







# 2025 Supporting Success Virtual Conference



*Coming January 15 – April 15, 2025*


**Registration begins May 15, 2024**


	Session Length	Session Topic/Title	Presenter
1	90 min	<p><b>Make it Take it!: Creating Engaging Activities for Each Strand of the Reading Rope</b> Delve into effective literacy instruction with "Make it Take it!" Each strand of the Reading Rope framework will be addressed in a comprehensive model that encapsulates the various components essential for proficient reading. Through hands-on activities, participants will learn how to design engaging and effective instructional materials targeting each strand of the Reading Rope.</p> <p>From phonological awareness to comprehension and vocabulary acquisition, this course equips educators with the tools and strategies needed to scaffold literacy development across all levels. Drawing on research-backed practices and real-world examples, participants will explore innovative approaches to address the diverse needs of learners.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Identify and define each strand of the “Reading Rope”, and explain how they differ as well as relate to one another.</li> <li>• Develop an engaging lesson plan, for each Reading Strand, and explain how Explicit Instruction is necessary for literacy instruction</li> <li>• Create scaffolded lessons that follow a systematic approach to literacy instruction.</li> </ul>	<p><b>Michelle Andros</b></p> 
2, 3	90 min 90 min	<p><b>Strategic &amp; Interactive Writing Instruction (SIWI) Parts 1 and 2</b> Educators will be introduced to Strategic and Interactive Writing Instruction (SIWI), an evidence-based approach to teaching writing to deaf and hard of hearing students. This session will include an overview of the SIWI driving principles, with actionable steps for beginning SIWI implementation and how to obtain additional professional development.</p> <p>Learning Objectives</p>	<p><b>Hannah Dostal</b></p> 

		<ul style="list-style-type: none"> <li>• Educators will be able to create authentic purposes and opportunities for writing.</li> <li>• Educators will be able to model and engage students in a recursive writing process.</li> <li>• Educators will be able to integrate explicit instruction of genre-specific text structure.</li> <li>• Educators will be able to balance attention to writing and language objectives during writing instruction.</li> </ul>	<p><b>Kim Wolbers</b></p> 
4	90 min	<p><b>From Interaction to Formal Language - Becoming the Excellent Observer and Thoughtful Communicator with Children who are Congenitally Deafblind, Session 1: Experiencing the World Through the Sense of Touch</b></p> <p>The goal of this introductory session is to initiate and provoke thought and conversation from the participant. Using video examples and hands-on activities we will explore how to initiate and sustain social interaction, share meaningful emotional experiences, and co-create a mutually understood language with our learners who are deafblind. Discussion will also include thoughts on tactile memory, and the importance of the body in the learning experience.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will gain a deeper understanding of the world from a tactile-bodily perspective – A world without vision and hearing that is based in the tactile-bodily sense.</li> <li>• Participants will gain a deeper understanding of “The Importance of the Sense of Touch” and how it relates to the co-creation of a negotiated and shared tactile-bodily based language with the learner who is deafblind.</li> <li>• Participants will gain an understanding of learning from the perspective of a student who is congenitally deafblind; a tactile-bodily learning experience vs. an auditory/visual learning experience.</li> </ul>	<p><b>Christopher Montgomery</b></p> 
5	90 min	<p><b>From Interaction to Formal Language - Becoming the Excellent Observer and Thoughtful Communicator with Children who are Congenitally Deafblind, Session 2: The Five Steps of Interaction with children who are congenitally deafblind;</b></p>	<p><b>Christopher Montgomery</b></p>

		<p><b>applying basic principles of social interaction in the co-creation of a language that does not yet exist</b></p> <p>During this session we will explore ideas, topics, and questions for the adult interaction partner of congenitally deafblind learners with emerging language. Using video examples, we will illustrate and discuss five essential elements for beginning, maintaining, and closing an interactive conversation through tactile-bodily communication modes. Discussion will also include an introductory overview of new tools and resources for professionals, families, and adult interaction partners of students who are congenitally deafblind.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Participants will be introduced to “The Five Steps of Interaction” and gain an understanding of the social-interactive communication process: Noticing, Affirming, Naming, Serve and Return, and Closure</li> <li>• Participants will gain an understanding of language from the perspective of a student who is congenitally deafblind; a tactile-bodily language vs. an auditory/visual language</li> <li>• Participants will gain an understanding of the importance of co-creating a mutually understood language with their student</li> </ul>	
6	90 min	<p><b>Teaching Mathematical Word Problems and Vocabulary to Students Who are Deaf or Hard of Hearing</b></p> <p>This presentation addresses the unique challenges faced by educators when teaching mathematical word problems and vocabulary to students who are deaf or hard of hearing. Techniques and strategies will be discussed, and participants will gain insights into enhancing mathematical language comprehension, particularly within the context of American Sign Language (ASL) and word problem solving.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> <li>• The learner will increase their understanding of mathematical language and its nuances, especially as it pertains to the use of ASL and word problems.</li> <li>• The learner will learn how to use a graphic organizer in lessons, that is helpful to students</li> </ul>	<p><b>Dawn Kidd</b></p> 

		<p>when approaching mathematical word problems.</p> <ul style="list-style-type: none"> <li>The learner will identify the importance of intentional teaching of mathematical vocabulary, and how this knowledge enables students to better understand word problems.</li> </ul>	
7	90 min	<p><b>Emotion Socialization &amp; Children who are Deaf or Hard of Hearing</b></p> <p>This session will introduce the topic of “emotion socialization” and emphasize the important role of teachers (and others working in/with school systems) in helping children to learn about emotions. In educational settings, the emphasis is often what the learner is/is not doing or how they are progressing. Importantly, however, through their own actions teachers model appropriate displays of emotion and emotional regulation. This session will engage professionals in considering how they can promote emotional understanding, appropriate emotional engagement, and self-regulation of emotion among children who are deaf or hard of hearing.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Define “emotion socialization” and describe at least two reasons why it is particularly relevant for children who are deaf or hard of hearing</li> <li>Distinguish between “emotion socialization” and “social skills,” providing an example of each to illustrate the difference</li> <li>Identify a minimum of two strategies for promoting emotion socialization that could be implemented in one’s work in the next 2-4 weeks and make a plan to incorporate them into practice</li> </ul>	<p><b>Amy Szarkowski</b></p> 
8	90 min	<p><b>Fostering Healthy Relationships with Peers: Pragmatics in Action</b></p> <p>This session will delve into some of the challenges that children who are deaf or hard of hearing can have in inclusive educational settings and provide actionable strategies to help them develop positive relationships with their peers. Participants will learn about DHH children’s peer relationships through the lens of pragmatics. Particular attention will be given to how professionals might bolster children’s use of their social communication abilities and increase their understanding of how to build and maintain positive connections with</p>	<p><b>Amy Szarkowski</b></p> 




		<p>classmates.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Share with another professional at least one relevant fact about “healthy peer relationships” that the participant found interesting, which was informed by the literature described in the workshop</li> <li>• Generate a list of 2-3 approaches one could use to bring the topic of “healthy peer relationships” to the team discussions regarding supporting children who are deaf or hard of hearing (e.g., IFSP/IEP meetings, departmental meetings, progress report meetings, meetings regarding placement or service provision)</li> <li>• Identify 1-2 students on one’s caseload/in one’s class who might benefit from particular emphasis on positive peer relationships and establish a plan to implement at least one new strategy for fostering this ability that was discussed in the workshop</li> </ul>	
9	60 min	<p><b>Collaboration and Involvement: Parents and IEP Teams Working Together</b></p> <p>Let's face it - raising, and educating a deaf or hard of hearing child takes time, energy and resources. Help build a pathway to success by fostering a close working relationship between families and educators. When IEP team members and families work together on goals, pre-teaching and self-advocacy skills, the child has a strong example of the power and importance of teamwork and collaboration. Whether your child has similar peers or is the only deaf or hard of hearing student in school, learn how getting involved can help nurture relationships in an IEP meeting and beyond!</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Recognize the importance of collaboration between schools and families when preparing for IEP meetings</li> <li>• Understand ways to get involved with your child’s school and help strengthen the relationship with your child’s IEP team</li> <li>• Explore creative ways to support your deaf and hard of hearing children when resources don’t readily exist and increase your self-advocacy skills</li> </ul>	<p><b>Teri Urban</b></p> 

10	90 min	<p><b>Spill the Tea! What Itinerant Teaching REALLY Looks Like</b></p> <p>The model of itinerant teaching is not taught in university programs. There is so much to learn when one is new to the profession, or suddenly moved into the job of teaching students, often 1:1. How does one schedule students, plan travel, track student time and progress, collaborate and communicate with colleagues effectively, troubleshoot hearing assistive technology? The list goes on and on. In this session, we'll cover the basics, because you don't know what you don't know.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities of the itinerant teacher</li> <li>• Ideas for tracking, scheduling, and self-monitoring</li> <li>• What questions to ask and how to more effectively ask them</li> </ul>	<p><b>Brenda Wellen</b></p> 
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**Please note:** The sessions presented by Christopher Montgomery, & Hannah Dostal and Kim Wolbers are taught as Parts 1 and 2, but are sold separately.



## About our Virtual Conference Presenters:

<p><b>Michelle Andros, M. Ed.</b></p> 	<p><b>Michelle Andros</b> is a certified Teacher of the Deaf and Hard of Hearing, Administrator and Educational Consultant in Pittsburgh, Pennsylvania. She currently serves as the Director of External Education at DePaul School for Hearing and Speech and is an adjunct professor at Robert Morris University. Michelle has been in the field of deaf education for over 20 years, serving as a classroom teacher, an itinerant teacher, a consultant, and administrator. She attended Indiana University of Pennsylvania for Deaf Education, Shenandoah University for Education Administration and Supervision and Slippery Rock University for her Special Education Supervisory Certificate. She has dedicated her career to improving both students' and teachers' understanding of education in the field of deafness. Michelle is the Director of Professional Outreach and Courses at Supporting Success for Children with Hearing Loss. She joined the SSCHL team in 2022. Reach Michelle at <a href="mailto:michelle@success4kidswhl.com">michelle@success4kidswhl.com</a>.</p>
<p><b>Hannah Dostal, Ph.D.</b></p> 	<p><b>Hannah Dostal, PhD</b> is an Associate Professor of Reading Education in the Department of Curriculum and Instruction and a Researcher in the Social Justice and Equity Research Cluster at the University of Connecticut. Hannah is a certified reading specialist and holds a Ph.D. in Education with a concentration in literacy studies and Deafness from the University of Tennessee, where she also earned both graduate and undergraduate degrees in education (MS, BS), American Sign Language interpreting (BS), and human services (BS).</p> <p>Hannah has served as a middle school teacher and a writing intervention coordinator for students in grades K-12. She also has worked with school districts and professional associations to build capacity for implementing literacy practices that support the development of reading and writing.</p> <p>Hannah is currently a co-PI on a four-year Institute of Educational Sciences (IES) efficacy grant, and has served as a co-PI on an IES development grant and five state teacher quality grants. Her work has been featured at national and international conferences and in both national and internationally published books and journals.</p>
<p><b>Dawn Kidd, Ph.D.</b></p> 	<p><b>Dawn Hoyt Kidd</b> retired from the Texas School for the Deaf in 2022 after 30 years. There she taught high school mathematics, served as the curriculum specialist for K-12 mathematics, and taught middle school mathematics. She currently teaches pre-service teachers at the Austin site of Lamar University. She was one of the original members of the DeafTEC project started at the National Technical Institute for the Deaf (NTID) in 2011, and continues to be part of the DeafTEC Resource Center. Her professional interests are providing quality teaching in mathematics and STEM for deaf/hh students, as well as the emphasis of language within math and STEM learning. Outside of the classroom she enjoys kayaking, camping, reading, and mostly her family.</p>
<p><b>Christopher</b></p>	<p><b>Chris Montgomery</b> has worked in the field of deafblind education and visual</p>

**Montgomery, M.Ed.,  
TVI**



impairment over 25 years. He began as a classroom teacher at the Texas School for the Blind and Visually Impaired (TSBVI). His classroom experience includes, working with a wide range of students who are visually impaired, blind, and deafblind, from emerging language children to those transitioning to an independent adulthood. In 2006, he began work as a Deafblind Education Consultant with the Texas Deafblind Project. During this time, he helped lead system change efforts to establish Teachers of Students who are Deafblind (TDB), including the development of Texas educator standards for TDB. Chris co-developed the Informal Functional Hearing Evaluation (IFHE), and has authored numerous other papers, journal articles, and websites including his most recent; Interaction and Communication for Children who are Deafblind. Other current work includes, co-leading the development of The Functional Vision Evaluation, Learning Media Assessment, Functional Tactile, and Communication Evaluation for students who are Deafblind (ETT-DB).

Most recently, Chris served as the Director of Education for Deafblind Programs, at Perkins School for the Blind, in Watertown, Massachusetts.

**Amy Szarkowski,  
Ph.D.**





**Dr. Szarkowski** is a psychologist who brings vast experience working in clinical and educational settings with, and in support of, children who are deaf and/or who have disabilities, as well as their families. Her research interests as they pertain to children who are deaf include: exploring the role of pragmatics, understanding and supporting families raising deaf children, developing and implementing effective early intervention, and fostering social and emotional functioning. Dr. Szarkowski is motivated by “fostering joy” and helping families and professionals to emphasize the joy in their respective journeys.

**Teri Urban**



**Teri Urban** Terese ‘Teri’ Urban lives with her husband, Mike and their three children in central Virginia. Her oldest, teenage child was identified at birth with bilateral sensorineural non-syndromic hearing loss, commonly known as Connexin 26. Her daughter’s genetic hearing loss was progressive, and she now utilizes bilateral cochlear implants and American Sign Language to understand the world around her. Teri’s passion for bringing deaf and hard of hearing children together and providing unbiased resources for families began in 2015 when she successfully resurrected Vermont Hands & Voices. After relocating to Virginia in 2016, she has continued her leadership efforts as Chair for Virginia Hands & Voices. In 2022, Teri accepted a partnership at Supporting Success for Children with Hearing Loss as Director of Advocacy and Parent Outreach. In this role, she helps connect families to resources historically used by educators. Teri is a member of numerous committees that focus on the overall success of deaf and hard of hearing children, such as the Virginia EHDI Advisory Committee, the Hanover County Public Schools Special Education Advisory Committee, the Virginia Deaf Blind Project Advisory Council and the National EHDI Parent to Parent Committee. In her free time, she enjoys



	<p>reading, traveling the countryside, and spending time with loved ones. Reach Teri at <a href="mailto:teri@success4kidswhl.com">teri@success4kidswhl.com</a>.</p>
<p><b>Brenda Wellen, M.S.</b></p> 	<p><b>Brenda Wellen</b> is newly retired Teacher of the Deaf and Hard of Hearing in San Angelo, Texas. She received her Bachelor's Degree in English at Angelo State University and completed her Master of Science in Communication Disorders with a specialty in Deaf Education from Texas Woman's University. She has worked with students who are deaf or hard of hearing of all ages from birth to 21 for the last 30+ years in both a self-contained classroom and as an itinerant. She serves as a member of the Statewide Conference on Education of the Deaf and Hard of Hearing planning committee. She is also the event creator and coordinator of West Texas Deaf Olympics which is currently in its 20<sup>th</sup> year. Brenda serves as Executive Director of Supporting Success for Children with Hearing Loss. Brenda joined the SSCHL team in 2019. Reach Brenda at <a href="mailto:brenda@success4kidswhl.com">brenda@success4kidswhl.com</a>.</p>
<p><b>Kimberly A. Wolbers, Ph.D.</b></p> 	<p><b>Kimberly A. Wolbers, PhD</b> is a professor in the Deaf studies program and is co-director of TPTE's undergraduate studies programs. She earned her PhD from Michigan State University in 2007 with a focus in special education and literacy. Her research has focused on the design and implementation of writing and language instruction for deaf and hard of hearing children and adolescents. She has conceptualized an approach called Strategic and Interactive Writing Instruction (SIWI), which aims to be responsive to the varied language needs of deaf learners.</p>

**Invest in your yourself with Professional Development from  
the Supporting Success Biennial Virtual Conference 2025**

[Supportingsuccess2025vc.com](http://Supportingsuccess2025vc.com)

<b>EARLY Early Bird Registration – May 15 – July 31, 2024</b>			
<b>Individual Registration Fee</b>		<b>Fee Per Person for Groups of 6 or More</b>	
<b>All 10 courses \$159</b>	You pay \$15.90/course	<b>All 10 courses \$149</b>	You pay \$14.90/course
<b>6 courses \$119</b>	You pay \$19.83/course	<b>6 courses \$109</b>	You pay \$18.17/course
<b>4 courses \$99</b>	You pay \$24.75/course	<b>4 courses \$89</b>	You pay \$22.25/course

<b>Early Bird Registration – August 1 – October 31, 2024</b>			
<b>Individual Registration Fee</b>		<b>Fee Per Person for Groups of 6 or More</b>	
<b>All 10 courses \$174</b>	You pay \$17.40/course	<b>All 10 courses \$164</b>	You pay 16.40/course
<b>6 courses \$130</b>	You pay \$21.67/course	<b>6 courses \$120</b>	You pay \$20.00/course
<b>4 courses \$109</b>	You pay \$27.25/course	<b>4 courses \$99</b>	You pay \$24.75/course

<b>Regular Registration – November 1, 2024 – January 14, 2025</b>			
<b>Individual Registration Fee</b>		<b>Fee Per Person for Groups of 6 or More</b>	
<b>All 10 courses \$189</b>	You pay \$18.90/course	<b>All 10 courses \$179</b>	You pay 17.40/course
<b>6 courses \$143</b>	You pay \$23.83/course	<b>6 courses \$133</b>	You pay \$22.17/course
<b>4 courses \$119</b>	You pay \$29.75/course	<b>4 courses \$109</b>	You pay \$27.25/course

<b>During Conference Registration – January 15 – March 1, 2025</b>			
<b>Individual Registration Fee</b>		<b>Fee Per Person for Groups of 6 or More</b>	
<b>All 10 courses \$209</b>	You pay \$20.90/course	<b>All 10 courses \$199</b>	You pay 19.90/course
<b>6 courses \$159</b>	You pay \$26.50/course	<b>6 courses \$149</b>	You pay \$24.83/course
<b>4 courses \$129</b>	You pay \$32.25/course	<b>4 courses \$119</b>	You pay \$29.75/course

***Please note:*** For group registrations, members of the group do not have to view the sessions at same time, but will view the same sessions.

***Accommodations:*** All sessions are recorded and will include ASL interpretation and captioning.

**Register today at [supportingsuccess2025vc.com](http://supportingsuccess2025vc.com)**

# Viewing date range

## January 15, 2025 – April 15, 2025

### CEUs

You MUST download your continuing education certificates by the close of the 2025 Virtual Conference.

We will NOT be able to provide you with this information after April 15, 2025.

The following types of continuing education options are provided for all courses. You can choose to download one or more options.

- Supporting Success for Children with Hearing Loss Certificate of Completion
  - ASHA CEU Verification Form
- AG Bell LSLS CEU Letter (you must pass the course quiz to be eligible)
  - RID
- ISBE (via sponsorship from the Illinois School for the Deaf)