

AHEAD 2020: DHH Knowledge & Practice Meeting Agenda:

1. Introductions

- Lore Kinast, Co-Chair, National Deaf Center
- Nadaya Cross, Co-Chair, Texas Women's University
- Anwar Thomas, Grand Rapids Community College
- Britt Mamagon, Minneapolis College in Minnesota
- Maria Cabanillas, University of Texas - Rio Grande Valley
- Allen Sheffield, Rutgers University - Newark, Board member:
AHEAD and NJ AHEAD
- Emily, Western Washington University
- Gretchen, Western Washington University
- Shawn Frank, Catawba Valley Community College
- Katherine Petit, South Mountain Community College
- Robin Reed
- Katie Poole, Typewell Transcriber
- Tammy Day, Chandler Gilbert Community College
- Liz Chavez, Texas A&M University - San Antonio
- Selena Blair, Limestone University
- Terri Massey Burrow, John Hopkins University Homewood
- Erin, University of Wisconsin Platteville

2. Ideas & opportunities for the K&P

- Workshop topic on: Deafness and deaf musicians
- Would like to see short trainings (can be webinar or recorded videos) on working with deaf students
- Share resources on the DHH K&P Listserv

3. Trends with your deaf student population:

- English Language Learners: Concerns with deaf student's reading and writing and literacy skills. And understanding that there are expectations, that they should already be skilled in English. I see they are still struggling with that and I want to

help improve their literacy skills. What have you seen on your campuses regarding this?

- Communications with the deaf student: The past few semesters we have been trying to develop that “engaging, close relationship” with our deaf students. They tend to be very independent at our institution. So we try to reach out through e-mail, etc., to see what might meet their needs. We just give them accommodations they were approved, but we want to get more feedback if it is working. Does anyone have advice about how to build that relationship with the student if they are hard to reach or don't respond?
- Virtual Intake: Has anyone has had a good experience with doing an intake virtually, an online intake, what that might look like in this age of the pandemic?
- Effective accommodations: learning more about the learning styles and preference among deaf, hard of hearing, hard-of-hearing individuals and how other accommodations or strategies besides interpreting (e.g., speech-to-text services), can support deaf students? Also how do we empower students to be in control of their access and communications?
- Graduate level interpreting services: We have a Ph.D student coming this Fall and has requested skilled interpreters for doctorate level courses with technical vocabulary. We are in a rural area, not many interpreters are available that also have the skills, what are some ways to address this request.

4. Community building for your deaf student population

- Virtual (or when allowed, in-person) Meet & Greet
- Coffee Chats Online / Lunch Get Together on Campus
- Open Office Hours
- Deaf Student Fun Game Day (provide pizza & sodas!)