

Conferences and Institutes
The Pennsylvania State University
225 The Penn Stater Conference Center Hotel
University Park PA 16802

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Pennsylvania Low Incidence Institute

August 4-8, 2008

The Nittany Lion Inn

State College, Pennsylvania

For low incidence service providers and parents
working with students and young children with:

- Blindness or Visual Impairment
- Deafblindness
- Deafness and Hearing Loss (Birth through Age 6)
- Deafness and Hearing Loss (School Age)
- Mental Retardation
- Multiple Disabilities
- Traumatic Brain Injury

Supporting partnerships with the
Pennsylvania Department of
Education's Bureau of Special
Education and Penn State's
College of Education



Progress
Through
Partnership

Pennsylvania Low Incidence Institute

August 4–8, 2008

The Nittany Lion Inn
State College, Pennsylvania

Conference Description

The Low Incidence Institute, which includes Great Start, will focus on topics related to serving students and young children with deafness and hearing loss, deafblindness, blindness, visual impairment, mental retardation, and multiple disabilities. *New this year will be presentations directly related to the educational needs of students with traumatic brain injury.*

Who Should Attend

Parents, teachers, speech and language clinicians, audiologists, paraeducators, educational sign language interpreters, consultants, service coordinators, and administrators working with students with deafness and hearing loss, deafblindness, blindness, visual impairment, multiple disabilities, traumatic brain injury, or mental retardation

Parent Scholarships

Reimbursement for travel expenses will be available to parents attending the Pennsylvania Low Incidence Institute, August 4–8. These funds will be provided through the Parent Education Network, the Pennsylvania Deafblind Project, and the Pennsylvania Department of Health. Parents interested in attending this institute have until July 11 to apply for reimbursement of travel expenses by filling out the form on the PaTTAN Web site: www.pattan.net.

Credit and Continuing Education



The Pennsylvania Training and Technical Assistance Network is approved by the Continuing Education Board of the **American Speech-Language-Hearing Association (ASHA)** to provide continuing education activities in speech-language pathology and audiology. This program is offered for up to 3.0 CEUs, advanced level, professional area, variable credit. ASHA CE provider approval does not imply endorsement of course content, specific products, or clinical procedures.



The **Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)** is an independent and autonomous legal certification body that is governed by a volunteer board of directors and offers professional certification for vision rehabilitation and education professionals in order to improve service delivery to persons with vision impairments. PaTTAN is registering to become an approved provider of ACVREP continuing education hours. For more information, visit the ACVREP Web site: www.acvrep.org. This workshop is offered for up to 30 hours.



The Pennsylvania State University will offer up to 30 approved clock hours. Persons attending this event must arrive on time and stay for the duration of the event in order to receive Act 48 professional education hours. Any request for an exception is to be brought to the attention of the person's superintendent or intermediate unit director prior to the event.



The Pennsylvania Training and Technical Assistance Network is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. PaTTAN maintains responsibility for the program(s). This workshop is offered for 24 CE hours.

Location

The program will be held at The Nittany Lion Inn, a Penn State landmark featuring luxurious accommodations, flexible meeting space, and fine dining. Experience the grand tradition and Colonial charm of Penn State's Nittany Lion Inn, one of the state's premier leisure, meeting, and conference facilities.

Accommodations

You are responsible for making your own hotel reservation and payment. Blocks of rooms will be held at the following hotels for those attending this institute. Please make your reservation by **July 1, 2008**, and identify yourself as a participant in the Low Incidence Institute.

The Penn Stater Conference Center Hotel and The Nittany Lion Inn \$105 single/\$115 double 800-233-7505

The Atherton Hotel \$90 single/\$90 double 814-231-2100

Days Inn Penn State \$79 single/\$89 double 814-238-8454

Ramada Inn \$75 single/\$75 double 814-238-3001

Fairfield Inn and Suites \$93 single/\$93 double 814-238-3871

Comfort Suites \$74 single/\$74 double 814-235-1900

Sleep Inn \$57 single/\$57 double 814-235-1020

Registration

Fee: The flat fee covers all instruction, program materials, refreshment breaks, and lunches. Registrants are responsible for all other meals and lodging.

Individual Pennsylvania professional: \$125

Individual out-of-state professional: \$200

Pennsylvania parent: no charge

Out-of-state parent: \$50

How to register: You can register online or by mailing the printable registration form with a check, money order, purchase order, or letter of authorization from your employer or sponsoring organization. Credit card payment can be accepted only with online registration.

Deadline: All registrations must be received by 5:00 p.m. EST on July 21, 2008. After this date, please call the conference planner at 814-863-5100 for information about on-site check-in; if space permits, you can register for an additional \$30.

Confirmation: The conference planner will confirm your enrollment and provide additional information. You will be alerted promptly of any cancellations or changes. If some unforeseen event forces Penn State to cancel or postpone the program, you will get a full refund of your registration fee; however, the University cannot be held responsible for any other related costs, including cancellation fees assessed by airlines or travel agencies.

Refunds: If your request to withdraw is received by July 14, 2008, we can issue a partial refund. Send your written request by fax to 814-863-5190 or by e-mail to ConferenceInfo1@outreach.psu.edu. A \$50 administrative fee will be charged for each withdrawal. Anyone who is registered but cannot attend may send a substitute.

Access: Penn State encourages persons with disabilities to participate in its programs and activities. If you anticipate needing special accommodations or have questions about the physical access provided, please contact the conference planner at 814-863-5100 before your visit.

For More Information

For information about registration, courses, fees, and facilities:

Judy Meder, Conference Planner
The Pennsylvania State University
225 The Penn Stater Conference Center
Hotel
University Park PA 16802
Phone: 814-863-5100
E-mail:
ConferenceInfo1@outreach.psu.edu

Nan Rodgers, Educational Consultant
Pennsylvania Training and Technical
Assistance Network
6340 Flank Drive, Suite 600
Harrisburg PA 17112
Phone: 717-541-4960 or 800-360-7282
(toll free in Pennsylvania only)
E-mail: nrodders@pattan.net

Monday, August 4

New Technologies for Infants and Young Children with Hearing Loss: Identification through Intervention

8:45 a.m.–4:15 p.m. (registration one hour prior to start) Act 48: 6 hours; ASHA: 0.6 CEU

This session will address currently available screening, assessment, amplification, and cochlear implant technologies in the context of the early hearing detection and intervention (EHDI) process. It will cover/include (1) Pennsylvania universal newborn hearing screening, with updates on national and Pennsylvania efforts; (2) current technologies available for comprehensive hearing assessment in children 0–5 years; (3) an update on prescriptive amplification fitting; (4) current hearing aid technologies; (5) FM systems; (6) an update on cochlear implant (CI) technologies, current candidacy criteria, sequential bilateral implant candidacy and criteria, and FM considerations for young CI users; and (7) intervention considerations.

Judith Gravel, Ph.D., is director of the Center for Childhood Communication at the Children's Hospital of Philadelphia. Judy has been a member of two NIH National Institute on Deafness and Other Communication Disorders groups working on early identification of hearing impairment and outcomes of children with mild to severe hearing loss.

Eileen C. Rall, Au.D., is the coordinator of the Center for Childhood Communication's Assessment and Treatment Implementation Program for Infants and Toddlers with Hearing Loss—Enhancing Rehabilitation.

Carmen Hayman, Au.D., is a pediatric audiologist and the coordinator of the Cochlear Implant Program in the Center for Childhood Communication.

Essie Goldsmith is an educational consultant for the Cochlear Implant Program in the Center for Childhood Communication. She has a master's degree in deaf education and a bachelor's degree in speech pathology and audiology and has participated in the Cochlear Implant Educational Consultants Training Program at the center.

The Sibshop Model: A Good Fit for Siblings of Deaf and Hard of Hearing Children

8:45 a.m.–noon (registration one hour prior to start) Act 48: 3 hours; ASHA: 0.3 CEU

The Sibling Support Project is a national effort designed to increase parents' and providers' understanding of common sibling issues. This workshop will explain and describe the Sibshop model as it has been applied to work with siblings of deaf and hard of hearing children. Active involvement in some of the Sibshop activities will give the participants a feel for the kind of programming that defines the model, and video samples of sibling experiences will be shared. Handouts will include suggested resources, activities, and references.

Diana Poeppelmeyer, Ph.D., has experience as a parent-infant adviser; as a teacher of the deaf at the preschool, middle school, and high school levels; and as a university instructor. Currently she is the director of the Educational Resource Center on Deafness at the Texas School for the Deaf.

Hooked on Books

1:00–4:15 p.m. (registration one hour prior to start) Act 48: 3 hours; ASHA: 0.3 CEU

Come to this session and get hooked on books! The workshop will look at the Big Ideas in Reading and ways that parents and teachers can support their deaf or hard of hearing readers. Immerse yourself in the world of children's literature, with attention to the importance and joy of sharing books and stories. Through hands-on exploration of books, enhance your knowledge regarding literacy, story structure, vocabulary, and related issues. Learn ways to create a literacy-rich environment, and share your ideas with others. Discover ways for making books come alive through reading, and extension activities that encourage language development and communication. You will have the opportunity to create games, manipulatives, and visual aids to take home for making reading fun!

Karen Roudybush holds a bachelor's degree in elementary education from Geneva College and a master's degree in deaf education from the University of Pittsburgh. She recently completed her certification as a reading specialist while pursuing a doctorate at the University of Pittsburgh. Currently she serves as a reading specialist at the Western Pennsylvania School for the Deaf in Pittsburgh.

Tuesday, August 5

Navigating Federal and State IDEA Regulations to Enhance Services for Children Who Are Deaf or Hard of Hearing

8:45 a.m.–noon (registration one hour prior to start) Act 48: 3 hours; ASHA: 0.3 CEU

A working knowledge of Individuals with Disabilities Education Act (IDEA) regulations is essential for developing and ensuring appropriate services for children who are deaf or hard of hearing. This presentation will discuss pertinent components of the proposed Part C (or final Part C if they are released by the Office of Special Education Programs) and 2006 Part B regulations and how they can be used to enhance services for these children. Implementation in Pennsylvania will be emphasized.

Cheryl DeConde Johnson, Ed.D., is a former special education consultant with the Colorado Department of Education, where she was responsible for deaf education and audiology services from 1998 to 2006. Prior to that, she worked as an educational audiologist and program coordinator for the deaf and hard of hearing program in the Greeley, Colorado, public schools.

Susan Kershman, Ph.D., is an education consultant with Early Intervention Technical Assistance.

From Early Intervention to Preschool: Transition Strategies That Work

1:00–4:15 p.m. (registration one hour prior to start) Act 48 and/or ACVREP: 3 hours; ASHA: 3 CEUs

The developmental advancements of deaf and hard of hearing infants and toddlers that result from early hearing detection and intervention programs are creating a new set of challenges for school-age education programs. This presentation will explore issues and suggest solutions to make the transition experience between early intervention programs and preschool programs more effective. Topics to be discussed include eligibility for special education services, placement options, communication access, appropriate accommodations and supports, teacher qualifications, specialized therapies, and parent support.

Cheryl DeConde Johnson, Ed.D., is a former special education consultant with the Colorado Department of Education, where she was responsible for deaf education and audiology services from 1998 to 2006. Prior to that, she worked as an educational audiologist and program coordinator for the deaf and hard of hearing program in the Greeley, Colorado, public schools.

Signing Together

1:00–4:15 p.m. (registration one hour prior to start) Act 48 and/or ACVREP: 3 hours; ASHA: .3 CEU

In recent years we have seen encouraging research related to teaching young children sign language as an early communication tool. What parents wouldn't want their baby to develop language at an earlier age and increase literacy skills, while experiencing less frustration and developing self-confidence? Children who learn sign language have all these benefits in addition to learning a second language from which they may benefit later in life. Come and join us to see how you can incorporate sign language into a child's "communication tool chest" and open a whole new world for that child.

Mary Ann Stefko has been at the Western Pennsylvania School for the Deaf (WPSD) for more than twenty years. She holds a bachelor's degree in communication disorders and a master's degree in counselor education, both from Penn State. She is currently the mainstream and sign language coordinator at WPSD. Her experience includes teaching preschool to postsecondary students and their families. She has coordinated programs and day camps for hearing children to learn sign language. She provides training and workshops related to deafness/hearing loss, sign language, mainstreaming, and communication to parents, educators, and the business community throughout the state.

Outcomes

- Increase your knowledge of current technologies for children who are deaf or hard of hearing
- Create materials designed to enhance development of emergent literacy
- Examine the IDEA regulations and their impact on service provision to students who are deaf or hard of hearing
- Explore challenges resulting from early hearing detection and intervention for students who are deaf or hard of hearing
- Examine materials and resources available to teach young children sign language

Using the Stepwise Process to Access the General Education Curriculum: Four Steps to Success

8:45 a.m.–4:15 p.m. (registration one hour prior to start) Act 48 and/or ACVREP: 6 hours; ASHA: 0.6 CEU

This presentation will provide an overview of a four-step process that examines instruction on grade-level curriculum and then guides teachers through adapting instruction so that students of differing ability levels and communication characteristics can have meaningful access to the curriculum.

Step One: Access to grade-level content is necessary for a variety of reasons: to facilitate inclusion, to meet No Child Left Behind and Individuals with Disabilities Education Act (IDEA) requirements, and to provide equal opportunity in education. Yet, connecting students to the curriculum can be a challenge. This step focuses on deconstructing standards into the essence/big idea and level of cognitive complexity necessary to demonstrate learning. If we fully understand standard expectations, it is possible to provide accommodations and modifications.

Step Two: This step focuses on further dissecting the standards in the context of a general education lesson, as well as on how to determine and prioritize, if necessary, the outcomes of the learning.

Step Three: The presenters will examine general education activities and identify the barriers that are keeping the student from learning, and the supports needed to overcome those barriers.

Step Four: The presenters will address how the individualized education program (IEP) integrates with the curriculum and how they can be melded to form a strong educational program for students.

Outcomes

- Identify the essence or big ideas of academic standards and determine and prioritize, if necessary, the outcomes of the learning
- Explore barriers to learning within general education activities and identify supports needed to overcome the barriers)
- Explain how the IEP integrates with the curriculum

Anne Denham, Ed.S., ATP, is a technical assistance specialist in the Inclusive Large Scale Standards and Assessment group at the University of Kentucky. Anne's background in assistive technology facilitated successful inclusionary programs serving students, with a variety of learning needs, at the classroom level. She implemented a statewide inclusion initiative for students with significant disabilities and presently implements digitally-based professional development for educators, focused on improving access to the general curriculum for this population.

Deborah Taub, Ph.D., received her doctorate in anthropology from American University, with a focus on children with autism in the regular-education classroom. Her dissertation built on her master's degree in early-childhood special education from Syracuse University. In her role as a technical assistance specialist with the Inclusive Large Scale Standards and Assessment project at the University of Kentucky, she helps develop materials and train teachers in all aspects of alternate assessments. Additionally, she has provided special education teachers with professional development on using alternate assessment results to inform and facilitate effective instructional practice.

Recommended Practices for Serving Young Children with Visual Impairments or Deafblindness, and Their Families (TO BE CONTINUED ON TUESDAY)

8:45 a.m.–4:15 p.m. (registration one hour prior to start) • 8:45 a.m.–4:15 p.m. on TUESDAY Act 48 and/or ACVREP: 12 hours; ASHA: 1.2 CEUs; Psych: 12 CE hours

This two-day session will focus on identifying critical assessment and intervention practices for young children with visual impairments, including deafblindness. Initial assessment and ongoing-progress monitoring practices will be linked to intervention and educational practices that result in improved outcomes for young children with visual impairments or deafblindness. In this session you can learn about specialized and family-centered assessment practices and how to develop, implement, and monitor an intervention/educational plan.

Outcomes

- Identify important functional outcomes for young children with visual impairments or) deafblindness, and their families, along with recommended practices for achieving these) outcomes
- Identify and describe key features of family-centered practices and issues that may be unique to families of children with visual impairments or deafblindness
- Identify and describe factors that contribute to effectively functioning teams and challenges teams may face as they provide support to families and children with visual impairments or deafblindness
- Describe the purpose of assessment, recommended practices for assessing young children) with visual impairments or deafblindness, and strategies for linking assessment to ongoing) intervention and education

Deborah Hatton is a senior scientist at the FPG Child Development Institute and a research associate professor in the School of Education at The University of North Carolina (UNC) at Chapel Hill. Her research and outreach projects focus on visual impairments and blindness, the fragile X syndrome, and autism. She received her doctorate in early intervention/special education from UNC, Chapel Hill; her master's degree in visual disabilities from Florida State University; and her bachelor's degree in education from Auburn University. She has worked as an early interventionist as well as a teacher administrator and consultant in the areas of visual impairment and early childhood special education.

Recommended Practices for Serving Young Children with Visual Impairments or Deafblindness, and Their Families (CONTINUED FROM MONDAY)

8:45 a.m.–4:15 p.m.

Balancing Standards and Student Needs for Learners with Significant Disabilities

8:45 a.m.–4:15 p.m. (registration one hour prior to start) Act 48 and/or ACVREP: 6 hours; ASHA: 0.6 CEU

Today's schools focus strongly on accountability and access to the general curriculum for all students. This session will address educational planning and development of individual educational programs (IEP) for learners with disabilities, based on state grade-level standards. In this session you can learn to write standards-based IEP objectives at the presymbolic, early symbolic, and expanded symbolic levels for persons with significant disabilities.

Outcomes

- Write standards-based IEP objectives at the presymbolic, early symbolic, and expanded symbolic levels for persons with significant disabilities
- Translate standards-based IEPs into classroom instruction

Sharon Lynch, Ed.D., is professor of special education at Sam Houston State University. She has more than thirty years in the field of education and has experience as a teacher of students with significant disabilities, speech-language pathologist, educational consultant, and teacher educator. Her primary areas of interest and research include development of educational programs for students with significant needs, assessment/evaluation, and inclusion of young children.

Challenges and Solutions for Students with Traumatic Brain Injury: An Interactive Problem-Based Session

8:45 a.m.–4:15 p.m. (registration one hour prior to start) Act 48 and/or ACVREP: 6 hours; ASHA: 0.6 CEU; Psych: 6 CE hours

This session will include an overview of traumatic brain injury and a discussion of the cognitive-communicative problems that affect classroom learning, behavior, and community participation. The presenter will discuss the application of the curriculum to these behaviors and how to maximize the student's performance. Group problem-solving activities will develop methods for assessing and treating educational and social challenges for these students from a functional perspective. Use of a single case throughout the presentation will allow the participants to actively discuss challenges to one child and create a proactive plan for interventions in the classroom and beyond. The participants will be encouraged to share information about clients in their caseload and to actively question and provide input throughout the session. Materials that can aid in working with this population will be shared.

Outcomes

- Define the terminology, prevalence, and incidence for this population
- Explain how underlying processes of cognitive communication impact the student's learning and behaving
- Outline procedures to assess and treat students returning to school and the community
- Suggest methods for analyzing the communication environment and communication partners in the student's life
- Create functionally-based outcomes that relate to treatment, impairment, activity, and participation levels
- Discuss transitions that should be included for collaboration with community partners when planning for these students

Roberta DePompei, Ph.D., CCC-SP/A, is currently a distinguished professor, and the director of the School of Speech-Language Pathology and Audiology, at the University of Akron. One of her major areas of interest is traumatic brain injury and the resultant cognitive-communication disorders. She has conducted numerous workshops and presented papers on these topics at

international, national, state, and local conferences. She has published more than fifty articles on the topic of acquired brain injury and the family, and brain-injured students' reintegration to school, in journals such as *Topics in Language Disorders*, *Journal of Head Trauma Rehabilitation*, and the *American Journal of Family Therapy*.

Wednesday, August 6

LOW INCIDENCE INSTITUTE 2008

Effective Literacy Instruction for Students with Moderate to Severe Disabilities
8:45 a.m.–4:15 p.m. (registration one hour prior to start) Act 48 and/or ACVREP: 6 hours;
ASHA: 0.6 CEU

This interactive session will help prepare the participants to use research-based strategies to assess and teach literacy skills to persons with disabilities, including those with intellectual disabilities, physical and/or sensory challenges, multiple disabilities, or autism spectrum disorders. It will include discussion, demonstration, and hands-on learning activities related to literacy assessment and instructional strategies across the critical components of an effective reading program: phonological awareness and phonics, vocabulary, text comprehension, fluency, writing, and oral language. It will cover the use of low- and high-assistive technology to provide access to literacy instruction for all students.

Outcomes

- Define the components of an effective reading program: phonological awareness and phonics, vocabulary, text comprehension, fluency, writing, and oral language, and their application to literacy skills for persons with disabilities
- Examine how to use low and high assistive technology to provide access to literacy instruction for students with disabilities, including persons with intellectual disabilities, physical and/or sensory challenges, multiple disabilities, and autism spectrum disorders

Liz Keefe, Ph.D., is an associate professor at the University of New Mexico. She loves working with schools and school districts to implement effective inclusive practices for all students. Her research interests center on inclusive practices, collaboration, literacy instruction, and how systems change occurs and is sustained in schools, particularly the middle school level. Liz teaches classes in reading/literacy instruction, inclusive education, methods, and systems change.

Susan Copeland, Ph.D., is an associate professor at the University of New Mexico. Her primary research interest is developing strategies that allow persons with disabilities to acquire literacy skills that lead to greater personal empowerment. Susan teaches courses in reading/literacy instruction, advocacy and empowerment, applied behavior analysis, and the history and current understanding of intellectual disability.

Liz and Susan co-authored *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*, published by Paul H. Brookes in 2007.

Cortical/Cerebral Visual Impairments (CVI): An Educational and Transdisciplinary Perspective

8:15 a.m.–4:15 p.m. (registration one hour prior to start) (TO BE CONTINUED ON THURSDAY,
8:15 a.m.–4:15 p.m., AND FRIDAY, 7:45 a.m.–2:00 p.m.) Act 48 and/or ACVREP: 18 hours;
ASHA: 1.8 CEUs; Psych: 18 CE hours

This three-day training will focus on cerebral/cortical visual impairments (CVI), the most prevalent yet least understood visual condition in westernized countries. The training will address the impact of this brain-based condition on vision, auditory processing, language, motor skills, learning, and social interaction. In addition, the program will discuss how CVI impacts students who are nonacademic learners as well as those who are academic learners. It will emphasize the necessity of a transdisciplinary approach in teaching and is most appropriate for IEP teams, including parents, special and/or general education teachers, teachers of students with visual impairments (TVIs), all therapists (OT, PT, speech, etc.), paraeducators, and nurses, as well as appropriate medical and eye care professionals. The training will be presented by a certified TVI and the mother of a 9-year-old with CVI.

Outcomes

- Summarize this brain-based condition's impact on vision, auditory processing, language, motor skills, learning, and social interaction
- Discuss the need for a broad-based approach to the assessment of functional behaviors, including the functional use of vision
- Analyze a transdisciplinary approach to the assessment and teaching of students with CVI
- Discuss a wide range of effective teaching techniques/strategies as they apply to CVI
- Compare and contrast ocular and brain-based visual impairments

Mary Morse, Ph.D., has more than thirty-five years of experience in the field of special education, primarily on behalf of students who have multiple disabilities, including those who are blind or deafblind. She has worked in public and private schools, universities, and medical settings, and for twelve years she directed New Hampshire's statewide services for infants and young children diagnosed with multisensory disabilities. She has engaged in a variety of research projects (including CVI), published numerous articles, and received many regional and national awards for her work.)

Michelle Wilson, Ph.D., is the mother of an academic child diagnosed with CVI. Michelle assisted in the development of the online AER course "CVI—Damage to the Brain: A Common Cause of Visual Impairment in Children" conducted by Dr. Gordon Dutton. She was a co-presenter at the First International CVI Summit in 2005 and was published in the *Proceedings of the Summit on Cerebral/Cortical Visual Impairment: Educational, Family, and Medical Perspectives* (AFB Press).

Special Education Reading Project: Effective Instruction for Struggling Elementary Readers Who Are Deaf or Hard of Hearing

8:45 a.m.–4:30 p.m. (registration one hour prior to start) (TO BE CONTINUED ON THURSDAY,
8:15 a.m.–4:30 p.m., AND FRIDAY, 8:15 a.m.–2:30 p.m.) Act 48: 18 hours; ASHA: 1.8 CEUs

The Special Education Reading Project (SERP) is designed to identify effective reading and writing techniques to enhance the knowledge, skills, and practices of special education teachers who work with deaf or hard of hearing elementary students. Its instructional techniques are built on scientifically-based components that include explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension for facilitating student access to the general education curriculum and for addressing students' literacy needs. The SERP Elementary Institute offers specific adaptations for elementary reading instruction that are geared toward students who are deaf or hard of hearing. This three-day interactive workshop is designed for school teams that work with students who are deaf or hard of hearing. Results of a research-to-implementation pilot project conducted in Pennsylvania and based on SERP strategies will be shared.

Outcomes

- Implement reading instruction that encompasses the five Big Ideas in Reading
- Incorporate research findings into daily reading instruction for elementary students who are deaf or hard of hearing
- Strategically employ adaptations and considerations for elementary students who are deaf or hard of hearing
- Synthesize information about results of a research-to-implementation pilot project

Johnett Scogin is one of the curriculum coordinators at the Texas School for the Deaf (TSD), where she specializes in reading and English/language arts issues. She holds a master's degree in reading and has worked in the field of deaf education for a total of twenty-three years. Johnett has taught every grade from K through 12; she has worked in self-contained classrooms, content mastery, drama instruction, and team teaching. For the last ten years she has worked with teachers of the deaf at TSD, building their capacity to improve reading instruction and working to strategically increase the reading performance of students at TSD.

Thursday, August 7

LOW INCIDENCE INSTITUTE 2008

Identifying Supplementary Aids and Services (SAS) to Support Students in General Education Classrooms: Using the SAS Toolkit

8:45 a.m.– 4:15 p.m. Act 48: 6 hours; ASHA: 0.6 CEU; Psych: 6 CE hours

This session will focus on the decision-making process used to identify supplementary aids and services to support meaningful participation in, and access to, the general education curriculum for students with disabilities. A structured process designed for use in Pennsylvania schools will be shared.

Outcomes

- Define the decision-making process used to identify supplementary aids and services to support meaningful participation in, and access to, the general education curriculum for students with disabilities
- Use a structured process through the "Supplementary Aids and Services Consideration Toolkit" that will be available to Pennsylvania schools

Gail McGregor, Ed.D., is a research professor at the University of Montana—Missoula. She teaches graduate courses focused on supporting access to the general education curriculum and serves as a consultant to the Pennsylvania Department of Education to support implementation of the Gaskin Settlement Agreement.

Cortical/Cerebral Visual Impairments (CVI): An Educational and Transdisciplinary Perspective

8:15 a.m.–4:15 p.m. (TO BE CONTINUED THROUGH FRIDAY)

Special Education Reading Project: Effective Instruction for Struggling Elementary Readers Who Are Deaf or Hard of Hearing

8:15 a.m.–4:30 p.m. (TO BE CONTINUED THROUGH FRIDAY)

Friday, August 8

LOW INCIDENCE INSTITUTE 2008

Cortical/Cerebral Visual Impairments (CVI): An Educational and Transdisciplinary Perspective

7:45 a.m.–2:00 p.m. (CONTINUED FROM WEDNESDAY AND THURSDAY)

Special Education Reading Project: Effective Instruction for Struggling Elementary Readers Who Are Deaf or Hard of Hearing

8:15 a.m.–2:30 p.m. (CONTINUED FROM WEDNESDAY AND THURSDAY)

Children's Institute Registration Information

LOW INCIDENCE INSTITUTE 2008

To support family participation in the conference, a Children's Institute will be available. This institute will provide an on-site, structured, and fun environment for children (ages 2 to 21) with low incidence disabilities, and their siblings. Registration is limited to twenty-five participants, for whom we must receive *completed registration packets*. Only confirmed registrants will be able to participate. No drop-off care will be provided.

The Registration Process

Step One: Call 800-982-3375 (Cherie at ext. 3596, Dawn at ext. 3024, or JoEllen at ext. 3074) and request a registration packet. Be sure to mention that you want to register for the Children's Institute at the Low Incidence Institute (not the Autism Conference), August 4–8. A registration packet will be mailed or e-mailed to you.

Step Two: Complete the registration packet in full for each child you wish to register.

Step Three: Mail or e-mail the completed forms to the address provided in your packet, by June 27.

Please let us know of any special needs your child has, so that we can provide appropriate accommodations. You may receive a follow-up phone call to clarify or obtain information.

Step Four: Your completed registration packet will be reviewed. If spaces are available, you will receive a confirmation postcard with assignment information for each child. **Please note:** Your child is not officially registered until you receive the confirmation postcard. No child will be admitted to the Children's Institute without a confirmed registration.

Step Five: Bring your registration confirmation to the Children's Institute.

Important: If you change your child's attendance plans in any way, please notify JoEllen at 800-982-3375, ext. 3074, by July 11.

If you have questions or concerns, please contact Cherie Neely at 800-982-3375, ext. 3596, or Dawn Moss at 800-982-3375, ext. 3024.

*The Social Security number (SSN) you provide for enrollment purposes, or when requesting specific services, will be used by the University to verify your identity for official record keeping and reporting. If you choose not to supply your SSN, certain services—such as transcripts, enrollment verification, tax reporting, and financial aid—may not be available to you, and Penn State cannot guarantee a complete academic record for you. Your SSN will be stored in a central system and used only as a primary source to identify you within the Penn State system; the Penn State ID will be used as the primary identifier.

Registration Form

Pennsylvania Low Incidence Institute, August 4–8, 2008

This form may be duplicated for additional registrations. Credit card payment can be accepted only with online registration. Please print in ink or type and return to Penn State by July 21, 2008.

Last name‡	First name‡	Middle initial‡	
Social Security no.‡*	or	Penn State ID no.‡*	
E-mail	Date of birth (m/d/y)‡		
Summer address	<input type="checkbox"/> Male ‡ <input type="checkbox"/> Female ‡		
City	State	ZIP code	Country
Work phone	Home phone	Fax	

MY SPECIAL NEEDS ARE: _____

Are you a Penn State alumna/alumnus? Yes No

‡ The fields above marked with the ‡ symbol MUST be completed in order for you to report your Act 88 hours to the Pennsylvania Department of Education. For additional information, refer to the Web site at www.outreach.psu.edu/info/act48.

Please indicate below which sessions you will attend:

<p>GREAT START LOW INCIDENCE INSTITUTE</p> <p>Monday, August 4</p> <p><input type="checkbox"/> New Technologies for Infants and Young Children with Hearing Loss: Identification through Intervention (all day)</p> <p><input type="checkbox"/> The Sishop Model: A Good Fit for Siblings of Deaf and Hard of Hearing Children (a.m.)</p> <p><input type="checkbox"/> Hooked on Books (p.m.)</p> <p>Tuesday, August 5</p> <p><input type="checkbox"/> Navigating Federal and State IDEA Regulations to Enhance Services for Children Who Are Deaf or Hard of Hearing (a.m.)</p> <p><input type="checkbox"/> From Early Intervention to Preschool: Transition Strategies That Work (p.m.)</p> <p><input type="checkbox"/> Signing Together (p.m.)</p> <p>Occupation</p> <p><input type="checkbox"/> Administrator <input type="checkbox"/> Regular education</p> <p><input type="checkbox"/> Special education <input type="checkbox"/> Family member</p> <p><input type="checkbox"/> Paraprofessional <input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Agency staff <input type="checkbox"/> Other _____</p> <p>Conference Attendees _____</p> <p><input type="checkbox"/> Individual Pennsylvania professional: \$125</p> <p><input type="checkbox"/> Individual out-of-state professional: \$200</p> <p><input type="checkbox"/> Pennsylvania parent: no charge</p> <p><input type="checkbox"/> Out-of-state parent: \$50</p>	<p>LOW INCIDENCE INSTITUTE</p> <p>Monday, August 4</p> <p><input type="checkbox"/> Using the Stepwise Process to Access the General Education Curriculum: Four Steps to Success</p> <p>Monday–Tuesday, August 4–5</p> <p><input type="checkbox"/> Recommended Practices for Serving Young Children with Visual Impairments or Deafblindness, and Their Families)</p> <p>Tuesday, August 5</p> <p><input type="checkbox"/> Balancing Standards and Student Needs for Learners with Significant Disabilities)</p> <p><input type="checkbox"/> Challenges and Solutions for Students with Traumatic Brain Injury: An Interactive Problem-Based Session)</p> <p>Wednesday, August 6</p> <p><input type="checkbox"/> Effective Literacy Instruction for Students with Moderate to Severe Disabilities</p> <p>Wednesday–Friday, August 6–8</p> <p><input type="checkbox"/> Cortical/Cerebral Visual Impairments (CVI): An Educational and Transdisciplinary Perspective</p> <p><input type="checkbox"/> Special Education Reading Project: Effective Instruction for Struggling Elementary Readers Who Are Deaf or Hard of Hearing</p> <p>Thursday, August 7</p> <p><input type="checkbox"/> Identifying Supplementary Aids and Services to Support Students in General Education Classrooms: Using the SAS Toolkit</p>
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Method of Payment

\$ _____ Total Amount Enclosed

Your payment, in full, must accompany your registration form. The Pennsylvania State University's federal ID number is 24-6000376.

Enclosed is a check or money order for the amount indicated, signed and payable to Penn State.

Enclosed is a purchase order (made payable to Penn State) or letter of authorization from my employer or sponsoring organization.

Send to

Conferences and Institutes Registration
The Pennsylvania State University
Box 108
State College PA 16804
(Complete information and payment are necessary for registration.)

To register online, visit www.outreach.psu.edu/conference/low-incidence

Parent Scholarship Application
For
2008 Low Incidence Institutes:
Blind and Visually Impaired
Deafblind
Deaf or Hard of Hearing
Great Start: Deaf or Hard of Hearing, Birth through Age 6
Multiple Disabilities
Mental Retardation
Traumatic Brain Injury

A limited number of scholarships are available for Pennsylvania parents and children attending the 2008 Low Incidence Institutes listed above. Maximum reimbursement, including hotel, mileage and meals for those receiving scholarships, is \$500 per family. Receipts for expenses must be kept to be submitted for reimbursement. Parents interested in attending any of these institutes have until July 11, 2008 to apply for reimbursement of travel expenses by filling out this application.

Allowable expenses include:

- up to 3 nights lodging (based on length of institute attended).
 - Participants are asked to make their own lodging reservations.
 - mileage to be reimbursed at \$.505/mile.
 - parking/tolls.
 - meals.
- Reimbursement limits for meals not included in the institute are \$19.50/person for dinner, and \$9.75/person/meal for breakfast and lunch.

Once your application is processed, you will receive a letter confirming receipt of the scholarship. Please bring that letter with you to the institute in August.

The application form below may be submitted via mail or fax to Karen Nikolic at PATTAN, 6340 Flank Drive, Suite 600, Harrisburg, PA 17112, fax # 717-541-4968.

For more information please contact Karen at 800-360-7282, ext. 3115.

Application Form for Parent Scholarship

Name: _____

Address: _____

Phone: _____

Email: _____

Sessions Attending _____

Dates _____

Family Members attending conference: _____

**Parent Scholarship Application
For
2008 Low Incidence Institutes:
Blind and Visually Impaired
Deafblind
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