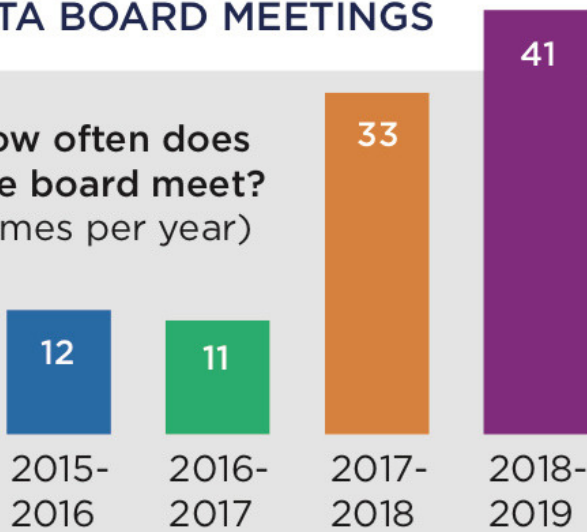
K-12 Teachers: Have State Licensure to Teach ASL?



## VOLUNTEERS WORKING ON BEHALF OF MEMBERS

### ASLTA BOARD MEETINGS

How often does the board meet? (times per year)



The Board meets every other Sunday for several hours.

Members are invited to read the meeting minutes to keep up with ASLTA business.

Visit [www.aslta.org/about/governance/board-minutes/](http://www.aslta.org/about/governance/board-minutes/) for more info.



### EBLAST COMMUNICATIONS SENT



2017: 11  
2018: 46  
2019: 83

### EMAILS SENT BY THE BOARD



2018: 3,092  
2019: 4,069

12.5% of the Board is composed of people of color  
19.5% of committee members are people of color



# VOLUNTEERS, ADVOCACY AND VISIBILITY OUTREACH

## ACTIVE ASLTA COMMITTEES

- Bylaws
- ASL Can-Do Statements
- 2019 Conference
- Elections & Nominations
- ASLTA Awards
- Evaluation Advisory
- 2021 Conference
- Regional Representatives

## ASLTA CHAPTERS



6 are current



12 are not current

## VOLUNTEER HOURS

5,183 total volunteer hours and counting!



## ADVOCACY & VISIBILITY OUTREACH

**ACTFL...** national ASL standards and Can-Do Statements, lobbied for equal representation in world language reports.

**ASLRT...** ASL education for heritage language students.

**CIT...** advocating for higher language proficiency requirements.

**Council on Education of the Deaf...** advocating for higher ASL proficiency requirements for Deaf education students.

**LASER...** collaborating with national groups to improve access to ASL as a first language.

## WEBSITE AND SOCIAL MEDIA

Visits to the ASLTA website grew by **108%** since 2017-2018!



890 likes on Facebook



138 Twitter followers



202 Instagram followers



## FINANCES

### AUDIT

ASLTA is preparing for its first-ever **professional audit!**



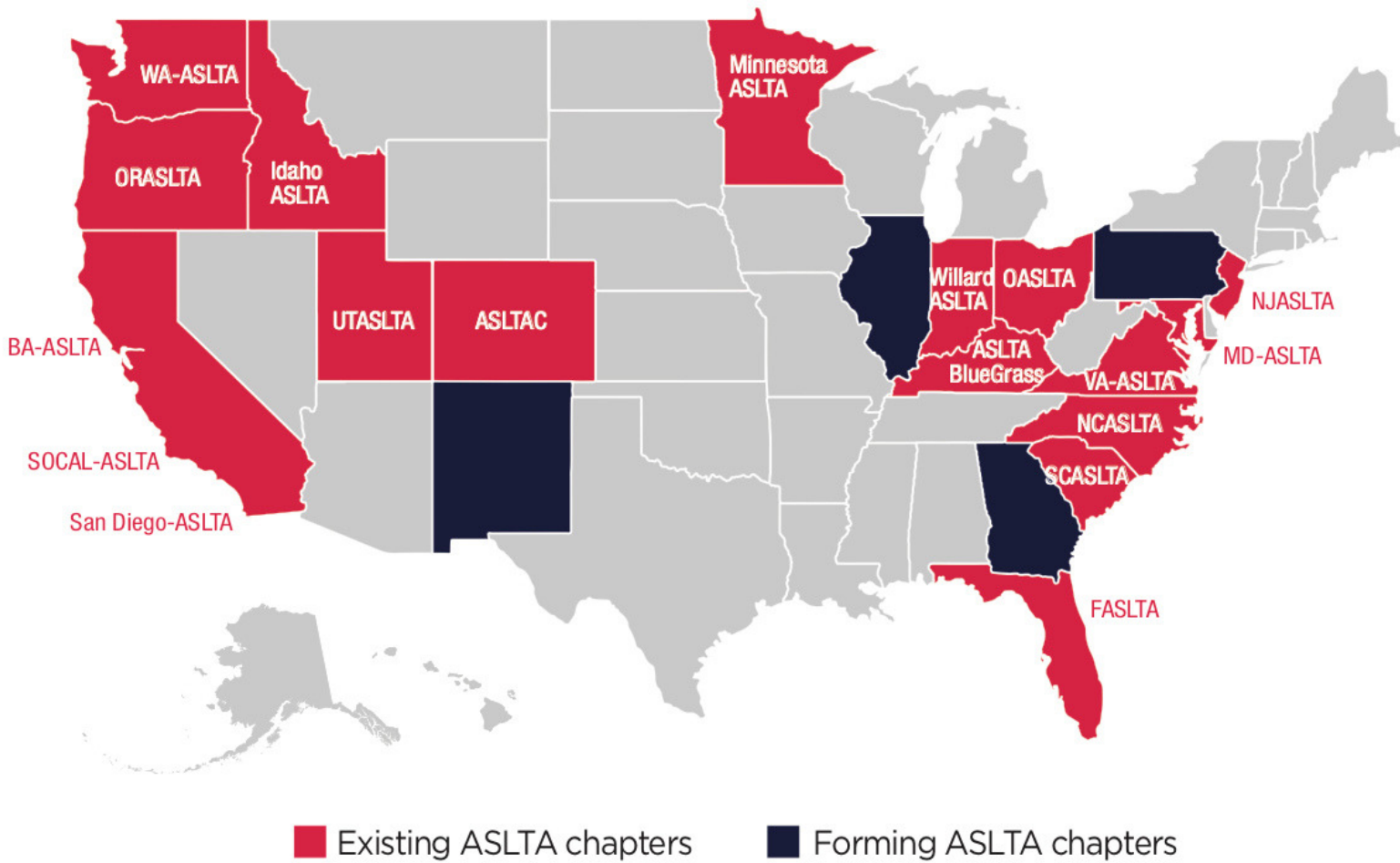
### BUDGET

ASLTA is projected to have a budget revenue **surplus** of \$28,223.17 for this fiscal year.\*



\*conference funds are a separate budget.

# STATE & LOCAL CHAPTER DIRECTORY



## CALIFORNIA

### **BA-ASLTA (Bay Area)**

**PRESIDENT:** Gerardo DiPietro

**EMAIL:** ba-aslta@aslta.org

**FACEBOOK:** Bay Area - American Sign Language Teachers Association

### **San Diego ASLTA**

**PRESIDENT:** Svenna Pedersen

**EMAIL:** sandiego@aslta.org

**FACEBOOK:** San Diego ASLTA

### **SOCAL ASLTA**

**PRESIDENT:** Christy Lively

**EMAIL:** asltasocal@aslta.org

**FACEBOOK:** American Sign Language Teacher Association of Southern California

## COLORADO

### **ASLTAC**

**PRESIDENT:** Ida Wilding

**EMAIL:** asltac@aslta.org

**FACEBOOK:** American Sign Language Teachers Association of Colorado - ASLTAC

## FLORIDA

### **FASLTA**

**PRESIDENT:** Martin Galloway

**EMAIL:** faslta@aslta.org

**FACEBOOK:** FASLTA: Florida American Sign Language Teachers Association

**WEB:** www.faslta.org

## IDAHO

### **Idaho ASLTA**

**PRESIDENT:** Jill Radford

**EMAIL:** id-aslta@aslta.org

**FACEBOOK:** Idaho ASLTA

## INDIANA

### **Willard ASLTA**

**PRESIDENT:** Joanna Witulski

**EMAIL:** willardaslta@aslta.org

**FACEBOOK:** Willard American Sign Language Teachers Association

**WEB:** www.willardaslta.org

Visit [www.aslta.org/chapters](http://www.aslta.org/chapters) for more information

## KENTUCKY

### BlueGrass ASLTA

**PRESIDENT:** Bryan Bowen  
**EMAIL:** bluegrassaslta@aslta.org  
**FACEBOOK:** BlueGrass ASLTA

## MARYLAND

### MD-ASLTA

**PRESIDENT:** Jerri Seremeth  
**EMAIL:** mdaslta@aslta.org  
**FACEBOOK:** Maryland ASLTA

## MINNESOTA

### Minnesota ASLTA

**PRESIDENT:** Damon Johnson  
**EMAIL:** mnaslta@aslta.org  
**FACEBOOK:** Minnesota ASLTA

## NEW JERSEY

### NJ ASLTA

**PRESIDENT:** Lynne Jacob  
**EMAIL:** nj-aslta@aslta.org  
**FACEBOOK:** NJASLTA

## NORTH CAROLINA

### NC-ASLTA

**PRESIDENT:** Robert Moore  
**EMAIL:** ncaslta@aslta.org  
**FACEBOOK:** NC ASLTA

## OHIO

### OASLTA

**PRESIDENT:** Gerald Eichler  
**EMAIL:** oaslta@aslta.org  
**FACEBOOK:** Ohio ASLTA

## OREGON

### ORASLTA

**PRESIDENT:** Lyra Behnke  
**EMAIL:** oraslta@aslta.org  
**FACEBOOK:** OR ASLTA  
**WEB:** www.oraslta.org

## SOUTH CAROLINA

### SCASLTA

**PRESIDENT:** Kay Lou  
**EMAIL:** sc-aslta@aslta.org  
**FACEBOOK:** SC Chapter  
of ASLTA

## UTAH

### UT-ASLTA

**PRESIDENT:** David Davenport  
**EMAIL:** utaslta@aslta.org  
**FACEBOOK:** UT-ASLTA  
**WEB:** www.utaslta.org

## VIRGINIA

### Virginia ASLTA

**PRESIDENT:** Rhonda  
Jennings-Arey  
**EMAIL:** va-aslta@aslta.org  
**FACEBOOK:** VA ASLTA Chapter

## WASHINGTON

### WA-ASLTA

**PRESIDENT:** Michael Cooper.  
**EMAIL:** waslta@aslta.org  
**FACEBOOK:** Washington State  
American Sign Language  
Teachers Association

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**Questions about ASLTA chapters?** Contact Beatrice Pfaff, chapters coordinator (chapters@aslta.org)

An illustration of a diverse group of ten people of various ethnicities and ages, all with their arms raised in a celebratory gesture. They are holding a large white banner that contains text. The background features stylized blue clouds.

## NO CHAPTER? CONTACT YOUR REGIONAL REPRESENTATIVE

**REGION 1** Northeast: Brenda Schertz (northeast@aslta.org)

**REGION 2** Upper Midwest: Bryan Bowen (midwest@aslta.org)

**REGION 3** South: Bo Clements (south@aslta.org)

**REGION 4** West: Barbara Hayes (west@aslta.org)

# ASLTA COMMITTEE MEMBERS & VOLUNTEERS:

## Helping to Fulfill ASLTA's Mission

ASLTA relies on members to serve on committees and volunteer their time and skills to help fulfill our mission. Consider serving on one of ASLTA's committees, and take the time to thank our wonderful volunteers! For more information, visit <https://aslta.org/committees/>

### BYLAWS COMMITTEE

The Bylaws committee oversees the development, maintenance, and updates to the policies that guide how ASLTA functions and fulfills its mission and obligations to members.

- Karyn Houston
- Cynthia Kaniski
- Daniel Lunt
- Katie O'Brien
- Beatrice Pfaff
- Tony Park
- James Wilson (chair)

### ELECTIONS & NOMINATIONS COMMITTEE

This committee oversees all ASLTA elections, screen nominations, and coordinate voting.

- Brenda Falgier
- Lorraine Flores
- Damon Johnson
- Katie O'Brien

### 2021 ASLTA CONFERENCE COMMITTEE

The 2021 conference committee oversees all aspects of ASLTA's national conference to be held in Columbus, Ohio, in 2021.

- Arlon Nash (co-chair)
- Lori Woods (co-chair)

### REGIONAL REPRESENTATIVES

Regional representatives help coordinate outreach efforts across the United States.

- Bryan Bowen
- Bo Clements
- Barbara Hayes
- Beatrice Pfaff (chair)
- Brenda Schertz

### ASL HONOR SOCIETY ADVISORY BOARD

This committee runs all activities hosted by the ASLHS, the only honor society for ASL students at all levels of instruction.

- Rose Adams
- Patrick Fischer (judge)
- Anna Mayra (judge)
- Evelyn Ooten (judge)
- Jessica Parker
- James Patton (judge)
- Crom Saunders (judge)
- Christine Sharkey (chair)
- Steve Singer
- Charles Wildbank (judge)
- Candy Yoder
- Sheri Youens-Un (judge)

### ASL CAN-DO STATEMENTS COMMITTEE

Committee members are developing a set of Can-Do Statements to reflect best practices in content and proficiency development for the ASL classroom, in partnership with ACTFL.

- Tracy Ivy
- Nicholas Lalanne
- Jason Listman
- John Pirone (chair)
- Tom Wills

### ASLTA AWARDS COMMITTEE

The Awards committee oversees the nomination and selection of individuals to receive ASLTA's organizational awards.

- Lorraine Flores (chair)
- Damon Johnson
- Katie O'Brien
- Jerri Seremeth

### EVALUATION ADVISORY COMMITTEE

This committee oversees ASLTA's Evaluation & Certification program to ensure each element of the process reflects best teaching practices.

- Glenna Ashton
- Keith Cagle
- Lisa Johnston
- Sharon Lott
- Amy June Rowley (chair)

### 2019 ASLTA CONFERENCE COMMITTEE

Committee members have devoted countless hours to coordinating the conference in San Diego. There would be no conference without their dedication and commitment to ASLTA!

- Carole-Ann Bader
- Garrett Bose
- LaTasha Clay
- Brad Cohen
- Erin Oleson Dickson
- Adam Frost
- Keith Gamache, Jr.
- Joel Garcia
- Kristine Hall (chair)
- Lisa Hermatz
- Christine Lively
- Tina Leonard
- Jon Savage



# SAVE THE DATES

JUNE 30 TO JULY 3, 2021

# COLUMBUS, OHIO

at the Hilton Columbus Downtown



OASLTA

**COME VISIT OUR BOOTH!**

# ASLTA CENTER

## PRESENTATION TOPICS



**Amy June Rowley**

**Presenter's Biography :** Dr. Amy June Rowley is the Coordinator of the American Sign Language program in the Modern Languages and Literatures department at California State University, East Bay (CSUEB). She holds a professional level certification from ASLTA. Her research interests are systemic and hierarchal structure of American Sign Language programs in postsecondary institutions, and relationships between students/interpreters and the Deaf community.

## ASLTA CERTIFICATION SYSTEM OVERVIEW

**Presentation Abstract:** In this workshop, the Evaluation and Certification Director will walk participants through the components of the two tier ASLTA certification program. The intent is for attendees to understand the criteria for both the Certified certificate and the Master certificate, as well as the differences between each level.

## TEACHING METHODOLOGY

**Presentation Abstract:** In this workshop, the Evaluation and Certification Director will share resources and present an overview of teaching methods and encourage participation from participants to determine which teaching method/s they use in their classes. This will help better understand and prepare for this crucial element of the ASLTA certification process.



## LESSON PLANNING AND ASSESSMENT

**Presenter's Biography :** Sharon Lott is the ASL Training and Evaluation Coordinator at National Technical Institute for the Deaf at Rochester Institute of Technology. She possess a Master's degree in Sign Language Education from Gallaudet. She has over 30 years of ASL Teaching experience at community colleges, universities, and School for the Deaf.



**Presentation Abstract :** In this workshop, Sharon Lott will provide an in-depth overview of expectations for the lesson planning and assessment portfolio documents for individuals interested in pursuing ASLTA certification.

**Sharon Lott**

## ASL HONOR SOCIETY: WHY, WHAT AND HOW



**Presenter's Biography :** Christine Sharkey is the current national coordinator for the ASL Honor Society. She teaches ASL K-12 at the Delaware School for the Deaf and holds Professional level ASLTA certification. Christine earned degrees in Deaf Education, K-12 Education, and is pursuing a doctorate in Educational Leadership with a focus on proficiency of ASL high school students through interaction with native ASL users. At home, Christine enjoys cheering on her 3 CODA sons in soccer, lacrosse, scouting and theatre.

**Presentation Abstract :** Did you know that the ASL Honor Society is open for **ALL** ASL programs: Deaf, hearing, high school and college/university? Yes! Come and meet the ASLHS Board to learn more about what our program has to offer, how to join, and all the benefits for students, teachers, and ASLTA! We look forward to meeting you and sharing our work!

**Christine Sharkey**

# HOW TO APPLY FOR ASLTA CERTIFICATION



**Amy June Rowley**



**Bea Pfaff**

**Presentation Abstract :** In this workshop, the Evaluation and Certification Director Amy June Rowley and Chapter Affiliation Director Beatrice Pfaff, will review the process of applying for both Certified and Master certification from ASLTA, including basic requirements, the applicant portfolio, and how to prepare for a successful application.

## INTRODUCTION TO PARLIAMENTARY LAW AND PROCEDURES

**Presenter's Biography :** Mark Apodaca, MBA, RP is a member of both the National Association of Parliamentarians and the American Institute of Parliamentarians, and has served on various boards of nonprofit organizations since 1983.



**Presentation Abstract :** This workshop covers a brief history on parliamentary process, how Robert's Rules of Order is structured, the intent and rules of motions, bylaws, and other governance topics. How to become a parliamentarian is also covered.

**Mark Apodaca**

# ASL CAN-DO STATEMENTS



## Nicholas Lalanne

**Presenter's Biography :** Nicholas Lalanne is a full-time lecturer at the University of Vermont where he currently teaches ASL courses. He went to Gallaudet University and received his B.S. in Computer Information Systems. After that, began teaching ASL and Deaf Studies, and his passion for teaching began to blossom. He then earned a Master's in Sign Language Education (MASLED) at Gallaudet University. During his graduate studies, he took courses in Linguistics, Theories of Languages, and Teaching Methods.

## Jason Listman

**Presenter's Biography :** Dr. Jason Listman is an Assistant professor in the department of American Sign Language and Interpreting Education (ASLIE) at the National Technical Institute of the Deaf (NTID) at the Rochester Institute of Technology (RIT). He received an Ed.D Degree in Executive Leadership from St. John Fisher College, an MS in Secondary Education and a B.S. in Psychology, both from RIT. His research interests include mentoring in undergraduate research, resilience characteristics in the deaf community, signed song translations, and effectiveness of ASL teaching.



## John Pirone

**Presenter's Biography:** Dr. John Pirone is a Lecturer/Program Coordinator of American Sign Language at the University of Vermont. He has taught a wide range of courses including ASL, ASL and Deaf literatures, Deaf Studies, and Deaf Culture for over 15 years. His research interests are ASL pedagogy, Deaf epistemology, and educational equity. Dr. Pirone received his Ed.D from Northeastern University.

## Tom Wills

**Presenter's Biography** Tom Wills lives in Portland, Oregon and has been teaching ASL for 23 years at the high school and college levels. He taught ASL at Battleground High School in Battleground, Washington and is currently teaching at Southridge and Mountainside High Schools in Beaverton, Oregon. Tom currently provides dual college credit for his high school students through a partnership with Portland Community College, and also has taught ASL part-time there in the past.



**Presentation Abstract :** In 2017, ASLTA and the American Council on the Teaching of Foreign Languages (ACTFL) partnered to create a comprehensive set of ASL-centered Can-Do Statements for ASL learners. Since 2017, the committee has worked on developing can-do statements that best assess what language learners can do with ASL and cultural content.

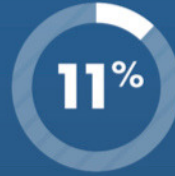
The committee will discuss the purpose of ASL Can-Do Statements, the importance of using ACTFL's standards and expectations, and what will the new statements mean for ASL teachers and their programs. The committee will also describe the process of developing can-do statements, including its challenges and share examples of their work.



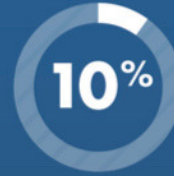
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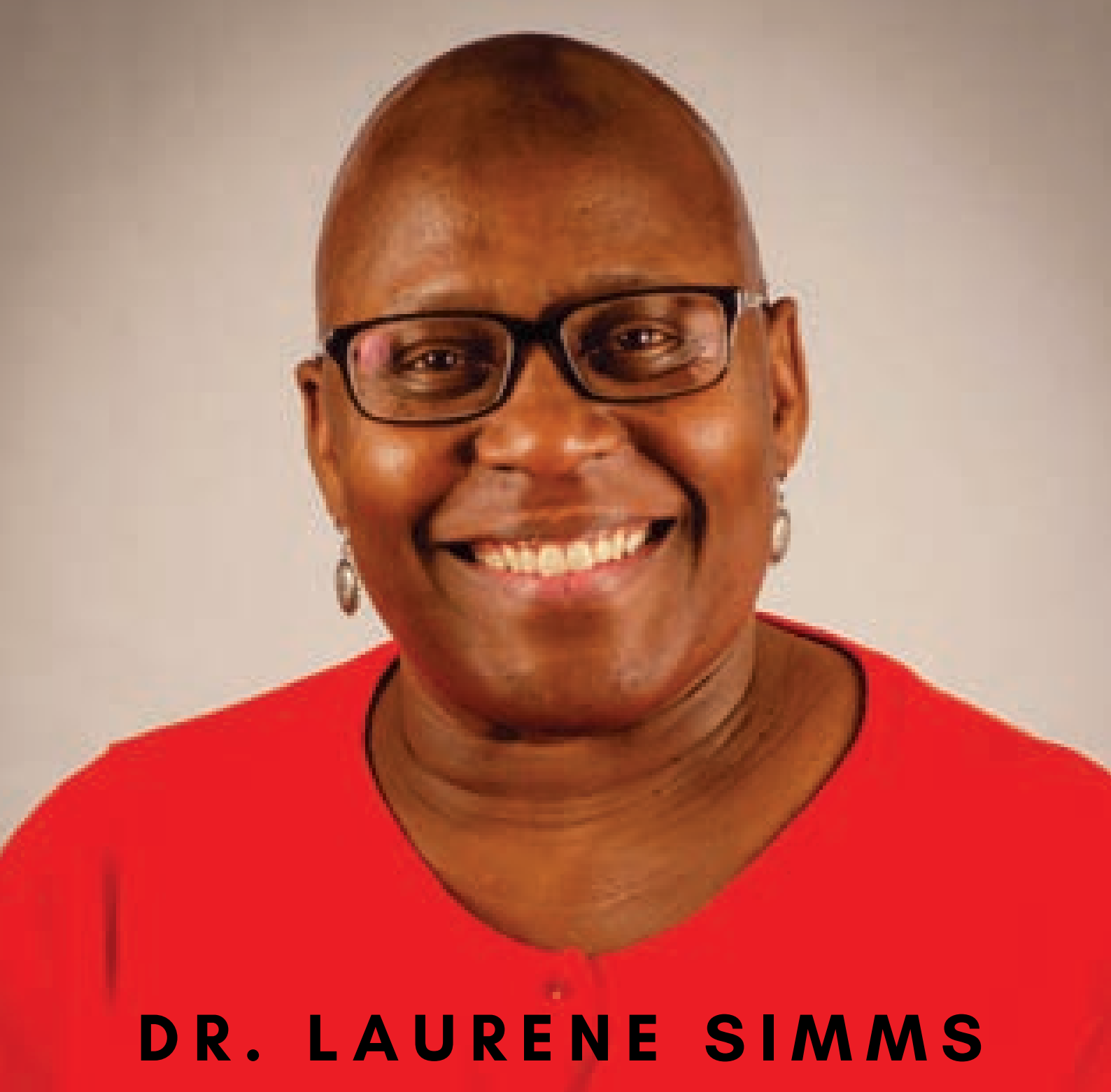
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KEYNOTE  
SPEAKERS &  
PRESENTERS



# **DR. LAURENE SIMMS**

**Laurene E. Simms is a Professor in the Department of Education at Gallaudet University, Washington, D.C. After graduating from the Indiana School for the Deaf in Indianapolis, Indiana, she received a B.S. Degree in Elementary Education from the University of Nebraska, Lincoln, and a M.Ed. in Deaf Education from Western Maryland College, Westminster, Maryland. She received a Ph.D. Degree in Language, Reading, and Culture from the University of Arizona, Tucson, Arizona. As an ASL and English bilingual education consultant and a former elementary teacher, Laurene has hands-on experience in the implementation of a bilingual and multicultural educational environment for diverse Deaf and Hard of Hearing children and is an acknowledged expert on the topic of using ASL and English as the languages of instruction.**

**KEYNOTE: JULY 1**

A portrait of Dr. Octavian E. Robinson, a man with short dark hair and a light beard, wearing a blue and white striped button-down shirt and a plaid bow tie. He is smiling slightly and looking towards the camera. The background shows a staircase with a metal railing and a stone wall with Roman numerals.

# DR. OCTAVIAN ROBINSON

Dr. Octavian E. Robinson is a Professor of American Sign Language, Interpreting Studies, and Communication Equity at St. Catherine University. He has chapters in three collections from Gallaudet University Press in addition to published work with Sage Publications, *Sign Language Studies*, *Disability & Society*, and *Disability Studies Quarterly*. His research interests are in intracommunity marginalization, respectability politics in the deaf community, linguistic human rights, and disability justice. He holds a Ph.D. in History from The Ohio State University.

**KEYNOTE: JULY 2**

A portrait of Dr. MJ Bienvenu, a woman with short dark hair, wearing black-rimmed glasses and a dark blazer over a light-colored collared shirt. She is smiling and looking directly at the camera. The background is blurred, showing what appears to be a presentation screen with some text and a blue light.

## **DR. MJ BIENVENU**

**A native ASL signer originally from Baton Rouge, LA, MJ Bienvenu received her BA in English and MA in Linguistics from Gallaudet in 1974 and 1983, respectively. She received her Ph.D. in Linguistics specializing in lexicography from Union Institute and University in 2003. She worked at Gallaudet in various departments, including the Linguistics Research Lab and Department of English, for a total of 11 years. She then moved to be the Co-Director of The Bicultural Center for 7 years. She later became the director of the Language and Culture Center for 3 years before she returned to Gallaudet and is now Professor in the Department of ASL and Deaf Studies. She is also a co-coordinator for the MA in Sign Language Education. MJ was a sign model for the "Green Books" and was a trailblazer in ASL instruction, beginning in 1977. In addition to teaching, MJ has presented workshops and served as plenary speaker on topics related to ASL, culture, empowerment, interpretation, and Deaf people and various -isms. She was co-author of several videos on ASL numbers and facial grammar. She is also one of the pioneers of being a Deaf interpreter at major conferences and rallies. MJ was an active member of SIGN before it transformed into ASLTA. She was a certified teacher with both SIGN and ASLTA. Unfortunately, her certification in ASL teaching lapsed after she began teaching Deaf students at Gallaudet. On a personal level, MJ enjoys reading, traveling, and being at home with furry kids.**

**KEYNOTE: JULY 3**



# The Melmira Show: The HeART of ASL Panel

JULY 3RD- 2:30pm - 4:00pm

What makes a great ASL teacher? What are some of our students' most memorable learning moments or favorite lessons? We often wonder what our students like and don't like. This panel is a rare opportunity to see the other side. Melissa Yingst of Melmira will mediate a panel of former and current ASL students and ask those questions for us.



As a child in Southern California, Melissa sought deep connections with other people. As she grew, she realized she wanted to do something more. She ventured off to Gallaudet University to earn her Bachelor's in Psychology, and to Arizona State University for her Master's in Social Work. Since then, she held different positions as a social worker and school counselor in New York City and Phoenix. She currently teaches at CSUN. She is a co-anchor for Tru Biz under the D-PAN umbrella. She recently completed her terms as a board member for Council de Manos and Deaf Women United, where she worked on numerous projects to dismantle white supremacy practices. She also is the co-founder of Alma de Muxeristas, an organization for muxeristas who are Deaf, DeafBlind, Deaf Disabled, Late-Deafened, or Hard of Hearing.



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# NAME SIGNS IN CLASSROOMS: TEACHER AND STUDENTS PERSPECTIVES



## Sara Pivac Alexander

**Presenter's Biography :** From New Zealand, Sara is a New Zealand Sign Language (NZSL) instructor at Victoria University of Wellington. She teaches NZSL and trains Deaf individuals to become NZSL instructors. She is the author of Learn NZSL, an elearning website for beginner NZSL learners, and TeachSign, an information and resource hub for NZSL teachers.

**Presentation Abstract :** Do you give name signs to your sign language students? This presentation explores beliefs and practices around bestowing name signs on second language learners in sign language classrooms. What do sign language teachers think about giving name signs and students? What types of name signs are given? When and where are they given? Are there differences between the name signs of Deaf people and of learners? Does teachers' age-group influence the type of name signs they give? How do deaf teachers feel about investing energy in creating name signs? How do students feel about getting, or not getting a name sign? This presentation will share the results of a current study on name sign practices in New Zealand Sign Language (NZSL) classes from teacher and student perspectives. Participants will then discuss their experiences in their own sign language classrooms to raise awareness of this aspect of constructing sign language learner identity.

# ENHANCE EDUCATIONAL MATERIALS IN CANVAS

## Pauline Ballentine

**Presenter's Biography :** Pauline Ballentine is a Senior Lecturer in the ASL & Interpreting Studies Department at the University of Northern Colorado. Previously, she was Chair of the ASL Interpreting Department at North Central University in Minnesota. She presents workshops on topics related to language, Deaf children's literacy, and interpreting.



**Presentation Abstract :** Have you ever had a fabulous idea for your course in Canvas but didn't know how to create it? This intermediate-level learning management system tutorial workshop will equip you to attract students to your educational materials, and become more efficient. The heavy demand of video production in ASL courses requires the ability to innovate in Canvas. This workshop will focus on the essential steps required to plan, develop, and execute successful platforms such as, but not limited to, Panopto, GoReact, and other features available in Canvas. It will include live how-to demonstrations and identifying which platform is ideal for which intention.

# USING A BALANCED COMMUNICATIVE AND ACADEMIC APPROACH THAT WILL HELP YOUR STUDENTS BECOME LIFE-LONG COMMUNICATORS IN ASL

## Don Bangs

**Presenter's Biography :** Dr. Don Bangs has taught ASL, Deaf Studies, and bilingual education for over 50 years. He has a doctorate degree in Dramatic Literature, a M.A. in Deaf Education, a M.A. in Television and Film, as well as a Graduate Certificate in Second / Foreign Language Teaching. He has organized and conducted numerous teacher-training programs, workshops, and seminars in the U.S. and abroad. He is the author of the My ASL Book series.



**Presentation Abstract :** Over a million high school and college students take American Sign Language (ASL) courses every year, but most of them lose even their basic skills soon after completing their ASL courses. Clearly, traditional ASL instruction doesn't seem to be working. A new instructional approach which balances Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) has shown promise in transforming ASL students into life-long communicators in ASL. This workshop will give participants the tools they need to motivate ASL students, develop their communicative and academic skills and knowledge, and make possible this transformation of these students into life-long ASL communicators.

## DEAF THEATER ARTS/CREATIVE MOVEMENT



## Fred Beam

**Presenter's Biography :** Fred Beam is the outreach coordinator of Sunshine 2.0, a touring theater troupe based at NTID. He has served as Director of ASL in numerous plays at the Kennedy Center, Arena State, and local community theaters. He is well-known for his work with The Wild Zappers, National Deaf Dance Theater, Gallaudet Dance Company, DuPont Dance Company, and others. He has been recognized as Deaf Person of the Month by DEAF LIFE magazine.

**Presentation Abstract :** This workshop is for participants who are dealing with the challenges presented by "theatricalized" American Sign Language and on working with visual theatre techniques. Intended for students, this workshop consists of theatrical exercises designed to stimulate creativity, imagination, and theatrical inventiveness using our visual theatre techniques. As part of the workshop's agenda, students are led in role-playing exercises and other activities which creatively focus on cooperation, trust, and problem solving. This workshop encourage students/participants to gain knowledge and skills in movement, It also increase their awareness for stage work/their presentation and developing character for stage work.

# “NO DEAF SCHOOLS’ HISTORY, NO A+ TEACHERS!”



## Sara Bianco

**Presenter's Biography :** Hailing from a Deaf family that spans four generations, Sara teaches American Sign Language, Deaf Studies, and Signed Language Interpreting courses at the University of Cincinnati and works as a Deaf interpreter. Sara also serves the Deaf and DeafBlind community in many different ways. Originally from the Chicago area, Sara was an AFS exchange student to Germany and graduated from Rochester Institute of Technology with a BS in Communication.

**Presentation Abstract :** Learning American Sign Language is impossible without learning about the culture, which in turn is impossible without learning about its history. We make the case that teaching about the early history of our Deaf schools is a must in teaching any Deaf education, Deaf studies, and ASL studies class. Leaving the workshop, you will have a fuller teaching toolkit with the rationale behind why we must teach about the early history of our Deaf schools, a head start on your teaching with information on the founding of 6 Deaf schools, and then many teaching ideas from a collaborative project that involves making a pledge to be an A+ teacher!

## DEVELOPING BILINGUALISM BY USING EVIDENCED-BASED THEORIES

### Amelia Bowdell

**Presenter's Biography :** Amelia Bowdell teaches at the university level and also works as an interpreter (NIC). Her B.A. degree is in Sign Language Studies: ASL Interpreting and her M.A. degree from Madonna University is related to teaching second language acquisition. She completed a second M.A. degree in Interpreting Studies: Teaching Interpreting from Western Oregon University.



**Presentation Abstract :** Being bilingual is part of becoming an effective interpreter. To be considered bilingual, one must have Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in two languages, which is a challenging goal for students before entering an Interpreter Education Program. Bilingualism in ASL and English is an ongoing learning process because the languages differ significantly. Curriculum that utilizes evidence-based BICS, CALP, and second language acquisition theories can help students achieve bilingualism. Assessing students' fluency in their L1 and working languages is paramount since any subsequent language fluency will be affected by challenged areas of L1 language skill. Utilizing theories can advance the language courses and assessments that influence instructors and students about the importance of bilingualism before attempting to develop interpreting skills. Research on language offerings accredited by the Commission on Collegiate Interpreter Education will be presented.

# UNDERSTANDING CLASSIFIERS IN ASL & PTASL LITERATURE

## Esther Brenowitz

**Presenter's Biography :** Esther Brenowitz is a DeafBlind ASL teacher from Colorado. Her degrees are in Communication Studies (B.A.) and ASL Education (M.A.), and certification in teaching Deaf and hard of hearing infants, toddlers, and their families. Esther offers ASL tutoring sessions as well as theatrical signing consultations, early intervention, and ProTactile ASL workshops and presentations.



**Presentation Abstract :** This workshop is designed for the participant to understand and explore the relationship between Deaf culture and ASL/PTASL literature. The participants will delve into using classifiers in different types of art forms that include ABC and number stories, ASL cinematic stories, ASL poetry, ASL storytelling, and more. The workshop features exercises for participants to apply classifiers in ASL and PTASL literature. Participants will learn to apply classifiers to ASL teaching and technology.

## THE 5TH PARAMETER IN ASL



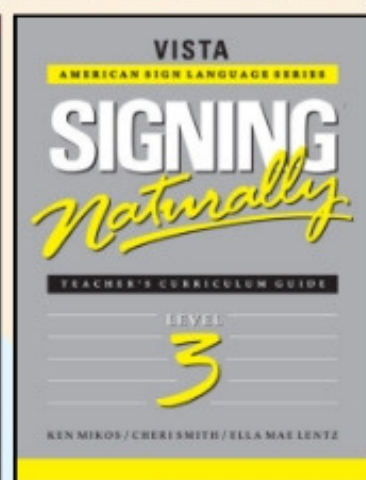
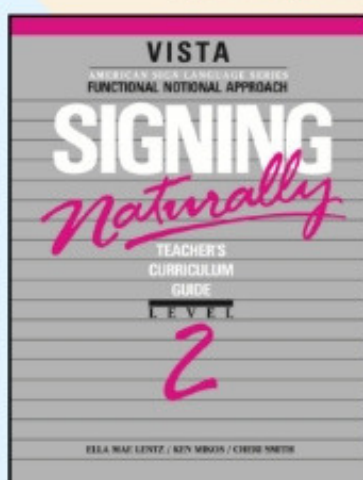
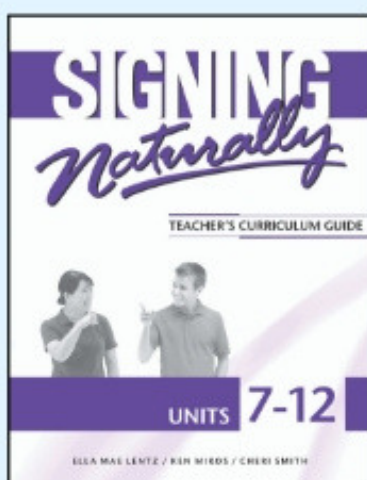
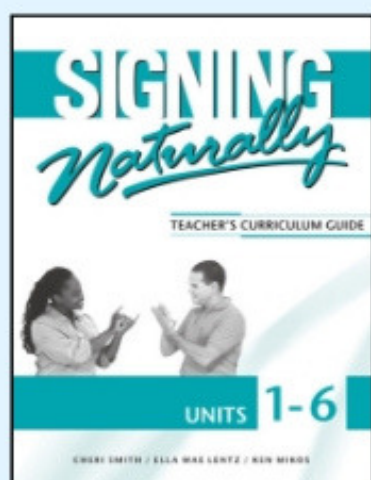
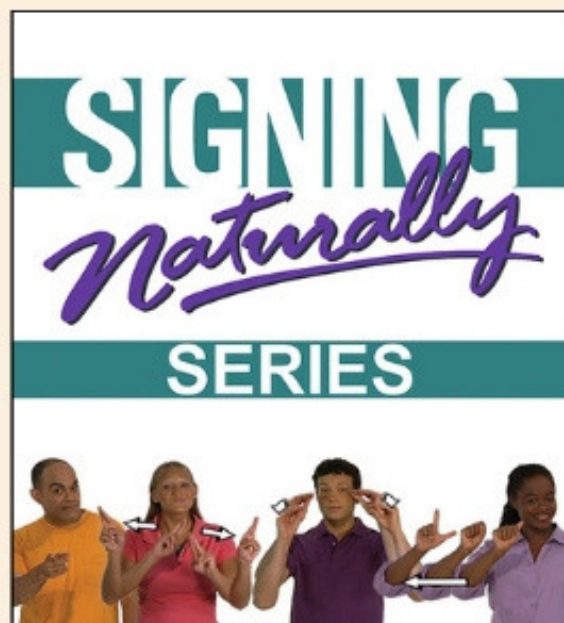
## Byron Bridges

**Presenter's Biography :** Dr. Byron W. Bridges has a B.A. degree in Deaf Studies (CSUN), an M.A. degree in Linguistics (Gallaudet), and an Ed.D. in Deaf Studies (Lamar). He is a nationally-known teacher and presenter on topics related to ASL and sign language interpretation and author / producer of over 80 videotapes and DVDs. Dr. Bridges is currently the coordinator of the Teaching ASL (TASL) program at the University of Northern Colorado.

**Presentation Abstract :** Do you feel something is missing in your ASL teaching? Chances are it's the 5th parameter in ASL. Do you know where to find adjectives or adverbs in ASL? How about expressing intonation in ASL? Most sign language books do not cover this topic. This workshop will help you better understand ASL and how the 5th parameter can help you become a better ASL teacher. Upon completion of this workshop, you will start seeing mouth morphemes in its paralinguistic features like never before. This is a must for those who want to have a good foundation for understanding the 6th Parameter. Yes, there is new research about this. You must take this workshop to have a better grasp of what the 6th parameter is all about. Come and see what new materials you can use for your ASL class.

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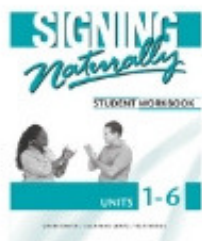
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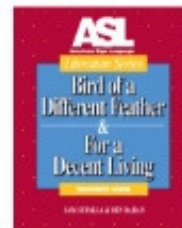
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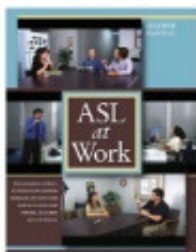
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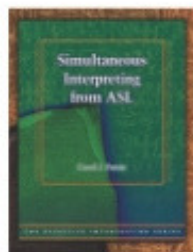
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# TURNING IMPOSSIBILITY TO POSSIBILITY: CREATING AN EFFECTIVE AND ENGAGING ASL ONLINE COURSE



## Fallon Brizendine

**Presenter's Biography :** Fallon Brizendine is the Department Chair of the ASL program at Austin Community College in Texas. She has a Master's in Interpretation degree from Gallaudet University, one of the few Deaf interpreters to hold this degree. She has experience interpreting in post-secondary, legal, medical, mental health, and educational settings. She has taught ASL and interpreting courses in traditional, hybrid, and online settings for more than 10 years.

**Presentation Abstract :** The past decade has seen an exponential boon in digital education and its popularity among students. While there is skepticism among educators and programs in the success of ASL online courses, the current and future demand for such course offerings merit a sincere effort to implement such options. This workshop will use 5 years of experience successfully teaching online ASL courses to demystify the notation that ASL instruction must be limited to the classroom. This workshop will discuss best practices for teaching ASL online including strategies, approaches, technologies, teaching/learning tools and cultivating student engagement.

## DEVELOPING BILINGUALISM BY USING EVIDENCED-BASED THEORIES

### Marla Broetz

**Presenter's Biography :** Dr. Marla Broetz is a Visiting Assistant Professor at Keuka College in New York, where she teaches ASL and interpreting courses. She has been teaching since 1994. Her M.A. degree in Education is from Lewis & Clark College, and her doctoral degree in Educational Leadership Management is from Capella University.



**Presentation Abstract :** Being bilingual is part of becoming an effective interpreter. To be considered bilingual, one must have Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in two languages, which is a challenging goal for students before entering an Interpreter Education Program. Bilingualism in ASL and English is an ongoing learning process because the languages differ significantly. Curriculum that utilizes evidence-based BICS, CALP, and second language acquisition theories can help students achieve bilingualism. Assessing students' fluency in their L1 and working languages is paramount since any subsequent language fluency will be affected by challenged areas of L1 language skill. Utilizing theories can advance the language courses and assessments that influence instructors and students about the importance of bilingualism before attempting to develop interpreting skills. Research on language offerings accredited by the Commission on Collegiate Interpreter Education will be presented.

# L2 STUDENTS CAN'T LEARN DEPICTION ... NOT

## Alisha Bronk

**Presenter's Biography :** Alisha Bronk is a CDI and gives workshops on depiction / classifiers, and also is a lecturer in the Department of Interpretation and Translation at Gallaudet University. Her M.A. degree is in TESOL: Applied Linguistics from Portland State University.



**Presentation Abstract :** Have you ever wondered what an L2 learner of ASL is trying to say? L2 learners of American Sign Language typically tend to think lexically rather than visually, which influences their signing production. A simple four word sentence in English, e.g. "The person went skiing", can be expressed in numerous ways by incorporating grammatical features congruent with ASL. Usually the L2 learner has difficulty spontaneously generating a sentence that incorporates ASL grammatical features. By using non-manual markers, topicalization, rhetorical questions, and depiction, there are infinite ways to express this idea. Often, an L2 learner of ASL is not accustomed to incorporating these types of expressions in their L2 because they lack muscle memory. When they learn to communicate in ASL, their expressions remain flat and do not communicate an accurate message in ASL. This can leave the receiver lost and confused. How can teachers guide students to become successful users of ASL?

## VISUALIZE THIS: TRANSLATING FROM ENGLISH TO ASL



## Trix Bruce

**Presenter's Biography :** From Seattle, Washington, Trix Bruce is nationally known as a workshop presenter, ASL performer, and teacher. She is very invested in interpreter training and ASL storytelling, along with a deep interest in ASL linguistics. More information about Trix can be found on her website: [www.trixbruce.com](http://www.trixbruce.com). **ASLTA certified.**

**Presentation Abstract :** This presentation will provide information and demonstrations of translating from English to American Sign Language (ASL). Demonstrations will provide "English Equivalents" - English phrases, sentences, and idioms translated to ASL, and how to retain and express meaning while moving from one language to another.

## E PORTFOLIO: WHAT, WHY & HOW?



### John Collins

**Presenter's Biography :** John Collins is the Director of the Deaf Studies program at LaGuardia Community College in New York, where he also teaches ASL, Deaf sociology, and Sign Language Linguistics. He trains programs to develop ePortfolios and assessments around the country.

**Presentation Abstract :** What are ePortfolios and how can ASL/Deaf Studies programs use them? An electronic or digital portfolio (ePortfolio) is an online institutional repository for collecting evidence of student learning which can facilitate student reflection across courses and disciplines. Its unique medium provides a structured framework for inquiry, reflection, and integration. Core ePortfolios when done well can be utilized to implement a variety of program-wide overarching curriculum themes and connections. So, how can collegiate ASL/Deaf Studies programs use ePortfolio? Using the LaGuardia Community College Deaf Studies ePortfolio Sequence as a model, the presentation will showcase one example of Core ePortfolio in action as it supports campus-wide curriculum, advisement and assessment goals. After examining the nature of ePortfolios, the theory and practice of course ePortfolio pedagogy will be examined. The design of program-wide core ePortfolios to provide a common vehicle for all program coursework will also be discussed.

## NO DEAF SCHOOLS' HISTORY, NO A+ TEACHERS!

### Linsay Darnall, Jr.

**Presenter's Biography :** Linsay Darnall, Jr., a Nebraska School for the Deaf alumnus and a government major at Gallaudet University, has served local, state, and national organizations in various capacities, mostly in activism, youth, and education. Darnall is a co-founder of the Nebraska Deaf Heritage Museum and Cultural Center. He has received awards and recognition for his work and was honored with an Admiralship from the governor of Nebraska. He is an owner of Darnall Consulting LLC. He lives in Omaha, Nebraska where he enjoys reading and writing.



**Presentation Abstract :** Learning American Sign Language is impossible without learning about the culture, which in turn is impossible without learning about its history. We make the case that teaching about the early history of our Deaf schools is a must in teaching any Deaf education, Deaf studies, and ASL studies class. Leaving the workshop, you will have a fuller teaching toolkit with the rationale behind why we must teach about the early history of our Deaf schools, a head start on your teaching with information on the founding of 6 Deaf schools, and then many teaching ideas from a collaborative project that involves making a pledge to be an A+ teacher!

# INTERACTIVE CLASS ACTIVITIES

## Gerardo Di Pietro

**Presenter's Biography :** Gerardo Di Pietro is an alumnus of the MASLED program and currently teaches ASL at several institutions in the Bay Area of Northern California. He is an advocate for making sign language come alive for his students and thus help them become engaged learners.



**Presentation Abstract :** This presentation builds on our 2017 Utah ASLTA performance with over a hundred attendants as we continue to develop more activities. Evidence and insights are shared through technology so all audience can understand these visual aids. This year our ASL team will be focusing on fun activities to enhance student motivation. Many students today have a difficult time staying motivated in ASL classes during a block schedule. This is largely due to not having enough activities over the course of the period so students become restless and bored easily. Providing fun activities that enhance grammar, fingerspelling, facial expressions, and eye-contact will not only increase student motivation but also help with classroom management, lesson planning, and reinforcement of the language.

## COVER COPY COMPARE: AN EFFECTIVE INTERVENTION FOR ASL ACQUISITION STUDENTS WITH DYSLEXIA?



## Sara Evans

**Presenter's Biography :** Sara Evans has 18 years of teaching experience in the K-12 system and is a certified RID interpreter. She currently teaches ASL and is a Ph.D. doctoral candidate at the University of Tennessee.

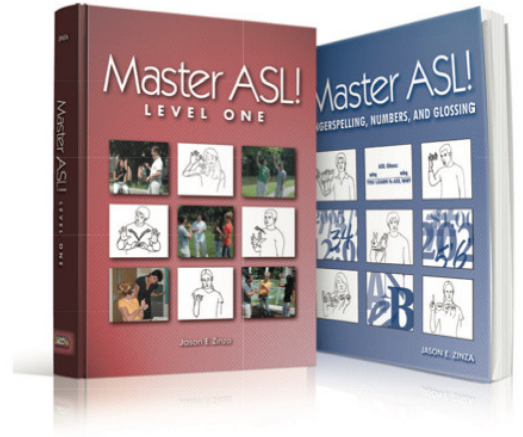
**Presentation Abstract :** American Sign Language (ASL) is gaining popularity as a foreign language in U.S. colleges and high schools. But, instructional and learning strategies used to teach orthographic languages to individuals with dyslexia may not be effective for learning a visual language. To improve automaticity in recall of ASL vocabulary for students with dyslexia, Skinner's 1997 intervention, Cover, Copy, and Compare was adapted to a multimedia format, providing additional needed practice for students with dyslexia to acquire ASL; the nature and results of this adaptation are the focus of this presentation.

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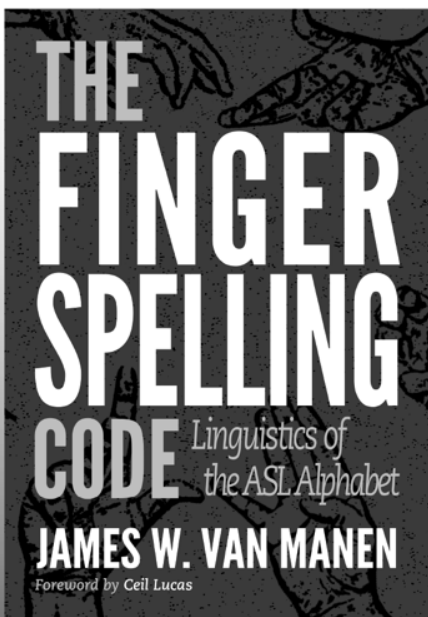
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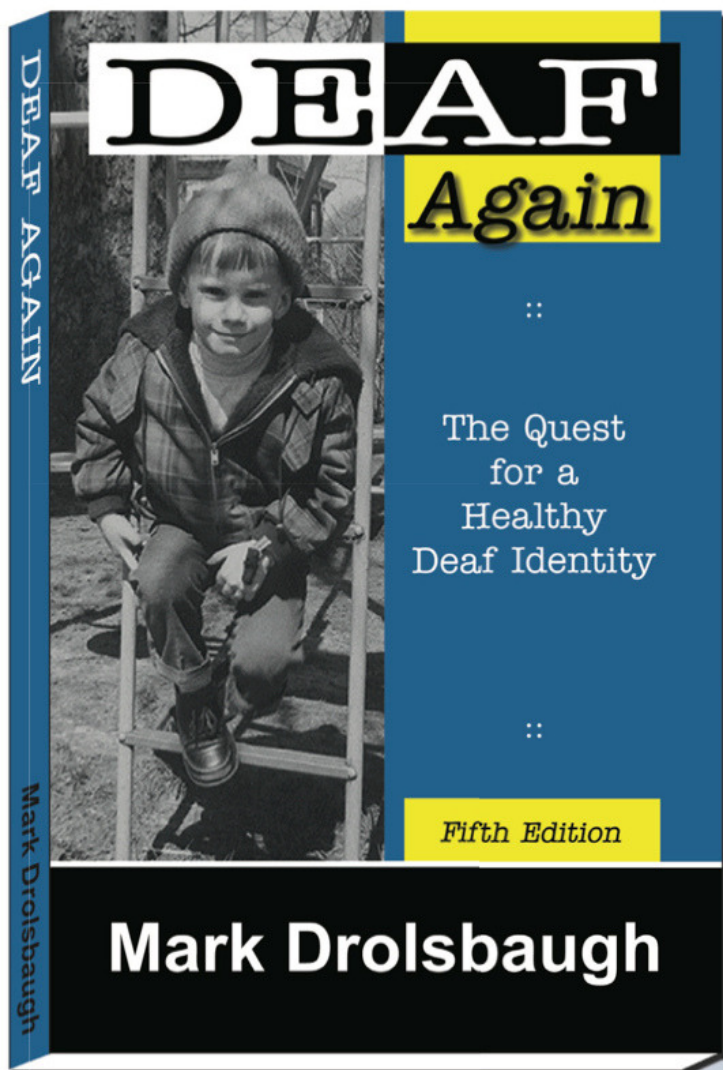
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::

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# EFFECTIVE CORRECT FEEDBACK FOR SIGN LANGUAGE LEARNERS



## Brenda Falgier

**Presenter's Biography :** Brenda Falgier teaches ASL at Kirkwood Community College in Iowa. She is an alumna of the MASLED program at Gallaudet University, and has been in the ASL field for over 20 years. Her professional interests include exploring the application of current research in second language and second modality language learning and teaching, using technology to develop instructional materials, and preserving the authenticity of ASL. **ASLTA certified.**

**Presentation Abstract :** Sign language instructors often provide corrective feedback to their students. However, are they aware of the different types of corrective feedback they can have in their arsenal? Do they know what current research says about the effectiveness of each type of corrective feedback? Are they using corrective feedback that helps students recognize their errors and attempt to self-correct? There is a plethora of research regarding the use of corrective feedback for spoken languages, which sign language instructors can build upon for examining how they provide feedback to their students. This workshop will provide an overview of the different types of corrective feedback. While all feedback types have benefits, participants will learn about the feedback shown by research to be more effective for helping students to recognize their errors and correct them. Participants will have opportunities to explore the use of corrective feedback to provide feedback to common errors.

## CONJUNCTIONS ARE HEAVILY USED IN ENGLISH, CAN ASL?

## Calvin Farley

**Presenter's Biography :** Calvin Farley is a lecturer in the Education of the Deaf and Hard of Hearing and Educational Interpreting programs at the University of Tennessee, and also serves in the department of Theory & Practice in Teacher Education, where he has taught ASL courses for 3 years.



**Presentation Abstract :** Conjunctions are heavily used in the English spoken language, such as "however", "and", or "but." At the University of Tennessee-Knoxville, we teach the use of conjunctions in lower level ASL courses. There are ways to avoid signing BUT & AND specifically. This helps the students in lower levels of ASL to let go of English jargon. Students learning ASL often want to use a rhetorical question statement for conjunctions at an inappropriate time. As they apply these skills, their role shifting improves by applying contrastive structures and letting go of English conjunctions.



# INVESTIGATING THE IMPACT OF ASL PROFICIENCY LEVELS ON ASL-ENGLISH INTERPRETATION

## Keith Gamache, Jr.

**Presenter's Biography :** Keith Gamache, Jr. (KJ) has taught ASL, Deaf Studies, and Interpreting for more than 20 years. He is currently the ASL program coordinator at Irvine Valley College in Irvine, CA. His Ph.D. in Interpretation from Gallaudet University specialized in researching interpreted work through Deaf lens. **ASLTA certified.**



**Presentation Abstract :** The purpose of this study was to investigate how selected language features in signers who have varying levels of ASL proficiency may impact the target English output of novice ASL-English interpreters. I used video recordings of individuals who have taken the ASL Proficiency Interview (ASLPI) as stimuli materials. I examined two linguistic features in signers - depiction and fingerspelling. I compared the similarities and differences in the ASL to English interpretation of novice interpreters who render the same ASL source material. The interpreted data was analyzed using two approaches, a propositional accuracy measure and a subjective quality measure. The outcome of this analysis was to provide insights how ASL signers are understood by novice ASL-English interpreters and to pinpoint the probable miscues in the interpretations that can be helpful to interpreter education programs.

# CHICANX DEAF PEOPLE IN THE BARRIO: CULTURAL AND LANGUAGE BARRIERS IN DOMINANT U.S. SOCIETY



## Joel Garcia

**Presenter's Biography :** Joel A. Garcia is Chicano Deaf from the barrio in Ventura County, California. He is an instructor of ASL and Deaf Studies. He was first to receive in his Mexican hearing family to earn a B.A. degree in Social Work and a master's degree in Deaf Studies with Concentration on Cultural Studies from Gallaudet University. He is fluent in Chicano Sign Language and ASL. He is a member of California Manos del Corazon organization (formerly known as the California Latino Council of the Deaf and Hard Of Hearing). He is involved in the Southern California Deaf community/barrio, Deaf children's literacy, and interpreting.

**Presentation Abstract :** In the present time, U.S. society is actively americanizing Chicano Deaf people from the barrio. Society causes them to normalize into the white Deaf and sign language from white user's dominant language. Chicano Deaf people are on a journey with cultural identity and language in the struggle for liberty.

## UNPACKING SEXUALITY: BRINGING UNCONSCIOUS BIAS TO THE FOREFRONT



### **Bethany Gehman**

**Presenter's Biography :** Bethany Gehman is a sexuality educator with more than 5 years' experience providing sexual health education and professional training. She specializes in promoting inclusive and comprehensive sexual health education in Deaf K-12 residential programs, and is known for high-quality and accessible ASL videos on human sexuality. Learn more at [bethanygehman.com](http://bethanygehman.com)

**Presentation Abstract :** This lesson is intended to provide ASL instructors with opportunities to examine and analyze sexuality issues, explore values / attitudes / beliefs about sexuality, identify situations where skills with the language of sexuality would be useful, and apply what was learned to practice. Participants will also learn appropriate and efficient tools aimed at making them more comfortable with teaching sexuality signs. Consent is not applicable only in sexual relationships - it is also applicable in professional and academic settings. This training will also provide participants with a better understanding of the importance of creating brave spaces for members of LGBTQIA+ communities. Participants will leave with a toolkit of how to create their classrooms, residence halls, and other social settings more affirming of a variety of gender identities and expressions.

## TURNING IMPOSSIBILITY TO POSSIBILITY: CREATING AN EFFECTIVE AND ENGAGING ASL ONLINE COURSE

### **Lisa Gelineau**

**Presenter's Biography :** In her 20+ year career, she has taught many ASL classes in various colleges and universities as well as presented workshops and training on various ASL-related topics. She is currently working as a full-time professor at Austin Community College in Austin, TX, teaching ASL in various formats such as traditional, hybrid and online. During her tenure at ACC, she received a Teacher Excellence award. Also, she has worked as an American Sign Language Proficiency Evaluator at ASL Diagnostic and Evaluation Services (ASL-DES) at Gallaudet University in Washington, DC. In addition, she is also one of four co-authors of TRUE+WAY ASL curriculum.



**Presentation Abstract :** The past decade has seen an exponential boon in digital education and its popularity among students. While there is skepticism among educators and programs in the success of ASL online courses, the current and future demand for such course offerings merit a sincere effort to implement such options. This workshop will use 5 years of experience successfully teaching online ASL courses to demystify the notation that ASL instruction must be limited to the classroom. This workshop will discuss best practices for teaching ASL online including strategies, approaches, technologies, teaching/learning tools and cultivating student engagement.

# APPRENTICESHIP IN DEAF COMMUNITY FOR ADVANCED ASL STUDENTS

## Kara Gournais

**Presenter's Biography :** Kara Gournais has a B.A. in Psychology (Gallaudet) and an M.A. in Experimental Education (Prescott College), and is completing an Ed.D. degree in Curriculum and Instruction at Portland State University. She has been teaching ASL for the past fifteen years. **ASLTA Certified.**



**Presentation Abstract :** Fluency in American Sign Language is a prerequisite for many people seeking jobs in the Deaf Community. Most post-secondary programs only offer introductory American Sign Language coursework, and often students complete these courses without becoming fluent in ASL. Additional opportunities to interact and engage with native members of the Deaf Community are essential for students, but often difficult for those who live in rural settings without large Deaf Communities nearby. Students often have less exposure to rich language models who are fluent in ASL, impacting their legitimate peripheral participation in the local Deaf Communities of practice, and reducing apprenticeship opportunities that might be beneficial for their language acquisition experiences. The purpose this presentation is to begin to explore students' attitudes and beliefs about their experience connecting with local Deaf Communities of Practice, and to identify possible opportunities and barriers that influence these interactions.

## CREATING AN EFFECTIVE ONLINE CURRICULUM



## Frank Griffin

**Presenter's Biography :** Frank Griffin is the founder of 10 Digit Learning Innovations, and provides consulting services in digital and online pedagogy. A particular interest is bridging the social gap that often exists in online education.

**Presentation Abstract :** Curricula in face-to-face ASL courses differs in flexibility than ASL online environments, where technology adds another design consideration in delivering pedagogical content to students. Virtual education requires curriculum builders to innovate and implement organic approaches using various tools to enable student success, closing social gaps via language mentoring, and learning about cultural aspects of ASL through implementation of multicultural content.



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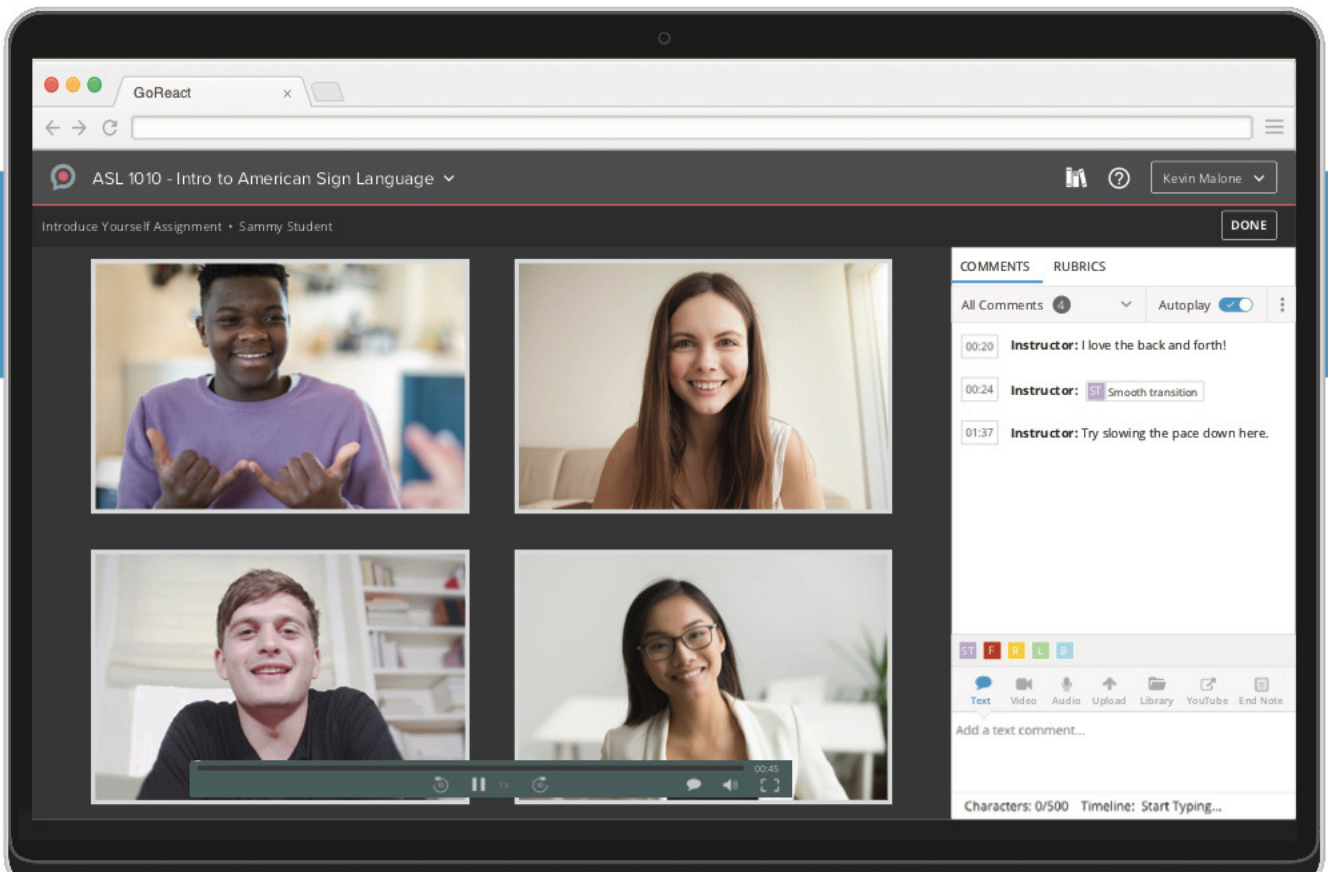
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## CONJUNCTIONS ARE HEAVILY USED IN ENGLISH, CAN ASL?



### April Haggard

**Presenter's Biography :** April Haggard is a lecturer at the University of Tennessee's Education of the Deaf and Hard of Hearing program, as well as in the department of Theory & Practice in Teacher Education. She is the ASL program coordinator and has over 15 years' experience teaching ASL and Deaf Studies. **ASLTA Certified.**

**Presentation Abstract :** Conjunctions are heavily used in the English spoken language, such as "however", "and", or "but." At the University of Tennessee-Knoxville, we teach the use of conjunctions in lower level ASL courses. There are ways to avoid signing BUT & AND specifically. This helps students in lower levels of ASL to let go of the English jargon. Students learning ASL often want to use a rhetorical question statement for conjunctions at an inappropriate time. As they apply these skills, their role shifting improves by applying contrastive structures and letting go of English conjunctions.

## COMMUNICATION ≠ LANGUAGE: SHIFTING OUR PARADIGMS THROUGH POLICY

### Marla Hatrak

**Presenter's Biography :** Marla Hatrak is Co-Chair of the California Association of the Deaf's Policy & Advocacy Committee, and is also a co-founding member of the Language Equality and Acquisition for Deaf Kids (LEAD-K) campaign. Her M.A. degree is in Early Childhood Studies and Policy Advocacy; she is currently a doctoral candidate in Educational Policy, Leadership, and Management. She teaches ASL at San Diego State University.



**Presentation Abstract :** When engaging in advocacy for Deaf children's rights to American Sign Language and to be bilingual, we need to understand differences between communication and language, the goals of language, and the importance of policy framing. As part of the discussion will be semantics used in framing language and Deaf education issues within early intervention services policy. Also covered will be the language policy report that California Association of the Deaf and CSUN Deaf Studies commissioned and published in 2017. Finally, I propose a new policy framing for including Deaf ASL within Deaf education for Deaf children ages 0-5.

# USING INNOVATIVE DIGITAL STORYBOOK APPS TO PROMOTE ASL SKILLS

## Melissa Herzig

**Presenter's Biography :** Dr. Melissa Herzig is the Director of Translation in the Science of Learning Lab (TL2) for the Visual Language and Visual Learning (VL2) center, as well as the Associate Director of the Ph.D. program in Educational Neuroscience program at Gallaudet University. She is responsible for creating educational content, leading assessments and evaluations within VL2, and collaborating with schools. She is part of the team behind the bilingual Storybook Apps.



**Presentation Abstract :** In the past 12 years, National Science Foundation's Center-Visual Language Visual Learners (VL2) at Gallaudet University has made some key findings that help us better understand how deaf children develop ASL and learn to read. Join us as Dr. Herzig: describes the role of visual processes, visual language, and social experiences in the development of higher cognition, learning, and literacy; provides an overview of the Storybook Apps that she and others at her center developed; and discuss resources provided to plan lessons to support cognitive and language development of children at home and in the classroom.

## DEVELOPING ASL CURRICULUM: DID I DO THE RIGHT WAY?



## Dan Hoffman

**Presenter's Biography :** Dr. Dan Hoffman has a B.A. degree in Communications from Gallaudet and a M.A. and Ph.D. in Deaf Studies / Deaf Education from Lamar University. He has taught ASL / Deaf Studies for over 15 years and is currently the ASL Education Coordinator at the University of Tennessee at Knoxville.

**Presentation Abstract :** This workshop will give participants an opportunity to walk through the brief history of ASL curriculum, lesson plans, and the 5 C's. The presenter will also introduce participants to the process of developing a lesson plan with the 5 C's, and groups will also be assigned to incorporate the 5 C's effectively into lesson plans.

## ASL AND LAWS: DO THEY GO TOGETHER?



### Tawny Holmes Hlibok

**Presenter's Biography :** Tawny Holmes Hlibok, Esq., serves as the Education Policy Counsel at the National Association of the Deaf (NAD) and provides consultation to local, state, national, and global audiences. Ms. Holmes also teaches at Gallaudet University, focusing on sign language rights and advocacy.

**Presentation Abstract :** You know how people say peanut butter and jelly sandwiches are classic? Not many would say the same about laws and ASL. This presentation will provide a snappy walk-through of various state and federal laws relevant to teaching ASL, including the latest developments. Not only that, but how can we make the laws better? How can we serve more people with ASL teaching skills? How can we secure the future of ASL and other sign languages? Come engage in this thought-provoking discussion with an NAD lawyer.

## CREATING AN EFFECTIVE ONLINE CURRICULUM

### Christina Hopewell-Albert

**Presenter's Biography :** Christina Hopewell-Albert coordinates Gallaudet University's ASL program and has degrees in Linguistics (CSUN and Gallaudet), and is currently a doctoral candidate at Northeastern University.



**Presentation Abstract :** Curricula in face-to-face ASL courses differs in flexibility than ASL online environments, where technology adds another design consideration in delivering pedagogical content to students. Virtual education requires curriculum builders to innovate and implement organic approaches using various tools to enable student success, closing social gaps via language mentoring, and learning about cultural aspects of ASL through implementation of multicultural content.



## DEAF HEART, ALLYSHIP, AND ALLOPHILIA

### Ben Jarashow

**Presenter's Biography :** Ben Jarashow is a California native and a Gallaudet University alumnus with a B.A. degree in Deaf Studies, followed by a M.A. degree also in Deaf Studies. Currently, he is pursuing his Ph.D. in the division of Philosophy, Art and Critical Thought at the European Graduate School. He teaches at the University of South Florida.



**Presentation Abstract :** This presentation will focus on the roles played by hearing people with various levels of involvement in the Deaf community. We will explore the meaning behind the three terms: Deaf Heart, Allyship, and Allophilia, and the process a person may go through to acquire one of these labels.

## USING GAMES TO TEACH ASL

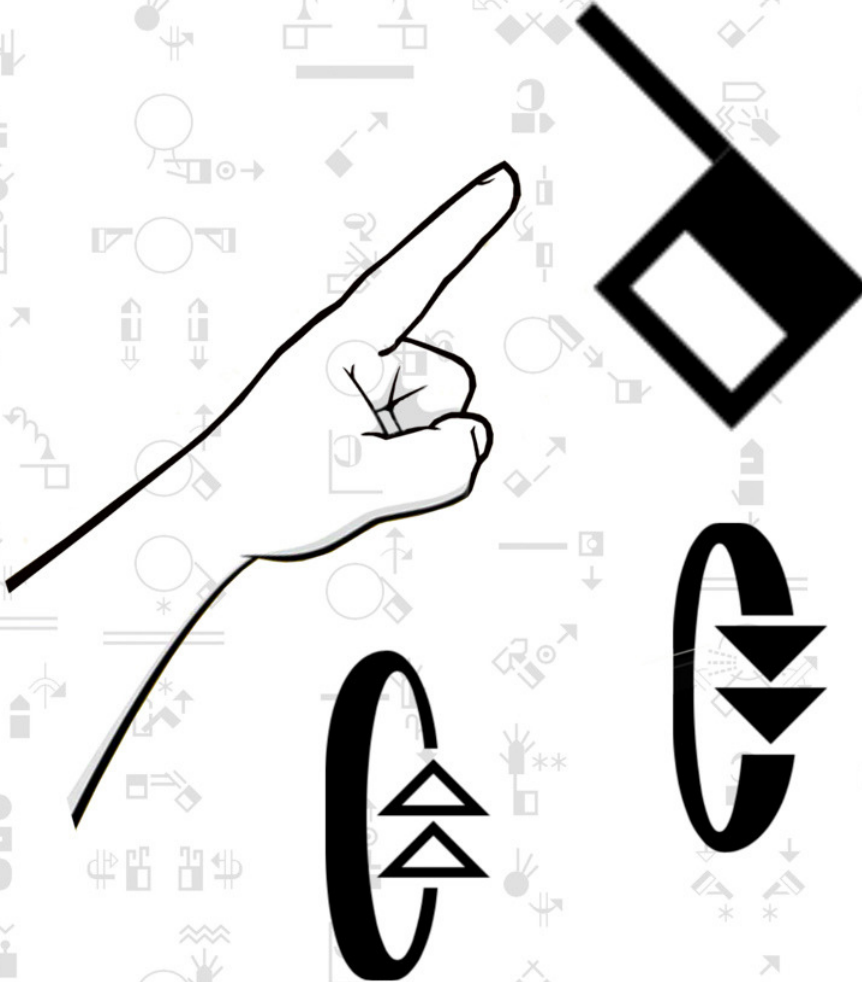


### Rhonda Jennings-Arey

**Presenter's Biography :** Dr. Jennings-Arey is an Associate Professor at the University of Louisville in Kentucky, and has taught for 20 years in K-16+ settings teaching English and ASL. Her degrees are in Deaf Education, Sign Language Education, Literacy, and Administration and Supervision. **ASLTA Certified.**

**Presentation Abstract :** Games from regular stores can be used in an ASL classroom. It is important in a foreign language classroom because of several factors. It provides students a learning activity while having fun and reduces the stress of learning a new language. Games also create motivation. There are times when deciding which games to use in a classroom can be challenging. The appropriate game used in a language classroom should be related to the goal of teaching vocabulary, syntax, numbers, and/or communication. Another challenge is to decide which proficiency level to target, any cultural context, and the timing of your classroom. Bottom line, the goal of the games should be about the students applying what they have already learned. This workshop will provide some ideas on which games to use for which unit/lesson and which level. The presenter will also show several games and how to use them in a classroom.

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# INTRODUCTION TO LENGUA DE SEÑAS MEXICAN (LSM) – MEXICAN SIGN LANGUAGE. HISTORIA OF LSM



## Al Jimenez

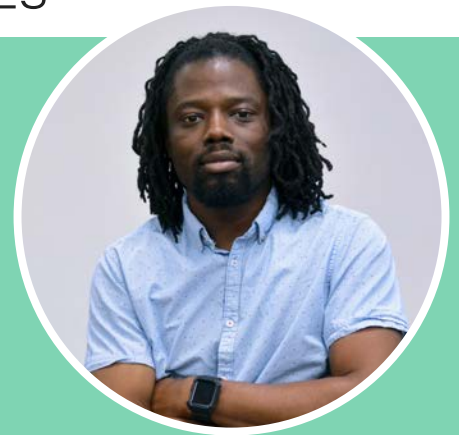
**Presenter's Biography :** Al Jimenez is a native of Mazatlan, Mexico, and graduated from SWCID in Texas, Gallaudet University, and then Lamar University with a degree in Deaf Studies / Deaf Education. He currently works as a K-12 LST teacher in the ASL & Interpreter Training program.

**Presentation Abstract :** This workshop will introduce the audience to LSM, and describe how the President of Mexico, Lic. Benito Juarez, organized Deaf Education with only three Deaf students. Will cover the development of laws passed to save Deaf Mexicans from being abandoned, Mr. Eduardo Huet's role in Deaf Education as a supporter of the Deaf in Mexico. Featured will be discussion of the important achievements of Deaf Mexicans, and their struggles and successes.

## STILL AIN'T SATISFIED?: THE LIMIT OF DIFFERENCES

## Franklin Jones Jr.

**Presenter's Biography :** From Wadmalaw Island, South Carolina, Franklin Jones, Jr. is a 4th-generation Deaf individual who graduated from the MASLED program at Gallaudet University. He is a faculty member in the ASL / Deaf Studies department and teaches ASL as a first language.



**Presentation Abstract :** This session examines topics applicable in any curriculum for classes of American Sign Language. To teach ASL through the lens of Social Justice is to provide ASL diverse students an open environment to enjoy learning and self-expression with others, and creates a classroom environment that fosters social justice education. In the first of two activities, teachers will assess the principles of social justice education and identify ways that those principles can support their standards, objectives, and targeted language skills in modern ASL education. Through discussion and reflection, teachers will identify their own interests and strengths as language educators for Social Justice. In the second activities, teachers will build on this foundation to adapt, develop and create learning opportunities for ASL students.

# UNDERSTANDING CLASSIFIERS IN ASL & PTASL LITERATURE

## Ruthie Jordan

**Presenter's Biography :** Ruthie Jordan is a MASLED alumna and has degrees from NTID/RIT and Gallaudet University. She is a well-known ASL advocacy activist, ASL literature specialist, ASL educator, filmmaker, performer, and storyteller.



**Presentation Abstract :** This workshop is designed for the participant to understand and explore the relationship between Deaf culture and ASL/PTASL literature. The participants will delve into using classifiers in different types of art forms that include ABC and number stories, ASL cinematic stories, ASL poetry, ASL storytelling, and more. The workshop features exercises for participants to apply classifiers in ASL and PTASL literature. Participants will learn to apply classifiers to ASL teaching and technology.

## CAN I HAVE YOUR ASL SYLLABUS?



## Greta Knigga-Daugherty

**Presenter's Biography :** Greta Knigga-Daugherty has a B.A. in Psychology, a M.S. in Secondary Education, and a Ph.D. in Higher Education Administration. She currently teaches ASL at Appalachian State University in Boone, North Carolina. She has over 15 years of experience teaching ASL.

**Presentation Abstract :** "Can I have your ASL syllabus?" is one of the most commonly asked questions among new ASL instructors and even experienced instructors. If not the syllabus, they certainly want to know what curriculum instructors are using, the evaluation method, the number of Deaf events, the attendance policy, the exam format (expressive vs. receptive), and so forth. This presentation will look at a collection of ASL I syllabus from 20+ post-secondary institutions, analyzing their similarities and differences while highlighting innovative practices in the classroom. The presentation will then challenge our tendency or perhaps desire to "borrow" someone's syllabus and to create a brand-new syllabus from scratch.

# COLLECTIVISTIC CURRICULUM BUILDING AND LEARNING MANAGEMENT SYSTEMS



## Emma Kreiner

**Presenter's Biography :** Emma Kreiner is a late-Deafened adult from Cincinnati, Ohio. She is passionate about ASL and Deaf Studies, which eased the transition to life as a Deaf woman. She is working diligently to becoming a critically reflective instructor and “pay it forward.”

**Presentation Abstract :** Over the past 3 years, the University of Cincinnati has undertaken an intensive curriculum re-design which has allowed us to build a ground-up curriculum using a Deaf-centered, collectivist approach in which every instructor’s word (regardless of workload) is equally valued and which utilizes technology and Learning Management Systems to maximize efficiency and ease of use for both instructors and students alike. Although labor intensive, our result is a STANDARDIZED curriculum which maximizes efficiency of use and feedback for everyone; lends itself to constant critical reflection; and still allows for individual teaching freedoms. This process has re-shaped how our department functions as a whole, resulting in a stronger program and team. This presentation will take a look at how that process started, how we utilized technology to make it possible, and what the current result looks like.

## THE HIGHLY ENGAGED CLASSROOM

### Kelly Leeper

**Presenter's Biography :** Kelly Leeper, a Florida native, graduated from the University of Northern Colorado in 2010 with a Master’s degree in Teaching American Sign Language. She has 8 years teaching experience in ASL. She is now a full-time secondary ASL teacher and adjunct professor at University of North Florida, teaching ASL online. Kelly is currently living in Orlando, Florida with her husband and their three children.



**Presentation Abstract :** This workshop will focus on how to create a highly engaged and effectively managed classroom environment. What is student engagement, and why is it important? What does this mean for ASL students staying engaged. There are three types of engagement, and this workshop will guide you to develop engaging ideas for your classroom. You'll take home several great ideas for the engaged classroom and tips to keep students engaged.

# THE ROLE OF ART IN ASL: VIDEO ART CURRICULUM IN ASL

## Erin Oleson Dickson

**Presenter's Biography :** Erin Oleson Dickson teaches ASL and Deaf culture at Grossmont College in California. She has a B.A. in Elementary Education and an M.A. in ASL / English Bilingual Education.



**Presentation Abstract :** The Internet has exploded into a whole world of visual creativity that makes each one of us an artist in our own way. Bring out the video artist in each of your Deaf students! Teach your students about video production and video art. Inspire them to create their own video art using ASL. Using affordable technology to record videos and create PSAS or infomercials in a captivating manner, you will be able to showcase the artistic words of all of your students.  
Bonus content: we want to protect the kids from the dangers of social media and teach our students how to use social media for good causes.

## DEAF HUMOR



## Theron Parker

**Presenter's Biography :** Theron Parker is a well-known storyteller, performer, presenter, and instructor. He has produced several DVDs of ASL storytelling, served as assistant producer for ASL Films, and now is a certified Baby Signs instructor working with children and parents

**Presentation Abstract :** Humor is such a major part of Deaf culture, yet rarely is it explored in depth. In this workshop, participants will enjoy laughter as they learn the four types of humor commonly found in the Deaf community: jokes of a visual nature, jokes based on the inability to hear and its pros / cons, linguistic jokes, and jokes that focus on the majority of groups commonly oppressing deaf people. Incorporated is research on deaf humor by renowned experts such as M.J. Bienvenu and Susan Rutherford, and various jokes and humorous stories as modeled by Theron. This workshop gives teachers additional information to share with ASL students.



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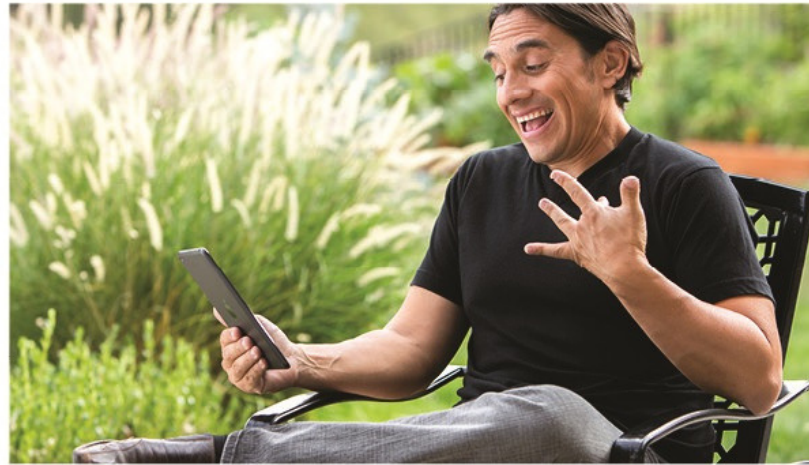
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# CAMTASIA – INTEGRATE TECHNOLOGY IN CLASSROOM



## Daniel Pfaff

**Presenter's Biography :** Daniel Pfaff has a B.A. degree from Gallaudet University and a M.A. degree in Teaching ASL from the University of Northern Colorado. He currently teaches at the University of Minnesota and formerly was a missionary with Deaf Missions.

**Presentation Abstract :** Teaching ASL is not as same as what it used to be as we accelerate toward the world of tomorrow. Instant is the keyword, and everything has to be within touch of a finger. Whether it is an app, tutorial link, or the scholarly article online, keeping up with speed of the changing world presents a challenge for ASL teachers. The software Camtasia will propel those who teaching ASL to the next level in order to maintain the interest of those generations who are indulged by technology. This workshop will focus on giving support, ideas, and strategies to make teaching ASL successful within the technological world as we know it.

## THE EFFECTIVENESS OF ASL ONLINE AND FACE-TO-FACE COURSES

## Kim Pudans-Smith

**Presenter's Biography :** Dr. Kim Pudans-Smith has been teaching ASL for more than 20 years and is currently the ASL as a Second Language Program Coordinator at Gallaudet University. She is a frequent presenter and trainer at conferences and workshops on teaching ASL, intercultural communication, and interpreting.



**Presentation Abstract :** The demand for ASL courses has been constantly on the rise. Given that onsite ASL courses require that students be able to see each other, they tend to have lower student-to-faculty ratios; this limited enrollment and the rise in online learning has led to many universities developing ASL courses online. This raises the question of whether students' resulting signing skills were equally proficient when they took an online course as when they took an onsite course. This quasi-experimental study investigated students' signing skills within the two different course formats. The result of this study focused on assessing students' signing skills to answer this question will be discussed. Comparing the two course formats will be done using the interactive learning theory framework. The results will help to identify if the online format led to the development of the same level of ASL skills as were developed within an onsite class.

# USING DEAF LITERATURE WRITTEN IN ENGLISH TO TEACH DEAF CULTURE/DEAFHOOD

## Jeremy Quiroga

**Presenter's Biography :** Jeremy Quiroga, MFA, CDI, is a professor at Highline College teaching ASL and works as a VRI interpreter. He is known nationally for his workshops and ASL storytelling. He lives in the Pacific Northwest.



**Presentation Abstract :** As hearing students enter ASL class they have almost no idea about Deaf culture. We ASL teachers throughout the quarter show films, read books and share our experience especially when the teacher is Deaf. Those tools are wonderful ways to share the Deaf Experience. I have found Deaf Lit Extravaganza by John Lee Clark to be a wonderful collection of stories written in English or ASL gloss with many stories and poetry that reflects a Deaf person's Deafhood journey. When students read short stories in their L1 it seems to elicit deeper discussion about different issues. This is a great tool I would love to share with other teachers.

## THE EFFECTIVE WAYS OF LEARNING ASL: COMPARISONS OF LEARNING MANAGEMENT SYSTEMS



## Curt Radford

**Presenter's Biography :** Dr. Curt Radford is a faculty member at Utah State University in the department of Deaf Education, where he teaches ASL, Deaf culture, and academic use of ASL in the classroom. He also teaches Curriculum Development at Gallaudet University. He has coordinated the online ASL program for USU for the past 10 years, and has been teaching ASL for 20 years in higher education.

**Presentation Abstract :** Online learning continues to grow and evolve throughout the country. It is becoming widely popular. Many universities and high schools offer ASL online courses. Each university or high school should evaluate the pros and cons of using learning management systems (LMS) before implementation of an ASL online course. There are several issues that will be addressed in the presentation as well as comparing two learning management systems (Blackboard and Canvas). We will discuss the value and components of Blackboard and Canvas as well as how to use them for an ASL online course. The participants will learn the importance of the quality of an ASL online course and understand the differences between LMS.

# ASL ASSESSMENT TOOLS: UNFOLD ASL TOOLKIT



## Wanda Riddle

**Presenter's Biography :** Wanda Riddle teaches in the Department of American Sign Language and Deaf Studies at Gallaudet University and coordinates the BA-ASL program to support ASL majors and minors. She has taught ASL courses for more than 10 years, and currently is a Ph.D. candidate in Critical Studies in Education of Deaf Learners at Gallaudet.

**Presentation Abstract :** The workshop will focus on how to define, design and unveil ASL assessment tools. The general definition of language assessment along with various assessment types will be introduced. The critical needs of creating ASL assessment will be emphasized along with current availability of ASL assessment tools across the U.S. and Canada. More information on how to locate and design tools will be also shared. Design process of developing two ASL tests will be demonstrated. The main goal of this workshop is to promote better understanding of how ASL assessment toolkit should be unfolded respectively with scope of the critical needs in ASL assessment development.

# THE ROLE OF DEAF STUDIES IN TRANSFORMATIVE HEALTH AND BIOMEDICAL RESEARCH THROUGH ENGAGED SCHOLARSHIP

## Timothy Riker

**Presenter's Biography :** Timothy Riker is a lecturer in ASL at Brown University, where he teaches ASL and Deaf Studies courses. He is a research co-investigator at the UMass Medical School working on ways to improve research with Deaf participants through engagement. He is a MASLED alumnus and currently serves as Chairperson of the Rhode Island Commission on the Deaf and Hard of Hearing.



**Presentation Abstract :** There is a lack of qualitative research conducted within the Deaf community, largely because traditional qualitative research methods are designed to collect and analyze participants' spoken language. Our Deaf-engaged research team developed an emerging method of qualitative data collection and analysis that may be more appropriate for conducting qualitative research with Deaf participants who use sign language. This presentation will introduce audience members to linguistic and sociopolitical considerations related to conducting qualitative research with Deaf signers. Audience members will learn about recently completed scholarship that forged a collaborative partnership between the Deaf community, ASL/Deaf Studies faculty, and non-deaf researchers to transform health and biomedical research.

**Additional Presentation: Effective Corrective Feedback for Sign Language Learners with Brenda Falgier**

# THE ROLE OF ART IN ASL: VIDEO ART CURRICULUM IN ASL

## Jon Savage

**Presenter's Biography :** Jon Savage has over 12 years of experience in video production, specializing in public service announcements (PSAs) and commercials serving the Deaf community. He earned certification in Video, Sound, and Motion Graphics in 2009.



**Presentation Abstract :** The Internet has exploded into a whole world of visual creativity that makes each one of us an artist in our own way. Bring out the video artist in each of your Deaf students! Teach your students about video production and video art. Inspire them to create their own video art using ASL. Using affordable technology to record videos and create PSAs or infomercials in a captivating manner, you will be able to showcase the artistic words of all of your students.

Bonus content: we want to protect the kids from the dangers of social media and teach our students how to use social media for good causes.

## ASL CURRICULUM IN ASL FORMAT



## Bijaya Shrestha

**Presenter's Biography :** Bijaya Shrestha teaches in the Interpreter Internship Program at The Canadian Hearing Society in Toronto, Ontario, Canada. He has worked in the field of Deaf literacy as a project developer, program co-coordinator, and literacy instructor. He presents locally and nationally throughout Canada. With over 20 years' experience as an ASL teacher, he has been the sign model for a number of ASL translations for Human Rights Ontario, Canadian Hearing Society, and medical terminology projects with York University.

**Presentation Abstract :** The Interpreter Internship Program uses technology to develop ASL curriculum in ASL format and to strengthen teaching delivery. Historically, ASL curriculum and resources have been published in English. While spoken language curriculums are suited to print formats, 3 dimensional signed languages require re-interpretation of written text. Using unique software, we ensure that the complex dimensions of ASL are understood by teachers and students alike. We will showcase the curriculum and highlight how the software can be used to provide feedback through embedded, synchronized links. Students and teachers can use this software to assess work, provide feedback, and incorporate revisions in student work. ASL format reinforces immersive ASL learning, reduces the need to interpret the meaning of English print resources, and increases content consistency between teachers. Curriculum and resources can also be linked for ease of use. ASL based curriculum is beneficial for all levels of learners from novice to interpreter.

The **ASL and Interpreter Education Program** at **Central Piedmont Community College** in Charlotte, NC, sends *congratulations* and *best wishes* for an excellent 2019 conference.



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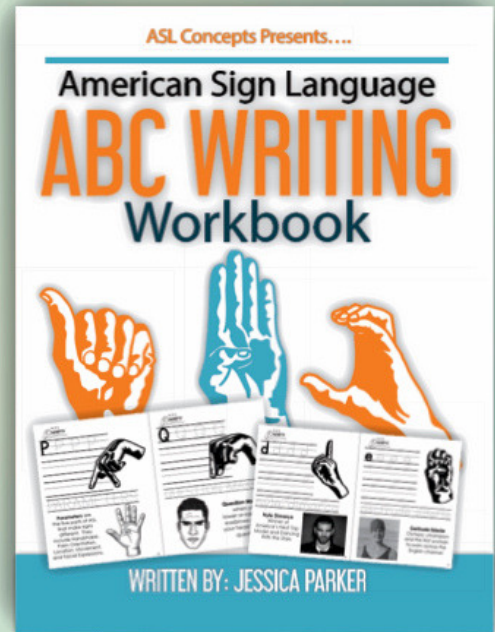
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# ASL CURRICULUM IN ASL FORMAT



## Peter Skarp

**Presenter's Biography :** Peter Skarp has been teaching ASL for over 20 years. He teaches in the Interpreter Internship Program at The Canadian Hearing Society in Toronto, Ontario, Canada. His M.A. degree in Deaf Education and Deaf Studies is from Lamar University. He presents workshops on Deaf culture, working with Deaf interpreters, ASL classifiers, ASL storytelling, ASL expansion, Deaf and visual jokes, teaching ASL to children, and more.

**Presentation Abstract :** The Interpreter Internship Program uses technology to develop ASL curriculum in ASL format and to strengthen teaching delivery. Historically, ASL curriculum and resources have been published in English. While spoken language curriculums are suited to print formats, 3 dimensional signed languages require re-interpretation of written text. Using unique software, we ensure that the complex dimensions of ASL are understood by teachers and students alike. We will showcase the curriculum and highlight how the software can be used to provide feedback through embedded, synchronized links. Students and teachers can use this software to assess work, provide feedback, and incorporate revisions in student work. ASL format reinforces immersive ASL learning, reduces the need to interpret the meaning of English print resources, and increases content consistency between teachers. Curriculum and resources can also be linked for ease of use. ASL based curriculum is beneficial for all levels of learners from novice to interpreter.

## ASL IMMERSION: VA-VA?

## Justin Small

**Presenter's Biography :** Dr. Justin M. Small is an Assistant Professor at St. Catherine University in the ASL & Interpreting Department. His multiple interests include language acquisition, Deaf literacy, Deaf education, ASL education, among others. He recently defended his dissertation. **ASLTA Certified.**



**Presentation Abstract :** Formal ASL instruction is simply not enough. Students often go a length of time, at the collegiate level, between semesters and long periods during summer months without using ASL or having any contact on a cultural level. ASL immersion is a construct that helps bridge the gap and ready students to ease back into an academic signing environment. The purpose of this workshop is to focus on the development of an ASL immersion environment, have discussions and demonstrate appropriate activities that target specific ASL skills and how to incorporate linguistic diversity such as exposure to Black ASL. ASL immersion is often focused upon the concept of "Deaf world" or "Reverse World." This workshop aims frame ASL immersion as a way to build ASL skills in order to increase ASL expressive and receptive skills of the students rather than, as simply a way to get them signing again.



# NO DEAF SCHOOLS' HISTORY, NO A+ TEACHERS!

## Adonia K. Smith

**Presenter's Biography :** Adonia is the only person from Georgia School for the Deaf who has earned a doctoral degree, thanks to her hearing family learning ASL. Her BA and MA are from Gallaudet University while her EdD is from Lamar University. Formerly a teacher, Adonia won a federal civil case against Loudoun County Public Schools where the U.S. District Court found the school did discriminate against her by not providing a daily ASL interpreter. By founding ASL Rose in 2004, Adonia has dedicated her creative energy to publishing bilingual materials. In any weather, you can find Adonia hanging outside with her dogs, Charm, who is DeafBlind, Baylee and Flournoy.



**Presentation Abstract :** Learning American Sign Language is impossible without learning about the culture, which in turn is impossible without learning about its history. We make the case that teaching about the early history of our Deaf schools is a must in teaching any Deaf education, Deaf studies, and ASL studies class. Leaving the workshop, you will have a fuller teaching toolkit with the rationale behind why we must teach about the early history of our Deaf schools, a head start on your teaching with information on the founding of 6 Deaf schools, and then many teaching ideas from a collaborative project that involves making a pledge to be an A+ teacher!

## ASL AND ENGLISH GRAMMAR COMPARISON



## Kevin Struxness

**Presenter's Biography :** Kevin Struxness is Professor of ASL and Deaf Studies at Palomar College in California. He has been teaching ASL since 1980, and produced two educational programs on ASL mouth morphemes. He also founded the California School for the Deaf - Riverside (CSDR) campus museum and published a 400-page text on the history of CSDR.

**Presentation Abstract :** Published in 2013, ASL ~ English Grammar: A Comparative Linguistic Handbook is unique in that it compares and contrasts the phonological, morphological, syntactical and semantic structures of ASL and English in a practical, user-friendly way. The presenter will touch on major topics discussed throughout the 245-page book, including grammatical structures, non-manual signals, mouth morphemes, classifiers, lexicalized-based signs, abbreviations and ASL idioms. A thousand paired examples from both ASL and English makes this handbook useful for coursework at all ASL levels.

## INTERACTIVE CLASS ACTIVITIES



### Timothy Trotto

**Presenter's Biography :** Tim Trotto has been teaching ASL since 2007 and has experience in community colleges and high schools. He has a M.A. degree from Gallaudet University.

**Presentation Abstract :** This presentation builds on our 2017 Utah ASLTA performance with over a hundred attendants as we continue to develop more activities. Evidence and insights are shared through technology so all audience can understand these visual aids. This year our ASL team will be focusing on fun activities to enhance student motivation. Many students today have a difficult time staying motivated in ASL classes during a block schedule. This is largely due to not having enough activities over the course of the period so students become restless and bored easily. Providing fun activities that enhance grammar, fingerspelling, facial expressions, and eye-contact will not only increase student motivation but also help with classroom management, lesson planning, and reinforcement of the language.

## A MORE USEFUL APPROACH TO LEARNING THE ASL ALPHABET

### Jim Van Manen

**Presenter's Biography :** Dr. Jim Van Manen is an Associate Professor in the ASL Department at Columbia College Chicago. He is a frequent presenter on fingerspelling, transformational practice, interpreting humor, ASL linguistics, Deaf art, and De'VIA. His degrees are from Gallaudet University.



**Presentation Abstract :** What we typically teach students about the ASL alphabet isn't actually what native users of ASL use when they fingerspell. I believe I have cracked this secret system and want to share it with you. This presentation discusses and demonstrates a variety of processes that regularly occur in ASL fingerspelling. It will also describe a variety of allomorphs of morphemes used in specific phonotactic environments that have caused previously undiscovered handshapes used when fingerspelling. Come to this presentation and when you leave you will understand the above sentence too! The presentation will offer overarching principles that have promise to positively impact the ability for non-native users of ASL to become more native-like in their ability to perceive fingerspelling. Regardless of your level of skill, and regardless of how long you have been teaching, I can guarantee that most who attend will learn many new things about the ASL alphabet and you will feel you have better tools to guide students in how to improve their receptive skills with fingerspelling.

# THE EFFECTIVE WAYS OF LEARNING ASL: COMPARISONS OF LEARNING MANAGEMENT SYSTEMS

## Janice Smith-Warshaw

**Presenter's Biography :** Dr. Janice Smith-Warshaw is the Director of the Deaf Studies program at California State University, Fresno, where she teaches courses on ASL and Deaf Education. Her degrees are from the University of South Carolina, McDaniel College, Gallaudet University, and the University of Redlands. She is currently serving as President of ASLTA. **ASLTA Certified.**



**Presentation Abstract :** Online learning continues to grow and evolve throughout the country. It is becoming widely popular. Many universities and high schools offer ASL online courses. Each university or high school should evaluate the pros and cons of using learning management systems (LMS) before implementation of an ASL online course. There are several issues that will be addressed in the presentation as well as comparing two learning management systems (Blackboard and Canvas). We will discuss the value and components of Blackboard and Canvas as well as how to use them for an ASL online course. The participants will learn the importance of the quality of an ASL online course and understand the differences between LMS.

## STILL AIN'T SATISFIED?: THE LIMIT OF DIFFERENCES



## Neisha Washington-Shepard

**Presenter's Biography :** Niesha Washington-Shepard is a MASLED alumna and currently is on the faculty of the Deaf Studies and American Sign Language department at Gallaudet University. She has a passion for teaching ASL, Deaf History, and Deaf culture.

**Presentation Abstract :** This session examines topics applicable in any curriculum for classes of American Sign Language. To teach ASL through the lens of Social Justice is to provide ASL diverse students an open environment to enjoy learning and self-expression with others, and creates a classroom environment that fosters social justice education. In the first of two activities, teachers will assess the principles of social justice education and identify ways that those principles can support their standards, objectives, and targeted language skills in modern ASL education. Through discussion and reflection, teachers will identify their own interests and strengths as language educators for Social Justice. In the second activities, teachers will build on this foundation to adapt, develop and create learning opportunities for ASL students..

# EMOTIONAL INTELLIGENCE AND ASL EDUCATION



## Sarah Wheeler

**Presenter's Biography :** Sarah Wheeler, M.Ed., NIC-Advanced currently works as an ASL/English interpreter. She presents nationally and internationally on topics related to interpreting. her research focuses on ASL/English interpreting and specializes in emotional intelligence within the interpreting profession. She is currently a doctoral candidate in General Psychology with an emphasis in Instruction and Cognition.

**Presentation Abstract :** Emotional Intelligence (EI) has gained much attention over the past few decades. Along with this there has been substantial research on emotional intelligence and applying it to learning a second or foreign language. This workshop will go over the history and foundations of emotional intelligence, particularly on how academic achievement is strongly associated with several dimensions of emotional intelligence. Previous research involving language learning strategies that incorporate emotional intelligence will be discussed. There will be opportunities for discussion on various teaching approaches using emotional intelligence foundations in a college setting to teaching American Sign Language.

## ASL IMMERSION: VA-VA?

## Hunta Williams

**Presenter's Biography :** A graduate of the Lexington School for the Deaf in New York City, Hunta is currently in the MASLED program at Gallaudet University. He has extensive experience working as an ASL teacher, tutor, sign model, Deaf interpreter, and sign language specialist. He is an advocate for social justice causes, including HEARD (Helping Educate and Advance Rights of Deaf).



**Presentation Abstract :** Formal ASL instruction is simply not enough. Students often go a length of time, at the collegiate level, between semesters and long periods during summer months without using ASL or having any contact on a cultural level. ASL immersion is a construct that helps bridge the gap and ready students to ease back into an academic signing environment. The purpose of this workshop is to focus on the development of an ASL immersion environment, have discussions and demonstrate appropriate activities that target specific ASL skills and how to incorporate linguistic diversity such as exposure to Black ASL. ASL immersion is often focused upon the concept of "Deaf world" or "Reverse World." This workshop aims frame ASL immersion as a way to build ASL skills in order to increase ASL expressive and receptive skills of the students rather than, as simply a way to get them signing again.

# DEVELOPING AND USING ONLINE ACTIVITIES CONFIDENTLY

## Joanna Witulski

**Presenter's Biography :** Joanna hails from Merrillville, IN, near Chicago. She has taught ASL in college since 2006 and high school since 2012. She received her Master's degree from Gallaudet University's Sign Language Education in 2014. She is currently Willard ASLTA (Indiana)'s President and is involved with the Indiana Foreign Language Teachers Association, actively promoting ASL at different levels from community to professional. Joanna is married to Don and has two KODAs and can be found involved with local deaf community.



**Presentation Abstract :** This workshop is a hands-on session with several stations covering online activities such as Kahoot!, Quizziz, Edpuzzle and other active assessment tools. There will be a presentation at the beginning covering information about the online activities with one or two examples for attendees to experience. The stations will focus on two areas: playing and creating. Laptops will be needed as participants and creators. This will give people a chance to discuss pros and cons, get a feel for creating products from online activities that can be sharable, and build self-confidence in becoming creative teachers. Teachers in the areas of K-12, college/universities and labs will find this beneficial in different types of settings such as the classroom, club activities or lab tools. It is recommended that attendees bring their own laptops.

# STRATEGIES FOR DEAF STUDENTS' ACADEMIC ASL DEVELOPMENT: LESSONS FROM RESEARCH ON ASL LITERACY PRACTICES



## Alex Zernovoj

**Presenter's Biography :** Dr. Alex Zernovoj is an ASL Specialist and DHH itinerant teacher in the San Diego area. He earned an Ed.D. in Education from UCSD, an M.A. in ASL-English Bilingual Education from UCSD, and a M.A. degree in Deaf Studies from Gallaudet University. He is experienced in curriculum design, research-informed classroom practices, and helped develop the national K-12 ASL standards.

**Presentation Abstract :** Achieving literacy, specifically for DHH students has been an ongoing main focus of deaf education. With the advent of evolving video technology, there is a growing trend toward the use of ASL videotexts as a medium for Deaf ASL/English bilingual students' sign language learning and literacy development. In this presentation, Dr. Zernovoj (a) summarizes key findings of his groundbreaking dissertation research on the impact of ASL videotexts on Deaf bilingual students' literacy development, (b) provides research-based strategies and tools for utilizing ASL videotexts during literacy activities, and (c) offers recommendations for DHH teachers (and ASL teachers) about incorporating ASL literature and informational videotexts in the classroom. It is these findings that will clearly show why ASL classes for Deaf bilingual students matter.



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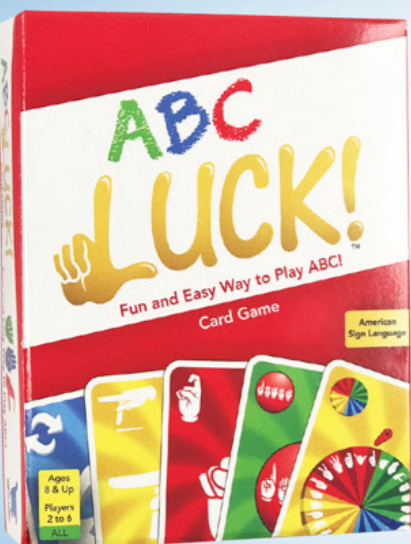
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Warm regards,  
ASLCART Team



# SHARESHOP SESSIONS

## A NEW CONFERENCE FEATURE

July 1	Table 1	Table 2	Table 3	Table 4
11:00 - 12:30 pm	<b>ASL Honor Society Sponsorship</b>  <i>Host:</i> Deanne Bray	TBA	TBA	TBA
2:30 - 4:00 pm	<b>How to Form an ASLHS Chapter</b>  <i>Host:</i> Beatrice Pfaff	TBA	TBA	TBA
4:30 - 6:00 pm	<b>Multilingualism and the ASL Classroom</b>  <i>Host:</i> Monica Keller	TBA	TBA	TBA
July 2	Table 1	Table 2	Table 3	Table 4
11:00 - 12:30 pm	<b>Advanced Placement (AP) Exam &amp; ASL</b>  <i>Host:</i> Amy Anderson	TBA	TBA	TBA
2:30 - 4:00 pm	<b>ASL Can-Do Statements Discussion</b>  <i>Hosts:</i> Nick Lalanne, Jason Listman, John Pirone, Tom Wills	TBA	TBA	TBA
4:30 - 6:00 pm	<b>Authentic Materials in the Classroom</b>  <i>Host:</i> Greta Knigga-Daugherty	TBA	TBA	TBA
July 3	Table 1	Table 2	Table 3	Table 4
8:00 - 9:30 am	<b>Comprehensible Input as a Teaching Method</b>  <i>Host:</i> Robin Newsom-Wuertz	TBA	TBA	TBA
10:00 - 11:30 am	TBA	TBA	TBA	TBA

**MEET WITH TEACHERS AT A RESERVED TABLE TO DISCUSS TOPICS OF YOUR CHOICE DURING SHARESHOP SESSIONS:**



DISCUSS A TOPIC



PRESENT RESEARCH



ASK QUESTIONS



PROVIDE SUPPORT



EXPLORE TECH APPS



SHARE NEW IDEAS



NETWORK



SHARE MATERIALS



GET HELP



MEET PEERS



GET INFO



GIVE A SURVEY



**DON'T SEE A WORKSHOP SESSION ON SOMETHING IMPORTANT TO YOU? THINK OUT OF THE BOX AND HOST A SHARESHOP SESSION!**

**Reserve a shareshop table at the ASLTA Booth.**

**First come, first serve.**

# ASL CREW

Youth Program

Note: These sessions are reserved for ASL Crew participants only.

**Linsay Darnall Jr**

ASL History

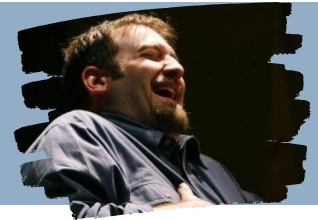


**Tawny Holmes-Hlibok**

Self Advocacy Workshop

**Ben Jarashow**

ASL Literature Workshop



**Rhonda Jennings-Arey**

ASL Games

**Sammy Ruiz Jr.**

Magic Workshop



**Jon Savage**

ASL Art Video Workshop

**Melissa Yingst**

"Melmira" Workshop



Teambuilding  
Storytelling Workshop

The ASL Crew Youth Program is a new initiative to encourage the next generation to consider entering the ASL education field. ASLTA's mission is to *perpetuate, preserve, and promote American Sign Language (ASL) and Deaf culture through excellence in teaching. This includes teaching ASL as a heritage or first language, as a second language, and as part of Deaf Studies.* With this in mind, youth program participants will interact with leaders and pioneers from the field, providing workshops, trainings, and mentoring experiences to shape future leaders. This program is one that ASLTA wants to invest in for many years to come. We are launching the ASL Crew Youth Program here in San Diego.

# DCS

**DEAF  
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OF SAN DIEGO, INC.



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Early Intervention  
Family ASL Class  
Hand in Hand  
Signs of Life: Recovery Program  
Sober Living Homes

***DCS welcomes you  
ASLTA!***



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**ANNOUNCING**

**NATIONAL AMERICAN  
SIGN LANGUAGE  
EDUCATION  
OF HERITAGE LANGUAGE  
LEARNERS, INC**

**NASLEHL**

**A PLACE FOR ASL TEACHERS  
IN THE PEDAGOGY OF ASL AS  
A HERITAGE LANGUAGE  
THROUGH:**

**AMERICAN SIGN LANGUAGE  
ROUND TABLE (ASLRT)  
&  
ASL CURRICULUM,  
INSTRUCTION & ASSESSMENT  
(ASL CIA)**

**CHECK US OUT:**

**WWW.NASLEHL.ORG  
&  
WWW.ASLCIA.NET**



ENTERTAINMENT



CORPORATE EVENTS

.....  
WEDDINGS

.....  
HOLIDAY CELEBRATIONS

.....  
BOARD MEETINGS

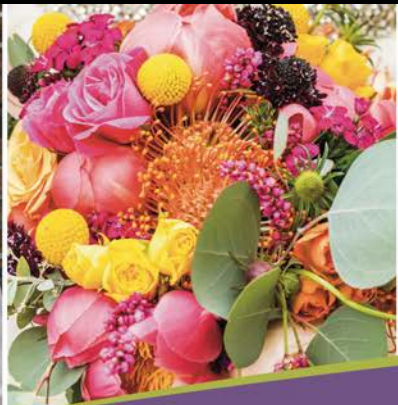
.....  
LIFE MILESTONES

.....  
SOCIAL GATHERINGS

858.597.0740 | WWW.FEASTONTHIS.COM | INFO@FEASTONTHIS.COM



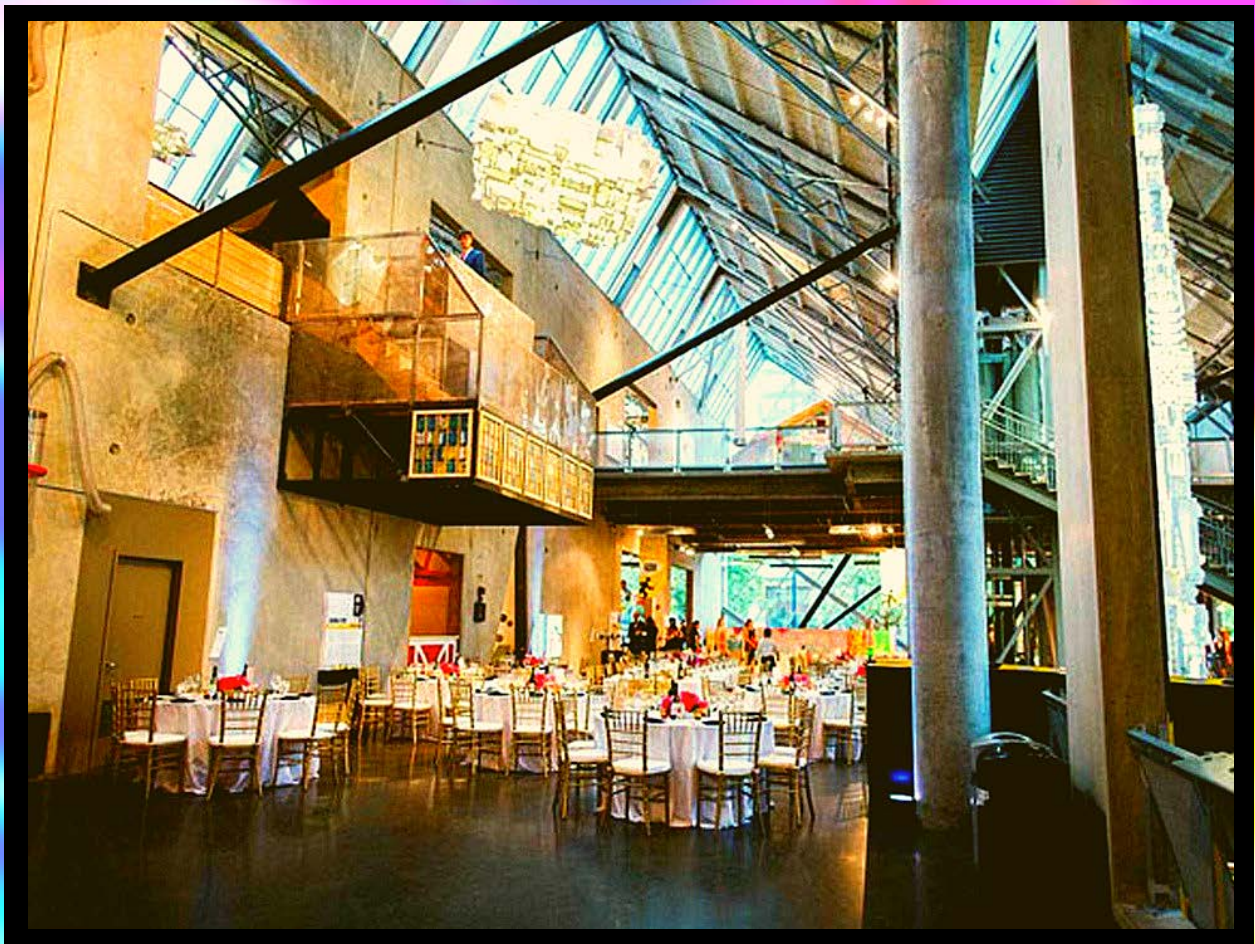
**Matthew Baker**  
"Chief Feast Mode Officer"  
CHIEF CULINARY OFFICER



**Jason Howard**  
"Chief Concept Wrangler"  
CHIEF CREATIVE OFFICER

*Since 2000, Feast on This has been applauded as a top full-service culinary and events company and deaf-owned business in Southern California. Whether you are planning an extravagant celebration or a low-key gathering, Feast on This will be with you each step of the way to make sure your event is truly captivating, providing a personal touch to your special occasion.*

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# Opening Ceremony: Be a Kid Again!

JUNE 30, 2019 • 7 PM  
THE NEW CHILDREN'S MUSEUM

Be a Kid Again! An exclusive fun-packed evening for our ASLTA conference attendees and ASLTA Entertainment Pass holders at the New Children's Museum from 7 to 10 pm awaits you. Jon Savage Gallery's *The Art of Conversation* is a first look privilege reserved strictly for our Opening Ceremony attendees. At this exciting event is an unique group art exhibition where you can view one-of-a-kind pieces of ASL art. This can't-miss event has food stations and cash bar courtesy of our local Deaf-owned and deaf run catering business, Feast on This.

Artists: David Call, Diana Lopez, Nancy Rourke, Jon Savage,  
Ann Silver & Jim Van Manen, Sheri Youens-Un, and possibly more.

Open to all ages.

Admission included in Full Conference Registration.

# GUEST OF HONOR

## OPENING CEREMONY

Melissa Malzkuhn is an activist, academic, artist, and digital strategist with a love for language play, interactive experiences, and community-based change. She founded and leads creative development at Motion Light Lab, a Gallaudet University research center. The Lab uses creative literature and digital technology techniques to create immersive learning experiences- from storybook apps that have been translated internationally, to motion-capture projects that build signing avatars- all of which expand the 3D technology landscape for deaf children, visual learners, and more. Her production company developed an app to teach conversational American Sign Language, The ASL App, downloaded over 1.5 million times. Third-generation Deaf, she has organized deaf youth and worked with international deaf youth programs, fostering leadership and self-representation. Now, she collaborates with teams in different countries to support literacy development for deaf children through sign language resources. Her work has been recognized nationally and internationally. She is an Obama Fellow, inaugural class 2018. Melissa resides in Washington, DC with her wife Sylvie, son Grady, and their dog Pavel.

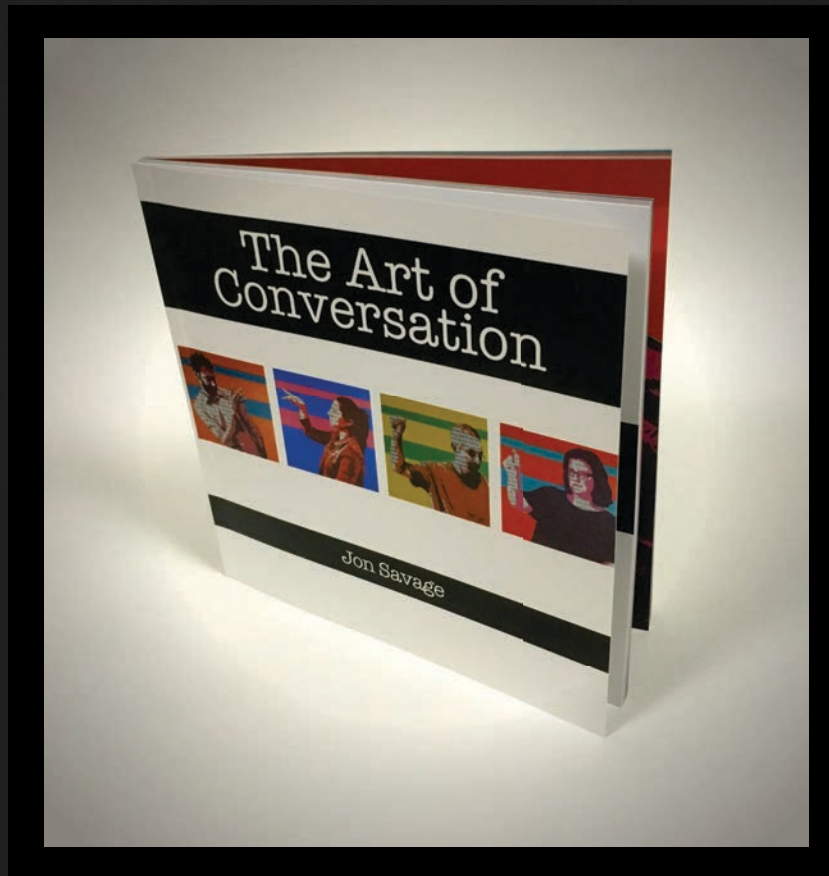


# MELISSA MALZKUHN



# The Art of Conversation

Jon Savage Gallery is having an art show at the Opening Ceremony at the Children's Museum. The series 'The Art of Conversation' includes 48 artworks that will be on display. 'The Art of Conversation' books will be for sale during the exhibition at the Jon Savage Gallery booth.



'The Art of Conversation' is a one-of-a-kind art book that is a privilege to own and exemplifies our most sacred language expressed via ART, sign language. The concept of this artwork series incorporates literacy, bilingualism, and different colored moods. These things are what make up the Deaf identity and the Deaf journey. Now, when you observe these artworks, notice the English writing and the handshape depicted. Create your own interpretation and start a discussion about this art.

**The New Children's Museum • June 30, 2019 • 7pm - 10 pm**

**[WWW.JONSAVAGEGALLERY.COM](http://WWW.JONSAVAGEGALLERY.COM)**



Best wishes from the ASL Education, Deaf Education,  
and Educational Interpreting Team.



**To All the ASL Teachers!**

**Enjoy the  
ASLTA  
Conference!**

Proud Sponsors  
Matt & Kay Daigle

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ASL is OUR future!  
The revolution begins with YOU!



Take a stand  
with ASL-speaking Deaf children EVERYWHERE!

10% of proceeds go to a new national Deaf schools museum

[www.aslrose.com](http://www.aslrose.com)



To view in ASL



**ART ASL VIDEO AWARDS (AAVA)** is an annual video art competition produced by Lenois Productions inviting Deaf video artists and filmmakers to present works that explore today's amazing technical filming advances that enhance, promote, and celebrate American Sign Language. This competition and screening aims to reach further into the understanding of the role of ART in ASL since the Deaf community's use of social media quadrupled after the birth of smartphones. For the general public, AAVA opens a window to the world of art and offers strong, wild and innovative works from upcoming and established Deaf video artists and film-makers..

### **A judging team of qualified members of the Deaf community**



Melissa S. Draganac-Hawk  
NAD President



Mohamed Shooble  
High School Student



Jon Mowl  
Video Producer

**Art ASL Video Awards • July 1, 2019 • 8-11pm**

**Get ready for Spring 2020!!**

Don't miss our third annual event!  
This will be your next chance to share your creative and inspiring videos.  
Keep your eyes open for our location announcement and details!

**[www.ArtASLVideo.com](http://www.ArtASLVideo.com)**



**JULY 2, 2019 | 6 pm | Coronado Ballroom**

**FIRST CLUE REVEALED AT 6:30 PM SHARP**

**What is D\*A\*S\*H?**

The D\*A\*S\*H 90-minute ASL scavenger hunt challenge is to be the team to complete the most clues and checkpoint challenges as well as get the most required photos. ASL is to be used at all times. Points will be deducted for speaking, using your voice or arriving back after 8 pm.

**Can I register by myself?**

No. Teams must be between 2 to 4 people. Please find one to three willing friends to join you! All members must be registered for the conference. Note: every member in your team needs to sign a waiver.

**What do I need?**

Good walking shoes are a must. Someone on your team needs to bring a smart phone with a QR Code Reader app downloaded to watch ASL clues and take pictures. We also suggest bringing money for food, drink and transit. Water and snacks are provided.

**What if my camera breaks during the event and I can't take pictures of the checkpoints?** Please have a back up just in case this happens. It would be wise to recruit team members who have smartphones. The only way D\*A\*S\*H can verify your success is to check your team's photos.

**What if I can't figure out a clue?**

You can ask people on the street for help. Remember to always communicate in ASL and use gestures if needed! The clues will lead you in a general direction and you might stumble upon another team.

**What are the prizes?**

All teams are eligible to win all prizes. Prizes for First, Second, and Third places are unique one-of-a-kind, hard-to-find ASL art pieces created by Deaf artists or business owners. To win, you need to return to the hotel by 8 pm with the most clues and checkpoints completed.

**Do I have to wear matching or coordinated costumes/uniforms?**

Yes, DASH will provide each team with four headbands to be worn during the event. Costumes are also encouraged.

**What happens at the end of the event?**

Immediately upon returning to the hotel, we will have ASL Trivia ready for you followed by our exciting Art Auction. There are door prizes, auction items and many more prizes to win.

**DO NOT MISS OUT!**

**Register your team by MONDAY at 5 pm at the Conference Registration table.**

**Do not forget to download a QR Reader app to your phone.**



**This special event is made possible by San Diego ASLTA.**

[www.sandiegogaslta.org](http://www.sandiegogaslta.org)

Prizes provided courtesy of Gallaudet University



# ASL ART CELEBRATION:

LIGHTS, CAMERA AND AUCTION / ASL TRIVIA GAME

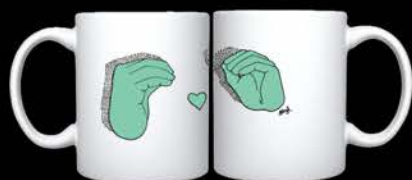
*(immediately following DASH)*

The Art Auction is a special time for over 400 friends of ASLTA to enjoy an evening of art, camaraderie, drinks, nibbles, ASL Trivia, and great live and silent auction items. Door prizes courtesy of Gallaudet Club.

**Auction Artists:** David Call, Diana Lopez, Nancy Rourke, Jon Savage, Ann Silver & Jim Van Manen, and Sheri Youens-Un.

**Auction items:** ASLTA membership, DawnSignPress products, ASLTA 2020 Conference Registration, some unique work from Matt Daigle, and many more.

Admission included in the Full Conference Registration.



**LIMITED EDITION**  
"I love to teaching" Mug by Jena Floyd

# ASLTA Awards

*And the award goes to....*

THE ASLTA AWARDS HONOR THE VERY BEST OF ACHIEVEMENT IN THE FIELD OF ASL EDUCATION. EACH AWARD RECIPIENT EMBODIES THE MISSION OF ASLTA: TO PERPETUATE, PRESERVE, AND PROMOTE AMERICAN SIGN LANGUAGE AND DEAF CULTURE THROUGH EXCELLENCE IN TEACHING. THIS INCLUDES TEACHING ASL AS A HERITAGE OR FIRST LANGUAGE, AS A SECOND LANGUAGE, AND AS PART OF DEAF STUDIES.

**STEPHEN M. RYAN TEACHER OF THE YEAR AWARD**

**T.J. O'ROURKE MEMORIAL AWARD**

**GEORGE VEDITZ AWARD**

**CHAPTER EXCELLENCE AWARD**

**SPONSOR EXCELLENCE AWARD**

**MARIE JEAN PHILIP MEMORIAL AWARD**

**ALAN "ALB" BARWIOLEK DISTINGUISHED SERVICE AWARD**

**ISABELLE CALVACCA AWARD**

**EXCELLENT SERVICE AWARD**

INTRODUCING ASLTA'S NEWEST AWARD:

**DR. NATHIE MARBURY MEMORIAL AWARD**

**Congrats!**



## Stephen M. Ryan Teacher of the Year Award

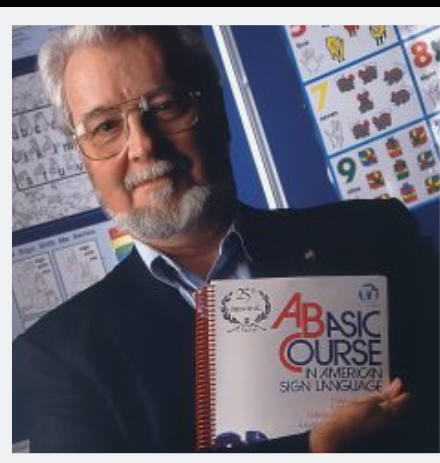


This award honors Stephen M. Ryan (1958 – 1995), ASL comedian, storyteller, and teacher.

**Given to a person possessing ASLTA certification, who has made major contributions to the cultural and humorous aspects of ASL instruction.**

1996 Alan Barwiolek  
1998 Ben Bahan  
2000 E. Lynn Jacobowitz  
2002 Sam and Tom Holcomb  
2005 Mel Carter  
2007 Adonia Smith  
2009 Leslie C. Greer  
2011 David Martin  
2013 Patrick Fischer  
2015 (no recipient)  
2017 April Haggard

## T.J. O'Rourke Memorial Award



This award honors Terence James O'Rourke, civil rights activist, ASL teacher, publisher, and advocate in recognizing ASL as a language, and a pioneer in establishing ASL programs.

**Given to an ASLTA member who has contributed significantly to the field of ASL teacher education.**

1996 MJ Bienvenu  
1998 Keith Cagle  
2000 Rachel Stone  
2002 Mike Kemp  
2005 Ella Mae Lentz  
2007 Jason E. Zinza  
2009 Ken Mikos  
2011 Glenna Ashton  
2013 Alysse Rasmussen  
2015 (no recipient)  
2017 Carla García-Fernández

## George Veditz Award



This award honors George W. Veditz (1861 – 1937), NAD President remembered for his courageous leadership, advocacy, and efforts to preserve ASL by spearheading a film project that has had lasting influence.

**Given to an individual in recognition of significant contributions to the field of ASL. This is the most prestigious ASLTA award presented to individuals in the field of ASL education. Recipients are not necessarily members of ASLTA.**

1994 Ella Mae Lentz, Ken Mikos, Cheri Smith  
1996 Bill Newell  
1998 Marie Jean Philip  
2000 Bill Newell  
2002 Lou Fant (posthumous)  
2005 Leslie Greer  
2007 Tim Owens  
2009 E. Lynn Jacobowitz  
2011 Larry Forestal (posthumous)  
2013 Patricia G. Beech  
2015 Keith Cagle  
2017 Regan Thibodeau



## Marie Jean Philip Memorial Award

Established in 2013, this award is in honor of Marie Jean Philip (1953 – 1997), who was an international advocate for ASL as a heritage and modern language for all people. She was a noted promotor of bilingual and bicultural education for Deaf children..

**This award is given to a K-12 instructor teaching ASL as a heritage or world language and is actively involved in expanding language and literary opportunities outside of the classroom.**

2013 ASL Honor Society:  
Howard Gilliland  
Lisa Godfrey  
Rhonda Leslie  
Patricia McCarthy  
Jason E. Zinza  
2015 (no recipient)  
2017 ASL That!: Joseph Wheeler

## Alan “ALB” Barwiolek Distinguished Service Award

This award honors Alan Roy “ALB” Barwiolek (1952 – 1996), better known as ALB, ASL teacher, performer, and advocate dedicated to the ideals of to ASLTA and to service to others. Long after his term as chair of the Evaluation and Certification program ended, he gave freely of his professional expertise to support the certification of ASL teachers, truly reflecting the mission and purpose of ASLTA..

**This award is given in recognition of an individual’s contributions to the Evaluation program, and is selected by the current Evaluation Chair.**

1996 Isabelle Calvacca  
1998 Keith Cagle, Laura Thomas,  
Chuck Gramly  
2000 Ruth Sandefur  
2002 Ken Mikos  
2005 Chuck Gramly  
2007 Rachel Stone  
2009 JaNahne McReady-Johnston,  
Patricia G. Beech  
2011 Dorothy Wilkins  
2013 Sharon Lott, Ken Mikos, Bill Newell  
2015 Amy June Rowley, Glenna Ashton,  
E. Lynn Jacobowitz  
2017 Keith Caglez

## Isabelle Calvacca Award

This special award was created by the President of ASLTA in 2005 in honor of Isabelle Calvacca and her dedication to ASLTA. It is presented to an individual who has been most helpful to the President in accomplishing the mission and goals of ASLTA.

**The recipient is selected by the President.**

2005 Laura Thomas  
2007 Tom Riggs  
2009 Keith Cagle  
2011 Barbara Hayes  
2013 Cathi Bouton  
2015 (no recipient)  
2017 Christine Multra-Kraft

## Chapter Excellence Award

This award is presented to an ASLTA chapter whose leaders and members have done an outstanding job in increasing membership, promoting fundraising, providing professional development activities, and promoting ASLTA.

**The ASLTA Board selects the recipient upon the recommendation of the Chapters Chair.**

1996 Greater New York ASLTA  
1998 Veditz ASLTA  
2000 Michigan ASLTA  
2002 Washington ASLTA  
2005 Florida ASLTA  
2007 Maryland ASLTA (formerly Frederick Chapter)  
2009 North Carolina ASLTA  
2011 Pennsylvania ASLTA  
2013 Ohio ASLTA  
2015 (no recipient)  
2017 Colorado ASLTA

## Sponsor Excellence Award

This award is given to a for-profit company or non-profit organization in recognition of its dedicated support and continuous service to ASLTA and affiliated chapters.

**The ASLTA Board selects recipients of this award.**

1996 DawnSign Press  
1998 National Association of the Deaf  
2000 MSM Productions / Matthew Moore  
2002 Educational Technology Resource Room and Instructional Design - NTID Evaluation at NTID  
2005 Conference of Interpreter Trainers  
2007 Sign Media, Inc.  
2009 DawnSign Press  
2011 Sign Media, Inc.  
2013 Gallaudet University Department of ASL and Deaf Studies  
2015 Sign Media, Inc.

## Excellent Service Award

This award is given in recognition of outstanding service to ASLTA for special accomplishments as needed.

**The ASLTA Board selects recipients of this award.**

2013 National ASL Standards Committee:  
Dr. Glenna Ashton  
Dr. Kim Brown Kurz  
Dr. Keith M. Cagle  
Dr. William J. Newell  
Dr. Richard Peterson  
Dr. Jason E. Zinza



# **CLOSING CEREMONY: DSP'S 40TH ANNIVERSARY CELEBRATION**

July 3, 2019 • 6 pm

The Port Pavilion on Broadway Pier

The Closing Ceremony is about more than collaborating with your colleagues and expanding your network—it's also about having fun together! After four busy days of learning, sharing, and connecting, we get to celebrate DawnSignPress's 40th anniversary at the Ceremony on July 3rd at the Port Pavilion on Broadway Pier.

From 6:00-10:00 an ongoing entertainment, food stations and cash bar will be provided. Cocktail attire recommended. By invitation only. One invitation included in the Full Conference Registration.

**NO individual tickets are sold for this private party.**