

Seeking Submissions for the 2017 Issue of *Odyssey*

THEME: What's Trending in Student Success

When professionals, parents, and students are asked about goals or hopes for the future, responses often include “We want her to succeed” or “I want to be successful.” But what does being successful mean? What does success look like in the classrooms, schools, and homes of children who are deaf or hard of hearing? Success can mean different things to different people. It can and should be defined differently for individual students as well as for the same student at different points throughout his or her education.

A typical definition of student success might include graduating from high school and continuing on to postsecondary education or training and then on to working in a student's chosen field. These important markers of success occur after many years in school. So what does success look like along the way toward achieving this goal? We know that the foundation for high school success can be established before a child enters kindergarten, but what does a successful foundation look like? What role does language play?

What about social-emotional and motor skills? How do professionals and parents recognize and measure

success in early childhood? Then, as a child progresses,

how do they redefine and note success at school and at home? Most important, how do students understand and define success for themselves?

No two students who are deaf or hard of hearing have the same educational journey. Their experiences may differ academically, communicatively, and social-emotionally. How do professionals and families acknowledge and foster success in all aspects of a deaf or hard of hearing student's life as well as for students with varying skills, abilities, needs, and goals? And how are they using tools such as a student's Individualized Education Program or 504 plan to plan for and document the knowledge and skill development students need to be successful during school and in preparation for their longer-term goals?

The 2017 issue of *Odyssey* will focus on how professionals, families, and students define, foster, measure, and document success for deaf and hard of hearing students from birth through high school. What practices are used in the classroom and throughout the school day to acknowledge and facilitate the effort, characteristics, and learning that lead to success? What are families doing to foster success at home and at school? How do students create a vision of success for themselves and then figure out how to get the knowledge, skills, and experience needed to make their vision a reality?

The Clerc Center is particularly interested in articles focused on serving students who are deaf or hard of hearing from traditionally underserved groups, including those students who are lower achieving academically, who come from families that speak a language other than English in the home, who are members of diverse racial or cultural groups, who are from rural areas, and/or who have secondary disabilities.

Please e-mail your ideas to Odyssey@gallaudet.edu. We will begin accepting submissions on June 1, 2016, and continue until October 3, 2016, or until the magazine reaches capacity. Contact us via e-mail at any time with questions or to discuss your ideas.

