

FRANK E. BOLDEN SCHOLARSHIP FUND

A Newsletter Published by POISE Foundation

POISE FOUNDATION

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Mrs. Nancy Bolden
Chair Scholarship
Committee

Preparing to Meet the Educational Needs of Special Needs Children

In an earlier issue of this newsletter, I referred to the wide range of disabilities within the field of Special Education and indicated that in subsequent issues of the newsletter we would explore each of them. In a later issue we included an article entitled "Special Education Programs and Services: What are they? Perhaps one of the surprising pieces of information for most of us was that Special Education includes 10 disabilities. This newsletter includes an article about "Hearing Impairment including Deafness". The author of this article is Dr. Diane Klein. Dr Klein is retired from Indiana University of Pennsylvania where she was a Professor and Coordinator of Education of Deaf and Hard of Hearing Persons. The 2019 Scholarship was awarded to Ashley Pop, Ashley is a Senior at the University of Pittsburgh majoring in Early Childhood Development/Education. She is the 18th recipient of the Frank E. Bolden Scholarship. We again wish to express our gratitude to those of you who, through your contributions, continue to support Frank's commitment to provide financial assistance to undergraduate and graduate students who are preparing themselves to meet the educational needs of special needs children.

The Rich Legacy of Mr. Bolden

According to the Merriam-Webster Dictionary, legacy is defined as "something transmitted by or received from an ancestor or predecessor or from the past." When I think about the Frank E. Bolden Scholarship Fund, I think about the rich legacy of Mr. Bolden and the way in which his commitment to supporting students pursuing a teaching career in Early Childhood or Special Education continues almost two decades after his death. Mr. Bolden's personal experience with being denied access to medical school because of racial prejudice, his ability to overcome that obstacle and have a distinguished career as a journalist, highlights the enduring message of perseverance he leaves behind. As the Frank E. Bolden Scholarship Fund approaches its twenty-third year, we invite you to partner with us to keep the life and legacy of Mr. Bolden alive. His distinguished career and commitment to the Pittsburgh region is definitely worth preserving.

By Karris Jackson
Chief Operating Officer
POISE Foundation





Can You Hear Me? It's All About Access!

By Diane Heller Klein, PhD

When I tell people that I am a Speech-Language Pathologist (SLP) and a Teacher of the Deaf (TOD) the first thing I always get asked is, “Oh, so you know sign language?” Deaf Education is so much more than sign language! It is an extraordinarily rewarding career, one that takes you across the gamut of communication options and it allows you the unique and wonderful opportunity to work with virtually ANY age person. I used to tell my college students that when you choose Deaf Education, be prepared to “talk Sesame Street to sex” and be ready to do it in multiple modes! Let me state, right up front, that the truly critical issue for a person who has hearing loss is ACCESS. Access to what is going on around you in a language or transmission mode that is clear and complete. Nobody should assume that because a person has a hearing loss that they must all know and use American Sign Language (ASL). That is not the case. There are many highly verbal deaf adults who use speech to communicate. It is important to understand that there is no one best way for the incredibly homogenous population of individuals with a hearing loss. The ONE THING they all have in common is that they use some form of assistance to gain access to the auditory and visual world around them. That is completely individual in nature, is required by the Americans with Disabilities Act (ADA), and is essential for us, as hearing people, to understand. These tools don't give those with a hearing loss an advantage; no, it gives them a chance at equal access and therefore equal opportunity. If you are considering entering the field of Deaf Education, here are some FACTS you need to know:

1. Sign Language is NOT a universal language. Just like Spanish is not the same as French or Swahili, ASL is not the same in England or Egypt or Israel or Russia. Each language has its own sign language and

that is how it should be! No surprise! FYI- British Sign Language (BSL) and Auslan (Australian Sign Language) are vastly different from American Sign Language!

2. American Sign Language, like all of the other International sign languages, is a complete and legitimate language in and of itself. It is not an abbreviated English. ASL has a complete grammar system, follows a set of syntax rules, has a vast vocabulary, and has its own set of social nuances...just like any other language. So, when you learn ASL, it is like learning a new foreign language.

3. Deaf Culture is a real thing. People who are Deaf, use ASL as their primary mode of communication, and immerse themselves in the social mores of all things related to deafness and Deaf pride consider themselves members of the Deaf Culture. Deafness is NOT considered a disability; it is something that makes members of the group unique. They have a strong voice in the kinds of legislation that can and should be passed to facilitate continued access and growth within the shared community.

4. If you are interested in primarily signing to assist a person who communicates in ASL, then you may actually, be interested in a job as a certified Interpreter for the Deaf. That is NOT a Teacher of the Deaf. It is a completely different professional field. (see www.rid.org)

5. Hearing aids DO NOT CORRECT a hearing loss. They make sounds louder; they do not make the sounds that are missing from the sensory organ of hearing-the cochlea-clearer. You can't replace what is missing. There are many degrees of hearing loss and hearing aids assist with only some of them, not all of them. When the aid is off, you can't hear or can't hear well.

6. Cochlear Implants (CI) DO NOT CURE a hearing loss. Think of a bionic man, like the Terminator. The cochlear implant is like a bionic ear in that it has a special way to digitally program the sounds we hear in the environment and then send those digitized sounds to the brain to be processed. The sounds DO NOT SOUND LIKE WHAT WE HEAR naturally through the ear. It is an amazing feat that the brain LEARNS how to use the digitized sounds to make sense of the input and that allows the wearer to 'hear' and use more speech. When the implant is received early (12 months) and does what it is supposed to do after years of training and all things

go perfectly well, the results are incredible. The results are not always incredible for everyone and we still do not know why. We have learned a lot about what markers are important for successful implantation, but we don't know enough to ensure that every person who gets an implant will have 100% success. And we have to remember, when the external component of the implant is removed at night to sleep or for a shower or for swimming or for some sports, that person can hear as much as a table; they are deaf. (FYI, they are now producing water resistant and waterproof CIs).

7. A system called CUED SPEECH/LANGUAGE is another visual way to help a person with hearing loss recognize and produce speech sounds. It uses 8 different handshapes and five different hand placements to represent the sounds of English. As a TOD, you SHOULD learn Cued Speech for those individuals who need it for access! To learn more about this fascinating system, go to www.cuedspeech.org.

8. The Auditory Verbal Therapy (AVT) method of developing listening and speaking skills is the one most often promoted by the professional organization supporting oral deaf education. Specially certified professionals use the system with children who receive cochlear implants. To learn more about AVT go to www.agbell.org/Families/Listening-and-Spoken-Language

9. Since learning how to read is largely based upon the ability to hear sounds, there are a number of systems used to help children with hearing loss learn those representations. The major programs or systems used currently are Visual Phonics/See the Sound (www.seethesound.org), Verbotonal/Sounds in Motion (www.soundsinmotionprogram.com) and The Association Method (www.talkinc.org). You will want to learn them all, again, to give your students access.

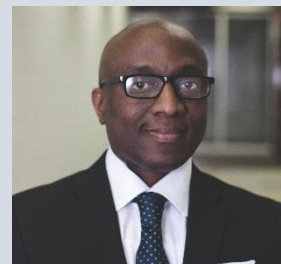
10. There are several professional organizations whose primary focus is the education and wellbeing of persons who are Deaf or hard of hearing. Becoming familiar with these organizations can assist you in determining if this is the field for you. The most often cited are: National Association of the Deaf (NAD- www.nad.org), AB Bell Association for the Deaf and Hard of Hearing (www.agbell.org), and there is a very comprehensive directory listing that can be found at:

<https://www.nad.org/resources/directories/deaf-and-hard-of-hearing-organizations/>

Deaf Education is a challenging, sometimes exasperating, and always rewarding field. You have to be willing to be a life-long learner and be flexible in your thinking. If you remember that your primary job is to get your students access to the information around them, you will find yourself on one of the most rewarding professional journeys possible!

Early/Special Education in the Era of COVID-19

Protecting the most vulnerable among us and striving to provide quality education to all, including to persons with special needs and to young children, has never been more imperative at a time when nations, societies, entire communities, economies, and educational systems worldwide are put under unprecedented stress by the current global COVID-19 pandemic. The American Bar Association, citing a US Department of Education (USDOE) memo and official policy, insists "[...] Educational institutions should take special care to ensure that all students (including students with disabilities) are able to study and learn in an environment that is healthy, safe, and free from bias or discrimination." While social scientists and historians are just beginning the process of recording the impact of this health crisis and assessing its short- and long-term impacts, it is fair to say that parents, early childhood and special education teachers and educators are displaying great resourcefulness in the face of huge challenges. Unsung heroes are not just found in occupations that are deemed essential (health care, food, supply chain and other workers), they are also found among parents, early childhood and special education teachers and educators. The Frank E. Bolden scholarship seeks to continue to assist students majoring in early childhood or special education. I am very humbled by the opportunity to contribute this noble mission.



Dr. Tchetchet G. Digbohoun
Scholarship Manager – POISE Foundation

OUR PAST RECIPIENTS



Ashley Pop (Senior at the University of Pittsburgh School of Education) is receiving her 2019 Frank E. Bolden scholarship award from Mrs. Bolden



Njeri Branch—2001



Eric Jankowski—2002



Lidsay Mielecki – 2003



Andrea Coleman Betts 2005



Kecia Scott—2005



Adriane LaRussa—2006



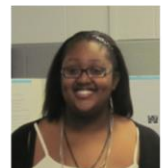
Elizabeth Suwala -2007



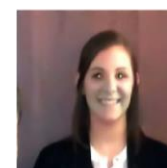
Suzannah Cannon -2009



Lauren Skrastins -2011



Anay Pope—2011



Naomi Canon -2012



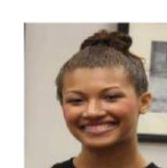
Brittany Ofcharka—2014



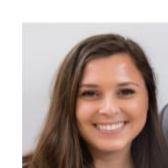
Ciarra Lewis – 2014



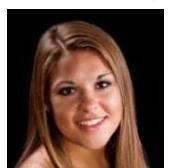
Dana Denson –2015



Chelse Aston -2017



Jessica Muradov – 2017



Elizabeth LaCarte- 2018

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www.poisefoundation.org/frank-e-bolden-scholarship-fund



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Scholarship Eligibility Criteria

1. Be an undergraduate or graduate education student pursuing a Special Education or Early Childhood teaching certification in the state of Pennsylvania.
2. Provide evidence of community service work with children
3. Intend to pursue a career focusing on the education and development of special needs children.
4. Attend a college or university within the 18-county Western Pennsylvania area that offers a teachers' certification program in Special Education or Early Childhood Education/Development

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Thank You For Your Generous Donations!!!