



MONTANA SCHOOL  
*for the Deaf & the Blind*

presents

# *Literacy Learning Weekend*

for Montana DHH Educational Professionals working with  
DHH Students who use ASL

Join us on **Saturday and Sunday, January 15<sup>th</sup> & 16<sup>th</sup>** either virtually or in-person on campus with presenter Kristin DiPerri, Ed.D. for three amazing workshops:

**Workshop 1:** *My students keep forgetting the words I've taught! Understanding vocabulary instruction from the D/hh students perspective (3 hours)*

**Workshop 2:** *Reading for meaning: Students as active rather than passive participants in the process (3 hours)*

**Workshop 3:** *Students who enjoy writing...a possible goal! (3 hours)*



**Kristin DiPerri, Ed.D.** is an independent educational consultant and literacy development specialist for Deaf and Hard of Hearing students. She has presented numerous workshops and presentations throughout the US and abroad to teachers of Deaf and Hard of Hearing students. For over 39 years she has worked as a classroom teacher, a researcher, an instructor in the Deaf Education program at Boston University and as the English Literacy Coordinator at a residential school for the deaf. She consults with several schools/programs in the US and internationally to implement new literacy programming approaches to meet the diverse literacy needs of DHH students. She is the author of several instructional publications: 5 workbooks for students, the Bedrock Literacy Curriculum and co-author with Todd Czubek, Ph.D. on the

Bilingual Grammar Curriculum ([www.bgcasl.org](http://www.bgcasl.org)). She is the owner of Bedrock Literacy & Educational Services ([www.bedrockliteracy.com](http://www.bedrockliteracy.com)). She is the co-owner of the Bilingual Grammar Curriculum, LLC ([www.bgcasl.org](http://www.bgcasl.org)) with Todd Czubek, Ph.D.

**Registration is FREE! Register at: <https://forms.gle/Y8U2B3Wijt9iDnMK7>**

## ADDITIONAL DETAILS

This opportunity is open to Montana's educational interpreters, teachers of the deaf/hard of hearing, ASL-fluent language models for DHH children, MSDB Deaf Mentors, MSDB Outreach Consultants, MSDB DHH campus staff, and any other DHH professional working in Montana with DHH students that use ASL. Limited space is available in our campus cottages (dorms) and will be on a first-come/first-served basis. Food will be on your own. Nine (9) OPI Renewal Credits available. If you are joining virtually, we will be emailing you a Zoom link prior to the event. If you are joining in-person, our campus is located at: 3911 Central Ave., Great Falls, MT 59405

## QUESTIONS?

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## AGENDA

### **Saturday, January 15:**

9:00-12:00 Workshop 1

12:00-1:00 Lunch Break

1:00-2:30 Workshop 2 – Part 1

### **Sunday, January 16:**

9:00-11:00 Workshop 2 – Part 2

11:00-12:00 Early Lunch Break

12:00-3:00 Workshop 3

## COURSE DESCRIPTIONS

**Workshop 1:** *My students keep forgetting the words I've taught! Understanding vocabulary instruction from the D/hh students perspective*

In this training we will discuss the basic principles that support students as they work to learn and retain new vocabulary. We will investigate reasons why D/hh students often have challenges with storing vocabulary in Long Term Memory. We will analyze common words and discuss the challenges for retaining words. We will examine solutions that are grounded in instructional approaches and appropriate assessments. Suggestions for instruction will be provided as well as some strategies to assist in vocabulary development, comprehension, and retention of words.

**Workshop 2:** *Reading for meaning: Students as active rather than passive participants in the process*

This workshop will focus on developing an overall concept of what is involved from a deaf child's perspective in the development of reading a spoken language – particularly when access to English is compromised.

We will discuss activities that build fluency and automaticity abilities, which ultimately result in true reading comprehension skills in deaf children. This approach requires students to be actively involved in the reading process. Activities discussed will provide a way to help instructors maximize their student's understanding of reading at the deep structure level where comprehension is constructed. This workshop is designed to provide teachers with practical ideas, activities, and strategies they can use to enhance the teaching of reading skills.

**Workshop 3:** *Students who enjoy writing...a possible goal!*

How do we teach deaf children, if they do not utilize phonemic information to learn to write? Deaf children often learn early on that writing is an endeavor that affords little autonomy and quickly becomes an arduous task. Often by the time they reach middle school, their writing output lags far behind their actual chronological age and cognitive capabilities. This training will focus on teaching instructors to use a visual method for increasing written output, fluency, and desire to write independently. Specific visually based techniques, activities and accountability issues will be addressed.

Once students become comfortable with writing, grammar instruction that makes sense to the student is necessary. Simply following curriculum designed for hearing children does not meet the needs of many D/hh students who have not had access to the foundational aspects of grammar. An analogy will be presented that helps participants better understand what D/hh students are often asked to do when learning grammar rules. An overview of a new grammar instruction approach will be reviewed. Examples of lessons, target sentences (in ASL and English), and activities will be reviewed. Progress monitoring at three levels (i.e., informal class observation based on performance-based objectives, formative, and summative assessments) will be discussed.