

Learning to Behave: Visual Thinking Strategies for Middle School, High School and Post High School Individuals who are Deaf/hard of Hearing

Carole Ann Kaulitz, M.Ed., CCC-SLP, has been in the field of education for over 39 years and is currently employed as a Speech-Language Pathologist, Deaf/Hard of Hearing Consultant, and Autism Consultant at Washington School for the Deaf in Vancouver, WA. Her program emphasis is on developing a collaborative/sconsultative communication model for educators/parents with students who are Deaf/Hard of Hearing of all ages and language/learning levels with a focus on visual thinking strategies, social communication, and co-occurring disabilities. Carole has extensive training in multi-methodologies related to Deafness and Autism, and has presented numerous workshops to interested professionals and parents throughout the States of Washington, Oregon, Nevada, and California. She is currently a member of the Washington State Autism Society Professional Advisory Board of Directors and is a contributing Board member for the Deaf Education Advocates Foundation (DEAF). Carole also has a private consulting business called Learning with a Visual Brain and has currently co-authored 2 books with her colleague, Ellyn Arwood, Ed.D., CCC-SLP, called Learning With a Visual Brain in an Auditory World, AAPC, 2007, and Visual Thinking Strategies for Individuals with Autism Spectrum Disorders: The Language of Pictures, AAPC, 2009. Another book called Learning to Behave through Visual Thinking Strategies is scheduled for publication June, 2012.

Program Description:
This workshop will cover information about how individuals who are Deaf/Hard of Hearing think to learn. Participants will be exposed to information about how individuals who are Deaf/Hard of Hearing rely on visual processing for learning, and the one learning characteristic that they have in common is a visual meta-linguistic way of thinking. The presenter will explain how learning with a “visual brain” affects the ability of a person who is Deaf/Hard of Hearing to learn to behave, to be socially appropriate, to be able to learn specific academic and work related skills, and/or learn to talk. Developmental changes will be demonstrated though the use of signing, written English, drawing, reading, and/or speaking related to academics, social, and behavioral issues. The presenter will also show how to implement the various strategies based on the strength of the learner for acquiring concepts and language for thinking.

Intended Audience:
Teachers, parents, paraprofessionals, and counselors

Objectives:

- Participants will be exposed to current thinking about the brain and how information is processed for learning for students who are D/HH.
- Participants will be able to describe the relationship between thinking or conceptualizing and learning to behave.
- Participants will be able to describe how the various language levels cognitively relate to social perspectives.
- Participants will develop an emerging awareness of how to use language to assign pro-social meaning to behavior to help change a person’s perspective.
- Participants will be able to discuss some practical classroom suggestions and applications for meeting the language/educational/behavioral needs of their students in various academic and non-academic settings.
- Participants will be able to demonstrate at least three ways to improve visual thinking for social, academic, or behavioral purposes for individuals who are D/HH with ASD.