

Event ID: 1006227

Event Started: Friday 5/2/2008 10:00 am – 1 pm session

Please stand by for real-time relay captioning.

>> Please stand by for real-time relay captioning. Testing testing, one, two, three.

>> I started counting tables, make the screen, I didn't realize they took out two tables of the room, so we might be a little tighter today, so the Nevada might be joining some of you other teams. If you have extra chairs at your table, please invite some of the Nevada team and some of our colleagues to come sight at your table. Thank you.

>> Before we actually get started with our special performance this morning -- oh, there's Nevada. Oh, it is here. Okay, right up here in the front. Anyway, we will make it work, come in, make yours comfortable.

>> I want to make a couple of quick announcements. I was excited to see all of the state teams really working this morning. A lot of times we have that time on agendas, conferences, I don't know, people go do something else, but you have really worked. I was glad to see that. I want to make sure that any of you on a parents stipend, that you be sure before you leave today, if you want to get that stipend, that you have seen Cheri Dowling, just keep standing. Please see Cheri, and make sure you have signed the form in her folder, that's how you will get your stipend.

>> Second, at the end of today we have on the agenda a post-session for those who might be interested in sticking around to give us a little more feedback than the evaluation for form about future summits. That will be in this room -- every time I move -- on the tables on the far end. Please go down to the poolside, get your lunch and come back here. We will start as close to 1:00, before 1:00 if we can, on that topic of just getting your feedback on the summit.

>> Lunch will be served in the poolside, but I knew some people might be running to catch a plane, I made it a simple lunch of basic deli tray. Come back in here if you want to be part of that conversation.

>> Finally -- a tour of the facilities, would like to know, at 1:00 today, how many of you would be interested in going to see MSDB?

>> Hold them very high.

>> Steve, looks like you will need at least two vans, maybe three.

>> Okay, with that, that's the end of my announcements and I will turn this over to Steve to introduce our guest performers this morning. I thought it was you.

>> It really is -- I can't hold this and sign at the same time. Thank you.

>> Hello. Yes, [audio is choppy]

>> It's my pleasure to introduce the Expressions of Silence, it's a group of hearing difficulty students from our school, tend to do signing, songs to music, may be music you are familiar with. They also do some other entertainment with pantomime, this group started out, just on our campus performing locally, then asked to perform at conferences across the state, were recognized and performed at the national association of music directors, and music education a year ago, two years ago in Salt Lake City. From there were recognized, asked to

perform at the national anthem project in Washington D.C., these kids really have traveled. They are dedicated. We have at least four staff people from the program that go with them on the trips, practice with them on campus when they are having their regularly scheduled practices. Our two directors, Jennifer Waseson and Jessica Wilson, I want to say thank you, it takes hours and hours of prep time outside the practice to get the kids to be able to coordinate their performance and to work well. We have other people that advise on the signs they use when they perform. I don't know what numbers they are doing today, but we are really happy to present to you a little bit of the flavor of our school through our performing group, Expressions of Silence.

>> thank you very much for that performance, thank you, wonderful. That is a reminder of why we are all here. Now give us just a couple of minutes while we switch the stage here and get things set up for our panel.

>> If you could come back in, I will Cheryl Johnson, I want to introduce our panels, I have opening comments and I will turn it over to the panel speakers and we will end with some brief time for questions and additional, hopefully, solutions, from the field. Carol Johnson is behind me, Harold, he will be our first speaker and he is from Michigan state university.

>> Technology options, Ron Burdett with Sorenson, and followed with Troy Greenwood wood and Randy Holyfield, and some non-technology -- not all solutions rely on technology, Rhonda Fleischer from the department 6 education, and we learn what's going on in New Zealand, Auckland, David Fosterer will tell us about some new ideas from FAR away.

>> I would like to remind us of the complexities of educating deaf children, most of, many of our children are located in rural areas. We are dealing with children who are Deaf and hard of hearing, different technologies, we are dealing with different communication modalities, families, dreams, hopes, their knowledge they bring to the table, the interpreting mode, certified at secondary, elementary levels, signing or oral and additional needs of children who are deaf and hard of hearing, whether English language, non-english speaking families, other disabilities that cause additional problems for us. So a very complex group of children we are responsible for educating.

>> I will also remind you of the changing demographics, and if we look at this slide, go back to the school year of 88-89, look at the percentage of children educated in public classrooms, the number was 27% for deaf and hard of hearing children. The latest data from OSEP indicates about 49% of children who are deaf and hard of hearing are receiving 80% or more of their instruction in the general education classroom.

>> Children who are educated in separate facilities, primarily schools for the deaf have slightly reduced as well. We are dealing with the majority of our children being placed and receiving services in a general education classroom. There's also been changes in communication characteristics of children who are deaf and hard of hearing, from Gallaudet, comparing the '99-2000 school year to 06-07, decrease in children using combined sign and speech, increase in the children using sign only, which is interesting, and cued speech, other modalities too low to be able to see any changes.

>> We also see the increase in the number of children with cochlear implants across the six-year period of time. So, our delivery, wherever we are, complicated by all of these issues, and when we add to that the rural nature of many of our states, where children are located, staying in those local school districts it really does present challenges. We have asked our speakers to talk about these questions, in terms of coming up with some solutions to help us with this group. They will each be addressing the technologies or service solutions they have found to work in rural areas, and two of our, three of our presenters will be dealing with specifically technology-based solutions, and we have we asked them to talk about the benefits, specifically on documented benefits, what have been the challenges, how have they

dealt with the challenges and what recommend recommendations do they have to potential users of the technologies.

>> I have asked -- to give an overview of what he's learned in the efforts he's done state-wide to enhance technology to children who are deaf and heard are hard of hearing, working with teachers across the U.S. I will turn it over to Harold now to provide that groundwork.

>> Stay here a second. To show you a sense of my respect for Cheryl and her leadership skills, she's able to keep me on topic, mostly, for this presentation. I thank you for the opportunity.

>> Okay, challenges, what do we know about the use of technologies, cautions and research. These are the goals I want to try to begin directing during the course of the 20 minutes we have. One is to identify the technologies that have the greatest potential to enhance literaries, learning. To design, implement a sustainable system, key one. If you have big bucks you can do anything, right. Sustainable system of technology that supports teaching and learning. Learning is for all of us, technology has to be done in all settings, particularly home settings. Finally, to ensure current and futures of the deaf are proficient in technology. We think the new guys, new teachers are really technologically proficient, they are in some ways, but not as it pertains to teaching. So just because you grew up with cell phones, text messaging and iPods doesn't mean you know how to use them to enhance your teaching. Those are the goals.

>> This presentation, along with all of them, will be available on the web, I have references for all of this. I try to keep references for those online, you can read the full details if it you like. I tried to highlight some of the key information. One is the technology made the work easier, more fun. How many times have you been, students don't care, something happens, one of the kids, the light bulb goes on, get excited, oh my God, that's what teach suggest supposed to be like. Probably because it was interesting and fun at that time. How much more could we teach if kids thought it was meaningful, relevant, that's an important thing, that kids are more engaged, find it fun.

>> Second, technology helps us find more information, better understand. You will see in the presentation later about 21st Century learners, it's about finding what you need, using it to solve complex problems.

>> You guys know, Deaf Ed, we love to be helpful to our students, unfortunately we are almost too helpful too them, they become dependent on us too much of the time. To find what you need is a big deal. More relevant, meaningful, consequencely, frustrations decline. That would be nice, right. If neither us or the students were frustrated by what they weren't doing -- technology allows us to accomplish more than they can without technology. Editing papers, the likelihood of doing that on a computer is incredibly higher than if it's a paper and pencil task. Editing, students begin to refine writing, so again, big deals.

>> Research is greatest when done in support of the -- standards. I see a lot of computers, a lot of classes class around the country. When you do your work, you can go over and do that, this is really a big deal, people don't know how to use computers to integrate, accomplish the curriculum. That's one with the biggest impact. Technology projects, increased student learning, knowledge regarding -- skills, learning how to learn. Applying real world problems. You will see that again and again and again. Organizational skills, interesting content. What's cool about that, doesn't deal with where you live, urban, rural, doesn't deal with communication mode. That's true for all kids, this is research on all kids, very little specifically on deaf and hard of hearing kids, as you can imagine. Kids thinking, not just looking for the answer. Pretty good at following cues, they can find the answer. That's not how we are thinking.

>> Below, the pivotal role technology can play in joining the workforce. The purpose of school is not more school. The purpose of school is life after school. So the question is to what extent are what we are doing in school is preparing them for outside school. The old information, you may have better information, on average, people graduating from college have eight major job changes during the course of their year, not from this tool to that tool, major career shifts. The idea of being able to join the workforce means being a learner. Classes are prepared to prepare kids to be good in school; school doesn't look like work outside a lot of times.

>> Technology, this position that broadband Internet technologies will drive K-12 education, the education will stop being four wall and a door, closed, to being a learning portal, true, could happen. I have to tell you, I work mostly with teachers at home than I do in schools, it's because the technology is more designed to make things safe as opposed to effective. The technology directors are oftentimes dictating what can and cannot be done instead of the teachers. I want to highlight that, it's true, over 60% of U.S. homes have high speed Internet access. All schools have high speed Internet access, it varies, but it we are not using that technology, transforming it will take a vision, what this panel is about.

>> Classroom boundaries will cease to exist, the idea of learning portals, one of the measures of success, aren't the answers they have, but the questions they come up with, the people they work with, solving increasingly complex proper problems. That's more complex. I will tell you, talking about it isn't enough. You have see teachers do it, teachers have to work with other teachers doing it and we have to value what happens when that occurs, as opposed to measuring test scores.

>> Okay, These are general statements, you heard that for years, technology is going to reform education. Teachers reform education and parents make teachers reform education. Having a computer in your room doesn't do anything but clutter things up a bit. We have to make that happen.

>> Have you heard this partnership for the 21st Century? Been around a bit. Makes a lot of sense, basically a group of businessmen, in academics, everyone involved from government, saying what do we need to get U.S. education to do? Of course it's usually talked about being a mile wide, inch deep. This is talking about what should we be doing to prepare 21st Century learners, the last one, take a moment, if you can read that, the last highlighted bit.

>> Our life-long learners that can collect, utilize, share, concepts, technology, data to address real problems within their homes work and community, that's what it takes to be successful in the 21st Century, what it takes to get and keep a viable job.

>> The success of our students, schools, is that what our schools are designed to accomplish? Have become increasingly able to collaborate with others in the use of technologies to gather and apply information to solve increasingly complex problems. That's what you do every day, some pretty awesome problems just to get here to this conference.

>> I think some of the best thinking we have says what school should be designed to do, what technology should be designed to facilitate happening.

>> In terms of desired student learning characteristics, again, students need to have increasing freedom to explore, means increasing responsibilities. Would you guys agree we really can't work harder, teachers, administrators, parents, we can't do more. The students are bored, waiting for more. Darn it, it's their life, they should be given more responsibility for it, to take charge of the learning. Means we have to give them more freedom, to learn and make mistake and have consequences from mistakes. We can't do more, they have to do more, as far as learning.

>> This last statement, one I highlighted, without the opportunity to access and use digital technologies, many of America's children will be confronted with the insurmountable barriers that could relegate them to -- talking about deaf kids, incredibly underemployed, income level so much lower than the hearing population. If our guys are not technologically competent, solving complex problems, that -- could be the best thing going for them. That's not good enough. When we have the panelists talking about technologies this is what we need technology to do, it's not raising the reading score. That will happen if kids are engaged, actually solving problems.

>> Now, I said in the presentation yesterday, if that's true, teachers are the most important technology, the single variable that adds the largest impact on students. You start with that, realize that most of the time of in terms of professional development we do just in case, as opposed to just in time. Just in case you need this -- tomorrow I have this kid coming, I don't know what to do, teachers are a critical technology. This is what it takes to be a teacher in the 21st Century. Make content relevant to the student's life. 33%, 54% at home in the community. 14% in school, 54% at home, how much school work is related to what goes on outside of school, tying academic lessons to the kid's interest at home or in the community. That's what I mean as far as making it relevant, tying living with learning.

>> Bringing the world into the classroom. You know field trips are almost impossible to do these days, but you can do a lot of stuff virtually, firewalls have to come down, teachers have to take risks, not always going to work. Taking students out, talk to a number of parents, consciously traveling all over the place, taking their kids to experience the world. That's part of the fun of being a parent, also part of the challenge. Our kids have to be out in the world solving the problems, and creating opportunities for students to interact with others in authentic learning context. Not by the answers they give, but by the questions they ask. Interacting with people, trying to gain information. Evaluating students by products they develop, who uses them to solve actual problems. How much more real world would that be in comparison to paper, pencil, because that's what is expected. What's expected isn't working right now.

>> Student learning is enhanced when learning occurs within problem-solving -- when teachers are learning with the students. My students thought I knew everything. They ask me a question, I told them the answer, they assume it's the God's truth. I used to lie all the time just to get them to ask me a question; really? Simply solving real problem-solving activities, and teachers learning with kids, means in schools we can't only ask the usual questions, where is the state of Wyoming, they think you only ask the question if you know the answer. That doesn't help learning. At teachers we have to ask real questions, learn with the kids, show them how we are learning. That's what 21st Century technologies will allow to happen.

>> 14% of time in school, it's reality, why they forget so much we talk about. Watching my time.

>> In terms of suggested references, this is the expert chapter I wrote, talking about professional development, teacher preparation, all in there, along with other chapters by other individuals that are even better. One reference I would give you.

>> Suggested resource, journal in Deaf Ed cages, authors corner, something that Leeanne Seaver and -- from NTI D and I are working on you can interact with researchers, see other parents, teachers, asking questions, what does this mean? Why is that important? Is that what you mean? Good place to see what the -- not necessarily challenge the researchers, but dialogue, how can I use this.

>> Another resource, I had a chance to present to Minnesota recently, a put a lot of this online. This is how I teach my graduate classes now. I have students from Michigan, Arizona, we are using phone, video technology from the home, and Wikis. It's easy, effective, it can be done. With more and more homes having them, imagine for example, we start providing at home after-school learning opportunities for deaf and hard of hearing kids. Imagine if it were topical interests, skate boards, whatever. If we have pre-service teachers providing the after-school tutoring, aligned with what they are supposed to be accomplishing at school. Now we are better preparing pre-service teachers, eh tending the learning day, building on student's topical interests, standards addressing what kids need to know, learn to be 21st Century, and in the safety of the kid's home. It's not kid and teachers, it's kids and kids. It can be done.

>> This is my class I taught in fall semester, I had you guys come in, say hey, this is a kid I have, rural Montana, what can I do about this had. The whole class is built around helping teachers solve problems with real kids, the grade is based on how effective we are. Same technology I was talking yesterday, going from community of believers to a community of learners. It takes some risk. It's time to learn something.

>> You know this website, hopefully you go to it. For you looking for teachers, we publish jobs for free, resumes for free, more importantly, what Lee Ann was talking about, practices, not best practices, but recommended practices based in the literature. We have 20 specific PowerPoints, someone first time teaching a deaf kid, you don't have to develop all that stuff, it's done for you. Resources you can use to further support your work.

>> I will end with this, and I talk about this not infrequently, the problem with deafness isn't hearing, it's abundance of isolation. Too much difficulty in collaborating, sharing ideas, too much theory, not grounded in reality, going from a community of believers to learners, that's many the to address that.

>> Also, to challenge our next speakers, to the ways technology reduces -- facilitates collaboration and applies to being problem solvers. These are the problems to address, and that's my contact information. Good luck on this, God knows we need change and this is a great opportunity.

>> APPLAUSE.

>> Okay, we are going to now move into looking at some technology solutions. All of us are familiar with Sorenson video phones, and we are going to look at that as a potential application for schools, and Ron Burdett will be our speaker.

>> Just checking the time, I have about 20 minutes or so. I am Ron Burdett, vice-president of community relations with Sorenson communications. I feel so at home with you, I was an educator 31 years in total at Ohlone college, coordinator, director and eventually dean. I was dean for 15 years, retired, moved to Utah, back home, and then Sorenson approached me to work with them, I decided to take on that opportunity because I really believe in the fact that the technology Sorenson provides really raises the bar for deaf and hard of hearing children.

>> I would like to mention one of our interpreters here, Jennifer. She was a graduate from Ohlone college, where I formerly worked, graduated in 1994, saw her, she came in the program, didn't know much about the deaf community whatever, but we taught her, trained her, here she is, a professional interpreter. I am very proud of you.

>> Sorenson has installed -- homes and schools, and this equipment is provided for both deaf and hard of hearing individuals. The technology is free. It helps students and children increase in their communication skills, increase in their self-confidence and their school work. There's a story I'd like to share with you. Maybe about a month ago there was an individual from a school setting who called me, said I would like to let you know there's a young man,

15, 16 years old, came to school this morning, said hey, I got a job. Instructor said how did you do that? He said I didn't need your help, I was able to do my own job interview with MacDonald's from home. Was hired, said I don't need your help, student walked away. Instructor was blown away, how did you know how to do this? He said I have friends in other schools, we talk to each other all the time. I heard they got jobs, I thought I can get a job, not something I need to ask for interpreter from the school, interpreter available through VRS, I called the local manager of MacDonald's, asked for a job, they said okay, and it really inspired the instructor, they gave me a call. I think it's really important this technology is used to help deaf children become more independent. This technology also helps employers realize how independent deaf individuals can be, interpreters are available 24/7 through video relay service. That's one seed I would like to plant here today. VRS, Sorenson video relay is available 24/7, a cadre of sign language interpreters. My interpreter and I were in the airport, standing at the gate trying to get ready to board, a lady was watching us, watching us sign to each other, came over, timidly said I know some sign language. We said hi. Asked what we did, said we were from Sorenson, started talking, mentioned she had a deaf daughter. She live ed in a very rural area, she and her husband were doctors, both from India. She said we don't endorse the VRS, we ask her to use the TTY, we said what? Want to enhance her skills offered aring and --

>> I said I learned English through communication skills, the TTY, a lot of times you take shortcuts, you don't learn English by using the TTY. I would love to share research with you. She said sure, by all means, gave e-mail contact information, we got on our plane, took off. Couple days ago this mother called me. Said she had done her own research, some interviewing and really wanted to do what was best for her daughter, want #-D the daughter to get the best education possible, and the consensus she figured was the opportunity provided through VRS and video phones, being able to talk with peers anywhere actually enhanced her communication skills, she saw a lot of testimonials from parents with deaf children. We set it up, had the phone sent out to the rural area, the mother thought English would be enhanced through the use of TTY. She saw her daughter really loved to just communicate in general, being able to communicate increases your general knowledge in communication skills. Sorenson is wonderful for rural environment. Students can call their parents, say I am running late, pick me up later, place calls to whom ever they like. Businesses, organization, talk to others about school projects, can make arrangements for transition programs, going from high school to college via video relay services. When the student is at home they can use video phones to call teachers, instructors and other students. You know how much students really enjoy the opportunity to talk to each other.

>> I was talking to a young man. He said on Thursday night he placed a call via VRS to his home. Set up a conference call with several hearing friends, asked them what's going on over the weekend, anybody doing anything, when I get home I want to jump into what's going on. As soon as he got home, told his mom, I have a bunch of plans, see you later. Without VRS he would get home, all friends would be engaged in what they are doing, he would be home, in isolation.

>> Another thing with VCO, voice carry-over, mainstream programs, large percentage of hearing students or deaf students, with good speaking skills, a lot of students are using C VCO, we don't have a demo, but what VCO is, a deaf individual connects to a sign language interpreter, and the sign language interpreter establishes a conference call. The deaf or hard hearing person watches on a television, but directly connects on a phone, watching sign language, but able to speak for themselves, they don't have to rely on the interpreter. They can speak directly to the hearing person for themselves.

>> When I was dean at Lonnie college, I students come in from all over the U.S. Some had a huge lack of communication skills, I encouraged them to take sign language courses. Some didn't want to, I said fine, but I hoped they would mingle with deaf students, hearing

students who could sign on campus. They would start picking up sign language on their own. When I pushed them to, they didn't learn; but when they did it on their own, started learning, and then of course we put them in the program.

>> I retired about four years ago, over the past four years the instructors who have seen VRS and VCO set up at the college say it's surprising a lot of mainstream students, communication skills are excellent, arrive ready to go. They found VRS is helpful, video phones, they are able to talk to their own deaf friends. In rural areas they are very isolated, can have their own social network, and have general knowledge about what's going on in the world day-to-day.

>> We showed VCO to a deaf girl who didn't have very good speaking skills, but she didn't want to sign, either. We set up a demonstration. She asked about what VCO was. We showed her the video phone, how she could talk for herself on the cell phone. I was hoping she would be able to lipread the interpreter. What happened, we set the whole thing up, she watched the interpreter. Much to my surprise, she understand everything going on, she said I understand sign language, I just don't use it. A lot of time of she's able to read sign language, VRS can help her communicate when she speaks for herself on the phone, still read the sign language from the interpreter.

>> What I will like to do is give you a demonstration, is Kim here? I am going to call him up, we will have Kim -- I will call Kim through the telephone we have.

>> Hello, this is interpreter 161, would you like to place a call? Kim? I will place the call.

>> Trying to connect to the phone now.

>> Hello?

>> Hello?

>> Well, shame on us. We couldn't get connected to the -- for five minutes, what I would like to do is really share a story that's really enhanced my confidence in video relay services. Before I worked with Sorenson I was in southern Utah, didn't know a lot of deaf individuals down in southern Utah, so what I did, I actually worked with local realtors and asked if it they could put the word out, those who had sold homes to the deaf, to come see me. One day a deaf couple came in, really moved me when it came to VRS. This was a deaf gentleman, he walked into my office, was very bow-legged, you can imagine why he was like that, spent his life on the back of a horse. Behind him, his wife, sweet lady, missing some teeth, giggled all the time. Very down-to-Earth couple.

>> Talking to them he started to relate to me that he was a business owner, owned several thousand horses, head of cattle. I was blown away. He said he was very business savvy when it came to the buying, selling of cattle, running a ranch. He owned the whole operation. I thought wow, a deaf guy does this. But he said I have to confess, I don't like using the TTY, I don't have English skills, my typing skills aren't that good. I was thrown out of school a long time ago. I rely on my wife. She has wonderful English skills, I call upon her sometimes in the middle of doing chores at home, I rely on her to make the calls for me, to sell the cattle, horses, for year and years. I thought wow, what a wonderful opportunity to show him the set up we have. We have a phone booth with a video inside it. I asked if he had seen a video phone, he said no.

>> He live indeed lived in a rural area, I set him up in the booth, I left. He said I don't want anything to do with this. He said what are you doing? Making movies of me? I said no no no, not what we are doing. He sat down, and I ran down the hall way to another office where the video no one was, he saw me, leaned out, looked down the hall, okay, that's what this is about, a point to point call that two deaf individuals can share, talk to each other. I said you can call hearing people as well. How? I don't walk around with an interpreter. I said

no, same as relay, interpreters will appear, called VRS, why don't you call somebody. An interpreter popped up, talking back and forth between a hearing person. After this call he was hooked. About a couple weeks later he came back in my office, talked to me, big smile on his face. Said you know what, business is going well, I feel closer to my peer and friends, you know what else? I fired my wife. I don't have to have her make these calls for me anymore.

>> I think this was proof, any deaf individual, any hard of hearing individual can use VRS with own native mode of communication. I really want to emphasize that children can do this, if you will help them. One more thing I would like to say, when deaf kids call each other on the video phone, talk to each other. I ask do you like this? They say I love it. I say do you use VRS? Who makes calls to hearing people? I ask my mom and dad to do that. That's not good, relying on hearing parents, spouses in their home. A prominent deaf individual, Gerald Jordan, just passed away, said I never use VRS, sorry about that. Why don't you? My wife is hearing, I have her make these calls for me all the time. If you do anything, tell people not to rely on the hearing people in their home. You need to educate hearing parents, tell your children to do it themselves, as they are able to it garners their independence, something to consider.

>> The technology that's available is wonderful, and we have tons of features on the way with the VP 200, and we are really, increasing what's available. Whatever is available to a hearing person a deaf person needs as well. That's my motto for today. I appreciate your time. Thank you.

>> I want to pass out these brochures. We will distribute them, over here, Nick, if you wouldn't mind passing them out.

>> Hopefully we will have time for questions. I want to move us on, but I want to see about applications for point to point conversations in classrooms to connect kids in one classroom to kids in another classroom at a distance. Hopefully we will come back, maybe have a chance to do that. Our next presentation is by Randy Holyfield, and Troy Greenwood, about the captioning you have all taken advantage of throughout this conference. They will talk about that application in the classroom now.

>> Thank you Cheryl. I wanted to start out with a huge thank you. One thing I learned the last couple days is the passion, energy and commitment from a time frame you all have in moving forward, education of our youth. That's something very important to me. I wanted to spend a little time talking about Caption Colorado, some of the things we are doing, talk about how we are doing this today, how we did it yesterday.

>> What I want to do is start with a quote from a teacher, I am married to a teacher, good place to start. Teaches in high school, this is Jamie Marso, teaches in California, how having real-time text streaming available for her class really helps assist her students in their learning process.

>> I will take a brief moment to tell you about Caption Colorado, we are the nation's largest provider of captioning, have 150 plus captioners located all over the world. The captioner today is from North Carolina. We have 50 transcribers, do TV, all variety of events.

>> We really got our start in the TV space, that's where we got our name known. Did local TV, that was our start back in 1991. Moving on, one of the other things, as we progress, 2001 we started moving into the Internet, how to deliver captions to the Internet for teleconference calls, meetings webcasts, a variety of services, and started doing relay conference with a partnership with Sprint. There for the following states, a free service, part of the relay service they have for North Carolina, Arkansas, Tennessee, New Jersey, federal government, Hawaii

coming soon. We are excited about that partnership, how we are moving forward with providing text streaming to those constituents.

>> So how does it work. Really quite simple. We need audio. Today we are using the speaker sound system, piped to a small box, plugs into the telephone line, captioner dials that phone number from North Carolina home, where she listens and types and captions. We use stenographers, and few voice writers. She's using steno today. Something this small you can attach to your computer, wear as a lapel, a have it plugged into a VoIP phone, something like Skype, yahoo instant messaging, a cell phone, just need a way to get the audio.

>> Delivery, we need a computer that has a browser on it, any browser will work. Low bandwidth, a modem, dial up -- modem won't fit in my pocket, didn't put one there. We can do one of these, this is Verizon air card, you can use your cell phone air card, put on, project on a laptop and starting to do it on Blackberries and Smart phones. Randy will handout, you can set up any Blackberry or smart phone to allow you to deliver captions to this device, something we are very excited about. Helps a lot of thing, transparency to wherever you are, access to captions.

>> I have covered some is of the delivery possibilities, but PC, TV, Blackberry, Smart phone, Randy is going to talk about some of the specific uses with online webcasts and online meeting products, stadium score boards, videotape, DVD, web windows, from web media to Flash. Showing videos in class, they should be captioned too. We are excited about the potential opportunities, and I don't want to spend more time, I want Randy to show you some specific examples to really get the wheels turning on possibilities there are for access. So I will turn it over to Randy.

>> Thank you troy. My name is Randy Holyfield, I was brought to Caption Colorado eight years ago, my background was distance education and online learning. Caption Colorado had this interesting opportunity, but they weren't sure how to pull the plug on it. That was in the state of Maryland, to be able to work with Sprint to provide conference call captioning service to be able to now provide real-time delivery speeds for conversations, instead of the traditional typed TTY -- Internet relay wasn't even out much at that point.

>> So we developed this product from scratch. It's gone through three generations, and with today's new release to our captioners we are getting the delivery time, the response time of that captioning truly to about television delivery, about a 4-second latency, not quite there yet, but that's our hope, to be able to get audio delivered to a screen to a device, in four seconds or less.

>> That's the wrong button (Randy turns off projector instead of advancing slide).

>> When it comes to the application you have been viewing, you probably haven't seen all of its capabilities, so if you can, focus on either of the two screens, but for those of you who can't see it I have a couple of flyers to show you. What we are able to do is change the font size, color, for every individual. So if you have three deaf students, remote individuals watching this, they can change the look and the presentation, the speed, for their own personal preference. So they don't change anything for anyone else. Able to change the background color. If it's better to have white text on black or black text on white, you can do it so it's more visually appealing for your application. You can highlight the new text so it snaps out at you, or instead, basically just have it appear.

>> You can change the speed of delivery. We can actually go to under one second to where the text is appearing more word by words, or change it where it shows up in blocks of text and refreshes every one second, two second, four second. If your preference is to see

larger text at one time, you can do that. If you are more used to traditional computer assisted real-time CART, scrolling, we can set that up as well. It's completely designed for the end user to set it up the way they want to see it, and we can set it up on this side one way, on that side, another way, if we have two different computers doing that.

>> Then, because it's an Internet window, you can resize it any way you want, so you can fit it alongside another application, you can put it on top of an application, and to that point, this is completely Internet driven.

>> No special software, nothing to download, so you could go to the captioned text.com site, or the state relay site, anywhere you have a computer, just log right in, start using the service immediately. Also, because of that, the federal government loves this service because every federal employee doesn't have to do anything special, you don't have any firewall issues, or any security issues. Anywhere you have an Internet-connected computer, or now a Smart phone or Blackberry device, you have everything you need to receive the captioning.

>> We were asked by Sprint to make this also a two-way service, a relay service, so it can be one-way, captioning. Or, the student, the individual can communicate questions, comment, dialogue to the other parties through the captioner who will voice for them.

>> So it can be one-way service, viewing, two-way, so if I am not comfortable voicing for myself, I can type that text to the captioner, captioner speaks for me, so either way.

>> So if you have a collaborative group, you have a hearing child as well as a deaf child in the collaborative group, they could use this one tool to be able to communicate amongst themselves, regardless of what the cohort group looks like. Gives you more flexibility, instead of having to bundle all the deaf children together, not knowing where you fit this child. Now they can participate equally, regardless of their comfort level in their communication ability, and because their typed comments don't have to appear in the screen, even if their language skills are not very strong, as long as they can get the idea across to the captioner, he or she can speak for them.

>> Another tool, at the very bottom of the screen, you see a transcript button, you can get an entire text copy of all of the dialogue up to that moment. You can use it two ways, wait until the end of the class, conference, webcast, save a copy. Earlier today, I was late, missed some, I opened the transcript, read the couple of minutes of dialogue I missed before the start of the class so I could put up on my screen the transcript and watch the Realtime Captioning to catch up. Whereas if you miss something you can scroll back, what did he say? What was that? Look at that, don't interrupt anything, you can scroll back.

>> You can save it directly to your desktop, don't have to do anything special, save as web file, text page, that gives you the flexibility of being able to distribute it or share it. As an instructor you might have an intellectual property concern. You might say I don't know if I want that necessarily to get out. I would like to control that. We can set it up to where only the instructor can control the transcript, that way you have complete ownership rights to the content. The student can see it, just can't save a copy of that. It's completely up to you how you set that up.

>> Well, as we started to bring this out we had more and more online collaborative tools, that distance education learning field started talking about ways to not only have free-standing captioning, but to actually integrate the captioning directly into the system. So, for example, with WebEx, we are the preferred provider to WebEx for captioning and have the ability to have captioning right in the WebEx meeting. You don't have to have a separate panel or window for that.

>> With Adobe Connect, formerly Macro Media Breeze, it's integrated into the application, turned on or off. Individuals who don't need captioning, they turn that panel off. For those

who need it, you turn it on, and when you end you save, it becomes an integrated part of the presentation, synched with audio, and is archived for the future.

>> EventBuilder, Microsoft Live Meeting, same thing, Horizon Wimba, integrated captioning. One of our partners, Bloomsburg University, uses Adobe, written up by the U.S. distance learning association for their application of some cape ability. They use Wimba, online turning tool, to be able to deliver distance. This was featured, in this situation a very complex audiology class dealing with the anatomy of the inner ear, variety of things there. They combined the online learning capability of Wimba, voice over IP for the audio, a sign language interpreter and captioning, all into one tool.

>> So you could partner, put together an application where you have Sorenson VRS providing video relay service, Caption Colorado or your state relay service using the captioning, and you are addressing each individual learning type. You don't have to make the decision, you choose the best learning tools for your situation. Anytime, anywhere, we are a 24 by seven operation. You can use this service 8:00 in the morning, 8:00 at night, 3:00 in the morning, our friends from New Zealand could use this with their funny time zones I have yet to figure out.

>> With this presentation, you might have some Internet connected computers in the audience using the captioning. We have it obviously up here presentation skill. The smart phones, you can put the text in whatever fashion, technology-wise, you have, where you happen to be or need to be, so if I wasn't able to be here, but I wanted to follow along what was going on, maybe on my way to the airport, I could have that on the Blackberry, following the entire process. Imagine what that might mean for a administrator, another teacher, a parent, another student that couldn't come to class, but could at least participate in real-time with the content.

>> So, multiple delivery, complete backup and redundancy. You never get a phone call from your remote captioner that my car broke down, my computer broke, laptop stopped working. We have 150 captioners so we always have immediate backup and short-notice scheduling. You could call a half hour before a class, say I didn't think this person would come, is there a way for me too get captioning? We might be able to respond faster than any other mechanism you have.

>> Full technical support, you are not alone on this, you don't have to figure it out, the technical support, 24 hours a day, a toll-free number, if you have questions about how to set this up, just like to be able to test it, run example, check computer, you can do all of that, all of that service is free.

>> What if you could tie your captioner, who has a particular skill set, with the subject being taught, rather than just take one CART person, ask them to follow that student along from class to class, what if you could have a CART person, remote in this case, one for biology, one for math, one for science, with specific built-in expanded dictionaries, know those materials, tie the expertise for that class. Public school, K through 12, we had a particular captioner with a strong biology background captioning for a sixth grader using the service and we had someone skilled in biology, probably better than just one of our general purpose.

>> Transparency. Now the student doesn't have to have somebody sitting right next to them with the screen, everything else. They could truly be sitting anywhere in the classroom they would want to sit with their laptop, or Blackberry, so they no longer have to get sidled off to the side, positioned with this one, or go jeez, what's going on there? They can sit wherever they want, blend in, be more mainstream if that's what you want for them.

>> Simultaneous viewing, a parent could watch along side, or administrator could watch along side, or another teacher, remotely. Again, however it would work best for you. Again,

instant transcripts, so you have built-in note-taking service. Not only does this benefit the hard of hearing student, but everyone in the class. Imagine my son is going to a particular class, there's a deaf child in the class, because we are providing remote captioning service, the teacher chooses to post the transcript on a daily basis as part of the lesson plan. The child gets at home, hearing or deaf, challenged, doesn't matter, they can pull up the notes, oh, I get where your confusion was, you can see what was said in the classroom. Again, if that's what best works for you.

>> If you have any questions, Troy and I are available, Caption Colorado.com or captionedtext.com is the site for delivery, unless you are one of the five states or federal government who can use the service free as part of relay. From Jamie Marso, she received an award from Grossmont College because of her no vision of using Realtime Captioning along with her geology class. She loved this, let me use her quote.

>> Applause.

>> I hope your wheels are turning about different applications for the technology. Now we will talk about non-tech options, first is Rhonda Fleischer from Nebraska.

>> When they asked about rural programs, suggested I talk a little about what we are doing in Nebraska. Thought you needed a little brief history. In 1997 the school for the deaf had 38 children, and 668 kids certified state-wide. The legislature determine the campus should be closed. Four regional programs were established to enhance the education the kids were getting in their LEA. A committee of stakeholders was established and that committee still meets after 10 years, arrangement made with the Iowa school for the deaf to continue a continuum of services, so students from Nebraska can go to the Iowa school for the deaf if that's the school that best meets their needs. The school is four files miles from where the Nebraska school was. It's a twin city, still really is a viable option, and the Iowa school has welcomed our students, it's been a good arrangement. The Nebraska school districts pay the educational class, and the State Department pays the residential cost.

>> It was a very very painful process. That second order change was very difficult. The deaf community was very helpful in keeping the funds in an area where we could use it with children who are deaf and hard of hearing. We weren't sure those relationships would ever mend, but a couple years ago, the Nebraska school for the deaf alumni association voted to allow any children in Nebraska who were deaf or hard of hearing, and graduated from the Nebraska school to become a member of the NSD alumni association. Those were things we never thought would happen, the relationships would be mended like that. Also, the Nebraska school for the deaf alumni association started to allow the Nebraska regional programs to use their mascot, the tiger mascot. Those were big steps for us.

>> The regional programs are not to replace anything that is the responsibility of a local education association. The education of children, is still their responsibility. These regional programs were established to enhance what kids get in their local districts. The LEAD is the southeast regional program, Lincoln is where the agency is housed. Lincoln is a community of about 250,000 people. The green is metro, Omaha has the largest population with 850,000. The blue -- yellow central, West, similar to Montana. Hastings, there's tri-cities with roughly over 100,000. Lincoln has a town of 25,000, and southwest -- it's rural. Rural, rural.

>> Each region has different needs because of that, the population. Each region is set up really differently. You can tell by the names how different. The metro regional program. The southeast program, North East, and the central partnership. We are all about working together.

>> In the last 10 years a lot of things have changed. We had 668 in -- number of students changed that much, but the staff we had to serve them because of the training, the things that happened through the regional programs did increase. We established some qualifications for interpreters, from 77 to 115 interpreters, I don't have the figures of how many are qualified, but we continue to gain in that area. All I can say.

>> In 2004 the state reapproved the plan, the major bullets are the goals, the roles the regional programs were supposed to add adhere to. Something we have been really successful with. Each region has an e-mail distribution list, backing up -- each region only has one or two employees. They are not huge offices with a lot of people to do these jobs. They have an e-mail distribution list and if I e-mail something out to the coordinators, usually by the end of the day I get it back four times, so I know it's gone to the people. The distribution lists are huge, administrators, parents, steabld difficulty -- stakeholders, health and human services, part C program, coleads between Department of Ed and health and human services, all those people are included on the distribution lists, information gets spread far and wide.

>> We also have quarterly reports to the special Ed advisory committee, state board, stakeholders meetings, meet with the special Ed supervisors, the coordinators report to someone I must have left off, and each region has an advisory mechanism, that includes parents, administrators and stakeholders.

>> Then another huge thing was the isolation those students are facing in the districts, so we started with state-wide activities, a list we do every year, the regional programs transport students to those activities. The goal was for all the students in Nebraska to know each other. It's amazing how many do. We get e-mails from students saying how come my region isn't doing this when another region is doing this. Probably more connected than we would have liked.

>> Also, with the activities, each region does their own, some of their own, and we have developed pre- and post-tests, try to keep them educational, as well as social, and we've related the bulk of the activities to the standards of our state and measure progress towards those standards, before and after --

>> I know it's non-tech, but I wanted to talk a little about the technology that we use to network those kid says es as well. Once they are met each other, they are not satisfied not seeing each other once a month or every two months. The central more than some of the others, use iChat, Skype, Vpads to connect those kids, they mentor younger kids to older kids within a district. Same age to same age in other districts. They are communicating all the time, not only any social things, but through the school about educational things. The older kids will question the younger kids about something they read, have discussions about books and materials. It's educational as well as social. We are looking at trying to do, have students participate in the junior NAD meetings that happen in Omaha, Polycom -- I am not savvy, but what they tell me. We explore the chance of doing academic bowl team, don't have enough critical mass, don't feel like only Omaha should have a team or only -- every kid in the state needs to have the opportunity to participate. We are looking at some of that through distance.

>> Teachers are the biggest technology, some teachers are taking off with it like crazy, some not so much. We have a teacher in grands island who did a project with the Oregon school for the deaf, the kids communicated back and forth. She's not satisfied with that, she and a student on iChat found a map of the world, not stopping with the states.

>> Encouraging involvement, another goal. Back to the technology things, sorry, the [indiscernible] -- it's amazing, the brainstorming, whons you start thinking about how you can spread things around, we talked to the directors about the possibility of putting performances on the website, e-mail out to CAID or -- they could e-mail to distribution lists and everybody

in America could see expressions of silence -- kids in Montana telling them what great footage, so many possibilities of things you can do with it.

>> Harold made me think of how we can do things with the post-secondary programs, get the pre-service teachers through distance with the [indiscernible]

>> We had an Applegate grant to start with the training, the regional programs got some equipment, but they didn't let people have it or use it until they participated in the training.

>> The other thing it is doing, the students that are isolated see a variety of language models. We know kids who have had the same interpreter their whole life. That limits their communication. Through iChat, Skype, any of those systems, they can see a lot of different people who sign.

>> The regional programs do family sign classes, some are done in the home, families can invite extended family, child care providers, whoever they want. Some are provided at a location where everybody gets together. The regions are all different, parents are encouraged to participate in everything in regional programs. Parents of pre-school students are required to come with their children. Parents are on the advisory committees, big stakeholders on the major committees, we do a parent-professional workshop every summer. I know with some teachers, they have iPods or webcams, and they are videoing things they can send home to the parents, so the families can be more involved in the education of their children. They are videotaping the signs for spelling words so the kids can practice with their parents. If the parents don't know the signs. One teacher -- sent home another iPod or burn a DVD from computer, send them home that way. I am running out of time.

>> Promoting agreements is another big thing. These are all on the website you can look at. Professional development, interpreter training, the regional program personnel can help districts and -- sign information, big lending libraries, technology available for student and families to borrow and return. Those are just additional technology uses that different teachers have thought of.

>> Using -- easy to add, captions, and of course there are always challenges, not insurmountable, but -- the leadership is important to have those people interested. [indiscernible] sometimes when we talk to administrators about how much money they can save doing something through distance rather than have a person drive to the location, they have been able to take care of that. We are interested in more information about copyright laws because we have districts that are having an interpreter sign a book so the kid can watch it in sign on iPod while we read it. If we could get a bank of those things together to share, that would be awesome. Money is always an issue.

>> Of the 243 school districts -- have used, we feel like least it's getting spread around.

>> . Applause.e.

>>

>> Okay, our formal presentation will be David from New Zealand and David Fosterer, we are excited to hear from you.

>> David Fosterer: I am amazed at your staying power. I always believed Americans to be extroverted out there ra, ra, ra people, but you have sat still nearly two hours. Wow, please join with me in having a we stretch. Could everybody stand up, straight -- reach down with both hands, touch the floor. I am serious, now start wiggling your fingers, both hands, coming up, up, up, touch the ceiling. All right. I got a standing ovation.

>> Thank you.

>> [Speaking Maori]

>> My mountain is -- where I was born.

>> [indiscernible] are my --

>> New Zealand is my land. Cot a cur a --

>> Speaking Maori

>>

>> I am David Fosterer from rural -- at Kelston Deaf education center.

>> [Speaking Maori]

>> Greetings to the people of this land. Greetings to the people who work with the deaf in schools to uplift our deaf children. Greetings to you once, greetings to you twice, greetings to you all.

>> From New Zealand, we're people of the hat. I thought it very important to start telling you what I believe in. This is what I want from Deaf education, what I have driven for as the father of four children.

>> Anybody who wildly disagrees with any of that, please leave now, because the rest of this is going to be really really boring.

>> If you agree with any of those statements, as a parent or educator, stay tuned.

>> I was asked to talk to you about non-technology options for active -- rural students. Do you actually know where New Zealand is?

>> You can see, here's a world map, from 1769. You will see right in the middle at the bottom of the world is New Zealand.

>> We have three main islands, the North island, the South and a little over here, the West island. Some people call it Australia.

>> America, it's this little island up here, see. Ever since our country was founded in 1840, there has been a Treaty between the Maori and the colonizers, based on three principles, of partnership, from this day forward, 1840, the nation would have a partnership. We have never have a civil war since that time participation, the Maori agreed they would be problem solve everies, get things working. In return for the agreement, the crown, the English, queen Victoria at the time, promised protection to the people the New Zealand, in perpetuity.

>> There are two deaf education centers, only two in the whole country. Go figure. Mine, Kelston deaf education center, is based in Auckland, covers most of the North island.

>> Then Ashative, we call it Vadic, covers the entire South, hob its and orks have seen to that.

>> Ran them out of town with that, fortress collapse, humans didn't want to live there anymore. Then reaches up into the North island, and then --

>> Our ministry of education took a brave -- time for hands-off, enacted the education act, of 1989, the ministry's purpose was changed. I will let you read it there.

>> The fundamental thrust of the changes was to create local control in local schools. The Ministry wanted to set up policy, the ministry, equivalent of your Department of Education, owns the buildings, lands, we are tenants in the schools. The Ministry has provided three fundamental outcomes they want us to drive at. They call them the vital few. I can buy into those quite happily. The primary purpose of those three activities is to raise achievement, reduce disparity. We can work comfortably within that agreement.

>> This same education act created things called boards of trustees, and everybody I have spoken to finds this concept fascinating. Fundamentally, what happens here, every three years we create an E electoral role, a list of voters for the coming election, and to be on the role you have to be a parent or legal guardian of a student enrolled at the school. Then there's a nomination process. To be nominated for the coming election, to be a candidate, you need to be on the E electoral role to sign your nomination form. From the subsequent election we choose five, in New Zealand sign language that's five.

>> Parents to be the board of trustees, guard of governance of the school for the next three years. This is the legal agreement, "except to the extent that any enactment of general law of New Zealand the board of trustees has complete discretion to control the management of the school as it thinks fit." parents are in control.

>> Who wants to come and live in New Zealand. There's a sting in the tail. A couple of other people join the boards of trustees. One is an elected staff representative. One of the staff become an E electoral role, they choose one staff for one year. If your staff representative isn't doing well, flick him off, you get a new one. For us it's called a secondary -- junior high school, senior high school, grade 8 through 12. A student to represent for the coming academic school year. One other person, the school principal. Yes.

>> Section 75, I really like section 76.

>> The school's principal is the boards' chief executive. In relation to the schools control, management shall comply with general policies and directions, but has complete discretion to manage as the principal thinks fit on a day-to-day basis. So the parents have control, parents are my boss, standing right there, stand up, very kindly allowed to bring me here, chaperon me.

>> Kelston deaf Education Center, we have -- students, 5 through 19 years, we operate -- with seven partner schools. Over 80% of our students are in what we call satellite units in local schools, or not so local, several over 40-kilometers away. 25-miles, here we go, from where our office is. We are a residential school, have up to 23 students in residence throughout the region I showed you. Also have a licensed bi-lingual preschool on site. Also employ the itinerant teaching force for the region I showed you, to drive, to give you idea of scale, to drive from one end to the other would take you 11 hours E on the left-hand side of the road. We provide a range of services and -- for the region.

>> Other key questions, I figured Cheryl giving me the grave yard shift, just before lunch, people get up to leave, catch planes, come at it slightly differently. Rather than a dry this is the challenge, the data, I have chosen to do five things that illustrate what we actually believe in about children. Children are not numbers on a sheet of paper. Their achievements are not a list of grades and academic averages, those things are really important when you want decisions made, when you want to prove worth. But on a day-to-day basis, [speaking Maori]

>> You agree?

>> Do you have a plant similar to this? Flex will grow anywhere. It will grow in clay, will grow in desert, in marsh, in snow, at the beach. In Maori, the sign is this, by the way.

>> Good things that are different colored skin, Maori. Maori had hundreds of uses for flex, hundreds of uses and things to describe the flex. The growth of the -- is at the center. This plant grows from the center. The leaves of the plant support new growth. If you ever go to -- you have to take seven leaves, to transplant. The child, parents, grand parents and ancestors. It's a fact. If you transplant with less than seven leaves it dies, you take seven or more it will grow anywhere. The outer leaves enrich the Earth and the plant is sustained. I have 10 minutes, I would love to give you the next proverb that comes with it. Talks about the flower of the flex.

>> When the flex Bush is healthy it rises into the air, spreads its flower, which is full of honey, you would like that, yes?

>> And the native song bird lands on the flex, imbibes of the honey and sings the praises of the plant. Think about that as a metaphor for achievement and community. In that context I am going to talk to you about five things that we do, that do not use technology, that invite our students to be part of a community that spans from one end of our island to the other.

>> Trying to do this in a way to help keep our deaf community cues, there five things coming, keep track, and lots of photos too. See if you can find the sheep. You all know New Zealand is a country of 4 million people and 40 million sheep.

>> That's -- in Maori -- the sign for Maori straight-away, with the right hand please. Perfect.

>> In Maori mythology, was the God who was unborn. In Maori we have -- the sky father, Papa, the Earth mother, and the creation of the -- Maori, Mama and Papa were separated -- their children inhabit the space between. However, riorio was unborn. He became the God of earthquakes. His influence is to shake the ground. We chose riorio as the -- when deaf are getting together -- on a wooden floor to attract attention, yes? Representing the earthquakes riorio can create. He was also the unborn, how many of our deaf children are essentially unborn. They are not quite in the hearing world, not quite in the deaf world, somewhere in between, until they discover their identity and are born. Quite often as teenagers.

>> A place for the deaf children to stand and be proud. Regardless of age, ethnicity, everyone who formally joins the community, going to be part of the community, gets welcomed on to the -- the first place they are allowed to be in our center on the normal day. People who leave get farewelled from the Mori, we have had it in place just over 10 years. Took a while to establish, a lot of spiritual work goes into that. Use it to welcome parents, staff, students. It's a spiritually neutral place. We have behavior issues maybe somebody found experimenting with drugs, rather than kick the person out, we take them to the Mori, call the family, sort things out. It's a place to stay overnight. You will see how we use that.

>> There's a few words here, I would like you to learn the signs for a couple of words, first is -- a fist, thumb up, in New Zealand that's good nice warm things.

>> little circle, can you say that --

>> Very good. The truth and justice, I have to put the microphone down, lift your palm flat, perpendicular, together, if -- means truth and justice.

>> Make that sign, not a D, but what I -- comes to this handshake, take this, place just below your mouth, breathe into it, and then, peace, two hands.

>> Rany Mary A.

>> Can you say that? Remember those three signs, you are going to need them shortly.

>> We have kit days, stand for keep in touch, the Kelston Touch. Bring isolated deaf children from mainstream schools together, plan for different ages, interests, and hold them up and down or region. It's all about hanging out, being deaf. It's where deaf kids can be deaf kids. Many of them, first time they come to a KIT day, they meet deaf kids just like me. And they feel more comfortable. As Rhonda said, the social sections established go on for a lifetime. Parents are invited too. I was really concerned to hear that it's harder and harder for you to have field trips. We couldn't live without this. Education outside the classroom, we

have formal policies for that in New Zealand because it's absolutely expected some education has to take place outside the classroom.

>> That must sound like from the southern states, giving me an amen. Thank you, sister.

>> Every child who is on an itinerant teacher case load, small groups, 12 to 25 children, and parents and people who work with the children are invited as well. Out of the -- KIT days being successful, something bigger, they all like sports, school children, our regional children all like sports. We decided to set up an annual event that would invite the whole community, schools, regions would be invited, called on to -- stay the night. The residential staff make their lunch the next day, cook their tea, give them breakfast, and all day, we are off to the local athletic stadium and have a sports day.

>> You can see from pre-schoolers in orange T-shirts, grades six and seven in blue shirts, up to grade 11, 13, white shirts, how we keep track of who is who.

>> All ages, you get this sort of thing happening. 6--year-old taking on someone teen times his weight. That's a records. We also keep records and identify talent to be foster into deaf sports. New Zealanders compete in the deaf olympics and it's one way we can give students a passion to pursue for a lifetime, to create life-long social contact. Experiencing the real deaf community.

>> We also have a one-day school. We started this before video conferencing and Skypeing was cost effective. We're not going to stop doing it. We gather students who are similar ages, itinerant teachers, bring them in, extends language, specific circumstances, situations, models great teaching. Educational assistants coming along, like this lady here, that one there, coming along, may see great teaching happening, gives them experience to take back, share with other staff in the mainstream school. We keep them small, four or six children, the instruction ratio is low, contact is high. Fully explain the curriculum. These are sheep. A baby one, a lamb.

>> We also have to connect with the parent community, a lot of parents don't have the means to come visit, give us feedback. We take that to them. That's modeled by the boards of trustees.

>> Every second year our boards of trustees goes to visit, and actually hold their required monthly board meeting at a location other than the boards room in Auckland.

>> We went to -- to -- to Hamilton. Every second year our boards of trustees has a combined boards with the other deaf education center, discuss issues nationally. That's built trust over seven years, it's been a chance to begin to honestly ask for their feedback. But it's a twice a year road trip for me. To do this is 10 days out of the office. Five nights away from home. But it's really worth the effort. So administrators everywhere, if you are in Nebraska or Montana, it's road trip time. Get yourself around there, meet these people. It's the only way to get feeds back from your community.

>> This is the format we use. Now days we always show commitment by the feedback program. This is what done about it. I am required to report to the board once a quarter. I present part of the quarterly report to people, these are the latest issues. We talk about national issues, what's going on in New Zealand, involvement, story telling, children have given a speech, recited a poem, talked about sports day. Asking what's new, needed next.

>> We believe that is authentic collaboration. This is how our board gets on with our administrators.

>> Never assume that your department administrators have a master plan. They don't. They honestly don't. They are making it up as they go along, based on whoever is lobbying the best at that point in time. It's true, anybody want to disagree?

>> Ask and you shall receive, it's a universal truth. Take a solution to a politician, a solution to an administrator, and you will get what you ask for, they don't have a master plan, they don't want complaints, they want problems solved. Identify a complaint, provide a solution.

>> Always stay at the table, as soon as you walk away they can make decisions after you have gone. I am an administrator, I know these things. And always invest in the people who will take over after you. Long after I am gone somebody will be the principle of Kelston deaf education center, I am the sixth principal. You need a -- to take back. Cheryl, if you could activate the video. Anybody seen this before? You are in for a treat.

>> What I will do, after the lunch break, anybody who would like to see the metaphor for collaboration, come to the computer, I will play it for you, it's a treat. Cheryl, it's time to finish.

>> Speaking Maori.

>> To the people who work with deaf, who work in deaf education, uplift our children.

>> Speaking Maori. Our children need to be strong.

>> Thank you very much for your patience.

>> Applause.

>> In Maori, and I would be really really told off if I got home and didn't do this. I greeted you in Maori, farewelled you, I have to finish with a song.

>> You know this song!

>> You know it silently, I am happy to sing in front of 200 people, I will sing, but you have to help with the actions. Anybody know the sign for -- cool, where did you learn that? Anybody know --

>> Anybody know the sign for -- one more sign, take your hand, share it with everybody.

>> Applause.

>> Okay, we had a few more things, we were going to open for discussion, but our next speaker needs to catch a flight. We will proceed with the agenda, perhaps if time for conversation following that we can do that.

>>

>> Louise Tripoli is our next presenter from the Department of Education, do you have a --

>> Do you need --

>> [indiscernible]

>> I know you are tired, ready to go home. So -- I will make it short and sweet. I know some of you already know me, some of you don't know me. I work in the U.S. Department of Education office, Special Education programs. I have been there 10 years. We have two divisions. One is called the -- to practice and the other is state improvement monitoring division.

>> The state performance plan and annual performance report. Now, I am -- with the -- division, on the secondary education transition and post-secondary team.

>> I manage over 35 projects. Three major areas -- population, technology and media, and technical assistance and dissemination. Now, [indiscernible] the biggest project I have is the part of PEPNet, you heard of it? Post-secondary education program network, they, four

centers, New York, Minnesota, Tennessee and California, they provide technical assistance to universities to help Deaf and hard of hearing students.

>> Now, when I got this, received this project, October 2006, funded, I went to the technical assistance dissemination -- in OSEP. I met -- there. Came up to see, said where have you been? I haven't seen you around. We need you at the Summit. I didn't know what she was talking about. I so I -- thank the host for -- my first time in Baltimore, fortunately I could go because -- we don't have travel funds. When I got there, I was hopeful, so hopeful because it was like this makes sense. These are -- people working with the personnel who have -- with students. I am usually in the office dealing with papers, research, white paper decisions, there's no people, no faces with it. There are no -- [indiscernible].

>> It's wolf wonderful to be able to meet people, finds out who they are, what they are doing, this is a snapshot. You know the USA newspapers, one page said all the way to the -- different highlights -- that's what I feel like this is. You are the face where I can -- see the face, see the person you work with in the face, see the issues, the challenges you face. So I was -- it's a wonderful place to be, so thank you for inviting me here.

>> Now, I am happy to be in Montana, I love to snow ski, didn't ski this week, interesting to hear what Glenna said about there were no mountains bigger than -- I am a Texas native. I can see you work very hard. You are making a difference. I am not speaking for OSEP, so please don't quote me, okay -- I am going to give you my respective thoughts.

>> Okay, this is about the kids. My heart is with the kids. I used to be a teacher. We need to move away from all these issues, methodology, communication mode, think about the kid. So, this summit, we've come together to talk about issues. When we were away from a place -- [indiscernible] we needed that. I am hoping we it move to a place where we can see changes happening in the states, how we do that is good data. We need data. So next year maybe we can strategize on how you can bring data back. We will talk about that later.

>> Now, I plan to share this information with my colleagues in the office. I want you to get recognition for the work you do, and it helps for me to put that in a personal way. I want you to pat yourself on the back. So I want to also touch what's been happening in the Summit, what impression pressed me. Steve said this is all about relationship, knowing one any other, what you are doing to support each other.

>> The importance of moving from cooperation, corl relation, and collaboration. And, we are moving away from [indiscernible] audiograms, you know, what people look at, to know what to do next. Now we are moving towards language communication access. We are moving.

>> Now, I remember Tim talked about the OE F -- the office of elementary, second education, reauthorization of IB A, giving you the service. 2009 that will be happening. I am not supposed to be -- I am not. I told you to go, present your comments, what you think, what needs to be changed, comments only. Positive comments. Now, you can do that, want to know more, check www.IBA partnership.org

>> That's funded by the Office of Special Education Programs.

>> Another thing that happened was I wanted -- [indiscernible] the first one was the right person for the job, and I -- Chris, Rachel, Nancy, talk about -- sharing, creating strategies that will work. We have we've heard all these issues before, concern about equal access for deaf students, hopefully -- come back with data, another question I want to -- the research and recommended practices in Deaf Ed. Lee Ann talked about the importance of parents having the right to act, what best practices are being used in the classroom. I never had that, they don't talk to me. [indiscernible]

>> talked about the importance of focusing on the child, lots and lots of mythology, look at the -- and go from there.

>> Also, [indiscernible] giving them recognition, recognizing those teachers, making them feel, I am doing a good job. We need more of that. Okay, then where do we go from here? One question I want to lead you to, when you go back to your states what actions do you want to take as a result of being here at the summit the states will leave with new -- refined plans for systematic efforts to improve services to children who are Deaf and hard of hearing, based on needs, priorities identified for their state. It is important to document your -- as well as your challenges, your successes, that you may have within your state. Document it, bring it back, share with us. I will continue to share information with my OSEP colleagues, show them the progress the states are making, the chjs challenges they face. They will become more aware of what's happening, I want to continue to support the state leaders and to find additional avenues for supporting implementation of collaboration. We are in the time of the - - and looking at following up -- between the Summits, requiring -- resources. We will look at that.

>> OSEP does appreciate the work. Your Hard work, your commitment, parent stakeholders, [indiscernible] you can tell -- as you know, the State Departments are under pressure to complete their part B and C state performance plans and performance reports. Hopefully they will benefit from the work you do. With your data, your data could help them. Again, the planning committee, for the hard work, making this a success, it's important we receive your feedback, if you have any feedback, positive or -- [indiscernible] tell us what you would like to see. What would you want to have happen? For next year, and -- [indiscernible] and good luck, and have a safe trip back home.

>> APPLAUSE.

>> Would you please look Anderson around the room, make eye contact with someone you haven't talked to in the last couple of days?

>> I can read your thought clouds. You are thinking "we're all in this together." thank you for coming to the summit. Thank you for the hard work it was for some of you to arrange for this, finance it, put it into your busy lives, and commit to the solution to the next evolution of deaf education in the United States of America.

>> I hope you go away from here with at least one new idea, one tangible example of the technology that can help your kids in rural communities, a closer bond with the parent you brought with you, and that you will come back next year and join us again for Summit 2009 with your best ideas still to share, and all the data that goes with them.

>> I know it's late, but we absolutely must have some thank yous. We have to thank our sponsors, not that we have to, but we feel so obligated to them and grateful. CEASD, United States disappoint United States Department of Education, Hands & Voiceses, everyone who came to do a presentation, Cathy McCloud for coordinating interpreters and all the interpreters for doing such an awesome job. Carol Massanari says she is not super woman, but she is. This could not happen without her.

>> APPLAUSE.

>> Without Cheryl Johnson this never ever would have happened to begin with, four years ago, she continues to be the person who encourages us, keeps us going, show thank you Cheryl. Stand up.

>> Thank you everyone on the committee. It is such an honor to participate on this committee, do the little piece of work I do. I also, one thing, not directly related to the Summit, but I cannot leave here without honoring one of my colleagues who is retiring this year. June Street, would you please stand up.

>> APPLAUSE. Because it's meetings like this, I have met June, we come together as a group of consultants from state education agencies, June cooks us gumbo, teaches us words like -- Lagniappe -- I am so glad I got to come to Montana, no place else I could have bought dinosaur doo to take home, we will see you next year.

>> APPLAUSE.

>> Since it's already quarter until 1:00, those of you who want to be part of the conversation, get your lunch quickly and we will start as quickly as we can, so we can get finished as quickly as possible. Thank you very much. Don't forget your evaluations. There's a box out on the table for evaluations and for your report card, your assessment. On the national agenda. Thank you.

>>

>>