**The VDEI experience**

“The presenters had such a wealth of knowledge to share with us. It was a fantastic program – relevant to everyday teaching and based on sound research. There are direct practical applications which can be used immediately as well as the setting of long-term goals such as changes to the education system and further learning for staff.”

Susan Connor, Teacher of the Deaf, Charles La Trobe College

“Thank you all for all of your hard work and time in ensuring the day ran smoothly. Your willingness to assist me was highly regarded as well as appreciated. The food got a mention on every evaluation so thanks! Everything was great and I will certainly be using your venue again.”

Voula Dorkos, Clinical Leader-Adult Specialist, Australian Hearing

“The learning experience focussing on 'Family Involvement' was extremely relevant to my immediate professional need and was also fitting in terms of further development for the whole school in this area. I am privileged to have been here today. Thank you.”

Catherine Melvaine, Teacher of the Deaf, Willmott Park Primary School and Deaf Facility

“Thank you for your fantastic cooperation and assistance at our Planning Day at VDEI. We were very impressed with the facilities and room set up. Needless to say we are very keen to use your facilities for future meetings/sessions.”

Brent Philips, Manager, Community Relations, VicDeaf
About VDEI’s Professional Learning Program

The Victorian Deaf Education Institute (VDEI) offers an innovative professional learning program in partnership with schools, universities and professional organisations.

This Professional Learning Program caters for all Victorian education professionals supporting deaf and hard of hearing students across a range of educational settings, as well as those supporting students with a hearing loss, who have additional needs.

It offers mainstream teachers, teachers of the deaf, audiologists, speech pathologists, psychologists, and speech and language support staff the opportunity to build their expertise in providing improved learning support to the 3800 Victorian children and young people with a hearing loss.

As a result of extensive stakeholder engagement, key learning needs have been identified across sectors and the themes provide the foundation for all VDEI’s professional learning. Facilitated by leading academics and practitioners, 2015 topics include language and literacy development; assistive technologies; audiology, research to practice; social and emotional development; speech development; production; communication skills for professionals and assessment to intervention.

Since its establishment in 2010, VDEI has provided an innovative suite of high quality professional learning opportunities to more than 1000 practitioners working with children who are deaf or hard of hearing.

VDEI demonstrates exemplary practice in accessible learning, providing Auslan interpreting live captions to support participants’ needs and, where possible, remote access via video conferencing on request.

Costs

Please refer to the table below regarding costs for all events.

<table>
<thead>
<tr>
<th></th>
<th>Face to face</th>
<th>Remote access (Per site)</th>
<th>Webinar (single)</th>
<th>Webinar (series)</th>
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<td>Twilight</td>
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</tbody>
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* Full time students and parents of deaf students receive a 25% discount on all events.
Literacy Instruction for Students who are Deaf or Hard of Hearing

2 DAY WORKSHOP

PRESENTER – Dr Susan Easterbrooks

Dr. Susan R. Easterbrooks is a Regents’ Professor at the College of Education at Georgia State University in Atlanta, Georgia. She has been a teacher, administrator, school psychologist, researcher, and instructor in the area of deaf education for over 40 years.

Dr Easterbrooks has taught at the K-12 and collegiate levels and has written several textbooks used in preparation of teachers of the deaf. She currently serves as a co-principal investigator on the Center on Literacy and Deafness (CLAD) and on the first national research centre in the U, aimed at dramatically improving reading for children who are deaf or hard of hearing. She has presented her work both nationally and internationally.

Dr Easterbrooks has served on committees for several national organisations within the US, including the Association of College Educators - Deaf/Hard of Hearing, the Council on Education of the Deaf and the Council for Exceptional Children.

PRESENTER – Dr Stacey Tucci

Dr Stacey Tucci has a PhD in the Education of Students with Exceptionalities with a research focus on Deaf Education. She has a Masters in Deaf Education as well as Bachelors in Early Childhood Education (P-5) and Special Education (P-12). She began her teaching career as a middle grades mathematics teacher before becoming a primary teacher for deaf and hard of hearing (DHH) students.

Dr Tucci recently worked on a US federally-funded Institute of Education Sciences (IES) Grant to develop an early literacy curriculum for DHH students, Foundations for Literacy.

Currently, Dr Tucci works with the Center on Literacy and Deafness (CLAD) at Georgia State University in Atlanta. Her research interests include: instructional methods for students who are DHH, most notably literacy instruction for students using some form of American Sign Language or an English-based sign system in addition to, or in place of, spoken language - especially when a severe to profound hearing loss is present. She also has an interest in the development of Theory of Mind interventions for young children who are DHH, domestic and international deaf education. Dr Tucci has also had involvement in the development of teacher and material exchange programs between U.S. and Ethiopian schools for the Deaf.
Literacy Instruction for Students who are Deaf or Hard of Hearing

AUDIENCE
Practitioners working with students and children who are deaf or hard of hearing

DATE
Wednesday 21 and Thursday 22 January 2015
9am – 5pm

LOCATION
The VDEI Learning Centre,
Victorian Deaf Education Institute,
597 St Kilda Road, Melbourne

PRESENTATION
This series of sessions provides participants with a deeper look at the evidence base incorporated into developing the book, Literacy Instruction for Students who are Deaf and Hard of Hearing by Drs Easterbrooks and Beal-Alvarez. Updates are provided on the most recent evidence since the book’s publication. In addition, participants will receive training in the newly developed ‘Foundations for Literacy’ intervention for DHH students. Mornings will be devoted to all grades.

The afternoon of Day Two will be two different sets of sessions – one to continue the instruction of the intervention and one targeted for advanced grades.

LEARNING OUTCOMES
Participants will:
1. Understand the current state of literacy research in deaf education;
2. Learn basic implementation procedures for a curriculum tailored for DHH students;
3. Apply a mnemonics-based procedure to the examination of practices in the literacy evidence base.

COST
$275 (2 day workshop)
Teachers of the Deaf, Speech Pathology and Audiology Students and parents of deaf children only pay $50 for this event.

No remote access available due to practical nature of session.

REGISTER
https://register.eventarc.com/27138/literacy-instruction-for-students-who-are-deaf-or-hard-of-hearing

The first 50 people to register will receive a copy of Dr Susan Easterbrooks’ book, Literacy Instruction for Students who are Deaf and Hard of Hearing.
Teaching Ideas for Children who are Deaf (and have additional needs)

2 DAY WORKSHOP

PRESENTER – Dr Don Goldberg

Dr Donald M Goldberg, Ph.D., CCC-SLP/A, FAAA, LSLS Cert. AVT, is a Full Professor, Department of Communication at the College of Wooster (Oho) and a Consultant, Professional Staff, for the Hearing Implant Program (HIP) at the Cleveland Clinic’s Head and Neck Institute.

Dr. Goldberg earned his Ph.D. at the University of Florida (UF) in 1985; Master’s Degree in Speech-Language Pathology from UF in 1979; and his Bachelor’s Degree in Biology/Education from Lafayette College in Easton, Pennsylvania, (1977). He has been a university/college professor, the co-director of one of the United States largest cochlear implant centres and is the former Executive Director of the Helen Beebe Speech and Hearing Centre, Easton, Pennsylvania.

Dr Goldberg is the co-author of “Educational Audiology for the Limited-Hearing Infant and Preschooler: An Auditory-Verbal Program” (Pollack, Goldberg, & Caleffe-Schenck, 1997). He has written several book chapters, published numerous research-based and clinical publications, and has been a presenter around the world. Dr Goldberg would like to be remembered as a TEACHER of multi-generational learners; and “Papa Dude” to granddaughters – Sarah, Lydia, and Elizabeth.

AUDIENCE

Practitioners working with students and children who are deaf or hard of hearing

DATE

Thursday 19 and Friday 20 February 2015
9am – 4pm

LOCATION

RIDBC Renwick Centre,
Remote access

DAY 1

A Cornucopia of Therapy Ideas: Using A Few “Toys” for TONS of Therapy Ideas

This interactive session will address the topic of – it’s NOT the “toy” – but instead, the listening and spoken language targets which parents and clinicians have in mind while working with a range of children of varied ages and skills/abilities. The key is expanding our expectations and “thinking out of the box” about therapy games and activities. After collecting therapy/lesson materials for 30 years, (and continuing to buy more books and toys), Dr Goldberg has come to the conclusion that the skill is in how we approach the therapy material – making just about “anything” a learning opportunity for a range of patients – from a baby to the infant to a pre-schooler and up to a school-aged student. Following some background and foundational information, the program will morph to be “hands-on” and wrap-up with all participants engaging in one of Helen Beebe’s classic quotes, “A good clinician should be able to make a lesson with a roll of Lifesavers.”
Teaching ideas for Children who are Deaf (and have additional needs)

DAY 2
Children with Additional Disabilities: MORE than Deaf and Hard of Hearing

Many of our children today present with one or more other "issues" or disabilities in addition to hearing loss. Our clinical skills are further tested and stretched as we work with children who have been diagnosed, or are being evaluated for, other challenges including the medically fragile child, children with Autism Spectrum Disorder, learning differences and cerebral palsy, among others. Particular attention will include a discussion of children with Auditory Neuropathy Spectrum Disorder. The value of an interdisciplinary team will be highlighted. Considerations and modifications that often must be implemented with these children and their families will also be addressed.

Listening and Spoken Language Outcomes: A Longitudinal Study of Paediatric Cochlear Implant Recipients at the Cleveland Clinic (USA)

Approximately 25 children with unilateral and bilateral cochlear implants who have been seen for Auditory-Verbal therapy at the Cleveland Clinic's Hearing Implant Program (HIP) will be reviewed. The research question investigated the listening and spoken language outcomes of children with one or two cochlear implants. Subjects included a small number of unilateral and bimodal patients, as well as bilateral cochlear implant recipients (including ALL of the youngest subject – 7 with bilateral simultaneous CIs and 15 bilateral sequential CI patients, with the time difference between CI 1 and CI 2 ranging from 4 months to over 6 years). Longitudinal testing has been completed using an auditory measure (The Test of Auditory Comprehension or TAC), two vocabulary measures (The Peabody Picture Vocabulary Test and the Expressive Vocabulary Test), and measures of morphology and syntax (the Structured Photographic Expressive Language Test – SPELT-Preschool 2 or SPELT-3).

Subjects demonstrated most impressive auditory functioning abilities; the majority of the subjects were at or significantly above their age-matched hearing peers for receptive and expressive vocabulary; and over time, most subjects were also at or above their age-matched hearing peers for morphology/syntax.

LEARNING OUTCOMES

Participants attending Day 1 of this workshop will be engaged in discussions and activities designed to promote their understanding of:

1. Use listening and spoken language targets of children to develop programs of support; and
2. Select appropriate resources to support classroom and individual learning programs.

Participants attending Day 2 of this workshop will participate in discussions and activities designed to promote their understanding of:

1. The incidence of additional disabilities for children with hearing loss;
2. Strategies to support children who have been diagnosed with, or are being evaluated for, challenges including the medically fragile child, children with Autism Spectrum Disorder, learning differences and cerebral palsy;
3. Strategies to support children with Auditory Neuropathy Spectrum Disorder; and
4. Their role within a transdisciplinary team.

COST

$200 remote access per person

REGISTER

https://register.eventarc.com/27850/a-cornucopia-of-therapy-ideas-for-diverse-populations
Telepractice in Deaf Education

Online Videos

PRESENTER - Sally Martin

Sally Martin is a qualified teacher of the deaf, and has a wide range of experience working with primary and secondary aged students with a hearing loss. Ms Martin has also worked as a Virtual Learning Project Manager at VDEI and is experienced in using a wide variety of educational technologies, including videoconferencing.

Ms Martin has recently been working on a project that looks at assessing and evaluating the feasibility of providing visiting teacher intervention services via videoconferencing and other communication technologies to students with a hearing impairment and are in remote and rural schools. These students are ones who have been referred to the Visiting Teacher Service and are in the South West Victoria region.

AUDIENCE

Teachers of the deaf based in school sites where videoconferencing equipment is available

DATES

Available on the VDEI website
http://www.deafeducation.vic.edu.au

PRESENTATION

Telepractice in Deaf Education is a series of four twilight webinars. Effective use of video conferencing technology has the potential to improve student access to information and technology delivered by teachers of the deaf. The goal of the webinars is to develop teacher proficiency with the use of video conferencing and thereby helping to provide equitable access to specific teaching resources to those students who are deaf or hard of hearing.

Sally Martin will conduct a series of four interactive sessions which will include individual support before and during the sessions. Participants will need to access the course via the Polycom video conferencing equipment at their school. Engagement with an online social platform, supported by the presenter, Sally Martin will encourage support between participants during the series as well as during out-of-session time slots.

Guest speakers will present their latest evidence-based research and suggest a range of innovative applications for video conferencing.
LEARNING OUTCOMES

Participants will:

1. Describe the different uses of video conferencing in telepractice;
2. Acquire the skills to identify teaching situations where video conferencing is the most appropriate solution to increase direct access to a student and maximise student outcomes;
3. Demonstrate the use of videoconferencing in telepractice;
4. Develop the skills necessary to utilise videoconferencing to conduct support sessions for their students;
5. Independently operate the video conferencing technology available in their schools;
6. Develop the confidence to use video conferencing to network with the presenter and other participants in the course;
7. Recommend the use of video conferencing practices to other teachers of the deaf.

COST

No charge
Family Information Morning

TRANSITION TO PRIMARY SCHOOL AND SECONDARY SCHOOL FOR CHILDREN AND STUDENTS WHO ARE DEAF OR HARD OF HEARING

AUDIENCE
Parents, carers, grandparents and extended family members of children who are deaf or hard of hearing and students who are deaf or hard of hearing

DATE
Saturday 28 February 2015, between 10am and 1pm

PRESENTATION
Families and carers are invited to find out information on the range of educational settings and options (primary and secondary) for children who are deaf or hard of hearing in Victoria. Chat to teachers from deaf facilities and schools for the deaf, visiting teachers of the deaf, and staff from Australian Hearing, the Cochlear Implant Clinic and Deaf Children Australia. Light refreshments will be provided.

LEARNING OUTCOMES
1. For families to explore the range of educational setting for children who are deaf/hard of hearing in Victoria.
2. Families will be able to ask questions and discuss possible settings for their child with schools for the deaf, deaf facilities, visiting teachers of the deaf and early intervention services.
3. Families will be able to discuss their child’s needs with organisations such as Deaf Children Australia, Australian Hearing and the Cochlear Implant Clinic.
4. Families will be able to meet and chat with other families with children who are deaf or hard of hearing.
5. Schools and organisations will come together in a supportive and collegiate environment.

HOSTED BY – Jean Moores-Chadwick and Jenny Galloway
Jean Moores-Chadwick from St Mary’s College and Jenny Galloway from Aurora School have been working on school transition programs for deaf and hard of hearing students since 2012.

LOCATION
The VDEI Learning Centre, Victorian Deaf Education Institute, 597 St Kilda Road, Melbourne

COST
No charge

REGISTER
https://register.eventarc.com/27494/family-information-morning
Supporting Adolescents in Transition to Post-School Education and Employment

TWILIGHT AND 1 DAY WORKSHOPS, WEBINARS AND ONLINE VIDEO

PRESENTER: DR RENEE PUNCH

Dr Renée Punch is an academic researcher in the area of deafness, particularly focusing on the post-school transition and the career development of young people who are deaf or hard of hearing. She has postgraduate qualifications in counselling and human services and has worked as a counsellor, including career counselling. Dr Punch has been involved in many research projects and consultancy positions associated with deafness and the post-school transition of students with disabilities. She has numerous publications in international peer-reviewed journals such as the Journal of Deaf Education and Deaf Studies, American Annals of the Deaf, and Deafness and Education International. She has an adult daughter who was born with severe hearing loss.

LOCATION

The VDEI Learning Centre,
Victorian Deaf Education Institute,
597 St Kilda Road, Melbourne

Webinars can be accessed from your Mac, PC, iPhone®, iPad®, Android™ phone or Android tablet (via an app).

AUDIENCE

Teachers of the deaf, facility coordinators, school counsellors and parents of deaf students

Please see each presentation descriptions for outline.

DATES

TEACHER OF THE DEAF TWILIGHT WORKSHOP

Wednesday 18 March 2015, 3pm –7pm

WEBINAR SERIES

Part 1: Thursday 30 April 2015, 4pm - 5.30pm
Part 2: Thursday 14 May 2015, 4pm - 5.30pm
Part 3: Thursday 28 May 2015, 4pm - 5.30pm
Part 4: Thursday 11 June 2015, 4pm – 5.30pm

ONLINE VIDEO FOR PARENTS

Available from:
Wednesday 4 November 2015

PRESENTATION

This comprehensive series of lectures and interactive learning scenarios seeks to provide the professionals who work with deaf or hard of hearing school leavers with knowledge and skills commensurate with optimal support of students in transition from secondary school to post-school options. It also seeks to empower parents to support and advocate for their children in transition from school into their careers or further education.
Supporting Adolescents in Transition to Post-School Education and Employment

TEACHER OF THE DEAF TWILIGHT WORKSHOP

Wednesday 18 March 2015, 3pm –7pm

AUDIENCE

Teachers of the deaf and facility coordinators

DESCRIPTION

This professional learning program is for teachers of the deaf (TODs) who support students who are deaf or hard of hearing in secondary school settings. It will facilitate improved outcomes from collaborative planning with mainstream teachers and career counsellors who are involved in transition planning and support of senior students who are deaf or hard of hearing. This session is an interactive information session.

LEARNING OUTCOMES

Teachers of the deaf will:

1. Acquire the knowledge and skills germane to the process of effectively supporting students who are deaf or hard of hearing in an individualised and optimal transition from secondary school to the next stage of their lives.

2. Increase their knowledge of recent Australian and international research in school to post-school transition for students with disabilities in general and deafness in particular.

3. Increase their understanding of the barriers faced by D/HH young people in postsecondary education and employment and the strategies and skills that assist them to succeed.

4. Understand the benefits of collaborating with mainstream teachers and specialist careers’ counsellors in order to optimise individual student transitions.

COST

$50 (Twilight workshop) / $50 Remote
* Full time students and parents of deaf students receive a 25% discount

REGISTER


Remote Site Registration

WEBINAR SERIES

Part 1: Thursday 30 April 2015, 4pm - 5.30pm
Part 2: Thursday 14 May 2015, 4pm - 5.30pm
Part 3: Thursday 28 May 2015, 4pm - 5.30pm
Part 4: Thursday 11 June 2015, 4pm – 5.30pm

AUDIENCE

Teachers of the deaf

DESCRIPTION

Teachers of the deaf (TODs) will progress their understanding of transition issues for secondary students who are deaf or hard of hearing. It is intended that the 4-part series will equip TODs with expertise sufficient to allow them to support TOD colleagues who have not attended the training.

LEARNING OUTCOMES

1. Develop their knowledge and skills to more effectively support students who are deaf or hard of hearing in an individualised and optimal transition from secondary school to the next stage of their lives.

2. Acquire knowledge and abilities to develop students’ self-determination skills.

3. Become familiar with some transition-related assessment tools and instructional materials that they can use with students and to advise students’ mainstream teachers and career counsellors.

4. Increase their abilities to effectively collaborate with mainstream teachers and careers’ counsellors in order to optimise individual student transitions

5. Develop these skills through practical application using case-based problem-solving
Supporting Adolescents in Transition to Post-School Education and Employment

COST

$100 (all four sessions)
* Full time students and parents of deaf students receive a 25% discount

REGISTER


UNDERSTANDING TRANSITION FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING WORKSHOP

Wednesday 9 September

AUDIENCE

Personnel who work with students who are deaf or hard of hearing in transition from school to post-school options

DESCRIPTION

This professional learning program is for those who work in transition. The aim of the program is to offer high-level deafness-related information important to successful transition of adolescents who are deaf or hard of hearing to employment and higher education.

LEARNING OUTCOMES

Participants will:

1. Understand the communication and other challenges associated with hearing loss in the workplace and in the community;
2. Develop skills to effectively support students who are deaf or hard of hearing to make wise career choices.

ONLINE VIDEO FOR PARENTS

Wednesday 4 November 2015

AUDIENCE

Parents/carers of students who are deaf or hard of hearing

DESCRIPTION

The learning program is for parents of adolescents who are deaf or hard of hearing to more fully engage them in involvement in their child's transition preparation and planning.

Parents of secondary students who are deaf or hard of hearing will further develop their skills to engage fully and to act as effective advocates for their children who are transitioning from secondary school to the next stage of their lives.

COST

No charge

REGISTER

Refer to the VDEI website
Assessment of Children and Students who are Deaf or Hard of Hearing: Introduction to CASL, TEWL-3, TOWL-4 and the OWLS-11

TWILIGHT COURSES

PRESENTER – Angela Kinsella-Ritter

Angela Kinsella-Ritter is the Consultant Speech Pathologist for Pearson Clinical Assessment for Australia and New Zealand. Angela specialises in paediatric language and literacy and the impact it has on academic achievement. Her extensive experience includes senior roles in community health, disability services and private practice. Angela has worked with children of all ages and abilities, and implements Best Practice standards and the most current evidence-based research in her work. Angela is a Certified Practising Speech Pathologist and a member of Speech Pathology Australia.

LOCATION

The VDEI Learning Centre,
Victorian Deaf Education Institute,
597 St Kilda Road, Melbourne

AUDIENCE

Teachers and professionals working with students who have a hearing loss.

DATES

INTRODUCTION TO THE CASL
Thursday 26 March 2015, 4pm – 7pm

INTRODUCTION TO TEWL AND TOWL - WEBINAR
Wednesday 6 May 2015, 5pm – 7pm

INTRODUCTION TO TEWL, TOWLS AND OWLS 11
Wednesday 12 August 2015, 4.45pm – 7.30pm

DESCRIPTION

The Comprehensive Assessment of Spoken Language (CASL), the Test of Early Written Language, Third Edition (TEWL-3), the Test of Written Language, Fourth Edition (TOWL-4) and the Oral and Written Language Scales, Second Edition (OWLS-11) are assessments which can be administered by appropriately qualified TODs. Accurate administration and scoring of these assessments is essential; the TODs who attend these PLPs will develop and refine those skills.
INTRODUCTION TO CASL

This professional development program is designed for teachers of the deaf who have no experience with the administration of scoring of the Comprehensive Assessment of Spoken Language (CASL).

The CASL is an individual orally administered research based, theory driven oral language assessment battery for ages 3-21. The fifteen tests in the battery measure language processing skills - comprehension, expression and retrieval - in four different language structure categories: Lexical/Semantic, Syntactic, Supralinguistic and Pragmatic.

This practical workshop will provide participants with the opportunity to administer and score the battery of tests.

LEARNING OUTCOMES

At the completion of the CASL workshop participants will be able to:

1. Administer and score the CASL
2. Understand the main elements of the test
3. Develop an awareness of the type of information which can be gained by administering the test.

COST

No charge.

REGISTER

https://register.eventarc.com/27863/introduction-to-the-casl
INTRODUCTION TO THE TEWL AND TOWL

Wednesday 6 May 2015, 5pm – 7pm

The TEWL-3 and TOWL-4 are comprehensive diagnostic tests of written expression providing insight into a child’s understanding about language and his/her ability to use the writing tools of language as well as their ability to construct a story when provided with a picture prompt. These tests are used to: identify students who have poor written language skills; determine students’ particular strengths and weaknesses in various writing abilities; and document students’ progress in intervention writing programs.

LEARNING OUTCOMES

Participants will:
1. Administer and score the TEWL-3 and TOWL-4.
2. Understand the main elements of the test.
3. Develop three intervention goals for the Case Study examples.

COST

No charge.

REGISTER

https://attendee.gotowebinar.com/register/8757982116143612930

INTRODUCTION TO TEWL, TOWL AND OWLS

Wednesday 12 August 2015, 4.45pm – 7.30pm

The TEWL-3 and TOWL-4 are comprehensive diagnostic tests of written expression the results providing insight into a child’s understanding about language and his/her ability to use the writing tools of language and their ability to construct a story when provided with a picture prompt. These tests are used to: identify students who have poor written language skills; determine students’ particular strengths and weaknesses in various writing abilities; and document students’ progress in intervention writing programs.

The OWLS-II provides a detailed and integrated assessment of basic oral and written language skills. Using the OWLS-II scales you can pinpoint: language delays; identify strengths and weaknesses; and guides intervention planning.

Therefore, it is imperative to administer and score the student’s results accurately as this will aid interpretation and enhance therapy planning. Targeted therapy planning is integral to a student’s improved progress and learning achievements.

LEARNING OUTCOMES

Participants will:
1. Administer and score the TEWL-3 and TOWL-4 and OWL.
2. Understand the main elements of the test.
3. Develop three intervention goals for the case study examples.

COST

No charge.

REGISTER

https://register.eventarc.com/27862/introduction-to-owls
Implementing the IMP
(Infant monitoring of vocal production)

1.5 DAY COURSE

AUDIENCE
Teachers and school support staff working with students with hearing loss

DATE
Tuesday 20 October 2015, 1.30pm - 4pm
Wednesday 21 October 2015, 9am - 4pm

LOCATION
The VDEI Learning Centre
Victorian Deaf Education Institute
597 St Kilda Road, Melbourne

PRESENTATION
Neonatal diagnosis and amplification of hearing loss (hearing aid/cochlear implant) shines a spotlight on our professional obligation to help parents assemble the knowledge and skills they seek to develop their baby's potential for language (speech and/or sign). Very early diagnosis also sharpens our clinical focus on the latent potential of other conditions—such oro-motor difficulties and Auditory Neuropathy Spectrum Disorder—to frustrate an infant’s anticipated progression to spoken language.

The Infant Monitor of Vocal Production (IMP) (Cantle - Moore, 2004) was primarily conceived as a parent education tool, to scaffold parent understanding as to the nature and pace of their infant’s vocal progress toward speech. Clinically the IMP is a normed instrument which documents and assesses when (or whether) an infant's innate vocal behaviors transition to audition-led imitations of speech and salient words. The resulting shared parent and professional knowledge aids timely decision-making with regard to intervention-appropriate device fitting and/or language habilitation approach.

PRESENTER – DR ROBYN CANTLE - MOORE
A unique record of scholarship and activity underpins Dr Cantle-Moore’s career as a practitioner, teacher and researcher. She holds undergraduate degrees in Education, and in Music Performance (Sydney University) Master’s Degrees in Special Education (Sensory Disability) and in Educational Studies (University of Newcastle) and a Ph.D. in Education (University of Newcastle). For 25 years Dr Cantle-Moore has drawn upon the diverse challenges and opportunities afforded her by the Royal Institute for Deaf and Blind Children (RIDBC) to hone her skills as an educator in the field of paediatric hearing impairment/sensory disability, and as a mentor to parents and her colleagues who support them.

Dr Cantle-Moore is conjoint Lecturer/Coordinator of post-graduate courses in pediatric language development and family collaborative approaches to early childhood intervention for sensory disability (hearing impairment and vision impairment) at RIDBC Renwick Centre for Research and Professional Education/University of Newcastle. As a researcher she has developed specialised curriculum, parent education materials and assessment tools to guide early intervention and professional practice following neonatal diagnosis and referral for hearing loss.
Implementing the IMP (Infant Monitoring of Vocal Production)

The training course IMPlenenting the IMP details professional/clinical use of the Infant Monitor of Vocal Production as an assessment instrument and parent support strategy. The course presents information and workshop activities that examine the IMP, in particular: the rationale, design, content, presentation, evaluation, scoring, interpretation and diagnostic applications of the device.

LEARNING OUTCOMES

Participant will:

1. Understand professional and clinical use of the Infant Monitor of Vocal Production (IMP) as an assessment instrument and parent support strategy
2. The normed pre-linguistic vocal assessment and the impact of parental collaboration/authentic assessment
3. Be able to interpret the results and diagnostic applications of the IMP for children with unilateral hearing loss, bilateral hearing aids, and cochlear implants

COST

$145 (1.5 day course) / $150 remote
* Full time students receive a 25% discount

REGISTER


Remote Site Registration
EDUC6858 Advanced Pedagogy in Signed Language

**3 DAY COURSE AND ONLINE MODULES**

**PRESENTER: DR BREDA CARTY**

Dr Breda Carty is a lecturer in Special Education at the Royal Institute for Deaf and Blind Children (RIDBC) Renwick Centre (affiliated with the University of Newcastle) in Sydney, Australia. Before taking up a position with RIDBC in 2002, Breda was a Research Fellow at Griffith University for 12 years, and a teacher of the deaf in Victoria and the United States. She has had many years’ experience developing Deaf Studies workshops for the Deaf community and as a consultant with a variety of educational and community-based groups. She has co-authored a widely-used Deaf Studies Program for schools and a variety of other educational materials.

Dr Breda Carty has had extensive involvement in Deaf community organizations, and is currently Secretary of Deaf History International and a member of the World Federation of the Deaf’s Expert Group on Deaf culture.

Her research interests include Deaf history, culture and community; Learning styles of Deaf people; Auslan/English bilingualism in children and adults; and Deaf Studies curriculum development.

**AUDIENCE**

Teachers and school support staff working with students with hearing loss

**DATES**

Wednesday 29 and Thursday 30 April and Friday 1 May 2015

9am – 4pm

**LOCATION**

The VDEI Learning Centre

Victorian Deaf Education Institute

597 St Kilda Road, Melbourne

**PRESENTATION**

This course, EDUC6858 Advanced Pedagogy in Signed Language, is run in conjunction with RIBDC Renwick Centre and the University of Newcastle.

This course develops advanced knowledge and a high level of competence in the use of signed language for pedagogical purposes. It provides participants with opportunities to develop their skills in teaching through signed language, reflect on personal practice via analysis of videotaped teaching sessions, and discuss relevant research in sign bilingual education.

The course will consist of several online sessions and three days of face to face classes. Topics covered include:

- Introduction to the linguistic features of Auslan relevant to its use as a language of instruction;
- Theory and practice of code-switching between different types of sign communication, including natural sign systems;
- Demonstration and analysis of specific teaching techniques using signed language, including explanation of new concepts, using questioning effectively, and managing group discussions;
Advanced Pedagogy in Signed Language

- Translating texts between English and Auslan;
- Theory and practice of assessing Auslan development;
- Assessing and teaching English language and literacy through sign language;
- Assessing and teaching aspects of spoken language skills for students who sign (including visual phonics); and
- Creating and adapting resources for sign language-using families and classrooms.

LEARNING OUTCOMES

Participants will:

1. Demonstrate advanced skill in the use of signed language in bilingual education settings;
2. Describe the principal linguistic features of Auslan relevant to its use as a language of instruction;
3. Describe the range of currently available procedures for assessing Auslan development in children;
4. Demonstrate the ability to teach and assess English language and literacy for students who use signed language; and
5. Demonstrate the process of translation between English and Auslan for educational purposes.
Auditory-Verbal Therapy Basics

1 DAY INDIVIDUAL COURSES

PRESENTER – Cheryl L. Dickson
Cheryl L. Dickson is an international leader in Auditory-Verbal practice. An inaugural Listening and Spoken Language Specialist (LSLS) Certified Auditory-Verbal Therapist, she has over 30 years’ experience teaching spoken language through listening. Cheryl mentors professionals worldwide to become certified LSLS specialists. She is a past president of the AG Bell Academy for Listening and Spoken Language, Washington DC. She also served five years on the Certification Committee that formed the current LSLS certification guidelines and standards. Cheryl is the founder and past director of the CLASP Auditory-Verbal Centre in Manila, Philippines. She has authored or co-authored many publications including four books: Track a Listening Child (2013), The Mentor’s Guide to Auditory Verbal Competencies (2013), A Clinician’s Guide - Adult Expectations (2013), and Sound Foundation for Babies (2009).

AUDIENCE
Teachers and professionals working with students with hearing loss

DATES
CURRENT LEVEL OF FUNCTIONING
Sunday 17 May 2015, 9am – 4pm
AUDITION
Sunday 21 June 2015, 9am – 4pm
SPOKEN LANGUAGE
Saturday 25 July 2015, 9am – 4pm
WHAT IF AUDITION ALONE IS NOT ENOUGH?
Saturday 10 October 2015, 9am – 4pm

LOCATION
The VDEI Learning Centre
Victorian Deaf Education Institute
597 St Kilda Road, Melbourne
AUDITORY-VERBAL THERAPY BASICS
CURRENT LEVEL OF FUNCTIONING
Sunday 17 May 2015, 9am - 4pm
In this first workshop, Cheryl will teach how to assess a student's current level of functioning in the areas of listening, speech, and spoken language development. Participants will learn how to use a variety of functional assessments and compare results with standardised tests. Participants are expected to bring a student's case file for practicing the instruments on the day.

LEARNING OUTCOMES
Participants will be able to:

1. Identify six critical areas in determining a student's current level of functioning in listening, speech and spoken language.
2. Seek and analyse data to complete a specific student’s Current Level of Functioning Form
3. Determine the student's functional age of listening, speech, and spoken language development using both functional data and standardised data.
4. Write measurable goals for listening, speech, and spoken language development based on the student's current ability.

COST
$95 (1 day course) / $100 remote
* Full time students receive a 25% discount

REGISTER

Remote Site Registration

AUDITORY-VERBAL THE AUDITION
Sunday 21 June 2015, 9am
Cheryl's second one-day workshop will focus on audition, or how people receive spoken language. Participants are expected to bring a student's case file on the day for analysis and discussion. Scales for evaluating listening hierarchies will be discussed and then used to plot a specific student's current level of listening functioning. The participants will also learn how to write long term goals using the hierarchies and to practice the teaching of listening goals. A range of online auditory-verbal resources are also provided.

LEARNING OUTCOMES
Participants will be able to:

1. Evaluate a range of developmental checklists in listening and state preferences on at least three
2. Use case file data to determine a student's current ability in listening
3. Plan and monitor a student's listening development
4. Teach strategies to assist listening development.

COST
$95 (1 day course) / $100 remote
* Full time students receive a 25% discount

REGISTER
https://register.eventarc.com/28403/auditory-verbal-therapy-basics-audition

Remote Site Registration
https://register.eventarc.com/28989/auditory-verbal-therapy-basics-audition-remote-site
AUDITORY-VERBAL THERAPY BASICS
SPOKEN LANGUAGE

Saturday 25 July 2015, 9am – 4pm

Cheryl's third one day workshop will focus on receptive and expressive spoken language. Participants will learn how to identify a student's level of functional spoken language. Cheryl will also explain why the link between receptive language and auditory memory is important for expressive spoken language. Participants are expected to bring a student's case file on the day for analysis and discussion. This information will help to identify their spoken language development and to plan proactive classroom strategies.

LEARNING OBJECTIVES
Participants will:

1. Evaluate a child's current level of functioning in receptive and spoken abilities
2. Assess and plot a spoken language sample on a developmental chart
3. Write goals in receptive and expressive spoken language development and coordinate those goals with classroom content.

COST
$95 (1 day course) / $100 remote
* Full time students and parents receive a 25% discount

REGISTER
https://register.eventarc.com/28404/auditory-verbal-therapy-basics-language

Remote Site Registration
https://register.eventarc.com/28991/auditory-verbal-therapy-basics-language-remote-site

AUDITORY-VERBAL THERAPY BASICS
WHAT IF AUDITION ALONE IS NOT ENOUGH?

Saturday 10 October 2015, 9am – 4pm

Cheryl's fourth one day workshop will focus on a case study. The student had experienced significant spoken language delays before receiving a cochlear implant at a later age. Cheryl will explain this student's challenges and how a practitioner may maximise their spoken language opportunities. Action plans and progress are also detailed.

LEARNING OBJECTIVES
Participants will:

1. Identify and evaluate the needs of a child with spoken language delays
2. Plan spoken language milestones for late implanted children with spoken language delays to maximise their use of hearing technology
3. Monitor goals for children with spoken language delays learning to use a cochlear implant at a later age.

COST
$95 (1 day course) / $100 remote
* Full time students receive a 25% discount

REGISTER

Remote Site Registration
Auditory Processing for Teachers of the Deaf

WEBINAR SERIES

PRESENTER – Professor Suzanne Purdy
Suzanne Purdy (PhD, MSc, DipAud, MNZAS, FAAA, MAudSA, MNZSTA) is Professor and Head of Speech Science in the School of Psychology at the University of Auckland. Her academic background is in psychology, speech science and audiology and she has a longstanding interest in communication and auditory processing disorders and auditory electrophysiology. She is Vice-Chair of the International Evoked Response Audiometry Study Group (IERASG) and a member of the New Zealand Audiological Society’s Paediatric Technical Advisory Group. Suzanne has worked clinically as an audiologist and has been an academic and researcher since completing her PhD at the University of Iowa in 1990. She is an active researcher with more than 100 peer-reviewed journal articles and book chapters, most of which relate to clinical aspects of hearing and communication disorders. Suzanne has broad ranging research interests but is particularly interested in auditory and speech processing in children. Current research areas include auditory processing disorder, auditory electrophysiology, hearing loss in children and adults, perception and production of speech prosody in hearing loss and autism spectrum disorder, voice disorders in teachers and choral singing therapy for people with neurological disease.

AUDIENCE
Teachers and school support staff working with students with hearing loss

COST
$100 (all four sessions)
* Full time students a 25% discount

REGISTER
https://register.eventarc.com/27858/auditory-pr for-tods

DATES
Thursday 30 July 4pm-5pm Meet and greet.
the “Meet and greet is an opportunity to meet the presenter and others taking part in this webinar. You will also be guided as to how Adobe Connect works by our online moderator.

Part 1: Thursday 6 August 2015, 4pm – 5.30pm
Part 2: Thursday 20 August 2015, 4pm – 5.30pm
Part 3: Thursday 3 September 2015, 4pm – 5.30pm
Part 4: Thursday 10 September 2015, 4pm – 5.30pm

PRESENTATION
Auditory processing disorder (APD) is a complex hearing problem involving the processing of sound in the brain’s auditory pathways. This webinar series will explain the nature of the APD, how it is manifest in the classroom and how it is diagnosed and treated. Children with poor auditory processing can have reading and other learning difficulties and psychosocial problems. APD can also co-occur with language impairment and attention difficulties. Hence, management of APD ideally involves a multidisciplinary approach. The evidence for different treatment approaches will be discussed. Case studies will highlight the important role of teachers and other education and health professionals in the recognition and management of APD

LOCATION
Webinars can be accessed from your Mac, PC, iPhone®, iPad®, Android™ phone or Android tablet (via an app)

LEARNING OUTCOMES
At the end of the webinar series attendees will be able to:

1. Define auditory processing disorder and identify key characteristics of children with APD
2. Describe diagnostic tests used to identify APD and co-morbid conditions
3. Explain how APD differs from other hearing problems
4. Identify risk factors for APD
5. Use questionnaires to evaluate children with suspected APD in the classroom
6. Describe strategies for managing and treating APD
7. Apply their new knowledge about APD to case examples of children with suspected or confirmed APD to decide on appropriate management
Analysing the Signed and Written Narrative of Deaf Children

PRESENTERS

Michelle Baker
Michelle Baker has been working as a teacher of the deaf for nearly twenty years. In 2005 Michelle received the Queensland Premier’s Award for Excellence in Teaching for her work in Sign Bilingualism. For the last five years, Michelle has been involved in the production and delivery of training in relation to sign bilingual education for staff working with deaf children.

Michelle Stark
Michelle Stark is a qualified teacher of the deaf and professional sign language interpreter. Michelle has worked with deaf children at all ages of schooling from the early years right through to the tertiary level. For the last two years she has been involved in the development and delivery of training in relation to literacy and deaf children.

Michelle is currently teaching the Graduate Certificate of Auslan Studies course at Griffith University and works as the Manager, Education at Deaf Services Queensland.

If you have previously completed professional learning courses with Michelle Baker and Michelle Stark then this is what you have been waiting for. These two days of professional learning are the next in the series from this fabulous duo.

Participation in these two courses would be enhanced if you have completed previous courses.

Previous Programs presented by Michelle Baker and Michelle Stark at VDEI:

AUDIENCE
Teachers and professionals working with students with hearing loss.

DATES

ANALYSING THE SIGNED NARRATIVE OF DEAF CHILDREN
Thursday 6 August 2015, 9am – 4pm

ANALYSING THE WRITTEN NARRATIVE OF DEAF CHILDREN
Friday 7 August 2015, 9am – 4pm

LOCATION
The VDEI Learning Centre
Victorian Deaf Education Institute
597 St Kilda Road, Melbourne
Analysing the Signed and Written Narrative of Deaf Children

ANALYSING THE SIGNED NARRATIVE OF DEAF CHILDREN

The first day of this workshop focuses on skill development in the first language of deaf children who use sign language and the impact this has later on their narrative development in written English. Participants will analyse sign language video footage and identify areas of need that can be considered in planning and programming for individual students.

Pre-requisite: Participants will be required to have fluency in Auslan to allow independent access to the videoed materials. To facilitate discussions, it is also expected that participants will have completed a sign linguistics course prior to attending this workshop, this includes previous programs presented by Michelle and Michelle.

COST

$95 (1 day course)
9am – 4pm
* Full time students receive a 25% discount.

No remote access available due to practical nature of session.

REGISTER


ANALYSING THE WRITTEN NARRATIVE OF DEAF CHILDREN

On the second day of the workshop, participants will analyse students’ written narratives using a functional grammar approach. Participants will be encouraged to identify patterns in children’s writing ‘errors’ and explore reasons that this may be the case. Teaching ideas that can be used to enhance students’ skills in Auslan and written English will be discussed and shared.

Pre-requisite: As per day 1. This workshop is specifically designed for teachers so there is also an expectation that participants will be familiar with terminology relating to English grammar.

COST

$95 (1 day course)
9am – 4pm
* Full time students receive a 25% discount.

No remote access available due to practical nature of session.

REGISTER

Wellbeing of Children and Students who are Deaf or Hard of Hearing

ROUND TABLE DISCUSSION AND 2 DAY WORKSHOP

PRESENTER – Dr Andy Cornes

Dr. Andy Cornes is the Director of View Psychology Ltd which offers a range of psychological interventions bespoke to complex individual and organisational problems including consultation, supervision and training. Dr Cornes was awarded a PhD in Psychological Medicine from the University of Sydney in 2007. He has a MA in Deaf Studies from the University of Durham, UK.

Dr. Cornes has worked as a specialist mental health clinician in education for the past 15 years. He is responsible for designing, developing and leading therapeutic approaches and services in schools. He regularly works with senior leaders in education to enhance their psychological resilience and to foster their critical/reflective thinking.

Dr. Cornes is a Consultant Counselling Psychologist and a Fellow of the British Psychological Society. Additionally, he is a trained social worker and a Family and Systemic Psychotherapist. He is a Senior Fellow in the Graduate School of Education at the University of Melbourne (UoM).

His current research interests include working with Associate Professor Brown at the UoM looking at communication as the core at both school and in the family, and how this relates to social emotional development, self-concept, self-esteem and identity relating to decisions about placement. His current clinical interests include how psychological assessments of deaf and Hard of Hearing (D/HH) children and adolescents can inform educators in terms of placement, fostering positive social and emotional development and behaviour management.

Dr. Cornes represents Australia on the Expert Panel for Health with the World Federation of the Deaf. He is widely regarded as an international expert on the social and emotional development and mental health of deaf children.

AUDIENCE

Teachers and school support staff working with students with hearing loss

DATE

2 Day Workshop

Wednesday 26

Thursday 27 August 2015

9am – 4pm

LOCATION

The VDEI Learning Centre

Victorian Deaf Education Institute

597 St Kilda Road, Melbourne
Wellbeing of Children and Students who are Deaf or Hard of Hearing

PRESENTATION

Mental health and deaf children – rethinking education from a therapeutic perspective. This workshop will provide a systematic review of the worldwide literature and prevalence rates of different types of disorder and then examine current research in Australia. Dr Cornes will provide a definition and commentary on the etiology and presentation of such problems, examine assessment tools that may be used and discuss the range of problems identified in populations of children with hearing loss. He will then provide clinical case examples of approaches that help or hinder the development of social and emotional competencies in education.

The workshops will be practical and offer opportunities for participants to contribute, reflect and to rethink current ways of dealing with these issues. Participants will leave the training with a greater understanding of mental health, therapeutic approaches and possess a range of strategies to use when approached with behaviour in schools that is challenging, confusing and hard to understand and manage.

LEARNING OUTCOMES

Participants will:

1. Understand the emotional, behavioural and psychological problems experienced by students who are deaf or hard of hearing.

2. Understand the range and extent of mental health problems in students who are deaf or hard of hearing worldwide and the prevalence and types of mental health problems experienced in Australia.

3. Understand the implications of mental health problem of students who are deaf or hard of hearing on how to promote emotional health and wellbeing.

4. Understand societal, familial and educational factors associated with mental health problems in students who are deaf or hard of hearing.

5. Develop techniques and strategies for assessing students who are deaf or hard of hearing for mental health problems, including working effectively with families.

6. Develop techniques and strategies for supporting students who present with challenging behaviours, including the assessment of risk and effective non-confrontational behaviour management.

7. Develop specific strategies for supporting students who are deaf or hard of hearing for mental health problems.

COST

$190 (2 day course) / $200 remote
* Full time students and parents receive a 25% discount

REGISTER


Remote Site Registration

AATD – The Australian Association of Teachers of the Deaf (Victoria) Inc. has represented and supported Teachers of the Deaf and allied professionals in Victoria since 1935. AATD plays an important role in contributing to state and national policies and initiatives related to deaf education and advocates strongly for optimal educational outcomes for deaf and hard of hearing students.

KEYNOTE

Dr Andy Cornes is the Director of View Psychology Ltd. He has worked as a specialist mental health clinician in education for the past 15 years. He is responsible for designing, developing and leading therapeutic approaches and services in schools. He regularly works with senior leaders in education to enhance their psychological resilience and to foster their critical/reflective thinking. Dr Cornes is a Consultant Counselling Psychologist and a Fellow of the British Psychological Society. Additionally, he is a trained social worker and a Family and Systemic Psychotherapist. He is a Senior Fellow in the Graduate School of Education at the University of Melbourne.

Dr Teresa Ching is a Senior Research Scientist at the National Acoustic Laboratories in Australia. She is currently the lead researcher for the Longitudinal Outcomes of Children with Hearing Impairment (LOCHI) Study. This study is following 467 children and their families in Australia from initial diagnosis of hearing loss to age 16, to identify factors influencing successful use of hearing aids and cochlear implants and examining the long-term speech, language, psychosocial and educational outcomes of children who are deaf or hard of hearing.

PRESENTATION

This conference will provide an opportunity for Teachers of the Deaf and allied professionals to learn about what is happening in the field of deaf education and to share ideas about future educational directions. A focus of the conference will be presentations by professionals currently practicing in our field in Victoria.

DATE

Friday 28 August 2015, 9am – 4.30pm

AUDIENCE

• Teachers of the Deaf
• Allied professionals
• Parents/Carers

LOCATION

The Manningham Function Centre
699 Doncaster Road
Doncaster Vic 3108

COST

AATD members: $100
Non AATD members: $150

REGISTER

Educating Deaf and Hard of Hearing Children with Multiple Challenges

WEBINAR SERIES

PRESENTERS

Jill Grenon CAGS, NCSP

Jill Grenon, CAGS, NCSP, is a School Psychologist at the Learning Centre for the Deaf in Framingham, MA (USA) serving deaf and hard of hearing students including those with additional special needs. Ms Grenon received a BA from the University of Rhode Island in Communication Studies with a concentration in Speech Pathology and Audiology. She also holds a Master's degree in Developmental Psychology and a CAGS in School Psychology with a Specialization in Deafness from Gallaudet College. Ms Grenon has worked with deaf and hard of hearing children from birth to age 22 over the course of the last 30 years. Her work includes assessing students’ cognitive, linguistic, and emotional functioning in addition to consulting with teachers and families.

Currently, Amy is a Behaviour Analyst at The Learning Centre for the Deaf in Framingham, MA where she works with students from the Early Childhood Centre through age 22, as well as with students at the Walden School, a therapeutic treatment program. Her special interests include Functional Communication Training and other methodologies from Applied Behaviour Analysis that can be used to promote and reinforce students’ communication skills resulting in sometimes dramatic decreases in interfering behaviours.

Amy Collins ED.S.

Amy Collins, ED.S.is a Board Certified Behaviour Analyst as well as a licensed educator in Massachusetts (USA). Ms Collins spent more than seven years working in the Deaf Blind Program at the Perkins School for the Blind teaching Deaf Blind students and deaf students with additional disabilities.

AUDIENCE

Teachers and school support staff working with students with hearing loss

DATES

Meet and Greet for participants.
Thursday 8 October, 2015 4pm - 5pm

Part 1: Thursday 15 October 2015, 4pm - 5.30pm
Part 2: Thursday 29 October 2015, 4pm – 5.30pm
Part 3: Thursday 12 November 2015, 4pm – 5.30pm
Part 4: Thursday 19 November 2015, 4pm – 5.30pm

LOCATION

Webinars can be accessed from your Mac, PC, iPhone®, iPad®, Android™ phone or Android tablet (via an app)
Educating Deaf and Hard of Hearing Children with Multiple Challenges

WEBINAR SERIES

PRESENTATION
Teachers of the Deaf typically feel well prepared to meet the educational needs of students with hearing loss. However, they often report that their training and experience do not provide them with the background necessary to address the demands of teaching deaf and hard of hearing students with additional learning challenges. This workshop series will focus particularly on those students who have the additional diagnoses of intellectual disability and/or autism. Topics will address the identification of the unique needs of these children as well as the development of strategies to address noted challenges.

LEARNING OUTCOMES
Participants will learn to:

1. Identify common learning/behavioral challenges of children with hearing loss and intellectual disability and/or autism

2. Assess and adapt the learning environment to meet the unique needs of children with hearing loss and intellectual disability and/or autism

3. Incorporate the teaching of social and adaptive living skills within the classroom setting

4. Apply basic behavioural interventions (e.g. visual supports, planned ignoring etc).

COST
$100 (all four sessions)
* Full time students receive a 25% discount

REGISTER
Maximising Auditory Performance for Children with Hearing Loss and Other Auditory Function Disorders

2 DAY COURSE

AUDIENCE
Audiologists and teachers of the deaf
This event has been endorsed for 15 CPD points (7.5 points each day) by Audiology Australia.
This workshop was also endorsed by AG Bell Academy for 12 CEUs. LSLS certification numbers will be required at registration on attendance.

DATES
Day 1: Thursday 15 October 2015, 9am – 4pm
Day 2: Friday 16 October 2015, 9am – 4pm
Individual days may be attended

DAY 1- ASSESSMENT AND EVALUATION
Thursday 15 October 2015, 9am – 4pm

PRESENTATION
This workshop will focus on evaluation and early management of children with hearing loss and other auditory disorders. We will discuss the role of the audiologist in development and management of audition. Discussion will include considerations for determining what a child is hearing and how to use that information for management:

- How do we know what a child is hearing?
- How do we know if technology is providing sufficient information?
- Reconsiderations for selecting technology
- Considerations for special populations
- Using speech perception information to assist in management
- Considerations for selection of technology including hearing aids, cochlear implants, and FM systems
- Interpretation of test results to plan habilitation management

PRESENTER – Dr Jane Madell
Dr. Jane Madell is Director of Paediatric Audiology Consulting. She was formerly the Director of the Hearing and Learning Centre and Co-director of the Cochlear Implant Centre at The Ear Institute, New York Eye and Ear Infirmary and Beth Israel Medical Centre. She is a certified audiologist, speech-language pathologist, LSLS and auditory verbal therapist. Dr Madell’s clinical and research interests have been in the area of evaluation of hearing in infants and young children, management of hearing loss in children with severe and profound hearing loss, selection and management of amplification including hearing aids, cochlear implants and FM systems, assessment of auditory function, family support, and evaluation and management of auditory processing disorders.
Dr Madell has published 5 books and numerous book chapters and journal articles. She presents nationally and internationally on topics related to hearing loss and other auditory disorders in infants and children, and consults internationally with families who are seeking support in working with their children with hearing loss.

LOCATION
The VDEI Learning Centre
Victorian Deaf Education Institute
597 St Kilda Road, Melbourne
Maximising Auditory Performance for Children with Hearing Loss and Other Auditory Function Disorders

LEARNING OUTCOMES
Participants will:

1. Understand evaluation and early management of children with hearing loss and other auditory disorders
2. Understand considerations for determining what a child is hearing and how to use that information for management
3. Understand auditory disorders other than hearing loss including auditory processing disorders, auditory attention and auditory learning disorders
4. Understand differentiating auditory learning disorders from language learning disorders and other learning disorders.

DAY 2- CASE MANAGEMENT
Friday 16 October 2015, 9am – 4pm

PRESENTATION
This workshop will focus on case management. Test results of individual patients will be reviewed and will include discussion to determine if tests selected were appropriate and if interpretation of test results were accurate.

Discussion will include using test information to select an appropriate school placement, determining appropriate school accommodations, classroom observation to determine needs and assisting school personnel in maximising performance of a child with an auditory function disorder.

Auditory disorders other than hearing loss will be discussed, including auditory processing disorders, auditory attention and auditory learning disorders.

Discussion will include differentiating auditory learning disorders from language learning disorders and other learning disorders.

The role of all professionals working with children with hearing loss and auditory learning disorders will be reviewed. Suggestions for selecting a case manager and working together as a team will be reviewed.

The critical importance of providing support for children with hearing loss and their families will be discussed.

Suggestions for running support groups will be reviewed.

LEARNING OUTCOMES
Participants will gain an understanding of:

1. Case management of students
2. Reviewing test results of individual patients to determine if tests selected were appropriate and if interpretation of test results were accurate
3. Using test information to select an appropriate school placement, determining appropriate school accommodations, classroom observation to determine needs, assisting school personnel in maximising performance of a child with an auditory function disorder
4. The critical importance of providing support for children with hearing loss and their families

COST
$190 (2 days) $200 remote (2 days) $95 (1 day)
$100 remote (1 day)
* Full time students receive a 25% discount

REGISTER

Remote Site Registration
Assessment of Children and Students who are Deaf or Hard of Hearing - Introduction to the Neale Analysis and the YARC

**TWILIGHT SEMINAR**

PRESENTER – Kate Leigh

Kate has been involved in deaf education for 20 years, both in practice and research. Kate has worked in traditional school settings, with the visiting teacher service and in teacher training, in Victoria and Western Australia. She has worked with students who are deaf and hard of hearing from kindergarten through to tertiary and with trainee teachers of the deaf in a range of settings.

Kate’s core areas of interest include the ways in which we assess and describe different aspects of language and how these inform planning, programming and teaching practice.

Kate currently works as a language specialist, assessing and monitoring language progress for more than 60 students from prep to year 12 at St Mary’s College for Hearing Impaired Students. She also works as a lecturer in Deafness Studies at The University of Melbourne as part of the Learning Interventions team.

**PRESENTATION**

Using the York Assessment of Reading Comprehension (YARC) and the Neale Analysis of Reading Ability.

In this interactive workshop, the administration, scoring and interpretation of these two popular measures of reading ability will be compared. Discussion will focus on the value of each of these tools in the assessment and monitoring of reading development in students who are deaf or hard of hearing as well as the ways in which the results can inform goal setting and strategies for supporting literacy development.

A case study design will be used to compare the use of the two tests with students who are deaf and hard of hearing across a range of ages and language abilities. The ways in which these tests can each be used to describe strengths and needs in reading ability will be explored.

**LEARNING OBJECTIVES**

On completion of this seminar, participants will have:

1. An understanding of administration procedures and scoring and interpretation of the York Assessment of Reading Comprehension (YARC) and the Neale Analysis of Reading Ability
2. The ability to choose appropriate testing tools and procedures for measuring reading skills and abilities at a range of ages and language levels
3. A clear framework for translating test results from these measures into appropriate strategies for their students.

**AUDIENCE**

Teachers and professionals working with students with hearing loss

**DATE**

Thursday 22 October 2015, 5pm – 7pm

**LOCATION**

The VDEI Learning Centre
Victorian Deaf Education Institute
597 St Kilda Road, Melbourne

**COST**

No Charge

**REGISTER**

Classroom Acoustics

1 DAY SEMINAR

PRESENTER – Rebecca Bull
Rebecca Bull joined the Royal Institute for Deaf and Blind Children (RIDBC) Renwick Centre, Sydney, as a part-time Research Fellow in Audiology in 2010. Prior to this, Rebecca worked as an Educational Audiologist at the RIDBC Garfield Barwick Centre, and provided diagnostic, assessment and management services to infants and children at the RIDBC Jim Patrick Audiology Centre.

Rebecca has been working in the hearing services field for approximately 10 years. Before joining RIDBC in 2007, Rebecca practiced audiology at Australian Hearing and Macquarie University, and was an Associate Lecturer in Audiology at Macquarie University, Sydney.

AUDIENCE
Teachers, audiologists, school support staff, therapists and professionals supporting students with hearing loss

DATE
Monday 23 November 2015
9am – 4pm

LOCATION
The VDEI Learning Centre
Victorian Deaf Education Institute
597 St Kilda Road, Melbourne

PRESENTATION
Many children who are deaf or hard of hearing will experience difficulty in the classroom due to the acoustic nature of these settings. Ensuring that students have full access to spoken communication continues to be a challenge for professionals working with students with special hearing needs in educational settings. Audiological and educational professionals therefore have the responsibility to recommend, support and implement modifications and accommodations to maximise the students' access to information. This workshop aims to give participants a clear understanding of how sound impacts on learning environments. Rebecca will also recommend practical tips for assessment and modification in the "real world" to reduce factors such as reverberation and noise in classrooms. An overview of the existing standards, guidelines and recommendations are included too. This workshop will further provide participants with a practical opportunity to experience a protocol known as the Classroom Listening Assessment (Johnson and Seaton, 2012). This test protocol comprises of four components: Classroom acoustics measures; Behavioural assessment / functional listening; Self-assessment / classroom participation; and Classroom observation.
PRESENTATION continued

This workshop will also provide participants with a practical opportunity to experience a protocol known as the Classroom Listening Assessment (Johnson and Seaton, 2012). This test protocol is comprised of 4 components: Classroom acoustics measures; Behavioural assessment / functional listening; Self-assessment / classroom participation; and Classroom observation.

LEARNING OUTCOMES

Participants will:

1. Describe three factors crucial for any child to acquire information auditorily
2. Demonstrate a clear understanding of how sound impacts learning environments
3. Describe strategies that can be implemented to reduce the effect of adverse factors, such as reverberation and noise, in classrooms
4. Describe and implement the Classroom Listening Assessment (Johnson and Seaton, 2012).

COST

$95 (1 day seminar) / $100 remote
* Full time students and parents receive a 25% discount

REGISTER

https://register.eventarc.com/28945/classroom-acoustics

Remote Site Registration

https://register.eventarc.com/29001/classroom-acoustics-remote-site
Dr Chyrisse Heine is an international expert specialising in aural rehabilitation and Central Auditory Processing Disorder. A speech pathologist and audiologist, she has a PhD in Public Health. She is a Senior Lecturer at La Trobe University, School of Human Communication Sciences; Lecturer at Southern Cross University, School of Speech Pathology; a Senior Research Fellow (Adjunct) at Monash University, School of Primary Health Care; and Senior Advisor for the CABDICO Speech Therapy program, Cambodia. Chyrisse is also the director of a private practice that employs a multidisciplinary team. A Fellow of Speech Pathology Australia, Chyrisse has received the Audiology Australia Certificate of Outstanding Service. Her research focuses on healthy ageing. This involves the assessment and management of communication and quality of life issues in older adults with hearing loss.

AUDIENCE
Teachers and professionals working with students with hearing loss

DATE
Friday 29 May 2015
9am - 4pm

LOCATION
The VDEI Learning Centre
Victorian Deaf Education Institute
597 St Kilda Road, Melbourne

PRESENTATION
Children without a disability learn language through listening to and imitating the speech of others. This process begins in utero. Babies then develop their expressive language abilities and speech production after birth. This exposure and practice rapidly matures their auditory cortex through an auditory feedback loop.

High quality digital hearing aids and cochlear implants make this spoken language development possible for children who are deaf or hard of hearing. Students who primarily use Sign Language for communication can also use their auditory systems to develop spoken language.

Some children experience difficulties with Central Auditory Processing Disorder (CAPD), which is a hearing problem that affects about 5% of school-aged children. With this condition, children can’t process what they hear in the same way other kids as their ears and brain don’t work together.

Teachers of the deaf and allied professionals will benefit from this Professional Learning Program. It will include the latest research of auditory processing and auditory rehabilitation.
Auditory Processing Basics

The aim of this 1 day workshop is for participants to gain insight into the diagnosis and management of Central Auditory Processing Disorder (CAPD). During this presentation, classroom acoustics and management of children with CAPD in the classroom will be discussed. Evidence-based assessment will be described and reference will be made to the relevant literature.

Learning Outcomes

At the end of the workshop participants will be able to:

1. Explain how the auditory system works
2. Identify and define CAPD as well as the site-of-lesion for people with CAPD;
3. Identify the insights and concerns linked to a CAPD assessment process;
4. Advise parents of services specialising in CAPD;
5. Apply evidence-based practices that maximise the child’s listening environment;
6. Apply effective classroom strategies to manage CAPD, such as controlling noise for optimal hearing.

COST

$95 (1 day course) / $100 remote per site
* Full time students and parents receive a 25% discount

REGISTER

https://register.eventarc.com/28417/auditory-processing-basics

Remote Site Registration

https://register.eventarc.com/29002/auditory-processing-basics-remote-site
Practical Strategies for Visiting and Classroom Teachers of the Deaf - Supporting Success for Children with Hearing Loss

2 DAY COURSE

PRESENTER – Karen L. Anderson PhD

Karen Anderson PhD has worked in clinical, public school and state-level Early Hearing Detection and Intervention (EHDI) settings to address the needs of children with hearing loss. Karen is a past president of the Educational Audiology Association and the Washington Speech and Hearing Association. She has been awarded the Fred Berg Award in Educational Audiology. Karen is the author of the Screening Instruments For Targeting Educational Risk (SIFTERs) and the Early Listening Function (ELF), and is co-author of the Listening Instrument For Education (LIFE and LIFE-R), Children's Home Inventory of Listening Difficulties (CHILD), and numerous journal articles and book chapters. She is Director of Supporting Success for Children with Hearing Loss (successforkidswithhearingloss.com) which provides many online resources to parents and professionals. Her recent publications include Building Skills for School Success in the Fast-Paced Classroom, the Student Communication Repair Inventory & Practical Training (SCRIPT), Building Skills for Independence in the Mainstream, the Developing Child with Unilateral Hearing Loss and Achieving Effective Hearing Aid Use in Early Childhood.

AUDIENCE
Teachers of the deaf

DATE
Tuesday 15 December 2015, 9am - 4pm
Wednesday 16 December 2015, 9am - 4pm

LOCATION
The VDEI Learning Centre
Victorian Deaf Education Institute
597 St Kilda Road, Melbourne

PRESENTATION
Due to the access barriers caused by the hearing loss, students require specific skill building and appropriate accommodations if they are to progress at the same rate as class peers. A recent study* indicated the need for teachers of the deaf/hard of hearing to be aware of a range of formal and informal assessments to define current learning needs and how to relate these findings to specific measurable goal development. Topics will specify data gathering for planning, monitoring progress and improved outcomes. Ideas for skill-building will be shared and rich written materials to support these topics will be provided.
Practical Strategies for Visiting Teachers of the Deaf - Supporting Success for Children with Hearing Loss

LEARNING OUTCOMES
Participants will be able to:

1. Describe how functional listening and comprehension can be assessed and how doing so will benefit planning for needed accommodations
2. Describe how to assess level of performance and address skill-building in communication repair, self-advocacy and independence with hearing device skills
3. Describe how psychosocial development affects socialization and feelings of fitting in.
4. Use available materials to address social and belonging issues
5. Describe assessments to identify non-academic adverse educational affect including specific instruments that can be used and sample evaluation summaries by category of performance.

COST
$190 (2 day course) / $200 remote per site
* Full time students receive a 25% discount

REGISTER

Remote Site Registration