

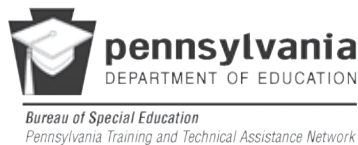
Pennsylvania Low Incidence Institute



August 2-6, 2010
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
- Intellectual Disabilities
- Multiple Disabilities
- Traumatic Brain Injury



Progress
Through
Partnership

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

Pennsylvania Low Incidence Institute

August 2–6, 2010

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Conference Description

The Low Incidence Institute will focus on topics related to serving students and young children with deafness and hearing loss, deafblindness, blindness, visual impairment, intellectual disabilities, traumatic brain injury, and multiple disabilities. The sessions noted as Great Start are specifically targeted to those living and working with children with sensory impairments, birth through age 6.

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 intellectual disabilities.

Parent Scholarships

Reimbursement for travel expenses will be available to parents attending the Pennsylvania Low Incidence Institute, August 2–6. These funds will be provided through the Pennsylvania Training and Technical Assistance Network, the Pennsylvania Deafblind Project, and Early Intervention Technical Assistance. Parents interested in attending this institute have until July 19 to apply for reimbursement of travel expenses by filling out the form on the PaTTAN Web site: www.pattan.net.

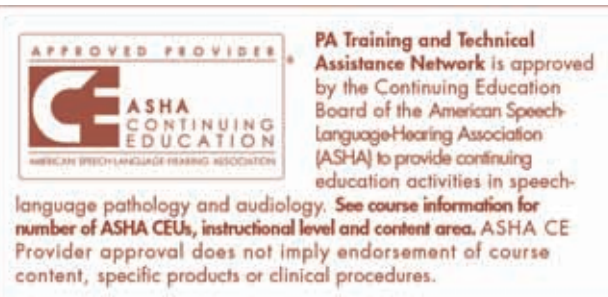
Credit and Continuing Education



The 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 32 CE hours.

Act 48
Clock Hours
up to 32

The Pennsylvania State University will offer up to 32 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 Low Incidence Institute is offered for up to 3.2 ASHA CEUs (Advanced level, Professional area).



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 up to 28 CE hours.

Infant Toddler
Training Hours,
Up to 32 Hours

In order to meet annual in-service training hours required by the Bureau of Early Intervention Services, Office of Child Development and Early Learning, staff who work in Early Intervention may sign up for Infant Toddler Training 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 and Hotel Information

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, 2010**, and identify yourself as a participant in the Low Incidence Institute.

The Penn Stater Conference Center Hotel and The Nittany Lion Inn \$109 single/\$119 double 800-233-7505

The Atherton Hotel \$95 single/double 814-231-2100

Days Inn Penn State \$81 single/double 814-238-8454

Ramada Inn \$79 single/double 814-238-3001

Fairfield Inn and Suites \$95 single/double 814-238-3871

Comfort Suites \$89 single/double 814-235-1900

Hilton Garden \$109 single/double 814-272-1221
or 866-204-1221

Quality Inn \$71.99 single/double 814-234-1600

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: \$150 fee

Out-of-state professional: \$225

Professional single day rate: \$75

Pennsylvania parent: no charge

Out-of-state parent: \$150

Late registration fee after July 26: \$30

Registration: 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 advance registrations must be received by 5:00 p.m. EST on July 19. After July 19, please check the Web site for information about on-site check-in, or call the conference planner at 814-863-5100; if space permits, you can register for an additional \$30.

Confirmation: Penn State Conferences 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 receive a full refund of your registration fee; however, the University cannot be held responsible for any related costs, including cancellation fees assessed by airlines or travel agencies.

Refunds: If your request to withdraw is received at least fifteen working days prior to the first day of the conference, 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.

Pennsylvania Act 48

Educators can report Act 48 hours earned at this program to the Pennsylvania Department of Education via the Penn State Registrar's Office Web site: <http://www.registrar.psu.edu>.

To ensure a successful report, certain data are required in order to use the reporting database. This data includes your last name, Social Security Number, and date of birth.

Prior to attending this program, please verify that you have provided this information on your registration form. An administrative fee of \$50 will apply for data revisions after the program.

Instructions for Act 48 reporting can be found at <http://outreach.psu.edu/programs/act-48>.

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
E-mail: c-nroddgers@pattan.net

Debby Holzapfel, Educational Consultant
Pennsylvania Training and Technical Assistance Network
3190 William Pitt Way
Pittsburgh PA 15238
Phone: 412-826-2336, ext. 6843, or 800-446-5607
(toll free in Pennsylvania only)
E-mail: dholzapfel@pattan.net

Ethical Bias: Addressing Professional Obligation When Communicating with Families

8:45 a.m.–noon

Great Start Session

Act 48, Infant/Toddler: 3 hours;
ASHA: 0.3 CEU; Psych: 3.25 CE hours

Professionals are typically told that they must provide unbiased information concerning communication modalities and educational options available to families with children who are deaf or hard of hearing. Is this always possible, and what exactly does it mean? As a parent of a child with a hearing loss and a parent/professional who works with families, this presenter will explore the ethical dilemmas that professionals encounter when providing services. The results of a parent survey will be shared, which explores parent experiences regarding professional bias, how families made their communication and educational choices, what information they found helpful and/or harmful, and what information they perceived as biased and why. Suggestions will be offered about how to provide information to families about communication options and how to become a partner in their journey, ultimately resulting in the family taking the lead in seeking out information.

Outcomes

- Identify ethical challenges related to professional bias and sharing information with families about communication modalities
- Assess professional interactions with families to determine if information is being shared in an unbiased manner
- Identify strategies to successfully prepare a family to seek information and resources about hearing loss

Lisa Crawford is a parent liaison in the Educational Resource Center on Deafness in Austin, Texas. She coordinates programs and services that promote parent involvement as it relates to families with children who are deaf or hard of hearing. She is a parent/professional member of the Texas National Agenda Committee and president of the Texas Hands & Voices chapter. Lisa is the parent of two teenage daughters, one of whom is deaf.

Assuring a Great Start: Identifying the Competencies of the Early Interventionist

8:45 a.m.–noon

Great Start Session

Act 48, ACVREP, Infant/Toddler:
3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

Effective hearing screening programs throughout the country have been instrumental in lowering the average age of identification of hearing loss to two–three months. However, many infants and toddlers do not receive appropriate early intervention services. This is partly attributed to the short supply of well-trained and experienced providers who have the expertise to work with this unique population. Findings from a 2007 survey produced a strong endorsement for agencies to reach consensus on the core competencies for early intervention providers. These core competencies, organized into nine curricular areas, are based on national initiatives and professional standards. In an effort to define what it means to be “highly qualified” to work with this population, the nine competency areas will be discussed, and specific skills in several areas will be taught.

Outcomes

- Identify the characteristics of a “highly qualified” provider
- Acquire specific skills to enhance his or her work with infants and toddlers with hearing loss and their families
- Prepare to share knowledge and skills with colleagues who are providing parent-centered early intervention to infants and toddlers with hearing loss

Arlene Stredler Brown, CCC-SLP, CED, has appointments as an instructor in the Department of Speech, Language, Hearing Sciences at the University of Colorado and as a visiting clinical instructor in the Department of Educational and Counseling Psychology and Special Education at the University of British Columbia. She is active in state and federal initiatives to promote evidence-based early intervention practices.

Educating Students with Significant Disabilities in a Standards-Aligned System

8:45 a.m.–noon

Act 48, ACVREP, Infant/Toddler: 3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

As Pennsylvania moves toward education for all students in a standards-aligned system, it is important to define

the instructional implications for students identified with significant disabilities who have been assigned to take the PASA. This session will define a structure for aligning instruction to the general education curriculum by incorporating the components of the standards-aligned system.

Outcomes

- Identify the areas of the curriculum framework and its relation to defining instruction for students with significant disabilities
- Identify access resources to support instruction and assessment of students with significant disabilities
- Demonstrate how to align functional goals in instructional units aligned to the standards-based general education curriculum

PDE/PaTTAN staff

Writing Standards-Based IEPs for Students with Significant Disabilities

1:00–4:15 p.m.

Act 48, ACVREP, Infant/Toddler: 3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

The IEP drives the educational plan for students with disabilities. This session will provide participants with instruction, examples, and practice toward writing IEP goals and objectives for students with significant disabilities that align to the content standards.

Outcomes

- Define “meaningful educational benefit”
- Define the process and structure to write measureable standards-based IEP goals/objectives
- Identify assessment tools to measure students’ progress with standards-based IEP goals/objectives

PDE/PaTTAN staff

YOU! The Key to Developing Successful Motivated Readers Now and in the Future!

1:00–4:15 p.m.

Great Start Session

Act 48, ACVREP, Infant/Toddler:
3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

An experienced teacher of the deaf and literacy coordinator will share tips and techniques used by reading specialists. Come ready to learn how to apply current

reading research to your teaching or parent situation. You can leave knowing the skills your child needs to begin reading and the activities you should incorporate into your daily routines to teach these skills. You can learn about the different types of books, how to select appropriate books, and how to use them interactively with the student. Teaching strategies to increase a child’s vocabulary and increase their interest and comprehension will be demonstrated and practiced during this time.

Outcomes

- Examine why language experiences in preschool are highly correlated to later reading skills
- Name five skills necessary for learning to read
- Model a dialogic read-aloud
- Identify strategies to increase reading fluency and comprehension

Tamby Allman, Ph.D., began teaching in deaf education in 1980. Her teaching experience ranges from early intervention programs through high school. She has a doctorate in reading and language, and her mission is to empower parents and teachers with the skills and knowledge they need to become successful literacy teachers. She currently trains teachers of the deaf at Texas Woman’s University.

Learning to Listen: A Step beyond Hearing

1:00–4:15 p.m.

Great Start Session

Act 48, ACVREP, Infant/Toddler:
3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

The majority of children with hearing loss are fit with amplification shortly after diagnosis. This is the first step toward teaching a child to listen. This workshop will present the theoretical underpinnings of teaching a young child to listen. The acquisition of auditory skills will be presented in hierarchical order. Curricula and strategies will be described. The Functional Auditory Performance Indicators, a progress monitoring tool, will be used to establish a profile of a child’s auditory skill development and to provide accountability.

Outcomes

- Identify the hierarchy of listening skills
- Identify and use specific strategies to enhance a young child’s auditory skill development
- Establish high expectations for the development of listening and speech skills of a young child

Arlene Stredler Brown, see Bio on page 4

Learning through Touch

8:45 a.m.–4:15 p.m.

Act 48, ACVREP, Infant/Toddler: 6 hours; ASHA: 0.6 CEU; Psych: 6.50 CE hours

This workshop brings a new perspective regarding how children interact and learn through touch, leading to an appreciation of the strategies that we can use to teach children through touch. Children of all ages with sensory impairments will benefit from the strategies to optimize tactile learning. The specific focus is on social, interactive, and communicative learning through touch.

Outcomes

- Describe typical development of tactile learning
- Apply implications of sensory impairment to the development of tactile learning
- List considerations for assessment of the use of touch for social, interactive, and communicative purposes
- Determine strategies to conduct assessment of how children learn through touch

Barbara Miles is a communication specialist/consultant and teacher, experienced with all ages and levels of persons who are deaf-blind. She has taught regional, national, and international seminars on communication issues for children who are deaf-blind. Her articles have been published in the *Journal of Vision Impairment & Blindness*, *Deafblind Education*, and regional newsletters.

Bernadette Van Den Tillaart is an internationally known presenter, trainer, and author. Her research focus is on establishing harmonious social interactions and communication among individuals with severe and sensory impairments, including deafblindness. She is the founder of the Tactile Communication Network with Deafblind International, and the developer, implementer, and research partner of the Interaction Program. Her education in The Netherlands includes certification as a teacher, and diplomas in deaf (including deafblind) education and psychology.

Including Samuel

6:00–8:00 p.m., The Penn Stater Conference Center Hotel

Act 48, ACVREP, Infant/Toddler: 2 hours; ASHA: 0.2 CEU; Psych: 2 CE hours

Dan Habib's nationally broadcast documentary film, *Including Samuel*, chronicles the Habib family's efforts to include their son, Samuel, in every facet of their lives. *Including Samuel* is a highly personal film that captures the cultural and systemic barriers to inclusion. In this evening session, Dan Habib will introduce *Including Samuel*, participants will view the video, and then Habib will facilitate a group discussion about the benefits and challenges of the educational and social inclusion of children with disabilities. *Including Samuel* has been featured on NPR's *All Things Considered*, *Good Morning America*, as well as in *The Washington Post*, *Education Week*, and *The Boston Globe*. *Exceptional Parent Magazine* said, "Including Samuel is a must-see film." The film has been used throughout the world to support disability rights and inclusion.

Child care is available for all children (ages 2–21) of parents attending this evening presentation at The Penn Stater Conference Center Hotel. See bottom of page 14 for information on child care for *Including Samuel*. Children must be preregistered.

Dan Habib is the director, producer, and cinematographer of the new documentary, *Including Samuel*. He is Filmmaker in Residence at the Institute on Disability at the University of New Hampshire (UNH). Until joining UNH in April 2008, he had been the photography editor of the *Concord Monitor* since 1995. In 2006 and 2008 he was named national Photography Editor of the Year. He is also a six-time New Hampshire Photographer of the Year. Mr. Habib and his wife, Betsy, live in Concord, New Hampshire, with their sons Isaiah, 13, and Samuel, 9.

Outcomes:

- Increase understanding of the benefits and challenges of inclusion
- Learn new ways to support inclusion in school, family, and community
- Have an opportunity to share specific experiences about obstacles to inclusion in school and community and receive feedback and insight from Habib and other participants
- Obtain a deeper understanding of the benefits of inclusion for children *without* disabilities and the entire school community

Tuesday, August 3

Functional and Educational Implications of Eye Conditions: Ask the Eye Doctor

8:45 a.m.–noon

Great Start Session

Act 48, ACVREP, Infant/Toddler: 3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

This session will discuss research, along with functional and educational implications of eye conditions, that may impact a student's achievement. Strategies will be discussed that can enhance communication between and among the eye care professional and the IEP team. Come prepared to ask the eye care doctor about your student's eye condition and its impact.

Outcomes

- Discuss research including functional and educational implications of eye conditions
- List three functional implications of a selected eye condition
- Discuss practical strategies that a team can utilize to enhance student achievement
- Discuss communication strategies that can be used with eye care professionals and the IEP team

Marla Moon, O.D., F.A.A.O., is in practice as principal and founding partner of Nittany Eye Associates in State College. She is residency trained in pediatrics and binocular vision rehabilitation. Her special practice interests include pediatrics, patients with special needs, vision and learning issues, and all vision rehabilitative care. She is the past president of the Pennsylvania Optometric Association and has been involved in the revision of the Pennsylvania Department of Health's School Vision Screening guidelines. She received the Doctor of the Year Award in 2008 from the national InfantSEE™ program. Dr. Moon currently serves as vice-chair of the Pennsylvania Board of Optometric Examiners.

Early Intervention within Natural Routines

8:45 a.m.–noon

Great Start Session

Act 48, ACVREP, Infant/Toddler: 3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

This session will present strategies to identify and embed targeted child behaviors in caregiving routines and other activities of the family's choice. Examples for very young children with sensory impairments, including deafblindness, will be shared.

Outcomes

- Identify examples of cultural variability
- Identify participants' own behaviors related to the inclusion of families in the intervention process
- Define critical features of a child's physical and social environment
- Describe how to assist families/caregivers to utilize interactional processes throughout routines

Kathleen Stremel Thomas has worked in the area of communication, language assessment, and intervention for children with severe disabilities and deaf-blindness for the past thirty-nine years. She has written numerous book chapters and articles and continues to conduct workshops nationally and internationally. Kathleen's primary experience includes working with infants, toddlers, and young children within natural environments. She served as the director for the National Consortium on Deaf-Blindness (NCDB) for eleven years. She continues to provide technical assistance and training with the NCDB. She is now focused on cochlear implant research and intervention for children who are deafblind with cochlear implants.

The Elephant in the Room: Parental Grief over Hearing Loss—What Is It? How Can It Help? What You Can Do to Help

8:45 a.m.–noon

Great Start Session

Act 48, ACVREP, Infant/Toddler: 3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

This session will provide information on recognizing and "diagnosing" grief about a child's hearing loss in families, and the strategies and techniques that parents and professionals can use to help families achieve healthy acceptance of (adaptation to) a child's hearing loss. Participants will have the opportunity to develop their knowledge and skills by listening, as well as taking part in individual and small and large work group learning activities.

Outcomes

- Identify the benefits and pitfalls of feelings involved in parental grief
- Learn and practice strategies for helping parents move through their grief, at least one time, to healthy acceptance of their child's hearing loss
- Identify the positive impact of resolved parental grief on at least four major areas of child development and at least two major areas of family functioning

Louise A. Montoya, M.A., ACS, LPC, and CSC, is the mental health therapist, coordinator of the Family Wellness and CATIPIHLER Programs, Center for Childhood Communication, at The Children's Hospital of Philadelphia. Louise specializes in behavioral health services for children with hearing loss and their families. She has several family members who are deaf or hard of hearing.

Engaging Parents in Developing Listening and Spoken Language Skills in Children with Hearing Loss

8:45 a.m.–noon

Great Start Session

Act 48, ACVREP, Infant/Toddler:

3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

This presentation is designed to meet the needs of parents, teachers of the hearing impaired, and speech and language therapists in their work with children with hearing loss. Specific strategies for developing listening and spoken language skills will be demonstrated and explored. Participants will receive hands-on, take-home materials to empower them to use these strategies with their child or students. The presenters will also discuss strategies for engaging parents in the process of listening and spoken language skills development; this will include discussion of parent goal setting, empowering parents, and lessons learned from parent-child therapy sessions. The presenters will also share a variety of resources to enable parents, teachers, and therapists to build their own listening and spoken language development tool kits.

Outcomes

- Experience hands-on strategies for developing listening and spoken language skills with children with hearing loss
- Develop strategies for engaging parents in the process of listening and spoken language skills development

Sherri Fickenscher, M.S., C.E.D., LSLS Cert. AVEEd, is part of the Early Intervention Team at Clarke Pennsylvania Auditory/Oral Center. She works with families and their young hearing-impaired children in the home setting as well as in a center-based Toddler Group at Clarke. Sherri received her master's degree in education of the hearing impaired from Bloomsburg University.

Michelle Parfitt, M.A., CCC-SLP, LSLS Cert. AVEEd, is the early intervention coordinator at DePaul School for Hearing and Speech. Michelle is a certified auditory verbal educator specializing in listening and spoken language development in children with hearing loss. She has worked as a pediatric speech-language pathologist for the past fourteen years in a variety of settings including public schools, private schools, hospitals, clinics, and home-based therapy.

A Legal Primer on Students with Traumatic and Other Acquired Brain Injuries under the IDEA and Section 504/ADA

8:45 a.m.–4:15 p.m.

Act 48, ACVREP, Infant/Toddler: 6 hours; ASHA: 0.6 CEU; Psych: 6.50 CE hours

This presentation will have three components: 1) an overview of the pertinent basic building blocks, such as eligibility and FAPE, under the Individuals with Disabilities Education Act (IDEA) and—by way of comparison—Section 504 of the Rehabilitation Act (§ 504), and the Americans with Disabilities Act (ADA); 2) a concise but comprehensive synthesis of the regulations, published agency policy letters, and case law specific to children with TBI and other acquired brain injuries under the IDEA and § 504/ADA; and 3) a roadmap of the alternate administrative avenues of formal recourse for parents under the IDEA and § 504/ADA.

Outcomes

- Develop awareness of the pertinent basic concepts under the IDEA and, with due differentiation, § 504/ADA
- Define knowledge of the relevant federal regulations and the respective administering agency's policy interpretations of these regulations
- Develop familiarity with the frequency, outcomes, and content trends of the pertinent case law

Perry A. Zirkel, LL.M., J.D., Ph.D., is a university professor of education and law at Lehigh University, where he formerly was dean of the College of Education and more recently held the Iacocca Chair in Education for its five-year term. He has a Ph.D. in educational administration and a J.D. from the University of Connecticut, and a master of laws degree from Yale University. He has written more than 1,200 publications on various aspects of school law, with an emphasis on legal issues in special education. He is a past president of the Education Law Association and was co-chair of the Pennsylvania special education appeals panel from 1990 to 2006.

Caroline Tisot, Ph.D., is a Pennsylvania-licensed psychologist and a nationally certified school psychologist who works at the Bucks County Intermediate Unit #22. She is a member of the Bucks County BrainSTEPS team, a diplomate of the American Board of School Neuropsychology, and a certified brain injury specialist. She earned a Ph.D. in school psychology from Temple University and a master of science in education degree in psychological services from the University of Pennsylvania.

Inclusion in 2010: Promoting Membership in the General Education Classroom, Participation in General Education Instruction, and Learning of General Education Curriculum for Students with Significant Disabilities

8:45 a.m.–4:15 p.m.

Act 48, ACVREP, Infant/Toddler: 6 hours; ASHA: 0.6 CEU; Psych: 6.50 CE hours

Thirty years of research shows improved outcomes for students in inclusive classrooms, yet schools continue to struggle to implement and sustain these efforts. In this session, participants can learn about and prepare to apply parts of a model with five core elements of inclusive education: presumed competence, membership, participation, learning, and collaborative teaming. Through case studies, video/photo, and lessons from fifty schools implementing the Beyond Access Model, this session will explore the five core elements in meaningful and measurable terms, and provide participants with practical tools for making progress!

Outcomes

- Describe the concept of “least dangerous assumption of presumed competence” and implications for defining inclusive education
- Develop an efficient, student-specific supports planning process based on instructional routines
- Measure and assess membership, participation, learning, and collaborative teaming
- Describe four considerations for sustainability and scale up of inclusive education

Michael McSheehan, a project coordinator with the Institute on Disability/UCED and clinical assistant professor of communication sciences and disorders, has been affiliated with the Institute on Disability since 1993. He is a coordinator of the newly funded National

Inclusive Education Initiative for Students with Autism and Related Disabilities. Michael coordinates with the National Initiative in an effort to create twenty model demonstration schools in the United States that are successfully promoting membership in general education classrooms, participation in general education instruction, and learning of general education curriculum by students with significant disabilities.

A Great Start to Writing!: Using a Developmental Approach to Support Emergent Writing

1:00–4:15 p.m.

Great Start Session

Act 48, ACVREP, Infant/Toddler: 3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

This session will provide an overview of the developmental phases of early writing and share ideas for supporting emergent writing in home and classroom-based settings. Specifically, a developmental framework will be provided to help families and practitioners support critical early writing skills and use writing for the purpose of constructing meaning. For example, the session will discuss differences between drawing and writing and the importance of early letter knowledge and transitional spelling. Writing for meaning will be discussed by showing how emergent writing can be incorporated into the use of journals and scrapbooking activities, wordless picture books, social scripts, and interest-based natural learning opportunities. Finally, “make and take” emergent writing kits will be created during the session's hands-on, breakout activities. Overall, session content will address young children (approximately ages 3–6). Implications for children who are deaf, hard of hearing, and visually impaired will be highlighted throughout.

Outcomes

- Identify how to support emergent writing in home and classroom-based settings
- Discuss critical emergent writing skills and how to use writing to construct meaning
- Discuss implications related to emergent writing for young children who are deaf, hard of hearing, and visually impaired
- Create emergent writing materials and activities that could be used in home or classroom-based settings

Karen Roudybush, M.Ed., 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 also recently completed her certification as a reading specialist while pursuing a doctorate at the University of Pittsburgh. Ms. Roudybush teaches and serves as a reading specialist at the Western Pennsylvania School for the Deaf in Pittsburgh, Pennsylvania.

Lana Edwards Santoro, Ph.D., is a senior research scientist with the Pacific Institutes for Research in Alexandria, Virginia. Her work focuses on the development of supplemental interventions for students at-risk of early reading difficulties, students with vocabulary and language deficits, and English-language learners. Dr. Santoro consults with state, local, and private agencies on a variety of projects including reading program evaluation. She has published extensively on the effects of research-based strategies on student reading. Her research has been recognized with awards from the Council for Exceptional Children and the American Educational Research Association.

Cochlear Implants in Young Children Who Are Deafblind

1:00–4:15 p.m.

Great Start Session

Act 48, ACVREP, Infant/Toddler: 3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

Children and youth who are deafblind are unique, and two national studies of children and youth who are deafblind with cochlear implants indicate great variability in the demographic characteristics and intervention methods. Research findings of current assessment and intervention practices will highlight effective indicators of intervention for this population.

Outcomes

- Describe the unique and variable characteristics of children and youth who are deafblind with cochlear implants
- Determine limitations of intervention strategies for children with cochlear implants in the presence of a visual impairment or blindness
- Identify indicators of effective intervention with young children who have cochlear implants and both a vision and hearing loss

Kathleen Stremel Thomas, *see bio page 7*

More Than Therapy: The Role of Early Interventionists in Providing Family Support

1:00–4:15 p.m.

Great Start Session

Act 48, ACVREP, Infant/Toddler: 3 hours; ASHA: 0.3 CEU; Psych: 3.25 CE hours

The role of an early interventionist in a family-centered early intervention program moves far beyond the concept of child therapy. When families learn that their child has a hearing loss, the impact of what that will mean for their child and for their family hovers around them, creating fears, worries, and concerns. By joining with a family on their journey and being aware of the complexities that face families, an early interventionist can help to provide the family with the support and the resources they may need to face the challenges ahead of them. In this workshop participants will have the opportunity to explore the impact on a family who has a child with a hearing loss; review the process of grieving and how that impacts early intervention; and learn strategies that early interventionists can use to provide support to families. We will discuss support services and resources that have been proven to assist families as they raise their young infants and children who are deaf or hard of hearing.

Outcomes

- Recognize the impact of having a child who is deaf or hard of hearing on the family
- Identify the types of support and resources that families may need in the early years of their child's life
- Identify and implement strategies to provide family support

Paula Pittman is the director of the SKI-HI Outreach Project at the SKI-HI Institute at Utah State University, and a national trainer for that project. She was involved in the development of the new SKI-HI curriculum manual. She also currently serves as a parent adviser in the Utah Parent Infant Program, and has been involved with issues surrounding the education of young children who are deaf or hard of hearing, and their families, for more than twenty-five years. As director of SKI-HI Outreach she provides consultation, training, and technical assistance to programs in the United States and internationally.

Wednesday, August 4

The Development of Self-Regulation in Students with Acquired Brain Injury

8:45 a.m.–4:15 p.m.

Act 48, ACVREP, Infant/Toddler: 6 hours; ASHA: 0.6 CEU; Psych: 6.50 CE hours

This presentation is designed to provide participants with a theoretical and practical framework for developing programs that focus on the development of self-regulatory intervention. Core elements of this framework include positive behavior supports, executive function scripts, staff interaction routines, self-coaching and self-advocacy videos, and contextual training of staff.

Outcomes

- Recognize a theoretical framework for the development of self-regulation in classroom settings
- Identify three specific intervention strategies that can be used in contexts
- Develop methods of supporting everyday people in the use of strategies that focus on self-regulation

Tim Feeny, Ph.D., is the executive director of School and Community Supports, Inc. He has assisted numerous school districts, rehabilitation centers, community service providers, and state offices in the development of system-wide changes to provide sustainable, high-quality, and cost-effective special education and rehabilitation services. For the past fifteen years he has also been the project director of the New York Neurobehavioral Resource Project, a program developed to support individuals with brain injury and significant behavioral challenges to live successfully in their home communities. Tim has authored more than forty scholarly journal articles and book chapters, and is co-author of the book *Collaborative Brain Injury Intervention: Positive Everyday Routines*.

Students with Low Vision Accessing Information to Enhance Student Achievement

8:30 a.m.–4:30 p.m., Wednesday and Thursday

8:00 a.m.–2:30 p.m., Friday

Act 48, ACVREP: 18 hours; ASHA: 1.8 CEU

These three days will provide participants with strategies and tools needed to enhance student achievement

for students with low vision. Educational implications of eye pathologies as well as appropriate accommodations for both short-term and long-term access to information will be discussed and evaluated through case studies. Hands-on activities will address using data to make “good” educationally appropriate decisions that will enhance a student’s independence and active self-regulated learning. Participants will examine tools and accommodations needed to complete tasks encountered in the general education curriculum and everyday life.

Outcomes

- Identify implications and updates of eye pathologies
- Describe a given student’s visual function and accommodations in user-friendly language
- Utilize data from multiple sources for short-term and long-term learning strategies decisions for students with low vision
- Evaluate strategies and accommodations for students with low vision to access needed materials
- Utilize strategies to determine print size
- Identify a range of options so that students can access the educational environment

Debby Holzapfel, M.Ed., is an educational consultant with Pennsylvania Training and Technical Assistance Network (PaTTAN) Pittsburgh, with a focus in visual impairment accommodations, PASA, accessible instructional materials, and assistive technology.

Frank Irzyk, M.Ed., is an educational consultant at PaTTAN Harrisburg with a focus in assistive technology, accessible instructional materials, and visual impairment.

Mark Steciw, M.Ed., is an educational consultant with PaTTAN King of Prussia—with focus areas of visual impairment, secondary transition, along with extensive experience in low vision.

Marla Moon, *see bio on page 7*

Making the Most of the Reading-Writing Connection for Students Who Are Deaf and Hard of Hearing: A Framework for Writing Instruction across Elementary, Middle, and Secondary Grades

8:45 a.m.–4:15 p.m.

Act 48, ACVREP: 6 hours; ASHA: 0.6 CEU; Psych: 6.50 CE hours

This session can provide participants with the skills necessary to identify critical features of effective writing instruction across grades, and the specific teaching practices to optimize the benefits of the reading-writing connection. Writing throughout the before- during- and after-phases of the reading process will be discussed, and an example of how to integrate writing and reading instruction will be demonstrated in sample lessons. Specifically, the session will highlight how to design instruction and implement writing-focused lessons that build both writing and reading skills. Interventions discussed in this session will be based on the use of explicit instruction to help improve student fluency, basic conventions, and composition (focus, content, organization, and style).

Outcomes

- Identify research-based writing strategies that optimize the reading-writing connection
- Discuss why integrating writing into reading instruction is important for building comprehension
- Use explicit instruction to promote student fluency, basic conventions, and composition (focus, organization, and style)

Lana Edwards Santoro, see bio page 10

Daring to Dream Inclusive Dreams: Utilizing Our Collective Power to Include

8:45 a.m.–4:15 p.m.

Act 48, ACVREP: 6 hours; ASHA: 0.6 CEU; Psych: 6.50 CE hours

This session is a must for any special education teacher, general education teacher, paraprofessional, related service provider, student, or parent who wants to improve classroom support. Filled with useful ideas and strategies, this interactive class will explore inclusive education and examine issues of school reform, the law, and the literature supporting inclusive education. Topics will include how to effectively support students academically, behaviorally, and socially. Participants will explore topics of increasing independence, fading support, and peer interdependence. The presenter will share concrete steps to help make your inclusive dreams a reality.

Outcomes

- Examine law and literature supporting inclusion
- Compare and contrast strategies that support students academically, behaviorally, and socially

- Discover strategies to help students become more independent

Julie Causton-Theoharis, Ph.D. is a professor in the Inclusive Special Education Program at Syracuse University. She has experience as an inclusive special education teacher at elementary, middle, and high school levels. She currently teaches courses on inclusion, differentiation, adaptations, and collaboration for inclusive schooling. Her published works have appeared in such journals as *Exceptional Children*, *Teaching Exceptional Children*, *Journal of Research in Childhood Education*, *International Journal of Inclusive Education*, *Behavioral Disorders*, *Studies in Art Education*, *The School Administrator*, and *Equity and Excellence in Education*. She is also the author of *The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms*.

Thursday, August 5

Students with Low Vision Accessing Information to Enhance Student Achievement (continued from Wednesday through Friday)

8:30 a.m.–4:30 p.m.

Listening for Life® Foundations of Listening and Talking

8:45 a.m.–4:15 p.m.

Act 48, ACVREP, Infant/Toddler: 6 hours; ASHA: 0.6 CEU; Psych: 6.50 CE hours

Current hearing technology and research continue to drive clinical practices so that an increasing number of children who are deaf or hard of hearing can learn to listen and communicate with effective, intelligible spoken language. The main objective of this presentation is to provide information and guidance to professionals and parents about the development of spoken language acquired primarily through listening, in children who are deaf or hard of hearing. This presentation will cover a variety of topics related to the application of auditory-verbal therapy and practice, current new cochlear implant technology, and a model for successful treatment programming.

Outcomes

- Describe the principles of comprehensive auditory-verbal therapy and practice
- List multiple techniques, strategies, and procedures to help children who are hard of hearing to achieve maximum use of their auditory potential for developing the foundations of spoken conversation
- Demonstrate a broad range of auditory-verbal activities in order to develop therapy targets in audition, speech, language, cognition, and communication
- Cite procedures in auditory-verbal treatment planning, therapy, carry-over, and charting

Warren Estabrooks, M.Ed., is president and CEO of WE Listen International Inc., a global consulting and professional training company. He is a global ambassador of the Alexander Graham Bell Association for the Deaf and Hard of Hearing and a founding director of the A. G. Bell Academy for Listening and Spoken Language. Mr. Estabrooks was also a founding director of Auditory-Verbal International Inc. and, from 1980 to 2007, he was the director of the Auditory Learning Centre of the Learning to Listen Foundation in Toronto. Mr. Estabrooks has made significant contributions to the literature, including *Auditory-Verbal Therapy for Parents and Professionals* (1994), *The ABCs of AVT* (1995), *Cochlear Implants for Kids* (1998), *The Baby Is Listening* (2000), *50 FAQs about AVT (50 Frequently Asked Questions About Auditory-Verbal Therapy)* (2001), *Listen to this! Volume I* (2004), *We Learned to Listen* (2005), *Listen to this! Volume II* (2006), and *Auditory-Verbal Therapy and Practice* (2006).

Accessing the General Curriculum through the Utilization of Assistive Technology

8:45 a.m.–4:15 p.m.

Act 48, ACVREP, Infant/Toddler: 6 hours; ASHA: 0.6 CEU; Psych: 6.50 CE hours

The ultimate goal for students with disabilities is to access the general education curriculum. Assistive technology can be a valuable tool for reaching this goal. This presentation will explore available assistive technology and the necessary supports for educators and parents to improve outcomes for students by encouraging participation in general curriculum. The presentation will include decisions about selecting and implementing assistive technology in the classroom and how to include the assistive technology devices and services in the IEP. Specific examples of assistive technology application

will be provided through case studies and video clips of students in the classroom.

Outcomes

- Identify areas in which assistive technology can be utilized to access the general curriculum
- Identify students who may benefit from the utilization of assistive technology
- Describe necessary supports needed by educators and families to ensure successful utilization of assistive technology in the classroom
- Develop IEP goals and objectives that identify the use of assistive technology to allow students to access the general curriculum

Janie Cirlot-New, M.S., CCC-SLP, is the director of the T.K. Martin Center for Technology and Disability at Mississippi State University. The T.K. Martin Center is a university-based center whose staff provides comprehensive, multidisciplinary evaluations to remove limitations through the application of assistive technology, allowing individuals to participate in educational, vocational, and leisure activities to the fullest degree they choose. As director, Janie supervises a clinical staff of rehabilitation and biomedical engineers, occupational therapists, speech-language pathologists, and special educators. She also explores and facilitates new services and projects in assistive technology for the center. She developed the augmentative and alternative communication evaluation and training program at the T.K. Martin Center. She served as principal investigator on a U.S. Department of Education-funded project to assist local education agency teams in utilizing assistive technology, to allow students access to the general curriculum and to improve literacy skills of students with expressive communication disorders.

Friday, August 6

Students with Low Vision Accessing Information to Enhance Student Achievement (continued from Wednesday through Friday)

8:00 a.m.–2:30 p.m.

Children's Institute Registration Information

LOW INCIDENCE INSTITUTE 2010

To support family participation in the conference, a Children's Institute will be available. This institute is sponsored by the Department of Education, Bureau of Special Education. Services are provided by the Central Intermediate Unit #10 using trained professional and support staff. The institute offers an on-site, structured, and fun environment for children (ages 2–21) 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: Registration is available online at www.ciu10.org until June 10. You are encouraged to register at this Web site. If you do not have Internet service available, you may 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 2–6, 2010. A registration packet will be mailed or e-mailed to you.

Child care is available for all children (ages 2–21) of parents attending the evening presentation of **Including Samuel** on Monday, 6:00 to 8:00 p.m., at The Penn Stater Conference Center Hotel. A registration form specific to this event is available at www.ciu10.org, or you can call the phone number found in Step One above and ask for **Including Samuel** child care. **Children must be pre-registered.**

For information on registering to attend sessions at both the Low Incidence Institute and the National Autism Conference, contact Katie Frieden at kvd3@outreach.psu.edu. For more information on the National Autism Conference, visit www.outreach.psu.edu/programs/autism.

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 25**. 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 19.

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.

Registration Form

Pennsylvania Low Incidence Institute, August 2–6, 2010

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 26, 2010**.

You can also register online at the conference Web site: www.outreach.psu.edu/conference/lowincidence

Last name	First name	Middle initial
Social Security no.*	or	Penn State ID no.*
E-mail address	Date of birth (m/d/y)	
Address	<input type="checkbox"/> Male <input type="checkbox"/> Female	
City	State	ZIP code
Country	Country	
Work phone	Home phone	
MY SPECIAL NEEDS ARE: _____		
Act 48 Reporting		
The data below is required in order to successfully report your Act 48 hours. A \$50 administrative fee will apply for data that is provided after the program is completed.		
<input type="checkbox"/> I am a professional educator holding Pennsylvania certification and may report the Act 48 hours earned at this program to the Pennsylvania Department of Education.		
* Social Security Number	Date of birth (MM/DD/YYYY)	Signature

Please indicate below which sessions you will attend:

LOW INCIDENCE INSTITUTE

Monday, August 2

AM Sessions

- Ethical Bias: Addressing Professional Obligation When Communicating with Families
- Assuring a Great Start: Identifying the Competencies of the Early Interventionist
- Educating Students with Significant Disabilities in a Standards-Aligned System

PM Sessions

- Writing Standards-Based IEPs for Students with Significant Disabilities
- YOU! The Key to Developing Successful, Motivated Readers Now and in the Future!
- Learning to Listen: A Step beyond Hearing

Full Day Session

- Learning through Touch

Evening Session

- Including Samuel

Tuesday, August 3

AM Sessions

- Functional and Educational Implications of Eye Conditions: Ask the Eye Doctor
- Early Intervention within Natural Routines
- The Elephant in the Room: Parental Grief over Hearing Loss—What Is It? How Can It Help? What You Can Do to Help.
- Engaging Parents in Developing Listening and Spoken Language Skills in Children with Hearing Loss

PM Sessions

- A Great Start to Writing!: Using a Developmental Approach to Support Emergent Writing
- Cochlear Implants in Young Children Who Are Deafblind
- More Than Therapy: The Role of Early Interventionists in Providing Family Support

Full Day Sessions

- A Legal Primer on Students with Brain Injuries under the IDEA and Section 504/ADA
- Inclusion in 2010: Promoting Membership in the General Education Classroom

Wednesday, August 4

- The Development of Self-Regulation in Students with Acquired Brain Injury
- Making the Most of the Reading-Writing Connection for Students Who Are Deaf and Hard of Hearing
- Daring to Dream Inclusive Dreams: Utilizing Our Collective Power to Include

Wednesday through Friday, August 4–6

- Students with Low Vision Accessing Information to Enhance Student Achievement

Thursday, August 5

- Listening for Life® Foundations of Listening and Talking
- Accessing the General Curriculum through the Utilization of Assistive Technology

Occupation

- Administrator
- Paraprofessional
- Agency staff
- Regular education
- Parent
- Special education
- Other _____

Conference Attendees

- Pennsylvania professional: \$150
- Out-of-state professional: \$225
- Professional single day fee: \$75
- Pennsylvania parent: no charge
- Out-of-state parent: \$150
- Late registration after July 26: \$30

*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.

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

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

Send to

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

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

Penn State is an Act 48–approved provider.

**Parent Scholarship Application
For Low Incidence Institutes
August 2-6, 2010:
Blind and Visually Impaired
Deafblind
Deaf or Hard of Hearing
Great Start: Deaf or Hard of Hearing, Birth through Age 6
Multiple Disabilities
Intellectual Disabilities
Traumatic Brain Injury**

A limited number of scholarships are available for Pennsylvania parents and children attending the 2010 Low Incidence Institutes listed above. Please note, however, that parents employed in a professional capacity by a school entity should follow the attendance and reimbursement policy of the school entity.

Maximum reimbursement for those receiving scholarships, including hotel, mileage and meals for those receiving scholarships, is \$170 per family/day. Receipts for expenses must be kept to be submitted for reimbursement. Parents interested in attending any of these institutes have until July 20, 2010 to apply for scholarships for reimbursement of travel expenses by filling out this application.

Allowable expenses include:

- lodging (based on length of institute attended).
Participants are asked to make their own lodging reservations.
- mileage to be reimbursed at \$.50/mile.
- parking/tolls.
- meals.

Reimbursement limits for meals not included in the institute are \$21.00/person for dinner, \$9.00/person/meal for breakfast and \$10.00/person/meal 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:

Please indicate your child's primary disability to help us determine specific sponsorship for your

scholarship: _____ Date of Birth: _____