

# Statewide Family Support Center NEWSLETTER

VOL. 2 • Issue 7

APRIL 2006



*Serving Kentucky's Families  
with Children Who are Deaf  
and Hard of Hearing*

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Click on "Family Information"

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The SFSC is part of the Kentucky School for the Deaf Outreach Services and the Statewide Educational Resource Center on Deafness, components of the Kentucky Department of Education.

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## FAMILY LEARNING VACATION – 2006

The Statewide Family Support Center is hosting FLV '06 on Saturday, June 10<sup>th</sup>. FLV '06 will bring together families with children who are deaf and hard of hearing from across the state. We are very excited about the activities being planned for both the parents/families and for the children. The Parents will have a variety of opportunities to learn more about hearing loss and how they can help their child at school and at home. The Children's Program is for any child from birth through high school. The day will end with door prizes and a big Family Fair including face painting, balloons, and all kinds of fun for the whole family!

The FLV Registration form is included in this newsletter and is also available at our website: <http://www.ksd.k12.ky.us/SFSC/sfsc%20home.htm>. We want to thank all of our sponsors who are helping make this whole event possible: Kentucky Department of Education and Kentucky School for the Deaf; the KSD Charitable Foundation, KSD PTCA, KSD Alumni Association, KCDHH, Kentucky MH/MR Services for the Deaf, Sorenson, Bell South, Hamilton, Gallaudet University Regional Program at Flagler College, Danville Family Resource Center, and Ky FRAT.

We hope you can join us!



## ADVOCATING FOR YOUR DEAF/HARD OF HEARING CHILD

*"While educators rarely agree on anything, the one thing they do agree upon is that when a family is involved and supportive of their child's education and school, children attain higher achievement levels."*

Joseph Fishgrund, Headmaster, Pennsylvania School for the Deaf

Some parents will read the title of this month's theme and wonder what it has to do with them, saying, "Hey, I'm a busy mom/dad... I'm not an *advocate*." If you're thinking that (or something similar), please don't put down the newsletter without reading more. Hopefully, by the time you finish, you'll be saying, "Hey, I can do that! My child needs me to do that!"

Anita Dowd, parent of two deaf/hard of hearing children from Elizabethtown, sent in a letter for the "Parent to Parent" column (see Pg 5). She included this definition of "Advocacy."

The entire definition shows how advocating for our children who are deaf and hard of hearing takes many different forms, the last part of that definition zeros in on what advocating for your child should be... ACTIVE SUPPORT. Our children need our active and supportive involvement. The following articles are intended to help you learn more about why and how to be an "advocate" for your child.

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**ad·vo·ca·cy** *n.* The act of pleading or arguing in favor of something, such as a cause, idea, or policy; active support.

*The American Heritage®  
Dictionary of the English Language*



**WHY SHOULD YOU  
ADVOCATE FOR YOUR  
CHILD?**

"As you know, every child depends on parents and family members for love, affection, food and shelter. Children also depend on their parents to stand up for them, to protect them from harm, and to support them when they face problems.

"Being a parent is a lifelong job of looking after the well-being of your child. You are the most important person in your child's life. You are the best advocate for your child because no one else has more interest in your child that you do.

"Children cannot speak up for themselves. They need parents to speak up for them. They need adults to advocate for them. When you stand up for children, you are standing up for yourself, gaining control over your life, and showing that children and families count. By standing up for your child, you are helping to ensure a better future for them.

"Parents have a powerful influence at home and in the community. You CAN make a difference if you allow yourself to feel confident and believe in your right and responsibility to speak up on behalf of children and families.

"Bringing up a child takes time and patience. So does making change. A good advocate is persistent, listens, gathers facts, states them clearly, and finds solutions."

*From "Be Your Child's Advocate" in Pre-K Today, 1991*

After working with a wide variety of school districts, private agencies, and other professionals in the field of deaf education and special education for more than 30 years, I believe that (for the most part) day care providers, First Steps staff, teachers, Directors of Special



Education and administrators truly want to do what is best for the students in their programs. Public school teachers and administrators have a HUGE task given to them by the Kentucky Department of Education, the United States Department of Education, and the local school boards. That task becomes more complicated and more difficult each year and often they have fewer resources with which to accomplish the task. Our deaf and hard of hearing children are a

very small percentage of the students in these program... and therefore, they often slip between the cracks.

As parents, we have to support and stand up for our children. Deaf and hard of hearing children CAN learn at high levels but if no one pushes for the supports they need in order to reach that goal, it probably will not happen.



**EVERYDAY  
ADVOCACY**

Advocating for your child has many levels. It does not only involve going to IEP meetings, Board meetings, and talking with your Legislator. Advocating for your child can happen on a day to day basis. Sometimes, being actively involved at this level will make other advocacy activities less stressful.

- ❖ Take time to visit your child's school, talk with the teacher, and show that you care.
- ❖ Show an interest in your child's day, ask questions, listen, and watch your child play.
- ❖ Participate... attend teacher conferences, parent group meetings, and other school functions. Volunteer in your child's school.
- ❖ Monitor your child's homework and progress. Is your child learning to use the skills and knowledge being taught in the classroom? Is his language, speech, reading, or math progressing at the same rate as his peers?
- ❖ If not, ask the teacher for ideas and suggestions on how you can help at home. Learning takes a team... teacher AND parent.
- ❖ School is not only about academics... is your child developing good social skills? A good self-concept? Talk with your child and see how s/he feels about things. If you think there's reason for concern, talk with the teacher or guidance counselor.
- ❖ The more you have frequent and comfortable conversations with the teachers (and other staff), the easier it will be to share concerns. Problems can often be solved outside of an ARC meeting.
- ❖ Talk with other families with children who are deaf and hard of hearing. They can often give you a well-balanced perspective (and an understanding "shoulder to cry on" when needed).

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**TIPS ON HOW TO  
ADVOCATE FOR YOUR  
CHILD**

Advocating for your child may be as simple as talking with the teacher on a regular basis and participating in ARC meetings. Sometimes, it is more complicated. Here are some tips to help you at whichever point you are.

Basics

- ❖ Start with the assumption that you are an equal partner in your child's education. You might not have a background in education, but you do know your child. You are the expert. You have the right to be treated with respect and courtesy. As much as possible, work as partners with the teachers... not as adversaries.
- ❖ Deal with your feelings about having a deaf or hard of hearing child. Don't let your feelings of anger or denial get in the way of your ability to negotiate.
- ❖ Know that you have options and know what they are (mode of communication, school placement, etc). Some of your choices might not be easy. Keep the lines of communication open and search out what options you might not realize are available.
- ❖ Stay in regular contact with the teachers and people who know and work with your child.
- ❖ Participate in the life of your child and his/her school. Attend parent/teacher conferences, school plays, parties, and other activities. Go to all IEP meetings.
- ❖ Build a support system for yourself. Network with other parents of deaf and hard of hearing children. Subscribe to organizations for families. Attend parent group meetings.

Know Your Child

- ❖ Learn as much as possible about your child's hearing loss. What can s/he hear with and without the hearing aids or cochlear implant? How well can s/he hear in a noisy environment (classroom)?
- ❖ Know your child's academic levels (reading level, language level, math level). Get this information from the school on a regular basis (at least yearly). Observe your child's classes

to see for yourself how well s/he is doing. Go over their homework. What are they able to do all by themselves?

Keep Track of Important Papers

- ❖ Keep all important papers
  - o Hearing test reports
  - o IEP and ARC meeting documents
  - o Copies of any papers you sign
  - o 3-year evaluation reports
  - o Report cards and teacher notes
  - o Examples of your child's work
- ❖ Make files of your child's papers in 3-ring binders or folders. Make sure they are dated.
- ❖ Keep them in a safe place

Know the Laws and How the System Works

- ❖ Learn as much as possible about state and federal special education laws. You don't have to be an expert or pass a test, but know the basic concepts.

Attending ARC and other Meetings

- ❖ Schedule the meeting for a time when you will not feel rushed.
- ❖ Make a list or jot down notes before the meeting of things you want to discuss or ask. Take the list with you. Feel free to take examples of your child's work to show what you are concerned about.
- ❖ Take a support person with you. This person can help you get ready for the meeting, or help you stay calm. That person can take notes during the meeting and help you remember important issues.
- ❖ State things clearly... don't just hint at what you want to say. Give examples of what you are talking about.
- ❖ ASK QUESTIONS. Often teachers and administrators use words that only people in their field understand. Don't be embarrassed to ask for an explanation. Also, ask for the reason behind recommendations and conclusions. Keep asking until you understand.
- ❖ Be willing to compromise. Listen to the teachers and try some of their ideas where possible.



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**ADVOCACY TIPS** *continued from Page 3*

- ❖ Avoid inflammatory language and remarks. Explain your point of view in a calm and courteous way. Always tell the truth.
- ❖ If you need more time to continue the discussion, make classroom visits, wait for evaluation reports, say so.
- ❖ Compliment, praise, and thank the professionals when they are doing a good job. A simple "thank you" can mean a lot and will go a long way towards encouraging them to do their best job for you and your child. Positive feedback is always appreciated.

The tips listed above are summarized from several articles:

- "Advocacy Tips for Parents" Celeste D. Johnson, 2002
- "Five Steps to Becoming Your Child's Best Advocate" from ASDC (article from Exceptional Parent, 1992)
- "16 Tips for Dealing with Professionals" Hamilton County Family & Children First Council
- "Parent Strategies" by McKay Vernon in Soundings article, 1989
- "Turning One Voice into Many" Douglas Lee National Wildlife 1991



**TEACH YOUR CHILD TO  
ADVOCATE FOR THEMSELF**

Our children are going to grow up. Their hearing loss is not going to go away. We will not always be right by their side to take care of all of the challenges that life throws at them. At some point, our children need to learn to advocate for themselves. Here are some ideas on what, even a young child can start to learn.

- ❖ At a young age, children can, and should learn to tell teachers that "I can't hear you" or "I missed that. Please say it again."
- ❖ Sometimes, deaf and hard of hearing students will "nod their head and smile" when they don't have a clue as to what is being said. Teach your child NOT to do this.
- ❖ Learn to sit in the best seat that will help her hear and see what is going on in the classroom.
- ❖ Learn to explain to others "I am deaf," or "Those are my hearing aids. They help me hear better." or "Let me try to do it myself, please."

- ❖ Older students can learn how to request interpreters for meetings.
- ❖ Middle school and high school students should start attending ARC meetings to help explain what is and what is not working.
- ❖ Learn what their rights are with ADA laws and how to request services.



**CREATING  
CONNECTIONS TO  
OTHER PARENTS**

Creating a broad base of support for you and your family from a variety of resources is very important. There is something very unique and especially important in receiving support from other parents/families who have children who are deaf or hard of hearing. Because of the low incidence of hearing loss, families of children who are deaf or hard of hearing often feel isolated from each other, and they do not typically have readily available opportunities to sort through their feelings with "those who have been there" or "who are there now." The importance of parent-to-parent contact includes the following: increased sense of confidence and empowerment, increased acceptance of the situation and hope for the future, increased capacities to cope, and increased abilities to understand and address the need of the child and family.

This can be especially challenging in rural areas. Sometimes these families move to larger communities. Often, they need to build, hunt for, and be creative in finding the necessary supports for their child. Rural families have to depend more on the phone, email, and Internet groups to make connections. Use the Web sites through which families can explore and interact with other families.

*SKI-HI Curriculum, 2004; pages 229-230*



**ADVOCACY  
RESOURCES**

There are several resources available to help families learn how to advocate for their child and/or provide support in certain situations.

*Continued on Page 5*

**RESOURCES** *continued from Page 4*

Kentucky Commission on Human Rights (KCHR)

Parents can contact the KCHR if they believe they or their children are not receiving protections which are afforded under Title I, and the Americans with Disabilities Act. KCHR is the state agency empowered to investigate claims of discrimination based (among other area) on disability. Call the KCHR at 502-595-4024. If you use a TTY, call 502-595-4084. You can access some information at [kchr@ky.gov](mailto:kchr@ky.gov).

Kentucky Commission on the Deaf and Hard of Hearing (KCDHH)

KCDHH is a state advocacy agency specifically for issues related to hearing loss. They can refer you to the proper resources and also work with you if legislation issues arise. You can contact them at 800-372-2907 or email them through their website at [www.kcdhh.org](http://www.kcdhh.org)

Kentucky Protection and Advocacy Division

P&A protects and advocates for human, legal and civil rights. A limited number of individuals with disabilities may receive representation at no cost. They also offer training and technical assistance. Contact them at 800-372-2988 or at their website: [www.kypa.net](http://www.kypa.net).

Kentucky SPIN

Their mission is to empower and support individuals with disabilities and their families to effectively advocate for and access needed information, resources and support networks. Contact them at 800-525-7746 or on their website: [www.kyspin.com](http://www.kyspin.com)

**GOOD BOOKS:** *all are available through the IMRC. Contact Linda Cannon at KSD. Call 859-239-7017. email her at [Linda.cannon@ksd.kyschools.us](mailto:Linda.cannon@ksd.kyschools.us).*



*"The ABC's of Parent Involvement in Education – Preparing your child for a lifetime of success"* Parenting Coalition International, Inc

*"Negotiating the Special Education Maze – A guide for parents and teachers"* Anderson, Chitwood, and Hayden

*"The School Savvy Parent – 365 Insider Tips to help you help your child"* Clark, Hawkins, and Vachon

**GOOD WEBSITES:**

Help Kids Hear at: [www.helpkidshear.org](http://www.helpkidshear.org)

This site helps you be an advocate for your deaf and hard of hearing child. From the mundane to the battles, we think you will find something of use.

Wrights Law at [www.wrightslaw.com](http://www.wrightslaw.com)

Parents, educators, advocates, and attorneys come to Wrightslaw for accurate, reliable information about special education law and advocacy for children with disabilities. Wrightslaw includes thousands of articles, cases, and free resources on dozens of special education topics.



**FAMILY-TO-FAMILY**

*Anita Dowd, Elizabethtown*

Regardless of the choices we make for our children related to mode of communication, type of amplification, educational placement, etc. one thing is certain...at some point in our child's life, there will come a time when we, as parents, must advocate on their behalf.

My daughter Emily is 14 years old and a freshman in the Hardin County Public School system. She and I are very pleased with her current placement and I feel that her grades and socialization skills are evidence that the services she currently receives are satisfactory. However, it hasn't always been this way.

When Emily was younger, we moved frequently and each move meant a new school system. A few times we got lucky and found the school district to be more than willing to provide the appropriate accommodations for Emily. Other times, we weren't so lucky.

The first time we encountered a problem, I was beside myself. Emily was my first child and I had no prior knowledge of how a school system functioned, much less, IEPs, LREs, and all those other confusing terms. But, I did KNOW my child and I knew that the current placement was not appropriate for her. Thankfully, I was guided to a staff member at KSD and through her guidance I began to learn how to advocate on Emily's behalf. In the ten years since that time, I have had to play the role of advocate more than I

*Continued on Page 6*

**Family-to-Family** *continued from Page 5*

would have liked but each situation was a learning experience that helped to prepare me for the next.

If I could have things my way, those of you reading this would never have to worry about being an advocate for your child, but unfortunately, as luck would have it, I usually don't get what I want. Knowing that, I would like to share a few things I have learned in hopes that it may be of some help to you when and if the time comes.

1. Yes, they are professionals and they know all about the school stuff, but, you are the parent and you KNOW your child. Do not let the professionals intimidate you. You are an equal stakeholder and your input is just as important as theirs.

2. If you "feel" something isn't right, by all means, act on it. Keep asking questions until you are satisfied. If the first person you ask doesn't satisfy you, ask another.

3. Pounding on tables and screaming does NOT work (yes, I tried). As hard as it may be at times, keep your cool. If you become overly emotional it may have a negative impact on the outcome.



4. Educate yourself. This is probably the single most effective thing you can do. Educate yourself about the laws (Rehab Act, IDEA, ADA) and the schools responsibilities to your child as mandated by these laws. Educate yourself about the resources that are available to you here in KY as the parent of a deaf or hard of hearing child. The more resources you know, the better your chances of finding help when you need it.

There are a couple of books that I would like to recommend and I feel every parent of a deaf and hard of hearing child should have one of these. The first one, I own myself. I have used it and abused it. It is dog-eared and dirty but it has its special place on the shelf right beside my Stephen King novels and if anything were to happen to it, I think I would panic. The second one I have not read but just recently discovered on the Internet. In looking over the website, I think it is as valuable as the first. They both focus on

special education law and advocacy for children with disabilities. Both books are available through local bookstores or at the website listed.

Negotiating the Special Education Maze: A Guide for Parents and Teachers 3rd Edition by Winifred Anderson, Stephen Chitwood, & Deidre Hayden, ISBN: 0-933149-72-7, 264 pgs

Wrightslaw: From Emotions to Advocacy - The Special Education Survival Guide, 2nd Edition by Pam Wright and Pete Wright, ISBN: 1-892320-09-6, 338 pgs



**AROUND THE STATE**

- 🌸 Tuesdays in **Northern Kentucky** – Family sign classes at River Ridge Elem. From 6:00-7:30, are open to any family with children who are deaf or hard of hearing. Call Sue Frisbee for more information: 859-426-8036.
- 🌸 Tuesdays in **Bowling Green** – Sign classes will be at the Greenwood Mall Food Court on the second and fourth Tuesday of each month, from 5:30-7:00.
- 🌸 Wednesday s in the **Owensboro area** - Family sign classes at Country Heights Elementary. From 5:30 to 7:00 are open to any family with children who are deaf or hard of hearing. 5:30 - 6:30 is the sign class and 6:30 to 7:00 is for parent support discussions. Call Heidi Givens for more information at (270) 852-7250 or email at [hgivens@daviess.k12.ky.us](mailto:hgivens@daviess.k12.ky.us)
- 🌸 Thursdays in **Northern Kentucky** – Sign classes for professionals will be at River Ridge Elem. from 3:45-4:45, open to any professionals working with students who are deaf or hard of hearing. Call Sue at the number above.
- 🌸 Signing Exact English classes in **Louisville** will begin on April 10 and run for 5 weeks at Heuser Hearing Institute. Intermediate class starts at 5:30 and beginning class at 7:00. Costs: \$50. You must pre-register by contacting Barbara Martin by email at [bjmartin@insightbb.com](mailto:bjmartin@insightbb.com) or call Wendy at 502-515-3320, ext 292.
- 🌸 **Cin-NKy SHHH** will not be meeting at its usual Place in APRIL; instead we will be attending the KCDHH Commission meeting (open to the public) on April 22<sup>nd</sup>, Saturday, at the Boone Co. campus of Gateway Community and Technical College (500 Technology Way, Florence, KY). Contact is Betty Timon at [justbetty@fuse.net](mailto:justbetty@fuse.net).

**Around the State** *continued from Page 6*

🌸 April 25 – The West Kentucky Silent Dinner Sign Language Group will meet in Mayfield at the Snappy Tomato (across from Big Lots) on Paris Road. Please contact Paula Humphreys to let her know you will attend. Paula.Humphreys@ksd.kyschools.us or (270) 443-3055

**HEADS UP:**

- CINCINNATI HEALTH FAIR will be held on May 6<sup>th</sup>. The Key Note speaker will be Sue Thomas. Mark this date off for a hold and also join us in participation or setting up a booth to educate our community.
- Dayton Deaf Awareness Day – June 3 at the Carillon Historical Park. They will have entertainment, booths, displays, and prize drawings. Admission is free!
- DeaFestival '06 – Saturday, July 1, 2006, in Louisville. A full-day of FUN for the whole family! Learn more at the KCDHH website: <http://www.kcdhh.org/deafestival/index.html> or call the KCDHH office at V/T 502-573-2604 or V/T 800-372-2907.
- August 4: Louisville, KY - Special Education Law & Advocacy Training sponsored by KY-SPIN & FIND the Community Parent Resource Center. Speakers: Pete and Pam Wright



**SUMMER CAMPS and PROGRAMS**



The SFSC has been asked to share information with families about summer camps and programs. Each month, we will list different programs as we are informed about them. Please contact the programs you are interested in for more information.

**KSD's ACADEMIC SUMMER SCHOOL**

The Kentucky School for the Deaf invites any student who is deaf or hard of hearing, grades K-8, to participate in this year's DEAF Academic Summer School program. The "Discovery, Experience, Adventure, and Fun in the World of Literacy" program is scheduled for Sunday, June 4 – Friday, June 16 on KSD's campus. The registration form is attached to this newsletter. There is no registration fee. Contact Nancy Mann (859-239-7017 ext. 2223 for more information or email her at [nancy.mann@ksd.kyschools.us](mailto:nancy.mann@ksd.kyschools.us).

**SUMMER CAMP GUIDE**

A resource guide called "Camps for Kids" will be available in March in bookstores and other

places. The guide, which is privately published, lists summer day and residential camps around Kentucky, along with other opportunities for children and families. For more information about purchasing the guide and camps, go to: [www.kycampsforkids.com](http://www.kycampsforkids.com)

**SCIENCE STAR PROGRAM**

The Science Star program is a FREE four week residential program offered from July 5 - July 28, 2006. The program is designed to address the challenge of increasing the number of deaf and hard of hearing students entering college and choosing a career in the sciences. High school students entering their junior or senior year with at least a C+ average are strongly encouraged to apply. This innovative and challenging program will provide academic instruction in developing critical thinking skills, computational skills and literacy. Students will also be involved in hands on scientific experiments in the laboratory at Gallaudet as well as sites in the metropolitan area. Visits will be provided to government agencies and private industry companies to expose students to deaf and hard of hearing scientists in the area. Science Star is seeking to admit students who are curious about the sciences and want to know more about the career options in science. For more complete information, please check the following link. <http://clast.gallaudet.edu/summer/highschool/summer-science.htm>



**COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS) TESTING TIPS**

The Commonwealth Accountability Testing System (CATS) assessments for Kentucky schools will be conducted during April 17-28, 2006. These tests, which include multiple choice and open response questions, are used to measure the progress by students and schools and will be used to help make decisions about student learning. The tests cover different topics depending upon the student's grade level and are given beginning with students who have reached the end of primary or 3<sup>rd</sup> grade and on through 12<sup>th</sup> grade.



Because these tests are important, we thought  
*continued on page 8*

it would be helpful to pass along some useful tips from the KY Department of Education for parents as you help prepare children for the tests.

Ten Things Parents Can Do To Prepare for CATS

1. Know what days the tests are scheduled at your child's school.
2. Schedule student appointments and trips that don't conflict with the testing period. It's important that your child be in school to take the tests.
3. Be positive. Encourage your child to take the test seriously and do his or her best. Explain to them that the results not only reflect upon their school and teachers, but also on their level of performance.
4. Check for information from your child's school about test preparation and anything else that may be helpful prior to taking the tests, such as practicing with sample questions.
5. Make sure your child gets a good night's rest - at least eight hours of sleep -- before each test day.
6. Make sure your child eats a healthy breakfast that includes protein and excludes sugary food the morning of each test day.
7. Tell your child to listen carefully to the instructions and to ask questions if he or she doesn't understand. Encourage them to be relaxed, think positive and confident that they will do well.
8. Remind your child to carefully read the test questions and to not rush through a test. If there is time, remind them to check their answers.
9. Discuss any concerns or anxieties your child may have about the tests. If you have serious concerns or questions, call your child's teacher or guidance counselor.



10. On the test days, dress your child comfortably and avoid any unnecessary distractions. Be on time for school, give your child a hug, and wish him/her good luck.



**HISTORY THROUGH DEAF EYES**

*by Sarah Buschbach*

Walk along the second floor of the Nashville Public Library and you will experience over 200 years of United States history. There are pictures, artifacts, documents, and interactive videos. Yet, this is not the same as walking through a usual history museum. This is the experiences and history of Deaf people. Here, you can see signs from Deaf Asylums, see old TTY machines, learn about the different methods that have been used to educate Deaf children, look at memorabilia from local schools for the deaf, and listen to personal stories of a variety of Deaf people through an interactive video. The exhibit in Nashville is the last stop on the 12 year journey of this exhibit which has been traveling throughout the country to educate Americans about their history through the eyes of Deaf people.

The opening ceremonies for this exhibit were held on March 3<sup>rd</sup> where Dr. I. King Jordan, the first deaf president of Gallaudet University, spoke about the exhibit and his personal experiences. There are still a variety of presenters coming to the exhibit, including a deaf storyteller on April 13<sup>th</sup> (for more information, contact the Nashville Public Library at 1-800-342-3262). The exhibit will be open until April 17<sup>th</sup>.

Jack R. Gannon, the man behind the exhibit, explained this about the exhibit: "We have been called deaf-mutes, mutes, objects of charity, deaf and dumb, semi-mutes, dummy and now, hearing impaired. We have been described as 'the most misunderstood among the sons of man.' Some of us are deaf and some of us are Deaf. Some of us use American Sign Language and some of us do not. This exhibition is our untold and largely unknown story. It is American history...Through Deaf Eyes."

*Sarah is a teacher at Country Heights Elementary School in Daviess County. Thanks!*



**PEPNet 2006 Conference, "Roots & Wings"**

The Postsecondary Education Programs Network (PEPNet) will hold its biennial conference "Roots & Wings," on April 5-8, 2006, in Louisville, Kentucky at the Hyatt Regency hotel. The conference is



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**PEPNet 2006** *continued from Page 8*

sponsored by the four Regional Centers on Postsecondary Education for Individuals who are Deaf and Hard of Hearing, which are funded by U.S. Department of Education, Office of Special Education & Rehabilitative Services.

This conference will provide opportunities for further professional development as well as for networking with peers who provide similar services. Conference participants typically include administrators, counselors, interpreters, tutors, and faculty members from disability services, student development, developmental studies and college-level courses, as well as interested secondary-level faculty and staff, adult service providers from rehabilitation agencies and centers for independent living, and many others. Topics may include such areas as best practices of providing services, the use of networking, shifting roles of professional staff, the use of technology, changing demographics, legislative changes and impacts, creative funding approaches, support services, career planning and job placement issues, and other topics of professional interest.

For questions about the PEPNet conference, contact the Postsecondary Education Consortium at [pec@utk.edu](mailto:pec@utk.edu).



**Shared Reading Project**

- Is reading to or with your deaf/hard of hearing child a struggle?
- **WANT SOME HELP?**

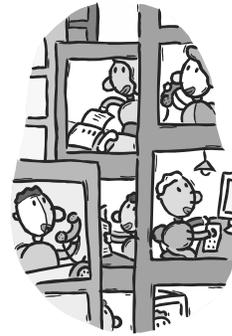


The Shared Reading Project members! An adult **trained deaf tutor** will meet with you in your home at a time convenient for you. The tutor **will teach you** how to sign specific age appropriate books and will help you as you practice and begin reading to your child using signs.

Contact: Cathy Howle,  
[cathy.howle@ksd.kyschools.us](mailto:cathy.howle@ksd.kyschools.us)  
 502.897.1583 ext 109  
 859.239.7017 ext 2411

**Parent Support Network  
 for Families with Deaf/Hard of  
 Hearing Children**

Meet other parents, hear about topics related to raising a deaf/hard of hearing child, ask your own questions and get parent-to-parent feedback.



You need to be able to get on-line via a home computer or a public library computer or a work computer. Email Heidi Givens at [hgivens@davie.kyschools.us](mailto:hgivens@davie.kyschools.us). She will send you an email invitation with instructions on how to join the group. It's Easy!!! It's informative and it's Fun!!

**Come Join Us!!! –  
 Kentucky parents of deaf and hard  
 of hearing children!**



Statewide Family Support Center  
PO Box 27  
Danville, KY 40423

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## STATEWIDE FAMILY SUPPORT CENTER NEWSLETTER April 2006



*Serving Kentucky's Families with  
Children who are Deaf and Hard of  
Hearing*

PO Box 27  
Danville, KY 40423

*For those who have access to the Internet, you can download copies of any of our Newsletters at [www.ksd.k12.ky.us](http://www.ksd.k12.ky.us). After you enter the website, click on the "Family Information" button and then click to either open the current SFSC Newsletter or open any of the archived newsletters.*

**Cathy Howle**  
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