

Register NOW!

# Supporting Success for Children with Hearing Loss Conference



Come be a part of our first  
sponsored conference!

Supporting Success  
for Children with

1775 Garland Lane N.  
Plymouth MN 55447

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## November 7th, 2014

Save the date for a full-day conference sponsored by  
Supporting Success for Children with Hearing Loss for:

- Teachers of the Deaf/Hard of Hearing
- Educational Audiologists
- Speech Language Pathologists
- Families of children with hearing loss
- Students in university training programs

**This conference will provide an opportunity to earn 7 hours of Intensive continuing education and additional networking time.**

**[Click here to register.](#)** Your session preferences are required upon registration.

**By October 1 Early Bird: \$88** (\$80 for group discounts of 10 or more.

Purchase orders must be received by fax by registration deadline)

**October 2—20 Registration \$93**

**October 21—November 1 Late Registration \$99**

**Onsite Registration \$118**

Cancel before November 1 for full refund.

All breaks and a full sit down lunch are provided in the registration fee.

### Location:

University of Minnesota Continuing  
Education & Conference Center

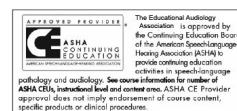
1890 Buford Avenue

St. Paul, MN 55108



# Supporting Success for Children with Hearing Loss Conference Agenda

7:45 – 8:30	<b>Registration</b>	
8:30 – 9:30	<b>Keynote Presentation – Jay Pletcher</b> <span style="float: right;"><b>Room 42</b></span> Eligibility and Appropriate Service Planning for Today’s Children with Hearing Loss	
9:30 – 9:45	<b>Break</b>	
	<b>Room 42</b>	<b>Room 83</b>
9:45 – 11:00	<b>Karen Anderson</b> Estimating Access to Verbal Instruction and Data Gathering in the Classroom	<b>Lynne Price</b> Visualizing Vocabulary – Improving Word Association and Retrieval Skills
11:00 – 11:15	<b>Break</b>	
11:15 – 12:30	<b>Gail Wright</b> Building Skills for Independence in the Mainstream: Self-Advocacy and Independence with Hearing Devices	<b>Kathy Arnoldi</b> The Accessible General Education Classroom: Strategies to Support Student Success
12:30 – 1:30	<b>Lunch</b> (upstairs in dining room)	
1:30 – 2:45	<b>Lynne Price</b> Literacy Support – Improving Decoding, Comprehension & Fluency Skills	<b>Gail Wright</b> Communication Repair: Strategies for Assessment and Skill Building
2:45 – 3:00	<b>Break</b>	
3:00 – 4:15	<b>Kathy Arnoldi</b> Match it! Sell it! Guarantee it! Getting Your Students the Support They Need to Achieve	<b>Karen Anderson</b> Social Communication & Belonging in the Classroom
	<b>6 hours CEUs</b>	
4:15 – 4:30	<b>Break</b>	
4:30 – 5:00	<b>Jay Pletcher</b> <span style="float: right;"><b>Room 83</b></span> A Final Word on Advocacy – Top 10 Review: Legal Interpretations to Remember	
	<b>7 hours CEUs</b>	
5:00 – 5:45	<b>Round Table Discussions</b> <span style="float: right;"><b>Room 83</b></span> (cash bar: beer/wine) 8 Topics – discussions self-facilitated	
5:45 – 6:00	<b>Closing</b> (Evaluation and Door Prizes) <span style="float: right;"><b>Room 83</b></span>	
	<b>8 hours CEUs</b>	
6:15 – 8:00	<b>Restaurant Dinner (\$32 additional fee)</b> (Door Prizes)	



The Educational Audiology Association has been approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of **0.8** CEUs (8 hours). Academy approval of this continuing education activity does not imply endorsement of course content, specific products, or clinical procedures.

AG Bell Academy for Listening and Spoken Language has approved this program to offer a maximum of **0.8** (8 hours) of LSL<sup>TM</sup> CEUs.

The Educational Audiology Association has registered with ASHA for CEUs for this activity. This conference is offered for up to **0.8** (8 hours) ASHA CEUs (Intermediate level; Professional area)

# Supporting Success for Children with Hearing Loss Conference Session Information

## **KEYNOTE: Making the Case: Legal Interpretations to Remember** Jay Pletcher, Esq.



**Objectives:** The participant will be able to:

1. State the laws relevant to providing appropriate supports and services to children with hearing loss
2. Describe the legal interpretation of needed assessments and considerations for eligibility determination
3. Describe relevant case law that increasingly defines the appropriate provision of services and supports

## **Estimating Access to Verbal Instruction & Data Gathering in the Classroom** Karen Anderson PhD

**Objectives:** The participant will be able to:

1. Estimate how the student with hearing loss is perceiving verbal information in the classroom
2. Describe ways to help teachers and parents understand the student's access to verbal instruction issues
3. Describe how functional listening and comprehension can be assessed as part of planning accommodations

## **Visualizing Vocabulary—Improving Word Association & Retrieval Skills** Lynne Price



**Objectives:** The participant will be able to:

1. Identify steps used to learn and retain new word knowledge.
2. Use strategies to increase word retrieval speed to support comprehension of oral language.
3. Identify techniques for expanding word association skills to support word knowledge and usage in context.

## **Building Skills for Independence in the Mainstream: Self-Advocacy and Independence with Hearing Devices** Gail Wright

**Objectives:** The participant will be able to:

1. Describe why it is important to teach students specific hearing aid independence and self-advocacy skills
2. Describe hierarchies of expectations for skill development in independence with hearing devices and self-advocacy
3. Provide examples of activities to use to teach hearing device independence and self-advocacy skills

## **The Accessible General Education Classroom: Strategies to Support Student Success** Kathleen Arnoldi



**Objectives:** The participant will be able to:

1. Evaluate student readiness, strengths and needs related to a successful experience in the general ed. classroom.
2. Determine potential barriers and design teacher and peer training procedures around strategies to reduce challenges.
3. Develop IEP components that will contain the safeguards necessary to support student success.

## **Literacy Support: Improving Decoding, Comprehension & Fluency Skills** Lynne Price

**Objectives:** The participant will be able to:

1. State five key components of literacy.
2. Relate specific listening skills to literacy competency and analyze impact of being deaf or hard of hearing on acquisition of skills.
3. Identify specific instructional strategies for improving decoding, comprehension, and fluency skills.

## **Communication Repair: Strategies for Assessment & Skill Building** Gail Wright



**Objectives:** The participant will be able to:

1. Describe how communication repair skills develop in the typically hearing young child versus the child with hearing loss
2. Describe a method to assess a student's communication repair ability in comparison to typically developing peers
3. Describe at least 3 strategies for developing student communication repair skills.

## **Match It! Sell It! Guarantee It! Getting Your Students the Support They Need to Achieve** Kathleen Arnoldi

**Objectives:** The participant will be able to:

1. Consider a range of options for service delivery from a teacher of the D/HH and gather student data that will support determining the type and the amount of D/HH service your student needs to achieve in the academic setting. (Match it to student need!)
2. Identify compelling approaches for communicating special education service needs, i.e., Deaf/Hard of Hearing, to administrators, parents and other IEP team members. (Sell it to the team!)
3. Develop IEP components that will contain the safeguards necessary to ensure the student's access to appropriate D/HH services. (Guarantee it in writing!)

## **Social Communication & Belonging in the Classroom** Karen Anderson



**Objectives:** The participant will be able to:

1. Describe specific ways to identify pragmatic language needs and address socialization issues
2. Describe how stages of psychosocial development affect student socialization and feelings of fitting in
3. Use available materials to guide student discussions to address feelings of fitting in

# Supporting Success for Children with Hearing Loss Detailed Program

## KEYNOTE: Making the Case: Legal Interpretations to Remember

8:30—9:30 AM

The session will describe the federal laws and relevant case law applicable to children with hearing loss.

We will discuss the development of effective and legally defensible IFSP's & IEP's as well as the role of professionals in the process.

**Objectives:** The participant will be able to:

1. State the laws relevant to providing appropriate supports and services to children with hearing loss
2. Describe the legal interpretation of needed assessments and considerations for eligibility determination
3. Describe relevant case law that increasingly defines the appropriate provision of services and supports

### ABOUT THE SPEAKER:

**Jay C. Pletcher, Esq.** is a founding partner of the firm of Goldstein, Ackerhalt & Pletcher, LLP, concentrating his practice in the areas of health care law, education law and special education law. Mr. Pletcher has conducted seminars in the areas of disability and special education law for school districts, parent groups, universities, and agencies who serve individuals with disabilities and their families. He is a contributor to *Legal Rights of Persons with Disabilities: An Analysis of Federal Law*. With the sponsorship of the AG Bell Association, Mr. Pletcher can be contacted by any family member or professional to seek his perspectives on educational issues of children with hearing loss. He can be reached at [jpletcher@gapattorneys.com](mailto:jpletcher@gapattorneys.com)



## Estimating Access to Verbal Instruction & Data Gathering in the Classroom

9:45—11:00 AM

Access to verbal instruction is the foundation of student learning in the classroom. No hearing device restores typical hearing, challenging all students with hearing loss to compete with peers in the classroom setting. Estimating access to classroom communication is the necessary initial step in evaluating a student's needs within the school setting.

**Objectives:** The participant will be able to:

1. Estimate how the student with hearing loss is perceiving verbal information in the classroom
2. Describe ways to help teachers and parents understand the student's access to verbal instruction issues
3. Describe how functional listening and comprehension can be assessed as a necessary part of planning accommodations



### ABOUT THE SPEAKER:

**Karen Anderson PhD** has worked in clinical, public school and state-level (EHD) settings to address the needs of children with hearing loss. She is Director of Supporting Success for Children with Hearing Loss, providing online resources for professionals and families. Karen is a past president of the Educational Audiology Association, has received national recognition awards in educational audiology and is an adjunct professor at University of South Florida. She is the author or co-author of many practical checklists, such as the SIFTER, LIFE-R, and CHILD and co-author of the book *Building Skills for School Success in the Fast-Paced Classroom* with Kathy Arnoldi and other publications.

## Visualizing Vocabulary—Improving Word Association & Retrieval Skills

9:45—11:00 AM

The purpose of vocabulary is to create a picture in the brain. This picture establishes word meaning based on association with other concepts. This session will provide ways to creating accurate and complex pictures, increases word retrieval speed and broadens word knowledge through expanded word association.

**Objectives:** The participant will be able to:

1. Identify steps used to learn and retain new word knowledge.
2. Use strategies to increase word retrieval speed to support comprehension of oral language.
3. Identify techniques for expanding word association skills to support word knowledge and usage in context.



### ABOUT THE SPEAKER:

**Lynne H Price** is a 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* and coauthor of the teacher support webpage -Teaching Tools to Support the Success of Children with Hearing Loss.

# Supporting Success for Children with Hearing Loss Detailed Program

## Building Skills for Independence in the Mainstream: Self-Advocacy and Independence with Hearing Devices

11:15—12:30 PM

Increasingly, students are being educated in their neighborhood schools where they may be the only person using hearing technology. Developing independence and expectations for increasing responsibility for hearing device care and self-advocacy is part of the expanded core curriculum and is necessary, as only the student can identify when interfering hearing challenges occur.

**Objectives:** The participant will be able to:

1. Describe why it is important to teach students specific hearing aid independence and self-advocacy skills
2. Describe hierarchies of expectations for skill development in independence with hearing devices and self-advocacy
3. Provide examples of activities to use to teach hearing device independence and self-advocacy skills

### ABOUT THE SPEAKER:

**Gail Wright** earned her BS DHH teaching degree, a Masters in Curriculum and Instruction, and an Administration and Supervision Certificate. She recently 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 approximately 30 students across 3 school districts in 14 buildings. 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.



## The Accessible General Education Classroom: Strategies to Support Student Success

1:30—2:45 PM

This session will provide strategies for addressing the classroom barriers that can prevent students who are deaf or hard of hearing from achieving their potential. Also discussed will be options for evaluation, IEP development and training which can assist in ensuring that the classroom is the right fit for your student's complex needs.

**Objectives:** The participants will be able to:

1. Evaluate student readiness, strengths and needs related to a successful experience in the general ed. classroom.
2. Determine potential barriers and design teacher and peer training procedures around strategies to reduce challenges.
3. Develop IEP components that will contain the safeguards necessary to support student success.

### ABOUT THE SPEAKER:

**Kathleen A. Arnoldi** is a certified teacher of the deaf/hard of hearing with a Master's degree in Educational Administration. She worked as a teacher of the deaf/hard of hearing and DHH Program Administrator at St. Paul Public Schools for 37 years and served as an adjunct professor at the University of Minnesota DHH teacher training program for 9 years. Kathy has participated in writing pertinent legislation for students with hearing loss and their families, developing eligibility criteria for special education services and creating licensure requirements for teachers of the deaf/hard of hearing in Minnesota. She is the author of [Building Skills for Success in the Fast-Paced Classroom](#) with Karen Anderson.



## Communication Repair: Strategies for Assessment & Skill Building

1:30—2:45 PM

Communication breakdowns happen to everyone, but more often to children with hearing loss, especially in large group listening environments and when socializing. An essential part of self-advocacy is the ability to appropriately repair communication breakdowns. While this is a skill that develops naturally in children with typical hearing, those with hearing loss do not develop communication repair skills at the same rate or in the same way without specific skill development.

**Objectives:** The participants will be able to:

1. Describe how communication repair skills develop in the typically hearing young child versus the child with hearing loss
2. Describe a method to assess a student's communication repair ability in comparison to typically developing peers
3. Describe at least 3 strategies for developing student communication repair skills.

**ABOUT THE SPEAKER:** **Gail Wright** Please refer to description on this page.



# Supporting Success for Children with Hearing Loss Detailed Program

## Literacy Support: Improving Decoding, Comprehension & Fluency Skills

Literacy is the ability to comprehend information in oral, print, or graphic form. This session will provide ways to support literacy instruction in the regular classroom by the development of underlying skills related to speed and accuracy of decoding, fluency and comprehension of oral and written language.

**Objectives:** The participant will be able to:

1. State five key components of literacy.
2. Relate specific listening skills to literacy competency and analyze impact of being deaf or hard of hearing on acquisition of skills.
3. Identify specific instructional strategies for improving decoding, comprehension, and fluency skills.

**ABOUT THE SPEAKER: Lynne H. Price** Please refer to description on prior page.

## Social Communication & Belonging in the Classroom

3:00—4:15 PM

Even children with age-appropriate vocabulary development typically experience pragmatic language and social issues related to a lifelong reduction in incidental learning, secondary to a smaller listening bubble.

**Objectives:** The participants will be able to:

1. Describe specific ways to identify pragmatic language needs and address socialization issues
2. Describe how stages of psychosocial development affect student socialization and feelings of fitting in
3. Use available materials to guide student discussions to address feelings of fitting in

**ABOUT THE SPEAKER: Karen L. Anderson** Please refer to description on prior page.

## Match It! Sell It! Guarantee It! Getting Your Students the Support They Need to Achieve

3:00—4:15 PM

This session will provide strategies for determining the type and the amount of special education service: Deaf/Hard of Hearing your student needs to succeed, and techniques for working with IEP teams and administrators in securing the critical involvement of a teacher of the deaf/hard of hearing in the delivery of services

**Objectives:** The participants will be able to:

1. Consider a range of options for service delivery from a teacher of the D/HH and gather student data that will support determining the type and the amount of D/HH service your student needs to achieve in the academic setting. (Match it to student need!)
2. Identify compelling approaches for communicating special education service needs, i.e., Deaf/Hard of Hearing, to administrators, parents and other IEP team members. (Sell it to the team!)
3. Develop IEP components that will contain the safeguards necessary to ensure the student's access to appropriate D/HH services. (Guarantee it in writing!)

**ABOUT THE SPEAKER: Kathleen A. Arnoldi** Please refer to description on prior page.

## Round Table Discussion

4:30—5:20 PM

This is an opportunity for you to network with other DHH professionals in a meaningful way as you discuss a topic of your interest and integrate the information you learned during the full day of presentations. The Round Table Discussions will be self-facilitated however, the conference presenters will be available to join in and/or address your questions.

