



# Supporting Success Conference 2017

## Session Descriptions and Objectives

### PRECONFERENCE: *Bridging Assessment to Instruction* - Thursday



#### **Bridging for Better Preschool Outcomes (Part 1 & 2)**

*Laura N. Peterson, Ed.D., Speech Language Pathologist and Certified AV Therapist & Karen Anderson, PhD, Director of Supporting Success for Children with Hearing Loss*

Effective transition from early intervention to preschool requires understanding not only appropriate assessments to consider, but how to take that assessment information and use it to develop student goals and objectives. This session will use case studies to illustrate assessment results being used as a guide to goal development and where to initiate services.

Objectives: The participant will be able to:

- 1) Describe some appropriate assessments to use in transition to preschool.
- 2) Take results from these assessments to determine appropriate goals.
- 3) Utilize assessment results to develop objectives and where to begin intervention.



#### **Bridging for Better School-Age Outcomes (Part 1 & 2)**

*Lynne Price, B.A., NBCT, Teacher of the Deaf/Hard of Hearing and Gail Wright, M.A., Teacher of the Deaf/Hard of Hearing*

Test scores! Everyone has them, but how do they become goals and teaching strategies? Bridging for Better Outcomes will provide teachers and speech specialists the opportunity to analyze assessment information in the areas of perception, audition, language, and performance. This information can be used to establish strengths and weaknesses, develop IEP goals, determine service delivery time, and evaluate success of explicit instruction. It also assists in determining areas in need of remediation and can help in determining areas of eligibility. The session will use case studies to demonstrate data collection procedures and interpretation of student responses and behavior. The goal is to create a complete picture of the impact of hearing loss/deafness on a student's learning potential.

Objectives: The participant will be able to:

1. Analyze student response, note behavior during assessment, and use test data to identify strengths and weakness.
2. Create specific goals and objectives for instruction based on test data.
3. Sequence instruction based on complexity and application of specific skills.





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## Session Descriptions and Objectives

2017 CONFERENCE SESSIONS - Friday	
	<p><b>KEYNOTE: We are Zebra Experts! Recognizing the Needs of Zebras in a World of Horses</b>  <i>Karen Anderson, PhD, Director of Supporting Success for Children with Hearing Loss</i></p> <p>Only 1 out of every 100 IEPs is for a child who has been made eligible for specialized instruction primarily due to hearing loss. Students who are deaf or hard of hearing typically require direct instruction from teachers of the deaf/hard of hearing, yet there are often misunderstandings about the role and competencies of the teacher of the deaf/hard of hearing in comparison to other special education providers. This session will compare and contrast the competencies of instructional providers and typical learning issues of students with special needs. Ideas will be provided for using this information to advocate for appropriate services for our “zebras.”</p> <p><u>Objectives:</u> The participant will be able to:</p> <ol style="list-style-type: none"> <li>1) Describe the analogy of zebras versus horses when considering the needs of children with hearing loss versus other populations of students.</li> <li>2) Describe the differences in competencies between the roles of the teacher of the deaf/hard of hearing, speech language pathologist, learning disabilities specialist and the regular education teacher</li> <li>3) Describe ways in which this knowledge can be used to advocate for appropriate student services.</li> </ol>
	<p><b>Using Great Instructional Materials for Great Outcomes</b>  <i>Gail Wright, M.A., Teacher of the Deaf/Hard of Hearing</i></p> <p>Itinerant teachers of the deaf/hard of hearing typically have a caseload of all ages and go to many schools each week. Having readily available materials is necessary to meet student needs. This presentation will share many “tried and true” ideas for highly useful materials to use with students with hearing loss.</p> <p><u>Objectives:</u> The participant will be able to:</p> <ol style="list-style-type: none"> <li>1) Share a comprehensive list of favorite materials to use as an Itinerant teacher of the deaf/hard of hearing</li> <li>2) Recognize how materials can be used to address goals in multiple areas of development.</li> <li>3) Walk out with ideas on how commonly found materials in a school setting can be used to develop listening, language, and advocacy skills of students with hearing loss.</li> </ol>
	<p><b>Visualizing Literacy: Strategies to Teach Reading to Visual Learners</b>  <i>Lynne Price, B.A., NBCT, Teacher of the Deaf/Hard of Hearing</i></p> <p>The 5 components of reading are: phonemic awareness, phonics, fluency, comprehension, and vocabulary. The understanding of word means in a specific context and the semantic connection to other words along with personal experience create the brain’s conceptualization of what is read. By developing individual skills within each component, a child can improve reading skills.</p>



For a visual learner, specialized instructional strategies need to be used to access each component and become a proficient reader.

Objectives: The participant will be able to:

- 1) Identify key components of reading.
- 2) Analyze current practices in reading instruction and impact of hearing loss on access.
- 3) List strategies for visualizing each component for all age levels.



**Access is the Name of the Game: Obtaining Data to Get the Point Across**

*Karen Anderson, PhD, Director of Supporting Success for Children with Hearing Loss*

The ADA now requires schools to determine levels of effective access to school communication. This session will describe ways in which hearing loss professionals can gather data to estimate the level of access for students who are hard of hearing and also for primarily visual learners. Differences between ADA and IDEA access and accommodations will be described.

Objectives: The participant will be able to:

- 1) Describe assessment procedures to estimate the level of effective communication access for students with hearing loss.
- 2) Describe how ADA and IDEA differ in regard to access and appropriate accommodations.
- 3) Access and use available tools to discuss these issues with school teams.



**Language Assessment & Intervention for Students who Use ASL**

*Mandy Longo, M.S., Speech Language Pathologist & Katherine Robinson, B.A., NIC, Teacher of the Deaf/Hard of Hearing*

Language development is a critical element in lives of children with hearing loss. When there is a gap between a student’s language age and their chronological age, it is imperative to develop appropriate language interventions to close the gap. This session will focus on American Sign Language (ASL) Language Assessment, including: why ASL assessment is necessary, tools for ASL assessment, team approach to language assessment, developing language goals, and determining the level of intervention necessary.



Objectives: The participant will be able to:

- 1) Describe the research findings regarding language development in deaf and hard of hearing students.
- 2) Explain why ASL assessment and targeted intervention is key for future English Literacy.
- 3) List at least 2 different tools that could be used for the assessment of ASL skills.



**Connectivity in the Classroom**

*Tina Childress, Au.D., Educational Audiologist*

FM, DM, IR, DAI, S/N, HAT, RMHAT, CADS, BT...what is this alphabet soup?!? As educational professionals who work with students who are deaf and hard of hearing, we are often surrounded by technology that is always evolving. We will be discussing the various options that connect your students with hearing loss to their teachers as well as their peers. You will also be provided with resources to access later.

Objectives: The participant will be able to:

- 1) Name two ways to connect a student with amplification to a computer
- 2) Describe the differences between FM/DM, Infrared and Bluetooth transmission
- 3) List two resources for additional information on connectivity



### **Have Car, Can Teach: Organizational and Instructional Strategies for the Itinerant Model**

*Lynne Price, B.A., NBCT, Teacher of the Deaf/Hard of Hearing*

Being an itinerant teacher is like being a race car driver. Factors such as use of time, speed of progress, amount and type of collaboration, and number of participants in the race all effect the teacher's ability to be successful. This session will help itinerant teachers fine tune their skills and get better 'gas mileage'. Attendees will follow a sequential plan based on the school calendar that addresses case management and ideas for collaboration and instruction. Ideas presented will be applicable to all school ages, intensity of service, and types of students. Let's get on track with the best 'car' ever.

Objectives: The participant will be able to:

- 1) Identify ways to determine who should be on a caseload and types and levels of service.
- 2) Create a school year calendar of caseload management, instruction, and communication responsibilities.
- 3) Describe the itinerant diagnostic teaching model.



### **We're Not Just Growing Language – We're Growing Brains!**

*Katherine Robinson, B.A., NIC, Teacher of the Deaf/Hard of Hearing & Mandy Longo, M.S., Speech Language Pathologist*

This session will highlight relevant topics in research that is creating a paradigm shift in the field of deaf education. Information will be shared on the benefits of bilingualism for children who are Deaf or Hard of Hearing. We will dispel myths related to how the brain processes visual language, how the current research data is impacting the pedagogy for Deaf Education, and how those research findings are being translated into instruction in the classroom.

Objectives: The participant will be able to:

- 1) Describe the relevant research related to language development for students who are Deaf or Hard of Hearing.
- 2) Explain at least two ways that the research is currently impacting the education of Deaf and Hard of Hearing students.
- 3) List more than one resource to obtain further information related to visual language and visual learning.



### **Shouting into the Wind: Collaboration, Communication, Language and Knowledge – What the Adults Need to Know**

*Mark Keith, Parent of a Child with Hearing Loss & Training Specialist*

The session will discuss the importance of collaboration between the school and parents, how that can be accomplished, and the importance of all parties understanding what it means to be a child who is deaf. This includes the need to understand how deafness impacts communication, the need for a focus on language and communication both at school and home, and how all parties can help to educate each other to help that student succeed.

Objectives: The participant will be able to:

- 1) Improve collaboration between school and parents.
- 2) Understand some of the special concerns for a child who is deaf, both at school and home.
- 3) Take steps to improve access to language and communication for a child who is deaf.

## 2017 CONFERENCE SESSIONS - Saturday



### **KEYNOTE: Changing Services from the Top Down: Navigating Conversations with Your Administration**

*Shelley Ardis, M.A., Executive Director of Technology Services at FSDB & Carmelina Hollingsworth, Director of the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTCD/HH)*

Students who are deaf and hard of hearing are often placed in general education classrooms. Administrators and classroom teachers need supports from district level itinerant teachers of the deaf. It is critical to have effective conversations with administrators at all levels, from the school site to the state educational agency, to ensure students in this low-prevalence/low-incidence population are provided with an appropriate educational experience allowing them to meet or exceed their educational goals.

Objectives: The participant will be able to:

- 1) Identify the roles and responsibilities of stakeholders within levels of a state's Deaf Education Program.
- 2) Identify information and frameworks which drive systems improvement and how they have been utilized in Florida.
- 3) Identify data and topics which matter most in conversations with an administrator.



### **Why Do Teens Reject Hearing Devices? What Can We Do?**

*Karen Anderson, PhD, Director of Supporting Success for Children with Hearing Loss*

Students don't just wake up one day and decide to not use their hearing aids or FM systems. This session will explore the development of self-esteem, self-confidence, and resilience to adversity as it relates to children who are hard of hearing and actions that can be taken to build student attitudes to achieve continuous, successful amplification use.

Objectives: The participant will be able to:

- 1) Describe factors from infancy and the elementary school years that impact resilience and self-esteem.
- 2) Relate hearing device use to the schools' responsibility by law and parent rights.
- 3) Describe actions that can be taken to reduce the likelihood of students resisting or refusing to use hearing devices that are necessary for optimal school outcomes.



### **Using Children's Literature as the Basis for Listening and Language Development**

*Laura N. Peterson, Ed.D., Speech Language Pathologist and Certified AV Therapist*

Reading and listening to stories as a student with hearing loss may be highly frustrating or an extremely enjoyable adventure, depending upon the skills of the teacher. This session will share elements of a story and ways to enhance the auditory comprehension development of the young reader. Participants will be actively engaged in writing objectives for auditory skills development based on the composition and language of individual stories, and coordinate objectives within an auditory learning hierarchy.

Objectives: The participant will be able to:

- 1) Identify characteristics of stories and specific qualities of children's stories that lend themselves to good listening experiences, listening training, comprehension, and spoken language development
- 2) Identify 3 elements of a "listening lesson plan" focused on enhancing auditory development based on a children's story (e.g. acoustic load, cognitive load, level of linguistic processing, level of



	<p>speech identification, auditory memory)  3) Write 3 objectives for an individual student based on a story choice and the student’s auditory development and educational profile.</p>
	<p><b>Apps and Tools Outside of School</b>  <i>Tina Childress, AuD, Educational Audiologist</i></p> <p>Apps can improve accessibility in a variety of environments, provide resources for therapy and be used as a teaching tool. Learn about desired features of apps, where to find them, accessories and see some apps in action. Resources will be shared. Feel free to bring your device!</p> <p><u>Objectives:</u> The participant will be able to:</p> <ol style="list-style-type: none"> <li>1) List two places to find reduced price or free apps</li> <li>2) Describe three features of mobile technology that can help clients with speech or hearing difficulties</li> <li>3) Name two resources to access for app reviews and updates on new products</li> </ol>
 	<p><b>Situational Analysis and Self-Advocacy Skill Development for Secondary Students</b>  <i>Lynne Price, B.A., NBCT, Teacher of the Deaf/Hard of Hearing and Gail Wright, M.A., Teacher of the Deaf/Hard of Hearing</i></p> <p>Self-advocacy instruction is part of a free and appropriate education. It supports academic success, impact school performance, require direct instruction by knowledgeable staff and is best developed through situate specific instruction. Communication and access are dynamic concepts. The goal is to develop a student’s ability to analyze and problem solve in specific situations. Analysis gives purpose to communication and meaning to language learning. Problem solving builds self-confidence and improves application.</p> <p><u>Objectives:</u> The participant will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify key areas of instruction for self-advocacy and transition instruction.</li> <li>2. Analyze a student centered model of instruction for a variety of academic situations.</li> <li>3. Develop an awareness of the hierarchy of problem solving skills and environmental analysis skills.</li> </ol>
	<p><b>WRAP-UP: Zebra Experts into the Future—What’s Next?</b>  <i>Karen Anderson, PhD, Director of Supporting Success for Children with Hearing Loss</i></p> <p>This session will wrap up the busy conference by reviewing what Zebra Experts should now know or be more aware of based on the session information presented.</p> <p><u>Objectives:</u> The participant will be able to:</p> <ol style="list-style-type: none"> <li>1) Describe what they learned about being a “zebra expert”</li> <li>2) Describe what they learned about language or literacy</li> <li>3) Describe what they learned about service provision, skill building and advocating for the needs of students with hearing loss</li> </ol>



# Supporting Success Conference 2017 Speaker Information

	<p><b>Karen Anderson</b> PhD has worked in clinical, public school and state-level (EHDI) settings and currently is Director of Supporting Success for Children with Hearing Loss. Dr. Anderson has received national recognition awards in educational audiology, speaks nationally and internationally and served as an adjunct professor at University of South Florida. She is the author or co-author of many practical materials, such as the SIFTER, LIFE-R, and CHILD and co-author of a number of books including <u>Building Skills for School Success in the Fast-Paced Classroom</u> and <u>Steps to Assessment</u> and co-host of the popular e-magazine <u>Teacher Tools</u>. She builds and maintains the 250+ page informational website, Supporting Success for Children with Hearing Loss.</p>
	<p><b>Shelley Ardis</b> is the Executive Director of Technology Services at the Florida School for the Deaf and the Blind (FSDB) and has been the DeafTEC Co-Primary Investigator for the high school component in Florida. She established the Coordinator of Distance Learning program at FSDB in her previous position and was previously a Technology Training Specialist with the Resource Materials and Technology Center: Deaf/Hard of Hearing (RMTc), a Florida Diagnostic and Learning Resources System (FDLRS) statewide center. She has a Master's degree in Educational Leadership from the University of North Florida, a Master's Degree in Instructional Technology/Educational Technology from University Central Florida, and a Bachelors of Arts in Deaf Education and Elementary Education from Flagler College. Shelley has professional experience as an online instructor and has been a consultant for a private business and several federal grant projects focusing on educational materials for learners who are deaf and hard of hearing. She has presented at state and national conferences on the integration of technology to enhance the education of learners who are deaf and hard of hearing.</p>
	<p><b>Tina Childress</b>, AuD, is an educational audiologist in the mainstream and residential school settings, technology and social media aficionado, late-deafened adult and bilateral cochlear implant recipient. With her unique perspective and passion for sharing information through social media, she is a sought out international presenter and adjunct lecturer to families and professionals on a variety of topics but especially Hearing Assistive Technology, apps, cochlear implants, advocacy and effective strategies for coping with hearing loss.</p>
	<p><b>Carmelina Hollingsworth</b> is the Director for the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTc-D/HH) project. She directs the project to support Florida districts and schools based on the impact of initiatives on students who are deaf/hard of hearing. Carmelina serves as a member of the Florida's Response to the National Deaf Agenda Team, the AIM/AT/UDL Oversight Team and the Statewide Technology Advisory Committee. As the mother of a high school son who learns differently, she is able to view the processes within the field from both professional and personal perspectives.</p>
	<p><b>Mark Keith</b> is a Research &amp; Training Specialist for the Resource Materials and Technology Center (RMTc). His focus is Parent and Family issues. He has been providing these services for over 13 years. He is the father of a son who is deaf and has cerebral palsy. Mark is also the author of "No Dad, It Does Not Involve a Hippopotamus", a book about being the father of a child with special needs.</p>



**Mandy Longo**, M.S. CCC-SLP is a Speech-Language Pathologist who earned her bachelor's degree in Speech-Language Pathology and Audiology from the University of Florida, and her master's degree in Speech-Language Pathology from Gallaudet University. She works with the Resource Materials and Technology Center for the Deaf and Hard of Hearing (RMTC-DHH) providing training and support for professionals throughout the state who work with Deaf and Hard of Hearing children. In 2013, Mandy co-authored her first book, *Holding Stories in the Palm of your Hand*, which focuses on narrative instruction and intervention with Story Grammar Marker for children who are Deaf or Hard of Hearing. She is on the board of Florida Hands & Voices and is the owner of Signing Shadows, LLC.



**Laura N. Peterson**, Ed.D. CCC/SPL, LSLS Cert. AVT is an Educational Consultant, Speech-Language Pathologist, Auditory-Verbal therapist and Itinerant Teacher of the Deaf, with over 30 years of experience in clinical, educational, university, and medical settings. She received her doctoral degree from the University of Rochester (NY) specializing in reading comprehension, child development, and writing strategies of deaf and hearing adolescents. She owns Treatment Options for Families with Hearing Loss and resides in Tega Cay, S.C.



**Lynne H Price** is a twice National Board certified teacher with 37 years of teaching experience. She is certified in the areas of Hearing Impaired, K – 12 Regular Education, and Reading. She has worked in both residential and public school settings - preschool through high school, and in all settings - separate through itinerant. She is fluent in sign language and cued speech and is trained in listening and spoken language skills (LSLS). In addition to teaching, Ms. Price has served as an administrator for hearing impaired services in the 16<sup>th</sup> largest public school system in the nation, mentored staff, and developed programming and curriculum. She is the author of *Steps to Success - A Scope and Sequence of Skills for Students who are Deaf/Hard of Hearing: Perception, Processing, Self Knowledge, and Advocacy Development*, *COACH: Self-Advocacy and Transition Skills Training for Secondary Students who are Deaf or Hard of Hearing*, and co-author with Karen Anderson on *Steps to Assessment: A Guide to Identifying Educational Needs for Students with Hearing Loss* and the teacher membership e-magazine *Teacher Tools to Support the Success of Children with Hearing Loss*.



**Katherine Robinson** is a Florida native. She graduated from the University of South Florida with a B.A. in Communication Sciences Disorders and a minor in American Sign Language. Following graduation, she continued with her graduate studies at Gallaudet University in Washington, DC in the field of Speech-Language Pathology. Upon completion of the first year of the program, she returned home to Pinellas County Florida to pursue her passion of working with hearing parents with deaf children. She has spent the last 15 years working in the field of deafness in different capacities: Early Intervention at All Children's Hospital - Early Steps, in the non-profit sector as a Developmental Specialist and Family Advocate, and serving on a multidisciplinary education team as an itinerant Teacher of the Deaf. Currently, Katherine works with the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-DHH). She provides training and support for professionals throughout the state of Florida related to best practices for the education deaf or hard-of-hearing children. Katherine holds her RID National Interpreter Certification and interprets in the community where she resides.



**Gail Wright** earned her BS DHH teaching degree, a Masters in Curriculum and Instruction, and an Administration and Supervision Certificate. She earned a certificate in Auditory and Spoken Language for the Young Child. Gail has worked in a self-contained program for Deaf and Hard of Hearing Students, as DHH Program Administrator but her first love is as an Itinerant Teacher, teaching all ages and a variety of subjects. She is currently serving students in two high schools and working in the Transition Program. Gail is the author of the *Monkey Talk* and *Hear It, Fix It* games and is co-author of *Building Skills for Independence in the Mainstream* with Karen Anderson.