



November 2, 2018

8:00 am—3:00 pm

**Fingerspelling
Our Way to Reading**



Fingerspelling Our Way to Reading is an evidence-based, supplementary literacy program for deaf and hard of hearing students in K-2nd grade. The program has two components, a 3-day per week fingerspelling program and a complementary 2-day per week reading comprehension program. The fingerspelling program enhances phonological awareness of fingerspelled words, which increases expressive and receptive fingerspelling skills and identification of printed words. The reading comprehension program provides additional reading opportunities using fingerspelling words in sentences and stories that are used in each unit.

The 5-day per week program includes a variety of fun and engaging fingerspelling and reading activities. The fingerspelling component provides a pathway for decoding words through intensive work on fingerspelling phonological awareness and printed word analyses. The program includes repeated practice to sign, fingerspell, read, and write the target words.

The reading comprehension component provides a pathway for understanding connected English text through repeated opportunities to read target words in meaningful sentences and apply comprehension strategies when reading original stories.

To access this program curriculum, professionals are required to participate in the Fingerspelling Our Way to Reading full-day professional development training. Professional development training provides a review of the research, an overview of each program, and modeling of specific teaching strategies that are unique to this program.

“You have believers here in your fingerspelling program. We’ve seen a tremendous impact in our students’ awareness of word parts and in their confidence in spelling, fingerreading, fingerspelling.”

Barbara Hussey, Principal Texas School for the Deaf

Learn more about this curriculum at:

<https://clad.education.gsu.edu/curriculum/fingerspelling-way-reading/>

Cost: \$100

Location: This training will be held in the Seattle area. Location specifics will be shared soon!

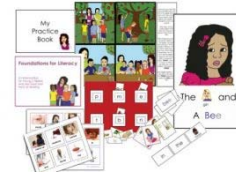
***presenter will be using ASL**

Research Results

- Fingerspelling is highly related to literacy
- A curriculum designed to develop fingerspelling phonological awareness skills results in better fingerspelling and better print recognition
- Struggling readers show the most improvement



November 3-4, 2018
8:00 am—3:00 pm
Foundations for Literacy



Access to the *Foundations for Literacy* curriculum begins with this two-day teacher workshop.

A one-of-a-kind, evidence-based intervention designed specifically for preschool and kindergarten-aged children who are deaf or hard of hearing. Educators implement *Foundations for Literacy* an hour each day for the school year. Targeted learning objectives include vocabulary, narrative skills, alphabetic knowledge, phonological awareness, and reading decodable words and short connected text. Each lesson includes strategies for differentiating instruction using fun, multi-sensory, age-appropriate, integrated activities.

Over 200 classroom teachers across the country have successfully implemented *Foundations* in a variety of educational settings, including spoken language, total communication, inclusion, and self-contained classes. Itinerant teachers have also adapted lessons to suit their needs.

Research has shown that the *Foundations for Literacy* curriculum is effective in improving:

- Phonological Awareness
- Alphabetic Knowledge
- Word Reading
- Vocabulary
- Narrative Skills



Cost: \$200

Location: This workshop will be held in the Seattle area. Location specifics will be shared soon!

***Presenter will be using English**

Learn more about this curriculum at:

<https://clad.education.gsu.edu/foundations-literacy-home/>

What people are saying about *Foundations for Literacy*

*"The entire school has adopted the curriculum and it's been amazing! The teachers are team teaching and the children's progress is staggering! Both signers and our voice children are **READING** and it's December! The children and teachers are having the time of their lives!"*

-Debra Woods, Education Director, Heuser Hearing & Language Academy, Louisville, KY

"I've seen more growth in my students this year than I have ever seen. I have 5 DHH students and 2 typical peers going to kindergarten. I feel more than comfortable letting go of them, as they are the most prepared of any students I've had."

-Kelly Chenin, A.D. Guy Elementary School Las Vegas, NV

*"My students **LOVED** the Ms. Giggle stories and all the hands on special activities."*

-Rochel Nussbaum, Strivright/AOS of New York

"My students rely heavily on sign language to communicate. I was so impressed to see my limited hearing students be able to identify rhyming words and learn how to blend to read words. I have not seen a curriculum before that really helps our DHH kids get the foundations for reading skills as this curriculum offers. I have seen such improvement in not only reading ability but in speech production and spelling skills as well. I would recommend this curriculum to any DHH teacher!"

-Jessica Wamsley Cannella Elementary School, Tampa FL

The Presenters

November 1—Fingerspelling our way to Reading

Nancy Bridenbaugh is currently a Research Associate with the Center on Literacy and Deafness focusing on fingerspelling phonologic awareness for deaf and hard of hearing children in K-2nd grades. She earned her Master's in Deaf Education and has been a teacher of deaf children as well as the Director of the Gallaudet Regional Center in Hawaii. She was recently the Director of Rocky Mountain Deaf School, a bilingual charter school.

November 2-3— Foundations for Literacy

Dr. Stacey Tucci has a PhD in the Education of Students with Exceptionalities with a research focus on Deaf Education. She has a Masters in Deaf Education as well as Bachelors in Early Childhood Education (P-5) and Special Education (P-12). She began her teaching career as a middle grades mathematics teacher before becoming a primary teacher for deaf and hard of hearing (DHH) students.

Dr. Tucci recently worked on a US federally-funded Institute of Education Sciences (IES) Grant to develop an early literacy curriculum for DHH students, Foundations for Literacy.

Currently, Dr. Tucci works with the Center on Literacy and Deafness (CLAD) at Georgia State University in Atlanta. Her research interests include: instructional methods for students who are DHH, most notably literacy instruction for students using some form of American Sign Language or an English-based sign system in addition to, or in place of, spoken language - especially when a severe to profound hearing loss is present. She also has an interest in the development of Theory of Mind interventions for young children who are DHH, domestic and international deaf education. Dr Tucci has also had involvement in the development of teacher and material exchange programs between U.S. and Ethiopian schools for the Deaf.

REGISTRATION DEADLINE: Friday, October 26

To register please fill out the bottom of this sheet and send it to WSDS/CWU—7409, 400 E. University Way, Ellensburg, WA 98926. If paying with credit or a purchase order, feel free to email this form to christy.camarata@cwu.edu or call 509.963.1670 to register.

Name: _____
Address: _____ City: _____ State: ____ Zip: _____
E-Mail Address: _____ Cell: (____) _____
School District: _____
Position: _____
Would you like to request an interpreter? _____

Attending: Nov 2 (\$100) <input type="checkbox"/> Nov 3-4 (\$200) <input type="checkbox"/>

Payment Options:

- Check: Payable to: **Central Washington University**
- Credit Card: fax (509-963-1608) or mail the following information:
____ Visa _____ Master Card _____ Account No. _____
Expiration Date _____ Name (as it appears) on Card _____
Charge amount: _____ Signature _____