

# 2<sup>nd</sup> Annual Pathways to Possibilities Conference

August 13<sup>th</sup>-15<sup>th</sup>, 2008 Wyndham Virginia Beach Oceanfront Hotel  
Space is limited to 300 participants

Please print your information as you want it to appear on conference material.

Name \_\_\_\_\_ Role \_\_\_\_\_ Email \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone (Work) \_\_\_\_\_ (Home) \_\_\_\_\_ (Cell) \_\_\_\_\_ Fax \_\_\_\_\_  
School Division/Agency \_\_\_\_\_

**Check here if you have a family member on the Deaf-Blind Census**

**Please check all days you are attending:**  **Wednesday, August 13<sup>th</sup>**  **Thursday, August 14<sup>th</sup>**  **Friday, August 15<sup>th</sup>**

**Conference registration**

**fees:** Professionals  1 Day = \$45  2 Days = \$55  3 Days = \$60  
Para-professionals/Families/Students  1 Day = \$35  2 Days = \$45  3 Days = \$50

- ❖ A \$10 late fee will be added for registrations returned after the deadline of July 14<sup>th</sup>
- ❖ To pay by credit card register online.
- ❖ **Pre-registration is required.** For session descriptions see list below.

Please check the Conference Sessions that you plan to attend.

Wednesday, August 13 <sup>th</sup>		Thursday, August 14 <sup>th</sup>		Friday, August 15 <sup>th</sup>	
MD Strand	D/HH Strand	MD Strand	D/HH Strand	Multiple Disabilities	
<input type="checkbox"/> Opening Keynote		Session 3 <input type="checkbox"/> 3-A <input type="checkbox"/> 3-B <input type="checkbox"/> 3-C	<input type="checkbox"/> 3-D <input type="checkbox"/> 3-E <input type="checkbox"/> 3-F	Session 7 <input type="checkbox"/> 7-A <input type="checkbox"/> 7-B <input type="checkbox"/> 7-C	<input type="checkbox"/> 7-D <input type="checkbox"/> 7-E <input type="checkbox"/> 7-F
Session 1 <input type="checkbox"/> 1-A <input type="checkbox"/> 1-B <input type="checkbox"/> 1-C	<input type="checkbox"/> 1-D Keynote	Session 4 <input type="checkbox"/> 4-A <input type="checkbox"/> 4-B <input type="checkbox"/> 4-C	<input type="checkbox"/> 4-D <input type="checkbox"/> 4-E <input type="checkbox"/> 4-F	Session 8 <input type="checkbox"/> 8-A <input type="checkbox"/> 8-B <input type="checkbox"/> 8-C	<input type="checkbox"/> 8-D <input type="checkbox"/> 8-E <input type="checkbox"/> 8-F
Session 2 <input type="checkbox"/> 2-A <input type="checkbox"/> 2-B <input type="checkbox"/> 2-C	<input type="checkbox"/> 2-D <input type="checkbox"/> 2-E <input type="checkbox"/> 2-F	Session 5 <input type="checkbox"/> 5-A <input type="checkbox"/> 5-B <input type="checkbox"/> 5-C	<input type="checkbox"/> 5-D <input type="checkbox"/> 5-E <input type="checkbox"/> 5-F	<input type="checkbox"/> Closing Keynote	
		Session 6 <input type="checkbox"/> 6-A <input type="checkbox"/> 6-B <input type="checkbox"/> 6-C	<input type="checkbox"/> 6-D Keynote		

Please register online at: [www.vcu.edu/partnership/pathways](http://www.vcu.edu/partnership/pathways)  
or mail registration form & purchase order or check made payable to:

**VCU/Partnership for People with Disabilities**

ATTN: Betty Harrell

P.O. Box 843020

Richmond, VA 23284-3020

FAX: (804) 828-0042

**For registration questions, contact:**

Betty Harrell (804) 828-0359 email: [bpharrell@vcu.edu](mailto:bpharrell@vcu.edu)

**For additional information, contact::**

MD Strand, Mark Campano (804) 828-8252 or

DHH Strand, Ann Hughes (804) 828-1342

**Registration deadline is July 14<sup>th</sup>**

Please note any special accommodations needed: \_\_\_\_\_

*By registering for the Pathways to Possibilities Conference 2008, you are giving the Partnership for People with Disabilities, VCU the right and authority to use reproductions of your image through the media of photographic prints, films, slides, videotape, computer images, audio recordings, radio, television or other electronic or paper media.*

## Session Descriptions

**Wednesday August 13, 2008**

<b>Time</b>	<b>Session ID</b>	<b>Presenter</b>	<b>Session Title</b>	<b>Strand</b>	<b>Level of Expertise</b>
<b>10:00-12:00</b>	<b>Opening Keynote</b>	<b>Rachel Coleman</b>	<b><i>Signing &amp; Singing – Movement, Music and Sign Language</i></b>	<b>MD</b>	<b>All</b>
	<p>Rachel Coleman has a unique perspective on parenting children with special needs. She experiences it as a great adventure and celebrates the daily miracles. Rachel is the mother of Leah, who was born deaf, and Lucy, who has spina bifida and cerebral palsy. Rachel learned from her two daughters the power of using American Sign Language (ASL) to communicate and is committed to building a world where communication is available for everyone. This was the motivation behind Signing Time. Rachel is the co-creator of Signing Time, which teaches ASL vocabulary to children of ALL abilities in a fun and engaging way. Since the release of their first video in 2002, parents and professionals everywhere praise the Signing Time series for opening up a world of possibilities for their children, whether they are using ASL as a means to communicate with their babies before they develop speech, or learning a second language, or even for children with special needs for whom speech is a challenge. ASL is the only language that incorporates both kinesthetic and visual learning styles. It is a tool that empowers hearing infants, toddlers, and children with special needs to express themselves. Combining the movement of sign language with music creates an educational environment that is fun and rewarding for everyone.</p>				
<b>1:15-3:15</b>	<b>1-A</b>	<b>Kathee Scoggin</b>	<b><i>Build It, Use It, and See How Much They Know and Can Do! Part 1</i></b>	<b>MD</b>	<b>Beginner</b>
	<p>Students with severe disabilities including deaf-blindness are often “done to and for” so much of the time. People state that the students are so passive; can’t do much and don’t communicate. The adults are reduced to trying to “read the student’s mind”. This is an opportunity for participants to leave with ideas for creating and implementing an ACTIVE learning environment for those students including: an adapted “little room”, scratchboards, resonance boards, purposeful movement, and a tactile book. They will also learn and practice learning strategies which encourage as much independence on the part of the student.</p>				
<b>1:15-3:15</b>	<b>1-B</b>	<b>Melissa Owens</b>	<b><i>Maximizing Potential</i></b>	<b>MD</b>	<b>All</b>
	<p>This workshop will include didactic and experiential components as the history of music therapy is explained and its applications with a variety of populations are discussed. Other topics included in this workshop will be: assessment, treatment, music therapy strategies, and evaluation.</p>				
<b>1:15-3:15</b>	<b>1-C</b>	<b>Lynnette Bolton</b>	<b><i>Literacy for Students with Disabilities</i></b>	<b>MD</b>	<b>Beginner</b>
	<p>This presentation will seek to show literacy as an ongoing process that is appropriate for all learners, regardless of challenges posed by particular disabilities. The presenter will provide practical strategies for both parents and professionals on how to make literacy accessible to students with severe disabilities. Using her own child as an example, the presentation will follow the development of a child with a dual sensory impairment into an emergent reader. Additionally, the presentation will highlight the close link between communication and literacy.</p>				

**Wednesday August 13, 2008 Continued**

<b>Time</b>	<b>Session ID</b>	<b>Presenter</b>	<b>Session Title</b>	<b>Strand</b>	<b>Level of Expertise</b>
<b>1:15-3:15</b>	<b>1-D Keynote</b>	<b>Mary Koch</b>	<b><i>Foundations of Literacy for Children who are Deaf or Hard of Hearing</i></b>	<b>D/HH</b>	<b>All</b>
	The goal of literacy provides a bridge of consensus serving to unify professionals across communication modalities. This keynote address will examine early foundations of literacy for deaf and hard of hearing children while recognizing individual learning strengths and needs. With language as the focus, principles and strategies will be provided as a foundation for independence in reading.				
<b>3:30-5:00</b>	<b>2-A</b>	<b>Kathee Scoggin</b>	<b><i>Build It, Use It, and See How Much They Know and Can Do! Part 2</i></b>	<b>MD</b>	<b>Beginner</b>
	Continuation of Part 1				
<b>3:30-5:00</b>	<b>2-B</b>	<b>Sarah Shreckhise</b>	<b><i>Language and Literacy: Development in a Student who is Deaf-blind</i></b>	<b>MD</b>	<b>Intermediate</b>
	Students who are Deaf-blind face a myriad of challenges acquiring language and literacy competency. This case study presentation will include video clips and provide strategies/accommodations for best practice in developing these critical life skills. Data from 3 years of anecdotal records, criterion-referenced testing and curriculum-based measures will be reviewed.				
<b>3:30-5:00</b>	<b>2-C</b>	<b>Mark Campano</b>	<b><i>How We All Learn</i></b>	<b>MD</b>	<b>Beginner/Intermediate</b>
	This session will look at the basics of how we all learn regardless of our individual abilities. When providing an education for someone who may be differently abled you need to know more than the most recent "best practice". When it comes to our students (children) you need to understand how we learn in order to apply the best practice in the "real world". This presentation focuses on the psychology of learning and how it applies to students who are considered to have Multiple Disabilities (including Deaf-Blindness).				
<b>3:30-5:00</b>	<b>2-D</b>	<b>Rachel Bavister</b>	<b><i>From Inside Out</i></b>	<b>D/HH</b>	<b>All</b>
	This presentation, delivered with great good humor, will examine 40 plus years (1968-2008) in Deaf education from the perspective of a Deaf educator of the Deaf. Such landmarks as PL94-142 and where Deaf education went from there; issues such as jumping on bandwagons, a little learning being a dangerous thing, inclusion, exclusion, Deaf-hood and, of course, COMMUNICATION will all be zapped, poked and prodded.				
<b>3:30-5:00</b>	<b>2-E</b>	<b>Rebecca Plesko-Dubois</b>	<b><i>Cognitive Development of Children who are Deaf/Hard of Hearing</i></b>	<b>D/HH</b>	<b>Beginner/Intermediate</b>
	A teacher and parent friendly overview of recent research findings regarding the global cognitive development of children who are deaf or hard of hearing will be presented, with particular emphasis on how these findings impact daily life in the classroom and at home. Topics include attention, visual perception, reasoning and problem solving skills, language development (conversational proficiency in any modality and linguistic reasoning skills), memory and social-emotional development including theory of mind or perspective taking skills. Cognitive processing skills that are impacted by linguistic delays and other factors such as learning disabilities and language impairments will be highlighted.				
<b>3:30-5:00</b>	<b>2-F</b>	<b>Jennifer Lawhorn, Amy Christian</b>	<b><i>Creative Strategies for the Development of Social/Emotional Skills</i></b>	<b>D/HH</b>	<b>Beginner/Intermediate</b>
	Students who are deaf or hard of hearing may face challenges in the development of social competence and impulse control. VSDB-S has implemented several techniques that are designed to enhance self-esteem, develop emotional and sensory regulation, facilitate perspective taking (theory of mind) and increase social relatedness. This presentation will briefly review research on the social-emotional development of students who are d/hh and strategies designed to address these developmental deficits. Strategies reviewed will include social stories, sensory stories, power cards, visual strategies, and other approaches to promote social-emotional development.				

**Thursday August 14, 2008**

<b>Time</b>	<b>Session ID</b>	<b>Presenter</b>	<b>Session Title</b>	<b>Strand</b>	<b>Level of Expertise</b>
<b>8:30-10:00</b>	<b>3-A</b>	<b>Kathee Scoggin</b>	<b><i>Ideas! Ideas! Ideas! Developing Functional &amp; Meaningful Activities for Students with Severe Disabilities Including Deaf-Blindness. Part 1</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	So often a student with severe disabilities including deaf-blindness spends his educational day in activities that have been fit between therapy time with specialists and has no continuity or function that is meaningful to the student. Skills are taught with no thought of the underlying concepts the student needs. The materials are often "toys" or materials that are used due to the developmental age of the student, which does not consider the child's age or needs. Participants will leave with a variety of activities that do consider the general education curriculum, the student's needs and the student's strengths.				
<b>8:30-10:00</b>	<b>3-B</b>	<b>Jerry Petroff</b>	<b><i>Improving Transition Outcomes for Youth with Deaf-blindness, Part 1</i></b>	<b>MD</b>	<b>All</b>
	This workshop focuses on the development of knowledge, skills and practices that promote a seamless transition from school to adult life for youth with deaf-blindness. A comprehensive review of the current features of successful transition will be augmented with the specific quality indicators reflecting assessment, planning, curriculum and instructional strategies, coordination/provision of support beyond the school, employment/post-secondary education, community involvement, recreation and social relationships-networks of influence. The issues of self-determination, independent living and the pragmatics of adult support will be embedded within the context of these topics.				
<b>8:30-10:00</b>	<b>3-C</b>	<b>June Downing</b>	<b><i>Teaching Literacy Skills to Students with Severe &amp; Multiple Disabilities: Assessment and Intervention in Natural Settings. Part 1</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	This full day presentation will address the critical area of literacy for all ages of students with severe and multiple disabilities, including deaf-blindness. A broad definition of literacy will be provided and a person-centered approach to assessing literacy skills will be shared. Specific strategies will be discussed for teaching and adapting materials so that literacy is accessible to all. Examples of materials used with various students to support literacy will be shared as well as videotapes of students engaged in literacy activities (kindergarten through 12th grade). Examples of linking IEP goals and objectives to literacy standards will be provided.				
<b>8:30-10:00</b>	<b>3-D</b>	<b>Bethanne Mitchell</b>	<b><i>Balancing Multiple Auditory, Speech/Language Goals in Group Lessons for Oral Deaf PreK: An Art and Science</i></b>	<b>D/HH</b>	
	This presentation will provide strategies, techniques and lesson materials to Educators and SLPs who work with groups of Pre-K students who are deaf/hard of hearing using oral communication. When faced with a variety of developmental needs, as well as diverse speech and language skills, planning lessons can be daunting! Participants will learn how to plan group lessons that include song, rhyme, social routines, story-time and listening games based on monthly thematic units. Special attention will be focused on the hierarchy of auditory skill development with lesson planning.				
<b>8:30-10:00</b>	<b>3-E</b>	<b>Deandra Wood Annette Bene</b>	<b><i>Connecting Language Acquisition, Literacy and Learning: Research-based Strategies</i></b>	<b>D/HH</b>	
	Documented linguistic and visually oriented strategies deaf adults/teachers use for language acquisition, teaching academic content and facilitating literacy with children who are deaf will be examined. Research will be presented regarding ASL linguistics, neuro-linguistics, psycho-linguistics, cognition, social learning theory and literacy. Video will be used to identify and demonstrate applications of strategies discussed, followed by participant discussion. Copies of this presentation and bibliography will be provided. The empirical rationale and our experience in implementing these strategies suggest implications for professionals and parents regarding language acquisition, cognition, literacy and academic achievement for children who are deaf/hard of hearing, especially when effects of language delay and inadequate access to auditory language are apparent.				

**Thursday August 14, 2008 - Continued**

<b>Time</b>	<b>Session ID</b>	<b>Presenter</b>	<b>Session Title</b>	<b>Strand</b>	<b>Level of Expertise</b>
<b>8:30-10:00</b>	<b>3-F</b>	<b>Kristi Kehrer Patty Leslie</b>	<b><i>IEPs and Transitioning: One School's Approach</i></b>	<b>D/HH</b>	<b>Beginner/ Intermediate</b>
	VSDB-Staunton's IEPs have been reviewed by various agencies, receiving high praise. VSDB-S has gathered resources, provided/included quality assessment, and included an array of input in the IEP. The presenters, who coordinate IEPs and transition plans regularly and have a strong background in state assessments, graduation requirements and resources, will provide information and strategies to participants through resource handouts/CD.				
<b>10:30-12:00</b>	<b>4-A</b>	<b>Kathe Scoggin</b>	<b><i>Ideas! Ideas! Ideas! Developing Functional &amp; Meaningful Activities for Students with Severe Disabilities Including Deaf-Blindness. Part 2</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	Continuation of Part 1				
<b>10:30-12:00</b>	<b>4-B</b>	<b>Jerry Petroff</b>	<b><i>Improving Transition Outcomes for Youth with Deaf-blindness, Part 2</i></b>	<b>MD</b>	<b>All</b>
	Continuation of Part 1				
<b>10:30-12:00</b>	<b>4-C</b>	<b>June Downing</b>	<b><i>Teaching Literacy Skills to Students with Severe and Multiple Disabilities: Assessment and Intervention in Natural Settings. Part 2</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	Continuation of Part 1				
<b>10:30-12:00</b>	<b>4-D</b>	<b>Clayton Bowen, Gary Talley, Matt Myrick</b>	<b><i>The Classroom and Beyond: Available Technology for Students who are Deaf/Hard of Hearing</i></b>	<b>D/HH</b>	<b>All</b>
	This presentation will include discussion and demonstration of the latest technology available to students who are deaf or hard of hearing inside and outside the classroom. This includes state of the art assistive listening devices, real-time captioning, and remote interpreting services. Beyond the classroom technology will include TTY and video relay services, wireless text devices, signaling/alarm devices and amplified telephones. In addition, the new <i>Kids Keeping in Touch</i> curriculum will be presented. This is a hearing loss awareness program developed for 4 <sup>th</sup> and 5 <sup>th</sup> graders. Designed to enhance the existing curriculum, it includes units on the human body, society and deaf culture, technology and communication and the use of relay services. Correlations to the Virginia SOLs are provided for each lesson.				
<b>10:30-12:00</b>	<b>4-E</b>	<b>Suhad Keblawi, Beth Blair, Lorac Lawton, Judy Schnoebelen</b>	<b><i>"Listen With Your Eyes" Cued Speech: Theory, Research and Application.</i></b>	<b>D/HH</b>	
	This presentation will define the Cued Speech System and its contribution to speech, language and literacy development for children who are deaf or hard of hearing. Research will be shared to show that the use of cueing allows complete representation of a spoken language through access to phonemic and phonological awareness and rhyme generation abilities that are vital for reading development. Cued Speech will also be discussed as a viable treatment option for improved speech intelligibility and inclusion of grammatical markers. Practical classroom applications using Cued Speech with Brain Gym, Ling speech drills and a variety of language-based instruction will be demonstrated.				

**Thursday August 14, 2008 - Continued**

<b>Time</b>	<b>Session ID</b>	<b>Presenter</b>	<b>Session Title</b>	<b>Strand</b>	<b>Level of Expertise</b>
<b>10:30-12:00</b>	<b>4-F</b>	<b>Sharon Pajka-West</b>	<b><i>Discovering Deaf Characters in Adolescent Literature: The Portrayals and Perceptions</i></b>	<b>D/HH</b>	<b>Beginner</b>
	Acquiring fictional books which include deaf characters can be time consuming and challenging for parents, teachers, and librarians. The benefits of reading literature with diverse characters are extensive, especially for reluctant readers who seldom find characters like themselves in novels. This presentation will: give an overview of the research, enable participants to become knowledgeable of contemporary adolescent literature texts with a range of deaf characters, and acknowledge the differences.				
<b>1:30-3:00</b>	<b>5-A</b>	<b>Kathee Scoggin</b>	<b><i>Make it Work for Students with Multiple Disabilities Including Deaf-Blindness. Part 1</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	Major components of an effective educational program for students with multiple disabilities include consistency, an array of communication that encompasses the receptive and expressive needs of students, development of functional and meaningful activities/routines, and highest level of independence student can achieve. The development of an effective daily schedule that accommodates the students' needs and assigns the adults in the classroom in an effective manner is critical for these components to be successful. The participants will leave with a process for scheduling students and adults that is practical and successful.				
<b>1:30-3:00</b>	<b>5-B</b>	<b>Jerry Petroff</b>	<b><i>Considering Assistive Technology for ALL Students with Deaf-blindness, Part 1</i></b>	<b>MD</b>	<b>All</b>
	This workshop will provide an overview of the areas of assistive technology that is available to enhance the educational experiences of students with deaf-blindness. These include tools that augment the development of skills in literacy, communication, and independent living. In addition, the infusion of assistive technology within the context of instructional approaches will be addressed. Participants will be encouraged to develop short case studies of a student they are working with for the purposes of exercising the decision-making processes and developing action plans.				
<b>1:30-3:00</b>	<b>5-C</b>	<b>June Downing</b>	<b><i>Teaching Literacy Skills to Students with Severe and Multiple Disabilities: Assessment and Intervention in Natural Settings. Part 3</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	Continuation of Parts 1 & 2				
<b>1:30-3:00</b>	<b>5-D</b>	<b>Mollie Kripp, Eileen McCartin</b>	<b><i>Technology Options for Making Core Content Accessible</i></b>	<b>D/HH</b>	<b>Intermediate</b>
	Session will discuss ways in which two teachers at the middle and high school levels have incorporated technology into the teaching of language and curriculum content to students who are deaf or hard of hearing. Topics will include educational software applications such as Inspiration 8, "Start to Finish" books, Photostory, Smart Notebook, blogs, vlogs, wikis, and word processing tools and tips. The benefits of using a Smart Board in conjunction with these tools will be discussed and demonstrated.				

**Thursday August 14, 2008 - Continued**

<b>Time</b>	<b>Session ID</b>	<b>Presenter</b>	<b>Session Title</b>	<b>Strand</b>	<b>Level of Expertise</b>
<b>1:30-3:00</b>	<b>5-E</b>	<b>Candace Haney Amy O'Connell</b>	<b><i>Vocabulary Essentials</i></b>	<b>D/HH</b>	<b>Beginner/ Intermediate</b>
	Vocabulary across multiple categories is essential for language development and academic success. But if you're thinking, "What makes teaching vocabulary to a child who is deaf or hard of hearing different than a child with normal hearing? What vocabulary should be taught? How do I teach vocabulary? Can it be fun? Isn't it easier to just give them a worksheet or dictionary? I just need new IDEAS!" this presentation is for you. You'll receive information on how children learn vocabulary, resources and strategies to guide you through successful teaching, and practical ideas to help you immediately and easily implement what you'll learn.				
<b>1:30-3:00</b>	<b>5-F</b>	<b>Timothy Anderson</b>	<b><i>Essentials of Preparing Students for College Literacy</i></b>	<b>D/HH</b>	<b>Intermediate/ Advanced</b>
	This presentation will offer strategies and performance indicators that middle and secondary students who are deaf or hard of hearing should know have to be prepared for college. Included are: questioning behaviors, specific reading, writing, grammar and vocabulary skills, helpful study behaviors, expected freshman competencies, emotional intelligence, and techniques on how students can address academic language difficulties. Target Audience: middle/high teachers, counselors, administrators and parents.				
<b>3:15-4:45</b>	<b>6-A</b>	<b>Kathee Scoggin</b>	<b><i>Making it Work for Students with Multiple Disabilities Including Deaf-Blindness. Part 2</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	Continuation of Part 1				
<b>3:15-4:45</b>	<b>6-B</b>	<b>Jerry Petroff</b>	<b><i>Considering Assistive Technology for ALL Students with Deaf-blindness, Part 2</i></b>	<b>MD</b>	<b>All</b>
	Continuation of Part 1				
<b>3:15-4:45</b>	<b>6-C</b>	<b>June Downing</b>	<b><i>Teaching Literacy Skills to Students with Severe and Multiple Disabilities: Assessment and Intervention in Natural Settings. Part 4</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	Continuation of Parts 1, 2 & 3				
<b>3:15-4:45</b>	<b>6-D Keynote</b>	<b>Josh Swiller, Ph.D.</b>	<b><i>Living without Limits: One Man's Story</i></b>	<b>D/HH</b>	<b>All</b>
	Josh Swiller, author of <i>The Unheard: A memoir of deafness and Africa</i> was born hard of hearing and was profoundly deaf by age four. He attended NYC public schools, graduated from Yale, attended Gallaudet and has had a variety of jobs from slipper salesman to teacher to Peace Corps Volunteer in a rural village in Zambia. About writing he says, "Writing is something you do when the other jobs won't stick!" Josh credits his love of books and writing to his parents. As powerful a speaker as he is a writer, you're sure to be both entertained and inspired by his words.				

**Friday August 15, 2008**

<b>Time</b>	<b>Session ID</b>	<b>Presenter</b>	<b>Session Title</b>	<b>Strand</b>	<b>Level of Expertise</b>
<b>8:45-10:15</b>	<b>7-A</b>	<b>June Downing</b>	<b><i>Making Literacy Accessible to Students with Severe and Multiple Disabilities in Natural Settings, Part 1</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	This is a shortened presentation of the one given on Thursday and will address the critical area of literacy for students with severe and multiple disabilities of all ages. A broad definition of literacy will be provided with some specific strategies discussed for adapting materials. Examples of materials used with various students to ensure accessibility and support literacy learning will be shared through videotaped segments.				
<b>8:45-10:15</b>	<b>7-B</b>	<b>Jerry Petroff</b>	<b><i>Considering Assitive Technology for ALL Students with Deaf-Blindness, Part 1</i></b>	<b>MD</b>	<b>All</b>
	This workshop will provide an overview of the areas of assistive technology that is available to enhance the educational experiences of students with deaf-blindness. These include tools that augment the development of skills in literacy, communication, and independent living. In addition, the infusion of assistive technology within the context of instructional approaches will be addressed. Participants will be encouraged to develop short case studies of a student they are working with for the purposes of exercising the decision-making processes and developing action plans.				
<b>8:45-10:15</b>	<b>7-C</b>	<b>Kimberly Coleman</b>	<b><i>An Innovation to Active Learning: Thinking a Different Way</i></b>	<b>MD</b>	<b>Beginner</b>
	Learning requires moving. Visual impairment, blindness, deaf-blindness and multiple handicaps impact how children respond to their world. Creating accessible Active Learning Environments can motivate children with a chronological age of less than four years to move, to learn and discover. Come move and discover a different way of thinking.				
<b>8:45-10:15</b>	<b>7-D</b>	<b>Amy Bowers Heather Emery- Coleman</b>	<b><i>Get Set to Learn: Sensory Strategies for the Classroom</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	Practical strategies to use with Deaf, Deaf-blind, Multi-Disabled students with sensory integration deficits. Sensory Integration theory, terminology, and sensory strategies will be explored through lecture, hands-on activities and case studies. Handout, guide for meeting student's sensory needs and modalities to address sensory behaviors will be provided.				
<b>8:45-10:15</b>	<b>7-E</b>	<b>Sunita Sharma</b>	<b><i>Understanding Cultural &amp; Linguistic Diversity</i></b>	<b>MD</b>	<b>All</b>
	This is a research based, an innovative, interactive, learning presentation/workshop to provide monolingual, bilingual and multilingual professionals from diverse backgrounds with training/strategies/tools to be able to work effectively with exceptional, culturally and linguistically diverse and Limited English Proficient students in k-12 schools, college and at university levels with better appreciation and understanding.				
<b>8:45-10:15</b>	<b>7-F</b>	<b>Parent Panel Dana Yarbrough</b>	<b><i>Life's a Beach: How to Avoid the Undertow of Raising a Child who is Differently Abled</i></b>	<b>MD</b>	<b>All</b>
	This presentation will feature a panel of parents who will discuss their experiences in raising a child with disabilities. The panel will be comprised of parents representing different ages and types of disabilities. The focus will be on what they have learned from the experiences including coping skills and gifts parents have discovered or developed as they and their children grow.				
<b>10:30-12:00</b>	<b>8-A</b>	<b>June Downing</b>	<b><i>Making Literacy Accessible to Students with Severe and Multiple Disabilities in Natural Settings, Part 2</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>



	Continuation of Part 1
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**Friday August 15, 2008 - Continued**

<b>Time</b>	<b>Session ID</b>	<b>Presenter</b>	<b>Session Title</b>	<b>Strand</b>	<b>Level of Expertise</b>
<b>10:30-12:00</b>	<b>8-B</b>	<b>Jerry Petroff</b>	<b><i>Considering Assistive Technology for ALL Students with Deaf-blindness, Part 2</i></b>	<b>MD</b>	<b>All</b>
	Continuation of Part 1				
<b>10:30-12:00</b>	<b>8-C</b>	<b>Kimberly Coleman</b>	<b><i>An Invitation to Active Learning: Thinking a Different Way</i></b>	<b>MD</b>	<b>Beginner</b>
	Learning requires moving. Visual impairment, blindness, deaf-blindness and multiple handicaps impact how children respond to their world. Creating accessible Active Learning Environments can motivate children with a chronological age of less than four years to move, to learn and discover. Come move and discover a different way of thinking.				
<b>10:30-12:00</b>	<b>8-D</b>	<b>Amy Bowers Heather Emery- Coleman</b>	<b><i>Get Set to Learn: Sensory Strategies for the Classroom</i></b>	<b>MD</b>	<b>Beginner/ Intermediate</b>
	Practical strategies to use with Deaf, Deaf-blind, Multi-Disabled students with sensory integration deficits. Sensory Integration theory, terminology, and sensory strategies will be explored through lecture, hands-on activities and case studies. Handout, guide for meeting student's sensory needs and modalities to address sensory behaviors will be provided.				
<b>10:30-12:00</b>	<b>8-E</b>	<b>Mark Campano</b>	<b><i>Developing Objects for Communication</i></b>	<b>MD</b>	<b>All</b>
	TBA				
<b>10:30-12:00</b>	<b>8-F</b>	<b>Dreamcatchers</b>	<b><i>Family Networking</i></b>	<b>MD</b>	<b>All</b>
	This session is for family members to get together and discuss issues surrounding concerns and challenges faced, as well as share success' they have experienced.				
<b>12:00-2:00</b>	<b>Closing Keynote</b>	<b>Jerry Petroff</b>	<b><i>Adventures Toward Adulthood</i></b>	<b>MD</b>	<b>All</b>
	The role of education is regarded as critical to the well-being and future of our society. The importance of educating our children to become fully participating citizens is fundamental to this country's mandate for compulsory education. As the formal vehicle for education, the school is charged with the goal of preparing students to meet the demands and challenges of contemporary adult life as fully participating citizens. This charge is extended to ALL children including those with deaf-blindness. It must be our goal to assure that these students are provided the kind of education and support necessary to result in their full participation as adults in their communities. There is compelling evidence due to their varied and unique characteristics, that those students with the most complex needs require deliberate and systematic efforts to assure the successful transition into integrated lives within the community. This keynote will address the variables that are necessary to achieve successful transition for these young adults with complex challenges. Through a series of case studies and references to the research literature a logical path toward the dreams and aspirations of these youth and their families will be presented.				