



*Please Note: All speakers will be presenting in person at the Penn Stater Conference Center.
The Keynote and all concurrent sessions are open to in person and virtual attendees.*

TABLE OF CONTENTS

SESSION DESCRIPTIONS	1
Monday, November 14, 2022	4
1:00 PM to 2:30 PM Concurrent Sessions	4
01. AAC in the General Education Classroom: Inquiry and Inclusion	4
02. The Connection between Learning Theory and Student Progress: Reducing Barriers to Success	4
03. Let's Talk About It: Best Practice for Providing Students with Low Incidences Sexuality Education	5
04. How Do Teachers of the Deaf and Hard of Hearing Improve Access to the Curriculum for Students?	5
05. Why Deaf-Blindness and Autism Spectrum Disorders Look So Much Alike	6
06. A UDL Approach to Strengthening Collaboration	7
Monday, November 14, 2022	7
2:45 pm to 4:15 pm: Concurrent Sessions	7
07. Let's Get Digital! Engaging Activities to Support AAC Learning	7
08. Executive Functioning: Foundational Skills for the Educator (and Student)	8
09. Building Bridges Between Best Practices & Interventions for ASD and Deafblindness	8
10. Navigating The Career Road: Optimizing Employment Outcomes For Students Who Are Deaf	9
Tuesday, November 15, 2022	10
8:00 am to 9:15 am: Keynote Session	10
11. The Future Is In Our Hands	10
Tuesday, November 15, 2022	10
9:30 am to 11:30 am: Concurrent Sessions	10
12. SoR and CLfA and Agency, Oh My! The Yellow Brick Road to Literacy and High Expectations!	10
13. PANDAS, PANS and Related Disorders: What It Is and How It Impacts Children and Families	11
14. Modeling ASL for Young Deaf/HoH Children	12
15. Literacy for Phase I and Early Phase II Students with CVI	12
16. Dynamic Learning Maps® to Promote Instruction for Students Who Qualify for Alternate Assessment	13



Tuesday, November 15, 2022	14
12:45 pm to 2:45 pm: Concurrent Sessions	14
17. From Unsure to Excited: Building a Sexual Health Education Program for Youth with Disabilities	14
18. Predictable Chart Writing, Canva, and more: Oh My! Our Literacy Journey Continues with Writing!	14
19. Collaborative Consultation: Effective Communication for Low-Incidence Service Providers	15
20. School Supports for Students with PANDAS, PANS and Related Disorders: Collaborative Planning	16
21. Literacy for Late Phase II and Phase III Students with CVI	16
Tuesday, November 15, 2022	17
3:00 to 5:00 pm: Concurrent Sessions	17
22. CHARGE Over the Lifespan: Developmental, Medical, Behavioral, and Transition Issues	17
23. Trading in The One-Time In-Service for Consistent Communication With Teams	18
24. The LMA for Students with CVI (with focus on Sensory Balance)	18
25. The 3 R's: Promoting Reasoning, Real-Life Function, and Resilience in Adolescents with TBI	19
26. Making Connections with Feature Matching	20
27. Inclusion is FAB-ulous: Introducing the Framework for Access and Belonging	20
Wednesday, November 16, 2022	21
8:00 - 12:15 pm: Concurrent Session	21
28. Interoception, the 8th Sense: Nurturing Self-Regulation & Mental Health from the Inside-Out	21
Wednesday, November 16, 2022	22
8:00 am to 10:00 am: Concurrent Sessions	22
29. Promoting Communication and Peer Relationships for Students Learning to Use AAC	22
30. 21st Rigorous Expanded Core	23
31. Grow Your Toolbox: Outcome Writing Assessments for Students with Complex Learning Needs	23
32. Student Led IEPs: Description and Implementation	24
33. Transition: Start-To-Finish: A Closer Look	24
Wednesday, November 16, 2022	25
10:15 am to 12:15 pm: Concurrent Session	25
34. VT and TVI: The Difference is More Than Just the "I"	25
35. Grow Your Toolbox: Leveraging Science to Improve Writing for Students with Complex Needs	26



36. Audiological Assessment & Intervention for Students with Complex Needs	26
37. Putting It All Together: The Deaf-Blind Resource Teams Training Process	27
38. Expectations High Enough for Movement?: Students who are Blind/VI or DeafBlind	28



Monday, November 14, 2022

1:00 PM to 2:30 PM Concurrent Sessions

01. AAC in the General Education Classroom: Inquiry and Inclusion

Sarah Gregory, M.S. CCC-SLP

Every student has a right to be authentically included in the mainstream or general education classroom, but this does not come without challenges. This session will explore strategies to support AAC users in mainstream environments, both socially and academically. We will discuss peer support and how AAC can be integrated into the classroom in a way that benefits all learners. We will also examine inquiry-style teaching and the descriptive teaching model and how these techniques can be used to differentiate academics for all learners. This session will be fun and full of practical ideas to provide all students with meaningful interactions with the curriculum as well as the social aspects of a classroom.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Speech therapists, General Education Teachers, Assistive Technology Specialists, and Paraprofessionals

[Back to Table of Contents](#)

02. The Connection between Learning Theory and Student Progress: Reducing Barriers to Success

Leslie Thatcher, EdM

This session will introduce participants to foundational ideas about how students learn, in order to help educators recognize when a challenge may be related to visual impairment or may be related to another challenge such as possible learning disability, ADHD, executive functioning weakness, or autism. A greater understanding of how students learn will help educators to recognize when to include the student's broader team to address challenges a student may have that may impact their ability to learn blindness skills and thus, advance on pace with their peers. Participants will gain a greater understanding of the impact of their work in supporting students to improve academic performance, creating greater opportunities for a more rigorous curriculum, greater self-awareness, and transition planning that integrates a student's entire experience of learning.



Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

03. Let's Talk About It: Best Practice for Providing Students with Low Incidences Sexuality Education

Rebekkah Abeyta

Students with low incidences are often left out of the conversation about sexuality, almost as if they are incapable of having thoughts, feelings, and needs. In reality, they, too, are sexual beings that need information and skills for making healthy decisions about sexuality. This workshop will help you become more comfortable talking about this sensitive topic by discussing what needs to be taught when and how to help people with developmental disabilities have safe-satisfying relationships.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

04. How Do Teachers of the Deaf and Hard of Hearing Improve Access to the Curriculum for Students?

Barbara Chubb, M.Ed. and Lindsey Binkle, M.Ed.



Access to the general curriculum is an essential component of FAPE for students who are deaf and hard of hearing. Participants will work in groups to explore the concept of "access" and the areas of instruction on which IEP teams can focus to improve access. On-site participants should bring a laptop or mobile device with which they can access the session's PowerPoint slides.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students with hearing loss, Speech therapists, General Education Teachers, Supervisors/Administrators, School Counselors and/or School Psychologists, Parents, Guardians, Family Members

[Back to Table of Contents](#)

05. Why Deaf-Blindness and Autism Spectrum Disorders Look So Much Alike

Julie Maier, MA

The similarities in the ways that autism spectrum disorders (ASD) and deafblindness present in children have been recognized for a long time, as have diagnostic strategies for differentiating between autism and deafness. Families and educators serving children with deafblindness increasingly hear other educators, service providers, or medical specialists say that these children seem to act autistic or to have “autistic-like behaviors.” While it is possible for children to be both deafblind and be diagnosed with autism, it is much more likely that a child who is deafblind simply appears similar to a child with autism and, conversely, the child with autism might appear to have certain features consistent with deafblindness. The purpose of this webinar is to look closely at the key features of ASD and deafblindness and consider why children who are deafblind might, in some cases, share many of the same features associated with ASD and how vision and hearing loss and other sensory impairments can explain these “autistic-like” features.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Speech therapists, General Education Teachers, Supervisors/Administrators, Occupational Therapists, and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School



Psychologists, Parents, Guardians, Family Members, Paraprofessionals, Other Interveners (paras who support a student who is deafblind)

[Back to Table of Contents](#)

06. A UDL Approach to Strengthening Collaboration

Nicole Tucker-Smith

This interactive session will apply a Universal Design for Learning (UDL) Approach to strengthening and sustaining professional collaboration between general and special educators. Participants will explore UDL core ideas and how they relate to adult learner variability, removing barriers to collaboration, and flexible options to support a range of specializations and contexts. Participants will take away concrete strategies and resources that they can apply to their special education - general education teams and partnerships.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, General Education Teachers, Supervisors/Administrators

[Back to Table of Contents](#)

Monday, November 14, 2022

2:45 pm to 4:15 pm: Concurrent Sessions

07. Let's Get Digital! Engaging Activities to Support AAC Learning

Sarah Gregory, M.S., CCC-SLP

Pandemic teaching introduced us to a whole new world of digital activities, which can still be used during in-person therapy and teaching. This session will explore easy-to-acquire and highly engaging digital materials to support AAC learning. Come and fill your toolbox with resources that will make AAC support fun and functional!

Credits: Act 48, ASHA, Psych



Audience: Special Education Teachers, Speech therapists, General Education Teachers, Assistive Technology Specialists, Paraprofessionals

[Back to Table of Contents](#)

08. Executive Functioning: Foundational Skills for the Educator (and Student)

Leslie Thatcher, EdM

As students grow and progress through the K-12 system, assumptions are made about their ability to organize their time, assignments, social engagements, and emotional reactions. These are all skills related to executive functions. Some students intuitively develop these skills, yet they are often learned through incidental learning, and not explicitly taught. Many students benefit from explicitly structured work to develop executive functioning skills-and students learning with a visual impairment are no different. Learn the basics about executive functioning, and learn how to integrate these skills into your work. This session will involve some hands-on work to explore the implications of these key skills, and how to increase your student's executive functions. This session can be taken separately from the previous session, or in combination with the prior session.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/ Administrators, Assistive Technology Specialists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

09. Building Bridges Between Best Practices & Interventions for ASD and Deafblindness

Julie Maier, MA



In this session we'll look closely at current evidence-based practices related to the instruction of learners with autism spectrum disorder and compare those practices to highly recognized field-based best practices related to deafblind education. This presentation will outline the unique educational needs of a learner who is deafblind and offer suggestions for how to match and tailor certain evidence-based ASD practices with deafblind practices when planning instruction and support for a learner who is deafblind. Particular attention will be paid to the areas of appropriate access to the curriculum and social relationships, communication skill development, concept development, sensory regulation, and self-determination skills.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Speech therapists, General Education Teachers, Supervisors/Administrators, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals, Other Interveners (paras who support a student who is deafblind)

[Back to Table of Contents](#)

10. Navigating The Career Road: Optimizing Employment Outcomes For Students Who Are Deaf

Kristopher Koberlein

In this workshop, participants will learn about the importance of transition planning in helping students who are deaf and or hard of hearing to plan for and navigate the career road in an effort to obtain and maintain competitive employment. Too often for youth who are deaf and hard of hearing, the career road is marked by detours as they are more apt to experience issues related to unemployment or underemployment as they attempt to enter and maintain employment in the workforce. This is despite a willingness to want to work competitively in the workforce after gaining the necessary education, training, and skills.

Credits: Act 48, ASHA, Psych



Audience: Special Education Teachers, Teachers who work with students with hearing loss, Supervisors/Administrators, School Counselors and/or School Psychologists, Parents, Guardians, Family Members

[Back to Table of Contents](#)

Tuesday, November 15, 2022

8:00 am to 9:15 am: Keynote Session

11. The Future Is In Our Hands

K. Crom Saunders

This keynote speech will highlight the importance of creating a respectful space within the Deaf/HoH community to allow Deaf and HoH individuals to have a presence in policies and practices that affect and influence the future of the Deaf community's role in American society.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Speech therapists, General Education Teachers, Supervisors/Administrators, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Sign language interpreters

[Back to Table of Contents](#)

Tuesday, November 15, 2022

9:30 am to 11:30 am: Concurrent Sessions

12. SoR and CLfA and Agency, Oh My! The Yellow Brick Road to Literacy and High Expectations!

Sharon Redmon, M.S., ATP



Vocabulary and background knowledge building (schema) can significantly impact reading, writing, and communication with AAC users. You need words, and to understand words, to use words in shared reading and writing experiences. We will dive into the research from Comprehensive Literacy for ALL and The Science of Reading. The following tools and strategies will be highlighted; The Expanding Expression Tool™, Descriptive Teaching Techniques, Canva™, Alternative Pencil, Readtopia™, (however, any Literacy curriculum can be used), and Youtube™. When these tools and strategies are combined with EBPs, participants will be given practical strategies on how all students can be active participants in their journey of learning to read and write. It begins with presumed competence, evidence-based practices (EBP's), and meaningful activities!

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

13. PANDAS, PANS and Related Disorders: What It Is and How It Impacts Children and Families

Patricia Rice Doran, Ed.D.

In this session, participants will review definitions, diagnostic criteria, and recent scientific discoveries related to Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (PANDAS) and Pediatric Acute-Onset Neuropsychiatric Syndrome (PANS). Participants will explore the ways in which PANDAS, PANS, and related disorders such as autoimmune encephalitis impact functioning for both children and families. Throughout the session, participants will apply knowledge gained in completing case-based problem-solving activities to identify and discuss strategies for supporting both students and families.

Credits: Act 48, Psych

Audience: Special Education Teachers, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists, Physical Therapists, Orientation and Mobility Specialists,



School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

14. Modeling ASL for Young Deaf/HoH Children

K. Crom Saunders

Young Deaf/HoH children often face challenges in language acquisition, due to a plethora of factors ranging from lack of resources, lack of language models, parenting decisions, school system structuring, and so on. Oftentimes their first and sometimes only language model(s) for using ASL are professionals working in Deaf/HoH and Special education programs. For the younger ages, there is often very little foundation for any language development, in English, ASL, or any other primary languages. Teaching/interpreting curriculum content, while simultaneously teaching the fundamentals of ASL is a difficult challenge, but not impossible. This workshop will demonstrate techniques and tools to expose young Deaf/HoH children to language-based concepts and meaning, bridging language gaps in ASL, and allowing them to develop their expressive skills naturally.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Speech therapists, General Education Teachers, Supervisors/Administrators, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Sign language interpreters

[Back to Table of Contents](#)

15. Literacy for Phase I and Early Phase II Students with CVI

Diane Sheline, M.A.Ed.

During this Session, attendees will gain a better understanding of how to make literacy materials accessible for students with CVI who visually function in Phase I and early Phase II of The CVI Range. A variety of pre-literacy materials will be shared during this session.



Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

16. Dynamic Learning Maps® to Promote Instruction for Students Who Qualify for Alternate Assessment

Alicia Cuttle, Susan Lefeber, and Christa Reida

Each day, professionals are presented with a barrage of online information – emails, newsletters, advertisements about curriculum and resources, and more. It can be overwhelming to know which resources are key to delivering English Language Arts, mathematics, and science standards. Teachers of students with the most significant cognitive disabilities may experience greater challenges identifying resources and delivering accessible standards and content. In 2020, the PA Department of Education, Bureau of Special Education (BSE) adopted a new assessment system that includes key resources for teachers of students with significant cognitive disabilities. Join the BSE and Dynamic Learning Maps (DLM) as the team provides a ‘walk through’ of content, instructional resources, and assessment tools that can help with planning, teaching, and assessing.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, teachers who work with students who are blind or visually impaired, teachers who work with students with hearing loss, teachers who work with students who are deaf-blind, teachers/other professionals who work with students who have sustained a traumatic brain injury, speech therapists, general education teachers, supervisor/administrators, assistive technology specialists, school counselor and/or school psychologist, parents, guardians, family members, paraprofessionals



[Back to Table of Contents](#)

Tuesday, November 15, 2022

12:45 pm to 2:45 pm: Concurrent Sessions

17. From Unsure to Excited: Building a Sexual Health Education Program for Youth with Disabilities

Rebekkah Abeyta

Students with disabilities are often not considered when school districts and community organizations provide comprehensive sex ed programming. In this session, we will explore how to build a program for youth with disabilities in your school, district, or organization. Participants will learn how to identify and engage key stakeholders and use Elevatus resources to support the program design while centering the work around the youth that the program will serve.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

18. Predictable Chart Writing, Canva, and more: Oh My! Our Literacy Journey Continues with Writing!

Sharon Redmon, M.S., ATP

The complex task of writing for our students with significant disabilities and complex communication needs can be daunting. In this session, schema-building activities continue to play a part while we explore practical strategies to actively engage our learners with complex communication needs in written expression activities. We will learn not only about the developmental writing stages but how our students with CCN



can be engaged throughout those stages. Attendees will learn how to use conventional chart writing tools and interactive tools such as Canva™. Students become the center of their writing by removing the background in video clips and pictures. We will also explore how to encourage spelling and typing along with a balanced approach to using an AAC users' icons to support their writing. Highlighted again will be the following tools and strategies; The Expanding Expression Tool™, Descriptive Teaching Techniques, Canva™, Alternative Pencil, Readtopia™, Reading Avenue: Boardmaker™ (however, any Literacy curriculum can be used), and Youtube™.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Parents, Guardians, Family Members, Paraprofessionals

19. Collaborative Consultation: Effective Communication for Low-Incidence Service Providers

Britt Coffey, Ph.D.

Although teachers of students who are deaf or hard of hearing (TSDHH) spend a great deal of their time consulting with adults, the skills needed to do this successfully are often overlooked in TSDHH preparation programs. Teachers of students who are deaf or hard of hearing find consultation increasingly part of the job due to the national trend toward inclusion, which has been accelerated in the field of deaf education by the implementation of universal newborn hearing screening and advances in technology that have included digital hearing aids, cochlear implants, and hearing assistive technology systems (Berndsen & Luckner, 2012). As a result, deaf and hard-of-hearing students are increasingly educated by general education teachers. Today, over 87 percent of students with hearing loss spend at least part of their day in a mainstream classroom (U.S. Department of Education, 2016), making in-school support from TSDHH more common.

This presentation takes a big-picture approach and uses best practices from related fields to teach negotiation, conflict resolution, and effective consultation skills. Consultation skills are presented as relevant to the work of the teacher of the deaf in a mainstream setting. Participants can expect to leave this presentation with a better understanding of how to effectively work with other school professionals.



Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students with hearing loss, General Education Teachers

[Back to Table of Contents](#)

20. School Supports for Students with PANDAS, PANS and Related Disorders: Collaborative Planning

Patricia Rice Doran, Ed.D.

In this session, participants will identify characteristics of PANDAS, PANS, and related disorders that may manifest in school settings, considering symptoms and challenges presented across academic, developmental, and behavioral domains. Participants will describe the roles of various school-based personnel in the planning and support process, addressing productive strategies for communication among professionals and between professionals and families. Throughout the session, participants will apply knowledge gained by completing case-based problem-solving activities in which they consider, recommend and justify accommodations, modifications and supports for case-study students with PANDAS or PANS.

Credits: Act 48, Psych

Audience: Special Education Teachers, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists, Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

21. Literacy for Late Phase II and Phase III Students with CVI

Diane Sheline, M.A.Ed.

During this Session, attendees will gain a better understanding of how to modify literacy materials so that they are accessible to students with CVI who visually function in late Phase II and Phase III on The CVI Range. A variety of literacy materials will be shared during this session.



Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

Tuesday, November 15, 2022

3:00 to 5:00 pm: Concurrent Sessions

22. CHARGE Over the Lifespan: Developmental, Medical, Behavioral, and Transition Issues

Timothy S. Hartshorne, Ph.D.

At the first CHARGE conference in 1993, most of the children were around five years old. These children are now adults, and we have been able to identify components of development in CHARGE. This training will examine some of the critical moments in growing up with CHARGE, and how transitions can be managed.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Speech therapists, General Education Teachers, Supervisors/Administrators, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)



23. Trading in The One-Time In-Service for Consistent Communication With Teams

Britt Coffey, Ph.D. and Emily Snow, M.Ed.

Today, most students with hearing loss receive the majority of their instruction in a general education classroom (U.S. Department of Education, 2015). Because only 1% of students are on an IEP because of hearing loss, most general teacher preparation programs do not spend much time teaching about this unique, heterogeneous group. As a result, general education teachers report feeling unprepared for teaching these students (Eriks-Brophy & Whittingham, 2013), and school staff may misunderstand or underestimate the needs of students who are deaf or hard of hearing (Miller, 2014). This is where teachers of students who are deaf or hard of hearing (TSDHH) come in. The role of TSDHH is becoming increasingly focused on indirect service (Miller, 2014). Training provided by TSDHH can improve preparedness and help classroom teachers feel more positively about inclusion (Sari, 2007).

Commonly, TSDHH provide “in-service training” for teachers at the beginning of the school year to talk about student needs, teaching strategies, and accommodations/modifications. However, research on professional development for teachers shows that one-time team training is often ineffective. In order for professional development to create lasting change, it should incorporate active learning and be of “sustained duration” (Darling-Hammond, Hyler, & Gardner, 2017). This presentation will focus on concrete ways to structure and sustain consistent communication with teams.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students with hearing loss, General Education Teachers

[Back to Table of Contents](#)

24. The LMA for Students with CVI (with focus on Sensory Balance)

Diane Sheline, M.A.Ed.

During this session, attendees will gain a better understanding of what is included in the Learning Media Assessment (LMA) for students with Cortical Visual Impairment (CVI). In addition, attendees will have an opportunity to learn about key parts of the book,



"Sensory Balance: An Approach to Learning Media Planning for Students with CVI" (Roman-Lantzy and Tietjen, 2020).

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

25. The 3 R's: Promoting Reasoning, Real-Life Function, and Resilience in Adolescents with TBI

Lori Cook, Ph.D., CCC-SLP

Adolescents with traumatic brain injury (TBI) often have a variety of cognitive-communication deficits and dynamic needs across the continuum of recovery, due to ongoing development and increasing cognitive demands, that can make generalization of skills from one context to another challenging. The goal of this session is to describe some evidence-based approaches for the assessment and remediation of later-emerging cognitive deficits after pediatric brain injury. The presentation will focus on novel approaches, such as strategy-based reasoning training, and technology applications that offer promise in the characterization and remediation of real-life challenges for youth with brain injury in the longer term. An emphasis will be placed on forward-thinking applications to maximize learning potential and higher-order cognitive skills (e.g., executive functioning, social cognition, resilience-building, etc.) as well as lifelong brain health; including practical tips, case study examples, and opportunities for questions and group discussion.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, Occupational



Therapists and/or Physical Therapists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members

[Back to Table of Contents](#)

26. Making Connections with Feature Matching

Tammy Thompson-Cooke and Tammy Bertel

Despite the legal mandate to consider assistive technology (AT) for students with disabilities, many teams struggle with making the connection between technology features and what students need. A term often used to describe matching a product's features to an individual's needs and preferences is "feature matching." This session will cover the AT consideration process, how free frameworks and assessment tools can be used to determine needs and preferences, how feature matching can be used to decide which tool(s) will be most appropriate for activities, and make connections for developing action plans and incorporating this information into evaluations.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Speech-language Pathologists, General Education Teachers, Assistive Technology Specialists, Paraprofessionals, Other Related Service Providers, Families

[Back to Table of Contents](#)

27. Inclusion is FAB-ulous: Introducing the Framework for Access and Belonging

Lisa Russo, Jeff Mathieson, Kristin Starosta

The Supplementary Aids and Services Consideration Toolkit has undergone a renovation by prioritizing areas for brainstorming and planning, facilitating all team members' input, including the student, and enabling action planning and follow up support. The resulting process is called the Framework for Action and Belonging (FAB), and consists of surveying team members, developing a plan for implementation and monitoring the student's progress. During the session, participants will be provided with an overview of the foundational concepts of the FAB process and a tour of the revised



components, including surveys, the online application, and brainstorming and teaming tools.

Credits: Act 48, ASHA, Psych

Audience: All conference attendees

[Back to Table of Contents](#)

Wednesday, November 16, 2022

8:00 - 12:15 pm: Concurrent Session

28. Interoception, the 8th Sense: Nurturing Self-Regulation & Mental Health from the Inside-Out

Kelly Mahler, OTD, OTR/L

Interoception is an important sensory system that helps us to feel internal body signals like an empty stomach, tense muscles, or racing heart. Research indicates that these internal body signals provide valuable clues to how we feel and what our body uniquely needs for regulation and comfort. For example: Are we Anxious? Overwhelmed? Hungry? Full? In pain? Many people can experience interoception confusion and disconnect, including clients that have experienced trauma. This session will provide an overview of what the latest research tells us about interoception as well as how this sense influences areas such as self-regulation and mental health. Several strategies for assessing and nurturing interoception growth and inner connection will be shared.

Credits: Act 48, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians,



Family Members, Paraprofessionals, Anyone working with a student in special education

[Back to Table of Contents](#)

Wednesday, November 16, 2022

8:00 am to 10:00 am: Concurrent Sessions

29. Promoting Communication and Peer Relationships for Students Learning to Use AAC

Elizabeth Biggs, Ph.D.

Positive peer relationships are important for all children and youth, including students with disabilities who have complex communication needs and who are learning to use augmentative and alternative communication (AAC) such as speech-generating devices. Yet, many questions arise for teachers or service providers working with students with complex communication needs. What role do adults have in promoting students' communication and engagement with peers? Can adults do anything to support the development of stronger peer relationships? Is it reasonable to strive for mutual friendships, or will peer relationships always look more like "helper" relationships for students with significant disabilities? Are there ways to better integrate AAC into peer interactions? Can interventions involving peers help students build communication and language skills? This session will answer all of these questions and more by sharing tips and implementation steps that come from our team's multi-year research project focused on enhancing social communication, engagement, and peer relationships for elementary-aged students and their peers. Attendees can expect to come away from the session with practical guidance and tools to implement peer network interventions as a way to help their students grow their communication skills while forming positive relationships and friendships with their peers without disabilities.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are Deaf-Blind, Speech therapists, General Education Teachers, Assistive Technology Specialists, Paraprofessionals



[Back to Table of Contents](#)

30. 21st Rigorous Expanded Core

Robbin Clark, MA

The goal of the Expanded Core should be to help produce interdependent individuals who are self-reliant and contributors to today's world. In order to accomplish this, our students must have deep and meaningful connections to the world around them as well as real essential core skills of 21st-century learning such as critical thinking. We need to upgrade our instruction to an authentic approach that supports applying and transferring skills. There is too much of the Expanded Core that is taught in fragmented scenarios where students are disabled to transfer skills and knowledge from one environment to the next.

Credits: Act 48, ACVREP, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students who are Deaf-Blind, General Education Teachers, Parents, Guardians, Family Members

[Back to Table of Contents](#)

31. Grow Your Toolbox: Outcome Writing Assessments for Students with Complex Learning Needs

Janet Sturm, Ph.D., Ph.D., CCC-SLP, ASHA-F, BCSCCL

Educators have a growing appreciation of the need for science-based writing instruction for students with complex learning needs (CLN). As a result, authentic academic measures are being sought to drive and align this high-quality instruction with standards and measure progress. In this session, you will discover how the Developmental Writing Scale (DWS), partnered with additional writing measures, can reframe how educational teams conceptualize and work with beginning writers of all ages, many with complex learning needs. The progress monitoring outcome measures shared in this session can be used by school teams to identify present performance levels, establish goals, design instruction, and monitor progress. Participants will hear case studies and classroom examples applying the assessment tools to increase academic success!



Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Speech therapists, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

32. Student Led IEPs: Description and Implementation

Heather Saus, M.Ed., Elizabeth Young, AuD, Jennifer Craig, AuD, Erin Campion, M.Ed.

This session will focus on Student Led IEPs and how to implement them. We will use research and data to show the importance of including the student and family in this process. Student-led IEPs help to promote transition skills and self-advocacy, highlight competence, and student development. Westmoreland IU 7 will discuss their implementation and provide examples of their successes with student-led IEPs. Participants will gain background knowledge, engagement tools, rationale, and the ability to incorporate these strategies in their classrooms.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals, Anyone working with a student in special education

[Back to Table of Contents](#)

33. Transition: Start-To-Finish: A Closer Look

Melissa Kenderes, Kimberly Uccellini, MA, CCC-A



Preparing for post-secondary transition can be an overwhelming process for many students; for students with deaf blindness, there are even more considerations for the student, family, and school team to examine and incorporate into the plan. Come join us as members of Allegheny Intermediate Unit 3's Deaf-Blind Resource Team share their experiences in partnering with one of the teams in their region to support a deaf-blind student and their family through the transition process.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals, Anyone working with a student in special education

[Back to Table of Contents](#)

Wednesday, November 16, 2022

10:15 am to 12:15 pm: Concurrent Session

34. VT and TVI: The Difference is More Than Just the "I"

Kerry Lueders, MS, COMS, TVI, CLVT, and Elise Ciner, O.D.

For decades, Teachers of Students with Visual Impairments (TVIs) have been called upon to evaluate children who have been recommended for vision therapy. This session will prepare participants to understand the differences between vision therapy services and educational visual impairment services. Case study discussions will serve to further elucidate the complexities and overlaps between vision therapy and educational visual impairment services and how eligibility for special education may be impacted.

Credits: Act 48, ACVREP, ASHA, Psych



Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

35. Grow Your Toolbox: Leveraging Science to Improve Writing for Students with Complex Needs

Janet Sturm, Ph.D., Ph.D., CCC-SLP, ASHA-F, BCSCCL

The ability to write has enormous power for all students, especially those with complex learning needs. The good news is that decades of research across the world have given us a preponderance of evidence to inform how reading and writing develop. Given that the pandemic has resulted in significant reductions in instruction and student backslide, using science to increase instructional efficacy and efficiency, and optimize student outcomes, is essential. Learn how all students, especially those with complex learning needs, can become authors when systematic, sequential, and explicit instruction is anchored in the science of writing. This session will also show how the not-so-simple view of writing can help practitioners assess the knowledge, skills, and curriculum materials needed to improve evidence-based practice in written language. Classroom-based videos and student examples will be shared throughout the session. Participants will see how assessment data, partnered with high-quality instruction, enables changes in the mindset that written language is an important form of communication for ALL individuals.

Credits: Act 48, ASHA, Psych

Audience: Special Education Teachers, Speech therapists, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)

36. Audiological Assessment & Intervention for Students with Complex Needs

Kathleen J. Riley, AuD, CCC-A



This session will highlight tools used to assess auditory access for students with complex needs, particularly those who are deaf or deafblind with additional diagnoses. We will discuss modifications to "typical" assessments, as well as specially designed tools to gather pertinent data. Collaboration with the child's medical team, family and educational team is essential for progress. Educational Audiologists are often the bridge between medical diagnoses and educational applications. Handouts will not be provided but access to the slides will be available.

Credits: Act 48, ASHA, Psych

Audience: Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Speech therapists, Other Educational Audiologists

[Back to Table of Contents](#)

37. Putting It All Together: The Deaf-Blind Resource Teams Training Process

Melissa Kenderes, Kimberly Uccenllini, MA, CCC-A, Kelsey Sprengle, Daniel Currie, Kelly Lauer

Providing high-quality instruction and support services to students with combined vision and hearing needs requires thoughtful collaboration between many professionals with a variety of different backgrounds. School teams often require technical assistance in order to expand their knowledge and skills surrounding this unique population of learners. One approach to providing this needed technical assistance is through the development of Deaf-Blind Resource Teams (DBRTs). In this session, attendees will learn about the Deaf-Blind Resource Team Training Process from some of its original participants. Members of the IU 3 and IU 23 DBRTs will share their experiences in the DBRT training process, lessons learned, and some implications for future practice.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, School Counselors and/or School Psychologists, Parents, Guardians,



Family Members, Paraprofessionals, Anyone working with a student in special education

[Back to Table of Contents](#)

38. Expectations High Enough for Movement?: Students who are Blind/VI or DeafBlind

Elizabeth Foster, Ph.D., CAPE (presenting in person; in person and virtual attendees)

The sensory systems of auditory and visual information are used in conjunction with vestibular and proprioception feedback to the brain in order to perform appropriate movements. These sensory systems aid an important role in postural stability and feedback to where the body is in space and how to best respond to the environment and movement. Come learn effective instructional strategies and interventions designed for students and youth with blindness, visual impairments, or deafblindness to increase movement opportunities and maintain high expectations of motor performance.

Attendees will be able to advocate for accessible movement programs, learn about the benefits of movement and movement breaks throughout their day, and be able to adapt physical activities for safe and successful participation.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Adapted Physical Educators, Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, General Education Teachers, Supervisors/Administrators, Occupational Therapists and/or Physical Therapists, Orientation and Mobility Specialists, Parents, Guardians, Family Members, Paraprofessionals

[Back to Table of Contents](#)