

# Supporting Success for Children with Hearing Loss Conference



Come learn, have fun,  
and go home inspired!

Supporting Success  
for Children with  
Hearing loss

1775 Garland Lane N.  
Plymouth MN 55447

Phone 850-363-9909  
to speak with Karen Anderson

**Fax: 480-393-4331 for Purchase Orders**

Group Hotel Rates at  
**Ramada Blue Ridge**  
1520 Blue Ridge Road, Raleigh NC  
\$69/n + tax Double Queen  
Sorry, no shuttle services.  
2.4 miles from McKimmon Center  
9.5 miles from Airport  
Includes breakfast, free parking, wifi  
Group name: Success for Children  
by September 25th  
919-832-4100 x 7700

OR at the **DoubleTree** for \$124/n  
1707 Hillsborough St, Raleigh NC  
919-828-0811 2.2 miles from Center

## October 16th-17th, 2015

Save the date for a 1.5-day conference sponsored by  
Supporting Success for Children with Hearing Loss for:

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

**Friday intensive learning sessions  
networking and exhibits.  
Saturday practical/make-it-take it.**

**This conference will provide an opportunity to earn 10.5 hours of CEUs.**

**Registration for Friday all day (6.5 hours) - includes Social Networking Event!**

**Early Bird—First 75 to register \$136** (\$141 for purchase orders) **Opens June 1**  
*Check [successforkidswithhearingloss.com/2015conference](http://successforkidswithhearingloss.com/2015conference) for this rate availability*

**Registration \$148** (\$153 for purchase orders)

**Late Registration October 2—October 12 \$162** (\$167 for purchase orders)

**Onsite Registration \$178** (check or credit card only)

**Registration for Saturday BONUS DAY only \$20 more! (4 hours)**

**Early Bird—First 75 to register \$156** (\$161 for purchase orders) **Opens June 1**  
*Check [successforkidswithhearingloss.com/2015conference](http://successforkidswithhearingloss.com/2015conference) for this rate availability*

**Registration \$168** (\$173 for purchase orders)

**Late Registration October 2—October 12 \$182** (\$187 for purchase orders)

**Onsite Registration \$198** (check or credit card only)

All breaks, lunch (Fri) and Social included. No Saturday only registration. Sorry, no discounted rates.

**Purchase orders must be received by fax by registration deadline for pricing to be honored. Early Bird rate will not be honored for POs received after the rate has expired per posting on the website. Purchase orders must be paid in full by October 14, 2015.**

**Cancel before October 1 for full refund.**

### Location:

McKimmon Conference & Training Center  
NC State University  
1101 Gorman Street  
Raleigh, NC 27606



**For more information go to [successforkidswithhearingloss.com/2015conference](http://successforkidswithhearingloss.com/2015conference)**



# Supporting Success for Children with Hearing Loss Conference Schedule

Friday, October 16th		
7:30 – 8:30	Registration	
8:30 – 9:40	<b>Welcome &amp; Keynote Presentation – Karen L. Anderson, PhD</b> Showing the Need—Making the Case—Demonstrating Your Unique Expertise	
9:40 – 10:00	Break	
10:00 – 11:30	<b>Lynne Price</b> The Listening—Reading—Writing Connection	<b>Gail Wright</b> Getting an Early Start—Transition and Itinerant Services for Preschool/Kdgn
11:30 – 12:45	Lunch	
12:45 – 2:15	<b>Karen Anderson</b> Eligibility and the “Good Student”: Pinpointing Vulnerable Areas of Need	<b>Andrea Blackwood &amp; Julie Brickhouse</b> Supporting Students with Multiple Challenges: You and the DHH Plus Student
2:15 – 2:35	Break	
2:35 – 4:05	<b>Gail Wright</b> Equal Access to Communication: Teaching Self-Advocacy & Communication Repair	<b>Cara King</b> Meeting Listening and Language Challenges in a Busy Preschool
4:05 – 4:20	Break	
4:20 – 5:30	<b>Round Table Discussions</b> Topical discussions, including Presenters or discuss topics on your own	
<i>6.5 hours CEUs</i>		
5:30 – 7:00 6:45 Door Prizes	<b>Music Social &amp; Networking Event</b> Acoustic guitar, hors d’oeuvres, punch, beer/wine. Exhibits will be open. No interpreters will be present at this social event.	
Saturday, October 17th		
7:30—9:15	Coffee, Juice, Light Breakfast Foods	
8:00—9:00	<b>Karen Anderson</b> Expectations for Independence with Devices— Necessary Skill Building on Student IEPs	<b>Lynne Price</b> Transition of the Secondary Student: Developing Self-Determination Skills
9:00 – 9:15	Break	
9:15—10:00	<b>NC Assistive Tech Project</b> What’s New in Gizmos? Assistive Technology Try Outs	<b>Andrea Blackwood &amp; Julie Brickhouse</b> Make-and-Take: Foundational Math Skills
10:00—1:10	Break—instructors switch rooms	
10:10—10:55	<b>Andrea Blackwood &amp; Julie Brickhouse</b> Make-and-Take: Foundational Math Skills	<b>NC Assistive Tech Project</b> What’s New in Gizmos? Assistive Technology Try Outs
10:55 – 11:10	Break	
11:10—11:55	<b>Monica Faherty</b> Apps to Develop Skills for Success <i>Bring your Smart Phone or iPad!</i>	<b>Gail Wright</b> Itinerant Trunk Show Extravaganza
11:55—12:05	Break—instructors switch rooms	
12:05—12:50	<b>Gail Wright</b> Itinerant Trunk Show Extravaganza	<b>Monica Faherty</b> Apps to Develop Skills for Success <i>Bring your Smart Phone or iPad!</i>
12:50—1:00	<b>Wrap Up and Award of Door Prize worth \$250 in Supporting Success Products</b>	
<i>4 hours CEUs</i>		

Sign Language Interpreters provided. Captioning will be streamed to personal media devices provided by participants. FM receivers available.

# Supporting Success for Children with Hearing Loss Conference—Friday Sessions

## **KEYNOTE: Showing the Need—Making the Case—Demonstrating Your Unique Expertise** Karen Anderson PhD



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

1. Share legal underpinnings requiring students with hearing loss to receive equal access to communication
2. Describe inservicing steps to get across the needs of students with hearing loss to teachers, parents, school staff
3. Clarify the specific expertise of DHH professionals as part of a team that supports the student with hearing loss

## **Addressing the Listening—Reading—Writing Connection** Lynne Price



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

1. Relate specific listening skills to literacy competency and analyze impact of being deaf or hard of hearing on acquisition of skills.
2. Identify specific instructional strategies for improving decoding, comprehension, and fluency skills.
3. Use strategies to support comprehension of oral language as reflected in written language

## **Getting an Early Start—Transition and Itinerant Services for Preschool/Kindergarten** Gail Wright



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

1. find / use resources to help them support getting a child ready to transition from Early Intervention to ECH
2. Identify characteristics of classroom that will be important for a child with hearing loss
3. understand what early independence and advocacy skills are and how to develop them

## **Eligibility for the “Good Student”: Pinpointing Vulnerable Areas of Need** Karen Anderson



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

1. Describe requirements for selecting assessments
2. Describe some norm-referenced assessments to identify adverse educational affect secondary to listening issues
3. Describe functional assessments to identify non-academic adverse educational affect

## **Supporting Students with Multiple Challenges: You and the Deaf Plus Student** Andrea Blackwood & Julie Brickhouse

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



1. Recognize forms and strategies of communication for students who are DHH with additional disabilities
2. Identify assessment methods to determine appropriate levels of instruction
3. Identify embedded scheduling methods/examples to address multiple skills within lessons
4. Identify how to infuse content areas via interactive lessons through pre-made and teacher-made materials

## **Equal Access to Communication: Teaching Self-Advocacy & Communication Repair** Gail Wright

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



1. Describe a method to assess a student’s communication repair ability in comparison to typically developing peers
2. Describe methods to assess a student’s self-advocacy skills in reference to a hierarchy of expected skills
3. Provide examples of activities used to teach communication repair and self-advocacy skills

## **Round Table Discussions**

### **Topics with Presenters**

- Transition to Adulthood – Supporting Self-Advocacy Skill Development (Lynne)
- Serving the Deaf-Blind or Multi-Challenged Learner with Hearing Loss (Andrea/Julie)
- Assessing Students (who “seem okay”) to Identify Adverse Educational Effect (Karen)
- Addressing Challenges in Meeting the Needs of the Preschool Child with Hearing Loss (Cara)
- Early Intervention to Big School – Transition and Self-Advocacy (Gail)
- App Share! Apps for Use with Students with Hearing Loss (Monica)

### **Additional Topics**

- Instructional Strategies for Reading/Writing Challenges & Techniques
- Integrating Common Core Standards into IEP Writing & Service Provision
- Working with Families who are Not Native English-Speaking
- Special Considerations - Documenting Communication Needs on the IEP
- Meeting Needs for Classroom Captioning: CART / C-Print / Interact-AS / What Has Worked?
- Data-Gathering in the Classroom – Systematic Observation: Challenges and Techniques

# Supporting Success for Children with Hearing Loss Conference—Saturday Sessions

## **Developing Independence with Amplification Devices: Necessary Skills!** Karen Anderson PhD

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



1. Describe why it is important to teach hearing aid independence skills
2. Implement use of hierarchies of hearing aid independence
3. Use suggested activities to improve specific hearing aid independence skills (take aways)

## **Transition of the Secondary Student: Developing Self-Determination Skills** Lynne Price

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



1. Identify key areas of instruction for self-advocacy and transition instruction
2. Analyze a student-centered model of instruction for a variety of academic situations
3. Develop an awareness of the hierarchy of problem-solving skills and environmental analysis skills

## **What's New in Gizmos? Assistive Technology Try Outs** NC Assistive Technology Project Regional Center

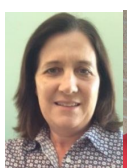
**Objectives:** The participant will be able to:



1. Name specific locations /situations and concerns related to communication and information access
2. Analyze and rate efficacy of new technology for specific access situations
3. Develop instructional strategies to support use of new technology

## **Make-and-Take: Foundational Math Skills** Andrea Blackwood & Julie Brickhouse

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



1. Analyze ways to use mathematical concepts for learners who are DHH with additional disabilities
2. Create a list of appropriate mathematical strategies for their learner
3. Relate ideas for teaching math concepts to the DHH student with additional disabilities

## **Apps to Develop Skills for Success** Monica Faherty

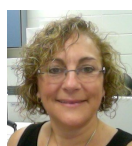
**Objectives:** The participant will be able to:



1. Participants will be able to list and describe at least 5 apps that can be used with students with hearing loss.
2. Participants will be able to describe 3 different ways each app can be used.
3. Participants will list at least 3 websites that can be used with a student to develop self-advocacy skills.

## **Itinerant Trunk Show Extravaganza** Gail Wright

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



1. Share a comprehensive list of favorite materials to use as an Itinerant teacher of the deaf/hard of hearing
2. Walk out with ideas on how commonly found materials in a school setting can be used for multiple areas (listening, language, advocacy)
3. Be energized and see materials in their trunk in a whole new way!

## **CEU INFORMATION**



Participants will be required to indicate their choice of conference sessions when they register. Certificates of Participation will be provided that reflect the number of hours of participation selected. Forms will be available that participants may choose to submit to AG Bell to receive LSLS CEUS or to the American Speech, Hearing, Language Association for CEUS. This conference is not an LSLS or ASHA sponsored CEU event.

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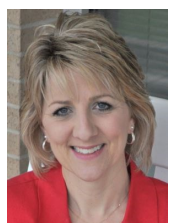
## Speaker Information



**Karen Anderson 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 is a past president of the Educational Audiology Association, 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 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](#), [Documenting Skills for Success](#) and [Building Skills for Independence in the Classroom](#) and author of a variety of other publications. She is constantly adding information to the *Supporting Success* website.



**Andrea Blackwood** is the technical assistance coordinator for the Teacher Support Program for Learners with Deaf-Blindness at East Carolina University in Greenville, North Carolina. Andrea provides technical assistance to school/program teams working with learners with deaf/blindness throughout the state of North Carolina. She began her teaching career working with students with autism and has also taught students with intellectual disabilities using total communication techniques to foster vocational and functional academics. Andrea has teaching certificated in Education of the Hearing-Impaired, Special Education: Adapted Curriculum, and Visually Impaired and a Master's degree in Special Education a graduate certificate in Assistive Technology. She has worked as an itinerant DHH teacher. Additionally Andrea has experience as a parent of child with extensive special needs that has been central to her philosophy that all children can learn and participate in education, no matter what their limitations.



**Julie Brickhouse** Along with being a member of the ECU Deaf/Blind Teacher Support Program, Julie Brickhouse, MAEd, NBCT has been teaching for 25 years primarily in classrooms of students with severe intellectual needs and deaf-blindness. She completed a Kenan Fellowship in 2013 while focusing on teaching science to students with severe disabilities. She has also participated in the NC DPI Deaf/Blind Literacy Model Teaching Site program through UNC-Chapel Hill. Julie is a National Board Certified Teacher.



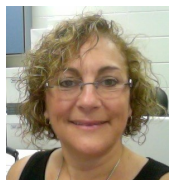
**Monica Faherty** has dual Masters Degrees in Speech Pathology and Education of the Deaf and over 35 years of experience as an SLP in Hearing-Impaired Programs in public schools, a school for the deaf, and private practices in Virginia and North Carolina. As a teacher of students with hearing loss, she developed a Parent-Infant Program, worked as a preschool teacher and currently is an itinerant teacher. Between 2002-2007 she completed all the Auditory Verbal Training Modules, practicum and mentoring and in 2012 earned the Achievement for Best Practices in Teaching Spoken Language to Children who are Deaf/HH awarded by the North Carolina Consortium for Deaf/HH. In 2008 to support the development of her students' independence, self-awareness and self-advocacy, she developed the original board game, Rule the School. She has developed a line of Rule the School products available on a variety of platforms. She loves traveling to exhibit them and meet other professionals and parents.



The **North Carolina Assistive Technology Program (NCATP)** leads North Carolina's efforts to carry out the federal Assistive Technology Act of 2004. They promote independence for people with disabilities through access to technology, including providing device demonstrations to allow consumers and professionals the opportunity to get hands-on experience with equipment.



**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 residential and public school settings - preschool through high school, and in all settings, including itinerant. She is fluent in sign language, cued speech and is trained in listening and spoken language skills. Ms. Price served as an administrator for hearing impaired services in the nation's 16<sup>th</sup> largest school system, mentored staff, and developed programming. She is the author of [Steps to Success - A Scope and Sequence of Skills for Students who are Deaf/Hard of Hearing](#) and [C.O.A.C.H: Self-Advocacy & Transition Skills for Secondary Students who are Deaf or Hard of Hearing](#) and co-author of the e-magazine -Teacher Tools.



**Gail Wright** earned her BS DHH teaching degree, a Masters in Curriculum and Instruction, an Administration and Supervision Certificate and a certificate in Auditory and Spoken Language for the Young Child. Gail has worked in a self-contained program for Deaf/Hard of Hearing students, and 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](#). [Hearstoyou.blogspot.com](http://Hearstoyou.blogspot.com)