



Iowa's Deafblind Summer Symposium

June 5-7, 2019

General Information about the Symposium: Do you work with students who have both a hearing and vision impairment? The Iowa Deafblind Summer Symposium will focus on the programming needs for children with deafblindness, including those with Cortical Vision Impairment and Auditory Processing Disorder. The symposium will provide information on the educational aspects of CVI including assessment, intervention strategies and alternative augmentative communication. Participants will have an opportunity to learn about Auditory Processing Disorder and how to complete an Information Functional Hearing Evaluation. Presenters for the workshop include Dr. Jeanane Ferre, nationally known speaker on Auditory Processing Disorder, Christopher Russell with the New York Deaf-Blind Collaborative, and Adam Graves with the Texas Deafblind Project. Participants will have the opportunity to register for a pre-symposium workshop on the basics of deafblindness led by Iowa's Deafblind Technical Assistance Team.

Please note: If you would like to earn licensure renewal credit, you must attend the Pre-Symposium session on June 5th and all sessions on June 6-7th.

Deafblind Symposium Presenters

Dr. Jeanane Ferre, PhD., CCC-A

Dr. Ferre received her PhD in Audiology from Northwestern University in 1984 and has been on the faculties of Northern Illinois University, Rush University, and Northwestern University. She has published several articles in refereed journals and presented at the local, state, national and international levels on CAP and CAPD. Her published work includes numerous chapters in professional texts, peer-reviewed and invited manuscripts, and The Differential Screening Test for Processing (co-author). Dr. Ferre is in private practice in the Chicago metropolitan area providing, exclusively, evaluation and treatment of central auditory processing disorders among children and adults. Dr. Ferre is a Fellow of the Illinois Speech-Language-Hearing Association, the 1997 recipient of ISHA's Clinical Achievement Award, a Fellow of the American Speech-Language-Hearing Association (2001), and received Honors of the Illinois Speech-Language-Hearing Association in 2007.

Christopher P. Russell, MS.Ed.

Chris Russell is the Project Coordinator for the New York Deaf-Blind Collaborative, and has experience as a classroom teacher and Teacher of the Visually Impaired (TVI) working with children who have visual impairments and additional disabilities including deaf-blindness. Chris specializes in severe and multiple disabilities including deaf-blindness, cortical visual impairment, curriculum adaptations for children with visual impairments and additional

disabilities, and instructional strategies supporting communication development for children with pre-symbolic communication. He holds the Perkins-Roman CVI Range Endorsement, and conducts training in CVI Characteristics, Phases, Assessment and Intervention across NY State for professionals and families.

Adam Graves

Adam Graves- Adam has 15 years of experience working with students who are DeafBlind. He has provided Technical Assistance as a DeafBlind Education Specialist for 5 years with the Texas DeafBlind Project. Prior to his work with the Project, Mr. Graves spent 3 years as a paraprofessional and 7 years as a teacher working with students who are DeafBlind at TSBVI. Mr. Graves co-created the Informal Functional Hearing Evaluation (Montgomery & Graves 2017) and the webinar series Hearing Issues for Students with DeafBlindness (Graves & Montgomery 2016). Mr. Graves currently serves as a member of the board of directors of the Council for Exceptional Children's (CEC) Division for Visual Impairment and DeafBlindness (DVIDB) and the CEC committee on maltreatment.

Amy Baxter

Amy Baxter - Amy has been working with students who are DeafBlind for over 8 years. She holds a Master's degree in Deaf Education and Hearing Science from the University of Texas Health Science Center, San Antonio. Ms. Baxter has worked in variety of public schools throughout Texas including the Texas School for the Deaf and Texas School for the Blind and Visually Impaired. She has served children who are Deaf and DeafBlind in a variety of positions including as a preschool and elementary teacher and early childhood intervention specialist. Currently, Ms. Baxter provides services for students from the ages of 6 to 22 as the DeafBlind consultant for comprehensive programs at TSBVI. In addition to her work in the educational field, Ms. Baxter also serves children and adults in the Austin, TX area who are DeafBlind by working as an intervener in home and community settings.

Session Times and Descriptions

Wednesday, June 5, 2019

Time: 1:00-4:00 pm

Pre-Symposium Workshop – Required for licensure renewal credit

Basics of Deafblindness – This session will focus on the basics of working with students who are deafblind including, educational programming, access to information with sensory impairment and the multi-disciplinary team approach. Members of Iowa’s Deafblind Technical Assistance Team will lead this session with hands on activities and simulations.

Thursday, June 6, 2019

Registration 7:00-8:00 am

General Opening Session 8:00-8:30 am

Morning Session One

Time: 8:30am -10:00 am

Presenter: Christopher Russell

Title: Cortical Visual Impairment: An Introduction to Characteristics, Phases, and Assessment

Description: This session will provide an overview of CVI, with a focus on understanding and identifying the 10 unique visual behavioral Characteristics and 3 Phases of CVI. Participants will gain both technical and practical knowledge and skills to support the range of students with CVI, as well as meaningful and personalized experiences in considering the development of AAC to support their students. This session is appropriate for both beginners and professionals with prior training in CVI (as it will address current information and up-to-date best practices), and will include hands-on activities in observing and understanding characteristic visual behaviors of students with CVI.

Morning Session Two

Time: 10:15am-12:00pm

Title: Cortical Visual Impairment: Focus on Alternative & Augmentative Communication

Description One of the greatest areas of need in professional development is in addressing the unique adaptations and strategies necessary to support the implementation of student-centered, accessible forms of AAC, both aided and unaided, for students with CVI. This session will provide an intensive focus on specific considerations for alternative and augmentative communication systems for students with CVI. Participants will be introduced to a tool for

planning AAC to meet their students' unique needs and preferences, and hands-on activities to apply this information to best practice with their students.

Learning Objectives: Participants will increase their knowledge and skills in:

- Designing appropriate interventions and environmental adaptations for individuals with CVI
- Developing academic and functional outcomes or goals/objectives based on the child's/student's identified strengths and needs
- Developing child-centered tools for planning Present Levels of Performance, Management Needs/Accommodations, and guiding implementation of the IEP to meet the unique needs of students with CVI.

Lunch 12:00-1:00 pm

Thursday, June 6, 2019

Afternoon Session: 1:00-4:00 pm

Presenter: Christopher Russell

Title: Cortical Visual Impairment: Focus on Educational Program Development, Curriculum Adaptations and Functional Routines

Description: This session will focus on practical methods and approaches for using the results of CVI Range assessment to adapt and design educational programs for a diverse population of students across the Phases of CVI. Areas of specific focus will include IEP development (Present Levels of Performance, Management Needs/Accommodations & Adaptations), curriculum adaptations for literacy and numeracy, and child-centered approaches for planning functional routines. This session will include hands-on activities in planning activities, goals and adaptations, and developing student-centered CVI Schedules.

Learning Objectives: Participants will increase their knowledge and skills in:

- Designing appropriate interventions and environmental adaptations for individuals with CVI
- Developing academic and functional outcomes or goals/objectives based on the child's/student's identified strengths and needs
- Developing child-centered tools for planning Present Levels of Performance, Management Needs/Accommodations, and guiding implementation of the IEP to meet the unique needs of students with CVI.

Friday, June 7, 2019

Registration 7:00-8:00 am

General Opening Session 8:00-8:30 am

Morning Session

Time: 8:30am – 12:00 pm

Presenter: Dr. Jeanane Ferre

Description: Understanding central auditory processing disorders may be complex but it need not be complicated. Session will describe the neuroscientific foundations of auditory processing and the continuum of skills encompassed by that term. Topics include development of processing skills, assessment techniques for differential diagnosis of central auditory processing disorders (CAPDs), impact of processing disorders on academics, communication, and life skills, and deficit-specific (differential) intervention, including classroom and in-home management strategies and educationally relevant treatment goals for improving specific auditory perceptual skills and related functional listening and learning skills.

Learning Objectives: At the conclusion of this presentation participants will be able to:

- Describe continuum and development of processing skills.
- Describe age appropriate assessment techniques to probe skills along the processing continuum.
- Describe behavioral characteristics of auditory processing deficits.
- Describe effective intervention (management and remediation) strategies for use at home and school.

Lunch 12:00-1:00 pm

Friday, June 7, 2019

Afternoon Session

Time: 1:00-3:30 pm

Presenters: Adam Graves and Amy Baxter

Title: Including the IFHE in the IEP

Description: The auditory functioning of students who are deafblind and have multiple disabilities can often be difficult for IEP teams to determine. These students sometimes demonstrate the ability or inability to use their hearing in certain environments that seem inconsistent with the results of audiometric testing. To help teams provide data on how students

use their hearing in a variety of settings and for a variety of activities, the Texas School for the Blind and Visually Impaired (TSBVI) has developed the Informal Functional Hearing Evaluation (IFHE). This presentation provides an overview of the IFHE and how to incorporate the data into IEP documentation. Participants will be guided through the process of completing the various sections of the evaluation and provided video examples of individuals demonstrating varying degrees of functional hearing that participants will analyze together.

Learning Objectives: At the conclusion of this presentation participants will be able to:

- Determine the need for an IFHE to be completed for a student
- Describe the function of each section of the IFHE
- Describe how to record information from the IFHE in the required documents of the IEP

Closing Session 3:30-4:00 pm

Registration fee (lunch is included): \$50 for professionals and parents

Registration fee waived for parents of children on Iowa's Deafblind Registry.

Hotel Room Reservation Information

Radisson Hotel and Conference Center

Coralville, Iowa

Guests may call 319-351-5049 and ask for a room in the *Iowa Deafblind Project Summer Workshop* block or by using the link below. The special **\$65 group rate** has been extended for rooms with 1 king or 2 queen beds. We offer complimentary parking, complimentary internet all throughout our facility and are a 100% smoke free hotel. The rooms will release for general sale 5/22/19. We have a restaurant, [Twelve01 Kitchen & Tap](#), open daily for breakfast, lunch, dinner & room service.

Reservation link:

www.radisson.com/reservation/itineraryEntrance.do?hotelCode=USACOIA&promotionalCode=IDEBLS&startDate=20190605&numberNights=2



The contents of this document were developed under a grant from the U.S. Department of Education #H326T13038 and #H326T180013. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Maryann McDermott.