



eFolio Essentials:

Convenient Access to Free Training for Students, Professionals

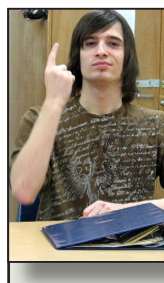
Submitted by Heather Holmes, PEPNet-West Outreach Specialist

PEPNet's new *Just-in-Time (JIT) eFolio* online training module offers transition tools to anyone, 24/7, at any location with Internet service. The video, a component of *eFolio Essentials: A Series of Online Trainings*, delivers content in American Sign Language (ASL), with English narration and captions, and is fully accessible to individuals who are deaf or hard of hearing.

The Individuals with Disabilities Education Act (IDEA) requires schools to work with high school students with disabilities to plan their transition to post-school life. Tight budgets have made meeting this requirement difficult, especially for small and rural districts. PEPNet's *iTransition*—a free, online curriculum that helps students prepare for transition and life after high school—provides high quality transition training that can help meet IDEA requirements.

Four separate trainings and companion activities help students learn about themselves, their career goals, and the skills they need to be successful, while learning more about creating and using online materials.

iTransition's final component—*eFolio*—allows students to compile and organize the work completed in the first three trainings and is quite complex, requiring training for students and the professionals working with them. Until



Marcus Biggs, graduate, Alaska State School for the Deaf and Hard of Hearing signs, "I understand," and says, "Having access to transition materials from PEPNet online is really awesome because it helps me to learn what I need to know and feel more prepared and confident."

now, professionals needed to attend "live" *eFolio* trainings when and where they were offered. Though free, the trainings often required travel and time away from work. Now training for *eFolio* is available at the click of a mouse, at any Internet port, and at any time. This enables self-directed *eFolio* training for students, and/or inclusion of *eFolio* training

See "eFolio," p. 5

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TechSpectives

New Apps Enhance Communication Access Via Mobile Phones

Submitted by Aaron Cucci, PEPNet-Midwest Project Manager

With so many “smartphone” capabilities available, users may feel like they have a mini computer in their pocket, accessible anytime and anywhere. Consumers who are deaf or hard of hearing are discovering that some of these applications—“apps”—can enhance their daily lives in many ways.

The BlackBerry smartphone has apps available via App World; Microsoft uses its Windows 7 Mobile operating system.

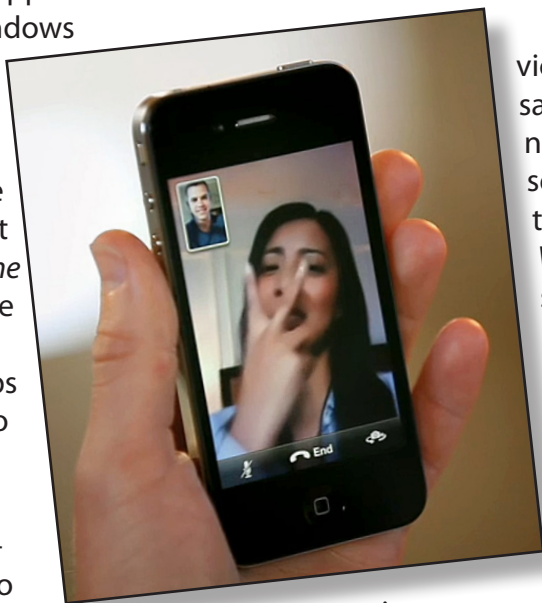
A very popular app among people who are deaf or hard of hearing is video chat. In 2010, Apple introduced a peer-to-peer video chat client for the iPhone 4 called *FaceTime* as a mainstream feature on its mobile phone. Video Relay Services in the United States quickly developed apps to take advantage of this “new” video chat technology, which already had been available in other countries.

Many phones today have a front-facing camera that can support video chat via built-in apps or third-party apps such as *Fring*, which can be used over both Wi-Fi and 3G cellular networks on most mobile platforms. Another app is *Tango*, which allows for peer-to-peer video chat across platforms between iPhones, Android phones, and Windows-based phones. Don't forget *Skype*, which offers video chat capabilities via computer-based software. *Skype* recently integrated video into other mobile apps such as *AOL Instant Messenger* (AIM). Video chat software company *ooVoo* also plans to release an app for iPhone soon.

BlackBerry does not currently offer a front-facing camera, making video relay less efficient. However, other options with text-based relay services can be used on all mobile phone operating systems, even without video capabilities, to make phone calls. Some apps make *Voice Carry Over* (VCO) calls easy by displaying captions on the phone's screen while the VCO user is on a call.

Video chat isn't the only feature popular among

those who are deaf or hard of hearing. The *Dragon Dictation* app, while not a direct accessibility app, can render speech as onscreen text. Such voice recognition is not new, nor is it perfect, but it can be helpful to those with sudden hearing loss or late-deafened adults who have no lipreading or sign language skills.



Google Voice has a free service that translates voice messages to text messages, eliminating the need to call a relay service company each time to check voicemail. *Google Voice* translates messages via speech-to-text software and sends them directly to the text message inbox on a mobile phone.

The *Evernote* app is useful if one doesn't have paper and pen at their disposal. It also allows the user to save conversations or notes to view later, such as a very complicated made-to-order latte from the local coffee shop!

The iPhone *TapTap* app alerts the phone's owner to sounds around them. Traveling to a hotel without a flasher? Use *TapTap* to alert you to the door knocking, the alarm going off, or your crying baby!

In the Internet age, apps are constantly being launched and introduced to market. Those listed here are only a few from the many that are available.

Resources

www.apple.com/iphone • www.android.com
marketplace.windowsphone.com • deafmac.org
www.blackberry.com/appworld • tango.me
www.fring.com • www.evernote.com
www.skype.com • www.dragonmobileapps.com
www.google.com/mobile/voice

Identifying Dropout Risk for Students with Disabilities

Submitted by Jessica Agus, National High School Center Research Assistant

Graduation rates for students with disabilities fall significantly below the national graduation rate for all students. For instance, only 68 percent of students with hearing loss earned a regular school diploma in 2005-06. Schools and districts need stronger methods to identify students who are at greatest risk of dropout, provide interventions to keep at-risk students on track to graduate, and monitor their response to those interventions. The National High School Center, a national technical assistance center funded by the U.S. Department of Education, recently released its updated *Early Warning System Tool, v2.0*, to help schools and districts manage this sometimes complicated process.

Early Warning Indicators of Dropout for Students with Disabilities

In order to identify students who are at risk for dropout, the Consortium on Chicago School Research (CCSR) published *What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on Students with Disabilities* (2009) with support from the National High School Center. CCSR found that freshman year performance is a strong predictor of five-year graduation rates, both for students with and without disabilities, and identified four predictors of risk during ninth

grade: course grades, course failures, absences, and “on track” status.

Course Grades

According to the CCSR report,



students with a 2.0 GPA or higher are more likely to graduate, but every half point lower indicates a greater risk of dropout. Only one-quarter to one-third of students with an average GPA of 1.0 graduated within five years. Students with disabilities often have lower GPAs and therefore have higher risk of dropout. For instance, in Chicago, students with physical/sensory disabilities (including hearing loss) had an average GPA of 2.0. Schools and districts can use data about student GPAs to identify students with disabilities who may be at risk for dropout.

Course Failures

Course failures were also found to be a strong predictor of graduation. In Chicago, 86 percent of students with disabilities who had no course failures graduated within five years, but with only one or two course failures, the percentage of students who graduated was reduced by 20 percent. Students with disabilities who fail even one

course may be at risk of dropout.

Absences

Absences also are a strong indicator of graduation for students with and without disabilities. Students with disabilities who had been absent between 0 and 4 days had graduation rates of 90 percent or higher. Graduation rates dropped to 55 percent or below with 10 to 14 absences. Higher absence rates may help explain why students with disabilities fail more classes and have lower grades than students without disabilities.

“On Track” Status

Students who fail no more than one core course and accumulate at least 5 full course credits during freshman year are considered “on track.” These students are at least four times more likely to graduate than students who have failed two or more courses or have not accumulated 5 course credits during ninth grade. CCSR found the “on track” status to be equally or more predictive of graduation for students with disabilities.

Recommendations

In order to increase the graduation rate of all students, the National High School Center suggests the following recommendations.

Focus on ninth grade achievement

To increase the graduation rate, CCSR recommends that educators support students in

See “Risk,” p. 7

Person-Centered Plans Can Help Students Build Self-Advocacy Skills

Submitted by Larry Rhodes, PEPNet-West Outreach Specialist

Person-centered planning (PCP) is a life planning approach designed to improve a person's life or future. Three PCP tools often used for transitioning youth with disabilities are *Personal Futures Plans*, *Essential Lifestyles Plans*, and *Planning Alternate Tomorrows with Hope*. These tools are further explained in "Selecting the Right PCP Tool for You" below.

The three PCP tools mentioned above share a common set of values and beliefs, which make them effective for empowering and increasing the communication skills of students who are deaf or hard of hearing. One of the most important beliefs is that each student has personal strengths and the ability to express her or his preferences. Those preferences drive the development and implementation of the student's "Dream" and plan. These PCP tools promote the student's active participation in the plan.

PCP tools are supported by a team (sometimes called "Circles of Support," "Dream Teams," etc.) of people who are important in some way to the student. The team knows and cares about the student, and works to develop and share the student's Dream. And, just as important, the team works to transform that Dream into reality.

A key person in these PCP tools is the facilitator, who is skilled in one of these tools. It is important that the facilitator understands the unique communication and cultural needs of students who are deaf or hard of hearing. The plan's success doesn't rest solely on the facilitator; the student also must be willing to take a chance and become directly involved in the PCP process. It is not unusual for this involvement to increase incrementally.

The facilitator mentors and supports the student throughout the PCP process. Mentoring may begin

with the facilitator explaining why there will be a PCP and describing its steps and processes. The facilitator helps the student understand her or his own role in the PCP process (e.g., identifying and inviting participants, co-facilitating the PCP meeting, overseeing action planning, etc.).

The student will have opportunities to increase her/his self-advocacy skills through tasks such as sharing the plan with her or his Individualized Education Plan (IEP) team and/or with the vocational rehabilitation (VR) counselor. The facilitator coaches the student on how to prepare for these meetings by role playing with the student beforehand.

The facilitator looks for opportunities not only to teach self advocacy, but also to expand upon communication and language. Students improve their language and communication skills by co-facilitating PCP team meetings, leading discussions, etc.

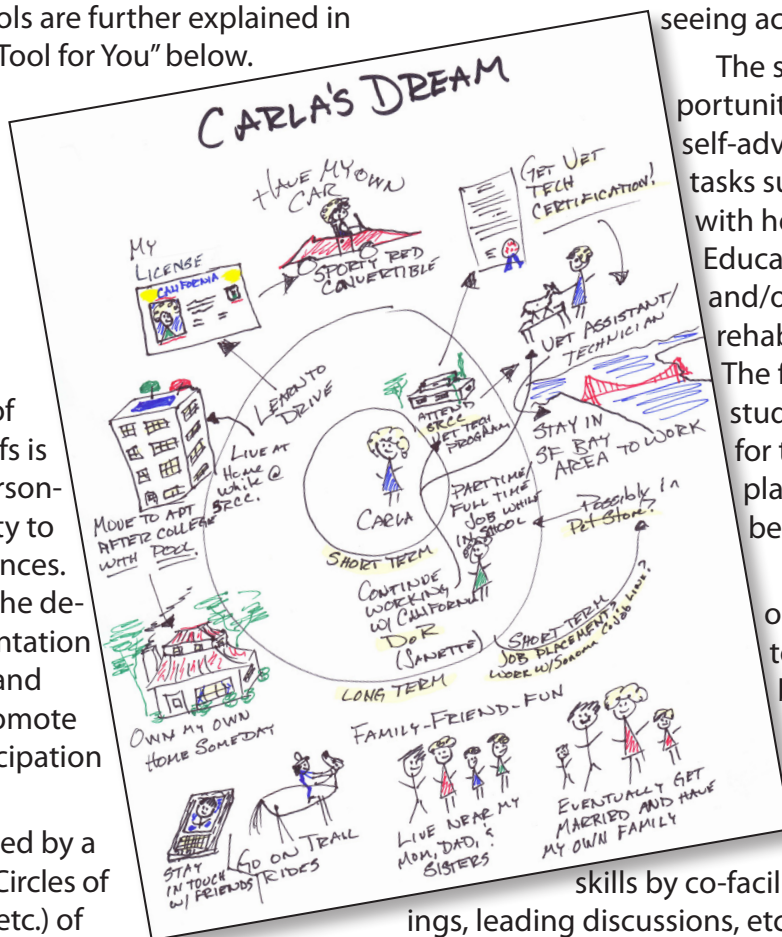
All of these skills are positively reinforced when the student and his/her PCP team review and celebrate progress in the development and implementation of the student's Dream.

Selecting the Right PCP Tool for You

Three PCP tools frequently used for transitioning youth from high school to adult living are:

- *Personal Futures Planning (PFP)*
- *Essential Lifestyles Planning (ELP)*
- *Planning Alternate Tomorrows with Hope (PATH)*

Although they share common beliefs and elements, they are not identical nor are they interchangeable. Each reflects a different approach and produces a somewhat different type of plan. This diversity gives students and facilitators flexibility to



develop individualized, appropriate plans.

Here are some questions to consider when selecting a PCP tool:

- *Is the student able to directly articulate his/her "Dream"?*
- *When is the student transitioning?*
- *What outcomes are desired from the PCP process?*

Although they are not identical, all three PCP tools provide direction to the student's "team," such as identifying the skills and knowledge the student needs before leaving high school and the supports the student will need in adult living. They all identify linkages to appropriate adult service agencies.

Both PFP and PATH operate similarly to transform the Dream into reality, identifying obstacles, opportunities, and specific action steps in the process. A significant difference between PFP and PATH is the flow of the process. PFP starts with learning about the student, then develops the Dream; PATH starts with developing the "North Star" (i.e., the Dream) and then uses backward planning to identify what needs to be done, by whom, and when to enable the student to reach the North Star. ELPs answer the question: "To support the student to be successful, the team must..." By doing so, needed supports, people and agencies can be identified and brought on board.

"eFolio," from p. 1

in curricula developed by educators.

Using *iTransition's eFolio* component, students create a modern multimedia electronic portfolio that can contain resumes, letters of recommendation, transcripts, writing samples, audiograms, photos, and videos in a variety of formats. The style of the portfolio can reflect the student's personality and skills, and once created, a targeted Internet link can be sent to potential employers, schools, and friends.

Students can use *eFolio* as a self-advocacy tool to take

control of their education and lives. Four students in Alaska used *iTransition* and *eFolio* to create their own websites containing information about college choices, standardized test scores, audiograms, communication preferences, and accommodations that work best for them.

Students enjoy creating these portfolios and take pride in sharing the completed products. This empowering creative outlet will likely provide a competitive edge in their job search or in applying to educational institutions.

Both PFP and PATH are effective if there is a year or two before the student's actual transition; this provides time for the development and implementation of the Dream and its plan. PFP often is preferred if the student is not able to articulate the Dream. ELP may be the tool of choice if there is a transition occurring in the near future requiring appropriate supports to be identified and in place before the transition occurs. Frequently, an ELP is used initially to address the immediate transition needs of a student and then the team selects a PFP or PATH to address the student's Dream and long-term plan.

Resources on Person-Centered Planning:

A downloadable free document about PCP is available at: http://www.pacer.org/publications/parentbriefs/ParentBrief_Feb04.pdf

There is no national consortium or clearinghouse that has a comprehensive list of skilled PCP facilitators; to find one in your area, contact your state's University Center for Excellence in Developmental Disabilities (UCEDD). Many host training programs for PCP facilitators and they may be able to connect you with a facilitator. To locate a UCEDD in your state, contact:

<http://www.aucd.org/template/index.cfm>

A center for independent living (CIL) in your state or community also may know of local PCP facilitators.



Courtney Westberg-Westmann, Counselor, Alaska State School for the Deaf and Hard of Hearing in Anchorage and Student Steven Wahl view Steven's eFolio.

"When the students started using the online materials from PEPNet, I just watched as their eyes lit up!" says Westberg-Westmann. "They were absorbing everything like sponges!"

View the JIT *iTransition eFolio* training at:
www.pepnet.org/justintime/efolio

Tools for students who are deaf or hard of hearing, their parents, and their teachers

Accessible Webcast Reveals Contents of PEPNet's RKit

Submitted by Desiree Duda, PEPNet-Northeast Outreach Specialist

Are you curious about what materials are in PEPNet's *Resource Kit for Itinerant Teachers (RKit)*? Do you wonder how these materials can help you or how they can be used? Would you like to view a webcast that described this tool?

In August 2010, a webcast offered by PEPNet-Northeast provided a "virtual tour" of the *RKit*.

Desiree Duda walked viewers through this online resource, describing its six content areas:

- Support Services
- Transition Tools
- Teacher Resources
- Professional Development
- Government Mandates
- Student Organizations

Support Services includes information about sign language and communication systems, assistive listening devices, notetaking, captioning, speech-to-text services, and support for students who are deafblind.

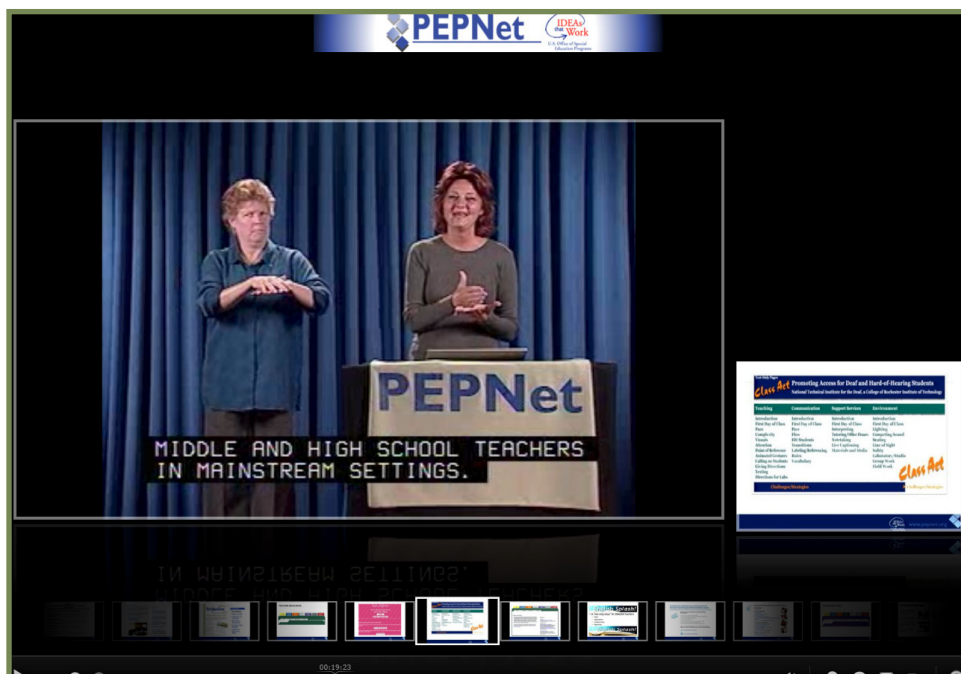
Transition Tools offers resources for teachers and students, including links to the PEPNet *iTransition* online training, as well as the *Transition Toolbox*, DVDs and a profile database of individuals who are deaf or hard of hearing working in various professions, a guide to college programs that have support services, and information on postsecondary planning and financial supports.

Teacher Resources includes tools for educating students, materials and methods for teaching English, and information related to test equity as related to students who are deaf or hard of hearing.

Professional Development includes archived webcasts and teletrainings, upcoming events, and other resources.

Government Mandates provides links to information related to the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and other related resources.

Student Organizations provides links to cultural,



advocacy and sports-related support groups for students who are deaf or hard of hearing.

The webcast is open captioned and archived on the PEPNet website at:

<http://www.pepnet.org/training/train100818/>

It includes a PowerPoint presentation, English captions, voice, and American Sign Language interpretation. The platform used is Mediasite Player; viewer information and requirements can be found at the URL link to the webcast. All PowerPoint slides and the webcast transcript can be downloaded from the URL link.

The *RKit* "tool" is on the PEPNet website at:

<http://www.pepnet.org/resitinkit.asp>

For questions related to the *RKit* and/or the webcast, please contact Desiree Duda at:

desiree.duda@pepnet.org

“Risk,” from p. 3

passing ninth grade courses and getting higher grades, prioritize efforts to increase attendance, and instruct students on how to get more benefit from their study time. Results showed that students with disabilities who spent the same time studying as their non-disabled peers got less benefit from their study time. The ability to increase the benefit of study time could help students with disabilities pass more courses and get higher grades.

Foster supportive school climate

In order to increase graduation rates, high performing high schools often provide academically rigorous courses, effective teachers, and extended learning time for at-risk students. Learn more in the National High School Center's publication, *Approaches to Dropout Prevention: Heeding Early Warning Signs With Appropriate Interventions*, and visit the **What Works Clearinghouse** at www.whatworks.ed.gov

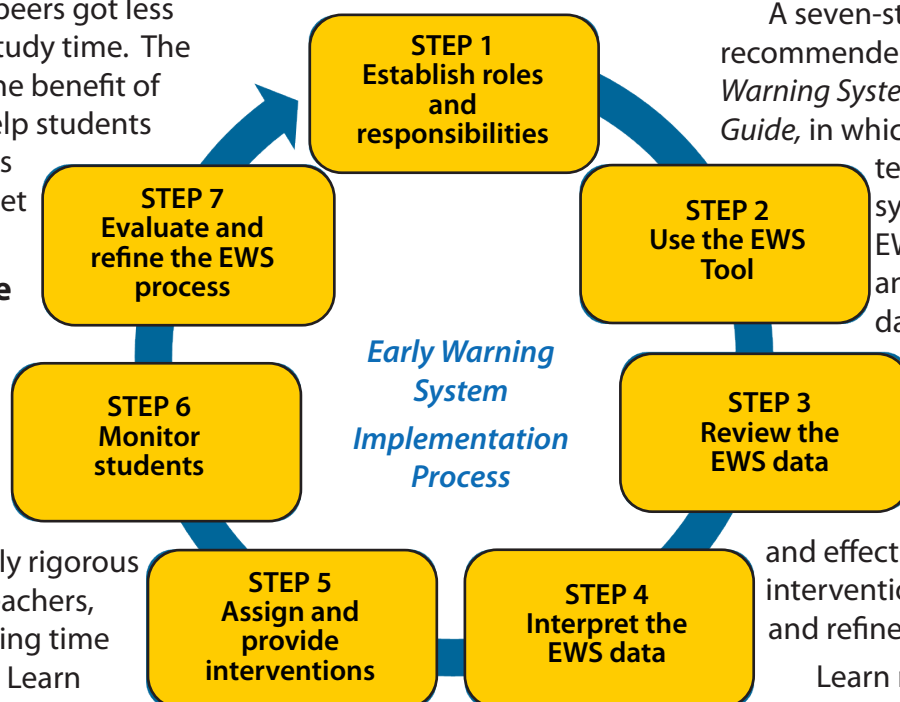
for reports on published dropout prevention tools.

Implement an Early Warning System

The National High School Center recommends using an Early Warning System (EWS). This system allows educators

School Center used the indicators identified by CCSR to develop its *Early Warning System Tool v2.0* and accompanying user guides. This Microsoft Excel-based tool is available free to schools and districts that wish to identify students at risk of dropout.

A seven-step process is recommended in the *Early Warning System Implementation Guide*, in which school-based



teams set up the system and use the EWS tool, analyze and review the data initially and

at periodic intervals, assign interventions and monitor student progress

and effectiveness of the interventions, and evaluate and refine the process.

Learn more about the *EWS Tool v2.0* and the *Implementation Guide* on the National High School Center's website,

www.betterhighschools.org

Graphics courtesy of National High School Center

Have you joined the PEPNet Listserv yet?

PEPNet's Listserv delivers useful information and discussions for professionals working for and with students who are deaf or hard of hearing in secondary and postsecondary environments.

If current posts don't provide the information you need, you can expand your search into the PEPNet Listserv archives. If you still haven't found the topic you're looking for, you can start a new discussion on the Listserv!

We have nearly 900 subscribers from the United States, Canada, and as far away as Japan!

Why wait? Sign up today at:

<http://listserv.uwm.edu/mailman/listinfo/pepnet>

*Impact on Access***Cochlear Implants in Educational and Employment Settings***Submitted by Barbara Keefe, PEPNet-Northeast Outreach Specialist*

The number of people with cochlear implants (CI) entering postsecondary programs and employment is increasing, says Dr. Terrell Clark of Children's Hospital Boston. Dr. Clark moderated PEPNet's September webcast, *Impact on Access: Individuals with Cochlear Implants in Educational and Employment Settings*. The New England Technical Assistance and Continuing Education Center (TACE) Region I cosponsored the event.

The 90-minute program was divided into two panels. The first included Dr. Catherine Clark, Cochlear Implant Coordinator/Audiologist, National Technical Institute for the Deaf; Eileen Peterson, Audiologist, Maine Educational Center for Deaf and Hard of Hearing; and John Macko, Director, Center on Employment, National Technical Institute for the Deaf. This panel discussed trends in communication access accommodations, and the need to provide equitable access in educational and employment settings.

The National Institute on Deafness and Other Communication Disorders reports that the number of children with CIs has almost doubled in the last three years. This statistic is mirrored by the increase in the numbers of students with CIs at NTID, according to Dr. Clark.

Dr. Clark reported on the skill set needed by listeners and the

benefits for CI recipients that ranged from improved audibility, distance hearing, enhanced speechreading, voice monitoring, and enjoyment of music. She also noted that the definition of "success" is different for each individual. Peterson emphasized that access needs will vary with each individual and that there is no

improved methods for the CI to code and deliver sound, and less invasive surgical techniques.

The second panel featured consumers from various communication backgrounds who discussed their personal decisions to receive implants and the benefits and challenges they have experienced. Participants were Dr. Mark Campbell, Audiologist, Massachusetts Eye and Ear Infirmary; Heidi Forest, State Coordinator for the Deaf for Connecticut Vocational Rehabilitation; and Erica Israel, a student at Rochester Institute of Technology. Aside from sharing their personal stories, each person answered questions posed by the moderator. Panelists shared thoughts on what was most and least helpful to support-

*CI graphic by Ron Jaxon*

"one size fits all" solution for CI recipients. The challenge, she says, is to consider factors specific to the listener and his or her environment when selecting an accommodation. Mr. Macko noted that the number one concern of both employers and employees when a person who is deaf or hard of hearing is hired is communication access.

Dr. Clark also noted that the growth of CI recipients relates to development in three distinct areas: technology advancement,

ing their communication access needs. As Ms. Forest said, "I want people to know, even though I have a hearing loss, that I can still communicate with them."

Questions taken from a national audience during the program added to the richness of the live event and expanded the content beyond the planned program.

To view the archived CI webcast and additional resource materials from the programs, visit:

<http://www.pepnet.org/training/train100914>

PEPNet Just-in-Time Training with Dr. Debra Guthmann

Substance Abuse and Individuals Who are Deaf or Hard of Hearing

Submitted by Heather Holmes, PEPNet-West Outreach Specialist

In one way or another, substance abuse (SA) impacts everyone—the individual who is an alcohol or drug user, his or her family, and the community as a whole. While there is no solid statistical data on SA prevalence among individuals who are deaf or hard of hearing, Dr. Debra Guthmann, Director of Pupil Personnel Services at the California School for the Deaf, estimates that it is at least equal to or higher than in the general population due to greater risk factors as well as issues of access and equity that are faced by these individuals.

PEPNet stakeholders in Alaska say SA is a challenge and barrier for many clients and that it impacts job retention, placement, and even transition. They asked PEPNet for help in understanding the issues and options, including remote delivery of services. In response, PEPNet partnered with Dr. Guthmann to



present in Alaska and develop a series of four *Just-in-Time (JIT)* videos that explain the issues and offer solutions.

Access to evaluation, services, and treatment options for individuals who are deaf or hard of hearing are major issues. Dr. Guthmann says that this is in part because language barriers limit access to appropriate screenings, assessments, and tests. Most evaluations are in English and many require understanding

spoken questions and responding orally, and most substance abuse assessors are not fluent in American Sign Language (ASL) and do not always appropriately access interpreter services. Treatment is adversely affected as well when service providers and therapy or 12-step groups cannot communicate directly with clients but instead rely on interpreters.

While many professionals who work with individuals who are deaf or hard of hearing are aware of these access issues, nationally there are relatively few substance abuse counselors fluent in ASL and few substance abuse programs that offer treatment using ASL.

View the *Substance Abuse: Impact on Students and Clients who are Deaf or Hard of Hearing JIT* video series, signed in ASL with English captions and narration, at: www.pepnet.org/justintime/sa

VR, Mental Health Pros Praise Guthmann's Work, PEPNet's JIT Videos

"As a pioneer and national leader in the treatment of substance abuse for deaf persons, Dr. Debra Guthmann is very generous to share with us the research, treatment issues, options, challenges, resources, and of course, her wisdom in this little known field. For those who look for theoretical standpoints and practical recommendations on working with individuals who are deaf with chemical dependency issues without pulling a dusty book from a shelf or going to the library, you could access to Dr. Guthmann's work right at your fingertips through *Just-in Time Trainings* offered by PEPNet! This innovative and accessible online training also can give deaf persons an excellent introduction on substance abuse before they seek help."

John Gournaris, Ph.D., Mental Health Program Director, Minnesota Department of Human Services, Deaf and Hard of Hearing Services Division

"The *Just-In-Time* video sessions provided via PEPNet are an excellent educational tool that will benefit students who are in transition from school settings to the world of work. These video sessions are also a great educational tool for educators, rehabilitation and employment specialists, parents and other stakeholders working to help students become successful in their lives. I am very pleased to see nationally recognized experts share their time and knowledge, especially in an accessible communication format easily understood by a variety of audiences. Thank you, PEPNet partners, for your contributions and leadership!"

John Evans, Employer Relations Manager, Washington Department of Vocational Rehabilitation

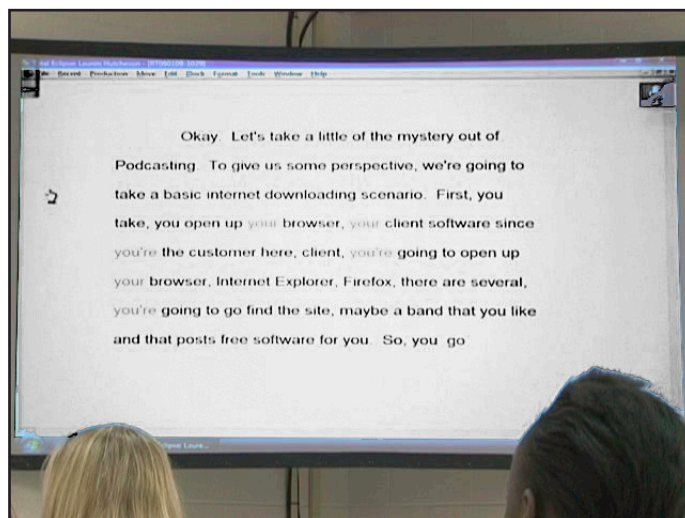
Speech-to-Text Overview Training Available

Submitted by Cindy Camp and Jennie Bourgeois, PEPNet-South Outreach Specialists

Does the myriad of speech-to-text services seem too overwhelming to fully understand? Are you confused about the differences between CART, C-Print®, Typewell®, or voice-recognition captioning, and transcribing accommodations? Don't worry, you certainly are not alone. However, you are in luck! PEPNet has a new, DVD-based training program that explains these services and provides a general understanding of what speech-to-text services involve. Best of all, it's free!

The training is available through your regional PEPNet Outreach Specialist. You might want to consider serving as a host site for this training and invite local professionals and service providers to participate. Administrators and computer technology personnel also will benefit from learning about it. This training will help them better understand the spectrum of speech-to-text services and their technical requirements.

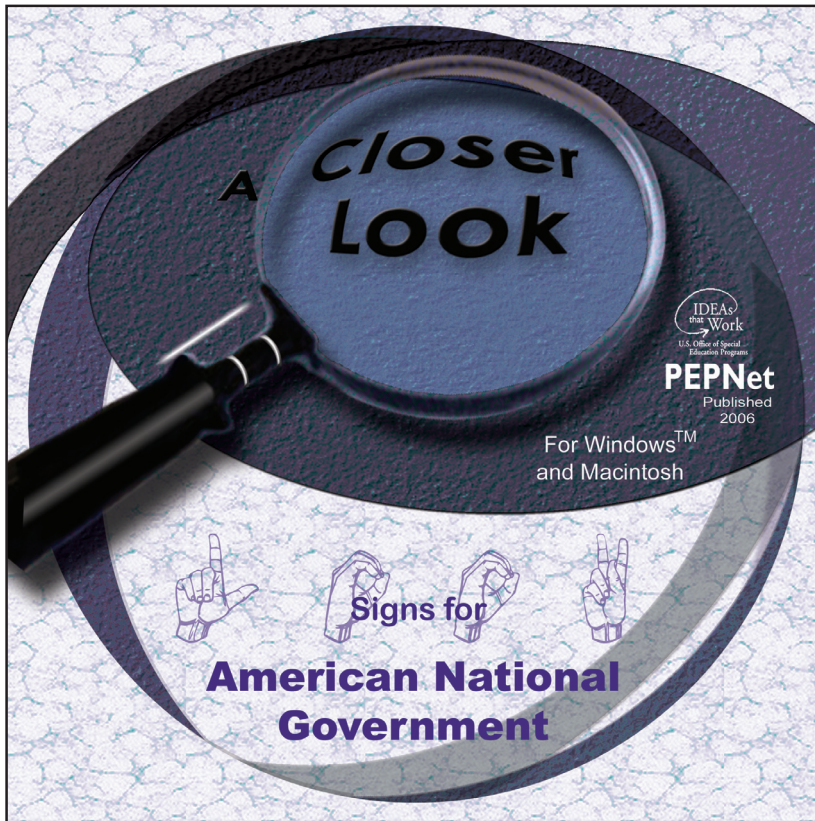
The training features different forms of speech-to-text services "in action" and describes positive and negative considerations for various forms of these services in different environments and for different students. You will learn how to set up speech-to-text services at your institution and see firsthand accounts of how



services helped these students be successful in their classes and academic careers. Personal perspectives help us as professionals understand how vital access services are for students who are deaf and hard of hearing.

To find your PEPNet Outreach Specialist so that you can request this training, visit the "Staff/Contact Us" page on the PEPNet website at: <http://www.pepnet.org/staff.asp> Select your state and you'll find the name and contact information of your Outreach Specialist. Just let them know that you are interested in participating in the new Speech-to-Text DVD training and you can work with them to coordinate the details.





DVDs Deliver Topical ASL Vocabularies

It's the start of a new semester, and your staff interpreters are preparing for their courses. Hmm, what's the sign for "eminent domain" or "pork barrel legislation"? What's the most effective way of conveying idioms like "head honcho" or "red herring" in sign language?

If these are some of the questions you have, then PEPNet has the solution for you! The PEPNet website includes a repository of resources, including six DVDs featuring signs for common vocabulary used in secondary and postsecondary settings. These DVDs include:

- *A Closer Look: Signs for American National Government*
- *A Closer Look: Signs for English Composition*
- *A Closer Look: Signs for Idioms*

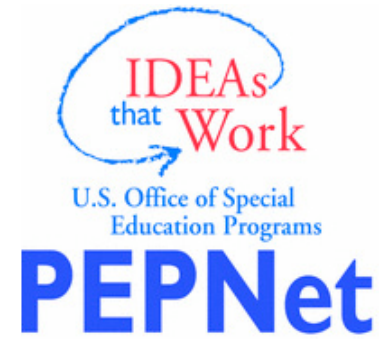
- *A Closer Look: Signs for Sports*
- *Math Signs*
- *Signs of Survival: Health and Public Safety*

The sign language DVDs were developed by teams of deaf and hearing professionals to provide a comprehensive list of terms for each subject area. The signs included reflect well-accepted signs that were not influenced by regional variances.

The DVDs cost \$5 each. To order, go to:

http://resources.pepnet.org/workgroup/resource_basic.aspx

Check the "Materials" box, then click the "Search" button to view the materials order form, which offers dozens of useful resources in addition to the *Closer Look* DVDs.



Suggestions? Feedback?

Write us!

newsletter@pepnet.org

PEPNet *Perspectives* welcomes your articles and comments. Share your "best practice," work experience, technique, or insight with others in our field.

Submitted articles must:

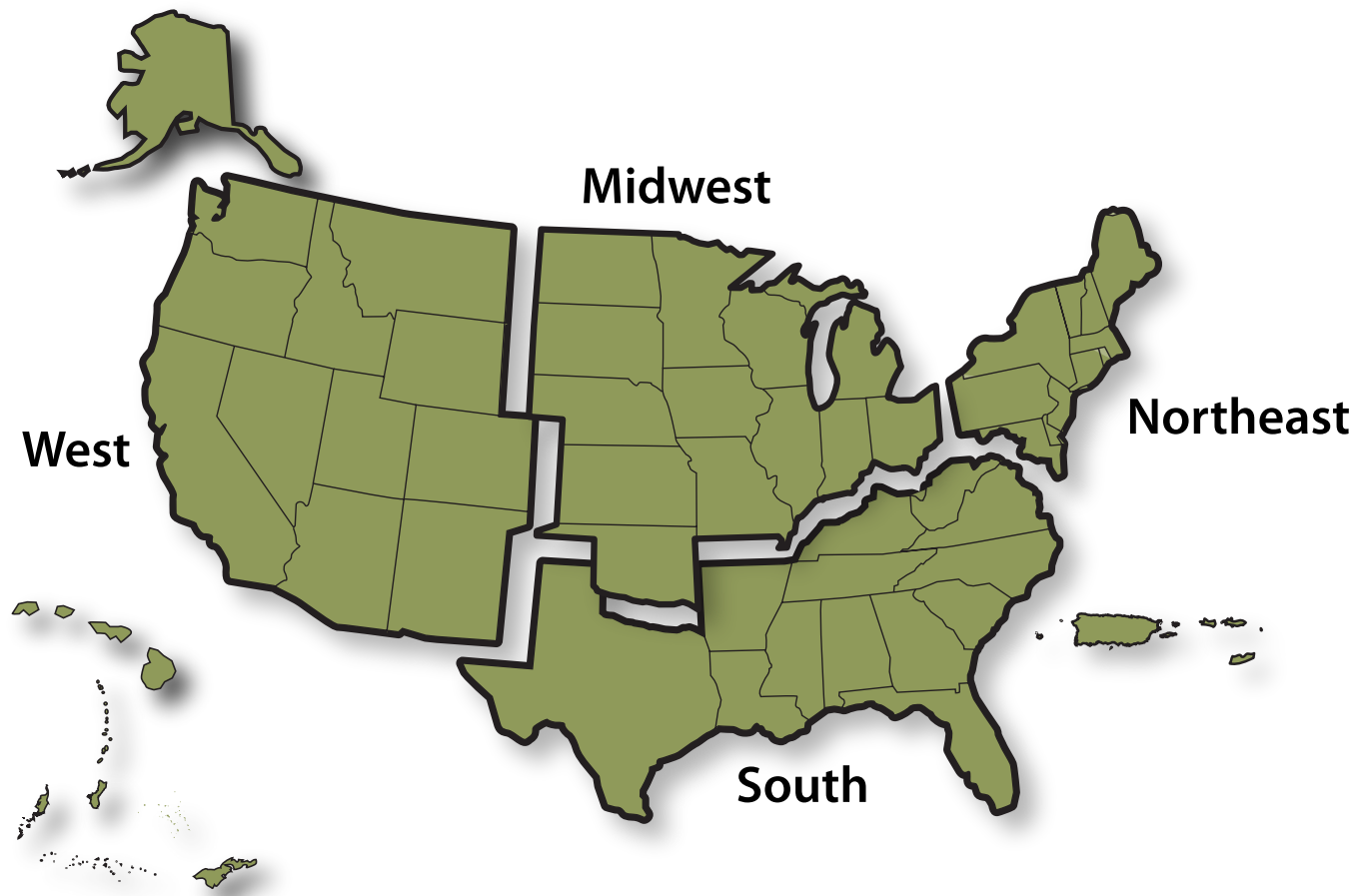
- be no more than 500 words
- be original work or from a non-profit organization
- suggest only resources that are free (or nearly free) and readily available in accessible, electronic formats.

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PEPNet, a collaboration of four regional centers, is supported by cooperative agreements with the U.S. Department of Education, Office of Special Education Programs.



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PEPNet's mission is to improve transition services and educational access for students who are deaf or hard of hearing, including those with co-occurring disabilities, thus enhancing educational opportunities.