

Victorian Deaf Education Institute

Professional Learning Program

2019



Education
and Training

Welcome to the 2019 VDEI Professional Learning Program

The Victorian Deaf Education Institute (VDEI) forms part of the Department of Education and Training's Inclusive Education Professional Practice Branch.

The institute is dedicated to ensuring that children in inclusive education programs throughout Victoria are given the best educational opportunities possible to reach their developmental potential. Our high quality Professional Learning events showcase the latest evidence-based information for professionals working in deaf and inclusive education. VDEI aligns all Professional Learning events with the Department's Framework for Improving Student Outcomes (FISO) and the national Teacher Standards, developed by the Australian Institute for Teaching and School Leadership (AITSL).

In 2019, VDEI has taken an innovative approach to providing professional learning opportunities, informed by feedback from our stakeholders in the 2018 Learning Needs Analysis Survey. Whilst we will still be using our state-of-the-art Learning Centre to facilitate face-to-face events throughout the year, we will also be providing a catalogue of pre-recorded presentations that will allow participants the flexibility to view at a time of their choosing. This move to a more blended learning approach has been driven by participants' increased preference for remote access and virtual learning opportunities due to a range of factors, including time, travel and workplace constraints.

The pre-recorded presentations will be approximately one hour in length and will cover a wide range of professional learning topics in the deaf and inclusive education areas. They will also be captioned by the VDEI Caption Centre, which provides a free state-wide service for any government, Catholic and independent school that requires captioned educational resources, including MP4 files, YouTube clips, DVDs and videos. This valuable service is key to ensuring that all school resources are accessible for students who are deaf or hard of hearing.

The 2019 VDEI Professional Learning Program catalogue details the suite of events currently scheduled for 2019. With the dynamic new approach to this Program, we will be adding live events and on-demand presentations to our catalogue throughout the year. We encourage you to regularly check our website and Facebook for updates and new additions.





Live Events

January – June

WHEN	TOPIC	PRESENTER(S)	COST
FEB 22	Phonemic awareness and decodable readers	Sarah Asume, Acting Assistant Principal, West Bentleigh Primary School Cathy Harrison, Dyslexia Specialist	\$100 in person \$110 remote access
MAR 05	What's new in technology?	Lauren Henley, Australian Hearing Phil Harper, Communication technology specialist Mary Mavrias, Assistive Technology Advisor Michelle Moran, Cochlear Limited	\$100 in person \$110 remote access
APR 30	Relationship building with parents of children with disabilities	Peter Cronin, Educational Leadership Consultant	\$100 in person \$110 remote access
MAY 20	Leadership skills for middle level leaders in specialist settings – 2 day workshop	Peter Cronin & Joe Corbett, Education Consultants	\$200 in person \$210 remote access
MAY 31	Building the expertise of Visiting Teachers to use video conferencing technology	Sally Martin and Rachael Morck	\$200 in person \$210 remote access
TBC	Assessment: What is evidence-based practice?	Dr Shani Dettman & Sharon Klieve, Lecturers, University of Melbourne	\$100 in person \$110 remote access
JUN 14	Leadership skills for middle level leaders in specialist settings – 2 day workshop	Peter Cronin & Joe Corbett, Education Consultants	\$200 in person \$210 remote access





On-demand Presentations

These one hour pre-recorded presentations will be hosted on VDEI's LMS (Learning Management System) and will be able to be viewed at a time that suits you to register, at a cost of \$30 each.

TOPIC	PRESENTER
Getting school refusers back to class	Dr Lisa McKay-Brown , Melbourne Graduate School of Education
Positive Strategies to support the mental health of young people who are DHH	Dr Ryan Teuma , Forensic Psychologist
Audiology Self-Advocacy for DHH students	A/Prof Cheryl DeConde Johnson , University of Arizona
Assessments: Measuring strengths and abilities for deafblind learners	A/Prof Nancy Salem-Hartshorne , Delta College, Central Michigan University
Students, Environments, Tasks and Tools: The SETT Framework	Dr Joy Zabala , CAST (Center for Applied Special Technology) Massachusetts, USA
MTSS: Considering intervention needs for students with multi-sensory disabilities and autism	A/Prof Dan Gadke , Mississippi State University
Social relationships for students with developmental disabilities	A/Prof Kasee Stratton-Gadke , Mississippi State University
Social cognition in Students who are Deaf or Hard of Hearing	Professor Gary Morgan , City University London
Supporting communication and social skill development in small groups for students who are deaf or hard of hearing	A/Prof Louise Paatsch and A/Prof Dianne Toe , Deakin University
Social Capital - Implications for Adolescents who are Deaf or Hard of Hearing	Dr Jill Duncan & Tim Byatt , University of Newcastle
Language Acquisition by Deaf Learners in a Multilingual World	Dr Kate Crowe , Charles Sturt University
Educational strategies for children with multi-sensory impairments	Professor Tim Hartshorne , Central Michigan University
Understanding Auditory Processing Disorder and Auditory Processing Challenges	Professor Gary Rance , University of Melbourne
LOCHI Study update	Dr Teresa Ching , National Acoustics Laboratory
Multi-Tiered Systems of Support for students with learning and behaviour challenges	Dr Jon Quach , University of Melbourne
Educational Interpreting – signing scientifically	Sally Strobbridge , Auslan language consultant
Literacy: The Auditory Brain Connection	Dr Carol Flexer , University of Akron



FISO and AITSL

Framework for Improving Student Outcomes (FISO)

The Improvement Model provides a common language for school improvement across the Victorian government school system. It is structured around four state-wide priorities that are proven to have a strong bearing on the effectiveness of a school: Excellence in teaching and learning; Professional leadership; Positive climate for learning; and Community engagement in learning.

FISO is an evidence-based framework that helps schools lift student outcomes and build the capability of our whole school system in Victoria. It creates a common language to collaborate and share information about what’s working, how and why.



Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers

The Teacher Standards consist of seven standards, which teachers will meet at differing levels depending on their career stage and level of experience. Teachers need to evidence certain requirements of the Standards in order to become a registered teacher, or achieve Highly Accomplished and Lead certification.

The Australian Professional Standards for Teachers comprise seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping. The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on aspects of all three domains. Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into Descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead.

DOMAINS OF TEACHING	STANDARDS	FOCUS AREAS AND DESCRIPTORS
 Professional Knowledge	<div>1 Know students and how they learn</div> <div>2 Know the content and how to teach it</div>	Refer to the standard at each career stage
 Professional Practice	<div>3 Plan for and implement effective teaching and learning</div> <div>4 Create and maintain supportive and safe learning environments</div> <div>5 Assess, provide feedback and report on student learning.</div>	
 Professional Engagement	<div>6 Engage in professional learning</div> <div>7 Engage professionally with colleagues, parents/carers and the community</div>	

Live Events

2019





Live Events 2019

Phonemic Awareness and Decodable Readers

Sarah Asume and Cathy Harrison

22 February 2019 9.00am – 4.00pm

In this workshop, Sarah Asume and Cathy Harrison will identify the strategies and methodologies that help young readers develop phonemic awareness and learn about decoding print, with particular focus on decodable readers. Decodable readers are specifically designed to align with explicit, systematic phonics instruction that links the 44 sounds in the English language (phonemes) to the letters in printed words. They are simple stories containing words that are phonetically decodable ('sounded out'), using letters and letter-groups that children have previously learned in phonics lessons. Research has shown that phonemic awareness is the most important predictor of literacy ability in readers. Learners who have limited skills in phonemic awareness are often significantly challenged in their ability to decode print and to read confidently and independently. Building a strong link between phonemes and the letters that represent them in words is particularly difficult for learners who are deaf or hard of hearing, dyslexic or have Auditory Processing Disorder. This workshop will feature practitioners who are skilled in the field of specific literacy learning difficulties.

Participants will:

- Learn how to support learners who are challenged by decoding words in print due to difficulties in phonemic awareness
- Learn skills in how to use decodable readers in the classroom as a strategy to build phonemic awareness

Presenter Biographies



Sarah Asume is the Acting Assistant Principal at Bentleigh West Primary School in Victoria and an Associate Member of Australian Dyslexia Association (AMADA). Bentleigh West Primary School is well recognised for its best practice approaches to literacy and numeracy and was a finalist in the Outstanding Inclusive Education Award for 2015. In 2015, Sarah was awarded the Victorian Outstanding Primary Teacher Award.



Cathy Harrison is an educational Dyslexia consultant and is accredited with the Australian Dyslexia Association. Previously Cathy worked at SPELD, an organisation that specialises in services to children and adults with specific learning difficulties and the professionals who support them.



What's New in Technology?

Lauren Henley, Mary Mavrias, Michelle Moran, and Phil Harper

5 March 2019 9.00am – 4.00pm

This one-day workshop features experts in the field of hearing technology who will share information about the latest developments in assistive listening devices and technologies. Educators and support staff of students who are deaf or hard of hearing will have opportunities to learn about how the audiological needs of their students can be assisted and enhanced with effective use of current technology.

Lauren Henley from Australian Hearing and Michelle Moran from Cochlear will provide updates on developments in hearing aids, wireless listening devices and cochlear implants. Mary Mavrias will outline the most effective ways in which to modify learning spaces to optimise the listening environment for DHH students and Dr Phil Harper will showcase innovations in assistive and adaptive communication technologies and the practical applications for a range of software and communication tools.

Participants will:

- develop their knowledge about current equipment and technologies available in the field of special education
- increase their understanding about how audiological technology addresses the individual needs of students who are DHH
- build links with agencies working with hearing technology and be able to obtain further information about specific audiological developments.

Presenter Biographies

Lauren Henley is a paediatric audiologist at Australian Hearing. She holds a Masters of Clinical Audiology from the University of Melbourne. Australian Hearing provides world leading research and hearing services and is the largest provider of government-funded hearing services. Their research division, National Acoustic Laboratories (NAL) is a world leader in research in hearing science and audiology.

Michelle Moran is a Clinical Specialist with Cochlear Limited and has had extensive experience with cochlear implant and BAHA recipients. Michelle has been involved in research as co-investigator on numerous studies and is currently undertaking a part-time PhD at the University of Melbourne.

Mary Mavrias has had many years' experience in the field of assistive hearing technology, including technical experience at Australian Hearing and with the Department of Education and Training's Accessible Buildings Program that provides hearing augmentation, such as soundfield systems to schools.

Dr Phil Harper has over 30 years of experience in the deaf and hard of hearing service/community sectors and telecommunications service industry. He is currently the Community Liaison Manager at Conexu Foundation, a not for profit organisation that advances communication technology to improve the connectedness of people who are deaf, hard of hearing or speech impaired.



Live Events 2019

Relationship Building with Parents of Children with Disabilities

Peter Cronin

30 April 2019 9.00am – 4.00pm

This one-day seminar presented by Peter Cronin aims to lead participants towards a compassionate understanding of the possible impacts on a family following the birth of a child with a disability. The key concept of continuing (non-finite) grief is discussed and participants are led to understand that the challenging ways in which parents can sometimes present may be linked to their complex feelings about their situation. The foundations of effective relationship-building, strengths-based practice are discussed and a range of situation-specific communication skills are outlined. The important area of professional boundaries includes avoiding compassion fatigue, managing friendships with parents and confidentiality issues. The program is highly interactive and partner activities are used for skills practice

Participants will:

- gain an understanding of non-finite and other types of grief experienced by parents of children with disabilities.
- gain an understanding of possible personal and relational impacts on a family, following the birth of a child with a disability
- gain an understanding of the foundations of effective relationship building skills
- gain experience practice in the communication skills which facilitate effective support to parents

Presenter Biography



Peter Cronin is a former Director of Children's Services at the Royal Victorian Institute for the Blind. He currently conducts training programs for specialist schools on Relationship Building with Parents, Teacher Resilience and Leadership Effectiveness and Feedback. Peter has previously conducted leadership programs at Bastow Institute and has presented at the annual conference of Principals of Specialist Schools (PASS) on the topic of non-finite grief.



Leadership Skills for Middle Level Leaders in Specialist Settings

Peter Cronin and Joe Corbett

20 May, 14 June 2019 9.00am – 4.00pm

Peter Cronin and Jo Corbett aim to develop the skills of aspiring (or new) leaders in the education field to assist them to successfully take up a leadership role in specialist education. The workshop will identify ways in which to support effective management in specialist education by promoting the development of leadership skills in future education professionals. The program was originally part of the highly successful series of professional learning workshops held at VDEI in 2018 for Middle Level leaders in specialist school settings. This workshop will address the significant need for an increase in the number of trained professionals in specialist education who have developed leadership skills in the specialist education field.

Participants will:

- make self-assessments of their current skill level and identify challenges
- practice leadership skills
- reflect on their personal goals
- network with professionals from other settings

Presenter Biographies



The program will be presented by Joe Corbett and Peter Cronin, of Cronin Corbett Consultancy. Joe Corbett is a past-principal of the Victorian College for Deaf Children, a former psychologist and Deputy Regional Director of the Northern Metropolitan Region. Joe currently works as an advisor to schools in the areas of leadership development, team development and school improvement.



Peter Cronin is a former Director of Children's Services at the Royal Victorian Institute for the Blind. He currently conducts training programs for specialist schools on Relationship Building with Parents, Teacher Resilience, Effective Parent/Teacher meetings and Peer to Peer Feedback. Peter has conducted leadership programs at Bastow Institute and has presented at the annual conference of principals of specialist schools (PASS).



Building the expertise of Visiting Teachers to use video conferencing technology

Sally Martin and Rachael Morck

Friday 31st May 9.00am – 4.00pm

Using video conferencing and remote access technology has been found to effectively extend the reach of the Visiting Teacher (VT) Service to support students who are deaf or hard of hearing in Victorian schools. By utilising available school-based technology, significant value is added to VT support without extra financial burden to schools and regions. Use of video conferencing and remote access technology has encouraged Visiting Teacher managers in each region to consider this method of service delivery as sustainable and effective. Many Visiting Teachers are incorporating this method of delivery into their routine repertoire of intervention options which has provided the potential to connect students with a hearing loss to high quality support from Visiting Teachers across their respective regions. Participants positively supported this method of service delivery as accessible and viable. In this workshop, two experienced Visiting Teachers, Sally Martin and Rachael Morck will discuss how they have used video conferencing technology to deliver professional learning, to work with student, and to connect students at different schools. This will be followed by a practical demonstration of how to use this technology and utilise this impressive technology to improve teaching practice.

Participants will learn:

- The benefits of video conference technology for both staff and students
- How to use video conferencing technology
- How other innovative technologies have been incorporated in schools

Presenter Biographies

Sally Martin is a Visiting Teacher of the Deaf working in the South West Victoria Region (SWVR) with students who are deaf or hard of hearing. In 2013 Sally partnered with VDEI to assess the feasibility of delivering Visiting Teacher services to a rural student with a hearing loss and their school. Horsham College, equipped with Polycom technology and staff familiar with its use and potential, participated as the host school. This trial has continued to evolve resulting in further Visiting Teachers being trained in expert delivery using video conference technology. As a result, sixteen more students and their schools in rural South Western Victoria Region, who previously received no direct service due to the tyranny of distance, are now engaged in the process of liaising with a Visiting Teacher to commence intervention and professional learning.

Rachael Morck is a Visiting Teacher of the Deaf working in the South West Victoria Region (SWVR) with students who are deaf or hard of hearing. She is now working with Polycom technology to deliver services to students which are supplemented by face-to-face visits and facilitating contact between students in different schools.



Assessment: What is Evidence Guided Practice?

Dr Shani Dettman and Sharon Klieve

TBA

Research shows that evidence based teaching strategies are likely to have the largest impact on student results. In evidence-based teaching, assessments are undertaken to gather evidence and draw conclusions about where students are in their learning. As realised by many educationalists, an evidence-based approach to teaching and learning is crucial to maximising student outcomes. In order to most effectively support students to achieve quality educational outcomes, the process of evidence to inform teaching and learning must be an explicit and accountable one, which is equitable, representative, valid, and reliable. Evidence-based teaching involves the use of evidence to: (1) establish where students are in their learning; (2) decide on appropriate teaching strategies and interventions; and (3) monitor student progress and evaluate teaching effectiveness. Improvements in student learning and educational outcomes depend on the wider use of reliable evidence in classroom practice and the term 'evidence-based' is now firmly entrenched in the education lexicon. The objective is to develop a good understanding of where each student is in their learning so that they can be provided with appropriately targeted teaching and learning opportunities.

Participants will:

- Learn how to use assessments to guide practice and improve student outcomes
- Identify appropriate teaching strategies and interventions
- Learn how to monitor student progress and evaluate teaching effectiveness.

Presenter Biographies



Dr Shani Dettman is a Senior Lecturer at the University of Melbourne in the Master of Speech Pathology and Audiology courses. She has previously worked as a speech pathologist in the Cochlear Implant Clinic (CIC) and has been a researcher at the University of Melbourne for many years, developing protocols for the pre- and post-implant assessment and management of young children with significant hearing loss. Dr Dettman is involved in research with the HEARing Cooperative Research Centre (CRC) which facilitates multi-centre research collaboration regarding evidence based and effective management of paediatric hearing loss.



Sharon Klieve is a qualified Teacher of the Deaf and a certified practising speech pathologist who is a lecturer in the Master of Learning Intervention course at the Melbourne Graduate School of Education, the University of Melbourne. Her research interests include language and literacy interventions for students who are deaf and hard of hearing (DHH).

On-demand Presentations 2019





Getting School Refusers Back to Class

Dr Lisa McKay-Brown

Dr Lisa McKay-Brown provides an overview of her innovative intervention program for young people who are school refusers and their families. School refusers are students who experience severe difficulty attending classes or remaining at school for the entire day. Dr McKay-Brown discusses the In2School approach, a wraparound approach for school refusers which brings teachers and clinicians together for up to six consecutive months. During this time, the support team assesses, plans and implements needs-based, personalised programs for each young person at home, in the clinic and in the classroom. Dr McKay-Brown's program has shown significant results in student wellbeing and engagement. She will discuss strategies that support the school refuser and will identify the warning signs for parents and teachers so that they understand how to intervene early.

Participants will:

- develop an understanding of how support teams assess, plan and implement needs-based, personalised programs for young school refusers
- develop an understanding of strategies that support the school refuser
- develop an awareness of the warning signs of school refusal so intervention is implemented early
- learn how to re-engage students experiencing challenging or school-refusing behaviours

Presenter Biography



Dr Lisa McKay-Brown is a Lecturer in Learning Interventions at the Melbourne Graduate School of Education, University of Melbourne. Prior to this, she was a Leading Teacher at Travancore School, a mental health focused special education State Government education setting. In this role she worked with teachers to develop support plans for students with mental health disorders, including those engaging in school refusal. Dr McKay-Brown has extensive experience working in education and health settings and has published in both national and international journals. She is currently involved in projects focusing on help-seeking by young people for alcohol and drug use, re-engaging severe school refusers, and including the voice of students with mental health diagnoses in their education.



On-demand
Presentations 2019

Positive Strategies to Support the Mental Health of Young People who are Deaf or Hard of Hearing

Dr Ryan Teuma

Research in the area of mental health issues in young people indicates that up to 40% of deaf children have mental health problems versus 20% of hearing children. In this presentation, Dr Teuma looks at how to develop effective strategies to support deaf students who are at risk of developing mental health issues and provides advice about ways in which to identify issues concerning student wellbeing. He outlines tips and practical ideas to implement in classroom settings and addresses factors such as grief and loss, depression and anxiety, resilience, empathy, and positive psychology.

Participants will:

- develop an understanding of factors relating to grief and loss, depression and anxiety
- develop an understanding of how to identify deaf students at risk of developing mental health issues
- develop strategies that have a positive impact on working with deaf students with mental health concerns

Presenter Biography



Dr Ryan Teuma is a registered psychologist who consults exclusively in the deaf and deaf/blind communities. Dr Teuma has had considerable experience with deafness, deaf-blindness, Ushers and CHARGE Syndromes, intellectual impairment, Autism, ADHD and childhood psychological disorders. He has formed strong relationships with many peak organizations in the deaf field, including Expression Australia (previously VicDeaf), VCD, Deaf Children Australia and ABLE Australia.



On-demand
Presentations 2019

Audiology Self-Advocacy for Deaf and Hard of Hearing Students

A/Prof Cheryl DeConde Johnson

Dr Cheryl DeConde Johnson presents on the practices that maximise auditory functioning for children who are deaf or hard of hearing (DHH) and outlines the strategies that can be used by audiologists, Teachers of the Deaf and other school-based practitioners to successfully implement appropriate adjustments for these students in school. In her presentation, Dr DeConde Johnson will cover aspects such as classroom acoustics, functional assessments for listening and communication and hearing assistance technology. She will also discuss the Audiology Self-Advocacy Checklists for Early Years, Primary and Secondary school that present a list of the essential functional auditory skills recommended for DHH students and indicate a mastery level of these skills. Data obtained from these checklists may also be used in students' Individual Learning Plan (ILP) goals and as a basis for program planning.

Participants will:

- Develop an understanding of the practices that maximise DHH students' functional auditory skills
- Understand ways in which to work in multi-disciplinary teams to implement appropriate adjustments and accommodations for DHH students
- Learn to identify appropriate ILP goals derived from data obtained from the Audiology Self-Advocacy Checklists

Presenter Biography



Associate Professor Cheryl DeConde Johnson is a former consultant with the Colorado Department of Education, USA where she was responsible for deaf education and audiology services. She has held positions as an educational audiologist and program coordinator and is currently a lecturer in AuD programs at several universities, including the University of Colorado, Boulder, University of Northern Colorado, and Central Michigan University as well as adjunct faculty in the deaf education program at the University of Arizona.

Associate Professor DeConde Johnson is co-founder and Board President of Hand & Voices and is co-author of the Educational Audiology Handbook (2012) as well as author of numerous articles and book chapters. As a parent of a grown daughter with hearing loss, Cheryl DeConde Johnson applies her personal and professional experience throughout her work.



On-demand
Presentations 2019

Student, Environments, Tasks and Tools: The SETT Framework

Dr Joy Zabala

Dr Joy Zabala explains the SETT Framework, a four part model intended to promote collaborative decision-making in all phases of assistive technology service design and delivery from consideration through implementation and evaluation of effectiveness. Dr Zabala explores the Framework in relation to Universal Design for Learning and the key elements of Student, Environments, Tasks and Tools. The Framework is designed to assist collaborative teams to create student-centred, environmentally-useful and task-oriented tools that foster participation and achievement.

Participants will:

- Develop an understanding of the principles of the SETT Framework and how it relates to the Universal Design for Learning
- Develop skills in decision-making using the SETT Framework as a tool for assistive technology service design

Presenter Biography



Dr Joy Zabala Ed.D, is a general and special educator with other 25 years' experience conducting professional development and training in the field of assistive technology use. Dr Zabala is a frequent presenter on AT decision-making, implementation and the evaluation of effectiveness. She also presents often on how the Universal Design for Learning and AT work together as complementary supports for student achievement. She is the developer of the SETT Framework, a collaborative decision-making tools that assists education professionals with decision-making around assistive technology supports and delivery. Dr Zabala is currently the Director of Technical Assistance at CAST, specialists in Universal Design for Learning, who provide guidance and technical assistance on the development and of effective inclusive learning environments and tools.



On-demand
Presentations 2019

Multi-Tiered Systems of Support: Considering Intervention Needs for Students with Multi-Sensory Disabilities and Autism

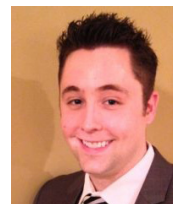
Dr Daniel Gadke

In this presentation, Dr Daniel Gadke will discuss the intervention needs of children with multi-sensory disabilities in the context of autism spectrum disorders. In addition, Dr Gadke will review general intervention approaches and frameworks that are appropriate to support students with multi-sensory disabilities and/or autism. When implemented with fidelity in an MTSS model, evidenced-based intervention can elicit success and improvement in performance among students with multi-sensory disabilities. Unfortunately, many educators do not fully understand how to collect data and identify interventions to use for students with multi-sensory needs. Dr Gadke will identify individual and group-based interventions that offer targeted support to these students and will advise how to work as a teaching team when assessing and planning MTSS interventions.

Participants will:

- gain a broad understanding of the key issues surrounding the improvement of learning outcomes for those with multi-sensory impairments
- develop insight into the strategies and intervention procedures that assist in students developing acceptable strategies for adapting to sensory experiences.

Presenter Biography



Dr. Gadke is an Associate Professor of the School of Psychology at Mississippi State University where he founded and runs the Autism and Developmental Disabilities Clinic. The Autism and Developmental Disabilities Clinic provides high quality training for university students and paediatric behavioural services to children aged 18 months to mid-twenties with autism and related disorders. Dr Gadke earned his doctorate in School Psychology at Illinois State University and completed his pre and post-doctoral training at Johns Hopkins University School of Medicine/Kennedy Krieger Institute in Baltimore, Maryland. Specialising in behavioural difficulties and skill acquisition, Dr. Gadke is a Licensed Psychologist, Board Certified Behaviour Analyst (BCBA), and a Nationally Certified School Psychologist.



Social Relationships for Students with Developmental Disabilities

Dr Kasee Stratton-Gadke

The development of social relationships with peers is a major achievement of the preschool years. For some children with disabilities, acquiring the skills and knowledge necessary for interacting positively and successfully with peers is a challenge. Unfortunately, children with disabilities, particularly those with more severe disabilities, frequently face considerable problems in friendship development. Dr. Stratton-Gadke will present on the difficulties establishing and maintaining healthy personal relationships for students with developmental disabilities and participating in social circles.

Participants will:

- Develop knowledge on the barriers that students with developmental disabilities face in the settings of social relationships
- Learn how to support students with developmental disabilities in interacting in social circles
- Learn about the importance of incidental teaching opportunities to support skill acquisition for students with developmental disabilities.

Presenter Biography



Dr. Stratton-Gadke is an assistant professor in the School Psychology Program in the Department of Counseling, Educational Psychology, and Foundations at Mississippi State University. She earned her Ph.D. in School Psychology from Central Michigan University. Dr. Stratton-Gadke completed her pre-doctoral and post-doctoral training at Johns Hopkins University School of Medicine and the Kennedy Krieger Institute's Department of Behavioural Psychology. Dr. Stratton-Gadke is a licensed psychologist, a nationally certified school psychologist, and a AAAA licensed school psychologist for the state of Mississippi. Dr. Stratton-Gadke has spent the last 12 years researching the behavioural phenotype for CHARGE Syndrome and has presented throughout the United States, Australia, New Zealand, and Denmark on CHARGE. At Mississippi State University, she directs the Bulldog CHARGE Syndrome Research Lab with the mission to improve the lives of individuals with CHARGE. As well, Dr. Stratton-Gadke co-directs the Autism and Developmental Disabilities Clinic at Mississippi State University, where she specializes in treating challenging behaviour and improving adaptive skills for children and adolescents with developmental disabilities.



Social Capital - Implications for Adolescents who are Deaf or Hard of Hearing

Dr Jill Duncan and Tim Byatt

Dr Jill Duncan and Tim Byatt share their research into the ways in which social capital can influence the outcomes for adolescents who are deaf or hard of hearing (DHH). Together with Dr Duncan, Tim Byatt provides an overview of social capital and the role that higher levels of social support can play in creating improved educational outcomes for these students. Improved opportunities for social participation by DHH adolescents need to include alternative methods to communicate, interact with others and access information. Dr Duncan and Tim Byatt will explore current research in the Social Capital area and outline some of the key evidence-based interventions that work to best support educational outcomes for DHH adolescents. Online participation may increase social capital and be particularly beneficial for individuals who are deaf or hard-of-hearing (DHH), as it provides an alternative method to communicate, interact with others and access information

Participants will:

- develop an understanding of Social Capital and the ways in which it influences educational outcomes for DHH adolescents
- develop strategies that encourage greater social support and relationships for DHH adolescents

Presenter Biographies



Dr Jill Duncan is a teacher, scholar, academic, and advisor who has held educational leadership and academic positions in the United States and Australia. She is currently Senior Lecturer at Newcastle University's School of Education and is the Australian Senior Editor of Deafness and Education International journal, a peer-reviewed journal for practitioners in the deaf education field.



Tim Byatt is a PhD student at Newcastle University – Dr Jill Duncan is his PhD supervisor.



On-demand
Presentations 2019

Social Cognition in Students who are Deaf or Hard of Hearing

Professor Gary Morgan

Helping parents and communities to successfully communicate with deaf children at an early age in order to foster the development of their social and emotional skills is vital. Professor Morgan explores the social cognitive (Theory of Mind) development of deaf children in hearing families and how the children perceive and relate to the social world around them, how they understand their own mental states and those of others and how they learn to recognise and judge other people's emotions in different situations. Examining language acquisition and cognitive development, Professor Morgan shows how young children follow both a blue-print for development as well as are influenced by the environments they learn in. In several areas Morgan stresses the importance of early communication.

Participants will:

- learn how to develop their knowledge about current research related to factors and mechanisms that impact upon language acquisition and social cognition
- learn how to increase their understanding of the ways in which early childhood language experiences can affect long-term outcomes for social cognition
- build links between this understanding and the pathways to positively influence the social and emotional outcomes for DHH children

Presenter Biography



Professor Gary Morgan is the Professor of Psychology at the City University of London, UK. He is based on the School of Health Sciences and working in the field of language and communication sciences. Professor Morgan researches language acquisition and cognitive development in children. Professor Morgan published an influential study in the British Journal of Developmental Psychology with several colleagues, in particular Dr Ros Herman from the Language and Communication Science group at City, which explored language impairment in deaf children learning British Sign Language. At the Economic and Social Research Council-funded Deafness, Cognition and Language Research Centre, he directed several projects examining the relationship between language and cognitive development, most recently Executive Functions development of deaf children in hearing families.



On-demand
Presentations 2019

Supporting Communication and Social Skill Development in Small Groups for Students who are Deaf or Hard of Hearing

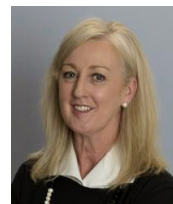
A/Prof Louise Paatsch and A/Prof Dianne Toe

In this presentation, Associate Professors Louise Paatsch and Dianne Toe from Deakin University will discuss the ways in which primary school students who are deaf or hard of hearing (DHH) communicate with their peers during small group interactions. In particular, Associate Professors Paatsch and Toe will identify the range of pragmatic, nonverbal and verbal language skills DHH students utilise to develop their communication and social skills in inclusive education settings. The presentation will also outline the value of teachers using videotaped interactions between DHH students to understand how DHH students collaborate during small group activities and the most effective ways in which to support the unique learning needs of these students.

Participants will:

- develop an understanding of the way in which the communication and social skills of DHH students are fostered in small groups
- develop an understanding of how DHH students collaborate during small group activities and the outcomes in terms of the students' wellbeing
- learn how teachers can develop an understanding of the learning needs of DHH students by reflecting on videotaped conversations during small group interactions.

Presenter Biographies



Associate Professor Louise Paatsch is a senior lecturer at Deakin University in the Faculty of Arts and Education. She is a Teacher of the Deaf with over 20 years of experience, including training Teachers of the Deaf at the Melbourne Graduate School of Education in the areas of spoken language, speech production, and speech perception. Her research interests include multimodal literacies, literacy pedagogy and pragmatic and narrative skills of DHH learners.



Associate Professor Dianne Toe is the Acting Head of the School of Education in the Faculty of Arts and Education at Deakin University. She has worked in the fields of Psychology, Audiology, and Education since 1983 as an academic at the Universities of Melbourne and Newcastle and now Deakin University. Associate Professor Toe is actively involved in research relating to the development of pragmatic language skills in school-aged DHH children, online communication and peer relationships and working memory and reading difficulties.



Language Acquisition by Deaf Learners in a Multilingual World

Dr Kate Crowe

The growing linguistic diversity of Deaf and Hard of Hearing (DHH) learners creates a challenge for educators and clinicians who work with these children and their families. With over 7,000 languages spoken in the world and increasing levels of transnational mobility, the cultural and linguistic heterogeneity of DHH learners accessing education and therapy services has never been their families, and the educators and clinicians who work with them. Parental and professional perspectives on choices about language use and multilingualism for DHH learners and their families, and the educators and clinicians who work with them. The need for interdisciplinary collaboration for supporting, assessing and monitoring the speech and language development of DHH multilingual learners will be discussed.

Participants will:

- Learn about current outcomes for students who are DHH in multilingual environments
- Learn about assessment and support methods appropriate for use with multilingual DHH learners and their families

Presenter Biography



Dr Kathryn Crowe is an adjunct postdoctoral research scholar at the Center for Education Research Partnerships, located within the National Technical Institute for the Deaf at the Rochester Institute of Technology (United States), and an adjunct research fellow at Charles Sturt University (Australia). She is a member of the International Expert Panel on Multilingual Children's Speech. She holds qualifications in speech pathology, linguistics, special education (sensory disability), interpreting, and a PhD. Kathryn's research has focused on cultural and linguistic diversity in children with hearing loss and their families, and caregivers' and professionals' decision-making about language and modalities choices. Her current work is with college-aged students who are Deaf or Hard of Hearing (DHH), exploring linguistic and cognitive factors which inform how we teach DHH learners. Kathryn is passionate about using evidence to inform practice when working with DHH learners and making available evidence accessible to parents, teachers, and clinicians.



On-demand
Presentations 2019

Educational Strategies for Children with Multi-Sensory Impairments

Professor Tim Hartshorne

Children with multi-sensory impairments (MSI) access very limited information from the world around them, and the information they do receive is often inconsistent and/or distorted. Mainstream approaches to education depend on teaching and learning taking place through the main senses of sight and hearing. Children who have multi-sensory impairments have unique educational needs because of their difficulties in accessing education in this way. Professor Tim Hartshorne will outline effective strategies for supporting and improving educational and communication outcomes for multi-sensory impaired learners. Because multi-sensory impairments affect children's ability to gain information from and about their environment, it slows the pace of their learning. The interests and preferences of these children are also likely to differ from those of their typically developing peers.

Children with multi-sensory impairments share the universal drives to understand, anticipate and control the events affecting them and to observe, interact with and learn from their environment, but they are hugely disadvantaged in doing so. With the right support, however, they can learn to make best use of their sight, hearing and other senses, and develop the confidence to be inquisitive and interested in the world around them.

Participants will:

- gain a broad understanding of the key issues surrounding the improvement of learning outcomes for children and young people with multi-sensory impairments
- develop insight into the strategies and intervention procedures that assist students to adapt to sensory experiences

Presenter Biography



Tim Hartshorne is a professor of psychology at Central Michigan University. He is the grant holder for DeafBlind Central: Michigan's Training and Resource Project, which provides support to children who are deafblind in Michigan. He has been researching and presenting about CHARGE syndrome since 1993, motivated by the birth of his son with CHARGE in 1989.

Many features of CHARGE syndrome are related to multisensory impairment and include impairments in vision, hearing, smell, balance, proprioception and vestibular function. Professor Hartshorne has devoted much of his career to researching the challenging behaviours of children who are deafblind and multi-sensory impaired – his current research focuses on issues of sleep, play, and anxiety in the lives of children with multi-sensory impairment.



On-demand
Presentations 2019

Understanding Auditory Processing Disorder and Auditory Processing Challenges

Professor Gary Rance

Children with Auditory Processing Disorder often experience numerous challenges to their learning, including delayed language development, poor listening skills and difficulty in sequencing and differentiating sounds in words. Classroom environments where background noise is significant often cause limitations to learning opportunities and can high levels of stress and anxiety in children with Auditory Processing Disorder.

Professor Gary Rance's presentation introduces the concept of classroom acoustics and speech intelligibility in open plan and innovative learning environments. His presentation will assist teachers to identify the ways in which their classrooms affect children's speech perception abilities and how the learning environment can be moderated to minimise noise and reverberation levels for students who have Auditory Processing Disorder.

Participants will:

- Gain an understanding of the characteristics of Auditory Processing Disorder and the underlying impact of classroom noise in open plan learning environments
- Develop skills to plan for and modify the classroom environment to support students with Auditory Processing Disorder and how to measure and monitor noise levels in the classroom
- Understand how to design classrooms so as to minimise noise levels and reverberation and make them conducive environments for children's learning

Presenter Biography



Professor Gary Rance is a highly respected and experienced audiologist who is Head of the Department of Audiology & Speech Pathology and Director of the Centre for Auditory Neuroscience at the University of Melbourne. He is recognised internationally for his work in Auditory Neuropathy Spectrum Disorder, auditory evoked potential measurement, assessment of paediatric cochlear implant outcomes and the perceptual characteristics of children who are deaf or hard of hearing. Professor Rance is Vice President of the Deafness Foundation and was also a member of the Steering Committee for the Victorian Infant Hearing Screening Program. He is also a practicing artist and has been exhibiting his sculptural works for more than 20 years.



On-demand
Presentations 2019

Longitudinal Outcomes of Children with Hearing Impairment (LOCHI) Study Update

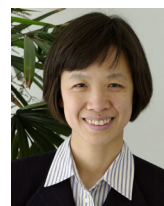
Dr Teresa Ching

In this presentation, research lead, Dr Teresa Ching will provide an update on the LOCHI study, which began in 2005. The LOCHI study is a population-based longitudinal study that prospectively evaluates the development of a group of Australian children with hearing loss as they grow up. This study is unique in its inclusion of children whose hearing loss was diagnosed through either Universal Newborn Hearing Screening (UNHS), or standard care and all of whom access the same post-diagnostic services provided by the national audiological service provider, Australian Hearing. This means that their results can be fairly compared, whenever and wherever their hearing loss was discovered. This study addresses the following research questions: Does Universal Newborn Hearing Screening (UNHS) and early intervention improve the outcomes of children with hearing loss at a population level? What factors influence the outcomes of children with hearing loss? Can early performance predict later outcomes of children with hearing loss? This study is partly supported by the HEARing CRC and the US National Institute of Health

Participants will learn:

- About the LOCHI study and what results are being gained from the study
- What factors influence the outcomes of children with hearing loss
- How the UNHS and early intervention improves the outcomes of children with hearing loss

Presenter Biography



Dr Teresa Y.C. Ching, PhD is a senior research scientist and head of the Rehabilitation Procedures research at the National Acoustic Laboratories in Australia. Her research interest and experience encompass many aspects of hearing rehabilitation for children and adults with hearing loss: amplification requirements, speech intelligibility, psychoacoustic abilities, and evaluation methods for children, bimodal hearing and bilateral cochlear implantation. She is the lead author or co-author of over 80 scientific articles and six book chapters. She frequently presents invited addresses on aspects of aural rehabilitation, paediatric amplification and cochlear implantation at international conferences. Her current research focuses on predicting outcomes of children, including those with unilateral and bilateral hearing loss.



Multi-Tiered Systems of Support for Students with Learning and Behaviour Challenges

Dr Jon Quach

This presentation provides an overview of the MTSS framework for professionals working with students who need additional levels of intervention. Dr Jon Quach will link the tiered intervention approach to the early identification and support of students with learning and behaviour needs. Within tiered models, students are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of educational professionals, including general education teachers, special education teachers, special educators and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student responses to instruction. The approach is useful when making decisions in both general education and special education.

Participants will:

- develop an understanding of the concept of tiers of intervention
- develop an understanding of universal supports for students who are deaf and hard of hearing (DHH)
- develop an understanding of where different levels of intervention could be applied

Presenter Biography



Dr Jon Quach (BSc (Hons), PhD) is a postdoctoral research fellow at the Royal Children's Hospital's Centre for Community Child Health and has worked on over 10 community-based studies with families and primary schools. In 2013, Dr Quach was awarded a prestigious Australian Research Council Discovery Early Career Researcher Award to examine how common child health problems shape academic outcomes during the early years of school and how best to address these problems within the traditional school setting. He currently focuses on children with working memory difficulties and children at risk of chronic behavioural/developmental conditions. This involves a strong collaboration between CCCH and the Melbourne Graduate School of Education at the University of Melbourne.



On-demand
Presentations 2019

Educational Interpreting – Signing Scientifically

Sally Strobridge

This presentation will discuss the need to develop instructional strategies in Auslan that enable rich, multimodal and multilingual learning environments in science classes. Developing a dialogue with students in bilingual science classrooms often involves challenges. Auslan Educational Interpreters need to collaborate with classroom teachers and students to develop a dynamic way to discuss science and to understand each other's different perspectives. This workshop will focus on how to use depicting signs, personification, space and constructed action to present scientific concepts that add linguistic and contextual meaning to these curriculum areas.

Participants will learn:

- The important role depicting signs in Auslan have for making joint meaning in learning science
- Discuss meta-linguistic issues with students to develop an appropriate register
- Discuss what it means to communicate scientific concepts, terms and models in the written English through Auslan
- How ethical decision-making effects educational interpreters in the classroom

Presenter Biography



Sally Strobridge is a native user of sign language and has spent 17 years working in schools as an Auslan language model. In this role, Sally has supported teachers and signing deaf students to enhance their Auslan skills and has spent the last 4 years as a teacher. She has degrees in science and education and has also taught sign language linguistics from beginners through to postgraduate level. Sally is a consultant and an actress in the highly popular 'Sally and Possum' TV program, tailored to fill in the early literacy and numeracy gap among early years DHH children.



On-demand
Presentations 2019

Literacy: The Auditory Brain Connection

Dr Carol Flexer

In Dr Carol Flexer's presentation on the Auditory Brain Connection, she discusses how the landscape of deafness has changed due to improved technology and increased knowledge of brain neuroplasticity. Dr Flexer proposes that hearing loss is more about the brain than the ears and that acoustic accessibility of intelligible speech is essential for brain growth. Basic neural research provides robust evidence about neural plasticity and the necessity of accessing and stimulating auditory brain centres early in a child's life. This presentation highlights the importance of understanding the science behind our practice, particularly regarding how repeated auditory stimulation leads to stronger neural connections for deaf children and shapes the rewiring that makes learning through listening possible.

Participants will:

- be able to describe the auditory brain development as the foundation of listening, language and literacy for all children
- explain bottom up and top down processing as influenced by acoustic accessibility
- develop strategies that can maximise the outcomes for children with auditory disorders

Presenter Biography



Carol Flexer, PhD, CCC-A, LSLS Cert. AVT is Distinguished Professor Emeritus of Audiology at the University of Akron, Ohio, USA. An international lecturer in pediatric and educational audiology and author of more than 155 publications including 14 books, Dr. Flexer is a past president of the Educational Audiology Association, the American Academy of Audiology, and the AG Bell Academy for Listening and Spoken Language. For her research and advocacy for children with hearing loss, Dr. Flexer has received four prestigious awards: two from The Alexander Graham Bell Association for the Deaf and Hard of Hearing -- the Volta Award and Professional of the Year Award; one from the American Academy of Audiology -- the 2012 Distinguished Achievement Award; and one from Kent State University -- The EHHS Hall of Fame Distinguished Alumni Award, 2015.



Keeping the Student at the Centre: A Support Planning Approach that Works

A/Prof Nancy Salem-Hartshorne

In this presentation, Dr Nancy Hartshorne will discuss student-centred planning and how it can be used to supplement and enrich evaluations and assessments. Student-centred planning is a process that facilitates inclusion of individuals with disabilities into natural environments and communities which in turn helps to connect them with mainstream society and fosters a greater move towards inclusion and realisation of life goals. In this approach, individuals are given more input into the services and support they receive, they are able to build confidence and strength, and have opportunities to take a more proactive role in the control of their lives. Student-centred planning can motivate people to optimize their strengths rather than being defined by their weaknesses or disabilities. The student-centred support team focuses on the individuals with disabilities and their needs by putting them in charge of defining the direction for their lives, not on the systems that are set up to serve them.

Participants will learn:

- what person-centred planning means
- how person-centred planning can supplement and enrich evaluations
- the best strategies to use in person-centred planning

Presenter Biography



Nancy Salem-Hartshorne, PhD is Professor of Psychology at Delta College, Michigan. She lectures on multi-sensory impairments such as deafblindness following a student-centred planning approach. Professor Hartshorne focuses on language development and assessment as well as strategies and procedures that lead to understanding a child's sensory needs.



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