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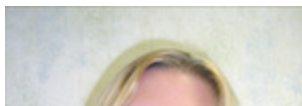
What's New at NDA

The Recreational Therapy Department helped NDA residents kick off the month with a Labor Day celebration. Residents made decorations and participated in games and a pool party. With the cooler weather upon us the staff has also been able to get residents involved in using the ropes course again.

Staff and residents were visited by some unusual guests later in the month.... Snakes! Chief Rowley put on an excellent snake show where everyone had an opportunity to see different types of snakes and learn fun and helpful facts including what snakes eat and how to tell a dangerous snake from its colors and eyes.

In the Charter School students continue to meet each morning to set up daily goals. This has been a tremendous success with a 76% achievement rate. The students also continued on the theme of leadership by studying the life of Ghandi and the way he changed a nation with peaceful behavior and have begun to study the presidential candidates.

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Employee of the Month



Danielle Warren, Registered Nurse

Danielle Warren is National Deaf Academy's Employee of the Month for October 2008. She has worked here as a Registered Nurse since September of 2007 and has been working in the field of psychiatric nursing for the past ten years. Danielle recently developed some creative strategies to champion NDA's "restraint free" philosophy on campus. She has positioned herself in the Charter School to assist the Mental Health

Technicians with positive interventions with the residents, significantly reducing the protective holds.

She has a positive attitude, great sense of humor and loves caring for the residents. In her free time Danielle loves spending time with her 13 year old son. They enjoy going to movies and taking short trips around Florida.

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Inner Views: A Resident's Perspective

A male adolescent resident was asked the question, "What is the most challenging thing about being a resident at NDA and how does staff help you with this challenge?" They responded:

Sometimes I feel tired of the whole treatment process and feel bored with the therapeutic setting. At those times, or like in the past, I have not been ready to deal with something or accept feedback from my therapist. Then I might find ways to relieve my "boredom" by acting out or looking for opportunities to behave inappropriately. Staff helps me deal with this feeling by showing some flexibility with rules and schedules. They help me find a time and place to relax and focus on the real reason for my boredom rather than being rigid about do's and don'ts.

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The Charter School: Evaluating Progress

*Dear Ms. Hilding,
I am curious about how you evaluate my son's academic progress. I understand that most tests are based on hearing children. How, then, can you test my child? Diane C.*

Dear Diane:

We assess students in a variety of ways. One test that we use for students who can read and write is the Stanford Achievement Test, 10th edition. This test gives us information on how your child is doing in reading, mathematics, social sciences, science, spelling, and language. The test gives us grade level scores that



compare our students with hearing children. It also gives us percentiles that compare students with their same-age deaf peers. For students who are not yet reading and writing, we use the Brigance Comprehensive Inventory of Basic Skills. This test helps us evaluate self help, receptive and expressive language, gross and fine motor skills, social-emotional levels, and general knowledge. We also use tests that are normed on hearing children only, but we use them for the content information, not necessarily for the scores. And we are careful not to use subtests for our deaf students that require hearing ability in order to answer the question. We pay close attention to specific questions that the individual child gets right or wrong so that we can make certain that the information is in our curriculum, and we also check to see how much improvement the child has made over a period of time.

Another way that we assess our students is through our intensive reading and math tutorials. We have developed a focus calendar and identified the benchmarks that will be taught. Each child is pre-tested on each benchmark. Then, after a week or so of direct instruction, the child takes a post test. This allows us to see what areas have been learned, and what areas need to be re-taught. Additionally, these benchmarks are incorporated into our project-based curriculum so that students have the opportunity to apply what they have learned, often in hands-on projects. Criteria are established prior to a project. Achievement of those criteria is determined through assessment and rubrics.

Assessment is on-going and occurs in all environments here at school. While you often receive test scores for specific tests, academic information on your child is gathered from all classes. Social information is collected from classrooms, the hallways, and even special events such as assemblies and graduations.

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Job Postings

Community Relations Coordinator

The Community Relations Representative will work with the Director of Business Development and other Community Relations Representatives to educate the community about National Deaf Academy. This position requires an ability to travel nationally a minimum of 75% of the time. Primary Responsibilities include: Developing and maintaining direct referral relationships within assigned territory, identifying the most viable potential referral sources/payers within the target markets and determining how to access those sources and assisting the Director with marketing and public relations. A Bachelor's degree from an accredited university in business or social service area and fluency in American Sign Language is required. Previous experience working in a mental health environment a major plus.

Mental Health Technicians

Individuals holding the MHT position are responsible for implementing and assisting in the daily management of our resident population. MHTs work on an ongoing basis to improve the residents' social, communication and personal hygiene skills. They engage the residents in activities, help implement their treatment programs and maintain a safe living environment while providing close supervision and observation. This job is

often referred to as Psychiatric Assistant, Group Advisor, Dorm Counselor, CNA or Youth Leader. Prefer the candidate to be fluent in American Sign Language, however will train the right individual. \$500 sign-on bonus for qualified individuals fluent in American Sign Language.

Transitional Unit - Habilitation Staff Openings

Full-time/per diem, all shifts, available 7 days a week. An exciting position in the new Transitional Unit, functions as facilitator, coach and driver. Certification in First Aid, CPR and Medication Administration preferred. Fluent in American Sign Language and computer knowledge required. At least two years of experience in a psychiatric setting specializing in mental health and post-school adult living program preferred. Will be responsible for: Coordinating the household operations and day-to-day scheduled program, handling all types of emergency situations and utilizing behavioral management techniques, implementing, executing and documenting individual service plans and required data, developing and providing in-house trainings for the house members.

How to Apply

Send resume to:
Director of Human Resources
National Deaf Academy
19650 US Hwy 441
Mt. Dora, FL 32757
Email: btashlein@nda.com
Phone: 352-735-9500
Fax: 352-735-4939

Quote of the Month

"Go confidently in the direction of your dream. Live the life you have imagined."
- Henry David Thoreau

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- Residential Mental Health Care for Deaf Children, Adolescents and Adults -
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www.nda.com

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