

Contributors

C. TANE AKAMATSU is a psychologist with the Toronto District School Board, a highly multicultural school board, where she serves both hearing and deaf children. Her interests include assessment practices with deaf and multicultural children, classroom use of sign language, and effective teaching through dialogic inquiry.

BRENDA JO BRUEGGEMANN is Associate Professor of English at the Ohio State University; and an Associate Faculty member in Women's Studies and Comparative Studies. She is the author of *Lend Me Your Ear: Rhetorical Constructions of Deafness* (Gallaudet University Press 1999) and the coeditor of *Disability Studies: Enabling the Humanities* (Modern Language Association 2002). She was awarded Ohio State's Distinguished Diversity Enhancement Award in 2001 for her development of an interdisciplinary disability studies minor and an American Sign Language program.

SUSAN BURCH is Associate Professor of History at Gallaudet University in Washington D.C. She is the author of *Signs of Resistance: American Deaf Cultural History, 1900 to World War II* (New York University Press 2002). Her areas of expertise include American and Soviet Deaf history, women's history, and Disability history. She was awarded a Fulbright scholarship to the Czech Republic (for Spring 2004).

ESTER COLE is a psychologist in private practice. Previously, she supervised teams of school psychologists at the Toronto Board of Education for sixteen years. She also taught for two decades at O.I.S.E. She has coauthored and written numerous books and articles, and has lectured internationally on models of school psychology and services in inclusive societies. She is the current president of the Ontario Psychological Association.

BOMEE CORWIN has been deaf all her life. She was born in Kang Won-do South Korea in 1984 and adopted by a family from the United States in 1986. She graduated from a mainstream high school with honors in 2001 and is currently a sophomore at Gallaudet University in Washington D.C.

ELIZABETH ENGEN is an educational linguist, formerly of the Rhode Island School for the Deaf. Her field is language assessment, test development, and research on the language of children with hearing loss.

TRYGG ENGEN is Professor Emeritus at Brown University where he taught psychological testing and psychometric theory with emphasis on scaling and the definition and measurement of individual differences.

TOM HUMPHRIES is Associate Director of the Teacher Education Program and is on the faculty of the Department of Communication at the University of California, San Diego.

CLAIRE RAMSEY is a faculty member in the Teacher Education Program at the University of California San Diego. She is currently applying her training in linguistics and sociolinguistics to the community of elderly signers in Mexico City, and the consequences of Mexico's fully integration special education policy on Mexican Sign Language.

LILLIAN BUFFALO TOMPKINS is Associate Professor in the Department of Education at Gallaudet University. Her professional and research interests lie primarily in literacy, especially writing development in deaf and hard of hearing learners, and in creating a deaf-centric model of bilingual education.

SHERMAN WILCOX is Professor of Linguistics at the University of New Mexico. His main research interests are the theoretical and applied study of signed languages. His theoretical work focuses on iconicity, gesture, and typological studies of signed languages. He is widely recognized as an advocate for academic acceptance of American Sign Language in universities in the United States. He also has taught signed language interpreting for many years, and most recently has begun to demonstrate the application of cognitive linguistics to interpreting theory. He is the author of several books and articles, including *The Phonetics of Fingerspelling* (1992), *Gesture and the Nature of Language* (1994, with David F. Armstrong and William C. Stokoe), *Learning to See: Teaching American Sign Language as a Second Language* (1997, with Phyllis Perrin Wilcox), and several edited collections.

KATHLEEN M. WOOD has been teaching English to Deaf and hearing children and adults for twenty years. She is currently working with faculty and staff who work with Deaf children—studying and integrating learning technologies into the language arts classrooms and revising reading/writing curricula to reflect current theory and that work within the curricular confines of the NCLB legislation.