NextSense Institute

Continuing Professional Education program 2022

Next Sense

Welcome letter

**Trudy Smith
Manager Continuing
Professional Education**

Dear Colleagues,

The NextSense Institute are delighted to present the 2022 Continuing Professional Education (CPE) program. It lists the wide range of courses, seminars and workshops being offered this year.

The program offers opportunities to engage with international academics and local presenters in the fields of hearing loss and vision impairment and has been designed to meet the professional learning needs of educators, audiologists, therapists and related health professionals. Specific events have also been created to support parents and caregivers.

This year's program will (hopefully) provide access in-person, through real-time remote access and in most instances, access to the recording after the live event. We recognise that the last two years were dominated by learning experiences to online spaces, and we hope to welcome you onsite and in-person where possible in 2022. We have learned from this time however, and will be providing interactive, engaging online continuing professional education experiences in the following topics:

- Sensory efficiency training for clients who are blind or have low vision
- Deaf and hard of hearing masterclass series: speech remediation principles
- Blind and low vision masterclass series: assistive technology considerations
- The Cortical Vision Impairment practice framework
- Physical education for students who are blind or have low vision

We are committed to ensuring that all CPE events are fully accessible and provide real time captioning and Auslan interpreting when required. We also provide all workshop handouts and materials in fully accessible digital formats for those participants with print disabilities and those who choose to lessen their environmental footprint. All our digital recordings are captioned.

Many of the 2022 events will be endorsed by NESA and/ or offer Continuing Education Credits from the AG Bell Academy of Listening and Spoken Language and Audiology Australia.

The calendar is also listed on the NextSense Institute website, along with full registration details and links to accommodation forms for the King House facility.
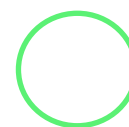
We look forward to seeing you at one of our events this year!

Warm regards,

Trudy Smith

Contents

Audiology masterclass series

Course code: CPE22MC-AUD   **Register here:** https://bit.ly/3gNMkWA

This is a rapidly evolving series, session timings are being finalised—please keep checking the website for details. All sessions are recorded and available for 12 months after the live date, so you can access this content in your own time.

Sessions

①

Session one: why music is a powerful (re)habilitation tool for children who are deaf and hard-of-hearing.

Date: 18 February 2022
Time: 12–1pm AEDT

Presented by: Chi Lo, Postdoctoral Research Fellow at Macquarie University's Australian Institute of Health Innovation.

②

Session two: genetic testing for hearing loss—clinical utility and latest developments.
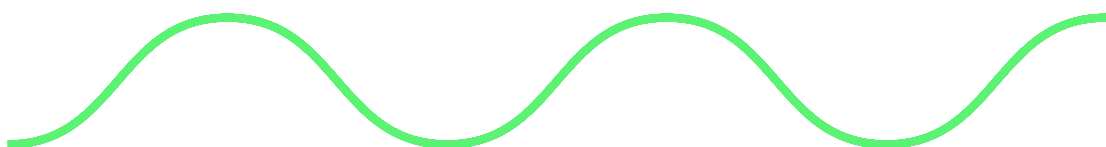
Part one:

Date: 11 March 2022
Time: 12–1pm AEDT

Part two:

Date: 8 April 2022
Time: 12–1pm AEST

Presented by: Mona Saleh and Radhika Rajkumar

Deaf and hard of hearing masterclass series 2022

Course code: CPE22MC-DHH

Register here: https://bit.ly/34HIiwD

Remediating speech using a listening and spoken language framework

Children with hearing loss can now be identified at birth, fitted with auditory technology by three months of age, engaged with their families in intervention programs by six months, and can develop speech on par with their hearing age peers. Some children, however, for a variety of reasons, miss these developmental milestones. Perhaps they were identified late, or have additional challenges, presenting with complex needs. Their speech development may require a more structured approach, but one that can still focus on connecting development with audition.

The course series covers speech remediation principles and strategies for children with hearing loss who may be at risk for acquiring speech through a typical, developmental process. Each course in the series covers one speech aspect, focusing on remediating that aspect using a listening and spoken language framework. Each course presents the features of the speech aspect, speech acoustics, typical development, and common error patterns, facilitating contexts, remediation strategies, and research. Courses will include video case studies and tools for assessment and remediation of each speech aspect.
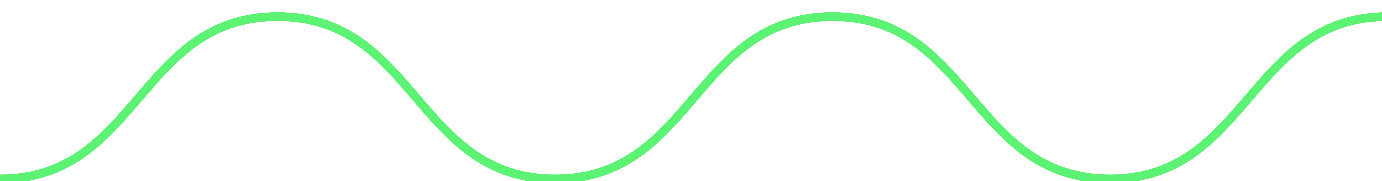
Sessions

(1) **Session one: remediating speech using a LSL framework: auditory foundations**

Date: 22 February 2022
Time: 12–1pm AEDT

This course presents the foundations of remediating speech through a listening and spoken language framework, including auditory access for speech perception, speech assessment, developmental vs. remedial models, and current research on speech remediation.

(2) **Session two: remediating speech using an LSL framework: voice and prosody**

Date: 15 March 2022
Time: 12–1pm AEDT

This course presents the features of voice and prosody, their speech acoustics, typical development, and common error patterns, facilitating contexts, remediation strategies, and relevant research.

(3) **Session three: Remediating speech using a LSL framework: vowels and diphthongs**

Date: 12 April 2022
Time: 11–12pm AEST

This course presents the features of the speech aspect, their speech acoustics, typical development, and common error patterns, facilitating contexts, remediation strategies, and relevant research.

(4) **Session four: remediating speech using an LSL framework: nasals**

Date: 10 May 2022
Time: 11–12pm AEST

This course presents the features of nasal consonants, their speech acoustics, typical development and common error patterns, facilitating contexts, remediation strategies, and relevant research.

⑤ **Session 5: remediating speech using an LSL framework: plosives and stops**

Date: 21 June 2022
Time: 11–12pm AEST

This course presents the features of plosives and stops, their speech acoustics, typical development and common error patterns, facilitating contexts, remediation strategies, and research.

⑥ **Session 6: remediating speech using an LSL framework: fricatives**

Date: 26 July 2022
Time: 11–12pm AEST

This course presents the features of fricatives, their speech acoustics, typical development and common error patterns, facilitating contexts, remediation strategies, and relevant research.

⑦ **Session 7: remediating speech using an LSL framework: affricates**

Date: 15 August 2022
Time: 11–12pm AEST

This course presents the features of affricates, their speech acoustics, typical development and common error patterns, facilitating contexts, remediation strategies, and relevant research.

⑧ **Session 8: remediating speech using an LSL framework: liquids**

Date: 20 September 2022
Time: 11–12pm AEST

This course presents the features of liquids, including the American retroflex, the alveolar liquid /l/, and the alveolar tap, their speech acoustics, typical development, and common error patterns, facilitating contexts, remediation strategies, and relevant research.

Presented by: **Dr Mary McGinnis
Cand PhD, LSLS, Cert AVT**

Mary has taught individuals with hearing loss for more than 50 years in a variety of settings—parent-infant, special day classes, itinerant, and private practice. She uses various approaches, including listening and spoken language, Cued Speech, and sign language. She has published and presented on numerous topics, including speech, auditory skills, and family-centered education. Mary joined John Tracy Center in 1995, serving as a supervisor for many years, and as Director of the John Tracy Center Graduate Program from 2003-2017.

Including children with vision impairments in physical activity

Course code: CPE22MC-VIPE

Register here: https://bit.ly/3gLOC8Y

This course will provide participants with an overview of the strengths of children and adolescents with vision impairments and deafblindness related to motor skills and physical activity. The participants will understand the core components of the Expanded Core Curriculum and how they can be met in physical education and physical activity. They will learn instructional strategies, integration into outdoor adventure, how to decrease bullying, and how to promote self-advocacy in physical activity and beyond. Participants will discuss how to promote sports and involvement in the Paralympics. Lastly, participants will learn how to empower families to include their child into physical activity and recreation and gain invaluable resources such as videos, books, tip sheets, equipment, web resources, and more.
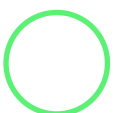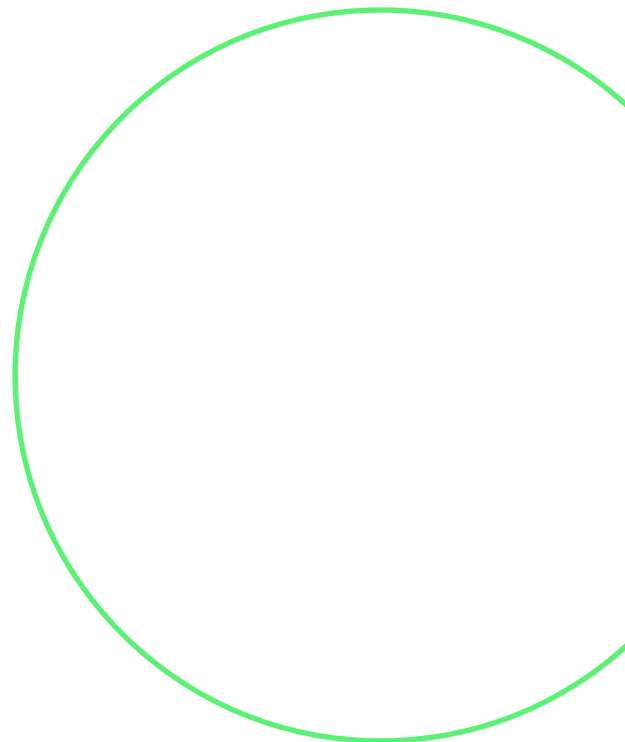
Sessions

(1) **Session 1:**

Date: 25 February 2022
Time: 12–1pm AEDT

Will include an introduction of Dr Lauren Lieberman and the Institute on Movement Studies for Individuals with Visual Impairment or Deafblindness. There will be a short overview of vision impairment and deafblindness and current research on motor skills and fitness. We will also discuss Camp Abilities and the goals and objectives of this international program.

(2) **Session 2:**

Date: 18 March 2022
Time: 12–1pm AEDT

This course will cover the Expanded Core Curriculum. We will discuss how every component of the Expanded Core Curriculum is met through physical activity and how to infuse this into every child's day-to-day activity. We will discuss how to educate teachers, teacher assistants, and parents about these strategies.

(3) **Session 3:**

Date: 13 May 2022
Time: 12–1pm AEST

Participants will learn about tried-and-true instructional strategies such as pre-teaching, tactile modeling, physical guidance, and coactive movement. They will understand the key components of universal design for learning as well as common equipment modifications. Utilising these strategies, they will learn how to improve motor skills for young children with vision impairment or deafblindness.

(4) **Session 4:**

Date: 1 July 2022
Time: 12–1pm AEST

A day in the life of Camp Abilities Brockport.

(5) **Session 5:**

Date: 5 August 2022
Time: 12–1pm AEST

Participants will learn and understand the importance of outdoor adventure for all, such as activities of daily living, socialisation, etc. We will discuss how to include youth with vision impairment or deafblindness in outdoor adventure activities. We will also discuss how to teach every child how to self-advocate for their individual needs.

(6) **Session 6:**

Date: 2 September 2022
Time: 12–1pm AEST

Participants will learn about the current research on bullying, the dignity of risk, and family involvement in physical activity. Participants will learn how to minimise bullying and exclusion and incorporate the dignity of risk and teach self-advocacy. They will also learn how to include families into the promotion of physical activity. The session will touch on sports for youth with visual impairment or deafblindness and how to set up the Paralympic sport pipeline. Lastly, every participant will be given an abundance of resources such as books, web sites, videos, tip sheets, power points, checklists/assessments, and more.

Presented by: Dr Lauren Lieberman

Dr Lauren Lieberman is currently a Distinguished Service Professor at SUNY Brockport in the area of adapted physical education. Prior to graduate school, she taught at the Perkins School for the Blind in the deafblind program for five years.

In addition to this, Dr Lieberman founded and currently runs Camp Abilities, a developmental sports camp for children with visual impairments, each summer in Brockport, NY. She has helped start fourteen Camp Abilities programs in the United States and six others in other countries.

Dr Lieberman's areas of research include inclusion strategies and physical activity for youth with sensory impairments. She has published more than 85 articles in referenced journals and given more than 120 presentations in twenty-four different countries.

Improving the outcomes of students who are blind or have low vision in mainstream settings workshop series

Course code: CPE22OBLV

Register here: https://bit.ly/3sj2ApC

Sessions

Sessions 1 to 10:

Date: 10 sessions every Tuesday starting 1 March 2022

Time: Sessions 1–5 from 3:15–4:30pm AEDT
Sessions 6–10 from 3:15–4:30pm AEST

This event has been transformed into an interactive online course. Mainstream teachers will benefit from this one-day workshop by gaining a deeper understanding of the characteristics and learning needs of students who are blind or have low vision. They will also gain a heightened awareness of the important role teachers can play in improving the educational outcomes of students who are blind or have low vision. Suggested practical classroom measures will be augmented by exploration of wider perspectives. This includes the issues of literacy development, the use of technology, and the opportunities for the students' social inclusion both in and out of class.

The initial 10 sessions will be offered live from 3:15–4:30pm AEDT each Tuesday, providing opportunities for learning and discussion. The sessions will include pre-recorded content, live presentations, and additional readings and videos to extend learning between sessions. Participants have the opportunity to inform future presentations through a discussion forum that will run until 1 November 2022, and content will continue to be presented as required. We anticipate this course becoming your 'go to' advice portal as you support students who are blind or have low vision in your classroom throughout 2022. Session information is available on the NextSense website.

This course is available to late registrations—so you can catch up on the previous sessions and join in when it suits you.

Auslan 2

Course code: CPE22ASL2

Register here: https://bit.ly/3GZO63I

Sessions

1—7

Sessions 1 to 7:

Date: 7 sessions every Tuesday
starting 8 March 2022

Time: Sessions 1–4 from 4–6pm AEDT
Sessions 5–7 from 4–6pm AEST

Auslan 2 continues the unique and fun experience of learning how to communicate visually using Auslan (Australian sign language), the native language of the Australian Deaf Community. This event will run every Tuesday from 8 March 2022 for seven weeks. You are able to register for the Auslan exam as part of your ticket (select both in your event cart when registering) and complete the online assessment the week after the course is finished. We can accommodate 12 people per course and will add more courses if there is demand.

By the end of Auslan 2 students will be able to:

- talk in more detail about holidays, the weather, and the seasons
- talk about everyday life including work and family
- talk about hobbies, interests, and other activities
- use non-manual features to express yourself
- use more advanced visual-gestural communication strategies.
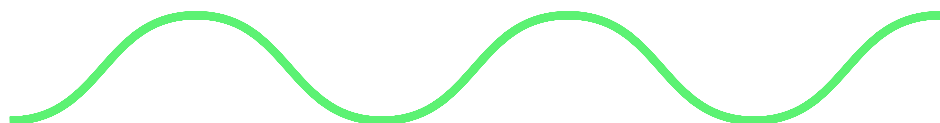
Sensory efficiency training

Course code: CPE22SET

Register here: https://bit.ly/3EcZuFO

This series on sensory efficiency is intended to provide those working with learners who are blind and low vision with information related to maximising the use of the various senses, as well as introducing activities for developing skills and applying skills in real world settings. These sessions are designed to cultivate an interest and curiosity in the use of the various sensory modalities so that you as the professional can match a learner's strengths with their needs and help learners develop the use of remaining senses they may never have identified as potential contributors to their understanding of the world around them.

Sessions

(1)

Session 1:

Date: 21 March 2022
Time: 12–1pm AEDT

Sense: auditory
- distance sense
- auditory horizon
- localisation
- sound shadows
- sound masking
- gap determination
- alignment
- echolocation
- auditory games on smartphones
- binaural field recordings of intersections and other environments
- auditory maps.

(2)

Session 2:

Date: 8 May 2022
Time: 12–1pm AEST

Sense: vestibular, kinaesthesia, and proprioception
- joint movement and the role in cane use.
- muscle sensation
- muscle memory
- training on slopes
- wrist activities
- ankle awareness
- movement sensation.

③ **Session 3:**

Date: 26 June 2022
Time: 12–1pm AEST

Sense: tactile, olfactory, gustatory
- textures
- tactile maps
- vibration
- canes, tips, and grips
- tactile information for the hand
- tactile information for the feet
- sensory substitution
- haptics
- taptic engine on iPhone
- apple air tags and tile for geocaching.

④ **Session 4:**

Date: 18 July 2022
Time: 12–1pm AEST

Sense: vision
- visually efficient scanning
- eccentric viewing
- optical magnifiers
- electronic magnifiers
- smartphone cameras
- monocular telescopes
- flashlights glare.

Presented by: Chris Tabb
                    Orientation and Mobility Specialist

Chris Tabb is an Orientation and Mobility Specialist working to advance the independence of students and clients, provide training opportunities and knowledge exchange for professionals and families, and bring accessible information to the community. He is presently employed at Maryland School for the Blind as the Orientation and Mobility Supervisor. Chris has worked as an Orientation and Mobility Specialist in California, Connecticut, Massachusetts, Texas, and Maryland, providing services in residential programs, as an itinerant and outreach specialist providing technical assistance, and as a private contractor. He enjoys working with all age groups, including infants and toddlers, school age students, adults, and senior populations. Chris' greatest professional interests are all things orientation and mobility, and assistive technology.

Teacher aides: Supporting students who are blind or have low vision in your school 2022

Course code: CPE22TABLV

Register here: https://bit.ly/3gL0k3A

This course is intended to provide participants with the skills and knowledge required to assist in supporting learners who are blind or have low vision in the classroom environment. Participants in this program will:

- gain an understanding of blindness and low vision and the effect on learning
- engage in orientation and mobility activities and learn how to support students in, around, and outside the classroom
- learn a range of strategies to support in-class learning
- engage in hands on activities with braille and braille devices
- learn skills and strategies to assist in the support of students who are blind or have low vision across a range of learning environments.

This course involves attendance for two days of learning and engagement in an online course in between.

Sessions

1

Session 1:
Date: 25 March 2022
Time: 9am–3pm AEDT

2

Session 2:
Date: 20 May 2022
Time: 9am–3pm AEST

Presented by: **Dr Sue Silveira**

Dr Sue Silveira is a qualified paediatric orthoptist who has held clinical and academic roles. Sue has taught widely in the areas of paediatric eye disease, vision loss, vision surveillance and vision screening. Sue holds undergraduate qualifications in Orthoptics, a Masters in Health Sciences (Education) from the University of Sydney, and a PhD from the University of Newcastle. Sue's doctoral studies were in childhood vision impairment, highlighting the need to recognise the functional impact on children and their families.

Teacher Aides: Supporting deaf and hard of hearing students in your school 2022

Course code: CPE22TADHH   **Register here:** https://bit.ly/3EbTQ6U

This course is intended to provide participants with the skills and knowledge required to assist in supporting deaf and hard of hearing students in the learning environment. This course involves attendance for two days of learning and engagement in an online course in between.

Participants in this course will:
- gain an understanding of hearing loss and its effect on learning
- learn about classroom acoustics and creating an optimum listening environment
- gain an understanding of audiological supports such as hearing aids and cochlear implants and learn how to trouble shoot them
- learn skills and strategies to assist in the support of deaf and hard of hearing students across a range of learning environments.

Sessions

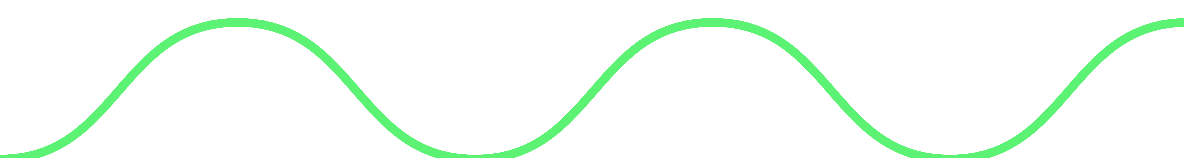**(1)** **Session 1:**

Date: 1 April 2022 (online)
Time: 9am–3pm AEDT

(2) **Session 2:**

Date: 27 May 2022 (we hope to hold this in-person and online)
Time: 9am–3pm AEST

The CVI practice framework: an approach for working with children who have cerebral visual impairment in an education or habilitation/rehabilitation context

Course code: CPE22MC-CVI   **Register here:** https://bit.ly/3EdlsJ5

Cerebral visual impairment (CVI) is the most common cause of visual impairment affecting children in the economically developed world, with the prediction that numbers will continue to rise with continued advancements in medical care for neonates. Despite this increase, many children are still being supported with approaches that have been developed for children with ocular visual impairments, as there are limited evidence-based approaches for supporting children with CVI. For her doctoral research, Nicola McDowell proposed a CVI practice framework to help meet the specific needs of children with CVI that can be used within an education or habilitation/rehabilitation context. The framework was based on her own experience of developing a successful rehabilitation program to improve her visual and overall functioning following a late CVI diagnosis. From this program, Nicola identified three main components that led to the improvements in her quality of life. These included the development of an individual CVI profile, an individualised program, and empowerment through the attainment of knowledge. To ascertain whether a similar approach could be effective for children with CVI, Nicola conducted several different research projects to assess the effectiveness of each individual component and the overall framework. Results from the different research projects show that the CVI practice framework has the potential to be an effective approach for supporting children with CVI.

Sessions

(1) Session 1:

Date: 29 April 2022
Time: 12–1pm AEST

In the first session of the series, Nicola will provide a brief overview of cerebral visual impairment. This will include a background to the history of CVI and an introduction to the concept that CVI is an umbrella term for a range of different visual issues caused by damage or injury to the visual brain. Nicola will also discuss the continuum of CVI related visual issues, from those with normal or near normal visual acuity and significant visual perceptual issues (issues with the higher visual functions), to those who appear functionally blind. Alongside this, Nicola will discuss the impact these visual issues can have on a child's visual and overall functioning.

Within this session, Nicola will also describe her personal experience of CVI and how this led to her research in the field of supporting children with CVI. In particular, she will discuss the development of the CVI practice framework and how this evolved from creating her own rehabilitation program she developed after receiving a CVI diagnosis 16 years after she acquired the condition following a brain haemorrhage.

(2) Session 1:

Date: 3 June 2022
Time: 12–1pm AEST

In session two, Nicola will focus on the first component of the CVI practice framework, the development of an individualised CVI profile. This will include an exploration of what is needed to develop this CVI profile, including the clinical information and functional vision assessment tools and strategies that can be used for children with CVI.

Nicola will introduce the Austin Assessment in this session, which is an assessment tool she developed to identify visual perceptual or higher visual function issues related to CVI. Initial research on the Austin Assessment indicated that this is a very effective tool. It has since been made into an app for iPads. Nicola is currently conducting research to validate the Austin Assessment.

Register here: https://bit.ly/3EdlsJ5

(3) Session 3:

Date: 24 June 2022
Time: 12–1pm AEST

In the third session, Nicola will explore the second component of the CVI practice framework, individualised plans/programs. This will include a discussion around the importance of supporting not only the visual needs of children with CVI, but also their emotional and behavioural needs. She will then introduce the strategies she used in her research to support the visual, emotional, and behavioural needs of children with CVI.

This session will also explore who should be involved in developing and supporting the individualised plan/program and how to implement it within the child's home, school, and community environments.

(4) Session 4:

Date: 29 July 2022
Time: 12–1pm AEST

The fourth session will focus on the third component of the CVI practice framework—the empowerment of the child and their parents and the role the attainment of knowledge plays in this. This component of the framework relates back to Nicola's own experience and is a vital part of the overall approach for supporting children with CVI. Within this session, Nicola will provide an overview of the research she conducted in this area and how she is continuing to focus on the area of empowerment in her ongoing research and work to support children with CVI.
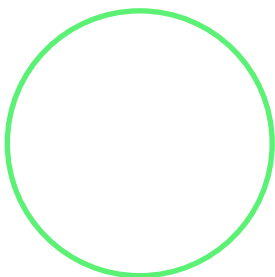
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Session 5:

Date: 26 August 2022
Time: 12–1pm AEST

The final session of the series will be focused on bringing it altogether and exploring how the CVI practice framework can be used in practice. Although Nicola's research focused on supporting children with CVI, the CVI practice framework can also be used with adults with CVI in a rehabilitation context for both acquired and early onset CVI.

In this session, Nicola will also provide an overview of her ongoing work in the area of CVI. This includes research, involvement in CVI working groups, facilitating an adult CVI group, and collaboration with other researchers and experts in the field of CVI.

Presented by: Dr Nichola McDowell

Dr Nicola McDowell is a lecturer in Specialist Teaching in the Institute of Education at Massey University, New Zealand. She is the blind and low vision, and accessibility coordinator on the Post Graduate Specialist Teaching program, which trains both resource teachers—vision and developmental orientation and mobility specialists. Prior to this, Nicola has worked as both a resource teacher—vision for Blind Low Vision Education Network New Zealand (BLENNZ) and a developmental orientation and mobility specialist for BLENNZ and Blind Low Vision New Zealand (BLVNZ).

Nicola acquired cerebral visual impairment (CVI) as a result of a brain injury as a teenager and is using her own experience to help improve life for children with CVI around the world. In 2020 she completed a Ph.D. where she developed a practice framework for supporting children with CVI.

Register here: https://bit.ly/3EdlsJ5

Blind and low vision masterclass series 2022

Course code: CPE22MC-BLV

Register here: https://bit.ly/3E8Alfz

Sessions

① Session 1:

Date: 6 May 2022
Time: 12–1pm AEST

Assistive technology trials and recommendations
Suppliers of assistive technology, such as electronic braille displays and electronic magnifiers, work closely with educators, allied health professionals, paediatric occupational therapists, and the families of people with disabilities when recommending solutions for classroom use. Assistive technology needs to be fitted to the environment, the person using it, and their unique personality. This is obviously true for motorised wheelchairs, but less obvious for vision aid technology. Aids that work well at home may not work so well in the rough and tumble of a school classroom. Will devices be carried between school and home, as well as between classrooms?

How will a braille device be supported by classroom teachers? Will a student embrace a technology that works well for their level of vision, but makes them stand out as different from their peers? This lecture uses case studies to demonstrate how a range of technology options are trialled with students and how a recommendation can be arrived at collectively. This process includes parents, teachers, teacher aides, allied health, and IT support. Suppliers of assistive technology do not make medical or functional assessments and cannot make diagnoses or intervene in decisions about expanded curriculum, reasonable adjustments, and so on. But they are an important contributor to the collective decisions about integrating assistive technology into people's lives.

(2) | **Session 2:**

Date: 20 July 2022
Time: 12–1pm AEST

**Writing systems—
alternative input options**
A great deal of discussion around digital accessibility has been around output options, such as larger screens, magnification software, braille displays, and text-to-speech output. This lecture will touch on the output side of the equation, but will focus predominantly on the input side—how do we get data into our computers and iPads, and how do we control our devices if we can't use a mouse or use a finger to select options on a touch screen? Imagine you were blind—how would you write a text message?

Several input methods will be discussed, including Dragon Naturally Speaking (voice dictation), Siri (for iPad and iPhone), Dragon Mousegrid for people with upper limb disorders, eye tracking software, braille keyboards, handwriting recognition, and touch typing with QWERTY keyboards, some of which are Bluetooth and can drive iPads and iPhones.

There will also be some discussion of the special issues facing deafblind people, in particular Auslan speakers, many of whom have deteriorating vision (e.g., Ushers Syndrome) and most of whom are functionally non-verbal and hence cannot use Siri or dictation software.

③ | **Session 3:**

Date: 19 August 2022
Time: 12–1pm AEST

Assistive Tech in the classroom—acceptance and inclusion
Almost all assistive technology (AT) is 'different looking' and what may be a novelty at early Primary School may become alienating at Secondary School where pressures to conform to norms of appearance (and not to appear too studious) can often lead to rejection of, or at least under-utilisation of, AT.

For example, teachers often battle to get their students to use their screen magnification software, rather than lean into their laptop screens, earbuds and headphones for audio loops get lost or forgotten, portable electronic devices such as MP3 eBook players are not charged up, and zoom cameras fitted to laptops for whiteboard viewing are not used unless prompted.

Another indicator of how well AT will be used by students is how it is introduced to all the stakeholders— the student themselves, their classroom teachers, assistant principals, head of special education services, and teacher aides. It is also important to include parents from the very beginning as they will often be part of the drive to give their children the AT they need—often funded by NDIS. Having everybody on the same page from the very beginning makes the difference between AT that is supported and encouraged—compared to AT that sits in a cupboard or is perceived to be a suspicious mystery to teachers.

This lecture will discuss some real-life examples that I have been involved with at early Primary (HM Carmichael College), and early Secondary (PF St Aidan's) in mainstream schools.

(4)

Session 4:

Date: 16 September 2022
Time: 12–1pm AEST

Visual processing challenges and adaptation of vision technologies

It is empirically obvious that electronic magnifiers with contrast enhancement are a great benefit to people with vision impairment—for over 35 years the basic design has not changed—a sliding platform under a camera connected to a display screen. People who could only slowly spell out letters with a powerful magnifying glass can read at virtually normal reading speeds with the larger electronic magnifiers, often called CCTVs.

But many vision-impaired people struggle to read accurately or fluently at any magnification. I have observed several factors at play for these people. Some people are habituated to reading at a certain font size and cannot process large print—this is typically only an issue for the very elderly, some get nauseated by the movement of print in their peripheral vision, some need to be trained to use little chinks of sharp vision by turning their head slightly—this process is called eccentric viewing. Many struggle with unfamiliar vocabulary and cannot 'read ahead.'

In this lecture, we will also discuss visual processing of words that have been truncated by magnification (too big to fit in the field of view) and how some vision conditions obliterate vital details in letter shapes—serifs and strokes, the cross strokes in e versus o and c, the difficulty with downstroke letters clumped together especially m and h and n, and issues related to inversion of b and d.

This lecture will also examine some of the issues around dyslexia and cortical vision impairment (CVI) that are not ocular conditions but are essentially visual processing conditions.

(5) | **Session 5:**

Date: 14 October 2022
Time: 12–1pm AEDT

Adjusting the AT instructive method to suit the individual

The manner in which AT is supplied to people is just as important as the AT itself. Even if the AT has been carefully selected as the best fit for a particular person's disability and circumstances, if it is just posted to them, in many cases it will be a failure. A lot of frustration and expense can be saved if 30-minutes to one-hour is spent in face-to-face instruction, or if that is not 'COVID-safe', via Facetime, Zoom, or even telephone.

The quality and effectiveness of this face-to-face instruction depends on the communication and listening skills of the trainer, and their experience with a wide range of individuals. Many people will have anxieties about new technology, and are resistant to change, perhaps resentful of solutions being imposed on them—they need to be led gently with a carefully delivered positive learning experience. Other people will try to drive the training and almost bully the trainer, bringing incorrect assumptions about the AT, and often dismissive of useful suggestions. Some will have mental conditions, anger issues, low self-esteem, poor communication, or English as a second language. These layers have to be dealt with intelligently and nimbly by the AT trainer. And often there are additional people to manage—family members who also 'know best'.

This lecture runs through some typical scenarios, supplying AT to people in their homes, workplaces, and schools. Combinations of disabilities are also discussed. For example, cerebral palsy, intellectual impairment, soft muscle tone, speech, and vision impairment can all occur in the one individual, adding additional layers of complexity to the training process.

(6)

Session 6:

Date: 4 November 2022
Time: 12–1pm AEDT

**Bi-Modal approaches—
auditory and visual reading**
Students often 'read' best in either auditory or visual modes. Many students who struggle to read fluently in a visual mode (perhaps owing to dyslexia) can process information with high comprehension if it is read out loud to them. However, pure audio rendition of information is linear—the whole page cannot be perceived at once, it must be listened to from beginning to end, and to make this manageable, documents should be correctly constructed with headings and bookmarks that can be navigated with ease, ideally conforming to the DAISY standards.

Bi-modal reading software combines an enhanced visual representation of text in a document, with a synchronised highlight that tracks as the text is read out loud by a synthesised voice. Often the font and background are adjusted to improve visual tracking. Line and word spacing can also be adjusted, as can the voice, gender, and speaking rate. Bi-modal approaches enable whole-of-page perception for easier navigation and reduce reading fatigue, but care needs to be taken with the tracking highlight to avoid distraction.

This lecture will illustrate bi-modal software that is built-in to Microsoft Word, and Edge browser—called Immersive Reader, Zoomtext Document reader and App Reader, Zoomtext colour controls, TextHelp ReachDeck browser add-on, and TextHelp Read&Write 'personal accessibility' software, as well as the Clearview Speech desktop electronic magnifier and transportable electronic magnifiers such as the Magnilink TAB and Cloverbook Pro.

Promoting braille literacy for all students

Course code: CPE22PBL   **Register here:** https://bit.ly/3BrqNwl

This hands on, interactive workshop will provide a range of teaching strategies, and tips and tricks to support the development of braille literacy for students from infancy through to secondary school. Resources will be shared including those from dAp Dots, which is a collection of braille books and braille resources that help with learning and understanding the basics of the UEB Braille code. Resources at dAp Dots are designed to provide an effective foundation to braille literacy for parents and children. This workshop will also provide suggestions to support dual media learners.

Session

(1) **Session 1:**

Date: 12 May 2022
Time: 1–3pm AEST

Presented by: Tricia d'Apice

Tricia d'Apice is a lead consultant—Vision Impairment at NextSense Connected Services. She is the recipient of the Premier's Teachers' Scholarship to do braille reading research around Australia and New Zealand. Tricia is the author of 'I do like it' braille reading program as well as dAp Dots, which includes access to many tactile graphics.

Timely topics in deaf education

Course code: CPE22TTDE

Register here: https://bit.ly/3Jt7HZG

This online series will be provided live, with the recording made available seven to 10 days after the live event. This is a unique opportunity to engage in learning and discussions with Dr Elizabeth Fitzpatrick.

Sessions

① Session 1:

Date: 13 May 2022
Time: 9:30–10:30am AEST

Unilateral hearing loss in children, part one
Children with unilateral hearing loss are increasing identified in infancy and early childhood, essentially representing a 'new population' of children who require support. This session will provide participants with a description of the prevalence and epidemiologic characteristics of children with unilateral hearing loss. Participants will also learn about changes in hearing over time, including changes that result in bilateral hearing loss. They will also learn about audiological intervention for children with unilateral loss, outcomes, and some of the challenges related to amplification.

② Session 2:

Date: 24 June 2022
Time: 9:30–10:30am AEST

Unilateral hearing loss in children, part two
Children with unilateral hearing loss are at risk for difficulties in early communication development and academic functioning. This session will provide participants with a brief overview of historical results in children with unilateral loss and provide up-to-date information about developmental outcomes in multiple areas for preschool and school-aged children. Participants will gain an understanding of current expectations for these children. They will also learn about current practices and recommendations for supporting children with unilateral hearing loss, including what is important from the perspective of parents.

③ Session 3:

Date: 29 July 2022
Time: 9:30–10:30 AEST

Children with additional disabilities

Most children with hearing loss who benefit from early detection can develop communication skills similar to their peers with normal hearing. However, a substantial proportion of children present with hearing loss also have complex medical and developmental needs which may disrupt typical development of communication skills. In this session, participants will become familiar with research on children with developmental needs. They will learn about outcomes in auditory development for different subgroups of children and about the benefits of hearing technology, particularly cochlear implants, from parents' perspectives.

④ Session 4:

Date: 19 August 2022
Time: 9:30–10:30am AEST

Hearing aid use in children

Hearing technology is one of the most important tools for children with hearing loss. However, recent studies have highlighted the challenges of consistent hearing aid use in young children. This session will provide participants with a summary of evidence-based information on the amount of hearing aid use in children from several recent studies and from audiology clinical hearing aid datalogging records. Participants will also learn about the factors that appear to affect hearing aid use from the audiology literature and from the perspective of audiologists and therapists working with children and families.

(5) | **Session 5:**

Date: 16 September 2022
Time: 9:30–10:30am AEST

Decision-making in cochlear implantation for children with residual hearing
Over time, the benefits in pediatric cochlear implantation for children with severe to profound hearing loss have resulted in the expansion of candidacy criteria to include children with more residual hearing. However, decision-making for parents continues to be difficult for this particular group of children because they hear with their hearing aids. Based on a clinical study and recent systematic reviews, this session will provide participants with a synthesis of the risks and benefits for children with residual hearing from the current literature. Participants will also learn about the issues clinicians on cochlear implant teams view as important when working with the families of these children and their perceptions of the unknowns in guiding decision-making. Finally, participants will also hear from parents on what considerations are important when faced with the decision to implant their child with residual hearing.

Presented by: Dr Elizabeth Fitzpatrick

Dr Elizabeth Fitzpatrick, PhD, LSLS Cert AVT is a Professor in Audiology and Speech-language Pathology at the University of Ottawa and a Senior Scientist at the Children's Hospital of Eastern Ontario Research Institute in Ottawa. Her clinical research interests are related to interventions and outcomes in both children and adults with hearing disorders. Prior to joining the university, Elizabeth worked for more than 20 years as a clinical audiologist and listening and spoken language therapist. Her current research is related to the epidemiology of childhood with hearing loss and interventions and outcomes in both children and adults with hearing loss. She is currently leading a Canadian Institutes of Health Research funded study on the impact of unilateral and mild bilateral hearing loss in children. Elizabeth was the Editor-in-chief of the Canadian Journal of Audiology and Speech-Language Pathology (2012-2015), an Associate Editor with the Journal of Deaf Studies and Deaf Education, and the is the current Editor of the Volta Review. She is on the Board of Directors of the Global Foundation for Children with Hearing Loss. Elizabeth has authored three books and published numerous scientific articles on paediatric and adult hearing.

Theory of mind: reading metaknowledge and reading comprehension in deaf and hard of hearing students

Course code: CPE22TOM

Register here: https://bit.ly/3sliMXA

Session

① Session 1:

Date: 30 May 2022
Time: 9am–3pm AEST

The term Theory of Mind (ToM) refers to the ability to step outside of one's experiences and use information to identify what another person is thinking. ToM is also an understanding of your own and others' beliefs, desires, and intentions essential to wellbeing. It is a complex cognitive ability, often categorised as a metacognitive process governed by mental states and emotions or beliefs, intentions, memories, and desires. ToM requires an individual to think about thinking and to understand their beliefs can be falsely guided by mistaken perceptions. Some studies have shown ToM supports and predicts language development, but until recently there has been little research to support a relationship between ToM skills and reading comprehension skills, particularly in deaf and hard of hearing children.

Another metacognitive process is reading metaknowledge skills. Readers use reading metaknowledge skills to monitor their comprehension, check, regulate, and monitor their understanding of text content, and resolve problems . Using reading metaknowledge skills enables readers to think about their reading and ascertain what is explicitly stated and when they need to infer information. The ability to regulate and monitor understanding of text content and resolve comprehension issues is shown to impact reading comprehension skills and is pertinent for deaf and hard of hearing children experiencing reading difficulties.

This presentation focusses on the relationship between, and the significance of ToM and reading metaknowledge skills on reading comprehension skills and aims to:

- present evidence on the connection between ToM, reading metaknowledge, and comprehension
- clarify and expand participants understanding of ToM and provide an opportunity to learn about testing ToM skills
- explore the importance of reading metaknowledge skills and introduce a skill monitoring tool.

Early learning of digital skills for access to STEM

Course code: CPE22STEM

Register here: https://bit.ly/3BnOsj4

This online three-part series will provide a range of strategies and suggestions to support early learning of digital skills to help students who are blind or have low vision to access STEM.

Sessions

(1) Session 1: Early learning of digital skills on iPad

Date: 2 June 2022
Time: 3:15–4:30pm AEST

Participants will take away the fundamentals of teaching finger gestures and concepts of VoiceOver screen reader accessibility for interaction with iOS mobile touch devices. Phia will share tips, resources and examples to support teachers and parents who are starting out on the exciting journey to first introduce a child to the use of an iPad with the built-in screen reader on iOS, called VoiceOver.

No previous experience with an iPad is required (either by course participants or students).

(2) Session 2: Diving into grids

Date: 21 July 2022
Time: 3:15–4:30pm AEST

Participants will get an in-depth insight into the relevance of early introduction of students to grids, gain understanding of prerequisite skills, and be inspired to use supporting digital and tactile materials. A good understanding of grids is important in a wide range of contexts: in mathematical graphs with coordinates, tables with rows and columns, coding games, word diagrams, and board games for leisure. Navigation in a grid and the mental mapping and spatial orientation skills built through this process also benefit orientation and mobility skills.

(3)

Session 3: Computational thinking and early learning of coding concepts

Date: 11 August 2022
Time: 3:15–4:30pm AEST

Participants will be introduced to computational thinking and basic coding concepts, learn how computational thinking benefits students' development in a variety of ways, and explore ways to introduce the required skills to students. Phia Damsma will share real use cases and participants will be actively engaged with the content. We will take an in-depth look at the Ballyland Code apps, as they are used by students and refer to other accessible coding pathways.

Presented by: Phia Damsma

Phia Damsma, MA, is Creative Director of Sonokids Australia. Recognising the enabling power of technology, Phia has designed and developed numerous software tools and apps teaching children who are blind or vision impaired indispensable digital skills. More than two decades of extensive research and guiding students through these enjoyable specially designed resources have given her a special edge in understanding how children who are blind, or vision impaired learn and experience technology.

Itinerant Teacher of the Deaf Conference 2022

Course code: CPE22ITOD

Register here: https://bit.ly/3J64H6g

This annual event is an excellent opportunity to come together to learn about new research, gain insights about new devices and strategies, and network with colleagues.

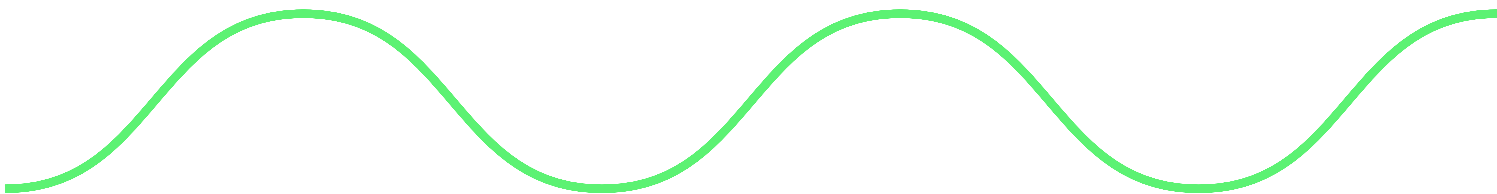We will launch the call for papers early in 2022—details to come.

Session

(1) **Session 1:**

Date: 9 September 2022
Time: 9am–3pm AEST

Timely topics in blindness and low vision

Course code: CPE22TBLV

Register here: https://bit.ly/3LSMgDu

This series of online lectures will provide a deep dive into a range of topics about blindness and low vision. Dr Sue Silveira will provide answers to all the questions we received after her blind and low vision masterclass series in 2021.

Sessions

(1) **Session 1: The basic eye examination**

Date: 11 March 2022
Time: 9:30-10:30am AEDT

This presentation will provide an overview of the basic eye examination. We will discuss who needs an eye examination and how eye examinations can be accessed. We will also look at the professionals involved and their roles. The typical basic eye examination will be explored, and we will touch on how the information that appears in eye reports can be interpreted.

(2) **Session 2: The advanced eye examination**

Date: 8 April 2022
Time: 9:30-10:30am AEST

This presentation will address when it becomes necessary for a person to undergo an advanced eye examination and how the basic eye examination is extended to reveal essential clinical information that is used for diagnosis, management, and advice to families.

③ Session 3: Clinical vs functional vision and assessment

Date: 3 June 2022
Time: 9:30–10:30am AEST

People are often familiar with the clinical assessment of vision but perhaps don't understand the importance of knowing how a person with low vision chooses to use their vision. This presentation will explore functional vision and assessment, help identify the factors that impact on continuous use of vision, and support strategies that can be applied to education and everyday situations.

④ Session 4: The impact of blindness and low vision

Date: 5 August 2022
Time: 9:30-10:30am AEST

Understanding the information in a clinical eye report is vital, however eye reports often don't address the actual impact from blindness or low vision. This presentation will address the key developmental, physical, and environmental impacts experienced by people with blindness or low vision. Strategies that can be implemented to minimise these impacts on the person's functional vision will also be explored.

⑤ Session 5: Optic atrophy and optic nerve hypoplasia

Date: 2 September 2022
Time: 9:30-10:30am AEST

This presentation will explore two common eye conditions related to blindness and low vision—optic atrophy and optic nerve hypoplasia. The clinical findings, management, and functional impact of these conditions will be discussed.

(6)

Session 6: Brain injury and blindness/low vision

Date: 21 October 2022
Time: 9:30-10:30am AEST

When blindness/low vision is considered, we often think that the person is likely to have eye problems—this may be the case, but we also should be aware of the association between blindness and low vision and brain injury. Brain injury may occur at birth leading to congenital blindness or low vision or be acquired as an outcome of events such as disease and trauma. This presentation will explore the link between blindness and low vision and brain injury, highlight common conditions and impact they have, and management strategies.

Presented by: Dr Sue Silveira

Dr Sue Silveira is a qualified paediatric orthoptist who has held clinical and academic roles. Sue has taught widely in the areas of paediatric eye disease, vision loss, vision surveillance and vision screening. Sue holds undergraduate qualifications in Orthoptics, a Masters in Health Sciences (Education) from the University of Sydney, and a PhD from the University of Newcastle. Sue's doctoral studies were in childhood vision impairment, highlighting the need to recognise the functional impact on children and their families.

NextSense Institute
UEB Online
Accessible braille training
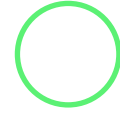
Course code: N/A   **Register here:** https://bit.ly/3J64H6g

The purpose of the UEBOnline website is to promote equitable information access and expression in braille for persons with blindness and severe vision impairment.

The UEBOnline training programs are suitable for anyone who wants to learn braille. This includes educators, families, allied health professionals, education administrators, and policy makers who promote the use of braille as a medium for information access and communication.

UEBOnline was created using accessible, inclusive digital technologies that enable equal information access for all.

- Visual access mode: For people with sufficient sight to access regular sized print-based information on the website.
- High contrast mode: For people with low vision who wish to adjust the font size, background colour, or text colour.
- Non-Visual access mode: For people who wish to use a screen reader for accessing website information.

The modules available now include: UEB Literacy, UEB Introductory Mathematics, UEB Advanced Mathematics, and UEB Extension Maths.

UEBOnline is the proud recipient of the Zero Project Award 2020 for the 'Innovative Practices' category.

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Podcast

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