

Deaf. Blind. Limitless.

2023 Session Summaries

(In Agenda Order)



Making STEM Accessible to Deaf Students in ASL (D-102)

Presenter: Christopher A.N. Kurz

Description: Have you ever wondered if there are signs that use the same handshape for fraction, numerator, denominator, mixed number, improper fraction, base, and exponent? The answer is YES. What are they? They will be shown in this presentation.

As multilingual professionals in deaf education, educational professionals are always developing and maintaining sign language proficiency to make information more accessible to deaf and hard of hearing students. Language learning never stops. This presentation is specifically designed to address signed language learning and the skills needed to present academic material in and through ASL. It is with hope that the educational professionals will refine and expand their ASL repertoire for the purpose of conveying science, technology, engineering and mathematics (STEM) concepts to Deaf students in an engaging, accurate manner, and leave with new approaches.

This presentation provides tips, strategies, and resources for making STEM concepts accessible in the classroom and beyond.

Functional Strategies for interpreting in STEM (I-103)

(must be the first workshop, content will be referenced in the following workshops; 1/2)

Presenter: Cheryl Reminder, Holly Jentsch, Todd Thieu, Allison Merkle, & Monique Harris

This workshop offers 0.3 PS RID CEUs

*To be eligible for CEUs, participants must attend both Part 1 **and** Part 2 of this workshop)

Description: “As an interpreter, what is your first response when you learn that you will be interpreting in Science, Technology, Engineering, and Mathematics (STEM) content areas? Some of us are thrilled. For others, “I became an interpreter so I wouldn’t have to do math or science,” is a very common response. However, if you felt confident in your approach to interpreting in STEM content areas, would your reaction change? What if we showed you that you know more about STEM content than you think you do? Moreover, how to apply that to your work. As interpreters, our own self-talk can be the most hindering factor in our growth and development. The ability to reframe the work can be the most powerful tool in your kit.”

Participants will/be able to:

- Recognize and employ real-world, experiences with STEM from their everyday lives.
- Describe and apply non-traditional preparation strategies for interpreting in STEM classes and events.
- Parallel the scientific method with their approach to interpreting work.
- Apply a variety of strategies for interpreting in STEM content areas.

Educational Objectives:

Participants will:

1. Understand a variety of strategies for interpreting in STEM content areas.
2. Will be able to parallel the scientific method with their approach to interpreting work.
3. Will be exposed to and be able to identify non-traditional preparation strategies in interpreting.

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Self Advocacy and Assistive Technology (B-104)

Presenter: Jason Martin

This workshop offers 1.5 hours ACVREP

Description: Self Advocacy is a foundational aspect of the Expanded Core Curriculum and is a vital component for success for students with Visual Impairments. "You Can Say That Again" answers the question, "How can I use technology to be a better advocate for myself?" This session explores and expands upon the traditional relationship between Self Advocacy and Assistive Technology for students with visual impairments. Using student profiles and mentors, this session covers comprehensive strategies, lessons, and techniques that educators and professionals are using to connect Self Advocacy and Assistive Technology. "You Can Say That Again" covers a wide range of methods from simplistic and low tech, to advanced topics with an emphasis on a strong digital knowledge, awareness, and presence. "You Can Say That Again" aims to give professionals a humorous, realistic, and empathic approach to examine these pivotal parts of the ECC.

Preparing Deaf-Blind Students to Communicate with the Public (DB-105)

Presenter: Dona Sauerburger

This workshop offers 1.5 hours ACVREP

Description: After an experience where salespeople bent over backwards to help her, a college student with Ushers cried and asked, "Why are people so MEAN?" Without explicit training in strategies for communicating with the public and understanding principles of interaction, deaf-blind people often become discouraged about independent travel and sometimes assume, as one Deaf man who was losing his vision said, "People in my community hate deaf-blind people." This session will outline techniques for people who are deaf-blind to communicate with the public and, just as importantly, principles for interacting with them, as well as strategies to help YOU TEACH your students (including those with cognitive disabilities) learn what they need to know to be successful.

Book Sharing the Deaf Way (D-106)

Presenter: Shanae Rouse

Description: Book sharing includes an explanation of the following: translating text to convey meaning in ASL; linking pictures and print with ASL; signing features; how to engage viewers with questions and phrases about the story; and how to be in character using body shifting, eye gaze, etc.

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Understanding Cortical/Cerebral Visual Impairment (CVI):

What is it, and what should we be doing about it? (B-107)

Presenter: Martha Veto

This workshop offers 1.5 hours ACVREP

Description: Cortical/Cerebral Visual Impairment (CVI) is the most common cause of visual impairment in children in the United States and other developed countries, but is not well understood by many medical professionals, teachers, and parents. In this session, we will discuss how CVI, a brain-based visual impairment, differs from ocular visual impairment in manifestation and intervention, explore the latest research about the impact of CVI on visual function, and share best practice strategies for assessment and intervention.

Systems and Organs and Tissues, Oh My! (aka introductory Biology) (I-108)

Presenter: Cheryl Reminder, Holly Jentsch, Todd Thieu, Allison Merkle, & Monique Harris

This workshop offers 0.3 PS RID CEUs

*To be eligible for CEUs, participants must attend both Part 1 **and** Part 2 of this workshop)

Description:

This workshop provides the participant with an introductory-level discussion of body systems and their components through examples and clear visual aids. Participants will have the opportunity for guided deliberate practice with a source that is directly related to the information discussed. In addition, participants will have the opportunity to give and receive some feedback with neutral language.

Educational Objectives:

- Identify the 11 systems in the body and their organs and tissues
 - Integrate classifiers, use of space, and scale into a practice interpretation
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The Whole Team: Supporting Deaf and Hard of Hearing Child (D-109)

Presenter: Candi Milcznski

Description: Families and/or Professionals will learn how to work together as a team to best support the deaf/hard of hearing child(ren). IEP/IFSP plays a vital role in their education. They will have a better understanding of how IEP/IFSPs should be written including accommodations, goals, and services. Language Communication Plan/Profile will also be mentioned as part of IEP/IFSP to best support the child's language usage and development. Have a strong team will support Deaf/Hard of Hearing child(ren)'s academic and language development. They will leave the workshop with a better understanding of what to look for and what their role is as part of the team.

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Working with DeafBlind Young Adults (DB-110)

Presenters: Marilyn Trader, Robert Hill, & Robert McLendon

This workshop offers 1.5 hours ACVREP

Description: The anticipated learning outcome is for the participants to have an understanding, tools and skills to work with their deafblind students. Participants will have an understanding of what deafblind means and the most common etiologies. Participants will have an understanding of respectful interactions when working with deafblind students, the importance of full communication access and utilizing all communication strategies. Participants will learn about tactile indicators for deafblind students environment and personal items. Participants will have the ability to know their local and national resources for additional support and information when working with deafblind students.

Effective Interdisciplinary Collaboration:

Tips for Early Intervention Professionals working with DHH Children (D-111)

Presenters: Christie Cumbest & Abby Burke

Description: When working with children who are deaf or hard of hearing (DHH) in early intervention, professionals may find themselves collaborating with others to best meet the needs of these children. The Joint Committee for Infant Hearing (JCIH) emphasizes the importance of collaborating with deaf adult role models in the lives of young DHH children. We will discuss how to effectively collaborate with deaf adult role models as well as other professionals in early intervention.

Participants will:

- Be able to define interdisciplinary collaboration

- Explain the reasoning and research behind the need for deaf adult role models in the young DHH child's life

- Be able to develop a plan to effectively collaborate in providing early intervention services

HKNC: Overview of Haptic Communication (D,B,DB, & I-112)

Presenters: Marilyn Trader & Sara Coleman

This workshop offers 1.5 hours ACVREP

Description: Haptic Communication, commonly referred to as Haptics, is a standardized system for providing and receiving visual and environmental information, as well as personal reactions/social feedback via touch signals on the body. Participants will learn about what this touch communication system is and how it can be used in everyday life to capture what is happening in an ones environment, such as if someone has a hand raised, someone is writing or if an emergency is happening. Participants will have an opportunity to learn about the history and the individuals involved in training about this system across the World. Participants will have an opportunity to learn about resources and information about Haptic Communication and how to obtain additional training, materials and more about this system.

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Andrew's Journey to Supported Decision Making: Developing Independence in Real Time

(DB-113)

Presenters: Krista Olsen & Minnie Lambert

This workshop offers 1.5 hours ACVREP

Description: Supported Decision Making allows an individual to make choices about their life for themselves. These decisions might be where to eat dinner or where they want to live and work. Supported Decision Making empowers the person while still providing the support and input needed from a team of their choosing.

Presenters will discuss how to encourage choice making across the lifespan, different ways to provide choices, and how to build the capacity to make choices. An example of a social story will be included to demonstrate how to make this process accessible to all individuals.

Participants will learn about the process one family has chosen for their young adult son, who is Deaf-Blind, to pursue Supported Decision Making. The importance and benefits of this choice will be discussed along with strategies and ideas for implementation. Participants will be encouraged to come ready for discussion!

Interpreting: The Dark Side (Part 1 & 2) (I-114)

Presenter: William F. Ross III

This workshop offers 0.3 PS RID CEUs

*To be eligible for CEUs, participants must attend both Part 1 **and** Part 2 of this workshop)

Description: The interpreting profession has a sense of camaraderie unlike many other professions. As part of a human services profession we have the honor and privilege of being present at some of the most sacred moments in the lives of Deaf people. Yet, in spite of all this goodness, there is a darker, less desirable side to our profession. Some of the dark marks on our profession are lateral (or horizontal) violence, the absence of grace and compassion for our colleagues, and personal/professional comparisons. These are just a few of the "weeds" growing in the field of interpreting, however, it does not have to remain this way. This workshop will address being agents of change, deliberately building goodwill, and additional strategies to become undivided, whole practitioners for our own benefit and for the benefit of the people we serve.

Communication Techniques for DeafBlind Children and Youth along with Complex Learners

(DB-115)

Presenter: Jennifer Oldenburg

This workshop offers 1.5 hours ACVREP

Description: In this session different methods to communicate with DeafBlind children and youth.

Many of these communication methods are also appropriate for complex learners.

This presentation will look at the best practices that help decide the best communication modes for all of these students.

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Instructional Coaching - Making a Difference in Teacher Practices & Student Learning

(D-116)

Presenter: Debbie Gilliam and Debbie Cruzan

Description: In this session, participants will discuss the structure of instructional coaching, the framework to dramatically improve instruction, characteristics of effective lesson delivery, and resources dealing with positive and effective classroom management.

Vision Loss & Blindness in Young Children (B-117)

Presenter: Stephanie Pizza

This workshop offers 1.5 hours ACVREP

Description: This session will provide participants with an overview of the impacts of vision loss and blindness in young children, birth through three (3) years of age. Various diagnoses, including both ocular and brain-based, will be explored. Participants will learn how vision develops over the first two years of life, and why early identification and services are vital to the development of young children with visual impairments. We will explore national data and current trends to help participants better understand the occurrence of vision impairment across the country.

The Sensory Learning Kit: Assessment, Access, and Meaningful Instruction for Complex Learners

(DB-118)

Presenter: Krista Olsen

Description: The Sensory Learning Kit is a tool designed for students with visual impairments who may have complex learning and communication needs. The kit includes the assessment, materials, and a guidebook to create meaningful routines.

This presentation will walk participants through the steps of the assessment and provide tools to involve all members of a student's educational team. Attendees will determine different materials that may be used to work in all of the students viable sensory channels. They will use this information to create routines and write IEP goals to help further the student's participation, motivation, and connection to their environment and the people in it.

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Language Milestones (D-119)

Presenter: Ukawia Johnson & Victoria Haggarty

Description: Professionals and/or families will learn about language development milestones for English and American Sign Language for children in the age range of birth to five years old. They will take a look at age-appropriate language development. They will learn more about different ways to best monitor and track every child's language development. They will learn different possible activities and strategies to support the child's language development and progress. Attendees will leave the workshop with a list of different monitoring tools, strategies, and be able to track their child's language development to ensure they are meeting the language milestones.

Light Up Their World: Economical Activities to Use with the Lightbox (B-120)

Presenter: Dr. Susie Thomas

This workshop offers 1.5 hours ACVREP

Session Summary:

The lightbox is a tool that can be used to help students have access to literacy materials. In the past, it has been used for students with multiple disabilities, including those with cortical or cerebral visual impairments (CVI), however, it can be used for a wide range of students to help engage them in the learning process. The lightbox can be used to build upon visual skills while the lit background helps to draw the student's attention to what is being presented. The lightbox allows for fun and engaging learning.

Mastery over Meaning (Part 1 & 2) (I-121)

Presenter: William F. Ross III

This workshop offers 0.3 PS RID CEUs

*To be eligible for CEUs, participants must attend both Part 1 **and** Part 2 of this workshop)

Description: This workshop will address the very heart of interpreting: Meaning. How do we manage the finer shades of meaning, address subtleties found in language and express the unspoken? As interpreters, we determine meaning through a combination of factors such as context, intonation, intent, setting, and other linguistic features. To accurately interpret we must look past the individual words to determine the intended meaning of the speaker. Sometimes our understanding and knowledge of semantic meaning in our first language does not always translate into the ability to render an accurate interpretation in our second language. Often what remains unspoken communicates important ideas, themes, and feelings. Two significant methods used to express the unspoken are implication and inference; we are left to determine meaning when words are not used. This training focuses on our interpretation from English to American Sign Language and how to gain mastery over meaning.

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STEM Concepts in the Early Childhood Classroom (D-122)

Presenter: Patrick Graham & Emma V. Balderas

Description: Studies have shown that introducing STEM concepts in the early childhood classroom increases the self-confidence for children in science and mathematics (Patrick, et.al 2009; Hunting et.al, 2012; MacDonald et.al 2020). The literature shows that STEM education contributes to the growth of academic skills, problem solving, innovative thinking, and analyzing situations critically (MacDonald, et. al, 2020). There is not enough research in STEM early childhood education instructional strategies for Deaf and Hard of Hearing children, especially with multiple disabilities. In this presentation, we discuss various strategies from the visual and tactile perspective and give different examples of STEM based learning activities which can be used in the early childhood classrooms. Finally, we encourage dialogue surrounding development of STEM based curriculum for the D/HH early grades.

HKNC Programs and Services: Serving Transition Age (DB-123)

Presenter: Marilyn Trader & Robert McLendon

This workshop offers 1.5 hours ACVREP

Description: The anticipated learning outcome is for the participants to understand the importance of early intervention and team approach when working with students and young adults. Participants will have an opportunity to learn about all the programs and services provided through HKNC, which includes DeafBlind Employment Specialist (DBES), Community Services Program (CSP) and Youth Services Coordinator (YSC) services. Participants will have an understanding of what services the DBES can provide from Pre-ETS to Customized Employment through the transition process. Participants will have resources and information to share with families regarding services for their students/young adults.

Exploring Available Online Resources, Learning, and Networking for Deaf Education Professionals and Families: Introduction to the Clerc Center Community Portal (D-124)

Presenter: Stacy Abrams

Description: The Clerc Center is eager to welcome you into our new online Clerc Center Learning Community. Once inside, you'll gain access to world-class resources and networking opportunities. This web-based community will be home to over 600 free, world-class resources for families of deaf and hard of hearing children (ages birth to 21) and the educators, professionals, and service providers who work with them. In our online learning community, we offer the flexibility in signing up for training through self-paced online learning plans. You can also sign up for live events where there will be opportunities to learn and interact with other individuals and professionals with various topics that are relevant to deaf and hard of hearing children from birth-21.

During this session, you will first learn how to sign up to receive information from the Laurent Clerc National Deaf Education Center, then you will learn how to navigate through different sections of the online learning community from resources to training opportunities to networking.

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Language Access and Acquisition for Young Deaf and Hard of Hearing Children

(D-125)

Presenter: Debbie Trapani

Session Summary:

How do we optimize language acquisition for deaf and hard of hearing youth? Key considerations include finding out what ways the child can access language, identifying strategies such as which time of the day and how the child will access language in various environments. Accessing language for acquisition and strategies for optimizing language acquisition opportunities will be shared. .

Introduction to the Functional Vision Assessment (B-126)

Presenter: Anna Peters

This workshop offers 1.5 hours ACVREP

Session Summary:

This assessment reveals how a VI student uses residual or functional vision. It focuses on the strengths and weaknesses of the individual student. The information gathered may then be used to design and accommodate the learning environment to ensure educational materials are accessible.
