

DATE	TITLE	OBJECTIVES
March 2 - 8:30 AM - 11:30 AM	Promoting the Social and Emotional Functioning of Children who are DHH Plus: A panel of parents and professionals	<ol style="list-style-type: none"> <li>1. Articulate, in words or in</li> <li>2. Tell a friend, in one's own</li> <li>3. Generate a plan for</li> </ol>
March 2 - 2:10 PM - 2:30 PM	Plugged in: Continuity of Services	<ol style="list-style-type: none"> <li>1. The participant will define</li> <li>2. The participant will define</li> <li>3. The participant will examine</li> </ol>
March 2 - 2:50 PM - 3:10 PM	Empowering Caregivers through Language Sampling Practices	<ol style="list-style-type: none"> <li>1. Describe how language</li> <li>2. Explain how language</li> <li>3. Identify components of the</li> </ol>
March 2 - 2:50 PM - 3:10 PM	Sensory Play to maximise listening and speaking	<ol style="list-style-type: none"> <li>1. Participants will explore</li> <li>2. Participants will be able to</li> <li>3. Participants will be</li> </ol>
March 2 - 3:15 PM - 3:35 PM	SEL: Managing Big Feelings with Little Humans	<ol style="list-style-type: none"> <li>1. Learners will identify the five</li> <li>2. Learners will list three</li> <li>3. Learners will discuss 2</li> </ol>
March 2 - 3:40 PM - 4:00 PM	Linking Language Building Strategies to Serve & Return	<ol style="list-style-type: none"> <li>1. The participant will link at</li> <li>2. The participant will list two</li> </ol>
March 3 - 9:00 AM - 11:00 AM	What do we know about the fathers? Research in the Field of Young Children who are Deaf or Hard of Hearing	<ol style="list-style-type: none"> <li>1. 1. Label and describe a</li> <li>2. 2. Generate and share with</li> <li>3. 3. Identify and articulate 1</li> </ol>
March 3 - 9:30 AM - 11:30 AM	Early Hearing Detection and Intervention Among Children with Craniofacial Anomalies	<ol style="list-style-type: none"> <li>1. Describe the prevalence of</li> <li>2. Describe the trending time</li> <li>3. Describe the relationships</li> </ol>
March 3 - 1:45 PM - 2:05 PM	Knowing your Cognitive Biases	<ol style="list-style-type: none"> <li>1. The participant will define</li> <li>2. The participant will describe</li> <li>3. The participant will self</li> </ol>
March 3 - 2:10 PM - 2:30 PM	Building 3-D Relationships in a 2-D World	<ol style="list-style-type: none"> <li>1. Participants will learn</li> <li>2. Participants will identify the</li> <li>3. Participants will review</li> </ol>
March 3 - 2:10 PM - 2:30 PM	Empowering Parents: Navigating the Birth to Three Period to Reach Desired Outcomes	<ol style="list-style-type: none"> <li>1. Participants will describe</li> <li>2. Participants will recognize</li> <li>3. Participants will identify</li> </ol>
March 3 - 2:10 PM - 2:30 PM	Facilitating Infant Language Intervention Through Quality Improvement	<ol style="list-style-type: none"> <li>1. Describe evidence-based</li> <li>2. Identify strategies to</li> <li>3. Identify modern quality</li> </ol>

March 3 - 2:50 PM - 3:10 PM	Effects of COVID on Parenting & Mental Health: What can you do to support families?	<ol style="list-style-type: none"> <li>1. List screening tools for</li> <li>2. Discuss the impact of COVID</li> </ol>
March 3 - 2:50 PM - 3:10 PM	Preparing Family-Centered EI Professionals	<ol style="list-style-type: none"> <li>1. Attendees will list and</li> <li>2. Attendees will demonstrate</li> <li>3. Attendees will identify gaps</li> </ol>
March 3 - 2:50 PM - 3:35 PM	Teaching Children with Secondary Complicating Factors: Expecting More	<ol style="list-style-type: none"> <li>1. At the end of this session,</li> <li>2. At the end of this session,</li> <li>3. At the end of this session,</li> </ol>
March 3 - 3:15 PM - 3:35 PM	Application of Strategies for Fostering JOY: Suggestions for Professionals and Families	<ol style="list-style-type: none"> <li>1. 1. Describe at least two</li> <li>2. 2. Identify two or more</li> <li>3. 3. Generate a self-statement</li> </ol>
March 3 - 3:40 PM - 4:00 PM	A Guide for Parents: understanding best practice recommendations for children with unilateral hearing loss	<ol style="list-style-type: none"> <li>1. o The participants will</li> <li>2. o The participants will glean</li> <li>3. o Participants will have</li> </ol>
March 3 - 3:40 PM - 4:00 PM	Family-Centered Intervention: The Sibling Perspective	<ol style="list-style-type: none"> <li>1. Participants will describe</li> <li>2. Participants will identify the</li> <li>3. Participants will create an</li> </ol>
March 3 - 3:40 PM - 4:00 PM	Intervention services across the nation -- are they enough?	<ol style="list-style-type: none"> <li>1. The learner will be able to</li> <li>2. The learner will be able to</li> </ol>
March 3 - 3:40 PM - 4:00 PM	The Early Hearing Detection & Intervention - Pediatric Audiology Links to Services (EHDI-PALS) Program updates and Enhancements	<ol style="list-style-type: none"> <li>1. Participants will be able to</li> <li>2. Participants will be able to</li> <li>3. Participants will be able to</li> </ol>
March 4 - 9:00 AM - 11:00 AM	Tele-Education: Supporting Deaf and Hard of Hearing Students in the Mainstream	<ol style="list-style-type: none"> <li>1. Participants will be able to</li> <li>2. Participants will be able to</li> <li>3. Participants will understand</li> </ol>
March 4 - 1:20 PM - 1:40 PM	Child Care Settings: Front Line Support for Families	<ol style="list-style-type: none"> <li>1. Participants will be able to</li> <li>2. Participants will identify</li> <li>3. Participants will discuss</li> </ol>
March 4 - 1:45 PM - 2:05 PM	Creating a hybrid preschool	<ol style="list-style-type: none"> <li>1. Identify the benefits of an</li> <li>2. How to create a hybrid</li> <li>3. How to engage and support</li> </ol>
March 4 - 1:45 PM - 2:05 PM	Ohio Valley Voices and Dayton Children's Hospital Collaborative	<ol style="list-style-type: none"> <li>1. The learning will identify 3</li> <li>2. The learning will describe</li> <li>3. The learning will summarize</li> </ol>
March 4 - 1:45 PM - 2:05	Tracking Early Intervention Outcomes at the	<ol style="list-style-type: none"> <li>1. Explain the purpose of the</li> </ol>

PM	Program, State, and National Levels	2. List the benefits associated 3. Describe the challenges of
March 4 - 2:10 PM - 2:30 PM	Data Sharing of Early Intervention Outcomes: A model for change	1. Participants will examine a 2. Participants will be able to 3. Participants will list the
March 4 - 2:10 PM - 2:30 PM	Successful Teletherapy Sessions: During COVID and Beyond	1. 1. At the end of this session, 2. At the end of this session, 3. At the end of this session,
March 4 - 2:50 PM - 3:10 PM	Crash and Catch-up: Follow-up Protocols in Response to Covid-19.	1. 1. Review how COVID-19 2. 2. Discuss steps taken by 3. 3. Evaluate the current
March 4 - 2:50 PM - 3:10 PM	Routine Ready- Embedding CASLLS into Home Activities	1. Parents and Professionals 2. Parents and Professionals 3. Parents and Professionals
March 4 - 2:50 PM - 3:10 PM	Self-Advocacy for Children who are Deaf and Hard of Hearing	1. Participants will identify 2. Participants will explore 3. Participants will review self-
March 4 - 3:15 PM - 3:35 PM	Socialization Skills for Children who are Deaf/Hard of Hearing	1. Attendees will learn what 2. Attendees will gain an 3. Professionals will leave with
March 4 - 3:40 PM - 4:00 PM	Tele-Practice in the Age of Covid-19; A Virtual Health Clinic for Children with Cochlear Implants	1. participants will be able to 2. participants will be able to 3. participants will be able to
March 5 - 9:30 AM - 12:30 PM	The Role of Socio-Economic Factors on Longitudinal Outcomes of Children who are Deaf or Hard of Hearing	1. Participants will be able to 2. Participants will be able to 3. Participants will be able to
March 5 - 10:30 AM - 2:30 PM	JCIH Position Statement	1. Clarify the new aspects of the 2. Allow participants to seek
March 5 - 12:00 PM - 5:00 PM	IDEA and Advocacy Learning Session	1. Participants will gain 2. Participants will gain 3. Tools and Strategies will be
March 5 - 1:00 PM - 3:00 PM	Parents and Professionals Team Up for Speech!	1. Participants will explain the 2. Participants will review 3. Participants will apply the

Courses

SUMMARY	SPEAKER(S)
Children who are deaf or hard of hearing (DHH) who have other challenges, often referred to as DHH Plus, are estimated to comprise 40% of children identified as	Amy Szarkowski, Candace Lindow-Davies
This session will explore the evolution of using the coaching model as a process to deliver therapy via the internet to children with hearing loss during a time	Michelle Graham, Cheryl Broekelmann
Parents and caregivers are the primary facilitators of language development in the early years. The shift to receiving services through tele-intervention has	Uma Soman, Ahladhini Rao
“Timmy loves messy play, so we can use that to help him follow a plan in two steps and understand action words like pour and wipe,” These are the self-	Louise Ashton
Every child should have the opportunity to meet their full potential. Research is continuing to show the impact that social and emotional learning (SEL) plays	Sherri Fickenscher, Courtney McGee
What an amazing accomplishment learning to talk is for any child considering the complexity and	Sherri Fickenscher
Much of what is known about the experiences and perceptions of parenting children who are deaf or hard of hearing (DHH) is based on input from	Amy Szarkowski, Evelien Dirks
In the United States, craniofacial anomalies (CFA) occur in nearly 1 per 1600 infants (World Health Organization [WHO], 2001). CFA are congenital	JJ Whicker
In this session we will explore a variety of cognitive biases and why they are necessary shortcuts when receiving and interpreting information. A cognitive	Michelle Graham
Whether we’re parents, teachers, students or children, we human beings are social animals. We live in packs and we survive and thrive because we learn	Cassandra Fogelstrom, Elizabeth Parker
Attendees will learn about the importance of supporting and empowering parents and caregivers from the point of a child's newborn hearing	Gayla Guignard, Julie Swaim
Successful early intervention for children with hearing loss requires careful coordination between families and	Ursula Findlen, Gina Hounam, Lindsey Pauline, Kris Jatana, Prashant Malhotra

multiple medical providers. During the	
Early childhood deafness presents unique and long-term challenges, including communication difficulties,	Ivette Cejas, Chrisanda Sanchez, Jennifer Coto
Eight of the principles in the 2019 Joint Committee on Infant Hearing Position Statement begin with the words, "The EHDI system should be family	Elizabeth Rosenzweig, Jenna Voss
Engaging young children who are deaf or hard of hearing is challenging and teaching young children who are deaf or hard of hearing who present with	Judy Schlesinger, Betsy Moog Brooks
We (heart) Fostering Joy! Parents and professionals continue to collaborate to assist families of children who are deaf or hard of hearing (DHH) to experience joy	Amy Szarkowski, Beth Jones, Nicole Hutchinson, Candace Lindow-Davies, Jennifer Clark
In 2019, the Consensus practice parameter: audiological assessment and management of unilateral hearing loss in children was published in the	Janet DesGeorges, Shelli Janning
Family-centered intervention is an evidence-based approach to ensure that families/ caregivers are empowered to help their children achieve their full	Uma Soman, Amanda Dunaway, Juliana Gebhardt , Holly Riegel
This presentation will describe the impact of intervention on children who receive different amounts of	Mallene Wiggin, Allison Sedey, Christine Yoshinaga-Itano, Craig Mason
EHDI-PALS is a web-based searchable national directory designed to assist families, healthcare professionals and state public health organizations identify	Randi Winston-Gerson, Daniel Ladner, Vicki Hunting
In the age of technological advancement and early intervention, more deaf and hard of hearing students are finding their way into mainstream environments.	Alexandria Mestres
Childcare and early childhood education centers play many essential and invaluable roles for families and communities. Providers and teachers	Denise Eng, Charlotte Mullen
Children with hearing loss benefit from interacting with their peers. At John Tracy Center we utilize an inclusion model in order for children to interact	Bridgette Klaus, Liliana Santana, Marissa Simoni, Jamie Frost
In May of 2019, Oho Valley Voices (OVV) an early intervention program for children who are deaf or hard of hearing in Loveland, Ohio and Dayton Children's	Maria Sentelik, Terry Wiegel
The Outcomes and Developmental Data	Allison Sedey, Eric Cahill, Marcus Gaffney

Assistance Center for EHDI Programs (ODDACE) is a new CDC-funded technical assistance center that supports early	
In the absence of timely and appropriate early intervention (EI), children who are D/HH are at risk for developmental delays (Ching et al., 2013; Tomblin et al.,	Kristina Blaiser, Brian Shakespeare, Gabriel Bargaen
COVID-19 brought with it the challenge of switching from in-person to internet services. This responsibility to provide quality services via the internet to	Betsy Moog Brooks, Tabitha Holtmeyer
When the COVID-19 pandemic hit in early 2020, employees urgently pivoted practice patterns to align with varying models of public health orders. In many	Ursula Findlen, Gina Hounam, Mallory Minter-Mohr, Reena Kothari, Lisa Hunter
Language development is meant to be functional and help a child communicate successfully in their typical settings. When learning activities	Kaytlin Ward, Lauren Smith
Self-advocacy has become a buzzword in special education. It is the ability to make one's own decisions and learn how to speak up for oneself. While it may	Cindy Camp
Andrea Marwah received her BA degree in Psychology from North Central College in Naperville, Illinois. Since her daughter was diagnosed with hearing	Andrea Marwah
Our program has had tele-intervention, tele-audiology and virtual coaching in various aspects for the last several years. However, once things shut down	Hannah Eskridge
Information about the role of maternal level of education, race/ethnicity, age of the mother, smoking in pregnancy, Medicaid/self pay/insurance, and	Christine Yoshinaga-Itano, Mallene Wiggin, Allison Sedey, Craig Mason
The new Joint Committee on Infant Hearing (JCIH) Position Statement was published in the Journal of Early Hearing	Craig Buchman , Meredith Sugar, Karen Munoz, Christine Yoshinaga-Itano, Patricia Burk, Ryan McCreery, Alison
What makes a parent a successful advocate for the child who is deaf/HOH? What helps a professional understand what a parent is going through? Legal	Andrea Marwah
Newborn hearing screening has made the promise of early identification and intervention a reality for so many infants. Screening by the age of 1 month,	Mary McGinnis, Fernanda Hinojosa, Brianda Campero