

Thursday, June 20, 2024

9:00-9:30 Registration/Exhibits/ Breakfast

9:30-9:45 **Welcome** Ballroom (Madison)

9:45-10:15 **VDOE Updates Wanda Council** Ballroom (Madison)

10:20-11:50 **Sydney Bassard “Guiding Deaf and Hard of Hearing Children to Literacy Success”**
Learning to read is an essential life skill in our society. In recent years, there has been an increased focus on literacy and reading development. There is a need to explore how approved curriculums can be used with Deaf and hard-of-hearing children and the role that all professionals have in developing these skills. This presentation will cover an overview of reading principles and theories, how to work approved reading curriculums into intervention, and ways to encourage family support.
Ballroom (Madison)

12:00 - 1:00 Lunch The Glen Restaurant (Madison)

	Ballroom (Madison)	Chesterfield (Madison)	Hanover (Madison)
1:10-2:25 Concurrent Sessions	Five Ways to Use Emergent Literacy Skills to Develop Literacy and Language Skills- Sydney Bassard ABCs and I23s are at the top of many families' lists of concepts to learn. While these tend to be rote memorization concepts, professionals can focus on early literacy from the start of therapy. Emergent literacy skills (oral language, print knowledge, and phonological processing) help set the foundation for later reading skills. In this presentation, we will cover how those working in Deaf education can use emergent literacy in therapy and encourage use at home and in the classroom.	Building Language Through Relationship: Deaf Adults as Language Parents in Pre-K-8th Grade- Katherine McMullen; Laura Atwell Deaf and hard-of-hearing children who use American Sign Language (ASL) to communicate but do not have fluent signing parents face significant behavioral, academic, and social delays due to language deprivation (no mastery of a native language or L1). The detrimental effects of language deprivation in d/Deaf and hard of hearing children are well documented and can be life-long. Lynchburg City Schools was awarded a grant in 2023-24 to implement a Language Parent program as an intervention for deaf and hard of hearing students who demonstrate the effects of language deprivation in grades pre-K through 8th. Deaf adults were recruited and trained as Language Parents (DLPs) to provide natural language acquisition-rich interactions with these children during their regular school day. The program design was based on the work of linguist Leanne Hinton, who helped pioneer the mentorship approach to preserving the heritage languages of indigenous people groups. Language assessments were performed at the beginning and end of the grant cycle to provide measurements of ASL growth. To foster increased communication and connection within the family, the grant paid for parents to attend ASL classes taught and held three DLP and family social activities after school hours with structured, language-rich activities. The results of this grant program, both successes and challenges, will be	Family Engagement and Secondary Transition: Supporting Families Through the Process- Chiquita Seabourne; Peter Grabowski Families of students with disabilities often have a vast number of questions about special education, and these questions often multiply when secondary transition planning begins. This session will provide attendees with information about the importance of being engaged in their child's education, support provided by the Virginia Department of Education's Office of Facilities and Family and Engagement, as well as the Critical Decision Points to keep in mind during secondary transition planning.

		shared, along with the personal experiences of one of the DLPs	
2:30-2:55	Break	Exhibit Hall	
3:00 - 4:15 Concurrent Sessions	Ballroom (Madison)	Chesterfield (Madison)	Hanover (Madison)
	<p>Making Curriculum Work for You-Sydney Bassard Children are expected to learn certain academic concepts while in school. For Deaf and hard-of-hearing children, these concepts can be challenging for a variety of reasons. With the main goal of intervention being to develop functional communication and language use, professionals can use the academic curriculum to assist with literacy development and language skills. This presentation will cover strategies and have hands-on practice for all to walk away with tools to use the next day.</p>	<p>Authentic Assessment & Focused Instruction: Making Sense of the CASLLS! – Janet Knust As professionals working with children who have hearing loss, we focus heavily on our student’s understanding and use of language. The Cottage Acquisition Scales for Listening, Language & Speech (CASLLS) are a powerful tool for authentic assessment of our student’s use of language, but they can be overwhelming to users. Don’t let them intimidate you! This session will boost your comfort and confidence level in using this effective tool, and enable you to utilize it in a way that works for your specific professional practice. Using the CASLLS to collect data, measure progress, develop goals, guide instruction/therapy, and effectively communicate with professionals/parents will all be explored. Discussion will include practical ways to collect language samples and fill in a CASLLS form. Participants will be provided with videos, interactive opportunities, hands-on practice, handouts, and materials to examine. Practical tips, ideas, and suggestions will be shared. The goal is to enable participants to discover ways to utilize this powerful language assessment tool!</p>	<p>Supporting Literacy Instruction through the Use of Experience Stories – Ira Padhye The session will focus on the foundations of creating experience stories with your students. Through video examples and Powerpoint, the session will provide opportunities for the participants to begin planning for experience stories with their students. The session will also allow audience to make their own experience stories.</p>
4:25-5:00	Ballroom (Madison)		
	<p>Roundtable Discussion—Please join us to learn more about perspectives from various professionals and families who work with children who are deaf, hard of hearing, or deaf +.</p>		

Friday, June 21, 2024

7:30 -8:45

Registration/Exhibits/ Breakfast

<p>8:45-10:00 Concurrent Sessions</p>	<p align="center">Ballroom (Madison)</p>	<p align="center">Chesterfield (Madison)</p>	<p align="center">Hanover (Madison)</p>
	<p>Supporting Language Acquisition in DHH Children: REAL Opportunities – Victoria Haggarty; Ukawia Johnson This session will focus on the need for urgency with regards to language acquisition in the young deaf or hard of hearing child. Families are often lacking adequate information relative to the risks of language deprivation and its lifelong impact on the young deaf or hard of hearing child's brain. Deaf and hard of hearing infants and toddlers and their families have a right to know information from all perspectives and about all modalities as well as accessibility to each. This will allow these children to enter school prepared for instruction. Providing families and Early Intervention professionals with research based information, resources, and guidance/support in the Deaf and hard of hearing child's journey to acquiring language is critical to developing a strong foundation and keeping them from becoming at risk. Working with the southeastern region of the United States, including Puerto Rico and the US Virgin Islands, the Regional Early Acquisition of Language (South-REAL) Project offers a toolbox of training sessions and resources for a variety of groups, including parents/caregivers, Early Intervention professionals, and Deaf and hard of hearing adults who work with families.</p>	<p>Auditory Fatigue: Ready to Learn, Not Ready to Sleep – Shelley Millerson Participants will learn about auditory fatigue. What it is and what causes it, strategies and accommodations for students, assessments available, and resources for parents and staff members. Let's help our students be ready to learn not ready to sleep!</p>	<p>What did you say? The practice of language sampling for assessing language development - Robin Bliven Language and vocabulary development are the cornerstone for every teacher of the Deaf. Ensuring that our students are progressing in their language development requires regular monitoring, explicit instruction, and assessment. Through this presentation, we will examine how to collect a language sample through sample videos, practice transcribing a sample, analyze a language sample for key components, apply the information to determine a language level, and discuss how to utilize this information for educational planning.</p>

10:00- 10:30

Break

Exhibit Hall

<p>10:40-11:55 Concurrent Sessions</p>	<p align="center">Ballroom (Madison)</p>	<p align="center">Chesterfield (Madison)</p>	<p align="center">Hanover (Madison)</p>
	<p>Cued Speech and Literacy- Emilie Mulholland; Amy Ruberl This presentation will cover Cued American English and literacy strategies. Participants will learn what Cued American English is and review phonological awareness components. The impact of current reading strategies commonly used in the US on children who are deaf and hard of hearing will also be briefly discussed. Participants will learn three strategies to use Cued American English to support phonological</p>	<p>Considering Universal Designs and Support for Students with Hearing Loss to Promote Active Inclusion in Literacy Education - Kristy McCowin; Anna French Most teachers assume that their classroom is inclusive of all students, but in reality, students with hearing loss are being left out. Most classrooms have poor signal to noise ratios, or background noise. Due to this, instructional opportunities are being lost each day. In our session, come along with us as we get to know</p>	<p>Language Leads to Literacy- Lindsey Bomba Holcomb The average reading level for a child who is Deaf or hard of hearing upon graduation is the fourth grade. This statistic has remained stagnant for far too long. It's time for change. This workshop will show participants how building a strong language foundation can lead to increased skills in literacy. Guests will listen to a lecture, participate in whole group discussions, and perform a video analysis. Various</p>

	awareness and literacy that they can start using in their own practice. Resources will be shared to support these strategies.	Quinn, a case study student with hearing loss participating in a general education course. Explore the road that lead Quinn to receive special education and related services, as well as consider the learning environment and supports needed for them to achieve equal instructional opportunities and active inclusion within the classroom setting.	techniques will be explored that give educators the tools to promote early language development among Deaf and hard of hearing children. These techniques include both visual and auditory evidence-based practices.
12:00-1:00	Lunch The Glen Restaurant		
1:10-2:25 Concurrent Sessions	Ballroom (Madison)	Chesterfield (Madison)	Hanover (Madison)
	<p>Transition Panel: A Demonstration of Collaboration and Continuum of Programs and Services – Sharon Ernest; Panel</p> <p>This panel discussion will look at successful strategies used in school programs and collaborating with adult services across the secondary and post-secondary settings.</p>	<p>The Language Experience Book Goes to Kindergarten! – Krystyne Meyer</p> <p>The Language Experience Book, a common teaching tool for building language in the preschool setting, can be used to develop language and literacy skills in d/hh children, regardless of their age! Although primary grades are where this task is developmentally appropriate for all students, the strategies in this presentation can be adapted for language learners of all ages.</p>	<p>What did you say? The practice of language sampling for assessing language development - Robin Bliven</p> <p>Language and vocabulary development are the cornerstone for every teacher of the Deaf. Ensuring that our students are progressing in their language development requires regular monitoring, explicit instruction, and assessment. Through this presentation, we will examine how to collect a language sample through sample videos, practice transcribing a sample, analyze a language sample for key components, apply the information to determine a language level, and discuss how to utilize this information for educational planning.</p>
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	<p>Journeying with Sound: Navigating the Path as an Itinerant TOD/HH – Dana Boardwine</p> <p>This presentation will be a guided discussion. The presenter will offer ways they have found effective for collaboration and serving my students, but the presentation will offer participants ways to share what works for them and create a community of those TOD's for support.</p>	<p>Wordy Wednesday: A Bilingual Approach to Word Problems in Early Elementary- Rob Hammel; Donna Kirk</p> <p>The session will be a participatory lecture. In our second grade mainstream class, we teach word problems in both ASL and English. This gives us a number of opportunities to discuss math skills, English grammar, and ASL grammar. By comparing the syntax and structure of the two languages, we can strengthen the students' skills in math, reading, writing, and ASL simultaneously. The presenters will lead the audience through a sample lesson with an adult-level math problem. The audience will need to learn to solve the problem while also studying the relationships between ASL and English grammar.</p>	<p>Student-Centered Approaches to Reading -Tiffany ONeal</p> <p>In this session, attendees will gain insight into a selection of approaches useful for supporting students with varying disabilities and print-related disabilities (e.g., Text-to-speech highlighting feature for visual tracking, Large Print for students with Dyslexia). The session will highlight some of the different text formats and reading technologies associated with supports that may benefit students who are Deaf, hard of hearing, or have other disabilities. Additionally, we will briefly introduce AIM-VA, our free services and demonstrate how AIM and reading technologies work together.</p>
4:15-4:30	Closing		Ballroom (Madison)