



VISUAL LANGUAGE & VISUAL LEARNING



Peter Hauser, Integration of Research and Education leader (standing left) making an observation about ethics and research in the Deaf community at the 2012 VL2 Student Retreat

Integration of Research and Education: VL2 Student Leadership & Professional Development

VL2's student network—a network which spans the globe—has been hard at work this fall on establishing and maintaining professional development activities for the vital and energetic network of students involved with VL2's network.

September Sept. 5-9, the Student Leadership Team (SLT) created yet another impressive annual student

orientation. For incoming VL2 students there was an introduction to VL2, while for all students, many professional development activities were scheduled, including statistical training, grant writing, and an introduction to working with fNIRS neuroimaging equipment. The retreat was held at Gallaudet University, with part of the retreat happening in the Virginia woods in Prince William County.

The outgoing slate of SLT officers worked with the attendees on reorganizing the SLT slate and ensuring stronger communications between students and principal

investigators. Now, each of the five VL2 strategic focus areas (SFAs) has a representative dedicated to that SFA. Additionally, in an effort to ensure stronger student representation at the highest level of the center, VL2's executive team now has an active student representative on it: Corrine Occhino-Kehoe.

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VL2 OFFICIAL
NEWSLETTER
2012

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VL2 Student

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Peter Hauser, SFA 5 and VL2 science mentorship leader, noted that from start to finish, the retreat was impressive. The meetings kicked off at Gallaudet University with VL2 science director **Laura-Ann Petitto** providing an overview of the center, followed by each SFA leader (**David Corina**, **Jill Morford**, **Karen Emmorey**, **Jenny Singleton**, and Peter Hauser) presenting a short overview of their strategic focus area.

Hauser, the leader of SFA 5, Integration of Research and Education, said that all of the VL2 SFA leaders "did a great job describing their SFA's to students. I haven't really seen [the executive team in their] 'teaching' role...[T]hey were student-oriented...Their descriptions of their SFA's and the center was so clear. Centeredness was so evident in every second of it. Everyone showed 'ownership.'"

Hauser also shared other observations from the retreat: "After the VL2 overview at Gallaudet on Thursday, we arrived at our campground in a yellow school bus. It was like a scene of a movie...It looked like an abandoned Boy Scout camp with spider webs and palm-sized spiders (ok, exaggerating a little bit here). Everyone quickly bonded, got to know each other, and explored the grounds. We all had chores, including teams to cook meals and clean up. Everything was well-planned by the SLT.

On Friday, everyone woke up early and met for breakfast at 8 a.m... [Despite such an early start for a Saturday morning, everyone] was awake, cheerful, and excited to start the day. The students spent the

morning describing their projects and labs. The VL2 centeredness that I witnessed from the SFA leaders was also evident in the students. It was inspiring to watch new students describe the center projects so well... The SLT assigned peer mentors teams and the teams made 'plans of work' for the year. The teams made agreements like, for example, they would remind each other of deadlines, provide encouragement, and send care packages to each other during difficult times. It was so sweet, I wanted to be a student again.

In the afternoon, **Clifton [Langdon]** led a discussion on ethics...It turned out to be the best part of the retreat for me. The students engaged in a very intellectual and philosophical discussion about our obligation to give back to the community. They discussed how they can achieve this even when such efforts may not be compensated, be a part of academic requirements, or provide some benefit to their success in their journey in academia. Former VL2 student and research assistant **Erin Wilkinson** [arrived at] the retreat that afternoon and joined the discussion. I have to tell you that it was very inspiring to watch Clifton and Erin talk with the students. They appeared...so grown up...It made me realize how much VL2 has contributed thus far and by looking at the newer students, it showed how VL2 has not ceased to make such contributions. VL2 is continuing to develop new scholars.

The evening ended with a huge bonfire at the council circle where **So-One Hwang** told a story of a scary experience she had when traveling alone, I told a ghost story, **Adam Stone** shared several...ASL classifier... stories, **Geo Kartheiser** retold some classical deaf stories, **Paul Twitchell** did so too, and people just kept going up to tell stories in the firelight until the fire got too dark for us to see each other.



These are the highlights that I could remember...VL2's investment in the students and this retreat has been brilliant. This retreat is really one of the greatest assets of this center. I know 15, 20, or 25 years from now, many of these students will be at conferences together telling stories about their VL2 retreats. I felt fortunate to be a part of it this year and wanted to share it with all of you."

Later in September, the new 2012-2013 slate of officers met in Rochester, New York for the Student Leadership Team retreat. SFA 5 SLT representative **Erica Israel** and Peter Hauser, of the Deaf Studies lab at

Leadership

Rochester Institute of Technology, hosted the retreat.

In keeping with their reputation for highly organized events, the SLT set a number of pre-determined goals for the SLT retreat, but they added more as they saw the need for additional improvements and changes. In addition to researching additional research funding opportunities, streamlining organizational resources, and updating the SLT's annual report to the National Science Foundation, they addressed recommendations from the student network and from NSF.

To address the need for improved communications between students and the center, the SLT set up a communication system to clarify and formalize the flow of information between students and the SLT and also between the SLT and principal investigators/VL2's executive team. This document includes a brief overview of the new SLT positions and the roles and responsibilities of each.

To foster a smoother transition into the VL2 network and into VL2 research, the SLT developed a "VL2 Student Welcome Package" (including a video) which will be distributed to all new students joining VL2 affiliated labs. They also developed two new cross-lab training opportunities, the first at UNM during Winter 2012 and the second at UC Davis during Spring 2013. (Details forthcoming from the SLT.) To provide a basic understanding of VL2's infrastructure for incoming VL2 students as well as to establish a process for increased communication,

the SLT developed a "SFA communication network." This document provides an overview of the five strategic focus areas with a list of individual SLT representatives for each SFA, a list of the principal investigators for each SFA, and finally a list of the students under each lab. As part of this communication network, each SLT representative will set up individual SFA meetings with the students under their SFA.



Corrine Ochino-Kehoe, SFA 2 representative, noted at a recent VL2 executive team meeting that "overall, this was an extremely successful SLT Retreat meeting. We also really enjoyed creating the Welcome package for new students which includes: a Welcome Letter, a link to our Welcome Video (see above), and a list of tasks to complete in order to become integrated into the VL2 student network."

The SLT and the Integration of Research and Education Team has already been busy this year, and they are just getting started! Fridays, the SLT, working in conjunction with IRE

team leader Peter Hauser and the Deaf Studies lab at Rochester Institute of Technology, will host a "VL2 meeting" solely for students. At this weekly meeting, from 3-4:30 p.m. on Fridays, VL2 students address issues and share information regarding professional development and research opportunities. For details on the weekly meetings, contact RIT's Deaf Studies research program assistant, [Rupert Dubler](#).

And last, but not least, former VL2 student and research assistant and current assistant professor of linguistics at the University of Manitoba Erin Wilkinson has agreed to serve as an advisor for the SLT. After seeing how much the students at the retreat enjoyed talking with Wilkinson, Hauser and the SLT approached Wilkinson about the possibility of serving as an advisor. Wilkinson agreed. Wilkinson will serve as an advisor to the SLT as well as develop an alumni network.

The bottom line of this year's retreat was to "enhance awareness of VL2's work and strengthen each student's connections to the VL2 Student Network." When asked whether or not this was true of survey respondents' experience, 100% replied "yes." One respondent wrote, "Can we have more of these discussions in the future?" while another wrote, "Maybe a little less spiders, but that wasn't really a problem anyways." Alumni talks, demonstration of neuroimaging equipment, and "opportunities to network" were among the highest rated activities of the retreat. More photos available at [VL2's Facebook](#).

research

Co-PI Notes from Laura-Ann Petitto and Tom Allen

Sustainability, a topic that continues to occupy a great deal of our thinking in VL2, is not, as we have come to realize, "business-as-usual in to perpetuity." Sustainability has to do with how VL2 will thrive in an ever-changing world of the future. In the past few weeks, we have been immersed in two extremely important sets of activities related to sustainability. The first was our

Important Dates to Remember!

- VL2 Executive Team Meetings, Wednesdays, 11:30-12:30
- Strategic Implementation Plan (SIP), Dec 14, 2012
- Strategic Focus Area (SFA) Meetings, Feb 4-8, 2013
- Scientific Advisory Board, Sunday March 3, and Monday March 4, 2013
- School Partnership Meeting, Spring 2013 (TBA)
- Annual Report, April, 2013
- NSF Annual Site Visit, June 2013 (TBA)

participation in a two-day workshop with NSF and a panel of invited outside experts (yes, it had a decidedly site-visit feel complete with overnight assignments!) Held at the NSF headquarters in Arlington, Virginia, **Laura-Ann Petitto**, along with representatives from each of the five other Science of Learning Centers, was asked to meet a rather daunting challenge: to present precisely two of our VL2's Centers most important contributions to science, those that will have revolutionary and lasting impact on science and society. (For the curious, NSF will soon have a website with one-page reports representing what each head identified!)

Following the presentations, the team was given "homework" questions on

Thursday night to be ready to answer on Friday, and included the following objectives: a) to consider the major achievements of the Science of Learning Centers over the past seven years, b) to articulate the future directions of the discipline called, "The Science of Learning", and c) to discuss and recommend possible funding mechanisms for NSF that will ensure the continuation of this discipline once the current cohorts of Centers reach the end of their funding cycles.

The importance of this meeting cannot be over-stated. NSF has promoted the Science of Learning on the world's science stage, and the combined achievements of its Centers are astounding. It was clear from the meeting that there are strong sentiments of ongoing support for the Science of Learning, though its future at NSF may involve a hybrid of funding mechanisms (including some form of support akin to Centers, but one that differs in structure from present "Center mode" funding as part of the total funding portfolio, we think). We feel immensely honored and privileged to be a part of this discussion; we have helped to shape what is to come. As decisions are made about funding mechanisms and funding levels, we will be at the table (and of course, our pencils will be sharpened in



preparation for generating new proposals!)

The second set of activities involves another type of sustainability. Here our energy has been focused on the creation of an exciting new Ph.D. program at Gallaudet in Educational Neuroscience. (A 30-page feasibility

proposal is due in the Dean's office Oct. 15! Following this, even more documents are due to different branches of the Gallaudet administration later this week.)

This exercise has been at once complex, difficult, and exhilarating. All of these aspects are driven by the interdisciplinary nature of the program, requiring us to bring together diverse groups of scholars, current students, departments, and university administrators into an intricate collaboration resulting in a network of agreements about courses, programs, timelines, and resources. Internally, with the help of our inter-departmental Committee for the Establishment a PhD Program in Educational Neuroscience, we have built stronger bridges among four collaborating academic departments: Linguistics, with representative Dr. **Deborah Chen Pichler**, Psychology, with representative Dr. **Daniel Koo**, Education, with representative Dr. **Amy Hile**, and Interpreting, with representative Dr. **Brenda Nicodemus**). In addition, we were thrilled to have at the table our collaborating partner institution, The Laurent Clerc National Deaf Education Center, with representative Dr. **Christen Szymanski**. **Clifton Langdon** was the student representative on the PhD committee. We thank and praise these individuals for their wonderful work and collaboration to design a curriculum that is enriched with coursework drawn from each of these units at Gallaudet.

In addition, several courses were created afresh to ensure that the program's content is truly reflective of the discipline's most advanced and state-of-the-art knowledge. Dr. Laura Ann Petitto was hard at work designing courses that included the new first year Educational Neuroscience Proseminar as well as a pivotal first-year Foundations in Educational Neuroscience I & II (Fall/Spring) 2-course sequence. Meanwhile — the amazing and wonderful — Dr. **Melissa Herzig** was working away on three very important Guided Research

connections

intensive training courses involving Theory, Research, and Practice (indeed, the latter of which includes the vital component of translation experience at the Clerc Center).

And through it all, we have hammered out a set of Memoranda of Understanding (MOUs) with our four partnership universities, with the terrific and herculean help of our members of our Executive Team members at each site, including Rochester Institute of Technology (NTID)—thank you Dr. **Peter Hauser**; Georgia Institute of Technology—thank you Dr. **Jenny Singleton**, University of New Mexico—thank you Dr. **Jill Morford**, and the University of California, at Davis—thank you Dr. **David Corina**! As we write this PI2, we are ready to hit the Send button on this proposal. We send thanks to all who have contributed to this proposal, with a special shout-out to Dr. Melissa Herzig who led the coordinating efforts of the committee and in assembling all the pieces of the proposal.

Ultimately, these two endeavors are intricately connected to each other. From our end, embarking on a new Ph.D. program in Educational Neuroscience will propel our already-successful efforts to create a community of deaf and hearing scholars engaged in research and important translation into visual languages and visual learning. From NSF's end, their unambiguous commitment to the Science of Learning raises our confidence that the scholars we train will have federal support as they move through the program, become postdocs, enter the professoriate, and become scholars in their own right

—Fondly,

Tom and Laura-Ann

BL2 Hosts NSF Contingent

Sept. 21, the Brain and Language Lab (BL2) hosted a contingent from the National Science Foundation at the lab. Drs. **Mark Weiss** (Division Director of the Behavioral and Cognitive Sciences Division), **Joanne Tornow** (Deputy Assistant Director of SBE), and **John Yellen** (Program Director) received a detailed tour of the lab, significant findings to date, and current studies from graduate VL2/BL2 research assistants **Clifton Langdon** (GU PhD student), **Kaja Jasinska** (U. of Toronto PhD student), and **Kristine Gauna**, BL2 administrative research assistant. Gallaudet University post-baccalaureate research assistant and intern **Song Hoa Choi** also provided details about the laboratory's work and set up.

Due to its groundbreaking research into the science of learning in visual language and visual learning, VL2 has become one of the many "success stories" for the National Science Foundation. In the course of their work, VL2 and BL2 researchers have discovered that regardless of modality, the human brain processes phonological information equally from signed and

fingerspelling serves an important role in a young deaf ASL-English bilingual child's language and literacy development.

Additionally, the Brain and Language Lab ushers in a new era at Gallaudet, and at VL2, with the on-site training of a new cohort of VL2/ Gallaudet students with advanced neuroimaging equipment. Beyond the technical skills of running a modern brain imaging system, they are learning how to run neuroimaging experiments, how to design their own studies, and how to conduct the most advanced, state-of-the-art statistical analyses of collected brain data. This opens up more career options, more academic study options, and even more. This fall, BL2 is initiating training with five undergraduate and graduate students.

The dean of Gallaudet's Graduate School, Dr. **Carol Erting**, was also in attendance. She noted that the "tour was flawlessly executed, fascinating and exciting, and a most gracious welcome of our distinguished guests to our campus. The scientific work conducted by Dr. Petitto and her colleagues is most impressive, of great importance, and we know there is much more to come."

Pictured below, from L-R: Kristine Gauna, John Yellen, Clifton Langdon, Kaja Jasinska, Tom Allen, Laura-Ann Petitto, Joanne Tornow, and Mark Weiss. Photos courtesy of Wei Wang.



spoken languages; early visual engagement impacts a young deaf child's development of visual processing skills, visual attention, and this, in turn, positively impacts vocabulary size and later literacy development; and





Spotlight

New Faces: VL2 RAs @ GU

You are the new RAs with VL2 at the Gallaudet University site. Tell us more about yourself!

Ryan Barrett is a graduate student in the Master's in Public Administration program at Gallaudet University.



As a freshman at the Univ. of Illinois-Champaign, I met with **Jenny Singleton** and **David**

Quinto-Pozos to discuss the possibility of helping them with their research, and have been a part of that world ever since. They recommended me as an intern for VL2's Research Experience for Undergraduates (REU) summer program, and through REU, I was able to network with Dr. **David Corina**, whom I worked for after graduating. Upon graduation, I was a research assistant in Dr. David Corina's laboratory for a year and a half. I now work as an administrative assistant for VL2 at Gallaudet University.

I am currently studying administration, and my position as an administrative assistant helps me see the system from a holistic perspective and allow for a hands-on approach. VL2 has done research on administrative ethics (i.e., Dr. **Concetta Pucci**) that are relevant to my studies.

Amarilys Galloza is a 4th year Clinical Psychology Doctoral Student. She's joined the EELS team to help run the assessment portion of the project.



I'm a clinical psychology student at Gallaudet University. I am Latina and my research interests are related with the Latino deaf population. Doing research with these populations will provide the information needed to establish services and/or improve them for the benefit of the deaf Latino

community. As a future clinician specialized in deafness, the information and skills I will learn in VL2 will be valuable.

Adam Stone is a PhD student in Deaf Education at Gallaudet University.

I'm studying critical issues in the education of deaf learners, and I find VL2's research in brain plasticity, bilingualism, and reading to be very valuable in constructing a biological, science-based argument for the inclusion of sign language in the deaf learner's educational climate. I also find VL2 to be a wonderful launching pad for a budding researcher such as myself. I feel I'll be in a great place to collaborate with established researchers who will be able to guide my growth as a researcher.



I'm working on VL2's translational products, more specifically the iPad storybook apps that incorporate ASL and English.

Erica Wilkins is a first year Clinical Psychology PhD student.

I find VL2's research fascinating and very important for deaf children's development, so my dissertation will probably end up being related to VL2 research.



How would you describe VL2 in three words or less?

Ryan: Engaging, dynamic, and promising.

Amarilys: Fascinating, progressive, friendly.

Erica: Stimulating, challenging, and creative.

Adam: Energizing, Engaging, Educational! E3?

Lab Reports

On September 13-15th, **Jenny Singleton**'s lab at the Georgia Institute of Technology hosted a successful ELAN Training for Georgia area sign language scholars. The workshop was presented by **Julie Hochgesang**, faculty member in Linguistics at Gallaudet University. ELAN is a free software system to support time-encoded transcription/annotation of video data, for the analysis of signed/spoken utterances, behaviors, gestures, or eye gaze. ELAN is used by many sign language researchers. This training was made possible through a VL2 Student Grant awarded to **Gabrielle Jones** and Jenny Singleton's VL2 research grant. This specialized training created an opportunity to increase the sign language research capacity in the Georgia area by including Ph.D students, postdocs, and researchers from University of Georgia, Georgia State University, and Georgia Institute of Technology. The 10 attendees learned a great deal in a short amount of time including



Julie Hochgesang, Gallaudet University, leads VL2-sponsored Georgia Tech workshop on ELAN software for annotating video data.

hands-on work with their own video data samples. Learn more about [ELAN](#).

Dr. Peter C. Hauser,

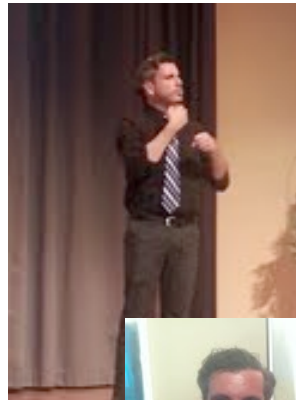
VL2's SFA 5 leader, was invited to give the keynote presentation at Iceland's "Deaf Day" conference in Reykjavic. Members of the Icelandic deaf community, parents of deaf children, professionals who work with deaf individuals, and university faculty attended this conference that focused on issues related to bilingualism. Hauser shared some of VL2's most recent findings on visual language bilingualism and how deaf children learn.



Iceland has a population of around 320,000 and about 200 are deaf signing children and adults. Similar to the USA and other European countries, medical professionals who work with cochlear implants corporations have discouraged the use of sign language. Approximately 98% of the children in Iceland under the age of 7 have cochlear implants. Iceland had only one residential school for the deaf and the school closed recently.

Despite the closing of their school for the deaf, the deaf community and teachers involved in deaf education remain to be strong advocates of bilingualism (multilingualism actually). Last year, the Iceland government officially recognized Icelandic Sign Language as one of its official signed languages. More hearing individuals are getting formal training in sign language interpreting and more interpreters are becoming available in their school system.

VL2's research has supported what the Icelandic Deaf Association has been claiming. Teaching a signed language to deaf children early in their life does not interfere with their language learning but actually benefits it. The conference attendees were pleased to find that there are people conducting this type of research and they plan to share this information with parents and professionals who were not able to attend conference. Hauser (pictured left) with the President of the Iceland Deaf Association, **Heiðis Dögg Eiríksdóttir**.



For more information on the Singleton Lab at Ga. Tech., please visit http://www.psychology.gatech.edu/people/faculty/Singleton_Jenny.php

outreach



Save the Date: Dr. Peter Crume

Wednesday, Oct. 24, Dr. **Peter Crume**, a former VL2 research assistant who is now working as a post-doctoral scholar at Georgia State University, will discuss "Teachers' Perceptions of the Use of ASL Phonological Instruction to Develop ASL and English Literacy in an ASL/English Bilingual Preschool."



Crume's study seeks to understand how teachers who work in an ASL/English bilingual educational program for preschool children conceptualize and utilize phonological instruction of American Sign Language (ASL).

VL2 Lecture Series

Crume notes that while instruction that promotes phonological awareness of spoken English is thought to provide educational benefits to young children in terms of language proficiency and reading development, there is limited understanding of how deaf children may similarly benefit from the phonological instruction of ASL. Part of the resistance in promoting ASL may be related to how signs native to ASL do not directly map onto written English in the same way that spoken English does.

However, ASL does incorporate the use of the manual alphabet, which is a manual

representation of the English alphabet, and many signs in ASL do have partial or full overlap to words in the orthography of English. ASL also has the added benefit of being considered the natural language for deaf people, which allows teachers with the means to promote ASL phonological instruction in ways that allow students to access and utilize a language in ways that can maximize their ability to process information.

All 2012-2013 lectures will be held from 4-5:30 p.m., in GU's MLC B111. Each is [live-streamed](#). Previous years' VL2 presentations are available at [Gallaudet's video catalog](#) and at [GU's website](#).

Language, Culture, and Science in Canada

Last month, **Laura-Ann Petitto** traveled to Ottawa, Canada to meet with officials at the [L'école](#)



[provinciale ontarienne des sourds et malentendants du](#)

Teachers' Perceptions of the use of ASL Phonological Instruction to Develop ASL & English Literacy in an ASL/English Bilingual Preschool

EDUCATIONAL NEUROSCIENCE PRESENTATION SERIES
Wednesday, October 24
4:00 - 5:30 p.m. in MLC B111
Lecture by Peter Crume, Ph.D.
University of Georgia

FOR LIVE STREAM: VL2.GALLAUDET.EDU

Petitto is pictured above with **Andree Gagnon**, who is signing "DEAF." Other members of the LSQ Deaf community shown above right are **Jean DaVia** and **Andre Thibault**. Also pictured is the French Canadian Deaf community flag.



Research Briefs



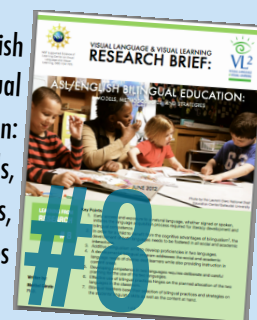
Eye Gaze and Joint Attention: Fundamental Skills for Successful Interaction in Home and School Environments

Bimodal Bilingual Approaches for Children with C. Implants



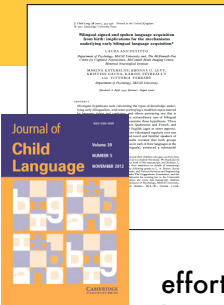
The Benefits of Bilingualism: Impacts on Language and Cognitive Development

ASL/English Bilingual Education: Models, Methodologies, and Strategies



FIND THEM AT
<http://vl2.gallaudet.edu>

education



[Centre Jules-Léger.](#)

While there, Petitto learned more about French Canadian

efforts to integrate knowledge from science into culture. Modeled after findings such as those reported in Petitto's ground-breaking study into language milestones across modalities for multi-lingual children, "[Bilingual signed and spoken language acquisition from birth: implications for the mechanisms underlying early bilingual language acquisition.](#)" Ottawa Deaf community members demonstrated a new sign for "language": "L"-over-the-brain's-hemispheres.



VL2 MENTORING CORNER

Peter Hauser &
Erica Israel



SFA 5 had its first "The VL2 Meeting" on Friday, September 28th. The purpose of this meeting is to have a time for the Center's faculty, staff and students to come together to talk about different topics relevant to the Center. The participation was great; there were 14 students, 2 PI's, and one staff member. The Student Leadership Team (SLT) shared their SWOT report that they made for the 2012 site visit. The SLT gave an update on their retreat and the change of the SLT structure. The meeting participants discussed the topics they wanted for The VL2 Meeting during this academic year.

The second "VL2 Meeting" occurred last Friday, October 5th and we had 28 people from 7 universities at the meeting! Peter gave an update on the American Sign Language-Sentence Reproduction Test (ASL-SRT) and shared the results of the ASL-SRT normative database. Please join future VL2 meetings on Fridays from 3:00-4:30 EST.

We have an exciting list of topics to be covered which includes statistical workshops, ethics workshop, presentations by VL2 alumni, just to name a few! A full schedule for the rest of this academic year will be distributed when all presenters have been confirmed.

Please contact [Rupert Dubler](#) to reserve a slot and receive a Fuze meeting invitation. Contact [Amy Letteri](#) to be added to the student distribution list if you are not on it yet.

-Contributed by Erica Israel

Student Leadership Team (SLT)

It's time to start applying for VL2 student travel and research grants – we have lots of funds this year JUST FOR VL2 STUDENTS. Don't let this opportunity slip through your fingers! All grants will be reviewed by the Student Review Committee, chaired by **Ben Anible** from the University of New Mexico. Check your VL2 Student Documents folder on Google Docs for the application forms –or contact your SFA representative.



Do you know who your SFA representative is? Here's the list. If you're not sure which SFA you're in, ask your PI, and then contact your SFA representative to make sure you're on the VL2 student email list and have access to the super-important VL2 Student Documents folder on Google Docs.

- SFA 1 - Deb Cates - deb.m.cates@gmail.com
- SFA 2 - Corrine Occhino-Kehoe - cmocchino@gmail.com
- SFA 3 - Amy Letteri - amy.letteri@gallaudet.edu
- SFA 4 - Adam Stone - adam.stone@gallaudet.edu
- SFA 5 - Erica Israel - emi5332@rit.edu

VL2 Recipient of NSF Supplemental Grant

VL2 recently received a supplemental \$40,000 grant award from the National Science Foundation for "Innovations from Visual Signed Languages in the Advancement of Avatar and Robotics Translation," proposed by co PI's **Laura-Ann Petitto** and **Thomas Allen**, with **Melissa Malzkuhn**, VL2's Digital Innovation & Media Manager. The intent is to expand the scope of the center's work by making connections between the science community, VL2's findings, and educational technology and industry.

Avatar technology and robotics could benefit from what we know about the importance of teaching and learning strategies that are visually oriented. Additionally, there is much we know in the science community about means of tracking visual attention (such as eye-tracking equipment) that could in turn lead to more effective interventions or activities.

Theory of Change and Theory of Action at VL2

Sept. 21, members of SFA 4, Translational Research, headed by **Jenny Singleton**, pictured right, gathered at Gallaudet for an all-day workshop with



VL2's Translational Research consultant **Kristine Chadwick** (pictured left

with an interpreter) of Edvantia Consulting.

VL2 will be implementing a solid process of evaluation and assessment for new VL2 products in the pipeline. The products we are focused on developing this year are bilingual ASL-English storybook apps for the iPad, a parent and educator information package, and ASL assessment tools and shared database.

VL2 Research Assistant Positions Open in US and Canada

Calling all students interested in research opportunities in the sciences!

VL2 has labs all around the nation and the world, and several are currently searching for research assistants. In addition to the hands-on research experiences available at VL2 research labs, the vital and energetic VL2 student network spans the globe and provides valuable mentoring and professional development opportunities.

What are some of the perks of working with VL2? Current VL2 students and research assistants say that these are the best part of their experience:

- Seeing science from the inside-out.
- Networking with 60 other VL2 students around the world.
- Access to training opportunities with the best of the best in sign language research.
- One-on-one time with leading researchers in the field.
- Excellent professional networking.

- Personalized academic training which helps you become an excellent scientist.
- Access to research and travel grants.

For more details, see the [VL2 website](#) and forward to your friends and colleagues.

VL2 Publication in *Journal of Deaf Studies and Deaf Education*

Paul Miller, Tevhide Kargin; Birkan Guldenoglu; Christian Rathmann; Okan Kubus; Peter Hauser; and Erin Spurgeon recently published "Factors Distinguishing Skilled and Less Skilled Deaf Readers: Evidence From Four Orthographies" in [Journal of Deaf Studies and Deaf Education](#).

BL2 at the Society for Neuroscience

Kaja Jasinska and **Laura-Ann Petitto** will be presenting "Temporal Dynamics of Bilingual Language Processing as a New Lens into Human Brain Lateralization: an fNIRS study" at the annual Society for Neuroscience conference in New Orleans, LA.

Gallaudet Univ. Students Receive Certification in Advanced Neuroimaging

Three Gallaudet University students recently received certification to operate one of the world's most advanced brain imaging systems, functional Near Infrared Spectroscopy (fNIRS). Gallaudet University recently [featured this news](#).

VL2 Open Lab Meeting



TIDBITS

Oct. 1, the Deaf Studies Lab at Rochester Institute of Technology hosted the first VL2 Open Lab Meeting" of the 2012-2013 academic year. Intended for VL2 researchers and students to share ongoing research, methodological questions, and early findings, the Open Lab series has been hosted in the past by **Jill Morford, Karen Emmorey, Christian Rathmann, Carol Padden, and Peter Hauser.**

The 1st Open Lab meeting of the year focused on preliminary findings in the latest analysis of the American Sign Language Sentence Reproduction Tool (ASL-SRT), a study run by **Hauser, Ted Supalla, and Daphne Bavelier.**

iSLanDS in the UK looking for Senior Research Fellow

The International Institute for Sign Languages and Deaf Studies (iSLanDS) at the University of Central Lancashire in the UK is looking for a Senior Research Fellow to strengthen their research base. This is a 5-year full-time position. The post is part of the "Guild Research Fellowships" program; general information about these fellowships can be found [here](#).

Details about the post and application process can be found [here](#).

D/HH Infants, Toddlers, and Their Families Certificate Program at Gallaudet Univ.

Gallaudet University is now accepting applications for The Deaf and Hard of Hearing Infants, Toddlers and their Families Interdisciplinary Graduate Certificate Program. The new cohort will begin in May 2013 with 3 days of on campus learning followed by online instruction. The program is offered for either Graduate or Professional Studies Training credits. More information about application processes can be found [here](#).

2nd Call for Papers: TISLR

[Papers are invited](#) for the Theoretical Issues in Sign Language Research Conference (TISLR 11), to be held in London at the Deafness, Cognition and Language Research Center 10th - 13th July 2013.

ASL/Deaf Culture Lecture Series at Univ. of Virginia

The Annual ASL/Deaf Culture Lecture Series at the University of Virginia returns with two events this fall. Tuesday, October 30, 2012, former post-doctoral scholar **Shilpa Hanumantha** will be presenting "The Ship Did Not Leave L.A.: A Deaf Indian Woman's Story." VL2 affiliated researcher **Daniel Koo** will be presenting Nov. 13 on "Signs of Things Past: The Effect of ASL and Modality on Working Memory."

VL2 Research Briefs

VL2 publishes research briefs on a number of topics important to deaf education, ASL-English bilingualism, and the science of learning of visual language and visual learning.

We continue to work with numerous national and regional organizations in disseminating our [research briefs](#). We have given briefs to the American Society for Deaf Children, The Laurent Clerc National Deaf Education Center, the Gallaudet Regional Centers, an NGO based in San Diego, and others.

Our Spanish translations are also being sent to Ecuador and other South American countries. We've had an extraordinary number of requests for our printed briefs.

And now briefs are available on issue <http://issuu.com/vl2newsletter>.

VL2 & Early Intervention

Former VL2 intern **Jessica Link** is now the new DHH Early Intervention Specialist for South San Diego.



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