



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences School of Teacher Education
In partnership with the Colorado Department of Education

Summer 2023

Course Title Number:	EDSE 513
Course Title:	Western Region EI Conference
Credits:	One Semester Hour (Pass/Fail)
Instructor of Record:	Tanni L. Anthony, Ph.D.

Instructor of Record Biography: Tanni Anthony earned a Ph.D. from the University of Denver in 2002 in the area of Child and Family Studies and Interdisciplinary Leadership. She has 35 plus years of experience in her teaching profession. She is currently the Director of the Access, Learning, and Literacy Team with the Colorado Department of Education's Exceptional Student Leadership Unit and serves as Project Co-Director of the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project and as State Consultant on Visual Impairment. A vita is on file with the university.

. The responsibilities for Instructor of Record for this course include:

1. Delineate the purpose of the course.
2. Develop and define the content and sequence of competencies to be attained by the participants.
3. Identify the key presenters for the training session.
4. Develop and submit course proposal to UNC.
5. Contact school districts with course advertisement.
6. Make arrangements for instruction site.
7. Meet with students to discuss the content and requirements of the course.
8. Monitor training sessions and take attendance.
9. Conduct follow-up discussions on the topics presented.
10. Provide on-site consultation on any on-site videotape case study analysis.

11. Conduct student evaluation on quality of instruction.
12. Evaluate students' papers and/or projects, as appropriate.
13. Assign grades.

Course Planning Committee

The content of the Western Region Early Intervention Conference was planned cooperatively by representatives from A Shared Vision, Anchor Center for Blind Children, Arizona School for the Deaf, Arizona Deaf-Blind Project, Arizona Foundation for Blind Children, Arizona School for the Deaf and the Blind, Colorado Department of Education, Colorado School for the Deaf and the Blind, Colorado Chapter of Hands and Voices Nevada Deaf-Blind Project, New Mexico Deaf-Blind Project, New Mexico School for the Deaf, Texas School for the Blind/Visually Impaired, Wyoming Deaf-Blind Project, Utah Deaf-Blind Project, and the Utah School for the Deaf and the Blind.

Course Description:

Name of Program Activity: Western Region Early Intervention Conference

Location: Little America, Cheyenne, WY

Dates: June 13-15, 2023

CEU Hours: 15.5 clock hours

Registration Contact Information: For more information, contact Dr. Tanni Anthony at (303) 503-4647 or Anthony_t@cde.state.co.us

Course Presenters:

Dr. Tanni Anthony is the Director of the Access, Learning, and Literacy (ALL) Team with the Exceptional Student Services Unit within the Colorado Department of Education. She serves as the State Consultant on Blindness/Low Vision and the Project Co-Director of the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project. Dr. Anthony received her Ph.D. from the University of Denver in the area of Child and Family Studies. She is a teacher of students with visual impairments and an orientation and mobility specialist. Tanni presents frequently on the topics of sensory disabilities in the early years and working with children and youth with sensory and additional disabilities. She has authored over 20 book chapters and has contributed to peer review journals. She is currently an adjunct instructor with the University of Denver and the University of Northern Colorado and a past adjunct instructor with the University of Alaska - Anchorage, Florida State University and East Carolina University.

Dinah Beams has a M.A. from the University of Colorado and a B.S. from Southern Methodist University and more than 40 years' experience working with children who are deaf and hard of hearing. She served in leadership positions for more than 20 years with the Colorado Home Intervention Program (CHIP) with the Colorado School for the Deaf and the Blind, first as the Lead Colorado Hearing Resource (CO-Hear) Coordinator and then as the Program Coordinator. Dinah served until 2020 as a member of the state Early Hearing Detection and Intervention (EHDI) team. Previous experience includes working as an Outreach Specialist for Beginnings for Parents of Children who are Deaf and Hard of Hearing in Raleigh, North Carolina and as both a classroom and an itinerant teacher in Colorado. Dinah is the author of the CHIP Parent Manual and the Curriculum for Sign Language Instructors, and co-developer of materials for the Integrated Reading Project (IRP), formerly part of Colorado's Early Literacy Development Initiative for young children who are deaf and hard of hearing. Dinah also was a contributor to the SKI-HI Curriculum for Family-Centered Programming for Infants and Young Children with Hearing Loss. She is a speaker at state, national, and international conferences, and trainings on the topics of establishing effective early intervention systems, working collaboratively with parents and professionals, working with children who are deaf and have additional challenges, and utilizing assessments to drive intervention.

Edgenie Bellah is a member of the Texas Deafblind Project, which is part of the Texas School for the Blind & Visually Impaired Outreach team. As the Family Engagement Coordinator, she has the pleasure of partnering with Texas families who have children with combined vision and hearing loss (deafblind). Edgenie also serves on the National Family Association for Deaf-Blind Board and is the Texas Chargers Board Advisor. Her professional training and experience run the lifespan; from early childhood to senior citizens, public school, and university services to vocational services. Edgenie has presented extensively on a variety of topics ranging from family engagement and leadership to O&M strategies for students who are deafblind. She has also written many articles and through her work as a Texas SenseAbilities section editor, has given families a platform for sharing their wisdom with others.

Kate Borg is the Director of Outreach Programs at TSBVI and the Texas Deafblind Project Coordinator. Kate joined TSBVI in 2019 after working at the Utah School for the Deaf and the Blind (USDB) and in Prince William County, Virginia. Kate has been an administrator, instructional coach, classroom teacher, and itinerant TVI working with students who are blind, visually impaired, and deafblind. In addition to leading TSBVI's Outreach mission, Kate has leadership roles within the Texas AER and sits on research grant committees to improve instruction for students with sensory impairment.

Robbin Clark is an Expanded Core enthusiast! She currently serves as the Assistant Director/Principal at the Utah School for the Deaf and Blind over the Expanded Core Curriculum & Instruction and the Bridges Programs. She is the camp director for Camp Abilities Utah, a one-week developmental sport camp for children with visual impairments. Other past professional roles include teacher for deafblind children, an

early intervention provider, vision rehabilitation therapist and director for various programs of students with vision impairments. Robbin offers professional expertise, tips, and resources to parents and educators on her blog The Independent Little Bee, adifferentkindofvision.blogspot.com, and on her 9MoreThanCore social media accounts (IG, Facebook). She collaborates with a number of schools for the blind to effectively train staff in Expanded Core instruction. Her credentials include a vision rehabilitation therapist graduate degree from the University of Arkansas, Little Rock, and a graduate endorsement in curriculum & instruction from Walden University. She is currently pursuing an instructional coaching certification with the University of Kentucky.

Alison Clougherty is the Co-Founder, Executive Director of Programs & Services Blind Early Services Tennessee. Alison holds an undergraduate degree in Psychology, master's degree in education policy and a second master's degree in education as a Teacher of the Visually Impaired (TVI). Alison has worked in the consulting, marketing, program management, and event planning fields. She has a young son who is completely blind and who serves as her inspiration for ensuring the best outcomes for other children and families like her own through the formation of BEST.

Stacy Cornwall is the Co-Founder, Executive Director of Finance & Administration -Blind Early Services Tennessee. She holds a liberal arts degree from Vanderbilt University, a Master of Accountancy degree from Belmont's Jack C. Massey Graduate School of Business and certification and experience in non-profit accounting. She has held positions as an NIH post-award grant accountant and as a restricted funds accountant handling sensitive donor information and reports. Stacy has a young son with a visual-impairment and is passionate about bringing much needed services and support to families across Tennessee

Dr. Allison Cunningham is a pediatric audiologist at Children's Hospital Colorado in Colorado Springs. Shaped by her own experiences growing up hard of hearing, Allison has a special interest in self-advocacy and resiliency of children who are deaf and hard of hearing. Her volunteer role as a Court Appointed Special Advocate has changed her perspective in how families are informed and supported throughout their journey.

Matt Daigle is a celebrated cartoonist, illustrator, designer, and humorist who is DeafBlind. He has illustrated and published four humor books: "In Deaf Culture..." "Extreme Interpreting", as well as "That Deaf Guy: A Family Portrait" and "That Deaf Guy: A Wild Ride.," both of which were created in partnership with his wife Kay. Matt has won countless awards for his illustrations and designs and has traveled nationally as a keynote speaker and workshop presenter. In 2020, Matt graduated with his Masters in Sign Language Education from Gallaudet University and is employed as an ASL instructor at California State University, Northridge. Matt is currently developing ASL illustrated educational and instructional materials for Deaf and Hard of Hearing programs. He lives in Burbank, California with his wife Kay and their son, Hayden.

Dr. MaryAnn Demchak is a BCBA-D and a Professor of Special Education at the University of Nevada, Reno, teaching courses in the area of severe disabilities as well as applied behavior analysis in special education. She is the coordinator of the master's degree sub-plan emphasizing ABA. She also is the project director of Nevada's statewide technical assistance project for children who are deafblind: Nevada Dual Sensory Impairment Project. She frequently consults with school districts regarding education for students with significant disabilities. Her research interests include systematic instruction for students with severe disabilities, including deafblindness; data-based decision-making; and implementation of evidence-based practices for students with severe, multiple disabilities, including deafblindness.

Dr. Kalley Ellis is the pediatric audiologist for the Wyoming Early Hearing Detection and Intervention (EHDI) program and CDC+ Audiology Clinic in Casper, WY, a clinic that focuses solely on pediatrics (birth-21 years of age). Kalley is originally from Idaho and Utah, earning her undergraduate degree from Utah State University and her Doctorate of Audiology from Idaho State University. Throughout her doctorate program, she focused on pediatrics, externing in a variety of settings, including private practices, school districts, ENT clinics, and hospitals. Additionally, Kalley worked at the Pediatric ENT of Atlanta (PENTA) from 2019-2020, a renowned pediatric facility where she worked with all types of hearing loss and amplification. Additionally, she has participated in Leadership and Education in Neurodevelopmental Disorders (LEND) Program both as a doctorate and post-doctorate student to further her understanding and abilities to work with children with disabilities.

Olivia Feaster lives in Sheridan WY with her husband and three-year-old son who is profoundly deaf. She and her husband learned about their son's hearing loss soon after he was born. They received strong early intervention support from the beginning of their parenting journey and continue to learn and advocate for their son. In addition to being a mom, Olivia works as a registered dietitian who enjoys spending time with her family in the mountains.

Sarah Fitzgerald lives in Laramie and has served in various roles for the Wyoming Early Hearing Detection and Intervention (EHDI) Program since 2005. Since 2018, she has held the role of Co-Coordinator for Wyoming EHDI Program. Through her work, Sarah coordinates newborn hearing screening and follow-up throughout the state to ensure that children have hearing screenings completed by one month of age, diagnosis by three months of age, and are entered into early intervention by six months of age. Sarah is hardworking, detail oriented, and has a robust knowledge of systems and resources within Wyoming. She collaborates frequently with hospitals, midwives, audiologists, physicians, early intervention providers, and other state-level administrators and programs to help make available the opportunity for children who are deaf or hard of hearing (D/HH) to develop to their fullest potential. She provides direction and support to the WEI efforts as an administrator. Sarah holds a Bachelor of Arts in psychology from Colorado College.

Christie Fritz is a Teacher of the Deaf/HH (TOD) with 28 years of experience in the field of deaf education. She began her career teaching students who are Deaf/HH ages preschool-grade 12 in South Dakota, Wisconsin, Minnesota, and Wyoming. She joined the Wyoming Department of Education's Deaf/HH Outreach team in 2008 and continues in her role there today as an outreach consultant providing technical assistance in the area of hearing loss to 48 school districts and 14 child development centers. Christie is knowledgeable about amplification devices, impacts of hearing loss, IDEA, sign language, parent coaching, educational strategies, and auditory development, as well as other areas related to educating children who are Deaf/HH. Christie holds Bachelor of Science Degrees in both Deaf Education and Elementary Education, from Minot State University, a Post Graduate Credential in Special Education from the University of Wyoming and is in her final semester of a Master of Education Degree program in Communication Disorders with an emphasis on Listening and Spoken Language and Family-Centered Practice, at Utah State University. Additionally, she holds an Advanced Plus rating on the Signed Language Proficiency Rating Scale (SLPI). Christie serves as a member of the TASK-12 National Board, Wyoming's Statewide Transition Team for Deaf/HH, and the WEII Plus Program Core Team.

Kathi Garza, M.Ed., received her bachelor's degree from Texas State University in 2004 for Interdisciplinary Studies and her master's degree from Texas Tech University in 2007 in Special Education with a focus on Visual Impairments. Kathi is a certified teacher of students with visual impairments and works as an Early Childhood Educational Consultant in the Outreach Department at the Texas School for the Blind and Visually Impaired (TSBVI). Before joining the Outreach team in 2019, Kathi taught in a classroom for students with visual impairments and complex access needs and in the Short-Term Programs department where she coordinated school year and summer programs for students in the state of Texas. In addition to her work with students, families, and professionals across the state, Kathi is passionate about her volunteer work for the National Organization for Albinism and Hypopigmentation (NOAH).

Wendy Hewitt is the Executive Director of Wyoming Families for Hands & Voices and lives in the southwest corner of Wyoming in the small town of Mountain View. Wendy has three children, Dallie, Ruger, and Cassidy. Ruger and Cassidy were born with profound bilateral sensorineural hearing loss. And so, the hearing loss journey began. A path Wendy never imagined she would take. Wendy learned all about hearing aids, cochlear implants, ling sounds, speech therapy, early intervention, IEPs and more. This is just a small list that parents of children who are deaf/hard of hearing know all too well. In May of 2006, some professionals in Wyoming talked Wendy into starting Hands & Voices in Wyoming. With the support of many organizations, Wyoming Families for Hands & Voices became an official chapter in September of 2006. Wendy and her family enjoy camping, hunting, going on ranger rides, attending, and participating in community and high school rodeos. A considerable amount of time was spent traveling to these rodeo events along with going to basketball, wrestling, volleyball, soccer, and football games. Participating in these activities helped the Hewitt's learn many tricks

and strategies to keeping cochlear implants on under football helmets, 4-wheeler helmets, cowboy hats and headbands for all their sporting activities. Wendy was even asked by National Hands & Voices program to author an article about the many ways of keeping hearing devices on while doing these activities.

Karen Hopkins is the Executive Director of The Maine Educational Center for the Deaf and Hard of Hearing/Governor Baxter School for the Deaf and the principal investigator of Maine's HRSA grant. She brings over 30 years of experience as a collaborative teacher of the deaf, special educator, early interventionist, and educational administrator to her work with Deaf and hard of hearing children. Her work with families, coupled with her own personal experience as a Deaf adult and parent of a daughter who is hard of hearing have inspired her to create systems that empower families. Karen oversees early intervention and statewide educational programming for children who are Deaf or hard of hearing birth to age 22 throughout the state of Maine. She is active in many organizations and boards in Maine, the Hands & Voices HQ Board of Directors and is involved with international FCEI programming including the Deaf Leadership International Alliance. Karen's current research as she finalizes her doctoral journey is focused on perspectives of family empowerment in early intervention systems for Deaf and hard of hearing children.

Annette Landes is the Wyoming Early Intervention Initiative (WEII) Plus Coordinator. Her role as coordinator is to support families who have infants and toddlers who are deaf/hard of hearing. Through this support, families are offered resources, technical assistance, and guidance as they begin their journey through early intervention. Through Annette's experience as a speech/language pathologist and hearing coordinator in Colorado for 20 years, she understands the importance of providing complete and unbiased information to families to support them as they make decisions for their child related to their needs and hearing abilities. In addition, she mentors and guides the early interventionists who provide the specialized services for infants and toddlers who are deaf/hard of hearing. With the implementation of the WEII Plus Program, families in Wyoming will have access to a comprehensive curriculum that will support the development of their infant or toddler who is deaf/hard of hearing. Annette is excited to join families on this journey.

Paula Landry, M.A. has 25 years of experience working with children and families in a variety of social service and educational settings. She has extensive training and participation within a highly specialized, multi-disciplinary team of professionals in the field of visual impairment. Paula is co-founder of A Shared Vision: Partners in Pediatric Blindness and Visual Impairment, the leading provider of Early Intervention vision services in Colorado. Wearing many leadership hats, Paula provides operational support and mentoring for A Shared Vision's teachers. She also leads the nonprofit's efforts to provide education and support for the broader community that serves very young children with blindness or visual impairments, including ophthalmologists, optometrists, pediatricians, agencies, and hospitals, as well as the state's Community Centered

Boards. Prior to A Shared Vision, Paula worked with the Anchor Center for Blind Children as a board member, Teacher of the Visually Impaired and leader of the Infant and Parent Program. She also worked with Adams County School District and Adams County Child Care Assistance Program.

Steven Lindauer co-founded A Shared Vision in 2016 with Paula Landry and Stefanie Hamilton when they realized that families and caregivers of very young children who are blind, visually impaired or have vision concerns were not receiving essential early intervention services. Today, the nonprofit is the leading provider of Early Intervention vision services in Colorado. As the executive director, Steve oversees all the operations, development, and strategic planning for the organization. He also serves on the A Shared Vision board. Steve has a broad record of success supporting a variety of organizations and functions, ranging from nonprofits to start-ups and Fortune 500 enterprises. His professional capabilities were honed during 17 years with Accenture, a premier global consulting firm, and as an operating executive with an online education platform company and a North American for-profit career school system. Steve is also a leadership coach and consultant leveraging the Emergenetics Profile across many industries, including higher education and nonprofits.

Dr. Toni Linder has been a leader in the development of authentic assessment for young children and is known for her work on *Transdisciplinary Play-based Assessment-2 (TPBA2)* and *Transdisciplinary Play-based Intervention (TPBI2)* (1990, 1993, 2008). In addition, she developed *Read, Play, and Learn* (1999), an inclusive, literature and play-based curriculum for preschool and kindergarten learning and development. She consults nationally and internationally on assessment, intervention, early childhood education, program development, family involvement issues, and the importance of play to children's development. Dr. Linder has conducted research on a variety of issues, including observation of play skills, transdisciplinary influences on development, parent-child interaction, curriculum outcomes, and using technology for professional development in rural areas. In 2012 Dr. Linder formed Early Learning Dynamics LLC to serve as a platform for her continuing consulting, curriculum development, and play-based assessments. Through ELD Dr. Linder developed the ELD curriculum with colleagues from China and a statewide TPBA2 training system and developmental progressions for North Carolina and Colorado. In addition, she is the Educational Advisor for Simply Fun, an educational game company and Kinoo, an interactive game platform for parents and grandparents to play with young children. Dr. Linder is currently working on *Transdisciplinary Play-based Assessment-3 (TPBA3)* and *Transdisciplinary Play-based Intervention-PLA*.

Catherine J. Lushman received her bachelor's degree from Gallaudet University and her master's degree in Deaf Education from Western Maryland College. She started her career as a drama teacher working at the Texas School for the Deaf, in Austin, Texas. She has taught preschool through third grade at the Maine Educational Center for the

Deaf and Hard of Hearing since 1996 and is currently the Preschool Coordinator of the Mackworth Island Preschool.

Megan Mogan, CCC-SLP, is a Deafblind Specialist with the Arizona Deafblind Project. She worked as a Speech-Language Pathologist for 18 years at the Arizona State School for the Deaf and Blind-Tucson campus and in the Sunnyside Unified School District in Tucson. She presents nationally on strategies related to literacy and communication for children and youth at the earliest levels of communication. Megan was the recipient of the Principals of Schools for the Blind 2017 “Outstanding Related Service Provider.”

Nancy Pajak graduated from the University of North Dakota in 1975 with a B.S. in Speech Pathology and received her Master of Science in Audiology studies at Colorado State University. She worked both in educational and medical settings in Colorado, Washington, and Wyoming. Nancy worked as the Director of Outreach Services for the Deaf and Hard of Hearing at the Wyoming Department of Education while keeping up her medical skills up at Iverson Memorial Hospital in Laramie. As the importance of early hearing screening came of age, Nancy accepted the opportunity of designing and implementing the Early Hearing Detection and Intervention (EHDI) Program for the Wyoming Department of Health. She was the Wyoming EHDI Coordinator for 25 years. Nancy is utilizing her knowledge and experience in speech pathology, audiology, program management and child development/education as she serves as the Liaison/Consultant between the Wyoming Early Intervention Initiative (WEII) Program and the Marion Downs Center.

Kim Reimann is currently the Wyoming Families for Hands & Voices, Guide By Your Side (GBYS) Program Coordinator and is a Family Educator and Second Tester at CDC+ Audiology Clinic in Casper, Wyoming. She was the former assistant director of Wyoming Families for Hands & Voices from 2011 to 2015 before stepping down to work in other roles. The oldest of her three children, Gabrielle, was born with a moderate to moderately-severe bilateral sensorineural hearing loss, thus starting her on the path to what she does today. As a former educator and preschool director, Kim Reimann carried her love of education and helping others into her current role of serving families. Kim’s passion is working with parents and their children by engaging the circle of support between parents and professionals (physicians, audiologists, early interventionists etc.). She helps to empower parents by sharing her story of raising a child with hearing loss, supporting families by connecting them with appropriate information, resources, and networks so that families can make informed, educated decisions to help their child reach their fullest potential. Kim has two other children, Natalie and Curtis who help round out their family of five.

Dr. Allison Sedey is a speech pathologist, audiologist, and researcher at the University of Colorado-Boulder and is the assessment and accountability coordinator for the Early Intervention Outreach Program at the Colorado School for the Deaf and the Blind. Dr. Sedey received her Ph.D. from the University of Wisconsin-Madison where she studied

language acquisition in children who are deaf/hard of hearing as well as in children who have Down syndrome. Since that time, she has served as the project coordinator on a variety of grant-funded research projects examining predictors of developmental outcomes in young children who are deaf or hard of hearing. Dr. Sedey is currently the director of the Outcomes and Developmental Data Assistance Center for EHDI Programs (ODDACE) funded by the Centers for Disease Control and Prevention.

Mary Shore is a Certified Orientation and Mobility Specialist and the Early Childhood O&M Consultant in the Outreach program at the Texas School for the Blind and Visually Impaired. Prior to this role, Mary held the position of Personnel Preparation Coordinator in Outreach which focused on supporting VI professional recruitment efforts and the university VI and O&M certification programs in Texas. Mary's O&M experience ranges from providing direct services to children and students ages birth through twenty-two as an itinerant O&M specialist in the Texas public school system to serving as an O&M contractor working with adults with visual impairments

Betsy Tengesdal has been a Teacher of Deaf/Hard of Hearing (TOD) since 2001. After graduating from the University of Tulsa with her Bachelor of Science degree in Education of the Deaf, she taught for 9 years in Minnesota. Betsy earned her master's degree in Family Sciences from Texas Woman's University in 2004. From 2008-2014, Betsy and her family moved to Boys Town, NE where she and her husband were trained and served as Family Teachers for the Father Flanagan's Boys Town organization. While at Boys Town, Betsy was no longer teaching in the classroom; however, was learning what it meant to raise a D/HH child. While at Boys Town, Betsy and Jon's middle child was diagnosed with a progressive bilateral hearing loss. After leaving Boys Town in 2014, Betsy and her family moved to Wyoming, and she went back to teaching D/HH students. Betsy also works with the Wyoming Department of Education as a Behavior Consultant. In this role, Betsy collaborates with teams across the state of Wyoming to brainstorm strategies to set students up for success and to teach prosocial skills. Seeing things as both an educator, as well as a parent of a child with hearing loss, gives Betsy the ability to see situations from both sides of the table and a passion to find ways for parents to feel supported and encouraged in their parenting journey.

Heather Withrow is a mother of three children, one of whom is DeafBlind, one of whom is Deaf, and one of whom is a CODA*. She received a Bachelor of Arts in graphic design from Gallaudet University, a Master of Education in Special Education with a concentration in Orientation and Mobility as well as a graduate certificate in Deafblindness from Texas Tech University. In addition to serving as a mother and an advocate for Deaf and DeafBlind Texans, she works as a Certified Orientation and Mobility Specialist (COMS) at Texas School for the Blind and Visually Impaired (TSBVI) and is a member of the Texas School for the Deaf (TSD) Governing Board.

Course Prerequisites: Prerequisites for the course include general knowledge of sensory and/or significant support needs disabilities indicated by a degree or the current completion of a degree as a special educator and/or a related service provider.

Required Readings: Handouts will be posted on the WREIC website for participants to access, print, emboss, download, and read ahead of the course start date.

Course Content: All course content is designed to bring new and innovative information to the course participants. The topics that have been selected are important to the everyday teaching practices of the participants. The course schedule and content are as follows:

AGENDA, PRESENTERS, SESSION DESCRIPTIONS, AND COURSE OBJECTIVES

Tuesday, June 13, 2023

The preconference session will focus on the Transdisciplinary Play-Based Assessment (TPBA) process for young children with suspected or confirmed disabilities.

Preconference Description: The morning session will focus on the Transdisciplinary Play-Based Assessment Model with specific focus on research-based updates across domains and Introduction of the new online model. Content will be shared about the value of using play as an assessment framework, how best to include parents, and working as a team. The afternoon session will be split into two topics for attendees to select which session they would like to attend. One session will address building and implementing this assessment model for children who are yet to be identified with visual problems / visual impairments and those with confirmed blindness/visual impairment and deaf-blindness. The second session will address the TPBA model for young children who are Deaf/Hard of Hearing.

Chart of Full Day Pre-Conference Session Content

AM Session	Transdisciplinary Play-Based Assessment for ALL: An Evolving Process with Dr. Toni Linder
8:30 – 10:15	<ul style="list-style-type: none"> • Overview of TPBA 3 Process • Play Facilitation: It is Not a Test • Importance of Parent Engagement • Why Transdisciplinary?
10:15 – 10:30	Break
10:30 – 12:00	<ul style="list-style-type: none"> • Research Updates • Importance of a Developmental Process
12:00 -1:30	Lunch

PM Session	Transdisciplinary Play-Based Assessment for Children with Blindness/Visual Impairment or Deaf-Blindness with Dr. Toni Linder and Dr. Tanni Anthony	Transdisciplinary Play Based Assessment for Children with Deaf/hard of Hearing with Dinah Beams
1:30 – 3:00	<ul style="list-style-type: none"> • Use of embedded vision screening tool to assist with the identification of young children with visual problems / impairment. • Assessment frameworks to complement the TPBA and guide practices with young children who are BVI or deaf-blind. 	<ul style="list-style-type: none"> • Auditory Skills Checklist to identify auditory strengths and areas needing additional support /accommodation with children who are Deaf and hard of hearing • Thorough background information prior to assessment • Guidelines for observing caregiver-child interaction to gather information for TPBA
3:00 -3:15	Break	Break
3:15 - 5:00	<p>TPBA adaptations and strategies for young children with blindness/visual impairment or deaf-blindness, including those with brain-based visual impairment.</p> <ul style="list-style-type: none"> - Team configuration - Considerations specific to ocular / brain based visual impairment and deaf-blindness - Assessment environment - Play materials - Interaction strategies - Assessment Interpretation 	<ul style="list-style-type: none"> • TPBA Adaptations for young children who are Deaf/Hearing Impairment, including children with unilateral hearing loss and children with multiple needs • Team members • Communication Considerations • Communication Interaction Considerations • Orienting the Visual and Auditory Environment ahead of the TPBA • Unique considerations for children with single-sided deafness or unilateral hearing loss • Assessment Interpretation

6.5 clock hours for training on June 13, 2023

Learning Objectives: Participants will:

1. Identify the philosophy and practices of TPBA as an authentic assessment for young children with suspected or confirmed disabilities.
2. Learn key strategies for parent engagement in the TPBA process.
3. Understand the transdisciplinary model of assessment and intervention.
4. Understand how to adapt the TPBA for learners with sensory differences specific to team members, materials, procedures, and interpretation of results.

Wednesday, June 14, 2023

8:30 a.m. – 10:00 a.m. General Session

Title: That DeafBlind Guy - My Wild Ride with Matt Daigle

Session Description: Matt Daigle’s cartoons and illustrations have entertained the Deaf community for decades. “That Deaf Guy” a popular webcomic celebrates Deaf culture and community. However, unbeknownst to many of his fans, Matt has progressive vision loss due to Ushers Syndrome. In his keynote address, Matt will share his personal journey towards the need and desire to embrace his DeafBlind identity and how this journey enhanced his artwork and enriched his life

Learning Objectives: Participants will:

1. Understand the challenges faced by individuals with Usher Syndrome
2. Understand the power of humor and art in facing the challenges of sensory loss

10:30 a.m. – 12:00 p.m. Concurrent Sessions

Title: Language Outcomes and Predictors of Success in Young Children Who Are Deaf or Hard of Hearing: A National Perspective

Presenter: Dr. Allison Sedey

Session Description: Research of young children who are deaf or hard of hearing has identified factors that are predictive of better language outcomes. Understanding this research can help early interventionists better support families, change statewide systems, and provide instruction that will result in improved language development for deaf/hard of hearing children.

Learning Objectives: Participants will:

1. Identify factors predictive of improved language outcomes in students who have a hearing loss.
2. Understand the impact of cochlear implants on language outcomes.
3. Describe at least three system changes that can result in improved language outcomes for students who are deaf or hard of hearing.

Title: Using a Prompt Hierarchy to Systematically Teach Young Children with Extensive Support Needs, Including Deafblindness

Presenter: Dr. MaryAnn Demchak

Session Description: Children with extensive support needs often need prompting to complete learning tasks. Without understanding the hierarchy of the prompts commonly used, providing more support that is necessary can occur. This session will support practitioners in the playful use of prompts, how to fade them and how to avoid creating dependency on prompts.

Learning Objectives: Participants will:

1. Describe what a prompting hierarchy is.
2. Explain when prompts are used and how they are faded.
3. Understand how to avoid prompt dependency.

Title: Teaching a Child's First Teacher

Presenter: Kate Borg, Paula Landry, and Steve Lindauer

Session Description: How do you teach a child's first teacher?! While the focus of early intervention is to improve a child's developmental outcomes, a provider's energies and efforts focus on the child's caregivers. We are teachers and coaches for parents, not teachers and therapists for the children. Our goal is to enable caregivers to be effective first teachers – to be consciously competent about how to support the unique needs of their child. How can providers become more effective at teaching adults who have different learning styles and preferences?

Learning Objectives: Participants will:

1. Expand knowledge about adult learning.
2. Adopt frameworks, tools, and techniques to enhance preparation and effectiveness of EI services.
3. Improve ability to build caregivers' capabilities to be their child's first teacher
4. Be even more consciously competent

1:00 p.m. – 2:30 p.m. Concurrent Sessions

Title: Creating Bilingual/Bimodal Inclusive Early Childhood Programs

Presenter: Karen Hopkins and Catherine Lushman

Session Description: The Maine Educational Center for the Deaf and Hard of Hearing's Early Childhood team has created a unique Bilingual Bimodal inclusive early childhood program for children who are deaf, hard of hearing and hearing. Implementing evidence-based practices in early childhood education, the development of ASL and Spoken Language, and family centered programming, this program supports children in

the exploration of communication opportunities while honoring family and child choice. The program offers two classrooms for one group of learners. The classroom is arranged by having two classrooms side by side, joined by a door. Each classroom offers instruction and interaction in either ASL or Spoken Language. With parent and teacher guidance, the children are supported in one or both environments. For an extended period of each child's day the child chooses which room they will spend their time in, and in essence, makes choices of how they will communicate. Data are collected on the child's choices and shared with families. The Deaf /Hearing team of specialists form an interdisciplinary collaborative team focused on offering an educational program that is rich in language experiences and the social emotional growth of each child.

Learning Objectives: Participants will:

1. Explain the structure used within the Open Door Preschool program to support child exploration of use of sign language and speech
2. Understand how the use of data shared with families can influence programming and decision making about communication.

Title: Now, Next, Finished: Using Calendar Systems and Routines to Support Learning

Presenter: Kathi Garza

Session Description: It's no secret that young learners thrive in environments with familiar people, objectives, and activities. This session discusses the impact of calendar systems and routines to support young children with visual impairments. These tools help to create a predictable environment while developing communication, concepts about the world, and literacy skills

Learning Objectives: Participants will:

1. Identify the various components of calendar systems.
2. Define the hierarchy of abstraction for symbolic communication.
3. Discuss ways in which implementing calendar systems and routines can support other areas of learning for young children.

Title: Taking Matters Into Our Own Hands: The Evolution of Vision-Specific Early Intervention Services in Tennessee

Presenter: Alison Clougherty and Stacy Cornwall

Session Description: What happens when a child is born with a vision impairment in a state that does not have vision-specific early intervention providers? Should the state a child is born in determine their access to IDEA- required services? The presenters

encountered this scenario five and six years ago when their sons were born in the state of Tennessee. Lost, frustrated and desperate for answers, resources and support they took matters into their own hands and now operate the only vision-specific early intervention agency in the state. Listen as they outline how they used federal law and other state programs as their model to turn advocacy into action.

Learning Objectives: Participants will:

1. Reference and describe basics of IDEA Parts C and B as they relate to vision services
2. Identify a variety of different funding sources and benefits/drawbacks to each
3. Discuss different service delivery models for reaching families prior to pre-K/school-age

3:00 p.m. – 4:30 p.m.

Title: Trauma Informed Care

Presenter: Allison Cunningham

Session Description: Childhood trauma is pervasive and can have significant lifelong implications on pediatric outcomes. Children who are deaf and hard of hearing have particular vulnerability in this regard. It is imperative early intervention professionals keep the pervasiveness of trauma in the forefront of their minds when interacting with children, families, and each other. Trauma-Informed Care is a service delivery model that promotes a culture of safety, empowerment, and healing. This presentation will review core principles of Trauma-Informed Care, discuss hearing difference within the context of toxic and chronic stress, and highlight the importance of the role early interventionists play in co-regulation.

Learning Objectives: Participants will:

1. Understand the life-long implications of childhood trauma.
2. Be able to explain while children who are deaf/hard of hearing are more susceptible to childhood trauma.
3. Identify the core principles of trauma informed care.
4. Understand the critical role early interventionists play in addressing childhood trauma.

Title: Building Relationships with and Communication in Children with Significant Support Needs, Including DeafBlindness

Presenter: Megan Mogan

Session Description: Very young children with significant support needs, including those who are deaf-blind, require unique strategies to support bonding and attachment as

well as the development of communication and social-emotional skills. This session will use videos, practice guides, and discussions to illustrate techniques that address these distinct needs. The resources and information provided will give families and providers tools to support building relationships, bonding, and communication development

Learning Objectives: Participants will:

1. Identify the unique strategies needed to support bonding and attachment of children with significant support needs.
2. Understand how strategies for bonding and attachment support development of communication and social emotional skills.
3. Provide families and caregivers with the tools they need to establish relationships with their child and facilitate bonding

Title: Orientation and Mobility in Early Intervention

Presenter: Mary Shore and Edgenie Bellah

Session Description: A strong partnership between the family of a young child with a visual impairment and the orientation and mobility specialist is an essential component for the development of early concepts and skills. Join us to discuss ways O&M specialists can follow a family's lead in creating opportunities and environments that promote confidence and skills in their young child's ability to navigate the world around them

Learning Objectives: Participants will:

1. Understand the importance of Orientation and Mobility as a critical component of early intervention for children who have low vision or are blind.
2. Know about resources for assessment and program planning for O&M in EI.
3. Identify ways to help families support development of orientation and mobility skills within daily routines.

6 clock hours of training for June 14, 2023

Thursday, June 15, 2023

8:30 a.m. to 10:00 a.m. Concurrent Sessions

Title: Sharing the Formation of the Wyoming Early Intervention Initiative (WEII)

Presenter: Christie Fritz

Session Description: Members of the Wyoming Early Intervention Initiative (WEII) team, composed of highly qualified professionals including a speech language pathologist,

pediatric audiologists, teachers of the Deaf/hard of hearing, administrators, and parents, will share their roadmap for driving the “I” in EHDl through a program they developed called “WEll Plus.” The WEll team will provide an overview of their ongoing process of developing WEll Plus into a best practice framework that uses training, coaching, and mentoring to build statewide capacity and deliver quality early intervention services to infants and toddlers who are Deaf or hard of hearing across the state. The WEll team will discuss the power of cross agency collaboration and how the team is maintaining a small fiscal note by using existing available resources and positions, while building a sustainable model of service delivery that positively impacts children and families for a lifetime

Learning Objectives: Participants will:

1. Describe the structure used by the WEll to find and support young children who are deaf/hard of hearing.
2. Understand the importance of interagency collaboration in making statewide systemic changes in programming for young children who are D/HH

Title: Touch Opportunities for Learners who are Deaf-Blind

Presenter: Heather Withrow

Session Description: This presentation introduces opportunities and considerations for using the sense of touch for environmental information and communication for children who are DeafBlind. Heather, as a mom of 12-year-old Orion who is DeafBlind, an ally of the DeafBlind community and a COMS, will share examples through stories and media of touch techniques paired with learning strategies that may be used right away or developed over time at school, in the community and at home

Learning Objectives: Participants will:

1. Recognize opportunities for communication and access to environmental information through touch.
2. Identify considerations that should be made when using touch to communicate.
3. Explore haptic learning opportunities that can be implemented across environments.

Title: Expanded Core Curriculum in Early Intervention

Presenter: Robin Keating Clark

Session Description: This professional development will focus on the Expanded Core for early childhood (birth-5 years) in three sections:

- A closer look at the Expanded Core in early childhood
- Communicating the Expanded Core to families
- Designing preschool-ready & kindergarten-ready Expanded Core instruction

Learning Objectives: Participants will:

1. Participants will be able to describe how the Expanded Core Curriculum (ECC) should be applied to the education of infants and toddlers.
2. Participants will be able to explain how to share information on the ECC with families of young children.
3. Participants will be able to design preschool-ready and Kindergarten-ready ECC instruction

10:30 a.m. – 12:00 p.m. General Session

Parent Perspectives Plan with Heather Withrow, Olivia Feaster, Stacy Cornwall, and Allison Clougherty

Session Description: One of the most critical roles of early interventionists is teaching family members to support the unique needs of their child. However, the most impactful teachers of early interventionists are the families they support. Join us in closing the conference with insights from these teachers.

Learning Objectives:

1. Understand the unique challenges that parents of children with sensory loss experience.
2. Identify practices that can be implemented, within their work, to better support parents.
3. Understand the effectiveness of creating strong agency/school partnerships.

3 clock hours of training for June 15, 2023

TOTAL NUMBER OF CLOCK HOURS: 15.5

Rational for Graduate Credit: All of the participants of the course must be school-based professionals working with students with significant support needs, including deafblindness.

Grading Method: The course grade will be a Pass/Fail. In order to receive a grade of satisfactory, students must attend the full 2.5-day course. An opening and closing coded will be given at each session for participants to record on an attendance sheet. Attendance will be verified by the course instructor for the final grade / approval of clock hours.

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC's Policies: UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf.

Special Term/Short Course: Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course.

Billing & Requesting Transcripts: All Extended Campus students receive a paper billing statement mailed to the address supplied on the course registration form. Bills are sent monthly; if your registration is processed in the middle of the month, you will not receive a billing statement until the following month. If you do not receive a billing statement, please contact UNC's Bursar's Office at 970-351-2201.

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: <http://www.unco.edu/registrar/etranscripts.aspx>