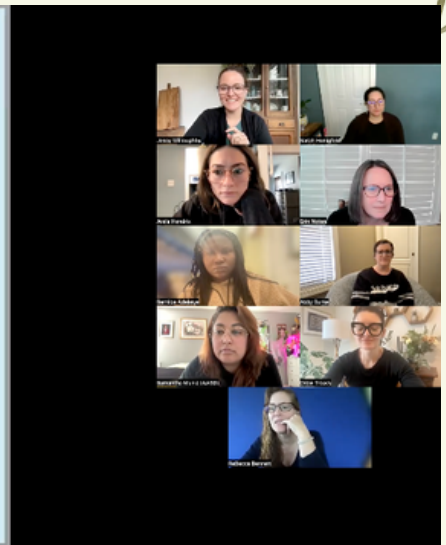


ITF NEWSLETTER

Deaf and Hard of Hearing Infants,
Toddlers, & Their Families: Leadership
& Collaboration Graduate Certificate
Program

**1st Language
Acquisition Theories
& 2nd Language
Learning Theories
for Deaf/Hh children**

**ITF 703 - Special Lecture
February 19, 2023**



ITF 703 had a virtual guest presentation by
Jessy Willoughby, McDaniel College, on Language Acquisition Theories

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A CHAT WITH A CURRENT STUDENT:



Leah C. Geer

Leah was born and raised in Albuquerque, New Mexico. She has lived in Washington state, Washington DC (during her MA at Gallaudet), Austin, Texas, and is now settled in Sacramento, California, with her husband and their two dogs and two cats. Leah earned an MA and Ph.D. in linguistics and focused on first and second language acquisition. She is now in her 7th year as a faculty at California State University, Sacramento, where she is the program coordinator for the ASL & Deaf Studies BA program.

Leah, a light-skinned Latina woman is smiling at the camera. She's sitting outside wearing a purple short-sleeved blouse. Her hair is shoulder-lengthed and straightened. She is outside, but the trees in the background are blurred.

Q: What is your background in early intervention services? How were you introduced to the idea of early intervention services?

I was introduced to early intervention through my husband, who is a speech-language pathologist in a local deaf ed program. While he has worked with deaf children of all ages, he focuses on birth to three. I first learned about EI through him telling me about his work.

Q: Can you tell us a little about your capstone project?

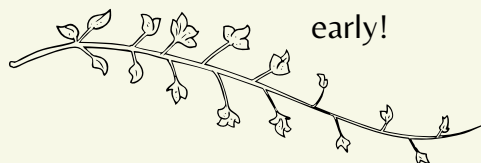
My capstone examines services provider perceptions of ASL at Home. Through individual interviews, I am asking early intervention professionals how they use the curriculum, their experience, what they like about the curriculum, and what they feel is missing. So far, I have interviewed two ToDs, one SLP, and one program administrator. I have another meeting with a ToD set as well. Through this project, I hope to learn about ASL at Home's strengths and weaknesses so that we can improve future books in the curriculum series.

Q: What takeaways have you gained so far from the program?

Families' journeys from the time they learn their child is deaf are intense and nuanced. There are ways we can positively impact this journey, but we must be cognizant of our own biases and privileges and how these might shape our interactions with families. Doing so maximizes the chance that we impact families for the better. Another takeaway is humility. It's like the saying, "the more you know, the more you know you don't know." That's how I feel in this program, which is simultaneously overwhelming and exciting.

Q: If you could give advice to new first-year students, what advice would you give them?

Develop relationships with members of your cohort. This is my first online program, and as a social person, I miss the personal interactions we might have in a face-to-face class. But I feel very close to those classmates with whom I've exchanged text numbers and chat with often, and not always about classes; I feel so lucky to have met through this program. I feel sure we'll keep in touch for years to come. So, make that connection early!



SPOTLIGHTING AN ALUMNA:



Lynette Mattiacci, M. Ed.

Lynette (she/her) has a Bachelor's Degree in Early Childhood Education from Gallaudet University and a Master of Education in Special Education from Arcadia University. Lynette is currently the Supervisor of the Family Resource Center at Pennsylvania School for the Deaf in Philadelphia, PA. Lynette also serves on the Pennsylvania Early Hearing Detection and Intervention (EHDI) Advisory Group.

Lynette, A light-skinned female, is standing in front of a tree, smiling. She has shoulder-length mixed brown-blond /grey hair and blue eyes. She is wearing a black shirt and dangly white earrings with aqua, brown, and silver stones.

Q: How did this program benefit you as a professional in the field after you graduated?

The networking opportunities that the ITF program offers are amazing. Not only is the program, as a whole, an interdisciplinary approach and a unique opportunity to learn from, but it's also a great way to learn more about other fields of work that directly engage families with DHH children. The opportunity to learn alongside professionals from different disciplines was a massive draw, and the ITF program opened many windows for me. I could draw upon the resources and information I gained to enhance my career in various ways. Additionally, to this day, I continue to work with and keep in touch with my cohort colleagues!

Q: What do you hope the future field of EI for deaf and hard of hearing children looks like?

I would love for early intervention to be framed as a positive resource for families and for the "stigma" of having a DHH child to be erased. I hope that professionals, both hearing and deaf, will be able to unite to support the family as a whole and be on the same positive page: coming together to support the family with language opportunities for their children. There needs to be a shift from a "medical/ pathological" perspective to one supporting a healthy child as a whole, allowing them to be part of a fantastic community.

Q: Being an adjunct instructor for ITF, what changes have you seen in the program?

More professionals and colleagues "in the field" are now familiar with the ITF program/certification, and it's considered a significant asset/ accomplishment to have that credential now! Delivery of instruction and learning opportunities are more innovative, thanks to current virtual meetings such as Zoom- there are many more opportunities to work together on assignments and projects in "real-time" as opposed to several years ago, so you can still experience that "in-person engagement" feeling.

Q: If you could give advice to new first-year students, what advice would you give them?

Keep an open mind and open heart. Don't engage with only your professors, but engage with your cohort members. Each member in your cohort presents a unique perspective and contributes their knowledge and experience to the program. You'll learn just as much from your classmates as you will from your professors. Look for opportunities to collaborate with your cohort members, such as presenting at conferences, supporting families, or even supporting each other's work throughout the time together and beyond.

DIVERSITY, EQUITY AND INCLUSION IN ITF: GLIDE

The Graduate-Level Inclusion and Diversity Education (GLIDE) Program capitalizes on the rich diversity in culture, language, worldview, race/ethnicity, values, and beliefs that make up the Gallaudet Community. This program is intended to ensure that graduate students are exposed to and engaged with learning experiences related to equity, diversity, and inclusion that align with Gallaudet University's unique Deaf cultural and bilingual educational mission within a multicultural setting. The GLIDE program empowers our graduates to fully embrace and appreciate human diversity, acknowledge and effectively work with the complexities of intersectionality, and moreover become culturally competent and responsive leaders.

Cultivating this level of understanding requires specific and intentional exposure and learning that upholds Gallaudet University's Principles of Community, cultivates introspection, shares responsibility and engages community, builds critical multicultural competency, and affirms diversity in deaf identities and cultures.

ITF participates in the GLIDE Program, and has embedded GLIDE values into programming. Students will be exposed to these values throughout the program in the form of course activities, assignments, reflections, as well as through campus events and programming.



ITF Student

Capstone Presentations

You're invited to learn about our ITF student's capstone projects for 2022-2023!

**TUESDAY MAY 2,
2023**

5-5:30 EST
Gwendoline

5:35-6:05 EST
Drew

6:10-6:40
Abby

6:45-7:15
Samantha

**THURSDAY MAY 4,
2023**

5-5:30 EST
Erin

5:35-6:05 EST
Kimberly

6:10-6:40
Ukawia

6:45-7:15
Avela

7:20-7:50
Leah

Zoom Link: <https://gallaudet.zoom.us/j/88923004638>

Meeting ID: 889 2300 4638

Already a student/alumni of
ITF? Share with a friend who
may be a good fit!

Interested in applying? We are still
accepting applications!



**Interdisciplinary Studies: Infants, Toddlers
and their Families Masters of Arts Program**

The Interdisciplinary Studies: Infants, Toddlers and
their Families Masters of Arts Program (ITF) provides
professionals from a wide range of



**Deaf and Hard of Hearing Infants, Toddlers
and their Families: Collaboration and...**

The Deaf and Hard of Hearing Infants, Toddlers and
their Families: Collaboration and Leadership
Interdisciplinary Graduate Certificate Program is a



Use your phone to scan
each QR Codes for more
information about
each program!

