

Contributors

Shauna Arbuckle is a speech-language pathologist with the Winnipeg School Division in Winnipeg, MB. She is also certified as a listening and spoken language specialist (AVEd) for educational settings. Shauna has worked with preschool and school-age children who are deaf or hard of hearing in the mainstream and at the Manitoba School for the Deaf. Prior to working in Winnipeg, she worked with Albuquerque Public Schools in Albuquerque, NM.

Christi Batamula is an Assistant Professor in the Department of Education at Gallaudet University. She has worked at Gallaudet University since 2005, when she began work as an early childhood educator at the Kendall Demonstration Elementary School. She earned a BA in elementary education from Geneva College, an MA in Deaf education from Gallaudet University and a PhD from George Mason University with specialization in international education and a secondary, interdisciplinary focus on early childhood education and teacher education. Christi's research interests involve working with culturally and linguistically diverse Deaf young children and the importance of bilingual and multilingual learning.

Jim Cummins is a Professor Emeritus in the Ontario Institute for Studies in Education at the University of Toronto. His research focuses on literacy development in educational contexts characterized by linguistic and socio-economic diversity. Since the late 1980s, members of the deaf community in Ontario have built on Jim's research and theoretical work on bilingual education and cross-linguistic relationships to argue for evidence-based policy changes in the education of deaf and hard-of-hearing students.

Mathilde de Geus is an independent researcher, advisor, certified teacher of the deaf and an educational designer who specializes in education for the deaf and hard of hearing in mainstream settings. She studied history, teacher training and educational design at Leiden University. From 1999–2013 Mathilde worked at schools for the deaf in the Netherlands. In 2009 she started her own consultancy firm concerning the upbringing and education of deaf and hard-of-hearing children. Since 2011 she has been developing sign language modules for parents of deaf and hard-of-hearing

children. Together with parent foundations and other partners, she works on various research projects, both national and international.

Charlotte Enns is currently the Director of the Mauro Centre for Peace and Justice and a Professor in the Faculty of Education at the University of Manitoba. She teaches in the area of inclusive education, and her primary research interest is the bilingual education of deaf students. Together with her research team, she has created two standardized assessments of children's development of American Sign Language – the *ASL Receptive Skills Test* and the *ASL Expressive Skills Test*. Charlotte believes passionately in the need for all learners to realize their potential through the development of language and literacy practices.

Ingela Holmström is an Associate Professor in the Department of Linguistics at Stockholm University. Her research is directed towards communication issues in interaction between deaf, hard-of-hearing and hearing people. Ingela has a special interest in bilingualism and conducts research on teaching Swedish Sign Language as a second language.

Camilla Lindahl is Project Leader for the Teacher Education Program with a profile in Plurilingualism at Stockholm University. Her research interests center around sign bilingual education and include plurilingualism, translanguaging and multimodality. Camilla's research in sign bilingual science education and her experience as a mathematics and science teacher inform her development of the teacher education program with a focus on sign bilingual education. The project, in turn, contributes to research in what is required to develop sign bilingual education.

Julie Mitchiner is an Associate Professor in the Education Department at Gallaudet University, where she focuses primarily on early childhood education. She also directs the Deaf and Hard of Hearing Infants, Toddlers and their Families: Leadership and Collaboration Interdisciplinary Graduate Certificate Program at Gallaudet University. She received her BA in early childhood education and her MA in deaf education with a specialization in family centered early education at Gallaudet University. She received her PhD in education from George Mason University, with a specialization in early childhood education and a secondary concentration on multicultural/multilingual education. Julie has presented at many national and international conferences and has published several articles related to deaf families with children who have cochlear implants and on family language planning and policy with deaf and hard-of-hearing children.

Saskia Mugnier has been an Associate Professor at the Université Grenoble Alpes since 2007. Her work is mainly anchored in the field of sociolinguistics, and includes Langue des Signes Française (LSF) policies

and discourse analysis of actors in the field of deafness: teachers, educators, speech therapists and parents. Part of her work also concerns educational matters in the context of deafness: educational policies; didactics of plurilingualism, place and relationship to languages (French and LSF); and analysis of language contact in the classroom. The third part of Saskia's work concerns the evaluation of the language skills of deaf children in order to better identify and understand deaf bilingualism in all its facets.

Dai O'Brien is a Senior Lecturer in BSL and Deaf Studies at York St John University in the UK. His research interests include Bourdieusian and Marxist theory, and he is interested in exploring creative and visual research methods. When not at work, Dai enjoys spending time with his family, yoga and running.

Joni Oyserman is a deaf scholar with an MA in sign linguistics. She is a qualified sign language teacher and has 20 years' experience of teaching and developing materials for the teaching of Sign Language of the Netherlands in higher education, at university and for parents, children and interpreters. Joni is currently studying for a PhD in sign linguistics and didactics at Leiden University, focusing on language teaching methods by sign language teachers. Her main research interests include sign language teaching and (second) language acquisition. Her publications and research interests focus on sign linguistics, prosody, assessment, curriculum, grammatical judgements, sociolinguistics, sign language teaching, second language acquisition, Sign Language of the Netherlands and Deaf Studies.

Karen Priestley has recently retired from her position as the Manitoba Provincial Coordinator of Deaf and Hard of Hearing (DHH) Services, which facilitated the provision of a wide range of programming and communication options for DHH students in order to meet their diverse learning needs. She continues to be involved in the field of inclusive special education and DHH education as an Adjunct Professor at the University of Manitoba. Karen's research interests are effective programming for DHH students and the development/implementation of universal design teaching practices – practices that meet the broad range of needs of our student populations.

Debra Russell is a Canadian certified interpreter, educator and researcher. As the previous David Peikoff Chair of Deaf Studies at the University of Alberta, her research interests include interpreter-mediated education, interpreting in legal settings and with legal discourse, and Deaf-hearing interpreter teams. Her interpreting focus is on medical, legal, mental health and employment settings. She is the former President of the World

Association of Sign Language Interpreters (WASLI) and serves as a Commissioner for the Commission on Collegiate Interpreter Education (CCIE). Debra is extensively published in the field of interpretation. She loves to travel and has presented in more than 62 countries.

Krister Schönström is an Associate Professor in the Department of Linguistics at Stockholm University. His primary research interests include several aspects within the topics of deaf bilingualism, including questions related to sign bilingualism, acquisition of written languages and sign languages in the deaf and second language acquisition of sign languages.

Kristin Snoddon is Associate Professor in the School of Early Childhood Studies at Ryerson University. Her research and professional experience includes collaborative work with deaf communities in developing sign language and early literacy programming for young deaf children and their parents. Additionally, she analyzes policy issues related to inclusive education, sign language rights and acquisition planning for ASL. Kristin has served as Coordinator for the World Federation of the Deaf's Expert Group on Deaf Education.

Joanne C. Weber is Canada Research Chair (Tier II) in Deaf Education and an Assistant Professor at the University of Alberta. Her research interests include language and literacy education, arts-based research, deaf education, posthumanism, applied linguistics and sign language studies. Joanne was awarded the Governor General's Academic Gold Medal in June 2019. She has taught in deaf education settings for 20 years and continues to work with deaf children and youth through her role as artistic director of Deaf Crows Collective, which aims to provide opportunities for theatre performance by deaf actors of all ages.