

A PROGRAM OF THE WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF

THE WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF (WPSD) AND THE SCRANTON SCHOOL FOR DEAF AND HARD OF HEARING CHILDREN OUTREACH DEPARTMENT BELIEVES IN SUPPORTING DEAF AND HARD OF HEARING PEOPLE OF ALL AGES. OUR PRIMARY GOALS ARE TO EDUCATE AND SERVE AS A RESOURCE FOR INDIVIDUALS WITH HEARING LOSS. OUR SERVICES INCLUDE, BUT ARE NOT LIMITED TO:

- * AUDIOLOGICAL AND SPEECH SERVICES
- * EDUCATIONAL CONSULTANT SERVICES
 - * SIGN LANGUAGE CLASSES
- * TECHNICAL ASSISTANCE FOR TEACHERS & STAFF
- * TRAINING, WORKSHOPS AND SEMINARS

SERVICES ARE AVAILABLE TO CHILDREN, YOUTH AND ADULTS BOTH IN SCHOOL SETTINGS AND IN THE COMMUNITY.

OFFICES AND SERVICES ARE LOCATED ON WPSD'S MAIN CAMPUS IN PITTSBURGH, ON THE SCRANTON SCHOOL MAIN CAMPUS AND IN THE REGIONAL OFFICE IN CAMP HILL, PA. SERVICES ARE ALSO AVAILABLE ON-SITE AT SCHOOLS, INDUSTRIES, OTHER SERVICE PROVIDERS, AND ORGANIZATIONS ACROSS PENNSYLVANIA. RESOURCES, CONSULTATIONS AND OTHER SERVICES ARE PROVIDED ON A FEE-FOR-SERVICE AND/OR COST REIMBURSEMENT BASIS.

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WESTERN PENNSYLVANIA
SCHOOL FOR THE DEAF

The Western Pennsylvania School for the Deaf & The Scranton School for Deaf and Hard of Hearing Children

2012 Outreach Conference

**Language and Learning: What We
Know and What We Don't Know**
by: Dr. Marc Marschark

&

**Principles into Practice: Planning
Language & Literacy Programs
for Deaf and Hard of Hearing
Learners**
by: Dr. Connie Mayer

Dr. Marc Marschark is a Professor at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology, where he is Director of the Center for Education Research Partnerships. He also holds joint appointments and conducts grant-funded research in the Moray House School of Education at the University of Edinburgh and the School of Psychology at the University of Aberdeen. His current research focuses on relations of language and learning by deaf children and adults in formal and informal educational settings.

Dr. Connie Mayer is an Associate Professor in the Faculty of Education at York University in Toronto, Canada where she works in the graduate programs in Education, Linguistics, and Critical Disability Studies, and in the teacher preparation program in the education of Deaf and Hard of Hearing (D/HH) students. Prior to joining York in 1998, Dr. Mayer worked for more than twenty years in the field as a consultant, administrator and teacher at both schools for the deaf and in school boards. She serves on the editorial board of the Journal of Deaf Studies and Deaf Education and the American Annals of the Deaf and is an Associate Editor for the Volta Review. Her current research focuses on written language and literacy development in D/HH learners, early literacy and early intervention, cochlear implantation, and models of teacher education.

Principles into Practice: Planning Language & Literacy Programs for Deaf and Hard of Hearing Learners

In this presentation we will consider the ways in which language and code related abilities underpin the development of both reading and writing, and the nature of the pedagogical practices that best support the literacy learning process. Relationships among spoken and signed language, and reading and writing will be identified. Discussion will include a focus on the role played by specific interventions (e.g., visual phonics, cued speech, English-based sign) and instructional strategies (e.g., invented spelling, guided reading).

References to materials and resources will also be provided.

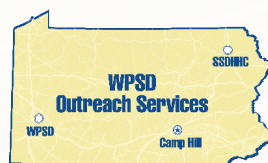
Language and Learning: What We Know and What We Don't Know

Deaf education and research have had a long but uneasy relationship. Without pointing fingers, it is evident that whatever progress has been made, deaf children continue to face significant challenges in education. If we are to make more progress, we need to better understand the foundations of learning and leave behind ad hoc beliefs about what should or should not work. Weaving together findings concerning language and learning among deaf children reveals that we know more (and less) than we think we do. If we abandon myths and wishes and re-examine some of our assumptions we can create a partnership of parents, teachers, students, and researchers, basing decisions on facts, while recognizing that we are dealing with lives, emotions, rights, and responsibilities.

Cost Per Person - Lunch on your own

Professionals: \$50 / Students \$25 (ID Required)

Parents of Deaf & Hard-Of-Hearing Children: Free



Camp Hill date:
March 5, 2012 (8:30AM-3PM)
3820 Hartzdale Drive
Camp Hill, PA 17011



THE SCRANTON SCHOOL
for Deaf & Hard of Hearing Children
Clarks Summit date:
April 2, 2012 (8:30AM-3PM)
537 Venard Road
Clarks Summit, PA 18411



WESTERN PENNSYLVANIA
SCHOOL FOR THE DEAF
Pittsburgh date:
April 30, 2012 (8:30AM-3PM)
300 East Swissvale Avenue
Pittsburgh, PA 15218

REGISTRATION FORM

Space is limited
ACT 48 hour will be available

NAME(S): _____

ADDRESS: _____

ADDRESS: _____

PHONE: _____

EMAIL: _____

Which session(s) would you like to attend?

Monday, March 5 (8:30AM-3PM) Camp Hill, PA
Deadline for reservation is: February 20

Monday, April 2 (8:30AM-3PM) Clarks Summit, PA
Deadline for reservation is: March 19

Monday, April 30 (8:30AM-3PM) Pittsburgh, PA
Deadline for reservation is: April 16

(All three workshops will be the same)

Are there any special accommodations you will need?

The school my child attends:

Check made payable to WPSD enclosed.

Please contact Jessica Marks at either 717-909-5577 or jmarks@wpsd.org with any concerns or questions regarding travel accommodations etc.

Please return this form to:
Outreach Services attn: Jessica Marks
3820 Hartzdale Drive, Camp Hill, PA 17011