

Charles Reilly, Ph.D.

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Current positions

- Senior Research Scientist, Gallaudet Research Institute, Gallaudet University, Washington, D.C. Focusing on deaf children's learning and language. Youth culture, esp. in residential schools. Applications to policy, teaching, and program implementation. Instructor in International Development Master's program at Gallaudet University.
- Chief Technical Advisor, "Access to language and literacy for isolated deaf infants and youth by providing visually-based cognitive linguistic stimulation through community partnerships." Gallaudet University and UNESCO Programme for the Education of Children In Need."
- Fund Officer, Priority Research Fund at Gallaudet University.
- Program design and evaluation (consulting).

Education

Doctor of Philosophy- Education Policy. University of Maryland, 1995. (Dept. of Education Policy, Planning, and Administration)

Master of Arts, Social Foundations of Education (emphasis on applied anthropology). University of Maryland, 1988.

Bachelor of Arts. Oberlin College, Ohio.

Selected Honors

Fulbright Dissertation Research Scholar to Thailand.

Benjamin National Fellowship for International Education, University of Maryland. Full scholarship, 1988-90.

Fellowship to Thailand, Oberlin Shansi Memorial Association, 1978-81.

Research on childhood learning (1993-present)

Towards a culturally-supportive basis of integrating young deaf children into family activities. Pilot study, 2007-8.

Researcher, *Signs of Literacy: A Longitudinal Study of ASL and English Literacy Acquisition*, 1999-2005. An interdisciplinary, longitudinal study examining linguistic, cultural, and cognitive development in deaf and hard of hearing children from diverse backgrounds. Uses a case study approach and extensive videotaping to understand processes and learning contexts of language development by selected deaf youth in bi-lingual classroom settings. See webpage <sol.gallaudet.edu>

Researcher, *Language, Literacy, and Cultural Development in Bilingual Homes and Classrooms*, 1993-98. A longitudinal study of teaching and language modeling strategies used with deaf pre-school children in bilingual classrooms and homes.

Research on residential institutions for children (1989-95)

Study of residential institutions for deaf children, with focus on informal teaching, learning and play among deaf children, with application to improved instruction.

Research on Sign

Coordinator of a team of Deaf Thai people in the production of the first dictionary on Thai Sign Language. Involved extensive liaison work between

Language
(1981-85)

**Research Fund
Administration**
(1996-present)

Courses taught

Thai Deaf investigators and US-based linguist during in-depth investigation of the language's vocabulary structure. Speciality in translation from Thai Sign to English and to written Thai and sign vocabulary structure.

Chair of the review panel for research proposals on Gallaudet's research priorities, advises on research design, and serves as fund officer for the university's Priority Grant Program.

Undergraduate- Social Foundations of Education

Graduate level- Introduction to Educational Research; Project Design and Implementation in Developing Nations.

Teaching overseas.

- 1998, 1999, Seminar in Non-Formal Education Planning & Seminar in Leadership for Rural Deaf Community (non-credit) as visiting professor, Ratchasuda College, Mahidol University, Thailand.
- Pre-school language enrichment programs with pre-school age deaf children at Sethsatan School, Bangkok, Thailand (1978-80).

Selected Publications and Presentations

Prospects for meeting the needs of deaf children in the poorest nations: Insights from Southeast Asia. Monograph based on site visits in SE Asia, January-February 2008. Under preparation.

"Progress Towards A Model of Collaborative Support of Deaf People As Assets for Families with Young Deaf Children." Report to UNESCO's Programme for the Education of Children In Need/ Asia and Pacific Regional Bureau for Education. January 2008.

Reilly, C. & Wannuwinn, N. (2005). The Rising of Lotus Flowers: Deaf Children's Self-Education in Thai Boarding Schools. Socio-linguistic Series (Editor, C. Lucas). Washington, D.C.: Gallaudet University Press.

Suwanarat, M., Reilly, C. and Wrigley, O. (1986). The Thai Sign Language Dictionary. Bangkok: The National Association of the Deaf. (Consultant on Revised and Expanded Edition, 1990.)

Reilly, C. (1995). A Deaf Way of Education: Interaction among Deaf Children in a Thai Boarding School. Ann Arbor, Michigan: University Microfilms (U.M.I. Number – 9539716).

Reilly, C. & Suvannus, S. (1999). Education of deaf people in the Kingdom of Thailand. In Brelje, H.W. Global perspectives on education of the deaf in selected countries. (pp.367-382.) Hillsboro, Oregon: Butte Publications.

"Enhancing Scholarship Through Global Activity: Report of International Education Working Group at Gallaudet University." (July, 2002.) Report of a year-long study led to re-organizing of international programs.

Fernandes, J. & Reilly, C. "Enriching society: Recognizing the Value of Deaf People and the Indigenous Sign Languages." Paper based on Keynote Address, To appear in published proceedings of the "Power of Language: Theory, Practice and Performance" Congress, May 2006, Bangkok, Thailand.

Reilly, C. (1996). Teaching each other. Gallaudet Today, pp. 12-20. Washington, D.C.: Gallaudet University.

"Out standing in the field: Making good choices in data collection", (1992). University of Pennsylvania's Ethnography in Education Conference.

Software	Co-designer of “Video Portfolio”, a qualitative analysis and database software for integrating multi-media research data in studies of teaching and language learning by children.
Major Presentations	<p>Towards Inclusive Education, Regional Workshop in Asia on Implementing Inclusive Policies for Assessing Achievements Towards Education For All. Invited speaker. UNESCO/Cambodia, January 2008.</p> <p>Access to language and literacy for isolated deaf infants and youth by providing visually-based cognitive and linguistic stimulation through community partnerships. Co-organizer of senior level consultation with UNESCO, Gallaudet University, and Royal Thai Government, August 10-11, 2005. Bangkok, Thailand.</p> <p>Erting, C. Reilly, C., and Kuntze, M. (February 2005). Video Portfolio: Innovative Software for Ethnographic Analysis of Video and Text Data. Conference Session, ACEDHH Conference, Banff, Canada.</p> <p>Reilly, N. and Reilly, C. (August 3-7, 2003) Workshop on “Helping Young Deaf Children Acquire Thai Sign Language the Thai Deaf Way”, N.S.T., Thailand.</p> <p>Woodward, J., Reilly, C. Kemp, M, Janawang, P, & Gordon, J. (July 2002) Strategies for Sign Language Teacher Training and Research in Developing Nations. Symposium, Deaf Way Conference, Washington, D.C.</p> <p>Reilly, C., Weber, S., Solit, G., Ricasa, R., & Reilly, N. (July 2002). Strategies for Promoting Early Learning by Deaf Children in Developing Nations. Symposium, Deaf Way Conference, Washington, D.C.</p> <p>Erting, C., Kuntze, M., Reilly, C., Erting, L., Bailes, C., Thumann-Prezioso, C & Mathis, D. (April, 2001). Constructing English Literacy through American Sign Language: Evidence from Deaf Bilingualism. Symposium at the American Educational Research Association Conference (AERA). Seattle: Washington.</p> <p>Reilly, C. and Dudis, P. (June, 2000). Using the deaf community as a resource in educating deaf children in Myanmar. M. C. School, Yangon, Myanmar.</p> <p>Reilly, C. (March, 2000) Using sign language for deaf community empowerment. Presentation at the National Asian Deaf Congress 2000 Conference. Arlington, Virginia.</p> <p>Weber, S, Reilly, N. and Reilly, C.B. (March, 2000) Early Childhood Education: Training in Myanmar. Presentation at the National Asian Deaf Congress 2000 Conference. Arlington, Virginia.</p> <p>Reilly, C. (Sept. 1999). The role of videotape as an inquiry tool in a naturalistic study. GRI Research Forum, Gallaudet University, Washington, D.C.</p> <p>Reilly, C, Weber, S & Reilly, N. (June-July, 1999). Workshop on Early Deaf Childhood Education, Mandalay School for the Deaf (three week training program sponsored by World Vision).</p> <p>Weber, S., Reilly, C. & Reilly, N. (July, 1999). Creating accessible early education for deaf preschool children. Invited seminar at Ratchasuda College’s National Education Seminar/Thailand.</p> <p>Reilly, C.B., Erting, C.J. & Thumann-Prezioso, C. Activity Settings in ASL Preschool Classrooms. (March, 1998) Presentation at the 19th Annual Ethnography in Education Research Forum, Univ. of Pennsylvania.</p> <p>Facilitator for two-day session on “Changing Social Attitudes towards</p>

Disabled Children”, Invitational Global Workshop for Disabled Children in Developing Nations, Feb. 3-7, 1997, Washington, D.C.

Self-education of deaf people, a paper for the Scientific Commission on Pedagogy, World Federation of the Deaf, Tokyo, 1991.

“The benefits of collaboration between researchers and teachers”, co-presenter at Conference of American Instructors of the Deaf, July, 1997.

“The Boarding School Experience.” Organizer of an Invited Session of the American Anthropological Association meetings, 1994 and presented a paper, “Peer Enculturation in Thai Deaf Schools.”

“Out standing in the field: Making good choices in data collection”, presentation, Univ. of Pennsylvania’s Ethnography in Education Conf., 1992.

“Education of Deaf People: The Bicultural– Bilingual Connection.” Organizer of a session, American Anthropological Association, 1990. Also presented a paper, Self-education among deaf children in the residential institutions for the deaf in Thailand.

International development projects since 1978

Educational development for language minority group

2003-present- Project Leader for “Engaging deaf adults as Family Mentors to help young deaf children towards full participation in home life.” Developed one-year training course for local deaf people and worked with the Thai government to deploy trainees in two rural provinces.

2004-2007- Chief Technical Advisor, “Outside the Dream: Access to language and literacy for isolated deaf infants and youth by providing visually-based cognitive linguistic stimulation through community partnerships.” UNESCO’s Programme for the Education of Children In Need/ Asia and Pacific Regional Bureau for Education.

1997-2005- Project Director for an education/community mobilization project in Thailand for Gallaudet University’s Nippon World Deaf Leadership Program. This project established a university program of studies to enable deaf adults to become certified teachers of their sign language, as well as programs of non-formal education for rural deaf community. Involved national deaf association, the new corps of sign language teachers, and rural deaf groups in sign language promotion in rural areas. Focus on organizational capacity building and rural outreach.

Sub-projects-

- University certification for deaf adults in teaching their own sign language (with Ratchasuda College)
- Pilot project on training deaf adults to assist language and cognitive development of deaf infants and toddlers as mentors in rural households. Site- Nakhon Sri Thammarat. UNESCO-funded.
- Capacity-building for rural deaf groups as local assets and partnerships for nonformal education activities.
- Established a national association of Thai Sign Language Teachers, as coordinating partner.

Community development

1981-85, Project Officer, International Human Assistance Programs/ Thailand. USAID funding of project, “Reaching the UnReached:

Early education for deaf children in developing nations

Thailand's Deaf Community.” Chief trainer in assisting the Thai deaf community to create a membership association with a secretariat, regional clubs, a self-supporting factory, and a program of sign language research and dictionary-making. From 1987, Lifetime Honorary member of the National Association of the Deaf in Thailand (NADT).

2000, World Vision/ Myanmar. Worked with social workers and deaf leaders to design and pilot test a home education service for pre-school deaf children in rural areas of Myanmar. Workshop for educators in developing sign language dictionaries (with Paul Dudis).

2003, Week-long Seminar “Helping Thai Deaf Children Learn Thai Sign Language In A Thai Deaf Way” in Sri Nakhon Thammarat, Thailand (with Nipapon Reilly).

Teacher training

1999, World Vision/Myanmar. Assembled an 18-person team from four nations to provide training in three-week “Workshop on Early Childhood Education for Deaf Children.”

Evaluation and Needs Assessment

2003, Final Evaluation, “Inclusive Education for Hearing-Impaired and Deaf Children in Vietnam” Project, Pearl S. Buck/USAID, VietNam.

1997, World Vision/Myanmar, Consultant to project "Children in Especially Difficult Circumstances", one month. Rapid assessment of educational conditions for deaf people in Myanmar and designed a project (with Dr. Owen Wrigley) to establish pre-schools for deaf children and to support self-help efforts by deaf adults.

1991, Department of Education, Washington, DC. Consultant, Office of Special Education and Rehabilitative Services, three months.

- Conducted an assessment of approaches to awarding federal discretionary grants by peer review.

Professional Affiliations

American Anthropological Association
American Evaluation Association
International Society for Language Studies

Civic affairs

Chair, Sierra Club, Prince George's County, Maryland

Languages

Thai spoken and written (intermediate); Thai Sign Language (advanced); American Sign Language (advanced) and English (native skills).

*Charles Banks Reilly
Updated 2008*

CERTIFICATION

I, Charles Reilly, declare that:

The information provided in this CV is accurate and hereby authorize the prospective employer to make whatsoever inquiries it may consider reasonable and necessary to undertake in the course of the recruitment assessment and in relation to the information I have provided in this CV pr any other matter which may relate to my suitability for the position for which I have applied

Signature

Date: September 12, 2008

Dr. Charles Reilly

via e-mail