

# THE WORLD MEETS AT CEHS AT ADELPHI VIA ZOOM





**Welcome to “The World Meets At CEHS At Adelphi Via Zoom.”**

**The world was hit unexpectedly by COVID19 in the beginning of this year. However, the spirit of international collaboration has not slowed down here at CEHS. During the past few months with the ongoing pandemic, CEHS has been more active than ever with international connections. Since July, we have signed several Memorandums of Understanding with international institutions: The British Teaching University in the Republic of Georgia, INGO CASF Child with Future in Kyiv, Ukraine, the Meera Foundation in Gurgaon (SOCH), the Lycée Français International Sevilla in Spain, and K-12 schools in Seville. A few more MOUs are on the way to being signed.**

**In addition, to respond to the pandemic restriction of travel, our faculty members are connecting with international schools in Spain and Italy to connect our Adelphi students with the students of those international institutions. Our students’ experiences have been enriched through these virtual interactions.**

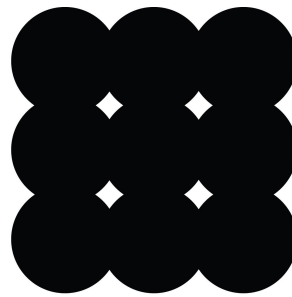
**The CEHS is in the process of planning to offer certificates for international educators and clinical practitioners. We are also in the process of establishing an international institute of autism and preparing to offer short-term workshops for practitioners in India, the Republic of Georgia, and Ukraine.**

**The pandemic has not deterred us from our international efforts. Zoom has been a meeting point for CEHS to be connected to the larger world.**

**Please scroll through the following pages to see our virtual collaborations.**

**Xiao-lei Wang, Ph.D.  
Dean and Professor**

# MEMORANDUMS SIGNED



COLLABORATIVE  
STUDY ABROAD



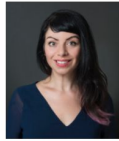
**CEHS recently signed several Memorandums of Understanding with international institutions. For example, The British Teaching University in the Republic of Georgia, INGO CASF Child with Future in Kyiv, Ukraine, the Meera Foundation in Gurgaon (SOCH), the Lycée Français International Sevilla in Spain, and K-12 schools in Seville. These MOUs include collaborative workshops, long-term and short-term class offerings, international institutes, and certificate programs.**

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# INTERNATIONAL COLLABORATIONS



## Teaching with Zoom

By Assistant Professor Dr. Melissa Randazzo, CCC-SLP  
College of Education and Health Sciences at Adelphi University

Date and Time: Tuesday, July 21 at 7pm

Advances in online communication platforms offer increased options for students and instructors. This session will focus on using Zoom to connect students with instructors. We will go over three Zoom tools to make teaching and learning online fun and engaging: whiteboard, polls, and reactions.

Dr. Melissa Randazzo is an Assistant Professor in the Department of Communication Sciences and Disorders. Melissa received her Ph.D. in Communication Sciences & Disorders from Columbia University. She is a speech-language pathologist and neuroscience researcher, with expertise in bilingualism, neurogenic communication impairments in adults, and pediatric speech sound disorders. She is the director of the Neurocognition of Communication Disorders Laboratory at Adelphi, where they use neuroscience to understand the communication challenges faced by people with disabilities. Dr. Randazzo is passionate about using technology in her teaching and sharing her knowledge with other instructors.



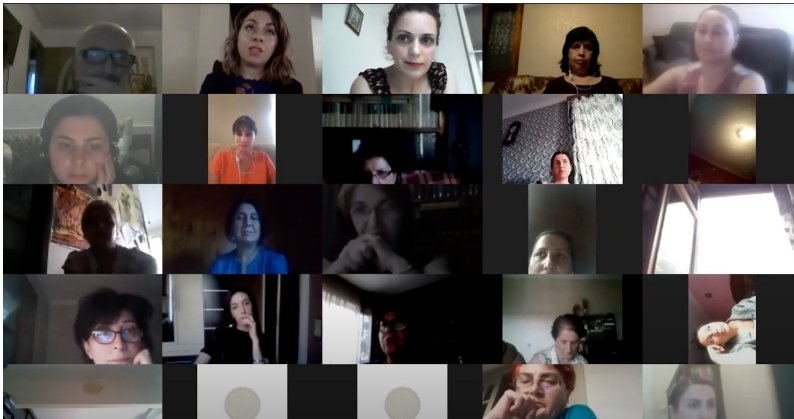
## Nonverbal Communication in Teaching

By Dean and Professor Dr. Xiao-lei Wang  
College of Education and Health Sciences at Adelphi University

Date and Time: Tuesday, July 21 at 6pm

The majority of our communication is through nonverbal modality. How teachers can take advantage of the nonverbal modality to help students learn is the focus of this session. Participants will be shown how to use hand gestures, facial expressions, and body postures in teaching, and how to "read" students' nonverbal communication cues and use them as an index in instruction.

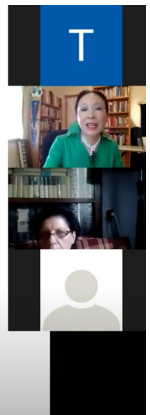
Dr. Xiao-lei Wang received her Ph.D. from the University of Chicago. She is an interdisciplinary scholar. Her research covers a wide range of topics such as nonverbal communication, language acquisition (including multilingual acquisition), parent-child interaction in different cultural contexts, and moral education. She has published at length in these areas. Her well-known books *Growing Up with Three Languages: Birth to Eleven*, *Maintaining Three Languages: The Teenage Years*, and *Understanding Language and Literacy Development: Diverse Learners in the Classroom* have changed our views on how to facilitate children's development in more than one language.



### Focus: Gesture

#### Gesture types

- Deictic (literal and nonliteral)
- Iconic
- Metaphoric
- Emblematic
- Beats



**As a result of these MOU agreements, Dean Wang and Dr. Melissa Randazzo each hosted one workshop with the British Teaching University in the Republic of Georgia. Dean Wang taught a workshop on Nonverbal Communication, and Dr. Randazzo taught a workshop called How to Use Zoom.**

# INTERNATIONAL COLLABORATIONS

**Psychomotor**  
**Social**

Life after High School  
Iryna sergiyenko

**Executive skills**

- Aim
- Plan
- Sequence
- Priority set
- Organise
- Initiate
- Self-regulate
- Time management
- Flexibility
- Completion
- Assess

**College**

- Reduce initial workload
- Social preparation
- Reasonable accommodations

Participants: Inna Sergiyenko, Stephen Shore, Danielle Buckley, Ira Serge, Franny Krieger

Ira Serge

Stephen Shore

Xiao-lei Wang

Inna Sergiyenko

Inna Olshansky

ChOB Sergiyenko, Iryna Language Infographic.pdf

ASD level 1 - Language

**SIGNS**

- No significant delay
- Must look for subtle issues
- Not in DSM-IV
- CELF-IV to assess
- Not in ICD-10
- Hard to quantify

**RECEPTIVE**

- COMPREHENSION**
  - Literal interpretation
  - auditory distortions
  - better at expressing
- NONVERBAL**
  - Hints and cues
  - Nonverbal communication
  - Theory of Mind
- COMMUNICATION**
  - interruption
  - Not follow topic change
  - overly precise

**EXPRESSIVE**

- PROSODY**
  - Grammatical
  - Pragmatic
  - Affective
- CONVERSATION RULES**
  - Reciprocity
  - Pedantic
  - Conversation repair
- COMMUNICATION**
  - Too much information
  - Confidence
  - Asking questions

**STRATEGIES**

- Social Stories
- Games, Role-play
- Drama Club
- Conversation Group

**TEACH AND PRACTICE:**

- Nonverbal cues
- verbal cues
- Clarifying questions
- Context before topic change
- "Repair" comments
- Theory of Mind
- listening skills
- giving and receiving compliments

John Elder Robison, Look Me in the Eye.pdf copy (page 15 of 26)

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**Discussion Question #2**

**Emotions**

happy	excited	calm	neutral
surprised	sad	disappointed	embarrassed
angry	shy	hopeful	worried
jealous	stressed	relieved	amused
in love	ashamed	grateful	convinced
disappointed	surprised	shy	hopeful

Have you seen or experienced an emotional scrapbook or scale being used as interventions for individuals with level one autism?

What are some other interventions or strategies that can be implemented to assist an individual with level one autism identify and express feelings and emotions?

**How do you feel?**

Surprised	Scared	Worried	Disappointed	Bored
Happy	Sad	Excited	Angry	Embarrassed
Shy	Jealous	Stressed	Relieved	Amused
In love	Ashamed	Grateful	Convinced	Hopeful

Participants: Ira Serge, Stephen Shore, Danielle Buckley, Franny Krieger

**Dr. Stephen Shore led numerous autism certificate workshops and courses with our partners in INGO CASF Child with Future in Kyiv, Ukraine.**



# INTERNATIONAL COLLABORATIONS

 by Clara Bauler, Kimberly Mullins · March 23, 2020

## Self-Portrait: Who am I?

Hello all! This week we will start to get to know each other as well as the international students we are working with. We will start by talking about ourselves through a "self-portrait video clip."

Post: Choose one or more of the topics below to share in a 90-second video:

*Who am I and who do others think I am in relation to...*

- My language(s)
- My Family
- My cultures
- Symbols of my country and community
- Different life contexts: home, school, street, social networks
- Other

You can use the sentence starters: *One important thing to know about me is... OR I love... OR This is what you need to know about me...*

## Example



**Dr. Devin Thornburg and Dr. Clara Bauler coordinated virtual class projects for Adelphi students with professors from Seville, Spain - Óscar Ceballos and Carlos Pineda.**

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# STAY CONNECTED VIA ZOOM



Created by Tara Cassidy

# ADELPHI

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