

LANGUAGE & LITERACY WORKSHOPS

For Professionals Serving Children who are Deaf or Hard of Hearing

FALL 2009



BEGINNINGS



CCCDP & CASTLE



DPI



Office of Education Services



Project EAR

Language Facilitation

September 3 & October 13, 2009

Description: This workshop is designed for professionals who serve in the role of language facilitator for children who are deaf or hard of hearing in a school setting. Content is appropriate for those working in a preschool, elementary, and/or high school learning environment. Participants will learn how the language facilitator serves to assist students with academic and social situations, as well as working one-on-one with the student to assist with learning throughout the school day.

Biography: **Aubrey Dubois** received her Bachelor of Science Degree in Deaf Education in 2002 from The University of North Carolina at Greensboro. She worked as an itinerant teacher for the public school system for six years, serving students ages 3-21. Aubrey received her National Board Certification as an Exceptional Needs Specialist in 2007. In 2008, she joined the Resource Support Program in the Office of Education Services to provide outreach services to professionals, parents, and school systems serving Deaf and Hard-of-Hearing students across North Carolina.

Developing Proactive Parent/Professional Partnerships

September 17-18, 2009

Description: Participants will discuss how to empower parents to be advocates and teachers for their children by developing relationships that allow both the professional and parent to be proactive. Topics covered include the grief process of parents of a child with a disability, adult learning theory/ how to teach adults, and behavior management. Participants will learn strategies and techniques for planning and implementing parent participation sessions including ways to incorporate auditory-verbal techniques into educational sessions at various ages. Participants will watch and analyze parent session videos.

Biographies: **Hannah Eskridge, MSP, CCC-SLP, LSLS Cert AVT**, is the Director of CASTLE in the Department of Otolaryngology/Head and Neck Surgery at the University of North Carolina. She directs the Professional Training Program as well as coordinates staff and various other programs. Hannah also conducts Auditory Verbal Therapy and is working with Holly Teagle on a multi-center research study led by NIH. Hannah earned her Master's Degree from the University of South Carolina in Columbia in the Auditory Verbal track. She currently serves as President-Elect on the Board of Directors for the North Carolina Chapter of AG Bell and is an adjunct professor at the University of North Carolina-Chapel Hill.

Djenne-amal Morris is a Parent Educator/Training Coordinator at BEGINNINGS for Parents of Children Who Are Deaf or Hard of Hearing. She holds a Bachelor's degree in Psychology/Sociology from Clark University in MA. She has had extensive experience working with families of special needs children, teaching parent training workshops and has been a Deaf-blind Family Specialist for the past 6 years. She and her husband have also served in several ministry capacities. Djenne is the mother of three children, including a Deaf-blind multi-handicapped son with CHARGE Syndrome.

Kimberly Andrews, M.S., CCC-SLP is a Speech Language Pathologist and Project Coordinator for Project EAR (Enrichment through Auditory-Oral Resources) housed at East Carolina University. In her 10 years at Pitt County Memorial Hospital she served on the Cochlear Implant Team of Eastern Carolina and worked with children and adults with a variety of impairments.

Typical Spoken Language

October 7-8 & December 10-11, 2009

Description: Participants will discuss various topics and areas of instruction related to the auditory learning method of spoken language including typical speech, language and vocabulary development. This workshop provides an essential foundation of typical development necessary to provide appropriate therapy services for children who are deaf or hard of hearing. Assessment, teaching strategies, and lesson planning will be covered. Examples of references, handouts and other materials will be provided.

Biographies: **Hannah Eskridge, MSP, CCC-SLP, LSLS Cert AVT**, is the Director of CASTLE in the Department of Otolaryngology/Head and Neck Surgery at the University of North Carolina. She directs the Professional Training Program as well as coordinates staff and various other programs. Hannah also conducts Auditory Verbal Therapy and is working with Holly Teagle on a multi-center research study led by NIH. Hannah earned her Master's Degree from the University of South Carolina in Columbia in the Auditory-Verbal track. She currently serves as President-Elect on the Board of Directors for the North Carolina Chapter of AG Bell and is an adjunct professor at the University of North Carolina-Chapel Hill.

Krista Heavner, MS, CCC-SLP, LSLS Cert AVT received her degree in Speech Language Pathology from the University of North Carolina at Chapel Hill in 1999. She has been teaching spoken language to children who are Deaf or Hard of Hearing since 1999. Krista has worked in both academic and private settings, including public schools and the University of Michigan Cochlear Implant Center, and has been an auditory education consultant for Advanced Bionics Corporation since 2006. She currently works as the coordinator for the Resource Support Program which provides assistance to professionals in the state of North Carolina who serve children who are deaf and hard of hearing via mentoring and group education.

AYUDANOS (HELPING)

October 12-13, 2009

Description: New technology, along with early identification, amplification, implantation, and intervention has greatly changed the way we teach deaf children. It has also opened the doors for us to improve our services to children whose home language is not English and may be faced with learning more than one language. This two day workshop will involve how auditory-based bilingualism is facilitated in children with all degrees of hearing impairment at the Center for Hearing and Speech in Houston, TX with a focus on the Hispanic population. The purpose of this workshop is to demonstrate that children with significant hearing loss can be bilingual, regardless of their educational landscape and to help interventionists understand how to work with families when the home language is Spanish. Videotapes, data, and resources will be shared for children learning to speak English and another language simultaneously or sequentially. Considerations for assessment and intervention will be discussed as well as observable bilingual phenomenon. Participants will engage in group discussions, respond to written questions, contribute to discussions about videos, and take home a variety of printed resources.

Learning Objectives:

1. Participants will learn terminology integral to multi-cultural learning environments
2. Participants will understand why bilingualism should be encouraged and how it can be facilitated in different educational and home settings for children with hearing impairment
3. Participants will understand that some children may not be ready for bilingualism and discuss various options for accommodating their needs
4. Participants will discuss strategies that can facilitate second language learning for children with hearing impairments
5. Participants will learn different means of evaluating children's bilingual progress
6. Participants will learn typical spoken language development in Spanish

Biography: **Michael Douglas, MA, CCC-SLP, LSLS, Cert. AVT, Director of Speech-Language Pathology Clinic.** Michael is a Speech Language Pathologist and a certified Auditory-Verbal Therapist with 12 years of experience teaching children to listen and speak in various settings including early childhood programs, schools, hospitals, private practice, and cochlear implant centers. He received his Bachelor of the Arts in speech-language pathology in 1994 and a Master of the Arts in 1996 from the University of North Texas. He received his certification in auditory-verbal therapy in 2002. He is the recipient of the Cochlear Americas Clinical Fellow Award, is a finalist for the Houston Business Journal's "Health Care Hero" and the Helen Bebee Scholarship. Michael lectures annually at The University of Houston, Texas A&M, and The University of Texas Health Science Center. At The Center for Hearing and Speech, he is responsible for clinical practice, speech clinic program development, mentoring and supporting current and aspiring therapists in the greater Houston area, and serving as a member of The Center for Hearing and Speech's cochlear implant team. michael@centerhearingandspeech.org

Language & Literacy for Children with Multiple Challenges

October 15-16 & December 3-4, 2009

Description: This workshop will address the development of audition and spoken language in children with hearing loss and additional learning challenges. Treatment strategies, short and long term planning, setting appropriate expectations, modification of treatment strategies and outcomes, collaboration with families and other service providers, and development of literacy skills will be discussed. Specific learning challenges addressed will include but may not be limited to developmental delay, specific learning disability, cerebral palsy/motor deficits, autism, attention deficit disorder, and visual impairment.

Biography: **Margaret Knott** received her Bachelor of Science Degree in Speech Pathology and Audiology from West Virginia University in 1977 and her Master of Arts Degree in Speech Pathology from the University of North Carolina at Greensboro in 1979. She has been a LSLS Certified Auditory Verbal Therapist since August 2005. Margaret is also a trained NeuroDevelopmental Therapist (pediatrics). She has worked in the public school system, private practice, and a variety of Early Intervention programs. She is currently employed as a Speech Language Pathologist, LSLS Cert. AVT with the North Carolina Early Intervention Program for Children Who Are Deaf or Hard of Hearing.

Long Range Planning...Making Sense of it All

October 20-21, 2009

Description: Pre-req: Bloom & Lahey Workshop and Auditory Function Workshop.

Materials needed: Select one child's EC file from caseload and bring to workshop. Participants will utilize their own student's EC file to determine the student's present level of performance in language, audition, vocabulary and speech, then develop a long range plan to close the gaps in the identified areas of delay. Participants will develop several lesson plans to address their student's needs.

Biographies: **Sharon Moore, CED, LSLS Cert AVT, NBCT** received her Bachelor of Science degree and Hearing Impaired certification from the University of North Carolina at Greensboro in 1985. She taught preschool, kindergarten and first grade at the Central North Carolina School for the Deaf from 1985-1996. Sharon worked as a resource teacher for Guilford County Schools in the Exceptional Children's Program in 1996. In 2000, she worked with children in the Central North Carolina Early Intervention Program for Children Who are Deaf or Hard of Hearing. Sharon has her Birth through Kindergarten certification, C.E.D., Infant Toddler credentials and National Board Certification as an Exceptional Needs Specialist. Sharon is currently part of the Resource Support Program, which is an outreach component of the Office of Education Services in North Carolina and offers a variety of services to parents, professionals and school systems related to the education of students who are deaf or hard of hearing. Sharon also serves as Secretary/Historian on the Board of Directors for the North Carolina Chapter of AGBell.

Michele Neal received her Bachelor of Science degree and Hearing Impaired certification from Atlantic Christian College in Wilson, NC in 1985. She spent ten years working at the Schools for the Deaf in NC, four years as a high school history teacher at the Eastern NCSD, and six years as the elementary principal at the Central NCSD. Upon closure of the CNCSD Michele acquired her certification in Cross Categorical and worked in Rockingham Co. for one year as a 6th grade special education teacher and in Guilford County as a K-3 special education resource teacher. Michele joined the Office of Education Resource Support Program in April, 2003. Michele acquired National Board Certification in 2006 and became a certified See-The-Sound: Visual Phonics Trainer in 2007.

*These workshops are a collaborative effort of
BEGINNINGS, CCCDP & CASTLE, DPI,
Office of Education Services and Project EAR.*