



2023 Supporting Success Virtual Conference

Register now through January 2023




Conference Access is from Jan 15 – Apr 15, 2023




Over 18 hours of CEUs!





<https://supportingsuccess2023virtualconference.com/>




Invest in your 2023 Professional Development Needs!

Large selection of courses so YOU can tailor to your own interests.

	Session Length	Session Topic/Title	Presenter
1	60 minutes	<p>Practical Ideas for the Itinerant Visit</p> <p>As an itinerant, our time with students is so limited, we can often feel our instruction is ineffective. This course provides practical ideas to help you meet the individual goals and objectives set for your student while making your time fun and educational.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Match goals and objectives with practical activities • Set up a visit using minimal materials • Record data during visits 	<p>Brenda Wellen</p> 
2	60 minutes	<p>Beyond the Books – Developing Self-Determination in Students who are Deaf and Hard of Hearing</p> <p>This session explores structured peer and mentor programs for students who are deaf and hard of hearing, the benefits of self-determination and the development of a tool facilitating peer-connection, education, advocacy, and knowledge for students who are deaf and hard of hearing.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Identify the foundations of self-determination • Understand the importance of relatedness for students who are deaf/hard of hearing <p>Describe the essential components of school-based support programs</p>	<p>Krista Yuskow</p> 
3	75 minutes	<p>Meeting Student Needs in a Consultation-Only Model</p> <p>Increasingly, the field of deaf education is moving toward an itinerant, consultation-focused model. This presentation will consider how to structure indirect services to increase impact, encourage educator buy-in, and go beyond the “one and done” team training in pursuit of sustained and impactful communication with teams.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Identify 3-5 tools/strategies for effectively structuring impactful/meaningful consultation services • Identify consultation models from related fields and apply them to deaf education <p>Apply learning to case studies</p>	<p>Brittany Dorn</p> 

4	75 minutes	<p>Starting from Scratch – Building Language Where There is None</p> <p>This session presents strategies helpful in building concepts, language, and vocabulary from the bottom up in students that come to us with little or no language. We will look into finding a starting point and moving forward through an appropriate service delivery model.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Identify a starting point when you have no previous data • Employ age-appropriate strategies for building basic concepts, language, and vocabulary to build a foundation for learning based on relationships and positive attitudes for school <p>Use case studies to acquire strategies to help the team appropriately support learning and for advocating for appropriate service delivery model</p>	<p>Lynae Holmen</p> 
5	90 minutes	<p>Working with Multilingual Immigrant Students who are Deaf</p> <p>The experiences of Multilingual immigrant Deaf students (MIDS) include an intersection of variables associated with language, culture, literacy, and immigration, making the teaching and learning process more complex. This course will examine the learners' experiences, educational accommodations, teachers' assumptions, creating an inclusive classroom, and strategies for teaching MIDS.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Describe multilingual immigrant Deaf students' experiences and accommodations in education. • Explain the process of creating an inclusive classroom with multilingual immigrant Deaf students <p>Examine specific strategies for teaching IMDL</p>	<p>Millicent Musyoka</p> 
6	75 minutes	<p>Using Research-Based, High Leverage Practices with DHH Students: An Introduction</p> <p>Buzz words such as “evidence-based” and “high-leverage” are thrown around in education, but what do they actually mean? How can we utilize them to improve practice in the field of deaf education? This presentation will provide a practical overview of these terms relevant to our work with students who are deaf and hard of hearing.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Define and compare “evidence-based practices” and “research-based practices” • Identify and apply at least one high-leverage special education practices to deaf education (HLPs developed by the Collaboration for Effective Educator Development, Accountability and Reform and the Council for Exceptional Children) <p>Utilize at least one element from the NASDSE “Optimizing Outcomes” and the TSDHH: Critical Resource Needed for Legal Compliance” documents to support services for students who are deaf or hard of hearing</p>	<p>Brittany Dorn</p> 
7	90 minutes	<p>Cracking the Assessment Code: How to integrate listening assessment data into goals and classroom instruction</p> <p>Do you ever wonder why we gather assessment data for our students? What exactly do we do with that data once we get it? Join us as we explore the how to's of the giant puzzle of assessment data, smart goals and classroom instruction for students with hearing differences.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Identify 3 types of assessments that provide data for goal writing • Create 3 SMART goals for listening intervention from listening assessment data 	<p>Carrie Norman</p> 

		Design 2 instructional activities that incorporate goals and strategies for targeting listening skill development in classroom communication situations	
8	90 minutes	<p>STRESS FREE Strategies: Classroom Instruction Ideas to Promote Listening and Spoken Language</p> <p>Do you have a widely varied caseload? Do the students with hearing differences you serve all have different levels of need? Join us as we explore how to streamline your use of strategies to target listening and spoken language skills in everyday classroom activities.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Explain the 4 stages of listening development (Erber’s Stages of Auditory Development) • Name 2 teaching strategies that promote listening and spoken language in each stage of listening <p>Design 2 lesson plans incorporating listening strategies for use with any student at any level of listening development</p>	<p>Carrie Norman</p> 
9	75 minutes	<p>Teaching Academic Reading and Writing Vocabulary</p> <p>This session will focus on classroom routines that teachers can sustain throughout the year to increase 1) sight word reading and 2) vocabulary. The presentation will provide instructional activities that include usage of English grammar and sight words to help you answer, "Which words do I teach?" and "How do I teach them?". Discover how to teach academic reading and writing vocabulary.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Teachers will identify research-based strategies to effectively teach English sight words, including the grammar knowledge necessary for usage of the targeted words. • Teachers will learn the principles of effective vocabulary instruction. <p>Teachers will select research-based teaching strategies that support word reading and writing</p>	<p>Tamby Allman</p> 
10	75 minutes	<p>Improving Spelling Skills as an Integral Part of Better Writing</p> <p>What does developmental spelling look like for students who are DHH? This session will lead participants through a developmental spelling assessment, review of different word stages and provide instructional strategies within each stage. Ways to differentiate communication and instruction to optimize learning for each student will also be included.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Participants will identify how to analyze students’ development spelling stage using results of a spelling inventory. • Participants will identify the different spelling stages, create examples of spelling patterns at each stage and identify the correlated reading stage. • Participants will plan word sort activities and integrate student writing into their plan. 	<p>Tamby Allman</p> 
11	75 minutes	<p>HL + LD: Addressing the Needs of Students with Hearing Loss Plus Learning Disabilities</p> <p>This session will take a practical look at the identification and programming for students who have hearing loss coinciding with learning disabilities. Direct instruction, strategy instruction, and rehearsal and practice ideas to support students academically will be discussed. Accommodations and modifications necessary for academic success will be presented.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Examine the characteristics of a learning disability 	<p>Lynae Holmen</p> 

		<ul style="list-style-type: none"> • Discuss methods used to identify learning disabilities in a student with hearing loss • Determine needed strategies to assist these students in making academic progress and accommodations and modifications necessary for academic success 	
12	90 minutes	<p>Teaching Students who are Deaf/Hard of Hearing with Additional Disabilities</p> <p>Some students who are deaf or hard of hearing have concomitant disabilities that pose challenges and educational needs not accommodated in educational programs that focus on one of the disabilities. This session will discuss who these learners with additional disabilities are, and how to address their challenges and educational needs.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Define and describe characteristics of D/HH students with additional disabilities • Discuss the teaching strategies for D/HH students with additional disabilities <p>Identify the resources and services for D/HH students with additional disabilities</p>	<p>Millicent Musyoka</p> 
13	90 minutes	<p>Beyond the Hearing Aid – The Impact of Hearing Loss in the Classroom and Strategies for Access</p> <p>Physical presence in a classroom, in no way, guarantees a student who is hard of hearing equal access to the auditory curriculum. There are numerous barriers to this access, many of which are overlooked. In this course, barriers that impact access and practical strategies to overcome these barriers will be discussed.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Understand how access to the foundations of learning, specific to students who are deaf/hard of hearing, can impact outcomes • Recognize curricular and non-curricular activities, during which access may be a concern <p>Identify strategies to overcome predictable as well as potentially overlooked barriers to auditory access</p>	<p>Krista Yuskow</p> 
14	90 minutes	<p>What We Can Do to Prevent Rejection of Hearing Device Use</p> <p>Research indicates that at least 25% of our students will reject their hearing aids and/or hearing assistance technology (HAT). Reasons why this occurs at different age points will be discussed, and specific learning goals will be described so students develop the resilience and self-concept to continue to use their hearing devices.</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Relate hearing device use to the schools' responsibility by law and parent rights • Describe factors from infancy and the elementary school years that impact resilience and self-esteem <p>Describe specific goals to reduce the likelihood of students resisting or refusing to use hearing devices starting in preschool</p>	<p>Karen Anderson</p> 



Invest in your 2023 Professional Development Needs!
Large selection of courses so YOU can tailor to your own interests.


EARLY Early Bird Registration – May 1 – July 31, 2022			
Individual Registration Fee		Fee Per Person for Groups of 6 or More	
All 14 courses \$199	You pay \$14.21/course	All 14 courses \$179	You pay \$12.79/course
9 courses \$152	You pay \$16.88/course	9 courses \$142	You pay \$15.78/course
6 courses \$119	You pay \$19.83/course	6 courses \$109	You pay \$17.67/course
3 courses \$89	You pay \$29.67/course	3 courses \$79	You pay \$26.33/course
Early Bird Registration – August 1 – October 15, 2022			
Individual Registration Fee		Individual Registration Fee	
All 14 courses \$229	You pay \$16.35/course	All 14 courses \$199	You pay \$14.21/course
9 courses \$162	You pay \$18.00/course	9 courses \$152	You pay \$16.88/course
6 courses \$129	You pay \$21.50/course	6 courses \$119	You pay \$19.83/course
3 courses \$92	You pay \$30.66/course	3 courses \$82	You pay \$27.33/course
Regular Registration – October 16 – November 30, 2022			
Individual Registration		Registering for Groups of 6 or More	
All 14 courses \$249	You pay \$17.78/course	All 14 courses \$229	You pay \$16.35/course
9 courses \$179	You pay \$19.88/course	9 courses \$169	You pay \$18.77/course
6 courses \$149	You pay \$24.83/course	6 courses \$139	You pay \$23.16/course
3 courses \$114	You pay \$38/course	3 courses \$104	You pay \$34.66/course
Late Registration – December 1, 2022 – January 31, 2023			
Individual Registration		Registering for Groups of 6 or More	
All 14 courses \$269	You pay \$19.21/course	All 14 courses \$249	You pay \$17.78/course
9 courses \$207	You pay \$23.00/course	9 courses \$197	You pay \$21.88/course
6 courses \$179	You pay \$29.83/course	6 courses \$169	You pay \$28.16/course
3 courses \$149	You pay \$49.60/course	3 courses \$139	You pay \$46.33/course

REGISTER HERE: <https://supportingsuccess2023virtualconference.com/>

Registration fees for 3, 6, 9 sessions same as our 2019 Virtual Conference – no price increase!
Register at our low price for all 14 to view one per week, Jan 15 – Apr 15.

About our Virtual Conference Presenters:

<p>Tamby Allman</p> 	<p>Dr. Tamby Allman spent her career teaching students of all ages as a teacher of the deaf and literacy coordinator. She earned her doctorate in Reading and Language at National-Louis University and currently teaches at Texas Woman’s University. Her research includes strategies to support students in an inclusion setting, assessment in the 21st century, and online literacy learning. She also works as a consultant and supports teachers in several regional programs.</p>
<p>Karen Anderson</p> 	<p>Karen Anderson, PhD is Director of <i>Supporting Success for Children with Hearing Loss</i> (http://successforkidswithhearingloss.com) which provides online resources, products and continuing education to those who work with children who are hard of hearing or deaf. Karen is the author of the Preschool, Elementary and Secondary Screening Instruments For Targeting Educational Risk (SIFTER) and the Early Listening Function (ELF), and is co-author of the Listening Instrument For Education (LIFE and LIFE-R), Children’s Home Inventory of Listening Difficulties (CHILD), and numerous journal articles and book chapters. Among her publications are <i>Building Skills for Success in the Fast-Paced Classroom</i> and the <i>Student Communication Repair Inventory & Practical Training (SCRIPT)</i>. Many of her checklists and handouts can be found at Supporting Success’ http://teachertoolstakeout.com marketplace.</p>

<p>Brittany Dorn</p> 	<p>Brittany Dorn's experience includes deaf education, general education, and higher education. She earned her doctorate from the University of Northern Colorado in 2019, and her master's degree from Smith College in 2011. She has presented internationally on topics related to deaf education, especially about consultation, which is her primary research interest. Her published work can be found in The Journal of Deaf Studies and Deaf Education and the American Annals of the Deaf. She serves on the board for DCD (The Division for Communication, Language, and Deaf/Hard of Hearing) within the Council for Exceptional Children (CEC). For more information on the presenter, please visit BrittanyDorn.com</p>
<p>Lynae Holmen</p> 	<p>Lynae Holmen retired after her 38th year of teaching preschool through high school Deaf/Hard of Hearing students for Minot Public Schools. She also taught students with Specific Learning Disabilities for 19 years. Mrs. Holmen earned undergraduate degrees in Elementary Education and Deaf Education and a master's degree in Specific Learning Disabilities from Minot State University. She has also taught undergraduate Deaf/Hard of Hearing methods classes and mentored numerous deaf education practicum students, student teachers, and first year teachers. Since retirement she served one of her former students in the role of Educational Interpreter/TOD. Lynae lives in Minot, ND.</p>
<p>Millicent Musyoka</p> 	<p>Dr. Millicent Musyoka is an Associate Professor in the Deaf Studies & Deaf Education department at Lamar University. She has a Ph. D. in Deaf Education from Gallaudet University. Dr. Musyoka was a deaf education leader in Kenya, where she worked as the lead curriculum specialist in deaf education at the Kenya Institute of Education, Curriculum, and Research Center. Her research interests are in the early language and literacy development of deaf children, deaf with multiple disabilities, multicultural education, teacher training, and online learning and teaching.</p>
<p>Carrie Norman</p> 	<p>Carrie Norman, MS, CCC-SLP, LSLS Cert AVEd received her Master of Science in Communication Disorders with a Pediatric Aural Habilitation specialization from the University of Texas at Dallas in 2001. She is the President of Collaborative Communications, a private consulting firm dedicated to helping bridge the gap between clinical and educational services for students and families impacted by hearing differences. Her experience spans infancy through high school in both clinical and educational settings. She enjoys partnering with teachers, therapists, and families to help each child meet their best communication potential through services provided by The Hope Center for Hearing & Communication. Connect with her online at www.carrienorman.com or through email at carrie@carrienorman.com.</p>
<p>Brenda Wellen</p> 	<p>Brenda Wellen, M.S. is a Teacher of the Deaf and Hard of Hearing in San Angelo, Texas. She received her Bachelor's Degree in English at Angelo State University and completed her Master of Science in Communication Disorders with a specialty in Deaf Education from Texas Woman's University. She has worked with students who are deaf or hard of hearing of all ages from birth to 21 for the last 30+ years both in a self-contained classroom and as an itinerant. She serves a member of the Statewide Conference on Education of the Deaf and Hard of Hearing planning committee, and the Imagination Texas planning committee. She is the event creator and coordinator of West Texas Deaf Olympics which is currently in its 18th year. Brenda has been a partner with Supporting Success for Children with Hearing Loss since October 2019. Reach Brenda at brenda@success4kidswhl.com.</p>
<p>Krista Yuskow</p> 	<p>Krista Yuskow: Over the course of her 25-year career Dr. Yuskow has worked in several environments in the U.S., New Zealand and Canada, delivering audiological services to patients of all ages. Dr. Yuskow has held lecturer and instructor status at the University of Alberta and Grant MacEwan University and continues to guest lecture extensively about educational audiology. Special areas of expertise include optimizing educational and curricular auditory access for students who are hard of hearing as well as self-determination development and its application to students with hearing loss. Dr. Yuskow is a regular contributor to the Supporting Success for Students with Hearing Loss website, the audiology consultant to Brainworks, a Kids with Cancer technology support program, and is President Elect of the Educational Audiology Association.</p>