

# 2019 Supporting Success Virtual Conference Session Information

## 1. Meeting Unique Student Needs in Changing Times (90 min)

Presenter: Karen L. Anderson, PhD, Director of Supporting Success for Children with Hearing Loss

Description: Increasingly, students with hearing loss are not receiving appropriately intensive services to meet their needs or are not being supported by specialists in education of students who are deaf/hard of hearing. This session will discuss these issues focus and provide strategies for working with administrators and school teams to advocate for appropriate services. Objectives:

1. State the unique needs to be considered when a learner has a hearing loss.
2. Advocate for the student's unique needs to be addressed via appropriately intensive supports and services.
3. Distinguish the role of the teacher of the deaf/hard of hearing from other school support providers.

## 2. Providing Appropriate Academic Support – Skill Development, Not Tutoring (90 min)

Presenter: Lynne Price, NBCT

Description: A key responsibility of a teacher for the deaf and hard of hearing is to support full participation in the general education classroom by teaching underlying academic support skills. Through the understanding of the three domains of learning and specific skill hierarchies, this session will provide assessments to determine present skill levels and instructional strategies to improve skill development in all areas of curriculum content. Objectives:

1. State three domains of learning and give examples of each.
2. Use hierarchies to determine sequence of skill development.
3. Identify a support strategy for a given area of curriculum instruction.

## 3. Teaching Students About Their Hearing Loss and Devices (90 min)

Presenter: Gail Wright, BS Ed DHH, MEd C&I, EI (Type 75) & Karen L. Anderson, PhD

Description: Children who use assistive technology are frequently isolated as 'one and onlies' within their school. They must have the knowledge, language, and social skills needed to manage their technology and explain it to others. This session will provide strategies to support students in developing their knowledge, use, and advocacy for their technology. Objectives:

1. Have tools to explain the impact of the use of devices to students with hearing loss and their mainstream teachers.
2. Have specific activities and tools to use with their students to monitor, assess, and develop independence with devices and develop understanding of their hearing loss.
3. Be able to write goals related to knowledge of hearing loss and devices that are aligned with the Common Core.

**Sessions 1-3 includes a 30-min discussion activity on best practices for Access, Self-Advocacy, & Academic Support**

## 4. Vocabulary – More than a Word List (90 min)

Presenter: Lynne Price, NBCT

Description: Vocabulary knowledge is the conceptualization of word meaning based on semantics, context, visualization, and an individual's prior experience. This session will present ways to develop a deep understanding of word meaning in oral and written language by providing ways to assess competency and teach to mastery. It will discuss word memory and word consciousness as well as three levels of mastery (labeling, sentence, and passage comprehension). Objectives:

1. Identify steps for learning and retaining new words.
2. Assess degree of word knowledge in oral and written language.
3. Expand word association skills to support knowledge and usage.

## 5. Repairing Communication Breakdowns in Everyday Situations (90 min)

Presenter: Karen L. Anderson, PhD, Director & Gail Wright, BS Ed DHH, MEd C&I, EI (Type 75)

Description: Communication breakdowns happen to everyone, and more so to students with hearing loss. This session will provide information on ways to assess communication repair needs, and strategies to develop skills. Objectives:

1. Identify ways to assess what a student does when he is not understood or does not understand others speaking.
2. Develop skills when the student is not understood by other people when he or she is speaking.
3. Develop skills when the student does not understand what other speakers are saying.

## 6. Self-Advocacy in Action / Self-Advocacy and Disclosure (120 min)

Presenter: Gail Wright, BS Ed DHH, MEd C&I, EI (Type 75) & Lynne Price, NBCT

Description: Students must develop the ability to advocate for their needs. The understanding and effective use of advocacy skills is not achieved through general education academic instruction. It requires specific instruction by someone familiar with the impact of hearing loss on access and communication. Skill development differs according to the student's age, the amount of prior instruction, and the ability to analyze different situations and advocate appropriately. This session will provide a framework for instruction, ways to measure progress, and support students at all levels. Objectives:

1. Have tools to develop advocacy skills from preschool through the end of high school.
2. Be able to write goals that are aligned to common core addressing advocacy and disclosure.
3. Have tools to teach, monitor and measure a student's level of advocacy at all levels.