












Supporting Success for Children with Hearing Loss 2021 Virtual Conference

January 15th – March 15th 2021

Early Bird Registration Opens September 2020

90 Min	Academic Success is Driven by Communication Access	Karen Anderson
<p>Ensuring access to classroom communication is the #1 job of every educator who serves students with hearing loss. This session will provide information that participants can refer to as they inform others on the impacts of hearing loss (WHAT), legal foundations supporting equal access (WHY), and methods to estimate access levels (HOW).</p> <p>Learner Outcomes – Participants will be able to:</p> <ol style="list-style-type: none"> 1. describe 3 ways to quickly get across the impact of hearing loss. 2. list the primary legal supports requiring equal access to communication. 3. identify ways in which the level of effective communication can be estimated. 		
90 Min	Loud & Clear: Building and Supporting Social Skills for Students with Hearing Loss in the Mainstream	Melinda Gillinger
<p>Social skills for children with hearing loss will be addressed, including the nuances of how language and communication can affect social competence. Research on a variety of relationship issues such as incidental learning, pragmatic language, and self-acceptance will be covered along with how specialists can support the development of social skills in the educational setting.</p> <p>Learner Outcomes – Participants will be able to:</p> <ol style="list-style-type: none"> 1. state the importance of early access to language, receptive and expressive communication, non-verbal aspects of communication and the connection to social skills. 2. describe the various verbal and nonverbal aspects of communication that can affect student development of social skills. 3. describe how to support and facilitate the development of social skills of students with hearing loss in the educational setting. 		
90 Min	Tailoring Services via the Communication Modality Continuum	Karla Giese
<p>Teachers of the deaf may find themselves working with students who use a variety of communication approaches. How does this impact delivery of instruction? This session will focus on how to use different aspects along the communication continuum in different circumstances to creatively support student learning.</p> <p>Learner Outcomes – Participants will be able to:</p> <ol style="list-style-type: none"> 1. list factors to consider when working with students who use a variety of communication approaches. 2. explore how the use of American Sign Language, spoken language, and Cued English can be beneficial in supporting various educational objectives. 3. list resources that can be used to support learner growth in new communication approaches. 		

60 Min	Preparing Students for College or Work Success, Not Just High School	Gail Wright
<p>During this session, you will explore skills that students with hearing loss need to have to be successful no matter what their path will be. When we are working with all ages of students, we are preparing them for life, not just high school.</p> <p>Learner Outcomes – Participants will be able to:</p> <ol style="list-style-type: none"> 1. name all the skills that are part of Self-Determination. 2. refer to resources to help different aged students walk through the decision-making process. 3. name the 8 Characteristics of Successful People as identified by Paul Jacobs PhD. 		
90 Min	Maximizing the Itinerant Visit: Making the Most of Your Time	Brenda Wellen
<p>Itinerant teachers have a limited amount of time with students and teachers. Using that time wisely in order to benefit the student is priority one. Participants will learn effective ways to plan, prepare, execute and collect data during itinerant sessions with students from early education to high school.</p> <p>Learner Outcomes – Participants will be able to:</p> <ol style="list-style-type: none"> 1. describe strategies that maximize time with students using long- and short-range plans. 2. create lessons that combine the demands of the IEP and the interests of the student(s). 3. learn ways to collect data to make progress reporting easy and painless. 		
90 Min	Developing Reading Comprehension for DHH Students with Low English Language Skills	Kristin DiPerri
<p>In this workshop, we will discuss effective, beginning vocabulary and reading instruction. The instructional design presents concepts first using visually comprehensible activities. Students learn to construct meaning independently during specific reading tasks. This information is essential for students who do not have access to phonetic information in English.</p> <p>Learner Outcomes – Participants will be able to:</p> <ol style="list-style-type: none"> 1. describe the process for moving vocabulary items from working memory to permanent storage in Long Term Memory. 2. describe the difference between transliteration and translation and the effects on true reading comprehension. 3. outline the steps for the Daily Reading Comprehension activity. State the benefits and expected outcomes for this student activity. 		
90 Min	Developing Written Language for DHH Students with Low English Language Skills	Kristin DiPerri
<p>This workshop presents critical instructional activities that at risk DHH students need in order to become independent writers. The activities described take advantage of student’s visual strengths to build independent writing skills using a developmentally appropriate and conceptually based design for instruction. This information is essential for students who do not have access to phonetic information in English.</p> <p>Learner Outcomes – Participants will be able to:</p> <ol style="list-style-type: none"> 1. identify the components that make a beginning writing program effective for DHH students who do not use English phonemic information for the purpose of encoding their thoughts to print. 2. describe the “Handshape Holder” as an intervention tool for maintaining independent thought during rough draft writing. 		

60 Min	The Conversation, Language, Learning Link to School Success	Karla Giese
<p>Summary: Engaging in conversation is a critical skill in the classroom. It's a great way to expose students to vocabulary and encourage language growth. Using the Kendall Conversational Proficiency Level (P-Levels) Scale can guide you in targeting conversational skills to support academic success for your deaf and hard of hearing students.</p> <p>Learner Outcomes - Participants will be able to:</p> <ol style="list-style-type: none"> 1. define content, form, and function of language (the three areas of competency that are measured by the P-Levels). 2. use the Kendall Conversational Proficiency Level to determine the P-Level of a student. 3. determine target goals for a student based on their P-Level. 		
90 Min	Intervention Techniques – Case Studies that Show Practices to Improve Outcomes	Gail Wright
<p>This session will feature student case studies including evaluation results, IEP goals written, examples of Itinerant Session intervention and resulting impact that the Itinerant session had on baseline data. This highly interactive session will feature video clips of Itinerant sessions and resources used for evaluation and intervention.</p> <p>Learner Outcomes – Participants will be able to:</p> <ol style="list-style-type: none"> 1. gain insight into evaluation tools/ Assessments used to assess students in the mainstream. 2. practice writing IEP goals that tie to assessment results and common core standards. 3. receive ideas on easy to use data collection tools. 		
Two 60-minute sessions = 2 hours + seven 90-minute sessions = 10.5 hours = maximum of 12.5 CEUs		

<p>Early Bird Reg - Sept - Oct 15</p> <p>9 sessions (1-5) - \$162 9 sessions (6+) - \$152 6 sessions (1-5) - \$127 6 sessions (6+) - \$117 3 sessions (1-5) - \$92 3 sessions (6+) - \$82</p>
<p>Regular Reg - Oct 16-Nov 30</p> <p>9 sessions (1-5) - \$179 9 sessions (6+) - \$169 6 sessions (1-5) - \$149 6 sessions (6+) - \$139 3 sessions (1-5) - \$114 3 sessions (6+) - \$104</p>
<p>Late Reg - Dec 1 - Jan 15</p> <p>9 sessions (1-5) - \$207 9 sessions (6+) - \$197 6 sessions (1-5) - \$179 6 sessions (6+) - \$169 3 sessions (1-5) - \$149 3 sessions (6+) - \$139</p>

Speaker Information



Karen Anderson, PhD, is Director of Supporting Success for Children with Hearing Loss which has provided online information and resources since 2011. Karen has been in the DHH field for almost 40 years and has written popular checklists (i.e., SIFTERS, CHILD, ELF, LIFE) and authored free topical newsletters that have been received by more than 13,000 people bimonthly since 2012. Her book accomplishments include *Building Skills for Success in the Fast-Paced Classroom*, the *Student Communication Repair Inventory & Practical Training (SCRIPT)*, *Building Skills for Independence in the Mainstream* (with Gail Wright), *Building Self-Confidence & Resilience to Maximize Acceptance of Hearing Devices*, *Steps to Assessment*, and past editor of the *Teacher Tools e-magazine*. Reach Karen at karen@success4kidswhl.com



Kristin DiPerri, Ed.D. is an independent educational consultant and literacy development specialist for students who are deaf and hard of hearing. She has presented throughout the US and abroad to teachers of the deaf/hard of hearing. For over 37 years she has worked as a classroom teacher, a researcher, an instructor in the Deaf Education program at Boston University and as the English Literacy Coordinator at a residential school for the deaf. She consults with several schools/programs in the US and internationally to implement new literacy programming approaches to meet the diverse literacy needs of DHH students. She is the author of several instructional publications: 5 workbooks for students, the *Bedrock Literacy Curriculum* and co-author with Todd Czubek, Ph.D. of the *Bilingual Grammar Curriculum*. She is the owner of Bedrock Literacy & Educational Services.



Karla Giese has worked with deaf and hard of hearing children of all ages, across all educational settings, and all communication approaches. She has also served as a Curriculum Coordinator and Director of Student Support Services and has provided early intervention support and advocacy to local families. For Karla, deaf education has been a way of life. Born hearing, Karla began losing her hearing as an infant and became profoundly deaf as a toddler. Her parents chose to raise her with an emphasis on spoken language in the mainstream setting. By late elementary school she began learning sign language and used an interpreter through secondary school and college. Karla has her Bachelors in Deaf Education, Elementary Education, and Special Education and her Master's in Early Childhood Special Education. She is currently completing her doctorate in Special Education with a concentration on Deafness. Karla served as the 2019-2020 Teacher Tools Editor for SSCHL.



Melinda Gillinger is an educator with a Master's degree in Special Education from California State University, Northridge. She is the mother of 3 children. Her oldest is profoundly deaf and uses a cochlear implant. As part of her work serving children with special needs for over 20 years, she has been a classroom teacher and was on the pediatric cochlear implant and research team at the House Ear Institute in Los Angeles. Her work and research for the past 16 years has focused on families and school districts meeting the needs of children with hearing loss in the educational setting. Melinda is a contributing writer for the Supporting Success for Children with Hearing Loss Bi-Monthly Updates and posts on social media to families of children with hearing loss on behalf of Supporting Success.



Brenda Wellen, M.S. is a Teacher of the Deaf and Hard of Hearing in San Angelo, Texas. 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 teacher of the deaf/hard of hearing. Brenda serves on the Statewide Conference on Education of the Deaf and Hard of Hearing planning committee, and the Imagination Texas Special Weekend for the Deaf planning committee. She is the creator/coordinator of West Texas Deaf Olympics, now in its sixteenth year, for students and families in rural areas. Brenda is the newest member of the SSCHL team, joining as the Vice-President of Product Sales and Website in October 2019. Reach Brenda at brenda@success4kidswhl.com



Gail Wright has been teaching students who are Deaf and Hard of Hearing since 1988. She has had experience in the self-contained classroom as well as in an Administrative role. However, her passion always brings her back to the Itinerant setting. She loves sharing her passion for the Itinerant Model of teaching through speaking at a variety of conferences. Her accomplishments include creation of the *Monkey Talk Self-Advocacy Game*, *Hear It, Fix It* materials, and as co-author of *Building Skills for Independence in the Mainstream* with Karen Anderson. Gail earned her BSEd. DHH, MEd in Curriculum and Instruction, Type75 Administration degree and Early Intervention certification.