



Tentative Sessions & Workshops

75-Minute Sessions

Social Media in the Classroom: Friend or Unfriend?

Description: Social media is everywhere! Are your students prepared to use it? This seminar will demonstrate ways to incorporate social media into the classroom. Bring your laptop or tablet.

Presenters:

Heather Arazi is a DHH Teacher at Marilton School. She has a BA in Elementary Education, MA in Deaf Education, and MA in Educational Administration.

Dana Arazi teaches ASL at Rio Hondo College. He has a BA in Communicative Sciences and Disorders, and a BA and MA in ASL Linguistics.

Objectives:

1. By the end of the presentation, participants will analyze and discuss with a peer one reason why social media is important for our students.
2. By the end of the presentation, participants will analyze and discuss with a peer one possible negative consequence of using social media, and how to address them.
3. By the end of the presentation, participants will explain to their group one strategy for how social media can be applied to the classroom.
4. By the end of the presentation, participants will participate via social media to present one idea that provides support or argues against the use of social media in the classroom.

*75 min. Session

*Strand: Classroom Teachers, Itinerant Teachers & related support providers

Increase Focus and Innovate Students with Interactive Presentations

Description: Create a Nearpod presentation in this fantastic make and take session. Learn how you can make new or previously created material interactive and engaging for your students. Works on all devices! Please bring your own.

Presenter:

Jolene Berg has been a teacher of the Deaf and Hard of Hearing for 29 years. She has given Cal-Ed presentations in the past as well as presentations at the annual CUE Conferences. She was also Cal-Ed's Educator of the Year in 2014.

Objectives:

1. Attendees will learn the importance of engaging their students in learning opportunities.
2. Attendees will experience an interactive Nearpod presentation.
3. Attendees will learn the different types of activities available in the Nearpod program.
4. Attendees will create their own Nearpod presentation to take with them if they bring their own device.

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers

My Transition Portfolio - Keys to Unlocking Self-determination for Young Adults with IEP's

Description: An overview of My Transition Portfolio – Keys To Unlocking Self Determination for Young Adults with IEP's. An explanation of the portfolio system, and a companion mobile app for community-based activities will be shared.

Presenters:

Barb Blakeslee, M.Ed., special education teacher/author has developed a highly effective person-centered program, which is the first step toward supported progress in transition services.

Andy Gault has been an RID certified interpreter for 15 years and has been teaching ASL for 14 years. Committed to educational leadership and curriculum development.

Objectives:

- 1) Gain a greater understanding of practitioner approaches to establish and reinforce self-determination for students on IEPs. .
- 2) Receive free content for trial use within the secondary classroom setting.
- 3) Receive information for free digital content on mobile devices for use within community-based activities.
- 4) Specific steps to add portfolio information to student IEP Summary of Performance in

digital format.

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators, Educational Interpreters

Adopting Language Arts Materials K - 12

Description: Learn how to navigate the sea of materials available for language arts instruction to help find the best fit for your school.

Presenter:

Melissa Brown has worked at the California School for the Deaf, Riverside for 24 years. She is currently the K-12th grade Language Arts Specialist.

Objectives:

Considering the unique needs of Deaf learners
Familiarity with the state adopted list and the five programs types
Familiarity with the Circle of Implementation
Familiarity with the Adoption Toolkit

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Administrators

Conceptualizing a Deaf Mentor Program in California

Description: This interactive workshop will explore participants' goals and visions for a statewide Deaf Mentor Program. Great programs come from collaborative dreams of what is possible. Facilitators, potential barriers and solutions will be discussed.

Presenters:

The CSUN Partnership is represented by Deaf Studies faculty, **Flavia Fleischer**, and Deaf Education faculty, **Ellen Schneiderman** and **Rachel Friedman Narr**. Together they are working with CAD and LEAD-K to explore elements of a statewide Deaf Mentor Program.

LEAD-K is a campaign for language equality with ASL and English and language acquisition accountability for all Deaf children to be Kindergarten-ready. **Sheri Farinha**, **Marla Hatrak** and **Julie Rems-Smario** are part of the core team to create new policies for language acquisition accountability and resources.

Objectives:

Participants will

1. Understand the current context for Deaf Mentor programs in California and nationally.
2. Contribute to creating a vision for a statewide Deaf Mentor program.

3. Identify factors that will contribute to establishing a Deaf Mentor program.
4. Identify factors that might be barriers to establishing a program and then brainstorm potential solutions.

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators, Educational Interpreters

Positive Behavior Support for Deaf Children with Developmental Disabilities: Building Capacity & Improving Quality of Life

Description: This presentation will focus on the use of Positive Behavior Support with Deaf Plus children, based on a case study of implementation in a home setting by a Deaf service provider.

Presenter:

Dr. Brenda Fossett began her career teaching DeafPlus students and has focused much of her work on using Positive Behavior Support with this population.

Objectives:

- 1) Participants will increase their understanding of the impact of developmental disabilities on the development of problem behavior in deaf children.
- 2) Participants will increase their understanding regarding the use of a functional behavior assessment to understand why a child engages in problem behavior in specific contexts.
- 3) Participants will increase their understanding regarding the process of developing Positive Behavior Support plans based on the outcome of a functional behavior assessment.
- 4) Participants will increase the understanding regarding the importance of collaboration to ensure that a Positive Behavior Support plan is a good 'fit' for the child, those implementing the plan, and the context.
- 5) Participants will increase their understanding of the application of PBS in D/deaf contexts

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators

Deaf-Centered Psycho-educational Assessments

Description: Presenters will focus on a new model of assessment that is Deaf-centered. For decades, Psychologists have had to adapt hearing models of interpretation for Deaf and

Hard of Hearing students. These presenters have a model that uses as its starting point the family's connection to the Deaf community and stage of acceptance of the hearing loss.

Presenters:

M. Natasha Kordus, PH.D., is currently the Supervisor of Assessment Intervention and the California Deaf Education Resource Center at the California School for the Deaf, Riverside. Dr. Kordus has a doctorate in Clinical Psychology, an Administrative Services, PPS and School Psychology Credential and is certified as a Behavior intervention Case Manager. Dr. Kordus has provided a wide range of clinical and school related training on a local, regional and national basis and is involved in a number of professional organizations.

Rachel Mingo is currently a School Psychologist for the California Deaf Education Resource Center and the California School for the Deaf in Riverside. She is a graduate of the School Psychology program at Gallaudet University and has her PPS credential in School Psychology. She has more than 15 years' experience working as a psychologist both with children in K-12 schools and in Mental Health settings at the university level.

Objectives:

- 1) The audience will have a general understanding of the KM Model for Assessment of Deaf and Hard of Hearing children.
- 2) The audience will understand how starting with a Deaf-Centered approach will help de-pathologize students and help guide appropriate intervention.
- 3) The model will teach the audience how to incorporate the visual and auditory language needs of our students.
- 4) The audience will learn how accessible language or lack thereof at home should impact interpretation of psychological results.

*75-minute session

Strands: Itinerant Teachers & Related Support Providers and Administrators

Social Media in #DeafEd: Elevate & Empower Teacher Voice

Description: This interactive workshop will teach participants about various social media platforms, how to use them effectively, and the benefits social media can provide for Deaf Education.

Presenters:

@LaurenMaucere is a HS Teacher at Marlton School in Los Angeles. A past presenter at the Bill & Melinda Gates Education Summit and at the National Deaf Education Conference, she is part of the team behind #DeafEd.

Darren Hause is a History Teacher at California School for the Deaf, Riverside and an avid Twitter user. Twitter handle name: @DarrenHause

Objectives:

Participants will

1. Understand the various platforms for social media and pros/ cons of each.
2. Learn how social media platforms work.
3. Learn how to leverage topics and people on social media to promote #DeafEd
4. Learn how create social media posts that are beneficial.
5. Apply their new knowledge by creating a tweet/or post through #CALED2017

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators, Educational Interpreters

Deaf Mentors; Why We Need Them, and how to Implement a Program

Description: Attendees will learn how to set up a local Deaf Mentor program. We will share our success as well as research from other established programs.

Presenters:

Cheryl Petzold has 10 years experience working with Deaf/HH children. She currently works in an Infant Program educating very young children and their families.

Kara Kreutz has worked as a Speech and Language Pathologist for PCOE since 2001. She is now exclusively working with the Infant Program's DHH population.

Objectives:

Identify the importance of implementing a Deaf Mentor program in Infant Programs.

Identify the significance of vocabulary development for the future success of children.

Attendees will be able to identify resources for funding and strategies for collaborating in creating a Deaf Mentor Program.

Attendees will discuss considerations and resources for training/hiring Deaf people to become Mentors.

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators

Life Stories – Experiences of Deaf and Hard of Hearing College Students Panel Discussion

Description: California State University Northridge (CSUN) deaf and hard of hearing students' life experiences will be explored through a panel of 4 - 6 deaf and hard of hearing college students. The panel of students will share their feelings, beliefs, hopes and concerns as individuals. The audience will have an opportunity to ask questions they've always wanted to ask successful deaf and hard hearing adults.

Presenter:

Matthew Reinig is currently employed as the Student Development Specialist at California

State University, Northridge. He is Deaf and attended CSUN for Kinesiology undergraduate and graduate degrees.

Objectives:

- + Cultural views on working with Deaf Communities
- + Deaf and hard of hearing identity.
- + Discrimination
- + Educational issues among deaf and hard of hearing students
- + Community services for deaf youth and adults
- + Job opportunities for deaf adults

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators, Educational Interpreters

Flipped Classroom, the Deaf Education Way

Description: The interactive workshop will model a flipped classroom in Deaf Education way by using ASL/English bilingual approach and provide tools for participants to incorporate or strengthen their own.

Presenters:

Darren Hause is a History Teacher at California School for the Deaf, Riverside and an avid Twitter user. Twitter handle name: @DarrenHause.

Alyssa Romano is a high school Bilingual Language Arts teacher at California School for the Deaf, Riverside teaching ASL and English dynamically in classroom. For more information: www.amcromano.weebly.com.

Objectives:

Participants will:

- 1) Use Edmodo as a central technological platform to connect with students in and out of classroom.
- 2) Create videos using iMovie and YouTube for online ASL lectures and then use Weebly and/or PlayPosit in providing online ASL lectures for students to view outside of classroom.
- 3) Engage in the flipped classroom concept with students in classroom by modeling how to effectively use online ASL lectures.
- 4) Build on students' new knowledge from online ASL lectures with in-class activities.

*75-minute session

*Strand: Classroom teachers

Fairview Learning, Beyond the Basics. Setting up Effective Fairview Learning Rotations in Your Classroom

Description: This presentation will cover an overview of how to coordinate and organize effective, individualized and differentiated Fairview Learning rotations within your classroom/program for grades K-6. An in depth description of the goals, what to do at each rotation and sample activities for each rotation will be presented. The six Fairview Learning rotations will include: Adapted Dolch words, Bridge phrases, ASL, Guided Reading, Guided Writing and Centers. Participants will leave with center resources to implement in your classroom on Monday.

Presenter:

Kelly Sanders, Teacher of the Deaf/Hard of Hearing, Santa Barbara County Education Office. Kelly has taught in the SBCEO Regional D/HH program for the past 18 years and coordinates the Fairview Learning rotations for all of the students from kinder-6th grade. The SBCEO program began using Fairview Learning rotations in 2012 after Kelly attended a three day intensive Fairview Learning training.

Objectives:

1. The audience will gain an understanding of the elements of well-rounded Fairview Learning Rotations
2. The audience will understand the goals of the five Fairview Learning rotations and what to do at each rotation
3. The audience will see a sample Fairview Learning Rotation schedule and begin to think about how they can implement the rotations into their own schedule
4. The audience will understand what materials will be needed to begin Fairview Learning rotations in their own program.

*75-minute session

*Strand: Classroom teachers

Early Deaf parent/Deaf child interactions: What do they look like and what can teachers and parents learn from them?

Description: Deaf parents spontaneously use visually-based strategies to promote typical age-appropriate language and communication in their deaf toddlers. What do these strategies look like? This session will make use of short videotaped illustrations to guide discussion.

Presenters:

Ellen Schneiderman is a Professor in Deaf Education/Special Education at CSUN. Her interests include early language acquisition and strategies that Deaf and hearing parents use to promote it.

Stephanie Johnson is a Deaf Education Preschool/Kindergarten teacher at Marlton in Los Angeles. What inspires her is seeing the success that early language acquisition has for DHH children.

Objectives:

Participants will

1. Explain the important role of adults in promoting age-appropriate language and communication skills in young children.
2. Point out examples of adult facilitation while reviewing video examples of Deaf parents interacting with Deaf toddlers
3. Identify and discuss differences in the ways Deaf parents use visual strategies and hearing parents often use auditorilly-based strategies.
4. Identify strategies that teachers of Deaf children can use to support hearing parents in adopting visually-based interaction strategies.

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators, Educational Interpreters

Deaf Friendly in the Mainstream: Tips for a Language Rich Environment

Description: This session will provide information on what a Deaf friendly language rich environment looks like for d/hh children, and how parents, teachers, administrators, and educational interpreters can meaningfully contribute.

Presenters:

Dr. Smith-Warshaw and Dr. Johnson joined CSU-Fresno in Fall 2015. Dr. Smith-Warshaw previously served as principal over several different programs, and as superintendent of Illinois School for the Deaf. Dr. Johnson's background is in Deaf education, and she has worked as a community and educational interpreter for the past several years.

Objectives:

Participants will learn what a language rich environment is

- How language rich environments are beneficial
- why language rich environments are important
- How to develop and foster a language rich environment

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators, Educational Interpreters

Fostering Parent Involvement to Promote Student Success

Description: We will share tips and strategies for improving parent involvement from early start to elementary and beyond, provide parent resources and examples of how technology can help involve parents.

Presenters:

Kristina Timblin is a lower elementary DHH Teacher for Alhambra Unified School District.

Erin Fenimore is a DHH Early Start Itinerant Teacher for Alhambra Unified School District.

Objectives:

- *Share tips/strategies to involve parents
- *Provide resources to share with parents
- *Different ways to use technology resources with parents
- *Connect teachers in the same area to broaden parent involvement/connect parents across districts/programs

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers

VRS Curriculum in the Classroom

Description: A Curriculum targeted at students (any grades) and can be applicable towards their IEP goals. Technology is constantly evolving and can be each a challenge to stay abreast with the current trends. We will provide a taste of each technology and participants can become more comfortable on bringing back information to share.

Presenter:

F. Joseph Tsai, M.S. is Director of National Accounts specializing in Education where he works closely with schools (residential, mainstream and adult/vocational). Prior to joining the Purple Communications, he has over 6 years of teaching at two different residential schools (CSD Riverside and Texas School for the Deaf); taught at middle school level.

Objectives:

1. Utilize curriculum with students to gain a better sense of independent living skills with the aid of technology tools
2. Provide appropriate technology tools customized for each student
3. Share information with parents and have them become familiar with today's technology to better support their child
4. Applied strategies to support academic success

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators

Wireless Solutions for Today's Classroom

Description: A review of the latest wireless technology as well as a description of specific applications and troubleshooting.

Presenter:

David Wessell has a BA degree in Marketing from San Jose State University. He has 35 years in the Hearing Healthcare industry in sales, sales/management positions. Currently, he is a Pediatric Territory Manager for Phonak.

Objectives:

1. Understand the difference between FM and Roger DM technology
2. Be able to select appropriate equipment for specific classroom needs.
3. Learn basic troubleshooting techniques
4. Discover resources available regarding operation/maintenance of equipment.

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators

The Right Tools for the Job: Creating Your Teacher's Toolbox for Working with Students with Multiple Disabilities

Description: This workshop will help you assemble your own toolbox of specialized assessments, curricula, teaching strategies, IEP & IFSP goals, technology, and resources for working with children who have multiple disabilities, including deafblindness.

Presenters:

Jane Hankins is an itinerant D/HH Teacher in Monterey County who specializes in teaching children with deafblindness and children with multiple disabilities.

Maria Leontis is an Infant and Itinerant teacher for Deaf and Hard of Hearing students with the Monterey County Office of Education. She specializes in working with children with cochlear implants and is certified in AVT.

Objectives:

- 1: Measure Twice... Learn which assessments are right for your students, where to find them, and how to use them
- 2: Following the Blueprint--careful planning, building strong foundational skills, and scaffolding
- 3: Neuroplasticity: Rewiring the brain to create new connections
- 4: A Drill is a Boring Tool--Stocking your toolbox with a variety of educational strategies
- 5: Fixing the Vacuum--creating collaborative goals with other specialists
- 6: And when all else fails... Duct Tape! Quick repairs, emergencies, and holding it together and making it work.

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators and Educational Interpreters

Access to Language is Just as Important to the Development of the Whole Child

Description: Results of the Desired Results Developmental Profile-School Age with Deaf elementary students showed significant correlations between the variables such as language scores and important social-emotional factors.

Presenters:

Dr. Berke is the Student Outcomes Teacher Specialist at CSD and a Board Trustee to the Fremont Unified School District. She received her Ph.D. from the University of Colorado and holds the Multiple Subjects, DHH Educational Specialist and administrative credentials.

Adele Ann Eberwein is the Elementary principal at CSD. Eberwein earned her Ed.S. in Change Leadership in Education from Gallaudet University. She holds the Administrative Services and Education Specialist Instruction credentials.

Objectives:

- Gain a better understanding of how to best support Deaf children's access to the world
- Identify variables such as identity, self-esteem, empathy, impulse control, following rules, awareness of diversity, interaction with adults, friendship, conflict negotiation, safety, and understanding a healthy environment within home and school environments
- Develop a plan what is needed for the children to be personally and socially competent, effective learners who understand the importance of health and safety as well as their academic development

*75-minute session

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators

2 1/2 Hour Workshops

Blooming Forms: How to Create Google Forms to Make Your Life Easier

Description: Learn to use Google forms to create different ways to take information and organize it. Make your classroom life easier. Bring your own device! You will walk away with a usable form and ideas for more.

Presenter:

Jolene Berg has been a teacher of the Deaf and Hard of Hearing for 29 years. She has given Cal-Ed presentations in the past as well as presentations at the annual CUE Conferences. She was also Cal-Ed's Educator of the Year in 2014.

Objectives:

1. Attendees will learn the different ways to use Google Forms in the classroom.

2. Attendees will interact with different kinds of Forms.
3. Attendees will learn the different types of add-ins that are available to enhance the use of Forms.
4. Attendees will create their own Google Forms to take with them if they bring their own device.

*2 ½ Hour workshop

*Strand: Classroom Teachers, Itinerant teacher & Related Support Providers

Strategies for Writing Everyday in Your Classroom

Description: Workshop will explain and show writing activities that use student generated language. Simple to implement and students will write. Application, not theory.

Presenter:

Cathy Corrado has taught in a mainstream deaf/hh program for 26 years then 2 years as an Itinerant Teacher of the Deaf. She is now a literacy specialist for the statewide outreach team in Washington state.

Objectives:

This workshop will provide areas of instruction-

- *Beginning sentence building
- *Using list making for poetry and writing
- *Writing with detail
- *Simple assessment that drives instruction

*2 ½ hour workshop

*Strand: Classroom Teachers, Itinerant Teachers & Related Service Providers, Administrators

Successfully Facilitating the Transition from Plan C to Plan B Services for Hard of Hearing students

Description: Eligibility for Part C Services is defined by the Federal law, but determined through each state's guidelines. In California, this is spelled out in the California Code of Regulations Title 5. For a profoundly deaf child, qualification is almost a given. But for a child with a moderately severe hearing loss or less, qualifying for services is not clear cut. This presentation will help educators confronted with the challenge of helping students with mild to moderate hearing loss get Special Education services.

Presenters:

Shawna Goldhammer M.S., currently works with Orange County Department of Education serving the needs of students in the North Orange County SELPA. Shawna has worked in a variety of setting supporting D/HH students such as a Speech Language Pathologist, D/HH Classroom Teacher (TC), Early Start D/HH teacher and her current position as an Itinerant

Teacher of the Deaf.

M. Natasha Kordus, PH.D., is currently the Supervisor of Assessment Intervention and the California Deaf Education Resource Center at the California School for the Deaf, Riverside. Dr. Kordus has a doctorate in Clinical Psychology, an Administrative Services, PPS and School Psychology Credential and is certified as a Behavior intervention Case Manager. Dr. Kordus has provided a wide range of clinical and school related training on a local, regional and national basis and is involved in a number of professional organizations.

Objectives:

- 1) Identify the obstacles that prevent Hard of Hearing children from being identified in Child Find and qualifying for Special Education Services either under an IEP.
- 2) How to partner with and educate preschool assessment team who do not understand the needs of students with a hearing loss.
- 3) Learn how to use specific tools to measure current functioning and provide data to the education team to justify development and implementation of an IEP.
- 4) How to partner with and educate general education teams who do not understand the needs of students with a hearing loss.

*2 ½ hour workshop

*Strand: Classroom teachers, Itinerant Teachers & Related Support Providers, Parents, Administrators