PROGRAM DETAILS

Thursday, October 27, 2011 8:30 – 10:00 a.m.

Opening Plenary Session

THE BETTER TO SEE YOU WITH, MY DEAR!

Exploring the role of visual attention in deaf or hard of hearing infants and toddlers

Presented by

Jenny Singleton, PhD

Thursday, Oct. 27 10:20 – 12:00 Concurrent Workshops

Th I-A

Get on Board! with Effective Practices

Debra Nussbaum
Clerc Center

Denise Fournier Eng
Children’s Hospital Boston

Louise Packness
Portland, ME

Get on Board! Effective Practices that Support Linguistic Competencies

This first part of this presentation by Debra Nussbaum (audiologist and coordinator of the cochlear implant education center of the Laurent Clerc National Deaf Education Center at Gallaudet University) will discuss the goals and process of the Clerc Center’s Early Intervention strategic planning initiative. Included will be six factors and supporting evidence identified to promote linguistic competence along with corresponding early intervention program components that are essential to supporting these factors. Two speech-language pathologists who have years of experience working effectively with young children who have cochlear implants will then join the ensuing discussion, encouraging audience participation with stimulating practical suggestions. Early childhood specialists, EI providers, speech-language therapists, and parents are especially encouraged to participate in this session.

Th I-B

The Father Factor

Michael Morris
North Carolina

Paul Lualdi
Massachusetts

Manuel Resendes
Rhode Island

The Father Factor: Panel of Dads

Dads face unique experiences of their own as they parent a child with special needs. In this session, you will hear first hand from fathers about the joys and challenges they face in raising their children. Michael Morris is a devoted husband and father of 3 children, one of whom has CHARGE syndrome. He has become active in supporting families of children with special needs through the North Carolina Deaf-Blind Project and the National Fatherhood Agenda. He will anchor the discussion session and moderate a panel of fathers who have deaf or hard of hearing children ranging from toddlers to teens.
Th I-C

Core Competencies – Round Table
Marilyn Sass-Lehrer, PhD & Arlene Stredler Brown, MA
Washington, D.C. Boulder, CO

Getting to the Core: Defining Core Competencies
This round-table session is intended for participants who are in administrative positions with responsibilities for policy making and policy implementation. Nearing the completion of a four year project aimed at defining those competencies that are essential for working effectively with deaf and hard of hearing children under the age of three, the round-table leaders will share their findings and policy implications for implementation across regions and systems of delivery.

Th I-D

NeuroLinguistics
Magdi M. Sobeih, MD, PhD
Children’s Hospital Boston; Harvard Medical School

The Power of Babble: Neuroanatomy and Neurophysiology of Language Development
As a pediatric neurologist and director of the NeuroLinguistics clinic at Children’s Hospital Boston, Dr. Sobeih shares a particular interest in language acquisition patterns of very young children who are deaf or hard of hearing. During this session, he will present the neuroanatomic and neurophysiologic bases of typical patterns of language acquisition from the auditory nervous system through language specific brain regions. Specific genetic and genomic syndromes which may shed light on neural development contributing to language acquisition will be discussed.

Th I-E

Packages, products, & programs showcase
Rotating options
An opportunity to examine at some depth a variety of training materials, DVDs, exhibitors’ products, and programmatic offerings – rotating featured packages, products, and programs will be posted. Choose from among the many options throughout the conference.

Thursday, Oct. 27

1:30 – 3:00 Concurrent Workshops

Th II-A

Adult Learning Processes
Marilyn Sass-Lehrer, PhD
Gallaudet University

Secrets of Adult Learning: What you need to know about adult learning to be most effective in delivering services with parents of young children
What do you need to know to be most effective in sharing your specialty information? This presentation is designed to share some of the best kept secrets about the adult learning process. Dr. Sass-Lehrer is a professor at Gallaudet University in Washington, DC and the co-director of the Gallaudet University Graduate Interdisciplinary Certificate Program: Deaf and Hard of Hearing Infants, Toddlers and Their Families. Her research and writing include professional competencies, guidelines for best practice, and family involvement. This session reveals practical information that is applicable across disciplines for anyone delivering services with families of young children.

Th II-B

Family Centered Tele-intervention
Arlene Stredler Brown, MA, CCC-SLP, CED
The Keystone Project, Boulder, CO

Tele-delivery: Is intervention family-centered? Try delivering a virtual home visit and
you'll know. The literature is replete with recommendations for family-centered therapy. But, one cannot assume that early interventionists working with infants and toddlers with hearing loss have been trained in these practices. Yet, there are many opportunities to learn them. Can we teach these essential practices to early interventionists soon enough to meet the demands of the burgeoning field of tele-intervention? With the rural nature of most states, families have the opportunity to benefit from various intervention approaches that may not be available directly in their communities. Virtual home visits, conducted live through synchronous video, are now possible. Those with experience using tele-practices report that the use of family-centered techniques is crucial to this service delivery model.

### Th II-C

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<th>Oro-Motor Issues</th>
<th>Michael Bright, MS, CCC-SLP &amp; Courtney Jacks, MS, CCC-SLP</th>
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<td>Children's Hospital Boston</td>
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**Motor Mouth: Diagnosis and treatment of childhood apraxia of speech and feeding issues in the under three population**

Both specialists in pediatric speech pathology, Mike Bright is experienced in treating children with motor speech disorders and Courtney Jacks is experienced evaluating and treating children with feeding and swallowing disorders; she specializes in medically complex patients. Together, they will present diagnostic considerations regarding Childhood Apraxia of Speech (CAS), feeding difficulties, and the common misconceptions regarding the relatedness of the two. ASHA’s position statement will be reviewed and appropriate treatment approaches for CAS will be discussed. This session is particularly relevant to speech-language therapists, Early Intervention providers, and parents of children diagnosed with or suspected of having feeding, swallowing, and/or motor-speech issues.

### Th II-D

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<th>Executive Function</th>
<th>Peter K. Isquith, PhD</th>
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<td>Dartmouth Medical School</td>
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**On the right track? Early development of executive function**

The past decade has seen an explosion of interest in the development of executive function in children. Once believed only an “adult” capacity, recent research shows that the roots of self-regulation begin in infancy and follow a developmental course across the lifespan, with important implications for early childhood education. Dr. Isquith is a licensed psychologist with a specialty practice in developmental neuropsychology. His presentation will introduce the concept of executive function, discuss early development of self-regulation, and present findings showing a links between executive function and educational success.

### Th II-E

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<th>Language and Literacy</th>
<th>Janet Weinstock, MA</th>
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<td>Laurent Clerc National Deaf Education Center</td>
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**Language and Culture R Us**

Participants in this lively workshop will learn through interactive, hands-on activities. The workshop includes a review of children's literature and pre-literacy practices that support American Sign Language (ASL) & English language development. Through various approaches, learn how to make sounds visible and integrate Deaf culture in daily family life in the home. Applications in early educational settings will also be explored. Parents and educators are encouraged to participate and learn techniques that can be used to promote reading with very young Deaf children.
Thursday, Oct. 27      3:30 – 5:00 Concurrent Workshops

**Th III-A**

| Genomics – Hearing Loss | Heidi Rehm, PhD  
Harvard Medical School; Partners Healthcare |
|-------------------------|------------------|

**Is there a Road Map? Understanding Hearing Loss in the Genomic Era**

Dr. Rehm is a board-certified clinical molecular geneticist and is Director of the Laboratory for Molecular Medicine at the Partners Center for Personalized Genetic Medicine. Her knowledge is lofty, her lecture style quite accessible – both for scientists and non-scientists. Dr. Rehm will discuss the major causes of genetic hearing loss and how genetic testing can be used to help determine factors in management of the hearing loss. She will present new data related to the rate of Usher syndrome in children with hearing loss. Her presentation will conclude with reflections on how the genomic era is changing the practice of medicine.

**Th III-B**

| Hearing Parents, Deaf Children | Jennifer Rosner, PhD  
Author; Western Massachusetts |
|-------------------------------|------------------------|

**Hearing Parents, Deaf Children: Connection and Intimacy**

Jennifer Rosner is the author of *If a Tree Falls: A Family’s Quest to Hear and Be Heard*. She is the mother of two lovely daughters (with congenital hearing loss). Dr. Rosner will read from her book and share her thoughts on topics such as intimacy and connection, decision-making, politics, and advocacy. Thoughtful and thought-provoking, this session allows ample time for reflection and discussion.

**Th III-C**

| Middle Ear Otitis Media | Gi Soo Lee, MD  
Children’s Hospital Boston; HMS | Charlotte Mullen, AuD  
Children’s Hospital Boston |
|-------------------------|------------------|------------------|

**Exploring the Workings of the Middle Ear**

Many infants and toddlers experience ear infections and middle ear fluid that reduces hearing sensitivity. This presentation will focus on how this occurs, how it is treated, and its effects on hearing. The session will be conducted by an otolaryngologist and an audiologist, both specialists in pediatric practice. Fluctuating hearing sensitivity and medical/audiological management of otitis media and other middle ear conditions that contribute to conductive hearing loss will be discussed.

**Th III-D**

| Consequences of early language deprivation | Sanjay Gulati, MD  
Children’s Hospital Boston; Harvard Medical School |
|------------------------------------------|------------------|

**Switching into High Gear: Can “Low Language” be Overcome?**

A round-table session covering emerging evidence from research projects conducted with individuals – who by circumstances, not by design – have suffered early language deprivation during their formative years. Miss that “window of opportunity” and consider the consequences, which can be significant in multiple areas of development. Dr. Gulati, a child and adolescent psychiatrist, works extensively with deaf and hard of hearing patients and their families.

**Th III-E**

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<th>Packages, products, &amp; programs Showcase</th>
<th>Rotating options</th>
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An opportunity to examine at some depth a variety of training materials, DVDs, exhibitors’ products, and programmatic offerings – rotating featured packages, products, and programs will be posted. Choose from among the many options throughout the conference.
Friday, Oct. 28   Early Morning Workshops   9:00 – 10:30

**Fri I-A**

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<tr>
<th>Sign Use with Young CI users</th>
<th>Debra Nussbaum, MA</th>
<th>Julie Mitchiner, MA</th>
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<tr>
<td>Clerc Center, Washington, DC</td>
<td>Gallaudet University</td>
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**Priming & Fueling Language Acquisition: Considerations for Sign Use for Young Children with Cochlear Implants**

While the motivation for many families choosing a cochlear implant for their child is to increase opportunities for spoken language development, sign language can play an important role in the language, communication, cognitive, and psycho-social development for many children using this technology. This presentation will discuss considerations for education and communication planning for young children using cochlear implant technology. Debra Nussbaum is Coordinator of the Cochlear Implant Education Center of the Laurent Clerc National Deaf Education Center at Gallaudet University and Julie Mitchiner currently teaches courses in Early Childhood Education and Family Centered Early Education at Gallaudet University while simultaneously pursuing a doctoral degree.

**Fri I-B**

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<tr>
<th>International Initiatives</th>
<th>Betsy Kammerer, PhD; Amy Szarkowski, PhD; Kevin Nolan, Jr.; Kathy Vesey</th>
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<tr>
<td>Children's Hospital Boston</td>
<td>GURC</td>
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**Without Borders: International Professional Collaboration**

This is a **round-table session** with an interdisciplinary panel who are currently involved in projects and programs in multiple countries. The panel will present on perspectives on hearing loss, as well as new initiatives and current practices in countries around the world. Topics to be discussed can include infant screening efforts, educational initiatives, audiological management, applications of tele-medicine, and promoting collaborative programs with colleagues in other countries. Interested participants can bring their current projects or discuss how to initiate international collaborations.

**Fri I-C**

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<th>Especially for Audiologists</th>
<th>Todd Sauter</th>
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<td>University of Massachusetts</td>
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**Make No Mistake: Interpretation of findings yielded by electrophysiological audiological testing**

The use of electrophysiological testing is critical for the accurate and timely diagnosis of hearing loss in infants and young children. Mistakes in clinical technique can reduce the accuracy and efficiency of this type of evaluation. This seminar is intended especially for audiologists and will address many common errors made by clinicians and suggest strategies to avoid them.

**Fri I-D**

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<th>Siblings in the Family</th>
<th>Morris family – Michael &amp; Djenne &amp; daughters, Imani (16) &amp; Zakiya (10)</th>
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**A View from the Other Side of the Mountain: Supporting Siblings of Children with Special Communication Needs.** Having a brother or sister with a special communication need can pose very unique challenges. This workshop will explore how siblings can be affected and will share many of their feelings, challenges, joys and experiences. Practical suggestions will be discussed about how to acknowledge strengths and to support older siblings of young children (with or without additional special needs) who are deaf or hard of hearing.

**Fri I-E**

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products, and programmatic offerings – rotating options will be posted throughout the conference.

Friday, Oct. 28   Late morning Workshops   11:00 – 12:30

Fr II-A

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<tr>
<th>Counseling in audiology practices</th>
<th>Johnnie Sexton, AuD</th>
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<td>North Carolina</td>
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**Listening for “Engine Noise”: The CARE Project**

This workshop, focused on counseling by audiologists with families whose children have hearing loss, takes participants through a process requiring active listening. Participants will view a documentary film and identify/discuss emotions reflected while learning from and analyzing eight family perspectives. Dr. Sexton, who designed the early intervention system for audiology in North Carolina, introduces participants to the emotional stages of grief associated with loss and guides the discussion. The desired outcome for participants is to learn to become active listeners when counseling families whose young children are deaf or hard of hearing.

Fr II-B

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<th>IEP  504 Plan Transition planning</th>
<th>Peggy Lee</th>
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<td>Massachusetts Commission for the Deaf &amp; Hard of Hearing</td>
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**Track change ahead! Preparing for the transition – IFSP no longer; now it’s IEP or 504 plan**

A Children’s Specialist with nearly two decades of experience in the field of early intervention and deaf education, Peggy Lee’s advice and support is valued by the hundreds of children and families she has served. In this workshop, she will cover steps that parents should be taking to prepare for the transition from early intervention to preschool. What might parents expect at the initial eligibility meeting and/or at IEP Team meetings? What is the difference between an IEP and a 504 plan? This workshop will address those types of questions.

Fr II-C

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<th>Deaf Mentors</th>
<th>Glenys Crane-Emerson</th>
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**Beacons of Guidance: Deaf Adults Mentoring and Supporting Parents**

Fostering positive interaction with young children through sign language, Deaf adults frequently serve as role models and provide supportive guidance for families raising deaf and hard of hearing children. This session features a panel of Deaf adults from throughout New England who work as mentors and ASL instructors. These panelists are often the first Deaf persons parents meet, linking parents to community resources, promoting positive family dynamics, and encouraging involvement in the Deaf community.

Fr II-D

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<tr>
<th>Dual Sensory Loss</th>
<th>Dr. Tracy Luiselli + panelists</th>
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<td>New England Consortium of Deafblind Projects</td>
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**Gear Shift: Meeting Diverse Needs of Children with Combined Hearing and Vision Losses**

This session will provide an overview of the diverse needs of children who have the combination of vision and hearing losses. Dr. Luiselli will review common etiologies, effective practices, and resources for families and service providers. She will then be joined by a panel who will discuss challenges and successes in accessing services and supports.

Fr II-E

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Closing Plenary Session

*I CAN SEE CLEARER NOW*

Presented by

Djenne-amal Morris