

# NCDA Conference Presentations & Abstracts

(UPDATED FEBRUARY 22, 2010)

## **Bullying Prevention - Jackrabbits Adopt Zero Tolerance**

*Norman Bauman, MA*

This presentation will focus on an overview of Bullying Prevention Plan at Kansas School for the Deaf. The presentation will share a draft of the KSD bullying prevention curriculum, activities for students/teachers, examples of incidents and more.

## **High School Transition for the Deaf and Hard of Hearing Students: A Road map for Success**

*Evon Black, MS*

Transition is Everyone's Business! In today's world there are countless opportunities to make a difference. And more than ever there is a need for people to inspire students to dream, to participate, and to persevere.

The Transition Challenge offers everyone the chance to do just that – to take the initiative and make a difference. This workshop is about how various professionals mobilize students to want to get extraordinary things done. It's about the practices professionals use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity and risks into rewards. It's about a climate in which people turn challenging opportunities into remarkable successes.

## **Shaping Deaf Children & their Families for Success**

*Chriz Dally, NCC*

*Shaping Deaf Children & their Families for Success* is a presentation that explores what our perceptions are regarding "psychologically-healthy" Deaf people. We will take a look at factors that influence healthy personalities and self-esteem such as language, culture, school settings, and family dynamics. As a result, we will arrive at an enhanced understanding on what roles counselors and social workers can play, as change-agents, to effect positive "healthy personality" development in Deaf children and their families.

## **Behavioral Interventions in a School Setting: A review of assessment and intervention ideas using the UCC and Ziggurat Model**

*Stefanie Day & Emily Jordan*

Within a school setting, the counseling department is often called in to provide assessment and intervention ideas for students with behavioral issues. Counselors need an assessment and planning tool that is simple yet comprehensive, that pulls from a variety of sources yet prioritizes concerns. The Underlying Characteristics Checklist (UCC) is a tool that is simple yet comprehensive and can be used with a variety of children with behavioral and developmental concerns. Paired with the Ziggurat Model, a worksheet that helps organize interventions, teams can create comprehensive behavior plans that address five levels of the student's needs.



## **Child Parent Relationship Therapy: Play therapy with families**

*Stefanie Day & Emily Jordan*

Counselors with Deaf children often have to find creative ways to connect. Play therapy is a viable and fun option. Children's parents can create a tremendous connection if given the tools. Child Parent Relationship Therapy (CPRT) is a kind of family play therapy that teaches the parent how to facilitate their own home-based play therapy session with their child.

The Ohio School for the Deaf Counseling Department has begun to teach parents CPRT in individually and group settings. The manual will be reviewed with demonstrations and role play opportunities.

## **Positive Behavior Supports applied to a Deaf School: Give Me 5**

*Stefanie Day & Emily Jordan*

The Ohio School for the Deaf began a Positive Behavior Supports (PBS) initiative in 2006 to enhance a school climate that helps students feel supported and appreciated. PBS encourages schools to create simple rules for students to follow and encourages us to intentionally teach expected behaviors. PBS also recommends that schools create encouragement and consequence procedures to reinforce taught expectations. Training is necessary for all staff, students, and families to create a safe, healthy school climate. OSD will share their process and progress in their PBS initiative, called Give Me 5.

## **Writing a Transition Rich IEP**

*Melissa Higginbotham*

Writing a transition rich IEP can be a daunting task. Arkansas School for the Deaf Transition Team has been working to incorporate transition in all areas of the students curriculum both in school and dorm life. The IEP can and should be a reflection of the individual students' interests, abilities and possibilities for post secondary "life" whether that be continuing education or school to work along with encompassing social, emotional, and career learning for a brighter future.

## **"iTransition: It's All About Me"!**

*Beth Keller*

Transition is a concerning issue for students planning for their future after high school graduation. Are the students prepared for college or the working world? Do they have life management skills, self-advocacy skills, self-determination, know their rights and responsibilities, knowledge of accessibility and accommodations? iTransition: It's All About Me! online training is an awesome Transition planning tool. PEPNet's iTransition is a free, online curriculum that helps students learn more about themselves, their career goals, and postsecondary education. Designed for students who are deaf or hard-of-hearing, this training is also applicable to students with other disabilities.



## **Generation Digital: Safety? What's That?**

*Ashley Koe*

Sexting. IM. Facebook. Cyberbullying. Do you ever feel like you are a 'Digital Immigrant'? It's time to open up to the 'Digital Natives' and figure out how we can work together in educating each other about Technology Safety. FYA, get out your passports as we take this adventure (and educational experience) to discuss (and decode) the cultural differences. We will also explore how we can incorporate technology safety into the Deaf Youth Communities we serve. After all, it does affect everyone. G2G I hope to CU There! KWIM? :o.)

## **See What No One Else Sees: The Impacts of Domestic Violence (Safety Glasses Provided)**

*Ashley Koe*

Domestic Violence is generally considered a 'Danger Zone'. We invite you into our 'Safety Zone'. Safety Glasses will be provided so that you'll be able to see clearly the impacts of Domestic Violence (DV). It interferes with every aspect of our lives. In general, this means school, social skills, development and safety. Additional considerations for Deaf and Hard of Hearing (DHH) kids are barriers with communication, accessibility and culturally competent services. As Mandated Reporters, we will wade through the impacts of DV on DHH youth and how we can work together to provide culturally accessible services and share resources.

## **Teen Dating Violence**

*Ashley Koe*

Yes, it can happen to Teens as well! In fact, Teen Dating Violence is on the rise! Come learn about how to identify it and work with victims. We'll explore Red Flags, Healthy vs. Unhealthy teen relationships and why it's so important to educate the DHH youth that we work with about TDV. Not only will you be knowledgeable on TDV, but you will also be prepared when you encounter a victim. Participants will leave with starting points on how to be the change and actively spread the word about TDV to their Deaf Youth Community.

## **The Role of Counselors for the Deaf in Public Schools**

*Gabriel I. Lomas, PhD*

Today, more deaf students are being educated in public schools than ever before. Much research has gone into the education of deaf students in public schools. However, prior to this study, support services for deaf students in public schools have never been examined. Attendees will learn about the experience of counselors working with deaf students in public schools. Implications may result in better advocacy for school counselors and the students they serve. Also, parallels with the Transforming School Counseling and the ASCA Model will be included.



## **Building Critical Transition Skills: Preparing Students for Life After Graduation**

*Greta Palmberg, M.Ed*

This transition presentation includes the following topics:

- The “Key” Transition Skills
- Getting Ready for Postsecondary Education/Training
- Preparing for Employment
- Transition Resources for Students, Parents, and Counselors

## **Love and Logic**

*Nancy Quinn & Melissa Higginbotham*

Love and Logic is a method of working with students which was developed by educational expert Jim Fay and psychiatrist Foster W. Kline, M.D. and Charles Fay, Ph.D. Love and Logic has many tools for educators that promote healthy parent/teacher and teacher/student relationships and positive school wide disciplines.

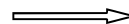
Love and Logic helps educators, administrators, and counselors:

- \*Set limits in the classroom without anger
- \*Provide underachievers hope and willingness when the going gets tough
- \*Raise the odds for kids to stay in school
- \*Improve attendance
- \*Manage disruptive students
- \*Make teaching and learning more fun and productive
- \*Immediately handle disruptive students
- \*Get and keep students' attention
- \*Build positive teacher-student relationships
- \*Help students own and solve their own problems
- \* Bully proof children, diffuse power struggles, and handle difficult people

## **Social Skills Groups for 1st - 5th Grade Students**

*Wendy Schlitz*

Participants will learn one method for utilizing popular games, therapeutic games, and some play therapy toys to teach and reinforce social skills, problem solving, and anger management in elementary age students. Students in these groups, also learn and practice communication skills through practicing effective leadership and follower skills. I have developed this method while working in treatment centers and in schools. The approach is designed so that students can easily apply skills learned in group to both the classroom and playground settings.



## **DeafTeenz: An HIV/AIDS Program to Educate Deaf and Hard of Hearing Youth**

*Irvine Stewart, MSW, ASW & Cindi Cassidy, PhD*

Research suggests the HIV/AIDS infection rate among Deaf is four to ten times that of the hearing population. D/HH youth are at increased risk due to lack of information regarding prevention of HIV/AIDS. This workshop will focus on the results of a program designed to teach D/HH youth about HIV/AIDS. The project included psychoeducational workshops where students were exposed to a series of HIV/AIDS vlogs to determine baseline knowledge of HIV/AIDS and if information delivered in ASL would increase their fund of knowledge. The project also looked at fundamental differences between youth in mainstream programs versus those in residential schools.